OZZY GOES ALL OVER: An Implementation Manual for the Ozzy Ozone Campaign

United Nations Environment Programme
Division of Technology, Industry and Economics
OzonAction Branch
Acknowledgments

The OzonAction Branch acknowledges the contributions made by many individuals to the preparation and publication of the implementation Manual for the Ozzy Ozone Campaign. This is a collective work developed through a participatory process involving partners from all over the world.

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The Ozzy Ozone character is a registered trademark of the government of Barbados. UNEP would like to thank the government of Barbados for its permission to use this character.

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This publication is linked to the UNEP’s TUNZA strategy for Children and Youth.
Would you like to get involved in the ozzy ozone Campaign?

Contact the UNEP’s OzonAction Headquarters or the Regional Network Coordinators (RNCs) nearest to you for all the help and information you need to join our regional network.

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Foreword

While the Montreal Protocol has been a clear success due to the accelerated phase out objectives for Ozone Depleting Substances (ODS) already achieved, we believe it can be enhanced. Several actions targeted for governments and civil society stakeholders, including children and youth awareness and educational activities, could improve the effectiveness of the international agreement and its national implementation and provide additional protection for the stratospheric ozone and climate.

This implementation manual represents one more step in a long-term commitment by the United Nations Environment Programme (UNEP) to help the world become more informed about the importance of protecting our ozone layer, and to better understand how we can contribute in our daily lives to ensure the complete phase out of the ODS by the established deadlines to save our Earth’s natural protecting shield and help to diminish the impacts of climate change.

This publication is part of the ongoing Ozzy Ozone awareness campaign launched in 2004 by the OzonAction Branch of the UNEP Division of Technology, Industry and Economics (DTIE) in an effort to alert the world community about ozone layer depletion and to encourage people to take action to protect it and reverse the negative trends.

Since its launch, the UNEP’s global Ozzy Ozone campaign has been a successful initiative that has been helping children and young people to understand why the ozone layer has been depleted and to participate in the solutions. With several awareness-raising and educational materials including video, cartoon books, TV spots, radio spots, games and Education Packs, the campaign has reached 195 countries. The materials have been translated in more than 32 languages thanks to the invaluable participation of the National Ozone Units (NOUs), organisations and private sector who have taken Ozzy Ozone as a symbol for environmental protection.

As we are at an historic moment where we are achieving our major goal of phasing-out Ozone Depleting Substances for 2010, this manual is especially designed to help NOUs to implement ozone awareness and educational activities amongst youth organisations, schools and individuals at different levels using the Ozzy Ozone materials. It seeks to inspire and motivate all to participate in ozone layer protection activities through the wide range series of products of the Ozzy Ozone campaign.

We invite all of you to use this manual as a reference, but even more importantly, we invite all of you to start connecting and creating networks, to share your stories, projects and best practices. As my dear friends Ozzy and Zoe would say: when it comes to protecting our planet, every action counts!

Achim Steiner
Executive Director Under-Secretary General
UNEP
Welcome to Ozzy Goes All Over: Implementation Manual for the Ozzy Ozone Campaign. It has been designed to be a training guide for NOUs on how to successfully implement the Ozzy Ozone campaign at regional, national or local level, based on direct experiences from the countries that have implemented Ozzy Ozone activities.

NOUs are usually either part of a national environmental agency or a department responsible for implementation of the Montreal Protocol; they are the central national units responsible for co-ordinating a country’s efforts for ozone protection by facilitating ODS phase-out. The NOUs usually work in close co-operation with one or more implementing agencies of the Multilateral Fund of the Montreal Protocol and bilateral agencies.

The manual has been produced using a participatory process and includes the materials developed during the campaign, encouraging partners to utilize them in different ways so they can use them as educational and awareness tools to promote protection of the ozone layer under the framework of education for sustainable development (ESD).

At the same time, this manual offers a training section which will help NOUs, schools, organisations and individuals to utilise Ozzy Ozone materials actively to clearly organise awareness-raising activities to inspire and educate children on the urgency of protecting the ozone layer.

This manual is not designed as a complete guide that needs to be followed from A to Z, rather, its main function is to provide a wide range of activities at different levels that could be implemented within a wide scope. The manual is intended to help all in finding the best way to use the Ozzy Ozone materials for environmental awareness, based on what we have learned over the years through implementing actions at different locations and scales.

The activities included in this manual have been collected from different experiences around the world from NOUs, youth organisations and schools that have implemented Ozzy Ozone activities. You may find some of the activities more appropriate than others for your situation and region. We are aware that not all activities within this manual will be applicable to your context. The ideas will give NOUs guidance on supporting teachers, youth leaders, environmental groups and other users to plan their own activities.
Guide to the Reader

Why the UNEP has produced this implementation manual?

As part of the UNEP’s Business Plan for the years 2008-2010, the OzonAction Branch developed an education strategy to ensure the involvement and participation of major stakeholders, including children and youth from developing and developed countries, to undertake awareness and education activities to ensure sustainable compliance of the Montreal Protocol through environmental education.

The scope of the implementation manual

The manual is intended for any NOU Officer in developing countries to give concrete guidance to schools, youth organisations, teachers and public in general on how to use the Ozzy Ozone materials. This guide is designed for multiphase training programmes that follow the train-the-trainers approach. Special emphasis is placed on advising groups and organisations on how to plan events and design media strategies based on the Ozzy Ozone materials and to give some ideas on how to celebrate International Ozone Day.

How this implementation manual was created?

This manual was created through an extensive participatory process which included a Consultative Workshop of Experts organized to bring together key stakeholders in the educational and communication fields including NOUs, UNESCO, youth organisations and the private sector. The specific objective is identifying the key messages, methods and barriers to guide NOUs wishing to undertake communication campaigns based on Ozzy Ozone materials for making it a symbol for environmental protection.

Who should use the implementation manual?

NOUs should use the manual to help in the development of strategies at local level to prepare and undertake activities with schools, teachers, youth organisations and individuals interested in participating in the protection of the ozone layer.

The manual provides generic workshop elements, including practical examples showing how to guide stakeholders step by step to create and design promotional and media strategies promoting the protection of the ozone layer.

Schools, teachers, youth organisations and individuals can also use this guide directly, although we recommend that in order to ensure a successful result, partnerships with NOUs in every country should be established.

Environmental educators can use the manual as resource document to design a country-specific training module for teaching students the importance of the protection of the ozone layer and introduce Ozzy Ozone character.
What’s in the implementation manual?

Chapter 1 introduces the Ozzy Ozone campaign including the history of the character and how it became the UNEP’s flagship on ozone protection issues.

Chapter 2 explains the complete range of awareness materials developed during the Ozzy Ozone campaign to date to promote environmental education.

Chapter 3 describes how to take action and create your own national or local activities for the Ozzy Ozone campaign using the experience from the Asia & the Pacific region and including examples from Argentina.

Chapter 4 discusses some ideas on how to celebrate International Ozone Day using the Ozzy Ozone materials, including examples from Croatia.

Chapter 5 is a step by step guide to fundraising and sponsorship which can be useful for groups and organisations to undertake projects at a local level.

Chapter 6 provides a comprehensive guide on how to get the media involved for the campaign and promote the activities.

How this manual is linked to Education for Sustainable Development

In December 2002 the United Nations adopted the Decade of Education for Sustainable Development (2005-2014) and UNESCO was designated as lead agency for the promotion of this initiative. The basic vision of the UN DESD is a world where everyone has the opportunity to benefit from education and learn the values, behaviours and lifestyles required for a sustainable future and for positive societal transformation. The UN DESD contributes by making citizens better prepared to face the challenges of the present and the future, and decision-makers who will act responsibly to create a viable world.

This represents a new vision of education that requires us to reorient systems, policies and practices in order to empower everyone, young and old, to make decisions and act in culturally appropriate and locally relevant ways to redress the problems that threaten our common future. In this way, people of all ages can become empowered to develop and evaluate alternative visions of a sustainable future and to fulfil these visions through working creatively with others.

