P.E.A.C.E.
for Nature
Toolkit

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Acknowledgment

This toolkit came to be through the P.E.A.C.E. for Nature (Participate in Environmental Activism through Civic Engagement for Nature) project, managed by the Climate Team of Service Civil International (SCI).

The toolkit has been designed together with the participants of the P.E.A.C.E. for Nature training taking place in Pniewy, Poland between 22 – 29 June 2024. It serves as a tool for you who are already an active climate activist by giving inspiration and practical guidelines on how to enhance your involvement.

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If you are new to climate/peace activism you can check out these previous toolkits of SCI: Peace on the streets, Street action toolkit, and Actionkit for societal engagement

If you are working on urban sustainable development the Youth urban action, Manual for engaging Youth and Communities in Urban development activities might be of interest for you.

Contents

What is Service Civil International (SCI)?

Service Civil International (SCI) is a politically and religiously unaffiliated volunteer organisation dedicated to **promoting a culture of peace** by organising international voluntary projects for people of all ages and backgrounds. The organisation consists of 40 branches and an ever growing number of partner organisations. The project can be of both theoretical and practical nature, but encouraging intercultural understanding always remains in the centre of our work.

SCI's vision is a world of peace, social justice and sustainable development, where all people live together with mutual respect and without recourse to any form of violence to solve conflict. **SCI's mission** is to promote a culture of peace by organising international volunteering projects with local and global impact.

You can read more about SCI on our website.

What is the SCI Climate Team?

The SCI Climate Team is a group of young members from various SCI organisations, focusing on advancing climate justice within the SCI network and globally. Acting as SCI's hub for youth climate action, the team is committed to promoting a sustainable and equitable future.

Together we come up with initiatives, big and small, that contribute to enhancing the climate related-knowledge of the SCI movement, equipping the movement with climate and activistic skills and representing the movement in international climate forums.

Our vision is a world with climate-justice for all, and for that reason we focus on structural rather than individual change.

P.E.A.C.E. for Nature

What is the P.E.A.C.E. for Nature project?

P.E.A.C.E. for Nature (Participate in Environmental Activism through Civic Engagement for Nature) is a project coordinated by SCI's Climate Team.

As a part of the Climate Team, we believe that SCI's mission as a peace organisation should be an active engagement in climate activism. For that to happen we need to create a new network of climate activists working with our branches on new actions and projects. We also need more people who can share their knowledge and help youth find their way to becoming a climate activist.

That is where the idea of P.E.A.C.E. for Nature emerged – with this project, directed mainly at youth workers, we wanted to prepare more of SCI's activists for training youth and facilitating the process of creating diverse, sustainable and effective movement within SCI.

The objectives of the project have been:
- Understanding the variety of ways in which one can be a climate activist
- Equipping young people with knowledge and skills for climate advocacy
- Creating an international climate activist network within SCI
- Ensuring the sustainability of the Climate Team
- Equipping young people with tools to prevent the activist burn-out
- Taking co-responsibility for the peaceful future of Europe.

The activities of the project have been:

P.E.A.C.E. for Nature Training in Pniewy, Poland
22 – 29 June 2024 | 25 Participants: gained hands-on experience in climate activism, explored concepts of climate justice, and strengthened their skills in civic engagement. Together, they collaboratively outlined an SCI Climate Team action plan and co-developed a practical toolkit for effective climate activism

Follow-up Programme
July – Sep | online | twice a month: Six online meetings (organisational skills and know-how on decision-making processes) and come up with two new climate-related proposals

Local actions & Co-creation
July – Nov | Participants organized local actions in collaboration with their respective organizations, actively contributing to the co-creation of a comprehensive Climate Toolkit

Webinar: PEACE for Nature
Dec 2024 | webinar disseminates the project's results to SCI members and other IVS networks.

You can read more about the project on our webpage.

Key Concepts & Theories

This section provides a theoretical foundation for the toolkit, helping climate activists understand the broader context of their work and the values underpinning the Peace for Nature project. Effective climate action is not just about environmental protection, but also about fostering peace, justice, and inclusion on a global scale.

1. What is Climate Change and Climate Justice?

Climate change refers to long-term shifts in temperatures and weather patterns, primarily caused by human activities, such as burning fossil fuels, deforestation, and industrial agriculture.

These activities increase the concentration of greenhouse gases (GHGs) like carbon dioxide in the atmosphere, trapping heat and disrupting the natural climate systems of the Earth. The consequences are already visible: more frequent and intense weather events, rising sea levels, disrupted ecosystems, and diminished food and water security.

However, climate justice goes beyond the science of climate change and addresses the social, political, and economic inequalities embedded within the climate crisis. The impacts of climate change disproportionately affect vulnerable communities, particularly in the Global South, even though these communities have contributed the least to global carbon emissions.

Climate justice calls for solutions that not only address environmental issues but also challenge the structural inequalities that exacerbate the climate crisis. It emphasises the need for an equitable distribution of the burdens and benefits of climate action, ensuring that historically marginalised groups have a voice in decision-making processes.

Within the Peace for Nature project, this understanding of climate change and climate justice is at the core of the initiative. SCI's focus is not only on mitigating environmental harm but also on advocating for peace, fairness, and inclusivity in addressing the climate emergency.

By linking environmental activism to social justice, the project calls for a holistic approach where the fight against climate change goes hand in hand with the fight for human rights and global equity.

2. Intersectional Environmentalism

Intersectional environmentalism recognises that the impacts of climate change are not experienced equally by all people and that these impacts intersect with other forms of inequality, such as gender, race, socioeconomic status, and disability. This approach highlights the interconnected nature of social identities and systems of oppression, which together shape the lived experiences of individuals in the face of environmental crises.

For example, women, especially those in poorer communities, are often disproportionately affected by climate-related events such as droughts and floods. Indigenous communities also face greater risks as their lands are frequently targeted for extractive industries, and they often lack the political power to resist environmental degradation.

The Peace for Nature project embraces the concept of intersectionality by recognising the need to include diverse voices and perspectives in the climate movement. SCI promotes the involvement of people from all backgrounds, acknowledging that climate action cannot be separated from issues of social justice, human rights, and peacebuilding. By fostering inclusivity, the project strives to create a more comprehensive and resilient movement that addresses the needs of all affected populations.

3. Civic Engagement and Democracy

Civic engagement is a key driver of change in the climate movement, encouraging individuals and communities to actively participate in decision-making processes that shape their environment and future. It

encompasses actions such as protesting, advocacy, community organising, and participating in public consultations. In the context of climate activism, civic engagement allows citizens to hold governments and corporations accountable for their environmental policies and practices.

A robust democracy is essential for effective climate action. Democratic institutions provide the frameworks for free expression, public debate, and the legal protections necessary for activists to push for change. Civic engagement fosters a sense of ownership over local and global environmental issues, empowering citizens to contribute to solutions and advocate for policies that reflect the will of the people.

The Peace for Nature project positions civic engagement as central to the fight against climate change. By advocating for participatory democracy, SCI emphasises the importance of grassroots activism in driving systemic change. Activists are encouraged to build coalitions, raise awareness, and demand transparent, accountable governance that aligns with the principles of climate justice and environmental stewardship.

4. Lawyers Advice/Legal Framework

When practising activism, it is important to be able to protect yourself. Indeed, sometimes your actions can be on the verge of legality. If you are challenging the existing status quo or pushing discussions on a sensitive topic, authorities and other interested parties may feel threatened. This is why you should know your rights and, in the best-case scenario, have a lawyer on your team.

