



Getting Started

Welcome to your Carbon Literacy Training Pack. This pack contains all the information you need for your training. Please read the attached documents to understand more about your training pack, how your learners gain certification and what steps to take to ensure your learners get the best Carbon Literacy experience.

Our documents change from time to time. To ensure you're always using the most up-to-date version, please follow the links provided in this document.

This "Getting Started" guide is presented in two parts.

Part A covers the **Carbon Literacy process**

Part B introduces the **Manchester Metropolitan Carbon Literacy for Universities training materials**.

Part A – The Carbon Literacy Process

A1. The Trainer Documents Folder

The 'Trainer Documents' folder contains the following documents:

- CLP1 The Carbon Literacy Trust Bank Details
- CLP2 Trainer Code of Conduct
- CLP3 Certification Marking Guide

You will need The Carbon Literacy Trust Bank Details to get set up for certification (see A2 below).

Please familiarise yourself with the Trainer Code of Conduct and the Certification Marking Guide before starting your training.

A2. Getting set up for certification

The Manchester Metropolitan Carbon Literacy for Universities training materials are free to use as part of certified Carbon Literacy training.

Before getting started on your training, you will need to set up The Carbon Literacy Trust on your accounting system. This will allow us to issue invoices to cover certification costs and prevent hold-ups in returning certificates to your learners.

Please see **The Carbon Literacy Trust Bank Details** document (within the **Trainer Documents** folder) for the information you will need to set up The Carbon Literacy Trust as a vendor.

Some organisations chose to bulk purchase certificates in advance, based on the total number of participants they plan to train in a given timeframe (e.g. a year). This allows straightforward tracking of learners and certification, and reduces the administration for both parties. Alternatively, if you would prefer to invoice for each batch of learners, we can accommodate this.

The cost per learner is £10 per certificate application, and further details can be found [here](#).

A3. Collecting & submitting participant details & learner evidence

A3.1 Participant details & learner evidence – information required

In order for a learner to be certified as Carbon Literate, we require:

- Basic details from each of your learners - this helps us to collect information confidentially for possible future studies on the effectiveness of CL.
- Evidence that your learner has completed and understood their CL course, and created an individual action and a group action (requirements of the CL Standard).

We provide a standard **Participant Details and Evidence Form** that collects the *minimum* evidence the Project needs to receive (preferably electronically) per learner, to determine whether your learner has met the Carbon Literacy Standard, and so can be certified as Carbon Literate.

Download the most up-to-date versions of the Participant Details and Evidence Form [here](#).

A3.2 Collecting your participant details & learner evidence

When delivering training remotely you may wish to move the information requested in our **Participant Details and Evidence Form** (this is the minimum amount of evidence needed for the certification of learners. See A3.1) onto an online form or survey platform. How you collect evidence from learners is your decision, but we recommend doing so within the training, usually at the end of the last session. This avoids having to chase learners for details and evidence after the session, potentially resulting in fewer learners being certified.

A3.3 Reviewing your learner evidence

Prior to submitting learner evidence for certification, we strongly recommend that trainers take the time to review evidence. You should check for mistakes (e.g. not completing a section) and potential areas of weakness that may prevent a certificate from being awarded (please review the **Certification Marking Guide** in the Trainer Documents folder).

A3.4 Submitting your participant details & learner evidence for certification

After you have collected and reviewed your learner evidence, you will need to submit it for certification.

The trainer (or training organisation) should complete the **Certificate Request Form** for each group for whom Carbon Literacy certification is being requested. This form must be submitted along with the batch of participant details & learner evidence and the relevant payment information. Submit the completed documents and the appropriate certification fees (if not already purchased) to evidence@carbonliteracy.com, and we'll do the rest.

Download the most up-to-date versions of the Certificate Request Form [here](#).

Please note the following:

- What is on the Certificate Request Form is what will appear on the certificates – so please take care to ensure correct spellings of learner's names and that the correct organisation is identified.
- You also need to state the course ID number to demonstrate that you have used an accredited course to conduct your training. The ID number for the Manchester Metropolitan Carbon Literacy for Universities course is **CC000171**.
- Please ensure that everyone handling your learner data has undergone GDPR training and that you abide by all GDPR requirements. For example, sending information in password protected documents and sending passwords under separate copy. If in doubt, check with your in-house GDPR advisors.

A3.5 Receiving certificates & feedback

Assuming we have all the evidence and documentation needed, please allow two weeks for us to get back to you with:

- Certificates in PDF format for those who have met the CL Standard
- Feedback for any learners who've not yet passed

Certificates will always be issued to the trainer. The Carbon Literacy Project never distributes certificates to individual learners.

Any learners who do not gain certification on their first attempt have 28 days, from our response, in which they can reapply by addressing the feedback provided to the trainer. All resubmissions should come via the trainer, and we ask that these are submitted as a group alongside a new Certificate Request Form. Resubmissions are classed as new applications, and therefore the £10 certificate application will apply.

A3.6 Keep a record of your activities!

We recommend that you keep a record of what you have done in a Trainer Log, how many Carbon Literacy 'graduates' you have, and your learners' actions, as this will form the foundation of your application to become an accredited Carbon Literate Organisation, Carbon Literacy Facilitator/Trainer/Consultant, or Carbon Literacy Training Organisation, should you wish to apply.

