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EcoExpress: Empowering Youth Against Climate Change Through Multimodal Literacy

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IO2: Climate Change Toolkit for Youth Activism



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INTRODUCTION

The EcoExpress: Empowering Youth Against Climate Change Through Multimodal Literacy project is dedicated to educating and empowering young people who are the target group to take action against climate change. An essential part of the project is the Climate Change Toolkit for Youth Activism (IO2), developed to give youth workers the tools to teach about climate change and motivate young people to take meaningful action.

With multimodal approaches, this toolkit seeks to increase climate literacy, encourage young people to become engaged citizens, and increase awareness of climate change. It is comprised of seven extensive modules that concentrate on various facets of climate advocacy and education:

1. Understanding Climate Change

This module explores climate change's causes, effects, and importance, offering real-life examples, data, and visual aids to deepen understanding.

2. Multimodal Communication Techniques

This section teaches various methods of communicating complex climate concepts, providing practical exercises to develop skills in using diverse communication tools.

3. Youth Engagement Strategies

Focused on methods to involve young people in climate discussions effectively, this module includes interactive case studies demonstrating successful engagement techniques.

4. Digital Tools for Climate Activism

This part of the toolkit explores digital platforms and offers step-by-step guides to help spread awareness and mobilize action online.

5. Building Skills for Climate Education Events

Aimed at boosting confidence and creativity, this module guides planning impactful climate education events, with a strong emphasis on using multimodal and digital tools.

6. Policy Advocacy and Sustainability

This module discusses the role of policy in driving climate action and highlights sustainable practices that can be incorporated into educational efforts.

7. Eco-Social Approach to Climate Education

The final module encourages learners to apply an eco-social approach to real-life situations, making the education process more relevant and actionable.

Module 1: Understanding Climate Change

Objectives	1. To explain climate change and how it differs from weather. 2. To identify the main causes of climate change, both natural and human-made. 3. To describe the effects of climate change on the environment, society, and economy. 4. To show why it is important to act on climate change now. 5. To use real-life examples and data to make climate change easier to understand. 6. To help young people think critically about global and local climate issues. 7. To encourage young people to develop ideas to help fight climate change.
Learning Outcomes	1. Young people will understand climate change and how it differs from weather. 2. Young people will identify climate change's main natural and human-made causes. 3. Young people will describe the effects of climate change on the environment, society, and economy. 4. Young people will recognize the importance of taking action against climate change. 5. Young people will analyze real-life examples and data to deepen their understanding of climate change. 6. Young people will think critically about global and local climate issues. 7. Young people will develop ideas and solutions to help address climate change.
Methodology	Module 1's methodology involves group activities, data analysis, real-world case studies, interactive discussions, and critical thinking activities to help young people comprehend and address climate change.
Key Words	Climate Change, Causes and Effects, Youth Engagement, Sustainability
Duration	4 Hours
Description	Module 1 gives young people a thorough overview of climate change, emphasizing its causes, consequences, and importance. Young people will investigate scientific concepts including greenhouse gasses and global warming, as well as how human activity contributes to climate change. The module aims to improve their comprehension of the environmental, social, and economic effects of climate change through the use of real-world examples and statistics. Young people will be inspired to examine local and global concerns via engaging dialogues and critical thinking activities, strengthening their understanding of the pressing need to address climate change. They will be able to create creative solutions and actively support climate advocacy with this core understanding.
References and Citations	

Activity Plan	
Module Number and Name	Module 1: Understanding Climate Change
Activity Title	Exploring Climate Change
Duration	4 hours
Objective(s)	1. To help young people understand the key concepts of climate change, including its causes and effects. 2. To engage young people in analyzing real-life examples and data related to climate change impacts. 3. To encourage young people to think critically and propose actionable solutions to address climate change. 4. To foster collaboration among young people in discussing and tackling climate-related challenges.

Activity Structure	
Warm-up Activity	"The Climate Puzzle" Materials • Puzzle cards (LINK) Step 1: - Welcome participants ask, What words or phrases come to mind when you think of climate change? Step 2: - Hand out the cards to small groups Each card represents either a cause, an effect, and a solution Step 3: - Ask the participants to match the cards Step 4: - Ask participants: a. What surprises you about the connections we've made? b. How do you think we can break negative cycles and create more solutions?
Main Activities	
Activity 1	
Description	Participants will use a free and accessible tool Canva to create an interactive timeline that maps the historical development of climate change. Working in groups, participants will research key events, such as the Industrial Revolution, the rise of CO2 emissions, major climate agreements (e.g., the Paris Agreement), and significant environmental disasters. They will plot these events on the timeline, adding images, data, and brief descriptions. After completing their timelines, groups will present their work, discussing the patterns they observe and suggesting ways to change the trajectory of future events. This activity combines

	technology, research, and presentation skills to deepen understanding of climate change's evolution and solutions.
Teaching Materials	• Canva • Google Slides • Laptops, tablets, or smartphones with internet access
Duration	Duration: 90 mins
Instructions	Step 1: - We will create a timeline that tracks key events related to climate change. This will help us understand how it has evolved and what we can do about it. - Divide participants into small groups of 3-5 people. - Assign each group access to a laptop, tablet, or smartphone with internet connectivity. Step 2: - All groups will work on the same topics to ensure consistency in the timeline. Provide the following topics for investigation: a. Discovery of the Greenhouse Effect b. Industrial Revolution c. Invention of the Steam Engine d. First CO2 Measurements e. The Keeling Curve f. Discovery of the Ozone Hole g. First Earth Day h. publication of Silent Spring by Rachel Carson i. Kyoto Protocol j. Paris Agreement k. The Montreal Protocol l. Launch of NASA's Climate Change Website - Guide participants to organize their findings into a chronological timeline - Include dates, brief descriptions, and images for each event - Groups should use tools such as Canva or Google Slides Step 3: - Each group presents their timeline to the group. - Encourage participants to explain: a. The significance of their chosen events. b. How the timeline shows the progression of climate change and responses over time. Sample Time Line (LINK)

Assessment	Questionnaire to Evaluate the Activity
	1. How engaging did you find this activity? ☐ Very Engaging ☐ Somewhat Engaging ☐ Neutral ☐ Not Very Engaging ☐ Not Engaging at All 2. How clear were the instructions provided for the activity? ☐ Very Clear ☐ Somewhat Clear ☐ Neutral ☐ Not Very Clear ☐ Not Clear at All 3. How effective was the activity in helping you understand the key events related to climate change? ☐ Very Effective ☐ Somewhat Effective ☐ Neutral ☐ Not Very Effective ☐ Not Effective at All 4. Did this activity improve your understanding of the timeline of climate change milestones? ☐ Yes, significantly ☐ Yes, somewhat ☐ Neutral ☐ No, not really ☐ No, not at all 5. Which of the following topics did you learn the most about? (Select all that apply) ☐ Discovery of the Greenhouse Effect ☐ Industrial Revolution ☐ Invention of the Steam Engine ☐ First CO2 Measurements ☐ The Keeling Curve ☐ Discovery of the Ozone Hole ☐ First Earth Day ☐ Silent Spring by Rachel Carson ☐ Kyoto Protocol ☐ Paris Agreement ☐ The Montreal Protocol ☐ Launch of NASA's Climate Change Website Part 3: Skill Development 6. Did this activity improve your research and analytical skills? ☐ Yes, significantly ☐ Yes, somewhat

	☐ Neutral ☐ No, not really ☐ No, not at all 7. Did you feel encouraged to collaborate and work effectively in your group? ☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree 8. What was your favorite part of the activity, and why?
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Activity Structure	
Warm-up Activity	Materials • Sticky notes or index cards • Markers or pens
	Instructions Step 1: - Start by briefly reviewing the previous Activity on the timeline - Ask the following question to the participants: • Now that we've seen the history of climate change, what do you think are some ways we can address it?
	Step 2: - Hand out sticky notes to each participant. - Ask participants to write down one solution to climate change that comes to their mind. • Examples: Planting trees, reducing fossil fuel use, using renewable energy, conserving water, etc. - Encourage creativity (there are no wrong answers.)
	Step 3: - Participants stick their solutions on the board or wall. - As a group, read through the solutions aloud and discuss briefly. - Categorize the solutions into groups such as: a. Energy Solutions: Renewable energy, energy efficiency. b. Nature-Based Solutions: Reforestation, protecting biodiversity. c. Behavioral Changes: Reducing waste, consuming less.
Main Activities	
Activity 2	
Description	In this activity, participants will work in groups to develop a practical and actionable plan to address a specific climate change issue. Each group is assigned a topic, such as renewable energy, reducing carbon emissions,

	conserving biodiversity, or sustainable agriculture. Using research tools and a structured worksheet, they will identify the problem, propose innovative solutions, and outline steps to implement their plan. Groups will then present their action plans to the rest of the participants for feedback and discussion. This activity emphasizes critical thinking, teamwork, and problem-solving while fostering a deeper understanding of climate solutions.
Teaching Materials	● Action Plan Worksheet (LINK) ● Research Resources - NASA Climate Change: https://climate.nasa.gov - UN Climate Action: https://www.un.org/en/climatechange - IPCC Reports: https://www.ipcc.ch ● Flip charts, markers, or whiteboards for groups to visually outline their plans ● Problem Cards (LINK)
Duration	60 min
Instructions	Step 1: - Explain the purpose of the activity: ● “Today, you will act as climate action planners to develop solutions for real-world climate challenges.” Step 2: - Divide participants into groups of 4-5 Step 3: - Provide each group with a Problem Card (LINK) and Action Plan Worksheet (LINK) Step 4: - Explain the Goal and Process - Outline the steps they’ll follow ● Define the problem ● Propose solutions ● Create an action plan ● Present their plan Step 5: - Groups discuss and write down innovative and practical solutions. - Use the worksheet to guide brainstorming Step 6: - Each group presents their action plan in 3-5 minutes - After each presentation, other groups and the facilitator provide constructive feedback: a. What do you like about this plan? b. How could it be improved?

