CHMKS
Green ChangeMakers

2023-2-ES02-KA220-YOU-000177571

E-COURSE:
Methodologies and
Hands-On Exercises

CHMKS - TRAINING FORMAT

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Project Context

The **Green Changemakers (CHMKS)** initiative is dedicated to empowering youth workers and young individuals with vital skills, knowledge, and competencies related to climate change, environmental sustainability, and the EU Green Deal. Recognizing the urgent need for action on these pressing issues, CHMKS aims to foster a new generation of environmentally conscious leaders who can effect positive change within their communities. By focusing on non-formal education, mentoring, and co-design, the project aspires to cultivate a robust network of changemakers equipped to tackle local and global environmental challenges.

This e-course is inspired by research conducted in Spain, Italy, Bulgaria, and Sweden, which identified the most effective methodologies for engaging and educating youth. The course integrates sustainable development education, non-formal education (NFE), green education, and the GreenComp Framework, ensuring a well-rounded approach to fostering environmental awareness and action. To enhance the learning experience, the e-course features interactive, hands-on workshops tailored to key topics that are both timely and relevant. These modules include:

1. **EU Youth Policies and EU Youth Strategy** – Understanding the frameworks guiding youth initiatives in Europe.
2. **Active Participation and Youth Participation** – Empowering young people to take an active role in decision-making.
3. **EU Environmental Policies** – Exploring the policies shaping environmental action across the EU.
4. **The EU Green Deal and EU4Climate Programme** – Diving into transformative EU initiatives for sustainability.
5. **Understanding Sustainability** – Building a foundational knowledge of sustainable development.
6. **Exploring Circular Economy** – Learning the principles of reducing waste and reusing resources effectively.
7. **Daily Waste Reuse and Best Practices** – Practical strategies for integrating sustainability into everyday life.
8. **Mentoring Methodologies and Strategies** – Techniques to guide and support young changemakers.
9. **Co-Design Processes and Methodologies** – Collaborative approaches to creating impactful solutions.

This e-course combines research-based theoretical contents with practical exercises, equipping participants with the knowledge, tools, and strategies needed to drive sustainable change in their communities and beyond. To discover more or explore additional resources, please visit greenchangemakers.eu or email us at info@greenchangemakers.eu .

A. Methodologies

I. Education for Sustainable Development Methodology

Unpacking the Approach: A Step-by-Step Guide to the Methodology

The vision of education for sustainable development (ESD) is a world where everyone has the opportunity to benefit from quality education and learn the values, behaviour and lifestyles required for a *sustainable future* and for *positive societal transformation*. **ESD is a process of learning how to make decisions that consider the long-term futures of the economy, ecology, and the equitable development of all communities**.[1]

ESD is about learning to:

1. respect, value and preserve the achievements of the past;
2. appreciate the wonders and the peoples of the Earth;
3. live in a world where all people have sufficient food for a healthy and productive life;
4. assess, care for and restore the state of our Planet;
5. create and enjoy a better, safer, more just world;
6. be caring citizens who exercise their rights and responsibilities locally, nationally and globally.

The objective of sustainable development is to *reconcile economic efficiency with social cohesion and ecological balance* in order not to put at risk the development of future generations.

ESD aims to ensure that:

*   people acquire **skills for life**, i.e. skills that permit them to live adequately in the knowledge society, this process of learning being continuous along the life span;
*   economic development is a robust and long lasting one based on the development of human and social capital;
*   social cohesion is protected by ensuring equity of education outcomes for all, that is developing educational systems that permit young people with social disadvantages or learning difficulties to perform/participate in a world within which an increasing number of people are suffering from physical handicaps or disabilities.

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[1] UNESCO's Training Guideline on incorporating Education for Sustainable Development (ESD) into the curriculum

Effectively incorporating ESD into the curricula

It is important to distinguish between "*education **about** sustainable development*" (an awareness lesson or theoretical discussion) and "*education **for** sustainable development*" (use of education as a tool to achieve more sustainable futures).

Generally speaking, ESD is a life-long endeavour that engages formal, **non-formal**, and informal education (settings and provisions). It accommodates the evolving nature of the concept of sustainability, and it deals with the well-being of all three realms of sustainability – environment, society, and economy.

It's important to consider that *ESD is not "one size fits all," but must be created to account for regional and local differences*. Indeed, ESD is locally relevant and culturally appropriate. **It is based on local needs, perceptions, and conditions, but recognizes fulfilling local needs often has global effects and consequences.**

An educational programme reoriented to address sustainability should include:

    a. **knowledge** to understand the principles of sustainable development,
    b. **issues** that threaten the sustainability of the planet,
    c. **skills** that will enable people to continue learning after the end of the educational programme, to have a sustainable livelihood, and to live sustainable lives,
    d. **perspectives** to consider an issue from the view of different stakeholders,
    e. **values** to understand your own worldview and other people's viewpoints.

The role of Educators

Educators[2] have a key role as cornerstones of effective ESD programmes (**co-developers** of the curricula), and they understand the cross-cutting and multi-disciplinary nature of ESD.

In developing curricula, educators should:

- avoid overloading the curriculum and to solely link ESD to one or two disciplines;
- be open to diverse learning strategies to effectively implement ESD principles and contents;
- appreciate the importance of multi-stakeholder partnerships – working together to overcome shared problems.

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[2] Here intended as the individual(s) delivering ESD programmes.

Why ESD for young people?

It is today's youth and following generations who will be left to face the consequences of unsustainable development. It is their present and future that are at stake. In return, it is young people who are becoming increasingly vocal and active, demanding urgent and decisive change and holding world leaders accountable, in particular to address the climate crisis. They have, and continue to envision, the most creative and ingenious solutions to sustainability challenges. In addition, young people are an important consumer group and the way their consumption patterns evolve will greatly influence the sustainability trajectory of their countries. Empowering and mobilizing young people of all genders, therefore, is a central part of Education for Sustainable Development (ESD) implementation.

ESD is essential for young people because it raises awareness and understanding of global challenges like climate change, biodiversity loss, and social inequalities. This education helps them grasp the importance of sustainable practices and motivates them to adopt lifestyles that contribute to the well-being of the planet and society. Through ESD, young people develop critical thinking and problem-solving skills, which are crucial for tackling complex sustainability issues. Additionally, they enhance their collaboration and communication abilities, enabling them to work effectively in diverse teams and communities toward shared sustainability goals.

ESD also empowers young people to actively participate in their communities, encouraging them to take initiative and get involved in local and global sustainability efforts. This education nurtures leadership qualities, helping them become advocates for change and influence others to adopt sustainable practices. Moreover, ESD prepares young people for the emerging green economy, equipping them with the knowledge and skills necessary for jobs in renewable energy, sustainable agriculture, green construction, and other sustainability-related fields. It fosters innovation and entrepreneurial thinking, enabling them to create new sustainable products, services, and businesses.

Ethical and moral development is another significant aspect of ESD. It instils a sense of responsibility toward future generations and encourages young people to consider the long-term impacts of their actions on the environment and society. ESD promotes values such as justice, equity, and respect for diversity, helping young people become responsible global citizens. It also enhances their resilience and adaptability, teaching them how to respond to changes and uncertainties like those posed by climate change and resource scarcity. By learning sustainable living practices, they contribute to the overall resilience of their communities.

Furthermore, ESD helps preserve cultural heritage and indigenous knowledge by integrating traditional practices with modern sustainability concepts. This education fosters a sense of

community and belonging, encouraging young people to engage with and contribute to their local environments and cultures. In summary, Education for Sustainable Development equips young people with the knowledge, skills, values, and attitudes needed to create a more sustainable and equitable world, preparing them to face future challenges with confidence and competence and ensuring they can contribute positively to society and the planet.

II. Co-design Methodology

Unpacking the Approach: A Step-by-Step Guide to the Methodology

Co-design is about designing **with**, not for. It is about challenging the imbalance of power held by individuals who make important decisions about others' lives, livelihoods and bodies.
Co-design is a design-led process that uses creative and participatory methods. There is no one-size-fits-all approach. Instead, there are patterns and principles that can be applied in different ways with different people.
Co-design is characterized by including people's actions in the design of decisions. This shows a clear deviation from the formalized working model, which is dominated by traditional hierarchical decision-making and usually turns work into an intangible procedure. Other focal points are participant roles, interaction processes, time frame and success factors. A key feature of co-design is thus that **co-designers make decisions, not just suggestions** (Burkett, 2012).

Co-design sessions take place mainly in the form of workshops in an informal setting. With the help of one or more facilitators, participants discuss and explore ideas through brainstorming and other Design Thinking techniques.[3]
There are different methodologies and tools to implement the participatory design approach, but the one that is most widespread and currently gaining the most acceptance is Design Thinking.[4] Design Thinking is a methodology that originated empirically in the 1990s and represents the point of arrival of a process of defining design methodologies that has involved different fields of application such as: digital service design, product design architecture or writing project proposals.

Co-design or participatory design is therefore an approach that involves a group of stakeholders in creating an idea, generated by the design phase of a concept, product, or

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[3] Carlon et al., *Innovazione per la sostenibilità: un'esperienza di co-design per il welfare comunitario,* 2017
[4] *Design Thinking Workshop*

service with the aim of **sharing** everyone's needs and **defining together** the guidelines of a project.[5]

The activities are structured in such a way as to **bring all participants into dialogue**, transforming them into co-authors of the project. People with different skills and operational levels will be working on the same table, but through Co-design they will be able to channel and align their ideas towards a common goal with the aim of defining some of the criteria that will influence the future development of the project. Overall, Co-design means **developing processes for understanding, developing and supporting mutual learning between multiple participants in collective decision making and collective design**.

Why Co-design?

The co-design approach in the development of products, services or – in our case - educational resources enables learners to make a creative contribution to the formulation and solution of a problem. This approach goes beyond consultation by building and deepening equal collaboration between citizens affected by, or attempting to, resolve a particular challenge. A key tenet of co-design is that users, as "experts" of their own experience, become central to the design process.

The advantages of co-design are:
- Some groups or individuals who normally do not have a "voice" can be one Involved in negotiations and dialogue.
- Various stakeholders through the project development process, gain greater responsibility, increasing the motivation and commitment from everyone who participates
- Being able to form links and networks more easily, which will allow you to share information better than before.

Furthermore, the educational programme developed within the framework of the CHMKS project aims to train 'active changemakers', providing young people with skills, methods and tools to plan and implement educational and awareness-raising activities on environmental issues. in this sense, co-design is an essential tool to enable them to fully capitalise on the training received and multiply the impact of the project.

III.   Non-formal education

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[5] Bähr, *Cos'è, a cosa serve e come si fa Co-design*, 2018

Unpacking the Approach: A Step-by-Step Guide to the Methodology

In order to ensure the development of individuals in a changing and interconnected world, **it is essential to have access to training opportunities** that enable the acquisition, development and functional maintenance of the competences necessary to enhance personal and professional aspirations.[6]

Non-formal education (NFE) refers to any educational action that occurs outside of conventional or formal learning contexts but within a framework of some type.[7] It is typically defined within an education spectrum that incorporates how it relates to formal education and Informal learning.

- **Formal education** corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology. It encompasses the formal education system, including vocational and university education, and it culminates in the achievement of a recognised certification, diploma, degree or professional qualification.

- **Informal learning** occurs whether or not there is a deliberate choice and is realised in the performance of activities in everyday situations and interactions that take place. It is without external support and is not institutionalised and occurs within the context of work, family and leisure.

- **Non-formal education** and learning is characterised by a deliberate engagement of a person, in any organisation which provides purposeful education and training, even volunteering, civil service, private social service and in enterprises. Non–formal education is any type of structured and organised learning which is intentional and planned by an educational provider, but which does not lead to formal qualifications recognised by the relevant national education authorities.

NFE is an integral part of a lifelong learning concept that ensures that young people and adults acquire and maintain the skills, abilities and dispositions needed to adapt to a continuously changing environment. Generally, the most consistent part of non-formal education is carried out by non-governmental organisations involved in community and youth work. Non-Formal Education is the outcome of deliberate effort and arises from the learner's conscious decision to acquire and master a certain activity, skill, or area of knowledge. It does not require an external accreditation or assessment and it does not follow a defined syllabus.

Also, the educative processes promoted by NFE supports the development of flexible curricula and methodologies, capable of adapting to the needs and interests of participants, for which

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[6] Asunción Manzanares Moya, Non-formal training and lifelong learning, 2021
[7] Council of Europe, COMPASS Manual for human rights education with young people, 2020

time is not a pre-established factor but is contingent upon their work pace. This means that NF learning includes various structured learning situations which do not either have the level of curriculum, syllabus, accreditation and certification associated with 'formal learning', but have more structure than that associated with 'informal learning', which typically take place naturally and spontaneously as part of other activities.

Non-formal education includes all forms of structured learning activities other than formal education systems. *Informal learning*, on the other end, includes all learning activities that take place in an unstructured way.

The objective of non-formal education is, by taking a point of departure in the courses and activities, to **increase** the individual's general and academic insight and skills and enhance the ability and desire to take responsibility for their own life, as well as taking an active and engaged part in society.

The desire to learn is the key competency of the future. It is therefore important that the non-formal education sector is in tune with using and further developing its obvious potential to create and strengthen the motivation for people to learn.

As already mentioned, NFE usually takes place outside the Formal Educational System but it is still based on sound pedagogical principles.

In brief, NFE promotes:

- **Holistic learning** as it takes in consideration and aims at the development of the whole person without neglecting any aspect of the participant's personality (intellectual, emotional, social, physical, artistic, creative and spiritual);

- **Open-ended learning,** that encourages critical thinking and self-confidence to express opinions, as the issues addressed in NFE are complex and there is not only on correct answer for everybody;

- **Cooperative learning,** as all participants are encouraged to take decision on what and how they want to learn and they are encourage to actively participate in learning and work together in groups to seek outcomes that are beneficial to both themselves and the group;

- **Experiential learning**, as core skills and values such as communication, critical thinking, advocacy, tolerance and respect can only learnt through experience and practice;

- **Intercultural learning**, as NFE promotes learning about similarities and differences between the various and cultures as a powerful mean to fight discrimination, intolerance, racism and violence.

Overall, in NFE the learner is at the centre of the education process. Everything starts from the need and interests of the participants and it *continuously* adjusted to them.

One crucial element of NFE is establishing clear learning objectives. By the end of each session, participants should not only have a deeper understanding of a particular topic but also have acquired a specific set of competences that can positively impact their lives and environment.

In every training setting, there is an evident training process involving the trainer and trainees, their knowledge, attitudes, skills, values, and the proposed activities. However, there is also an extensive, subtle training process at play. This includes how we manage the space and resources, delegate tasks and power, choose materials, interact with the community, and enable the participation of individuals who speak other languages, have disabilities, or are parents. These aspects can have a significant educational impact. In NFE, great importance and serious consideration is given to these "invisible" training elements.

NFE: Debriefing and evaluation

Debriefing and evaluation are essential parts of the non-formal and experiential learning process. Experience alone does not equate to knowledge; we must analyse what occurred and transform the experience into actionable ideas for the future. Therefore, it is crucial to allocate time after each activity or at the end of a session for debriefing and evaluation. Participants should be given ample time to complete the activity and, if needed, a moment to relax and gain perspective.

During this phase, participants are encouraged to reflect individually or in groups on their experiences and share their insights. The trainer facilitates this process by posing questions such as:

- What happened during the activity and how did you feel?
- What did you learn about yourselves?
- What insights did you gain about the issues addressed in the activity?
- How can you apply what you have learned moving forward?

This structured reflection helps participants extract meaningful learning outcomes from their experiences.

NFE:Who is the NFE Trainer?

The trainer is the person who prepares, presents and co-ordinates the learning process.
They enable the trainees to discover themselves and develop their potential, motivating them by curiosity, interest, participation and creativity and allowing everyone to learn from each other.

Trainees need to feel relaxed and safe during each session, which is why the trainer ensures a high-quality learning environment. The trainer fosters trust, positive communication, and solidarity, helping the group develop their capacity for expression and analysis by encouraging the sharing of opinions and ideas. By facilitating interaction and exchange, the trainer reinforces existing knowledge and cultivates new understanding.

The trainer emphasizes the value of diverse opinions, viewing them as opportunities, and addresses both individual and collective aspects of expression and learning. They appreciate all expressed opinions and stimulate critical thinking, thereby enhancing participants' ownership and commitment.

Encouraging dialogue and interaction among participants, the trainer minimizes their own role to what is necessary, thereby breaking the stereotype of the trainer or teacher as the sole source of knowledge.

Abilities

- The NFE trainer is an expert in various forms of group management, communication and presentation.
- They have good intercultural, organizational and time-management competencies, and they can work effectively in teams.
- A NFE trainer is able to design and deliver educational programs.
- They can use different methods for conducting individual and collective evaluations and self-assessments for learners.
- They can support the group in defining and articulating their own outcomes, as well as developing and implementing their own action plans to achieve learning outcomes.

Attitudes

- The NFE trainer actively promotes equality, inclusion, intercultural understanding, and respect for diversity and human rights for all.
- They view trainees as responsible individuals and valuable partners in the learning process and they recognize and value the social capital and experiences of trainees, working to empower them. They are team players and promote cooperation and group achievements.

- They approach the trainer-trainee relationship as horizontal rather than hierarchical and they are committed to sharing power with all team members.
- A NFE Trainer serves as a role model and teaches by example: they follow the same values and rules that participants are expected to follow and they are available to everyone, respecting and listening actively and with genuine interest to all opinions expressed, giving advice, and answering all questions honestly.

Behaviours

- An NFE trainer serves as a resource and advisor for everyone, maintaining open communication with all participants throughout the training process to demonstrate their availability. They are always approachable, finding the right balance being fun and serious, and they take advantage of informal moments, such as coffee breaks and lunch, to engage with one or several trainees.
- An NFE Trainer shares personal point of views, experiences, and analyses with the group without directing or manipulating participants' ideas. They validate and encourage participation and the sharing of experiences within the group. Indeed, they refrain from judging participants' personalities, focusing instead on providing feedback to improve their actions.
- Overall, an NFE Trainer manages to create a framework of trust, by being positive and supportive of their co-trainer(s), maintaining confidentiality and by being open to criticism.

NFE:Facilitation Styles

Facilitation styles are shaped by a trainer/facilitator's educational values and reflect their philosophy of education. Recognizing your own facilitation or teaching style(s) can significantly enhance your teaching methods. By tailoring your approach, you can increase student engagement, motivation, and ultimately improve learners' outcomes and progress. The facilitation styles you choose should align with your goals, materials, and learning objectives.

Central to the facilitation process is the collaboration between facilitator and learner. As such, facilitators often develop a personalized facilitation style that responds to learners' needs. Depending on the exercise, group dynamics, environment, and personal intuition, facilitators may employ various styles, including:

- **DIRECTIVE**

It is facilitation method where the educator transmits knowledge by providing learners with instructions and explanations, following formal educational practices. Specifically, the educator presents and explain the content, including theory, examples, and applications, while learners receive information passively without active interaction. This style of facilitation is often referred to as "traditional," focusing on transmitting knowledge through clear directions to minimize errors. It promotes effective learning where logic and factual accuracy take precedence over emotions, perspectives, and personal feelings. Learners engage in a structured learning process aimed at meeting predetermined standards of behaviour.

Benefits of this approach include the possibility for the educator to use a variety of formats such as lectures and multimedia presentations. However, while effective for subjects like mathematics, music, physical education, and arts and crafts, it presents challenges in meeting the individual needs of learners in larger and more diverse classroom settings.

- **EXPLORATORY**

  In contrast to the directive facilitation style, the exploratory approach is rooted in student-centred pedagogy, focusing on creating conditions for active involvement and interaction during the learning process. It encourages learners to express their experiences and ideas, think creatively, and develop the ability to reflect on their learning. This method is implemented through posing questions and presenting challenging situations to learners, aiming to explore new material and integrate it with their existing knowledge.

  It's important to emphasize that the exploratory facilitator does not leave learners without guidance but provides opportunities for them to anticipate different lessons and outcomes based on their choices. The exploratory method promotes social interaction and enhances cognitive development, making it particularly effective for teaching critical thinking and problem-solving skills. However, a drawback of this style is the challenge of maintaining educator-learner interaction, as the learning process emphasizes discovery over traditional lecturing and testing of memorized knowledge. As a result, success is not easily measured in concrete terms.

- **DELEGATING**

  This facilitation style emphasizes experiential learning. Facilitators empower learners to set goals, develop plans, and assign tasks and roles independently. The facilitator remains available as a resource when needed but avoids formal lectures. Learners are recognized and praised for their autonomy, making this style particularly suitable for

curricula and training sessions involving practical activities or collaborative tasks, such as debate and creative writing.

This approach encourages learners to cultivate confidence and independence. However, learners who are not yet prepared for such autonomy may experience anxiety and struggle to perform. The delegating style is most effective when students possess sufficient knowledge and are ready to advance to the next level of learning, viewing the educator more as a guide than a traditional instructor.

Critics of the delegating style argue that it undermines teacher authority, as the facilitator acts more as a consultant than a figure of authority in the classroom. Despite these criticisms, the delegating style is recognized as a contemporary method of teaching that fosters student initiative and self-direction.

- **PARTICIPATIVE**

  It is a facilitation style that employs a range of didactic strategies and techniques aimed at fostering active learner involvement in the educational process. Under this approach, each learner is encouraged to take responsibility for their own learning journey, thereby cultivating autonomy in learning. Participative learning involves engaging and collaborating with learners, not only capturing their interest through theoretical content, facilitating debates, exchanging opinions, and encouraging critical reflection, but also involving them in practical activities. These practical activities span from hands-on work, tutorials, and case studies to project-based learning and simulations. They serve to bridge theoretical and academic knowledge with real-world applications, enabling learners to apply and evaluate the knowledge and skills they acquire.

- **SHARING**

  It is a facilitation style that encourages learners to express their thoughts and feelings about what they have learned, why they are learning, and their progress throughout the learning process. Sharing fosters dialogue and the exchange of diverse experiences, promoting collaboration among learners. As learners become adept at sharing, they learn to manage emotions and gain new perspectives by understanding different viewpoints.

  Through sharing emotions and reflections on their learning journey, learners develop resilience in handling both success and failure. Additionally, learning to share prepares learners to effectively collaborate and negotiate within teams. The facilitator plays a crucial role in encouraging sharing and self-reflection, not only to foster compromise and fairness but also to cultivate empathy among learners. Setting clear expectations from the outset is essential for ensuring the sharing process runs smoothly and minimizes potential disappointments.

- **INTERPRETIVE**

  Interpretive facilitation involves cultivating specific mental habits that focus on interpreting and translating knowledge about the learning process, learners, and subject content into meaningful and purposeful learning experiences. To engage learners in interpretive thinking, facilitators employ methods such as focused inquiry, directed observation, active learning practices, and guided exercises.

  Teaching interpretively requires facilitators to think interpretively themselves, fostering an approach that encourages critical engagement through open dialogue and debate among learners and the facilitator. This method treats each learner as an individual, striving not only to support them in finding their voice to express themselves and their learning journey but also to comprehend the world around them.

- **EVALUATIVE**

  This facilitation style involves a structured approach to assessing a learner's performance throughout the learning process, providing feedback on what is communicated and offering value statements regarding behaviour and learning outcomes. Evaluation methods include feedback provision, self-assessment, peer observation, or the use of portfolios to track progress over time. Evaluation encompasses four distinct aspects: objectives, learning experiences, learner assessment, and the interrelationship among these elements.

  Beyond its impact on learners' academic development, the evaluation process allows educators to reflect on their teaching methodologies and adjust techniques as necessary. Therefore, evaluation should be viewed as a mutually beneficial process for both facilitators and learners.

Ultimately, the choice of facilitation styles should be based on what best suits the audience's needs, as well as the facilitator's background experience and knowledge. Each of the aforementioned facilitation styles provides learners with diverse methods and approaches rooted in non-formal education principles.

B. Hands-On Exercises

To enhance the learning experience, the e-course features interactive, hands-on workshops tailored to key topics that are both timely and relevant. These workshops are designed to bridge theoretical knowledge with practical application, ensuring that participants not only understand the content but can actively apply it in real-world scenarios. Each module addresses critical aspects of sustainability, youth engagement, and policy frameworks, equipping learners with the tools and insights needed to drive meaningful change.

The modules include:

1. **EU Youth Policies and EU Youth Strategy** – This module provides an in-depth understanding of the frameworks guiding youth initiatives in Europe, helping participants comprehend the policies, programs, and opportunities available to empower young people.
2. **Active Participation and Youth Participation** – Focused on fostering agency among young people, this module explores strategies to encourage active involvement in decision-making processes and civic activities, promoting leadership and community engagement.
3. **EU Environmental Policies** – This module examines the policies shaping environmental action across the EU, highlighting their impact and how they connect to global sustainability efforts.
4. **The EU Green Deal and EU4Climate Programme** – Participants dive into transformative EU initiatives that aim to combat climate change and build a more sustainable future, gaining insights into their goals, implementation, and progress.
5. **Understanding Sustainability** – Building foundational knowledge, this module introduces key concepts of sustainable development and explores its importance in addressing global challenges.
6. **Exploring Circular Economy** – Learners discover the principles and practices of circular economy, focusing on reducing waste, reusing resources, and creating closed-loop systems that support environmental health.
7. **Daily Waste Reuse and Best Practices** – This hands-on module provides practical strategies for integrating sustainability into daily life, showcasing innovative approaches to waste reduction and resource reuse.
8. **Mentoring Methodologies and Strategies** – Participants learn effective mentoring techniques to guide and support young changemakers, fostering growth and leadership within their communities.
9. **Co-Design Processes and Methodologies** – This module emphasizes collaborative approaches to problem-solving, equipping participants with tools to create impactful and inclusive solutions alongside diverse stakeholders.

Each workshop is designed to be highly interactive, combining group discussions, role-playing activities, and creative exercises to ensure an engaging and dynamic learning experience. By

participating in these workshops, learners will develop critical thinking skills, build confidence in their ability to lead sustainability initiatives, and gain practical knowledge that can be directly applied in their personal and professional endeavors. This comprehensive approach ensures that participants leave the e-course empowered, informed, and ready to make a tangible impact in their communities and beyond.

I.   EU Youth Policies and EU Youth Strategy

Europe in images	
LOs:	- Participants will reflect about the importance of Europe in our daily life - Participants will have a better understanding of European citizenship and the knowledge about European Union;
Duration:	Total duration can vary according to the number of photos to be discussed. However, it is suggested not to exceed the total duration of **90 minutes circa**. *The session could be organized as follows, assuming that the group will be split into 4 small groups (national groups):* • *Explanation and preparation: 10 minutes;* • *Taking photos: 30 minutes;* • *Plenary preparation (uploading photos and finding titles): 10 minutes;* • *Plenary discussion: 40 minutes (circa 10 minutes per photo).*
Materials needed:	Smartphones or any device that can take photos, laptop, projector
Preparation:	A shared online folder should be set up so that the groups can upload the photos they took. The projector should be set up to show the photos. For the final plenary discussion, chairs should be disposed in a circle. *During the activity, the trainer(s)/facilitator(s) should continuously evaluate if more activities are need to reach the LOs.*
Description:	This activity uses photography as a way to start the discussion on European identity with the participants.

