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**Providing Youth Workers with Workshop Planning Skills on Forseeable
Natural Disasters Brought by Climate Change**

e-Book

2022

Ankara- TÜRKİYE



Note; There are digital contents in the e-book, and you can access the contents when you click.



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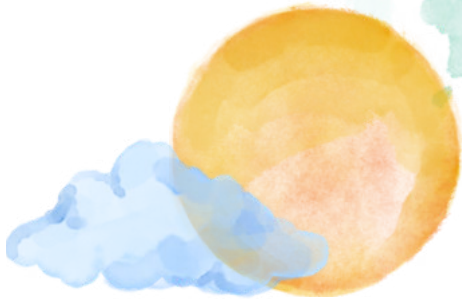
Project Information

Climate change is one of the underlying causes of disaster risks. In recent years, with the effect of climate change, there has been an increase in the number of meteorological, climatic and hydrological disasters and the damage they cause.

Preventing people from being adversely affected by climate change raises the importance of the adaptation process to climate change. Various studies are carried out to reduce the harmful effects of climate change and to be ready for this expected change. While some regions are less affected by climate change, some regions suffer high losses.

Project Rationale

It is to raise awareness of youth workers about the impact of human factor in the occurrence of meteorological, hydrological and climatic disasters (predictable disasters) caused by climate change, and to increase their competence in minimizing the damage to nature and the environment in their work with young people and contributing to the prevention or minimization of these disasters.





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In this context, this project;

- informing youth workers in different countries about foreseeable disasters
- to comprehend the relationship between disasters and climate change
- to develop skills in designing workshops, taking into account the experiential learning methodology in combating the climate crisis
- to increase the quality of the work they will do with young people on the fight against the climate crisis
- It is aimed to enable youth workers to network and cooperate in the fight against the climate crisis, which is not a local but a universal problem.

The project was carried out in Ankara on 17-20 October 2022 for 4 days with the participation of 18 youth workers from 9 different countries in order to provide diversity and enrich the educational environment with experience sharing. The average age is 25.2. 10 women and 8 men participated. (Participants are people selected according to selection criteria. Criteria <https://drive.google.com/drive/folders/1Xto0rVmu7SpCFMiSrGVCCL5hDGx9cVFz?usp=sharing>)



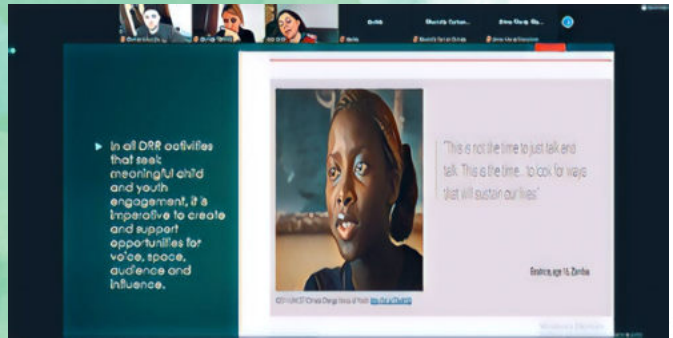
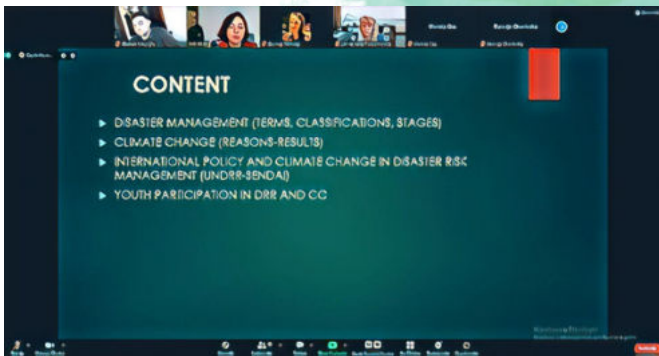


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Before going into the subject of climate change, ANKARA SOCIAL SCIENCES UNIVERSITY Lecturer Prof. Dr. Our teacher Aslı AKAY held our online meeting titled Climate Change and Youth in the World, Climatic terms and gave information to our youth workers. (For those who are curious about watching online meetings and presentation files)

https://drive.google.com/drive/folders/1Ip5LvBceLJyHFqmRko8q9TQ-45Jos3Re?usp=share_link





