

# **Green Mindset for Adolescent and Youths**

## **Training Manual for Facilitators**



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## Introduction

Green mindset is an indispensable necessity in life. Support can be provided for the formation of a green economy through green skills and green jobs. There is not a single definition of green skills and green jobs. Different organizations have defined green skills and green jobs in different ways based on their concept, vision, function, scope, area of interest, etc. Similarly, there is no clear boundary or criteria to demarcation against any job as a green job or not. Different activities conducted for the income generations, production processes, production or services affect the environment differently. Their environmental effects cannot be measured directly, and it is also difficult to compare their extent of effect on the environment. Green skills or green jobs help minimize the effects and bring positive change to the environment. This training manual makes clear the concepts of green mindset, green skills, green jobs, and attitudes relating to the principle of it for adolescent and youths in an institutional way.

For the attainment of Sustainable Development Goal No. 12 “Sustainable Production and Consumption”, the economy of the nation can be improved by empowering children and adults, especially female adolescents towards green production processes, outputs, and/or service in a sustainable way.

Green jobs help to achieve Sustainable Development Goal No. 13: " take urgent action to combat climate change and its impacts" minimizing its effects, and helps society adapt to climate change. Green skills and green jobs also help to provide the opportunity to break down gender barriers and promote more gender equitable access to opportunity and resources.

This training manual has been prepared considering those vulnerable children and adolescent youths who are out of school within the age group of 13 to 15 years and 16 to 24 years youths to enhance attitude on greenmindset throughout their life. Different tools and games have been developed for easy understanding of the subject matter mentioned. This manual shall make it more applicable for the facilitators to conduct the training sessions with adolescents and youths at the school and community levels. Participants, through the training, will be able to perform a positive change to individuals, families, and society through the analysis from a green mindset point of view.

This training manual is especially developed to support facilitators, to conduct two days training at schools and community settings. In the training, all the contents and activities mentioned in this training manual will be practiced. Facilitators offer training to school dropout adolescents and youths, school going children in the age group from 13 to 15, as well community people within the age group from 16 to 24 who have never gone to school, and green mindset orientation to the concerned stakeholders. Additionally, the training manual is believed to be useful for those individuals, institutions, schools, communities, and other agencies working in the areas of life-skills training for adolescents and youths.

The green mindset training plan will be as follows:

### Two-days Green Mindset Training Schedule







Date: ...../...../....

Venue.....

| Day/<br>Time | 9:00 – 9:30<br>A.M   | 9:30 –<br>11:00 A.M   | 11:00 -<br>12:30<br>P.M  |  | 12:30 –<br>1:30<br>P.M | 1:30 –<br>3:00 P.M  | 3:00 –<br>4:30<br>P.M   | 4:30-<br>5:30 P.M  |
|--------------|--|---|--|--|------------------------|---|---|--|
| <b>Day 1</b> | Introduction,<br>Welcoming,<br>Expectations<br>collection,<br>Group<br>Formation | 1.Climate<br>Change:<br>Concept,<br>List of<br>Words,<br>Cause and<br>Effects | 2.Relation<br>ship<br>between<br>human<br>activities<br>and<br>environ<br>ment |  | Lunch                  | 3.Green<br>Mindset,<br>Green<br>Skills and<br>green<br>jobs:<br>Concept<br>and<br>Principle | 4. Importa<br>nce of<br>green<br>skills<br>and<br>greenjo<br>bs                                 | 5.Mapping<br>of Green<br>Skills and<br>Green<br>jobs.<br>Brainstor<br>ming and<br>Prioritizati<br>on |
| <b>Day 2</b> | Recap of<br>the<br>previous<br>day   | 6.Greenmi<br>ndset<br>Consumer  | 7. Clean<br>Environ<br>mental<br>Steps   |  |                        | 8.My<br>environm<br>ent, My<br>Responsib<br>ility   | 9. Our<br>commit<br>ment to<br>Eco-<br>friendly<br>Commu<br>nities.<br>(with<br>Action<br>Plan) | 10. Action<br>Plan<br>Preparati<br>on,<br>Revision<br>and<br>Ending                                  |

# 1. Climate Change: Concept, Glossary, Cause and Effects

## 1.1. Concept of Climate Change and Glossary

|  |  |
|--|--|
| <b>Introduction</b><br>   | <p>Weather and climate change are two different concepts. Change in weather refers to the daily change observed in earth atmospheres. For example, changes during sunshine due to clouds, sudden rainfall, wind blowing, etc. While Climate change refers to the average condition of weather of long duration (About 30 years average). For example, cold in winter season, heavy or light rainfall in rainy season, too hot in summer, etc. Human beings are facing different effects caused because of climate crisis.</p>  |
| <b>Objectives</b><br>   | <ul style="list-style-type: none"> <li>✓ Participants will be able to differentiate between Weather and Climate</li> <li>✓ Participants will be able to understand the concept of Climate change.</li> </ul>   |
| <b>Skill</b><br>  | <p>Self –awareness Skill</p>   |
| <b>Material</b>  | <p>Clear picture reflecting the condition of Earth getting hot caused by Green House Gases (Worksheet 1), Newsprint, Pen</p>   |
| <br><b>Time</b>   | <p>45 Minutes</p>  |
| <b>Process</b><br><br> | <p><b>Concept of Climate Change</b></p> <ol style="list-style-type: none"> <li>1. Start asking the question “How is the weather today?” to the participants. Note the responses from the participants in the newsprint.</li> <li>2. Ask the question “What is the difference between Weather and Climate?” and provide time for discussion.</li> <li>3. Tell the difference between Climate and Weather including the opinions and discussion drawn from participants.</li> <li>4. Show the video “Act now Save Later” of Climate Change. (Open Google). Click on You tube. Go to Search and open by typing “Act now Save Later” Open it from mobile too following the same process mentioned above and download it and keep it safe.</li> <li>5. Ask them to tell “What did you see in the video?”</li> <li>6. Ask the question “How is Climate Changing?” and discuss it in a group.</li> <li>7. Ask participants the question “Have you ever entered into plastic house in winter season?” and ask to identify the cause of warmth in plastic house.</li> </ol> |

|                     |  |
|---------------------|--|
|                     | <p>8. Tell the process of reflection and role of greenhouse gas for heating the earth with the help of picture given in worksheet 1. If necessary, show the process of reflection drawing on newspaper.</p> <p>9. Bring the words related to climate change and their meanings within pieces of paper and ask members to choose those pieces. Ask them to match the words with meanings and ask them to tell the meanings of each pair. Make clear about the words related to climate change if necessary.</p> |
| <b>Main Message</b> | <p>The temperature of earth is increasing day by day due to the presence of the water vapour, carbon dioxide, methane and other gases and it is called green house effect. The average temperature of the earth has changed in the long run because of green house gas which is defined as climate change. Unexpected rains, storms, cold waves etc. are the consequences brought out by climate change.</p>   |

### Instruction for the facilitator

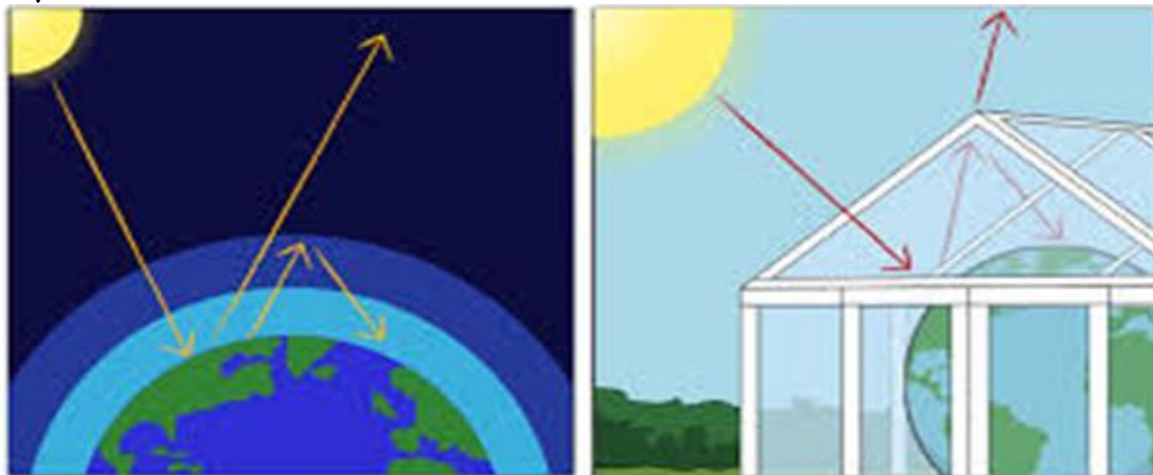
Prepare reference materials for the session conduction and study the materials before conducting the training session.

