

Climate Leadership

A workshop in climate leadership and advocacy

This workshop is designed to be delivered by Engineers Without Borders UK Chapter committee members. It can be run as a workshop for Chapter members or the wider university population.

What is climate leadership and why does it matter?

Our planet is in a perilous position. We are draining natural resources, destroying ecosystems, and to avoid further climate crisis, CO2e levels must drop sharply in the next decade. Meanwhile, millions of people still don't have their basic human rights met, such as access to reliable energy or water, or somewhere safe to live.

Effective climate leadership at all levels is necessary to ensure the issues of climate change are recognised and the needs of the climate crisis are addressed. Derived from the definitions of advocacy and leadership, Engineers Without Borders UK defines climate leadership as;

'the act of taking a proactive and influential role in inspiring others in campaigning to drive change and have the issues of climate change recognised and addressed'.

Climate leadership is demonstrated at all different levels in society; governmental, corporate, community and grassroots. Each level yields a different amount of power and ability to inspire, drive change and lead others in tackling the climate crisis. However, the different levels are closely linked and can influence one another.

With the immense pressures of the climate and biodiversity crises already affecting millions of people globally, we are at a pivotal moment in human history where progressive climate leadership is needed.

How to prepare for your workshop

Where will you deliver the workshop?

We'd recommend that you deliver this workshop to your fellow university students. The content isn't age appropriate for a youth outreach session.

In person or virtual?

Either way, make sure that you adapt your delivery. You will need to make sure any activities included in the workshop can be run in the format you choose.

Who will be delivering the workshop?

We'd recommend that you have at least two facilitators.

Be prepared

We've outlined and linked all the resources you will need in this document. But make sure you have the links you need ready on the day. If you are delivering in person, always have a backup version of the slides somewhere too!

Practise!

We highly recommend that you run through the workshop before you deliver it for the first time.

External links:

Slide 7: [Definition of leadership](#)

Slide 11: [Patagonia donates profits to climate change causes](#)

Slide 12: [American schools using solar power](#)

Slide 14: [Scenario article: Climate change in Cape York](#)

Slide 18: [Change in climate concerns amongst British adults](#)

Workshop overview

Duration: 60 minutes

Equipment: Screen, post-it notes, paper, coloured pens

In person or virtual delivery: Both

Below is an overview of the workshop, further in the document you have been provided with a script for each slide and resources for the tasks during the session.

Workshop Guidance	Slides	Time (Min)
Introduction		
Introduction to the facilitator and the workshop. Make sure to set clear expectations on participant engagement and behaviour, as well as the workshop objectives and structure	1-4	3
Defining climate leadership		
Use these slides to establish a common definition of climate leadership amongst the group. Firstly, ask what the participants think climate leadership is and what it means to them. Then, move onto defining the core parts of climate leadership, advocacy and leadership. Finally, provide the Engineers Without Borders UK definition on climate leadership.	5-8	7
Levels of climate leadership		
Use these slides to identify the different levels of climate leadership, what each one means, and provide any examples used within the resources provided.	9-13	5
Scenario - Activity 1		
A 30 minute group scenario activity in which the participants are placed into separate groups and given case studies in response to climate change in Cape York, Australia. Decide the amount of groups and group size yourself depending on the size of the workshop. Then get groups to share their ideas from each of their case studies on how they would act as a climate leader from each level.	14	30
Feedback		
Use this time to gain feedback from participants on the case studies and questions from the scenario based task.	15	3
Brainstorm - Activity 2		
The purpose of this activity is to identify any challenges in the different levels of climate leadership, but also any opportunities.	16	5-10
Summary		
To end on a lighter note, use this time to summarise, but also look at positive opportunities of climate leadership for the future. Think about How can we, as engineers, be climate leaders? Highlight that if attendees are interested in knowing more, direct them to the website or your Chapter on how to get more involved.	17-18	3

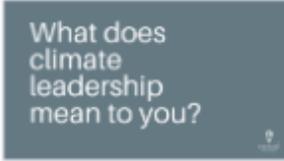
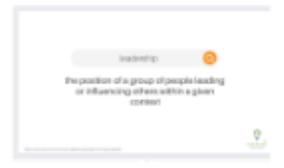
Climate Leadership

Facilitator script

Overview: This session provides an opportunity for students gain a shared understanding of what climate leadership is and how someone can be a climate leader. The workshop has been designed to be delivered in 60 minutes.