	1. The Trainer(s) will divide the group in small groups, about 3 or 4 people per each group and explain the activity. *For smaller groups, the activity can be done individually by each participant.*
	2. Participants will be given a sentence to think about it for 5 minutes, such "What Europe/European Union means to me?"
	3. After 5 minutes each group will go outside and take 3 photos of what Europe and European Union mean to them. They have 30 minutes to take photos.
	4. Each group must name each photo they took.
	5. The Trainer(s)/Facilitator(s) will collect all photos and show them to the group in plenary.
	6. The plenary will first discuss the meaning they see in each photo, and then the group who took the photo will reveal the photo title and explain to other participants how that photo represents Europe/European Union to them.
	In this phase, the trainer(s) should pay attention that each photo is discussed for the same amount of time. Discussion time can be longer or shorter, according to the total number of photos to be discussed.
	7.Debriefing on the activity (see below).
Learn check/ Debriefing:	Questions for debriefing could be: • How many groups have a similar image for Europe? How many images are different? • Did you give another meaning to the photo than the author(s)? Why do you think this happens? • How do you feel about other people giving another meaning to your photo? • Why do you think your images of the EU are similar/different? The debriefing should lead participants to reflect on the different perceptions that each of us may have of an idea. In this case, different

	personal experiences and backgrounds led to different/equal images representing the same concept "What EU/Europe means to me?".
Tips for the Trainer:	This method is particularly suitable for international groups. It offers the participants the opportunity to initially be aware of their own image of Europe in small groups* and to exchange ideas before the topic is further discussed in the international large group. This method can serve as an introduction to a discussion of the different status of Europe in different countries, where which images of Europe are prevalent and how diverse Europe is. * small groups could be formed so that they are national and/or linguistically homogeneous. This could help in better finding a common idea to represent.
Handouts:	None.
Team members:	*Maria Ceraolo - BASE*

BREAK

Energizer – Write it, draw it	
LOs:	*Help participants to re-focus on the activities again after the break.*
Duration:	*Duration may vary. As an energizer, the activity should not be longer that 15-20 minutes.*
Materials needed:	*Paper, pens, pencils*
Preparation:	*n/a.*
Description:	*"This is a funny game to play in groups, even if participants don't know each other very well. Possibly, it's even funnier.* *The trainer(s) will give everyone an A4 sheet and explain the rules.*

	The game start with everyone writing a short sentence at the top of the page. Then the trainer(s) ask participants to fold that part of the page on itself, covering the sentence, and pass it to the person on their right.
	Once everyone has received the sheet from the person next to him/her, they can open the page and read the sentence by themselves, making sure that the person to their right does not read it.
	Then the trainer(s) ask participants to make a small drawing representing that sentence, fold the sheet to hide the drawing, and pass it to the person on the right.
	Once everyone has received the sheet, they can open the page, look at the drawing and write a sentence representing the drawing, always making sure that the person on the right doesn't see.
	Fold the sheet, pass it, and so on until the turn (or sheet) is complete. it is important that the last part is a sentence and not a drawing.
	Everybody will have fun reading the last sentence written and then opening the sheet and finding out how the sentence has been transformed.
Learn check/ Debriefing:	*n/a*
Tips for the Trainer:	*The game usually finishes when the whole sheet is complete, but it can also be stopped before its natural end by letting participants know that that would be the final round. Keep in mind that the final round should be a sentence and not a drawing.*
Handouts:	*None.*
Team members:	*Maria Ceraolo - BASE*

What about EU?

CHMKS - TRAINING FORMAT

LOs:	- Participants will reflect about the importance of Europe in our daily life - Participants will have a better understanding of European citizenship and the knowledge about European Union;
Duration:	*60 minutes for delivery of PPT and discussion*
Materials needed:	*PPT Presentation, laptop, projector*
Preparation:	*The trainer(s) should prepare themselves on the topic of the session and they should prepare a PPT presentation to engage participants and discuss with them.*
Description:	The second session of Module is directly linked to the previous activity. With the help of PPT presentation and short videos, the Trainer(s) will present to participants the main aspects of the European Union, its institutions and the core European values. The leading question of the session will be "What about EU?". The intent of this question will be to make participants reflect on the historical development of the European Union and the reasons and arguments for the European project, as well as on how we perceive Europe, what are its borders, its limitations, its achievements, its values and its obstacles and challenges. The presentation should involve participants actively, so as to stimulate their participation in the learning process. To do so, the trainer(s) can foresee moments of brainstorming (i.e. *which are the main values of the EU?* or *which are the challenges/benefits of the EU?*) or quizzes (i.e. *what happened in this year?* or in *which year did this event happen?*). They could also foresee some group work on specific aspect, such as group research on different topics to report to other participants (i.e. EU citizenship, EU Policies, EU values, EU Treaties, EU institutions, EU Programmes, etc).

Learn check/ Debriefing:	*The discussion starting after the PPT delivery serves as debriefing.*
Tips for the Trainer:	It is important that participants stay engaged and participate actively in the session. This can be achieved through an interactive presentation or by incorporating brainstorming and quizzes within the presentation.
Handouts:	PPT Presentation and videos The trainer(s) can use these handouts for the session or create their own, as long as the same basic concepts are included (historical overview, EU institutions, Erasmus+).
Team members:	*Maria Ceraolo - BASE*

BREAK / LUNCH BREAK

EU & Youth	
LOs:	*Acquiring knowledge about EU Youth Policies and the EU Youth Strategy and competences on how to transfer it to other learners* *Understanding and explaining to others the EU Youth Policies and the EU Youth Strategy*
Duration:	*60 minutes (part 1) + 120 minutes (part 2)*
Materials needed:	*Laptop, projector, paper, pens, posters/flipchart*
Preparation:	*What will the trainer need to prepare to implement this activity/session?*
Description:	**Part 1** The trainer(s) will present the EU Youth Portal to participants, showing the main features and contents and introducing the concept of Youth Policies.

After an overview of the portal, the trainer(s) will ask participants to brainstorm the definition of "youth policies", which they will note on a flipchart (or similar tool).

The trainer(s) should guide participants' brainstorming without giving them the complete / correct definition.

The brainstorming should lead to a common understanding that

Youth policy refers to a set of measures, programs and strategies undertaken to meet the needs and interests of young people in society.

The aim of youth policy is to create a favourable environment for the development of young people, to meet their needs, to strengthen their personal and professional capacities and to involve them in various aspects of society. It can include areas such as: education, employment, healthcare, culture, sports, participation of young people in decision-making, etc.

Youth policy is formulated and implemented at the local community level, then at the national and international/EU level.

The trainer(s) will then show a short introductory video to youth policy: https://www.youtube.com/watch?v=Vd3zub--scE

At the end of the video, the trainer(s) will ask participants if they know the EU Youth Policy, starting to introduce the EU Youth Strategy.

They will then stop the session by asking participants to find out what the EU Youth Strategy is and what is its most important feature.

BREAK

Part 2

Once participants come back from the break, the trainer(s) will ask about the EU Youth Strategy.

What is it? What is its most important feature?

The goal is to start a discussion about the EU Youth Strategy as an instrument that "*fosters youth participation in democratic life, supports social*

	and civic engagement and aims to ensure that all young people have the necessary resources to take part in society". At the same time, the trainer(s) will show to participants how each of them pointed out different elements as "the most important feature", engaging them in explaining why that aspect is important to them. Starting from the concept of "different important elements for different people", the trainer(s) will introduce the EU Youth Goals noting that: • they were developed during a dialogue process which involved young people from all over Europe. • The 11 European Youth Goals identify cross-sectoral areas that affect young people's lives and point out challenges. • The EU Youth Strategy should contribute to realising this vision of young people. At this point, the trainer(s) will divide the group into 3 small groups and assign them 4(and 3) EYGs asking them to research these EYGs and prepare a presentation to explain them to the other groups. Each group will have 15 minutes to research their goals and prepare their presentations for the plenary. Each presentation should be about 10 minutes long and be delivered with active participation of all members of the group. After the 15 minutes of research and preparation, the groups will gather in plenary and present their EYGs to the other participants. After all presentations are concluded, the trainer(s) will engage participants in a discussion about the different EYGs and their importance.
Learn check/ Debriefing:	Debriefing will start from the last discussion on the EYGs and will go back to the start of the day. The goal is to make participant reflect on the different topics that are important for young people, and what the institutions are actively doing to engage young people in decision making. Some questions for debriefing could be: • Do you think all EYGs are equally important? Why or why not?

	• Do you think all EYGs are relevant? Is something missing? • Are youth policies actually implemented in your country? How? • What do you think should be the characteristics of youth policies? This last question could serve as an introductory reflection of the topic of youth participation. To know more, see COE's "About youth policy", "Standards" and "Self-assessment tool".
Tips for the Trainer:	It is important that participants stay engaged and participate actively in the session. If needed, to keep them engaged, the trainer(s) could: • Offer more breaks; • Use videos, quizzes, interactive presentation tools; • Introduce more energizers or team building games during the session. Additionally, the trainer(s) should always observe actively the participants and monitor their learning throughout the session(s) so as to decide if more activities are needed to reach the intended LOs.
Handouts:	*None.*
Team members:	*Maria Ceraolo - BASE*

EVALUATION	
LOs:	*Help participants to self-reflect on learning process and self-evaluate the learning progresses.*
Duration:	*Duration may vary. The final evaluation session (at the end of the day/module) should take at least 30 minutes.*
Materials needed:	*Paper, pens, pencils*
Preparation:	*n/a.*
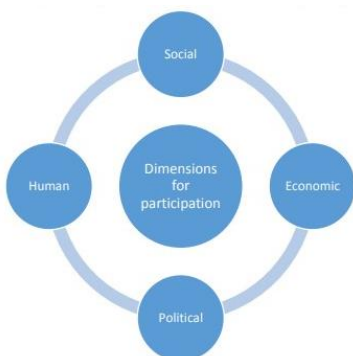
Description:	*This evaluation session is based on the Youthpass strategy.* *NFE Tools for evaluation: Logbook, which is a mix of the activities "Captain's log" and "learning journal" in the "Youthpass Unfolded" Manual.* *At the end of each activity, participants are asked to reflect and answer the questions "What have you learnt from the others? Or what have you learnt about yourself?".* *At the end of the Module, participants have the time to go through their learning steps from previous activities and they are asked to summarize what they think are the most important learning outcomes for them. The result of this reflection will be used by participants to describe their learning outcomes in their Youthpass.* *The evaluation session supported the development of self-reflection skills of participants on their personal development and learning outcomes.*
Learn check/ Debriefing:	*n/a*
Tips for the Trainer:	*The trainer should support participants' reflection, but always encouraging them to self-reflect and self-evaluate.* *The activity can be adapted for longer training courses, by having an evaluation session at the end of each working day of the course.*
Handouts:	*None.*
Team members:	*Maria Ceraolo - BASE*

II. Active Participation and Youth Participation

Electioneering

LOs:	- Participants will gain knowledge of the concept of active citizenship, of its dimensions and its connection with social issues. - Participants will be encouraged to cooperate and be open-minded. - Participants will be able to consider some controversial aspects of a democratic society.
Duration:	90 minutes circa (30 minutes presentation + 60 minutes for Electioneering)
Materials needed:	Paper, pens, colours, "AGREE" and "DISAGREE" signs to hang on the wall, flipchart (or projector and laptop).
Preparation:	The trainer(s) should prepare themselves on the topic of participation and prepare a presentation or a in interactive quiz for participants. For the "Electioneering" activity, the trainer(s) should prepare two "AGREE" and "DISAGREE" signs and hang them on the opposite ends of a long wall.
Description:	This session will introduce participants to the concept of active citizenship and its importance, through a short presentation given by the Trainer(s) with the help of flipchart and/or an interactive quiz. *The presentation will explore the different dimension of participation and the ways citizens can engage actively in the civic and democratic lives of their communities, whether at local, national or European level. It will also explore the connections between high/low level of participation and social issues.* After the presentation, an interactive session will be implemented through the adaptation of the Compass activity "Electioneering" to the topic of the training. • Participants will hear a statement and place themselves along a wall, according to their level of agreement with the statement.

	Examples of statements: • *There's no point in recycling.* • *It is the responsibility of citizens to control the environmental policies of government.* • *Climate change impacts everyone equally.* • *The attacks on art by climate activist are acceptable.* • The trainer(s) will call the 2 persons at the extremes (agree / do not agree) of the line to the middle of the room and ask them to present their arguments (1 minute each). • After the two presentations, the trainer(s) will ask other participants to place themselves behind the person with whom they agree the most. • The trainer(s) will then give each group 10 minutes to prepare an argument presenting their opinion and select a different speaker. • After ten minutes, the trainer(s) will call back the groups and invite the two new speakers to deliver their arguments (3 minutes each). After having heard the arguments, supporters for one or the other side may change position and move to the opposite group if the opposite side's arguments have been convincing. • The trainer(s) will then give each groups a further 5 minutes apart to work on their arguments and select a third speaker. Again, after the speeches, people can change position if they wish to. • The trainer(s) will then bring everyone together for the debriefing.

Learn check/ Debriefing:	Debriefing should encourage participants to reflect on the value of a pluralist society, rather than turn into a discussion on the statement/issue itself.
	
	To do so, the trainer(s) can guide participants by asking questions such as:
	• Did you change your mind during the discussion?
	   • If yes, which were the arguments that convinced you?
	   • If not, do you think there was any purpose in talking through this issue? Is there something that might persuade you to change your views?

	• Do you think that you were influenced by things other than the actual arguments that were being put forward, for example, by peer pressure, emotional language or a feeling of rivalry? • Why do you think people hold different opinions? What should be done about this in a democratic society? • Should all opinions be tolerated in a democracy? • How did it feel to be represented in the discussions by someone else? How did it feel to be the spokesperson and to have to convey the opinion of your supporters? • How does it feel to be represented in political life at local and national level? Or in (participants') organisations or associations?
Tips for the Trainer:	Other topics besides those suggested could be used as the basis for discussion. The important thing is to select a statement that will be **controversial** within your group. Keep in mind that it will take about 30 minutes to discuss one statement going through the different rounds of discussion. If you want to use more statements, you will have to allow more time accordingly. The purpose of the activity is not only to discuss the issues themselves, but also to practise skills of communication and persuasion. Therefore, participants should be encouraged to think not only about the content and presentation of their own opinions, but also about the type or form of arguments that will be most persuasive to people on the other side. Indeed, they are aiming to draw as many people as possible into their "party". The trainer(s) should encourage participants to use the time between "speeches" to consider the opposition's position, and to think about ways of weakening it.
Handouts:	Resources for the presentation can be found in: • CIVIL PARTICIPATION IN DECISION-MAKING TOOLKIT • COE's "About participatory democracy page" • OHCHR's Participation Guidelines
Team members:	Maria Ceraolo – BASE, from "Electioneering".

BREAK

Stand up, sit down	
LOs:	Help participants to re-focus on the activities again after the break.
Duration:	Duration may vary. As an energizer, the activity should not be longer that 15 minutes.
Materials needed:	n/a
Preparation:	n/a
Description:	The trainer(s)/facilitator(s) say(s) a phrase and those for whom the statement is true stand up, those for whom it is false sit down. *i.e. "I have a pet." or "This is my first training session." or "I hate bananas" or "I best like to work on my own rather in teams."* After each phrase, the trainer(s)/facilitator(s) can invite those standing to sit back down again -- or if they are incremental topics, they can say "stay standing if ...".
Learn check/ Debriefing:	n/a
Tips for the Trainer:	The trainer(s) should start with not-too-personal subjects and subjects that will likely cause a lot of people to stand, then move on to more sensitive areas once participants get more comfortable.
Handouts:	n/a
Team members:	Maria Ceraolo - BASE

On the Ladder	
LOs:	- Participants will gain knowledge of the concept of youth participation.

	- Participants will cultivate a sense of responsibility for one's own actions. - Participants will develop skills to cooperate, organise and take action together with others.
Duration:	120 minutes circa
Materials needed:	Handout "the ladder of participation" (printed, drawn or to shown via projector), paper, markers, pens, sticky notes, headers to hang on wall
Preparation:	The trainer(s) should prepare themselves on the topic of youth participation and on the ladder of participation, so as to be able to guide participants. They should also prepare 6 signs to hang on the wall: obstacles, enabling factors, control (x2), no control (x2).
Description:	In this session, participants will be introduced to the concept of youth participation through the Compass activity "On the ladder". **PART 1** The first part of the activity aims at exploring participants' understanding of the term "youth participation". • The trainer(s) ask participants what they understand by the term "youth participation". • They will then show or hand out the diagram of the ladder of participation. The trainer(s) will explain that this is one model for thinking about different ways of participating and briefly discuss the different levels. • The trainer(s) will divide the group into 8 small groups and assign one level of participation to each group, asking them to prepare a short 2-3 minutes role play to illustrate the level they have been allocated. • When the groups are ready, the trainer(s) will ask them to present their role plays in turn. Other participants can comment the different roleplays if they want. **PART 2**

	The second part of the activity aims at making participants reflect on how they participate in the civic and democratic life of their communities. • The trainer(s) will ask participants to find examples in their own lives for as many of the 8 levels as they can. Participants should work individually for 5 minutes, thinking about all aspects of their lives (home, school, work, family, friends, associations, etc). • After 5 minutes, the trainer(s) will form small groups (4-5 people) and ask participants to share their examples within the small group. Together, the groups should find "obstacles" and "enabling factors" for moving up the ladder. These should be noted on separate sticky notes. • While the groups are discussing, the trainer(s) hangs the prepared headings "obstacles" and "enabling factors" on the wall (apart from each other). They will then bring the groups into plenary and ask them to stick their papers on the wall under the headings. • The trainer(s) will then review the two lists with the participants, clarify any ambiguous statements and try to resolve any disagreements between participants about the positioning of the statements. • Finally, the trainer(s) will add the prepared "control" and "no control" headings up on the wall under each of the first headings and ask participants to sort each list into two sub-lists according to whether the statements are about things that they have (or could have) control over, or whether the statements refer to external factors that are out of their control. • After participants have repositioned the elements, the trainer(s) will review the positions of the paper in the four list and guide participants to the debriefing.
Learn check/ Debriefing:	Debriefing can be guided by the trainer(s) by asking questions such as: • Did the activity help you think more clearly about the ways you participate in different areas of your life? What surprised you most? • Does it matter whether young people participate actively or not? Why?

	• Do you think low participation is a result mostly of internal (psychological) factors, or mostly a result of external factors? • Do you feel like you could be participating at lower/higher "rung" than you do at the moment? If so, in which areas? What are the reasons for doing so, and what are the reasons against?
Tips for the Trainer:	When introducing the ladder of participation, the trainer(s) should make it clear that the model is not meant to suggest that being at the "highest" level is always the best thing. In some situations, there is nothing inherently "wrong" with being merely consulted (or informed). However, the trainer(s) should stress that the bottom three rungs (manipulation, decoration and tokenism) are never acceptable and cannot be considered as "participation" due to minimal or no involvement and contribution.
Handouts:	The ladder of participation
Team members:	Maria Ceraolo – BASE, from "On the ladder".

BREAK / LUNCH BREAK

Walk, stop, squat, slap	
LOs:	Help participants to re-focus on the activities again after the break.
Duration:	Duration may vary. As an energizer, the activity should not be longer that 15 minutes.
Materials needed:	n/a
Preparation:	n/a
Description:	The activity has 4 rounds:

	Round 1: when the trainer(s) say "walk", the participants are supposed to stand still and when they say "stand", the participants are supposed to walk. The ones that mistake the moves, lose. Round 2: the previous rules stay the same, we just add squat in the game. When the trainer(s) says "squat", the participants do so. Round 3: we add slap to the game, the previous rules stay the same. Round 4: now we mix slap and squat, when the leader says "slap", the participants squat and vice versa. The game ends when there are only two participants left and they duel each other.
Learn check/ Debriefing:	n/a
Tips for the Trainer:	The energizer can also be done without any participant losing and having to leave the game. Indeed, the purpose of the activity is just that of stimulating participants after a longer break.
Handouts:	n/a
Team members:	Maria Ceraolo - BASE

Digital Participation	
LOs:	- Participants will gain knowledge about the concept of digital participation. - Participants will reflect on the positive and negative aspect of using digital instruments to engage in participatory activities.
Duration:	45 minutes
Materials needed:	Paper, pens, sticky notes, laptop, projector

Preparation:	The trainer(s) should be prepared to discuss about digital participation. They should also prepare the Mentimeter pages (or similar tool) to share with participants.
Description:	This session will focus on exploring the digital dimension of youth participation, the ways in which it takes place and the methods to encourage it. The trainer(s) will give a short face-to-face presentation on digital participation, discussing with participants about the benefits and possible disadvantages of digital participation. Participants should be actively involved in the presentation, for example by giving brainstorming together a definition of digital participation. *When is digital participation? Why does it matter?* They will then form buzz groups and ask each group to discuss the topic among themselves, trying to find at least one positive and one negative aspect of digital participation. *The trainer should let them discuss for no more than 10 minutes, walking among groups to provide inputs that could stimulate the discussion.* The small groups answers on the pros and cons of digital participation will be collected through Mentimeter and two different word clouds will be created, that will then serve as basis for a group discussion during which participants will discuss the issue by sharing their experiences on participation and digital participation.
Learn check/ Debriefing:	Debriefing starts directly from the discussion in step 3, and it should focus on exploring participants' perceptions of digital participation. Questions that could be used are: • Has your way of participating changed compared to the time before COVID-19? • Do you think you participate more via online or offline actions? And why so? • Does digital participation mean that more or less people can participate and why? What about young people?

	This last question could help discuss inclusion and diversity sub-topics within the main theme of youth participation, making participants reflect on participation and digital participation for minority and/or discriminated groups.
Tips for the Trainer:	In this session, the debriefing is integrated with the activity itself. The activity should, in fact, have more the form of an open discussion in which all participants actively participate. The trainer(s) should make sure of this by encouraging everyone to participate with questions such as "what do you think?" or "how is your opinion different from what this participant said?" and by all means trying to avoid "yes/no" questions.
	When/if the conversation moves to discussing inclusion sub-topics, the trainer(s) should be aware of the diversity within the group and ensure that all participants feel comfortable to share their point of view without hurting/offending others.
	Reading material on digital participation can be found here.
Handouts:	n/a
Team members:	Maria Ceraolo - BASE

BREAK

Digital Advocacy Lab	
LOs:	- Participants will understand what the meaning of digital advocacy is.
	- Participants will learn to Identify the key concepts of digital advocacy.
	- Participants will gain knowledge about positive and negative aspects of digital advocacy campaigns.
Duration:	90 minutes
Materials needed:	Paper, pens, sticky notes, laptop, projector

CHMKS - TRAINING FORMAT

Preparation:	The trainer(s) should prepare a presentation on case studies for digital advocacy campaign. They should also know about the key features of an advocacy campaign.
Description:	This last session will be dedicated to exploring the meaning of digital advocacy and the forms it can take, through the analysis of case studies. • The trainer(s) will gather participants in plenary and – with the help of a projector – will show them some best practices in digital advocacy. • Guided by the trainer(s), with the use of short questions and brainstorming, the group will identify a key feature of each campaign, the key message and the targets of the campaigns. • Participants will then be divided in smaller buzz groups to discuss on what they think are the key concepts of digital advocacy. • Each small group will be asked to come up with a list of 5 key concepts of digital campaign that they have noticed in the best practises, and they will present the list to the rest of the groups. • Participants will then analyse all similarities and differences among their lists and - supported by the trainer(s) - will work together to create a final list on which they all agree. • Once the final list is ready, the trainer(s) will divide the group into 4 groups and ask each group to create a social media post for the project's Facebook page. The trainer(s) will give participants only some key words (e.g. environment, education, young people, participation) and they will need to choose the social they will post on, a format (media, text, etc), a message and prepare and publish an advocacy post. *Each group should work on the preparation of its post making sure that the other participants do not hear their idea*. • After 15 minutes, participants will come back to the plenary and each group will show its post, asking other participants if they can guess the message, the topic, the aim and the intended audience for the post.

	In this phase, all groups will receive feedback about their post and whether it work or not. • After each group has present its post, the trainer(s) will invite participants to discuss about how many points of the list their posts followed.
Learn check/ Debriefing:	Questions that could be used are: • Did other participants understand the message of your post? Why or why not? • Which was the most difficult part about preparing a digital advocacy post? • Which post do you think was more effective and why? • Which could be the pro and cons of digital advocacy?
Tips for the Trainer:	Some reading materials and examples of digital advocacy can be found here, here and here.
Handouts:	n/a
Team members:	Maria Ceraolo - BASE

III.   EU Environmental Policy

Introduction and objectives of the session	
LOs:	• Participants will get to know each other; • Participants will become aware of cultural diversity;
Duration:	30 minutes
Materials needed:	n/a
Preparation:	The trainer should get to know the Training Programme and the overall objectives, so that he/she can present them to participants and be ready to adapt activities to changing circumstances to achieve the intended objectives.
Description:	The trainer welcomes the participants to the training, and she/he presents the Training Programme, the overall objective and the schedule of activities. The trainer engages the participants in a quick activity to get to know each other and thus creates a comfortable learning environment. **Proposed activity: Culture shock** ⇒ The trainer begins by explaining to the group that there are many different cultural greetings (e.g. shaking hands). ⇒ He/she asks participants to walk around the room, mingling and shaking hands with everyone they meet. Participants move from person to person with the greeting *"Hello, my name is..."*, saying their first and last name, making eye contact and shaking hands. ⇒ The host shouts *"Stand still!"* and introduces the next cultural greeting, which is to stick out your tongue (a tradition of some Tibetan tribes).

	⇒ Again, everyone mingles and greets each other with "Hello, my name is…" accompanied by tongue sticking out. ⇒ Two more cultural greetings are introduced (perhaps at the suggestion of the participants), while the trainer encourages the participants to apply more of all the greetings. ⇒ Participants are then asked to provide suggestions for a final cultural greeting that they may know or to create their own version.
Learn check/ Debriefing:	The trainer opens a discussion at the end of the exercise, inviting comments and feedback on the different cultural greetings. ⇒ Which greeting do you consider the most universal? ⇒ Which greeting surprised you the most ⇒ Can the group identify other cultural greetings? The trainer introduces the terms *culture* and *cultural diversity*.
Tips for the Trainer:	Familiarize yourself with other specific greetings to offer to participants as needed.
Handouts:	N/A
Team members:	Ecoworld Rhodopes Association

EU environmental policy		
LOs:	• Participants will improve their knowledge and understanding about the European Union's environmental policies; • Participants will improve their soft skills, in particular team-work, communication and critical thinking;	

	• Participants will improve their digital skills, especially in the area 1 (Information and literacy) of the DigComp 2.2
Duration:	120 minutes
Materials needed:	Projector, screen, flipchart sheets, markers, pens
Preparation:	The trainer should be familiar with the Jigsaw learning strategy in detail.
Description:	The trainer introduces the topic with a brainstorming game: ⇒ The trainer writes the words "EU" and "Environment" on the board. ⇒ She/he asks each participant to suggest words or short expressions that they associate with the European Union and with the environment. ⇒ The trainer will write the suggested words on the board, around the two main words (EU, Environment) to form a word cloud. For a better result, this could be done also through an app like Mentimeter, which will automatically show the words that were repeated more than once by participants. ⇒ The trainer encourages the participants to think about what they have suggested by answering the questions: • Are words showing a generally positive or negative feeling(s)? • What are the most common associations with the EU and with the Environment? • Is there any word or concept that was associated to both the EU and the Environment? • Which associations stand out (they were repeated by most of participants, or they appear to be particularly important)? PART 2 1. Starting from the discussion around the word clouds, the trainer presents the topic: • *EU policies protects the enironment and seek to minimize risks to the climate, human health and biodiversity.*

- *EU citizens benefit from some of the highest environmental standards in the world. The EU and national governments have set clear goals to guide European environmental policy and a vision of where we need to be by 2050, supported by dedicated research programmes, legislation and funding.*
- *The main goals of the EU Environmental Policies are:*
  - protection, conservation and improvement of the EU's natural capital;
  - to transform the EU into a resource-efficient, green and competitive low-carbon economy;
  - protects EU citizens from environmental pressures and risks to health and well-being.

