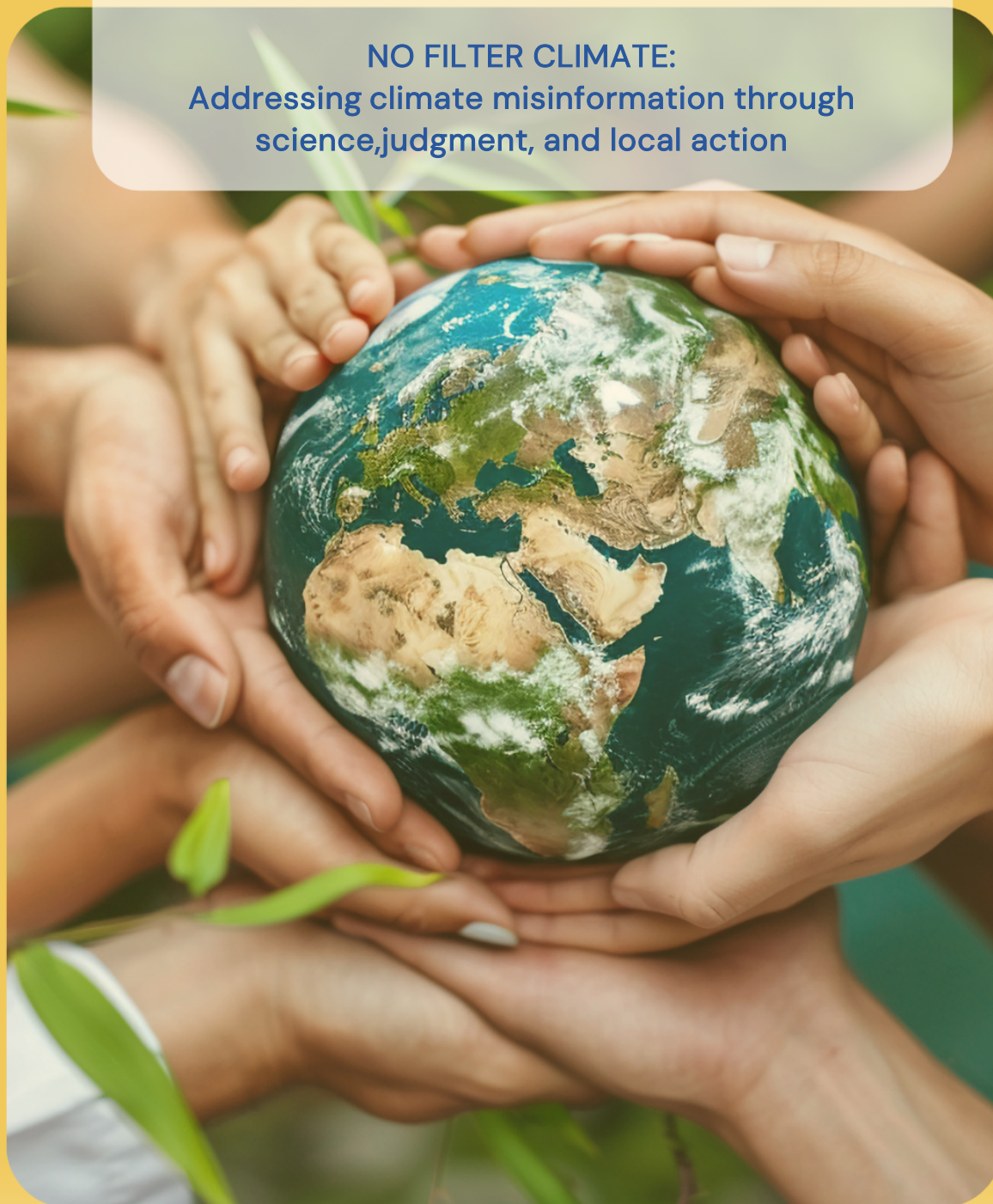


METHODOLOGICAL PRACTICAL GUIDE

NO FILTER CLIMATE:
Addressing climate misinformation through
science, judgment, and local action



“UN SOLO PLANETA PARA TODAS LAS PERSONAS”

coglobal



METHODOLOGICAL PRACTICAL GUIDE

NO FILTER CLIMATE: ADDRESSING CLIMATE MISINFORMATION THROUGH SCIENCE, JUDGMENT, AND LOCAL ACTION

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Preamble

Introduction and purpose

The methodological practical guide **“No Filter Climate: addressing climate misinformation through science, judgment and local action”** is one of the main outputs developed as part of the Clima sin Filtro project, an initiative promoted by Coglobal within the European “NOPLANETB” project, implemented in Spain by the Andalusian Fund of Municipalities for International Solidarity (FAMSI) and co-funded by the Seville Provincial Council as a partner of FAMSI and the European Union. It is underpinned by a multi-stakeholder alliance, comprising participating local councils, educational institutions, teaching staff, pupils, older people, scientific experts on climate change, gender experts, social organisations and local actors, thereby reinforcing an approach based on local governance and community participation.

This guide sets out the methodological framework, activities, teaching resources and key lessons learnt from the implementation of the project in various municipalities across Andalusia, with the aim of facilitating its transfer and adaptation to other educational and community contexts.

Its aim is to provide a practical tool for developing climate education programmes based on scientific evidence, strengthening media literacy to combat disinformation, and promoting the active participation of young people and older adults in building more resilient communities committed to climate action.

Justification

Climate change is one of the greatest environmental, social and democratic challenges of the 21st century. However, the growing circulation of false information, oversimplified messages and denialist rhetoric makes it difficult for the public to understand the complexity of the phenomenon and make informed decisions.

This situation particularly affects groups which, due to their information-consumption habits or their access to scientific knowledge, are more vulnerable to disinformation, such as teenagers and older people.

Against this backdrop, the Clima sin Filtro project was launched with the aim of bridging the gap between climate science and the public through a participatory approach that combines environmental education, media literacy, critical thinking, local data analysis and community involvement. This guide addresses the need to systematise this experience and provide other organisations with a replicable methodological model that helps to strengthen social resilience in the face of climate misinformation.

Target group

This guide is primarily aimed at:

- Primary and secondary school teachers;
- Environmental educators;
- Professionals in non-formal education;
- Technical staff at local councils and public administrations;
- Social organisations and environmental organisations;
- Facilitators of participatory processes;
- Professionals working in youth, civic participation and community development;
- Anyone interested in promoting climate literacy and combating misinformation.

Although the activities have been designed primarily for pupils aged between 10 and 14, the methodology can easily be adapted to other age groups and educational contexts.

Scope and limitations

This guide describes the methodology applied during the implementation of the 'No Filter Climate' project in the municipalities of Almodóvar del Río, Carcabuey, Campillos, Casares (Secadero) and the Northern District of Granada, incorporating the tools, activities and resources used during the initiative.

