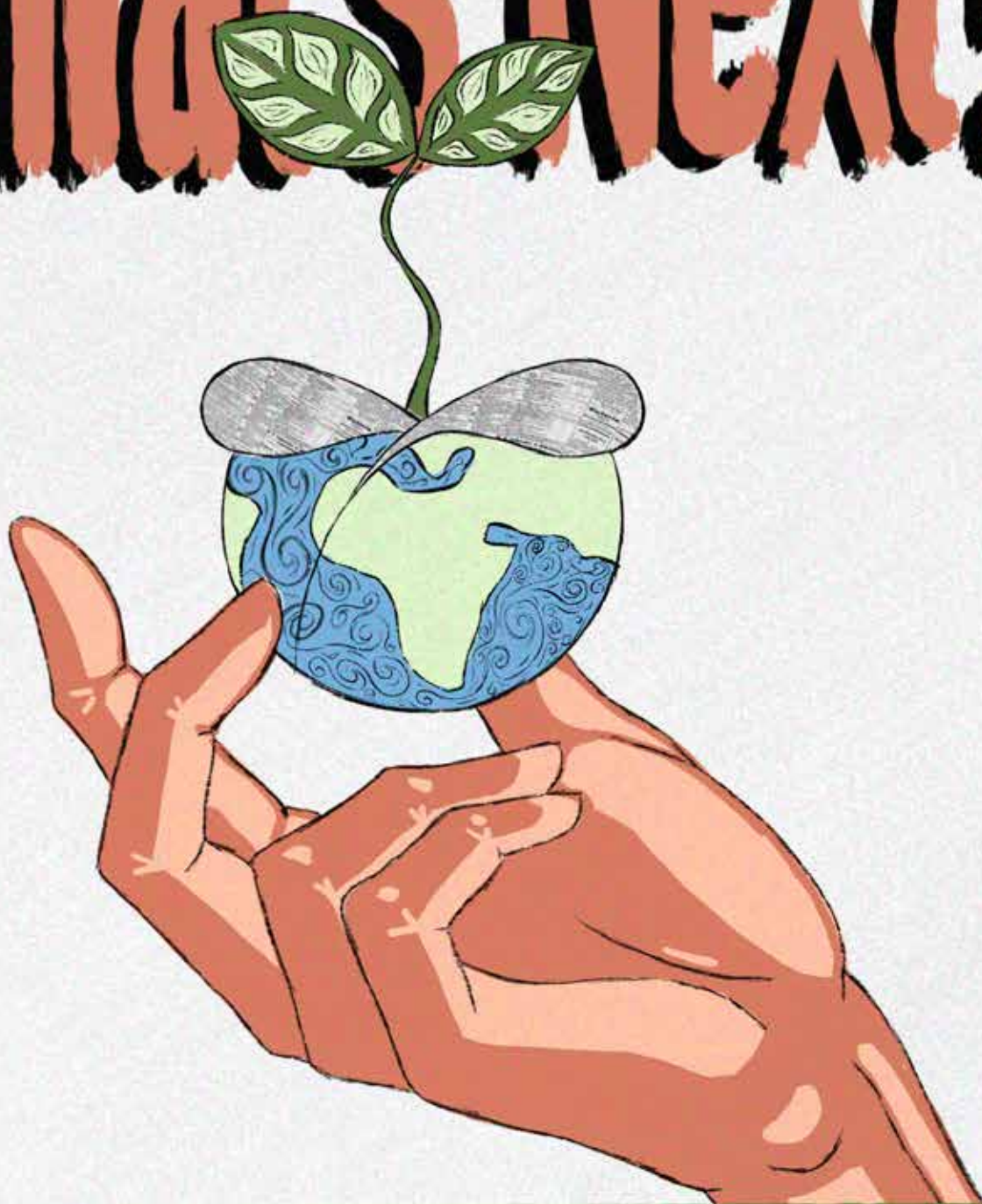
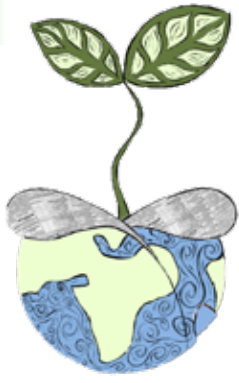


# What's Next?



COMMUNICATING CLIMATE CHANGE



# IN A NUTSHELL

Our imaginary reader is someone working for the University of the Arts London (UAL), more specifically at London College of Communication (LCC), who has been asked to share information about climate change with their students, colleagues or an across-campus team. Perhaps you've been given the climate emergency as a theme, or encouraged to embed sustainability thinking across your unit. Often the temptation is to swallow Wikipedia (or info found on the Ecosia website, which plants a tree for every 45 searches) and then fill your sessions with a fact fest of all the things that are going wrong from melting glaciers to crop failure and drought. But there is another way – focusing on solutions.

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This booklet was funded by LCC's Climate Action Group, 2021

## THANK YOU

“LCC’s Climate Action Group (CAG) funded this project because of its innovative approach to a subject which can often seem overwhelming and frightening. Instead, the perspective offered here is one of hope, resourcefulness and the power of human agency,” writes chair of CAG, Nicky Ryan from the Design School. The Climate Action Group aims to bring climate action and sustainability to the forefront of LCC operations through advocacy and inclusive action for positive change. The guiding principles of the group are underpinned by the UN Sustainability Development Goals, the UAL Climate Emergency Declaration 2019 and the UAL Sustainability Manifesto which provides a framework for action to engage staff and change behaviours. The Climate Action Group has a core group of around 18 staff plus nine student representatives (see p16 & 22).

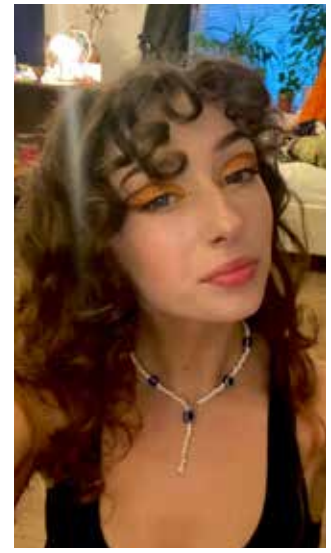


**Nicola Baird** is an environmental journalist specialising in climate change and interviews. Nicola's written ten books including **Save Cash & Save the Planet** (co-author for Friends of the Earth, Collins 2005) and edited **Why Women Will Save the Planet** (Zed, 2018). She also does a lot of stand-up paddleboarding. Nicola worked for Friends of the Earth from 2001-2008. She has taught on BA and MA courses at LCC since 2008.

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**Caoime Bergin** is studying Design for Branded Spaces at LCC. She's a climate activist and is involved in Climate Live 2021 [www.climatelive.org](http://www.climatelive.org) which uses music to spread awareness about the climate crisis. She ran two years of Fridays for Future protests by school students in her local town and then represented Ireland at SMILE for Future in Lausanne, <https://smileforfuture.eu/results/> **Caoime created the cover design for this magazine.**



**Emily Moore-Watts** has just finished a Contemporary Media Cultures BA at LCC. She designed this magazine. Born in Devon, Emily moved to London to study fashion journalism but soon moved to a course in media. Emily's focus lies within the sustainability of fashion and how we can move toward a more mindful fashion industry. She does this by shopping second-hand with the mantra; **reuse, recycle, sustain.**  
**@embolinaaaaa**

#### **We'd also like to thank:**

Mattie Carr, Anne Coddington, Nina Crane, David Cross, Katy Elliott, Clare Farrell, Esme Frederick, Giselle Green, Alejandro Abraham Hamanoiel, Lillie Hatfield-Tugwell, Alena Jarrett, Matt Lingard, Lola May, Pete May, Russell Merryman, Chiara Minestrelli, Desi Nikolova, Lucy Panesar, Gracia Ramirez, Jo Raven, Mary Reynolds, Nicky Ryan, Beatriz Silva, Mitzi Jonelle Tan, Sarah Temple, Terence Thompson, Adrienne Tulley, Aidan Wills.



# LESSONS FROM SOLUTIONS JOURNALISM

This booklet aims to help you broaden the climate crisis conversation in your teaching using tips from a new reporting method, solutions journalism

Solutions journalism focuses on what’s going on that is helping to solve the world’s problems. It’s a very different approach to old-school journalism where “if it bleeds it leads”.