First, it is important to remember that legislation differs from one country to another. Therefore, your actions might not be treated the same way depending on where they take place. It is also essential to understand the context in which you are operating. For example, some countries are more sensitive about certain topics than others, and freedom of speech could be more restricted as a result.

This resource is useful for gaining a better understanding of how your rights can be threatened while engaging in activism and

advocacy: Environmental Rights Activism and Advocacy in Europe: Issues, Threats, Opportunities.

While it is impossible to provide an exhaustive list of regulations by country, there are a few general principles to keep in mind. Before planning your action, check with the local authorities about the legal framework in place. You can also reach out to other activists to learn more about the state of the law in the area.

If you decide to proceed with your action and have checked your legal standing, make sure to learn about your rights in case of accidents and your responsibilities in the event of unforeseen circumstances. Always act as part of a group; do not join or organise an event by yourself. Make sure some of your friends are aware of what you are doing and planning to do. Depending on your action, your rights may be violated. It is important to have a lawyer's contact information saved on your phone and/or written on a piece of paper in case your phone is confiscated. In any case, it is crucial to be in contact with a lawyer or a local organisation that can support you beforehand.

By understanding the legal framework related to your public actions, you will be better able to defend yourself and navigate the fine line of legality, which sometimes needs to be pushed to make change happen.

5. Creating a Horizontal Community

SCI is a peace organisation. The strive for peace is visible in both goals and methods. The values guiding SCI makes clear that a society in peace cannot be achieved without creating a horizontal community, that is, a community where everyone is perceived as equals. This is because, if we want to reach a world where all individuals human rights are respected, a society that is non-violent, solidary, inclusive and empowering, we need to do it through non-violence, cooperation, respect for the environment and without seeking material gains from our engagement.

As the political theorists Ernesto Laclau and Chantal Mouffe proclaimed in their book Hegemony and Socialist Strategy: Towards a Radical Democratic Politics, there needs to be created a chain of equivalence between the needs of different and constantly changing socially defined identities so that no strive for justice is made at the expense of another identified groups struggle, which is the only way a struggle can be truly radically democratic taking into account both freedom and justice[1].

The question then becomes how we can create a horizontal community, both inside our organisation and with a larger community?

If you have come here to help me
you are wasting your time,
but if you have come because your liberation
is bound up with mine,
then let us work together

Lilla Watson, Murri (visual artist, activist and academic)

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[1] Laclau, Ernesto. & Mouffe, Chantal (2008) Hegemonin och den socialistiska strategin. Glänta/Vertigo: Göteborg. p. 250-255.

One method to use is what is called co-creation. The authors Katerina Cizek and William Uricchio, together with many others, mainly use it to describe digital creations. Seeing its purpose, the principles can however be useful to think of any type of actions that aim for a horizontality. In their book "Collective Wisdom: Co-Creating Media for Equity and Justice" they provide a definition that reads as follow (p.19)[2]:

Co- creation offers alternatives to a single-author vision, and involves a constellation of media production methods, frameworks, and feedback systems. In co-creation, projects emerge out of process, and evolve from within communities and with people, rather than being made for or about them. Co-creation spans across and beyond disciplines and organizations and can also involve non-human or beyond human systems[3].

The main aim is to keep equity and justice in mind, so that the creations do not only serve an artistic purpose, but rather have a benefit for the community in which they take shape. An important aspect of this is also the rethinking of ownership of the material, moving away from the single author. This can arguably be an important step to creating a horizontal community, as it challenges the individualism that is at the core of our market driven thinking stemming from neoliberalism.

This idea is recurrent in many different types of participatory research. Two models to look into to get a more clear view of the different steps/models for co-creation are "The participation ladder" by Roger Hart and the "Co-creation wheel of associated practices" that you can find on page 51 in the book "Collective Wisdom: Co-Creating Media for Equity and Justice" in the footnotes.

Creating a horizontal community requires

dialogues and self-reflection. As Sara Ahmed[4] points out, our feelings are often investments in social norms, and therefore we need to understand why we feel comfortable or uncomfortable in certain situations from an emotive perspective. Usually what makes us comfortable or uncomfortable is rooted in historical or societal associations with certain places or objects. This dictates when we feel happy, disgusted, sad or scared.

To create a truly inclusive and equal community, it's important to reflect on the feelings we have toward others. Unexamined emotions can drive us closer to some people and push others away, reinforcing divisions. By actively questioning and understanding our emotions, we can identify biases that might prevent us from forming genuine connections and ensure we are fostering a more horizontal, inclusive community.

In SCIs peace cards you can find quotes to keep you inspired and motivated during the creation of a horizontal community.

6. The Digital World of Activism

Today, digital activism is as much part of activism as any, and just as varied. You have a lot of different engagements to choose from when carrying it out.
Some digital activism that you can do is:

- Create a social media account
- Create a toolkit
- Start a podcast
- Start a blog
- Create music
- Organise a webinar
- Participate as an observer at an international high level forum

[2] Cizek, Katerina & Uricchio William (ed.) 2022 Collective Wisdom: Co-Creating Media for Equity and Justice. Cambridge, MA: The MIT Press https://direct.mit.edu/books/book/5488/Collective-WisdomCo-Creating-Media-for-Equity-and
[3] Brown, Wendy (2015) Undoing the demos. Neoliberalism's stealth revolution. New York: Zone books.
[4] Ahmed, S. (2014). The cultural politics of emotion. (2nd edition) Routledge: Edingburgh.

Actionkit for societal engagement

It's not easy to be an activist...

• Create campaigns

For some of these actions you can find inspiration and recommendations in the previous: SCI Actionkit for societal engagement.

Once you have found what you want to do, it can be of use to take help from someone who has already been active in the way you want to engage. Reach out to your networks to get more inspiration!

The platform Youth and Environment Europe (YEE) has created the toolkit "How to create a successful digital campaign - Digital activism toolkit practical guide", where you can find guidance in your digital activism.

The guide "Using digital tools for activism" created by Amnesty International Australia is also useful to get the hang of the basics

of digital activism, including how you find a good platform for you and advice on online safety.

Another important aspect of digital activism is how to find reliable information to base your activism on, and the difficulties with dis- and misinformation. On 3 October 2024 SCI hosted a session on desinformation, where you can learn more about the topic. The European Union has also published hands-on information on the subject on their Learning corner on "How to spot and fight disinformation".

Here you can find some suggestions on #hashtags:

#systemchangenotclimatechange
#thereisnoplanetb
#climatejustice
#climateemergency
#climatechangeawareness
#climateactivism
#climatefact
#climatereality
#peacefornature
#peaceandclimate
#engageforclimatejustice

To create your own creative and telling hashtag can also help you to gain visibility. Always remember to give credit to the local community you're working with and in.

7. Turning Criticism and Disruptions into Opportunities for Activism

Unfortunately threats and acts of hatred towards activists are not uncommon, as shown by many different multilateral and non-governmental organisations.[5] The hate

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[5] *Amnesty International. (1 July 2024). "Three out five young activists face online harassment globally for posting human rights content". https://www.amnesty.org/en/latest/news/2024/07/three-out-five-young-activists-face-online-harassment-globally-for-posting-human-rights-content/ https://www.amnesty.org.au/wp-content/uploads/2020/05/208-using-digital-tools-for-activism.pdf*

acts take place both offline and online. Why the hate occurs varies, but it is clear that an intersectional approach is needed, taking into account how different discriminatory grounds such as for example gender, race, ethnicity, sexual orientation, disability and socio-economical conditions are interconnected. It is also important to keep into account, as the United Nations Office of the High Commissioner for Human Rights (OHCHR) mentions, that activism is also threatened by societal structures, such as sexist and racist ones, keeping some groups of people from feeling like they can organise. In later days there are even instances where state practices stand in the way of activists. Activists in the climate- and environmental movement, and especially young activists, are no exception to these trends.