### Reference material for the facilitator




| <b>Glossary</b>        | <b>Meaning</b>  |
|------------------------|---|
| <b>Weather</b>         | Weather is said to be the changing environmental condition daily or shortly in small area or in the atmosphere of area. Status of temperature, sunshine, air, wind, rainfall, etc. are taken as the dimensions of weather.  |
| <b>Climate</b>         | <p>Climate is generally taken as the average condition of weather. Furthermore, Climate refers to the average amount and variability drawn based on the calculation of the weather parameters like the temperature, wind speed, and so on. For example, the climate of Nepalgunj is warm and dry.</p> <p>Climate is said to be the long run or stable condition of weather. For example, temperature of the previous year of January and the temperature in the same month of this year remains the same.</p> |
| <b>Climate Change</b>  | Climate change refers to the change that occurred in the average rainfall and temperature parameters for in a long run, but this change must have occurred in more than decades or hundreds of years. The nature and characteristics of the season or month remain the same, which causes cold, warm and rain. Such characteristics that have been found to be the same for hundreds and thousands of years we say it climate change.   |
| <b>Green House Gas</b> | Green house Gas refers to the gas which causes greenhouse impact, remaining on the upper layer of earth. For example, Carbon dioxide, Methane and Nitrous Oxide, etc.   |
| <b>Global Warming</b>  | The temperature of earth is growing day by day as result of the growth of the amount of Greenhouse gases in the atmosphere. This process rising temperature of the earth is called Global Warming.  |

| Glossary          | Meaning   |
|-------------------|---|
| <b>Adaptation</b> | Adaptation refers to different activities and programs conducted accordingly to make living of own and community life easy and accessible in changing climate.          |
| <b>Mitigation</b> | Mitigation refers to the process or technology for minimizing the amount or ratio of Greenhouse gases in the atmosphere or the process of sequestration of those gases. |




**Worksheet 1: (The pictures reflecting the condition of Earth Warming due to Green House Gases.)**



### 1.2.Causes and Effects of Climate Change

|  |   |
|--|---|
| <b>Introduction</b><br> | This session has been designed with the aim of making participants able to identify the major causes of climate change and to make them able to understand their effects.   |
| <b>Objectives</b><br>   | <ul style="list-style-type: none"> <li>✓ Adolescents and youths will be aware of the causes of Climate Change.</li> <li>✓ They will understand about the direct and indirect impacts caused by Climate Change.</li> </ul> |
| <b>Skill</b><br>        | Creative thinking skill   |



|   |  |
|---|--|
| <b>Material</b>   | Meta card, Marker, Newsprint, Worksheet 2  |
| <b>Time</b><br><b>Time</b><br>   | 45 minutes   |
| <b>Process</b><br>  | <ul style="list-style-type: none"> <li>✍ Divide participants into seven groups for group work.</li> <li>✍ Provide meta cards and markers to the participants as necessary.</li> <li>✍ Make them clear that the group will discuss about the causes of climate change by human interventions, caused by natural phenomenon, and the impacts of climate change on agricultural sector, health sector, disaster sector, water resources, and bio-diversity sector.</li> <li>✍ Ask them to identify the impact of climate change at the global and national level.</li> <li>✍ Provide them with 15 minutes for Group work and presentation.</li> <li>✍ Make them clear using the Worksheet 2 provided to facilitators mentioning the causes and effects of climate change brought by participants from group work.</li> <li>✍ Show the video “The Dinosaurs Film with Neer Shah.” (For that, Search Google, go to Youtube, Type the name on it and open) Open and download it even from mobile following the process mentioned above. Discuss in group asking this question “What message does this video convey?”</li> <li>✍ Take opinions from participants asking the question “What things should we take care of by watching this documentary?”and tell its theme.</li> <li>✍ Ask if any participant has any new opinions and make clear about them.</li> </ul> |
| <b>Main Message</b>   | Climate change happens due to human and natural causes, and it makes direct and indirect impacts on our lives and livelihoods. We can be safe if we try to solve the effects identifying the causes caused by human beings.  |

## Instruction for facilitators

Prepare the essentials reference materials for conducting the session and study the reference materials before conducting the session.

### Worksheet 2: Causes and Effects of Climate Change

#### A) Causes of Climate Change

| Natural Cause  | Humanitarian Cause   |
|--|--|
| <ul style="list-style-type: none"><li>• Heat and light originated from the sun.</li><li>• Small pieces of dust originated from stars.</li><li>• Chemical reaction of atmosphere</li><li>• Reflection happened in atmosphere.</li><li>• Reflection happened from Geo and water level.</li><li>• Disruption of moving islands and continents</li><li>• Origin of mountains and growth in altitude.</li><li>• Pollution come out of Volcano</li></ul> | <ul style="list-style-type: none"><li>• Deforestation and green house gases produced by human beings.</li><li>• Gases emitted from industries and factories.</li><li>• Gases emitted from means of transportation.</li><li>• Gases emitted from the burning of firewood and biomass.</li><li>• Development construction</li><li>• Carbondioxide, NitrusOxide, Mithane gases emissions due to the industrial development.</li><li>• Forest fire and</li><li>• Misuse of chemical fertilizer, pesticides, and burning cattle dung.</li><li>• Use of luxurious goods like TV, Fan, Fridge, etc.</li></ul> |

#### B. Effects of Climate Change


- Rapid melting of ice from mountains
- Changes in rainfall pattern, raining time, and raining intensity.
- Torrential rainfall or no rain
- Outbreak of mosquito's even in hilly and mountainous areas.
- We can recognize climate changes happening from different instances like no production or reduced production of crop species that are continuously growing from the past in the same land, desertification of the grasslands of the high hills and mountains.












#### Effects realized and experienced in Nepal

| Effects on Agricultural Sectors   | Effects of Disaster   |
|---|---|
| <ul style="list-style-type: none"><li>• Difficulty in planting/transplanting crops due to the changes in rainfall pattern.</li><li>• Erosion, landslides, and flooding the fertile land caused reduced production and productivity of crops.</li><li>• Crop loss due to the emergence or infestation of diseases and pests.</li><li>• Lack of irrigation, increased drought hampered seed sowing and crop production.</li></ul> | <ul style="list-style-type: none"><li>• Swept way the land near the riverbank, landslides in hills.</li><li>• Inundation of land, flooding the settlements due to change in route by rivers in Terai, cutting on the riverbanks and drought, etc.</li><li>• Increased trend on the melting of ice in mountainous regions which is responsible for the outburst of the glacial lakes and tremendous loss and damage in lowlands.</li></ul> |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>Increased trend on the abnormal disasters, drought and other crisis.</li> </ul>   |
| <b>Effects on Public Health</b>  | <b>Effects on Water Resources</b>  |
| <ul style="list-style-type: none"> <li>Growth of the different diseases including Diarrhea and transferable diseases caused by mosquitos.</li> <li>Lack of safe and clean drinking water impacts infestation of water born diseases during flood and landslides.</li> <li>Early menstruation in adolescent girls and changes in the interval of the menstruation cycle.</li> <li>Increment of chronic obstructive pulmonary diseases.</li> </ul> | <ul style="list-style-type: none"> <li>Floods on the rivers originated from the mountain's regions due to the rapid melting of ice. For example, the possibility of the formation of rivers in the rainy season.</li> <li>Lack of the supply of drinking water and irrigation.</li> <li>Low production of electricity aggravates the situation of the crisis of energy.</li> </ul> |
| <b>Effects on Bio- diversity</b> <ul style="list-style-type: none"> <li>Extinction of the different species of flora and fauna due to the lack of adaptation based on changing environment.</li> <li>Effects on the natural habitat of flora and fauna due to the increased deforestation.</li> </ul>  |  |

