REPORT

POWER 4 AY GREEN MINDSET TRAINING MANUAL

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Save the Children

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Cover Photo: Bhoj´s Vegetable Garden. Save the Children Nepal

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CONTENTS

SESSION OVERVIEW

GREEN MINDSET TRAINING MANUAL

The Green Mindset Training Manual consists of 15 Sessions. Each session can be adapted and modified to fit varying contexts. Times and activities are suggestions and can be modified. Each session is correlated to a competency(s) in the Green Mindset Framework Toolkit.

SESSION OVERVIEW

SESSION 1 Concepts of environmental sustainability (3 hours)

SESSION 2 Environmental Impact and risk, its causes and the sustainability criteria (1 hour 40 minutes)

SESSION 3 Understanding Environmental Challenges, Causes and Consequences and how I make an impact (3 hours 15 minutes)

SESSION 4 Understanding the 3 dimensions of sustainability (1 hour 15 minutes)

SESSION 5 What are Green Skills? (45 minutes)

SESSION 6 Treating life on earth with dignity and respect (2 hours 30 minutes)

SESSION 7 Climate mitigation and adaptation (1 hour 45 minutes)

SESSION 8 The role of technology and nature-based solutions (1 hour 15 minutes)

SESSION 9 Personal Motivation and Commitment and taking Action at the personal level for a sustainable future (1 hour 15 minutes)

SESSION 10 Community minded and sense of interconnectedness (3 hours 15 minutes)

SESSION 11 What is a Conscious Consumer? (1 hour 45 minutes)

SESSION 12 Become an environmental champion (2 hours 5 minutes)

SESSION 13 Green Mindset in Work and Business (1 hour 25 minutes)

SESSION 14 Understanding the Green economy and my role in it (3 hours 5 minutes)

SESSION 15 Developing traits of a green entrepreneur (1 hour 25 minutes)

SESSION 1 CONCEPTS OF ENVIRONMENTAL SUSTAINABILITY

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Youth are introduced to the topic. Perform an energizer.	15 MINUTES	N/A
ACTIVITY 1 ENVIRONMENTAL CONCEPTS	Youth will review key environmental concepts that will assist their understanding of the module.	60 MINUTES	Markers, Flipchart
ACTIVITY 2 DRAW YOUR ENVIRONMENT	Youth draw pictures of the natural elements in their environment	15 MINUTES	Markers, Flipchart
ACTIVITY 3 WEATHER AND CLIMATE	Differentiate between weather and climate.	40-60 MINUTES	Markers, Flipchart
ACTIVITY 4: WHAT IS A GREEN MINDSET?	Explain what it means to have a green mindset and why developing a green mindset is important.	20 MINUTES	Markers, Flipcharts
REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

SESSION 2 Environmental Impact and risk, its causes and the sustainability criteria

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Review the objectives of the session. Review the definition of environmental impact	10 MINUTES	N/A
ACTIVITY 1 WHAT IS ENVIRONMENTAL IMPACT AND RISK?	Differentiate between positive and negative environmental impact	45 MINUTES	Markers, flipcharts
ACTIVITY 2 CAUSES OF ENVIRONMENTAL IMPACT	Identify the causes of environmental impact	20 MINUTES	Markers, flipcharts
ACTIVITY 3 WHAT IS THE SUSTAINABILITY CRITERIA?	Define the sustainability Criteria	15 MINUTES	Markers, flipcharts
REFLECTION AND CLOSING	Youth reflect in their workbooks on the day's session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

SESSION 3 Understanding Environmental Challenges, Causes and Consequences and how I make an impact

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Youth are introduced to the topic. Perform an energizer. Review what was learned in the previous session.	15 MINUTES	N/A
ACTIVITY 1 ENVIRONMENTAL PROBLEMS AND CHALLENGES	Understand global and local environmental problems, its causes and consequences. Review some of the UN Sustainable development goals and identify the	60 MINUTES	Markers, Flipchart, print outs for SDG posters, tape, journals or

	environmental problems and challenges the goals address.		notebooks for each participant
ACTIVITY 2 WHAT IS CLIMATE CHANGE?	Define climate change and review examples of climate change. Understand the greenhouse effect and causes of human-induced climate change. Explore how climate change may have already impacted the community.	20 MINUTES	Markers, Flipchart
Activity 3: HAZARD MAP	Identify hazards caused by extreme weather and discuss how this impacts communities	30 MINUTES	Markers, Flipchart, Hazard cards handout
ACTIVITY 4 ECOLOGICAL FOOTPRINT CALCULATOR (OPTIONAL IF INTERNET ACCESS)	Perform a carbon footprint calculator if access to internet: https://www.footprintcalculator.org/home/en Note: the calculator can be used in different languages	20 MINUTES	Markers, Flipchart, internet devices such as phones or computers
ACTIVITY 5 MY ENVIRONMENTAL IMPACT ROLE PLAY	Create a role play of how you can improve your environmental impact	20 MINUTES	Markers, flipchart
ACTIVITY 6 MY GOALS TO REDUCE MY ENVIRONMENTAL IMPACT	Journal activity. Write down personal goals for improving current environmental impact.	20 MINUTES	Markers, Flipchart, journals or notebooks for each participant
REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

SESSION 4 UNDERSTANDING THE 3 DIMENSIONS OF SUSTAINABILITY

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**

INTRODUCTION	Review the definition of sustainability.	5 MINUTES	Flipcharts, markers
ACTIVITY 1 THREE PILLARS OF SUSTAINABILITY	Review the meaning of the three pillars of sustainability	60 MINUTES	Flipcharts, markers
REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

SESSION 5 What are Green Skills?

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Youth are introduced to the topic. Perform an energizer. Review what was learned in the previous session.	15 MINUTES	N/A
ACTIVITY 1 What are Green Skills?	Define green skills and share practical examples of green skills in the youths personal and professional life	20 MINUTES	Markers, Flipchart,
REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

SESSION 6 Treating life on earth with dignity and respect

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Draw their favorite living creature and briefly review the session objectives.	10 MINUTES	paper and markers for each participant

ACTIVITY 1	Define biodiversity and review examples of it. Discuss the importance of biodiversity for the planet.	60 MINUTES	Projector or device to play movies, flipchart, markers Video example of biodiversity: https://kids.britannica.com/kids/article/biodiversity/352854#:~:text=The%20variety%20of%20animal%20and,or%20any%20habitat%20in%20between.
ACTIVITY 2 BIODIVERSITY CONNECTIONS	Play a game that represents biodiversity	20 MINUTES	index cards, marker or pen, a ball of twine, yarn or string, list of connections
ACTIVITY 3 WHY BIODIVERSITY IS SPECIAL	Watch a short video about the Galapagos islands then discuss why biodiversity is special for the world and special to them.	20 MINUTES	Projector for watching a video if available, internet connection
ACTIVITY 4 TREATING ANIMALS WITH RESPECT	Read two stories about industrial farming and the mistreatment of animals. Discuss the reasons why animals deserve to be treated humanely and with dignity.	30 MINUTES	paper and markers for each participant
REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

SESSION 7 Climate mitigation and adaptation

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Review the definition of climate change mitigation and climate change adaptation	15 MINUTES	Flipchart, Markers

ACTIVITY 1 CLIMATE CHANGE MITIGATION AND ADAPTATION	Understand the meaning of climate change mitigation and climate change adaptation.	20 MINUTES	Flipcharts, Markers
ACTIVITY 2 INVENTING WAYS TO SAVE THE PLANET	Invent ideas to for climate mitigation	60 MINUTES	Poster paper, markers, colored paper, flipchart
ACTIVITY 3 CLIMATE MITIGATION IDEAS	Review inventions that people have created that help to solve environmental problems.	20 MINUTES	Device for watching a video such as projector
REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

SESSION 8 The role of technology and nature-based solutions

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Discuss the meaning of nature based solutions and why it is important.	5 MINUTES	N/A
ACTIVITY 1 NATURE EXPLORATION	Explore their natural surroundings outside and observe what they see. Discuss nature based solutions to help the planet.	20 MINUTES	Paper, pens or pencils, clipboards if available
ACTIVITY 2 GREEN INFRASTRUCTURE	Describe what green infrastructure is and examples of it. Review the benefits of green infrastructure.	20 MINUTES	N/A
ACTIVITY 3 MY GREEN CITY	Create an imaginary green city	20 MINUTES	Paper, markers, flipchart paper, colored paper

REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

SESSION 9 Personal Motivation and Commitment and taking Action at the personal level for a sustainable future

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Youth are introduced to the topic. Perform an energizer. Review what was learned in the previous session.	15 MINUTES	N/A
ACTIVITY 1 Reflection on positive actions and behaviors for the environment.	Reflect on the main actions and positive behaviors people can have on the environment. Develop a large community map as a group. Identify ways to make the community more environmentally-friendly. Example, planting trees, community garden, weekly waste/litter cleanup,	30 MINUTES	Markers, Flipchart
REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

SESSION 10 Community minded and sense of interconnectedness

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Review the topic for the session	10 MINUTES	N/A
ACTIVITY 1 REFLECTION	Reflect through pictures or writing on ways the community can address environmental challenges	20 MINUTES	notebooks, pens for each participant

ACTIVITY 2 OPTIONAL FIELD TRIP	Take a group field trip to do something good for the environment.	60 MINUTES	Field trip
ACTIVITY 3 COMMUNITY DISCUSSIONS	Invite community members to have a discussion on the main environmental problems in the community. Discuss the actions that can be taken at the community level.	20 MINUTES	Flipchart, markers
ACTIVITY 4 SOLUTIONS IN MY COMMUNITY	Discuss the importance of feeling a sense of responsibility to protect the environment in youth's local communities and the world. Participate in a fun competition for environmental sustainability.	1 HOUR 15 MINUTES	poster paper, scissors, colored paper, markers, pens.
REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

SESSION 11 What is a Conscious Consumer?

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Youth are introduced to the topic. Perform an energizer. Review what was learned in the previous session.	15 MINUTES	N/A
ACTIVITY 1 WHAT IS CONSCIOUS CONSUMERISM?	Understand what it means to be a conscious consumer.	20 MINUTES	Markers, Flipchart
ACTIVITY 2 MY PURCHASES	Walk through what you purchased within the last 3 days. Decide with a partner or group if these products were good for the environment or not. Example, vegetables produced with chemical fertilizers.	20 MINUTES	Markers, Flipchart
ACTIVITY 3 OPTIONS IN MY COMMUNITY	Identify and list the best options in their community to buy food, transportation, water, schools, clothes, and other resources	20 MINUTES	

OPTIONAL ACTIVITY* GOOD PRODUCTS/BAD PRODUCTS	Create a commercial for a product that is good for the environment and explain why.	20 MINUTES	Markers, Flipchart
REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

SESSION 12 Become an environmental champion

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Be introduced to the topic environmental activism	5 MINUTES	N/A
ACTIVITY 1 STORIES OF ENVIRONMENTAL ACTIVISM	Read stories of environmental activists from the around the world	30 MINUTES	Copies of the activist stories Handout, tape, scissors
ACTIVITY 2 I AM AN ENVIRONMENTAL CHAMPION	Share ideas on how they can bring environmental activism to their communities	60 MINUTES	Markers, flipcharts, poster paper
ACTIVITY 3 HOW TO BE AN ACTIVIST	Discuss steps to become an environmental activist	30 MINUTES	Markers, flipcharts, scissors, copies of the 5 phrases in step 2.
REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

SESSION 13 Green Mindset in Work and Business

SESSION OVERVIEW

NAME	ACTIVITY DESCRIPTION	TIME	Material
INTRODUCTION	Youth are introduced to the topic. Perform an energizer. Review what was learned in the previous session.	15 MINUTES	N/A
ACTIVITY 1 GREEN MINDSET IN WORK AND BUSINESS	Discuss what it means to have a green mindset in work and business and role play examples of a green mindset in business.	30 MINUTES	Markers, Flipchart
ACTIVITY 2 GREEN IN THE WORKPLACE	Understand what creating a greener workplace means.	30 MINUTES	Markers, Flipchart, Annex 1
REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

SESSION 14 Understanding the Green economy and my role in it

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Review the objectives of the session	5 MINUTES	N/A
ACTIVITY 1 WHAT IS THE GREEN ECONOMY AND WHY IS IT IMPORTANT?	Define the green economy and discuss why it is important.	30 MINUTES	Flipchart, markers
ACTIVITY 2 WHAT ARE GREEN JOBS?	Understand the meaning of Green Jobs	60 MINUTESS	Markers, Flipchart
ACTIVITY 3 MOVING FROM UNSUSTAINABLE PRACTICES TO POSITIVE	Review examples of unsustainable practices in society and brainstorm positive practices	30 MINUTES	Handout unsustainable practices, scissors, flipchart, markers
ACTIVITY 4 IDENTIFYING	Review local examples of green jobs	20 MINUTES	Flipchart, makers, 5 stickers per

EMPLOYMENT OPPORTUNITIES IN THE GREEN ECONOMY			participant. (Use post it notes if stickers are not available).
ACTIVITY 5 WHAT IS GREEN WASHING	Define Green Washing and review examples of Green Washing. Participants research local examples of green washing	30 MINUTESS	Pen and paper for each participant
REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

SESSION 15 Developing traits of a green entrepreneur

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Be introduced to what a Green Entrepreneur does.	5 MINUTES	
ACTIVITY 1 WHAT IS GREEN ENTREPRENEUR SHIP?	Define Green Entrepreneurship	30 MINUTES	N/A
ACTIVITY 2 STORIES OF GREEN ENTREPRENEUR S	Discuss what Green entrepreneurs do and read stories of green entrepreneurs.	20 MINUTES	Make copies of the stories of Green Entrepreneurs to share
ACTIVITY 3 BRAINSTORM ENTREPRENEUR TRAITS	Brainstorm common traits of Green entrepreneurs	20 MINUTES	Flipchart, markers
REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

PHASE 1

SESSION 1: CONCEPTS OF ENVIRONMENTAL SUSTAINABILITY

3 HOURS

GREEN MINDSET TRAINING

Links to competency: Knowledge of environmental and sustainability concepts
Definition of competency: Define what a Green Mindset means. Understand the main environmental and sustainability concepts. Develop confidence in one's personal environmental knowledge.

Session Overview: Youth will understand environmental sustainability and other environmental concepts.

Session Objectives:

- ✓ Youth will understand concepts of environmental sustainability
- ✓ Youth will understand key environmental concepts such as environmental components (soil, air, fauna and flora, etc.), environmental impact, climate change, ecological footprint, and review real life examples from the community.
- ✓ Youth will understand what it means to have a green mindset.

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Youth are introduced to the topic. Perform an energizer.	15 MINUTES	N/A
ACTIVITY 1 ENVIRONMENTAL CONCEPTS	Youth will review key environmental concepts that will assist their understanding of the module.	60 MINUTES	Markers, Flipchart
ACTIVITY 2 DRAW YOUR ENVIRONMENT	Youth draw pictures of the natural elements in their environment	15 MINUTES	Markers, Flipchart

ACTIVITY 3 WEATHER AND CLIMATE	Differentiate between weather and climate.	40-60 MINUTES	Markers, Flipchart
ACTIVITY 4 WHAT IS A GREEN MINDSET?	Explain what it means to have a green mindset and why developing a green mindset is important.	20 MINUTES	Markers, Flipcharts
REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

Key Messages:

- Every youth can have a Green Mindset.
- A green mindset is built overtime by learning about the world's environmental problems, our personal impact, and solutions for bettering the environment.

WELCOME AND INTRODUCTION: *15 minutes*

✓ ***Objectives: Participants will:*** Begin to think about what environmental protection is and think about what they like about the natural environment.
✓ **Materials:** None.
✓ **Preparation and Facilitator Notes:** N/A
✓ **Adapted from:** N/A

Facilitation Steps:

1. Welcome participants and introduce the activity.

2. Ask participants to brainstorm what it means to protect the earth.

   [Examples may include: Not littering, not polluting oceans, rivers and streams, not using toxic chemicals, using less resources, consuming less and more consciously.]
   Ask: Why does our earth need to be protected?
   Ask: What do you like best about the natural world?
   [possible examples: *Playing in lakes or river, animals and wildlife to look at, shade from large trees for resting, food from plants and trees]*

Wrap Up: Explain that in this session youth will discuss the environment and the reasons why it is important to protect it.

ACTIVITY 1: Environmental Concepts *60 minutes*

✓ ***Objectives: Participants will:*** Review key environmental concepts that will help to gain a better understanding of the module topics.
✓ **Materials:** Markers, Flipchart

✓ **Preparation and Facilitator Notes:** None
✓ **Key concepts:**

The Environment (Natural Environment): The natural environment or natural world encompasses all living and non-living things occurring naturally, meaning in this case not artificial. This environment encompasses the interaction of all living species, climate, weather and natural resources that affect human survival and economic activity[1].

What are Environmental Components?
The different elements that the environment can be broken down into:

- Human beings,
- Fauna and flora
- The soil, water, air, the climate and the landscapes
- Material goods and cultural heritage
- The interaction between all the previous components.

Ecological Footprint: An ecological footprint measures how much people take from nature. The footprint is then compared to the amount of natural resources nature can renew. The ecological footprint takes into account how much farmland, forest area, grazing land and sea area it takes to provide everything people use. More simply, footprint calculations answer the questions: how much nature do we have? And how much do we use? It is how much of the Earth we use for our food, clothing, play, energy, shelter, waste, etc. Ecological Footprints can be calculated for an individual, for a family, for a city, or for entire countries[2]

Environmental Impact: any change to the environment, whether adverse or beneficial, resulting from a facility's activities, products, or services. In other words it is the effect that people's actions have on the environment.

Environmental Sustainability All life on Earth depends on the environment. The natural resources that come from the environment include food, water, plants, and minerals. Sustainability is the idea that humans must interact with the environment in a way that ensures there will be enough resources left for future generations.

Ecosystem services: Ecosystem services are defined as the direct and indirect contributions of ecosystems to human well-being, and have an impact on our survival and quality of life. There are four types of ecosystem services: provisioning, regulating, cultural and supporting services[3].

Climate change: refers to long-term shifts in temperatures and weather patterns. Such shifts can be natural, due to changes in the sun's activity or large volcanic eruptions. But since the 1800s, human activities have been the main driver of climate change, primarily due to the burning of fossil fuels like coal, oil and gas. Burning fossil fuels generate greenhouse gas emissions that act like a blanket wrapped around the Earth, trapping the sun's heat and raising temperatures.[4]

(The following two concepts can be introduced here, but will be covered in-depth in session 7)

Climate Change Mitigation: Means avoiding and reducing emissions of heat-trapping greenhouse gases into the atmosphere to prevent the planet from warming to more extreme temperatures. Mitigation can mean using new technologies and renewable energies, making older equipment more energy-efficient, or changing management practices or consumer behavior.

Climate Change Adaptation: Is the process of adjusting to current or expected effects of climate change. Climate change adaptation means altering behavior, systems, and—in some cases—ways of life to protect the world from the impacts of climate change. The more people reduce emissions, the easier it will be to adapt to the changes that are happening or that will happen in the future. Climate change adaptation is NOT

[1] https://en.wikipedia.org/wiki/Natural_environment
[2] https://kids.kiddle.co/Ecological_footprint
[3] https://earth.org/what-are-ecosystem-services/
[4] https://www.un.org/en/climatechange/what-is-climate-change

about fighting climate change or trying to reduce it but adapting to it. This adaptation is highly related or dependent on the local capacity of communities.

Facilitators Note: Climate Change Mitigation and Climate Change Adaptation will be explored more in session 7.

✓ **Adapted from:** n/a

Facilitation Steps:

1. Explain that as a large group participants will review key concepts to help them better understand the activities within the module.
2. Next, review the definition of ecological footprint.

   Ecological Footprint: An ecological footprint measures how much people take from nature. The footprint is then compared to the amount of natural resources nature can renew. The ecological footprint takes into account how much farm land, forest area, grazing land and sea area it takes to provide everything people use. More simply, footprint calculations answer the questions: how much nature do we have? And how much do we use? It is how much of the Earth we use for our food, clothing, play, energy, shelter, waste, etc. Ecological Footprints can be calculated for an individual, for a family, for a city, or for entire countries[5]

3. **Explain:**

   - When analyzing the world as a whole, humanity is using nature about 1.7 times faster than nature renews itself.
   - It is like using 1.7 planet Earths. Since people consume differently around the world, it is also possible to calculate how many planets it would take if everybody around the world consumed like a particular population.
   - For example, if everybody consumed like the Germans, it would take nearly 3 planet Earths. Expressed in area: The ecological footprint per world citizen is about 2.8 global average hectares per person while there are only 1.6 global hectare of biologically productive land and water per person on Earth. This means that humanity has already overshot global biocapacity by 70% and now lives unsustainably by depleting stocks of "natural capital".

4. Ask participants if they have questions and ask participants how this makes them feel?
5. Explain the concept environmental sustainability:

   Environmental Sustainability: All life on Earth depends on the environment. The natural resources that come from the environment include food, water, plants, and minerals. Sustainability is the idea that humans must interact with the environment in a way that ensures there will be enough resources left for future generations.

6. Explain that our life depends on a healthy environment and explain that sustainability is about small changes we can make to help look after the planet. Making these changes helps protect animals, plants and our natural resources so that ourselves and future

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5 https://wwf.panda.org/discover/knowledge_hub/teacher_resources/webfieldtrips/ecological_balance/eco_footprint/

generations will be able to enjoy them. Throughout the module participants will learn about the different ways they can help the environment.

Wrap up: Explain that throughout the training they will learn about the challenges the planet faces, how they affect us, our own personal impact on the environment and how to help the planet.

(Reference: This data is based on the 2020 assessment from Global Footprint Network, York University, and FoDaFo. It uses 2017 data.)

ACTIVITY 2: DRAW YOUR ENVIRONMENT *15 minutes*

**This activity may be more appropriate for younger youth.*

✓ ***Objectives: Participants will:*** Youth draw the natural elements in their environment
✓ **Materials:** Markers, Flipchart
✓ **Preparation and Facilitator Notes:** None
✓ **Key concepts:**

What are Environmental Components?

The different elements that can be broken down in the environment in:

- Human beings
- Fauna and flora
- The soil, water, air, the climate and the landscapes
- Material goods and cultural heritage
- The interaction between all the previous components.

✓ **Adapted from:** n/a

Facilitation Steps:

1. Divide into 4 groups. Assign each group a different environmental component. Group 1: Plants, flowers, and trees. Group 2: Lakes, rivers, streams and oceans, Group 3: Humans and animals, Group 4: Mountains and soil.

2. Explain that each group represents a different component of the natural environment. Ask each group to create a picture poster to represent their component. Hang the pictures around the room when finished.

3. Explain:

    - Each component of the natural world is equally important.
    - Each component is affected by the other components.
    - When there are environmental problems with one component, such as toxic chemicals or bacteria in rivers and streams it also affects the other environmental components like the soil, the air, getting people and animals sick etc.
    - To keep the world healthy, every environmental component needs to be kept healthy first.

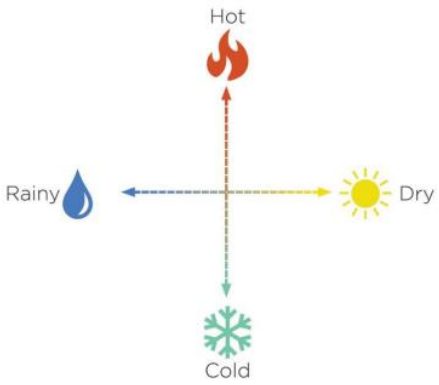
Wrap Up: Thank participants for joining in the discussion.

ACTIVITY 3: Weather and Climate *40 minutes -60 minutes*

✓ ***Objectives: Participants will:*** Differentiate between weather and climate.
Understand the difference between weather and climate.

✓ **Materials:** Markers, Flipchart
✓ **Preparation and Facilitator Notes:**

Place 4 pieces of paper with - hot, cold, rainy & dry – on the floor with the following setup. They should be far apart:



✓ **Key terms:** N/A
✓ **Adapted from:** Y Adapt Curriculum

Facilitation Steps:

1. Explain the difference between weather and climate:
A. Weather - Refers to conditions like rain, temperature and wind at a particular time and place.
B. Climate - What the weather is like over a long period of time (the "average") in a specific area (more than 30 years)

2. Ask everyone to think about what the weather is like right now. For example, is the weather:

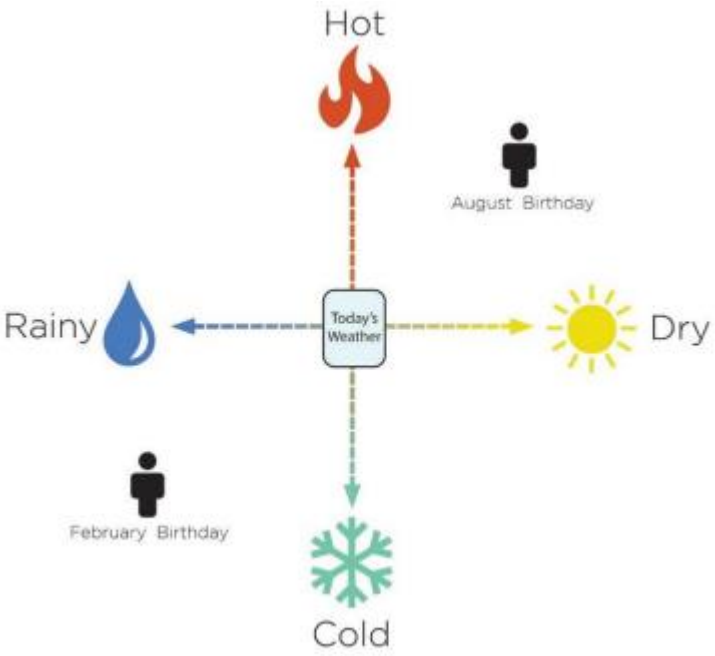
A. Hot or Cold
B. Rainy or Dry

3. Demonstrate that if they think the weather today is "hot and dry" then they should stand in the middle of the HOT and DRY cards.

4. Ask everyone to answer with their feet what they think today's weather is like:

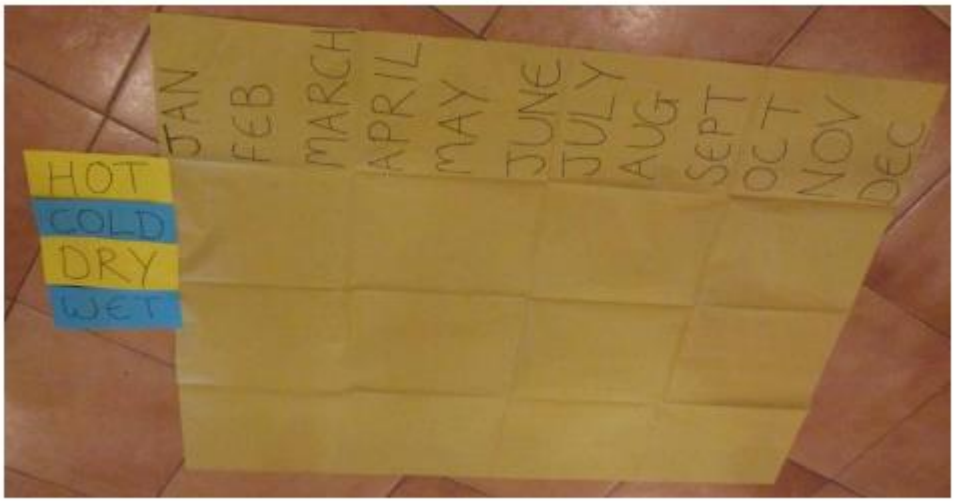
- They can stand anywhere between the 4 weather type cards.
- Introduce the piece of paper with "TODAY"." Place it on the ground in the middle of where the youth are standing.
- Ask everyone what the weather is normally like on their birthday. If it is normally hot and rainy, they stand between the HOT and RAINY cards. Ask them to think back as many birthdays as they can remember and to stand in the right spot.
- Start with the current month. Check to see if everyone with a birthday that month is standing in the same place. If not, ask them to discuss and agree on what the weather is normally like that month.
- Ask everyone to look at where the "TODAY" card is placed. Is it the same as the normal weather that month, or different?
- Ask everyone if they can remember what the difference is between weather and climate.

5. Explain:
A. The card of "TODAY" shows the weather; what it is like outside right now.
B. Where all of you are standing represents the climate in your birthday months. This is what the weather is normally like, going back as many birthdays as you can remember.



6. Everyone keeps standing on the HOT-COLD-DRY-RAINY grid to show what the weather is normally like on their birthday.
7. Make a seasonal calendar on a large piece of paper and place on the floor in the centre on the HOT-COLD-DRY-RAINY grid.

