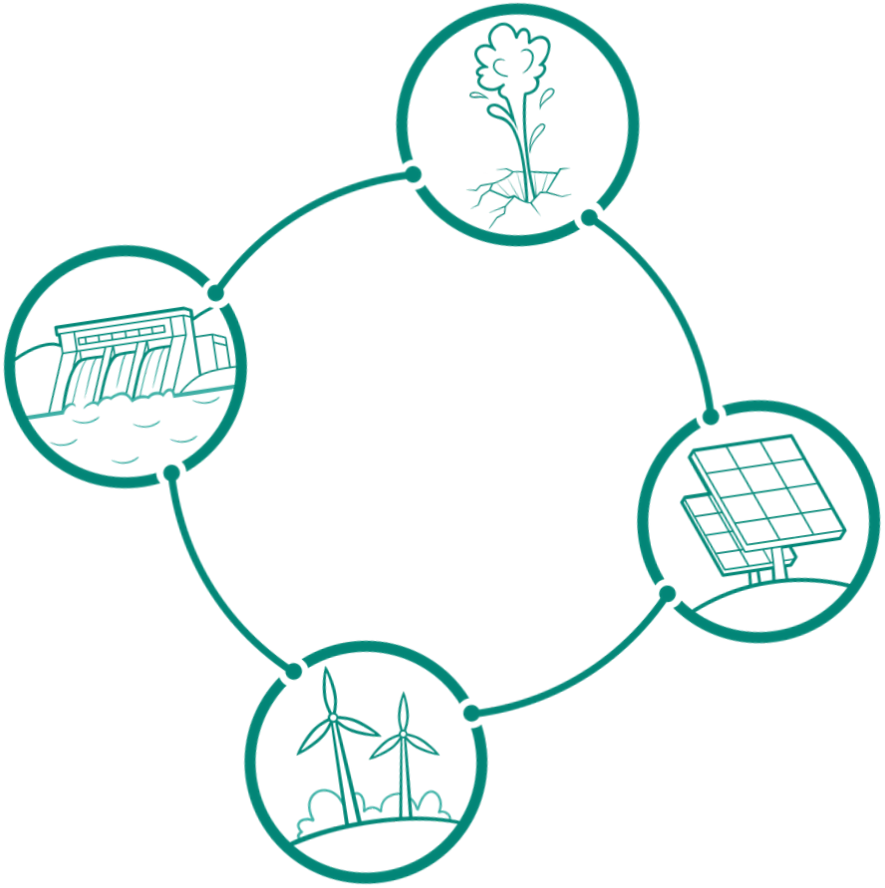


Curriculum for Energy Literacy

Handbook for Trainers

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energy literacy for youth

OTWARTY PLAN

YEE! YOUTH AND ENVIRONMENT EUROPE

INFORSE EUROPE

MigLAB TRANSFORMING LABOUR AND MIGRATION

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Imprint

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Authors: Hannah Heyenn (MigLAB) (author & editor), Magdalena Klarenbach and Magdalena May (FOP), Judit Szoleczky and Gunnar Boye Olesen (INFORSE-Europe), Stephanny Ulivieri (YEE).

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- International Network for Sustainable Energy - Europe (INFORSE Europe), Denmark https://inforse.org/europe/ELY-energy-literacy-for-youth.htm
- Youth Environment Europe (YEE), Czechia https://yeenet.eu/project/energy-literacy-for-youth/

The Energy Literacy for Youth (ELY) project empowers marginalised youth by building knowledge and skills that link energy literacy with climate action. The project focuses on understanding barriers faced by young people, creating an inclusive and accessible curriculum, improving access to online resources on climate and energy, and supporting wide use of the curriculum through targeted training.

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Curriculum for Energy Literacy

Background for Trainers: Informs the trainers of the main scientific facts, political contexts and modules of the training. (19 pages)
Handbook for Trainers: Gives instructions for the facilitation of 14 Methods and 4 Module in the ELY Curriculum (34 pages)
Facilitator Material: Supplies work shop material (posters, cards, task sheets etc.) and a Glossary of Terms. (116 pages) For additional background we supply **Fact Sheets** on 12 topics with annexes: graphs, maps. (48 pages)

Modul 1 – Climate Change 101
M1 - Method I. Silent Discussion - Handbook p. 8-9
Facilitator Material: posters with pictures. (14 pages)

M1 - Method II. True or False - Handbook p. 10
Facilitator Material: Headlines, Explanations. (4 pages)

M1: Method III. Chicken Sandwich - Handbook p. 11
Facilitator Material: Worksheets (3 pages)

Modul 2 – Energy ABC
M2 - Method I. Energy Ball - Handbook p. 13-14
Facilitator Material: List of energy saving methods (1 page)

M2: Method II. Energy Experiments - Handbook p. 15-18
Facilitator Material: 5 stations: 1. Wind Energy (paper windmill, History (task, solution sheets), Propeller with light bulb, Bike wheel windmill); 2. Solar Energy (Solar cell with propeller, PV device, History (task, solution sheet), Heat from the Sun); 3. Renewable Energy (3-type and hand-driven generator, Bike-wheel); 4. Energy Saving (Metering, Labels, Consumption Tables); 5. Cooking (Pictures, Case, Build Solar Oven, Haybox.). (25 pages)

M2: Method III. Climate Game - Handbook p. 19-20
Facilitator Material: Policy cards, CO2 cards, board plate (18 pages)

M2: Method IV. Lego Future Scenarios - Handbook p. 21-22
Facilitator Material: Presentation on Energy Communities (6 pages)

Modul 3 – Climate Justice
M3 - Method I. Who emits what? - Handbook p. 24-25
Facilitator Material: Country lists (task and solution). (3 pages)

M3: Method II. Global System Mapping - Handbook p. 26-28
Facilitator Material: Category Cards, Risk Cards (6 pages)

M3: Method III. Climate Inequality Walk - Handbook p. 29-30
Facilitator Material: 11 cases (11 pages)

M3: Method IV. Climate Wars - Handbook p. 31-32
Facilitator Material: 8 Conflict cards (4 pages)

Modul 4 – Active Citizenship
M4 - Method I. Organisation Bingo - Handbook p. 34-35
Facilitator Material: Glossary, Bingo cards (3 pages)

M4: Method II. EU Climate Negotiations - Handbook p. 36-37
Facilitator Material: Instruction, 4 List of Measures, 3 country cards, 3 Excel Sheet for calculation (8 pages)

M4: Method III. Participation Café - Handbook p. 38-39
Facilitator Material: Participation forms (list and cards) (4 pages)

Fact Sheets: What is Climate Change?; Social Aspects of Climate Change; Energy Poverty; Energy Wars; 100% Renewable Energy; Energy Savings, Efficiency and Sufficiency; Energy Communities; Solar Energy; Wind Energy; Biomass Energy; Hydropower; Heat Pump.

