



Switch on to Climate Change

Young People, Peer Education, and Climate Change





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and Climate Change

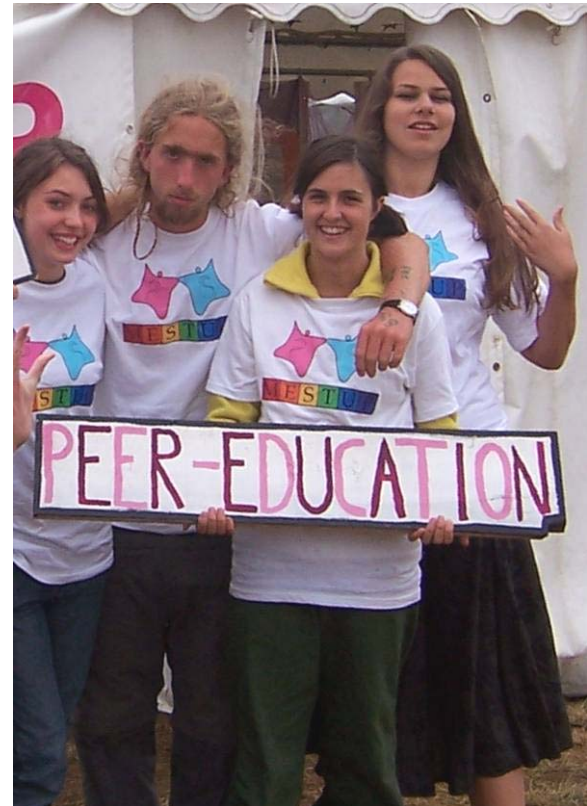
The C-Change Project:

- Background
- Events
- Publication
- Website
- Training



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Supporting Peer Education





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The concept of Peer Education

- In pairs:
 - **Read the definitions on the cards.
Decide which one you like best.**



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Key principles for Peer Education:

- **Involving young people throughout**
 - Young people have expertise
 - Young people already talk to each other about sensitive/complex issues
 - Young people take more notice of each other
 - It's a creative way of working with young people
- **Active learning**
 - Co-operative working
 - Problem solving
 - Communication skills
 - Challenging attitudes and practices
- **Being flexible and adaptive**
- **Creating a supportive environment**
 - Setting up effective partnerships
 - Negotiating support structures
 - Monitoring and evaluation
- **Process of review and evaluation**



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What makes a good Peer Educator

- Peer educators should:
 - Represent the age, gender, race/ethnicity, sexual orientation, and socioeconomic background(s) of the project target population;
 - Speak and write in the language(s) of the target youth;
 - Feel enthusiasm for working with the target group;
 - Feel enthusiasm for working toward the goal of the project;
 - Be open-minded and nonjudgmental. Peer educators will be “meeting” young people dealing with a whole range of issues;
 - Be leaders in the community—already knowing what’s going on and feeling empowered and able to help;
 - Be available to work within the structure offered and the time commitment required;



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What makes a good Peer Educator

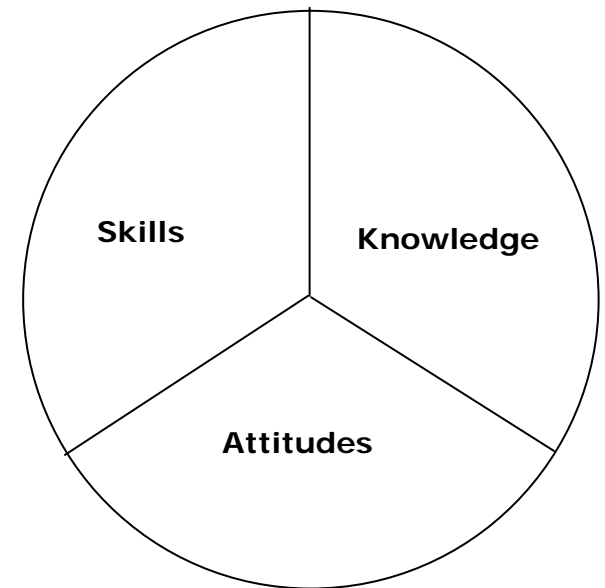
- In groups of two or three:
 - Create a peer educator “small ad!” You have only 100 words. e.g. “We are looking for people who are...”
- OR
- Draw a peer educator – match body parts with qualities



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What makes a good Peer Educator

- Be knowledgeable about and interested in the subject matter of the peer education programme;
- Be capable of looking at themselves honestly;
- Be interested in helping others to learn and in developing their own communication skills;
- Be confident without being arrogant;
- Be respectful of others, especially in the age group targeted by the project;
- Be good at working in a team within an agreed framework;
- Be reliable and trustworthy about keeping to any agreement entered into.