	Step 7: - Facilitate a discussion on the proposed solutions: a. Which solutions seem most feasible? b. What challenges might arise in implementing these plans?
Assessment	

Activity Structure	
Warm-up Activity	Materials ● Pre-prepared headlines or news ● Slips of paper Instructions Step 1: - Display 5-6 pre-prepared headlines (real or fictional) to spark interest. a. Deforestation Rates Drop by 50% b. First City Powered 100% by Renewable Energy c. Rising Sea Levels Threaten Coastal Communities d. Innovative Technology Turns Plastic Waste into Building Materials e. Global Agreement Reached to Phase Out Fossil Fuels by 2040 f. Heatwave Breaks Records, Affecting Millions Across Continents Step 2: - In small groups, participants discuss the provided headlines. Prompts: a. What issue does this headline highlight? b. Is it focused on a problem, a solution, or an outcome c. What does this mean for climate action? Step 3: - Each group writes 2-3 new headlines imagining future challenges, solutions, or success stories related to climate change

	- Groups share their created headlines
Main Activities	
Activity 3	
Description	In this activity, participants will work in groups to design and present a creative project showcasing a specific climate action solution. Each group will choose a solution, such as renewable energy adoption, waste reduction, or reforestation, and create a visual or interactive presentation to illustrate how it can be implemented. Projects may include posters, digital slides, role plays, or mock campaigns. Groups will present their projects to the group, highlighting the problem addressed, their solution, and its potential impact. This activity encourages critical thinking, creativity, and collaboration while reinforcing the importance of taking action against climate change.
Teaching Materials	• List of Climate Action Solutions • Markers, paper, sticky notes, and scissors for posters • Access to laptops or tablets for digital presentations
Duration	90 min
Instructions	Step 1: - Introduce the activity: “Today, you will create and present a project that showcases a specific climate action solution. This is your chance to use your creativity and teamwork to inspire action!” - Divide participants into groups of 4-5. - Assign Solutions: a. Renewable energy b. Waste reduction and recycling c. Reforestation and tree planting d. Promoting public transportation e. Sustainable agriculture - Hand out supplies such as paper, markers, laptops/tablets - Explain what their project should include: a. The problem they are addressing. b. Their proposed solution. c. How the solution will be implemented. d. The expected impact of their solution. Step 2: - Groups research their chosen solution using online tools. - Encourage them to brainstorm creative ways to present their solution, such as: a. Posters with visuals and infographics. b. Digital slides or a short video.

	c. Role-play or a mock campaign. - Groups work collaboratively to design their project. Step 3: - Each group presents their project to the group in 3-5 minutes. - After each presentation, participants and facilitators provide constructive feedback by answering: a. What did you find most impactful about this presentation? b. How could this solution be expanded or improved
Assessment	

Module 2: Multimodal Communication Techniques	
Objectives	1. To understand the principles of Multimodal communication on Climate Change issues 2. To develop youth skills to use multimodal techniques for communication on Climate Change issues

Learning Outcomes	1. The young people will have an understanding of the terms and concepts of multimodal communication. 2. The young people will recognize the importance of communication techniques in understanding environmental issues. 3. The young people will demonstrate creativity and problem-solving in communicating environmental issues. 4. The young people will be able to create effective communication strategies on environmental issues
Methodology	Quiz, puzzle, discussion, teamwork, photo collage, exhibition
Key Words	Communication techniques; climate change; problem solving; creativity, braille, critical thinking
Duration	4 hours
Description	Multimodal communication techniques include the combination of various communication techniques (eg. verbal, non-verbal, visual, audio) in order to more effectively convey information and emotions in the context of addressing the issue of climate change. This can be used in various areas: in youth education, self-education processes and elsewhere. These techniques help reach both wider audiences and deeper levels of awareness. And within the limits of the module, it helps to achieve the above-mentioned goals and objectives.
References and Citations	https://pixers.us/wall-murals/braille-alphabet-56262226 https://www.supertrainerworksheets.com/generator-word-search.html https://www.education.com/worksheet-generator/reading/word-search https://pixlr.com/photo-collage https://edgeofmyknowledge.wordpress.com/2012/12/12/20-primary-and-secondary-emotions

Activity Plan	
Module Number and Name	Module 2: Multimodal Communication Techniques
Activity Title	THE POSSIBILITIES OF USING COMMUNICATION TECHNIQUES IN ANALYSIS OF CLIMATE CHANGE ISSUES.
Duration	4 hours

Objective(s)	• To motivate young people to use different communication techniques while analyzing issues of climate change. • To encourage young people for greater motivation, to be more active and creative in solving of the climate change problem. • With the help of educational activities to develop young people's environmental awareness.
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Activity Structure	
Warm-up Activity	The trainer will divide the youth into small groups (4-5 people each). The trainer will give the participants a task: to read a phrase written in Braille. Handouts – Annex “Braille” for each group.
Main Activities	
Activity 1	
Description	The problem of climate change and attention to it is one of the components of human daily life. The solution to this problem is for every person to search and find the most correct ways of doing things that help reduce climate change. The word search puzzle is a way to find the words you are looking for among many concepts, and when you do, use them to tell the story "How do I contribute to reducing climate change?" This activity promotes group members' discussion, teamwork, critical thinking, and creativity.
Teaching Materials	A computer, the Internet, pieces of paper, pens, a printer. Links: https://www.supertrainerworksheets.com/generator-word-search.html Or https://www.education.com/worksheet-generator/reading/word-search/
Duration	Duration of Activity: 1,5 hours
Instructions	1. The start of the activity (10 mins.) The trainer informs the youth that the importance of human personal contribution to reducing climate change will be examined. And that the whole activity will take place in several stages. 2. Stage I (30 mins.) The trainer divides the youth into small groups of 4-5 youth and gives a separate topic for each team, e.g.: "Water Pollution", "Melting glaciers",

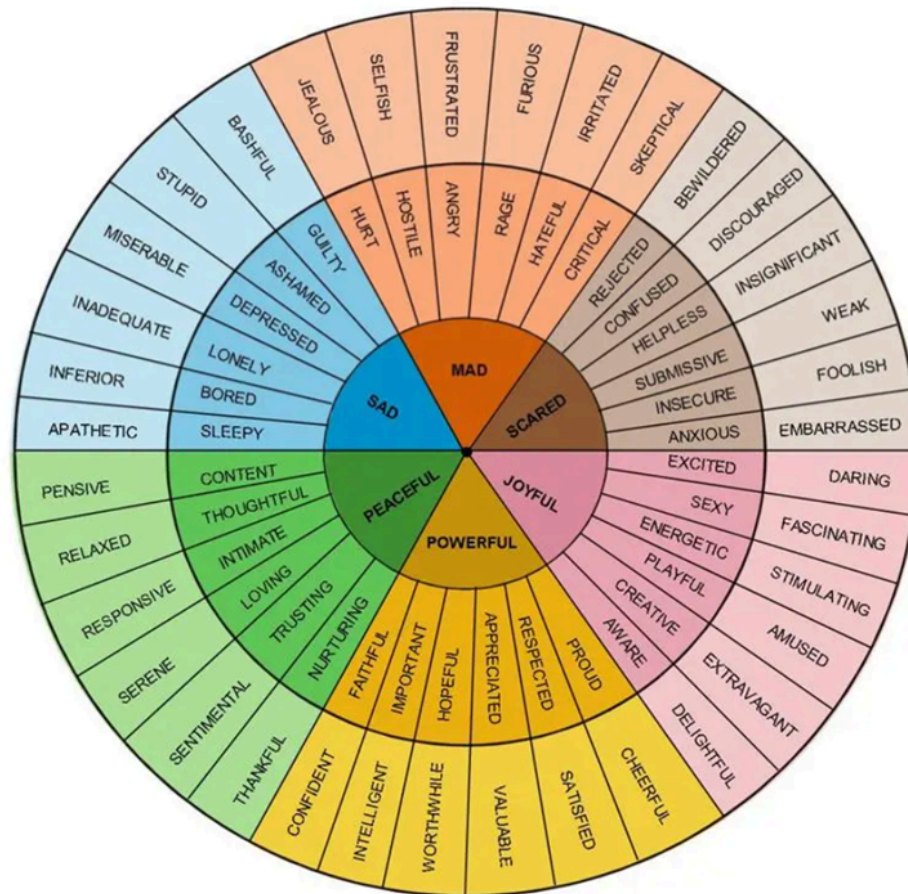
	"Garbage recycling", "The Problem of Increasing Traffic" "Waste Management" "Energy Saving" "Forest Protection" "Animal Protection" "The Reducement of Plastic" "The Use of Reusable Packaging" etc. Each team of participants discusses only one topic assigned to them by the trainer and writes down 15 keywords that are important to the studied topic on a piece of paper or on a computer. After the discussion, each team will use their 15 keywords to create a word search puzzle. It will work using the following online platforms: https://www.supertrainerworksheets.com/generator-word-search.html or https://www.education.com/worksheet-generator/reading/word-search/ Word search puzzles created by teams are then printed by the trainer (the number of youth teams is the amount of how many unique puzzles there will be). 3. Stage II (10 mins.) After printing out the puzzle worksheets, the trainer randomly distributes them to the youth teams. Each team of youth receives the puzzle worksheets created by their peers and should find the 15 hidden words. 4. Stage III (40 mins.) Each team uses keywords to briefly explain to the entire audience how they contribute to reducing climate change and why the keyword topic is important to them.
Assessment	Discussion topics for the youth: Young people will evaluate each other's presentations about personal involvement in solving the climate change problem based on criteria such as clarity of information, and creativity. The trainer will evaluate each team of youth and will discuss together with the youth what were the main challenges during the task. Was the assignment engaging and why? The trainer will give feedback on the quality of the young people's work and will tell the youth which aspects could and should be improved in the future.

Activity Structure	
Warm-up Activity	The trainer will show the words of the story, and the participants, with the help of their bodies and movements, will have to depict: wind, solar energy, rain, tree growth, etc.
Main Activities	
Activity 2	
Description	The problem of climate change is understood more deeply when the person is presented with illustrated fundamental changes. It is as if the image tells how it was and how it is. The purpose of the activity is to illustrate the changes in climate change and to educate the wider community through the organization of the exhibition. This activity promotes group members' discussion, teamwork, critical thinking, creativity, and the ability to use technology.
Teaching Materials	A computer, the Internet, a mobile phone, multimedia, or a smart screen. https://pixlr.com/photo-collage/
Duration	Duration of Activity: 1,5 hours
Instructions	1. The start of the activity (10 mins.) Before the activity, the trainer explains to young people the topic of climate change, which can be recorded with a phone camera (hereinafter referred to as a phone). the whole activity will take place in several stages. 2. Stage I (30 mins.) The trainer divides the participants into small groups of 3-4 youths. Each group can independently choose or consult with the trainer about which aspect of climate change they will record on the phone and which tools they will use for it. Each youth team takes two photos. The first photo will examine what the climate aspect looks like now and what it might look like in the future due to ongoing climate change. 3. Stage II (20 mins.) Each group of participants create a photo collage based on the available two photos and using the online platform https://pixlr.com/photo-collage/. Some examples of that could be: https://www.freepik.com/free-photo/climate-change-concept-collage_19332541.htm https://www.youtube.com/watch?v=s5uvCAjir0w  

	4. Stage III (30 mins.) The participants with the help of the trainer make a joint presentation of photo collages using the computer tool „PowerPoint“ and present it for the community. Activities that take place outside of this occupation also have a long-term impact. The youth-made demonstration - photo collage will be on exhibition for the duration of 1 month displayed in community facilities using multimedia or smart screens. The exhibition is a unique social action in the community that encourages everyone to think about the problem of climate change.
Assessment	Discussion topics for the participants: The youth will assess the relevance and importance of climate change problems seen in each other's photos in people's lives. In considering such questions: 1. Why is it important to talk about it? 2. How can the problem depicted be stopped from occurring? 3. What is the role of youth in this process? Etc. The trainer will evaluate each team and will discuss with the participants what were the main challenges in completing the task. Was the assignment engaging and why? The trainer will provide feedback on the quality of the youth's work and will tell which aspects could and should be improved in the future.

