

1.5 MAX

Real World Climate Education



1.5 MAX 2022 : Global Schools' Climate Summit

Event Guide



a Sustainability Partnerships project

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Introduction

Thank you for choosing to run the **1.5 MAX** Summit in your school or youth group. It is your enthusiasm and commitment to make a difference which makes this event possible.

Sustainability Partnerships created the *Global Schools' Climate Summit* programme in the lead up to COP26 during the height of the COVID-19 pandemic - a time when activity in many classrooms around the world was severely disrupted. Even in those difficult times we recognised an opportunity to devise something new for schools and young people to engage with, something that would connect young people across the world and unite them in pursuit of a healthier planet and a better and more equitable future for all.

We believe that **1.5 MAX** is a much needed opportunity to raise the subject of climate and sustainability education, empowerment and action. Education, empowerment and action are vital to avoid runaway Climate Change and environmental degradation, for mitigating the impacts that have already happened, adapting to those that are inevitable, and managing the risks of future disasters. We want to see our education systems pushing further in the direction of true, whole-school approaches to sustainability and environmental education, for it is only through guiding our young people to honestly engage with Climate Change today that we will bring about the kinds of social and economic changes needed to halt Global Heating, and its consequences, tomorrow.

Our hope is that **1.5 MAX** will help you and your young people build the confidence to tackle local issues on the ground and the resilience to persist in the face of social or policy inertia; the creativity to develop new ideas and ways of working together and the skills to make those ideas a reality. Most importantly though, we hope that at this pivotal moment in time it will help empower young people in the knowledge that positive action for positive change is possible - as well as necessary.

We are sure that you will enjoy the Summit as much as previous participants have, and that it will create a legacy for your school and community that lasts far beyond these three days. The pledges you and your young people make on the

final day of the Summit could make waves you may not even have thought possible.

1.5 MAX is just a starting point. Simply by taking part YOU ARE ALREADY THE CHANGE-MAKERS!! Thank you again for your involvement, your time, and your passion.

Sustainability Partnerships and the **1.5 MAX** team.

September 2022

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Activity Overview

Activity A: Video Stories

The Video Stories activity punctuates the other **1.5 MAX** Summit activities. The content of these five short videos has been selected to broadly align with the themes of COP27 and prominently features the voices of younger people.

This activity is designed to act as an effective ice-breaker, allowing participants to reflect on various aspects of Climate Change, and to openly discuss their reactions to the global emergency in a safe and supportive environment.

Allowing young people to express and share their thoughts and feelings about what they have encountered in the videos helps build personal confidence as well as highlighting the significance of what they are undertaking during the Summit.

This activity offers participants a springboard for building empathy for, and solidarity with, the members of their own group, their Cluster, and the wider cohort of young people taking part in the Summit from around the World.

Activity B: Keynote Speakers

In this activity, participants meet online to hear from a range of stakeholders and rights-holders—such as youth activists, representatives of non-governmental organisations, and academics—who are on the frontline of climate, environmental and sustainability action.

The talks and presentations offer diverse perspectives and act to connect participants to two of the Summit's core aims: to foster a sense of international solidarity and to highlight the global nature of the ongoing Climate and Ecological Emergency.

Activity C: Getting to Know You

This activity is designed to allow participants to discover more about each other's circumstances and experiences.

Before the Summit participating groups will have shared material about themselves online, ranging from their geographical location and social context to cultural matters like their food, sporting, or music traditions. Through this, participants from diverse backgrounds are given the opportunity to learn about each other's lives

and to speak directly to people who are the same age as them, whether on the other side of their country or on the other side of the globe.

The purpose of the activity is to highlight that climate, environmental and sustainability issues impact everyone, allowing participants to build empathy for each other and for the plight of others.

This activity feeds into another of the core aims of **1.5 MAX**: to generate an international network of support for positive community action.

Activity D: Country Comparisons

This activity develops systems thinking and critical literacy around the use of data and the topic of international climate change contributions.

The central question of this activity is, “Which countries are responsible for the world's biggest carbon emissions, and why?” Through examination of a selected sample set, space is provided for participants to take the lead in their own learning and to pursue the information which most interests them. This enhances the confidence of participants to engage with complex issues and to research and organise complex information.

