

## Factsheet 24: Notes for trainers

This sheet gives you advice that may be of use if you run workshops using these notes. The factsheets are designed so you can select one for each training session. People read the factsheet in the group, rather than before they come. Then the group works on and discusses the topic. In general, one sheet should be appropriate for a session of an hour and a half. With two hours, you may be able to use two.

### *Knowing everything*

These notes assume that you have experience in trade union education, but maybe you don't know much about climate change.

Climate change may present some new problems because of the sheer depth and breadth of the subject. You will find that even if you begin working with one factsheet, once the group gets going people will bombard you with all sorts of questions. These are often questions they have been wondering about for some time. You will not know all the answers. The more useful people are finding the session, the more hard questions they will ask.

There are several strategies for dealing with this. The most important is the standard – say 'I don't know'. You may find you have to say this quite often. Don't worry – tell the group that you, and they, are beginning to explore the topic.

The second strategy is complementary. This is to read all of these factsheets before you start using one of them with a group. This is a bit of work – together, they are the length of a short book. We have put them all together on the ITF website so you can do this more easily. You don't need to take notes and understand all the details in each sheet. You just need a sense of the whole subject, and to know where to go back and find out more on a topic.

Then you can print out all the factsheets, and take them to the session with you. If anyone has a question, you can direct them to the relevant factsheet. They can read it during the session, or afterwards – whichever fits your process.

Finally, you can identify further reading that may interest you or people in the group.

### *Holes in the factsheets*

The factsheets don't know everything either. One reason is that most factsheets are only two pages. In writing them, we constantly had to decide what facts, explanations and arguments to leave out. And the field is so vast that there were things in each factsheet we did not understand properly.

Another reason for holes, though, is that the state of knowledge on climate change changes quickly. The climate itself changes. Scientists discover new things, and discover that old things they knew are wrong. People develop better solutions to engineering problems with renewable energy. The politics of climate change changes, nationally and internationally. Unions invent new ways of engaging with climate change. All this means that something in each factsheet, and maybe several things, will be out of date.

### *Different levels of knowledge in the group*

In any training session, some people know more than others, and some people are more confident about speaking than others. As you know, these are not necessarily the same people. This is always a problem for trainers – how to find a way to include the experts without shutting out everyone else.

But it is more of a problem with climate change, because the levels of knowledge and understanding in the group will vary so much.



Probably the best strategy is to identify this problem for everyone at the beginning, and treat it as an opportunity. You can ask who has expertise. Then once they are identified, you can urge them to help everyone else, but not overwhelm them.

There will be two kinds of expertise. Some people will be at home with science and numbers. So from the start, you can ask them to work out how to explain the difficult bits of science and maths to the rest of the group – working in small groups or the whole group. It is likely some people will be shy about admitting this expertise, but you can encourage them.

The other kind of expertise is the person who already knows a lot about climate change. There will be one such person in every group, and often several.

It is an advantage they are there. It indicates that there are union members and activists who have been thinking hard about climate change already. But they can overwhelm the other people in the group. They may also have a strong political agenda, and want to persuade people to it. Again, it is a good thing that there are such people in unions.

One strategy that might help with this problem is to start with 'the circle'. Everyone reads the factsheet. Then you pick someone to speak first. They are asked to point out some part of the material they don't understand, or strongly agree with, or think is important, or disagree with. Then the person on their left speaks next, and the person on their left, until you have gone round the circle. If they want to, people can pass to speak. But when you have gone round the circle once, you go round again. This time only the people who passed the first time can speak.

One advantage to this method is that it makes people feel from the beginning that they have the right to speak. It also enables you to come in at the end of the circle and lay out an agenda for the

group – you work through the things people have highlighted. It's not your curriculum – it's theirs.

You can also divide people into smaller groups at this point, to discuss different points. That makes it easier to give the experts another factsheet to read – either so they understand more about that topic, or so that they can summarise it later for the group. You can also put an expert on numbers or science in a small group with people having difficulty understanding those parts.

But you don't have to divide into small groups. It may be that everyone needs your expertise, or that they want to work together.

Then you can bring people back into a larger group. Probably not to report to each other on what their small group did – that usually bores everyone. What will probably work better is to use this later part of the session to discuss the political and union matters raised by the material.

### *The basics*

Factsheets 1 to 4 cover the basics. This is where you should start.

Factsheet 1 covers the basic science of how carbon dioxide (CO<sub>2</sub>) warms the climate. Carbon dioxide causes about 60% of total man-made warming. This is the first thing people need to understand. Almost all of the warming that comes from transport is caused by burning CO<sub>2</sub>.

