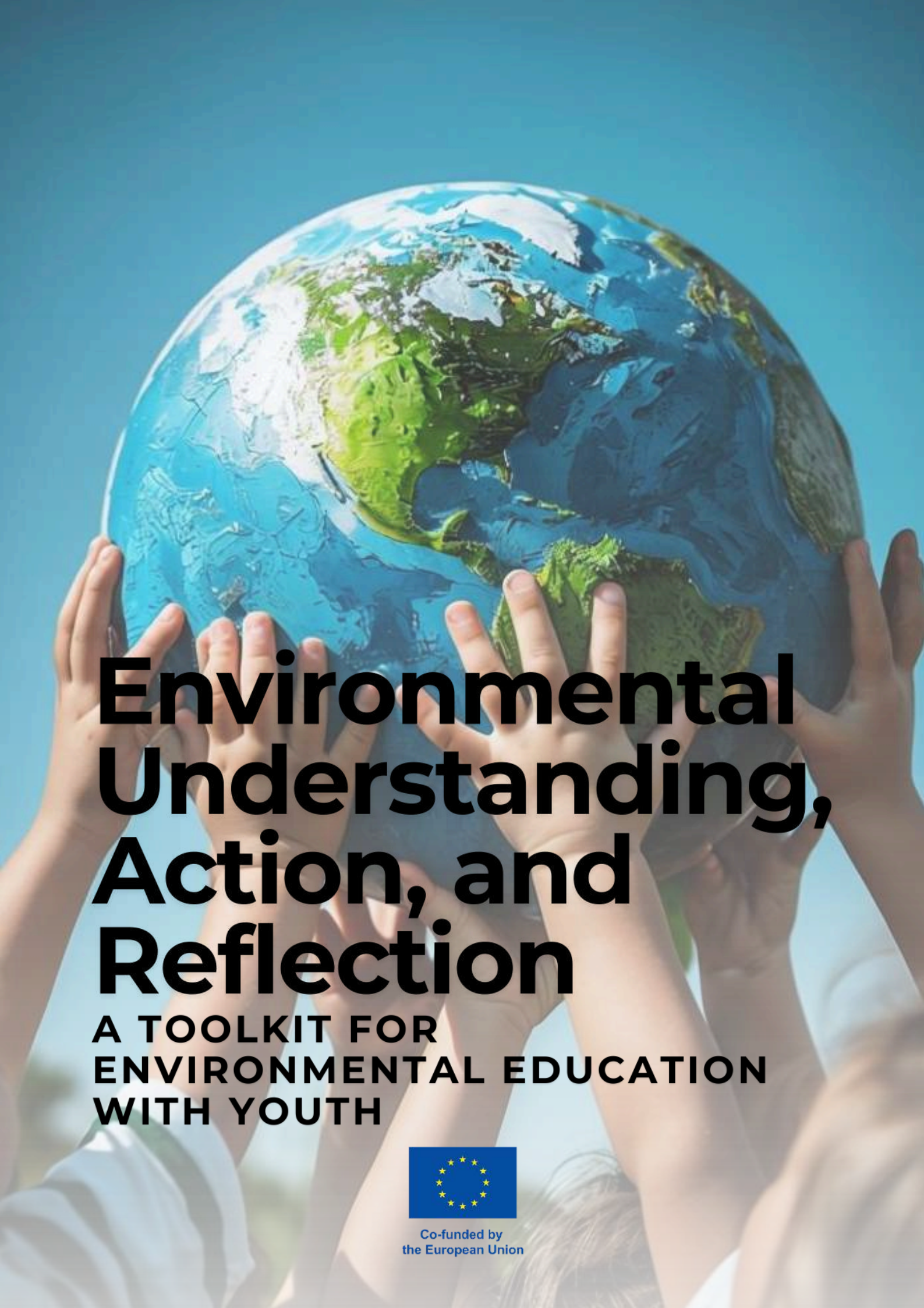

Environmental Understanding, Action, and Reflection

A TOOLKIT FOR ENVIRONMENTAL EDUCATION WITH YOUTH

Co-funded by
the European Union

PUBLISHED BY BEYOND BARRIERS ASSOCIATION
Available for download in PDF format.

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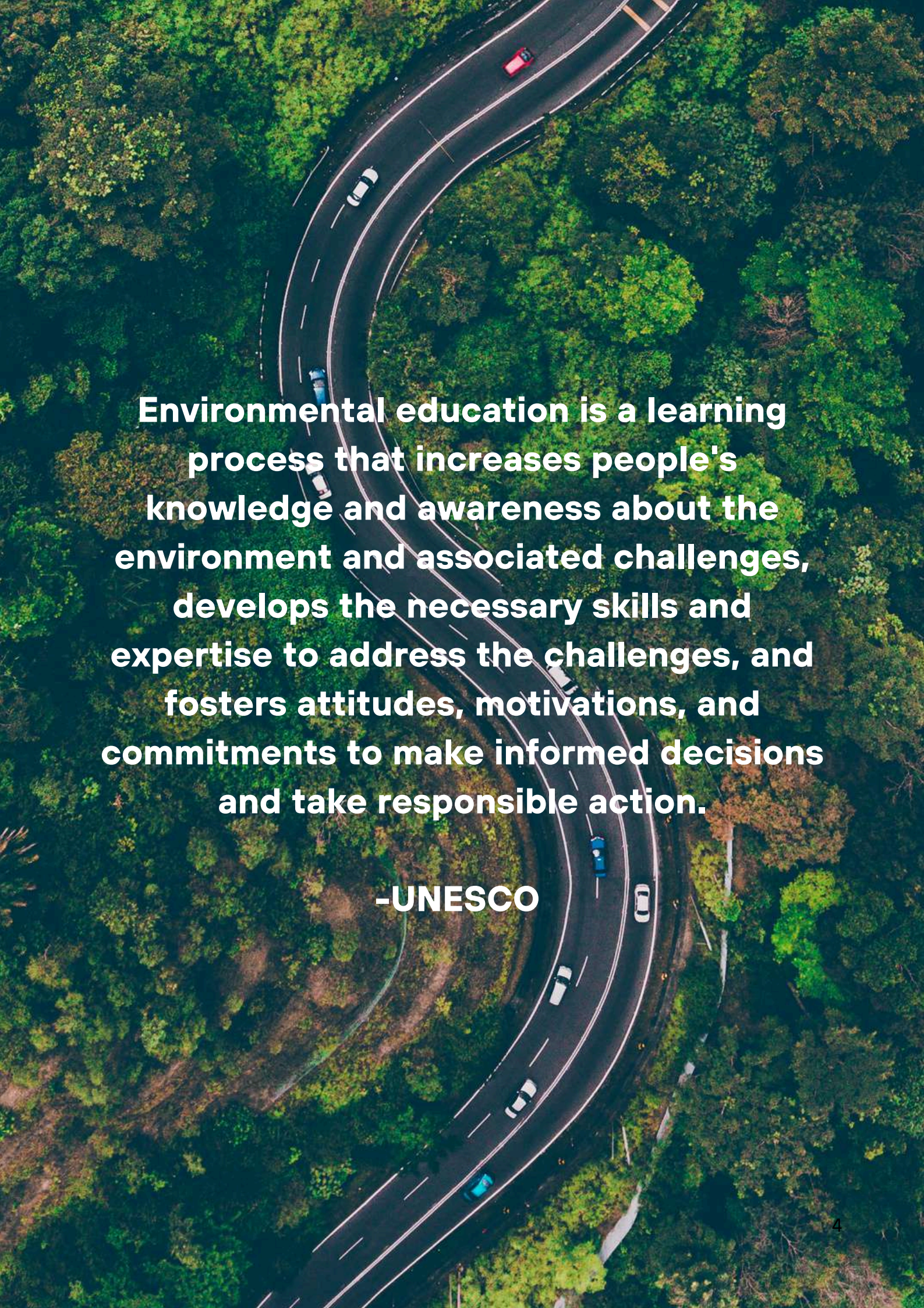
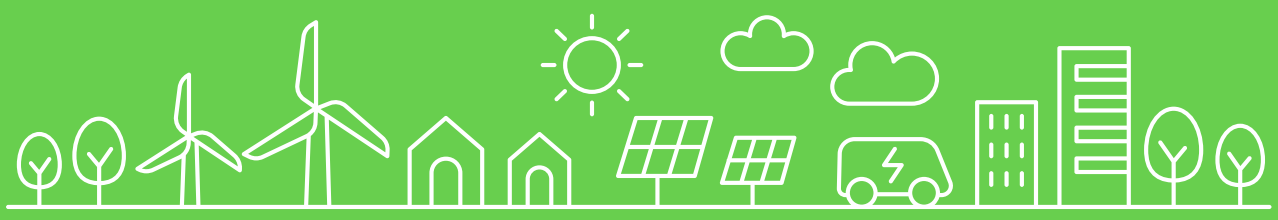


Environmental education is a learning process that increases people's knowledge and awareness about the environment and associated challenges, develops the necessary skills and expertise to address the challenges, and fosters attitudes, motivations, and commitments to make informed decisions and take responsible action.

-UNESCO

What is what?

PART 1



1. What is this toolkit about?

EUAR - Environmental Understanding, Action, and Reflection is a comprehensive toolkit designed to promote environmental awareness, critical thinking, and active participation among young people. It is structured into three interconnected parts:

- **Part 1- What is what:** This section offers a curated collection of reliable and up-to-date information and data, that help to deepen understanding of environmental issues, terms we use, meaning of environmental education and the role of young people. It serves as a foundation for learning about key topics and challenges related to sustainability and the environment.
- **Part 2 – How to - practical activities and workshops:** These hands-on activities are tailored to help users analyze environmental problems from different perspectives —individual, societal, and governmental. The exercises aim to build critical thinking skills and foster a deeper understanding of how actions at all levels impact the environment.
- **Part 3 - Self-Evaluation tool and other sources:** This part provides a tool for users to reflect on their personal environmental impact. It encourages self-awareness and helps students and young people evaluate their attitudes and behaviors in relation to sustainability. Teachers and youth workers can use it to instill self-reflection in the classroom or workshop.

The purpose of EUAR is twofold:

- To help young people and youth workers reflect on their personal decisions and lifestyles, inspiring them to adopt more sustainable behaviors.
- To empower young people to actively participate in environmental decision-making processes, contributing to a more sustainable future.

Through its structured approach, EUAR offers practical, engaging tools to make environmental education meaningful and actionable.

In addition, EUAR includes an **online PDF downloadable version**, specifically designed for self-guided use for educators, teachers, trainers and youth workers. This digital resource allows individuals to access and engage with the toolkit independently, making it accessible to a broader audience. Feel free to use it at your best and while you do so, we would appreciate if you cited the source. It has been created with love and dedication!

2. Understanding environmental education and its importance

There are many definitions of the term environmental education (EE), but the most important one was given by UNESCO: **“Environmental education is a learning process that increases people's knowledge and awareness about the environment and associated challenges, develops the necessary skills and expertise to address the challenges, and fosters attitudes, motivations, and commitments to make informed decisions and take responsible action.”.**

Environmental Education (EE) is a multi-layered approach to learning about environmental issues, sustainability, and the interdependence between humans and the natural world. It seeks to promote awareness, knowledge, skills, values and attitudes to live and communities to address environmental challenges (UNICEF, 2024), (Kovacevic, 2013).

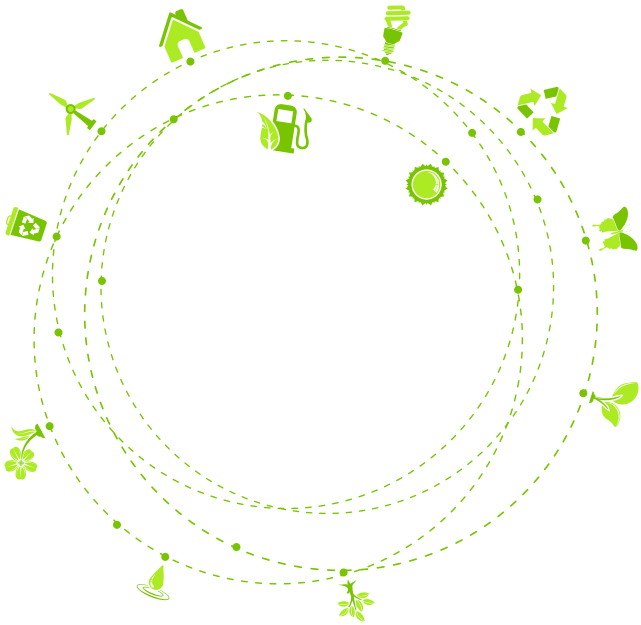
Environmental education is also an ongoing process that aims to increase people's awareness and understanding of the environment and its related issues. This type of education includes learning about ecosystems, natural resources, pollution, biodiversity, climate change, and many other aspects of the natural and man-made environment. It also involves developing skills and attitudes that allow individuals and communities to participate effectively in protecting and improving the environment.

Environmental education is a vital tool for fostering a sustainable future (Shabalala1*, 2023). By promoting awareness, knowledge, skills, values, and attitudes, it empowers individuals and communities to take meaningful action towards addressing environmental challenges. An effective environmental education program integrates multiple disciplines, encourages experiential learning, involves the community, utilizes technology, fosters critical thinking, and respects cultural relevance (Insights, 2024). Through these efforts, environmental education can significantly contribute to building a more sustainable, resilient, and environmentally conscious society (The house project, 2023).

Environmental education helps us to:

- **Increase awareness and understanding** of environmental importance by helping individuals understand and become aware of environmental issues, their impacts and ways to improve the situation. Awareness is the first step towards changing behaviors and practices that positively affect the environment.
- **Empower behavior change** by providing information and education so that people

- become more willing to take sustainable action. This includes using resources efficiently, reducing waste, and protecting nature.
- **Solve environmental problems** by equipping individuals and communities with the skills and knowledge needed to identify and solve environmental problems. This also includes helping to develop sustainable policies and practices (Nevin, 2008).
- **Improve health and awareness** of the public good, because a clean environment is essential for good health. Environmental education helps reduce pollution, prevent environmental diseases, and improve quality of life.
- **Support economic sustainability** because environmentally sustainable practices can bring economic benefits, creating jobs in green sectors, reducing energy and resource costs, and supporting long-term and sustainable development.
- **Promote community participation and engagement** by encouraging citizens to actively participate in environmental protection efforts and be part of decision-making that affects the environment. This creates a sense of responsibility and cooperation to achieve common environmental goals.
- **Encourage global consciousness** by understanding the global connections of environmental problems, environmental education promotes a shared sense of responsibility and global solidarity. This helps foster coordinated action to address environmental challenges affecting the entire planet.



3. Benefits of environmental education for students, teachers and schools

Environmental education (EE) is more than a subject—it's a powerful tool that transforms learning, equips students with essential life skills, and strengthens schools as sustainable, innovative hubs of education. By exploring the benefits of EE, teachers and schools can unlock new opportunities for academic excellence, environmental stewardship, and community engagement.

Environmental Education benefits pupils, students, and schools by...

Benefits for pupils and students

- **Enhancing critical thinking and problem-solving skills** -EE encourages students to analyze complex environmental issues, develop solutions, and make informed decisions. A study published in the Journal of Environmental Education found that students engaged in environment-based education programs showed significant improvement in critical thinking skills compared to their peers. (Frontiers)
- **Promoting environmental stewardship** - EE inspires students to value and protect natural resources. Research indicates that students participating in EE programs are more likely to engage in pro-environmental behaviors, such as recycling and conservation efforts. (OAPUB)
- **Boosting academic achievement** - Environmental education (EE) has been shown to enhance academic achievement across various subjects. A meta-analysis of 119 studies found that students engaged in EE programs demonstrated improved performance in science, mathematics, reading, and social studies. The analysis highlighted that EE's hands-on, real-world learning approach contributes significantly to these academic gains.(tandfonline)
- **Improving health and well-being** - Outdoor learning in EE reduces stress, promotes physical activity, and enhances mental health. Studies have shown that students involved in outdoor EE programs experience improved mood and reduced anxiety levels. (Frontiers)
- **Encouraging teamwork and collaboration:** EE projects require students to work together, fostering communication, leadership, and collaboration skills. Programs like Project Learning Tree have demonstrated success in enhancing students' social skills through cooperative environmental activities. (OAPUB)

Benefits for Schools

- **Enhancing community connections** - EE builds partnerships between schools and local organizations, fostering stronger community ties and support.
- **Supporting school sustainability goals** EE empowers students to find solutions that reduce energy use, waste, and resource consumption, helping schools save money and improve their environmental footprint.
- **Creating innovative learning environments** -EE transforms campuses with outdoor classrooms, gardens, and eco-friendly spaces, making schools hubs of creativity and sustainability.

