

# Communicating Lifestyle Change

Responding to Global Challenges

Biodiversity Loss

Climate Change

Peak Oil

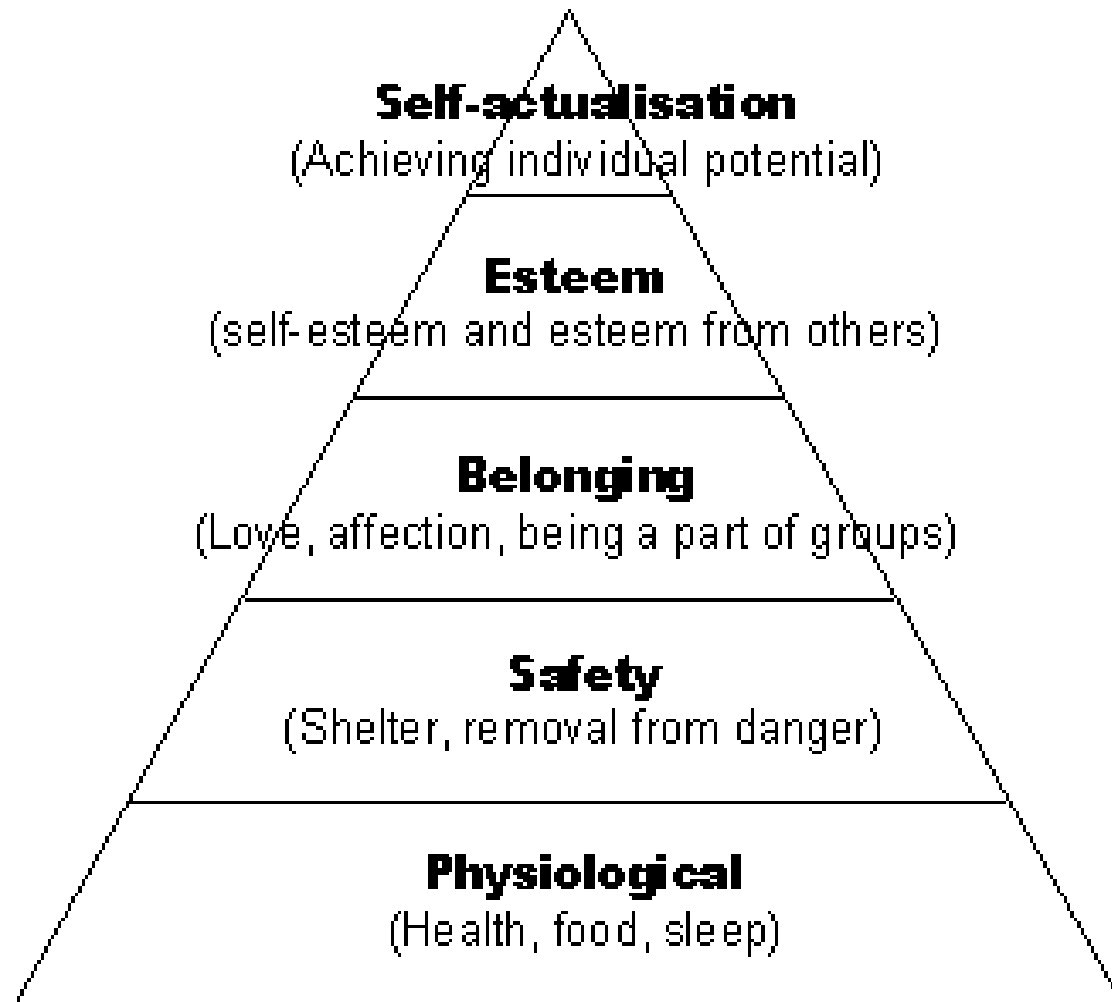
Poverty

Rights Abuses

Economic Chaos

Etc.

# Maslow's Hierarchy of Needs



Challenging projects,  
Opportunities for innovation,  
Creativity, Higher education

Recognition of Intelligence,  
Prestige, Status, Reputation

Acceptance, Group membership,  
Affection , Love

Physical safety, Economic  
security, Freedom from threat,  
Comfort, Peace

Water, Food, Sleep, Warmth,  
Health, Exercise, Sex

# Max-Neef's Needs

- Chilean economist, Manfred Max-Neef, avoided a hierarchical interpretation of needs
- He identified nine fundamental needs
  - Subsistence
  - Protection
  - Affection
  - Understanding
  - Participation
  - Leisure
  - Creation
  - Identity
  - Freedom



- Only two of these needs require material means to satisfy them - subsistence and protection.
- In industrialised countries we attempt to satisfy them all through material means - consumption
- Max-Neef suggests that the fundamental needs remain constant across time and culture.
- What changes is the ways in which these needs are satisfied.

- They exist in 4 different states:
  - being – qualities, attributes
  - having – things - institutions, mechanisms, tools etc
  - doing - personal or collective actions
  - interacting – settings, interactions in time and space
- The way in which needs are satisfied change across cultures and across time. Max-Neef (1992) devised 5 different types of satisfier

<b>fundamental human needs</b>	<b>being (qualities)</b>	<b>having (things)</b>	<b>doing (actions)</b>	<b>interacting (settings)</b>
<b>subsistence</b>	physical & mental health	food, shelter, work	feed, clothe, rest, work	living environment, social setting
<b>protection</b>	care, adaptability, autonomy	social security, health systems, work	co-operate, plan, take care of, help	social environment, dwelling
<b>affection</b>	respect, sense of humour, generosity, sensuality	friendships, family, relationships with nature	share, take care of, make love, express emotions	privacy, intimate spaces of togetherness
<b>understanding</b>	critical capacity, curiosity, intuition	literature, teachers, policies educational	analyse, study, meditate investigate	schools, families, universities, communities
<b>participation</b>	receptiveness, dedication, sense of humour	responsibilities, duties, work, rights	co-operate, dissent, express opinions	associations, parties, churches, neighbourhoods
<b>leisure</b>	imagination, tranquillity, spontaneity	games, parties, peace of mind	day-dream, remember, relax, have fun	landscapes, intimate spaces, places to be alone
<b>creation</b>	imagination, boldness, inventiveness, curiosity	abilities, skills, work, techniques	invent, build, design, work, compose, interpret	spaces for expression, workshops, audiences
<b>identity</b>	sense of belonging, self-esteem, consistency	language, religions, work, customs, values, norms	get to know oneself, grow, commit oneself	places one belongs to, everyday settings
<b>freedom</b>	autonomy, passion, self-esteem, open-mindedness	equal rights	dissent, choose, run risks, develop awareness	anywhere

- To give the opportunity to think about human needs

## **Activity**

- Each person should select a recently purchased product and write it down
- In turn select up to four needs (as defined by Max-Neef) that are met by the product you have chosen, and list them in order of importance to you.
- Describe in your pair why these needs are fulfilled through this product
- Discuss whether there are other needs you would rather see fulfilled and what it would take in order to satisfy them
- Feedback to other pairs

# Satisfiers

- **Singular-satisfiers** – aim to satisfy one need & therefore neutral in the satisfaction of others:
  - Welfare programmes to provide housing – SUBSISTENCE
  - Ballot – PARTICIPATION
  - Gifts – AFFECTION
- **Synergic-satisfiers** –the way in which they satisfy a given need, stimulate and contribute to the simultaneous satisfaction of other needs:
  - Education – UNDERSTANDING – also protection, participation, creation, identity, freedom
  - Preventative medicine – PROTECTION – understanding, participation, subsistence



# Satisfiers

- **Pseudo-satisfiers** – elements which stimulate a false sense of satisfaction, e.g.:
  - Fashion – IDENTITY
  - Mechanistic medicine ('a pill for every ill') – PROTECTION
- **Inhibitors** –the way in which they satisfy a given need impairs the possibility of other needs being met:
  - Television – LEISURE – impairs understanding, creation, identity
  - Unlimited permissiveness – FREEDOM – impairs protection, affection, identity, participation

# Satisfiers

- **Violators** – don't satisfy the need supposed to be satisfied AND annihilate other needs being satisfied, e.g.:
  - Censorship – supposedly PROTECTION – inhibits understanding, participation, leisure creation, identity, freedom
  - Arms race – supposedly PROTECTION – inhibits subsistence, affection, participation, freedom

# Our Values – Common Cause Handbook

## HOW VALUES WORK

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The ten groups are described as follows:



### UNIVERSALISM

UNDERSTANDING, APPRECIATION, TOLERANCE AND PROTECTION FOR THE WELFARE OF ALL PEOPLE AND FOR NATURE.



### BENEVOLENCE

PRESERVATION AND ENHANCEMENT OF THE WELFARE OF PEOPLE WITH WHOM ONE IS IN FREQUENT PERSONAL CONTACT.



### TRADITION

RESPECT, COMMITMENT AND ACCEPTANCE OF THE CUSTOMS AND IDEAS THAT TRADITIONAL CULTURE OR RELIGION PROVIDE THE SELF.



### CONFORMITY

RESTRAINT OF ACTIONS, INCLINATIONS AND IMPULSES LIKELY TO UPSET OR HARM OTHERS AND VIOLATE SOCIAL EXPECTATIONS OR NORMS.



### SECURITY

SAFETY, HARMONY, AND STABILITY OF SOCIETY, OF RELATIONSHIPS, AND OF SELF.



### POWER

SOCIAL STATUS AND PRESTIGE, CONTROL OR DOMINANCE OVER PEOPLE AND RESOURCES.



### ACHIEVEMENT

PERSONAL SUCCESS THROUGH DEMONSTRATING COMPETENCE ACCORDING TO SOCIAL STANDARDS.



### HEDONISM

PLEASURE AND SENSUOUS GRATIFICATION FOR ONESELF.



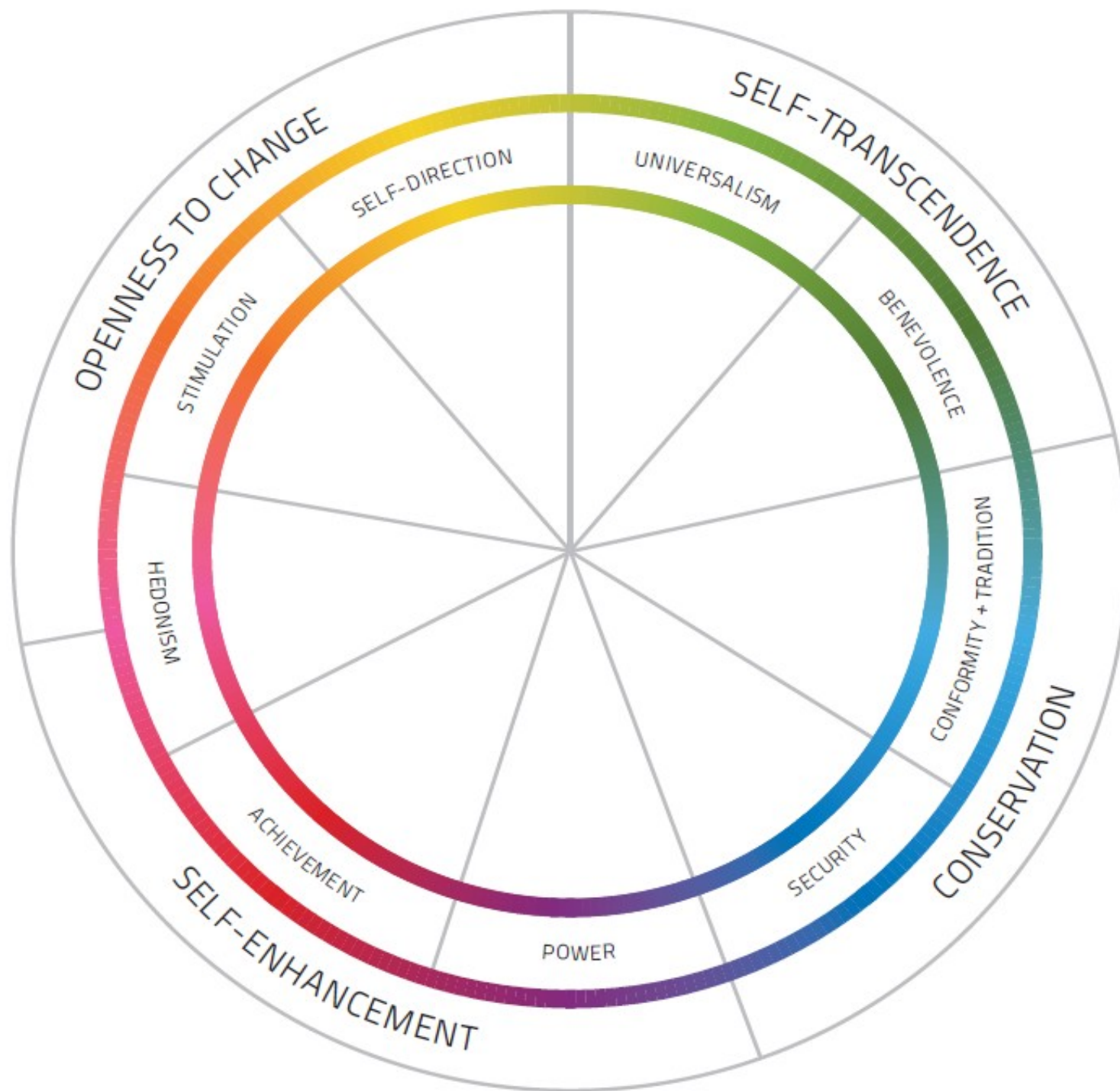
### STIMULATION

EXCITEMENT, NOVELTY AND CHALLENGE IN LIFE.



