



the climate we speak

Older people engage in climate communication

Starting Kit

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1. Introduction

The “The Climate We Speak” project

The Erasmus+ project “The Climate We Speak” focuses on promoting constructive and empathic communication about climate change and sustainability issues among older people and people active in the field of adult education. With our project we – partner organisations in Poland, Portugal, Belgium and Austria – want to help break the climate silence and encourage older people to recognise the connection between climate change and their lives.

The aim of the Starting Kit

The Starter Kit primarily serves as a resource for project partners involved in their work with adult educators and older individuals. We also invite others who are interested, such as adult educators working with older individuals, to take a closer look and feel inspired to engage in climate communication with older adults. Therefore, the Starting Kit aims to

- provide an initial overview of best practices and testimonies
- support the project partners and people interested to get started with the topic “climate communication” with older people
- take away the fear of talking about climate and sustainability → you don’t need to be an expert to talk about climate issues, but certain facts and information can help and can make you feel more confident
- form a helpful initial basis for the content design of exchange formats → Learning Communities of Practice with adult educators and Climate Hubs with older people

As the name suggests, we see it as a starting point, a kind of “The Climate We Speak” suitcase that can grow and develop over the course of the joint realisation of the project.

Methodology & contents

The Starting Kit was created jointly by all project partners and is based on research as well as personal interviews and questionnaire surveys among older people, experts and adult educators. The aim was to find out about relevant issues and challenges in climate communication with older people.

Based on the research results and feedback from the interviewees, the project team developed the following topics and summarised them in this Starting Kit:

- Scientific-based facts and reliable sources
- Basics of climate communication for adult educators
- Formats & methods to be tested in Climate Hubs and Learning Communities of Practice
- Inspiring examples and projects

In each chapter, we have summarised exciting and interesting facts that the project partners have compiled or that the experts, adult educators and older people interviewed in the research phase have contributed. To provide ideas on how the information can be used in planned formats (Learning Communities of Practice and Climate Hubs) with adult educators (Learning Communities of Practice) and older people (Climate Hubs), in most chapters there is a “Get started” section. Here you will find links to materials (e.g. PowerPoint presentations, etc.) that can serve as templates for partners.

Enjoy reading and browsing and please keep in mind that this initial version of the Starting Kit is to be seen as a starting point, which will be expanded step by step by all of us with further helpful methods, information or inspiring examples. While implementing Learning Communities of Practice, with adult educators and Climate Hubs with older people, project partners will gather experience that will in turn be incorporated into the final products of the project, such as How-to Guides for climate communication with older people and Collection of Climate Hubs methods and formats (available in Autumn 2027).

2. Scientific-based facts and reliable sources

Why this chapter?

This chapter is meant to support both project partners and adult educators in preparing themselves to feel confident talking about climate-related topics with older adults. This doesn't mean you have to be a climate expert — but knowing some facts or where to look them up can make you feel more secure. We want to encourage the mindset of saying: *“I don't know, but let's look it up together.”*



*We don't need more facts—
we need conversations.
Facts don't convince people,
but shared experiences do.*

Wim Aerts , Grootouders
voor het Klimaat

How to address climate issues?

Fact-based communication is important. At the same time, you don't have to be a climate researcher to be able to talk about climate issues.

Climate and sustainability are such huge topics that we can never know all the facets of them. Climate affects all areas of our lives. This can be frightening and at the same time it is a great opportunity to make climate an issue everywhere.

Anthony Leiserowitz, a human geographer at Yale University who studies public perceptions of climate change, has tried to summarise the climate crisis in 10 words. In short, knowing these 10 words is enough to address climate issues.

These 10 words are: The climate crisis:

- **It's real:** Yes, the climate crisis is happening.
- **It's us:** The climate crisis as we are experiencing it now is man-made.
- **It's bad:** The consequences of climate change are bad for us humans and the planet.
- **Experts agree:** 99% of all climate researchers agree that the climate crisis is real, that we humans are the cause and that the consequences of climate change are bad.
- **There's hope:** This is a fact that we often forget, because we easily drift into thoughts of doom and collapse and then often don't want to deal with climate issues at all. Michael Mann, professor of atmospheric science at Pennsylvania State University states, that there is urgency but also agency.



Get started

Powerpoint presentation on „[The climate crisis in 10 words](#)“

In general, there is no definitive or universal list of the 10 essential facts that everyone should verify. Especially since we know that the topics of climate and sustainability are so wide-ranging: we can't cover everything about nutrition, urban planning, mobility, energy, economy, utopia, or physical principles such as the greenhouse effect, etc.

What matters, in any case, is that good climate communication and education are rooted in a solid understanding of the problem. First, we need to understand why the current effects of the climate crisis are a problem. This requires communicating science-based facts in a way that are empathetic way and tailored to the target audience.



Get started

[Scientists 4 future](https://scientists4future.org/we-are/facts/#:~:text=Given%20the%20current%20global%20policy,(Climate%20Action%20Tracker%202018)) summarized facts on climate change. If participants are interested in a general overview, you could share the list of facts or share the link:

[https://scientists4future.org/we-are/facts/#:~:text=Given%20the%20current%20global%20policy,\(Climate%20Action%20Tracker%202018\)](https://scientists4future.org/we-are/facts/#:~:text=Given%20the%20current%20global%20policy,(Climate%20Action%20Tracker%202018))

“The Climate We Speak” Portuguese partners from Universidade de Sénior de Oeiras have summarized facts on the issues that concern them most in papers. For some target groups (e.g. older people interested in scientific facts regarding special issues) this might also be a good option:

Paper [Water scarcity and Climate change](#)

At the same time, we must not stop here. Climate education does not end with understanding what the greenhouse effect is. On the contrary, once we have understood the problem, we need to open spaces for solutions. Facts and figures alone are not enough – successful communication focuses on the target group and appeals to their feelings, values and identities. People need tangible, feasible solutions. Climate communication should clearly show where changes will make the biggest difference. It's about telling stories of success and highlighting concrete solutions for individual climate protection measures. Stories and comparisons from people's everyday lives are often more convincing than abstract figures and data. We should focus more on the topics of self-efficacy, emotions, climate handprint and imagination. Climate protection is a joint task – feelings of guilt and powerlessness can thus be avoided.

However, there is no magic formula for successful climate communication. It always depends on the situation and the people we are talking to (see chapter 3).

