



WORKSHOP MANUAL

CHILDREN, YOUNG PEOPLE & CLIMATE CHANGE

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INTRODUCTION

Thank you for agreeing to take part in this project! The Young and Resilient Research Centre at Western Sydney University and UNICEF Australia are very grateful for your assistance.

These workshops aim to understand how young people perceive climate change, how it affects their lives, their priorities for climate action, and their aspirations for futures and future generations in a world impacted by climate change. Through these workshops, we will also develop a robust set of child-centred indicators to track how children experience the climate crisis and whether climate mitigation and adaptation efforts meaningfully impact children's lives. These indicators will help to equip governments, NGOs and private enterprise with tools that centre children's experiences in climate policy, practice, and advocacy.

The Western Sydney University Human Ethics Committee has granted ethics approval to carry out this research (Ethics Approval No. H15448). The ethics approval sets out a protocol for running the workshops. This manual contains information about how to plan and facilitate workshops – and how to ensure your workshops comply with the ethics protocol. Your adherence to the guidelines we stipulate in this manual is essential and will ensure participants are given the respect and protection they deserve.

Please share this manual with all facilitators so they can familiarise themselves with their ethical obligations and activity instructions before the workshop.

If you have any questions regarding this manual, please feel free to contact the project team via Lilly Moody at l.moody@westernsydney.edu.au. We look forward to working with you on this exciting project!

Thank you,
The team at the Young and Resilient Research Centre

WHO ARE WE?



The Young and Resilient Research Centre at Western Sydney University embraces an integrated mode of research and development, education, training and enterprise to research and develop technology-based products, services and policies that strengthen the resilience of young people and their communities, enabling them to live well and participate fully in social and economic life.

1. PLAN YOUR WORKSHOPS

Step 1: Identify workshop facilitators

As a part of your duty of care and ethical responsibilities, there must be a **minimum of two adults** present for the duration of the workshops. To ensure participants can participate fully and freely express their views, we recommend that you appoint facilitators with appropriate facilitation training and/or experience, particularly working with young people. Ideally, they will also have:

- A lively, engaging and upbeat facilitation style.
- An ability to moderate and summarise discussion with diverse participants, including young people.
- Capacity to nurture a safe, respectful, inclusive and supportive space.
- Knowledge of requirements for working ethically with young people.
- The necessary authorisations and clearances to work with children, as determined by your organisation's rules and your state or country's legislation.

Please share this manual with all the facilitators so they have an opportunity to read the materials before they attend the facilitator training.

Step 2: Attend online facilitator training

The Young and Resilient team will arrange a time to hold a **2-hour online facilitator training webinar**.

- The webinar will cover workshop activities and logistics, a brief technology tutorial, as well as the ethical practices and requirements that you will be required to adhere to.
- The webinar will also be an opportunity for facilitators to contribute feedback on activities to ensure they are culturally appropriate and relevant for participants in your context.
- All facilitators and staff members involved in the workshop recruitment and delivery should attend this training.

Step 3: Familiarise yourself with workshop activities

Please familiarise yourself with the activities and the instructions contained in this manual.

Step 4: Confirm dates and location

The Y&R team will schedule times for the workshops in collaboration with your team, and book a venue for the workshops. The venue will be in a location that is safe and easily accessible to children. Ideally, the space will have:

- Tables large enough for groups of 4-5 people to sit around and take part in group work activities; and,
- A blackboard, whiteboard or wall space where you can stick butchers paper up to write on.

The workshops will be held outside of school hours to minimise disruption to participants' responsibilities.

Step 5: Collect workshop kit

The Y&R team will provide you with a workshop kit, including all printed materials and supplies needed to conduct your workshops. The Y&R team will liaise with you to arrange a time to give you the kit.

2. RECRUITMENT & CONSENT

Y&R will lead recruitment of children and young people and manage registrations for your workshop. Where possible, we would appreciate it if you could please share the recruitment materials with organisations in your network who may be able to assist. Y&R will provide you with a recruitment package which you can share with partner organisations.

The Y&R team will share the list of participants who have registered for your workshops the day before your first workshop.

Key dates	Recruitment 23 May-23 June Workshop delivery 14-24 June
Number of participants	<ul style="list-style-type: none"> • 15 x 10-18 year olds in the Western Sydney region (Liverpool) • 15 x 10-18 year olds in the Upper Hunter region (Muswellbrook) • 15 x 10-18 year olds in the Northern Rivers region (Ballina)
Workshop lengths	<p><u>In-Person Workshops</u></p> <p>Western Sydney: 2 x 2.5 hours AND 1 x 5 hours Upper Hunter: 2 x 2.5 hours AND 1 x 5 hours Northern Rivers: 2 x 2.5 hours AND 1 x 5 hours</p> <p>Total: 45 participants</p> <p>Participants will be asked to take part in <u>all</u> workshops in their location.</p>
Workshop details	<p><u>Western Sydney region (Liverpool)</u> Venue: Liverpool Community Centre (14B Mill Road, Liverpool) Dates: 4.00-7.00pm, Wednesday 14 June 4.00-7.00pm, Thursday 15 June 9.30am-2.30pm, Saturday 17 June</p> <p><u>Upper Hunter region (Muswellbrook)</u> Venue: PCYC Muswellbrook (Carl St & Market St, Muswellbrook) Dates: 4.00-7.00pm, Wednesday 14 June 4.00-7.00pm, Thursday 15 June 9.30am-2.30pm, Saturday 17 June</p> <p><u>Northern Rivers region (Ballina)</u> Venue: Dirrawong Room, Ballina Surf Club (Lighthouse Beach Parade, East Ballina)</p>

	Dates: 4.00-7.00pm, Tuesday 20 June 4.00-7.00pm, Wednesday 21 June 9.30am-2.30pm, Saturday 24 June
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Who will we recruit?

- Participants must be aged 10-18 years old (inclusive).
- Participants will be residing in one of the three workshop locations in NSW (Western Sydney, Upper Hunter or Northern Rivers).
- For ethical reasons, and to ensure we can provide a sufficient duty of care to all participants, we are unfortunately not able to work with young people who are experiencing **significant emotional distress**. Partner organisations assisting with recruitment will be provided with the Kessler-6 scale and instructions on how to administer it if they are concerned that participating in the workshops will be detrimental to a participant's mental health or wellbeing.
- We are interested in capturing the experiences of diverse young people. As such, where possible and ethical, we will share this opportunity with young people from diverse backgrounds, such as LGBTQIA+, culturally and linguistically diverse, low socioeconomic status, children living with disabilities, etc.

Kessler Psychological Distress Scale (K6)

There may be rare cases where it might not be appropriate for a person to take part. If someone is concerned that a young person who wants to take part in the workshop is experiencing significant emotional distress, it is important that their suitability to participate is assessed before they take part in workshop activities.

Workshops have been designed to be safe and strengths-based, however due to the nature of the topics and the potential that participants have experienced a natural disaster, there is a risk that it might. To assess an individual's suitability when recruiting, partner organisations can choose to administer the 'K6 Survey'. **It is not necessary to administer the K6 Survey to all participants.** Partner organisations should only administer the survey if they are concerned that a participant is experiencing emotional distress. If the survey is administered, it should be done in such a way that the participant taking the survey does not feel uncomfortable.

Informed Consent

Our university ethics approval requires that we obtained informed consent from all participants and their parent or carer, prior to participating in the workshops.

- Y&R will obtain consent from participants and their parent/carer prior to the workshops. This will include consent for participants to have their photos taken.
- On the registration list that Y&R will share with you before the workshop, we will confirm that we have collected consent and parental consent from each participant, and indicate participants have consented to have their photos taken. Please take note of those who have not provided consent to have their photo taken and ensure they are not captured in any photos you take during the workshop.
- It's important that participants have plenty of opportunities to ask questions about the project. Please allow space at the start the workshops for participants to ask any questions they might have. The Y&R team would also be happy to respond to any questions via email (l.moody@westernsydney.edu.au).
- In the event that a participant arrives who has not registered and therefore not provided consent or parental consent before the workshop, please follow the process on page 13 of this manual to obtain consent.

3. BEFORE THE WORKSHOP

Step 1: Check materials

- Y&R will provide you with a workshop kit which will include all printed worksheets and materials needed to run your workshop. Please check that you have all the materials you need. See Tables 3 and 4 below for a list of printed and other materials included in your kit.
- Please check that all iPads are fully charged before the workshop.
- The participant registration list will be emailed to you before the workshop. You will need to arrange to print this out in advance.

Table 3: Printed materials

Print resource	Size	No. of copies
Workshop manual (including agendas)	A4	2
Participant information and consent sheets	A4	6
Verbal parental consent record	A4	1
Facilitator notebook	A4	2
Workshop planning checklist	A4	1
Post-workshop upload checklist	A4	1
Local support service contact details	Small slips of paper	45
'Happy Place' worksheets	A3	20
'Time Traveller' worksheets	A3	20
'My Community' instruction worksheets	A3	7
'Warning' worksheets	A3	20
'Preparedness thermometer' worksheets	A5	20
'Time Capsule' worksheet	A3	7
'What is resilience?' worksheets	A5	20
'Communi-tree' worksheets	A3	7
'What Did You Say?' butchers' paper	-	4

'Responsibilities' butchers' paper	-	2
'Snakes and ladders' worksheets	A3	10
'My Power' worksheets	A3	20
'Utopia' worksheets	A3	5
'Dystopia' worksheets	A3	5
'Our Utopian Future' butchers' paper	-	1
'Where Am I?' worksheets	A3	30
'Help - Useful' envelopes	A4	7
'Help - Not useful' envelopes	A4	7
'Help - Unsure' envelopes	A4	7
'Indicators' (15 in each envelope)	Small slips of paper	7
'Manifesto' worksheets	A4	7
'Workshop feedback' butchers' paper	-	4

Table 4. Other workshop materials

Butchers paper or whiteboard

Markers/whiteboard markers

Name tags

Blank A3 paper

Pens and pencils

Empty envelopes

Coloured pens/textas

Green and red textas

Green sticky dots

Orange sticky dots

Red sticky dots

Gold stars

Sticky notes

Blu-tack

Dice

iPads

iPad chargers

Lollies

Step 2: Prepare intro and wrap-up sessions

- Think about how to open the workshop in a way that will create an inviting **upbeat and engaging** environment for your participants.

Step 3: Prepare the workshop space

- Arrange the space for the participants to work in, including setting up tables and chairs and distributing pens, pencils and other materials participants will need (see **Table 4**).
- If you do not have a whiteboard or blackboard in the room, stick butchers paper up on the walls for you to record key conversations.
- Distribute the contact details of the local support service on small slips of paper around the tables.

Step 4: Familiarise yourself with participant registration list

- The day before your first workshop, Y&R will send you a list of young people who have registered for the workshops. Please familiarise yourself with the names of participants and take note of those who have not consented to have their photo taken.

4. DURING THE WORKSHOP

Step 1: Participant arrival

As participants arrive, please request that they tick off their name on the registration list. If a participant arrives whose name is not listed on the registration list, please follow the process below.

What should I do if someone turns up who hasn't registered?

If a participant arrives at the workshop who is not registered on the list shared with you by Y&R, please follow these steps:

1. Give them a participant information sheet and consent form;
2. Explain the project to them, including what it involves and how their data will be used;
3. Provide them with an opportunity to ask any questions;
4. Ask them to carefully read and sign the consent form, including providing their email address so that Y&R can send the gift vouchers to them;
5. Ask them to provide a phone number for a parent or carer who you can call to obtain consent; and,
6. Call their parent to obtain verbal consent and record the details in the verbal parental consent form provided.

Step 2: Complete activities

Follow instructions provided in the workshop agenda to complete the activities.

- It is really important that we receive **as much detail as possible** from participants. Where possible, guide participants to answer activities with more than one word and explain 'why'!
- For individual activities, it is important that participants complete these **on their own** and don't copy the person next to them.
- Some activities have been designed to allow participants to **explore conversations** as they wish. Therefore, questions are sometimes deliberately broad and open to interpretation and precise definitions are not necessarily provided.
- If participants struggle with a question or activity, you can **rephrase questions or use additional prompts** to get them started or encourage them to take their thinking further.
- Use your judgment about what will work best for your group, however, please be mindful to **limit your influence** or **pass judgment** on participants' responses. A key

aspect of the project is to gather young people's insights with minimal adult intervention so we can better explore and understand what matters to them.

- Collect all completed worksheets as you go.
- Facilitator notes are extremely important as they help us to make sense of participants' responses. Please make sure you take notes during the workshop. We have provided a notebook for you to write in.
- If you have responses on whiteboards, please take photos of these before you rub them off.



