



WORKSHOP COMMUNITY ACTION: BECOMING AN ENERGY SAVING ADVOCATE

Activity	
OVERALL INFORMATION	
Name	4. Community action: becoming an energy saving advocate
Purpose/goal of the activity	<ul style="list-style-type: none">-Raise awareness of youth of the need versus use of the natural resources-Promote behavioral changes in youth towards efficiency and energy use-Inform and promote about sustainable development
Target group	Young people aged 18 to 30
Profile of the facilitator	<p>The facilitator should have:</p> <ul style="list-style-type: none">-experience in conducting non formal education activities;-basic knowledge on the workshop's topic-Organizational skills that include flexibility, adaptation and problem solving-Group management skills-Open for feedback and proposals
Profile of the participants	Interested in non formal education and in active participation in the proposed activities, open for collaborating and sharing in a discussion.
Group briefing	
Estimated size and type of the group	10 to 30/35
Learning outcomes / objectives	<p>Define and comprehend the concept of energy consumption and saving</p> <p>Gain critical thinking skills to be able to evaluate the available information</p> <p>Create persuasive messages to encourage behavior change regarding energy consumption</p>
Activity Outline	
Goal/main focus	To make participants reflect on how they use, in a conscious or unconscious way, the resources
Duration	<p>20 minutes - Energizer - energy saving bingo</p> <p>100 minutes - Gotta catch them all</p>

45 minutes - Different ways of energy gain - pros & cons

60 minutes - Explore the opportunities

90 minutes - Taking action!

<p>Introduction to the topic</p>	<p>Energy saving is becoming more and more important for youth for several reasons.</p> <p>As it directly impacts their present and future well-being, engaging young people in energy conservation efforts can have significant benefits not only for them, but for the world they will inherit.</p> <p>As youth will inherit the environmental challenges and consequences of current energy consumption patterns, by learning about and practicing energy conservation, they can actively participate in preserving the environment and mitigating the effects of climate change.</p> <p>What is more, as the next generation, youth will be responsible for their own energy expenses. As we see already, the future energy costs will be much higher and only by adopting energy-saving habits and technologies early, can they reduce their future energy bills and allocate their resources more efficiently.</p> <p>Engaging in energy-saving initiatives provides valuable educational experiences. Youth can acquire skills in science, technology, engineering, and mathematics (STEM) and gain a deeper understanding of sustainability, which can be applied to future careers. It also teaches youth about the interconnectedness of environmental, economic, and social systems, fostering a holistic understanding of the world's challenges and solutions.</p> <p>What is more, the educational experiences and involvement in energy conservation can spark innovation and entrepreneurial opportunities for youth. They can develop and implement energy-saving solutions and technologies, contributing to economic growth and job creation.</p> <p>Even if it doesn't lead to professional growth, it still fosters a sense of civic responsibility and community engagement. It encourages them to participate in activism and advocate for sustainable policies at different levels - local, national or even global. Energy-saving habits, such as budgeting, organization, and time management, can be applied to various aspects of life, teaching youth important life skills.</p> <p>In conclusion, energy saving is not just about reducing energy consumption; it's about equipping young people with the knowledge and skills needed to make informed decisions and actively participate in building a sustainable and resilient future. Engaging youth in energy conservation initiatives empowers them to be agents of positive change and responsible stewards of the planet.</p> <p>Becoming an energy-saving advocate involves taking proactive steps within your community to promote and facilitate energy conservation and sustainability.</p>
<p>Task Description</p>	<p>How to become advocate Activity Outline: Energizer - Energy saving bingo 20min</p>

First - explore the topic and reflect (game gotta catch them all) 100min

Second - different ways of energy gain - pros & cons 45min

Third - Explore the opportunities 60min

Forth - Taking action! - In groups prepare a promotional material poster/video/flashmob/presentation to promote Energy saving 90min

Energizer

Step 1.

Hand out the Human-Energy saving Bingo.

Step 2.

Let people walk freely in the room trying to find someone who fits the description in the field, the participants have to write their name on it.

You can add some soft music in the background.

Step 3.

You should wait for most of the participants to fill in the paper to end the game.

Gotta catch them all! 100 minutes

Setting: on the wall there is a flipchart with a table drawn, where one facilitator will write the results of each round, in each phase.