2. After the presentation of the topic, the trainer explains to participants that they will work together to research the topic in detail and get to know better about EU environmental policy.

3. He/she will describe how the collective research will work, based on the Jigsaw method.

The trainer explains that the method involves creating 3 groups of "experts", which will be in charge of researching, collecting data and information on a specific topic.

At the same time, small groups (3 or 6 participants), will be created. These groups, called Home Groups, will be formed by 1 or 2 "experts" on each topic. The main idea is that, working in a "patchwork", small groups of participants become experts on a specific topic and they will explain it to their Home Group.

Thus, within each Home Group, each participant will be an "expert" teaching others but he/she will also learn about other topics from the other "experts".

The method allows participants to critically read and synthesize texts and gain new understandings from their fellow participants about the topic as a whole.
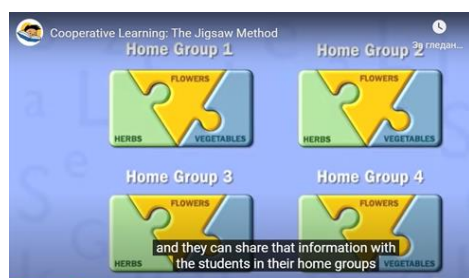
4. After having explained the method, the trainer will divide the participants in groups of three, according to the 1-2-3 principle, with the number of groups depending on the number of participants. These will be the "home groups ".

5. The trainer will inform participants about the three topics on which, in groups of experts, they will do research. In this case the topics will be:

    a. main principles and framework of the EU's environmental policy;

    b. historical development of the EU's environmental policy;

    c. EU strategies for environmental policy

6. The "home groups" meet and each member of the group decides on which topic they will be the "expert".

7. The trainer provides a framework for time management, informing participants that the will have:

    a. 20 minutes for the research work of the "expert" groups;

    b. 15 minutes in each home groups so that the three experts can share and explain to each other what they have learned on their specific topic.

8. The trainer discusses the rules of gathering in the "expert groups" and gives directions as each "expert" reports the information learned.

9. The trainer forms the "expert groups" and gives key questions to help them gather information:

First group – the main principles and framework of the EU's environmental policy:
• *The precautionary principle*
• *Principle of prevention*
• *Correcting pollution at source*
• *The "polluter pays" principle.*

Second group – historical development of the EU's environmental policy:
• *The Stockholm Declaration of 1972.*
• *The 1992 Rio Declaration.*
• *The Single European Act of 1987*
• *The Maastricht Treaty of 1993.*
• *The Treaty of Amsterdam from 1999.*
• *The 2007 Treaty of Lisbon.*

Third group –EU strategies for environmental policy:
• *The European Green Pact*
• *Strategy for biological diversity until 2030.*
• *The farm-to-table strategy.*
• *Zero Pollution Action Plan*

 • *The new circular economy action plan*

10. After 20 minutes, the trainer invites the "experts" to join their home group to share what they have learned.

11. During the 15 minutes of work of the home groups, the trainer guides participants/"experts" in reporting the learned information and he/she reminds participants that all members of the "home group" must understand the topic from each other.

Once all groups have finished the sharing phase, the trainer will start the debriefing by asking participants to explain what they have learned both as experts and from the other experts.

	This will be a chance to see if some participants have not fully grasped a topic and allow them to learn from each other by discussing with members of other "home groups".
Learn check/ Debriefing:	It is expected that this topic will be quite new to a large part of the participants, so the trainer should be particularly interactive and liven up the discussion on this "boring" topic. The trainer can guide the debriefing discussion by asking questions such as: • Do you think that European environmental principles and strategies really have an impact in your country? • Do you think that there should be more such trainings for familiarization with environmental laws? • Which principle was most interesting to you? • Which strategy do you think will be the easiest to implement? • Which law is most applicable?
Tips for the Trainer:	Create a pleasant atmosphere by providing soft background music. Ensure that both the "home" and "expert" groups work comfortably at a distance from each other, including possibly outside the main hall. The activities can also take place outside in a creative setting. Participate in the work of each "home" and "expert" group to ensure that the groups are performing their tasks and managing their work well; ask the groups to stop and think about how they check that everyone understands and ensure that everyone's voice is heard; Monitor group members' understanding by asking questions and restating information until it is clear that all group members understand the questions. Although information on EU environmental legislation is expected to be brand new to most participants, they should be encouraged to present their views on any of the topics through their own impressions of reality or what they have read, learned in school, etc.

Handouts:	*https://www.europarl.europa.eu/factsheets/en/sheet/71/environment-policy-general-principles-and-basic-framework* *https://eur-lex.europa.eu/summary/chapter/environment.html?locale=en&root_default=SUM_1_CODED%3D20* *https://european-union.europa.eu/priorities-and-actions/actions-topic/environment_en*
Team members:	Ecoworld Rhodopes Association

What I dream and believe about the EU's role in the environment

LOs:	• Participants will learn to express their ideas and dreams about the environment they want to live in;
Duration:	30 minutes
Materials needed:	Paper, pens or pencils
Preparation:	N/A
Description:	1. The trainer asks each participant to anonymously writes on one or more pieces of paper something they believe or dream related to the environment. 2. All pieces of paper are folded, collected, mixed and scattered on the floor. 3. The trainer asks each participant to take a piece of paper from the mix and read it to the group, saying if what they read on the piece of paper is true also for them.

Learn check/ Debriefing:	Once all participants have read at least one piece of paper, the trainer starts the debriefing, with the goal of making participants understand that they (and people in general) have similar dreams and hopes.
	Some debriefing questions could be:
	• have you found common desires among some of you?
	• what do you think about the mass desire and dreams of …
	• do you think these wishes can actually come true?
Tips for the Trainer:	N/A
Handouts:	N/A
Team members:	Ecoworld Rhodopes Association

We want to know about…	
LOs:	• Participants will learn about the rights of citizens to access information about the environment, which are guaranteed by the EU.
Duration:	40 minutes
Materials needed:	Projector, screen
Preparation:	The trainer should prepare a presentation on the right to access information
Description:	The trainer starts discussing with participants about accessing environmental information and data.
	He/she can ask question such as:
	• *Do you know how to access information?*
	• *What about information and data about the environment?*

- *What do you usually do if you need information and/or data about the environment?*

After a brief discussion, the trainer will explain – through a presentation - the citizens' rights of access to information, which are guaranteed.

Main contents of the presentation:

- **Access to environmental information**

  If the information you want is not yet publicly available, you can use Directive 2003/4/EC to access it. This Access to Environmental Information (AIE) Directive provides that individuals have a right of access to certain environmental information held by public authorities. The public authority must respond within one month of the request

  Directive 2003/35/EC deals with public participation in decision-making. It provides that Member States must ensure that mechanisms are in place to facilitate public participation in environmental decisions.

- **Implementation of environmental legislation in the EU:**

  EU environmental legislation applies in the same way as other EU legislation. The European Commission monitors its implementation and can take individual member states to the Court of Justice of the European Communities (EU) for incorrect implementation.

  Environmental crimes cover actions that violate environmental law and cause significant harm or risk to the environment and human health. These include illegal emissions or discharges to air, water or soil, illegal trade in wildlife, illegal trade in ozone-depleting substances and illegal transport or disposal of waste.

  Directive 2008/99/EC on the protection of the environment through criminal law was adopted on 28 October 2008.

After the presentation, the trainer will start the discussion with participants on the topics explained, moving towards the debriefing.

Learn check/ Debriefing:	To encourage discussing and debriefing, the trainer can ask participants: • What did you learn about the EU's environmental policy? What surprised you? • What do you know now that you didn't know before? • What would you like to take from this knowledge and apply it in your future work with young people?
Tips for the Trainer:	Use real-life examples to illustrate theoretical concepts
Handouts:	https://www.citizensinformation.ie/en/environment/environment-and-the-law/access-to-environmental-information/ https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32003L0035:EN:HTML https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2003:041:0026:0032:EN:PDF https://www.readingrockets.org/classroom/classroom-strategies/jigsaw
Team members:	Ecoworld Rhodopes Association

Energizers	
LOs:	*Help participants to re-focus on the activities again after the break.*
Duration:	15 minutes
Materials needed:	N/A
Preparation:	N/A

Description:	**Say Hi** The participants gather in a circle and the trainer invites them to say "Hello" to the others without words. It is important to emphasize that greetings should not be repeated. If someone repeats the gesture made by someone else, they are asked to say hello again. When everyone has lined up, the leader gives thanks and moves on to the next exercise. **Shield and sword** Each participant chooses two other participants. The trainer doesn't tell them the goal at first, but makes it clear that it won't be teamwork. He/She then explains to the participants that the first person they chose is their sword and the second person is their shield. Their task is to stand between the two and duel with another participants, giving direction to their sword and shield. The game is extremely fun and dynamic and leads to many comical moments. At the same time, it teaches attention, intelligence and speed.
Learn check/ Debriefing:	N/A
Tips for the Trainer:	N/A
Handouts:	N/A
Team members:	Ecoworld Rhodopes Association

Free Speech (Hyde Park type)

CHMKS - TRAINING FORMAT

LOs:	• Participants will practice their public speaking skills and learn how to defend their thesis in public
Duration:	50 minutes
Materials needed:	N/A
Preparation:	The trainer should provide a suitable location, preferably outdoors, where outsiders, including passers-by, can participate.

Description:	• The trainer asks participants to improvise a small tribune on the street or in the hall.
	
	• He/she explain the activity to participants.
	
	   ⇒ *Each participant will make a free speech (2-3 minutes) on a topic related to the environment that interests them.*
	
	   ⇒ *They can also summarize their participation in the workshop activities, their opinion on environmental legislation and its application in the education of youth through non-formal methods.*
	
	   ⇒ *Spectators in this "Hyde Park" can be not only the participants in the training, but also passers-by, volunteers, citizens, government and municipal officials. While the speaker is speaking, the audience will support them. Or maybe not...*
	
	• Before starting the round of speeches, the trainer will give participants 10-15 minutes to prepare and rehearse their speeches.

Learn check/ Debriefing:	After all participants have given their speeches, the trainer starts the debriefing by asking: • How did you feel? • Did you manage to say everything you wanted to? • Are you satisfied with what you have done? • Would you participate in an event of a similar nature in connection with compliance with the EU's environmental policy?

Tips for the Trainer:	Try to create a supportive and safe environment for those who feel nervous or ashamed about speaking in front of others. Remind participants that everyone is there to learn, and mistakes are part of the process. Normalize the idea that it's okay not to be perfect. Sometimes standing still while speaking increases nervousness. Let participants move around or use props, which can reduce the focus on them as speakers. If possible, try to challenge participants thesis (or get somebody from the audience to do so); in this way, the participants will have a chance to practice their ability to explain their thesis, defend it and/or adjust it taking into consideration feedback and others' opinions.
Handouts:	N/A
Team members:	Ecoworld Rhodopes Association

Total session time – 6 hours, with three breaks

IV.   EU Green Deal and EU4Climate

Introduction and objectives of the session

LOs:	To acquire knowledge about the EU Green Deal and the EU4Climate program and skills on how to transfer it to other learners The participants will gain insight into the purpose of the session and interest in participating in the activities will be created. The participants will get to know each other and become closer for activity in the activities.
Duration:	The duration can be variable depending on the size of the group, but should not be more than 20 minutes.
Materials needed:	Ball or something to use as a ball (e.g. paper ball, yarn ball, folded hoodie)
Preparation:	N/A
Description:	The trainer will start the session with a brief presentation of the goals and schedule of the session. If needed, they can engage participants with a quick icebreaker activity to get to know each other. **Proposed icebreakers** **Fill in the blank** *Through this game, the trainer can prompt thought or discussion about the session. The trainer asks a topic question to get participants to think and discuss their answers.* *The participants form a circle, throw a ball to each other, and the one who throws the ball asks: "What is your name and why are you participating in this training"? The participant who received the ball responds and throws the ball to the next participant. It can be done outdoors.* **Fill in the blank – Cultures variant** *This is a variant of the above-described game. Each of the participants should tell something about their city/country specific to the culture, beliefs, customs or history.*

	The participants form a circle, throwing a ball to each other, and the one who holds the ball present themselves: "My name is …. I come from a country where we gesture a lot ". Then passes the ball to someone else who will do the same. This game emphasizes diversity as it is designed to introduce others to the participants' worldview.
Learn check/ Debriefing:	N/A
Tips for the Trainer:	The trainer must make sure that everyone takes part in the game.
Handouts:	N/A
Team members:	Ecoworld Rhodopes Association

What do you think the EU Green Policy is about?	
LOs:	The participants will learn to self-assess and share their knowledge about the EU Green Policy.
Duration:	30 minutes
Materials needed:	Two flip charts Flipchart sheets Sticky notes in five colors Markers Projector and screen
Preparation:	N/A
Description:	The participants will share their knowledge on EU Green Deal issues. For this purpose, the trainer, with the help of volunteers, gives them flower petals (sticky notes) in five colors. The trainer explains that two questions will be asked, and for each question a separate flip chart is assigned - a sheet on which the questions

	are written and on which the participants must stick their answers. Participants can add thoughts to the sheet itself and clarify the definition through it.
	
	The trainer sets 2 questions:
	    ⇒ Do you know what the EU Green Deal is?
	    ⇒ Do you know what "New European Bauhaus" is?
	and he/she explains that:
	    ⇒ yellow means "yes, but I don't know much";
	    ⇒ red means "no";
	    ⇒ green means - "yes, I am very interested in her",
	    ⇒ blue means - "yes, but I don't think it's very useful";
	    ⇒ violet means "no, I don't care"
	
	On each flipchart sheet, under the corresponding question, the participants stick their answer sheets.
	
	The trainer asks if there is a volunteer to count the sheets in each colour and read what is written on the sheets.
	
	The volunteer announces the results and, if there is text written on the sheets, reads it.
	
	At this point, the trainer encourages participants in discussing the results. He/she will ask participants to take turns sharing their opinion on the questions and why they answered the way they did.
	
	The trainer facilitates the discussion, encouraging everyone to take part in it. He/she can guide the discussion asking questions such as *"Why do you think more/less people know about the Green Deal and the "New European Bauhaus"?*
	
	To prepare the participants for the next session, the trainer projects a video clip with Ursula von der Leyen - President of the EC.

Learn check/ Debriefing:	To debrief, the trainer can ask the questions:
	    ⇒ What is your self-assessment of your knowledge of the Green Deal?
	    ⇒ What is your self-assessment of your knowledge of New European Bauhaus?

	⇒ What you understood from the video featuring Ursula von der Leyen? ⇒ Has your attitude towards the Green Deal changed and in what way after seeing Ursula von der Leyen's speech?
Tips for the Trainer:	The trainer should always stimulate everyone's participation in the discussions. In the debriefing, the trainer should make sure that each participant gives their opinion.
Handouts:	Video clip with Ursula von der Leyen - President of the EC. https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en
Team members:	Ecoworld Rhodopes Association

Explore the EU Green Deal and tell others	
LOs:	Participants will improve their knowledge and understanding of the EU Green Deal and the New European Bauhaus. Participants will improve their soft skills, in particular team-work, communication and critical thinking; Participants will improve their digital skills, especially in the area 1 (Information and literacy) of the DigComp 2.2
Duration:	60 minutes
Materials needed:	Flipchart, flipchart sheets, markers, projector and screen, laptop or other support to prepare digital presentation
Preparation:	There isn't
Description:	The participants are divided into four groups according to the 1-2-3-4 method. The task is to study the EU policies and present to the other participants: 1. *Group 1 will be tasked with making a presentation about the history of the EU Green Deal and which countries have joined it.*

	2. *Group 2 will be tasked with making a presentation of the main goals and steps of the EU Green Deal.* 3. *Group 3 will be tasked with making a presentation about the New European Bauhaus.* 4. *Group 4 will be tasked with making a presentation on the EU4Climate programme.* Groups will have 15-20 minutes to research their topic and prepare the presentation. Each group decides whether they want to present the result of its work on sheets, in electronic or other form. They will have 5 minutes to present. Everyone from the group should actively participate in the preparation and delivery of the presentation. After each group presentation, the rest of the participants will ask questions.
Learn check/ Debriefing:	The trainer will ask questions to encourage deeper understanding and self-assessment. In the debriefing phase, the trainer will ask the following questions to the group: 1. What did you learn about the EU Green Deal? 2. What did you learn about the EU4Climate programme? 3. What surprised you? 4. What do you know now that you didn't know before? 5. What would you like to take from this knowledge and apply it in your future work with young people? Participants can be asked to write brief reflections on their key takeaways from the session. This reflection activity will help them consolidate what they have learned and formulate their understanding of the EU Green Deal and the EU4Climate programme. Sample prompt for reflection: 1. Describe one new insight you have gained about the EU Green Deal and how you plan to use it with young people. 2. Describe one new insight you have gained about the EU4Climate program and how you plan to use it with young people.

Tips for the Trainer:	The trainer should stimulate all participants for active work and sharing of opinion.
Handouts:	N/A
Team members:	Ecoworld Rhodopes Association

Let's have a debate	
LOs:	Participants learn to express their opinion on environmental issues and defend it; Participants improve their teamwork skills;
Duration:	75 minutes
Materials needed:	Table, chairs, time clock, 3 microphones, camera for recording the event
Preparation:	The trainer should prepare the "stage" for holding the debate: tables, chairs, microphones, presentation equipment (if necessary), arrangement of chairs for observers of the debate. If possible, these can be high tables, behind which the disputants stand straight.
Description:	Preparation for debates – 35 minutes The trainer divides the participants into four groups. This can be done by keeping the groups from the previous activity. This helps with teamwork as they have worked together once. The task of two of the groups is to prepare a debate on the topic "For and against the Green Deal". The other two groups will prepare a debate on "Should the EU help non-EU countries fight climate change or not?"

The debate topics and pro or against thesis will be randomly assigned to each group, by asking a member of each group to pick from a box a folded piece of paper containing a topic-thesis combination.

In this way, the participants will have the opportunity to discuss and defend a position, which for some of them could be different from their view. This will encourage them to look for data and opinions for and against the respective topic.

Each group will have 30 minutes to prepare.

After the preparation, each group should announce two participants in the debate.

The trainer determines the moderator of the debate or he/she can assume this role.

The trainer warns that the debate time is 16 minutes for each topic, with the same discussion time available to each side.

For each of the two debates:

1. The moderator introduces the topic and both participants;

2. Then he/she determines which side will speak first using the "rock, scissors, leaf" principle.

3. Determines the time for one speech - 8 minutes is recommended

In case the listeners react violently, the moderator invites them to be quiet and attentive.

Each of the two debaters stands behind their table.

The moderator gives the floor to the speakers in turn according to the established rules.

The first debate takes place: "For and against the Green Deal" for 16 minutes circa, including Q&A.

The second debate takes place "Should the EU help non-EU countries fight climate change" for 16 minutes circa, including Q&A.

	During each debate, listeners can encourage and approve of the debaters or express their disapproval of what they hear (always avoiding offensive words and gestures).
	After each debate, other participants can ask questions. At the end, the moderator asks the participants to determine the winner of the debate by clapping. The one who was more convincing is also determined by the strength of the applause.
	The total time for the two debates and the discussion is 40 minutes
	Finally, the trainer facilitates a group discussion where participants share their experiences, challenges and what they have learned.
	Finally, the trainer asks everyone to vote: 1. "for" and "against" the Green Deal 2. "for" and "against" Should the EU help non-EU countries in their fight against climate change
Learn check/ Debriefing:	The trainer asks the questions: 1. How did you feel defending a thesis with which you sympathize? 2. How did you feel defending a thesis with which you disagree? 3. Do you think that working in a team was useful in shaping your opinion? 4. What were the emotions of the moderator of the debates? 5. Was it easy for the representatives of the groups that debated? 6. Was the preparation for the debate and the debate itself useful for you? 7. Did the debaters achieve their goals?
Tips for the Trainer:	Provides a timer for debaters speech time and a camera for recording. Provides a recording of the debates which can help in their discussion.
Handouts:	N/A
Team members:	Ecoworld Rhodopes Association

Anyone who…	
LOs:	*Help participants to re-focus on the activities again after the break.*
Duration:	Between 10 and 20 minutes depending on the activity and the size of the group
Materials needed:	N/A
Preparation:	N/A
Description:	Fruit Bowl Game / Anyone who… 1. All participants sit on chairs in a circle, with one person standing in the middle. Everyone sitting on a chair gets a name - apple, pear, kiwi or banana, taking turns while sitting. The person in the middle is also named after one of the three fruits. 2. The person in the middle calls out one of the fruits, for example "apple", and all the apples must change places, they cannot go to the seat directly on both sides, directly on the right or on the left. 3. The person in the middle also tries to sit on a chair and so one person will remain standing after everyone finds a chair. This person now goes to the middle and says a fruit, for example a banana, and all the bananas switch places and so on. The person in the middle can call out "fruit bowl" and when they call out "fruit bowl" everyone switches places.
Learn check/ Debriefing:	N/A
Tips for the Trainer:	The trainer should also join the game. Also to judge when it should end.
Handouts:	N/A
Team members:	Ecoworld Rhodopes Association

In support of the EU Green Deal

LOs:	The participants will understand the power of digital impact to achieve a cause, specifically the cause of the EU Green Deal. Participants will learn to create their own videos with a message about the Green Deal and protecting the environment.
Duration:	90 minutes
Materials needed:	Laptop, projector, screen, phones, tablets. Participants will be warned that they will be using their own devices
Preparation:	Projector, screen, room preparation Videos about the EC Green Deal: - on electricity - about fuel - for a carbon-neutral economy of the countries - for an offshore wind farm
Description:	The trainer shows videos to start discussing about the Green Deal These are EC video materials released in connection with the Green Deal • for broadcast • on electricity • about fuel • for a carbon-neutral economy of the countries • for an offshore wind farm The trainer leads a discussion about the videos and their impact on the participants focusing on what is new, what challenges have been encountered and how they have been addressed. **Practical exercise - shooting a video**

	• The trainer will divide the participants into 4 groups, possibly again into 'apples', 'pears', 'kiwis' and 'bananas'. • Each group should develop a video message to encourage youth participation to raise awareness and engage others about climate change: o Biodiversity, in order to protect the ecosystem o Clean energy and electricity saving o Sustainable mobility to promote the use of more sustainable means of transport o Reduction of pollution Two groups cannot work on the same topic. • Each of the groups will work independently, being creative to present the problem and make a video appeal to the youth on how to solve it in line with the Green Deal. The groups will have 60 minutes to shoot and prepare the videos. • Each of the groups will present their video. Everyone from the team will participate in the presentation. Each presentation will be 5 minutes long. • After all video have been shown, the trainer will lead a discussion about the videos and their impact on the participants. He/she will encourage participants to share their key takeaways from the presentations, group work and discussions.
Learn check/ Debriefing:	The trainer will facilitate group discussions where participants share their experiences, challenges and what they have learned from the presentations. To encourage deeper understanding and self-evaluation, in the debriefing phase, the trainer can ask the following questions to the group: • Which of the European Commission's Green Deal videos influenced you the most and why? • Was there any surprise for you in these materials? • Do you have new knowledge about the Green Deal?

	• What would you like to take from this knowledge and apply it in your future work with young people? • Did you find it difficult to make your own videos? To share learning outcomes Everyone lines up in a tight circle. The trainer asks the first person on the left to extend his right hand to the center of the circle and explain what he found difficult and difficult in this training. Ask him to use the following phrases: "I didn't like it when..." or "I liked it when...". Ask the next person on the left to place their hand on the already extended hand of and give an explanation in the same way. Continue until everyone has their hands on top of each other. Finally, the trainer closes by analyzing the opinions and concludes by noting that this tower of hands represents the group's mutual power to achieve success.
Tips for the Trainer:	The method is suitable for active work in both national and international groups. It is necessary for the trainer to monitor the work of each group and encourage the creativity of the youth.
Handouts:	N/A
Team members:	Ecoworld Rhodopes Association

Total session time – 6 hours, with three breaks

V.   What is Sustainability?

Icebreaker - Sustainability Snapshot	
LOs:	Participants will reflect on personal sustainability items and relate them to the core concepts of sustainability
Duration:	**10 minutes**

CHMKS - TRAINING FORMAT

Materials needed:	Participants bring an item or image that represents sustainability to them.
Preparation:	**Instruct participants in advance**: Send clear instructions to participants before the session, asking them to bring an item or image that they believe represents sustainability. Offer some examples in your communication (e.g., a reusable water bottle, a picture of a solar panel, or a book about environmentalism) to help them understand what they should bring. **Room setup**: Arrange the seating in a circle or semicircle to promote open discussion and create a sense of equality. Ensure that each participant can see the others, which encourages sharing and active listening. **Provide backup items**: In case a participant forgets their item or is unsure of what to bring, have a few example items available to prompt discussion. This could include common sustainable items like a bamboo toothbrush or a reusable bag. **Technology (if online)**: If delivering this activity virtually, instruct participants to be ready to show their item via webcam, or use screen sharing for images.
Description:	This icebreaker allows participants to share their personal understanding of sustainability. Each participant will present the item or image they brought and explain why they chose it and how it relates to sustainability. The trainer should facilitate the discussion, guiding participants to reflect on how their items tie into broader sustainability themes such as environmental impact, social responsibility, or economic implications. The activity promotes personal reflection and sets the tone for the session by encouraging participants to connect sustainability to their own lives. **Step-by-Step Instructions**:

	• Introduce the purpose of the activity: to reflect on individual interpretations of sustainability. • Give an example of an item you brought and explain how it relates to sustainability. • Invite participants to share their items and explain their significance. If a participant struggles, offer gentle guidance by asking how the item relates to the environment or social responsibility. • After everyone has shared, summarize the themes that emerged and connect the discussion to the broader session content on sustainability.
Learn check/Debriefing:	Ask participants how their items relate to sustainability. Encourage them to reflect on the environmental, social, and economic aspects of their choices.
Tips for the Trainer:	**Create a relaxed atmosphere**: Some participants may feel shy about sharing. Keep the mood informal and ensure everyone feels comfortable contributing. **Encourage connections**: If participants struggle to see how their items relate to sustainability, prompt them with questions like, "How does this item impact the environment or economy?" **Time management**: Be mindful of time. If the group is large, consider dividing participants into smaller groups to ensure everyone has a chance to share without taking too long.
Handouts:	None. No handouts needed for this activity.
Team members:	Giulio Asta (Open Impact)

Energizer- Eco-Friendly Quick Quiz

LOs:	Participants will be introduced to basic sustainability facts and figures.
Duration:	**5 minutes**
Materials needed:	Prepared quiz questions (5-10 questions) on sustainability topics.
Preparation:	**Materials needed**: prepare 5-10 quiz questions, either multiple-choice or true/false, related to basic sustainability facts (e.g., "How much water is saved by turning off the tap while brushing your teeth?" or "True or False: Glass can be recycled indefinitely"). **Technology**: if the session is online, set up the quiz on a digital platform like Kahoot or Google Forms for quick participation. For in-person sessions, create answer sheets or allow verbal responses. **Setup**: ensure the space allows for easy participation (e.g. Arrange seating or a space where everyone can participate comfortably). For digital quizzes, ensure all participants can access the quiz via their phones or laptops.
Description:	This quick quiz serves as an energizer, introducing or reinforcing sustainability concepts in a fun and competitive format. Participants will answer a series of sustainability-related questions, either on paper or using an online tool. The quiz can be done individually or in small teams. After the quiz, the trainer reviews the correct answers, providing additional explanations where needed and inviting participants to reflect on surprising or challenging questions. **Step-by-Step Instructions**: 1. Explain the rules of the quiz and how participants should respond (verbally, on paper, or via an online tool). 2. Ask each question and allow a short time for participants to respond.