## 2. Relationship between Human activities and Environment

|  |  |  |
|--|--|--|
| <b>Introduction</b><br> | This activity provides us with information about the relationship between the natural environment and human activities. The existence of life on earth is possible till we have the natural environment, but the natural environment now is in high risk. Green mindsets make us able to change behavior providing the knowledge and skills for the establishment of the environmentally friendly society. |  |
|  | <b>Contribution of Natural Environment</b>   | <b>Impact of Human beings on Natural Environment</b> |
|  | Clean environment  | Established town or settlement                       |
|  | Accessibility of water   | Deforestation for energy, wood                       |
|  | Living area  | Pollution of water reservoir                         |
|  | Soil for plant species   | Use of petroleum products                            |
|  | Availability of food   | Population growth                                    |
| <b>Objective</b>   | ✓ The session will provide the inherent relationship between the natural environment and human activities.   |  |

|   |  |
|---|--|
|    |  |
| <b>Skill</b><br>   | <ul style="list-style-type: none"> <li>• Problem solving skill</li> </ul>  |
| <b>Material</b>   | Worksheet 3, Meta card, Marker, Newsprint  |
|    | 60 minutes   |
| <b>Process</b><br><br> | <p> Ask participants in consideration of the relationship between the natural environment and human activities.</p> <p> Ask the question "Why do we require functional relationship between natural environment and human activities?" and note down the points on the newsprint presented by the participants.</p> <p> Divide all participants into four groups and provide the mini story of "Dhaniram" to each group and ask each group to present the story.</p> <p> Make them clear about the relationship between natural environment and human activities, its importance as well as its effects after the discussion on the story of "Dhaniram"</p> <p> Ask participants to tell the main message of the story.</p> <p> Make participants clear by asking and making them discuss based on the questions of quiz given on Worksheet 4 regarding the green jobs and green skills.</p> |
| <b>Main Message</b>   | Participants will understand the relationship between the natural environment and human activities and will be easy to choose and apply green skills and green jobs in their lives.  |

### Instruction for facilitator

Facilitators, before conducting this activity/session, will have to study materials and other essential Worksheets. Read the points written on meta-cards.

### Story of Dhaniram

#### Worksheet 3

There lived a rich man named "Dhaniram" in a village. He had a big garden of mangoes fruit and he used to earn money selling jam made of mangoes fruit. He used the firewood oven to make the jam from mangoes fruit. He used his private vehicle for transportation which produced a lot of smoke. The smoke coming out of the firewood oven and from his vehicle was polluting much to the environment.

People of his community would suggest 'Dhaniram' to use electric oven and to repair his car so that it would produce little smoke, but he would not listen to anyone.

One day, Chandan advised 'Dhaniram' not to chop down the trees, but Dhaniram didn't listen to him saying that no environment would be affected by chopping down the trees cut by him alone. This made Chandan think to change the behaviour of Dhaniram anyway. From next day, Chandan started dumping the waste come of his house in the garden of Dhaniram, and after two months, there was a huge pile of waste gathered in garden. Dhaniram remained in dilemma seeing the huge amount of waste dumped in his garden and saw Chandan dumping the waste there. He said to Chandan "why did you dump the waste in my garden?".Chadan replied that the waste he dumped didn't matter to that garden, trees were good. But Dhaniram didn't agree with Chadon and claimed that it damaged the soil and mango trees unable to fruit.

Chandan, reminding Dhaniram, said "just as the smoke of firewood oven and car will expand illness in the community affecting and damaging the environment similiarly, it will also affect the mango garden. This made Dhaniram aware, and he substituted the firewood oven with an electric one. He also repaired the car which produced little smoke. Chandan also stopped dumping the waste in his garden.

### Quiz related to Green Mindsets

#### Worksheet 4

1. What percentage of earth has been occupied by water? - **71%**
2. What is the percent of Oxygen gas found in air? - **21%**
3. What percentage of mobile phone can be reused? - **90%**
4. How long does it take to decay the goods made of glass bottle and goods made of plastic?  
- **4000 years and 1000 years**
5. How many trees can be preserved from recycling and reusing 100 kilograms of paper? - **17 trees**
6. What is the main cause of Landslides? - Deforestation or cutting of trees
7. What percentage of total land of the world has been occupied by forest area?  
- **30%**
8. How many trees should provide the Oxygen gas for the inhaling of oxygen gas for one person? - **4 trees**
9. Which is the country which produces the largest amount of Green House Gas?  
- **China**
10. What is the most noise polluting medium and how many percent of air pollution is caused by vehicle ? -**Jet plane and 14%**

*Source: Google*

## Reading materials for the session conduction

### Importance and Benefits of Green Mindsets, Green Jobs and Green Skills

- ✓ Green Mindsets, green skills or green jobs will help minimize the environmental effects and bring positive changes to it.
- ✓ It will help consume environment friendly goods and choose livelihood accordingly in the sustainable production and consumption for the attainment of the goal “Sustainable Production and Consumption.”
- ✓ It will help to minimize the effects of climate change and help communities to adapt on climate change.
- ✓ It will help capacity building to minimize the emission of Greenhouse gases.
- ✓ It will help in the formation of an economy without carbon.
- ✓ It will help to build sustainable capacity and create economic opportunities.
- ✓ It will teach the behavior for the low production of pollution and waste and help minimize carbon footprint.
- ✓ It will provide information about the benefits from the use of renewable energy.

### Interrelationship between Human Activities and Natural Environment






| Contribution of Natural Environment   | Impact of human beings on natural environment   |
|---|---|
| <ul style="list-style-type: none"><li>• Clean climate</li><li>• Accessibility of water</li><li>• Habitat</li><li>• Soil for plants</li><li>• Accessibility for food</li></ul> | <ul style="list-style-type: none"><li>• Establishment of towns or settlements</li><li>• Deforestation for energy</li><li>• Water reservoir pollution</li><li>• Use of petroleum goods</li><li>• Population growth</li></ul> |

### Some pictures of Environment Pollution





### 3. Concept of Green Mindsets, Green Skill and Green Jobs

|  |   |
|--|---|
| <b>Introduction</b><br> | <p>Green mindsets, Green Skills or Green Jobs are the close alternatives of the Sustainable Development Goals (Goal: 8: Decent Job, Goal: 12, Sustainable Production and Consumption and Goal: 13: Take urgent action to combat climate change and its impacts). Different organizations have defined green skills and green jobs differently based on their concept, vision areas of work and interest, etc. Besides, there is not a defined line that separates jobs (or businesses) that are, or are not, “green”. Different activities, production processes, production or services impact differently on the natural environment. Green mindset refers to the behaviours, policy, rules, lifestyles adopted by the related business, enterprises and public organizations centering on the environment and climate. Different types of transferable or technical skills are necessary to practice green jobs.</p> |
| <b>Objective</b><br>    | <ul style="list-style-type: none"> <li>✓ Participants will be aware of green mindsets, green skills, and green jobs.</li> <li>✓ Adolescents and youths will be able to select green skills and green jobs with intelligence.</li> <li>✓ Adolescents and youths will be able to use green mindset individually and in the related organizations and advocacy with the public institutions accordingly.</li> </ul>  |
| <b>Skill</b><br>      | <p>Self-awareness skill, Decision skill, Creative thinking Skill</p>  |
| <b>Material</b>  | <p>Newsprint Paper, Glue stick, Scissors, Marker, Meta cards, Worksheet 4,5,6,7</p>   |
| <b>Time</b><br>       | <p>60 minutes</p>   |
| <br><b>Process</b>    | <ul style="list-style-type: none"> <li>✍ Divide participants into groups as necessary.</li> <li>✍ Ask participants the questions “What is Green Mindset?” What are Green Skills?” and “What is Green Jobs?” and make them discuss in a group asking them to write on meta cards.</li> <li>✍ Make them present their conclusions among participants.</li> <li>✍ Worksheet 5: make participants to read the concept of green mindsets written on newsprint. Make them clear with examples.</li> <li>✍ Make them read the different concepts of green mindset and present examples.</li> <li>✍ Worksheet 6, ask them to read green skills written in the newsprint. Present examples.</li> <li>✍ Worksheet 7: make participants read the concepts related to green jobs.</li> </ul>  |

