



TRAINING MODULES

JUST TRANSITION

A UNION TRAINING GUIDE



The following modules contain lesson plans for facilitating the training.

The content of these training modules was prepared for the International Trade Union Confederation (ITUC) by the Solidarity Center (<https://www.solidaritycenter.org/>), in collaboration with ITUC Africa.

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MODULE 1: NAMING THE PROBLEM

CLIMATE IMPACTS ON WORKERS

MODULE 1 LEARNING OBJECTIVES:

By the end of Module 1, participants have reflected on and shared their lived experiences with climate challenges in their workplace(s), built collective awareness of shared and differing impacts, and started connecting these experiences to broader concepts of Just Transition (Module 2).

Facilitation note: Participants may feel strongly agitated about topics that arise in Module 1. This is normal and expected. Take note of when participants express more emotion or energy, and refer back to workers' words and expressed feelings throughout the module.

Module 1 Roadmap

Activity	Suggested Time
Activity 1: Where do you stand? (interactive spectrum exercise)	30 minutes
Activity 2: (Two options)	
Option 2A: Problem Tree and Reflection	100 minutes
Option 2B: Worker reflections	30 minutes
Activity 3: Mini-Teach: Climate and labour	30 minutes
Wrap-up	10 minutes

Activity #1: Where do you stand? (interactive spectrum exercise) (30 minutes)

[Attribution: This exercise was adapted from a Solidarity Center, Bangladesh workshop.]

Facilitation note: This activity is also an ice-breaker; it gets people moving their bodies. This exercise will help the facilitator to gauge shared experiences of climate change, as well as participants' confidence about describing the links between climate and worker rights. This is similar to what some worker organising models call 'getting the story', which is expanded on in subsequent exercises.

Where participants may have mobility issues and may not be able to freely move around the room, you can consider modifications. For example, you can ask participants to draw out spectrums on pieces of paper and mark where they stand on a statement. Another option could include asking participants on a scale of 1 to 5 (1: Strongly agree, 5: Strongly disagree) and instructing participants to hold up their fingers or number cards to show where the statement lands.

Finally, the questions below are illustrative and should be tailored to what is more relevant to the participants' sectors, context and timing constraints. The statements should be tailored based on the assessment carried out in the preparatory module about the specific issues that are affecting the participants in their sector/region. This exercise is meant to just touch the surface on the different ways workers are already experiencing climate change. This exercise is not meant to go deeply into any of the issues – the opportunity for that analysis will come later.

Learning objectives: By the end of this activity, participants will be able to start to identify and articulate the ways in which climate change and the responses to it impact workers in their sector; recognise shared and differing experiences of climate change and sectoral transitions; and reflect on the occupational and environmental challenges faced by workers, in order to build a collective understanding of climate-related risks in the workplace.

Method(s) used: Large group discussion and reflection

Materials: Flipchart and paper, marker, two prepared signs: 'strongly agree' and 'strongly disagree'.

Instructions:

- Ask participants to stand up. Explain to them that you have labelled one end of the room 'strongly agree' and the other side of the room 'strongly disagree'. Let participants know the middle area in between covers a spectrum.
 - Introduce the activity: *We'll use our bodies to reflect our realities: what we've seen, felt, and experienced as workers in a changing climate.*
 - Read the statements one at a time (see list below as an example but adapt the final questions to your audience). After each statement, ask participants to take a position on the spectrum. For the current time allocation, you may be able to ask three to five questions. Adjust the time accordingly if you ask additional questions.
1. Workers in my sector/industry are suffering from extreme heat while working.
 2. Workers in my sector have experienced job losses due to climate plans.
 3. Employers in my sector provide clean drinking water for the workers.
 4. Sometimes flooding or water logging makes it difficult for workers in my sector to get to work on time.
 5. Drought is making it harder to grow crops in my area.
 6. Bad weather/air pollution increases the occupational safety and health hazards for workers in my sector OR more workers are getting sick from air pollution and bad weather.
 7. In the past five years, children in my family or community have become sick more often from drinking or bathing in polluted water.
 8. I know someone who had to migrate for work due to flooding, prolonged drought that destroyed their crops, loss of income due to heat, or climate-related decisions taken by the employer or the government.
 9. When the weather is bad, my workload increases (at work and at home).
 10. My union stands to benefit from taking on climate issues.
 11. I could explain how climate change impacts workers in my sector to someone else.
- [Facilitation note: Always ask this question to establish a baseline.]

Sector modifications: Here are suggested prompts for different sectors. Please adapt them for your context.

For the **agriculture** sector:

- I am using traditional seeds or methods that make my crops more resilient.
- I have lost income due to prolonged drought that destroyed the crops and made farming difficult.
- Access to water has become increasingly difficult.
- I have changed what I plant (or when I plant) to adapt to the changing environment.
- In the past five years, the heat has become worse, making it difficult to work.
- In the past 10 years, I have noticed changes or delays in rainfall patterns or I have noticed rivers and streams have dried up.
- I am exposed to more chemicals from pesticides and fertilisers than before.

For the **energy/mining** sector:

- I have a job in the renewables sector, and I am concerned about my job security/ safe working conditions.
- The shift to renewable energy is causing uncertainty in my sector.
- Workers have breathing or respiratory problems from burning coal, gas flares, etc.
- Clean water is not abundant and accessible in my region due to pollution from chemicals, toxics, heavy metals, etc.
- I worry that I do not have the skills to move into a renewable energy job.
- Despite working in the energy sector, my household does not have adequate or reliable access to the energy we need.
- I and my coworkers feel unsafe at work, even as we are expected to continue increased production (minerals and renewables).

For the **informal** sector:

- Rising temperatures make it impossible to keep working as a street vendor in my hometown.
- I have more business when the weather is bad (rain, flooding, heat, etc.)
- My job is harder when the weather is bad.
- I am sick more often than I used to be.
- I am worried about transitions (plant closures, etc.) in my region affecting my ability to make income.
- I have developed innovative ways to deal with different weather challenges.
- The work I do is even more important to my community when the weather makes things difficult.

For the **care** sector:

- Heatwaves and extreme weather have made it harder to provide care to others.
 - When the weather is bad, my unpaid care responsibilities at home increase.
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- People I care for are sick and experiencing health problems more often, including from extreme heat and toxins/pollution.
- My community lacks the resources (such as cooling centres or clean air spaces) to care for vulnerable people during extreme heat or pollution.
- There is a greater need for care work as pollution worsens/weather affects people's health.

For the **transport** sector:

- I am being asked to pay for an electric vehicle myself.
- I am worried that electrification and new transportation developments will displace me or impact my employment.
- I am interested in gaining the skills needed to operate and maintain electric vehicles.
- Air pollution is negatively impacting my health.
- It is harder to do my job during heavy rains.
- When the weather is bad, my wages are impacted.

Facilitator instructions:

- After each statement, ask one or two people to explain to the group why they stood where they did. For example, you can ask:
 - Why did you stand there?
 - What's happening in your workplace or community that led you to this view?

Facilitation note: If participants are eager to discuss experiences after each statement, it is okay to ask fewer questions and allow for more conversation but try to get through at least three to four statements.

- Listen for impacts, patterns (e.g., Are participants grouping together based on a shared identity?), and systemic factors (e.g., lack of employer protections, government failure, etc.) Write it down on a flipchart.
 - After the exercise, ask for reflections. For example, you can ask questions such as:
 - What did you notice about our responses?
 - What surprised you or stood out?
 - What patterns do you see?
 - Begin introducing the idea that **different sectors are affected in different ways**, but **climate change and responses to it are reshaping work for all workers**.
 - You could repeat several of the impacts that were shared in the larger group. You can highlight how mitigation efforts are affecting industries that are being asked to phase out (such as the fossil fuel sector), while creating new energy sectors (renewables). You could also share additional examples to highlight differences, especially if you notice a pattern based on gender, age, or other identity; job function; or employment status (contract worker, full-time permanent, seasonal, etc.).
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- Emphasise patterns associated with worsening impacts, recognising that when no action is taken, workers' experiences become more challenging.
- Write the issues on a flipchart and tally up the problems that arise the most. This will be the basis for the next activity. Let participants know that this exercise is meant to touch the surface of the different ways in which workers are experiencing climate change. It is not meant to be a deep analysis. Such an analysis will be done in subsequent activities.

Activity 2 has two options:

Option 1: Activity 2A: Problem Tree (100 minutes*)

[Attribution: This activity has been adapted from the Solidarity Center's WREN training programme.]

Learning objective: By the end of this activity, participants will be able to identify problems and undertake a more in-depth analysis of the causes and impacts, and will have a basis for strategising possible responses (including collective bargaining and advocacy).

Method(s) used: Group discussion, break out groups, group presentation.

Materials: Flipchart paper with tree drawn on it and handout with tree on it (see handout), coloured sticky notes.

Facilitation note: The Problem Tree exercise is a core activity in the training. It helps participants analyse the root causes and effects of the problems they identified in the previous activity. This process encourages critical thinking and systems analysis, builds shared understanding among the participants, and provides a foundation for later, action-oriented activities. Throughout the training, the facilitator can return to the Problem Tree analysis generated by participants. This begins to get into what some organising models call 'Laying the Blame'.

This exercise is written with one sector in mind. If there is more than one sector represented, you can adapt the activity by, for example, dividing the groups by sectors. The process of prioritisation can also be done in the small groups, with each group presenting their prioritised problem and the Problem Tree analysis. You may need to revise the time requirements for these modifications.

