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FIGHT AGAINST CLIMATE CHANGE





Fight against climate change

***Animation of sessions
by youth workers***

2 hours per session

4 sessions

Session for 10-20 young people

Scientific objectives

- Examine the greenhouse gases that trap heat in the Earth's atmosphere and contribute to global warming and climate change. Examine the
- scientific connections between climate change and extreme weather phenomena. Examine the carbon footprints and the different
- methodologies for calculating them. Examine the EU Climate Change Regulations, the Green Deal, and the EU plans to achieve a climate-
- neutral continent

Civic goals

- Encourage the young to use eco-friendly transportation options such as walking, cycling, and public transport to reduce greenhouse gas emissions. Educate and
- engage community members on energy-saving practices and technologies to reduce energy consumption and lower carbon emissions in homes, reflecting on the carbon footprint. Raise awareness and foster understanding of climate science,
- carbon footprint, their impact, and possible solutions. Introduction of the carbon footprint tax idea to the youth and following encouragement to the imposition of a
- carbon pricing



SESSION 1:

Call for climate warriors

Title

Uniting for a sustainable future

Modality

Inside - full group

Duration

4 hours

Objectives of the session

- To raise awareness of climate change that has occurred over the years and the factors influencing global warming. To advocate for European
- Climate Law and EU plans to achieve a climate-resilient society and economy by 2050. To promote effective methods to counteract and
- prevent the negative effects of global warming

This session aims to raise awareness about the significant climate changes that have occurred over the years and the various factors contributing to global warming. Participants will get a comprehensive explanation of the European Climate Law, and EU plans to achieve a climate-resilient society. Through discussions and activities, attendees will gain insights into effective methods to counteract and prevent the adverse effects of global warming. By understanding the mechanisms driving climate change and the strategies proposed by the EU, participants will be equipped with the knowledge needed to contribute to building a sustainable future.



Course of the session and content

Time	Description	Materials
20m	1) Introduction to the session: Introduction to session, game, rules, and purpose of the training module. Time for technical questions	Presentation. Game instructions document.
20m	2) Video lecture Video lecture on the European Union's plans to achieve a climate-neutral continent by 2050 as well as lecture about the Green Deal	Presentation. Audio and video equipment.
170m	3) Call for Climate Warriors game A team game tied to the European Union's plans for Europe to be the first climate-neutral continent by 2050. Each team will consist of 5 participants who will represent a specific region in Europe - Nordic, Eastern Europe, Western Europe, etc., and each specific region will have predefined indicators of environmental performance, GDP, resource availability, and other indicators. The goal will be to improve all these indicators - through various reforms to make the region as environmentally friendly as possible. Through the game, participants will gain experience and new knowledge on environmental topics. Resilient skills will be created to tackle environmental issues which are essential for future generation and a greener society.	Printed game instructions and blanks for the game.
30m	4) Discussion: Discussion about the game - impressions of players and their opinions. Discussion of the following questions: <ul style="list-style-type: none">• "To what extent is it possible to achieve the EU's plan for a climate-neutral continent by 2050?" "Difficulty and obstacles encountered by participants during the game"• "Questions and answers from themselves"	Presentation.



SESSION 2: ***Carbon Footprint Chronicles***

title

Navigating Sustainability in Society and Economy

Modality

Inside - full group

Duration

3 hours

Objectives of the session

- To increase understanding of the climate changes experienced over time and the factors contributing to global warming. To understand the
- carbon footprint, calculation methods, and its limitation To discuss
- strategies for adapting the carbon footprint in the most sustainable way possible between society and the economy

This session aims to deepen understanding of the evolution of climate changes and the drivers behind global warming, with a focus on the carbon footprint. Participants will explore various aspects, including calculation methods and limitations associated with assessing carbon footprints. Additionally, the session will facilitate discussions on strategies for effectively adapting carbon footprints within both societal and economic frameworks to ensure sustainability.

Through interactive discussions and activities, attendees will delve into the complexities of carbon footprint calculations and explore innovative approaches to mitigate its impact. By grasping the nuances of carbon footprint assessment and adopting sustainable strategies, participants will be empowered to foster a more environmentally conscious society and economy.



Course of the session and content

Time	Description	Materiels
10m	1) Introduction to the session: Introduction to the session. Time for technical questions	Presentation. Session instructions document.
90m	2) Presentation by a ecologist - expert A lecture by an expert in the field on the carbon footprint, its impact on us and the environment. Methods for calculating the carbon footprint, as well as techniques for controlling and reducing it.	Presentation. Lecturer. Audio equipment
40m	3) Carbon Calculator Workshop Participants will learn through group practical knowledge how to calculate their carbon footprint as well as their families, friends, and relatives - helping to make their lives more sustainable.	Carbon footprint calculation instruction sheet. Blanks for the workshop.
40m	4) Group brainstorming Group brainstorming activity on the topic of how the carbon footprint can be limited, methods for carbon taxing and its application in the economy in a sustainable way.	Presentation. Audio equipment.



SESSION 3: ***Earth in our hands***

title

Crafting a Sustainable Future

Modality

Asynchronous, Hybrid - full group

Duration

5 hours

Objectives of the session

- To increase understanding of the evolving climate patterns and the various contributors to global warming. To give the participants concrete
- practical knowledge on methods and tips for achieving an environmentally friendly lifestyle. To educate the participants on the best
- practices of DIY, UP-Cycling, and Recycling practices and knowledge to make sustainable and environmentally friendly materials, homeware and everyday items.

This session aims to deepen participants' comprehension of the evolving patterns of climate and the diverse factors contributing to global warming. Attendees will explore practical methods and tips for adopting an environmentally friendly lifestyle, empowering them to make conscious choices in their daily routines. Through interactive discussions and hands-on activities, we will educate participants on the best practices of do-it-yourself (DIY), upcycling, and recycling. By imparting knowledge and skills in creating sustainable and eco-friendly materials, homeware, and everyday items, this session seeks to inspire individuals to contribute positively to the preservation of our planet's resources and ecosystems.



Course of the session and content

Time	Description	Materials
20m	1) Video - presentation A video to explain how renewable energy works and to show specific examples of renewable energy sources.	Video, presentation.
10m	2) Video - instructions Video to give specific instructions for the next task.	Video, instructions
240m - 360m	3) Energy-Efficient Home. Makeover Challenge: Asynchronous challenge to encourage participants to develop a plan to achieve the most energy-efficient home possible. The specific task will involve the development of plans and specific environmental strategies. Participants will have to use at least 2 DIY, UP-Cycling, or Recycling methods to achieve the goals. As well as to be implemented for at least 24 hours, therefore 7 days and 30 days with which participants will adapt to a more eco-friendly and sustainable home and a way of life.	Online communication channel
10m	4) Upload the specific plans, strategies and materials from participants for review Uploading of materials by participants	



SESSION 4:

title

Greenhouse Revelations: Understanding Climate Change Causes and Collective Responsibility

Modality

Inside - full group

Duration

3 hours

Objectives of the session

- To increase awareness about the climate changes observed over time and the factors contributing to global warming. To explain the Greenhouse effect, as well as both direct and indirect effects that impact the environment. To understand the role of human activities, such as burning fossil fuels, deforestation, and industrial processes, in altering the natural carbon cycle and contributing to increased greenhouse gas concentrations.

This session aims to elevate awareness regarding the causes of climate change. Participants will delve into the intricate concept of the greenhouse effect, understanding both its direct and indirect impacts on our environment. Through insightful discussions, we will examine the significant role human activities, such as the combustion of fossil fuels and widespread deforestation, play in altering the natural carbon cycle and escalating greenhouse gas concentrations. By comprehending these interconnected dynamics, attendees will be empowered to embrace our collective responsibility in mitigating the adverse effects of climate change on our planet's delicate ecosystem.



Course of the session and content

Time	Description	Materials
10m	1) Introduction to the session: Introduction to the session. Time for technical questions	Presentation. Session instructions document.
30m	2) Presentation Presentation related to the Greenhouse effect, its factors and steps to reduce its effects	Presentation.
20m	3) Quiz An interactive questionnaire aimed to analyse how much the participants have absorbed the material presented.	Kahoot.
120m	4) Workshop Making an interactive awareness poster to explain the Greenhouse effect and to encourage others to become more responsible about environmental issues. Each poster will have an interactive element - such as a link to a video, graphic, online questionnaire, and more through a QR code. The posters, although they will be useful to raise awareness, will also serve to disseminate the project.	ART materials. Drawing materials. Appropriate size sheets for making posters. Printer for interactive materials.



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2

FOOD WASTE





FOOD WASTE

***Animation of sessions
by youth workers***

***6-8 hours per session divided to
days***

7 sessions

Sessions for 10-20 young people

Scientific objectives

- *Examine whether putting national food waste management policies into action may reduce food waste overall at different points in the food supply chain. Explore*
- *the effects of enhancing food management techniques on lowering food waste and advancing sustainable practices. These techniques include harvesting, storing, processing, and distributing food. Analyse how packaging design affects how*
- *much food is wasted, and investigate creative packaging ideas that can help food goods last longer on the shelf and waste less.*

Civic goals

- *Encourage and support the implementation of national programmes to effectively manage food waste at all levels, including individuals, corporations, and governments. Allow for the redistribution and gift of excess food to*
- *underprivileged members of the community, fostering social responsibility, addressing food insecurity, and limiting the environmental impact of food waste. Encourage individuals and organisations to prioritise waste prevention and*
- *sustainable food systems by using educational campaigns, community activities, and policy lobbying to raise public awareness of the importance of responsible food consumption and waste management.*



SESSION 1:

Workshop on Understanding Food Waste

title

From Plate to Planet

Modality

Inside/outside; full group; half group etc...