Activity E: Ideas Lab

This two-day activity is at the centre of a **1.5 MAX** Summit. In the weeks before the Summit each of the participating groups will have considered their local climate, environmental and sustainability challenges and prepared a ‘Problem Statement’ that identifies an element of particular interest or concern to them.

The Ideas Lab activity gives participants an opportunity to further develop their pre-summit work through tasks which feed into the Summit’s Panel Event and Climate Pledges session. This activity may also inform the Pledge to Project initiative, in which participants are encouraged to move beyond the Summit and towards real action for positive change in their community.

A wide range of problems are considered, such as pollution, resource extraction and use, soil erosion and deforestation, land use, infrastructure, carbon mitigation, waste management, vulnerabilities to extreme weather events like flooding or heatwaves, as well as possible adaptations to Climate Change and changes in practices.

Focusing on a local problem enables pupils to address real world issues impacting their day-to-day lives. Considering actions to solve or reduce local problems encourages young people towards a positive outlook and an empowered sense of engagement with climate, environmental and sustainability issues.

There are three elements to the Ideas Lab activity:

Ideas Lab Session 1: Problem Statements

The first Ideas Lab activity involves a review and discussion of the problem statements from each of the Summit's participating groups. The activity makes it clear that local climate and sustainability problems, although different, are global and experienced by everyone.

Ideas Lab Session 2: Problem Solutions

In the second Ideas Lab activity groups shift their focus to their own Problem Statement. Incorporating ideas gleaned from their review of the Problem Statements of other groups. Here the group work together to refine their thoughts and approaches as they develop a Problem Solution.

This activity promotes group-learning and provides an opportunity to work collaboratively on a matter of shared personal interest or concern while applying open and critical thinking.

Ideas Lab Session 3: Communications

Imagination and innovation are essential to break from the everyday practices which are driving the Climate and Ecological Emergency. The final Ideas Lab activity gives participants the opportunity to be inventive, to express themselves, and to communicate their ideas around positive change in a free and creative way.

Building further on their work and thinking, participating groups develop objects, project designs, campaigns, videos, prose or artworks inspired by the climate, environmental and sustainability problems they have been examining. These are presented to their Cluster groups and to the wider Summit as a whole through the Panel Event which follows.

Activity F: Panel Event

In this activity all Summit participants sit in with an international panel of climate and sustainability experts as they draw out some common themes they have encountered across the event. Offering support and encouragement, the Panel highlight novel ideas and best practice, and drawing on their own experience and expertise may even suggest potential next steps as the participants move towards making their Climate Pledges.

This activity is designed as a celebratory event which recognises the enthusiasm of the groups and the diversity of their approaches in addressing some of the issues facing their communities. It is also a chance for participants to say goodbye and thank-you to the other young people they have been working alongside.

Activity G: Climate Pledges

Making personal and group Climate Pledges brings into focus what can actually be achieved by individuals and groups to tackle the climate and sustainability problems they face. The pledges are framed as a public commitment towards positive action for positive change.

The scope of a pledge is not taken in isolation, as it can encompass everything from individual, to group, to wider community action.

Making public pledges is a sign of personal and group empowerment, demonstrating that young people can be, and are, active, responsible global citizens positively contributing to society and addressing the global issues that are playing out where they live.

Post-summit activities

Although not part of the scheduled event the **1.5 MAX** Pledges to Project initiative builds on the interest, passion, and energy of the young people who have taken part, and supports them in making their Idea Lab work and Climate Pledges a reality. We have included some encouraging and practical suggestions in a document called '**How to make your pledge a reality**' at the end of this event guide.

Activity A: Video Stories

This activity takes place five times across the three days of the Summit and gives participants an opportunity to express their thoughts and feelings, to identify shared concerns or ideas, and to produce a list which represents the group's reaction to the video.