Some people think that the 24:7 cycle of bad news has led to audiences changing the way they consume news. This doesn’t just stop people staying up-to-date about current affairs, it also turns them off politics which actually risks undemocratising society. It makes them suspicious and susceptible to fake news.

But staying on top of the news damages your mental health – so much can go wrong – and it rewards the doomsayer who had a hunch that things could only get worse.

Combining these ideas with my own experience teaching and working as an environmental journalist and author for more than 20 years, here is a booklet designed for LCC staff which considers how to embed teaching and learning about climate change into your own units. For starters the climate crisis is terrifying and the countdown has clearly begun.

At the same time we need to think about equity. As Lucy Panesar, Progression and Attainment Project Manager, LCC, points out: “We learnt in the pandemic what inequity looks like. Covid-19 is said to be a disease that doesn’t discriminate, but in a few months it became clear that structural racism was making it far worse for specific groups of people. As the global

and environmental effects of climate change start kicking in we need to think how it will affect people differently.”

We have a responsibility to the young adults we teach. Our students, in particular Gen Z (currently 16–25-years-old), have already had to cope with lockdowns. They need to know what’s happening on the climate front, but they also need to be empowered to use their creativity and skills to help heal the world. We don’t need to mess with their wellbeing by pushing out eco-disaster facts as if we were the editors of the worst tabloids. Instead, can we be the facilitators able to share the good ideas and the solutions already out there? Can we get the people we work with asking questions that push those ideas forward?

Now is the time to help our students ask “What’s next?” which immediately empowers them to dream up, share, discuss, try out and critique solutions that can tackle the climate crisis. To help you do this without falling into the trap of a misery fact fest, especially if you have limited knowledge about environmental info, this booklet is packed with ideas and student feedback about what helps them learn about such an emotional topic. Good luck.

**Most of the copy in What Next? has been provided by Nicola Baird, an AL at LCC since 2008 and a practicing journalist specialising in the environment and interviews. Please also see p3 for contributors. If you have any comments or corrections please email [n.baird@lcc.arts.ac.uk](mailto:n.baird@lcc.arts.ac.uk)**



The climate crisis spent years not being properly talked about – this particular elephant is no longer in the room. © NB

## POSTCARD

**GUESS  
OR  
GET  
RIGHT?**



Carbon footprint calculations from Mike Berners-Lee's *How Bad are Bananas: the carbon footprint of everything* (Profile Books, 2020):

Boiling a kettle 10-100 grammes of CO <sub>2</sub> e (carbon dioxide equivalent)	A shower 100-500 grammes	An hour watching TV 100-500 grammes	Laundry one load 1 kilo to 10 kilos
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Latte 500g-1 kilo	Bottle of wine 1 kilo to 10 kilos	Steak 1 kilo to 10 kilos	New jeans 10 kilos - 100 kilos
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Week's food shopping 10 kilos - 100 kilos	A pet 100 kilos to 1000 kilos	Flying from London to Hong Kong return 1 tonne - 10 tonnes	Volcano; football World Cup; the Cloud - millions of tonnes
--	-------------------------------------	--	---

# 1992

United Nations Earth Summit in Rio, Brazil, introduced the concept of sustainable development. The UNFCCC secretariat was established here when countries adopted the United Nations Framework Convention on Climate Change (UNFCCC or UN Climate Change).

**TIP:** See <https://unfccc.int/> for the global response to the threat of climate change and reliable references.

# 2007

**June:** for the first time in history more people live in cities than in the countryside.

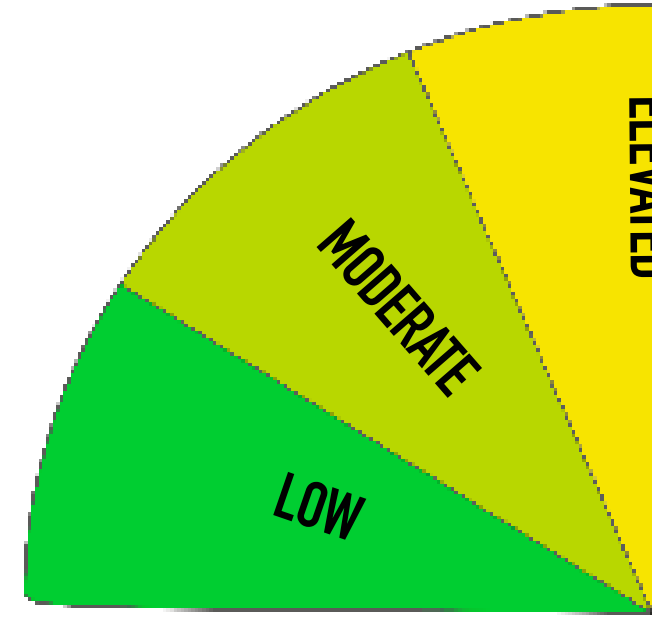
# 2008

**November:** UK Climate Change Act becomes the first legally binding national Climate Change Act worldwide. It commits the UK to reduce its CO<sub>2</sub> emissions by 80% by 2050 from 1990 levels. Under the Act, the UK government must produce binding emission targets (known as Carbon Budgets) every five years.

# CLIMATE ACTION TIMELINE

A brief overview of key dates (although plenty have been left out!)

The industrial revolution and human-made climate change begins (at first slowly) with the steam engine invented in 1784. As people convert fossil fuels into energy at the same time as releasing carbon dioxide (CO<sub>2</sub>) and other greenhouse gases (GHG) into the atmosphere, CO<sub>2</sub> levels increase, warming the planet. At the same time the spread of colonialism sees countries in the global south exploited for their natural resources (water, forests, fish, land, minerals, etc) and people's labour.



THE NEED FOR

# 2015

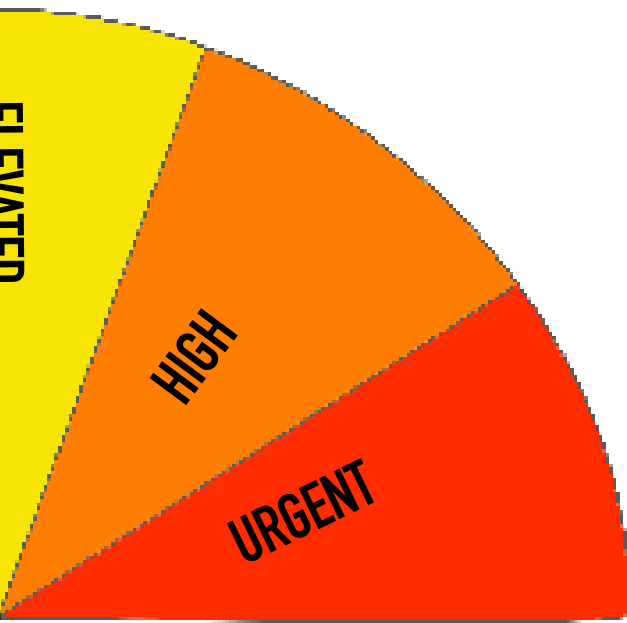
Probably the first time in recorded history that global temperatures are more than 10C above pre-industrial levels.

**December:** COP21 meeting in Paris sees 196 countries agree to a legally binding international treaty on climate change. The goal is to limit global warming to "well below 2C above pre-industrial levels" and achieve a climate neutral world by 2050. It is facilitated by Christiana Figueres, a relentlessly positive negotiator and Costa Rican diplomat. Listen to her speak at TED and on YouTube about "stubborn optimism".

# 2018

**August:** Greta Thunberg begins School Strike for Climate in Sweden.

**November:** Bristol becomes the first UK council to declare a climate emergency.



# 2050

**Deadline:** Europe intends to be the first climate-neutral continent.  
**Q:** How old will you be?

# 2030

**Deadline:** Action must have been taken to reduce the world's carbon emissions from fossil fuels so the planet will not heat up more than 1.5C (or 2C degrees maximum) above pre-industrial levels.

# OR ACTION

# 2021

The world has 7.9 billion people – all are consumers. Our planet is overpopulated but to date people in poorer countries have a much smaller carbon footprint, many emit less than one tonne of CO<sub>2</sub>e per person per year.