**This exercise is designed to run over 100 minutes to give participants ample time for in-depth analysis and reflection, but it can be adapted to fit a shorter timeframe if needed. Note that it may take participants time to warm up in the break-out rooms, so adjust accordingly to allow for their analysis.*

To ensure greater clarity in this activity, the facilitator should:

- *Ensure that all participants understand how to carry out the exercise and give a complete explanation of the exercise.*
 - ◆ **Roots** = Root causes of the problem
 - ◆ **Trunk** = The central problem as identified by the group
 - ◆ **Branches** = Consequences or effects of the problem (*consider gender consequences)
 - ◆ **Birds** = Other people and groups impacted by this problem

- *Confirm that all participants understand the purpose and method before starting. Use visuals. You could start off the exercise by doing one example together.*
- *Centre the workers' experiences. Keep the discussion grounded in the problems that workers face every day, rather than abstract or global climate problems. It is important to let participants talk freely about their issues. Listen. Pay attention to the issues that workers get most agitated about and ask why those issues matter so much to them.*
- *This activity should be grounded in real-life examples at work:*
 - You can follow up by asking questions that bring it back to the concrete experiences seen and felt by workers. You can ask questions such as: How are you personally experiencing this issue? How are you seeing this impact in your workplace? Who is most affected by this issue in your work environment?
 - If the participants are mostly shop stewards or organisers, you can ask a combination of questions about personal experiences and the issues they are hearing most from workers.
- *Remember that issues of climate are often interlinked with broader social, economic and political issues. Be attentive to the ways participants link climate concerns to issues such as poverty, food insecurity, housing or migration. For example, in one workshop, participants brought up the issue of limited access to water, because of severe drought. Local water supplies were being diverted to support export agriculture, and a worker leader explained that she was unable to bathe her children unless she borrowed water from a neighbour. In another example, a worker brought up her efforts to advocate for the local government to build a second floor on the local school. Only after prompting her to say more and listening did the facilitator understand that public funds were supposed to be used to ensure that the school was a safe high ground for the community during storm surges and floods, including for outdoor workers with nowhere else to shelter safely. Understanding and drawing out the linkages will be important to the success of this exercise.*
- *Reinforce ownership of the analysis. Validate participants' input and highlight how their lived experiences contribute to the collective knowledge of the group. Use their ideas in the Problem Tree as a reference point throughout the remainder of the training.*

Instructions:

- Introduce the session as a means of prioritising problems and using an analytical tool called the Problem Tree to undertake an in-depth analysis of the causes, consequences, and solutions to a problem.
- Since this exercise has several steps, it would be useful to write down the different steps on a flip chart or slide.

Step 1: Prioritizing the problem (20 minutes)

- In the previous exercise, participants should have unearthed several problems. Review the list of problems discussed by the group. Ask the group if there are other problems they would like to add to the list. Write them down.
- In the large group, take 15 minutes to review the list of problems that came up in the previous session. Open a free-flowing conversation about which are priority problems and why these would be considered priorities.

- Draw from the conversation a list of characteristics of priority problems. Write this information down on a flip chart.
- Once a list of four to five problems is agreed upon, ask participants to choose one of the problems they are interested in, and break into four to five groups (with no more than five people in each group). Each group will have one problem.

Facilitation note: It is also fine if several groups take the same problem. There is learning in hearing others' analysis and different perspectives, just as there is learning in hearing that experiences and analysis are common and shared.

Step 2: Conducting the Problem Tree analysis (40 minutes)

- Give a copy of the Problem Tree handout to each group and ask them to apply the Problem Tree analysis to the problem they are working on.
 - Explain the Problem Tree. Point out the different parts of the tree and what each represents.
 - ◆ **Roots** = root causes of the problem.
 - ◆ **Trunk** = the problem.
 - ◆ **Branches** = consequences of the problem.
 - ◆ **Birds** = other people and groups who are involved in the problem.
- Tell the groups they have 40 minutes to work through the Problem Tree questions.

Facilitation note: In the analysis on 'branches', participants should be guided to list impacts on women, migrants, workers with disabilities, and other marginalised identities, as well as impacts on the larger community. The facilitator should ensure that women are not tasked with doing all the writing for the groups. The work should be shared across participants.

- The facilitator should walk around the room during this time to answer questions and make sure everyone understands the process.

Step 3: Report back (20-30 minutes)

- Call the groups back and ask each group to explain their tree. Leave time for clarifying questions.

Step 4: Reflection (10 minutes)

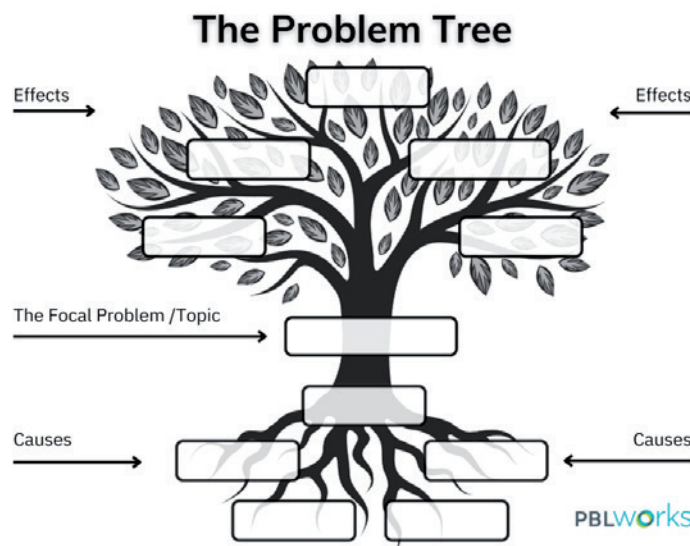
- Lead a reflection with the group. You can ask questions such as:
 - What surprised you?
 - What was hard or easy about this exercise?
 - What patterns do you notice?
 - Which causes and consequences could the government help address? What can trade unions do? What can individuals do?
 - What could happen if we worked together with other impacted groups?

Facilitation note: The problems identified in this exercise should have a root cause of climate. Although it is beyond the scope of this module, this exercise can and should be used as the foundation for deeper analysis and strategic planning activities. For example, it can feed directly into systems analysis to better understand how climate-related issues are connected to broader economic, political and social systems. It also sets the stage for power mapping, which helps identify who holds influence over the problems participants have raised, and where leverage for change might exist.

In addition, the Problem Tree can inform stakeholder mapping, which clarifies which actors are impacted by, contributing to, or capable of addressing the issue, such as employers, government bodies, unions and civil society organisations. Together, these tools will support the development of more robust and targeted strategies and action plans, whether through collective bargaining, policy advocacy, or alliances with other impacted groups.

HANDOUT: Problem Tree

You can also draw this as a larger image on flipchart paper.



Example:**Focal problem (trunk): Unjust mine closures**

[Parallel problems = lack of diversity and resilience in economy & pollution]

Causes (roots):

- Lack of planning from government
- Workers not engaged
- Power of mining companies
- International pressure from global north countries for decarbonization
- Changing financial motivations (rising cost of coal relative to renewables)

Effects (branches):

- Job losses (and loss of union power)
- Move to precarious employment
- Economic destitution
- Migration/leaving community
- Loss of tax revenue to community
- Remaining environmental and health impacts

Other actors (allies)

- Community members
 - Families, children
 - All other workers indirectly employed by plant
 - Local institutions (schools, etc.)
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Option 2: Activity 2B: Worker reflections (30 minutes)

Learning objective: By the end of this activity, participants will be able to share personal and sector-specific experiences of environmental and climate-related changes, identify problems and their impacts on worker health, safety, and livelihoods in order to build a foundation for collective understanding and action.

Facilitation note: While the facilitator is tasked with keeping the training moving smoothly and on-topic, try not to put too many limitations on the kinds of responses that come up during this exercise. Issues can vary widely and include everything from climate-related impacts to environmental challenges. Access to water, environmental pollution, heat stress, frequent illness among children — all of these are legitimate issues that workers might bring up. Pay attention to the issues that workers get most agitated about and connect them back to why it is so important for the union to take action on climate and Just Transition issues.

As currently written, this exercise is a large group discussion, however, it could be adapted to be a small group discussion, with times adjusted for report back and reflection.

Method(s) used: Large group discussion and report back

Materials: Flipchart paper, markers

Prompt questions (choose 2–3):

Facilitation note: Avoid ‘yes/no’ questions and use open-ended questions to allow participants to talk about the issues important to them. Questions should be informed by information you gathered in the training preparation phase.

- What changes in weather or the environment have you noticed over the past few years?
- What kinds of health and safety issues are you or your co-workers facing at work due to heat, storms, flooding, etc.?
- What changes have you noticed in your sector over the past five years? (*Facilitation note: Choose a relevant amount of time, depending on the average employment duration.*)
- How have these changes affected your ability to (safely) earn a living or reach your workplace?
- What are your employers doing (or not doing) in response?

Facilitator role:

- Encourage personal stories and sector-specific examples.
 - If time allows, use follow-up prompts such as:
 - ◆ *When did that happen?*
 - ◆ *What changed?*
 - ◆ *What did you or others do? How has your union addressed the impacts of the issue?*
 - ◆ *How do these impacts affect your family?*
- Map responses: As stories emerge, note actors and impacts on flipchart: *Who is responsible? Who is taking action?*

- Highlight both **common themes** and **unique sector challenges** that came up during the activity. *Facilitation note: It's important to connect climate issues back to the most common issues workers have been raising in the target workplace or sector, such as wages. Knowing your audience will help you do this effectively.*

Sector modifications for this exercise: For example, you could highlight:

Energy / Mining: Water pollution depletion, toxic runoff, shifts such as automation, job loss, new technologies, extreme weather impacts on production

-Example prompt: Today, we heard a lot of concern about job loss from the impending plant closure, at the same time as health hazards from air pollution. How are these impacting your family members and other community members?