Information on these supplementary accreditations, and documents to support you in keeping a record, or making an application, can be found [here](#).

A4. Further information about Carbon Literacy

[Education Sector](#)

[What On Earth Is Carbon Literacy?](#)

[Introduction to Carbon Literacy](#)

[Frequently Asked Questions](#)

All online resources can be found at www.carbonliteracy.com.

If you have any questions about this pack, please contact us at education@carbonliteracy.com.

Part B – The Carbon Literacy for Universities (CLU) materials

B1. Authors

The Carbon Literacy for Universities toolkit was created by Carbon Literacy Consultants Rachel Dunk & Jane Mörk, Manchester Metropolitan University.

B2. Audience

These training materials have been designed to be accessible and engaging for all university members, and are equally suitable for academic or professional services staff, and for undergraduate and postgraduate students from any discipline.

B3. Modular Structure

The training materials are structured in five Modules, each of which can be delivered either online (blended learning, with self-study elements and webinars) or face-to-face:

- **Module 1:** The Science of Climate Change
- **Module 2:** Exploring Carbon Footprints
- **Module 3:** A Zero Carbon World
- **Module 4:** Our Wider Influence
- **Module 5:** Taking Action

Modules 1, 2 and 3 are fully flexible between the online and face-to-face versions (at the activity level).

Modules 4 and 5 should both be selected from either the online or the face-to-face versions (as some of the activities are different in the two versions). In the face-to-face training we would recommend running Modules 4 and 5 in the same workshop session (to maintain momentum as potential actions are discussed in both Modules).

Note: Module 5 from the face-to-face training has not yet been released. It will be added to the Face to Face materials folder by end Dec 2020.

B4. Delivery Options

Please follow the order of modules, and the order of activities within modules, as ideas and concepts are built up across the training programme.

B4.1 Online Training

The online version comprises around 4 hrs of self-study in combination with either four 1.5 hour webinars or two 3 hour webinars. While possible, we would not recommend a full day webinar as this is tiring for both trainers and participants.

You may wish to replace some of the self-study with an additional 1-1.5 hour webinar (replacing the Module 1O Self-study option with Module 1O Webinar option).

Please start by reading the “**Guide to Online Training**” document provided in the **Online materials folder**. This provides an overview of Manchester Met’s delivery model, including all the information and text you need to set-up the self-study components of the training.

B4.2 Face-to-Face Training

The face-to-face training has typically been delivered as one full day or two half-day workshops. You could break it down into shorter sessions if you prefer – but we strongly recommend delivering Modules 4 and 5 in the same session in order to maintain continuity and momentum in the exploration of potential actions to reduce climate impacts.

The face-to-face materials include small and large group variations for a number of activities, which provides flexibility in your training group size (from small group to conference style delivery – e.g. at team / departmental conferences or away days). Many of these activities are highly suitable for short taster sessions, which can help to raise awareness of / engagement in your full training programme.

Note: It is possible to run some (but not all) of the activities in a socially distanced setting. For example, the quiz activities could be run in socially distanced mode if you replace the flash cards with use of a smart phone quiz tool.

B5. Navigating the Toolkit

B5.1 High-level folders

Within the main Drop Box folder there are two high-level folders of training materials:

- **Face to Face materials**
- **Online materials**

Within each high-level folder, you will find an **excel spreadsheet** providing a full **list of all files and their locations**, an ‘**About the Training**’ slide which should be incorporated at the start of your training slide stack, and a set of **Module folders**. In the Online materials folder you will also find the **Guide to Online Training** document, which provides an overview of how Manchester Metropolitan University delivers the online training.

B5.2 Module & Activity Folders

- ‘**Module XF**’ is Module X (1 to 5) in the face to face materials
- ‘**Module XO**’ is Module X (1 to 5) in the online materials

Each Module folder contains a set of Activity folders, where the Activity folder contains everything you need to run that activity. The figure overleaf provides an overview of the types of file you will find and the naming conventions. The naming convention has been designed so that when you download the toolkit, you can move the files into one folder (if you want to!) and as long as you have the files ordered by name, they will appear in the right order.

Module XO

- MXO_A1 Example Activity 1**
- MXO_A2 Example Activity 2**
 - MXO_A2_G Example Activity **Guide**
 - MXO_A2_P Example Activity **PowerPoint**
 - MXO_A2_RC Example Activity **Core Resource**
 - MXO_A2_RE Example Activity **Expansion Resource**
 - MXO_A2_S Example Activity **Supplementary Information**

Start here (bracketed next to Guide and PowerPoint)
 You will need this (bracketed next to Core Resource)
 Optional extras (bracketed next to Expansion Resource and Supplementary Information)

Start with the activity **Guide** and **PowerPoint** files – reading through the Guide while stepping through the PowerPoint slides. The Guide provides full instructions on how to set up and run the activity and where appropriate includes further information such as sources of information, details about the activity resources, and things like technical notes on emissions calculations.

Any file designated a **Core Resource** will be needed to deliver the activity as described in the Guide.