### SELF-DIRECTION

INDEPENDENT THOUGHT AND ACTION—CHOOSING, CREATING, EXPLORING.



# Values for Sustainable Development

Respect for nature – Part of nature, not apart from it

Freedom – Rights, Peace

Solidarity – Responsibility for other people

Equality – Resource allocation

Tolerance - Intercultural

Shared responsibility – Cooperation, Consensus

Earth Charter, Millennium Declaration, UN, 2000

# The Earth Charter

is a declaration of fundamental ethical principles for building a just, sustainable and peaceful global society in the 21st century.

It seeks to inspire in all people a new sense of global interdependence and shared responsibility for the well-being of the whole human family, the greater community of life, and future generations. It is a vision of hope and a call to action.

# The Earth Charter

Represents a Global Consensus on Shared Values and Ethics  
for Building a More Just, Sustainable, and Peaceful World

Core sustainability values +

Shared ethical principles =

Widely endorsed and inspiring call to action



## I. Respect for nature



## II. Universal human rights

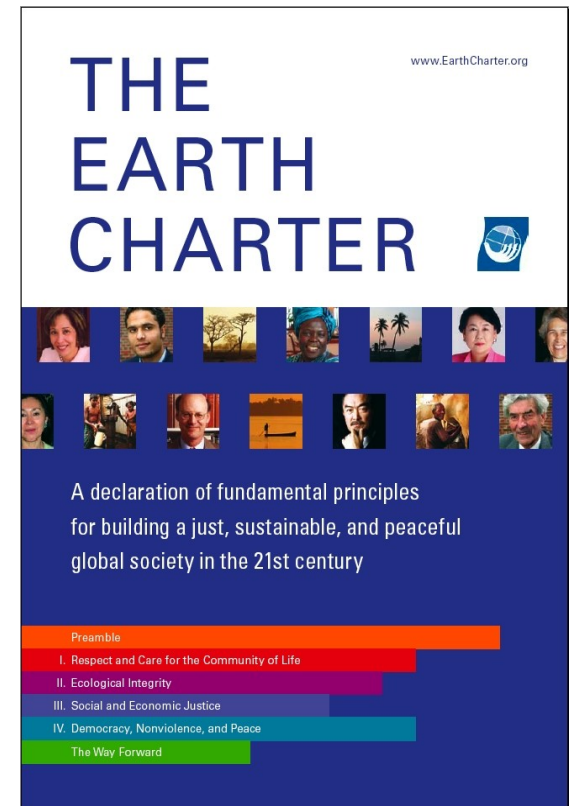


## III. Economic justice



## IV. A culture of peace

1. **Respect** Earth and life in all its diversity.
2. **Care** for the community of life ...
3. **Build** democratic societies ...
4. **Secure** Earth's bounty and beauty ...
5. **Protect and restore** ... Earth's ecological systems ...
6. **Prevent** harm ... apply a precautionary approach
7. **Adopt** [sustainable] patterns of production, consumption, and reproduction ...
8. **Advance** the study of ecological sustainability ...
9. **Eradicate** poverty ...
10. **Ensure** that economic activities ... promote human development ...
11. **Affirm** gender equality ... ensure universal access
12. **Uphold** the right of all ... to a natural and social environment
13. **Strengthen** democratic institutions ...
14. **Integrate** [sustainability] into formal education and life-long learning ...
15. **Treat** all living beings with respect and consideration
16. **Promote** a culture of ... peace



***This is the promise  
of the Earth Charter:***

*By declaring  
what we must care about ...*

*By describing  
what we must do ...*

*By inspiring  
as many people as possible...*





# Our Attitudes



OUR INTERESTS



OUR LEVELS OF CONCERN  
ABOUT GLOBAL CONFLICT



OUR ATTITUDES  
TOWARDS GAY RIGHTS



HOW NATIONALISTIC  
WE ARE



OUR POLITICAL  
PERSUASIONS



HOW CONCERNED WE ARE  
ABOUT ENVIRONMENTAL  
DAMAGE



OUR LEVELS OF  
MILITARISM AND  
PEACEFULNESS



OUR LEVELS OF  
CONCERN ABOUT  
GLOBAL POVERTY



OUR ATTITUDES  
TOWARDS HUMAN  
RIGHTS



OUR ATTITUDES  
TOWARDS  
IMMIGRATION



HOW MUCH WEIGHT  
WE PLACE ON  
BEHAVING MORALLY



OUR LEVELS OF SUPPORT  
FOR ENVIRONMENTAL  
POLICIES



WHETHER, AND HOW FAR  
WE THINK COMPANIES  
SHOULD BE ACCOUNTABLE  
FOR THEIR SOCIAL AND  
ENVIRONMENTAL IMPACTS



HOW FAR WE BELIEVE  
IN PUNISHING OR  
REHABILITATING  
CRIMINALS



OUR LEVELS OF SEXISM,  
RACISM AND GENERAL  
PREJUDICE TOWARDS  
'OUT-GROUPS'



HOW MUCH WE WORRY  
AND ARE MOTIVATED  
TO FIND OUT ABOUT  
'BIG ISSUES'

# Our Behaviour

## VALUES

CAN SEEM ABSTRACT,  
BUT THEY HAVE BEEN  
SHOWN TO INFLUENCE  
MANY OF OUR:

ATTITUDES (PAGE 8)

BEHAVIOURS (PAGE 9)



OUR ECOLOGICAL  
FOOTPRINTS



HOW EMPATHIC  
WE ARE



HOW MUCH WE  
RECYCLE



HOW WE VOTE



HOW MUCH WE  
WALK OR CYCLE



THE TYPE OF CAREER  
WE CHOOSE



WHAT WE EAT



HOW MUCH WE  
PICK UP OTHER  
PEOPLE'S LITTER



HOW MUCH WE  
VOLUNTEER  
TO HELP OTHERS



HOW MUCH WE  
CONSERVE  
ELECTRICITY



WHETHER, AND HOW  
FAR, WE GET INVOLVED  
IN POLITICAL ACTIVISM



OUR PURCHASING  
DECISIONS, HOW MUCH  
WE SPEND, AND ON WHAT



WHETHER, AND HOW  
FAR, WE BEHAVE  
ALTRUISTICALLY



WHETHER, AND HOW  
CONSISTENTLY, WE BUY  
'ETHICAL' PRODUCTS

# How to change behaviour

Legal regulation and enforcement - The police, lawyers

Financial-economic stimulation – The Government,  
bankers

Information and awareness-raising – The campaigners,  
lobbyists, advertisers, media

Social marketing – The Government

**Education**, Training - The Teachers, Trainers,

Social models and support – The social and community  
workers, friends, peers

Organisation change – The bosses

Changes in norms and values (morality) – The  
preachers

# Challenge of behaviour change

Big difference between what one knows and what one does e.g. car, smoking, safe sex

Changing behaviour is very difficult, costs time, and perhaps money

Eco-friendly behaviour is one of the most difficult

# Perceptions of behaviour change

Own benefits more important than collective disbenefits (my life)

No confidence in the cooperation of others (after you)

No confidence in the effect of own behaviour (drop in the ocean)

Can not go back anymore (society is like that)

# Persuaders

## Credibility sender

- if he says so.. local champions, personalities, celebrities

## Attraction sender

- nice people have the right opinions

## Number of people that agree

- if everyone believes it, it must be true

## Number of arguments in message

- so it must be commonly believed

# Target group

## Segmentation in lifestyles

post-materialist, new life builder, hedonist, upward mobile, downshifter, traditional, cosmopolitan, personal developer, secular, non-western

## Moments of intervention

Moving house, just married, just finished school, student, driving licence, starting career, pensioner

Identity builder, career builder, family builder, new life builder

## Roles

Employee, colleague, holiday maker, consumer, parent, traffic participant, inhabitant

QD5 Have you personally taken any action to fight climate change over the past six months?

	Yes	No	DK
EU27	53%	41%	6%



#### Sex

Male	52%	43%	5%
Female	55%	39%	6%



#### Age

15-24	45%	48%	7%
25-39	56%	39%	5%
40-54	60%	35%	5%
55 +	51%	43%	6%



#### Education (End of)




























15-	50%	44%	6%
16-19	53%	41%	6%
20+	62%	34%	4%
Still studying	46%	48%	6%



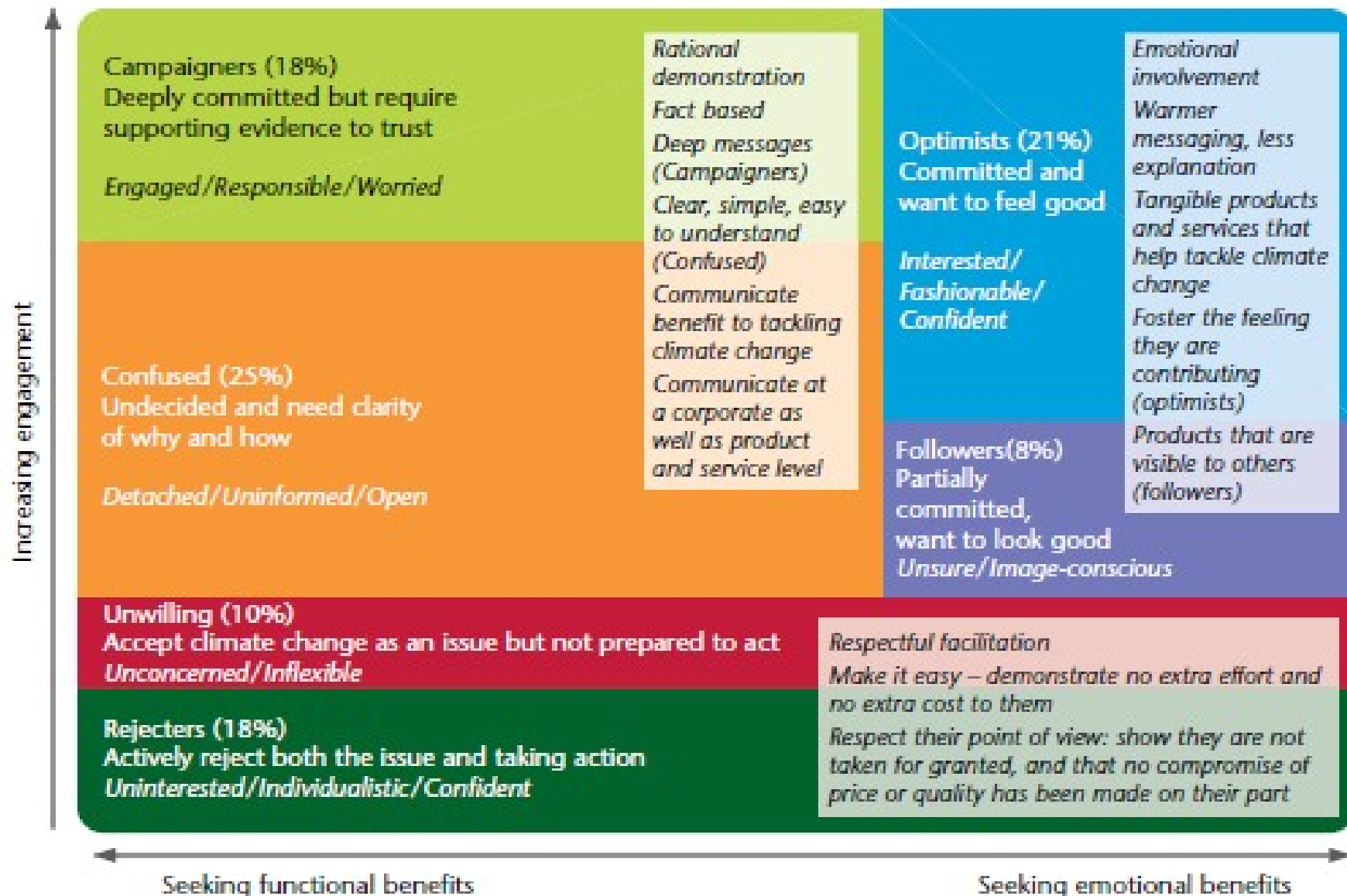
#### Respondent occupation scale

Self-employed	56%	40%	4%
Managers	66%	30%	4%
Other white collars	57%	37%	6%
Manual workers	55%	39%	6%
Home-makers	53%	40%	7%
Unemployed	49%	46%	5%
Retired	49%	44%	7%
Students	46%	48%	6%