We encourage you to take photos during the workshops. However, please make sure that you do not take photos of participants who have not given their consent.

Step 3: Wrap up

- Let participants know that they will receive their gift cards via email after each workshop. They will receive two \$100 vouchers (\$200 each).
- After the first workshop, share the details of UNICEF Australia's opportunity for participants to be involved in advocacy activities after the workshops.
- The team at the Young and Resilient Research Centre at Western Sydney University and UNICEF Australia very much value the time participants have taken to assist us with our work, so please thank them on our behalf.

5. AFTER THE WORKSHOP

Following your workshop, please:

- Email the registration list, any consent forms and parental consent log (if completed) to l.moody@westernsydney.edu.au after each workshop, so that Y&R can send out the gift vouchers to participants.
- Store physical copies of all paper-based materials (worksheets, butchers' paper, facilitator notebooks etc.) in the workshop kit.
- Upload all digital workshop documentation (including photos of whiteboards, and photos of participants and activities) to the online cloud storage shared with you by Y&R.
- Use the Post-Workshop Upload Checklist in the appendix of this manual to ensure you have uploaded all required documents.

Once you have completed the above, Y&R will:

- Send out gift cards to participants who attended after each workshop (\$100 each time).
- Arrange a time to debrief with you about the workshops and discuss a process for co-analysis (if there is capacity and interest within your team).
- Organise a time with you to collect the workshop kit.



RESOURCE KIT

CHILDREN, YOUNG PEOPLE & CLIMATE CHANGE

WORKSHOP ACTIVITIES AT A GLANCE

Please make sure you include an introduction, breaks and wrap-up in this time, as well as the listed activities for each workshop.

WORKSHOP 1

Activity	Materials	Time
Welcome	Registration List Name tags Extra consent forms Support services slips Snacks for tables	10 mins
Icebreaker	-	5 mins
Happy Place	'Happy Place' worksheets Coloured pencils/textas Pens and pencils	10 mins
The Time Traveller	'The Time Traveller' worksheets Coloured pencils/textas Pens and pencils Facilitator notebook and pens	15 mins
My Community	Blank A3 paper 'My Community' instruction sheet Coloured pencils/textas Pens and pencils Facilitator notebook and pens	30 mins
Morning tea	-	20 mins
Warning	'Warning' worksheets Coloured pencils/textas Pens and pencils Green and red textas Facilitator notebook and pens	30 mins
Time Capsule	'Preparation' rating scale slips 'Preparation' envelope 'Time capsule' worksheets	25 mins

	Pens and pencils Green and red textas Facilitator notebook and pens	
Energiser	-	5 mins
Communi-tree	'What is resilience' worksheets 'Communi-tree' worksheets Coloured pencils/textas Pens/pencils Facilitator notebook and pens	25 mins
Lunch	Snacks	45 mins
What did you say?	Butchers paper x 4 with questions in the middle (stuck to walls) Sticky notes Blu tack Timer Pens and pencils Facilitator notebook and pens	15 mins
Responsibilities	Butchers paper Markers Green sticky dots Orange sticky dots Red sticky dots Gold star stickers 'Responsibilities' worksheet Pens and pencils Facilitator notebook and pens	25 mins
Energiser	-	5 mins
Snakes and Ladders	'Snakes and Ladders' worksheets Coloured pencils/textas Pens and pencils Gold star stickers Facilitator notebook and pens Dice Lollies	30 mins
Wrap Up		10 mins

TOTAL TIME

5 hours

WORKSHOP 2

Activity	Materials	Time
Welcome	Registration List Name tags Extra consent forms Support services slips Snacks for tables	5 mins
Icebreaker	-	5 mins
Recap on previous workshop	Facilitator notebook and pens	5 mins
My Power	'My Power' worksheets Coloured pencils/textas Pens and pencils Facilitator notebook and pens	40 mins
Morning tea	-	20 mins
Utopia/Dystopia	'Utopia/Dystopia' worksheets Coloured pencils/textas Pens and pencils Facilitator notebook and pens	40 mins
Your Utopian Future	Large piece of butchers paper Coloured pencils/textas Pens and pencils Facilitator notebook and pens	20 mins
Energiser	-	5 mins
Where Am I?	'Where Am I' worksheets Coloured pencils/textas Pens and pencils Facilitator notebook and pens	40 mins
Lunch	-	45 mins
Help	Envelopes containing indicators on slips of paper 'Useful' envelopes 'Not useful' envelopes	20 mins

	'Unsure' envelopes Red sticky dots	
Manifesto	'Manifesto' worksheets Coloured pencils/textas Pens and pencils Facilitator notebook and pens	40 mins
Vox Pops	iPads x 5	10 mins
Wrap up and feedback activity	Butchers' paper Sticky notes Pens and pencils	5 mins
TOTAL TIME		5 hours

WORKSHOP 1

TIME: 5 HOURS

TIME	ACTIVITY	MATERIALS
10	INTRODUCTIONS	Registration list
9.30-9.35	<p>Hello and THANK YOU for joining the workshop!</p> <p>My name is <i>[name of facilitator]</i> and I'm from <i>[name of your organisation]</i>. <i>[Provide a brief description of your organisation and the work that you do.]</i></p> <p><i>[Acknowledgement of country]</i></p> <p>The workshops that we will be doing together have been designed by the Young and Resilient Research Centre at Western Sydney University in partnership with UNICEF Australia. The things you tell us in these workshops will be helping us to understand young people's ideas about climate change, and also help us make a tool that governments or organisations can use to understand if the action they're taking on climate change is having a positive effect on young people like yourself.</p> <p>These workshops are being run with other young people in three locations in NSW – Liverpool (Western Sydney), Muswellbrook (Upper Hunter) and Ballina (Northern Rivers).</p> <p>After the workshops, we will take all your responses, along with the insights from other young people who are taking part, and make sure that the tool we're creating can help make better futures for young people. We would love you to stay in touch with us after the workshops so we can keep you updated on where this project goes and let you know about other projects in future too.</p> <p>We're going to do two workshops together:</p> <ol style="list-style-type: none"> 1. In today's workshop, we'll explore what you think about climate change, how you think it impacts young people and your communities, and how we can be prepare for climate change and events 	<p>Name tags</p> <p>Extra consent forms</p> <p>Support services slips on tables</p> <p>Snacks on tables</p>

caused by climate change. We'll also look at climate action and what's most important to you, who's responsible, and what different generations might think about it.

2. In the second workshop, we'll focus on what the future could look like, your hopes for future generations, and how governments and organisations can tell if the action they're taking on climate is in the best interests of young people.

Before we begin, there are some important things that you should know. Anything you say, make or do in these workshops won't be shared with anyone except the facilitators, the Young and Resilient Research Centre and UNICEF Australia. Your name won't be included in any reports that we write from this project, but we may include some photos if you give us your permission to. None of your comments will be able to be traced back to you. So you should feel free to speak openly and honestly in these workshops!

Today's workshop is designed to be fun, but if anything we do makes you feel uncomfortable, or if you don't want to do an activity, you are very welcome to stop and we won't ask you to explain why (but you are also free to tell us why if that's important to you). You can re-join the activities at any point – and you can leave at any time if you need to! We hope that you will be part of all the activities, but only if you feel comfortable to contribute.

Also, on your table, you will find the details of Kids Helpline. If you feel upset or concerned by anything we do together here today, you are very welcome to pull me aside and tell me about it, if that feels right. However, if you don't feel like you want to talk to me but you need help, please use the details on the card to contact Kids Helpline.

Does anyone have any questions about what we're doing here?

[Participants introduce themselves]

[Code of conduct] While we're working together today, it's important that we're respectful of each other and treat each other well. Especially when we're sharing our ideas, experiences and beliefs. Before we begin, let's make a list of all the ways that we want to be treated and how we should behave towards each other in these workshops. *[Participants share ideas and facilitator writes them on a piece of*

butchers' paper or whiteboard. Leave the list visible for the workshops as a reminder of how to treat each other during the workshops.]

[Housekeeping:]

- *Location of toilets*
- *Workshop times (e.g. 4.00-9.00pm)*
- *Break and meal times*
- *Check that everyone has signed on the registration list*

5	ICEBREAKER	n/a
9.35-9.40	Game to help participants get to know each other.	
10	HAPPY PLACE	'Happy Place' worksheets
9.40-9.50	<p>Aim: To reinforce that the workshop is a safe space for participants to share ideas and perceptions and provide a tangible and personal anchor point that participants can refer to throughout the workshop.</p> <p>Type: Individual</p> <p>Instructions: <i>Before we begin today, we're going to draw a picture (or write about!) your happy place. Your happy place is somewhere you feel completely safe and completely your self. This can be somewhere that exists in real life or somewhere that only exists in your imagination! It can be inside, or outside, on Earth, or on a completely different planet. Your happy place should include all the things you love and make you feel safe. We're going to keep our happy places on our tables for the rest of the workshops, so you can go to your happy place whenever you want.</i></p> <p>On blank pieces of paper, participants are asked to:</p> <ul style="list-style-type: none"> - Draw (or write about) their happy place - This can be somewhere real or somewhere made up - It should include all the things that make them feel safe and themselves – people, objects, feelings, etc. 	<p>Coloured pencils/textas</p> <p>Pens/pencils</p>

	Debrief: Participants share their happy places with the rest of the group (if they would like to).	
15	TIME TRAVELLER	'Time traveller' worksheets
9.50-10.05	Aim: To surface participants' initial perspectives and feelings about climate change. Type: Individual Instructions: Facilitator reads the following paragraph out loud: <i>A young person from the year 1823 has invented a machine that allows them to travel across time and space. They want to undertake a mission to find out about the impacts of the Industrial Revolution on the people of the future. On their first expedition, they set their dial to 200 years in the future and arrive in 2023...right in the middle of your living room. After you recover from your initial shock, you attempt to explain climate change to help them with their mission.</i> On worksheets, participants are asked to: <ul style="list-style-type: none"> - Write down how they would explain climate change to the time traveller (they might want to think about the causes, effects, and impacts) - Draw emojis (and write the emotion underneath) to represent up to three feelings you have when you talk about climate change Debrief: Participants share their definitions of climate change with the group. Facilitator leads a discussion around climate change.	Coloured pencils/textas Pens/pencils Facilitator notebook and pens
30	MY COMMUNITY	Blank A3 paper
10.05-10.35	Aim: To understand how young people perceive the impact of climate change will affect and alter their communities and local resources in future. Type: Small groups (3) Instructions: Facilitator reads the following paragraph out loud:	'My Community' instruction sheet Coloured pencils/textas Pens/pencils

You offer to give the time traveller a tour of your local community and show them how people live in [name of town] in 2023.

Facilitator notebook and pens

On blank paper, participants draw a map of their communities as they are now. On their maps they should include:

- The population of their communities
- The recreational spaces they enjoy going to in their communities
- The places where people go to work in their communities
- The places where people get food in their communities
- The places where children go to school
- The places where water comes from in their communities
- The weather in their communities
- The places, people and things that make them feel safe in their communities

Facilitator reads the following paragraph out loud:

In exchange for giving them a tour of your community, the time traveller offers to take you in the time machine twenty years into the future so you can see how your community has changed and how people live if we don't act on climate change now.

On a new piece of paper, participants draw a map of their communities twenty years in the future. On their maps they should include the same things as above.

Debrief: Facilitator leads a discussion about how participants' communities have changed in twenty years' time. What has led to the changes?

20	MORNING TEA	Morning tea
10.35-10.55	Encourage participants to get up and move around in their break. Facilitators might also choose to play a game with the group.	
30	WARNING	'Warning' worksheet
10.55-11.25	Aim: To identify young people's perceptions of the impacts of climate change on them.	Coloured pencils/textas

	<p>Type: Individual</p> <p>Instructions: Facilitator reads the following paragraph out loud: <i>Having seen how climate change might change your community in the future, you and the time traveller sit down to record all the ways children and young people are, or will be, affected. When the time comes, the time traveller will take this back to 1823 as a warning for what could lie ahead in the future for children and young people if we don't act on climate change.</i></p> <p>Participants are given a worksheet with a picture of a warning scale with a colour gradient from green (left) to red (right). On the warning scale, participants will write down all the ways that climate change might affect children and young people now <u>and</u> into the future.</p> <p>On their worksheets, participants are asked to:</p> <ul style="list-style-type: none"> - Write down all the ways that children and young people might be affected by climate change, rating them from less serious to most serious (green to red/left to right) - Prompts (if needed): Health, education, safety, play, environment - With a green pencil, tick the impacts that you think you or your friends are likely to experience now - With a red pencil, tick the impacts that you think you or your friends are likely to experience in the future <p>Debrief: Facilitator leads a discussion about some of the impacts of climate change on children and young people.</p>	<p>Pens/pencils</p> <p>Green and red textas</p> <p>Facilitator notebook and pens</p>
<p>25</p> <p>11.25-11.50</p>	<p>TIME CAPSULE</p> <p>Aim: To understand how prepared young people are for the effects of climate change, identify tools they have which might help them prepare or support themselves, and what they feel they would need for future.</p> <p>Type: Individual and small groups (3)</p> <p>Instructions:</p>	<p>'Preparation' rating scale slips</p> <p>'Preparation' envelope</p> <p>'Time capsule' worksheets</p> <p>Coloured pencils/textas</p>

Facilitator reads the following paragraph out loud:

The time traveller will soon continue his journey into the future. To make sure he's prepared to deal with some of the impacts of climate change, you decide to create a time capsule for him to use when he arrives in the future.