The following resource provides you with a script and/or instructions for each slides of the workshop slide deck. Feel free to make it your own!

Script	Instructions	Slide
<p>Thank you all for attending this workshop on climate leadership.</p> <p>Effective climate leadership is a crucial method in tackling climate change, and as engineers, we can play an important role in being climate leaders.</p>		
<p>The structure of this workshop and what to expect is as followed:</p> <p>1. Defining climate leadership It is important we all have a shared understanding of what climate leadership is and how it is defined. We will have a brief icebreaker discussion on what climate leadership means to us, how to define climate leadership and the different levels of climate leadership.</p> <p>2. Scenario Activity We will then move onto our main activity of the workshop. This will involve responding to a climate change scenario from different levels of climate leadership. I will provide more information on this later in the workshop.</p> <p>3. Feedback The scenario activity will then be followed by a time of reflection on how to be a climate leader .</p> <p>4. Climate leadership in the future We will then finish up by discussing and identifying opportunities and challenges for climate leadership in the future.</p>		
<p>There are some established objectives of this workshop, however, we can add more:</p> <p>Understand what climate leadership means</p> <p>Understand your role as a climate leader</p> <p>Leave with an understand of what we can do to bring about change</p>	<p>After talking about the objectives - ask participants if they have any other objectives or things they would like to get out of the workshop.</p>	

<p>To ensure the smooth running of this workshop that all can enjoy, it is important that some ground rules/group contracting is established by the group.</p>	<p>Ask participants to group rules and boundaries for the workshop - i.e. respect everyone's opinions.</p> <p>Write these on a board so that participants are aware of the group contract throughout the session</p>	<p>Group contracting</p> 
<p>This is the first activity of the workshop.</p> <p>In understanding how members of the group view climate leadership and what it means to us, we can work on how to be a good climate leader, so please make your perspectives known.</p> <p>We can understand/establish a common definition for climate leadership, once we understand the facets that make up climate leadership.</p> <p>Can anybody take a guess at what these may be?</p> <p>(Advocate and leadership)</p>	<p>Icebreaker mini activity. - Spend 5 minutes at most on this.</p> <p>Participants could put post-it notes on the board/wall or answer a Kahoot quiz - Feel free to conduct this activity how you wish.</p> <p>Ask participants what they think climate leadership is and if they can provide examples of climate leadership.</p> <p>⇒ Before moving onto the next slide, talk about how we have established a definition for climate leadership by combining definitions of climate activism and leadership.</p>	
<p>Being an advocate, a core part of being a climate leader and having the issues of climate change recognised and addressed, is defined by "A person engaged in or advocating vigorous political activity; an active campaigner."</p>		
<p>Leadership forms the second core part of being a climate leader.</p> <p>Leadership is defined by "the position of a group of people leading or influencing others within a given context".</p>		

<p>The concept of climate leadership is new and evolving, there has yet to be a common definition established amongst efforts of tackling climate change.</p> <p>Engineers Without Borders UK, defines climate leadership as the act of taking a proactive and influential role in inspiring others in campaigning to drive change and have the issues of climate change recognised and addressed.</p> <p>This can involve implementing policies, initiatives, and practices that reduce greenhouse gas emissions, promote sustainability, and adapt to the impacts of a changing climate. Climate leaders may also work to educate others about the importance of taking action on climate change and inspire them to take action. Climate leadership can be demonstrated at all levels, from individuals and communities to governments and businesses.</p>	<p>This slide is about providing the participants with a common definition to come back to. If participants disagree with this definition ask them to provide what they believe is a more appropriate definition and make note.</p>	
<p>Whilst a common definition has now been established, there are different levels of climate leadership, all yielding different levels of impact on climate change advocacy.</p>	<p>Ask participants if they have any thoughts about what these may be. If this turns into a discussion, spend a maximum of 5 minutes on this,</p>	
<p>The first level of climate leadership identified is 'government'.</p> <p>This refers to the leadership of government or state actors in implementing policy tackling climate change.</p>	<p>Examples of the government level include international governmental bodies such as the UN, EU, and the African Union.</p> <p>It also includes the national government and their subsequent ministries/departments in policy making.</p>	