Activity Structure	
Warm-up Activity	With the meditation music playing (https://www.youtube.com/watch?v=1ZYbU82GVz4), the participants will move slowly around the grouproom and gently move different parts of their bodies, starting from the head and ending with the feet. This will relax their bodies and minds. This activity can also be associated with human psychological balance and sustainable use of energy.

Description	Climate change leads to negative consequences on earth, such as forest fires, extinction of certain fauna and flora, and others. However, it must be remembered that it also negatively affects a person's psychological health. Thus, this task is intended to understand what feelings a person experiences in different natural and social situations. And what situations are caused by climate change? This activity encourages youth self-reflection, discussion, and critical and analytical thinking.
Teaching Materials	Computer, Internet, a sound system. https://www.youtube.com/watch?v=1ZYbU82GVz4
Duration	1 hour
Instructions	1. The start of the activity (10 mins.) During the activity, the trainer informed the youth that the issue of climate change will be explored using sounds. The participants will be asked to listen to them and think about their emotions and their change, while they hear different sounds. The trainer will also remind the participants of the scale of emotions: https://edgeofmyknowledge.wordpress.com/2012/12/12/20-primary-and-secondary-emotions/



2. Start of the activity (10 mins.)

During the activity, the trainer informs the participants that the issue of climate change will be explored using sounds. The participants must listen to them and think about their emotions and their change, while they hear different sounds. The trainer will also remind the participants of the scale of emotions:

<https://edgeofmyknowledge.wordpress.com/2012/12/12/20-primary-and-secondary-emotions/>

3. Stage I (30 mins.)

The participants close their eyes and listen to different sounds that are grouped together.

The trainer explains to them what they hear every time.

Each audio track should be listened to for about 2 minutes.

After the participants listen to the sounds of the first group, the trainer asks them to analyze what they heard, what was the intensity of the sounds, how they changed or why they did not change, to describe their own personal emotions when they heard the sounds and to explain why such emotions arose (while using the scale of emotions).

The scale of emotions used for the expression of emotions:

<https://edgeofmyknowledge.wordpress.com/2012/12/12/20-primary-and-secondary-emotions/>

This course of actions is repeated with all the groups of sounds below.

The first group of sounds:

Forest sounds in the morning.

<https://www.youtube.com/watch?v=9-c1QNq-D7E>

Forest sounds in the evening.

<https://www.youtube.com/watch?v=srTZ5Zr927Y>

Forest sounds at night.

<https://www.youtube.com/watch?v=Yb5XQ9i-gtI>

The second group of sounds:

The sound of felled forest/a forest being destroyed.

<https://www.youtube.com/watch?v=su2oT3s4fQ0>

<https://www.youtube.com/watch?v=GfoUZJWKlyM>

The third group of sounds:

The sound of a burning forest in the morning.

<https://www.youtube.com/watch?v=6IcdEbuiq-Y>

The sound of a burning forest in the evening.

<https://www.youtube.com/watch?v=G-WTTRciALM>

The sound of a burning forest at night.

<https://www.youtube.com/watch?v=GdwhlKKw0Lc>

The fourth group of sounds:

The sound of a river flowing.

<https://www.youtube.com/watch?v=GfoUZJWKlyM>

<https://www.youtube.com/watch?v=2LMqOdCHQWw>

The sound of a dry river

<https://www.youtube.com/watch?v=awx9ATjPm6k>

	The fifth group of sounds: The sounds of city street noise in the morning. https://www.youtube.com/watch?v=g3BsxZwwj6k The sounds of city street noise in the evening. https://www.youtube.com/shorts/6PmS04iaNs8 The sounds of city street noise at night. https://www.youtube.com/watch?v=O8dHBkKtI1w
Assessment	Discussion topics for the participants: The trainer summarises the entire activity and discusses the following aspects with the participants: 1. What effect does climate change have on human emotional well-being? 2. How does forest therapy contribute to the improvement of a person's psychological well-being? 3. Is it possible to create a city urbanization therapy and what would be its effect on a person?

Module 3: Youth Engagement Strategies	
Objectives	• To provide young people with tools and strategies to discuss climate change effectively. • To foster open and inclusive discussions around climate change, emphasizing youth voices. • To introduce real-life case studies that illustrate successful youth-led climate actions. • To create a safe space for young people to explore their ideas and concerns about climate change. • To equip participants with communication skills that inspire action and collaboration. • To use interactive and creative methods to deepen engagement in climate change discussions.
Learning Outcomes	1. • Young people will learn strategies for effective communication about climate change. • They will recognize the importance of inclusive and respectful dialogue in driving climate action. • Youth will analyze case studies of successful youth-led climate initiatives to draw inspiration. • Confidence in expressing their views on climate change will be developed through interactive discussions. • Young participants will create and propose innovative ideas to engage their peers in climate action.
Methodology	This module will use non-formal education methods, including group discussions, role-playing, case study analysis, and creative workshops. Emphasis will be placed on collaboration, critical thinking, and interactive activities that encourage active participation and engagement.
Key Words	Youth Engagement, Climate Change Communication, Case Studies, Collaboration, Critical Thinking, Creativity
Duration	4 Hours
Description	Module 3 focuses on equipping young people with practical tools and strategies to discuss climate change effectively. Through the use of real-world case studies, participants will explore how young leaders have driven meaningful action. The module will emphasize

	communication skills, critical thinking, and inclusivity to foster impactful conversations. Creative and interactive activities will inspire participants to propose and implement their own engagement strategies. By the end of the module, participants will feel empowered to lead discussions and motivate peers to take action on climate change.
References and Citations	Educational Manuals: ○ T-Kit 13: Sustainability and Youth Work A manual from the Council of Europe that explores how to integrate sustainability into youth work, offering practical activities and methodologies. ○ Compass: Manual for Human Rights Education with Young People This Council of Europe manual is a valuable resource with activities that address human rights and sustainability, encouraging young people to take meaningful actions. ○ Education for Sustainable Development Goals: Learning Objectives (UNESCO) A UNESCO guide for educators, focusing on building competencies to achieve the Sustainable Development Goals (SDGs). Link: UNESCO ESD Manual Scientific Resources and Climate Change Data: ○ NASA Climate Change: Vital Signs of the Planet A reliable source for data and scientific information about climate change and its impacts. Link: NASA Climate Change ○ IPCC (Intergovernmental Panel on Climate Change) Reports Detailed reports on the impacts of climate change, global challenges, and proposed solutions. Link: IPCC Reports ○ UN Climate Action The official UN site that compiles information about global climate action and campaigns for engagement. Link: UN Climate Action Youth-Led Initiatives: ○ Fridays for Future A global movement of school climate strikes led by young people,

	founded by Greta Thunberg. Link: Fridays for Future ○ Youth Climate Leaders An organization empowering young people to become leaders in global climate action. Link: Youth Climate Leaders ○ Plant-for-the-Planet A global youth-led movement promoting tree planting as a way to combat climate change. Link: Plant-for-the-Planet ○ The Climate Reality Project A global organization founded by Al Gore that promotes climate action and trains young leaders. Link: The Climate Reality Project
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Activity Plan	
Module Number and Name	Module 3: Engaging Young People in Climate Change Discussions
Activity Title	Empowering Youth Voices for Climate Action
Duration	4 Hours
Objective(s)	1. To build participants' skills in facilitating and participating in meaningful climate discussions. 2. To analyze and draw inspiration from case studies of youth-led climate actions. 3. To engage participants in designing creative projects that foster climate action discussions.

Activity Structure	
Warm-up Activity	"Climate Chat Circles" Materials: Sticky notes, pens, a whiteboard or large paper Instructions: 1. Form small groups (4-5 participants each). 2. Provide each group with sticky notes and ask: <i>"What emotions or thoughts come to mind when you hear 'climate change'?"</i> 3. Participants write one word per sticky note and place it on a board. 4. Discuss as a group: ○ What patterns or common themes do you notice?

	Why do these emotions or thoughts matter when talking about climate change? Duration: 20 minutes
Main Activities	
Activity 1	
Description	Participants will analyze real-world examples of youth-led climate initiatives and discuss their strategies, challenges, and impacts.
Teaching Materials	Printed or digital case studies:  Fridays for Future (Greta Thunberg)  Plant-for-the-Planet Youth Campaign  Bye Bye Plastic Bags  Youth Climate Strike (Earth Uprising)  Sunrise Movement
Duration	60 minutes
Instructions	Divide participants into 3 groups and assign a case study to each group. Examples include:  Fridays for Future (Greta Thunberg)  Plant-for-the-Planet Youth Campaign  Bye Bye Plastic Bags  Youth Climate Strike (Earth Uprising)  Sunrise Movement - Each group will: - Read and analyze the case study. - Answer discussion prompts, such as: - What challenges did the youth leaders face? - What made their initiative successful? - How can you apply similar strategies in your community? - Groups present their findings to the big group - Debriefing Questions:  What was the most impactful aspect of the case study, and why?  How can this initiative be adapted to your local context?