Pens/pencils

Facilitator notebook and pens

[Individual] On their worksheets, participants are asked to:

- On the scale on the worksheet, rate (out of ten) how well prepared you feel to deal with climate change.
- Once participants have given themselves a rating, they can fold up their paper and put them in the envelope brought around by a facilitator. They do not have to show anyone else.

[Small groups] On their worksheets, participants are asked to:

- In the time capsule, write or draw all the things that can help children and young people prepare for climate change and associated events in the future.
- The items in the time capsule do not need to exist now, they can be something that exists in the future.
- Prompts: This might be things like advice, clothing, contacts for helpful people, food items, money, maps, photos, technology etc.

Debrief: Participants share what they have in their time capsules with the rest of the group.

5	ENERGISER	n/a
11.50-11.55	Facilitator leads a physical game to get participants moving.	
25	COMMUNI-TREE	‘What is resilience’ worksheets
11.55-12.20	Aim: To explore participants’ understandings of resilience in the context of climate change. Type: Individual and small groups (3)	‘Communi-tree’ worksheets
	Instructions: [Individual] On their worksheets, participants are asked to:	Coloured pencils/textas
		Pens/pencils

1. Write down what you think ‘resilience’ means when we talk about climate change. It’s okay if you don’t know! You can just write down, ‘I don’t know’.

Facilitator notebook and pens

Facilitator asks participants to share their responses if they would like to.

Resilience is the ability to bounce back from a difficult or challenging situation or event. Think about a rubber band. You can stretch or pull a rubber band far beyond its original size, and when you let it go, it can bounce back to its original shape, or (depending on how much you stretch it!), close to its original shape. This like resilience.

When we talk about climate resilience, we are talking about being able to recover or deal with climate change or associated events. Think about a community who experiences some of the impacts of climate change. This might be a natural disaster, warmer temperatures, air pollution, health issues, food shortages, or other things. What can they do to make sure they can bounce back from these events?

On your worksheets, you have a picture of a tree that is feeling the effects of climate change. This is your communi-tree. It’s been hit a bit hard and so its leaves are looking a bit sparse, but it’s not down and out just yet! We want you to show us what your communi-tree can do to help it become more resilient against climate change.

[Small groups] On their worksheets which shows a picture of a tree with some sparse leaves, participants are asked to:

1. Draw leaves on the tree
2. On each leaf write down something that can help support a community to be resilient against climate change.
3. Prompts: This can be things like technologies to help warn or protect about natural events, things that individuals or communities do to help reduce impacts or protect each other, types of buildings or landscapes, education, different kinds of jobs etc.

Debrief: Facilitator holds a brief discussion about what makes a climate resilient community.

45

LUNCH BREAK

Snacks

12.20-1.05

Encourage participants to get up and move around. Facilitator may also choose to play a physical game with the group.		
15	<p>WHAT DID YOU SAY?</p> <p>1.05-1.20 Aim: To explore what generational differences children and young people perceive between their attitudes and older generations' attitudes towards climate action</p> <p>Type: Individual</p> <p>Instructions: <i>Different people have different attitudes or feelings about climate change. The way that you think or feel about climate change might be the same or different to the ways that adults think or feel about it.</i></p> <p>Facilitator sticks four pieces of butchers' paper around the room with one of the following questions on each:</p> <ol style="list-style-type: none"> 1. What are three things you, your friends or siblings think or say about climate change? 2. What are three things your parents/carers think or say about climate change? 3. What are three things your grandparents think or say about climate change? 4. What are three things politicians think or say about climate change? <p>Participants are given a stack of sticky notes. Participants are assigned to one of the four pieces of butchers' paper. They have two minutes to write down up to three responses to each question on their sticky notes and stick them to the butchers' paper. The facilitator keeps time, and when the timer goes off, participants must move onto the next butchers' paper until they have added responses to each.</p> <p>Debrief: Facilitator leads a brief discussion based on participants' responses and asks if they feel as though there are differences between their views and other generations' views. One facilitator takes notes.</p>	<p>Butchers paper x 4 with questions in the middle (stuck to walls or on tables)</p> <p>Blu-tak</p> <p>Sticky notes</p> <p>Pens/pencils</p> <p>Timer (e.g. mobile phone)</p> <p>Facilitator notebook and pens</p>
25	<p>RESPONSIBILITIES</p> <p>1.20-1.45</p>	<p>Butchers paper x 1-2 (stuck to walls)</p>

Aim: To identify who participants feel have responsibility for taking action on climate change, what they should be doing, and who is already taking positive action on climate change.

Type: Whole group and individual

Instructions:

There are lots of different things that people, organisations and governments can do to help create a better climate future. But you might think some groups have more responsibility. In this activity, we're going to think about who can or should play a part in climate action, what they should be doing, and who might already be doing a really good job of acting on climate.

The facilitator asks the whole group to brainstorm all the people who might be responsible for acting on climate change. Facilitator writes the names on a piece of butchers' paper or whiteboard at the front of the room. NB: These should be roles, not the names of actual people.

Once the group has finished their brainstorm, the facilitator adds names missing from the list. Make sure to include the pink names:

- Local government
- State government
- Federal government
- High income countries
- International organisations (e.g. United Nations, UNICEF)
- International financial institutions (e.g. World Bank, IMF)
- Mining/gas/coal corporations
- Electricity corporations
- Travel industry
- Media corporations
- Logging industry
- Fishing industry
- Agriculture industry
- Small businesses
- Community organisations (e.g. PCYC, youth groups)
- Local communities
- Farmers

Markers (for facilitators to write on butchers paper)

Green sticky dots x 45 (3 for each participant)

Orange sticky dots x 45 (3 for each participant)

Red sticky dots x 30 (2 for each participant)

Gold stars x 45 (3 for each participant)

'Responsibilities' worksheet

Pens/pencils

Facilitator notebook and pens

- Educators
- Parents
- Children and young people

Each participant is given three green sticky dots, three orange sticky dots and two red sticky dots. They are asked to stick their dots on the butchers' paper against the groups who:

- Are most responsible for acting on climate change (green)
- Are somewhat responsible for acting on climate change (orange)
- Are not taking enough action on climate change (red). NB: participants do not have to use their red dots if they don't want to.

[Individual] On their worksheets, participants write down:

- The names of the three people they put their green dots next to
- Next to each name, write a short sentence about what they should be doing to help fight climate change

Debrief: Facilitator leads a short discussion on who is most, somewhat or not taking action on climate change, based on the distribution of sticky dots.

Each participant is given three gold stars. They are asked to stick their stars next to the people who they think are doing a really good job of fighting climate change. NB: Participants do not need to use all or any of their gold stars if they don't want to. People who have green dots do not necessarily have to be the ones to get gold stars.

Debrief: Facilitator leads a discussion about who got the gold stars and why. One facilitator takes detailed notes.

5	ENERGISER	
1.45-1.50	Facilitator plays an active game with the group.	
30	SNAKES AND LADDERS	'Snakes and ladders' worksheets
1.50-2.20		

Aim: To identify what climate action participants want to see, their most urgent priorities, and their perceptions of the barriers to climate action.

Type: Pairs

Instructions:

We're going to play a game of snakes and ladders. Except in this game, the ladders represent all the actions you want to see that can help to slow down climate change, or protect people and communities from the impacts. This can be things that you think the government, organisations, communities or individuals are, or should be doing, to act on climate change. The snakes are the barriers to climate action. These are all the things that governments, organisations, communities or individuals are doing that stops climate action or makes it less effective. Think about attitudes, behaviours, policies, campaigns, etc.

In pairs, on their snakes and ladders worksheets participants are asked to:

- Next to the ladders, write down all the actions you want to see that can help to slow down climate change or protect people from the impacts.
- Put three gold stars next to the ladders (or actions) you think are most important.
- Next to the snakes, write down all the barriers that stop climate action or make it less effective.
- Prompts: Think about attitudes (what people think about something), behaviours (what people do), policies (the rules that governments make), campaigns (the actions groups take), etc.

If there's enough time, participants can play a game of snakes and ladders.

Debrief: Pairs share their examples and reflections with the group. Facilitator leads a discussion around their responses.

Coloured pencils/textas

Pens/pencils

Facilitator notebook and pens

Gold star stickets

Dice

Lollies (for counters)

10

WRAP UP

2.20-2.30

Thanks so much for participating today. We're going to take all the things you've told us today back to the team at the Young and Resilient Research Centre at Western Sydney University. They're going to look at what you said today and in the next workshops and use it to help us create a tool to help understand if governments and organisations are helping children and young people through their climate action.

Before we go today, I wanted to share with you an opportunity to stay involved in climate change advocacy with UNICEF. *[Share details about UNICEF advocacy opportunity]*

Our next workshop will be held at *[insert time and date time]* at *[place]*. You'll also receive your first \$100 tomorrow! Watch out in your email accounts.

Looking forward to seeing you then!

WORKSHOP 2

TIME: 5 HOURS

TIME	ACTIVITY	MATERIALS
5	INTRODUCTIONS	Registration list
9.30-9.35	<p>Hello and WELCOME BACK to our final workshop! Thank you for joining us again on your weekend!</p> <p><i>[Acknowledgement of country]</i></p> <p>In tonight's workshop, we'll look at what the future could look like, your hopes for future generations, and how governments and organisations can tell if the action they're taking on climate is in the best interests of young people.</p> <p>We want to remind you that anything you say, make or do in these workshops won't be shared with anyone except the facilitators, the Young and Resilient Research Centre and UNICEF Australia. Your name won't be included in any reports that we write from this project, but we may include some photos if you give us your permission to. None of your comments will be able to be traced back to you. So you should feel free to speak openly and honestly in these workshops!</p> <p>Today's workshop is designed to be fun, but if anything we do makes you feel uncomfortable, or if you don't want to do an activity, you are very welcome to stop and we won't ask you to explain why (but you are also free to tell us why if that's important to you). You can re-join the activities at any point – and you can leave at any time if you need to! We hope that you will be part of all the activities, but only if you feel comfortable to contribute.</p> <p>Also, on your table, you will find the details of Kids Helpline. If you feel upset or concerned by anything we do together here today, you are very welcome to pull me aside and tell me about it, if that feels right. However,</p>	<p>Name tags</p> <p>Extra consent forms</p> <p>Print out demographic surveys</p> <p>Support services slips on tables</p> <p>Snacks on tables</p>

if you don't feel like you want to talk to me but you need help, please use the details on the card to contact Kids Helpline.

Does anyone have any questions?

[Housekeeping:]

- Location of toilets
- Workshop times (e.g. 4.00-6.30 or 9.30-2.30)
- Break and meal times

Check that everyone has signed on the registration list

5	ICEBREAKER	n/a
9.35-9.40	Game to help participants get to know each other.	
5	RECAP ON PREVIOUS WORKSHOP	Facilitator notebook and pens
9.40-9.45	<p><i>In this last workshop, we spoke about how communities can make themselves resilient against climate change, what different generations think or say about climate change, who we think is responsible for acting on climate change, and what you think the most important priorities for climate action are (as well as some things that get in the way!).</i></p> <p><i>Was there anything that stuck with you after the last workshop? How did you feel afterwards?</i></p> <p><i>[One facilitator takes notes of any comments from participants.]</i></p> <p><i>[Facilitator shares any other workshop specific insights that they noticed.]</i></p>	
40	MY POWER	‘My power’ worksheets
9.45-10.25	<p>Aim: To understand to what extent children and young people see themselves as agents of change, how they are and want to be involved in climate action, and what motivates or inspires them to be involved in climate action.</p>	<p>Coloured pencils/textas</p> <p>Pens/pencils</p>

Type: Individual

Facilitator notebook and pens

Instructions:

In this activity, we're going to be thinking about how you, as young people, might or might not want to be involved in climate action, now and in the future. Not wanting to be involved is totally okay! We all care about different things, and we can't care about all the things all the time! We'll also think about whether you feel like you have the power to make a difference.