The videos for these sessions are:

Youth for climate action: breaking barriers (2:30)

In this uplifting video young Climate Activists remind us that although humans are the cause of Climate Change each one of us is also part of the solution - our action counts! As they say, "Once we see action, hope inevitably comes." (2019)

[Watch On YouTube](#)

The climate crisis is a social crisis (1:50)

This video emphasises that Climate Change and Global Heating have the greatest impact on those who have contributed to it the least, and that 50% of the planet's Greenhouse Gas Emission are produced by the richest 10% of the global population. (2021) [Watch On YouTube](#)

One Earth (4:30)

This short film by Romain Pennes tells the story of how we use resources for our short-term profit. With images of deforestation, mining, fossil fuel burning, pollution and waste, we are challenged to think about how the global economy leads to many of the environmental issues we face today, including Climate Change and the extinction of animal, plant, and insect species. (2021) [Watch On YouTube](#)

Youth voices for Climate Justice (3:28)

A granddaughter and grandmother write to each other across the generations, talking about their very different worlds, and expressing their hopes and fears about Climate Change and the future of the planet. (2022) [Watch On YouTube](#)

Greta and eight young activists reveal how the climate crisis is shaping their lives (3:35)

Nine young climate activists from across the globe explain how Climate Change is affecting their lives and who inspires their efforts to make our planet a better place. Swedish climate activist and founder of the global Fridays for Future movement reminds us that young people have a powerful voice in the fight against Global Heating, and the right to be heard. (2020) [Watch On YouTube](#)

You will need:

- pens and three slips of paper/card for each participant
- a device for playing the video
- access to the 1.5 MAX 'Video Stories' and 'Video Stories Responses' Wakelets
- The videos can also be [on our website](#), or via [this YouTube playlist](#).

Instructions

- Introduce the video
- Explain to participants that they have three slips of paper/card on which to write down three words or short phrases that describe their thoughts or reactions to the video - let them know that these will be shared with the group after the video but will remain anonymous
- Play the video
- Collect the notes
- Explain to the group that as the notes are read out participants might like to think about whether their responses can be organised into themes
- Read out the notes in a random order, prompting group discussion about the video and the response to it. *Do the responses fit into any possible themes?*
- Towards the end of the session encourage the participants to summarise the key points of their discussion into a short statement or list of bullet points
- Share the statement/list with others on Wakelet

Activity B: Keynote Speakers

Joining a pre-arranged video conference all participants are invited to watch 10-minute presentations from a range of stakeholders and rights-holders--such as youth activists, representatives of non-governmental organisations, and academics--who are on the frontline of climate, environmental and sustainability action.

This video conference begins with a welcome from the Event Host, who will then introduce the first keynote speaker.

Speakers

Dr Sonu Kumar and the Monastic School Eco Club

[Watch On YouTube](#)

Dr Sonu Kumar is the Managing Director of Nepal's Monastic Secondary school in Janakpur, which is an institution that gives priority to environmental education for young people. Nepal is one of the world's most climate vulnerable countries, and the Monastic School's Eco Club was specifically established to cultivate environmental awareness amongst students, and to promote understanding and a readiness to act on environmental issues. "Preparing learners for the responsibilities they will face in their lives" is central to the values of the school, its teachers, its parents and its young people.

Monastic Higher Secondary School, Janakpur, Nepal: monastic.edu.np

Peter Cairns

[Watch On YouTube](#)

Peter Cairns is a serving Board Member of Scottish rewilding charity Trees for Life, and a Senior Fellow of the International League of Conservation Photographers. Peter has worked as a freelance nature and conservation photographer since 1998 and is a founding director of The Wild Media Foundation, the Social Enterprise behind projects such as Tooth & Claw, Highland Tiger and 2020VISION. In 2015 Peter founded SCOTLAND: The Big Picture, which produces compelling visual media that amplifies the case for a wilder Scotland.

SCOTLAND: The Big Picture website: www.scotlandbigpicture.com

David Samikwa

[Watch On YouTube](#)

David Samikwa is a 29-year-old Social Scientist and youth activist from Malawi, with expertise in nutrition and food security, tropical agriculture and community resilience. He has served as a youth representative and board member of Malawi's Nation Aids Commission, as a Climate Change Young Leader under the Malawi-Scotland Partnership, and as Youth Change Maker with the Youth Wave Malawi project. David is a passionate advocate for Sexual Reproductive Health and Rights, Gender Equality, community-led Climate Change adaptation and mitigation policies, and Youth Engagement on a wide range of issues.

