



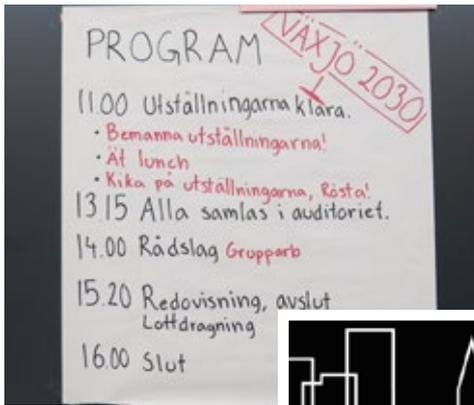
WWF

HANDBOOK



De 6 kraven:

- Sopsortera
- Ekologiska varor
- Miljövänliga inköp
- LED-lampor
- Minskat CO2 och
- Elförbrukning



PROGRAM

VÄXJÖ 2030

- 11.00 Utställningarna klara.
 - Bemanna utställningarna!
 - Ät lunch
 - Kika på utställningarna, Rösta!
- 13.15 Alla samlas i auditoriet.
- 14.00 Rådslag Grupparb
- 15.20 Redovisning, avslut
Lottdragning
- 16.00 Slut



OUR CITY 2030

Climate Council Guide

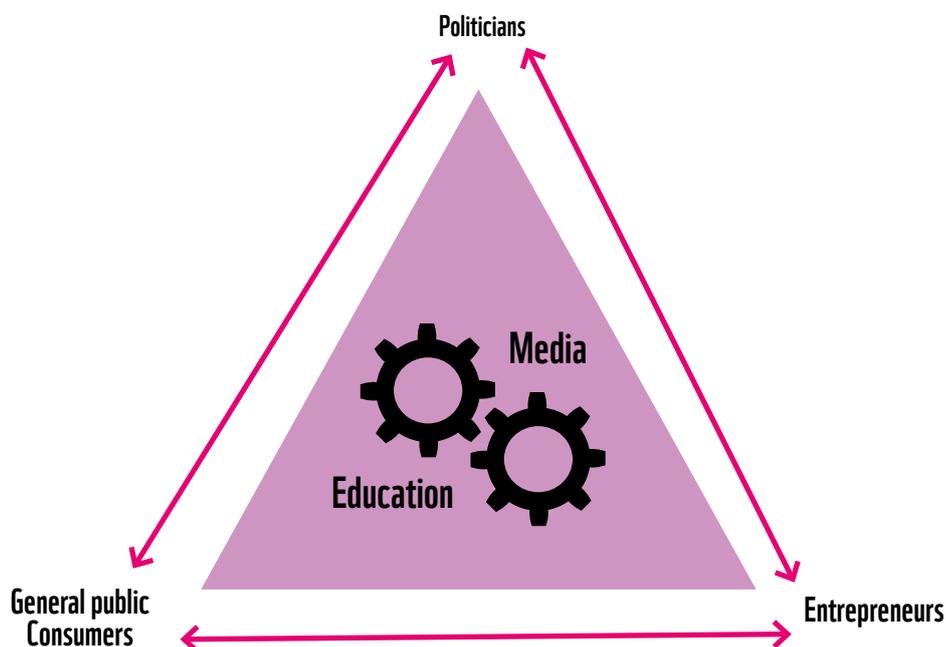


Our City 2030 — Climate Council Guide

The Our City 2030 Climate Council Guide describes a structured meeting between young people and local representatives from the political and business arenas and civic organizations. The aim is to concretize and publicize the work carried out in the municipality to achieve climate goals. The Climate Council, where a hundred or so young people meet with an equal number of key players from the adult world, motivates students to address issues of sustainable development.

The Climate Council Guide builds on experience gleaned from previous collaborative events between WWF and 6 cities in Sweden.

Our City 2030 is part of WWF's global climate initiative, the *Earth Hour City Challenge*.



Today, 1.7 Earths would be required to meet the demands humankind makes on our planet. We must cooperate, focus and waste no time in reducing our environmental footprint if we are to attain sustainable development.

Information About Our City 2030 — Climate Council Guide

Please attribute as follows:

WWF Our City 2030 — Climate Council Guide.

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Design: Sven Ängermark, Mono Click Solutions.