It is not intended to be an exhaustive manual on climate change, nor is it intended to replace authoritative scientific reports. Similarly, the activities should be adapted to the characteristics of each area, the participating pupils and the educational context in which they are implemented.

The climate data used comes from official sources available at the time the project was carried out and should be updated when the methodology is replicated in new areas

Document structure

The guide is organised into six main sections that guide the reader from understanding the project through to the practical application of the methodology:

1. *Preamble*, which introduces the project, its context, purpose and scope.
2. *Methodological approach and principles*, which explains the pedagogical foundations of the intervention and the approaches underpinning it, including classroom-based participation, gamification, prebunking, fact-checking, evidence-based learning and a gender perspective.
3. *Classroom implementation*, which provides a step-by-step breakdown of the sessions, activities, resources and guidance to facilitate the practical application of the methodology.
4. *References, resources and QR codes*, which compile the bibliography, scientific sources and databases used during the project.
5. *Credits, licence and acknowledgements*, which recognise the collaboration of the participating organisations and set out the terms of use for the publication.
6. *Appendices*, which include supporting materials such as the climate context of Andalusia, assessment tools, environmental data analysis sheets and a summary of the results obtained during the project's implementation.

The methodological content is based on available scientific evidence, on the recommendations of national and international organisations specialising in climate change, media literacy and citizen participation, as well as on the practical experience gained during the implementation of the project in the various participating municipalities.

This guide is one of the main transferable outcomes of the Clima sin Filtro project and aims to enable other public authorities, educational institutions and social organisations to adapt and implement this methodology in new areas, thereby helping to strengthen climate education, critical thinking and resilience to disinformation through a participatory and evidence-based approach.

2

Approach and methodological principles

The 'Climate without filter' project adopts a participatory, inclusive, playful and evidence-based methodology that aligns with the educational and democratic practices promoted by Coglobal, and in particular with its 'Classroom-Based Participation' methodology. This methodology is grounded in the belief that children and young people are active agents of knowledge and transformation, and that classrooms — as well as community spaces — can be spaces for deliberation, meaningful learning and the collective development of local solutions.

Furthermore, this initiative combines transdisciplinary environmental education with media literacy, experiential learning and active civic participation, recognising that scientific knowledge becomes meaningful when it is connected to people's everyday lives and their local communities. The methodology is geared towards positive social transformation, promoting not only conceptual understanding but also critical thinking skills and the capacity for action.

Key methodological principles

1. Active participation and deliberation

The project draws inspiration from Coglobal's Classroom-Based¹ Participation methodology, which transforms educational spaces into forums for decision-making and dialogue where participants:

- Analyse their environment and real-life problems
- Propose collective solutions
- Deliberate on and prioritise initiatives
- Engage with local authorities to make their proposals heard

This approach promotes social inclusion, strengthens group cohesion and enhances young people's self-efficacy as citizens.

2. Play-based learning and gamification

The activities incorporate elements of play and challenges, not merely as entertainment, but as a means to:

- Facilitate the understanding of complex concepts relating to climate change
- Foster motivation, cooperation and exploration

¹ Good Practice in the Public Administration Innovation Bank of the National Institute of Public Administration in Spain (INAP). Practice of National Educational Interest recognised by the National Public Education Administration of Uruguay. International Good Practice in the COMPORTE Guide to Good Practices in Participation and Democracy at Local Level, published by the National Autonomous University of Nicaragua, Managua. Included in the database of practices of the Andalusian Laboratory for Participation and Democratic Innovation (LAB 717) at the University of Granada. Included in the PARTICIPANDA database of practices of the Andalusian Observatory on Children and Adolescents. Included in the European database of practices of the YouthPB Accelerator.

- Stimulate critical thinking processes (e.g. through activities such as the 'cheat detector' or 'resource towers')

Gamification transforms each session into a dynamic learning environment that integrates rules, immediate feedback and a sense of achievement, whilst keeping the educational objectives firmly in mind.

3. Prebunking, fact-checking and media literacy

One of the central pillars of *No Filter Climate* is the development of media literacy skills to tackle climate disinformation through a preventative and evidence-based approach.

The methodology combines two complementary strategies:

Prebunking, which aims to anticipate common manipulation tactics before disinformation is accepted as true. This strategy enables pupils to learn to recognise common tactics used in disinformation, such as appeals to fear, false authority, conspiracy theories, false dichotomies or overly simplified messages.

Fact-checking, understood as the systematic process of verifying information, through which pupils learn to:

- pause before sharing information;
- identify the source and assess its reliability;
- check the date and context;
- look for scientific evidence;
- cross-check the information with official bodies and independent fact-checkers;
- draw conclusions based on evidence.

Combining these two strategies enables the development of skills to:

- recognise hoaxes and manipulation techniques;
- critically analyse information before accepting or sharing it;
- strengthen confidence in scientific evidence;
- develop responsible information consumption habits;
- develop resilience in the face of climate disinformation.

In this way, No Filter Climate incorporates internationally recognised methodologies into the socio-environmental curriculum to build resilience against disinformation and promote critical and informed citizenship.

4. Use of local data and scientific evidence

The project links what is learnt to real, local climate data drawn from official sources and historical records. This enables:

- Global information on climate change to be linked to the local environmental reality
- Subjective perceptions to be compared with verifiable scientific evidence
- Phenomena such as temperature, rainfall or extreme events to be contextualised within the area where the participants live

This approach positions pupils as researchers of their own environment, bridging the gap between abstract knowledge and tangible experience.

5. Gender perspective and intersectionality

Drawing inspiration from the intersectional approach of Classroom-Based Participation – which recognises that not all groups have the same opportunities to influence or participate – ‘No Filter Climate’ incorporates a gender and social diversity perspective at every stage. This translates into:

- Activities that highlight female role models amongst scientists and climate activists
- Strategies to balance participation across genders and other social and psychological factors at an individual level.
- Activities that explore how climate change affects people differently according to gender, background, socio-economic status or region.

This principle contributes to learning that is fairer, more inclusive and committed to the values of equality and human rights.

6. Formative and reflective assessment

Assessment within the project is ongoing and formative, aimed at:

- Monitoring the group’s learning and progressive transformation
- Incorporating feedback from participants
- Reviewing methodological strategies in light of group dynamics

Greater emphasis is placed on the learning process than on the correctness of answers, fostering a climate of trust and experimentation.

This methodological approach positions Clima sin filtro at the intersection of environmental education, media literacy and participatory democracy, creating learning experiences that not only inform, but also empower and transform.

Furthermore, the initiative is organised around a work plan structured in five complementary phases that combine institutional coordination, learning, participation and community action, enabling a progressive move from planning towards public commitment to climate action.