Example:

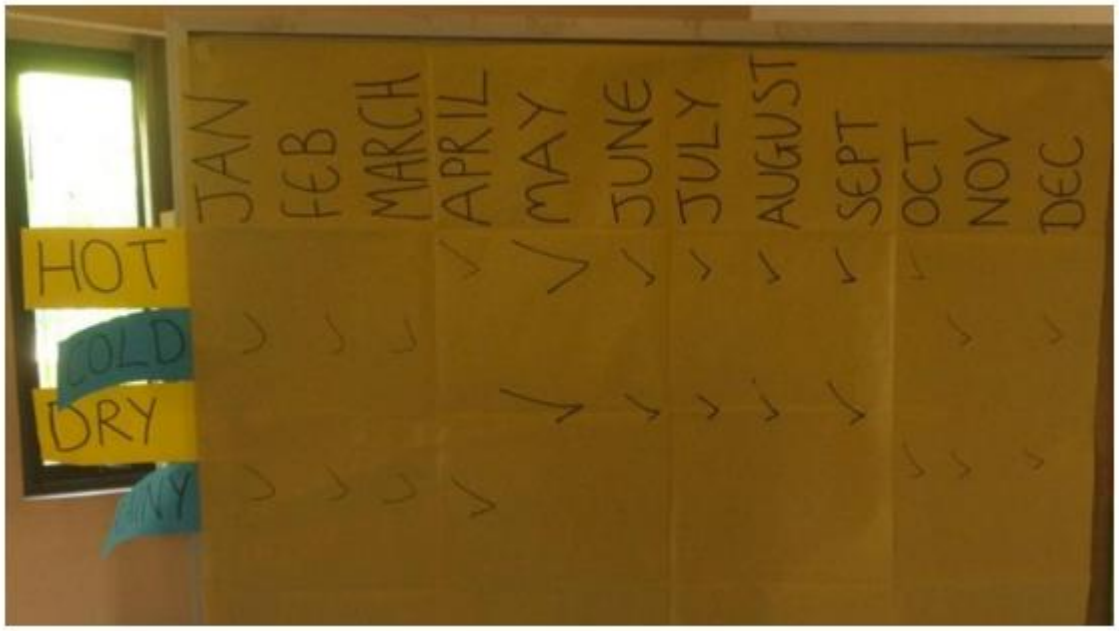


8. Based on the 'answer with your feet' exercise above, check if everyone with a birthday in January is standing in the same place. If not, ask them to discuss and agree on what the weather is normally like that month.

9. Ask a volunteer from the January birthday group to record their answer on the seasonal calendar. Example: if they agree that it is normally cold and rainy in January, the volunteer ticks (X) cold and rainy under January on the grid.

10. Repeat steps 1 and 2 for all the other months, continuing with February, March, etc.

Note: in case there are months where it is nobody's birthday in that group, ask the group to agree on the normal conditions for that month and then ask a volunteer to tick the appropriate categories.



11. Explain: Participants have now created a seasonal calendar that shows the climate in their community. They will return to this calendar later to show the changes over time.

Wrap Up: Thank participants for joining and answer final questions.

ACTIVITY 4: WHAT IS A GREEN MINDSET? *20 minutes*

- ✓ ***Objectives: Participants will:*** Explain what it means to have a green mindset and why developing a green mindset is important.
- ✓ **Materials:** Markers, Flipchart,
- ✓ **Preparation and Facilitator Notes:**
- ✓ **Key concept: Green Mindset:** Youth with a Green Mindset are aware of the world's most challenging environmental problems, including climate change, are aware of their personal impact and they are motivated to take action to find solutions in their personal, professional and civic lives. Youth with a Green Mindset understand that they can jointly make big environmental impacts with small actions in their daily lives. They understand that environmental sustainability is vital to all life on earth and understand that it is interconnected with environmental health, social equity, and economics. Youth with a Green Mindset contribute to thriving, healthy, diverse and resilient communities for this generation and the next.
- ✓ **Adapted from:** Green Mindset Framework

Facilitation Steps:

1. **Explain:**
    - Youth with a Green Mindset are aware of the world's most challenging environmental problems, including climate change, are aware of their personal impact and they are motivated to take action to find solutions in their personal, professional and civic lives.
    - Youth with a Green Mindset understand that they can jointly make big environmental impacts with small actions in their daily lives.
    - They understand that environmental sustainability is necessary to all life on earth.
    - Youth with a Green Mindset contribute to thriving, healthy, diverse and resilient communities for this generation and the next.
    - A green mindset can be developed by ALL youth.
    - Developing a green mindset happens over time but it can start today.

Pass out the Green Mindset quiz to participants. Explain that the quiz is just for fun, but it can give us an understanding of some of the examples of having a green mindset.

Give participants 10 minutes to take the quiz. If they need help assist them with the questions. If any questions are irrelevant in the context have them skip it.

Green Mindset Quiz	
Give yourself 1 point if you walk or take public transport to work or school	
Give yourself 1 point if you make an effort to not cause extra waste	
Give yourself 1 point if you feel like you respect the natural world and the planets plants and animals.	
Give yourself 1 point if you care about the planet's future	
Give yourself 1 point if you try to recycle and reuse items to create less waste	
Give yourself 1 point if you don't litter	
Give yourself 1 point if you care about the world's environmental problems	
Give yourself 1 point if you make decisions that are good for the environment	
Add up your points and place the total here ⇨	**Total #:**

Ask participants to share some examples of what they do that is in line with having a green mindset.
Ask: What can they do to improve having a green mindset?

Wrap Up: Explain that learning about the environment, learning about environmental issues, and learning about what we can do as individuals to help the planet is all part of developing a green mindset. Participants will continue to develop their green mindset as they learn more about it throughout the course.

REFLECTION AND CLOSING: *10 minutes*

Facilitation Steps:

1. Ask participants to take a few moments to reflect on what they learned about the environment in this session and reflect on how they feel about it. Let participants journal write or draw pictures in their notebook if they like.

Wrap Up: Close the session and take any final questions or comments.

SESSION 2: ENVIRONMENTAL IMPACT AND RISK, ITS CAUSES AND THE SUSTAINABILITY CRITERIA

1 HOUR 40 MINUTES

Green Mindset Training

Links to competency: Knowledge of the concept of environmental impact and risk, what drives environmental impact and sustainability criteria
Definition of competency: Describe the concept of environmental impact and risk, main causes of environmental impact, and provide examples of each.

Session Overview: Review key definitions and concepts of environmental impact, risk, causes of environmental impact and sustainability criteria.

Session Objectives:

- ✓ Define environmental impact (including both the positive and negative).
- ✓ Define the causes of environmental impact: resource use and extraction; physical space occupied and land use changes; emissions, and liquid and solid waste.
- ✓ Define environmental risks by providing examples.
- ✓ Describe the environmental sustainability criteria related to environmental impact (e.g. regeneration rate, absorption rate, etc.).

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Review the objectives of the session. Review the definition of environmental impact	10 MINUTES	N/A
ACTIVITY 1 WHAT IS ENVIRONMENTAL IMPACT AND RISK?	Differentiate between positive and negative environmental impact	45 MINUTES	Markers, flipchart

ACTIVITY 2 CAUSES OF ENVIRONMENTAL IMPACT	Identify the causes of environmental impact	20 MINUTES	Markers, flipchart
ACTIVITY 3 WHAT IS THE SUSTAINABILITY CRITERIA?	Define the sustainability Criteria	15 MINUTES	Markers, flipchart
REFLECTION AND CLOSING	Youth reflect in their workbooks on the day's session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

Key Messages:

- Environmental impact is any change to the environment, whether adverse or beneficial, resulting from a facility's activities, products, or services. In other words, it is the effect that people's actions have on the environment. It can be negative or positive.
- In order to achieve environmental sustainability, we should ensure that human activities don't affect the environment in a substantial or permanent way. This is the sustainability criteria.

WELCOME AND INTRODUCTION: *10 minutes*

✓ ***Objectives: Participants will:*** Review the objectives of the session. Review the definition of environmental impact
✓ **Materials:** N/A
✓ **Preparation and Facilitator Notes:** Find local examples of environmental impact

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Facilitation Steps:

3. Explain that participants will learn about environmental impacts, risks, and causes. Environmental impact was mentioned in the previous session but participants will learn more about the concept in this session.
4. Review the definition of Environmental Impact: any change to the environment, whether adverse or beneficial, resulting from a facility's activities, products, or services. In other words, it is the effect that people's actions have on the environment.
5. Explain that every choice and action that humans make has an impact on the environment. For example, if a human decides to drive a motobike to a friends house,

the gas from the motobike sends chemicals and gas into the air and this creates pollution. Ask for participants to brainstorm a few more examples if they can.

Wrap Up: Explain next they will learn about both positive and negative environmental impact and the difference.

ACTIVITY 1 What is Environmental impact and Risk?: *45 minutes*

- ✓ ***Objectives: Participants will:*** Differentiate between positive and negative environmental impact
- ✓ **Materials:** Flipcharts, markers
- ✓ **Preparation and Facilitator Notes:** Review the definitions and find local examples of each to share when possible
- ✓ **Key terms:** Positive environmental impact, negative environmental impact, environmental risk

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Facilitation Steps:

1. REVIEW THE DEFINITIONS FOR ENVIRONMENTAL IMPACT.

   Environmental Impact: any change to the environment, whether adverse or beneficial, resulting from a facility's activities, products, or services. In other words it is the effect that people's actions have on the environment.

   Explain that every choice and action that humans make has an impact on the environment. For example, if a human decides to drive a motobike to a friends house, the gas from the motobike sends chemicals and gas into the air and this creates pollution. Ask for participants to brainstorm a few more examples if they can.

2. Explain that Environmental Impact can be either negative or positive. This means, environmental impact can have either a positive or negative impact on our lives.

3. Review the definition of environmental impact, including examples of both positive and negative environmental impact.

   Environmental Impact: any change to the environment, whether adverse or beneficial, resulting from a facility's activities, products, or services. In other words it is the effect that people's actions have on the environment.

   We speak of **negative environmental impact** when the human activities, policies, or practices have harmful consequences and adverse effects on the environment and natural ecosystems. These impacts often result in environmental degradation, ecosystem disruption, and harm to both the natural world and human well-being.

   We speak of **positive environmental impact** when the actions, practices, or initiatives are beneficial for environment and contribute to its preservation, restoration, or improvement. These efforts are essential for addressing environmental challenges, such as climate change, habitat loss, pollution, and resource depletion.

4. Ask participants to brainstorm both negative and positive environmental impacts where they live and write responses on a flipchart. Make 2 columns on the flipchart. Place positive environmental impacts on one side and negative environmental impacts on the other side. 20 minutes

5. Explain Environmental Risk: Environmental risk refers to the potential harm or adverse effects that human activities, natural events, or environmental factors pose to the environment and the well-being of ecosystems, species, and human populations.

   For example, Imagine if human activities, like factories or chemicals, make the water beneath the ground (aquifer) dirty and polluted. When this happens, it creates a risk of contamination for the environment, which can affect human populations. This means the water we rely on for drinking and other uses might become unsafe due to the pollution, potentially causing health problems for people.

   Another example is when people dispose of their solid waste, like trash, in an uncontrolled and messy way. This can lead to the soil and water becoming contaminated with garbage and harmful substances. As a result, it can spread diseases and pose a health risk to human populations. When humans pollute the environment, it can harm our health and the health of our surroundings.

6. Ask if participants can come up with natural environmental risks locally. Next ask if participants can come up with human made environmental risks locally. 10 minutes

ACTIVITY 2 Causes of Environmental Impact: *20 minutes*

✓ ***Objectives: Participants will:*** Identify the causes of environmental impact
✓ **Materials:** Flipcharts, markers
✓ **Preparation and Facilitator Notes:** Review the causes and make sure it is understood before facilitating. N/A

Facilitation Steps:

1. ASK PARTICIPANTS TO TURN TO A PARTNER AND SHARE WHAT THEY THINK ONE OF THE CAUSES OF ENVIRONMENTAL IMPACT ARE. INVITE 1 OR 2 VOLUNTEERS TO SHARE.

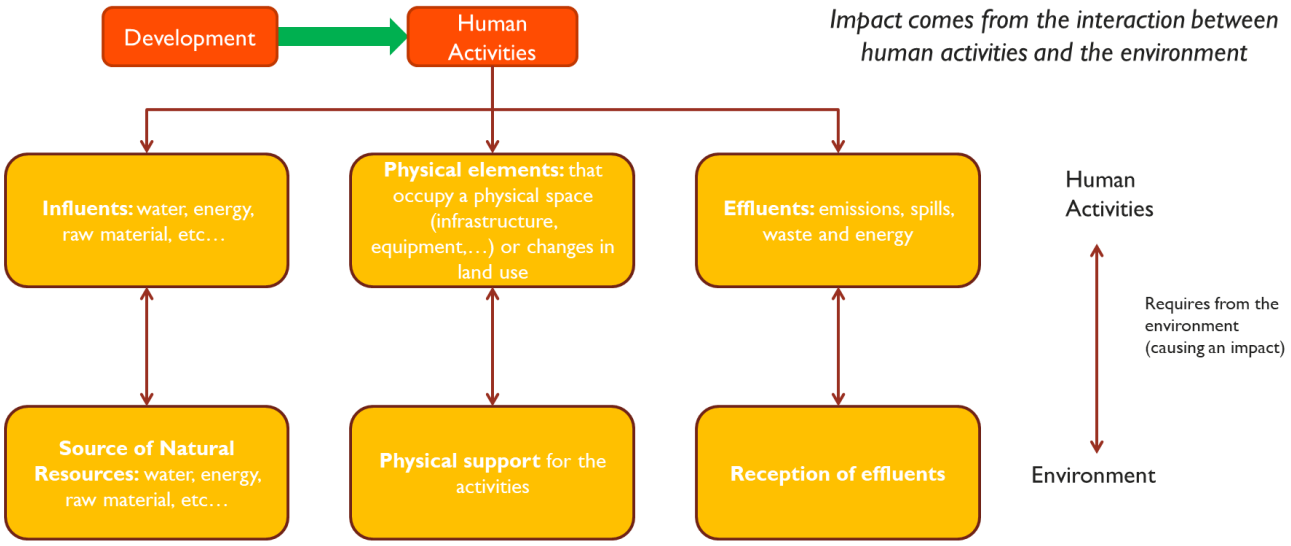
2. Review the definition below and answer questions:

Causes of environmental impact. Environmental impact is caused by human activities, and specifically when human activities demand something from the environment and interact with the natural environment and its components. There are three major causes of environmental impact:

1. When human activities **extract resources from the environment**, such as wood, water, plants, minerals, etc. In this case, the environment acts as a provider of natural resources.

2. When human activities **occupy a physical space and/or change the land use**. For example, when roads or infrastructure are built, or when forests are degraded to allow grazing. In this case, the environment acts as a supporter of physical activities.

3. When human activities **send or emit substances to the environment**, such as air pollutants, carbon emissions, solid waste, chemicals, etc. In this case, the environment acts as receiver of this substances.



Source: Domingo Gómez Orea (2013), Environmental Impact Assessment

3. Ask participants if they have questions. Invite participants to share stories from their community related to this topic.

ACTIVITY 3 What is the Sustainability Criteria?: *15 minutes*

✓ ***Objectives: Participants will:*** Define the Sustainability Criteria
✓ **Materials:** Flipcharts, markers
✓ **Preparation and Facilitator Notes:** Review the definition and make sure it is understood.
✓ **Key terms:** Sustainability Criteria (Definition below)

Facilitation Steps:

1. EXPLAIN THAT PARTICIPANTS WILL LEARN ABOUT THE SUSTAINABILITY CRITERIA. ENCOURAGE THEM TO ASK QUESTIONS IF THEY NEED FURTHER CLARIFICATIONS.

2. Explain the sustainability criteria: 10 minutes

Sustainability criteria. In order to achieve environmental sustainability, we should ensure that human activities don't affect the environment in a substantial or permanent way. Linked with the causes of environmental impact highlighted above, there are several criteria that should be taken into account:

1. **Source of natural resources.** In the case of renewable natural resources, we should respect the natural regeneration rate of the environment to consider one activity sustainable. One example would be the amount of wood we extract from a forest, that should be less than the amount of wood that is naturally generated in that forest. Another example would be the amount of water we extract from a well, that should be less than the amount of water replenished naturally in the ground (aquifer). In the case of non-renewable natural resources, we should carefully use the resources to not deplete them before other alternatives could be used for the same purpose. Examples include fossil fuels and the use renewable energy, or rare or scarce minerals as compared to highly present minerals.

2. **Physical support.** In this case, the sustainability criteria is linked with the capacity of the environment to support the activities. The most appropriate activities should be selected for a given context. For example, from an environmental point of view, it is not the same to construct a road in a very degraded area than in the middle of natural reserve.
3. **Reception of substances.** In this case, we should respect the absorption rate of the environment. Examples are the amount of nitrates we can send to a river or lake, before it gets polluted, creating human health problems or the amount of a chemical we can send to the atmosphere before its concentration causes human health problems.

3. Let participants ask questions and share their thoughts on these new concepts. 10 minutes.

REFLECTION AND CLOSING: *10 minutes*

Facilitation Steps:

1. ASK PARTICIPANTS TO TAKE A FEW MOMENTS TO REFLECT ON WHAT THEY LEARNED. LET PARTICIPANTS JOURNAL WRITE OR DRAW PICTURES IN THEIR NOTEBOOK IF THEY LIKE.

Wrap Up: Close the session and take any final questions or comments.

PHASE 2

SESSION 3: UNDERSTANDING ENVIRONMENTAL CHALLENGES, CAUSES AND CONSEQUENCES AND HOW I MAKE AN IMPACT

3 HOURS 15 MINUTES

Green Mindset Training

(Two competencies are covered in this session)

Links to competency: Understanding the main environmental challenges, causes, and consequences
Definition of competency: Understand global and local environmental problems, causes, and consequences.

Links to competency: Awareness of my personal impact
Definition of competency: Awareness and understanding of the way in which we each personally contribute to environmental problems. Develop an expanded world view of one's personal role in the impact on the environment.

Session Overview: Identify environmental challenges and problems. Identify how we each personally contribute to environmental problems and identify areas where you can make improvements.

Session Objectives:

- ✓ Understand which are the main environmental problems, their causes and consequences.
- ✓ Discover personal ways you impact the environment.
- ✓ Identify areas in your life where you can reduce your environmental impact.

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Youth are introduced to the topic. Perform an energizer. Review what was learned in the previous session.	15 MINUTES	N/A
ACTIVITY 1 ENVIRONMENTAL PROBLEMS AND CHALLENGES	Understand global and local environmental problems, its causes and consequences. Review some of the UN Sustainable development goals and	60 MINUTES	Markers, Flipchart ,print outs for SDG posters, tape, journals or

	identify the environmental problems and challenges the goals address.		notebooks for each participant
ACTIVITY 2 WHAT IS CLIMATE CHANGE?	Define climate change and review examples of climate change. Understand the greenhouse effect and causes of human-induced climate change. Explore how climate change may have already impacted the community.	20 MINUTES	Markers, Flipchart
Activity 3 HAZARD MAP	Identify hazards caused by extreme weather and discuss how this impacts communities	30 MINUTES	Markers, Flipchart, Hazard cards handout
ACTIVITY 4 ECOLOGICAL FOOTPRINT CALCULATOR (OPTIONAL IF INTERNET ACCESS)	Perform a carbon footprint calculator if access to internet: https://www.footprintcalculator.org/home/en Note: the calculator can be used in different languages	20 MINUTES	Markers, Flipchart, internet devices such as phones or computers
ACTIVITY 5 MY ENVIRONMENTAL IMPACT ROLE PLAY	Create a role play of how you can improve your environmental impact	20 MINUTES	Markers, flipchart
ACTIVITY 6 MY GOALS TO REDUCE MY ENVIRONMENTAL IMPACT	Journal activity. Write down personal goals for improving current environmental impact.	20 MINUTES	Markers, Flipchart, journals or notebooks for each participant
REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

Key Messages:

- Everyone can continue to improve how they impact the environment.
- Setting goals can help motivate youth and remind them to make these improvements.
- All of our actions and decisions have an impact on the environment whether it is obvious or not.
- Understanding what climate change is and how it affects the various environmental components is an important part of developing a green mindset.

WELCOME AND INTRODUCTION: 15 *minutes*

- ✓ ***Objectives: Participants will:*** Briefly begin to discuss how each individual's actions and choices affect the planet.
- ✓ **Materials:** None.
- ✓ **Preparation and Facilitator Notes:** N/A
- ✓ **Adapted from:** Green Mindset curriculum outline sample

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Facilitation Steps:

1. Welcome participants and introduce the activity.

2. Explain that in this session, participants will learn about some of the world's greatest environmental problems and challenges and they will begin to discuss how they can have a positive impact on fixing these problems.
3. Ask participants to think about the Green Mindset quiz they took in session 1 and to remember some of the qualities of having a green mindset. Call on volunteers to share qualities of a green mindset.

Wrap Up: Explain that to develop a green mindset we want to continue to improve how we impact the environment. We want to always look for ways to better the earth through our work, our actions and our daily choices.

ACTIVITY 1: Environmental Problems and Challenges *60 minutes*

- ✓ ***Objectives: Participants will:*** Understand global and local environmental problems, its causes and consequences. Review some of the UN Sustainable development goals and identify the environmental problems and challenges the goals address.
- ✓ **Materials:** Markers, Flipchart, print outs for SDG posters, tape, journals or notebooks for each participant
- ✓ **Preparation and Facilitator Notes:** Print all SDG Posters. Place each themed poster on a separate flipchart (both part 1 and part 2 of each theme should be placed on the same flipchart). Hang each flipchart around the room in preparation for the activity.
- ✓ **Key terms:** N/A
- ✓ **Adapted from:** UN Sustainable Development Goals https://www.un.org/sustainabledevelopment/sustainable-development-goals/

Facilitation Steps:

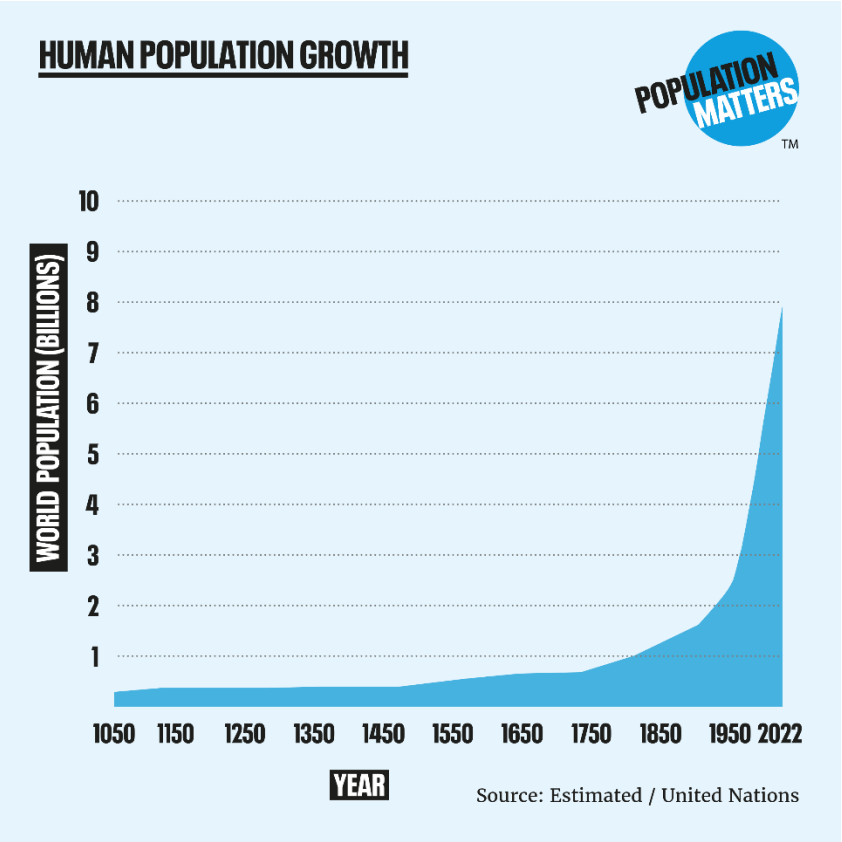
Put the participants in small groups of 3-4 and ask them to write on post its which are the main environmental problems they know, global or that affect them locally. Reflect on the main causes and consequences.

Check the main problems, causes, and consequences using the table below:

ENVIRONMENTAL PROBLEM	CAUSES	CONSEQUENCES
Climate Change	The emission of greenhouse gas emissions from human activities, mainly the burning of fossil fuels (such as coal, oil, and natural gas) for energy production and transportation.	Global warming. Extreme weather events (storms, floods, heavy rains, heatwaves, extreme fires, etc). Change in temperature

	Deforestation and land degradation also contribute greatly to climate change, as forests and ecosystems act as carbon sinks.	and rain patterns. Sea level rise. Glacier melting. Displacement and extinction of species. Human migration. Human lives loss.
Deforestation	Wood extraction. Clearance of land for cattle grazing. Extreme fires caused by climate change contribute to deforestation.	Loss of ecosystem services provided by forests. Carbon emissions and loss of carbon sinks. Loss of biodiversity.
Desertification and soil erosion	Climate change, habitat loss, biodiversity loss, expansion of agriculture, overgrazing.	Loss of productive soil for agriculture and plant development,
Air pollution	Emissions from industrial processes, vehicle exhausts, biomass burning, waste burning, etc.	Human health problems, biodiversity loss, acid rain.
Water pollution	Water pollutants coming from agricultural or industrial processes, animal or human faeces, chemicals from batteries, solid waste disposed uncontrollably, etc.	Human health problems, lack of potable water, biodiversity loss, eutrophication.
Plastic pollution	The immense amounts of plastic generated by human activities and its disposal.	Human health problems (specially from microplastics), ocean pollution, soil pollution, water pollution.
Fresh Water Scarcity	Overconsumption of water (specially for agriculture and cattle), the global rise in human population, climate change and increase of global temperatures, water contamination.	Lack of potable water and decrease in water quality. Human health problems associated. Human migration.
Ocean acidification	Greenhouse gas emissions and climate change.	Death of marine life, including corals. Disruption of ocean currents and climate patterns.
Decrease of fish stocks	Overfishing	Biodiversity loss. Food security problems. Loss of income.
Biodiversity Loss	Habitat destruction, climate change, water scarcity, chemical contamination, resource extraction, illegal hunting.	Disruption of ecological processes, disruption of the food chain.
Natural resource depletion	Extraction of natural resources.	Lack of resources, biodiversity loss.
Chemical contamination	Emission of chemicals from industrial processes	Human health problems, biodiversity loss (specially insects disappearing, such as bees).

3. Explain: Biodiversity loss, climate change, pollution, deforestation, water and food shortage—these are all made worse by the huge and ever-increasing number of humans. The impact on the environment is a product of human consumption and how many of humans there are.



4. **Explain:** planet boundaries and the current situation with them.

Certainly, here's a more detailed explanation at a 12th-grade reading level:

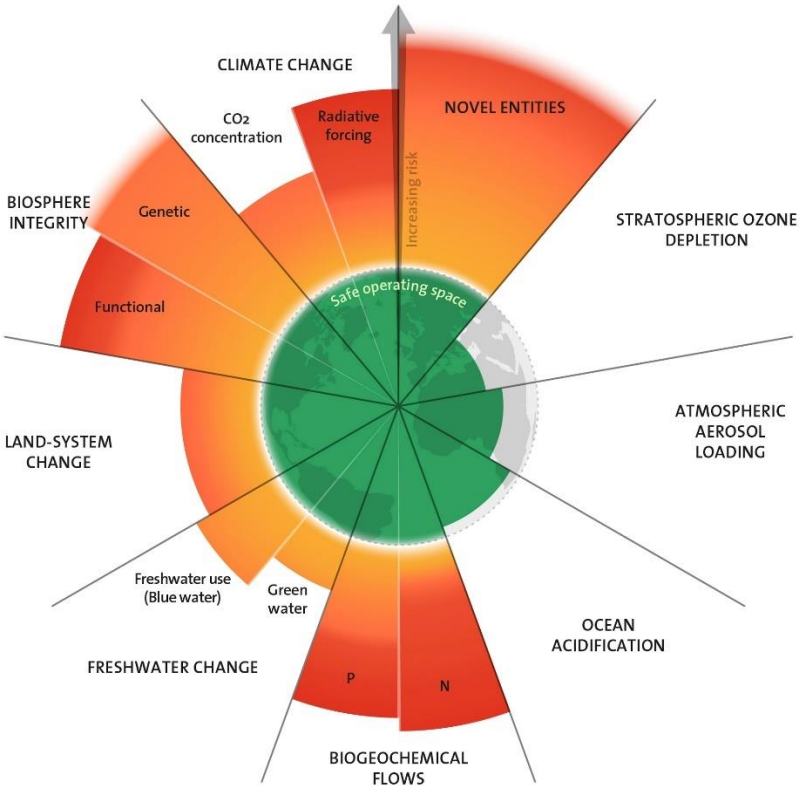
The "**planetary boundaries framework**" is a concept that identifies nine crucial processes responsible for maintaining the stability and resilience of the Earth's overall system. These processes include things like climate change, biodiversity loss, and the nitrogen cycle. Currently, human activities are significantly disturbing all of these processes.