Agriculture: Crop loss, extreme heat, increased pesticide exposure due to heat

-Example prompt: Today, we heard that drought/change in rainfall or extreme weather changed planting or harvesting. How has that affected your income?

Informal work: Lack of legal protections, no safety nets during natural disasters which are increasing under climate change

-Example prompt: Today, we heard that street vendors are unable to work during floods or extreme heat and when this happens they have no safety net or protections. How do these extreme conditions worsen the existing difficulties?

Care work: Caring for people during disasters, no hazard pay

-Example prompt: Today, we heard from care workers responsible for elderly patients during severe floods without support or guidance or hazard pay. How did this affect your own family while you were at work?

- Start to frame the issue of climate as a core worker rights issue, shifting from climate as an abstract issue to one that is impacting workers now, making it more difficult to realise improvements at work, at home and in the community.
 - Encourage participants to link their personal stories to broader system issues. For example:
 - ◆ A participant might have described her experience with several floods in the past year, which have made it difficult to travel to work and resulted in the loss of personal property in her home. If this worker has already expressed wages as a primary concern, emphasise how climate impacts have led to costly property loss (which can happen again and again) and wage loss on days when the roads are not passable. Increasing the wages at work is only one piece of a larger approach to achieving financial security.
 - ◆ Another participant might be worried about not meeting production quotas when it is very hot. She may lose her job or be forced to work overtime, which affects her ability to meet her care duties at home. She is afraid to drink enough water throughout the day, because bathroom breaks will further impact her production quotas, so she gets sick. These impacts are interlinked and affect her health, her wages and her family.
 - ◆ If a participant raises concerns about exposure to toxics in mining, explore how this links with concerns about potentially moving into less organised and potentially less regulated industries, such as critical minerals. How does this connect to concerns about the health and wellbeing of families?
- Begin asking questions that set up future modules. For example, you could ask:
 - Who makes decisions about how your workplace prepares for climate change?
 - Who should make those decisions?
 - Who else is impacted by these issues?

Activity #3: Mini-teach: Climate and labour connection (30 minutes)

Before You Teach: In preparation for this module, you will want to review the **Climate Basics** information in **Section 1 of the Core Teaching Content**.

Learning objective: This is the first activity that ‘teaches’ subject matter awareness of climate, a process that will take place over the subsequent modules. Earlier exercises have already helped participants begin to view climate as a labour issue through their own experiences and reflections. This activity is designed as a short but meaningful reinforcement of that analysis, highlighting how climate change is already affecting workers and the world of work. By the end of the module, participants should be able to clearly connect their personal stories to the broader climate context, and begin to reframe climate not as a distant or abstract issue, but as a core worker and workplace concern.

Method(s) used: Break-out groups, large group discussion, lecture.

Materials: Slide deck or if slides cannot be used, a handout.

Content (slide deck)

- Short explanation of climate change—what it is and why it matters to workers and unions
- How these changes affect workers' health, incomes, job security, and communities.
- Introduce the concept of Just Transition: workers can demand protections, justice, and a voice in solutions.

Facilitator role: Reflection (10 minutes)

- Lead a large group reflection by asking the following questions:
 - Based on what I've just presented, would you change or add to anything that we discussed earlier (refer back to flip charts from Activity #2)?
 - How are employers/governments responding? What is the role of unions?
 - What would a fair response look like? Who would have to be involved?
- The facilitator should capture main themes on a flipchart
- Drawing from participants' experience and analysis shared earlier and reinforce the following messages:
 - Highlight how many of the issues raised in the previous exercises are shared across sectors.
 - Emphasise that workers are already living with the impacts of climate change every day—this makes their insight and leadership essential.
 - Emphasise that workers are also affected by the measures to respond to the climate crises.
 - Emphasise that climate change is here, and that means workers can choose to engage and shape decisions now.

MODULE 2: WHAT IS A JUST TRANSITION?

Before You Teach: Before beginning this module, the Facilitator should read **What is a Just Transition in Section 2 of the Core Teaching Content**.

Module 2 Learning objective: By the end of Module 2, participants should be able to articulate a shared vision of Just Transition, have a foundational understanding of the concept of Just Transition, and be able to identify key components of Just Transition in their workplace. Activities in this module intend to resemble the ‘Educate’ and ‘Vision to Win’ components of some worker organising models.

Module 2 Roadmap

Activity	Suggested Time
Activity 1: What does Just Transition mean to you? (gallery walk)	60-90 minutes
Activity 2: Mini-lecture and scenario: Just Transition	35 minutes
Activity 3: Just Transition through my union	30 minutes
Wrap-up / recap	20 minutes

Activity #1: Mapping our future: a collective vision for a Just Transition. (gallery walk) (60-90 minutes)

[Attribution: This activity has been adapted from the International Accountability Project’s Community Action Guide series.]

Facilitator note: While it may be tempting to skip this exercise due to time constraints, it is a core activity of this training module. This visioning activity lays the foundation for the activities that follow. It helps to uncover the hopes, goals, and aspirations of the participants— insights that are crucial for shaping strategies that reflect what workers want, not just what they may fear in this climate transition.

A clear and collective vision is a powerful tool. It can shift focus from resistance to possibility, from reaction to intention. It deepens our understanding of workers as whole people, deeply rooted in their identities and communities. This perspective and, importantly, the participants’ articulation of their vision is vital for laying the foundation for coalition building, where understanding community context will be key. The facilitator can come back to this vision during the later activities. If preferred, the facilitator can choose to switch the order of activities and do Activity 2 before Activity 1. Ultimately, the goal should be to allow workers to share their vision without feeling limited by what they think the facilitator is looking for.

You may need to adapt this exercise to suit the needs of your participants, the cultural context, or

physical disabilities. The goal should be to allow everyone to participate meaningfully. Here are several considerations:

- You can offer multiple ways for participants to take part. Some participants may prefer to draw or write, while others may prefer to participate verbally.
- Some participants may be unable to draw or write due to physical disabilities. Others may have visual impairments. If this is the case, the facilitator can invite participants to work in pairs, or in groups of up to four participants.
- Drawing may be more accessible to audiences with lower literacy.
- When doing a gallery walk, people can describe the drawings for anyone who may not be able to see. If mobility is a factor, people can hold up their drawings.

Learning objective: By the end of this activity, participants will be able to articulate their personal and collective aspirations for a Just Transition. The goal should be to allow participants to co-create a more tangible, collective aspiration statement — and set of demands for a Just Transition reflecting the aspirations of workers and their various experiences.

Method(s) used: Problem-posing, discussion

Materials: Large sheets of paper, coloured markers, pens, sticky notes in various colours and/or sizes.

- Introduce the activity: For our next activity, we are going to imagine the future we want to build — in our own lives, our workplaces, and in our communities. Let's think about the solutions that not only respond to the impacts of climate change, but also transform our conditions into something more just. Let's imagine the workplace and community we want to see in the next 10 years; a place that is fair, sustainable and works for all of us. Every idea, hope and vision is welcome.
- Ask participants to close their eyes and to prepare to use their imagination. Give them a minute to relax. Then, say:
 - Think about your workplace. Picture it in your mind. Picture the tools and tasks, the people you work with.
 - Now, think about your community, the land that you live on, the streets, the people and places you see every day.
- You can pause for a moment to let them reflect. Then, with their eyes still closed, ask them to imagine a **climate-safe, just future**. The following prompts may be helpful:
 - Imagine you walked into your workplace today. Your employer tells you that your work will close in five years. Or you see a sign that says your workplace will be closed in five years. What would you need for this process to be just?
 - What would you want to transition to? What would you want to see in its place?
 - What would it look like in your workplace if it transitioned in an equitable way that centred workers? What would you see? What would you experience?

Facilitator note: You can keep the questions broad to see what comes to mind. Or, you can use a combination of broader and concrete questions. In asking the questions, the facilitator can tie the questions to the issues raised in Module 1. Here are examples that could be asked:

- What would a safe and healthy workplace look like?

- Imagine a good job. What does it look like? For instance, in terms of safe conditions, flexible working hours and fair wages.
- Now let's zoom out and think about the community. What would a safe and resilient community include? What does this community need? In terms of clean air, waste management, affordable housing with trees, access to water and usage, energy sources, reliable energy supply (load shedding) etc.
- When you imagine the kind of environment you want your children to grow up in, what does it look like?
- Lastly, think about support systems. Examples of this include childcare, training (reskilling or upskilling etc.) with pay, and accessible workplaces.
- What are some of the steps that need to happen to get to this future?

Option 1: Gallery walk/drawing

- Instruct participants to draw or write what they imagined. Tell them the drawings or words do not have to be perfect. Those unable to write or draw can share their ideas verbally, which the facilitator will write on a sticky note. They just need to capture what they imagined. Give them five minutes to do this task.
- Then, ask them to break into groups of no more than five people. Tell them they have **15 minutes** to discuss what they drew or wrote. Make sure everyone has a chance to share within the group.
- Participants should find the common ideas used in the previous activity. This is where we begin to see emerging collective voices. You can provide group guiding questions, such as:
 - What stood out to you?
 - What does this tell us about what we value?
- Call everyone back to the main group. Ask everyone to tape their drawings or words on the wall.
- Invite the groups to do a 'gallery walk' to see everyone's drawings or words. Give the group enough time to walk around and let the drawings sink in — at least 5 minutes.