|                     |  |
|---------------------|--|
|                     | <p>✍ Make participants clear regarding the principles written on the newsprint chronologically giving examples.</p> <p>✍ Ask participants about green jobs and non- green jobs written on the newsprint and ask them in which category their job falls and congratulate them.</p> <p>✍ Make participants clear to participants why and how the jobs mentioned above are categorized as green and non-green jobs.</p> <p>✍ make them clear about three (economic, social, and ecological) dimensions of the sustainability of green skills and green jobs in points.</p> <p>✍ Make them present the possible green skills and green jobs available at the local level, making a list.</p> <p>✍ Summarize with the message that green skills and green jobs help achieve the Sustainable development Goal 8, Sustainable Development Goal 12, and Sustainable Development Goal 13.</p> |
| <b>Main Message</b> | <p>Participants learn and implement the skills and jobs that a) provisioned products or services that directly benefit the environment or b) production processes or service delivery mechanisms with reduced negative, or even positive, environmental impact., or c) help adapt to the effects of climate change. Similarly, participants will learn a Green Mindset that they are aware of the world's most challenging environmental problems, including climate change, and their impact, and they are motivated to take action to find solutions in their personal, professional, and civic lives.</p>   |

### **(Instruction/ Direction to the facilitator)**

The facilitator should do earlier preparation before conducting the session. The facilitator will have to facilitate those who are illiterate with the help of pictures or oral methods. Write down the three dimensions of Green Job, Geen Skill and Green Mindsets on the newsprint (i.e. Ecological, Economic and Social dimensions) and take it to the session.

### **Worksheet 5: Green Mindset**

- Green mindset refers to the actions including the acquisition of knowledge and skills about climate change and environment protection by Adolescents and youths, identification of problems, and solution measures to be taken for the reduction of the problems by individuals, associated institutions, and public services providers.
- From this, they can together make big environmental impacts with small actions in their daily lives. All those people having a green mindset help build prosperous, healthy, diverse, and progressive society for the future generation.
- Adolescents and youths contribute to thriving, healthy, diverse, and resilient communities for this generation and the next.
- Apart from this, they play an active role in the establishment of a green environment and to participate in discussion for sustainable change.
- Overall, this sort of mindset helps Adolescents and youths change the green economic system.



## **Worksheet 6: Green Skills and types**

### **Green Skills**

Green Skills consist of knowledge, abilities, attitudes, and behaviours needed for A&Y to access and perform Green Jobs, the realization of the acquisition of their rights, the opportunity to do the work with full of dignity and productivity, and their institutional life opportunities and the accessibility to fulfill their expectations and aspirations. This helps Adolescents and youths to choose and adopt sustainable consumption and livelihood.

### **Types of Green Skill**

- Transferable skills: life-skills
- Engineering and technical skills
- Technical and vocational Education and Training (TEVT)
- Green entrepreneurial skills
- Innovative skills
- Awareness and knowledge of environmental issues, impacts, and risks
- Knowledge of environmental rights.
- Marketing skills
- Advocacy and campaigning skills.
- Adaptability and transferability skills etc.

## **Worksheet 7: Green Jobs and Principles**

### **Green Job**

Decent Jobs, including self-employment and wage employment, which are accessible to adolescents and youths most impacted by inequalities and discriminations, contribute to the realization of their rights, promote gender equality and have the primary objective to preserve or restore the environment (including the climate) through a) the provision of products or services that directly benefit the environment or b) production processes or service delivery mechanisms with reduced negative, or even positive, environmental impact. Besides, jobs that help adapt to the effects of climate change are also considered Green Jobs. economic dimension, ; the social dimension, by promoting decent jobs and benefiting local communities; and the environmental dimension Green jobs have characteristics like creating jobs (in business/IGAs) that are realistic and profitable (Economic dimension), promoting decent jobs and benefiting local communities (Social dimension) and to have positive impact on environment (Environmental dimension)



### **Principle of Green Jobs**





1. Green Jobs are decent jobs,
2. Green Jobs include self-employment and wage-employment.
3. Green Jobs are accessible to vulnerable adolescents and youths most impacted by inequality and discrimination.
4. Green Jobs contribute to the realization of the rights of adolescents and youths.
5. Green Jobs promotes gender equality.
6. Green Jobs help preserve or restore the environment (and the climate).
7. Green Jobs help adapt to the effects of climate change.

## Worksheet 8: Classification of Green Skills and Green Jobs

| Green Skills and Jobs   | Non- green Skills and Jobs   |
|---|--|
| Making plates and bowls made of leaf and paper                                  | Plastic glass, plate, spoon, bag production  |
| Making pencils from the wastepaper  | Application of chemical fertilizer and pesticides  |
| Vermicompost  | Repairing and maintenance of diesel engines like transportation vehicles, generator, etc |
| Production of nursery of fruits, vegetables, and flowers (Multipurpose nursery) | Brick kiln using firewood  |
| Solar panel fitting training  | Gas or wood-based oven   |
| Making chocolate box from the waste papers                                      | Flexprint  |
| Small livestock and poultry farming   | Production of plywood  |
| Repairing and fitting of CFL- LED bulbs   | Random and unscientific collection of herbs  |
| Interlocked cement block, Cement Tile   | Road design and engineer for construction  |
| Making dry vegetables (Gundruk) and soyabean                                    | Furniture and wood business  |

## 4. Importance of Green Skills and Green Jobs

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| <b>Introduction</b><br> | <p>This activity makes clear of all the following questions “Why do we practice green jobs and green skills?”, “How does it benefit us”? “How can the green jobs and skills be implemented in our life?”</p>                               |
| <b>Objective</b><br>    | <ul style="list-style-type: none"> <li>✓ Participants will be aware of the importance of the green jobs and green skills.</li> <li>✓ They will be clear on the fact that green jobs and green skills are necessary in our life.</li> </ul> |
| <b>Skills</b>  | <ul style="list-style-type: none"> <li>✓ Green skills</li> <li>✓ Self-awareness skills</li> <li>✓ Creative thinking skills</li> </ul>  |

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| <b>Material</b>  | Worksheet 9, Meta card, Marker, Tape, Newsprint  |
| <b>Time</b><br>   | 90 minutes   |
| <br><br><b>Process</b> | <p>✍ Ask participants this question “What are green jobs and green skills?”</p> <p>✍ Ask them “Why do we need green jobs and green skills?” and note down their points on the newsprint.</p> <p>✍ Divide participants into four groups and make them discuss the following four headings. Provide them 30 minutes to discuss on it</p> <p>✍ i. Importance of green jobs and green skills</p> <p>✍ ii. Possible green jobs and green skills in the local context</p> <p>✍ iii. Contribution of green skills and green jobs on economy and</p> <p>✍ iv. Contribution on the sustainability of the green job.</p> <p>✍ Make participants present based on each group and award bonus points based on presentation. While awarding mark, award 50 marks to very good, 40 marks to good, 30 marks to the average and 20 marks to the general. 30 marks will be taken as the pass mark.</p> <p>✍ This session will provide participants the following achievements:</p> <ul style="list-style-type: none"> <li>✓ It will provide know-how on green jobs and green skills.</li> <li>✓ Participants will be able to initiate green job/business by getting this knowledge.</li> </ul> <p>They will contribute to the green economy getting the green skills.</p> |
| <b>Main Message</b>  | Participants will understand the importance of green jobs and green skills and the application of green skills in our life.  |

### Instruction for the Facilitator

Before conducting this activity/session, facilitator should study the reading materials and other Worksheets related to this session. Read out the things written on meta cards.

### Worksheet 9: Game related to the importance of the green jobs and green skills

#### Introduction: Importance of green job and green skills

#### Process:






1. Make participants discuss on the following four headings by dividing them into four groups. Provide 30 minutes for the preparation.
  - Importance of green jobs and green skills
  - Possible green jobs and green skills in the local context
  - Contribution of green skills and green jobs on the economy



- Contribution on the sustainability of job
- 2. Make each group present the findings of the group work and award mark based on presentation. While awarding marks, provide 50 marks for very good, 40 marks for good, 30 marks for the average and 20 marks for the general. 30 marks will be assumed to be the pass mark.