“I have more than 5 years' experience in youth work. As an advocate, I have been mobilizing fellow young leaders in climate mitigation and afforestation activities. This includes tree planting, briquettes making, biogas production, clean up campaigns in hospitals, markets and schools among other places. I have also been engaging community leaders in the fight against climate change, deforestation, charcoal burning, information dissemination, clean energy usage and forest management.”

Listen to David discussing Climate Change and other issues every Monday afternoon on Malawi Times Radio: liveonlineradio.net

Following the Keynote presentations, the Event Host will give a brief overview of the **1.5 MAX** Summit and how will it work. After the video conference time will be given to allow participating groups to discuss this session before the next activity begins.

Activity C: Getting To Know You

Work for this activity will have been carried out by the group before the Summit and shared with other Summit participants through the appropriate **1.5 MAX** Wakelets collection.

In this relaxed session groups connect online with the other members of their **1.5 MAX** Cluster. After introductions from each facilitator, participants have the opportunity to briefly introduce themselves and say a little about their interests, experience, and climate concerns. The lead facilitator for each Cluster will coordinate the session by calling on each group in turn, giving participants the chance to ask each other questions.

Schedules and contact information for this activity will be made available in the pre-summit facilitator training sessions.

You will need:

- Your calendar invite to the video conference
- Pens/paper for participants to take notes

Part 1: Before the video conference call

- Look through each of the 'Getting To Know You' Wakelet collections from your Cluster's two other groups
- Record your reactions, identifying things that were particularly interesting or unexpected
- As a group think about some questions you might have for the other Cluster members during the video conference call. Each group will have the opportunity to direct one question to each of the other two groups in their Cluster

Part 2: During the video conference call

Introductions

- Position the camera so that facilitators and as many young people as possible can be seen and heard
- Your Cluster's lead facilitator will chair the call, accounting for timings, offering encouragement and support, and giving structure to the session

- The lead facilitator will briefly introduce themselves and their group before handing over to other facilitators to do the same. If participants would like to introduce their group and say a little about them then they should be encouraged to do so

Question and answer session

After introductions are complete, the Cluster's lead group are the first to ask their questions.

- A participant in the lead group now asks their first question to one of the two groups
- The question can be answered by participants, facilitators, or both
- Another participant from the lead group directs their second question to the other group in the Cluster
- With the guidance of the lead facilitator this process is repeated until each of the three groups in the Cluster have asked the other groups their two questions
- Finally, with encouragement and good wishes the Cluster's lead facilitator ends the conference call

After the call the group can discuss their experience and what they have discovered about their fellow participants.

Activity D: Country Comparisons

This activity involves working with data to develop systems thinking and critical literacy around the topic of international Climate Change contributions.

The countries selected are:

- The People's Republic of China
- Costa Rica
- The Republic of The Gambia
- India
- Morocco
- Russia
- Saudi Arabia
- South Africa
- Ukraine
- United Kingdom
- United States

The kinds of data participants will be comparing includes:

- geographic area
- system of government
- gross domestic product (GDP)
- national debt
- inequality index (GINI)
- population total
- median age of population
- average life expectancy
- population below international poverty line
- energy use
- % of energy from renewables
- carbon footprint
- cars per 1000 people
- death from air pollution
- happy planet index

You will need:

- a number line drawn on a whiteboard, blackboard, flip-chart etc (1-11)
- sheets of paper or cards labelled with each of the country names above. These 'country cards' can be created beforehand, in the session by participants, or printed from the available resources on the [1.5max.org website](https://1.5max.org/website)
- access to the dataset - available from the [1.5max.org website](https://1.5max.org/website)

Instructions

Introduce the 11 countries and the Fact Files and give a brief explanation of the kinds of data they contain.

Explain that the aim of this session is to gather and analyse data in order to understand some of the social and economic factors that are driving Climate Change, and to develop an assessment of how well (or not) different countries are doing to limit Global Heating to 1.5°C.

Part 1

The whole group will work together to order the countries. Use one set of country cards so participants can work together to order along the number line.