Phase 1. Planning and institutional coordination

This initial phase focuses on building the partnerships needed to carry out the project, establishing coordination between local councils, schools, Active Participation Centres, associations for older people and experts in climate change. During this stage, the action plan, the participating groups, the responsibilities of each stakeholder and the logistical and methodological aspects that ensure the initiative is tailored to each local context are defined.

Phase 2. Training and experiential learning

Developed primarily in an educational context, this phase comprises a participatory programme in which pupils explore the causes and consequences of climate change, analyse climate data from their own local area, identify the main hoaxes and disinformation narratives surrounding the climate crisis, and acquire the tools to verify information using fact-checking and prebunking strategies. All of this is carried out using active, collaborative and experiment-based methodologies, promoting the development of critical thinking and media literacy.

Phase 3. Preparation for the intergenerational exchange and design of local proposals

Once they have consolidated what they have learnt, the pupils prepare for their meeting with older people through reflection exercises and by organising the content. At the same time, they identify environmental issues in their local area and devise proposals aimed at improving the local authority's response to climate change. During this phase, awareness-raising materials and communication campaigns are also developed — such as the creation of videos for the Clima sin Filtro 360° campaign — with the aim of sharing the project's lessons with the wider community and combating climate misinformation through the voices of the participants themselves.

Phase 4. Intergenerational exchange

This phase facilitates encounters between teenagers and older people in a space for dialogue on an equal footing, where they share experiences, memories and perceptions of the environmental changes they have witnessed in the local area. This exchange enables scientific knowledge to be compared with collective memory,

strengthens intergenerational bonds and helps to build a shared vision of current and future climate challenges.

Phase 5. Institutional dialogue and local authority engagement

The process culminates in a public event at which the pupils present the conclusions and proposals developed during the project to the local council. This forum facilitates direct dialogue between young people, local councillors and other local stakeholders, promoting active listening, recognition of youth participation and institutional commitment to combating climate disinformation and promoting more sustainable local policies.

This methodological approach fosters a progressive learning process that links scientific knowledge with everyday experience, strengthens critical thinking in the face of misinformation, and transforms learning into active participation and advocacy within the community.

Ultimately, the initiative aims to trigger processes of real change at the local level, transforming teenagers and older people from passive observers into advocates for climate action, capable of critically analysing information, engaging in intergenerational dialogue and formulating concrete proposals for their local authorities. 'Clima sin filtro' not only educates about climate change, but also builds community, strengthens local democracy and lays the foundations for a just and inclusive ecological transition.

3

Classroom implementation

Session 1: Participatory assessment and pre-test (90 min).

Objectives:

General:

Begin the group process by fostering an atmosphere of trust and participation, and carry out an initial assessment of the pupils' perceptions, relationships and concerns regarding the environment.

Specific:

- To foster a climate of trust and participation that encourages the free expression of opinions and promotes group cohesion.
- To present the project and its methodology, placing the pupils at the centre of the learning process.
- Conduct an initial assessment of the pupils' commitment to climate action using a pre-test.
- Identify and map the main environmental issues perceived in the immediate surroundings (local area and school).
- Collectively prioritise the environmental issues to be addressed in the following sessions.

Implementation:

1. Introduction: Who are we? (5 min)

Initial meeting with the facilitator and introduction of the project to the pupils.

2. Introduction to the group (15 min) – Human bingo

Group introduction activity.

You must move around the room and talk to your classmates to find someone who fits each description.

When you find them, you must write their name in the corresponding box. You cannot choose the same person more than twice. The winner is whoever completes a row or a full bingo card. (Prepare some small prizes for the row and the full bingo card.)

Once the activity is over, we'll use it to briefly introduce the project's theme without going into too much detail – simply to mention that these are topics we'll be discussing during the sessions

BINGO

Encuentra a alguien que...

recicle en casa 	le guste la misma música que a mí 	tenga ropa de shein 	se haya creído algo de internet que era falso
le gusten las pelis de miedo 	su color favorito sea el naranja 	tenga 2 hermanos/as 	le guste el/la mismo/a youtuber que a mí
le guste la naturaleza 	conozca la regla de las tres "R" 	le gustaría viajar a otro país 	tiene mascotas
sepa el nombre de alguna mujer científica 	le preocupe el calentamiento global 	conozca algún problema ambiental cercano 	nació en el mismo mes que yo

3. Climate Commitment Pre-test (15 min)

A questionnaire (**See Annex II*) is handed out to each participant, and they are guided through the process of completing it.

Guidelines for ensuring a high-quality assessment:

- Read the questionnaire instructions aloud and assist the participant in completing it.
- Take great care to ensure the date of completion is noted, so that we can later confirm whether it is the pre-test or the post-test.
- Provide guidance on the details at the top of the form (particularly 'favourite colour'). Explain that this information is requested so that the pre-test and post-test can be compared later, whilst the questionnaire remains anonymous.
- Check that there are no duplicate dates of birth within the same class; if there are, look for differences (e.g. add a favourite animal or food). Record this information to bear in mind for the post-test.

4. **Diagnosis/mapping of environmental issues in the local area and at school (30 min.)**

1. Brainstorming

On a whiteboard or flipchart:

The group is asked to write, on separate Post-it notes, up to three environmental problems that concern them or that they believe are important to tackle in their local area or neighbourhood. It is explained that this is an anonymous brainstorming session, so there are no 'wrong' or 'incomplete' ideas, and that it is better to write down an idea – even if it is not very well defined – than to remain silent.

As the Post-it notes are stuck up, the facilitator gives them an initial read-through and tries to group together those that appear to be related. Circles can be drawn around Post-it notes with similar content to help narrow down the ideas.

Subsequently, the ideas are read aloud, the main idea is summarised, written on another part of the whiteboard or flipchart, and assigned a letter by theme for subsequent prioritisation (e.g. a. all those related to recycling, b. those related to water/drought issues...).

2. Prioritisation

Each participant is given a Post-it note on which to write, anonymously, the letters corresponding to the three issues they consider most important.

The notes are then counted, and the issues that received the most votes are identified; these will form the basis for proposals for improvement in the coming sessions.

5. **Stretching exercise for closure(15 min):**

It is explained that they are going to create an imaginary 'frozen' group photo. The facilitator says a neutral or fun word (e.g. 'team', 'adventure', 'fun').

Within 5 seconds, everyone must strike a pose or make a gesture that represents that word (they can do this silently or make a sound).

The facilitator counts to three and says, "Freeze!"

You can do 2 or 3 rounds using different words.

Version for 11 – 12 years old

Use more specific or vivid words: 'superheroes', 'treasure hunt', 'party', 'friendship'.