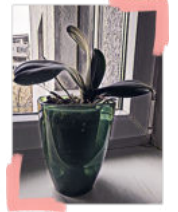
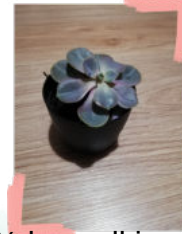
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Pre-test results before the start of the project

To the test given to youth workers working in different fields

- 45% of youth workers said they heard the word climate change before 2010 and 55% after.
- 61% live close to nature and 39% live away from nature
- 66% of them work to live in harmony with nature,
- 89% of them spend time with nature,
- 72.2% of them pay attention to the use of water,
- 44.4% prefer green transportation by bus, 11.1% by train, 27.8% by walking
- 90% have a piece of nature in their home (plant),
- 80% have observed fire, flood, earthquake, landslide, storm and air pollution,
- Having knowledge about climatological, hydrological and meteorological disasters,
- 33% of them do not have any knowledge about carbon footprint,
- 70% of them faced the disaster directly,
- 83% of them are not prepared for disaster,
- They do not have sufficient knowledge about pre-disaster education,
- 33% of them informed that they are a system corruption, 66% of them informed that it might happen,
- detected.



As a result, it has been determined that the youth workers seen in the pre-test have feelings about climate change, but they have not done any research on the concepts of predictable disasters and pre-disaster and they have a high interest in the subject. It was an exciting start in our project.





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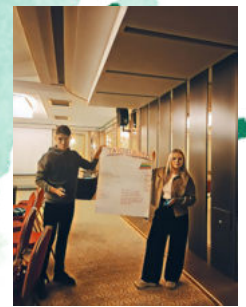


DAY 1 / MONDAY

10.00-10.45	GETTING KNOW EACH OTHER
10.45-11.30	ORGANIZATION FAIR
11.30-12.00	Coffee Break
12.00-13.00	GROUP DYNAMICS
13.00-14.00	Lunch
14.00-15.00	WHAT IS DISASTER?
15.00-15.30	WHY I THINK IN THIS WAY?
15.30-16.00	Coffee Break
16.00-17.00	CLIMATE CHANGE AND DISASTERS
17.00-17.45	WHY I THINK IN THIS WAY? 2
17.45-18.00	DAILY EVALUATION
	YOUTH PASS LEARNING OUTCOMES
19.00-20.00	Dinner
	FREE SPACE ACTIVITY



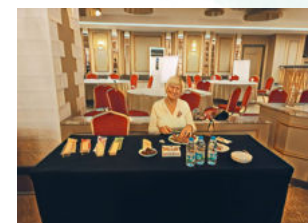
- On the first day of the project, energizers and name games for getting to know each other were applied.
- For the continuation of the organization and cooperation, the introduction of partner organizations took place.
- For group dynamics, a treasure hunt modified according to climate change was carried out.
- Afterwards, the participants were divided into 4 groups to discuss the terminology of disaster and climate change in order to introduce the basic concepts related to the Project topic. Afterwards, a presentation and information sessions were held to create a common understanding on the concepts.
- The basic concepts were “disaster, natural disaster, human-caused disaster, acute natural disaster, disaster vulnerability, global warming, renewable energy, carbon foot print”.