The main goal of this framework is to define and measure the extent of the disruption caused by human actions, which, if we stay within certain limits, would allow the Earth to remain in a state similar to what we've experienced during the past roughly 10,000 years. This period, known as the Holocene, began after the last ice age and has been characterized by relatively stable and warm global conditions.

During the Holocene, humans developed agriculture and established modern civilizations. It provided a relatively predictable and hospitable environment. However, due to various human activities like deforestation, pollution, and the burning of fossil fuels, we are now pushing the Earth's systems beyond the limits of this stable Holocene state. This is giving rise to what scientists call the "Anthropocene" epoch, where

humans are the dominant force shaping the Earth's environment in ways that are different from anything we've seen in human history.

In summary, the planetary boundaries framework seeks to understand and define the boundaries within which we can operate without causing significant disruptions to the Earth's systems. We're currently moving out of the familiar Holocene conditions into a new era, the Anthropocene, due to our substantial impact on the planet through various human activities.[6].



5. **EXPLAIN:**
   - The United Nations created The Sustainable Development Goals as the blueprint to achieve a better and more sustainable future for all.
   - There are 17 goals that address some of the global challenges we face, including poverty, inequality, climate change, environmental degradation, peace and justice.
   - There are posters all around the room. Each poster represents a different Sustainable Development Goal and shares information on the environmental problems and challenges that need to be faced to meet the goal. A handful of the SDG's are shown on the posters but not all.

6. DIVIDE PARTICIPANTS INTO TWO SMALL GROUPS. ONE FACILITATOR SHOULD BE WITH EACH GROUP. EACH GROUP SHOULD VISIT EACH POSTER AND DISCUSS THE FOLLOWING QUESTIONS FOR EACH POSTER REVIEWED:
   - What are the environmental problems or challenged mentioned?

7. GIVE 10 MINUTES PER GROUP PER POSTER THEN MOVE ON TO THE NEXT POSTER.

[6] Earth beyond six of nine planetary boundaries

8. ONCE ALL POSTERS HAVE BEEN READ BRING THE LARGE GROUP BACK TOGETHER FOR A FINAL DISCUSSION. DISCUSS:

- How do you feel after learning about the different environmental problems and challenges?
- What would you like to learn more about?

ACTIVITY 2: WHAT IS CLIMATE CHANGE? *20 minutes*

✓ ***Objectives: Participants will:***

- Define climate change and review examples of climate change
- Understand the greenhouse effect and causes of human-induced climate change.
- Explore how climate change may have already impacted the community.

✓ **Materials:** Markers, Flipchart,
✓ **Preparation and Facilitator Notes:** Review key concepts
✓ **Key concepts:** **Climate Change:** A change in the typical weather for a region such as high and low temperatures and amount of rainfall over a long period of time.
✓ **Adapted from:** https://climatekids.nasa.gov/kids-guide-to-climate-change/#:~:text=Climate%20change%20describes%20a%20change,in%20the%20past%2020%20years.

Facilitation Steps:

1. EXPLAIN THAT CLIMATE CHANGE DESCRIBES A CHANGE IN THE TYPICAL WEATHER FOR A REGION — SUCH AS HIGH AND LOW TEMPERATURES AND AMOUNT OF RAINFALL — OVER A LONG PERIOD OF TIME. SCIENTISTS HAVE OBSERVED THAT, OVERALL, EARTH IS WARMING. IN FACT, MANY OF THE WARMEST YEARS ON RECORD HAVE HAPPENED IN THE PAST 20 YEARS. THIS RISE IN GLOBAL TEMPERATURE IS SOMETIMES CALLED **GLOBAL WARMING.**

Why is the earth warming?

- Some of the gases in Earth's atmosphere trap heat from the Sun—like the glass roof and walls of a greenhouse. These greenhouse gases keep Earth warm enough to live on. But human activities, such as the destruction of forests and burning fossil fuels, create extra greenhouse gases. This traps even more of the Sun's heat, leading to a warmer Earth.

Examples of human activities that cause climate change include:

- Generating power. Generating electricity and heat by burning fossil fuels causes a large chunk of global emissions. ...
- Manufacturing goods. ...
- Cutting down forests. ...
- Using transportation. ...
- Producing food. ...
- Powering buildings. ...
- Consuming too much

How do we know Earth's climate is getting warmer?

- Scientists have been observing Earth for a long time. They use NASA satellites and other instruments to collect many types of information about Earth's land, atmosphere, ocean, and ice. This information tells us that Earth's climate is getting warmer.

What does carbon have to do with it?

- Carbon is in all living things on Earth. As plants and animals die, they get buried in the ground. After enough years, these squished underground remains can turn into fossil fuels, such as coal and oil. When we burn those fuels, the carbon that was in the ground goes into the air as a gas called carbon dioxide, or CO2. Plants and trees can absorb some of this extra carbon dioxide. But a lot of it stays in the atmosphere as a greenhouse gas that warms up the planet.

Has the climate ever changed before?

- Yes, but this time is different. Over millions of years, Earth's climate has warmed up and cooled down many times. In the past, Earth often warmed up when the Sun was very active. But nowadays, we can carefully measure the Sun's activity. We know Earth is warming now, even when the Sun is less active. Today, the planet is warming much faster than it has over human history.
- The average air temperatures near Earth's surface have gone up about 2 degrees Fahrenheit in the last century. A couple of degrees over a hundred years may not seem like much. However, this change can have big impacts on the health of Earth's plants and animals.

What does climate change do to the oceans?

- As Earth warms, NASA has observed that sea levels are rising. This is partly due to melting ice. Glaciers and ice sheets are large masses of ice that sit on the land. As our planet warms, this ice melts and flows into the oceans. More water in the oceans makes sea level higher. Also, water expands as it gets warmer. So, warm water takes up more room in our oceans – making sea levels higher.
- The properties of ocean water are also changing. One change is called ocean acidification and it can be harmful for plants and animals, fish and ocean species. Scientists have observed that the ocean is becoming more acidic as its water absorbs carbon dioxide from the atmosphere.

What are tipping points in climate science?

- In climate science, a tipping point is a critical threshold that, when crossed, leads to large, accelerating and often irreversible changes in the climate system. If tipping points are crossed, they are likely to have severe impacts on human society and may accelerate global warming. Examples of tipping points include thawing permafrost, which will release methane, a powerful greenhouse gas, or melting ice sheets and glaciers reducing Earth's albedo, which would warm the planet faster.[7]

2. Ask participants if they have questions about what climate change is.

Discuss:

- What have been the biggest weather-related events over the last 10 years that you know of or have heard of?
- How do you think climate change has been affecting the area where you live?
- What are the harms of climate change to the different environmental components such as people and animals, trees, oceans etc.?
- Why do you think it is important to know about climate change?

[7] https://en.wikipedia.org/wiki/Tipping_points_in_the_climate_system

Wrap Up: Explain that understanding what climate change is and how it affects the various environmental components is an important part of developing a green mindset. Participants will learn more about what a green mindset is throughout the training.

Optional Homework/Investigation:

1. Write the following 3 sentences on different pieces of A4 paper and post them next to the seasonal calendar where everyone can see:
   A. My birthday month is…
   B. 30 years ago, was it colder or hotter or the same?
   C. 30 years ago, was it wetter or drier or the same?

2. Participants need to go home and ask elders these questions. They should only ask for their own birthday month. For example, if a participant was born in January they would ask an elder, "Was January hotter or colder or the same, 30 years ago? Was January wetter or drier or the same, 30 years ago
Report back to the class during the next session.

ACTIVITY 3: HAZARD MAP *30 minutes*

- ✓ ***Objectives: Participants will:*** Identify hazards caused by extreme weather and discuss how this impacts communities
- ✓ **Materials:** Markers, Flipchart, Hazard cards handout
- ✓ **Preparation and Facilitator Notes:** Print the hazard cards
  1. Place the premade Extreme Weather Event Cards and the Hazard Cards in two separate piles.
  2. Divide the youth into groups of 4 players.
- ✓ **Key Concepts:** N/A
- ✓ **Adapted from:** Y Adapt Curriculum

Table: Extreme weather and climateevents

Overview of extreme weather and climate events, and possible hazards they could be linked to. It shows examples of possible impacts. However, in your community you may see different impacts.

	Extreme Weather & Climate Events	Hazards	Possible Impact
Extreme Weather	**Heatwaves**	• Heatstroke • Water shortage • Increased malaria • Dengue	• Animals get sick • People get sick or die • Crops can die • Not enough food • Damaged forests • Less fresh water available
	Drought	• Water shortage • Wind erosion • Desertification • Increased risk of wild fires	• Less crops or no crops • Less fresh water available • Incomes are lost • Financial losses
	Extreme Rainfall	• Flooding • Flash -floods • Land-slide • Erosion	• Contaminated water • Crops can be washed away • Animals and people can drown • People get sick • Incomes are lost • Financial losses
	Storms *tropical storm, cyclone, typhoon*	• Severe wind • Storm surge • Flooding	• People dying • Animals dying • Incomes are lost • Loss of incomes
Climate Event	**Changing Rainfall Patterns**	• Delayed or early rainfall • Infrequent and unpredictable rainfall	• Crops can die • Incomes are lost • Interrupted transportation • Financial losses
	Increased Temperatures	• Sea Level Rise • Increased evaporation • Increased malaria • Dengue	• Animals get sick • People get sick • Less crops or no crops • Not enough food • Damaged forests • Less fresh water available • Water shortages

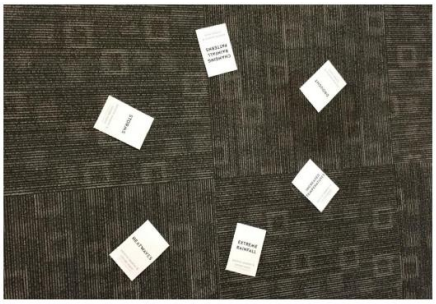
Facilitation Steps:

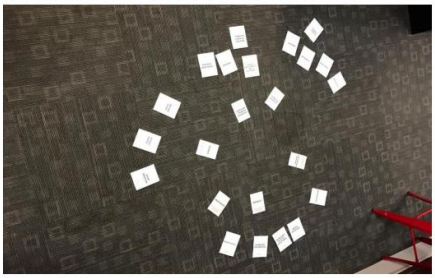
Part 1

1. Give groups 3 minutes to brainstorm extreme weather events and hazards that impact their community. They should write their brainstorms on A4 paper.
2. Combine the smaller groups of 4 players into three groups total.
3. Each group should pick one extreme weather event or hazard from the brainstorms.
4. Each group now has 5 minutes to create a series of three ‘freeze frames’
   A. Using only their bodies and freezing in place, just like a photograph, groups will need to show the beginning, middle and end of how the extreme weather event or hazard impacts their community.
5. Each group presents their three freeze frame photographs. The facilitator can introduce; ‘Freeze frame 1’, Freeze frame 2’, Freeze Frame 3’
6. The other groups should watch and try to guess what the hazard is and what each freeze frame represents.

Part 2

1. Place all the Extreme Weather Event Cards in a circle facing outwards.
2. Ask everyone which Extreme Weather Event Cards are not applicable to their community. Remove those cards.
3. Distribute all the Hazard Cards among the groups.
4. Give the groups a few minutes to place the Hazard Cards under the Extreme Weather Event Cards that they are caused by. Example: you could place "Flood" under "Heavy Rain," as a flood could be a result of heavy rain.
5. The groups can discard all the Hazard Cards that do not relate to any Extreme Weather Event Cards in their community.





Part 3

1. Explain that participants will now vote on the weather events and hazards that have the biggest impacts in their community. This means they will be voting on the premade Extreme Weather Event and Hazard Cards—not their own Impact Cards.
    2. Each participant should choose ONE extreme weather or hazard that happens most often in their community. To show this they can draw a tick mark (Π) on the relevant Extreme Weather Event or Hazard card.
    3. Each participant should also choose ONE extreme weather or hazard that has a big impact in their community. To show this they can draw a star (*) on the relevant card.
    4. Select the 5 cards that have most marks on them, either tick marks, or stars.
    5. Write these top 5 extreme weather events and hazards on a piece of paper.

Wrap Up: Close the session and take any final questions or comments.

ACTIVITY 4: Ecological Footprint Calculator (OPTIONAL* If internet is available) 20 *minutes*

✓ ***Objectives: Participants will:*** Each calculate their environmental footprint and discuss how this makes them feel.

✓ **Materials:** Markers, Flipchart, internet devices such as phones or computers

✓ **Preparation and Facilitator Notes:** Participants can use either phones or computers to do the footprint calculator. The facilitator should do the calculator first to understand the calculator and to help explain it to participants. This calculator has multiple language options.
https://www.footprintcalculator.org/home/en
✓ **Key concepts:** N/A
✓ **Adapted from:** https://www.footprintcalculator.org/home/en

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Facilitation Steps:

1. EXPLAIN THAT ALL OF OUR CHOICES EACH DAY, OUR ACTIONS EACH DAY AND DECISIONS EACH DAY HAVE AN IMPACT ON THE PLANET. SOMETIMES IT IS A DIRECT IMPACT, FOR EXAMPLE DRIVING A CAR OR MOTORBIKE PUTS POLLUTING EXHAUST INTO THE AIR, OR SOMETIMES IT IS INDIRECT, FOR EXAMPLE IF WE CHOOSE TO WORK AT A COAL PLANT WE ARE HELPING A COMPANY THAT POLLUTES THE ENVIRONMENT.

2. Explain that each participant will get the chance to calculate their environmental footprint. This shows how much environmental impact they have on the earth.

3. GIVE 10-15 MINUTES TO EACH CALCULATE THE ENVIRONMENTAL FOOTPRINT. FACILITATORS SHOULD WALK AROUND THE ROOM AND ANSWER QUESTIONS WHEN NECESSARY.
4. ONCE ALL PARTICIPANTS HAVE CALCULATED THEIR ENVIRONMENTAL FOOTPRINT BRING THE GROUP TOGETHER IN A CIRCLE FOR A LARGE GROUP DISCUSSION. **DISCUSS:**

    - What results did you get?
    - How do these results make you feel?
    - What do you think you can do personally to improve your environmental impact on a daily basis?
    - What can you do at school or at your work to improve your environmental impact?

Wrap Up: Thank participants for joining in the discussion.

ACTIVITY 5: My Environmental Impact Role Play *20 minutes*

✓ ***Objectives: Participants will:*** Create a role play about improving personal environmental impact
✓ **Materials:** Markers, Flipchart,
✓ **Preparation and Facilitator Notes:** N/A
✓ **Key concepts:** N/A
✓ **Adapted from:** N/A

Facilitation Steps:

1. BASED ON THE LAST DISCUSSION FROM ACTIVITY 1 DIVIDE PARTICIPANTS INTO GROUPS OF 3 TO 4 AND ASK EACH GROUP TO CREATE A ROLE PLAY ABOUT HOW YOUTH CAN IMPROVE THEIR ENVIRONMENTAL IMPACT. EACH ROLE PLAY CAN BE UP TO 5 MINUTES LONG AND GROUPS WILL HAVE 10 MINUTES TO CREATE THEM.

2. After 10 minutes let each group perform their role play. Let the other participants comment on the role play and discuss if the scenario in each role play is something all youth can do.

Wrap Up: Thank each group for participating in the role play.

ACTIVITY 6: My Goals to reduce my environmental impact *20 minutes*

- ✓ ***Objectives: Participants will:*** Reflect on their own personal goals for improving how they impact the environment.
- ✓ **Materials:** Markers, Flipchart, journals or notebooks for each participant
- ✓ **Preparation and Facilitator Notes:** N/A
- ✓ **Key concepts:** N/A
- ✓ **Adapted from:** Green Mindset Framework

Facilitation Steps:

1. **EXPLAIN:**
    - Youth will make a new journal entry through words and or pictures about what their personal goals are to have a more positive impact on the environment. They use the new knowledge they have from their environmental footprint that they calculated as well as the role plays they made.
    - There are many ways to improve personal impact on the environment. Some ideas include:
        - Walk, use a bicycle or take public transport instead of a personal motorbike or car
        - Consume less single plastic material when possible example: Using plastic straws for sodas or drinks
        - Make an effort to not litter.
        - Recycle when possible.
        - One of the most effective ways to have a positive impact on the environment and contribute to sustainable development is to consume better and become a conscious consumer (there is a full module on this). This implies to think how you use your money opting for those products or services that reduce the negative environmental impact or contribute to positive environmental impacts. Example, buy organic vegetables that avoid the use of chemicals that pollute soil and water, and also enhances soil quality, among others. Consuming less, or not consuming unnecessary items is also part of being a conscious consumer.
        - Use renewable energy in your house (for electricity, heating, cooking).
        - Choose a small family

2. GIVE YOUTH 15 MINUTES TO CREATE THEIR GOALS THEN INVITE VOLUNTEERS TO SHARE THEIR GOALS WITH THE LARGE GROUP.

Wrap Up: Thank participants for joining in the activities and engaging in the discussions.

REFLECTION AND CLOSING: *10 minutes*

Facilitation Steps:

1. ASK PARTICIPANTS TO TAKE A FEW MOMENTS TO REFLECT ON WHAT THEY LEARNED ABOUT THEIR ENVIRONMENTAL IMPACT IN THIS SESSION AND REFLECT ON HOW THEY FEEL ABOUT IT. LET PARTICIPANTS JOURNAL WRITE OR DRAW PICTURES IN THEIR NOTEBOOK IF THEY LIKE.

Wrap Up: Close the session and take any final questions or comments.

PHASE 3

SESSION 4: UNDERSTANDING THE THREE DIMENSIONS OF SUSTAINABILITY

1 HOUR 15 MINUTES

Green Mindset Training

Links to competency: Understanding the three dimensions of sustainability
Definition of competency: Describe sustainability and its three dimensions and how they should be taken into account to promote sustainable development.

Session Overview: Describe the three dimensions of sustainability and how they should be balanced to achieve sustainable development.

Session Objectives:

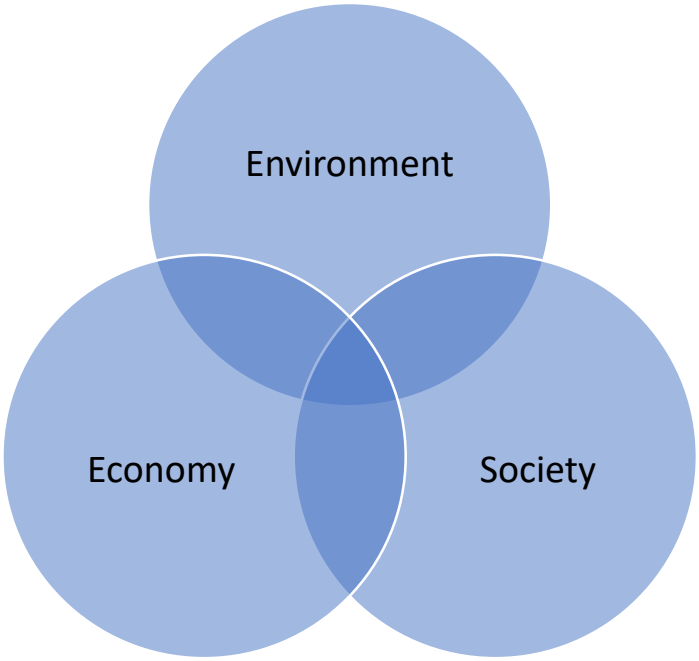
- ✓ What are the three pillars of sustainable development and what do they mean
- ✓ Examples of the pillars in action
- ✓ How the pillars relate to the UN Sustainable Development Goals
- ✓ Describe how to balance social, economic and environmental aspects in sustainable development.

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Review the definition of sustainability.	5 MINUTES	Flipcharts, markers
ACTIVITY 1 THREE PILLARS OF SUSTAINABILITY	Review the meaning of the three pillars of sustainability.	60 MINUTES	Flipcharts, markers
REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

Key Messages:

- The three pillars of sustainability are environmental, social and economic.
- The three pillars should be balanced because each one is equally important. Leaving any of these aspects unattended when developing our society and economic activities would lead to imbalances and instability.

- The three dimensions of sustainability are important because they help to better understand sustainability and they are also used as a model for standards and certifications to evaluate the sustainability of organizations, countries, products, and services.[8]



WELCOME AND INTRODUCTION: *5 minutes*

✓ ***Objectives: Participants will:*** Review the definition of sustainability.
✓ **Materials:** Flipchart, markers
✓ **Preparation and Facilitator Notes:** Prepare the definition sustainability on a flipchart.
✓ **Adapted from:** Green Mindset Framework Toolkit

Facilitation Steps:

6. Welcome participants and ask them to share what sustainability means. Let a few participants respond.
7. Share the definition of sustainability. "Meeting the needs of the present without compromising the ability of future generations to meet their own needs."

Wrap Up: Explain participants will learn more about sustainability in this session.

ACTIVITY 1 The 3 pillars of sustainability: *60 minutes*

✓ ***Objectives: Participants will:*** Review the meaning of the three pillars of sustainability
✓ **Materials:** Flipcharts, markers
✓ **Preparation and Facilitator Notes:** Copy the chart and questions onto a flipchart. Review each definition carefully and try to come up with examples for the local context.
✓ **Key terms:**
✓ Adapted from:

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[8] https://sustainability-success.com/three-pillars-of-sustainability/

✓ [1] https://sustainability-success.com/three-pillars-of-sustainability/

Facilitators note: Read through the definitions of the key terms below. Use the information as background information during the session. Summarize and simplify according to the participants as necessary.

The environmental pillar (Explanation also found in the green mindset toolkit)

- The environmental pillar involves regulations, laws, and other tools used to deal with environmental facts and issues such as the management of land, freshwater, oceans, forests, air, natural resources, and wildlife.
- This pillar involves direct management of the environment with things like planting and preserving oxygen-producing trees and taking action on the human consumption side.
- Environmental management involves the use of environmental science and conservation biology to manage at a high level the allocation of resources such as land, water, and emissions to achieve a sustainable future.
- This process also takes into account the resilience of the ecosystems and their capacity to absorb disturbances caused by human activities.

- The other approach is to manage the demand side of resources coming from human activities. This involves things such as:
  - **Reducing Energy Consumption and CO2 Emissions**. Incentivizing the migration towards renewable sources and improving efficiency is essential in reducing our environmental impact and CO2 emissions. Embracing renewable energy sources, adopting industry 4.0, switching to hybrid and electric vehicles, and enhancing energy efficiency can significantly lower carbon emissions. Education also plays an important role and is important to incorporate environmental activities for students early on in their curricula. This will help to grow a new generation of environmentally conscious people.
  - **Waste Management.** To promote environmental sustainability, prioritize recycling to harness its benefits, reduce waste, and minimize environmental harm. It is possible to recycle most things, including valuable materials like:
    - Cardboard
    - Copper
    - Aluminium
    - Scrap metal

    Use a water filter or installing a reverse osmosis system at home can help greatly reduce plastic waste and pollution caused by bottled water.

  - **Food.** One way to contribute to sustainability is by encouraging healthier and more sustainable dietary choices, such as adopting Mediterranean or Japanese diets that rely less on animal products. The vegan diet can also help reduce the environmental impact, however, veganism has some drawbacks for the environment that should be taken into consideration. Educating the public about responsible food consumption can also play a vital role in reducing the environmental footprint.
  - **Freshwater.** Efficiency in freshwater usage can be improved by upgrading infrastructure and implementing green technologies, particularly in agriculture. Simultaneously, managing the demand side through public education is crucial, as freshwater is a precious and limited resource.

The social pillar

- The social pillar refers to initiatives, public policies, planning, and regulations supporting social issues. These include things such as fighting poverty, social justice, peace, promoting diversity, quality of living, access to healthcare, education, community development, cultural heritage, and some aspects of religion. Unfortunately, this is the least defined and understood pillar of sustainability compared to its ecological and economic counterparts. However, the social factor

influences all human activities and as such, is also strongly linked to the economic and ecological dimensions of sustainability and sustainable development. More in detail, the main aspects of this type of sustainability are:

- **Peace, security, and human rights** are very important components of social sustainability. Because wars, crime, and unethical practices not only waste valuable resources through destructive activities, but are also ultimately bad for the environment. Just think about all the pollutants dispersed into the environment during wartime.
- **Access to healthcare** is a central point of the social principle. Many health-related issues are interconnected with the environment and economic aspects in general. For example, in agriculture, green improvements are also helping to improve health-related conditions. Finally, the World Health Organization is going as far as considering sustainability unachievable without accounting for health related issues.
- **Poverty and social injustice**: poverty and lack of social justice also hinder societies from making long-term plans, ultimately reducing human wellbeing while simultaneously hurting the environment.
- **Influence of religion and culture**: cultural sustainability deals with beliefs, religion, and heritage conservation. Cultural aspects are without a doubt a driver that can help enable sustainable development. In this respect, recent years saw some important contributions on the religious side that helped attract more attention to the topic with both the Dalai Lama and Pope Francis calling for more responsibility in fighting ecological degradation and preserving the ecosystems. These are just some social sustainability examples and how they can impact human society and quality of life.

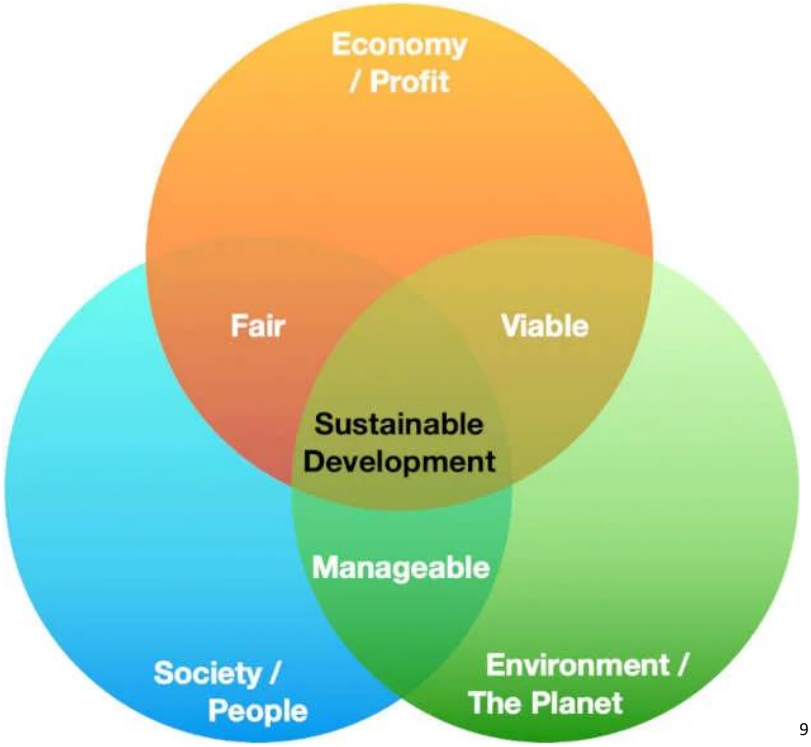
The Economic Pillar

- The economic pillar of sustainability is essential for the business's existence: a business needs to be economically viable to be sustainable.
- At the same time, a sustainable business should look at profitability as just one component of the company's strategy.
- A conscious business leader aiming at sustainability should encourage a more balanced culture, where also the social and environmental factors are taken into consideration together with profitability and economic sustainability.
- Keeping in mind the limits of the planet's resources is key, especially considering that the current economic model is still based on "infinite" exponential growth.
- Unfortunately, often the limited resources available in the environment are not factored in. This is the main problem faced when trying to achieve long-term economic sustainability. There can't be long-term economic growth if we deplete all the available natural resources. The capitalist system based on the free market is an incredible tool to improve the standards of living of nations, however, this must take into account the limits of our planet.

✓ **Adapted from:** GMFT

Facilitation Steps:

1. Explain, the 3 principles of sustainability are environmental sustainability, social sustainability, and economic sustainability.
    - These principles guide us in creating a balanced and sustainable future for our planet and its inhabitants.
    - The 3 pillars of sustainable development are seen as interacting with each other at the same level.
    - While sustainable development resides at the intersection of the 3.



[9]

2. Explain: Factors influencing environmental sustainability

Environmental sustainability is influenced by several factors that can have a significant impact on the ecological balance and the planet's ability to sustain life.