- Create a number line on the board (1-11)
- Invite participants to order the country cards by population size before asking them to look at the data in the Fact Files. The group should be encouraged to self-organise their estimate into a line in the classroom, with lowest at one end and the highest at the other
- When participants have decided the order make a note of it on the number line on the board for later reference
- Create two or more number lines and encourage participants to suggest what data they could compare next, for example: 'carbon footprint' and 'life expectancy' etc, and then repeat step 2
- Continue as time allows

When this part of the session is complete give participants access to the Country Fact Files and, working together with them, and if needed reorder the country data on the number lines into the correct order.

Group Discussion

- Where did participants get the order of the cards right, nearly right, or wrong?
- What did participants expect and why, and were there any surprises?

Part 2

Explain to participants that they are going to gather data and use their analytical skills to find possible links between the different kinds of information in the Country Fact Files. For instance, is there a link between GDP and carbon footprint, or between life expectancy and literacy etc? You may wish to divide participants into subgroups to do this. Where possible guide participants to carry out this data analysis themselves and to research any additional information they may need to complete their analysis. If time allows participants may wish to share their findings with the group.

Group Discussion

- Did participants find similarities in the data between the different countries?
- Where do participants think that the links between different aspects of the data might be significant and where do they think they might be insignificant or coincidental?
- Did participants discover anything surprising or unusual?
- What other kinds of information might be needed to improve their analysis?

To round off this session you may wish to discuss with participants how access to reliable information and data is important to inform public debate and political policy on climate, environmental and sustainability issues.

Activity E: Ideas Lab

The Ideas Lab is a thread which runs through a **1.5 MAX** Summit. It brings a focus to local climate, environmental and sustainability issues, as well as to actions that might be taken to address those issues.

Work carried out in the three sessions feeds into the Summit's Panel Event and the Climate Pledges activity. It also informs participant's thinking for the Pledges to Project initiative through which groups are encouraged to move beyond the Summit and towards real action for positive change in their community.

Session 1: Problem Statements

Session 1 of the Ideas Lab involves the review and discussion of the Problem Statements from other participating groups. The activity makes it clear that climate and sustainability problems, although different, are global and experienced by everyone.

The first half of this session is given over to reviewing all the problem statements in the **1.5 MAX** Wakelets repository, with the second half used to discussing how the Problem Statements and Problem Solutions of other groups might relate to your own.

You will need:

- access to the Wakelet collection containing all **1.5 MAX** Problem Statements
- pen and paper to capture reactions to other groups' Problem Statements
- paper to capture the ideas that could be relevant to the own group's Problem Statement

Instructions

- Read out the titles of all the **1.5 MAX** Problem Statements
- Split into subgroups
- Give each subgroup a set of Problem Statements to review
- Ask everyone to write a few words or short phrases that describe what they feel or think as you went through the Problem Statement. Explain that they will be anonymously shared by the facilitator later
- Subgroups will identify how solutions proposed in the Problem Statements could be relevant to their group's own Problem Statement

- Retain this work for use in Session 2 of the Ideas Lab

Session 2: Problem Solutions

The second Ideas Lab session involves groups focusing on their own Problem Statement. This activity promotes group learning and provides an opportunity to work collaboratively on a matter of shared personal concern, applying open and critical thinking.

You will need:

- Your own group's Problem Statement
- The ideas for solutions from other groups - they may be relevant to your own problem
- Pens, cards or paper, to be write down solution ideas for other group's problem

Instructions

- Go through your group's Problem Statement to remind yourself of the impacts of your problem and your initial solution ideas generated in the previous session
- Write your initial solution ideas that were included in your group's Problem Statement on post-it notes or cards/paper
- Add solution ideas from other groups that may be relevant to your problem

Students will now review and discuss the collected solutions and consider if there are any gaps or issues with these solutions?

Rapid Ideas Lab:

- Ask the participants to come up with additional solution ideas, keeping the group and its Problem Statement in the centre of their thinking. At this point all ideas should be recorded and none ruled out!

Selecting and sorting:

- Ask the participants to look through the solutions and identify the ones they think are good or bad, practical or impractical, relevant or irrelevant. Where possible encourage the participants to explain their thinking
- The solutions considered impractical or irrelevant may now be ruled out

- Sort the solutions on the post-it notes or cards into common themes. These could include things like technical and scientific solutions, education campaigns, behaviour change, policy initiatives, or digital solutions, etc.