Participants sit on chairs in circle, with their back to the inner part and looking outside the circle (not inside).

The activity is played in 4 phases, and each phase has several rounds (for example 4 or 5).

The activity is organized according to the following steps:

Step 1. instruction:

Participants are told these instructions: "Each of you is a country, please tell the name of the country you are (the name can be of an existing country or be invented). Your responsibility is to survive.

You will close your eyes and we will throw these sticks to the floor, and when we say "now!" you can open your eyes and you have to go as fast as possible and take the sticks you need to survive. When we say "stop!" you won't be allowed to take any more sticks.

You need 4 sticks to survive! If you don't get the 4 sticks, your country will die, and you won't be able to participate until the next phase".

NOTE: participants can take more than 4 sticks if they want. Trainers don't encourage nor discourage participants to do so... and are not given more instructions than the given ones. Despite this, the trainer will adopt the tone of a contest, to stimulate their attitude.

Step 2. country names:

When the participants tell the country they represent, the facilitator writes it on the flip chart table.

Step 3. phase 1 – game: once instructions are told and sticks (around 20 per participant) are thrown on the floor (sticks are thrown unequally

around the participants), participants get them. When the trainer says “stop!”, it will be then time to count the results. One facilitator will write the results(sticks collected). Those participants who have less than 4 sticks are eliminated, and the facilitator tells them with big grief.

Those who took 4 are correct. And those with more than 4 are received with surprise and admiration (“wow! They took that many!!” But it’s never said that it is good or bad).

Step 4. phase 2 – game:

After the results are communicated to the groups, all the sticks they have collected are taken (participants did not know it in advance). Only the sticks still on the floor remain. The new round, using only the sticks remained on the floor starts with the same rules of the previous one. After the trainer says “stops” it’s counted how many countries have survived and how many died and it’s taken note on the flipchart, as it was done before.

Step 5. phase 3 – game: the next phase starts, again with all the participants. It’s explained that those taking more than 4,now will have an advantage: the trainer will say a first “now!”, and only they will go for the resources. Then, after a few seconds, a second “now!” is said and the ones who only survived with 4 to the previous round, will go as well for the resources. Different rounds are played and after the “stop!” is said, it’s counted how many countries survived, how many died. It’s taken note on the flipchart.

Step 6. phase 4 – game: the next phase starts, again with all participants. The rules will be the same of the PHASE 3, but after each round the trainer will throw again on the floor half of the sticks the participants took. Different rounds are played and after the “stop!” it is said, it’s counted how many countries survived, how many died. It’s taken note on the flipchart.

Step 7. analysis:

it’s then run in a circle the analysis of the activity. Below are some key questions that can be used as a general track for the analysis.

- What were the results of each phase? How many countries have survived until the end? How many survived at least 2 phases? Any phase with all surviving?here participants shall reflect on the fact that the “death” of one country is already a failure ... and most of them have died.
- Did anybody try to change behaviour? If yes, what happened then? Were there any moment dynamics of cooperation? Do you think Each phase has a correspondence with historic phases? Which ones? here participants shall reflect on the difference between pre-industrial societies where they just used the resources; industrialised societies where those with benefits can invest to create technology and have an advantage; post-industrial societies.

- What is the factor motivating the death of the countries? here participants shall reflect on the fact that the point is not the scarcity of resources, but the way to use them, the attitude towards them(excessive consumption, competition against others, ...) and the other countries, that motivated the death.
- What are the power dynamics you did notice in the activity?
- Which alternatives could have arisen? (collaboration-solidarity, sustainable consumption, de-growth, education for sustainability).When do we change our behaviour?

NOTE:

according to the participants' answers, it can be added an extra question concerning the subject.

Exploring further - pros and cons of different energy

The goal of the game is to move your team up the game board. (see attached file) The winning team is the one that climbs up the highest on the game board after several rounds. Each round each team chooses either to move their team's post-it up the game board by stating an advantage of their energy source, or to move any other team's post-it down by stating a disadvantage of the opponent's energy source. The participants are warned against choosing too general or too obvious advantages/disadvantages, such as "our source is renewable", but to rather concentrate on peculiar things that distinguish the energy source in question.