Introduction to the ELY Curriculum

The Energy Literacy for Youth (ELY) project, funded by EU Erasmus + Youth Program 2024-2026, aims to create an inclusive training curriculum, that increases energy literacy among youth wirh fewer opportunities across Europe.

The curriculum is more than a collection of activities. It is a tool that turns energy knowledge into confidence, agency and social change. The methods are organised in modules, that are flexible. Trainers can adjust the methods to the needs of their groups. The goal is to empower young people, especially those who face disadvantages, to understand energy challenges and to see how they can take action. The participatory approach helps learners use what they already know. It also supports them in developing critical thinking, teamwork and the ability to act for fair and sustainable energy systems.

The methods in all modules are inclusive and participatory. This means everyone can take part. The activities include movement, discussion, creativity, and simple experiments. This helps people with different abilities, languages, and learning styles to learn together. Participants share ideas, learn from each other, and build confidence while exploring important topics in a friendly group.

This introduction gives only a short overview. The next chapters explain each module and give step-by-step instructions for all activities. More materials, such as worksheets, cards, posters, and online tools, can be found on the Energy Literacy for Youth online platform. There, trainers can download all materials necessary to conduct the ELY Training Methods.

We invite you to explore the methods in this handbook and use them to advance energy literacy among marginalised youth. In preparation for the training, we also recommend to read the background for trainers, which gives an overview of facts and discussions surrounding the topics of climate change, climate justice and energy production.

Introduction
to the ELY Curriculum

Modules of the Curriculum

M1 – Climate Change 101

This module introduces the basic science of climate change and shows how it affects people and societies. It fills knowledge gaps and supports open discussion.

Methods

Silent Discussion for knowledge reflection, **True or False**, a climate fact check in pairs, and **Chicken Sandwich** to explore the climate effects behind everyday food.

M2 – Energy ABC

This module explains where energy comes from, how we use it and how we can save it. Learners explore these ideas through simple experiments and hands-on activities.

Methods

Energy Ball to share ideas through movement, **Energy Experiments** with wind, solar and efficiency stations, **Climate Game** is a board game on choices, policies and emissions and in **Lego Future Scenarios** we build climate-friendly communities.

M3 – Climate Justice

This module introduces climate injustice. It shows that some countries emit more, while others face stronger impacts. Stories and system thinking make these patterns clear and fairness, responsibility and lived experiences.

Methods

Who Emits What? on countries' emissions, **Global System Mapping** linking energy, industry and society, **Climate Inequality Walk** with stories on injustice and **Climate Wars** on climate change effect on conflicts.

M4 – Active Citizenship

This module focuses on participation and democracy. It explains how climate and energy decisions are made at different levels and invites learners to consider their own role.

Methods

Organisation Bingo - learning about global climate institutions, **EU Climate Negotiations** for role-playing climate policy making and **Participation Café** to explore ways to take part in climate action.

Curriculum Overview



Module 1
Climate Change 101

I. Silent Discussion 8
II. True or False 10
III. Chicken Sandwich 11



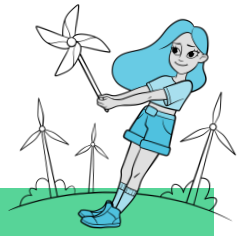
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Energy ABC

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Module 3
Climate Justice

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IV. Climate Wars 31



Module 4
Active Citizenship

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Summary Module I
Climate Change 101

I.

Overview

This module introduces participants to the basic science of climate change and its social dimensions. It helps learners activate their prior knowledge, understand key processes, and explore how individual choices and societal systems contribute to climate impacts.

Methods

1. Silent Discussion – Participants explore prompts about climate change silently, reflect on others' written ideas, and discuss climate change and its effects on different aspects of societies.

2. True or False – A partner activity analysing statements on climate impacts, promoting discussion about facts and false information.

3. Chicken Sandwich – A hands-on group exercise tracing the resource and CO_2 footprint of a common food item to link personal choices and food policies with sustainability and climate change.

Learning Goals

- Understand the fundamental causes and effects of climate change.
- Recognise both scientific processes (e.g. greenhouse effect, emissions) and social impacts (e.g. inequality, adaptation).
- Encourage critical thinking on the link between practices, policies and climate issues.
- Strengthen collaborative learning and communication skills through interactive discussion formats.
- Empower participants to connect their personal experience with global climate processes.

Inclusive / Participatory Elements

- use active, low-threshold participation — learners contribute reflections or ideas instead of needing prior knowledge
- ensure equal voice from all confidence levels by valuing written input and including pair and group work
- foster peer learning and supports mixed language or ability levels through pair and group work

Module 1
Climate Change 101

METHOD 1: SILENT DISCUSSION

I. General Overview

1. Topics

- Introduction to climate change
- The science behind climate change
- Social effects of Climate Change

2. Contributor MigLAB

3. Learning Goals

- Participants arrive at the topic by activating their own knowledge on climate change mechanisms, both causes and effects – scientific processes and social impacts.
- Knowledge gaps are filled through discussion and explanation by the facilitator.

4. Duration 60 - 75 mins

5. Material Pens for all participants

Available in ELY materials online:

Poster prompts with writing space below.

II. Method Description

Preparation

- Place signs posters around the room with enough space between them, so that participants do not feel crowded, when writing.

A Introduction (5 min)

Facilitator explains the silent discussion format:

- "We all have different knowledge on climate change and its effects on our world. In this exercise, we will give you time to activate this knowledge silently, before going into an exchange with each other and finally presenting your views to group."

B Silent Work – Initial Reactions (10 min)

Task for participants:

- "In the first round, walk around the room and look at each picture. Write your first thoughts, questions. Stay silent and focus on your personal reflections."

METHOD 1: SILENT DISCUSSION

II. Method Description (continued)

B Silent Reactions (10 - 15 min)

- Prompt: "Take your pen on another journey around the room. Read the notes of others. Answer the question: What does this picture have to do with climate change? You may express agreement, disagreement, or expand on others' ideas. Remain silent"

C Group Discussion (10 min)

- Ensure evenly sized groups
- Prompt: "Each of you choose the sheet, you find most interesting and move it next to another one you think is connected. Then, discuss with the people around you: How are these two topics related?"

D Group Work– Naming the Processes (10 - 15 min):

- Prompt: "Come together in groups of three. Discuss and document your results: What are the main processes and effects of climate change? Based on what we've seen and discussed, what causes these processes and which results do these phenomena have for our societies?"