There are now climate emergency declarations in 34 countries, which cover 826 million people.

<https://climateemergencydeclaration.org/>

# 2020

**November:** Around 75% of UK councils have declared a climate emergency which commits them to a zero carbon future by 2030.

# 2019

**April:** David Attenborough on BBC with **Climate Change: The Facts**  
<https://www.bbc.co.uk/programmes/m00049b1>

**April and October:** Extinction Rebellion (XR) occupies London in peaceful civil disobedience. 1000+ activists arrested.

**December:** European Green Deal begins with an action plan to become the first climate-neutral continent by 2050.

[https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal\\_en](https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en)

# EMPOWER, DON'T PANIC

Tackling - and teaching - about the climate crisis needs to engage heads and hearts, which is why lessons from solutions journalism can help empower rather than panic students



Facts may seem like a key starting point to any topic, and Greta Thunberg, who began her School Strike for Climate outside the Swedish Parliament when she was just 16-years-old, always wants to know the science. But over-reliance on sharing what's going wrong when you do a deep dive into the climate crisis is likely to leave some of your students with eco-anxiety. No one learns well when they're stressed.

Although the planet's health is in rapid decline, a more engaging approach for everyone would be to point towards solutions. The solutions journalism approach has been gaining ground with journalists for some time.

This isn't shying away from tough problems, it's giving yourself and your students the power to change behaviour: to join in rather than give up or ignore the climate crisis. At LCC we already have two groups of activist students, the Changemakers who are helping to decolonise the curriculum and since spring 2021 Climate Advocates who are helping us to decarbonise. These groups aren't as separate as they might sound - think of them like the two sides of the same coin - as without justice and equity, tackling climate change is going to be that much harder.

It's obvious that bad news headlines don't sell papers like they used to. In fact, it's possible that the old-style insistence on reporting the worst of news on the front pages - the "if it bleeds it leads" idea - has damaged people's ability to take action or even engage in basic political activity, like voting. Deeper research has shown that, "exposure to negatively framed news (such as war, or bumble bees disappearing) makes people significantly less likely to take positive action than those who saw more positively-framed news items (peace talks, bumble bees making a comeback)." For the full article and links to research see Denise Baden's 2015 article, Behind the ethics and evolution of the bad news business <https://theconversation.com/shock-horror-behind-the-ethics-and-evolution-of-the-bad-news-business-39211>

Yes, it's true that the planet is warming up and there are plenty of facts to panic about. Yes, biodiversity is in decline. And yes, it was as long ago as 2019 the **Guardian's** famous house style guide ruled that the term "climate change" didn't give full justice to the problem: for all future references to our heating planet, it should be the "climate crisis".

But being bludgeoned by facts is not a great way to get creatives responding. It's also going to leave you in a lonely classroom as students switch off. As Wangari Maathai, the founder of Kenya's Green Belt Movement - a mega tree planting operation begun in the 1970s and done mostly by village women, said: "I'm very conscious of the fact that you can't do it alone. It's teamwork. When you do it alone you run the risk that when you are no longer there, nobody else will do it." We need to empower our students to act and to take the lead in pushing forward all sorts of solutions. It's not just for experts or new tech visionaries.

You'd have to be an unusual student to have no knowledge of the problems the environmental crisis is causing the world. But as we saw with Extinction Rebellion's very scary - and obligatory - induction film, sometimes blunt number crunching can also push people into a state of eco-anxiety, that destroys all hope. For students (especially those living away from home for the first time) would it make better teaching sense to engage them by sharing the good ideas, introduce the people who've responded to environmental injustices, and follow the businesses that are trying circular economic models?

This is a plea to share with your students sustainability paths as you discuss the climate crisis. Do that and you can be sure they'll soon figure out how to improve not just what's going wrong, but ways to communicate the solutions needed to help us all make changes.

Here's to the power of hope.



# WHERE TO FIND SOLUTIONS JOURNALISM COVERING CLIMATE CHANGE:

- Sign up for the weekly positive news email newsletter from the Guardian  
<https://www.theguardian.com/world/series/the-upside-weekly-report>
- Covering Climate Now has 460 news and media partners from 57 countries, see <https://coveringclimatenow.org/climate-beat/> for many articles about solutions. It was set up in 2019 to better report on the climate crisis [https://www.cjr.org/special\\_report/climate-change-media.php](https://www.cjr.org/special_report/climate-change-media.php)
- European Journalism Centre, follow its weekly newsletter [www.ejc.net](http://www.ejc.net)
- Since 2019 find loads of stories, US-centred, [https://www.washingtonpost.com/climate-solutions/?itid=ik\\_inline\\_manual\\_2](https://www.washingtonpost.com/climate-solutions/?itid=ik_inline_manual_2)
- Pulitzer prize-winning news covering the climate crisis at <https://insideclimatenews.org/>

If teaching is all about scaffolding, then LCC's tower block is sending out some helpful pedagogy tips. © NB

“Regular news, with its negative bias, leaves us feeling depressed, disempowered and disengaged from our world. By contrast, solutions journalism, in exploring what’s going right rather than just reporting what’s going wrong, has been shown to improve our mood, reduce anxiety levels and encourage us to get involved with responses to problems. Research has even shown that solutions stories about the environment motivate people to be more environmentally-friendly. Now that’s what I call good news.”

**Giselle Green, Solutions journalism advocate & trainer.** Author of <https://www.ncvo.org.uk/guide-to-constructive-journalism>

“We can and should discuss the best ways to tackle the climate crisis and collectively come up with solutions to better our lives and stop the worst-case scenario from becoming a reality.”

**Beatriz Silva, Y1 LCC student,** see <https://cmclcc.wordpress.com/2021/03/25/why-we-should-stop-having-the-climate-debate/>

## STUDENT VOX POP

**Q: How does thinking about climate change affect your wellbeing?**

**Desi, Y1:** “It angers me because in my opinion not a lot of people try to solve the problem even though it is obvious that it affects all of us. At the same time, I feel inspired to not be like those people and instead make decisions that will help future generations live a better life.”

**Lillie, Y1:** “I find it very overwhelming. Although I am positive for the future.”

**Caoime, Y1:** “As a kid I knew climate change was a negative thing. But it was more positive, what is being done that is nice or effective? That was why I got interested in the environment. Then getting into the youth and active climate scene there’s a lot of doom and gloom, from teenagers and young adults who are going through a lot, and especially with Covid. A lot of people look at climate change in a very negative way rather than the positive side of what’s going well. I feel positive news is really important.”

**Katy, Y3:** “From the standpoint of a final year student. I think some discussion around green and sustainable careers would be worthwhile. I feel many believe if they aren’t developing solar panels or working for the UN your career isn’t part of climate advocacy, when in reality all fields, particularly creative, can do good towards the action of slowing and preventing climate change. Even if it’s just creating a platform for education or promoting sustainable creators or working for companies which have a climate action plan in place.”

**Q: What might make a sustainability workshop (or topic theme) engaging?**

**Desi:** “Being informative and raising topics that should be discussed more often, like what a carbon footprint consists of so I can make changes to my everyday life in order to make my footprint smaller see p22”

**Lillie:** “Finding out solutions is the optimism I look for.”

**Caoime:** “Climate change is something that’s more talked about. It’s now in casual conversation □ it just comes up and not even necessarily in negative ways. It’s no longer something that people are hiding from or scared of as I know I used to be. It’s something that people are facing head on now. They are no longer shying away from the difficult questions, but realising those difficult things can be made positive.”

# TAKING AN ANGLE

From a solutions journalism point of view the tragedy (eg, a crash, hijack, bombing or deaths from extreme weather), isn't the story. Instead, you could look at angles that will throw up new information that gives wider context to the story. These ideas - a mix of solutions and calling out - could be looked at in depth or offer a starting point for students' own work

# SOLUTIONS

# CAL

**What are communities doing to tackle the climate crisis?** Look for solar panel installation (renewables), food growing clubs (reducing air miles), tool shares (less stuff).