Duration

(8 hours) (4 days x 2 hours)

Objectives of the session

- *Understand the magnitude and impact of food waste across the food supply chain.*
- *Learn about the EU directive (EU) 2018/851 emphasizing the reduction of food waste and the waste hierarchy.*
- *Discuss the major food categories contributing to food waste and the Food Supply Chain Waste (FSCW).*

This workshop aims to educate participants about the significance of reducing food waste, focusing on the updated EU directive and the waste hierarchy. Participants will engage in discussions and activities to understand the actions required at various levels to minimize food waste and promote sustainable practices. Also delve into the misunderstandings surrounding food waste, highlighting key areas where improvements can be made. Participants will learn about major food categories leading to waste and gain insights into the farm-to-fork strategy and waste framework directive.



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Course of the session and content

Time	Description	Materials
30m	1) Introduction and Icebreaker: Introduction to the session objectives and agenda.	Icebreaker game instructions, name tags.
3h	2) Presentation and Discussion This session consists of slides outlining the scope and implications of food waste, followed by a discussion of common misconceptions. Furthermore, the EU directive (EU) 2018/851 and the waste hierarchy are examined to establish a legislative framework. These parts are intended to provide participants with the knowledge and skills needed to address food waste in a systematic manner.	Presentation slides, handouts on food waste statistics.
2h30m	3) Identifying Food Waste During this workshop phase, participants are divided into groups and discuss the various food categories that contribute to waste. Groups investigate issues such as production and consumption. The findings are then shared with the entire group, building a collaborative understanding of the complexity of food waste.	Flip charts, markers, handouts on food categories.
30m	4) Strategies and Solutions This workshop which addresses food waste reduction initiatives, national plans and prevention measures, participants'll investigate practical and policy-based approaches to reducing food waste at the individual and system levels.	Case studies, worksheets on waste reduction strategies.
1h30m	5) Case Studies and Q&A Participants examine case studies on food waste reduction, including effective strategies and problems. The event closes with an open Q&A session to encourage discussion and information sharing among attendees.	Case study handouts, Q&A session guidelines



SESSION 2: ***Practical Cooking for Waste Reduction***

title

Zero-Waste Kitchen Creations

Modality

Inside/outside; full group; half group etc...

Duration

6 hours in 3 days

Objectives of the session

- *Enhance meal planning and preparation skills to minimize excess food and leftovers.*
- *Introduce technology-based solutions for utilizing leftovers effectively.*
- *Educate participants on the role of packaging in reducing food waste at home.*

- In this sessions, participants shoulde ensure all participants actively engage in the cooking activities, provide clear instructions and guidance during the cooking demonstration, encourage creativity and innovation in recipe adaptation.



Course of the session and content

Time	Description	Materials
15m	1) Introduction and Overview Introduction to the session objectives and agenda.	Session agenda, recipe cards.
1h45m	2) Cooking Demonstration This instructor-led cooking demonstration aims to teach participants how to plan meals efficiently and use leftovers creatively. Participants will learn how to strategically plan meals to reduce waste and maximise ingredients with hands-on coaching and practical recommendations. The workshop will emphasise inventive approaches for recycling leftovers into delicious and nutritious dishes, promoting a more sustainable cooking style and decreasing food waste.	Ingredients for demonstration, cooking utensils.
3h	3) Hands-on Cooking During the activity, participants will be able to duplicate the taught dishes in groups, creating a collaborative and dynamic learning atmosphere. The emphasis will be on fostering innovative thinking and resourcefulness in the use of ingredients, with a goal of reducing waste. Participants will engage in hands-on activities to discover new methods to make the most of each item, supporting sustainability and responsible consumption.	Ingredients for cooking, recipe cards, kitchen equipment.
1h	4) Discussion and Reflection Participants share their cooking experiences and reflect on waste reduction strategies. Q&A session with the instructor.	Reflection sheets, pens.



SESSION 3: ***Sustainable Meal Planning***

title

Feeding Tomorrow with Mindful Meals

Modality

Inside/outside; full group; half group etc...

Duration

6 hours in 3 days

Objectives of the session

- *Educate participants on the value of meal planning in decreasing food waste.*
- *Teach realistic meal planning skills for reducing excess food and portion sizes.*

This session will involve hands-on meal planning activities, discussions on the impact of food waste, and tips on creating shopping lists to prevent overbuying. Participants will engage in a cooking demonstration using leftover ingredients to prepare delicious meals.



Course of the session and content

Time	Description	Materials
30m	<p>1) Introduction and Icebreaker</p> <p>Welcome participants and introduce the importance of sustainable meal planning. Icebreaker activity related to meal planning experiences.</p>	Icebreaker activity instructions, name tags.
2h	<p>2) Interactive Workshop</p> <p>-</p> <p>In this session, participants will look at why meal planning is such an important method for reducing waste. During the conversation, attendees learn how intelligent meal preparation can drastically reduce food waste throughout the week. Furthermore, including participants in hands-on meal planning activities allows for the actual application of these ideas. They learn how to organize meals, use ingredients more efficiently, and reduce food waste. Participants also learn how to create effective shopping lists to avoid overbuying, allowing them to make educated decisions and contribute to a more sustainable food system.</p>	Whiteboards, markers, meal planning templates.
2h	<p>3) Practical Meal Planning Strategies</p> <p>This section emphasises the importance of meal planning in preventing food waste. Through interactive conversations and hands-on activities, participants will learn how to plan meals that maximise ingredient use while minimising waste. They will also learn how to make good shopping lists to minimise overbuying and contribute to sustainability.</p>	Shopping list templates, meal planning guides.
1h30m	<p>3) Cooking Demonstration and Tasting</p> <p>Cooking demonstration using leftover ingredients. Participants taste the prepared dishes and discuss.</p>	Cooking ingredients, tasting plates, utensils.



SESSION 4: ***Virtual Cooking Class***

title

Online Kitchen Adventures

Modality

Inside/outside; full group; half group etc...

Duration

6 hours in 2 days

Objectives of the session

- *Introduce participants to technological techniques for reducing food waste.*
- *Showcase the utilisation of mobile apps and websites with leftover recipes.*

In this session, participants will learn how to use cooking apps to find new ways to use leftovers. A live culinary demonstration will highlight simple recipes made with excess items. Participants can chat, ask questions, and share their own food-saving strategies.



Course of the session and content

Time	Description	Materials
30m	<p>1) Introduction and Overview</p> <p>Welcome participants and introduce the importance of packaging in food consumption.</p>	
2h	<p>2) Tech Tools Demonstration</p> <p>During this segment, various mobile apps and websites designed for managing food waste will be demonstrated. The features and functionalities of each tool will be explained, along with tips on how to effectively utilize these tools in daily cooking routines. The aim is to provide attendees with the knowledge and skills to leverage technology in minimizing food waste and optimizing kitchen practices.</p>	Computers/tablets with internet connection for tech demonstrations.
2h	<p>3) Live Cooking Demonstration</p> <p>This section will feature a live cooking demonstration using excess ingredients. Recipes discovered using the demonstrated technology tools will be showcased. Throughout the demonstration, participants will be invited to follow along and ask questions. Roast the potato skins. When making bread and muffins, use withering zucchini and carrots, mushy bananas or browning avocados. Save citrus peels for tea or as a DIY surface cleaning. For more flavor, add leftover Parmesan rinds to the soup. Make croutons, French toast or bread pudding with any leftover bread.</p>	Cooking ingredients for live cooking demonstration. Video conferencing platform for virtual interaction. Recipe cards or printouts of demonstrated recipes for participants.
1h30m	<p>4) Interactive Q&A and Discussion</p> <p>During this session, an interactive Q&A and debate will be held. Participants will be able to ask questions and discuss their experiences. They will be encouraged to share their food-saving tips and practices. In addition, we'll look at how technology might help reduce food waste in the kitchen.</p>	



SESSION 5: ***Packaging Innovation Workshop***

title

Beyond the Box

Modality

Inside/outside; full group; half group etc...

Duration

6 hours in 2 days

Objectives of the session

- *Explore the role of packaging in reducing food waste.*
- *Create sustainable packaging solutions and storage hacks.*
- *Understand the importance of recycling and reusing for sustainability.*

In this session, participants will engage in a hands-on workshop to repurpose materials into eco-friendly storage containers. They will learn about innovative packaging designs that prolong food freshness and reduce waste. Discussions on consumer behavior and packaging preferences will be included.



Course of the session and content

Time	Description	Materials
30m	<p>1) Introduction and Overview</p> <p>The Introduction and Overview session will greet participants and introduce the event's objectives. An summary of the programme and activities will be provided so that participants know exactly what to expect during the session.</p>	Icebreaker activity instructions, name tags.
2h	<p>2) Exploration of Packaging Role</p> <p>During the Exploration of Packaging Role segment, there will be a presentation that emphasizes the importance of packaging in decreasing food waste. Current packaging practices and their environmental impact will be explored in depth.</p>	Recyclable materials (e.g., jars, containers) for crafting.
2h	<p>3) Hands-on Crafting Session</p> <p>During this session, participants will be given recyclable materials such jars, containers, and packaging samples. They will participate in a hands- on crafts activity to develop sustainable packaging options and storage hacks. Guidance and assistance will be provided as needed during the crafting process.</p>	Art supplies such as scissors, glue, and decorating materials. Packaging samples for inspiration and reference.
1h30m	<p>4) Discussion and Reflection</p> <p>Facilitate a discussion on the packaging designs created by participants. Reflect on the effectiveness of the designs in reducing food waste. Discuss consumer behavior and preferences regarding packaging choices.</p>	



SESSION 6: ***Utilizing Technology for Waste Reduction***

title

Innovating Waste Management

Modality

Inside/outside; full group; half group etc...