Some of the main factors include:

- Air, water and soil pollution;
- Climate change, caused by the excessive amount of greenhouse gases released into the atmosphere due to human activities;
- The loss of biodiversity;
- The overexploitation of natural resources;
- Economic models that involve unsustainable consumption.

2. Ask participants to brainstorm together and write answers on a flipchart:
What goals should we aim to achieve for environmental sustainability?
Explain: To achieve environmental sustainability, a number of key goals must be achieved, including:

- Reducing greenhouse gas emissions, especially in crucial sectors such as power generation, industry, agriculture and transportation.
- Increasing the production and use of energy from renewable sources.
- Implementing policies to conserve biodiversity by addressing its causes.
- Adopting sustainable practices in agriculture and the food chain, such as precision agriculture strategies.
- Raising awareness and engaging communities on the issue of environmental sustainability.
- Promoting the circular economy.
- Among the practices of great importance for sustainability, it is essential to conserve and sustainably manage natural resources, including water, soil, forests, wildlife and natural habitats, to ensure the ecological balance of the planet and the availability of these resources for future generations.

[9] https://sustainability-success.com/three-pillars-of-sustainability/

3. Explain what Social sustainability is.

Social sustainability involves a focus on the well-being of people and communities.

It's about promoting equity, human rights, access to education and health care, and decent work.

Social sustainability aims to create inclusive societies, reduce inequality, and ensure long-term well-being for all people while preserving social cohesion and justice.

4. To achieve social sustainability, it is necessary to overcome:

- Poverty and socioeconomic inequality.
- Discrimination, prejudice and social exclusion.
- Lack of access to resources.
- Insecurity and conflict, locally, regionally and globally.
- Poor governance, which includes phenomena such as corruption and institutional inefficiency.
- In the path to social sustainability, the promotion of systems and policies that can reduce social and economic inequalities play a particularly important role in ensuring equitable access to opportunities and resources for all members of society.

In addition to the fight against inequality, the goals to be achieved in terms of social sustainability include:

- The promotion of policies to respect basic human rights, such as the right to health and education.
- The adoption of practices that value and include people of diverse backgrounds, gender, ethnicity, ability, and sexual orientation.
- The creation of safer living environments with more efficient administration of justice.
- The improvement of people's health and mental and physical well-being through quality health services.

5. The social pillar refers to initiatives, public policies, planning, and regulations supporting social issues.

These include things such as fighting poverty, social justice, peace, promoting diversity, quality of living, access to healthcare, education, community development, cultural sustainability and heritage, and some aspects of religion.

Examples:

Security And Human Rights

- **Peace, security, and human rights are very important components of social sustainability**, this is because wars, crime, and unethical practices are not only wasting valuable resources in destructive activities but are also ultimately bad for the environment.
- Just think about all the pollutants dispersed into the environment during wars or from factories using unethical practices.

Access To Healthcare

- Access to healthcare is a central point of the social principle of sustainability. Many health-related issues are interconnected with the environment and economic aspects in general.
- For example, in agriculture, green improvements are also helping to improve health-related conditions.
- Finally, the World Health Organization is going as far as considering sustainability impossible to achieve without taking care of health-related issues.

Social Justice

- Poverty and lack of social justice are not allowing societies to make long-term plans, ultimately reducing human sustainability and well-being while also hurting the environment.

Influence Of Religion And Culture

- Cultural sustainability deals with beliefs, religion, and heritage conservation. Cultural aspects are without a doubt one of the drivers that can help to enable sustainable development.
- For example, recent years saw some important contributions on the religious side that helped to attract more attention to the topic: with both the Dalai Lama and Pope Francis calling for more responsibility in fighting ecological degradation and preserving the ecosystems.

6. Ask participants: What is economic sustainability?
7. Explain: Economic sustainability is the approach whereby economic activities are conducted in such a way as to preserve and promote long-term economic well-being. In practice, it aims to create a balance between economic growth, resource efficiency, social equity and financial stability.

   The economic pillar of sustainability is essential for the business's existence: a business needs to be economically viable to be sustainable. At the same time, a sustainable business should look at profitability as just one component of the company's strategy.

8. Explain: Factors influencing economic sustainability include:

   - The responsible management of resources.
   - The capacity for efficiency and innovation of economic systems and enterprises.
   - Financial stability at the macro level.
   - States' level of social innovation, that is, each country's commitment to promoting policies, programs and initiatives that address crucial social issues such as poverty, gender equality, access to education and health care, environmental sustainability, and other social issues.
   - International cooperation and partnerships between public administration and private enterprises.
   - The level of equity and social inclusion.
   - Corporate responsibility. Ask:
   - Is it possible to achieve economic sustainability while preserving the environment?

9. Ask: How does an economy become sustainable?

To make an economic system sustainable, *it is necessary to encourage energy generation from renewable sources, to adopt policies and regulations that encourage energy efficiency, and the promotion of economic models based on the circular economy which, as such, are able to reduce waste and contain resource exploitation*.

Achieving these goals requires fostering social and economic inclusion, technological innovation through dedicated investments, promotion of efficient and transparent governance, as well as public awareness and education.

Responsible management of economic resources is of paramount importance because it implies and ensures:

- The minimization of environmental impact;
- Social and economic equity;
- A more resilient and challenge-capable economy;
- A more widespread adherence of companies to management based on principles of responsibility and ethics.

10. Explain: The pillars of sustainability are interconnected

The pillars of sustainability are closely interconnected, in that every action taken within each of the spheres has spillover effects on the others. There is a strong interconnection between the environmental and economic spheres, where good environmental practices, such as responsible resource management, are essential to maintaining the stability of the economy and the very existence of the food supply chain. Not only that: some sustainability strategies, such as transitioning to a low-carbon economy and adopting sustainable practices, can create economic opportunities, promote innovation and increase the competitiveness of businesses.

The social sphere is also connected to both the environmental and economic spheres. It is well established that in an equitable and inclusive society, where inequalities are reduced, social cohesion, active citizen participation and the basis for a sustainable and resilient economy are fostered – just as it is evident that people's health and well-being are closely linked to the quality of the environment in which they live.[10]

11. Ask participants: Why is sustainability important for the future?
Explain: Sustainability ensures that our needs are met without jeopardizing future generations' ability to meet theirs. It protects the environment, promotes social equity, and fosters economic prosperity for a better and more equitable world.

12. The three pillars of sustainability are important and relevant, and the UN Sustainable Development Goals (SDG) are based on them. In fact, the SDG goals can also be categorized according to the three pillars.

[10] https://www.enel.com/company/stories/articles/2023/06/three-pillars-sustainability

13. **Here are the sustainable development goals aggregated according to the three pillars of sustainability:**(Share the following on a flipchart) Explain in this session they will not go into detail about the SDGs.

- **ENVIRONMENTAL**:
    - SDG 12: Responsible consumption and production
    - SDG 13: Climate action
    - SDG 14: Life below water
    - SDG 15: Life on land
- **SOCIAL**:
    - SGD 1: No poverty
    - SDG 2: Zero hunger
    - SDG 3: Good health and well-being
    - SDG 4: Quality education
    - SDG 5: Gender equality
    - SDG 6: Clean water and sanitation
    - SDG 10: Reduced inequalities
    - SDG 11: Sustainable cities and communities
    - SDG 16: Peace, justice, and strong institutions
- **ECONOMIC**:
    - SDG 7: Affordable and clean energy
    - SDG 8: Decent work and economic growth
    - SDG 9: Industry innovation and infrastructure
    - SDG 17: Partnerships for the goals

REFLECTION AND CLOSING: *10 minutes*

Facilitation Steps:

1. Ask participants to take a few moments to reflect on what they learned about. Let participants journal write or draw pictures in their notebook if they like.
2. Ask: How can I integrate sustainability principles into my work life? Into my personal life

> Integrating sustainability principles into your career involves learning about sustainable practices, seeking opportunities to implement them in your work, and advocating for sustainable initiatives within your organisation or industry. Taking a sustainability course online is a great way to gain the knowledge and skills needed to embrace sustainability in your career.

Wrap Up: Close the session and take any final questions or comments.

SESSION 5: WHAT ARE GREEN SKILLS?

45 minutes

Green Mindset Training

Links to competency: Understanding Green Skills
Definition of competency: Understand the meaning of green skills and how they contribute to a sustainable society. Develop personal green skills and gain perspective on how they can benefit your daily environmental impact.

Session Overview: Describe and define green skills. Identify personal green skills already developed and skills youth aspire to develop.

Session Objectives:

- ✓ Youth will learn the definition of green skills and will learn more about their purpose at the personal and professional level
- ✓ Youth will reflect on green skills they have and green skills they want to acquire.

SESSION OVERVIEW			
16. NAME	17. ACTIVITY DESCRIPTION	18. TIME	19. Material
20. INTRODUCTION	21. Youth are introduced to the topic. Perform an energizer. Review what was learned in the previous session.	22. 15 MINUTES	23. N/A
24. ACTIVITY 1 What are Green Skills?	25. Define green skills and share practical examples of green skills in the youths personal and professional life	26. 20 MINUTES	27. Markers, Flipchart,
28. REFLECTION AND CLOSING	29. Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	30. 10 MINUTES	31. Youth reflection journal

Key Messages:

- By developing Transferable Life Skills youth will be better equipped to also develop green skills which will allow them to have a more positive impact on the environment.

WELCOME AND INTRODUCTION: *15 minutes*

✓ ***Objectives: Participants will:*** Brainstorm skills they have that can be used to protect the environment
✓ **Materials:** None.
✓ **Preparation and Facilitator Notes:**
✓ **Adapted from:** N/A

Facilitation Steps:

1. Welcome participants and introduce the activity. Perform an ice breaker.

2. Ask participants to stand in a circle and each share or act out a skill they have that will help them protect the environment. Example: My skill is I can draft a business plan. I can make a business plan of a plastic recycling company.

Wrap Up: Explain that there are many skills to develop that are helpful to protecting the environment. They will learn about green skills in this session.

ACTIVITY 1 What are Green Skills?: *20 minutes*

✓ ***Objectives: Participants will:*** Understand the green skills definition and begin to think about the green skills they currently possess.
✓ **Materials:** Markers, Flipchart,
✓ **Preparation and Facilitator Notes:** None
✓ **Key concepts:** **Green skills:** The knowledge, abilities, attitudes and behaviors needed for A&Y to access and perform Green Jobs, realizing their rights, as well as to make sustainable consumption and lifestyle choices every day, contributing to sustainable development and a low-carbon economy[11].
✓ **Adapted from:** n/a

Facilitation Steps:

1. Explain that participants will be introduced to the meaning of green skills. Explain that in a later session, session 15, they will spend more time discussing green jobs.

2. Review the definition of green skills.
3. Explain that by taking this course participants are starting to develop their green skills. Ask participants to share some skills or knowledge they have learned so far in this course.
4. Explain further that green skills are divided into two main groups:

    a. Green skills consist of knowledge, abilities, attitudes and behaviours that A&Y need to access and perform green jobs. The main purpose that SC pursues when developing A&Y green skills is to support them to access green jobs (including self-employment and wage employment) and to provide them with the capacities to perform the professional tasks needed within these green jobs. This includes the 'greening' of jobs, i.e. adapting traditional jobs so that they contribute to a reduction in environmental impact (e.g., plumbers that use their skills in solar

[11] https://resourcecentre.savethechildren.net/pdf/Definitions-of-green-jobs-and-green-skills_Nov-2022.pdf/

thermal installations or farmers that apply organic agriculture principles). The following set of skills, which includes a mixture of technical and transferable life skills, and skills for the world of work and the world of life, have been identified by SC as key for A&Y to access and perform green jobs:

i. Transferable Life Skills
ii. Engineering and technical skills
iii. Technical and Vocational Education and Training (TVET)
iv. Coordination, management and business skills:
v. Green entrepreneurial skills
vi. Innovation skills
vii. Awareness and knowledge of environmental issues, impacts and risks
viii. Knowledge of environmental rights.
ix. Systems and risk analysis skills
x. Marketing skills
xi. Advocacy and campaigning skills
xii. Adaptability and transferability skills

b. Green skills help A&Y make sustainable consumption and lifestyle choices every day. Including:
   i. Transferable life skills
   ii. Knowledge of environmental issues
   iii. Sustainable environmental practices
   iv. Conscious consumerism

5. Next ask participants to share how that knowledge can help them in the future? Examples: It may help them make their workplace more environmentally friendly, it may help them get a job that is environmentally sustainable, it can help them to teach others how to be environmental stewards etc.
6. In pairs, ask participants to brainstorm a list of green skills or knowledge they want to gain or grow. Let participants share their lists with each other.

Wrap Up: Thank participants for joining in the discussion. Explain that by continuing to expand their knowledge in this course they will continue to develop their green skills and knowledge for making a more sustainable world.

REFLECTION AND CLOSING: *10 minutes*

Facilitation Steps:

1. Ask participants to take a few moments to reflect on what they learned about the green skills in this session and reflect on how they feel about it. Let participants journal write or draw pictures in their notebook if they like.

Wrap Up: Close the session and take any final questions or comments.

SESSION 6 TREATING LIFE ON EARTH WITH DIGNITY AND RESPECT

2 HOURS 30 MINUTES

Green Mindset Training

Links to competency: Compassion, empathy, and respect for the preservation of the natural world and all species on the planet
Definition of competency:
Recognition that all natural life and all species are unique and special to the world and are worth preserving. Show awareness of the invaluable biodiversity of the planet's life forms.

Session Overview: Discover why all-natural life and species are unique, special, and worth preserving.

Session Objectives: [bulleted]

- ✓ Identify reasons highlighting the importance of biodiversity and why it should be respected.
- ✓ Identify the value and uniqueness of all life species.
- ✓ Discuss the personal and global benefits of preserving and respecting all species, whether it's a plant or an animal.

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Draw their favorite living creature and briefly review the session objectives.	10 MINUTES	paper and markers for each participant
ACTIVITY 1	Define biodiversity and review examples of it. Discuss the importance of biodiversity for the planet.	60 MINUTES	Projector or device to play movies, flipchart, markers Video example of biodiversity: https://kids.britannica.com/kids/article/biodiversity/352854#:~:text=The%20variety%20of%20animal%20and,or%20any%20h

			abitat%20in%20between.
ACTIVITY 2 BIODIVERSITY CONNECTIONS	Play a game that represents biodiversity	20 MINUTES	index cards, marker or pen, a ball of twine, yarn or string, list of connections
ACTIVITY 3 WHY BIODIVERSITY IS SPECIAL	Watch a short video about the Galapagos islands then discuss why biodiversity is special for the world and special to them.	20 MINUTES	Projector for watching a video if available, internet connection
ACTIVITY 4 TREATING ANIMALS WITH RESPECT	Read two stories about industrial farming and the mistreatment of animals. Discuss the reasons why animals deserve to be treated humanely and with dignity.	30 MINUTES	paper and markers for each participant
REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

Key Messages:

- Protecting plants and animals in the environment is a worthwhile thing to do. Governments, businesses and individuals can all contribute to biodiversity by thinking about how their behavior affects living things. Decisions can be made that have minimal impact on the environment. In this way, the many species of plants and animals that exist on Earth can continue to thrive for many years to come.[12]
- Animals and mammals, have social behaviors, emotions (fears), suffer pain, and are sentient beings. Animals and mammals deserve to be treated with respect and deserve the right to a life of respect, dignity and freedom from harm.

WELCOME AND INTRODUCTION: *10 minutes*

✓ ***Objectives: Participants will:*** Draw their favorite living creature and briefly review the session objectives.
✓ **Materials:** paper and markers for each participant
✓ **Preparation and Facilitator Notes:** N/A
✓ **Adapted from:** N/A

Facilitation Steps:

12 https://kids.britannica.com/kids/article/biodiversity/352854#:~:text=The%20variety%20of%20animal%20and,or%20any%20habitat%20in%20between.

1. Ask each participant to draw a picture of their favorite land animal, sea creature, insect, or tree or flower. Let each share their drawing briefly and share why they chose them. Thank everyone for sharing.
2. Explain that each of these life forms deserves a special place in the world and they deserve to be protected.
3. Ask participants what their least favorite insect, animal, sea creature, tree or flower is. Explain that even these life forms deserve to be protected and respected.

Wrap Up: Explain that in this session they will learn about biodiversity and the value and uniqueness of all life species. They will also learn about the importance of respecting other species and life forms because they can feel pain, have emotions, have social relationships and deserve to live with dignity.
They will discuss the personal and global benefits of preserving and respecting all species, whether it's a plant or an animal.

ACTIVITY 1 What is Biodiversity?: *60 minutes*

- ✓ ***Objectives: Participants will:*** Define biodiversity and review examples of it. Discuss the importance of biodiversity for the planet.
- ✓ **Materials:** Projector or device to play movies, flipchart, markers
  Video example of biodiversity:
  https://kids.britannica.com/kids/article/biodiversity/352854#:~:text=The%20variety%20of%20animal%20and,or%20any%20habitat%20in%20between.
- ✓ **Preparation and Facilitator Notes:** Review the definition and examples of biodiversity. Prepare local examples of biodiversity to share such as local tree species, insects, animals, plant life.
- ✓ **Key terms:** Biodiversity:
  Biodiversity is the variety of life on Earth. It is the variety of animal and plant life in any environment. The term can apply to a small portion of a particular rainforest, the entire Earth itself, or any habitat in between. Everything is interconnected, or dependent on everything else.
- ✓ **Adapted from:**
  https://kids.britannica.com/kids/article/biodiversity/352854#:~:text=The%20variety%20of%20animal%20and,or%20any%20habitat%20in%20between.

Facilitation Steps:

1. Share the definition of biodiversity. Biodiversity is the variety of life on Earth. It is the variety of animal and plant life in any environment. The term can apply to a small portion of a particular rainforest, the entire Earth itself, or any habitat in between. Everything is interconnected, or dependent on everything else. It encompasses all of the animals, plants, fungi, bacteria, habitats, and genetic material that work together in ecosystems to maintain balance and support life. 15 minutes

   • Forests are home to 80% of the world's biodiversity on land. One square kilometer of forest may be home to more than 1,000 species. The most biologically diverse and complex forests on Earth are tropical rain forests, such as the Amazon.

   • The ocean covers more than two-thirds of our living planet's surface and is home to a spectacular array of ecosystems and wildlife. About 90% of life in the ocean is found in the shallow seas close to the coasts.

   • Less than 1% of the world's water is fresh and accessible, yet freshwater habitats such as lakes, rivers, and wetlands are home to more than 10% of all known animals and almost 50% of all known fish species.

• One quarter of all life on Earth can be found beneath our feet. Soil biodiversity consists of a huge underground community of life forms such as fungi, bacteria, nematodes, tardigrades, ants, termites, earthworms, moles, and many more. These species play a huge role in helping to reduce the effects of climate change by regulating greenhouse gases, as well as cycling nutrients through the ground so that they may be used by plants. Without these underground workers, entire ecosystems would crumble. Soil biodiversity is currently facing many threats, including pollution, agriculture, and erosion. Humans have only been around for 200,000 years, a tiny fraction of the 4.5 billion years of our planet's history. Yet we have had a greater impact on the Earth than any other species. As humans continue to put pressure on the planet, we are upsetting the balance of ecosystems and losing biodiversity. Three-quarters of the land-based environment and about 66% of the marine environment have been significantly altered by human actions. Wetlands are most affected, having lost 87% of their coverage in the past era.

• Almost 20% of the Amazon rain forest, one of the most biologically diverse places in the world, has disappeared in the past 50 years.

• Populations of fish, birds, mammals, amphibians, and reptiles have declined by 60% in just over 40 years because of human activity such as overharvesting and illegal hunting of animals, agriculture, and land conversion/degradation of habitats.

• Around 1 million animal and plant species more than ever before in human history are now threatened with extinction. This includes 40% of all amphibians, 25% of mammals, 34% of conifers, 14% of birds, 31% of sharks and rays, 33% of reef corals, and 27% of crustaceans. The current rate of species extinction is 100 to 1,000 times higher than nature intended.

• Biodiversity is resilient. If humans reduce the pressure we're putting on the planet and manage resources better, in time, ecosystems will adapt. Nature and biodiversity will recover.

• In nature, everything is connected. The ripple effect of any change touches every part of our planet. In order for both people and wildlife to thrive, now and in the future, we need a healthy planet with a rich variety of plants and animals and vibrant ecosystems. [13]

2. **Optional step*** If weather is good and there are some examples of biodiversity outside of the training room a short distance away and it is accessible for all then perform this step* Visit a garden or local green space and hunt for the many different organisms that live there. Remind them of how to determine whether something is alive. Common characteristics of living things include that they: grow and develop.

3. Divide participants into 2 small groups. Ask each group to come up with reasons they think biodiversity is important. Give them 15 minutes.

4. Let each group share what they decided.

5. Explain the following key points: (Lecture) 20 minutes

    - Biodiversity is important is simply that the world is richer with many different species of plants and animals. For example, people do not need butterflies to get through the school or

[13] WWF BIODIVERSITY TOOLKIT | Educator's Resource Guid

work day. However, an element of beauty that makes the world a more pleasant place to live would be lost if butterflies were to become extinct.

- Biodiversity is important to humans for a number of reasons. One reason is that people benefit from a healthy and biologically diverse environment. For example, many drugs of great value in fighting disease come from plants. If a species of plant that could lead to the development of new drugs is lost, then the world may never have an important medicine that could save lives.

- The great variety of plants and animals is often taken for granted. However, the activities of humans, such as cutting down rain forests and using gasoline for fuel, pose a major threat to the environment. Consider the changes that take place when a new housing development is built. For example, if a forest is transformed into a neighbourhood of streets, lawns, and houses, the old environment and the habitat it provided for living creatures changes forever. The environment is disrupted or even destroyed. Most of the plants will be ruined. The animals will be forced either to find a new habitat or die. Sometimes an entire species might become extinct. Because Earth is the only place in the universe known to sustain life, the loss of even one species on the planet means the total loss of that organism.

- Plant and animal life can be destroyed by nature as well as by the actions of human beings. [14]

- **Explain:** The human threat to biodiversity is a real problem. Human behavior has been increasing the rate of extinctions at an alarming rate.

- **Extinction** is when a species no longer exists. Species can disappear when they have no place to live—when their habitats are destroyed. Humans destroy habitats when they tear down trees to make room for farms and houses. Humans burn fossil fuels, which causes global warming and pollution that can ruin habitats. They also introduce new species into different ecosystems. These new, or invasive, species can cause serious problems for the native species that live there. All these actions cause extinction and loss of biodiversity.

- Humans depend on living things in various ecosystems in many ways such as using wood as a building material and fuel, eating fish as a food, and relying on certain insects to pollinate crops.

- A loss of biodiversity could lead to a loss of resources. Species richness provides a "safety net," so that if one food source or other resource becomes unavailable, another can be used in its place. This has been especially important to people in some rural areas and developing countries. In addition, reduced biodiversity could lead to a loss of future opportunities. Scientists continue to discover chemicals produced by living things in rainforests and other ecosystems that can be made into effective medicines. Compounds from the rosy periwinkle, a flowering plant of Madagascar, are used to make cancer-fighting drugs, to name just one

14 https://kids.britannica.com/kids/article/biodiversity/352854#:~:text=The%20variety%20of%20animal%20and,or%20any%20habitat%20in%20between.

example. The loss of species lessens the chance that similar discoveries may be made in the future.

- Biodiversity is also important in other, less obvious ways. Living things in various ecosystems perform such vital functions as helping to form the soil and maintain its fertility, purifying the water, cycling nutrients through the environment, and regulating the climate (*see* Earth). All the many organisms in an ecosystem form a complex web of interactions and interdependencies, and biodiversity is essential to keeping ecosystems functioning well. Finally, many people also believe that biological richness is important in its own right, aside from the material benefits it provides.

6. **Explain:** Right now, the best way to protect biodiversity is to protect habitats through conservation. Conservation includes recycling, limits on the amount of pollution we put into the world, and government protection of land and water. To maintain biodiversity, all humans must think about how their behavior affects living things.

7. Ask participants if they have any questions.

ACTIVITY 2: Biodiversity Connections *20 minutes*

✓ ***Objectives: Participants will:*** Play a game that represents biodiversity

✓ **Materials:**

- Index cards
- Marker or pen
- A ball of twine, yarn or string
- List of connections

✓ **Preparation and Facilitator Notes:**

Prepare index cards each with one of the following words:

Sun	bumblebee	mushroom	rock	grass	mouse
Earthworm	ant	spider	River	woodpecker	rain
dead leaf	butterfly	flower	tree	snake	frog
snail	living leaf	owl	squirrel	soil	deer

✓ **Adapted from:**

https://www.amnh.org/explore/ology/biodiversity/web-of-life/activity-instructions

Facilitation Steps:

1. Write the names of each organism from the list of connections on an index card.

2. Sit in a circle.

3. Each player takes a card from a pile in the middle and holds it up so that everyone can see the name of the organism on the card.

4. The person with the tree card starts off the game by tossing the ball of twine to someone else in the circle.

5. The person who catches the ball tries to explain how the organism on his or her card interacts with the tree. Anyone in the group can join in to help out.

6. Next, the person who caught the ball holds onto the string and tosses the ball to a third person.

   The third person explains how the organism on his or her card interacts with the second person's organism. If the player gets stuck, anyone in the game can make a guess.

7. The game continues until everyone has had a turn at catching the twine.

   The twine is now complex and tangled—everyone in the group is connected to everyone else.

   Players can also talk about how their organisms are connected to others that came up earlier in the game.

8. Choose one of the organisms in the game. Can anyone predict what would happen if it was removed from the web? Which other organisms would be affected?

9. What would happen if you cut the twine with scissors? What effect would this have on the ecosystem?

10. Ask participants 'What's going on here?'

11. Explain: The tangled ball of twine has formed a web, just like the complicated web of life in an ecosystem. The web shows how closely organisms in an ecosystem interact with one another. Anything that happens to part of the web has an effect on the whole system.

12. Ask participants if they have any questions.

ACTIVITY 3 Why biodiversity is special 20 *minutes*

- ✓ ***Objectives: Participants will:*** Watch a short video about the Galapagos islands then discuss why biodiversity is special for the world and special to them.
- ✓ **Materials:** Projector for watching a video if available, internet connection
- ✓ **Preparation and Facilitator Notes:** Watch the video and make sure it is understood, review the script from the video and be ready to explain it during the video if needed.

Video to share:
https://kids.britannica.com/students/article/biodiversity/317516/media

Script from video for translating. (If needed)
NARRATOR: The Galapagos Islands are renowned for their unique and varied animal life—blue-footed boobies, marine iguanas, giant land tortoises, and even penguins and fur seals. Together these creatures form what has been called "Darwin's living laboratory."

The Galapagos archipelago is geologically young, formed as molten rock spilled from the oceanic crust between 700,000 and 5,000,000 years ago. The initial terrain of the archipelago was rocky, bleak, and devoid of life.

Birds and animals from the Pacific Ocean later visited the islands, transporting spores and seeds. Hardy saltwater plants and cacti forests began to take hold along the rocky coasts and amidst the hardened lava. Over time, lush vegetation developed inland and in areas of higher elevation.

Living rafts, which carried plants and small reptiles, floated to the islands from South America. Only the most resilient species could endure the long journey, and these colonizers exercised a great adaptability to survive the harsh conditions of their new home. Over time, an amazing array of living things emerged in the Galapagos.

Marine iguanas, unique to the archipelago, inhabit the rocky coasts where vegetation is scarce. They look to the ocean for food and developed a strong ability to swim along the way. They are the only lizards to feed at sea regularly.

The giant tortoises of the islands can store vast amounts of water in their bodies to survive the long periods between rain events.

The Galapagos finches are perhaps the best examples of species adaptation in the archipelago. Fourteen finch species have evolved from just one common ancestor. The bills of each species differ greatly. Each one is uniquely suited to the habitat of their particular island and whether the diet of the bill's owner contains more seeds, insects, or plants. One species, the sharp-beaked ground finch, or vampire finch, uses its beak to pick at the skin of boobies and drink their blood. The variation displayed by these finches inspired Charles Darwin to devise the principle of natural selection.

✓ **Adapted from:**
https://kids.britannica.com/students/article/biodiversity/317516/media

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Facilitation Steps:

1. Share the video with participants. Read the script from the video in the local language if possible or summarize the script.
2. Ask participants to share what they think is special about the Galapagos islands? Ask participants to share if and why humans should protect them?
3. Ask: Why should we respect animal life, plant life and all biodiversity?
4. What happens when species go extinct?

Wrap Up: Thank participants for joining in the discussion.

