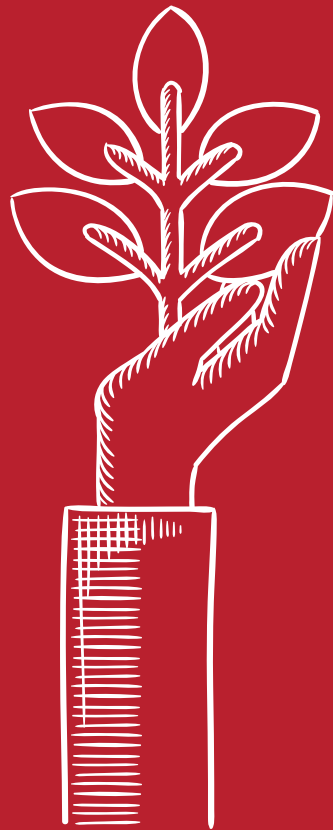


# FIND YOUR FRONTLINE

AN INTERACTIVE EXPLORATION OF CLIMATE CHANGE - FOR WORKERS



# AGENDA

## 1. INTRODUCTIONS

- Name Round
- Climate Solidarity Bingo

## 2. CLIMATE CHANGE 101

- Round Discussion
- Handouts
- Videos

## 3. MAKING THE LINKS

- Mind Mapping Exercise

## 4. WHAT ARE PEOPLE DOING ABOUT CLIMATE CHANGE?

- Discussion
- Videos
- What is Being Done in New Zealand

## 5. WHAT IS A JUST TRANSITION?

- ITUC Handout
- Videos
- Group Discussion and Feedback
- Mind Map
- Post It Notes: Actions and Solutions

## **6. FINDING YOUR FRONTLINE**

- **OCP Excerpt**
- **Climate Justice Definitions**
- **Identifying Your Frontline**
- **Beautiful Solutions**

## **7. EVALUATION**

- **My Climate Action List**
- **Evaluation Form**



## **A MESSAGE FROM THE WORKSHOP CREATORS**

We hope you enjoy completing this workshop and that it helps you find your place in our Just Transition to a better world.

All that we ask of participants and facilitators is that participants complete our online evaluation form at [www.climatejusticeaotearoa.org/findyourfrontline](http://www.climatejusticeaotearoa.org/findyourfrontline) so that we can continue to improve this workshop resource and keep participants up to date with information about people taking collective action on climate change.

# INTRODUCTIONS

## NAME ROUND

Each person introduces themselves:

- Name
- Their understanding of climate change
- What do they hope to get out of the workshop?

## CLIMATE SOLIDARITY BINGO

The participants go around the room talking one-on-one with each other, looking for someone who fits one or more of the descriptions in the Bingo squares.

When this person is found, get them to sign or initial that square and move on to try and have another one signed.

The aim is to fill as many squares as possible with a signature in the time available (10 minutes).

Each participant can only sign up to three squares and you can sign your page once.

When you have signatures in all the squares scream . . .

**"BINGO!"**

Has read a book or seen a movie about environmental issues	Born before 1990	Has been on an environmental protest	Connected to people living in the countryside (not the city)	Has gone on STRIKE before
Uses public transportation more than once a week	Is from a place known to be threatened by climate change	Has a vegetable garden, or likes gardening	Has trouble paying their power bills	voted in the last General Election
Has a friend or relative with a disability	Is a solo parent		Identifies as Tangata Whenua/Maori	Was not born in New Zealand
Speaks another language other than English	Is a union member	Was born in New Zealand	Can play a musical instrument	Involved with a community and/or voluntary organisation
Drives a vehicle as part of their job	Has signed a petition about an environmental problem	Cycles to work	Walks to work	Is wearing something Green

# CLIMATE CHANGE 101

## ROUND DISCUSSION

Begin with an open 5-10 minute discussion about participant's understanding of:

1. What climate change is and what causes it.
2. What can be done about it?
3. What questions do you have?

One facilitator writes up Mind Map of discussion on board, while the other facilitator asks questions to draw out the existing understanding of participants of Climate Change. Let participants speak freely.

## HANDOUTS

To fill in knowledge gaps, show these images on projector and/or look through the images on the next seven pages together.

## VIDEOS

Climate Change: What's Really Been Going On (And How We Can Solve It)

<http://www.filmsforaction.org/watch/climate-change-whats-really-been-going-on-and-how-we-can-solve-it/>

This Changes Everything - Naomi Klein | Guardian

<https://www.youtube.com/watch?v=Rqw99rJYq8Q>

Have a brief discussion with participants after each video.

# New Zealand's Green House Gas Emissions

2008 total emissions - 74.7 megatonnes of carbon dioxide equivalent

**48%**

Carbon Dioxide (CO<sub>2</sub>)

HFCs, PCFs & SF<sub>6</sub>

1%

**16%**

Nitrous Oxide (NO<sub>2</sub>)

**35%**

Methane (CH<sub>4</sub>)

SOURCE: WWW.SCIENCE MEDIA CENTRE  
DATA: MINISTRY FOR THE ENVIRONMENT

**19%**

Transport

**26%**

Energy

**6%**

Industry

**47%**

Agriculture

**2%**

Waste

# CLIMATE CHANGE 101

## The Gre

Some solar radiation is reflected by the Earth and the atmosphere.

Most radiation is absorbed by the Earth's surface and warms it.