Duration

6 hours in 2 days

Objectives of the session

- *Introduce participants to food waste management tools,*
- *demonstrate practical application, and empower them to utilize*
- *technology for sustainable living and provide hands-on experience by showcasing how these technological tools can be practically used in daily routines to minimize food waste.*

A 6-hour virtual cooking class combining technology and waste reduction. Participants explore food waste management apps and websites, engage in live cooking demonstrations, and replicate recipes at home. Emphasis on interactive learning and empowering participants to adopt sustainable practices.



Course of the session and content

Time	Description	Materials
30m	<p>1) Introduction and Overview Introduction to the session objectives and agenda.</p>	Icebreaker activity instructions, name tags.
2h	<p>2) Tech Tools Demonstration This workshop section shows mobile apps and websites for managing food waste, with participants exploring their features interactively. Practical advice are provided for optimal application in daily routines.</p>	Art supplies (markers, paper, glue, scissors, etc.) for creating mock-ups or presentations.
2h30m	<p>3) DIY Tech Solutions Showcase In this session, participants express their ingenuity by developing and presenting their own technological solutions to fight food waste. They display their unique ideas for addressing this worldwide concern through mock-ups, presentations, and short videos, respectively. This hands-on game enables participants to think outside the box and contribute to the discourse about food waste reduction with their unique thoughts and ideas.</p>	Digital presentation tools (e.g., PowerPoint, Google Slides)
1h	<p>4) Discussion, Reflection & Award Ceremony During this session, participants debate strategies for decreasing food waste. Awards are given to the most original, impactful, and viable proposals, encouraging friendly competition and acknowledging participants' achievements. This ceremony celebrates creativity in combating food waste and promotes further participation in discovering efficient solutions.</p>	Prizes or certificates



SESSION 7: **Card Game**

title

Power of Cards

Modality

Inside/outside; full group; half group etc...

Duration

6 hours in 2 days

Objectives of the session

- *In this interactive event, attendees will learn about food waste, its causes, and practical strategies to combat it. The workshop seeks to increase awareness about the consequences of food waste through entertaining gameplay, conversations, and reflection, as well as empower participants to adopt mindful consumption practices in their daily lives.*

The game consists of a deck of cards divided into challenge cards and solution cards. Challenge cards present common food waste scenarios, such as overbuying groceries or forgetting leftovers in the fridge, while solution cards offer practical strategies to address these challenges. During gameplay, participants take turns drawing challenge cards and solution cards. They engage in group discussions to identify the root causes of food waste and collaboratively brainstorm effective solutions. Through interactive storytelling and reflection, players gain insights into the impact of their consumption habits and learn how small changes can make a big difference in reducing food waste.



Course of the session and content

Time	Description	Materials
30m	<p>1) Introduction and Warm-up</p> <p>Kick off the session with a warm welcome and brief overview of the objectives. Players will be introduced to the rules of the card game and given a chance to get acquainted with each other and the game mechanics through a fun warm-up activity.</p>	Icebreaker activity instructions, name tags.
3h30m	<p>2) Game Rounds: Challenge and Solution</p> <p>Dive into the heart of the session as players take turns drawing challenge cards and solution cards. Each challenge card presents a common food waste scenario, while solution cards offer practical strategies to address the challenges. Players will engage in lively discussions, share personal experiences, and collaborate to find the most effective solutions.</p>	Printed game cards with food waste challenges and solutions
2h	<p>3) Action Planning and Reflection</p> <p>After several rounds of gameplay, players will reflect on the strategies discussed and identify specific actions they can take to reduce food waste in their own lives. Each player will have the opportunity to jot down their action plan on a card or piece of paper, outlining steps they will take to implement mindful consumption habits.</p> <p>4) Conclusion and Celebration</p> <p>Wrap up the session by expressing gratitude for the participants' engagement and commitment to combating food waste. Players will share one key takeaway or action they plan to take beyond the game. The session will conclude with a celebration of the collective effort to promote mindful consumption and reduce food waste.</p>	Pen and paper for players to jot down reflections and action plans Timer or smartphone app to track game rounds and session duration (optional)

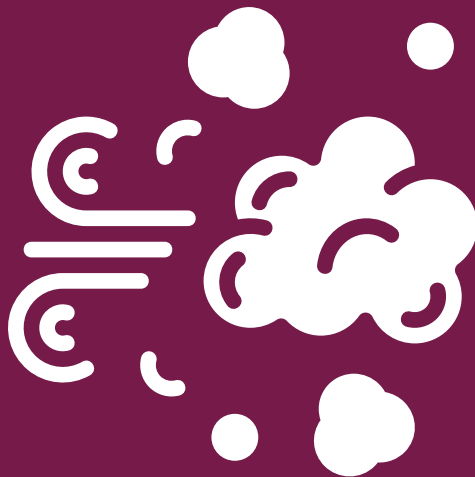


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POLLUTION & ITS EFFECT ON HEALTH





Pollution & its effect on health

***Animation of sessions
by youth workers***

2 hours per session

4 sessions

Session for 10-20 young people

Scientific objectives

- Identify and differentiate various types of pollution (air, water, soil, noise).
- Understand the primary sources of pollution in both urban and rural settings.
- Recognize the immediate and long-term health impacts of exposure to pollution.

Civic goals

- Raise awareness among young people about the different types of pollution and their sources.
- Encourage participants to connect pollution issues with their immediate environments through interactive activities.
- Empower participants with knowledge and skills to advocate for cleaner environments.
- Encourage active participation in community efforts to address pollution through practical workshops and planning activities.



SESSION 1: ***Introduction to Pollution and Its Impacts***

title

Understanding Pollution: Types and Sources

Modality

Indoor; full group for presentations and videos; small groups for activities.

Duration

2 hours

Objectives of the session

- Identify different types of pollution (air, water, soil, noise).
- Understand the primary sources of pollution in urban and rural settings.
- Recognize the immediate and long-term health impacts of exposure to pollution.



Course of the session and content

Time	Description	Materials
5min	<p>1) Introduction</p> <ul style="list-style-type: none">• The facilitator introduces themselves and provides an overview of the session's objectives. The importance of understanding pollution as a precursor to discussing its health impacts is highlighted.	-
15min	<p>2) Exploring Types of Pollution</p> <ul style="list-style-type: none">• The facilitator uses a digital slideshow to provide a deeper dive into four major types of pollution—air, water, soil, and noise—detailing common sources and examples for each type.	<ul style="list-style-type: none">• Laptop or computer• Projector and screen or large monitor• Presentation 1
30min	<p>3) Activity: Pollution Source Mapping</p> <ul style="list-style-type: none">• Participants use an interactive digital tool to identify and map pollution sources in their local area. This activity aims to personalize the issue of pollution by connecting it with the participants' immediate environments.	<ul style="list-style-type: none">• Laptop or computer• Projector and screen or large monitor• Activity Sheet 1



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Course of the session and content

Time

Description

Materials

20min

4) Health Impacts of Pollution

- A video presentation explains the health effects associated with each type of pollution discussed earlier. After the video,
- the facilitator leads a discussion on how these pollutants affect health both in the short term and long term.

- Laptop or computer
- Projector and screen or large monitor
- Video 1
- Video List 1

40min

5) Game: Pollution and Health Impact Cards

This interactive card game involves matching pollution types to their corresponding health impacts. Each participant group receives a deck of cards, and they must work together to match them correctly. The game is designed to reinforce learning through engagement and also includes 'trap' cards that represent common misconceptions about pollution and health, adding a penalty for incorrect matches.

- Activity Description: Divide participants into groups of 4-6. Each group has a deck of cards and must strategize to match them in the most relevant way to maximize their points while avoiding penalties from the trap cards.

Matching game online
<https://puzzel.org/en/matching-pairs/play?p=-Ny0Y26JSRzO4N6ruvMm>

10min

6) Conclusion and Q&A

- The facilitator wraps up the session by summarizing key points and opens the floor for any questions from the participants.
- This is also an opportunity to preview what will be covered in the next session.

–



SESSION 2: ***The Health Effects of Pollution***

title

Deep Dive into Health Consequences

Modality

Indoor; full group for lectures and videos; small groups for discussions.

Duration

1.5 hours

Objectives of the session

- Understand the specific health impacts of different types of pollution.
- Learn about the body's responses to pollutants and the potential for chronic conditions.
- Recognize vulnerable populations and the factors that exacerbate health risks.