Contextualization ideas: Pick a local animal species that is in danger of extinction. Research it

ACTIVITY 4: TREATING ANIMALS WITH RESPECT: *30 minutes*

✓ ***Objectives: Participants will:*** Read two stories about industrial farming and the mistreatment of animals. Discuss the reasons why animals deserve to be treated humanely and with dignity.
✓ **Materials:** paper and markers for each participant
✓ **Preparation and Facilitator Notes:** Review the stories before facilitating to make sure they are understood.
✓ **Adapted from:** N/A

Facilitation Steps:

1. Explain you will be reading a sad story about how animals on industrial farms are treated. Explain that the story may be upsetting and hard to listen to.
   Read the story below:

   "In the U.S. today, 99% of animals used for food live on massive industrial "factory farms," where they're crammed by the thousands into wire cages, metal crates, or other extremely restrictive enclosures inside filthy, windowless sheds. These animals will never raise their families, root around in the soil, build nests, or do anything that is natural and important to them. Most won't even feel the warmth of the sun on their backs or breathe fresh air until the day they're loaded onto trucks headed for slaughterhouses.

   The factory farming industry strives to maximize output while minimizing costs—always at the animals' expense. The giant corporations that run most factory farms have found that they can make more money by squeezing as many animals as possible into tiny spaces, even though many of the animals die from disease or infection.

   Animals on factory farms endure constant fear and torment:

   - They're often given so little space that they can't even turn around or lie down comfortably. Egg-laying hens are kept in small cages, chickens and pigs are kept in jam-packed sheds, and cows are kept on crowded, filthy feedlots.
   - Antibiotics are used to make animals grow faster and to keep them alive in the unsanitary conditions. Research shows that factory farms' widespread use of antibiotics can lead to antibiotic-resistant bacteria that threaten human health.
   - Most factory-farmed animals have been genetically manipulated to grow larger or to produce more milk or eggs than they naturally would. Some chickens grow so unnaturally large that their legs cannot support their outsized bodies, and they suffer from starvation or dehydration when they can't walk to reach food and water.
   - When they've grown large enough to slaughter or their bodies have been worn out from producing milk or eggs, animals raised for food are crowded onto trucks and transported for miles through all weather extremes, typically without food or water.
   - At the slaughterhouse, those who survived the transport will have their throats slit, often while they're still conscious. Many remain conscious when they're plunged into the scalding-hot water of the defeathering or hair-removal tanks or while their bodies are being skinned or hacked apart.[15]"

2. Ask participants how it made them feel to listen to this? Why did it make them feel this way?
3. Read the below story:
   "Ancient wild cattle were social animals. In order to survive and reproduce, they needed to communicate, cooperate and compete effectively. Like all social mammals, wild cattle learned the necessary social skills through play. Puppies, kittens, calves and children all love to play because evolution implanted this urge in them. In the wild, they needed to play. If they didn't, they would not learn the social skills vital for survival and reproduction. If a kitten or calf was born with some rare mutation that made them indifferent to play, they were unlikely to survive or reproduce, just as they would not exist in the first place if their ancestors hadn't acquired those skills. Similarly, evolution implanted in puppies, kittens, calves and children an overwhelming desire to bond with their mothers. A chance mutation weakening the mother-infant bond was a death sentence.

[15] https://www.peta.org/issues/animals-used-for-food/factory-farming/#:~:text=Animals%20on%20factory%20farms%20endure,kept%20on%20crowded%2C%20filthy%20feedlots.

What happens when farmers now take a young calf, separate her from her mother, put her in a tiny cage, vaccinate her against various diseases, provide her with food and water, and then, when she is old enough, artificially inseminate her with bull sperm? From an objective perspective, this calf no longer needs either maternal bonding or playmates in order to survive and reproduce. All her needs are being taken care of by her human masters. But from a subjective perspective, the calf still feels a strong urge to bond with her mother and to play with other calves. If these urges are not fulfilled, the calf suffers greatly."[16]

4. Ask participants to share their thoughts on this second story. How did this story make you feel?
5. Explain: animals and mammals have feelings, can feel pain, are sentient creatures and social creatures who are intelligent.
6. Ask participants to sit in a large circle. Discuss the following questions:
   - Why should humans treat animals and mammals, both small and large with respect?
   - What does it mean to treat an animal with dignity?
   - How do you see animals treated in your society? Is there room to practice more humane and respectful treatment of animals?
7. Explain that a big part of developing a green mindset is developing respect and kindness for all life forms in the animal world. Factory farming is just one way that animals are being treated cruelly and inhumanely. There are many other instances around the world where the life of animals is not respected. For example, there is poaching, hunting for sport, capturing exotic species and selling them, killing and selling parts of animals for medicine.
8. Explain that there are organizations around the world dedicated to the rights of animals. Explain there are also businesses and farms that treat farm animals with respect and dignity closer to how they would live in their natural life without suffering. Learning about these businesses and farms is the first step to supporting the welfare of animals.
9. Explain that buying meat products from businesses that practice humane farming and cutting back on eating meat can help to put a stop to industrial farming.
10. Ask participants if they have any further thoughts to share or questions.

REFLECTION AND CLOSING: *10 minutes*

Facilitation Steps:

1. Ask participants to take a few moments to reflect on what they learned about Let participants journal write or draw pictures in their notebook if they like.

Wrap Up: Close the session and take any final questions or comments.

[16] https://www.theguardian.com/books/2015/sep/25/industrial-farming-one-worst-crimes-history-ethical-question

SESSION 7 CLIMATE MITIGATION AND ADAPTATION

1 HOURS 45 MINUTES

Green Mindset Training

Links to competency: Knowledge on climate change mitigation and adaptation
Definition of competency: Understand the meaning of climate change mitigation and the process of adjusting to the current and future effects of climate change. Review the SDGs.

Session Overview: Understand the meaning of climate change mitigation and the process of adjusting to the current and future effects of climate change.

Session Objectives:

- ✓ Describe what climate change mitigation is.
- ✓ Describe climate change resilience and how to adapt and adjust to the current and future effects of climate change.

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Review the definition of climate change mitigation and climate change adaptation	15 MINUTES	Flipchart, Markers
ACTIVITY 1 CLIMATE CHANGE MITIGATION AND ADAPTATION	Understand the meaning of climate change mitigation and climate change adaptation.	20 MINUTES	Flipcharts, Markers
ACTIVITY 2 INVENTING WAYS TO SAVE THE PLANET	Invent ideas to for climate mitigation	60 MINUTES	Poster paper, markers, colored paper, flipchart
ACTIVITY 3 CLIMATE MITIGATION IDEAS	Review inventions that people have created that help to solve environmental problems.	20 MINUTES	Device for watching a video such as projector
REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

Key Messages:

- Climate change mitigation and climate change adaptation are both necessary for protecting the earth, putting a stop to climate change and human survival.

WELCOME AND INTRODUCTION: *15 minutes*

✓ ***Objectives: Participants will:*** Review the definition of climate change mitigation and climate change adaptation
✓ **Materials:** Flipchart, makers
✓ **Preparation and Facilitator Notes:** Review the definitions and prepare them on a flipchart.
✓ **Terms:**
Climate Change Mitigation: Means avoiding and reducing emissions of heat-trapping greenhouse gases into the atmosphere to prevent the planet from warming to more extreme temperatures. Mitigation can mean using new technologies and renewable energies, making older equipment more energy-efficient, or changing management practices or consumer behavior.

Climate Change Adaptation: Is the process of adjusting to current or expected effects of climate change. Climate change adaptation means altering behavior, systems, and—in some cases—ways of life to protect the world from the impacts of climate change. The more people reduce emissions, the easier it will be to adapt to the changes that are happening or that will happen in the future. Climate change adaptation is NOT about fighting climate change or trying to reduce it but adapting to it. This adaptation is highly related or dependent on the local capacity of communities.

✓ **Adapted from:**

Facilitation Steps:

1. Ask participants if they know what climate mitigation is?
2. Explain: **Climate Change Mitigation:** Means avoiding and reducing emissions of heat-trapping greenhouse gases into the atmosphere to prevent the planet from warming to more extreme temperatures. Mitigation can mean using new technologies and renewable energies, making older equipment more energy-efficient, or changing management practices or consumer behavior.

   Ask participants to come up with examples of climate change mitigation. For example: new technologies such as electric cars, or changes in practices or behaviours, such as driving less or changing one's diet to eat less meat, because meat contributes to climate change.

3. Explain: **Climate Change Adaptation:** Is the process of adjusting to current or expected effects of climate change. Climate change adaptation means altering behavior, systems, and—in some cases—ways of life to protect the world from the impacts of climate change. The more people reduce emissions, the easier it will be to adapt to the changes that are happening or that will happen in the future. Climate change adaptation is NOT about fighting climate change or trying to reduce it but adapting to it. This adaptation is highly related or dependent on the local capacity of communities.

   Ask participants if they can come up with some examples of climate adaptation in their communities. For example: If there is drought because of climate change and crops are dying, a solution to adapt would be using drought resistant seeds to plant.

4. Explain that both climate mitigation and climate adaptation are important. Both courses need to be pursued in parallel, with a detailed focus on each. Mitigation is crucial and adaptation is inevitable. Mitigation is essential because focusing on it today will reduce the impact on future generations.

Adaptation is inevitable as there are inherent uncertainties in the timing and scale of climate change impacts.

Wrap Up: Ask participants if they have any questions.

ACTIVITY 1: Climate Change Mitigation and Adaptation *20 minutes*

- ✓ ***Objectives: Participants will:*** Understand the meaning of climate change mitigation and climate change adaptation.
- ✓ **Materials:** Markers, Flipchart
- ✓ **Preparation and Facilitator Notes:**
- ✓ **Key terms:** **Climate Change mitigation**, **climate change adaptation** (Both explained in opening activity)
- ✓ **Adapted from:** Y adapt

Facilitation Steps:

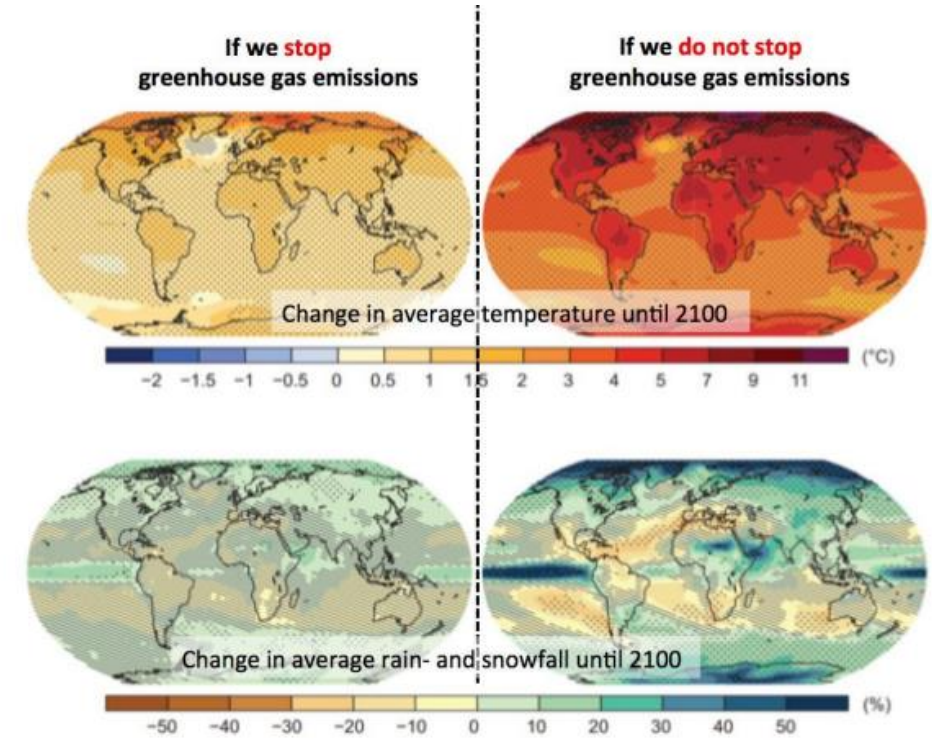
1. **Explain:** Look at the maps of the globe (figure below) - showing how temperature and rainfall is expected to change between now and the year 2100. The two sides (left and right) show different effects depending on how well people all over the world are able to reduce greenhouse gas emissions.

A. Point at the map where you live.

B. Discuss how much warmer it is likely to get – compare left and right maps to see 'lowest' and 'highest' expected change.

C. Discuss how much wetter or drier it is likely to get – compare left and right maps.

D. Ask a volunteer to draw or write the conclusion on the seasonal calendar.



Maps from IPCC 5th assessment report 2013 (page 20 in Summary for Policy Makers)

Facilitators Note: Try to find updated versions of this map or versions that show your specific continent/region etc.

2. Explain that there are two types of action we can take on climate change:

A. Actions to stop climate change from getting worse.

B. Actions to deal with the effects of climate change.

3. Read the below explanation of actions to STOP climate change from getting worse.

> ACTIONS TO STOP CLIMATE CHANGE FROM GETTING WORSE
>
> We can act to stop climate change from getting worse. This means reducing the human activities that release greenhouse gas into the atmosphere. This is called **Climate Change Mitigation.**
>
> To be really effective in stopping climate change, we need countries across the world to reduce the amount of greenhouse gas they release. In 2016 almost all countries pledged to take action under the Paris Agreement. The actions taken in upcoming years will determine the amount of future warming and the extent of climate change.

4. Ask if anyone can think of actions to STOP climate change from getting worse? Share the examples below:

A. One example is for countries to stop using 'fossil fuels' such as coal and oil in factories, industry and transport as they release greenhouse gases. Instead they can use renewable energy sources such as solar, wind and hydropower.

B. Although no-one can stop climate change on their own, small changes can be the start of much bigger change. Simple actions you can take are:

i. Reduce, Reuse, Recycle

ii. Use less heat, hot water and air-conditioning

iii. Drive less and drive smart

iv. Use energy-efficient products e.g. light bulbs

v. Use the "off" switch on your electrical appliances

vi. Plant a tree

vii. Encourage others to conserve energy

5. Read the below explanation of actions to DEAL WITH climate change impacts:

> ACTIONS TO DEAL WITH CLIMATE CHANGE IMPACTS
>
> We can take action to deal with climate change impacts. By adjusting and adapting both the natural and human environment we can be better prepared for climate change impacts. This is called **Climate Change Adaptation.**
>
> Adaptation actions are very important today because we are already experiencing climate change impacts across the world. Adaptation is also important for the longer term because we know that climate change will continue into the future.

6. Ask if anyone can think of actions to deal with the climate change impacts. Share the examples below:

A. One example, is a village in Niger where the dry season is becoming longer.

The youth started a community garden with vegetables that required little water, to provide extra food in this period.

7. Explain that WIN-WIN ADAPTATIONS are adaptation actions that deal with climate change impacts whilst also taking action to STOP climate change. Share the example below:

A. One example is youth clearing drains of rubbish to reduce the risk of flooding in their community (dealing with climate change), by providing rubbish bins and encouraging recycling (helping to stop climate change.)

Wrap up: Ask the youth to discuss the following questions with their neighbour. After each question, ask for a few examples to share with the entire group.

A. Review the Weather, Hazards, and Impacts. What do you notice? Did anything surprise you?

B. Review the seasonal calendar with the additional information. What do you notice? Did anything surprise you?

ACTIVITY 2: Inventing ways to save the planet: 60 *minutes*

- ✓ ***Objectives: Participants will:*** Invent ideas for climate mitigation
- ✓ **Materials:** Poster paper, markers, colored paper, flipchart
- ✓ **Preparation and Facilitator Notes:** Make sure you have an understanding of climate change mitigation and research local examples when possible.
- ✓ **Adapted from:** N/A

Facilitation Steps:

1. Divide participants into small groups. Explain that each group will get the chance to create an invention to save the planet.

2. In groups of 3 or 4 ask each group to come up with a climate mitigation invention.

3. Ask groups to come up with the idea and prepare to make a presentation to share with the rest of the participants. Give them 30 minutes to come up with their invention.

If participants need help share some examples. Participants can create inventions for the following:

- Use renewable energy. ...
- Electrify your home and transportation. ...
- Conserve energy. ...
- Conserve water. ...
- Change your transportation. ...
- Help conserve and restore forests. ...
- Practice climate-friendly gardening.
- Inventions for cleaning water.

4. After 30 minutes bring each group back together and let them present. Give each 5 minutes to present. Thank everyone for sharing.

5. Answer any final questions participants may have.

Wrap Up: Thank participants for joining in the discussion and thank participants for their inventions.

ACTIVITY 3: Climate mitigation ideas *15 minutes*

✓ ***Objectives: Participants will:*** Review inventions that people have created that help to solve environmental problems.
✓ **Materials:** Device for watching a video such as projector
✓ **Preparation and Facilitator Notes:** Prepare a space to watch a video if it is possible. The video link shares an example of an invention for purifying water. The link is also shared below. https://education.nationalgeographic.org/resource/cleaning-poop-drinking-water/
✓ **Adapted from:** https://education.nationalgeographic.org/resource/cleaning-poop-drinking-water/
[1] https://www.sap.com/insights/viewpoints/by-land-sea-and-air-emerging-technologies-to-tackle-climate-change.html

Facilitation Steps:

1. Share the ideas below that others have invented to help mitigate climate change.

Farming seaweed for biofuel with sensor-driven drones
Plants, which absorb CO_2 from the atmosphere while they grow, are also a renewable energy source. However, the most common bioenergy sources are corn and wood, which require a lot of land, fertilizer, and fresh water to grow. As an alternative, we could create vast seaweed farms in distant parts of the ocean, tend and monitor them with underwater drones, and use autonomous vessels to harvest the seaweed when it's ready for use.

Solar-collecting fabric
What if you could charge your phone or laptop with the shirt on your back? A new polymer that

collects solar power can be applied to textiles, creating the possibility of shirts, pants, and other clothing to double as mobile energy supplies.

Twenty-first century waterpower
Researchers from City University of Hong Kong have developed a generator that can turn rain (or a leaky faucet) into energy at 140 volts a drop – enough for a single drop to briefly light up 100 small LED bulbs. Researchers in Florida are testing how well turbines that are anchored 80 feet below the ocean's surface can capture the steady flow of the Gulf Stream. And wave energy appears to be bouncing back from a decade of setbacks, with at least two companies planning to introduce commercial solutions in 2021 and more not far behind.

- **Elevator generators**
  Power-generating brakes are familiar to anyone who drives a Toyota Prius. How about installing them on other things that stop frequently – like elevators? The Empire State Building in New York City did exactly that, using a technology called "regenerative braking" to capture the energy of stopping its 68 elevators and feed that power back into the building's infrastructure, thus reducing its greenhouse gas emissions by 40%. Imagine the impact of doing the same in every skyscraper in every densely populated city.[17]

- Using technology to create clean water: Watch this video https://education.nationalgeographic.org/resource/cleaning-poop-drinking-water/

2. Let participants share their thoughts on these inventions and let them share knowledge on other inventions they have learned about to help mitigate climate change.

Wrap Up: Explain that every person has the opportunity to mitigate climate change and find solutions to do so. Encourage each participant to continue to think of ways they can help the planet and change the world for the better.

REFLECTION AND CLOSING: *10 minutes*

Facilitation Steps:

1. Ask participants to take a few moments to reflect on what they learned about climate mitigation and why it is necessary. Let participants journal write or draw pictures in their notebook if they like.

Wrap Up: Close the session and take any final questions or comments.

[17] https://www.sap.com/insights/viewpoints/by-land-sea-and-air-emerging-technologies-to-tackle-climate-change.html

SESSION 8: THE ROLE OF TECHNOLOGY AND NATURE-BASED SOLUTIONS IN IT

1 HOUR 15 MINUTES

Green Mindset Training

Links to competency: Knowledge of the role of technology and nature-based solutions
Definition of competency: Describe the role of technology in reducing environmental impact and the role of nature based solutions.

Session Overview: Understand the role of technology and nature-based solutions in solving environmental problems.

Session Objectives:

- ✓ Review examples of how technology has been used to solve environmental problems.
- ✓ Describe the nature-based solutions and identify how natural processes and dynamics can help reduce environmental impacts or enhance the state of the environment.

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Discuss the meaning of nature-based solutions and why it is important.	5 MINUTES	N/A
ACTIVITY 1 NATURE EXPLORATION	Explore their natural surroundings outside and observe what they see. Discuss nature-based solutions to help the planet.	20 MINUTES	Paper, pens or pencils, clipboards if available
ACTIVITY 2 GREEN INFRASTRUCTURE	Describe what green infrastructure is and examples of it. Review the benefits of green infrastructure.	20 MINUTES	N/A
ACTIVITY 3 MY GREEN CITY	Create an imaginary green city	20 MINUTES	Paper, markers, flipchart paper, colored paper
REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

Key Messages:

- Nature based solutions and technology can help to solve environmental problems around the world.
- Healthy natural ecosystems provide a wide range of ecosystem services. Protecting and restoring nature is the best way to solve many of our environmental problems.
- Applying natural solutions to environmental problems should be our first priority, whenever this is possible, as it will avoid future environmental problems associated with the use of technology (e.g. energy consumption or waste generated).

WELCOME AND INTRODUCTION: *5 minutes*

✓ ***Objectives: Participants will:*** Discuss the meaning of nature-based solutions and why it is important.
✓ **Materials:** N/A
✓ **Preparation and Facilitator Notes:** Make sure the definition of nature-based solutions is understood and come up with local examples if possible.
✓ **Adapted from:** N/A

Facilitation Steps:

1. Ask participants what they think nature-based solutions are?
   Explain:

   - Nature-based solutions are actions to protect, sustainably manage, or restore natural or modified ecosystems to address societal challenges, simultaneously providing benefits for people and the environment.
   - Nature plays an immense role in every aspect of our lives and offers solutions to some of our biggest challenges.
   - Nature-based solutions are sustainable practices that use nature to address various environmental and societal issues.

Wrap Up: Explain that in this session participants will explore examples of nature-based solutions and how it helps to solve some of the world's environmental problems.

ACTIVITY 1: Nature exploration *20 minutes*

✓ ***Objectives: Participants will:*** Explore their natural surroundings outside and observe what they see. Discuss nature-based solutions to help the planet.
✓ **Materials:** Paper, pens or pencils, clipboards if available
✓ **Preparation and Facilitator Notes:** Prepare to go outside if it is an option.

Facilitation Steps:

1. Divide the participants into small groups and go outside.
2. Provide each group with clipboards or notebooks and pens/pencils.
3. Instruct each group to explore the natural surroundings and observe the following:

   - Plant species
   - Animal species

- Soil and water conditions
- Any human-made structures or pollution

4. Encourage participants to take notes, draw pictures, or capture photos of what they find.
5. Come back inside and sit down and let each group share their findings (15 minutes):
6. Discuss how the natural environment can provide solutions to environmental challenges, such as reducing pollution, mitigating climate change, and enhancing biodiversity.
7. Explain, some common nature-based solutions, are:

    - Tree Planting: Planting trees in urban areas or degraded ecosystems. Youth can participate in tree-planting events to increase green spaces in their communities, which help combat air pollution, provide shade, and support biodiversity.
    - Community Gardens: Creating and maintaining community gardens where youth can grow their own food and learn about sustainable agriculture. This promotes local food production and reduces the carbon footprint associated with transportation.
    - Rain Gardens: Building rain gardens in schoolyards or neighbourhoods to capture and filter rainwater. These gardens prevent flooding, reduce pollution in waterways, and create habitat for local wildlife.
    - Pollinator Gardens: Planting native flowers that attract bees, butterflies, and other pollinators. Youth can learn about the importance of pollinators in food production and biodiversity conservation.
    - Wetland Restoration: Participating in wetland restoration projects, which help improve water quality, support wildlife habitats, and act as natural flood buffers. Youth can witness the transformation of degraded wetlands into thriving ecosystems.
    - Composting: Teaching youth about composting kitchen scraps and yard waste to reduce waste sent to landfills and create nutrient-rich soil for gardens.
    - Bird Nesting Boxes: Building and installing nesting boxes for birds in local parks or gardens. This encourages bird populations and helps control pests naturally.
    - Urban Green Roofs: Learning about green roof installations on buildings, which can reduce the urban heat island effect, improve energy efficiency, and provide habitat for birds and insects.
    - Seed Bombing: Making and throwing seed bombs (clay and seed mixtures) in vacant lots or degraded areas to promote wildflower growth and increase biodiversity.
    - River and Stream Restoration: Participating in stream and river restoration projects to improve water quality, fish habitats, and recreational opportunities.

8. Explain that these examples showcase how nature-based solutions can be engaging and accessible for youth, empowering them to make a positive impact on the environment and connect with the natural world around them. Explain how these solutions work with nature to address environmental issues.

Wrap up: Explain the key message and example below:

> Finding nature-based solutions should always be the top priority over technology solutions, even green solutions. Why? Because even "green technologies" can create environmental problems, can consume resources, energy and water to produce and maintain it, and generate waste and emissions. Example: creating the batteries of electrical cars.
>
> The International Energy Agency (IEA) tells us that an electric vehicle requires six times the mineral inputs of a gasoline-powered vehicle. EV lithium-ion battery packs are made with materials that are expensive, and in some cases, toxic and flammable. Primary materials include lithium, nickel, cobalt, and copper. The mining of these rare materials, their manufacturing processes, and their eventual disposal all pose very real environmental challenges.
>
> According to IHS Markit, in the year 2000, nine percent of lithium produced was used for EV batteries. By 2020, this share rose to 66 percent and will reach over 90 percent by 2030. An electric vehicle such as a Tesla Model S contains 63kg of lithium.
>
> As mentioned earlier, lithium mining uses a lot of water. Mining companies in Chile's Salar de Atacama, one of the driest places on Earth uses 65 percent of the region's water. Plus, the process of lithium mining uses toxic chemicals which can contaminate streams, crops, and wildlife, adding to the decline of endangered species such as flamingos.
>
> Lithium mining also creates what researchers call "the colonial shadow of green electromobility." This is the impact that lithium mining has on the local environment and inhabitants in Latin America. The assertion indicates that lithium mining replicates the historical inequities between the Northern and Southern hemispheres in regard to impacting indigenous Andean territories.[18]

ACTIVITY 2 Green Infrastructure: 20 *minutes*

- ✓ ***Objectives: Participants will:*** Describe what green infrastructure is and review examples of it. Review the benefits of green infrastructure.
- ✓ **Materials:** N/A
- ✓ **Preparation and Facilitator Notes:** Look for examples of green infrastructure locally
- ✓ **Adapted from:** N/A

Facilitation Steps:

1. Explain what infrastructure is. Explain that infrastructure includes all the systems and structures that support our daily lives, such as roads, buildings, and utilities.
2. Ask participants to guess what they think Green infrastructure is?
3. Show images or diagrams of green infrastructure elements, such as:
    - Green roofs: A green roof is a layer of vegetation planted over a waterproofing system that is installed on top of a flat or slightly–sloped roof.

[18] https://www.greencars.com/greencars-101/environmental-impact-of-ev-batteries

- Rain gardens: A rain garden is a depressed area in the landscape that collects rain water from a roof, driveway or street and allows it to soak into the ground.
- Urban parks: a park or botanical garden in cities

4. Explain that green infrastructure uses natural materials and processes to manage water, air, and other environmental challenges in cities and communities.
5. Use the whiteboard or flip chart to ask participants to brainstorm a list of some of the key components of green infrastructure, such as plants, soil, and water.
6. Discuss the many benefits of green infrastructure, making it relatable to youth:
    - Reduces flooding: Explain that green infrastructure can absorb rainwater, reducing the risk of floods during heavy rains.
    - Cleans the air: Mention that plants in green infrastructure help filter pollutants from the air, making it healthier to breathe.
    - Provides habitat: Emphasize that green spaces created by green infrastructure support birds, insects, and other wildlife.
    - Cools the city: Describe how trees and vegetation in green infrastructure can lower temperatures in urban areas, making summers more comfortable.
7. Ask participants if they can think of any examples in their community, nearby cities or towns. Ask participants if they have any questions.

Wrap Up: Thank participants for joining in the discussion.

ACTIVITY 3: My Green City *20 minutes*

✓ ***Objectives: Participants will:*** Create an imaginary green city
✓ **Materials:** Paper, markers, flipchart paper, colored paper
✓ **Preparation and Facilitator Notes:** Find example photos of green cities, green infrastructure and green parks.
✓ **Adapted from:** N/A

Facilitation Steps:

1. Divide participants into two groups. Explain that now that they have learned about nature based solutions they will work together to create an imaginary Green city.

    In this Green city they should prioritise including nature-based solutions. They may also include green technologies but remind participants that green technologies can still have an impact on the environment, like the story shared about electric car batteries.

2. Explain, Green technology means innovative solutions and practices aimed at minimizing or mitigating the negative impact of human activities on the environment and promoting sustainability.