As already mentioned, we would like to encourage the mindset of saying: *“I don't know, but let's look it up together.”* Therefore, the following sections contain links, where you can look things up if you want to find out more. We must be aware that there is a lot of disinformation and misinformation on the internet and therefore it is particularly important to use trustworthy sources that are written in a language we (and our target group) can

understand. Therefore, the project partnership has collected scientific-based facts and reliable sources on climate change issues and sustainability in different languages. When compiling the resources, we made sure that they are also understandable for people who are not used to or have no interest in reading scientific texts. There may also be extra resources that we can provide to adult educators in our Learning Communities of Practice or older people in our Climate Hubs:

Information in English

- General facts by scientists for future: [https://scientists4future.org/we-are/facts/#:~:text=Given%20the%20current%20global%20policy,\(Climate%20Action%20Tracker%202018\).](https://scientists4future.org/we-are/facts/#:~:text=Given%20the%20current%20global%20policy,(Climate%20Action%20Tracker%202018).)
- Easy-to-read Version of the Analytical study from the Office of the High Commissioner for Human Rights, OHCHR, on the rights of older persons in the context of climate change (April 2021): https://www.ohchr.org/sites/default/files/HRBodies/HRC/RegularSessions/Session47/Documents/A_HRC_47_46_Easy_to_read.docx
- Recommendations from HelpAge International on climate justice in an ageing world: <https://www.helpage.org/wp-content/uploads/2023/11/Climate-justice-in-an-ageing-world.pdf>
- White Paper: Democracy for Transition (D4T) coalition democracy for a world on fire democratising the climate transition <https://drive.google.com/file/d/1kJlfeTZOPLiEr3x47BBJTeAlhcsfSaQN/view>
- AGE responds to UN consultation on the effects of climate change on the human rights of older persons: <https://www.age-platform.eu/age-responds-to-un-consultation-on-the-effects-of-climate-change-on-the-human-rights-of-older-persons/>
- Connecting on climate: A guide to effective climate change communication: <https://ecoamerica.org/wp-content/uploads/2014/12/ecoAmerica-CRED-2014-Connecting-on-Climate.pdf>
- Katharina Hayhoe: <http://katharinehayhoe.com/>
- Yale programme on climate change communication: <https://climatecommunication.yale.edu/>
- Yale Climate Connection. How to normalize the climate conversation: <https://yaleclimateconnections.org/2024/03/how-to-normalize-the-climate-conversation/>
- Climate & Development Knowledge Network: https://unfccc.int/sites/default/files/resource/Communicating%20climate%20change_Insights%20from%20CDKNs%20experience.pdf
- Research trends on climate communication in the post-truth era: <https://eric.ed.gov/?id=EJ1345267>

- Cambridge: communicating climate risk: <https://www.cambridge.org/engage/coe/article-details/633ae403e615022d772fc2c4>
- Harvard Public Health. Speaking of climate change: https://www.hsph.harvard.edu/magazine/magazine_article/speaking-of-climate-change/
- Ten key principles: How to communicate climate change for effective public engagement. Climate Outreach Working Paper: https://www.researchgate.net/publication/362189002_Ten_Key_Principles_How_to_Communicate_Climate_Change_for_Effective_Public_Engagement
- The need To focus more on climate change communication and incorporate more systems approaches: <https://www.tandfonline.com/doi/full/10.1080/10810730.2024.2361566>
- Gaya Herrington: Five insights for avoiding global collapse. https://mdpi-res.com/bookfiles/mono/6206/Five_Insights_for_Avoiding_Global_Collapse.pdf?v=1731636297
- Not directly climate related, but this is great comms: <https://www.hope-based.com/>
- Happiness Lab Podcast <https://podcasts.apple.com/gb/podcast/how-to-disagree-better/id1474245040?i=1000669944289>
- <https://reutersinstitute.politics.ox.ac.uk/how-fix-climate-journalism>

Information in German

- Quarks: short and easy-to-understand articles on specific topics in general, also on climate change issues: <https://www.quarks.de/umwelt/klimawandel/>
- Scientists for Future – Centre of Information (information, but also free resources and presentations that can be used): <https://info-de.scientists4future.org/>
- Facts and information about climate communication: www.klimafakten.de
- Facts on common myths and disinformation circulating about climate change: <https://www.klimafakten.de/klimawissen/fakt-ist>
- Useful information on common arguments: <https://www.klimaaktiv.at/bildung/klimadialog/argumente.html>
- Infographics about climate topics: <https://www.klimaaktiv.at/klimabildung/fakten-und-argumente/infografiken>
- Practical easy-to-read brochure on how to deal with fake news and misinformation: <https://www.wienextra.at/jugendinfo/infos-von-a-z/fake-news/#c58313>

Information in Polish

- BLOG + PODCATS – The largest popular science blog in Poland with a series of

great podcasts: <https://www.crazynauka.pl/category/klimat/>

- PODCAST – Will we still be able to vacation at the Baltic Sea in 20 years? What do we gain from walks in the woods? How to eat to stay healthy and not harm the planet? Without pollinators, is humanity really doomed to extinction? Interesting podcast, interestingly narrated:
<https://open.spotify.com/show/333mPR5ipSb3x2KzCRVVtb>
- journalist for the climate – Szymon Bujalski
 - FB - <https://www.facebook.com/SzymonBujalskiDziennikarz/>
 - IG - [dziennikarz_dla_klimatu](#)

Information in Portuguese

- [Water scarcity and Climate change](#)
- [Agriculture and Climate Change](#)
- [Portuguese irrigation strategy 2030-](#)
- [The Municipal Plan for Adaptation to the Climate Change of Oeiras](#)
- United Nations Report
https://www.ipcc.ch/report/ar6/syr/.downloads/report/IPCC_AR6_SYR_LongerReport.pdf
- Collaboration with Zero Organisation will promote talks, visits to areas of interest, and conferences on our topics. ZERO – Associação Sistema Terrestre Sustentável: <https://zero.org>
- THE GEOGRAPHIC INFORMATION was condensed into an application that can be consulted online at <https://.sigims.edia.pt/ediaportal/apps/.sites/#/pnr-2021> with credentials (user: PNR2021 and pass: PNR-2021). This application allows navigation through the territory, viewing the location and occupied area of all projects and exporting maps to PDF format.

3. Basics of climate communication for adult educators

Why this chapter?

It is important for us to take a closer look at the target group of older adults. But what exactly defines this group?

It is essential to keep in mind that older adults are not a homogeneous group. In this chapter, we have therefore included a set of reflection questions to support you in thinking about who the older people are that you work with in specific contexts. These questions can help to identify which approaches, methods, and formats are most suitable to engage them effectively.

Older people are often not considered as a key target group for climate communication — there's a general assumption that climate change is mainly an issue for the younger generation. But older adults can contribute a lot; they can share their experiences and the changes they've seen over the years.

Caterina Rompianesi,
Anziani E Non Solo, Italy

The target group(s) of older people

People differ in their values, experiences, expectations, and self-images. Older persons are not a homogeneous group and climate change will impact older individuals differently depending on their socioeconomic backgrounds, place of living, whether they work or are retired, their state of health or disability, gender and other factors. This is why successful climate communication must always be target-group specific. As communicators, we should therefore define our target groups precisely and consider how we can best reach them. In our case, we work with older people. People aged 60 years old are more likely to be active people, willing to do many activities, while people aged 75 years old and more, are more likely to be faced with mobility issues. Older old people often live with health conditions that make them more sensitive to heatwaves or pollution, and many need care or support. They are also more likely to be isolated, offline, and left out of important decisions. Ageism – the discrimination older people face – makes it even harder for them to access information, support, and take part in finding solutions. As a result, they are more likely to be exposed to climate risks and less equipped to adapt and respond. In any case, remember that older adults can have valuable life experiences and insights into climate change. They should be empowered to make lifestyle changes and get support when needed. They can also act as

community leaders and take part in climate discussions. Many have lived through times of scarcity and know how to reuse and reduce waste. Their knowledge can support more sustainable habits and the circular economy.

The following questions can help to better understand the groups we work with and to find good starting points for climate dialogue and climate methods. They can be discussed with older people themselves:

- What are the climate and sustainability issues that concern you?
- How do you experience conversations about climate and sustainability in your personal environment?
- What do you find easy to discuss?
- What do you find difficult?
- What motivates you to engage in climate issues?
- Do you have any ideas for joint activities to promote the exchange on climate and sustainability issues?