Earth's sur



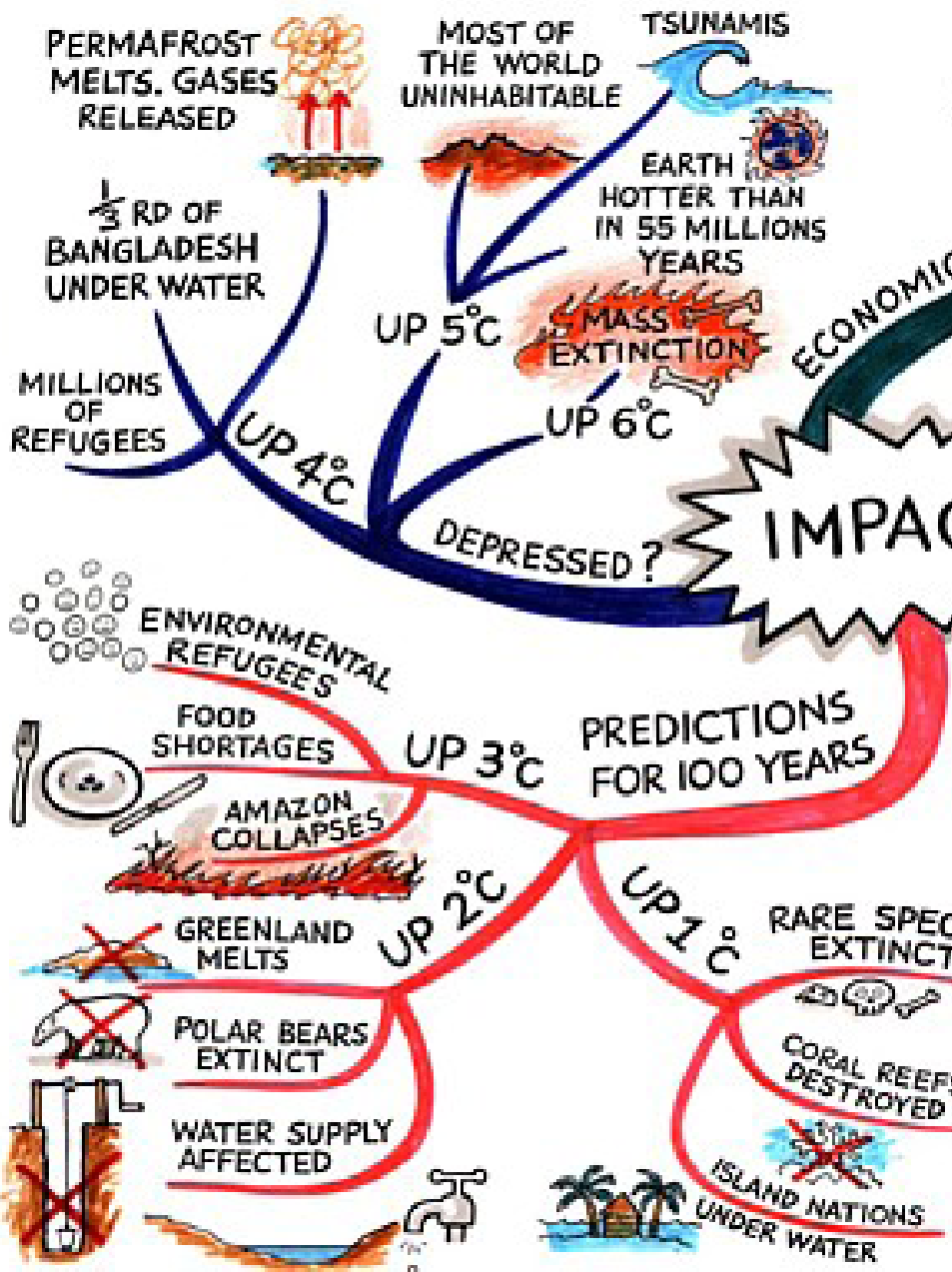


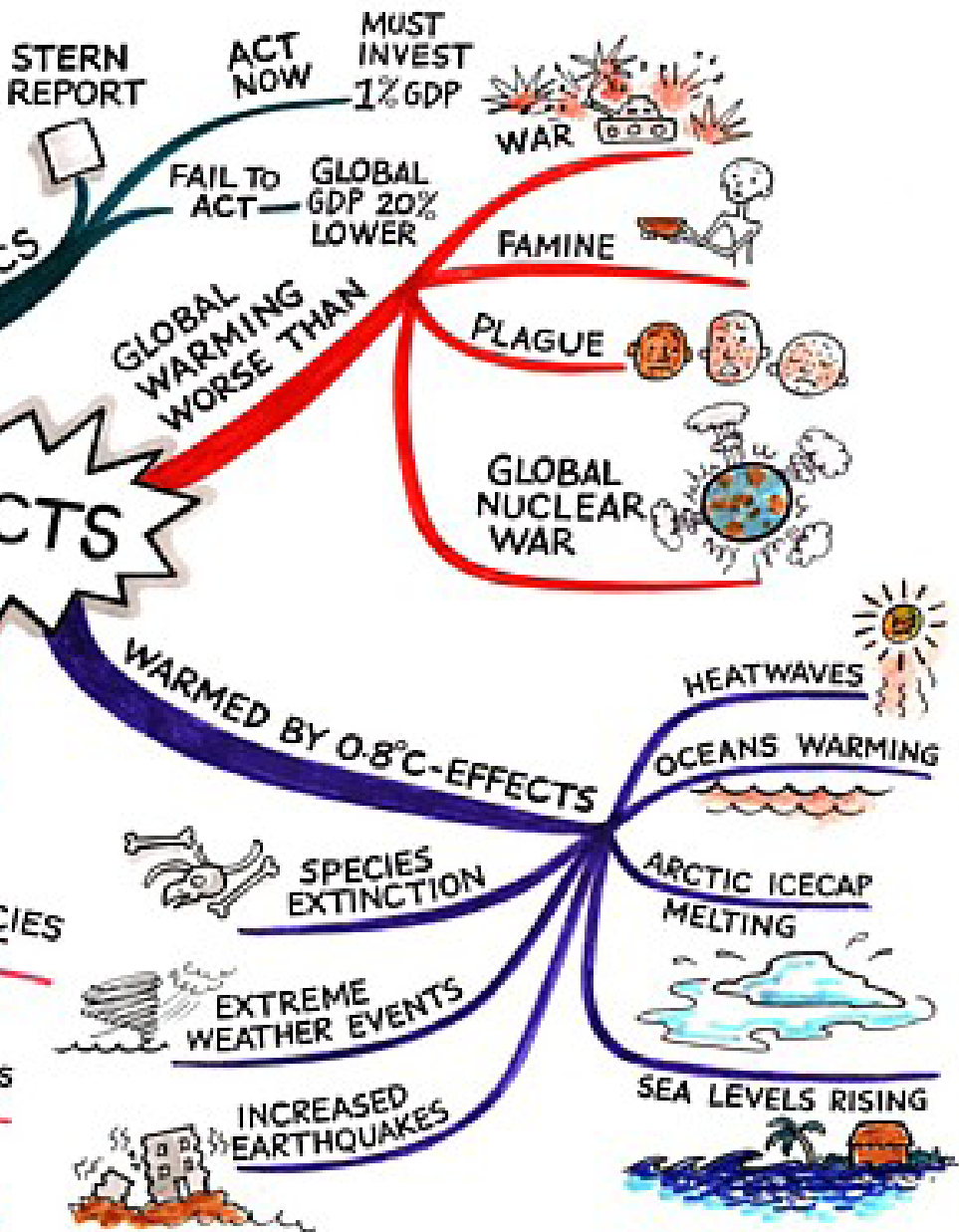
# Greenhouse Effect

Some of the infrared radiation passes through the atmosphere. Some is absorbed and re-emitted in all directions by greenhouse gas molecules. The effect of this is to warm the Earth's surface and the lower atmosphere.



