GameComp

GREEN EDUGAMES

Fostering Young People's Sustainability Competences

Workshop Scenarios

A collection of 60 Workshop Scenarios to foster the competences outlined in the European Sustainability Competence Framework

Co-funded by the European Union

GameComp Project

Workshop Scenarios

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Introduction

This publication is a resource designed to equip youth workers with innovative, game-based learning scenarios that foster sustainability competences. It serves as a practical guide for integrating the 12 competences of the European Sustainability Competence Framework (GreenComp) into youth work, providing a structured yet flexible approach to sustainability education.

Purpose and Goals

- Enhance Youth Work Practices: Provide youth workers with 60 ready-to-use, gamified workshop scenarios, each tailored to a specific GreenComp competency.
- Promote Sustainability competences: Foster essential skills such as critical thinking, problem-solving, and sustainable decision-making.
- Engage and Empower Youth: Use interactive and engaging methods to inspire young people to become agents of change in their communities.
- Support Professional Development: Offer instructional materials and facilitator guidelines to strengthen youth workers' teaching capabilities.

The Resource Structure

The resource is organised into key sections for easy navigation:

- Project Overview: General information about the project.
- Workshop Scenarios and GreenComp competences: An introduction to the workshop scenarios and their related competences.
- Workshops: Detailed descriptions, including key elements of each workshop.
- Contact Information: How to get in touch for further inquiries.

Expected Impact

The resource is designed to:

- Increase the sustainability competences of both youth workers and young people.
- Encourage the practical application of sustainability principles in everyday life.

- Enhance the overall quality and impact of youth work related to environmental education.

The GameComp Workshop Scenarios is more than a collection of activities—it is a powerful tool for inspiring and educating the next generation of sustainability champions. By integrating these scenarios into your work, you can help young people build the skills and mindset necessary to drive meaningful change in their communities.

1. Project Overview

GameComp is an Erasmus+ project designed to empower youth workers by equipping them with the knowledge, tools, and resources necessary to foster sustainability competences in young people. As Europe pushes toward climate neutrality, the project aims to align with the European Green Deal and the EU Youth Strategy by preparing youth for the green transition.

GameComp aims to contribute to **increasing the capacity of youth workers to prepare young people for the green transition**. Particularly, the project pursues the following specific objectives:

- Equip youth workers with **support tools to assess youth's sustainability competences**
- Provide youth workers with **innovative game-based educational resources and tools** to improve young people's sustainability competences
- **Empower young people to act as agents of change** for environmental and sustainable development.

To achieve its goals, GameComp will implement a series of key activities. A central component is the development of a **Gamified Sustainability Competence Assessment Tool**, designed to evaluate young people's proficiency and learning needs in the four core areas of GreenComp: embodying sustainability values, envisioning sustainable futures, embracing complexity, and acting for sustainability. This tool will allow youth workers to tailor their educational efforts based on the specific needs of their participants.

In addition, the project will co-design and develop **60 gamified workshop scenarios** and **60 digital educational games**. These resources will be collaboratively created with youth workers across five partner countries—Germany, Italy, Greece, France, and Spain. Each game and scenario will focus on a specific sustainability competence, providing engaging and interactive learning opportunities for young people. These tools aim to create a motivating environment where participants can practise problem-solving, critical thinking, and sustainability-focused actions.

The project will also organise a **Training of Trainers** program to ensure the effective use of the developed resources. A minimum of 250 youth workers will participate in these training

sessions, gaining hands-on experience with the tools and learning methodologies developed during the project. They will also receive an **Educator Toolkit**, which will contain instructional materials, use cases, and facilitator guidelines to help them integrate the tools into their daily work.

Communication and dissemination activities form another critical part of GameComp. These efforts aim to raise awareness about the project's results and sustainability education in general. Through newsletters, press releases, publications, and public events, the project will reach a broad audience, ensuring that its outputs are widely utilised beyond the immediate partnership.

Ultimately, the project is expected to improve sustainability competences among youth and youth workers, heightened awareness of Erasmus+ opportunities, and strengthen a sense of European solidarity and environmental responsibility. By the end of the project, **at least 200 young people are expected to be empowered to act as change agents for sustainable development**.

GameComp is a collaborative effort involving experienced partners from multiple countries, such as the nonprofit organisations KUBI (project coordinator, Germany), KEAN (Greece) and ANI International (France) and the training companies Lascò (Italy) and Femxa (Spain). Each partner brings unique expertise, contributing to a comprehensive and diverse approach to sustainability education. The project will run from March 1, 2024, to June 30, 2026, with a total budget of €250,000. By the project's conclusion, it aims to leave a lasting impact on both youth workers and young people, equipping them to navigate and contribute to a rapidly changing, green-focused world

2. About the Workshop Scenarios and GameComp Scenarios

2.1 The Workshop Scenarios

The Workshop Scenarios presented in this publication represent a dynamic and innovative set of learning activities designed to empower youth workers and young people to tackle the pressing challenges of sustainability. These scenarios integrate the 12 sustainability competences outlined in the **European Sustainability Competence Framework** (**GreenComp**)[1] into engaging, game-based formats. They serve as practical tools to enhance sustainability education through non-formal learning methods.

Each workshop scenario is crafted to address a specific GreenComp competence, helping participants build essential skills such as critical thinking, problem-solving, and systems thinking. By focusing on real-world sustainability challenges, these scenarios not only aim to educate but also to inspire action, fostering a sense of agency and responsibility in participants.

Key Features

- Competency-Based Learning: The scenarios are aligned with GreenComp's four core areas:
    1. Embodying Sustainability Values: Encourages participants to adopt sustainability as a personal and societal norm.
    2. Envisioning Sustainable Futures: Helps youth imagine and plan for long-term, sustainable outcomes.
    3. Embracing Complexity: Develops systems thinking to understand the interconnectedness of environmental, social, and economic factors.
    4. Acting for Sustainability: Promotes tangible actions and initiatives for sustainable living.
- Gamified and Interactive: Activities are designed to be hands-on and engaging, using role-play, simulations, and creative problem-solving to enhance learning.
- Adaptable for Diverse Groups: Scenarios are flexible and can be tailored to suit different group sizes, learning environments, and participant profiles.

[1] Bianchi, G., Pisiotis, U. & Cabrera Giraldez, M. (2022). GreenComp The European sustainability competence framework. Punie, Y. and Bacigalupo, M. editor(s), EUR 30955 EN, Publications Office of the European Union, Luxembourg, ISBN 978-92-76-53201-9, doi:10.2760/821058, JRC128040.

Purpose and Objectives

The primary aim of the workshop scenarios is to provide youth workers with a resource to:

- Enhance Sustainability competences: Equip participants with the skills and knowledge to address complex sustainability challenges.
- Promote Active Participation: Engage youth in meaningful, collaborative learning experiences.
- Encourage Practical Application: Enable participants to translate learning into real-world actions that foster sustainable development.

Impact and Outcomes

By participating in these workshops, youth and youth workers will:

- Develop a deeper understanding of sustainability principles.
- Gain practical skills to lead and implement sustainability initiatives.
- Build confidence in using innovative, game-based learning methods.
- Foster a collective commitment to creating sustainable communities.

2.2 GreenComp competences

The GreenComp framework is the European framework for environmental sustainability competences, designed to guide individuals and organisations in fostering a more sustainable and eco-conscious future. GreenComp defines a set of competences that aim to build knowledge, skills, and attitudes needed for individuals to act in a sustainable way and contribute to tackling climate change. The competencies focus on promoting a sustainable mindset, developing practical skills for sustainability, and encouraging actions that support the well-being of the planet.

The 12 GreenComp competences collectively equip individuals with the values, skills, and mindsets needed to address sustainability challenges holistically. From understanding complex systems to taking actionable steps, these competences foster both individual and collective capacity for creating a more sustainable and equitable future.

Competences

1. Embodying Sustainability Values

1.1 Valuing Sustainability: This competency focuses on recognizing the importance of sustainability in personal, community, and global contexts. It emphasises adopting values such as environmental stewardship, social equity, and responsible consumption as guiding principles for decision-making and behaviour.

1.2 Supporting Fairness: This competency highlights the importance of fairness and equity in sustainability efforts. It encourages individuals to consider social justice, equal access to resources, and fairness in sharing environmental benefits and burdens across different communities and generations.

1.3 Promoting Nature: Promoting Nature involves fostering a deep connection with the natural environment. It emphasises the importance of preserving biodiversity, protecting ecosystems, and understanding humanity's reliance on natural systems for health and well-being.

2. Embracing Complexity in Sustainability

2.1 Systems Thinking: Systems Thinking involves understanding the interconnectedness of various components within environmental, social, and economic systems. This competency helps individuals see the bigger picture, recognizing how changes in one part of the system can have ripple effects elsewhere.

2.2 Critical Thinking: Critical Thinking in sustainability entails analyzing information, questioning assumptions, and evaluating solutions critically. It supports individuals in making informed decisions by assessing the reliability of data and considering multiple perspectives in sustainability challenges.

2.3 Problem Framing: Problem Framing focuses on defining and structuring sustainability challenges in ways that consider their complexity. This competency helps individuals identify root causes, set appropriate boundaries, and develop well-targeted approaches to tackling environmental and social issues.

3. Envisioning Sustainable Futures

3.1 Futures Literacy: Futures Literacy involves imagining and preparing for various possible futures. It helps individuals anticipate changes, identify opportunities for sustainable innovation, and align their actions with long-term goals for a sustainable society.

3.2 Adaptability: Adaptability refers to the ability to adjust one's mindset, strategies, and actions in response to changing circumstances. This competency is vital for resilience in the face of environmental challenges, such as climate change, that require flexible and innovative solutions.

3.3 Exploratory Thinking: Exploratory Thinking encourages curiosity and creativity in envisioning future possibilities. It pushes individuals to think beyond the status quo and develop innovative ideas and approaches that contribute to sustainable development.

4. Acting for Sustainability

4.1 Political Agency: Political Agency focuses on the ability to influence decision-making and advocate for policies that support sustainability. This competency encourages individuals to engage in civic and political processes to promote environmental and social justice at local, national, and international levels.

4.2 Collective Action: Collective Action emphasizes collaboration and teamwork in addressing sustainability challenges. It highlights the importance of working together within communities and organizations to achieve common goals, leveraging collective resources and strengths.

4.3 Individual Initiative: Individual Initiative involves taking personal responsibility and proactive steps toward sustainability. This competency encourages individuals to lead by example, whether by adopting sustainable habits, initiating community projects, or influencing others through their actions.

Why GreenComp

Importance of GreenComp competences

1. Holistic Sustainability Education: GreenComp provides a comprehensive framework for understanding environmental challenges. It addresses various dimensions—individual, collective, systemic, and political—empowering individuals to become agents of change.
2. Empowering Individuals and Organisations: By emphasising adaptability, systems thinking, and futures literacy, the GreenComp competences equip individuals with the ability to navigate environmental challenges and actively contribute to sustainable practices.
3. Supporting European Green Deal Goals: GreenComp competences align with the European Union's Green Deal objectives, promoting greener practices across all sectors. It helps individuals to understand, support, and participate in the policies that drive sustainability.
4. Encouraging Active Citizenship: Political agency, critical thinking, and collective action are essential in creating environmentally conscious citizens who participate in the decision-making processes that impact their communities and the planet.
5. Addressing Climate Change and Environmental Degradation: GreenComp competences are key in tackling environmental problems by fostering behaviors that lead to reducing carbon footprints, protecting ecosystems, and promoting resource-efficient lifestyles.

Impact of GreenComp competences

1. Enhanced Environmental Awareness and Understanding: Systems thinking and futures literacy foster an understanding of environmental issues and their long-term implications. People learn to assess the impact of their actions on the broader ecosystem.
2. Practical Action for Change: competences like agency, individual initiative, and collective action lead to practical and meaningful changes at the personal and

community levels. Individuals are motivated to take actions, from reducing waste to organizing local clean-up efforts.

3. Driving Policy Change and Advocacy: Political agency encourages individuals to engage in the political process, advocating for greener policies. This helps increase pressure on decision-makers to implement laws and regulations that protect the environment.
4. Improved Adaptability and Resilience: Adaptability competency prepares individuals to be resilient in the face of environmental change. This is crucial as communities face increasing challenges from climate change impacts like extreme weather events.
5. Collective Impact: Collective action fosters collaboration, promoting cooperative initiatives that have a broader impact than individual efforts alone. This collective approach is particularly effective in community-driven projects that target sustainability challenges.

Ultimately, the GreenComp competences equip individuals, youth workers, educators, and organizations with essential tools for effectively contributing to a sustainable future. By adopting and enhancing these competences, people and groups are more capable of tackling the environmental, social, and economic challenges we face today, resulting in meaningful and enduring positive change for our planet.

3. Development Process

The development of the Workshop Scenarios followed a structured and collaborative approach to ensure that the scenarios were both innovative and practical. Here is an overview of the process:

1. Collaborative Design

The workshop scenarios were co-designed with youth workers and sustainability experts from partner organizations across five countries: Germany, Italy, Greece, France, and Spain. This diverse input ensured the scenarios addressed a wide range of sustainability challenges and contexts.

- Involvement of Stakeholders: Youth workers, educators, and sustainability professionals contributed to the design, bringing real-world insights and practical experience.
- Co-Design Workshops: Interactive sessions were held to brainstorm and prototype the scenarios. These workshops served as a testing ground for ideas and approaches. Each partner invited 10 youth workers who worked on drafting the scenarios based on the GreenComp competences. The drafts were finalised by the coordinators of the partner organisations.

2. Alignment with GreenComp

The scenarios were specifically developed to align with the European Sustainability Competence Framework (GreenComp). This ensured that each activity targeted one of the 12 competences, offering a comprehensive learning experience.

- Competency Mapping: Each scenario was designed to address specific competences, ensuring a balanced coverage of all areas—values, complexity, futures, and action.
- Educational Objectives: The scenarios were crafted with clear learning outcomes to help participants develop skills such as critical thinking, systems thinking, and problem-solving.

3. Piloting and Feedback

Before finalizing the scenarios, they were piloted with youth workers groups to test their effectiveness and applicability in real-world settings.The scenarios were refined based on participant and facilitator input, ensuring clarity, adaptability, and impact.

4. Development of Instructional Materials

Comprehensive instructional materials were created to support facilitators in delivering the scenarios effectively.

- Facilitation Guides: Detailed step-by-step instructions were provided for each scenario, including preparation, materials, and execution.
- Reflection Tools: Debriefing questions and reflection activities were included to help participants consolidate their learning.
- Customization Options: Tips on adapting scenarios for different group sizes, cultural contexts, and learning environments were provided.

5. Integration of Gamification

To enhance engagement and learning, gamification elements were integrated into the scenarios.

- Game Elements: Game mechanics, dynamics and components were included to make learning dynamic and enjoyable, along with role-playing, simulations, and creative problem-solving activities
- Challenge-Based Learning: Participants were encouraged to solve sustainability challenges collaboratively, fostering teamwork and critical thinking.

6. Translation and Localization

To ensure accessibility and usability across partner countries, the scenarios and materials were translated into multiple languages from English. The translated languages are German, French, Greek, Italian, and Spanish. This makes the toolkit adaptable to various linguistic and cultural contexts.

7. Finalization and Publication

The final versions of the workshop scenarios were compiled into a comprehensive resource, ready for dissemination and use by youth workers and educators across Europe.

The development process of the Workshop Scenarios was a collaborative, iterative journey aimed at creating a high-quality, impactful resource. By engaging stakeholders, aligning with GreenComp, and incorporating feedback, the project has produced a toolkit that empowers youth workers to inspire and educate the next generation of sustainability champions.

4. Workshop Scenarios

The **GameComp Project** features a collection of **60 workshops** collaboratively developed by five partner organisations. Each workshop is aligned with one of the **12 GreenComp competences**, ensuring a comprehensive approach to sustainability education. These workshops are designed with a gamified structure, comprising **five distinct activities** that engage participants through interactive and experiential learning.

Each workshop includes the following components:

- Key Elements: Objectives, learning outcomes, and essential materials for seamless facilitation.
- Detailed Instructions: Step-by-step guidance for facilitators, ensuring consistent and effective delivery of each activity.
- Facilitator Tips: Practical suggestions to enhance participant engagement, adapt activities to different group dynamics, and handle potential challenges.

These elements combine to create a versatile, user-friendly resource that empowers youth workers to foster sustainability competences through innovative, game-based learning.

4.1 Embodying Sustainability Values

4.1.1 Valuing Sustainability

WS1: Sustainability Starts with Values

Authors: Yunus Emre Çakmak (KUBI)

Format:
Face-to-face
(It can be adopted to online settings)

Duration:
4 hours

Participant Profile:
25-30 young people

Materials:

- Reflection journals or notebooks
- Handouts on sustainability values(e.g., environmental protection, social justice, equity)
- Flipcharts, markers, sticky notes
- Projector for visual presentations
- Role-play cards with sustainability-related dilemmas
- Large paper and art supplies (markers, sticky notes)
- Action plan templates

Objectives:

- Foster a connection between values and sustainability by exploring real-world scenarios and collaborative actions.

- Develop actionable plans for incorporating sustainability values into youth work and personal life.

Learning Outcomes:

- Gaining a deeper understanding of their core values.
- Identifying the sustainability values they want to promote in their work.
- Developing a personalised action plan to integrate sustainability principles into their professional and personal decisions.
- Enhancing their ability to articulate the connection between values and sustainable behaviour.

Structure:

Activity 1: Personal Reflection on Values

Objective: To provide participants with an opportunity to reflect on their personal values and consider how they align with sustainability principles.

Mechanic: Individual Reflection

Setup:

- Provide each participant with a reflection journal or notebook.
- Distribute handouts that list a range of sustainability values (e.g., respect for nature, social justice, economic fairness).
- Introduce the activity by explaining the connection between values and sustainable behaviours.

Instructions:

- Ask participants to take 10 minutes to review the handout of sustainability values.
- Have participants write in their journals, reflecting on: “What are my top 5 personal values?” “How do these values show up in my daily actions and decisions?” “Do any of these values align with sustainability principles? How?” “Are there any gaps between my

values and the actions I take?"
- Allow participants 25 minutes to reflect and write their thoughts.

Debrief (15 minutes):

- Ask volunteers to share some of their reflections.
- Discuss how awareness of personal values is the first step in aligning actions with sustainability.
- Ask, "What surprised you about your reflections?" and "Were there any values you hadn't considered important before?"

Activity 2: Group Discussion – Connecting Values to Sustainability (45 minutes)

Objective: To explore how sustainability values can be manifested in everyday actions and decisions through group collaboration.

Mechanic: Group Discussion

Setup:

- Divide participants into small groups of 4-5.
- Provide each group with a flipchart and markers.

Instructions:

- Each group discusses the connection between personal values and sustainable actions by exploring: "Which values are most important when making sustainable choices?" "What are real-life examples of decisions based on values like fairness, social justice, and environmental protection?"
- Groups write down their key discussion points on a flipchart.
- After 30 minutes of discussion, each group presents their findings to the larger group.

Debrief (15 minutes):

- Facilitate a full group discussion by asking: "How can understanding our values guide us in making more sustainable choices?" "Were there any differences in the values you identified in your group, and how did you resolve them?" "What role do values play in influencing our behaviour?"

Activity 3: Role-Play – Value-Driven Decision Making (1 hour)

Objective: To simulate decision-making scenarios where participants must prioritize sustainability values in their choices.

Mechanic: Role Play

Setup:

- Prepare role-play scenarios related to sustainability dilemmas (e.g., investing in renewable energy vs. cost-saving measures, choosing a local vs. imported product, reducing carbon footprint vs. increasing profits).
- Divide participants into small groups of 4-5, and assign each group one scenario.

Instructions:

- Each group spends 30 minutes role-playing their scenario. Participants must make decisions based on the values that are most important to them (e.g., equity, environmental protection, community welfare).
- After role-playing, the group discusses: "Which values were prioritized in making decisions?" "What compromises were made?" "Were there any conflicts between values, and how were they resolved?"
- Groups prepare a 5-minute presentation about their decisions and the values that guided them.

Debrief (15 minutes):

- Ask each group to share their decision and the key values they discussed.

Activity 4: Visualizing Sustainability Values (45 minutes)

Objective: To visualize the impact of sustainability values on participants' personal and professional lives.

Mechanic: Creative Visualization

Setup:

- Provide participants with large paper and art supplies.
- Ask participants to create a visual representation of how their values influence sustainable behavior.

Instructions:

- Participants individually create a "values map" that illustrates how their core values relate to sustainability.
- The map should include: Key values (e.g., fairness, nature protection, social justice) How these values influence specific behaviors or decisions Potential barriers to living by these values.
- At the end, participants walk around to view each other's visualizations.

Debrief (15 minutes):

- Facilitate a group discussion on: "What patterns did you notice in your own or others' maps?" "Did this activity help you see how values influence your sustainability actions?" "What barriers to living your values did you identify, and how might you overcome them?"

Activity 5: ProdAction Planning – Living Your Values (45 minutes)

Objective: To create a concrete action plan for aligning personal and professional actions with sustainability values.

Mechanic: Individual Planning

Setup:

- Provide participants with action plan templates that include sections for identifying values, setting goals, and listing specific actions.

Instructions:

- Participants reflect on what they've learned about their values and sustainability throughout the workshop.

- Using the action plan template, participants write down:
  - The values they want to prioritise in their life and work.
  - Specific, measurable actions they will take to align their daily choices.
  - Challenges or barriers they may face and strategies to overcome them.
- After 30 minutes, participants share their action plans with a partner for feedback.

Debrief (15 minutes):

- Ask participants to share one action they are excited to implement.
- Discuss how small, value-driven actions can create a larger impact in promoting sustainability.