Further, you could also start an exchange among adult educators on their experiences:

- What is the individual background of people you are working with?
- What is your experience in climate communication with your target group?
- Which activities are well received by your target group?
- Which channels have proved to be suitable in reaching them?
- Which ambassadors do they trust?



Get started

The questions above could be interesting aspects to discuss with participants (e.g. older people, adult educators, people active in climate communication with older people) of Learning Communities of Practice.

Principles: Climate communication in climate education with older people

The working paper from Climate Outreach with the title “Ten key principles: How to communicate climate change for effective public engagement” from Maike Sippel, Chris Shaw and George Marshall provides a good overview of the basics of climate psychology and climate communication.

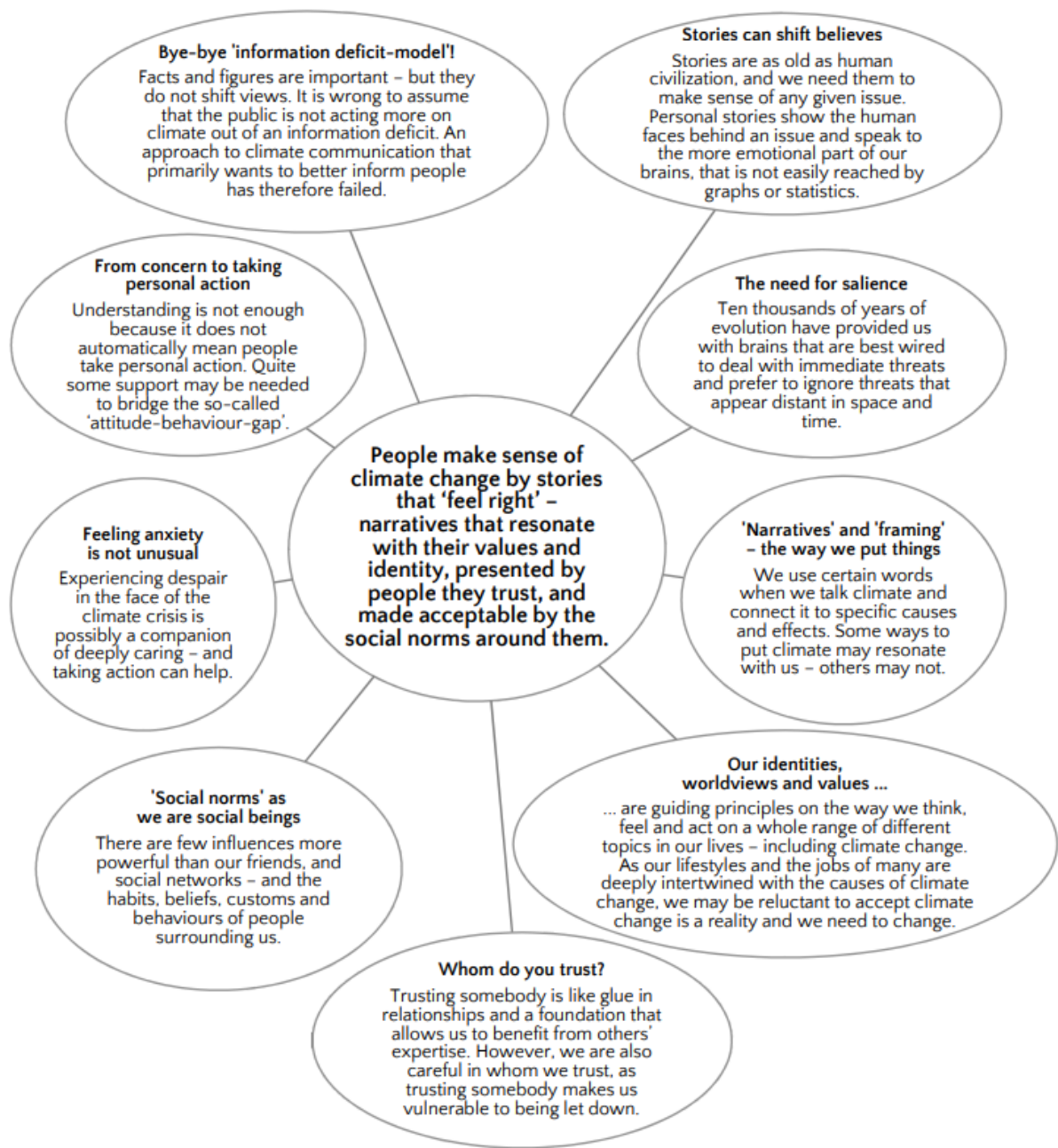
They have asked themselves how people come to care about climate. They state, that, when we care for something, this can be very powerful motivation to act. They developed an infographic that “*shows that caring is about cognition and emotion and behaviour.*”¹



*Climate communication as
a key skill of the future.*

Sybille Chiari, Researcher and
manager of an Austrian climate
model region

¹ Interested to read the full article? Find it here:
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4151465



Furthermore, Maike Sippel, Chris Shaw and George Marshall present ten evidence-based principles for effective climate communication. Based on feedback from older people, adult educators and experts we talked to, project partners have tried to break down the ten principles and looked for possible applications in practice when talking about climate with older people:

How to open the door?

1. Connect with people's values

We need to ask what concerns older people have regarding climate change. In any case, older people want to be heard and have their experiences and expertise taken seriously. People often lack hope, confidence and self-efficacy, and we should address these issues.

No action is possible without emotions.

Recommendation: Address the emotional and psychological barriers.

Many older people feel powerless in the face of climate change or avoid discussions due to anxiety. Providing safe spaces for open conversations without fear or guilt can encourage more engagement.

2. Trusted messengers

Talking about climate works best with people we trust. To communicate authentically we recommend giving the voices to older people themselves.

Recommendation: Find and motivate older people who talk about themselves

For example, find older people who suffer particularly from the heat or other causes of climate crises and who would like to provide their experience/testimony or are engaged in climate activist groups (like Grandparents for Future, Omas for Future). Let them tell their stories. This strengthens understanding and can make an impression. Another possibility is to invite local experts in various subjects, like people from administration and politics, etc.

3. Test and research

We should always test and evaluate the effectiveness of our activities and methods and then adjust them according to the results.

Recommendation: Test, evaluate and leave room to be surprised

Some methods work well with certain groups but not at all with others, and that is completely normal. Do not be alarmed if an activity doesn't go as planned. Take a moment to reflect on what might not have worked, and feel free to ask the group for their feedback too. You will find plenty of alternative methods in Section 4, allowing you to easily choose a different format and try something new.

And once again, remember, as adult educators you don't need to become climate scientists.

How to reach minds and hearts?

4. Bring climate home

We need to show relevant local/national examples of consequences and climate action – with a focus on solutions. Start with topics that move and affect older people (e.g. heat waves, extreme weather events) or recent papers/newspaper articles, movies etc. that exist and discuss them together. In any case, it is important to address something practical that makes sense to everyone to transfer climate change to everyday life. Questions to discuss might be: How to read food labels? How green behaviour will affect our savings—for example, improve our finances?