<p>The second level of climate leadership is identified as 'corporate'.</p> <p>This refers to large-scale corporations/organisations and the acts of organisations and corporations that promote and inspire sustainable and climate-friendly business practices.</p> <p>Arguably a more controversial level of climate leadership as organisations have been accused of 'greenwashing'. A tactic regarded as a marketing ploy by large corporations as promoting themselves as environmentally friendly whilst conducting unsustainable or unethical business practices..</p>	<p>Example could be Triodos Bank - A bank dedicated to sustainable practices</p> <p>Patagonia (clothing) has committed to donating all profits to causes fighting climate change.</p>	
<p>The third level of climate leadership is at a local and community basis. This refers to progressive climate action at a community level that engages local stakeholders.</p>	<p>Examples of these could be:</p> <p>Schools in America currently use Solar Power energy.</p> <p>Local charities inspiring change in behaviour to more climate friendly practices within the community.</p>	
<p>The last level of climate leadership is Individual activists and grassroots groups/organisations. These refer to individuals or small organisations that advocate for systemic change against the climate crisis.</p>	<p>Examples of these could be considered as:</p> <p>Indigenous activist groups fighting deforestation, popular advocacy groups calling for renewable practices.</p>	

<p>Scenario Time!</p> <p>For this scenario, we are going to look at Cape York, a large remote peninsula in Queensland, northern Australia.</p> <p>It is home to Aboriginal and Torres Strait Islanders who have the longest living continuous cultural history of any group of people on Earth.</p> <p>It experiences different climates, it can become very wet during monsoon season and dry during bushfire season.</p> <p>The region has a vast amount of biodiversity and is home to cattle and mining industries, as well as attracting tourists.</p> <p>However, climate change risks impacting this. Hotter temperatures can result in more forest fires and longer drought periods which can impact cattle rearing, local wildlife, and existing infrastructure and built environment.</p> <p>Increased rainfall and tropical cyclone intensity during the monsoon season poses risks of flooding which impacts similar areas.</p> <p>Please get into groups. Each group will be given a different case study representing the different levels of climate leadership. You may write/plan/plot what you think your case study can do to be a climate leader in this scenario.</p>	<p>Scenario Time! This is the main activity and should take around 30 minutes maximum.</p> <p>For this task, split participants into different groups. Each group will be given different case studies, acting as different climate leaders/stakeholders, using the materials provided, on how they would respond to the scenario from their level of climate leadership.</p> <p>For context, one group may have to respond to this scenario from a government level of climate leadership. Whereas another group may have to respond to the scenario from a community level.</p> <p>Groups can write/plan/plot what they think they can do to be a climate leader in this scenario</p> <p>What acts would they take and how? What is their end goal?</p>	 <p>Context</p> <p>This slide provides the national context and discusses the challenges of climate change and the role of different levels of climate leadership.</p>
<p>This slide is a statement to provide cultural sensitivity and acknowledgement of the case studies based in Cape York, Australia.</p>		 <p>This slide acknowledges the traditional custodians of the land and the importance of cultural sensitivity in climate leadership.</p>
<p>With the case study you have in groups ask yourselves these questions:</p> <ul style="list-style-type: none"> • How could you be a climate leader in this situation? • Whom could you influence? • Whom could you work with? • What would you do? <p>Using these questions, create your own ideas on how you could be a climate leader and</p>		 <p>Task</p> <p>This slide outlines the task for the participants, which is to write/plan/plot their response to the scenario from their level of climate leadership.</p>

Bring back the groups and create a discussion on the case studies. Ask questions such as:

- What ideas have your groups created in being a climate leader?
- Do you have any answers to the questions?
- How can different climate leadership levels yield different levels of power and positively impact the planet and the lives of those in Cape York.

Spend 5 minutes reflecting on the task to see what participants think and how this makes them feel and think in climate leadership.

Feedback

What did you like about the task? What did you think was the most interesting part?



Currently, there are challenges in being an effective climate leader, but also many opportunities.

Being a climate leader today may come with many challenges and barriers but also many opportunities.

Return to your groups and reflect on the previous activity.

- What barriers does your level of climate leadership face?
- How can you overcome these challenges and how can you use these opportunities to your advantage?

Brainstorm Activity - 10 Minutes

Regroup participants into the same groups for the previous activity as they can use the knowledge/ideas of the level of climate leadership they were given in the scenario to think of different opportunities and challenges.

