

WORKSHOP CAPTURE



LOWER HUTT

**COMMUNITY
CLIMATE CHANGE
RESPONSE**

MINI CO-LAB

CLIMATE CHANGE EDUCATION MODULE (PILOT)

FRIDAY 19TH NOVEMBER

9.00AM - 12.30PM

approx

**LEAD: Open Polytechnic New Zealand
Virginia Horrocks, Climate Change Lead Group**



CO-LAB MATERIAL

Documents and workshop material are available in this folder link:
<https://drive.google.com/drive/folders/1E6kmBtOQPjNKlnZ5mHOKf0ajlt-SzIdQ?usp=sharing>



WORKSHOP RECORDING

This session was recorded.
You can access the video in the google folder.



WORKSHOP DIGITAL WHITEBOARDS

Access to all workshop/co-lab Miro boards can be accessed on the follow link **until 30 March 2022**
MIRO BOARD LINK: https://miro.com/app/board/o9J_ljkgGuU-/?invite_link_id=787951954537



drive.google.com



**Climate change
education modules
output - Google Drive**



CHALLENGE STATEMENT

What might a series of education modules cover that supports self-directed learning and simple, practical action to help people reduce consumption and their carbon footprint?

LET'S CHAT: QUESTIONS / OBSERVATIONS

- We need to focus on one audience and push into that for this module- what can we do for that?
- We want the most engagement and the most momentum because we will need this pilot as a platform to build upon
- If you are targeting you want the most widespread energy - advocacy around major issues
- Who is going to be the most engaged in online learning in this space?
- When we look at the content and specify what it is for the 1st module, it might become more clear that some subgroups are the target audience
- This is going to be a pilot for a wider thing. What we need to do is understand where we leverage the biggest chances for success.
- What is going to get the most bang for buck?
- The youth need to be educated on what they can do as the leaders of tomorrow, and what they can do to help the community around them and influence change. Young people are also the most accessible if this going to be an online module
- Though the younger generation are the leaders of tomorrow, we need change today- we need to target current business owners and people who are already engaging in unsustainable systems of operation/decision makers
- It's not the small businesses you need to own, its the bigger ones that have had the monopoly over the market- they need to make just transitions
- People making the most emissions- these groups overlap and are most resistant. I'm ok with trying to work with more flexible people to start the process then move onto the big business who are harder to encourage
- Agree small business community (eg how to do a simple carbon footprint? what to focus on, etc)
- Target big business (resources)first home buyer- I'd love to learn more about this as someone who represents the young adult demographic
- Most significant changes have come from community leadership- encourage policymakers and change-makers to change mandates
- Significant policy changes led by community
- Planners won't attend modules, but it is the LH council who makes the decisions that makes action on CC possible
- The people that make the most difference are those in the community. The people that make the biggest difference are local authorities
- HCC doesn't control PT but we work with Metlink to see what we can do
- HCC is partnering and we have had lots of our planners involved in our session in the community. I would say the planners are quite across the CC work because its part of their education and responsibility
- I would argue that youth need it the most and leaders and people of authority are Second as they have more opportunities to learn compared to youth
- Need to understand where the gaps are (eg general public, certain age group are covered via GenLess ads by EECA; primary schools covered by EnviroSchools?)
- If we don't start with youth we are allowing them to fall through the gaps and we have yet another generation unaware and let down

COMMUNITY CLIMATE CHANGE RESPONSE

EXERCISE ONE

FINDING OUR FOCUS - WHO CAN HAVE

THE BIGGEST IMPACT?

[illegible]

WHAT DO WE ALREADY KNOW?

FINDING OUR FOCUS - WHO CAN HAVE THE BIGGEST IMPACT?

#1 AUDIENCE

WHO SHOULD AN EDUCATION MODULE TARGET?

WHO ARE WE MISSING?

AGE GROUPS

- 12-18 years
- 18-25 years
- 26-40 years
- 40+ years

ETHNICITY

- Ethnic communities
- Mana Whenua and Taiwi
- Maraes to educate who age groups

FAMILY / INCOME

- Family + 2-3 kids - low income
- Family + 2-3 kids - high income
- Family + 4+ kids - low income
- Family + 4+ kids - high income

INDIVIDUALS

- Independents
- Commuting couples
- Retired
- Refugees
- Community leaders within different groups
- Policy makers
- Community educators
- Small business owners

SCHOOLS

- School clusters - kahui ako
- Secondary school teachers and students
- Boards of Trustees

I THINK THERE SHOULD BE YOUNGER
TAMARIKI INCLUDED. AS BRUTUS SAID,
GIVE ME A CHILD AT 8 AND I'LL SHOW
YOU THE MAN

WHAT DO WE ALREADY KNOW?