Participants are given a worksheet divided into four quadrants labelled with the following statements:

- I have the power to make a difference (top)
- I don't have the power to make a difference (bottom)
- I'm not doing anything to make a difference to climate change (left)
-

On their worksheets, participants are asked to:

- Mark where you are now with a cross
- Mark where you would like to be in one year's time with a circle. You don't have to care more or feel like you have more power to make a difference! Maybe other things are more important to you, and that's okay!
- Draw a squiggly line between the two points and then mark it in three different places.
- At each of the three places marked on the line, write something that might happen on your journey from where you are now to where you would like to be. This might be things that inspire or motivate you, or things that challenge you or get in your way.

Debrief: Participants share their journeys with the rest of the group (if they want to).

20	MORNING TEA	Morning tea
10.25-10.45	Encourage participants to get up and move around in their break. Facilitators might also choose to play a game with the group.	
40	UTOPIA/DYSTOPIA	'Utopia/dystopia' worksheets
10.45-11.25	Aim: To identify children and young people's aspirations and concerns for their future, impacts on children and young people, and their priorities for climate action.	Coloured pencils/textas

Type: Pairs

Pens/pencils

Instructions:

Facilitator reads the following paragraph out loud:

Facilitator notebook and pens

The time traveller takes you all on a journey into the future to show you what it might look like with the impacts of climate change. But, on the way there, your group gets separated: Half of you end up in a utopian future, and the other half split off into an alternative dystopian future. When you eventually make your way back to your current time, word spreads that you've seen a glimpse of the future. The Prime Minister invites you to give a presentation to share your experiences so that it can inform and help him make decisions.

Utopia is an ideal or perfect world, and dystopia is the opposite of this!

Participants are divided into two groups. One half is assigned the utopian future, and the other half is assigned the dystopian future. Participants are then divided into pairs within their utopian/dystopian groupings.

On their worksheets, participants are asked to:

- Write a presentation to the Prime Minister. Your presentation should:
 - o Describe the utopian/dystopian climate future you have seen
 - o Describe what children and young people are experiencing/living in your utopian/dystopian climate future
 - o Explain to the Prime Minister what steps they need to take to achieve utopia, or avoid dystopia

Debrief: Pairs present their presentations to the rest of the group.

20
11.25-
11.45

OUR UTOPIAN FUTURE

Aim: To distil the key qualities of participants' ideal climate futures and to create a reference point for the following activities.

4 x pieces of butchers' paper stuck together

Coloured pencils/textas

Type: Whole group

Pens/pencils

Instructions:

In the last activity, we imagined what our perfect utopian worlds or not-so-perfect dystopian future worlds might look like in a world effected by climate change. In this activity, we're going to focus on utopia. Drawing on all the things that people said make up their perfect world in the last activity, or other things you've thought of since, we're going to make a huge communal artwork of our combined utopia! On this piece of butchers' paper, draw or write all the different qualities or things that make up your utopian world. Remember that this is the world where climate change action has been really effective, and people feel less of the impacts.

As a group, and drawing on the previous activity, the participants collectively brainstorm all the qualities of their utopian futures and create a communal artwork on large pieces of butchers' paper. A facilitator can also capture ideas on the butchers' paper as participants discuss.

Facilitator notebook and pens

5	ENEGISER	n/a
11.45-11.50	Facilitator leads an active game with the group to get them moving.	
40	WHERE AM I?	'Where am I?' worksheets
11.50-12.30	Aim: To capture how young people feel the qualities of their ideal climate futures should be measured.	Coloured pencils/textas
	Type: Pairs	Pens/pencils
	Instructions: Facilitator reads the following paragraph out loud: <i>The Prime Minister was impressed with your description about the utopia, and he has sent you on another mission into the future to find out more details about what that utopian is like, how children and young people live there, and what changed to create the utopia (what they did right!). You jump into the time travellers' time machine and spin the dial, but oh no! It seems to be broken. The time machine catapults you into an unknown future, and when you step out, you're not sure where exactly you are.</i>	Facilitator notebook and pens

In pairs, participants are asked to:

- Write all the ways you will be able to tell that you've arrived in your utopian worlds. I.e. What are the *signs* that you can look out for that tell you you're in utopia? Look at your utopian world from the last activity and think about:
 - o What you can see
 - o What you can smell
 - o What you can hear
 - o What you can feel
 - o What you can taste
 - o How people behave
 - o What the environment is like
 - o How healthy the population is
 - o How happy the population is
 - o What the buildings look like
 - o What children and young people's lives are like
- Next to all the signs you can see, write down what's created that change in this future. You might want to think about what governments, corporations, communities, or individuals have done to help create this change.
- Prompts:
 - o There might be clean air in your utopia because there are less petrol cars on the road, or more policies about how much air pollution factories can make
 - o Children and young people are healthy because they all have access to fresh food and clean water
 - o Children and young people are safe because they all have somewhere safe to live
 - o Sea levels are at lower levels than predicated because politicians put in laws about greenhouse gas emissions
 - o Children and young people are less impacted by floods because adults build the houses on higher ground

Debrief: Facilitator leads a discussion about what changes contributed to their utopian futures.

45 12.30- 1.15	LUNCH Encourage participants to get up and move around during the break. Facilitators may choose to play a physical game with the group.	Lunch
20 1.15- 1.35	<p>HELP</p> <p>Aim: To understand how young people prioritise the factors that decision-makers currently use to assess climate change and action</p> <p>Type: Small groups (3)</p> <p>Instructions: Facilitators read the following paragraph out loud: <i>Back in the present day again, the Prime Minister wants to set up ways to track humanity's progress towards the utopian future. He gives you a set of statements and asks if you think they are important or not important in helping us understand whether we're on track towards achieving young people's utopian future. The work that you do will help him build the best policies and programs to fight climate change and ensure a better future for children and young people.</i></p> <p>In small groups, participants are given an envelope containing 15 small slips of paper, each with an indicator or measure from existing climate change indexes or measures. They are also given three envelopes: One with "Important", "Not important" or "Unsure" on the front.</p> <p>NB: Try to avoid using the terms 'indicators' in the workshops.</p> <p>Participants are asked to:</p> <ul style="list-style-type: none"> - Read the statements on the slips of paper - If they think that it is useful in helping to understand whether we're on track towards young people's ideal future, put it in the 'Useful' bucket - If they think that it is not useful in helping to understand whether we're on track towards young people's ideal future, put it in the 'Not useful' bucket - If you're unsure, put it in the 'Unsure' bucket 	<p>Indicators cut into slips of paper in an envelope</p> <p>Envelopes (x 5) with 'Useful' on the front</p> <p>Envelopes (x 5) with 'Not useful' on the front</p> <p>Envelopes (x 5) with 'Unsure' on the front</p> <p>Red sticky dots</p>

- If there are any statements that they think are especially important for the Prime Minister to take note of, put a red sticky dot on that statement before they put it in their envelopes

If participants are not clear on the instructions, you may walk through an example with them as a group.

40	MANIFESTO	'Manifesto' worksheets
1.35- 2.15	<p>Aim: To capture children and young people's aspirations for future generations, identify to what extent children and young people see themselves as agents of change</p> <p>Type: Small groups (3)</p> <p>Instructions: Facilitator reads the following paragraph out loud: <i>Over the past week, you have been thinking a lot about climate change and what it will mean for future generations. With a group of likeminded young people, you feel inspired to lay out your vision and broadcast a call for action for a better tomorrow. Together, you write and record a manifesto for your ideal world so that future generations and key decisionmakers know your aspirations, and know what young people need.</i></p> <p>In small groups, participants are asked to write a manifesto for future generations, addressing the following prompts:</p> <ul style="list-style-type: none"> - Aspirations: What are your hopes and aspirations for future generations in a world where climate change exists? - Beliefs: Why is this important? What are the short- and long-term benefits/risks of harm if this manifesto is not acted on? - Responsibilities: Which organisations or individuals need to help create this ideal world? - Call to action: What do you need these people to do? - Participation: What role children and young people have in creating this ideal world? <p>Debrief: Participants record their manifestos as vox pops.</p>	<p>Coloured pencils/textas</p> <p>Pens/pencils</p> <p>Facilitator notebook and pens</p>
10	VOX POPS	iPads x 5

2.15- Participants make a video recording of their group broadcasting their manifestos on iPads provided by Y&R.
2.25

5 WRAP UP

2.25- Thanks so much for participating in our workshops this week.
2.30

A HUGE THANK YOU from Young and Resilient and UNICEF Australia.

We're going to take all the things you've told us today back to the team at the Young and Resilient Research Centre at Western Sydney University. They're going to look at what you said today and in the next workshops and use it to help us create a tool to help understand if climate action taken by governments and organisations are helping children and young people. We'll also create a report that we'll share with you so you can see what all the young people in these workshops said.

[Remind participants about UNICEF advocacy opportunity]

Before we finish up, we'd love to hear what you thought about taking part in these workshops. This is so Young & Resilient can make these kinds of workshops better for young people. You be completely honest! Your answers will be anonymous.

Individually, please let us know your thoughts for these questions. You can write down your answers on sticky notes and stick them to the paper as you leave.

- How did these workshops make you feel?
- What were your favourite parts about the workshops today?
- What were your least favourite parts?
- What, if anything, did you learn from these workshops?

If you have any questions after the workshop, just send an email to Lilly who sent you all the workshop information.

Thank you!

4x pieces butchers' paper with one question on each

Sticky notes

Pens and pencils

WORKSHOP PLANNING CHECKLIST

Use this checklist to make sure that your workshop runs as smoothly as possible.

PLAN YOUR WORKSHOPS

	Identify workshop facilitators
	Attend online facilitator training
	Familiarise yourself with workshop activities
	Confirm workshop dates and location
	Collect workshop kit

RECRUITMENT AND CONSENT

	Share recruitment materials with partners in your network
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BEFORE THE WORKSHOP

	Check workshop kit (including printed and other materials)
	Check iPads and charge if needed
	Prepare intro and debrief sessions
	Prepare the workshop space
	Receive participant registration list from Y&R team
	Familiarise yourself with the registration list

DURING THE WORKSHOP

	Register participants and obtain consent where needed
	Complete activities
	Collect worksheets
	Take facilitator notes
	Take photos of notes written on blackboards or whiteboards
	Take photos of workshop activities and participants (with consent)
	Wrap up

AFTER THE WORKSHOPS

	Email registration list to Y&R team after each workshop
	Store physical copies of completed paper-based materials in workshop kit
	Upload digital workshop documentation to online cloud storage

POST-WORKSHOP CHECKLIST

The following should be *emailed* to the Y&R team after each workshop:

✓	ITEM	NOTES
	Registration list	Y&R will send out gift vouchers to those who have attended. The first \$100 voucher will be sent out after the first workshop and the second \$100 voucher after the second workshop.
	Signed consent forms	For participants who arrive but have not registered in advance. Please ensure the participant's email address is clearly written on the consent form.
	Parental consent log	For participants who arrive but have not registered in advance.

The following materials can be put in the workshop kit or uploaded to a digital storage location after you've completed both workshops:

✓	ITEM	WHERE
	Worksheets	Workshop kit
	Butchers' paper	Workshop kit
	Facilitator notebook	Workshop kit
	Whiteboard notes	OneDrive
	Photos of workshops	OneDrive
	Vox pops	iPads in workshop kit

EXAMPLE REGISTRATION LIST

This registration will be provided to you at least 24 hours before the start of your first workshop. The first four (blue) columns will be populated. Participants will need to mark their attendance for each workshop. Please add any participants who arrive but have not registered in advance.

NO.	FIRST NAME	INDIVIDUAL CONSENT	PARENTAL CONSENT	PHOTO CONSENT	ATTENDANCE WORKSHOP 1	ATTENDANCE WORKSHOP 1	ATTENDANCE WORKSHOP 1
1	Billy	Y	Y	Y			
2	Jonah	Y	Y	N			
3	Amy	Y	Y	Y			
4							
5							
6							
7							
8							
9							
10							

PARTICIPANT INFORMATION SHEET

Hi there! Thanks for your interest in the Children, Young People and Climate Change project!