The Ozzy Ozone campaign has been promoted alongside the DESD since UNESCO became a partner for many of the Ozzy publications, reflecting the vision of education that emphasises a holistic, interdisciplinary approach to developing the knowledge and skills needed for a sustainable future as well as changes in values, behaviours and lifestyles.

It is our hope that this manual will stimulate new approaches to implementing activities for the Ozzy Ozone campaign and new paradigms for teaching and presenting ozone issues within the framework of Education for Sustainable Development.
CHAPTER 1
The Ozzy Ozone Global Campaign
1987 Montreal Protocol

The problem of the depletion of the ozone layer was discovered in the 1970s when scientists found the first evidence that chemicals we thought were harmless actually have a negative impact on our environment. These chemicals, including chlorofluorocarbons (CFCs), were found to be destroying part of our natural filter – the layer of ozone gas that filters harmful radiation from the sun before it can reach the surface of the planet and threaten human health and ecosystems.

Scientists investigated and found a seasonal “ozone hole” over Antarctica. The seriousness of this discovery produced worldwide concern. Since then, actions have been taken by the international community through the adoption of the 1987 Montreal Protocol on Substances that Deplete the Ozone Layer, an international agreement aimed at the severe restriction of the production and consumption of ozone-depleting chemicals.

The Montreal Protocol shows what can be achieved by the mobilization of international agencies, governments, businesses, communities and individuals. The Protocol entered into force on 1st January 1989, and to date, 195 countries and the European Community have committed themselves under the Protocol to phasing out the consumption and production of ODS. The Montreal Protocol states that positive actions must be continued and sustained from the individual to the intergovernmental level.

1992 Multilateral Fund

The Multilateral Fund for implementation of the Montreal Protocol was created to help developing countries finance the costs of meeting the Protocol requirements and to promote the accelerated phase-out of ODS production and consumption. More specifically, the Multilateral Fund helps to finance the investment projects targeted at phasing out ODS from production and use. The Fund also helps developing countries implement Country Programmes by establishing National Ozone Units (the government unit/agency that serves as the focal point for designing, monitoring and implementing the national ODS phase-out strategy), establishing a regulatory framework and appropriate laws, organising training and conducting public awareness activities.

The implementing agencies of the Multilateral Fund are UNEP, the United Nations Development Programme (UNDP), the United Nations Industrial Development Organisation (UNIDO), and the World Bank. Bilateral agencies also provide assistance to developing countries under the Multilateral Fund.

UNEP’s OzonAction Branch

UNEP, as an Implementing Agency through the OzonAction Branch, assists developing countries and countries with economies in transition (CEITs) to enable them to achieve and sustain compliance with the Montreal Protocol. The programme's assistance includes information for countries to be informed on the decisions about alternative technologies and ozone-friendly policies.

The OzonAction Branch has the distinction of implementing more than 1,000 projects and services that benefit of more than 100 developing countries and 17 CEITs, plus other services that assist another 40 developing countries.

The OzonAction Branch has the mandate to develop information and awareness materials for developing countries around the globe to make them aware of ozone layer depletion, ways to help with its recovery and preventive measures they should take in order to avoid adverse health effects on their bodies due to high UV radiation.

Under this overall mandate, OzonAction Branch has been developing a variety of innovative and creative informational and educational tools for children aged between 8 and 15, under the Global Ozzy Ozone Campaign.
Ozzy Ozone is the defender of our planet. This small ozone molecule comes directly from the stratosphere to help the entire world’s population, both children and adults, to learn about the importance of protecting the ozone layer. Through a series of educational and awareness materials, Ozzy Ozone and his friends are helping to save the planet from ozone depletion caused by the use of dangerous gases and chemicals.

Ozzy Ozone’s message is an urgent wake up call for all people to be aware that our actions and the way we utilise resources are affecting the environment. Specifically, Ozzy teaches the children how to protect themselves from the dangerous UV rays coming from the sun.

Ozzy Ozone is the UNEP’s flagship campaign for children regarding stratosphere ozone protection.

The Story of Ozzy Ozone

The story of Ozzy Ozone began in the late 1990s as an idea from the Ministry of the Environment in Barbados, which was trying to put a face on the ozone issue for Barbadian children. They developed the first Ozzy Ozone character to cleverly humanize the ozone molecular structure. Ozzy Ozone was first used in a series of promotional awareness materials including posters, erasers, pens, pencils, fridge magnets and key rings. After the success of this national campaign, the OzonAction Branch started with the idea of promoting Ozzy globally, with the support and permission of the Government of Barbados. This gave Ozzy a possibility to travel all over the planet.

Zoe Ozone: Reinforcing gender equality and equity amongst children

As a part of the UNEP’s long-term commitment towards ensuring gender equality and equity, OzonAction Branch developed a female character in 2006 by the name of Zoe Ozone, the adventure friend of Ozzy Ozone.

Zoe Ozone first appeared in the second Ozzy Ozone cartoon book: Ozzy Goes Farming. The appearance of Zoe Ozone brought a new dynamic to the Ozzy Ozone campaign and was very well received in the regions, as young girls around the world started to feel ownership of the character.
The messages of Ozzy and Zoe for children to protect from the UV rays during the campaign are:

Keep yourself UV-Alert! Since you cannot see or feel UV radiation, the first advice is that you check the UV Index every day. This will allow you to know each day what kind of measures and protection you will need and how to act responsibly with your body and your health. The UVI goes in a scale from 0 to 11 or more (11+). The higher the value, the greater the potential to damage your skin and eyes. Please note that above 3, it is necessary to take protective measures and above 8, you should take extreme measures.

Avoid the sun between 10am and 4pm: Do not stay with the sun overhead and seek shade as often as possible from 10am to 4pm. Shade sources such as trees or umbrellas provide year-round protection! If you don’t remember, just look at your shadow! Its size on the ground will tell you when it is dangerous to stay in the sun without protection! The rule is simple: no/short shadow, no sun.

Use Sunscreen: Protect your skin with a good sunscreen with a protection factor of 15 or higher! Sunscreen can be applied 30 minutes before sun exposure, and after, every 2 or 3 hours. But please note that even when applying sunscreen, it doesn’t mean that you can forget the other recommendations.

Say NO to tanning! Tanning is a natural reaction of the body to the harmful sun rays and that the pigmentation of the skin appears as a result of this damage. Over time, this leads to other problems such as skin cancer. We invite you to follow a healthy lifestyle: Say NO to tanning!
Cover your skin as much as possible, so that UV rays simply do not reach your skin. This always means wearing protective clothes with long sleeved shirts, long pants, trousers or skirts and shoes every time you are in the sun and UV radiation is high.

Wear a hat as much as possible. It is important to pay special attention to the parts of your body that are the most exposed to the sun’s rays: your face, your eyes, your ears and the back of your neck. A hat with a wide brim offers you good protection from UV rays. Whenever it is possible, wear sunglasses in the sun.

Watch your body as it has different ways of communicating with you. In this case, if your skin starts getting red in some specific parts, it is telling you that the exposure to the sun has been extreme. It is convenient not to get to this point, but if it happens, listen to your body, look immediately for shade! Also, examine your skin from head to toes at least once a month. Look for dots that were there not before and changes in their appearance. You’re your parents if there is anything that has changed. Finally, visit your doctor once a year for a complete skin check.

1 - Avoid the sun when it is high!
Do not stay in the sunshine when it is high. Seek shade sources such as trees or umbrellas to provide protection!

2 - Cover your skin
Cover your skin as much as possible, so that UV rays simply do not reach your skin. This means wearing protective clothes with long sleeved shirts, long pants, trousers or skirts and shoes every time you are in the sun and UV radiation is high.

3 - Wear a hat
Wear a hat as much as possible. It is important to pay special attention to the parts of your body that are the most exposed to the sun’s rays: your face, your eyes, your ears and the back of your neck. A hat with a wide brim offers you good protection from UV rays.