Version for 13 – 14 years old

Use more symbolic concepts: 'teamwork', 'future', 'challenge', or even let the group suggest words.

6. **Session evaluation (5 min):**

Feedback using coloured cards: we will hand out one green, one yellow and one red card to each person in the class. They should place the card that best reflects their opinion of the session into a box or bag (green = I enjoyed it; yellow = I didn't mind either way; red = I didn't enjoy it). They will also be asked to stick a Post-it note on that card explaining why (e.g. if they choose a yellow card, they should write 'because I had fun but I'd like to play more games'). This will help us carry out a brief daily evaluation of what worked and what didn't.

They will place any remaining cards in a separate bag. At the end of the session, we will count how many green, yellow and red cards have been submitted.

Ask the pupils to help distribute the cards amongst their peers (one of each colour for each pupil).

Session 2: Introduction to climate hoaxes: how disinformation works and basic fact-checking procedures (90 min)

Objectives:

General:

To develop basic media literacy skills to identify, challenge and prevent climate disinformation.

Specific:

- To analyse the sources of information used by pupils and those around them, identifying the risks of disinformation.
- To understand what climate hoaxes are and to recognise common strategies for manipulating information.
- Introduce 'prebunking' as a preventive tool against disinformation.
- Learn about and practise a basic fact-checking protocol tailored to their age group.
- Develop a critical and responsible attitude towards information before sharing it.
- Highlight the contributions of women scientists and climate activists and challenge gender stereotypes in science and activism.

Implementation:

1. Initial questions (5 min)

In a whole-group discussion, the following open-ended questions are put to the group to introduce the topic of the session:

When you don't know something and want to learn about it, where do you get your information from? Who do you ask?

Final reflection: Point out that nowadays there are many sources of information: the internet via search engines, online newspapers, specialist websites, social media with profiles of varying degrees of reliability, word of mouth, etc. We are going to do an activity to reflect on information and disinformation – which is when we have information that is not true, whether intentionally or not.

2. Pre-bunking (20 min)

DINÁMICA: “El detector de trampas”

ACTIVITY: “The cheat detector”

During the session, a brief explanation is given of what pre-bunking is, with the explanation adapted for children and young people. They are then told that we are going to create a ‘hoax detector’.



The facilitator explains:

“Before hoaxes appear, we can train our minds to recognise the tricks they use. Today we’re going to learn how to spot them before they fool us.”

More information:

Prebunking or a ‘vaccine’ against disinformation: preventing hoaxes before they emerge.

Prebunking is a strategy based on the theory of psychological inoculation: just like a vaccine against a virus, it involves exposing people in advance to greatly watered-down versions of hoaxes — or their manipulative techniques — so that they develop ‘mental immunity’ against disinformation 1, 2, 3. Unlike debunking, which comes into play after a falsehood has already spread, prebunking acts beforehand, training people to spot the traps of deception for themselves (for example, emotional appeals, false authority, facts taken out of context) and to stop them before they take hold 4, 5.

Explanation adapted for children and young people:

Prebunking is like an ‘information vaccine’: we teach children and teenagers to recognise early on the tricks used by some hoaxes to deceive or frighten them. That way, when they see something strange on social media, in videos or in WhatsApp groups, they already have the ‘mental shield’ to say: ‘This might be a hoax; I’m going to stop and think’.

You could say it’s a way of training the mind so they aren’t taken in if someone uses phrases such as ‘nobody wants you to know this...’, ‘I hope you won’t share this’ or ‘the government is hiding this’. By recognising these signs, children and teenagers are better equipped to decide what to believe and what not to.

It's made clear that it's not about getting it right, but about learning to pay attention to how the message is written.

Six large cards are placed on the board, each bearing the name of a 'disinformation trap' and a simple icon.

Suggested traps (children's version):

A. The fear trap

👉 "If you don't do this, something very bad will happen."

B. The secret trap

👉 "They don't tell you this", "they're hiding it from you".

C. The fake expert trap

👉 "A famous scientist says..." (without a name or source).

D. The all-or-nothing trap

👉 "This solves everything" / "This is 100 per cent useless".

E. The urgency trap

👉 "Share this now before it gets taken down".

F. The oversimplification trap

👉 A very complex problem explained in a single sentence.

Next, the class is divided into 3 or 4 groups:

Each group is given cards containing all the messages (examples below).

Each group must decide:

- o Which trap or traps appear.
- o What makes them suspicious.

And they will write next to each message the letter corresponding to the type of trap it refers to.

Then, as a whole class:

In turn, each group reads out a message and states the type of trap it corresponds to, whilst the other groups indicate whether they agree or disagree. The correct answer is then revealed, and the process continues in this way; at the end, a tally is kept of how many correct answers each group has given.

Examples of clickbait messages (for printing)

"This invention solves climate change once and for all."
"The media don't want you to know this about the heatwave."
"If you don't share this video, you're helping to destroy the planet."
"An expert says that recycling is pointless."
"The whole climate problem can be solved by stopping taking showers."
"Share this quickly before it gets censored."
"All scientists agree that climate change isn't that serious."
"This winter has been very cold, so global warming is a lie."
"There's no point in us recycling if the big countries pollute more."
"If we carry on like this, the planet will come to an end tomorrow."
"It's hot because it's summer; it's always been like that."
"Climate change can easily be solved if we all recycle more."

Prebunking in action: "What do I do when I see this?"

The facilitator poses the question:

"Now that we know the tricks... what can we do when we see them?" And we move on to introducing the FACT-CHECKING protocol

It concludes with a collective anchor phrase, for example:

"If it makes me feel afraid or rushed, I stop and think first."

3. Fact-checking (5 min)

They are told that there are some key steps they can follow when they are unsure whether a piece of information is true or a hoax. The steps of the basic fact-checking protocol are presented, both in the detailed table and in an adapted version.

Basic protocol for fact-checking:

Step	What to do	Key questions	Examples
1. Stop and think	Don't share or react straight away. Identify how the information makes you feel (fear, surprise, anger...).	Is this trying to provoke a reaction from me? Why does it shock me?	"Do aeroplanes really control the rain?" — Does this make me feel scared or sceptical?
2. Check the source	Check who is posting the content.	Is it a well-known media outlet? Can I identify who wrote it? Is there a way to get in touch?	"Was it published by a newspaper, a verified account or an anonymous source?"
3. Check the date and context	Many fake news stories use old photos or text taken out of context.	When did it happen? Are the images or videos recent, or from another country?	"It says it's from today, but the video is from 2018."
4. Look for evidence	Check for facts, links or scientific sources.	Does it provide real evidence or just opinions? Does it quote recognised experts?	"Where's the evidence that biofuels don't pollute?"
5. Cross-check with other sources	Search for the same topic in the media or on fact-checking websites.	Are other media outlets reporting the same thing?	"I'll check it on Maldita, Newtral or EFE Verifica."
6. Be sceptical of anything that seems too good or too bad to be true	Hoaxes are often extreme or simplistic.	Is it too shocking, exaggerated or conspiracy-theory-like?	"If it says 'science is deceiving you', it's probably not true."
7. Ask before sharing	Talking to others or seeking advice helps prevent the spread of misinformation.	Who can I ask? Can I check it out first?	"I'll ask my teacher or look it up on a fact-checking site."