These discussions can also serve as an entry point to highlight the psychosocial aspects that many people may not yet consider. Additionally, other factors must be taken into account, such as poverty and the social implications of climate change. Older adults are often especially vulnerable to the effects of climate change. There are several reasons for this. For instance, individuals facing economic hardship and social disadvantages are particularly vulnerable to the impacts of the climate crisis, such as rising energy prices and the costs of home rehabilitation. Older women are especially vulnerable, as they face various forms of discrimination throughout their lives that negatively affect their economic situation in later years.

Additionally, older individuals can contribute to local solutions. There are many positive examples of climate commitment among older adults. For example, the non-profit organisation of older women in Switzerland, "Klimaseniorinnen", has successfully filed a climate lawsuit. The claim was that the rights of older women were especially violated because they were among the most affected by the increasingly frequent extreme heat caused by global warming. At the beginning of 2024, the European Court of Human Rights issued a final judgment stating that Switzerland had violated the right to climate protection and must increase its efforts to safeguard the environment.

Recommendation: Use real-life, local concerns as entry points

For some older people it's easier to engage in discussions about housing, energy efficiency, mobility, and air quality rather than broad global climate policies. Climate discussions should be linked to personal and community-level concerns like rising energy costs, housing, or health.

Minds and hearts can be reached by also discussing how older people can be part of climate-friendly solutions on a local/national level.

It's also important to think of adult educators here and think about topics they usually talk about. Use those topics as entry points. Use topics you feel already confident to talk about as entry points.

5. Use frames consciously

Words and narratives that may resonate with older people are: consideration for others, community, responsibility.

Take up words that come from older people themselves. If they talk about climate change, use climate change; for climate crisis, also use climate crisis and so forth. In some cases, it is advisable not to use the words climate or sustainability at all, but rather to speak about health, housing or saving money. You might sometimes hear that older people feel climate action isn't really meant for them — with thoughts like, *“I won't be here in 20 years, so why should I worry?”* However, when the issue is framed around leaving a better world for their children and grandchildren, their level of engagement can often increase. This has also been observed by initiatives like **Grootouders voor het Klimaat** (Grandparents for Climate) in Belgium.

Bring co-benefits (= positive side effects) into the conversation and talk about them. For example: If we make the connection between the climate and taking care of ourselves, our health and safety, then the idea is clearer. When working with older adults facing economic hardship, it is crucial to consider the importance of saving money.

Two co-benefits that we came across:

- **Climate activism in connection with emancipation**
We can think about climate in connection with women's rights; see Omas ForFuture and Klimaseniorinnen, who say about themselves: *“we have changed the image of old women”* and *“now we are a force to be reckoned with”*. Omas for Future is a climate initiative which is growing. Self-efficacy is high in this organisation.
- **Climate education in connection with democracy education**
Older adults feel disconnected from decision-making processes. Strengthening the link between community-level discussions and policy decisions can help ensure their voices are heard (Poland, Grootouders voor het Klimaat). Democracy education can thus be linked to climate education. The two areas can reinforce each other.

In interviews with older adults, educators, and experts, the idea has often been highlighted that when discussing framing, it's essential to focus on a positive vision for our future. We should encourage more discussions about solutions rather than dwelling on problems.

Be careful when discussing intergenerational injustices. We strongly recommend fostering intergenerational climate discussions: Older adults have valuable life experiences and insights into climate change. Creating spaces for dialogue between younger and older generations could strengthen climate communication.

Remember that you can bring the discussion on different levels to find the frames that work with your group. Questions that can be asked:

- „And what does your daughter or son say about that?”
- „How would you like to be remembered?”
- „What future do you want for your children and grandchildren?”

Recommendation: use the language of benefits – not fear

Use the language of benefits – not fear: how will I save? How will I improve my health? How will I improve the world for my grandchildren?

6. Use imagery to tell powerful stories

It is important to show the humans behind climate – with real-world stories and authentic imagery.

Recommendation: Use art and creative methods in general

Use art and creative methods: Workshops using theatre, painting, or poetry help older adults connect emotionally to climate issues and express themselves.

7. Provide accurate information

We need to use clear, non-technical language. Often, there is little knowledge of the climate crisis among older people. It is important to explain facts in a simple language to answer questions like: “Why is there smog now?” Or “Why are there no longer regular seasons?”

Also dealing with mis- and disinformation is important. Ask yourself in advance, how would you react to false statements from older people about climate?

A few different possibilities can be joint fact-finding (see chapter 2. for science-based sources), re-framing the statement, setting boundaries or actively listening to what underlying fears and needs might be behind the false statement.

Recommendation: Provide accurate information and focus on emotional connection

We need to focus on emotional connection over facts: Facts alone do not convince. Conversations based on shared feelings, lived experiences, and values are more impactful. Furthermore, it is important to avoid fact-heavy, technical discussions – focus instead on lived experiences: Facts alone do not convince people. Conversations should be experience-driven, focusing on shared concerns, personal stories, and concrete actions instead of abstract data.

Recommendations from project partner Lab 60+:

- keep it simple – science fact, but simple language
- keep it human – has your area experienced flooding, heatwaves, droughts or forest fires recently?
- keep it real – health-seeking behaviour, saving money, new importance of being green for yourself and your grandchildren
- keep it positive – don’t finger-point

How to turn concern into action

8. Provide spaces for interaction

It's best to make climate a topic in everyday conversations e.g. organise public dialogue formats. If possible, create long-term communities: Regular meetings foster ongoing trust and encourage participation beyond one-off activities. Some older adults do not engage simply because they are financially constrained or feel unheard. Offering practical incentives, such as a nice venue, coffee place, walk, could improve engagement.

“

People are tired of hearing about climate change. If you want them to talk, don't force it – create spaces where they naturally bring it up.

Wim Aerts, Grootouders voor

Recommendation: Address climate/sustainability issues within formats that already exist and combine it with “nice” hands-on activities

We recommend integrating climate/sustainability topics into existing group formats e.g. coffee-time, regular meetings, short workshops, language café, play afternoons like a future quiz. You can make these sessions more engaging by combining them with practical, hands-on activities e.g. playing games, listening to music, cooking together, making your own detergents or soaps, preserving foods – see for more ideas in section 3. The key is to create space for informal conversation and shared reflection while doing something together – this shared experience builds connection and motivation. Excursions (including educational visits) can also be a great way to spark interest and engagement:

- ,WeltTellerFeld', Wastewater System in Vienna
- Visit to a water treatment plant in Katowice and Wroclaw (gives an answer to the question whether I can drink water from the tap safely)
- Guided city walks in general where people experience heat in different places (in a park or nearby nature vs. city centre) or excursions in connection with biodiversity (“older people like flowers”)
- City walks and excursions with local Climate Guides in Portugal/Oeiras

You can also include/invite volunteers working with older people in these activities.

9. Make climate action the “new normal”

Show that people “just like you and me”, are already taking climate action for example, groups like Grandparents for Future.

- In Austria, Grandparents for Future Austria, launched a “Ribbon campaign”: An approach they are trying out: They collect the first names of their (grand)children, write them on ribbons, and display them publicly. The idea is to make the names

of their (grand)children visible. This means that it is no longer about an anonymous mass of people, but instead they use specific names to show who the GFF is working for. Hence, they reach people (also) on an emotional level and it can be a good conversation opener.

10. Offer possibilities for personal action

When encouraging climate action, it is recommended to talk not only about reducing the ecological footprint (negative impact that we have) but also about increasing our climate handprint² (the positive impact we have on others).