Another fact is furthermore that a lot of hatred and threats are happening online. Unfortunately there is not a clear solution to the problem. The Leadership Conference Education Fund suggests the following to combat online hate-speech:

- Hold platforms accountable for hate speech. Report tweets, YouTube videos, Instagram posts, Facebook posts, and other speech that spreads hate to the platforms that are hosting it and demand action. If given the opportunity, be specific about what you find offensive and why.

- Raise awareness of the problem. Talk to your friends and family about why hate speech is not a problem just for the internet, but our societies and culture at large

- Support people who are targets of hate speech. Fight back against harmful messages in public places by publicly standing with victims and showing solidarity

- Boost positive messages of tolerance. Part of modeling what we don't want to see is modeling what we do want to see

- Notify organizations fighting hate about the worst instances you see. Tracking hate, where it's coming from, and who it's directed at is an important part of fighting it.

These are some of the things that we as activists can think about if we happen to encounter online hate speech during our activism.

An initiative that has started as a counter-force to the trend of online hate-speech is iamhere international. They are a citizens' network, made up of over 150,000 members in 14 countries. The organisation among other things "push down hate", through supporting constructive comments online and ignoring hateful ones. They also track communities standards and laws, making sure to report comments that might not live up to them. Joining this or a similar network is one way of combating hate online.

The United Nations and the Council of Europe have also presented recommendations on how to combat online hate speech.

United Nations Human Rights Officer of the High Commissioner (OHCHR). (9 May 2022). "A/HRC/50/25: Girls' and young women's activism - Report of the Working Group on discrimination against women and girls" https://www.ohchr.org/en/documents/thematic-reports/ahrc5025-girls-and-young-womens-activism-report-working-group
Office of the council of Europe, Commissioner of Human Rights. "Environmental Rights Activism and Advocacy in Europe Issues, Threats, Opportunities" (March 2021). https://rm.coe.int/environmental-rights-activism-and-advocacy-in-europe-issues-threats-op/1680a1e360
[6] Amnesty International. "State-sponsored hate spurs new era of social activism". (22 February 2018). https://www.amnesty.org/en/latest/news/2018/02/state-of-the-worlds-human-rights-1718/
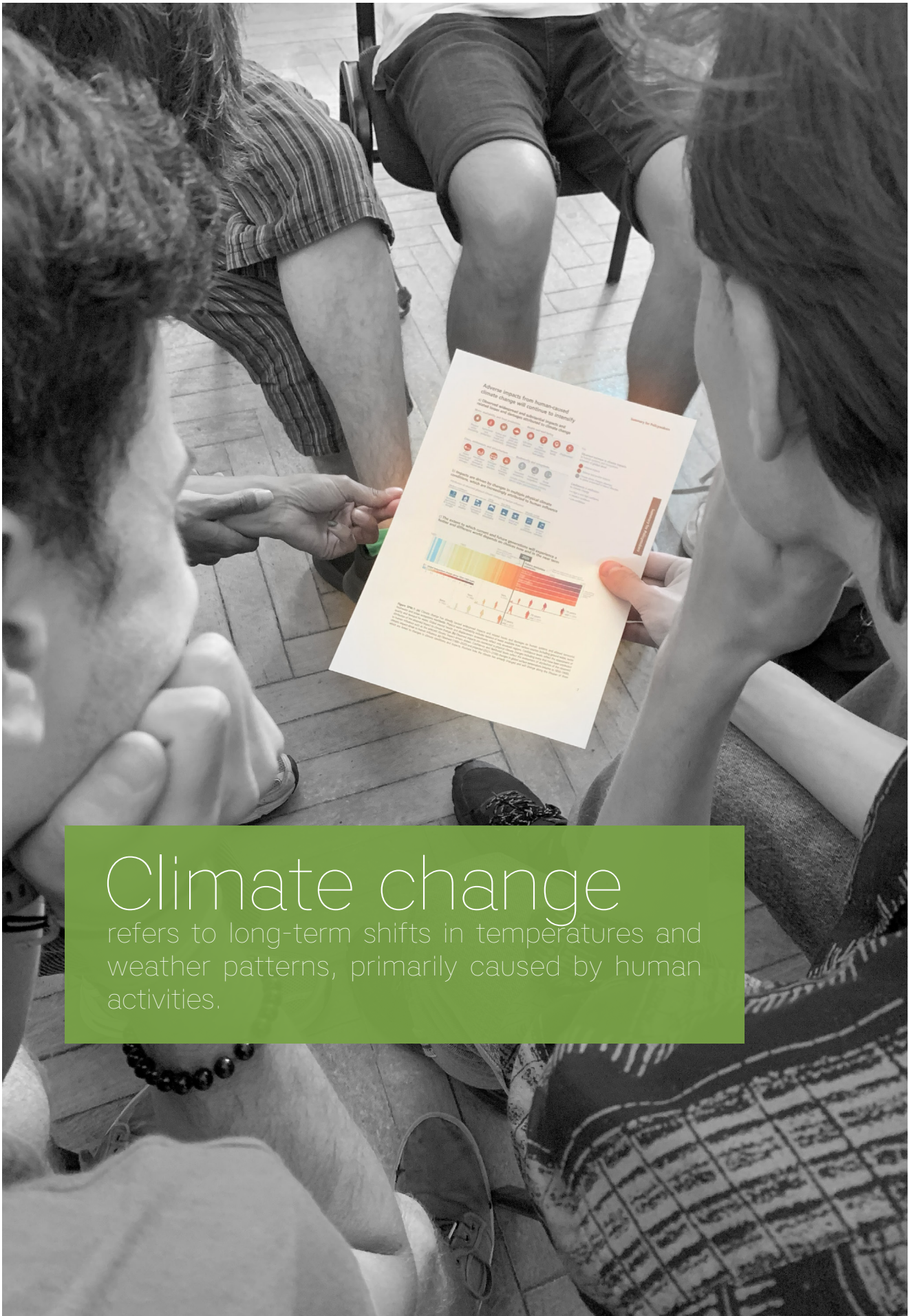
Climate change

refers to long-term shifts in temperatures and weather patterns, primarily caused by human activities.

Methods & Tools

This section introduces a range of practical methods and tools designed to empower climate activists in addressing environmental challenges effectively. By blending innovative strategies with proven approaches, these tools foster collaboration, promote sustainability, and drive impactful climate action. Grounded in the principles of justice, equity, and inclusion, this section emphasizes the importance of adaptable methods that resonate with diverse communities, youth, and varying contexts.

1. Bridging Civic Duty And Climate Action

Time: 90 mins

Goal:
To enhance participants' analytical and teamwork skills through reading, analyzing, and presenting success stories of local climate actions, highlighting diverse contexts and youth-led civic engagement processes.

Objectives:

- To foster effective teamwork and discussion skills through collaborative analysis and group presentations.

- To break down and understand the civic engagement processes and strategies.