At the end of this session take a photograph(s) of your solution ideas and share them with the other groups in the **1.5 MAX** 'Reactions' Wakelet. This material will be reviewed by the **1.5 MAX** Panel as well as being useful for preparing the personal and group Climate Pledges in Activity G.

Session 3: Communications

The final Ideas Lab session gives participants the opportunity to be inventive, to express themselves, and to communicate their ideas around positive change in a free and creative way.

During this session participants are free to choose the form their Ideas Lab Communication will take. There are some suggestions for Communications Ideas at the end of this section.

What you will need depends on your proposed solution:

- Perhaps paper, cardboard, art materials, props, Lego, digital media ...

Instructions

- Review and discuss the ideas the group generated in Session 2.

Decide on the group's Communication(s):

- It can be anything the decides: a poster, a model, a song, a dance, a video, or something else. There are some suggestion at the end of this section.

Decide how the Communication(s) will be prepared:

- Encourage the group to self-organise. Although this is likely to involve dividing into subgroups to work on different aspects of the project, exactly how the group structures itself will depend on the nature of the chosen Communication.

Work on the Communication(s):

- Towards the end of the session bring the work together and take photographs, videos, audio recordings etc of the Communication and then share it to the **1.5 MAX** 'Communications' Wakelet.

Creative Suggestions for Ideas Lab Communications

There are no limits on the ways that groups might communicate or present their Problem Solutions. The ideas and suggestions below are given as examples for reference only.

The solution to your Problem Statement may involve any, many, or none of the items on the list below:

- informative and/or promotional video, audio
- article, story, poetry
- performance, music, drama, dance
- posters, leaflets, animation, map
- public art, model, cityscape
- activities, games, campaigns, events
- teaching resources, press packs, briefings for government

Example communications for Problem Statement X:

- A poster or leaflet campaign informing people about X
- An advertising or marketing strategy to raise awareness of X through print, broadcast, and/or social media
- A social media engagement strategy encouraging people to write to (a person, organisation or body) about X
- A theatre production informing young people about X and what they can do to help
- A petition demanding action from local or national government on X
- An arts, music, film, science or book-based event focusing on and raising awareness of X
- A technical, scientific, or engineering proposal to mitigate against or adapt to X

Activity F: Panel Event

This activity is designed as a celebratory event which recognises the enthusiasm and creativity of the participating groups along with the diversity of their approaches to addressing some of the climate, environmental and sustainability issues facing their communities.

You will need:

- pens and paper for taking notes

Instructions

During the video conference encourage participants to write down interesting comments from the **1.5 MAX** Panel.

Group Discussion

After the call participants are encouraged to make observations and draw together their conclusions about the themes and solutions emerging from the Ideas Lab work across the Summit.

Notes for 1.5 MAX Panel

- Before the summit starts, the panel will be able to review the participating groups' Problem Statement and Getting to Know You material
- After Day 2 of the Summit, the panel will be able to review and discuss the groups' Ideas Lab Solutions
- On Day 3 the panel will be able to review and discuss the groups' products
- Organisers will minute the Panel's pre-activity discussions and comments made during the activity itself

A summary of the **1.5 MAX** Panel's thoughts may be provided to groups after the Summit.

Activity G: Climate Pledges

Making personal and group Climate Pledges challenges us to think about what can actually be achieved by individuals and groups in their own communities. The pledges are framed as a public commitment towards positive action for environmental change.

You will need:

- Pledge Cards. Samples are available to download and print on the [1.5max.org website](https://www.1.5max.org), or participants can make their own
- your group's Problem Statement, Problem Solution(s), and Communications from the Ideas Lab
- Problem Solutions from other groups working on related issues
- access to Wakelets

Instructions

Explain how the summit will close with a group Climate Pledge.

Participants engage in a short discussion about making group pledge for action. The pledge can be based on the group's Problem Statement or Problem Solution, from ideas suggested or inspired by the other groups, or something completely new.