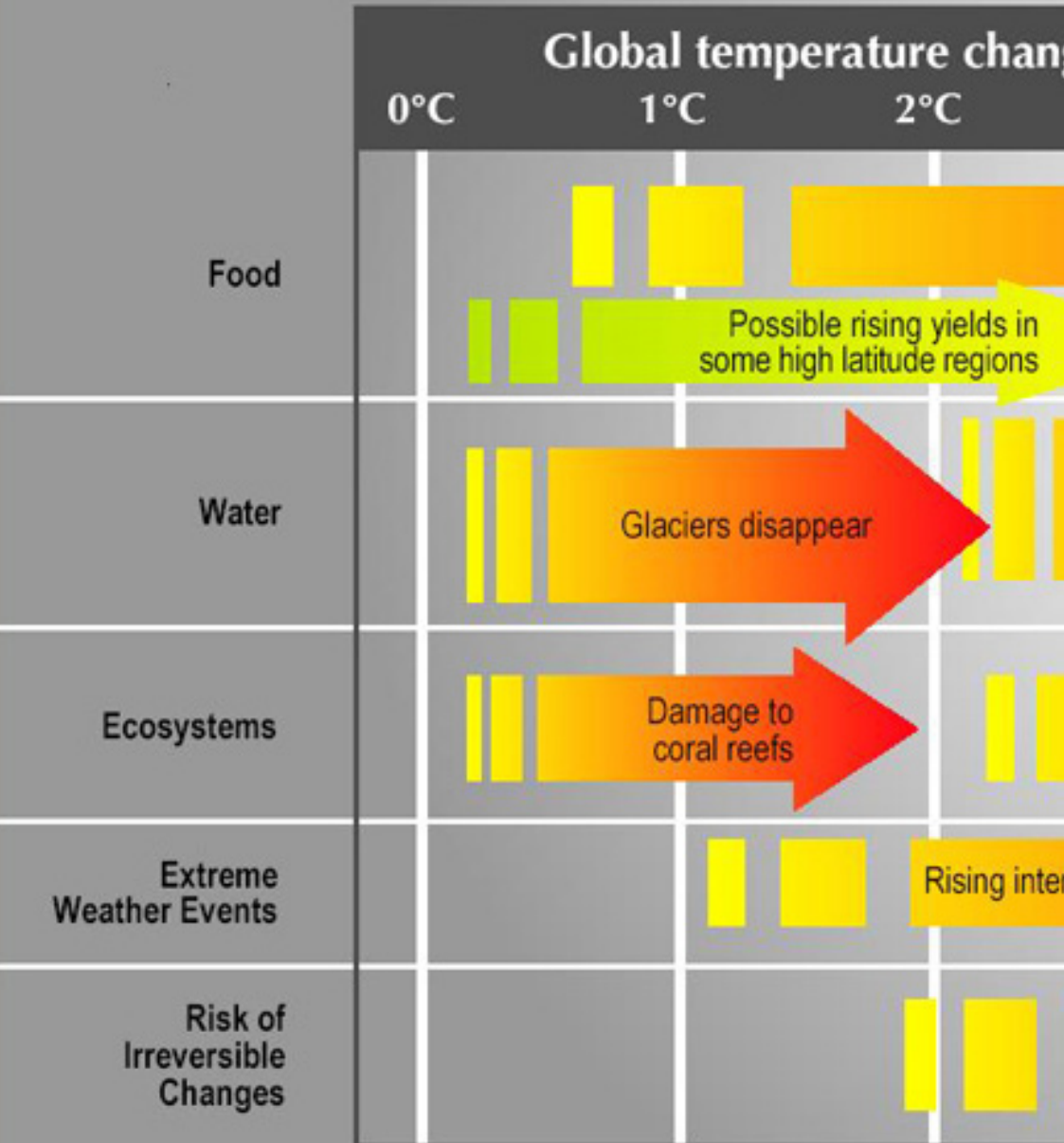
# CLIMATE CHANGE 101





# CLIMATE CHANGE 101

## Projected Impacts of Climate Change



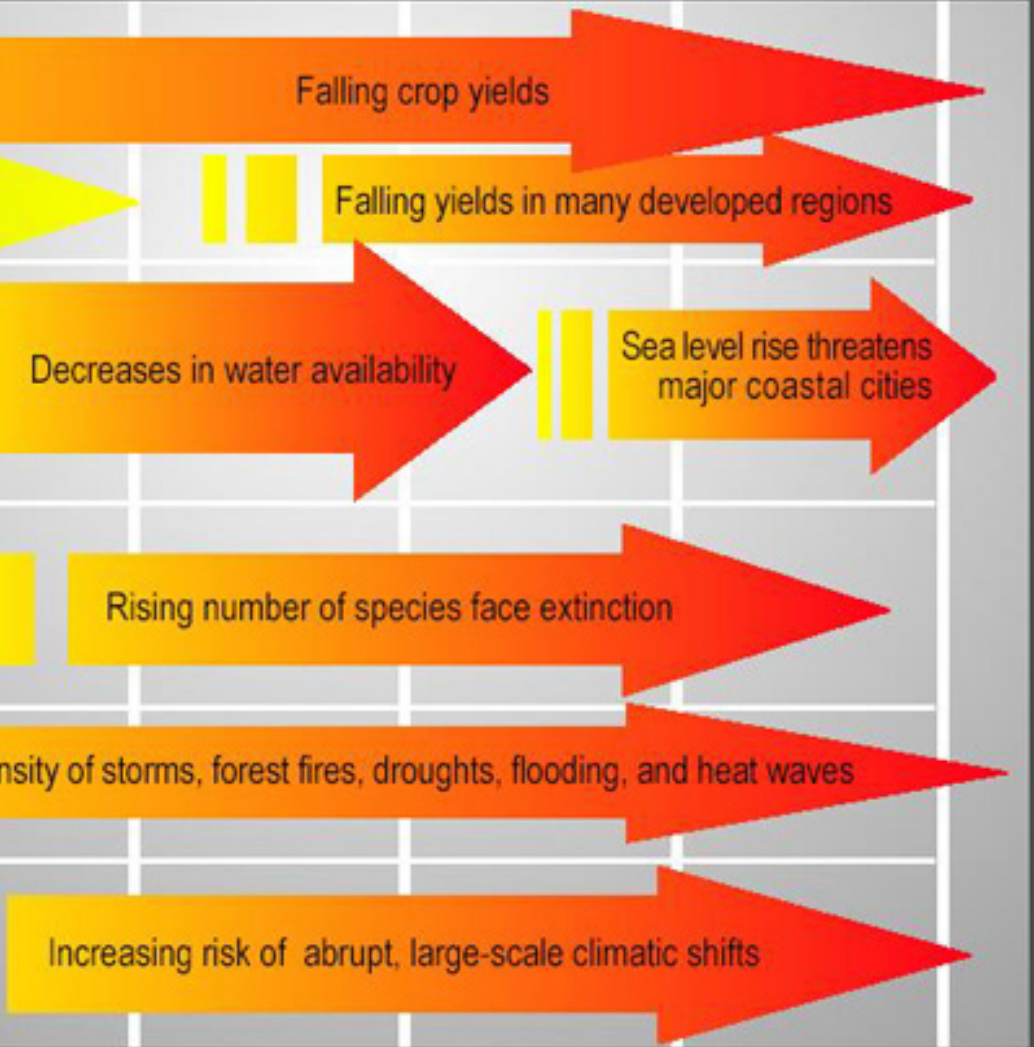
Source: Adapted from the Stern Review on the Economics of Climate Change

Change (relative to pre-industrial level)