	3. Once all questions are answered, review the correct answers with the group, discussing why each answer is correct. 4. Encourage participants to share which facts surprised them or how the information applies to their daily lives.
Learn check/Debriefing:	After going through the quiz answers, ask participants which facts surprised them and how these sustainability issues impact their lives.
Tips for the Trainer:	Keep the tone light and playful to ensure high energy and engagement. Use humor and positive reinforcement when reviewing answers, especially if participants struggle with certain questions. After the quiz, ask follow-up questions to deepen understanding. For example, "What changes could you make in your daily life based on what you learned today?" Be flexible with the format: If time is short, reduce the number of questions; if the group is large, divide participants into teams for more interaction.
Handouts:	Optional quiz answer sheet or digital quiz platform like Kahoot.
Team members:	Giulio Asta (Open Impact)

Introduction to Sustainability	
LOs:	Participants will understand the fundamental concepts of sustainability, including its environmental, economic, and social dimensions.

CHMKS - TRAINING FORMAT

Duration:	**55 minutes**
Materials needed:	Projector, flip charts, markers, handouts on sustainability principles, case studies for each sustainability pillar.
Preparation:	**Materials needed**: prepare a PowerPoint presentation that introduces the three pillars of sustainability (environmental, economic, and social). Include examples and case studies for each pillar. Handouts on sustainability principles can be provided for participants to follow along. Prepare flip charts and markers for group discussions. **Setup**: Arrange the room to encourage discussion—round tables or a U-shape seating arrangement works well. Ensure that participants can see the presentation clearly. **Technology**: Test the projector or screen in advance if using a PowerPoint presentation. For online sessions, share the slides and make use of digital breakout rooms for group discussions.
Description:	The trainer introduces the concept of sustainability through the three pillars—**environmental, economic, and social**. Instead of simply lecturing, the trainer uses the PowerPoint as a starting point for discussion. After each pillar is introduced, participants are invited to share their real-life examples of sustainability in their communities. The trainer encourages group discussions to explore how the pillars interact in real-world contexts. The session ends with participants working in small groups to identify sustainability challenges and opportunities in their own communities. **Step-by-Step Instructions:** 1. Present the first pillar of sustainability (e.g., environmental), using real-world examples to illustrate key points. 2. Pause to ask participants for their examples of environmental sustainability in their communities. 3. Repeat the process for the economic and social pillars.

	4. Divide participants into small groups and give them 15 minutes to discuss sustainability challenges and opportunities in their communities. Provide flip charts for them to record their thoughts. 5. Have each group present their findings, and facilitate a short discussion on how these challenges can be addressed through sustainability practices.
Learn check/Debriefing:	Have participants summarize the key sustainability challenges and opportunities discussed in their groups, ensuring they connect them to the three pillars of sustainability.
Tips for the Trainer:	Avoid turning the PowerPoint into a lecture. Use it as a conversation starter to engage participants. Ensure that the examples provided are relatable to the participants' context, whether they come from urban or rural backgrounds, different industries, etc. Encourage participation from all group members by asking open-ended questions and prompting quieter participants to share. Be prepared to adapt the discussion to participants' experiences and interests, allowing flexibility in the examples and case studies provided.
Handouts:	Sustainability principles handout and case study references.
Team members:	Giulio Asta (Open Impact)

Mindful Observation Walk
LOs: Participants will reflect on their environment, observing natural and human impacts through the lens of sustainability.

CHMKS - TRAINING FORMAT

Duration:	**20 minutes**
Materials needed:	None
Preparation:	**Materials needed**: none required. Participants should bring their own note taking materials if they wish to journal afterward. **Setup**: identify an appropriate space for the walk, ideally an outdoor location where participants can observe natural surroundings and human impact. If held indoors, choose a space with visibility to nature or sustainability features (e.g., recycling stations, energy-saving measures). **Technology**: for online sessions, participants can be instructed to take a mindful walk in their own surroundings, then return to the group for discussion.
Description:	This activity offers participants a reflective break during which they observe their environment through a sustainability lens. They take a slow, mindful walk, paying attention to natural elements, signs of human impact, and sustainability efforts in the space around them. Afterward, participants gather for a debrief to discuss what they observed. This activity encourages relaxation while connecting participants to sustainability concepts. **Step-by-Step Instructions:** 1. Introduce the purpose of the walk: to reflect on how sustainability (or lack of it) is present in the environment. 2. Give participants a few prompts, such as: "What natural resources do you see being used?", "How are humans impacting this space?", or "What evidence of sustainability efforts do you notice?" 3. Allow participants to walk quietly for 10-15 minutes, observing their surroundings.

	4. After the walk, gather the group and ask participants to share their reflections. If time permits, allow them to journal briefly before sharing. 5. Conclude the activity by linking the observations back to the themes of sustainability and personal responsibility.
Learn check/Debriefing:	Participants share their reflections after the walk, discussing how their observations relate to sustainability. The discussion helps reinforce connections between the environment and the sustainability principles covered in the session.
Tips for the Trainer:	Create a calm, reflective atmosphere, encouraging participants to slow down and observe their surroundings carefully. If time allows, encourage participants to journal briefly before the debriefing session. For online sessions, ensure that participants know to take their walks in a safe, accessible area, and guide them on how to reflect on their surroundings.
Handouts:	None. Journaling materials optional.
Team members:	Giulio Asta (Open Impact)

Sustainable Community Practices	
LOs:	Participants will learn to apply co-design methods to create community-based sustainability initiatives.
Duration:	**55 minutes**

CHMKS - TRAINING FORMAT

Materials needed:	Flip charts, markers, sticky notes, co-design methodology handouts, project planning templates.
Preparation:	**Research and Gather Resources**: 1. Collect examples of successful community sustainability projects to inspire participants. These examples should include a variety of initiatives from different contexts, such as urban and rural communities, various industries, and regions. Ensure these examples highlight different aspects of sustainability, such as environmental, social, and economic benefits. 2. Prepare case studies or videos showcasing real-world examples that can help participants understand what a successful sustainability project looks like. These could be projects focused on waste reduction, renewable energy, sustainable agriculture, or water conservation. 3. If relevant, gather local case studies or examples from regions similar to the participants' communities. This can help make the discussion more relatable and practical. 4. Make sure to have digital resources available for participants to access during the session, such as links to sustainability databases or online project planning tools. **Develop and Print Planning Templates:** 1. Create project planning templates that are easy to follow and provide structure for participants to map out their community resources, identify sustainability challenges, and define specific actions for their proposed project. 2. Each template should include sections for: • **Community asset**s: Identifying strengths, such as available resources, partnerships, or infrastructure.

- **Challenges**: Mapping key sustainability challenges the community faces (e.g., waste management, pollution, lack of green spaces).
- **Stakeholders**: Identifying who in the community can be involved in the project (e.g., local government, businesses, residents).
- **Action steps**: Laying out a series of actions that can be taken to implement the sustainability initiative, including both short-term and long-term steps.

3. Make enough copies of these templates for each group, and ensure that there are digital versions available if the session is conducted online.

Room Setup:

Flexible seating: Arrange the room with flexible seating that allows for collaboration. Round tables or workstations are ideal to encourage group discussion and planning. Ensure that each group has plenty of space to spread out materials like flip charts, sticky notes, and templates.

Materials at each station: Prepare flip charts, markers, sticky notes, and other writing materials at each table. These will be used for brainstorming, community mapping, and developing project ideas. Ensure there is enough for all participants to contribute actively.

Technology check: If using a projector, ensure it is set up properly for showcasing examples, videos, or presentations on community sustainability projects. Test all technology in advance to avoid any disruptions.

Digital tools: If the workshop is being conducted online or hybrid, set up digital collaboration tools such as Miro, Jamboard, or Google Docs. Create virtual breakout rooms for group discussions and ensure that participants know how to access and use the digital planning templates. Provide a tutorial if necessary.

Briefing for Facilitators:

	Support facilitation: If there are co-facilitators or assistants, brief them on the goals and flow of the session. Provide them with an outline of key discussion prompts and instructions on how to support participants during the co-design process. **Guiding questions**: Prepare a list of guiding questions to help participants if they get stuck during the brainstorming process. These might include: "What sustainability issue is most urgent in your community?" or "What resources do you already have that can support this project?" Monitor time: Plan how the time will be managed throughout the session. Set reminders for transitioning between phases (e.g., community mapping, brainstorming, presentation) to ensure each group has enough time to complete the activity. **Participant Preparation:** **Pre-session instructions**: If possible, send participants information about the co-design workshop in advance. This could include a brief overview of the activity, examples of sustainability challenges, and a request to think about sustainability issues in their community that they would like to address. **Pre-read materials**: Provide participants with optional pre-reading materials or links to examples of community sustainability projects. This will help them come prepared with ideas and understanding of what co-design entails.
Description:	Participants will work in small groups to map their communities, identify key sustainability challenges, and design actionable projects. The workshop is designed to give participants hands-on experience applying co-design methods to sustainability issues. Each group will brainstorm and create a plan for a sustainable community initiative, guided by the templates provided. The trainer will facilitate the process, moving between groups to offer support, answer questions, and ensure that discussions stay on track.

	Step-by-Step Instructions: 1. Introduce the concept of co-design and explain how it can be used to address community sustainability challenges. Provide examples of successful projects. 2. Divide participants into small groups and give them 15 minutes to map their communities, identifying both strengths and challenges related to sustainability. 3. Once the mapping is complete, ask groups to brainstorm ideas for community-based sustainability projects, using the project planning templates to outline actions and solutions. 4. After 30 minutes of brainstorming and planning, each group presents their project idea to the larger group. 5. End with a peer feedback session, where participants discuss how they could implement and sustain these projects in their own communities.
Learn check/Debriefing:	Each group presents their project plans, receiving feedback from their peers and the trainer. The discussion helps ensure that the projects are practical, community-focused, and aligned with sustainability principles.
Tips for the Trainer:	Be prepared to guide the brainstorming process, especially if groups struggle to generate ideas. Asking specific questions about participants' communities (e.g., "What are the biggest sustainability challenges here?") can help inspire discussion. Encourage participants to think creatively, but keep the focus on creating practical and actionable plans. If participants are from different communities, encourage them to share examples from their home regions to inspire others. **Online Resources to Support Trainers** 1. **Co-design and Participatory Design Methodology**:

- **IDEO's Human-Centered Design Toolkit** https://www.designkit.org/resources.html
  This free toolkit provides an introduction to human-centered design, offering practical techniques for facilitating workshops and co-design processes. Trainers can use this to learn about empathy mapping, brainstorming methods, and structured ideation.

- Participatory design methods for sustainable interaction design: co-designing digital experiences for sustainability education | Universal Access in the Information Society (springer.com) - Article on Springer

- Gabriel Arboleda - Ethnoarchitecture
  Worth giving a look to understand and show the potential of participatory approaches in community-designed projects.

2. **Examples of Successful Community Sustainability Projects:**

- **Ellen MacArthur Foundation: Circular Economy Case Studies** https://www.ellenmacarthurfoundation.org/case-studies
  This site offers a range of case studies that highlight successful circular economy projects. These case studies can help participants better understand how to approach sustainability through systemic change.

3. **Project Planning and Community Mapping Tools:**

- **Miro (Online Collaborative Whiteboard)** https://miro.com
  Miro is a powerful digital tool that trainers can use for community mapping, brainstorming, and project planning. It includes templates that are particularly useful for co-design activities and allows for real-time collaboration, especially in online or hybrid sessions.

- **Padlet**
  https://padlet.com
  Padlet is an intuitive online tool that allows participants to collaborate on a shared "board," making it an excellent alternative to Google Jamboard. Trainers can use it to organize ideas, map communities, and gather input from participants.

4. **Sustainability and Community Engagement Learning Platforms:**
   - **The Sustainability Literacy Test (Sulitest)**
     https://www.sulitest.org/en
     Sulitest is an online learning platform that provides educational modules and assessments on sustainability. Trainers can use the platform to further educate themselves or participants on sustainability literacy, ensuring that they have a strong foundation in key concepts.
   - **Global Footprint Network (Ecological Footprint Calculator)**
     https://www.footprintcalculator.org
     This online tool calculates the ecological footprint of individuals or communities. Trainers can use it as an engaging tool to help participants understand their environmental impact and consider it in their community planning.

5. **Community-Based Participatory Research Resources:**
   - **Community Tool Box (Work Group for Community Health and Development)**
     https://ctb.ku.edu/en
     The Community Tool Box offers extensive guidance on how to engage communities in problem-solving and planning, particularly in the areas of public health and environmental sustainability. It includes training materials, tools for assessing community needs, and strategies for fostering collaboration.

6. **Toolkits and Templates for Planning Sustainability Projects:**
   - **Project Drawdown Solutions Library**
     https://www.drawdown.org/solutions
     This library offers detailed descriptions of sustainability solutions, including the potential impact and feasibility of various projects. Trainers can use this to introduce participants to scalable, evidence-based solutions that can be adapted to their communities.
   - **Sustainability Planning Toolkit (ICLEI)**
     https://icleiusa.org/resources/sustainability-planning-toolkit
     This toolkit is specifically designed for planning and implementing sustainability projects at the community level. It includes templates, planning guides, and resources that trainers can share with participants as they map out their projects.
   - **Design for sustainability (UN)**
     Design for Sustainability: A Step-by-Step Approach | UNEP - UN Environment Programme
     A global guide for designers and industry, it provides support to ecodesign novices and those looking to further their understanding of the field. The manual focuses on three different design approaches: redesign of existing products, radical sustainable product innovation and new product development. An additional section acts as a comprehensive 'how-to' guide for first time users. Online materials - including case studies, additional design and management tools and worksheets - compliment the print version.

How These Resources Can Be Integrated:

1. **Before the Session**: Trainers can familiarize themselves with the co-design methodologies by reviewing resources such as the IDEO toolkit and the Ellen MacArthur Foundation's case studies. They can

	also use tools like Miro or Jamboard to set up digital collaborative spaces in advance. 2. **During the Session**: Resources such as **Miro**, **Jamboard**, and **Google Docs** can be used in real-time for community mapping and brainstorming. Case studies from the **Sustainable Communities Online** platform can be shared to give participants concrete examples. 3. **After the Session**: Trainers can direct participants to resources such as the **Global Footprint Calculator** or **Project Drawdown Solutions Library** to further explore sustainability solutions and develop long-term plans for their communities.
Handouts:	Co-design methodology guide, project planning templates.
Team members:	Giulio Asta (Open Impact)

Building a Circular Economy Business Model	
LOs:	Participants will understand and apply circular economy principles in business models. Participants will practice designing sustainable business strategies that minimize waste and prioritize resource efficiency.
Duration:	**70 minutes**
Materials needed:	**In-person**: Business Model Canvas templates (printed), markers, circular economy handouts, example case studies.

	Online: Digital Business Model Canvas templates (e.g., on Miro, Mural, Canva or Padlet), links to online case studies, presentation slides.
Preparation:	**In-person**: Prepare printed copies of the Business Model Canvas and case studies. Ensure you have examples of circular economy businesses ready to show (e.g., Ellen MacArthur Foundation case studies). Set up the room for group work with sufficient space and materials at each station. **Online**: Ensure participants have access to the digital Business Model Canvas, and set up breakout rooms for group discussions. Prepare links to relevant case studies and test any digital tools like Miro or Padlet.
Description:	Participants will work in small groups to design a business model for a fictional company that incorporates circular economy principles. The exercise challenges them to think about how businesses can minimize waste, reuse materials, and design products for long-term sustainability. After the exercise, groups present their business models, followed by a peer review and feedback session. **Step-by-Step Instructions:** 1. **Introduction** (5 minutes): explain the concept of a circular economy and the purpose of the Business Model Canvas. Share a brief case study example to illustrate how a company can implement circular economy principles. 2. **Group Work** (35 minutes): divide participants into small groups and provide them with a Business Model Canvas. Each group will brainstorm and fill in the canvas for a fictional company that follows circular economy principles (e.g., designing products for durability, creating take-back schemes, minimizing waste). Facilitators should circulate to provide guidance and answer questions.

	3. **Presentations and Review** (20 minutes): each group presents its business model, explaining how it incorporates circular economy principles. Facilitators and peers offer feedback, discussing the feasibility, innovation, and potential impact of the models. 4. **Debrief** (10 minutes): discuss the challenges businesses may face when adopting circular economy models and explore how these challenges can be overcome.
Learn check/Debriefing:	Ask participants to reflect on how circular economy principles could apply to businesses in their own communities or industries. Encourage participants to discuss what surprised them about designing a circular economy business and how they could apply these principles in their own work.
Tips for the Trainer:	Use concrete examples and case studies to provide context for the exercise. Ensure that each group stays focused on integrating circular economy principles, and encourage creative thinking. Keep an eye on time and guide groups through each section of the Business Model Canvas, especially if they are unfamiliar with the tool.
Handouts:	The Business Model Canvas - Instruction Manual (strategyzer.com) **Rules and instructions**:Follow the instructions to get started, and with time and practice you will be able to map business models in minutes. **Best practices**:Discover 3 simple best practices to ensure your business model tells a simple but meaningful story. **Most common mistakes**:Learn about the most common mistakes made when using the canvas and how to avoid them.

Team members:	Giulio Asta (Open Impact)

Sustainable Mindset Meditation

LOs:	Participants will engage in reflective meditation to develop a sustainable mindset. Participants will connect their personal values and daily habits with broader sustainability goals.
Duration:	**20 minutes**
Materials needed:	**In-person**: comfortable seating, optional relaxing background music or nature sounds. **Online**: participants should be in a quiet space where they can focus. Optionally, use calming music via a shared online platform.
Preparation:	**In-person**: set up a comfortable, quiet space for participants to engage in meditation. Prepare an audio device for background music if needed. Ensure that participants have seating or floor mats for the meditation. **Online**: instruct participants to find a quiet, comfortable space before the session. Share instructions on how to relax, and offer suggestions for background ambiance (music or nature sounds).
Description:	This meditation session helps participants develop a sustainable mindset by reflecting on how their daily habits and personal values connect to sustainability. Through guided meditation, participants will focus on their impact on the environment and society, fostering a deeper commitment to sustainable living.

	Step-by-Step Instructions: 1. **Introduction** (5 minutes): Introduce the concept of a sustainable mindset, explaining how small, intentional changes in our daily lives can contribute to larger sustainability goals. 2. **Guided Meditation** (10 minutes): Lead participants through a guided meditation focused on sustainability. Encourage them to think about their daily choices, such as energy use, waste reduction, and consumption habits, and how these choices impact the environment. 3. **Reflection** (5 minutes): After the meditation, ask participants to reflect on their experience. Allow time for journaling or a short discussion on how they can apply the principles of sustainability to their lives.
Learn check/Debriefing:	Encourage participants to reflect on one small, sustainable change they can commit to after the session. Ask participants to share their reflections on how the meditation made them think differently about sustainability in their personal lives.
Tips for the Trainer:	Create a calm, reflective atmosphere, ensuring participants feel relaxed and comfortable. Use simple, clear language for the guided meditation to help participants stay focused on their sustainability goals. Encourage participants to continue reflecting on their personal sustainability
Handouts:	None

Team members:	Giulio Asta (Open Impact)

Creating a Sustainability Vision Board

LOs:	Participants will reflect on their personal sustainability goals and visualize them creatively.
	Participants will develop a tangible representation of their sustainability aspirations, which will serve as a motivational tool.
Duration:	**70 minutes**
Materials needed:	**In-person**: poster boards, magazines, scissors, glue, markers, optional images and symbols representing sustainability concepts. **Online**: digital tools like Canva, Google Slides, or Miro for creating digital vision boards. Ensure participants have access to images and icons related to sustainability. **Hybrid**: you could also use digital tools during in-person training.
Preparation:	**In-person**: Gather a variety of magazines, newspapers, and printed images that participants can cut out. Prepare materials such as glue, markers, and scissors. Ensure there's enough space for participants to work on their vision boards comfortably.
	Online: Provide instructions for using digital tools like Canva or Miro to create vision boards. Share links to online image libraries or free-use image websites (e.g., Unsplash) for participants to gather images that represent their sustainability goals.

Description:	In this creative reflection activity, participants will create a vision board that represents their personal sustainability goals and aspirations. The vision board will serve as a visual and motivational tool, encouraging participants to focus on the changes they want to see in their personal and professional lives. The activity emphasizes self-reflection and creative expression.
	Step-by-Step Instructions:
	1. **Introduction** (10 minutes): Explain the purpose of creating a vision board and how it can help participants visualize their sustainability goals. Share examples of vision boards and discuss how imagery can inspire action and reflection.
	2. **Vision Board Creation** (45 minutes): Provide participants with time to gather images, words, and symbols that represent their sustainability goals. They will create a collage on poster boards (or digitally) that reflects their aspirations for a sustainable future.
	3. **Vision Sharing Circle** (5 minutes): After completing their boards, participants will gather in small groups to share one key goal or idea from their vision board. This creates a supportive environment for discussion and inspiration.
	4. **Reflection** (10 minutes): Conclude the session with a group discussion on how participants can implement the ideas reflected in their vision boards. Encourage them to think about practical steps they can take toward achieving their sustainability goals.
Learn check/Debriefing:	Ask participants to reflect on how the imagery in their vision boards relates to their real-life goals and aspirations for sustainability.
	Encourage participants to set short-term and long-term goals based on what they've visualized.

Tips for the Trainer:	Encourage creativity and emphasize that there is no right or wrong way to create a vision board. The goal is for participants to reflect on their personal journey toward sustainability.
	Offer assistance to participants who may feel uncertain about how to express their ideas visually.
	For online sessions, ensure participants understand how to use the digital tools to create their boards.
Handouts:	Vision board creation guide (optional, depending on participants' familiarity with the concept).
Team members:	Giulio Asta (Open Impact)

Digital Evaluation Forms	
LOs:	Participants will reflect on their training experience and provide feedback on the content, structure, and delivery of the module.
	Trainers will gather quantitative and qualitative feedback to assess the effectiveness of the session and identify areas for improvement
Duration:	**20 minutes**
Materials needed:	Digital evaluation forms (Google Forms, Microsoft Forms, or similar platforms, like Tally.so).
	Participants' devices (smartphones, tablets, or laptops) with internet access

CHMKS - TRAINING FORMAT

Preparation:	**Create evaluation forms**: design digital forms with a balance of Likert scale (1-5), multiple-choice, and open-ended questions to capture comprehensive feedback on: • Content clarity and relevance. • Delivery and engagement techniques. • Overall experience and impact. **Access to devices**: ensure participants have access to the necessary devices and a stable internet connection. **Share instructions**: send out the link to the evaluation form via email or chat platform if online, or ensure QR codes are available for in-person sessions.
Description:	This activity allows participants to provide structured feedback on the training module. The feedback will help trainers assess the session's effectiveness in terms of content delivery, participant engagement, and learning outcomes. The evaluation process is designed to be anonymous and should encourage honest, constructive responses. **Step-by-Step Instructions:** 1. **Introduction** (2 minutes): explain the importance of the feedback and how it will be used to improve future sessions. 2. **Form Completion** (15 minutes): participants complete the digital evaluation form. Allow sufficient time for reflection, especially for open-ended questions. 3. **Conclusion** (3 minutes): thank participants for their feedback and assure them that their input will directly influence the training program.

Learn check/Debriefing:	Feedback is collected through the evaluation forms. Trainer reviews responses afterward to assess the strengths and areas for improvement. Optional: After participants complete the forms, ask if anyone would like to share key points of feedback openly in the group, encouraging transparency and immediate discussion.
Tips for the Trainer:	Encourage honest, constructive feedback by explaining its purpose for improving future trainings. Provide technical assistance if any participants encounter issues accessing the forms. Remind participants that their responses are anonymous and valued.
Handouts:	None (Digital forms)
Team members:	Giulio Asta (Open Impact)

Group Reflection & Discussion	
LOs:	Participants will consolidate key learnings from the training and share their most valuable takeaways. Participants will reflect on how they plan to apply the knowledge gained to real-life situations in personal and professional contexts.
Duration:	**40 minutes**

Materials needed:	None (Optional: a whiteboard or flipchart for summarizing key points)
Preparation:	**Seating Arrangement**: arrange seating in a circle or U-shape to foster open and inclusive discussion.
	Prepare Reflection Prompts: develop a list of guiding questions to encourage meaningful reflection. Example prompts:
	1. "What is the most significant thing you learned during this module?"
	2. "How do you plan to integrate the sustainability concepts into your daily life or work?"
	3. "What challenges do you foresee when applying the knowledge gained, and how might you overcome them?"
	4. "Is there anything you would suggest for improving this module?"
Description:	This activity focuses on consolidating participants' learning experiences through a guided reflection. By sharing their insights and takeaways, participants reinforce their understanding of key concepts and build a community of shared learning. The facilitator helps synthesize these reflections to ensure that the training ends on a strong, actionable note.
	Step-by-Step Instructions:
	1. **Introduction** (5 minutes): briefly explain the purpose of the reflection session: to review what participants have learned and how they will apply it moving forward.
	2. **Reflection Discussion** (30 minutes):
	• Ask participants to reflect on the key learning points from the module. Allow everyone an opportunity to speak.
	• Use guiding questions to steer the conversation, ensuring that reflections cover personal insights,

	application of sustainability concepts, and challenges. • Encourage participants to discuss specific actions they plan to take as a result of the training. 3. **Summarizing Key Insights** (5 minutes): summarize the most common themes from the discussion, highlighting practical steps participants plan to take. Use this as an opportunity to inspire further commitment to sustainable practices.
Learn check/Debriefing:	During the group discussion, ask participants to share at least one specific action they plan to implement after the training. Gather verbal feedback on how participants felt about the module, encouraging them to voice any challenges they might anticipate in applying their learning.
Tips for the Trainer:	Ensure that the discussion remains open and inclusive, allowing quieter participants the opportunity to share their thoughts. Validate and acknowledge all contributions, even if participants express doubts or challenges. This helps create a supportive environment for reflection. If participants seem hesitant, provide specific examples of how they could apply the concepts learned, sparking further ideas. Use a flipchart or whiteboard to note key themes and takeaways from the discussion, so the group can see the progression of the conversation.
Handouts:	None
Team members:	Giulio Asta (Open Impact)

Wrap-up and Commitment to Action

LOs:	Participants will articulate a concrete action plan for implementing the knowledge and skills gained from the module. Participants will commit to at least one specific action they will take toward sustainability in their personal or professional lives.
Duration:	**20 minutes**
Materials needed:	**In-person**: index cards or small sheets of paper, pens. **Online**: digital note-taking platform (e.g., Google Docs, Padlet) or private chat function.
Preparation:	**Action Plan Prompts**: prepare prompts to guide participants in defining clear, actionable commitments. Examples: • "What is one thing you will start doing differently in your life or work to support sustainability?" • "How will you measure the success of your action?" • "What resources or support do you need to achieve your goal?" **Materials Setup**: for in-person sessions, ensure that index cards and pens are available for participants to write their action plans. For online sessions, prepare a shared digital space for participants to record their commitments.
Description:	This activity encourages participants to make a personal commitment to action, translating the knowledge and skills gained during the module into practical, measurable steps. Each participant will reflect on what they've learned and how they will apply it, either personally or professionally. They will

	then commit to at least one specific action, which they will share with the group.
	