A simple definition of the climate handprint is: *whenever my actions make it easier for others to reduce their own ecological or carbon footprint, I am increasing my own handprint.*

Gabriel Baunach follows this definition in his book *Hoch die Hände, Klimawende!* (Hands up, climate change!) For example: regularly organising clothes-swap parties with friends encourages second-hand consumption and reduces emissions for everyone involved. Some organisations like German Watch go further. They defined the handprint as growing only when our actions lead to lasting changes in systems, politics or on everyday (infra)structures. An example of this would be if a group of employees successfully advocate for more vegetarian or vegan options in their workplace canteen, making sustainable choices more available to many.

Recommendation: Recognise structural barriers and provide incentives – focus more on the climate handprint



Get started

The “[Ten key principles: How to communicate climate change for effective public engagement](#)” from Maïke Sippel, Chris Shaw and George Marshall can help to introduce the issue. They can be helpful to discuss possible applications for their work with older people with adult educators. We therefore summarized the 10 principles in a PowerPoint presentation and added examples of recommendations. These could be supplemented in a joint discussion with adult educators.

As a starting point for discussions of co-benefits, you can find a PowerPoint slides [here](#).

² Find out more about the climate handprint here: [Giving Legs to Handprint Thinking: Foundations for Evaluating the Good We Do - Guillaume - 2020 - Earth's Future - Wiley Online Library](#) or [Approach for assessing environmental handprints](#)

Recommendations for good climate conversation

Why this chapter?

At this point, we would like to emphasise once again that it is not so much the content of discussions on climate and sustainability that is important, but rather the attitude towards the dialogue partners. That is why we have included a few tips here:

“

Good climate communication initially has less to do with arguments and persuasion and more to do with listening and understanding.

Katharina von Brownswijk

For good 1:1 climate conversation we recommend the tips from Climate Outreach:

Respect your dialogue partner

Enjoy yourself

Ask questions

Listen

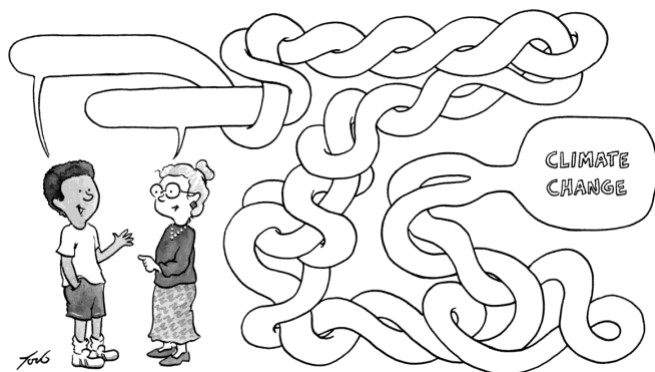
Tell your story

Action makes it easier

Learn from from your dialogue partner

Keep going

When talking about climate and sustainability issues remember to not impose things and lecture. It is most important to “listen with big ears and ask questions”. Do not overwhelm people with statements and don’t forget that they also want to get rid of something themselves as well. Leave them the space to talk.³



³ Source: [How to talk with \(just about\) anyone about climate and the 2024 elections » Yale Climate Connections](#)

5 golden rules – Good climate education:

- ... is orientated towards the needs of the target group
- ... is diverse
- ... involves head, heart and hand
- ... combines hand and footprint
- ... is motivating



Get started

A picture could be a helpful stimulus to start a discussion on the topic of climate communication. Possible reflection questions (for example with adult educators):

- What do you associate with the picture?
- What thoughts come to mind?
- What experiences have you had when talking to others about climate issues?

Please find the picture, possible reflection questions here and the 5 rules of climate communication to “resolve” the discussion [here](#).

Climate protection, yes but... : How to deal with disinformation and resistance

Why this chapter?

How can we counter resistance and how do we react to differences of opinion? These questions are on many people's minds when it comes to talking about climate issues. We would therefore like to address this topic.



Many people still don't know much [about the climate]. Conversations are often surrounded by climate scepticism. People ask: 'What am I supposed to believe now?'

Achim Bubenzer, book author, Omas for Future

It is important to make a distinction between two things:

- Disinformation: This is often intentional, targeted and heavily funded in the climate sector.
- Resistance or Doubt: These are the ‘yes, but...’ reactions we often hear. They are not always rooted in denial but can come from personal concerns, confusion, or frustration.

When facing “meeting resistance”, the following tips might be helpful and relieving:

- Communicating does not work according to a recipe, what works with one person might not work with another.
- There is no one perfect argument that turns people into committed climate activists.
- Every person and conversation is unique, and your approach should adapt to the situation e.g. online vs in-person.

Furthermore, keep in mind that it is helpful to understand the other person’s motivations to resistance:

- Behind every strong feeling or reaction, there is often an unmet need or fear.
- Ask yourself: What is this person really concerned about?
- Remember: People form opinions based more on **emotions and intuition** than on facts alone.

Example from interviews with older people:

- “Being environmentally friendly is expensive.”
- “Ecology is for young people.”

But, how could we react?

- **Stay in dialogue**
Ask open questions and listen. It’s as simple as this. Examples are: *Why do you think that? What makes you think that? What worries you? What could be the advantages for you of living in a climate-friendly way?*
After a conversation, it is always advisable to get into action and get the other person's OK beforehand: *Can I show you something?* Try out methods from Section 4.
- **Avoid “fact battles”**
Stay calm, sometimes people share false information simply because they are unsure or misinformed.
Don’t waste your energy trying to convince those who clearly refuse to engage – not everyone is open and that’s okay.

Questions that go in the direction of disinformation, which can be asked in contrast to the open questions in the resistance talks, are:

- There are people who see it differently, what are their reasons for this?
- Which of those reasons make sense to you – and why?

- What kind of information would you need to reconsider your view?
- How would you know if you were wrong?
- What would the consequences be if you were wrong?
- What would happen if we needed to act, but didn't?



Get started

The topic could be of interest to adult educators and could be taken up in a Learning Community of Practice. [Here](#) you will find a slide presentation with selected content. This could be a good basis for an exchange.

In chapter 4, you will also find methods for encouraging an exchange of experiences on this topic.

For more information about the strategies of disinformation campaigns have a look at the info poster by klimafakten.de. It explains the five most common disinformation methods. Different language versions can be downloaded [here](#).

➔ It also might be a helpful resource for exchanges with adult educators.

See also the Sceptical Science website <https://skepticalscience.com>

Sceptical Science debunks climate misinformation by presenting peer-reviewed science and explaining the techniques of science denial, discourses of climate delay, and climate solutions denial. Here you find arguments and common climate myths and well-founded counterarguments. Find also a debunking handbook in several languages:

<https://climatecommunication.gmu.edu/all/the-debunking-handbook-2020/>

4. Formats & Methods: Climate Hubs and Learning Communities of Practice

Why this chapter?

The methods mentioned here are valid for Climate Hubs and Learning Communities of Practice. They aim to support us and other adult educators/people working with older people in taking up and encouraging constructive exchanges on climate issues with older people. We focused on practical tools, as many adult educators lack structured materials to facilitate climate discussions.

“

We don't want average climate workshops. We on the contrary are convinced that 'knowing' usually doesn't move most people to action. Fact and figures are frequently disputed these days and lead to polarisation. We want to touch peoples' hearts with our climate workshops. Emotions make people take effective action faster and create connection.