Tips for Facilitators:

- Distribute handouts that list a range of sustainability values (e.g., respect for nature, social justice, economic fairness). Introduce the workshop by explaining the connection between values and sustainable behaviours.

- Emphasise that living one's values in small ways can have a significant impact over time.

WS2: The GreenScene: Acting for Change

Authors: Soukaina Touba (ANI-International)

Format:
In-person

Duration:
2 hours

Participant Profile:
Young people aged 18-30. The recommended number of participants is between 10 and 15 to create a dynamic and interactive environment, allowing for more insights and characters.

Materials:

- Space for movement (a room allowing participants to move freely)
- Flipcharts and markers
- Projector and screen (optional, for visuals or prompts)
- Handouts with reflection questions or action prompts

Objectives:

- Encourage reflection and personal commitment to sustainability through theater.
- Help participants embody and experience the impact of sustainability values in real-life scenarios.
- Empower participants to connect sustainability values with everyday actions and decisions.

Learning Outcomes:

- Ability to understand how sustainability values influence choices in real-world scenarios.
- Develop empathy and gain new perspectives on diverse values by embodying different roles
- Create actionable goals for integrating sustainability values into daily lives

Structure:

1. Welcome and Introduction: Setting the Stage (10 minutes):

- Welcome the participants and introduce the purpose of the workshop: exploring sustainability values using acting and improvisation.
- Discuss how theater can act as a tool for personal reflection and social change.
- Briefly explain sustainability values (e.g., responsibility, fairness, stewardship, interconnectedness) and how they will be explored through acting.
- Icebreakers

2. Warm-Up Activities - Demechanization (15 minutes):

- *How are you today?*: Participants stand in a circle. The facilitator begins by asking the person directly in front of them, "How are you today?" The person responds, and the facilitator then gestures the feeling expressed. Next, the two participants standing to the left and right of the facilitator join in, adding their own gestures to complete the feeling. When the concerned person feels the image is complete, they clap their hands. This process is repeated with each participant in the circle, allowing everyone to express their mood and act.

- Ask each participant to move or gesture in a way that represents a sustainability value they care about (e.g., balance for equity, or a strong stance for fairness). The group will then guess what value is being represented, and afterward, the participant can say what they intended to represent [it is an exercise that can also be done in couples if the group is not yet comfortable enough].

- Engage the group in a fun and easy physical warm-up to break the ice and loosen up. For example, a group game like "Mirroring" (where one person leads a movement and the others mirror it) to get everyone involved and comfortable.

3. Improvise (30 minutes)

Participants are divided into small groups (3-4 people per group). Each group is tasked with creating a character that embodies a specific sustainability value (e.g., a "steward" of the environment, a "fairness" advocate, a "climate-conscious" individual).

- Groups will design a short improvisational scene where these characters face a sustainability challenge and must make a choice aligned with their values.
- Example scenario: A group of friends has to decide whether to buy a cheap, non-eco-friendly product or choose the sustainable, more expensive option.

Objective: This activity allows participants to explore different perspectives and practice problem-solving through theater.

4. Role-Playing with a Twist (30 minutes)

Objective:
Help participants understand the complexity of sustainability decisions and practice making decisions under the influence of multiple, often conflicting, values.

- Instructions:
    1. One participant is given a sustainability dilemma (e.g., deciding whether to buy fast fashion or eco-friendly clothing, or choosing between using public transportation or driving a car).
    2. The rest of the group plays characters who influence the decision-maker's choice. These characters can represent different values or perspectives, such as a friend who prioritizes style, a parent who worries about money, or a peer advocating for sustainability.

- The Twist:

Midway through the scene, the facilitator will shout, "Values Switch!" At this point, the characters must switch roles, and the decision-maker must reconsider their decision based on the new values being presented.

Example: The peer who was prioritizing style might switch to a "responsibility" character, encouraging the decision-maker to choose eco-friendly options.

Objective: This role-play activity helps participants explore the internal and external conflicts that arise when making sustainability decisions, showing the complexity of such choices and encouraging empathy for diverse perspectives.

5. Reflection and Wrap-Up (15 minutes)

- Reflection Questions:
  Lead a group discussion to reflect on the activities:
  - How did the improv and role-play activities help you understand the complexity of sustainability decisions?
  - What new perspectives did you gain from embodying different characters with opposing values?
  - How can you apply these insights into your own decision-making when it comes to sustainability?
- Action Prompts:
  Encourage participants to set personal goals for integrating sustainability values into their daily lives. Provide handouts with reflection questions such as:
  - "One thing I will do differently after today's workshop to live more sustainably..."
  - "One sustainability value I will prioritize more in my daily decisions..."

Tips for Facilitators:

- Encourage openness and empathy: Create a safe space where participants feel comfortable exploring different values, even if they contradict their own. Emphasize that the goal is not to "win" but to understand diverse perspectives.
- Facilitate smooth transitions: Ensure that the "Values Switch" in the role-playing activity is clear and effective. Help participants quickly adopt new perspectives and stay in character.
- Be mindful of group dynamics: Monitor the energy levels in the group, especially during physical activities. If needed, provide more structured breaks or reflections to allow participants to recharge.

WS3: Roots of Change: Exploring the Roots of Our Values

Authors: Ippokratis Tsevrenis, Sonia Maravelaki (KEAN)

Format:
Face-to-face

Duration:
3 hours

Participant Profile:
20-30 young people

Materials:

- A sheet enlisting an array of values for participants to reflect on
- Sticky notes, markers or pens and textbooks
- Flipchart papers

Objectives:

- Exploration and understanding of participants' own value system
- Prompt genuine forms of teamwork and collaboration, that build upon value commonalities.

Learning Outcomes:

- Increased self-awareness, driving conscious decision-making in general.
- And more particularly, by having a deeper acknowledgement of values, youth workers will be able to engage with practices that promote sustainability in a manner that fits their character, showcasing that thinking and practicing sustainability is not about "one-size-fits-all".

Structure:

Activity 1: Navigating Our Value System

Objective: The activity intends to provide participants with the opportunity to reflect on their value systems and how the latter have been formed.

Mechanic: Individual Reflection & Group Discussion

Setup:

- Split participants into groups of 4-5 persons (to save paper/resources) and provide the groups with a sheet enlisting a broad range of values.
- Provide each participant with a textbook and a pen/marker
- Introduce the activity to the group – Help participants understand that the activity is not merely about exploring their current values, but rather exploring these values retrospectively;

Instructions:

- Handout the values sheet and allow trainees reflect upon and write down the top 5 values of them. (15 minutes)
- After that, provide participants with a directional prompt, like: "At which point of my life did these values start to show up?", "Which experience(s) induced the emergence of those values in me?", "What kind of actions can I take from my experience to multiply the awakening these values to youth?". Allow participants to disperse and find a quiet place to help them concentrate. (30 minutes)
- Participants rejoin their initial groups, discuss their top 5 values and their reflections upon the given prompt(s), trying to establish a top 5 value per group and gather the transformative experiences/stages in their lives to shape leverage points for youth sensitization (40 minutes).

Debriefing (20 minutes):

- Participants return in a circle. One participant from each of the subgroups will be a representative and talk about the top 5 values of their group and the main findings that correspond to the previous prompts around value generation.
- The whole group aims to align the top 5 values of each group so as to end up with 5 values that apply for everyone in the whole

group
- To wrap up the activity, facilitator(s) call every participant to think and share one sustainable action they have taken, in line with one or more of the final 5 values that were agreed upon by the whole group.

Activity 2: Valuing Our Emotions

Objective:
- A deeper connection of participants with themselves and their cognition with regards to their feelings about (un)sustainability.
- Team-building through the tightening of the 5 common values.

Mechanic: Group Discussion

Setup:
- Split participants into groups of 4-5 persons (to save paper/resources) and provide the groups with a flipchart paper and markers
- Provide instructions to the groups

Instructions:
- Members of each group are invited to identify, discuss and note one (un)sustainability issue from their local context (local context can span from the community, to the national level).
- Subsequently, members are expressing their feelings/emotions about the issue they raised and reflect on connecting these emotions to the 5 group values that were agreed upon in Activity 1. Again, participants note/draw collaboratively the connections between the issue, the emotions, and the 5 values. (45 minutes)

Debriefing:
- Participants return in a circle, presenting their flipcharts and reflecting on the activity (10 minutes).
- After a first round of remarks is made, the facilitator poses the question “How would you capitalize on your emotions and values to guide action for sustainability?” (10 minutes).

Tips for facilitators:

- Acknowledge that the topic might bring intense feelings to participants and let them know about it upfront, so that they can exit mid-workshop if they feel like to.

WS4: Reflecting on Personal Values for Sustainability

Authors: Miriam Lanzetta, Gianluca Abbruzzese (Lascò)

Format:
In-person

Duration:
1.5 hours

Participant Profile:
Young people aged 16–30. Ideal group size: 10–15 participants to allow for meaningful discussion and personal reflection.

Materials:

- Flipchart paper and markers
- Sticky notes
- Projector (optional for visual presentation)
- Handouts with brief descriptions of sustainability perspectives (anthropocentrism, technocentrism, ecocentrism)
- Role play cards
- Pens or pencils

Objectives:

- To foster reflection on individual and collective values related to sustainability
- To explore how different values can influence views and behaviours towards sustainability
- To encourage participants to articulate and critically examine their values in relation to sustainability principles

Learning Outcomes:
By the end of the workshop, participants will be able to:

- identify and articulate their personal values;
- recognise and respect diverse values and perspectives on sustainability;
- critically assess their values in relation to sustainability objectives.

Structure:

1. **Introduction (15 minutes):**

- Start by explaining the workshop's goal: understanding and reflecting on personal values in relation to sustainability.
- Present the three main perspectives on sustainability (anthropocentrism, technocentrism, and ecocentrism) and give examples of how each may guide different approaches to sustainability.

2. Individual Reflection (15 minutes):

- Hand out sticky notes and ask participants to write down 3–5 core values that influence their life choices (e.g., family, career success, environmental responsibility, financial stability).
- Encourage participants to reflect on how each value might support or conflict with sustainability.

3. Group Exploration of Perspectives (30 minutes):

- Divide participants into small groups of four, and give each group a handout on anthropocentrism, technocentrism, and ecocentrism, and role play cards. Particularly, equip each group with one **scenario card** and provide each member with one **role card** (e.g., policy maker, environmental advocate, business leader, local resident). Invite the groups to discuss the scenario to come up with a joint decision, encouraging each member to adopt the perspective of the assigned role.
- Invite each group to present the results of the discussion and facilitate a debate to highlight differences and similarities between the perspectives.
- Ask groups to discuss which values might align with each perspective and the sustainability implications of each alignment.

4. Value Prioritisation Activity (15 minutes):

- Each group selects three values they feel are most supportive of sustainability and prepares a brief explanation.
- Groups present their chosen values and reasoning, focusing on the potential sustainability impact of these values.

5. Debrief and Whole-Group Reflection (15 minutes):

- Reassemble for a facilitated discussion on value diversity, including cultural and individual differences and how values may change over time.
- Encourage participants to consider whether their values align with sustainability goals and identify any adjustments they might consider.

Tips for Facilitators:

- Be mindful of the diverse values participants may hold, which could be influenced by cultural, religious, or familial backgrounds.
- Promote an open, non-judgemental atmosphere, aiming to foster reflection rather than prescribe specific values.
- Ensure that every participant has an opportunity to speak, helping create a respectful environment for personal sharing and group dialogue.

WS5: Reflect & Play: Gamification of sustainable values

Authors: Andrea Fátima Vilas Nieto (FEMXA)

Format:
Face-to-face

Duration:

1 hour and 45 minutes

Participant Profile:
Young people between the ages of 16 and 30 interested in sustainability

Materials:

- Craft materials (paper, pencils, markers, etc.)
- Value cards

Objectives:

- Reflect on personal values and perspectives of the world in terms of sustainability.
- Encourage personal reflection on sustainable values and their daily practice.
- To promote the exchange of ideas and experiences on how to incorporate these values in everyday life.

Learning Outcomes:

By the end of the workshop, participants will be able to:

- Identify and distinguish between sustainable and unsustainable values.
- Reflect on their own practices and attitudes towards sustainability.

Structure:

1. Introduction (20 minutes):

- Presentation of the objectives and structure of the workshop
- Brief explanation of the competence area 'Embodying sustainability values'.

2. Sustainable Two Truths and a Lie (15 minutes):

- Each participant shares three statements about their sustainability practices: two true and one false. The group then guesses which statement is the lie.
- This activity helps participants get to know each other better, share their sustainability habits, and creates a fun, engaging atmosphere.

2. Game dynamic: Value cards (40 minutes):

- Hand out to each participant a set of value cards, which include both sustainable values (such as equity, respect for nature) and unsustainable values (such as consumerism, indifference).
- Participants should sort the cards into three categories: 'Values I practice', 'Values I should practice more' and 'Values I would like to avoid'.
- Later, participants meet in groups to share and reflect on their choices and discuss how these values affect their perception and understanding of sustainability.

3. Creative Activity: Designing sustainable badges (20 minutes):

- Provide paper, markers and other craft materials.
- Participants design a badge that represents a sustainable value they wish to embody and promote in their daily lives.
- Each participant presents their badge and explains the value represented and its personal importance.

4. Conclusions (10 minutes):

- Summary of lessons learned and the importance of embodying sustainable values.

Tips for Facilitators:

- Encourage an atmosphere of openness and respect during discussions.
- Ensure that all participants have the opportunity to share their reflections and experiences.

4.1.2 Supporting Fairness

WS1: Ignite Action

Authors: Yunus Emre Çakmak (KUBI)

Format:
Face-to-face

Duration:
6 hours

Participant Profile:
25-35 young people

Materials:

- Flipcharts, markers, sticky notes
- Challenge cards with environmental problems (e.g., plastic pollution, energy waste, deforestation)
- Large building blocks or Jenga-style blocks (representing challenges to overcome)
- Journals for participants
- Action plan templates
- Video clips

Objectives:

- To help participants recognize that small, individual actions can create significant impacts when applied consistently.
- To equip participants with practical tools and strategies to develop their own sustainability action plans.
- To foster a sense of responsibility and motivation in participants

to drive positive environmental change in their communities.

Learning Outcomes:

- Identifying a specific environmental issue they are passionate about and creating an actionable plan to address it.
- Understanding the importance of individual initiative and how it connects to broader environmental outcomes.
- Developing strategies to overcome challenges and barriers to taking action in sustainability.
- Leaving with practical steps to implement in their personal or professional lives to promote sustainability.

Structure:

Activity 1: What Inspires You? (45 minutes)

Objective: To help participants connect to the environmental or sustainability issues they feel most passionate about and realize the power of individual initiative.

Mechanic: Reflection and Inspiration

Setup:

- Show some video clips featuring environmental sustainability (e.g., community recycling projects, advocacy for clean energy, youth-led tree planting campaigns etc).

Instructions:

- After watching the videos, ask participants to reflect in their journals for 10 minutes: “What resonated with them from these stories?” “What environmental issues do they care about the most?” “What unique skills, knowledge, or resources do they have that could contribute to addressing these issues?”
- After individual reflection, have participants form pairs to discuss their reflections and share what environmental issue they are most passionate about.

Debrief (15 minutes):

- Facilitate a group discussion with these questions: “What are the common issues participants feel passionate about?” “What similarities or differences did you notice in how people want to take action?” “How can recognizing your passion be the first step toward individual initiative?”

Activity 2: The Challenge Stack (1 hour)

Objective: To help participants identify and strategize how to overcome common barriers or challenges that hinder individual initiative on sustainability issues.

Mechanic: Group Problem Solving

Setup:

- Create “Challenge Cards” that detail common barriers to taking action on sustainability issues (e.g., lack of resources, low community support, competing priorities, legal obstacles).
- Provide large building blocks or Jenga-style blocks that represent these challenges.

Instructions:

- Divide participants into small groups of 4-5.
- Each group will focus on a Challenge Card and discuss how this challenge could hinder an individual initiative (e.g., starting a community garden or launching a recycling program).
- Using the building blocks, each group will “stack” their challenges—placing blocks on top of one another to create a physical representation of the barriers to achieving their sustainability goals.
- After stacking the blocks, groups will strategize how to "remove" these barriers one by one by brainstorming practical solutions or actions.
- Groups will share their solutions with the larger group.

Debrief (15 minutes):

- Ask participants: “What was the hardest challenge to

overcome?" "How did you decide which challenges to tackle first?" "How can we use creative thinking and collaboration to break down barriers to taking initiative?"

Activity 3: Act Now: Testing Small Actions for Big Impact (1 hour)

Objective: To demonstrate that small actions can have immediate and visible impact, and to encourage participants to start their initiatives today, no matter how small.

Mechanic: Hands-on Action Experiment

Setup: Find a simple, achievable sustainability action that can be completed outdoors within a short time (e.g., a community trash pick-up, planting small plants or trees, creating a public awareness sign about environmental issues).

Instructions:

- Take participants outside (or to an appropriate indoor space if needed) and introduce a small, tangible sustainability action they can complete in under 30 minutes.
- Divide participants into small teams and assign each team a mini-task (e.g., picking up litter, planting small greenery, creating a quick awareness campaign sign).

Debrief (15 minutes):

- Facilitate a discussion on the importance of small actions and how they build momentum: "How can starting with small actions help you take larger initiatives in the future?" "What can you do in your daily life to begin taking action on sustainability issues?"

Activity 4: Act Now: Action Planning Workshop (1.5 hours)

Objective:To help participants create concrete action plans for their chosen sustainability initiative, breaking down their goals into achievable steps.

Mechanic: Individual Planning and Group Feedback

Setup:

- Provide participants with action plan templates that include sections such as:
- Goal Statement
- Action Steps
- Timeline
- Resources Needed,
- and Potential Barriers

Instructions:

- Participants will reflect on the environmental issue they are passionate about and spend 45 minutes creating a detailed action plan for how they will take individual initiative to address that issue.
- Action plans should include:
- A clear description of the issue they want to address.
- Specific steps they will take to implement their initiative.
- A timeline for these steps.
- Potential barriers they may encounter and strategies for overcoming.
- After completing their action plans, participants will pair up and share their plans with a partner for feedback and suggestions.
- Debrief (15 minutes): Ask participants to share one key part of their action plan with the larger group: "What step are you most excited about taking?" "What potential challenges might you face, and how will you address them?" "How do you plan to maintain momentum after the workshop?"

Activity 5: Commitment to Action (30 minutes)

Objective: To encourage participants to commit to their sustainability initiatives by making a personal pledge to take action.

Mechanic: Reflective Writing and Public Commitment

Setup:

- Distribute journals to participants and ask them to reflect on the action plan they developed.

Instructions:

- Participants will write a personal “Initiative Pledge” in their journals, outlining:
- The specific sustainability issue they will address.
- The concrete actions they commit to taking within the next week, month, and year.
- How they will stay accountable for their actions (e.g., by sharing updates with a partner, joining a local group, or setting reminders for themselves)
- After writing their pledges, invite each participant to publicly share a short version of their commitment with the group. This could include their main goal and the first step they will take.

Debrief (15 minutes):

- Facilitate a final group discussion: “How does making a public commitment help motivate you to take action?” “What support do you need to follow through on your initiative?” “How can you inspire others in your community to take individual initiative on sustainability issues?”

Tips for Facilitators:

- Throughout the workshop, emphasise that each participant has the power to make a difference through individual initiative. Encourage them to think of themselves as agents of change who can inspire others.
- Many participants may feel overwhelmed by the scale of environmental challenges. Reassure them that even small initiatives can have ripple effects. Celebrate all ideas and efforts, no matter how modest.
- Encourage participants to share their ideas and plans with one another. This helps create a sense of community and accountability, which can be crucial for maintaining momentum after the workshop.
- When participants are creating their action plans, help them break down their goals into manageable steps. Emphasise the importance of starting small and scaling up, and remind them

that consistency is key.

- Use a variety of methods (video, reflection, hands-on action, and group discussions) to keep energy levels high and cater to different learning styles. The outdoor activity adds a physical and interactive element that helps participants feel engaged.
- After the workshop, offer participants additional resources, such as links to relevant environmental organisations, community groups, or tools that can help them continue working on their initiatives.

WS2: Fairness in Sustainability - A Moving Debate

Authors: Soukaina Touba (ANI International)

Format:
In-person

Duration:
1,5 hours

Participant Profile:
Young adults (18-30) passionate about environmental issues and justice.
Ideal group size: 10–20 participants.

Materials:

- Printed statements related to fairness in sustainability
- Sticky notes
- Markers
- Large “Agree,” “Disagree,” and “Gray Area” signposts (placed on opposite sides of the room)
- Timer for debate rounds

Objectives:

- To introduce and explore fairness and justice in environmental sustainability.
- To engage participants in critical thinking about environmental fairness issues.
- To build participants' skills in constructing and articulating arguments in a respectful, debate-style format.

Learning Outcomes:

By the end of the workshop, participants will:

- Understand the complexity of fairness in environmental sustainability.
- Be able to engage in productive debate and articulate their views.
- Appreciate diverse perspectives on environmental issues related to fairness.

Structure:

1. Introduction to the Moving Debate Format (15 minutes)

Objective:
To explain the debate structure and prepare participants to engage with the activity.

Setup:

- Briefly introduce the Moving Debate format. Explain that participants will physically position themselves in the room based on whether they "Agree," "Disagree," or fall into the "Gray Area" (neutral stance) regarding various statements about fairness in sustainability.
- Each position will represent a different perspective, and after sharing their initial thoughts, participants will have the chance to move to a different spot based on new insights.