Additional teaching materials: wwf.se/varstad

Our City 2030 — Climate Council Guide

To find out more, visit:
wwf.se/varstad

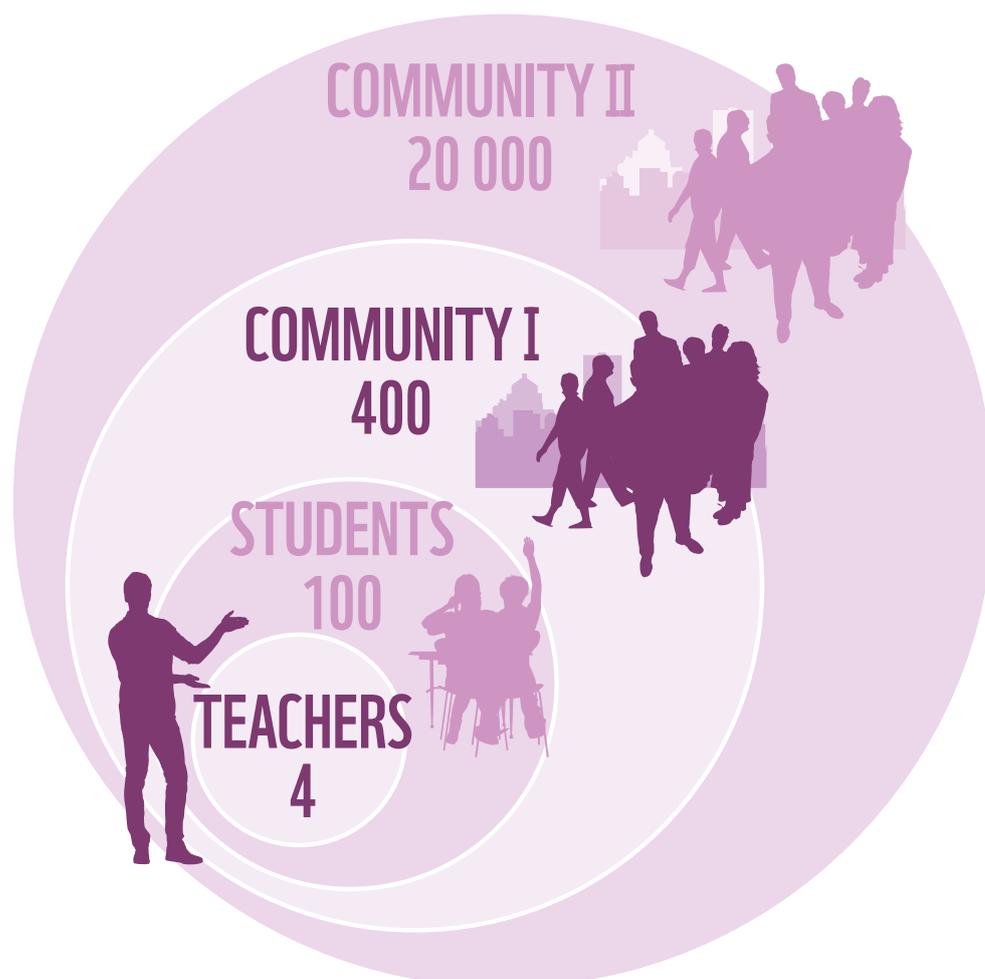
The purpose of the Climate Council is to highlight social and ecologically sustainable development at community level as part of the larger objective of achieving climate goals across the entire planet. In addition, Our City 2030, and the Climate Council further aims to ramp up knowledge and active participation through creative dialogue between concerned actors.

The Climate Council Guide is a plan for an event that brings together students and representatives from local government and business in structured discussions about local climate work and ecological and social sustainability. The council is based on the Our City 2030 theme project carried out by students in the local community. The guide explains how the event can be implemented and how it is linked to the theme project. The Climate Council is part of WWF's global urban initiative, the Earth Hour City Challenge.

The Teacher's Guide to Our city 2030 introduces important concepts and thinking about sustainable development and includes a proposal for interdisciplinary teaching in the classroom. The project is suitable for older primary and secondary school students. Students are asked to identify important factors that speak to social and ecologically sustainable development in the community they live in. The starting point is 2030 – target year for many international, national and local climate goals.

Based on a vision of a city now well on the way to sustainability, students propose a series of recommendations to key actors in the local community and business arenas.