	Step-by-Step Instructions:
	
	1. **Introduction** (5 minutes): explain the importance of taking concrete action after the training. Ask participants to reflect on one specific change or action they can commit to that will support sustainability.
	2. **Commitment to Action** (10 minutes):
	    I. Instruct participants to write down their commitment on an index card (or digitally, for online sessions). Encourage them to be specific about the action, the timeline, and how they will measure success.
	    II. Allow participants a few minutes to complete their action plans.
	3. **Sharing Commitments** (5 minutes): invite participants to share their commitments with the group. This creates accountability and encourages a sense of community support for each participant's sustainability journey.

Learn check/Debriefing:	During the sharing session, ask participants how they plan to implement their commitments and what challenges they foresee. Offer advice or resources to help them succeed. Ask participants to consider revisiting their action plan in the future to measure progress and reflect on the impact of their commitment.
Tips for the Trainer:	Encourage participants to make their action plans specific and achievable. Avoid vague goals by prompting them to define concrete steps. Offer support and validation for all commitments, and suggest small, manageable changes for participants who are unsure about how to begin.

	Remind participants that sustainability is a journey, and that small actions can lead to meaningful change over time.
Handouts:	None (Optional: action plan templates for tracking progress).
Team members:	Giulio Asta (Open Impact)

Lunch/Dinner Mindful Eating and Waste Reduction	
LOs:	Participants will practice mindful eating, reflecting on the sustainability of their food choices. Participants will understand the environmental and social impacts of food production and consumption. Participants will learn practical ways to reduce food waste and make more sustainable food choices in their daily lives.
Duration:	**60 minutes (including meal time and discussion)**
Materials needed:	**In-person**: Food for the meal (preferably locally sourced, organic, or sustainably produced), utensils, plates, napkins, and composting bins (if applicable). **Online**: Participants will prepare their own meals with mindful eating instructions provided beforehand.
Preparation:	**In-person**: **Choose sustainable food options**: ensure that the meal provided (or the ingredients for a potluck) is locally sourced,

	organic, or seasonal. If catering, work with vendors who prioritize sustainable practices

Set up the space: create a calm and comfortable dining space. Consider reducing distractions (e.g., no phones, quiet music, or none at all) to encourage focus on the food and discussion.

Provide composting bins: ensure there are proper waste disposal methods, including composting for food waste.

Online:

Pre-session instructions: provide participants with guidelines on how to prepare a sustainable meal at home. This could include tips on choosing local produce, reducing packaging waste, and avoiding processed foods.

Technology check: ensure participants have access to a stable internet connection for video discussions. |
| **Description:** | This activity focuses on the practice of mindful eating, emphasizing the environmental, social, and ethical impacts of food choices. Participants will enjoy a shared meal (or individual meals in the case of online settings) while reflecting on where their food comes from, how it was produced, and the sustainability of their consumption habits. The activity includes a guided discussion on reducing food waste and making sustainable dietary choices.

Step-by-Step Instructions:

1.   **Introduction (5 minutes):**
    • Introduce the concept of mindful eating and its connection to sustainability. Explain that participants will reflect on the origins of their food, the resources used to produce it, and its environmental impact. |

- Share the goals of the activity: to develop greater awareness around food consumption, reduce waste, and explore sustainable alternatives.

2. **Mindful Eating Exercise (20 minutes):**
- Instruct participants to begin eating slowly and mindfully, paying attention to each bite. Encourage them to focus on the texture, taste, and appearance of the food.
- Ask participants to reflect silently on where the food came from: "How far did this food travel? What resources were used to produce it? Who was involved in its creation (farmers, processors, etc.)?"
- Prompt them to think about the environmental and social impacts of the food: "Is this food locally sourced? Organic? How does this choice affect the environment and society?"

3. **Discussion on Food Sustainability and Waste Reduction (30 minutes):**
- After the meal, open the floor for discussion. Use the following questions to guide the conversation:
    ⇒ "What did you notice about your food while eating mindfully?"
    ⇒ "How sustainable do you think the meal was, and why?"
    ⇒ "What are some small changes you can make in your daily life to reduce food waste?"
    ⇒ "What practical ways can we reduce food waste both at home and in group settings like this?"
- Discuss the importance of composting and reducing packaging waste, as well as the impact of choosing local and seasonal foods. Encourage participants to share their own strategies for making more sustainable food choices.

4. **Closing Reflection (5 minutes):**
- Conclude by asking participants to commit to one specific action they will take to reduce food waste or improve the sustainability of their food choices.

	• Encourage participants to reflect on how mindfulness during meals can influence their broader sustainability practices.
Learn check/Debriefing:	During the discussion, ask participants to reflect on what they learned about the sustainability of their food choices and waste management. Encourage them to share one actionable step they can take in their daily lives, whether it's composting, reducing food waste, or buying more local and organic products. Optionally, participants can journal about their mindful eating experience and the connection between their food choices and sustainability.
Tips for the Trainer:	**In-person**: Ensure that the meal choices are diverse and cater to various dietary restrictions while maintaining sustainability. For example, emphasize plant-based options, as these generally have a lower environmental footprint. **Online**: Encourage participants to prepare simple, sustainable meals at home. If possible, provide them with resources on sustainable meal planning. Keep the atmosphere calm and reflective during the meal. If participants struggle with the mindful eating concept, provide gentle reminders to slow down and focus on the experience. Highlight the importance of reducing food waste not just during this activity but as part of an ongoing commitment to sustainability.
Handouts:	Suggestions: 1. **Mindful Eating Guide**: A short guide with prompts for mindful eating and sustainability reflections.

Prompts for mindful eating:

- "What does this food smell, taste, and feel like?"
- "Where does this food come from? What resources were used in its production?"
- "What impact does this food have on the environment and society?"

Mindful Eating Tips:

- Eat slowly, focusing on each bite.
- Avoid distractions (e.g., phones, screens) while eating.
- Appreciate the effort and resources that went into creating the meal.

2. **Food Waste Reduction Tips**: Handout on practical tips for reducing food waste in daily life, including shopping smarter, storing food properly, composting, and portion control.

Practical tips for reducing food waste at home:

- Plan meals and shop with a list to avoid overbuying.
- Use leftovers creatively (e.g., repurpose yesterday's dinner into today's lunch).
- Store food properly to extend shelf life (e.g., freeze fresh produce if it won't be used in time).
- Compost food scraps when possible.
- Understand expiration dates (e.g., "Best before" doesn't always mean "bad after").
-

3. **Resources for Sustainable Eating**: Links to resources such as local farmer's markets, seasonal food guides, and apps to reduce food waste (e.g., Too Good To Go, OLIO).

Resources for Sustainable Eating:

	• Local farmer's markets and seasonal food guides (e.g., Eat Local First).
	• Apps to reduce food waste (e.g., Too Good To Go, OLIO).
	• Online guides to sustainable eating (e.g., Sustainable Food Trust, World Wildlife Fund's sustainable eating guide).
Team members:	Giulio Asta (Open Impact)

VI. What is Circular Economy?

Exploring Circular Economy & Business
Think-Pair-Share

LOs:	To engage participants in a discussion about their understanding of the circular economy before diving into the presentation. To engage participants in defining a circular business before diving into the presentation.
Duration:	15 minutes
Materials needed:	Whiteboard/Flip chart and markers
Preparation:	n/a
Description:	The session begins with a warm welcome from the trainer, who briefly introduces the exercise, setting a positive tone for the participants. Next, in the **Think-Pair-Share** activity, participants are asked to spend 2-4 minutes individually **Thinking** on their understanding of the circular economy and what constitutes a circular business. After this, the trainer will **Pair** them up in 2 or form small groups, depending on the size of the

	class) to discuss their thoughts for 2-3 minutes. Each pair or group then **Share**s a summary of their discussion with everyone. The session progresses into a 5-minute group discussion, during which the trainer actively writes down key points, definitions, and ideas on a whiteboard or flipchart. Participants are encouraged to expand on each other's thoughts, with the trainer prompting them to explore different perspectives or build on existing ideas. Finally, the trainer succinctly summarizes the group's key points before smoothly transitioning into the next presentation, connecting the insights from the discussion to the upcoming content, ensuring a seamless flow in the learning process.
Learn check/ Debriefing:	n/a
Tips for the Trainer:	Suggestion for the trainer for the "*Introduction*" part of the exercise: "Before we dive into the presentation, I want to hear your thoughts on what a circular economy is and what a circular business is. Let's explore this concept together." Suggestion for the trainer for the *Summary and Transition* part of the exercise: "Thank you for sharing your insights. As we can see, a circular economy and circular business encompass many interconnected concepts. Now, let's delve deeper into the topic in our presentation and see how it aligns with what we've discussed." The trainer must be attentive to participants, addressing their questions about the activity. They should begin the session punctually, introducing themselves and outlining the objectives and agenda. Throughout the session, the trainer will facilitate engagement by asking questions and leading interactive discussions. Additionally, the trainer will ensure that every participant remains actively involved and fully understands each aspect of the process.
Handouts:	*None*

CHMKS - TRAINING FORMAT

Team members:	*Asociacion UNO*

CirEcoBus	
LOs:	In this session, participants will first delve into the concept of a circular economy, gaining a clear understanding of how it differs from the traditional linear economy Next, the session will explore what constitutes a circular business, highlighting how companies can operate within the circular economy framework
Duration:	The session is structured to last a total of 1 hour and 20 minutes, providing a balanced mix of presentations, hands-on activities, and reflection.
Materials needed:	Presentations, Laptop, mobile device, projector/external screen, pens, papers, online evaluation form, internet
Preparation:	Before the session, the trainer should thoroughly prepare by familiarizing themselves with the topics to be covered. They should develop an engaging presentation designed to actively involve participants and foster discussion. Session Topics: 1.　"What is a circular economy?" 2.　"What is a circular business, its benefits, and various circular business models" To make the session more relatable, the trainer should also research and incorporate examples of circular businesses operating within the EU, providing real-world context to the theoretical concepts. In addition to content preparation, the trainer should ensure the room is set up to comfortably accommodate all participants. This includes arranging seating, testing any necessary equipment, and creating a conducive learning environment.

	Finally, the trainer should prepare an online evaluation form for participants to complete after the session. This form will help gauge the effectiveness of the session and gather feedback for future improvements.
Description:	The second session of the module builds directly upon the previous activity, ensuring a smooth transition into the new material by linking the group's earlier discussions with the content that will be covered. To start, the trainer will present an overview of the circular economy, tailored to fit within a 5-minute timeframe (recommended time) while incorporating insights of the group from the previous activity "Exploring Circular Economy & Business-Think-Pair-Share ". This presentation will highlight key topics, including a clear definition of the circular economy and a diagram illustrating its core principles. Following this, the trainer will shift the focus to circular business definitions and models in a 10-minute segment (recommended time) while incorporating the insights of the group from the previous activity "Exploring Circular Economy & Business-Think-Pair-Share". This portion of the session will cover several essential topics: 1. **Definition and Significance:** The trainer will define what a circular business is and explain why adopting a circular business approach is important. 2. **Benefits:** The session will highlight the advantages of circular business practices, emphasizing how they contribute to sustainability and long-term success. 3. **Exploring Circular Business Models:** Participants will learn what constitutes a circular business model, including guidance on how to create one and an overview of the different types available. 4. **Examples from the EU:** To bring the concepts to life, the trainer will present examples of successful circular businesses within the European Union, demonstrating how these models are applied in real-world scenarios. After the theoretical component, participants will engage in a hands-on group exercise to solidify their understanding. The trainer will divide the attendees into groups of four and explain the task. Each group will be tasked with identifying eight examples of circular businesses across various industries within the EU.

	These examples will be presented to the audience, and each group's presentation must include the following elements: • **Field of Activity:** The industry or sector in which the business operates. • **Main Products or Services:** A description of the primary offerings of the business. • **Mission and Vision:** An overview of the business's mission and vision, highlighting its long-term goals. • **Circular Business Approach:** An explanation of how the start-up, project, or business incorporates circular principles into its operations. Participants will have 30 minutes to conduct research and prepare their presentations. During this time, the trainer will provide continuous support to ensure the activity runs smoothly: • The trainer will display the outline of the presentation structure on the projector, providing clear guidance on what is expected from each group. • The trainer will be available to answer questions and offer clarifications, helping participants stay on track and understand the task at hand. • The trainer will also observe group dynamics, ensuring that all members are actively participating and contributing to the research and the upcoming presentation. After the research phase, each group will have the opportunity to present their findings to the audience. This 15-minute segment allows participants to: • Showcase the circular businesses they've discovered. • Analyze and discuss how these businesses implement circular economy principles in real-world contexts. This phase is crucial for reinforcing the theoretical knowledge gained earlier and for encouraging critical thinking and practical application. The session will conclude with a 10-minute debriefing, see below the details.
Learn check/ Debriefing:	After the practical exercise, the session transitions into a learn check and debriefing phase.

Presentation and Debriefing:

As part of the learn check, participants will present the outcomes of their practical exercise. During this time, the trainer will guide the discussion by asking questions (see below) in order to summarize the key takeaways from both the theoretical presentations and the hands-on activity.

Debriefing Questions:

To facilitate reflection, the trainer will pose the following questions to the group:

- What are the most important concepts you learned about circular businesses from the presentations?
- How has your understanding of the circular economy and its significance evolved after the theoretical discussions?
- Can you identify the benefits of circular business practices that were highlighted, and how they can be applied in real-world scenarios?
- What did the hands-on activity teach you about applying circular business principles in practice?
- How did the activity help you better understand the process of creating a circular business model?
- What challenges did you encounter during the activity, and how did you address them?
- How do the theoretical insights and practical experiences from this session complement each other?
- What key takeaways will you apply to your own business or work environment moving forward?
- In what ways do you feel more prepared to implement or advocate for circular business practices after this session?

Q&A and Group Discussion:

The session will then move into a Q&A and group discussion, providing an opportunity for participants to engage in a deeper conversation about the exercise and the activity as a whole. This discussion allows for the exchange of ideas, clarification of any uncertainties, and further exploration of the topics covered.

Debriefing Questions:

To facilitate reflection, the trainer will pose the following questions to the group:

	• What surprised you? • What do you know now that you didn't know before? • What adjective would you use to define this experience? • Describe what you experienced during this experience. **Evaluation and Feedback Collection:** Participants will be asked to complete an online evaluation form, providing valuable feedback on the session. This feedback will help the trainer assess the effectiveness of the activity and identify areas for improvement.
Tips for the Trainer:	The trainer must possess a deep and thorough understanding of the topic at hand. This expertise forms the foundation upon which the training is built, ensuring that the content delivered is both accurate and insightful. The trainer should begin promptly, introducing themselves to the participants with a warm and welcoming demeanour. This initial introduction sets the tone for the session and establishes a rapport with the attendees. Following this, the trainer must clearly outline the objectives and agenda of the session, providing a roadmap for what participants can expect to learn and accomplish. Engagement is crucial throughout the session. The trainer should actively involve participants through thoughtful questions and interactive discussions. This approach helps maintain interest and encourages deeper understanding by prompting participants to reflect on and discuss the material being presented. Ensuring that all participants are actively engaged and grasp each element of the training process is a fundamental responsibility of the trainer. It is not enough for the trainer to present the material; they must also verify that participants are following along and understanding the content. Finally, the trainer will gather feedback to assess the effectiveness of the training session. This feedback is collected through online evaluation forms and a debriefing process. Analyzing this feedback allows the trainer to refine their approach and improve future sessions, ensuring continuous enhancement of the training experience.
Handouts:	The trainer will keep on the screen the presentation on the circular business models and outline the details of the upcoming exercise. While

	pens and paper will be available if needed, the trainer, emphasizing the project's green initiative, will encourage participants to use their mobile devices for note-taking and to complete the practical exercise. Additionally, participants are advised to use recycled paper if they choose to write notes by hand.
Resources	https://circulareconomy.europa.eu/platform/en https://www.ellenmacarthurfoundation.org/topics/circular-economy-introduction/overview https://www.ellenmacarthurfoundation.org/circular-economy-diagram https://www.weforum.org/agenda/2022/01/5-circular-economy-business-models-competitive-advantage/ https://www.boardofinnovation.com/circular-economy-business-models-explained/
Team members:	*Asociacion UNO*

Exploring social entrepreneurship and business model	
Think-Pair-Share	
LOs:	To engage participants in a discussion about social entrepreneurship and to understand their initial perceptions and ideas. To engage participants in a discussion about "What is a business model" and to understand their initial perceptions and ideas.
Duration:	15-20 minutes
Materials needed:	Whiteboard/Flip chart and markers
Preparation:	n/a

CHMKS - TRAINING FORMAT

Description:	The session begins with a warm welcome from the trainer, who briefly introduces the exercise, setting a positive tone for the participants.
	Next, in the **Think-Pair-Share** activity, participants are asked to spend 2-4 minutes individually **Think**ing on their understanding of social entrepreneurship and what constitutes a circular business model. After this, the trainer will **Pair** them up in 2 or form small groups, depending on the size of the class) to discuss their thoughts for 2-3 minutes. Each pair or group then **Share**s a summary of their discussion with everyone.
	The session progresses into a 5-minute group discussion, during which the trainer actively writes down key points, definitions, and ideas on a whiteboard or flipchart. Participants are encouraged to expand on each other's thoughts, with the trainer prompting them to explore different perspectives or build on existing ideas.
	Finally, the trainer succinctly summarizes the group's key points before smoothly transitioning into the next presentation, connecting the insights from the discussion to the upcoming content, ensuring a seamless flow in the learning process.
Learn check/ Debriefing:	n/a
Tips for the Trainer:	Suggestion for the trainer for the "*Introduction*" part of the exercise:
	"Before we dive into the presentation, I want to hear your thoughts on social entrepreneurship and what is a business model. Let's explore this concept together."
	The trainer must be attentive to participants, addressing their questions about the activity.
	They should begin the session punctually, introducing themselves and outlining the objectives and agenda.
	Throughout the session, the trainer will facilitate engagement by asking questions and leading interactive discussions.
	Additionally, the trainer will ensure that every participant remains actively involved and fully understands each aspect of the process.
Handouts:	*None*
Team members:	*Asociacion UNO*

The Circular Start-ups

LOs:	In this session, participants will learn how to develop a Sustainable Business Model Canvas and gain a framework for creating effective and sustainable business models.
Duration:	The session is structured to last a total of 3 hour and 15 minutes, providing a balanced mix of presentations, hands-on activities, and reflection.
Materials needed:	Laptop, projector/external screen, internet, papers, pens, mobile device (tablet, phone or laptop) for the participants for the practical exercise
Preparation:	To ensure a smooth and engaging session, the trainer begins by preparing a presentation on "Social Entrepreneurship and the Business Model Canva." This presentation will serve as a foundational element, guiding participants through the core concepts and practical applications of social entrepreneurship within the framework of the Business Model Canvas. Next, the trainer carefully prepares the room, arranging the space to be welcoming and conducive to interactive learning. This setup includes organizing seating, ensuring necessary materials are available, and checking any equipment needed for the presentation. Additionally, the trainer prepares an online evaluation form for participants to complete after the activity. This form is designed to gather valuable feedback on the session, allowing for future improvements and ensuring that the training meets the needs and expectations of all participants.
Description:	This activity of the module builds directly upon the activity " Exploring social entrepreneurship and business model-Think-Pair-Share", ensuring a smooth transition into the new material by linking the group's earlier discussions with the content that will be covered. The session kicks off with the trainer presenting the learning objectives (LOs) and the agenda for the day, providing participants with a clear overview of what to expect. The first segment is a concise 10-minute (recommended time) presentation on social entrepreneurship. The trainer begins by defining what a social entrepreneur is and then delves into the characteristics that distinguish social entrepreneurs from others. Moving forward, the discussion highlights the impact of social entrepreneurs on the social

sector, explaining how they drive significant changes within their communities. This is followed by a detailed look at what social entrepreneurship entails and how it bridges theory with practical, lasting impact.

Transitioning to the next topic, the trainer spends another 10 minutes on the Business Model Canva (recommended time). The presentation starts with an explanation of what a business plan is, followed by a definition of the Business Model Canvas and an overview of its template. This part of the session is crucial for setting up the practical exercise, as it provides participants with the tools they will need.

The trainer then introduces the practical exercise, which is explained in 5 minutes. Participants are divided into groups of four and tasked with developing a circular startup or business idea.

Each group will present their concept to an audience, played by the trainer in the role of an investor looking to fund innovative startups.

For their presentations, groups are required to include several elements:

- the logo of their startup or business,
- a mission and vision statement,
- details about their main products or services,
- an outline of their circular business approach,
- a completed Business Model Canvas template.

The practical exercise itself spans 3 hours and 15 minutes, with 2 hours and 45 minutes dedicated to group work and 30 minutes for presentations. During this time, the trainer keeps the Business Model Canvas template displayed on the projector for reference and offers support to participants, answering questions and clarifying any uncertainties. The trainer also monitors group dynamics to ensure active participation from all members.

During the presentation phase, the trainer adopts the role of the investor, evaluating each group's pitch. After each presentation, the trainer provides constructive feedback on both the circular business approach and the completed Business Model Canvas. At the end of all presentations, the trainer selects one startup to fund and explains the reasons behind the decision, offering insights that can help all participants refine their ideas and approaches.

	The session will conclude with a 10-minute debriefing, see below the details
Learn check/ Debriefing:	After the practical exercise, the session transitions into a learn check and debriefing phase. **Presentation and Debriefing:** As part of the learn check, participants will present the outcomes of their practical exercise. During this time, the trainer will guide the discussion by asking questions (see below) in order to summarize the key takeaways from both the theoretical presentations and the hands-on activity. **Debriefing Questions** To facilitate reflection, the trainer will pose the following questions to the group: • How does social entrepreneurship differ from traditional entrepreneurship, based on the presentation? • What key impacts do social entrepreneurs have on the social sector, and why are these significant? • What are the main components of the Business Model Canvas, and why is each component important? • How did developing a circular startup or business during the practical exercise help you apply the concepts learned in the theoretical presentations? • What challenges did you face while creating your circular business model, and how did you address them? • What feedback did you receive during the presentation phase, and how will it influence your understanding of the circular business approach? • How did presenting your business model to the "investor" affect your perspective on the practical application of the Business Model Canvas? **Q&A and Group Discussion:** The session will then move into a Q&A and group discussion, providing an opportunity for participants to engage in a deeper conversation about the exercise and the activity as a whole. This discussion allows for the exchange of ideas, clarification of any uncertainties, and further exploration of the topics covered.

	Debriefing Questions To facilitate reflection, the trainer will pose the following questions to the group: • How did the theoretical content and practical exercise complement each other in helping you grasp the concepts of social entrepreneurship and circular business models? • What are the key takeaways from both the theoretical presentations and the hands-on activity that you plan to apply in your future projects or business endeavours? • Who else had the same experience? What surprised you? • What do you know now that you didn't know before? • What adjective would you use to define this experience? • Describe what you experienced during this experience. **Evaluation and Feedback Collection:** Participants will be asked to complete an online evaluation form, providing valuable feedback on the session. This feedback will help the trainer assess the effectiveness of the activity and identify areas for improvement
Tips for the Trainer:	The trainer must possess a deep and thorough understanding of the topic at hand. This expertise forms the foundation upon which the training is built, ensuring that the content delivered is both accurate and insightful. The trainer should begin promptly, introducing themselves to the participants with a warm and welcoming demeanour. This initial introduction sets the tone for the session and establishes a rapport with the attendees. Following this, the trainer must clearly outline the objectives and agenda of the session, providing a roadmap for what participants can expect to learn and accomplish. Engagement is crucial throughout the session. The trainer should actively involve participants through thoughtful questions and interactive discussions. This approach helps maintain interest and encourages deeper understanding by prompting participants to reflect on and discuss the material being presented. Ensuring that all participants are actively engaged and grasp each element of the training process is a fundamental responsibility of the trainer. It is

	not enough for the trainer to present the material; they must also verify that participants are following along and understanding the content. Finally, the trainer will gather feedback to assess the effectiveness of the training session. This feedback is collected through online evaluation forms and a debriefing process. Analysing this feedback allows the trainer to refine their approach and improve future sessions, ensuring continuous enhancement of the training experience. Offer more breaks if needed.
Handouts:	Throughout the session, the trainer will keep the Business Model Canvas template prominently displayed on the projector or screen, ensuring that all participants have a clear view of the handout. This visual reference will guide them as they work on their practical exercises. Alternatively, the trainer will distribute the Business Model Canvas handout to participants digitally. In line with the project's green initiative, the trainer will encourage participants to use their mobile devices for note-taking and to complete the practical exercise, minimizing the use of paper. However, if any participant prefers to use traditional methods, pens and paper will be provided upon request. Additionally, participants are encouraged to use recycled paper for any handwritten notes. This approach not only supports the project's commitment to sustainability but also fosters environmentally friendly practices among all participants.
Resources	https://sdwatch.eu/2020/08/business-sector-of-circular-economies/ https://www.researchgate.net/publication/328683597_Circular_Economy_-_an_Innovative_and_Creative_Production_Model https://www.boardofinnovation.com/circular-business-design/ https://global.thepower.education/blog/business-model-canvas
Team members:	*Asociacion UNO*

Breaks : 45 minutes that will be distributed between the 4 activities

VII. Daily waste re-use and good practices

Exploring reuse and reduction know-how Group Brainstorming	
LOs:	The trainer welcomes participants and explains the purpose of the exercise: to explore their current understanding of waste management and sustainability before diving into the presentation
Duration:	15-20 minutes
Materials needed:	Whiteboard/Flip chart and markers
Preparation:	The trainer will create in one of the digital polling tools (like Mentimeter, Slido or other that the trainer is familiar with) the following questions where the groups/participants can submit their answers: • What do you think is the idea of "waste management"? • From your point of view, what benefits could waste management bring to society or the planet? • How do you define recycling? Can you give an example? • How do you define reducing? Can you give an example? • How do you define repurposing? Can you give an example? • Each group has to give an example of Sustainable Practices for Everyday Life.
Description:	The trainer welcomes participants and explains the purpose of the exercise: to explore their current understanding of waste management and sustainability, and to share knowledge and ideas with each other. Divide participants into small groups (3-4 people per group). Each group will work together to answer the questions and then share their insights with the larger group.Each group will access the digital polling tool where the trainer uploaded the questions. The groups will have 2-3 minutes for each question to discuss their thoughts and write their answers in the digital polling tool. Each group share with the audience the answers that they put in the digital tool and the trainer writes down on the whitebord/flipchart the common answers of the groups.