**How does a citizen assembly work?** These have been set up for all sorts of tricky issues including genetically modified food and getting councils to find ways to reduce carbon emissions. The Climate Assembly UK was a random group of people who were representative of society and were tasked to suggest a way the UK could go net zero. See <https://www.climateassembly.uk/about/>

Documentary about this at <https://www.bbc.co.uk/iplayer/episode/p097sbzc/the-people-vs-climate-change>

**Is it just me or are there more cyclists?** During Covid-19 Londoners saw cycle lanes increase so that 1 in 5 Londoners now live near a cycle network. Since May 2016, 260km of cycle routes have been created. See Mayor of London, London Assembly <https://www.london.gov.uk/media-centre>

**Can women save the planet?** Women and girls make up more than half the world's population, but they are more likely to be impacted badly by climate change and other environmental problems. That's why many campaigners make clear that gender equality and environmental sustainability are essential. Taking that a step further we need the voices of women leaders to be louder, which is why C40 cities climate leadership group has been helping promote female leaders, and is able to show how many female mayors are helping to climate-proof our cities by addressing poverty, access to food, water, homelessness and better ways of getting around. See <https://w4c.org/>

# FRONTLINE CONVERSATIONS

**Business-as-usual needs challenging is a strong message from the global south.** "Decolonising climate conversations is going to be a lifelong process of unlearning and it's going to hurt. Don't let 'System change not climate change' just be a chant, remember to be critical and to actively analyse how what we say, think, and do every day to contribute to a greater narrative. It's about the big things and also the small everyday things. In the end we aren't each other's enemy. The enemy is the system that ingrains this systemic injustice," says **Mitzi Jonelle Tan** who is a climate justice activist from the Philippines. In June 2021 she told **Teen Vogue**: "I know what it feels like to be afraid of drowning in my own bedroom. But it's rare to hear about experiences like mine in public. When the dominant culture shapes how you talk about a subject like climate change the results are predictable. They leave out anyone who isn't white, college-educated and wealthy. We on the frontlines are reduced to statistics and upsetting anecdotes."

Mitzi was born in the year when atmospheric CO2 was 365 parts per million (ppm). In June 2021 it was 419.73ppm see <https://www.co2.earth/>

Follow Mitzi on Insta @mitzijonelle

## CREATIVE IDEAS TO MAKE YOU THINK

- 1 Grow your own chair <https://fullgrown.co.uk/about-us-full-grown/>
- 2 Make a film Bank Job and Power, follow on Twitter @BankJobPictures
- 3 Open a plant-based shop like the Vegan Butcher <https://rudysvegan.com/pages/vegan-butcher>
- 4 DIY Well-known male eco artists include Andy Goldsworthy (Scottish) and Olafur Eliasson (Danish). But small-scale crafters, upcyclers, trashion makers and repairers will have stories too. Also see the link between eco feminism and eco art <https://www.artnews.com/art-in-america/features/ecofeminism-women-in-environmental-art-1202688298/>
- 5 Rethink economics - brilliantly done by Kate Raworth in Doughnut Economics which looks at a model that recognises planetary and social boundaries.
- 6 Be like the eco-minimalism influencers on YouTube and Insta who are using less, see p19 and 21

## LING OUT

Look hard at solutions to uncover disinformation and greenwash, but also to make sure commitments are met.

### Tracking zero carbon targets:

Are councils who have signed the climate emergency declarations on track?

### Case studies:

Are countries who've signed the COP21 meeting their nationally determined contributions (NDCs) to reduce greenhouse gasses? And are these NDCs ambitious enough?

### Stale or ignored?

For the past 50 years there have been environmental organisations campaigning (eg, Friends of the Earth, Greenpeace, WWF), but are they doing enough?

### Who hijacked the sustainability agenda?

Are businesses greenwashing so they can keep on doing the same thing?

### Is this the end of capitalism?

The current business model relies on perpetual growth and fails to give monetary value to women's care work.

### Equity:

Is the UK countryside off limits to people of colour? See the nature writing by Anita Sethi, **I Belong Here: A journey along the backbone of Britain.**

### False and super-tech solutions:

Particularly ideas that haven't yet been fully figured out as their proponents tend to say 2030 is too early, let's delay big changes until 2050 (see Bill Gates book, **How to Avoid A Climate Disaster**). Who is funding the company? What's their track record of human rights violations or environmental destruction? Consider if a new tech idea is to make money, distract or help solve a problem. Ideas might include cloud seeding, carbon capture storage (CCS), carbon trading, carbon offsetting, genetically modified organisms (GMOs), big pharma/lab grown meat.



## NEW RULES

Look closely at corporate announcements as that's the first place to stop greenwashing.



Would you think that Apple's iPhone sold in October 2020 without a charging plug or headphones reduced carbon emissions and stopped the waste of materials (Apple claimed it cut 2 million metric tonnes of carbon). Or would you think that it was a clever gimmick to make Apple extra cash?



When you're buying clothes do you ask questions about eco-friendly labels?



Exploitation of people and planet isn't stopped because an item you want is recyclable or plastic-free or cheap as chips.



Note that genuinely sustainable choices are often more expensive.



Thanks for ideas from El Glenister's Greenwashing piece in the anarchist zine, **The Fight Continues** on <https://thefightcontinues320661609.wordpress.com> Twitter @TFC\_Zine

# WHO TO TRUST?

By 2030 we need to have cut our carbon emissions in half. We already know that negative news is not good for inspiring people to make changes, instead help provide a better understanding of ethics and equity

## 1 FAIRNESS & ENVIRONMENTAL JUSTICE

People: According to Oxfam's report **Confronting Carbon Inequality** (September 2020) the richest 1% of the world's population are responsible for more than twice as much carbon pollution as the 3.1 billion people who make up the poorest half of humanity – calculated over a 250-year period of unprecedented emissions growth.

Warming planet: Hot and extreme weather has repercussions for racial inequality and social justice. This link looks at how cities need urgent design changes <https://www.nytimes.com/interactive/2020/08/24/climate/racism-redlining-cities-global-warming.html>

LCC's Alejandro Abraham Hamoel writes: "As part of the BA in Journalism, students have the opportunity to enrol on an optional unit entitled Social Justice Journalism. This unit explores how journalism can be a tool for social change. We define Social Justice Journalism as journalism that advocates for both the social recognition of minorities and under-represented groups and the redistribution of resources to eradicate material inequalities in society. The unit discusses the benefits and drawbacks of constructive and solutions-based journalism, including Peace Journalism and Advocacy Journalism. One of the key topics discussed in the unit is that of environmental justice. The challenges and specificities of environmental journalism are also explored, particularly in relation to the climate crisis. While discussing environmental journalism we ask students to think about the balance between accurate and unbiased reporting and the scientific fact of climate change. We ask: should all environmental journalism be advocacy journalism? We hope to equip students with the critical skills to understand the complexities of environmental reporting while highlighting the imminent challenge of the climate challenge and the ethical imperatives of recognising and fighting against social inequalities."

## 2 LOCAL VOICES

"20 years of research on climate communications has shown me that local voices are both powerful and essential. We don't identify with economists or scientists, and we don't trust politicians. We listen to people like us, living in our community who we can identify with," George Marshall, founder of Climate Outreach and author of **Don't Even Think About It: Why our Brains are Wired to Ignore Climate Change**. <https://climateoutreach.org/>



## 3 SHOWING LEADERSHIP

“The failure to avert the climate catastrophe is the greatest moral failure of our time and people from all generations and all walks of life have had enough of those with power failing to act.”

Caroline Lucas, Green MP (Sep 2019)

Peaceful citizen protests – from Fridays for Future to XR – have mobilised large groups of people to speak up about climate change as something we all need to tackle. Citizen Assemblies put together random people to make considered decisions for the good of everyone, not just political point scoring or business profits. <https://fridaysforfuture.org/> <https://extinctionrebellion.uk/>

## 4 CONTROL

There are plenty of areas to focus on from corporate greenwash to green premiums. Many of the environmental NGOs (charities) are speaking out about these problematic connections. Culture is changing its funding model: in 2019 the National Theatre split with oil giant Shell and the Royal Shakespeare Company with BP. Find out how the art world is responding at Art Not Oil <https://artnotoil.org.uk/>

But looking for sustainability or meeting the UN sustainable development goals is also an opportunity. In the UK, Mini Cooper cars has links to the engaging Tiny Forest idea from Earthwatch.org.uk, where community groups plant trees on a patch of land about the size of a tennis court. A car company being involved isn't necessarily bad, but just because something calls itself a sustainability win, it might not be.

