



# SLACC

STOP LIES ABOUT CLIMATE CHANGE



## **Debunking the fake news to understand the climate change**

**A guide on how to use gamification  
to empower young people**



**Co-funded by  
the European Union**



# Debunking the fake news to understand the climate change

A guide on how to use gamification to empower young people

CESIE, PINA



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# Introduction

It is clear for all to see that climate change will increasingly have a negative impact on our lives. At the same time, the amount of misinformation on the subject is rising and becoming more and more widespread.

Fake news related to climate change has a devastating effect on public opinion and reiterates misinformation that has a major influence on people's daily habits.

Although there is research<sup>1</sup> proving the reality of the facts, it is always very difficult to debunk fake news. The SLACC project therefore targets young people, to provide them with useful tools to be climate ambassadors both when addressing their peers and older generations.

In recent years, significant progress has been made in understanding climate change, its causes, and its consequences. The warming of the climate system is undeniable and climate change will increasingly have a negative impact on our lives. However, the amount of misinformation designed to confuse the public and generate doubt about the existence of climate change is rising and becoming more and more widespread. Politicians, scientists, and practitioners have drawn attention to the problem of misinformation in the climate change debate. Fake News can have a devastating effect on issues where understanding observable and scientific facts is essential. As a result, opinion is divided on fundamental issues such as man-made global warming. Nevertheless, the majority of younger people consider the fight against climate change a fundamental task and many young people are actively involved<sup>2</sup>. On the other hand, studies have shown that older adults are more susceptible to the spread of fake news and digital misinformation in general<sup>3</sup>. They tend to be less informed and more sceptical about climate change.

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1 <https://slacc-project.eu/media/annex-1-fact-checking-sites.pdf>

2 <https://europa.eu/eurobarometer/surveys/detail/2224>

3 [https://www.researchgate.net/publication/341496718\\_Aging\\_in\\_an\\_Era\\_of\\_Fake\\_New](https://www.researchgate.net/publication/341496718_Aging_in_an_Era_of_Fake_New)

In order to counter online misinformation, we need an understanding of the techniques employed in climate misinformation, as well as approaches to neutralise misinforming content. Critical thinking and media literacy are key. Thus, the project addresses the very urgent needs of the global community to find strategies to combat climate change. To do this, all parts of society must be properly informed and empowered so that they can engage those who may still doubt climate change. Stop Lies About Climate Change (SLACC) is taking up these findings and adopts an innovative approach.

The project tackled climate fake news in the context of youth work, to strengthen young people as potential “Climate Ambassadors” who support their parents’ and grandparents’ generation in debunking populist distortions about our climate. This has been achieved by developing a state-of-the-art online learning game and accompanying resources to support youth workers, trainers, and educators working with young people. Through the SLACC programme, they increased their capacity, competence, and resources available to them to promote critical thinking skills, necessary to expose lies about climate change, misrepresentations of facts and scientific findings. The ultimate goal is for them to prepare young people to become climate ambassadors to defend our planet against destructive practices both when addressing their peers and older generations.

To achieve this, SLACC adopted a twofold reach-out and impact strategy:

- » Provide youth workers with a training course aimed to enable them to use innovative gamified digital resources and face-to-face methods to strengthen young people in rejecting lies and misinformation about Climate Change and to build up their confidence as ambassadors for Climate Protection. Using gamification as a motivational strategy to empower young people as Climate Ambassadors and equip them to be able to detect lies about Climate Change was a new education method in this context.
- » Provide young people with a playful learning opportunity that uses the motivational power of gamification to foster their critical thinking and equip them with the knowledge and skills to counter climate myths with scientific facts. This empowers them to spread truthful information and attitudes about our climate among their peers as well as their parents’ and grandparents’ generation to motivate them to live more climate conscious lives.