Increasing recognition and reputation schools with strong EE programs gain recognition for their commitment to sustainability and educational innovation.

Benefits for Educators

- **Empowering teachers** - EE equips teachers with the tools and confidence to design engaging, interdisciplinary lessons, enhancing their teaching impact.
- **Fostering professional growth** - EE opens opportunities for teachers to grow professionally, develop new skills, and take leadership roles in sustainability education.
- **Promoting collaboration among teachers** -EE fosters cross-disciplinary teamwork as educators collaborate to create dynamic environmental projects.
- **Inspiring Lifelong Learning:** Teachers engaged in EE develop a deeper passion for environmental issues, inspiring ongoing innovation and learning in their practice.

By embracing environmental education, schools and educators can create a transformative learning experience that benefits students, the community, and the planet.

4. Key environmental terms to learn and teach

This chapter introduces key environmental terms that are essential for understanding our relationship with the natural world and the challenges we face in protecting it. By exploring concepts like sustainability, biodiversity, and renewable energy, young learners gain the knowledge and tools to make informed decisions and take positive action. These terms provide a foundation for understanding how human activities impact the environment and how we can work together to create a sustainable future.

- **Biodiversity** it refers to the variety of life on Earth, including all living organisms, their habitats, and the ecosystems they form. It's like a big puzzle where each piece (plant, animal, and microorganism) is important for keeping the Earth healthy and balanced.

- **Carbon emissions:** Carbon emissions are gases, mainly carbon dioxide (CO2), released into the atmosphere when we burn fossil fuels for energy or drive cars. These gases contribute to the greenhouse effect and climate change. We can reduce carbon emissions by using cleaner energy sources and driving. Carbon emissions, mainly in the form of carbon dioxide (CO_2) and methane (CH_4), are one of the main factors contributing to climate change.

- **Carbon footprint**: The total amount of greenhouse gases, especially CO?, released by a person, activity, or product. It's like your personal impact on the environment, measured in carbon emissions.

- **Climate change:** is the long-term alteration of temperature and typical weather patterns in a place. It's caused by human activities, like burning fossil fuels and cutting down forests, which release greenhouse gases into the atmosphere and trap heat, leading to global warming.

- **Composting:** A natural way to recycle organic waste (like food scraps and yard waste) into nutrient-rich soil. It reduces waste and supports healthy plant growth.

- **Conservation**: The practice of protecting and preserving natural resources, like water, forests, and wildlife. It's about using resources wisely so we don't run out of them.

- **Deforestation:** The cutting down of forests for farming, housing, or other human activities. It can harm biodiversity and contribute to climate change by reducing the number of trees that absorb CO?.

- **Ecosystem**: A community of living organisms (plants, animals, and microbes) interacting with each other and their non-living environment (air, water, soil). It's like nature's teamwork-everything works together to keep life balanced.

- **Greenhouse effect:** The process where certain gases in the Earth's atmosphere trap heat, keeping the planet warm enough to support life. However, too many greenhouse gases can lead to global warming.

- **Habitat**: The natural home or environment of a plant, animal, or other organism. Protecting habitats helps ensure species survive and ecosystems remain healthy.

- **Microplastics:** Tiny pieces of plastic, often too small to see, that pollute water and soil. They come from larger plastic breaking down and can harm animals and humans.

- **Natural resources**: Materials found in nature that people use, like water, soil, minerals, forests, and animals. They can be renewable (like sunlight) or non-renewable (like oil).

- **Overfishing:** Catching too many fish at once, which can deplete fish populations and harm ocean ecosystems. Sustainable fishing practices help maintain balance.

- **Pollution** is the introduction of harmful substances into the environment, like chemicals, plastics, and waste. It can harm plants, animals, and people, and disrupt ecosystems. We can prevent pollution by reducing, reusing, and recycling, and by using eco-friendly.

- **Recycle, Reduce, Reuse (The 3Rs):** A simple way to remember how to minimize waste. Recycling means turning waste into new products, reducing means using less, and reusing means finding new purposes for items.

- **Renewable energy** is energy which comes from sources that are naturally replaced, like sunlight, wind, and water. Unlike fossil fuels (like coal and oil), which can run out, renewable energy sources are endless and don't harm the environment when we use them.
- **Sustainability**: it means meeting the needs of the present without compromising the ability of future generations to meet their own needs. Said more simply, taking care of the Earth so that it can keep taking care of us.

- **Sustainable agriculture:** Farming practices that aim to produce food without harming the environment, conserving resources, and supporting biodiversity. Examples include organic farming and crop rotation.

- **Sustainable development:** Development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It focuses on balancing economic growth, environmental care, and social well-being.

- **Water cycle:** The continuous movement of water on, above, and below the surface of the Earth. It includes processes like evaporation, condensation, and precipitation, which are essential for life.

- **Zero waste**: A lifestyle or goal that aims to produce no trash. It focuses on rethinking, redesigning, and recycling to reduce the amount of waste sent to landfills.

5. The role of youth in the environmental protection and fight against climate change

According to United Nations *"Youth and Climate Change"[1]* human activities, such as the use of fossil fuels, deforestation and unsustainable agriculture contribute to climate change, which decreases the availability of nutritious food and clean water, and destroys ecosystems and secure living environments. This leads to malnutrition, ill health and migration, rendering youth particularly vulnerable. At the same time, youth make the majority of the population in many countries and have an increasingly strong social and environmental awareness, which has the power to transform our societies towards a low-carbon and climate resilient future.

Youth play a vital role in addressing environmental challenges and combating climate change. As future leaders and innovators, they bring fresh ideas, energy, and a long-term perspective to sustainability efforts. Their role includes advocating for environmental policies, raising awareness through education and activism, adopting sustainable practices in their daily lives, and contributing to the development of innovative solutions, such as green technologies. By participating in decision-making processes and leading grassroots movements, young people drive systemic change and inspire communities to take collective action for a healthier planet.

Young people need to learn and understand that initiatives in the fight for environmental protection are vital and include a wide range of pro-environmental activities and approaches. Their commitment is key to achieving the long-term goals of sustainability and protecting the planet.

Everyday more and more we see youth getting engaged in environmental actions all across the world. Find below some inspiring examples that showcase the effect that youth have on environmental protection and are illustrated by concrete examples.

- **Awareness and Education**

Youth are often at the forefront of environmental awareness initiatives, leading educational campaigns, sharing impactful messages on social media, and organizing community activities. A notable example is the work of Earth Guardians, an organization led by youth climate activist Xiuhtezcatl Martinez, which educates young people worldwide on climate issues and mobilizes them for action. (earthguardians.org)

- **Innovation and Technology**

Young people are driving innovation to address environmental challenges. For example, Boyan Slat, founder of The Ocean Cleanup, developed advanced technologies to remove plastic from the oceans, showcasing how innovation can have a tangible impact on global environmental problems. (theoceancleanup.com)

- **Activism and Social Movements**

Youth-led activism has had a profound impact on environmental policy and public awareness. Greta Thunberg's Fridays for Future movement has inspired millions of young people worldwide to protest for urgent climate action, placing pressure on governments and corporations to take responsibility. (fridaysforfuture.org)

- **Volunteering and Community Involvement**

Many young individuals contribute to environmental conservation through volunteering. For instance, Jane Goodall's Roots & Shoots program mobilizes youth globally to engage in hands-on projects, such as reforestation and wildlife protection, to directly improve their communities. (janegoodall.org)

- **Leadership and Politics**

Some young people pursue leadership roles to influence environmental policies. Vanessa Nakate, a Ugandan climate activist, founded the Rise Up Movement to amplify African voices in the global climate conversation, highlighting the importance of young leadership in policymaking. (vanessanakate.com)

- **Conscious Consumers**

Youth often drive market trends through eco-conscious consumer choices. A global example is the increasing popularity of sustainable fashion brands, such as Stella McCartney, driven by young consumers demanding ethical and environmentally friendly products. (stellamccartney.com)

The unique position and potential of young people in driving environmental change is rooted in their passion for the future, technological skills, creativity and awareness of environmental issues. By harnessing these advantages, young people can be powerful leaders in the fight for a sustainable and fair future for all. Their commitment and support are essential to achieving the long-term goals of protecting the planet.

6. EU Strategies for a Sustainable Future

The European Union has developed a wide range of innovative strategies and initiatives to address the pressing environmental, economic, and social challenges of our time. From ambitious climate action plans to regional and global sustainability frameworks, these efforts aim to promote a greener, fairer, and more prosperous future for all. This chapter explores key EU policies, including the European Green Deal, Circular Economy Action Plan, and Sustainable Development Goals (SDGs), highlighting their impact on fostering sustainability across the continent and beyond.

European Green Deal
Launched in 2019, the European Green Deal is the EU's comprehensive plan to achieve climate neutrality by 2050. It encompasses policies aimed at reducing greenhouse gas emissions, promoting clean energy, and fostering a circular economy. It also includes measures to protect biodiversity and transform the EU into a resource-efficient and competitive economy. (commission.europa.eu)

2030 Climate and Energy Framework
This framework sets binding targets to reduce greenhouse gas emissions by at least 55% compared to 1990 levels by 2030. It also aims to increase the share of renewable energy and improve energy efficiency across member states. (climate.ec.europa.eu)

Circular Economy Action Plan
Adopted in March 2020, this plan is a key component of the European Green Deal. It focuses on sustainable resource use, aiming to make sustainable products the norm in the EU, reduce waste, and ensure resources remain in the EU economy for as long as possible. (environment.ec.europa.eu)

Biodiversity Strategy for 2030
This strategy aims to put Europe's biodiversity on a path to recovery by 2030. It includes commitments to establish protected areas for at least 30% of Europe's land and sea, restore degraded ecosystems, and promote sustainable farming practices. (environment.ec.europa.eu)

Farm to Fork Strategy
Part of the European Green Deal, this strategy aims to make food systems fair, healthy, and environmentally-friendly. It addresses every step in the food chain, from production to consumption, and sets targets to reduce pesticides, promote organic farming, and reduce food waste. (ec.europa.eu)

European Climate Law
Enacted in 2021, this law legally binds the EU to its climate-neutrality goal by 2050 and sets an intermediate target of reducing net greenhouse gas emissions by at least 55% by 2030 compared to 1990 levels. (climate.ec.europa.eu)

NextGenerationEU Recovery Plan
This €750 billion recovery instrument supports member states in recovering from the COVID-19 pandemic. A significant portion of the funds is allocated to green and digital transitions, aiming to build a more sustainable and resilient Europe. (ec.europa.eu)

Adriatic and Ionian Strategy (EUSAIR)
The EU Strategy for the Adriatic and Ionian Region focuses on regional cooperation to address environmental and economic challenges in the Adriatic and Ionian seas. It promotes sustainable tourism, marine conservation, and environmental protection while fostering economic growth. (ec.europa.eu)

New European Bauhaus Initiative
This initiative connects the European Green Deal to living spaces, aiming to make them sustainable, inclusive, and beautiful. It promotes innovation in architecture, design, and urban planning to foster environmental and social sustainability.(europa.eu/new-european-bauhaus)

Sustainable Development Goals (SDGs)
As part of the global agenda for 2030, the EU aligns its policies with the 17 UN Sustainable Development Goals. These goals address poverty, inequality, climate change, environmental degradation, and peace, aiming to achieve sustainable development globally. (sdgs.un.org)

How to?

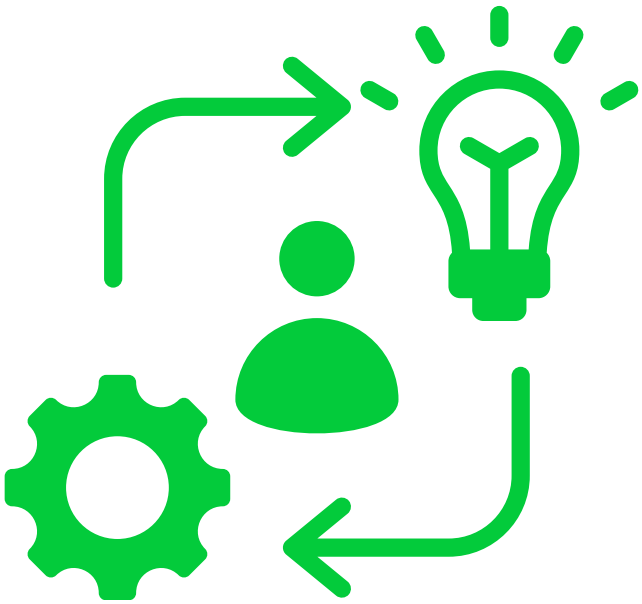
PART 2

7. Methods and their use

Engaging students in environmental education requires creative and effective working methods that make learning interactive and impactful. This chapter presents a selection of adaptable methods, each designed to encourage critical thinking, collaboration, and hands-on engagement. From role-playing scenarios to digital collaboration tools, these approaches provide educators with practical ways to inspire students and deepen their connection to sustainability.

Method	Description	Best used for
Eco Improv Theater	Participants use improvisational theater to creatively address environmental challenges, acting out scenarios that highlight problems and solutions.	Raising awareness about environmental issues, fostering group collaboration, and building communication skills.
Eco Scavenger Hunt	Teams complete tasks or find items in their local environment to explore nature and learn about sustainability.	Outdoor exploration, team-building activities, and introducing concepts like biodiversity and waste management.
Reflection Circles	A guided group activity where participants reflect on their habits and environmental impact, identifying areas for improvement.	Encouraging self-awareness, fostering a sense of accountability, and deepening participants' connection to environmental goals.
Gardening Spirit	Participants transform waste materials, such as plastic bottles, into functional items like planters, then use them to plant greenery.	Hands-on activities to teach sustainability, promote creativity, and engage participants in tangible environmental action.
Green Guardians (Role-Playing and Simulation)	Participants assume roles (e.g., policymakers, community members, environmental activists) to simulate decision-making processes and debates on environmental issues.	Exploring complex environmental policies, understanding diverse perspectives, and developing critical thinking and negotiation skills.

Method	Description	Best Used For
Think Critically (Panels and Debates)	Participants engage in structured discussions or debates on topics like climate change or conservation, learning to present and defend their viewpoints.	Stimulating critical thinking, improving public speaking skills, and exploring controversial environmental topics.
Sustainability Strategy Development	Teams collaborate to identify key environmental issues and design actionable strategies to address them.	Leadership development, teamwork, and teaching strategic planning related to sustainability goals.
Sustainable Solutions Pitch (Digital Collaboration)	Using digital tools like Padlet or Miro, participants brainstorm innovative solutions to environmental challenges and pitch their ideas to the group.	Promoting creativity, integrating technology into education, and fostering collaboration on complex environmental problems.



9. Activities table

Theme	Title of activity	Age appropriate	Group size	Time
Environmental awareness	**Eco improv theater**	15-30	15+	90 min
Environmental awareness	**Eco-scavenger hunt**	15-30	20+	90 min
Environmental awareness	**Reflection circle**	15+	15+	85 min
Upcycling and sustainability	**Gardening spirit**	15+	15-25	90 min
Team building and problem-solving	**Environment engineers**	15-30	15-20	90 min
Environmental policy making	**Green guardians**	15-30	20+	90 min
Sustainability and personal responsibility	**Reflect and Act: personal impact on the environment**	18-30	15+	100 min
Strategic planning and sustainability	**Sustainability strategy development**	18-30	20-40	2 hours
Environmental sustainability and creativity	**Eco-challenge**	15+	15-25	90 min
Youth perspectives on environment	**Think critically**	15+	15+	70-80 min
Media production	**Media show**	18+	20+	90 min
Critical thinking and debate	**Environmental dialogue**	15-29	15+	90 min
Environmental education and creativity	**Exploring environmental education**	15-29	15+	90 min
Environmental innovation	**Innovation and environmental protection research**	15-29	15+	90 min

Theme	Title of activity	Age appropriate	Group size	Time
Key environmental concepts	**Key Environmental Concepts**	15-29	15+	90 min
Digital collaboration and sustainability	**Sustainable solutions pitch**	16+	15-25	90 min
Environmental awareness	**Digital idea wall**	15+	15+	90 min
Environmental Mapping	**Eco-Mapping with local resources**	15+	15+	90 min
Environmental awareness	**Environmental Photography hunt**	15+	15+	60-90 min
Sustainable Consumption	**True cost of fashion**	15-29	15+	90 min
Environmental awareness and sustainable choices	**Do you know that...**	15-30	10-25	60-90 min
Environmental awareness and sustainable choices	**Eco-impact challenge**	14-24	10-25	60-90 min

1. Eco Improv Theater

Theme: Environmental awareness; creativity; empowerment and action I **Complexity**: moderate I **Age appropriate:** 15-30 y.o I **Group**: 15+ I **Venue**: Indoor I **Time**: 90 min

Objectives

- Raise environmental awareness through creative expression.
- Enhance teamwork and communication skills.
- Promote environmental education in a fun and engaging way.

