



WECF



WORKSHOP

MANUAL

The practical guide accompanying the
Ecofeminist Workshop Starter Guide

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WORKSHOP 1:

Understanding concepts + Understanding the past to better understand our future

Goal

- Development of a workshop program
- Create an energetic workshop program so that young people can get started with the knowledge gained
- Mobilize novice activists/feminists
- Develop training templates that are understandable to different audiences
- Design the workshops so that the SPARK Consortium can tailor them to their needs

Workshops in support of the SPARK Project enabled by CAN Europe

Target audience: young adults, for novice activists, understanding for people who need to disseminate this information

Topic: Understanding concepts + Understanding the past to better understand our future

Overview of Workshop 1/3 SPARK 2023:

This workshop provides:

- A timeline and plan for developing a workshop program
- Safe space and safety instructions on how our workshop will proceed
- Knowledge about ... within the topic of climate justice and various interconnections
- A foundation to build on as a novice activist/feminist
- An interactive, safe environment where knowledge can be shared
- Use of the new toolkit



This workshop will help you reflect on how you relate to the world around you and the link between the past and the present. We will be going into depth on concepts and issues that were present in our past and shaped our present. These will continue to shape our future. The workshop will give you an understanding of what interconnections there are regarding the climate crisis. We will be discussing intersectionality and how that intersectional perspective can help you fight for true equity. Touching up on crucial terms & topics in the fight for climate justice.

That is what workshop 1 will bring to you

Timing	Workshop structure	Method
	Welcome & Introduction	Creating a safe environment and doing so using guidelines.
5 min	Context (+ toolkit)	<p>Outline the context to give people an understanding of what the plan is for this workshop + end goal</p> <p>Segments:</p> <ul style="list-style-type: none"> • Understanding the past • Terms and Concepts • Summarizing workshop • End
	Deep dive + exercise	<p>Understanding the past:</p> <ul style="list-style-type: none"> • Social movements that paved the way • Questions + brainstorm possible in break out rooms <p>Terms and Concepts:</p> <ul style="list-style-type: none"> • Explanation intersectionality • Exercise: Power flower
	Round up the workshop	<ul style="list-style-type: none"> • Summary of the workshop • What are the next steps?

Welcome and Introduction

- Short introduction of (me & other participants)
- Welcoming everyone to this workshop
- Shortly spreading awareness to multiple identities + identifying people, and on pronouns + respecting each other (guidance)
- Setting the tone and instructions for a safe space (guidance)

Create and guide that safe space

- Introduce yourself with your name and pronouns and what your task will be for this workshop (possible to add the organisation where you work)
- Welcome ALL people: (all) men, (all) women, people that don't fit in that binary, welcoming all bodies, ethnicities, races, sexualities, gender identities from all walks of life
- Setting instructions for a safe space - explaining what is allowed and what isn't. For e.g., this is a hate free zone, no sudden interruptions are welcomed, raise your hand when asking questions, put pronouns next to your name, respect each other (also their pronouns - he/him, she/her, they/them, etc.), and more.
- Be enthusiastic and the audience will act accordingly to your energy.
- Take your time for the introduction, make sure everyone understands you and feels safe



Cultural safety

It is important that all people feel safe and included at work and in the community. Here are some terms used to describe different types of aggressive behaviour so we can learn to identify and call them out.

- **Direct discrimination:** Violent and aggressive comments. This includes all types of comments, whether made in a joking manner or meaning to offend.
- **Indirect discrimination:** Denying someone support due to their sexual orientation, gender identity, intersex status, or marital or relationship status. (e.g., Gossip or slander about a person for e.g., sexuality or gender identity.)
- **Microaggressions:** Subtle yet offensive comments or actions towards someone or a group of people which are often unintentional but reinforce a stereotype.

Context Sketching

This is the first workshop of a series of three workshops. The new toolkit will give you an insight on how to reach and mobilize young people.

The workshops are divided into 3 parts:

- Part 1
- Part 2
- Part 3

Today's workshop maps out "part 1."



Deep dive

We need to understand our past better in order to fully understand our present. As with every problem, or crisis in order to solve it we need to get to the root of the problem.

Understanding the past

When we look back to the history of civilization, we see that over time various social movements arose. From movements like; The Civil Rights Movement and Black Lives Matter to the Gay Liberation movement, from #MeToo to the movement against Apartheid, from Girls rights to education and The Womens Rights movement to the Indigenous Land Rights Movement. Activism paved the way to a more equal way of living.