Instructions:

- Present the first statement (e.g., "Environmental policies should prioritize the needs of affluent communities over those of low-income areas").
- Ask participants to take a position: "Agree," "Disagree," or "Gray Area."
- Allow a few participants from each position to briefly explain their choice (1–2 minutes each).
- Introduce a timer to keep the discussion concise and dynamic.

Debrief (5 minutes):

- Ask the group how it felt to stand in a particular position. Did any perspectives shift after hearing others' viewpoints?

2. Moving Debate Rounds (45 minutes)

Objective:
To engage participants in several rounds of debate, allowing them to

explore various fairness issues in sustainability.

Setup:

- Prepare 4-5 thought-provoking statements related to fairness in environmental issues. You can find some examples here:
  - "Developed nations should pay more for climate change mitigation than developing countries"
  - "Corporate entities should be required to invest in environmental restoration after exploiting natural resources"
  - "Climate change policies should prioritize the needs of future generations over the immediate needs of current populations"
  - "Wealthier nations should bear the responsibility of absorbing climate refugees from developing countries"
  - "Rich countries should be forced to reduce their carbon emissions at a faster rate than developing countries due to their historical contribution to global warming"...
- For each round, present one statement at a time, allowing participants to position themselves in one of the three areas.

Instructions:

- Present a statement. Give participants 30 seconds to choose their position (Agree, Disagree, or Gray Area).
- Invite one or two people from each position to explain their rationale for their choice (1–2 minutes each).
- After hearing arguments from both sides, allow participants the chance to move to another position if their perspective has shifted.
- Continue for 3–4 rounds with different statements, ensuring that participants are actively engaging in critical thinking and listening to diverse perspectives.

3. Debrief (10 minutes):

- After the rounds, ask the group:
  - How did your position evolve after hearing from others?
  - What was the most challenging part of the debate?
  - Did any new ideas or arguments change the way you see fairness in environmental issues?

4. Reflection and Action (15 minutes)

Objective:
To reflect on the debate and help participants identify concrete actions they can take to promote fairness in environmental sustainability.

Setup:

- Provide each participant with a sticky note and a pen/marker.
- Ask them to reflect on the debate and write down one action they can take (either personally or in their community) to promote fairness in sustainability.

Instructions:

- Ask participants to write down their action in response to one of the debate issues. They should focus on a tangible step they can take to support sustainability in a fair way (e.g., "I will advocate for policies that ensure equal access to green spaces in low-income areas" or "I will support businesses that prioritize ethical and sustainable practices").
- Invite participants to share their actions with the group. This helps create a sense of accountability.

5. Debrief (5 minutes):

- Summarize the main takeaways from the activity: how different viewpoints were expressed and how fairness in sustainability decisions requires balancing multiple perspectives.
- Emphasize that small, individual actions can collectively contribute to more sustainable and fair communities.

Tips for Facilitators:

- Encourage active listening: Remind participants that the goal of the debate is not to "win" but to listen to other viewpoints and reflect on how they might evolve their own thinking.
- Maintain a respectful environment: Ensure that everyone feels comfortable voicing their opinion, even if it differs from the majority.
- Stay on time: Use a timer to keep the discussion moving and

avoid getting stuck on any one statement for too long.

- **Adapt to group dynamics:** If a topic feels particularly challenging or divisive, allow a bit more time for reflection before moving to the next round.

WS3: Fairness in Focus: Acting for a Sustainable Future

Authors: Evi Varsou, Dimitra Sofianou (KEAN)

Format:
Face-to-face

Duration:
5 hours

Participant Profile:
15-25 young people

Materials:

- Presentation
- Post-it notes
- White board
- Large sheets of paper
- Stationery
- Magazines
- Scissors & glues
- Worksheets "One thing I could do for fairness and sustainability"
- Role cards
- Mentimeter & Internet connection

Objectives:

- Understanding the Concept of Fairness in Sustainability
- Raising Awareness of Inequities
- Building Skills for Inclusive Engagement
- Promoting Fair Policies and Practices
- Building Personal Responsibility and Advocacy
- Assessing Impact and Accountability

Learning Outcomes:

- Define and articulate the concept of fairness in the context of environmental sustainability and social equity.
- Understand frameworks and principles of environmental justice, such as equitable resource distribution and inclusive policymaking.

- Design strategies for implementing fair practices in sustainability projects and workplaces.

Structure

Activity 1: Interactive Presentation of the Theoretical Framework

Instructions:

- The teachers write on three pieces of paper the following three questions and ask the trainees to write their answers on a post it notes and stick them on the corresponding sheet of paper.

Questions:

1. "What is fairness?"
2. "What is sustainability?"
3. "Why do they matter together?"

- Then follows a group discussion based on the answers given. Finally, the training material on the theoretical framework of this skill is presented. A mentimeter activity follows for the recapitulation of the theoretical framework.

Activity 2: Design Your Green City

Scenario: Participants are tasked with designing a sustainable and fair city of the future.

Instructions:

- Split into teams of 4-6.
- Teams choose roles: mayor, planner, environmentalist, advocate for fairness, youth representative, etc.
- They receive a city profile (population, resources, issues like pollution or inequality).

Challenge: Create a plan for the city focusing on:

0. Fair access to resources (housing, jobs, education).

1. Sustainable practices (green energy, recycling).
2. Empowering youth and marginalized communities.

Output: Teams present their cities with a visual element (drawing, collage, or digital sketch).

Activity 3: My Commitment for a Green Future

Encourage participants to create a personalized commitment to fairness and sustainability.

Instructions:

- Distribute worksheets.

Steps:

- Participants reflect individually and fill out the worksheet. Prompts may include:
  - One action for fairness.
  - One sustainable habit I can adopt.
  - One skill I want to develop for the future.

Debrief:

Questions:

1. What inspired your action plan?
2. How can small personal actions lead to bigger societal change?

- Key Takeaway:
  Personal accountability is the first step in driving systemic change. Everyone can be a leader in fairness and sustainability.

Activity 4: Role-play for Fairness and Sustainability

Instructions:

- The teachers divide the roles, they assign each participant a role and distribute the case study scenario to the group.
  - Local Factory Owner: Wants to expand production but is criticized for pollution.
  - Community Leader: Advocates for fair wages and

job opportunities.
- Environmental Activist: Opposes factory expansion and wants green solutions.
- Youth Representative: Demands skill-building programs for young workers.
- Government Official: Mediates the discussion and ensures policies are fair and green.

- A case study scenario (e.g., "A factory wants to expand, creating jobs but increasing pollution. The community must decide how to move forward.")

Steps:

- Each participant presents their perspective and priorities in 2 minutes.
- Participants debate and negotiate, aiming to reach a solution that balances fairness (jobs, fair wages) and sustainability (reduced pollution, green practices).
- The group presents their agreed-upon solution (or lack of agreement, if unresolved) to the larger group.

Guidelines for Participants:
Stay true to your role's objectives while being open to compromise.
Consider long-term impacts on fairness and sustainability in your negotiations.

Activity 5: Debrief

Group Discussion Questions:

1) "What were the main challenges in reaching an agreement?"
2) "Did any roles have to make significant compromises? Why?"
3) "How did the group balance fairness and sustainability?"

Tips for Facilitators:

- Prepare materials and case studies: Use relatable examples that reflect diverse perspectives.
- Ask open-ended questions: Encourage participants to share their experiences and perspectives.

WS4: Understanding and Promoting Fairness for Sustainability

Authors: Miriam Lanzetta, Gianluca Abbruzzese (Lascò)

Format:
Blended (in-person workshop with optional online discussion follow-up)

Duration:
2 hours

Participant Profile:
Young people aged 16–30, interested in social justice and environmental issues. Ideal group size: 12–20 participants to facilitate both small group discussions and whole-group activities.

Materials:

- Role-play cards
- Handouts
- Projector (optional, for visual aids)
- Case studies on environmental justice (e.g., deforestation impacts, urban green spaces, endangered species)
- Pens or pencils

Objectives:

- To introduce participants to concepts of fairness, equity, and justice in relation to sustainability
- To foster understanding of intergenerational equity and the importance of preserving nature for future generations
- To develop participants' skills in applying equity and justice considerations to environmental issues and decisions

Learning Outcomes:
By the end of the workshop, participants will be able to:

- understand the links between environmental quality, equity, and justice;
- articulate the importance of considering future generations and other species in sustainability decisions:
- enhance their teamwork and negotiation skills while considering diverse viewpoints

Structure:

1. Introduction (15 minutes):

- Begin with an overview of the workshop's focus on fairness, equity, and justice in sustainability.
- Introduce key concepts: environmental justice, intergenerational equity, and the importance of learning from past actions to create a sustainable future.
- Present examples like the 'Stop Ecocide Foundation' and current cases of environmental degradation (e.g., deforestation or pollution impacting communities).

2. Small Group Case Study Analysis (25 minutes):

- Divide participants into small groups and assign each group a case study on an environmental justice issue (e.g., impacts of deforestation on local communities, disparities in access to urban green spaces, pollution affecting vulnerable populations).
- Ask each group to discuss the following questions:
  - Who is affected by this issue, and how?
  - How does this issue impact current and future generations?
  - What values of fairness or justice are relevant to this issue?
- Have groups summarise their discussions on flipchart paper.

3. Gallery Walk and Discussion (20 minutes):

- Arrange the flipcharts around the room and invite participants to walk around, reading each group's summary.
- Gather as a whole group to discuss common themes and observations, focusing on the connections between human health, environmental quality, and equity.

4. Fairness in Decision-Making Activity (25 minutes):

- Return participants to their small groups and provide them with a hypothetical scenario: a local government must decide between building a new housing complex or preserving a large green space that serves as a habitat for endangered species and a recreational area for local residents.

- Ask each group to discuss the decision from multiple perspectives: immediate human needs, future generations, local ecosystems, and endangered species.
- Groups should propose a decision and justify it based on fairness and justice considerations for current and future generations.

5. Debrief and Reflection (20 minutes):

- Facilitate a discussion on the decision-making activity. Encourage groups to share their decisions and the reasoning behind them.
- Highlight how different values influence sustainability decisions and the importance of taking into account various interests, including those of non-human species and future generations.

6. Conclusion and Commitment (15 minutes):

- Ask participants to reflect on their role in supporting fairness for sustainability and write down one action they will take to support environmental justice (e.g., advocating for green spaces, reducing resource consumption).
- Invite participants to share their commitments to reinforce accountability and inspire collective action.

Tips for Facilitators:

- Encourage participants to consider all perspectives, even if they initially disagree, to foster empathy and broaden their understanding of fairness and justice.
- Be prepared to guide discussions on complex topics like intergenerational equity and ecological preservation, ensuring these ideas are accessible and relevant.
- Remind participants that there may not be a "perfect" solution but rather a fair and just approach that considers multiple viewpoints and impacts.

WS5: Sustainable Reflections: Learning from the past for a better future

Authors: Andrea Fátima Vilas Nieto (FEMXA)

Format:
Face-to-face or online

Duration:

1 hour and 30 minutes

Participant Profile:
Young people between the ages of 16 and 30 interested in sustainability

Materials:

- Past attitudes cards
- Pens or pencils
- Paper, poster paper, etc
- Crayons, markers or brushes and paint

Objectives:

- To promote reflection and analysis of unsustainable historical situations and their impact on the present.
- To develop skills to identify and propose solutions to problems related to equity and justice.
- To raise awareness of the importance of learning from the past in order to build a more just and equitable future.

Learning Outcomes:
By the end of the workshop:

- Participants will be able to analyse unsustainable historical situations and assess their impact on equity and justice in the present.
- Participants will be able to identify problems related to equity and justice and propose viable solutions.
- Participants will understand the importance of learning from the past to apply these lessons in creating a more just and equitable future.
- Participants will develop collaboration and communication skills through teamwork and exchange of ideas.

Structure:

1. Introduction (15 minutes):

- Presentation of the objectives and structure of the workshop:

The facilitator will welcome the participants and introduce the objectives of the workshop, highlighting the importance of the competence 'Supporting Fairness'. The facilitator will explain how the workshop will be carried out, the activities to be undertaken and the time allocated for each activity.

- A brief description of the 'Supporting Fairness' competency will be provided, including its relevance to sustainability as well as examples of how it can be applied in everyday life.

2. Brainstorming with cards (30 minutes):

- Participants will be divided into groups of 3 or 4 people and each group will be given a card with an untenable situation from the past.
- Each group will be given several blank cards to write down how these situations affect the present, what has been done to solve it or what could be done to improve it.
- In case of an online session, the group will be divided into rooms and a collaborative online whiteboard can be used.
- They will discuss among themselves which are the best ideas.

3. Presentation and discussion (20 minutes):

- Afterwards, each group will present to the class which topic they wrote about and what they wrote on their cards and why.
- The rest of the participants will contribute their own ideas and give feedback.

4. Art & Crafts (15 minutes):

- Participants will create visual representations (e.g., posters, drawings, etc.) of their problems and proposed solutions discussed.
- This activity will encourage creativity and help participants visualize their ideas more concretely.

4. Conclusion (10 minutes):

- The facilitator will summarise the conclusions drawn and remind participants of the importance of learning from the past in order to create a better future.

Tips for Facilitators:

- Encourage an atmosphere of openness and respect during

discussions.

- Ensure that all participants have the opportunity to share their reflections and experiences.

4.1.3 Promoting Nature

WS1: Nurturing Our Connection with Nature

Authors: Yunus Emre Çakmak (KUBI)

Format:
Face-to-face

Duration:
4 hours

Participant Profile:

20-30 young people

Materials:

- Blindfolds
- Natural items (leaves, stones, twigs, feathers)
- Portable speakers (for nature sounds)
- Large sheets of paper, art supplies (markers, paint, brushes)
- Seeds and small plants
- Outdoor space (forest, park, garden) Journals for participants
- Handsouts on nature conservation and biodiversity

Objectives:

- To help participants reconnect with nature using sensory experiences.
- To explore the emotional and physical impact of nature on well-being.
- To promote respect for natural ecosystems and biodiversity.
- To foster a sense of stewardship and personal responsibility towards nature.

Learning Outcomes:

- Feeling more connected to nature and understanding their role in preserving it.
- Gaining insight into the emotional, social, and ecological benefits of biodiversity.
- Developing a sense of environmental responsibility and sharing it within their communities.

Structure:

Activity 1: Nature Blind Walk (45 minutes)

Objective: To help participants develop a heightened sense of nature by using non-visual senses.

Mechanic: Sensory Exploration

Setup:

- Choose an outdoor location like a park or garden.
- Place natural items (leaves, stones, twigs, feathers) around the area.
- Set up portable speakers to play subtle nature sounds (wind, bird chirping, water flowing) to enhance the ambiance.

Instructions:

- Blindfold participants in pairs. One participant will be the guide, and the other will be blindfolded.
- The guide will carefully lead their partner through the natural area for 15 minutes, encouraging them to touch, smell, and listen to the environment without the use of sight.
- After 15 minutes, partners switch roles. Instruct participants to note how they feel as they experience nature through non-visual senses.

Debrief (15 minutes):

- Gather the group and ask: “How did it feel to experience nature without seeing it?” “What new sensations did you notice?” “Did this activity change your perception of nature?”

Activity 2: Nature Art (1 hour)

Objective: To help participants express their connection with nature through creativity using natural materials.

Mechanic: Creative Expression

Setup:

- Lay out large sheets of paper on the ground.
- Provide participants with natural paint (crushed flower pigments, ground charcoal, soil mixed with water), brushes, and other supplies.
- Allow participants to use natural materials found around the area.

Instructions:

- Ask participants to create a collaborative mural that represents their feelings and experiences with nature.
- Encourage them to use the natural paint and materials available, reflecting on how they perceive the relationship between humans and the environment.
- Allow 45 minutes for the creation process.

Debrief (15 minutes):

- Reflect as a group on the art pieces: “What emotions did you express through your artwork?” “How did using natural materials change your creative process?” “What messages about nature are conveyed through your artwork?”

Activity 3: The Nature Symphony (30 minutes)

Objective: To deepen participants' connection to nature by exploring its inherent sounds as a form of “music.”

Mechanic: Creative Expression

Setup:

- Set up an outdoor space with comfortable seating or have participants sit on the ground.
- Play recordings of nature sounds (birdsong, rustling leaves, ocean waves) using portable speakers. Instructions:

- Ask participants to sit quietly, close their eyes, and listen to the sounds of nature for 15 minutes.
- Encourage them to focus solely on the natural sounds and reflect on how these sounds evoke emotions and thoughts about the environment.
- After the sound session, have participants journal for 10 minutes about what they heard, felt, and imagined.

Debrief (15 minutes):

- Ask: “How did the sounds of nature make you feel?” “What did the "music of nature" inspire in you?” “How can these sounds remind us of the importance of preserving natural environments?”

Activity 4: Hands-on Gardening (1 hour)

Objective: To foster a sense of responsibility and connection by engaging participants in planting and caring for living things.

Mechanic: Hand-on Activity

Setup:

- Provide each participant with small plants or seeds, pots, soil, and gardening tools.
- Choose an outdoor space where participants can work with nature.

Instructions:

- Ask participants to plant a seed or small plant, emphasising the importance of nurturing nature.
- As they plant, encourage them to think about the role they play in fostering growth, not only for plants but for natural ecosystems.
- After planting, participants will name their plant and reflect on how the act of nurturing life connects to environmental stewardship.

Debrief (15 minutes):

- Ask: “How did it feel to plant and care for something living?” “What

lessons can we take from planting into our relationship with nature?" "How does this act symbolise our responsibility to protect the planet?"

Activity 5: Personal Pledge – A Commitment to Nature (45 minutes)

Objective: To solidify participants' commitment to promoting and protecting nature by writing a personal manifesto.

Mechanic: Hand-on Activity

Setup:

- Distribute journals and handouts on the importance of nature conservation, biodiversity, and sustainable practices.

Instructions:

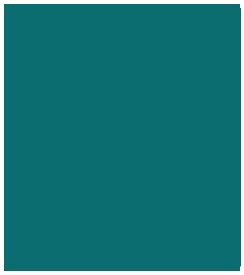
- Ask participants to spend 30 minutes reflecting on everything they have learned and experienced during the workshop.
- They will then write a personal pledge or "Nature Manifesto," outlining the actions they will take to protect nature and promote biodiversity in their personal and professional lives.
- Encourage them to consider specific, achievable goals and how they will inspire others to join them in promoting nature.

Debrief (15 minutes):

- Ask participants to voluntarily share excerpts from their manifestos.
- Facilitate a group discussion on how they can collectively take action and hold each other accountable for their pledges.

Tips for Facilitators:

- Emphasise the sensory aspects of the activities.
- Make sure participants feel fully present and engaged with the natural environment.
- Promote mindfulness throughout the workshop, allowing



participants to connect with nature on a deeper level.

- Throughout the workshop, encourage participants to reflect on how nature impacts them emotionally, physically, and mentally.
- Create space for participants to share their personal experiences and reflections.

WS2: Empathy for Nature: Hands-on Sustainability

Authors: Soukaina Touba (ANI International)

Format:
In-person workshop with outdoor activities

Duration:
3 hours

Participant Profile:
Young people aged 14–20, ideally with a curiosity about nature and the environment. Ideal group size: 10–15 participants to ensure personal reflection and group interaction.

Materials:

For Activity 1: Blindfolded Group Walk:

- Blindfolds (optional)
- A specific object (e.g., rock) placed at a safe location within the outdoor space that the guide will lead the group toward

For Activity 2: Seed Bombs:

- Wildflower seeds (native to your area)
- Clay powder
- Compost or potting soil
- Water
- Bowls for mixing
- Silicone molds for drying
- Wax paper for drying

For Activity 3: Soap Making:

- Soap base (glycerin, shea butter, or coconut oil)
- Essential oils (lavender, tea tree, peppermint, etc.)
- Dried flowers, herbs, or exfoliants (e.g., lavender, oats, coffee grounds)
- Small containers
- Small spatulas or stirring sticks
- Measuring spoons
- Paper for wrapping soap (optional)

Objectives:

- To develop empathy for nature by connecting participants emotionally and physically to the natural world.
- To engage participants in practical activities that promote environmental conservation
- To empower participants to take sustainable actions in their daily lives through simple, eco-friendly activities.

Learning Outcomes:

By the end of the workshop, participants will be able to:

- Recognize the importance of connecting emotionally to nature and understand its impact on their environmental attitudes.
- Develop practical skills to promote nature conservation in their communities, such as creating seed bombs and making natural soap.
- Identify small actions they can take to reduce their ecological footprint and contribute to a more sustainable world.

Structure:

Activity 1: Blindfolded Group Walk in Nature (40 minutes)

Introduction (5 minutes):

Explain the purpose of the activity: to feel nature through senses other than sight, promoting awareness of the natural space surrounding them. Emphasize teamwork, trust, and communication.

- Group Organization (5 minutes):

  Participants form a line, and everyone except the last person is blindfolded. The last person acts as the "guide" and leads the group using non-verbal cues until reaching the object.

- The Guided Walk (15 minutes):

  Participants form a line, and everyone except the last person is blindfolded. The last person will act as the “guide” and lead the

group using their own system of communication (e.g., gentle taps on the shoulder or other gestures).

The group will decide together what signals or rules they want to use for communication (e.g., tapping for turning, stopping, or signaling when to slow down).

- Reflection and Group Discussion (5 minutes):

  Gather participants and ask for feedback. How did it feel to trust others in navigating space? What connection to nature was felt during the activity?

Activity 2: Creating Seed Bombs (45 minutes)

Introduction (5 minutes):

Briefly explain the benefits of wildflowers in supporting local ecosystems and biodiversity. Discuss how seed bombs are a creative way to plant in areas with limited space or soil.

Activity (30 minutes):

Participants mix wildflower seeds, clay powder, compost, and water to form small balls. These will be used to plant in local green spaces or at home.