WWF urges representatives of municipal climate and environmental projects to arrange and coordinate this Climate Council as a collaborative forum where students can air their thoughts and ideas. Teachers and older students in primary and secondary schools are tasked with carrying out the groundwork. The students' urban field work and their proposals are the underpinning theme running through the Climate Council. Media interest is usually high.



Everyone wins when students engage in social issues. Motivated students learn because the issues they now come in contact with are of burning importance. The Our City 2030 project and the concluding Climate Council popularize work on climate change, bringing municipal efforts to attain sustainability out into the open and changing mindsets everywhere. The meeting between young people and key players in society vitalizes minds and convinces more and more people to support local green initiatives.

What does the Climate Council achieve?

The students' commitment, their ideas for change and the concrete proposals they bring to the table raise complex issues that few come into contact with in everyday life. The Climate Council is usually a great success much appreciated by all concerned. Tips on how best to organize the council are listed below. Familiarize yourself with the plan set down here, adapting it to fit your specific needs and circumstances.

The work put into the City 2030 project and the collaborative event on climate change achieves the following:

Increased participation in local climate action initiatives

The students' presentations and observations encourage the public at large to take on a greater role and challenge the thinking of key actors (politicians, local government officials, representatives from local business interests and civil society, etc.).

Gives students experience through action

Students are trained to work through and utilize the knowledge they acquire, to take a position and critically examine societal strategies for reduced climate impact.

Motivates and challenges

Coming face to face with real social issues and realizing the importance of communicating ideas and proposals to pivotal actors in politics and business, motivates and challenges students.

Allows the teacher to act as mentor

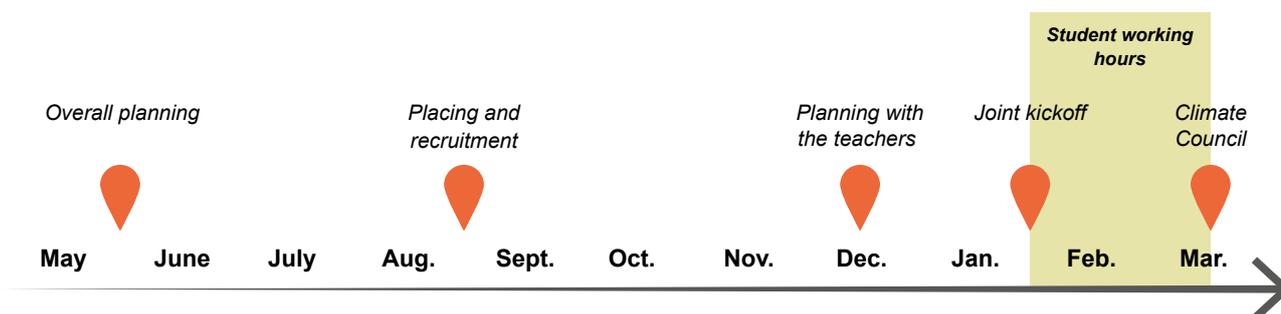
The basic structure of the project is given. Teachers adapt this framework to harmonize with existing courses and subjects and then focus on helping students acquire knowledge and providing them with practical guidance. The approach gives teachers an idea of how students will perform when confronted with tangible objectives and requirements.

The following describes how the Climate Council is best prepared and implemented. In the spring of 2015 the concept was used to vitalize climate change events. The suggestions herein are based on experience gained working with Our City 2030 during 2015.

Overall planning

Both the school and the municipality have protracted planning times and many of those involved must have their say before the event takes place. Here are some other good tips:

- Collaborate closely within representative of the municipality. Contact mayors, climate strategists, environmental managers and borough communicators.
- Start planning ½ to 1 year prior to the event. Set aside time for preparation and implementation in your calendar.
- Make sure that teachers and students from three to four schools participate in the project. When different schools join together this ensures a multifaceted approach and is an added spur to both students and teachers.



Civics, Geography, Science, Biology, Physics, Home Language, Art, Domestic and Consumer Science, Sustainable Community Building and History are subjects teachers have integrated with the Our City 2030 project.

Placing and recruitment

In most municipalities environmental or climate strategists have been responsible for organizing the Climate Council, assisted by a communications officer and a representative from the Education Department or a NGO. This group has drawn up a timetable and budget. They met and laid the groundwork in good time before starting the project.