For example, the Vattenfall's Wieringermeer windfarm is one of the biggest in the Netherlands. When complete it will have 100 giant turbines and produce enough renewable energy to power 370,000 households. Except that this power will not be going to local homes which need it to cut their carbon emissions, instead it is being used to power Microsoft's data storage.

Recycling doesn't actually have much impact on cutting carbon emissions, but with so many of us making the effort to separate our recyclables it was a shock when Greenpeace revealed in May 2021 that 1.8 million kilograms of the UK's plastic waste is exported to other countries every day. Less than 10 percent of the UK's household plastic packaging is actually recycled in the UK. You can look at this in more detail in Greenpeace's report and animation, **Wasteminster: a Downing Street Disaster**.

## 5 MAKING CONNECTIONS

“There is no going back - no matter what we do now, it's too late to avoid climate change and the poorest, the most vulnerable, those with the least security, are now certain to suffer.”

Sir David Attenborough, BBC presenter, 26 Feb 2021 to the UN

The people who are suffering from the most severe impacts of climate change at the moment are usually the ones who've had the least part in raising global temperatures. See the following which also make this point:

- **Climate Change: Ade on the front line** with Ade Adepitan (TV presenter and wheelchair basketball player) <https://www.bbc.co.uk/programmes/m000v4fb>
- **A Year to Change the world**, 3-part TV show with Greta Thunberg
- **Mothers of Invention** podcast with Mary Robinson (the first female president of Ireland), with New York based comedian Maeve Higgins and series producer Thimali Kodikara (you can also claim a free climate justice starter pack) <https://www.mothersofinvention.online/>

# TO BE AN ARKIVIST

**Q: WHO IS MARY REYNOLDS?**

Mary is a bit of a star. Back in 2002 she was the youngest woman to win a Gold Medal at the Chelsea Flower show. But she fell out of love with big gardening projects in 2019 after witnessing a terrible exodus. "I was sitting at my desk designing a garden when a fox ran across, just after him a couple of hares. That was unusual! Later a family of hedgehogs ran along under the hedge - they are nocturnal and should be hibernating. I thought 'What is going on? This is like Noah's Ark'. So I went down the lane, [where they'd run from] to what had been a beautiful blackthorn thicket] and all of a sudden I saw that someone had got planning permission and reefered everything out to make a garden. I stood there in absolute horror and realised I'd done this so many times. That was the end of my career. I went back inside and started researching on what we'd done. Gardening and farming has become an attack on nature. The only safe places are these tiny pockets of land that we've left to go wild." Now We Are the Ark is a global movement that encourages people to give back to nature. Her story also inspired the movie

**Dare to be Wild** (2016).

**Landscape designer Mary Reynolds wants us to garden in a nature-centred way. Her ideas offer joy for us now, and hope for a post-human landscape. They also show how you can make an inspiring career change at any point in your life.**

**Interview by Caiome Bergin and Nicola Baird**

**Q: IS IT GOOD TO GET PEOPLE GROWING THEIR OWN?**

"A lot of people have absolutely no concept that you can grow food, let alone how to do it. I've heard people talk about picking sweet potatoes off branches! People can be so disconnected," says Mary Reynolds from her home in Wexford, Ireland. "I really want people if they do have any land to take half an acre to grow their own food and give the other half back to nature. If you had a 3-acre garden you could share that land with friends who don't have any land. So many people are living in urban situations and other people have all this land and no need for it."

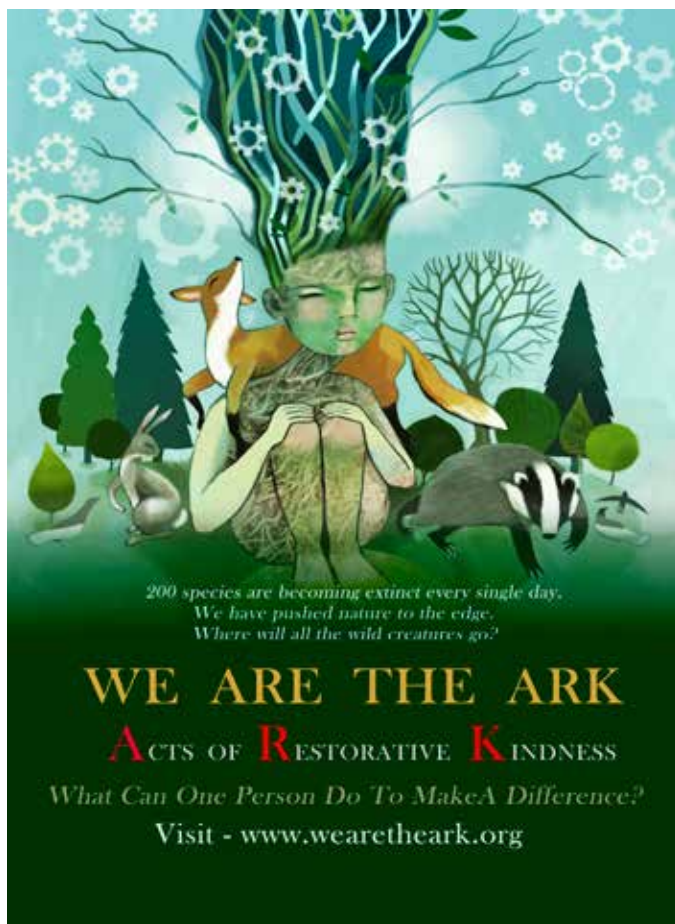
**Q: HOW DOES GROWING YOUR OWN HELP?**

"We have to step out of the system that's killing everything - industrial farming and fishing and commercial forestry. The cruelty in our food system is horrific. I cannot bear it. And that just has to stop. We have to go back to being kind and make acts of restorative kindness to the Earth."

**Q: HOW CAN GARDENING HELP?**

"Gardeners can shift their perspective and stop looking at the land as a blank palette for their desires. Instead look and see what you can do to help all the other creatures that are desperately in need of help. You don't necessarily have to plant anything. Arking doesn't cost anything, unless you are dealing with land after builders have been working."

"If you are bringing in plants try not to buy from garden centres unless the garden centre is specifically organic, because of the amount of chemicals sprayed on them from seed to flowering and their use of peat. The chemicals are usually systemic and last throughout their life cycle. It's all greenwash - the gardening industry has become extremely damaging and uses 10 times more chemicals per acre than agriculture."



We are the Ark poster by Ruth Evans © MR

**Q: WHAT IS THIS WORD ARKING?**

“There are loads of cool words – instead of gardening people are arking (looking after your land). In We Are the Ark, ARK = ACTS OF RESTORATIVE KINDNESS, which is weaving a patchwork of safe havens for Nature globally, in our gardens, schools, public spaces and beyond. Also look out for arkivism and arkitecture.

“There are 14,000 people in the group and signs pop up everywhere saying ‘this is an ark’ with the website reference. That shows it’s not just abandoned, it’s not just a mess, we’ve given the land back to nature. We don’t need it!”

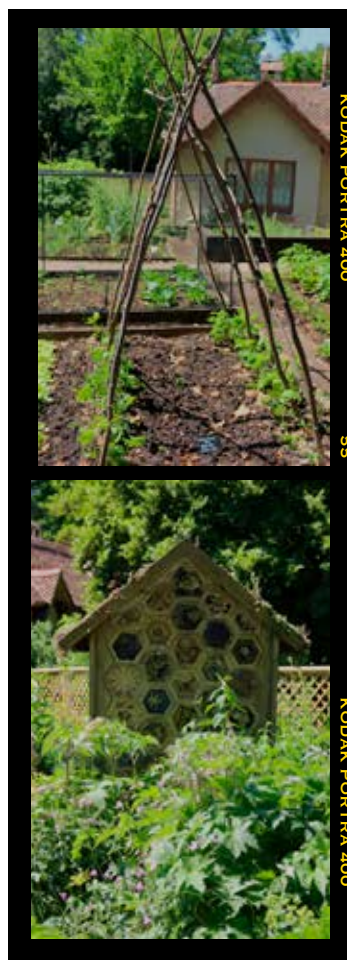
**Q: WHAT DO I DO ABOUT WEEDS?**

“Allow the weeds to come up and try to identify if they are native or not. There should be 500 seeds in every square foot of soil, so soil has the ability to reboot if we let it. Most of the time we don’t let it. We’ve been trained to see weeds as bad because businesses can’t sell you weeds.”