Questions to brainstorm about (possible in break out rooms or individual brainstorming for 5 min and then interactively sharing our thoughts):

- Does anyone have an idea of why I brought up these specific movements?
- What ties the different social movements that have been previously named to the climate crisis? Why are they connected?

- Possible answers: Civil Rights Movement / Black Lives Matter – BIPOC people are part of various minority groups, but aside from that we can geographically estimate that environmental racism is due in BIPOC communities. With the Black communities past in colonization and slavery where the effects are still very visible. The adaptation and mitigation capabilities are limited because of the lack of money and resources that colonizers stole, exported and that the west proceeds to import to develop what we now call “western society”.
- Possible answers: Gay Liberation movement – part of a minority group who are more likely to suffer when the climate crises related events strike due to repression and oppression and inability to get access to resources. Because of its social vulnerability, is a hidden victim of climate change to a wide extent. LGBTQIA+ individuals are uniquely vulnerable to exclusion, violence and exploitation because of the impacts of discrimination and hatred. The social stigma around the LGBTQIA+ community also makes several social opportunities and infrastructure unavailable to them. The LGBTQ community is more vulnerable to homelessness as they are often forced to leave their homes due to conflict with the family, violence or threats of violence or abuse, which leaves them unprotected in society and for climate related crises.
- Possible answers: The movement against Apartheid – the segregation and discrimination uphold this unjust system where true climate justice for everyone is not able to exist
- Possible answers: Women’s Rights Movement – women and children are 14 times more likely to die when struck by climate change related crises

These connections that have been made to the climate crisis, or any connection we make to connect two or more topic we call intersections. They interconnect.

Terms & Concepts

Through terms and concepts, we identify what people believe, what is meant by using terms or concepts, what we want to achieve (in society), or what we aspire to be.

Throughout civilization people use words like “intersectionality”, “equality”, “equity” and “solidarity” without always knowing what they mean. In order to strive for a concept or a component of an ideology we need to know what that specific term or concept means. But if we think about concepts like equity and equality, these are components of ideologies that we strive for, but have never known to exist. And that’s where activism comes in. That’s where knowledge becomes power.

Exercise: Gather in break out groups and discuss what the following 4 concepts/terms mean. Later on, we will gather back into our main groups to go over the discussed definitions.

Equity:

The term “equity” refers to fairness and justice and is distinguished from equality: Whereas equality means providing the same to all, equity means recognizing that we do not all start from the same place and must acknowledge and make adjustments to imbalances. The process is ongoing, requiring us to identify and overcome intentional and unintentional barriers arising from bias or systemic structures.



Equality

Equality means each individual or group of people is given the same resources or opportunities. Equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome.

Environmental racism:

Environmental racism is the disproportionate impact of environmental hazards on people of color. Environmental justice is the movement’s response to environmental racism.

Environmental racism is a form of systemic racism whereby communities of colour are disproportionately burdened with health hazards through policies and practices that force them to live in proximity to sources of toxic waste such as sewage works, mines, landfills, power stations, major roads and emitters of airborne particulate matter. As a result, these communities suffer greater rates of health problems attendant on hazardous pollutants.

Ecofeminism:

experiences of marginalized groups under climate change; how they bear an unfair burden of this change as well as being powerful in their agency to overcome it. Ecofeminism emphasizes that the existing heteropatriarchal capitalist system is not compatible with women's rights and a sustainable planet.

For us, ecofeminism means using an intersectional feminist approach when fighting structural barriers that prevents us from enjoying a healthy environment. Meaning, we take a holistic approach, recognizing that we all come with a different baggage of discrimination (or lack thereof) depending on our gender, age, social class, ethnicity, sexual identity, education, religion, ability or race. These barriers, among others, include capitalism, extractivism, militarism, gender-based violence and shrinking space for civil society to influence.

Ecofeminism is a concept that emerged during the second-wave feminist movement of the 1970s. The concept highlights how the patriarchy and colonialism have created binaries in our modern day society e.g., man-woman, white- nonwhite, straight-queer. Ecofeminism has evolved a lot since its inception, largely due to the work of Lesbian Gay Bisexual Transgender Queer Intersex Asexual Plus (LGBTQIA+) and Black, Indigenous (and) People of Color (BIPOC) activists who utilize an **intersectional** conception of ecofeminism.