	You try to reduce your waste and you regularly separate it for recycling	You try to cut down on your consumption of disposal items whenever possible, e.g. plastic bags from the supermarket, excessive packaging	You buy locally produced and seasonal food whenever possible	When buying a new household appliance e.g. washing machine, fridge or TV, you choose it mainly because it was more energy-efficient than other models	You regularly use environmentally friendly alternatives to using your private car such as walking, biking, taking public transport or car-sharing	You have insulated your home better to reduce your energy consumption	You have bought a new car and its low fuel consumption was an important factor in your choice	You avoid taking short-haul flights whenever possible	You have switched to an energy supplier or tariff supplying a greater share of energy from renewable sources than your previous one	You have installed equipment to generate renewable electricity yourself in your home, e.g. solar panels, heat pump or wind turbine	You have bought a low-energy home
 EU27	66%	46%	36%	30%	26%	18%	10%	9%	7%	4%	3%
 BE	80%	62%	50%	43%	36%	32%	19%	16%	15%	9%	6%
 BG	23%	22%	37%	25%	13%	15%	2%	2%	0%	0%	1%
 CZ	69%	42%	28%	39%	23%	19%	8%	8%	4%	3%	1%
 DK	69%	62%	43%	55%	50%	29%	21%	11%	8%	10%	4%
 DE	79%	59%	46%	40%	43%	16%	16%	23%	14%	6%	2%
 EE	61%	54%	44%	40%	28%	31%	10%	7%	4%	4%	4%
 IE	79%	62%	34%	24%	15%	28%	8%	3%	10%	3%	3%
 EL	62%	36%	37%	15%	21%	12%	3%	5%	2%	1%	1%
 ES	72%	46%	23%	23%	18%	5%	2%	2%	2%	3%	2%
 FR	79%	54%	49%	35%	23%	26%	13%	4%	2%	5%	4%
 IT	55%	41%	35%	29%	21%	12%	10%	5%	8%	3%	4%
 CY	57%	21%	34%	20%	14%	10%	10%	3%	1%	8%	2%
 LV	27%	37%	38%	24%	33%	13%	4%	3%	2%	1%	1%
 LT	39%	27%	23%	18%	10%	9%	5%	2%	1%	1%	1%
 LU	88%	71%	52%	49%	39%	30%	27%	16%	11%	9%	6%
 HU	49%	46%	29%	27%	16%	17%	3%	4%	1%	1%	2%
 MT	76%	50%	34%	31%	19%	11%	8%	3%	2%	5%	6%
 NL	73%	54%	31%	44%	49%	23%	13%	10%	13%	6%	7%
 AT	72%	56%	55%	37%	30%	13%	12%	21%	8%	7%	1%
 PL	41%	31%	25%	22%	11%	9%	4%	3%	1%	1%	2%
 PT	56%	29%	14%	8%	12%	7%	1%	1%	2%	1%	2%
 RO	23%	21%	31%	17%	14%	18%	5%	3%	1%	1%	2%
 SI	86%	68%	43%	40%	34%	22%	8%	7%	5%	8%	3%
 SK	59%	36%	36%	30%	21%	22%	6%	5%	2%	1%	2%
 FI	71%	52%	36%	35%	41%	16%	17%	18%	11%	17%	2%
 SE	81%	58%	48%	35%	60%	17%	19%	28%	18%	14%	2%
UK	78%	48%	34%	28%	27%	30%	12%	9%	13%	3%	2%

# Engaging a range of green consumers -US/UK



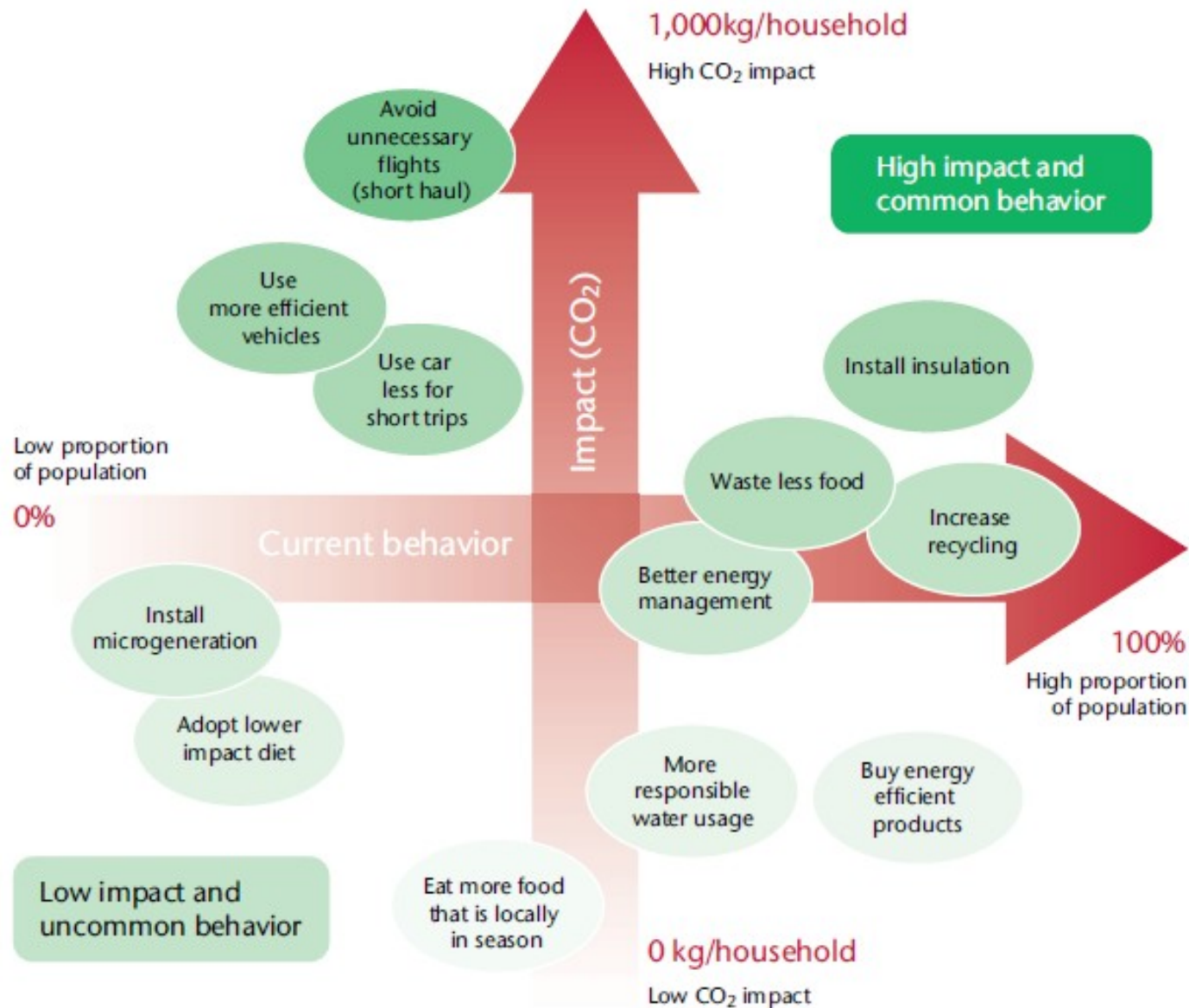
# Unwillingness to be a green consumer



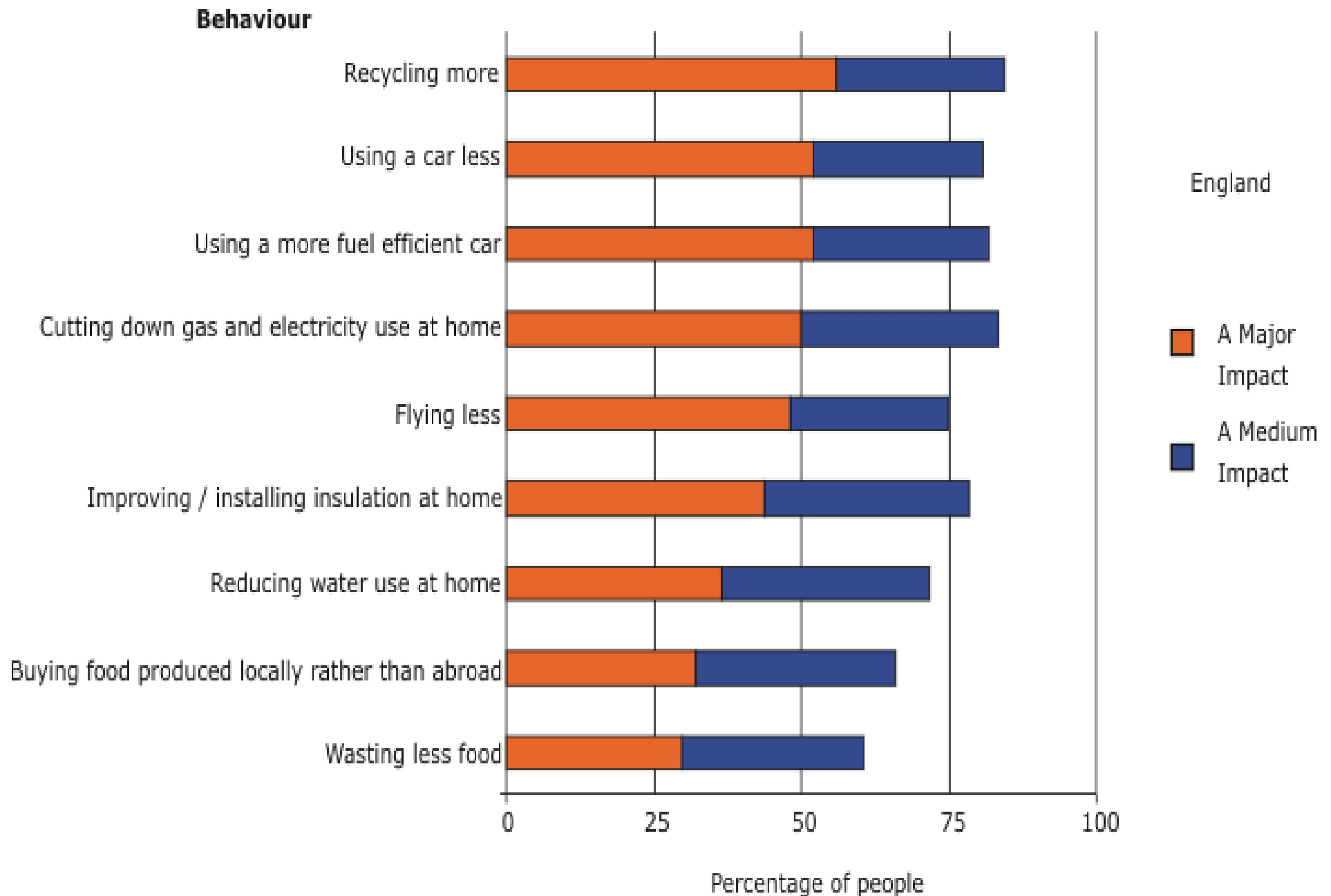
Figure 19: Why consumers are sometimes unwilling to pay more for environmental performance.