**Q: SO I JUST LEAVE IT?**

“Arking is not about abandoning land, it’s about observing it. It’s nature’s time, so it’s slow. You might find there are no native weed seeds and might have to bring plants in that have evolved alongside the nature food web so there are checks and balances.

“Everyone thinks they are being close to nature being out in garden, but it’s got so lost. It’s about being gentle and restoring the land to its true nature, and true beauty. We do ark meadows – you need local weed seeds for the plants and animals/birds that have adapted together, it’s about staying local. All the solutions are staying local: energy, food production. Everything has to come very simple and very small.”



The balance of give and take at St James' park  
© Emily Moore-Watts

**Q: ANY OTHER TIPS?**

“Get rid of your garden lighting – it’s a major cause of eco-system collapse because nighttime pollinators (like moths) are extremely important. If you have to have it, get motion sensor lighting.”

**Q: How positive do you feel about the future?**

“There’s a really strong movement of people who are going, ‘Hang on, what are we doing?’ We are on the edge of the cliff, but I do think there is hope. I think Nature can recover very quickly. It’s whether people are willing to let go of the comfort of our lives and the convenience of it all. Convenience is the root of all evil!”

[www.wearetheark.org](http://www.wearetheark.org)  
<https://marymary.ie/about>

# READ ALL



Whether you are in the virtual classroom, unit planning or updating a tried-and-tested course it can be inspiring to find out how colleagues are introducing learning that helps tackle climate change

# ABOUT IT

## 1 CONNECTING NETWORKS:

Russell Merryman is senior lecturer in journalism at LCC and co-founder of the Journalists Action Network, [www.journalistsaction.net](http://www.journalistsaction.net) a non-profit organisation looking to produce solutions-based journalism to create communities of interest around finding and sharing answers rather than just reporting on failures. “The network originally produced a website to look at solutions for the covid pandemic in 2020, out of which developed further ideas for new publications to examine issues in a more positive way. In September 2020 the network created a new publication to examine solutions to the problems raised by climate change, working with freelance reporters and graduates from around the world. The response to calls for articles has been strong, and students especially have been invested in using journalism positively. This magazine was also used as one of the projects for the BA (Hons) Journalism’s Professional Practice unit. Their work on sustainability can be found at **Footprint** magazine’s website ([www.footprintmag.net](http://www.footprintmag.net)). **Footprint** is run by two freelance editors, one of whom is an LCC graduate. It was set up Sep 2020.” Also see a good range of climate and covid stories on <https://www.tremr.com/covid-action>

## 2 INTERGENERATIONAL EQUITY:

Nicky Ryan, Dean of the Design School says: “The Climate Action Group decided to pilot a project where we appointed nine Climate Advocates, one for each Programme in the three Schools, in order to locate student perspectives at the heart of our work. Many of our students are engaged in environmental activism and have amazing ideas about sustainability so we wanted to harness that enthusiasm and creativity towards meeting our climate justice goals.”

## 3 ACTIVELY SHARING GOOD PRACTICE:

On the Contemporary Media Cultures BA course students heard an industry lecture from Aman Khan, CEO of [sycomore](https://www.sycomore.com/) who said: “We want to get away from the problem narrative and shift the focus on to solutions on <https://www.sycomore.com/>. We want to have people pitching solutions. Two great examples of our solutions partners are Sabine Feurer <https://sabinefeurer.com/> with her rentable clothes and Matt Pollen the founder of [www.littahunt.co.uk](http://www.littahunt.co.uk) which is turning mobile gamers into citizen scientists and identifying litter hotspots [which is a lot of fun]. Anyone can put up a solution and businesses can seek the funding that they need. Students can also become part of the story and accelerate solutions by liking, commenting, sharing, following.”

## 4 SOLVING REAL WORLD PROBLEMS:

A competition for LCC and Norwich University of the Arts students asked for innovative designs to help cinema audiences better recycle. See the winners on, <https://www.arts.ac.uk/colleges/london-college-of-communication/stories/dps-students-named-inaugural-winners-of-brief-cases-x-unic-sustainability-initiative>



## 5 CHANGING THE CURRICULUM:

Professor Dilys Williams, Director of Centre for Sustainable Fashion at London College of Fashion: “Fashion Values is about changing who and what is taught and learnt – as well as to what purpose. Fashion Values is about encouraging a mass of responses to issues of mass extinction. Our aim is to recognise and support a generation of fashion professionals to understand the value of living nature and engage in restorative practices in different places and ways. Creating ways that fashion can serve nature as its beneficiary is seldom, if ever written into fashion design briefs. It involves a major compass change but fashion can be a compass of change itself. But first, we must break the mould of where, how and with whom sources of knowledge are drawn.”

## 6 RECORDING DEBATES AND SHARING WAYS TO FUTUREPROOF:

Clare Farrell, former fashion designer, tutor at CSM and co-founder of XR is a proponent of direct action. She says: “We need to repair ourselves, our relationships and our systems and we need to be ready to engage in transformation.” Find out more in her **Personal View of Fashion's Non-Corporate Voices** in this short video about fashion, regeneration and change with Clare wittily wearing a yellow “Cassandra says Relax” T-shirt. FYI Cassandra is the one in Greek mythology who is cursed to always say what’s true, but never to be believed.

[https://www.youtube.com/watch?v=yHVhT\\_IsYU](https://www.youtube.com/watch?v=yHVhT_IsYU)

Also see this podcast with Clare and others, <https://soundcloud.com/lcflondon/careers-in-fashion-sustainable-thinking-with-extinction-rebellion>

## 7 INVOLVING STUDENTS IN BIG DECISIONS:

Lucy Panesar, Progression and Attainment Project Manager, LCC: “We asked LCC’s student Changemakers if their work felt like activism. They had all been involved in protests, petitions and calling out but had not been part of any institutional change work before. They said that although participating in course reapproval work didn’t feel like activism it felt like a crucial way of influencing change of mindsets and facilitating institutional change. The Climate Advocates might find this too.”

## 8 HELPING UAL MAKE THE RIGHT DECISIONS:

David Cross, Reader in Art & Design at Camberwell gave an update to staff about climate and ecological emergency in 2020, see his presentation: <https://www.youtube.com/watch?v=WxaoBEwro0E> Together with other staff David’s persistence helped UAL announce it would divest its endowments of £3.9 million from fossil fuels back in 2015. UAL also signed the UN Principles for Responsible Investment. Other signatories include the universities of Harvard, Edinburgh, Birmingham City, Cranfield, Heriot-Watt, Hertfordshire, Portsmouth and Westminster.

