

A Session Plan for Climate Action Training

This Session Plan document has been produced as an output of the 52 Climate Actions project and is intended to be used to help deliver effective Climate Action Training at an introductory level, either as a workshop or as online training, or potentially as self-directed learning.

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Session aims

The aims of this session are to enable learners to:

- Understand the main principles and practices of meaningful climate action which they can apply in their home-life, work-life and community-life situations.
- Evaluate a range of issues related to a) the selection of realistic and meaningful climate actions and b) potential implementation challenges
- Synthesise their knowledge and understanding of climate action principles and practices to achieve and review meaningful climate action outcomes.

The role of the Climate Action Tutor-Facilitator

The role of the person who leads this Climate Action Training is *to facilitate Climate Action* amongst a group of people *through a process of learning* that leads to action. The Tutor-Facilitator can decide if they choose to encourage a formal 'action-learning' cycle for this work, which is likely to be helpful but is not essential. Each Tutor-Facilitator will need to select the learning-facilitation approach they take according to the needs and characteristics of the group they are working with. Making the process meaningful and enjoyable for participants is also a primary goal of the tutor-facilitator.

Intended Learning Outcomes

Knowledge and Understanding

Participants-Learners will typically:

1. Know a range of best practice methods for assessing their major climate impacts
2. Compare a range of options to achieve significant reductions of climate impacts
3. Understand the skills, knowledge, attitudes and processes required to achieve meaningful climate action outcomes

Skills and Attributes

Participants-Learners will typically:

4. Identify and analyse climate action objectives, choices and targets needed to reliably achieve significant reductions in climate impacts and significant climate benefits in home-life, work-life and community-life situations
5. Analyse and evaluate important technical, behaviour change, sequencing and communication issues in order to achieve significant climate action outcomes
6. Demonstrate an ability to use a range of tools and methods to achieve challenging climate action objectives in home, work and community situations

Form of delivery and flexibility of the Session plan

In this session, the teaching-facilitation method and delivery will involve mixed methods, utilising a set of resources, with the overall session divided into sections. The delivery should work through a SADIM (Survey-Analyse-Design(or Plan)-Implement-Manage, Monitor & Maintain) process.

Full participation in the session will allow learners to get the most from the session, as will any prior reading, internet research or discussion groups for participants to consider what they want to gain from the Climate Action training. Prior reading / preparation will be beneficial and can be encouraged, but is not essential. This prior reading / preparation may be in the form of individual or group activity, for example in the context of a community organisation, work colleagues or family group.

The Climate Action Session Plan is designed to be flexible so that it provides a framework for different depths of introductory Climate Action Training, particularly in the range of a 2 hour session to a 1 day workshop. For example, a 2 hour session could be held:

- as a stand-alone Climate Action workshop e.g. amongst friends or colleagues, for a Transition Town group (e.g. within a programme of wider Transition training) or a community organisation;
- as a 2 hour Climate Action slot within an Introduction to Permaculture course, or within a taught or online PDC (Permaculture Design Certificate) course, or as a self-directed Permaculture Diploma pathway action-learning exercise;
- within a degree module or formal taught course.

Alternatively the Session Plan can be used as the structure for a stand-alone ½ day or 1-day 'Climate Action workshop', or as a series of 4-6 x 2hour evening workshops.

It is for the Tutor-Facilitator to decide how to use the session plan according to the needs of the participants-learners they are working with, the particular opportunities associated with the location or context of that training, and their own level of experience-confidence as a Tutor-Facilitator.

Suggested Time Commitments for Climate Action Training

The table below indicates the suggested minimum and maximum length for the delivery of the content offered within this Session Plan:

	Minimum Hours	Maximum Hours
Essential Elements		
OPTION A: Face-to-face / classroom based sessions with mixed activities, practical exercises or demonstrations	2	8
OPTION B: Online workshops/seminars/tutorials with mixed activities, practical exercises or demonstrations	2	8
Directed independent learning – the Climate Action Plan Exercises	2	8
Total for Essential Elements	4	16
Optional Additional Elements		
External Climate Action learning – fieldwork/external visits and community-based, or work-based learning	2	8
Directed Climate Action learning – using 52 Climate Actions website & Resources	2	8
Self-directed / independent Climate Action learning	2	8
Total for Optional Additional Elements	6	24
TOTAL Essential + Optional Elements	10 hours	40 hours

Climate Action Resources

The 52 Climate Actions project has created new resources to help people on their journey of undertaking meaningful climate action. In particular, tutor-facilitators are strongly encouraged to use the 52 Climate Action cards and the Climate Action website as resources within Climate Action Training activities. Learners-Participants should be strongly encouraged to use these resources, and other useful resources, following the training during the implementation of their Climate Action Plan.