Summary version

The 5 steps of the "Hoax Detector".

- **Stop for a moment.**

Don't share it straight away. Think: are they trying to scare or upset me?

- **Check who's saying it.**

Is it a trustworthy person or website? Do they have a name, or just a strange logo?

- **Check the date.**

Sometimes they repackage old stories as if they were new.

- **Compare and ask questions.**

See if other media outlets or people are saying the same thing. You can use websites that fact-check hoaxes (e.g. Newtral, Maldita.es).

- **Don't believe everything that shocks you.**

If it seems too good to be true, it probably is!

A phrase to remember:

"Before you believe it: **stop, look, search and ask.**"

4. **True or fake? (30 min)**

They will be divided into groups of four and each group will be given a news item which they will have to analyse using the fact-checking protocol table and the summary version. Using what they have learnt, they will be able to search online to determine whether it is true or a hoax, and compile the information on a fact sheet to present later. If time permits, the presentation will take the form of a creative role-play in which, through a short 'skit', they will act out the hoax and debunk it. When debunking the hoaxes, we will place particular emphasis on those cases where women scientists and/or climate activists have made contributions to the issue. The aim is to highlight the contributions of women scientists and climate activists and to challenge gender stereotypes in science and activism.



EcoVerdad 
@EcoVerdadOficial



Las olas de calor siempre han existido

El calor extremo es algo natural desde hace siglos, afirman expertos.



Investigadores señalan que las olas de calor son un fenómeno normal que siempre ha ocurrido en la historia del planeta, y que el sol y el clima no han cambiado tanto.

680  1,490   ml 73,7K views



Tweet your teeeply



#AGENDA2030 | ¡BOMBAZO CLIMÁTICO! | La capa de hielo de Groenlandia se recupera mientras los científicos dicen que la pérdida anterior se debió al **#calentamiento** natural, y no a las **#EmisionesDeCO2** humanas. Calentólogos convulsionando en 3, 2, 1...

InfoSismologic @EarthquakeChil1

ÚLTIMA HORA!!!

Se destapa la mentira de Al Gore, Greta Thunberg y demás globalistas.

La NASA admite que el cambio climático se debe a los cambios en la órbita solar de la Tierra, no al ser humano ni a los combustibles.



6:24 p. m. · 19 jun. 2023 · 308,7 mil Reproducciones

maikacastelo 36 sem

LA @NASA ADMITE QUE EL CAMBIO CLIMÁTICO SE DEBE A LOS CAMBIOS DE LA ORBITA SOLAR DE LA TIERRA, NO A LOS SUV Y LOS COMBUSTIBLES FOSILES 🤔

Abro hilo 📌

EcoVerdad @EcoVerdadOficial

Los volcanes liberan mucho más CO₂ que toda la actividad humana.



Los volcanes liberan mucho más CO₂ que toda la actividad humana, lo que refuerza la idea de que el calentamiento es un fenómeno natural. Crece el coricenso en torno a que ningún país puede realmente detener este proceso.

870 1,760 — ml 87,3K views

EcoVerdad @EcoVerdadOficial

Comprar ropa nueva todo el tiempo no afecta al planeta 🌱

La industria de la moda ha mejorado mucho: usa materiales más sostenibles, reduce el consumo de agua y energía, y las marcas son cada vez más responsables.

Comprar ropa nueva forma parte de la economía y genera miles de empleos.

Disfruta la moda, no hay pruebas de que afecte seriamente al planeta.



11:20 a. m. · 20 may. 2024

642 1,812 11,2 mil 92,5 mil

EcoActúa @EcoActuaOficial

Reciclar no sirve de nada.

La mayoría de los residuos que depositamos en el contenedor amarillo o azul acaban en vertederos o incineradoras.

Nos hacen creer que reciclamos para justificar un sistema que sigue contaminando igual.

La verdad es que el reciclaje es solo un negocio millonario.

#Reciclaje #MedioAmbiente #LaVerdad



RECICLAR NO SIRVE DE NADA

LA VERDAD QUE NO TE CUENTAN

- Más del 70% de lo que separas acaba en vertederos o incineradoras.
- El reciclaje no reduce la contaminación, solo la maquilla.
- Detrás del reciclaje hay un negocio millonario que mantiene el sistema como está.

INFÓRMATE, ABRE LOS OJOS Y CUESTIONA.

10:25 a. m. · 15 may. 2024

124 1,365 3,742 152 mil

Sheet to debunk hoaxes:

<u>NEWS ITEM OR CLAIM:</u>	
<u>True or false?</u>	
<u>Where did you find information about this? (names of websites)</u>	
<u>Debunk the rumour: What's the truth behind this?</u>	

5. Presentation of environmental expert (20 min)

In this section, an expert from an environmental organisation gives a talk accompanied by a presentation (*See Annex III) and/or an interactive activity exploring the origins of planet Earth, emphasising how the Earth became habitable and the time it took for this to happen, in order to put into context the impact that humans have been having on this in recent years, using the Industrial Revolution as a turning point to examine how, since then, the effects caused by human activity on the planet have become apparent. Distinguish between the concepts of global warming and climate change, as well as between climate and weather.



6. Session evaluation (5 min):

Feedback using coloured cards: we will hand out one green, one yellow and one red card to each person in the class. They should place the card that best reflects their opinion of the session into a box or bag (green = I enjoyed it; yellow = I didn't mind either way; red = I didn't enjoy it). They will also be asked to stick a Post-it note on that card explaining why (e.g. if they choose a yellow card, they might write: 'I had fun, but I'd like to play more games'). This will help us carry out a brief daily assessment of what worked and what didn't.

Any remaining cards should be placed in a separate bag. At the end of the session, we'll count how many green, yellow and red cards have been submitted.

Ask the pupils to help distribute the cards amongst their peers (one of each colour for each pupil).

Session 3: Climate mini-lab (90 min)

Objectives:

General:

To introduce pupils to the scientific understanding of climate change through the analysis of real, verified data from their local area.

Specific:

- Introduce pupils to the analysis of real climate data as the basis for scientific knowledge.
- Compare subjective perceptions of the climate with objective local and historical data.
- Apply the verification protocol to the analysis of environmental information.
- Identify trends in climate change and their potential impacts on the local environment.
- To encourage collaborative work in drawing evidence-based conclusions.