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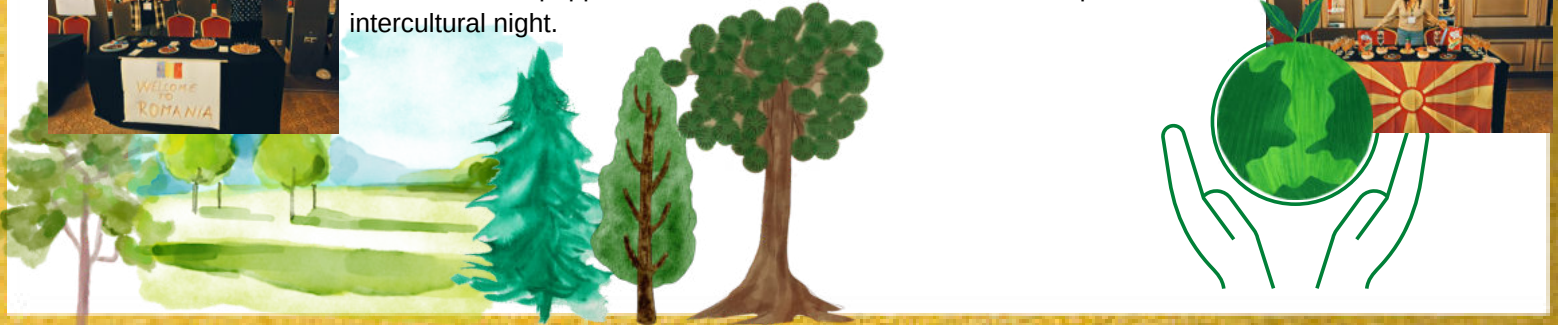
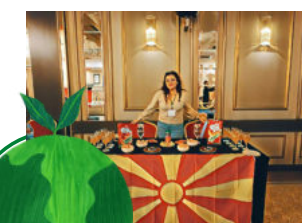
DAY 2 / TUESDAY	
10.00-10.15	ENERGIZER
10.15-11.00	WHY DO DISASTERS HAPPEN?
11.00-11.30	Coffee Break
11.30-12.30	HOW DO PEOPLE AFFECT DISASTERS?
12.30-14.00	Lunch
14.00-15.00	THROWING THE CLIMATE INTO CRISES
15.00-15.30	Coffee Break
15.30-16.15	MY ROLE IN CLIMATE CRISES
16.15-17.30	PREPARING AWARENESS WORKSHOPS
17.30-17.45	DAILY EVALUATION
19.00-20.00	Dinner
20.00-21.00	INTERCULTURAL NIGHT

On the second day of the Project, more detailed sessions were realised for determining the reasons and affects of disaster types on human life, under the titles of hydrology, meteorology and climatology. The participants also brought photos of disasters occurred in their countries. Afterwards, more focus has been adressed to "climate change" by role playing on making the climate crisis worse. In line with this activity, participants defined a "to do list" for reducing the individual effect on climate change, which would be the base for the workshops to be prepared. They looked into good practices on awareness raising activities for climate change in their countries and shared ideas with each other.

TO DO LIST FOR INDIVIDUALS:

- Less consumption
- Zero-waste concept
- Reducing food waste and composting
- Re-usable, long-lasting items, second hand items
- Producing instead of buying,
- Buying from local market,
- Being responsible,
- Permaculture,
- Walking more, biking more; using less vehicles,
- Sorting waste, recycling at home,
- Being aware of not wasting resources (shorter shower etc.)
- Using less package,
- Raising more awareness,
- Use less electricity at home / energy saving and nature friendly products,
- Using natural cleaning supplies and personal utilities,
- Less pesticide,
- Better isolation and alternatives resources for heating.

The cultural night was organized by the participants for sharing their cultural items and information with other participants. Karagöz Hacivat and traditional puppet show was included in the Turkish part of the intercultural night.





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DAY 3 / WEDNESDAY	
10.00-10.15	ENERGIZER
10.15-11.15	EXPERIENTAL LEARNING AND PREPARING WORKSHOPS
11.15-11.45	Coffee Break
11.45-12.45	IT'S YOUR TURN
13.00-14.00	Lunch
14.00-14.30	INFO ON PLANTING TREES
14.30-16.00	TREE PLANTING ACTIVITY
16.00-18.00	SIGHTSEEING
19.00-20.00	Dinner
20.00-24.00	WORKSHOP PREPARATION



- On the third day of the project, participants received information on experiential learning, learning styles and essential points for organizing workshops using experiential learning. They received an outline for workshops and divided into 3 groups for designing awareness raising workshops for 3 different target groups as “youngsters (high-school level) / adults (18-30 ages)/ general usage and digital media users”. The aim of the workshop tools were defined as;
- Raising awareness on climate change,
- Giving information on the concepts of climate change,
- Improving the target group for struggling with climate change.



Afterwards, they planted trees in Atatürk Orman Çiftliği and received their participation certificates. Then, they have free time for sightseeing in Ankara. During the evening, they continued to design new workshops.