FINDING OUR FOCUS - WHO CAN HAVE THE BIGGEST IMPACT?

#2 CRITERIA

WHAT DO WE NEED TO KEEP IN MIND TO BE SUCCESSFUL?

GOALS

- Brings the Lower Hutt context alive
- Engages people positively
- Is easy to understand
- Motivates individual action
- Lowers emissions
- Authentic Voice
- Start with people who WANT to learn

NON-NEGOTIABLES

- Participants need a device
- Access to internet
- At least 30mins (at a time)
- Self-driven to learn

THESE WILL HELP US
CHOOSE WHERE TO START
OUR FIRST MODULE

CONTENT AND CONSIDERATIONS

- Understand our audience, who we are trying to approach
- content needs to acknowledge different preferred ways of learning
- incorporate multiple mediums (eg visual, audio) to include these preference
- Be clear about individual vs community outcomes
- Make content that is by the people involved and for people involved. finding and representing authentic voice
- Learning should be exciting and interesting and should hook people into it
- Social and environmental context
- Not too dense or academic
- 30 mins feels like quite a long stretch for many people, these days. Can we do 10-min chunks?
- Real life examples of change
- It all depends on your purpose. People come to the modules to learn, then what? Make personal change? Organise collective change? If the aim is to empower people to engage with their communities and look at community scaled action vs individual behaviour change.
- Are you thinking of designing modules for individuals or groups? For group leaders? Who is audience?
- How may this module system fit within other approaches?

#3 TARGETS

LET'S VOTE! WHAT ARE OUR RECOMMENDED TOP 3 GROUPS?

THESE ARE MEMBERS OF OUR COMMUNITY WHO WOULD BENEFIT FROM ONLINE LEARNING TO SUPPORT THE CHANGE WE NEED...

1

18 TO 24 YOS

IS BIGGEST TARGET

3

26 - 40 YEAR OLDS

2

COMMUNITY LEADERS WITHIN
DIFFERENT GROUPS

COMMUNITY CLIMATE CHANGE RESPONSE

EXERCISE TWO

FINDING OUR FOCUS - WHO CAN HAVE THE BIGGEST IMPACT?

[illegible]

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COMMUNITY CLIMATE CHANGE RESPONSE

TEAM CHALLENGE

1

18 TO 24 YOS: BIGGEST TARGET

WHAT DO WE NEED?

- Prioritise climate change
- Encourage, support and uplift
- Careful messaging- empowering rather than punitive
- Need to set up infrastructure that enables these daily actions e.g. PT system, community gardens

NZAE RESEARCH - **WARY OF INDIVIDUALISING ACTION FOR YOUNG PEOPLE- UNDERSTANDING THE IMPACT OF COLLECTIVE ACTION AND DECISION**



WHAT ARE OUR FUTURE AMBITIONS?

- Access to community support and networks- emphasis on collective action
- Moving beyond 'preaching to the choir'
- Emotionally support, wellbeing focus for this demographic as they face climate change
- Enabling rituals that emotionally support and empower 19-24 year olds
- If we are going to target this demographic we need to hammer home being conscious of climate change
- Talk to each other about how you feel about Climate Change
- Supporting younger people to continue the actions they are already taking, normalising behaviour

WHAT ARE POSITIVE, EASY AND EVERYDAY ACTIONS WE CAN DO?

HOW WE MOVE AROUND

- Using Public Transport/micromobility



ENERGY GENERATION + USE

- Is it possible to move from language around individualism to collective well-being and equity?
- People already take action in this age group



REFUSE, REDUCE, REUSE, RECYCLE

- Thrifting instead of buying new clothes
- Growing vegetables in your flat



OUR CONNECTION TO NATURE

- local resilience- go fishing, garden, hunting?
- Get involved with community gardens
- Important to engage with Rangatahi and see how they can support climate goals





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**COMMUNITY
CLIMATE CHANGE
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TEAM CHALLENGE

2

COMMUNITY LEADERS WITHIN DIFFERENT GROUPS

WHAT DO WE NEED?