Course of the session and content

Time	Description	Materials
5min	<p>1) Introduction</p> <ul style="list-style-type: none">• The facilitator briefly recaps the various types of pollution and their primary sources, using illustrative slides.• This recap emphasizes the significance of understanding these sources as a foundation for grasifying their health implications, setting the stage for a deeper discussion on health impacts.	-
25min	<p>2) Health Impact Lecture</p> <ul style="list-style-type: none">• The facilitator explains how airborne particulates penetrate respiratory pathways, how contaminants in water sources can affect endocrine systems and how soil pollution can be absorbed through contact or ingestion.	<ul style="list-style-type: none">• Laptop or computer• Projector and screen or large monitor• Presentation 2
20min	<p>3) Video Case Studies</p> <ul style="list-style-type: none">• Participants watch several short video segments featuring real-life scenarios from different communities globally affected by pollution.• After viewing, the facilitator leads a discussion, encouraging participants to connect these case studies with the physiological details covered in the lectures	<ul style="list-style-type: none">• Laptop or computer• Projector and screen or large monitor• Video 2• https://www.youtube.com/watch?v=9aW_Dlq0lnk• https://www.youtube.com/watch?v=P5OBWbZDZlc



Course of the session and content

Time	Description	Materials
20min	<p>4) <i>Simulation Activity: Role of a Doctor</i></p> <ul style="list-style-type: none">• In this interactive segment, participants step into the role of doctors using a digital simulation tool. They are presented with profiles of hypothetical patients exhibiting various symptoms potentially caused by pollution exposure. Participants must assess the symptoms, consider potential pollutant exposures, and make connections to diagnose health issues	<ul style="list-style-type: none">• Laptop or computer• Projector and screen or large monitor• Activity Sheet 2
20min	<p>5) <i>Group Discussion and Q&A</i></p> <ul style="list-style-type: none">• To wrap up the session, the facilitator opens the floor for a guided group discussion.• This discussion focuses on synthesizing the knowledge gained about pollution's health impacts and considering which populations are most at risk. <p>Participants are encouraged to think about</p> <ul style="list-style-type: none">• local contexts and discuss how the information might inform personal and community health strategies. The session ends with a Q&A, addressing any remaining questions and reinforcing key learnings.	-



SESSION 3: ***Pollution Prevention and Mitigation***

title

Strategies for Reducing Exposure

Modality

Indoor and outdoor (if possible); full group for demonstrations and presentations; breakout groups for workshops.

Duration

2 hours

Objectives of the session

- Explore methods to reduce and manage exposure to pollution.
- Learn about technologies community and practices that help mitigate pollution.
- Empower participants with practical tools and ideas for personal and community action.



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Course of the session and content

Time	Description	Materials
5min	<p>1) Introduction</p> <ul style="list-style-type: none">• The session begins with a concise overview of pollution mitigation, emphasizing its critical importance for environmental health and community well-being. The facilitator outlines• the session's goals and how each activity will help participants actively engage in pollution reduction efforts.	-
30min	<p>2) Technological Solutions Presentation</p> <ul style="list-style-type: none">• This presentation dives into the cutting-edge technologies and infrastructure improvements that are being employed worldwide to combat pollution. Real-world• examples, such as smog-reducing towers and water filtration systems, illustrate successful systems in action.	<ul style="list-style-type: none">• Laptop or computer• Projector and screen or large monitor• Presentation 3a & 3b
45min	<p>3) DIY Pollution Reduction Workshop</p> <ul style="list-style-type: none">• Participants engage in a hands-on workshop where they learn and apply simple yet effective methods for reducing pollution at a personal level.• This includes building basic air filters using everyday materials, creating water purification devices, and discussing lifestyle changes that minimize environmental footprints.• The facilitator guides the participants through each step, explaining the science behind the techniques and their potential impact on reducing household pollution.	<ul style="list-style-type: none">• Laptop or computer• Projector and screen or large monitor• Activity Sheet 3



Course of the session and content

Time	Description	Materials
30min	<p>4) Planning Community Action</p> <ul style="list-style-type: none">• In this proactive segment, participants break into small groups to brainstorm and develop plans for community projects that tackle specific local pollution issues. Each group• considers local pollution challenges and devises a plan that leverages community resources and strategies discussed earlier in the session.	<ul style="list-style-type: none">• Laptop or computer• Projector and screen or large monitor• Activity Sheet 4
20min	<p>5) Presentation and Feedback</p> <ul style="list-style-type: none">• Each group presents their planned community action project to the session at large, explaining their chosen issue, proposed solution, and expected impact• Following the presentations, participants receive constructive feedback from peers and facilitators, which helps refine their plans and improve their presentation skills.	-



SESSION 4: ***Advocacy and Public Engagement***

title

Empowering Change Through Advocacy

Modality

Indoor; full group for initial presentation; small groups for workshop activities.

Duration

1.5 hours

Objectives of the session

- Understand the role of advocacy in environmental health.
- Learn how to effectively communicate about pollution and health to influence public policy and community practices.
- Develop skills for engaging with policymakers and the community.



Course of the session and content

Time	Description	Materials
5min	<p>1) Introduction</p> <ul style="list-style-type: none">• The session begins with an introduction to the concept of advocacy and its critical role in addressing environmental issues such as pollution. The facilitator explains how advocacy serves as a powerful tool for community engagement and policy change, setting the context for the activities to follow.	-
25min	<p>2) Learning Effective Communication</p> <ul style="list-style-type: none">• The facilitator introduces techniques for compiling, using crafting messages, evidence-based arguments and tailoring communications to different audiences.• Examples from successful environmental campaigns are analyzed to illustrate key points.	<ul style="list-style-type: none">• Laptop or computer• Projector and screen or large monitor• Presentation 4
30min	<p>3) Role-play Activity: Meeting with a Policymaker</p> <ul style="list-style-type: none">• Participants are given the opportunity to put their newly learned communication skills into practice through a role-play exercise.• Each group is tasked with preparing and conducting a simulated meeting with a local government representative to discuss a pollution issue.• The facilitator provides scenarios and roles, including the policymaker, the advocate, and observers.	<ul style="list-style-type: none">• Laptop or computer• Projector and screen or large monitor• Activity Sheet 5



Course of the session and content

Time	Description	Materiels
30min	<p>4)Workshop: Creating an Advocacy Campaign</p> <ul style="list-style-type: none">• In this hands-on workshop, participants work in groups to identify targets, set objectives, choose tactics, and plan activities.• The facilitator circulates to provide guidance and ensure that the campaigns are realistic and actionable.	<ul style="list-style-type: none">• Laptop or computer• Projector and screen or large monitor• Activity Sheet 6
10min	<p>5) Wrap-Up and Future Steps</p> <ul style="list-style-type: none">• The session concludes with a discussion of key takeaways and the distribution of resources for continued advocacy. Participants are• encouraged to keep engaging with their communities and local governments. The• facilitator emphasizes the importance of persistence in advocacy efforts and offers ways for participants to stay involved and motivated.	<ul style="list-style-type: none">• Laptop or computer• Projector and screen or large monitor• Resource List



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ZERO WASTE





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Zero Waste

**Animation of
sessions by youth
workers**

**1 hour to 2 hours
per session**

4 Sessions

Session for 20-30 young people

Scientific objectives

- Educate and raise awareness among youth about the concept and significance of zero waste, highlighting its definition and advantages through factual information to underscore its necessity. Foster comprehension and adoption of the zero waste strategy
- among young individuals, ensuring they grasp its principles and applicability in real-world scenarios. Identify potential avenues for implementing and adapting the zero waste
- strategy, exploring various sectors and approaches to effectively address waste reduction and management.

Civic goals

- Foster a sense of responsibility and environmental stewardship among young people
- Empower young individuals to become advocates for sustainable living by equipping them with an understanding of the principles and strategies of zero waste, enabling them to effectively promote and implement waste reduction initiatives in their schools, neighborhoods, and beyond. Encourage youth to innovate and problem-solve using zero
- waste principles, empowering them to drive positive change in their communities' waste management.



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SESSION 1:

Discovery of the Issue

title

Concept of Zero Waste

Modality

Inside/ Full group.

Duration

1 hour and 30 minutes

Objectives of the session

- Comprehend the ecological processes related to zero waste practices as well as the 5 basic principles of Zero waste. Grasp the concept & mechanisms behind
- zero waste initiatives and the influence of human actions. Recognize the origins and impacts of climate
- change in relation to zero waste practices.



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Course of the session and content

Time

10 Minutes

Description

Introduction:

- Explaining the first session objectives and the topics that will be discussed. Going through the session timeline.
- Briefly describe the topic that will be focused upon during this session.

Materials

Presentation

15 Minutes

Zero waste concept :

- Defining the zero waste concept
- The 5 principles of zero waste, each in detail. Showcase advantages & disadvantages concerning the zero waste concept.

Video

25 Minutes

- Activity: The Zero Waste Scavenger Hunt.
- Learn about zero waste by sorting household items into three categories: "Zero Waste," "Recyclable," and "Waste."
- Depending on the number of participants, groups of 2/3/4 will be formed.
- A list of common household items will be presented, item by item, all items will be presented altogether on a screen.

A list of common household items will be presentation using powerpoint



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Course of the session and content

Time

Description

Materials

30 minutes

- Participants decide if an item can be reused (Zero Waste), recycled, or thrown away (Waste). Each group will
- have 15 minutes to decide on each item. Total number of items represented will be 100. The group
- with the highest number of correct decisions win this activity.

- Activity: Principle Relay Race:

Instructions:

- Participants will be divided into teams ideally one for each principle of zero waste. (5 teams)
- Each team will be assigned a principle
- Teams will have 15 minutes to brainstorm and plan a creative presentation to present their principle.
- Teams will be gathered in a designated area for the relay race:
 - Teams take turns presenting their principle relay-style.
 - A "baton" is passed to signal the start and end of each presentation.
 - Presentations should be concise and engaging, within a specified time limit of 3-4 minutes.

10 minutes

10 minutes will be given for participants in order to reflect on what they've learned as well as on the activities they've done.

Session will be concluded.



SESSION 2: ***In-depth examination of some themes***

**Circular Economy in-depth examination with
regards to zero waste**

title

Modality

Inside/ Full group.

Duration

1 hour and 30 minutes

Objectives of the session

This session, will be covering an in-depth examination; exploring the theme of Circular Economy within the context of zero waste. At the end of the lesson, participants will clearly understand circular economy principles & strategies. Furthermore, participants will be able to identifying barriers and challenges as well as assessing opportunities and solutions for advancing circular economy objectives within the context of zero waste initiatives.