What's this about? The Young and Resilient Research Centre (Y&R) at Western Sydney University and UNICEF Australia want to explore children and young people's experiences and thoughts about climate change, and how – from your perspective - we can make sure that efforts to slow down or stop climate change are helping children and young people! We want to understand:

- How you think about climate change and its impacts
- How prepared you feel to deal with climate change
- Your hopes for your futures and future generations
- What you think needs to happen to slow or stop climate change
- How you think we should measure action on climate change

We will use this information to create a report and a tool to help governments and other organisations understand whether their efforts to slow down or stop climate change are in the best interests of children and young people.

Who is paying for this project? UNICEF Australia is paying for this project.

What will I be asked to do? We are asking you to take part in two 5-hour workshops, face-to-face with other young people your age. The workshops will be run by two adults from the Young and Resilient Research Centre or UNICEF Australia. You will do lots of fun activities like drawing, writing and chatting together. We'll talk about how you think and feel about climate change, how this affects you, and what needs to be done about it.

How long will it take? Both workshops will be 5-hours long. The workshops are fun, you'll get lots of breaks, snacks and food!

What are the good things about taking part? Your ideas are very important! We want to hear what young people have to say, so that we can make sure your experiences and ideas influence positive changes to do with climate change.

You will also get \$200 in gift vouchers after participating in the workshops!

Will it make me feel uncomfortable in any way? If you start to feel sad, stressed, worried or upset at any time, you can talk to one of the facilitators in the workshop and they can help you. We'll tell you about places that you could go for support. If you are feeling bad, you can leave the workshop or take a break whenever you want.

Can I stop taking part? Yes, and you don't need to tell us why. If you don't want to be involved anymore, you or your parent/carer can email the Western Sydney University team. Or you can let a facilitator know during the workshop that you want to leave. This won't change your relationship with Young and Resilient, Western Sydney University, or UNICEF Australia – no one will be annoyed with you! But – if you do stop taking part, we won't be able to delete all the things you've said, made or done in the workshop. This is because some activities will be in groups, so we won't know which parts are yours!

What happens to my personal information? We will produce a report about what we find, and might use the things you tell us in other projects. We'll keep the things you write and make for 5 years and then we'll delete them. The results of this research project will also be published and/or presented in different places. In any publication and/or presentation, people won't be able to link what you said to you. We won't use your name anywhere.

If you choose to stay in touch with Y&R about ways you can be involved with us in the future, only the Y&R team will have access to your email address. We'll keep it safe!

If you are comfortable, you can allow facilitators to take pictures of you during the workshop. To do this, you will need to tick the box on the consent form that gives us permission to take your picture. These pictures will be used in the report, and other places like Young and Resilient or UNICEF Australia's website, books, articles, presentations, promotional material, and to share the research.

What is 'extended consent'? We are asking you to give 'extended consent'. Consent is saying that you understand the project and are happy for us to use what you say and do in our research. The 'extended' part means you are okay for us to use your information in other projects as well. We ask for this because research can take up a lot of time for people like you and researchers. This will mean that we can learn more things from what you share, and hopefully help more kids. If you don't understand or want to know more about this, you or your parent/carer can contact the research team.

How can I contact you? If you have questions or want to know more, you or your parent/carer can talk to:

Ms Lilly Moody, Centre Manager Young and Resilient Research Centre, Western Sydney University

l.moody@westernsydney.edu.au

Just to let you know... This research project has been looked at by a group of people at Western Sydney University. This means the research must be done in a very safe way.

What if I have a complaint? If you are worried about anything to do with this research and would like to talk to someone about it, you can contact a member of the *Ethics Committee* on +61 2 4736 0229 or email humanethics@westernsydney.edu.au. When they ask you what the ethics reference number is, tell them it's: H15448. Your conversation will be private and they will not tell the research team who you are. Any issues you have will be taken seriously because your safety is the most important thing.

YOUNG PEOPLE CONSENT FORM

Name: _____

If you would like to take part in the Children, Young People and Climate Change project, please read the following points, **if you agree tick the boxes and sign at the bottom.**

- I want to take part in this research project.
- I have had the chance to talk about the project with the organisation that invited me to participate.
- I understand that I am being asked to take part in two 5-hour workshops face-to-face.
- I understand that the things I say in the workshop/s will be used for this project or other projects in the future by the research team. I understand my name will not be published anywhere.
- I understand what I say/write, draw, and photos of workshop exercises will be used in a report, and other places like Young and Resilient or UNICEF's website, books, articles, presentations, or promotional material.
- I know that I do not have to take part in the research. I know that the research team or any other organisation involved will not be upset with me if I change my mind at any point. I know that I can leave the workshop/s at any point in time.
- I give permission for my picture to be taken. I understand that my picture will be used by Young and Resilient or UNICEF for sharing the research, advocacy or promotional purposes. I understand this might show my face.
- I give permission for videos I make during the workshop to be used by Young and Resilient or UNICEF for sharing the research, advocacy, or for promotional purposes. I understand this may show my face.
- If I decide to leave the project I know that the research team will try to make sure my information is removed but sometimes it will not be possible such as when I have been working in a group.
- I would like to stay in touch with the Young and Resilient Research Centre about future projects and am happy to receive newsletters and communications to my email.

Signed:

Name:

Date:

Email:

Thank you for filling out this form. When you are done, please return it your workshop facilitator.

PARENT/CARER INFORMATION SHEET

Project Title: Children, Young People and Climate Change

Project Summary: Your child is invited to participate in a research study being conducted by the Young and Resilient Research Centre at Western Sydney University and UNICEF Australia. The project will explore how climate change affects young people, and develop a set of child-centred indicators to measure whether climate action initiatives meaningfully impact children and young people. We want to understand:

- How children think about climate change, and its impact on children and young people
- How prepared children and young people feel to deal with these impacts
- Children and young people's priorities for climate action and who they feel is responsible
- Their aspirations for their futures and future generations
- How they feel progress on climate action should be measured

We will use this information to create a report that will present how children and young people think about climate change. We'll also create an innovative tool which will help governments, NGOs and private enterprise to centre children's experiences in initiatives that are designed to slow down and eventually arrest climate change.

How is the study being paid for? UNICEF Australia is paying for this project.

What will my child be asked to do? Your child will be asked to take part in workshops that will be delivered face-to-face. The workshops will be facilitated by two trained adults from the Young and Resilient Research Centre or UNICEF Australia. Your child will be invited to take part in fun, interactive activities (including drawing, writing, group discussions etc.). Workshops are designed to be engaging for young people and will include lots of breaks, games, and opportunities to socialise.

How much of my child's time will he/she/they need to give? Your child will be asked to participate in two 5-hour workshops face-to-face. Workshops will be fully catered (including snacks, morning tea and lunch).

What benefits will my child, and/or the broader community, receive for participating? The findings of these workshops will contribute to building the evidence-base around young people's experiences and perceptions of climate change. Importantly, the indicators that will be developed through the workshops will provide concrete ways of understanding, from children's perspectives, whether action on climate change is meaningfully impacting children and young people's lives.

Your child will have the chance to have their say in what they think should happen to address climate change, so they can live a safe and healthy life.

Your child will also receive \$200 in gift vouchers in recognition of their contributions after the workshops have been completed.

Will the study involve any risk or discomfort for my child? If so, what will be done to rectify it? It is possible that your child's participation may involve some risks. Whilst the workshops are designed to be as safe as possible, but because we are asking some questions about climate change and hopes for the future, your child may find some discussions distressing. The facilitator will have strategies in place to ensure that the workshop environment is safe and supportive for all participants, and children will not be pressured to take part in any activity if they don't want to. All participants will also receive the contact details of a local counselling organisation, should they wish to speak to someone after workshops.

In addition, there are also two things that you and your child can do if they experience distress:

- Your child can mention any issues to the facilitator;

- Your child can withdraw from the project – or you can withdraw them – at any time before or during the workshops.

What is extended consent? You have been asked to agree to ‘extended consent’. When you agree to extended consent it means that you agree that your child’s data, as part of a larger dataset (the information collected for this project) can be re-used in projects that are:

- an extension of this project
- closely related to this project
- in the same general area of this research

Western Sydney University and government policy encourage the use of extended consent because collecting information for research can be an inconvenience or burden for participants and has significant costs associated with it. Sharing data with other researchers gives the potential for others to reflect on the data and its findings, to re-use it with new insight, and increase understanding in this research area. By providing your consent you are allowing your child’s data to be used by researchers at the Young and Resilient Research Centre of Western Sydney University for other similar research. The re-use of the data will only be allowed after an ethics committee has agreed that the new use of the data meets the requirements of ethics review.

How do you intend to publish or disseminate the results? It is anticipated that the results of this research project will be published and/or presented in a variety of forums, including a report. In any publication and/or presentation, your child’s name will not be published. Photos and pictures of your child’s workshop exercises will be published in presentations and a report, other publications and in a variety of marketing and communications channels, including Young and Resilient and UNICEF websites and social media channels. With your permission, we may also include pictures of your child in the outputs and promotion mentioned.

How will the data and information that my child provides be disposed of? Your child’s data will be held securely and managed under a detailed Data Management Plan. The stored data available for re-use *will not* have information in it that makes your child identifiable. The researchers want to keep the data for 5 years for possible re-use. After this time the data will be securely destroyed.

Images of the worksheets and drawings your child creates during the workshops may be published in the final report, in other publications (e.g. books or articles), presentations, or in marketing and communication forums (e.g. Young and Resilient’s website or social media channels, or UNICEF Australia’s internal and external channels) for research, advocacy of promotional purposes. If you agree, your child’s images may also be used for these purposes.

Can I withdraw my child from the study? Can my child withdraw from the study? Your child’s participation in the study is entirely voluntary and they are not obliged to be involved. Your child may withdraw from the study at any time – or you may withdraw your child from the study at any time before or during the workshops. However, because workshops will involve group activities, if they withdraw during the workshop, any information they have contributed in a group setting up until that point will not be able to be removed. If they want to withdraw, they can talk to the workshop facilitator.

What if I require further information? You are welcome to discuss the project further with the researchers before deciding if you agree.

Ms Lilly Moody, Centre Manager Young and Resilient Research Centre, Western Sydney University l.moody@westernsydney.edu.au before the workshops.

You can also find more information about the re-use of data in research in the [National Statement on Ethical Conduct in Human Research](#) – see Sections 2.2.14 - 2.2.18.

PARENTAL/CARER CONSENT FORM

Project Title: Children, Young People and Climate Change

This study has been approved by the Human Research Ethics Committee at Western Sydney University. The ethics reference number is: H15448.

I, _____, hereby consent for my child _____, to participate in the above-named research project.

- I have discussed participation in the project with my child and my child agrees to their participation in the project.
- I have read the participant information sheet and have been given the opportunity to discuss the information and my child's involvement in the project with the researcher/s.
- The procedures required for the project and the time involved have been explained to me, and any questions I have about the project have been answered to my satisfaction.
- I understand my child to participate in two 5-hour workshops face-to-face.
- I understand my child's data and information provided will be used in this project and in other related projects.
- I understand that what my child says/writes, draws, and pictures of workshop exercises will be used in a report, other publications presentations, and in a variety of marketing and communications channels, including Young and Resilient websites and social media channels. UNICEF Australia may also use it to promote the research, for advocacy or other promotional purposes.
- I give permission for my child's picture to be taken. I understand that my child's picture may be used by Young and Resilient or UNICEF for sharing the research, advocacy or promotional purposes. I understand this might show their face.
- I understand that my child's participation in this study will have no effect on their relationship with the researcher/s, and any organisations involved, now or in the future.
- I understand that I can withdraw my child, or my child can withdraw, from the study at any time. I understand that my child's information that he/she/they contributes during group activities will be unable to be withdrawn as the researchers will be unable to identify my child's contribution.