It is a good idea to invite teachers to work with Our City 2030 at the beginning of the academic year. WWF has had positive experiences with both ninth grade and secondary school students. Students should come from schools in different districts and ideally from different secondary school programmes.

Planning with the teachers

It is important to invite municipal environmental and climate strategists and other key figures to a joint planning session and info meeting targeting climate and sustainable development strategies in the community. To widen horizons and emphasize the importance of radical change the teachers are informed about the ecological footprint and global challenges. This meeting with teachers lasts about two hours. Here it's also a good idea to give one or other of the Our City 2030 exercises a trial run.

Joint kickoff

Start the ball rolling with a joint kickoff. Gather together all the students and teachers about to start working with Our City 2030 at a school with a suitable assembly hall and inform them about ongoing and projected initiatives to reduce carbon and ecological footprints in the community. In addition to measures designed to boost ecological sustainability plans to increase social sustainability can also be vented. Students are given a preview of the task facing them and what will happen at the concluding Climate Council event. Clarify different roles and what will be expected of them. Don't overdo things—see this meeting as an incentive and a taste of things to come.

It's a good idea if teachers are able meet with the event coordinators on this occasion. There will almost certainly be a number of issues that must be thrashed out. Make sure that everyone involved in the project is given all necessary contact details so that it will be easy to exchange ideas when the project gets off the ground.

Work at the schools

All students should be given plenty of time for the Our City 2030 exercises 4 and 6.

The next stage is the work in the classroom and the group work to be carried out by the students—the field work that lies at the core of the project and that that is a basis for the exhibitions and discussions at the Climate Council. Teachers organise work in the classroom to be consistent with project objectives and the students' prior knowledge. They choose suitable exercises from Our City 2030 and help the students structure their efforts so that the groups are well prepared before the Climate Council takes place.

Each student group contributes with the following:

An Exhibition —an image, a model or a poster that summarizes a particular issue in a few outstanding keywords. The observations the students make and the solutions they propose are the important thing here, the exhibitions are arranged in stands as in a trade fair. All students in the group should be able to explain briefly on the contents of their contribution. Encourage creative, varied and short presentations. Instruct students on the size of the table or wall surface each group has at their disposal. Visitors appreciate direct contact with the students.

A summary of the work carried out by the students along with comments and suggestions. This summary is to be used at roundtable discussions and should comprise approximately 100 words. See page 8.

Recommendations to politicians and local government officials as well as representatives from the business sector and civic organizations. See page_

Conclusions and recommendations will be aired during the event and must be mailed to project managers in advance.

Global challenges

Local climate goals are based directly on global challenges, but often we only become aware of these in newscasts from distant places. Students easily overlook this grim background when they discuss climate initiatives at the local level. The innovative proposals students come up with are part of one planet living, the realization that our carbon and ecological footprints must be drastically reduced and the distribution of the earth's resources made more equitable. Underline the importance of social planning and adjusting consumption to enable everyone to enjoy a good life within the boundaries imposed by the planet. During work with the Our City 2030 it might be a good idea to invite a guest from another part of the world, maybe from a twinned town or sister country.



If everyone were to live as we do in Sweden we would need 3.7 planets

Ahead of the Climate Council meeting

The municipal environmental strategists and communicators anchor the event with municipal leaders and invite key actors and stakeholders, such as the municipal executive board, local politicians and movers and shakers as well as colleagues from various administrative departments. Moreover, a well thought out marketing strategy is required and time must be set aside for any number of practical issues that may arise. The date for the event should be decided well in advance. Local businesses and organizations are informed of the event and invited to attend via municipal networks. The event can also be used to publicize municipal and local business climate initiatives.

Checklist

- Information and announcements distributed well ahead of the event and through a variety of different channels.
- Program participants and a detailed running schedule for organizers and teachers have been established.
- The press has been invited.
- Lunch and refreshments have been ordered. The menu is climate-smart and in line with today's message.
- The venue chosen is able to provide conference furnishings and audiovisual equipment for exhibitions, large meetings, plenary sessions and roundtable discussions.
- Student exhibits have an attractive logo with the school's name and a number (for the voting procedure described below).
- Voting slips and a ballot box have been provided.
- Adequate toilet and wardrobe facilities are available.
- A moderator to preside over proceedings has been contacted.
- An aftermath plan, especially with regards student proposals and recommendations has been worked out and communicated to those concerned.
- Ensure that the event and process will be thoroughly documented in collaboration with the teachers.
- Arrange permission to photograph the students for publication on webpages, etc.
- There is a budget for the event.
- An evaluation is planned.