3°C

4°C

5°C

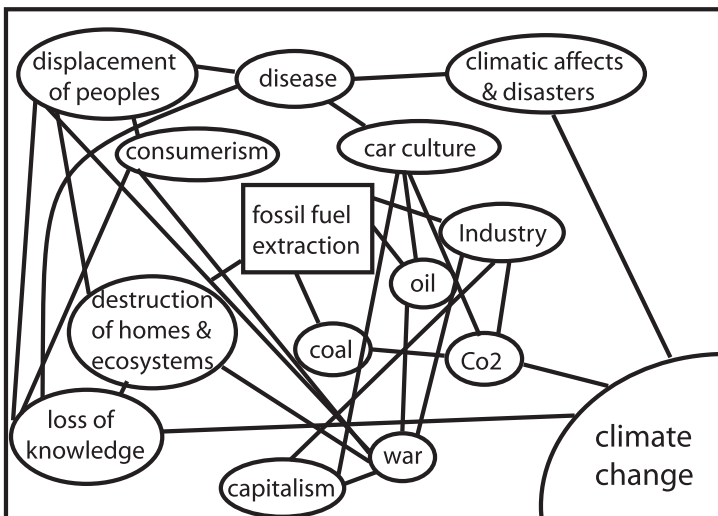


# MAKING THE LINKS

## MIND MAPPING EXERCISE

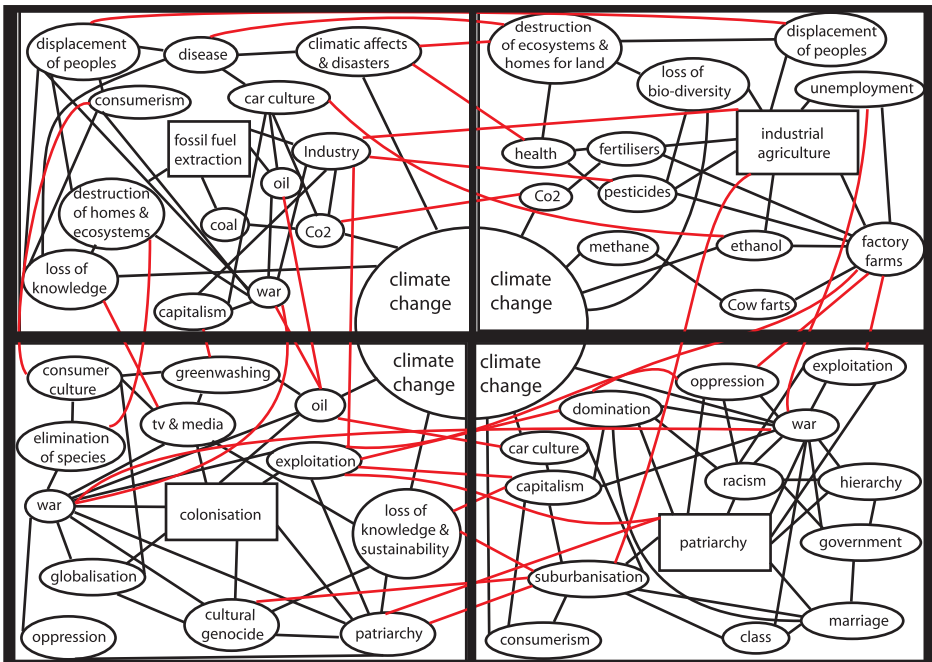
### STAGE ONE: TOPICS

1. Split participants into four groups
2. Each group is given a big piece of paper and instructed to write Climate Change in a different corner as shown in the examples.
3. Pick 4 BIG climate related topics.
4. Each group will be given a topic to write in the centre of their piece of paper (as per the picture shown)
5. Ask the groups to brainstorm connections to the central topic of Climate Change, and write them on the paper
6. The groups will be encouraged to give feed back explaining why these connections were identified



## STAGE TWO: LINKS

1. Put the 4 pieces of paper together and have the participants draw links (in a different colour) between the four mind maps / brain storms.
2. The groups will be encouraged to give feed back, explaining why these connections were identified.



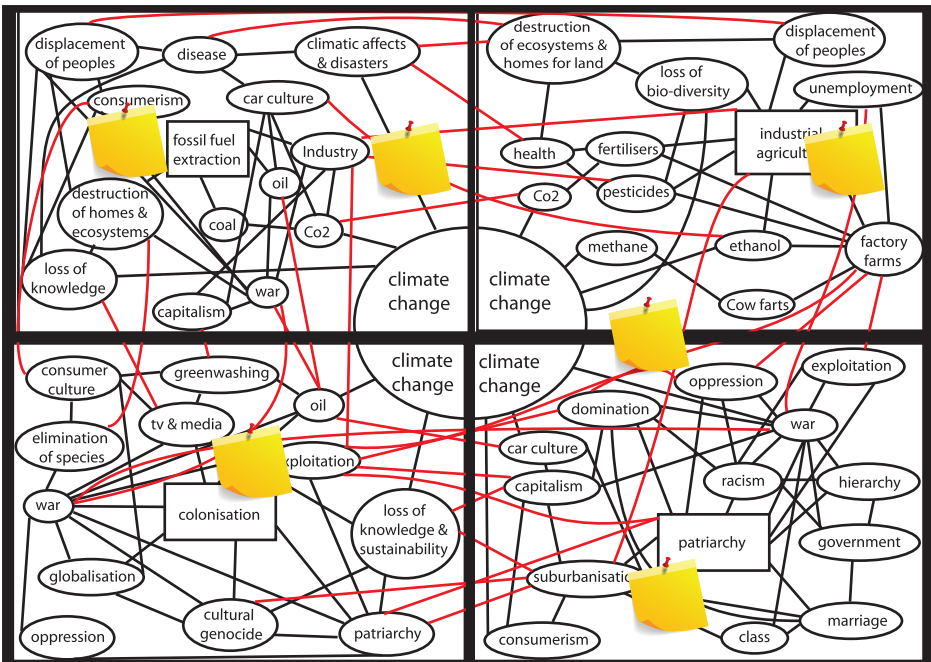


# MAKING THE LINKS



## STAGE THREE: SOLUTIONS

1. Participants are given post-it notes
2. They are then asked to identify broad solutions that can address the problems identified on the Mind Maps and write them on post it notes
3. Participants are asked to place the post it notes on the Mind Map in a way that explains the solution.
4. Lastly, they are asked identify personal connections with things on the Mind Map, and to create and place post it notes explaining these connections.





## TIPS FOR FACILITATORS:

When the results started getting too similar from workshop to workshop we realised we were inputting too much ourselves and made a big effort to step back and let the groups lead the content.

It doesn't matter if there are links they miss . . .

It almost gets the point across further if people are left thinking "ooh! there's another link there, and there . . ."

Also, it's OK when people go crazy and start linking everything to everything and it really gets the 'everything's connected' idea across.

At the same time as people are linking, you can ask someone else from a group to briefly explain how their group's Mind Map works.

Go around all of the groups till it looks a little like the map on the previous page.



# CLIMATE CHANGE ACTION

## DISCUSSION

Begin the discussion by asking participants the following questions to help guide the discussion:

1. If they are already personally doing something?
2. If they personally know others who are doing things?
3. What they think others are doing about it?

Have each person give their feed back to these questions.

