



CARING FOR OUR PLANET: THE **ECOALITY** GUIDE FOR YOUTH



Co-funded by
the European Union

This publication was co-funded by the European Union.
Its contents are the sole responsibility of the **Tuscany Region**
and do not necessarily reflect the views of the European Union.

This Guide is being undertaken as part of Ecoality, a three-year European Commission (EC) funded project that aims to increase the youth agency for global challenges, strengthening their cooperation with Local Authorities (LAs) and decision-makers and jointly convey the urgency and shared responsibility of taking collective action to support climate and gender justice.

Ecoality is led by the Tuscany Region and delivered in consortium with 4 Local Authorities, 5 associated Local Authorities and 10 Civil Society Organisations across 10 European countries.

CREDITS

EDITORS Areta Sobieraj - Oxfam Italia and Lucy Avranas - ActionAid Hellas

AUTHORS Alexandra Frontali, Anna Rita De Bellis, Angela Pinna, Anu Railasto-Moran, Areta Sobieraj, Balázs Nagy, Despoina Kardogerou, Georgia Palantza, Juliette Joyeux, Justyna Zamojda, Katarina Ivče Farnell, Katrin von Hagke, Lena Gruber, Lucy Avranas, Mario Bajkuša, Ozten Kivilcim, Patrícia São José, Paula Mihai, Sofia Lopes, Zuzanna Krzysztofik.

CONCEPT, VISUAL & GRAPHIC DESIGN FILARETE | Digital Agency and Valentina Berti, Tuscany Region

ACKNOWLEDGEMENTS

The Ecoality Guide is the result of an intense collaboration of CSO's across 10 European countries in Austria, Croatia, Finland, France, Greece, Hungary, Italy, Poland, Portugal and Romania.

We especially thank all those people who have contributed to the Ecoality Guide and who took part in the Teachers, Educators and Volunteers (TEV) Committee providing crucial feedback: Michela Farsetti, Ilaria Ghaleb, Maria Scheuer, Jussi Tomberg, Irena Ihas Jurić, Zsuzsanna Kray, Liliana Zaszchivici, Ana Maria Paladus, Patrícia Lourenço, Helena Vilaça, Eva Savvidou, Marianna Chatzigeorgiou, Aurélie Henry, Magali Ferry, Katarzyna Dzięciołowska, Julia Nowaczewska.

INDEX

SECTION 1

A Different Approach for Working with Youth

1. Introduction

- Who is this Guide for?
- Structure of "Caring for our Planet: Ecoality Guide for Youth"
- Why are climate change and gender inequality important?

2. Pedagogical Approach

- What is Global Education?
- Critical engagement and multidimensional perspectives
- What makes Global Education unique?
- Active participation and impact creation

3. KUVAS Framework

- Strategies for incorporating KUVAS into educational practices
- Knowledge & Understanding
- Values & Attitudes
- Skills

SECTION 2

The Intersectionality of Topics

1. Global Interdependencies

- Examining global interdependencies
- What are the Sustainable Development Goals (SDGs)?

2. Climate Change and Climate Justice

- Root causes and effects of climate crises
- Importance of collective action for climate justice: Wangari Maathai's story

3. Gender Justice

- Exploration of gender stereotypes and roles
- Root causes of gender injustice and climate injustice
- The impact of climate change on gender inequalities
- Just a phenomenon in the Global South?

4. Intersectionality

- Historical context and current implications
- Exploring discrimination and privilege
- Intersectionality in climate and gender justice

5. The Ecofeminist Approach as a Solution

- Principles of ecofeminism
- Is (eco) feminism exclusive to women and girls?
- Ecofeminist stories
- Alternative economies

6. Glossary

- Definitions of key terms and concepts used in the document

SECTION 3

Step by Step Activities for Teachers, Educators and Youth

1. Core Activities

- **Joining the dots** - The interdependencies and intersectionality of ecological crises and gender inequalities
- **Global domino** - Global interdependencies with a focus on ecological crises and gender inequalities
- **There IS a planet B** - Climate justice, gender justice and power relations
- **Inequality and climate change** - Intersectionality, climate justice and gender justice
- **An upside world** - Ecofeminism

2. Additional Activities

- **What is equality and what is justice?** - Social justice, empowerment, inequalities
- **Climate line up** - Inequalities, gender justice, ecological crises and intersectionality
- **Fighting climate change** - Climate and gender justice
- **Free to be me** - Gender justice
- **Exploring ecofeminism** - Ecofeminism

SECTION 1

A Different Approach for Working with Youth



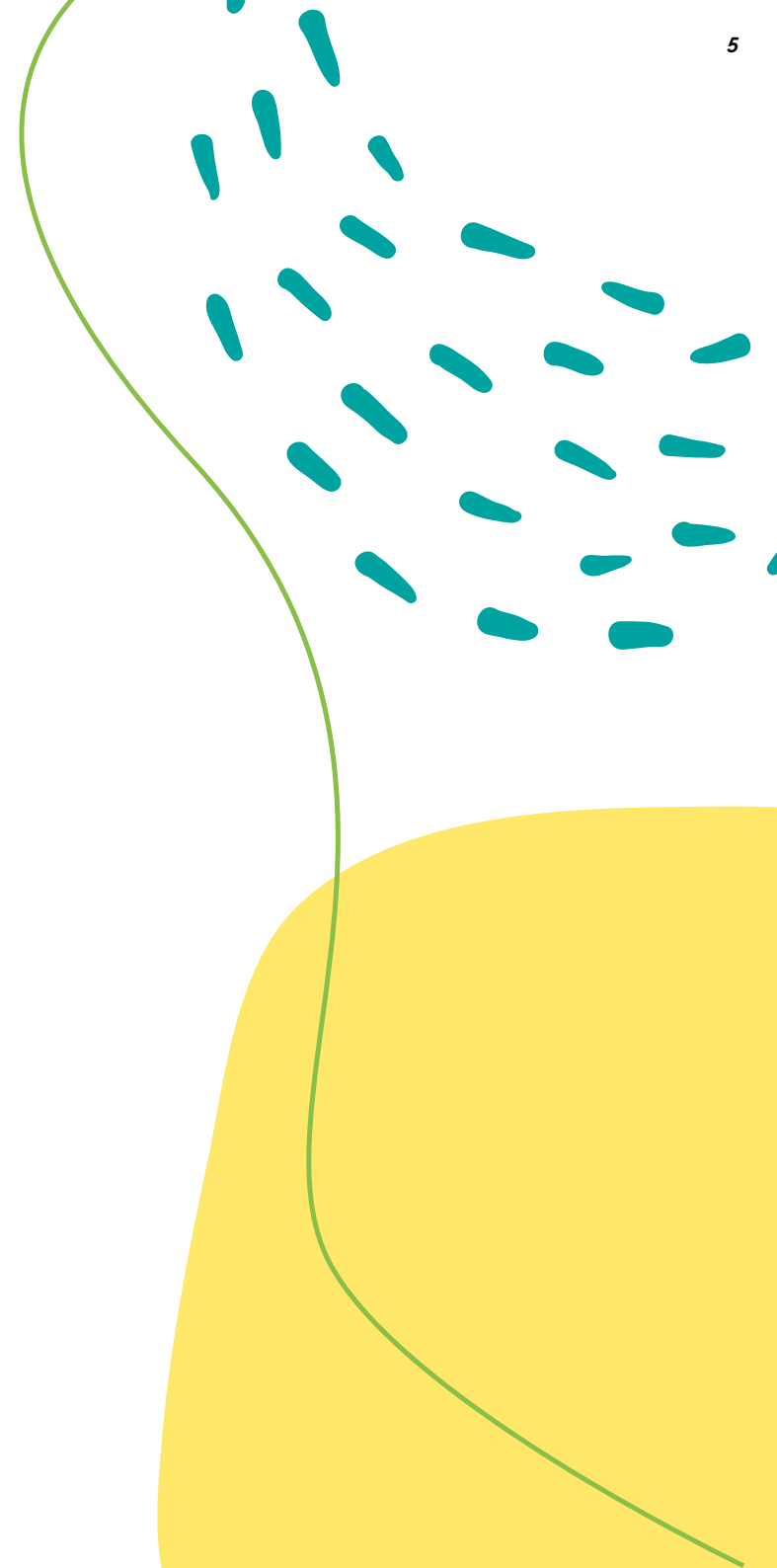
1. Introduction

Welcome to this educational journey, co-designed by a diverse group of education specialists and practitioners from across Europe, dedicated to **making a global impact in education.**

We invite both formal and non-formal educators, as well as young people, to join us in exploring the extensive resources available. **Together, we believe we can transform our communities and empower young people to become active citizens.**

Before we delve into the learning content, it is essential to understand the context behind this resource and the project it relates to. This resource has been developed as part of the **Ecoality: Youth and Local Authorities Together for Climate and Gender Justice project.**

This initiative aims to increase European citizens' awareness and sense of co-responsibility regarding the interdependence and intersectionality of ecological crises. Young people are at the heart of Ecoality and we seek to enhance their understanding of complex global issues, whilst also sustaining school and wider communities. **Our goal is to empower all young people to face global challenges and to strengthen their cooperation with European Local Authorities (LAs) active or interested in Global Education in conveying the urgency and shared responsibility of taking collective action to support climate and gender justice.**



Who is this Guide for?

Caring for Our Planet: the ECOALITY Guide for Youth is an innovative and interactive guidebook designed to support pre-service and in-service teachers, educators, and youth in volunteer groups and associations.

Through the guide, we aim to foster **Knowledge, Understanding, Values, Attitudes, and Skills (KUVAS)** related to the intersectionality and interconnectedness of global inequalities and ecological crises. This includes exploring power imbalances between people, examining relationships between people and the planet, and sharing appropriate and effective learning methodologies. There will be much talk about KUVAS in this guide.

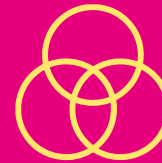
In this context, the guide seeks to empower, foster solidarity and empathy, and inspire youth to become active citizens and instigate change. We encourage the development of activities in schools and associations or groups to drive community engagement. It is framed within the Global Education (GE) framework and is learner and youth-centred with a human rights-based, inclusive, and transformative approach.

Structure of “Caring for Our Planet: the ECOALITY Guide for Youth”



SECTION 1

A Different Approach for Working with Youth



SECTION 2

The Intersectionality of Topics



SECTION 3

Step by Step Activities for Teachers, Educators and Youth



Introduction to Global Education (GE) and Transformative Pedagogy:

- **Centring** around the learner's personal experience and interests.
- **Enabling** meta-critical thinking through collaborative learning processes.
- **Exploring** the interconnectedness of global issues such as environmental justice, equity, and human rights.
- **Understanding** how the five central aspects of the KUVAS framework can facilitate a better recognition of the intersectionality between climate change and gender inequality.



Intersectionality of Climate and Gender:

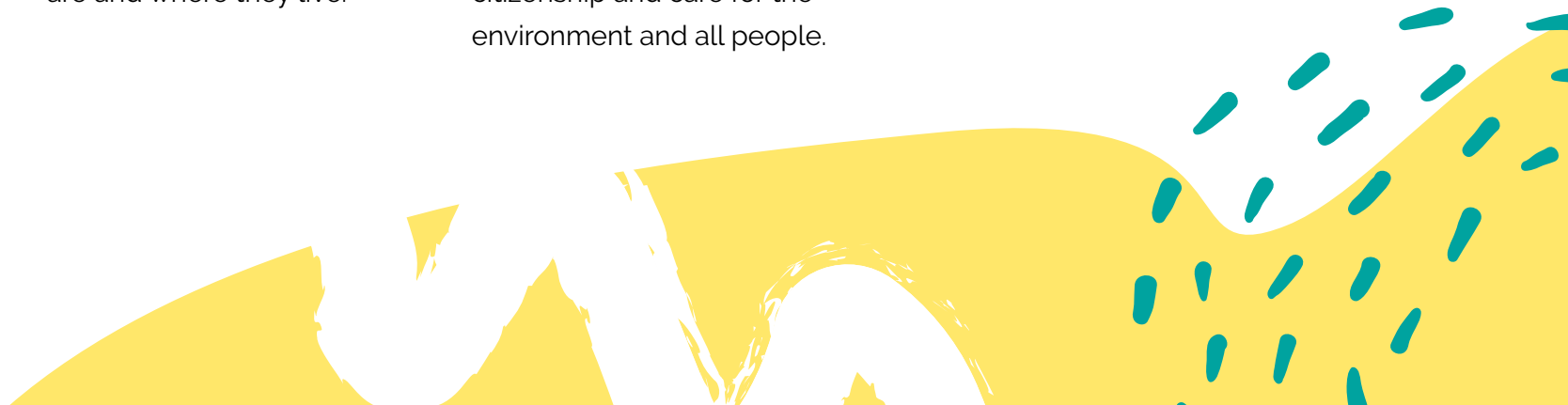
- **Reflecting** on the interdependencies between climate and gender.
- **Providing** necessary support to plan sessions for youth on these topics.
- **Understanding** the root causes, effects of ecological crises and inequalities, and the disproportionate impact that these can have depending on who people are and where they live.



Activities for Educators and Youth:

- **Offering** various Global Education activities, materials, and resources on themes mentioned in Section 2.
- **Applying** the KUVAS framework into practice through activities relating to intersectionality and interconnectedness of gender and climate justice.
- **Promoting** sustainability and values that inspire active citizenship and care for the environment and all people.

These sections will contribute to your **understanding** of global issues and allow you to plan at least four hours of **participatory and engaging sessions or activities for educators and young people.**



Why are climate change and gender inequality important?

Certainly, climate change and gender inequality are some of the defining challenges of our time, with complex and evolving dynamics. Ecological crises, poverty, and inequality are strictly interlinked. The root causes of these global issues (such as coloniality, patriarchy and the current economic model) have a great impact on the planet and people but affect people differently depending on who they are and where they live.

Gender inequality and climate change (and more broadly ecological crises) are interconnected and exacerbate each other. It is therefore crucial that we join forces in sharing responsibility and participate in shaping new transformative mindsets that are sensitive to both gender and ecological equalities. To achieve this, it is crucial that we embrace cross-cutting principles and values such as care, empathy, solidarity, connectedness, and empowerment. **We strongly believe that people of all ages, backgrounds, and cultures can play a vital part in both preventing further climate change and promoting gender equality, and that these are not merely issues of interest to women and girls.** This section will help you understand how gender and climate inequalities intersect and learn about the common values at the heart of gender and climate justice in more depth.



Over the past 25 years, the wealthiest 10% of the world population has contributed to over 50% of all carbon emissions, while the poorest 50% accounted for merely 7% of emissions (Stockholm Environment Institute and Oxfam, 2022).



80% of those affected by climate change are women and girls who are moving to safer areas but are at an increased risk of poverty, violence, and unplanned births (UN Environment in World Economic Forum, 2024 ¹).

¹ Climate change impacts women more. We must legislate to protect their health. [See here](#).

• **Ecofeminist values and principles** •

gender equality
strength
connectedness
inclusion
responsibility
balance
advocating
trust
climate justice
potential
power
Love
solidarity
care
feminism
education
collaborative
empowerment
concern
appropriate reciprocity
friendship
transforming
democracy
teamwork
encouragement
equality
social justice
dynamic
sense of community
respect
progress
participation
cooperation

2. Pedagogical approach

In this section, we discuss Global Education, which is the pedagogical basis of the learning activities in *The Caring for Our Planet: the ECOALITY Guide for Youth* as well as the five aspects of KUVAS framework.

What is Global Education?

Global education, as defined by the European Declaration on Global Education to 2050 is:

... is education that enables people to reflect critically on the world and their place in it; to open their eyes, hearts and minds to the reality of the world at local and global level. It empowers people to understand, imagine, hope and act to bring about a world of social and climate justice, peace, solidarity, equity and equality, planetary sustainability, and international understanding. It involves respect for human rights and diversity, inclusion, and a decent life for all, now and into the future ².

For those unfamiliar with the term, Global Education is an umbrella term encompassing many different terms such as Global Citizenship Education (GCE), Sustainable Development Education (SDE), and other intersectional educational approaches. It integrates environmental justice, equity, and human rights, encouraging us to critically think and explore how environmental issues intersect with social inequalities and to advocate for positive change in our communities. While eliminating climate change and gender discrimination is extremely challenging, we—as teachers, students, youth, schools, and civil society organisations—can play a central role in advocating for these global issues. We can directly influence them through our everyday actions as agents of climate and social justice.

²GENE (2022) GE2050 Congress the Dublin Declaration. Retrieved from www.gene.eu/ge2050-congress

GLOBAL EDUCATION IN SCHOOLS:

Global Education comprises several educational strategies and approaches. A transformative approach supports work with significant, contradictory questions that evoke emotions. Transformative pedagogy focuses on justice and hope, building and acting towards a sustainable future, tackling climate change, encouraging caring lifestyles, responsible consumption and working towards equality, democracy and inclusion. These themes benefit from multidisciplinary work, as they can interlink with most school subjects; they are broad and affect everyone in one way or another. This kind of multidisciplinary study means moving away from traditional teaching which focuses on a 'single subject', and this is precisely what the KUVAS framework advocates. Studying, for example, climate change topics by integrating several subjects—such as science, technology, art, social studies, and mathematics—helps students discover multiple perspectives. This approach allows them to explore the Knowledge, Understanding, Values, Attitudes, and Skills (KUVAS) related to the same issue.

Critical engagement and multidimensional perspectives

Critically engaging with multiple and differently positioned perspectives and experiences is essential to understanding the big picture. Easy answers presented to complex problems are usually condensed and simplified, contributing to a lack of complete perspective. For this reason, it is essential that we develop **critical thinking skills**, where we seek out, listen to and incorporate various and marginalised perspectives to question, and possibly unlearn, simplified thinking patterns. A critical reflection of the existing power relations and discriminatory structures is necessary to reconstruct them³. For example, climate crises tend to disproportionately affect women and girls, which we will explore this further in Section 2. A **gender-transformative approach** seeks to reconstruct and transform gender inequalities, such as unequal roles and rights, and empower disadvantaged populations⁴.

³Pashby, K. and Sund, L. (2019). Teaching for sustainable development through ethical global issues pedagogy: A resource for secondary teachers. Retrieved from www.mmu.ac.uk/sites/default/files/2020-11/Ethical-Global-Issues-English.pdf

⁴UNICEF (2022). Gender Policy and Action Plan 2022-2025 Gender-Transformative Programming (UNICEF Background Paper Series). Retrieved from www.unicef.org/gender-equality/gender-action-plan-2022-2025



Any radical pedagogy must insist that everyone's presence is acknowledged. That insistence cannot be simply stated. It has to be demonstrated through pedagogical practices. To begin, the professor must genuinely value everyone's presence." - bell hooks



What makes Global Education unique?

Global Education uses a transformative approach that begins by centring around the learner's experience. It is our own experiences, perceptions, views, connections and emotions to a given topic that trigger and/or provide the foundations for our learning, making the topic more personally meaningful.

Starting with what the learner knows and can share means acting together with youth and not merely for, or on behalf of, them. Learning entities requiring learner autonomy and accountability support their growth towards active participation and democratic impact-making. These learning environments need to be safe and respectful of all learners so that they do openly feel that they can share their ideas, perspectives, criticisms, doubts, identities and experience without judgement and fear.

Learning is both a personal and social process; it is about what you know as much as about what you feel. In collaborative learning processes, where we exchange thoughts and emotions with others, we learn essential life skills such as justifying one's opinion, developing empathy, and creating impact. It is important to exhibit different Knowledge, Understanding, Values, Attitudes, and Skills (KUVAS) which support active citizenship. Mastering these skills contributes to the actualisation of democracy and active engagement in wider society as well as fostering inclusive youth participation.



GLOBAL EDUCATION	IT IS NOT...
✓ asking questions and critical thinking	✗ telling people what to think and do
✓ exploring local-global connections and our views, values and assumptions	✗ only about far away places and peoples
✓ exploring the complexity of global issues and engaging with multiple perspectives	✗ providing simple solutions to complex issues
✓ exploring issues of social justice locally and globally	✗ focused on charitable fundraising
✓ applying learning to real-world issues and contexts	✗ abstract learning devoid of real-life application and outcomes
✓ opportunities for learners to take informed, reflective action and have their voices heard	✗ tokenistic inclusion of learners in decision-making
✓ all ages	✗ too difficult for young children to understand
✓ all areas of the curriculum	✗ an extra subject
✓ enrichment of everyday teaching and learning	✗ just a focus for a particular day or week
✓ the whole school environment	✗ limited to the classroom

Active participation and impact creation

Transformation in Global Education becomes visible through learners' action. Learners' active participation is crucial. One of the core ideas is to motivate learners to involve themselves actively to create an impact. Creating an impact can be practised both inside and outside formal structures, such as schools or associations.

Connecting learning to local environments and communities through hands-on activities, field trips, and project-based learning encourages learners to develop a sense of stewardship for local ecosystems and communities.



3. KUVAS Framework

Strategies for incorporating KUVAS into educational practices

By engaging the learners and giving them responsibility for their own learning, we can genuinely encourage **active engagement and democratic participation in society**. The aim is to share perspectives, co-create methodologies and tools to strengthen agency and active citizenship skills with youth. Some strategies for this are listed in the chart below.

STRATEGIES

Visuals and narratives can be used to illustrate disparities and unequal impact of climate change on different groups (gender, race etc.).

Case studies can be used for an in-depth analysis of real-world scenarios and to develop empathy and deeper connection with people who are directly threatened by climate change or are affected by gender inequality.

Project-based learning can be used to explore particular issues and/or relations and to make them more concrete and understandable while offering the possibility to propose solutions.

Role playing activities can be based on a case study or project results, and can be used to further understand different perspectives, encourage empathy and highlight the diversity of experiences within climate change and gender inequality impacts.

Simulations can be used to reflect on different type of real-life situations (for example, decision making, negotiations, advocacy etc.) related to relationships between climate change, gender, race, power and privilege.

Present local and global issues can be used to show their interconnectedness, intersectionality and how local events can influence people in other regions. Discussions and debates can be powerful tools to engage all learning and explore possible solutions that address inequalities.

Invite **guest speakers** and form **partnerships** to provide expertise or first-hand insights into key topics.

NOTES TO ALL STRATEGIES

- Allow enough time to prepare for these strategies.
- Ensure that the materials and examples that you use are trustworthy, and evidence based. Educational activities and materials should be inclusive and young people should be able to see their experiences and backgrounds reflected in the materials and/or activity design.
- Promote human rights, democracy and peace. Use language that empowers, emphasises resilience and agency in communities rather than victimises or threatens.
- Allow young people to reflect on their learning and their own positions of privilege or disadvantage. Challenge traditional gender roles and promote gender equity as part of the solution to climate challenges.
- With all preparedness and cautiousness, have in mind that some activities and tools can trigger anxiety among young people. Have a well-structured response for these situations.
- Any given situation has its history. Consider key factors that have caused the situation and which ones contribute to this issue today. How are young people be connected to this issue? What local issues and global issues does this particular situation link to?
- Consider different viewpoints of a given situation rather than just a mainstream perspective. Who could provide an alternative perspective or viewpoint? Which voices are the loudest? Be sure that marginalised voices emerge.

The activities in section 3 reflect the multidisciplinary, critical and transformative approaches in Global Education and relate to our specific themes of climate and gender justice.

By incorporating these pedagogical approaches, we can critically examine the intersections of gender, the environment, and to become agents of social justice in our communities and beyond.

Our aim is to contribute to a better recognition of the relation between climate change and gender inequality and lead to action for positive change.

REFLECT AND DISCUSS

WHAT DO YOU THINK ARE THE MOST IMPORTANT VALUES AND ATTITUDES, AREAS OF KNOWLEDGE AND UNDERSTANDING, AND SKILLS THAT LEARNERS NEED IN THE WORLD TODAY AND IN THE FUTURE?

The following table outlines the key Knowledge areas, Values, Attitudes, and Skills targeted by this learning guide, separated by age range (14-16 and 16+).

This comprehensive guide aims to foster a deep understanding of the intersectionality between climate and gender justice, social equity, identity, human rights and global interdependence. It gives importance to the role that values and attitudes have in shaping the world while developing key skills such as critical and creative thinking, empathy, and active participation amongst youth in and out of schools. The competences listed are complementary to European and International frameworks such as OECD's Global Competences⁵ and UNESCO's key competences in education for sustainable development⁶. We hope that the KUVAS framework can be used as compass to navigate through learning journeys more affectively and can be integrated to different learning settings, enhancing educational aims. It is not a to-do list. It stimulates a different pedagogical approach without the need to provide any concrete evidence of its impact to anyone. It does not explicitly mention any subjects such as Science or Philosophy although it implicitly addresses all through its cross-cutting learning. The KUVAS framework promotes, what we call Ecoality's LEARN, THINK, EMPOWER, ACT, TRANSFORM Global Education transformative approach. It is transformative, developing the knowledge and understanding, skills, values and attitudes that learners need both to participate fully in a globalised society and economy, and to contribute to and live in a more just, secure and sustainable world than the one they have inherited.

⁵ Global competence - PISA ([oecd.org](https://www.oecd.org))

⁶ Learning to transform the world: key competencies in education for sustainable development - UNESCO Digital Library

All the activities shared in section 3 refer to the KUVAS framework, providing a clear perspective of the key **K**nowledge and **U**nderstanding, **V**alues, **A**ttitudes and **S**kills explored.

Knowledge and Understanding

	AGE 14 – 16	AGE 16 +
Climate, Justice, and the Environment	<ul style="list-style-type: none"> • Analyse the root causes of climate crises and understand their gendered impacts. • Reflect on who is most affected by climate crises and what factors influence relief effectiveness. • Understand the impact on the Global South and future generations. 	<ul style="list-style-type: none"> • Investigate the interconnection between poverty, capitalism, climate crises and patriarchy.
Social Justice, Equity, and Gender Justice	<ul style="list-style-type: none"> • Learn about the evolution of human rights, locally and globally. • Explore gender stereotypes and community roles, locally and globally. • Reflect on women's influence in politics and policymaking. • Consider wider causes of inequality and the impact of policies and power dynamics on gender equality. • Increase awareness of initiatives tackling poverty and inequality. 	<ul style="list-style-type: none"> • Understand, contextualise, and breakdown the meaning of gender justice. • Explore calls for gender justice and social justice perspectives. • Analyse social justice strategies.

Identity, Diversity, and Intersectionality

- Explore variables influencing identity formation and understand how different factors can create unequal dynamics within a society or community.
- Investigate diversity and intersectionality.
- Analyse the connection between gender inequality and climate change.
- Consider how different identities can lead to a more inclusive society.
- Learn about the impact of historical practices like slavery and colonisation and understand how these relate to calls for climate justice.

- Understand the multifaceted nature of identity.
- Analyse dominant cultures and their impact on identity.
- Explore how globalisation can influence identity.
- Study movements for social justice and liberation.
- Examine the best strategies for social change.

Sustainable Development / SDGs

- Demonstrate awareness of development and sustainability debates.
- Explore the effects of scientific discoveries and technological advances.
- Examine the role and accountability of each actor in achieving sustainable development.
- Explore why the SDGs were created and their relation to human rights.

- Understand the context and challenges of sustainable development and the SDGs.
- Critique alternative solutions.
- Reflect on participation and empowerment in development.

Human Rights

- Learn why human rights are violated and the factors involved.
- Understand state responsibilities in upholding human rights and explore the obligations of other duty bearers within society.
- Examine links between human rights, gender justice, and climate change.

- Learn the history and philosophy of human rights.
- Understand human rights in terms of their universality, indivisibility, and interdependence.
- Identify the challenges governments face regarding human rights.

Power, Empowerment and Advocacy

- Learn about global governance, structures, and processes.
- Consider how expanding power and influence of countries or organisations can impact cultures, attitudes, and experiences of those affected.
- Understand the power of collective action in tackling global challenges.

- Understand how individuals, groups, and public and private sectors engage in global governance.
- Reflect on unequal power relations between nations.
- Recognise factors hindering citizenship and civic engagement.
- Understand the role of Global Citizenship Education in cultivating active citizens.