	🏠 What challenges might arise when replicating this idea, and how could they be addressed? 1. 🏠 What actions could you take to contribute to or build upon similar initiatives?
Assessment	🏠 How engaging was this Activity in helping you understand youth-led climate actions? ☐ Very Engaging ☐ Engaging ☐ Neutral ☐ Not Very Engaging ☐ Not Engaging at All 🏠 Which factor do you think contributed most to the success of the youth initiatives analyzed? ☐ Strong social media presence ☐ Support from organizations or policymakers ☐ Community involvement and grassroots action ☐ Innovative approaches and creativity

Activity Structure	
Warm-up Activity	Chair game: Chairs in a circle and participants sitting on each chair. One participant in the middle, standing, without a chair. The person in the middle without a chair has to say ‘something that worries him/her about the environment’. Anyone who shares the same concern has to get up and find another chair. Eventually, someone is left without a chair again, and that person has to say ‘something that worries you about the environment’. And so it goes on, like a game of chairs. Duration: 10 minutes.
Main Activities	
Activity 2	
Description	Role-Playing Dialogue - Participants will role-play realistic scenarios involving discussions about climate change to practice communication skills, persuasion, and active listening. This activity will help participants feel confident when discussing environmental issues in real-life situations

Teaching Materials	 Scenario Cards: Canva - Scenario Card Examples  Role-Play Guidelines: canva
Duration	50 minutes
Instructions	Preparation Phase (15 minutes) 1. Form Groups: Divide participants into small groups (3-5 people). 2. Distribute Scenario Cards: Each group picks or is assigned a scenario card. 3. Guidance: Share the Role-Play Guidelines (below) to help participants structure their dialogue. 4. Plan the Role-Play: ○ Identify roles (e.g., speaker, audience, supporter, skeptic). ○ Outline key points for their argument, including facts and emotional appeals. ○ Discuss potential objections and how to address them effectively. Performance Phase (30 minutes) 1. Role-Play Execution: Each group performs their role-play for 3-5 minutes. 2. Group Feedback After Each Role-Play: ○ What worked well in their communication approach? ○ How did they handle objections or challenges? ○ What could be improved (e.g., tone, clarity, or specific arguments)? 3. Facilitator Comments: Summarize feedback, offering constructive suggestions for improvement. Reflection and Discussion (10 minutes) 1. After all performances, facilitate a group discussion: ○ What challenges did you face when preparing or performing? ○ What skills did you practice (e.g., persuasion, active listening)? ○ How can you apply what you learned to real-life discussions about climate change?
Assessment	 How confident do you feel discussing climate change after this role-playing activity? ☐ Very Confident ☐ Somewhat Confident ☐ Neutral

	☐ Not Very Confident ☐ Not Confident at All  What was the most challenging part of the role-play? ☐ Presenting arguments clearly and persuasively ☐ Responding to different perspectives and objections ☐ Staying engaged in the discussion ☐ Finding reliable information to support arguments
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Activity Structure	
Warm-up Activity	1. Divide participants into small groups of 4-5 people. 2. Show an image of a local environmental issue to the groups and ask: “<i>What practical actions could be taken to address this problem?</i>” 3. Groups have 2 minutes per image to discuss and write down their ideas on a piece of paper or a whiteboard. 4. Rotate through 3-4 images, ensuring all groups get a chance to brainstorm for each. 5. After the activity, ask each group to share one solution they found particularly creative or impactful with the larger group. Objective: To connect participants emotionally with local environmental challenges and prepare them to engage in the subsequent activity by thinking critically about practical solutions. 10 minutes
Main Activities	
Activity 3	
Description	Creative Engagement Project - Participants will design a creative project to engage their peers in climate discussions. This activity develops skills such as teamwork, critical thinking, problem-solving, and communication.
Teaching Materials	Handouts & Templates: Project Planning Handout – Helps groups structure their project, define objectives, and list required materials. Canva • Presentation Guide Handout – Provides a clear format for preparing and delivering their project pitch. Canva

	Materials: • Poster boards, markers, magazines for cutouts, glue, scissors (for manual projects). • Laptops or tablets (for digital projects).
Duration	90 minutes
Instructions	1. Introduction & Group Assignment (10 min) • Explain the goal: Create a creative project to raise awareness about a climate issue. • Show possible project ideas: ◦ A social media campaign (e.g., creating a challenge with a hashtag). ◦ A mural or infographic for display in schools. ◦ A community event plan (e.g., a beach cleanup or a sustainability fair). • Divide participants into groups of 3-5 people. 2. Project Development (60 min) Each group follows these steps: Step 1: Choose a Climate Issue (10 min) • Select a specific climate-related problem, such as: ◦ Plastic pollution ◦ Renewable energy ◦ Deforestation ◦ Local climate change impacts • Use the Brainstorming Handout to jot down ideas. Step 2: Plan the Project Concept (15 min) • Choose a creative approach (poster, video, digital post, campaign). • Define the goal: To inform, raise awareness, or inspire action? • Fill in the Project Planning Handout with key details. Step 3: Research and Collect Data (10 min) • Groups gather facts and real-world examples to support their project. • They can use online resources or materials provided by the facilitator. Step 4: Create the Project Prototype (20 min) • Groups begin designing their project: ◦ Draft posters or infographics. ◦ Create a script for a video or social media post. ◦ Develop an outline for an event/workshop. • The facilitator provides feedback and support as needed.

	Step 5: Prepare the Presentation (5 min) • Groups prepare a 3-5 minute presentation covering: ◦ The chosen climate issue. ◦ The solution they propose. ◦ How they would implement the project. • Use the Presentation Guide Handout to structure their pitch. • 3. Presenting the Projects (15 min) • Each group presents their project. • Participants and facilitators provide feedback using guiding questions: ◦ What was the most impactful aspect of the project? ◦ How could it be expanded or improved? ◦ 4. Reflection & Closing Discussion (5 min) • Final reflection questions: ◦ How did this activity help you understand climate change better? ◦ How did it feel to design a project from scratch? ◦ What ideas could actually be implemented in your community?
Assessment	 How engaging was today's activity? ☐ Very Engaging ☐ Engaging ☐ Neutral ☐ Not Very Engaging ☐ Not Engaging at All  How confident do you feel about applying what you learned in this session? ☐ Very Confident ☐ Confident ☐ Neutral ☐ Not Very Confident ☐ Not Confident at All

Module 4: Digital Tools For Climate Activism

Objectives	1. Familiarity with digital tools to promote awareness of climate change. 2. Acquisition of skills for content creation and collaboration in activism actions. Strengthening multimodal learning through the use of text, image, video and interactive applications.
Learning Outcomes	● Youth will understand what digital activism is and its importance. ● Collaborate to create a small digital campaign. ● Practice skills such as creativity, collaboration and the use of digital tools. ● Utilize modern digital tools
Methodology	Empowerment games, brainstorming, simulations, creative worksheets, questionnaires.
Key Words	1. Activism – The action for social or environmental change. 2. Digital – Relating to the use of electronic media and technology. 3. Campaign – An organized effort to achieve a goal. 4. Awareness – The act of informing and mobilizing others about an issue. 5. Platform – A digital medium, such as a social network or app.
Duration	4 Hours
Description	

	This module is about an introduction to digital activism: that is, understanding digital activism and its role in climate change advocacy. It covers theoretical training as well as examples of successful digital campaigns and movements using digital tools for Climate Education such as Platforms for creating and sharing educational content (e.g. Canva, Padlet, Google Workspace), Data visualization tools (e.g. Infogram) for presenting climate-related data, Social Media for Climate Advocacy and strategies for effective climate messaging on platforms such as Instagram, TikTok and Twitter, Hashtag activism and community building. Collaborative digital platforms: Virtual event organization and social live streaming. Finally Gamification techniques for youth engagement in climate issues (e.g. creating interactive games) & the role of storytelling and multimedia (videos, campaigns) in climate education.
References and Citations	

Activity Plan	
Module Number and Name	Module 4: Digital Tools for Climate Activism
Activity Title	Introduction to Digital Activism.
Duration	4 hours
Objective(s)	• To strengthen the knowledge and digital practical skills of young people for action on climate change • To organize a digital toolbox, accessible and easy to use also for young people with learning disabilities. • To increase confidence in community participation through non-formal learning methods. • To engage youth in climate issues through interactive, fun and educational activities that promote awareness, critical thinking and action in the real world.

Activity Structure	
Warm-up Activity	Interactive Game: (10 minutes) "Climate in the Air" Youth stand in a circle. A balloon (or a light ball) represents "the Earth". The goal is to keep the balloon in the air, touching it only once per youth. Rule: Every time the balloon falls, they must all shout together a simple awareness phrase, e.g., "The Earth needs us!" Gradually increase the number of balloons.
Main Activities	
Activity 1	
Description	The trainer tells the youth the topic of the unit and emphasizes interactive learning and teamwork. After the group game, images and videos of activism are shown and the youth are divided into groups. Youth are interactively invited to form 2 acrostics for the term: << activism & climate activism>> with questions that are shared. Then there is a discussion on how social media enhances the dissemination of environmental messages and youth are invited to write feedback questions on a pad let for TikTok, Facebook, Twitter, Instagram. In the final phase, the assessment is done with questions & answers. This activity combines a multimodal approach to theoretical training for activism, strengthens digital writing skills and good dialogue practices.
Teaching Materials	Internet, computer, pad let, pieces of paper, pen, printer. Links: https://youtu.be/XU0PnoCOXpU?si=LvGg3c0MQAw1QUf- https://youtu.be/zctj7rKwbkc?si=oSk829C9GTg3aUUt

	https://tinyurl.com/mskjf8uv
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Duration	Duration: 80 mins
Instructions	1st Step: (10 minutes) • The trainer presents the topic of the unit. • Emphasizes the importance of interactive learning and teamwork. 2nd Step: Introduction (10 minutes) • Questions for prompting: What does the term activism mean to you? How is activism related to environmental protection? All answers – words are written on the board. 3rd Step: Material Viewing (10 minutes) • Description: Viewing images and videos of environmental actions and activism movements. • Observation & feedback questions: What feelings does this material evoke in you? Which actions stand out and why? https://www.youtube.com/watch?v=zctj7rKwbkc&t=124s https://www.youtube.com/watch?v=XU0PnoCOXpU&t=161s Step 4: Group Work - Creating an Acrostic (20 minutes) • Youth are divided into groups and asked to create two acrostics for the terms: 1. Activism 2. Climate Activism The questions that will help in creating the acrostics are given on cards (canvas): links LINK LINK Step 5: Social Media Discussion (20 minutes) • Questions for youth: How do you think social media helps spread environmental messages? Have you followed environmental campaigns on TikTok, Facebook, Twitter or Instagram? How did they influence you?