Sunglasses protect the eyes from being damaged by UV rays. Whenever possible, it is good to wear sunglasses in the sun.

Sunscreen can also be very efficient at protecting the skin from UV rays. Be careful though, as you will have to make sure that its sun protection factor is high! Sunscreen can be applied on all parts of the body that are not covered (face, hands, ankles, neck). When swimming you have to apply sun screen again!
The messages from Ozzy and Zoe for children on how to protect the ozone layer during the campaign:

Share the message with your friends, family and community. Believe it or not, many people are not aware of this problem. When they were little, the problem of the ozone layer didn’t even exist, that’s why they didn’t learn how to protect as they should. You can become a messenger to explain the importance of buying ozone-friendly products and staying away from UV rays. You can start an awareness campaign in your school and tell your teacher about the Ozzy Ozone Education Pack so that all the children in your class can learn about the ozone layer, UV rays and solutions.

Buy ozone-friendly products and encourage your parents and family to be careful with their purchases. Tell them they can choose products that do not contain chemicals dangerous for the ozone layer. Whenever possible, it is much better to purchase ozone-friendly products (refrigerator, air conditioning, sprays, fire extinguishers): you can recognize them easily, they have a specific label.

Be careful with appliances and encourage your parents and family to be careful about what they throw away or have repaired. If refrigerators or air conditioners (in cars for example) are to be repaired or thrown away, it is important to remove the CFCs carefully so that they are not released in the air and do not harm the ozone layer. Mechanics who repair these kinds of appliances should be specifically certified to work with CFCs.

Avoid the use of Ozone Depleting Substances (ODS): Avoid the use of sprays containing CFCs. Check with your parents the labels of products you buy to make sure they are ozone-friendly. If you or your school ever needs to buy a new fridge try to ensure they buy one that does not contain ODS.

Turn off the air conditioner and heater when you are not at home or not using them: You will also save a lot of energy and carbon dioxide with this simple action. This will also reduce your electricity bill!

Tell the world! You can become an agent for change. Share the message! Spread the news!

"Ozzy Ozone is an agent of change. After meeting Ozzy Ozone and his friends you cannot do anything other than join their common purpose of protecting the ozone layer. Ozzy Ozone promotes enthusiasm and commitment. As a popular environmental education strategy, it is marvellous because it offers different perspectives on how to teach ozone protection to different children audiences. Participating in the Ozzy Ozone campaign allows us to become agents of change towards a true planetary citizenship".

Juan Ignacio Gonzalez
GEO Juvenil Argentina
Youth Environmental Educator, Argentina
CHAPTER 2
The Ozzy Ozone Campaign Materials
Since the beginning of the Ozzy Ozone Campaign, the UNEP’s OzonAction Branch has developed several awareness and educational materials including video, cartoon books, TV spots, radio spots, games and Education Packs. This campaign has reached more than 190 countries and the materials has been translated in more than 32 languages thanks to the invaluable participation of the National Ozone Units (NOUs), organizations and private sector who have taken Ozzy Ozone as a symbol for environmental protection.

The campaign materials include:

**Ozzy Ozone Video**

The legendary Ozzy Ozone Video! Ozzy Ozone and Alberta the Albatross take a voyage of discovery to find out exactly who and what is attacking the ozone layer and how children can play an important role in making a difference. This video is 9 minutes long and has been shown in 62 countries.

Languages Available: Arabic, Armenian, Bambara, Brazilian Portuguese, Bulgarian, Chinese, Czech, Croatian, Danish, Dutch, English, Farsi, Finnish, French, German, Georgian, Greek, Japanese, Khmer, Kyrgyz, Macedonian, Malay, Pashto, Portuguese (Portugal), Romanian, Russian, Sinhala, Slovak, Spanish, Tagalog, Tamil and Uzbek.

Online version: http://www.unep.fr/ozonaction/information/video/ozzy.htm
Available online in English, French and Spanish

**Ozzy Ozone: Defender of our Planet - Cartoon Books**

The Ozzy Ozone cartoon books entitled “Ozzy Ozone, Defender of the Planet” are the flagship ozone children’s magazine of UNEP. The cartoon books were prepared with the participation of a panel of experts including UNEP Divisions, UN Agencies and youth and have been illustrated by a famous Greek cartoonist, Mr. Nikos Koustis, adding great value to the magazines.

**Ozzy Flies High**

Is the first cartoon book of the Ozzy Ozone: Defender of our Planet series for children features the Ozzy Ozone character and his new friends to educate children about the causes and effects of ozone layer depletion, the need to follow “safe sun” practices, and actions that they can take to be “ozone-friendly. This is a great introduction for kids to understand the importance of protecting the ozone layer.

Languages Available: Arabic, Chinese, Croatian, English, French, Greek, Hindi, Japanese, Lao, Marathi, Mongolian, Portuguese, Romanian, Russian and Spanish.

Online version: http://www.unep.fr/ozonaction/information/mmc/lib_detail.asp?r=4310
Available online in English, French, Portuguese, Russian and Spanish
Ozzy Goes Farming
focuses on alternatives to methyl bromide. Ozzy and Zoe Ozone travel around the world with Mona the Monarck butterfly. They observe in every continent how methyl bromide can be replaced with more environmentally friendly alternatives.
Languages Available: English, French, Lao and Spanish.

Online version: http://www.unep.fr/ozonaction/information/mmc/lib_detail.asp?r=4717
Available online in English and Russian

Ozzy Goes Polar
focuses on the effects that ozone depletion, climate change and Persistent Organic Pollutants (POPs) are having on polar ecosystems and communities and the knock-on effects around the world. Ozzy and Zoe Ozone travel to the Arctic and the Antarctic with Lucy, the blue whale, to meet Tilman, the polar bear and Camilo the penguin, to discover how greenhouse gases, chlorofluorocarbons (CFCs) and POPs are affecting glaciers in the polar regions. The story includes a series of recommendations for children to help protect the environment.
Languages Available: English, French, Spanish, Russian, Greek and Lao.

Online version: http://www.unep.fr/ozonaction/information/mmc/lib_detail.asp?r=4741
Available online in English, French, Russian and Spanish

Ozzy Goes Island Hopping
in which Ozzy Ozone and his friend Zoe visit the small island developing states to discover the connections between the Ozone Depleting Substances and the greenhouse gases and their impacts on climate change.
Languages Available: Croatian, English, French, Spanish and Russian.

Online version: http://www.unep.fr/ozonaction/information/mmc/lib_detail.asp?r=4741
Available online in English, French and Spanish.

Three short public service announcements have been produced: “Ozzy and Isabella”, “Buy Ozone Friendly Products” and a short advertisement about the Ozzy Ozone video.
Languages Available: English, French and Spanish.

Online version: http://www.unep.fr/ozonaction/information/video/tvspots.htm
Ozzy Ozone is transmitting an urgent message from the stratosphere over South and North poles. These spots are in English, French, Portuguese and Spanish for national or local radio diffusion.

Languages Available: English, French, Portuguese and Spanish.

Online version: http://www.unep.fr/ozonaction/information/audio/ozzyradiospots.htm

The Ozzy Ozone board game is both informative as fun. The colourful game in the form of “snakes and ladders” introduces players to Ozzy’s world and gives a lot of information of the key issues as well as examples of good actions to take and actions to avoid. This is a must have!!

Languages Available: English, French, Greek and Spanish

Online version: http://www.unep.fr/ozonaction/information/ozzygame/play-game.html

Available online in English, French and Spanish

This is the up to date Ozzy website for children providing information on issues concerning the Earth atmosphere, including the Sun’s UV rays and their impact on the environment, human health and children in particular, the ozone layer and its depletion, action to protect the ozone layer and protective measures against UV rays, as well as an interactive section that includes educational games and all publications and competitions.