For some activities, we have also provided **Expansion Resources** – you may choose to use these if you so wish (see the Guide for details). Likewise, some activities have **Supplementary Information** files – these are typically spreadsheets including the full data sets on which the games have been based. There is no need to look at these unless you want to!

B6. Creating your Slide Stack & Co-branding the Slides

We understand that you will want to add your logo to the slides for your training – and we’ve set up the slides to facilitate this – please follow the guidance below.

Step 1: Create your Slide Stacks

- Once you have planned how you will deliver your training (e.g. the number of webinars or workshops), create the slide stacks you will need for each session by copying and pasting the slides into a single deck for each session. **IMPORTANT NOTE:** When copying and pasting slides, use the paste option to “Keep Source Formatting” to maintain the slide layouts – if you don’t do this the formatting will go awry!
- Please ensure you have included the ‘**About the Training**’ slide at the front of your slide stack.

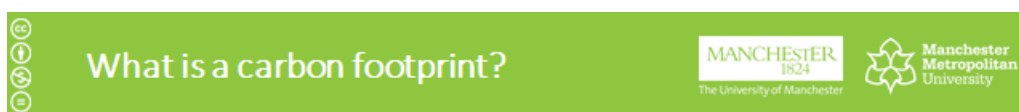
Step 2: Edit the Slide Masters

- On the ‘View’ tab, select the Slide Master view.
- In each of the Slide Masters (colour sets and layouts) in use in the slide stack, replace the space holder shape with your logo.
- Ideally, your logo would be added in white on a transparent background (or transparent on a white block) –

although we understand your own brand guidelines may not permit this.

- Your logo should be of a similar size (occupy a similar area) to the Manchester Metropolitan logo.
- The Manchester Metropolitan logo on the content slide layouts should not be reduced.
- Note the size of the title placeholder on the content layouts reflects the maximum title length used across all slides – so your logo and our logo need to fit neatly to the right hand side of this placeholder. There must be space between your logo and our logo – and space between our logo and the edge of the slide.

Examples of acceptable co-branding of title and content slides (from training delivered at the University of Manchester) are provided below for your reference.



- A measure of the amount of **greenhouse gases** released to the atmosphere as a result of our activities.
- We can calculate the carbon footprint of anything – countries, cities, organisations, individuals, projects, products...



B7. Licensing information

- Manchester Metropolitan University are providing these materials as free-to-use, via the Carbon Literacy Project, for the **express purpose of certified Carbon Literacy training**.
- The materials are licensed for re-use under a **Creative Commons Attribution – Non Commercial – No Derivatives 4.0 International License** (CC BY-NC-ND 4.0) – see <https://creativecommons.org/licenses/by-nc-nd/4.0/>
- **Attribution:** You must acknowledge Manchester Metropolitan University as the creator of the materials and retain the Manchester Metropolitan logo and the creative commons information on all slides and materials from the toolkit.
- **Non Commercial:** You may not use the toolkit materials for profit generating activities.
- **No Derivatives:** If you substantially develop one of the toolkit activities (e.g. create a game using the expanded card set provided for the “Footprint of Food”), please contact Manchester Metropolitan University (carbonliteracy@mmu.ac.uk) to explore the possibility of adding a co-branded activity to the toolkit.
- **The license does not apply to third party materials incorporated in the toolkit.** All third party materials (e.g. images, data sets) are clearly identified in the Further Information in the trainer guides, in the notes pages of the slides, or in the resource files (e.g. front page of pdf documents, first tab in spreadsheets, Image Credit files in graphics folders) as appropriate. Graphics that do not have an associated image credit have been produced by R Dunk, Manchester Metropolitan University.
- **A request on sharing (please don't):** The Carbon Literacy Project and Manchester Metropolitan University are keen to track uptake and use of the toolkit. We therefore request that you do not directly share your copy of the toolkit materials with other organisations – if they would like a copy of the materials, please ask them to contact the Carbon Literacy Project to gain access to the original toolkit. This is also important from a version control perspective (many of the activities are updated on an annual basis as the source data sets are updated, and others may be updated in response to new publications).
- **Please do not provide your learners with editable PowerPoint files of your slide stacks:** If you want to share the slide stack with your learners for their later reference, please do so as a pdf file.
- **A note about the suitability of the materials for delivering training outside of your organisation:** Manchester Metropolitan University have used ca. 80% of the content in this toolkit to deliver to a wide range of audiences - so yes - these materials are versatile and can be used to deliver Carbon Literacy to other organisations. HOWEVER, if you wish to use these materials to deliver training outside of your university or college, you will need to:
 - ⌞ Engage with the Carbon Literacy Project to ensure your proposed training meets the Carbon Literacy Standard – specifically the requirement for local or social learning, where the relevance to the learner's own environment is maximised at all times
 - ⌞ Engage with Manchester Metropolitan University to ensure that your intended use of the materials falls within the terms of the licensing.

Also, don't forget that other sector specific toolkits with different, great activities are available.

Please now refer to the 'Trainer Documents' folder to proceed.

Introduction

This document contains an overview of Manchester Metropolitan University's (Man Met) online Carbon Literacy delivery model.