Reflection and collective vision

- Lead a reflection with the group. You can ask questions such as:
 - What did you notice in this gallery walk?
 - Based on what you saw and heard, what are the elements of a transition that are truly just and centre workers?
- Write down these phrases on flipchart paper. Ask prompts such as:
 - Do these themes resonate with everyone?
 - Or should we combine this with other themes?
 - Is anything missing from our collective vision?
- You will come back to these words in the next activities.

Option 2: Collective vision mapping

- Participants write or draw one idea per sticky note/ card. Drawings are encouraged for those with literacy barriers.

Small groups and identifying common ground (25 minutes)

- Then, ask participants to break into groups of no more than five people. Each person shares their sticky notes and places them on large sheets of paper. Give the group 15 minutes to discuss what they drew or wrote. Make sure everyone has a chance to share within the group.
- Participants find the common ideas in the group's sticky notes/cards used in the previous activity. This is where we begin to see emerging collective voices.
- Instruct groups to cluster sticky notes that have similar ideas about a climate-safe and just future. Working in unity, name the clusters with provided markers. For example, notes about 'safe jobs', 'correct PPE's' or 'no toxic substances' might form a cluster on 'healthy work environment'. Facilitators help groups name the clusters using their own words.

Collective vision mapping (45 minutes)

Facilitators note: In this part, bring group members together to build one powerful vision of our future. The role of a facilitator is to synthesise and make sure the vision map reflects the true consensus, draws important connections between themes.

- Welcome participants back from the small groups and invite them to form a circle. Place pre-prepared large 'Our Just Transition Vision' templates in the centre.
- Each group presents their key themes, one at a time. As presentations happen, each group places their themed clusters onto the large 'Our Just Transition Vision' map.
- Once all groups have presented, ask prompts such as:
 - Do these themes resonate with everyone?
 - Or should we combine this with other themes?
 - Is there anything missing from our collective vision?
- You will come back to these words in the next activities.

Activity #2: Mini-lecture and scenario analysis (35 minutes)

Before You Teach: In preparation for this module, you will want to review the **What is Just Transition** information in **Section 2 of the Core Teaching Content**, in addition to any sector-specific analysis and toolkits drafted by affiliates and union partners.

Learning objective: By the end of this activity, participants will have an understanding of the concept of Just Transition and be able to apply those concepts to their own work environment and sector and their own vision.

Method(s) used: Presentation, scenario analysis, large group discussion.

Materials: Flipchart, handout or slides with definitions of the concept of Just Transition.

Instructions:

- Introduce the activity: *Earlier, we explored your visions of a Just Transition to a fair, thriving, and climate-safe future. Now, we will explore the definitions and components of the process for getting there—a Just Transition.*
- Use a flipchart, slides or a handout to introduce the concept of Just Transition.
 - This presentation should include the following elements: ITUC and other union definitions of Just Transition, ILO Guidelines. Section 2 of the **Core Teaching Content** provides examples of this information. If your union has an approved or established definition, feel free to use that.
- Explain that different unions may have slightly different definitions of Just Transition, but the core is the same when it comes to labour rights.

Scenario analysis and discussion (30 minutes)

*Facilitation note: This exercise can be adjusted in various ways. It can be done with one full scenario (a sample is below, and **Annex 1 (Scenarios and Case Studies)** provides additional options), or it can be done through the use of multiple shorter bullet-point scenarios (**see examples below**). You can also choose a scenario from the list below or create one representative of the sector(s) in the room that is unjust.*

This exercise is written for a larger group setting, but with more time, it can be adapted to smaller break-out groups, with each group discussing a different scenario. This allows participants to learn from a variety of union experiences and to see a broad range of tactics and strategies. It is also fine to give all groups the same scenario, because it can lead to a more in-depth discussion and unearth diverse perspectives on the same situation. If you choose to use a longer scenario or more than one, allow more time for reading and to synthesise the reflections from the multiple scenarios.

*If timing is tight, you can adapt this exercise to a Flash Round version by reading out short synopses of the case studies, rather than the entire case studies. See **examples below**.*

Example teaching scenario

No one left behind? The Just Transition journey of Ismail Okechukwu Balogun

[Oil&Gas] [UnionMember] [Reskilling]

Ismail Okechukwu Balogun is a 39-year-old technician with Alpha Marine Energy Company Port Harcourt - Nigeria, an oil and gas servicing firm in Nigeria. For 15 years, he has performed both onshore and offshore duties, specialising in marine safety and hydrocarbon systems maintenance. Ismail's income supports his wife, three children, and extended relatives in Port Harcourt. Like most families in the Niger Delta, their livelihood is tied to oil and gas wages. But the global shift to clean energy and Nigeria's Energy Transition Plan (ETP 2022) are creating uncertainty. Oil contracts are shrinking, overtime is reduced, and Alpha Marine has hinted at possible restructuring.

Ismail is facing job uncertainty and employment risk due to declining offshore contracts that would lead to a possible job loss. Now, there is a recruitment freeze blocking younger technicians from entering the workforce. The Nigeria safety nets such as unemployment insurance, and retraining grants remain weak. Losing his job would leave Ismail's family vulnerable. Without negotiated agreements, restructuring may mean sudden layoffs without adequate severance. Workers lack clear information on their future role in the transition. Ismail's technical expertise is in hydrocarbons, not renewables. Reskilling requires costly training (e.g., US\$200 (₦350,000) for a solar certification programme), and access to national such as those run by the National Power Training Institute of Nigeria - NAPTIN is limited by distance and awareness. Port Harcourt's local economy (food vendors, transport, small traders) depends on oil wages. Meanwhile, job losses ripple outward, worsening poverty and insecurity. Ismail's union, National Union of Petroleum and Natural Gas of Nigeria - NUPENG, has pushed for tripartite dialogue involving government, employers, and workers: In 2023, they secured an agreement in Warri- Delta State for oil technicians to be redeployed into hybrid energy projects instead of retrenchment. Labor representatives now sit on the Energy Transition Plan Steering Committee, advocating for retraining schemes and protection of worker rights.

Example teaching scenario synopsis

These shortened versions can be used for Flash Rounds or when time is limited.

- Oil contracts in Nigeria are shrinking, and future employment looks uncertain. The National Union of Petroleum and Natural Gas of Nigeria - (NUPENG) has pushed for tripartite dialogue involving government, employers, and workers: In 2023, it secured an agreement in Warri- Delta State for oil technicians to be redeployed into hybrid energy projects instead of retrenchment. Labour representatives now sit on the Energy Transition Plan Steering Committee, advocating for retraining schemes and protection of worker rights.
- Climate change forces workers to migrate, including for care work. Migrant worker remittances are critical to families left behind. At the same time, climate change in countries of destination puts additional stresses on employment, leaving workers vulnerable to abuse and exploitation. Many care workers, especially those with precarious migration status, are unable to connect with other workers, let alone organise.

- The Government of Nigeria has programmes to support farmers. Many rural farmers, especially those in conflict-prone areas, have difficulty accessing support programs. Farmer associations and cooperatives have not organised these rural farmers, due to difficulties in reaching them. As a result, they are left behind.
- There is a union representing full-time employees of a solar energy company in Kenya. Some workers, such as cleaners, are subcontracted or employed informally, so they are not represented by the union. Most of the formally-employed workers are men, while women work in precarious support jobs. Kenya is making progress toward an energy transition and is seen as a climate leader.
- Railway planning is underway in Zambia to transport critical minerals for processing and export. The government has agreed to mining concessions without the input of mining unions. However, given high levels of unemployment, many workers are hoping for a job in new mining operations. Local communities are advocating against the new mines, fearing the environmental impacts. The railway workers union has been in negotiation with the government to ensure that the new rail corridors will be operated by unionised workers.

- Introduce the activity: Tell participants that we are going to look at examples of other workers' stories.
- On a flipchart, draw a line down the middle. On one side, label it 'Just Transition'; on the other side label it 'Unjust Transition'.
- In a large group, the facilitator reads the scenario(s) out loud.
- Then, ask the participants the following questions. You may have to adapt the questions based on the scenario chosen.
 - What are the biggest risks facing workers and their community in the scenario?
 - Is this a Just Transition? Why or why not?
 - What felt unjust?
- Ask for two to three responses. Write down the elements of what makes an unjust transition. Elements that may come up in discussion include:
 - Social dialogue.
 - Decent work.
 - Planning with workers and their unions from the very outset.
 - Respect for international labour standards.
 - Public finance to support workers in their transition.
 - Applicable to all sectors and workers across the entire economy.
 - Rooted in equity and common but differentiated responsibilities.
- Then ask:
 - What would a Just Transition look like in this scenario?
 - Who has the power to make things different?
 - If you were designing a retraining programme, what specific skills should be prioritised for the affected workers?

- What role should community development projects play in cushioning the impact of transition on local economies?
 - How does this case demonstrate the principle of 'no one left behind' in Just Transition?
 - How can unions, employers and the government work together to protect workers in this scenario?
- Ask for two to three responses. Write down ideas of elements that make it, or could make it, a Just Transition.