Languages Available: English, French and Spanish

Website: http://www.ozzyozone.org

Education Pack for Primary Schools

OzonAction Education Pack for Primary Schools- offers teachers a comprehensive and “ready-to-use” educational tool on ozone layer depletion, increased solar radiation and sun protection measures. The Education Pack contains a teaching programme of 11 thematic lessons that combine simple and concrete background information with practical activities. The programme is aimed at helping primary school teachers bring into their classroom the major environmental and human issues related to the ozone layer in a way that engages children’s curiosity and interest. The Teacher’s Guide proposes suggestions for developing an Ozone Action Plan at school that encourages children’s direct participation in a school project for collective and individual responsibility toward the ozone layer and health protection.

Languages Available: Bengali, Croatian, English, French, Hindi, Male, Marathi, Mongolian, Spanish and Urdu.

Online version: http://www.unep.fr/ozonaction/information/educationpack.htm

Available online in English, Spanish and French.
Education Pack for Secondary Schools (Teachers)
OzonAction Education Pack for Secondary Schools - High Sky - the Teacher’s Guide contains an entire teaching and learning programme to enable teachers and students to learn simple solutions to protect the ozone layer and safely enjoy the sun. The main themes are misconceptions about the key issues, the protection of the ozone layer and connections with climate change. Teachers will be able to guide children through the preparation of their own local action plan.
Languages Available: English, French, Spanish and Russian.

Online version: http://www.unep.fr/ozonaction/information/educationpacksec_school.htm

Education Pack for Secondary Schools (Student)
OzonAction Education Pack for Secondary Schools – High Sky – the Student’s Book uses an innovative and interactive “role playing” approach to engage the students in the subject. The reader assumes the role of a young journalist who is challenged to write an article on the current status of the ozone layer and its links with climate change.
Languages Available: English, French, Spanish and Russian.

Online version: http://www.unep.fr/ozonaction/information/educationpacksec_school.htm

The Ozzy Ozone Collection
The Ozzy Ozone Collection is maybe the most amazing product of the campaign developed so far, as it is a compilation of the materials developed during the whole campaign, available in more than 20 languages from English to Russian, including local languages like Marathi or Urdu in India. The collection will be regularly updated online.
Languages Available: English and more than 20 languages.

The Ozzy Oscars
There is the possibility to participate in an international competition. Visit the website for more details:
http://www.volvoadventure.org/va_ozzyentry.aspx

How to get these materials?
You can access all of the above materials in electronic versions by following the links at the end of each section. You can also request The Ozzy Collection, which includes all these materials on a CD in different languages, by emailing ozzy@unep.fr.
Taking action! Creating for the
CHAPTER 3

Regional activities for the Ozzy Ozone Campaign
Introduction

The Ozzy Ozone campaign materials are wide-ranging and can be adapted for different target groups and locations to organize regional events. Any plans for an event or project using the Ozzy Ozone materials must include time for participants to reflect on the protection of the ozone layer, so that they can develop actions for change. At the same time, it should create a participatory dialogue including reflecting geographical and gender balance.

Since the NOUs have to undertake a number of activities in order to meet the country’s obligations to the Montreal Protocol, most of the actions are defined in detail within the institutional strengthening of each country. This includes creating awareness-raising activities to increase public awareness on ozone layer protection.

Awareness activities could be carried out at national level and / or regional level. For regional awareness activities, more partners would need to be involved at every part of the planning. Here, we provide some ideas on how to do it.

How to organize an event or project with the Ozzy Ozone’s materials

1. Approach possible partners

In order to organize an awareness activity, the NOU would need to identify possible partners. The partners could be:

• NOUs in neighbouring countries
• Other UN agencies
• Other governmental bodies, including relevant ministries
• Private Sector
• NGOs
• Youth Organizations and Networks
• Schools
• Media

It is helpful to draft a brief concept note about the activity you are proposing to carry out, explaining the type of activity, the objective(s) and the expected outputs in order to approach possible partners.

2. Hold a brainstorming session

Once partners have been contacted, a meeting should be held so that all partners can brainstorm and finalize the details of the activity to be carried out. This approach could be a good source of ideas and can also enhance ownership among implementing partners. The topics which need to be discussed include:

• The type of event
• The Ozzy Ozone materials to be used in the event
• Organisations and people to be involved
• Budget
• Venue
• Entertainment
• Guests and visitors
• Timeline
• How to promote the event
• How to involve media
• Running order for the event
2.1 Draft the event plan

The NOU and the partners should draft the event plan collaboratively, taking into account the event’s objective(s). Activities to be carried out should have both educational and entertaining elements.

EXAMPLES OF EDUCATIONAL ACTIVITIES:
- Panel discussion on various ozone issues and how each partner could help protect the ozone layer
- Exhibition on the Montreal Protocol, ozone layer protection, ozone depleting substances
- Presentation made by experts on ozone issues
- A booth showcasing and distributing different informational materials produced by OzonAction, NOUs or other partners

EXAMPLES OF ENTERTAINING ACTIVITIES:
- Producing large Ozzy Ozone game (Snakes and Ladders) and placing it at the event so that the visitors could play the game while learning about ozone layer protection.
- Showing the Ozzy Ozone video and TV spots. It could be shown in a 4D theatre format which has special effects that involve the viewer in action – the seats vibrate and move on cue while wind, smoke, heat, rain and even scent can spread through the theatre.
- Including Ozzy Ozone characters in the event materials, for example: on the promotional materials as well as at the venue.
- Canvas bag painting with the theme of the ozone layer and climate change
- Involving celebrities to attract the public, such as organizing a performance by famous singers well-known in the country or region.

2.2 Draft the Action Plan

DISTRIBUTE TASKS
Each partner should be assigned tasks for which they have the expertise or have other possible partners to carry out. Deadlines for tasks should be clear and partners must commit to meeting them in accordance with the agreed timeline,

FORM AN ORGANIZING COMMITTEE
Each partner should propose one person in their team to be the main focal point who others can contact whenever needed. These focal point people will be responsible for updating the status and progress of the tasks that have been assigned to them,

2.3 Arrange update meetings

All partners should regularly meet to discuss the status of their tasks and any problems they are facing so that they can be solved in time. The frequency of these meeting should be based on necessity, so that the planning process doesn’t become too time-consuming. The committee should balance the time spent on progress meetings and the time spent working on their assigned tasks.

3. Involve the media

First the organizers need to decide if they want to involve the media. There are pros and cons that need to be discussed before involving them. If it is decided to involve the media, the organizers need to identify the event’s key target audience so that the appropriate type of media can be selected.
Chapter 3: Taking action! Creating regional activities for the Oozy Ozone Campaign

3.1 Hold a press conference – if appropriate

If it has been decided to involve the press in the publicity, a press conference could be organized to inform the media and the target audience about the event. Various activities could be included in the press conference:

- Informal panel discussion on ozone layer protection. All partners could be part of the panel and a time slot arranged for media interviews.
- Promotional materials could be provided.
- The press conference venue should be well decorated in order to attract media’s attention.
- Full details of the event: venue, date, time, partners, agenda etc must be communicated to all invited guests.
- Souvenirs with an ozone layer protection theme should be produced for all attendees.

3.2 Prepare a press release

A press release about the event must be prepared for the media. Press releases provide following advantages:

- The media would have a better understanding of the event and about ozone issues.
- The media would not have to do further research on the issue on their own.
- The media would have details of the organisations and people involved in the event.
- If the organizers highlight the objectives and the main messages that need to be conveyed in the press release, media would be able to catch it easily.

3.3 Invite media to the event

An invitation letter should be sent to journalists prior to the event. It should include all relevant details and activities planned. Highlighting the importance of the media’s participation in the event would be useful.

A couple of days before the event make a follow-up call to the invited journalists, so that you have an approximate number of the journalists attending.

4. Prepare an event checklist

You need to prepare a checklist of what needs to be done in order to not miss out anything.

5. The event

Making sure that the event is smoothly organised is not an easy task. Therefore, you need to follow the schedule plan of event as closely as possible. Be ready to adapt as needed to any unexpected surprises. If actions bring unexpected results use the experience to learn and improve.