Green technology encompasses a wide range of technologies, processes, and products that are designed to be more energy-efficient, environmentally friendly, and socially responsible. Its primary goals are to reduce resource consumption, minimize pollution and emissions, and support a transition to a more sustainable and environmentally friendly society.

Some examples are:

Green technology and nature-based solutions encompass a wide range of innovations and practices that aim to address environmental challenges and promote sustainability. Here are examples of both:

Green Technology Examples:

Solar Panels: Solar panels capture sunlight and convert it into electricity, reducing the reliance on fossil fuels and lowering greenhouse gas emissions.

Wind Turbines: Wind turbines harness wind energy to generate electricity, providing a renewable and clean energy source.

Electric Vehicles (EVs): Electric vehicles run on electricity, producing zero tailpipe emissions and reducing air pollution.

Hydroelectric Power: This technology generates electricity by harnessing the energy of flowing water, such as rivers and dams, without emitting greenhouse gases.

Geothermal Heat Pumps: Geothermal systems use the Earth's natural heat to provide heating and cooling for buildings efficiently.

LED Lighting: LED (Light Emitting Diode) bulbs are energy-efficient and have a longer lifespan compared to traditional incandescent bulbs, reducing electricity consumption.

Smart Grids: Smart grids use advanced technology to optimize electricity distribution, reduce energy waste, and improve grid reliability.

Energy-Efficient Appliances: Appliances designed for energy efficiency, such as Energy Star-rated devices, consume less electricity.

3. Give participants a large poster. Explain they can draw and create buildings, parks, gardens and other green areas in their city. Encourage participants to be as creative as possible. Give participants 20 minutes to create their Green city.

4. Bring the large group back together and let each group share their green city with the other group. Let the other group ask questions.

Wrap Up: Thank both groups for participating. Share the key points again that nature-based solutions should be prioritized whenever possible. Green technology can still cause environmental problems and troubles, it can still consume resources, energy and water to produce it and maintain it, and generate waste and emissions.
As an example:

Solutions to capture carbon: It is better to capture carbon in the soil or in well maintained ecosystems rather than using industrial carbon capture plants.

REFLECTION AND CLOSING: *10 minutes*

Facilitation Steps:

1. Ask participants to take a few moments to reflect on what they learned about Let participants journal write or draw pictures in their notebook if they like.

Wrap Up: Close the session and take any final questions or comments.

PHASE 3.1

SESSION 9: PERSONAL MOTIVATION AND COMMITMENT AND TAKING ACTION AT THE PERSONAL LEVEL FOR A SUSTAINABLE FUTURE

1 HOUR 15 minutes

Green Mindset Training

Links to competency: Personal motivation and commitment to live within planet boundaries and create positive environmental impacts
Definition of competency: Identify personal ways to reduce negative impacts on the environment and identify personal ways to create positive impact. Practice environmental stewardship. Identify creative ways to solve climate change at a personal level and think critically of personal actions that can be taken to reach the goals.

Session Overview: Discuss personal actions that can be taken on a daily basis to protect the environment and create a better world and share ideas on how to have a positive environmental impact on the world.

Session Objectives:

- ✓ Identify daily personal actions to better the environment, by reducing negative environmental impacts and creating positive environmental impacts.
- ✓ Brainstorm ideas on how youth can create a better world in the community through conserving resources, living sustainably and thinking outside the box.

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Youth are introduced to the topic. Perform an energizer. Review what was learned in the previous session.	15 MINUTES	N/A
ACTIVITY 1 Reflection on positive actions and behaviors for the environment.	Reflect on the main actions and positive behaviors people can have on the environment. Develop a large community map as a group. Identify ways to make the community more environmentally-friendly. Example, planting trees,	30 MINUTES	Markers, Flipchart

	community garden, weekly waste/litter cleanup.		
REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

Key Messages:

- Every individual can have a positive impact on the environment.

WELCOME AND INTRODUCTION: *5 minutes*

✓ ***Objectives: Participants will:*** Review the previous session, perform an ice breaker and be introduced to the session.
✓ **Materials:** None.
✓ **Preparation and Facilitator Notes:** N/A
✓ **Adapted from:** N/A

Facilitation Steps:

1. Welcome participants and introduce the activity. Invite participants to share what they learned in the previous session.
2. Divide participants to get into pairs or small groups and come up with a short song or role play about something they have learned so far in the course.

3. Explain that participants will learn about actions and behaviors they can take that will lead to environmental sustainability.

Wrap Up: Ask participants if they have questions.

ACTIVITY 1 Reflection on positive actions and behaviors for the environment: 30 *minutes*

✓ ***Objectives: Participants will:*** Reflect on the main actions and positive behaviors individuals can have on the environment. Develop a large map of where they live as a group. Identify ways to make the community more environmentally-friendly.
✓ **Materials:** Markers, Flipchart
✓ **Preparation and Facilitator Notes:** None
✓ **Adapted from:** n/a

Facilitation Steps:

1. Divide participants into small groups. Ask each person to reflect on the main actions and positive behaviours they each can have on the environment. This should also be a personal reflection on participants own actions they can take. For example:

    - Vote political parties that include environmental issues in their programs
    - Reduce, reuse and recycle, to help conserve planet's limited resources

- Repair your products
- Energy efficiency and the use of clean energy sources (for electricity, heating, cooking)
- Reduce the waste generated in daily life.
- Restore the environment at community level (e.g. reforestation)
- Grow one's food
- Service learning and volunteering
- Climate activism
- Walk, use a bicycle or take public transport instead of a personal motorbike or car
- Consume less single plastic material when possible.
- Not litter.
- Choose a small family

2. Let each group share what they discussed the large group.
3. Place multiple flipcharts taped together on the wall to form one large piece of paper.
4. Explain that as a large group participants will develop a large community map as a group. Identify ways each individual can make the community more environmentally-friendly. Example, planting trees, community garden, weekly waste/litter cleanup. They may be inspired by their ideas from the lists they created. The map can look like their ideal community that is environmentally friendly.

Wrap Up: Thank participants for joining in the discussion. Congratulate everyone on their participation. Reflect and ask participants to discuss if they think making a community like in their map is possible and if so, what would be the steps to take.

REFLECTION AND CLOSING: *10 minutes*

Facilitation Steps:

1. Ask participants to take a few moments to reflect on what they learned about the environment in this session and reflect on how they feel about it. Let participants journal write or draw pictures in their notebook if they like.

Wrap Up: Close the session and take any final questions or comments.

SESSION 10 COMMUNITY MINDED AND SENSE OF INTERCONNECTEDNESS

3 HOUR 15 MINUTES

Green Mindset Training

Links to competency: Community minded and sense of interconnectedness
Definition of competency: Cares about environmental problems and solutions in one's community. Acts with the understanding that we are all different yet connected parts of a larger whole. Decisions and actions are more inclusive and contribute to the sustainability of the whole.

Session Overview: Discuss the role of communities in environmental sustainability.

Session Objectives:

- ✓ Discuss how to help communities to be more environmentally friendly.
- ✓ Discuss the importance of feeling a sense of responsibility to protect the environment in youth's local communities and the world. Participate in a fun competition for environmental sustainability.

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Review the topic for the session	10 MINUTES	
ACTIVITY 1 REFLECTION	Reflect through pictures or writing on ways the community can address environmental challenges	20 MINUTES	
ACTIVITY 2 OPTIONAL FIELD TRIP	Take a group field trip to do something good for the environment.	60 MINUTES	
ACTIVITY 3 COMMUNITY DISCUSSIONS	Invite community members to have a discussion on the main environmental problems in the community. Discuss the actions that can be taken at the community level.	20 MINUTES	
ACTIVITY 4 SOLUTIONS IN MY COMMUNITY	Discuss the importance of feeling a sense of responsibility to protect the environment in youth's local communities and the world. Participate in a fun competition for environmental sustainability.	1 HOUR 15 MINUTES	

REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

Key Messages:

- We each have the opportunity to take responsibility for protecting our earth. Even small acts can create a big difference in our communities and the world.
- Innovation, creative thinking and problem solving are important skills to keep developing to find solutions to better our communities.
- Working together and collaborating can contribute to positive environmental changes in communities.

WELCOME AND INTRODUCTION: *10 minutes*

✓ ***Objectives: Participants will:*** Review the topic for the session.
✓ **Materials:** N/A
✓ **Preparation and Facilitator Notes:** Facilitators should have an understanding of what some of the environmental problems in the community are, how that impacts people, plants, animals and the atmosphere, and some possible solutions. **Facilitators can use the table of environmental challenges found in session 3 and adapt it to their context.**
✓ **Adapted from:** N/A

Facilitation Steps:

1. Welcome participants. Explain that in this session they will talk about how they can make a difference for the environment in their communities.

2. Discuss:

   - How do you want to take responsibility for the environment?
   - What are some examples?
   - What can you do each day to help the environment?

3. Ask participants to brainstorm some challenges the community has with environmental problems. Some examples could be litter, sewage issues, no recycling and burning trash instead, stray animals, drought.

Wrap Up: Thank participants for sharing. During this session they will have the opportunity to address how communities can face some of these problems.

ACTIVITY 1 Reflection: *20 minutes*

✓ ***Objectives: Participants will:*** Reflect through pictures or writing on ways the community can address environmental challenges
✓ **Materials:** notebooks, pens for each participant
✓ **Preparation and Facilitator Notes:** If no notebooks are available, give each participant paper.
✓ **Adapted from:** N/A

Facilitation Steps:

1. Ask participants to get a pen and find a page in their notebooks. Explain they will take 20 minutes to reflect on how the community can address environmental challenges. Explain they can draw pictures or write words.
2. After everyone finishes invite 1 or 2 participants to share their reflection. This is voluntary and they do not have to share.

ACTIVITY 2 OPTIONAL* Field Trip: 60 *minutes*

Take a group field trip to do something good for the environment. Plan an outing or activity that focuses on benefiting the local community. Examples are, plant trees or seeds for trees, or flowers for bees, create a community garden, organize either a beach cleanup or a neighbourhood, trash and litter pickup, find plastic waste in the community and turn it into a plastic art project.

ACTIVITY 3 Community Discussions: *20 minutes*

✓ ***Objectives: Participants will:*** Invite community members to have a discussion on the main environmental problems in the community. Discuss the actions can be taken at the community level.
✓ **Materials:** Markers, Flipchart
✓ **Preparation and Facilitator Notes:** Invite community leaders, environmental leaders and organizations, NGOs, community members and family members of participants.
✓ **Adapted from:** N/A

Facilitation Steps:

1. Invite community members to discuss the most important environmental topics to them. Set and organize a timeframe that allows many people to join. Invite environmental experts, advocates or organizations if possible to speak. Topics of discussion may include:

- The biggest environmental problems in the community and the negative impacts it has. Examples: waste issues that cause disease, malaria and swamp lands, polluted oceans and dying fish, deforestation, hot climate affecting local crops etc.
- Ways that each person can contribute to a better environment.
- How to involve local leaders and organizations.
- How to organize a community wide event to bring awareness to environmental protection.

Wrap Up: Create an action plan based on the discussions and set follow up dates for future planning if necessary.

ACTIVITY 4 Solutions in my community: *1 hour 15 minutes*

✓ ***Objectives: Participants will:*** Discuss the importance of feeling a sense of responsibility to protect the environment in youth's local communities and the world. Participate in a fun competition for environmental sustainability.
✓ **Materials:** poster paper, scissors, colored paper, markers, pens.
✓ **Preparation and Facilitator Notes:** Read through the activity. Decide how much time to give participants for this activity.
✓ **Key terms:** N/A
✓ **Adapted from:** Green Mindset Framework

Facilitation Steps:

1. Explain: We each have the opportunity to take responsibility for protecting our earth. Even small acts can create a big difference in the world. For example, a community garden allows many people to grow sustainable food and work together to achieve this.

2. Explain:

- Participants will participate in a fun competition.
- Participants will divide into small groups and think of a way to volunteer their time in the community, in a way that will improve their community.
- Explain they can use their imagination, the sky is the limit!
- Participants should create a short presentation for their volunteering idea and include information about it and how it works on a poster paper. They will explain their idea to the audience in 5 minutes.
- Each participant will vote on which volunteer project they like the most.

4. Give participants 30 minutes to 1 hour to create their ideas and their posters.

5. Let each group present in 5 minutes.

6. Once all groups have presented, pass a paper to each participant and have them write down which project they liked the best. Collect all papers and add up the votes to then announce the winner.

Wrap Up: Thank participants for joining in the activities and engaging in the discussions. Explain that innovation, creative thinking and problem solving are important skills to keep developing to find solutions to better our communities. Encourage participants to continue to invent, and be creative when it comes to helping the planet.

Facilitators note: If it is possible, the participants can plan to do the winning volunteer project in the community.

REFLECTION AND CLOSING: *10 minutes*

Facilitation Steps:

1. Ask participants to take a few moments to reflect on what they learned about Let participants journal write or draw pictures in their notebook if they like.

Wrap Up: Close the session and take any final questions or comments.

SESSION 11: WHAT IS A CONSCIOUS CONSUMER?

1 HOUR 45 MINUTES

Green Mindset Training

Links to competency: Conscious Consumerism
Definition of competency: Ability to show self awareness, self regulation, and reflective thinking about personal consumer habits. Ability to recognize what conscious consumerism means in one's daily life and how it benefits the environment.

Session Overview: Describe what a conscious consumer is and provide examples. Describe how being a conscious consumer benefits the environment and contributes to the green economy.

Session Objectives:

- ✓ Define what it means to be a conscious consumer and describe local examples of how to be a conscious consumer in real life.
  (Example, buy used clothes instead of new, pay to patch clothes and shoes instead of buying new. Buy products with less plastic buy organic vegetables, etc.)
- ✓ Differentiate between wants and needs and how this is linked to being a conscious consumer.

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Youth are introduced to the topic. Perform an energizer. Review what was learned in the previous session.	15 MINUTES	N/A
ACTIVITY 1 WHAT IS CONSCIOUS CONSUMERISM ?	Understand what it means to be a conscious consumer.	20 MINUTES	Markers, Flipchart
ACTIVITY 2 MY PURCHASES	Walk through what you purchased within the last 3 days. Decide with a partner or group if these products were good for the environment or not. Example, vegetables produced with chemical fertilizers.	20 MINUTES	Markers, Flipchart
ACTIVITY 3 OPTIONS IN MY COMMUNITY	Identify and list the best options in their community to buy food, transportation,	20 MINUTES	

	water, schools, clothes, and other resources		
OPTIONAL ACTIVITY* GOOD PRODUCTS/BAD PRODUCTS	Create a commercial for a product that is good for the environment and explain why.	20 MINUTES	Markers, Flipchart
REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

Key messages:

- Buy responsibly, considering the environment.
- Choose ethically sourced products.
- Reduce waste and packaging.
- Prioritize quality over quantity.
- Support sustainable and local brands.
- Stay informed and mindful of your choices.
- Use reusable items.
- Advocate for responsible consumption.
- Make buying choices that align with your values.

WELCOME AND INTRODUCTION: *15 minutes*

✓ ***Objectives: Participants will:*** Be introduced to the topic conscious consumerism
✓ **Materials:** None.
✓ **Preparation and Facilitator Notes:** N/A
✓ **Adapted from:**

Facilitation Steps:

1. Welcome participants and introduce the activity.

2. Ask participants to share a few things they learned in the previous session.

3. Share an ice breaker of the facilitator's choice.

4. Explain that in this session participants will think about what they buy and how this is linked to saving the environment.

Wrap Up: Thank participants for their attention.

ACTIVITY 1 What is Conscious Consumerism?: 20 *minutes*

✓ ***Objectives: Participants will:*** Understand what it means to be a conscious consumer
✓ **Materials:** Markers, Flipchart,
✓ **Preparation and Facilitator Notes:** None
✓ **Key Concepts:**

Conscious consumerism:

Conscious consumerism, sometimes called ethical consumerism or green consumerism, means consumers deliberately making purchasing decisions that they believe have a positive social, economic, and environmental impact. In short, it means shopping with sustainably in mind.[19]

Every time you spend money, you're shaping the kind of world we live in. Your purchasing choices have a bigger impact than your political vote. If you buy products with chemicals and plastics or support polluting practices, you're saying that you're okay with these actions and want them in our products and production. On the other hand, when you choose products or services that use fewer resources and create less waste, you're showing your support for actions that help protect the environment and our society.

Benefits of conscious consumerism:

- Reduce your environmental footprint
- Spread the environmental message
- Buy better value products

How to be a more conscious consumer

Conscious consumerism is part of the movement towards sustainability that we all must take. You can be a more conscious consumer by:

- Reducing the amount of products you buy.
- When researching what products to buy, consider the environmental and social impact across it's whole lifecycle. We know this can be tough and requires some extra effort, but the best brands make it easy and once you know, you know.
- Before recycling, think if you can repurpose or reuse first
- Buy local and organic food if possible
- Walk, cycle or use public transport instead of driving
- Switch to a renewable energy supplier
- Cut out the single-use plastics and other items that create extra waste. Example plastic coke bottles, plastic straws, plastic silverware.
- Keep your money in an ethical bank, if available.

Examples of products to support:

- With the brilliant tagline of "Raising the Bar," every purchase of Pacha Soap supports transparent and ethical sourcing, clean water initiatives, hygiene education, and small business opportunities worldwide. https://pachasoap.com/

- New Wave Foods is curbing the need to take the life out of the ocean by creating a delicious, plant-based seafood option that tastes just as good and has even better health benefits—proving sustainable options can exist without compromise. https://www.newwavefoods.com/

- There are many examples for microbusinesses as well. A good strategy may be to buy from small businesses in the local market who sell organic vegetables and don't use plastic bags. Buying from small farmers that don't use chemicals on their seeds or food products.

✓ **Adapted from:** n/a

[19] https://agood.com/blogs/stories/conscious-consumerism#:~:text=Conscious%20consumerism%2C%20sometimes%20called%20ethical,shopping%20with%20sustainably%20in%20mind.

Facilitation Steps:

1. Review the definition of conscious consumerism and the benefits and provide a few examples (shown in the background reading above).
2. Ask participants if they have questions.
3. Ask participants to brainstorm companies or businesses that they think sell products that are good for the environment or products or processes that don't harm the environment.

Wrap Up: Thank participants for joining in the discussion.

ACTIVITY 2 My purchases: *20 minutes*

- ✓ ***Objectives: Participants will:*** Walk through what you purchased within the last 3 days. Decide with a partner or group if these products were good for the environment or not. Example, vegetables produced with chemical fertilizers.
- ✓ **Materials:** Markers, Flipchart,
- ✓ **Preparation and Facilitator Notes:** Bring some example items to the session that the facilitator has purchased within the last few days.
- ✓ **Key concepts:** N/A
- ✓ **Adapted from:** N/A

Facilitation Steps:

1. Divide participants into pairs. Give each pair 2 flipcharts and 2 markers.
2. Explain: Each participant will identify and review each item they purchased within the last 3 days. Decide with a partner or group if these products were good for the environment or not. Example, vegetables produced with chemical fertilizers.
3. After 10 minutes or after each group finishes bring the large group back together and let each pair share.
4. Discussion:

    - What did this exercise teach you?
    - What are some changes you can make to your purchases?

Wrap Up: Explain that participants have the opportunity now to be more aware about what they purchase and what their family purchases. Thank them for their participation and ask if they have any final thoughts or questions.

ACTIVITY 3 Options in my Community: *20 minutes*

- ✓ ***Objectives: Participants will:*** Identify and list the best options in their community to buy food, transportation, water, schools, clothes, and other resources
- ✓ **Materials:** Markers, Flipchart,
- ✓ **Preparation and Facilitator Notes:** Facilitators can research examples from their local community. Come to the session ready to share examples.
- ✓ **Key concepts:** N/A
- ✓ **Adapted from:** N/A

Facilitation Steps:

1. Divide participants into groups.
2. Ask each group to identify the best options in their community (to buy food, transportation, water, schools, clothes, etc.). Let each group come up with a list. After 15 minutes bring the everyone together.
3. Let each group present their lists. Let other groups add to the lists or challenge the lists.
4. Explain: Identifying where to source sustainable goods, sustainable modes of transportation, water etc. is the first step towards practicing how to live a more sustainable lifestyle.

Wrap Up: Explain that participants have the opportunity now to be more aware about what they purchase and what their family purchases. Thank them for their participation and ask if they have any final thoughts or questions.

*Optional Activity Good products/bad products: *20 minutes*

- ✓ ***Objectives: Participants will:*** Create a commercial/advertisement for a product that is good for the environment.
- ✓ **Materials:** Markers, Flipchart,
- ✓ **Preparation and Facilitator Notes:** N/A
- ✓ **Key terms:** N/A
- ✓ **Adapted from:** N/A

Facilitation Steps:

1. Explain:

    - There is no exact formula to separate "good" or "bad" products. Sometimes it can be hard to tell if a product has high negative environmental impact or low environmental impact.

2. Divide participants into small groups. Explain that each group will create a commercial/advertisement for a product that is good for the environment. They must explain what the product is and how it helps the environment. They can create a new product or use a product that exists.

    Optional variation: Give each group time to research their product outside of the session and perform their commercial/advertisement during the next day's session.

Wrap Up: Thank each group for their hard work creating the commercials/advertisements. Ask the group to share a few key takeaways from this exercise that they can use in their daily life.

REFLECTION AND CLOSING: *10 minutes*

Facilitation Steps:

1. Ask participants to take a few moments to reflect on what they learned about the environment in this session and reflect on how they feel about it. Let participants journal write or draw pictures in their notebook if they like.

Wrap Up: Close the session and take any final questions or comments.

SESSION 12 BECOME AN ENVIRONMENTAL CHAMPION

2 HOURS 5 MINUTES

Green Mindset Training

Links to competency: Involvement in youth-led environmental and climate action
Definition of competency: Motivation to champion environmental causes and take climate action.

Session Overview: Learners will share environmental causes they care about or are interested in getting involved in within their communities. Discover how to advocate for environmental causes and take action.

Session Objectives:

- ✓ Learn about stories showing examples of local environmental activism.
- ✓ Brainstorm causes youth want to support within their local community.
- ✓ Identify ways to advocate and take action.

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Be introduced to the topic environmental activism	5 MINUTES	N/A
ACTIVITY 1 STORIES OF ENVIRONMENTAL ACTIVISM	Read stories of environmental activists from the around the world	30 MINUTES	Copies of the activist stories Handout, tape, scissors
ACTIVITY 2 I AM AN ENVIRONMENTAL CHAMPION	Share ideas on how they can bring environmental activism to their communities	60 MINUTES	Markers, flipcharts, poster paper
ACTIVITY 3 HOW TO BE AN ACTIVIST	Discuss steps to become an environmental activist	30 MINUTES	Markers, flipcharts, scissors, copies of the 5 phrases in step 2.
REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

Key Messages:

- Environmental activism is the actions of an individual or group in society that further or aid the well-being of the environment or environmental processes.
- Environmental activism plays an important role in addressing the numerous environmental challenges facing our planet.
- Everyone can be an activist for an environmental cause they believe in.

WELCOME AND INTRODUCTION: *5 minutes*

✓ ***Objectives: Participants will:*** Be introduced to the topic environmental activism
✓ **Materials:** N/A
✓ **Preparation and Facilitator Notes:** N/A
✓ **Adapted from:** N/A
✓ **Key terms:**
Environmental Activism:
Environmental activism is the actions of an individual or group in society that further or aid the well-being of the environment or environmental processes.

Facilitation Steps:

1. Ask participants if they know the meaning of Environmental Activism.
2. Explain: Environmental activism is the actions of an individual or group in society that further or aid the well-being of the environment or environmental processes.
3. Ask participants if they can think of any famous environmental activists.

Wrap Up: Participants will get the chance to hear the stories of environmental activists from around the world.

ACTIVITY 1: Stories of environmental activism *30 minutes*

✓ ***Objectives: Participants will:*** Read stories of environmental activists from the around the world
✓ **Materials:** Copies of the activist stories Handout, tape, scissors
✓ **Preparation and Facilitator Notes:** Place each story and photo around the room.
✓ **Key terms:** Environmental Activist: Environmental activism is the actions of an individual or group in society that further or aid the well-being of the environment or environmental processes.
✓ **Adapted from:** Stories from https://www.greenpeace.org/international/story/50006/10-african-climate-youth-activists-changing-the-face-of-the-planet/

Facilitation Steps:

1. Welcome participants. Explain that around the room are stories of inspiring young people from all over the world who advocate for the environment.
2. Ask what do you think it means to advocate for the environment? Let a few participants share their thoughts.
3. Invite participants to walk around the room and read each story of the youth environmental activist. 15 minutes.

4. Bring the large group back together and discuss: 15 minutes

- How did reading the stories make you feel?
- Do you think you could be an environmental activist?

STORIES HANDOUTS

Stories can be found at https://www.greenpeace.org/international/story/50006/10-african-climate-youth-activists-changing-the-face-of-the-planet/

Make a copy of this page and cut out each story and place them around the room with tape.

Raeesah Noor-Mahomed, South Africa (18)

In their final year of high school, Raeesah led a school boycott to demand that the country's environmental department declare a climate emergency. Fast-forward to a year later, and they have been invited as an observer to COP26 (commencing in Glasgow later this month). The Johannesburg-based intersectional activist strives to decolonise Africa, connecting to activists around the continent to make activism more inclusive and accessible with the organisations Stage For Change and 65 Years.

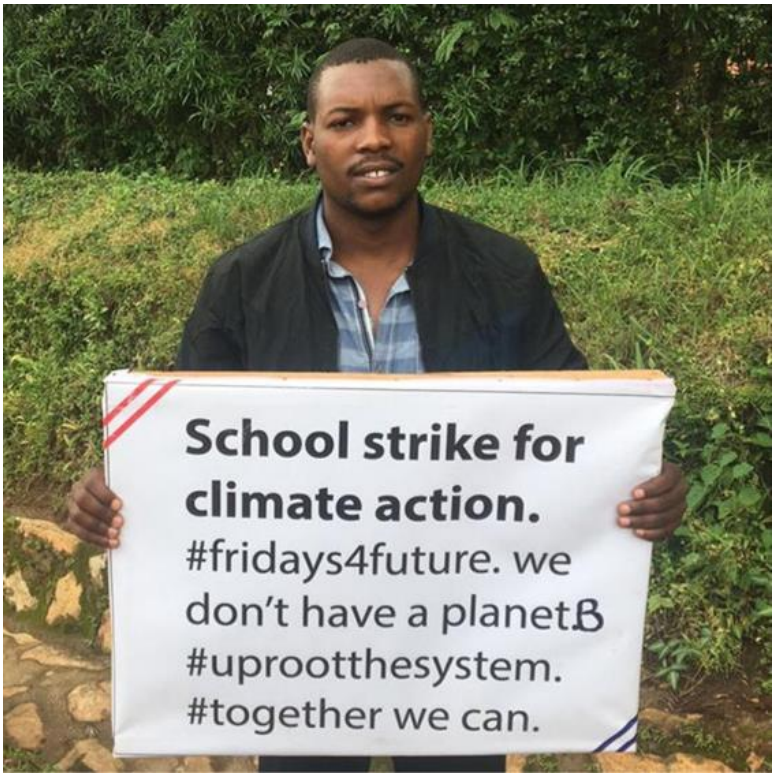
Yero Sarr, Senegal (20)

Yero is student and co-founder of the Fridays For Future movement in Senegal. He first got involved in the youth climate activist space at the age of 16. Fears around the future of young people across the planet prompted him to become very active in the fight against climate change – and to make sure that others join him too! He believes that collective action is far better than individual action. Yero's strength is mobilising people; he works with several environmental organisations on many issues important to him (including the impacts of harmful industrial fishing on West African communities).