- Highlight the diversity of local contexts and realities in addressing climate challenges.

- Provide participants with different types of civic engagement and their applications.

1. Preparation

1.1 Prepare in advance a set of case studies 1 on local climate or environmental actions led by young people from diverse contexts and realities. Ensure the number of cases matches the number of groups participating.

1.2 Set up the room with flip chart papers, markers, and materials for creating posters (e.g., tape or pins to display them on the wall).

1.3 Pre-cut from flipchart paper into irregular shapes to be used for presenting the case studies and making the activity more engaging.

1.4 Divide participants into groups of 4–5 members each.

1.5 Explain the activity to the participants, detailing the steps and the intended outcomes.

1.6 Provide each group with one case study.

2. Group discussion (25 mins)

Ask each group to analyse their case study, answering the following guiding questions using a combination of visuals and text on their poster:

- What was the initiative about?

- Why was it important for the local community?

- What type of civic engagement action was it?

- What aim did the youth leaders want to achieve?

∗∗ Encourage participants to think critically, connect ideas, and discuss openly within their group while creating a visually engaging poster.

3. Group presentation (35 minutes)

Bring all participants back into a large group. Have each group present their case study and poster to the entire group.

After each presentation, facilitate a discussion by inviting questions, comments, and reflections from other groups.

In the big group ask each smaller group to present their case study,

Provide a space after each case study for discussions and receive questions from the other participants.

Start this part by asking the following questions to build the model based on the inputs from the participants and to highlight components of the civic engagement practices (draw the model). Collect the answers on a flipchart.

The questions:
- Who was taking part in this practice? (individuals)
- Why were they doing that? The motivation? (improve conditions for others or help shape the community's future.)
- Where were they doing that? (Community)
- How did they want to improve their living conditions? (the ways)

4. Building a Model of Civic Engagement Practices (10–15 mins)

Use the flipchart to collaboratively create a visual model of civic engagement practices. Start by asking participants to reflect on their case studies and answer the following questions:

- Who was taking part in the practice? (e.g., individuals, groups, youth leaders)

- Why were they doing that? (e.g., improving conditions, shaping the community's future)

- Where were they doing that? (e.g., local community, schools, online platforms)

- How did they aim to improve their living conditions? (e.g., actions, projects, campaigns)

∗∗Use participants' answers to highlight the core components of civic engagement and organise them into a clear and actionable framework.

Symbolic Integration Activity:

Gather all the torn pieces of the flip chart used during the group presentation.
Work with the participants to assemble the pieces on a large surface or board to create a collage or complete shape.
Explain the symbolism: Just like these pieces come together to form a complete picture, every type of civic engagement action complements the others, addressing different aspects of the climate cause. Together, they

show the importance of collaboration and the interconnected nature of our efforts.

**Reinforce the idea that all actions are needed, and by focusing on different approaches, we can effectively cover various sides of the climate challenges and create holistic solutions.

5. Facilitator inputs (10 mins)

Introduce the definition of civic engagement: "The ways in which individuals participate in the life of their community to improve conditions for others or to help shape the community's future."

Explain the different types of civic engagement, providing examples of how each type can positively impact local climate actions:

1. Digital Engagement: Online discussions, campaigns, or educational sessions.

2. Community Organising: Establishing or joining local organisations for advocacy or community needs.

3. Civic Education: Participating in or leading educational programs on civic rights and responsibilities.

4. Advocacy: Organizing rallies, marches, or lobbying for policy changes.

5. Community Service: Volunteering at shelters, food banks, or other local initiatives.

6. Electoral Participation: Supporting political causes or candidates through campaigns or voter

6. Debriefing and Reflection (10 mins)

Facilitate a reflective discussion by asking participants to answer the following questions individually or in small groups:

- Based on your local reality, what kinds of climate and environmental actions can you take?

- What challenges and opportunities do you foresee?

- How did the story you analysed inspire you?

- What are the key takeaways from this activity?

**Encourage participants to share their reflections and connect their learning to potential actions in their communities.

1: example of the case study:
Lina, a 15-year-old student from Stockholm, was deeply moved by the urgency of climate change issues. Inspired by Greta Thunberg's activism, she joined forces with her friends to launch the #ClimateWarriors social media campaign.

The campaign utilised platforms like Instagram, X, and TikTok to disseminate impactful content focused on climate science, its repercussions, and the critical need for immediate action. Their posts featured informative infographics, personal narratives highlighting climate impacts, and compelling calls to action aimed at mobilising their audience. Through these efforts, Lina and her team encouraged followers to participate in digital strikes, sign online petitions, and engage actively in climate advocacy.

The #ClimateWarriors campaign swiftly gained traction, attracting a substantial following and garnering attention from influencers and media outlets alike. To further amplify their message, they organised virtual town hall meetings, where they facilitated discussions with climate scientists and activists. These interactive sessions engaged thousands of young people worldwide, fostering dialogue on climate policies, sustainable practices, and collective action.

2. My Climate Motivation

Time: 70 mins

Goal:
To foster a positive and supportive atmosphere among participants, helping them articulate their visions and understand each other's motivations for engaging in climate actions.

Objectives:

- To develop skills for inspiring and motivating others to take meaningful action.

- To emphasise the value of motivation in sustaining long-term involvement in activist teams.

- To highlight motivation's critical role in driving collective climate actions and creating a cohesive civic engagement framework.

Introduction (10 mins)

Begin with a motivational speech to set the tone of the session. Focus on:

- The importance of motivation in sustaining engagement and overcoming challenges.

- The values of civic responsibility and how every individual has the potential to contribute to a better world.

- The belief in community-driven solutions to protect the environment and mitigate climate impact.

** Emphasise that motivation is the starting point for impactful civic engagement, fueling both personal commitment and collective actions.

Group Reflection (20 mins)

Instructions for Participants:
Reflect on your personal motivations for engaging in climate-related activities. Think about:

- Why do you feel compelled to act on climate issues?

- What values, or goals drive your passion for the environment?

** Provide participants with a few minutes of quiet reflection to organise their thoughts.
Sharing:
Once ready, participants will share their motivations in small groups (or a large group, depending on group size).

Create a supportive environment where

everyone feels encouraged to speak, and ensure that each participant has a chance to share their thoughts, with facilitators guiding the conversation if needed.

Triangle of Civic Engagement (20 mins)

Introduce the Triangle of Civic Engagement, which includes three key elements:

- Motivation: The personal drive and passion to take action.

- Individuals: The people equipped with the skills to take action.

- Community: The space where collective action and impact happen.

Explain the connections between the corners:

Motivation ↔ Individuals: To move from motivation to action, individuals need hard and soft skills (e.g., communication, planning, organising).

Individuals ↔ Community: Individuals need resources (e.g., time, funding, networks) to effectively contribute to and impact their community.

Community ↔ Motivation: Communities act as a source of inspiration and a reminder of why we engage in civic activities, reigniting motivation through shared values and collective success.