- Hand out the pledge cards and ask participants to discuss and write a pledge for action which relates to their school or club and/or the wider local community
- On the back of the Pledge Card ask the young people to list organisations, groups, and people they could approach for help with the pledge
 - This could include a school's senior management team, teachers, catering or cleaning staff, family members, or someone in the community. It could include community groups or businesses. Think of people, groups or organisations who might make the group's pledge, or help promote it, or who might be persuaded to make a Climate Pledge of their own.

After this period of review and discussion the final group pledge will be decided and agreed

- Create the group's final Pledge on card, paper, or digitally
- Finalise the text of the final Pledge: what should it say and how should we say it?
- The final Pledge Card can be designed or decorated in any way

When it is ready, take a photograph of your Climate Pledge and share it on the Ideas Lab Wakelet. If time permits, you may also like to record some video or audio of the group reciting their Pledge – which you can also share.

Personal Pledges

Participants will now be given time to think about and create their own personal Pledges. Personal Pledges are for the participants to decide for themselves. At the end of the session participants can be encouraged to read out their Personal Pledge to the group – but as this is a private matter they should not be obliged to do so.

Pledge to Project:

How to make your pledge a reality

During a **1.5 MAX** Summit you and your group will have worked hard to identify sustainability and environmental issues that affect your community, and you will have developed innovative ways to address those problems. By the end of the Summit you will also have made personal and group pledges to tackle the kinds of issues you have identified. But what happens next..?

- **pledge** (*noun*) A public commitment to do, give, or refrain from doing something.
- **project** (*noun*) An extensive undertaking to accomplish a particular goal.

Introduction

So, you have some great ideas, and a lot of passion and motivation to create positive change in and for your school or community. But how do you make that a reality?

This is a short guide to the kinds of key tasks and approaches that could be taken as you complete your Pledge. You may not need to use all of the steps in this guide: pick the steps that are the most useful to you and adapt them so they work for you and your particular ideas. This guide may

also help you organise future pledges and other environmental actions, and help others to do the same. We are happy for you to share it with anyone you think will find it useful. Remember, having a great idea is only the beginning – turning that idea into action is the real challenge – but it can be very rewarding to work with others to address issues and to have a beneficial impact the wider community.



Stronger Together!

Before you begin, it is important to recognise that it could be difficult to turn your ideas into reality all by yourself. To create positive change in your community you will need to engage with the community, harnessing the enthusiasm and passion of other people. Different people have different skills and strengths, and they can support and encourage each other and bring the community along with them.



Sometimes the hardest part about starting this kind of project is convincing other people that change is possible – even where it is desperately needed, like during a Climate and Environmental Emergency! When the people around you understand that positive change is possible as well as needed then there really is no limit to what

you can achieve together.

Don't forget that there are lots of people who already share your concerns and passions. You are never alone! There may even be a group or organisation in your area working on similar kinds of ideas around the climate, sustainability and the environment. If there are, why not get in contact with them: tell them about your project or ideas, ask if they can help you or if you can help them in some way. Building a network of allies can be very useful and encouraging. If you cannot find anybody then perhaps you should start your own group. It is not as difficult as you might think.

School Eco Clubs!

A school Eco Club is a group that meets before, during or after school to work on sustainability projects. This is a great place to gather together all the people who want to change your school or community for the better. In fact, engaging with your school and working together with fellow students and staff is a great way to get started on projects, and it will definitely produce real benefits for lots of people, and for the local environment.

Many of the participants in **1.5 MAX** Summits have created Eco Clubs made up of young



people just like yourself. They come together regularly to learn more about climate, sustainability, and environmental issues, to talk about their interests and concerns, and to develop ways to identify and solve some of the problems those issues raise.

If you would like to start an Eco Club you can find a range of useful resources on how to do this on the [Scottish Eco Clubs Unite](#) website.

Your Pledge is Born!

Congratulations! As a participant in a **1.5 MAX** Summit you have already made a Climate Pledge to take action:

YOU ARE ALREADY A CHANGE-MAKER!

Passion for Your Pledge

Your energy and enthusiasm can take you a long way, and when people understand why you are so passionate they will be more willing to join in and help out. Enthusiasm is far more contagious than despair!