© Supplied by Ahmed Elhadj Taieb

Ahmed Elhadj Taieb, Tunisia (22)

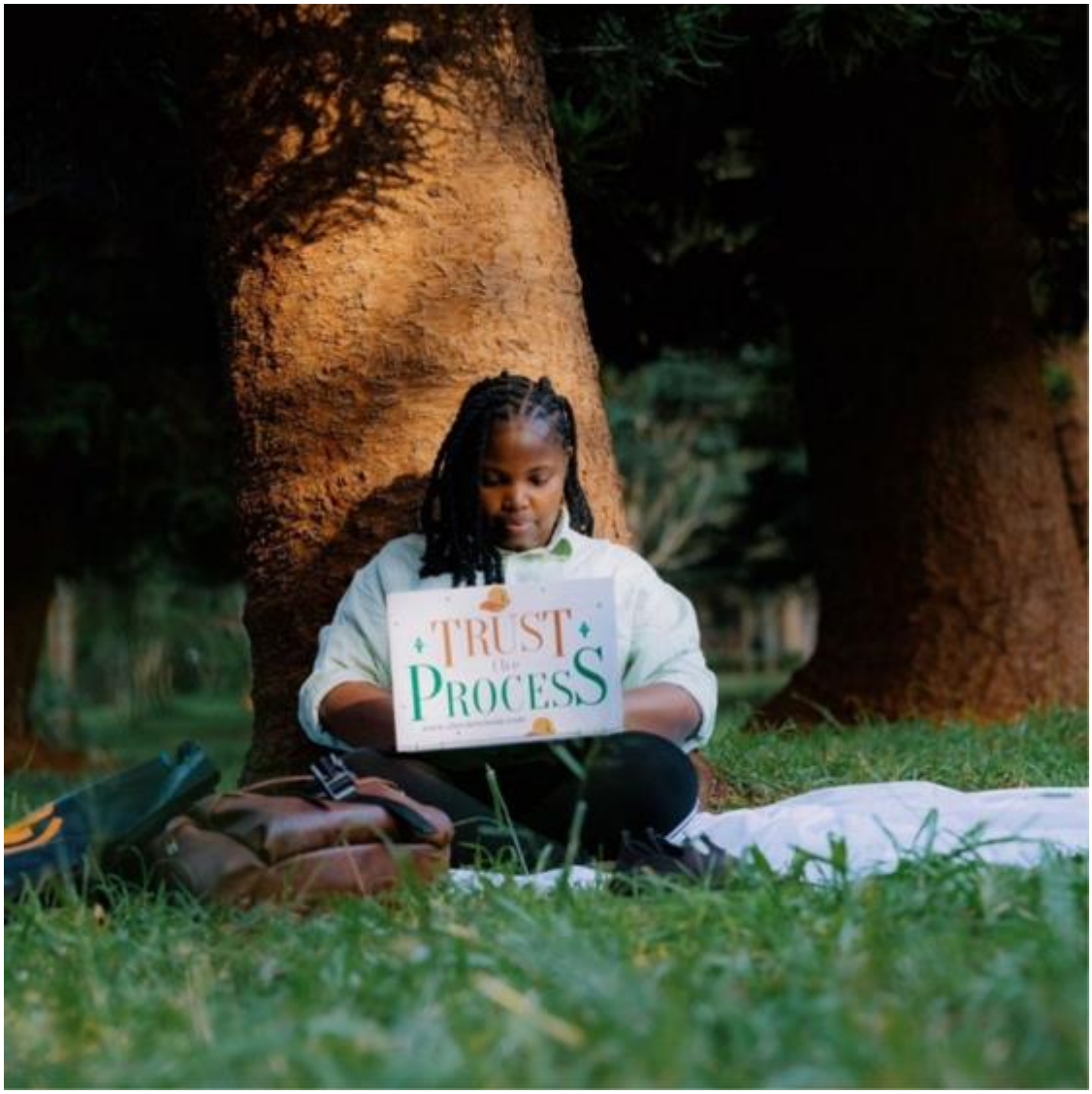
Tunisia's youngest climate negotiator will be presenting on behalf of his home country during COP26. Ahmed believes that in 30 years, the youth will become the new decision-makers and things will start to change. However, the environmental science student – who is pursuing a Masters in environmental engineering – isn't just waiting around for the day to come. He is the General Secretary of Youth for Climate Tunisia and a #breakfreefromplastic youth ambassador. And if that wasn't enough, he is an environmental blogger with the Fibelk science project.



© Supplied by Dixon Bahandagira

Dixon Bahandagira, Uganda (23)

This environmental science student has a massive ambition. He wants to plant one million trees in his home country, Uganda, to counter the impact of the climate crisis there. He says that more than 200 lives have been lost in his home country since 2017 due to severe floods and landslides exacerbated by climate change. He fears that the situation will get worse due to lack of political will, and has decided to tackle the issue head-on. Dixon has already planted more than 100,000 trees in the space of a year – using more than 10 different species and teaching local people to take care of the plants until they are fully grown.



© Supplied by Winnie Cheche

Winnie Cheche, Kenya (31)

Winnie is a young conservationist, blogger, climate activist, volunteer, *and* Communication Lead at Kenya Environmental Action Network. Growing up in extreme poverty had silenced her for a great part of her life; but, her passion for wildlife and nature helped her find her voice again – one of the loudest voices in the African youth climate movement. Her activism journey started off online with tweets and posts on matters concerning wildlife welfare and climate change issues. Making social media posts grew into writing blogs and thought leadership, and eventually handling communication strategies for one of the organisations leading the Kenyan climate justice movement.

© Supplied by Remy Zahiga

Remy Zahiga, Democratic Republic of Congo (24)

Remy is an African climate youth activist living in the Congo Basin, the world's second largest rainforest. He is no stranger to the impacts of environmental degradation, especially with the constant threat that industrial logging poses on the forest and the communities that live there. The geology graduate is very passionate about climate change because it directly affects each and every one of us. He feels that world leaders are far from taking decisive action on the climate crisis, which is why we all need to get involved in the climate justice movement.

© Supplied by Fatna Ikrame El Fanne

Fatna Ikrame El Fanne, Morocco (22)

Somewhere between being a hardcore academic – whose expertise range from engineering to language studies – and an accredited English teacher, Fatna somehow managed to find time to co-found the Youth for Climate Morocco movement. She is also working to tackle discrimination in her role as ambassador for Morocco's AFCD Foundation. Her vision for the future entails beating climate change, poverty and violence, as well as a world where the word racism does not exist.

© Supplied by Evelyn Acham

Evelyn Acham, Uganda (30)

When her friend Vanessa Nakate made international news with a one-woman strike in Uganda's capital, Kampala, Evelyn was so moved that she promised to join her on the frontlines. As she learned more about the climate crisis, the African youth climate activist began to understand the intersectionality between climate change and race – and why it was so important to include it in her home country's school syllabus. As the national coordinator of the Rise up Movement, Evelyn remains at the forefront of the Ugandan climate movement, organising climate strikes and calling for divestment from fossil fuels.

© Supplied by Anisa Bek Derna

Anisa Bek Derna, Libya (24)

Anisa (aka Nissa) Bek is a media personality, an African youth climate activist, and the founder of Project Mulan – a youth-led project that aims to spread and achieve the United Nations Development Plan's sustainable development goals in Libya. In addition, she is the national leader of Let's Do it World and Fridays for Future in her home country. Nissa believes that a prosperous future where no one is left behind is possible, but it will take hard work. Her hard work over the past 9 years has not gone unnoticed, having recently received the 2021 Diana Award.

ACTIVITY 2 I am an Environmental Champion: 60 *minutes*

- ✓ ***Objectives: Participants will:*** Share ideas how they can bring environmental activism to their communities
- ✓ **Materials:** Markers, flipcharts, poster paper
- ✓ **Preparation and Facilitator Notes:** Prepare enough space for groups to work together to create posters.
- ✓ Adapted from: N/A

Facilitation Steps:

1. Divide participants into small groups of 3 or 4. Ask each pair to come up with an idea to make the environment better in their community through activism. Give each pair large poster paper, and markers. Ask them to draw pictures showing their idea.

2. Explain that with this poster they have created, they will make a presentation explaining the poster and explaining how their idea helps their community and the environment through activism. Explain that each group will have 10 minutes to share their poster idea. Give 1 full hour if possible for youth to develop their presentations and posters. (Facilitators Note: If trainers have time constraints this can be shortened to 30 minutes.)

   Facilitators note: Visit each group and make sure their ideas are environmentally friendly and will help the community and the environment through activism. Help guide them if needed.

32. Once all the groups are finished let each group present. Applaud and thank each group after they present their poster and hang the poster on the wall. Invite questions and positive feedback.

33. End the session by discussing with the large group: How can we make these ideas happen in our communities?

Wrap Up: Thank participants for joining in the discussion.

ACTIVITY 3 How to become an Activist: 30 *minutes*

- ✓ ***Objectives: Participants will:*** Discuss steps to become an environmental activist
- ✓ **Materials:** Markers, flipcharts, scissors, copies of the 5 phrases in step 2.
- ✓ **Preparation and Facilitator Notes:** Copy the 5 phrases in step 2 and cut out each one.
- ✓ **Adapted from:** https://www.trainingforchange.org/

Facilitation Steps:

1. Explain: Becoming an activist involves taking deliberate steps to advocate for a cause or issue that you are passionate about. In this activity they will explore some general steps to become an activist:

2. Divide participants into 5 groups. Put each of the following phrases on a piece of paper. Give one phrase to each group. Make sure to label them in order 1-5.

   Cut out each phrase below and give one to each group:

1.Identify Your Cause:
Determine the cause or issue that you are most passionate about. It could be related to social justice, environmental conservation, human rights, education, healthcare, or any other area that matters to you.
2. Educate Yourself:
Research and gather information about your chosen cause.
Understand the history, current state, and key challenges associated with it. Knowledge is essential for effective activism.

3. Clarify Your Goals:
Define clear and specific goals for your activism. What do you want to achieve? Having well-defined objectives will guide your actions and strategies.

4. Connect with Like-Minded Individuals:
Seek out individuals and organizations that share your passion for the cause. Attend meetings, events, and online forums to connect with others who are already active in the field.

5. Get Involved:
Start by volunteering or participating in activities related to your cause.
This could involve joining a local group, attending rallies, or helping with community initiatives.

3. Let each group review their phrase. Ask them to come up with one or two examples of their phrase.

4. In order, let each group share their phrase and their examples. Thank participants for sharing.

5. Share the below example steps on how to begin environmental activism.

Steps for becoming an environmental activist:

- Educate Yourself: Begin by learning about environmental issues, such as climate change, pollution, biodiversity loss, and conservation. Start with age-appropriate books, articles, documentaries, and online resources.
- Join or Start a Club: Consider joining an environmental club or group at your school or in your community. If one doesn't exist, you can start your own with like-minded friends.
- Connect with Local Organizations: Find local environmental organizations or nonprofits and get involved. Attend their meetings, workshops, and events to connect with experienced activists.
- Advocate for Change: Write letters, emails, or petitions to local government officials or representatives, expressing your concerns about environmental issues and advocating for solutions.
- Raise Awareness: Use social media platforms, blogs, or vlogs to share information and raise awareness about environmental issues among your peers and the wider community.
- Attend Environmental Workshops and Conferences: If possible, attend workshops, conferences, and seminars related to environmental issues to gain knowledge and network with other activists.
- Collaborate with Peers: Collaborate with fellow youth activists on projects or campaigns. Working together can amplify your impact.
- Engage with Policy Makers: Meet with local and national policymakers to discuss environmental concerns and advocate for policy changes. Encourage them to prioritize sustainability.
- Lobby for Eco-Friendly Practices:
- Support Sustainable Businesses: Choose to support businesses that prioritize sustainability and ethical practices. Encourage others to do the same.
- Find a mentor in the environmental field who can provide guidance, support, and knowledge as you pursue your activism.
- Keep up with the latest environmental news and research to stay informed and adapt your activism to evolving challenges.

- Understand that activism can be challenging, and setbacks may occur. Stay resilient, focused, and passionate about your cause. Celebrate achievements.

6. Ask participants if they have questions. Let participants share if they have ideas on how they can become environmental activities in their communities. 15 minutes

7. Explain to participants that they should never Stop Learning. Environmental issues are complex and evolving. Continuously educate yourself and remain open to new ideas and approaches.

Wrap up: Close the session by sharing that environmental activism can take many forms, and every effort, no matter how small, can contribute to positive change. Your dedication and passion can make a meaningful difference in addressing environmental challenges and building a more sustainable future.

REFLECTION AND CLOSING: *10 minutes*

Facilitation Steps:

1. Ask participants to take a few moments to reflect on what they learned. Let participants journal write or draw pictures in their notebook if they like.

Wrap Up: Close the session and take any final questions or comments.

Contextualization

- Research local stories showing examples of local environmental activism.
- Brainstorm causes youth may wish to support within their local community.
- Research local environmental groups if any are available and collect information on these groups to share.

PHASE 3.2

SESSION 13: GREEN MINDSET IN WORK AND BUSINESS

1 HOUR 25 MINUTES

Green Mindset Training

Session Overview: Understand what a green mindset means at the professional level. Describe how to reduce environmental impact and create positive environmental impact in my work, business, income generating activities, etc.

Session Objectives:

- ✓ Discuss how to have a green mindset in a work setting and business setting.
- ✓ Identify real life examples of business practices and workplace practices that follow a green-mindset.

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Youth are introduced to the topic. Perform an energizer. Review what was learned in the previous session.	15 MINUTES	N/A
ACTIVITY 1 GREEN MINDSET IN WORK AND BUSINESS	Discuss what it means to have a green mindset in work and business and role play examples of a green mindset in business.	30 MINUTES	Markers, Flipchart
ACTIVITY 2 GREEN IN THE WORKPLACE	Understand what creating a greener workplace means.	30 MINUTES	Markers, Flipchart, Annex 1
REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

Key Messages:

- A green mindset in work and business is striving to have the least negative impact on the environment and enhancing the state of the environment whenever possible.

- Your actions can inspire others in your workplace to care about the environment. You can speak up for eco-friendly practices, showing that employees care about the environment.
- Even if your organization isn't focused on being environmentally friendly, you can still make choices that reduce its impact on the environment.

WELCOME AND INTRODUCTION: *15 minutes*

✓ ***Objectives: Participants will:*** Review what was taught in the previous session. Play an ice breaker game. Be introduced to the topic.
✓ **Materials:** None.
✓ **Preparation and Facilitator Notes:** N/A
✓ **Adapted from:** N/A

Facilitation Steps:

1. Welcome participants and introduce the activity.

2. Ask participants to share what they learned in the previous session.

3. Invite participants to play an ice breaker of the facilitators choice.

4. Ask participants to share a job they might like to have that is also environmentally friendly or does not harm the environment. Explain they will talk more about what a green job is and green workplace in this session.

Wrap Up: Thank participants for their participation.

ACTIVITY 1 Green Mindset in Work and Business: *30 minutes*

✓ ***Objectives: Participants will:*** Discuss what it means to have a green mindset in work and business and role play examples of a green mindset in business.
✓ **Materials:** Paper, markers
✓ **Preparation and Facilitator Notes:** Prepare the 6 examples on separate sheets of paper to give to each of the 6 groups. (Step 3)
✓ **Adapted from:** N/A

Facilitation Steps:

1. Ask participants to take 5 minutes to reflect on the question and write a response. “What does it mean to have a green mindset at the professional level? 5 minutes
2. Explain:
   A person with a green mindset would want the organization or income generating activity they are working in to have the least negative impact on the environment. They would also try to enhance the state of the environment whenever possible.

3. Explain: There are several ways an individual with a green mindset can contribute to environmental protection at the professional level. Divide participants into 6 groups. Give each one of the 6 examples below.

1. Engage in a job which objective is to create products or services that will help the environment e.g. manufacturing of solar panels or a recycling company.
2. Engage in a job that is creating products or services with the least negative environmental impact, e.g. a company that sell second-hand clothes or farming with organic agriculture practices.
3. Engage in a job that is helping communities adapt to the effects of climate change, e.g. constructing schools to withstand floods.
4. In any type of organization or income generating activity, as much as you can, take actions or decisions that reduce the negative environmental impact of the organization you are working in e.g. don't use unnecessary resources, reduce plastic usage in an IGA, save water or energy, etc.
5. In any type of organization or income generating activity, influence our colleagues and superiors with messages about environmental protection in the business operations.
6. Create a green business and become a green entrepreneur.

4. Ask each group to come up with a short role play to reflect their example. Give 10 minutes to make the role play. Explain role plays should last 1 to 2 minutes.
5. Let each group perform their role play for the group. 20 minutes
6. If everyone starts to shift to this type of organizations, businesses, income generating activities or practices, we would change how the economic system works, creating a more sustainable one. This is the basis of a green economy.

Wrap Up: Thank participants for their participation.

ACTIVITY 2 Green in the Workplace: 30 *minutes*

✓ ***Objectives: Participants will:*** Understand what creating a greener workplace means
✓ **Materials:** Markers, Flipchart, Annex 1
✓ **Preparation and Facilitator Notes:** Review Annex 1 for ideas for the session.
✓ **Adapted from:** n/a

Facilitation Steps:

1. Divide participants into two small groups.

   Ask group one to make a list of what to DO in business or the workplace to be more environmentally friendly. (Examples: Figuring out ways to create less paper and plastic waste, eliminating paper waste, conserving energy (in your computer, office, etc), not using or reducing the power of the AC or the heater, saving water, promote a diet with less meat or vegetarian/vegan, avoiding the use of plastic bottles using reusable ones, etc.)

   Another important point is your influence on your colleagues or superiors. Your practices could have an effect on others that see how your practices reduce the environmental impact of the organization you are working in. More importantly, you can advocate for environmental protection in the businesses activities, products and services so people in charge know their workers care about environmental issues.

   Even if the organization, company or income generating activity is not focusing on reducing the environmental impact of its products, services or processes, you may find ways to still take actions or decisions that help reduce the environmental impact of the organization. At least, act on those areas that are under your control, from selecting a better supplier to changing regular bulbs for LED bulbs.

Ask group two to make a list of what NOT to do in business or the workplace to be more environmentally friendly. (ex. Ordering products that are not good for the environment, too much paper waste, working in jobs that have poor environmental records when you have options to work in jobs that are better for the environment)

2. Bring the large group back together and let each group share their lists. Both groups can brainstorm and add more ideas to both lists.
3. Ask each group to create a role play about topic on their list. Give 10 minutes to prepare the role play then let each group share.
4. Ask participants why businesses should try to make their operations more environmentally friendly?

Wrap Up: Thank participants for joining in the discussion.

REFLECTION AND CLOSING: *10 minutes*

Facilitation Steps:

1. Ask participants to take a few moments to reflect on what they learned about the environment in this session and reflect on how they feel about it. Let participants journal write or draw pictures in their notebook if they like.

Wrap Up: Close the session and take any final questions or comments.

Annex 1 Session 13[20]

Country Programs can adapt this list to appropriately fit the context. Some of these will not relevant for the context, but there may be value in including examples such as this so youth can expand their knowledge on the various options for greening business and the workplace.

1. SWITCH ALL LIGHTING TO LEDS, ONE OF THE EASIEST SUSTAINABLE BUSINESS PRACTICES
LED lights are by far the most efficient type of lighting on the market, using 75% less energy and lasting 25 times longer than incandescent bulbs. Making this switch will save your workplace/office a significant amount of money on utility bills and maintenance costs, and is very easy to implement the next time your current bulbs need replacing.

2. IMPLEMENT A COMPREHENSIVE RECYCLING PROGRAM
If your workplace is already recycling its paper and plastics, you can take recycling to the next level by expanding your program to include glass and metals. If your local municipality doesn't have recycling streams for glass and metals, reach out to waste management companies. These companies often will weigh your recycling before taking it to facilities, making it easy to track and report to stakeholders the amount of waste you're diverting from landfills.

3. USE NO-VOC INTERIOR PAINTS
Commonly found in many paints and other home maintenance products, VOCs are persistent chemical compounds that evaporate into the air. When airborne VOCs are inhaled, they can cause irritation, headache and more serious side effects on the liver, kidney and central nervous system. And since most VOCs are odorless, their threat goes unnoticed.
Go with no-VOC paints to protect employee health and limit airborne pollution. Smog Armor is a company that specializes in no-VOC paints, making them a great choice for your office's new healthy coat of paint.

4. ALLOW FLEXIBLE WORK-FROM-HOME OPTIONS
Allowing employees to work from home – even if it's one day a week – can result in major decreases in your employee's commute emissions. Also, most businesses have found through the COVID-19 pandemic that many employees want a flexible work schedule, meaning this is sure to be a popular move.

5. ELIMINATE PAPER USE
In today's digital age, how much office paper use is actually necessary? The vast majority of documents can be sent via email or kept in company databases, making transitioning to paperless an easy way to save print-related costs and slow deforestation.
That being said, most offices still rely on some degree of paper use for invoices, agendas, and other important documents. When paper use is necessary, choose paper products with recycled content rather than virgin paper to decrease your company's environmental footprint. Recycled options are common and aren't prohibitively costly.

6. ACHIEVE SUSTAINABLE BUSINESS PRACTICES THROUGH ZERO WASTE BREAK ROOMS
Traditional offices generate a lot of waste in their break rooms. This is a drain on resources and can leave your employees feeling like they aren't doing their part for the environment. Zero waste break rooms can be achieved by:

- Offering reusable mugs and cups instead of disposables,
- Implementing a composting program for food scraps,
- Replacing plastic cutlery and stir-sticks with biodegradable options (wooden, bio-plastics, etc.)
- If your office uses coffee pods, choose biodegradable pods such as those from OneCoffee.

[20] https://greenbusinessbureau.com/green-practices/20-sustainable-business-practices-for-your-workplace-and-office/

7. INSTALL WATER-SAVING FIXTURES

Limiting your office's water use is another area where cost-savings and sustainability go hand-in-hand. You can conserve water in the office by installing WaterSense faucets and toilets in bathrooms and rain-sensing sprinkler systems in the green space outside your office. Making this change requires some investment, but payback time is short – and will become even shorter as water scarcity causes the cost of water to increase.

8. CONSIDER RENEWABLE ENERGY

One of the most ambitious sustainable business practices is investing in renewable energy. Using renewable energy can significantly lower your company's carbon footprint, depending on the dominant power source in your region.

However, investing in renewable energy such as solar, wind or geothermal can come with a steep price tag and these technologies aren't effective in every region. That being said, with government incentive programs offered across North America and the ability to sell excess energy back to power grids, the payback on this investment is often much shorter than expected.

An alternative to investing in renewable energy at your office is buying Renewable Energy Certificates (RECs) from your local energy provider. These RECs prove that your business is fueled by clean power from the grid while allowing you to avoid the investment in money and time that do-it-yourself green power requires. Part of the purchase price from your RECs goes toward building more renewable energy infrastructure in your region, meaning this move contributes to the sustainable future humanity needs.

9. RECYCLE OR DONATE YOUR OFFICE E-WASTE

You've probably noticed how quickly devices become obsolete in today's fast-paced business environment. And the vast majority of these devices are either left in drawers and forgotten, or are tossed in the trash. This is bad for the environment – as these devices contain toxic (as well as valuable) precious metals – and for inequality – given the fact that many people around the globe don't have the ability to buy modern tech.

If your obsolete gadgets are fairly new and in working condition, donating them is the best option. Some business may take your old computers and tablets, refurbish them, and provide them to other people that need them.. For devices like phones, printers, or computers that companies won't accept, donate them to people or organizations that may use them.

For devices that are no longer usable, recycle them instead of putting them in the garbage. Research electronic recycling programs locally.

10. REPLACE UNNECESSARY BUSINESS TRIPS WITH VIDEO CALLS

While surely everyone in your office is eager to travel as COVID-19 restrictions ease, it has become evident in the pandemic that much of the business travel we used to deem essential really isn't. With the rising popularity of video calling and virtual conferences, many meetings, trade shows, and similar events can be done virtually from the office. Unnecessary business trips are a major drain on company resources, employee time, and are one of the biggest contributors to a company's carbon footprint. Save these costs and emissions by instituting an "essential travel only" policy at your workplace.

11. INSTALL MOTION-SENSORS FOR OFFICE LIGHTING

Walk through any office building today and you'll likely notice a large number of rooms with lights on but nobody in them. Wasting energy like this hurts your company's pocketbook and the environment. Install motion-sensors in your offices to limit energy usage and save money.

For the simplest and cheapest (albeit not always effective) way to conserve energy from lighting, simply post signs next to light switches reminding employees to shut the lights off when they leave a room. Being mindful of energy use habits is the simplest of all sustainable business practices, and often, a little nudge in the right direction is all that's needed.

12. INSTILL SUSTAINABLE BUSINESS PRACTICES IN EMPLOYEES BY ENCOURAGING GREENER COMMUTE OPTIONS

Arrange an employee carpool program. To those who are interested, offer a survey for them to fill out and gather the necessary information (the area they live in, when they leave for work, when they like to go home at the end of day, etc.). With this information, help match employees together.

To encourage the use of active transport (biking, walking, etc.) and public transit, send information emails to employees about how much money is used commuting to work in a car and the health benefits of choosing more active options. Posting information on what transit options are available in the area can also help encourage employees to choose sustainable transport options.

13. INSTITUTE A MORE FLEXIBLE DRESS CODE

You can save energy, and in turn money, associated with your office's heating and cooling by making your dress code more flexible. Allowing men to wear shorts in the summer and women to wear pants in the winter can significantly reduce the need to use your office's climate control system.

Another green (and financial) benefit that comes from moving toward a more flexible dress code is that employees will have to do less dry-cleaning. As dry-cleaning consumes large amounts of water and uses chemical cleansers and dyes, reducing the need for it can make your office much more eco-friendly.

This change is easier when staff are working internally and not attending formal meetings. That being said, the norm of strict dress codes is giving way to more casual codes in practically every industry.

14. ELIMINATE PHANTOM POWER WITH PROGRAMMABLE POWER STRIPS

Phantom power is energy that's consumed when devices are left on or in stand-by mode when they're not in use. It can significantly boost your office's power bill and carbon footprint.

An effective way to put an end to phantom power use in your office is by investing in programmable power strips that automatically stop supplying devices with power in non-working hours or when employees are on vacation.

15. BUY REMANUFACTURED INK AND TONER CARTRIDGES

Buying new ink and toner cartridges and throwing them out when they run out of fluid contributes a massive amount of waste to landfills and is expensive for your company. Choosing remanufactured cartridges can result in a cost-saving of 15-50% per order. Some companies will even pick up your used cartridges and deliver remanufactured ones for free, making this sustainable switch easy as can be.

16. APPLY WINDOW FILM TO BLOCK-OUT HEAT IN THE HOT MONTHS

Heat-blocking window film is a technology that can significantly lower the amount of energy your office uses for air conditioning in the summer months. This thin, transparent film uses metallic atoms to reflect heat from the sun, preventing it from heating your office. Being completely transparent, it has no effect on natural light or aesthetics. Window film is also cheap and easy to apply, making this green practice a no-brainer.

17. USE NON-TOXIC CLEANING PRODUCTS

Encouraging your cleaning company to use green cleaning products can increase the health and wellbeing of your employees as well as prevent toxic substances from getting into the environment, while barely affecting costs. If your current company doesn't offer non-toxic cleaning options, it may be time to make a switch to one of the many companies that do. You can find several planet-friendly cleaning products through Green Seal.

18. INTRODUCE PLANTS INTO YOUR OFFICE SPACE (SUSTAINABLE BUSINESS PRACTICES CAN BE

AESTHETICALLY PLEASING TOO!)

Having plants in the office has been proven to decrease air pollution and increase the mood and productivity of employees. Thus, this is a cheap and easy practice that can improve employees' long-term commitment and output.

19. BUY SECOND-HAND OFFICE EQUIPMENT WHEN POSSIBLE

Buying second-hand equipment decreases waste going to landfill, makes producing new equipment unnecessary, and can save your business a lot of money simultaneously. This is not always possible for products that degrade quickly or become obsolete like computers – but for generic, durable equipment like desks and cabinets, opt for second-hand.

SESSION 14: UNDERSTANDING THE GREEN ECONOMY AND MY ROLE IN IT

3 HOURS 5 MINUTES

Green Mindset Training

Links to competency: Understanding the green economy and my role in it
Definition of competency: Understand the meaning and main elements of the green economy and green jobs, and what could be my role in them.

Session Overview: Understand the meaning and main elements of the green economy and green jobs, and what could be youth's role in them.

Session Objectives:

- ✓ Understand what the green economy is.
- ✓ Understand what green jobs are. Identify characteristics of green jobs (including wage employment and self-employment options) and give examples of green jobs.
- ✓ Identify employment opportunities in the green economy.
- ✓ Explain the concept of greenwashing and differentiate sustainable solutions from false green claims.

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Review the objectives of the session	5 MINUTES	N/A
ACTIVITY 1 WHAT IS THE GREEN ECONOMY AND WHY IS IT IMPORTANT?	Define the green economy and discuss why it is important.	30 MINUTES	Flipchart, markers
ACTIVITY 2 WHAT ARE GREEN JOBS?	Understand the meaning of Green Jobs	60 MINUTESS	Markers, Flipchart
ACTIVITY 3 MOVING FROM UNSUSTAINABLE PRACTICES TO POSITIVE	Review examples of unsustainable practices in society and brainstorm positive practices	30 MINUTES	Handout unsustainable practices, scissors, flipchart, markers

ACTIVITY 4 IDENTIFYING EMPLOYMENT OPPORTUNITIES IN THE GREEN ECONOMY	Review local examples of green jobs	20 MINUTES	Flipchart, makers, 5 stickers per participant. (Use post it notes if stickers are not available).
ACTIVITY 5 WHAT IS GREEN WASHING	Define Green Washing and review examples of Green Washing. Participants research local examples of green washing	30 MINUTESS	Pen and paper for each participant
REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

Key Messages:

- A green economy is a better way of doing things that's fair for everyone and good for the planet. It avoids harm to the environment, pollution, and shortages, unlike the old way that caused inequality and harm to nature.
- Green Jobs are decent Jobs, including self-employment and wage employment, which have the primary objective to preserve or restore the environment.
- There are many varied and interesting green jobs that youth and adolescents can do. Green jobs are continually being developed and working in a green job contributes to bettering the planet.
- Greenwashing is a trick companies use to make themselves or their products look eco-friendly without actually doing much to help the environment. They make big claims, show pretty nature pictures, or use fancy green words, but when you look closely, it's not true.