** Highlight how the triangle creates a cycle of empowerment.
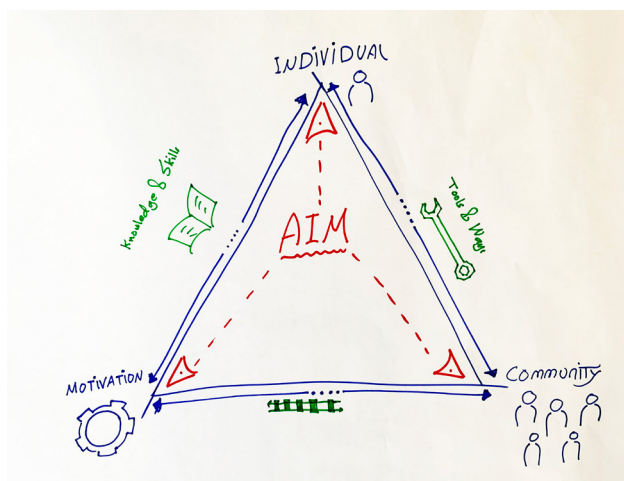
Group Discussion and Reflection (30 mins)

Ask participants to reflect on the presented triangle and discuss:

- How does motivation translate into action for individuals?

- What skills and resources are needed to move from personal drive to community impact?

- How can communities serve as a source of ongoing motivation for activists?

** Allow participants to share their thoughts and insights on how they see themselves within the triangle.

Wrap-Up and Key Takeaways (10 mins)

Reinforce the idea that motivation is the foundation of civic engagement, and sustained impact relies on equipping individuals and communities with the tools, resources, and inspiration they need.

Debrief: Ask participants to share their takeaways:

- What did you learn about your motivations?

- How can this understanding help you work more effectively in a team?

- What steps will you take to stay motivated and inspire others?

**End on a positive and empowering note, emphasising the collective strength of motivated individuals working together for climate action.

3. Me and Nature: Finding Your Climate Cause

Time: 60 mins

Goal:
To provide time for reflection, foster a deeper appreciation and respect for the natural world, and strengthen participants' bond with nature.

Objectives:

- Reflect on personal connections to environmental issues and identify areas of passion and concern

- Cultivate hope and motivation to take action for climate justice.

- Strengthen personal connections to nature through mindful observation and creativity.

1. Preparation:

Ensure that each pair has a smartphone or camera.
Access to a natural area (e.g., forest, park, or garden).

2. Introduction (10 mins)

2.1 Present the Method:
Explain that participants will pair up and take a reflective walk in the nearby forest or natural surroundings.

During the walk, they will discuss a series of questions to help them connect deeply with their personal motivations for climate action.

2.2 Reflection Questions:
Ask participants to explore the following topics during their walk:

- Which environmental issue do you care about the most, and why?

- How do you stay hopeful and motivated in the face of climate challenges?

- What are your long-term goals for supporting climate justice?

2.3 Creative Task:

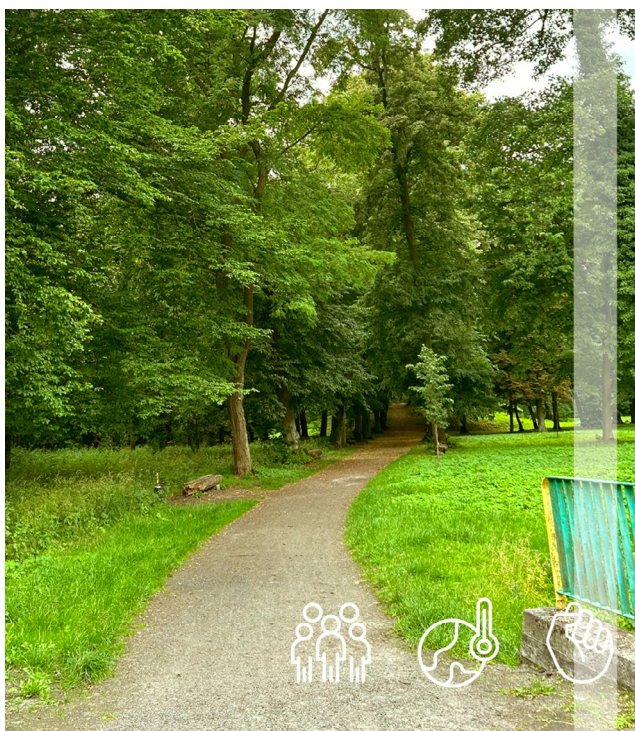During the walk, participants should find and take a photo of something that connects them with nature.

Alongside the photo, they will write a 30-word description of what they can do to protect and preserve this natural environment.

**Provide clear instructions for sending their photo, text, and group members' names to the facilitators, who will later use the material for a collective climate campaign.
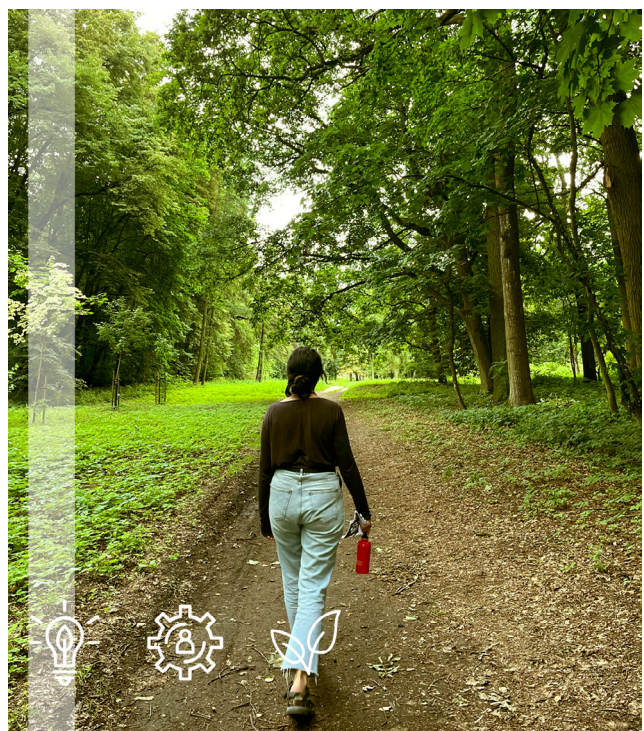
3. Walk & Reflection (50 mins)

Participants walk in pairs, engaging in reflective discussion using the provided questions.

Encourage them to take their time observing their surroundings and finding inspiration in nature.

After discussing, they capture their chosen photo and craft their 30-word text together.

Facilitator Follow-Up

Collect all the photos and accompanying texts submitted by participants.

Use the content to create a collective campaign showcasing the group's reflections and their connections to nature, amplifying their shared commitment to environmental protection.

Here's an example from the PEACE for Nature training in Poland:

"In terms of our activism, the road ahead is long and challenging with many obstacles. But the only thing we can do is to take small steps and be hopeful and consistent in working with the community to address the climate crisis."

Santi & Gauri

"We want to advocate for less human intervention in nature and more youth connection and understanding of nature and its flora and fauna."

Anissa & Palavi

4. Your Local World in a Global Context

Time: 180 mins

Goal:
To explore climate justice challenges and empower participants to design need-based actions while enhancing analytical and presentation skills.

Objectives:

- To develop participants' ability to identify and articulate key climate challenges in their communities.

- Foster analytical thinking by connecting local issues to global contexts.

- Create a foundation for collaborative, action-oriented solutions to climate justice challenges.

1. Introduction (30 mins)

1.1 Present the tool:
Participants will create a poster representing their local climate context and present it in five rounds.

Each participant will have a chance to present while the rest decide which presentations to attend during each round.

Ask participants to reflect on the most pressing climate justice issue in their community.

Examples could include water scarcity, deforestation, air pollution, or access to renewable energy.

Provide each participant with materials (poster paper, markers, etc.) to create a poster about their selected issue.