During the project, four new resources have been developed, to help the project to obtain the planned goals:

- » The first one is the SLACC Compilation on climate fake news which is a systematic collection of myths, populist misconceptions and distorted scientific facts about climate change that are spread on the internet and in social media in particular. This collection is accompanied by the corresponding scientific facts that help to unmask the fake news, and strategies and best practices to counter climate misinformation that can be employed by young people.
- » The second result was the SLACC Game and online gamification environment. It is a range of multimedia learning content around the deliberately distorted representations of Climate Change and the real scientific facts that are available.
- » The next one is the SLACC Mobile App. It is a learning app with interactive gamified learning contents on climate myths. The app allows the validation of non-formal learning which enables participants to receive a digital competence badge.
- » The last result is the SLACC training programme for youth workers. It is a highly interactive, modular course that enables them to understand scientific facts about Climate Change, recognise fake news and how they are generated and spread in Social Media, and use the gamified SLACC platform and games in general as a pedagogic approach.





# The purpose of the implementation guide

The implementation guide is a free and useful tool that gives guidelines, ideas and recommendations to youth workers, trainers and whoever wants to use the SLACC approach in the work with young people.

SLACC aims to increase critical thinking skills in young people and provide the communication skills necessary to debunk false news on climate change. SLACC wants to prepare young people to become climate ambassadors and defend our planet from destructive practices.

Youth workers from each consortium partner, after having attended a 3-days training course about SLACC methodology, tested, through a piloting phase, the SLACC methodology in their own country.

The same methodology was implemented and adapted keeping into consideration many factors, such as different backgrounds of the participants, chosen location for the sessions, context, age of the groups and available time.

After the piloting phase, each trainer provided useful information and details to apply at best the modules and the tools according to the diversity of the implementation environment.

The present document includes also the introduction to the SLACC project as well as an overview of the current lies about Climate Change which is the result of a research carried out by all partners during the first year of the project activities; a short description of the SLACC approach - gamification, peer to peer and non formal learning - and prepared learning modules; and the implementation description in each country, included a paragraph about recommendations that gives important information and tips to replicate the SLACC methodology.

The guide addresses youth workers, social workers, educators, and professionals working with young people.



## Current lies about Climate Change

Climate myths refer to popular misconceptions or distorted facts related to climate change, which mostly circulate the online space. Climate myths can be either purposefully crafted fake news designed with the intent to mislead or simply false information spread on the internet without a clear recipient. Climate myths can be especially dangerous to people lacking critical thinking skills who are not aware of existing fact-checking sites to use in order to debunk the misbeliefs with real facts.

The SLACC Compilation of climate myths consists of 33 of the most common climate myths along with the real explanations debunking them, accompanied with scientific facts and useful links where the correct information can be found. The myths are categorised in six groups depending on the main topic/message of the misconception<sup>4</sup>:

- » climate change does not exist;
- » climate change is not caused by humans;
- » the consequences of climate change are not significant;
- » climate-friendly policies are bad for the people;
- » we cannot do anything to stop climate change;
- » miscellaneous.

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4 <https://slacc-project.eu/climate-lies/>

## **1. Climate change does not exist**

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This cluster includes all the myths about the denying of climate change. All the statements use excuses to support their thesis, such as “Global warming does not exist because winter temperatures in most of the globe are negative” or “Extreme weather isn’t caused by global warming, but by the regions’ geographical location - they are perfectly natural.”

## **2. Climate change is not caused by humans**

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Some lies do not deny climate change but they do not attribute it to human activities. Here is an example: “Climate change is part of a natural cycle” or “Global warming is a consequence of increased solar activity”.

## **3. The consequences of climate change are not significant**

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Instead of denying the existence of climate change, this section minimises the impact of that: “With 2 degrees more nothing significant will happen, it will just be a little warmer” or “Ocean acidification is not a problem. Increasing carbon dioxide emissions have no impact on the oceans”.

## **4. Climate-friendly policies are bad for the people**

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It is possible to meet lies about the damage of green policies, it is attributed to them the consequence of increasing electricity prices, for example.

## **5. We cannot do anything to stop climate change**

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This cluster is the most defeatist. Some myths state that nothing can be done to mitigate climate change, others say that there are countries, such as China, that emit the majority of pollution and the government is not going to change the policies.

## **6. Miscellaneous**

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Last cluster includes the thesis about the relation between seismic activities and climate change.