Implementation:

1. Analysis of environmental data (45 min)

It is explained that, with the aim of examining trends and changes in temperatures and rainfall over recent years and into the future, we are going to analyse environmental data from our municipality and from the century-old Izaña station – a meteorological observatory that has been recording climate data for over a hundred years and is the only one in Spain from which all members of the public can easily access this data online.

IMPORTANT: Explain the concept of average temperature..

Average daily temperature = The sum of the maximum and minimum temperatures for the day, divided by 2.

Average monthly temperature = the sum of the average daily temperatures for every day of the month, divided by the total number of days in that month

Average annual temperature = the sum of the average monthly temperatures, divided by 12.

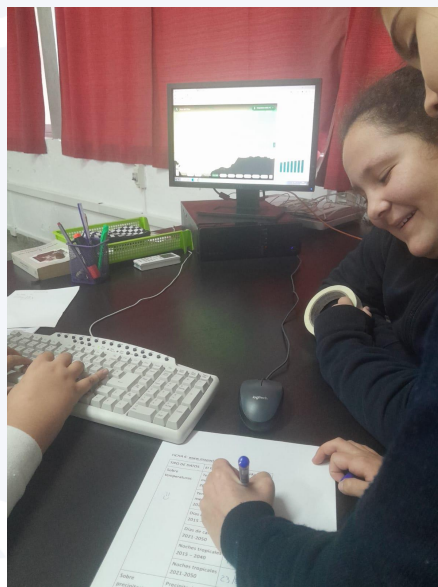
Six types of worksheets are created, each containing some of the columns and data to be analysed (*See Annex IV)

The class is divided into 6 groups and each sub-group is given a specific type of worksheet, in A3 format, which they must complete.

Each sub-group fills in their worksheet with the type of information and data requested (e.g. maximum temperature in my local area, 40°).

Once they have finished filling in the worksheets, they are asked to write one or two conclusions based on the data they have observed.

In a whole-class session, each group will share the information and data they have found and will place the A3 worksheets on the board so that general conclusions can then be drawn, looking for similarities, contrasts, etc. In this way, they will be able to draw their own conclusions to see how the data provided relates to one another.



As a general guide, the data suggest that temperatures have risen over the years, that there is less rainfall, and that there are more days of extreme heat and tropical nights. This can be observed both in your town and across the province, as well as at the century-old weather station in Izaña.

2. Team-building exercise: 'The Tallest Tower' (30 min)

It is a cooperative game about the need for cooperation to ensure everyone's survival.

The group is divided into sub-groups of 6 to 8 people, and each group is given materials (newspaper or old magazines, scissors, toothpicks or ice-cream sticks, masking tape, Blu-Tack, sticky tape, balloons...) in unequal quantities (one group will have plenty of paper and no tape, another plenty of tape and little paper, so that each sub-group has a bit of everything but in different quantities).

The task is for each group to 'build the tallest possible paper tower'. They are told they have 10 minutes to finish. Once finished, they reflect on the following aspects:



1 Connecting with what you've experienced (emotions and experience)

How did you feel during the activity?

Was it easy or difficult to build the tower?

Did you feel frustrated at any point? Why?

👉 Key point: acknowledge all answers; do not correct them.

2 Unequal resources (parallel with the planet)

Did all the groups have the same materials?

Do you think that affected the final result? How?

Did any group have a 'surplus' of something that another group lacked?

Connection to reality:

"Something similar happens on our planet: not all countries or all people have the same resources."

Key questions:

Which of the planet's resources would be like the paper or the tape? (water, energy, fertile land, food, money...)

Do you think everyone has equal access to them?

3 Competition vs cooperation (key climate issue)

Did you ever think about sharing materials between groups?

Why or why not?

If you'd collaborated across groups, would the result have been different?

Direct link:

"Something similar happens with climate change: if every country only thinks about its own tower, the problem won't be solved."

Key message (adapted for children and young people):

Competition can be useful in the short term.

Cooperation is necessary when resources are limited.

4 Unlimited growth vs the planet's limits

Was there a limit to what you could build?

What happened when there were no more materials left?

Could you keep growing forever?

Climate parallel:

"Our way of life is always seeking growth: more consumption, more energy, more things. But the planet, like materials, has limits"

5 Inequalities and climate justice

Was it fair that some groups had fewer resources from the start?

How did the groups with fewer materials feel?

And what about those with more?

Direct link:

“When it comes to climate change, those who have polluted the least tend to have fewer resources and are the ones who suffer the consequences the most.”

Key question:

Do you think that’s fair? What could be done differently?

6 Symbolic conclusion: “We’re in the same building”

“Although each group had its own tower, all the towers were in the same room. If the room collapses, not a single tower will be spared.”

Closing statement for the group:

“Climate change isn’t about who builds the tallest tower, but about ensuring the building doesn’t collapse.”

3. Session evaluation (5 min):

Feedback using coloured cards: we will hand out one green, one yellow and one red card to each person in the class. They should place the card that best reflects their opinion of the session into a box or bag (green = I enjoyed it; yellow = I didn’t mind either way; red = I didn’t enjoy it). They will also be asked to stick a Post-it note on that card explaining why (e.g. if they choose a yellow card, they might write: ‘I had fun, but I’d like to play more games’). This will help us carry out a brief daily assessment of what worked and what didn’t.

Any remaining cards should be placed in a separate bag. At the end of the session, we’ll count how many green, yellow and red cards have been submitted.

Ask the pupils to help distribute the cards amongst their peers (one of each colour for each pupil).

Session 4: Drafting proposals (90 min)

Objectives:

General:

To transform critical analysis of data and environmental issues into concrete, well-founded and viable proposals for local action.

Specific:

- To translate the environmental issues identified and the data analysed into proposals for local action.
- To design evidence-based, sustainable solutions for the school and the local authority.
- Collectively prioritise the proposals according to their relevance and impact.
- Creatively prepare presentations for intergenerational and institutional meetings.
- Strengthen pupils' sense of participation and shared responsibility as agents of change.

Implementation:

1. World cafe (45 min)

The pupils will be divided into 4 or 5 groups and will have to transform the data from the environmental problems map from Session 1 into ideas for responsible consumption and local solutions.

The classroom will be divided into as many working tables as there are groups. Each working table will have a theme or focus to work on (energy, climate, waste, food, etc.); these will depend mainly on the issues prioritised in Session 1.

The groups will rotate between the different work stations to develop sustainable proposals to address these problems for the school or local authority (depending on the nature of the problem), applying the fact-checking protocol to underpin their feasibility with scientific evidence.

There will be as many rotations as there are work stations, so that each group passes through every theme and can contribute to each one.

