

INTERSECTIONAL MOVEMENT BUILDING

INCLUSIVENESS IN CLIMATE JUSTICE

BUILD
BRIDGES
NOT
WALLS

ADDRESS POWER AND PRIVILEGE

HOW TO WORK WITH AFFECTED
COMMUNITIES

FACILITATION TOOLS

WORKSHOP TOOLS FOR BUILDING MORE INCLUSIVE GROUPS
IN THE CLIMATE JUSTICE MOVEMENT

YOUNG
Friends of the Earth Europe



From 2nd-11th of August 2019, Young Friends of the Earth Europe, BUNDjugend NRW and BUNDjugend held a 9-day training event: 'Training for Trainers: Inclusive Climate Justice Work'. This booklet is full of descriptions for the main facilitation methodologies used by the trainers and young volunteers, enhancing the inclusive youth work in climate justice organisations. We hope that you find it useful and can adapt it for your own work!



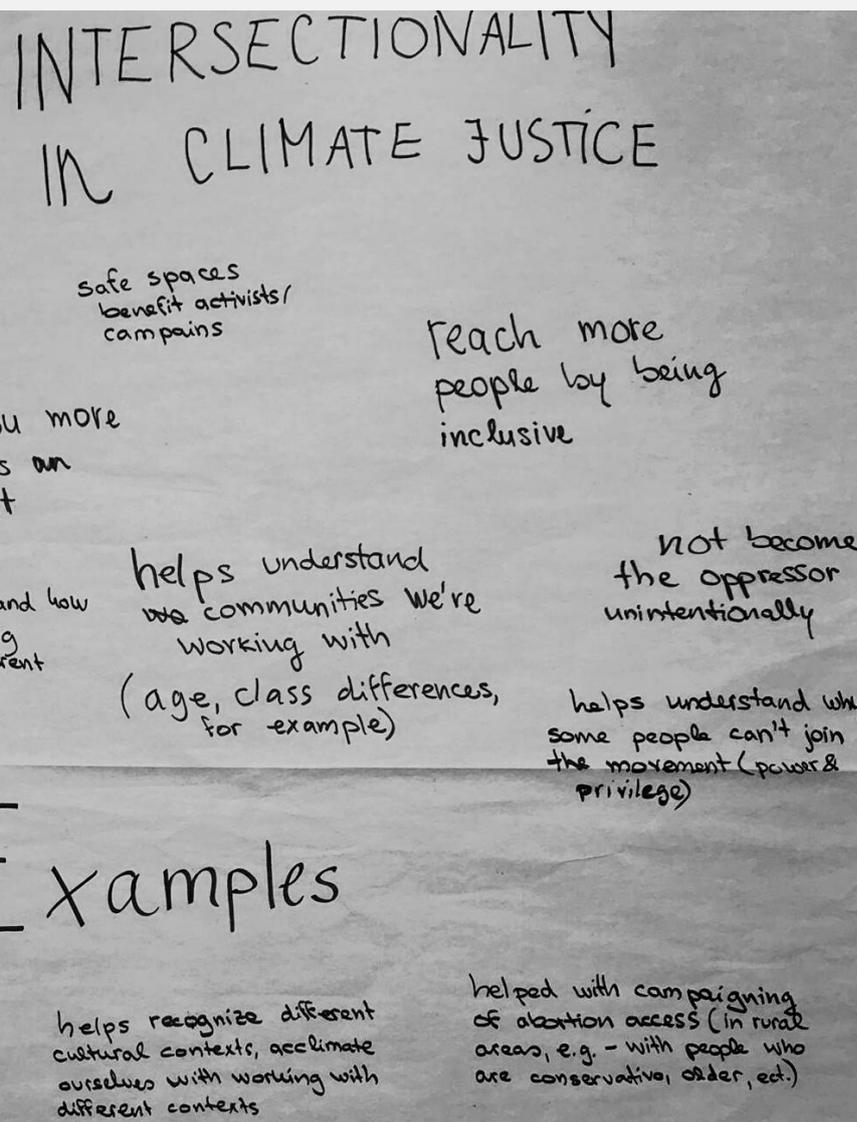
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TOOLS TO EXPLAIN WHY INTERSECTIONALITY MATTERS IN CLIMATE JUSTICE

A three-hour workshop excellently facilitated by Young FoEE volunteers: Ieva, Ezmi and Joseph



"This workshop brought us closer to the multi-layered concept of intersectionality and made us reflect about power and privilege. Moreover, we were invited to challenge our own privileges and assumptions related to factors like race, gender, nationality and others. Applying this back to our work, we basically rethought our struggle for climate justice from an intersectional perspective. And finally, we found out in a very visual way that while every one of us has found different obstacles and intersections on our way, we are on the journey together." - Laura, Germany



CHAIR OF POWER

Tool adapted from 'Training for Change Collective'

Time needed
30 minutes

Preparation needed

- Chair, table or other movable object

WHY USE THIS TOOL?