# SLACC approach

Stop Lies About Climate Change (SLACC) adopts an innovative approach. As said in the previous paragraphs, the project tackles climate fake news in the context of youth work, empowering young people as potential “climate ambassadors”.

SLACC meets the needs of European youth workers and is aligned with partners’ needs, all of whom are training providers to youth workers or young people.

The innovative approach is found in the following elements.

## 1. Non formal learning

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SLACC approach focuses on non-formal learning as a methodology to engage young people actively.

The glossary of the European Knowledge Centre for Youth Policy describes non-formal learning as follows:

*“Non-formal learning is purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. These environments and situations may be intermittent or transitory, and the activities or courses that take place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders). The activities and courses are planned, but are seldom structured by conventional rhythms or curriculum subjects. They usually address specific target groups, but rarely document or assess learning outcomes or achievements in conventionally visible ways”.*

Non-formal learning can be adapted in different contexts and situations. It can be addressed to an heterogeneous group and allows young people to gain the necessary soft skills to be more confident, discovering and empowering themselves.

## 2. Peer to peer learning

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The principle of peer to peer learning (P2P) is that knowledge is transmitted between “peers”, people who are similar in age, status and problems. This allows the “teacher” to understand the learners in the best way, being considered worthy of respect.

Another characteristic of the P2P education is the learning by doing. The best technique for gaining a thorough understanding of complex topics and concepts is the one of “doing”, through operating and actions.

The peers also facilitate the reflection that follows the action, enabling the other students to become aware of their own actions.

### The advantages of peer learning

This system of knowledge transfer has several advantages, for both the peers. It improves peers’ self-esteem, challenges them, improves their interpersonal and communication skills. The peers learn concepts more easily, in a working environment in which they feel comfortable, without grades or judgements, and also develop skills and resources. Peer education, moreover, precisely because it fosters mutual respect, trust and cooperation between peers, is also to be considered a system of prevention against negative phenomena, such as bullying. Finally, the principle of similarity especially allows adolescents to address topics and themes that are difficult to discuss with adults, such as friendship, love, sexuality, diversity<sup>5</sup>.

The methodology of P2P learning is therefore addressed by SLACC to better allow the educational process among young people that can feel empowered also in the dialogue with the elder generations, still struggling to see the information with a critical eye.

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5 <https://www.lifegate.it/peer-learning>

## 3. Gamification

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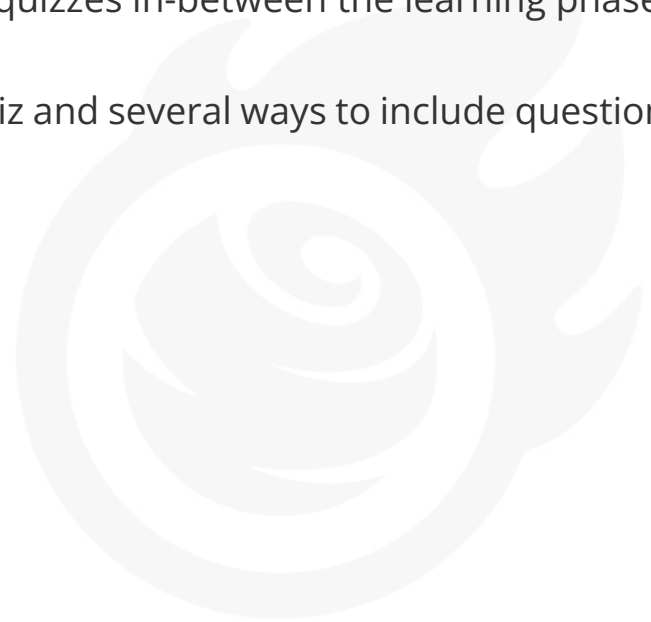
People generally need to be motivated to stay actively involved in the activities they are doing. This motivation can look very different and, depending on the area of work, requires different methods. When we talk about motivation, gamification is a major topic that is becoming more and more important. Although many immediately think of general educational games per se, the idea behind gamification is slightly different. In fact, it can be applied and integrated into different areas of life.

