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# Activity sheet

## How to respond when climate change seems unstoppable?

**Duration:** 1h

**Number of participants:** 5 to 20 participants

**Age:** 15-25 ans

**Material:** sheets of paper; pen; computer; projector (optional); whiteboard to project the computer screen (optional); flipchart.

### **Objectives:**

- Develop critical thinking on the major arguments for climate inaction;
- Identify the levers for climate action.

### **Progress:**

This activity can be done after watching the video "What to do when climate change seems unstoppable" ?

### **Stage 1: Introduction to the activity**

In this video, young climate activist Clover Hogan defends the idea that refocusing our minds to move beyond the grand rhetoric of climate inaction is within our power, and is what allows us to really get involved. Reversing narratives such as "My action alone will have no impact on the situation" helps to overcome the feelings of despair and denial encountered today, which can prevent action.



The facilitator indicates that the young people are going to reflect together on the great discourses that prevent us from acting to combat the major environmental upheavals.

### **Step 2: Work on the rhetoric of inaction (30 min)**

The facilitator asks the young people to think about and share aloud examples of well-known speeches that encourage inaction in relation to the environmental situation. The ideas are noted on a flipchart. Ideally, a maximum of 4 or 5 should be selected.

The facilitator can give examples of speeches for inspiring participants, such as:

- I have no power to act against climate change on my own.
- I am not responsible for global warming. Only companies and States can take actions.
- It is too late to act.

Once the examples of speeches have been noted down, the facilitator asks the young people to divide into groups of 2 to 4 people, and to choose one of the speeches they would like to work on. Several groups can work on the same speech. Each group has 15 minutes to think about all the arguments that can be used to counter the main misconception(s) of the speech: do they have any concrete examples to show that the misconception is false? Can they think of levers for action to overcome this discourse? The facilitator asks each group to choose a speaker for the final presentation.

When the time is up, young people are invited to present the results of their reflections. The facilitator notes them simultaneously on the board.

### **Step 3: Time for individual reflection (10 min)**

The facilitator hands out a sheet of paper to each participant and asks them to think about one or more issues that particularly affect them and that they feel concerned by. This could be a speech that has already been proposed, or another one.

Each participant writes down the issue(s) on the sheet of paper, and associates it with one or more actions that they would like to take in the near future to overcome this issue. The facilitator advises the young people not to target actions that are too ambitious, and to start with small actions. Young people can keep this sheet of paper in a place where they can consult it again when they feel trapped by a discourse of inaction.



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#### **Step 4: Discussion and conclusion (10 min)**

At the end of the activity, the facilitator suggests a time for discussion with the participants. They can ask them the following questions:

- Has this activity helped you to overcome any preconceived ideas you might have had about climate action?
- Were there any speeches that surprised you? What are the ones you hear the most around you?
- What are you prepared to do in the near future to combat climate inaction?