Climate Action Practical Exercises

A critical element of this Climate Action Training is for participants to complete practical exercises through which they select and plan their Climate Action choices, set themselves up for implementing that plan, and then put in place options for supporting their journey of climate action. It is important for the Tutor-Facilitator to understand and plan for the essential role of these exercises, so that the training does indeed lead directly to personal and / or group climate action, and is not set up to simply be 'training *about* climate action'.

Practical Exercise 1 – Create Your Personal Climate Action Pathway

Create your own CA Pathway for the next 12 months, with monthly target actions, and 3 monthly reviews and celebrations of progress. Use the 52 Climate Action cards and webpages, combined with the Climate Action Choices Matrix to plan, prioritise and manage the creation of your CA Pathway and your journey along it. If you like, keep a CA Journal to reflect on your journey and help review your progress and adventures along the way.

Practical Exercise 2 – Create a Group Climate Action Pathway

Gather a group of friends together in your community or place of work (– or both!) – or your family - and create your shared CA Pathway for the next 12 months, with monthly target actions and get-togethers for mutual support and reviewing progress, and 3 monthly reviews and celebrations of progress. Use the 52 Climate Action cards and webpages, combined with the Climate Action Choices Matrix as a group to plan, prioritise and manage the creation of your shared CA Pathway and your shared journey along it.

These exercises will put into practise the process of identifying and analysing climate action objectives, targets and methods so that learners can experience what is needed individually and collectively for successful achievement of best practice climate action outcomes in their home-life, work-life and community-life situations.

The focus of the exercise can be selected from the recommended 52 Climate Actions cards or website, or can work with the tutor-facilitator to identify other relevant options where they will generate significant climate action benefits. The focus of the exercises is to analyse and learn how others have been successful in achieving best practise climate action outcomes and then to implement a set of climate actions that best fit their own situation.

Messages to Enhance the Practical Exercises

The following are key messages that the Tutor-Facilitator will usually want to impart to participants-learners, depending on the character of the group and the context for the training:

Recording Your Climate Action Journey

Recording your individual Climate Actions and/or your overall Climate Action Journey in whatever form appeals to you will help you and others to learn from what you have learnt and achieved so far in implementing your Climate Actions. Your Climate Action Journey can then be shared, in your own ways, within the 52 Climate Actions project website and/or in other ways.

Feedback on your CA Pathway and your CA Journey

Your CA Pathway is your 'plan of action', your CA Journey is actually doing it! You may want feedback on both your Pathway and your Journey. The main way to obtain feedback on your CA Pathway and Journey is by creating your Climate Action support group, so that you have peer-to-peer support for your individual and group Climate Action Journeys, and can all give feedback to each other as you 'learn by doing' Climate Action.

You may of course also be able to negotiate feedback from your Climate Action tutor-facilitator as individuals or as a group, or from someone who agrees to fulfil the role of a Climate Action Mentor.

Site visits – real or virtual investigation of best practice examples

As individuals or groups, learners-participants are strongly encouraged to visit one or more projects in their area which represent best practice in one or more areas of meaningful Climate Action – for example, a best practice home retrofit, a community-based renewable energy company or ESCo (Energy Services Company), or a thriving local food project or enterprise. If they do not undertake a visit, then they are strongly encouraged to undertake their own research / investigation into such projects. The objective is to understand what has been achieved and how it has been achieved, including any key roles, key steps in the process, and challenges that were faced.

Session Plan Content & Delivery Outline and Supporting Resources

The rest of this Climate Action Session Plan document provides suggested content, flow of delivery and range of activities that can be used in delivering Climate Action training. This outline is offered as a framework that draws on the expertise and research of partners involved in the 52 Climate Actions project. However, this is not offered as a fixed framework, and any Tutor-Facilitator that chooses to work with this material is free to adopt or adapt the whole of this outline or any of its parts as they wish.