Course of the session and content

Time	Description	Materiels
10 minutes	<p>Introduction: Reminding participants of what has been discussed in the last session. Introducing the objectives and activity that will be done in this session.</p>	
25 minutes	<p>"Circular Economy in-depth examination with regards to zero waste" presentation will be held.</p> <p>Presentation main topics include:</p> <ul style="list-style-type: none">• Circular Economy Principles.• The relation between zero waste and circular economy.• Circular Economy Strategies• Identifying barriers and challenges• Assessing Opportunities and Solutions Examining Social,• Economic, and Environmental Impacts.• Promoting Collaboration and Knowledge Sharing <p>After the presentation finishes, participants will form into groups and each group will take a quiz in relation to the materials discussed. Answer sheet will be presented for groups to grade themselves.</p>	Powerpoint ppt. & quiz



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Course of the session and content

Time

50 minutes

Description

“Circular Economy in-depth examination with regards to zero waste” Debate will be taking place in this session. 2 debate questions will be provided for the participants, the participants will be split into two groups depending on their stance and debate will commence. Each debate question will be debated for 25 minutes.

Debate questions:

1. Is it the responsibility of businesses to lead the transition to a circular economy, or should governments take the lead?
2. Is it realistic to aim for a completely zero-waste society?

Materials

Debate session questions

5 minutes

Conclusion of the session will be held summarizing the activities done and what participants have learned.



SESSION 3: ***Individual Actions***

title

Individual Actions Against Zero Waste

Modality

At home; individually

Duration

3 hr 35 mins

Objectives of the session

This session is all about getting ready to do something. It's like a pause between two other sessions where participants reflect on their learning by taking action. In this session, participants will be operating independently. A video explaining the steps of the initiatives to be done, participants after watching the video may start working on their initiatives while presenting their reflections and ideas to their friends. This always individual action to be done as well as individual reflection.



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Course of the session and content

Time	Description	Materials
5 minutes	<p>Participants will be introduced to this session in terms of what will be accomplished and what's expected.</p>	
2 hrs 30 mins	<p>A video will be presented to the participants. The video will include detailed steps for 4 ways to start Zero waste concept in their life. Participants will be expected to follow the steps in the video. The video will be provided for all participants to take home. The 5 ways include:</p> <ul style="list-style-type: none">• Reduce single-use items• Compost organic waste• Recycling• Repair & Reuse	Video
1 hour	<p>Reflection on Action: Participants will prepare material of their own, showcasing their effort to go zero waste. Materials could be a presentation, video or pictures reflecting upon their journey with starting zero waste concept in their lives. Participants, in form of a group will gather at an allocated place and time to discuss and reflect.</p>	Reflection will be provided by participants after initiating activity at home.



SESSION 4: ***Move to collective action***

title

Teamwork makes the dream work!

Modality

Inside or Outside- full group

Duration

2 hr 30 mins


Objectives of the session

This session focuses on collective action that will be done in teams. The group gathers around at a common meeting place. This could be a youth club , meeting room or a class room. The session will require each group to use their creativity and skills in expressing zero waste in their own way.



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Course of the session and content

Time	Description	Materiels
5 minutes	Introduction to the objectives within this session and the outcomes expected from each group. Based on the number of participants available, participants will be split into groups. Each group will have a maximum of 4 participants.	
2 hr	<p>Participants will be asked to create either an infographic , poster, flyer or a brochure including a topic closely related to zero waste for e.g: sustainability, reducing food waste to reduce environmental impact... Each team will be given a full 2 hr to create their material. Samples are shown below:</p> <p style="text-align: center;">Front of Brochure</p>  <p>The image shows a sample brochure layout for 'Learn to recycle'. It features a central orange background with several sections. At the top left, it says 'Borcelle' and '4:00 p.m. - Lecture by Sandra Haro' with a 'Recycling techniques' box. Below that is an illustration of a recycling bin and a hand recycling symbol. In the middle, it says '5:00 p.m. - Conference by Daniel Gallego' with a 'Reduce your consumption' box. To the right, it says '6:00 p.m. - Colloquium by Pedro Fernández' with a 'Health and recycling' box. At the bottom left, there is a large orange box with 'Learn to recycle' and the website 'www.reallygreatsite.com'. At the bottom center, there is a dark green box with 'We want to have a positive impact on the planet'. At the bottom right, there is a blue box with '7:00 p.m. Pause and snack'. The brochure also includes placeholder text in Latin.</p>	



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Course of the session and content

Time

Description

Materiels

Back of Brochure

8:00 p.m. - Lecture by
Elena Fuentes

Educate with recycling

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

9:00 p.m. - Elena
Paula's workshop

Creation of strategic plan

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

Reduce your waste

10:00 p.m.

Reduce your waste

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

Borcelle

Thanks
for your assistance

www.reallygreatsite.com

Flyer

Leftovers for Loved Ones

If you make too much food, give some to a loved one!






Insert a compelling statistic about food waste here

Why is using up leftover food important?


Throwing out food is not only a waste of produce and your money. It's actually harmful to the environment. That's because when food breaks down, it creates methane gas.

Learn how you can adopt more sustainable food habits at reallygreatsite.com



Insert a compelling statistic about food waste here

Course of the session and content

Time	Description	Materiels
	<p>Poster</p> 	
<p>25minutes</p>	<p>Afterwards, groups gather to present their work. After groups finish presenting their material, they are challenged to do one of the following</p> <ul style="list-style-type: none"> • post their work on a social media platform. • post their work on a website • print their work and distributing it in youth common areas such as youth centers. 	



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5

GREEN DEAL GREEN LIFE





SESSION 1: *The Green Deal*

title

Understanding the essentials

Modality

Inside activity - No minimum or maximum number of participants

Duration

1h50

Objectives of the session

- *Understanding some realities related to climate change in the European Union*
- *Learning about initiatives led by the European Union such as the Green Deal*
- *Make the participants think about the role the EU could play in the fight against climate change*



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Course of the session and content

Time

10 min

Description

Energizer

The young people stand in a circle and hold hands/fingers in this way: the index finger of the right hand goes under the palm of the neighbour's left hand, the palm of the young person's left hand is ready to catch the neighbour's index finger. The facilitator reads a short story. Each time **a sustainable means of transportation (cycling, walking, scootering, etc.)** is mentioned during the reading, the young people must try to grab the neighbor's index finger with their left hand and escape the neighbour's grip with their right index finger.

The story to read

Last year I had a fabulous travel experience with my best friend. We went by plane to Riga, and from there we took bikes and rode along the Baltic Sea to Warsaw, where we changed and took the train to Berlin. I love this city, they've created a whole area in the city centre that's off-limits to...cars, where people can stroll around with theirchildren and take their time without breathing in the exhaust fumes. Scooters are everywhere! Gone are the ... polluting means of locomotion, replaced bywalking and ... bicycles! We travelled the length and breadth of the city! In the evening, we returned to the youth hostel in a ... hydrogen-powered bus. The next day, we found a carpool and headed for the Black Forest, where we spent three days surrounded by magnificent scenery, including a six-hour hike! We came back exhausted, but delighted!

After this, the facilitator asks the participants if they pay attention to this.

Materials



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Course of the session and content

Time

Description

Materials

The facilitator could ask the young people what their most common means of transport is: do they try to use sustainable means of transport for their journeys? It aims at introducing the individual's responsibility of each citizen to contribute to a greener Europe.

20 min

Let's have a look at global level!

The facilitator explains that this session will focus on the EU and to start to talk about that, they will have a first look at global level to understand better the realities of where they live in.

The participants are divided in sub-groups and the facilitator distributes cards mentioning the following countries to the participants (the cards are available in Annex).

The facilitator asks the young people to rank the following countries according to which emits the most tonnes of CO₂ per capita and which emits the least, again in tonnes of CO₂ per capita.

Once they have done it, the facilitator gives the extra card mentioning the **"European Union"** and they have to insert it in the ranking they have previously done.

The different groups present their ranking, compare their differences and similarities and can discuss about how they managed to reach this ranking, what influenced them...



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Course of the session and content

Time

Description

Materials

When this is done, the trainer shows the results to the group and can ask the participants about their reaction and feelings about what is being shown.



Debrief with the participants

Human activity is a major contributor to global warming, particularly because of the greenhouse gases trapped in the atmosphere. But are all countries affected? Who are the world's biggest polluters?

There are different types of ranking, depending on the method of calculation used: CO₂ emissions, per capita distribution, carbon footprint, etc.

The most populated and industrialized countries appear at the top of the list of the world's biggest polluters. The three biggest CO₂ emitters are: - China, responsible for 32.9% of CO₂ emissions, largely due to the export of consumer goods and its heavy reliance on coal; - The United States, responsible for 12.6%; - India is responsible for 7.0%.

However, their carbon footprint per capita gives a very different result.

In its 2022 reports, the IPCC stated that humanity needed to drastically reduce its CO₂ emissions, with the aim of achieving an average of **2 tonnes of CO₂ emitted per inhabitant per year in order to counter climate change.**



Transition

As citizens, it is not obvious and easy to understand what these "tonnes" mean. The next step is to understand where we are at!

Graph

Who pollutes the most and who pollutes the least?



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Course of the session and content

Time

25 min

Description

What is my ecological footprint?

The facilitator asks the participant if they are familiar with the words “ecological footprint”, “carbon footprint”... Then, the video “The Ecological Footprint Explained” is shown to the participants.

It is important that the participants are able to understand the different definitions and the way they are calculated. This part can be explored in a more or less detailed way depending on the age of the participants.

The participants are then asked **to calculate individually** their own footprint. The carbon footprint gives the day on which each player exceeded the limit, with the possibility of averaging them all to find the median day for the group.