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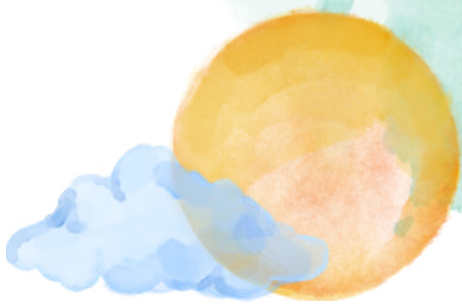
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DAY 4 / THURSDAY	
10.00-10.15	ENERGIZER
10.15-11.30	WORKSHOP PREPARATION
11.30-11.45	Coffee Break
11.45-13.00	WORKSHOP PREPARATION
13.00-14.00	Lunch
14.00-14.45	IT'S YOUR TURN
14.45-15.00	Coffee Break
15.00-15.45	IT'S YOUR TURN
15.45-16.00	Coffee Break
16.00-16.45	IT'S YOUR TURN
16.45-17.30	EVALUATION OF NEW WORKSHOPS
17.30-18.00	FINAL EVALUATION
19.00-21.00	Dinner

- On the last day of the project, the participants gathered to continue the participation of workshop designs. Afterwards, they implement 3 different workshops to the whole group. The trainer and project coordinator gave feedbacks for the improvement of the workshop tools. The tools may be seen below.

Dissamination activities and new partnership ideas were also developed during free space interactions among partner organizations.





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NAME OF THE TOOL	Network of life
TARGET GROUP	Late high-schoolers to early university students (15-22 years old)
NO. OF PEOPLE	20
MATERIALS	Thread, scissors, flipchart, marker
DURATION	30-45 min
AIM	<ul style="list-style-type: none">• To brainstorm links in a global food network• To learn about interdependency of living and non-living things• To develop skills to work co-operatively and think critically• To foster respect for the intrinsic value of life• To learn about inevitable impact of all human activity on the environment and the consequences
IMPLEMENTATION	<ol style="list-style-type: none">1. Energizer: By using sign language to express in couples things such as: Fish, Train, Woodcutter, Butterfly, Drunkard, Lovers, Sheep, Baby.2. Attached is a flipchart with a drawn circle of the food chain. Explain the connection in food chain starting from plants that grow with the help of solar energy, water and minerals, through insects that eat plants as primary consumers, than through secondary and tertiary consumers, to fungi and microorganisms that participate in the decomposition of consumers and the release of minerals that end up again in the soil and are used by plants.3. Workshop "Network of Life" This activity is divided in three parts:<ol style="list-style-type: none">1) Building the network of life2) It's destruction3) A brainstorm activity of actions to protect the environment <p>Part 1)</p> <ul style="list-style-type: none">- Ask participants to stand in a circle- Explain that they are to build a model of the network of food chain- One person from the team start. Hold a ball of string in hand and name a green plant – for example a chabbage.- Hold onto the end of the string and throw the ball to someone across the circle. They catch it! There is now a straight line of string between two of participants. This person has to name an animal that eats chabbage, for instance a caterpillar. Then they hold onto the string and throw the ball to a third person across the circle. This third person has to think of and animal that feeds of caterpillars, for an instance a bird or if they know one they can say species of bird, such as a thrush. They then throw the ball to a forth person.- Continue the game so that the ball of string passes back and forth across the circle until you have created a criss-cross mesh that represents the "network of life". <p>Part 2)</p> <ul style="list-style-type: none">- Now ask each participant in turn to give a specific example of what is damaging this network of life of life, (for instance, motorways being built over farmland, over-fishing or burning fossil fuels). If it is damaging the connection is being cut.- When everyone has spoken, ask participants to look at the cut conections. Tell them that this will be our world if we do nothing, but that it doesn't have to be like this; there are simple things that we can all do to rescue something out of the present situation. <p>Part 3)</p> <ul style="list-style-type: none">- Invite participants in turn to make a promise to take a simple, practical action to rescue the world. For example, to save electricity





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Network of Life





IMPLEMENTATION

by shutting down their computer rather than leaving it on stand-by, eat less meat or fly less.

- As each person makes a promise, they pick up a cutted thread from the floor and start to make new non-perfect network of life by connecting the ends of thread connection that can be improved by implementing that promise. This way the world is being rescued by the promises that participants made.
- At the end, look for a minute at the new web and point out that it isn't the same web as they had before; it is too late for that; true recovery is impossible because extinctions are irreversible. But there can also be precautions to prevent the other lines from being damaged.