Encourage creativity by combining visuals (e.g., drawings, charts, or diagrams) and text to illustrate:
• The challenge.
• Why it's significant.
• How it affects the community.

2. Presentation rounds (60 -80 mins)

Organise participants into four to five groups for the presentation rounds.

- In each round, 4–5 participants will present their posters to smaller groups.

- Each presenter has 10 minutes to share their poster and explain their challenge.

- After the presentation, allow a brief Q&A session (2–3 minutes).

- Participants not presenting will decide which presentation to attend in each round.

**Encourage active listening and critical thinking during the Q&A sessions.
** Rotate roles and ensure that everyone has an opportunity to present during one of the five rounds.

3. Finding key challenges (20 mins)

Ask participants to brainstorm and list key climate justice challenges affecting their communities.

Record their responses on a flipchart or whiteboard.

4. Debriefing (20 mins)

After all presentations, bring the group together and discuss recurring themes. Emphasise that while the challenges are local, many are global, such as water conservation, afforestation, or extreme climate events. Reinforce the idea that global collaboration is essential to solving climate issues.

5. Policy Frameworks in Climate and Environment

Time: 60 mins

Goal:
Familiarise participants with key climate change policy frameworks, their evolution, and how these policies can support and strengthen climate activism and actions.

Objectives:

- Understand the role of policy frameworks in addressing climate challenges.

- Explore key global and regional climate policies and their impact.

- Develop strategies to leverage policies for climate activism.

- Inspire engagement with policy processes and collaborative climate action oriented solutions to climate justice challenges.

Icebreaker – Word Clouds (20 mins)

Ask participants to write down words or phrases that come to mind when they hear "**climate policies**" on a flipchart.

Discuss the responses briefly to identify common perceptions and misconceptions about climate policies.

Definition of Policy Framework:
"A policy framework is a structured system of principles, guidelines, and processes that guide the creation, implementation, and evaluation of policies. It provides a structured approach to solving societal issues, ensuring consistency, efficiency, and fairness in policy implementation."

**Explain the significance of understanding policy frameworks to amplify climate activism.

Introduction to Climate Policies (20 mins)

Using a chronological timeline, provide a brief overview of the following major climate policies and agreements:

•   The Intergovernmental Panel on Climate Change (IPCC) was established in 1988 to

provide scientific information on climate change.

- Climate Action Network (CAN) (1989): A global network promoting action on climate change through advocacy and collaboration.

- United Nations Framework Convention on Climate Change (UNFCCC): Adopted in 1992 to stabilise greenhouse gas emissions.

- The Kyoto Protocol (1997): A binding agreement for developed countries to reduce greenhouse gas emissions.

- Sustainable Development Goals (SDGs): Launched in 2015, with specific goals addressing climate action (Goal 13).

- The Paris Agreement (2015): A global pact to limit global warming to below 2°C, with countries committing to nationally determined contributions (NDCs).

Group Discussions and Presentations (20 mins)

Divide participants into small groups
Provide each group with printed summaries of one of the aforementioned policies and agreements discussed.

Assign each group one or more policies to analyse.

Reflect on connections to activism by asking participants to consider:

- How can these policies support their work in climate advocacy?

- Were they inspired by any policy, and if so, how can they incorporate it into their strategies?

- What opportunities exist to collaborate with others using these frameworks?

- Each group will have 3–4 minutes to present their findings.

Facilitate a short Q&A after each presentation to deepen understanding.

10' Debriefing (10 minutes)

Summarise Key Takeaways:

- Reinforce the idea that policies are tools that can empower climate activism.

- Discuss the importance of understanding and engaging with policy processes.
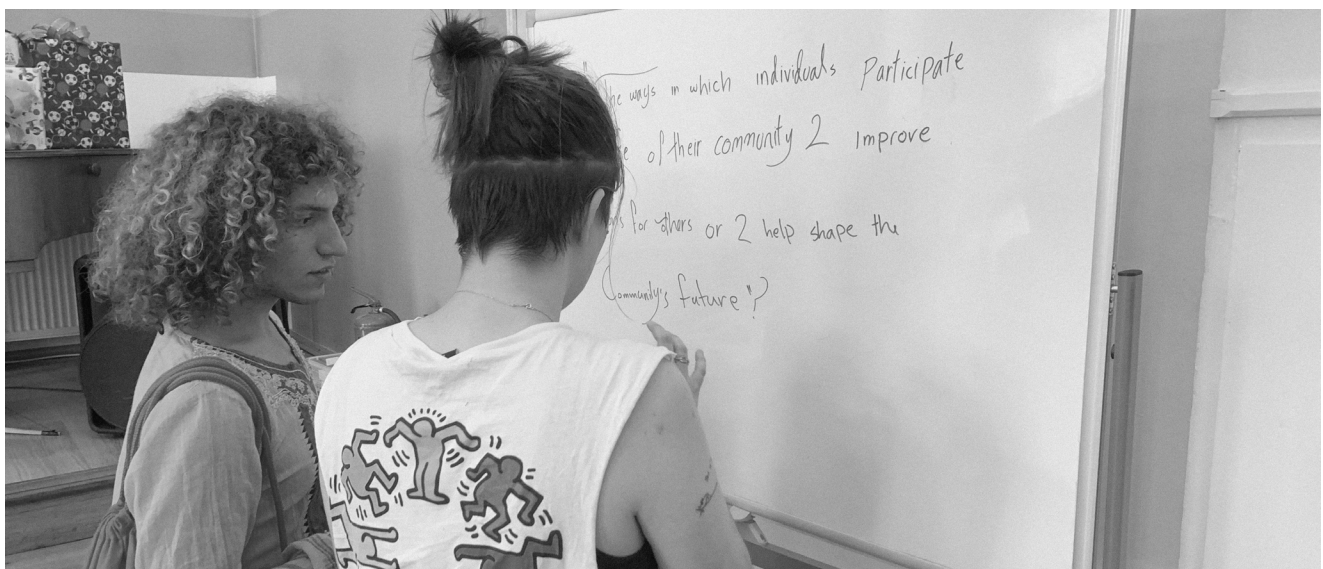
Inspirational Stories

There are a lot of climate actions and community engagements taking place around the globe. In this section you can read about some of the ones that the SCI movement is involved in, from six different countries: Zimbabwe, Iceland, Ireland, Switzerland, Nigeria and Ecuador, as well as an online action called "Talk on Climate Activism in Palestine"

Zimbabwe Workcamps association

This agro-ecology project was an exchange between Zimbabwe and Germany to reenergize the local community.

During the project volunteers from Germany and Zimbabwe came together to learn water harvesting techniques. This included digging small drainages to keep the water from the rain season so that it doesn't sink into the ground or disappear. In this way the water can be used at later occasions when needed. Drainages also reduce soil erosion and improves the water quality in the ground. This is an intensive work.

During the project there were also trees planted. Planting of the trees is a way to take care of the global commons that they are.

The participants of the project gain skills relating to the specific tasks as well as life-skills that can be used anywhere. This has a benefit for the community at large as well as the planet.

The project does not have a concrete ending date. So far the participants have met four times: in February, April, June and September of 2024.

The Key-Learnings from this project is to involve the local community at every level of the project. This creates a feeling of involvedness and investment in, as well as ownership of, the project. Furthermore it is important to explain why the project is being done. Both of these things are easy to take for granted, but it needs to be continuously worked on. Clear communication is key.