Source: National Geographic Society/GlobeScan, Greendex 2008: Consumer Choice and the Environment – A Worldwide Tracking Survey. 2008.

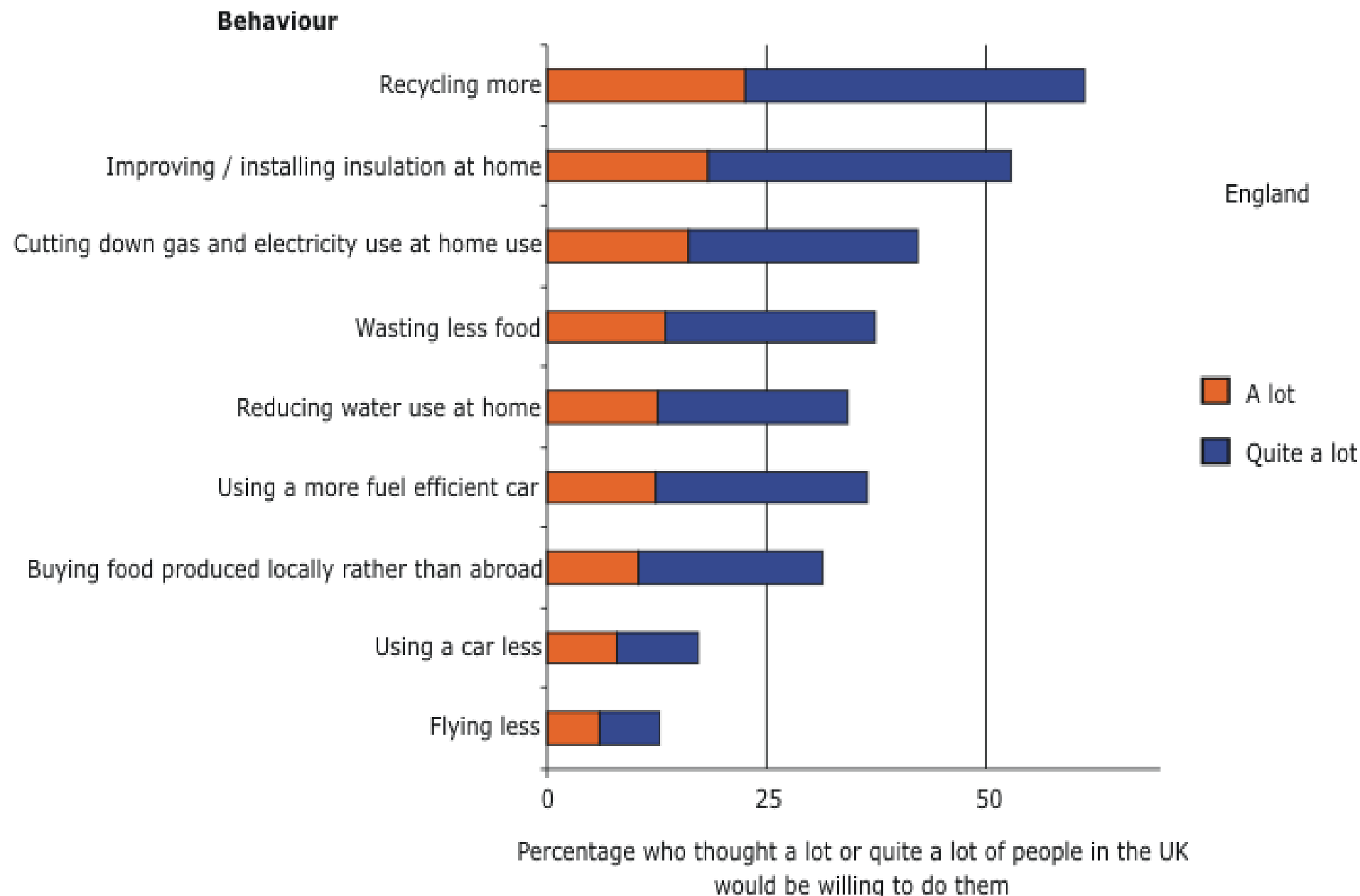
# CO2 impact of green behaviours



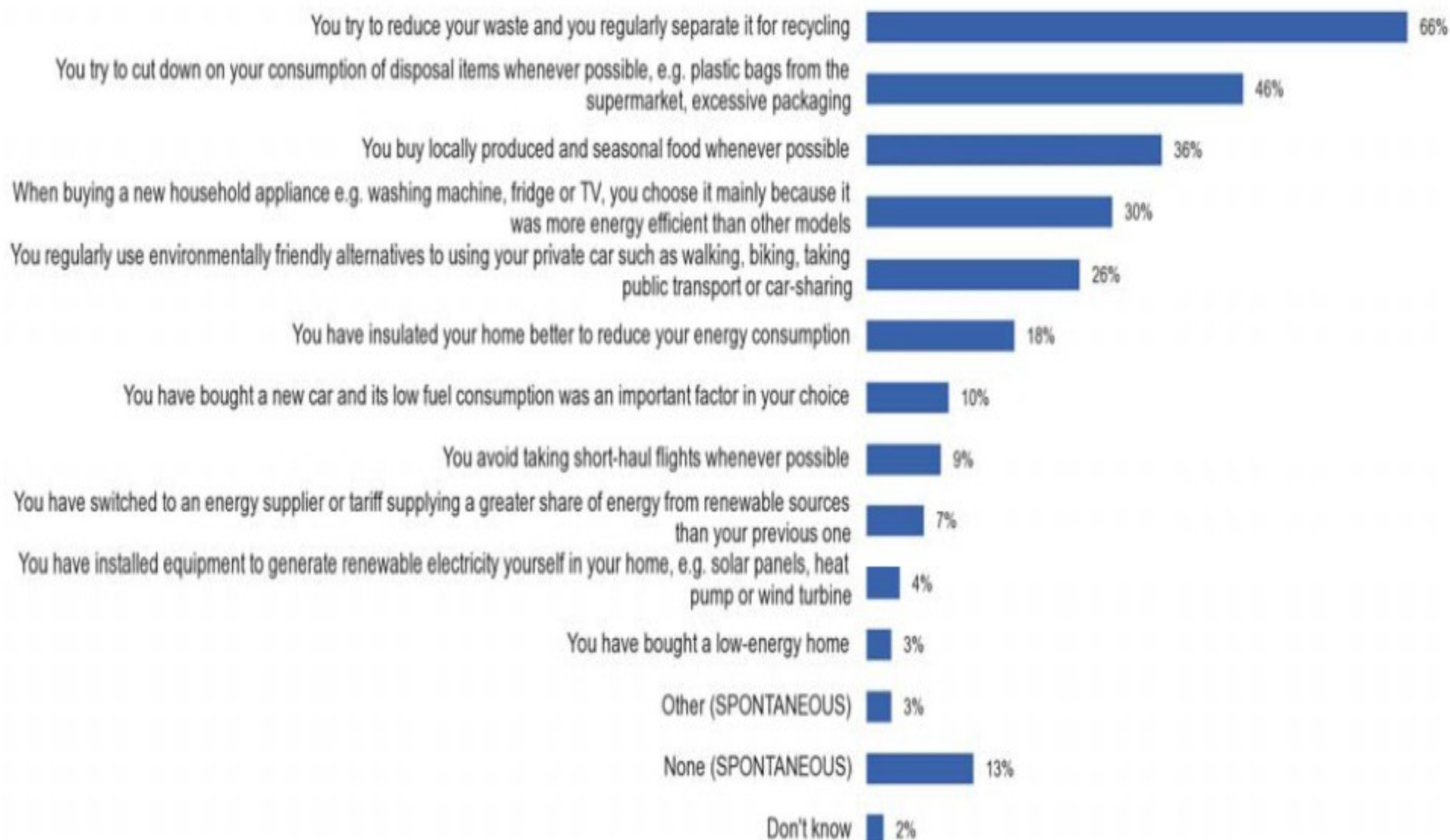
# Beliefs about the impact of behaviours on the UK's contribution to climate change if most people in UK were prepared to do them, 2007



# Beliefs about the number of people in the UK who are willing to take up behaviours that could impact upon the UK's contribution to climate change, 2007



QD6. Which of the following actions have you taken, if any?



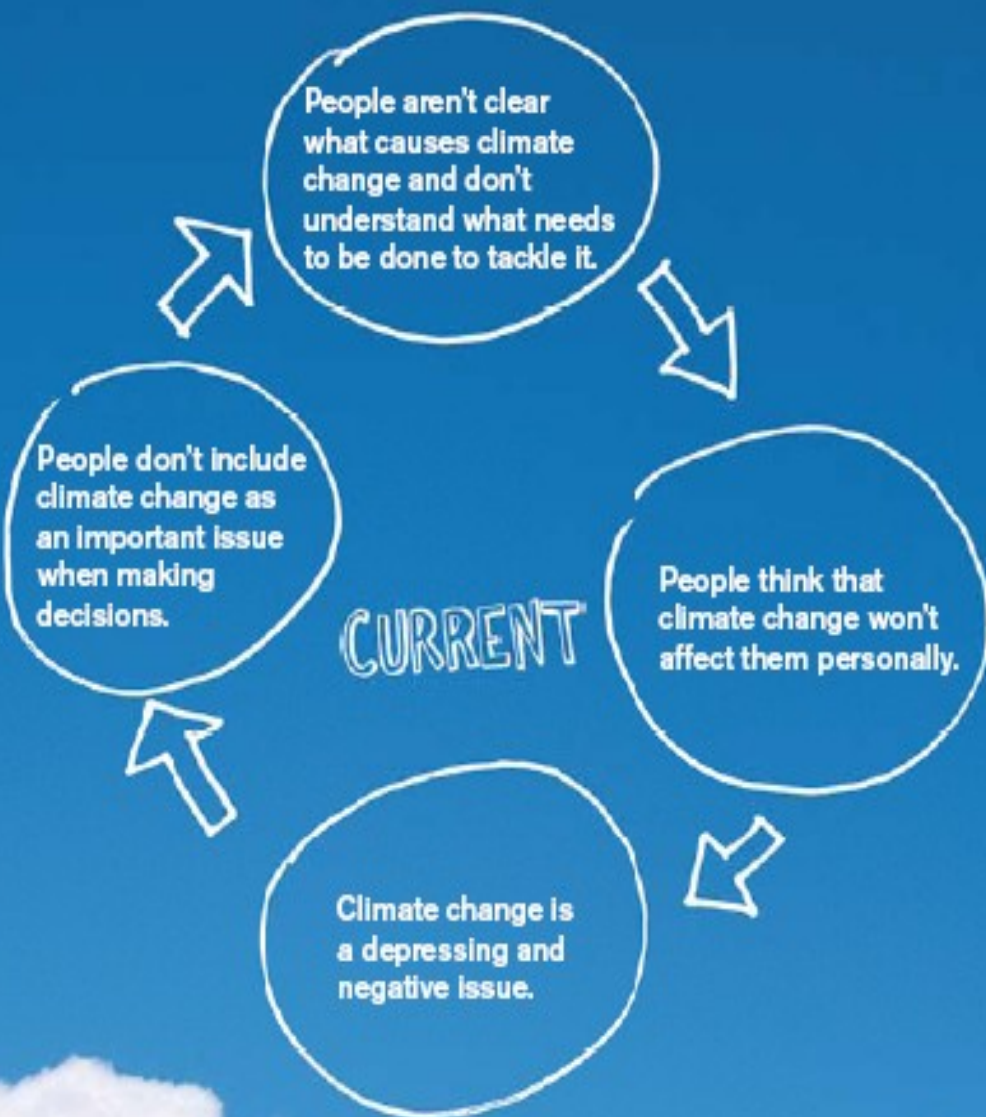
# Influencing green lifestyles

- Know what you want to achieve
- Build an exciting vision
- Understand who you are engaging
- Know how to influence them
- Know how to reach them