Delivery Model

Manchester Met currently deliver the Carbon Literacy training over four weeks. Each week, the participants need to complete up to 1 hours' worth of self-study and attend a 1.5 hour webinar.

Note we deliver Module 1 entirely as self-study in our online training. You may prefer to replace this with an option more similar to our face-to-face training. For example, you could ask participants to watch the BBC documentary *Climate Change - The Facts*, and follow this with a 1 hour webinar where you host a discussion about the documentary, explain the greenhouse effect, and run the greenhouse gas quiz.

We host the self-study elements of the online training on LearnDash, but it could be readily adapted to work on any virtual learning platform, or indeed be circulated to participants as a word document!

We deliver the webinars in Zoom as we have found it has all the functionality needed to deliver an interactive session (without having to juggle multiple applications!). The webinars could be delivered via other applications (e.g. MS Teams), although you may need to use additional tools to enhance functionality, such as Kahoot or Nearpod. Below is a summary of our model, and the rest of this document will cover each component in more detail.

Week	Module	Mode	Content
1	1	Self-study 1a	Introduction to Carbon Literacy The basic science of climate change
	2	Self-study 1b	Introduction to carbon footprints Introduction to climate equity and fairness (optional)
		Webinar 1: Exploring carbon footprints	International carbon footprints & vulnerability The average consumption footprint of a UK citizen The footprint of food & travel
2	3	Self-study 2	Introduction to a zero carbon world
		Webinar 2: A zero carbon world	The urgency of taking action on climate change Imagining a zero carbon world: Postcards from the future
3	4	Self-study 3	Introduction to climate change communication
		Webinar 3: Our wider influence	The role of a university in delivering zero carbon Spheres of influence Communicating climate change
4	5	Self-study 4	Low carbon action audits
		Webinar 4: Taking Action	Carbon saving energy behaviours Taking action

Example of blurb to introduce self-study component

Climate change is widely recognised as one of the greatest, and most urgent, challenges facing humankind. This challenge has been recognised internationally, within the UK, and within Manchester.

This course will give you an overview of the basic science of climate change as well as an understanding of the actions required by governments, businesses and individuals in order to avoid the worst impacts of climate change and set us on a path towards a more sustainable future.

Course structure:

Toolkit note: Insert your course structure here!

In addition to completing the online course material, you will also be asked to attend one webinar per week. You will be sent an invite to the webinars once you have enrolled on this course. Once you have completed and passed the course, you will be awarded with a Carbon Literacy certificate.

The trainers:

Toolkit note: Feel free to tweak this section but please include a reference to Manchester Met as course developers!

The course has been developed by the Department of Natural Sciences Carbon Literacy Team on behalf of the Environment Team here at Manchester Met. The live webinars will be led by CL Consultants Dr Rachel Dunk (Principal Lecturer) and Jane Mork (Senior Research Assistant- CL), with discussions facilitated by Manchester Met's student CL trainers.



Week 1: optional blurb

Toolkit note: This blurb provides a useful introduction to Week 1.

Welcome to Week 1: The Climate Change Challenge!

Week 1 will cover basic climate change science and key concepts. You will be asked to watch a number of video clips, presentations, complete quizzes as well as participate in a webinar. By the end of this week, you will have:

1. Gained an understanding of:
 - greenhouse gases and the greenhouse effect
 - how the climate will change
 - how society will be affected by climate change
2. Gained an awareness of the equity and fairness dimensions of climate change
3. Calculated your carbon footprint

Week 1 Self-study component 1a

Introduction to the Carbon Literacy Project

Activity: What is Carbon Literacy? (4 minute read)

The Carbon Literacy (CL) Project is a large scale Climate Change Education programme that stems from Manchester's first climate change strategy (2010-2020) called Manchester: A Certain Future. The aim is to provide CL training to everyone that lives, works or studies in Manchester.

According to the CL Project, being Carbon Literate is defined as having “**An awareness of the carbon costs and impacts of everyday activities and the ability and motivation to reduce emissions, on an individual, community and organisational basis.**”

Since its inception in 2012, CL has been rolled out in a number of organisations including BBC, ITV, Manchester City Council and HOME. The project has also spread beyond Manchester and is now being delivered across a number of cities and regions in UK and Europe. So far, over 15,000 people have been certified as Carbon Literate.

CL at Manchester Met (insert local example)

Toolkit note: Feel free to insert a local example here!

Manchester Met was one of the first organisations to roll out CL training and so far, over 1000 students and members of staff have attended the training.

The training is delivered in partnership between the Environment Team and the Carbon Literacy Team in the Department of Natural Sciences (Science & Engineering) and funded through the Environmental Education Fund.

Since 2015, the training has mainly been delivered through our award winning CL train-the-trainer programme in which students are trained to deliver CL to other students as well as members of staff.

Student Activity: Carbon Literacy and employability (12 min)

Climate change will affect every aspect of our society. As such, being aware of the carbon costs and impacts of your future job role is essential.

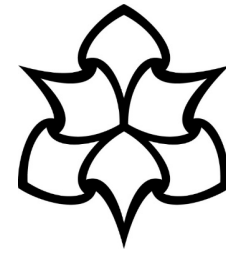
Throughout this course, you will be asked to reflect on the link between your future profession and climate change.