Globalisation and Interdependence

- Analyse the complexity of globalisation and global issues.
- Acknowledge power imbalances between high and low-income countries and the impact this has both nationally and globally.
- Understand global economics and political systems and how they impact people's lives.

- Evaluate globalisation's impact on wealth and inequality.
- Analyse critiques of trade, financial flows, and global governance.
- Understand challenges and opportunities of globalisation.
- Understand global supply chains and the exploitation of women and destruction of nature along supply chains.

Values and Attitudes

	AGE 14 – 16	AGE 16 +
Sense of Identity, Self-Esteem, and Valuing Diversity	<ul style="list-style-type: none"> • Acknowledge self-value and accept the individuality of others. • Understand that inclusion means that everyone has value and is entitled to equality. • Demonstrate respect for other opinions and challenge discriminatory views. 	<ul style="list-style-type: none"> • Understand the multifaceted nature of personal identity and recognise the human interdependency at local and global level. • Advocate for human rights. • Show value in learning and working with others from diverse backgrounds who hold different perspectives. • Recognise and overcome own prejudices and biases. • Demonstrate desire to deepen understanding and interaction with different cultures both locally and globally. • Reflect on gender identities, perceptions and roles, and how masculinity and femininity tie into climate crisis. • Realise that everyone, regardless of gender, can contribute to a just transition.
Commitment to Social Justice, Equity, Care, and Community	<ul style="list-style-type: none"> • Develop active concern for injustice, exploitation and denial of human rights. • Demonstrate willingness to act against injustice and inequality. • Show willingness to take an informed stand on global issues. • Recognise that people can be more impactful through collective action. 	<ul style="list-style-type: none"> • Develop a sense of personal and collective responsibility towards local and global issues. • Get involved in activities promoting social justice locally, nationally, and globally. • Work towards a more equitable and sustainable future.

Respect for People and Human Rights

- Cultivate solidarity with those suffering human rights violations, injustice, and discrimination.
- Hold duty bearers accountable for equal rights.

- Recognise the needs and rights of current and future generations facilitating them to learn, think and act.

Active Participation in Protecting the Environment and Promoting Sustainable Development

- Understand environmental issues and the interdependence between people and the planet.
- Reflect on human habits, behaviours and consequences of resource depletion in relation to the planet, considering the importance of individual and collective responsibility.
- Demonstrate commitment to sustainable development by making informed decisions which reflect this commitment.

- Show concern for the future of the planet and future generations.
- Take responsibility for own lifestyle changes, such as conserving water, recycling, consuming less and applying circular economies reducing energy consumption.
- Engage decision makers and campaigners.
- Address the root causes of these issues, namely the actions of corporate entities that are predominantly led by men.

Skills

	AGE 14 – 16	AGE 16 +
Critical, Independent and Creative Thinking	<ul style="list-style-type: none"> • Synthesise information from different sources. • Critically examine own attitudes, assumptions, and behaviours. • Remain receptive to new ideas and perspectives. 	<ul style="list-style-type: none"> • Evaluate different approaches to global challenges. • Assess how power impacts decision making. • Synthesise ideas for local and global issues. • Participate in relevant political processes.
Empathy and Solidarity	<ul style="list-style-type: none"> • Develop the skills to be able to empathise with others. • Consider a range of different perspectives when analysing national and global challenges or debates. • Cultivate a sense of communal identity, recognising that communal wellbeing begins with individual wellbeing. 	<ul style="list-style-type: none"> • Understand how people's social and economic circumstances shapes perspective and decision making. • Understand complexity of motivations of a wide range of actors in given situations.
Self-Awareness & Reflection	<ul style="list-style-type: none"> • Consider the different cultural lenses and recognise biases. • Cultivate social and emotional learning. • Evaluate experiences and feedback for future learning. • Reflect on the factors influencing individual identity and the role played within society (including privileges, socialisation, preconceptions of masculinity and femininity, climate crises, etc.). 	<ul style="list-style-type: none"> • Reflect on personal values and biases. • Understand the influence of societal contexts on thought process. • Articulate what it means to be a global citizen. • Visualise projects for social change.

Communication, Collaboration and Conflict Resolution

- Understand global connections and form independent opinions.
 - Consider communication mediums and demonstrate self-awareness.
 - Reflect on group roles and leadership.
 - Identify win/win solutions for conflict resolution.
 - Demonstrate sensitivity and awareness of diverse perspectives and cultural norms when managing conflict.
 - Learn how to select goals, plan action, and overcome obstacles.
- Listen, reflect, and evaluate another person's point of view and respond appropriately.
 - Identify the challenges of communication, particularly intercultural communication.
 - Negotiate effectively with peers and adults, mediating disputes using a range of conflict resolution strategies.
 - Bring together local players to work on projects for climate change and gender inequality.

The KUVAS framework based on Oxfam's Education for Global Citizenship – A guide for school (2015)

SECTION 2

The Intersectionality of Topics



In this section of our guide, we will explore **the intersectionality of two critical and urgent issues: climate crises and gender justice.** The United Nations' Sustainable Development Goals (SDGs) clearly illustrate the interdependencies between these challenges. They highlight that no goal can be achieved in isolation; progress in one area requires coordinated efforts across all goals and in all countries.

“

Before you've finished your breakfast this morning, you'll have relied on half the world."

- Martin Luther King Jr.



1. Global Interdependencies

Examining global interdependencies

In the 21st century, schools must prepare students for the complex and interconnected realities of today's world. **This requires a deep understanding of the intricate connections between climate, environment, society, culture, and economics—commonly referred to as global interdependencies.** These interdependencies are shaped by ongoing globalisation and extend to communities, nations, institutions, and individuals.

Global interdependencies are continuously evolving. The Covid-19 pandemic, climate change, and global conflicts all underscore a harsh truth: ignoring or mismanaging these interdependencies harms both people and the planet. Today, goods travel twice as far as they did 60 years ago and cross more borders before they are finally consumed. For example, smartphone production involves components such as mined cobalt and lithium batteries, and camera modules crisscrossing the globe, often retracing their steps and leaving a negative impact on communities and the environment (The 2023/2024 Human Development Report). This global network of connections unites people, locations, and events. Each of us occupies a position within this network, and our actions have the potential to positively or negatively impact the world.

The challenges, opportunities, and interdependencies of our interconnected world are well illustrated in the [Sustainable Development Goals \(SDGs\)](#).



What are the Sustainable Development Goals?

The Sustainable Development Goals (SDGs) were established by all 193 member states of the United Nations (UN) on 25 September 2015 in New York. The agenda outlines 17 sustainable development goals and 169 associated targets, to be achieved globally by 2030. These goals, also known as the Global Goals or the 2030 Agenda, apply to all countries, both in the Global South and the Global North. They cover a wide range of challenges, including climate change, social and gender inequalities, education, and environmental protection.

The SDGs aim to transform the world by ensuring that the needs of the present generation are met sustainably, with respect for the environment and consideration for future generations. The SDGs represent the complexity and diversity of global interdependencies. The interdependencies not only between global challenges but also the interconnectedness among the goals themselves. It is evident that no goal can be achieved in isolation; progress on each goal relies on efforts across all areas and in all countries.

INTRODUCTION TO SUSTAINABLE DEVELOPMENT GOALS:

[>>> SDGs – Explainers - FAST FACTS](#)

[>>> View Video](#)

As a society, we strive to create peaceful, just, and inclusive communities with strong institutions that promote sustainable and healthy environments. We envision a world where values such as respect, care, trust, love, solidarity, and compassion are upheld. **To build a more just, peaceful, and friendly world, we need to rethink our approach and be open to transforming our thinking, existence, and lives.** A good first step in this change is understanding the complex global relationships and multiple perspectives.

2. Climate Change and Climate Justice

Root causes and effects of climate crises

Climate change is a prime example of global interdependence. It is one of today's greatest global challenges, affecting the environment, economy, and society. It impacts all countries, regardless of location. Greenhouse gas emissions in one country influence the global climate, leading to rising temperatures, melting glaciers, rising sea levels, extreme weather, and changes in the behaviour and life cycles of animal and plant species.

Extreme weather events, such as droughts and floods, can cause crop failures and food shortages, increasing food prices. This can result in social and political instability, reinforce gender inequality and gender-based violence, and cause conflicts and population migration.

WEATHER AND CLIMATE: WHAT'S THE DIFFERENCE?

Although they are closely related, weather and climate are not the same. The difference between weather and climate is simply a matter of time. Weather refers to the short-term conditions of the atmosphere, while climate describes the average weather conditions over a long period of time. Weather shows the way the atmosphere behaves and can change from minute-to-minute, hour-to-hour and day-to-day.

There are many components to weather, which include temperature, rain, wind, hail, snow, humidity, flooding, thunderstorms, heatwaves and more. When you look outside your window on any given day, what you see is weather. Climate, on the other hand, is the weather in a specific area over a long period of time – usually 30 years or more. When scientists talk about climate, they look for trends or cycles of variability, such as changes in temperature, humidity, precipitation, ocean-surface temperature and other weather phenomena that occur over longer periods of time in a specific location.

While changes in weather can occur in minutes, climate changes over longer periods of time. Climate events, like El Niño, happen over several years, with larger fluctuations happening over decades. And, even larger climate changes happen over hundreds and thousands of years. Today, our climate is changing. Earth's climate is warming due to increasing concentrations of carbon dioxide and other greenhouse gases in the atmosphere⁷.

⁷The European Space Agency - www.esa.int

Since the industrial revolution, the Earth's average surface temperature has continued to rise. Scientists agree that greenhouse gas emissions from human activities cause this warming. The Intergovernmental Panel on Climate Change (IPCC) unanimously agrees that that *"human-caused climate change is already affecting many weather and climate extremes in every region across the globe."*⁸ In 2020, the average global temperature was already 1.2°C above the pre-industrial average. The global community aims to limit warming to a maximum of 2°C, as higher temperatures are expected to cause fundamental changes and risks. Climate change is already being felt worldwide through an increase in extreme weather events and rising sea levels.

⁸ IPCC (2023) www.ipcc.ch/report

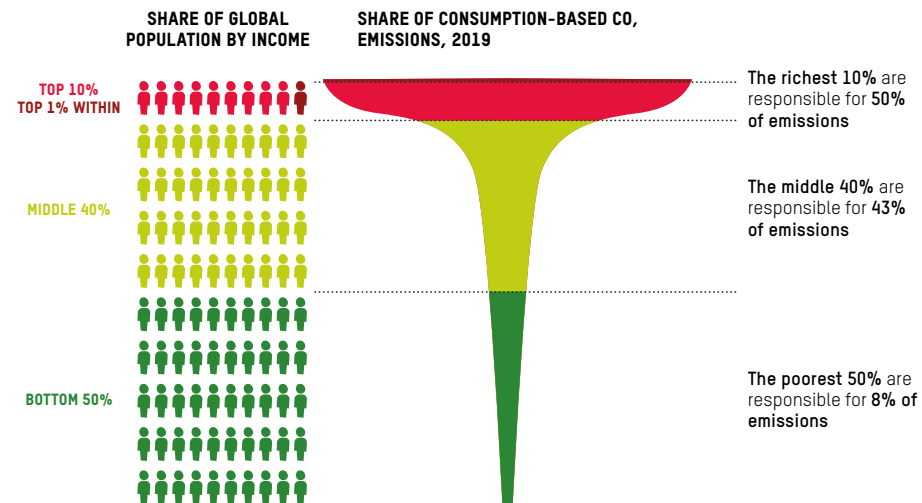
WHAT IS THE IPCC?

The Intergovernmental Panel on Climate Change (IPCC) is the UN body for assessing the science related to climate change. It was established by the United Nations Environment Programme (UNEP) and the World Meteorological Organization (WMO) in 1988 to provide political leaders with periodic scientific assessments concerning climate change, its implications and risks, as well as to put forward adaptation and mitigation strategies.

In the same year the UN General Assembly endorsed the action by the WMO and UNEP in jointly establishing the IPCC. It has 195 member states. The IPCC releases comprehensive scientific assessment reports every 5 to 7 years. The 6th Report was published in 2023⁹

⁹ IPCC (2024) www.ipcc.ch/2024

Climate justice highlights that the crisis caused by climate change is not just an environmental issue but also an ethical, social, and political one. It is a crisis of justice where suffering is unequally distributed. Although the effects of man-made global warming are felt worldwide, people in the Global South suffer disproportionately. Another aspect of climate justice concerns responsibility for man-made climate change. Those who suffer the most have contributed the least to the crisis. This includes people living in poverty, marginalised groups such as women, Indigenous Peoples, and low-income countries. There is also a glaring disparity between the carbon footprints of the super-rich, whose carbon-intensive lifestyles and investments in polluting industries drive global warming, and the rest of the world. In 2019, the richest 1 percent of the world's population produced as much carbon pollution as the five billion people who made up the poorest two-thirds of humanity. The consumption-based emissions of the richest 10 percent were responsible for half of all global CO2 emissions¹⁰.



Source: Oxfam/SEI (2023). *Inequality of Emissions*. In *Climate Equality: A planet for the 99%* (pp. 6-19). Oxfam GB. [You can see here](#).

¹⁰ Oxfam (2023) - policy-practice.oxfam.org

“It would take about 1,500 years for someone in the bottom 99 percent to produce as much carbon as the richest billionaires do in a year.” – Oxfam

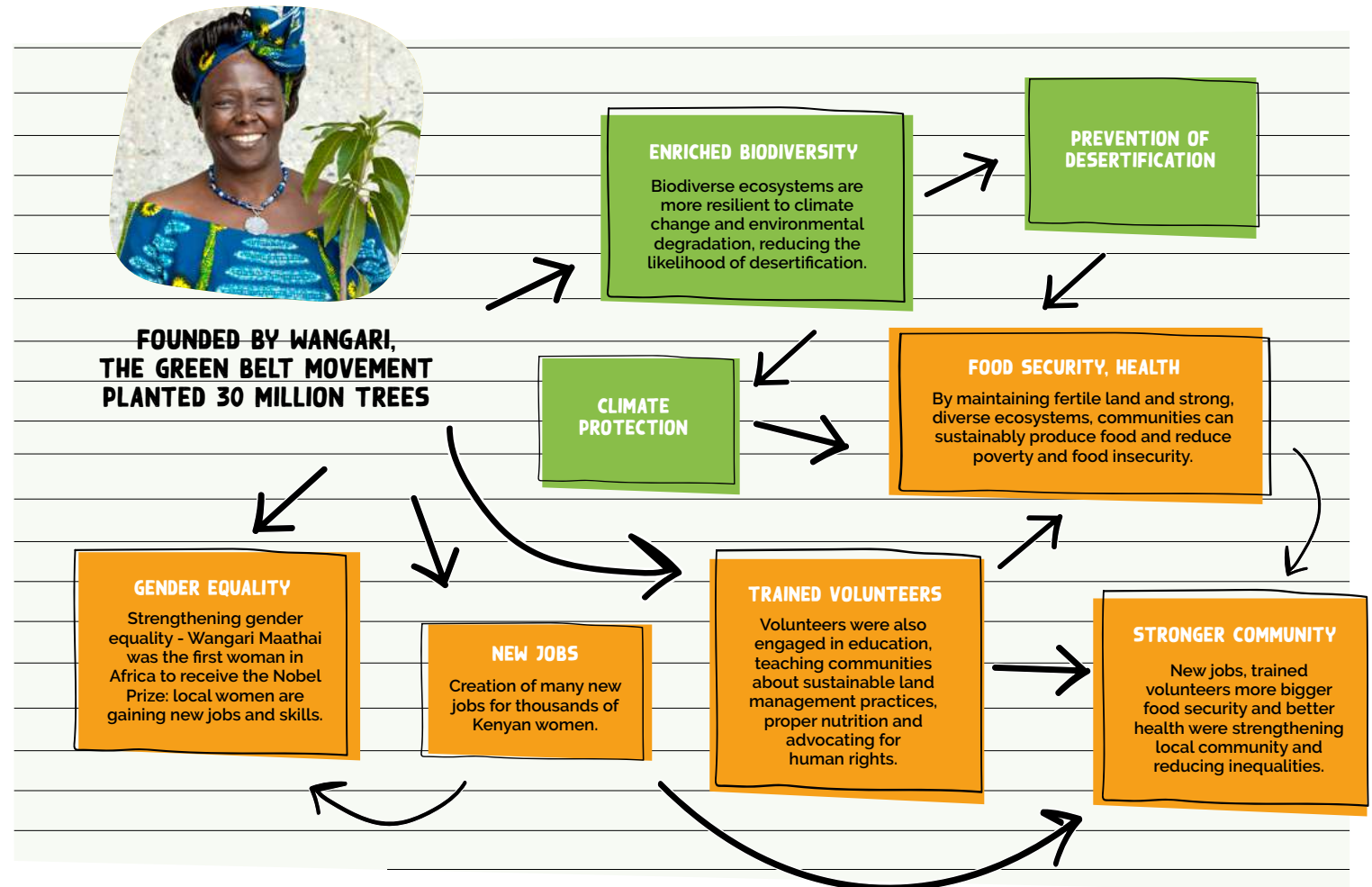
CLIMATE JUSTICE

Ecoality’s view of climate justice is achieving an equitable and fair distribution of the burdens, impacts, and benefits of climate change and efforts to mitigate the climate crisis. This involves putting life at the centre of our future, safeguarding the rights of the most vulnerable people, and ensuring that all people, especially women and the most vulnerable, can participate in decision-making processes that are fair, accountable, open, and corruption-free.

Importance of collective action: Wangari Maathai's story

Consider the work of Wangari Maathai whose efforts enriched biodiversity, protected the climate, and strengthened the community, especially women. **By planting 30 million trees, she initiated a chain reaction of interactions and dependencies that contributed to achieving many of the Sustainable Development Goals.**

When discussing global interdependencies, it is crucial to emphasise the complexity of our world, our shared responsibility for it, and the impact we have in shaping a better future, both locally and globally.



We have already established that all Sustainable Development Goals (SDGs) are interlinked. In this section, we will examine the close connection between SDG 5 (Gender Equality) and SDG 13 (Climate Action). We will explore the terms "climate justice" and "gender justice" and illustrate the connections between them, highlighting why women and girls are particularly affected by the impacts of climate change.

3. Gender Justice

Exploration of gender stereotypes and roles

Throughout history, men and women have held unequal positions in most societies, with women being denied essential rights and access for extended periods. In today's world, men and women in many societies are legally equal, but the consequences of centuries of discrimination persist in various forms. This is evident in the under-representation of women in the economy and politics¹¹.

Gender inequality refers to a legal, social, and cultural situation in which biological and/or social sex determines different rights and dignity for women and men. This is reflected in their unequal access to rights and the assumption of stereotyped social and cultural roles¹². The vision of gender equity aims to ensure fairness and justice in access to opportunities and the distribution of benefits and responsibilities between women and men.

The degree of gender equality varies across different societies. In many places, a significant "justice gap" remains, even in the most progressive societies. This gap is evident in phenomena such as the gender pay gap and the disproportionate burden of unpaid care work on women. Globally, women perform more than 75 percent of unpaid care work, 3.2 times more than men¹³.

¹¹ (WEF), 2021, "[Global Gender Gap Report 2021](#)" World Economic Forum, Geneva

¹² European Institute for Gender Equality - [Glossary](#)

¹³ Read - [What does gender equality have to do with climate change?](#)



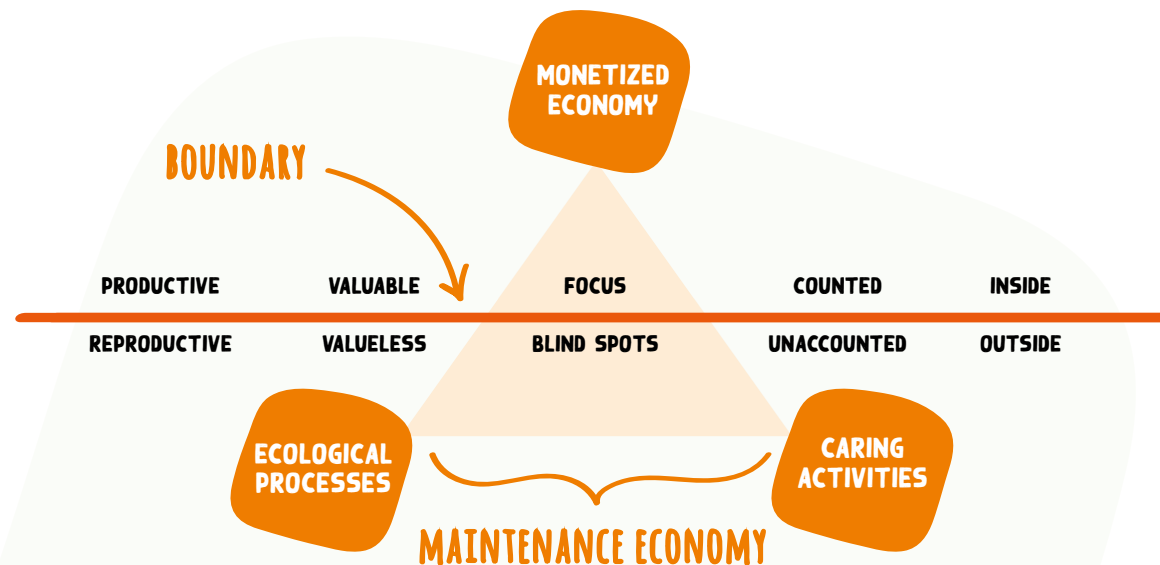
GENDER JUSTICE

Ecoality's view of gender justice involves dismantling intersecting systems of oppression, redistributing power to realise gender equality and to protect, promote and obtain the rights of women, girls and people from the LGBTIQA+ community, free from all forms of violence and discrimination.

Root Causes of Gender Injustice and Climate Injustice

The exploitation of women and the environment are interconnected and share the same root causes. A system that oppresses people based on gender, race, class, sexuality and physical ability is the same one that oppresses nature. Patriarchy, colonialism, and capitalism are responsible for the exploitation and oppression of both women and the environment, intersecting with other oppressive systems such as racism and heteronormativity, which reinforce each other.

Let's explore this in more detail. Both care work (such as gathering and preparing food, childcare, cleaning clothes and homes) and ecological processes (such as respiration, energy, and decomposition) are essential for our societies and economic systems to function. We all need to breathe, eat, drink, sleep, and wear clothes, yet neither care work nor ecological processes are valued in monetary terms, remaining invisible and seemingly worthless.



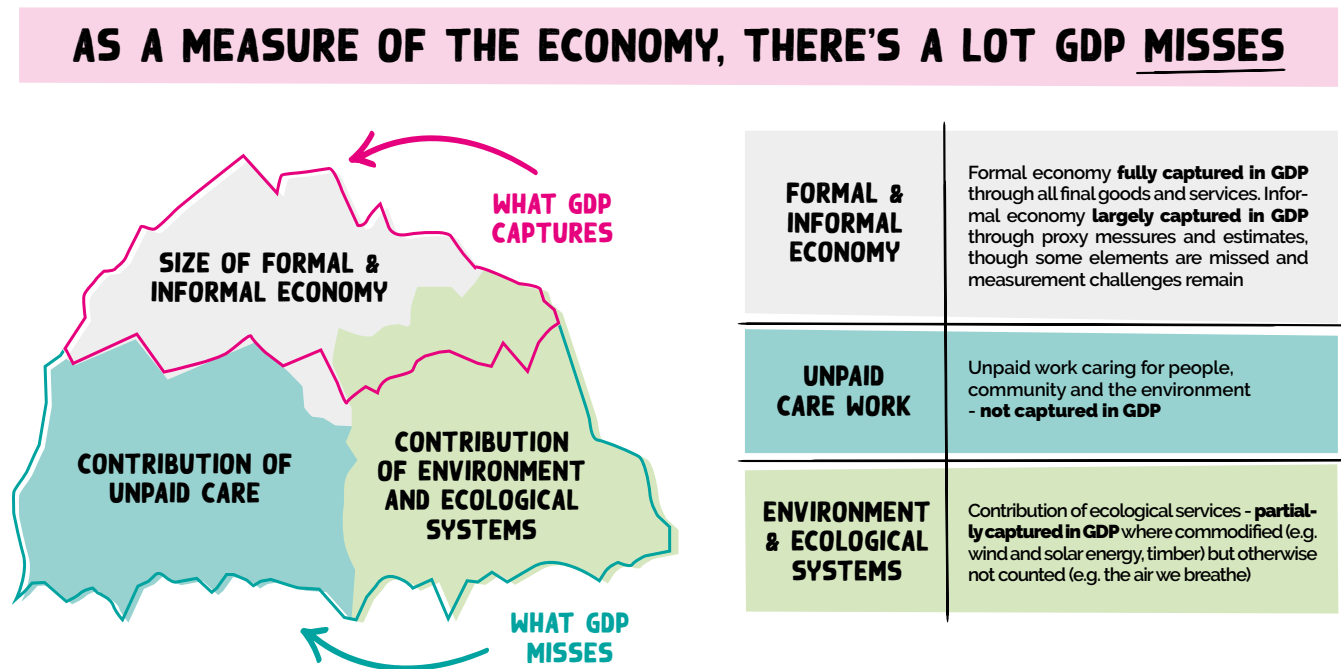
Adapted from *The Dominant Economic Model*. Source: *The Monetized Economy Versus Care and the Environment: Degrowth Perspectives On Reconciling an Antagonism*. Corinna Dengler & Birte Strunk

In the figure we can see how the **DOMINANT ECONOMIC MODEL** effectively creates an artificial boundary and power asymmetry between the monetized or formal economy and the maintenance economy – consisting of care activities and ecological processes – on which human life depends and which sustains the formal economy¹⁴.

¹⁴ (C. Dengler and B. Strunk. (2018). 'The Monetized Economy Versus Care and the Environment: Degrowth perspectives on reconciling an antagonism'. *Feminist Economics*, 24(3), 160–83. M. Mies and V. Shiva. (1993). *Ecofeminism*. Fernwood Publishing.

The former is considered 'productive' and sits inside the primary focus of economic thought and policymaking; the latter is considered unproductive, valueless and seen to lie outside of this focus. The maintenance economy's entire *raison d'être* is to serve the monetized economy in this framework. Those at the top of this power asymmetry are the rich, mostly male, elite predominantly in the Global North. Those at the bottom are disproportionately women, Indigenous, and racialized communities, especially those at the intersection of different inequalities. This means that the real costs related to the relentless production and consumption in the market economy are externalized, falling on people and nature seen as outside the market economy¹⁵ – often women already experiencing intersecting inequalities, and a planet that is on the brink of climate catastrophe and mass extinction¹⁶.

Our current economic model, based on infinite growth using finite resources, is measured by Gross Domestic Product (GDP). GDP fails to consider many human dimensions (well-being, happiness, relationships, education) or environmental ones (sustainability, planetary boundaries) as depicted in this figure (adapted from Oxfam Discussion Paper: [Radical Pathways Beyond GDP](#) - 2023). This narrow focus on GDP drives policies that fuel inequality, gender injustice, disease, and climate breakdown. GDP not only impacts what gets recognised and measured but also influences policies, investments, and determines winners and losers.



Systemic change is needed, requiring new kinds of relationships between men and women, and between people and the environment. This involves ensuring equal social, political, economic, and cultural opportunities for all. We will explore a vision and lifestyles contributing to this systemic change a little later. By understanding these interconnected injustices and the systemic changes needed to address them, we can work towards a more equitable and sustainable world.

¹⁵ Same as note N.14 - ¹⁶ Oxfam (2023) [Radical Pathways Beyond GDP: Why and how we need to pursue feminist and decolonial alternatives urgently](#)

The Impact of Climate Change on Gender Inequality

The climate crisis disproportionately affects marginalised groups such as indigenous peoples, women and girls, smallholder farmers, the elderly, and people with disabilities. These groups often **have fewer resources and opportunities to escape or recover** from damage caused by extreme weather events.

Children play on melting ice near the Yupik Inuit village of Napakiak on the Yukon Delta. Climate change is disproportionately affecting rural communities in Alaska, many of which are facing long-term existential threats.