REFLECTION

Start with asking how participants felt first seeing the network destroyed and then creating the new one. Then go on to talk about the issues involved and what needs to be done to protect the environment.

- What did you feel as you saw the network gradually being destroyed?
- Was it easy to name animals and plants in different food networks? How good is people's knowledge of natural history?
- Does it matter to you if, for instance, polar bears become extinct in 10 years time?

- How did you feel as you saw the new network forming?

Was it easy to think of personal actions that reduce our impact on the environment?

- How effective are individual actions?
- Whose responsibility is it to protect the environment? The UN, governments, NGOs, individuals?

• The balance of nature is very complex and it is not easy to predict what the global consequences of any particular action will be. How then is it possible to make decisions about how we use the earth's resources?

• How should decisions about how to use a resource be made? For example, whether to cut down a forest so that the land can be used for growing crops? The people who gain their livelihood from the forest will suffer at the expense of those who make a profit from the agriculture.

• We rely on our environment to provide us with food to eat and clean air to breathe.

Without a healthy environment we could not live. It is a condition for life. Do we therefore have a paramount duty to respect the environment that limits our rights to use it (in the same way that we have a duty to respect rights and freedoms of others, which limits our own rights as individuals)?

In nature everything is connected to everything else. All living things and non-living things are linked through cycles, for example, the carbon cycle and the water cycle. Food chains are part of these cycles. A food chain starts when a green plant uses light energy from sunshine, minerals in the soil and water to build their own food to give them energy to live and to grow. When a green plant, for instance, a cabbage, gets eaten, the minerals and energy stored in the leaves are passed on and used, for instance, by the caterpillar to live and grow. As each animal in turn is eaten by another, the energy and minerals get passed on through the food chain. When the animal at the top of the food chain dies, its body decays as it is "eaten" by bacteria. The minerals that were in the body are taken up by green plants and a new food chain begins.





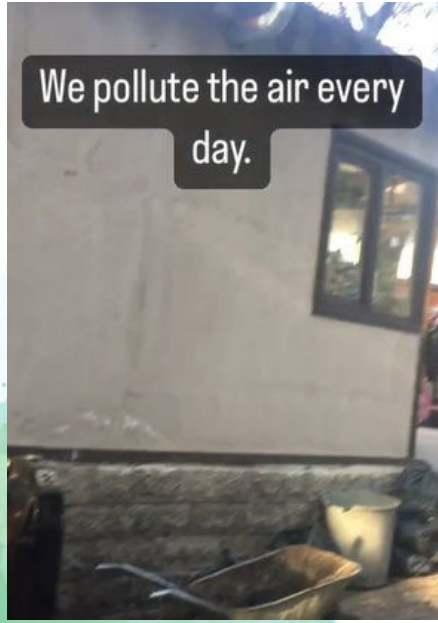
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Usually horse carriages
were used.



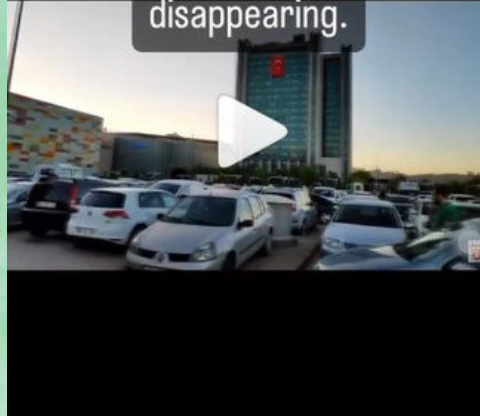
We pollute the air every
day.



And now everything has
changed.



And because we are
constantly consuming, the
world is slowly
disappearing.