**This exercise will provide participants the following achievements:**

- ✓ Increased learning on the importance of green jobs and green skills
- ✓ Participants will be able to do the green job by getting the knowledge and skills in future.
- ✓ Participants will contribute to the environment and economy acquiring the skills and training about green job.

## 5. Mapping of green jobs and green skills, Brainstorming and Prioritization

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| <b>Introduction</b><br> | Participants will identify the possible green jobs and green skills that are relevant in their context. Additionally, they learn on mapping and prioritization of green jobs and green skills at the end of this session.   |
| <b>Objective</b><br>   | <ul style="list-style-type: none"> <li>✓ They will be aware of the possible green jobs and green skills</li> <li>✓ They will be able to do the mapping exercise of the possible green jobs and green skills for prioritization.</li> <li>✓ They will be able to prioritize the green jobs in their area.</li> </ul>   |
| <b>Skill</b><br>      | <ul style="list-style-type: none"> <li>➤ Green skills</li> <li>➤ Ability and skill for decision</li> <li>➤ Creative thinking skill</li> <li>➤ Critical thinking skill</li> </ul>  |
| <b>Material</b>  | Worksheet 10, Metacard, Marker, Tape, Newsprint   |
| <b>Time</b><br>       | 120 minutes   |
| <b>Process</b><br>    | <ul style="list-style-type: none"> <li>✍ Participants will be focused on possible green jobs and green skills.</li> <li>✍ Participants will be oriented on the mapping, brainstorming, and planning in formulation of the possible green jobs and green skills by Scavenger hunt game, dividing them into four groups.</li> <li>✍ Make it clear about the reason for choosing those jobs and their possibilities.</li> <li>✍ Ask them to tabulate the green jobs and green skills that they listed above.</li> <li>✍ The entire process and description of the Scavenger game has been explained in Worksheet 10.</li> <li>✍ Provide a printed copy of the story of the "Sinja Village for each group and ask them to discuss the story.</li> </ul> |

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|                     | <p> Make them discuss on the story explained in Worksheet 11 (Story of green jobs of “Sinja Village”) after the discussion of the story of green job of “Sinja Village.”</p> <p> The entire description of the story of the green job of “Sinja Village” has been explained on Worksheet 11.</p> |
| <b>Main Message</b> | Participants will be able to do mapping, brainstorming, and prioritizing the green jobs and green skills providing the information about the possible green jobs and green skills.   |

### Instruction/Direction for Facilitator

Before conducting this activity /session, facilitator should study the reading materials and Worksheets . Read out the things written on meta cards.

## Worksheet 10: Scavenger Hunt Game

### Introduction

This is the collaborative game on mapping, brainstorming, and prioritizing of the possible green jobs and green skills.

### Objective

Scavenger hunt game helps participants to encourage for introducing the possible jobs in the local level and to identify th potential green jobs and green skills that best suits to them.

### Process

- Divide the participants into 4 groups and ask each group to enlist a potential green job in the area. Ask them to mention as many names as possible of green jobs .
- Ask participants to read and describe the table of green jobs after the work of Scavenger hunt.
- Inform them about the eco-friendly and sustainability of green jobs in presentation and group discussion.
- Through the medium of the game, participants will contribute to the formation of green jobs and the economy acquiring knowledge and skill about different green jobs and green skills.

## Worksheet 11: Story of green job of “Sinja Village”

Youths in a village of the Karnali province named “Sinja” were struggling hard for income generation. Most of them used to go to India for daily wage labour. One day, the youths gathered in the village and discussed the potential green jobs and green skills and discussed the opportunities.

They discussed widely the challenges and opportunities of green jobs in the village with the potential environmental effects when starting the green jobs/enterprises. After discussion, they became very happy to hear that green jobs contribute to fulfilling the necessity of the community and for the protection of environment and became committed to continue green jobs. They decided to conduct green jobs themselves even in “Sinja” observing the green jobs/enterprises established in the nearby village and acquiring knowledge from there. They agreed to produce organic vegetables due to the viability of irrigation facility and sell the produce (fresh vegetables) to the nearby market area and distant market at Surkhet as well. It was decided to collaborate with the nearby cooperatives for marketing.

Finally, the members expanded their organic vegetable production group enterprises. They adopted this climate friendly, environment protecting, decent job oriented, locally available resource base, income generating, local context specific organic vegetable farming that is acceptable in the society. The group moved ahead collaborating with community people, ward authorities and local level.

The group, in the coordination and support of the community, moved forward the planning of organic vegetable farming scheme making professional planning along with the budget of municipal council. The group sold high quality organic vegetables - that is produced by adopting sustainable production practices, in the local market and provincial market. Thus, organic vegetable farming contributed a lot to the local economy creating green jobs for youths. This contributed on building relationship among producers, local market, provincial level market, and consumers.

Now, the income of local level has increased creating the job from organic vegetable farming. This entire activity has contributed additionally to the improvement of the environment, practice of sustainable activities and in the natural beauty. The successful story of the the organic vegetable farming of “Sinja village” has contributed to poverty alleviation, reformation of environment and social impact working as a model of illustration for other community.

### Topics for discussion

1. What things did you learn from the story of “Sinja” village?
2. How does the story of “Sinja” village help for the choice of green jobs and green skills?
3. How does organic vegetable farming help for the protection of environment from the story of “Sinja” village?

### References for the facilitation of the sessionModels of green jobs







| S. N. | Green jobs and green skills                              |
|-------|--|
| 1.    | Vermi compost production/training                        |
| 2     | Flowers, fruits, and vegetables nursery raising/training |
| 3     | Pisciculture   |
| 4     | Organic vegetable farming/training                       |
| 5     | Solar panel fitting /training                            |
| 6     | Local poultry farming                                    |
| 7     | Goats farming  |
| 8     | Pig farming  |
| 9     | Enterprises of plates and cups made of leaves            |
| 10    | Broom grass farming                                      |
| 11    | Ginger farming   |
| 12    | Ginger candy production enterprises                      |
| 13    | Turmeric farming and turmeric powder production          |
| 14    | Common quail birds farming                               |
| 15    | Pickle making enterprises                                |

### Fundamental criteria for the prioritization of Green Jobs

1. Environmental protection job
2. Job minimizing the effects of climate change or adaptation to it.
3. Socially acceptable jobs
4. Decent jobs or profitable jobs

5. Jobs based on local resources.

## 6. Climate friendly consumer

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| <b>Introduction</b><br>   | <p>This training session provides information about the role of climate friendly consumers in the sustainable protection and promotion of the environment. This helps climate friendly consumers about what things to buy and whether they are environmentally friendly or not and helps to choose them accordingly with full awareness. It also helps climate friendly consumers to minimize environmental pollution and encourages them to adopt the activities that bring sustainability to business.</p>   |
| <b>Purpose</b><br>  | <ul style="list-style-type: none"> <li>✓ Participants will be aware on the importance of climate friendly consumers.</li> <li>✓ They will acquire the related knowledge about minimizing carbon footprint and environment protection.</li> </ul>   |
| <b>Skill</b><br>  | <ul style="list-style-type: none"> <li>• Green skills</li> <li>• Creative thinking skill</li> <li>• Analytical thinking skill</li> </ul>   |
| <b>Material</b>  | <p>Worksheet 12, Meta card, Marker, Tape, Newsprint</p>  |
| <b>Time</b><br>   | <p>90 minutes</p>  |
| <br><br><b>Process</b> | <ul style="list-style-type: none"> <li>✍ Orientation on carbon footprint to the participants.</li> <li>✍ Divide participants into four groups and ask each group to prepare a list of consumable items. Ask group 1 to prepare the list of clothes, to prepare the list of food items to group 2, to prepare the list of electronic goods items to group 3, and to prepare the list of the names of household appliances to group 4.</li> <li>✍ Ask them to draw the possible weightage of carbon footprint of consuming goods enlisted in the table. (With the help of carbon footprint calculator)</li> <li>✍ Provide additional resources, notices and alternatives to participants and discuss in group about how to minimize in carbon footprint by changing the choice of consumers in a sustainable way. Also provide information that even an individual can also contribute for the protection of environment.</li> <li>✍ Climate friendly games will help consumers in the sustainable choice of the application of consuming goods developing the creative thinking about carbon footprint. Also, it will help in minimizing the production of carbon by changing the behaviour of the consumption of goods.</li> <li>✍ The entire process and description of climate friendly consumer game has been explained on Worksheet 13.</li> </ul> |