- Divide responsibilities among the organising committee and partners.
- Ensure that everyone has a clear understanding of the day’s events and the tasks each person will have.
- 1-2 people should be the focal point to whom all organisers will come if decisions need to be made or problems have occurred.
- Make a schedule of the day’s events, copy and distribute it to everyone who is involved.
- Carry out last-minute checks to ensure that everything is in order. Use a checklist.

Your experience in organizing such an event and activities are valuable for other NOUs and other organisations wishing to organize the same type of event, therefore it is important for you to observe all the advantages and drawbacks of your event. This would be a lesson learnt for others and for your future events and activities. Remember to take photographs and video of the event. Register important information such as the final list of participants and media, and collect all presentations (if applicable). These elements could be distributed afterward to maintain a connection to the audience.
6. Post-event

Your job is not yet done even the event has already been completed. Follow up tasks are necessary in organizing awareness events.

6.1 Send a “thank you” letter

A letter of thanks should be sent to your partners and every organisation or individual who took part in organising and making the event successful. Remember to highlight the importance of their role and the fact that you wish to continue this partnership for other future projects.

6.2 Assessments

Assessing the success of the event is quite difficult. However, you could see the level of success of your work by counting:
- the amount of media coverage on the event
- the number of guests and visitors

You also need to know if you made a difference and what remains to be done. Reviewing the success and impact of your event/activities in the country/region is a valuable way to learn from the process and reflect upon the experience together as a group. The following questions will serve as a guide to help you review your work:

- Did you achieve your objectives? If not, why not?
- What kind of positive impact did your event have on the country/region?
- Do people have a better understanding about ozone layer protection?
- How can you ensure that the improvement will continue after your event is completed?

6.3 Produce a final report

Write a final report describing and evaluating the process and results achieved and send it to the OzonAction Branch.

The Ozzy Ozone materials have been implemented in Argentina since 2007 through GEO Juvenil Argentina. There have been events in the city of Buenos Aires and in the provinces of Tucuman and Chubut, with particular success in the last one.

There are several reasons for the good results obtained in Chubut, mainly the quality and continuity of the learning actions. However, it also has to do with the impact of the ozone layer depletion in the geographical area. The Patagonia is the most southern region in the world and it is very close to the ozone hole (that is why a similar concern can be observed in the other Patagonian provinces in Argentina).

Events were organised in Chubut to inform and educate teachers, university professors, high school teachers, science and English teachers, environmental professionals and tourism students. After the first educational activities, teachers began to implement the Ozzy Ozone campaign with children and young people in public and private schools as well as in non-formal educational centres such as the neighbourhood centre and public library. In this way, we were able to involve and educate 40 educators and 400 students (children and young people).
There was a set of capacity building actions targeted at young people studying to become English teachers. The purpose was to simultaneously teach English as a foreign language and environmental issues, such as ozone depletion and climate change. Working with this audience, we were able to raise awareness among future teachers who will be key agents with the ability to make concrete actions for change.

The OzonAction Education Pack implementation project was developed within the framework of GEO for Youth Argentina in Chubut. We also organized one of the workshops as a part of the World Environment Day celebrations in 2007. The workshop included three integrated elements: youth capacity building, concrete examples of young people’s involvement in real school environments, and a discussion between the workshop leaders and participants. The purpose was to receive feedback from the activities.

This workshop was the first experience of the implementation the OzonAction Education Pack in the country using a bilingual method.

*IPPI is the Instituto Patagónico de Profesorado de Inglés, Instituto Superior de Formación Docente N° 1802, in Trelew (Chubut – Argentina): http://www.ipp.edu.ar*
International Ozone Day with
CHAPTER 4
Ideas to celebrate Ozzy Ozone’s materials
International Ozone Day is on September 16th. This official United Nations commemorative day, proclaimed by all Governments at the General Assembly, marks the day in 1987 on which the Montreal Protocol was signed. This date is a global celebration and also an opportunity to mobilise support for meeting the challenges that lies ahead in phasing out HCFCs.

In this section we offer some activities to celebrate International Ozone Day using Ozzy Ozone materials.

How to start

The common goal is to organize activities that raise awareness of ozone protection, including expositions, discussion forums, workshops, radio programmes, TV interviews and any other activities that you can jointly organize with Governments, NGOs, Universities, industry, schools, youth organisations and children. You can follow the steps in Chapter 3 to create an event to celebrate this day.

Here are some ideas for celebrating International Ozone Day:

• Organise thematic meetings, round tables or workshops with other relevant Ministries (Environment, Education and/or youth) so that the objectives of the Montreal Protocol are mainstreamed within their governmental bodies as well.

• Devise events to introduce ozone protection issues into the agendas of other institutions, agencies and organisations.

• Engage the private sector dealing with ODS phase-out in a dialogue about long-term support for public awareness activities related to ozone protection.

• Organize children and youth awareness workshops on ozone-related issues in partnership with youth organisations at the national/local level to empower them to become active promoters of ozone layer protection as well as to learn from what they have already been doing in this regard.

The OzonAction Branch has produced materials that you can use to prepare the celebration of the International Ozone Day:

1. OzonAction Public Service Announcements

Two Public Service Announcements (PSAs) were specially prepared for the celebration of the 20th Anniversary of the Montreal Protocol in 2007 that can be used in all contexts. The PSAs last for 30 seconds, and are available in Arabic, Chinese, English, French, Portuguese, Russian and Spanish, and can be broadcast on international, regional and national television channels. They can be used for raising awareness of the good work that has been done during the last twenty years by the international community in ozone layer protection. Moreover, they reveal the sense of urgency for us to continue working on these issues.

The first PSA entitled: The drummers, was developed to be used in regional or national television for broadcast to larger audiences.

http://www.unep.fr/ozonaction/information/video/thedrummers.htm
The second PSA entitled: The kid’s dream was mainly developed to be used by the National Ozone Units in the countries for general awareness-raising.

http://www.unep.fr/ozonaction/information/video/kidsdream.htm

Both PSAs are compressed in different video formats easily accessible for use in television, DVD players and on the Internet.

2. Ozzy Ozone Educational Materials

We encourage you to use all the existing Ozzy Ozone materials: animated video, radios spots, TV spots, the Ozzy Ozone education pack, and cartoon books for raising awareness. We specially recommend:

a) Ozzy Ozone Collection
b) Ozzy Ozone Education Pack for Secondary Schools
c) Ozzy goes Island Hopping
d) Ozzy Ozone board game

3. OzonAction Special Issue

The OzonAction Special Issue is prepared each year for the Meeting of the Parties. It includes articles written by key people representing a cross-section of the Montreal Protocol community, bringing their views on the importance of ozone layer protection, the Montreal Protocol and what lessons might be learnt about other global environmental issues, such as climate change. The special issue is available in Arabic, Chinese, English, French, Russian and Spanish.
Some further ideas to promote International Ozone Day

Involvement Partners:
- World Organisation of the Scouts Movement
- UNESCO
- UNICEF
- Foundation for Environmental Education

Organize:
- Photo competitions
- Create posters
- Paintings
- Blogs
- Facebook pages

How organisations can contribute to the campaign:
- Articles in their newsletter or on their website
- Use their networks to raise awareness
- Participation in publicity events
- Supporting coordination between schools and NOUs
- Promoting TUNZA advisors

Every year, OzonAction Branch produces a series of promotional materials specifically designed to celebrate this day, which can be downloaded for use or adaptation to your country or region. You can also get information about how other countries celebrated the Ozone Day in earlier years.

If you require assistance in preparation for the International Ozone Day, please contact us or your respective Compliance Assistance Programme regional teams listed at the beginning of this manual.
Example Agenda for the Celebration of International Ozone Day

**Duration:** 45 minutes

**PSA1**
The celebration starts with Public Service Announcement No 1: *“The drummers”*.  

**Opening Ceremony**
National officials open the International Ozone Day, such as the Minister of the Environment or Education, the Ozone Officers and other relevant authorities.  