Materials

- Props, costume pieces, scenario cards, stage area.

Activity

- **Introduction (10 min):** Gather the participants and explain the concept of using improvisational theater to address environmental issues. Highlight how theater can be a powerful tool for conveying important messages and inspiring action. Discuss the goals of the workshop: raising environmental awareness, enhancing teamwork and communication skills, and promoting environmental education in a fun and engaging way. Emphasize that the focus is on creativity and expression, not on acting skills.

- **Scenario Assignment (10 min):** Divide the participants into small groups of 3-4 people. Hand out scenario cards to each group, each card describing a specific environmental issue such as pollution, deforestation, or recycling. Encourage the groups to think creatively about how to portray these issues through their skits. Explain that their task is to highlight the problem and suggest possible solutions through their performance.

- **Improvisation Preparation (25 min): A**llow the groups to brainstorm for 25 minutes and prepare their skits. Encourage them to use the props and costume pieces provided to enhance their performance. Facilitators should move around the room, offering guidance, support, and encouragement. Ensure that all participants are actively engaged and contributing ideas. Remind the groups to focus on conveying their message clearly and creatively.

- **Performance (30 min):** Invite each group to perform their skit in front of the other participants. Encourage the audience to be supportive and

responsive, applauding and reacting to the performances. This part of the workshop is about celebrating creativity and learning from each other. Facilitators should ensure that the atmosphere remains positive and inclusive.

- **Discussion and Reflection (10 min):** After all the performances, facilitate a group discussion about the environmental issues presented in the skits.

Ask questions to prompt reflection, such as:

- How did the environmental issues you portrayed affect you personally?
- What challenges did your group face in expressing environmental issues creatively?
- How did the theater format help you to better understand the issue you performed?
- What emotions did the performance evoke in you regarding environmental problems?
- Did any of the skits change your perspective on an environmental issue?
- How did your team work together during the preparation phase?
- What was the most difficult part of connecting environmental solutions with a theatrical performance?
- How did the audience's reactions influence the way you feel about your performance?
- How can you use creative expression like theater to raise awareness about environmental issues in real life?
- What action would you take now after reflecting on your skit's message?

Encourage participants to share their thoughts and feelings.
Reflect on the power of creative expression in raising awareness and inspiring action. Conclude by thanking everyone for their participation and contributions.

Tips for the facilitators

- Ensure active participation and maintain a positive, inclusive atmosphere throughout the workshop.
- Encourage creativity and emphasize that the focus is on expression rather than acting skills.
- Manage time effectively to keep the workshop on schedule, and ensure that all participants are engaged and contributing.
- During performances, foster a supportive environment where everyone feels appreciated.

HANDOUT

Scenario Examples

Pollution: Show the impact of littering on wildlife and the environment. Suggest ways to reduce pollution, like recycling and proper waste disposal.

Deforestation: Illustrate the effects of cutting down trees on ecosystems and climate change. Propose solutions such as reforestation and sustainable forestry practices.

Recycling: Highlight the benefits of recycling and the problems caused by not recycling. Encourage actions like sorting waste and reusing materials.

Water Scarcity: Discuss global water scarcity, emphasizing water conservation through fixing leaks, using water-efficient appliances, and sustainable water management practices.

Climate Change: Highlight impacts like rising temperatures and extreme weather, promoting actions like transitioning to renewables, energy-efficient buildings/transport, sustainable agriculture, and international cooperation on climate issues.

Air Pollution: Address sources like vehicle emissions and industry, advocating for solutions such as electric vehicles, stricter emission standards, public transportation, and tree planting for better air quality.

Remember, you can always add extra scenarios as long as they are in line with the workshop topic.

2. Eco Scavenger Hunt

Theme: Environmental awareness; exploration I **Complexity**: moderate I **Age appropriate:** 15-30 y.o I **Group**: 20+ I **Venue**: Indoor I **Time**: 90 min

Objectives

- To increase awareness of local flora and fauna.
- To promote teamwork and environmental knowledge through outdoor activities.
- To foster a sense of responsibility toward the natural world by engaging participants in fun, exploratory tasks.

Materials

Scavenger hunt list, bags for collecting items, pens, clipboards, smartphones, or cameras for taking pictures and videos, small eco-friendly prizes.

Activity

- **Introduction (10 min):** Gather all participants and explain the rules and objectives of the scavenger hunt. Discuss the importance of environmental awareness and how the scavenger hunt will help them learn more about their local environment. Highlight themes of teamwork, exploration, and fun. Emphasize safety guidelines, such as staying within the designated area and respecting nature.

- **Divide into Teams (5 min):** Split the participants into small teams of 3-4 people. Ensure that each team has a good mix of skills and personalities to promote effective teamwork. Distribute the scavenger hunt lists, bags for collecting items, pens, clipboards, and smartphones or cameras to each team. Explain that they will work together to find or complete as many items/tasks on the list as possible within the time limit.

- **Scavenger Hunt (50 min)**: Let the teams start the scavenger hunt. The list should include a variety of items to find and tasks to complete, such as:

1. *Find and take a photo of a specific type of leaf.*
2. *Collect a piece of litter and record a short video message about the importance of keeping the environment clean.*
3. *Identify a bird and take a picture of it or record its sound.*
4. *Take a group selfie with a beautiful flower in the background.*

5. Observe and describe a specific insect in a short video.
6. Find a natural object that feels smooth/rough and take a creative photo with it.
7. Make a reel about this experience.

Encourage the teams to explore different parts of the park and work together to complete the list. Facilitators should move around to monitor progress, offer hints if needed, and ensure safety.

- **Prizes and Wrap-up (10 min):** Award small eco-friendly prizes to the winning team(s) based on the number of items/tasks completed, the creativity of their photos and videos, or the enthusiasm shown. Conclude with a brief discussion on the importance of environmental awareness and the impact of their actions on the environment. Encourage participants to continue exploring and learning about nature in their daily lives.

- **Discussion and Reflection (10 min):** Facilitate a group sharing session where each team presents their findings through photos and videos. Prompt reflection by asking questions such as:

- What surprised you the most during the scavenger hunt?
- How did your team decide what tasks to prioritize during the activity?
- What environmental issue did you feel more connected to after completing the hunt?
- How did your awareness of your surroundings change during the scavenger hunt?
- Did you encounter anything unexpected that made you think differently about the environment?
- What skills did you use to complete the tasks, and how can they apply to environmental action?
- How did teamwork play a role in your success or challenges during the scavenger hunt?
- Which task or item on the list felt the most meaningful to you, and why?
- How can you continue to explore and protect your local environment after this workshop?
- What actions will you take based on what you learned about your local environment?

Tips for the facilitators

- Make sure to prepare and organize all necessary materials, including prizes.
- During the introduction, be clear and engaging when explaining the rules and safety guidelines.
- Divide participants into teams with a mix of skills and personalities to

- promote effective teamwork.
- Throughout the hunt, monitor progress, offer encouragement, and ensure participant safety.
- Facilitate the wrap-up by encouraging teams to share their experiences and highlighting key learnings.
- During the debriefing, ask open-ended questions to prompt reflection.

By creating a supportive and inclusive environment, you will help participants fully engage with the Eco Scavenger Hunt and achieve the learning objectives.

Handouts

Eco Scavenger Hunt List:

1. Photo of a specific leaf (e.g., maple leaf)
2. Collect litter and record a message
3. Identify and photograph a bird (e.g., sparrow)
4. Group selfie with a flower (e.g., daisy)
5. Describe an insect in a video (e.g., butterfly)
6. Creative photo with a smooth/rough object (e.g., stone, bark)
7. Make a reel about the experience

Scavenger Hunt Rules:

1. Teams must stay together.
2. Complete as many tasks as possible within the time limit.
3. Be creative and work as a team.
4. Use bags to collect items without harm.
5. Return to the meeting point on time.

3. Reflection Circle

Theme: Environmental awareness. self-reflection, active participation in environmental action I **Group**: 15+
Complexity: moderate I **Age appropriate:** 15-30 y.o I I **Venue**: Indoor and outdoor I **Time**: 85min

Objectives

- Increase awareness of individual environmental impact.
- Encourage self-reflection on personal actions and decisions affecting the environment.
- Facilitate active engagement and meaningful participation in environmental action.
- Equip youth and youth workers with practical tools for ongoing environmental reflection and action.

Materials

- Flip charts and markers; Post-it notes; Printed worksheets for self-reflection; Projector and screen (optional); Recyclable materials (e.g., paper, plastic bottles, cardboard).

Activity

- **Introduction (5 minutes):** Gather all participants and briefly explain the aim of the session: "This workshop is about reflecting on our environmental impact and discovering ways to make positive changes in our daily lives." Provide a clear overview of the workshop's objectives and outline the agenda to set expectations.

- **Self-Reflection Session (20 minutes):** Distribute self-reflection worksheets to each participant, explaining their purpose: "These worksheets will help you reflect on your daily habits and how they impact the environment. Please take 10 minutes to answer the questions honestly." Allow participants 10 minutes to fill out the worksheets individually while you walk around the room to provide support and answer any questions. After 10 minutes, ask participants to pair up and share one or two insights from their reflections. Instruct them to discuss what surprised them and any patterns they noticed.

- **Group Activity: Environmental Footprint Mapping (45 minutes):** Divide participants into small groups of 4-5 people and provide each group with a flip chart and markers.

- **Explain the task:** "In your groups, create a simple map of a typical day, highlighting actions that impact the environment, such as commuting, meals, and waste. Identify key actions and discuss their environmental impact." Allow 35 minutes for groups to create their maps and discuss. After 35 minutes, ask each group to present their map and proposed changes to the whole group (10 mins). Facilitate a brief discussion after each presentation, encouraging questions and comments.
- **Commitment Circle (10 minutes):** Ask participants to stand in a circle and explain the activity: "We'll close the workshop with a Commitment Circle. Each of you will share one specific action you commit to taking to reduce your environmental footprint based on what you've learned today." Model the activity by sharing your own commitment first. Go around the circle and let each participant share their commitment, encouraging them to support each other and keep each other accountable.

- **Group reflection (10 mins):** Gather participants and discuss the activity. Ask questions like:
- *What was the most significant thing you reflected on during the self-reflection session?*
- *How did sharing your reflections with a partner impact your understanding of environmental issues?*
- *What patterns did you notice in your daily habits that affect the environment?*
- *How did mapping your environmental footprint help you see the bigger picture of your impact?*
- *What was the most surprising thing you learned from your reflection?*
- *How did the group activity influence your thinking about collective environmental responsibility?*
- *How can you apply the insights from today's session to your daily life?*
- *What small changes do you feel inspired to make after this session?*
- *How did hearing others' reflections change your own perspective?*
- *What long-term environmental habits would you like to commit to, based on today's discussion?*

Closing Remarks (5 mins): Summarize key takeaways from the session and thank participants for their engagement and contributions.

Tips for the facilitators

Encourage creativity by motivating participants to think outside the box and explore innovative ideas. Answer questions and provide guidance throughout the activity, ensuring that all participants feel included and that their ideas are valued. Keep track of time to ensure that the workshop runs smoothly and stays on schedule. By fostering an inclusive and supportive environment, help participants fully engage with the workshop and achieve the learning objectives.

HANDOUT

Category	Question	Answer
Positive Habits	List daily habits you have that positively impact the environment. • Use reusable shopping bags. • Ride a bike or walk instead of driving.	
Negative Habits	List three daily habits you have that negatively impact the environment. • Use single-use plastic bottles. • Throw away recyclables.	
Energy Consumption	How do you use energy in your daily life? • Heating and cooling the home. Using household appliances, what steps can you take to reduce your energy consumption? • Turn off lights and appliances when not in use. • Set thermostat to a moderate temperature.	
Waste Management	How do you manage waste in your daily life? List at least one practice. • Separate recyclables from trash. • Reuse containers and bags. What steps can you take to reduce waste? • Buy products with less packaging. • Use a reusable water bottle. • Donate or sell items instead of throwing them away.	

Category	Question	Answer
Water Usage	How do you use water in your daily life? List at least three ways. • Showering • Watering plants What steps can you take to reduce your water usage? • Take shorter baths	
Transportation	How do you travel in your daily life? List at least three modes of transportation. • Drive a car • Use public transport • Use bicycle What steps can you take to reduce your carbon footprint from transportation? • Use public transportation more often • Ride a bike	

4. Gardening spirit

Theme: Upcycling; environmental stewardship; sustainable gardening I **Complexity**: moderate I **Age appropriate:** 15-25 y.o I **Group**: 15+ I **Venue**: Indoor/outdoor I **Time**: 90 min

Objectives

- Encourage participants to learn about upcycling by and providing guidelines on how plastic bottles can be creatively transformed into decorative planters.
- Highlight the benefits of upcycling, such as reducing waste and giving new life to materials that would otherwise end up in landfills.
- Foster a sense of environmental stewardship by showcasing how sustainable gardening practices contribute to a healthier planet.

Materials

- Empty plastic bottles (cleaned and labels removed)
- Scissors or craft knives (safety scissors for younger participants)
- Permanent markers, paints, and brushes for decoration
- Soil and small plant seeds (e.g., herbs, flowers, vegetables)
- Newspapers or tablecloths to protect work surfaces
- Gloves for handling soil
- Printed instruction sheets

Activity

- **Introduction (10 min):** Begin by welcoming all participants and explaining the primary objective of the workshop. "Today's workshop is all about upcycling plastic bottles into beautiful planters and learning about sustainable gardening." Provide a clear overview of what participants will achieve by the end of the session, emphasizing the importance of creativity, sustainability, and teamwork. Briefly outline the agenda to set expectations: "Here's what we'll be doing today:

1. We'll start with a demonstration on how to cut and prepare plastic bottles for upcycling.
2. Next, we'll get creative and decorate our plastic bottle planters.
3. After that, we'll fill our planters with soil and plant seeds.
4. Finally, we'll wrap up with a Reflection Circle where each of you will share your experiences and commitments to environmental action."

Encourage active participation and respect: "Throughout the workshop, I encourage you to participate actively, share your thoughts, and respect each

other's perspectives. Let's create an open and supportive environment for learning and collaboration."

- **Cutting and Preparing Plastic Bottles (20 min):** Start by demonstrating how to safely cut and prepare plastic bottles for upcycling. "First, we'll cut the top off our plastic bottles to create an opening for planting. Then, we'll make a few small holes in the bottom for drainage." Use a pre-cut bottle as an example and demonstrate each step clearly, ensuring everyone understands the process. Distribute plastic bottles, scissors or craft knives, and gloves to each participant. Also, provide newspapers or tablecloths to protect work surfaces. Allow participants time to cut and prepare their bottles, walking around to provide assistance and ensure safety. Remind them to be careful with the scissors or craft knives and to ask for help if needed.

- **Decorating Plastic Bottle Planters (20 min):** Explain the decorating activity: "Now that we've prepared our bottles, it's time to get creative and decorate them. You can use permanent markers, paints, and other art supplies to make your planters unique and beautiful." Distribute markers, paints, brushes, and other decorating materials to each participant. Encourage participants to express their creativity, allowing them time to decorate their bottles. "Think about how you want your planter to look. You can draw patterns, paint pictures, or write inspiring messages." Walk around to provide encouragement and assistance as needed, ensuring everyone feels supported and inspired.

- **Planting Seeds in the Decorated Planters (30 min):** Explain the planting activity: "Next, we'll fill our planters with soil and plant our seeds. This is the start of our mini gardens!" Distribute soil, seeds, and watering cans or spray bottles to each participant. Demonstrate how to fill the planters with soil, plant the seeds, and water them: "Fill your planter about three-quarters full with soil. Make a small hole for the seed, place the seed inside, cover it lightly with more soil, and then water it gently." Allow participants time to plant their seeds, walking around to provide assistance and answer any questions. Remind them to handle the seeds and soil gently and to ask for help if needed.