E : Wrap-up & Final Reflection (15-20 min)

- Prompt: "Everyone come together at the board. Let's collect the results of your discussions. Tell me: Which processes make up climate change and which results in society do these phenomena have?"
- Write the group's contributions on the main board or flip chart in two columns
- Invite participants to group contributions into categories themselves
- When the list is filling up, ask: "What areas of society are not touched by these effects?"
- Wrap up by highlighting the systemic character of climate change effects - touching on all parts of life on earth.

Module 1
Climate Change 101

I.

METHOD 2: TRUE OR FALSE

I. General Overview

1. Topics:

- Introduction to climate change
- Social Effects of climate change

2. Contributor:

Open Plan Foundation, adapted from Ośrodek Działań Ekologicznych „Źródła"

3. Learning Goals

Create awareness of the impact of climate change on many elements of the environment and areas of human life.

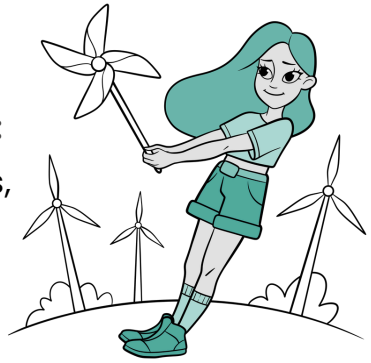
4. Duration 30 min

5. Material

Available in ELY materials online:

Facilitator mAterial with headlines, solution and explanations.

Fact Sheets on Climate Change and Social Effects



II. Method Description

- **Preparation** Familiarise yourself with the facilitator material. Print the headlines and cut into stripes.

A Partner discussions (10 min)

Ask the participants to pair up. Each participant will receive a strip of paper with one or two sentences describing a consequence of climate change.

Prompt: "Discuss with your partners, if each of your statements is the truth or a fake. If it is true, what are the mechanisms that cause it?."

B Presentations (15 min)

Prompt: "Each of you step forward, read out the statement and place it on the truth or fake pile. Explain why you decided and the mechanisms behind it."

Facilitator supplies explanations, if needed. Wrap up by pointing out the unexpected effects of climate change on society, culture and economy.

Module 1
Climate Change 101

METHOD 3: CHICKEN SANDWICH

I. General Overview

1. Topics:

- Introduction to Climate Change
- Effects of Climate Change on society

2. Contributor:

Youth and Environment Europe (YEE) adapted from Council of Europe T-Kit 13

3. Learning Goals

- Explore the links between food and sustainability, environment and human health
- Reflect on eating and purchasing practices

4. Duration 60 minutes.

5. Material

- Sticky tack or tape (optional), Flipchart or screen with questions from handout (optional)

Available in ELY materials online

- Chicken sandwich worksheet (one per group)
- Printed cards (11 per group)

II. Method Description

Preparation Print and cut the 11 cards and sheets.

A Card Placement in Silence (5–10 min)

Divide participants into groups of 3-4. Distribute materials. Prompt: "Read silently and place cards around the sandwich if you think a card is relevant."

B Group Discussion (20–30 min)

Groups discuss the cards they placed. Questions:
Were you surprised by how many cards were relevant?
Would any of them put you off eating the sandwich?

C Group Presentations (10 min)

Groups present the findings by reading out the cards.

D Debrief (10 min)

Possible questions: How was the activity?, Should we know more about our food?, Will you change your eating habits? What else can we do against these issues?

Summary Module II
Energy ABC

II.

Overview

This module introduces participants to the basics of energy production, energy use, and energy efficiency. It helps learners activate their prior knowledge, explore how different energy sources work, and understand how everyday behaviours and choices of governments influence energy demand and climate impacts.

Methods

1. Methods Energy Ball – A fast, interactive energiser activating prior knowledge on energy sources, uses and saving habits through movement and quick idea-sharing.

2. Energy Experiments – Hands-on stations where participants test renewable energy models, measure energy use and compare efficiency.

3. Climate Game – A board game showing how lifestyle choices and policy decisions shape carbon footprints.

4. Lego Future Scenarios – A creative group task building climate-neutral future communities with LEGO, exploring energy systems and shared solutions.

Learning Goals

- Explore the functioning of energy production and renewable energy sources with hands-on experiments.
- Recognise how everyday activities consume energy and how efficiency and savings can reduce emissions.
- Strengthen collaborative learning and communication skills through interactive, game-based methods.
- Encourage critical thinking about individual and collective energy choices.

Inclusive / Participatory Elements

- Hands-on and movement-based tasks allow participation regardless of language level or prior knowledge.
- Small-group collaboration ensures that contributions can be visual, practical or verbal, enabling forms of expression for every type of learner.
- Creative and game-based methods support low-threshold engagement and empower quieter participants to take active roles.

Module 2

Energy ABC

METHOD I: ENERGY BALL

II.

I. General Overview

1. Topics

- Energy Production

2. Contributor

Youth and Environment Europe (YEE), based on: Eco-Patrols, international consortium project

3. Learning Goals

- Reflect on energy sources, uses and saving practices
- Activate participants and group awareness by moving

4. Duration

15 minutes

5.Material

- soft ball,
- Visual aids / cards for categories: energy source, use, saving strategy
- Flipchart or board for collecting answers

Available in ELY materials online

Facilitator guide with list of energy saving strategies.

II. Method Description

Preparation

- Familiarise yourself with the facilitator guide.
- Stand in a circle. Have a ball ready
- Optional: Prepare visual aids or cards on categories: energy source, use, saving.

A: Energy Ball Game (10 min)

Introduction: "Stand in a circle. Think for a minute about examples for: natural energy sources, How we use energy and ways to save energy"

After one minute start the game by saying: "Now pass the ball randomly and whoever receives it should say one idea related to the current round before passing it on. - We start with Energy sources."

Continue until everyone has spoken at least once or until ideas begin repeating. Then continue to Round 2: Ways we use energy (e.g. heating, transport) and finish with Round 3: Advice or habits for saving energy (e.g. switching off lights)

METHOD 1: ENERGY BALL

II.

II. Method Description (continued)

B Reflection Circle (5–7 min)

Ask everyone to sit in a half circle lookin at the board with the three lists. Summarise ideas shared. Invite reactions using guiding questions:

- Were there any sources or ideas that surprised you?
- Was there anything new or unexpected?
- Did we forget any important sources or habits?

Use information from facilitator guide to help the participants complete the lists.

III. Modifications

- Write the three question prompts on large cards and show one at a time.
- Use visual or symbolic cards if participants have low literacy or special learning needs.
- Allow answers to be drawn or acted out for mixed ability groups.
- In online settings, use word clouds or chat box entries in place of throwing a ball.