	The trainer summarizes the key points shared by the group.
	Transition smoothly into the presentation by linking the group's ideas with the content to be covered.
Learn check/ Debriefing:	n/a
Tips for the Trainer:	The trainer must be attentive to participants, addressing their questions about the activity.
	They should begin the session punctually, introducing themselves and outlining the objectives and agenda.
	Throughout the session, the trainer will facilitate engagement by asking questions and leading interactive discussions.
	Additionally, the trainer will ensure that every participant remains actively involved and fully understands each aspect of the process.
Handouts:	None
Team members:	Asociacion UNO

Encouraging reuse and reduction E.R.R.E	
LOs:	In this session, participants will first explore the critical role of waste reduction and re-use. They will then acquire the necessary skills and tools to effectively apply these concepts
Duration:	The session is structured to last a total of 3 hours, providing a balanced mix of presentations, hands-on activities, and reflection.
Materials needed:	Laptop, mobile device, projector/external screen, pens, papers, online evaluation form, internet, mobile device (tablet, phone or laptop) for the participants for the practical exercise
Preparation:	The first step in preparing for the upcoming session is to develop a presentation that covers the fundamental concepts of waste

	management, highlighting its crucial role in environmental sustainability and its positive impact on society and the planet.
	Next, a key presentation is one that will delve into the concepts of Reduce, Reuse, and Recycle. This presentation will explain each concept , offering practical examples to help participants understand how these principles can be applied in everyday life.
	Following this, a presentation on "Sustainable Practices for Everyday Life" will be prepared. This presentation will showcase simple yet effective ways individuals can integrate sustainability into their daily routines, providing actionable tips and encouraging more environmentally friendly habits.
	In addition to preparing the presentations, the room will be arranged to ensure a comfortable and conducive learning environment for all participants. This includes setting up seating, testing any necessary equipment, and creating an atmosphere that promotes engagement and interaction.
	Finally, an online evaluation form will be created for participants to complete after the session. This form will be designed to gather feedback on the activity, assessing its effectiveness and identifying areas for improvement in future sessions.
Description:	In the second session of the module, the trainer will build directly upon the previous activity, ensuring a seamless transition into the new material by connecting the group's earlier discussions with the content to be covered.
	To begin, the trainer will present the Learning Objectives (LOs) and the agenda for the session, setting clear expectations and outlining the key topics that will be explored.
	The session will then proceed with a brief, 5-minute(recommanded time) presentation on "Waste Management." This segment will include a concise definition of waste management, followed by an explanation of its importance and the various benefits it offers, such as reducing environmental impact and promoting sustainability.
	Next, the trainer will deliver a 5-minute(recommanded time) presentation on "Understanding the 3Rs." This presentation will define the concepts of recycling, reducing, and repurposing, accompanied by relevant examples to illustrate each. The importance of the 3Rs in managing waste and

conserving resources will also be emphasized, helping participants understand how these principles contribute to a more sustainable future.

The session will conclude with a 5-minute presentation(recommended time) on "Sustainable Practices for Everyday Life." The trainer will start by defining what sustainable practices are and then present at least eight practical examples. Each example will be discussed in terms of its significance and how it can be incorporated into daily routines to promote sustainability.

This carefully structured session is designed to reinforce the participants' understanding of waste management, the 3Rs, and sustainable practices, ensuring they leave with practical knowledge they can apply in their everyday lives.

After the theoretical component, participants will engage in a hands-on **group exercise** designed to apply their understanding of sustainability concepts in real-world scenarios. This exercise will last for 2 hours and 20 minutes.

To start, the participants will be divided into groups of four. The trainer will explain that each group is tasked with designing and presenting two initiatives.

Initiative 1: Focus on "Reuse" in the Local Community

The first initiative requires each group to focus on the concept of "reuse" within their local community. The objective is to encourage the reuse of one of the following items:

- Clothes
- Household objects
- Broken household objects

Each group will be assigned one of these items and must design an initiative aimed at promoting its reuse.

Initiative 2: Focus on "Waste Prevention" in Personal and Household Activities

For the second initiative, each group will focus on "waste prevention" that can be implemented within a household or through daily activities. The aim is to encourage reuse as a means of waste prevention in one of the following areas:

- Preventing food waste

- Preventing packaging waste

- Preventing unnecessary printing and receipt of letters or promotional materials

Again, each group will be assigned one of these areas and must design an initiative aimed at reducing waste.

Groups will have 1 hour and 45 minutes to develop their presentations. Each presentation must include the following structure for both initiatives:

- **Designed Initiative 1:**

  o Name of the initiative

  o Motto or slogan

  o Target community

  o Description: What is the initiative? How can it be used? What is its purpose?

  o Promotion Strategies: How will the initiative be promoted within the local community?

- **Designed Initiative 2:**

  o Name of the initiative

  o Motto or slogan

  o Target community

  o Description: What is the initiative? How can it be used? What is its purpose?

  o Promotion Strategies: How will the initiative be promoted within the local community?

During the exercise, the trainer will:

Provide the structure of the presentation exercise, displaying it on a projector for continuous reference.

Offer support by answering participants' questions and clarifying any misunderstandings.

Observe group dynamics to ensure all participants are actively contributing to the work and presentations.

After the 1 hour and 45 minutes, the groups will reconvene in a plenary session to present their initiatives. Each group's presentation will last between 5 to 10 minutes, depending on the number of groups. Following

	each presentation, the audience will provide feedback and offer tips to the presenting group, fostering a collaborative and constructive environment. The session will conclude with a 10-minute debriefing, see below the details.
Learn check/ Debriefing:	After the practical exercise, the session transitions into a learn check and debriefing phase. **Presentation and Debriefing:** As part of the learn check, participants will present the outcomes of their practical exercise. During this time, the trainer will guide the discussion by asking questions (see below) in order to summarize the key takeaways from both the theoretical presentations and the hands-on activity. **Debriefing Questions:** To facilitate reflection, the trainer will pose the following questions to the group: • What were the key takeaways from the presentations on waste management, the 3Rs, and sustainable practices? • Were there any concepts or terms that were unclear or need further explanation? • Which of the concepts (waste management, the 3Rs, or sustainable practices) do you find most relevant to your daily routines? • Can you think of any situations where you can apply the principles of waste management and the 3Rs in your community? • How innovative were the initiatives your group designed? Do you believe they can make a real impact in the community? • Were there any particular strategies or ideas that your group found especially effective in promoting reuse or waste prevention? • How did your group handle the presentation of your initiatives? Did you feel prepared and confident? • How valuable was the feedback from the audience? What insights did you gain that could improve your initiatives? **Q&A and Group Discussion:** The session will then move into a Q&A and group discussion, providing an opportunity for participants to engage in a deeper conversation about the exercise and the activity as a whole. This discussion allows for the exchange of ideas, clarification of any uncertainties, and further exploration of the topics covered.

	Debriefing Questions: To facilitate reflection, the trainer will pose the following questions to the group: • Was the time allotted (1 hour and 45 minutes) sufficient for developing your initiatives? • What improvements could be made to the structure of the practical exercise to enhance learning and engagement? • What surprised you? • What do you know now that you didn't know before? • What adjective would you use to define this experience? • Describe what you experienced during this experience. **Evaluation and Feedback Collection:** Participants will be asked to complete an online evaluation form, providing valuable feedback on the session. This feedback will help the trainer assess the effectiveness of the activity and identify areas for improvement.
Tips for the Trainer:	The trainer must possess a deep and thorough understanding of the topic at hand. This expertise forms the foundation upon which the training is built, ensuring that the content delivered is both accurate and insightful. The trainer should begin promptly, introducing themselves to the participants with a warm and welcoming demeanour. This initial introduction sets the tone for the session and establishes a rapport with the attendees. Following this, the trainer must clearly outline the objectives and agenda of the session, providing a roadmap for what participants can expect to learn and accomplish. Engagement is crucial throughout the session. The trainer should actively involve participants through thoughtful questions and interactive discussions. This approach helps maintain interest and encourages deeper understanding by prompting participants to reflect on and discuss the material being presented. Ensuring that all participants are actively engaged and grasp each element of the training process is a fundamental responsibility of the trainer. It is not enough for the trainer to present the material; they must also verify that participants are following along and understanding the content. Finally, the trainer will gather feedback to assess the effectiveness of the training session. This feedback is collected through online evaluation

	forms and a debriefing process. Analysing this feedback allows the trainer to refine their approach and improve future sessions, ensuring continuous enhancement of the training experience.
Handouts:	The trainer will keep on the screen the details of the exercise. While pens and paper will be available if needed, the trainer, emphasizing the project's green initiative, will encourage participants to use their mobile devices for note-taking and to complete the practical exercise
Resources	https://blog.cleanhub.com/what-is-waste-management https://climatesort.com/3-rs-of-the-environment/ https://roguedisposal.com/resources/education/recycling/exploring-the-three-rs-of-waste-management-reduce-reuse-recycle# https://www.biologicaldiversity.org/programs/population_and_sustainability/sustainability/live_more_sustainably.html
Team members:	*Asociacion Uno*

Up, Down Re-Cycling and Plastic Craftwork Group Brainstorming	
LOs:	The trainer welcomes participants and explains the purpose of the exercise: to explore their current understanding of recycle, downcycle upcycle and plastic craftwork before diving into the presentation
Duration:	15-20 minutes
Materials needed:	Whiteboard/Flip chart and markers
Preparation:	The trainer will create in one of the digital polling tools (like Mentimeter, Slido or other that the trainer is familiar with) the following questions where the groups/participants can submit their answers: • What do they think is recycle? • What do they think is upcycle?

	• What do they think is downcycle? • What is plastic craftwork? Each group must give an example of plastic craftwork technique.
Description:	The trainer welcomes participants and explains the purpose of the exercise: to explore their current understanding recycle, upcycle and downcycle and plastic craftwork and its benefits , and to share knowledge and ideas with each other. Divide participants into small groups (3-4 people per group). Each group will work together to answer the questions and then share their insights with the larger group. Each group will access the digital polling tool where the trainer uploaded the questions. The groups will have 2-3 minutes for each question to discuss their thoughts and write their answers in the digital polling tool. Each group share with the audience the answers that they put in the digital tool and the trainer writes down on the whitebord/flipchart the common answers of the groups. The trainer summarizes the key points shared by the group. Transition smoothly into the presentation by linking the group's ideas with the content to be covered.
Learn check/ Debriefing:	n/a
Tips for the Trainer:	The trainer must be attentive to participants, addressing their questions about the activity. They should begin the session punctually, introducing themselves and outlining the objectives and agenda. Throughout the session, the trainer will facilitate engagement by asking questions and leading interactive discussions. Additionally, the trainer will ensure that every participant remains actively involved and fully understands each aspect of the process.
Handouts:	None
Team members:	Asociacion UNO

Put your Craft On
LOs:	In this session, participants will first explore the critical role of plastic craftwork techniques and its benefits . They will then acquire the necessary skills and tools to effectively apply these concepts.
Duration:	The session is structured to last a total of 2 hours, providing a balanced mix of presentations, hands-on activities, and reflection
Materials needed:	Laptop, mobile device, projector/external screen, pens, papers, online evaluation form, internet Tools for crafting: Craft knives, scissors, glue, tape, crayons, markers, paint Materials for crafting: plastic, cartoon, can, textiles and other provided materials that can be used for upcycling;
Preparation:	The first step in preparing for the upcoming session is to develop a presentation that covers the concepts of Recycle, upcycle, downcycle. Following this, a presentation on "Plastic Craftwork," exploring various techniques and the numerous benefits associated with it. In addition to preparing the presentations, the room will be arranged to ensure a comfortable and conducive learning environment for all participants. This includes setting up seating, testing any necessary equipment, and creating an atmosphere that promotes engagement and interaction. Finally, an online evaluation form will be created for participants to complete after the session. This form will be designed to gather feedback on the activity, assessing its effectiveness and identifying areas for improvement in future sessions.
Description:	In this session of the module, the trainer will build directly upon the previous activity, ensuring a seamless transition into the new material by connecting the group's earlier discussions with the content to be covered. To begin, the trainer will present the Learning Objectives (LOs) and the agenda for the session, setting clear expectations and outlining the key topics that will be explored.

	The session will then proceed with a brief, 5-minute(recommanded time) presentation on recycle, upcycle and downcycle, covering the definitions, importance, and examples of each concept.
	A subsequent 10-minute presentation will focus on plastic craftwork techniques and their benefits, reinforcing participants' understanding of these key topics and their everyday applications.
	This session is thoughtfully designed to enhance participants' understanding of recycling, upcycling, downcycling, and plastic craftwork techniques, along with their benefits in daily life.
	Moving into the **practical component**, participants are divided into groups of four. They will engage in a hands-on activity, utilizing various materials such as plastic, cardboard, and textiles to create new items, which they will present to the group.
	During the exercise, the trainer will:
	• Provide the structure of the presentation exercise, displaying it on a projector for continuous reference.
	• Offer support by answering participants' questions and clarifying any misunderstandings.
	• Observe group dynamics to ensure all participants are actively contributing to the work and presentations.
	After the 1 hour and 30 minutes, the groups will reconvene in a plenary session to present their initiatives. Each group's presentation will last between 5 to 10 minutes, depending on the number of groups. Following each presentation, the audience will provide feedback and offer tips to the presenting group, fostering a collaborative and constructive environment.
	The session will conclude with a 10-minute debriefing, see below the details.
Learn check/ Debriefing:	After the practical exercise, the session transitions into a learn check and debriefing phase.
	Presentation and Debriefing:
	As part of the learn check, participants will present the outcomes of their practical exercise. During this time, the trainer will guide the discussion by asking questions (see below) in order to summarize the key takeaways from both the theoretical presentations and the hands-on activity.
	Debriefing Questions

	To facilitate reflection, the trainer will pose the following questions to the group:
	• Can you explain the significance of plastic craftwork techniques in everyday life?
	• What challenges did you encounter during the group exercise?
	• How did your group decide on the materials and techniques used in your project?
	• How effectively did your group collaborate? What could have been improved?
	• What valuable feedback did you receive from the audience after your presentation?
	Q&A and Group Discussion:
	The session will then move into a Q&A and group discussion, providing an opportunity for participants to engage in a deeper conversation about the exercise and the activity as a whole. This discussion allows for the exchange of ideas, clarification of any uncertainties, and further exploration of the topics covered.
	Debriefing Questions
	To facilitate reflection, the trainer will pose the following questions to the group:
	• How has this session changed your perspective on recycling and creative reuse?
	• What will you take away from today's activity for future projects?
	• Who else had the same experience? What surprised you?
	• What do you know now that you didn't know before?
	• What adjective would you use to define this experience?
	• Describe what you experienced during this experience.
	Evaluation and Feedback Collection:
	Participants will be asked to complete an online evaluation form, providing valuable feedback on the session. This feedback will help the trainer assess the effectiveness of the activity and identify areas for improvement
Tips for the Trainer:	The trainer must possess a deep and thorough understanding of the topic at hand. This expertise forms the foundation upon which the training is built, ensuring that the content delivered is both accurate and insightful.

	The trainer should begin promptly, introducing themselves to the participants with a warm and welcoming demeanour. This initial introduction sets the tone for the session and establishes a rapport with the attendees.
	Following this, the trainer must clearly outline the objectives and agenda of the session, providing a roadmap for what participants can expect to learn and accomplish.
	Engagement is crucial throughout the session. The trainer should actively involve participants through thoughtful questions and interactive discussions. This approach helps maintain interest and encourages deeper understanding by prompting participants to reflect on and discuss the material being presented.
	Ensuring that all participants are actively engaged and grasp each element of the training process is a fundamental responsibility of the trainer. It is not enough for the trainer to present the material; they must also verify that participants are following along and understanding the content.
	Finally, the trainer will gather feedback to assess the effectiveness of the training session. This feedback is collected through online evaluation forms and a debriefing process. Analysing this feedback allows the trainer to refine their approach and improve future sessions, ensuring continuous enhancement of the training experience.
Handouts:	
Resources	https://www.scribd.com/document/646086979/PLASTIC-CRAFT-PPT https://project-idea.net/courses/chapter-2-theoretical-frame/lesson/tinkering/ https://project-idea.net/courses/chapter-2-theoretical-frame/lesson/craftwork/ https://blog.finzoox.com/mastering-diy-plastic-crafting-techniques/ https://www.youtube.com/watch?v=PRtPStbFlAM
Team members:	*Asociacion Uno*

Breaks : 45 minutes that will distributed between the 2 activities

VIII. Mentoring methodologies and strategies

Mastering Mentorship: Skills and Strategies for Youth Guidance	
Activity 1: Foundations of effective mentoring	
LOs:	**1. Understanding what mentoring is** By the end of the session, participants should have acquired solid knowledge about mentoring methodology, skills and competencies to use mentoring with young people and a comprehensive understanding about what mentoring is.
Duration:	**The session will last 3 hours, including a 15-minute break, divided as follows:** 1. Introduction and Icebreaker Activity: 30 minutes 2. Theoretical overview of mentoring: 45 minutes 3. Break: 15 minutes 4. Practical Exercise: 50 minutes 5. Practical Exercise Discussion: 10 minutes 6. Debrief and learn check: 20 minutes 7. Conclusion: 10 minutes
Materials needed:	• Projector and screen • Laptop or computer • Whiteboard and markers • Flip charts and markers • Post-it notes • Pens and notebooks for participants • Printed handouts on mentoring methodologies • Evaluation forms for feedback
Preparation:	• Prepare a PowerPoint presentation covering key aspects of mentoring methodology. • Print handouts summarizing mentoring strategies and techniques.

	• Arrange the room to facilitate group work and discussions. • Gather all necessary materials (listed above). • Prepare the aspects of role-play mentoring scenarios. • Prepare a Kahoot learning game for participants to complete at the end of the session to evaluate their understanding of the topic of mentoring. • Share the PowerPoint Presentation along with any additional resources with the participants.
Description:	**Introduction and Icebreaker Activity (30 minutes)** 1. Welcome and Overview: Briefly introduce the session objectives and schedule. 2. Icebreaker Activity: Engage participants with a quick activity to get to know each other and create a comfortable learning environment. **Theoretical background understanding (45 minutes)** Prepare a PowerPoint presentation following the following structure: Module 8_Fundamentals_of_Mentoring_presentation *Timeline (45 minutes):* • *Introduction (2 minutes)* • *Video Watching (6 minutes)* • *Post-Video Discussion (5 minutes)* • *Brainstorming Session (10 minutes)* • *Group Work Part 1 (10 minutes)* • *Group Work Part 2 (10 minutes)* • *Conclusion and Q&A (2 minutes)* *Slide 1: Title Slide* *Title:* Fundamentals of Mentoring *Subtitle:* Understanding the Essentials through Video and Interactive Activities *Slide 2: Introduction* *Objective:* To understand mentoring concepts through two short YouTube videos, followed by interactive discussions and activities. *Agenda:* • Watch two YouTube videos • Interactive discussions and group activities

Slide 3: Video Introduction

- *Video Selection:* "What is mentoring", "The benefits of mentoring" (approx. 6 minutes together)
- *Mentoring Themes:* Definition of mentoring, roles and responsibilities of a mentor, types of mentoring, and benefits of mentoring.

Slide 4: Video Watching Instructions

Instructions:

- *Duration:* 6 minutes
- *Focus Points:* Pay attention to the definitions, roles, types, and benefits of mentoring mentioned in the video.

Slide 5: Post-Video Discussion

Discussion Points:

a. *Definition:* How did the video define mentoring?
b. *Roles and Responsibilities:*
    i. What roles and responsibilities of a mentor were highlighted?
    ii. Which were the key success factors discussed?
c. *Benefits:* What benefits of mentoring were mentioned for both mentors and mentees?

Slide 6: Interactive Activity: Brainstorming Session

Activity Explanation:

- *Objective:* To engage participants in identifying the roles and responsibilities of a mentor based on the video.
- *Instructions:* Participants brainstorm in pairs or small groups to list as many roles and responsibilities of a mentor as observed in the video.
- *Discussion:* Share findings with the larger group and create a comprehensive list on a shared board.

Notes for the trainer:
- Pursue: Encourage diverse ideas, foster open discussion.
- Avoid: Dominating the conversation, dismissing unconventional ideas.

Slide 7: Interactive Activity: Group Work (Part 1)

Activity Explanation:

- *Objective:* To explore different types of mentoring and their characteristics based on the video.
- *Instructions:* Divide participants into small groups. Each group discusses and prepares a short presentation on one type of mentoring depicted in the video.
- *Presentation:* Groups present orally their findings to the larger group.

Notes for the trainer:
- *Pursue: Encourage collaboration and creativity in presentations.*
- *Avoid: Overly directing the groups, allow for independent exploration.*

Slide 8: Interactive Activity: Group Work (Part 2)

Activity Explanation:
- *Objective:* To identify and enumerate the benefits of mentoring for both mentors and mentees based on the video.
- *Instructions:* Assign each group one of the following topics:
  ⇒ *Identifying different types of mentoring*
  ⇒ *Outlining the roles and responsibilities of a mentor*
  ⇒ *Enumerating the benefits of mentoring for both mentors and mentees*

Discussion: Groups share orally their conclusions with the larger group.

Notes for the trainer:
- *Pursue: Facilitate discussion and ensure each group covers their topic comprehensively.*
- *Avoid: Allowing any group to dominate the discussion, ensure balanced participation.*

Slide 9: Conclusion

Recap:
- Reflect on the video and the mentoring concepts discussed.
- Summarize key takeaways on mentoring roles, types, and benefits.
- *Final Thoughts:* The importance of integrating mentoring into personal and professional development.

Break (15 minutes)
Provide refreshments and encourage informal networking among participants.

Practical Exercise (60 minutes)

1. Divide Participants into Small Groups (5 minutes): form groups of 4-5 participants each. Ensure diversity within groups to enrich the role-playing experience.
2. Explain Scenarios: introduce three mentoring scenarios to the entire group. Provide detailed descriptions and context for each scenario (5 minutes):

    Scenario 1: A young person struggling with career choices.
    Scenario 2: A student needing academic guidance.
    Scenario 3: A youth dealing with personal challenges.

3. Preparation Time (20 minutes):
    - Assign each group one scenario to start with. They will rotate through all three scenarios.
    - Allow groups time to discuss their assigned scenario, decide roles (mentor and mentee), and plan their approach.
4. Role-Playing (20 minutes):
    - Each group will role-play their first scenario for 5 minutes, then switch roles and repeat the scenario for another 5 minutes.
    - Rotate groups through all three scenarios, ensuring each group experiences all the scenarios as both mentor and mentee.
    - Debrief and Feedback (10 minutes):
    - After completing all scenarios, bring all groups together to discuss their experiences.

Practical Exercise Discussion (15-20 minutes)

After the role-plays, reconvene and discuss the experiences. Focus on what worked well, what challenges were encountered, and how they were addressed.

Possible discussion points:

- *What challenges did you face in each scenario?*
- *How did you approach mentoring in each case?*
- *What strategies worked well, and what could be improved?*

To move to the debriefing part of the session, start summarizing the key points discussed during the session.

After the debriefing, close the session by providing additional resources for further learning. And encourage participants to apply the learned methodologies in their mentoring practices.

Commented [1]:

Learn check/ Debriefing:	**Kahoot Learning Game (optional)** At the end of the session, participants will engage in a Kahoot learning game to assess their understanding of key mentoring concepts. The trainer will create a Kahoot game with a variety of questions, including multiple-choice, true/false, and short answer formats. This game will cover the fundamentals of mentoring, roles and responsibilities of a mentor, types of mentoring, and the benefits for both mentors and mentees. The trainer will begin by explaining the Kahoot platform and game rules, taking about 5 minutes. Participants will then join the game using their devices and answer questions in real-time, which will take around 15-20 minutes depending on the number of questions. Following the game, the trainer will conduct a 10-minute debriefing session to discuss the answers, address any misconceptions, and explore insights gained from the activity. **Group Discussions and Debriefing** After the role-playing exercises, the trainer will facilitate a group discussion where participants share their experiences, challenges, and what they learned from the practical exercise. The trainer will ask reflective questions to encourage deeper understanding and self-assessment, such as: • What worked well during your mentoring scenario? • What challenges did you face and how did you address them? • How will you apply these mentoring techniques in real-life situations? **Participant Reflections** Participants will be asked to write brief reflections on their key takeaways from the session. This reflection activity will help them consolidate their learning and articulate their understanding of mentoring methodologies and strategies. Example reflection prompt: "Describe one new insight you gained about mentoring and how you plan to use it with young people." **Feedback Forms**

	Although replaced by a quiz, brief feedback forms can still be used to gather participants' thoughts on the session's effectiveness and their self-assessed learning progress. Feedback questions might include: • How confident do you feel about applying the mentoring techniques discussed today? • What aspects of the session were most useful to you? • Do you have any suggestions for improving the session?
Tips for the Trainer:	Create an inclusive environment: arrange the space to accommodate everyone, ensuring accessibility for individuals with disabilities and providing resources for people who do not speak/understand the language of module fluently. Support adequately people with special needs with regards to guidance, time management, engagement etc. (e.g. parents, workers, individuals with learning difficulties, etc.). Delegate tasks equitably: share power and responsibilities among participants to foster a sense of ownership and engagement. Select appropriate materials: choose materials that are relevant, inclusive, and sensitive to the diverse needs of the participants. Ensure that the materials directly relate to the topics being covered and resonate with the participants' experiences and interests. This helps maintain engagement and facilitates deeper understanding. Use diverse and representative materials that reflect the backgrounds, cultures, and experiences of all participants. This could include multilingual resources, culturally sensitive content, and examples from various contexts. Be aware of and address any potential biases or stereotypes in the materials. Aim for content that respects and acknowledges the diverse identities and experiences of the participants. Adjust pace accordingly: be flexible and adapt the session's pace based on the participants' needs and understanding. Provide support and guidance: offer additional explanations and examples as needed to ensure comprehension and engagement.

Practical Exercise Observation:

During the role-playing exercise, the trainer will observe participants as they perform mentoring scenarios. The trainer will look for the application of mentoring strategies and techniques discussed in the theoretical part of the session.

The trainer will provide real-time feedback and support, noting how well participants implement communication skills, goal-setting, feedback methods, and conflict resolution strategies.

Theoretical Overview of Mentoring (45 minutes):

Make it Real: Instead of just presenting theoretical concepts, bring mentoring to life by sharing personal stories or case studies that highlight different mentoring styles. Ask participants to reflect on mentors they've had and discuss what made those relationships effective or challenging.

Encourage Curiosity: After watching the mentoring videos, don't just ask for feedback—spark curiosity. Challenge participants to think beyond the obvious and question why certain mentoring styles work better in different contexts. For example, how might cultural differences impact the mentor-mentee relationship?

Interactive Discussions: During the brainstorming sessions, create an environment where all voices are heard by encouraging quieter participants to share their thoughts. Offer prompts like, "What's something surprising you learned from the video?" or "How would you handle a similar situation in your own life?"

Role-Playing Exercise (60 minutes):

Set the Scene: Before diving into role-play, give participants time to really understand their characters. Encourage them to think deeply about the motivations and challenges of both the mentor and mentee. Ask them to step into the shoes of a mentor facing a difficult decision, or a mentee

struggling with personal issues, and embody those emotions in the exercise.

Personalized Feedback: As you observe the role-plays, offer real-time, specific feedback, but also pose reflective questions like, "How do you think the mentee felt after that conversation?" or "What could the mentor have done differently to inspire more trust?"

Foster Empathy: Encourage participants to think about how they would feel in both roles. What does the mentee need that the mentor isn't providing? How can the mentor show greater support or challenge the mentee to grow?