The collection is based on the research of project partners. We focused on methods and activities that:

- are easy-to-use
- are interactive
- aim to introduce the topics “climate and sustainability” in a constructive and engaging way
- address different target groups of older people
- are appropriate for different settings (e.g. public events, workshops in existing older peoples' groups, such as in neighbourhood centres or seniors' clubs, university of third age, etc.)

The collection of methods and formats is divided in several sections:

- How to inform about climate issues and deal with discourses of climate delay, mis- and disinformation
- How to start a conversation
- How to keep a discussion going through games
- Creative, artistic and hands-on formats

How to inform about climate issues and deal with discourses of climate delay, mis- and disinformation

Title	Excursions or walks combined with short inputs and discussions
Material	Prepare simple information, texts on climate issues/topics - Selected topics can be selected with the participants/students or chosen according to the topic of a class/excursion/city-walk
How to	- Prepare a short presentation/input on your selected topic, e.g. using PowerPoint Slides or Flipcharts. - After a short input, open the floor for questions and discussion among the group. - These questions may help to spark a conversation: was any of the new/surprising/inspiring information new to you? How do you feel now after the input?
Important to our project, because	- sharing and informing about scientific-based information in a simple, easy-to-understand manner tends to be overlooked in discussions about climate issues - it allows a good start to a conversation - it can bring fact-based context to a walk/excursion
Link and Source	Supporting documents and questionnaires from the Portuguese Team: 1 - Document 1 and questionnaire - Water scarcity and Climate change 2 - Document 2 and questionnaire - Agriculture and Climate Change → if applicable, you may bring several printed copies along. People tend to take information back home and read the information again. - One national report – Portuguese irrigation strategy 2030- - One municipal report - The municipal plan for adaptation to the climate change of Oeiras

Title Exchange in pairs – learn from and with the people you speak with	
Material	-
How to	In groups of two participants discuss the following questions: - Do you know someone who is opposed to climate protection or climate protection measures? - Describe this person? - Think about where the resistance could come from - What do we need to get into a good conversation
Important to our project, because	it is important to think about who the other person is and how you can meet them.
Link and Source	Chris Gutsche: “Klimakommunikation mit Wirkung. Gespräche und Maßnahmen motivierend gestalten” Open Access working book in German.

Title Reflecting false climate statements	
Material	-
How to	Prepare a false statement (or ask participants to work with false statements they recently came across) and ask your participants (in pairs or small groups) to choose one statement and discuss: - How would you react? - What are you getting out of the situation? After the discussion you can try out a small role play. It's important to introduce the sandwich model, see graphic on the left from sceptical science.
Important to our project, because	role plays are a great way to prepare for possible conversational situations and practise your own reactions.
Link and Source	More information: https://climatecommunication.gmu.edu/all/the-debunking-handbook-2020/

You can also work with the app “cranky uncle”:

[Homepage - Cranky Uncle](#)

[Cranky Uncle: a game building resilience against climate misinformation](#)

How to start a conversation

Title	Walk and talk: Questions to have a good climate conversation
Material	Prepare some questions and write them down on cards (one question per card)
How to 	- Take a few questions and go out for a walk in pairs of two; discuss the question while walking. - Questions might include: What is really important to you in life? Who is responsible for a future worth living? What question about the climate has no one been able to give you a really good answer to? Where do you notice that the weather and nature have changed since your childhood? Do you have friends or family who are directly affected by climate change? What can we do together? Shall we try? What are you proud of? - What were your outcomes? what would you like to share with everyone? What did you like about the conversations? - After the walk and talk: Discuss the questions in the group. See Link and Source below for possible questions.
Important to our project, because	it allows a good start to a conversation and gives personal space as these questions can be discussed in pairs.
Link and Source	Questions can be found here: https://www.republik.ch/2024/07/16/36-fragen-fuer-ein-gutes-gespraech-ueber-die-klimakrise

Title Climate Animals	
Material	Cards
How to 	- Show cards of the climate animals - Ask questions, like: - Which climate animal are you (most likely)? Why? - Which climate-friendly steps are difficult for you? - What is still on your to-do list? - What annoys you about yourself?
Important to our project, because	it allows people to talk about their feelings and emotions regarding to climate topics.
Link and Source	KlimaX exhibition: https://www.mfk-berlin.de/klima-x/

Title Climate Pictures	
Material	Printed (&laminated) pictures on A4
How to 	Distribute different pictures around the room or table and ask the participants: which pictures appeal to you? Why? Tell each other about it.
Important to our project, because	it is often easier to talk about pictures than about graphs and statistics. Pictures can also have a different emotional impact.
Link and Source	Here you find (funny) climate pictures: - Booklet KlimaSatire - Klim[:A:]rtikulieren - Klimabündnis: Klimabankerl; Link - https://climatevisuals.org/

Planet B	
Title	
Material	-
How to 	Explain: - We imagine. Planet A is no longer here; it is no longer worth living on Planet A. - Everyone can emigrate to planet B. But there is only room for one object, one thing, in the spaceship to Planet B. - What are you taking with you and why?
Important to our project, because	the method enables a good start to the conversation. We can learn about each other through these things and tell each other stories. It shows us what is important. Building on values is very important in climate communication.

Co-benefits of climate and sustainability	
Title	
Material	-
How to	- Discuss with a group of adult educators or with older people themselves: - What co-benefits can we identify when thinking about climate and sustainability for/with older people? - What is a climate-friendly life good for, apart from the environment? - What is so good about active mobility? - What is so good about trying out vegetarian dishes?
Important to our project, because	it is easier to motivate people, if we bring co-benefits into the conversation and talk about them. If we make the connection between the climate and taking care of ourselves, our health and safety, then the idea is clearer. When working with older individuals facing economic hardships, the importance of saving money becomes particularly significant.
Link and Source	Materials can be found here (in German) with a connection to health: https://www.klimawandel-gesundheit.de/planetary-health/co-benefits/ Poster: https://shop.klimawandel-gesundheit.de/produkt/plakat-co-benefits/

How to keep a discussion going through games

City Country Climate	
Title	
Material	Sheet with predefined categories, or just blank sheet where participants can write down the categories themselves. Pencils
How to	 - All participants receive a sheet with predefined categories or write down some themselves. Category suggestions: Good for the climate, bad for the climate, what I do for the climate, green jobs, climate protection excuses, climate protection measure, climate change adaptation measure, eco-cliché, meat substitute, climate sin, my commitment to climate protection - One participant says A and counts off silently. - Another participant says 'Stop'. - The letter that was silently stopped is selected. Let's go! - The first person to write down all the terms in a category with the corresponding first letter calls out 'Stop'. Everyone else puts down their pens. - Then all participants read out their terms. - The trainer picks up answers that are ambiguous or incorrect, corrects them or puts them up for discussion. - Points are then awarded, and the winner is named.
Important to our project, because	many people know the game principle of 'city-country-river'. It provides a playful introduction to the topic and offers room for discussion.
Link and Source	Hallo Klima! → see also: https://erwachsenenbildung.at/aktuell/nachrichten/18489-humorvolle-methoden-in-der-klimabildung-stadt-land-klima.php and https://www.klimaaktiv.at/klimabildung/klimakommunikation/wie-erreiche-ich-junge-menschen/aktiv-fuers-klima/stadt-land-klima

Climate Activity	
Title	
Material	Climate Activity cards
How to	This is played with activity cards with climate terms. The group splits into two teams. The familiar Activity rules apply. One exception: Here, the participants can choose how they explain the term. They can choose between: Drawing the term, miming it or describing it verbally.