	Youth write on Padlet their questions about how social media can be made more effective. LINK
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Assessment	Evaluation (10 minutes) - Questions-Answers: - What did you learn today about activism and environmental protection? - How is individual action connected to social change? - Which digital media do you think are most effective for promoting environmental messages and why? - Youth share their thoughts .LINK
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Activity Structure	
Warm-up Activity	Activity: Sustainability in Our Hands Description: Divide youth into pairs and ask: "What environmentally friendly actions do you do every day?" "How do you think technology can help with sustainability?" Each pair shares a key idea with the group.
Main Activities	
Activity 2	
Description	

	Exploring Eco-Friendly Apps for Climate Action. This session uses a combination of non-formal learning methods such as interactive group work, hands-on exploration, and reflective discussion to engage youth and encourage active participation. By the end of the session, youth will recognize and understand how to use eco-friendly apps to make sustainable lifestyle choices and support climate action. This activity sets the stage by connecting personal habits with technology.
Teaching Materials	• Devices (smartphone or tablet) app descriptions, computer, projector • Slides with app overviews. https://tinyurl.com/ysdttueb • Printed worksheets for group activities. • Optional: QR codes for app links. • White board, markers • Video clips of apps: https://www.youtube.com/watch?v=zo93M_6Xl50 https://www.youtube.com/watch?v=g3p3nMiwl7M https://www.youtube.com/watch?v=A02e02bV5Ko https://youtu.be/4FzKU0QCFho?si=r_Th2ldcPPgvpwYr
Duration	70 min
Instructions	1. Introduction (10 minutes) • Presentation of the concept of sustainability. • Discussion on environmental responsibility and the use of technology for positive impact. 2. Presentation of Digital Applications (20 minutes) Each application is presented with the following sections: 1. Description and Purpose: What the application is and how it relates to sustainability. 2. How it works: Example of use. 3. Benefits: Contribution to the environment and useful features. Examples of Applications: PowerPoint https://tinyurl.com/brz5x8z8 1.Ecosia • What it is: A search engine that uses its profits to plant trees. • How it works: Users search and ad revenue is used to plant trees. • Example: 45 searches = 1 tree planted. • Benefits: Simple, user-friendly, with transparent financial reporting.

2. Too Good To Go

- **What it is:** An app that helps reduce food waste.
- **How it works:** Users buy cheaper food packages left over from restaurants or stores.
- **Example:** Buy a €12 food package for only €4.
- **Benefits:** Waste reduction, economic benefit for the user and user-friendliness.

3. JouleBug

- **What it is:** An app that gamifies sustainability.
- **How it works:** Users complete "green" activities and earn points.
- **Example:** Earn points by saving energy at home.
- **Benefits:** Educational, fun, and motivating for behavior change.

4. Oroeco

- **What it is:** An app that tracks your personal carbon footprint.
- **How it works:** Connects to your consumption habits and suggests sustainable options.
- **Example:** Replacing a flight with a train.

3. Activity: App Exploration (20 minutes)

Activity: Eco-Friendly App Deep Dive

- **Description:**

Youth work in small groups (3-4 members). Each group chooses one app from the above to explore (demo versions or app descriptions if installation is not possible).

They discuss how the app works and its features.

They identify how it promotes eco-friendly habits.

They brainstorm scenarios where the app could be useful in everyday life.

- **Materials:**

Tablet/smartphone or printed app descriptions.

Worksheets for guided exploration (see below).

	• Instructions: 1. Distribute devices or handouts. 2. Assign specific apps to groups or let them freely choose one app per group. 3. Groups complete the worksheet. 4. Monitor and assist as needed. Example Worksheet: 1. App Name: 2. Purpose: 3. Features You Like: 4. A Scenario Where It's Useful: 5. A Challenge It Can Solve in Your Community: 4. Sharing and Reflecting (15 minutes) Activity: App Presentation and Reflection • Description: Each group presents their app and key findings in 2-3 minutes. Highlight a unique feature of the app. Discuss a challenge it could solve. 1. Groups present their findings on the board. 2. Facilitate a group discussion: "Which app do you think would have the greatest impact on your life or community?" "What other features would make these apps even better?"
Assessment	Post-Session Wrap-Up Quiz: (5 minutes) Distribute a quick 5-question quiz: 1. Name an app that helps reduce food waste. ----- 2. What is Ecosia's primary purpose?

	----- 3. How can gamification encourage sustainable habits? ----- 4. Which app would you recommend to a friend and why? ----- 5. Describe one way technology can help combat climate change. -----
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Activity Structure	
Warm-up Activity	Creative Gamified Activity. (20 minutes) Step 1: Define the goal of the game. Think about what you want players to learn or achieve from the game. Consider topics such as saving energy, reducing waste, or the importance of biodiversity. Examples: • Reduce plastic waste. • Raise awareness of renewable energy sources. • Encourage tree planting or participation in clean-up activities. Your goal: (What specific environmental action will your game encourage?) _____ Step 2: Choose Game Mechanics. How will the game work? Choose from the following mechanics or create your own: • Points: Award points for environmentally friendly actions. • Challenges: Set daily or weekly sustainability goals. • Levels: Players can unlock new levels as they complete tasks (e.g., from beginner to advanced eco-friendly actions). • Badges: Award badges for completing specific actions (e.g., "Plastic-Free Hero" or "Tree Planter"). Your mechanics: (Choose at least 2 mechanics) • Points: _____ • Challenges: _____ _____

	• Levels: _____ • Badges: _____ Step 3: Identify actions and rewards. List specific actions players can take to earn rewards. Think of tasks that are realistic and impactful. Example: • Action: Recycle plastic bottles. → Reward: +10 points. • Action: Participate in a local cleanup event. → Reward: Unlock a new badge or level. Your actions and rewards: • Action 1: _____ → Reward: _____ • Action 2: _____ → Reward: _____ Step 4: Create challenges or scenarios: Make the game exciting by creating challenges or scenarios that ask players to solve real-world problems. Example: • Challenge: "You find a plastic bag on the beach. What will you do?" • Scenario: "Your family uses a lot of plastic. How can you reduce plastic waste?" Your challenge ideas • Challenge 1: _____ • Challenge 2: _____
	Main Activities
	Activity 3
	Description Digital Campaign Design Challenge: In this activity, youth put into practice what they have learned about activism platforms, utilizing specific design tools and creativity. They develop critical thinking, imagination, graphic design and collaboration skills. Positive outcomes: • Improved understanding of digital tools and strategies for climate activism. Familiarity with implementing a campaign on social networks. • Practical experience in creating digital campaigns and educational content.

	• Increased confidence in engaging communities through non-formal learning methods. • A toolbox of resources for ongoing climate advocacy efforts. This module also equips young people with special educational needs with the skills and knowledge to become important digital climate advocates, while encouraging collaboration, creativity and ethical practices in activism. Using images with examples that show action (youth with signs, tree planting, reusable objects), youth connect the concepts of climate change with practical solutions that they can adopt.
Teaching Materials	Internet, computer, pad let, pieces of paper, pictures, markers pens, printer
Duration	1 hour & 30 minutes
Instructions	Step 1: Introducing activism movements (30 minutes). Actions that help the planet 1. #FridaysForFuture Campaigns • Started by youth Greta Thunberg. link • Youth protest climate change every Friday. • Example: They gather outside city halls and hold signs with messages like "Save our future!". Image Example: Youth at a protest holding signs with slogans like "There is no Planet B."  2. #TeamTrees Tree Plantings link • Goal: To plant 20 million trees. • Organized by YouTuber MrBeast and the Arbor Day Foundation. • Funded by people who donated for each tree. Image Example: Groups of people plant trees in a forest with smiles and optimism. 

3. #Plastic Free Challenge [link](#)

- Many people are participating in challenges, such as the Plastic Free Challenge, to use less plastic.
- Example: Replacing plastic bottles with reusable ones.

Image Example:

Stainless steel bottles or cloth bags in use, instead of plastic ones.



Reinforcement Questions Worksheet:

- What is #FridaysForFuture and who started it?
- How does #TeamTrees work and what was the result?
- What everyday items can replace plastics?

2. Creativity and Application: Poster Creation (30 minutes)

Content:

- Introduction to content creation tools.
- How to create posters, infographics and videos about climate change.

Tools:

A) Canva: Easy graphic design tool. Brief presentation of graphic design capabilities with canva <https://www.canva.com/>

B) Guide: Create an account (or use the non-registered version).

Choose a Campaign Theme: Each team chooses one of the examples (#FridaysForFuture, #TeamTrees, Reduce Plastic).

Steps:

1. Choose a poster or infographic template.
2. Add a catchy slogan (e.g., "Together for a Green Future!").
3. Use images (e.g., youth protesting, planting trees).
4. Combine fonts and colors for a striking look.
5. Save or download the file.

	B) InShot (video creator for smartphones): https://inshot.com Guide: 1. Download the app. 2. Import videos/photos. 3. Add subtitles, music and filters. 4. Export the final video. Youth work in pairs or small groups and create digital posters and videos. Optionally, they can initially make posters with paper, collages of images and written slogans. 3. Campaign Implementation (20 minutes) Youth discuss their projects and publish their posters & videos on the network of their choice. Network Options: • Social Media: Instagram, Facebook, TikTok, Twitter. Include hashtags such as #SaveOurPlanet, #ClimateAction. • School Platform: Internal community of youth/trainers. • Blog or Website: Post a campaign on a dedicated environmental website. (optional) 4. Activity Evaluation (10 minutes) Youth answer 3 questions at the end of the activity: 1. Which example of action inspired you the most and why? 2. How do you evaluate your collaboration in creating the poster? 3. How do you think your campaign will influence others? Discussion: The trainer discusses the answers and reinforces the importance of action for the environment.
Assessment	4. Activity Evaluation (10 minutes) Youth answer 3 questions at the end of the activity: 1. Which example of action inspired you the most and why? 2. How do you evaluate your collaboration in creating the poster? 3. How do you think your campaign will influence others?

	Discussion: The trainer discusses the answers and reinforces the importance of action for the environment.
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Module 5: Building Skills for Effective Education Events

Objectives	To create a space for reflection for young people to find ways to take action in their communities on the issues of global warming, climate change, climate justice, environmental awareness, global development, and green living. To encourage to use of theatre as a tool to find ways to take action in their communities on climate change issues. To experience challenges in outdoor activities related to climate change. To involve young people in co-creating the cities and towns of the future, following new Bauhaus principles. To help young people think critically about global and local climate issues. To encourage young people to develop ideas to help fight climate change. To qualify youth workers and young people to build events for effective non-formal education.
Learning Outcomes	1. Young people will develop knowledge and skills to use theatre as a tool to find ways to take action on global warming, climate change, climate justice, environmental awareness, global development, and green living. 2. Young people will achieve their needs and priorities using Devising techniques. 3. Young people identify Bauhaus principles that affect real-world challenges in the cities. 4. Young people will be involved in decision-making processes related to public space planning. 5. Young people will explore climate change activities using the Scavenger Hunt tool. 6. Young people will think critically about global and local climate issues. 7. Young people will develop ideas and solutions to create public spaces inspired by the New European Bauhaus (NEB).

