



# **TUC Discussion Leaders Course on Environmental Awareness and Eco-Skills for a Changing World**

## **Activities**

## Course Aims

This course will enable you to:

- communicate more effectively around environmental awareness and eco-skills for a changing world
- develop your knowledge and arguments about environmental issues
- become familiar with a range of facilitation methods and resources
- plan, prepare and deliver an information/education session
- evaluate information/education sessions and identify best practice
- prepare own next steps to become involved in discussion leading

Day 1	Day 2	Day 3
<p><b>Activity 1</b> Introductions</p> <p><b>Activity 2</b> Identifying Good Practice as a Discussion Leader/Facilitator</p> <p><b>Activity 3</b> Getting Your Message Across</p> <p><b>Activity 4</b> Education Methods Green bingo!</p> <p><b>Activity 5</b> Speaking up and – promoting the green agenda</p> <p>Summary of new materials/energy/systems It's not all doom and gloom! (statements and countering common arguments)</p> <p><b>Words for the day</b> <i>Environmental sustainability</i> <i>Biodiversity</i> <i>Carbon footprint</i> <i>Greenhouse effect</i></p>	<p><b>Activity 6</b> The Pound Shop Activity. What are the green issues?</p> <p><b>Activity 7</b> Preparing and running a session</p> <p><i>Reviewing sessions</i></p> <p><b>Words for the day</b> <i>Kyoto protocol</i> <i>Dumping ground</i> <i>Renewable energy</i> <i>Green champion/rep</i></p>	<p><b>Activity 7 (continued)</b> Preparing and running a session continued</p> <p><i>Reviewing sessions continued</i></p> <p><b>Activity 8</b> Next steps and progression</p> <p><b>Activity 9</b> Course evaluation</p> <p><b>Words for the day</b> <i>Environmental management system</i> <i>ISO14001</i></p>

## Activity 1: Introductions

### Aims

This activity will help you to:

- know more about each other
- practice interviewing, listening and note-taking skills
- consider introduction methods

### Task

You will be asked to use one of the following methods to introduce yourself to the rest of the course. Use the headings below to guide you.

- Their name
- Jobs they have done or would like to do
- One thing that they know or have heard about environmental sustainability
- What is their most wasteful activity?

#### Method 1

Prepare a statement introducing yourself to the rest of the course.

#### Method 2

Talk to another course member about themselves. They will then interview you. Take some brief notes so that you can introduce your partner to the rest of us.

#### Method 3

Work as a larger group of 4 or 5. Elect someone to write notes on a flipchart. Elect a spokesperson to introduce your group.

### Report Back

The 3 methods will enable 3 different types of introductions to be given to the rest of the group.

#### Words for the day

(Add other words as they crop up in the activity. What do they mean?)

#### Environmental sustainability

## **Activity 2: Identifying Good Practice as a Discussion Leader/Facilitator**

### **Aims**

To help you to:

- review your experiences of education in the past
- consider what works when dealing with audiences/learners and what doesn't work.

### **Task**

In groups think about different types of education you have experienced e.g. at school, trade union, apprenticeships, colleges, universities or other ad.

- identify one of these experiences that you found good or interesting and one that you found bad or boring.
- explain why this was the case.
- on a flip chart draw up a list of Do's and Don'ts which will help you as a discussion leader to get the message across to:
  - ⇒ a group of young people
  - ⇒ to a campaign group
  - ⇒ to a pensioners group

### **Report back**

Write up your report on a flip chart and elect a spokesperson.

### Activity 3: Getting Your Message Across

**Aims** To help you to:

- think about the different ways that people are given information during education/information sessions.
- identify what methods to use in particular situations

**Task** In your small group, or your facilitator may do this with the whole group:

- On a flipchart list a variety of different methods that can be used to help people understand information, e.g. discussion groups, presentations, video
- Identify the advantages and disadvantages of each one.

### Report back

Your key points will be written up on a flip chart and you will be able to discuss the points as you go along.

### Activity 4: Education Methods - Green Bingo!

**Aims** This activity will help you to:

- ⇒ find out more about what people know about environmental issues
- ⇒ identify the range of issues we are talking about

**Task** Talk to a different person for an answer for each question. When you have completed all the questions your facilitator will give the answers. The first person to get a line of questions correct will win a prize.

#### Words for the day

(Add other words as they crop up in the activity. What do they mean?)