Debriefing (10 minutes):

Discuss the importance of native plants and how participants can continue this practice at home or in their neighborhoods.

Activity 3: Soap Making (45 minutes)

Introduction (5 minutes):

- Explain the environmental benefits of making soap at home (e.g., reducing plastic waste, using natural ingredients). Discuss how natural soaps can be made with eco-friendly ingredients.

Activity (30 minutes):

- Participants will melt their chosen soap base (glycerin, shea butter, or coconut oil) and customize it by adding essential oils, dried flowers, or exfoliants. Once mixed, the soap is poured into molds and left to set. Provide guidance on appropriate measurements and safety during the process.

Reflection (10 minutes):

- Discuss the benefits of using natural, homemade products and how this reduces reliance on mass-produced, chemical-laden products, plastic-packaged items.

Tips for Facilitators:

- **Safety First:** Make sure all activities are conducted in a safe outdoor environment. For the blindfolded walk, make sure paths are clear and there are no obstacles.
- **Engagement:** Encourage participants to ask questions and share their thoughts during each activity.
- **Sustainability Focus:** Remind participants throughout the workshop how each activity ties into environmental sustainability. For example, when creating seed bombs, highlight the importance of supporting local biodiversity and ecosystems.
- **Encourage Sharing:** Allow participants to share their seed bombs or soap with others, promoting community-building and collective action toward sustainability.

WS3: Our Nature-Our Home

Authors: Evi Varsou, Raina Melissinou (KEAN)

Format:
Face-to-face

Duration:
6 hours

Participant Profile:
25-30 young people

Materials:

- Large sheets of paper, markers, stickers, and templates with city elements (housing, transport, energy).
- Worksheets with prompts, for example, "One thing I can do to foster fairness is...".
- Recycled clear plastic bottles, soil, seeds (herbs or small flowering plants), and water.
- Pens and colours.

Objectives:

- Encourage participants to adopt environmentally friendly habits in their daily lives.
- Provide hands-on experiences that allow for a deeper appreciation of natural environments.
- Encourage continued participation in outdoor activities or volunteer programs for environmental causes.

Learning Outcomes:

- Recognise ecosystems, biodiversity, local flora and fauna.
- Be Aware of environmental concerns/ sustainable behaviours.
- Practice and develop observing and environmental practical skills.
- Promote teamwork and creative expressions - critical thinking.

Structure:

Activity 1: "Build a Fair and Green City"

Objective:
Foster collaboration and creativity in addressing fairness and sustainability.

Instructions:

- Divide participants into groups of 4–6. Give each group a city template and a challenge card ("limited resources", "climate crisis").

Steps:

- Teams design a city that balances fairness (e.g., affordable housing) and sustainability (e.g., renewable energy).
- Include solutions for challenges on their card.
- Teams make a poster of their city.
- Presentation: Each team presents for 5 minutes in their city.

Debrief:
Questions:

1. “What were the trade-offs your team had to make while designing the city?”
2. “How did you weigh up considerations of fairness and sustainability?”

Activity 2: "Personal Action Plan: My Fair Green Future"

Objective:
Let the participants make a personal commitment toward fairness and sustainability.

Instructions:
Hand out worksheets.

Steps:

- Participants reflect individually, filling out the worksheet. Prompts may include:
- One action for fairness.
- One sustainable habit I can adopt.
- One skill I want to develop for the future.
- Optional: Share their commitment on a shared board or in small

groups.

Debrief:
Questions:

1. “What inspired your action plan?”
2. “How can small personal acts create bigger change in the world?”

Activity 3: Nature treasure hunt

Objective: To stimulate participant interaction with nature in observation and knowledge of flora, fauna, and ecosystems around the locality.

Preparation: Make a list of natural items for participants to find, which might include a certain type of leaf, a bird call, a flower, or animal traces-such as footprints or nests.

Execution: Individuals or teams try to find as many items as possible within the given time. Give clues or descriptions for the harder-to-find items.

Wrap-Up: At the end of the hunt, bring the participants together to share what they found and discuss the ecological role or significance of each item.

Outcome: Builds observational skills, appreciation for biodiversity, and a deeper connection to the environment.

Activity 4: DIY Miniature Greenhouse Workshop

Preparation: Pre-cut plastic bottles to create miniature greenhouses.

Execution: Participants fill the base with soil, plant seeds, water, and cover them with the bottle top to simulate a greenhouse. Explain how this design creates a controlled environment for plant growth.

Wrap-Up: Give some advice on how to take care of their plants and also share how growing plants at home contributes to sustainability.

Outcome: Promotes eco-friendly practices, fosters a personal connection to

nature, and empowers participants to take actionable steps toward greener living.

Tips for Facilitators:

- Prepare materials, equipment, and contingency plans for weather or technical issues, if outdoors or tech-based.
- Use planting, crafts, observation of nature, and other hands-on activities to help sustain interest.

WS4: Developing Empathy and Connection with Nature

Authors: Miriam Lanzetta, Gianluca Abbruzzese (Lascò)

Format:
In-person workshop with outdoor activities

Duration:
2.5 hours

Participant Profile:
Young people aged 14–20, ideally with a curiosity about nature and the environment. Ideal group size: 10–15 participants to ensure personal reflection and meaningful group interaction.

Materials:

- Handouts with information on natural systems (geosphere, biosphere, hydrosphere, cryosphere, atmosphere)
- Notebooks and pens or observation cards
- Whiteboard group activity
- Outdoor space with natural features (park, forest, or garden)

Objectives:

- To foster empathy and a sense of connection with nature by encouraging direct engagement with natural surroundings
- To build understanding of the interdependence of natural systems and the importance of maintaining a healthy ecosystem
- To motivate participants to acknowledge their role in protecting and restoring nature

Learning Outcomes:
By the end of the workshop, participants will be able to:

- recognise the interdependence between humans and nature and articulate the need for a balanced relationship;
- reflect on the impact of human activities on natural systems and assess ways to minimise their ecological footprint;
- develop an appreciation for the rights of other species and nature itself.

Structure:

1. Introduction and Setting the Scene (15 minutes):

- Start indoors with a brief discussion on the importance of nature for human health and wellbeing, introducing the concept that humans are part of nature and benefit from healthy ecosystems.
- Introduce the five natural systems (geosphere, biosphere, hydrosphere, cryosphere, atmosphere) and their interconnections.

2. Guided Nature Walk and Observation (30 minutes):

- Take participants outside to a natural area and encourage them to observe their surroundings carefully, focusing on the different natural elements and their roles.
- Use magnifying glasses and jars (if available) to let participants observe small natural details up close (e.g., leaves, soil, insects).
- Ask participants to write down or sketch observations about their immediate environment, such as different plants, animals, water sources, and landscapes, and note any emotions they feel as they explore.

3. Reflection and Group Discussion (20 minutes):

- Gather participants to sit together outdoors and discuss their observations. Prompt them to consider:
  - How do they feel being in nature, and why?
  - What did they notice about the interconnectedness of the elements they observed?
  - Why is it important for humans to feel connected to and responsible for nature?
- Encourage participants to share thoughts on how modern life may distance people from nature and its consequences (e.g., nature deficit disorder, reduced empathy for other species).

4. Small Group Activity: The Balance of Nature (25 minutes):

- Divide participants into small groups and assign each group one of the five natural systems (geosphere, biosphere, hydrosphere, cryosphere, or atmosphere).
- Ask each group to discuss the role of their assigned system and

brainstorm how human activities might positively or negatively impact it.
- Each group presents their system's importance, any threats it faces, and ideas for protecting or restoring it.

5. Personal Impact Assessment (20 minutes):

- Gather participants back in a group and guide them through a reflection on their personal impact on nature. Prompt them to think about:
  - How do their daily choices affect the natural environment?
  - What small changes could they make to reduce their ecological footprint?
- Ask participants to write down one change they will commit to making to reduce their impact on nature, such as reducing plastic use, conserving water, or spending more time outdoors.

6. Group Commitment and Closing (20 minutes):

- As a group, create a "Nature Pledge" on flipchart paper, with each participant contributing an action or commitment they feel would help promote nature and protect the environment.
- Conclude by emphasising that fostering a connection with nature is an ongoing process and encourage participants to continue learning and building empathy toward the natural world.

Tips for Facilitators:

- Encourage participants to observe without disrupting the environment, fostering a sense of respect for all living organisms.
- Emphasise the idea that everyone has a role to play in maintaining the balance of natural systems, reinforcing the importance of small, personal contributions.
- Create a calming and open atmosphere, allowing participants to share any emotional responses they experience in nature to build a personal connection.

WS5: Eco-Conscious Route: Youth and nature in harmony

Authors: Andrea Fátima Vilas Nieto (FEMXA)

Format:
Face-to-face

Duration:

3 hours and 15 minutes

Participant Profile:
Young people between the ages of 16 and 30 interested in sustainability

Materials:

- Presentation devices (projector, computer, etc.)
- Waste bags and gloves for the practical activity
- Reflection note cards
- Waste record cards
- Presentation on Human Impact
- Craft materials (e.g. glue, scissors, paint, etc.)

Objectives:

- Assessing the effect of humans on nature
- Promoting nature protection as an essential task
- Promoting concern for a harmonious relationship between nature and humans

Learning Outcomes:

By the end of the workshop, participants will be able to:

- To identify one's personal impact on the environment
- To recognise the importance of protecting nature
- To develop an attitude of care and responsibility towards the natural environment

Structure:

1. Introduction to the Workshop (30 minutes):

- The facilitator will introduce the objectives and dynamics of the workshop.
- Presentation on the human impact on nature:
  - How our daily actions affect the environment (e.g. resource consumption, waste generation, etc.).
  - Examples of sustainable practices that reduce the negative impact of human actions on the environment.
- Importance of protecting nature:
  - Benefits of maintaining healthy ecosystems.
  - Consequences of environmental degradation.

2. Group reflection on the relationship between nature and humans (20 minutes):

- Discussion on how participants perceive their relationship with nature.
- Identification of values and attitudes that promote a harmonious relationship.

3. Practical Activity: Walk and Litter Picking (1.5 hours):

- Participants will take a walk along a predetermined route while picking up litter. They will be provided with gloves and rubbish bags.
- During the walk, they will be encouraged to reflect on their impact on the environment and how they can improve their daily practices.
- The amount of litter collected will be recorded and the types of waste found and their impact on nature will be discussed.

4.Discussion (20 minutes):

- Final reflection: at the end of the walk, participants will meet to share their experiences and reflections.
- Participants will engage in a guided discussion about the types of waste collected, their sources, and the broader implications for the environment.

- They will brainstorm ideas for reducing waste in their daily lives and communities.

5. Arts & Crafts (20 minutes):

- Participants will create art pieces using some of the collected waste materials. This activity will encourage creativity and highlight the potential for reusing and repurposing items.
- The art pieces can be displayed as a reminder of the importance of sustainability.

6. Conclusions (15 minutes):

- Summary of lessons learned and the importance of promoting nature.

Tips for Facilitators:

- Adapt the route according to current weather, and geographic and physical conditions to ensure the safety and comfort of all participants.
- Ensure that each member of the group has the opportunity to share their reflections and experiences along the route, thus fostering an inclusive and participatory environment.
- You can establish a small prize for the person or group that collects the most waste, thus encouraging participation. .

4.2 Embracing Complexity in Sustainability

4.2.1 Systems Thinking

WS1: Sustainable Thinking

Authors: Yunus Emre Çakmak (KUBI)

Format:
Face-to-face
- It can be adapted to online settings.

Duration:
4 hours

Participant Profile:
20-30 youth workers

Materials:

- Yarn or string
- Vocabulary list for the Web of Life game
- Case studies for the Systems Mapping Challenge
- Jenga blocks (labelled with sustainability components)
- Role-play cards for Climate Action Role-Play
- Escape Room scenario and materials (e.g., clues, environmental puzzles)

Objectives:

- To introduce and enhance systems thinking among youth by exploring how interconnected systems (environmental, social, economic) function and interact.
- To identify key elements in a system, how different parts influence one another, and how this understanding can be applied to sustainability challenges, promoting holistic solutions.

Learning Outcomes:

- Enhanced understanding of systems thinking
- Improved problem-solving skills for sustainability issues
- Enhanced collaboration and communication skills

Structure:

Activity 1: The Web of Life (45 minutes)

Objective: To visually and physically demonstrate how all elements of a system are connected and how changes in one element affect others.

Mechanic: Group Simulation

Setup:

- Participants form a circle.
- Each participant represents a component of the ecosystem (e.g., water, plants, animals, air, human activities, energy sources).
- A ball of yarn is passed between participants, each time they connect with someone whose component is directly related (e.g., water -> plants -> animals).

Instructions:

- Start with one participant holding the ball of yarn, explaining how their component (e.g., water) supports another component (e.g., plants).
- Pass the yarn to the participant representing the plants, who in turn passes it to another component, and so on until a web is formed, showing the connections within the ecosystem.
- Introduce disruptions to the system (e.g., pollution in water or deforestation), cutting or loosening parts of the yarn to show how these disruptions impact the entire web.

Debrief (10 minutes):

- Discuss what happened when one element of the system was affected.
- Reflect on how small changes or damages to one part of the system have far-reaching consequences.
- Relate this exercise to real-world sustainability challenges, such as climate change or loss of biodiversity.

Activity 2: Systems Mapping Challenge (1 hour)

Objective: To develop participants' ability to create systems maps that show the interconnected factors involved in sustainability issues.

Mechanic: Problem-Solving

Setup:

- Divide participants into small teams of 4-5.
- Provide each team with a case study on a sustainability issue (e.g., ocean plastic pollution, deforestation, food waste).
- Teams use flip charts or large paper to create a systems map showing the various factors involved in the issue (environmental, social, economic, political).

Instructions:

- Each team identifies key elements of the issue and how these elements are interconnected. For example, plastic pollution in oceans might be linked to consumption patterns, waste management systems, marine ecosystems, and economic factors.
- Teams draw arrows between the factors, explaining how one element influences another (e.g., increased consumption -> increased waste -> ocean pollution -> impact on marine life).

Debrief (15 minutes):

- Teams present their systems maps to the larger group.
- Discuss how different factors are connected and how addressing one part of the system (e.g., improving waste management) can have positive ripple effects.
- Explore the importance of holistic solutions rather than isolated interventions.

Activity 3: Activity 3: Eco-Jenga (45 minutes)

Objective: To demonstrate how the stability of an ecosystem or environmental system relies on multiple components, and how removing or damaging one component can destabilize the entire system.

Mechanic: Physical Game

Setup:

- Use a Jenga tower with each block labeled as a different

environmental or sustainability component (e.g., clean water, biodiversity, air quality, renewable energy, community engagement, government policies).

Instructions:

- Participants take turns removing a block from the Jenga tower.
- Before removing the block, the participant must state a real-world action or policy that could destabilise that component (e.g., overfishing -> impact on marine biodiversity).
- As the game progresses, the tower becomes more unstable, representing how a system becomes vulnerable when key components are removed or weakened.

Debrief (10 minutes):

- Once the tower collapses, discuss what led to its collapse.
- Relate this to environmental systems and the tipping points at which systems break down (e.g., collapse of ecosystems due to deforestation or water scarcity).
- Highlight the importance of safeguarding all components of an ecosystem for long-term stability.

Activity 4: The Climate Action Role-Play (1 hour)

Objective: To simulate a real-world scenario in which different stakeholders must collaborate to address a climate crisis, using systems thinking to balance various interests and achieve sustainable outcomes.

Mechanic: Role-Playing

Setup:

- Divide participants into groups, with each group representing different stakeholders (e.g., government officials, environmental NGOs, business leaders, community members).
- Provide a scenario where a climate crisis (e.g., rising sea levels threatening coastal communities) requires urgent action.
- Each stakeholder has specific interests, responsibilities, and resources they must consider during the negotiations.

Instructions:

- Groups engage in role-play, negotiating and collaborating to come up with a solution that balances environmental, social, and economic considerations.
- Stakeholders must use systems thinking to understand how their decisions affect other parts of the system.
- After 30 minutes of negotiation, groups present their solutions and discuss the compromises made.

Debrief (15 minutes):

- Reflect on the complexity of real-world decision-making in sustainability.
- Discuss how different stakeholders must work together and consider the broader system to find solutions that benefit everyone.
- Highlight the importance of systems thinking in resolving sustainability challenges.

Activity 5: Systems Thinking Escape Room (30 minutes)

Objective: To apply systems thinking principles to solve puzzles and challenges in a gamified, collaborative setting.

Mechanic: Puzzle/Challenge

Setup:

- Design an "escape room" scenario where participants must solve a series of puzzles related to sustainability (e.g., reducing carbon emissions, improving recycling rates, managing natural resources).
- Each puzzle involves understanding and applying systems thinking concepts to find the solution.

Instructions:

- Participants are “locked” in the room and must work together to solve each puzzle.
- Each solved puzzle provides a clue to the next challenge, with the final puzzle revealing the key to "escape."

- Clues are designed to show how actions in one part of the system affect other parts (e.g., reducing emissions in one sector may increase demand in another).

Debrief (10 minutes):

- Discuss the systems thinking concepts used in solving the escape room puzzles.
- Reflect on how participants collaborated and used their knowledge of interconnected systems to solve the challenges.
- Explore how this can be applied to real-world sustainability issues.

Tips for Facilitators:

- Summarise the key lessons from the workshop, interconnectedness of systems, the need for holistic solutions, and the importance of understanding how actions in one part of a system can affect the whole.
- Encourage participants to reflect on how they can apply systems thinking in their roles as youth workers to facilitate the green transition.
- Relate workshop activities to real-world sustainability challenges and examples. This helps participants see the relevance of systems thinking in their work and encourages them to apply what they've learned to practical situations.
- Provide examples of successful systems thinking applications in sustainability projects.
- Highlight how these approaches have led to positive outcomes and inspire participants to implement similar strategies.

WS2: Interconnected Systems and Sustainable Impact

Authors: Soukaina Touba (ANI International)

Format:
In-person

Duration:
4 hours

Participant Profile:
Young adults, aged 19–30, interested in sustainability and systems thinking. Ideal group size: 15-20 participants for group activities and discussions.

Materials:

- Dominoes (or similar objects such as blocks or cards for simulating system components) and Domino Effect Role Play Cards
- Flip charts or large paper for brainstorming and drawing systems diagrams
- Markers or pens
- Butterfly Effect scenario cards (cards with small change actions)
- Large whiteboard or digital tools for mapping connections
- Sticky notes

Objectives:

- To introduce and develop systems thinking, helping participants understand how interconnected systems work.
- To provide hands-on experiences that demonstrate how small actions can create significant and often unpredictable changes in sustainability systems.
- To encourage participants to develop holistic approaches to sustainability challenges by considering feedback loops, ripple effects, and unintended consequences.

Learning Outcomes:

- Understand the core principles of systems thinking.

- Visualize feedback loops and ripple effects within sustainability systems.
- Recognize how small changes can have significant and sometimes unpredictable impacts on the environment and society.
- Apply systems thinking to real-world sustainability challenges.

Structure:

1.Welcome and Introduction (15 minutes)

Objective:

- Introduce participants to the concept of systems thinking and the workshop agenda.
- Brief introduction to sustainability and interconnected systems.
- Discuss the relevance of systems thinking in solving complex sustainability challenges.
- Outline workshop objectives and structure.

2. The Domino Effect (45 minutes)

Objective: To demonstrate how interconnected systems function and how small actions can create cascading effects within a system.

Setup:

- Arrange the participants in small groups (4–5 people each).
- Provide each group with a set of dominoes (or blocks).
- Each domino represents a component of a sustainability system (e.g., energy, water, waste, biodiversity, community involvement).

Instructions:

1. Ask each group to choose a sustainability issue (e.g., waste management, energy consumption, deforestation).
2. Participants will lay out their dominoes in a chain to visually represent how different elements of their chosen system are interconnected.
    - Example: "Consumer behavior" → "Waste production" → "Recycling" → "Resource recovery."

3. Groups will then simulate a small change in the system (e.g., an increase in recycling efforts) by knocking over the first domino.
4. As the dominoes fall, the group must analyze how the initial change in one part of the system creates cascading effects throughout the entire system.

Debrief (10 minutes):

- After the simulation, gather the group to discuss the experience.
- What were the cascading effects of the initial change?
- Were there any unintended consequences that emerged from the simulation?
- How did the small change affect other parts of the system (e.g., waste reduction leading to less pollution)?
- Relate this exercise to real-world sustainability challenges and discuss how understanding feedback loops can help in finding solutions that address the root causes of problems.

3. The Butterfly Effect (Small Changes, Big Impacts) – 45 minutes
Explore how small actions can lead to large-scale impacts in sustainability systems.

Mechanic:
Group brainstorming and scenario mapping

Setup:

- Prepare a set of butterfly effect scenario cards. Each card contains a small, positive action (e.g., reducing water usage, choosing plant-based foods, switching to renewable energy).
- Provide flip charts or large paper for drawing diagrams.

Instructions:

1. Each group draws a scenario card and identifies the small change (e.g., reducing single-use plastics).
2. Brainstorm how this small change could ripple through the system, affecting other components (e.g., less plastic pollution → cleaner oceans → improved biodiversity).
3. Participants should draw a diagram of the ripple effect that follows the initial action, mapping out the connections between

different factors.
    - Example: If they choose to reduce plastic use, they should map how this could impact waste management systems, community health, and even economic factors like the plastic industry.
4. After each group finishes their diagram, they will present their butterfly effect mapping to the rest of the participants.

Debrief (10 minutes):

- Discuss the ripple effects observed in each group's diagram.

  How did one small change cause a disproportionate effect on other parts of the system?

  What unintended consequences might arise from small actions?