Methodology	Module 5 methodology involves group activities, trainer performance, design principles, interactive discussions, and critical thinking activities to help young people comprehend and address climate change.
Key Words	Climate change; decision-making; critical thinking; Educational theater; Devising; European New Bauhaus; Climate change Scavenger Hunt
Duration	3 HOURS
Description	The learning activity builds knowledge and skills for implementing nonformal education events for Young Adults. It refers to the process of developing the necessary competencies and strategies to plan, organize, and deliver educational events specifically tailored to young adults. These events focus in interactive theater and devising, Scavenger Hunt linked to climate change topics, European new city Bauhaus for more sustainable and compassionate cities. They aim to engage, inform, and empower participants in a way that resonates with their interests and learning styles.
References and Citations	

Activity Plan

Module Number and Name	Module 5: Building skills for Effective Education Events
Activity Title	Theater for taking action in climate change
Duration	1 hour
Objective(s)	1. Young participants will use theatre as a tool to find ways to take action in their communities on climate change issues. 2. Increase learners' knowledge about Devising and creating performance materials.

Activity Structure	
Warm-up Activity	The “other” animal inside me To allow people to get to know each other's names and/or some basic information about each other. Each person picks the name of an animal name that starts with the first letter of their own name. To illustrate, 'I am Bettie Beatrice and like fresh flowers'. Then the next person continues. And so on ... Discussion Questions: Did anyone feel comfortable doing this exercise? If not, why? Can anyone explain why it is good for us to set expectations? How can we use these expectations for the rest of the training event?
Main Activities	
Activity 1	
Description	Theater for taking action in climate change Purpose of this activity- In this activity, we will explore ways in which theatre can be used to help groups of young people find ways to take action in their communities on the issues of global warming, climate change, climate justice, environmental awareness, global development, and green living.

	Devising is the business of creating performance material from anything except a play text. The material most usually comes from the feelings, opinions, and experiences of the participants who devise the work collaboratively. It helps to facilitate discussions and exploration of environmental issues through the medium of theatre. Devising is one of the key strategies in drama work. It helps groups find out what they would like to explore; shows them ways that they can express what they want to say; and provides them with media to share what they want to say. Since their concerns and ideas in this project are to do with environmental action the role of devising here is to help groups of young people make theatre that can be performed for the communities in which the young people live. The devised theatre can provoke those communities into changing the way they live in order to mitigate against climate change.
Teaching Materials	Ideas for formats and topics. Choose a nearby space that has suffered a climate catastrophe and create a site-specific scene. (For trainer: e.g. a forest that had been burnt. This will force the audience to visit these spaces and see what local consequences climate change has). Make a play that shows the decay of a habitat. Propose styles of theatre-making for this (For trainer: e.g., combine chorus work, pair dialogue, group scenes, projections, etc). Create scenes and stories for isolated environments like an iceberg floating in the sea; a marooned island in a rising sea; or a wasted forest after a wildfire. Create a short play based on recorded interviews. The interviews should be taken from people in your locality that answer the same question. Sample questions are ‘What would you give up, if anything, to reverse the rising temperatures in the world?’ or ‘Is Climate Change the result of human action?’ or ‘How concerned are you about climate change?’ Perform a series of short monologues as the voices of several creatures who became extinct in the last year, as researched by your group. Create a movement-based piece that explores the destruction (or regeneration) of a habitat for human beings.
Duration	1 hour
Instructions	Choose one form and one topic, or design a new one. Preparation in groups.

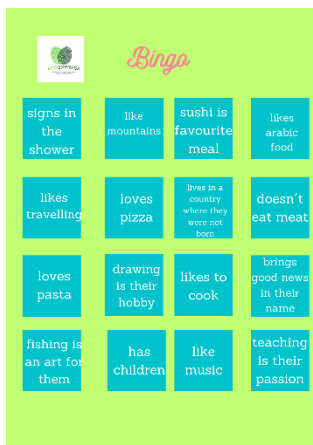
	Performance in plenary. As a previous step, we must create trust, security, and ownership in the group. About the form. A typical brief that focuses on the form might be: Create a performance that is no more than 5 minutes long. It should begin with presenting us with something everyday, identifiable to most of us, typical, routine, or quotidian. As the scene or piece develops there should be a gradual increase in the unusual, different, strange, or odd. It should conclude with the surreal. So, the piece should be a movement from ordinary to extraordinary, or from real to surreal. To help the group understand the requirements of the activity, we sometimes give examples: -Someone you thought you knew well becomes someone you realize you did not know much about at all. - A place you consider ordinary is slowly transformed into somewhere else.
Assessment	Discussions with youth: 1. Which elements of performance did you like most? 2. What will you change from tomorrow in your behavior? 3. What do you want to change in your community/environment?

Activity Structure	
Warm-up Activity	The orchestra Participants will create an orchestra without using any musical instruments. The orchestra can only use sounds that can be made with the human body. They can use their hands, feet, voice, etc. They may clap, stomp their feet, whistle, hum, sigh, etc. However, they are not allowed to use any words. Ideally, each player should choose a different sound. Choose a well-known tune and ask the group to play their part in the orchestra using the sound they have chosen. Alternatively, don't suggest a tune to them and let the group surprise themselves with the sound they create. You could even suggest to them that the tune becomes the theme tune for the training program they are attending. If so, it can act as a useful energizer at any point during the training as you simply need to ask the orchestra to play the theme tune at any time that you think that energy levels may be down.
Main Activities	
Activity 2	
Description	CLIMATE SCAVENGER HUNT This Scavenger Hunt is a fun and interactive activity where participants are tasked with finding or completing a series of challenges within a set timeframe. These tasks are related to climate change. Teams are given a list of items to locate or tasks to perform, and they must gather these items, take photos or videos, or solve riddles to complete their objectives. The hunt can take place in various environments such as outdoor parks, urban areas, or even indoors.
Teaching Materials	Items to find: Find a reusable water bottle (to highlight reducing plastic waste). Find an item that runs on solar energy (such as a solar charger or solar-powered light). Look for a compostable or biodegradable product (such as a compostable utensil or packaging). Find a small plant or seeds (to emphasize reforestation and the importance of nature).

	Snap a picture of an electric vehicle or charging station (to highlight sustainable transportation). Find something that uses or promotes green energy, like a wind-up flashlight or a solar-powered fan. Find an item made of recycled paper (such as a notebook or packaging). Locate an energy-efficient appliance, like an LED light bulb or a low-energy fan. Find an item of clothing made from sustainable materials (like organic cotton or recycled fabrics). Take a photo of a bus or train ticket to encourage using public transportation over driving. Challenges: Design a climate change awareness poster using items you can find (e.g., markers, paper, or online tools). Share it with your group! Take a team photo hugging a tree (to symbolize the importance of forests in fighting climate change). Find a location or product that is entirely plastic-free and take a photo of it as a demonstration of the alternatives available. Find an item that can be upcycled or reused creatively. Show how you would repurpose it. Find a restaurant or food item that is plant-based or locally sourced (to support sustainable agriculture). Complete a task without creating any waste (e.g., use your reusable bottle, bring your own bag, or avoid single-use plastics). Ask someone to share a fact about climate change. Bonus points if it's related to a solution or action they're taking. Take a photo of a local climate change awareness sign, protest, or educational display. Find an animal or plant native to the area. Discuss how climate change may affect local ecosystems and biodiversity.
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	Find a business, product, or startup focused on sustainability or combating climate change. Take a photo and explain how it's contributing to a greener world. Ask someone to estimate the carbon footprint of a common activity (like driving a car for a short trip). Compare answers! Find an individual or group who is actively involved in climate activism or environmental protection (could be a local activist, a volunteer group, etc.).
Duration	1 hour
Instructions	Climate Scavenger Hunt The mission of the team is to find specific items, complete challenges, and solve riddles. This hunt will take participants all around (location name), and they'll need to work together, think outside the box, and be creative to win. 0. Choose a large outdoor area or a community space, such as a park, school, or local neighborhood. Define space limits. 1. Gather Your Team Form teams of 4-5 people. Decide on a team name to make it more fun! Ensure everyone has a smartphone or camera to capture proof of the items or challenges. 2. Understand the Rules Time Limit: You have (1) hour to complete the hunt. Point System: Each item or task will be worth 10 points. Proof: For each item or challenge, take a photo or video as evidence. No cheating! Don't take shortcuts or use pre-found items. Stick to the rules. The winning team gets a prize (you can choose something fun, like a trophy, gift card, or simply bragging rights). The final "awards" could include: ● Eco-friendly prizes: Reusable water bottles, tote bags, or sustainable products. ● Educational materials: Books, pamphlets, or resources on how to fight climate change.

	● A tree or plant: A symbol of the actions that individuals can take to make a difference. This Climate Scavenger Hunt can be tailored for different age groups or communities, and it can be a fun, educational way to engage people with the urgent issue of climate change
Assessment	Discussions with youth: 1. Have you ever wondered how many places around are connected with climate change? 2. Have your attitude changed after this task? 3. Could this activity contribute to the development of your community in a more sustainable way?