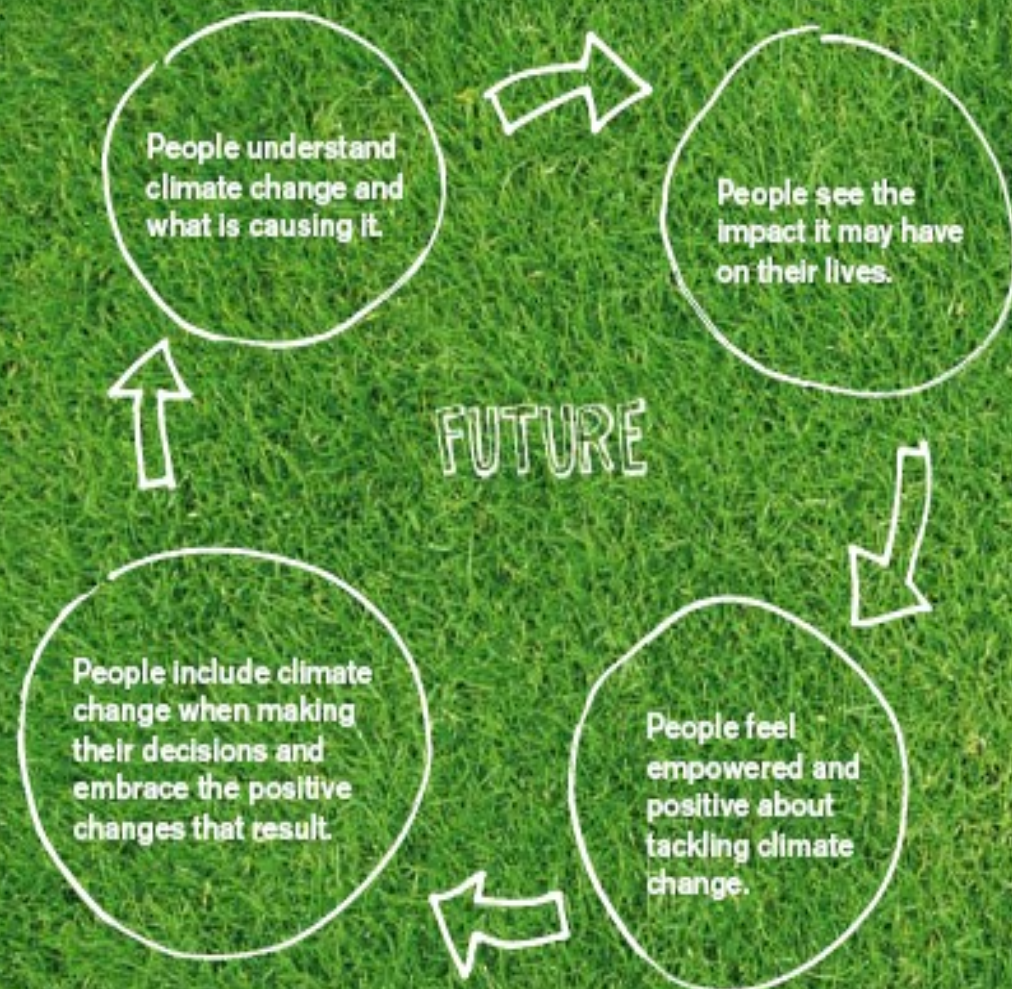


## Current attitudes

We are trying to change the way people think about climate change. Here is a summary of some of the most important attitudes that we need to address.



## Ideal attitudes



# Communicating climate change

## Vision always first

Make it visual

Make it national or local

Make it desirable, sizzle

Cut the dates and figures

Share the dream

## Choice

Introduce hell

The choice is now

Link the problem and solution

Personal hell

## Plan

- Short list of big actions
- Complete in five years
- Show me the money
- Climate cheats

## Action

- Direct link to heaven
- Use numbers here
- Personal payback
- The very next action

# Influencing green lifestyles

## The 4 E's

### **ENCOURAGE**

Encourage through positive approaches, legislation and behavior change

### **ENGAGE**

Reach out and connect with people to encourage sustainable lifestyles

### **ENABLE**

Provide necessary education, skills, policies and infrastructure to make sustainable lifestyles possible

### **EXEMPLIFY**

Celebrate the success of those leading the way with cutting edge projects and products.

# Effective communication

Have the right facts and evidence

Pitch to the target audience

Recognise current attitudes and behaviours

Recognise barriers to behaviour change / overcoming objections

Use appropriate language, terms

Have a clear objective

Give a simple message - KISS

Link to existing interests - hooks

Present norms and champions

Use appropriate communication channels

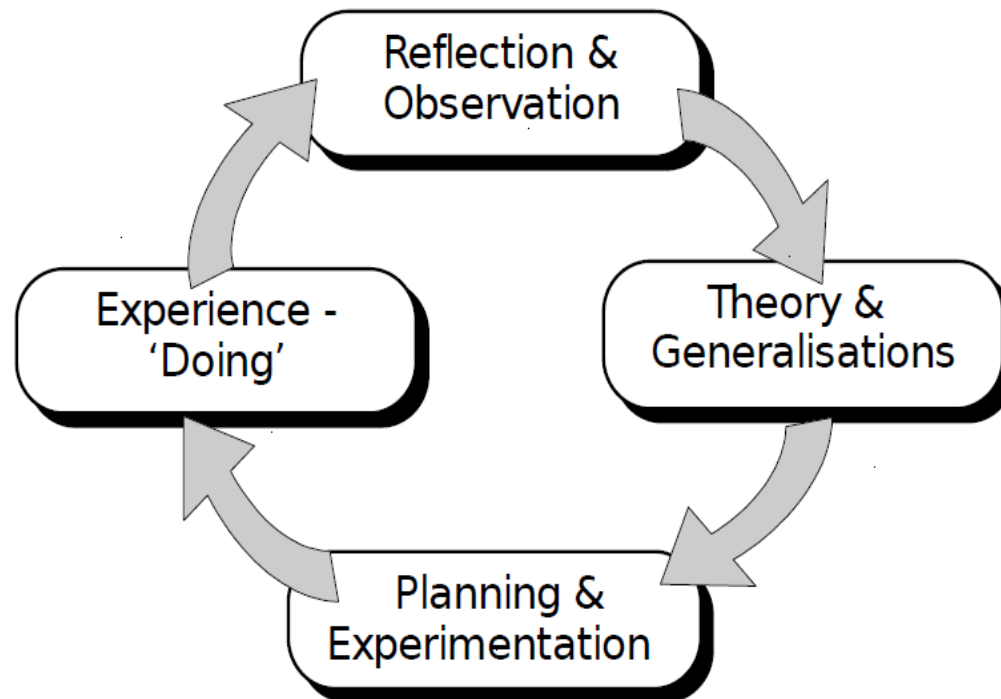
Empathise with the listener/ audience



# Give time for Doing-Checking – Thinking – Planning Kolb Learning Cycle

1984 psychologist David Kolb stated that for learning to be complete and deep (lodged in the long-term memory) learners need to go through a 4-stage learning cycle.

Learning can start at any of the 4 points of the cycle, they need to be worked through in order.



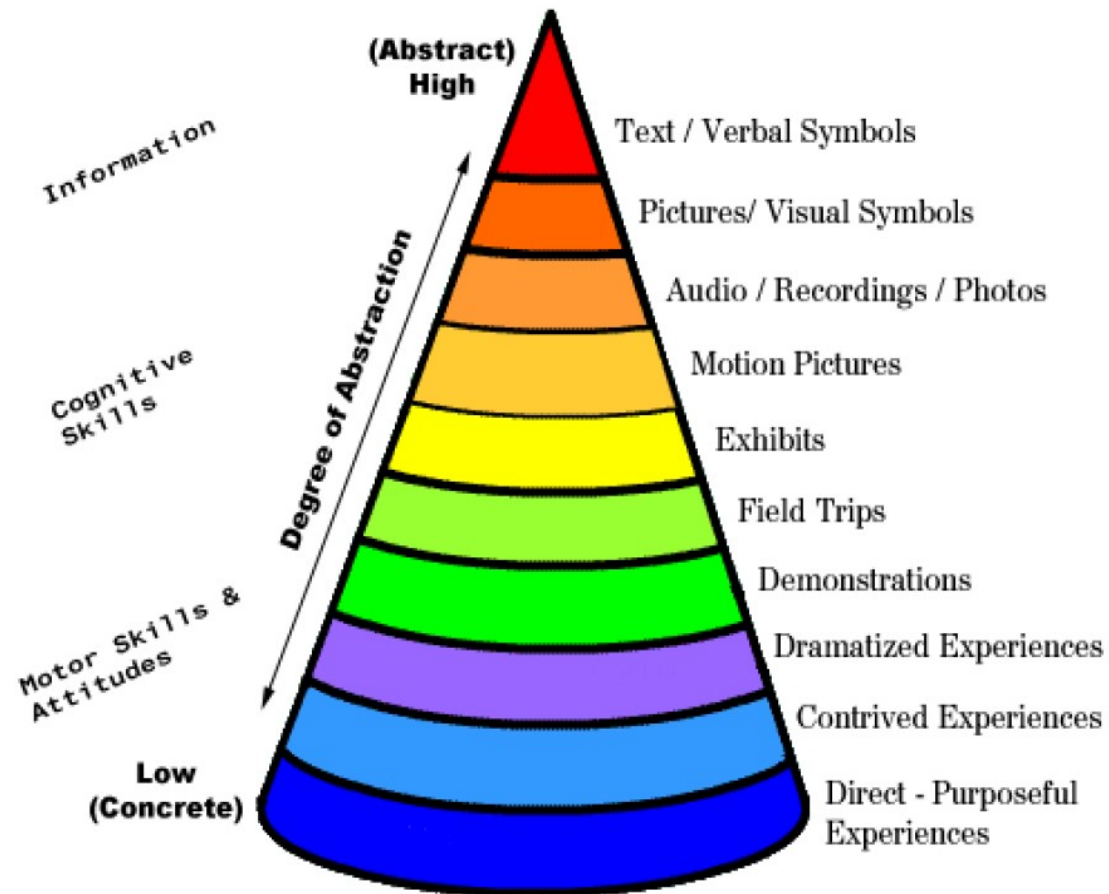
# Make it real - Dale's Cone of Experience

In 1960 educationalist Edgar Dale proposed a hierarchy of learning.

The more concrete the experience of learning was, the more of the learning was remembered.

Bands are flexible and not fixed

Bands illustrate a journey from the most abstract methods of learning to more definite, concrete methods



Graphic courtesy of Edward L. Counts, Jr.

# Facilitating key thinking

Questioning—asking good questions to provide a focus for the enquiry.

Reasoning—requesting reasons or evidence to support arguments and judgments

Defining—clarifying concepts through making connections, distinctions, and comparisons.

Speculating—generating ideas and alternative viewpoints through imaginative thinking.

Testing for truth—gathering information, evaluating evidence, examples and counter examples

Expanding ideas—sustaining and extending lines of thought and argument.

Summarizing—abstracting key points or general rules from a number of ideas or instances.