Reflection (10 minutes)

- Now, revisit the phrases and ideas you recorded in the collective vision/flipchart in **Activity 1** (gallery walk or collective vision mapping). You can say:
 - Looking back at the vision you articulated in Activity #1, these are the words that came to mind.
 - Does this still align?
 - Are there elements that you want to add? Are there elements that you want to remove?
- If participants add or remove elements, ask them why and write them down. At the end of this exercise, you should have a working list of the core elements of Just Transition. You can reiterate that while unions may have different definitions and depths in defining Just Transition, there are core principles that are fundamental to workers.

Activity #3: Just Transition through my union (30 minutes)

Checkpoint / Facilitation note: This could be a good place to check that participants have made the connections between problems participants are facing in their workplace and communities and the issue of climate change.

Learning objective: By the end of this activity, participants will be able to identify climate-related changes in their lives as workers and apply Just Transition principles to their specific context, and begin to develop demands that their union can organise around to ensure strong agreements (CBAs, work place policies, etc.) for a fair and equitable transition.

Method(s) used: Small group discussion

Materials: Flipchart paper, marker, pens

Instructions:

- Introduce the activity: Now that we have discussed what makes a transition just or unjust, we are going to apply those elements to our own workplaces and lives as workers.
 - Break the participants into groups of no more than five people.
 - Ask the group to assign a facilitator and rapporteur to report back to the larger group. Ask them to record their answers on flipchart paper.
 - Instruct the groups that they will have 20 minutes to discuss these questions:
 - *Thinking about your work and workplace, what other changes do you see coming due to climate change? (You can refer to examples brought up by the group in Module 1.)*
 - *At this moment, how likely do you feel it will be to see those changes?*
-

- *Thinking about the collective vision we created together, what are the three most important things to be done or that we must demand from employers, governments and our own unions?*
 - *Does what we just learned about Just Transition (including definitions and mechanisms) create space for these demands, and for your union to push for them? How? What is missing?*
- The facilitator should walk around the room to answer any questions while the groups are discussing.
 - After 20 minutes have passed, call the group back.
 - Ask each group to spend 5 minutes presenting their answers to the question prompts and their key demands.

Synthesis and reflection (20 minutes)

- Once every group has presented, revisit the Just Transition/Unjust Transition elements from Activity 2.
- Read out the elements of a Just Transition that participants identified in that exercise. Then ask the group questions such as:
 - Who needs to hear these demands? What is to be done in the short, medium and long term?
 - Which actors can influence the decision maker?
 - Which steps need to be taken to build workers' power to reach agreements on these demands? What is the next step?
 - What are the challenges? How can we overcome these challenges?
 - Who else is involved or affected (beyond workers and our union) and could be potential allies / supportive of our demands?
 - What are our tools as workers and unions?
- Connect to the next module: Explain to participants that, in the next module, we will learn about how unions in Africa are defining and advocating for a Just Transition.
- Wrap up by underscoring the key principles of Just Transition as they defined it (you may want to point to the collective vision). Emphasise that:
 - Workers and their unions must be meaningfully included and engaged through social dialogue (collective bargaining and negotiation, leading to binding and enforceable agreements, are the most effective forms of social dialogue).
 - Just Transition takes time and planning, and workers must be included in designing the process of transition from early on.
 - The goal and purpose of a Just Transition is to achieve environmental and social goals together, centring workers and their unions.

MODULE 3: POWER AND POSSIBILITY - JUST TRANSITION IN AFRICA

Before You Teach: In preparation for this module, you will want to review the **What is Just Transition** information in **Section 2 of the Core Teaching Content**, in addition to reviewing and choosing case studies in **Annex 1 (Scenarios and Case Studies)**.

Module 3 Learning objectives: By the end of Module 3, participants will be able to analyse and articulate the tools and strategies that unions in Africa are using to address climate change as a worker and labour issue, including how unions have the tools to organise on climate in and beyond their workplaces. The case studies will delve deeper into different union tools to build collective power (identifying sources of leverage, targeting decision-makers, and forming coalitions to advance climate and labour justice). Participants will also be able to apply these insights to their own contexts by identifying demands, strategies, and allies for potential climate-related union campaigns. This helps to lay the groundwork for the ‘Plan to Win’ component that is part of some worker organising models.

Module 3 Roadmap

Activity	Suggested Time
Activity 1: The tools we need — case studies from Africa	60 minutes
Reflection	20 minutes

Activity #1: The tools we need: Case study (60 minutes)

Facilitation note: This module is designed to illustrate how unions in Africa have used different strategies to advance Just Transition, grounding the concepts of Just Transition that were introduced in the previous module to real-life examples. Facilitators can use two case studies or adapt the activity depending on time and group needs. Facilitators should also review the toolkits in **Section 4** of the **Core Teaching Content**.

One approach is to give each group a different case study. This allows participants to learn from a variety of union experiences and to see a broad range of tactics and strategies. It is also fine to give all groups the same case study, because it can lead to a more in-depth discussion and unearth diverse perspectives on the same situation.

Through the case studies, this exercise is also meant to provide a brief introduction of broader coalition building, as a power building tool. Coalition-building is addressed in **Module 4**.

If you choose to use longer case studies or more than one case study, allow for more time for reading and discussion.

You may want to highlight the following union tools and tactics to advance Just Transition in their

work and larger community. The case studies provided are suggestions, and reflect a range of themes and tactics. See **Annex 1 (Scenarios and Case Studies)**.

Union core strategies to advance Just Transition in the trade union bargaining agenda include:

- Organising campaigns.
- Workers' participation in the collective bargaining / social dialogue agenda.
- Striking / work stoppage.
- Communications / narrative building.
- Coalition-building inside the union, across sectors, across unions and with non-labour allies supporting trade union priorities on Just Transition.

*While this exercise is meant to unearth discussions about the different tools and tactics used by unions to advance a Just Transition, it is impossible to cover the true depth of this discussion in this one exercise. You can share the listed union materials in the **Core Teaching Material** section and encourage participants to dig deeper into various union tools after the training.*

Learning objective: By engaging with case studies grounded in the African context and beyond, participants will be able to identify and assess the tools used by unions in addressing climate change as a worker issue.

Method(s) used: Case study, small group discussion and report-back.

Materials: Flipchart paper, markers, pens, handouts with the case study.

Instructions:

- Introduce the activity: We are going to dive into real examples of how unions across Africa are addressing climate change as part of their core work to advance worker rights. These case studies highlight the challenges unions have faced, the strategies they have used, and the power of collective action in driving change in their workplaces and communities.
- Divide participants into small groups of no more than five participants. Provide each small group with a case study handout. (See Facilitation note, above.)
- Instruct the groups to assign a facilitator and rapporteur to report back to the larger group. In each group, ask someone to read the case study out loud. Each group will then have **25 minutes** to discuss within their groups and then report back.
- Here are suggested questions for the break-out groups. One modification is that you can assign different questions to each break-out group.

Facilitation note: Ask participants to consider issues that are contained within the workplace and then issues that extend beyond the workplace. If the case study does not provide all the details needed to answer these questions, participants should make their best effort to consider or reflect on the elements described below. The purpose is not to arrive at the 'right' answer, but rather, to begin exploring how considering climate and Just Transition can be helpful in building power and improving workers' lives.

Core Issues

- What were the core union concerns or problems faced in the case study?
- How did climate change show up as a worker issue?
- How did workers move from seeing the problem as an individual issue to a collective issue?

Tools and strategies

- What tools and strategies did the union use?
- Who were the campaign targets and what power did they have?
- What sources of leverage did workers have?
- What were the wins and how did that support the union's goals?

Impacted Groups, coalition-building

- What groups of people were most impacted?
- Did the 'wins' help everyone equally, or were others impacted differently?
- Who were the natural allies inside the workplace and outside the workplace?
- How did coalition-building (with non-labour groups) strengthen the campaign or how **could it have** strengthened the campaign?

Report back (25 minutes)

- Bring the groups back together and ask each group to share their top three to four takeaways from this exercise, or one takeaway from each category (Core issues; tools and strategies; impacted groups, coalition building).
- The facilitator should map the responses on a flip chart, organised along themes such as:
 - Labour concerns.
 - Strategies.
 - Wins.
 - Coalition strategies.

Reflection (20 minutes)

- Once every group has presented, the facilitator should review the mapped answers written on the flipchart. Ask the group the following questions:
 - What strategies felt most powerful?
 - What learnings did you draw from this case study?
 - If your union faced a similar issue, what strategies and tools would you use?

Point participants to the different toolkits on union strategies. See the listed union materials in the **Core Teaching Material** section.

MODULE 4: BUILDING POWER THROUGH A JUST TRANSITION

Module 4 Learning objectives: By the end of Module 4, participants will deepen their understanding of the tools and strategies explored in Module 3's case studies. They will begin to develop their own Just Transition demands and advance their mapping and analysis of other actors and potential allies connected to their identified issues.

Module 4 Roadmap

Activity	Suggested Time
Activity 1: Whole worker: Power and connections beyond the workplace	20 minutes
Activity 2: Busting the jobs versus climate/environment myth (unpacking a false divide)	60 minutes
Activity 3: Who do we need with us?	50 minutes
Activity 4: Roleplay	60 minutes

Activity 1: Whole worker: power and connections beyond the workplace (20 minutes)

Facilitation note: This activity also serves as an energiser. Use it to lift the mood, spark connection and get participants moving. Adapt your tone and movement prompts to match the group's energy level and comfort. Encourage laughter, playfulness, and moments of affirmation. The goal is to help participants experience the richness and diversity of who workers are, and to recognise how these multiple identities strengthen collective power and movements for justice.