The concept of climate justice seeks to equitably distribute the burdens and opportunities of climate change globally. According to this principle, industrialised countries and some emerging economies, as the main contributors to climate change, must not only significantly reduce their green-house gas emissions but also support poorer countries in adapting to and mitigating climate-related impacts. However, adequate support from wealthier nations to facilitate these transitions remains insufficient.

We have already learned that not all people around the globe are equally affected by the effects of climate change; there are major differences between the Global North and the Global South. Women and girls are among the groups that are particularly hard hit by the effects of the climate crisis, which in turn is linked to aspects of gender equality - or gender injustice. But how much more are women and girls affected? Let's look at a few examples shared by [UNWomen](#).

1. **Higher Vulnerability in Disasters** – [According to the United Nations](#), Women and girls are shockingly 14 times more likely to die in natural disasters, including increasingly frequent extreme weather events, than men. Reasons include limited swimming ability and responsibilities like caring for children or the elderly during evacuations. It also seems to be the case that warnings often reach women later than men during such disasters.
2. **Increased Burdens** – In many societies, women and girls



bear greater responsibility for family nutrition and managing natural resources such as water and food. Climate change-induced resource scarcity increases their workload, requiring longer trips to fetch water or firewood, and agricultural labour under extreme conditions, even during pregnancy. For example, during periods of drought, women and girls must travel even longer distances to fetch water or firewood. Another drastic example is agricultural field work: in many countries, women are solely responsible for growing the food their families need, even if the men are not working. Women are also the first in families to give up food in favour of children and men when food becomes scarce. Intense and recurrent weather events have pushed millions into food insecurity, with pregnant women being among the most impacted by malnutrition. The additional physical strain often leads to health problems. At the same time, there is less time for education, employment or political participation, which has a negative impact on women's income and impairs their participation in social life.



Lao People's Democratic Republic. Singnakhone in her garden, where she grows vegetables for the household. **Her community experiences increasingly frequent floods, with a severe flood in 2019 damaging rice fields and crops.**

3. Heightened Risks of Violence – Displacement due to climate disasters or travelling long journeys to fetch resources, expose women to increased risks of physical and sexual violence, forced prostitution, and exploitation. Domestic violence also tends to rise post-disaster due to factors like economic stress and displacement. Big data analysis shows that in situations where multiple crises occur simultaneously (for example, environmental crises and pandemics or conflicts), women and girls are more likely to use search engines such as Google to find help for violence¹⁷.

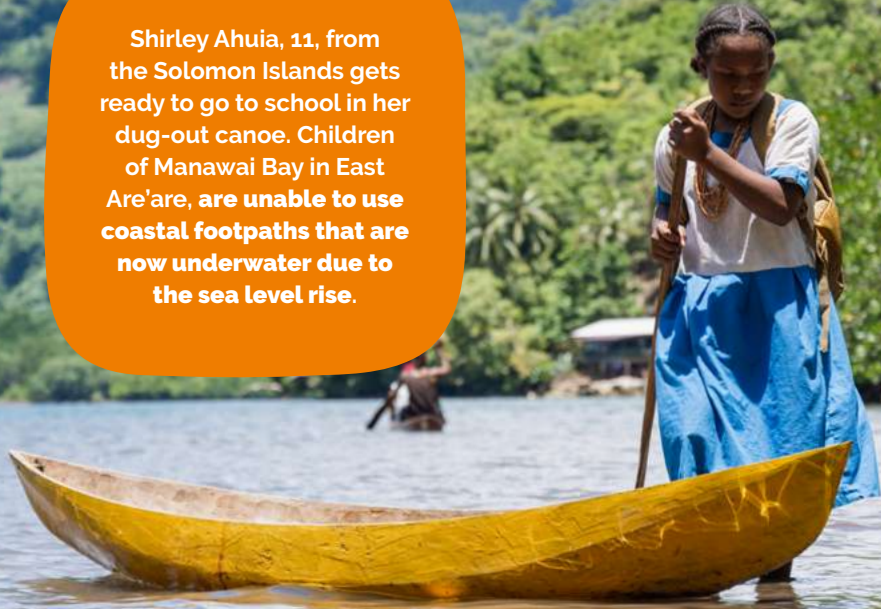
4. Social Impacts – More forced marriages, less education. In regions with dry climates and frequent droughts, child marriage is more common as families try to cope with lower agricultural yields, higher food prices and economic pressures. For example, in Cambodia, the number of child marriages is rising with the increase in droughts. Almost one in five girls in Cambodia is married as a child, and this rate is even higher in the poorest households¹⁸. The consequences include teenage pregnancies, an increased risk of intimate partner violence and limited opportunities for education and career development.

5. Economic Challenges – Women globally have lower incomes, fewer reserves, and less access to credit, making it harder for them to recover from economic losses caused by climate-related crises and adapt to changing conditions in comparison to men. As a result, women and girls suffer to a greater degree and for a longer duration following (climate-related) crises.

¹⁷ UNWomen [Disasters, crises and violence against women: Evidence from big data analysis \(2023\)](#)

¹⁸ UNWomen - [Klima und Gender](#)

Shirley Ahuia, 11, from the Solomon Islands gets ready to go to school in her dug-out canoe. Children of Manawai Bay in East Are'are, are **unable to use coastal footpaths that are now underwater due to the sea level rise.**



6. Political Underrepresentation – Despite their disproportionate vulnerability to climate impacts, women remain underrepresented in key decision-making processes related to climate policy and resource management. Although the different impacts of climate change on women are increasingly recognised, their important role in climate negotiations, as drivers of change and in the management of natural resources is often overlooked. Women are significantly underrepresented in key decision-making bodies. For example, at the 2022 UN Climate Change Conference, only 20 percent of the heads of delegation were women¹⁹.

¹⁹ [The Ministry for Economic Cooperation and Development \(BMZ\)](#)

Just a phenomenon in the Global South?

It would be a fallacy to believe that women are only affected differently than men in the Global South. For example, it is mainly older women who die in cities during heatwaves, even if one considers that there are more older women than men overall. This is mainly due to the housing situation - women are far more frequently affected by poverty in old age and therefore commonly live in homes that offer less adaptation (for example, with air conditioning facilities), or alternative options (for example, shady garden) during heatwaves²⁰.

In addition to the impact, there is also a difference between the sexes when it comes to responsibility for the climate crisis: on average, men have a larger carbon footprint than women worldwide. Research suggests that they tend to drive larger cars and are less likely to eat a vegetarian or vegan diet, with few men indicating a preference for a sustainable lifestyle. This manifests itself in everyday actions: more often than men, women save water, turn down the heating when they leave the house or make sure they separate waste properly. This phenomenon is also known as the “eco gender gap”²¹.

²⁰ WEN – Women's Environmental Network (2010): [Gender and the climate agenda. The impacts of climate change on women and public policy](#)

²¹ [Mintel research quoted in The Guardian \(2020\)](#)

4. Intersectionality

Historical context and current implications

The impacts of climate change intersect with other dimensions of identity and inequality. Indigenous and Afro-descendant women, rural residents, those in conflict or disaster-prone areas, older women, LGBTIQ+ individuals, women with disabilities, and migrant women face compounded vulnerabilities due to their intersecting identities.

Intersectionality recognises how various aspects of identity—such as race, gender, sexuality, class, and ability—intersect to create unique dynamics of oppression and privilege. Originally coined by Kimberlé Crenshaw in 1989²² to highlight the simultaneous impact of racism and sexism on black women, intersectionality now applies broadly to understand overlapping forms of discrimination and their implications in the context of climate change.

By acknowledging these intersectional impacts and addressing the systemic inequalities they reveal, we can work towards more inclusive and effective climate action that supports all communities equitably.

²² [Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics](#) (uchicago.edu)



Intersectionality is a way of thinking about identity and its relationship to power... It's basically a lens, a prism, for seeing the way in which various forms of inequality often operate together and exacerbate each other.

We tend to talk about race inequality as separate from inequality based on gender, class, sexuality or immigrant status. What's often missing is how some people are subject to all of these, and the experience is not just the sum of its parts.” - Kimberlé Crenshaw

Professor of Law at Columbia University and University of California Los Angeles



Click [HERE](#) and [HERE](#) for videos with Kimberlé Crenshaw talking about INTERSECTIONALITY.

For example, when a Muslim woman wearing a Hijab is being discriminated, it is impossible to dissociate her being female from her Muslim identity and to isolate the dimension(s) causing her discrimination.

They are intrinsically connected: she wears a Hijab because she is a practising Muslim woman in a public space.

Likewise, black women are discriminated more in the workplace than white women²³ - this discrimination increases if the person has a disability and/or is queer.

Black women are not just black or women, they are both all the time in all situations even when they are primarily viewed to be facing racism or sexism. Experiencing racism and sexism or any other form of discrimination concurrently is unique and "more than the sum of its parts". As Kimberlé Crenshaw has said recently "It's not simply that there's a race problem here, a gender problem here, and a class or LGBTQ problem there. Many times that framework erases what happens to people who are subject to all of these things ²⁴."

All forms of inequality are mutually reinforcing and must therefore be analysed and addressed simultaneously to prevent one form of inequality from reinforcing another.

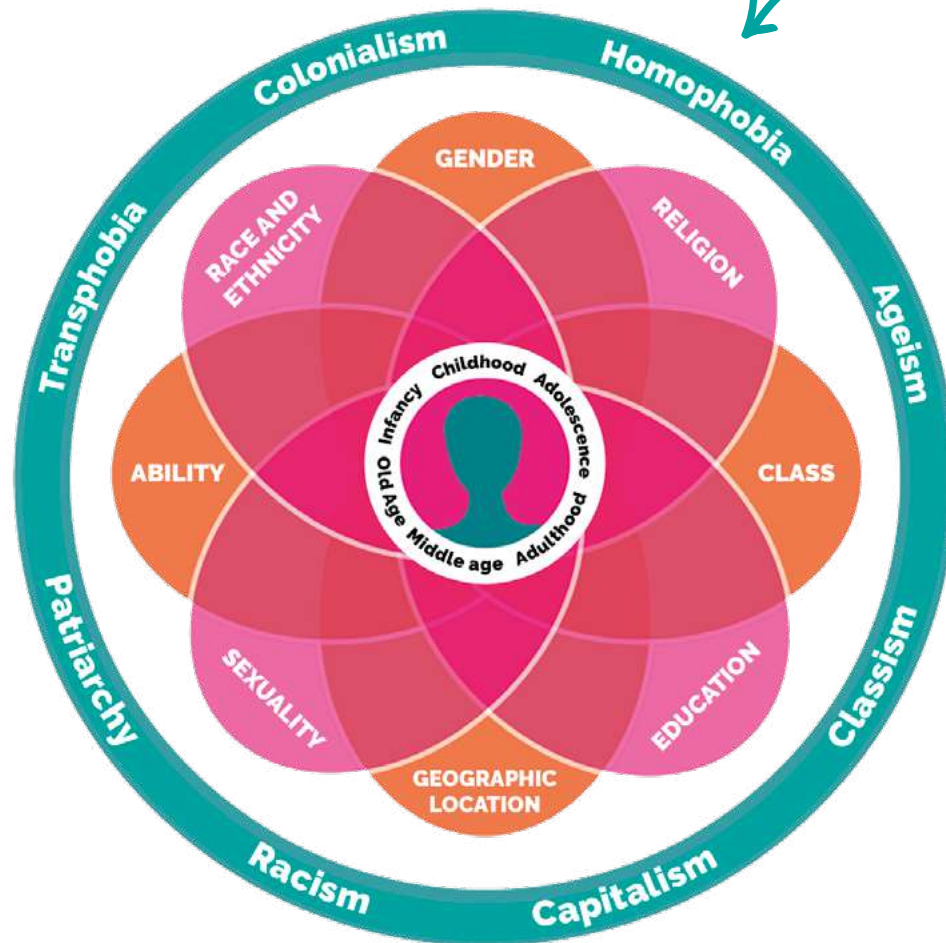
For example, tackling the gender pay gap alone without including other dimensions such as race, socio-economic status and immigration status ignores the wider picture and will likely reinforce inequalities among women.

²³ [Lean In and McKinsey & Company's annual Women in the Workplace study](#)

²⁴ [Kimberlé Crenshaw on Intersectionality, More than Two Decades Later](#) | Columbia Law School



Exploring Discrimination and Privilege



Adapted from justassociates.org

Look at this image of different aspects of people's identity, how they interact and converge to shape very different experiences of life and power. THIS IS INTERSECTIONALITY.

A thought provoking exercise to reflect on intersectionality and the relationship between power and privilege as well to nourish awareness, empathy and acceptance is the **privilege walk** which can also be done through the **privilege wheel** or by simply trying to answer a number of questions. You will find an activity based on this methodology in **Section 3**.

Have a look at the **PRIVILEGE WHEEL** illustrated on the next page.

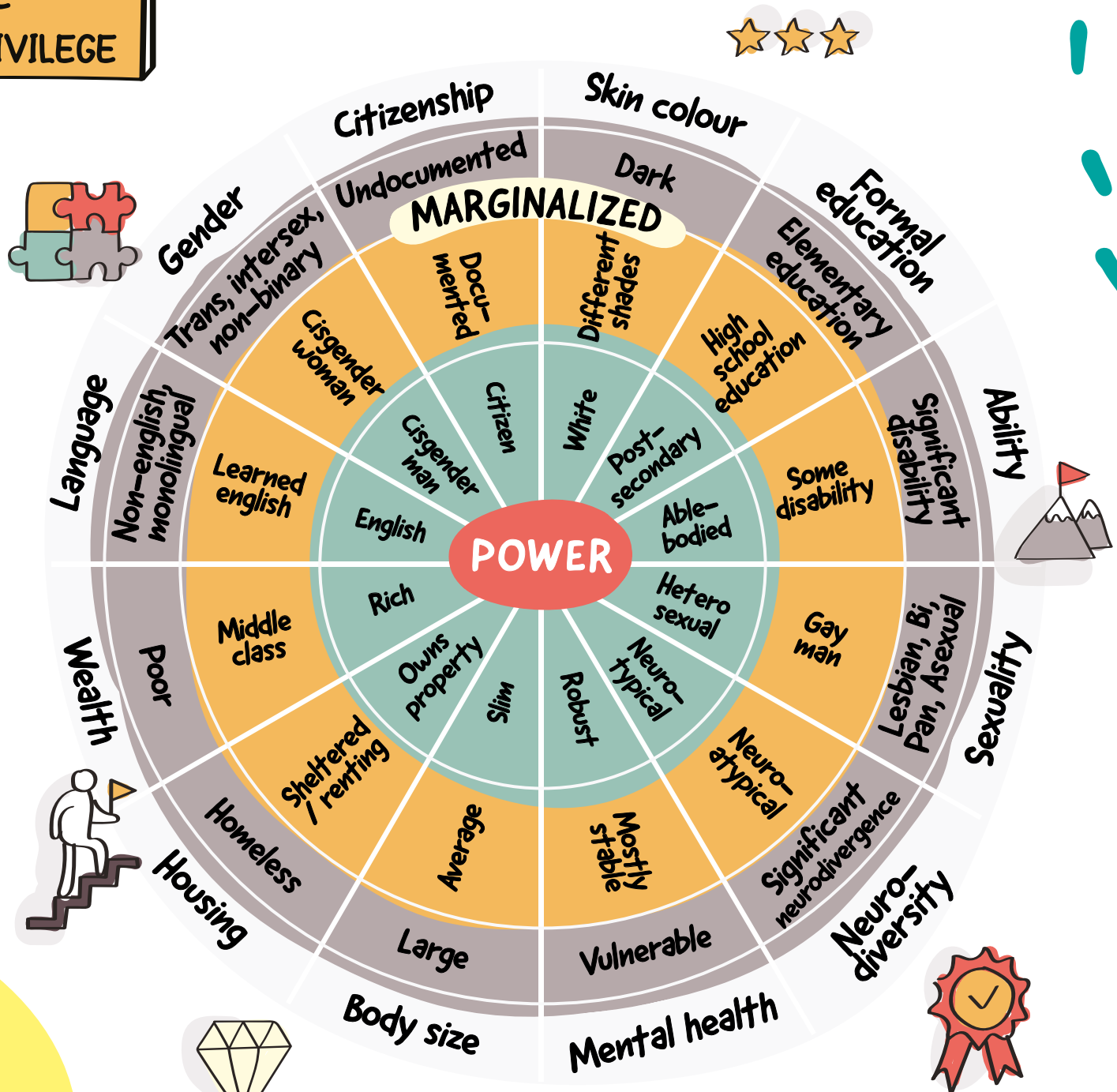
Where are you positioned on the different external issues?

How does it make you feel observing these power structures?

What parts of your identity move you closer to the centre and closer to the edge?

Does it provoke any questions?

WHEEL OF POWER AND PRIVILEGE



Adapted from illustration of a wheel with 12 spokes: skin colour, formal education, ability, sexuality, neuro-diversity, mental health, body size, housing, wealth, language, gender, and citizenship.
 © Recipes for Wellbeing



Intersectionality in climate and gender justice

Let's further explore how climate crises intersect with gender inequalities causing detrimental and discriminatory effects.



Meet Wilson Thomas
who lives in France

AGE 20, MALE, BLACK, FRENCH

You are in your first year of university. Your parents are married and have three children. Your father works in construction and your mother owns her own bakery. Both parents completed secondary school. Your family is financially secure. Sometimes you hear your parents talking about money, especially when business is slow at the bakery. You cannot buy whatever you want, but all your basic needs are met. Your family owns an old house in the city without good insulation or air conditioning.

Your grandmother lives with you, she is frail and often suffers from bronchitis. You have internet at home. The neighbourhood is not particularly clean, the bins are always full and there are few green spaces. It is safe during the day, but not as safe at night. Your parents own a car. You travel by foot, bike or public transport.



Meet Yimo Wang
who lives in Italy

AGE 35, FEMALE, ASIAN, CHINESE

You were born in China and your family moved to Italy when you were three but still do not have Italian citizenship. You work in your parents' clothing business. Your parents are married and have two children. Both parents work 13 hours a day in the same business. They both completed secondary school in China.

You are also married and have a two-year old daughter. You take her often to work when she cannot go to the local nursery. Your family is financially secure. You cannot buy whatever you want, but all your basic needs are met. You rent a flat in the city near the family business. The flat is quite neglected with an old boiler, poor heating and no air conditioning. You have limited internet at home. The neighbourhood only has one public park with an old play area. It is not safe, especially at night. You own and use a car, for comfort but also for safety.



Meet Grace Issa who lives in Portugal

AGE 8, FEMALE, BLACK, TANZANIAN

You go to a Primary School. Your father has been married twice. Your parents have four children, you are the second. Both your parents have been recognised with refugee status. Your father works in the local market selling fruit and your mother looks after the house and children. Only your father completed secondary school. Your family is not financially secure and cannot afford to buy most products. Not all your basic needs are met.

Your family lives in a two-bedroom flat in a busy and noisy suburb. You do not have internet at home. The neighbourhood is not always safe during the day or at night. Your parents do not own any transport apart from a bike and you walk or travel with them on the local buses.



Meet Zani Barbas who lives in Greece

AGE 16, NON-BINARY, WHITE, GREEK

Your sight is impaired, and you go to a Secondary School, but you often skip school as you don't feel recognised or accepted by most of the teachers due to your "double difference", namely your impaired vision and gender identity. Your parents are separated and have three children. Your father is a chemist, and your mother is a dentist. Both have University degrees.

Your family is financially secure. You cannot buy whatever you want, but all your basic needs are met. Your family own a house in the suburbs, which is surrounded by green areas and near a lake and a spacious flat in the centre of town. Both houses are air-conditioned and have internet. You take it in turns to stay with both parents. The neighbourhood in the suburbs is safe, the one in town is not safe at night. Your parents own two cars, neither are electric or hybrid.

Choose one of the above people as your "character". Try to imagine your "new" life for a moment with the information you have.

What kind of home do you live in? Are your parents alive? Do you have any siblings? Did you have or are you having a happy childhood? How are you feeling right now? What are you worried about? What are you looking forward to?

NOW READ THE FOLLOWING 5 SENTENCES AND GIVE YOURSELF A POINT EVERY TIME YOU ANSWER "YES".

1. Imagine an extreme heat wave in your region: my family and I will be able to manage the temperatures physically (in my house, apartment, workplace or school, etc.) and stay as safe as possible. We have options to escape the heat.
2. Imagine a thunderstorm hitting your region creating severe floods. A while after the catastrophe, my family and I will most likely continue our lives as before. We have access to compensation and help, state structures, own/family savings, social networks, etc.
3. Local and national mainstream media provide me and my family with objective and differentiated information related to climate crisis, and we are informed about climate change prevention and mitigation.
4. In principle, my family and I have the opportunity and means to move somewhere else safely without major restrictions.
5. On an everyday basis, I do not feel threatened by anything or anyone.
6. I am not afraid of how I should feed myself and my family.

>>> Did your character experience any forms of discrimination? If so, which ones? What are the causes of the discrimination?

>>> Did your character experience any forms of privilege? If so, where does the privilege come from?

>>> Read through the other character profiles and the sentences once again.

>>> Did the other characters experience any forms of discrimination? If so, which ones? What are the causes of the discrimination?

>>> Did the other characters experience any forms of privilege? If so, where does the privilege come from?

>>> What reflection, analysis, questions come to mind as a result of this simple activity? How does it make you feel? Were there any factors that you never thought of before?

>>> How does this activity highlight the concept of intersectionality?

All forms of discrimination result from intersecting power structures. Ignoring this risks missing the bigger picture or presenting a biased view.

Combining climate justice and gender justice into "climate gender justice" acknowledges how gender and climate intersect. It shifts the narrative from seeing women as 'vulnerable' victims to recognising them as agents capable of contributing to solutions.

Women have a crucial role in climate solutions, mitigation, and adaptation due to their lived experiences and knowledge. Climate gender justice ensures women's and people from the LGBTIQ+ community's equal and full participation in decision-making at all levels, from development to implementation to evaluation. There cannot be climate justice without gender justice, and vice versa.

5. The Ecofeminist Approach as a Solution

Principles of Ecofeminism

Before addressing this question, let's define ecofeminism. Ecofeminism is a movement connecting the oppression of women with environmental exploitation, advocating for social and ecological justice by challenging patriarchal structures. It promotes sustainable, equitable ways of living. Originating in the 1970s, ecofeminism offers diverse strategies to address social and ecological crises. It critiques systems such as consumerism, capitalism, and colonialism, which perpetuate injustices. Central to ecofeminism is the recognition of patriarchy's role in sustaining these injustices and the need for its dismantling to achieve true equality and environmental stewardship.

We have examined the harmful effects of climate crises and gender inequalities on people and the planet. [Research](#) shows that climate change disproportionately affects women. Power imbalances threaten our planet, but alternatives exist. By viewing the world differently, we can see that a healthy, inclusive, sustainable, and caring world is possible. This vision has always been partially realised by those who choose lifestyles that respect human rights and planetary boundaries.

The solution lies in the problem: [the root causes and effects of climate and gender justice are interconnected](#). By embracing values of equity and equality, we can reshape our world. These values are not radical but have the potential to revolutionise our world towards health, safety, inclusivity, and sustainability.

Ecofeminism addresses many of today's problems by showing how dominant systems like consumerism, capitalism, and colonialism contribute to social and environmental injustice. It recognises patriarchy's role in sustaining violence and offers a transformative framework to address these crises by integrating gender equity and environmental justice.

Embracing ecofeminist values such as the ones listed below empowers individuals and communities to challenge power structures and build a more just and sustainable world for all.

RESPECT, CARE, TRUST, LOVE
 SOLIDARITY, COMPASSION
 APPROPRIATE RECIPROCITY,
 FRIENDSHIP, CONNECTEDNESS,
 COMMUNITY, JUSTICE,
 NON-VIOLENCE.

If we were to imagine an ideal society, what additional values would be necessary for fostering respect among people and towards the planet? Which values promote happiness, well-being, and peace? Which values allow us to feel joyful, thriving and safe?

Reflecting on these values not only guides personal aspirations but also informs collective action towards a more harmonious world.

Is (Eco) Feminism Exclusive to Women and Girls?

No! (Eco) Feminism transcends gender.

Examining ecofeminist values, is there any value, you would not want to experience or share? Societal perceptions of masculinity can sometimes restrict individuals, reinforcing notions of toxic masculinity that perpetuate oppression and violence. Such definitions of masculinity have harmful consequences for all genders, for society overall and for those boys and men trapped in their designated manhoods. Challenging these norms is crucial for fostering inclusive, respectful communities where everyone, regardless of gender, is treated with care and respect.

There is no given form of masculinity as it is created and conditioned by the society we live in. Today, fortunately we can speak of caring masculinities, ecological masculinities, and feminist masculinities as Bell Hooks mentions in her book *Feminism Is for Everybody*. Nobody needs to act in a certain way because they are a boy or a man. We are all vulnerable, we all get emotional, and we should all be treated with respect and care.



Tony Porter is one of many men who advocates for healthy and respectful ways of being a boy and man. He is an author, educator and activist who has created an organisation called ***A Call to Men*** which works to transform society by promoting healthy, respectful manhood and offering trainings and educational resources for companies, government agencies, schools, and community groups. His [TED talk](#) with the same name has been nominated as "Top 10 TED Talks Every Man Should See." Tony Porter exemplifies a man advocating for healthy, respectful masculinity. As the founder of *A Call to Men*, he promotes positive manhood through education and activism.

How many male role models do you know who promote feminist, caring, healthy, ecological manhood?

WOULD IT BE UNORTHODOX FOR A BOY OR MAN TO WANT AND BE PART OF A (ECO-)FEMINIST WORLD?

No – you are not alone!

Numerous global movements like [HeForShe](#) and [MenEngage](#) unite men in advancing gender justice. Being part of these movements emphasises that pro-feminist engagement is not passive; it actively contributes to a fairer world.

WOULDN'T IT BE SILLY TO GIVE UP OUR PRIVILEGE?

No! Research shows that, social and political equality are essential to improving life for everyone.

Ecofeminist stories

What can a story about an everyday battery tell us about **ecofeminism**?

PHYLLIS OMIDO'S STORY

Lead-acid batteries are used in everything from cars and motorcycles to backup storage for mobile phone towers and solar panels. They are relatively affordable and have a rather short lifecycle.

This has resulted in over 1.2 million tonnes of used lead-acid batteries accumulating across Africa annually. Recycling plants operate throughout Africa to extract the remaining lead for re-sale. These plants are highly toxic to the people working there, surrounding communities and the environment. They emit lead-laden fumes, their untreated wastewater enters local communities' water supply; long-term exposure to even small amounts of lead causes brain and kidney damage, hearing impairment, reproductive complications and learning disabilities in children.

In 2009, Phyllis Omido started to work in one of these factories - the Owino Uhuru plant in Kenya - as a human resource and compliance officer. Soon she observed that workers and community members, including her own child whom she took to work regularly, fell ill. Research Omido initiated, confirmed the severe lead poisoning and environmental destruction. Phyllis Omido started to get active, together with other women. She mobilised the community, initiated a documentary about the plant, founded the NGO Center for Justice Governance and Environmental Action (CJGEA), and advocated at national and international policy makers. In 2014, after 5 years of advocacy, the Owino Uhuru plant ceased operations. In 2017, the case even informed a UN resolution on used lead-acid battery recycling in Africa, banning the export of lead in Kenya further. **But the damage to people and the local environment remained.**

So, Phyllis Omido took the case to court suing state and non-state agencies on behalf of 3,000 community members. A 2023 court ruling held both state and private entities accountable for harming the community and the environment. This landmark decision underscores the state's duty to safeguard the environment and its citizens. **The fight for compensation is ongoing.**



Phyllis Omido is a woman from Kenya, a human rights and environmental defender.

Listening to Phyllis' story raises many questions. Here are a few:

- **Who is causing environmental destruction and who is affected most?**
- **Who is responsible?**
- **Who is producing, consuming, disposing the waste?**

What other questions does it raise?

Phyllis's story highlights many inequalities between the Global South and Global North, revealing the devastating effects of **waste colonialism*** and the intersectionality of gender, ethnicity, race, socio-economic status, and health, including reproductive health.