Factsheet 4 explains the basic science of the other causes of human-made warming. This sheet is quite detailed and covers a lot of territory. It is probably best not to use this in the group, but to give it to people at the end to take home with them.

Factsheet 2 explains the physical effects of a changing climate – how it leads to storms, floods, droughts, heat waves and fires.



Factsheet 3 will not make sense unless people have read sheet 2. Factsheet 3 explains why our unequal societies turn floods, storms and drought into famine, refugees, epidemics and war. It gives the reader an idea of what it will be like to live through serious climate change.

Once people have the basics – Factsheets 1, 2 and 3 – under their belts, you can start almost anywhere with the other factsheets. But none of the rest of it will make sense unless they understand how climate works and what it will do to humanity.

### *How to cut CO2 emissions*

Factsheets 5 to 12 cover different ways of cutting emissions of CO2 – almost all of the warming emissions from transport are CO2 from burning oil.

Factsheet 5 provides a general overview of all the ways that we can cut CO2 emissions, not just in transport.

Factsheet 6 is about making electricity from renewable energy. This is important to transport because the key to large reductions in transport emissions is renewable electricity for railways and smaller trucks.

Factsheets 7 to 12 deal with ways of cutting emissions in different transport sectors. If you have a group of people all working in one sector, it makes sense to use that factsheet. Maybe a few people could also try a second factsheet, perhaps the general one or a sheet from another sector, and share that with the group.

You may have people from several sectors – perhaps road freight, buses and aviation. Then you can split them into smaller groups. Each group reads the factsheet for one sector. They read, discuss and understand that sheet. Then they explain it to the other groups, and listen, and compare.

An alternative is to get people to read different sheets, but all stay in one group to discuss them. An advantage to this method is that people discover, and discuss, the similarities in reducing emissions in different sectors. You may also want to have one or two people read the Factsheet 10 on Changing Cities, which provides a different approach from the other sheets.

### *Controversies*

Factsheets 13 to 19 all deal with 'Controversies' where there is disagreement in the union movement and beyond. You can start anywhere in these controversies, **except** you need to read Factsheet 13 on Carbon Taxes before Factsheet 14 on Carbon Trading and Offsets.

You might consider using these sheets in a different way in the group. They refer to controversies, and the people in the group are union members and activists. They may well have to argue these matters at real union meetings and conferences. So a debate might fit, and it may produce a lot of energy in the room

One form of debate would be that they all read the factsheet on the topic. Then you give them a resolution to debate. They split into pro and anti groups and prepare their arguments. Then a formal debate begins. One person on each side speaks for two minutes. Two or three other people on each side then take turns for 90 seconds each, making arguments and rebutting the other side. You keep a tight eye on the watch, and cut them off.

This raises the energy. If people know each will only have a short time, they can also divide up the arguments between them beforehand.

With enough people in the group, you can tackle two topics and have two debates at the end, with everyone learning from both.

You may also want to ask two to four people to listen to the debate. Tell them their job will be to



comment at the end of the debate – not on who was right, but on what gets missed out, hidden and simplified by the process of debate. Everyone will learn from that.

It is a good idea if people take the opposite side in the debate to the one they really hold. This will help to diffuse ugly feelings in the room. Also tell the participants that arguing the other side is the best way to find out what the strengths of the argument are on the other side, and to sense the weaknesses in your own arguments. This is true – it makes you a better debater, because you understand the issue better.

### *The rest*

Factsheets 20 to 22 cover what action unions have taken about climate change, and what they could do in future.

Factsheet 23 is about Confusions – some of the reasons people find it hard to think about climate change. It is not intended as the basis of a session. Rather, it's for you to read and use to inform your training work. Then, if you listen carefully, you will hear some of the confusions covered in this sheet. You can then explain that confusion to the group, or refer them to the relevant part of this factsheet.

### *Moralism*

'Moralism' is another possible pitfall in training on climate change. Moralism is not morality. Strong moral commitment is healthy. Moralism is when you use morality to make other people feel small or worthless.

It is easy to fall into when training about climate change. This is because climate discourse in general is saturated with moralism. If you care deeply about the future of the Earth, you may fall into it too.

It's a mistake in working with trade unionists too. Many trade unionists are deeply moral people. But

working class people around the world have an acute ear for moralism. They have felt it used against them many times, particularly in school. They do not like that feeling, or the assumption of superiority that goes with it.

The code word for 'moralism' in climate discourse is 'care'. The way to recognise moralism in yourself is to notice when you have a feeling that someone in the group does not 'care'. If you open your mouth at that moment, moralism will come out of it. Probably it's best to sit and listen for a bit, or ask someone else what they think.

*This is part of a series of factsheets on climate change produced by the ITF, [www.itfclimatejustice.org](http://www.itfclimatejustice.org)*