Learning objective: In this exercise, participants will explore the diverse identities they carry in addition to 'worker' and how these shared experiences can strengthen alliances across movements.

Method(s) used: Large group discussion.

Materials used: Flipchart with 'Worker' template, markers, pens, sticky notes or small pieces of paper with tape.

Watch the Brazil video:

- Caravan in Defense of the Tocantins River: <https://www.youtube.com/watch?v=655UnSAUnW0> (Portuguese, with English subtitles; 20 minutes in entirety)
- Or share this article: <https://www.solidaritycenter.org/brazil-communities-unions-win-victory-for-livelihoods-democracy/>

Instructions:

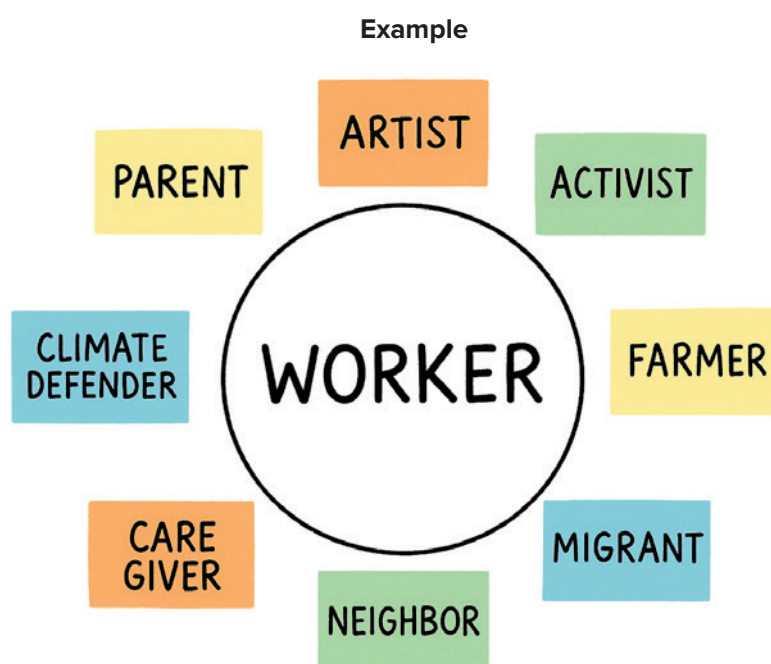
- Introduce the activity. You can say: *In that story, we saw workers organising alongside others: communities, farmers, fishers, women's groups and Indigenous Peoples.*
- Then, invite participants to reflect: *I want to invite each of us to take a moment to reflect. When we leave our workplaces, we don't stop being workers, but we're also neighbours, community members, caregivers, friends. We bring our whole selves — this could be our experiences, our families, our communities, and our cultures — into our movements. Beyond a worker, what other words describe you?*
- Give every participant three sticky notes. Ask them to write one identity per sticky note.
 - Examples could include: Caregiver, parent, neighbour, student, woman, land steward, farmer, gardener, artist, organiser, climate advocate, youth, person with disabilities, migrant, Indigenous person, member of a faith community, etc.
- When finished, have everyone stand in a circle or open space.
- Then call out categories and ask participants to move or raise their cards:

(Facilitation note: You can adapt these prompts to encourage movement, energy and laughter.)

 - If one of your cards connects to caring for others — raise it up!
 - If one connects to the land or nature — step forward!
 - If one connects to organising or justice — call out a word from your card!
 - If one connects to creativity or culture — wave it!

Remember to ask participants if there were any identities that have not yet been recognised in the room.

- Invite everyone to stick their cards on a wall or flip chart.



- Once participants have stuck their cards on the flip chart, ask the group: *What do these identities tell us about the communities and struggles we're connected to?*
- Invite two to three responses from the group.
- You can conclude the exercise by saying: *Each of these identities connects us to different movements — environmental, gender, Indigenous, youth, people with disabilities. Coalition building begins when we recognise and honour all these parts of ourselves — and the struggles they connect to. We will explore these links in the next activities.*

Activity 2: Busting the jobs versus climate/environment myth (unpacking a false divide) (60 minutes)

Learning objective: In this exercise, participants will critically examine and deconstruct the 'jobs versus environment' narrative, identifying how corporate power and the system that upholds it drive both worker exploitation and environmental degradation and climate change. Through discussion and collective analysis, participants will begin to reframe this false divide, recognise shared struggles with other marginalised or oppressed groups, reflect on how false narratives divide our potential power, and identify potential allies in building cross-movement solidarity for a Just Transition. This activity can be used before a coalition-building mapping exercise.

Method(s) used: Small group and large group discussion

Materials used: Flipchart, markers, pens

*Facilitation note: This activity is similar to the 'agitate/lay the blame' part of labour organising. The goal is to help workers see that **the same companies that exploit workers are often the same ones harming the environment and causing climate change** — and these companies benefit from getting away with both.*

This includes:

- Unsafe and/or underpaid jobs.
- Union busting.
- Pollution/environmental degradation.
- Climate change.
- Land grabs and displacement.
- Physical violence against workers and local communities.

These companies cut corners to protect their profits. That might mean skipping safety measures at work and dumping waste into local rivers. Workers feel these impacts every day at work, as they do as part of the communities living with environmental degradation. It is also the same system that perpetuates land grabs and displacement of communities. In many cases, companies even fuel corruption and undermine democratic practice. Ultimately, workers and communities pay the price.

A key point is, it's not just workers who bear the brunt. Many other groups, including Indigenous Peoples, women, people with disabilities, the elderly, and environmental defenders, are being

*hurt by the same system. That means we may **have more in common** with non-labour groups than powerholders would like us to believe. Though we may not agree on everything (broad-based coalitions rarely do), we are often fighting the same forces, just from different angles.*

*Through **agitation**, we want to give workers and union members permission to get upset over these injustices, which will help us move them to take action. In our society, working people rarely get the time or space to stop and name the injustices they face. The system is built to keep people too busy, too tired or too isolated to speak up.*

This activity creates space to pause, speak the truth, and feel the anger that's often buried. That anger is a powerful tool. Organising moves people from frustration to action.

Instructions:

- Still within the same small groups, introduce the next activity: We often hear the argument that we have to choose between protecting the environment and protecting jobs. This false choice has been used to divide us and weaken our collective power.
- Ask participants these questions and give them 5 minutes to discuss among themselves.
 - Who has heard of this false narrative and where are we hearing these messages repeated? Where do these narratives come from?
 - Who benefits from this framing? Who loses?

Ask participants to share their findings.

- Break participants out into groups of no more than five to seven people. They will have 15 minutes to discuss the following questions, before reporting back to the group:
 - What do unsafe working conditions, poverty wages, layoffs and union busting have in common with environmental degradation, pollution and the climate crisis?
 - What patterns or connections do you notice between labour issues, environmental harm and climate change?
 - Are there powerful actors or institutions involved in all three? If so, what roles do they play?
 - Who benefits? Who stands to gain from violating worker rights, environmental standards, and community participation in decision-making (democratic practice)?
 - What are some of the divisive narratives we are told or hear about other groups?

Facilitation note: If time is limited, you can choose two to three questions.

- Call participants back to the large group and have them report back. Invite each group to briefly share their key reflections. Write their points on a flip chart under themes such as 'Common Causes', 'Shared Impacts', and 'Shared Actors'. Write the reflections on a flip chart.
- Transition into a broader discussion by saying something like: Let us step back and examine the bigger pattern at play: Corporations extract value from workers, land, water, and communities in their relentless pursuit of profit and growth, regardless of the cost.
 - Reinforce that **workers are not to blame for environmental degradation and pollution**. Just as workers are made out to be enemies of environmental protection, environmental defenders have also been posed as trying to destroy jobs. Exploitation of land and people is the same exploitation.
 - Emphasise that **the degradation of worker rights and climate change are part of the same system of extraction and exploitation** (including the continued system of exploitation even

in a transition to a low-emissions economy). Often this is by the same systems of corporate power and profit-driven capitalism that unions are fighting against. It is also often the same power that other non-labour groups, such as Indigenous Peoples, environmental and human rights NGOs, and feminist organisations, are fighting against.

- Emphasise that **marginalised communities — whether they are workers, women, people with disabilities, Indigenous Peoples — bear the brunt**. That can come in the form of land grabs, polluted rivers and land, low wages, precarious work, and unsafe working conditions that expose workers daily to toxics. This is not truly a conflict between workers and the planet. It is a conflict between people and profit — between corporate greed and the survival of our communities.
- Lead a large group discussion to reflect deeper:
 - If we are talking about the same root problem (unchecked corporate greed and power), then who benefits from this divisive framing?
 - How might it divide potential allies and weaken our collective power?
 - What would it mean to act in solidarity across these struggles instead of staying divided? What are the challenges?
- Capture key ideas on a flip chart under the headings ‘Barriers’ and ‘Opportunities for Solidarity’.
- Encourage participants to think of allies who are working to reframe the issue of climate. You can say: In this system where corporations extract and put profit over people and planet, who else is missing or losing in this discussion on climate change? Reinforce that as unionists, we know that we have power when we are united. Developing allyship with other movements and groups may not be easy (just like organising), but we are stronger when we can find what binds us together.
- You can invite one or two quick comments, or move directly into introducing Activity 3, which involves mapping allies.