* **WASTE COLONIALISM** is when a group of people uses waste and pollution to dominate another group of people in their homeland. The term was first recorded in 1989 at the United Nations Environmental Programme Basel Convention when African nations expressed concern about the dumping of hazardous waste by high GDP countries into low GDP countries. Waste Colonialism is typically used to describe the domination of land for the use of disposal, also referred to as a "sink" and this is quite visible in the context of Accra's Kantamanto Market, the largest second-hand market in the world (stopwastecolonialism.org). This type of modern colonialism poses many questions about how and what we consume, production lines and waste and the effects these have on people and the environment. The crisis of unsustainable consumption and production patterns worldwide, for example, is fuelling the ongoing triple planetary crisis of climate change, nature loss and pollution ([see here](#)).

HER STORY IS AN ECOFEMINIST STORY.

Phyllis's story examines the gap between the global economy, capitalism, the environment, and care work, including caring for future generations, communities, and the sick. It addresses the gendered impacts of environmental destruction and climate crises on sexual and reproductive health. The story explores the connections between access to resources, education and law, and it examines the unjust distribution of work. It also looks at planetary boundaries and the exploitation of nature alongside the exploitation of women. How else is Phyllis' story ecofeminist? Which ecofeminist values come to mind?

[Click to watch Phyllis Omido's video](#)

There are **many examples of ecofeminist stories** around the world, names of people who you may have heard of such as [Vandana Shiva](#), the late [Berta Cáceres](#) and [Wangari Maathai](#) but also many more, unheard and uncelebrated voices of everyday ecofeminists and ecofeminist movements with the same intent.



Do you know of any ecofeminists or ecofeminist stories from your country or other countries? Who are they and what have they done?

The ecofeminist approach can offer real and positive solutions to our everyday lifestyles as well as to local and global injustices. What could schools, volunteer associations, towns, and neighbourhoods look like if they were structured on ecofeminist values and principles?

Here are some real examples of such initiatives in Europe to inspire and offer feasible changemaking solutions.

Szeszgyár: an ecofeminist, queer community garden in the centre of Budapest - Cooperative City

Reflection questions:

- *What ecofeminist values and principles are lived out in Szeszgyár?*
- *What do you feel about Szeszgyár?*
- *Do you know of a community garden like Szeszgyár?*
- *Would the Szeszgyár experience work in your community?*

Reimagining an ecofeminist city

In 2021 a publication came out called [Ecofeminist proposals for reimagining the city. Public and community paths.](#)

The aims of the publication are to:

- Set out the necessary principles for reimagining the city from an ecofeminist perspective.
- Spell out proposals and lines of action for the construction of ecofeminist cities.
- Shed light on urban models for the ecofeminist transitions that we want and need.

It explores how cities can be part of ecofeminist transitions and examines ecofeminism as a framework, the city from an ecofeminist perspective, and ecofeminist principles and values for the future.

These include:

- The feminist economy and the ecological economy
- Commons, sovereignties, and rights
- Sustainability of life and resilience

It then goes on to highlight ecofeminist public policy proposals for the city related to:

- Collective right to care
- Food sovereignty
- Energy sovereignty
- Access to water and its management
- Community education and leisure
- Public-community health and social care services
- (Eco)feminist urban design
- Lives free from gender-based violence
- Economic and cooperative network

Reflection questions:

Do you agree with what the publication proposes? Discuss your reasons. Do you think the public policy proposals it suggests could work? What would be needed? Would you add other suggestions?

Alternative economies

Previously in this section we looked at the negative effects the current economic model has on driving policies that fuel global inequalities and climate injustice. A political and economic theory that critiques global capitalism and calls for us all to radically scale back our global consumption of resources is **degrowth**. As inequalities grow and planetary boundaries are consistently being crossed, degrowth is gaining traction²⁵. The degrowth movement of activists and researchers advocates for societies that prioritize social and ecological well-being instead of corporate profits, over-production and excess consumption²⁶.

Alternative economies with the potential to contribute to degrowth principles exist and many practices are already becoming mainstream nationally and globally, albeit not always for the same ethical and ecological reasons. Here are two you may know:

- **Sharing economies** are growing: co-working, co-housing, house swapping, couch surfing, Uber, Airbnb, bikes, and electric scooters in towns and cities are all examples. However, sharing platform economies like Uber or Just Eat do not necessarily weaken capitalism or patriarchy. On the contrary, they create new ethical questions around workers' rights and massive data sharing. Many sharing economies, however, have the potential to positively impact sustainability.

For example, co-housing allows people to pool resources, reducing consumption and production, including waste, and moving away from the need to own property.

- **Circular economies**, such as upcycling, return systems for recycling cans and bottles, donating clothes, and buying second-hand items and books, aim to weaken current unsustainable and unfair economies and societies. They offer new production and consumption models that are "regenerative by design," optimising resources and reusing and transforming products repeatedly, there by reducing the consumption of raw materials and waste. Have a look at this video about circular economies, part of a series by economist Kate Raworth on [Doughnut Economics](#). This theory explores solutions to respect and defend social (including gender) and planetary boundaries as a compass for human progress this century.

Ecofeminism brings together the positive gender and ecological impacts of sharing and circular economies, focusing on collective responsibility and participation in rejecting specific forms of oppression. This approach, as we have seen, is possible. Perhaps we could see more recognition of everyone sharing the care of children, the elderly, and people with poor health. Perhaps we could give value to abandoned or unused green spaces, like Szeszgyár, to create community vegetable gardens where the community collectively looks after their food and even cook and eat it together.

²⁵ WEF (2022) [Degrowth: what's behind this economic theory and why it matters today | World Economic Forum](#) (weforum.org)

²⁶ [degrowth.info/degrowth](#)

The climate crisis and environmental justice cannot be addressed through gender-neutral measures, and gender justice is not an issue that affects only women and girls. **We all have an important role to play as citizens and individuals.** As European citizens, exercising our democratic rights to vote we have a concrete opportunity to influence and change policies and laws which discriminate and harm people and the environment. We also have many other ways to voice and actively participate on local and global issues such as signing petitions, supporting and joining activists and CSO's, participating in local committees and communities as well as demanding answers and solutions from decision makers. On an individual level, what we eat, how we travel, the things we consume, the waste we produce, what we learn, how we relax, and the way we care for others can all positively influence our homes, communities, towns, and environments both locally and globally if they are based on the concepts of equity, equality and justice.



6. Glossary

Anthropocentrism

The belief that human beings are the central or most significant species on Earth, often leading to the exploitation of nature for human benefit without adequate consideration for other species or ecosystems.

Capitalism

An economic system where private individuals or businesses own and control the means of production and distribution of goods and services. It operates on the principles of free market competition, profit motive, and minimal government intervention. While it fosters innovation, efficiency, and economic growth, capitalism often results in significant income inequality and social stratification. Capitalism generally prioritises profit over social welfare, environmental sustainability, and workers' rights, leading to exploitation and economic instability while its reliance on market forces can exacerbate disparities and undermine democratic processes.

Carbon Cycle

The carbon cycle is the natural process by which carbon moves between the atmosphere, oceans, land, and living organisms, regulating the Earth's carbon balance.

Carbon Footprint

Measures the total amount of greenhouse gases emitted directly or indirectly by human activities like transportation, energy use, and consumption. Although the term is widely used, the idea of the carbon footprint was introduced by British Petroleum, a fossil fuel company, in order to shift the responsibility for climate change to individual behaviour, not large-scale exploitation and destruction by oil companies.

Caring Masculinities

Emphasises nurturing, empathy, and compassion as essential traits of masculinity, challenging stereotypes associated with dominance and aggression.

Circular Economy

An economic model designed to maximise the use of resources by reducing waste, reusing products and materials, and recycling resources.

Climate Change

Long-term shifts in global or regional climate patterns, primarily due to human activities such as burning fossil fuels and deforestation.

Climate Neutral

Achieving a net-zero balance between greenhouse gas emissions produced and removed from the atmosphere, usually through carbon offsets or other measures.

Climate Reparations

Compensation or restitution provided by Global North and Global South or vulnerable communities for the damages and losses caused by climate change.

Colonialism

A system of domination where a foreign power imposes control over a territory and its people, exploiting resources and labour for the coloniser's benefit. It disrupts indigenous cultures, economies, and social structures, leading to long-lasting inequalities and trauma. Colonialism is inherently violent and oppressive, fostering dependency and underdevelopment in colonised regions while perpetuating racial hierarchies and contributing to global inequities.

COP (Conference of the Parties)

Annual meeting where countries negotiate climate policies and agreements under the United Nations Framework Convention on Climate Change (UNFCCC).

Ecofeminism

A movement linking the oppression of women and environmental exploitation, advocating for social and ecological justice by challenging patriarchal structures and promoting interconnected, sustainable, and equitable ways of living.

Eco-Gender gap

Differences in environmental attitudes and behaviours between men and women, often showing that women are more likely to engage in eco-friendly practices and support environmental policies than men.

Ecological Masculinities

Forms of masculinity that prioritise ecological values, such as care for the environment, sustainability, and a rejection of traditional norms of dominance or exploitation associated with conventional masculinity.

Empowerment

Enabling individuals or communities to have greater control over their lives, decision-making, and resources, often through education, access to information, and fostering self-confidence.

Equity

Equity involves ensuring fairness, impartiality, and justice in the distribution of resources, opportunities, and benefits, particularly addressing historical inequalities and systemic discrimination.

European Green Deal

A plan by the European Commission to make the European Union's economy sustainable, aiming for carbon neutrality by 2050 and promoting green technologies and policies.

Feminism

Social and political movements advocating for political, economic, personal, social gender equality and challenging gender-based discrimination and oppression.

Gender Inequality

Unequal treatment or perceptions of individuals based on their gender which manifests in various areas such as income, education, health, political representation, and social status, often disadvantaging women and non-binary individuals.

Global South/Global North

Broadly categorises regions based on economic development and geographic location. The Global South typically refers to low income countries in Africa, Latin America, and Asia, while the Global North refers to high income countries in North America, Europe, and parts of Asia.

Greenhouse Emissions

Greenhouse emissions, or greenhouse gases, are gases like carbon dioxide (CO₂), methane (CH₄), and nitrous oxide (N₂O) that trap heat in the Earth's atmosphere, contributing to the greenhouse effect and global warming.

Greenwashing

Deceptive or misleading practices by companies or organisations that claim to be environmentally friendly or sustainable without substantiating their claims.

Intergenerational Justice

Ethical responsibility to consider and address the needs and rights of future generations in decision-making, particularly regarding sustainability and environmental conservation.

Intersectionality

Framework that examines how various social identities (e.g., race, gender, class) intersect, creating overlapping systems of discrimination and privilege, emphasising the complexity of individuals' experiences in society.

Patriarchy

Social system in which men hold primary power, dominating roles in political leadership, moral authority, social privilege, and control of property. It often entails subordination of women and other genders, shaping societal norms and institutions to reinforce male dominance and influence, leading to gender inequality and the marginalization of non-male voices.

Planetary boundaries

Scientifically determined limits within which humanity can safely operate to avoid destabilising Earth's critical systems. They encompass nine areas, including climate change, biodiversity loss, and ocean acidification. Crossing these boundaries increases the risk of large-scale, irreversible environmental changes that could threaten human survival and the planet's health.

Pro-feminist engagement

Advocating for gender equality, challenging sexism, and supporting feminist principles. It includes individuals of all genders, including boys and men, working to dismantle patriarchal systems, promote women's rights, and create equitable opportunities and environments for a more inclusive society.

Sacrifice Zone

Area disproportionately affected by environmental degradation or pollution.

SDGs (Sustainable Development Goals), also known as Global Goals or 2030 Agenda

17 Global goals established by the United Nations to address various social, economic, and environmental challenges, aiming to achieve sustainable development by 2030.

Solidarity

Unity and cooperation among individuals or groups based on shared interests, objectives, or identities. Climate solidarity involves collective action and support toward addressing climate change and its impacts.

A group of diverse people, including men and women of various ethnicities, are gathered in a circle. They are all smiling and have their hands raised in a high-five gesture, symbolizing teamwork and success. The background is a bright, modern interior with a staircase.

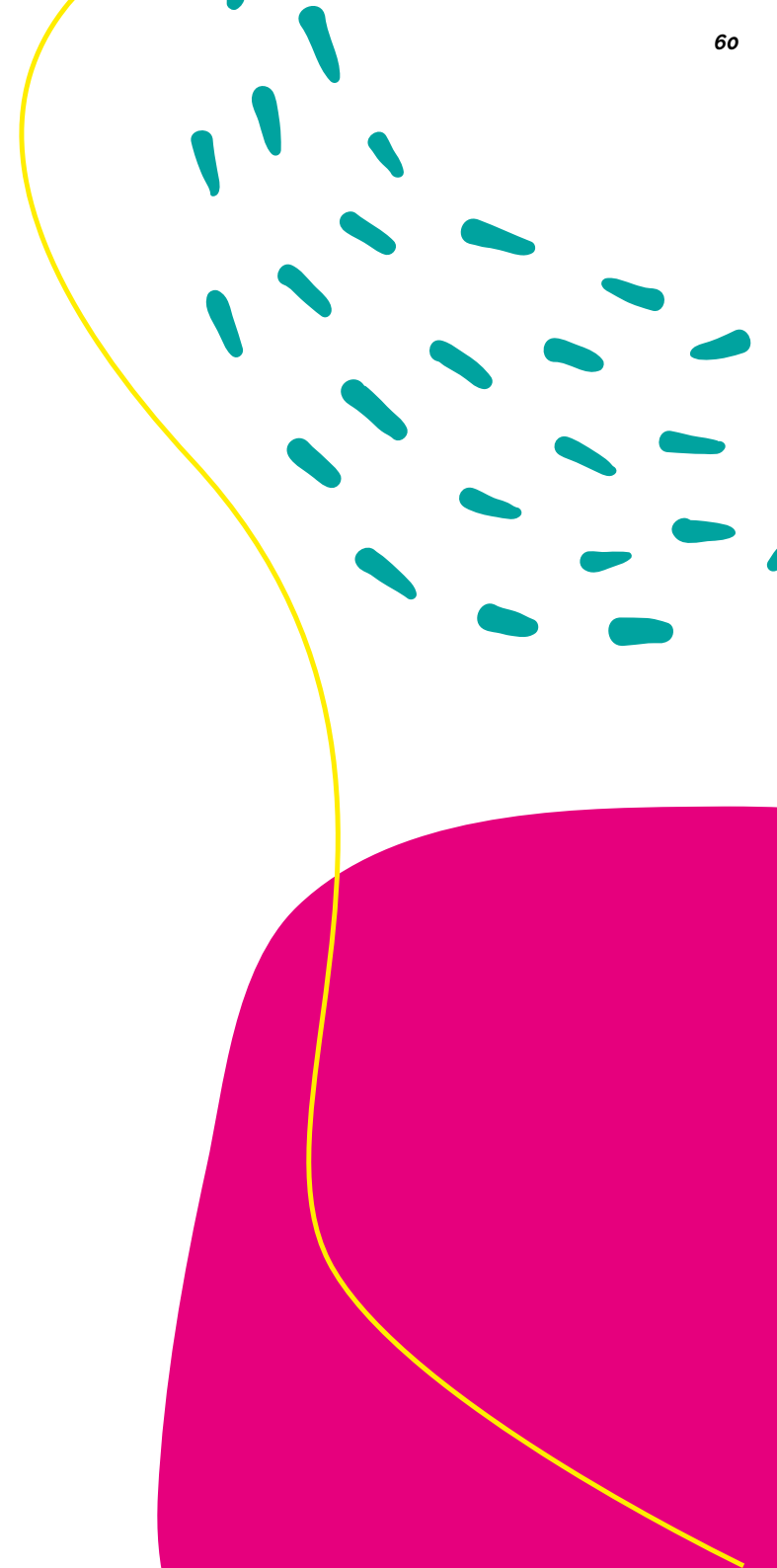
SECTION 3

Step by Step Activities for Teachers, Educators and Youth

1. Core activities

The core activities of this guide aim to **engage educators, teachers, and youth in an immersive exploration of critical global issues** such as climate change, gender justice, intersectionality, and ecofeminism. These activities are designed to foster a deeper understanding of the interdependencies between ecological crises and social inequalities, particularly focusing on how these elements intersect and impact one another.

By delving into these themes, participants will gain a holistic view of the interconnected nature of our world's most urgent issues and be **empowered to contribute to positive change in their communities and beyond.**



How it works?

- ✓ **Participants will engage in thought-provoking exercises that challenge them to critically analyse and reflect on the complexities of climate and gender justice.** Through interactive sessions, they will explore how global interdependencies shape the current environmental and social landscapes and how an ecofeminist approach can offer viable solutions.
- ✓ **The activities are structured around the KUVAS framework (see *Section 1*).** By participating, young people will not only enhance their knowledge and awareness of these pressing issues but also develop the necessary skills and attitudes such as critical thinking, empathy, and collaborative problem-solving to advocate for a more just and sustainable world.
- ✓ **There are five 45-minute core activities.** They have an order so as to help learners gradually navigate through the issues covered.

Activity N.1

JOINING THE DOTS

OBJECTIVES

This activity aims to encourage young people to:

- Deepen their knowledge and understanding of ecological crises and gender inequalities and the intersectionality between them.
- Foster critical thinking about the complexities of environment and gender justice.

SHORT INFO

This activity aims to introduce young people to the main concepts within the guide: the interdependencies and intersectionality of gender and climate justice.

AGE GROUP 15+

DURATION 45 minutes

SPACE NEEDED

A large room or an outdoor space

MATERIALS NEEDED

- Flip chart paper
- Coloured pens or markers
- Old magazines and newspapers
- Scissors
- Glue sticks
- An electronic device (PC, laptop or tablet)
- Access to the internet
- Recycled paper
- Additional pictures

Facilitator's Tip :

When choosing magazines and/or additional pictures, ensure you provide a good range of examples which can be linked to gender injustices in different sectors and multiple aspects of climate crises. Consider finding materials which relate to the formal and informal political field, leadership and decision making, (unpaid) care, labour/economy, global relations, history, education/sciences, social norms and gender perceptions, health sector/ medicine, etc.

Ensure that you also select materials which reflect negative and unjust aspects (such as gender stereotypes and consequences of climate change) as well as positive images which depict reversed stereotypical gender roles (such as caring men, women in leadership and climate actions).

Lastly, try to ensure that the materials reflect a diversity of people, and consider both global and local dimensions.

TOPICS COVERED

- Climate Change
- Ecological Crises
- Gender Inequalities
- Interdependencies
- Intersectionality

KUVAS COVERED

Knowledge and Understanding:

- Social Justice, Equity and Gender Justice
- Identity, Diversity and Intersectionality
- Human Rights
- Power, Empowerment and Advocacy

Values and Attitudes:

- Sense of Identity, Self-Esteem and Valuing Diversity
- Commitment to Social Justice, Equity, Care and Community
- Respect for People and Human Rights

Skills:

- Critical, Independent and Creative Thinking
- Empathy and Solidarity
- Self-Awareness and Reflection



PREPARATION

It is important to set up a room or space with all the necessary materials beforehand.

You can better prepare for this activity by reading through Section 2 of the guide which covers the topic of ecological crises, gender inequalities and the interdependencies and intersectionality between them.

STEP 1

Introduce this 45-minute session by telling your group that you will be exploring important global and 'glocal' issues which are part of Ecoality, an EU project for youth.

Start by explaining that in today's world, multiple ecological crises exist and that there is no longer one singular crisis. Split participants into small groups and ask them to jot down the ecological crises they can think of on a piece of recycled paper or on an electronic device.

DURATION: 5 MINUTES

Once they have completed this task, ask each group to consider the gender inequalities that exist in our society. Which gender inequalities are the most urgent and why? Encourage the groups to brainstorm their ideas on the same or a new piece of recycled paper or an electronic device.

DURATION: 5 MINUTES

Ask each group to reflect on the following questions:

- **Are ecological crises and gender inequalities linked?**
- **If so, where and how?**

Then invite each group to create a mind map collage using the materials provided, showing not only the ecological crises and gender inequalities but also how they are connected. Encourage your groups to be as creative as they want - drawing, cutting and pasting images, sketching, etc. They can also add key words to their maps that came up during the brainstorming phases and use different colours to highlight the interdependencies and connections between ecological crises and gender inequalities. Invite your groups to consider whether there is anything surprising about how or why these two problems intersect.

Here is an example of what a mind map collage might look like:



Facilitator's Tip:
This can also be done online as an alternative. Here is an example of an app you can use:
www.canva.com.

DURATION:
15 MINUTES

STEP 2



STEP 3

Watch the following video which shows Inezu Umuhoza Grace's story:

Untold stories of climate change loss and damage in the LDCs: Rwanda ([Watch on youtube.com](#))*

Write the following statement on your whiteboard or flipchart paper.

To understand a problem/situation it is important to look at the:

- **Present: What are the effects? Who is involved?**
- **Past: Where does the problem originate? What are the root causes and what attempts have been made so far to try and solve this issue?**
- **Future: What solutions and alternatives are there?**

Invite each group to choose either one ecological crisis or one gender inequality from their mind mapping collage which they consider to be the most urgent or worrying, and then discuss and add the three dimensions nearby.

***Facilitator's Tip:**

You can better prepare for this activity by having a look at the activity 'Fighting Climate Change' on page 130, which provides further information about Ineza Umuhoza Grace.

DURATION: 15 MINUTES

STEP 4

Ask each group to present their mind map collage on the ground or stick it to a wall so that others can move around and observe them. If done online, make sure your groups are able to share the mind map collages with the others.

DURATION: 5 MINUTES

TAKING IT FURTHER

You can add the following step before sharing the mind mapping collages. Using Inezu Umuhoza Grace's story, ask participants to consider the following questions which can facilitate a deeper understanding of the complexities of any given problem or situation:

- **Local and Global: How does the problem affect people, the environment, the economy, both locally and globally?**
- **Individual and Collective: How are individuals and communities affected? Which individuals and communities are affected the most or the least?**
- **Rational and Emotional: How do people react on a rational level (for example, mobilising people to act or advocating for policy change)? What are some emotional reactions that people might have (for example, feeling anger, frustration, and/or manipulating others due to emotional fragility, etc.)?**

Write the three dimensions on the whiteboard or flipchart paper, providing examples related to Inezu Umuhoza Grace's story. Ask each group to add them to their own mind mapping collage and link them to the two most urgent or worrying problems previously chosen.

Developing critical thinking about contemporary phenomena, news and events through the analysis of power allows individuals to go beyond superficial reading to create an informed opinion that in addition to causes and effects, also considers the impact political decisions have on the individual and the community.

Activity N.2

GLOBAL DOMINO

OBJECTIVES

This activity aims to help young people:

- Learn about local activists addressing global challenges.
- Understand sustainability, its pillars and the interconnections between them.
- Reflect on the importance of individual actions in addressing global challenges.
- Discuss gender equality and human rights.

SHORT INFO

This material aims to introduce young people to the profiles of men and women working towards addressing global challenges. Their task is to assemble a domino by matching the description of a person to their photo.

AGE GROUP 15+

DURATION 45 minutes

SPACE NEEDED

A room or an outdoor area

MATERIALS NEEDED

Printed and cut the attachments from the Annex for each activity:

- **Worksheet 1 – Sustainability & Worksheet 2 – Global Domino**

Other materials:

- Post-it notes
- Markers or coloured pens
- Scissors

TOPICS COVERED

- Ecological Awareness
- Intersectionality
- Interdependencies
- Global Challenges
- Gender Equality
- Human Rights

KUVAS COVERED

Knowledge and Understanding:

- Social Justice, Equity and Gender Justice
- Identity, Diversity and Intersectionality
- Human Rights
- Power, Empowerment and Advocacy

Values and Attitudes:

- Sense of Identity, Self-Esteem and Valuing Diversity
- Commitment to Social Justice, Equity, Care and Community
- Respect for People and Human Rights

Skills:

- Critical, Independent and Creative Thinking
- Empathy and Solidarity
- Self-Awareness and Reflection



BEFORE ACTIVITY

Before you start this activity, you can ask participants to do some research into sustainability by watching and reading the below:

- **Sustainable Earth**, [Sustainability in 4 minutes | Sustainable Explainable, 2022](#)
- **Sustainable Development Goals**, in **Section 2 – *Highlight that no goal can be achieved in isolation!***

PREPARATION

At the beginning of the exercise, ask participants what they know about sustainability. Allow them to respond in front of their peers. To complete this part, briefly present **Worksheet 1 – Sustainability** which outlines the three main pillars of sustainability (economy, society, environment) and its components.

Next, invite them to answer the following question:

- **Who do you think can work towards sustainability?**

Tell your participants that they will learn about the stories of individuals who are working towards addressing global challenges today.

DURATION: 5 MINUTES

STEP 1

Divide your participants into groups of five. Print as many sets of **Worksheet 2 – Global Domino** as the number of groups.

Give each group a copy of **Worksheet 2 – Global Domino** and ask them to cut out the individual rectangles which are the domino pieces. Each piece features the name of a person working towards sustainability and a photo of another person whose description is on a different piece. Tell the participants that their tasks are to:

- **Read each story described on the domino pieces.**
- **Arrange the pieces so that the description matches the appropriate photo.**
- **Once a group has assembled the domino, ensure that all the photos have been correctly matched.**

Assist the groups in arranging the domino pieces so that each description matches the correct photo. [You can see the solution here.](#)

DURATION: 10 MINUTES



STEP 2

Ask the groups to choose one global activist. The group's task is to analyse the actions of the chosen person and decide which sustainability components this person is working towards. The groups should write down on Post-it notes which components of sustainability pillars the person is addressing. *If the participants have the opportunity, they can read more about the chosen person on the Internet.*

Point out to the participants that the sustainability components impact each other. For example, planting trees affects the protection of local ecosystems and climate (**Species, Ecosystems and Climate Protection**). It also requires training and engagement of the local community (**Sustainable Community**), creates new jobs often targeted at women, which helps reduce poverty (**Stable Employment, Gender Equality, Health**). Encourage them to notice these interconnections.

DURATION: 15 MINUTES

STEP 3

Ask each group to give a brief presentation about their chosen person and their activities. Which components of sustainability pillars are these individuals working towards?

Invite the participants to discuss the issues further. You can ask the following questions:

- **Who works towards sustainability? What characterises these individuals?**
- **What helps in achieving these changes? Consider the role of gender, education, and background.**
- **Is there anything that connects these individuals?**
- **What differentiates these individuals?**
- **How does achieving sustainability affect people's quality of life?**
- **How can it impact human rights?**

Highlight to participants the importance of women's involvement in addressing global challenges. Also, talk about the imbalance of women versus men in decision-making positions or leadership roles, formal versus informal and paid versus unpaid spheres of involvement. You can create a poster, a brainstorm cloud, a Facebook post, or simply share why it is important to jointly address gender equality and global challenges.

Draw their attention to the age, gender, background, and education of the individuals involved in activities focused on sustainability. People from very diverse backgrounds are engaged in working towards global challenges. Neither gender, age, nor education determines our ability to contribute to a better and more just world. Everyone has a role to play in tackling global challenges.

DURATION: 15 MINUTES

TAKING IT FURTHER

You can extend this activity further by:

- **Creating additional domino cards:** Identify other individuals in your local community who are working to address global challenges.
- **Creating personal cards:** Write a few words about yourself and share how you respond to the global challenges and build sustainability.