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Developing a Peer Education project

- Pre-implementation
- Implementation

- Objectives and content
- Training, cycles and processes

- In small groups discuss:
 - **what you'd need to plan at a very early stage**
 - **how you'd go about implementing the project over**



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What do Peer Educators need?

- **Peer educators need:**
 - To feel accepted, regardless of their different abilities, culture, beliefs or background;
 - Clear, practical information about the support system that is built into the project: how and when it can be accessed, names, addresses, phone numbers;
 - A named support person on whose commitment they can count;
 - Support when things are going well and not just when there is a problem;
 - Not to feel patronised or inadequate when seeking support;



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What do Peer Educators need?

- The right level of support, sensitive to their situation and environment;
- A range of support experiences: one-to-one discussion, group meetings, 'on the job' with support person working alongside or paired working;
- Efficient administration of the project with necessary resources;
- To have their effort and achievements recognised;
- Constructive feedback – the right to make mistakes and learn from them;



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The main difficulties in supporting Peer Educators

- motivation weakens;
- lack of regular contact;
- lack of experience;
- lack of resources;
- too few trainers/leaders.



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Developing a programme and improving the quality of Peer Education

- **Some of the variables:**
 - Recruitment – inclusion;
 - Organisational context;
 - Theme;
 - Intensity or coverage;
 - Target group;
 - Age groups;
 - Appropriate delivery methods.



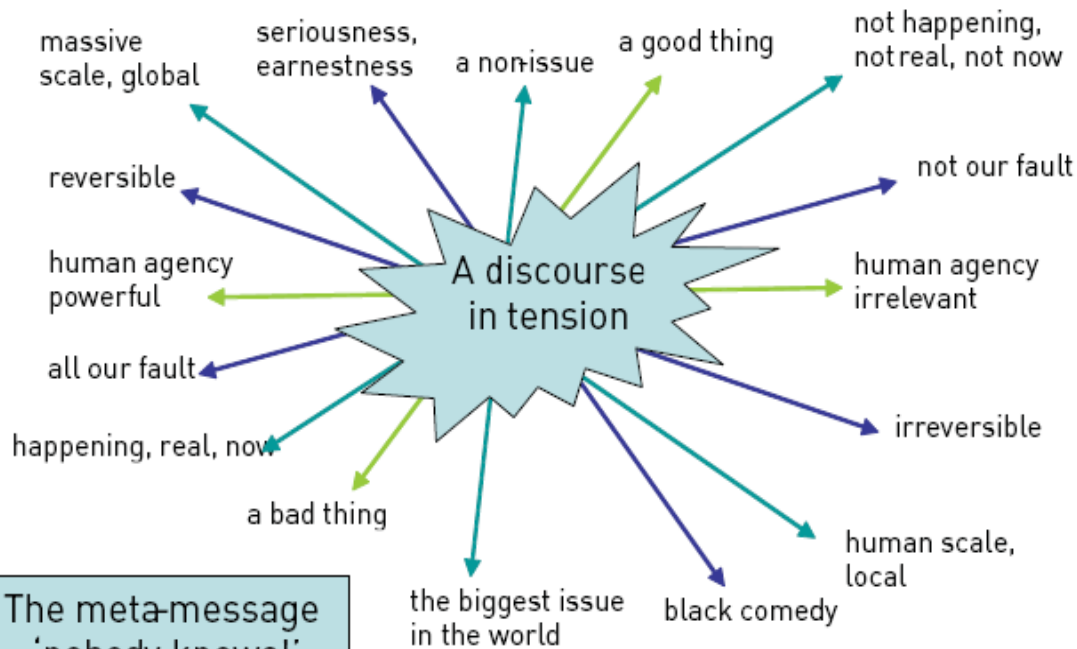
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Understanding our audience

- Using a strip of stickers make your way around the room. This allows you to gauge your audience and adapt the content to their previous knowledge.
- Creating discussion on an invisible line. Exploring personal thoughts and attitudes towards climate change.