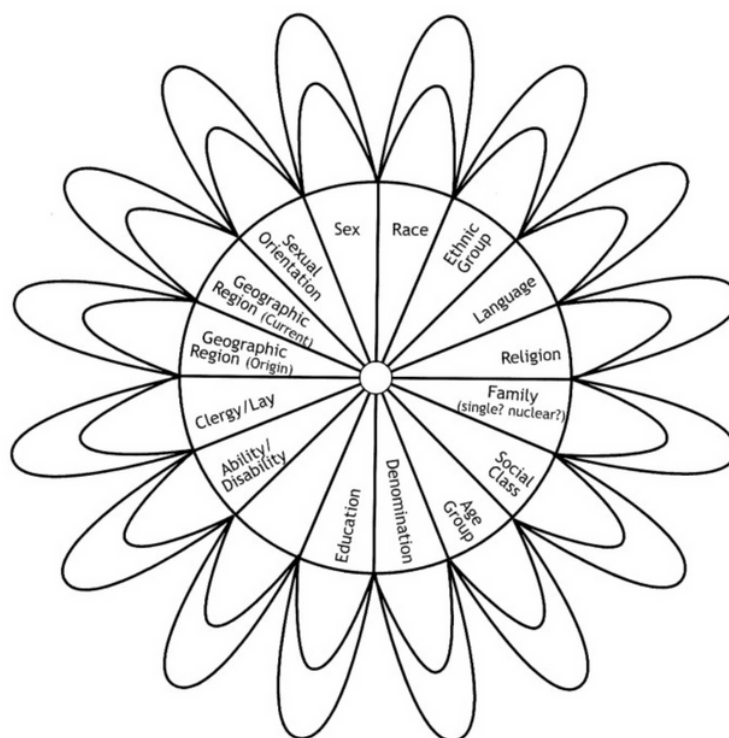
Now we have connected, brainstormed and shared knowledge together. It is fair to say that knowledge is power. It fights misinformation, builds conversation spaces and you create a space where you can connect with like-minded people. The debate has changed in activism. The climate crisis is not a one issue debate it affects various groups and topics in society. Therefore, to achieve true climate justice we need to take an intersectional perspective.

But what is intersectionality really?

The concept of intersectionality describes the ways in which systems of inequality based on gender, race, ethnicity, sexual orientation, gender identity, disability, class and other forms of discrimination “intersect” to create unique dynamics and effects.

But to be able to understand such a complex concept Canadian professors invented the Power Flower as an instrument to help guide you.

Power Flower – Intersectionality

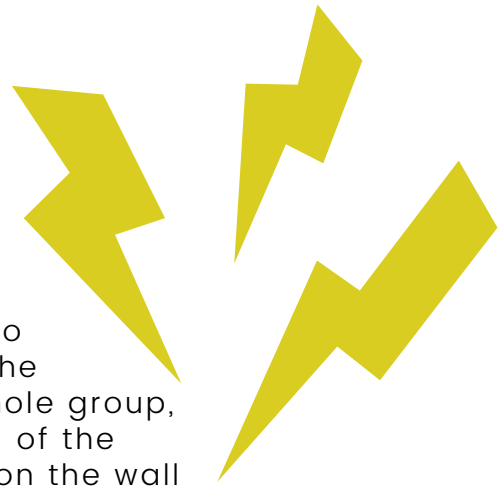


The "Power Flower" is a tool Canadian educators working around social change have developed to work with groups on "identifying who we are (and who we are not) as individuals and as a group in relation to those who hold power in our society."

The term "Intersectionality" can be applied to a variety of intersections: skin colour, age, class, sex, gender identity, any disability, socioeconomic status, religion, and so on.

The centre of a daisy-type flower is divided into 16 segments, each representing one facet or category of our social identity. This centre is surrounded by a double set of petals, one outer, one inner. The outer petals describe the dominant or powerful identities in society.

How the exercise works



When planning to do this exercise, you need to duplicate enough copies of the flower (with the segments named - but see below) for the whole group, leaving the petals blank. Make a large replica of the diagram on a sheet of newsprint and tape it on the wall or flipchart. Then follow these steps:

Step 1. Introduce the purpose and rationale of the power flower, referring to the flower on newsprint.