- Reflect on the real-world applications of the butterfly effect in sustainability initiatives. How can individuals and organizations make small decisions that create significant, positive environmental change?
- Apply systems thinking to real-world sustainability challenges.

4. Group Discussion and Reflection (30 minutes)

Objective: Reflect on key learnings and connect systems thinking to real-world sustainability challenges.

Instructions:

- Facilitate an open discussion on how systems thinking can help address global sustainability issues such as climate change, biodiversity loss, and social inequality.
- Ask participants how they might apply systems thinking in their personal lives or careers.
- Use the whiteboard or digital tools to visualize connections between various sustainability issues discussed.
- Encourage participants to share examples of feedback loops or ripple effects they have observed in their own experiences.

5. Wrap-up and Action Steps (15 minutes)

Objective: Consolidate learning and outline next steps.

Instructions:

- Provide a summary of key takeaways from the workshop.
- Discuss how participants can start applying systems thinking to their own sustainability challenges.
- Invite participants to share their thoughts on what small changes they can make in their daily lives to create positive systemic impacts.
- Provide additional resources for further learning on systems thinking and sustainability.

Tips for Facilitators:

- Encourage participants to think beyond direct impacts—help them explore long-term consequences and indirect effects.
- Facilitate an environment where everyone feels comfortable sharing their ideas. Systems thinking can sometimes lead to complex or unconventional ideas, and these should be embraced.
- Use real-world examples of feedback loops and butterfly effects to ground the exercises in practical sustainability issues.

WS3: System Change, Not Climate Change!

Authors: Ippokratis Tsevrenis, Dimitra Sofianou (KEAN)

Format:
Face-to-face

Duration:
2.5 hours

Participant Profile:
20-30 young people

Materials:

- Flipchart papers
- Markers or pens and textbooks for youth workers

Objectives:

- Familiarizing youth workers with the notion that sustainability is a very complex topic, engaging diverse interconnected values, actors, and policies.

Learning Outcomes:

- Participants will understand that systems are not separated, but rather intertwined. One system is part of another system.
- Raising awareness on the fact that systems are fragile and any disruption in one system, can have cascade effects on other systems.

Structure:

Activity 1: Triangle Systems Collapse

Objective:

Mechanic: Group Simulation

Setup:

- Gather participants in an open and wide space.
- Ask everyone to silently pick another two other participants in

the room. These two people will be the “corners” of one’s personal triangle.

- Ensure that no participant reveals their choices to anyone else- none of the participants should be aware of who the other two participants forming a human triangle are.

Instructions:

Phase 1: Forming Triangles

Once everyone has decided upon their “triangle corners”, participants should start moving in order to position themselves, so that they form an equilateral triangle with the two people they chose.

- As participants move around the space, once they have detected in the process their two counterparts, they have to maintain the shape of an equilateral triangle with their selected ones.
- At this point, the group becomes an interconnected system of triangles.

Phase 2: Introducing Disruption

- The facilitator/moderator of the activity introduces the countdown mechanism: As the facilitator/moderator, you will count down (e.g., from 10). When the facilitator/moderator counts down to 1, they will tag a participant by touching their shoulder. The tagged participant becomes "disrupted" (they must sit down or freeze). Repeat with another 4-6 participants (depending on the size of the group, e.g., 4 if participants are around 20; 6, if participants are around 30).
- The system adjusts as triangles attempt to stabilize despite the disruption, by seeking a replacement for the one corner that got “eliminated”.

Phase 3: Savior Mechanism

- Start disrupting more people, increasing the complexity of the system’s response. At this stage, any participant disrupted (touched) by the moderator will be loudly counting down from 5 to 0.
- Any participant, as long as they are not disrupted, can “save” a disrupted person by physically touching them on their shoulder. The “freed” participant resumes in the activity silently, in order

to become again part of the triangle, should their triangle partners have not been eliminated during the activity by previous disruptions. If they already have, the participant tries to shape a new triangle from the start.

- As disruptions occur faster than participants can save, the system begins to strain.
- Highlight the chaos as participants scramble to save everyone, forming chains or clusters of saviors trying to stabilize the system.
- Allow this phase to continue until the system collapses or participants realize they cannot save everyone.

Debrief:

- Participants regather in a circle and the facilitator sets the following questions:

1. "What did you notice in this activity in terms of group dynamics?"
2. "What sort of similarities did you identify with the world we live in?"

Activity 2: Systems as Icebergs

Objective: To equip youth workers with a visualized depiction of the multiple layers that systems entail.

Mechanic: Presentation

Setup:

- Participants sit in an incomplete circle. The circle is completed by the seat of the facilitator and the flipchart board.

Instructions:

- The facilitator draws on the board a big and visible iceberg and divides it by explaining it in 4 layers: From the bottom (1) to the top (4), the layers unfold as follows:
  Layer 1: Mental Models – Underlying values and beliefs that

drive behaviors and actions.
Layer 2: Structure – What structures have the mental models created, and how the structures perpetuate the underlying mental models.
Layer 3: Patterns/Trends – Observe patterns that happen constantly over the course of the time, forming a pattern.
Layer 4: Events – What is happening in a standalone event.

- Participants split into small groups of 2-3 persons each, and reflect upon one sustainability issue, approaching it through the iceberg model.

Debrief: (35 minutes)

- Participants return to the semi-circle. Groups stand up to present their sustainability issue, explained through the iceberg model to the rest of the participants.
- The facilitator asks participants to think of leverage points and relevant actors within systems that can influence positive change across all 4 levels of the iceberg.

Tips for Facilitators:

- Encourage groups to not only think about the environmental impacts but also the social and economic implications at each stage of the product's life cycle. This will add depth to their analysis.
- Encourage creativity by showing examples of innovative sustainable designs beforehand. This will help inspire participants and guide their brainstorming process.
- When introducing the case studies, explain the diversity of sustainable practices (e.g., zero-waste, fair trade, eco-design) to broaden participants' understanding of sustainability.
- Use real-world data and examples in the quiz to make the content more relatable. For instance, ask questions about the environmental impact of everyday items.

- During the debrief, ask participants to share one specific action they feel most passionate about. This helps to personalise the discussion and increase commitment to their plans.

WS4: Exploring Systems Thinking for Sustainability

Authors: Miriam Lanzetta, Gianluca Abbruzzese (Lascò)

Format:
In-person or hybrid workshop

Duration:
2 hours

Participant Profile:
Young people aged 16–30. Ideal group size: 12–20 participants to allow for interactive discussions and group activities.

Materials:

- Handout describing System thinking introduction
- Handout describing thinking tools
- Projector (optional, for visual aids)
- Handouts (1, 2) describing a sustainability case study (e.g., biofuel production and its impacts)
- Whiteboard brainstorming
- Notebooks and pens

Objectives:

- To introduce participants to systems thinking and its importance for addressing complex sustainability challenges
- To help participants understand the interconnectedness of environmental, economic, social, and cultural factors in sustainability
- To enable participants to evaluate sustainability issues holistically, recognising potential unintended consequences of actions

Learning Outcomes:
By the end of the workshop, participants will be able to:

- describe sustainability as a multifaceted concept that includes environmental, social, economic, and cultural dimensions;
- recognise and analyse interactions and feedback mechanisms within sustainability issues;
- develop awareness of the long-term impacts of actions on

interconnected systems

Structure:

1. Introduction to Systems Thinking (15 minutes):

- Begin with a brief introduction to systems thinking, explaining that it's a holistic approach to understanding how different parts of a system interact and influence each other.
- Provide a few examples of systems (e.g., ecosystems, supply chains) and discuss how actions in one part of a system affect the whole.

2. Case Study Overview (15 minutes):

- Present a case study that illustrates the complexity of sustainability issues, such as biofuel production. Describe how, while biofuels offer an alternative to fossil fuels, their production at scale can have unintended consequences, including deforestation, biodiversity loss, and increased land competition.
- Explain the interconnected aspects: economic (biofuel market growth), social (impact on food prices), environmental (deforestation), and cultural (effects on indigenous lands).

3. System Components Activity (25 minutes):

- Divide participants into four groups, assigning each group one aspect of the case study (environmental, social, economic, or cultural).
- Ask each group to brainstorm and list components and stakeholders relevant to their assigned aspect (e.g., "deforestation" for environmental, "food prices" for social).
- Provide sticky notes in four colours and ask each group to write one component or stakeholder per sticky note, creating a visual "map" of their aspect on the wall or a large sheet of paper.

4. Interconnections Mapping (20 minutes):

- Bring the groups together and ask them to connect the sticky notes across the four aspects, discussing how each component interacts with others (e.g., how increased land use for biofuels impacts food prices and biodiversity).

- Draw lines or arrows between sticky notes to illustrate these interactions, encouraging participants to consider both direct and indirect links.

5. Feedback Loops and Unintended Consequences (15 minutes):

- Introduce the concept of feedback loops by asking participants to identify examples from their map where one action triggers a cycle (e.g., increased biofuel demand leading to higher land use, which further drives deforestation).
- Discuss unintended consequences, asking participants to reflect on how actions meant to be sustainable, like biofuel production, can have unexpected effects.

6. Reflection and Personal Impact (20 minutes):

- Guide participants through a reflection activity, asking them to think about personal actions or decisions that have ripple effects within larger systems (e.g., consumer choices affecting supply chains).
- Have them write down one change they could make to reduce unintended impacts on interconnected systems, such as reducing single-use plastic or supporting sustainable food choices.
- Invite volunteers to share their reflections and proposed actions with the group.

7. Conclusion and Takeaways (10 minutes):

- Summarise the main points of systems thinking and how it can help address sustainability challenges more effectively.
- Emphasise the importance of considering long-term impacts and recognising that isolated actions can have wider consequences.

Tips for Facilitators:

- Encourage participants to view each component as part of a larger picture, avoiding fragmentary thinking.
- Be ready to clarify complex concepts like feedback loops and unintended consequences, using simple examples if necessary.
- Foster an open, exploratory atmosphere where participants feel comfortable sharing diverse ideas and insights.

WS5: Painting together: Sustainability mural

Authors: Andrea Fátima Vilas Nieto (FEMXA)

Format:
Face-to-face

Duration:
4 hours

Participant Profile:
Young people between the ages of 16 and 30 interested in sustainability

Materials:

- Paper, pens, markers
- Paints and brushes
- Templates for systems analysis
- A large space for the mural (large mural paper, wall, large canvas, etc.)
- Internet access
- Visual resources (images, magazine clippings, newspaper clippings, etc.) (optional)

Objectives:

- To understand the importance of systems thinking in addressing sustainability issues.
- To develop skills to analyze sustainability issues from multiple perspectives.
- To teach how to identify and understand the complex interactions between the different elements of a sustainability issue.

Learning Outcomes:

By the end of the workshop, participants will be able to:

- To understand sustainability as a holistic concept that includes environmental, economic, social and cultural issues.

- To adopt a systemic perspective to evaluate options, make decisions and act in favor of sustainability.
- To develop holistic solutions that consider environmental, social, economic and cultural aspects of sustainability issues.
- To understand that every human action has environmental, social, cultural and economic impacts.

Structure:

1. Introduction (15 minutes):

- Explain the objective of the workshop, its structure and what your expectations are. Explain what systems thinking in sustainability consists of.
- Present examples of sustainability problems that require a systems approach (e.g. climate change, water management, biodiversity loss, deforestation, etc).

2. Group formation and election of the problem to be addressed (15 minutes):

- Divide participants into groups of 5-6 people.
- Each group should choose a sustainability problem to analyze and represent on the mural (e.g. deforestation, air pollution, poor waste management).

3. Problem analysis (50 minutes):

- Groups should analyze their problem from multiple perspectives, considering temporal, spatial, and contextual factors.
- Use a template to guide the analysis, including sections such as identification of system elements, interactions between elements, and possible short- and long-term impacts.

4. Mural design (30 minutes):

- Each group should design a mural that represents their systemic analysis of the problem.
- The mural should include visual elements that show the

interactions between the different factors and the proposed solutions.

5. Creation of the mural (1,5 hours):

- Groups work together to create their mural using paints, markers, magazine clippings and other materials.

6. Presentation of the murals (30 minutes):

- Each group presents their mural and explains their analysis of the problem and proposed solutions to the rest of the participants.
- Encourage questions and constructive feedback among the groups.

7. Conclusion (10 minutes):

- Reflect on what has been learned and how it can be applied in real life.
- Discuss the importance of systems thinking and how everyone can contribute to sustainability through this approach.

Tips for Facilitators:

- Encourage participants to consider perspectives from different disciplines (science, economics, sociology, etc.).
- Encourage participants to bring out their creative side and to use recycled materials if they have the opportunity.
- Exhibit the murals to generate awareness.

4.2.2 Critical Thinking

WS1: Sustainable Consumption and Production

Authors: Yunus Emre Çakmak (KUBI)

Format:
Face-to-face

Duration:
4 hours

Participant Profile:
25-35 young people

Materials:

- Sustainable Consumption Factsheets
- Materials for Hands-On Activity (e.g., product labels, recycled materials)
- Case Study Examples
- Action Plan Templates

Objectives:

- To help participants understand and promote sustainable consumption and production practices.
- To explore strategies for reducing environmental impacts, making informed choices, and encouraging sustainable behaviours among young people.
- To provide practical tools and activities to help integrate sustainable practices into youth programs and daily life.

Learning Outcomes:

- Providing youth workers with practical tools and strategies for

promoting sustainable consumption and production practices,

- Empowering them to integrate these principles into their programs and encouraging environmentally responsible behaviours.

Structure:

Activity 1: Product Life Cycle Analysis (45 minutes)

Objective: To understand the environmental impacts associated with different stages of a product's life cycle, from production to disposal.

Mechanic: Interactive Analysis

Setup:

- Provide fact sheets on the product life cycle.
- Use examples of common products (e.g., clothing, electronics, food).

Instructions:

- Divide participants into small groups and assign each group a product.
- Groups analyze the product's life cycle, including raw material extraction, production, transportation, use, and disposal.
- Groups identify the key environmental impacts at each stage and discuss opportunities for reducing these impacts.

Debrief (15 minutes):

- Groups present their findings, highlighting the major environmental impacts and potential improvements.
- Discuss how understanding the product life cycle can inform more sustainable choices and practices.

Activity 2: Sustainable Product Design Challenge (1 hour)

Objective: To design a sustainable product that minimises

environmental impacts throughout its life cycle.

Mechanic: Hands-On Activity

Setup:

- Provide materials for product design (e.g., recycled materials, drawing supplies, product labels).
- Explain the principles of sustainable product design (e.g., resource efficiency, durability, recyclability).

Instructions:

- Participants form small groups and brainstorm ideas for designing a sustainable product.
- Each group creates a prototype or detailed design of their product, considering factors like material choice, durability, and end-of-life disposal.
- Groups prepare a presentation that explains their design choices and how they align with sustainable consumption and production principles.

Debrief (15 minutes):

- Groups present their designs and discuss the sustainable features incorporated.
- Reflect on the challenges and benefits of designing sustainable products.

Activity 3: Waste Audit Workshop (1 hour)

Objective: To raise awareness of waste generation and explore ways to reduce, reuse, and recycle materials in everyday life.

Mechanic: Hands-On Activity

Setup:

- Provide participants with a mix of everyday items (e.g., plastic bottles, paper, food packaging) and waste categories (recyclable, compostable, landfill).
- Participants will conduct a mock waste audit.

Instructions:

- Divide participants into small groups.
- Each group receives a pile of mixed waste materials.
- Groups analyze the items and categorize them into recyclable, compostable, and landfill waste.
- After sorting, each group discusses strategies to minimize waste, such as opting for reusable materials, composting, or choosing more sustainable products.

Debrief (15 minutes):

- Groups present their waste audit results.
- Discuss the environmental impacts of waste and the benefits of reducing, reusing, and recycling.
- Reflect on how waste audits can be applied in participants' communities or organisations to promote sustainable consumption and production.

Activity 4: Sustainability Quiz and Discussion (30 minutes)

Objective: To examine real-world examples of sustainable consumption and production practices and understand their impact.

Mechanic: Group Analysis

Setup:

- Provide case study materials on sustainable practices (e.g., eco-friendly businesses, zero-waste initiatives).

Instructions:

- Divide participants into small groups and assign each group a case study.
- Groups analyse the case study, focusing on the sustainable practices implemented, the challenges faced, and the outcomes achieved.
- Groups summarise their findings and discuss how similar practices could be applied in their own contexts.

Debrief (15 minutes):

- Groups share their case study analyses with the larger group.
- Discuss key takeaways and how to integrate sustainable consumption and production practices into youth programs

and personal behaviours.

Activity 5: Personal Action Plan Development (45 minutes)

Objective: To create individual action plans for incorporating sustainable consumption and production practices into participants' own lives and work.

Mechanic: Planning and Reflection

Setup:

- Provide action plan templates and materials for brainstorming.

Instructions:

- Participants develop personal action plans outlining specific steps they can take to support sustainable consumption and production.
- Plans should include actions for reducing waste, making sustainable purchases, and encouraging similar behaviours among young people.
- Participants share their action plans with the group and provide feedback to one another.

Debrief (15 minutes):

- Discuss the importance of personal action plans and how they can contribute to broader sustainability goals.
- Provide support and resources for implementing the plans.

Tips for Facilitators:

- Encourage groups to not only think about the environmental impacts but also the social and economic implications at each stage of the product's life cycle. This will add depth to their analysis.

- Encourage creativity by showing examples of innovative sustainable designs beforehand. This will help inspire

participants and guide their brainstorming process.

- When introducing the case studies, explain the diversity of sustainable practices (e.g., zero-waste, fair trade, eco-design) to broaden participants' understanding of sustainability.
- Use real-world data and examples in the quiz to make the content more relatable. For instance, ask questions about the environmental impact of everyday items.
- During the debrief, ask participants to share one specific action they feel most passionate about. This helps to personalise the discussion and increase commitment to their plans.

WS2: Critical Thinking in Action

Authors: Soukaina Touba (ANI International)

Format:
In-person

Duration:
3 hours

Participant Profile:
Young people aged 16-30, interested in sustainability, environmental issues, and building analytical skills. Ideal group size: 10-15 participants to ensure active engagement and discussion.

Materials:

- Large sheets of paper or digital whiteboard for brainstorming
- Markers, pens, and sticky notes
- Printouts of sustainability claims (advertisements, product labels, or promotional materials)
- Online or physical "Greenwashing Bingo" cards
- Timer/stopwatch
- Laptop/projector (for showing videos or presentations, if online)

Objectives:

- To enhance participants' ability to critically evaluate sustainability claims and identify greenwashing.
- To foster an understanding of the various tactics used in misleading sustainability messages.
- To provide opportunities for participants to collaborate and analyze sustainability issues from diverse perspectives.
- To encourage participants to reflect on their personal values and biases related to sustainability.

Learning Outcomes:

- Recognize common greenwashing tactics and critically analyze sustainability claims.
- Develop skills to engage with sustainability messages more thoughtfully and objectively.
- Reflect on how personal, social, and cultural factors influence their perception of sustainability.

- Gain a better understanding of how critical thinking applies to sustainability decisions and environmental actions.

Structure:

1. Welcome & Icebreaker: (30 minutes)

- To introduce participants to the concept of critical thinking and initiate discussion about sustainability claims in the real world, begin with a brief introduction to the role of critical thinking in evaluating sustainability.
- Suggest icebreaker activities to help participants feel more comfortable and open, setting the stage for the following activities.

2. "Greenwashing Bingo" (45 minutes)

Objective: To teach participants how to recognize greenwashing tactics used in sustainability marketing.

Setup:

- Prepare Greenwashing Bingo cards with common greenwashing tactics (e.g., "Vague Claims," "Lack of Evidence," "Misleading Labels," "Omitted Negative Impact").
- Give each participant a bingo card.

Instructions:

- Show a series of advertisements, product labels, or marketing campaigns that feature sustainability claims (either through slides, handouts, or links to online examples).
- As participants review each example, they should mark off the corresponding bingo squares that identify greenwashing tactics.
- If someone gets a bingo, they should share what they identified in the examples and explain why they consider those tactics misleading.

Debrief:

- What common greenwashing tactics did you identify across the examples?
- How do these tactics affect consumer behavior and trust in sustainability claims?

- What can consumers do to avoid being misled by greenwashing in the marketplace?

3. "Critical Thinking Carousel" (1 hour)

Objective: To deepen participants' ability to think critically about sustainability dilemmas and engage with diverse viewpoints.

Setup:

- Create several stations (either on separate sheets of paper around the room or in digital breakout rooms). Each station will have a different sustainability dilemma (e.g., "Is it better to buy sustainable clothing or second-hand?" "Should fast food chains be responsible for the waste they create?" "Is using single-use plastic justified in the healthcare industry?").
- Place guiding questions at each station (e.g., "What are the long-term impacts of this action?" "Who benefits from this decision?" "What are the unintended consequences?").

Instructions:

Divide participants into small groups (3-4 people per group).

Assign each group to a station. Groups will spend 15 minutes discussing the dilemma at each station, analyzing it from multiple perspectives and answering the guiding questions.

After 15 minutes, groups will rotate to the next station to discuss a new sustainability dilemma, continuing the process until all groups have been to each station.

Debrief:

- What were the most thought-provoking dilemmas you discussed?
- Did your perspective on any sustainability issue change during the carousel?
- How does critical thinking help when making decisions about sustainability in the real world?

4. Reflection and Wrap-Up: "The Power of Critical Thinking in Sustainability" (30 minutes)

Objective: To help participants consolidate their learning and reflect on how they can apply critical thinking to real-world sustainability issues.