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|                     | <p>✍ Provide the story of “Sundar Nagari” village to each group and ask them to discuss in group.</p> <p>✍ Make them discuss and interact on the subject matters of the story in the form of question answer.</p> <p>✍ The entire description of the “Sundar Nagari” village has been explained on Worksheet 12.</p>  |
| <b>Main Message</b> | <p>Climate friendly consumers should know about what things to buy and should choose the production and services considering whether they are environment friendly or not in the protection and promotion of environment. The wastage in the food items can be minimized purchasing and storing the food items that one needs. The outer layer of food items and other unnecessary goods can be used in making compost. The main message of this session is to assist in environment friendly goods and services renewable energy, waste management, to encourage the goods produced which can be recycled and to provide the information about the use of public transportation for minimizing the carbon footprint.</p> |

### Direction/ Instruction for the facilitator

Facilitator, before conducting this session, will have to study this materials and Worksheets related to the operation of session. Read out the points written on meta cards.

### Objective

The aim is to develop the habit in the consumption of goods that produce little emission of carbon footprint on participants and to bring minimization on the emission of carbon footprint in a sustainable way. And to encourage sustainable and environment friendly activities in the process of the production of goods. This will help consumers in purchasing environment friendly goods and help develop creative thinking in the process of selection from the medium of this game.

### Process

- Divide participants into 4 groups and ask them to make a table of consumable goods. Ask 4 groups to make the list of clothes, food items, electronic goods, and household appliances respectively.
- Ask them to calculate the possible weightage of carbon footprint of the consumption goods enlisted in the table.
- Provide participants the additional resources, notices and alternatives and make them discuss how the use of carbon footprint can be minimized by changing the preference of consumers in a sustainable way. Provide the information that even an individual can contribute for the protection of environment individually.
- Environment friendly consumer game will help in sustainable choice developing the creative thinking of consumers about carbon footprint. And it will help reduce in carbon footprint changing the behaviour of the consumption of goods.

### Worksheet 12: Short story of “Sundar Nagari Village”

Once upon a time, there was a village named “Sundar Nagari”. People of that village were conscious and active on the matters of environmental protection, green jobs, and the



reduction of carbon footprint. Once, the Ward Chairperson of the “Sundar Nagari village” decided to provide the training in consideration to the matter of the importance of climate friendly consumers to the people of “Sundar Nagari Village”. He informed to provide the concerned knowledge and skills about renewable energy, environment friendly transportation, waste management and the protection of the source of water in the training.

In the first session, the information about the importance of renewable energy and wind energy and how the dependency on petroleum operated machineries can be reduced from the application of renewable energy, was provided.

In the second session, the information about the use of public transportation and on foot walking can be used as the alternative of air transportation and private vehicle to reduce the footprint in carbon emission, was delivered.

In the third session, the information based on the idea of making compost from the decomposable wastes come out of houses and community level and idea of Recycling those non- decomposable waste was provided. Information on the idea of the growth of organic production in the home garden by using compost fertilizer was also provided. In the fourth session, the information related to the matters regarding why to protect water sources? How to protect it? and the method of utilizing water resources were provided. The information on the idea of planting trees near to the source of water and planting drought tolerant crops species was also discussed.

Thus, people of “Sundar Nagari” village got the information about the importance of environment friendly consumers and how the environment can be protected changing the activities of daily lives and in the long run promotion of green jobs and green skills.

### **Questions**

1. What is the name of the village about the importance of climate-friendly consumers ?
2. What did Ward Chairperson provide training about to people?
3. What knowledge and skills were provided in the training? To what subject matters ?
4. Write the advantages of renewable energies like solar energy and wind energy ?
5. Write down the name of environmentally friendly means of transportation alternative to air transportation and private vehicle ?
6. What are the advantages of decomposable waste and recycling wastes ?
7. What are the potential measures for the protection of the source of water ?
8. What did people of “Sundar Nagari” feel after the training ?
9. How will people of “Sundar Nagari” contribute to the protection of environment by changing the daily activities in their lives ?
10. What message did you learn from the story of “Sundar Nagari”?

### **Supportive reading materials for training facilitation**

#### **Role of climate friendly consumers**

Climate friendly consumers play a significant role in the sustainable protection and promotion of the environment. Climate friendly consumers should choose the goods consciously regarding what to purchase and whether production/services are environment friendly or

not. Climate friendly consumers help to reduce environmental pollution and encourage to adopt sustainable business activities. Climate friendly consumers will help in the protection of environment in the following ways:







1. **Reduction in the wastage of food items and damage:** Consumers can reduce from the wastage of food items purchasing only the food produced by green enterprises they need and storing it properly. The household waste and other unnecessary goods can be used for making compost.
2. **Production and application of green production and Service:** Consumers produce using the environment friendly goods like renewable energy, waste management, recycling goods that help in ecofriendly production.
3. **Use of environment friendly transportation means:** Environment and climate friendly consumers contribute by using public vehicles and on foot walking for the reduction of carbon footprint. They reduce the use of air transportation.
4. **Selection of Green production and Environment friendly production:** Consumers will choose the production with minimal packaging as well as the products that use renewable energy in the production process for goods and services.
5. **Reduction in the consumption of energy:** Environment friendly consumers will produce and create service consuming the minimal amount of energy. They will put out the lights in unnecessary time and use electric goods that consume minimal energy.
6. **Providing information on the protection and promotion of the environment:** Environment friendly consumers develop products and services by utilizing minimal amount of energy. They will put out the lights in unnecessary time and use electric goods that consume little energy.

#### **Reading materials related to Carbon Footprint**

Carbon footprint refers to the volume of green house gases, such as carbon dioxide, methane, nitrous oxide, and other gases.

- Consuming a maximum of plant-based foods (fish and meat-based foods produce large amounts of greenhouse gases).
- Consuming organic foods and seasonal foods. (Pollution caused during transportation and post-harvest losses during transportation are reduced from this technique that result in the reduced carbon emission).
- Using bags and appliances that can be recycled while storing the foods after purchasing.
- Reducing the volume of carbon emission by utilizing waste foods.
- Purchasing and using clothes that have quality and long durability. (Not purchasing clothes with cheap price and can be damaged soon).
- Purchasing and using clothes which can be recycled.
- Using cold water to wash and clean clothes.
- Not purchasing the goods with huge amount of packaging and only purchasing and using the goods which have little packaging.
- Purchasing and using electrical goods which consume little energy.
- Using CFL bulbs at home (instead of high energy consuming bulbs)
- Switching off electrical goods apart from the necessity.
- Using public transport vehicles and on foot walking, if possible.

## 7. Key steps for clean environmental steps

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| <b>Introduction</b><br>   | <p>We use various types of goods in our daily lives. We throw many items indiscriminately using it once considering that they are useless which causes environmental pollution and the misuse of resources. It is necessary for us to develop the habit of savings goods by recycling them from the exploitation of resources. This activity develops our skill of the multiple use of goods present in our surroundings.</p>  |
| <b>Purpose</b><br>  | <ul style="list-style-type: none"> <li>✓ Participants will be able to make a list of those appliances which are wasted from the appliances we use in our daily lives.</li> <li>✓ They will develop the habit of saving goods by recycling them which become wasteful.</li> </ul>   |
| <b>Skill</b><br>  | <p>Green skill</p>   |
| <b>Material</b>  | <p>Worksheet 13, scale, pencil, sign pen, newsprint, glue stick, gum, thin thread, newspaper</p>   |
| <b>Time</b><br>   | <p>60 minutes</p>  |
| <b>Process</b><br><br> | <ul style="list-style-type: none"> <li>✍ Divide participants in groups in an inclusive way.</li> <li>✍ Ask them to make a list of those things which are wastages from the goods we use in our daily lives i.e. bark of foods, corns husks, corn stalks, eaves, plastic bags brought from the market while buying goods, boxes with goods, papers used while packing goods, water bottles etc. discussing in group.</li> <li>✍ Give newsprints, sign pen and scale to groups after making a list. Show the table prepared by you regarding use of wast materials in the newsprint and ask them to prepare a similar type of table and show the sample that you have made from the wastage.</li> <li>✍ Ask them to analyze the names written earlier in the table.</li> <li>✍ Ask them to present the table of analysis they have done in turn.</li> <li>✍ Request participants to bring any one material made from wastages while coming in the next day.</li> </ul> |
| <b>Main Message</b>  | <p>We need to manage waste by adopting 6-R approach. It develops the habit of being economical, saving, using less, thinking before use, reducing use, using by repairing the goods if possible. This develops the skill of saving and the multiple use of goods. Similarly, professional skills</p>   |

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|  | can be developed conducting the social enterprise from the waste materials. |
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### Direction/Instruction for facilitator

While conducting this activity, follow the processes given above. Ask to make the materials who are useful from the waste materials.