Once they have calculated it, they are split in sub-groups to discuss about their result. The facilitator can decide to display on a screen the following questions/topics to support the process:

- *Are you surprised by your results? Does the result*
- *correspond to your reality (the way you live, the way you get around, etc.)? The sector with the*
- *largest footprint The area with the smallest*
- *footprint Is the result far from the target (of 2*
- *tonnes of CO2 per person)?*



Debrief with the participants

The participants can share the main results of their discussions with the whole group. The facilitator needs to precise some elements, such as:

Materials

Video

[The Ecological Footprint Explained](#)

Website

[Footprint Calculator](#)



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Course of the session and content

Time

Description

Materials

- The values for greenhouse gas emissions from this activity are only indicative, as they depend on many factors, such as the country/region, the individual, the year concerned, etc. - The carbon footprint measures only one of the many impacts we have on the environment, namely our greenhouse gas emissions.

However, we also need to take into consideration other factors associated with the goods and services we use. Have trees been felled or pollutants been released to produce this or that product or food? Have farmers been paid fairly? etc. The aim is really to raise awareness, which is normally happening and really impacting with this activity.



Transition

The facilitator can mention that now, the participants are aware of their impact at individual level and of some realities at EU and global level. In the following sessions, it will be more focused on how to act individually in the daily life, and that here, the next step is to see what the EU has started to do since protecting our planet is a combination of individual, collective and political action.

The Green Deal

The facilitator explains that before discovering the Green Deal, it is important to go further to understand a little bit more what the sources of gas emissions in Europe are. The facilitator can ask the participants to share what they think is the most polluting in the EU before showing the graph. If needed, depending on the participants, the facilitator can explain what is behind each sector.

Video

[The Ecological Footprint Explained](#)

Website

[Footprint Calculator](#)

5 min

Graph

Greenhouse gas emissions by source sector, EU, 2021



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Course of the session and content

Time

20 min

Description

Our ideas box for the European Union

The participants are divided into subgroups. The facilitator will then ask each group to choose two sectors for which they think they have solutions/proposals and to write these down on pieces of paper. The facilitator precises that these will be solutions/suggestions that the young people are making to the European Union and the Member States. One solution/suggestion must be written per piece of paper; several suggestions can be made for the same sector.

Once the suggestions have been written down, they are all collected in a box that the facilitator passes from one group to the next (pieces of paper folded before being placed in the box). The facilitator takes out the collected ideas one at a time and reads them out to the young people. The group that has marked the suggestion/idea read out has the possibility to give further explanations.

It is not necessarily a question of reading out all the suggestions, depending on the number of papers in the box, but of reading out at least one per group. Each time, the facilitator can ask the others what they think and whether or not they agree with the proposal(s) that have been made.



Transition

Based on the proposals made by the young people, the trainer will introduce the Green Pact and the EU's political will to combat climate change.

The facilitator shows the video

Materials

Video

The Ecological
Footprint Explained

Video

What is the
European Green
Deal?



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Course of the session and content

Time

25 min

Description

Understanding the Green Deal

The Chronology of a great ambition

The facilitator shows the infographic "Carbon Neutrality Timeline".

Key elements to share with the participants The European Union's strategy is to be the first continent to achieve climate neutrality. Although the EU has always acted in favour of the environment, the launch of the Green Deal in 2019 marks an important turning point that sets a clear and ambitious objective.

What are the key dates for this ambition? 2050 - The European Union becomes truly carbon neutral.
2030 - To achieve climate neutrality by 2050, the target of reducing greenhouse gas emissions by at least 55% by 2030 compared to 1990 must be met.
2021 - In July 2021, the European Commission unveils a climate package with the aim of turning the ambition of climate neutrality into concrete political action.

The package is called "Fit for 55" and refers to the EU's target of reducing its carbon emissions by 55% by 2030. ***2019/2020 -*** The European Commission presents the Green Deal for Europe, the EU's roadmap and strategy to make Europe the first continent to achieve climate neutrality by 2050. ***1990 -*** Reference year for measuring future trends in carbon emissions in the EU.

The sectors of the Green Deal

The facilitator shows the infographic "The European Green Deal sectors".

Materials

Infographic
Carbon Neutrality
Timeline
(in Annex)

Infographic
The European Green
Deal sectors
(in Annex)



VOYAGER

Course of the session and content

Time

Description

Materials

Key elements to share with the participants The Green Deal's guidelines, strategies and legislative proposals concern various sectors and areas of activity that are different from one another, but which are in fact all linked.

The transition to a climate-neutral Europe requires considerable efforts on the part of citizens, businesses, entire sectors and political leaders. It will not only involve changes in our lifestyles, our consumption, our production and our mobility. It also means that many workers will have to give up their jobs in traditional fossil fuel-based sectors and turn to new environmentally-friendly sectors and "green jobs".

The Green Deal intends to intervene and take action in all sectors:

Renewable energy The EU proposes to work on the following actions: - Repower EU: the European Commission's new plan, presented in May 2022, to save and produce clean energy and diversify Europe's energy supplies;

- Proposing measures to facilitate the use of hydrogen and its derivatives in the transport sector;
- Promoting renewable energies as much as possible: by 2030, 40% of the energy used in the EU should come from renewable energies, in particular from offshore sources, which are made up of many different sources that are abundant, natural and clean, such as wind, waves and tides;
- Reduce methane emissions.

Cleaner industry For the European Union, this means investing in the ecological transition of businesses and encouraging the creation of new industrial ecosystems

-



VOYAGER

Course of the session and content

Time

Description

Materials

While remaining competitive on the world stage. Examples of partnerships established (alliances) in favor of ecological transition:

- neutrality in processing industries ;
- low-carbon steelmaking, zero-emission road transport ;
- zero-emission river transport, people-centred sustainable built environment;
- digital transformation and carbon-neutral production.

Stepping up the construction and renovation of energy-efficient buildings

The Commission's strategy for accelerating the renovation and decarbonization of buildings introduces minimum energy performance requirements for the most energy-intensive buildings.

By 2030, each Member State will have to renovate the 15% worst-performing buildings (energy class G) in its building stock, and build only carbon-neutral buildings.

Preserving and restoring ecosystems and biodiversity

A comprehensive, ambitious and long-term plan to protect nature and reverse the degradation of ecosystems. The strategy aims to put Europe's biodiversity on the road to recovery by 2030. It contains specific actions and commitments: - Establish a comprehensive EU-wide network of protected areas on land and at sea. - Launch a European nature restoration plan. - Put in place measures to enable the changes needed for transformation. - A special focus on forests: plant at least 3 billion additional trees in the EU by 2030.



VOYAGER

Course of the session and content

Time

Description

Materials

Accelerating the transition to sustainable and smart mobility

- Road transport is a key target of the Fit-for-55 package. Tighter limits on GHG emissions from cars is one of the key measures, with the ultimate aim of ending the sale of combustion-powered vehicles by 2035.

At the same time, GHG limits for cars should encourage manufacturers to speed up the production of electric cars. To reinforce this dynamic, the deployment of an infrastructure for alternative fuels, based in particular on electric recharging points or hydrogen refuelling points, is envisaged.

5 min

Evaluation

The facilitator can use any method of evaluation to understand if the participants have increased their knowledge about the EU and some of its policies to be active in the fight against climate change.



SESSION 2: The green life

Titre

Indications of the presence of wildlife

Modalité

Indoor-full group

Durée

1h

Objectives of the session

- *Understanding the concept of biodiversity*
- *Being able to identify a presence indicator*



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Course of the session and content

time	Description	Materials						
5min	1) Introduction <ul style="list-style-type: none">- Presentation of the facilitator and his structure- Introduce the subject: Indications of the presence of wildlife							
5 min	2) Biodiversity <p>Ask the participant what biodiversity represents. Biodiversity is all living beings and the ecosystems in which they live.</p>							
25 min	3) Traces <p>Associate the tracks with the animals.</p> <table border="0"><tr><td>Wild</td><td>Boar/Deer/Roe</td><td>Deer/Fox/</td></tr><tr><td>Dog/Badger/Bear/Cat/Squirrel/Hedgehog/Heron/Green Woodpecker</td><td></td><td></td></tr></table> <p>Collective correction</p>	Wild	Boar/Deer/Roe	Deer/Fox/	Dog/Badger/Bear/Cat/Squirrel/Hedgehog/Heron/Green Woodpecker			Animal footprint
Wild	Boar/Deer/Roe	Deer/Fox/						
Dog/Badger/Bear/Cat/Squirrel/Hedgehog/Heron/Green Woodpecker								
25 min	3) Other signs of presence <p>Wildlife may leave other signs of presence.</p> <p>For example hair, excrement, eaten or cut plants, nibbled pine cones, snake or insect molts, etc. Associate the presence clues with the animals.</p>	whose clue is this						



SESSION 2: The green life

title

Cycling story

Modality

inside-full group

time

2h or 2x 1h

Objectives of the session

- *Share your ideas about transport*
- *Express yourself on means of transport*
- *Discover the history of the bicycle, its origins and its evolution*
- *Find your way in time and in the world through cycling. Share your ideas about transport*
- *Make you want to use soft transport more often*



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Course of the session and content

time

Description

Materials

5min

1) Introduction

- Presentation of the facilitator and his structure
- Display of the project
- Explain that the session will focus on mobility issues in the region

15 min

2) Photo language of transport / debate

Make 6 groups

Distribute images

Each group must organize their images as they wish. Allow them 10 minutes to discuss each card among themselves.