If you are not sure yet what your dream job is, or what sector you would like to work in, please complete this career planner: <https://www.prospects.ac.uk/planner>

Carbon Literacy for Universities (CLU)



Training developed by:



Manchester
Metropolitan
University

With sector roll-out funded by:



Department for
Business, Energy
& Industrial Strategy

GMCA GREATER
MANCHESTER
COMBINED
AUTHORITY



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BBC Studios / IWC Media



Climate Change – The Facts

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5 minutes – in pairs

- How did the film make you feel?
- What was / were identified as the major cause(s) of climate change?
- Who / what will be affected by climate change & how?
- What solutions were proposed (individual → global)?
- What is your take home message?
- Do you have any questions? Can you answer each other's questions?

Group feedback and discussion



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The Greenhouse Gas Quiz

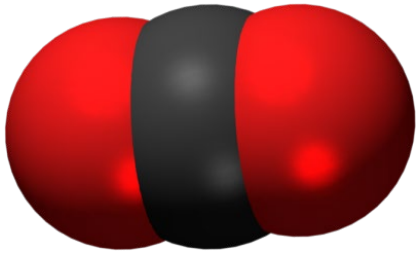


The greenhouse gases

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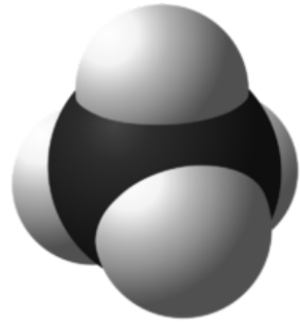


carbon dioxide



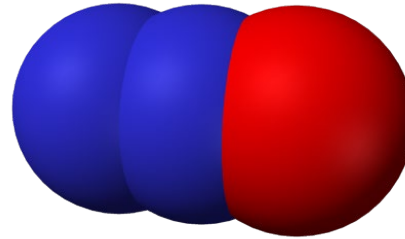
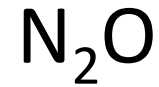
1

methane



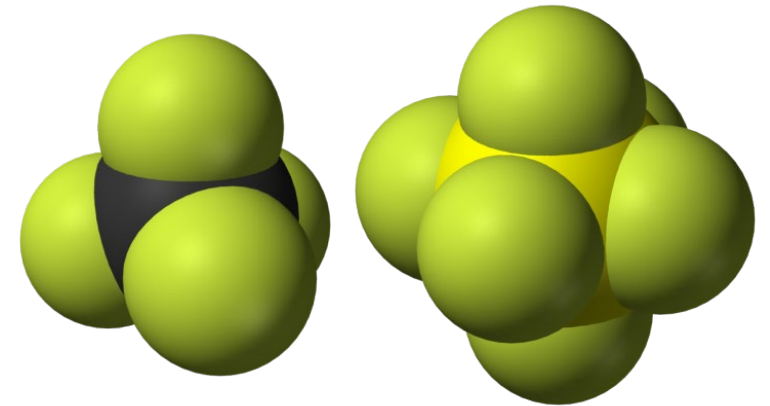
28

nitrous oxide



265

**F gases
(various)**



10s-10,000s

mass x GWP → common currency of carbon dioxide equivalents (CO₂e)

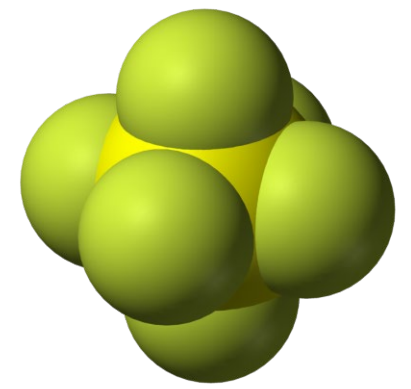
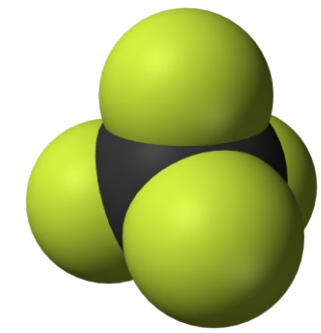
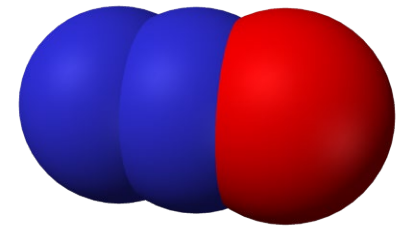
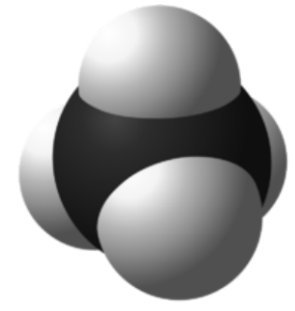
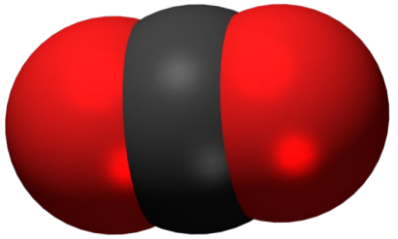


The greenhouse gas quiz

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- Which activity releases which greenhouse gas?