**Speech by the Minister of the Environment and relevant authorities**
Address by the Minister of the Environment  

**Ozzy Ozone radio spot**
Broadcast of the Ozzy Ozone Radio spot  

**Presentation on the State of the Ozone layer and future outlook**
This will explain what the country has done in terms of phasing out ODS and the future of the ozone layer.  

**PSA2**
Broadcasting of PSA2: *“The kid’s dream”*  

**Voices of children & young people**
Children and young people can be invited to share with the public their visions, wishes and projects to recover the ozone layer.  

**Ozzy Ozone video**
Presentation of the Ozzy Ozone video  

**Closing ceremony**
Closing speech given by an official, to include an invitation to use the relevant materials from UNEP.  

**Exhibition of ozone-related materials**
Case study from Croatia:

On International Ozone Day in 2008, the Ministry of Environmental Protection, Physical Planning and Construction of Croatia distributed the comic book “Ozzy Goes Island hopping” to primary schools, having translated and printed the book into Croatian.

A billboard poster about ozone issues was printed and distributed, and there were also broadcasts on television (HRT, RTL and NOVA TV) of the TV spots: The Drummer and Kids Dream, plus a special feature about the disposal of refrigerators.

Case study from Suriname:

Suriname launched the booklet Ozzy Goes Island Hopping, and the Education Packs for Primary and Secondary Schools in 2008. During the event, the Minister of Education and Public Development presented the Ozzy materials. The General Director of the National Institute for Environment and Development in Suriname gave an overview of the success of Suriname in the implementation of the Montreal Protocol, which highlighted as a major success through the active involvement and participation of the private sector, including importers, distributors and air conditioning and refrigeration servicing technicians.

Case study from The Asia & the Pacific region:

Tata Young launches Ozzy goes Island Hopping

Tata Young, Thailand’s top international recording artist, launched the cartoon booklet ‘Ozzy Goes Island Hopping’ at the twenty-eighth meeting of the Open-ended Working Group of the Parties to the Montreal Protocol on Substances that Deplete the Ozone Layer in Bangkok, Thailand on 7 July 2008.
CHAPTER 5
Fundraising and sponsorship
Finding funds is essential for the success of a project. It is also one of the biggest challenges for non-profit organisations, so we want to provide some guidance on how NOUs can help organisations willing to implement Ozzy Ozone activities to approach donors and fund awareness-raising and educational activities. There are a number of steps you need to follow:

1. Create a budget.
   Once you have planned a project or event, you need to itemise the projected costs for each element. Whatever cannot be provided by volunteers or your own funds must be obtained through donations of time, money or goods and services. This is what you need to raise funds for.

2. Plan your strategy.
   You and your group will have to decide how best to achieve your funding goal. A lot of brainstorming will go into choosing and planning your fundraising strategy.

3. Implementation.
   Try to start with a good fund-raising event to build excitement and get attention. Then follow through with a systematic approach in which you contact all potential donors, keep a detailed record of the outcomes, and create a longer-term fund-raising strategy.

4. Thank your supporters.
   Fundraising is mostly about building good relationships with people. It is essential to recognise the generosity of your supporters, particularly if you want them to be long-term funders. Thank people and update them on how their funding has helped to achieve the goals you presented to them in the first place.

Create a list of all the resources you will need to complete your project. Identify which of these you have already, or can find or borrow from family, friends, neighbours, schools, businesses or other organisations willing to help you out for a good cause. Do not be afraid to contact everyone who might be able and willing to lend or help you find what you need. This can be a great opportunity to recycle something that might otherwise be thrown away or going to waste for lack of use.

You will then have a list of items you still need to acquire. Add up what it will cost you to pay for the remaining supplies, services and miscellaneous items needed, and use this figure as your fundraising goal.

Typical headings for your Budget Plan document:
- Materials needed
- Cost per item (based on the cheapest quote available, including delivery costs)
- Quantity required
- Total cost
- Who might lend it
- Who might donate it
- Who the lowest cost supplier would be if purchased

Step 1: Defining your fundraising objectives by creating a budget
Now that you have a budget, have a brainstorming session with your group to develop a funding strategy. Use this opportunity to get as many ideas as possible. Refer to past experiences, seek out suggestions from school and community officials, talk to other NGOs and check lists of funding organisations at the library and on the Internet.

FUNDRAISING EVENTS AND CAMPAIGNS

There are a number of fundraising approaches, including:

- Fundraising events or campaigns.
- Requests for donations from businesses, governments, foundations and other organisations that share your concerns for the environment.
- Responding to requests to apply grants and awards from donor organisations such as Foundations or other grant-giving bodies.

Fundraising events and campaigns are activities to raise money for your non-profit work in general, or for a specific project or event. You can do your own fundraising or consider asking another environmental or community group to join forces with you, on the understanding that you will share the proceeds between your organisations or will use the money for a collaborative project. Combining efforts leads to a sharing of expertise. It will also help expand your reach and visibility within the community, which will increase the potential funds you can raise.

Some examples of classic fundraising events:

- Car wash.
- Used book sale.
- Raffle.
- Garage sales.

THE PLANNING PROCESS

In order to choose the most suitable type of event for your group, ask the following:

- Who will come, and what might they give?
- Who will organize the event? (You will likely need a committee to create and manage the event.)
- How much work will the event require?
- What will the fundraising event itself cost? (It is better to overestimate the cost by about 15 to 20% of the budget and underestimate the profit.)
Here are some of the basics in the organising process:

- Consider electing or assigning a coordinator or a team to handle the organisation and planning.
- Make a list of everything that has to be done in preparation for the event.
- Set deadlines and keep track of progress.
- Approach the individuals or groups you want to attend your event.
- Conduct a promotional campaign well in advance of your event.

**GETTING THE WORD OUT**

People cannot give if they do not know you are seeking funds. You need to let people know that you are planning an important fundraising event or campaign, why you are doing it, when and where it will take place, and how they can help. You need to tell people how their donations will go to a worthy cause and have an impact. Always provide clear contact information, so people know where to send contributions.

**SOME PLANNING TIPS FOR AN EVENT**

- Divide responsibilities amongst your members, volunteers and helpers.
- Ensure that everyone has a clear understanding of the day’s events and their role.
- Make a schedule of the day’s events and ensure that everyone has a copy.
- Set up a registration/donation desk on site.

**ABOUT COLLECTING MONEY**

You will need:

- Trustworthy people who are good with money and can take on the responsibilities of selling tickets, collecting donations and counting and recording all funds received.
- Clear and accurate records covering all funds received and your expenses. This can be on paper or in a computer file with a backup and a periodic printout.
- An accurate list of donors, with full name, mailing addresses, phone numbers and any other contact information, such as email addresses. Also be sure to include the date of receipt and the amount of their donation (if monetary) or specific details (if in-kind).
- Security. You need a safe place to keep all the donations received during your event or over the course of a campaign.

**YOU WILL NEED TO CONSIDER**

In what form do you want to receive the donations? For example, will you accept donations in the form of a cheque? In order for you to be able to cash a cheque, it has to be made payable to the name of the group or to the individuals who have access to the group’s bank account. It can take some time to set up such a bank account and process, so start early. If you do not have a bank account, you can seek out somebody trustworthy to manage the money; look to your primary members, as well as your school and other organisations.
The Process

- Identify potential donors.
- Inform them about your project.
- Ask for donations. If they agree, confirm the amount and form of the contribution and the type of recognition you will provide.

Who to Consider Approaching for Financial Donations

- Small, medium and large businesses.
- Religious groups.
- School, college and university organisations.
- UN agencies
  - Foundations.
  - Community groups.
- Government departments and agencies.
- Non-governmental organisations.