Debrief and Group Discussion (15-20 minutes):

Deepen Reflection: After role-playing, don't just review what went well—push participants to think critically about what didn't. Ask, "What was the hardest part of stepping into the mentor role?" or "What made you uncomfortable, and how did you handle it?" This leads to more thoughtful self-assessment.

Create Connections: Tie the discussion back to real-world applications. How can they apply the mentoring techniques in their own jobs or personal life? Encourage them to make concrete action plans for using what they've learned.

Handouts and resources:	**Summary of Mentoring Methodologies** • *What is it?:* a comprehensive document that outlines various mentoring methodologies, including definitions, types, and best practices. *Content:* • Definition of mentoring • Types of mentoring (e.g., peer, group, one-on-one) • Stages of the mentoring process (initiation, cultivation, separation, redefinition)

- Roles and responsibilities of mentors and mentees
- Best practices for effective mentoring

Usage:

Reference: participants use this handout during the theoretical part of the session to follow along with the presentation.

Study material: It serves as a reference for participants to review and reinforce their learning after the session.

Practical application: Mentors can refer to this document when preparing for and conducting mentoring sessions.

Resources:

- "The Mentor's Guide: Facilitating Effective Learning Relationships" by Lois J. Zachary
- "Mentoring at Work: Developmental Relationships in Organizational Life" by Kathy E. Kram
- "Everyone Needs a Mentor" by David Clutterbuck

Handouts summarising mentoring strategies and techniques

- *What is it:* a concise guide summarising key mentoring strategies and techniques to enhance the mentoring relationship.

Content:

- Effective communication strategies (e.g., active listening, empathetic responses)
- Goal-setting techniques (SMART goals, action planning)
- Feedback methods (constructive criticism, positive reinforcement)
- Techniques for building trust and rapport (consistent engagement, confidentiality)
- Conflict resolution strategies (mediation, open dialogue)

Usage:

Practical Guide: participants refer to this handout during the practical exercise to help them perform their roles effectively.

Quick Reference: it serves as a quick reference tool for mentors in real-world mentoring situations.

Resources:

- "Effective Communication Strategies for Mentors" by Mind Tools (Mind Tools)
- "Best Practices for Mentoring" by Harvard Business Review (HBR)
- "Mentoring 101: Strategies and Techniques" by ATD (ATD)

Sample Mentoring Session Plans

- *What is it?:* detailed examples of structured mentoring session plans for different scenarios.

Content:
- *Scenario 1*: a young person struggling with career choices
  - Objectives: Identify interests, explore career options, set action steps
  - Activities: Interest assessment, career exploration exercises, goal setting
- *Scenario 2*: a student needing academic guidance
  - Objectives: improve study habits, enhance academic performance, set academic goals
  - Activities: study techniques workshop, time management exercises, goal setting
- *Scenario 3*: a youth dealing with personal challenges
  - Objectives: build resilience, develop coping strategies, enhance self-awareness
  - Activities: self-reflection exercises, stress management techniques, goal setting

Usage:
- <u>Role-Playing Exercise:</u> participants use these sample plans during the practical exercise to guide their role-playing scenarios.
- <u>Implementation Tool:</u> mentors can adapt these plans for their own mentoring sessions to ensure structured and effective interactions with mentees.

Resources:
- Sample Mentoring Activities" by University of Wisconsin-Madison (UW-Madison)

- "Creating Effective Mentoring Programs" by Management Mentors ([Management Mentors](#))
- "Mentoring Program Toolkit" by Mentor ([Mentor](#))

Kahoot Learning Game
- *What is it?:* a Kahoot learning game designed to assess participants' understanding of the mentoring concepts covered during the session.

Content:
- Multiple-choice questions
- True/False statements
- Short answer questions

Example Questions:
- Multiple Choice: Which of the following is a key stage in the mentoring process?
  - A) Initiation
  - B) Termination
  - C) Evaluation
  - D) Reflection
- True/False: Effective communication is a crucial skill for mentors. (True/False)
- Short Answer: Describe one strategy for building trust in a mentoring relationship.

Usage:
- Assessment: Participants engage in the Kahoot game at the end of the session to evaluate their grasp of the key concepts.
  - Review: Trainers review the game results to identify areas where participants may need further clarification or support.

Resources:
- https://kahoot.com

Additional Resources
- *What is it?:* a list of recommended readings, online resources, and organizations related to mentoring.

Content:

- Books and articles on mentoring best practices:
  - "Mentoring in Action: Guiding, Sharing, and Reflecting with Novice Teachers" by Carol Pelletier Radford
  - "The Elements of Mentoring" by W. Brad Johnson and Charles R. Ridley
  - "How to Build a Mentoring Program That Actually Works" by Herminia Ibarra, Harvard Business Review
  - "Mentoring and Coaching: The Roles and Practices" by The International Journal of Evidence Based Coaching and Mentoring
- Websites and online communities for mentors:
  - Mentor: The National Mentoring Partnership (www.mentoring.org): offers extensive resources on different types of mentoring and their benefits.
  - International Mentoring Association (www.mentoringassociation.org): provides articles and papers on effective mentoring methodologies.
  - Coaching and Mentoring Network (www.coachingnetwork.org.uk): offers a variety of resources on communication and mentoring techniques.
  - Management Mentors (www.management-mentors.com): detailed guides and whitepapers on mentoring strategies and their implementation.
  - MentorCity (www.mentorcity.com): offers customizable mentoring session plans and resources for effective mentoring.
  - National Mentoring Resource Center (www.nationalmentoringresourcecenter.org): provides a variety of mentoring session templates and activity guides.
  - Professional organizations and networks for mentoring support
  - Youth Mentoring Network (www.youthmentoring.org.au)
  - The European Mentoring and Coaching Council (EMCC) (www.emccouncil.org)
  - MentorCoach (www.mentorcoach.com)

	. The Coaching and Mentoring Network (www.coachingnetwork.org.uk) *Usage:* • Continued Learning: participants use this handout to explore further learning opportunities and deepen their understanding of mentoring. • Resource Directory: it serves as a resource directory for mentors seeking additional support and information.
Team members:	This activity was created by Anna Papaioannou, Partnerships Director of IRIS Sustainable Development

Lunch break between the two sessions: 30 minutes

Mastering Mentorship: Skills and Strategies for Youth Guidance	
Activity 2: Unlocking successful mentoring skills	
LOs:	**Understanding how to be a good mentor** By the end of the session, participants should have acquired solid knowledge about key attributes and responsibilities of a good mentor, effective communication and feedback skills for mentoring, techniques for building and maintaining a positive mentoring relationship.
Duration:	**The session will last 2.5 hours, including a 10-minute break, divided as follows:** 1. Introduction and icebreaker: 15 minutes 2. Theoretical overview of communication and feedback techniques: 20 minutes 3. Group discussion and brainstorming: 30 minutes 4. Break: 10 minutes 5. Case study analysis: 30 minutes 6. Interactive activity: 30 minutes

	7. Conclusion and reflection: 15 minutes
Materials needed:	• Projector and screen • Laptop or computer • Whiteboard and markers • Flip charts and markers • Post-it notes • Pens and notebooks for participants • Printed handouts on communication techniques and feedback • Evaluation forms for feedback
Preparation:	1. Prepare a PowerPoint Presentation on the key attributes and responsibilities of a mentor, and effective communication techniques. 2. Print handouts summarising mentoring strategies and techniques. 3. Arrange the room to facilitate group work and discussions. 4. Gather all necessary materials (listed above). 5. Prepare detailed case studies for the analysis exercise. 6. Create a feedback form to evaluate the workshop.
Description:	**Introduction and icebreaker activity (15 minutes)** Welcome and Overview: 1. Briefly introduce the workshop objectives and schedule. 2. Emphasize the importance of mentoring in personal and professional development. Icebreaker Activity: 3. Participants form pairs and discuss their expectations and past experiences with mentoring, either as mentors or mentees. **Theoretical overview of communication and feedback techniques (20 minutes)** *1. Interactive Presentation on Key Attributes and Responsibilities (5 minutes)* Discussion on Characteristics of a Good Mentor: • Begin with a brainstorming session where participants list characteristics they believe make a good mentor. • Use a virtual whiteboard or flipchart to capture responses. Discuss the listed characteristics and add any missing key attributes.

2. _Explanation of Roles and Responsibilities of a Mentor in Different Contexts (10 minutes)_
- Divide participants into small groups. Assign each group a different mentoring context (e.g., workplace, academic, personal development).
- Each group discusses and identifies the specific roles and responsibilities of a mentor in their assigned context. Groups then share their findings with the larger group.

3. _Interactive Session on Effective Communication and Feedback Techniques (5 minutes)_
- The trainer demonstrates a brief scenario illustrating active listening, empathy, and providing constructive feedback.
- Participants observe the demonstration and reflect on the effective use of communication techniques answering to following questions:
  ⇒ _What did you notice about the mentor's approach to active listening?_
  ⇒ _How did empathy enhance the interaction between the mentor and mentee?_
  ⇒ _What elements of constructive feedback were evident in the demonstration?_

Group discussion and brainstorming (30 minutes)
Identifying Challenges in Mentoring
- Divide participants into small groups.
- Each group brainstorms common challenges mentors face and potential solutions.
  Topics include communication barriers, setting boundaries, and managing mentee expectations.

Sharing Solutions and Best Practices
- Groups share their findings with the larger group.
- Facilitate a discussion on best practices and innovative approaches to overcoming challenges.

Break (10 minutes)
Provide refreshments and encourage informal networking among participants.

Case study analysis (30 minutes)
Introduction to Case Studies (5 minutes)

Commented [2]:

Explain the importance of case studies in understanding real-world mentoring scenarios.

Group Work on Case Studies (15 minutes)

- Distribute different case studies to small groups.
- Each group analyzes their case study, identifies the main issues, and proposes solutions.

Group Presentations and Discussion (10 minutes)

- Groups present their case study analysis and solutions.
- Facilitate a discussion to compare approaches and learn from each group's analysis.

Interactive activity (35 minutes)

Participants will engage in a creative exercise to develop their personalized "Mentoring Toolkit," aimed at enhancing their mentoring skills and strategies.

Brainstorming and Individual Work (5 minutes)

- Provide participants with a list of key elements to include in their toolkit, such as communication tips, feedback strategies, goal-setting templates, and conflict resolution techniques.
- Encourage participants to brainstorm and jot down ideas based on their personal mentoring experiences or insights gained from the session.

Toolkit Development (25 minutes)

- Participants will compile their ideas into a structured format, either digitally or using provided templates.
- They can create sections or pages for each element, detailing practical tips, examples, and personal reflections on how they plan to apply these strategies in their mentoring relationships.

Sharing and Feedback (5 minutes)

- Facilitate a brief discussion where participants can exchange ideas, provide feedback, and offer suggestions for enhancing each other's toolkits.

Conclusion and reflection (10 minutes)

	Summary of Key Points • Recap the main concepts discussed and learned during the workshop. • Provide additional resources for further learning. Reflection Activity • Participants write down their key takeaways and how they plan to apply the new knowledge in their mentoring roles.
Learn check/ Debriefing:	**Pre- and Post-Workshop Assessments (optional)** *Purpose:* measure the knowledge and skills of participants before and after the workshop. • Administer a Kahoot Learning Game at the beginning of the workshop to gauge participants' baseline knowledge. • Administer the same or a similar Kahoot Learning Game at the end of the workshop to measure knowledge gained. • Compare the results of the pre- and post-assessments to evaluate the effectiveness of the workshop. **Feedback Forms and Surveys** *Purpose*: collect participants' perceptions of their learning and the workshop's effectiveness • Distribute feedback forms or online surveys at the end of the workshop. • Include questions about content relevance, facilitator effectiveness, and self-assessed knowledge gain. • Analyze feedback to identify trends and participant satisfaction, as well as areas for improvement. **Practical Exercises and Role-Playing** *Purpose*: assess the application of learned skills in simulated scenarios. • Design practical exercises and role-playing scenarios relevant to the workshop content. • Observe and evaluate participants' performance using rubrics or checklists. • Provide immediate feedback and discuss the performance to reinforce learning. **Group Discussions and Debriefs**

	Purpose: Facilitate reflection and deeper understanding of workshop topics. • Conduct group discussions and debriefs after activities or case studies. • Ask participants to share their insights, challenges, and key takeaways. • Summarize key points from discussions to gauge participants' understanding and perspectives. **Case Study Analysis** *Purpose:* Evaluate participants' ability to apply concepts to real-world scenarios. • Assign case studies related to the workshop content. • Have participants analyze the case studies in groups and present their findings. • Assess the quality of analysis, proposed solutions, and presentations to determine understanding and application of concepts.
Tips for the Trainer:	**Observations** *Purpose:* monitor participants' engagement and application of skills during activities. • Facilitators observe participants during group discussions, role-plays, and practical exercises. • Use checklists or observation forms to note behaviors, participation levels, and skill application. • Review observation notes to identify improvements and areas needing further development. **Icebreaker Activity (15 minutes):** • Go Beyond Introductions: Make the icebreaker more meaningful by asking participants to share a time when they received life-changing advice, whether from a mentor or not. This sparks personal reflection on the power of mentorship from the start and builds an emotional connection to the session's goals.

- Create a Safe Space: Establish a welcoming atmosphere where participants feel comfortable sharing vulnerabilities. This sets the tone for open discussions and richer learning throughout the session.

Interactive Presentation on Communication and Feedback Techniques (20 minutes):

- Show, Don't Tell: Instead of just explaining communication techniques, model them throughout the session. For instance, while discussing active listening, demonstrate it by truly engaging with participants' responses. Highlight these moments to the group, showing them what effective communication looks like in real-time.

- Role-Play Small Moments: Ask participants to role-play micro-scenarios that focus on specific feedback or communication challenges. For example, how would they give constructive criticism to a mentee who's feeling discouraged? This helps participants internalize the techniques and gives them a safe space to practice.

Case Study Analysis (30 minutes):

- Step Into Their Shoes: When working through the case studies, encourage participants to imagine the real-world consequences of their mentoring decisions. Ask reflective questions like, "What might happen if the mentor doesn't provide enough support?" or "How would you feel as a mentee receiving this kind of feedback?"

- Expand the Conversation: After group presentations, challenge the class to think beyond the immediate solutions presented. What could the long-term impact of this mentoring relationship be? How might these solutions play out over time?

Interactive Activity: Mentoring Toolkit Creation (35 minutes):

- Make It Personal: Encourage participants to create a mentoring toolkit that truly reflects their values and experiences. Ask them to include personal anecdotes or insights, and how they plan to incorporate empathy, active listening, and constructive feedback into their future mentoring.

- Visualize Success: Have participants envision what success looks like in their mentoring relationships. Ask them to define measurable
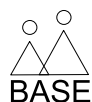
	goals for their mentoring practice, like "By the end of this year, I want to help my mentee develop XYZ skills." **Conclusion and Reflection (10 minutes):** • Foster Continuous Growth: Don't let the session end with just a recap. Ask participants to write a personal commitment statement about how they'll use what they've learned in their mentoring relationships. Encourage them to revisit this commitment regularly, fostering a mindset of continuous growth. • Encourage Peer Support: Have participants exchange contact information and commit to checking in with each other on their mentoring progress after the workshop. Building a community of accountability ensures the session's lessons live beyond the classroom.
Handouts:	**Summary of Mentoring Attributes and Responsibilities:** • *What is it?:* a comprehensive document outlining the key attributes and responsibilities of a mentor. *Content:* • Definition of mentoring and its importance. • Key attributes of an effective mentor (e.g., empathy, patience, reliability). • Roles and responsibilities of mentors in different contexts (e.g., career mentoring, academic mentoring). *Usage:* • Reference during the theoretical part of the session to follow along with the presentation. • Study material for participants to review and reinforce their learning after the session. Resource: Module 8_mentoring-mentees-principles **Effective Communication Techniques** • *What is it?:* a concise guide summarizing essential communication techniques for mentors.

Content:
- Tips for active listening and empathetic responses.
- Strategies for providing constructive feedback.
- Techniques for setting realistic goals and managing expectations.

Potential scenario

Scenario: effective Communication and Feedback Techniques for Youth Green Changemakers

Setting: a mentor (Taylor) is having a follow-up meeting with their mentee (Casey), a young environmental advocate, to discuss Casey's recent community initiative to promote recycling.

Objective: demonstrate active listening, empathy, and providing constructive feedback.

Scene:

Taylor (Mentor): Hi Casey, thanks for meeting with me today. How do you feel about your recent community recycling initiative?

Casey (Mentee): Hey Taylor, thanks for taking the time. I'm feeling a bit mixed. I think we got some good participation, but not as much as I had hoped for.

Taylor (Mentor): [Active Listening - Nodding, maintaining eye contact, and leaning slightly forward] I hear you. It sounds like you're feeling a bit disappointed with the turnout. Can you tell me more about what you observed?

Casey (Mentee): Sure. We had a decent number of people come out, but a lot of them seemed hesitant or unsure about what to do. I felt like maybe I didn't explain things clearly enough.

Taylor (Mentor): [Empathy] I can see why that would feel discouraging. It's tough when you put so much effort into something and it doesn't go exactly as planned. It's important to remember that initiating change often comes with challenges, and what you've done is still a big step forward.

Casey (Mentee): Thanks, Taylor. I hadn't thought about it like that.

Taylor (Mentor): [Constructive Feedback] Let's look at the positives first. You organized an event that got people involved and talking about recycling, which is a huge achievement. Your passion and dedication were evident, and that's inspiring. For the future, it might help to have a short demonstration at the start of the event to show people exactly what to do. What do you think about that idea?

Casey (Mentee): That's a great suggestion. A demonstration could make a big difference. I really appreciate your feedback, Taylor.

Taylor (Mentor): [Active Listening and Empathy] I'm glad you found it helpful. Remember, every initiative is a learning experience. You're making an impact, and it's clear you're committed to your cause. Let's touch base again after your next event to see how it goes. Sound good?

Casey (Mentee): Absolutely. Thanks again, Taylor.

Reflection Questions for Participants:

1. Active Listening: what did you notice about Taylor's approach to active listening?
   - Answer: Taylor maintained eye contact, nodded, and leaned slightly forward to show engagement. Taylor also repeated and paraphrased Casey's concerns to show understanding.

2. Empathy: how did empathy enhance the interaction between Taylor and Casey?
   - Answer: Taylor acknowledged Casey's feelings and validated them, which helped build trust and made Casey feel understood and supported.

3. Constructive Feedback: what elements of constructive feedback were evident in the demonstration?
   - Answer: Taylor started with positive feedback, acknowledged the challenges without being critical, and provided practical suggestions for

improvement. Taylor also invited Casey to share thoughts on the suggestions.

Usage:
- Practical guide during discussions and activities.
- Quick reference tool for mentors in real-world mentoring situations.

Case Study Documents
- *What is it?:* a set of detailed case studies depicting common mentoring scenarios and challenges.

Content:

Case Study 1: mentoring sustainable business practices:

Scenario: You are mentoring a junior manager in a company that is transitioning towards more sustainable business practices. The mentee is responsible for leading a small team to implement a new recycling program within the office. The mentee feels overwhelmed by the resistance from some team members and is unsure how to motivate them and track the program's success.

Key Issues to Address:
- *Resistance to Change:* how to handle team members who are resistant to new sustainable practices.
- *Motivation:* strategies to motivate and engage the team in sustainability initiatives.
- *Tracking Success:* methods for measuring and reporting the success of the recycling program.

Discussion Points:
- Discuss effective communication techniques to address resistance.
- Explore ways to motivate team members through incentives and education about the benefits of recycling.
- Identify key performance indicators (KPIs) for tracking the program's success and how to report these metrics effectively.

Case Study 2: mentoring for sustainable agriculture:

Scenario: you are mentoring a young farmer who is transitioning from conventional farming methods to sustainable agriculture practices. The mentee is concerned about the initial costs, potential yield loss during the transition period, and the lack of support from neighbouring farmers who are skeptical about sustainable practices.

Key Issues to Address:

- *Cost Management:* strategies for managing the initial costs of transitioning to sustainable practices.
- *Yield Management:* techniques to minimize yield loss during the transition.
- *Community Support:* ways to gain support and collaboration from other farmers in the community.

Discussion Points:
- Discuss financial planning and potential funding sources for sustainable agriculture.
- Explore sustainable farming techniques that can minimize yield loss.
- Develop a plan to engage and educate neighbouring farmers about the benefits of sustainable agriculture to build community support.

Case Study 3: Mentoring for Environmental Awareness Campaign

Scenario: you are mentoring a young person who is enthusiastic about organizing an environmental awareness campaign or activity at school or with friends. The mentee is eager but unsure about how to effectively plan and execute the initiative.

Key Issues to Address:
- Goal Setting: help the mentee define clear, achievable, and measurable goals for the environmental awareness campaign/activity.
- Motivating Peers: strategies to engage and motivate peers or classmates to participate actively in the campaign.
- Educational Content: ensuring the campaign/activity effectively communicates key environmental issues and encourages sustainable behaviors.

Discussion Points:
- Help the mentee articulate goals such as raising awareness levels, influencing behaviors, or achieving specific environmental outcomes.
- Discuss strategies such as creating compelling messaging, organizing interactive activities, or leveraging social media to reach a wider audience.
- Identify ways to ensure the campaign/activity aligns with environmental values and promotes sustainable practices.

Usage:
- Group analysis during the case study analysis activity.
- Tool for understanding real-world applications of mentoring strategies.

Mentoring Toolkit Template

	• *What is it?:* a template to help participants create their own mentoring toolkit. *Content:* • Sections for communication tips, feedback strategies, goal-setting templates, and conflict resolution techniques. *Usage:* • Activity during the mentoring toolkit creation exercise. • Practical resource for participants to use and refine in their mentoring practices. Template: Module 8_Mentoring_Toolkit_Template **Reflection and Feedback Form** • What is it?: a form for participants to reflect on their learning and provide feedback on the workshop. *Content:* • Prompts for reflection on key takeaways and application plans. • Questions for session feedback (e.g., What was most useful? Any suggestions for improvement?). Usage: • Reflection activity at the end of the workshop. • Collecting feedback to improve future workshops. Template*:* Module 8_Evaluation form_mentoring
Team members:	This activity was created by Anna Papaioannou, Partnerships Director of IRIS Sustainable Development

IX. Co-design process and methodology

Eco-Innovation Through Co-Design: Shaping Sustainable Futures	
ACTIVITY 1: Developing a mobile App for sustainable living	
LOs:	Understanding what co-design is Learning how to engage one-self and others in co-design By the end of the session, participants should have a solid understanding of the co-design process and practical experience in the process of co-design via co-creating an educational mobile application focused on sustainable leaving.
Duration:	**The session will last 3 hours, including a 15-minute break, divided as follows:** 1. Introduction and Objectives: 5 minutes 2. Overview of Co-Design: 20 minutes 3. Detailed Exploration of Co-Design Stages: 20 minutes 4. Methodologies and Tools: 20 minutes 5. Break: 15 minutes 6. Practical Exercise Introduction: 10 minutes 7. Practical Exercise: 45 minutes 8. Group Presentations: 30 minutes 9. Wrap-Up and Evaluation: 15 minutes
Materials needed:	• Projector and screen • Laptop or computer • Whiteboard and markers • Flip charts and markers • Post-it notes • Pens and notebooks for participants • Printed handouts of the co-design process stages and methodologies • Evaluation forms for feedback

CHMKS - TRAINING FORMAT

Preparation:	Prepare a PowerPoint presentation covering the session's objectives, co-design fundamentals, process stages, methodologies, and tools. Print handouts of the presentation slides and additional materials. Arrange the room to facilitate group work and discussions. Gather all necessary materials (listed above). Create a simple practical project scenario focused on green education for youth. Prepare evaluation forms for participants to complete at the end of the session.
Description:	**1. Introduction and Objectives (5 minutes)** • Welcome participants and introduce the activity. • Explain the objectives and the structure of the activity. • Briefly discuss the importance of co-design and its application in adult learning contexts. **2. Overview of Co-Design (20 minutes)** • Define co-design and its principles: **Share Power:** ⇒ Definition: This means distributing decision-making authority equally among all participants. ⇒ Activity: Let's discuss a situation where you've felt your voice truly mattered. How did it feel? Why is shared power important in those situations? **Prioritize Relationships:** ⇒ Definition: Building strong, trusting relationships among all participants. ⇒ Activity: Pair up and share a time when a good relationship helped you achieve something difficult. How did that relationship impact the outcome? **Use Participatory Means:** ⇒ Definition: Engaging everyone through activities that encourage active involvement and contribution. ⇒ Activity: Think about a group project you worked on. What participatory methods were used (e.g., brainstorming, workshops)? How did these methods help the project?

Build Capacity:
⇒ Definition: Enhancing the skills, knowledge, and confidence of all participants so they can contribute effectively.
⇒ Activity: Share a skill or knowledge you gained from a group activity that you didn't have before. How did it help you contribute better?

Discuss real-world examples of successful co-design projects:
- Example 1: Youth Participatory Action Research (YPAR)
  Youth work with researchers to identify and solve community issues.
  Outcome: Real changes in community policy and enhanced research skills for participants.

- Example 2: Co-Designing Educational Curricula
  Schools involving students in designing parts of their curriculum.
  Outcome: More relevant and engaging learning experiences.

- Interactive Segment: Sharing Examples
  Activity: Let's brainstorm! Can anyone share an example of a co-design project they've been part of or heard about? How did it impact the participants and the outcome?

Detailed Exploration of Co-Design Stages (20 minutes)
- Introduce the stages of the co-design process:
- Research and Empathy (5 minutes): Understanding the needs, interests, and challenges of the target audience (youth).

Activity:
Empathy Mapping Exercise:
- Instructions: Pair up participants. Each pair will choose a persona (e.g., a fellow student, a local community member) and brainstorm what that person might think, feel, say, and do about environmental issues.
- Discussion: Share one key insight from your empathy map with the group. How can this understanding guide us in creating meaningful environmental initiatives?

- Ideation (5 minutes): Generating creative ideas and solutions for the Environmental Debate Club activities.

Activity:

Rapid Brainstorming Session:

- Instructions: In small groups, brainstorm as many ideas as possible for environmental activities or campaigns that could be implemented in schools or communities. Encourage wild ideas and build on each other's suggestions.
- Sharing: Each group shares their top two ideas with the whole group.
- Prototyping (5 minutes): Developing tangible representations of the ideas (e.g., activity outlines, debate topics).

Activity:

Idea Visualization:

- Instructions: Still in small groups, pick one idea from the ideation phase. Spend a few minutes sketching or outlining what this idea might look like in practice. For example, if you're planning an environmental debate club, outline the topics, structure, and rules.
- Sharing: Quickly present your prototype to another group for initial feedback.
- Testing and Refinement (5 minutes): Piloting the activities and gathering feedback to improve and refine them.

Activity:

Feedback Circle:

- Instructions: Each group presents their prototype to the entire group and asks for one piece of feedback or suggestion on how to improve it.
- Reflection: After receiving feedback, groups briefly discuss how they could refine their idea based on the suggestions.

Methodologies and Tools (20 minutes)

Discuss the Key Co-Design Methodologies:

- Workshops: facilitate breakout groups where participants can collaboratively build prototypes using physical materials or digital

tools. Use role-playing games where participants assume different roles to explore ideas and solutions dynamically.