This tool helps participants grasp the concept of power and understand that allocation of power can be arbitrary, that perceptions are different, and that an impression of power can be altered. After using this tool, present and discuss definitions of power and privilege.

DESCRIPTION

Choose a chair/table or another neutral, moveable object in the room. Make sure there are some props and possibilities of rearrangement.

The facilitator asks the group: is this chair powerful? Discuss why (not).

Then follow with the question: how could we make this chair more powerful? And invite participants to take action correspondingly (e.g. using props, lifting the chair up on a table, turning it upside down).

Discuss what has changed. Do people perceive the chair as more powerful? Why?

IDENTITY MAPS

Preparation needed

- Signs with aspects of social identity (for example, race, class, age, gender identity, etc...)

Tool adapted from the 'Safe Zone Project'

Time needed
45 minutes

WHY USE THIS TOOL?

This tool helps to reveal the diversity of identities within the group. Each participant will have a different or very similar experience of their identities. The tool helps participants to share common struggles in the movement or their day-to-day life and other participants to it better.

DESCRIPTION

Hang signs around the room naming aspects of social identity like racial/ethnic background, class, gender identity, sexual orientation, age, nationality, education, religion, immigration status.

To begin, invite the group to stand together in the middle. Then ask the group several questions: for each question the group chooses the social identity that feels most relevant for them in that context.

After each question invite some reflections on why people chose that aspect or what their experience is in that identity. Also observe the amount of people who chose a certain aspect, are they alone or in a group?

Questions:

What's the part of my identity that...?

- I am most aware of on a daily basis
- I am least aware of on a daily basis
- was most important in my family growing up
- I feel is difficult to discuss with others who identify differently
- I wish I knew more about
- gives me the most privilege
- I believe is most misunderstood by others
- makes me feel discriminated against
- I haven't thought about yet?

End with an evaluation, giving everyone the opportunity to share their feelings and experiences.

WATER GLASS EXERCISE

Time needed
20 - 25minutes

Preparation needed

- Glasses (the same number as participants)
- Jugs of water

WHY USE THIS TOOL?

The tool can be used to explain the different between formal education (teacher centered) and popular education (students centered)

DESCRIPTION

Facilitator places one glass in front of each participant, making sure that participant can see the rest of the room and the glasses of the others. The facilitator explains that the exercise requires silence and observance of what is happening in the room,

Then, the facilitator starts pouring water into each glass,. For the purpose of the exercise the facilitator can distribute the water unequally and can also make comments such as 'I'm so glad I have so much knowledge to give to you!'. This particular exercise was done in silence with unequal water distribution.

After everyone has received some water in their glasses, the facilitator asks some questions, including:

- How did you feel during this exercise?
- What did you observe happening?
- What do the glasses of water represent?

Tool adapted from 'Training for Change'
Collective

Facilitated by Živile



After a round of reflections ask everyone to stand up with their glasses and announce that the group will do something different this time. Ask everyone to go around the room and greet each other, doing whatever they want with their water (participants can share it, get rid of it, etc.). After some time facilitator can also join in distributing the rest of the water they have or taking water from the participants .

After the exercise debrief with everyone:

- How did it feel this time?
- What was the main difference from the last exercise?
- How does the simulation relate to real life?

CLIMATE CHANGE & SEXUALITY

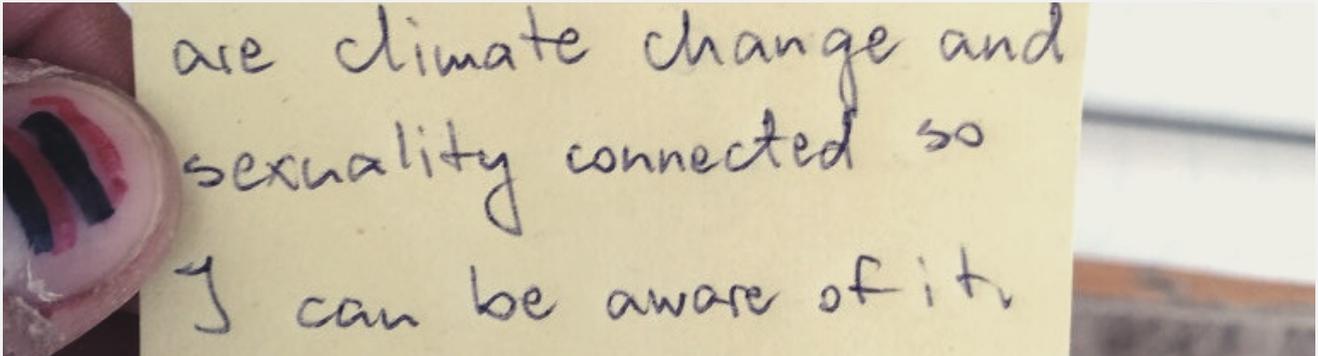
Preparation needed

- Participants who have agreed beforehand to participate in the panel and explain their experience related to the topic
- A list of questions prepared to guide the panel

Time needed

1 hour

Facilitated by Joseph, Ieva and Ezmi



"WHY IS IT IMPORTANT TO TALK ABOUT SEXUALITY IN THE CLIMATE MOVEMENT?"