WORKSHEET 1 – SUSTAINABILITY

ECONOMIC	ENVIRONMENTAL	SOCIAL
<p>Technological Innovations Introducing new technologies that increase production efficiency and reduce resource consumption.</p> <p>Stable Employment Promoting employment through investments in local businesses and community development.</p> <p>Financial Justice Raising awareness and financial management skills within the community to support economic stability, including fair and non-discriminatory wages.</p> <p>Sustainable Consumption Maintaining a financial system that does not perpetuate continuously, increasing consumption of goods and services.</p>	<p>Species Protection Initiatives aimed at preserving biodiversity by protecting endangered species (both terrestrial and aquatic).</p> <p>Ecosystem Protection Actions aimed at preserving natural ecosystems and spaces for wildlife.</p> <p>Climate Protection Actions aimed at mitigating climate change by reducing greenhouse gas emissions and implementing adaptive measures to cope with its impacts.</p> <p>Pollution Reduction Implementing policies and technologies to reduce air, water, and soil pollution, and to manage waste effectively.</p>	<p>Gender Equality Initiatives promoting equal opportunities and eliminating discrimination in society.</p> <p>Access to Education Ensuring universal access to education at all levels, enabling personal and professional development.</p> <p>Health Actions to improve public health by promoting a healthy lifestyle, providing access to healthcare, and combating diseases.</p> <p>Sustainable Community Building communities based on partnership, understanding, empathy, cooperation, and peace.</p>

WORKSHEET 2 – GLOBAL DOMINO

You can see the correct arrangement of the cards [here](#).

Wangari Maathai

WHO IS WANGARI MAATHAI?

Wangari Maathai was born in Kenya. She was a social, environmental, and political activist. She studied biology at American and German universities and veterinary medicine at the University of Nairobi. She founded the Green Belt Movement.

ACTIONS AND ACHIEVEMENTS

Founded by Wangari, the **Green Belt Movement has planted 30 million trees**. The plantings have **enriched biodiversity and aimed to prevent desertification of the continent and the poverty and hunger associated with it**. Green Belt volunteers also engage in **education, promoting principles of proper nutrition, and human rights**. Her actions have also led to the creation of many new jobs for thousands of Kenyan women (for example, in tree nurseries). Wangari was the first woman from Africa to win the Nobel Peace Prize for her work on environmental conservation, development, democracy, and peace.

Who is this?



Nadia Tutarieva

WHO IS NADIA TUTARIEVA?

Nadia Tutarieva was born in Luhansk, Ukraine. She is a young activist working for women's rights and peace worldwide. She is a teacher at a local school.

ACTIONS AND ACHIEVEMENTS

At the age of 19, she began **helping girls learn and take their future into their own hands**. Since the conflict in Ukraine in 2014, she has been working on educating and explaining war-related topics to school children. Nadia is a **co-founder of the Girls of Chuhinka organisation**, which works for gender equality and increasing the role of women in **building peace and their participation in social and political life**. She herself wants to actively engage in the political life of her community.

Who is this?



WORKSHEET 2 – GLOBAL DOMINO

You can see the correct arrangement of the cards [here](#).

William Kamkwamba

WHO IS WILLIAM KAMKWAMBA?

William Kamkwamba is from Malawi. Due to drought, which plunged his family into extreme poverty, he was forced to drop out of school. In his village, people struggled with, among other things, lack of access to energy.

ACTIONS AND ACHIEVEMENTS

William built the **first windmill** from scrap found in the village, allowing his family to become the first in the village to have access to electricity. Local newspapers quickly began to write about his achievement, and he was invited to a TEDx meeting in Tanzania. Kamkwamba obtained funding to **continue his education**, and later gained admission to university in the United States. In the meantime, he founded the Moving Windmills organisation, which works for clean water, health, education, and strengthening local communities, collaborating with various other humanitarian organisations in the Global South.

Who is this?



?

?

Gitanjali Rao

WHO IS GITANJALI RAO?

Gitanjali Rao was born in Colorado, United States. At the age of 11, she learned about lead contamination in the water in Flint, Michigan (drinking such contaminated water is hazardous to health). This inspired her to deepen her knowledge of lead and other toxin contamination in drinking water. Rao participated in a competition that enabled her to work with a mentor who helped her realise her project.

ACTIONS AND ACHIEVEMENTS

"Rao's invention is called Tethys, named after the Greek goddess of pure water, a Titan. It is a box the size of a deck of cards that contains a battery, Bluetooth, and carbon nanotubes to detect lead in water. The aim of the invention is to **quickly measure water purity for personal use**. Rao also created the **Kindly** app, which uses artificial intelligence to detect cyberbullying at an early stage." The teenager also collaborates with schools, international organisations, and museums, organising innovation **workshops for her peers**.

Who is this?



?

?

WORKSHEET 2 – GLOBAL DOMINO

You can see the correct arrangement of the cards [here](#).

Miranda Wang

WHO IS MIRANDA WANG?

Miranda Wang became interested in biotechnology at the age of 18 when she and a classmate discovered a bacterium that breaks down phthalates used in plastic. She studied biochemistry at the University of Toronto and molecular and cellular biology and engineering entrepreneurship at the University of Pennsylvania. During her studies, she founded BioCollection.

ACTIONS AND ACHIEVEMENTS

The company Miranda founded uses **synthetic biology to develop solutions for the plastic crisis**. They explore the possibility of breaking down non-recyclable plastic, which accounts for 1/3 of the world's plastic production, into valuable chemical compounds. They currently operate a **pilot waste plant and also assist Google in implementing a zero-waste policy in their offices**. Miranda has been recognised multiple times, including in Forbes 30 under 30, New York Times Visionaries Courage to Change the World, "**Pritzker Environmental Genius**", and this year as the "**United Nations Young Champion of the Year**".

Who is this?



?

?

Olga Malinkiewicz

WHO IS OLGA MALINKIEWICZ?

Olga Malinkiewicz was born in Poland. She graduated from the Faculty of Physics at the University of Warsaw and from the Polytechnic University of Catalonia in Barcelona. She completed her PhD in physics at the University of Valencia. She is a co-founder and Chief Technology Officer at Saule Technologies.

ACTIONS AND ACHIEVEMENTS

Olga is a co-creator of a cost-effective method for producing printed solar cells based on **mineral groups - these are very thin and flexible solar panels that can be placed on buildings, roofs, and various other surfaces**. Over the course of several years, Olga has built a team of specialists and a laboratory dedicated to this new technology. She holds the title of "**Very Important Polish Innovator**" (Young Leaders of Innovation competition, 2015) and "**Innovator of the Year**". In 2016, she was awarded the "**Knight's Cross of the Order of Polonia Restituta**" for outstanding contributions to the development of Polish science.

Who is this?



?

?

WORKSHEET 2 – GLOBAL DOMINO

You can see the correct arrangement of the cards [here](#).

Kotchakorn Voraakhom

WHO IS KOTCHAKORN VORAAKHOM?

Kotchakorn Voraakhom was born in Bangkok and is the founder of the Porous City Network organisation. She earned a Bachelor's degree in landscape architecture at the University of Thailand and completed her graduate studies at Harvard University. During her studies, she was one of the **co-founders of the Kounkuey Design Initiative** - an organisation supporting cities that lack adequate resources to create local and community-friendly spaces.

ACTIONS AND ACHIEVEMENTS

The organisation founded by Kotchakorn works **to increase green spaces in cities to counteract the effects of climate change**. Particularly in urban areas and areas close to rivers prone to flooding. She is listed among the 15 women fighting against climate change according to Time magazine.

Who is this?



?

?

Hinduo Oumarou Ibrahim

WHO IS HINDUO OUMAROU IBRAHIM?

Hinduo Oumarou Ibrahim was born in Chad and is a member of the Mbororo pastoralist community, chair of the Association of Indigenous Women and Peoples of Chad (AFPAT), and a climate activist.

ACTIONS AND ACHIEVEMENTS

Hinduo collaborates with communities experiencing the consequences of climate change, such as restricted access to water due to the drying up of Lake Chad, which is a water source for people from Chad, Cameroon, Niger, and Nigeria. Hinduo and others from the association meet with farmers to **create a map of agricultural fields and the needs of individual communities**. Through their joint work, they can help communities find a compromise that ensures access to water while mitigating local conflicts. **The association also promotes the rights of girls and women in the Mbororo community and inspires leadership and advocacy for environmental protection.**

Who is this?



?

?

WORKSHEET 2 – GLOBAL DOMINO

You can see the correct arrangement of the cards [here](#).

Boyan Slat

WHO IS BOYAN SLAT?

Boyan Slat was born in the Netherlands. At the age of 16, he became interested in the problem of marine pollution and the difficulties associated with extracting it from seas and oceans.

This interest turned into a research project during his high school studies. He studied aerospace engineering at Delft University of Technology.

ACTIONS AND ACHIEVEMENTS

In his first year of university, he developed a passive method for collecting marine debris. He founded The Ocean Cleanup

organisation, which installs U-shaped systems that drift in the North Pacific gyres and concentrate floating debris (then support vessels collect the concentrated debris and transport it to shore). The Boyan Foundation aims to remove 90% of plastic waste from the oceans and stop its inflow from rivers into the oceans by 2040.



Who is this?



Najat Aoun Saliba

WHO IS NAJAT AOUN SALIBA?

Najat Aoun Saliba grew up on a banana farm in Lebanon. After the outbreak of the civil war, she and her family moved to the city, where she became interested in ways to reduce air pollution. Saliba studied at a Lebanese university, where she earned her bachelor's degree, and then continued her studies in the United States.

ACTIONS AND ACHIEVEMENTS

Upon returning to Lebanon in 2002, she helped establish the **Ibsar Nature Conservation Center**, which is dedicated to conserving Lebanon's biodiversity. She also founded the Atmospheric and Analytical Laboratory and created the first **Lebanese database on atmospheric pollution**. Concerned about the burning of Lebanese waste in the open air, she conducted research and showed that burning can increase the amount of carcinogens in the air by 2300%. **Saliba participated in establishing international protocols for chemical research on water pipes**. She is currently also developing innovative materials and methods for studying atmospheric pollution.



Who is this?



Activity N.3

THERE IS A PLANET B!

OBJECTIVES

This activity aims to help young people:

- Learn about the two main global issues of climate and gender injustice.
- Empathise with people and our planet.
- Take transformative action to live more sustainably and contribute to the creation of a more inclusive, sustainable and solidary.

SHORT INFO

This activity raises awareness of the current climate crises and their effects, particularly in relation to women and girls. The main objective is to motivate others to take action to create a better life and future, in both local and global contexts.

AGE GROUP 15+

DURATION 45 minutes

SPACE NEEDED

An open indoor space

MATERIALS NEEDED

- A whiteboard/digital screen
- An electronic device with internet access
- An auditory cueing device (for example, a bell or a chime)
- Printed questions and statements from the Annex
- Post-it notes or recycled paper for note taking

TOPICS COVERED

- Climate Justice, Social Justice, Gender Justice
- Globalisation and Interdependence

KUVAS COVERED

Knowledge and Understanding:

- Climate, Justice and the Environment
- Social Justice, Equity and Gender Justice
- Identity, Diversity and Intersectionality
- Globalisation and interdependence

Values and Attitudes:

- Active Participation in Protecting the Environment and Promoting Sustainable Development

Skills:

- Critical, Independent and Creative thinking
- Empathy and Solidarity

This resource has been adapted from [Climate Justice in BC: Lessons for Transformation](#)



PREPARATION

Invite participants to do individual research beforehand about how climate change affects women and girls, and identify which countries emit the most CO₂. You can also better prepare for this activity by reviewing the materials available in **Section 2** of this guide.

STEP 1

Inspire participants by showing them examples of positive action taken by the future adult generation around the globe. Watch the video *'World Largest Lesson - Climate Change'*, [available here](#).

DURATION: 4 MINUTES

STEP 2

Invite participants to a role-playing exercise that consists of an interplanetary meeting between representatives from planet B and planet Earth. Organise participants into two groups: some are inhabitants of planet B and others are from planet Earth.

Planet B must have twice as many people as planet Earth (more or less, one person from planet B for every two people from Earth).

Once you have organised your groups, read out the following statement:

"Today, something incredible is about to happen: the friendly inhabitants from planet B have arrived on Earth to communicate with its inhabitants. The members from planet B have been observing the impact of climate change, especially on women and girls, and they are concerned. They wish to engage in discussions with planet Earth to understand what is occurring and why. This marks the first face-to-face meeting where both parties can learn from each other. However, before the debate begins, you must prepare yourselves."

Distribute the cards from the Annex to both groups. There are 3 themes. It is up to you to decide which topics you want to focus on, and it is not necessary to address all of them. In this preparation phase, inhabitants from planet B should sit next to each other, and the planet Earth inhabitants should do the same.

EXPLAIN THAT ALL WILL HAVE 15 MINUTES FOR THE PREPARATION OF THE DEBATE QUESTIONS.

Give each group a paper with a statement from the Annex. Each group should read the guiding questions and think critically about the possible answers that will come up in the debate. Together, they can discuss with each other and exchange any doubts or concerns.

DURATION: 17 MINUTES



STEP 3

After the preparation, invite participants to the interplanetary talk and ask them to sit facing each other: one inhabitant from planet B sits or stands in front of 2 people from planet Earth.

Welcome participants by saying:

“Welcome to all our representatives from the two planets. Something unprecedented is happening today: a mysterious phenomenon has allowed this very friendly and approachable group from planet B to travel to planet Earth and meet its inhabitants, aiming to better understand how to promote equality and sustainability. Please be mindful that inhabitants of planet B do not tolerate loud noises, so you need to speak extremely quietly to avoid alarming them! Make the most of this opportunity, as representatives from planet B cannot stay for long.”

Then on a big screen, share the statement of each theme from the Annex that will be debated and ask a representative from planet B to read the sentence.

The debate begins with people representing planet B asking the set questions about the chosen theme to planet Earth's inhabitants. Then, the inhabitants of planet Earth must respond by talking, drawing, or writing.

Ring a bell or a chime to signal the end of the response time. Allow no more than 5 minutes for each question.

After the dialogue, people of planet B stay in place and write down or draw keywords, feelings or thoughts about the things they learnt about planet earth. Allow no more than 30 seconds for these reflections.

Then, ask the inhabitants of planet B to take a step to their left and meet the following inhabitant from planet Earth, so they can discuss the next topic with a different representative.

Repeat the process until all the selected themes are debated.

DURATION: 12 MINUTES

STEP 4

Read the following statements to your groups:

“Planet B, now it is your turn to talk, while Earth listens. Share your thoughts and feelings about all the things that you have heard. What can planet B learn from the things planet Earth has been doing?”

Ask participants from planet B to respond, so that every idea is heard. Ring a bell or chime to signal the end of the activity. Once completed, invite participants from both planets to say goodbye and wish planet B a good trip back. Explain that the role-play is over and that they can, also, say goodbye to their characters.

DURATION: 5 MINUTES



STEP 5

Invite participants to sit and engage in a debriefing exercise:

- **What emotions arose during this exercise?**
- **Did any responses empower others, particularly those with less power?**
- **Did any responses contribute to promoting equality?**
- **Were the voices and opinions of the most vulnerable groups (such as farmers, indigenous people, individuals from low-income countries, women, girls, and children) taken into consideration?**

If there is additional time, encourage participants to write or illustrate their thoughts and feelings on actions they can take to advance climate and gender justice. This could stimulate further discussion or the creation of a visualisation board with these ideas. This reflection can also be continued outside of the session.

DURATION: 5 MINUTES

TAKING IT FURTHER

Conclude the session, emphasising the role each individual plays as a global citizen in making small changes in their life that can promote equality and climate justice within their family, friendship groups, schools or associations, and in the community.

DURATION: 2 MINUTES

STATEMENTS AND QUESTIONS THAT INHABITANTS FROM PLANET B AND EARTH
WILL ADDRESS IN THE MEETING, AND SUPPORT INFORMATION →

THEME 1 – IMPACT OF CLIMATE CHANGE

STATEMENT OF PLANET B:

“Every day, I witness people from planet Earth striving to survive. They endeavour to combat deforestation and desertification, protect endangered species, and reduce marine litter. They confront rising sea levels, droughts, storms, and heat waves.

Despite these efforts, from space, we observe extensive single-use plastics littering the land and oceans, and significant biodiversity loss in their waters. We witness the burning of fossil fuels, the extraction of natural resources, the intensive farming of livestock for excessive meat consumption, and the repercussions of global trade.”

Note: The statement should be projected on a big screen and read by a representative of planet B, to introduce the debate.

QUESTIONS PLANET B WILL ASK PLANET EARTH:

*What are the main factors
or causes contributing
to these issues?*

•

*Who is the most impacted
by these issues?*

•

*What are possible
responses and/or solutions
to improve these issues?*

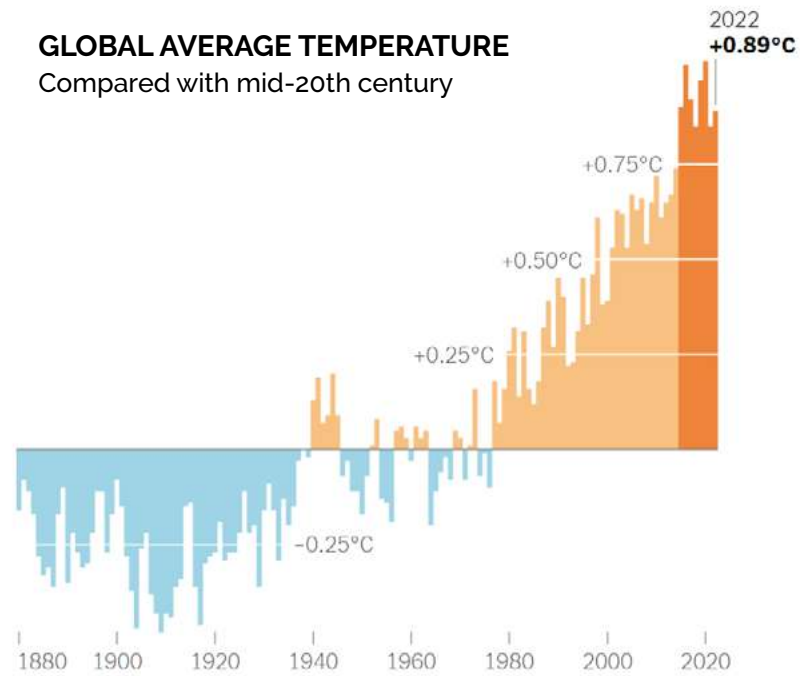


THEME 1 – IMPACT OF CLIMATE CHANGE

SUPPORT INFORMATION FOR THE PREPARATION OF THE DEBATE:

GLOBAL AVERAGE TEMPERATURE

Compared with mid-20th century



Source: Gonchar, M. (2024). *30 Climate Change Graphs*. The New York Times. Retrieved June 19, 2024, [from here](#).

INSPIRATIONAL IMAGE TO ILLUSTRATE THE THEME:



THEME 2 – INEQUALITIES

STATEMENT OF PLANET B:

“I have been observing planet Earth closely. While some countries contribute minimally to pollution, they bear significant consequences of climate change exacerbated by more industrialised nations. Extreme weather events exact a heavy toll on vulnerable families and communities.”

Note: The statement should be projected on a big screen and read by a representative of planet B, to introduce the debate.

QUESTIONS PLANET B WILL ASK PLANET EARTH:

*Who or which groups
are the most impacted?*

•

*How are their
views included?*

•

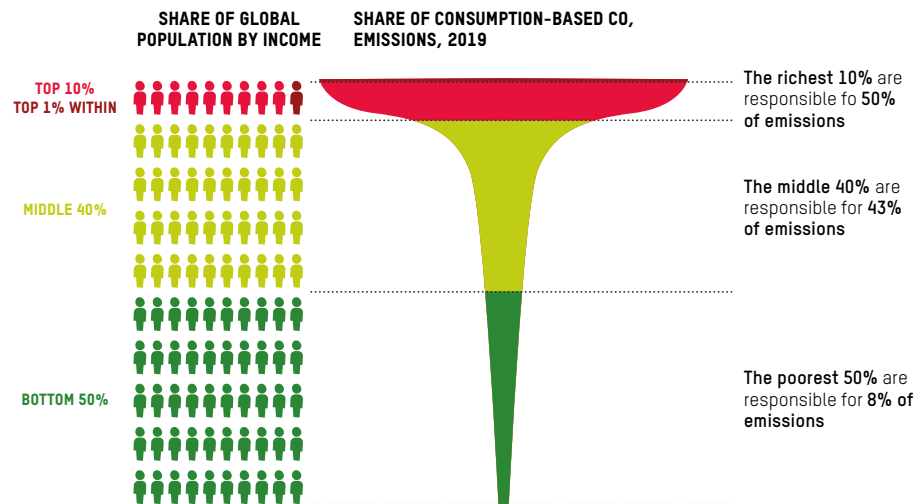
*Who will decide
which opinions are
heard or valued?*



THEME 2 – INEQUALITIES

SUPPORT INFORMATION FOR THE PREPARATION OF THE DEBATE:

GLOBAL INCOME GROUPS AND ASSOCIATED CONSUMPTION EMISSIONS IN 2019



Source: Oxfam/SEI (2023). *Inequality of Emissions*. In *Climate Equality: A planet for the 99%* (pp. 6-19). Oxfam GB. [You can see here](#).

INSPIRATIONAL IMAGE TO ILLUSTRATE THE THEME:



THEME 3 – GENDER AND CLIMATE

STATEMENT OF PLANET B:

“It was 2022, and I was observing one of your countries when I saw the difficulties that heavy drought brought to the people there. I looked closely and noticed that women and girls were suffering significantly from malnutrition and dehydration; at the same time, gender-based violence started to rise.

Since then, I have observed that even more women and girls are facing increased challenges because of the ecological and climate crises happening all over the world. From researching Earth’s statistics, I discovered that women and girls represent 80% of those affected by climate change. When migrating to safer locations, they face an increased risk of poverty, violence, and unplanned births¹.”

Note: The statement should be projected on a big screen and read by a representative of planet B, to introduce the debate.

¹ Source: UN Environment in World Economic Forum. (2024). *Climate change impacts women more. We must legislate to protect their health.* [You can see here.](#)

QUESTIONS PLANET B WILL ASK PLANET EARTH:

What are some of the key factors contributing to these interconnected issues today?

•

How are the views of women and girls included?

•

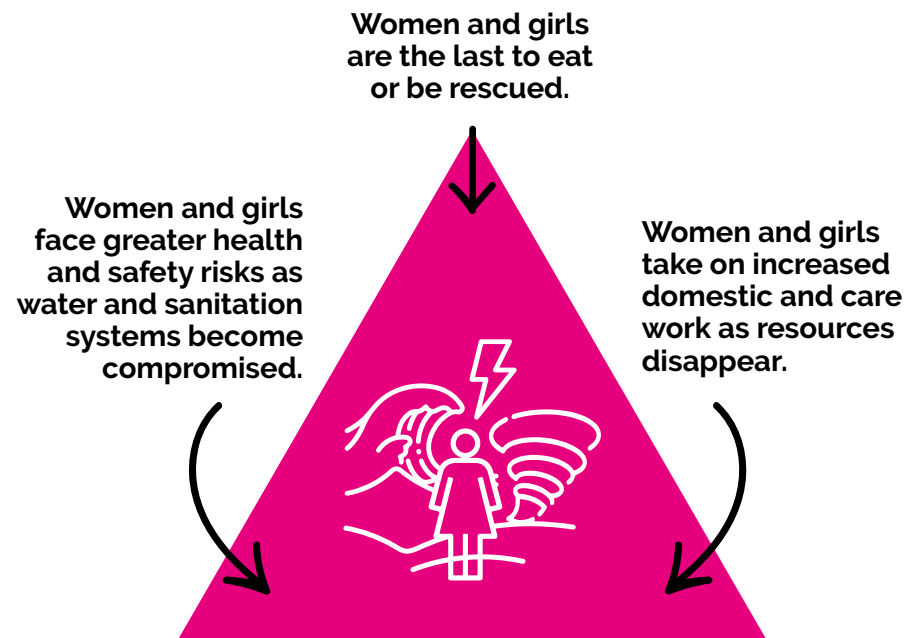
Is there potential to empower those who are marginalised?



THEME 3 – GENDER AND CLIMATE

SUPPORT INFORMATION FOR THE PREPARATION OF THE DEBATE:

CLIMATE-INDUCED DISASTERS EXACERBATE ENTRENCHED GENDER INEQUALITIES



Note: You can explore better the root causes of Gender and Climate Injustice in **Section 2**

INSPIRATIONAL IMAGE TO ILLUSTRATE THE THEME:



Activity N.4

INEQUALITY AND CLIMATE CHANGE

OBJECTIVES

This activity aims to help young people:

- Raise their awareness of climate change inequities.
- Develop imagination and critical thinking.
- Understand the link between human rights and climate change.

SHORT INFO

The activity utilises a role-playing exercise to help understand and raise awareness of the injustices and inequalities that exist. Participants will either receive or not a token according to how impacted they are by climate change and how it affects their human rights.

AGE GROUP 15 - 29 years old

DURATION 45 minutes

SPACE NEEDED

A room with tables

MATERIALS NEEDED

The following printed materials from the Annexes:

- Character Cards
- 19 tokens per participant
- Envelopes
- Statements to read

TOPICS COVERED

- Consequences of Climate Change
- Inequalities
- Human Rights

KUVAS COVERED

Knowledge and Understanding:

- Climate, Justice and the Environment
- Social Justice, Equity and Gender Justice
- Identity, Diversity and Intersectionality
- Human Rights

Values and Attitudes:

- Commitment to Social Justice, Equity, Care and Community
- Respect for People and Human Rights

Skills:

- Empathy and Solidarity
- Self-Awareness and Reflection



PREPARATION

In preparation for this activity, print out the cards with characters and cut them, and the statements that will be read. Then fill an envelope with 19 tokens per participant. Assess the space you have and try to create a calm atmosphere, free of distractions.

*Facilitator's Tip:

If you need more character cards, you can simply create your own. You can also use the same card several times to complete the activity, or double up on the cards but change the gender.

STEP 1

Brainstorm with participants and ask them what they need to have to ensure a happy and dignified existence.

Classify their answers according to the following 5 categories:

- 1. Basic needs:** These are things that allow you to stay alive, drink, eat, dress, breathe, sleep, wash, etc. This category also includes sexual needs.
- 2. Personal security:** This could include having a roof over your head, a room, a safe place, a stable job, health insurance, financial security, a pension or refer to being protected from threats, such as burglaries, war, terrorism, etc.
- 3. Need for love and belonging:** This includes family, friends or belonging to a group or a community.
- 4. Need for self-esteem:** This includes self-esteem, recognition, success, and respect for others.
- 5. Need for self-fulfilment:** This includes being able to flourish and be creative, express one's potential, and to realise one's desires.

DURATION: 10 MINUTES

STEP 2

Once your participants have considered all the needs they require to live happily with dignity, explain to them the principle of classification.

This ranking comes from [Maslow's pyramid](#): this researcher conceptualised the fact that to achieve an individual's happiness, these five needs must be met. These needs are interdependent, and the higher level cannot be met if the lower level fails. This is why they are usually represented in the form of a pyramid.

DURATION: 3 MINUTES



STEP 3

Give each young person a card and explain to them that they will now play that character. Give each individual time to read their character card. They should not reveal who they are to other participants.

To help them imagine their character's life, ask these questions:

- What was your childhood like?
- What type of housing do you live in?
- What games do you play?
- What job do your parents have?
- What is your life like?
- Where do you meet people?
- What do you do in the morning, at noon and in the evening?
- How much do you (or your parents) earn per month?
- What do you do in your free time?
- What do you do during your holidays?
- What are you afraid of?
- What are your motivations?
- What is your biggest dream?

When reading the questions, tell participants to close their eyes and be calm to imagine the answers.

DURATION: 2 MINUTES

STEP 4

Distribute to your group an envelope with 19 tokens per participant. Explain that these tokens allow them to fulfil the various needs seen above.

Explain to participants that a series of statements will be read to them. If they cannot respond positively to the statement, they must part with or remove a token.

Read the statements one by one and each time give participants the opportunity to decide if they want to part with a token. The activity is done in silence, the participants must not discuss or debate among themselves.

DURATION: 10 MINUTES



STEP 5

Once all the statements have been read, ask the participants to state how many tokens they have left.

Explain to following to them that if they have:

- More than 15 tokens left, they can fulfil all their needs.
- Less than 12 tokens left, they can only fulfil their esteem needs.
- Less than 9 tokens left, they can only fulfil their needs for love and belonging.
- Less than 7 tokens left, they have access to personal security.
- Less than 5 tokens, they can only meet their basic needs.

Give participants time to see where they stand in Maslow's pyramid.