- Focus Groups: incorporate live sketching sessions where a facilitator visualizes participants' ideas in real-time. Use interactive polling and voting tools to immediately gather and discuss participants' views and ideas.
- User Journey Mapping: set up large, interactive maps on walls or use digital platforms where participants can add sticky notes or tags to represent different steps and touchpoints. Conduct walk-throughs of the journey, asking participants to narrate their experiences and identify pain points and opportunities directly.

Discuss tools commonly used in co-design:

- Brainstorming Techniques: use digital whiteboards like Miro or MURAL where participants can simultaneously add, move, and categorize ideas. Organize quick, timed brainstorming rounds to keep energy high and ideas flowing, followed by group discussions to refine concepts.
- Personas: engage participants in creating personas by providing templates and guiding them through the process in small groups. Use role-playing exercises where participants act out scenarios based on their personas, offering insights into user needs and behaviors.
- Storyboards: divide participants into small groups to create storyboards, encouraging creativity with drawing tools and templates. Facilitate a show-and-tell session where groups present their storyboards and receive feedback, iterating on their designs based on group input. Use digital tools like Canva or Storyboard That for collaborative and easily editable storyboards.

Break (15 minutes)
Provide refreshments and encourage informal networking among participants.

Practical Exercise Introduction (10 minutes)
- Present the practical project scenario: *"Green Guardian"*: A mobile App for sustainable living.
- Explain the objectives and expected outcomes of the exercise:

Overview:

Participants will co-design a mobile application aimed at promoting sustainable living practices among youth. The app, "Green Guardian," will provide users with tips, challenges, and resources to reduce their environmental footprint and engage in eco-friendly activities.

Background:
Mobile applications are widely used by young people, making them an effective platform for promoting green education. The "Green Guardian" app will leverage gamification and social features to make sustainability engaging and actionable for youth aged 18-30.

- Present the sample features of the mobile application:

  - Eco-Challenge Tracker:
    - Users complete daily or weekly eco-friendly challenges (e.g., reducing plastic use, saving water) and earn points and badges.
  - Sustainability Tips:
    - Daily tips on sustainable living practices, tailored to the user's location and lifestyle.
  - Community Forum:
    - A space for users to share their own green tips, success stories, and discuss sustainability topics.
  - Resource Library:
    - Access to articles, videos, and tutorials on various aspects of sustainable living.
  - Carbon Footprint Calculator:
    - A tool to help users calculate and track their carbon footprint based on their activities.

Practical Exercise (45 minutes)
- Divide participants into small groups.
- Provide each group with colourful cartons, flip charts and markers.
- Assign to each group by chance (cutting small papers and encouraging them to select one of these blindly) a sample feature.
- Each group begins working through the stages of co-design, applying the methodologies and tools discussed, on the selected sample feature.

| | • Organise brainstorming sessions where youths and facilitators generate ideas for the app's features, design, and functionality. Use tools like user personas and storyboards. No technical expertise is required.
• Explain to participants that the ultimate goal of the practical exercise is to demonstrate their understanding of co-design, via a group activity.
• Continue group work on the practical project.
• Provide guidance and support as needed: each team should share transferring the ideas generated upon brainstorming to a carton, in which they will illustrate what will be the key sections of the Mobile Application, what will be the purpose, the name and the target groups. Each team can transfer and test the ideas in a preferred app development platform.

Group Presentations (30 minutes)
• Each group presents their ideas for app features that can engage and educate users on sustainable living.
• Allow time for questions and feedback.

Wrap-Up and Evaluation (15 minutes)
• Summarise key takeaways from the session.
• Distribute evaluation forms and collect feedback.
• Encourage participants to share their thoughts and ask questions.
• Thank participants for their engagement and participation. |
| Learn check/ Debriefing: | **Post-Activity Reflection:**
After the session covering the overview of co-design and its methodologies, allow participants some time to reflect individually or in pairs on the session's content. They should consider how the principles and tools discussed could be relevant in their own contexts.

Facilitated Discussion:
Guide a group discussion by asking the following questions:
• *Experience: What was your initial understanding of co-design, and how has it evolved after the session?*
• *Self-Insight: What did you learn about your approach to collaborative work and design? Did any particular methodology resonate with you?* |

	• *Content Insight: What new perspectives did you gain about the importance of sharing power, prioritizing relationships, or using participatory means in co-design? How do you see these principles playing out in your work?* • *Application: How can you integrate the co-design methodologies and tools (e.g., workshops, focus groups) into your current or future projects?* **Supportive Environment:** Create a comfortable space for participants to share their thoughts. Use the whiteboard to note key insights and patterns that emerge during the discussion, helping participants visualize the collective learning. **Feedback and Evaluation (Optional)** Distribute evaluation forms at the end of the session to collect participants' feedback on the clarity of the concepts presented, the relevance of the examples provided, and their confidence in applying the tools discussed. Additionally, observe participant engagement during the group discussions to gauge their understanding. Actionable Outcomes: Summarise the key takeaways from the session, focusing on how participants can apply the co-design methodologies in their contexts. Encourage them to think about upcoming projects where these tools could be beneficial and discuss potential challenges, they might face in implementing these new approaches.
Tips for the Trainer:	Create an inclusive environment: arrange the space to accommodate everyone, ensuring accessibility for individuals with disabilities and providing resources for people who do not speak/understand the language of module fluently. Support adequately people with special needs with regards to guidance, time management, engagement etc. (e.g. parents, workers, individuals with learning difficulties, etc.). Delegate tasks equitably: share power and responsibilities among participants to foster a sense of ownership and engagement.

Select appropriate materials: choose materials that are relevant, inclusive, and sensitive to the diverse needs of the participants. Ensure that the materials directly relate to the topics being covered and resonate with the participants' experiences and interests. This helps maintain engagement and facilitates deeper understanding. Use diverse and representative materials that reflect the backgrounds, cultures, and experiences of all participants. This could include multilingual resources, culturally sensitive content, and examples from various contexts. Be aware of and address any potential biases or stereotypes in the materials. Aim for content that respects and acknowledges the diverse identities and experiences of the participants.

Adjust pace accordingly: be flexible and adapt the session's pace based on the participants' needs and understanding.

Provide support and guidance: offer additional explanations and examples as needed to ensure comprehension and engagement.

Introduction and Objectives (5 minutes):
Set the Tone for Innovation: As you introduce the session, emphasize how co-design isn't just about collaboration—it's about harnessing creativity to solve real-world problems. Create excitement by sharing an inspiring story or example of an innovative app that positively impacted sustainability. This will help participants see the potential of their work from the start.

Engage the Room: Ask participants to reflect on how they use mobile apps in their daily lives and what makes an app impactful or engaging for them. This personal connection helps them envision the relevance of the activity.

Overview of Co-Design (20 minutes):

Go Beyond Definitions: While explaining co-design principles like shared power and participatory means, highlight real-life scenarios

where these principles transformed a project. For example, how involving youth in the design of educational tools led to more meaningful engagement and improved outcomes.

Foster Reflection: Ask participants to share moments in their professional or personal lives when they felt empowered by shared decision-making. This can deepen their understanding of why shared power is crucial in the co-design process.

Interactive Participation: When you introduce empathy mapping, challenge participants to deeply consider the emotional and practical challenges faced by the personas they are developing. Encourage them to step into the shoes of youth struggling with sustainability issues and discuss the psychological barriers that might prevent them from engaging with eco-friendly habits.

Detailed Exploration of Co-Design Stages (20 minutes):

Make It Hands-On: During the empathy mapping and ideation phases, push participants to think big and get creative. For the brainstorming session, ask them to come up with wild, unconventional ideas for their sustainable living app—even if they seem unrealistic. Often, the best solutions arise when the initial ideas are bold and imaginative.

Build Prototypes, Not Just Ideas: During the prototyping phase, encourage participants to sketch not just the app's layout but also how users would interact with it. Walk them through a user journey, asking how a user would feel at each stage of engagement with the app. This adds depth to their design thinking.

Practical Exercise (45 minutes):

	Create Space for Innovation: When dividing participants into groups for the practical exercise, challenge them to take risks in their designs. Encourage them to think beyond the typical features of an app. Could their app include a way to connect users in environmental advocacy communities? Could it include a reward system for sustainable actions that partners with local businesses? *Guide Thoughtfully*: Circulate among the groups, not just to answer questions but to challenge them. Ask thought-provoking questions like, "How does this feature help users make real-world changes?" or "How can you make sustainability fun for young people?" Ensure Access: Make sure at least one group member has the ability to download and use one of the recommended tools on their mobile device or laptop. **Group Presentations (30 minutes):** *Push for Depth in Feedback:* After each group presents, encourage participants to ask each other deeper questions rather than surface-level critiques. For instance, "How does your app account for different levels of environmental knowledge among users?" or "What happens when users hit a barrier to completing a challenge?" **Wrap-Up and Evaluation (15 minutes):** *Leave Them Thinking*: As you wrap up, don't just summarize the session—pose a final reflective question. Ask, "What's one change you could make in your own life that reflects the principles of co-design?" This encourages participants to internalize the values of co-design beyond the app-building exercise.
Handouts:	1. **PowerPoint Presentation:** Module 9_Co-Design_Process_Presentation • Usage: Guides the session, covering objectives, co-design fundamentals, process stages, methodologies, and tools.

- Preparation: Create slides detailing the session's objectives, definitions, stages of co-design, and practical examples.

2.   Printed Handouts:

Module 9_ Co-design process stages and methodologies

- Usage: Provide participants with a tangible reference for the co-design process stages and methodologies.
- Preparation: Print handouts of the presentation slides and any additional materials required for the practical exercises.
- Support for Practical Exercise: Ensure participants have access to necessary information while working on the practical project.

3. Evaluation Forms:

Module 9_Evaluation form_Co-design

- Usage: Distribute them at the end of the session to collect feedback from participants to assess their understanding and the session's effectiveness.
- Preparation: Prepare and print evaluation forms that include questions about the participants' experience and learning outcomes.
- Assessment Tool: Use the feedback to measure participants' understanding and satisfaction.

Or

Kahoot Learning Game:

https://kahoot.com

At the end of the session, participants can alternatively be engaged in a Kahoot learning game to assess their understanding of key mentoring concepts. The trainer will create a Kahoot game with a variety of questions, including multiple-choice, true/false, and short answer formats. This game will cover the fundamentals of mentoring, roles and responsibilities of a mentor, types of mentoring, and the benefits for both mentors and mentees. The Kahoot Learning game can be considered as a more engaging method for participants.

The trainer will begin by explaining the Kahoot platform and game rules, taking about 5 minutes. Participants will then join the game using their devices and answer questions in real-time, which will take around 15-20 minutes depending on the number of questions. Following the game, the trainer will conduct a 10-minute debriefing session to discuss the answers,

address any misconceptions, and explore insights gained from the activity.

Practical Project Scenario:

Module 9_mobile application_instructions

- Usage: A detailed scenario for the practical exercise, focused on co-designing a mobile application aimed at promoting sustainable living practices among youth
- Preparation: Develop a scenario that participants can work on during the practical exercise, ensuring it aligns with the session's learning objectives.
- Exercise Guidance: Present the scenario at the start of the practical exercise to provide context and objectives.
- Engagement and Application: Facilitate hands-on learning by allowing participants to apply co-design methodologies to a real-world problem/solution.

Participants will download and practise in one of the following mobile app development tools, which have free trial mode:

Figma:
Free Plan: Figma offers a free plan with limited features, allowing you to create up to three projects and collaborate with up to two editors. Paid plans unlock additional features.

Sketch:
Free Trial: Sketch offers a 30-day free trial, giving you full access to its features. After the trial, you need a subscription or one-time license.

Adobe XD:
Free Plan: Adobe XD has a free plan called "Starter Plan" which includes basic design and prototyping features, but with limited cloud storage and collaboration options. Paid plans offer more advanced features.

Proto.io:
Free Trial: Proto.io offers a 15-day free trial that gives you access to all its features, allowing you to test out the full capabilities before committing to a paid plan.

Marvel App:
Free Plan: Marvel offers a free plan with limited features, allowing you to create one project. You can upgrade to paid plans for more features and projects.

	[Axure RP](#): Free Trial: Axure RP provides a 30-day free trial, giving you access to all the features of its pro version. Ensure Access: Make sure at least one group member has the ability to download and use one of the recommended tools on their mobile device or laptop. Provide Guidance: The trainer will offer support and guidance throughout the exercise, ensuring that all participants are engaged and able to contribute effectively.
Team members:	This activity was created by Anna Papaioannou, Partnerships Director of IRIS Sustainable Development

A lunch break of 30 minutes will take place between the two sessions.

Green voices: Co-Design in Environmental Advocacy and Debates
ACTIVITY 2: Co-designing the Green Changemakers Handbook

LOs:	Co-designing a set of NFE activities on Green Education for youth By the end of the session, participants should have a solid understanding of the co-design process and practical experience in co-designing the Green Changemakers Handbook that promotes green education among youth.
Duration:	**The session will last 2.5 hours, including a 10-minute break, divided as follows:** 1. Introduction and Objectives: 5 minutes 2. Overview of Co-Design in NFE activities: 20 minutes 3. Methodologies and Tools: 15 minutes 4. Break: 10 minutes 5. Practical Exercise Introduction: 10 minutes 6. Practical Exercise: 45 minutes 7. Group Presentations: 30 minutes 8. Wrap-Up and Evaluation: 15 minutes

Materials needed:	• Projector and screen • Laptop or computer • Whiteboard and markers • Flip charts and markers • Post-it notes • Pens and notebooks for participants • Printed handouts of the co-design process stages and methodologies • Evaluation forms for feedback
Preparation:	• Prepare a PowerPoint presentation covering the session's objectives, co-design fundamentals, process stages, methodologies, and tools. • Print handouts of the presentation slides and additional materials. • Arrange the room to facilitate group work and discussions. • Gather all necessary materials (listed above). • Create a simple practical project scenario focused on green education for youth. • Prepare evaluation forms for participants to complete at the end of the session.
Description:	**Introduction and Objectives (5 minutes)** Welcome participants and introduce them to the second activity. Explain the objectives and the structure of the activity. • Briefly discuss the importance of co-design and its application in developing NFE activities for green education. **Overview of Co-design in NFE activities (20 minutes)** Module 9_Co-design and NFE_handout Highlight the benefits of using a co-design approach, particularly in developing NFE activities: Increased Relevance and Effectiveness of Educational Activities: • ask participants to share personal experiences where they felt an educational activity was particularly relevant or effective. • Use group discussions to identify key factors that contributed to this relevance and brainstorm how co-design could enhance these elements in NFE activities.

Enhanced Engagement and Ownership Among Participants:

- conduct a brainstorming session where participants identify ways they can take ownership of educational activities.
- Facilitate a discussion on how co-design empowers them and increases their commitment to the outcomes.

Development of Innovative and Context-Specific Solutions:

- organize small group activities where participants identify unique challenges within their context and collaboratively brainstorm innovative solutions.
- Use case studies to illustrate how co-design has led to creative solutions in similar scenarios.

Discuss real-world examples of successful co-design projects:

- A Youth-Led Environmental Initiative Creating Community Garden Projects:
- invite participants to brainstorm and share any youth-led environmental projects they know of.
- Discuss how these initiatives were developed and what role co-design might have played.
- Encourage participants to research similar projects and present their findings, highlighting the impact of co-design.

A School Program Developing Sustainability Workshops Through Student-Teacher Collaboration:

- ask participants to form small groups and brainstorm examples of school programs that focus on sustainability.
- Encourage them to explore online resources or their networks to find real-world examples.
- Have each group present their chosen program, explaining why they think co-design was integral to its success and how it could be applied to other contexts.

Demonstrating Co-Design Tools with NFE and Green Education Examples
Example Brainstorming Technique:
Using Mind Maps to Explore Environmental Debate Topics:

- Divide participants into small groups and provide each with a large sheet of paper or a digital whiteboard tool like Miro.

- Write "Environmental Debate Topics" in the center.
- Ask participants to brainstorm and add branches for different debate topics (e.g., renewable energy, plastic pollution, climate change policy).
- Have each group expand on these topics with sub-branches, including specific issues, potential arguments, and relevant facts.

Example Persona:
Developing a Profile for a Typical Youth Participant:
- ask participants to brainstorm attributes of a typical youth participant in green education.
- Use a template with categories like demographics, interests, motivations, and challenges. Provide templates and have each group develop a detailed persona. For example, "Alex, 16, passionate about marine biology, motivated by a desire to reduce ocean pollution, struggles with public speaking."
- Have participants role-play as their created personas, discussing how these personas might interact with green education activities and what their needs and preferences would be.

Example Storyboard:
Creating a Visual Representation of a Youth Participant's Experience in a Debate Session:
- ask participants to imagine a youth participant preparing for, participating in, and reflecting on an environmental debate session.
- Provide storyboard templates and drawing materials or digital tools like Canva. Each group creates a storyboard illustrating the key moments of the experience, such as research and preparation, the debate itself, and post-debate reflection.
- Have each group create a narrative around their storyboard, explaining the participant's journey, challenges, and learning moments.

Break (15 minutes)
Provide refreshments and encourage informal networking among participants.

Practical Exercise Introduction (10 minutes)
- Present the practical project scenario: "Eco-Voices: Co-Designing the Green Changemakers Handbook"

- Explain the objectives and expected outcomes of the exercise:

Participants will start co-designing the Green Changemakers Handbook, aimed at promoting green education and empowering youth to become environmental advocates. The final handbook will include:
- *a "Green Changemakers Social Campaign Kit";*
- *NFE activities on green education;*
- *a short guide on how to be a Green Changemaker.*

Co-creation of the Green Changemakers Social Campaign Kit includes the development of campaign aim, visual identity or call to actions, as well as templates and tools for organizing community campaigns focused on sustainability.

Co-creation of NFE Activities on Green Education includes the development of workshops, based on non-formal education methods, on topics like waste reduction, sustainable living, and biodiversity conservation.

Co-creation of the Guide on How to Be a Green Changemaker includes the development of contributions to the Guide, with tips and strategies for young people to initiate and lead environmental projects and movements.

Practical Exercise (45 minutes)
Divide Participants into Small Groups:
Ensure diversity in each group to bring various perspectives to the discussion.
Divide participants in small groups (3-4 participants). Each group will work on the main topic and a secondary topic.

Main topic:
- *Designing an NFE Activity on Green Education*
  This will be the primary focus for all groups. Co-designing Non-Formal Education (NFE) activities will ensure that everyone contributes to developing creative and impactful learning experiences. These activities will be aimed at fostering an understanding of environmental issues and inspiring proactive involvement in sustainable practices.

Secondary topics:

- *Developing the Social Campaign Kit*
  This element of the initiative will focus on creating resources and tools that can be used to promote green education and sustainable practices through various social channels. Each group will be tasked with developing innovative and engaging content that can be used to raise awareness and inspire action among diverse audiences.

- *Creating the Guide on How to Be a Green Changemaker*
  Groups will collaborate on creating a comprehensive guide. This guide will offer practical tips and strategies for individuals who wish to become advocates for green living and sustainable development.

Once each group has chosen the secondary topic, participants can start working.

If possible, make sure that groups are balanced when choosing the secondary topics.

The trainer will guide the group work and start by suggesting to conduct a brainstorming session to generate ideas for the assignment.

The trainer will remind groups use the discussed methodologies (Workshops, Focus Groups, User Journey Mapping) to refine their ideas.

- Workshops: Conduct mini-workshops within the group to generate solutions.
- Focus Groups: Simulate focus group discussions to explore deeper insights.
- User Journey Mapping: Create visual maps to outline the user experience for their feature.
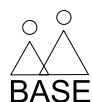
Each group will prepare a presentation to showcase their work on the main topic as well as the selected secondary topic. For the presentation they can get as creative as they want.

Group Presentations (30 minutes)

Each group give its presentation, showcasing their understanding of co-design in NFE activities and the practical application of their ideas to the Changemakers Handbook.

After each presentation, the trainer will facilitate a discussion, allowing other participants to provide feedback and suggestions.

	Wrap-Up and Evaluation (15 minutes) Summarise key takeaways from the session. Distribute evaluation forms and collect feedback. Encourage participants to share their thoughts and ask questions. Thank participants for their engagement and participation.
Learn check/ Debriefing:	**Post-Activity Reflection** Following the practical exercise, give participants a moment to relax and mentally shift from active work to reflection. Encourage them to think about the process their group followed during the exercise and their personal contributions to the co-design process. **Facilitated Discussion** Lead a debriefing session with the following questions: • *Experience:* What was the most challenging aspect of the co-design process your group experienced? How did your group navigate these challenges? • *Self-Insight:* What did you learn about your collaborative skills and ability to contribute to a group co-design effort? Were there moments where you stepped up as a leader or where you struggled? • *Content Insight:* What did you discover about the co-design process as it applies to creating NFE activities on green education? Did the stages of Research, Ideation, Prototyping, and Testing align with your expectations? • *Application:* How can you apply the co-design process in developing future educational programs, especially in the context of sustainability and green education? What improvements would you suggest for future co-design projects? **Feedback and Evaluation (Optional)** At the end of the session, distribute evaluation forms that ask participants to rate their experience with the practical exercise. Include questions on the relevance of the co-design tools to the task and their perceived effectiveness of the process. Also, observe the presentations and group dynamics to assess how well participants grasped the co-design stages. **Actionable Outcomes**

	Conclude the debriefing by reviewing the insights gained during the exercise. Highlight how these insights can be utilized in real-world scenarios, particularly in designing educational initiatives focused on green education. Encourage participants to consider how they can refine their approach to co-design in future projects.
Tips for the Trainer:	Create an inclusive environment: arrange the space to accommodate everyone, ensuring accessibility for individuals with disabilities and providing resources for people who do not speak/understand the language of module fluently. Support adequately people with special needs with regards to guidance, time management, engagement etc. (e.g. parents, workers, individuals with learning difficulties, etc.). Delegate tasks equitably: share power and responsibilities among participants to foster a sense of ownership and engagement. Select appropriate materials: choose materials that are relevant, inclusive, and sensitive to the diverse needs of the participants. Ensure that the materials directly relate to the topics being covered and resonate with the participants' experiences and interests. This helps maintain engagement and facilitates deeper understanding. Use diverse and representative materials that reflect the backgrounds, cultures, and experiences of all participants. This could include multilingual resources, culturally sensitive content, and examples from various contexts. Be aware of and address any potential biases or stereotypes in the materials. Aim for content that respects and acknowledges the diverse identities and experiences of the participants. Adjust pace accordingly: be flexible and adapt the session's pace based on the participants' needs and understanding. Provide support and guidance: offer additional explanations and examples as needed to ensure comprehension and engagement. **Introduction and Objectives (5 minutes):** *Anchor It in Purpose:* Start by explaining the real-world impact this co-design session could have. Emphasize that the Green Changemakers Handbook

isn't just a hypothetical exercise—it's a tool that could inspire real action among youth for sustainable living. This gives participants a sense of purpose and responsibility.

Connect to Their Experience: Ask participants to think about a time they were part of an environmental campaign or project. What worked? What didn't? This primes them to think critically about the challenges they'll face in the co-design process.

Overview of Co-Design in NFE (20 minutes):

Make It Relevant: When discussing the benefits of co-design in non-formal education (NFE), relate it to real educational challenges participants might face, such as disengaged youth or outdated educational materials. Ask them to reflect on how co-design can solve these issues by giving participants ownership over the learning process.

Highlight Success Stories: Showcase examples of NFE programs that successfully used co-design, such as youth-led environmental initiatives that increased community engagement. Make sure to discuss how co-design empowered the participants and led to more creative and relevant educational outcomes.

Methodologies and Tools (15 minutes):

Turn Tools into Experiences: When demonstrating co-design tools like user journey mapping and brainstorming techniques, have participants walk through the tools as if they are the target audience. Ask them to map out not just what participants do, but how they feel at each stage of a journey in an environmental education program. This emotional connection makes the tools feel more tangible and useful.

Practical Exercise (45 minutes):

Challenge the Groups: When participants start working on the Green Changemakers Handbook, push them to create something truly unique. Ask them, "How will this handbook stand out from others on green

education?" and "What will make this handbook feel personal and relevant to young people today?"

Foster Collaboration: Encourage each group to engage in mini-focus groups within their own team, where they critically assess each idea presented. This not only improves the ideas but also builds team dynamics where everyone feels heard.

Group Presentations (30 minutes):

Facilitate Constructive Criticism: After each presentation, encourage the other groups to provide constructive feedback, focusing on practical improvements rather than general praise. Ask questions like, "How could this be adapted for different educational settings?" or "How can you make this guide more accessible to a diverse range of young people?"

Wrap-Up and Evaluation (15 minutes):

End with Action: As you close, ask participants to commit to one small action they will take in their own professional or personal lives based on what they learned in the co-design process. This could be as simple as integrating more participatory methods into their projects or starting their own green education initiatives.

Handouts:	**PowerPoint Presentation** Module 9_Co-Design and NFE • Usage: Guides the session, covering objectives, co-design and NFE fundamentals, process stages, methodologies, and tools. • Preparation: Create slides detailing the session's objectives, definitions, stages of co-design, and practical examples. **Printed Handouts** Module 9_Co-design and NFE_handout • Usage: Provide participants with a tangible reference for the co-design process in NFE activities and methodologies. • Preparation: Print handouts of the presentation slides and any additional materials required for the practical exercises. • Support for Practical Exercise: Ensure participants have access to necessary information while working on the practical project.

Evaluation Forms

Module 9_Evaluation form_Co-design

- Usage: Distribute them at the end of the session to collect feedback from participants to assess their understanding and the session's effectiveness.
- Preparation: Prepare and print evaluation forms that include questions about the participants' experience and learning outcomes.
- Assessment Tool: Use the feedback to measure participants' understanding and satisfaction.

Or

Kahoot Learning Game:

https://kahoot.com

At the end of the session, participants can alternatively be engaged in a Kahoot learning game to assess their understanding of key mentoring concepts. The trainer will create a Kahoot game with a variety of questions, including multiple-choice, true/false, and short answer formats. This game will cover the fundamentals of mentoring, roles and responsibilities of a mentor, types of mentoring, and the benefits for both mentors and mentees. The Kahoot Learning game can be considered as a more engaging method for participants.

The trainer will begin by explaining the Kahoot platform and game rules, taking about 5 minutes. Participants will then join the game using their devices and answer questions in real-time, which will take around 15-20 minutes depending on the number of questions. Following the game, the trainer will conduct a 10-minute debriefing session to discuss the answers, address any misconceptions, and explore insights gained from the activity.

Practical Project Scenario:

- Usage: The scenario guides participants through the practical exercise of co-designing a Changemakers Handbook. The handbook will empower youth with tools, activities, and guidance for engaging in green education and environmental advocacy.
- Preparation: Develop a scenario that participants can work on during the practical exercise, ensuring it aligns with the session's learning objectives. Ensure participants understand that the

	purpose of the handbook is to promote green education and empower youth as environmental advocates.
	• Exercise Guidance: Present the scenario at the start of the practical exercise to provide context and objectives.
	• Engagement and Application: Facilitate hands-on learning by allowing participants to apply co-design methodologies to a real-world case scenario.
	Guidelines: Module 9_CHMKS_Guidelines for Handbook
Team members:	This activity was created by Anna Papaioannou, Partnerships Director of IRIS Sustainable Development

Handouts

In the upcoming sections, you will find handouts for several activities included in the training format. These resources are designed to enhance your understanding and facilitate your engagement with the material.