SEEDS - Iceland

Online camps

Tools used: Online camps, Local civil engagement, Training

A dilemma that is more often than not facing SCi as a movement is the travels of international volunteers to attend the workcamps, increasing the global carbon-footprint. However, the purpose of the camps usually are seen to provide a partial legitimation of this since they are focused on climate- or environmentally related topics, contributing to multipliers of these values once the volunteers go back home.

During the global COVID-19 pandemic this dilemma was not as present, to put it lightly. In this new situation, causing a lot of suffering, among other things from isolation, SEEDS started offering online camps. These became very popular and also managed to get an outreach that would not have been possible with physical camps. Attendees joined that would not have had the possibility to travel to Iceland to a physical camp. This allowed for increased diversity during the camps. It also became a way to meet people during covid.

SEEDS offered around 1-2 online camps per month, lasting around 10 days each. The average number of participants attending were 8-20 people per camp. The thematics varied, but were always hands-on relating to topics such as coastal or urban cleanup, vegetarian diet or making your own lip balm. The participants discussed together and got tasks for the next meeting to show what they had made from what they learned. In this way the local community impact could clearly be seen through the camps. One of the difficulties of the camps was planning them with consideration to different time zones.

After the COVID-19 pandemic ended the online camps ended because the focus shifted back to the physical camps.

Anti-whaling campaign

Tools used: Campaigning, Training, Petition, Collaboration

The anti-whaling campaign lasted between 2012-2017 and was a collaboration between SEEDS and WWF. The purpose was to press the government to stop whaling. This pressure was being done through a petition and going personally to hand it over to the government. Each summer there was also a camp held under the name "Meet us, don't eat us", where volunteers arrived to help with the campaign. This was also supported by whale-companies for tourists on Iceland. To help the volunteers of the camps to support the campaign they were provided with self-defence and communication courses. The campaign was successful and a sanctuary was created for the whales where they can no longer be hunted.

Coast care Sundays

Tools used: Community engagement, Trash-picking, Awareness-raising, Partnership

The first Sunday of each month SEEDS together with it's volunteers and engaged local community get together to clean a part of the coast line. They start by talking about the plastic pollution and then go on to hands on collecting the trash. The show-up of the volunteers depends on the weather. On a good day you can have around 10-20 people, but on a bad day it is more around 4-5 people. The event is also organised together with companies that offer their employees a day off to do volunteering.

Movie screenings

Tools used: Partnership, Movie screening, Awareness-raising, Panel Discussion

Now and then SEEDs organises movie screenings about climate or environmentally related topics together with Plastic Oceans.

The screenings are held at the Icelandic Nordic House. After the screening there is usually a panel discussion about the topic. Usually they are 1 staff member and 2-3 volunteers helping to organise the event. For the screening around 70 people show up. One key lesson learnt is that regularity is important to get people to show up.

two weeks and is aimed at 18-25 year olds. During the training different topics related to climate justice are covered. It started as an online project but has now turned into a hybrid one. During the camp you practise different methods of climate activism such as podcasting and social media skills. The project is finalised with the creation of a

VSI Ireland

social media campaign or poster on climate justice. An example is the Ecopoliticide and indigenous environmental activists.

Youth for Climate Justice - Ireland

Tools used: Initiative by the target group, Training, Awareness-raising, Creation of network, Campaigning

The training Youth for Climate Justice is a recurring project hosted by VSI Ireland. The project was initiated by a young staff member, for other young people interested in Climate Justice. The participants of the project become multipliers and engage in planning the project for the next year. For now the project has been going on for four years.

The training usually lasts between one and

The training has benefits both for VSI and for the participants. The benefit for VSI is reaching people who would maybe otherwise not have gotten involved in VSI, and through that the network of people interested in climate keeps growing. The participants sometimes stay involved in VSI after the training. The participants themselves also gain a network on the topic and gain knowledge on climate justice.

Usually there are around 10-12 participants in the camp, mostly women, who are not in a precarious situation and mostly people already interested in the topic. A lesson learnt is that it is important to make the training more inclusive.

SCI Switzerland

Living libraries: Was macht der Klimawandel mit uns? Die Living Library sucht Antworten - Switzerland

Tools used: Living library, Guest-speakers, Collaboration, Awareness-raising

SCI Switzerland has organised a living library in collaboration with Bibliothek Münstergasse, Bern, during the Day of democracy and the Sustainability week. Creating collaborations help reach out wider and is therefore a clear success parametre.

During the living library there were four books invited; one young climate activist, one

expert on forestry, two scientists on climate change, representing the same book, and one professor working on systemic change and emotions.

There were not that many participants at the event, but amongst the ones who came there were activists, students, SCI-members and an interested general public. Another important participant was Climate Seniors. The participants were of all ages. No matter the amount of participants the event is a good format, above all because it's personal and deep.

During the event they did one barometer before and one after to see how the event changed the perception of the participants. One purpose of the event was to spark new ideas for people outside of the movement.

Volunteer Workcamps Association of Nigeria

Grassroots change - Nigeria

Tools used: Partnership, Erasmus+ funding, Community engagement, Campaigning, Agriculture, Network

The grassroots change project was an Erasmus+ founded project lasting between 2021-2023. The project on the link between environment, gender and climate justice.

The project had multiple partners in Africa and Europe as well as different meetings that can be read about on the webpage.

One of the meetings was held in Zimbabwe for the African regional partners to plan the regional actions. The focus was on gender, permaculture andplanting of food and trees. It was crucial to keep the local context in mind when talking about agro-ecology. What trees and plants can be grown where you are? How can you do it without pesticides? How do you differentiate between organic and non-organic?

consume, how to arrange a garden, how to dig correctly for the seeds and how to protect what you plant from insects and infections.

The implementation of the local action consisted of cutting and planting plants, transporting them and clearing water channels from pollution. Clearing water channels from pollution is important from a climate justice perspective, apart from an environmental one, since polluted water channels also spread diseases. Apart from this there was also an active campaigning as part of the project about climate and environment.

After the meeting the partners went back to their local context to implement the knowledge with the local community.

In Nigeria there were 20 young people, 8 women and 12 men, most of them from Nigeria and one participant from Belgium. One of the activities was to go to the Ministry of Education at their agro-ecology unit to get a lecture and stimulate understanding on the specific actions in the Nigerian context, since it differs from the one in Zimbabwe. Topics raised were that what you plant is what you

The project had clear impacts. VWAN are still in contact with the young people who participated and they check on the trees that they planted. The project created a new level of commitment for the young people. It was also positive that the project cut across the regions, to further global participation.

Fundacion Proyecto Ecologico Chiriboga

Organic agriculture in the indigenous communities in the Amazon Region - Ecuador

Tools used: Community engagement, Training, Workshops, Holistic approach

their primary activities have been deforestation and hunting. However, they are deeply aware of the importance of conserving the jungle, as they have been the stewards of this land since ancient times.

Due to limited ideas and resources for business creation, along with a lack of access to education, they are often compelled to rely on natural resources to survive. This situation is complex, as their cultural practices of

One year ago, we started a project with the Yukaip Community (Shuar), located in the province of Macas in the southern Amazon region of Ecuador.

The community faces many challenges in obtaining economic resources to support themselves and their families. Traditionally,

sourcing everything from nature differ from more formalized business creation methods. To address this, we developed a project funded by the government of Ecuador that provides a sustainable income solution through organic agriculture. The project includes an educational component where participants receive technical training

in organic agriculture concepts, such as planting various species, preparing soil, determining optimal planting locations, and producing bioproducts like organic pesticides and fertilizers. We also offered workshops to develop skills in leadership, teamwork, nutrition, gender equality, conservation, climate change awareness, accountability, and business management.