Signed:

Name:

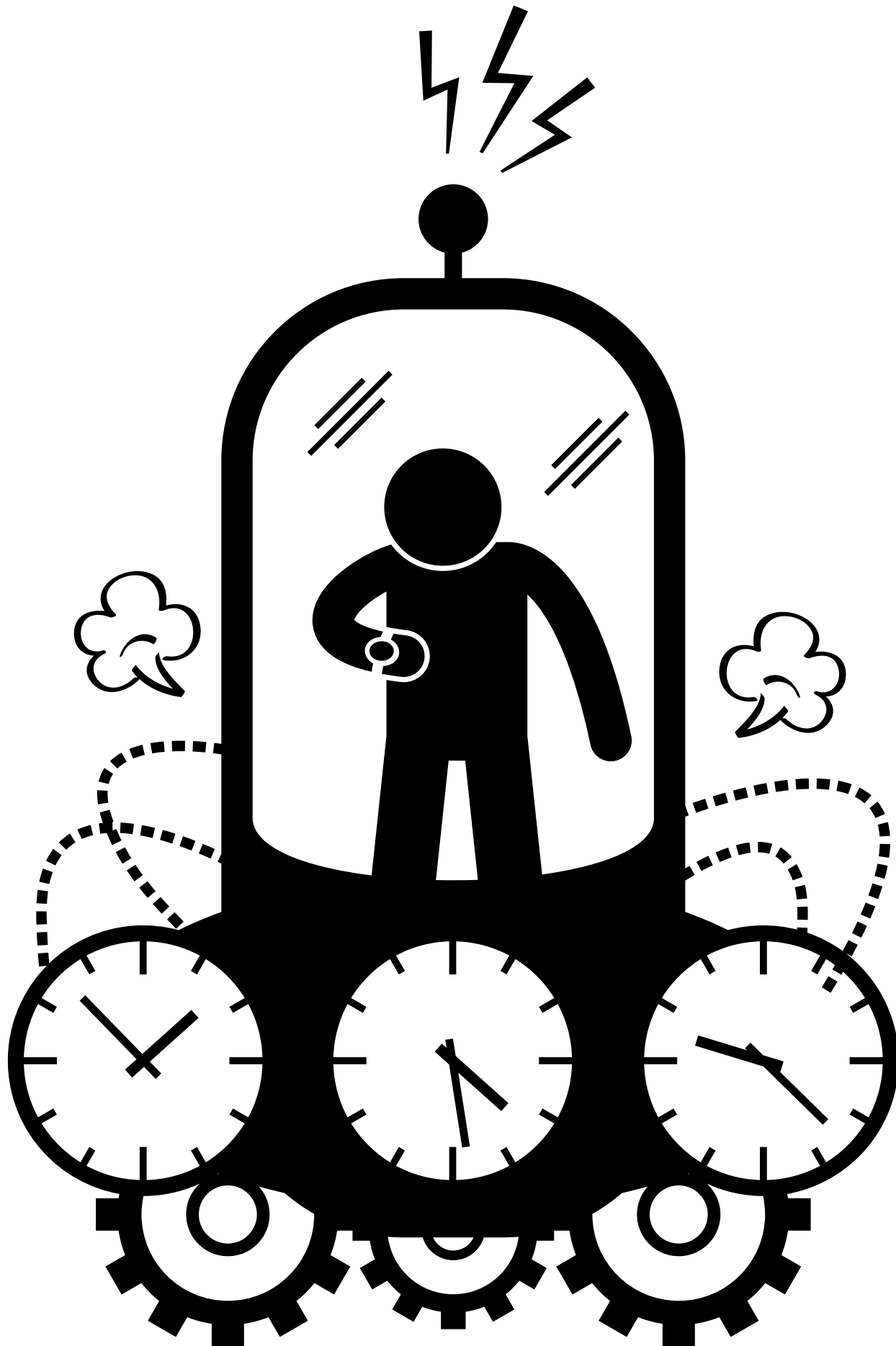
Date:

What if I have a complaint? If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through Research Engagement, Development and Innovation (REDI) on Tel +61 2 4736 0229 or email humanethics@westernsydney.edu.au. Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.



**MY HAPPY
PLACE**

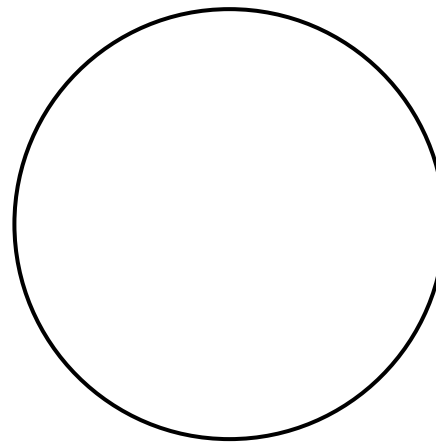
FIRST NAME:



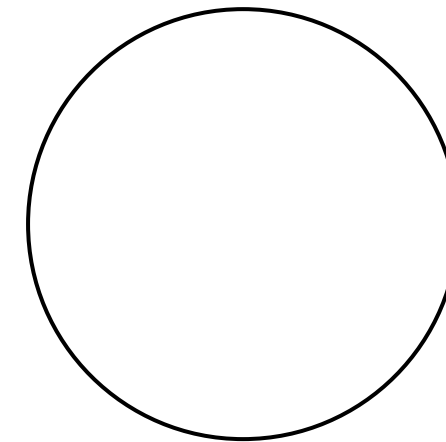
How would you explain climate change to the time traveller?

.....

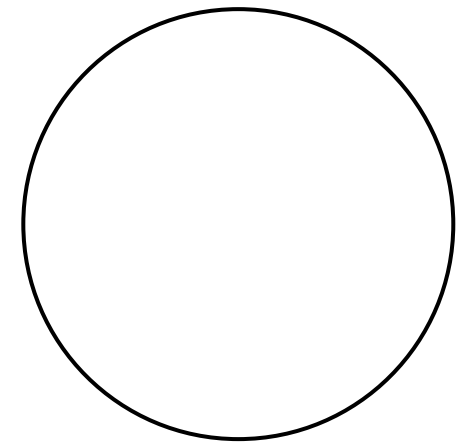
Draw three emojis that show how you feel when you think or talk about climate change. Write what the emotion is underneath.



.....



.....



.....

NOW

On blank paper, draw a map of your community now.

On your map, include:

- The population size
- The recreational spaces you and other young people enjoy going to
- The places where people go to work
- The places where children go to school
- How people get around in your community
- The places where people get food
- The places where water comes from
- The weather
- The places, people and things that make you feel safe in your community
- Anything or anywhere else is important to you!



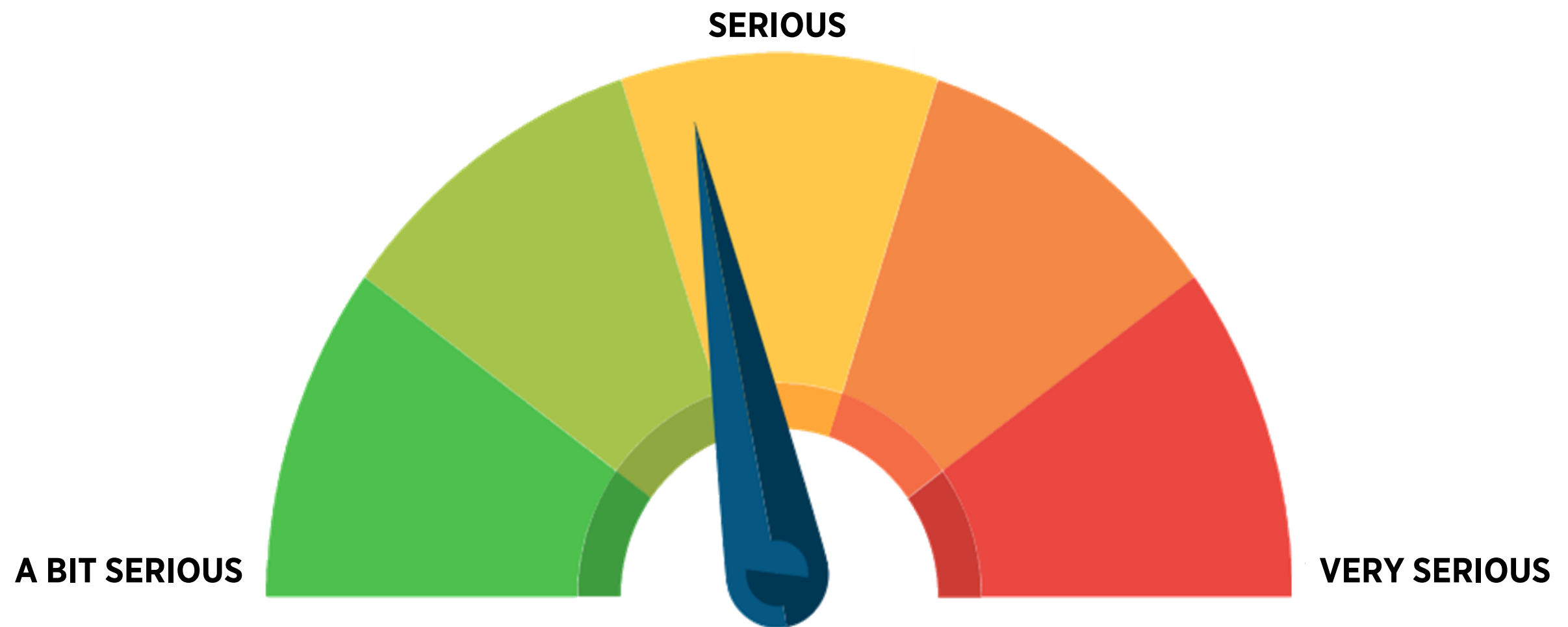
IN 20 YEARS

On blank paper, draw a map of your community in 20 years.

On your map, include the same things that you have on your 'now' map but show how they might change in 20 years.



FIRST NAME:



FIRST NAME:

**How prepared do you feel to deal with
climate change and its impacts?**

VERY PREPARED

NOT PREPARED AT ALL

FIRST NAME:

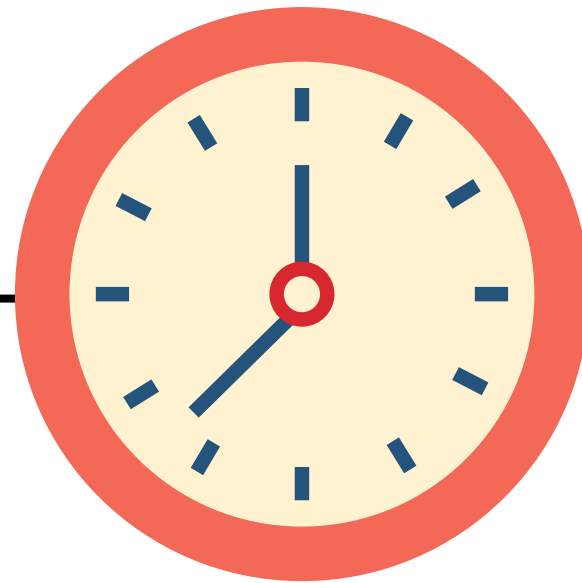
**How prepared do you feel to deal with
climate change and its impacts?**

VERY PREPARED

NOT PREPARED AT ALL

FIRST NAME:

Write or draw all the things that can help children and young people prepare for climate change now or in the future.



FIRST NAME:

WHAT DOES 'RESILIENCE' MEAN TO YOU (WHEN WE TALK ABOUT CLIMATE CHANGE)?

FIRST NAME:

WHAT DOES 'RESILIENCE' MEAN TO YOU (WHEN WE TALK ABOUT CLIMATE CHANGE)?