Step 1.

The participants are divided into 5 groups.

Each group is then assigned one energy source, e.g. oil, nuclear, solar, hydro, wind (depending on the goal of the exchange, the categories can be changed to either all renewable/all non-renewable sources).

[Optional: the teams can be asked to design their energy source post-it, e.g. to draw a graphic representation of their source on it]

Step 2.

The first round starts with the first team stating an advantage/disadvantage, then is followed by a discussion, and then ends when the last team has spoken out and the sixth discussion has taken place. The second and the following rounds are identical to the first one. At the beginning of each round, allow for some time for teams to research / discuss their argument.

Step 3.

After the first team has stated the first advantage of their source/disadvantage of any other team's source, starts the discussion. The whole group decides whether the advantage/disadvantage stated is enough to change the game board. Here, several options are possible:

1) The team states an advantage of their energy source:

If the group decides it's a valid advantage, the team's post-it moves one

level up on the game board;

If the group does not agree - nothing moves on the gameboard.

2) The team states a disadvantage of an opponent's energy source:

If the group decides it's a valid disadvantage, the opponent's post-it moves one level down the game board;

If the group decides it's not a valid disadvantage, the claiming team's post-it moves one level down.

[Optional: To facilitate the discussion, an external judge (member of the organizing team) might be introduced, who has the final say once the discussion time runs out.]

Step 4.

Then comes the second (third, etc.) team's turn; then the next rounds follow the same pattern.

The game ends when the time is up/one team has climbed over the top of the board. The winner is then announced and awarded with a prize.

[Optional: the participants are told that the results of the debate do not necessarily reflect each energy source "coolness", but rather the persuasiveness of the winning team/the tactics chosen, and are invited to reflect on the topic, this time individually, to say what energy source would they have named the winner, now that they've learned so many facts.]

The optimal number of rounds depends on the length of the discussion after each team has spoken out and on the number of teams you choose.

Finding your own passion!

Step 1.

Divide the participants into the groups

Step 2.

In the group the participants have to brainstorm about different energy saving ways they've thought of during the day, or do research online and decide which energy saving way they feel most passionate about.

15min

Step 3.

Participants have to do a desk research about the chosen way and gather as much information as possible - taking into account their daily lives, where and when it can be used, is it available to everyone, what lifestyle changes need to be adapted in order to pursue it, its pros and cons. Participants can explore if there are groups, initiatives related to this resource in their country, community, city ecc. and find links to it.

35min

Step 4.

Taking action!

In groups the participants have to prepare promotional material to promote their chosen way.

	<p>It can be a poster/video/flashmob/presentation/social media community, ecc to promote Energy saving</p> <p>90min</p> <p>Step 5.</p> <p>Every group presents their creation</p> <p>Time depends on their creation</p>
Remarks	<p>Gotta catch them all</p> <p>The game can also be played in small groups of 5 or 6 people around the table. In this case it is important to adjust the number of “sticks” according to the group size and how long you want the game to last.</p> <p>Every group can write their own results on a sheet of paper.</p> <p>Different energy</p> <p>The same framework can be applied to other topics as well.</p> <p>The game board example:</p>
Supporting materials	<p>Chairs (one for each participant), sticks, candies, buttons, ecc (around 20 per participant).</p> <p>Markers, flipcharts or pieces of paper.</p> <ul style="list-style-type: none"> - A flip chart or a large piece of paper for the gameboard; - 5 post-its of different colors (each representing an energy type)

Find a person who:

Has seen a wind turbine	Knows the cost of a kilowatthour of electricity	Knows what is an EnergyGuide label	Uses energy saving light-bulbs	Can name two ways to save energy at home
Turn off the water while brushing teeth	Can name two renewable energy sources	Can name two fossil fuels	Recycles aluminum cans	Wash clothes in 40 degrees water
Lives in a energy efficient household	Dries clothes on a rack and not in the dryer	FREE (show us a new way to reduce energy use)	Unplug electric appliances when not in use	Uses renewable energy in the house
Keeps the lid on when boiling water on the stove	Knows the renewable source that produces the most energy in his/her country	Can name two appliances that should be run only when fully loaded	Chooses bike/walking instead of a car	Can name two ways to increase a car's fuel efficiency