DURATION: 5 MINUTES

STEP 6

Carry out a debriefing exercise and ask the following questions being cautious to deal with any situations where stereotypes may be strengthened:

- **How did you manage to play your role?**
- **Did you have all the information you needed to represent your characters?**
- **What did you use to imagine the characters?**
- **Do we all have the same representations? Where do our representations come from?**
- **Do you have enough tokens left to live a dignified and happy life?**
- **How did you feel when you parted with a token?**
- **What did you notice when pooling the number of tokens that all the participants had left?**
- **Can you guess the role of certain people?**
- **Where do you stand in Maslow's pyramid?**
- **In your opinion, does the removal of tokens reflect reality?**
- **Do you feel characters who were women were more affected?**
- **What links can you make between your rights and Maslow's pyramid?**
- **Do we all have the same number of tokens and rights 'at the start'?**
- **What restricts the number of tokens?**
- **Do you feel that your rights are respected?**
- **Did you notice some people were less privileged?**
- **What has prevented you from living happily and with dignity in your situation?**
- **What similarities are there between the characters?**



- Does the situation in your state allow you to live happily and with dignity?
- What can be done to empower people, and in particular women, to tackle climate change and its consequences?
- What do you consider to be the differences between a migrant and a refugee?
- Do you agree or disagree on granting refugee status to people who leave for climate related reasons?
- Do you think these situations exist in real life?
- What is the link between human rights and climate change?
- How can we limit these negative effects?
- What rights can be useful in the fight against climate change?
- What kind of actions should be undertaken?
- What would you do in this situation?

DURATION: 15 MINUTES

If you do have a lot of space available, it is possible to carry out Steps 4 and 5 in a different way, based on the ***Privilege Walk methodology***. This is the adaptation of an activity taken from the [Compass Manual](#) (page 289).

Instead of distributing tokens, ask participants to remain absolutely silent as they line up beside each other (like on a starting line). Tell the participants that you are going to read out a list of situations or events. Every time that they can answer 'yes' to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.

After all the statements have been read you can debrief using the following questions being cautious to deal with any situations where stereotypes may be strengthened:

- How did you feel stepping forward - or not?
- For those who stepped forward, at what point did they begin to notice that others were not moving as fast as they were?
- Did anyone feel that there were moments when their basic human rights were being ignored?
- Can participants guess each other's roles? (Let people reveal their roles during this part of the discussion)
- How did you manage to play your role? Did you have all the information you needed to represent your characters?
- What did you use to imagine the characters?
- Do you feel characters who were women were more affected?
- What about people from Global South?
- Did you notice that people who experience multiple discrimination go forward or stay behind?
- Did you notice some people were less privileged?
- Do you think these situations exist in real life?

ALTERNATIVE METHODOLOGY

ANNEX 1 - CHARACTER CARDS

NAME: Maria | **AGE: 15 years old** | **COUNTRY OF ORIGIN: Argentina**

PERSONAL SITUATION:

For generations, you have lived with your family near a soybean field in Latin America where pesticides are widely used to treat plantations. You were born with a malformation, like many children in your city, and you have witnessed the deterioration of the health of your family members (cancer, respiratory problems, etc.).



NAME: Ahmad | **AGE: 43 years old** | **COUNTRY OF ORIGIN: Afghanistan**

PERSONAL SITUATION:

You have just arrived at a camp for displaced people in Herat, in north-western Afghanistan. You were a farmer, but the rain has continued to decrease in your home region. Last year, you couldn't harvest anything. You work as a labourer when possible. You also send your two children (aged 9 and 10) to beg in the nearest town from time to time.



ANNEX 1 - CHARACTER CARDS

NAME: Fabiana | **AGE: 13 years old** | **COUNTRY OF ORIGIN: Brazil**

PERSONAL SITUATION:

You are part of an indigenous tribe and have lived in the Amazon rainforest forever. More than 80,000 forest fires broke out a few days ago, the smoke that emanates from them has covered the sky with a thick black fog.



NAME: Idzudin | **AGE: 19 years old** | **COUNTRY OF ORIGIN: Malaysia**

PERSONAL SITUATION:

You are a student and live near a plastics recycling plant. In the 10 years of its activity, you have seen all kinds of waste arrive from Europe to be recycled here. You have also witnessed first-hand the chemicals that are being released from the plant. For the past two years, your parents have suffered from asthma and itching. Your little sister also has itching all over her body.



ANNEX 1 - CHARACTER CARDS

NAME: Marie | **AGE: 36 years old** | **COUNTRY OF ORIGIN: France**

PERSONAL SITUATION:

As a mother of three children, your family has always lived on the Normandy coast thanks to your agricultural resources. However, rising sea levels, including the ingress of salt water into the land, have affected the fertile soils, destroying all the family's crops for sale and personal consumption.



NAME: Benjamin | **AGE: 17 years old** | **COUNTRY OF ORIGIN: United States**

PERSONAL SITUATION:

You are one of the Inuits living in Alaska. In recent years, you have observed an increase in temperatures that has led to the melting of the ice, thus reducing the territory of animals, especially bears, forcing them to look for food within the cities themselves. You have had to adapt your lifestyle and hunting techniques to the migration of these species.



ANNEX 1 - CHARACTER CARDS

NAME: Hakim | **AGE:** 24 years old | **COUNTRY OF ORIGIN:** Iran

PERSONAL SITUATION:

You live in a fishing village in the Persian Gulf. Fishing is your main activity to earn money. However, Iran has sold the monopoly of deep fishing in the Persian Gulf and the Arabian Sea to China, which now carries out industrial fishing for several kilometres. Large boats now come close to where you used to fish using a large voltage of electricity to catch a large mass of fish and other marine life. You thought that this type of fishing was prohibited to avoid the disappearance of marine species. Even if you change your boat and fishing style, local authorities prohibit local boats from approaching boats from China.



NAME: Ayumi | **AGE:** 11 years old | **COUNTRY OF ORIGIN:** Japan

PERSONAL SITUATION:

An earthquake caused the destruction of a nuclear power plant that released toxic particles into the air that are dangerous to health. The air is unbreathable, so you were forced to flee the city with your family, but your three-month-old little brother is already suffering from asthma attacks.



ANNEX 1 - CHARACTER CARDS

NAME: Kimia | **AGE: 16 years old** | **COUNTRY OF ORIGIN: Congo**

PERSONAL SITUATION:

Every morning you go to work with your daughter on your back to the old green field where you used to play when you were younger. The land was destroyed and turned over to gain access to a rare metal: cobalt. You work as a 'digger': you extract cobalt by hand from industrial mine tailings, wash it and then sell it to Chinese companies who use it to make smartphones, tablets, computers, car batteries, etc.



NAME: Kodjo | **AGE: 23 years old** | **COUNTRY OF ORIGIN: Ghana**

PERSONAL SITUATION:

You live in a shanty town in Ghana near an electronic waste dump where you have been working for four years. This is where Europe and the United States illegally export all their electronic waste. Since this waste is neither treated nor recycled, it is burned without any protection. As a result, you have been suffering from respiratory problems and headaches since you started working there.



ANNEX 1 - CHARACTER CARDS

NAME: Freida | **AGE: 19 years old** | **COUNTRY OF ORIGIN: Germany**

PERSONAL SITUATION:

You and your younger brother live with your parents on the outskirts of a rural town. As a high school student in Germany, you were preparing to celebrate the end of the school year with your friends when violent rains broke out. The water rose to the first floor of your house last night, and yet, you are one of the lucky ones. A landslide caused the destruction of your neighbour's house.



NAME: Clémence | **AGE: 38 years old** | **COUNTRY OF ORIGIN: France**

PERSONAL SITUATION:

As a deputy ecologist in the National Assembly, you want to highlight extreme use of toxic substances in the industry, so you decide to test yourself by sending a lock of hair to a laboratory for examination. The result has come back and reveals that you are contaminated with 'eternal pollutants'. The risks include a heightened probability of being diagnosed with cancer, cardiovascular disease, hypertension, etc. These pollutants are highly mobile in the environment. You want the results of your research to help draft a law to limit their use.



ANNEX 1 - CHARACTER CARDS

NAME: Félix | **AGE: 63 years old** | **COUNTRY OF ORIGIN: France**

PERSONAL SITUATION:

You live in Martinique and have worked for several years in banana farming. You worked during the use of chlordecone, a pesticide that was used to protect the plantation against invasive species, which is now banned. This pesticide contaminated soils, rivers and the sea from 1972 to 1993. In Guadeloupe and Martinique more than 90% of the population is contaminated by chlordecone. The main effect on health of this pollutant is an increased risk of developing prostate cancer. You are worried about your health.



NAME: Rashid | **AGE: 26 years old** | **COUNTRY OF ORIGIN: Iran**

PERSONAL SITUATION:

You live in Ahvaz and work for your father's oil refining company. The company processes and transforms the oil, which is very present around your city. It then sells it to petrochemical plants that transform it into synthetic plastics and fertilisers and eventually export it around the world. This trade brings you a lot of money, but your newborn daughter suffers from respiratory problems. Indeed, the pollution within the city is becoming unsustainable: temperatures rise to 53°C and a very present smog of pollution forces all the inhabitants to wear a mask.



ANNEX 1 - CHARACTER CARDS

NAME: Anna | **AGE: 20 years old** | **COUNTRY OF ORIGIN: Italy**

PERSONAL SITUATION:

You are the daughter of the local bank manager. You study economics at university. Your parents pay for your studies and accommodation. Sometimes you work as a babysitter to earn some extra money. You have a boyfriend. You go to stay at your family's holiday home on the coast for most of the summer to escape from increasingly torrid temperatures.



NAME: Sven | **AGE: 50 years old** | **COUNTRY OF ORIGIN: Sweden**

PERSONAL SITUATION:

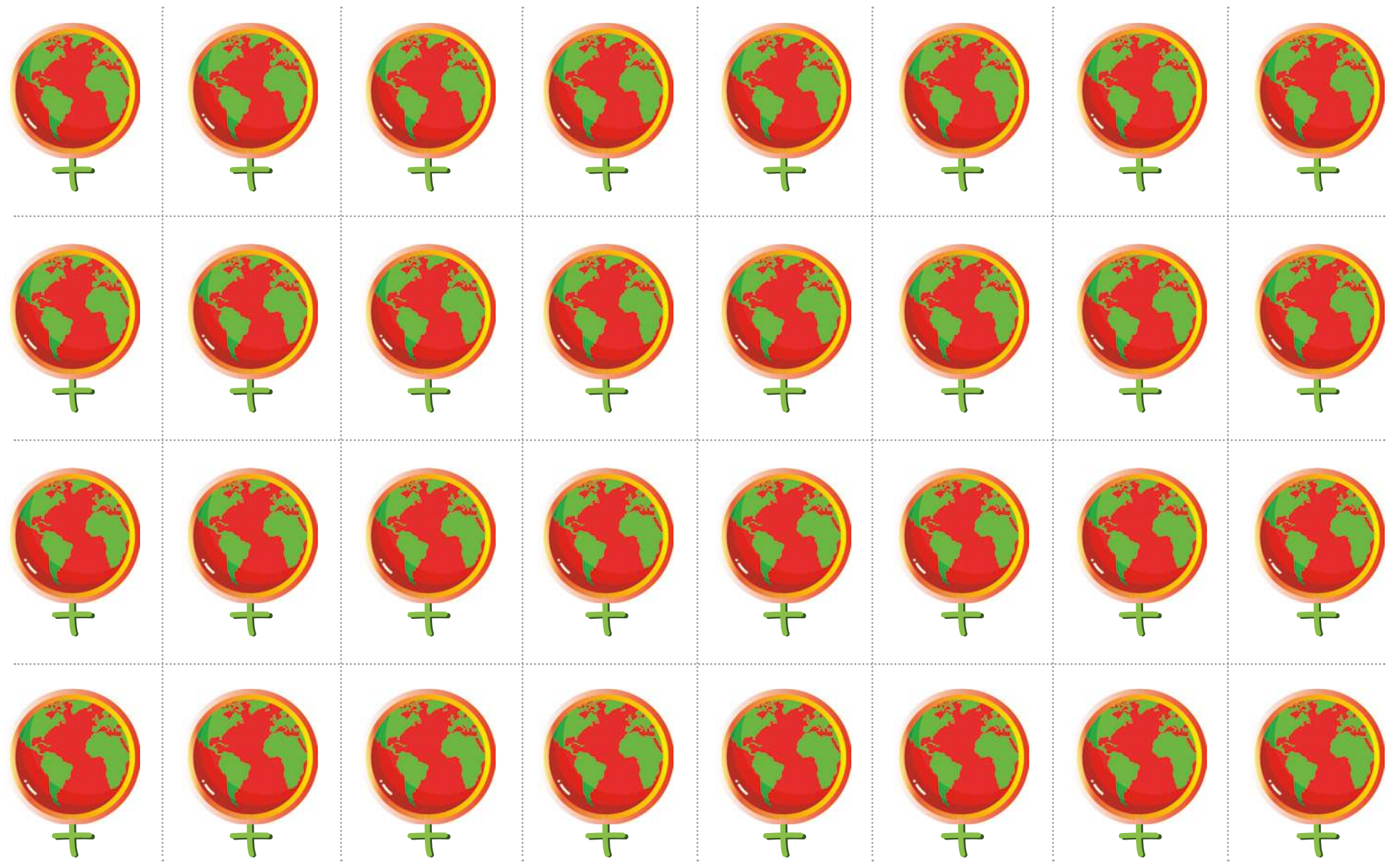
You are the owner of a successful import-export company. You travel a lot for work. You have a wife and three children who go to private school. Your business has been negatively affected by economic crises.



ANNEX 2 - STATEMENTS

- **You have never had serious financial difficulties.**
- **You live in a decent home, equipped with a telephone and a television.**
- **You feel that your opinions and views on political and social issues are heard.**
- **You know who to turn to for advice and help when needed.**
- **You benefit from social and medical protection adapted to your needs.**
- **You can go on holiday once a year.**
- **You can have friends over for dinner.**
- **You have an interesting life and are optimistic about your future.**
- **You believe you can study and practice the profession of your choice.**
- **You are not afraid of being harassed or attacked in the streets or by the media.**
- **You can vote in local and national elections.**
- **You can go to the cinema or theatre at least once a week.**
- **You are not worried about your children's future.**
- **You can buy new clothes at least every three months.**
- **You can fall in love with the person of your choice.**
- **You feel that your skills are valued and respected in the society in which you live.**
- **You can use the Internet and enjoy its benefits.**
- **You are not afraid of the consequences of climate change.**
- **You are free to visit any website without fear of censorship.**

ANNEX 3 - TOKENS



Activity N.5

AN UPSIDE WORLD

OBJECTIVES

This activity explores the connections between gender inequalities and climate injustice. It also stimulates critical thinking about ecofeminism by considering the:

- dependence of human beings on nature;
- relationship between power and privilege in relation to the intersectionality between care, environmental protection and profit;
- paradox of the free movement of goods and the control in relation to the movement of people.

SHORT INFO

The activity examines the relationship between different jobs and their impacts on the environment, economy, human rights and care work.

AGE GROUP 16+

DURATION 45 minutes

SPACE NEEDED

A room or an outdoor area

MATERIALS NEEDED

- Printed cards from the annex
- A whiteboard, a flipchart or large sheets of paper
- Coloured pens or markers
- Tape

TOPICS COVERED

- Economic inequalities
- Gender justice
- Pollution and environmental degradation
- Unpaid care work

KUVAS COVERED

Knowledge and Understanding:

- Climate, Justice and the Environment
- Social Justice, Equity and Gender Justice
- Identity, Diversity and Intersectionality
- Human Rights
- Globalisation and Interdependence

Values and Attitudes:

- Sense of Identity, Self-esteem and Valuing Diversity
- Commitment to Social Justice, Equity, Care and Community
- Respect for People and Human Rights
- Active Participation in Protecting the Environment and Promoting Sustainable Development

Skills:

- Critical, Independent and Creative Thinking
- Empathy and Solidarity
- Self-Awareness and Reflection
- Communication, Collaboration and Conflict Resolution

This resource has been adapted from: [Maleta pedagògica ecofeminista](#)



PREPARATION

Divide the group into three subgroups and invite each group to sit in a circle around a table or close to a large sheet of paper where they can stick the cards. Each group is given a set of cards with a different colour from the annex:

- **GROUP 1: Orange**
- **GROUP 2: Green**
- **GROUP 3: Yellow**

You can better prepare for this activity by reading through Section 2 of the guide which covers the topic of Ecofeminism.

STEP 1

Ask each group to look at their cards and rank them from top to bottom by considering different perspectives.

For this activity, in the annex there are also sentences which can be cut out and stuck on the top or bottom part of the sheet of paper. Try to ensure that the groups do not see each other's work as each group has different sentences.

- > **GROUP 1** should place the activities they consider most well-paid at the top, and the least well-paid jobs at the bottom.
- > **GROUP 2** should rank the cards reflecting on activities that cause the most pollution at the top, and the least polluting activities at the bottom.
- > **GROUP 3** should order the cards showing the most positive effects on their community at the top, and those that have the least positive effect on their community at the bottom.

DURATION: 10 MINUTES

STEP 2

Once the groups have finished the first task, ask the participants to shift slightly to the right any activities or jobs that they believe are carried out mostly by women, without changing the vertical order of the cards.

DURATION: 5 MINUTES

STEP 3

Ask the groups to bring their sheets together so that they can be easily compared. Invite all youth to have a look at the other groups' card lists and explain that each group had to order their cards following different criteria, stating what the priorities were for each.

DURATION: 10 MINUTES



STEP 4

PLENARY DEBRIEFING

Ask the entire group the following questions:

- **What are the main differences and similarities between the lists? Why do these exist?**
- **Which are the most well-paid jobs or activities? Who usually does them? What is their impact on the environment?**
- **Which are the least well-paid jobs/activities? What is their impact on the environment and on their communities?**
- **According to your perspective, why does this happen?**
- **What can we do to change it?**
- **What values can make our societies, environment and economy more caring, sustainable and just?**

You can better prepare for this activity by reading through Section 2 of the guide which provides useful information to guide the discussion about global interdependencies, the intersectionality between gender inequalities and climate injustice, the relationship between power and privilege, and ecofeminist values.

***Facilitator's Tip:**

If stereotypical views emerge such as 'well, woman are just better at caring' try to ask questions which stimulate a further analysis of such stereotypical views and encourage a reflection of their answers. Where do gender perceptions come from? What consequences does that have?

DURATION: 20 MINUTES

OPTIONAL

If you have more time, divide the group into smaller groups and give each of them one of the cards already used which illustrates a job or an activity. Ask the small group to analyse it using the iceberg model below in the annex. Alternatively, you can pick a couple of the jobs or activities and discuss them in plenary with the entire group. Possible questions:

- **What is its impact on the economy?**
- **What is its impact on the environment?**
- **What is its impact on people and human rights?**
- **Why are these impacted?**
- **How can we change the situation?**

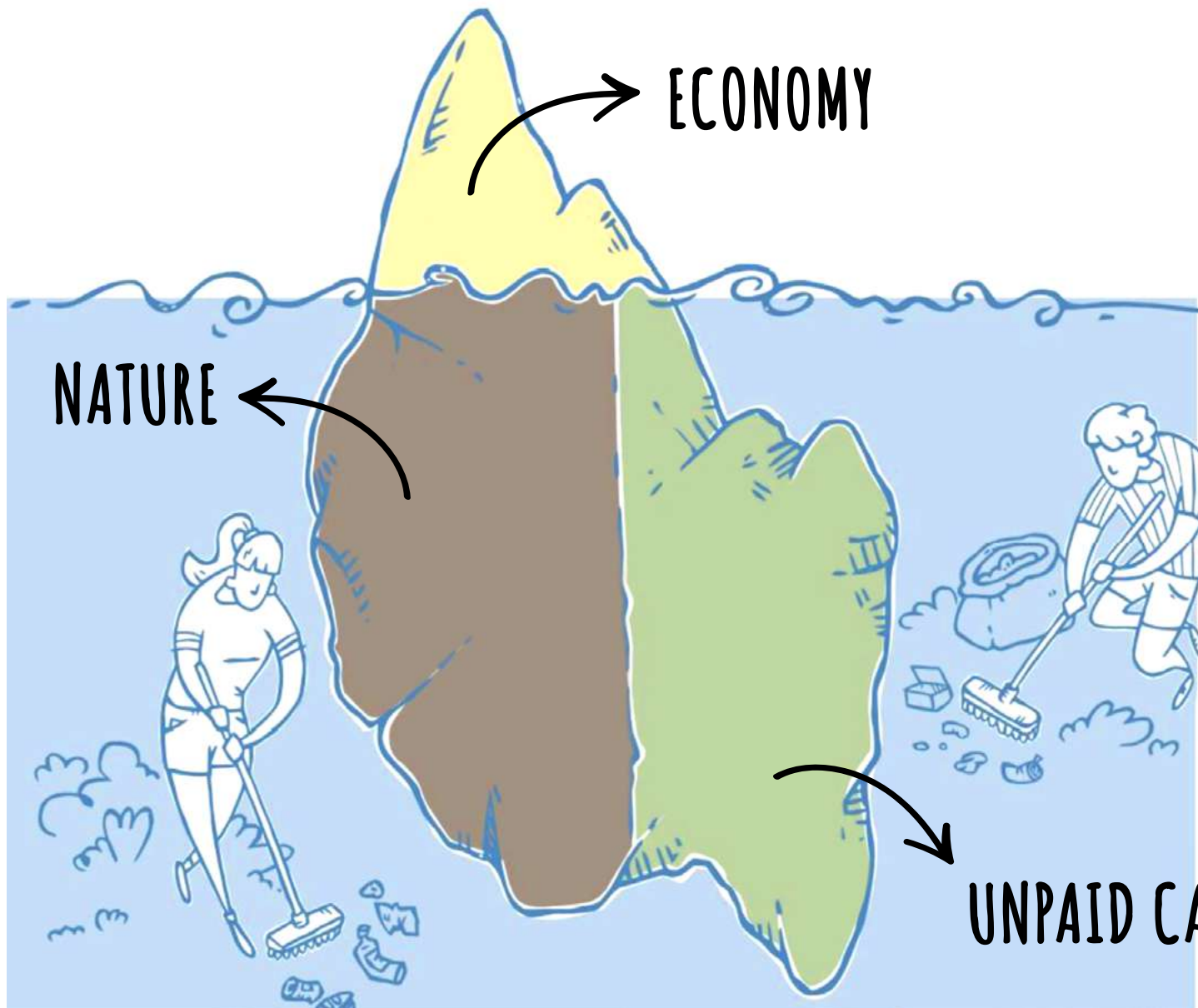
It is also possible to use the jobs or activities as a basis to then discuss whether gender inequality remains an issue for women who would like to pursue certain careers, for example, a STEM job? Are there prejudices towards girls and women who are considering becoming a scientist or an engineer? What difficulties do they face? Can you think of jobs where boys and men face similar gender-based prejudice? An example could be a boy, man or non-binary person who wants to become a Nursery School carer.

***Facilitator's Tip:**

It may be helpful to ask participants to look up and/or analyse some statistics regards the gender gap in certain jobs as a research follow up task.

DURATION: 30 MINUTES





For example, in a family, money is earned to be able to live. Once this money arrives at home, however, how is it used to effectively contribute to our daily lives?

We pay for nappies with this money, but who changes the nappies?

We buy vegetables, but who cooks them so they can be eaten?

www.tiempodeactuar.es

Beneria L, Borderias C., Carrasco C., Carmichael F., Charles S., Duran M.A., Folbre N., etc.

ANNEX

ORANGE

Please cut
around each card.



**TAKING
CARE OF
A THREE
MONTH
OLD BABY**



**BEING A
CARER
FOR AN
ELDERLY
PERSON**

ANNEX

ORANGE

Please cut
around each card.



BEING A
FARMER
OF A
SMALL
PLOT OR
FARM



BEING AN
ENTREPRE-
NEUR OF
AN
INTENSIVE
PIG FARM

ANNEX

ORANGE

Please cut
around each card.



BEING A
WEAPONS
MANU-
FACTURER



BEING A
PESTICIDE
MANU-
FACTURER

ANNEX

ORANGE

Please cut
around each card.



**PREPARING
FOOD**



**BEING
THE CEO
OF A SEED
COMPANY**

ANNEX

ORANGE

Please cut
around each card.



**BEING A
LOCAL
POLITICIAN**



**SELECTING
SEEDS
FOR THE
NEXT
PLANTING**

ANNEX

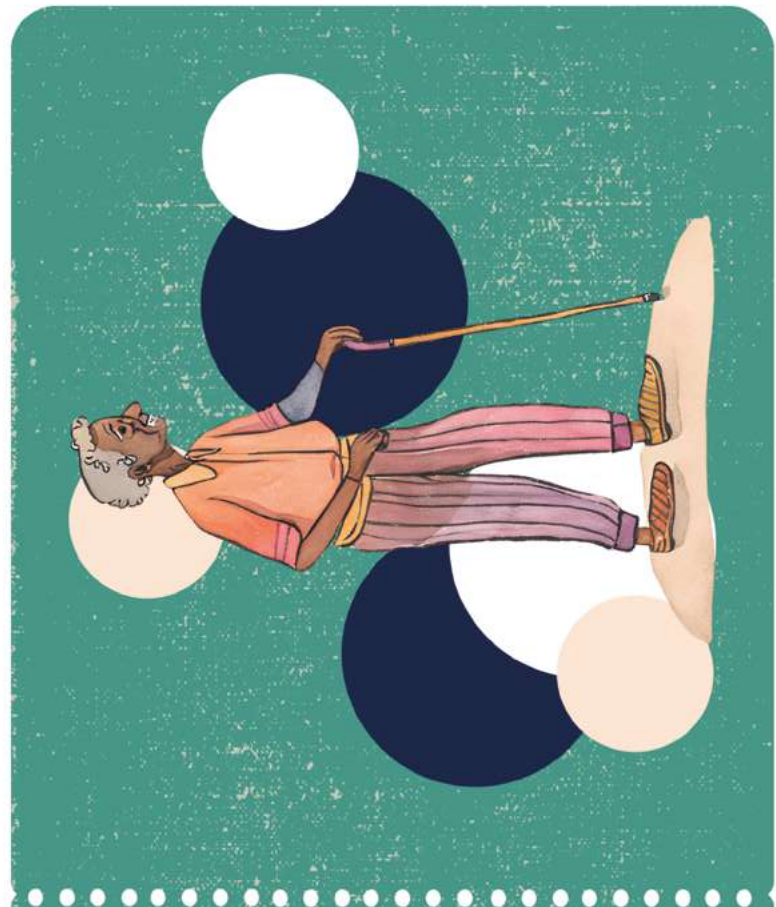
GREEN

Please cut
around each card.

**TAKING
CARE OF
A THREE
MONTH
OLD BABY**



**BEING A
CARER
FOR AN
ELDERLY
PERSON**



ANNEX

GREEN

Please cut
around each card.



**BEING A
FARMER
OF A
SMALL
PLOT OR
FARM**



**BEING AN
ENTREPRE-
NEUR OF
AN
INTENSIVE
PIG FARM**

ANNEX

GREEN

Please cut
around each card.



**BEING A
WEAPONS
MANU-
FACTURER**



**BEING A
PESTICIDE
MANU-
FACTURER**

ANNEX

GREEN

Please cut
around each card.



**PREPARING
FOOD**



**BEING
THE CEO
OF A SEED
COMPANY**

ANNEX

GREEN

Please cut
around each card.



**BEING A
LOCAL
POLITICIAN**



**SELECTING
SEEDS
FOR THE
NEXT
PLANTING**

ANNEX

YELLOW

Please cut
around each card.

**TAKING
CARE OF
A THREE
MONTH
OLD BABY**



**BEING A
CARER
FOR AN
ELDERLY
PERSON**



ANNEX

YELLOW

Please cut
around each card.

**BEING A
FARMER
OF A
SMALL
PLOT OR
FARM**



**BEING AN
ENTREPRE-
NEUR OF
AN
INTENSIVE
PIG FARM**



ANNEX

YELLOW

Please cut
around each card.