WELCOME AND INTRODUCTION: *5 minutes*

✓ ***Objectives: Participants will:*** Review the objectives of the session.
- Understand what the green economy is.
- Understand what green jobs are. Identify characteristics of green jobs (including wage employment and self-employment options) and give examples of green jobs.
- Identify employment opportunities in the green economy.
- I can explain the concept of greenwashing and differentiate sustainable solutions from false green claims.

✓ **Materials:** N/A

✓ **Preparation and Facilitator Notes:** N/A

✓ **Adapted from:** N/A

Facilitation Steps:

1. Explain that in this session participants will learn about the Green Economy and why it is important.
2. Explain: An inclusive green economy is like a better way of doing things that helps people and the planet. It makes sure everyone gets a fair share, reduces harm to the environment, and prevents

problems like pollution and resource shortages. It's different from the old way of doing things that caused inequality, waste, and harm to the environment.

Wrap Up: Explain that participants will gain a better understanding of what this means throughout this session.

ACTIVITY 1:What is the Green Economy and why is it important? 30 *minutes*

- ✓ ***Objectives: Participants will:*** Define the green economy and discuss why it is important.
- ✓ **Materials:** Flipchart marker
- ✓ **Preparation and Facilitator Notes:** Read and understand the key term before the session.
- ✓ **Key terms:**

  Green Economy

  "UNEP defines green economy as low carbon, resource efficient and socially inclusive. In a green economy, growth in employment and income are driven by public and private investment into such economic activities, infrastructure and assets that allow reduced carbon emissions and pollution, enhanced energy and resource efficiency, and prevention of the loss of biodiversity and ecosystem services".
- ✓ **Adapted from:** N/A

Facilitation Steps:

1. Ask participants to describe what they think a Green Economy is? Give 5 to 10 minutes to let participants share.
2. Explain the Green Economy is about: 5 minutes

   Green Economy (Place this definition on a flipchart at the front of the room)

   "UNEP defines green economy as low carbon, resource efficient and socially inclusive. In a green economy, growth in employment and income are driven by public and private investment into such economic activities, infrastructure and assets that allow reduced carbon emissions and pollution, enhanced energy and resource efficiency, and prevention of the loss of biodiversity and ecosystem services".
3. Discussion 10 minutes
   - Ask participants to brainstorm why they think the Green Economy is important?
   - How can this change the world for the better?
4. Place a flipchart at the front of the room. Ask participants to brainstorm what they can do as a society to move towards a green economy? 15 minutes

Wrap Up: Thank participants for joining in the discussion.

ACTIVITY 2 What are Green Jobs?: 60 *minutes*

- ✓ ***Objectives: Participants will:*** Understand the meaning of Green Jobs
- ✓ **Materials:** Markers, Flipchart
- ✓ **Preparation and Facilitator Notes:** None

✓ **Key concepts:**

Facilitators note: Both definitions of Green Jobs are correct. Use both to explain the meaning of green jobs to participants.

There are several definitions of green jobs. One of the most recognized is ILO's definition:

Green jobs are decent jobs that contribute to preserve or restore the environment, be they in traditional sectors such as manufacturing and construction, or in new, emerging green sectors such as renewable energy and energy efficiency.

Green jobs help:

- Improve energy and raw materials efficiency
- Limit greenhouse gas emissions
- Minimize waste and pollution
- Protect and restore ecosystems
- Support adaptation to the effects of climate change

Save the Children has also developed its own definition of green jobs:

> Decent Jobs, including self-employment and wage employment, which are accessible to adolescents and youth (A&Y) most impacted by inequalities and discrimination, 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. Jobs that help adapt to the effects of climate change are also.

✓ **Adapted from:** n/a

Facilitation Steps:

1. Begin by asking participants what Green Jobs are. Let a few volunteers share.
2. Share the two definitions of Green Jobs and let participants know that both are correct.
3. Review the following concepts and answer questions: 15 minutes

Explain that Green Jobs are decent Jobs, including self-employment and wage employment, which 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 preserve and protect the environment.
Following this pathway, green jobs should lead to the provision of green products or services that benefit the environment and/or tackle environmental and climate related challenges and problems. Below are common examples of green products and services, classified by sector, which could be created or found in developing countries, depending on the context:

- Renewable energy and energy efficiency
- Waste management
- Water management
- Green buildings
- Sustainable transportation

- Ecotourism

b) production processes or service delivery mechanisms with reduced negative, or even positive, environmental impact.

In this pathway, businesses or IGAs don't necessarily create products or services that directly benefit the environment. However, they produce or deliver products or services following processes with limited or reduced environmental impact, or positive environmental impact. By 'reduced' we mean compared with regular production or delivery processes in a business-as-usual scenario or below stablished thresholds of the impact on the environment (on the soil, water, air, biodiversity, etc.).

In order to consider these jobs as green jobs, they should, among other measures:

- Reduce material, water and energy consumption, including the reduction of plastic usage (especially single-use plastics).
- Use renewable energy sources to supply electricity or heat, contributing to climate change mitigation.
- Source materials locally (or as close as possible) to the customer, to reduce transportation and associated greenhouse gas emissions.
- Use recycled materials, reused components and/or certified sustainably sourced materials.
- Use renewable or sustainable materials/supplies (e.g., organic materials instead of plastic).
- Reduce solid waste, liquid waste and emissions (including greenhouse gas emissions).
- Reduce the use of chemicals, pesticides and other toxic substances, to avoid them reaching the environment.
- Avoid land and soil damage, or restore soil health.

Some examples of industries and processes with reduced or positive environmental impact are:

- Agriculture
- The textile industry
- Productive uses of renewable energy (battery charging, cooling, power for tools, lighting, etc).

In addition, Jobs that help adapt to the effects of climate change are also green jobs for SC.

In this case, the products or services produced by businesses and IGAs don't necessarily help to preserve or restore the environment. The main purpose of the green jobs in which A&Y would be engaged is to help communities to adapt to the effects of climate change. For example, construction services to help communities and their infrastructure to withstand extreme weather events, provision of seeds that are adapted to suit warmer climates (e.g., drought resistant varieties), water harvesting systems or technologies, etc.

4. Ask participants to brainstorm examples of green jobs in two groups. Let each group share what they came up with together.

Wrap Up: Thank participants for joining in the discussion.

ACTIVITY 3: Moving from Unsustainable Practices to Positive *30 minutes*

✓ ***Objectives: Participants will:*** Review examples of unsustainable practices in society and brainstorm positive practices

✓ **Materials:** Handout unsustainable practices, scissors, flipchart, markers

✓ **Preparation and Facilitator Notes:** Before the session cut out each example from the handout "examples of unsustainable practices".

✓ **Adapted from:** N/A

Facilitation Steps:

1. Cut out each example from the handout "examples of unsustainable practices".
2. Ask each participant to get a partner. Give each one of the examples on a piece of paper.
3. Explain: Each pair has an examples of the "old way of doing things" that are often associated with unsustainable practices and negative environmental and social impacts.
4. Ask each pair to read their example and then research local examples of this example. Explain they can use the internet if there is access to it, they can interview other participants, *Optional they can interview family members or business owners in the community.
5. Explain that they will have 10 minutes to research and prepare their examples.

   *Optional if time allows, let participants do their research in the community after the session and bring their results to present during the next session.

6. Bring the large group back together and let each pair present their example and the local examples they found.
7. Next ask participants to brainstorm positive sustainable practices. Give 10 minutes to research and prepare their examples.
8. Thank participants for participating.

ACTIVITY 4: Identifying Employment opportunities in the Green Economy

20 minutes

✓ ***Objectives: Participants will:*** Review local examples of green jobs

✓ **Materials:** Flipchart, makers, 5 stickers per participant. (Use post-it notes if stickers are not available).

✓ **Preparation and Facilitator Notes:**
Facilitators will need to conduct the below research before this session:
Research Green jobs in the local areas. Gather descriptions of the jobs and photos of the jobs if possible.
Bring these examples and be ready to share for this session.

✓ **Adapted from:** N/A

Facilitation Steps:

1. Explain to participants that they will review some examples of typical green jobs.

- Share the following examples and show pictures from the local areas of these jobs if possible.
- Begin by sharing examples of green jobs:
  - Renewable energy examples: Solar panel installers, Wind Turbine Technicians.
  - Waste management. Example Waste Sorting and Recycling Facility Worker, Green building waste manager, composting specialist.

- Organic textiles: Organic textiles are grown without toxic pesticides, synthetic fertilisers and genetic modification. Lots of different fibres can be organic, such as hemp, flax (linen), jute, silk and wool. However, organic cotton is one of the most commonly used materials in fashion and textiles.

- Organic agriculture examples: Organic farm manager, Organic Livestock Farmer.

2. Divide participants into small groups. Ask each group to identify the most suitable green jobs found near where the training is happening. The facilitators should have done prior research here and they can aid participants by providing local examples.
3. Let each group share their examples and place their flipcharts showing their examples in the front of the room. Give each participant 5 stickers. Let each participant place a sticker on a job they may be interested in.

Wrap Up: Thank participants. Explain that new green jobs are being created everyday.

ACTIVITY 5: What is Green Washing? *30 minutes*

✓ ***Objectives: Participants will:*** Define Green Washing and review examples of Green Washing. research local examples of green washing
✓ **Materials:** Pen and paper for each participant.
✓ **Preparation and Facilitator Notes:**
Make sure to read through the key terms and the activity to fully understand the meaning of green washing.
Facilitators Note: Research some local products that are examples of Greenwashing.
✓ **Key terms:** Greenwashing

Greenwashing is a PR tactic used to make a company or product appear environmentally friendly, without meaningfully reducing its environmental impact.

Companies may use bold claims, nature-inspired imagery or green buzzwords that rarely hold up when looked at in more depth. Or vague claims and 'green' solutions that misdirect you and take you away from the real issues.

Greenwashing aims to boost a company's public image or make more sales by convincing us that buying from them aligns with our values[21].

Greenwashing examples

- Token gestures. Promoting one 'green' feature, while ignoring other more important environmental issues. For example, a fast food company could promote a switch to recyclable paper straws, while still using meat suppliers responsible for burning down forests.

- Not being specific. Using very broad or poor definitions on purpose to cause misunderstanding. For example, using a recycling symbol on packaging without telling you which part is or can be recycled.

- No evidence to back up a claim. When a company wants you to take their word without sharing the proof behind their claim. So the claim can't be checked or certified independently by someone else.

[21] https://www.greenpeace.org.uk/news/what-is-greenwashing/

- EasyJet bus advert of blue sky with a plane shadow. Text reads "Destination: zero emissions. We are championing a future of zero emission flights"

- Using green buzzwords or images. Adverts or packaging with lots of natural scenes, or images like trees and leaves. Or buzzwords that are meaningless without explanation, like ‘non-toxic’, ‘all natural’, ‘eco conscious’ and ‘chemical-free’. This also includes putting a green label onto a product or company that’s environmentally harmful anyway.

- Carbon offsetting. A way to try to make up for the pollution you cause, instead of trying to reduce it. Usually it’s done by paying others to reduce carbon emissions or take carbon out of the atmosphere. It’s greenwashing because it still means lots of carbon goes into the atmosphere.

- Redundant claims. This is when the claim is not needed. For example, a company advertising a product as vegan or plant-based, when it would be anyway.

✓ **Adapted from:** Green Mindset Framework

Facilitation Steps:

1. Ask participants if they have heard of the term Green Washing. Let them share what they heard if so.

2. **Explain:** Greenwashing is a trick companies use to make themselves or their products look eco-friendly without actually doing much to help the environment. They make big claims, show pretty nature pictures, or use fancy green words, but when you look closely, it's not true.

   They do this to make people think buying from them is good for the planet. Here are some examples of greenwashing:

   Token gestures: They talk about one small green thing they do but ignore bigger environmental problems. Like a fast food place using recyclable straws but harming the environment in other ways.

   Being vague: They use unclear labels or symbols, so you don't know what's really eco-friendly.

   No proof: They make claims without showing any evidence, so you can't check if it's true.

   Fancy ads: They use beautiful nature pictures or words like 'eco-conscious,' but it doesn't mean they're actually good for the environment.

   Carbon offsetting: They try to balance out their pollution by paying others to reduce emissions, but it doesn't stop them from polluting.

   Redundant claims: They say their product is vegan or plant-based when it already would be.

3. Ask participants if they can think of products that may be a good example of Greenwashing.
4. Assign participants a homework assignment. Ask participants to find a local example of greenwashing. Write down what it is and why it is an example of greenwashing.

5. For example, participants can go to their local grocery store and research different labels on products that may be examples of greenwashing. Look at the labels but then also look at ingredients.
6. Share what participants found in the homework assignment during the first 15 minutes of the next session.

Wrap Up: Thank participants for joining in the activities and engaging in the discussions.

REFLECTION AND CLOSING: *10 minutes*

Facilitation Steps:

1. Ask participants to take a few moments to reflect on what they learned about Let participants journal write or draw pictures in their notebook if they like.

Wrap Up: Close the session and take any final questions or comments.

HANDOUT UNSUSTAINABLE PRACTICES

Cut out each unsustainable practice for Activity 1

1. **Fossil Fuel Dependency**: Relying heavily on fossil fuels (coal, oil, and natural gas) for energy production and transportation, leading to air pollution, greenhouse gas emissions, and climate change.
2. **Deforestation:** Clearing large areas of forests for agriculture, urban development, and logging without adequate reforestation efforts, resulting in habitat loss and reduced biodiversity.
3. **Single-Use Plastics:** Producing and using disposable plastic products, contributing to plastic pollution in oceans and landfills.
4. **Wasteful Consumption:** Overconsumption of goods and resources, leading to excessive waste generation and resource depletion.
5. **Non-renewable Resource Extraction**: Unsustainable mining and extraction of minerals, metals, and other non-renewable resources, depleting finite reserves.
6. **Unregulated Pollution:** Discharging untreated industrial, agricultural, and household wastewater into water bodies, causing water pollution and harming aquatic ecosystems.
7. **Harmful Agricultural Practices:** Using excessive chemical fertilizers and pesticides, monoculture farming, and unsustainable irrigation methods that degrade soil health and harm ecosystems.
8. **Urban Sprawl:** Expanding cities without proper planning, leading to habitat destruction, increased energy consumption, and traffic congestion.
9. **Overfishing:** Overexploiting fish stocks without sustainable management practices, depleting fish populations and disrupting marine ecosystems.
10. **Inequitable Resource Distribution:** Unequal access to resources and benefits, leading to disparities in access to clean water, education, healthcare, and economic opportunities.
11. **Environmental Injustice:** Locating hazardous waste sites, factories, and polluting industries disproportionately in low-income and minority communities, leading to environmental injustice and health disparities.
12. **High Carbon Footprint:** Engaging in high-carbon activities, such as excessive air travel and energy-inefficient practices, contributing to carbon emissions and climate change.
13. **Lack of Environmental Regulations:** Failing to implement and enforce environmental regulations and standards, allowing pollution and unsustainable practices to persist.
14. **Disposable Culture:** Promoting a culture of disposability, where products are designed for single-use and rapid obsolescence, leading to resource waste.
15. **Lack of Conservation Efforts:** Neglecting conservation efforts, wildlife protection, and ecosystem restoration, resulting in the decline of species and ecosystem health.

SESSION 15 DEVELOPING TRAITS OF A GREEN ENTREPRENEUR

1 HOUR 25 MINUTES

Green Mindset Training

Links to competency: Developing traits of a green entrepreneur
Definition of competency: Identify and apply qualities and skills needed to become a green entrepreneur. Recognize personal strengths and traits that make up a green entrepreneur.

Session Overview: Discuss what a green entrepreneur is and what they do.

Session Objectives:

- ✓ Define Green Entrepreneurship
- ✓ Generate ideas on how to create ideas for a green business.
- ✓ Discuss ideas for creating a green business.

SESSION OVERVIEW			
NAME	**ACTIVITY DESCRIPTION**	**TIME**	**Material**
INTRODUCTION	Be introduced to what a Green Entrepreneur does.	5 MINUTES	
ACTIVITY 1 WHAT IS GREEN ENTREPRENEUR SHIP?	Define Green Entrepreneurship	30 MINUTES	N/A
ACTIVITY 2 STORIES OF GREEN ENTREPRENEUR S	Discuss what Green entrepreneurs do and read stories of green entrepreneurs.	20 MINUTES	Make copies of the stories of Green Entrepreneurs to share
ACTIVITY 3 BRAINSTORM ENTREPRENEUR TRAITS	Brainstorm common traits of Green entrepreneurs	20 MINUTES	Flipchart, markers
REFLECTION AND CLOSING	Youth reflect in their workbooks on the days session. Discuss key messages and final thoughts and questions as a group.	10 MINUTES	Youth reflection journal

Key Messages:

- Everyone can become a green entrepreneur and have a positive impact on the environment.
- Businesses or IGAs that negatively impact the environment have less opportunities of growth or survival.

WELCOME AND INTRODUCTION: *5 minutes*

✓ ***Objectives: Participants will:*** Be introduced to what a Green Entrepreneur does.
✓ **Materials:** N/A
✓ **Preparation and Facilitator Notes:** N/A
✓ **Adapted from:** N/A

Facilitation Steps:

1. Ask participants if they can guess what a green entrepreneur is?
2. Let participants come up with examples and share ideas.
3. Explain that in this session they will explore who green entrepreneurs are.

ACTIVITY 1: What is Green Entrepreneurship? *30 minutes*

✓ ***Objectives: Participants will:*** Define Green Entrepreneurship.
✓ **Materials:** N/A
✓ **Preparation and Facilitator Notes:** N/A
✓ **Key terms:**
Green Entrepreneurship
Green entrepreneurship is a way of starting and running businesses that focus on solving environmental problems while also making money and helping society. In simple terms, green entrepreneurs see business opportunities in the face of global and local environmental challenges.
✓ **Adapted from:** N/A

Facilitation Steps:

1. Review the explanation below on Green Entrepreneurship. Pause when needed to answer questions.

    - Green entrepreneurship is a way of starting and running businesses that focus on solving environmental problems while also making money and helping society. In simple terms, green entrepreneurs see business opportunities in the face of global and local environmental challenges.

      These entrepreneurs consider three important things:
        - the environment,
        - the economy,
        - and society when they build their businesses.

    - They come up with creative ideas to change the way things are made and used, making them better for the planet. Their businesses also help the economy grow in a more eco-friendly

way. Green entrepreneurial projects are unique because they target specific environmental issues.

2. Explain: A green entrepreneur takes into account environmental, economic, and social factors in their core business operations. They offer innovative solutions to how products and services are made and used, and their business model aims to make the economy more environmentally friendly. What sets green entrepreneurial projects apart is their specific focus on addressing particular environmental issues.[22].

3. Explain: Green entrepreneurs have two main approaches to make a positive impact on the environment:

   1. They turn environmental problems into business opportunities. They find ways to solve these problems and create products or services that people need. For example, they might develop eco-friendly products or find new ways to use clean energy.

   2. They make sure their business is environmentally friendly right from the start. This means they think about how their business affects the planet and try to make it as eco-friendly as possible.

4. Review the table. Explain that the table presents a few major environmental challenges that can be found in the Middle East and North Africa:

Major environmental challenges	A few ideas on potential business activities
Energy imports dependency, limited access to energy in remote areas.	–Solar energy products and services. –Energy efficiency consultancy or appliances to reduce energy bills.
High energy consumption for heating or cooling in buildings.	–New building materials and architecture. –High efficiency heaters and air coolers.
Water and land pollution from textile industry.	–Innovative green dye products.
Threats on biodiversity and use of resources in general.	–Ecotourism activities (tour operators, eco-lodges).
Urban contamination and degradation of coastal environments.	–Urban waste management activities.
Soil pollution and degradation due to agricultural activities.	–Organic (ecological) farming activities (production, distribution).
Transportation pollution in cities.	–Car-sharing services and innovative public transportation services.
Growing landfill.	–Waste collection and recycling to provide new products and materials. –Eco-design advisory services.
Food waste along the supply chain.	–New and efficient supply chains. –Food waste recycling into resources (compost, energy…).

[22] Create your Green Business! The Handbook for Green Entrepreneurs in the Mediterranean. Switchmed.

5. Explain: Being a green entrepreneur is like being a problem solver for the planet.
Eco-design is a process where an entrepreneur creates a product or service while carefully thinking about its environmental impact right from the start. This means considering how the product or service affects the environment at every stage of its life, not just when it's being made. It involves looking at things like the materials used, how it's packaged, how it's transported, how people use it, and even how it's disposed of when it's no longer needed.

So, when an entrepreneur is ecodesigning, they are being mindful of the environment throughout the entire journey of their product or service, not just during its creation.

6. Explain: Green entrepreneurs go beyond just being innovative. They create things that are valuable for customers, stakeholders, and the greater good. There are three types of innovation they use, and these can even change whole industries over time: Review the 3 types below: 15 minutes.

Process Innovation: This is all about making improvements in how things are made. It usually makes production more efficient but doesn't necessarily change the product itself. For example, making cars in a way that uses fewer materials and produces less waste is a kind of process innovation.

Product Innovation: This involves changing the actual products or services themselves. For instance, designing cars so that their parts can be easily taken apart and reused or recycling them is a form of product innovation. Creating entirely new things like electric cars also falls into this category.

System Innovation: This is bigger-picture innovation that can change how businesses work or how people use products and services. For instance, instead of selling cars, a company might start offering car-sharing services. This changes how people get around and how they interact with the transportation business. It's called system innovation because it transforms the whole system.

Wrap Up: Ask participants if they have any questions. Answer any questions youth have about the concepts explained. Close the activity by explaining green entrepreneurs use these different types of innovation to make positive changes in the world, not just in their businesses.

ACTIVITY 2: Stories of Green Entrepreneurs *20 minutes*

- ✓ ***Objectives: Participants will:*** Discuss what Green entrepreneurs do and read stories of green entrepreneurs.
- ✓ **Materials:** Make copies of the stories of Green Entrepreneurs to share
- ✓ **Preparation and Facilitator Notes:** Research if there are local green entrepreneurs worth mentioning
- ✓ **Key terms:** Green entrepreneurship can be defined as a way of 'developing business solutions to environmental challenges that are economically viable and socially empowering'
- ✓ **Adapted from:**
[1] chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-colombo/documents/briefingnote/wcms_885924.pdf

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Facilitation Steps:

1. Explain: Adolescent and youth Green Entrepreneurs have come up with incredible ideas for making the planet a better place.
2. Share the stories below with participants from young Green Entreprenuers. [23] 20 minutes.
3. After reading the stories ask participants how they feel? Is anyone inspired to become a green entrepreneur?

Wrap up: Thank participants for listening and participating.

Fatemah Alzelzela is trading up trash

Alzelzela's home country, Kuwait, generates 1.5kgs of trash per person per day – twice the global average – and 90 per cent of it ends up in landfills. Kuwait is yet to embrace sustainable waste management – and Alzelzela is aiming to change that.

She co-founded Eco Star, a non-profit that recycles trash from homes, restaurants and schools across Kuwait. She used her own cash as start-up capital and built her consumer base by educating people about recycling on her social media platforms, which now have more than 20,000 followers.

Since its launch in 2019, Eco Star has recycled more than 3.5 tonnes of plastic, 10 tonnes of paper and 120 tonnes of metal. "We can all take action and inspire others to take action on a bigger scale," says Alzelzela.

Meet Fatemah Alzelzela, UN Young Champion of the Earth.

[23] https://www.unep.org/news-and-stories/story/five-young-entrepreneurs-embracing-sustainable-business-models

Nzambi Matee's proof of concept

"Don't quit your day job" – or so we are often advised. But Matee did quit her day job. And her social life. And invested all her savings into an experimental project in her mother's back garden. "My friends were worried," she admits. "Everyone thought I was crazy and so many people told me to give up."

Matee is the founder of Gjenge Makers, a company that uses discarded plastic to produce building materials. Having observed the volumes of plastic bags polluting the streets of Nairobi, she developed a machine that compresses a mixture of plastic and sand into bricks. Lighter and more durable than cement, they are affordable and have been used to pave walkways for homes and schools – including those in low-income areas where students would otherwise have to walk on dirt paths.

Her business now produces 1,500 pavers per day – proving that it is possible to move from a linear economy toward a circular one, in which products and materials remain in use for as long as possible.

Meet Nzambi Matee, UNEP Young Champion of the Earth.

Lefteris Arapakis knows the opportunity cost of plastic

Photo: UNEP

Lefteris Arapakis, a fifth generation fisher, was concerned when he saw the boats around his Greek hometown hauling in nets filled with plastic waste and not fish.

“I was deeply concerned that my father and brothers could not make a living out of this job,” said Arapakis. Indeed, projections suggest that there could be more plastic than fish in the sea by 2050.

Arapakis’ concern inspired action – he founded Enaleia, the country’s first sustainable fishing school, teaching fishers to adopt more eco-friendly practices. “We want to empower every fisherman to catch plastic and then bring it back to the port and upcycle it,” he said.

The school also brings together the local marine community to collect plastic pollution – an exercise that has resulted in the removal of more than 80 tonnes of plastic from the sea. In partnership with a Dutch organization, Enaleia has started to upcycle fishing nets, turning them into carpets, socks and other consumer products.

Meet Lefteris Arapakis, UNEP Young Champion of the Earth.

Xiaoyuan Ren doesn’t gamble on health

Photo: UNEP

In rural China, even water that looks clean may not be safe to drink. According to some estimates, as much as half of the country’s shallow groundwater is polluted.

“Imagine two glasses of water, both looking the same, but one is clean and one could make you sick,” says Ren. “How do you choose?”

Ren’s company, MyH20, removes the guesswork by charting water quality. A data platform and mobile phone app, it collates information gathered by a nationwide team of youth volunteers. It provides users with current information about local water quality, offers solutions for purifying water and connects communities to companies specialized in treating contaminated water sources.

MyH20 has helped provide clean water to tens of thousands, but Ren is not finished yet. “What motivates me is galvanizing others to take action,” she says. MyH20 volunteers – who are students of science, technology, engineering and medicine – “will go on to develop careers in these fields and create solutions to some of the environmental problems they have seen while working with us."

Meet Xiaoyuan “Charlene” Ren, UNEP Young Champion of the Earth.

Max Hidalgo is engineering for nature

Photo: UNEP

Hidalgo is a serial inventor whose most ground-breaking creation is a technology that makes water out of the wind, using a turbine to condense vapour from the air. In Peru, Hidalgo's homeland, climate change has made water shortage is a serious risk and many communities rely on expensive water deliveries. Serving a community of 100 people can cost as much as 1 million dollars; Yawa costs just US$70,000.

Constructed out of recyclable materials with minimal plastic, easy to operate and easy to repair, and adaptable to local air quality, Yawa is fulfilling a fundamental need. "When I was first testing this technology in different rural communities, I spent a lot of time explaining the technical aspects of it, and the scientific processes behind it," said Hidalgo. "At one point a woman stopped me and looked me in the eye and said, 'Young man, I just want water'."

Meet Max Hidalgo, UNEP Young Champion of the Earth.

ACTIVITY 3 Brainstorm Entrepreneur traits: 20 *minutes*

- ✓ ***Objectives: Participants will:*** Brainstorm common traits of Green entrepreneurs
- ✓ **Materials:** Flipcharts, markers
- ✓ **Preparation and Facilitator Notes:** N/A
- ✓ **Adapted from:** N/A

Facilitation Steps:

1. Divide participants into small groups. Give each group one of the stories they just heard. Ask them to brainstorm the personal qualities the entrepreneur has and the traits the person has. For example, one trait may be focused, or discipled to start a business. Give 15 minutes for discussion.

2. Bring the large group back together and let them all add their traits onto one flipchart. Review all of the traits. Let others add more traits of a Green entrepreneur if they think any are missing from the flipchart.

3. Explain that everyone can be a Green Entrepreneur. These traits can be developed, learned and practiced. All green entrepreneurs are problem solvers and they found a problem that needed to be solved.

4. Ask: What are some ways we can develop these traits?

Wrap Up: Thank participants for joining in the discussion.

Agriculture Trainees in Uganda
Image Credit: Jaime Villalobos