# Informal Facilitating tools

breathing, eye contact, a smile

tone of voice, body language

asking appropriate questions, actively listening, humour

opening a window, turning the heating up or down

throwing issues back to the group for decision

taking an unscheduled break, refreshments,

offering a summary of the discussion.....etc



# Formal Facilitating tools

Evaluation form

Go-round

Group agreement

Icebreaker

Ideastorm

Minutes of the meeting

Paired listening

'Parking' space

Small groups

Spectrum line

# Strategies to extend and develop thinking

- Thinking time**—encourage pauses for thought or moment of quiet meditation on a topic  
– 3 sec. Gap
- Think—pair—share**—allow individual thinking time about a question, invite discussion of the question with a partner, then open up for class discussion
- Ask follow-ups**—ask people to extend or qualify what they said by asking questions that challenge their thinking such as 'Why?'. 'Do you agree or disagree?'
- Withhold judgment** - respond to student answers in a non-evaluative way eg a positive but neutral response such as 'Thank you', 'Ok', 'That's interesting', 'A-ha'
- Invite the whole group to respond** -encourage a response from the whole group by saying things such as; 'How many people agree/disagree with that point of view?'
- Ask for a summary**—promote active listening by asking for a summary of what has been said eg 'Could you summarize his point?' 'What are the arguments so far?'
- Play devil's advocate**—challenge students to give reasons for their views by presenting opposing points of view 'What's a different point of view, argument?'
- Invite a range of responses**—model open mindedness by inviting people to consider different view points: 'There is no single correct answer to this question.'
- Encourage questioning**—invite people to ask their own questions before/during and/or after discussion. 'Has anyone a question about what has been said?' etc

# Consensus decision-making

Common goal

Commitment to reaching consensus

Trust and openness

Sufficient time

Clear process

Active participation

# Skills for consensus decision-making

Active listening

Summarising

Synthesis

# So what is a green lifestyle?

*Sustainable lifestyles means rethinking our ways of living, how we buy and how we organize our everyday life. It is also about altering how we socialize, exchange, share, educate and build identities. It means transforming our societies and living in harmony with our natural environment.*

UNEP

# Lean to Green

## The Sustainable Energy hierarchy

Be green – use renewable energy



Be clean – supply energy efficiently



Be lean – use less energy

## The Sustainable Lifecycle hierarchy

Be green – with more well-being



Be clean – with sufficient

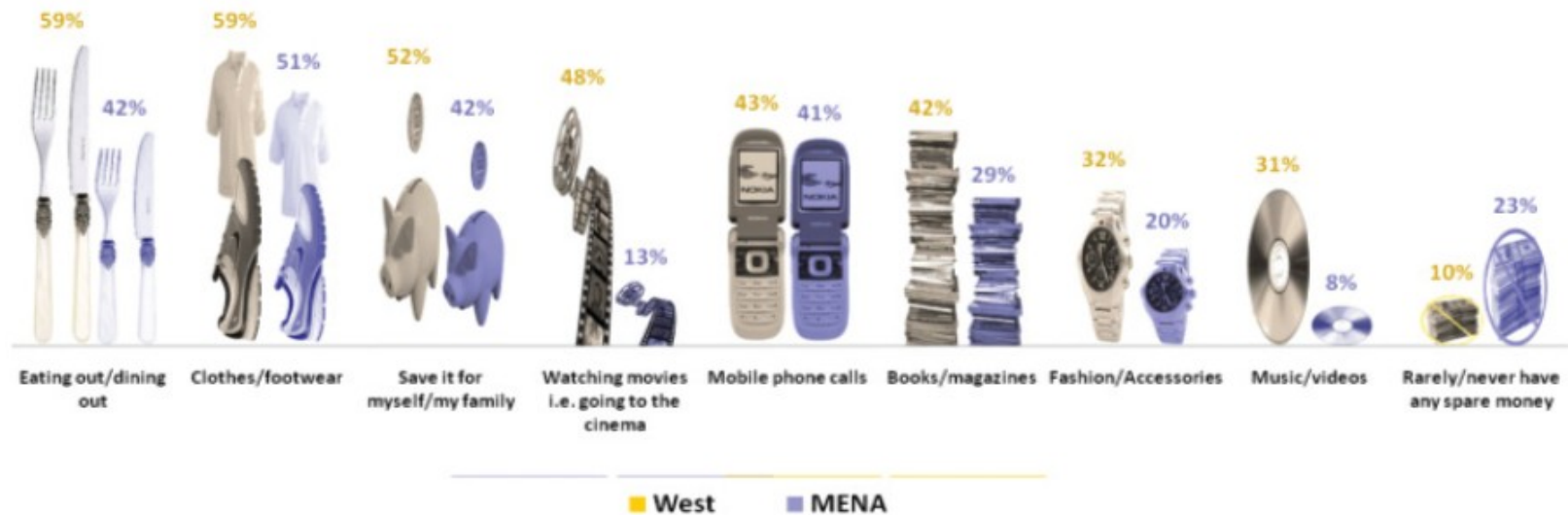


Be lean – with less stuff

# Young Middle Eastern consumer

Consumer and lifestyle habits of Arab and Western youth are strikingly similar

Q: What do you spend your money on?



# Change - Culture





# Sustainable Lifestyles Manifesto, UNEP

## **Enthuse and inspire**

Give a positive message about what we gain not what we give up

## **Create support structures**

Provide the products, means and the infrastructure to make sustainable choices

## **Celebrate success**

So much is already happening. Rejoice in success to encourage the involvement of individuals and communities

## **Focus your efforts**

Choose one specific area where lifestyle change is needed

## **Form partnerships**

Connect people, build relationships and expertise to make sustainable lifestyles happen.

# Creative Communities for Sustainable Lifestyles

The team identified eight common areas of community led sustainable lifestyle projects

- **Cooperative purchasing groups**, where people buy in bulk directly from suppliers.
- **Local trading exchanges**, where people exchange services and skills with each other. (De-monetisation)
- **Children centres**, where children and parents can meet and play together.
- **Car pooling**, where individual cars are shared between groups. (De-ownership)
- **Community agriculture exchanges**, connecting urban and rural producers.
- **Elderly community care**, run by and for senior citizens to support each other.
- **Urban vegetable gardens**, run by community groups.
- **Community nurseries**, where mothers run small, local nurseries for children.

# Global challenges



The proportion of the Earth's ecosystems services that have been degraded in the past 50 years

1.7  
BILLION

The global consumer class; nearly half come from developing economies

20%  
OF GLOBAL  
GDP

The potential cost of climate change if we don't invest to tackle it

+34%



NOW



2050

The expected growth in the world's population between now and 2050



The number of earths that would be required were everyone to adopt the consumption patterns and lifestyles of the average citizen in North America

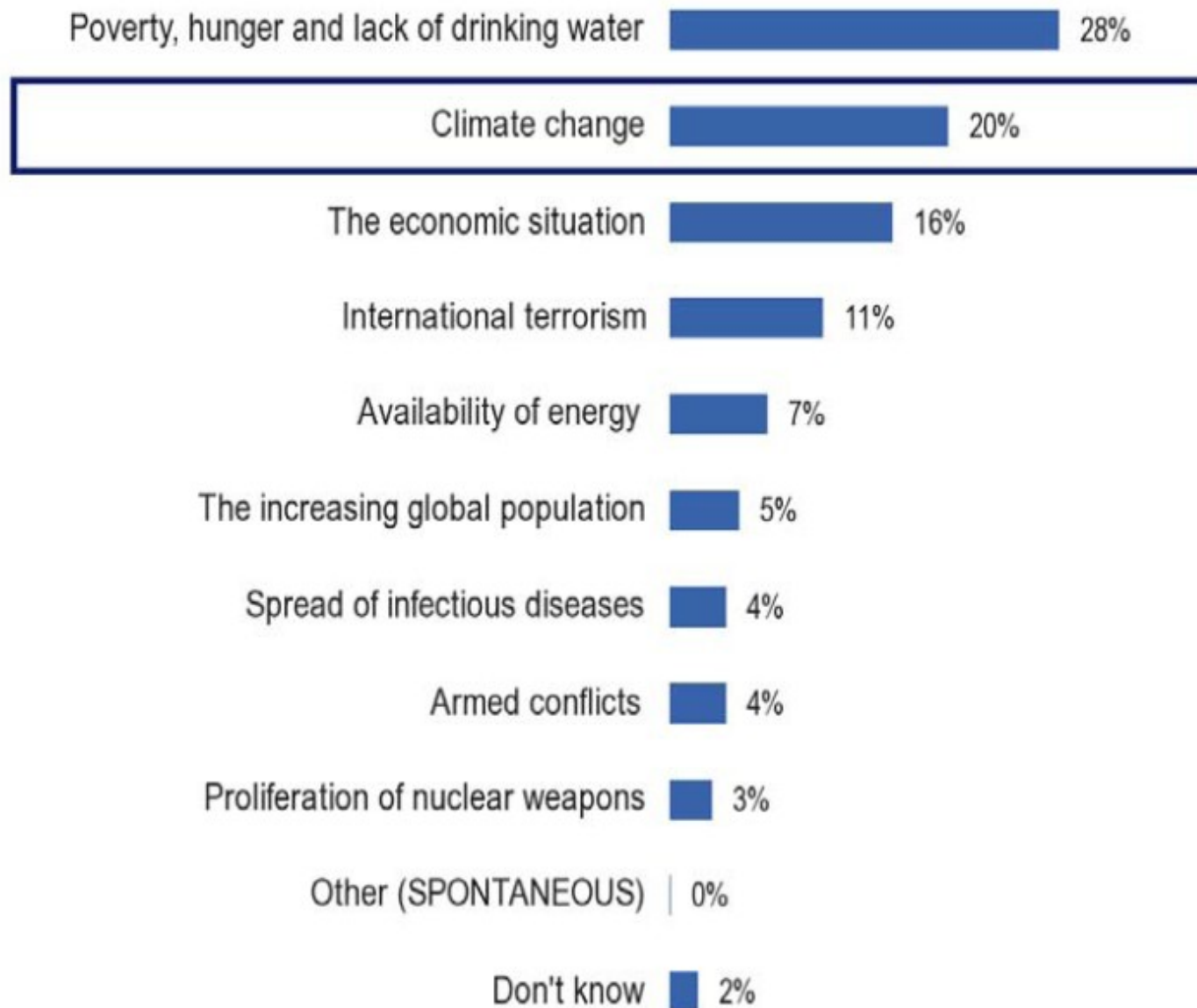
-25%



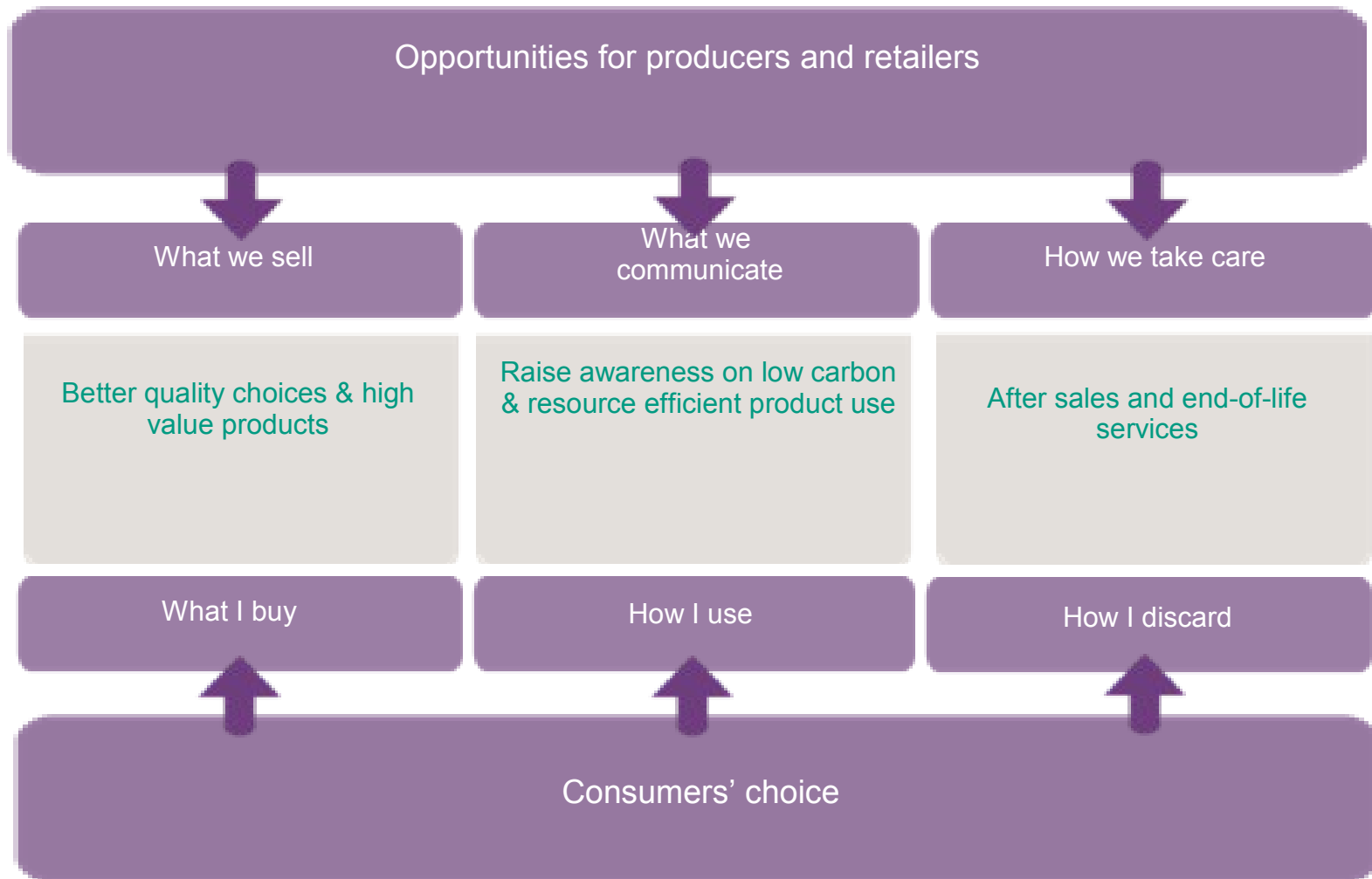
The reduction in the amount the average African household consumes over the last 25 years



QD1a. Which of the following do you consider to be the single most serious problem facing the world as a whole?