Instructions:

- Ask participants to individually reflect on the following questions and write down their answers in a notebook or on sticky notes:
  - How has your understanding of sustainability changed over the course of the workshop?
  - What greenwashing tactics surprised you the most, and why?
  - How do you plan to use critical thinking in your daily life when encountering sustainability claims?
- After 10 minutes of reflection, invite participants to share their insights with the group, fostering a collaborative and open discussion.
- Wrap up by emphasizing the importance of continuing to question sustainability claims and actively seeking out reliable, evidence-based information.

5. Debrief (10 minutes)

- What was the key takeaway from today's session?
- How will you apply what you've learned about critical thinking and greenwashing in your personal and professional life?

Tips for Facilitators:

- Encourage active participation: Make sure everyone feels comfortable contributing to discussions and activities. In group settings, foster a respectful environment where all perspectives are valued.
- Use real-world examples: Ground activities in real marketing campaigns, product labels, and sustainability claims. The more participants can connect to the examples, the more impactful the session will be.
- Keep the discussions engaging: Don't just provide the answers; let the participants explore and debate different points of view.

Ask open-ended questions and allow room for diverse opinions.

- Adapt for online formats: If the workshop is virtual, consider using tools like Miro or Jamboard for the "Critical Thinking Carousel" and digital bingo cards for "Greenwashing Bingo" to keep everyone engaged.

WS3: Think Green: Cultivating Critical Thinking for Sustainability

Authors: Evi Varsou, Athina Abatzidi(KEAN)

Format:
Face-to-face

Duration:
4 hours

Participant Profile:
15-25 young people

Materials:

- Scenario cards
- Labels of products
- Cards with "green dilemmas"
- Papers and stationery
- YouTube video/ internet connection/ computer

Objectives:

- Develop critical thinking.
- Evaluate sustainability claims and identify credible information.
- Explore diverse perspectives to make informed green decisions.
- Develop actionable solutions to real-world environmental problems.

Learning Outcomes:

- Evaluate environmental issues and green claims with a structured, analytical approach.
- Skillfully find greenwashing or unsupported sustainability claims and challenge them.
- Weigh trade-offs and argue effectively on sustainability dilemmas.
- Develop practical, innovative solutions to solve environmental challenges.

Structure:

Activity 1: Time for Discussion

Instructions:

- Participants form small groups of 4–5.
- Each group receives a scenario card with a common sustainability issue (e.g., plastic pollution, energy consumption, deforestation).
- Teams identify assumptions, analyze causes, and brainstorm initial solutions for their assigned problem.
- Teams present their ideas in a 1-minute pitch to the entire workshop.

Debrief Questions:

1. “What assumptions did you identify?”
2. “How did critical thinking help refine your understanding of the problem?”

Activity 2: Fact or Greenwashing?

Objective: Enhancing the skill of distinguishing between information that is credible and misleading information.

Description:

- Participants (individuals) go over marketing materials or environmental claims of real products; examples include "100% biodegradable" and "carbon neutral".
- In pairs, they are to assess the validity of the claims based on given criteria such as evidence through research and transparency.
- Each group shares the findings and labels claims along the "Green Integrity Scale" with ratings between 1 to 5.
- Then, they watch a video on YouTube to learn more about the “Greenwashing” and then they work in teams to collect ways in order to eliminate this phenomenon.

Activity 3. Interactive Debate: "Green Choices Dilemma"

Objective: Train the process of arguing using sustainability dilemma as the decision point.

Description:

- Divide participants into two teams. Each team adopts a stance on a green dilemma. For example, "Is nuclear energy a sustainable solution?"
- Give the teams a chance to research and prepare their arguments.
- A facilitator should lead the debate, making sure that it remains evidence-based and involves critical engagement.

Debrief:

- Engage in reflection on the level of complexity in green decision-making and the role critical thinking plays in evaluating diverse perspectives.

Activity 4: Problem-Solving Challenge: "The Green Innovation Sprint"

Objective. To apply critical thinking to devise practical and innovative solutions to different challenges on sustainability.

Instructions:

- Teams of 4-5 choose one real-world environmental challenge each that interests them, such as food waste in urban areas, reduction of carbon footprints in logistics.

- Teams follow a structured framework:
- Define the Problem > Analyze Root Causes > Generate Solutions > Evaluate Feasibility.
- Each team presents their solution in a 2-minute pitch.

Outcome:
Participants leave with an actionable strategy showcasing the importance of critical thinking in green innovation.

Tips for Facilitators:

- Let participants lead discussions and find answers, offering guidance when needed.

- Watch group energy and adjust to provide extra support if participants require more time or need something else.
- Be neutral in discussions so as not to influence the opinions of the participants.

WS4: Critical Thinking for Sustainability

Authors: Miriam Lanzetta, Gianluca Abbruzzese (Lascò)

Format:
In-person or online workshop

Duration:
2 hours

Participant Profile:
Young people aged 16–30, interested in sustainability and building analytical skills. Ideal group size: 10–15 participants to encourage active participation and detailed discussions.

Materials:

- Projector (for in-person sessions) or screen-sharing tools (for online)
- Printed or digital handouts of articles, advertisements, and case studies on sustainability claims (e.g., a fast fashion brand's sustainability claims)
- Critical Thinking quiz game
- Handsout Critical Thinking introduction
- Notebooks and pens

Objectives:

- To enable participants to critically evaluate sustainability information and identify greenwashing or misleading claims
- To help participants recognise and challenge assumptions, biases, and the status quo in sustainability discussions
- To encourage reflection on how personal and cultural backgrounds influence perspectives on sustainability issues

Learning Outcomes:
By the end of the workshop, participants will be able to:

- identify and assess assumptions and biases in sustainability claims;
- recognise and critique greenwashing and misleading sustainability claims;
- reflect on how personal and cultural backgrounds shape their

own and others' views on sustainability.

Structure:

1. Introduction to Critical Thinking (15 minutes):

- Begin by introducing critical thinking and its role in sustainability, explaining how it helps people understand complex issues, challenge assumptions, and recognise bias.

2. Exploring Greenwashing (15 minutes):

- Explain the concept of greenwashing, using examples from industries like fashion, food, or energy. Describe how brands sometimes use misleading or vague language to appear sustainable without significant environmental impact.
- Present a brief case study or example (e.g., a fast fashion brand claiming to use “eco-friendly” materials) and ask participants to reflect on what evidence they would need to assess the claim's validity.

3. Small Group Activity: Analysing Sustainability Claims (30 minutes):

- Divide participants into small groups and provide each group with a different sustainability claim (e.g., a product labelled as “green,” “eco-friendly,” or “zero waste”). Provide supporting materials, such as advertisements or short articles.
- Ask each group to analyse their claim by:
  - Identifying the assumptions underlying the claim;
  - Discussing whether there is any evidence to support or contradict the claim;
  - Assessing if the claim aligns with sustainable values or appears misleading.
- Each group prepares a short presentation summarising their findings.

4. Group Presentations and Feedback (20 minutes):

- Have each group present their analysis, focusing on the claim’s validity, any assumptions identified, and whether the claim was deemed trustworthy or misleading.

- Facilitate a discussion after each presentation, encouraging other participants to ask questions, challenge assumptions, and share alternative viewpoints.

5. Reflecting on Personal and Cultural Influences (20 minutes):

- Guide participants in a reflection exercise, asking them to consider how personal, social, and cultural backgrounds may shape their interpretations of sustainability claims. Questions for reflection could include:
  - How might personal values or cultural beliefs influence what they view as "sustainable" or "ethical"?
  - Are there sustainability issues they find more important than others? Why?
  - How do their backgrounds influence their ability to identify biases or assumptions in information?
- Ask participants to share insights from their reflections with the group to foster mutual understanding of diverse perspectives.

6. Developing a Critical Lens: Practice Exercise (15 minutes):

- Provide participants with a short excerpt from a real or hypothetical sustainability report or press release (e.g., "Our company has reduced carbon emissions by 30%"). Ask them to practice questioning the information by considering:
  - What is not being said? Are there gaps in the information?
  - What evidence would they need to verify the claim?
  - How would they determine if this action is genuinely beneficial for sustainability?

7. Conclusion and Takeaways (5 minutes):

- Summarise the key points about critical thinking, emphasising the need for evidence and the value of questioning assumptions.
- Encourage participants to apply critical thinking in their daily lives, especially when encountering sustainability claims or making consumer decisions.

Tips for Facilitators:

- Encourage an open and respectful environment where participants feel comfortable challenging assumptions and

discussing different viewpoints.

- Emphasise the value of asking questions, even when claims seem reasonable or positive. Critical thinking does not mean disregarding all information but rather engaging with it thoughtfully.
- Be prepared to provide examples of real sustainability claims that were later proven to be misleading, helping participants understand the importance of critical evaluation.

WS5: Is it true or false?

Authors: Andrea Fátima Vilas Nieto (FEMXA)

Format:
Face-to-face, online or hybrid

Duration:

2,5 hours

It can be divided into 2 sessions (session 1 covering points 1 and 2 (40 min), autonomous work to be done at home (points 3 and 4) and session 2 with points 5 and 6 (55 min)).

Participant Profile:
Young people between the ages of 18 and 30 interested in sustainability with at least basic digital competences.

Materials:

- Mobile devices or cameras to record the videos.
- Device to play the videos (in case of face-to-face class).
- Device to access the Internet to search for news (in case of face-to-face class).
- Role cards
- PPT on Critical Thinking

Objectives:

- Promote critical thinking skills in young people.
- Teach them to identify hoaxes and misinformation on sustainability issues.
- Encourage reflection and research of reliable data on environmental issues.
- Raise awareness of the impact of the dissemination of unverified information on public opinion and climate action.

Learning Outcomes:

By the end of the workshop, participants will be able to:

- Evaluate the veracity of the news and question the information

received.
- Verify the credibility of sources and contrast information.
- Recognize the importance of avoiding sharing news about sustainable issues without first verifying its authenticity.
- Understand how trustworthy communication on sustainable issues influences the formation of responsible public opinion.

Structure:

1. Introduction to the workshop and explanation of the activity (10 minutes)

- The facilitator will explain that participants will have to record a short video explaining a piece of news about environmental issues.
- Half of the participants (individually or in pairs) will present fake or unreliable news and the other half will present truthful news.
- Each group will randomly select their role by drawing a piece of paper from a bowl indicating whether they should look for and present a true or untrue piece of news.
- In their video, participants should state the headline and the main facts of the news, without revealing whether it is true or false.

2. Introduction to Critical Thinking (30 mins)

The facilitator will explain what critical thinking is and how to apply it to information analysis.

Topics to be covered:

- Concept of critical thinking and its relationship to information management.
- Types of cognitive biases that can influence the perception of news.
- How to identify hoaxes: common signs (flashy headlines, unreliable sources, lack of specific data, etc.).
- Tools for verifying information.
- Examples of fake and real news about the environment.

3. Individual research (25 mins)

- Each participant (or pair) will research a news story that fits their role:
    - If they pull "real news," they will look for a recent sustainability or environmental news story that is reliable.
    - If they get "fake news," they will look for existing fake news

or create a fictitious news story that mimics real characteristics of a doubtful news story.

- The facilitator will support with reliable research resources and examples.

4. Video recording (25 mins)

Participants will record short videos (15-30 seconds) acting as reporters presenting their news:

- They must present the headline, the most important data and its context.
- They will not say if they are true or fake news.

5. Video projection and group discussion (40 mins)

- The videos will be shown to the rest of the participants. After each video, participants will vote on whether they believe the news are true or false and justify their answer. A brief discussion will be held on which points raise suspicions or demonstrate veracity and which data they would need to analyze further to verify it.

5. Conclusions (15 mins)

- Group discussion:
    1. "What characteristics helped them identify fake news?"
    2. How does the spread of hoaxes affect the fight against climate change?
- Facilitator's conclusion:
    - Summary of key learnings.
    - Tips for applying critical thinking in daily life.

Tips for Facilitators:

- Encourage a critical discussion after each video, allowing all participants to contribute their ideas, always ensuring a respectful environment.
- Encourage students to complete the videos by adding an ending in which they explain whether or not the news is fake, why, and what the source is and then share it on their social networks to promote awareness of these issues.
- You can assign one point for each correct guess and proclaim as the winner the participant who has managed to correctly categorize the highest number of news items.

4.2.3 Problem Framing

WS1: Circular Economy

Authors: Yunus Emre Çakmak (KUBI)

Format:
Face-to-face

Duration:
4 hours

Participant Profile:
20-30 young people

Materials:

- Circular Economy Concept Sheets
- Materials for Upcycling Workshop (e.g., scrap materials, glue, scissors, markers)
- Case Study Examples
- Circular Economy Simulation Kit (if available) or Exercises
- Action Plan Templates

Objectives:

- To deepen participants' understanding of the circular economy concept, including its principles and practices.
- To explore how circular economy strategies can be applied to support sustainability and reduce waste.
- To provide practical tools and activities to help youth workers integrate circular economy concepts into their programs and encourage sustainable practices among young people.

Learning Outcomes:

- Providing a comprehensive approach to understanding and applying circular economy principles.
- Equipping youth workers with practical tools and strategies to promote sustainability and resource efficiency in their work.

Structure:

Activity 1: Circular Economy Principles Overview (30 minutes)

Objective: To familiarize participants with the key principles of the circular economy and their applications.

Mechanic: Interactive Presentation

Setup:

- Prepare concept sheets summarising circular economy principles and examples.
- Use visual aids and infographics to illustrate key concepts.

Instructions:

- Present the principles of the circular economy, including the concepts of closing the loop, extending product life, and promoting resource efficiency.
- Discuss real-world examples of circular economy practices (e.g., product take-back schemes, recycling programs, sustainable design).

Debrief (15 minutes):

- Engage participants in a discussion about how these principles can be applied in their work and daily lives.
- Encourage participants to share examples of circular economy practices they are aware of.

Activity 2: Upcycling Workshop (1 hour)

Objective: To apply circular economy principles by creating new items from waste materials through upcycling.

Mechanic: Hands-On Activity

Setup:

- Provide scrap materials (e.g., old newspapers, plastic bottles, fabric scraps) and crafting supplies (e.g., glue, scissors, markers).
- Divide participants into small groups.

Instructions:

- Each group selects a set of scrap materials and designs a new, functional item or art piece using upcycling techniques.
- Groups brainstorm ideas and plan their creations, considering how to minimise waste and maximise resource use.
- Groups create their items and prepare a brief presentation on their design process and the circular economy principles applied.

Debrief (15 minutes):

- Groups present their upcycled items and discuss their design process.
- Reflect on the challenges and opportunities of upcycling and how it relates to circular economy principles.

Activity 3: Circular Economy Case Studies (45 minutes)

Objective: To analyse real-world examples of circular economy practices and their impact on sustainability.

Mechanic: Group Analysis

Setup:

- Provide case study materials on various circular economy initiatives.
- Divide participants into small groups.

Instructions:

- Each group reads and analyses a different case study focusing on a specific circular economy initiative (e.g., a company's recycling program, a community's zero-waste efforts).
- Groups summarise the key aspects of the case study, including the approach taken, challenges faced, and outcomes achieved.

- Groups prepare a brief presentation on their findings and discuss the implications for their own work.

Debrief (15 minutes):

- Groups share their case study analyses with the larger group.
- Discuss the lessons learned from each case study and how similar practices could be implemented in participants' own contexts.

Activity 4: Circular Economy Simulation (1 hour)

Objective: To simulate the implementation of circular economy strategies in a controlled scenario and understand their effects on resource management and sustainability.

Mechanic: Simulation Game (if available) or Scenario Exercise

Setup:

- Prepare a circular economy simulation kit or scenario exercise that involves managing resources, waste, and product lifecycle.
- Provide instructions and role cards if needed.

Instructions:

- Participants engage in the simulation or exercise, making decisions related to resource management, waste reduction, and product design.
- Participants work through different stages of the simulation, addressing challenges and adapting strategies based on the circular economy principles.

Debrief (15 minutes):

- Discuss the outcomes of the simulation or exercise, focusing on the effectiveness of different strategies and decisions.
- Reflect on how the simulation experience can inform their approach to implementing circular economy practices.

Activity 5: Circular Economy Action Plan (45 minutes)

Objective: To develop actionable plans for integrating circular economy principles into participants' youth programs and initiatives.

Mechanic: Planning and Discussion

Setup:

- Provide action plan templates and materials for brainstorming.

Instructions:

- Participants identify opportunities to apply circular economy principles in their youth work or community projects.
- Participants develop action plans templates outlining specific steps, resources needed, and potential challenges.
- Plans should include strategies for promoting circular economy practices among young people and integrating these practices into existing programs.

Debrief (15 minutes):

- Participants share their action plans with the group.
- Provide feedback and discuss ways to support the implementation of these plans.

Tips for Facilitators:

- Use interactive elements during the presentation, such as asking participants to brainstorm examples of waste in their daily lives, to make the concept more relatable and engaging.

- During the discussion, encourage participants to think about how these principles can be adapted for their youth work, creating a direct connection between the theory and their practical work.

- If possible, use local or regional examples to make it more relevant to their context.

WS2: Problem Framing for Sustainability: Re-thinking Challenges

Authors: Soukaina Touba (ANI International)

Format:
In person

Duration:
2 hours

Participant Profile:
Young people aged 16-25 with little to no prior knowledge of sustainability concepts or problem framing.. Ideal for 10-20 participants.

Materials:

- Large paper or whiteboards
- Markers and pens
- Sticky notes or index cards
- Printed sustainability issue cards (simple challenges like plastic waste, air pollution, food waste, etc.)
- Flipcharts for group work

Objectives:

- Introduce the concept of problem framing and its relevance to sustainability.
- Help participants understand how different perspectives can shape solutions to sustainability challenges.
- Encourage participants to think creatively and critically when approaching sustainability problems.

Learning Outcomes:

- Participants will be able to frame a sustainability problem from multiple perspectives (e.g., environmental, social, economic).
- Participants will understand how different frames influence potential solutions.
- Participants will develop basic problem-solving skills for addressing sustainability challenges.

Structure:

1. Welcome and Introduction to Problem Framing (10 minutes)

- Brief introduction to the concept of problem framing and why it's important in addressing sustainability challenges.

  Simple example: "Plastic waste can be seen as an environmental issue, a social issue, or an economic issue—each frame leads to different solutions."

- Set the stage for the activities and introduce the goal of exploring sustainability challenges from multiple angles.
- Icebreaker

Activity 1: "Frame the Problem" (30 minutes)

Instructions:

1. Group Formation
   Divide participants into small groups of 3-4 people.
2. Issue Card Distribution : Provide each group with a sustainability challenge card, such as plastic waste, food waste, deforestation, or water scarcity...
   Instruct the groups to discuss their assigned challenge and frame it in three different ways:
   - Environmental frame: How does the issue affect nature or ecosystems?
   - Social frame: How does the issue impact communities or people?
   - Economic frame: How does the issue impact businesses or the economy?
3. Group presentation : Have each group present their findings to the rest of the participants, explaining how the challenge looks from each frame.
4. Debrief : After the presentations, facilitate a brief discussion:

- How did framing the problem in different ways affect their understanding of it?
- Which perspective felt most important or relevant? Why?

Activity 2: "Sustainability Scenarios: What's Your Frame?" (30

minutes)

Allow participants to apply problem framing to real-world sustainability scenarios and explore the different solutions that arise from different frames.

Instructions:

1. Scenario Creation : Provide sustainability scenarios on sticky notes. Examples:
    - "A neighborhood is struggling with food waste."
    - "A local river is being polluted by plastic waste."
    - "A company is trying to reduce its energy consumption."
    - "A city is facing water shortages." ecc...
2. Group Discussion (15 minutes):
   In small groups, each team picks a scenario and discusses how they would frame the issue from three perspectives:
    - Environmental: What is the environmental impact of the issue?
    - Social: How does it affect the people or communities involved?
    - Economic: How does it affect businesses or the economy, and what financial implications are there?
3. Solution Brainstorming (5 minutes): Ask each group to come up with one solution for each frame (environmental, social, economic). Encourage creative thinking and collaboration.
4. Group presentation: Each group presents their scenario, the different frames they used, and the proposed solutions. Allow time for other groups to ask questions or suggest additional solutions.

Activity 3: "Personal Reflection: Frame Your Own Challenge" (15 minutes)

Reflection Exercise (5 minutes):
Ask each participant to think of a sustainability challenge they face personally (e.g., waste at home, transportation, energy use).
On a sticky note or in their notebooks, have them frame their issue in three ways:

- Environmental frame: How does the issue impact the environment?
- Social frame: How does it affect their community or people

around them?
- Economic frame: How does it affect their personal finances or the economy?

Group presentation (10 minutes):
Invite participants to share their personal sustainability challenge and the three frames they used. Encourage them to explain how thinking about the issue in different ways gave them new insights.

Conclusion and Wrap-Up (10 minutes)
Summarize the concept of problem framing and how it can change the way we approach sustainability challenges. Emphasize the importance of considering multiple perspectives when solving problems.

Reflection Questions:

- What was the most surprising thing you learned today about framing problems?
- How will you apply the concept of problem framing to sustainability challenges in your life?

Tips for Facilitators:

- Keep it Simple: Use simple language and concrete examples to help participants grasp the concept of problem framing.
- Encourage Creativity: Make sure participants feel free to think outside the box when coming up with solutions to the sustainability challenges.
- Foster Participation: Create a safe environment where everyone feels comfortable sharing ideas. Remind participants that there are no right or wrong answers.
- Be Active: Walk around during group work, helping teams stay on track and encouraging quieter participants to share their ideas.