Spread information about the event in well in advance and get hold of a skilled moderator who is familiar with the issues involved.

Climate Council Programme

This was the programme when about 100 secondary school students in Eskilstuna (a town in Sweden) met an equal number of representatives from the municipality, local businesses and civic society. The media, politicians, representatives from the business world and resident organizations were invited to the event. Regard this programme as a suggestion to build upon. Times are approximate and can be adjusted as needed.

- 10:00 to 11:00 Preparation of presentations. Students meet to review the day ahead.
- 11:00 to 12:00 Students in front of their stands ready to present proposals for change.
- 12:00 to 13:00 Visitors circulate through the exhibition. Wholesome lunch sandwich is served.
- 13:00 to 14:00 General assembly. Welcome speech from mayor and student representative.
- 14:00 to 15:00 Roundtable discussions.
A student proposal is selected by each group and further penetrated with the help of discussion leaders.
- 15:00 to 15:20 Coffee / fruit break.
- 15:20 to 15:50 Summary of roundtable discussions, Letter to the Future signing ceremony, lottery, and concluding words.

Media

”It was particularly interesting hearing what adolescents had to say about urban district planning. It is seldom the business community, politicians, municipal officials and school children meet to discuss these issues. The youngsters were able to neutralize hierarchical thinking and entrenched positions.”

”The creativity and resolution the students have shown in dealing with the tasks they were given has impressed me immensely.”

”What was amazing was that the people who attended the meeting — both politicians and private individuals — really listened when the students reported their findings.”

Voices from WWF City Rounds, Eskilstuna

Contact the media prior to the kickoff and again when the time for the reports and the Climate Council event draws near. Give local media teachers contact information, but make sure to inform the teachers beforehand. Most schools react positively to the dissemination of teaching examples from the classroom. It’s a good idea to publish the Letter to the Future immediately and to keep a copy at local newspaper offices for future use, see page 10.

Student meeting

When the students have located their stands and arranged their presentations, they assemble for a review of the coming day’s activities. The moderator is on the scene to get to know the students. After the meeting students have time to visit one another’s exhibitions and to vote.

Voting

What innovation or proposed change contributes most to reducing carbon and ecological footprints? Which innovation boosts social and / or environmental sustainability? Which presentation was the most effective and well put together?

To focus visitor attention and spur the students to greater efforts the best innovation and presentation will be rewarded with two cinema tickets. Each visitor is given a voting slip with space for his or her name and the numbers of the two exhibits he or she considers best in each respective area. There should also be room for a short motivation. All exhibitors and visitors are requested to vote! A voting slip with completed motivations wins two cinema tickets. Make sure that you have appointed someone to count the votes, announce the winners and purchase the cinema tickets.



The media has an important role, invite them to participate in the whole event.


 ARRANGERAS AV WWF I SAMARBETE MED VÄXJÖ KOMMUN

 Växjö kommun
 Europe green deal


 Världsnaturfonden WWFs STADSTURNE 2015

Vägar mot Växjö 2030 och ett gott liv för alla på EN planet

Detta är en röstsedel och lott (du kan vinna två biobiljetter)

Vilken elevpresentation/utställning eller förslag till förändring tycker du bäst bidrar till ökad social och ekologisk hållbarhet?

Nummer: 6 Motivation: Bra tankar kring förnybar energi

Vilken presentation är bäst genomförd?

Nummer: 7 Motivation: De tänkte på den sociala delen som är viktigt samtidigt som de tänkte på miljön

Ditt eget namn och telefonnummer (vi ringer om du vunnit): Susanne 073159821

General assembly

A hundred students and a hundred adults are assembled. The mayor and a student representative welcome the gathering and speak briefly about their expectations for the day. The moderator who will chair the discussion starts by presenting the panel. The panel should include two students, a politician and a representative from the local business community. Representatives from local colleges / universities and civic organizations can also be invited to sit on the panel. The moderator asks one of the student groups to introduce their proposals and recommendations. The floor is then handed to the panel to respond.