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The Carbon Footprint of Food



The footprint of food

Replace this shape
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- You will be allocated to a breakout room
- Your facilitator will introduce and explain the **footprint of food** game
- You will then have around 5 minutes to complete the game before feedback with the whole group



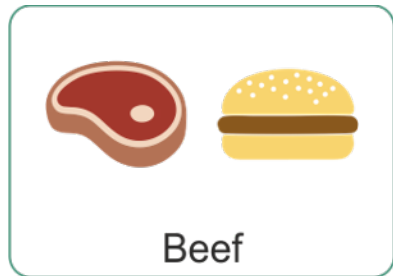


The carbon footprint of food

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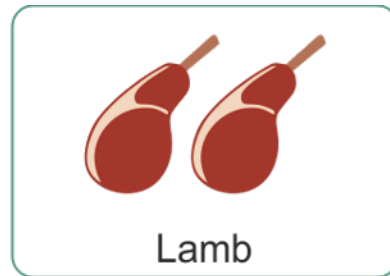


- Put the food protein cards in order from the highest to the lowest footprint per portion...(life cycle emissions including land use change)



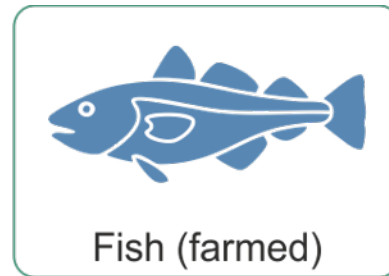
Beef

10.0 kg



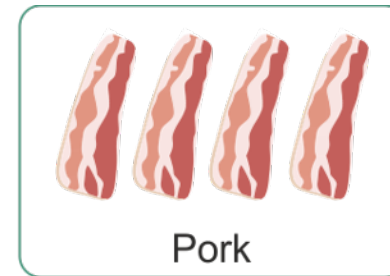
Lamb

6.0 kg



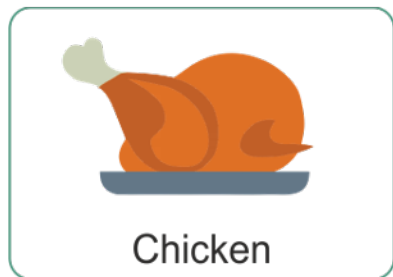
Fish (farmed)

2.2 kg



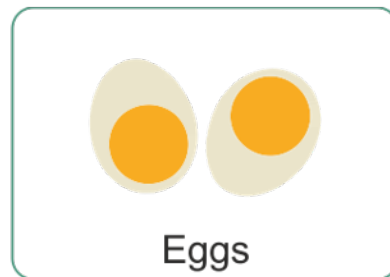
Pork

1.8 kg



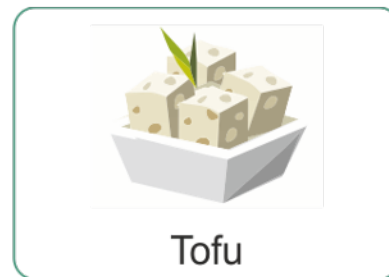
Chicken

1.6 kg



Eggs

0.6 kg



Tofu

0.3 kg



Pulses (lentils etc)

0.2 kg



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International Carbon Footprints & Vulnerability to Climate Change



What is a carbon footprint?

Replace this shape
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- A measure of the amount of **greenhouse gases** released to the atmosphere as a result of our activities.
- We can calculate the carbon footprint of anything – countries, cities, organisations, individuals, projects, products...