We aim to promote good agricultural practices to reduce the use of chemicals that can leach into the soil and water. Additionally, by establishing an artisan business, we hope to curb deforestation and prevent species trafficking.

Through this initiative, we expect the community to benefit from improved nutrition, addressing the high rate of malnutrition, while empowering them to operate their own businesses, provide stable employment, and reduce the need to migrate to larger cities in search of opportunities.

As we can see, fighting for the environment also means working for better living conditions in communities, improving societies, and preventing the harm that occurs when people lack the means to survive sustainably.

Project of sustainable farm and circular economy in the cloudy forest

Tools used: Agriculture, Community engagement, Awareness-raising, Training, Innovative and accessible technology, Re-usage of materials

In a private cloud forest reserve located very close to Quito, we are testing ideas to transform it into a sustainable farm. We aim to incorporate the concept of a circular economy, which means that all waste and materials needed for production are created and reused within the farm.

So far, all processes are modest and self-made. Our technology relies on recycled materials in the most economical way possible, for two reasons: limited resources and our

goal to make the concept accessible to other farms with minimal investment in the future.

Currently, we are practicing regenerative cattle raising, which allows pastures to grow faster as the soil is not compacted. The animals are moved to a new pasture daily, allowing their waste to fertilize the soil, promoting fast grass growth and preventing erosion. This practice also supports a higher capacity of animals on the same land area. In the pastures we plant different kinds of trees from native species in order to fight deforestation and also to provide shadow to the animals during heavy rain or strong sunny days.

In addition, we produce gas and fertilizers from pig waste. This technology helps reduce the production costs of crops and piglets. We have

established a dedicated production area for these activities, while the primary cloud forest (untouched until now) remains undisturbed, preserving natural water sources. These water sources benefit not only the reserve and its production but also help maintain water supplies for downstream communities.

In the future, after gathering data on our efforts, we aim to promote sustainable practices to farmers, offering alternatives to traditional methods that often involve deforestation, chemical pollution, and soil degradation. This approach can reduce production costs, translating to higher incomes and improved living conditions.

It's important to note that most farmers in Ecuador have limited educational backgrounds and cannot afford large investments in technology. Providing them with affordable and effective alternatives is crucial to encouraging them to make sustainable changes. Another challenge is that organic agriculture and sustainable production can take longer, and restoring soil health is a slow, challenging process. Therefore, we must emphasise the long-term benefits and consequences of not taking action.

Talk on Climate Activism in Palestine

Online

Alaa Amro has been a past participant in Peace for Nature training that took place in Poznan, last June at SCI Poland. The training was an inspiring opportunity for her as a young activist in social and environmental horizons to follow up with an international online talk that links between climate activism in Europe and abroad, particularly Palestine, where she is originally coming from. Therefore, she coordinated the above mentioned online talk that shadowed local climate entrepreneurship projects across borders, that took place on October 23rd, via Zoom, attracting approximately 32 attendees.

The session started with a brief presentation on the climate challenges in Palestine, followed by presentation of three ongoing local entrepreneurial projects on climate advocacy and activism in Palestine, particularly, in Dura city. The session was aimed at inspiring young Europeans and Palestinians interested in climate activism on what kind of projects and needs that can be conducted when we are talking about climate justice.

In detail, the speaker, Khairat presented three community-centred projects targeting environmental and social sustainability in the city of Dura. The first project, a clothes recycling initiative, aims to minimise waste and promote sustainable way of recycling clothes. Then, the second project addressed waste management in Dura, encouraging recycling efforts to reduce environmental impact that is coordinated by the Municipality of Dura. The third project aims to enhance capacity-building support for the elderly and disabled people, promoting inclusivity and social support.

Afterwards, the talk followed a discussion with some questions raised by attendees. For example, participants asked what inspired the speaker to work on these issues, what kind of difficulties/ challenges she tackles and some opportunities to volunteer on the mentioned projects. At the end, some participants from Dura Youth Center and Dura's Women Cultural Center interrupted with extra points on the importance of external collaboration with their European peers.

In sum, the talk ended with gratitude for the opportunity to build connections and potential support networks outside Palestine, enhancing collaboration and engagement with climate justice initiatives.

"We want to advocate for less human intervention in nature and more youth connection and understanding of nature and its flora and fauna."

Anissa & Palavi

Useful links

In this section you can find some useful links to keep learning and keep getting inspired in your climate- and environmental community engagement!

SCI tools

Peace on the streets - Tools, best practices, knowledge around campaigns and street actions for youth workers and peace activists
How to create a street action on peace
Actionkit for societal engagement
Youth urban action, Manual for engaging Youth and Communities in Urban development activities
SCI peace cards
Free to be you and me: Toolkit for youth workers, volunteer coordinators and trainers

Other tools

The Leadership Conference Education Fund - Online Hate Speech
How to spot and fight disinformation - European Union
Using digital tools for activism - Amnesty International Australia
How to create a successful digital campaign:
Digital activism toolkit practical guide - Youth and Environment Europe (YEE)
Environmental Rights Activism and Advocacy in Europe: Issues, Threats, Opportunities - Council of Europe

Climate networks, upskilling and reskilling:

Take part in a workshop about climate change and feel empowered to take action through Climate Fresk!
War and climate justice cannot coexist. Learn more about the links between climate change and war at Code Pink.

Want to create a successful campaign? Check out Campaign strategy for 12 basic guidelines.
Are you part of a social movement for climate and want to make sure that you'll have an impact? The Climate Resistance Handbook might just be the handbook for you!
Get creative with your actions and get inspired by the tools offered by Beautiful Trouble!
Want to gain an understanding of what's going on around you? In the pad Camps/Actions 2024 you can get some insight!
The fossil fuel industry and economy are maybe the most important contributor to climate change. Take action through End fossil.
Plan your actions without taking the plane! Sounds difficult? Learn more and make it happen, Stay grounded will get you there!

Credible links for climate science[7]

The International Fact-Checking Network provides a list of fact-checking organisations that have signed up to the IFCN Code of Principles.
The European Fact-Checking Strandards Network
Search online fact-checks about a topic or person with Google's Fact Check Explorer
See debunks of disinformation on EUvsDisinfo.eu
EDMO (the European Digital Media Observatory) monitors and reacts to disinformation through its hubs across the EU
To find debunks of climate misinformation and get some more knowledge on Climate Change, check out Skeptical Science.

Non-formal education:

Both SCI and SALTO-YOUTH provides exhaustive tools to work with non-formal education:
Our publications - Service Civil International
SALTO-YOUTH - Toolbox - Tool for youth work and projects - or recruit participants

Find and get in touch with your local civil society:

Below you find a small amount of the civil society networks/organisations that you can connect with to further your engagement.
List of accredited organisations | European Youth Portal
Grassroots change - Service Civil International
Climate Seniors
Plastic Oceans
Participatory Organic Research and Training (PORET) - Service Civil International
Amnesty International
iamhere international
Youth and Environment Europe (YEE)
Extinction Rebellion

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[7] All of the sources under this section, except for the last one, come from: European Union. "How to spot and fight disinformation".
https://learning-corner.learning.europa.eu/learning-materials/how-spot-and-fight-vformation_en

P.E.🌱A.C.E.
for Nature
Toolkit