- **Reflection Circle (10 min):** Ask participants to form a circle with their completed planters. Explain the purpose of the Reflection Circle: "We'll close the workshop with a Reflection Circle. Each of you will share one thing you learned today and one specific action you commit to taking to support environmental stewardship." Model the activity by sharing your own reflection and commitment first to set an example.

Group reflection (10 mins): Use the following question to lead the reflection:

1. How did transforming plastic bottles into planters change your perception of upcycling?
2. What was the most challenging part of creating your planter, and how did you overcome it?
3. How does gardening connect to larger environmental sustainability efforts?
4. What did you learn about the importance of reusing materials during this activity?
5. How did working with natural elements like soil and seeds make you feel about the environment?
6. How do you plan to continue gardening or upcycling after this workshop?
7. What role do you think creativity plays in promoting environmental stewardship?
8. How can you use the skills you learned today to encourage others to adopt eco-friendly habits?
9. What did this activity teach you about patience and growth in environmental work?
10. How did the group collaboration impact the final outcome of your upcycled planter?

- **Closing remarks (5 mins):** Summarize key takeaways from the activity. Finally, thank the participants for their engagement and creativity. Encourage them to continue exploring sustainable practices, not only through upcycling but by sharing what they've learned with others. Remind them that small actions can lead to big changes when it comes to protecting the environment.

Tips for facilitators

Encourage creativity by motivating participants to think outside the box and explore innovative ideas. Be available to answer questions and provide guidance throughout the activity, ensuring that all participants feel included and that their ideas are valued. Keep track of time to ensure that each part of the workshop runs smoothly and stays on schedule. By fostering an inclusive and supportive environment, you will help participants fully engage with the workshop and achieve the learning objectives.

HANDOUT

Preparing the plastic bottles

Step 1: Prepare your work area. Lay down newspapers or tablecloths to protect your work surfaces. Gather all necessary materials.
Step 2: Mark the Cutting Line Using a permanent marker, draw a line around the plastic bottle approximately 10-15 cm from the bottom. This will be the top edge of your planter.
Step 3: Cut the Bottle - Carefully cut along the marked line using scissors or a craft knife. If using a craft knife, ensure you are cutting away from your body and fingers. Remove the top part of the bottle and set it aside.
Step 4: Create Drainage Holes - Turn the bottom part of the bottle upside down. Use the scissors or craft knife to poke a few small holes in the bottom. These holes will allow excess water to drain out.

Decorating the planters

Step 1: Design Your Planter - Use permanent markers, paints, and brushes to decorate the outside of your plastic bottle planter. Be creative and make it unique!
Step 2: Let It Dry - Allow the paint and markers to dry completely before moving on to the next step.

Planting seeds in the decorated planters

Step 1: Fill with Soil - Fill your decorated planter about three-quarters full with soil.
Step 2: Plant the Seeds - Make a small hole in the soil, place the seed inside, and cover it lightly with more soil.

***Safety is our top priority**, so please handle the scissors and craft knives with care. Always cut away from your body and keep fingers clear of the cutting path. If you need assistance, don't hesitate to ask for help.

5. Environment Engineers

Theme: -Team building, environmental stewardship; problem-solving I **Complexity**: moderate I **Age appropriate:** 15-20 y.o I **Group**: 15-30 I **Venue**: outdoor I **Time**: 90 min

Objectives

- Foster teamwork and problem-solving skills while raising awareness about the importance of environmental stewardship by building a bridge using natural and recyclable materials.

Materials

- Natural materials (branches, twigs, stones)
- Recyclable materials (cardboard, plastic bottles)
- Rope or twine
- Scissors or craft knives
- Gloves for handling materials
- Clipboards and pens
- Printed instruction sheets

Activity

- **Introduction (5 min):** Gather all participants and briefly explain what this workshop is about.

- **Form Teams (5 min):** Divide the participants into teams of 4-5 people each. This helps ensure that everyone gets a chance to contribute and work closely with others. Explain that the goal of this workshop is not only to build a bridge but also to foster teamwork and creativity in solving environmental challenges.

- **Distribute Materials:** Once the teams are formed, distribute the necessary materials to each team. Provide a variety of natural materials such as branches, twigs, and stones, as well as recyclable materials like cardboard and plastic bottles. Also, give each team rope or twine, scissors or craft knives, and gloves for handling the materials. Make sure to emphasize the importance of using the materials safely and responsibly.

- **Explain the Challenge:** Clearly explain the challenge to the participants. Each team will have 45 minutes to design and build a bridge using the provided materials. The bridge must be sturdy enough to hold a small

- weight, such as a filled water bottle. Encourage the teams to think creatively and consider different structural designs that could help make their bridge strong and stable.

- **Design and Plan:** Allow the teams 10 minutes to discuss and plan their bridge design. Provide clipboards and pens so they can sketch their ideas and come up with a strategy. During this planning phase, teams should consider the materials available, the design of their bridge, and how they will work together to construct it. Remind them that good planning is essential for successful execution.

- **Building Phase:** After the planning phase, teams will have 35 minutes to construct their bridges. Encourage them to work together, communicate effectively, and divide tasks based on individual strengths. As the facilitator, walk around to observe the progress, provide guidance, and ensure that safety protocols are followed, especially when using scissors or craft knives.

- **Test the Bridges:** Once the building phase is complete, gather all the teams and have each team present their bridge. Test the bridges by placing a small weight, such as a filled water bottle, on them to see if they hold. This testing phase is an exciting moment and helps participants see the results of their teamwork and creativity in action. Praise all efforts and innovations, regardless of whether the bridges hold the weight.

- **Reflection Circle:** To close the workshop, gather everyone in a circle for a reflection session. Ask each participant to share one thing they learned about teamwork and environmental stewardship during the activity. Start by sharing your own reflection to set an example. Encourage everyone to be supportive and consider how they can apply what they learned in their daily lives and future projects.

Reflection

- **Debrief:** After testing the bridges, facilitate a debriefing session. Discuss the challenges the teams faced during the construction process and how they overcame them. Highlight the importance of teamwork, communication, and problem-solving skills. Ask questions like:
- *What was the most challenging part of building your bridge?*
- *How did your group work together to overcome difficulties?*
- *What did you learn about environmental stewardship through using natural and recyclable materials?*
- *How did you feel when testing your bridge's ability to hold weight?*
- *What strategies did you use to design a bridge that was both sturdy and sustainable?*

- *How can the principles of engineering and teamwork be applied to solving environmental issues?*
- *What role did creativity play in the success of your project?*
- *How did using recycled materials change the way you think about waste and construction?*
- *What would you do differently next time to improve your bridge design?*
- *How did this activity change your perspective on reusing materials for practical purposes?*
- *This reflection helps solidify the learning experience and encourages participants to think about how they can apply these skills in other areas.*

Evaluation: Finally, distribute evaluation forms for participants to provide feedback on the workshop. Collect the forms and thank everyone for their participation and engagement. Acknowledge their efforts and creativity, and express hope that they will continue to apply the teamwork and problem-solving skills they practiced in this workshop to other environmental challenges.

Tips for facilitators

Prepare well by familiarizing yourself with materials and instructions for a smooth facilitation. Encourage collaboration among teams, foster a supportive atmosphere and allow for independent problem- solving. Promote creativity and highlight that there is no one “correct” method.
Make use of reflection sessions to discuss teamwork, problem-solving and environmental stewardship, asking open-ended questions to create dialogue.

Handouts

- **Bridge Design Template:** Provide a few simple bridge design templates that teams can use to sketch their ideas and plan their construction strategy. This can help guide their brainstorming process and ensure a structured approach to building the bridge.

6. Green Guardians

Theme:Environment; environmental stewardship I **Complexity**: highI **Age appropriate:** 15-30 y.o I **Group**: 20+ I **Venue**: Indoor I **Time**: 90 min

Objectives

- To understand the complexities of environmental policy-making and decision-making processes through role-playing activities.

Materials

- Flipchart/ whiteboard; Pens and paper; Name tags and markers.

Activity

- **Introduction (5 min):** Begin the workshop by warmly welcoming all participants and inviting them to gather in a circle. Explain that today's workshop aims to understand the complexities of environmental policy-making and decision-making processes through role-playing activities.
- **Outline the agenda:** introduction to roles and scenarios, role-playing activity, and reflection on decision-making processes and outcomes. Encourage active participation and respect throughout the session.

- **Role Introduction and Scenario Explanation (5 min):** Hand out printed role descriptions and scenarios to each participant. Roles include local community, rich developers, and commission members. Provide name tags to help identify roles.

- *Explain the Scenario:* "In the village of Ksamil, there's a proposal to build a new beach resort. This project promises to bring wealth to the locals but will significantly impact the local environment. Each group must debate and decide whether to approve the project, considering various perspectives."

- **Review Role Responsibilities (5 min):** Explain the responsibilities and perspectives of each role. The locals focus on economic benefits and community development, developers emphasize profitability and luxury, while the commission balances economic growth with environmental protection.

- **Form Discussion Groups (30 min):** Divide participants into smaller groups

- according to their roles. Let participants group to discuss for 30 minutes and come up with a pitching speech in front of the commissioners.
- **Facilitate the Discussion (30 min)**: Instruct each group to discuss the scenario from their assigned perspectives. They should consider environmental impacts, economic benefits, social implications, and possible compromises or alternative solutions. Walk around to observe the discussions, provide guidance, and encourage respectful debate.

- **Decision-Making (15 min):** After 30 minutes of discussion, ask each group to come to a decision and prepare to present their pitching to the larger group. After pitching, invite all members of the village to argue about their ideas.

- **Discussion and Reflection (10 min):** Facilitate a group sharing session where each team presents their findings through photos and videos. Prompt reflection by asking questions such as:

Debriefing and Evaluation

After the role-playing activity and final decision-making, gather all participants for a reflective discussion. Use the following questions to guide the debrief, helping participants think critically about the workshop and their learning experience:

- *What was the most challenging part of debating from your assigned role's perspective?*
- *How did you balance economic and environmental concerns in your role?*
- *What surprised you about the decision-making process in environmental policy?*
- *How did your group come to an agreement or compromise on the project?*
- *How did the role-playing help you understand the complexities of environmental policy-making?*
- *What did you learn about the different stakeholders in environmental decisions?*
- *How can this role-playing experience help you in real-world environmental discussions?*
- *How did playing different roles change the way you feel about the trade-offs in environmental decisions?*
- *What would you do differently if you could replay the scenario?*
- *How did this workshop make you feel about your responsibility in environmental protection?*

Conclude the evaluation by thanking participants for their active involvement and encouraging them to continue reflecting on the lessons from the workshop. Highlight that decision-making in environmental stewardship is complex but essential for creating sustainable futures.

Tips for facilitators

To come to help for the roles you can add these cards per each role:

Local community

- Discuss potential economic benefits, such as increased income, job opportunities, and improved infrastructure.
- Consider environmental impacts, including habitat destruction, pollution, and changes to the local ecosystem.
- Develop a well-rounded argument that considers both economic benefits and environmental costs.

Developers

- Highlight the economic advantages of the resort, including job creation, increased tourism, and overall economic growth.
- Address environmental concerns by developing strategies to mitigate damage, such as sustainable building practices and conservation efforts.
- Craft a persuasive pitch that balances economic growth with environmental stewardship.

Commission Members

- Listen carefully to the arguments presented by both, the locals and developers.
- Assess the potential economic benefits against the environmental and social costs.
- Develop critical questions to ask both the locals and developers, aiming to uncover overlooked considerations.
- Prepare to make a decision that reflects a balanced consideration of economic, environmental, and social factors.

HANDOUT

Scenario: The Greentown Beach Resort

In the village of Careta, a wealthy development company proposes to build a luxurious beach resort. This resort promises to bring significant economic benefits to the locals, including job opportunities and increased tourism. However, the construction and operation of the resort will have substantial environmental impacts, including habitat destruction, pollution, and increased waste. The village council has convened a meeting to discuss the proposal and make a decision. Various stakeholders will present their views and debate the merits and drawbacks of the project. The final decision will be made by a commission composed of representatives from the village, the developers, and environmental experts.

Role Descriptions

Local community

Background: You are farmers of the village "Careta." You have been living here for generations. Recently, a big company has offered each of you €40,000 to allow them to build a beach resort. This resort promises to bring more tourists, create jobs, and increase the overall wealth of the village. However, you are concerned about the environmental impact, including potential harm to local wildlife, pollution, and changes to your way of life.
Objective: Discuss and decide whether the economic benefits outweigh the environmental and social costs**.** Prepare to present your decision and arguments to the commission.

Developers

Background: You are representatives of a wealthy development company planning to build a luxurious beach resort in Careta. This resort will feature high-end accommodations, restaurants, and recreational facilities, attracting tourists from around the world. You have offered each of the locals €40,000 as compensation for the land and to gain their support.
Objective: Present the profitability and luxury aspects of the resort. Address concerns about environmental impacts with proposed mitigation measures. Convince the locals and the commission that the benefits of the resort outweigh the potential drawbacks.

HANDOUT

Commission Members

Background: You are members of the village commission. Your role is to evaluate the proposal for the new beach resort and make a decision that balances economic growth with environmental protection. You must consider the perspectives of both the locals and the developers.
Objective: Listen to both sides, ask critical questions, and ultimately decide whether to approve or reject the project, considering both short-term and long-term implications for the community and the environment.

7. Reflect and Act: Personal Impact on the Environment

Theme: Environment, sustainability, personal responsibility I **Complexity**: low I **Age appropriate:** 18-30 y.o I **Group**: 15+ I **Venue**: indoor/outdoor I **Time**: 100 min

Objectives

- To encourage self-reflection on personal environmental impact.
- To identify simple actions for reducing negative environmental impact.
- To foster a sense of responsibility and empowerment in young people.

Materials

Sticky notes; Pens or markers; Flipchart or whiteboard.

Activity

- **Introduction (5 min):** Welcome all participants and introduce the workshop's objectives. Explain the importance of self-reflection and personal responsibility in environmental stewardship, emphasizing how individual actions can collectively lead to significant positive changes. "Welcome everyone! Today, we'll explore our personal environmental impact, reflect on our habits, and create actionable plans to reduce our footprint. By the end of this workshop, you'll have concrete steps you can take to make a difference."

- **Icebreaker Activity (10 min)**: Conduct a quick icebreaker to get participants comfortable. For example, play "Two Truths and a Lie" related to environmental habits. Ask each participant to share two true statements and one false statement about their own environmental habits. The group will guess which statement is the lie, fostering a fun and engaging atmosphere while encouraging participants to think about their environmental practices.

- **Individual Reflection (10 min):** Give each participant sticky notes or index cards and a pen. Ask them to write down three personal actions or habits that impact the environment, both positively and negatively. Once they have written their actions, have them stick their notes on a large sheet of paper or poster board labeled "Environmental Impact." This visual representation will help participants see the collective impact of their habits.

- **Group Discussion (10 Min):** Review the collected sticky notes and discuss common themes. Facilitate a group discussion where participants can share their thoughts on the most surprising or impactful habits they noticed. "Let's look at the habits we've identified. What stands out to you? Were there any habits that surprised you or made you think differently about your own actions?"

- **Small Group Activity (10 Min):** Divide participants into small groups of 4-6 people each. Each group will choose one negative and one positive habit from the board and discuss ways to enhance the positive habit and mitigate the negative one. After the discussion, each group will present their ideas to the larger group. "In your groups, choose one negative and one positive habit. Discuss how you can improve the positive habit and reduce the negative one. Then, we'll share our ideas with everyone."

- **Brainstorming Session (10 min):** Ask participants to brainstorm simple actions they can take to reduce their environmental impact. Write their ideas on a flip chart or whiteboard, creating a collective list of actionable steps. Encourage creativity and practicality in their suggestions. "Now, let's brainstorm some simple actions we can take to reduce our environmental impact. No idea is too small—every action counts."

- **Action Planning in Small Groups (15 min):** Divide participants into small groups again. Each group will choose a few ideas from the brainstorming session and create detailed action plans for how they can implement these actions in their daily lives. Encourage groups to consider practical steps they can take, such as reducing plastic use, conserving water, or starting a recycling program at home. "In your groups, choose a few ideas from our brainstorming session and create a detailed action plan. Think about practical steps you can take to make these actions a part of your daily routine."

- **Group Presentations (10 min):** Have each group present their action plans to the larger group. Encourage feedback and suggestions from other participants, fostering a collaborative environment. "Each group will now present their action plans. As you listen, think about any feedback or suggestions you might have to help improve these plans."