40 min

Debate: Collective discussion on each image. The groups explain their representation. The debate is open, discussions must remain on the theme of transport and travel.

3) Cycling story

Install the teams around the playing area where the cards are placed, at least 3 meters apart.

Deal out all the cards, leaving aside a pack of 6 cards marked with a red dot.

55 min

Each card has on the front the name of an invention or an event in its illustration and on the back, the same information with the corresponding date.

The first team begins by taking one more card and placing it with the "date" face up in the center of the playing space. It constitutes the starting point of a chronological line which will be gradually completed by the players.

The game can now begin!

Mobility images

game bicycle story



VOYAGER

Course of the session and content

time

Description

Materials

The teams take turns playing in a clockwise direction. Once the first player has placed the first card, the neighbor chooses in turn to place one of their cards. If he thinks that the event of his card took place before that of the initial card, he places his card to the left of the latter.

If he considers that his event took place later, he places his card to the right of the initial card. Each time, the player must state a date.

The player's card is then turned over, "date" side up. There are three possibilities to earn points:

If the card is correctly placed in time, the player receives 1 **"Yellow Jersey" = 1 point**

If the date is the same as another date, the player receives 1 **"Green Jersey" = 1 point**

If he plays a card with a pea, he must draw one of the 6 cards from the deck set aside and try to correctly place the two playing cards. If he succeeds, the player receives the **"Polka dot jersey" = 1 point**

If the first player has correctly positioned his card, the second player then has the choice between three places to place one of his cards: to the left of the two cards already placed, to the right, or between the two. If the first player has placed his card incorrectly, the second player then only has two possibilities to place: to the right or to the left of the initial card.



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Course of the session and content

time

Description

Materials

If the second player places his card correctly on his turn, it remains like this, "date" side up. We then simply rearrange the timeline so that there is space between each card.

The game continues. The more cards there are placed, the more difficult it is to place new ones without making a mistake.

Game over :

Once all the cards have been played, it's time to do the math. the team that scores the most points will be declared the winner.



SESSION 2: The green life

title

The invisible water

Modality

Inside-full group

Time

1h30

Objectives of the session

- *Understand the concept of invisible water (consumption of water through the production of our objects and our food)*
- *Discover the impact of invisible water on the environment*



VOYAGER

Course of the session and content

Durée

5 min

10 min

10 min

30 min

Description

1) Introduction

- Presentation of the facilitator and his structure
- Introduce the subject: invisible water

2) Water, a rare resource

Our planet is made up of 70% water. 97% salt water and 3% fresh water. In this 3% there is 2% fresh water (river, lake, underground river, glacier) and 1% available fresh water (river, lake, underground river).

It is in this 1% that we collect water to make it drinkable.

3) Our water consumption

We consume around 150 L of water (1 bathtub) per day per person: showering, washing, cooking, cleaning, etc...

Make 5 groups.

The aim of the workshop is to associate the quantities of water with objects (shower, toilet, washing machine, sink, etc.)

Collective correction with the slideshow

4) Invisible water

In reality we consume much more water (4150 L per day per person).

Question the participants on the notion of invisible water/virtual water. Virtual water corresponds to all water consumption necessary for agricultural or industrial production, or for a service.

For everyday objects it is the equivalent of 1000 liters of water and 3000 liters for food per day and per person.

For example, to have fries, I need potatoes and sunflower oil. The potato needed water to grow. Same for the sunflower.

Materiels

Power point "invisible water"

game "home water"

Power point "invisible water" + game "Burgerwater"



VOYAGER

Course of the session and content

Time

Description

Materials

Distribute the “invisible water” activity by group

Burger: The goal is to recompose the burger with the given ingredients. The further down the lines we go, the higher we go up the production chain and therefore the water needs of crops and animals.

T-shirt: The goal is to put together a t-shirt with the given elements. The further down the lines we go, the more we go back through the stages of manufacturing the t-shirt and therefore the water requirements.

Please note, 1 drop of water does not correspond to 1 liter.

It takes a total of 2400 liters of water for one hamburger and 2700 liters of water for a cotton t-shirt.



SESSION 2:

The green life

Titre

Energy

Modalité

Inside-full group

Durée

1h

Objectifs de la session

- *Become aware of energy issues*
- *Discover different light bulbs*



VOYAGER

Course of the session and content

Time

Description

Materials

5min

1) Introduction

- Presentation of the facilitator and his structure
- Project display
- Introduce the subject by asking participants to put words on "Energy".

10 min

2) Energy sources

Quickly explain that to produce electricity, fuel or heat, we use renewable (water, sun, wind, wood and heat from the earth) and non-renewable (oil, gas, coal, nuclear) energy sources.).

Slide "Energy"

15 min

3) The lightbulbs

For as long as we have used electricity for lighting, we have used different types of bulbs.

game "light bulbs"

Make 6 groups.

Distribute the sets of different bulbs by group.

Each group must put the name of the bulb on the picture.

Collective correction

15 min

4) Comparaison table

Distribute the cards from the comparison table game and instruct them to place the "Ecology/Health" cards next to the light bulb images.

Cards "Ecologie/ santé"

Collective correction

15 min

Give instructions to place the "Consumption" cards next to the bulb images

game "light bulbs"

Collective correction



SESSION 3:

Challenge yourself at home

Title

pick some ideas to move to a green life

Modality

indoor and outdoor

Time

on one month try to do as challenge as you can! Compare your points to your friends at the end.

Objectives of the session

- On the fun way to move yourself on the green life
- Understand that it's not that hard
- Steps by steps all is possible



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Course of the session and content

Time

Description

Materials

BIODIVERSITY: watch, see, smell, listen!

1) Go to a natural space and take the time to listen and observe the environment.

Perhaps you will find signs of presence such as traces, excrement or animal hair...take a photo of your observation, win **one point** at every indice!

2) Listen to different bird songs (forest/park/garden): win a **point at every different song.**

you can install the application:
Birdnet

MOBILITY: let's move!

1) Use gentle transport (walking, cycling, public transport) for short trips. **Each time you win one point!**

WATER: save it, win it!

1) Why not use the water from the shower that you run while waiting for it to heat up, to give it to the plants.

The water from pasta and rice can also be given to the plants. You win **one point each time you do it!**

2) Set up a rainwater collector in your garden, on your balcony or even on the edge of your window. Convenient for watering plants. **One point.**



VOYAGER

Course of the session and content

Time

Description

Materials

3) Equip your faucets with water savers
They allow air and water to be mixed under pressure and save 50% water on average. They offer a flow rate of 6 liters per minute compared to 10 to 17 liters on average for a conventional faucet. **4 points.**

4) Put a volume in your toilet tank
Take 1 or 2 plastic bottles and 1 or 1.5 liter, fill them with water, close them and place them in the toilet tank. You will save hundreds of liters of water per month! **8 points**

ENERGY: be a genie!

1) Unplug devices instead of leaving them on standby: it's 10% savings!
It's a simple gesture, but a habit to get into. When you turn off the TV in the evening, turn off other devices as well. And when you leave in the morning, check if everything is turned off. **Do it for a week, if you never forget earn 2 points.** You can repeat this challenge as many times as you want.



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Course of the session and content

Time

Description

Materials

2) A washing machine at 30°C = 60% energy savings.

At 60°C, 80% of the machine's energy is used to heat the water, which is a shame when you know that a cooler wash often washes just as well. At 30°C, you save 60% of energy, the colors remain beautiful for longer and the laundry is less wrinkled. Reserve washes at 60°C for laundry that needs to be disinfected (tea towels, rags, sheets, towels, etc.). **1 Point per 30° machine.**

3) Adopt low-consumption lighting.

Although they cost on average twice as much as traditional bulbs, LEDs last up to 8 times longer and consume 3 times less. **6 points if you change all your lighting.**

4) Dust the bulbs.

A dusted luminaire means up to 40% more light beam. **4 points .**



SESSION 4: Challenge your group

Title

Together for a green life

Modalité

Inside or outside

Durée

1h to 2h per activities, choose and move!

Objectifs de la session

- *Take collective action to promote a greenlife*
- *Preserve biodiversity, water ...*
- *Highlight the knowledge acquired during previous sessions*



VOYAGER

Course of the session and content

Time

Description

Materials

BIODIVERSITY: give help and have fun

1) Building a birdhouse or a Hedgehog house or earwigs house

2) Land art (to leave your presence clue), have imagination and leave your message to walkers in the nature

3) Outdoor drawing workshop: forced perspective by Ben Heine. The goal is to fill the white area of the image by adding elements of nature.
Pencil

Instruction to build:
"Hedgehog house"
"Earwigs"
"Birdhouse"

Pdf "landart"

Pdf
"Drawing workshop"

MOBILITY: keep moving

1) Create signage (posters) to encourage people, to use soft transport. The objective is to send a simple and fun message understood by everyone. Posters must contain drawings, images, or an injunctive sentence. Use felt-tip pens, colored pencils, crayons, paint, collage, etc.)

On the same displays you can offer carpooling offers or suggestions for trips to make together by bike, on foot or by public transport.



VOYAGER

Course of the session and content

Time

Description

Materials

2) Create a model of the city of tomorrow with soft transport/active travel that you could show to everyone to question the public.

WATER: Save water

1) propose a diagnostic of the use of the water in your establishment.

With all your knowledge, look to the consumption, and find some options to use less water and keep it nice and clean during the process of use.

ENERGY: empowering your energy

1) you want to create your own energy?

Lets build a wind turbine, very inexpensive, can be put on balcony, terrace and will not require large installations.