Choosing Your Donation Prospects

Working from your master list of potential donors, try to identify those who might be especially interested in the issues you are working on. Here are some tips on how to pick them out from the crowd:

- Scan newspapers, current event programmes and environmental magazines for articles on companies, government departments and other groups working on or expressing concern for environmental issues and youth causes.
- Look at company websites and annual reports for any mention of donations to environmental causes. Look for companies that have environmental problems, but are taking a proactive approach to finding solutions.
- Watch for announcements and information on youth or environmental programmes that offer young people the opportunity to apply for funding or other forms of support. These can be at regional, national or international levels.
- Ask people you know, including friends, family, teachers or academics, or people working within non-profit groups and environmental organisations, for ideas on who might become your supporter. Once you have collected the information, make a list of the potential donors to call including: company or business name, contact person, phone number, fax number, address and email address.

Making Contact

- Call the potential donor, briefly explain your cause and ask if you can send them more details about why they should consider supporting your group.
- Ask if they want to receive communications from you by email, letter or fax. Do not give up; you have to be persistent, as it usually takes several tries before you get a response.
- Ask to whom the information should be sent and double-check the contact information.
LETTER WRITING TIPS

Letter writing campaigns are a good way to reach a wide audience. Your letter might be sent by email, post (mail) or fax. In a letter soliciting financial support, you should include:

- Background information on your group, listing your key members and supporters, and explaining your history, objectives and activities. Provide any printed materials such as a brochure, as well as your website address if you have one.
- A description of your event or project, the reason you chose it and what you hope to achieve.
- An indication of how their support would help achieve your goal and lead to a better environment.
- The kind of support you are looking for, including the campaign amount, if you have set one.
- What recognition they will receive as a sponsor. This could include displaying their company logo on all promotional materials, mentioning them in public announcements and listing them in your group publications.
- Make clear the contributions your organisation will make in implementing the project.
- Contact information for you or your group.

SAMPLE FUNDRAISING LETTER

(Place on letterhead if possible.)

(Date)

(Name of person)

(Title of person)

(Name of company)

(Address)

Dear ( ),

We are writing to request the sponsorship of (Name of company) for our school’s National/Global Youth Service Day project entitled “Behaviour Changes Needed for Beachgoers.” We will be mobilising more than 100 students from Del Ray High School’s Service Club and Student Council, as well as other young people and adults concerned about the increasing ozone layer depletion.

Changing attitudes amongst users of the local beach is important to the health and well-being of the young people and families of Del Ray. The Del Ray High School Service Club and others are committed to action at Del Ray Beach Park as part of National/Global Youth Service Day (April 20–21, 2001), and ensuring that it stays clean beyond this event. The club will mobilize young people and adults to clean the beach on April 21st from 9–3 p.m. The club will carry out a series of ongoing discussions at local schools about the importance of maintaining a clean beach. They will also ask the Mayor’s Office for additional trash cans to be placed along the beach. A beach party celebration of the project will be held from 3–5 p.m. on April 21st.

We would welcome your support of this activity through any donation your organisation could provide to help underwrite the cost of the project and subsequent beach maintenance.

We warmly invite any of your employees and their families to take part in the event. I will be calling you within the next two weeks to discuss this project with you. I am attaching an overview of the project for further information. Please feel free to contact me at (321) 432-1234 in the meantime.

Yours sincerely,

(Include the name of representative of your organisation or youth group)

(Include the job title of representative of your organisation or youth group)

(Include the name of your organisation or youth group)
After a few days, follow up your letter with a phone call to gauge their interest, and to answer any questions they might have. Depending on their interest, you might ask for a meeting to discuss your case. This would give you the opportunity to speak with them in person.

**MEETING WITH A POTENTIAL DONOR**

If a potential donor is willing to meet, this is a sign they are interested in your case. This is your chance to make your pitch, so come prepared! Bring any written materials you have on your group and project, and be ready to answer any questions about them. Also arrive knowing exactly what you are looking to have donated in terms of a specific amount of money or resources and your reasons for needing them.

**THE FOLLOW-UP**

If you receive a donation, be sure to send out a thank-you letter and keep the donor or sponsor up to date on your progress and successes.
CHAPTER 6
Getting media involved for the campaign
Getting publicity is important for communicating who you are and what you are doing.

An effort to get media coverage can raise your public profile; such visibility will attract greater attention, interest and support for your initiative whilst also helping to spread awareness of the environmental problems we face. In this section, we provide you with tips on how to get the word out, particularly through the media. Not every group or project will require a major public relations campaign, so pick and choose the elements that suit you and your cause best.

TIPS FOR DESIGNING PROMOTIONAL MATERIALS

When planning to promote your group or event, first decide what audience you are trying to reach, and then find out how they usually get their information. Consider the newspapers they read, the highest traffic areas at your school or campus and the radio stations they listen to most often. This will help you decide on the type of communications—such as posters, radio or newspaper ads—and the level of language to use.

No matter whom you are trying to reach, always write clearly and limit the use of jargon. Test your messages and written materials on people from the age and education level you are targeting to see if you are communicating effectively.

Accuracy is essential. If in doubt, check it out with reliable, credible sources, such as those listed in this publication. When trying to raise support and awareness for your project, point out the urgency of the problem that you are tackling and the direct effect it has on the community. Then emphasize the benefit your work will have on the community and the environment. Try to show how the issue relates directly to people’s health, income and quality of life.

Finally, make certain that you and your group are clearly identified. Ensure that your project name, contact information, meeting place, dates and any sponsors are included in all materials you use to promote and inform people of what you are doing.
SOME EXAMPLES OF MATERIALS TO PUBLICIZE, ADVERTISE AND MARKET YOUR GROUP OR INITIATIVE

- Posters
- Flyers
- Advertisements
- Articles
- Web sites
- Public announcements

You can use the Ozzy Ozone promotional products as examples.

A COMMUNICATIONS COORDINATOR

The leader of an organisation is traditionally the chief spokesperson, but your group may want to consider naming a communications coordinator. This person would spend more time working on writing and communicating your key messages to a wide range of audiences, and answering many of the routine queries. They would also be in charge of the production of your communications and promotional materials.

This could range from media releases to posters announcing a fund raising event or flyers advertising a new project initiative. You may require the help of several people, including a designer, someone to write the message and someone to take care of printing. Good communications requires good planning and follow-through.

MEDIA OUTREACH: A GREAT PUBLIC RELATIONS TACTIC

Ever wanted to be the centre of attention? Well now is your chance. You and your group are working hard to raise awareness and deal with environmental issues of real importance, so let the rest of the world know about it. In this section, we explain how to get the media coverage your cause deserves.

If you can get the news media to pick up your message, you will reach a much wider audience, and will increase the number of people who join your organisation and attend, help out and support your events and projects. Media campaigns involve planning, creative thinking, focus, persistence and good communications skills. The good news is that the media are always looking for a story, so there is always an opportunity to make your pitch.
Assign a media or communications coordinator

Either an individual or a small team of people can take on the task of communicating your information to the media. The responsibilities include:

- Creating a media contact list.
- Writing letters, media releases and media advice.
- Seeking interviews with the media.
- Organizing media briefings.
- Responding to inquiries from the public and media.

Create an accurate and up-to-date list of names and contact information for the media in your community. The list should include the title, telephone number, address, fax and email address of every newspaper, reporter or editor likely to show an interest in your project or event.

For the names of writers and editors working on issues related to the environment, check out daily, weekly and community newspapers; news services; television, cable and radio stations; city or regional magazines; and newsletters. You can obtain media contact lists from your public relations offices, non-profit organisations and other organisations, including environmental agencies.

Remember that magazines are a great medium to target. Magazine deadlines are longer than those of a daily or weekly paper, so you have the advantage of a little extra time to contact and convince them to cover your story. They can also devote more space to stories, so they are good for explaining complex issues.

You can directly approach journalists or managers of specific programmes that might be interested in your issues. If you cannot find the name of a specific person, call the media source directly. Ask to speak with someone in the newsroom who covers or might be interested in covering your type of story. This could be a reporter or editor specializing in human interest, youth, environmental or community stories.

While you need to deal with journalists to get a story written or taped, think also of the editors and news directors behind the scenes. A story has to make it past the editor’s desk before it makes it into the news, so making contact with the editor will help increase your chances of getting coverage.

Now that you have your contact list, there are several ways to introduce yourself and your project to the media, and to begin to build relationships.