National carbon footprints

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Production Based

GHG emissions within national boundaries



Consumption Based

Accounts for the balance of trade



- Exports
+ Imports

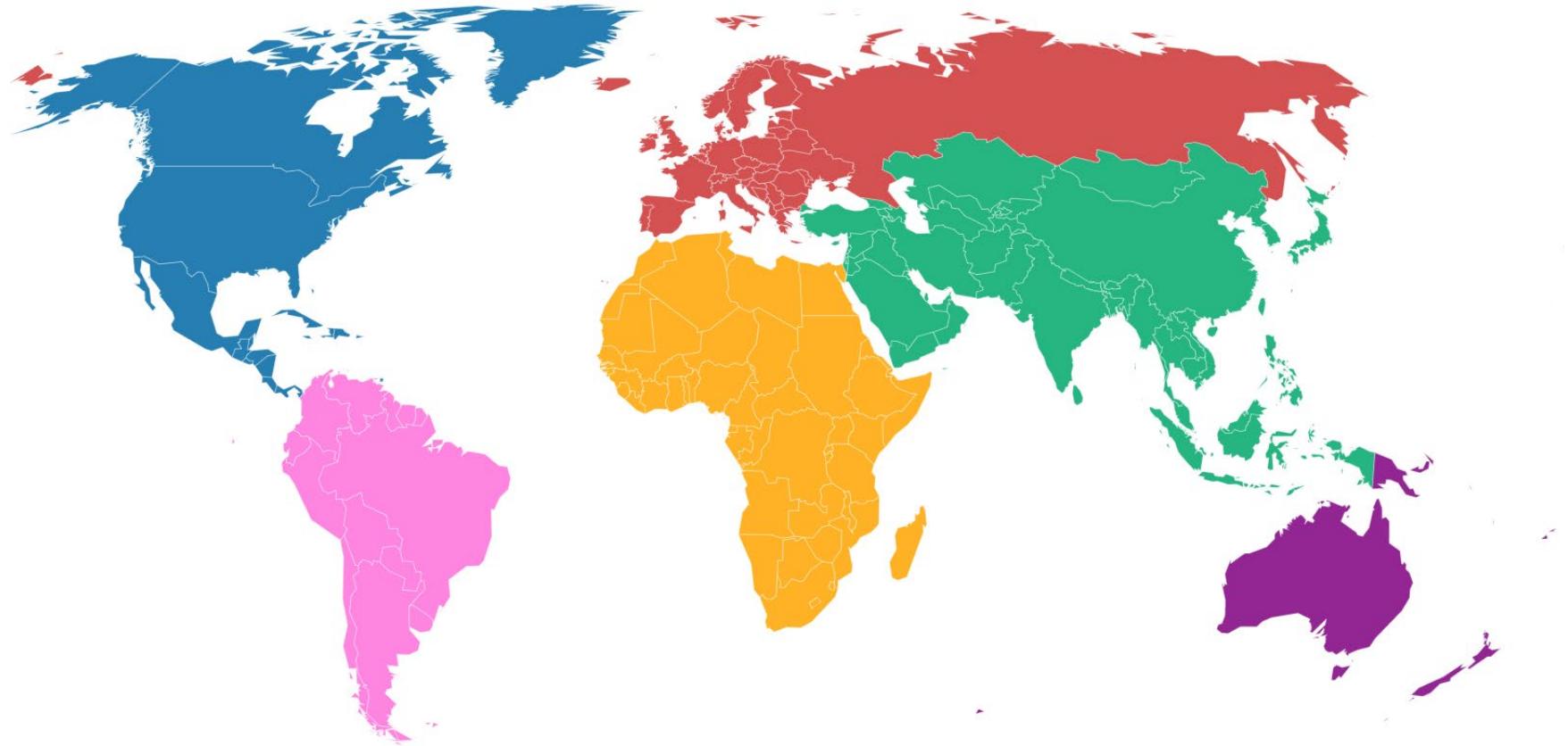


Climate equity and fairness

Replace this shape with your logo on the Slide Master



BACKGROUND			RESPONSIBILITY				VULNERABILITY				
	Area	Population	Wealth	Extraction	Emissions	Consumption	Historical	Reserves	People at risk	Sea level	Poverty



Let's play a game to highlight key messages from the Carbon Map



International footprint game

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Higher, lower, or in-between?

- └ We will show you the **production based** carbon footprints **per person** of a number of countries
- └ We will then introduce another country and a poll will appear asking you where you would place that country amongst the existing ones





- Replace this shape with your logo on the Slide Master.
- Ideally, your logo would be in white on a transparent background.
- The area occupied by your logo should be similar to that occupied by the Man Met logo



**Manchester
Metropolitan
University**

Communicating Climate Change



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**Why is it important to be able
to communicate about
climate change?**



Speak to your audience

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- Use appropriate language
- What type of message is most suitable for your audience?



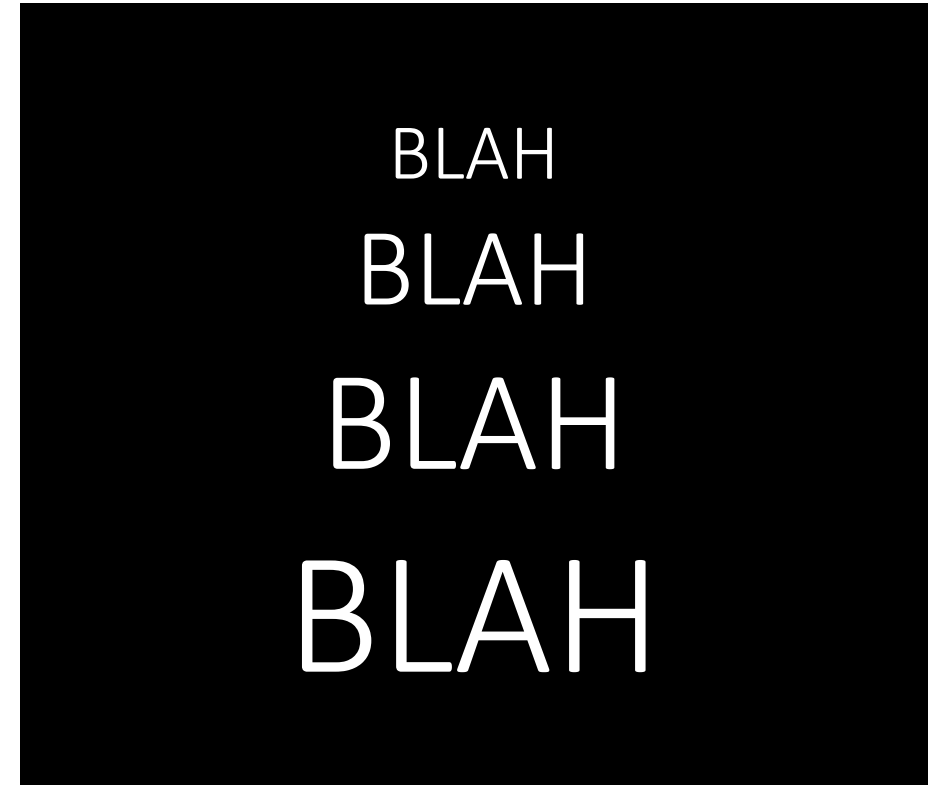


Avoid information overload

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- Information on its own won't change people's mind or behaviour
- People don't absorb information they don't think is relevant to them
- Try to create a setting where people are interested and willing to listen