WHY USE THIS TOOL?

This tool helps to understand the connection between climate change and sexuality from an intimate perspective and allow people to identify common experiences and common situations of participating in the wider environmental movement and share them in an interview-style talk.

DESCRIPTION

All participants make a circle with the facilitator and panelists and they will keep this position for the whole exercise.

The facilitator starts the discussion by asking the same question to the whole panel. The first one is "Why is it important to talk about sexuality?"

Each panelist then takes turns to answer and the facilitator gives time to participants to comment on anything related to the stories they have heard. The facilitator then encourages opening up a short debate. The same structure is upheld for the rest of the questions and the rest of the panel:

- **Do you see yourself as different from others in the movement/work/life because of your sexuality?**
- **What is one thing you would say to people who would like to be allies?**
- **What is something you would tell others struggling with their sexuality/ to your younger self?**
- **What are some concrete steps people could take to be more inclusive towards LGBTIA+ people?**



CLIMATE CHANGE & MIGRATION

Preparation needed

- A ball of wool
- Cards which have different terms on them: economic growth, rising sea levels, droughts, floods, CO2 emissions, melting icecaps, migration, global travel, rising water temperature, salination of soil, hurricanes, use of fossil fuels, drinking water shortage, violent conflicts, new mobile phones, global inequality, capitalism, refugees.

Time needed

1 hour

WHY USE THIS TOOL?

This tool helps to identify the ways in which climate change is related to migration and to interconnect different terms related to climate-induced migration.

DESCRIPTION

The facilitator provides all participants with one card and they make a circle holding them visibly. One participant gets a ball of wool, keeps the end of the thread and throws the rest of the ball to someone, whose term they hold is

related to their own one (e.g. droughts can lead to migration). Participants then have to argue the possible relation between terms. The facilitator encourages the rest of the participants to contribute with more arguments. The process continues. When the last links are done and the wool net is made, the facilitator leads the discussion, which focuses on interconnections established during the process and also touches on other possible relations between terms, which haven't been communicated yet. All participants have to hold their terms and the wool strings until the exercise is finished.

CRITICAL WHITENESS

Time needed

1 hour

Preparation needed

- Small pieces of paper and one pen for each participant.
- Cards which are written periods of ages from 0-5, 6-10, 11-14, 15-18, 19+

WHY USE THIS TOOL?

This tool helps to identify the ways in which participants internalise racism in their life, to deconstruct the potential root causes of a racist society and to identify collective ways of challenging oppression.

DESCRIPTION

The facilitator provides a few small pieces of paper and one pen to every participant. They write down memories of black people and people of colour in their life, starting from their early childhood up until now. Each memory has to be written in one small piece of paper.

Then the facilitator asks participants to split up in pairs and go for a walk to talk about what they wrote down. After the walk, facilitator asks them to make a circle. In the center there are the ages cards. Participants should sort their pieces of paper into the timeline, in regards to how old they were at the time of each memory (0-5, 6-10, 11-14, 15-18, 19+). Once all the cards are sorted, the facilitator starts to ask some questions to start a discussion.

- **What pictures of black people did you grow up with?**
- **What was taught to you in school?**
- **When did you notice you were white?**

The discussion is continued with such questions which will help participants to visualize the racist stereotypes they have grown up with.



NEEDS & FEELINGS

Time needed
1 hour

Preparation needed
• Sheets with basic feelings
and basic needs

WHY USE THIS TOOL?

This tool helps participants to understand different feelings and match them with basic human needs, which are not fulfilled. It helps to have a general idea about basic needs related to autonomy, physical nurturance, integrity, play, interdependence, spiritual communion, and celebration.

DESCRIPTION

The facilitator gives each participant one sheet with basic feelings and needs listed and explains the connections between them. Then the facilitator asks each participant to remember one situation they have experienced and think about 3 feelings that were caused in that particular situation (example, sadness, anger, ignorance). Participants write down those feelings.

In pairs, participants show the feelings they have written down to each other. Each participant has to guess which basic human needs could be left unfulfilled behind the feelings written down. The sheets guide participants to identify different fields of basic human needs. Once they have been guessed, the pairs swap the roles and continue the same process.

Finally all participants in a circle share their impressions of the exchange.