### What is gamification and what are its benefits?

Within the framework of the SLACC project an online learning platform has been developed. It is based on Moodle, one of the most important learning platforms used worldwide for various educational purposes. The platform includes the methodology of quiz based learning. In fact, digitalization and fast-growing technology are becoming an important topic in education as well. The traditional way of testing or checking the knowledge is no longer appealing. Innovative activities are catching up with the outdated methods.

To test theoretical knowledge, quizzes are very beneficial to consolidate what has been learned and to test oneself. It is a very special way to keep the learners motivated, but also to check their status and prepare them for the next steps. It gives the teacher and the learner an overview of the level of present knowledge. It is always possible to solve and repeat quizzes in-between the learning phases.

Moodle has many options to design a quiz and several ways to include questions, like drag-and-drop, multiple choice, etc.





# Overview of the training modules

The modules developed within the SLACC are four and all of them include practical exercises and activities to use with young people. The trainer or youth worker has all s/he needs to apply the SLACC method with the group of young people. The modules are included within the Moodle platform<sup>6</sup> under the shape of theoretical lessons and practical exercises. The Educational app<sup>7</sup> includes the different topics covered in each individual module, in the form of playful creative activities through the use of gamification. Below it is possible to see the modules in detail.

## Module 1: Myths and lies about climate change and how to debunk them

The module 1 has the purpose to create understanding of climate change and its importance for all areas of life. In this module, the main myths circulating around the topic of climate change are explored. In addition, insights are provided to young people so that they increase their awareness of their impact on the planet (footprint calculator\*).

### The objectives of the module are:

- » To introduce the concept of system thinking and how our personal behaviour has an impact on the system
- » To raise awareness of lies and myths related to climate change
- » To create an understanding of the dynamics of fake news and the motivational factors behind the spread of fake news

### The module 1 includes 4 units:

- » Unit 1 – What is climate change and how is it affected by our behaviour
- » Unit 2 – Climate myths and facts
- » Unit 3 – The logic behind fake news and how to debunk them
- » Unit 4 – Dynamics of disinformation and why do some people still deny climate change

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6 Moodle learning platform. At the following link you can register and enter the platform: <https://slacc.dieberater.com/login/index.php>

7 Education app. At the following link you can find the instruction to download the app: <https://slacc-project.eu/media/slacc-app-enrolment-tutorial-en.pdf>

## Module 2: How to engage and empower young people (ambassadors)

The second module introduces youth workers to the main competencies and abilities of an ambassador, making them capable of empowering young people, identifying lies about climate change, and debunking them. They will also learn how to communicate real facts with peers and older generations and how to unite people.

**The aim of the module is to provide tools to young people in order that they can acquire skills:**

- » To be able to communicate with peers and older generations
- » To unite people via networking, to know how to convince, focusing on the main arguments, while avoiding feeding the critics
- » To get and give clear and factual information about climate change

**The module 2 includes 6 units:**

- » Unit 1 – Being an ambassador
- » Unit 2 – Triggering motivation in a group
- » Unit 3 - Acknowledging the difference of impact between personal and collective action
- » Unit 4 – Making your voice heard
- » Unit 5 – How to communicate about climate change
- » Unit 6 – Learning to be a role model to face toxic counter-argumentations

## Module 3: Gamification and how to use the platform

Gamification is known as the practice of adding game elements to a non-game context. The module 3 has its focus on gamification and the benefits of integrating game elements in the work with young people.

This module also includes instruction on how to use the SLACC platform to gain knowledge about fake news and climate change.

## **The aims of this module are:**

- » To teach the basics of gamification practice
- » To provide practical tools youth workers can use with young people
- » To guide users in the use of the SLACC online platform

## **The module 3 includes 5 units:**

- » Unit 1 – What is gamification and what are its benefits
- » Unit 2 – SLACC platform
- » Unit 3 – Quiz-based learning
- » Unit 4 – Peer-to-peer learning
- » Unit 5 – How to use the SLACC app

## **Module 4: Transfer - How to implement the SLACC approach in your own context**

This module provides youth workers with tools and knowledge to implement the SLACC methodology within their own context. The non-formal activities can be adapted for different circumstances and environment.