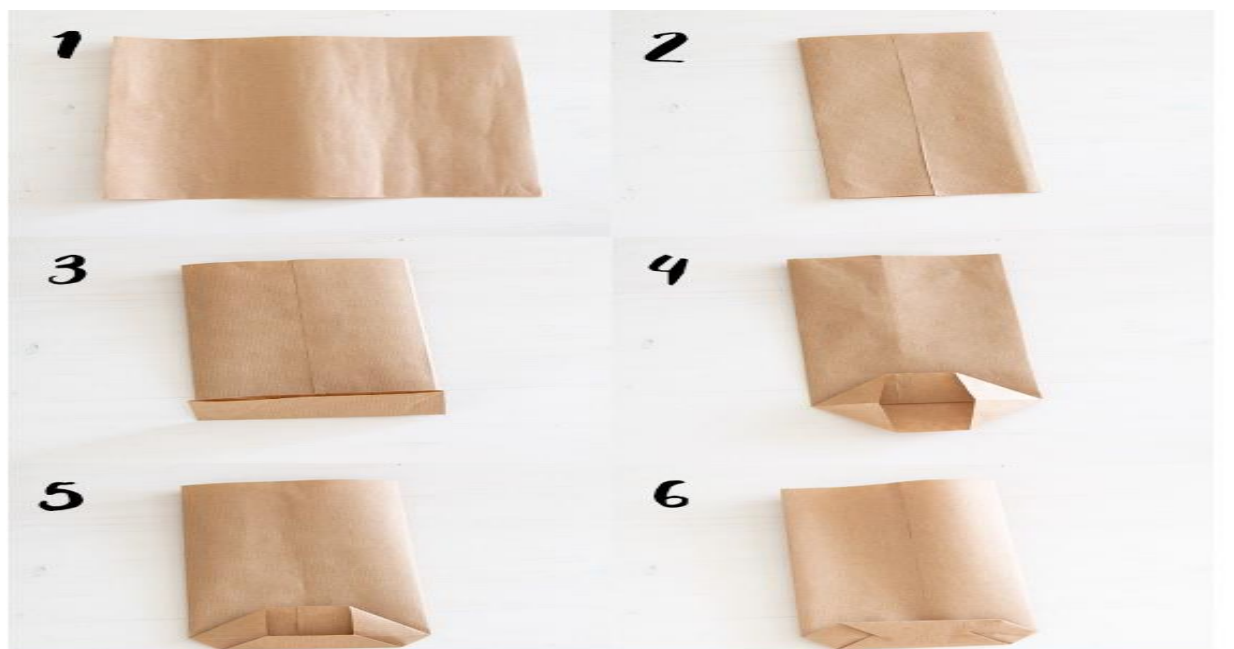
### Worksheet 13: Clean Environmental Step

| S.N | Name of materials being wasted | (Reduce) Materials which can be used less | (Repair) materials which can be repaired | (Reuse) materials which can be reused | (Recycle) Materials which can be recycled | (Refuse) Materials which can refused | (Rethink) Materials which can be reconsidered |
|-----|--------------------------------|---|--|---------------------------------------|---|--------------------------------------|---|
|     |                                |   |  |                                       |   |                                      |   |
|     |                                |   |  |                                       |   |                                      |   |
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- ❖ **Reduce:** Reduce the volume/amount of use of those materials that help to save money, resources, and protect the environment.
- ❖ **Repair:** Bring into use by maintaining goods if they are damaged
- ❖ **Reuse:** Bring into use frequently to the goods used. For example, reusing the plastic bags used once without wastage.
- ❖ **Recycle:** Making the same goods or materials recycling the wasted materials.
- ❖ **Refuse:** Refuse those goods and materials which we don't need, and which affect human beings and the environment. Let's not use that sort of material.
- ❖ **Rethink:** While using any goods, think about such products.
- ❖ What happens if you don't use it? And whether we can use any other energy, power, source, and goods instead of those.

For example, the bag can also be made from paper.



## 8. My Environment, My Responsibility

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| <b>Introduction</b><br> | <p>The environment around us is getting degraded day by day. This activity aims to be familiarized the questions like “What is Environment?”, “How is the environmental condition worsening?” What is the responsibility of everyone for the protection of environment?” and to encourage for the realization of own responsibility to identify the condition of environment and to maintain cleanliness. In this training, participants will identify the types of wastage and the role of individuals and communities for the waste management.</p> |
| <br><b>Purpose</b>      | <ul style="list-style-type: none"> <li>✓ Participants will be able to identify the condition of environmental sanitation.</li> <li>✓ <b>Concept of environmental sanitation and its management:</b> Participants will learn to maintain the environmental sanitation by reducing the amount of waste, reusing the waste, and recycling them used once.</li> </ul>   |
|  <b>Skill</b>           | <p>Cognitive skill, self- awareness skill, creative thinking skill</p>  |
| <b>Material</b>  | <p>Board, Marker, Chart Paper, Worksheet 14</p>   |
| <b>Time</b><br>         | <p>90 minutes</p>   |

## Process



- ✍ Write down the title “Environment and Sanitation” on the board and ask participants what they understand about it.
- ✍ Orient the concepts of environmental sanitation.
- ✍ With the help of pictures explain about the types of waste, the concept of waste management- reducing the amount of the production of waste, reusing them, and the idea of using the waste again once used through the process of recycling.
- ✍ Divide participants into five groups.
- ✍ Provide each group with two pieces of newsprint, two types of markers (red and green) and some meta cards.
- ✍ Ask each group to write down the factors affecting environment on newsprint with red markers and our role to protect the environment with green markers.
- ✍ Ask each group to present their group work and ask them to discuss if there are any questions.
- ✍ Make them clear about the factors affecting environment and our responsibilities for the protection of environment.
- ✍ At last, Show the audio video material regarding “My Environment, My Responsibility” from the related link below. This video, for the facilitators, can be given in pen drive.
  - <https://www.youtube.com/watch?v=KQrrPjZ-Dw4&pp=ygVVCV29ybGQgRW52aXJvbm1lbnQgRGF5IDlwMTkgX0p1bmUgNSBfQW5pbWF0ZWQgdmlkZW8gYnkgVllgQW5pbWF0b3Jz>
  - <https://www.youtube.com/watch?v=XyjTwZq7mnM&pp=ygUmUmVzcG9uc2liaWxpdkHkgdG8gY29uc2VydmlUgZW52aXJvbm1lbnQ%3D>
  - <https://www.youtube.com/watch?v=2mypUP0yny4&pp=ygUUYWRkIGZvciBmdWVsiHNhdmluZyA%3D>
  - <https://www.youtube.com/watch?v=0JGk-xsTaZQ>
  - <https://www.youtube.com/watch?v=JaSe85Mcwp0&t=2s>