The first round will last 10 minutes, with subsequent rounds gradually shortening: the second round 9 minutes, the third 8 minutes, the fourth 6 minutes and the fifth 5 minutes.

Once they have visited all the working tables, they will return to their original table to review the proposals that have been developed, and each group will present these to the rest of the groups in a plenary session.

2. Prioritisation of proposals (10 min)

Once the proposals have been presented, they will be written on the board and assigned a letter; once all have been explained, a prioritised voting system will be carried out. In this system, each proposal will be assigned a letter, and participants will have to choose the three that are most important to them and assign a score of between 1 and 3 points, with 3 points for the one they liked best out of the three; 2 points for the next most important one; and 1 point for the one after that.

The facilitator will record the scores on the whiteboard so that the most highly voted-for proposals can then be tallied.

3. Organising meetings with older people and the local council (20 min)



We explained the aim of the session to them: to prepare the presentations they will give at the intergenerational meeting and at the Town Hall, where they will present the data they have collected, the climate myths they have debunked and the proposals they have prioritised.

To this end, they will be divided into five groups, and each group will work creatively on one part of the project. They will also appoint people to present their work; some will be responsible for presenting at the intergenerational event and the rest at the Town Hall event, so that everyone presents something at one of the two events:

Group 1:

Prepare a presentation on the data collected during the mini-lab in Session 3.

Group 2:

Prepare a presentation on the climate myths debunked in Session 2.

Group 3:

Prepare a presentation on the prioritised proposals.

Group 4:

Prepare a presentation to introduce and conclude the presentations. Bear in mind that the following elements must be included:

- Introduction of the group/class
- What did this project involve?
- What have they learnt?
- What did they enjoy most?
- Conclusion and farewell

Group 5:

They prepare a banner using continuous paper, featuring the project's name, drawings, phrases... and, if they wish, they can include some photos which we can bring along printed at the next session to stick onto the banner. They can also include photos of the group working during previous project sessions.

4. **Session evaluation (5 min):**

Feedback using coloured cards: we will hand out one green, one yellow and one red card to each person in the class. They should place the card that best reflects their opinion of the session into a box or bag (green = I enjoyed it; yellow = I didn't mind either way; red = I didn't enjoy it). They will also be asked to stick a Post-it note on that card explaining why (e.g. if they choose a yellow card, they might write: 'I had fun, but I'd like to play more games'). This will help us carry out a brief daily assessment of what worked and what didn't.

Any remaining cards should be placed in a separate bag. At the end of the session, we'll count how many green, yellow and red cards have been submitted.

Ask the pupils to help distribute the cards amongst their peers (one of each colour for each pupil).

Session 5: Post-test and preparation for presentations (90 min)

Objectives:

General:

To assess the impact of the educational process and highlight what has been learnt through communication initiatives created by the pupils themselves.

Specific:

- Assess how the pupils' commitment to climate action has developed through the post-test.
- Collectively reflect on the learning, relationships and emotions experienced during the project.
- Rehearse and finalise the presentations for the meetings with older people and the local council.
- Design and record audiovisual messages for the "No Filter Climate 360°" campaign.
- Raise awareness of what has been learnt through the project via communication initiatives created by the pupils themselves.

Implementation:

1. Post-test on climate commitment (10 min)

The climate commitment test will be administered again to measure individual and group progress.

2. Presentation exhibition (10 min)

Each group will share with the rest of the class the presentations they prepared in the previous session (this will serve as a rehearsal for the days of the meetings).

The facilitator should take notes on everything and collect the work produced, in order to subsequently draw up the final script and bring the work produced to the meetings.

Here, the facilitator will explain what the sessions with older people and the local council will involve, using the points outlined below for each session as a guide.

3. Design and filming of short videos for the "Climate without filter 360°" communications campaign (60 min)

We will explain what a communication campaign is, and that in our case, it will consist of several short videos (max. 1 minute) that we will all film together, including

messages debunking climate myths, climate challenges, facts about climate change, short stories, reflections... and any ideas you can think of relating to any of the topics covered during the project.

To do this, the process will be divided into several phases:

1. Brainstorming (10 mins): each person, working individually, will write down a video idea that comes to mind on a Post-it note. The facilitator will collect the Post-it notes and group them according to similar ideas.

Once grouped, the facilitator will present them and the pupils can contribute ideas to see if they can think of any other ways to group them.

2. Video design (30 mins): the class will be divided into a maximum of four groups (depending on the time available) and each group will decide how to combine the ideas that have emerged to film their video. To guide the process, the following questions can be asked: Which idea(s) do you want to choose? Where do you want to film the video? Will anyone from the group appear in the video? Will there be text or will someone speak? What text or words will be used? Prepare materials if necessary and do a short rehearsal.

3. Filming the videos (20 mins): once each group has designed and prepared their video, the facilitator will take them out of the classroom to film the mini-video.

**Instructions for the facilitator on recording videos:*

- 1. Format: Portrait (for posts on social media).*
- 2. Resolution: Full HD.*
- 3. Duration: maximum 1 minute*
- 4. Microphones: If using microphones, position them in an area free from background noise. Ensure they do not come into contact with hair, jackets or accessories.*
- 5. Lighting: Choose a location with adequate front lighting and avoid backlighting that creates shadows.*
- 6. Editing: Send the raw, unedited footage.*
- 7. Camera: Try to keep the camera steady and avoid sudden movements.*

4. Final evaluation (10 min)

The aim is for the students to give an overall assessment of their experience of the programme. To do this, the facilitator will place five fairly large pieces of continuous paper around the classroom.

Each sheet has a prompt:

- What I liked best
- What I liked least
- What I have learnt
- How my relationship with my classmates was
- What emotion I'm taking away with me

Participants will need to go from one sheet to the next and write down an answer to the question on each one.

Intergenerational meeting (90 min)

Objectives:

General:

To promote intergenerational dialogue in order to share scientific evidence, life experiences and critical reflections on climate change and disinformation, thereby strengthening mutual learning and community engagement.

Specific:

- Share analysed climate data and debunked myths in accessible language.
- Value older people's local climate memories as a source of knowledge.
- Promote intergenerational digital learning (young people ↔ older people).
- Strengthen trust, active listening and empathy between generations.
- Develop shared recommendations for the local authority.

Implementation:

1. Welcome and fostering a positive atmosphere (10 min)

The facilitator:

Welcomes the older people present.

Briefly explains the 'Clima sin Filtro' project, linking it to: the hoaxes they have examined, the data from the mini-lab and the proposals they have devised – without going into further detail, simply as an introduction and overview of what will be covered in the session.

Activity: 'Let's introduce ourselves with a word'

In a mixed group (with young and older people taking turns).

Each person says their name and answers a simple question:

"What word springs to mind when you hear 'climate change'?"