- **Commitment Pledge (10 min):** Invite participants to make a personal pledge to take one specific action based on what they learned during the workshop. Ask them to share their pledges with the group, creating a sense of accountability and community support. "To close our workshop, I invite each of you to make a personal pledge. Share one specific action you commit to taking to support environmental stewardship

based on what you've learned today."

Debriefing and Evaluation

- **Group Reflection (10 min):** After the presentations and commitment pledges, gather participants for a reflective discussion. Use the following questions to guide the debrief, allowing participants to share their thoughts and insights from the workshop:
- *What personal habit did you identify as having the most significant environmental impact?*
- *How did seeing everyone's habits on the board change your view of collective responsibility?*
- *What surprised you about your own environmental footprint?*
- *How did the group activity help you see practical ways to reduce your environmental impact?*
- *What are the easiest and most challenging habits to change, and why?*
- *How did sharing your pledge with the group make you feel more accountable?*
- *What actions will you start implementing immediately?*
- *How did reflecting on both positive and negative habits help you plan future changes?*
- *What support do you need from others to stay committed to reducing your environmental impact?*
- *How do you feel about the collective potential for positive change after this workshop?*

- **Closing Remarks:** Summarize key takeaways from the session and thank participants for their engagement and contributions.

Tips for facilitators

- Ensure that all participants are engaged by encouraging everyone to share and participate in discussions.
- Be supportive and provide positive reinforcement to participants, especially when discussing personal habits and making pledges.
- Keep track of time to ensure that each part of the workshop stays within the allocated time frame.
- When dividing groups, consider diverse skills and personalities to ensure balanced and effective collaboration.

HANDOUT

Handout 1

- List three personal actions or habits that positively impact the environment:

- List three personal actions or habits that negatively impact the environment:

Handout 2

Goal:

Actions:

Resources needed:

Timeline:

Measurement:

Handout 3:

I, [Name], pledge to take the following action to reduce my environmental impact

I commit to starting this action on [Date].

I will share my progress with [Person/Group].

8. Sustainability Strategy Development

Theme: Environment; strategic planning; community engagement I **Complexity**: moderate I **Age appropriate:** 18-30 y.o I **Group**:20-40 I **Venue**: indoor/outdoor I **Time**: 120 min

Objectives

- To engage participants in strategic planning for sustainability.
- To identify key sustainability issues and develop actionable strategies.
- To foster collaboration and critical thinking.
- To empower participants to take leadership roles in promoting sustainability.

Materials

- Large papers
- Markers, pens, and highlighters
- Sticky notes
- Flipchart or whiteboard
- Laptops or tablets (optional, for research)

Activity

- **Introduction (5 min):** Welcome participants and introduce the workshop's objectives. Explain the importance of strategic planning in promoting sustainability.
- **Icebreaker Activity (10 min):** Conduct a quick icebreaker to get participants comfortable. For example, "Circle of Sustainability" where participants form a circle and pass a ball of string while naming sustainable actions, creating a web that symbolizes interconnected eco-friendly practices. They then identify unsustainable actions and drop the string to illustrate the breakdown of sustainability. Finally, participants pledge new sustainable actions, picking up the string again to symbolize rebuilding the circle. The activity fosters understanding of the impact of daily habits, critical thinking, and cooperative efforts towards practical sustainability, concluding with a discussion on promoting sustainable behaviors

Identifying Key Sustainability Issues

- **Brainstorming Session (10 min):** Divide participants into small groups. Provide each group with large sheets of paper or poster boards and markers. Ask groups to brainstorm key sustainability issues in their communities.

Examples might include:

- Waste management and recycling
- Energy conservation
- Water conservation
- Sustainable transportation
- Community education and awareness

Have each group present their ideas to the larger group.

- **Prioritizing Issues (10 min):** Ask participants to use sticky notes to vote for the top three issues they believe are most critical to address. Based on the votes, identify the top three sustainability issues to focus on for the strategy development.

- **Group Formation and Assignment (5 min):** Divide participants into three groups, each focusing on one of the top three sustainability issues identified. Provide each group with handouts on strategic planning and sustainability topics for reference.

- **Strategy Development (40 min)**: Ask each group to develop a detailed strategy for addressing their assigned sustainability issue. This should include:

Goals: What specific outcomes do they want to achieve?
Actions: What steps will they take to achieve these goals?
Resources: What resources will they need (e.g., funding, materials, partnerships)?
Timeline: What is the timeline for implementing their strategy?
Measurement: How will they measure the success of their strategy?

Encourage groups to consider involving community members, local organizations, and other stakeholders in their strategies and allow time for groups to research additional information if needed (using laptops or tablets).

- **Strategy Presentation (15 min)**: Invite each group to present their strategy to the larger group. Encourage feedback and suggestions from other participants to refine and improve the strategies.

- **Group Reflection (6 min)**: Gather participants in a circle and distribute notebooks and pens. Ask participants to reflect on the strategy development process and write down their thoughts.

Debriefing and Evaluation

- **Debriefing (10 min):** To conclude the workshop, engage participants in a reflective discussion focused on the importance of strategic planning for

sustainability and how they can apply their newfound skills in their communities. Ask questions like:

- *What was the most important sustainability issue identified by your group, and why?*
- *How did you feel about the strategic planning process?*
- *What challenges did your group face in developing a strategy, and how did you overcome them?*
- *How did your group prioritize actions within your sustainability plan?*
- *What was the most surprising part of creating a strategy for environmental sustainability?*
- *How can strategic planning improve environmental actions in real-life settings?*
- *How did you work together as a team to develop and present your strategy?*
- *What resources did your group identify as necessary for implementing your strategy?*
- *How will you apply the strategic thinking skills you learned to other environmental challenges?*
- *What leadership role will you take in promoting sustainability in your community after this session?*

Tips for facilitators

- Ensure that participants understand the objectives and instructions at each stage. Clearly outline the goals for each activity and allow time for questions or clarifications.
- Create a space where everyone feels comfortable sharing their ideas. Encourage quieter participants to contribute by asking for their opinions and ensuring that all voices are heard in group discussions.
- Foster an inclusive environment where all participants feel comfortable sharing ideas.
- Facilitate time management to ensure all parts of the workshop are covered.
- Encourage collaboration and active participation by rotating roles within groups.
- Use probing questions during discussions to stimulate critical thinking and deeper analysis.

HANDOUT

Personal Action Plan

Title: Personal Action Plan for Sustainability

Name:

My Personal Commitment: (One sustainable action I will take to support our strategies)

Steps to Implement This Action:

1.
2.
3.
4.
5.

9. Eco-Challenge

Theme: Environmental; sustainability and creativity I **Complexity**: mediml **Age appropriate:** 15 + y.o I **Group**: 15-25 I **Venue**: indoor I **Time**: 90 min

Objectives

- To encourage creative thinking and innovation in reusing and recycling materials.
- To raise awareness about environmental sustainability and the impact of recycling.
- To foster teamwork and collaboration among participants.
- To develop practical skills in creating eco-friendly projects.

Materials

- Various recyclable materials (e.g., paper, plastic bottles, cardboard),
- Scissors; Glue; Tape; Markers; Flip charts; Voting ballots.

Activity

Introduction (10 min):

1. **Welcome and Introduction:** Start by welcoming the participants and briefly explaining the purpose of the workshop. "Welcome everyone! Today's workshop is an Eco-Challenge where you'll work in groups to create innovative ways to reuse or recycle materials. This is a fun way to learn about environmental sustainability and see the creative potential in everyday items."
2. **Overview and Objectives:** Provide an overview of the workshop objectives and what participants can expect to achieve by the end of the session.

Group Formation and Setup (10 min):

1. **Form Groups:** Divide participants into small groups of 4-5 people. Ensure that each group has a mix of skills and backgrounds to encourage diverse ideas.
2. **Distribute Materials:** Arrange a table with various recyclable materials and distribute them to each group. Ensure that each group has access to scissors, glue, tape, and markers.

Brainstorming and Creation (30 min):

1. **Explain the Task:** Clearly explain the task to the participants. "Each group

1. will use the materials provided to come up with a creative way to reuse or recycle them. You have 20 min to brainstorm and create your eco-friendly projects. Think outside the box and be as innovative as possible!"
2. **Support and Facilitation:** Walk around the room to provide support, answer questions, and encourage creativity and collaboration among the groups.

Presentation and Voting (25 min):

1. **Group Presentations:** After 20 min, ask each group to present their creation. "Now it's time to present your projects. Each group will have 2-3 min to showcase their creation and explain how it contributes to environmental sustainability."
2. **Facilitate Presentations:** Ensure that each group gets an opportunity to present. Encourage the audience to ask questions and provide positive feedback.
3. **Voting:** Once all groups have presented, conduct a quick vote for the most creative and impactful idea. Provide voting ballots and allow participants to vote anonymously. Announce the winning group and celebrate their creativity.

Debriefing and Evaluation

After the presentations and voting, guide the participants through a reflective discussion to evaluate their experience and learning outcomes:

- *How did the materials provided inspire your creativity in reusing and recycling?*
- *What was the most challenging part of coming up with an innovative project?*
- *How did your group work together to solve problems during the creative process?*
- *What did you learn about the importance of recycling through this activity?*
- *How can you apply the project you created today to real-world sustainability efforts?*
- *What did this activity teach you about the potential of everyday materials?*
- *How did the voting process make you reflect on the different projects presented?*
- *How can creative problem-solving lead to more sustainable lifestyles?*
- *What would you do differently if you could repeat the challenge?*
- *How did this activity chan*ge your perception of waste and recycling?

By engaging in this reflective conversation, participants will better understand how creativity, teamwork, and resourcefulness can address sustainability challenges. Ending on a positive note, you can congratulate them on their innovative efforts and the valuable skills they demonstrated throughout the activity.

Tips for facilitators

- Foster a supportive atmosphere where participants feel comfortable sharing unique ideas. Encourage them to "think outside the box" when coming up with their eco-friendly projects.
- Emphasize the importance of collaboration and ensure that every group member has the opportunity to contribute.
- Walk around and offer guidance when needed, but avoid dominating the brainstorming process. Let participants take ownership of their creations, stepping in only when they need clarification or motivation.
- Make sure participants fully understand the task. Be clear and concise when explaining each stage of the workshop, from material distribution to project presentation.
- Keep track of the time and remind participants how much time they have left during each section of the workshop.
- Explain the voting process clearly, ensuring it remains fair and anonymous. After announcing the winner, celebrate all the groups for their efforts, recognizing both creativity and the learning process.
- Remind participants that the focus is on learning and experimenting, not perfection. Keep the energy lively and positive throughout the workshop to encourage engagement and enthusiasm.

10. Think Critically

Theme: Environment issues and Youth Perspectives I **Complexity**: moderate I **Age appropriate:** 15+ y.o I **Group**: 15+ I **Venue**: Indoor/ outdoor I **Time**: 70-80 min

Objectives

- To develop critical thinking and public speaking skills.
- To encourage collaborative problem-solving and peer learning.
- To identify and reward insightful and innovative ideas.

Materials

- List of questions
- Pens and paper for note-taking
- Colored papers
- Projector and computer for PowerPoint presentation
- Photos of each participant

Activity

- **Introduction and preparation (10 min)**: Before welcoming participants to the room, ensure that everyone has received five different coloured pieces of paper for voting. Arrange the room with five chairs facing the audience, each labeled with a different color. The colors of the chair labels should match the colors of the paper given to the participants. This will allow them to vote by matching the color of their paper to the corresponding chair where the panelists will be seated.
- After the materials are prepared and the room is ready, **welcome all participants and introduce the workshop's objectives.** Explain the structure of the panel discussion and the importance of youth engagement in environmental issues. "Welcome everyone! Today, we'll be discussing key environmental issues and exploring youth perspectives on these topics. This workshop will help you develop your critical thinking and public speaking skills while fostering collaborative problem-solving."
- **Provide a clear overview of the workshop's format:** "We'll have multiple panels, each consisting of four participants. Each panel will answer one question, and the audience will vote for the best answer. The winners from each panel will then answer a final question to determine the overall winner."

- **Panel Discussion Preparation (10 min)**: Explain that each participant's photo will be shown on the screen one by one, and as their name is called,

- they will join the panel. This adds an element of surprise and engagement. Show a PowerPoint slide with each participant's photo, calling them up one by one to form groups of four. Provide pens and paper for note-taking and ensure that each group has a clear understanding of their question. Encourage them to think critically and collaboratively.

Questions:

- How can young people influence environmental policy in their communities?
- What role do social media and technology play in raising environmental awareness among youth?
- How can schools and educational institutions better integrate environmental education into their curriculums?
- What are some effective ways for youth to reduce plastic waste in their daily lives?
- How can young entrepreneurs create sustainable business models that address environmental issues?
- What are the biggest challenges young people face when trying to live an environmentally friendly lifestyle?

- **Panel Presentations and Voting (40 min):** Each panel will take turns presenting their answers to the assigned questions. Allow each panel at least 2 min to present, followed by a brief Q&A session with the audience. After the panellist have presented, conduct a vote to determine the best answer and choose a winner per each round. Continue the same procedure per each panel.

- **Final Question and Winner Announcement(10 min):** The winners from each panel will answer a final, more challenging question. The final question will be announced after the initial round of presentations to maintain suspense. Each finalist will then present their answer, followed by a brief Q&A session. Conduct a final vote to determine the overall winner.

- **Final Question:** What are some innovative ways to engage youth in long-term environmental sustainability projects?

You can add extra questions that you think are suitable for the group and topic.

Debriefing and Evaluation

Facilitate a group discussion and ask questions like:

- *How did the panel discussions challenge your thinking about environmental issues?*
- *What was the most compelling argument you heard, and why?*
- *How did your own views on environmental policy change during the*

- *discussion?*
- *What role did critical thinking play in forming your arguments?*
- *How did your team work together to present a clear and persuasive argument?*
- *What was the most difficult part of responding to questions from the audience?*
- *How did hearing different perspectives help you see environmental issues in a new way?*
- *What actions will you take based on the ideas discussed during the panel?*
- *How did this workshop help you develop your public speaking skills?*
- *What environmental issue discussed today will you explore further?*

Summarize the key points discussed in the panels, emphasizing the innovative solutions, challenges addressed, and the power of critical thinking and collaboration in tackling environmental issues.Reinforce that the workshop was not just about finding "winners" but about fostering critical thinking, collaboration, and environmental awareness.

Thank participants for their active involvement and thoughtful contributions.

Tips for facilitators

- As a facilitator, be aware of group dynamics and ensure that quieter voices are heard. Use direct encouragement or open-ended questions to draw out participation from those who may be less vocal.
- Stay open to adjusting the format if needed. If the group seems particularly engaged with one question, allow more time for discussion. If a panel is stuck, help them by offering prompts or additional questions to guide their thinking.
- Be prepared for different opinions, especially when discussing complex environmental issues. Guide participants in navigating disagreements respectfully and constructively.
- Keep a close eye on the time, ensuring that each panel has enough time to present while leaving room for meaningful discussions, voting, and final reflections.

By incorporating these debriefing strategies and facilitation tips, you'll help participants reflect on their learning experience and foster a sense of achievement and empowerment.

HANDOUT

List of questions

1. How can young people influence environmental policy in their communities?
2. What role do social media and technology play in raising environmental awareness among youth?
3. How can schools and educational institutions better integrate environmental education into their curriculums?
4. What are some effective ways for youth to reduce plastic waste in their daily lives?
5. How can young entrepreneurs create sustainable business models that address environmental issues?
6. What are the biggest challenges young people face when trying to live an environmentally friendly lifestyle?
7. What are some innovative ways to engage youth in long-term environmental sustainability projects?

11. Media Show

Theme: Creativity, engagement I **Complexity**: highl **Age appropriate:** 18+ y.o I **Group**: 20+ I **Venue**: Indoor I **Time**: 90 min

Objectives

- To foster teamwork and collaboration in creating a media production.
- To develop practical skills in various roles related to media production.
- To raise awareness about environmental issues through a creative show format.
- To encourage public speaking and presentation skills.

Materials

- Cameras/phones
- Computers
- Studio setup materials (chairs, table,)
- Pens and paper for note-taking

Activity

- **Introduction (5 min):** Welcome all participants and introduce the workshop's objectives. Explain the structure of the activity and the different roles each participant will take on. "Welcome everyone! Today, we'll be creating an Environmental Awareness Show. Each of you will take on a specific role in the production, from graphic design to filming to panel discussion. By the end of this workshop, we'll have a complete show that raises awareness about important environmental issues."
- **Provide an overview of the workshop's format:** "We'll divide into teams, each responsible for different aspects of the show. We have roles for graphic designers, camera operators, production staff, panellists, and a host. Let's get started by assigning roles and tasks."