COLD CALLING
The most direct way to make contact is to phone an editor or writer and introduce yourself and your project.
To make that first call easier, write down your key messages. Start off by letting them know who you are. Give them the basic information about yourself, including your name, organisation or other affiliation, some history of your group, including its goals and the details of any specific event or project you are promoting.

During this introductory conversation, listen carefully for signs of interest. If they seem interested, ask if you can set a time to speak with them in person to provide more details of your initiative and to answer their questions. Always offer to send them more information about your organisation and about the environmental issues.

This is a way of becoming a useful source for the media. Even if their response is less than enthusiastic, don’t be discouraged. It may just be that they were too busy that day or have not thought enough about the importance of environmental issues. Send them a follow-up note and contact other newspapers, magazines and news programmes. Persistence is essential, and each call will teach you a bit more about how the media operate. Do not hesitate to ask the journalists for suggestions about how to provide them with useful information. Your efforts will eventually pay off.

**PITCH OR INTRODUCTORY LETTER**

Another approach is to send a letter by email or mail to a reporter or editor and to follow it up with a phone call and a meeting if they are interested. The letter is used to introduce your group, inform them about your event or project and spark their interest in your cause. Keep your message short and to the point. Emphasize the good your work you are doing, what sets you and your story apart from others, and explain how it will help the community.

**SOME LETTER WRITING TIPS:**

Start with your address (consider creating a letterhead for your group containing your contact information), the recipient’s name, address, the date and the greeting. If you know the recipient's name, greet them with Dear Dr./Mr./Ms./Mrs. and last name. If you do not know the name, use Dear Sir or Madam.

In the first paragraph, briefly introduce yourself, your group and your cause. In the following paragraphs, make your case, but do not go into too much detail. A letter is used to provide only the most relevant information about what you do, why you are writing them and why they should be interested.

For example, provide key details about your group, a bit of its history and its key objectives and activities. Point out the significance and urgency of the environmental problem you are tackling and the benefits that will result from your initiative. Then, give them some current information about your group, such as news of a project or event you are planning. Emphasize the important role their involvement or support could play in the overall success of your initiative.

Use a short conclusion to sum up your messages and let them know you look forward to hearing from them.

Close the letter with “Yours sincerely” followed by room for your signature, your typed name and your title. See Chapter 5 for a sample letter.

**Step 4:**

**Media release**

A media release is an announcement to the news media about you and your issue or event. If possible, it should make reference to an issue that has already been covered by the media, so they will recognize this as a “story.” Try to respond to the classic needs of journalism: who, what, when, where, why and how. Keep the media release to one page if possible and no more than two pages. If you have more details, put them in a background memo.
- Learning by playing -
Innovative education tool for Secondary Schools launched during global Montreal Protocol celebrations


This guide, targeted for secondary school students (13-15 years old) includes teacher’s book, student’s book and Ozzy and Zoe Ozone Collection and contains an entire teaching and learning programme, based on the basic knowledge, practical skills and participation, to enable teachers and children to learn about simple solutions to protect the ozone layer and safely enjoy the sun.

The Education Pack uses an innovative and interactive approach, “role playing”, to engage the students in the subject matter. The reader assumes the role of a journalism student about to get a job in an important journal and he/she is challenged to write an article to tell the world the current status of the ozone layer and the linkage with climate change, including practical tips for children to help protect our planet.

The Montreal Protocol deadline for developing countries to complete phase-out of CFCs, CTCs and halons was established for 2010. However, there is remaining work to be done with other chemicals such as HCFCs and Methyl Bromide, and scientist expect the ozone layer to recover by 2050. This Education Pack mobilizes children and teachers to help achieve these compliance targets and informs them how to use safe sun practices.

The Pack was jointly produced by the OzonAction Branch of the United Nations Environment Programme (UNEP), the United Nations Educational, Scientific and Cultural Organisation (UNESCO), the United Nations Children’s Fund (UNICEF) and the World Health Organisation (WHO) and was supported by the Multilateral Fund for the Implementation of the Montreal Protocol.

“Children are the most valuable resource of our planet. Kids and their parents are protected by the ozone layer, our Earth’s protective shield, which is under continued threat” says Mr. Achim Steiner, UNEP’s Executive Director. “The complex problems of global environment cannot be solved only by developing technologies but by deploying them through a learning process. The Education Pack not only explains the problem, but encourages children to find practical solutions. Through this new initiative, UNEP is giving a very strong message to save the planet”.

The OzonAction Education Pack is also linked to the UN Decade of Education for Sustainable Development, which is led by UNESCO.

“The United Nations Decade of Education for Sustainable Development (2005-2014) aims to integrate the values inherent in sustainable development into all aspects of learning to encourage changes in behaviour which will enable a more viable and fairer society for everyone,” said Koichiro Matsuura, Director-General of UNESCO. “During this Decade, education for sustainable development will help to make citizens better prepared to face the challenges of the present and the future, and to orientate decision-makers in their efforts to create a viable world. Young people, as citizens of the world, are at the heart of this educational action.”

UNEP, UNESCO, UNICEF and WHO are jointly promoting the OzonAction Education Pack to countries around the world and encouraging Environment, Education and Health Ministries, schools and teachers to adopt it as part of the secondary school curriculum.
Notes to editors:
The signing of the Montreal Protocol on Substances that Deplete the Ozone Layer on 16 September 1987 is now celebrated every year as the International Day for the Preservation of the Ozone Layer.

Ozzy Ozone is the UNEP's flagship campaign for children regarding stratosphere ozone protection initiated as part of our organisation's mandate as an Implementing Agency of the Multilateral Fund for the Implementation of the Montreal Protocol on Substances that Deplete the Ozone Layer.

For more information, including resources and ideas for celebrating International Ozone Day, see: http://www.unep.fr/ozonaction/events/ozoneday/2008.htm

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To give the media a reason to want to cover your event, you must convince them it is newsworthy. Point out the relevance of the issues you are tackling, the good that will come from your project, the enthusiasm it is generating and what sets your story apart from others.

COME PREPARED
Whether getting to know a journalist or being interviewed, the key is to know what you are going to say and how to say it clearly and powerfully. The best way to prepare is to make sure you have a clear idea of your group objectives and reasons for taking this initiative before you speak with the media. Also, be sure you know can answer questions about where you are in the process of developing your initiative. Remember to bring any written materials you have describing your group and your work.

MEETING MEDIA DEADLINES
The media are driven by deadlines, which can be daily or even hourly in the case of radio and television. When you are offering a specific story, ask about their deadlines, so you do not miss an opportunity to get coverage. This means you have to be prepared in advance and be able to work fast if you want your story to make it into the news. Responding quickly, staying on top of issues, sticking to schedules and being well-informed are the best ways to maintain a good relationship with the media.

TIMING
Take notice of what is going on in the news. When special events or developments related to the issue you are working on are getting attention from the media, act fast and take advantage of the opportunity. The likelihood of your story being picked up by the media is greatest when interest has been raised by some other event or happening.

INTEREST
Keep in mind the interests of the media when trying to sell them your story. Remember that the media are in the business of selling a product and will only cover stories they feel will make the public want to buy their paper or watch their programme. These factors include the human interest or people angle, impact of the issue, uniqueness and prominence (i.e., whether someone important is involved).

FOLLOW-UP
Promptly following up on communications that you send out or enquiries that others send to you will demonstrate a level of professionalism, and help convince the media to take you and your initiative seriously.

BE PERSISTENT
When one reporter has shown interest in your story, take this as a signal that you have something newsworthy. Work to get other media coverage for your issue and event.
The Way Forward

We would like to hear from you. We would like to continue the success of the Ozzy Ozone Campaign and we would like you to be part of it. The way forward for this campaign is that the countries will take the initiative to create their own activities and materials; we encourage NOUs and organisations to plan the creation of new cartoon books, adaptation and translation of the existing ones as well as the education packs. Please get in touch with us and we will be glad to guide you in the creation process.