The last part of this document provides a list of recommended and suggested resources that will help support and enhance the delivery of Climate Action Training and the individual and group Climate Action Journeys that result from that training.

Outline for the Session

SECTION 1 – An Introduction to and the Context for Climate Action

Topics	Session content	Learner tasks
<p>Introduction to the Session</p> <p>Introduction to Climate Action</p> <p>Concepts of Climate Action</p> <p>Drivers for Climate Action</p> <p>The context for Climate Action at home, at work and in the community</p> <p>Describe the significant impacts of climate change.</p>	<p>Session 1 – context for the Session/ Training</p> <ul style="list-style-type: none"> • Orientation to Session • Analysis and action skills • Personal values, interests and motivations • Personal Climate Action plans • Climate change, ecological and carbon footprints, and key sustainability concepts <p>Session 2 – ‘the problem’</p> <ul style="list-style-type: none"> • The scale of climate impacts: environment impacts – carbon and energy impacts, water, pollution and biodiversity impacts; impacts on people – security of life situation, health, attitudes, learning, employment and innovation. • Mitigation, adaptation and sequestration – common principles and significant differences <p>Session 3 – the context and constraints</p> <ul style="list-style-type: none"> • Legislation/policy – e.g. 1) UK & EU/ global current policy situation and direction of long-term trends in policy and action; 2) US federal climate policy and action v’s US leader Cities’ & States climate policy and action. • Culture and social change - current situation and long-term trends • Business/market drivers - current situation and long-term trends – leaders, followers and laggards <p>Session 4</p> <ul style="list-style-type: none"> • Exercise – relating the learning to home-life situations and maximising the learning • Review of Section 1 – checking against achievement of intended Learning Objectives 	<p>In session</p> <p>Presentation/Activity:</p> <ul style="list-style-type: none"> • scale of climate impacts • drivers for climate action • the context for climate action <p>Discussion & Group work</p> <ul style="list-style-type: none"> • working in pairs and small groups exploring the concepts of climate action – including mitigation, adaptation and sequestration • Defining climate action • Identify key roles, relationships and process issues for meaningful climate action • Calculate a household carbon footprint and evaluate the results of the calculation • Identify main personal / household carbon footprint priorities and general opportunities to reduce these. • Planning ahead for creating and implementing your Climate Action Plan <p>After session</p> <ul style="list-style-type: none"> • note your reflections on your perception of the key climate action issues and relative impacts related to your home-life, work-life and community-life, and relate these to at least 3 Climate Actions from the pack of 52 Actions cards

SECTION 2 – Understand Your Climate Impacts (Survey)

Topics	Session content	Participant-Learner tasks
<p>Setting objectives, planning and managing your climate action</p> <p>Identify and analyse design objectives and the climate action choices needed to reliably achieve significant reduction in climate impacts in different situations.</p> <p>Selection and use of carbon footprint estimation systems.</p> <p>Evaluate best practice in climate action.</p>	<p>Differences in climate impacts across home-life, work-life and community-life situations</p> <p>Session 1</p> <ul style="list-style-type: none"> Requirements for achieving significant reduction in climate impacts Analysis of a) objectives and b) choices of actions Risks and opportunities with climate actions <p>Session 2</p> <ul style="list-style-type: none"> Climate action targets and estimation systems – strengths, weaknesses and direction of change Carbon footprint, ecological footprint. <p>Session 3</p> <ul style="list-style-type: none"> Climate action and real energy performance data Introduce the energy / carbon performance gap in different areas of impact (option: use buildings as an example) – i.e. what it is & why it's significant <p>Session 4</p> <ul style="list-style-type: none"> Exercise: Objectives, Targets & Action Choice – relating the learning to home, work and community situations and maximising the learning Review of the section 	<p>In session</p> <p>Presentation/Activity:</p> <ul style="list-style-type: none"> Climate Action targets and estimation systems Carbon and ecological footprint methodologies <p>Discussion & Group work</p> <ul style="list-style-type: none"> Planning skills to achieve significant reductions in climate impacts Initial Climate Action plan exercise – selection of priority areas for action (not specific actions) Levels of individual and team action that arise from best practise approaches Consider housing retrofit options for a typical home – or best food options or best travel choices Consider energy, waste & water behaviour change options for a typical household – or behaviour change around food or travel choices Review the range of similarities and differences in learners home, work and community life within the group Discuss differences, strengths and weaknesses of options for Climate Action amongst the group Review accuracy of estimation and measurement of energy and carbon impacts, and the differences at planning stage and implementation stage <p>After session</p> <ul style="list-style-type: none"> reflections of your perception of: <ul style="list-style-type: none"> a) climate action objectives and targets b) planning your choices for Climate Action in relation to home-life, work-life and community-life situations, including at least 1 visual /graphical representation of the issues Relate your learning to the practicalities of planning and implementation your Climate Action Plan and at least 3 Climate Actions from the pack of 52 Actions cards