FIRST NAME: _____

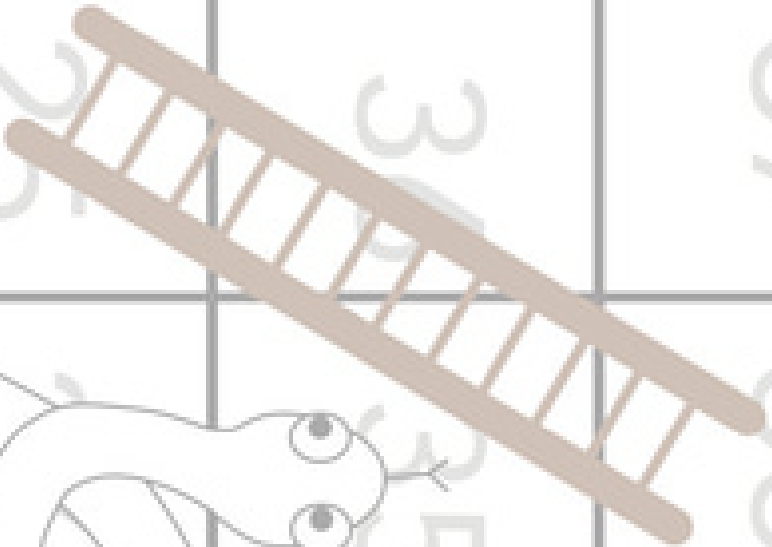

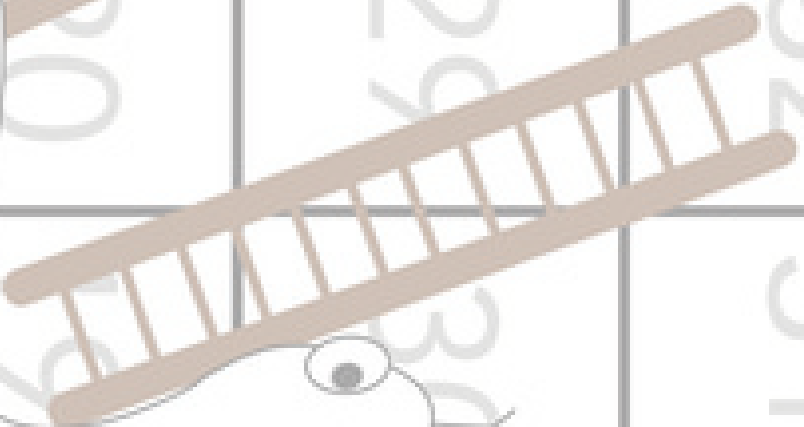
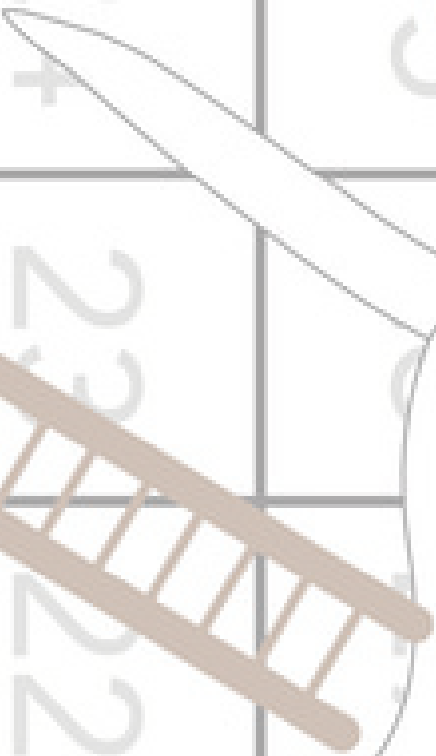
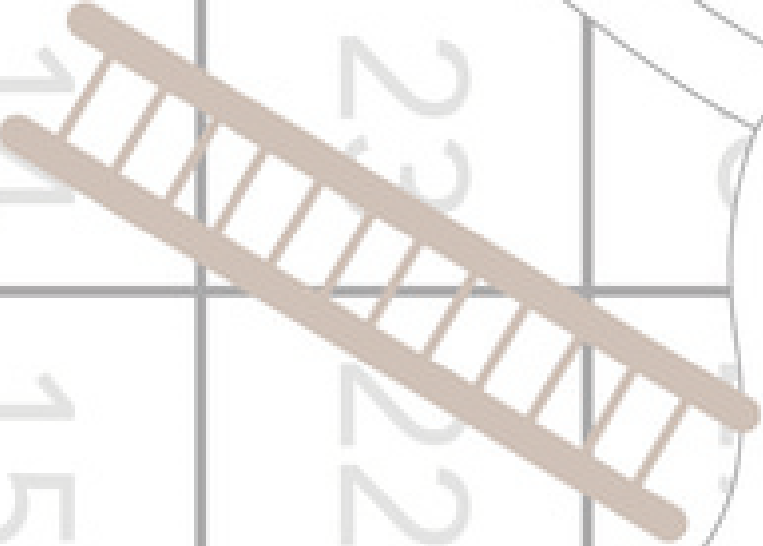

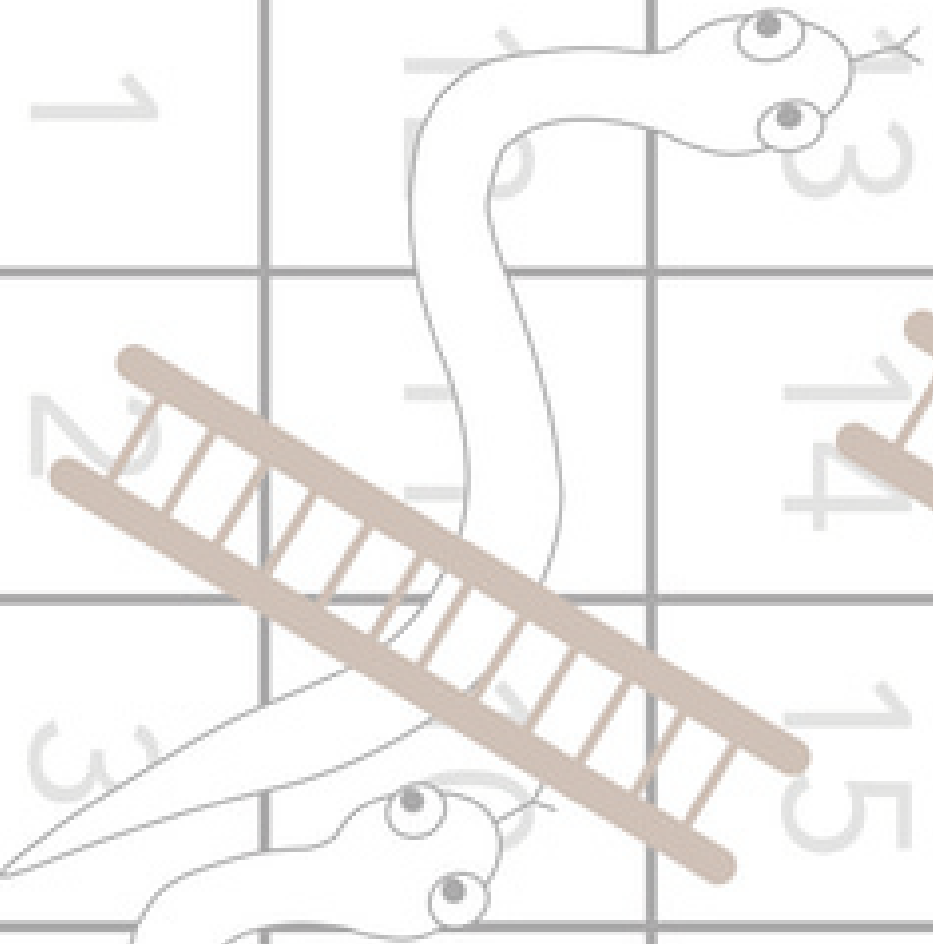
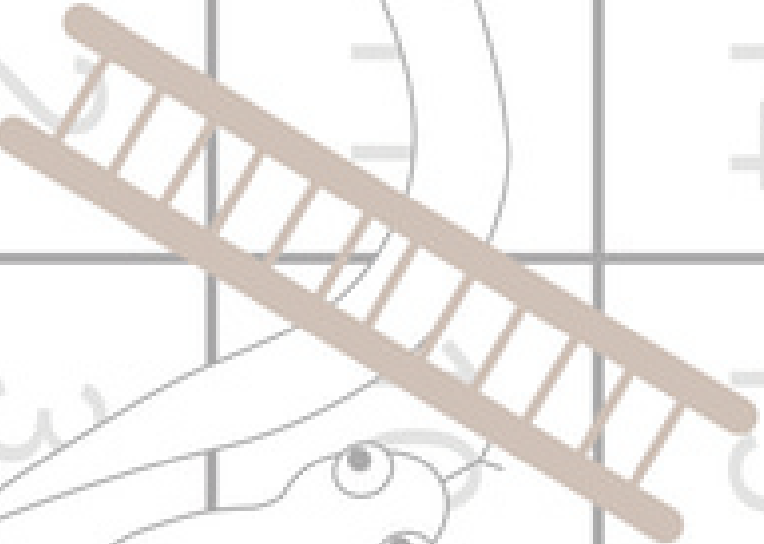
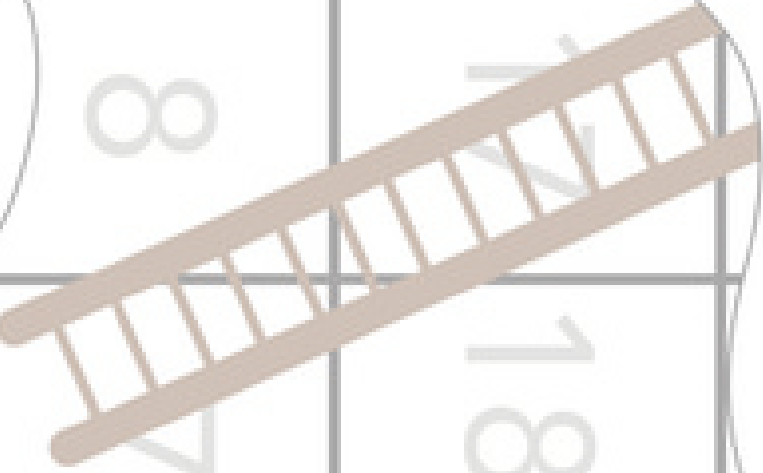


FIRST NAME:

TOP THREE GROUPS MOST RESPONSIBLE FOR ACTING ON CLIMATE CHANGE

WHAT SHOULD THEY BE DOING TO HELP FIGHT CLIMATE CHANGE?

FIRST NAME: _____

							Finish
	37	38	39	40	41	42	
							
	25	26	27	28	29	30	
							
	24	23	22	21	20	19	
	13	14	15	16	17	18	
							
	11	10	9	8	7	6	
1	2	3	4	5	6	7	
Start →							

FIRST NAME:

**I have the power to make
a difference**



**I'm not doing
anything to
make a
difference to
climate change**

**I'm doing
everything I can
to make a
difference to
climate change**

**I don't have the power to
make a difference**

FIRST NAME:

DYSTOPIA

Write a presentation to the Prime Minister to describe what you say in your dystopian climate future, and explain what climate action needs to be taken to avoid it.

Describe your dystopian climate future:

Describe how children and young people are living in your dystopian climate future:

Explain what steps need to be taken to avoid your climate dystopia:



FIRST NAME:

UTOPIA

Write a presentation to the Prime Minister to describe what you saw in your utopian climate future, and explain what climate action needs to be taken to achieve it.



Describe your utopian climate future:

Describe how children and young people are living in your utopian climate future:

Explain what steps need to be taken to avoid your climate utopia:

FIRST NAME:

**HOW DO YOU KNOW
YOU'RE IN UTOPIA?**

**WHAT HAS CREATED THAT CHANGE IN THIS
UTOPIAN FUTURE?**

HOW DO YOU KNOW YOU'RE IN UTOPIA?



WHAT ARE THE SIGNS YOU CAN LOOK OUT FOR THAT TELL YOU YOU'RE IN UTOPIA?

- What you can see?
- What you can smell?
- What you can hear?
- What you can feel?
- What you can taste?
- How do people behave?
- What the environment is like?
- How healthy is the population?
- How happy is the population?
- What do the buildings look like?
- What are children and young people's lives like?

Children and young people have a sense of hope for their futures

Children and young people have knowledge and skills to cope with climate change and its effects

Children and young people have strong support networks to help cope with climate change and its effects

People are using public transport, walking or cycling instead of driving

People are eating more plant-based foods (e.g. vegetarian options or diets)

People are reducing water and electricity usage

Children and young people learn about climate change from their families, parents/carers and friends

Children and young people learn about climate change through their schools (e.g. in science or geography classes)

Children and young people know about international climate organisations or agreements (e.g. Paris Climate Agreement, Sustainable Development Goals, International Panel on Climate Change)

Children and young people know about youth-led climate campaigns or organisations (e.g. School Strike for Climate or Australian Youth Climate Coalition)

Children and young people know about the causes of natural disasters

Children and young people know how to prepare for natural disasters

Communities use renewable energy sources (e.g. solar, wind) more than fossil fuels

Communities and governments protect and restore natural ecosystems (waterways, forests, oceans, and wildlife habitats)

Communities use sustainable agriculture practices (e.g. organic, biodynamic)

Children and young people post about climate change on social media

Children and young people educate their peers and families about climate change

Children and young people take political action against climate change (e.g. joining campaigns or protests, signing petitions, or writing to politicians)

Industries and big companies use practices that are better for the environment (e.g. don't put pollution into rivers, use less fossil fuels)

Governments take the lead on the international climate action (e.g. by reducing greenhouse gas emissions)

Governments help other countries who are affected by climate change

Local communities take positive action on climate change (e.g. planting trees, community gardens, clean-up days)

Businesses take positive action on climate change (e.g. recycled paper for coffee cups)

Positive action on climate change makes use of traditional knowledge from Indigenous communities

Children and young people have good mental and emotional health

Children and young people's education is not disrupted by climate change (e.g. school closures from natural disasters)

Children and young people aren't living in poverty

Children and young people have access to clean air, safe water and green spaces

Children and young people are healthy

Children and young people experience fewer natural disasters (e.g. floods, cyclones, fires)