- Awareness of what is going on
- Help other parents understand available resources
- Get schools into measuring carbon footprint
- Becomes sources of good factual information of relative impacts of key actions

WHAT ARE OUR FUTURE AMBITIONS?

- Get schools to be discussing NZCER research
- NZCER research on what schools could focus on
- Influence NZSTA as a lobbying body
- Influence school boards to support emissions reduction
- Influence boards to come back to MoE as a concerned group
- Join national coalition Fossil Free Schools Coalition
- Make noise politically to support climate change action



WHAT ARE POSITIVE, EASY AND EVERYDAY ACTIONS WE CAN DO?

HOW WE MOVE AROUND

- Support a walking bus
- Start a cycling bus
- Walk your kids to school
- Encourage schools to work with Council to make active transport safer



ENERGY GENERATION + USE

- Influence schools to go solar



REFUSE, REDUCE, REUSE, RECYCLE

- No waste lunchboxes
- School and home composts



OUR CONNECTION TO NATURE

- Support regeneration of biodiversity in school environment
- Develop relationship with natural cycles





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COMMUNITY CLIMATE CHANGE RESPONSE

TEAM CHALLENGE

2

26 - 40 YEAR OLDS

WHAT DO WE NEED?

- Whats In It For Me and Us WIIFM (AND ask WIIFU - US
- Planning ahead
- Join a group (if your in one - join another one)
- Home buying and the 'REAL' costs
- Understand simple carbon footprint
- Understanding the environmental impact as parent
- Make it FUN
- Gen-Less tips and tricks
- Understanding how 'savings' are made over the lifecycle of products/home
- Get your Kids involved

WHAT ARE OUR FUTURE AMBITIONS?

- Shared community assets
- Carbon footprint and daily calculator (allowance)



WHAT ARE POSITIVE, EASY AND EVERYDAY ACTIONS WE CAN DO?

HOW WE MOVE AROUND

- Community EV
- Buying first home - consider distance from Public Transport, shops
- Consider location of homes to walk/bike/get around



ENERGY GENERATION + USE

- Access to high quality and affordable food
- Community Solar
- Generation of own energy and understanding of impact
- Understanding the 'star' rating on homes and planet impact
- Live Plastic free



REFUSE, REDUCE, REUSE, RECYCLE



OUR CONNECTION TO NATURE





EXERCISE THREE

TEAM VOTE

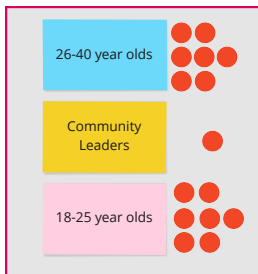
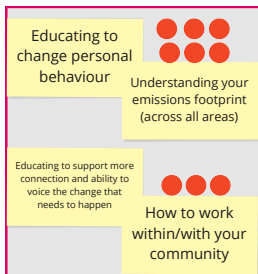
WHAT CAN WE TAKE FORWARD?

FOR A PILOT...

OUR 1ST
MODULE TOPIC



OUR TARGET
AUDIENCE



COMMENTS

- Liam: Its easier to create content where we are talking about actions and small steps, over creating a module to emotionally support rangatahi from an online education design perspective
- We are obviously not experts in this area but this is a realistic practicality
- Dido: I think they need both. They support and embrace each other
- Youth and Māori are the experts in the room
- I reckon here we can suss the low hanging fruit in the first proof of concept module and as we gather resourcing, we can focus on these different audiences
- Must have embedded context within content



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MINI CO-LAB: CLIMATE CHANGE EDUCATION MODULE

EXERCISE THREE

TEAM CHALLENGE

DESIGNING A LEARNING MODULE

CHALLENGE STATEMENT

How might we design a learn module that targets
26-40 year olds and helps them to
'Understand your personal emissions footprint'
and how they can take action
to help make a difference



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TEAM CHALLENGE

A

WHAT MAKES THIS COOL?