The repertoires of climate change

Figure 1: Opposing arguments in the climate change discourse



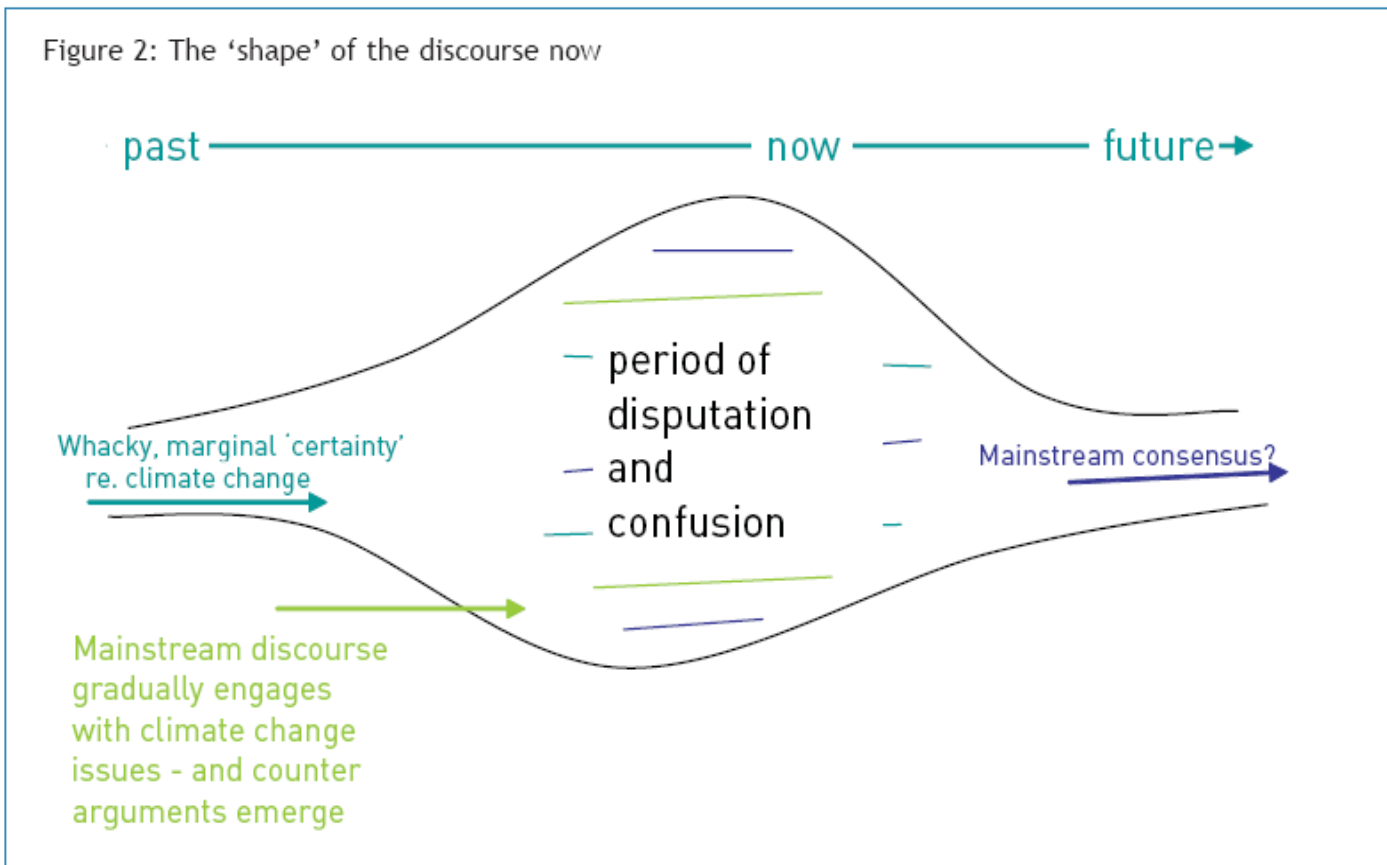
The meta-message = 'nobody knows!'



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The repertoires of climate change