Children and young people have access to healthy, nutritious food

Governments give money to communities who have experienced a natural disaster or emergency

Governments put money towards better water, sanitation and hygiene services

Governments put money towards buildings that are better at coping with natural disasters

Governments put money towards digital learning

Governments put taxes on fossil fuels

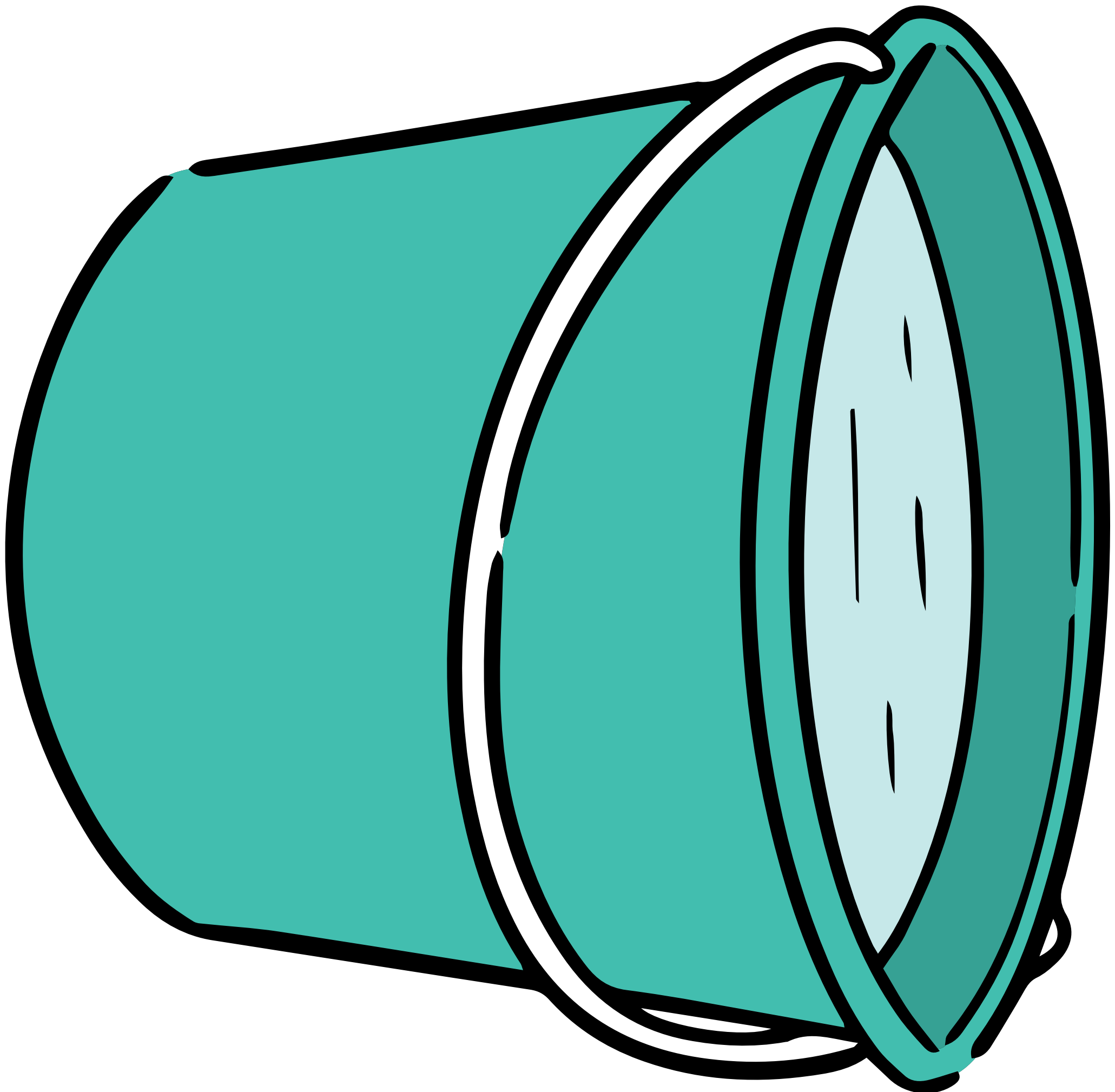
Profits for business are increasing every year

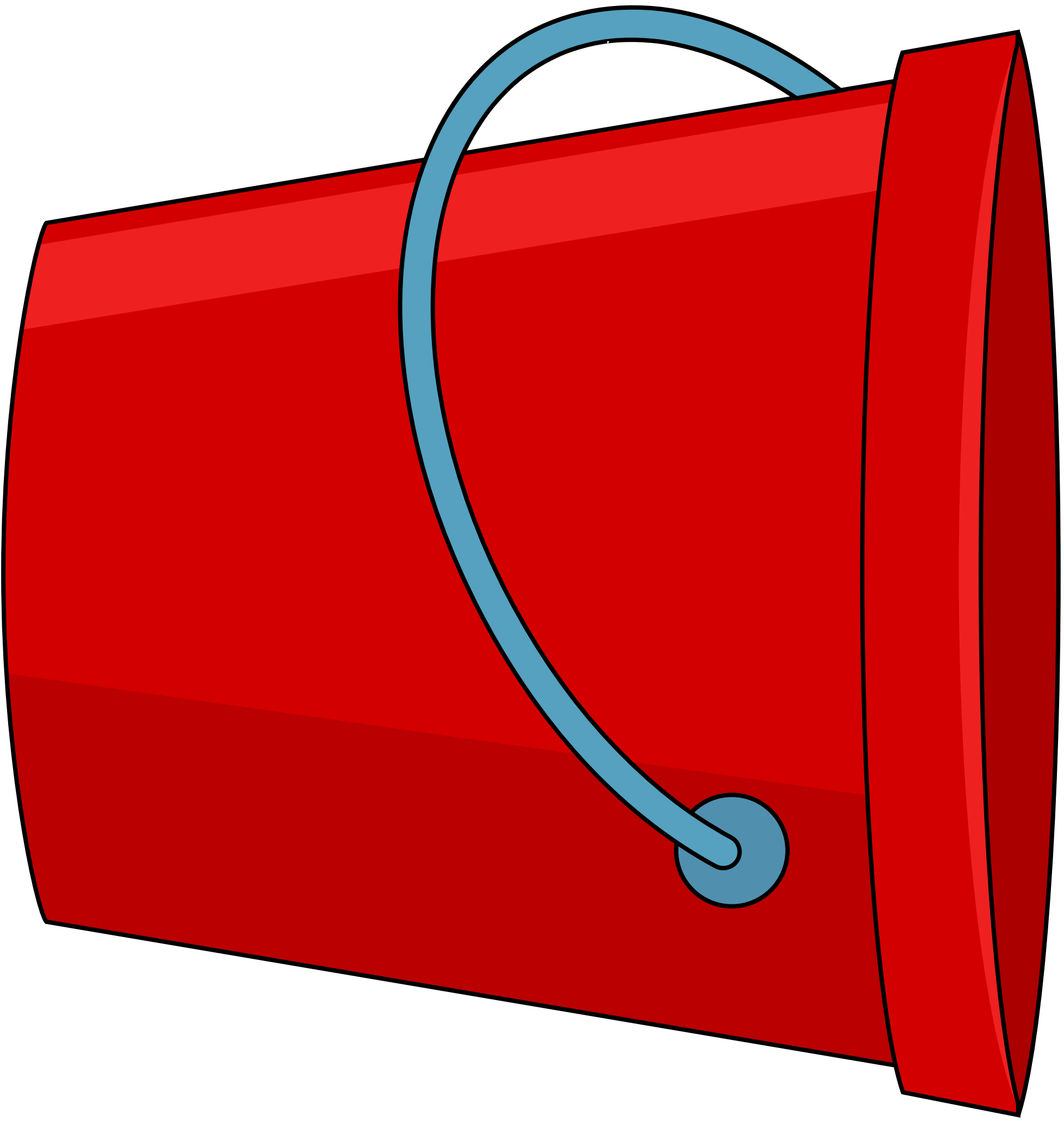
More governments sign up to international climate change agreements (e.g. Paris Climate Agreement)

Governments create policies and laws to tackle climate change

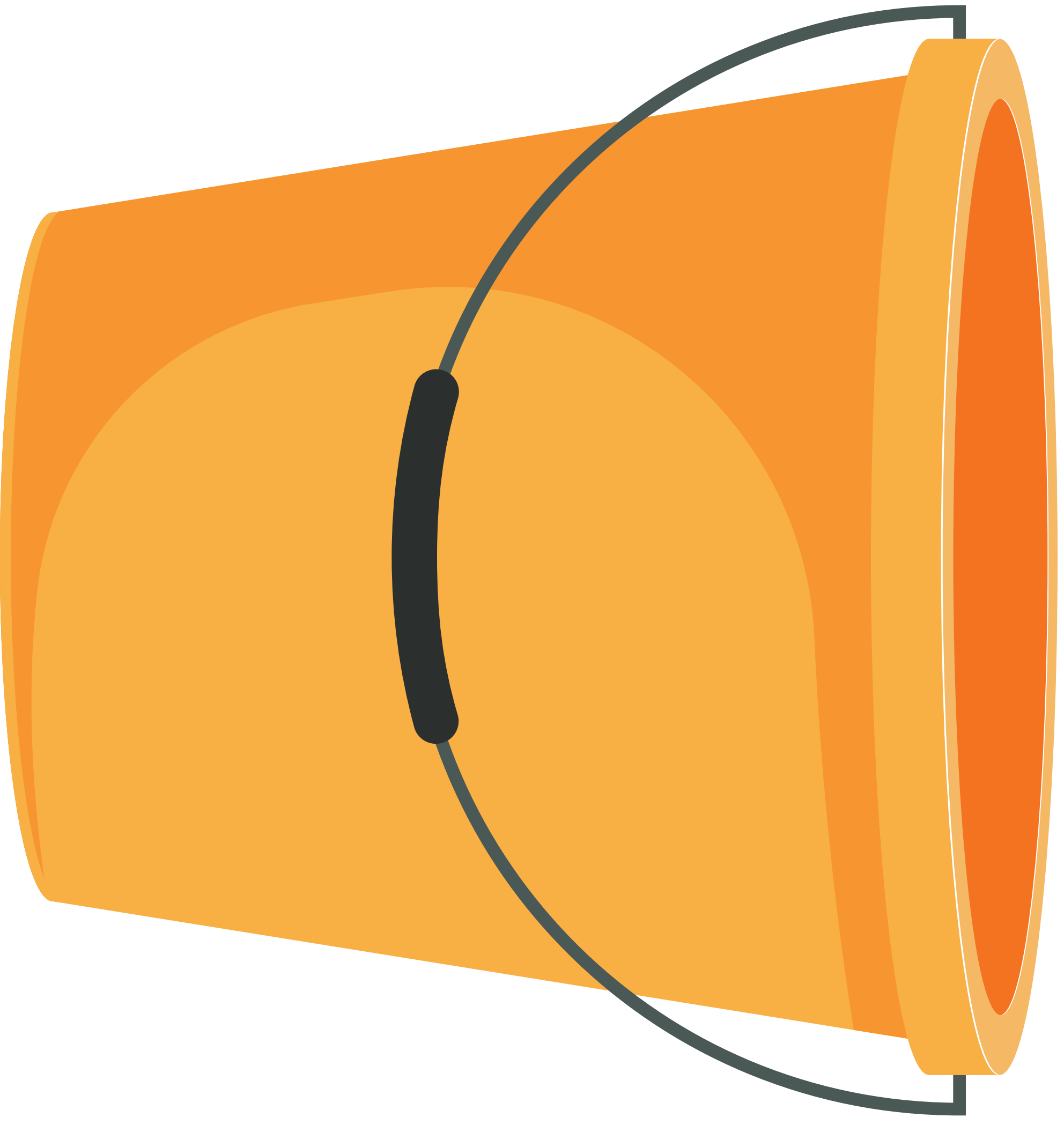
Communities have plans in place to deal with natural disasters

USEFUL





NOT USEFUL



UNSURE

FIRST NAME:

ASPIRATIONS:

What are your hopes and aspirations for future generations in a world where climate change exists?

BELIEFS:

Why is this important? What are the risks of harm if this manifesto is not acted on?

RESPONSIBILITIES:

Which organisations or individuals need to help create this ideal world?

CALL TO ACTION:

What do these people need to do to create your ideal future?

PARTICIPATION:

What role do children and young people have in creating this ideal world?

YOUNG PEOPLE & CLIMATE CHANGE WORKSHOPS



FACILITATOR NOTES