SECTION 3 – Understand Your Options for Climate Action (Analyse)

Topic	Session content	Participant-Learner tasks
<p>Overview of core climate action objectives including waste minimisation, minimising embodied carbon impacts, energy use/efficiency targets and implications for quality of life.</p> <p>Carbon Action in reality – measuring change and different skills for climate action</p> <p>Climate Action: what are we aiming for? Set Your Targets</p>	<p>Objectives and Targets – what are we aiming for?</p> <p>Session 1</p> <ul style="list-style-type: none"> • Wholelife impacts, embodied energy and carbon impacts, operation energy and carbon. • Resource efficiency and waste reduction within a minority world lifestyle, consumption choices • Work-life and direct and indirect impacts <p>Session 2</p> <ul style="list-style-type: none"> • Impacts of products, services and activities • Extent to which products, services and activities can be part of the solution • Innovation & change <p>Session 3</p> <p>How Climate Action performs in reality:</p> <ul style="list-style-type: none"> • Evaluation of climate action • Estimation and measurement tools and techniques • Energy/carbon performance gap in more detail – why it occurs and how to reduce it • The knowledge / skills gap for best practices climate action outcomes <p>Session 4</p> <ul style="list-style-type: none"> • Relating the learning to home, work and community life situations • Climate Action Plan / Skills Plan exercise • Case study of best practice Climate Action project e.g. Passivhaus retrofit project; behaviour change project; project from RetroSuburbia • Review of the session 	<p>In session</p> <p>Presentation/Activity</p> <ul style="list-style-type: none"> • Whole-life impacts and resource efficiency • Products, services and activities • Energy and carbon measurement and the skills / knowledge gap – at home, in work and in the community <p>Discussion & Group work</p> <ul style="list-style-type: none"> • Discussion: products, service and activities • Minimising impacts - waste, consumption, and lifestyle choices • Maximising benefits – moving from reducing negative impacts to making positive impact choices • Review in more depth the contributions of different activities and areas of consumption and lifestyle to achieving meaningful climate action objectives <ul style="list-style-type: none"> ○ Food ○ Home & buildings ○ Energy supply ○ Transport and travel ○ Consumer goods ○ Leisure & holidays ○ Money ○ Work ○ Community • Climate Action Plan exercise – relating the learning to home, work and community situations to maximise the learning • Knowledge & Skills Plan – plan how you can raise your knowledge & skills further, to achieve more significant or more challenging climate action outcomes <p>After session</p> <p>a) whole-life / embodied impacts and b) the skills / knowledge gap relating these to your situation and typical options for action, including at least 3 Climate Actions from the pack of 52 Actions cards</p>

SECTION 4 – Select and Plan Meaningful Climate Action Priorities (Design)