- **Role Assignment and Description (10 min):** Assign participants to the following roles, ensuring each participant understands their responsibilities:

Graphic Designer:

- Create a poster for the event, including the show title, time, and panellist names.
- Use available materials or graphic design software to produce a professional-looking poster.

Camera Operators:

- Set up cameras and tripods in the studio.
- Film videos of each panelist in advance, ensuring good lighting and sound quality.

Production Staff:

- Fix the studio and create a mockup of a studio setup.
- Arrange chairs, tables, backdrops, and props to create a professional-looking studio environment.

Panelists:

- Represent different sectors related to the environment (e.g., renewable energy, waste management, conservation, policy advocacy).
- Prepare answers to the following question in advance: "What are the most significant challenges and opportunities in your sector for promoting environmental sustainability?"

Host:

- Lead the activity, introduce the panellists, and guide the discussion.
- Ensure the show flows smoothly and engages the audience.

- **Studio Setup and Preparation (20 min):** Production staff will set up the studio, arranging chairs, tables, backdrops, and props. Camera operators will assist in setting up the cameras and ensuring the studio is ready for filming. The graphic designer will create the event poster, incorporating input from other participants. Panellists will rehearse their answers to the prepared question.

- **Filming and Poster Creation (20 min)**: Camera operators will film short video clips of each panellist answering the prepared question. Ensure good lighting, clear audio, and a professional setting. The graphic designer will finalize the poster and display it prominently in the studio.

- **Panel Discussion and Filming (25 min):** The host will introduce the panellists and start the discussion. Each panellist will present their answer to the prepared question, followed by a brief discussion. Camera operators will film the entire discussion, capturing different angles and ensuring smooth transitions. The production staff will assist as needed to ensure everything runs smoothly.

- **Debriefing and Evaluation (10 min):** After the filming, gather all participants for a debriefing session.

Debriefing and Evaluation

Facilitate a group discussion. gather participantsand initiate a discussion by asking questions like:

- *How did the process of creating the media show increase your awareness of environmental issues?*
- *What was the most challenging part of your assigned role, and how did you overcome it?*
- *How did working as a team impact the quality of the final media production?*
- *What did you learn about the role of media in raising awareness about environmental issues?*
- *How did the format of the media show allow for different perspectives on environmental sustainability?*
- *What skills did you develop through this workshop that you can apply in the future?*
- *How did creating the show change your understanding of the environmental issues discussed?*
- *What impact do you think the show would have on an audience unfamiliar with the topics?*
- *How did the experience of filming and producing the show affect your view on the power of storytelling?*
- *How will you use media to continue promoting environmental awareness?*

Tips for facilitators

Encourage active participation and respect throughout the workshop. Provide guidance and support during each phase of the activity, ensuring that all participants feel included and valued. Keep track of time to ensure that each part of the workshop runs smoothly and stays on schedule. Foster an environment of creativity and collaboration, helping participants to fully engage with their roles and responsibilities.

HANDOUT

Role: Graphic Designer

Description: As the Graphic Designer, you are responsible for creating a visual identity for our Environmental Awareness Show. Your main task is to design a professional poster that will be displayed prominently in the studio.

Tasks:

1. Design a Poster:
   - Include the show title, time, and panelist names.
   - Use available materials (paper, markers) or graphic design software.
2. Collaborate with Other Participants:
   - Gather information from the host and panelists to ensure accurate details.
3. Display the Poster:
   - Ensure the poster is prominently displayed in the studio setup.

Role: Camera Operator

Description: As a Camera Operator, you are in charge of capturing high-quality video footage of the panel discussion and other activities. Your task is to ensure good lighting, clear audio, and smooth transitions.

Tasks:

1. Set Up Equipment:
   - Arrange cameras and tripods in the studio.
   - Ensure proper lighting and sound settings.
2. Film Video Clips:
   - Record short videos of each panelist answering the prepared question.
   - Capture the entire panel discussion, ensuring different angles and smooth transitions.
3. Assist in Studio Setup:
   - Work with the production staff to create a professional-looking studio environment.

Role: Production Staff

Description: As part of the Production Staff, your role is to create a mockup of a studio setup that looks professional and inviting. You will arrange the physical space, including furniture and props.

Tasks:

1. Fix the Studio:
   - Arrange chairs, tables, and backdrops.
   - Set up props to enhance the studio's appearance.
2. Assist Camera Operators:

- Help with the setup of cameras and lighting.

Handout

- Ensure Smooth Operation:
  - Be ready to assist with any technical issues that may arise during filming.

Role: Panelist

Description: As a Panelist, you represent a specific sector related to the environment (e.g., renewable energy, waste management, conservation, policy advocacy). Your task is to prepare and present your views on environmental sustainability within your sector.

Tasks:

1. Prepare Your Answer:
   - Reflect on the question: "What are the most significant challenges and opportunities in your sector for promoting environmental sustainability?"
   - Prepare a thoughtful and informative response.
2. Participate in the Panel Discussion:
   - Present your answer during the panel discussion.
   - Engage in a brief discussion with other panelists and the host.
3. Collaborate with Other Panelists:
   - Work with other panelists to ensure a cohesive discussion.

Role: Host

Description: As the Host, you are the face of the Environmental Awareness Show. Your task is to lead the activity, introduce the panelists, guide the discussion, and ensure the show flows smoothly.

Tasks:

1. Lead the Activity:
   - Introduce the workshop objectives and format.
   - Welcome participants and explain their roles.
   - Guide the Discussion:
   - Introduce each panelist and their sector.
   - Ask the prepared question and facilitate the discussion.
   - Ensure Smooth Flow:
   - Keep track of time and ensure the show stays on schedule.
   - Engage the audience and encourage participation.

12. Environmental Dialogue

Theme: Environmental; sustainability and creativity I **Complexity**: medium I **Age appropriate:** 15 + y.o I **Group**: 15-25 I **Venue**: indoor I **Time**: 90 min

Objectives

- To engage participants in critical thinking and articulate their perspectives on environmental issues.
- To deepen understanding of key environmental concepts and their real-world implications.
- To foster a respectful exchange of ideas and collaborative problem-solving, and enhance public speaking and argumentation skills.

Materials

- Debate statements
- Handouts with debate guidelines

Activity

- **Welcome and Overview (5 min):** Welcome participants and explain the purpose of the workshop. Highlight the importance of discussing and debating environmental issues.
-
- **Introduction to Debate Format (5 min):** Briefly explain the debate format, rules, and guidelines. Emphasize that each person will share their thoughts individually and while debating use the I Statement and Microphone rule.

- **Debate Session (60 min):** Presentation of Topics: Present the first debate topic to the group. Allow a few min for participants to organize their thoughts. Invite participants to share their thoughts on the topic, ensuring everyone gets a chance to speak.

Facilitate an open discussion where participants can ask questions, provide counterarguments, and engage in a respectful exchange of ideas.
Move on to the next topic and repeat the process.

Debriefing and Evaluation

- Gather participants and discuss the debates. Ask questions like:

1. *What was the most compelling argument you heard during the debate, and why?*
2. *How did you feel presenting your views on environmental issues in a public debate setting?*
3. *What did you learn about the importance of respectful dialogue in discussing complex environmental issues?*
4. *How did you approach balancing environmental protection with other societal needs during the debate?*
5. *How did your perspective on the debated topics evolve throughout the discussion?*
6. *How did the group dynamics influence the way you expressed your ideas during the debate?*
7. *What was the most challenging part of defending your position on environmental topics?*
8. *How did you manage to stay open to opposing views during the debate?*
9. *What new ideas about environmental policy did you gain from your peers?*
10. *How will this experience influence the way you discuss environmental issues in the future?*

- **Closing Remarks (5 min):** Summarize key takeaways from the session and thank participants for their engagement and contributions.

Tips for facilitators

Establish clear guidelines for debates to ensure structured and respectful discussions. Encourage inclusivity by allowing everyone to participate and fostering open exchanges of ideas. Prompt critical reflection during the group session to deepen understanding and highlight key takeaways from the debates. Use time management techniques to cover all topics effectively. In closing, summarize insights, express gratitude, and emphasize the value of constructive dialogue in exploring environmental issues.

HANDOUT

Debate Statements

1. Governments should impose stricter regulations on carbon emissions even if it impacts economic growth.
2. Nuclear energy is a viable solution to the global energy crisis.
3. Single-use plastics should be completely banned worldwide.
4. Climate change is primarily caused by human activities.
5. Developed countries should bear more responsibility for combating climate change compared to developing countries.
6. It is ethical to genetically modify crops to ensure food security.
7. Animal testing should be banned even if it means hindering scientific progress.
8. Electric vehicles are truly environmentally friendly.
9. Large corporations should be held more accountable for their environmental impact.
10. It is possible to achieve a balance between economic development and environmental sustainability.

13. Exploring Environmental Education

Theme: Environmental education; Creativity I **Complexity**: medium I **Age appropriate:** 15+ y.o I **Group**: 15-29 I **Venue**: Indoor I **Time**: 90 min

Objectives

- To teach participants the core components of environmental education.
- To help participants identify the knowledge, skills, and attitudes provided in environmental education.
- To foster teamwork and creativity in understanding and presenting environmental education concepts.

Materials

- Large paper or posters, markers, colored pencils, handouts with environmental education concepts, tape, stickers.

Activity

Introduction (10 min):

- **Welcome and Overview of the workshop (5 min):** Welcome participants and explain the purpose of the workshop. Emphasize the importance of environmental education in fostering sustainable behaviours and attitudes.
- **Introduction to Activity (5 min):** Briefly explain the activity format, including working in groups to identify knowledge, skills, and attitudes. Introduce the drawing of a person where the brain symbolizes knowledge, the heart symbolizes attitudes, and the hands symbolize skills.

Activity Session (60 min):

- **Group Formation and Instructions (5 min**): Divide participants into small groups and distribute large paper or posters, markers, and colored pencils. Explain that each group will draw a person and label the brain, heart, and hands with knowledge, attitudes, and skills related to environmental education.
- **Group Work (30 min):** Knowledge (Brain): Groups identify key knowledge areas in environmental education, such as understanding ecosystems, climate change, renewable energy, and sustainability principles.
- ***Attitudes (Heart)***: Groups discuss and identify attitudes fostered by environmental education, such as empathy for nature, responsibility for the

- environment, and a commitment to sustainability.
- **Skills (Hands):** Groups identify practical skills gained through environmental education, such as critical thinking, problem-solving, advocacy, and conservation practices.

- **Group Presentations (20 min):** Each group presents their person drawing, explaining the knowledge, skills, and attitudes they identified. Encourage creativity in their presentations.

- **Gallery Walk (5 min):** After presentations, have a gallery walk where groups can view and discuss each other's drawings and ideas.

Debriefing and evaluation

Group Reflection (10 min): Gather participants and discuss the activity. Ask questions like:

1. *What was the most important knowledge, skill, or attitude that your group identified, and why?*
2. *How did working with others to draw the "brain, heart, and hands" help you understand environmental education?*
3. *What did you learn about the key components of environmental education that you hadn't thought about before?*
4. *How did this workshop change your view on the importance of environmental education in addressing global issues?*
5. *What part of the activity did you find most challenging, and how did you work through it?*
6. *How can you apply the concepts of knowledge, skills, and attitudes in environmental education to your daily life?*
7. *How did the creative aspect of the workshop (drawing) enhance your learning experience?*
8. *What role does teamwork play in understanding and spreading environmental education?*
9. *How did hearing other groups' presentations expand your understanding of environmental education?*
10. *How will you use what you learned today to promote environmental education in your community?*

Tips for facilitator

Prepare all materials beforehand, and clearly explain the activity's purpose and format during the introduction. Form diverse groups to promote effective teamwork, monitor progress, and ensure safety throughout. Facilitate a meaningful wrap-up and encourage reflection by asking thought-provoking

- questions. Creating a supportive environment ensures full participant engagement and achieves the workshop's objectives efficiently.

Handouts

Environmental Education Concepts: Handouts with examples of knowledge, skills, and attitudes related to environmental education. (see the first part of the manual)

14. Innovation and Environmental Protection Research

Theme: Environmental innovation; critical thinking; engagement I **Complexity**: low I **Age appropriate:** 15 - 29 y.o I **Group**: 15+I **Venue**: indoor I **Time**: 90 min

Objectives

- To enhance participants' research skills by identifying innovative environmental protection examples.
- To promote critical thinking and teamwork in analyzing and presenting findings.
- To increase awareness of local and global innovations in environmental protection.

Materials

- Computers or tablets with internet access, notepads, pens, large paper or posters, markers, handouts with instructions, evaluation forms.

Activity
Introduction (10 min):

- **Welcome and Overview (5 min):** Welcome participants and explain the purpose of the workshop. Highlight the importance of identifying and learning from innovative practices in environmental protection.
- **Introduction to Activity (5 min):** Briefly explain the activity format, including working in groups to research and present examples of innovative environmental protection practices from their country and around the world.

Research Session (50 min):

- **Group Formation and Instructions (5 min):** Divide participants into small groups and distribute notepads, pens, and large paper or posters. Explain that each group will use the internet to find and research:

One innovative environmental protection example from their country.
One innovative environmental protection example from around the world.

Research and Documentation (30 min):

- **Local Innovation:** Groups research and identify a notable example of innovation in environmental protection within their country. This could

- include youth initiatives, business practices, community projects, or technological advancements.

- **Global Innovation:** Groups research and identify a notable example of innovation in environmental protection from another country. This could include international projects, cutting-edge technologies, or successful policies.

Groups should document key information about each example, including the problem addressed, the innovative solution, its impact, and any challenges faced.

- **Poster Preparation (15 min):** Groups create a poster summarizing their findings, with one section dedicated to the local example and another to the global example. Encourage creativity in the presentation of their research.

Presentation Session (20 min):

- **Group Presentations (15 min):** Each group presents their poster, explaining the local and global innovations they researched. Encourage participants to highlight the significance and impact of each example.

- **Q&A and Discussion (5 min):** Facilitate a brief Q&A session where participants can ask questions about the presented examples and discuss the potential for implementing similar innovations in their own communities.

Debriefing and Evaluation

Gather participants and discuss the activity. Ask questions like:

1. What was the most inspiring example of innovation in environmental protection that your group discovered?
2. How did researching global and local innovations change your perspective on environmental protection efforts?
3. What challenges did you encounter during the research process, and how did you overcome them?
4. How did your group work together to organize and present your findings?
5. What did you learn about the differences between local and global approaches to environmental innovation?
6. How did this workshop increase your understanding of the role of innovation in solving environmental issues?
7. How can you apply the research skills you used today to future environmental challenges?
8. What innovations discussed today could be implemented in your own community, and why?
9. How did the research process affect your understanding of environmental

- challenges that are both local and global?
- What was the most surprising thing you learned about environmental protection during this workshop?

Closing Remarks: Summarize key takeaways from the session and thank participants for their engagement and contributions.

Tips for facilitators

Be well-prepared with clear definitions and examples, ready to address potential questions. Facilitate the discussion without dominating it, allowing groups to explore and research independently, stepping in only when necessary. Manage time efficiently to ensure all workshop sections are covered.

Handouts

Research Guidelines: Handouts with instructions on what information to gather and how to document it.

Evaluation Criteria: Rubric for assessing group work, focusing on the thoroughness of research, clarity of presentation, and creativity.

15. Key Environmental Concepts

Theme: Environmental awareness, relevance and teamwork I **Complexity**: low **Age appropriate:** 15-29 y.o I **Group**: 15+ I **Venue**: Indoor I **Time**: 90 min

Objectives

- To deepen participants' understanding of key environmental concepts.
- To encourage collaborative learning and critical thinking.
- To enable participants to apply these concepts to real-world environmental issues.

Materials

- Concept cards, flip charts, markers, notepads, pens, handouts with environmental concept definitions.

Activity

Introduction (10 min):

- **Welcome and Overview (5 min):** Welcome participants and explain the purpose of the workshop. Emphasize the importance of understanding key environmental concepts for effective environmental education and action**.**
- **Introduction to Activity (5 min):** Briefly explain the activity format, including working in groups to explore and present different environmental concepts.

- **Activity Session (60 min):** Divide participants into small groups and distribute concept cards, notepads, and pens. Each concept card will have a different environmental concept written on it.

- **Concept Exploration (30 min):** Assign each group a different environmental concept to explore. *Concepts can include:* Sustainability; Biodiversity; Renewable Energy; Climate Change; Carbon Emissions; Pollution; Ecosystems; Conservation; Circular Economy; Environmental Justice etc.