Important to our project, because	many people know the principle of the activity. It provides a playful introduction to the topic.
Link and Source	https://www.klimaaktiv.at/klimabildung/klimakommunikation/wie-erreiche-ich-junge-menschen/aktiv-fuers-klima/klima-activity

Title Messages and certificates	
Material	Images of climate-friendly and utopian city planning
How to	Using specific ideas and images (e.g. 'More space for Vienna', klimakonkret plan, DOCK for Change future images), participants consider what makes a climate-friendly place. Participants can do the following: Design stickers with personalised messages to hand out and take away. Design „Sauber unterwegs“ certificates to reward people who cycle, take the train, walk, etc.
Important to our project, because	it rewards the 'good' deeds, it's not about shaming, but about emphasising things that are already going well.
Link and Source	https://www.klimaaktiv.at/klimabildung/klimakommunikation/wie-erreiche-ich-junge-menschen/aktiv-fuers-klima/botschaften-und-urkunden Materials: https://kinderuni.online/forschungspaket/mobilitaet/

Title E-Learning	
Material	Computer, sound system in the computer.
How to	Training platform with five modules. This e-learning course provides senior artists with essential knowledge on climate issues, sustainable practices, and digital tools, equipping them with the ability to drive change through their art. It offers a dynamic, supportive space for lifelong learning that is specifically tailored to the interests and needs of senior visual artists, facilitating connections, collaboration, the sharing of work, and the amplification of voices on critical environmental issues.
Important to our project, because	the methodology provides learning formats tailored to older adults, ensuring accessibility and engagement through digital and interactive methods and focus on integrating climate discussions into daily life, making climate communication more effective. The method emphasises creativity, using art, storytelling, and interactive formats to engage seniors in climate action, creating space for knowledge sharing and collaboration.
Link and Source	https://www.seniors-climate-action.eu/courses/e-learning/

Title	Quizzes
Material	1 climate coach, room, projector, white wall or screen, laptop, sound system with microphone.
How to	The quiz was made by Good Planet on behalf of Grootouders voor het Klimaat Vlaanderen; Grootouders voor het Klimaat Vlaanderen asked them to create an accessible, sensitizing and fun session that they can offer to local branches of older people associations.
Important to our project, because	raising awareness and informing about climate and the link with daily (recognisable) reality for/of seniors, themes such as living situation, mobility, nutrition, health etc. Getting to know the themes in a fun and participatory way. Going outside with a sense of hope and ideas for concrete action. Addressing the problem and solutions with a positive approach Use of old school materials.
Link and Source	https://www.goodplanet.be/nl/ Further quiz formats are: - https://zukunftsquiz.de/ - “What do you know about climate change?”. This is a 10-question quiz that tests your knowledge of basic facts that are sometimes unclear or misinterpreted while at the same time being crucial to understanding where we are and what action against climate change and its effects makes sense. By completing the quiz, you will not only verify your knowledge, but also receive an explanation for the correct answers after each question. https://manifestklimatyczny.pl/co-wiesz-o-zmianie-klimatu-quiz/

Title	
Our life on this Earth now	
Material	Illustrations about life on Earth, 1 climate coach. We use rights-free photos that show both beautiful and ugly subjects.
How to	Guided by our climate coach, you will discuss several illustrations about life on Earth, which is a miracle, despite all the problems that threaten this miracle. Using images of our Earth, you will be invited to express your feelings, your wishes, your plans in a small group of up to 12 people. The idea is to have a truly connecting conversation together.
Important to our project, because	this method encourages deep, reflective discussions about the beauty and fragility of our planet, aligning with The Climate We Speak's goal of engaging older adults in climate communication through emotional and personal connections. By using illustrations, participants can connect with climate topics on a personal level, making complex issues more relatable and inspiring rather than overwhelming. This method encourages personal and collective engagement in climate action.
Link and Source	The workshop 'Our Life on this Earth now' (we call it "Een prentenpraatspel"- a picture talk game) was developed by one of our members, who is an experienced Climate Coach at Klimaatcontact. You find picture material for instance from Climate Outreach: https://www.climatevisuals.org/

„Talking about emotions and feelings linked to climate change can be challenging. There is still a tendency to focus only on facts or general consequences, not how people are personally affected.“

Caterina Rompianesi, Anziani E Non Solo, Italy

Title Climate Emotions Wheel	
Material	Paper, printer, pens.
How to	This activity is for people of all ages and can be done with family members, in a classroom, with friends, work colleagues, etc. Print out the blank Climate Emotions Wheel and write and draw whatever representation of the climate emotions you most often feel in each segment. Please refer to the complete Climate Emotions Wheel for possible emotions to include. When you're done, share with someone about what you created, why, and discuss ways to address your emotions and practice self-care.
Important to our project, because	Why is naming your climate emotions important? Research suggests that simply recognising and labelling a negative emotion, such as anxiety or fear, can reduce its intensity. For example, brain imaging research from Matthew Lieberman's lab at UCLA has shown just labelling our negative emotions can reduce the experience of distress as well as decreasing activity in the emotional centres of the brain, like the amygdala. Renowned psychiatrist and author Daniel Siegel refers to this as "Name It to Tame It". The climate emotions wheel is a tool that can be used to help identify and bring awareness to your emotions as the first step to coping with them effectively.
Link and Source	Explanation: https://www.climatementalhealth.net/wheel Blank Climate Emotions Wheel : https://www.climatementalhealth.net/files/ugd/-be8092_b28a1dc320bd4f2bb4f365dc4057cc66.pdf Guide: https://www.climatementalhealth.net/files/ugd/-be8092_ef3abbb96dd04130835b06eae6550b0e.pdf

Title Climate Challenge	
Material	Computer
How to	What do you think has a greater impact on the climate: flying across the Atlantic, eating one steak a day all year round or heating your home? With the Climate Challenges game, you will learn how our daily habits affect the climate! One round usually lasts 15 minutes. The game is ideal for a group of 2 to 6 players ages 12 and up. The carbon footprint of each product was calculated using a calculation model developed by researchers at Chalmers University of Technology (Chalmers tekniska högskola) in Sweden.
Important to our project, because	the game is fun and science in one. It provokes lively discussions and leads to surprising discoveries.
Link and Source	https://climatecallgame.com/

Title CoCo Card game	
Material	Cards
How to	The card game about conscious consumption, Conscious Consumption – CoCo can be played by anyone and everyone. Participants work together to achieve goals related to conscious consumption. They try to use as few resources as possible to achieve their goals. The game can be played any time, multiple rounds, lasting about 30-40 minutes each.
Important to our project, because	the game will encourage you to think about your purchasing decisions and their impact on other people and nature. The CoCo educational game is about gaining knowledge through play.
Link and Source	https://consciousconsumption.eu

Creative, artistic and hands-on formats

*“Art helps people connect emotionally.
With painting or theatre, you’re not just informing –
you’re moving people.”*