**BEING A
WEAPONS
MANU-
FACTURER**



**BEING A
PESTICIDE
MANU-
FACTURER**

ANNEX

YELLOW

Please cut
around each card.



**PREPARING
FOOD**



**BEING
THE CEO
OF A SEED
COMPANY**

ANNEX

YELLOW

Please cut
around each card.



**BEING A
LOCAL
POLITICIAN**



**SELECTING
SEEDS
FOR THE
NEXT
PLANTING**

ANNEX

Please cut
around each card.



**THE LEAST
POSITIVE EFFECT
ON THEIR
COMMUNITY**

This card features a white background with a dotted border. It contains the text 'THE LEAST POSITIVE EFFECT ON THEIR COMMUNITY' in bold, black, uppercase letters. The text is arranged in four lines. The card is decorated with several overlapping circles in teal, yellow, and orange colors.



**THE MOST
POSITIVE EFFECT
ON THEIR
COMMUNITY**

This card features a white background with a dotted border. It contains the text 'THE MOST POSITIVE EFFECT ON THEIR COMMUNITY' in bold, black, uppercase letters. The text is arranged in four lines. The card is decorated with several overlapping circles in teal, yellow, and orange colors.

ANNEX


Please cut
around each card.

**THE MOST
WELL PAID**

**THE MOST
POLLUTING**

ANNEX

Please cut
around each card.



**THE LEAST
WELL PAID**

A card with a white background and a dotted border. It features the text 'THE LEAST WELL PAID' in bold, black, uppercase letters. The text is centered and overlaid on several overlapping circles in yellow, orange, and teal colors.



**THE LEAST
POLLUTING**

A card with a white background and a dotted border. It features the text 'THE LEAST POLLUTING' in bold, black, uppercase letters. The text is centered and overlaid on several overlapping circles in orange, teal, and yellow colors.

2. Additional activities

The additional activities in this guide are **designed to complement the core activities by providing extended opportunities for participants to delve deeper into the themes** of climate justice, gender justice, and ecofeminism.

These activities offer varied approaches to **exploring complex issues, allowing educators and youth to engage in critical thinking, discussion, and practical application.**

There are five 45-minute additional activities.

They have an order so as to help learners gradually navigate through the issues covered.

Through these additional activities, participants **will further examine the nuances of equality and justice, understand the importance of sustainability, and learn about the contributions of local and global activists.** Each activity is crafted to enhance the participants' understanding of the interconnectedness between ecological and social issues, and to inspire action towards a more just and sustainable future.

These exercises are intended to be flexible and adaptable, suitable for different age groups and settings, so it is up to you whether you feel these activities are suitable for your context. They aim to foster a deeper awareness of global challenges and empower young people to become advocates for change in their communities. By engaging in these activities, participants will develop valuable skills in empathy, critical thinking, and advocacy, which are essential for addressing the multifaceted issues of our time.

Additional Activity N.1

WHAT IS EQUALITY AND WHAT IS JUSTICE?

OBJECTIVES

This activity aims to help young people:

- Understand and explore the differences between (a) equality and justice and (b) gender equality and justice specifically.
- Introduce gender intersectionality and the impacts it has on people.

SHORT INFO

The activity focuses on the differences between justice and equality and stimulates critical thinking on these two terms in relation to gender.

AGE GROUP 15+

DURATION 45 minutes

SPACE NEEDED

An open space

MATERIALS NEEDED

- Annex
- Whiteboard/flipchart
- Recycled paper

TOPICS COVERED

- Justice
- Equality

KUVAS COVERED

Knowledge and Understanding:

- Social Justice, Equity and Gender Justice
- Human Rights

Values and Attitudes:

- Commitment to Social Justice, Equity, Care and Community
- Respect for People and Human Rights

Skills:

- Critical, Independent and Creative Thinking
- Empathy and Solidarity
- Self-Awareness and Reflection



PREPARATION

You can better prepare for this activity by reading through Section 2 of the guide, which covers the topics of gender equality, gender justice and climate justice.

Write up a list of questions for each group on the whiteboard, flipchart or recycled paper. These will be shared in **Step 3** and (if needed) in **Step 5**.

STEP 1

Split your participants into groups and share Picture 1 with them. Ask each group to brainstorm a possible title for the picture. Although the picture is open to interpretation, the image is meant to represent 'equality' so keep this in mind when steering discussions.

DURATION: 10 MINUTES

STEP 2

Ask each group to share their title and explain their choice. If groups have deviated and interpreted the image differently, share with all participants that the picture represents "equality".

DURATION: 5 MINUTES

STEP 3

Allow participants some time and space to reflect in their groups on the term 'equality' by asking the following questions:

- **What does equality mean?**
- **Does the solution with the blocks ensure equality for all three?**
- **Is the solution both equal and fair for all three? Why?**
- **What aspects have not been considered in this solution?**
- **How can this picture be modified to better represent gender quality?**
- **What other examples of gender equality exist within society?** (for example, within society, the workplace, schools, etc.)
- **What are other aspects of a persons' identity, together with gender, that can negatively or positively influence their level of gender equality in their local area? For example, being a girl, boy or non-binary person and being from an urban or rural context and/or from a different cultural, religious or minority group background?**

DURATION: 15 MINUTES



STEP 4

Using all the same people and objects, ask each group to discuss their ideas on how to reconstruct and recreate Picture 1 so that the picture represents 'justice' and not 'equality'.

DURATION: 5 MINUTES

Listen to all the group ideas and then share the "solution" shown in Picture 2. In plenary, ask the following questions:

- **What do you think of this solution?**
- **How would you define the word 'justice'?**
- **Can you think of any examples that come to mind that depict gender justice?**
- **What is gender justice?***
- **Who has the power to claim and establish gender justice?**
- **Is equity necessary to achieve justice?**

***The following definition can be shared:**

Gender justice means investigating and breaking down the ways systems (for example, schools and workplaces) oppress different genders and create privileges for some people. Gender justice also aims to protect and promote the rights of women, girls and people from the LGBTQIA+ community so that they can live a life without fear of violence and discrimination.

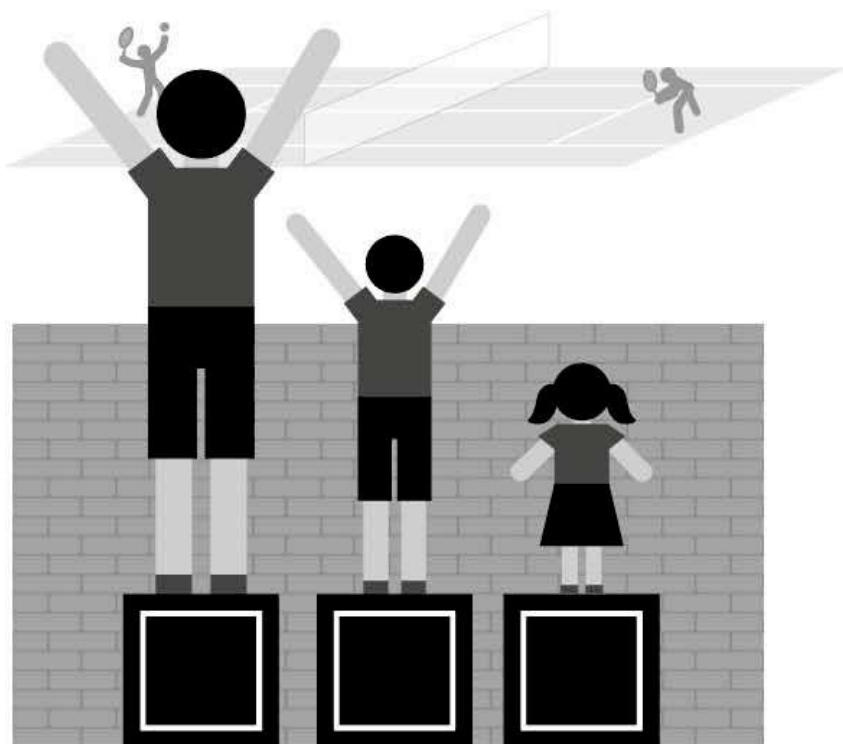
If you do share this definition, ask participants whether they agree or disagree with it, and why?

DURATION: 10 MINUTES

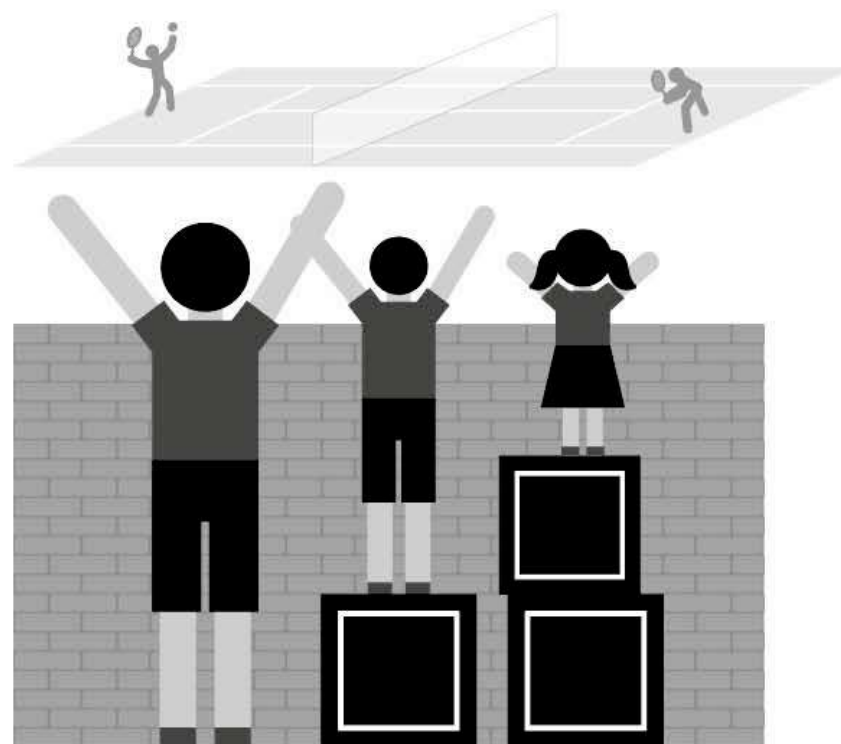
STEP 5

ANNEX

PICTURE 1



PICTURE 2



Additional Activity N.2

CLIMATE LINE UP

OBJECTIVES

This activity aims to help young people:

- Stimulate their critical thinking and decision-making ability.
- Actively listen and understand different opinions.
- Express themselves in front of a group.
- Explain and defend their choices and positions, while participating constructively in debates.

SHORT INFO

Participants are individually asked to take a position on a statement: do they agree or disagree? They then debate and learn to argue, listen to each other and decide whether to change their position or not.

AGE GROUP 15 - 29 years old

DURATION 45 minutes

SPACE NEEDED

A large room for easy movement

MATERIALS NEEDED

Printed copies from the Annex:

- Statements
- 'Agree' signs
- 'Disagree' signs

TOPICS COVERED

- Inequalities
- Gender justice
- Intersectionality

KUVAS COVERED

Knowledge and Understanding:

- Identity, Diversity and Intersectionality
- Social Justice, Equity and Gender Justice

Values and Attitudes:

- Sense of Identity, Self-Esteem and Valuing Diversity
- Active Participation in Protecting the Environment and Promoting Sustainability

Skills:

- Critical, Independent and Creative Thinking
- Communication, Collaboration and Conflict Resolution



PREPARATION

Print out the statements on A3 paper so that everyone can read them. Cut out the 'agree' and 'disagree' signs and stick them on two opposite walls with enough space between them, or alternatively place them on the floor. Participants need to have space so that they can move around freely.

Ask participants to stand facing the facilitator preferably in the middle of the two signs.

*Facilitator's Tip:

Ask participants to listen and read the statements carefully, reflecting on whether they agree or not without 'following the crowd'.

STEP 1

Explain to participants that you are going to read and show them a statement. Then invite them to physically move and stand on the side that reflects their opinion, depending on whether they agree or disagree with this statement.

DURATION: 5 MINUTES

STEP 2

After taking a stand, invite a small number of individuals to present their arguments and convince others to join them.

Tell the participants that they do not have to stay in the middle and must take a position but can change sides at any time. However, they are entitled to a 'joker' card and will be allowed to stay once (and only once for the whole activity and all the questions) in the middle.

If they choose to stay in the middle because they do not know how to position themselves, they are not allowed to speak and may join one of the sides depending on the arguments that have convinced them. They can then speak.

*Facilitator's Tip:

Ideally select some participants who strongly agree, others who strongly disagree and others still who are in the middle. Participants are invited to actively listen to others when they motivate their positioning.

DURATION: 10 MINUTES

STEP 3

Read out the statements one by one to the group and observe the movements of the participants throughout the activity so that you can discuss them again during the debriefing phase. Once all the statements have been read, move on to the debriefing exercise.

DURATION: 15 MINUTES PER STATEMENT



STEP 4

Carry out a debriefing exercise and ask the following questions:

- What did you think of the activity?
- Is it always easy to take a stand?
- How did you react to these statements?
- Why do some people prefer not to take a position on certain topics?
- What factors other than your personal opinions do you think may have influenced your position?
- Did you change sides?
- What argument motivated you?
- Was there a time when you wanted to change sides but chose not to? Explain your reasons.
- In everyday life, do other people's opinions restrict us from doing certain things? What are some examples?
- How did you feel during the debate?
- Is it comfortable to be in the minority group? How does it make you feel?
- Which groups in society are the least heard? Do you have any examples?
- Were there any profound disagreements? Is it serious to disagree on climate change?
- What are the consequences of climate action/inaction for human rights?

DURATION: 15 MINUTES

ANNEX - STATEMENTS

- **It is up to the countries responsible for climate change to act.**
- **We need to take measures that restrict the rights of activists to combat climate change.**
- **The bosses of polluting companies are guilty of crimes against humanity.**
- **The right to equality is useless if the right to a healthy environment is not respected.**
- **It is more urgent to combat gender inequality in the world than global warming.**
- **Climate refugee status is a right for people forced to flee from their countries because of climate change.**
- **If women were in power, there would be more measures to fight climate change.**
- **Charity/thrift shopping is a fad among young people, not an environmental gesture.**

- **Institutions with a collective restaurant or canteen should impose vegetarian meals.**
- **There is no point in protecting women's rights if the planet is burning.**
- **People who have self-sufficient housing should be rewarded.**
- **There is no link between gender justice and climate justice.**

AGREE

DISAGREE

Additional Activity N.3

FIGHTING CLIMATE CHANGE

OBJECTIVES

This activity aims to help young people learn about individuals who are taking action to combat climate change and understand their own role in the fight against climate change.

SHORT INFO

Participants discover different profiles, each committed to the 'fight' against climate change. They have to choose two battles that interest them. To be able to choose a fight, they have to take up a challenge, which is validated by the facilitator. Then, as a group, they discuss the battles they have chosen and possible actions.

AGE GROUP 15-29 years old

DURATION 45 minutes

SPACE NEEDED

A large room for easy movement

MATERIALS NEEDED

- Printed cards from the Annex

TOPICS COVERED

- Climate Change
- Climate and Gender Justice

KUVAS COVERED

Knowledge and Understanding:

- Climate, Justice and the Environment

Values and Attitudes:

- Active Participation in Protecting the Environment and Promoting Sustainable Development

Skills:

- Critical, Independent and Creative Thinking
- Self-Awareness and Reflection
- Communication, Collaboration and Conflict Resolution



PREPARATION

Print out cards of the people leading climate fights. Place the different cards on the walls with enough space between them so that participants can walk around and read them easily.

STEP 1

Explain to participants that they are about to enter a museum that traces the various 'battles' waged by individuals and organisations in the fight against climate change.

DURATION: 2 MINUTES

STEP 2

Individually, they will have to choose two climate battles that are close to their hearts or that they would like to get involved in. To be able to choose the battles, they will have to complete some small challenges that they will have to validate with you.

DURATION: 3 MINUTES

STEP 3

Give the participants time to read the different battles, make their choices and complete their challenges. They should keep in mind the different battles they have chosen so that they can discuss them for the rest of the activity.

DURATION: 15 MINUTES

STEP 4

Once each participant has chosen their two climate fighters, form groups of four or five so that each group can present the fighters they have chosen and the different challenges they have faced. Following this they should discuss the fights and the means of action used by the fighter. Once everyone has presented their choices, move on to the debriefing exercise.

DURATION: 10 MINUTES



STEP 5

Carry out a debriefing exercise and ask the following questions:

- How did the activity go?
- What issues were at stake in the various battles?
- Are you familiar with these issues?
- In your opinion, do all the issues linked to the fight against climate change appear in the battles displayed? Which ones are missing?
- Did you know these fighters before starting this activity?
- Are you aware of any other fighters advocating for these issues?
- What different means of action did each fighter have at their disposal?
- What role did women and girls play in these actions?
- Is climate action more important to women and girls than to other people?
- Why do you think there are fewer male activists? Do you think this reflects the reality? If so, why do you think women and girls engage more actively?
- What obstacles can be identified in the fight against climate change?
- How did you choose your fighters?
- Were the challenges easy to achieve?
- In your opinion, what was the most relevant, impactful and constructive challenge?
- Did any of the challenges put you off?
- Did some people take the challenges into account when choosing their fighters?
- Would you have found it easier to complete some of the challenges if you had been in a group? Explain your reasons.
- What weight does individual action have over collective action in the fight for the climate?
- Do you need support to fight climate change?
- In your opinion, does a fight always justify the actions taken?
- Do you feel that certain actions taken in the name of a fight are incompatible with human rights? Do you have any examples?
- Which struggle do you identify with the most?
- Is media coverage necessary in fight against climate change?
- Who can be a fighter?

DURATION: 15 MINUTES



ANNEX - CARDS OF PEOPLE LEADING FIGHTS

Camille Etienne and her Instagram account 'Graine de possible' :

Camille Etienne is a French environmental activist and spokesperson for the "We're ready collective". The aim of this collective is to connect the scientific world (which is a key player in climate justice) and the cultural world, creating exciting imaginary stories that will mobilise young people as well as political actors towards a desirable future. Today, she works alongside Greta Thunberg to alert European deputies to the climate emergency.

In 2020, she posted a short film called 'Réveillons-nous' on YouTube. The video received over 15 million views and was translated into several languages. It called for people to become aware of the climate crisis and act for a better future.

In 2021, alongside activist filmmaker Cyril Dion and MEP Pierre Larrouturou, she filed a complaint against the French government for its inaction on climate change. Their complaint points the finger at the manifest inadequacy of the Climate Law, which was supposed to take up the Citizens' Climate Convention.

In 2023, she published a book entitled 'Pour un soulèvement écologique, dépasser notre impuissance collective'. In it, she defended a 'liberating ecology, driven by collective and democratic power'. "We are the first generation to experience the consequences of global warming, and the last to be able to do anything about it".

CHALLENGE: Make a short video with a positive message about the environment.

ANNEX - CARDS OF PEOPLE LEADING FIGHTS

Txai Surui:

She is a Brazilian woman living in the Amazon. She is a member of the Amazonian tribe of the Surui.

Txai Surui is pursuing action against the former Bolsonaro government and is leading the fight against deforestation in the Amazon. This primary forest is vital for biodiversity and air quality. This space is threatened by farmers who seek to grow palm oil, raise livestock, sell exotic timber and make money through deforestation. She has played a crucial role in the fight against deforestation and the illegal exploitation of natural resources in the Amazon region.

The Surui have developed initiatives to monitor and protect their territory from illegal intrusion and deforestation.

She created a youth association for the defence of the Amazonian environment. In April 2021, Txai Surui, accompanied by five of her friends, filed a complaint in the São Paulo court against the Brazilian state for non-compliance with the Paris Climate Agreement. This complaint, supported by eight former ministers of ecology, aims to annul a text, presented a few months earlier, authorising Brazil to emit more greenhouse gases in 2030 than it had promised in 2015.

CHALLENGE: What human rights do you think would be at the heart of a legal challenge demanding climate action from states? Write down the main arguments you plan to highlight.

ANNEX - CARDS OF PEOPLE LEADING FIGHTS

Electricians Without Borders:

Electricians Without Borders is a non-governmental organisation (NGO) whose main mission is to contribute to the improvement of the living conditions of people living in remote areas, crisis areas or regions without access to electricity. It aims to facilitate access to electricity, an essential element for health, education, economic development and security.

To achieve its objectives, this organisation mobilises electricity professionals who set up sustainable electrical infrastructure. They want the production and use of energy to take climate change into account. They therefore favour renewable resources that emit very little greenhouse gases, such as solar or hydroelectric resources. They also want to set up projects that are more resilient over time to natural disasters, amplified by climate change. They carried out a project on the island of Dominica: from emergency to resilience. In 2017, the island was hit by a hurricane. Their project was to provide the island with less energy-intensive electrical structures and to allow the six health centres to function normally in the event of natural disasters with the installation of autonomous solar power plants. They were awarded a UN Prize at COP 25 in Madrid for this project.

CHALLENGE: Find out what percentage of renewable energy is used in your country.

ANNEX - CARDS OF PEOPLE LEADING FIGHTS

Ridhima Pandey:

Ridhima Pandey is an Indian environmental activist, born in 2007, who rose to prominence as a young climate and environmental rights advocate. Ridhima Pandey became famous for her early commitment to environmental protection and the fight against climate change. She became interested in environmental issues and quickly took steps to raise public awareness of these issues. What prompted her to get involved in this cause was a flood that hit India, killing more than 1000 people and evacuating 100,000 people.

At the age of nine, Ridhima filed a lawsuit with the National Green Tribunal of India in 2017 alleging that the state had failed to take the significant action against climate change previously agreed to in the Paris Climate Agreement. She called for stricter policies to tackle pollution and called for protecting the right of future generations to a healthy environment. She has received various awards and accolades for her environmental activism, including the "Children's Climate Prize" in 2019, which recognises young people who stand out for their commitment to the climate.

CHALLENGE: Do you know any other young people that filed a climate lawsuit? Name one to three individuals.

ANNEX - CARDS OF PEOPLE LEADING FIGHTS

Kimiko Hirata:

Kimiko Hirata is a Japanese activist who focuses on the fight against climate change and the promotion of renewable energies. Kimiko Hirata is known for her role as an environmental and climate advocate in Japan and internationally. She uses her role as spokesperson to raise awareness of climate change issues among the Japanese and international public. She regularly communicates through the media, social networks and public speeches to educate and mobilise people.

She is the founder of Mothers for Future Japan, a movement that brings together mothers and families to raise awareness of climate issues and to lobby governments and corporations for environmentally friendly policies and practices.

Through her political advocacy and awareness-raising efforts, Kimiko Hirata is actively working to influence public policy in favour of more ambitious measures to reduce greenhouse gas emissions. She campaigns for Japan to adopt stricter emission reduction targets and to support renewable energies.

Kimiko Hirata embodies the determination of climate activists around the world to fight climate change and protect the planet for future generations. She continues to play a key role in raising public awareness and promoting sustainable environmental policies.

CHALLENGE: Look up the definition of advocacy and try to imagine which issue related climate change you would advocate on.

ANNEX - CARDS OF PEOPLE LEADING FIGHTS

Leah Namugerwa:

Leah Namugerwa is a young Ugandan environmental activist born in 2004, who has become a leading figure in the fight against climate change. Leah's commitment to the environment began at a young age, when she joined Greta Thunberg's global school climate strike movement at the age of 14. She has since been an influential voice in this movement in Uganda. She has used the strikes to raise public awareness of the impact of climate change on her country.

She is known for leading tree-planting campaigns and for launching a petition to enforce a ban on plastic bags in Uganda. She ran her tree campaign on her 15th birthday, deciding to plant 200 trees rather than organise a birthday party. Since then, she has set up the Birthday Trees project to distribute trees to anyone who wants to plant one on their birthday.

Leah uses social networks and online platforms to raise awareness of environmental issues. She shares information about the effects of climate change in Uganda, including floods and droughts, to illustrate the urgency of the situation.

CHALLENGE: Make a short video for social networks explaining the Birthday Trees project.

ANNEX - CARDS OF PEOPLE LEADING FIGHTS

Luisa Neubauer:

Luisa Neubauer is a German climate activist born in 1996. She is widely recognised for her active commitment to climate protection and her participation in environmental actions and movements. Luisa Neubauer is a member of the global 'Fridays for Future' movement launched by Swedish activist Greta Thunberg. She is one of the leaders of this movement in Germany, taking an active part in school climate strikes and environmental demonstrations.

Luisa Neubauer is lobbying German and European political leaders to take more ambitious climate measures. She stresses the importance of reducing greenhouse gas emissions and complying with international climate agreements and wants to see coal eliminated from Germany by 2030. She is a member of several non-governmental organisations fighting against fossil fuels and has been instrumental in getting the University of Göttingen to stop investing in fossil fuel industries.

She has taken part in international climate conferences, such as the United Nations Climate Change Conference (COP), where she has argued for stronger action to combat climate change and for a transition to clean energy. She emphasises the importance of climate justice, highlighting the disparities between rich and developing countries in terms of climate change.

Luisa also wants to raise public awareness of climate change and what people can do about it through her social networks and her podcast '1.5 Grad' (1.5 degrees).

CHALLENGE: What would be the title of your podcast on climate change and what actions would it cover?

ANNEX - CARDS OF PEOPLE LEADING FIGHTS

Maasai Wilderness Conservation Trust (MWCT):

The Maasai Wilderness Conservation Trust (MWCT) is a non-profit organisation based in Kenya dedicated to wildlife conservation, environmental protection and sustainable development in the Maasai territories, an iconic region of East Africa. The mission of the Maasai Wilderness Conservation Trust is to preserve biodiversity and protect the land and culture of the Maasai, while improving the living conditions of local communities.

One of MWCT's key activities is the protection of wildlife, including iconic species such as elephants, lions and leopards. Conservation programmes include wildlife research and protection, with rangers employed to combat poaching and illegal activities. The organisation also works to preserve land, manage natural resources and combat deforestation, thereby contributing to the regeneration of ecosystems. Their approach is to encourage the active participation of community members by empowering them as guardians of the ecosystem. They involve Maasai women in flora restoration projects. The MWCT is involved in community development projects, in particular access to education, health, drinking water and employment, to improve the living conditions of local people and encourage them to play an active part in conservation.

In conjunction with the Kenyan Ministry of Education, MWCT offers environmental education programmes for young people and adults, to raise awareness among local populations of environmental issues and the value of conservation.

Finally, the association promotes sustainable and responsible tourism in the region, enabling visitors to enjoy an authentic experience while contributing to local conservation and development projects.

CHALLENGE: What do you think is the difference between tourism and sustainable tourism? Write down two arguments.

ANNEX - CARDS OF PEOPLE LEADING FIGHTS

Sea Shepherd:

Sea Shepherd is an association that aims to protect marine species from poaching, unsustainable fishing, habitat destruction and captivity. The ocean is the biggest producer of oxygen and the biggest regulator of the climate, and Sea Shepherd intends to defend it. The association relies on the United Nations World Charter for Nature to enforce international law when governments are unwilling or unable to do so. Sea Shepherd also works with national police forces or law enforcement agencies to bring poachers to justice and put an end to illegal fishing in the territorial waters of these states. The association's methods of action always begin with an investigation into a situation, which is passed on to the authorities when the laws protecting the oceans are not respected.

However, the methods used by the association have been heavily criticised. The association uses violent methods such as underwater mines, boardings, scuttling, slingshots and drifting ropes to block propellers.

Sea Shepherd has sunk numerous ships in its hunt for whalers. While Sea Shepherd argues that it is enforcing international law, it is on bad terms with many countries, including Japan, which describes it as a pirate organisation.

CHALLENGE: Can violent action in favour of the climate be legitimate? Write down two arguments.

ANNEX - CARDS OF PEOPLE LEADING FIGHTS

Leonardo DiCaprio:

Born in Los Angeles on 11 November 1974, Leonardo DiCaprio is an American actor, screenwriter and film producer. In 1998, he founded the Leonardo DiCaprio Foundation to support organisations and initiatives promoting sustainable development on the planet.