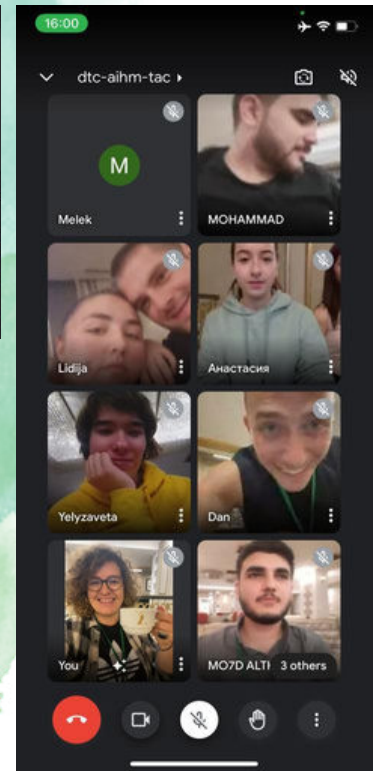
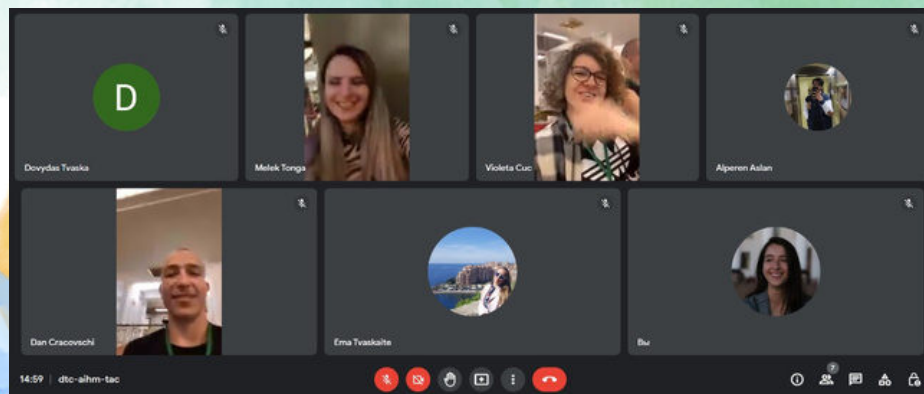
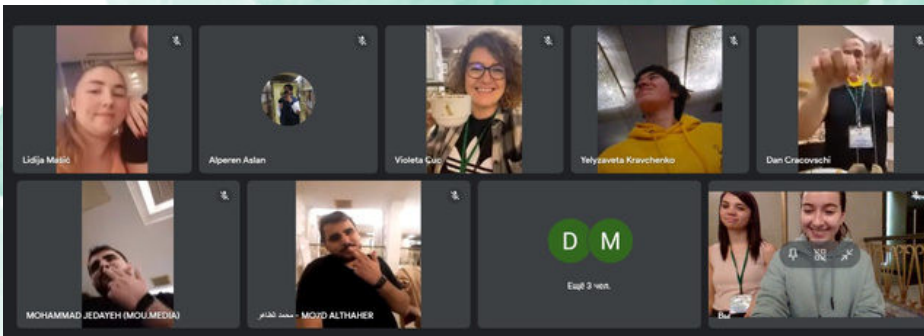




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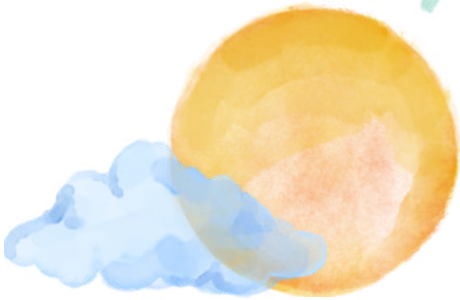


NAME OF THE TOOL	Ice melting workshop
TARGET GROUP	Any age group (mainly 14-50)
NO. OF PEOPLE	700
MATERIALS	Presentation, drawing tool, post videos, reels, online meeting tool, kahoot.
DURATION	40 min
AIM	To inform the people of climate change specifically ice melting facts and figures. Also, gain general awareness via fun games and materials.
IMPLEMENTATION	The implementation can be executed via conducting online meeting. First prepare a "Kahoot game" with questions about your topic, especially on climate change and ice melting. After the game completed, make an interactive presentation for giving the facts and figures on "ice melting. Use videos for increasing the impact.
REFLECTION	Using a drawing tool in order to gather feedback from the participants. Obtain emotions, personal point of view and thoughts on the topic. They can draw their feelings or write down the words expressing what they obtained or felt.

