

UNDAMMED, An audio-visual approach to feminism and climate action



An audio-visual approach to feminism and climate action is created by Center for Sustainable Communities Development (CSCD) Bulgaria, 2025

Center for Sustainable Communities Development is an independent, non-governmental organization in public benefit, founded in 1994 by active professional women. It has won recognition as an Advocacy group working to among others to raise Bulgarian society awareness on gender equality issues; educate children and young people in human rights and the national and international regulations guaranteeing those rights; acquire successful practices of foreign NGOs and adapt them professionally to the Bulgarian reality; and achieve more active women's participation in politics and decision-making.

This method is part of the online trainers hub, which is one of one of the key adult education tools developed in the multi-year collaboration entitled: **"Gender and Climate Justice: Knowledge for Empowerment", in brief COPGendered**. This project builds up tools and knowledge for learners to upskill themselves (in groups, individually or with a teacher) in the relationships between gender inequality and the climate crisis. This includes providing tools for adult education providers. The project which lasted for three years ended in November 2025.

The associations involved are in this project: WIDE+ (Europe), GenderCC-Women for Climate Justice/LIFE e.V in Germany, WIDE in Austria, GADIP in Sweden, KULU Women and Development in Denmark, Mundubat in Spain and CSCD in Bulgaria.

COPGENDERED PROJECT PARTNERS



Mundubat



Center for Sustainable Communities Development



Bildung Umwelt Chancengleichheit

wide Entwicklungspolitisches Netzwerk für Frauenrechte und feministische Perspektiven



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🎯 LEARNING OBJECTIVES

This method sets out to teach participants how to analyse information through a perspective that combines nature, women and indigenous rights-based approaches. It will help participants find effective solutions by looking for intersections in a particular problem. Finally they will be encouraged to use audio-visual materials to talk about women's rights and climate justice.

SUMMARY

This method focuses on interactive discussion around a video. Participants will view the short movie 'Undammed'. Before the screening, they will be divided into three groups, with each group viewing the film from a different perspective - nature, women, or an indigenous rights perspective. After the screening they will continue in these groups with a structured discussion that they will present to the plenary. In the plenary, participants will continue discussing where the intersections are between different perspectives and how to approach the environmental crisis and climate disasters by using an intersectional, holistic approach.

Time needed: 90 minutes

Number of participants: A minimum of 6 and a maximum of 15

Age: 14+

Material needed: laptop with screen to view video, papers and pens, a flipchart with pen (optional)

Material provided in this guide: link to the movie and list of questions for the group discussion

Citation: 'Undammed' – an audio-visual approach to feminism and climate action by CSCD Bulgaria <https://cscd-bg.org/en/>. The short movie 'Undammed' is produced by Swiftwater Film at the Patagonia channel: <https://www.youtube.com/watch?v=PoZKMTqK8u4>



FACILITATION GUIDE DETAILED DESCRIPTION

STEP 1: PREPARATION

This method doesn't require much presentation. However, you need to find out if there are options for viewing a video in the room where you are holding the event, ideally with a large screen. If there is no stable internet available in the room, you need to download the video. The facilitator can print out the questions for each group and have some blank paper and pens available. A flipchart could also be used. Finally, it can help to have prepared a working definition of the different concepts in this method. A definition of an intersectional approach is provided.

Depending on the group attending this workshop, there may be interest in having dissemination materials from the workshop to distribute at the end. The final discussion, in which the different rights frameworks are discussed from an intersectional perspective, could provide an interesting reflection for media outreach, for example, for a podcast after editing. If you opt for this, you need to prepare and get the consent of the participants. You are advised to obtain consent for the recording and how it will be used in a written form. Written consent is obligatory if the workshop is held in an EU member state or if it is part of an EU-funded project.

STEP 2: INTRODUCTION

You can plan 10 minutes for this step. Begin by welcoming the group and split them up into three subgroups, with a minimum of two and a maximum of five participants. Before you do so, it is advised to briefly introduce the movie as well as the concepts of nature, women and an indigenous rights-based framework and an intersectional approach. You can start by having a brief plenary 'questions and answers session', in which the participants say if they are familiar with these concepts. If you know that this is a group that is familiar with these concepts, you can skip this part of the introduction.

Suggested script for the introduction:

"Today we will discuss - from three different perspectives - the short movie 'Undammed'. 'Undammed' is a film about Patagonia that follows Yurok tribal attorney Amy Bowers Cordalis, as she works to remove the dams on the Klamath River in the US, which have caused significant ecological damage.

Produced by Swiftwater Films, the short film highlights her journey, from witnessing a massive fish kill on her ancestral waters, to testifying before Congress and advocating for the largest dam removal project in US history. The goal: to restore the river's health and ensure the survival of the salmon, which are crucial to the Yurok tribe's culture and livelihood.



You will view the movie in a group, each with a different perspective. One will focus on the feminist perspective of the movie; the second will focus on the climate justice perspective and the third on the indigenous rights perspective. At the end of the movie each group will have 20 minutes to find answers to a set of questions, which each group will present to the other groups. The final half hour will be dedicated to a reflection on the intersections between the perspectives.