Topic	Session content	Participant-Learner tasks
<p>Climate action techniques</p> <p>Coursework 1 brief</p> <p>Identify and analyse objectives and climate action choices needed to reliably achieve significant reduction in climate impacts in home, work and community situations.</p> <p>Meaningful consideration of the realities of the implementation, and implications for knowledge, skills and attitudes at home, in work and in the community, and how they need to be planned and managed</p>	<p>Implementing Climate Action & Managing Change - How we achieve what we are aiming for</p> <p>Session 1</p> <ul style="list-style-type: none"> Consumption choices: products, materials and services - selection for minimal climate impacts and maximum benefits Key measures and terminology: kWh/m² and KgCO₂/m², etc. <p>Session 2</p> <ul style="list-style-type: none"> Innovation in products, services and tools in climate action Increasing significance of digital tools <p>Session 3</p> <ul style="list-style-type: none"> New products, new buildings – pros and cons and Best Practice examples Reuse, Recycling and Housing Retrofit – pros and cons and Best Practice examples <p>Session 4</p> <ul style="list-style-type: none"> Relating session 3 to knowledge, skills and attitudes Climate Action Plan discussion Review of the session 	<p>In session</p> <p>Presentation/Activity</p> <ul style="list-style-type: none"> Consumption choices: products, materials and services New products, new buildings, new vehicles and best practise examples Reuse, recycling, housing retrofit, 2nd hand vehicles and best choice examples Knowledge and skills gaps <p>Discussion & Group work</p> <ul style="list-style-type: none"> Review contributions of different choices to achieving Climate Action objectives Innovation in Climate action Differences and similarities across situations Discussion of levels of individual and group learning from innovative projects and best practise approaches Discussion of learning and insights from Climate Action planning <p>After session</p> <ul style="list-style-type: none"> Create a realistic Climate Action Plan (CAP); commit to implementing your CAP, with 3, 6, 9 and 12 month celebrations for your achievements included reflections with your perception of: <ul style="list-style-type: none"> a) innovation in climate action b) issues for home, work and community situations <p>relating these to your personal situation, including at least 1 visual /graphical representation of the issues, and including consideration of at least 3 Climate Actions from the pack of 52 Actions cards</p>

SECTION 5 – Learning from Good Examples of Climate Action

Topic	Session content	Participant-Learner tasks
Best Practise Visit – or Virtual Visit for Investigation	<p>An actual or virtual visit to an example of significant climate action:</p> <p>Best practise building projects, from:</p> <ul style="list-style-type: none"> • Passivhaus retrofit • Passivhaus new build home, with low embodied impact • Passivhaus school, commercial building, swimming pool (Exeter) <p>Community energy project e.g. Ovesco, Lewes, East Sussex.</p> <p>Local food project.</p> <p>Community transport project.</p> <p>Best practise behaviour change project</p> <p>Or other possible project(s) to be confirmed, selected to enable optimum student learning benefits</p>	<p>In session</p> <p>Presentation/Activity</p> <p>Real or Virtual visit to a best practise example of climate action in one or more significant area that is of most relevance to the group / individual.</p> <p>Focus for the week:</p> <ul style="list-style-type: none"> • Implemented Climate action and related management of action and change in a significant area of impacts and / or benefits <p>Discussion, Exercises & Group work</p> <ul style="list-style-type: none"> • Discussion of project with Q&A • Discussion of Climate Actions with Q&A • Discussion relating the project visit learning to home/work/community situations and maximising the learning • Discussion of visit and project in comparison with participants-learners Climate Action Pathways • Review of the day <p>After session:</p> <ul style="list-style-type: none"> • reflections with your perception of: <ul style="list-style-type: none"> a) use of tools for project planning, team working etc b) priorities, opportunities and risks for project planning relating these to your employer’s market sector and typical projects, including at least 1 visual /graphical representation of the issues • Relate week 5’s learning to Assignment 2 project

SECTION 6 – Implementing and Managing Your Climate Action Plan (Implement, Manage, Monitor & Maintain)