# Business influencing green lifestyles



# Green Cities



# Green Cities networks

**C40CITIES**

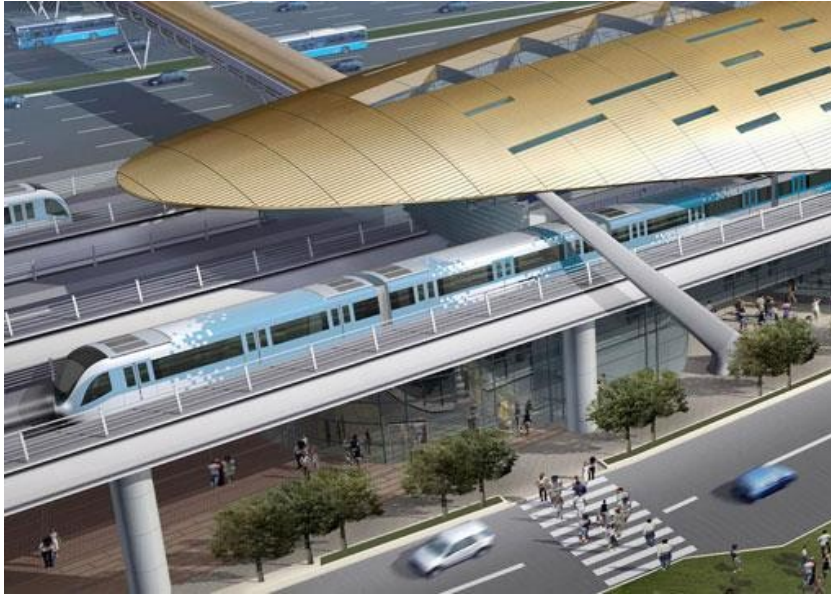
CLIMATE LEADERSHIP GROUP

- C40 LARGE CITY
- C40 AFFILIATE CITY



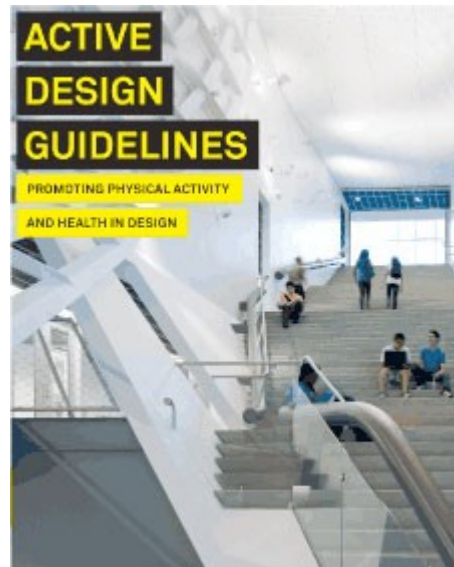


# Green transport for green lifestyles

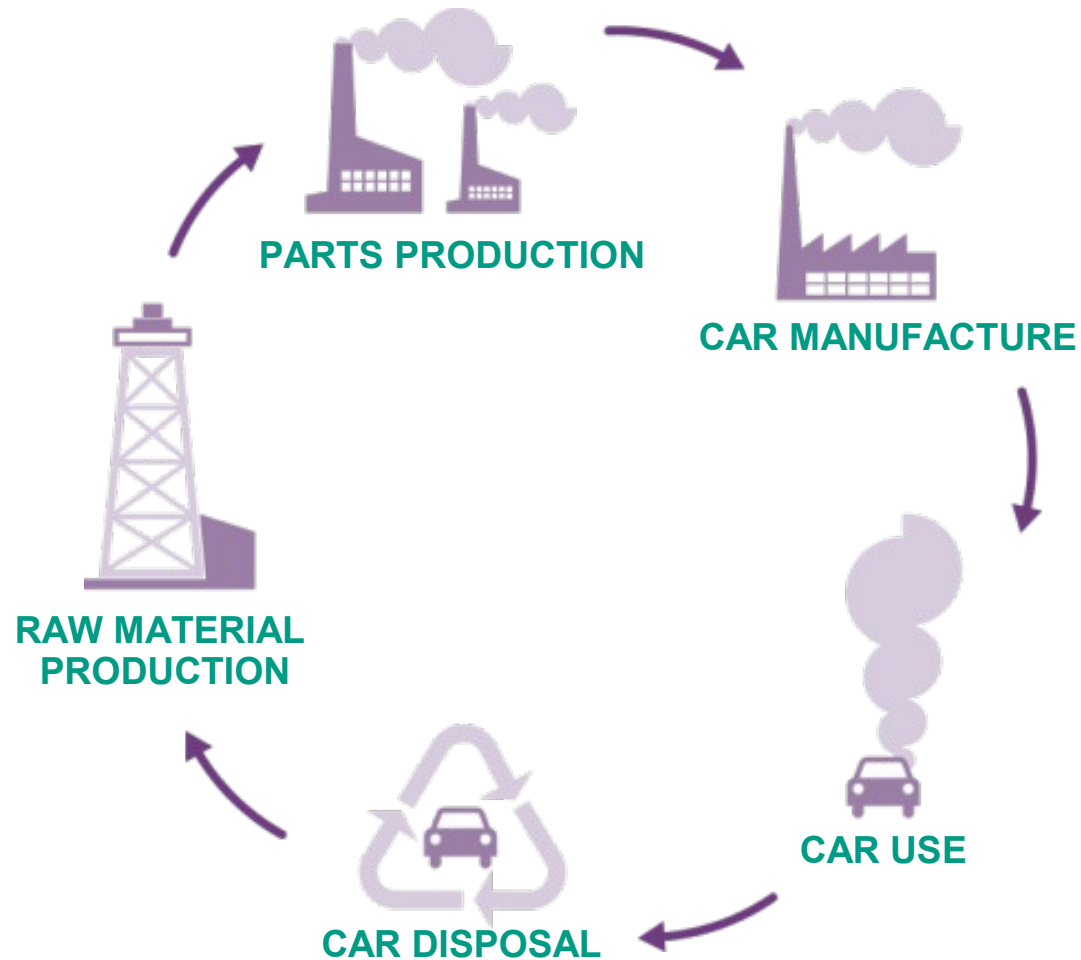




# Healthy cities – Walking people



# Closed system of production and consumption



# Circular Economy/ System

*If we are to succeed ... it is very important to develop a circular economy based on cradle-to-cradle design principles. These principles represent what China's central government wants to achieve.*

**Madame Deng Nan, China's Party Secretary for Science and Technology**

# Creative Communities for Sustainable Lifestyles

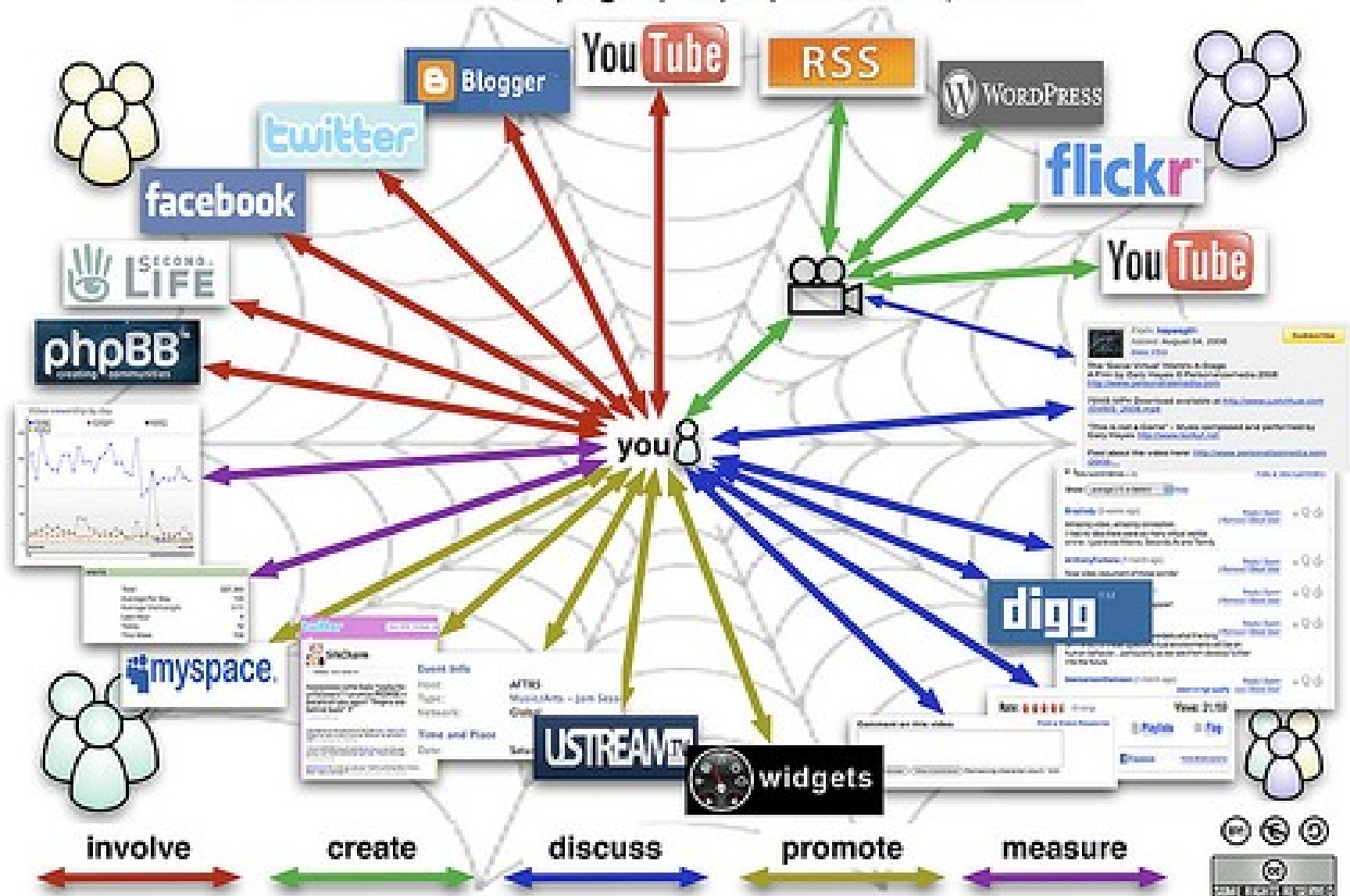
[www.sustainable-everyday.net](http://www.sustainable-everyday.net)





# Social media and culture of the next generation

The Social Media Campaign by Gary Hayes & Laurel Papworth 2008



*“Many of us - from individuals to politicians, entrepreneurs and organisations – have ideas about what could be done in the city, suggestions that could lead the way forward. But we don't meet, we don't interact, we don't synergise.”*

[www.ideasforchange.tv](http://www.ideasforchange.tv)

# Education for sustainable lifestyles





## YouthXchange Guidebook Series

### Climate change and lifestyles

**YouthXchange**

UNEP and UNESCO started the YouthXchange (YXC) Initiative in 2001 to promote sustainable lifestyles among young people through education, dialogue, awareness raising and capacity-building.

YXC works with young people aged 15-24 as well as educators, non-governmental organisations (NGOs), trainers and youth leaders around the world.

YXC reaches young people through a network of national partners in 45 countries.

At the national and local level, YXC training and capacity-building activities is secured through a diverse network of partners, with the support of a printed training kit (translated into 25 languages) and a website.

The YXC training kit provides information, ideas, tips and good practices on topics such as sustainable consumption, lifestyles, mobility, waste reduction, energy and resource efficiency, smart and responsible shopping and so forth.

**Climate change and lifestyles** is the first in a series of guidebooks supporting the UNESCO/UNEP YouthXchange (YXC) Initiative. The series is being produced for young people and people working with young people - non specialist educators, trainers and youth leaders in both developed and developing countries.