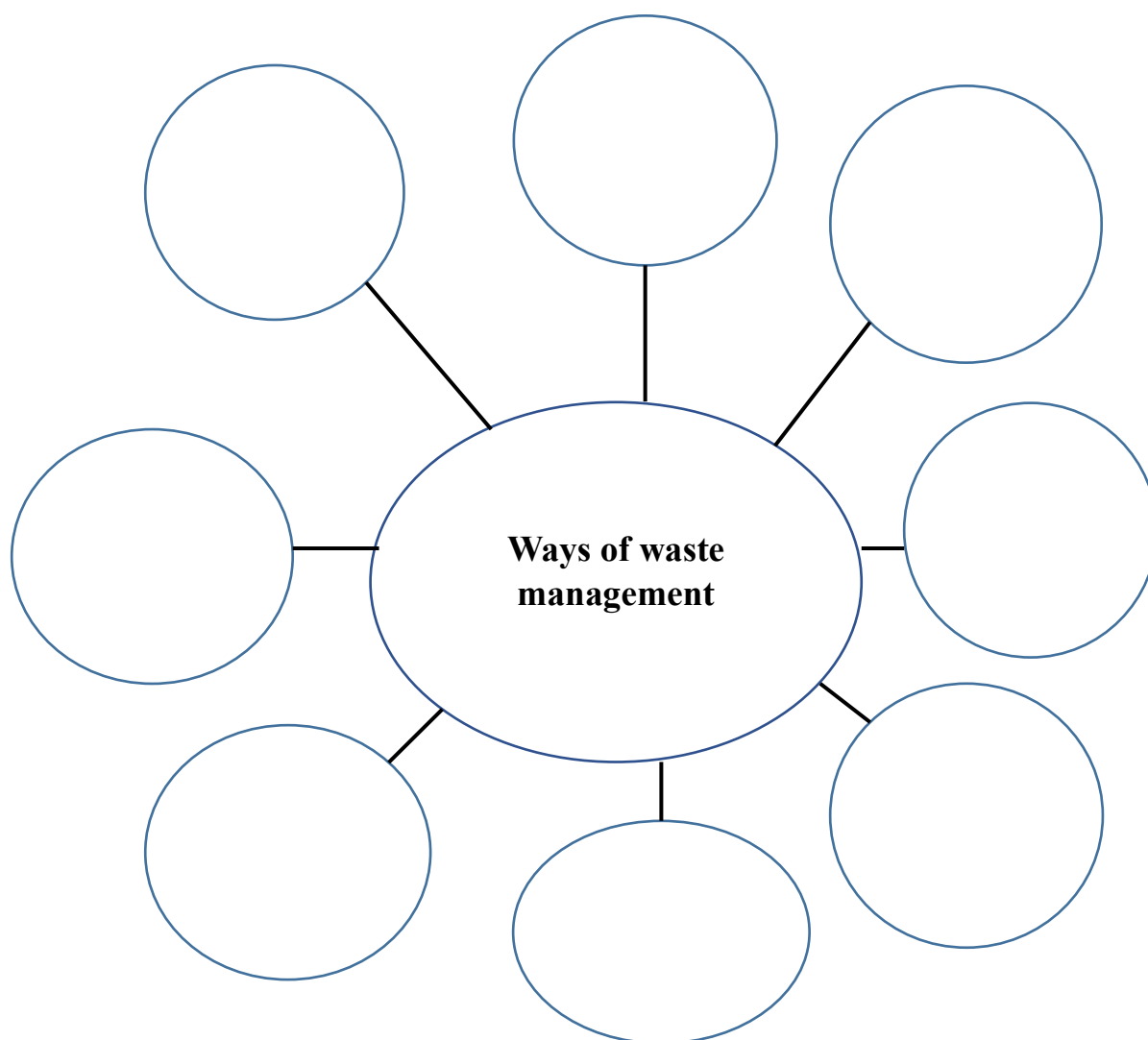
| <b>Main Message</b>   | <p>Environment means the ambience or atmosphere around us, and it is the habitat of all creatures. Life process/cycle runs through the consumption and utilization of resources of living and nonliving beings existed in the nature which fulfils every necessity of creatures that they need. The condition of the environment is worsening day by day and it has added threat in world.</p> <p>Just as we all have role to worsen the nature, similarly, it is also our responsibility to make it beautiful. Waste is any unnecessary and useless matter/material. Many different diseases are caused due to pollution. It also originates the danger in the existence of biological creatures. There are two types of waste including decomposable and non-decomposable. The appropriate methods for the management of waste nowadays: reducing, reusing, and recycling.</p> <table border="1" data-bbox="395 645 1417 1122"> <thead> <tr> <th data-bbox="395 645 703 763">Types of environment pollution</th><th data-bbox="703 645 1417 763">My responsibility to protect environment</th></tr> </thead> <tbody> <tr> <td data-bbox="395 763 703 1122"> <ul style="list-style-type: none"> <li>➤ air pollution</li> <li>➤ soil pollution</li> <li>➤ sound pollution</li> <li>➤ water pollution</li> <li>➤ radiation pollution etc.</li> </ul> </td><td data-bbox="703 763 1417 1122"> <ul style="list-style-type: none"> <li>➤ I will plant many trees.</li> <li>➤ I will utilize water appropriately.</li> <li>➤ I will use plastic a little, I will not throw it anywhere and will not burn it.</li> <li>➤ I will not waste paper.</li> <li>➤ I will follow/ adopt the principle “Let’s walk on foot if it is near”.</li> <li>➤ I will reuse the waste materials.</li> <li>➤ I will not burn the fire indiscriminately.</li> </ul> </td></tr> </tbody> </table> | Types of environment pollution | My responsibility to protect environment | <ul style="list-style-type: none"> <li>➤ air pollution</li> <li>➤ soil pollution</li> <li>➤ sound pollution</li> <li>➤ water pollution</li> <li>➤ radiation pollution etc.</li> </ul> | <ul style="list-style-type: none"> <li>➤ I will plant many trees.</li> <li>➤ I will utilize water appropriately.</li> <li>➤ I will use plastic a little, I will not throw it anywhere and will not burn it.</li> <li>➤ I will not waste paper.</li> <li>➤ I will follow/ adopt the principle “Let’s walk on foot if it is near”.</li> <li>➤ I will reuse the waste materials.</li> <li>➤ I will not burn the fire indiscriminately.</li> </ul> |
|---|---|--------------------------------|--|---|--|
| Types of environment pollution  | My responsibility to protect environment  |                                |  |   |  |
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#### Instruction/Direction for Facilitator

Prepare reference materials for the conduction of this session. Explain the concept of environmental sanitation. Orient participants to manage waste using the methods of reducing, reusing, and recycling.







## Worksheet 14: Waste Management

**Note:** Write the ways of protecting environment through brainstorming





## 9. Our Commitment for Environment Friendly Community

|  |   |
|--|---|
| <b>Introduction</b><br>   | <p>Community is ours; we need to protect and promote it. We need a joint effort from our own state for the protection of it. Every activity should be environmentally friendly and our service, production, trade should also be in a way that doesn't affect the environment.</p>  |
| <b>Purpose</b><br>  | <ul style="list-style-type: none"> <li>✓ Participants will get the information that the activities which don't affect the environment should be chosen.</li> <li>✓ I, my institution/occupation and all the members of my community will fix at least five activities that protect the environment.</li> </ul>  |
| <b>Skill</b><br>  | <p>Green skill</p>  |
| <b>Material</b>  | <p>Worksheet 15, scale, pencil, sign pen, newspapers, newsprint, glue stick or gum</p>  |
| <b>Time</b><br>   | <p>60 minutes</p>   |
| <b>Process</b><br><br> | <ul style="list-style-type: none"> <li>✍ Divide participants into five groups in an inclusive way.</li> <li>✍ Ask each group to note down the environmentally friendly activities on the paper.</li> <li>✍ Ask one group to present the activities that noted and take feedback from other groups respectively.</li> <li>✍ Take at least five commitments from each participant to make them environmentally friendly.</li> </ul> |
| <b>Main Message</b>  | <p>Every participant in his/her own, his/her associated institution or in his/her occupation should start environmentally friendly activities and manage appropriately if those types of activities are not possible.</p>   |

### Instruction/Direction for facilitator

Identify the environmentally friendly activities while conducting this session. Make clear to those who are illiterate orally.

**Worksheet 15: I, My occupation, or Our institutional Commitment**

| <b>Activities</b> | <b>Time Duration</b> | <b>Responsibility</b> |
|-------------------|----------------------|-----------------------|
|                   |                      |                       |
|                   |                      |                       |
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