It is appropriate that student proposals and recommendations are presented and critiqued on an equal basis. It is important that students understand how local government and business interests will deal with their proposals and recommendations after the council has ended.

Proposals

Each student group gives the politicians or entrepreneurs 3-5 proposals as to how they should implement the idea illustrated in their exhibitions. The proposals may be painted with a fine or broad brush. The municipality is responsible for making sure that they are forwarded to the right person.

Recommendations to local government and businesses

- Electric rental cars and free bus passes to reduce use of cars.
- More recycling facilities.
- Only organic food to be sold in shops.
- Joint ownership to reduce consumption.
- Electric vehicles and bicycles are the order of the day.
- A transport system to replace buses.
- Vegetarian (school) restaurant and grocery store in collaboration.
- Prioritize bicycle paths by maintaining them and increasing their number.
- Compensate people who choose electric cars with free parking and charging stations.
- More recycling machines.
- Distribute materials for colour-coded sorting to all residents in the city.
- Companies should use our app for clothing consumers.

Recommendations from students in Eskilstuna.

Roundtable discussions

The roundtable discussions focus on the work carried out by the students during the project, bringing together the different actors in constructive dialogue and evaluating and developing student input. The overarching objective is to find ways and means to reduce carbon and ecological footprints in the local community.

Arrange individual roundtable discussions with 7 to 10 participants. Each roundtable should consist of 3–5 students, a politician, someone from the municipality, a representative from local business interests, someone from a civic organization and a chair. The chair is asked to assume this role in advance.

The organizers strive to get as representative a mix as possible.

Each roundtable is assigned three summaries and chooses the proposal they deem the most beneficial for reducing climate impact and increasing social and ecological sustainability.

Roundtable discussions last about an hour. A designated member of each group is tasked with taking notes on a flipboard and preparing a PowerPoint slide that should take no more than three minutes to explain.

How can the proposal be implemented?

- What makes the ideas presented here particularly interesting?
- What are the consequences?
- What are the consequences, local and global?
- Are there any conflicts inherent in the proposal?
- Put together a simple agenda. What's the first step?
- Questions the roundtable members should be able to answer.

Each roundtable discussion should last approximately one hour. Student groups are usually keen to include all their members in the roundtable discussions, but it may be difficult to match these with as many adults.

Teachers meeting

Teachers do not take part in the roundtable discussions but instead meet to evaluate the pedagogical worth of the work carried out so far. Book a venue where teachers can sit down with the organizers for a precious hour of peace and quiet, to share experiences and monitor progress.

Presentations and conclusion

It's a good idea to take a break for refreshments after the roundtable discussions have finished. Visitors are given an opportunity to relax and mingle and the organizers and moderator have time to prepare the next item on the programme—the presentations.

Each roundtable is given three minutes to deliver their report while displaying the PowerPoint slide they have prepared. It's a good idea to respond briefly to any questions the audience may have at this stage.

The Climate Council has raised the awareness of many of those present. Again, it is important to communicate to your audience what will happen with the proposals for change after the day's events are over, and to show young people how they can continue involving themselves in green initiatives.

Letter to the future

In conclusion, the organizers have prepared a letter that links the day's work to the state of affairs in 2030. The letter is read aloud (it's a good idea if it is published in local press outlets and on various websites). The mayor and a representative from each of the participating schools are signatories to the letter.



The letter is prepared in advance. The text describes the just preformed Climate Council. There are four questions about the situation year 2030. They are about ecological footprint, meat consumption, nuclear power and the prize for a flight ticket to Thailand. The letter also describes the challenges for the planet and international and local work for a shift to sustainable development. The letter is proudly signed in front of the audience by a student from each participating school and the mayor. The letter will be saved in the city archive and in archives at the schools and the local newspaper until 2030.

ENTREPRENEURS

A holistic approach, creativity and problem solving are entrepreneurial skills that shape a sustainable future

PARTICIPATION

Learning and participation go hand-in-hand when students reach out and influence society



ONE PLANET

In the first world, we live as if we had **THREE** planets at our disposal

THE CITY

A good life for all as part of a **ONE-planet** future

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SIDA has in no way participated in the production of this material and the contents are wholly the responsibility of the publisher.

	<p>Why we are here To stop the degradation of the planet's natural environment and to build a future in which humans live in harmony with nature.</p> <p>www.panda.org/earpo</p>
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