Groups should research their assigned concept using provided materials and the internet, and answer the following questions:

- *What is the definition of this concept?*
- *Why is this concept important for environmental education?*
- *How does this concept relate to other environmental issues?*

- Can you provide a real-world example illustrating this concept?

Q&A and Discussion (20 min): Facilitate a brief Q&A session where participants can ask questions about the presented concepts and discuss their applications.

Debriefing and evaluation

- **Group Reflection (15 min):** Gather participants and discuss the activity. Ask questions like:

1. *What new information did you learn about your assigned environmental concept?*
2. *How did researching and presenting your concept help you understand its importance in environmental discussions?*
3. *What was the most challenging aspect of explaining your concept to the group, and how did you approach it?*
4. *How did the concepts presented by other groups help broaden your perspective on environmental issues?*
5. *What role do these key concepts play in addressing global environmental challenges?*
6. *How did collaborating with your group enhance your understanding of your assigned concept?*
7. *What real-world example of your concept stood out to you the most, and why?*
8. *How will you use your knowledge of these environmental concepts in your own life or community?*
9. *What connections did you notice between the different environmental concepts presented by the groups?*
10. *How did this workshop change your understanding of how environmental issues are interconnected?*

- **Closing Remarks (5 min):** Summarize key takeaways from the session and thank participants for their engagement and contributions.

Tips for facilitator

Encourage participation by creating an inclusive environment and using open-ended questions to involve everyone. Be prepared with clear definitions and examples, and anticipate questions. Guide the discussion without dominating it, allowing groups to explore concepts independently while intervening when necessary.

Handouts

Concept Definitions: Handouts with basic definitions of each environmental concept. See the first part of the manual for the definitions.

16. Sustainable Solutions Pitch

Theme: Environmental innovation, sustainability, digital collaboration. I **Complexity**: medium *(knowledge of digital tools requred)* I **Age appropriate:** 16+ y.o I **Group**: 15-25 I **Venue**: Indoor I **Time**: 90 min

Objectives

- To foster creative thinking in environmental problem-solving.
- To promote teamwork and collaboration among participants.
- To develop pitching and communication skills.
- To engage participants in digital collaboration using tools like Padlet or Miro.

Materials

- Devices with internet access
- Padlet or Miro platform
- Presentation supplies for in-person pitches (if applicable)

Activity

- **Introduction (10 min):** Introduce the concept of sustainability and the importance of innovative solutions to address environmental issues. Explain how the groups will work together to brainstorm and present their ideas using digital tools.

- **Group Brainstorming (30 min):** Divide participants into small groups (4-5 people). Each group will select a specific environmental issue (e.g., waste management, renewable energy) and brainstorm innovative solutions.

- **Pitch Creation (45 min):** Groups will use Padlet or Miro to create a digital pitch. This pitch should include a brief description of the problem, their proposed solution, and any supporting images or links. Encourage creativity and clarity in their presentations.

- **Pitch Presentation & Feedback (15 min):** Groups present their solutions to the rest of the participants, who can provide feedback, ask questions, or vote on their favorite ideas.

Debriefing and Evaluation

Ask participants to reflect on the process. What did they learn about environmental problem-solving? How did digital collaboration help or hinder

their process? What feedback did they receive that could improve their ideas?

- **Evaluation**: Use an informal group discussion or a short survey to assess how the participants felt about the activity:

1. *What was the most challenging part of developing your environmental solution?*
2. *How did the process of pitching your solution help clarify your understanding of the environmental issue you addressed?*
3. *What new perspectives did you gain from listening to the other groups' pitches?*
4. *How did your group work together to refine your solution and presentation?*
5. *What was the most compelling aspect of your solution, and why do you think it stood out?*
6. *How did receiving feedback from other participants influence your approach to solving the environmental issue?*
7. *What steps would you take next to implement your solution in a real-world context?*
8. *How did this activity help you understand the importance of collaboration in solving environmental problems?*
9. *How do you plan to use the skills you learned today, such as pitching and problem-solving, in future projects?*
10. *What did you learn about the value of innovative thinking in addressing environmental challenges?*

Tips for facilitator

- Ensure all participants are familiar with using Padlet or Miro; give a quick tutorial if needed.
- Encourage creative and critical thinking, reminding participants that no idea is too wild as long as it's aimed at solving the issue.
- Facilitate group work by circulating among the groups, helping them stay on track and asking probing questions to deepen their thinking.
- Manage time closely, especially during pitch presentations, to ensure each group has equal opportunity to present.

17. Digital Idea Wall

Theme: Environmental awareness, digital literacy I **Complexity**: medium I **Age appropriate:** 15+ y.o I **Group**: 15-30 I **Venue**: Indoor/outdoor I **Time**: 90 min

Objectives

- To encourage participants to explore and document local environmental issues.
- To promote collaborative learning and peer feedback using digital tools.
- To foster creativity and critical thinking in problem-solving for environmental challenges.
- To enhance participants' digital literacy through the use of online platforms.

Materials

- Laptops or smartphones with internet access.
- Padlet platform or similar collaborative digital tools,
- Notebooks or digital note-taking tools for outdoor exploration,

Activity

- **Introduction (10 min)**: Explain the goal of the workshop: Participants will work in small groups to explore and document local environmental issues, upload their findings and ideas to Padlet, and then engage in a collaborative discussion. Provide a short introduction to the Padlet platform and how to use it.

- **Exploration and Documentation (30 min):** Divide participants into groups of 3-4 people and assign them specific environmental issues to explore (e.g., water conservation, waste management). Each group will gather information or evidence by either going outdoors or researching online. Encourage the use of multimedia such as photos and videos.

- **Padlet Post Creation (30 min):** Once groups have gathered their findings, they will create posts on a shared Padlet board. The posts should include details of the environmental issue, possible solutions, and any supporting media (photos, videos, or links).
- **Discussion and Feedback (20 min):** Invite participants to view each other's posts and leave constructive feedback or comments. Facilitate a group discussion where participants can reflect on the issues raised, ask questions, and propose further solutions.

Debriefing and Evaluation

- *What did you discover about the environmental issue your group worked on?*
- *How did collaborating on the Padlet idea wall help in sharing knowledge?*
- *What was the most surprising finding you learned from another group's post?*
- *How did the feedback from others change or expand your understanding of the issue?*
- *How did working outdoors or in small groups affect your approach to documenting the issue?*
- *How did using multimedia (photos, videos, text) help convey your ideas?*
- *How did you feel about contributing to a collaborative platform like Padlet?*
- *What new ideas for solutions to environmental issues did you learn from this activity?*
- *How would you improve the process of documenting and sharing environmental issues online?*
- *What actions will you take in your community based on what you've learned today?*

Tips for facilitator

- Ensure participants are comfortable with using Padlet; offer a brief tutorial if needed.
- Encourage participants to post diverse media types (images, videos) to make the idea wall engaging.
- Keep discussions respectful and constructive to foster a positive collaborative environment.

18. Eco- Mapping with Local Resources

Theme: Environmental mapping; Hands on learning I **Complexity**: medium I **Age appropriate:** 15+ y.o I **Group**: 15+ **Venue**: Indoor I **Time**: 90 min

Objectives

- To visualize and understand local environmental issues through creative, hands-on mapping.
- To encourage reflection on natural resources and community-based solutions.
- To engage participants in outdoor, collaborative activities.

Materials

- Natural materials (leaves, sticks, stones)
- Paper, Cardboard, strings
- Scissors, glue, markers, flipcharts

Activity

- **Instructions (10 min):** Explain the goal of the workshop: participants will work together to create a physical Eco-Map using natural and recycled materials that reflect local environmental issues and include potential solutions
- **Map Creation (50 min):** Divide participants into small groups and assign each group a specific environmental issue (e.g., waste management, water sources, green spaces). Provide natural and recycled materials and have each group design their section of the map, creatively representing the issue and possible solutions. Ensure the map shows the local area's geography and landmarks.
- **Presentation and Discussion (20 min):** Once the map is complete, each group presents their section, explaining the environmental issues represented and their suggested solutions. Display the finished eco-map prominently and summarize the group's findings and solutions.

Debriefing and Evaluation

Invite participants in a group discussion and encourage them to give opinions and comment on each group's map. Ask them questions like:

- *What were the most significant environmental issues you identified in your mapping activity?*

- *How did using natural and recycled materials affect your understanding of these issues?*
- *What role did creativity play in the mapping process?*
- *How did your group collaborate to create a cohesive eco-map?*
- *What did you learn from other groups' sections of the map? Were there any surprising solutions presented?*
- *How can this eco-map be used as a tool for community engagement and education?*
- *What feelings or thoughts did the mapping process evoke regarding your local environment?*
- *How did working outdoors influence your perspective on environmental issues?*
- *What would you change or improve if you were to do this activity again?*
- *How can you share the knowledge gained from this activity with others in your community?*

Tips for facilitators

- Ensure participants use a variety of natural and recycled materials for diverse representation.
- Encourage creativity and discussion as the groups work on their map.
- Emphasize the importance of community-specific solutions.

19. Environmental Photography Hunt

Theme: Environmental awareness; Visual learning I **Complexity**: medium I **Age appropriate:** 15+ y.o I **Group**: 15+I **Venue**: Indoor/outdoor I **Time**: 60-90 min

Objectives

- To encourage participants to observe their local environment more closely.
- To promote discussion on environmental issues and sustainability through visual storytelling.
- To enhance awareness of community-level environmental practices.

Materials

- Camera or phone for taking pictures.
- A list of environmental issues or themes to photograph.
- A computer and projector to present images.

Activity

- **Introduction (10 mins):** Introduce the concept of capturing environmental issues and sustainability efforts through photography. Explain that participants will go on a photography hunt to capture images that highlight either environmental problems or positive practices like recycling and conservation in the area.

- **Photography Hunt (40 minutes):** Send participants out individually or in pairs to explore their local area and take photos related to assigned themes (e.g., pollution, green spaces, recycling practices). Give participants a checklist of environmental themes to inspire their photography.

- **Photo Sharing and Discussion (20 minutes):** Once participants return, display the photos using a projector. Have each participant or pair present their photos, explaining the significance of the images they captured.

Debriefing and Evaluation

Gather participants after the photography presentations to reflect on their experiences and the significance of the environmental issues they captured. Use the following questions to guide the discussion:

- *What was the most striking environmental issue you captured, and why did it stand out to you?*

- How did taking photos enhance your awareness of local environmental conditions?
- Were there any sustainability practices or positive environmental efforts you noticed during your photography hunt?
- How did your observations change while looking for specific environmental issues?
- What role do you think photography plays in raising environmental awareness?
- Did any other participants' photos give you new insights into your community's environmental challenges?
- What emotions did you experience while capturing environmental issues in your area?
- How can these photos be used to inspire action or raise awareness within your community?
- What challenges did you face in finding or capturing relevant environmental topics, and how did you overcome them?
- Based on what you observed, what small changes can you personally make to contribute to environmental sustainability?

Tips for facilitator

- Encourage Observation.Remind participants that this is about more than just taking photos—it's about seeing the environment with fresh eyes. Encourage them to look for both problems and solutions.
- Ensure that participants feel comfortable sharing their photos and experiences. Encourage respectful feedback and constructive discussions.
- Guide participants to not only capture environmental issues but also recognize positive examples of sustainability or conservation efforts in their community.
- Acknowledge participants' creativity in capturing unique perspectives. Encourage them to think about how photography can be used as a tool for social and environmental change.

HANDOUT

Checklist with environmental themes

- Waste Management & Pollution (Litter in streets or parks, Overflowing trash cans, Recycling bins or composting setups, Litter in streets or parks).
- Water Conservation (Leaking taps or water waste, clean rivers or rainwater harvesting system).
- Energy & Renewables (solar panels or wind turbines, public buildings with energy-efficient lighting).
- Green Spaces & Wildlife (community gardens, green rooftops, local parks)
- Sustainable Transportation (bike lanes, electric cars charging stations).
- Plastic Use (single plastic use in stores, reusable bags, zero waste markets).
- Sustainable Food (local farmers' market, organic produce).
- Climate Change (signs of extreme weather, climate awareness signs).
- Community Action (clean-up events, eco-friendly practices).

20. The True Cost of Fashion

Theme: Sustainable Consumption I **Complexity**: low I **Age appropriate:** 15 - 29 y.o I **Group**: 15+I **Venue**: indoor I **Time**: 90 min

Objectives

- To raise awareness among participants about the environmental and social impacts of clothing production and transportation, and to encourage more sustainable choices in fashion.

Materials

- Computers or tablets with internet access, notepads, pens, large paper or posters, markers, handouts with instructions, evaluation forms.

Activity

- **Introduction (10 min):** Begin with a brief interactive discussion: "What do you know about where your clothes come from?"
- Show an engaging short video or infographic about the journey of clothing and its hidden impacts.

- **Clothing Origin Exploration (20 min):** Participants check the tags on their clothing to find the country of origin (e.g., "Made in Bangladesh," "Made in China"). In small groups, participants map the origins of their clothes on a large world map.
- **Discussion**: Give then this questions for discussion: *Where do most of our clothes come from? Why do certain regions dominate clothing production? How does this connect to the global fashion industry?*

- **The Journey of Clothes (30 min):** Select one or two commonly worn items (e.g., a T-shirt or jeans) and research their journey from production to retail. Use online carbon footprint calculators to estimate the environmental cost of transporting these items from their manufacturing location to the participants' country.
- Discussion: Calculate the environmental cost (e.g., CO2 emissions) of transporting clothing across the globe. Use online tools to estimate the carbon footprint of transportation based on the distance between the manufacturing country and the participants' country.

- **The Hidden Costs of Fashion (20 min):** Presentation: Explain the social and environmental costs of fast fashion—overproduction, low wages for

workers, pollution from factories, and the energy-intensive transportation of goods.

- **Activity**: **Create a "True Cost" breakdown for a T-shirt** (production, transport, labor, environmental impact) and compare it with the retail price. This helps participants understand how low costs are often subsidized by environmental damage and poor labor practices.

- **Sustainable Fashion Solutions (30 minutes):** In teams, brainstorm actionable ways to reduce the environmental impact of clothing choices, such as: Buying second-hand; Choosing sustainable or local brands; Reducing consumption; Supporting ethical fashion initiatives. Groups share their solutions with the larger group, encouraging a discussion on personal responsibility and collective action.

- **Reflection and Call to Action (20 minutes)::** Activity: Ask participants to write a commitment to making one sustainable change in their fashion habits (e.g., buying less, supporting local brands, or researching sustainable alternatives).
- **Discussion**: How can we spread awareness about these issues in our own communities or youth networks?
- **Additional Ideas:** Visual World Map: Display a large map where participants can place pins or stickers representing where their clothes were made. This creates a striking visual representation of the global nature of fashion production.

Debriefing and Evaluation

Gather participants and discuss the activity. Ask questions like:

1. What surprised you the most during the workshop about the origins or journey of your clothes?
2. How did mapping the clothing origins or calculating the environmental impact make you feel about your current fashion choices?
3. What challenges do you anticipate in adopting more sustainable fashion habits, and how can you overcome them?
4. What role do you think individuals, communities, and governments play in addressing the hidden costs of fashion?
5. What is one specific commitment you made today, and how do you plan to implement it in your daily life?

Tips for facilitators

- Use tools like CarbonFootprint.com to calculate the environmental impact of specific clothing items.
- Highlight sustainable fashion brands through videos, platforms, or guest speakers.

21. Do You Know That...

Theme: Environmental Awareness and Sustainable Choices I **Complexity**: low I **Age appropriate:** 15 - 30 y.o I **Group**: 10-25 I **Venue**: indoor I **Time**: 60-90 min

Objectives

- To educate young people about surprising environmental facts, foster discussion on the impact of human activities, and inspire them to adopt more sustainable behaviors.

Materials

- 25 “Do You Know That...” fact cards (prepared in advance); Discussion prompts (provided below); Scoring sheet for awarding points; Whiteboard or flip chart; Markers.

Activity

- **Step 1: Introduction (10 minutes)** Introduce the concept of the game and explain the importance of understanding the environmental impact of everyday activities.
- Ask participants, "What do you already know about how human activities affect the environment?"

- **Step 2: How to Play (5 minutes) - Card Selection**: Each player or team picks a card and reads the fact aloud.
- **Discussion**: After each fact is read, the group discusses its significance using the provided prompts.
- **Scoring**: Award points for insightful contributions, solutions, or actions proposed by participants.