Action pledges

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Discussion:

- What individual and group actions would you like to pledge?
- Why are they significant actions?
- How will you overcome any barriers?

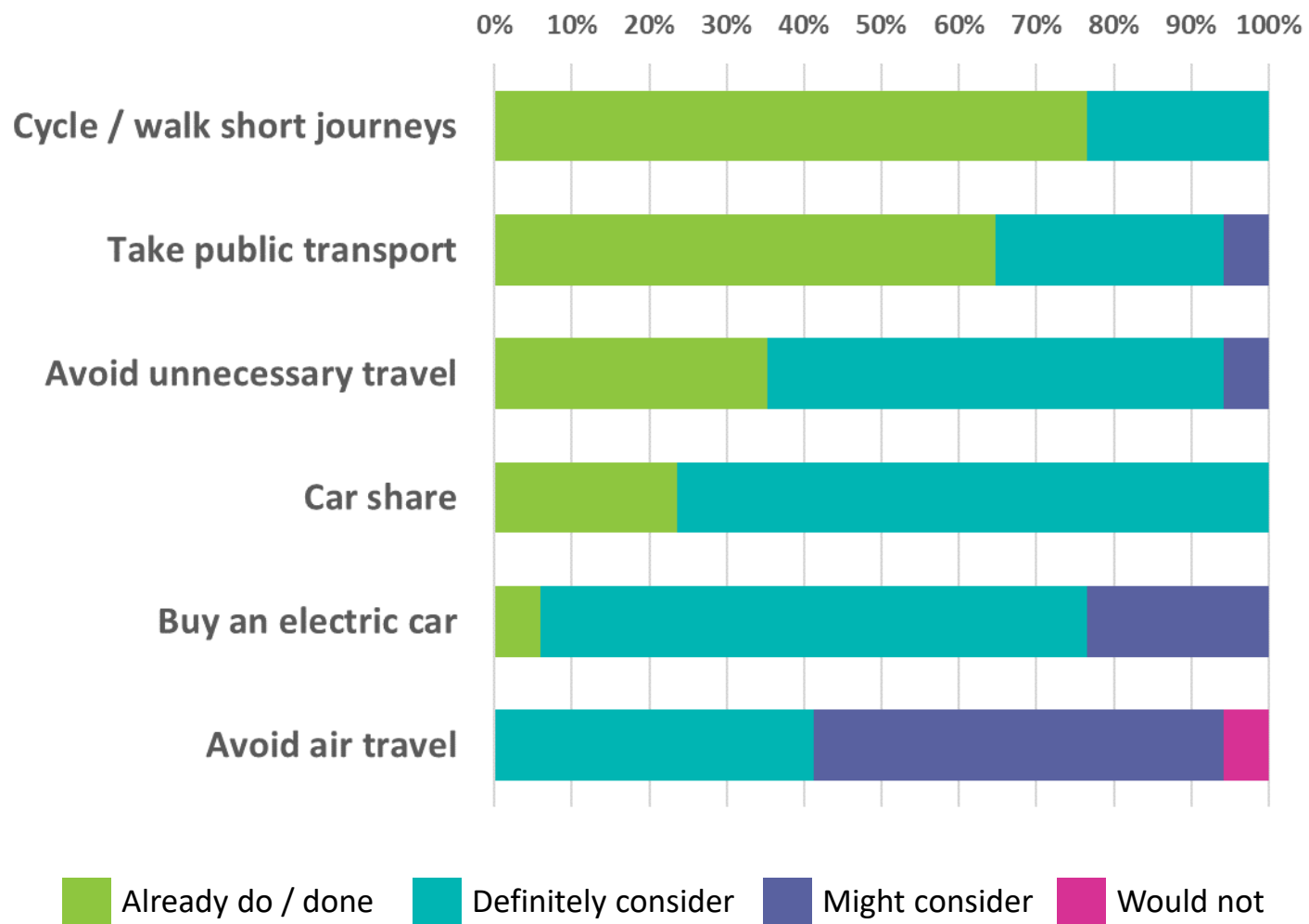
If time:

- What do you need to do to implement your actions? (task list)
- By when are you planning to have implemented your actions?
- Who do you need support from?
- **What are your immediate next steps?**



Action Audit: Travel & Transport

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Benefits of taking action

- Lower C footprint
- Reduced air pollution
- Improved physical & mental health
- Encouraging others (walking together)
- Save money

Barriers to taking action

- Distance
- Cost (Trains! Electric cars)
- Health / physical mobility
- Time
- Accessibility & frequency of public transport