IV. Note to Facilitator

- This extended energizer creates a positive group dynamic and activates prior knowledge. Avoid evaluating responses—focus on encouraging sharing and engagement.
- You can adapt the difficulty or focus (e.g. renewable vs non-renewable sources) depending on the group and adapt questions to age and knowledge level.
- Not everyone is comfortable speaking in a big group, look at participation patterns and prompt quieter voices if needed.

Module 2
Energy ABC
METHOD 2: ENERGY EXPERIMENTS

II.

I. General Overview

1. Topic

- Energy sources
- Energy usage and saving

2. Contributor INFORSE-Europe

3. Learning Goals

- Explore energy use (electric meter) renewable energy production and transfer (solar, wind, mechanical), through hands-on experiments.

4. Duration 100 - 200 minutes

5. Material

Models and instruction sheets for experiment stations, Energy labels for tested devices, Numbered signs for each station

Available in ELY materials online:

- Instructions for each station
- Fact sheets for background info at every station
- Links to experiment models and low cost alternatives

II. Method Description

You can choose experiments for knowledge levels a) starters and b) advanced or combine a) and b) for a longer method.

Preparation

- Set up 5 stations described below.
- Prepare all materials, label stations, lay out instructions and make groups of 3-4 participants.

A Introduction (5 min)

Prompt: "The goal of the session is to explore energy use and how renewable energies work. You will rotate through 5 stations in small groups."

B Station Rotation (5 x 15 - 30 min)

Groups take turns in the following hands-on stations: Wind Power, Solar Power, Energy Mix, Energy use, and Cooking. Instruction hand outs for stations are available as extra material. Remember to set a timer.

METHOD 2: ENERGY EXPERIMENTS

II. Method Description (continued)

Station 1: Wind Power

Learning Goal: Understand how wind creates movement, power and electricity.

a) Participants make a windmill out of paper and look at the way it works when, walking and moving it forward, backward and to the side.

b) Participants assemble a building set for a small windmill propeller with a motor and led bulb. The participants blow on the propeller and it lights up the LED.

An additional task on the evolution from the windmill to the windpower plant is supplied in the materials.

Station 2: Solar Power

Learning Goal: Understanding how light intensity affects energy production.

a) Participants power a lamp, that is connected to a solar cell with sunshine and lamps of different strength.

b) Participants assemble and connect solar cell to a lamp or a propeller, then use different lamps to determine the minum watt to power the cell.

Station 3: Renewable Power Station

a) Participants use a one piece model with 3 types of energy (solar, wind and hand-driven (mechanical/hydro), a generator and LED light by linking them in different ways and transferring electrical energy to mechanical and the other way around.

b) Participants connect separate models of solar, wind and mechanical power to other devices or measurement tool to explore the energy production of the different sources.

METHOD 2: ENERGY EXPERIMENTS

Station 4: Energy use

Learning Goal:

- Explore energy use of every day devices,
- understanding the difference between energy efficiency and energy saving.

This station is staffed by a facilitator, who helps with measuring in part A and faciltates parts B and C.

A Measuring

Guided by the facilitator, participants use an electric meter to measure the energy use of everyday devices (e.g. hair dryer, classic light bulb, LED light, radio, mobile phone, food, blender)

B Discussing efficiency

After testing all devices the facilitator asks: "Which device is the most efficient?" Clears up the term efficiency in discussion, letting he participants figure it out or defines it if they cannot.

Show different energy labels and aks: "Which label belongs to which tested equipment?" Ask the group to pair the right labels with the right device. Gives hints to find the solution. After the labels have been assigned ask: " Which device is the most efficient?"

C Debrief

Lead a discussion with these questions:

- "How important are legal standards for energy efficiency ?"
- "Will you change how you use electrical devices after today?"

Notes to facilitator

This station has the same description for basic or advanced knowledge levels. It can be extended to 30 minutes by adding more devices or calculating own energy uses at home. You can find the exercise sheet for this in the materials.

The list of energy efficiency tips can be an inspiration.

METHOD 2: ENERGY EXPERIMENTS

II. Method Description (continued)

Station 5: Cooking with natural energy

Objective: Exploring ways to use the energy of nature to perform tasks without electricity. Create awareness of low electricity lifestyles.

a) Participants are shown pictures, videos of cooking appliances that use no elecricity, just the power of elements: Hay box, solar cooker and solar oven, efficient 2-pot cooker for fuel wood, e-pressure cooker.

Prompt displayed at the station:

- Look at the material together and discuss ways of cooking with or without electricity or fuel.
- Which would you want to try?

b) Participants build a solar oven or a hay box.
Instruction sheet, materials and tools are given at the station.

Debrief (20 minutes)

A Immediate impressions (5 min)

- Ask the participants: "Which station was the most surprising or memorable for you?"

B Group reflection: (10 min)

Ask participants to reflect on connections:

- "What common themes about energy production and use can you see?"

Discussion using the following questions:

- "Did your view on energy efficiency or renewable energy change?"
- "How could communities or households benefit from these technologies?"

Document key takeaways on a board

Key points to highlight:

- Renewable sources can be combined.
- Efficiency matters as much as production.
- Everyday choices (devices, cooking methods) affect overall energy demand.

Module 2
Energy ABC

II.

METHOD 3: CLIMATE GAME

I. General Overview

1. Topics

Energy use, Social Impact of Climate Change

2. Contributor: INFORSE-Europe, original by Energimuseet, Denmark

3. Learning Goals

- Explore and evaluate the climate impact of various lifestyle and policy decisions.
- Reflect on low-carbon futures by making informed choices in housing, mobility, food, and governance.

4. Duration 70 minutes

5. Material

Available in ELY materials online:

- Board game with bricks
- Policy intervention cards
- Fact sheets:
  Climate change, solar energy, heatpump.

II. Method Description

Preparation

- Prepare one game board per 3-5 participants with instructions and a set of lifestyle bricks (housing, transport, food, lifestyle choices), add policy intervention cards at step C (government action).

A Introduction to lifestyle choices (5 minutes)

Facilitator shows the lifestyle bricks and names the categories to illustrate instructions:

- "Explore how lifestyle choices and policy decisions impact both your individual carbon footprint and the broader systemic outcomes at the state level. Using brick cards — each representing the CO_2 intensity (in tons) of different categories — discuss your current choices and agree what you would choose, if you would live together in a flat share. "
- Ask: "Are there any questions before we start?"

METHOD 3: CLIMATE GAME

II.

II. Method Description (continued)

B Lifestyle Choices (15 minutes)

Give time for participants to discuss their current choices and agree what they would choose, if they would live together. Be available for questions.

C Government Intervention cards (5 minutes)

Facilitator shows and explains the government Intervention cards to illustrate instructions:

- "The government can support the increase or reduction of energy use and carbon emissions with policy interventions like subsidies, taxes and laws. Look at the cards, see and discuss the effect they have on your footprint as a household.."