Figure 2: The 'shape' of the discourse now

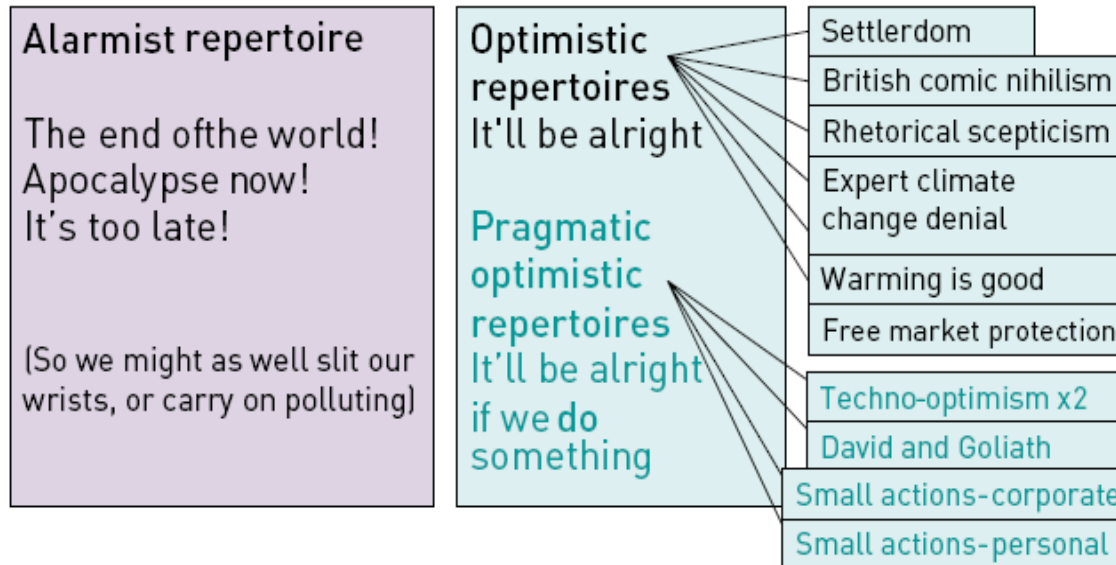




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The repertoires of climate change

Figure 3: The big map of the discourse – repertoires





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The C-Change message

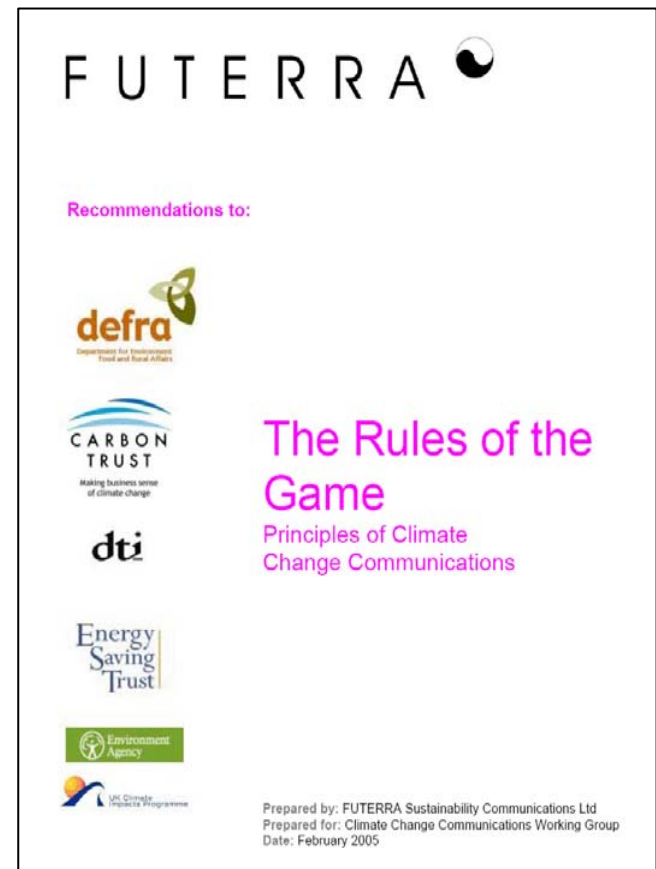
- We understand the causes of climate change;
- It will affect all of us;
- There is something we can do about it – and it's not rocket science;
- It must be taken into account in all our decisions



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The Rules of the Game

1. Challenging habits of climate change communication
2. Forget the climate change detractors
3. There is no 'rational man'
4. Information can't work alone
5. Climate change must be 'front of mind' before persuasion works