## **The objective of module 4, are:**

- » To adapt the SLACC methodology within different contexts
- » To increase awareness in young people about the environmental issues and climate change
- » To increase critical thinking in young people by debunking fake news
- » To have the tools to do the piloting

## **The module 4 includes 3 units:**

- » Unit 1 – How to implement the SLACC approach into our own context
- » Unit 2 – How to set up learning projects - Action plan
- » Unit 3 – Funding opportunities for local projects



## The piloting phase in each country

The piloting phase is a crucial step in the process. Each partner organised one or more sessions with the aim to test the SLACC material with young people, training them to be active Climate Change Ambassadors. Being climate ambassadors means being promoters of virtuous behaviour when it happens to meet fake news about climate change, having a critical look at information, understanding whether the information has been made up or tampered with in some way.

The implementation was adapted following the needs of the different contexts. As part of the pilot phase, various sessions have been organised for young people aged between 18 and 30 from May to July 2023 in Germany, Austria, Italy, Bulgaria, Cyprus, and Slovenia. A total of 127 young people from different backgrounds were involved. Youth workers, students, activists, volunteers, migrants, and young people with fewer opportunities were all included in the piloting. The participants were also differentiated according to their prior knowledge and their interest in the topic.

In this paragraph, we will shortly present the piloting phase in each partner's Country and offer some recommendations and tips to better shape the sessions taking into consideration different contexts.

### GERMANY - BUPNET



BUPNET organised the sessions in cooperation with Flause, an organisation that sets up events and cultural projects, but above all offers young people new opportunities and a space where they can be active and improve their organisational skills. The strength of this event was that it was organised in a place usually frequented by young people themselves. The idea of going to young people, in their natural “habitat” made the event “cool” and motivating, ensuring a relaxed and inclusive environment. Certainly having used the “Skills Spider” tool helped guide the young participants into the world of skills needed to be a good climate ambassador and the final graphic result was also very impressive and aroused a lot of interest.

Several SLACC activities were proposed, including the “NASA Quiz”, “Systemic Thinking”, “Perfect Ambassador”, “Word Café”, “Ideal Green World” and “Tell Your Story” and all of them engaged and kept the attention of the group. In fact, although all participants were already well aware of the existence of fake news related to climate change, talking about it among peers and through creative playful tools, made them aware of their own skills, and the possibility to deal with people who do not share the same thinking.

## AUSTRIA – die Berater



Die Berater organised the session on the premises of the youth college in Vienna. Twenty students with a migration background, about to enrol at university, were involved. The particularity of this meeting was the fact that the participants, coming from very different linguistic backgrounds, had limited knowledge of German and English, the languages spoken by the session trainers. In spite of this, having a university classroom equipped with computers made it possible to conduct the session and succeed in conveying interesting information to the class. In this case, it was planned to use the online platform as a means of peer-to-peer learning, but the agenda had to be changed ongoing to allow everyone to be aligned with the same language. In fact, it is advisable to use visual or easily translatable activities in this type of contexts. For this reason, one of the activities proposed had been “Real or Photoshop”, which required participants to identify the real image between the authentic one and the one manipulated with the use of photoshop.



cesie  
the world is only one creature

CESIE organised the session in cooperation with the Faculty of Psychology of the University of Palermo. The students participating in the activities were around twenty and although they were following the same degree course, they came from different parts of Sicily, both from the cities and rural areas. The CESIE trainers started the session with an ice-breaker to create a better non-formal environment, which was essential for the implementation of the activities. This helped a lot to create a “safe” place where everyone could express their opinion. Among the proposed activities, the one that had the greatest success was the “footprint calculator”. In particular, this activity consisted of doing a test in which one entered one’s habits to get the result of one’s impact on the planet. The exercise involved the whole group in an incredible way and was a pretext to share good habits or thoughts arising from the result, which, in many cases, was perceived as disorienting. Some participants, in fact, considered themselves much more “sustainable” than they actually were in the test, and seeing their not-so-virtuous behaviour written down was a very important stimulus. The “Myth or Fact” activity was also quite successful, being proposed as a game and challenge, inviting participants to move around the room in order to reach the answer they like best in space. Subsequently, the skills a climate ambassador should have and the peer-to-peer learning methodology were discussed, with participants also engaging in the preparation of quizzes to propose to the rest of the group. The strength of having a group whose members already know each other a little was extremely helpful in establishing a healthy and enriching debate, having a safe space available from the outset.