POSITIVE VISION

- Having a positive vision and shared values
- Online community? Motivators, inter-responsibility
- Hearing from action instigators of change/leaders, local heroes
- Local celebrities- e.g. standup comedian, lives locally but nationally known
- Voices that you respect and connect with - depends on who you are
- Interaction with other learners and humans online
- Diversity- seeing different perspectives outside of your own

VISUAL DESIGN

- Really good music playing in the background
- Visuals- cool artists involved in the online visual design
- Accessibility- ensuring there are tools for multiple learning styles
- FUN
- Quick - can get a visual idea with the option to go deeper and learn more
- Interactives- stories, games, engagement
- Slick interaction- can play with online tools

CONTENT DELIVERY

- Storytelling
- Hearing from experts- youth, mana whenua
- knowing that our contribution will make a difference
- Joining the journey: Find where I was starting from and starting from there- orient my context in the wider context
- Education element- learning
- Online wayfinding
- Seeing where different options take me-
- What does my journey look like? What would I like to learn?

PART OF A BIG LEARNING CYCLE

- Parallel to a larger physical strategy
- Could support a physical/in-person education experience
- Form part of a bigger strategy, link up with larger strategies that already exist
- Consider accessibility and the role that a digital experience plays in that for different demographics
- Sometimes online isn't the best way to learn
- Relationship building is a key priority



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TEAM CHALLENGE

B

**WHAT DO WE NEED
PEOPLE TO KNOW?**

IT MUST BE DONE

- See the reason for the change
- Show the collective impact and how your contribution contributes to something bigger
- Bigger picture vs immediate convenience
- Expand people's view on the topic - policies, business practices
- Understanding the environmental impact as parent

IT CAN BE DONE

- If you put the effort in you will see change. - most change is good change
- Be clear about what I need to do
- Show an easy pathway
- Coffee cups example & example of ants all working together
- 'Paper clip' project or coffee cup
- How you can save money
- Calculate your carbon footprint
- Examples of \$ savings, emission savings, health benefits
- Led by tangata whenua and involving Pasifika youth



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TEAM CHALLENGE

C

**HOW CAN WE SHOWCASE
LOWER HUTT AS A CLASSROOM?**

REUSE AND REDUCE

- REMAKERY Teaching people to make things
- REMAKERY Diverse communities repurpose, reuse, involvement with community gardens and kai
- Remakery reusing textiles they repurpose and education on waste minimisation
- Sandy Beecroft amazing person around recycling and plastics (pam)

NATURAL WORLD

- INFORMATION BOARDS ON BIODIVERSITY Central location with different native trees identified near Riverlink
- NATURE WALKS Sally Bain - take you on walks and show you things you have never seen
- Bringing nature to life and ecosystems
- Out with conservation and predator free groups - Wainuiomata Kids greening Taupo Pam)
- NATURE WALKS to introduce our people to our brothers and sisters - sea shore and bush

WASTE

- Petone foreshore with groups that are cleaning up: microplastics that show the impact of what are using, experiencing marine reserves, snorkling and getting under water. PAM has the connections
- Waste: flight plastics
- Silverstream landfill
- The marine is where all the s**t ends up
- Sustainable coastlines -lodge waste on an app so we see what is getting washed up

INSPIRATION

- Cafes that are being run sustainably - business examples that you could apply to your own life
- Resene recycle paints
- GNS research on energy
- Energy: Seaview creators of electric ferry
- Rubber clips on recycle bins made in LH (keeps stuff out of the ocean)
- Transition town group - community connection model - talk about growing veges as a community
- Retro-suburbia (Pam has a publication)



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COMMUNITY CLIMATE CHANGE RESPONSE



PULLING IT TOGETHER

TOPIC / TIME

Transport



Food



- 2-3 hours online
- Lifelong offline

AUDIENCE

25-40 years old

- Living in Lower Hutt
- Potentially have family to influence
- Already interested in this topic so will take it up readily
- Influencer - will share excitement at learning
- Wants to make change but doesn't know how

WHO IS ON THE TEAM?

LEAD / CO-ORDINATOR

- Ginny
- Sorchia
- Open Polytech - Resourcing coordination

CONTRIBUTORS

- Almost all attendees - Lily and Michell were a bit overloaded currently
- Use Youth Voice' as a guiding voice

TEAM CAPTURE

NEXT STEPS AND ACTIONS

Virginia Horrocks & Sorchia Carr, Climate Change Lead Group

1

Ginny and Sorchia meet with Open Polytech to develop a plan

2

Reconvene interested members of the CoLab to agree on the objectives, themes and content

3

Identify 'stars' and subject matter experts

Workshop capture will be circulated to participants and those that were invited to attend before 1 December 2021.

Progress steps will be followed up with HCC, the Community Climate Change Response Lead Group on 30 November and agencies/organisations who have indicated they could take a lead role.