Pdf
"Wind turbine"



Session 1 - Green Deal
Let's have a look at global level

Qatar

United States

Luxembourg

Germany

China

France

*Democratic
Republic of Congo*

Russia

India

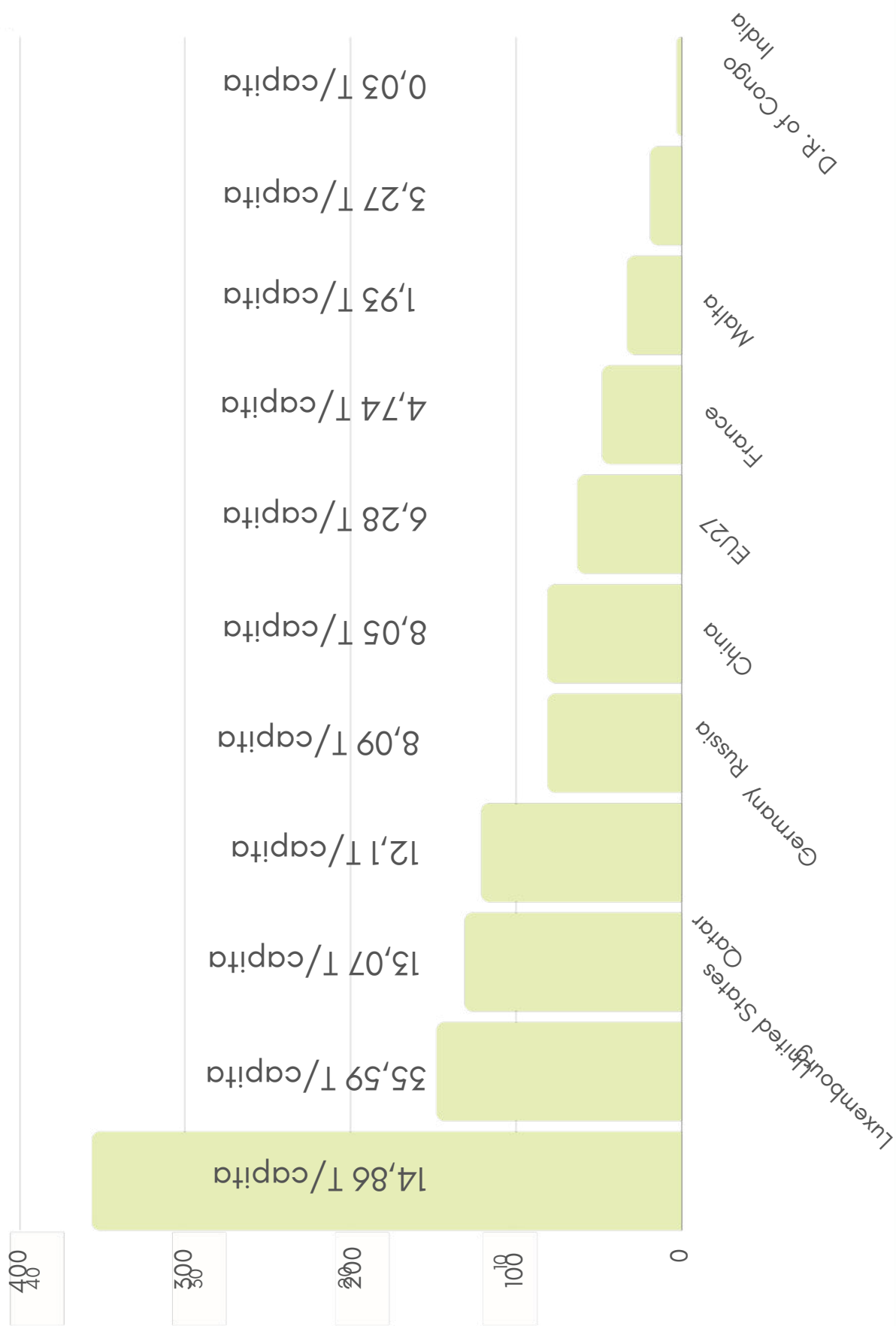
Malta

European Union

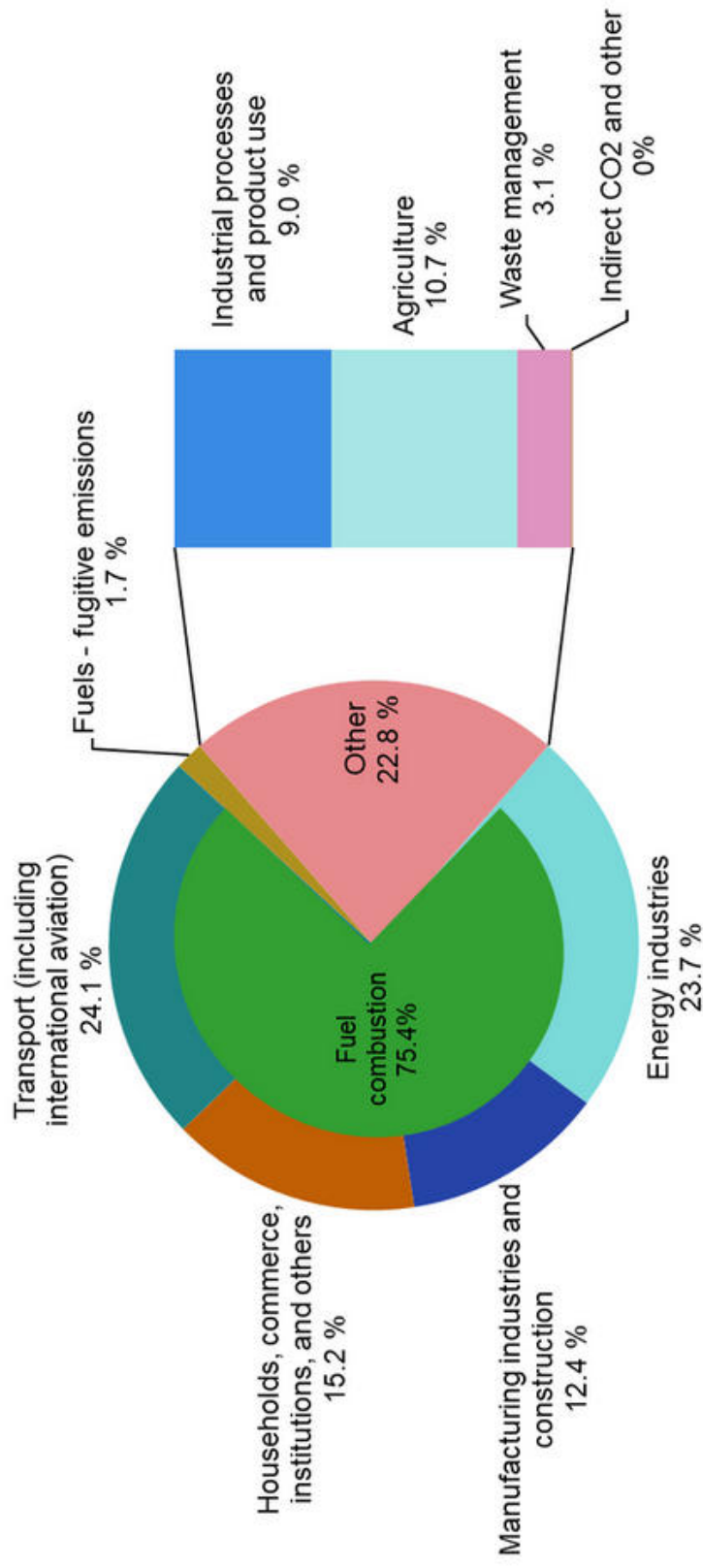


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**Who pollutes the most and
who pollutes the least (Statista 2023)**



Greenhouse gas emissions by source sector - EU 2021



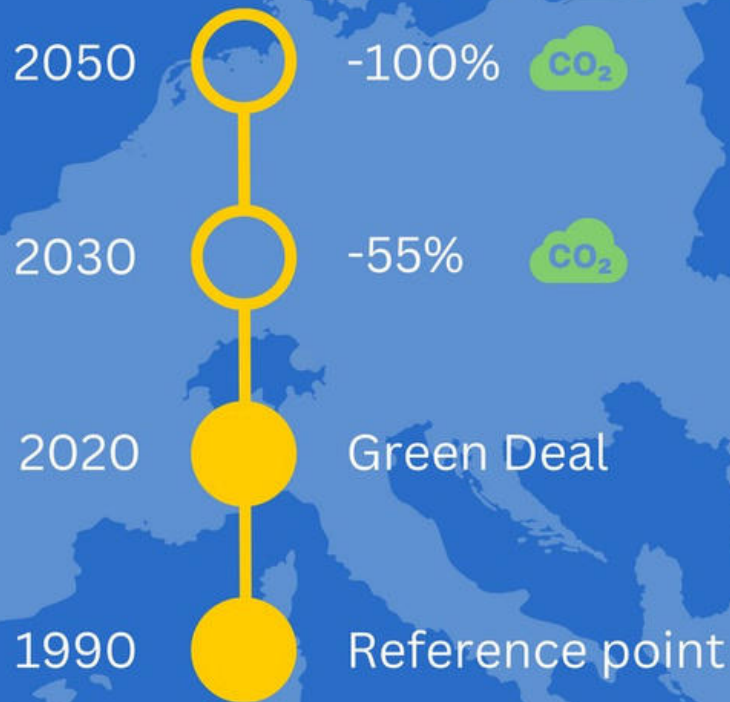
Source: EEA, republished by Eurostat (online data code: env_air_gge)



*Session 1 - Green Deal
Carbon Neutrality Timeline*



CARBON NEUTRALITY TIMELINE





Session 1 - The European Green Deal sectors





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pistes solidaires