As your Pledge turns into a fully-fledged Project it is important to remember where it started, so at the beginning it might be a good idea to ask yourselves some questions about your Pledge:

- Why are we doing this?
- Why is committing to this Pledge important to us and our community?
- What are the positive outcomes for us and our community?
- Who can we share our ideas with?
- What kind of support or resources would help us?
- What other question can you ask yourself?



You could hold a short discussion about these kinds of questions, going around the circle and letting everyone speak about why the Pledge is important, why they care about it, or about the positive benefits it can have. Coming back to these questions later can help you think about how your Project is going.

Different people might have different reasons for supporting the Pledge and wanting to turn the Project into a reality. It can be a great source of group strength and pride to know that your own views and ideas are supported by a team that really wants to help its members achieve their personal goals, as well as the goals of the team as a whole.

This kind of approach helps to build and maintain enthusiasm and gets you motivated for the journey ahead! Talking about why you would like to turn the Pledge into a Project is also good practice for when you need to tell other people about it.

Break It Down: Step-by-Step

Now it's time to think about how you are going to go from Pledge to Project.

Try and think of all the smaller tasks that will need to be completed so that your Pledge will work. Taking a step-by-step approach is a practical way to make sure that things don't become overwhelming and that your Project keeps moving forwards.



Make the Plans: Meetings and Responsibilities

By now you will have a better idea of the kinds of tasks you will need to complete to make your Project a reality, so now is a good time to decide who is going to be responsible for each step and how you will create time to meet up and work as a group.

- How often would you like to meet?
- When would you like each step to be completed by?
- What resources or information do you need to complete each step? Who do you need to talk to, or ask for information or help?
- What is the best way to keep track of your progress so you can be sure that tasks have been given enough time and completed successfully?

Recording your Progress

It is a good idea to keep a record of the journey of your pledge, all the steps you took, the challenges and the successes. It is also very helpful to keep track of how you feel about the Project and the work you are doing. Thinking about the steps we are taking and how we feel about things helps us learn from our successes, and our mistakes!

Perhaps someone in the group would like to keep a team journal that can be used later to help tell the story of your Pledge to Project? Adding photos, videos or audio clips to a journal, keeping hold of the materials you've used and created, or a list of the people or groups you have talked to, is a great way to understand how your Project is developing, and how it might develop, grow, or change over time. Something like this doesn't just show you how your project is going, it also makes it easier to spread your good work to others and let them know about what you are achieving - and how.

Imagine if you could tell a story about your Project that inspired every school in your area to start similar projects and take the same kind of action!

Ask for Help!

We all need a helping hand sometimes, so if you are having trouble getting your Pledge to work do not be afraid to ask for help. Reach out to the people around you and the groups you've made contact with. If they cannot help you with a problem they might know someone who can.



You can always get in touch with the **1.5 MAX** team and we will do our best to help you in your journey. The other groups who have started projects after taking part in a **1.5 MAX** Summit will be able to share their experiences and offer support and advice

as well. Remember, you are never alone!

Good Luck!

If there is one thing that we could say to encourage you it would be this:
Be proud of yourself, of your group, and of the action you are taking.

Whether your project is large or small, local or regional or global, you have decided to make a difference and are making a positive contribution to your community and society. You can be, and should be, very proud of that.

Even when things are difficult you should remember that you have chosen not just to make things better for yourselves, but better for everyone and for the environment; that you have chosen not just to make things better today, but better tomorrow, and better the next day and the day after that. Whether you succeed or fail might not be totally in your control, but that you want to try your hardest to make things better is amazing, and you are amazing for having the understanding and the courage to step forward and to do your best.



Once you begin a Project like this there are only two options: continue to the end, or give up before the end. We hope that you can continue and that your efforts are rewarded with many successes, and we wish you “Good Luck!” in everything you do.

Sustainability Partnerships and the **1.5 MAX** Team
September 2022

Additional Resources

- [Scottish Eco Clubs Unite](#)
- [Nepal Eco Clubs](#)
- Malawi Eco Clubs: [Children in the Wilderness: Malawi](#)
- Vivu: [What is a school eco club?](#)
- [Nature Connect, South Africa](#)
- UNICEF: [Youth for Climate Action](#)
- [Principles of successful projects: Dept of Conservation, NZ](#)