2. Student presentation: what we have discovered (30 min)

The presentations prepared in Session 4 are delivered in accordance with the script agreed upon (in principle, they do not mention here what they liked best or what they learnt; this will be discussed during the event with the City Council), maintaining a lively and visually engaging pace.

3. Intergenerational workshop: learning together (30 min)

They are divided into 5 mixed groups (4–6 young people + 2 older people). To encourage more interaction when they move from Part A to Part B, the groups could be reshuffled, whilst always maintaining the ratio of young people to older people.

Part A – Young People Teach (15 min)

Young people demonstrate:

- How to find reliable information
- How to check whether a news story is false (fact-checking procedure)
- Which websites to use (e.g. AEMET, fact-checking sites)

They can support this, if possible, by searching for information on the older people's mobile phones, with young people showing older people how to do it.

The facilitator will provide support by handing out the fact-checking tables and, for example, sharing some of the hoaxes discussed in the sessions with pupils as examples.

👉 The following are prioritised:

Clear language
Patience
Peer support

Part B – Older people share (15 min)

Older people talk about:

- What the weather was like 'back then'
- Changes they have noticed in rainfall, heat and the seasons
- How they used to keep up to date with the news



👉 The facilitator emphasises:

The value of experience

Mutual respect

Equal representation (with particular attention to older women)

4. Plenary discussion and recommendations (15 min)

Activity: "What Can We Do Together?"

In a large group, the following questions are posed:

- What have we learned today?
- What surprised you?
- What do you think should change in the town?

Three to five key recommendations are gathered, written on poster board, and set aside for the event with the City Council.

**At that event, these posters will determine who will be responsible for presenting them at the City Council meeting. Ideally, this should be done by both young people and older adults.*

5. Closing and evaluation (5 min)

The group responsible for the farewell and closing section of the script takes the floor to thank everyone for taking part and to say goodbye.

Group photo with the project banner.

Quick evaluation, as in previous sessions, using coloured cards and Post-it notes.

Public event organised by the Town Council (60 min)

Objectives:

General:

To highlight the work of pupils as agents of change and to put forward proposals from pupils and older people to the City Council, based on data, critical thinking and climate justice.

Specific:

- Clearly communicate the lessons learnt from the project.
- Present local proposals prioritised by pupils and older people.
- Encourage institutions to listen to children and young people.
- Strengthen the local authority's shared responsibility in tackling climate change and misinformation.

Implementation:

1. Institutional openness (5 min)

A brief welcome from the Town Council.

Explicit recognition of the work carried out by the pupils and older people.

2. Student presentation (40 min)

The pupils give their presentation in line with the guidelines they have worked on and show the videos for the awareness campaign. They also present the work they have done in collaboration with older people at the intergenerational meeting (the final posters).

👉 The facilitator:

Keeps to the timetable

Builds the group's confidence

Ensures gender balance in contributions

3. Discussions with the City Council (10 min)

Question-and-answer format.

Children who have not yet had a turn will be given slips of paper with these questions so that they can ask them of the local council; they may also ask any other questions that come to mind:



- What can the local council do?
- Which proposals do you think would be easiest to implement?
- How can we continue to get involved?

Similarly, older people are also encouraged to ask questions.

We encourage:

- Clear answers
- Realistic commitments
- Recognition of the right to participate

4. A symbolic commitment (5 min)

- The pledge document, 'Municipalities Free from Climate Misinformation', is handed over to the Town Council
- Town Council staff read out their pledge and sign it symbolically

5. Closing and acknowledgements (5 min)

The group responsible for the farewell and closing section of the script takes the floor to thank everyone for taking part and to say goodbye.

Final acknowledgements

The event concludes with a group photo of the whole group holding the Town Hall's pledge poster and a banner created by the pupils.

4

References, resources and QR codes for databases

Sources on prebunking and inoculation

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<https://stratcomcoe.org/publications/download/Inoculation-theory-and-Misinformation-FINAL-digital-ISBN-ebbe8.pdf>

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- Newtral. *Fact-checking and information verification*. <https://www.newtral.es>
- EFE Verifica. Agency EFE’s fact-checking service. <https://verifica.efe.com/>
- UNESCO MIL Curriculum. *International online platform for media and information literacy* <https://www.unesco.org/mil4teachers/es/curriculum>

Climate and environmental databases used in the project

- AEMET – State Meteorological Agency. *Meteorological data, climatological data, normal values, historical time series and observations used in the mini-climate laboratory.* <https://www.aemet.es>
- AEMET – *Climate data:*
<https://www.aemet.es/es/serviciosclimaticos/datosclimatologicos>
- AEMET – *Normal climatic values*
<https://www.aemet.es/es/serviciosclimaticos/datosclimatologicos/valoresclimatologicos>
- AEMET – *Century-long time series (Izaña Observatory)*
<https://www.aemet.es/es/serviciosclimaticos/datosclimatologicos/series-centenarias/izana>
- Mapaclima
Regionalised climate projections for Spain used to analyse future scenarios.
<https://www.mapaclima.es>
- IPCC – Intergovernmental Panel on Climate Change
Key scientific reports on climate change.
<https://www.ipcc.ch>
- Copernicus Climate Change Service (C3S)
European data on climate observation and trends.
<https://climate.copernicus.eu>

Climate change in Andalusia

- Junta de Andalucía. *Andalusian Climate Change Portal.*
<https://www.juntadeandalucia.es/medioambiente/portal/web/cambio-climatico>
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- Junta de Andalucía. *Andalusia Environmental Information System.*
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<https://sdgs.un.org>

Resources used during the activities

QR code for AEMET (weather and climate data). (https://www.aemet.es/es/portada)	
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QR for Newtral. (https://www.newtral.es/)	
QR for EFE Verifica. (https://verifica.efecom/)	
QR for "Be Great Online" by Google. (https://beinternetawesome.withgoogle.com/es_es/)	

5

Credits, License, and Acknowledgments

Credits

This Practical Methodological Guide, "No Filter Climate: Combating Climate Misinformation with Science, Judgment, and Local Action" was developed as part of the Clima sin Filtro project, carried out by Coglobal with the support of the Andalusian Fund of Municipalities for International Solidarity (FAMSI), within the framework of the European project No Planet B, co-funded by the European Union and the Seville Provincial Council.

Technical coordination, methodological design, facilitation of activities, and systematization of results were carried out by Coglobal's technical team, in collaboration with the participating municipalities, educational institutions, experts in climate change and environmental education, participating seniors, and all the students who took part in the project.

This guide compiles the lessons learned during the project's implementation in the municipalities of Almodóvar del Río, Carcabuey, Campillos, Casares (Secadero), and the Northern District of Granada, incorporating both the practical experience gained in the classroom and the results obtained through the project's evaluation.

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Disclaimer

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