CATRO organised two separate sessions in two different cities in order to test as many SLACC activities as possible with different groups. The first was organised in Sofia in collaboration with a professor from the University for the World Economy and the AIESEC organisation, while the second was organised in Tryavna by a partner NGO - "Future World".

The first session involved a small group of young people (11), most of whom were students in a class called Green Management and others - volunteers of IESEC. Most of the participants in the first group were not really familiar with the non-formal education concept, so they really enjoyed learning in this different setting. This was the biggest highlight for them – that you can also learn in an informal and fun way - and they even shared this workshop was like "a breath of fresh air" for them, as it was very different from their regular class activities in the university. This workshop once again highlighted the importance and urgency of the topic for them but mostly made them realise that they can also be ambassadors themselves, and that this role is not that demanding and formal, as it may sound. The Climate ambassador's personas exercise very much helped with that. Apart from it, among the SLACC activities implemented with this group were also Postcard from the future, the NASA quiz and the Competence tree.

The second session was organised by the youth workers from "Future World" Association, who took part in the SLACC training for trainers held in Palermo. This group was internationally diverse, composed of 15 young people aged 18 to 25. There were students and teachers from Bulgaria as well as a few volunteers from Egypt, Ukraine, Italy, Georgia, who came to Bulgaria as ESC volunteers.



They were about to organise ecological educational activities for kids and young people for the summer, so the SLACC activities came right on time as a source of inspiration and ideas for them. The trainers tried out the Footprint Calculator and the World Café, emphasising on the debrief discussions afterwards. The biggest highlight in this workshop was the opportunity to compare the situation with fake news and climate lies in the different countries.

## CYPRUS - CARDET



CARDET organised the session with 20 young people, in cooperation with the Politistiko Ergastiri Ayion Omoloyiton. The session took place both indoors, where a projector was needed for logistical issues, and outdoors, where the discussions took place. The group was very heterogeneous but the language barrier was not a problem as everyone spoke English fluently. This was certainly an element that helped the group discussion. The activities that worked very well and were highly appreciated were “Real or Photoshop” and “Sort the Fakes”. The sharing of the SLACC platform was the conclusion of the workshop, but the participation of the young people continued even after the end of the session, as they continued the discussion by looking for and discussing among themselves solutions to solve the problem of climate change.



PiNA organised three sessions. The first one was part of the international training organised by the organisation NoExcuse, and involved 18 young people, including students, activists and youth workers, from Bosnia, Serbia and Montenegro.

PiNA trainers proposed several activities developed during the project, such as the “Footprint Calculator”, “World Café”, “Active Listening”, “Climate Ambassador” and “Action Plan”. During the session, the young people first questioned the impact of their daily activities and then discussed what motivates people to act and what we can do to motivate them. They then focused on what it means to be an ideal climate ambassador and the preparation of an action plan to use the knowledge gained in their local environment.

The heterogeneity of the group allowed the participants to discuss the different experiences in their countries and to exchange some good practices. They were highly motivated to use the newly acquired knowledge in their work to make a positive impact in their local community.

The second workshop was aimed at young people from disadvantaged backgrounds, involved in the activities of PUM-o, an organisation that provides school support and organises training courses aimed at acquiring new skills, useful for finding employment.

During the session, the trainers used the “Footprint Calculator” and “Climate Ambassador” to stimulate the young people to reflect on their impact on the environment. The discussion that followed the activities was particularly engaging and led the participants to reflect in depth on the daily habits that need to be changed in order to have a less polluting impact. Furthermore, participants were very

impressed by the informal approach used in the SLACC methodology.