Marta Mattarucco, ISRAA, Italy

Title Art – Music	
Material	Weblinks (see Link and sources) and if you want to show “A Song of Our Warming Planet” we recommend using a beamer (as the music goes with a touching video)
How to	Listen to music that deals with topics like climate or sustainability issues and if discussions start while listening, pick them up.
Important to our project, because	music touches us emotionally and doesn't need spoken language
Link and Source	https://vimeo.com/69122809 : When faced with the challenge of sharing the latest climate change discoveries, scientists often rely on data graphics and technical illustrations. Daniel Crawford, an undergrad at the University of Minnesota came up with a completely different approach. He’s using his cello to communicate the latest climate science through music. Hallo Klima! Playlist with Songs in German and English dealing with sustainability and climate: https://open.spotify.com/playlist/4qtv9qtPvzbABobrFktUoU

Title Art – Movies	
Material	

How to	Movie nights or short movies about climate and sustainability issues might be another format you want to try. We recommend the following (short) movies: A movie about positive examples and solutions: • Tomorrow. • 2040 Short impulses: • https://vimeo.com/244405542 • https://www.youtube.com/watch?v=n3_dvyHdILM • Picturing our future: Picturing Our Future - Climate Central • Carbon visuals showreel: Carbon Visuals Showreel Sep 14
Important to our project, because	movies touch us emotionally
Link and Source	

Title	Hands-on activities like plant-based cooking, soap making, upcycling clothes together (sewing and mending), making your own cleaning detergents, etc.
Materials	Depends on format
How to	Examples are: Our daily consumer choices have a powerful impact on the world. The first ones we must make are at breakfast. The Youth Climate Strike, as part of the #KlimatNaFali project, organised a plant-based cooking workshop. The class presented easy and inexpensive ways to replace zoonotic products with their plant-based counterparts. One of the results is a booklet with recipes. (from Poland)
Important to our project, because	hands-on activities foster group feelings and strengthen self-efficacy
Link and Source	https://fer.org.pl/en/

Title	#everyday5 challenge
Material	
How to	Free Tea Association's challenge, in which they encourage collecting 5 pieces of trash from public spaces each day. Take the #everyday5 challenge and take care of the environment!
Important to our project, because	
Link and Source	https://www.facebook.com/codziennie5/



Get started

Select appropriate methods and present them. Afterwards reflect the chosen methods with your participants. Raising the following questions may support a discussion:

Reflection questions for adult educators in Learning Communities of Practice

- How do I apply these methods?
- What do I need to pay attention to?
- Are there different variants depending on the target group?

Reflection questions for seniors in Climate Hubs

- What did I like about the activity?
- What can be done differently next time?

5. Collection of inspiring examples and projects from partner countries

Why this chapter?

In this section, we aim to provide inspiration and showcase what is possible through a variety of project examples. We've selected a range of international and local initiatives that highlight the diverse, multifaceted, and creative ways in which climate-related topics can be addressed and brought to life.

European Projects

- **HOPE Heatwaves** project aims to enhance the preparedness of caregivers, healthcare professionals, and communities in mitigating these risks. Through training programmes, innovative teaching tools, and policy recommendations, the project strengthens the response capacity of older adults and support systems. <https://www.hope-heatwaves.eu/>
- **CHANGE Climate change and healthy Ageing** is co-creating E-learning for resilience and adaptation. <https://forschung.fh-kaernten.at/change/>
- **AgeinGreen** aims to support intergenerational learning and active participation of older people in the fight against climate change. The project will create and test an intergenerational climate change training program. <https://citizens-act.org/wp-content/uploads/2024/11/AgeinGreen-Newsletter-2.pdf>
- **Seniors Climate Action** leverages the influential power of older (professionals or not) visual artists to raise awareness and mobilise seniors across Europe, encouraging them to address climate change and adopt eco-friendly habits. <https://www.seniors-climate-action.eu/>
- **Seniors4Change** wants to empower seniors to contribute to the fight against climate change through social media and DIY sharing. <https://seniors4change.eu/>

Local Projects in Poland

- **WE TAKE CARE OF THE WORLD FOR GENERATIONS** is an educational project for residents of the Wielbark municipality, aimed at raising environmental awareness and combating climate change. The series of workshops will cover topics such as recycling, composting, zero waste, sustainable cooking and making responsible consumer decisions. <https://seniorzywakcji.pl/projekty/dbamy-o-swiat-dla-pokolen/>

Local Projects in Portugal

- **Associação Bandeira Azul de Ambiente e Educação:** The Blue Flag Association of Europe (ABAE) is a non-profit environmental non-governmental organisation (NGO) dedicated to education for sustainable development and the management and recognition of good environmental practices. ABAE is part of the Foundation for Environmental Education (FEE), which brings together international organisations from over 60 countries that jointly promote environmental for sustainability. <https://enea.apambiente.pt/content/associa%C3%A7%C3%A3o-bandeira-azul-da-europa?language=pt-pt>
- **ECOXX21:** The goal of the conference was to inspire adaptation by showcasing and identifying solutions, exchanging knowledge, creating connections, inspiring action and encouraging dialogue on how to implement effective measures to adapt to the climate change more swiftly and at every level. <HTTPS://climate-adapt.eea.europa.eu>
- **PAECO2030+Projecto SCORE – Plano de Acção e Energia de Oeiras:** This is a strategical instrument of the Municipality of Oeiras to face climate change by promoting local sustainability and resilience for the long and immediate term. https://lisboaparapessoas.pt/wp-content/uploads/2024/07/paeco_comunicacao.pdf, https://oeirasinterativa.oeiras.pt/dadosabertos/dataset/e9d5d218-2ad9-4289-93b6-9f2fb7b37ecc/resource/94be0c01-d960-4b35-a846-cf6a23ce2229/download/paeco_tomoi_20250218.pdf
- **Coastal city living labs (CCLs):** SCORE is establishing a network of 10 coastal city ‘living labs’ that will involve citizens, scientists, policymakers and other stakeholders in providing prototype coastal city early-warning systems. These CCLs will learn from each other in different frontrunner and follower roles, ensuring engagement, empowerment and learning throughout the process. <https://score-eu-project.eu/coastal-city-living-labs/>, <https://www.oeiras.pt/-/projeto-score-completa-primeiro-ano-de-atividade>, <http://cdnc.heyzine.com>

Local Projects in Austria

- **“Climate without age limit”** („Klima ohne Altersgrenzen“):organises afternoons of games for senior citizens together with municipalities. <https://www.klimabuendnis.at/oesterreich/projekte/klimaschutz-ohne-altersgrenzen/>
- **Grandparents for Future Austria, “Ribbon campaign”:** First names of (grand)children are collected and written on ribbons, thus making the names of the grandchildren visible, under the motto: ‘we are committed to these children’.
- **„Cool rooms”:** <https://www.wien.gv.at/umwelt/coole-zonen>
- **Omas for Future** / Germany: Information, knowledge und tips: <https://omasforfuture.de/>

- **Erwachsenenbildung.at:** collection of background information and tips on climate protection in adult education - under the umbrella of the sustainability perspective: <https://erwachsenenbildung.at/themen/klimaschutz-und-nachhaltigkeit/>

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queraum. cultural and social research, Austria
(European Coordination)
<https://www.queraum.org/en>

Hallo Klima!, Austria
<https://halloklima.at>

LAB60+, Poland
<https://lab60plus.pl/en/landing-page/>

Universidade Sénior de Oeiras, Portugal
<https://www.usoeiras.pt>

AGE Platform Europe, Europe/Belgium
<https://www.age-platform.eu>

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**LAB
60+**