WS3: Identifying polycrises

Authors: Ippokratis Tsevrenis, Asi Boubaliki (KEAN)

Format:
Face-to-face or Outdoor Exploration

Duration:
3 hours

Participant Profile:
20-30 young people

Materials:

- Flipchart papers
- Pre-printed sheet with environmental problems written on it/ or blank sheet(s) that youth workers will use to write the problems on them by hand
- Scissors for cutting papers per environmental issue
- Markers or pens and textbooks for youth workers
- Charged mobile phones (in case of emergency)

Objectives:

- The objectives of this workshop are to equip youth workers with a broadened perspective of environmental issues, not merely through the description, or the reference to the issues, but also by identifying ways to separate them, sort them and analyze their emergence and management accordingly.

Learning Outcomes:

- Deeper understanding of what sustainability (and not only) problems are, who defines them as such, and who can help redress them.
- Improved interpersonal skills, as youth workers collaborate not solely among them, but also with external stakeholders.

Structure:

Activity 1: Exchanging views on environmental problems

Objective: Participants acquire an analytical view of how problems are framed. The ultimate aim is for participants to be able to sort problems according to the GreenComp Framework which provides an analytical lens for approaching and managing them.

Mechanic: Working in pairs

Setup:

- Participants sit around a wide and loose circle, so that there is enough distance between them, and then they come closer only with the person sitting next to them on their right, in order to form pairs.

Instructions:

- Facilitators briefly introduce and explain the concept of problem framing and its categories according to the GreenComp framework, i.e., Straightforward, Formidable, Manageable, Wicked problems (p.22 on the GreenComp document).. They also visualize these categories on a flipchart board as a figure, as it will be also needed for the closure of the activity. (15 minutes)
- Afterwards, the facilitator hands out to each pair a small piece of paper with a sustainability issue written on it (i.e., the issues that are written on the supporting material of the activity) and asks the couples to reflect on the category the issue belongs to. Every 2 minutes, the paper moves to the next pair (facilitator collects it from one pair and gives it to the next one), until all pairs have reflected upon every single problem available on the papers. (25-35 minutes, depending on the size of the group).

Debrief:

- To wrap up the activity, the facilitator asks the pairs to say out loud under which category of the figure they have placed each problem and writes down their input under the respective category on the flipchart paper - namely, under the visualized

depiction of problem categories that was done at the beginning of the activity. Afterwards, the facilitator initiates a reflection upon similar or different interpretations found in the process among the pairs. (20-25 minutes).

Activity 2: Empathizing Sustainability Problems

Objective: To provide youth workers with an experience that enables viewing the world through the eyes of the other, and cultivate a substantial interpersonal skill – empathy – which is necessary not only in their work, but also in their personal life.

Mechanic: Outdoor observation and interviewing
Setup:

- Participants split in groups of 5-6 persons and walk around the area, in order to explore and identify local environmental problems.

Instructions:

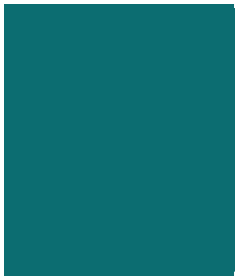
- Groups of participants gather in order to formulate questions intended for local citizens. (20 minutes)
- Groups spread around the area, trying to observe local environmental pressures. Some might be visible (e.g., accumulation of waste), some might not. Participants are encouraged to talk with locals in order to learn about their concerns around environmental and climate issues. (Max. 90 minutes)

Debrief:

- Groups return to the venue, write down their observations and present them to the rest of the team. (45 minutes)

Tips for Facilitators:

- For activity 1, ensure that pairs are sitting relatively close to one another, so that the exchange of papers is swift and no confusions occur (e.g., missing papers, or pairs getting the same paper twice). Also, the allocation of the papers should be done



randomly.

- For activity 2, it is preferred that locals are informed about the presence of the group beforehand. This can encourage trust between locals and youth workers when the latter want to approach the former.

WS4: Framing Sustainability Problems

Authors: Miriam Lanzetta, Gianluca Abbruzzese (Lascò)

Format:
In-person or online workshop

Duration:
2 hours

Participant Profile:

Young people aged 16–30. Ideal group size: 10–15 participants to allow for in-depth discussions and collaborative activities.

Materials:

- Action template based on case study
- Case study on sustainability issues (e.g., decline of pollinators, deforestation, urban air pollution)
- Handout Problem framing definition
- Notebooks and pens

Objectives:

- To enable participants to frame sustainability challenges by identifying key aspects such as scope, time, complexity, and stakeholders involved
- To help participants recognise different perspectives and approaches to defining sustainability problems
- To encourage collaborative and empathetic problem framing to understand potential solutions

Learning Outcomes:
By the end of the workshop, participants will be able to:

- frame sustainability challenges in terms of difficulty, stakeholders, time, and geographical scope;
- recognise the importance of a transdisciplinary approach to problem framing;
- develop skills in identifying current and potential sustainability problems, considering various viewpoints.

Structure:

1. Introduction to Problem Framing (15 minutes):

- Begin with a brief overview of problem framing, explaining its importance in defining and addressing sustainability challenges.
- Introduce the four types of problems in sustainability, from simple to wicked, and explain how each type requires a different approach.
- Use a familiar example, such as the decline of pollinators, to show how the same issue can be framed differently (e.g., as a technical problem affecting food production, or as an ecological problem threatening biodiversity).

2. Case Study Analysis (20 minutes):

- Divide participants into small groups and assign each group a different sustainability case study (e.g., decline of pollinators, urban air pollution, water scarcity, deforestation).
- Ask each group to examine their case study and identify:
  - What makes this situation challenging?
  - Who is involved or impacted by this problem?
  - What is the geographical and temporal scope of the issue?
  - Is this a current problem, a potential future problem, or both?
- Have each group summarise their responses on flipchart paper or an online board.

3. Group Presentations and Discussion (20 minutes):

- Invite each group to present their analysis to the whole group, highlighting the complexity, people involved, and scope of their sustainability problem.
- Facilitate a discussion after each presentation, encouraging other participants to ask questions and suggest alternative ways to frame each problem.

4. Exploring Perspectives and Stakeholder Mapping (20 minutes):

- Ask participants to return to their groups and discuss the problem from different stakeholder perspectives, such as:
  - Local communities

- Government or policymakers
- Environmental organisations
- Industry or businesses
- Future generations

- Each group should create a "stakeholder map" that shows the perspectives of different stakeholders and how each may frame or prioritise the problem differently.
- Encourage groups to discuss how framing the problem in different ways might affect the potential solutions or approaches.

5. Identifying Problem Type and Potential Solutions (20 minutes):

- Guide each group in determining which of the four types of problems (simple, complicated, complex, or wicked) best describes their assigned case study.
- Ask groups to suggest potential approaches or actions to address the problem based on how they've framed it, considering whether the goal is to prevent, mitigate, or adapt to the challenge.
- Have groups present their problem framing, stakeholder map, and suggested actions, fostering a collaborative discussion on different ways to approach sustainability challenges.

6. Reflection and Personal Takeaways (15 minutes):

- Invite participants to reflect on the exercise and consider the importance of empathy, active listening, and multiple perspectives in framing sustainability problems.
- Ask each participant to write down one insight or lesson they've gained from the workshop, particularly in relation to problem framing and collaboration.
- Conclude by discussing how they can apply problem-framing skills in real-world contexts, such as community projects, advocacy, or personal sustainability efforts.

Tips for Facilitators:

- Encourage participants to remain open to alternative viewpoints and emphasise that sustainability challenges often lack a single "right" way to define them.
- Be mindful of time during group presentations to ensure each group has an opportunity to share and discuss their ideas.
- Emphasise empathy and active listening as essential skills for

framing problems collaboratively, especially when working with diverse perspectives.

WS5: Construct and deconstruct sustainability problems

Authors: Andrea Fátima Vilas Nieto (FEMXA)

Format:
Face-to-face

Duration:

2 hours

Participant Profile:
Young people between the ages of 16 and 30 interested in sustainability.

Materials:

- Problem framing template cards
- Scissors.
- Pens or pencils.

Objectives:

- To teach how to define sustainability problems in terms of difficulty, people involved, time and geographical scope,
- To teach participants to identify and formulate actual or potential sustainability problems.
- To encourage collaboration and strategic thinking to define sustainability problems.
- To explain the Problem Framing competence and its importance.

Learning Outcomes:

By the end of the workshop, participants will be able to:

- To describe the Problem Framing competence and its relevance to sustainability.
- To identify and structure sustainability problems based on their difficulty, people involved, time and geographical scope,
- To develop critical and strategic thinking skills to define and address sustainability problems.

Structure:

1. Introduction (15 minutes):

The facilitator will welcome the participants and present the objectives of the workshop, highlighting the importance of the 'Problem Framing' competence. The facilitator will explain how the workshop will be developed, the activities to be carried out and the time allocated for each activity.

Round 1: Problem framing (30 minutes):

- Participants will be divided into groups of 3 or 4 people.
- Each group will choose a sustainability problem from a list provided or they will identify one by themselves.
- Each group will fill in a template with the following boxes:
  - Difficulty: Describe the complexity of the problem.
  - People involved: Identify who is affected or involved in the problem.
  - Time: Indicates how long the problem has existed or how long it may become a problem.
  - Geographic scope: Defines the geographic extent of the problem (local, regional, global).
- Once completed, the groups will cut out the boxes (cards) from their template.

Round 2: Mixing the cards (15 minutes):

Groups will mix their cards with those of the other groups, creating a mixed set of cards.

Each group will receive a different topic than the one initially discussed.

The cut-out cards will be distributed on a large table.

Round 3: Identification and sorting (30 minutes):

- Groups should work together to identify and sort the mixed cards, associating each card with its corresponding problem.
- Participants will discuss how they arrived at their conclusions

and explain the reasoning behind the sorting.

2. Evaluation (20 minutes):

- The group that identified and characterised each situation will evaluate whether the other participants have characterised their situation well and explain why they wrote down those circumstances.
- The other participants will contribute their own ideas and offer feedback on the problems and classifications presented.

3. Conclusions (10 minutes):

The facilitator will summarise the main conclusions drawn and underline the importance of identifying and structuring sustainability problems in order to find effective solutions.

Tips for Facilitators:

- Follow the structure of the workshop and make sure that participants understand the purpose of each activity.
- Encourage participants to collaborate between groups and to justify their answers.

4.3 Envisioning Sustainable Futures

4.3.1 Futures Literacy

WS1: Strategic Trends

Authors: Yunus Emre Çakmak (KUBI)

Format:
Online or Face-to-face

Duration:
4 hours

Participant Profile:
20-30 young people

Materials:

- Trend Analysis Chart Templates
- Scenario Planning Templates
- SWOT Analysis Sheets
- Futures Wheel Materials
- Role Cards for Future Scenarios

Objectives:

- To develop strategic foresight skills among youth workers, enabling them to anticipate future trends, prepare for potential scenarios, and make informed decisions to support the green transition.
- To learn how to use strategic foresight tools and methods to identify emerging trends and create actionable plans for sustainability.

Learning Outcomes:

- Providing youth workers with hands-on experience in strategic foresight.
- Equipping them with the skills to anticipate future trends and make informed decisions to support sustainability efforts.

Structure:

Activity 1: Trend Analysis Workshop (45 minutes)

Objective: To identify and analyse current trends that could impact sustainability efforts and youth work in the future.

Mechanic: Group Analysis

Setup:

- Divide participants into small groups.
- Provide each group with trend analysis charts and access to data sources (e.g., reports, articles, online tools).

Instructions:

- Groups research and discuss emerging trends related to sustainability (e.g., technological advancements, climate change, policy changes).
- Each group selects one trend and analyses its potential impact on sustainability and youth work.
- Groups prepare a brief presentation on their findings, including potential opportunities and challenges associated with the trend.

Debrief (10 minutes):

- Groups present their analysis to the larger group.
- Discuss the implications of these trends and how they might influence future sustainability efforts and youth programs.

Activity 2: Scenario Planning Exercise (1 hour)

Objective: To create and evaluate possible future scenarios based on

current trends and uncertainties.

Mechanic: Scenario Development

Setup:

- Provide each group with scenario planning templates and materials.
- Introduce a set of key uncertainties and driving forces that could shape future scenarios (e.g., climate policies, economic shifts, technological changes).

Instructions:

- Groups use the templates to develop two or three possible future scenarios based on the identified trends and uncertainties.
- Each scenario should include a description of the future context, potential impacts on sustainability, and implications for youth work.
- Groups outline strategic actions that could be taken to prepare for or mitigate the effects of each scenario.

Debrief (15 minutes):

- Groups present their scenarios and strategic actions.
- Discuss the effectiveness of the proposed strategies and how they address potential future challenges.

Activity 3: SWOT Analysis of Future Scenarios (45 minutes)

Objective: To assess the strengths, weaknesses, opportunities, and threats associated with each future scenario.

Mechanic: Group Analysis

Setup:

- Provide SWOT analysis sheets and markers for each group.
- Each group uses one of the previously developed scenarios for this analysis.

Instructions:

- Groups conduct a SWOT analysis for their selected scenario,

identifying internal strengths and weaknesses, as well as external opportunities and threats.
- Groups discuss how the SWOT analysis can inform their strategic planning and decision-making processes.

Debrief (10 minutes):

- Groups share their SWOT analysis with the larger group.
- Discuss how understanding these elements can help in developing more robust and adaptable strategies.

Activity 4: Futures Wheel (45 minutes)

Objective: To visualize and explore the potential consequences and ripple effects of future trends and scenarios.

Mechanic: Creative Visualisation

Setup:

- Provide materials for creating a Futures Wheel (e.g., large paper, markers).
- Each group selects one trend or scenario from previous activities.

Instructions:

- Groups create a Futures Wheel by placing the selected trend or scenario at the centre of the wheel.
- Identify and draw out the direct and indirect consequences of the trend or scenario, creating layers of effects.
- Discuss how these consequences might impact sustainability efforts and youth work.

Debrief (10 minutes):

- Groups present their Futures Wheel and discuss the potential impacts and implications.
- Reflect on how this tool helps in understanding and preparing for complex future challenges.

Activity 5: Role-Play Future Scenarios (30 minutes)

Objective: To simulate the application of strategic foresight in decision-making by role-playing different future scenarios.

Mechanic: Role-Playing

Setup:

- Assign roles related to future scenarios (e.g., policy makers, business leaders, community activists).
- Provide role cards with specific responsibilities and perspectives.

Instructions:

- Participants role-play scenarios based on the future trends and scenarios developed earlier.
- Each role-player acts according to their character's perspective and engages in discussions or negotiations to address scenario challenges.

Debrief (10 minutes):

- Reflect on the role-playing experience and discuss how different perspectives and roles affect decision-making.
- Explore how strategic foresight can be applied in real-world contexts to anticipate and address future challenges.

Tips for Facilitators:

- Provide clear examples of emerging trends (e.g., AI in education, renewable energy growth) to spark ideas and ensure all groups start on the same page.
- Encourage participants to think about both global and local trends. This will broaden their analysis and make the exercise more applicable to their youth work.
- During group presentations, ask guiding questions to prompt deeper thinking, such as, "What would be the long-term impact of this trend on sustainability?"

WS2: Educating young people about the challenges of climate change

Authors: Audyl Corgelas (ANI International)

Format:
In-person or online workshop.

Duration:
2.5 hours

Participant Profile:
Young people aged 16–30. Ideal group size: 10–15 participants.

Materials:

- Whiteboard or flipchart (or virtual whiteboard for online)
- Projectors, picture's projection screens, computers, internet assets
- Printed or digital scenario cards including specific questions or concepts relating to climate change's challenges and trends
- Eventually tools to create pedagogical videos (e.g Camtasia).

Objectives:

- Identify the different components of the global climate change system (atmosphere, lithosphere, hydrosphere, cryosphere and biosphere).
- Identify the main factors increasing risk to climate change (human-made factors, greenhouse gas emissions)
- Understand the importance of education to climate change, its attenuation and adaption.

Learning Outcomes:
By the end of the workshop, participants will be able to:

- Understand the impacts of human activities on the geology, atmosphere, biosphere and oceans of the earth; in particular, global warming.
- Identify the origin of climate change and its risks at the economic and development European area
- Define the concepts of the protection of forests and biodiversity, urban and rural geography, environmental protection, demographic transition

Structure:

1. Introduction of the workshop (15 minutes):

- Explain how Futures literacy can help people understand why and how

we use the future to prepare, plan and interact with the complexity and novelty of our societies.

- Introduce the UNESCO's framework about Futures literacy:
  - UNESCO works with a wide range of partners to reinvent more than 50 different topics, including technology, youth, gender, climate change and value creation, fostering innovative leadership and sustainable solutions.
  - **A Particular focus on:** Article 12 of the Paris Agreement has made education an essential tool for information, awareness, and public participation in the fight against.

2. Gamified Scenario Exploration (60 minutes):

- Divide participants into small groups 3 to 5, and hand out "Education to climate change Scenario Cards"
- Each group represents a component of the global climate change system (atmosphere, lithosphere, hydrosphere, cryosphere and biosphere) with 5 specific questions or concepts on the cards from the easiest to the most difficult. They can play this game virtually or in-person workshops.
- Then, challenge each group to identify at least two "key actions" to reduce risk to climate change, its attenuation and adaptation by considering the component on which they are working.

3. Inter-group discussions (30 minutes)

- Each group presents their work in 5-10 minutes with a particular focus on the key actions identified
- Facilitators prepare 3 or 4 key questions and initiate discussion to the whole group (e.g What are the challenges of the education climate for the States, the actors of scientific and university cooperation, and the educational community? What are the forms of cooperation (strategies) to respond to the challenges of climate change in your country?).

4. Collaborative Roadmap Challenge (30 minutes):

- Bring all groups together and set a time-bound collaborative challenge: creating a shared roadmap to reach a common vision about how we can fight against the main factors increasing risk to climate change (human-made factors, greenhouse gas emissions) Set the context (e.g., United Nations resolutions, Paris agreement).
- Using sticky notes or a virtual whiteboard, ask participants to educate people to the challenges of climate change (e.g., a SWOT analysis of the existing policies, community initiatives, from basic to higher education..).
- Add a countdown timer to create urgency, and allow participants to discuss, refine, or combine ideas as they work together.
- Participants propose a synthesis highlighting and categorizing their

future actions.

5. Conclusion and Takeaways (15 minutes):

- Summarizing the concepts covered (protection of forests and biodiversity, urban and rural geography, environmental protection, demographic transition, climate change…), highlighting the importance of future literacy and how individuals can prepare for and reduce the risks for climate change.
- Encourage participants to continue exploring alternative futures and to consider their own role in realizing preferred futures.

Tips for Facilitators:

- Prepare an overview sheet highlighting a key message at the end;
- Create a collaborative and interactive environment, and don't hesitate to ask questions that can help participants to do a deep analysis of the general workshop background.
- Facilitate meaningful learning tips.

WS3: Drawing the future way of living

Authors: Evi Varsou, Raina Melissinou(KEAN)

Format:
Face-to-face

Duration:
4 hours

Participant Profile:
20-30 young people

Materials:

- Role Cards
- Scenario Sheets
- Markers and Paper
- Scenario Briefs
- Stickers
- Large Wall Chart
- Markers and Sticky Notes
- Basic Stationery
- Projector/Screen
- Magazines for the collage

Objectives:

- To anticipate the trends, explore uncertainties, and challenge biases about the future.
- To imagine various scenarios and create transformational visions for sustainable futures.
- To involve various stakeholders in solving shared problems by using role-playing and negotiation.

Learning Outcomes:

- Identify and assess drivers of change and potential disruptions.
- Act effectively in teams to solve complex, multi-actor problems.
- Be better prepared for unexpected events, integrate flexible approaches into planning for the future.

Structure:

Activity 1: Imagine that...

Instructions:

- Participants create a timeline that spans from the past to 2070.
- Step 1: Divide participants into groups and distribute any necessary materials that might be required such as a flip chart or sticky note.
- Step 2: On the left-hand side of the timeline, groups identify key historical events that influenced sustainability.
- In the middle, they note present trends shaping today.
- On the right side, in groups, brainstorm events, innovations, or disruptions that might happen by 2070.

Outcome:

- A shared timeline of continuities and changes that serves as a precursor to scenario building.

Extra activity: Make a collage with the world of 2070.

Activity 2: The Personas of the Future

Instructions:

- Participants are creating personas—characters that could be living in 2070—based on different social, economic, and environmental contexts.

- Step 1: Each group should be assigned a category: rural farmer, urban entrepreneur, student, policymaker, etc.
- Step 2: Each group defines the background, daily life, challenges, and opportunities for their persona in 2070. Some guiding questions could be:

1. "What does a typical day look like for them?
2. "What technologies or systems do they depend on?"
3. "What obstacles hinder their development?"

- Step 3: Each group presents their personas, comparing lives between scenarios

Extra activity: Brainstorming - Would you prefer living as a young person

in 2070? Why?

Activity 3: The Worst-case Scenarios...

Objective: To reflect on how sudden, unanticipated events or disruptions could shape the future.

Instruction:

- Introduce surprise events that might drastically shift trajectories. *Examples: A breakthrough in fusion energy. A global resurgence of pandemics. Large-scale restoration of biodiversity. Widespread civil unrest due to inequality. Suddenly running out of a key natural resource. AI reaches general intelligence.*
- Essay: Write an essay to describe all the unexpected events you are experiencing as a citizen of a big city in 2070. What are the solutions? What could have happened if this event happened in 2025?
- All the participants present their work to the rest of the team and discuss their opinions.

Activity 4: The Future of Your Dreams

Instructions:

- Participants work in groups to define and backcast from what an ideal sustainable future would be.
- Step 1: The groups develop a vision for the year 2100 that reflects their own aspirations for a sustainable world.
- Use prompts like:

1. "What does the environment look like?"
2. "What technologies are in use?"
3. "How are communities organized?"

- Step 2: Starting in 2100, groups map backward, identifying milestones or key decisions required to achieve their vision. Focus on actions at different levels (individual, local, global).