## VIDEOS

New Climate Justice video trailer (3m)

<http://beyondtheredlines.org/trailer/>

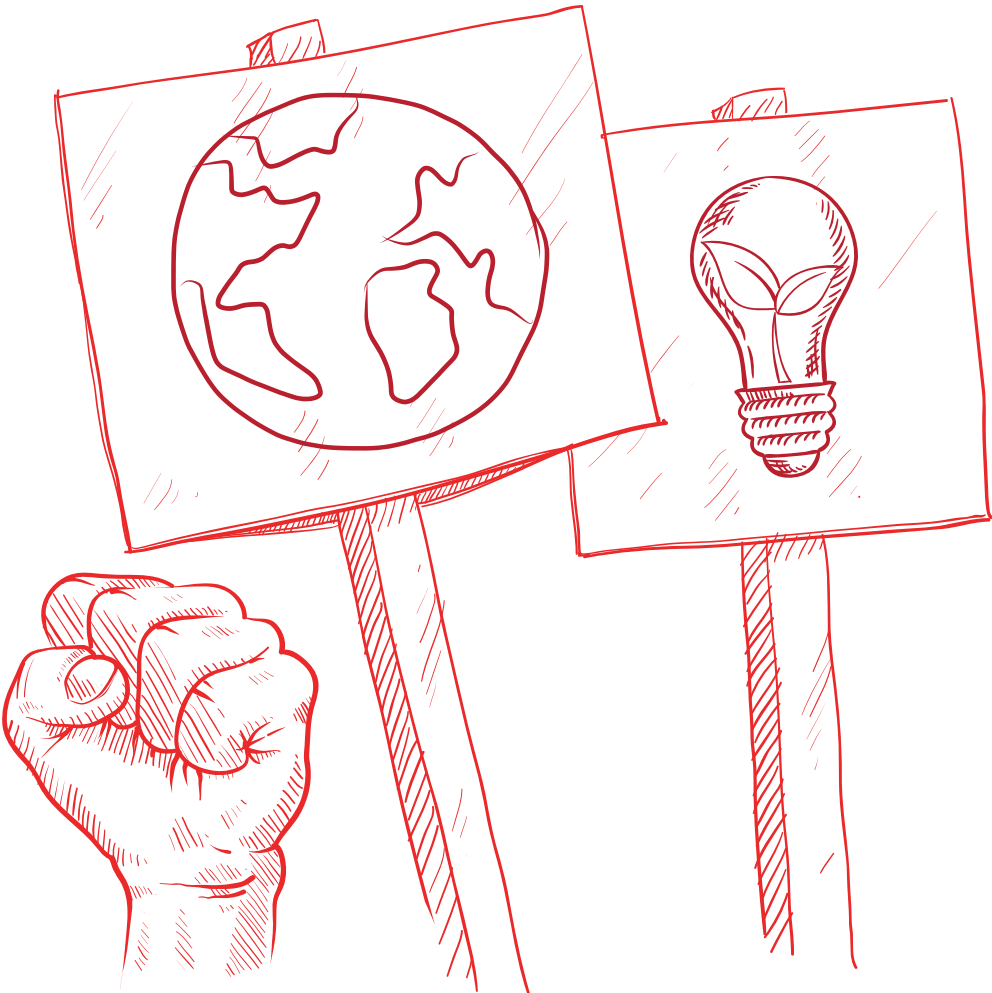
Art of Activism - Ellen Choy, Climate Justice West Organizer (5m)

<https://www.youtube.com/watch?v=3EbY7iUFtuo>

Have a brief discussion with participants after each video.

## WHAT IS BEING DONE IN NEW ZEALAND?

Have a longer discussion about Climate Change issues in New Zealand and what is being done locally.



# WHAT IS A JUST TRANSITION?

## ITUC HANDOUT

Read handout from ITUC about Just Transition.  
(ITUC Just Transition handout can be found on the following 4 pages. )

## VIDEOS

Uniting for a #JustTransition to a Zero-Carbon Economy (4m)

[https://www.youtube.com/watch?v=H\\_1-dODdbAA](https://www.youtube.com/watch?v=H_1-dODdbAA)

After Paris: Organising for a #JustTransition (4m)

<https://www.youtube.com/watch?v=hE9gu7DMpNY>

Have a brief discussion with participants after each video.

## GROUP DISCUSSION AND FEEDBACK

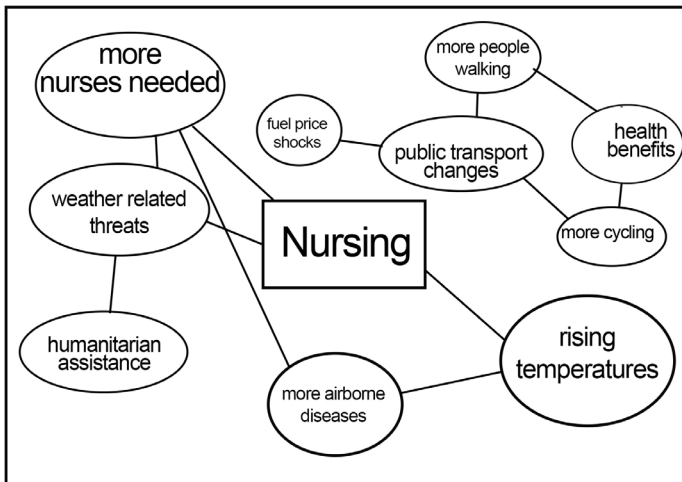
Ask each participant which industry each person works in and discuss how it may be affected by climate change. Then go around again talking about what we could do in our industries to reduce impacts and plan for a Just Transition?

Divide participants into groups of people who work in the same industry.

Facilitator will tease out questions and discussion around which problems and solutions each group DO and DON'T have control over, as workers. This is in order to identify which things they COULD have control over.

## MIND MAP

Each group makes a Mind Map similar to the exercise in the Making the Links section. This Mind Map should focus on climate problems and solutions specific to their industry.



Ask each group to give feedback on this exercise to the rest of the workshop participants.

## POST IT NOTES

Participants and facilitators place post it notes on mind maps identifying areas where workers can push for and realistically make progress.



# WHAT IS A JUST TRANSITION?

## A JUST TRANSITION IN THE UNFCCC'S COPENHAGEN DEAL?

UNFCCC needs to send a message of hope: a climate friendly world is possible, and decent jobs and livelihoods can exist for everyone! A call for social justice is key for building a broad consensus and mainstreaming social needs in climate policies.