- Don't forget to ask: "Are there any questions before you start?"

D Presentation and Reflection (15 minutes)

- Prompt: "Now you present your future scenario to the other groups. Tell us: How big is your carbon footprint?
- How it differs from your current lifestyle choices?
- What role did policy cards play?
- What compromises or debates happened in youre group?"

III. Modifications

Include country-specific cards with national policy options, i.e. an active or proposed policy in your country

IV. Notes to Facilitator

Recent research shows, we learn much faster with games than with conventional learning. Games help to overcome complexity. Freedom to make decisions in the group is essential to achieve the learning goals, so do not intervene in the group processes.

Module 2

Energy ABC

METHOD 4: LEGO FUTURE SCENARIOS – BUILD THE CHANGE

II.

I. General Overview

1. Topics

Energy use, Active Citizenship

2. Contributor: INFORSE-Europe

3. Learning Goal

- Empower to be part of the change, by creating an optimistic view of the future and showing the power of community in renewable energy production

4. Duration: 30–60 minutes

5. Material

- LEGO sets or loose bricks (diverse elements for creative building)
- Projector or hand outs for presentation

Available in ELY materials online:

- Facilitator Guide with presentation
- Fact Sheets on energy communities, Renewable energy forms and applications (solar, wind, heatpumps)

II. Method Description

Preparation

- Set up a space with a big box of LEGO. Make groups of three and clear working areas for the groups.

A Introduction (5 min)

Optional link to previous method: "Now that we have seen the effect of energy choices, it is your turn to build your own future community."

Facilitator clarifies the task:

- "All groups share this big box of lego. Design a community that is climate neutral, resilient, and liveable in the future. **Be creative!**"
- Ask: "Are there any questions before we start?"

B Collaborative Building Phase (20–30 min)

Groups build their communities with LEGO bricks. No design is wrong – imagination and engagement are key.

II. Method Description (continued)

C Group Presentations (10–15 minutes)

Facilitator collects strategies mentioned in presentations like renewable and decentralised energy, shared transport, solar power.

Prompt: "Each group presents their future community to the others, explaining key features of the design, like

- Forms of energy production
- Social and cultural aspects
- Challenges addressed and
- Decision making in the group

D Debrief and Reflection (10-20 minutes)

Define energy community and show examples of energy cooperatives, eco-villages from the facilitator guide. Invite participants to compare their presented communities to the real-world examples.

III. Modifications

- If available let each group choose one model of wind, solar and water power plant to integrate in their lego energy community.
- For an extra challenge in advanced groups, prepare prompt cards or scenarios to introduce constraints or challenges relevant to 2050 goals.

IV. Notes to Facilitator

Recent research shows, that when playing we learn much faster than with conventional learning forms. Games and playing help to unlock new ideas and overcome complexity. Freedom to try out and make decisions in the group are essential to achieve the learning goals, so try not to intervene in the group processes.

Standalone exercise as follow up to Method 2.3 Climate Game. Can also be used as an intro to Module 4 - Active Citizenship.

Summary Module III
Climate Justice

III.

Overview

This module helps participants understand how climate change affects people and societies. It looks at global inequalities, who is responsible for emissions, and how environmental problems harm people. It also shows how climate change connects to power, geography, and the economy.

Methods

1. Who Emits What? – A group task ranking countries by CO_2 emissions, opening discussion on historical responsibility and fairness.
2. Global System Mapping – A collaborative mapping exercise linking energy use, industry and social impacts, showing how global systems drive emissions and inequality.
3. Climate Inequality Walk – A movement-based, story-focused walk illustrating lived climate impacts and encouraging emotional engagement.
4. Climate Wars – A case-based activity examining conflicts shaped by climate pressures, prompting discussion on peace, resources and justice.

Learning Goals

- Understand how climate impacts and emissions responsibilities are distributed unequally across countries and communities.
- Explore how political, economic and social systems shape vulnerability and resilience.
- Strengthen empathy, systems thinking and critical reflection about justice in climate action.

Inclusive / Participatory Elements

- Story-based and movement-based activities support participation from learners with diverse language and literacy levels.
- Collaborative mapping and ranking tasks allow contributions through verbal, visual or written input.
- Methods encourage sharing multiple perspectives, promoting empathy and accessible engagement with complex justice issues.

METHOD 1: WHO EMITS WHAT?

I. General Overview

1. Topics

- Climate Justice
- Social impacts of climate change

2. Contributor

Open Plan Foundation, adapted from Ośrodek Działań Ekologicznych „Źródła"

3. Learning Goals

- Find out which countries are the largest and smallest emitters of carbon dioxide
- Reflect on responsibility for limiting emissions: including role of governmental actions and large corporations

4. Duration 60-90 min (depending on variant)

5. Material

- Board or surface to hang the lists
- Tape or Pins

Available in ELY materials online:

- Country lists, facilitator guide with solutions

II. Method Description

Preparation

- Familiarise yourself with the facilitator guide.
- Choose and print country list from online resources, adapt for relevance for participants if applicable.
- Cut into stripes with one country name each.
- Put one set per group into envelopes

A Ordering the countries (15 min)

Prompt: "In this exercise, we will look at which countries has the highest CO_2 emissions. Why do some emit a lot and others much less?" Make groups of 3-4. Instruction: "Work in your groups, discuss, arrange the country strips in order of annual CO_2 emissions. Glue your final list on a piece of paper."

B Finding the solution (15 mins)

Collect the lists and hang them next to the correct list on a wall or board. Moderate a discussion and inform on history of the countries and emerging economies.

METHOD 1: WHO EMITS WHAT

II. Method Description (continued)

Start with these questions:

- "What are the differences in the lists?"
- "Which countries were easy for you to place and why?"

C Introduce Climate Justice (10 min)

Tell participants: "The Paris Agreement sets goals to limit global warming. But who should take the lead in reducing emissions? Who is most responsible, and who suffers the most from climate change?"

Discuss: "What does climate justice mean to you?"

Collect aspects and support to include: "Share of responsibilities: richer countries vs. poorer, high vs low emissions; today's generation vs. future generations."

D. Four Corners Activity – Who should act first (20 min)

Ask the participants: "Who do you think should take the greatest responsibility for reducing CO_2 emissions?"

Assign each corner to one of these:

- High-income countries that historically emitted the most
- Emerging economies now among the top emitters (e.g. China, India, Brazil)
- International organisations and governments
- Individuals and communities worldwide

Instructions: "Go to the corner you agree with. In your corner prepare arguments. Think about fairness, historical responsibility, and ability to act. When you are ready, present your arguments to the room"

Each group presents its arguments for who should take responsibility. Facilitate the debate, letting groups challenge each other.