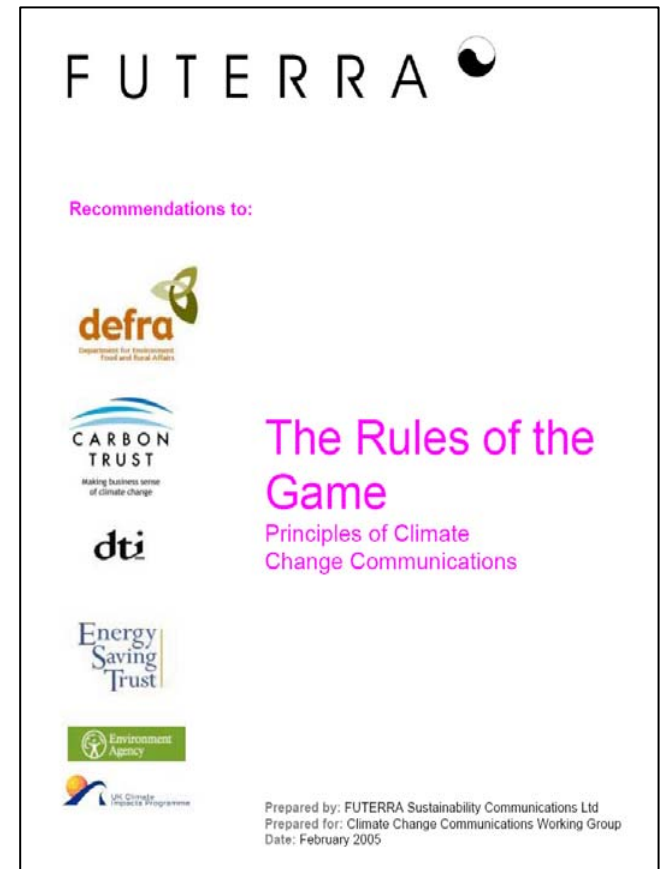




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The Rules of the Game

6. Use both peripheral and central processing
7. Link climate change mitigation to positive desires/aspirations
8. Use transmitters and social learning
9. Beware the impacts of cognitive dissonance
10. Everyone must use a clear and consistent explanation of climate





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**How do we
communicate
with young
people?**

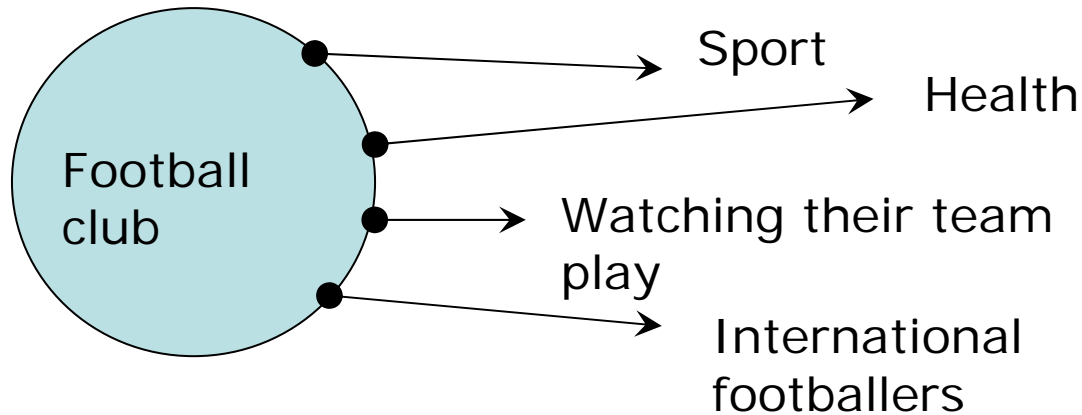




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Exploring ways that young people communicate

- Together all participants brainstorm different groups of young people, be it geographically, clubs, an area or activity that they engage in.



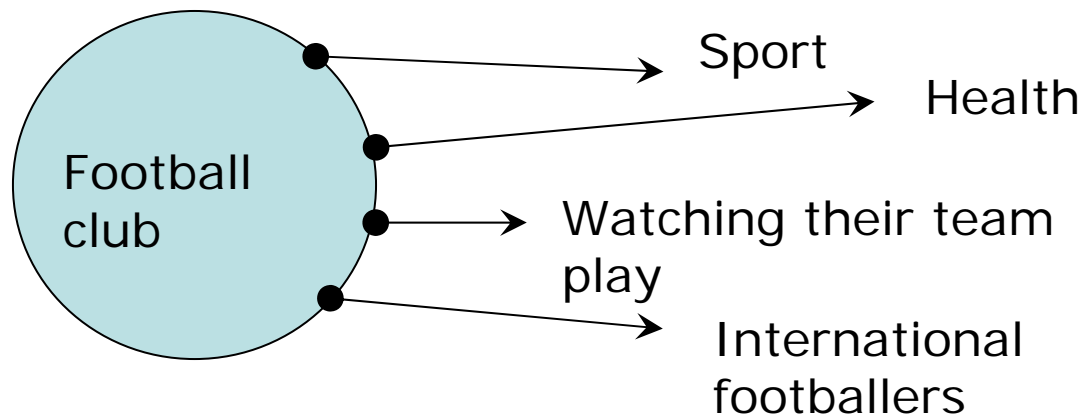
- Around these groups, brainstorm and record what is important to these young people.



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Methods of communication with young people

- Split off into smaller groups.
- Think of ways that the identified groups are best communicated to – taking into consideration what is important to them.



Peers – footballers/coaches

Through local clubs

Football magazines

Celebrity footballers

Tournaments



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Sharing experience

- Projects with a message that have effectively reached young people.