Activity Structure	
Warm-up Activity	BINGO Perception activity. Find the persons who fulfil these perceptions. When you fill all the boxes, you have LINE or BINGO!  https://www.canva.com/design/DAEZXzXDEUs/B3G_6APVOozmvh4W1ihSDw/edit?utm_content=DAEZXzXDEUs&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton Perceptions: Attended a theatre production Would bungee jump Listens to groupical music Is a good cook Is an avid reader

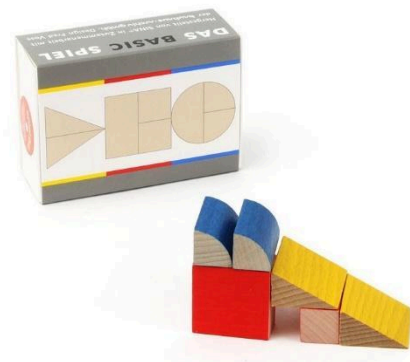
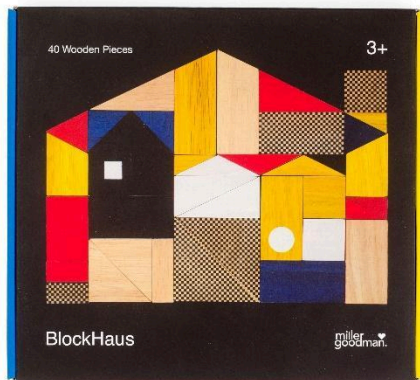
	Has visited an art gallery Listens hip-hop music Follows the horoscopes Has tried illegal drugs Is probably from a wealthy family Changes their own car oil Has seen an X-rated movie Has no brothers or sisters Does not watch or listen to the news Has a pet Watches TV series regularly
Main Activities	
Activity 3	
Description	New European Bauhaus City The learning activity focuses on the creation of public spaces inspired by the New European Bauhaus (NEB). Young people is involved in co-creating their cities and towns of the future through a City Bauhaus game, the focus shifts toward fostering collaboration, civic engagement, and innovative thinking. By blending the Bauhaus principles of functionality, simplicity, and modernism with forward-thinking urban planning, young players can be given the tools to design and shape future cities while addressing real-world challenges like sustainability, equity, and technology integration. We combined modern approaches to architecture and urbanism united under the banner of the New European Bauhaus with the achievements of the digital revolution and participatory processes. It emphasizes empowering young people in decision-making processes related to public space planning. Activists, NGOs, and other groups advocating for more inclusive and equitable urban environments.
Teaching Materials	The activity is focused on cities that are not just functional, but compassionate, ensuring that no voice is unheard, and no citizen is left behind in the pursuit of progress. The Inclusive Guide's alignment with the New European Bauhaus (NEB) further underscores its importance. In 2020, the president of the European Commission launched the NEB, envisioning it as a transformative initiative built on the pillars of aesthetics, sustainability, and inclusivity. By embracing these principles, the Inclusive Guide echoes the NEB's

	vision and, in turn, contributes to a more holistic and trans-sectoral approach to urban development. https://new-european-bauhaus.europa.eu/index_en
Duration	1 hour
Instructions	Create your team. Build your city. 40 minutes. <u>Face to face</u>: Blokhaus or similar tool. OR <u>Digital</u>: 3D game Minecraft (educational version). Presentation in plenary. 4 minutes by team. 0. Gather Your Team Form teams of 4-5 people (you can have more teams if needed). Decide on a team name to make it more fun! Ensure everyone has a smartphone or camera to capture proof of the items or challenges. 1. Build Your City Design Your First Zone: Start by creating a small district or neighborhood. You can build residential, commercial, or industrial zones. Use the Bauhaus-inspired principles to decide the layout, form, and function. Participants learn to discuss with their peers to present their views, and to understand the importance of public space and the values on which the cities of the future should stand so that the world can move forward in the fight against climate change. Add Public Spaces: Think about parks, plazas, and green areas to make the city more livable and sustainable. These spaces improve residents' happiness and environmental quality. Sustainability Focus: Ensure your designs incorporate renewable energy sources like solar panels or wind turbines, and green building materials (e.g., recycled steel, sustainable timber). 2. Urban Planning and Design Elements: Architecture and Buildings: Choose building types that fit your vision for the future. You can create modern apartments, schools, libraries, offices, or community centers using modular Bauhaus designs—simple shapes, open spaces, and functional aesthetics.

	Materials and Resources: Different designs require different resources (e.g., energy, money, labor, materials). Keep an eye on your budget and available resources while designing. Use Bauhaus Elements: Integrate Bauhaus concepts like geometric shapes, clean lines, and multifunctional spaces. You can unlock additional materials and design options as you progress. Collective Voting: For major decisions, your team and the wider community can vote on design choices. This promotes democratic decision-making and reflects real-world urban planning processes. 4. Tackle Social and Environmental Issues: Address Challenges: As you build your city, real-world challenges will arise, like climate change, resource scarcity, and social equity. You must find creative ways to address these issues while still sticking to Bauhaus principles. Climate Resilience: Build flood-resistant infrastructure, design energy-efficient buildings, and use green spaces to absorb carbon and reduce urban heat. Equity and Accessibility: Ensure that all citizens have access to affordable housing, clean water, and public spaces. Consider the needs of marginalized groups and implement policies for inclusivity. 3D game Minecraft as a tool for creation: https://youtu.be/MoszW75Ln9U https://education.minecraft.net/en-us/get-started/download
Assessment	Engage with Citizens: Citizen Feedback System: After each phase of construction, you'll receive feedback from virtual residents. Are they happy with their living conditions? Are their needs being met? Address complaints and refine your designs accordingly. Social Movements: Your city may see social movements or protests related to issues like housing affordability or environmental concerns. Respond to these events by redesigning problematic areas and engaging with residents to address their needs. Simulate and Test Your City:

City Simulation: Once you've designed a district or city area, you can run a simulation to test how it functions. Check things like traffic flow, resource allocation, energy efficiency, and overall happiness of the residents.

Adjustments: Based on the simulation results, make adjustments to improve the functionality and efficiency of your city. Experiment with zoning, building designs, and public services.



Module 6: Policy Advocacy and Sustainability

Objectives	1. To understand the mechanisms and role of policy advocacy in shaping public policies related to climate change. 2.To provide young people with the skills and knowledge necessary to engage in effective policy advocacy with a focus on sustainability. 3.To equip young people with strategies, tools and techniques to influence policy decisions that promote environmental sustainability, social equity, and economic viability.
Learning Outcomes	1. Young people will understand the role of policy advocacy in shaping public policies related to climate change through real life examples. 2.Young people will be able to identify the key stakeholders in different areas of sustainability policy advocacy. 3.Young people will understand the role of media, lobbying, and public campaigns. 4. Young people will learn strategies for building sustainability coalitions and networks for advocacy. 5. Young people will be able to design and plan own climate change advocacy campaigns.
Methodology	Module 6 methodology involves group activities, mind mapping, simulation game, case studies, group project, interactive discussions, individual and group reflection activities
Key Words	Public policy, policy advocacy, key stakeholders, climate change
Duration	4 hours
Description	Module 6 gives young people an introduction into the vast topic of environmental policy advocacy by pointing out the main concepts, importance of building coalitions, of mapping stakeholders, the most important strategies and techniques and rules to make an advocacy campaign. The 3 workshops provide examples, case studies and creative hands-on groups activities. Activities proposed aim to develop critical thinking, problem solving and increase environmental literacy, so that young people to be able to make informed choices regarding climate change policies, to take environmental initiatives and carry them on successfully.
References and Citations	https://www.youtube.com/watch?v=xecODCeJTX4&ab_channel=QuantaTraining Environmental Short Film: IT'S TIME Case studies examples: https://thechangeagency.org/case-studies/ https://climate-adapt.eea.europa.eu/en/metadata/case-studies/vrijburcht-a-privately-funded-climate2013proof-collective-garden-in-amsterdam

Activity Plan	
Module Number and Name	6. Policy Advocacy and Sustainability
Activity Title	What is Policy Advocacy and How does it impact sustainability?
Duration	4 hours
Objective(s)	Understand the role of policy advocacy in shaping public policies. Identify the key stakeholders in policy advocacy. Explore the relationship between policy and sustainability.

Activity Structure	
Warm-up Activity	Climate change emotional check-in • Ask participants to take a moment and reflect on their feelings about climate change. • Put down on the whiteboard or flipchart some emotion words (e.g., hopeful, anxious, motivated, overwhelmed, sad, positive, enthusiastic, content). • Invite participants to share one or two words that resonate with them. • Make a quick tour of the group.
Main Activities	
Activity 1	
Description	After the warm up exercise, the participants will watch a YouTube video which sums up the main concepts related to environment advocacy. Writing down the key word during watching will help them have an overview on the advocacy process and how it specifically apply to the environment topic. The next task is to work in small groups and create mind maps on Environmental advocacy starting from the key words already written by using a general template which they may customise to look attractive for the audience. Thus they will get a clearer idea about the topic. In the next phase they will be invited to generate policies and bring arguments in their favour, then vote for the most efficient. Finally, a reflection activity will help them understand responsibility, strategies and mechanisms behind the policy advocacy, as well as voting.
Teaching Materials	– Environment Advocacy Video – Mind map example
Duration	90 minutes
Instructions	Step 1: Building fundamentals – Ask participants to split into small groups.

	– Invite them to watch carefully a short video about Environment Advocacy and put down the key words while watching. – Ask each group to make a clear and appealing mind map about Environment Advocacy based on the information provided in the film. – Make a wall exhibition of the mind maps and invite one participant from each group to give a brief presentation of it. Step 2: "If I Were a Politician..." – Ask participants to imagine each of them is a politician they admire. – Invite them to create a policy to promote sustainability in their country and bring arguments in front of the group in a maximum 2 minutes. – Ask the group to vote openly for the 3 most effective policies.
Assessment	Group reflection – Invite participants to reflect on how they felt in the role of the politician and share it with the group. – Discussion may rely on the following questions: - How difficult was it to choose a policy? - How did they choose the arguments? - How much responsibility have they felt for the policy they promoted? - What strategies have they used to be convincing? - On what basis have they voted on the most effective policies? - How much have they been influenced by the others in their decision?

Activity Structure	
Warm-up Activity	Pick your sustainability letter Materials: https://pickerwheel.com/tools/random-letter-generator/ ● Open the Pickerwheel.com Letter generator and invite participants to sit in a circle.

	• Spin the wheel and invite a participant to think and say a word connected to climate change beginning with the letter generated by Pickerwheel • Then ask the participant to make a sentence with that word representing a personal belief. E.g.: ``S – sustainability – Sustainability measures could provide a safer future for our generation. `` • The warm-up activity should take place very fast. • The game ends when all participants have played.
Main Activities	
Activity 2	
Description	The activity consists of two main activities: a theoretical part which will introduce to participants basic knowledge about how to build advocacy groups for policy change and a hands-on exercise to build coalitions for climate justice. The topic of social justice is first introduced by means of a short video. Assessment is provided using group discussion.
Teaching Materials	• "How advocacy groups build coalitions for policy change" PPT • Video "This is just how unfair climate change is"
Duration	90 minutes
Instructions	Step 1: "How advocacy groups build coalitions for policy change" – Introduce participants to "How advocacy groups build coalitions for policy change". – Allow asking questions and clarifying issues, use additional video materials from the Reference section, if needed Step 2: Building coalitions for climate change justice – Play a video explaining climate change justice: "This is just how unfair climate change is" – Ask participants to split into small groups. – Invite each group to build coalitions for climate justice in their country, taking into consideration the following steps: 1. Identify potential stakeholders and coalition members for a local sustainability project; 2. Point out the values on which you will build mutual trust; 3. Define common goals; 4. Identify strategies and tools to be used. – Work in groups and fill in the above on slide no. 9;

	– Invite each group to present their networking techniques for climate change justice advocacy groups; – Discuss the input of each group.
Assessment	– Ask participants: What was the most interesting fact you found out in this activity? How are you going to use what you found out?