Activity 3: Who do we need with us? (50 minutes)

Facilitation note: You can use this exercise as the foundation for mapping and coalition building, which is best used once participants have indicated buy-in for coalition building as an important strategy.

It may be best to use this exercise after participants have critically analysed the Jobs versus Environment narrative in Activity 2, but this session can be used alone if you include discussions about challenging the false narratives that pit jobs against the environment in previous activities. Participants should already be primed to think critically about who benefits from this framing and how it might weaken solidarity across sectors. For example, fossil fuel companies or certain political actors may use this false choice to stall regulation or divide workers and climate justice groups.

As participants explore labour and climate intersections, encourage them to think beyond unions to identify potential allies. Examples could include:

- If you are working on issues that involve **gender-based violence and harassment (GBVH)**, think of which groups are also working on those issues. This may include women’s rights groups, for example.

- If you're focusing on **climate-related health and safety risks (such as heat stress or toxic exposure)**, consider partnerships with public health organisations, environmental justice groups, or community health clinics. Consider, also, which communities are impacted by the same toxics.
- If you are working on **ensuring social dialogue in Just Transition processes**, which groups are advocating for the rapid phase-out of fossil fuels? Take time to recognise existing tensions, while also recognising potential linkages.
- If you are working on an issue that involves **land**, you may need to draw out the connections with governments and corporate power. Many of these questions apply to land use decisions related to renewable energy. Think about questions such as:
 - Who controls access to and use of land and natural resources, such as forests and rivers?
 - ◆ Which government bodies (local, regional, or national) set the rules for land use, zoning and resource extraction? Whose interests do these policies reflect: community well-being or corporate profit? (These questions apply even for land use decisions related to renewable energy.)
 - Who decides which land is bought, sold, leased, used or polluted by companies?
 - Whose land is polluted by the same toxins that affect workers' health and safety?
 - Who profits from the land's exploitation and displacement, and who bears the environmental and social costs?
 - According to your answers, which groups (such as land defenders, Indigenous Peoples, small farmers, or environmental justice organisations) are already mobilising for land and resource protection?
 - Which communities live on or depend on this land or these resources for their livelihoods, food, or cultural survival?

Encourage participants to see these struggles as interconnected and to explore how land-based movements can be strong allies in building worker–community solidarity. By aligning labour and land justice efforts, coalitions can advocate more powerfully for shared goals including safe workplaces, healthy ecosystems, and community control over local resources..

This exercise involves an assessment of power, but it does not take the place of a full power mapping. You could begin with a brief discussion on power to ground the mapping exercise. Introduce the idea that power takes many forms, and that building power is what workers and unions do best. For example, different forms of power held by different groups at different times can include:

- Organised people — collective strength and solidarity (e.g, unions, Indigenous Peoples).
- Organised money— financial resources and economic influence.
- Organised ideas— shared vision, knowledge, strategy, and influence of dominant narratives.

As you move through the activity, invite participants to reflect on what kind of power each group brings to the table. You may want to consider the different levels of power (local, national, and global level), spaces of power, and their interrelationship. Encourage discussion on how these different forms of power can be connected and pooled to shape the just, equitable lives and societies we all want to build.

Learning objective: By the end of this activity, participants will have identified and visually mapped out potential allies to support their advocacy and demands.

Method(s) used: Mapping, group discussion

Materials: Flipchart paper, markers, pens, sticky notes or small pieces of paper with tape (optional: Coloured sticky notes, with one colour for each category— for example: green for allies, red for influencers, etc).

Instructions (10 minutes):

- If you watched the video in the previous exercise, remind participants of that campaign and who was involved. You can also begin with a short case study or example that is more geographically or sectorally relevant.
- Introduce the activity: *In any advocacy campaign, knowing your landscape of allies, influencers and supporters is key. Today, we're going to map out the ecosystem around the demands you identified — looking at **who is affected**, who is already **working on this issue**, who can **influence the issue**, and who can **provide resources or tools**.*
- Before conducting this session, take a large flipchart paper and draw the following grid on the paper:

Who is affected by this issue?	Who is already working on this issue?
Who can influence the situation? Who holds decision-making power?	Who can provide resources, tools or connections to help us (and name the tools/resources)?

- In the large group, introduce the activity and explain that this is an activity to identify: those affected by the issue, allies and stakeholders. Explain each category and invite participants to think broadly and strategically.

Group brainstorm (20 minutes)

- Then, read one question at a time.
- As they are identified, write down the names and organisations on sticky notes.
- Remind participants to be specific. For example, instead of 'government' it could be the 'Ministry of Environment' or the 'Lagos State Government'.
- Possible answers could include:

- Government ministries (eg., Ministry of Labour, Ministry of Environment / Ministry of Climate Change, National Climate Change Council).
 - Their employer or industry / corporations or local companies.
 - Other unions or worker associations.
 - Community or youth organisations, religious groups, schools.
 - Environmental and human rights NGOs.
 - Indigenous communities.
 - United Nation bodies (ILO, UNFCCC, United Nations Special Rapporteurs).
 - Financial actors (development banks, supply chain investors).
 - Journalists / media.
- Ask each participant to place the sticky notes within the appropriate box.
 - Repeat this for each box.
 - Cluster similar or duplicate inputs.

Group reflection: Identifying allies (20 minutes)

- The facilitator should review the mapped answers written on the flipchart. Ask the group the following questions:
 - Among the groups/actors we identified, who are our natural allies? What do we have in common with these groups? (Have participants articulate the commonalities, including if they identify as members of identified groups.)
 - Which groups/actors have the most leverage to change/influence the decision-makers?
 - Where do we see opportunities for new or stronger relationships?
 - Are there surprising overlaps and connections? (Reinforce that as members of our communities, we hold multiple identities and relationships.)
 - Do you have any experience working with this group/actor? What worked or didn't work? Why?
 - What would it take to work with this group/actor?
- As groups/actors are identified in this part of the discussion, invite participants to draw circles around them on the map to mark them as potential key allies in reframing the narrative and building a united front.
- Reinforce for participants that as we think about building allyship, we have to be ready to support one another (we cannot only expect other groups to get behind our demands).

Activity 4: Roleplay (60 minutes)

[Attribution: This exercise was adapted from the International Domestic Workers Network, Decent Work for Domestic Workers in Asia and the Pacific: Manual for Trainers.]

Facilitation note: This activity is both a temperature check to gauge understanding from previous modules and a practice exercise in coalition-building. It reinforces the idea that labour struggles are interconnected with other movements, such as climate justice, Indigenous rights, gender justice, and more.

Learning objective: By the end of this activity, participants will build on the previous exercises on coalition-building in Module 4 by deepening their understanding of shared interests between unions and non-labour civil society groups, practicing negotiating and finding common ground through roleplay, and reflecting on how coalitions can build collective power.

Method(s) used: Role-play, group discussion, reflection

Materials: Flipchart paper, markers, pens

Instructions:

Setting the stage (10 minutes)

- Introduce the activity. You can say: Let's recap what we have been discussing together today:
 - Why is alliance-building essential for advancing workers' rights, especially in the context of climate change?
 - How can diverse groups bring different strengths, resources and challenges to the table?
 - What do we need to build broader coalitions?
- Invite one or two short participant responses. Summarise the main ideas on a flip chart.
- Then, divide participants into groups. This exercise can be adapted to work with groups of five to 10 people. The key is that everyone in the group should have an active role in the roleplay. Half of the group should be assigned to one side. The other half should be assigned to the other side.
- Instruct the groups to assign a facilitator and rapporteur.
- Explain the exercise: Each group will take on a short role-play scenario that simulates a coalition meeting between a union and one or more non-labour groups. The goal is to explore how groups can build common ground, negotiate differences, and strengthen collaboration.
- Assign each group a scenario. Give each group a different issue-based scenario, such as:
 - **Scenario 1:** Your union works in a coal-fired power plant and wants a planned and careful Just Transition that accounts for all workers. Environmental activists are advocating to shut down the plant immediately.
 - **Scenario 2:** A transport workers' union and an Indigenous community are both affected by a new mining project and must decide how to respond.
 - **Scenario 3:** An agricultural union is facing severe water shortages affecting crop yields. A nearby community group is also struggling with water access and contamination.
- Provide each side (union and partner group) with short roleplay cards describing (sample roleplay cards are found below):
 - Their main priorities.
 - Their concerns or red lines.
 - What they hope to gain from collaboration.
 - Key message (left blank for them to create).

Roleplay scenario (30 minutes)

- Next, give groups the instructions and timing:

- Groups will have **10 minutes** to read and discuss their group's position
- Each side (union / partner) will devise a **key message** they want to communicate.
- Groups will then have **20 minutes** to act out the coalition meeting. Encourage creativity: participants can represent the negotiation, alliance planning, or conflict resolution process.
- Remind groups to explore what helps or hinders the collaboration, including how we communicate. The 'Key Message' section of the role-play cards is left blank; let groups devise a key message that they can revise after the roleplayed coalition meeting, to practise what kinds of messaging works best to foster coalition building.