He has co-written and co-produced several films and documentaries that present the fight against global warming as the number one challenge in the defence of the environment and denounce the environmental problems linked to the development of human activities. He was appointed 'Messenger of Peace' by United Nations Secretary Ban Ki-Moon in 2014, with the fight against global warming as his priority.

“Global warming is not only the main environmental challenge we face today, but one of the most important issues facing all of humanity.”

CHALLENGE: Imagine yourself to be Leonardo Di Caprio. Read out his quote (“Global warming is not only the main environmental challenge we face today, but one of the most important issues facing all of humanity.”) either as if you are a climate sceptic (not believing, doubting that climate change exists) OR as if you were giving a speech at the UN to convince the world’s leaders to take action. You can also film this if you like!

ANNEX - CARDS OF PEOPLE LEADING FIGHTS

Lu Guang:

Lu Guang has been a freelance Chinese photojournalist based in the United States since 1993. A former factory worker, he reports on the harsh living conditions in rural areas and industrial cities, as well as on the ecological, social and health damage caused by the development of industrialisation.

Lu Guang denounces the price paid by part of the population for the economic growth of his country. From 2004 to 2015, his work won numerous awards. On three occasions he received the World Press Photo prize, the Henri Nannen prize for photography and the Claus Award. His reports are internationally renowned. They are seen all over the world.

Because they show and denounce, his photos disturb the Chinese government. On 3rd November 2018, he disappeared in Xinjiang province, one of the most militarised and closely watched provinces in China. In this region close to Tibet, millions of Uyghurs are locked up in re-education camps. However, the reasons for Lu's arrest remain unknown. For years he had been reporting on issues such as the AIDS epidemic, the drug problem along the border between China and Burma, the environmental impact of the construction of a railway line in Tibet and industrial pollution and its effects on health.

Since then, his wife, alongside international organisations such as Reporters Without Borders, have been fighting for Lu's immediate release. ***"I'm convinced that I'm on the right side of humanity in the face of industrialists who would like to continue to commit fraud without being bothered."***

CHALLENGE: Find a photo of Lu Guang that you think denounces industrial pollution.

ANNEX - CARDS OF PEOPLE LEADING FIGHTS

Hugh Evans:

He co-founded Global Citizen in 2012 with the aim of eradicating extreme poverty by 2030. The community shares the idea founded on Humanity: there is only one world, with only one people, where every person must have an equal opportunity to flourish. For Hugh Evans, the 17 Sustainable Development Goals developed by the United Nations provide guidance for leaders, associations and citizens on issues such as poverty, global warming, equality, education, protection of the seas and oceans, etc. The Global Citizen community is made up of people who take action by using different means: social networks to post, tweet, send messages, challenge, sign petitions and vote. The aim is to challenge leaders and citizens to take action.

In 2012, a festival was organised: the Global Citizen Festival in Central Park. To get a ticket, you had to take action, which represented the currency of exchange. The possible actions were to solicit world leaders by advocating change, whether by writing a petition, making calls or tweeting. Every year since then, a number of festivals have been held featuring international artists such as Beyoncé, Coldplay and Lady Gaga. ***"History shows that all protest movements rely on symbols: boycotts, strikes, sit-ins, flags, songs. Symbolic action on any scale [...] is designed to disrupt our everyday complacency and force the top to think."***

CHALLENGE: You want to get involved in your community. Brainstorm a petition for a cause that is close to your heart and worth fighting for.

ANNEX - CARDS OF PEOPLE LEADING FIGHTS

Vandana Shiva:

Born in India in 1952, Vandana Shiva is an ecofeminist activist who, through her NGO Navdanya, supports the protection of biodiversity and the development of organic farming. By opposing the patenting of seeds by large multinationals, she has enabled the conservation of several thousand plant species and seeds specific to India, which are now kept in seed banks. They are then shared with farmers who want to engage in production that is more respectful of the environment and the planet.

In addition to her work in favour of organic farming, she explains that women, particularly in developing countries, play an essential role in protecting nature. Although they are the ones who take care of most of the farmland, they are less likely to own it or be financially independent. So, we need to work to include them in the decision-making process and make them more autonomous.

Today, Vandana Shiva continues to fight her cause and to be a voice for the protection of biodiversity. She regularly takes part in international conferences and gives online speeches to discuss the importance of reconnecting people and nature. ***"We are either going to have a future where women lead the way to make peace with the Earth, or we are not going to have a human future at all".***

CHALLENGE: Search the Internet for a seed that has been protected by Vandana Shiva.

ANNEX - CARDS OF PEOPLE LEADING FIGHTS

Ineza Umuhoza Grace:

Ineza Umuhoza Grace is a 28-year-old Rwandan activist who works to ensure that the voices of the most vulnerable are heard in the face of climate change. Affected as a child by a natural disaster that forced her family to move, she now works for the participation of children and women, who are disproportionately affected by climate events.

In 2017, she founded the NGO 'The Green Protector', an association that aims to educate primary school pupils in environmental protection. At the same time, the association works for reforestation and the fight against desertification. Ineza is also the co-founder of the 'Loss and Damage Youth Coalition', a collective set up in 2020 that brings together nearly 1,000 young people from more than 70 countries around the world in their fight to obtain compensation following climate damage.

Recognised as one of Africa's most influential figures on environmental issues, Ineza takes part in the world's major climate meetings. In particular, at COP 27, she is negotiating the creation of a specific fund to help developing countries cope with loss and damage. ***"Taking action on the climate crisis should not be seen as a political issue. It's about us uniting in global solidarity so that no one is left behind"***.

CHALLENGE: Name three natural disasters that have become more frequent as a result of climate change.

ANNEX - CARDS OF PEOPLE LEADING FIGHTS

Winona LaDuke:

Born in 1959 in the United States, Winona LaDuke is a Native American activist from the Anishinaabe nation, renowned for her work in favour of environmental justice and the rights of indigenous peoples. Founder of the NGO White Earth Land Recovery Project, she is committed to restoring the land and cultural sovereignty of the Anishinaabe in Minnesota. Fighting against pipeline projects and resource extraction that threaten indigenous lands, she promotes sustainable alternatives such as traditional agriculture and renewable energy that restore local ecosystems and improve community resilience.

In addition to her environmental work, Winona advocates food sovereignty for indigenous peoples, stressing the importance of local food systems for their autonomy and resilience. She stresses that indigenous women, who are often at the forefront of protecting land and traditions, must be included in decision-making processes and given support to strengthen their economic independence. To this end, she co-founded the Indigenous Women's Network, to raise the profile of indigenous women.

Today, Winona LaDuke continues to campaign for the protection of indigenous peoples' rights, the environment and social justice.

CHALLENGE: Identify three other indigenous peoples who are suffering the consequences of the exploitation of natural resources.

ANNEX - CARDS OF PEOPLE LEADING FIGHTS

Francisco Vera:

Francisco Vera, born in 2009 in Colombia, is a young environmental activist who founded 'Guardians for Life' at the age of nine. This movement, which brings together more than 400 children and adolescents from different Latin American countries, works to raise awareness of the environment and develop climate leadership among young people. Members of the movement, mainly in Colombia, work together to promote environmentally friendly policies and encourage young people to actively engage in concrete actions for the planet.

Francisco quickly gained attention for his commitment to advocating for environmental issues, organising awareness campaigns and speaking in national and international forums. On the eve of COP26, he initiated a crash course on climate for a few children, encouraging them to write letters to world leaders and calling for ambitious policies for climate action. These letters were delivered to UNICEF at the conference, highlighting the importance of including young people in climate discussions.

Today, Francisco continues to carry out his actions with determination, inspiring young people across Latin America to actively participate in the protection of the environment and the fight against climate change.

CHALLENGE: Write a short letter to challenge states on the consequences of climate change on young people.

ANNEX - CARDS OF PEOPLE LEADING FIGHTS

Yero Sarr:

Born in 1992 in Senegal, Yero Sarr is a young environmental activist recognised for his role as co-founder of the 'Fridays for Future' movement in Senegal. From the age of 16, he became involved in the fight against climate change, motivated by his concern for the future of young people in the face of environmental challenges.

Yero is also a co-founder of Act on Sahel and a member of Young Afro Climate Warrior, where he advocates for solutions to the destructive impacts of industrial fishing on communities in West Africa. His ability to mobilise and engage youth in collective action is one of his major strengths, reflected in his work with various environmental organisations.

He is currently Vice-President of the Junior Chamber International University 'Dakar Espoir', where he leads initiatives to build community resilience and promote social entrepreneurship. His commitment has earned him recognition by Forbes Africa and Greenpeace International as one of the most influential young Africans in the fight against climate change.

He continues to share innovative perspectives and practical solutions at global conferences, affirming his role as an emerging leader in climate change in Africa.

CHALLENGE: Learn about the Great Green Wall and identify two strengths of the project.

Additional Activity N.4

FREE TO BE ME

OBJECTIVES

This activity aims to help young people explore the concept of Ecoality's Gender Justice.

SHORT INFO

This activity raises awareness of gender injustice by stimulating discussions and critical thinking which involve observing and sharing experiences regarding everyday gender inequalities that exist.

It is inspired by the HEADSUP framework and teacher resource around ethical global issues pedagogy (see [here](#)).

AGE GROUP 15+

DURATION 45 minutes

SPACE NEEDED

A room or an outdoor area

MATERIALS NEEDED

- Annex
- A whiteboard, flipchart or large sheets of paper
- Coloured pens or markers
- Recycled paper
- Pens or pencils for participants

TOPICS COVERED

- Gender Justice
- Intersectionality
- Social Justice

KUVAS COVERED

Knowledge and Understanding:

- Social Justice, Equity and Gender Justice
- Identity, Diversity and Intersectionality
- Human Rights

Values and Attitudes:

- Sense of Identity, Self-Esteem and Valuing Diversity
- Commitment to Social Justice, Equity, Care and Community
- Respect for People and Human Rights

Skills:

- Critical, Independent and Creative Thinking
- Empathy and Solidarity
- Self-Awareness and Reflection



PREPARATION

Set up an indoor or outdoor space where it is easy to create small groups that can sit together without disturbing one another. Print the Annex for each group. You can better prepare for this activity by reading through Section 2 of the guide which covers the topic of Gender Justice and Intersectionality.

*Facilitator's Tip:

Write up the Gender Justice definition (see Step 4) in advance to save time.

STEP 1

Divide your participants into smaller groups. Give each group a copy of the Annex and invite them to select one scenario which considers how individuals are treated differently in various settings based on their gender:

- At school
- At work
- Whilst in public spaces (such as streets, parks, shops, bus stops, etc)
- Whilst playing sports
- In arts
- During volunteering activities
- While participating in youth groups

Other contexts can be identified and added to the list as you see fit.

DURATION: 5 MINUTES

STEP 2

Ask each group to discuss ideas, exchange experiences and reflect on the differences that exist. Ensure that each group notes down their observations using key words, sentences, and/or sketches. Invite each group to answer the following questions, which are also listed in the Annex:

- **What are the main causes for this unjust treatment?**
- **What are the different viewpoints of this situation?**
- **Who is the most impacted by this issue?**
- **Who is in the best position to make a change for everyone?**
- **What is one good option for improving this situation? ***
- **What do you think this context will be like in the future?**

*Facilitator's Tip:

The ideas* can relate to the empowerment of girls/women, perceptions of masculinity, civil courage, the legal framework, acts of solidarity, political responsibility, etc. If ideas emerge that blame or put the responsibility on girls or women, encourage a discussion around the issue that a victim of discrimination is never responsible for it.

DURATION: 20 MINUTES



STEP 3

Stimulate a group discussion by asking the following questions:

- **Is gender justice only an issue of interest to women?**
- **How often do we feel restricted by gender norms and categories?**

DURATION: 5 MINUTES

STEP 4

Write the following definition of gender justice on whatever material you have chosen to use so that it is visible to all:

Gender Justice means investigating and breaking down the ways systems (for example, schools and workplaces) oppress different genders and create privileges for some people. Gender justice also aims to protect and promote the rights of women, girls and people from the LGBTQIA+ community so that they can live a life without fear of violence and discrimination.

During plenary, invite a person from the group to read out the definition. Encourage participants to wave their hands when they agree with a statement. If you have time, you can stimulate further reflection by asking the following questions:

- **If we eliminate gender categories, do we fail to recognise and address power inequalities between men and women as well as the effects these have?**
- **Who is affected most by these power inequalities?**
- **Which marginalised identities (ethnicity, religion, ability, etc.) intersect or crossover to cause specific oppressions in specific contexts?**

DURATION: 5 MINUTES

STEP 5

Wrap up the activity by asking participants to collectively reflect on whether the expression or ethos of 'free to be me' is a solution to achieving gender justice.

If you are limited for time, ask participants to complete this as an individual exercise at home and give them some additional time (for example, a few days or a week) to provide a written and/or oral response.

DURATION: 10 MINUTES



ANNEX - STATEMENTS

In your group, consider the potential differences in the treatment of individuals based on gender, in relation to one of the following contexts:

- > **At school**
- > **At work**
- > **Whilst in public spaces**
(such as streets, parks, shops, bus stops, etc.)
- > **Whilst playing sports**
- > **In arts**
- > **During volunteering activities**
- > **While participating in youth groups**

Other contexts can be identified and added to the list.

Here are **some questions** which can guide your discussion and observation:

- **What are the main causes for this unjust treatment?**
- **What are the different viewpoints of this situation?**
- **Who is the most impacted by this issue?**
- **Who is in the best position to make a change for everyone?**
- **What is one good option for improving this situation?**
- **What do you think this context will be like in the future?**

Additional Activity N.5

EXPLORING ECOFEMINISM

OBJECTIVES

This activity aims to help young people:

- Critically think about the relationship between gender, nature, and social justice by comparing and contrasting real life examples.
- Foster more dialogue and reflection on the interdependent nature of climate and gender justice.
- Discuss contemporary climate movements, and reflect on their evolution from the past to the present time.

SHORT INFO

This activity raises awareness of ecofeminism and climate movements, and highlights the cultural differences that exist in attitudes towards the climate. It offers background information and suggests a web quest to research climate activism.

AGE GROUP 16-26

DURATION 45 minutes

SPACE NEEDED

A classroom or a space suitable for group discussions

MATERIALS NEEDED

From the Annexes, you will need printed copies of:

- Worksheet 1: Ecofeminism
- Worksheet 2 (a) and (b): Questionnaire on ecofeminism – knowledge and beliefs

Other materials needed:

- A whiteboard or flipchart
- Coloured pens or markers

Optional materials:

- Electronic device for web quest
- Additional resources on theme

TOPICS COVERED

- Climate Awareness
- Ecofeminism

KUVAS COVERED

Knowledge and Understanding:

- Climate, Justice and the Environment
- Social Justice, Equity and Gender Justice
- Identity, Diversity and Intersectionality
- Globalisation and Interdependence

Values and Attitudes:

- Sense of Identity, Self-Esteem and Valuing Diversity
- Commitment to Social Justice, Equity, Care and Community
- Respect for People and Human Rights
- Active Participation in Protecting the Environment and Promoting Sustainable Development

Skills:

- Critical, Independent and Creative Thinking
- Empathy and Solidarity
- Self-Awareness and Reflection



PREPARATION

Print out and distribute **Worksheet 1**. Arrange participants to sit in a circle, so that they can hear and see each other better for open communication. The answers to some of the questions below are listed but should not be given to participants. There are no 'correct' answers as most of them are open-ended but can offer additional background information for the facilitator. You can better prepare for this activity by reading through **Section 2** of the guide which covers the topic of ecofeminism and the Chipko movement.

*Additional background information:

Ecofeminism consists of 2 different ideologies (essentialist and constructivist) which are extremely different to one another. It is important not to indoctrinate participants into thinking that ecofeminism means 'women will save the climate' as this is patriarchal, even though it is the classical ecofeminist view.

Preconceptions such as 'women are closer to nature' and that they are natural caregivers should also be deconstructed, as these reinforce patriarchal norms further. Hence, a balanced view of ecofeminism is important, highlighting women's impact to upholding climate priorities, while asserting that ecofeminism means all genders should have the same commitment and sacrifice in order to preserve the climate. A good contemporary example of this is Greta Thunberg, a teenage girl who is dedicated to climate activism.

One of the main takeaways from ecofeminism is that patriarchy (exploitation of women) and resource and climate depletion (exploitation of nature) are related.

However, it is important that all genders are empowered to be climate defenders, and that the ratio of activists and leaders taking action is more proportionally balanced. As it stands there are more women activists and more men in leadership roles. All genders can contribute to achieving climate and gender justice as well as deconstructing patriarchal norms and values.

QUESTIONNAIRE SESSION

Write some the questions from Worksheet 2 a on the whiteboard or flipchart and discuss them briefly:

- Have you heard the term '*ecofeminism*' before? What comes to mind when you hear the term '*ecofeminism*'? What do you think it refers to?
- Do you think women are closer to nature than men?
- Do you think the same can be applied to different cultures?
- Do you feel uncomfortable using the term '*ecofeminism*'? Why do you think that is?

Encourage participants to answer honestly and thoughtfully.

DURATION: 5 MINUTES

STEP 1



STEP 2

SHARE AMRITA DEVI'S STORY

Read aloud Deconstructing the term Ecofeminism, the story of Amrita Devi and the Chipko movement - both from Worksheet 1 - with the participants. Use the following brainstorming questions from Worksheet 2 a to stimulate further discussion:

- What motivated Amrita Devi and the women of the Chipko movement to take action?
- How does their story challenge traditional notions of gender and nature?
- What lessons can we learn from the Chipko movement for contemporary environmental activism?

DURATION: 20 MINUTES

GROUP DISCUSSION ABOUT CONTEMPORARY EXAMPLES

Ask participants to think about the possible similarities and differences between the Chipko Movement and climate movements they know of. If participants know of any recent movements, discuss them. If no one knows, provide these contemporary examples:

Example 1: GRETA THUNBERG

- >>> Greta Thunberg, a 15-year-old Swedish climate activist at the time, began a solo protest in August 2018 by sitting outside the Swedish Parliament with a sign reading '*School Strike for Climate*'.
- >>> Her actions quickly inspired students around the world to join her, leading to the creation of the global *Fridays for Future* movement.
- >>> Like the Chipko movement, which was led predominantly by women, *Fridays for Future* is notable for its strong youth and female leadership.
- >>> Both movements emphasise the power of grassroots activism and the importance of non-violent protest. Greta's school strikes have drawn attention to the urgency of the climate crisis, similar to how the Chipko movement highlighted the need to protect local forests.
- >>> Fridays for Future has mobilised millions of young people globally to demand action on climate change, much like how the Chipko movement inspired a wave of environmental consciousness and activism.
- >>> Now Greta is a full-on climate and political activist and known in the world by all.

STEP 3



Example 2: BILL MCKIBBEN

- >>> Bill McKibben is an environmentalist, author, and founder of *350.org*, a global grassroots climate movement.
- >>> Bill's work highlights the intersection of climate change and social justice, emphasising how marginalised communities are disproportionately affected by environmental degradation.
- >>> His advocacy stresses the importance of male participation in environmental activism, challenging traditional gender roles and promoting a more inclusive approach to ecofeminism.
- >>> He spotlights the dispersal of power — both the literal power that runs our homes, vehicles, farms and factories, and the power that is politics (which are both consolidated in corporations as he argues) as well as where we should place our hopes: in a decentralised, grassroots, youth-oriented global climate movement.
- >>> He advocates for divestment from fossil fuels, urging institutions such as universities, pension funds, and churches to withdraw their investments from fossil fuel companies.
- >>> Through *350.org*, he has helped organise thousands of climate rallies and events worldwide, fostering a sense of global solidarity and collective action against climate change.
- >>> Bill collaborates with a diverse range of activists, including indigenous leaders, farmers, and young people, to promote a holistic and inclusive approach to climate justice.

You can find out more about 350's Mission by watching [this video](#)

Some of his renowned books include:

The End of Nature, Oil and Honey, Fight Global Warming Now and *The Age of Missing Information*.

Considering both examples, encourage participants to discuss the general similarities and differences by asking the following questions:

- **Do you think Greta was inspired from the Chipko Movement?**
- **What do you think was the most distinguishing factor between Greta Thunberg and the Chipko Movement?**
- **How does Bill McKibben's work challenge traditional notions of gender and environmental activism?**
- **In what ways are the climate movements similar?**
- **How can the work of Bill McKibben and Greta Thunberg inspire young people to take action in their communities?**



Then ask participants their own personal opinions.

Ask if and how their opinions changed after learning about ecofeminism, and prompt the following questions:

- **Do you believe there is a connection between gender and environmental issues?**
 - **Would you want to participate in a climate movement? Explain your reasons.**
 - **What else could you do, besides joining a movement?**
 - **Thinking about different cultural perspectives, which aspects of a person's identity (such as their age, religion, cultural background, ability, education, gender identity, sexual orientation, family status, living environment or place of residence etc.) influence their gender roles?**
 - **Thinking about different cultural perspectives, which aspects of a person's identity (such as their age, religion, cultural background, ability, education, gender identity, sexual orientation, family status, living environment/place of residence etc.) influence their attitudes and relationship with nature?**
-

WRAP-UP

- Summarise the key takeaways from the workshop.
- Encourage participants to continue exploring and advocating for ecofeminism.
This can be done by sharing online websites that promote news on the climate and gender such as [globalcitizen.org](https://www.globalcitizen.org) and unwomen.org and by referring to the case studies outlined in **Section 2**.

DURATION: 20 MINUTES

WORKSHEET



WORKSHEET 1 | ECOFEMINISM

DECONSTRUCTING THE TERM ECOFEMINISM

The term ecofeminism first appeared in 1974, in the book *Le Feminisme ou la Mort (Feminism or Death)*, by Françoise D'Eaubonne, which established a relationship between the devastation of nature, overpopulation and male domination. Ecofeminism is essentially a movement connecting the oppression of women with environmental exploitation, advocating for social and ecological justice by challenging patriarchal structures.

Ecofeminism has always been a joint activist and academic movement and consequently ecofeminists have been involved in crucial issues such as toxic waste, animal rights, deforestation or agricultural development. At the beginning of the 21st century, there was a regression of the so-called classical ecofeminism. However, in recent years it has been experiencing resurgence in the hand of new proposals that are more inclusive than exclusive.

In this sense, Yayo Herrero (2016) proposes to distinguish two main ecofeminist currents. The first one is classical or essentialist ecofeminism that understands that women are closer to nature and tend to preserve it because they are able to give birth, breastfeed and menstruate. The second one is constructivist ecofeminism arguing that the traditional sexual division of labour and the distribution of power and property in patriarchal societies make the relationship between women and nature more intimate and, therefore, their special ecological awareness is a social construction. Thus, it is women in many cultures who are responsible for protecting nature, not because of genetic predisposition or taste, but because they must deal with energy and material supply, guaranteeing subsistence conditions.

WORKSHEET 1 | ECOFEMINISM

THE STORY OF AMRITA DEVI

Amrita Devi was a Bishnoi woman from Rajasthan, India, living during the 18th century. In 1730, during the reign of Maharaja Abhai Singh of Marwar, a group of men arrived in her village with the intention of cutting down the trees in the Khejarli forest. The trees were to be used as raw material for the construction of a new palace. However, Amrita Devi and the women of her village knew the vital importance of the trees for their survival. The Khejarli forest was not only a source of livelihood but also a sacred grove deeply ingrained in their cultural and spiritual beliefs.

Amrita Devi, along with her three daughters, bravely confronted the loggers and pleaded with them to spare the trees. When their appeals fell on deaf ears, Amrita Devi and her daughters resorted to the ultimate act of defiance. They hugged the trees and sacrificed their lives in a vain attempt to prevent the trees being felled.

The sacrifice of Amrita and her daughters sparked a wave of resistance among the Bishnoi community and beyond. The event became a symbol of grassroots environmental activism and inspired the Chipko movement, which emerged in the 1970s. The term 'Chipko' translates to 'hug' or 'embrace', reflecting the nonviolent protest tactic of hugging trees to prevent their destruction.

The Chipko movement, led predominantly by women in rural communities, aimed to protect forests from commercial logging and promote sustainable environmental practices. Women played a central role in the movement, drawing on their intimate knowledge of the land and their caregiving responsibilities within their families and communities. The movement challenged patriarchal structures and highlighted the interconnectedness of gender, ecology, and social justice. Amrita Devi's courageous act and the subsequent Chipko movement serve as a powerful reminder of the vital role that women have played and continue to play in environmental conservation efforts. Their activism transcends mere environmentalism, embodying a feminist ethos that emphasises the interconnectedness of human rights, gender equality, and ecological sustainability.

WORKSHEET 2 (A)

QUESTIONNAIRE ON ECOFEMINISM – KNOWLEDGE AND BELIEFS

- 1. Have you heard the term 'ecofeminism' before? What do you think it refers to?**
- 2. Do you think women are closer to nature than men?**
- 3. Do you think the same can be applied to different cultures?**
- 4. What motivated Amrita Devi and the women of the Chipko movement to take action?**
- 5. How does their story challenge traditional notions of gender and nature?**
- 6. Did you find any other examples of climate movements similar to this? Or inspired from this?**
- 7. What lessons can we learn from the Chipko movement for contemporary environmental activism?**

WORKSHEET 2 (B) (FOR FACILITATORS)

QUESTIONNAIRE WITH QUESTIONS AND EXAMPLES OF ANSWERS

1. Have you heard the term 'ecofeminism' before? What do you think it refers to?

POSSIBLE ANSWERS:

- See Additional background information in the activity.
- The definition of ecofeminism in the guide's glossary is: A movement linking the oppression of women and environmental exploitation, advocating for social and ecological justice by challenging patriarchal structures and promoting interconnected, sustainable, and equitable ways of living.

2. Do you think women are closer to nature than men?

POSSIBLE ANSWERS:

- See Additional background information in the activity.

3. Do you think the same can be applied to different cultures?

POSSIBLE ANSWERS:

- See Additional background information in the activity.



4. What motivated Amrita Devi and the women of the Chipko movement to take action?

POSSIBLE ANSWERS:

- They were motivated by the need to protect their natural resources, which they felt was crucial for their survival and livelihood.
- Their cultural and spiritual beliefs emphasised the sacredness of the trees.
- They wanted to preserve the environment for future generations and challenge the exploitation by external forces.

5. How does their story challenge traditional notions of gender and nature?

POSSIBLE ANSWERS:

- It shows that women can be powerful environmental activists, challenging the notion that men are the primary defenders of nature.
- It highlights that women's traditional roles can empower them to take significant environmental action.
- The story illustrates that environmental activism is not simply dominated by men and that women can lead and inspire movements.
- Greta Thunberg, a young Swedish climate activist, began a solo protest in August 2018 by sitting outside the Swedish Parliament with a sign reading 'Skolstrejk för klimatet' (School Strike for Climate).
- Her actions quickly inspired students around the world to

join her, leading to the creation of the global *Fridays for Future*.

- Like the Chipko movement, which was led predominantly by women, Fridays for Future is notable for its strong youth and female leadership.
- Both movements emphasise the power of grassroots activism and the importance of non-violent protest. Greta's school strikes have drawn attention to the urgency of the climate crisis, similar to how the Chipko movement highlighted the need to protect local forests.
- Fridays for Future has mobilised millions of young people globally to demand action on climate change, much like how the Chipko movement inspired a wave of environmental consciousness and activism.



6. What lessons can we learn from the Chipko movement for contemporary environmental activism?

POSSIBLE ANSWERS:

- Grassroots movements can be powerful and effective in bringing about change.
- Non-violent protest and direct action can be effective strategies in environmental activism.
- The involvement of women and marginalised communities is crucial for the success of environmental movements.
- Environmental activism is interconnected with social justice and should address broader issues of equity and rights. It aims to raise men's and boys' consciousness about their collective socialisation so that they can think critically about how they might be reinforcing or passing on these harmful beliefs and so they can challenge those beliefs in other men.

CARING FOR OUR PLANET:
THE ECOALITY GUIDE FOR YOUTH

LOCAL AUTHORITIES PARTNER



Regione Toscana



L_nz



CSO PARTNER



anthropolis

act:onaid



ASSOCIATED PARTNER