Step 2. Working as a group, fill in the outer petals together. For instance, when completing the social dominance category, it would not be too difficult to agree that “white” should go in the outer petal. The same might go for “English” in the language category language, and “heterosexual” in the sexual orientation category. Distribute one blank individual diagram and have everyone transfer these outer petal descriptions onto their individual sheets

Step 3. Working individually or in pairs, have participants locate themselves in each inner petal on their own sheet. Count up the number of matching petals, noticing which match, making observations as we go along.

Step 4. In the large group, ask people to come forward and transfer their inner petal locations onto the inner petals of the large flower. This makes up the composite, communal social identity of your group.

Group discussion

Question: How do we apply the Power Flower when speaking about climate justice?

Example:

MAPA, the most affected people and areas are contributing the least to the human made climate crisis. MAPA are part of various minority groups such as race, less access to education, sex, etc.

Goal:

interactions between people, making people think about possible answers, solutions, creating a broader perspective or understanding another perspective, working together

Afterwards, share the possible answers/ideas with the whole group.



Summarizing the Workshop:

Offer a summary of what was worked on today + next step.

Referring to the new toolkit + giving a copy to them.

Thanking everyone for participating and keeping and creating a safe/confident environment.

Thank you for respecting each other.

Hope to see you at the next workshop!



WORKSHOP 2:

Stay informed and connect! Get in touch with frontline communities, organizations, grassroots movements, advocates!

Goal

- Development of a workshop program
- Create an energetic workshop program so that young people can get started with the knowledge gained
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Target audience: young adults, for novice activists, understanding for people who need to disseminate this information

Topic: Stay informed and connect! Get in touch with frontline communities, organizations, advocates!

Overview of Workshop 2/3 SPARK 2023:

This workshop provides:

- A timeline and plan for developing a workshop program
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In the first workshop we bombarded you with information, because in order to understand our present we should better understand our past. With that information you can do research on additional information that interests you. When doing research you will come along misinformation, and/or disinformation. How do we battle this? Following on that topic we will continue today. When you have the information that you needed it is time to figure out what way of activism fits you best. Maybe a social movement is nothing for you, then there are a number of other ways to engage. We will be answering questions like what is the grassroots? How do I figure out how and what I want to advocate for? How can we connect? How do we mobilize and unite? How do you get started as a beginner activist/feminist? That is what we will discover during this workshop.

That is what workshop 2 will bring to you

Timing	Workshop structure	Method
	Welcome & Introduction	Creating a safe environment and doing so using guidelines.
5 min	Context (+ toolkit)	Outline the context to give people an understanding of what the plan is for this workshop + end goal
20 min	Deep dive	<ul style="list-style-type: none"> • How to find the right information? • What is the difference between a social movement and grassroots groups? • How to start a movement? • How/why to connect with organisations and create a network?
20 min	Exercise	Where do I fit in?
	Round up the workshop	<ul style="list-style-type: none"> • Summary of the workshop • What are the next steps?

Welcome and Introduction

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- Welcoming everyone to this workshop
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Create and guide that safe space

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- Be enthusiastic and the audience will act accordingly to your energy.
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Cultural safety

It is important that all people feel safe and included at work and in the community. Here are some terms used to describe different types of aggressive behaviour so we can learn to identify and call them out.