## 9 THERE’S A HEADS UP FOR CLIMATE THEMED WORK:

In June 2021 President & Vice-Chancellor, James Purnell went on record to say: “Climate justice is a core theme throughout the development of the new UAL strategy. From education and curriculum to conversations across the creative sector, the realities of our net zero carbon pledges are far-reaching. They will require us all to be active participants in empowering students, staff and the creative community to innovate and imagine a different future.” See <https://canvas.arts.ac.uk/News/89993/president-and-vice-chancellor-update-ual-s-climate-justice-targets>

## 10 MAKE A FILM, SUSTAINABLY:

**BAIT**, a grainy, black and white award-winning film looking at the socio-economic clashes between running an old-school business and holidaymakers’ demands has been called the greenest ever. It’s recommended by Sarah Temple, Course Director at the Design School. **BAIT**, set in Cornwall, was produced by Mark Jenkin, Associate Lecturer, and other academics and students in the film school at Falmouth. <https://www.falmouth.ac.uk/news/bait-film-by-lecturer-mark-jenkin-gains-international-acclaim> Info about the film can be found at <https://www.baitfilm.co.uk/>

# MUSICAL FOOTPRINTS



Before the pandemic bands racked up carbon miles on tour. But there's been a massive rethink about how musicians can tour in greener ways.  
Quickie guide from Caoime Bergin

**Music Declares Emergency** is a group of musicians, organisations and individuals who unite to declare a climate emergency and pressure governments to take immediate action; because there's 'no music on a dead planet'.  
<https://musicdeclares.net/gb/>



**Billie Eilish** plans to make her 2022 world tour "climate positive" with help from the Music Climate Revolution, which aims to bring together the music community to use their voices and actions in the fight against the climate crisis.  
<https://reverb.org/campaign/music-climate-revolution/>



**Julie's Bicycle** in London helps creatives act on climate change and environmental sustainability. It helps organisations carbon calculate which can be verified with a certification scheme, Creative Green. Sign up to the newsletter.  
<https://juliesbicycle.com/>



Once bands go back on tour how will they cut their carbon emissions? **Earth Percent** plans to help the industry transition towards sustainability.  
<https://earthpercent.com/3/>



**Climate Live** is a forthcoming series of Youth-Led international concerts scheduled for 16 October 2021 to be held in 40+ countries. They launched in April 2021 with **Declan McKenna** performing on a barge in front of the Houses of Parliament.  
[www.climatelive.org](http://www.climatelive.org)  
Follow on Twitter and Insta @climatelive2021



# INSTAGRAMS TO FOLLOW

With the ever growing use of social media, we can now see that apps like instagram can spread information and education about issues such as the climate crisis. Here are a few of our favorite accounts.

## [@chicksforclimate](#)

the crossover between feminism and environmentalism.

## [@badactivistcollective](#)

is a collective of change makers, activists and artists making engaging content fighting for liberation of both the planet and people. (climate justice = social justice).

## [@fridaysforfuturemapa](#)

youth climate activists from Most Affected People and Areas telling their stories about facing the climate crisis while on the front lines of ecological breakdown.

## [@intersectionalenvironmentalist](#)

a great place for environmental media and resources that looks at the intersection of social and environmental justice.

## [@easyecotips](#)

easy tips on how to reduce your climate impact.

# I HAVE A DREAM

Students explain how they hope the climate conversation will be included whether having a cuppa or joining a timetabled lesson

## Caoime Bergin, Y1:

“What do I think is good? One of the first things I look for in a cafe is seeing if they have an alternative to dairy milk and are not charging more for it (the green premium). Quite often a cafe will say ‘you can be eco-friendly if you choose oat milk,’ but that’s an extra £1! So, when you have a cafe where oat milk is just a normal thing and you aren’t asked to pay more to be more sustainable I’m happy. I also like it when cafes have 20p off if you bring your own cup - lots did this before Covid-19. When I first moved to England I went to a cafe trying its best to focus on sustainable stuff. My friend started up the conversation about climate change and how amazing this cafe was doing its bit and becoming like a new normal. Usually, it would be me bringing this up, but even though she wasn’t involved in climate activism or advocacy she was still seeing it as a positive thing.”

The good news is that Mercarto Metropolitano <https://www.mercatometropolitano.com/> is close to LCC at Elephant and Castle and its mission makes clear that it is reducing waste and wants to transform food growing and eating.

## Beatriz Silva, Y1:

“I would like to see a more intersectional approach. I find that people tend to compartmentalise issues as if they were isolated from each other, when in fact they are not. We are already familiar with the fact that minorities are disproportionately affected by climate change, eg, see <https://www.nytimes.com/interactive/2020/08/24/climate/racism-redlining-cities-global-warming.html>. To responsibly and effectively find permanent solutions that fit within the reality of these communities, we need to first educate ourselves about their struggles and move to tackle racism and discrimination, not just global warming. Providing students with information that leads them to see “the bigger picture”, could create a society that is better equipped to speak about these issues and work to fix them.”

## Katy Elliott, Y3 & climate advocate:

“It could be interesting to discuss changes we can all make regarding our consumption and particularly the link between sustainable and ethical consumption on a budget, similar to the work Jack Monroe does concentrating on food poverty and sustainability. As many students are feeding themselves for the first time, it’s an easy place to start going green.”



# HUNGRY?



Clear messages © CB

What you eat makes a big difference to your carbon footprint - but how does that fit into the surge of need for food banks or the arrival of community kitchens? Discussing food is an easy way into the climate crisis, loss of biodiversity and poverty (environmental justice). Student Lillie-Jane Hatfield Tugwell says: “We are all consuming more meat and fish than we need so Meat Free Mondays and Fish Free Fridays is what I’m pitching.” Her idea is great, as we know from our home life that food choices aren’t just personal and cultural: they are super complex, led as much by emotions as purse power.

In general seasonal vegetables grown near to you will have the lowest footprint. But how does price, packaging and the growing-method (eg, organic versus artificial fertilizers) impact on decision-making? And what about workers’ conditions, fair trade, zero waste etc? Or controversial plant based choices (created by big-pharma and GM technologies), eating weeds, fermenting techniques or the odd-shaped versus just-out-of-date choice?

Here are some Insta sites to feed the debate:

<https://www.instagram.com/dewaste.your.taste/>

<https://www.instagram.com/kitchencounterculture/>

<https://www.instagram.com/hackneyherbal/>

## WHEN

## STUDENTS

## NEED

## MORE

**When students are feeling down or have other life concerns, support is available from UAL’s Student Services team.**

- **UAL Disability Service:** disability@arts.ac.uk 020 7514 6156 (Mon–Fri 1–4pm)
- **UAL Counselling team:** counselling@arts.ac.uk 020 7514 6251 (Mon–Fri 10am–4pm, leave a message for admin, any enquiries, bookings, etc)
- **UAL Health and Mental Health advice:** studenthealth@arts.ac.uk 020 7514 6251
- If a student / lecturer / parent etc. needs to talk to someone about their or someone else’s mental health then they need to call 020 7514 6246 (9am–5pm) which is the duty number and the message will be picked up by a member of the Mental Health Adviser team. Or email counselling@arts.ac.uk or studenthealth@arts.ac.uk
- **Money and immigration advice:** student.services@arts.ac.uk 020 7514 6250
- Also be sure that students know how to apply for Extenuating Circumstances.

# FINDING THE INFO

## RESOURCES

Find links on LCC's ever-expanding Teaching and Learning hub which includes knowledge exchange and staff development.

- Search for the Climate Action and Sustainability page as this will give a good overview of what's available and/or being done. Use the LCC Teaching Hub to find this page <https://lcc Teaching.myblog.arts.ac.uk/> If you get stuck Adrienne Tulley can be hugely helpful.
- There is a growing number of UAL press releases linked to the term "climate emergency". In June 2021 the new President & Vice-Chancellor James Purnell went on record to say that there are new ambitious targets for climate justice, one of UAL's three social priorities (the others are anti-racism and employability). "We are announcing the most demanding carbon reduction plan of universities in the UK. The UK government has set the goal of net zero by 2050. However, not everyone will reach that goal, so some institutions will have to do more to compensate. We are therefore committing to UAL going faster, so as to bring the average down. Our target will be to achieve net zero across our total carbon footprint by 2040." The Executive Board will be accountable for these targets and will be tracked annually looking at carbon reduction, business operations, academic strategy and delivery, community and influence."
- You can also use the keyword "sustainability" on Canvas to find info, eg, <https://canvas.arts.ac.uk/sites/explore/SitePage/80807/the-5-rs-of-sustainability> which identifies the Rs as reuse, recycle, repair, reduce, repurpose. Refuse ought to be the sixth R in that list.
- **Artefact** magazine is written and made by our students. Also look at the special **Green Artefacts** (10,000 copies distributed all over UAL), using the following links <https://issuu.com/artefactmagazine>, [https://issuu.com/artefactmagazine/docs/green\\_artefact\\_020216](https://issuu.com/artefactmagazine/docs/green_artefact_020216), [https://issuu.com/artefactmagazine/docs/artefact\\_green\\_2015\\_interactive](https://issuu.com/artefactmagazine/docs/artefact_green_2015_interactive)
- LCC's Centre for Sustainable Fashion at the London College of Fashion has enormous reach and all sorts of sustainability ideas.  
See Twitter [@Fashion\\_Values](#) Insta [@FashionValues](#)
- **Climate Action Group's** mission is to champion education for social and environmental sustainability and to share information about carbon literacy. We are in the process of embedding this within your curriculum and rolling out Carbon Literacy Training for staff and students. Contact is Nicky Ryan, Dean of the Design School.
- See **Climate Emergency Network**, begun by CSM, [www.arts.ac.uk/about-ual/sustainability/climate-community](http://www.arts.ac.uk/about-ual/sustainability/climate-community)
- The University & College Union (UCU) has backed a Green New Deal. To date, campaigning at UAL has focused on decarbonisation and curriculum, see <https://www.ucu.org.uk/green-new-deal>. UAL's UCU green reps are Margot Bannerman (CSM) and David Cross (Camberwell). David says: "To realise the ideal of Climate Justice, we have to connect decarbonisation with decolonisation. To do this, everyone in the wealthy countries – especially universities – must demonstrably stay within a just share of the Global Carbon Budget. Technology alone cannot save us; tough choices lie ahead. While private corporations