Every country has a role to play in addressing climate change. Developed countries must take the lead on emission reductions, and provide sufficient funding for adaptation if we want to have a chance for achieving sustainable development and social justice. Developing countries can change the nature of their growth if they are provided with the necessary funding and technology to undertake those measures.

Therefore, we call on negotiators and climate-stakeholders to:

- Support the mention of Just Transition in the "Shared Vision"
- Support Just Transition policies throughout ALL the "building blocks":

### In adaptation and mitigation policies

- Early social and employment vulnerability assessments
- Consultation with and active participation of all stakeholders including trade unions in design, policy and monitoring of climate change policies

- Accompanying measures FOR COMMUNITIES under the "response measures" debate
- Active labour market policies as part of the policy mix
- Respect for the provisions in the Conventions embodied in the ILO Declaration on Fundamental Principles and Rights at Work (1998)

### In Finance

- Orienting financing towards investments generating green and decent jobs and transforming traditional sectors into "greener" ones
- Providing resources for financing economic diversification and just transition policies

### In technology

- Promoting workers' education and training on climate friendly and climate-resilient technologies as part of capacity building strategies
- Promoting social innovation strategies in order to facilitate behavioural and organisational change, along with sustainable deployment of technologies



Just Transition is one among a series of trade union proposals for the UNFCCC negotiations. You can find all trade union proposals at: <http://climate.ituc-csi.org>

For more information, please contact the ITUC on:  
+33 6 77 69 94 29 or [anabella.roseberg@ituc-csi.org](mailto:anabella.roseberg@ituc-csi.org)



# TRADE UNIONS & CLIMATE CHANGE

## A JUST TRANSITION: A FAIR PATHWAY TO PROTECT THE CLIMATE



Addressing global climate change is critical to the economic, social and environmental interest of all peoples of the world. Ambitious mitigation action is fundamental if we want to leave our children a sustainable world and a chance

**A JUST TRANSITION TOWARDS A LOW CARBON ECONOMY IS POSSIBLE, AND CAN MAKE CLIMATE ACTION A DRIVER FOR SUSTAINABLE ECONOMIC GROWTH AND SOCIAL PROGRESS**

for social and development goals to be achieved. These actions must be fairly shared and distributed between and within countries: responsibility

and capacity must be the guiding principles for burden sharing. A just transition towards a low carbon economy is possible, and can make climate action a driver for sustainable economic growth and social progress.

We need to transform the economy; we therefore ask for a process aimed at transforming every economic sector into a sustainable one.

The international trade union movement is committed to supporting ambitious actions aimed at combating climate change while shifting growth towards a truly sustainable development, where social welfare and broader environmental challenges are also addressed.

Just transition is a tool the trade union movement shares with the international community, aimed at smoothing the shift towards a more sustainable society and providing hope for the capacity of a "green economy" to sustain decent jobs and livelihoods for all.



# WHAT IS A JUST TRANSITION?

## WE NEED A JUST A TOOL FOR A FAST AND FAIR SHIFT TO A LOW C

**1** Make green opportunities real: Major investments are needed to develop long-term sustainable industrial policies, aimed at retaining and creating decent and “green”/sustainable jobs, “greening” all workplaces and developing and deploying technology.

- **Example:** The French “Observatoire Français de Conjoncture Economique” has announced that 500,000 green jobs will be created by 2020 as a result of the implementation of the “Grenelle de l’Environnement”, in sectors such as renewable energies, recycling, clean transport, and energy efficiency in buildings. In Japan, employment in environmental industries is expected to double to 2.8 million people by 2020.

**2** A sound starting point: Research and early assessment of social and employment impacts are crucial for better preparing change.

- **Example:** The European Trade Union Confederation (ETUC) undertook a study to find out the potential repercussion on employment of a reduction of 40% in the European Union’s CO2 emissions by 2030. The study points to the need for clear and foreseeable climate policies, substantial public investment in R&D, renewable and combined heat & power (CHP) energy, public transport systems and renovation of buildings, in addition to well designed economic instruments taking into account the impact on low income households and energy intensive industries. A new, in-depth study on climate change, new industrial policies and ways out of the climate and economic crises is now being undertaken.

**3** Come & talk! : Governments have to consult with and encourage institutionalized formal involvement of trade unions, employers, communities, and all groups which need to be part of the transformation. Consultation and respect for human and labour rights form the baseline conditions in order to ensure a smooth and effective transition towards a sustainable society.

- **Example:** Spanish trade unions (CCOO & UGT), government and business organisations have established a platform for tripartite social dialogue on climate change to prevent, avoid or reduce the potentially adverse effects that could result from compliance with the Kyoto Protocol, in particular those related to competitiveness and employment.

**4** You train the workers, the future gets closer: Changes on the ground require workers to be trained in clean processes and technologies; this is key for absorbing and developing new technologies and for realising the potential of green investments. Educational leave for workers to acquire new skills might be needed.

- **Example:** The Argentinean construction workers’ union UOCRA promotes workers’ training in the field of renewable energies, providing workers with certified skills for biogas production installations, solar water heaters, solar and wind power installers.





# TRANSITION:

## CARBON AND CLIMATE RESILIENT SOCIETY

**5** It's also about protection! Vulnerability may be a source of reluctance to support change. Social protection schemes, including active labour market policies (social security including social insurance and public employment guarantee schemes, job creating public works programmes for the unemployed and working poor, income maintenance, and job placement services, among others) are key for ensuring justice in the transition.

- **Example:** The American Clean Energy and Security Act of 2009 contains a dedicated chapter on "Green Jobs and Worker Transition" that would establish a "Climate Change Worker Assistance Fund" to provide income support, health care coverage, career counseling, and education and skill training services to workers who are adversely affected by federal climate change legislation. It also creates a clearinghouse for information and resources on vocational education for jobs in renewable energy, and a "Green Construction Careers demonstration project". In addition, economic stimulus legislation provides up to \$1 billion for training for green jobs.