**Fossil fuels**

**Carbon footprint**

## Green Bingo!

<p>1. Which are the three fossil fuels used for energy production?</p>	<p>7. How many of the aluminium cans produced are now recycled?</p> <ul style="list-style-type: none"> <li>• 10%</li> <li>• 50%</li> <li>• 95 %</li> </ul>	<p>11. How many trees can you save in a year by recycling your newspaper every day?</p> <ul style="list-style-type: none"> <li>• 1</li> <li>• 4</li> <li>• 25</li> </ul>	<p>13. How many trees does it take to absorb the average carbon dioxide emissions of one car?</p> <ul style="list-style-type: none"> <li>• 1</li> <li>• 15</li> <li>• 200</li> </ul>
<p>8. If a plastic loop that holds a six-pack together were dropped on the ground in 1534, would it still be intact today?</p> <ul style="list-style-type: none"> <li>• <u>True</u></li> <li>• <u>False</u></li> </ul>	<p>15: What is the number of the UK Environmental Management System – ISO-----?</p>	<p>3. What is the term used to describe a substance that can be broken down and eaten up by micro-organisms like bacteria?</p>	<p>9. How much has carbon dioxide increased in the air since 1850?</p> <ul style="list-style-type: none"> <li>• None</li> <li>• About 5%</li> <li>• 25%</li> </ul>
<p>10. 90% of the cars made in Brazil run on:</p> <ul style="list-style-type: none"> <li>• petrol</li> <li>• ethyl alcohol</li> <li>• coal</li> </ul>	<p>2. What do you call the rain that contains chemical waste and causes damage to plants and animals?</p>	<p>14. How energy efficient are trains, per passenger, compared to cars?</p> <ul style="list-style-type: none"> <li>• About the same</li> <li>• Twice as efficient</li> <li>• 6 times as efficient</li> </ul>	<p>4. The average UK family generates enough rubbish in a year to fill up:</p> <ul style="list-style-type: none"> <li>• their master bedroom</li> <li>• their whole house</li> <li>• the O2 Arena</li> </ul>
<p>6. In total, how much of your life will you spend opening and reading junk mail?</p> <ul style="list-style-type: none"> <li>• One week</li> <li>• One month</li> <li>• Eight months</li> </ul>	<p>12. The amount of carbon dioxide in the atmosphere would be reduced by a billion pounds (454 million kg.) each year if every UK family</p> <ul style="list-style-type: none"> <li>• planted one tree</li> <li>• recycled glass bottles</li> <li>• ate less beans</li> </ul>	<p>5. During the age of the dinosaurs, a species went extinct every thousand years. Now species are believed to go extinct at a rate of:</p> <ul style="list-style-type: none"> <li>• one per year</li> <li>• one per month</li> <li>• several each day</li> </ul>	<p>16. Give 1 reason why employers and staff should be involved in environmental issues at work.</p>

## **Activity 5: Speaking Up and – Promoting the Green Agenda**

### **Aims**

This activity will help you to:

- identify the range of environmental issues we need to promote
- understand the arguments for and against and be able to counter them

### **Task**

Working in two groups, write on post-its either:

- arguments to save the environment
- arguments against saving the environment

On a flipchart group your post-its into 3 or 4 key points. Write the key points on a new flipchart.

Exchange your flipchart with another group.

Answer the points on the flipchart you have been given.

### **Report Back**

Elect a spokesperson to report back your answers.

#### **Words for the day**

(Add other words as they crop up in the activity. What do they mean?)

Biodiversity

Carbon free

Climate change

Emissions

## Activity 6: The Pound Shop Game

**Aims** To help you to:

- identify what items are made from
- find out their life cycle and how long they take to degrade and/or how as waste they affect the environment

### Task

Your facilitator will give you some different goods that can be found in any Pound Shop. Research

- what they are made of
- how long they take to break down
- where do they end up as waste and how this affects the environment
- suggestions to reduce the problem

### Report back

Elect a spokesperson to report back your key points.

#### Words for the day

(Add other words as they crop up in the activity. What do they mean?)

How long does it take for standard plastics to fully disintegrate?

Plastic coated paper milk cartons	5	years
Plastic bags	20	years
Plastic cups	250	years
Plastic 6-pack holder rings	450	years
Glass bottles	1 million	years
Plastic bottles	forever	

Dumping ground

## **Activity 7: Preparing & Running a Session**

**Aims** To help you to:

- plan an educational session in detail
- get practical experience of running a session

### **Task**

You are asked to prepare and run an information/education session which will take about 50 - 60 minutes

The rest of the group will be your audience. You need to inform them what sort of group they are. e.g. young, old, trade union, community group

Take account of the following points:

### **Planning**

- who is the session for?
- what do you want the participants to get out of it?
- what task will you set?
- what resource materials and equipment will you need?
- how will you divide the time?
- how will the facilitators share responsibilities?
- how will you arrange the room?

### **Running the session**

How will you:

- introduce the session?
- make sure that the task or message is clear?
- check the groups are making progress or that people are understanding what you say?
- take reports/questions?
- close the session?

At the end of each session the group will carry out a review.

## Reviewing Sessions

Use this worksheet to jot down any thoughts that you may have about the session, organisation & control of session, things you liked/didn't like or which could have been done differently

### The structure of the session

Introduction and setting aims/key messages

### The main body of the session - planning and organization

Strong points

Areas to improve

Was equality and diversity integrated into the session

## **Time management**

Facilitator/Team management
Use of resources
Were participants involved and interested?  Were they asked to do anything as follow up e.g., sign a petition, attend a meeting etc?

## **Style and Approach**

User friendly
Jargon /was it explained?
Body language and gestures

## **Summary and conclusion**

Did the key message come across?
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## **Activity 8: Next Steps and Progression**

**Aims** To help you to:

- consider how you can use the skills and knowledge you have gained
- identify opportunities and potential barriers

### **Task**

In your group discuss what plans you have for using and developing your skills as a discussion leader. Use the Next Steps Plan on the next page to identify:

- what you would prioritise as a specialist topic
- other skills you would like to develop
- practical things you will need to do
- barriers you might face
- assistance you may require
  - from a trade union
  - from an employer
  - from the community
  - from the media
  - from political parties and MPs and MEPs
  - from each other
  - from anyone else

### **Report back**

Explain your action plan to the rest of the group.

**Next Steps Plan**

	<b>Priority specialist topic</b>	<b>Barriers</b>	<b>Assistance</b>	<b>Who from</b>	<b>By when</b>
<b>Priority specialist topic</b>					
<b>Skills to develop</b>					
<b>Practical things to do</b>					