If you work at LCC you can find the places and links to info about the climate crisis, climate action and sustainability on Canvas and in the university library. The picks below will hopefully make your search easier and offer some useful websites for digests and dip-ins.

could achieve a lot, they are constrained by the drive for profit. Conversely, the Green New Deal offers an open, democratic process for building consensus about the way forward, and for reconciling calculation with judgment."

## SKILL UP

- **Measure your carbon footprint:** Your carbon footprint is the amount of carbon you use each year to maintain your lifestyle. Using WWF's footprint calculator this is a useful (easy and interesting) exercise to do with students on <https://footprint.wwf.org.uk/> which measures people's carbon use in four areas - food, home, travel and stuff. As a yardstick the UK average is 12 tonnes, but a sustainable rate is closer to 6 tonnes (the world average). To achieve this many people's lifestyles will have to change. The single most effective thing most people can do is to avoid flying - what other options do you have? The pandemic has certainly provided new and better ways to communicate without leaving your home using virtual platforms like Zoom. As a guide WWF reckons that a return flight of 11,000km is equivalent to 2.47 tonnes of CO<sub>2</sub> (London to New York is 5,578km). Similarly an average UK car travels 12,000km a year releasing 2.3 tonnes of CO<sub>2</sub>.
- **Complete the day-long carbon literacy training:** For a deep dive into carbon, carbon counting and the climate crisis. Run by the Carbon Literacy Project, the programme asks you to commit to cutting your carbon footprint. This is a great way to figure out how much carbon is used when you take the tube to work, or book a flight or replace a dishwasher, etc... But it goes further than helping participants become carbon literate, as you are also asked to make a pledge about how you will slash your own carbon use. The training is as good for people who know nothing, as it is for experienced carbon counters because part of the time is spent working together on a sustainability challenge identified at your organisation (ie, in our case LCC). To date 1,600 organisations have taken the training and 19,000 people are officially certified as carbon literate including more than 20 at UAL. <https://carbonliteracy.com/> One Elephant & Castle-based trainer, Susi Arnott, runs Walking Pictures, see [bit.ly/CLTring](http://bit.ly/CLTring) Twitter [@walkingpix](#)

## JOB IN THE SECTOR

Many jobs will ask for skills, knowledge and interest in sustainability or the UN's 17 sustainability development goals (SDG) as #13 is climate action, with the target date of 2030. so familiarise students with the SDGs.

- If you want to work specifically on climate, see the jobs listed at <https://community.iisd.org/jobs/>
- This site claims to be the UK's busiest environmental job site <https://www.environmentjob.co.uk/jobs>
- ArtsTemp will have paid positions for LCC student Changemakers and Climate Advocates annually.

## STAY ON TOP OF IT ALL

You can sign up to all sorts of newsletters offering a summary of climate news and commentary to keep your knowledge up-to-the-minute. Favourites include:

- <https://www.outsideonline.com/> which provides a round-up of info from the US and ranges from tips on taking a first camping trip and eating outside to ultra running. Its mission is to inspire active participation in the world outside. Also see the community focused <https://outdoorafro.com/>
- It's worth following digests which also have a focus on science, impacts, zero-emission technology and green finance, for example the Green Daily newsletter on <https://www.bloomberg.com/green> (be careful about pay walls).
- Stay positive and in with people who know all about climate by following Global Optimism, set up by the architect of the Paris Climate Agreement, Christiana Figueres with her colleague Tom Rivett-Carnac after they left UNFCCC. The mission statement says it all: "Our work is defined by a spirit of Stubborn Optimism, a mindset based on grit and determination in the face of difficult systemic changes. We must cut global emissions by half between 2020 and 2030, eventually reaching net zero by 2050 and this is undeniably the greatest challenge in human history. But it is also our greatest opportunity. We work to inspire and catalyse stubborn optimists around the world, to rise to the next level of our abilities, because it's necessary to do so, and because together, we can." See <https://globaloptimism.com/>

## BOOKS

Below are just a handful of books that will help you and students measure your carbon use, take action and stay hopeful. A good tip is to find out the names of the course librarians who are helping to improve the sustainability sections as that way you can recommend the books you think might be useful for students, using <https://arts.ac.libguides.com/yourlibrarian/courselibrarian>. Green Reading lists are regularly reviewed, but it is often worth asking the library to review and add contemporary books so that you can include these when writing briefs.

- Use this link to find the main library lists, <https://lccteaching.myblog.arts.ac.uk/quick-reference-guide-to-the-librarys-key-gateways/>
- Search the catalogue for titles in the library using Lib Search via <https://libsearch.arts.ac.uk/>
- Mike Berners-Lee's **How Bad are Bananas: the carbon footprint of everything** (Profile Books, 2020)
- Mya-Rose Craig's **We Have A Dream: meet 30 young indigenous people and people of colour protecting the planet** (due out in 2021) is by Birdgirl, blogging at <http://www.birdgirluk.com/>
- Christiana Figueres and Tom Rivett-Carnac's **The Future We Choose: the stubborn optimists guide to surviving the climate crisis** (Bonnie, 2020)
- Friends of the Earth (FOE) and C40's **Why Women Will Save the Planet** 2nd edition (Zed Books, 2018)
- Kate Haworth's **Doughnut Economics: seven ways to think like a 21st century economist** (Random House, 2018) is a fascinating discussion about circular economics where everyone has enough.
- Naomi Klein's **This Changes Everything** (Simon & Schuster, 2014) is popular corporate reading but be warned, it is extremely negative.
- George Marshall's **Don't Even Think About It, why our brains are wired to ignore climate change** (Bloomsbury, 2014) is brilliant on communication strategies.
- Mary Robinson's **Climate Justice, a man made problem with a feminist solution** (Bloomsbury, 2018)
- Harriet A Washington's **A Terrible Thing to Waste: environmental racism and its assault on the American Mind** (Little, Brown Spark, 2019)



Nicola was the co-author of Friends of the Earth's *Save cash and save the planet* (Collins, 2005) which is an easy to read book about introducing eco changes to your life. It focuses more on the personal than the political. While working for Friends of the Earth she helped plan and commission: *Friends of the Earth's How can i stop climate change* (Collins, 2008) which keeps the science simple. Both books are now only available secondhand. © NB

## MAGAZINES

- Quarterly magazine **Positive News** specialises in solutions journalism reportage.
- **Resurgence**, set up years ago by Satish Kumar, has an inspiring mix of wellbeing (though this is often spiritually based) and eco-news. See <https://www.resurgence.org>

# WHAT'S NEXT: Communicating Climate Change

It's all too easy to let an eco-fact disaster fest spiral the recipients into poor mental health. Instead, can you be the facilitator who is able to share the good ideas and solutions already being used to tackle climate change? Can you empower the people you work with by giving them the courage and skills to ask the questions that push those ideas forward?

This booklet aims to help you broaden the climate crisis conversation in your teaching. You don't need to have a huge understanding of environmental systems. Instead take some tips from a new reporting method, solutions journalism, which focuses on what's going on that is helping to solve the world's problems.

Front cover illustration and masthead design: Caoime Bergin

Designer: Emily Moore-Watts

This booklet was funded by LCC's Climate Action Group,  
July 2021