E Debrief

Ask: "Is there any open questions?" Summarise key learnings and link to the following exercises.

METHOD 2: GLOBAL SYSTEM MAPPING

I. General Overview

1. Topics

- Climate Justice
- Social impacts of climate change

2. Contributor MigLAB gUG, Germany

3. Learning Goals

- Create understanding how energy systems connect industries, infrastructure, and policy,
- Show climate impacts on people around the world
- Discuss the role of governments and large corporations

4. Duration 40-90 min (depending on variant)

5. Material

- Large paper sheets/flip-chart, whiteboard, or digital whiteboard for mapping,
- Coloured sticker dots,
- Sticky notes or index cards and a Soft ball.

Available in ELY materials online: Facilitator guide, Category Cards, Risk Cards

II. Method Description

Preparation

- Download and familiarise yourself with the facilitator guide
- Prepare a workspace (physical or digital) for sticky-note brainstorming and system mapping.
- Prepare and print or load: Category Cards, Risk Cards

A Welcome and Brainstorming (15 min)

"Today we'll explore how energy systems are not just technical—they're social, political, and historical.."

Stand in a circle in front of the map. Introduce the task "We will throw the ball from person to person, whoever catches the ball, names one activity, with that humans produce carbon emissions in daily life and globally?"

METHOD 2: GLOBAL SYSTEM MAPPING

II. Method Description (continued)

A (continued)

- The second facilitator puts the answers on the board on sticky notes and clusters similar ideas into sectors: transport, food production, heating, factories, internet, hospitals, etc.
- After three rounds facilitator asks: Is anything missing?

B Mapping Connections (15 mins)

Ask:" How are the sectors connected?"

Collect answers and connect sectors with arrows to show connections (e.g. Transport → Industry)

Discuss: "Which connections between energy uses are the most surprising or unexpected?"

1. "What uses seem to rely most on others—and why?"
2. "Which points on the map might reflect hidden forms of energy use or global impact?"

C Carbon Emission Intensity (15 mins)

Introduce color codes:

🔴 = High CO_2 emissions: heavy polluters (e.g. airlines, cement factories)

🟡 = Medium CO_2 emissions (e.g. food transport, internet usage)

🟢 = Low CO_2 emissions (e.g. walking, solar-powered lighting)

Instruct participants: "Now, it is your turn to work on the map. Put one dot on each relevant point of the map."

When everyone has finished, facilitate a discussion, start with these questions:

- "Which parts of this map create the most pollution or damage to nature?"
- "What do you notice about which things use more energy, and which use less?"

METHOD 2: GLOBAL SYSTEM MAPPING

II. Method Description (continued)

D Climate Justice Walk (25 mins)

- Perform the "climate inequality walk"-method and return to the map.
- Ask participants: "With two others form a group, agree on a story, you feel the most strongly about and take it with you to the system map."

E Mapping Injustice (20 mins)

When everyone has returned to the map ask: "Which energy uses, like transport, production, communication are most prominent in your story? Please place your story from the climate walk on the map, quietly."

When everyone is done, introduce the risk cards and ask participants: "Now present your story, place risk cards that fit the story and explain why."

Debrief asking: "Which changes could reduce these risks?" You can find a list of ideas in facilitator materials.

III. Modifications

A-C (45 min) form a complete exercise focussed on showing the links between energy uses and emissions - ideal as an additional resource to a workshop focussed on energy and climate change.
D-E (45 min) are essential in a workshop covering the justice aspects of climate change, which we strongly recommend.

IV. Notes to Facilitator

Our's and other's research says, that understanding the effects of climate change on a human level, like in parts D and E, is key to activate people to change the way we use energy and organise our production and economy.

A-C: Standalone exercise covering global thinking on energy production and climate change. Recommended as an extension of Module 2: Energy ABC
A-E Key component of Module 3 - Climate Justice

Module 3
Climate Justice

III.

METHOD 3: CLIMATE INEQUALITY WALK

I. General Overview

1. Topics

- Climate Justice
- Social impacts of climate change

2. Contributor Open Plan Foundation / MigLAB

3. Learning Goals

- Develop empathy and critical thinking about global environmental justice.
- Understand class and location aspects of climate injustice
- Frame climate change as effect of economic system

4. Duration 15-30 min

5. Material

- Paper & pens, a walkable area, e.g. big room, corridor or path outside.

Available in ELY materials online:

- Facilitator guide with ideas for change, Story cards with discussion sheets to place along the walk

II. Method Description

Preparation

Place story cards, with a discussion sheet below each story, around the room or path with enough space between to allow groups of 3-4 to stop at each story.

A Intro to the walk (5 minutes)

Optional bridge from system mapping: “Now the map is very complex and rather abstract”. Introduce the exercise: “We are now going to highlight, what our current energy and economic system means in reality in the life of people in communities all over the world.”

B Going on the Walk (20 minutes)

Divide participants into small groups or pairs (2–4) and tell them: “Go on a climate inequality walk to reflect on the real life stories. Comment on each in writing. Also discuss and comment on the statements of the previous groups.”

METHOD 3: CLIMATE INEQUALITY WALK

II. Method Description (continued)

C Naming Risks (15 min)

Bring the groups together, introduce the risk types from the facilitator materials: environmental risk, global injustice, community health risk, food or water insecurity.

Ask participants: "Now present your story, share the risks that fit the story and explain why."

D Ideas for change (15 min)

Moderate a brainstorming and collect ideas, on the question: "Which changes could reduce these risks?" Supplement with ideas for change from the facilitator materials as you see fit.

E Debrief (5 min)

Ask: "Are there any open questions?" Then summarise key learnings and emphasise elements the following exercises go deeper into.

III. Modifications

A-E (60 min) form a standalone method that show the human aspects of climate change impact through personal stories in a focussed way.

A-B (25 min) works as an element of the global system mapping (Module 3, Method 2) in this curriculum, that enables participants to link economic system and energy uses to real life stories.

IV. Notes to Facilitator

Our and other's research says, that understanding the effects of climate change on a human level, e.g. through stories, is key to activate people to change the way we use energy and organise economy. This method builds on this need.

A-C: Standalone exercise covering global thinking on energy production and climate change. Recommended as an extension of Module 2: Energy ABC

A-E: Key component of Module 3 - Climate Justice

Module 3
Climate Justice

METHOD 4: CLIMATE WARS

I. General Overview

1. Topics

- Climate Justice
- Social effects of climate change

2. Contributor Open Plan Foundation / MigLAB

3. Learning Goals

- Understand how climate change contributes to modern conflicts and affects peace and security.
- Locate examples of climate-linked tensions on a world map.