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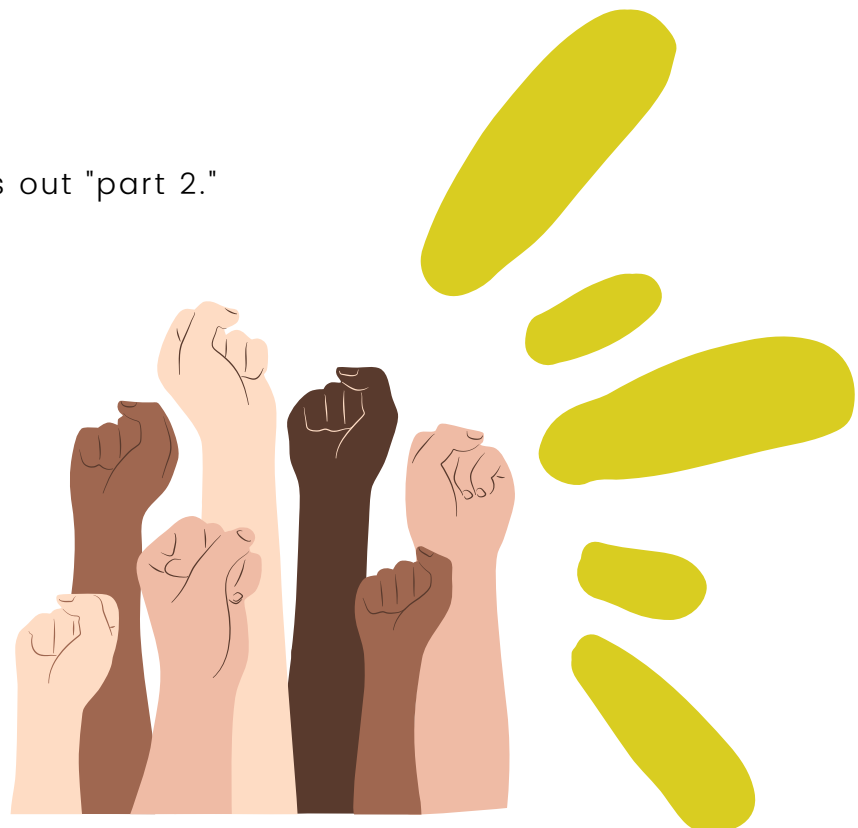
Context Sketching

This is the first workshop of a series of three workshops. The new toolkit will give you an insight on how to reach and mobilize young people.

The workshops are divided into 3 parts:

- Part 1
- Part 2
- Part 3

Today's workshop maps out "part 2."



Deep dive

How to combat misinformation?

We are living in the day and age of social media and the internet, which can lead to an overflow of information. But how do we combat misinformation?

How to find the right information - Tips and tricks:

- Start searching for and reaching out to non-profit organisations or charities locally
- Read from frontline advocates and scientific research, as much as you are reading from white western voices
- Be critical on the information that is given to you by institutions and political figures
- Read up on multiple sources and fact check to combat misinformation
- Learn and listen to frontline defenders

Now with the right information and a good basis of understanding it is time to understand the different movements and their capabilities. Social movements and grassroots groups, we have heard about them in our past and they have become an outlet of the public in our present. But what is the difference? How do I know what is the right option for me? There are various roles that are important in the process of change making. Therefore, you don't need to join a movement. You can run for mayor, run for a political party, be a campaigner, assist with making petitions, voting in elections, spreading the word, any individual action adds to the collective effort.

Ways of activism –



Examples:

- Fundraising
- Supporting charities by donating
- Helping out in refugee camps
- Speaking out on social media
- Creating a petition
- Joining a movement
- Etc.

How to connect with organisations and create a network once a movement is in place?

Brainstorm Question: (break out rooms in zoom to share and exchange ideas when online)

Why would you want to create a network of allies (organisations with similar objectives)?

When the question has been answered analyse the different answer possibilities

Exercise – Tornado Warning:

Now a little fun exercise! As we discussed earlier there are various ways to contribute to social change. There have been 4 roles identified in the making of social change this exercise will give you a better understanding of where you fit in.

Goal: Here's a tool to learn about the four roles of social change activists: Helpers, Change Agents, Rebels, and Advocates. It's goal is to build appreciation of the different roles, gaining empathy for all roles and different approaches to change.

Running the Exercise

I'm going to read a scenario. While you're hearing this scenario, think about the kind of response you'd make. Where are you immediately drawn in this situation?

The Scenario: In a Midwestern city in the US, a major tornado hits and knocks down a big manufactured home park. Almost forty people are still unaccounted for, and might be trapped in the rubble. The city's response is terribly inadequate – both in terms of preparation for a disaster like this, and in terms of execution of its flawed plan. State and federal offices have the resources to respond, but are not adequately mobilized. The bungled relief effort highlights a number of broader issues about how the government at all levels responds, especially to working poor Midwesterners.

How do you change this dreadful situation? Take a quick moment to think what you would do if you lived in that city.

Now, I'm going to read four possible actions, and point to places in the room. If you are immediately drawn to this particular action, move over to that spot. First listen to them all, then think about which reaction you are most likely to take.

Possible actions:

People could be dying under the rubble and need help immediately. We should go to the park right now and try to help the rescue efforts. Even if we can't help them, there are probably children who need care and could use our help.