The third session was organised for high school students. In the first activity “NASA Quiz” the participants were asked about the causes and the impacts of climate change, and they showed good knowledge. After the first activity, the participants were involved in the “Footprint Calculator” and “Climate Ambassador” exercises. These two activities were used to start the debate on the impact of an individual and the importance of actively targeting the climate issue in the local community.



# Recommendations

Based on the described pilot activities using the SLACC approach, we have put together some recommendations for future users. These should help you to implement the SLACC approach in your own contexts with young people and achieve good learning outcomes when working with climate myths.

## 1. Involvement of the participants

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One of the greatest issues was how to involve enough young people in the piloting. The piloting phase was carried out at the end of the academic year and during the summer months, when young people are less prepared to participate in similar activities.

In order to be able to involve as many young people as possible, some partners decided to cooperate with organisations that are continuously working with young people, so they already have a well developed pool of users. In this way, it was easier to gather a larger number of young people.

Establishing a collaboration with an organisation that directly works with young people is also recommended as you will be able to know the number of participants, their background and approximate level of knowledge of the participants. **Knowing the target groups is essential**, because for the successful inclusion of participants you need to address their needs and interests. It is also necessary to adapt the session, choosing the methodology accordingly.

## 2. Engagement of the participants

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During the implementation of the piloting, all partners found that to successfully involve young people **is recommended to create an informal atmosphere** where they will feel free to speak up and share their opinions. Such an atmosphere can be created by choosing the methodologies used, by appropriate communication or by arranging the setting of the room in which the training will be held.

It is a good practice to **avoid a frontal classroom setting**, but it is preferred to sit in a circle, since such a setting encourages the inclusion and participation of all participants. So, when you are searching for a suitable space for conducting



a session, you should also keep in mind whether the room can be arranged. Of course, you also need to check whether all the infrastructure you need, such as computers, projectors, a good internet connection, etc., are available. Also, the “vibe” of the space should, if possible, be as favourable to young people as possible.

It is also highly recommended to **start the session with an icebreaker**, even if the participants already know each other. Icebreakers are important for relaxing the participants and preparing them for the learning experience. It is also useful to choose a dynamic activity during this phase, so that participants can experience the positive effect of movement on brain functions. In addition to the icebreakers, don't forget some short energizer activities, in the middle of the session or after the coffee break, which would be suitable when the concentration drops or when the participants are tired. Intensive multi-hour sessions can be tiring for the participants, so it is advisable to have some active breaks in between.

In various sessions it was also emphasised the **importance of informal and relaxed communication**. Young people will feel more comfortable and will more easily wish to participate in the debate.

One of the young people coming from disadvantaged areas, who attended the session in Slovenia, thanked the trainers saying: *“I really enjoyed the activities as it seemed that I was learning from my friends!”*

Having small groups will make it easier to create the right atmosphere, in which everyone can have an opportunity to express themselves, being listened carefully.

It should be encouraged to share experiences and good practices, to better connect with the topic and the rest of the group, creating the space for a healthy debate, allowing the participants to give their preferences without the fear of being judged.

For this reason, having time for dating is crucial at the end of the sessions.

## Methodologies

Choosing the right methodology is, as mentioned, mandatory for a successful training. The methodologies that had been carefully selected and developed as part of the project and that you can find on our learning platform are suitable for addressing young people and encouraging a critical discussion about fake news in the field of climate change.

However, a lot of activities developed within the project are transversal, so they can be adapted for many other different contents. The use of the SLACC approach, i.e. gamification, peer2peer learning and non-formal education, has proven to be extremely effective in addressing young people and encouraging critical discussion. The effects of such approaches were particularly evident in institutions where they are not widely present, such as universities or schools.