4. Duration 50 min

5. Material

- Sticky notes, markers
- Timer, whiteboard, projector

Available in ELY materials online:

- Facilitator Guide
- Fact Sheets on climate change & social effects
- Conflict case cards (or slides)
- Links to conflict case videos
- Peters projection world map

II. Method Description

Preparation

- Familiarise yourself with the facilitator guide.
- Print map and conflict cards or load conflict slides.

A Warm-Up Question (5 min)

Write or ask: "When the climate changes more, what things will people argue or fight about?" Have participants write quick ideas on sticky notes and stick them to a board.

B Conflict Case Study (15 minutes)

- Groups of 2–4 participants work on one case. Ask participants to discuss and agree on:
- What's causing the conflict, which groups are involved and how it is linked to:
  - How people work and live
  - How we use energy
  - How climate change makes the world's weather hotter and more extreme
  - How the economy works

METHOD 4: CLIMATE WARS

II. Method Description (continued)

C Putting it on the Map (15 min)

Ask participants: "Present your case to the group and place it on the Peters projection world map. Add the involved resource and the groups on the board."

D Discussion (15 min)

Facilitate an open discussion on:

- Do you see any patterns in the groups affected by climate conflicts?
- Are some regions more affected than others?
- What can we do to solve these conflicts?
- What can we do to prevent future ones?

Debrief linking the discussion to Module 4 - Active Citizenship. Preview, that it covers, how we can push for these changes with democratic participation globally, in countries and in local communities. End on a positive note.

III. Modifications and Extensions

- Media: Use short clips for the conflicts, not conflict cards. Links are available in the facilitator guide.
- Research: Ask participants to research a current conflict and find out if climate change plays a role.

IV. Notes to Facilitator

Be trauma sensitive: When choosing this method be aware of war traumas within the group. Exclude examples from the countries of your participants.

The most common world map shows European and Northern countries bigger than they are. Use the Peters projection map with the real size of countries in the South and North. With this map, we can see more clearly how big the problems from climate conflicts are in the world.

This method bridges well into exercises showing global, national and local ways of democratic participation.

Summary Module IV
Active Citizenship

IV.

Overview

This module introduces participants to democratic participation in the context of climate action. It explores how individuals, organisations and governments influence climate policy, and helps learners understand how local engagement connects to global decision-making.

Methods

1. Organisation Bingo – A playful interactive activity introducing key international climate negotiatons and organisations, as well as linking them to local actors and initiatives.

2. EU Climate Negotiations – A role-play simulation where participants act as government representatives to negotiate climate policies and national targets

3. Participation Café – A group exercise exploring various forms of civic engagement, assessing their effectiveness and identifying personal participation pathways.

Learning Goals

- Understand different levels of democratic participation and how they contribute to effective climate action.
- Explore how citizens, institutions and international bodies shape climate policies, negotiations and implementation.
- Strengthen collaboration, communication and decision-making skills through role-play, structured dialogue and reflection.

Inclusive / Participatory Elements

- Role-play, discussion rounds and small-group tasks create multiple entry points and allow different communication styles to be valued equally.
- Methods offer low-threshold, relatable activities suitable for varied language abilities and levels of political experience.
- Activities emphasise personal relevance and empowerment, helping participants recognise their own agency and possible pathways into democratic processes.

Module 4
Active Citizenship

IV.

METHOD 1: ORGANISATION BINGO

I. General Overview

1. Topics

- Democratic Participation
- Active Citizenship
- Climate Justice

2. Contributor MigLAB and INFORSE-Europe

3. Learning Goals

- Become familiar with international climate organisations and processes
- Create links between global organisations and local organisations known to participants.

4. Duration 25 - 60 min (depending on modification)

5. Material

- Marker stones (or similar)
- Timer, whiteboard, projector

Available in ELY materials online:

- Facilitator Guide
- Bingo cards (3 variations)
- Marker stones (or similar)
- Video links

II. Method Description

Preparation

- Familiarise yourself with the facilitator guide.
- Print and distribute the three different bingo card versions with 5 marker stones each
- Test the video links in advance to ensure sound and visuals are working and the language fits your participants

A Bingo phase (10 min)

Introduce: In a moment we will watch a video. On your bingo card you see short names of important climate organisations and processes. Each time you hear one of these acronyms in the video, place a marker on it. Who will be the first to call out 'Bingo'?"

B Global exploration phase (15 minutes)

"Let's look at the acronyms you marked. Which of these organisations did you already know, and which are new to you? Can you say, why each is important? "

METHOD 1: ORGANISATION BINGO

II. Method Description (continued)

Let the participants define the organisations and their roles in discussion or in a round. Place a summary of each organisation on a presentation or board after it has been discussed for visual learning.

C Local exploration phase (5 min)

"We are doing a round now. When it is your turn, name one local organisation or initiative in *Berlin* [enter name of the city region of the training] that works on climate or sustainability"

- Document the answers on a board next to the international ones continuously.

D Linking Phase (15 min)

After the round make groups of three, that do not require participants to change place, then ask: "Please discuss with your neighbours for 5 mins: Do you think there is a connection between the international and the local organisations on the board?"

After 5 min: "Please, one person per group in a round, let us know, which connections between the local and global organisations you discussed." Document the answers by making lines and keywords between the international and local.

E Conclusion and Debrief (10-15 min)

Moderate a discussion asking:

- "Based on your input: How can local participation or activism impact global developments?"
- End asking: "Is there any open questions? "

III. Modifications

- A-B can be used as a short energising method.

IV. Notes to facilitator

Not everyone is comfortable talking in a big group. Varying between open discussions, rounds, where each gets a turn and small group or pair work allows everyone to contribute their thoughts in their way.

Module 4
Active Citizenship
METHOD 2: EU CLIMATE NEGOTIATIONS

IV.

I. General Overview

1. Topics

- Democratic Participation
- Climate Justice

2. Contributor INFORSE-Europe in cooperation with Energitjenesten and VedvarendeEnergi

3. Learning Goals

- Understand democratic challenges of national and EU energy policies
- Practise negotiation and collaboration skills

4. Duration 60 min to 120 min (see modifications below)

5. Material

- Laptop with excel, evt. projector, presentation wall

Available in ELY materials online:

- Facilitator guide
- Fact Sheets 100% Renewables, Energy Efficiency
- Country information cards
- Catalogue of policy instruments
- Excel File with energy and carbon budgets

II. Method Description

Preparation

- Familiarise yourself with the facilitator guide.
- Print and distribute guidelines, country cards, catalogue of policy instruments.
- Test and Prepare Excel Tools

A Introduction and role assignment (15- 30 minutes)

Introduce: "You are now the leaders of your country in EU negotiations. Read your country card. Decide what your country needs and wants. I will come to each group to see if you have questions on the profiles."