We need to get on city hall's case right away, and see what is keeping the authorities from doing their jobs. We know they could get the state and the feds in here right away. There are systems in the city and we need to make sure everyone has tried all the options.

We need to get people together to plan an action about all the needs that aren't getting met. What can the churches do? What can the Rotarians and the Chamber of Commerce do? We should bring together the people who are suffering and allies together to put pressure on government to change the situation.

We can't let the government abuse people like this! Where's the governor and mayor? We need to raise our voices so they and the public can hear our outrage! Let's go camp on the state capitol grounds until he asks for a disaster declaration and gets the disaster relief funds flowing. We'll dramatize the loss of homes by setting up tents right where he has to look at them every day!

Possible actions:

Assign each of the four roles to a corner in the room. Have people move there based on their immediate response to this situation. It may not always be an exact match, but tell people to pick which role best describes their impulse. If there are not enough people to fill a role, ask if a few people at least have an inkling in that direction, and could move over to that corner.

Why are you in this spot? What do you think about the others? How is this particular role critical in making social change happen?

After letting people discuss for a while, let them share in the large group. Then write up the four roles, sharing the names of the roles to each of them: 1. Helpers, 2. Advocates, 3. Change Agents, and 4. Rebels.

- **From your position, what annoys you or concerns you when working with someone from one of the other positions?**
- **What would you say to the other roles about working with you?**

Stay expansive, light and energetic.

After discussing the questions in small groups and reporting back after each discussion, bring everyone back together. Then pass out the handout “Four Roles Relating to Change” and talk about it in the large group. Include questions like: what is the value of the different roles?

Summarizing the Workshop:

Offer a summary of what was worked on today + next step.

Referring to the new toolkit + giving a copy to them.

Thanking everyone for participating and keeping and creating a safe/confident environment.

Thank you for respecting each other.

Hope to see you at the next workshop!

WORKSHOP 3:

Get on ground and mobilize! How to create a safe and secure environment at protests, rallies, and direct actions!

Goal

- Development of a workshop program
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Target audience: young adults, for novice activists, understanding for people who need to disseminate this information

Topic: Get on ground and mobilize! How to create a safe and secure environment at protests, rallies, and direct actions!

Overview of Workshop 3/3 SPARK 2023:

This workshop provides:

- A timeline and plan for developing a workshop program
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When you have your knowledge, the connections, you know what your role is, and when you decided that a movement is the right way of activism for you, then it is time to act! As an advocate, activist, and/or feminist it is crucial to know how to guarantee a safe and secure environment. This workshop will give you an understanding of what safety and security means and who is more vulnerable when safety and security cannot be guaranteed. We will discuss how to deal with changing environments, as well as how to create the most safe possible space even in non violent direct actions (NVDA).

In every country there are different ways of governing. One country can be largely repressed, and in other countries you are allowed to protest. But it is always crucial to know how you can secure the most safe environment. In our third workshop we will cover differences, privileges and how to guide your movement, or individual activists through demonstrations safely.

That is what workshop 2 will bring to you

Timing	Workshop structure	Method
	Welcome & Introduction	Creating a safe environment and doing so using guidelines.
5 min	Context (+ toolkit)	Outline the context to give people an understanding of what the plan is for this workshop + end goal
20 min	Deep dive	<ul style="list-style-type: none"> • Explaining the difference between safety and security
20 min	Group discussion + exercise	<ul style="list-style-type: none"> • Exercise/Question + brainstorm • Identifying the privileges to secure the most safe environment • Examples on how to take into account everyone's safety
	Round up the workshop	<ul style="list-style-type: none"> • Summary of the workshop • What are the next steps?