Therefore, it is not surprising that one of the trainers from Bulgaria stated: *"I was once again convinced in the power of non-formal education and that it is key for young people's development as activists/ambassadors on any topic really. The topic of climate change is very relevant for youth nowadays. We had the feeling that the students enjoyed the workshop a lot and appreciated the space to share their thoughts and opinions on this topic."*

However, you should also use the prepared material wisely. **You need to know exactly what target group will take part in the sessions.** As mentioned above, not only young students or youth workers were involved in the piloting but also young migrants or young people with delicate life situations, for whom specific methods need to be chosen.

It is also advisable to have a plan b, to cope with unexpected situations avoiding frustration. In the case of language barriers it is possible to choose activities that use pictures, body language and that encourage other forms of expression. It is crucial to select the means of expression most suitable for the target group, and the right methodology.

If you choose activities that require technology, do not forget to **check beforehand whether everything is working properly.** It happens all too often that technology goes wrong, so be prepared!

Another point to keep in mind is the **right balance between theory and practice**. It is for sure essential that the young people feel included in the training, but we should not forget about the topic we would like to present. During the piloting phase it had been noticed that, even if today the youth are much more aware about the issues of climate change, young people still lack knowledge. For this reason, it is an imperative that you pay attention to the content as well.

The above mentioned recommendations are not exhaustive but will help to implement the SLACC approach considering the previous experience of other trainers and facilitators that had already implemented it.

Young people want to be heard, they want to be involved, and these activities enable them to do so. As part of the pilot tests, very positive responses have been encountered, and they were willing to go deeper in the topic. Young people realised what kind of influence they have both in a negative and in a positive way, on the planet Earth. Thus, many showed motivation for action to do something immediately. The need for action was emphasised trying to provide young people with tools and motivation to be a climate ambassador. They also learned the importance of collective action and that the ideal ambassador is not one person but a committed group that complements and supports each other and changes the world step by step. And as one of the participants pointed out: *"I have now realised for the first time what potential we have here in the group"*.



# Conclusion

There is a lot of misinformation circulating on the Internet about climate change, and even today public opinion is divided on this issue, which is increasingly in the public eye.

Young people have a key role to play in helping to limit the damage of misinformation about climate change. Having a critical look at the news is a crucial point, whether thinking about the harmful behaviour that results from such untruthful news.

Having a methodology tested on young people, using non-formal education practices, is a starting point for teachers and youth workers who want to deal with the topic, speaking the same language as young people.

The SLACC methodology can be used in different contexts, with different groups of young people and in different countries.

Furthermore, this guide offers useful hints and recommendations to propose this approach in the best possible way, having been tested with different target groups and in various contexts.

The SLACC approach can generate healthy reflections and debates among young people and especially between young and older generations, helping to enhance transversal competences and to establish sustainable and virtuous behaviours.



# A quick guide to a successful workshop

Challenges and Unforeseen Circumstances	Recommendations
Find participants	Collaborate with an organisation that is directly working with them.
Knowing the target group (number of participants, backgrounds, needs and interests etc.)	Collaboration with the or prepare an registration form
Getting the interest of young people	Create an informal environment, use some more informal language, use some jokes. Prepare more playful methodologies.
Relax the participants, regain the concentration	Start the training with an icebreaker activity, and have prepared an energizer activity if needed.
Young people want to be heard	Divide the group into smaller teams, so everybody could participate. Give enough time to the discussion, it is better to cancel a planned activity then stop it.
Time management	Have a plan B. Be flexible, prepare yourself to cancel or add some activities if necessary.
Poor language skills	Prepare activities that encourage other types of expression
Technology and technical issue	Check if everything is working before. Have a plan B for offline activities

# Resources

- » **Annex 1 - PR1 - Transnational Research Report**  
<https://slacc-project.eu/media/slacc-transnational-research-report-en.pdf>
- » **Annex 2 - SLACC Educational App**  
<https://slacc-project.eu/media/slacc-app-enrolment-tutorial-en.pdf>
- » **Annex 3 - SLACC online platform**  
<https://slacc.dieberater.com/login/index.php>
- » **Annex 4 - Fact checking websites list**  
<https://slacc-project.eu/media/annex-1-fact-checking-sites.pdf>







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The logo for AFK, featuring the letters 'AFK' in a bold, black, sans-serif font with a horizontal line underneath.

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