Discussion Prompts:

- What surprised you about this fact?
- How does this fact relate to your own habits or choices?
- What actions can you take to reduce the impact described by this fact?

- **Step 3: Fact Card Exploration (40–60 minutes) -** Participants take turns picking and reading a card aloud. After each fact is read, allow 3–5 minutes for discussion. Sample "Do You Know That..." facts:
  a. To produce one pair of jeans, it takes about 7,600 liters of water.
  b. Each plastic bottle takes up to 450 years to decompose in the ocean.
  c. The fashion industry is responsible for 10% of global carbon emissions.
  d. By 2050, there could be more plastic in the ocean than fish.

a. A tree can absorb as much as 48 pounds of carbon dioxide annually.

(*Use all 25 fact cards from the original list.)*

Debriefing and Evaluation

Gather participants and discuss the activity. Ask questions like:

1. What fact surprised you the most and why?
2. How did this game make you feel about your own habits?
3. What changes can you realistically make to reduce your environmental impact?
4. How can you share these facts to raise awareness among your friends and family?

Tips for facilitators

- Review the 25 fact cards before the workshop. Familiarize yourself with additional context or statistics to provide deeper insights during discussions.
- Ensure all materials (cards, world map, markers) are ready and organized.

HANDOUT

Did You Know That- 25 Card Ideas

1. To produce one pair of jeans, it takes about 7,600 liters of water?
2. Each plastic bottle takes up to 450 years to decompose in the ocean?
3. The average person produces around 2 kilograms of waste every day?
4. Around 100,000 marine animals die every year due to plastic pollution?
5. Every year, the world loses around 18 million hectares of forest?
6. It takes 20,000 liters of water to produce 1 kilogram of cotton, commonly used in T-shirts?
7. By switching to energy-efficient light bulbs, you can save 75% of energy?
8. The fashion industry is responsible for 10% of global carbon emissions?
9. More than 8 million tons of plastic end up in the oceans every year?
10. Producing 1 kilogram of beef requires 15,000 litres of water?
11. A tree can absorb as much as 48 pounds of carbon dioxide annually.
12. A single recycled aluminium can save enough energy to power a TV for 3 hours?
13. More than 1 million plastic bags are used every minute around the world?
14. Every year, humans dump over 1.3 billion tons of food, which equals one-third of all food produced?
15. It takes about 500 years for a disposable diaper to decompose in a landfill?
16. The average office worker uses about 10,000 sheets of paper every year?
17. By 2050, there could be more plastic in the ocean than fish?
18. Over 90% of seabirds have plastic in their stomach
19. Solar energy is now the cheapest source of electricity in most countries?
20. The Amazon rainforest produces 20% of the world's oxygen, but it's shrinking rapidly?
21. Electric cars emit 60% less CO2 compared to same amount of water as showering for 2 months?
22. An average home wastes 25%-30% of the energy used for heating and cooling due to poor insulation?
23. A single tree can provide enough oxygen for 2 people for an entire year?
24. One-third of the world's food is wasted, and it is responsible for 8% of global greenhouse gas emissions.
25. Producing a single hamburger uses the same amount of water as showering for 2 months?

22. Eco-Impact Challenge

Theme: Environmental Awareness and Sustainable Choices I **Complexity**: low I **Age appropriate:** 14-24 y.o. **Group**: 10-25 I **Venue**: indoor I **Time**: 60-90 min

Objectives

- To help young people understand the environmental impact of their daily actions and learn about sustainable alternatives through an interactive and engaging game.

Materials

- 30 cards (15 Action Cards and 15 Impact Cards); Scoring sheet for points; Whiteboard or flip chart.

Activity

- **Step 1: Introduction (10 min)** - Introduce the concept of the Eco-Impact Challenge and explain the importance of understanding how everyday actions impact the environment. Discuss the themes covered in the game: Water Conservation, Energy Efficiency, and Plastic Waste.

- **Step 2: Game Instructions (5 min) - Action Cards**: Each card represents a common daily behavior (e.g., taking long showers, using plastic bags).
- **Impact Cards**: Each card describes the environmental impact of that action (e.g., water waste, carbon emissions, pollution).
- **Matching**: Participants match the Action Cards with the corresponding Impact Cards.
- **Discussion**: After each match, participants discuss the impact and brainstorm sustainable alternatives.
- **Points**: Award points for correct matches, insightful discussions, and creative alternative solutions.

- **Step 3: Gameplay (40–60 minutes)**

How to Play:

1. **Match Action to Impact:** Participants work in pairs or small groups to match each Action Card with the correct Impact Card.
2. **Debate and Discuss**: Once matches are made, facilitate discussions on:
    - Why the action has the described impact.
    - How significant the impact is (low, medium, high).
    - Sustainable alternatives to reduce or eliminate the impact.
3. **Award Points:**

- Correct matches: 1 point
- Thoughtful discussions or creative alternatives: 2 points

Examples of Card Matches:

- Action Card: "Leaving electronics on standby mode" Impact Card: "Energy waste contributes to climate change." Alternative: Unplug devices when not in use.
- Action Card: "Using disposable plastic bottles" - Impact Card: "Contributes to ocean pollution" - Alternative: Use a reusable water bottle.
- Action Card: "Taking long showers"; Impact Card: "Excessive water use leads to freshwater scarcity"; Alternative: Install low-flow showerheads or shorten shower time.

Step 4: Themed Challenges

You can divide the game into three themed challenges to reinforce specific environmental lessons:

1. **Water Conservation (10 Cards):** Focuses on reducing water waste through daily habits.
2. **Energy Efficiency (10 Cards):** Highlights how energy-saving practices can reduce carbon emissions.
3. **Plastic Waste (10 Cards):** emphasises the impact of plastic pollution and how to minimise it.

Debriefing and Evaluation

Gather participants and discuss the activity. Ask questions like:

1. Which facts or impacts surprised you the most?
2. How do your current habits contribute to environmental issues?
3. What are some changes you can commit to in your daily life?
4. How can you encourage your peers to adopt more sustainable habits?

Tips for facilitators

- Tailor the game to focus on specific themes such as water conservation, energy efficiency, or plastic waste. This helps participants dive deeper into particular environmental issues and understand them better.
- Turn the game into a friendly competition by awarding prizes for the most accurate matches, creative solutions, or thoughtful contributions. This boosts motivation and encourages active participation.
-

HANDOUT

1. Water Conservation (10 Cards)

Action Cards:

1. Taking long showers
2. Leaving the tap running while brushing teeth
3. Watering plants during midday
4. Washing clothes with full water load
5. Flushing the toilet with every use
6. Using a hose to clean driveways
7. Not fixing a leaky faucet
8. Washing vegetables under running water
9. Filling a pool daily
10. Washing cars with a garden hose

Impact Cards:

1. Excessive water use leads to freshwater scarcity
2. Wastes up to 10 liters of water per brush
3. Water evaporates faster, leading to waste
4. Excessive water usage for washing machines
5. High water waste; can use water-saving toilets
6. Thousands of liters of water wasted
7. A leaky faucet can waste hundreds of liters of water per year
8. Significant water waste compared to using a bowl
9. Wastes large volumes of water
10. High water consumption; water-saving techniques needed

Alternative Ideas:

- Install low-flow showerheads or shorten shower time
- Turn off tap while brushing
- Water plants early in the morning or late afternoon
- Wash clothes with water-saving settings
- Use dual-flush toilets
- Use a broom instead of a hose for cleaning
- Fix leaks promptly
- Use a bowl to wash fruits and vegetables
- Cover the pool to reduce evaporation
- Use water-saving car wash methods

HANDOUT

2. Energy Efficiency (10 Cards)

Action Cards:

1. Leaving lights on in unoccupied rooms
2. Using incandescent bulbs
3. Charging devices overnight
4. Keeping fridge door open for too long
5. Running a dishwasher half-empty
6. Heating/cooling an empty home
7. Using energy-hungry appliances during peak hours
8. Leaving devices on standby
9. Overloading a washing machine
10. Setting thermostat too high/low

Impact Cards:

1. Unnecessary energy waste increases carbon footprint
2. Higher energy consumption than LED/CFL bulbs
3. Wastes energy when fully charged
4. Loss of cold air increases energy use
5. Wastes water and energy
6. Consumes significant energy for no reason
7. Increased electricity demand during peak times
8. Standby mode continues to use electricity
9. Overloading decreases washing efficiency, using more energy
10. Overuse of heating and cooling systems increases emissions

Alternative Ideas:

- Use motion-sensor lights or remember to switch off
- Switch to LED or energy-efficient bulbs
- Unplug devices once charged
- Close the fridge door quickly
- Run a full load in the dishwasher or laundry
- Program heating and cooling to turn off when not at home
- Use appliances during off-peak hours
- Turn off devices fully
- Balance washing machine load to optimize efficiency
- Set thermostat to energy-saving levels

HANDOUT

3. Plastic Waste (10 Cards)
Action Cards:

1. Using plastic bags for groceries
2. Buying bottled water daily
3. Throwing away plastic straws
4. Using disposable coffee cups
5. Not recycling plastic packaging
6. Buying single-use plastic containers
7. Using plastic cutlery for takeout
8. Discarding plastic food wrap
9. Using plastic toys
10. Over-reliance on plastic packaging when ordering food

Impact Cards:

1. Plastic bags end up in landfills or oceans
2. Massive contribution to plastic waste and pollution
3. Straws are non-biodegradable and pollute oceans
4. Disposable cups contribute to landfill waste
5. Non-recycled plastic pollutes ecosystems
6. Single-use plastic takes centuries to degrade
7. Plastic cutlery often ends up in the environment
8. Plastic wrap contributes to waste and pollution
9. Plastic toys lead to non-biodegradable waste
10. Excessive plastic waste from food packaging

Alternative Ideas:

- Use reusable cloth bags
- Carry a reusable water bottle
- Use metal or bamboo straws
- Carry a reusable coffee cup
- Recycle all plastic packaging
- Choose reusable containers or biodegradable options
- Opt for reusable cutlery or biodegradable versions
- Use reusable food wraps (like beeswax wraps)
- Choose toys made from sustainable materials

Self-evaluation and other sources

PART 3

10. Self-Evaluation Test: Reflecting on Your Environmental Impact

Instructions:

- Answer each question honestly.
- Add up your score at the end to see your environmental awareness level and get personalized feedback.

PART 1: DAILY HABITS

Rate each statement on a scale of 1–5 (1 = Never, 5 = Always).

- I turn off lights and appliances when not in use.
- I use reusable shopping bags, water bottles, and containers.
- I separate recyclables from general waste.
- I reduce water usage (e.g., shorter showers, fixing leaks).
- I choose walking, cycling, or public transport over driving.
- I avoid wasting food by planning meals and storing food properly.
- I buy second-hand or sustainably-made products instead of fast fashion.

PART 2: ATTITUDES AND AWARENESS

Answer each question by selecting the option that best matches your behavior:

- How often do you learn about environmental issues?

A) Rarely (1)
B) Occasionally (2)
C) Often (3)
D) Very frequently (4)

- How do you react to waste generation in your environment?

A) Ignore it (1)
B) Recycle occasionally (2)
C) Actively recycle and reduce waste (3)
D) Engage others to reduce waste (4)

- When shopping, how often do you prioritize eco-friendly products?

A) Never (1)

B) Sometimes (2)
C) Most of the time (3)
D) Always (4)

PART 3: ENVIRONMENTAL ACTIONS

Rate yourself based on the following actions (1 = No Effort, 5 = Excellent Effort):

- I plant trees, grow plants, or support green spaces.
- I advocate for sustainability among friends, family, or community.
- I actively reduce single-use plastics in my daily life.
- I participate in environmental initiatives or campaigns.
- I make conscious efforts to reduce my carbon footprint (e.g., energy use, transportation choices).

RESULTS AND SCORING GUIDE

Add up your scores from all parts to get your total score.

Scoring Guide:

50–60 points: Sustainability Champion - Highly aware and actively contribute to environmental protection.

35–49 points: Green Advocate - Doing well but could focus on specific actions like reducing waste.

20–34 points: Eco Learner - On the right track but have room to improve. Start with small changes.

Below 20 points: Sustainability Beginner - Rethink habits and make more environmentally friendly choices.

11. Useful Resources for Environmental Education

Incorporating environmental education into the classroom can be both impactful and rewarding when supported by the right tools and resources. This chapter provides a curated list of valuable online platforms, guides, and toolkits designed to empower educators with engaging activities, lesson plans, and methodologies. These resources are tailored to inspire students, foster environmental stewardship, and address global sustainability challenges through practical, hands-on learning.

1. **T-Kit 13: Sustainability and Youth Work** published is a comprehensive guide, published by the EU-Council of Europe youth partnership, provides tools and methods for integrating sustainability into youth work. It includes activities, theoretical insights, and practical tips for educators. **pjp-eu.coe.int/**
2. **SALTO-YOUTH Toolbox for Training,** provides a rich collection of educational tools and resources tailored for youth work, including activities, training modules, and methods to promote sustainability and environmental awareness. **salto-youth.net/tools/toolbox**
3. **Compass: Manual for Human Rights Education with Young People,** developed by the Council of Europe, Compass includes methodologies and activities that link human rights education with environmental sustainability, focusing on fostering global citizenship and critical thinking**. coe.int/en/web/compass**
4. **EPA's Lesson Plans and Teacher Guides**, a collection of free, ready-to-use lesson plans and educational materials from the U.S. Environmental Protection Agency, covering topics such as ecosystems, waste management, and climate change.**www.epa.gov**
5. **Earth Day Network's Education Resources,** offers a wide range of materials to teach students about environmental challenges and solutions. Resources include toolkits, lesson plans, and activities for all age groups. **earthday.org**
6. Project Learning Tree (PLT), provides hands-on activities and lesson plans for teaching about forests, sustainability, and climate, emphasizing critical thinking and problem-solving. **plt.org**
7. **WWF's Wild Classroom**, offers free educational toolkits focused on biodiversity, ecosystems, and climate change. These are designed for use in classrooms or informal education settings. **worldwildlife.org**
8. **UNESCO's Education for Sustainable Development Toolkit** supports educators in integrating sustainable development topics into curricula, with a focus on systems thinking and global citizenship. **en.unesco.org/**
9. **Greening STEM by National Environmental Education Foundation (NEEF)**, a platform that connects environmental topics with STEM education, offering lesson plans and project ideas for hands-on, inquiry-based learning experiences. **neefusa.org**

- **Nature Detectives by WoodlandTrust** aimed at younger students and their teachers, this resource provides creative and engaging activities to learn about wildlife and the environment through outdoor exploration. **woodlandtrust.org.uk and treetoolsforschools.org.uk**
- **Climate Kids by NASA,** provides interactive games, articles, and hands-on activities to help students learn about climate change and environmental science. climatekids.nasa.gov
- **Clean Air for Schools Toolkit developed by Global Action Plan,** this toolkit supports educators in teaching students about air pollution and its impacts, along with actionable steps to improve air quality. **the-clean-air-toolkit-for-teachers**

12. About YOUTH CARE project

"Youth – Capacity Building, Action, and Responsibility for the Environment" (Youth-CARE) is a collaborative initiative by five civil society organizations to prioritize environmental preservation and action, particularly for young people in disadvantaged areas closely connected to natural resources.

Coordinated by **Beyond Barriers Association in Albania** and funded by the **European Commission under the Erasmus+ KA2 Capacity Building Action,** the project places environmental preservation at the heart of its mission. It targets youth in marginalized regions of the EU and Western Balkans, combining non-formal education with innovative methodologies to inspire awareness, equip participants with analytical tools, and encourage meaningful action.

- The projects is implemented by BBA and 4 consortium associations from EU and Western Balkans: **Montenegrin Ecologists Society, Montenegro; Athens Network of Collaborating Experts (ANCE)—Greece; TDM International - Italy; The Door - Albania .**

Key **objectives** of the project are:

- Enhancing environmental education by addressing air pollution, fragmented climate policies, and the need for cohesive strategies.
- Engaging over 865 participants in capacity-building activities to foster practical skills in environmental preservation and active citizenship.
- Promoting evidence-based decision-making to mitigate the negative impacts of uncoordinated environmental policies.

Through workshops, training sessions, and collaborative initiatives, Youth-CARE aims to cultivate a generation of environmentally conscious leaders and establish a sustainable framework for community development at local, national, and international levels.

You can learn more about the project outcomes and publications through the dedicated page in our website https://beyondbarriers.org/category/youth-care/

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Co-funded by
the European Union