Before we divide into groups, I would like to find out how many of you are familiar with a women's rights perspective. Could you raise your hand if you know what it entails?". At this point you can ask who would like to explain it to the group and if one person gives an explanation, you can ask if others agree or would like to comment. You could optionally go through the process of forming a definition on a flipchart. Then repeat this collective brainstorm with the other two perspectives. After this collective reflection, split the groups into sub-groups.



STEP 3: SMALL GROUP DISCUSSION AND VIEWING THE SHORT MOVIE

At this point, the groups will have 20 minutes to discuss the questions that you give them and about 20 minutes to view the movie. When handing out the questions, you can give further instructions on the presentation. You can explain that every group will have a couple of minutes to present their thoughts, impressions and suggestions in plenary. And suggest they decide who will present the outcomes of the group reflection.

These are the lists of questions you give to each group to think about during the screening and to discuss afterwards:

Questions for the group watching the film from a women's rights perspective:

1. How does this woman's life differ from the lives of her ancestors - mothers and grandmothers?
2. In your opinion, what skills and qualities does the main character in the film need in her daily life?
3. How does her active participation in the fight to remove dams contribute to a change in attitudes towards women and how does it affect the women in her community?

Questions for the group watching the film from a nature rights perspective:

1. How will removing dams along the river help the local flora and fauna and the local population?
2. What is the global significance of the fish returning to the river?
3. What other climate actions can be taken to support the local ecosystem?

Questions for the group watching the film from an indigenous rights perspective:

1. How does the climate crisis affect the local tribe?
2. How is the tribe's cultural identity affected by modern changes in the environment they inhabit?
3. In your opinion, how can community actions influence decision makers' actions?

STEP 4: PLENARY GROUP DISCUSSION

For this part you can plan 10 minutes. In a plenary session, each sub-group presents their conclusions for a few minutes, followed by an opportunity for questions by other groups.

STEP 5: GROUP DISCUSSION ON AN INTERSECTIONAL APPROACH

In the remaining 30 minutes, facilitate a plenary discussion on the kind of intersections that exist between different perspectives and how, by using an intersectional approach you can contribute to reducing (the risk on) the environmental decline and climate disasters. Begin the discussion by finding out if all participants are familiar with an intersectional approach. This is a concept that is less known as a rights-based framework. You might need to provide an explanation yourself, which can be found below.

After everyone understands what an intersectional approach means, facilitate the reflection on the intersections between the rights of women, indigenous people and nature.

Questions for the moderation:

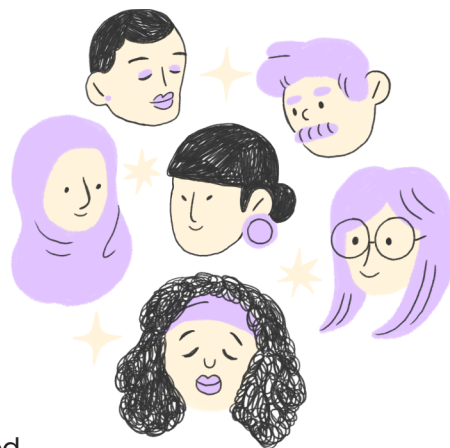
1. What do you think are the intersections between feminism, climate action and indigenous rights in the film we watched?
2. Do you think that if the main character in the movie was not a woman or was not part of the local tribe, the results of her efforts would have been different? How?
3. What actions can/should be taken, to take into account the rights of those most in need?



BRIEF EXPLANATION OF AN INTERSECTIONAL APPROACH

According to the European Institute of Gender Equality, intersectionality is an: “Analytical tool for studying, understanding and responding to the ways in which sex and gender intersect with other personal characteristics/identities, and how these intersections contribute to unique experiences of discrimination”. (https://eige.europa.eu/publications-resources/thesaurus/terms/1050?language_content_entity=en).

The intuitive idea behind the concept of intersectionality is not new, but the concept has been fairly recently coined and adopted as a policy or analytical approach. Kimberlé Crenshaw introduced the term in her seminal article, “Demarginalizing the Intersection of Race and Sex” (1989) where she used it to describe “conceptual limitations of ... single-issue analyses”, and that sources of discrimination, such as racism, sexism, classism, etc. intersect or “meet” to create overlapping systems of disadvantage. Her research found that people facing multiple intersecting patterns of discrimination, for example, black women, face more severe and unique forms of discrimination that cannot be understood by simply adding one type of discrimination to each characteristic. In other words, the discrimination black women experience cannot be deduced from the experience of women or black men. It leads to an analysis that is much more complex and nuanced in terms of inequality. Each person is unique and could face all sorts of privileges and discriminations because of patterns of inequality and discrimination connected to identity markers.



CONCLUSION

This method is suitable for both young people with no experience of these issues, as well as more experienced people, or experts who want to expand their knowledge and who seek rights-based solutions that protect both nature and local populations. The workshop can also be held for representatives of different decision-making institutions.

Thus it can be used by a variety of audiences or stakeholders. Another benefit of this activity is that impressions and suggestions can be recorded and used as a base for creating audio material which can be used later to disseminate ideas in mainstream or specialized media outlets. This will hopefully change the public discourse on these issues and attract more like-minded people