Reflection (20 minutes)

- After the roleplay, invite participants back to the larger group, and ask each group to share brief reflections on their roleplays.
 - From the other side, what was one thing that moved you or that you agreed with?
 - What common ground was found? Was there a common target or cause — such as the government or corporations?
 - What tensions or misunderstandings came up?
 - What lessons can we take forward about building trust and shared action?
 - How did communication shape the outcome of the discussion?
 - Did your key message change after the discussion?
- Record insights on a flip chart to connect back to alliance-building strategies discussed earlier.
- Conclude with: *This exercise isn't only about understanding each other's agendas. It's about practising how unions and social movements can combine their different kinds of power — through numbers, networks, and organising capacity — to change the balance of power in society. It starts with a conversation.*

Facilitation note: Coalition building is difficult work. This roleplay intentionally mirrors tension, which can bring up genuine frustration or fatigue. Before jumping into the final activity, you may want to check the room's 'temperature'. If needed, a short palate-cleanser, such as a physical stretch or a 2-minute personal breather, can help participants shed their 'character' and return to the discussion as themselves.

ROLE PLAY CARDS

You can cut out these role-play cards for use in the exercise, or create your own.

SCENARIO 1:

Union role: Energy workers' union

- **Main interests:** The union's primary goal is to protect its members, ensuring that no one is left behind in the energy transition. The union is also concerned about losing power if it loses membership. The potential renewable energy jobs have not fully materialised, and these jobs are not union jobs, so they pay less and have lower labour standards and protections.
- **Concerns:** Environmental groups are pushing to shut down the plant immediately without having a worker-informed transition plan in place. The union is concerned that rapid transition without social dialogue will leave workers, their families, and their community in an economically devastated position. Environmental groups seem to be getting more traction, because renewable energy companies stand to benefit, and there is a potential international investment involved.
- **Goal:** The union wants the environmental groups to include workers' demands in their messaging.
- **Key message:**

Non-labour role: Climate justice coalition

- **Main interests:** The coalition wants to stop fossil fuel extraction and energy generation immediately. Coalition members represent people concerned about public health and climate change mitigation.
- **Concerns:** Coalition members are worried that unions are causing delays in the energy transition process, which is urgent for addressing climate change. They are worried that fossil fuel companies will use job protection as an excuse for advocating for the continued extraction of fossil fuels.
- **Goal:** Climate groups want unions to get on board with the demand for a rapid transition to clean energy and the immediate phase-out of fossil fuels.
- **Key message:**

SCENARIO 2:

A transport workers' union and an Indigenous community are both affected by a new mining project and must decide how to respond.

Union role: Transport and logistics union

- **Main interests:** The unions are primarily concerned with ensuring fair wages, occupational health and safety standards, and infrastructure investment that creates decent jobs.
- **Concerns:** Indigenous land rights could delay or stop projects that members depend on for employment.
- **Goal:** Find ways to support Indigenous sovereignty, while protecting workers' livelihoods. The union does not want a clash with the Indigenous community, especially because some of their members are from the community.
- **Key message:**

Non-labour role: Indigenous peoples' organisation

- **Main interests:** The Indigenous community is primarily interested in protecting land, water, and cultural rights from extractive projects. Under international law, Indigenous Peoples have a collective right of Free Prior and Informed Consent (FPIC) for projects. This is the right to decide what happens on their lands and to their communities. Commonly, however, corporations and governments do not respect FPIC, and these communities are often displaced. The group is also interested in ensuring that community members have access to jobs.
- **Concerns:** The community is concerned that union support for development projects could further enable the violation of Indigenous consent.
- **Goal:** Build solidarity so that unions advocate for FPIC and sustainable job creation that supports economic benefits to the community.
- **Key message:**

SCENARIO 3:

An agricultural union is facing severe water shortages affecting crop yields. A nearby community group is also struggling with water access and contamination.

Union role: Agriculture union

- **Main interests:** The union wants to ensure job security for its members, even if crop yields are impacted. The union also wants the employer to provide clean drinking water for workers, especially given their exposure to high heat.
- **Concerns:** The union is worried about job losses and increases in seasonal or long-term migration. If there are job losses or the employer has to pay more for water, this would also impact the union's ability to negotiate wage increases and other workplace improvements.
- **Goal:** The union hopes to get support from the community to demand more input in how resources are used. For example, the union has ideas for how limited water supplies can be used more effectively.
- **Key message:**

Non-labour role: Local community group

- **Main interests:** The community is also where many workers live. They want regular access to clean water and a greater say in how natural resources are used.
- **Concerns:** The community is worried that agricultural employers have greater influence over water resources and want to make sure that the water needs of the community are prioritised over profits.
- **Goal:** The community wants the union to support their demands for greater influence in decision-making processes as it relates to the use and protection of natural resources.
- **Key message:**

BLANK ROLEPLAY CARD

You can copy and fill this out for new issues.

Scenario:

Union role:

- Main interests:
- Concerns:
- Goal:
- Key message:

Non-labour role:

- Main interests:
- Concerns:
- Goal:
- Key Message:

FINAL WRAP-UP: BUILDING OUR COLLECTIVE PATH (30 MINUTES)

Facilitation note: This final exercise functions as a wrap-up and as a point of assessment to see what participants have taken away from the module. It can be adapted and expanded into group work with more time.

This exercise is also meant to help workers see why they need to act now, and it invites workers to act within their union to help achieve the vision.

Learning objective: As a final wrap-up, participants will reflect collectively on the potential consequences of union inaction versus union engagement on climate change, and to envision possible actions. This is similar to the ‘Conveying urgency/Call to action’ component of some worker organising models.

Method(s) used: Group discussion and reflection.

Materials used: Two flipchart papers, markers, sticky notes.

- Introduce the final activity: You may say something like: *We have explored how climate change affects our work, health, communities, and rights. As union members and workers, we have a choice — we can respond, or we can ignore. Now we are going to reflect together on what those different choices could mean.*
- Introduce the two flipcharts — the two pathways:
 - Path of inaction / What we stand to lose: *What happens if our union does nothing about climate change?*
 - Path of action / What we stand to win: *What could change if our union takes this on through collective bargaining, advocacy, organising and coalition building?*
- Ask the group:
 - *What choices do we as union members actually have when facing this? Who benefits if we do nothing? What will happen to our jobs, our communities?*
 - Write down the answers on the flipchart under ‘Path of inaction’
 - You can follow up by tying in everything you heard during the modules; all the examples of issues raised in the discussion. You can say: *Think about extreme weather, the extreme heat. Think about job instability. Think about the health impacts you spoke about. Think about what employers and/or the government will do.*
- Now, move on to the ‘Path of action’ and ask:
 - *Now, let us imagine what is possible if we were to act collectively. Let us imagine what could be done if we were to use the tools we have, such as organised labour—organizing, collective bargaining/social dialogue, etc.*
 - *What do we stand to win? How does our action affect the decisions that might be made by employers and/or government? How could taking on climate impacts or demanding a Just Transition benefit our struggles for other workplace or community improvements?*
 - You can follow up with: *If we did nothing, would we still win improvements such as better safety protections at work?*

- Lead the group in a final reflection:
 - *Looking at these two paths before us, what do you notice?*
 - *What is at stake?*
 - *What is one thing you would like your union to do?*

- Hand out two sticky notes to each participant. To close, you can say:
 - *Today we have looked honestly at what is at stake if we do nothing on climate change and what is possible with our collective action. Before we end, we want to take a moment to pause and reflect, because we have discussed a lot today.*
 - Instruct participants to write one thing they learned from the module on a sticky note.
 - On another sticky note, ask participants to write down one thing they plan to do with what they have learned
 - Invite participants to post the notes on the board. You can make two columns on the wall or board: Learning and Action.

- Close the activity by doing a go-around where participants share what they learned and their commitments going forward.

- Share the Just Transition Expedition Handout. To close, you can say:
 - *We are at the end of this training. Let us take a moment to reflect on the journey we've taken together. You've brought your direct experiences to the table, and together we've unpacked how climate change is impacting workers, workplaces, and entire communities. Climate change is a worker issue. We analysed the systems behind these impacts and explored what a Just Transition could look like from a worker-centred perspective.*
 - *This handout offers a chance to consolidate your learning and map out a pathway forward, together with members of your own union or federation. Think of it like preparing for an expedition: you've imagined the destination, you've taken stock of your tools (the food, maps, kits you will carry with you), and now let's figure out how to get there. You can add the commitments you shared in this document.*

- Remind participants this is just a step, and achieving Just Transition and labour justice can be a long journey. While this module ends here, the work and the journey continue tomorrow.

HANDOUT: JUST TRANSITION EXPEDITION



[Attribution: This was adapted from a Solidarity Center, Bangladesh workshop.]

1. What is our destination?

What does worker and environmental/climate justice look like in my sector and workplace?
(Think back to the visioning exercise in **Module 1**. What does Just Transition look like for your union?)

Our destination looks like:

2. What do we need to carry with us?

This includes resources, strategies, knowledge, and connections. What information do we need to know that we don't know now? (Think of everything you'd pack for your expedition - your backpack, map, first aid kit, hatchet, etc.)

We'll need to carry:

3. Who is in our expedition party?

Who do we need to engage? Who has the power? Who are our allies?

*Think about traditional and non-traditional allies – those who are closely aligned and those who might not be (yet). (Think of the coalition mapping in **Module 4**. Each person in the expedition brings different skills and expertise to help you reach your destination.)*

Our expedition party includes:

4. What is our plan? What are our next steps? What will I do next?

What will we do? Write down your union's Just Transition demands. You can build this out with specific campaigns, awareness/consciousness-raising, coalition-building, policy advocacy, collective

Our plan includes:

One thing I plan to do with what I have learned is:

For translation purposes, a Word version of this document is available for download at the following link: [ITUC JT Training Modules \(Activities\).docx](#)

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