"Within your country team, decide who will play which role — prime minister, climate minister or economy minister. Talk about your country's energy problems and goals. Represent the ministers interests not your own. Agree on a plan together and write it in the Excel sheet. I will be available, if you need help."

Facilitator circles to support the groups.

II. Method Description (continued)

B. Summit with presentations (15 minutes)

Each group presents its plan to all others (max. 4 minutes per country). Other groups can react.

- Prompt to participants: "Present your plan to the other countries. Say what your goals are and what actions you want to take. Listen to the other countries and respond if needed."

C **Talking about justice (15 mins)**

Facilitator asks short reflection questions about the process and learning. Questions:

- "How was it ...
  - to speak for your country?" (Prime Ministers)
  - to be in your minister roles?" (Other Ministers)
- What was difficult?
- What did you learn about working together in the EU?"

- End by asking: "Is there any open questions?"

IV. Modifications

- Adjust difficulty to the group's level by picking easy or advanced longer version alternative and adding time for reading and preparing the excel file.
- Extend the role play component by adding hidden agendas of each minister. This helps to make the negotiations more realistic and the method more engaging.

The advanced longer version can be found in online materials.

- Add a country from the global south to illustrate differences in emissions.

V. Note to Facilitator

The strength of this exercise is understanding that decisions are made in the context of needs within each country. Keep participants in role to make sure they experience this. This method is fun, but can be difficult, so circle around during group work and help groups when needed.

METHOD 3: PARTICIPATION CAFÉ

I. General Overview

1. Topics

- Democratic Participation
- Climate Justice

2. Contributor MigLAB

3. Learning Goals

- Learn about various forms of civic and democratic participation
- Reflect on own and other's engagement
- Encourage future participation across all forms

4. Duration 40 min

5. Material

- Board or Wall
- Sticker dots

Available in ELY materials online:

- Facilitator guide
- Cards or post-its with different participation forms

II. Method Description

Preparation

- Familiarise yourself with the facilitator guide.
- Print Cards or make post-its with different participation forms and place them upside down
- Draw a chart with vertical axes "easy–hard to get involved" and horizontal axes "effective–ineffective"

A Drawing and placing cards (10 min)

Introduce: "Pick a card and read it. Where do you think it fits? Is it easy, hard, effective? Place it on the chart. Then pick another card until all cards are on the chart"

B Assessing participation (10 min)

"Now take your stickers. Mark the forms that you have already done yourself."

C Group reflection (10 min)

Facilitator leads a discussion pointing out effective ways that are underused.

METHOD 3: PARTICIPATION CAFÉ

II. Method Description (continued)

C. Group reflection (continued)

- Which forms are more and less popular?
- Why?
- How we can we make sure, that effective, but high effort forms of participation, are used more?

D. Personal pledge

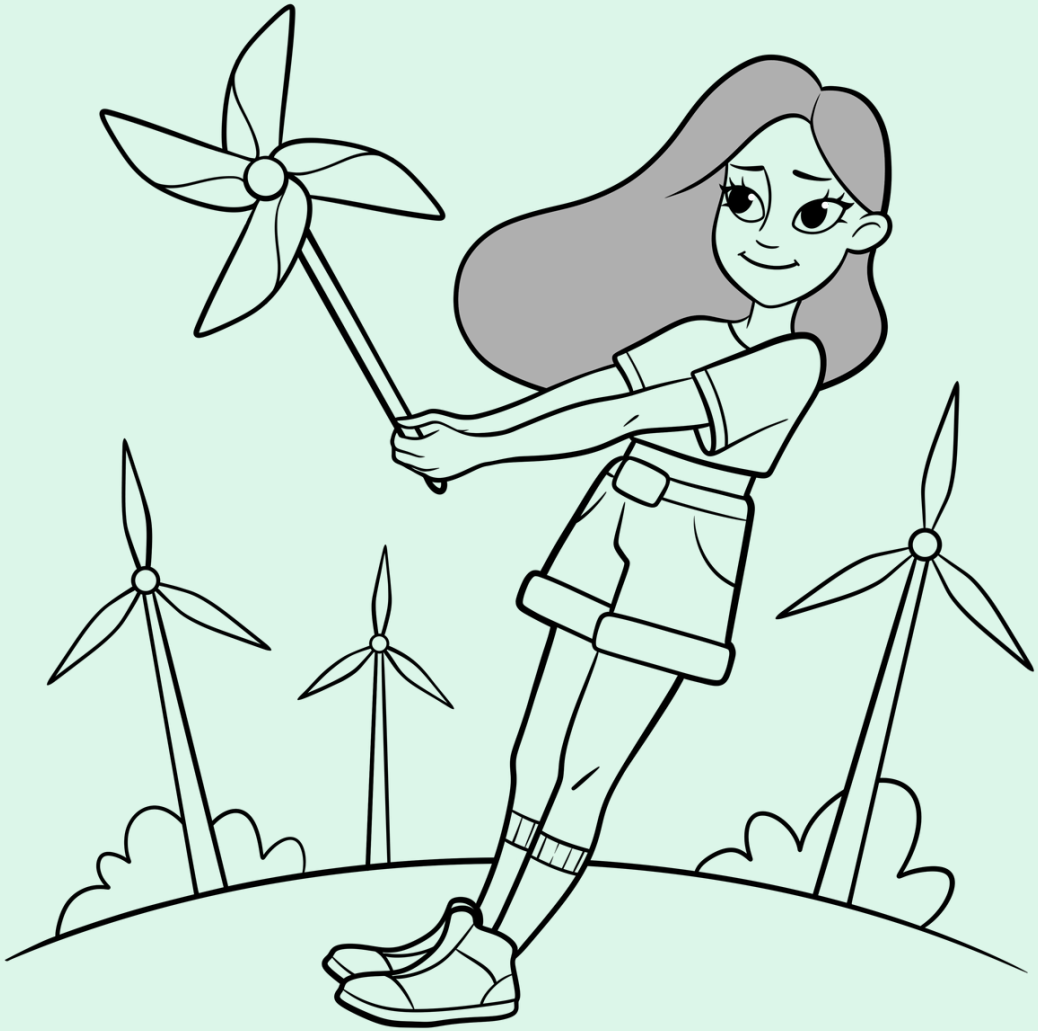
Facilitator motivates the participants to try new participation forms, saying:

- "Choose one form you have not tried yet. Make a pledge to yourself and the group to try it in the next three months. You can document and share your participation with a photo with the group"

- Invite participants to join an anonymous mailing list, to share their experiences with the group after the training.

V. Notes to Facilitator

A central part of inclusive trainings is the extension of the learning experience into daily life. To support this effect, encourage open and honest discussion. Help participants think about barriers and motivators. Support them in making realistic pledges and possible follow-ups.



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