Social protection is also needed to address the consequences of climate change and extreme weather events on the poorest and most vulnerable (e.g. the Indian "super cyclone" in Orissa led to more than 10,000 deaths, the demolition of millions of dwelling units, damage to over 80% of standing crops, and a loss of about 454,000 heads of cattle).

**6** One size does not fit all: Each region and community at risk requires its economic diversification plan... a "free-market adaptation" will only lead to suffering and opposition to climate measures.

- **Example:** There is a general tendency to replace rice production by mango in semi-arid Bangladesh. While correct from an economic and agronomic standpoint, without planning and local consultation there is a risk of social unrest. Mango requires much less work than rice. That is bad news for the one third of households in the region who depend on their work as daily labourers in agriculture. There is a need for adapting general policies to local conditions in order to introduce truly sustainable policies. Communities need to be consulted and must be able to decide on food/agricultural choices.



WHAT MAKES  
A "JUST"  
TRANSITION?

# FINDING YOUR FRONTLINE

## OCP EXCERPT

This section is based on ideas in the **Organising Cools the Planet** booklet: **Find Your Frontline – Align It With Others**.

Facilitator read out: (5-10 mins)

The fact is that climate change does affect everybody. We believe that in order to build a popular movement, we need to reach out to everyone we can to help them understand the ways that their own lives are impacted by the crisis, and that there are real ways to take action.

The slogan “We’re all in this together” is true but misleading: climate change certainly doesn’t affect everybody equally.

That’s why this part of the workshop is about finding our personal places in this issue. Finding your frontline.

## CLIMATE JUSTICE DEFINITIONS

The following sections define the 3 main ideas that form the concept of Climate Justice.

Ask for volunteers to read out the definitions. You can break up the definitions between multiple volunteers.

Facilitate discussion about each definition after it has been read out to the group.

## ENVIRONMENTAL JUSTICE

The Environmental Justice sense of “impact,” is how racism and poverty determine which communities suffer from the things that are causing climate change like the poisoning of our rivers from dairy farming, or the suffering of workers in coal mines in this country, or the fuel poverty caused by hiked up electricity and transport fuel prices or which communities have their land stolen from them in order to secure resources to exploit and sell to make profit.

Those of us who have the luxury of turning on our lights and not thinking about where that power came from have a lot of privilege at the expense of others. That privilege determines which communities don't suffer from the effects of intensive dairy, mining and other processes that are causing climate change.



# FINDING YOUR FRONTLINE

## IMPACT

When we move from Environmental Justice to Climate Justice, the ways we think about impact become much broader.

We are not just focusing on root causes of pollution or pollution of the water supply or the effects of logging native forests or oil spills on our beaches; we are also taking a step back and looking at other parts of the broader climate crisis.

From that vantage point, frontlines are all around us, and our collective goal becomes not just stopping one project or another but the transformation of the economy and our relationships.

Ways you are impacted might be . . .

- Your homeland (or just home) is being effected by fossil fuel extraction or other industrial processes that drive climate change
- Someone you are close to has suffered in some way because of conflict over the extraction of fossil fuels
- You are a migrant and there are some out-of-touch environmentalists using “resource consumption” and population growth as an argument in support of inhumane anti-immigration laws.
- Your family has worked in the coal industry for generations, but the declining price of coal and pressure from the environmental movement is threatening the future livelihoods of your community.

- **Your local river where your grandparents used to fish for recreation or for food is now polluter by dairy runoff and there are no fish left.**
- **You live in Kaitaia and Statoil want to drill for oil, threatening your access to kai moana.**

## **FRONTLINE SOLUTIONS**

**Organizing for action doesn't just mean stopping the bad stuff. We believe in building a movement that lifts up, and leads with climate solutions from the frontlines.**

**The communities most directly impacted on the frontlines are not only dealing with the brunt of the problem, but are also best equipped with the knowledge and skills to chart the way forward. For example, the process of gentrification has divided and dispersed urban communities in places like Auckland where low income people would normally have gotten by with a little help from their friends now live isolated in neighborhoods where they have no connection with their neighbors, often moving from home to home every few years.**

**Tightknit communities (including unions) can look after one another and support one another in difficult times, just like your union can. We are indeed 'Stronger Together'.**

# FINDING YOUR FRONTLINE

## IDENTIFYING YOUR FRONTLINE

Facilitator explains that while we can see we are all impacted by climate change (frontline), we need to come up with things we can do.

Encourage participants to start by thinking about existing concrete relevance and strengths in their lives.

1. Participants individually write a list of their strengths, skills, and passions
2. Go around the group and everyone shares one of these "something I do well is..."
3. Group participants into pairs.
4. Pairs discuss their own personal connections with the impacts of climate change and the drivers of climate change for 30 minutes.
5. Facilitator spends 5 minutes with each pair.
6. Pairs write down their insights on post-it notes, placing them on the maps
7. Pairs report back to group
8. Frontlines should be identified through this process.
9. Each participant explains what their personal frontlines are. (considering their skills, passions, and ability to make change in this area)



# EVALUATION

## MY CLIMATE CHANGE ACTION LIST

Have participant create a list of things they will commit to doing to further their connection / work on climate change.

- 1.
- 2.
- 3.
- 4.
- 5.

Facilitate a brief discussion about these lists.



**Congratulations!**  
*You're almost done.*

**To finish,  
all participants should  
now complete the online  
feedback and contact form at:**

**[www.climatejusticeaotearoa.org/findyourfrontline](http://www.climatejusticeaotearoa.org/findyourfrontline)**





Special thanks to the volunteers and organisations  
that helped make this project happen.

**unite**  
**STRONGER TOGETHER**

**←350**  
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