**Aims**

- Explore the links between lifestyles and climate change;
- Help young people consider the actions they might take towards more sustainable life styles;
- Support courses and projects that promote greater understanding of climate change and youth lifestyles among youth.

**The guidebook**

- Considers the causes and effects of climate change and its human impacts and responses, while connecting them to lifestyle choices and the technical structures that support a society, such as roads, power grids and telecoms;
- Provides scientific, political, economic, social, ethical and cultural perspectives on climate change;
- Explains complex issues in accessible language supported by facts, graphics, images, case studies and resource links;
- Develops the critical skills young people need to make personal choices to address the challenges of climate change.





Y O U T H X C H A N G E - C L I M A T E

## Guidebook themes

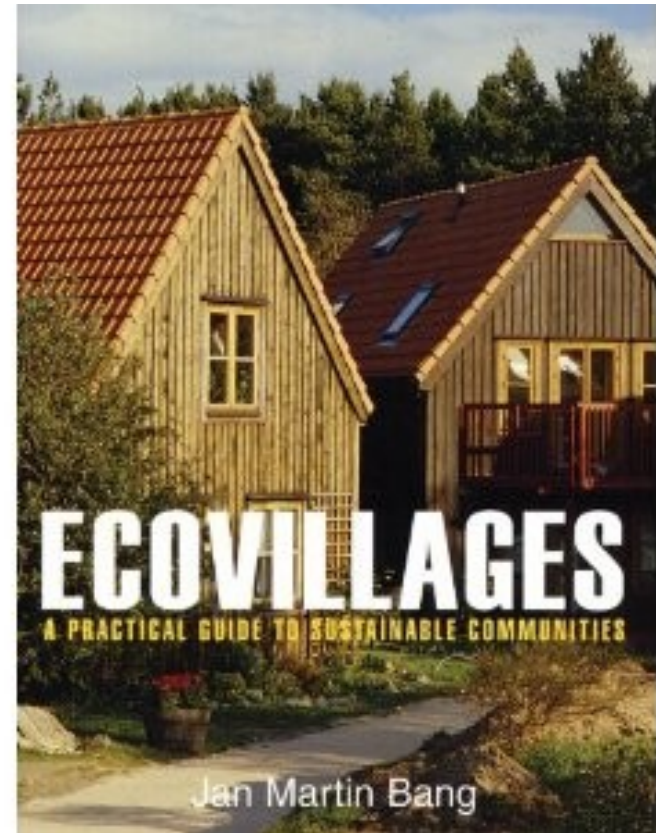
The guidebook is structured around 12 themed sections supported by an introduction to the challenges for young people and a resources section.

The 12 sections are:

- Learning as change**  
How can we create learning opportunities that explore the skills and values young people need to engage with discussions about climate change and personal choice?
- Changing climate**  
This covers the necessary scientific background, key causes and effects, and the relationships to people and societies. What are the certainties, risks and responsibilities?
- Lifestyle choices**  
We make lifestyle choices whenever we plug in a computer, climb into a car, buy food or take a shower. How conscious are we of how these choices connect to climate change?
- A good life**  
Responding to climate change is sometimes associated with giving up the things we enjoy. How might we shift towards a more sustainable low carbon lifestyle, but still enjoy a good life?
- Food and drink**  
How does what we eat and drink relate to climate change, and what choices can we make to reduce our impact on the planet and its resources?
- Energy use**  
Our world is dependent on energy, but do we have to use so much of it, and are there energy choices we can make to reduce our contributions to climate change?
- Travel and transport**  
Mobility is an essential part of modern life and brings many benefits, but it often comes at a cost to the climate. What are our options for making local and international travel more sustainable?
- Leisure and entertainment**  
We all want to enjoy life, but are there ways we can do so that also reduce our impact on the planet and its resources?
- Shopping and consumerism**  
Shopping has become a way of life for many young people. We all need some things, but is buying them always the best way? What alternatives might there be?
- Money and jobs**  
Choices about the jobs we do and the way we spend or invest our earnings can have a big impact on climate change. How can our choices help to build low-carbon economies?
- Connecting with others**  
Young people communicate all the time, by text, email or social networking. What is the impact of connecting with others and how can we use these connections as a force for change?
- Taking action**  
The challenges of climate change may seem daunting, but we can all make lifestyle choices that are about taking action and beginning a journey towards low-carbon living.

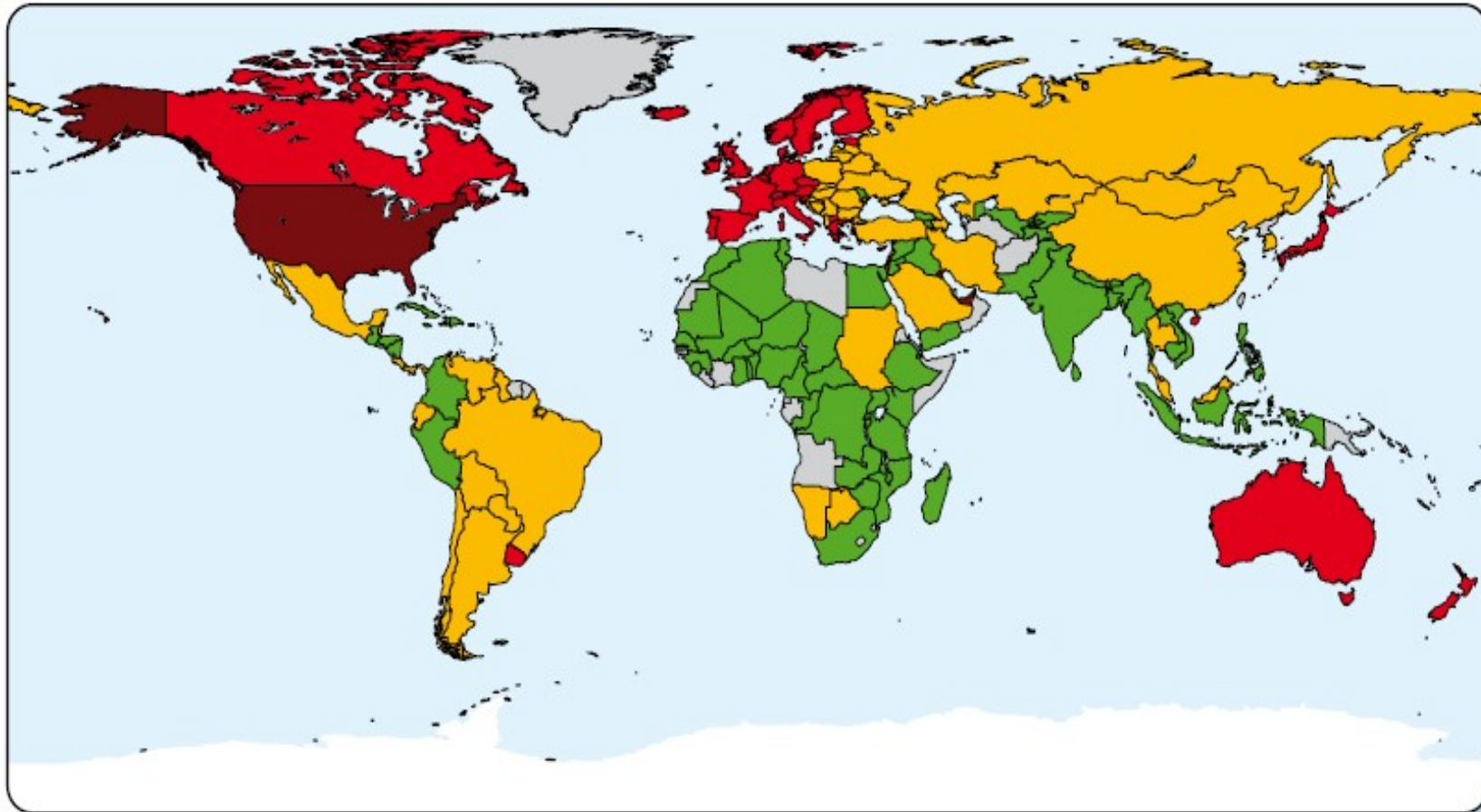
Y O U T H X C H A N G E - C L I M A T E

# Some European sustainable community approaches





# Ecological footprints

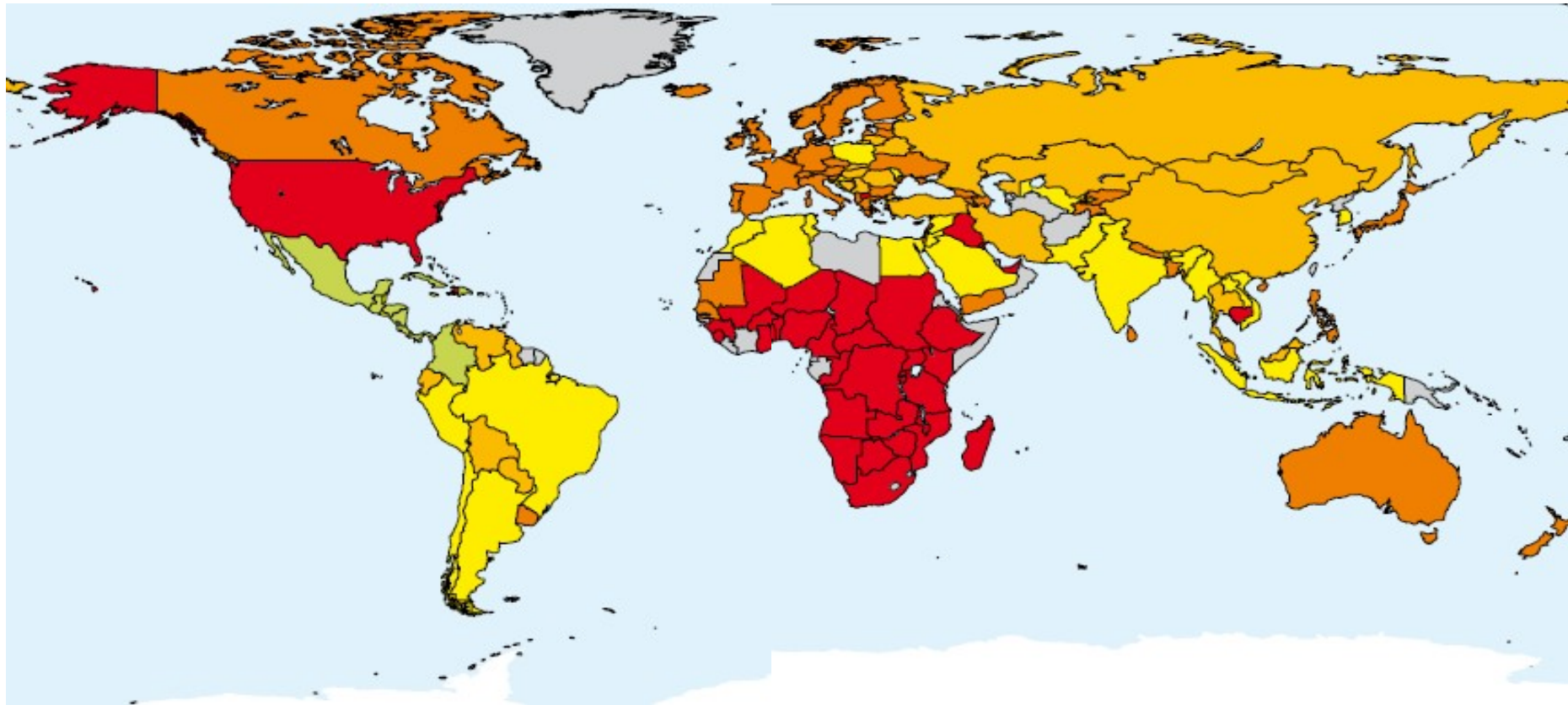


Ecological footprint is the Land (represented as hectares or planets) needed to produce all the resources it consumes and to absorb the waste it generates.

Colour key:

	< 1 planet
	1 - 2 planets
	2 - 4 planets
	> 4 planets

# Happy Planet Index



HPI = Life expectancy X Life-satisfaction/ Ecological footprint

Colour key:

- All 3 components good
- 2 components good, 1 middling
- 1 component good and 2 middling
- 3 components middling
- Any with 1 component poor
- 2 components poor, or 'blood red' footprint