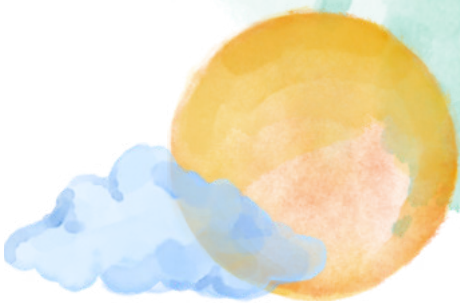
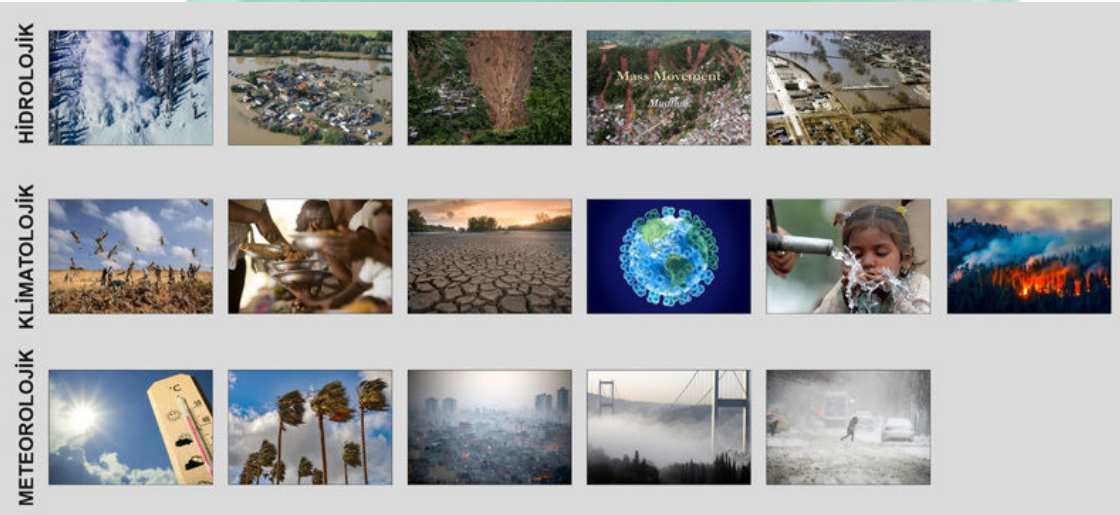




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NAME OF THE TOOL	Tabu Game
TARGET GROUP	Any age group (mainly 14-35)
NO. OF PEOPLE	20
MATERIALS	Climatic terms and their contents, paper, pencil
DURATION	50 min
AIM	Do not describe climate change and disasters outside of familiar words to make them even more memorable.
IMPLEMENTATION	Teams divided into 2 groups are divided into groups as climate and disaster. 10 min working time is given. During this period, the groups write down 4 of the first words that come to mind and ask the other group to tell them apart from these words. Each person tries to explain to the other group in 2 minutes. 20 minutes One group talks for 20 minutes, the other group tells. And these terms are kept in mind.





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GAİNS

- Youth workers in different countries were informed about foreseeable disasters.
- The relationship between disasters and climate change was comprehended.
- Taking into account the experiential learning methodology in combating the climate crisis, workshop design skills improved and 3 workshops were designed.
- The quality of the work they will do with the youth on the fight against the climate crisis has been increased.
- An environment was created for youth workers to network and cooperate in the fight against the climate crisis, which is not a local but a global problem.

RESULTS

- More training and workshops within the scope of climate change awareness,
- More attention should be paid to man-made disasters,
- The issue of carbon footprint (especially in big cities) is important,
- Everyone can fight for nature,
- The importance of the words edible, sustainable,
- We need to protect nature hand in hand without wasting time for the future,
- Planting trees gives people happiness,
- The pre-disaster is as important as the time of the disaster and after the disaster,
- The dissemination of the applications to be made enables them to reach the beneficiaries faster in digital environments,
- Experiential learning is practical in gaining knowledge,
- It has been revealed that there is only one world and we should not forget it.

To summarize, the result of our Project is "EVERYTHING STARTS WITH ONE STEP"

As the days pass, we see that there is no one around us that is not directly or indirectly affected by the climate. Awareness training on this issue should be accelerated without wasting time. For example, while we were aiming for 18 people to reach 360 people in our Project idea, we reached tens of thousands of people only on social media. If each individual transfers it to one person, especially himself, we can easily gain this awareness.





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