Activity Structure	
Warm-up Activity	Climate Connections • Ask participants to stand in a circle. • Invite a volunteer to start by saying: "I'm connected to climate change because..." and finish the sentence with a personal connection (e.g., "...I love polar bears and I am afraid they will get extinct." or "...I worry about extreme weather affecting my community"). • Ask the next person to build on that connection or share their own until all participants share their connections.
Main Activities	
Activity 3	
Description	Participants are first introduced to some tips about how to make a good advocacy campaign by using a very short ppt, and then two different case studies of environmental campaigns are presented and discussed. Finally, participants are invited to create advocacy environmental campaigns on a topic they choose. Assessment of the project is done by secret vote and group discussion.
Teaching Materials	How to make a good advocacy campaign PPT Environmental Short Film: Our Climate Future Environmental campaigns case studies
Duration	90 minutes
Instructions	Step 1: Tips for a good advocacy campaign – Introduce to the participants the elements of a good advocacy campaign, using the slides.

	Step 2: Case study analyses – Ask participants to watch the environmental short film Our Climate Future and make comments, using the following questions: What is the message of the film? What is the objective of the campaign behind the film? How convincing was it? What would you change if you were the film maker? – Invite the participants to read individually a case study of an environmental campaign start a similar discussions based on the same questions, from the list of Environmental campaigns. – Elicit comparative feedback from the participants and point out what represent a successful campaign message Step 3: Create a policy advocacy campaign – Split participants into groups of 4 or 5. – Ask each group to choose a climate change issue and commit to it e.g., renewable energy policy, deforestation, endangered species, etc). – Then invite groups to design and plan a comprehensive advocacy campaign on the chosen topic related to climate change. – Present to the group a video, a poster, or a multimedia presentation of the campaign plan. – Invite participants to provide feedback to each campaign.
Assessment	– Invite participants to vote for the most convincing campaign. – Project assessment may be done using the following questions: Which environmental campaign was more convincing? Why? What would you suggest for a change in each project?

Module 7: Eco-Social Approach to Climate Education	
Objectives	To create a safe space for reflection about personal and social consumer habits. To explain and raise awareness about how our lifestyles affect climate change To motivate and implement changes in participants' lifestyle To identify carbon offsetting and implications in food products life and sustainable living. To provoke a discussion on the ethical and environmental implications of fast fashion. To enhance participants can use creativity for sustainable fashion practices within their communities.
Learning Outcomes	1. Young people will understand sustainable habits and how lifestyles affect climate change. 2. Young people will recognize the importance of taking action against climate change.

	5. Young people will discuss the ethical and environmental implications of fast fashion. 6. Young people will think critically about how many kilometers the food products have to travel from other countries and how much pollution is caused. 7. Young people will develop ideas and solutions to help address climate change.
Methodology	Nonformal education; Participative approach; Group activities, data analysis, real-world information, interactive discussions, and critical thinking activities
Key Words	Lifestyle; climate change; planet earth; ecofood print; Youth participation
Duration	3 HOURS
Description	Module 7 gives young people an Eco-Social Approach to Climate Education emphasizing about lyfestyle and habits, and how our day-by-day decisions influence climate change. The module aims to improve their comprehension of how the individual decisions affect in climate and in society. Young people will be inspired to reflect, discuss and take conclusions about how our way of living affects climate change.
References and Citations	

Activity Plan	
Module Number and Name	Module 7: Eco-Social Approach to Climate Education
Activity Title	LIFESTYLE EFFECT ON CLIMATE CHANGE
Duration	1 hour
Objective(s)	Increase learners' knowledge of how our lifestyles affect climate change Increase learners' motivation to change their lifestyle

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Activity Structure	
Warm-up Activity	The story around the circle Human beings are naturally born storytellers. With this energizer, you'll take some time to connect to one another by telling a shared story and be encouraged to have fun while improvising too! The organizer starts with a line like "Once upon a time, in a land far away, 5 people got together to solve all the climate world's problems. Everything seemed easy until one day one of the people saw on the horizon..." and invites the next person in the group to continue the story and add the next line. This keeps going until everyone's contributed to the story. Encourage you to use your body, not only words, to express yourself.
Main Activities	
Activity 1	
Description	ECO FOOTPRINT - HOW MANY PLANET EARTHS DO WE NEED TO SUPPORT OUR LIFE? Purpose of this activity - Recognise the interplay between carbon offsetting and sustainable living. Our world is in crisis - from climate change to the pollution in our oceans and the devastation of our forests. It's up to all of us to fix it. Take your first step with our Eco footprint calculator.
Teaching Materials	HANDOUT: Eco footprint calculator – 5 sheets
Duration	Duration of Activity 1 hour
Instructions	Take your first step with our Eco footprint calculator. The calculator is divided into 8 parts: 1. Water consumption, 2. Food, 3. Transport, 4. Home,

	5. Energy consumption, 6. Clothes, 7. Things, 8. Trash There are several questions in each part. Answer these questions and count the points of each part. Final step - Count all points from 8 parts and divide by 300. The number young people will get – it's the number of Earth planets to support all the people in the world If everyone lived like young people do. Handout: EcoFootPrint Link to Canva (for translation): https://www.canva.com/design/DAGQKUNobmk/cXRInkKaUOYpYVO862udgw/edit
Assessment	Discussions with young people: 4. Were you very surprised by the result? 5. What do you want to change in your life? 6. What will you change from tomorrow?

Activity Structure	
Warm-up Activity	Never have I ever Participants will have to answer if they have or have not done the activity that a volunteer participant proposed (it can be an image that pops up on the screen or a picture). You will have 10 seconds to answer a "Have You Ever" question, then 20 seconds to do the matching activity. Examples of activities: Never Have I Ever flown in a plane, stuck gum under a table, sign in a karaoke, accidentally stepped in a dog poop. Examples of matching activities: if you have never stuck gum under a you get to run in place and if you have stuck gum under a table then you get to do lunges. Get ready for fun!
Main Activities	
Activity 2	
Description	FOOD JOURNEY Youth calculate, how many kilometers the food products had to travel from other countries and how much pollution was caused by bringing this food to their country of chosen dish.
Teaching Materials	Handout – Food Journey (3 sheets)
Duration	1 hour
Instructions	1. The trainer distributes Handouts to the youth (3 sheets for each youth) 2. Imagine a salad plate on the table, which consists of: Romaine lettuce leaves, Greek feta cheese, Italian sun-dried tomatoes, cucumbers, Greek olives, pomegranate chunks from Cyprus and topped with lemon (Portugal) juice, Italian balsamic vinegar and olive oil. 3. Youth task: calculate how many kilometers food products had to travel from other countries and how much pollution was caused by bringing this food to your country. Use the calculator: https://www.foodmiles.com 4. Give an example of a salad with changed ingredients (which are available in our country or nearby farms and markets) and write what exactly you would change.

	5. Familiarize yourself with the scheme "From the farm to your table" and provide 3 examples to which products the principle in the scheme can be applied. Handout: ANNEX: FOOD JOURNEY Link to CANVA: https://www.canva.com/design/DAGTKN8UTsY/W_yRRlXrO7YxDtqfdn_uPtQ/edit?ui=eyJIIjp7IkEiOnRydWV9fQ
Assessment	Discussions with youth: 1. Have you ever wondered where the products on your table come from? 2. Give an example of another dish where you can change products to more environmentally friendly ones 3. Where have you bought products before? 4. Did your attitude change after this task?

Activity Structure	
Warm-up Activity	Take a Step Forward Ask participants to stand in a line at one end of the room. Read out the “Take a Step Forward” statements one by one: • Take a step forward if you've ever purchased clothing with excessive packaging or plastic wrapping. • Take a step forward if you've ever bought clothing from brands known for their high levels of water pollution in their manufacturing processes. • Take a step forward if you've ever bought clothing made from synthetic materials like polyester, nylon, or acrylic. • Take a step forward if you've ever purchased clothing from brands with a history of unethical labor practices. Take a step forward if you've ever purchased clothing that was shipped internationally, contributing to carbon emissions from transportation. • Take a step forward if you've ever purchased clothing with elaborate embellishments or decorations that are not biodegradable You can create your own statements!
Main Activities	
Activity 3	
Description	The cost of fast fashion. Purpose of this activity – Create awareness and Recognise the interaction between fashion waste and sustainable living. The true cost of fast fashion in the context of climate change is immense, affecting not just the environment but also society. Fast fashion refers to the rapid production of inexpensive, trendy clothing designed to be worn briefly before being discarded. This industry has become one of the most significant contributors to environmental degradation and climate change. .
Teaching Materials	The true cost of fast fashion https://www.youtube.com/watch?v=tLfNUD0-8ts 7 minutes (English) The Dirty Truth of Fast Fashion How does fashion impact the environment? (English) https://www.youtube.com/watch?v=O4270SWkehl <u>La verdad sobre la moda rápida</u> 30 minutes (Spanish)

	https://www.youtube.com/watch?v=7Y18UAF8M68 Please, choose your favorite documentary
Duration	1 hour
Instructions	Understanding the Human Power Behind Fashion: Insights from "The True Cost for Fast Fashion" Viewing the Documentary (10 minutes): Discussion (30 minutes): • Divide participants into small groups and distribute the discussion question handouts, one in each team. • Facilitate the discussion with the following questions: <u>1. Impact Reflection:</u> How did the documentary change your perception of the fashion industry and the clothes you wear? What are the most common environmental impacts of the fast fashion industry? <u>2. Consumer Responsibility:</u> In what ways do you think consumers can influence the fashion industry to adopt more sustainable and ethical practices? <u>3. Fashion Industry Practices:</u> What were some of the most shocking revelations about the fashion industry's practices depicted in the film? How should the industry address these issues? <u>4. Sustainable Alternatives:</u> After learning about the impacts of fast fashion, how will you alter your buying habits to support more sustainable fashion? How do you think the issues presented in the documentary affect your local community or country? Are there local initiatives or movements that address these global problems? <u>5. Advocacy and Action:</u> What are some ways you can advocate for or contribute to more ethical and sustainable practices within the fashion industry? <u>6. Personal Connection:</u> Was there a particular story or individual in the film that resonated with you? Why, and how does it inspire you to think or act differently?

	Conclusion and Reflection (20 minutes)
Assessment	Discussions with youth: Have you ever wondered where the clothes you wear come from? Give an example of practices where you can change products to more environmentally friendly ones. Ideas: lending, exchange, sharing Where have you bought products before? Have you ever thought about using clothes as a way to talk about climate, global trade & inequality? Did your attitude change after this task?