As a facilitator, we want you to have an idea of what is meant by opportunities and challenges in climate leadership:

- At a government level of climate leadership, a challenge may be gaining public support for climate-action policies.
- E.g. Whilst a proposed benefit of high-speed rail infrastructure is that it takes cars off the roads and reduces carbon emissions - it is considered very expensive in the short term and involves, in some instances, moving people from their houses to build necessary rail lines. This can make it difficult to gain public support.
- An opportunity at a government level would be a growing public opinion on the importance of tackling climate change - climate change was the second biggest concern facing adults in Great Britain (74%).

Brainstorm activity

What opportunities and challenges can you think of for your level of climate leadership?



<p>To end on a more positive note, can you think of any hopes, opportunities, or positive outlooks in climate advocacy and leadership in the years to come?</p> <p>How can we, as engineers, be climate leaders?</p> <p>What first steps could we take?</p>		
<p>Suggested next steps:</p> <p>Forage - An online virtual learning platform where participants will interrogate the role of engineering, learn about the principles of global responsibility, how to encourage participatory and inclusive outcomes in practice and critically reflect on your role in ensuring a more safe and just future for all.</p> <p>Be more involved with your Chapter - Chapter members connect with other engineers in their universities and around the country. They shape their engineering careers and the future of engineering.</p> <p>Take part in Reshaping Engineering - a virtual design challenge, providing student and professional participants from around the world with a unique opportunity to reshape how engineering is taught and practised to ensure a safe and just future for all.</p> <p>Have a look at our recent articles - Covering topics such as the future of engineering and global responsibility report.</p> <p>Sign up to our newsletter to hear about more opportunities.</p>		
<p>Thank you for attending!</p>	<p>Ask participants if they got what they wanted from the workshop and how they feel having been a part of it.</p>	

Scenario case studies

Climate change and climate leadership in Cape York, Australia

Case study 1

Context

You are a Torres Strait Islander fisher. You have been catching fish in the rivers and waters around Cape York for two decades to sell and feed your family. During this time you have noticed hotter bushfire seasons, causing the water to dry up for longer periods, and more intense storms during the monsoon season, causing flooding more frequently. The change in weather patterns during these seasons over this time has resulted in a depletion of fish in the area. This means you haven't been able to sell as much fish as usual and you are becoming concerned about your level of income and ability to provide for your family.

Consider

How could you be a climate leader in this situation? Whom could you influence? Whom could you work with? What would you do?

Case study 2

Context

You represent the electoral constituency Cook (the constituency in which Cape York is located), in The Parliament of Queensland. You are concerned about how climate change is having a detrimental impact on the well-being and livelihoods of your constituents during hot and wet seasons. At odds with climate change goals and the voices of those in your constituency, the Australian Federal government has given a licence to mining companies to continue operating within the Cape York peninsula.

Consider

How could you be a climate leader in this situation? Whom could you influence? Whom could you work with? What would you do?

Case studies

Climate change and climate leadership in Cape York, Australia

Case study 3

Context

You are a team member of a local conservation charity in Cape York. Your charity monitors the wildlife in the area. You know that bushfire seasons have an impact on native wildlife. However, due to hotter and longer summers, the past few bushfire seasons have become more intense and widespread. This has resulted in a dramatic loss of wildlife during the fires but also has a knock-on effect on wildlife afterwards, who are unable to find sources of food and water. The charity is becoming increasingly concerned about the impact this is having on local species such as birds, bats, wallabies, and geckos.

Consider

How could you be a climate leader in this situation? Whom could you influence? Whom could you work with? What would you do?

Case study 4

Context

You are a CEO of an Australian solar power company that uses environmentally friendly materials to build solar panels. You have seen how the climate crisis has damaged the lives of residents, plants, and animals of Cape York and are frustrated that mining is still so dominant in the area. You want solar panels to become more widespread in powering Australia and create a cleaner and greener future that preserves Australian wildlife and the livelihoods of native indigenous and Torres Strait Island people.

Consider

How could you be a climate leader in this situation? Whom could you influence? Whom could you work with? What would you do?

Case studies

Climate change and climate leadership in Cape York, Australia

Case study 5

Context

You are a teacher at a school in Cape York. You have noticed some unsustainable practices within the school. These include things such as using a petrol-powered generator to power the lighting within the school, as well as lots of food and packaging waste from lunchtimes that sometimes blows away when left in the bins. You have also noticed some petrol from the generator has made its way into a nearby river. You are having concerns about how these are having an impact on local flora and fauna.

Consider

How could you be a climate leader in this situation? Whom could you influence? Whom could you work with? What would you do?