Topic	Session content	Learner-Student tasks
<p>Analyse, plan and manage important technical, behaviour change and sequencing issues to achieve as planned outcomes</p> <p>Demonstrate the ability to use a range of tools and methods to achieve Climate Action objectives.</p> <p>Demonstrate the ability to communicate important Climate Action issues to a range of audiences in a variety of scenarios.</p>	<p>Addressing and planning key process and project team issues</p> <p>Session 1</p> <ul style="list-style-type: none"> Part 1 – Action planning - communication, learning, sequencing, and evaluation for improved climate action <p>Session 2</p> <ul style="list-style-type: none"> Part 2 – managing action and change - communication, training, sequencing, and evaluation for improved climate action <p>Session 3</p> <ul style="list-style-type: none"> Implementing your strategy to achieve best practise climate action outcomes – phases and milestones Managing, monitoring and maintaining continued Climate Action <p>Session 4</p> <ul style="list-style-type: none"> Evaluation checks and training exercise – relating the learning to work situations and maximising the learning Review of the section Review of Climate Action education 	<p>In session</p> <p>Presentation/Activity</p> <ul style="list-style-type: none"> climate action – a) planning best practise, and b) managing action and change strategy and climate action plans <p>Discussion & Group work</p> <ul style="list-style-type: none"> selecting approaches and tools for effective climate action The value of Skills Plans & Climate Action Plans Sequences of using these Plans to achieve different objectives for mitigation, adaptation, sequestration Removal of limiting factors Using enhancing factors Climate Action Plan review and thinking time, discussion of progress to date <p>After session</p> <ul style="list-style-type: none"> Relate your learning to your Climate Action Pathway as a project reflections of your perception of: <ul style="list-style-type: none"> a) climate action objectives and targets b) planning your choices for Climate Action in relation to home-life, work-life and community-life situations, including at least 1 visual /graphical representation of the issues Relate your learning to at least 3 priority Climate Actions from the pack of 52 Actions cards Complete your personal journal on climate action from your learning, for use as post-course resource Celebrate your success!

Core resources and further readings

The following provides good quality resources for Climate Action education, and indicate ways of using the resources where appropriate, considering:

- resources for tutor-facilitators: to help them plan or delivery Climate Action Training sessions;
- self-directed learning resources;
- resources for tutor-facilitators to give to students: to take away and use to implement their Climate Action Pathway - such as links to local groups, transition networks, relevant websites etc

The core resources for this session are the 52 Climate Actions card pack and website, especially the [52 Climate Actions Resources](#) list, a comprehensive list of websites and online resources covering all of the topics explained on the website and in these facilitators guides.

Explain about online calculators as useful proxy, but do not see them as accurate.

Carbon footprint calculators (UK) - <http://footprint.wwf.org.uk/>

http://wwf.panda.org/get_involved/live_green/footprint_calculator/ - available for:

- [Australia](#)
- [China](#)
- Belgium [Dutch](#) | [French](#)
- [Germany](#)
- [Greece](#)
- [Hong Kong](#)
- [Italy](#)
- [Netherlands](#)
- [Switzerland](#)

Further Readings include:

Online Articles:

- The most effective individual steps to tackle climate change aren't being discussed, July 11, 2017, Institute of Physics - at: <https://phys.org/news/2017-07-effective-individual-tackle-climate-discussed.html>
- Why we can't rely on individuals to fix climate change, at - <http://theclimatelemon.com/individual-collective-fixing-climate-change/>

The report 'Simple and Painless' (Crompton and Thøgersen, 2009, on behalf of WWF-UK) identifies the need for a wider adoption of pro-environmental behaviours that goes beyond simple changes, such as switching the lights off and turning the thermostat down by 1oC. The report argues that campaigns focussing on simple steps and single actions are unlikely to result in positive spill-over, with the combined impact of several simple and painless steps on emissions being relatively low.

On Homes & Buildings

Books

- *Great Bow Yard: Anatomy of an eco build*, Nigel Griffiths, Ecos Trust/Ecologic Books.
- *The Sustainable Building Bible: An Insiders' Guide to Eco-Renovation & Newbuilding*, Tim Pullen, Ovolo Books.
- *Sustainable Materials: with both eyes open*, Julian M Allwood and Jonathan M Cullen, UIT Cambridge, 2011 – chapters available as PDF's at <http://www.withbotheyesopen.com/>

Websites:

- Green Building Ezine - <http://greenbuilding.co.uk/>
- Passive House Plus Magazine and website - <https://passivehouseplus.ie/>
- GreenSpec - <http://www.greenspec.co.uk/> - green building design and products for green specification, including developing knowledge of both Green Products and Building Design sections of the site

On-line articles:

- Building Magazine's Passivhaus Refurb Diaries series by Bob Prewitt - <http://www.building.co.uk/passivhaus-refurb-diaries-part-1-stripping-the-house-bare/5001096.article>
- Building Magazine's Passivhaus Diaries series by Bill Butcher - <http://www.building.co.uk/the-passivhaus-diaries-part-one-green-for-go/3140676.article>
- Green Building Magazine – back issues to September 2015 available as PDF's from <http://gbezine.greenbuilding.co.uk/back-issues-on-pdf-for-subscribers/>
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