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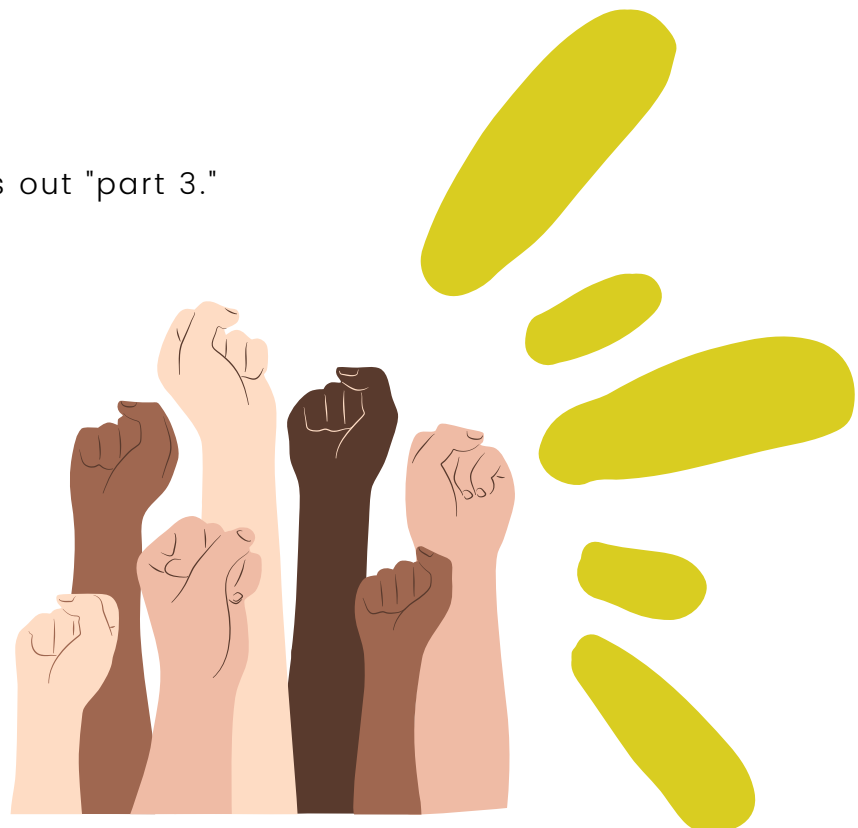
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The workshops are divided into 3 parts:

- Part 1
- Part 2
- Part 3

Today's workshop maps out "part 3."



Deep dive

Last workshop we touched up on the various roles that are needed in order to create social change. It gave you an understanding and possibility to find a role where you feel comfortable in. This workshop will cover safety and security. Depending on which role you relate the most to you have different safety and security measures you should or are advised to take when taking action.

What is the difference with Safety and Security?

Security:

is about efforts and measures which protect us from deliberate harm and threats that are outside of our control. When we talk about security, we generally mean the protection of individuals, organisations, and assets against external threats and criminal activities that are likely to cause harm

Safety:

The term safety is used to refer to the condition of being protected from the aspects that are likely to cause harm. In addition, the term safety can be used to refer to the state at which one has the control of the risk causing aspects hence protecting himself or herself against risk that is fully unintended.

Identifying the privileges when trying to create a secure and safe space?

Due to the normalization of social stigma around discrimination, and harassment concerning minority groups, there is an increased risk for women, people of colour, people who are queer, trans or gender non-conforming, and people perceived as of lower socio-economic status. This includes risk of discrimination by officials at protests, or other groups in society who are not immediately affected by climate related crises.

Examples on how to take into account everyone's safety:

PROTEST SAFETY TIPS:

<https://www.greenpeace.org/usa/toolkits/protest-safety-tips-from-greenpeace/>

NVDA: creating a shield around the action with the people that are okay with getting arrested (privilege). They will be protecting those on the inside of the protest, who most of the time have less privilege, feel unsafe, have health issues, people without papers, etc.

NVDA -> VDA:

<https://www.npr.org/sections/health-shots/2020/06/06/871423767/from-flash-bangs-to-rubber-bullets-the-very-real-risks-of-riot-control-agents>

Group Discussion & Exercise

UNFCCC Climate Summit:

Goal: interactions between people, making people think about possible answers, solutions, creating a broader perspective or understanding another perspective, working together

Afterwards, share the possible answers/ideas with the whole group.

ASK: how would you prepare for your trip to COP27 depending on the following context – you are a BIPOC, Queer, woman coming from the country Ghana. You are doubting how you can travel safely to your destination in Egypt, how would you handle this situation?

AFTER: Listen to the various answers of the people stepping forward and then analyse if full safety was guaranteed. Use as support the safety and security guide from the Climate Activist Defenders.



Summarizing the Workshop:

Offer a summary of what was worked on today + next step.

Referring to the new toolkit + giving a copy to them.

Thanking everyone for participating and keeping and creating a safe/confident environment.

Thank you for respecting each other.

Good luck with your next ecofeminist workshop!





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