Output:

- Actionable roadmaps highlighting opportunities for action today.

Tips for Facilitators:

- Encourage Creativity: Prompts, visual aids, and storytelling techniques can be used to stimulate imagination and innovation.
- Use Visual and Interactive Tools: Use charts, sticky notes, or digital means to present their ideas.

WS4: Envisioning Sustainable Futures

Authors: Miriam Lanzetta, Gianluca Abbruzzese (Lascò)

Format:
In-person or online workshop

Duration:
2.5 hours

Participant Profile:
Young people aged 16–30. Ideal group size: 12–20 participants.

Materials:

- Handouts Futures literacy introduction
- Whiteboard sustainability scenarios
- Small prizes or rewards for gamified activities (optional)

Objectives:

- To introduce participants to the concept of futures literacy and its role in envisioning sustainable futures
- To help participants differentiate between expected, alternative, and preferred futures for sustainability
- To develop participants' skills in imagining and mapping out steps towards achieving a preferred sustainable future

Learning Outcomes:
By the end of the workshop, participants will be able to:

- understand and apply the concepts of expected, alternative, and preferred futures in sustainability contexts;
- creatively envision alternative futures, identifying challenges and opportunities;
- collaboratively identify concrete steps and actions needed to reach a preferred sustainable future.

Structure:

1. Introduction to Futures Literacy (15 minutes):

- Begin with a brief introduction to futures literacy, explaining how

it allows individuals to envision and prepare for different sustainable futures.

- Introduce the three types of futures:
    - Expected future: what we anticipate based on current trends
    - Alternative future(s): what could happen if trends change or new developments emerge
    - Preferred future: a sustainable future that we actively want to create and work towards

2. Gamified Scenario Exploration (25 minutes):

- Divide participants into small groups and hand out "Sustainability Scenario Cards" (these can include scenarios such as: rising sea levels, renewable energy adoption, circular economy, urban green spaces, etc.).
- Give each group five minutes to brainstorm and write down what the "expected future" might look like for their scenario if nothing changes.
- Then, challenge each group to identify at least two "alternative futures" for their scenario in a 10-minute time limit, encouraging them to think creatively about unexpected developments (e.g., technological breakthroughs, policy changes).
- Introduce a point system where groups earn points based on creativity, realism, and relevance of their alternative futures. Award small prizes for the most interesting or insightful ideas (e.g., tokens, stickers, or digital badges for online settings).

3. Preferred Future Mapping (30 minutes):

- Now ask each group to envision their preferred future for their scenario. What does a truly sustainable version of this future look like?
- Each group should outline their vision in detail and identify specific steps to achieve it, such as policy changes, community actions, or technological advancements.
- Encourage groups to tap into both scientific knowledge (e.g., known sustainable practices) and creativity (e.g., innovative solutions).
- Each group presents their preferred future and action steps to the rest of the participants.

4. Collaborative Roadmap Challenge (20 minutes):

- Bring all groups together and set a time-bound collaborative challenge: creating a shared roadmap to reach a common vision of a preferred sustainable future. Set the context (e.g., an imagined sustainable city in 2050 with clean energy, accessible green spaces, and zero waste).
- Using sticky notes or a virtual whiteboard, ask participants to contribute steps toward this future, adding actions to different categories (e.g., policy, community initiatives, personal behaviours).
- Add a countdown timer to create urgency, and allow participants to discuss, refine, or combine ideas as they work together.

5. Reflection and "Future Leader" Prize (20 minutes):

- Invite participants to reflect individually on their vision of a preferred future, considering how personal and cultural factors may influence their preferences.
- Ask each participant to share one insight or action they are personally motivated to pursue.
- Conclude by awarding participants "Future Leader" badges or titles (virtual or physical) for their contributions to the session, emphasising the importance of active participation in creating sustainable futures.

6. Conclusion and Takeaways (10 minutes):

- Summarise the concepts covered, highlighting how futures literacy helps individuals prepare for and shape sustainable futures.
- Encourage participants to continue exploring alternative futures and to consider their own role in realising preferred futures.

Tips for Facilitators:

- Foster a supportive atmosphere, encouraging participants to think creatively and not worry about "correct" answers.
- Use the gamification elements to keep the session engaging and encourage friendly competition.
- Emphasise the difference between passively accepting an expected future and actively working toward a preferred future.

- Be flexible with the collaborative roadmap challenge, allowing participants to modify ideas and focus on actions they find meaningful.

WS5: Envisioning Sustainable Futures

Authors: Andrea Fátima Vilas Nieto (FEMXA)

Format:
Face-to-face or online

Duration:

1 hour and 45 minutes

Participant Profile:
Young people between the ages of 16 and 30 interested in sustainability

Materials:

- Future scenarios cards
- Informative sheet
- Pens, pencils or markers
- Sticky notes
- Paper, crayons, scissors, etc

Objectives:

- To introduce the Futures Literacy competence and its importance for sustainability.
- To encourage creativity and reflection on possible, alternative and preferred futures.
- To promote young people's ability to identify and plan the necessary steps towards a preferred sustainable future.

Learning Outcomes:

By the end of the workshop, participants will be able to:

- To describe the Futures Literacy competence and its relevance for sustainability.
- To identify and differentiate between expected futures, alternative futures and preferred futures.
- To imagine and create alternative scenarios of sustainable futures.
- To identify the steps needed to achieve a preferred sustainable future.

- To anticipate, prepare and invent solutions as changes occur in their environment.

Structure:

1. Introduction (15 minutes):

- The facilitator will welcome the participants and present the objectives of the workshop, highlighting the importance of the Futures Literacy competence. The facilitator will explain how the workshop will be structured, the activities to be carried out and the time allocated for each activity.
- A detailed description of the competence will be provided, including its relevance for sustainability and examples of how it can be applied in everyday life.

2. Scenario building exercise (30 minutes):

- The facilitator will explain the three categories of futures: expected future, alternative futures and preferred future.
    - Expected future: What we expect to happen based on what is happening today and what we know?
    - Alternative futures: What may happen that differs from our expectations?
    - Preferred future: What we want for ourselves, our community and our planet, and the steps needed to achieve that future?
- Each participant will create a scenario that fits into each one of the three categories. They will write their situations on paper cards.

3. Presentation and discussion (20 minutes):

- Each participant will present their situation to the group, explaining why they classified it in that category and what implications it has for sustainability.
- The participants will vote for the best 3 ideas of each category, that will be displayed on a table, whiteboard or cork.
- The other participants will contribute their own ideas and provide feedback on the situations presented and how to achieve those better futures or avoid the negative ones. The facilitator will add the suggestions into post-it notes next to the futures.

4. Future vision art (30 minutes):

- Participants will create visual representations (e.g., drawings, collages, IA generated images) of their preferred sustainable futures. This activity will encourage creativity and help participants visualize their ideas more concretely.

5. Conclusions (10 minutes):

The facilitator will comment on the futures and the solutions. He or she will summarise the main conclusions drawn and stress the importance of anticipating and planning for a sustainable future.

Tips for Facilitators:

- Encourage participants to think outside the box. Remember that there are no right or wrong answers when it comes to imagining possible futures.
- Provide inspiring examples of alternative and preferred futures to help young people open their minds and visualise different scenarios.

4.3.2 Adaptability

WS1: Winds of Change

Authors: Yunus Emre Çakmak (KUBI)

Format:
Face-to-face

Duration:
4 hours

Participant Profile:
25-35 young people.

Materials:

- Flexible objects like rubber bands, pipe cleaners, and clay
- Cards with changing scenarios (e.g., climate disasters, technological innovations, cultural shifts)
- Timer, bell, or chime for signaling changes
- Blank maps of a fictional environment
- Markers, sticky notes
- Journals for participants
- Handouts on the concept of adaptability and examples from nature (e.g., animals that adapt to changing ecosystems)

Objectives:

- To build participants' capacity to remain flexible and adaptable in uncertain, rapidly changing environments.
- To explore how adaptability can be applied to decision-making in personal, professional, and environmental contexts.
- To develop strategies for handling sudden challenges, risks, and

opportunities in ways that foster resilience.

Learning Outcomes:

- Gaining practical experience in navigating changing situations and environments.
- Developing strategies for maintaining flexibility in uncertain or volatile circumstances.
- Strengthening their problem-solving skills, particularly in relation to sustainability and future challenges.

Structure:

Activity 1: The Stretching Game (30 minutes)

Objective: To demonstrate how adaptability requires both flexibility and resilience, using physical objects as metaphors.

Mechanic: Hands-on Object Play

Setup:

- Give each participant flexible objects such as rubber bands, pipe cleaners, and clay.

Instructions:

- Begin by asking participants to explore how each object stretches, bends, and changes form. Have them experiment with turning these objects into different shapes and forms.
- As they mould and manipulate the objects, explain how adaptability is similar to these objects—it's about being flexible but not breaking, adjusting to new forms while maintaining strength.
- After 10 minutes, ask participants to share their reflections.

Debrief (15 minutes):

- Facilitate a brief discussion on how this simple exercise mirrors the mental flexibility needed in the face of change.

- Highlight how adaptability is both a mindset and a skill.

Activity 2: The Scenario Shuffle (1 hour)

Objective: To challenge participants to think on their feet and quickly adapt to rapidly changing scenarios in both personal and environmental contexts.

Mechanic: Scenario-based Problem Solving

Setup:

- Create a set of cards, each describing a different scenario that requires rapid adaptation (e.g., "A severe drought affects your community," "A new law bans single-use plastics overnight," "Your organization's funding is cut unexpectedly").
- Assign participants into small groups of 4-5.

Instructions:

- Instruct each group to draw a scenario card and spend 10 minutes discussing an immediate adaptive strategy.
- Every 10 minutes, ring a bell or chime to signal a new challenge.
- Each time the bell rings, groups must integrate a new challenge into their strategy (e.g., "Now you've lost access to your primary resource," "A new technology disrupts your market"). After four rounds of scenarios, each group presents their adaptive solutions.

Debrief (15 minutes):

- Ask the groups: "What was the hardest part about adapting to each new challenge?" "How did your strategy evolve as the scenarios changed?" "What key skills were required to remain adaptable?"

Activity 3: Mapping a Changing World (1 hour)

Objective: To simulate how changing environmental conditions require constant adaptability in decision-making and planning.

Mechanic: Environmental Simulation

Setup:

- Provide groups with a blank map of a fictional environment. It can be a city, forest, or coastal area.
- Prepare a set of conditions that represent shifts in the environment (e.g., rising sea levels, deforestation, pollution increase).

Instructions:

- Each group receives a map and must create an initial plan for how they would develop and sustain their environment.
- Every 10 minutes, introduce a new environmental change (e.g., "The sea level rises by 3 feet," "A new species invades the forest," "Air pollution levels rise by 50%"), and have participants adapt their plans accordingly.
- After the final change, groups present how they adapted to the cumulative changes and what strategies they used to protect and sustain their environment.

Debrief (15 minutes):

- Discuss: "How did each new environmental change affect your initial plan?" "What strategies worked best to adapt to multiple, compounded challenges?" "What parallels can you draw between this exercise and real-world environmental adaptability?"

Activity 4: Adaptation through Creativity (45 minutes)

Objective: To encourage participants to think creatively about solving challenges that require adaptability.

Mechanic: Creative Building and Innovation

Setup:

- Provide participants with creative materials like LEGO blocks or clay.

Instructions:

- Assign participants a challenge that requires an adaptive solution (e.g., "Design a shelter that can withstand extreme weather changes," or "Create a new technology that adapts to environmental shifts").

- In pairs, participants have 30 minutes to design and build their solution using the creative materials provided.
- Afterward, each pair presents their creation and explains how their design adapts to the challenges they were assigned.

Debrief (15 minutes):

- Discuss: "How did you approach the challenge of designing something adaptable?" "What role does creativity play in adaptability?" "How can we apply this creative thinking to real-world problems?"

Activity 5: The Adaptability Pledge (45 minutes)

Objective: To create a personal action plan for becoming more adaptable in both personal and professional life.

Mechanic: Reflective Planning

Setup:

- Distribute journals and pens.
- Provide handouts with adaptability strategies and tips (e.g., staying open to feedback, building resilience, embracing uncertainty).

Instructions:

- Ask participants to reflect on the adaptability skills they've developed during the workshop.
- In their journals, they will write an "Adaptability Pledge," outlining:
  - A specific area of their life or work where they want to become more adaptable.
  - Concrete actions they will take to develop their adaptability (e.g., "I will be more open to feedback at work," "I will practice mindfulness to better handle stress").
  - A strategy for maintaining adaptability over time.
- Participants share their pledge with a partner for feedback and accountability.

Debrief (15 minutes):

- Facilitate a group discussion on how participants plan to

incorporate adaptability into their everyday lives.
- Ask: "What's one key action you will take starting today to become more adaptable?"

Tips for Facilitators:

- Throughout the workshop, remind participants that adaptability is about staying open to change and being willing to pivot when necessary.
- Relate the activities back to real-world scenarios whenever possible. Whether it's dealing with environmental crises, professional uncertainties, or personal life changes, help participants draw connections between the workshop and practical experiences.
- Since adaptability often involves trial and error, ensure participants feel comfortable experimenting with new ideas, even if they fail.
- Encourage an atmosphere of support and non-judgment.
- Show participants how to adapt by being responsive to their needs.
- If something isn't working or the group seems disengaged, change your approach mid-session to maintain energy and interest.
- After each activity, lead discussions that help participants reflect on how they handled change and uncertainty. Ask reflective questions that encourage deeper thinking about adaptability.

WS2: Adapting to climate change: raising collective awareness

Authors: Audyl Corgelas (ANI International)

Format:
In-person or online workshop.

Duration:
2.5 hours

Participant Profile:
Young people aged 16–30. Ideal group size: 10–15 participants.

Materials:

- Whiteboard or flipchart (or virtual whiteboard for online)
- Projectors, picture's projection screens, computers, internet assets
- Printed or digital scenario cards including specific questions or concepts relating to adaptation to climate change
- Eventually tools to create pedagogical videos (e.g Camtasia).

Objectives:

- Analyze European commission's policies relating to adaptation to climate change;
- Explaining the role of young people in the fight against climate change at European level
- Raise awareness of why and how to co-construct local and regional initiatives to combat the current and future impacts of climate change

Learning Outcomes:

- Opt for the transition to renewable energy sources, improve energy efficiency, adopt regenerative agricultural practices and protect and restore forests and critical ecosystems
- Protect people and property, avoid inequalities in the face of risk caused by the climate change, and preserve the natural heritage

Structure:

1. Introduction of the workshop (15 minutes):

- Begin by an overview of climate change impacts, some definitions of adaptation to climate change;
- Introduce the European Commission's framework and policies about Adaptation to climate change:
    - How can we adapt to the impacts of climate change and become climate resilient by 2050?
    - How to establish a Climate Resilience Dialogue?
    - How to manage climate risk, protect people and prosperity?

2. Gamified Scenario Exploration (60 minutes):

- Give 3 cards or sticky notes to each participant, and ask them to complete these sentences by possible action: to adapt to climate change,
    (1) I could..... .... ;
    (2) the EU governments could..... ;
    (3) The United Nations could.....
- Ask each participant to share the possible actions identified, then divide them into groups 3 to 5 randomly according to even and odd numbers. They can play this game virtually or in-person workshops.
- Then, challenge each group to identify a common vision about how we can adapt to the impacts of climate change and become climate resilient by 2050, and how they will facilitate collaboration with individuals, governments and international organizations (they can choose a specific geographic area to set up the general background of their action plan).

3. Inter-group discussions (30 minutes)

- Each group presents their work in 5-10 minutes with a particular focus on the key actions identified
- Facilitators prepare 3 or 4 key questions and initiate discussion to the whole group (e.g how do those actions align to the European commission framework?).
- Using sticky notes or a virtual whiteboard to note key concepts and ideas;

4. Collaborative Leadership framework (30 minutes):

- Bring all groups together and set a time-bound collaborative challenge: creating others educational and training games *(card*

games, video games, board game) relating to the strategies to **establish a climate Resilience Dialogue between youth organizations, and tips to protect people and prosperity**. Set the context (e.g., United Nations resolutions, Paris agreement, European commission framework).

- Add a countdown timer to create urgency, and allow participants to discuss, refine, or combine ideas as they work together.
- Participants propose a synthesis highlighting and categorizing their future actions.

5. Conclusion and Takeaways (15 minutes):

- Summarizing the ways, measures and solutions to adapt to climate change, highlighting the importance of collective awareness and how individuals can prepare for and reduce the risks for climate change.
- Encourage participants to continue exploring alternative futures and to consider their own role in realizing preferred futures.

Tips for Facilitators:

- Prepare an overview sheet highlighting a key message at the end;
- Create a collaborative and interactive environment, and don't hesitate to ask questions that can help participants to do a deep analysis of the general workshop background.
- Facilitate meaningful learning tips.

WS3: Community Support as a Lever of Adaptation and Resilience

Authors: Ippokratis Tsevrenis, Sonia Maravelaki (KEAN)

Format:
Face-to-face (either Indoors or Outdoors, or both if possible)

Duration:
3.5 hours

Participant Profile:
20-30 people

Materials:

- Markers or pens and textbooks
- Flipchart Board and Flipchart Papers
- Charged mobile phones
- Laptop
- Obstacle (could be a chair, or a crowd control stanchion)
- Pre-printed challenge instructions (number of copies depends on the number of participants)

Objectives:

- The workshop aims to empower participants by making them conscious and aware of their current skills to adapt and respond to changes in their personal lives, as a lever for adapting to challenges posed by sustainability challenges.

Learning Outcomes:

- Trainees build capacity on their resilience, backed by their capacity to respond and adapt both personally and collectively to different challenges.
- Trainees are also becoming aware of actual future challenges, such as energy -just- transition, adaptation to climate change impacts, such as disruption of food supply chain, either due to climate change, or other causes (e.g., conflicts).

Structure:

Activity 1: Mission Impossible

Objectives: Equip participants with strong multi-tasking, resource-saving, and teamwork spirit competences, essential for cultivating an adaptive personal and team profile.

Mechanic: Collaboration / Group Problem-Solving

Setup:

- Participants split into groups of 4-5 persons, however, some tasks require all subgroups to collaborate. Participants, have 60 minutes at their disposal to deliver on the following tasks

Instructions:

- Distribute the challenge instructions handout copy to each group
- All the participants from all the groups have to think and play an energizer together
- All the participants from all the groups have to do meditation for 10 minutes together
- All the participants from all the groups have to sing a song for 2 minutes
- All the participants from all the groups have to jump over an obstacle without touching it. If the obstacle is touched during the activity, all participants have to start all over again.
- All the participants from all the groups have to remain silent for 10 minutes
- 1 group creates a short promo video mentioning the benefits of practicing mindfulness
- 1 group creates a short promo video (around 1 minute) outlining what youth projects are and their benefits
- 1 group calculates the average number of participations in youth projects of the whole team (all participants have to declare in how many projects they have participated in)
- 1 group creates a video describing climate change and its impacts (2 minutes)
- 1 group creates a video describing the role of youth in tackling

climate change (3-5 minutes)

- Whole team takes a group picture and uploads it on the group chat

· *Note: All instructions are included in the respective challenge instructions handout as well.

Debrief:

- The facilitator calls participants to share their experience, and exchange ideas on tasks where teamwork worked well, and where it did not. Tasks where participants had to adapt and multitask in order to save time. (10 minutes)

Activity 2: Stories of Adaptation

Objectives: Exchange of stories of adaptation among participants and thereby nurturing a culture of care and resilience within the team, learning from each other.

Mechanic: Storytelling

Setup:

- Participants form small groups of 2-3 persons and spread across the venue/site to share their experiences.

Instructions:

- Facilitator poses the following prompts to be discussed in the small groups: (30 minutes)

1. "Share a moment when you faced a significant challenge and how you adapted to overcome it."
2. "Describe a time you supported someone or were supported by someone during a difficult transition."
3. "If your story of resilience were a book or a movie, what would the title be? Why?"

Debrief:

- Participants regather and share their reflections upon the activity. A prompt for this reflection can be “Did the stories you exchanged make you feel more empowered and resilient? Which part of the story of your group stood out for you?” (30 minutes)

Activity 3: Building alternatives

Objectives: Participants deploy their individual ideas and knowledge, in order to create a collective knowledge of alternatives in times of uncertainty.

Mechanic: Group Problem-Solving

Setup:

- Participants split into groups of 5-6 persons. Every group is provided with a pre-prepared scenario card outlining a sustainability challenge. A large flipchart sheet and markers of multiple colors are also provided to each group (Scenario Cards link)

Instructions:

Scenario Examples:

- Community Energy Transition: A town is transitioning to renewable energy but faces resistance from local businesses concerned about costs.
- Urban Green Spaces: A city council plans to increase green spaces but faces funding shortages and conflicting land use priorities.
- Plastic Pollution: A coastal community struggles to reduce plastic waste due to limited recycling infrastructure and high tourism.
- Public Transport: The local government plans to incentivize and expand the use of public transport in town to align with its climate targets, reduce air pollution and traffic jams, but concerns are raised over the infrastructure that needs to be refined to support the expansion of the network.

- Dietary changes: The local government plans to ban public advertisements of meat-related products, for climate and public health reasons. Reactions from livestock farmers and retailers follow.

Phase 1: Initial Problem-Solving (20 minutes)
Each group identifies key elements of the problem and writes them down on the flipchart sheet. The key elements are:

- Stakeholders involved (e.g., community members, policymakers, businesses).
- Potential barriers and opportunities.
- Immediate and long-term strategies to address the challenge.

Phase 2: Introducing Twists (10 minutes)
Midway through the session, each group is given a "Twist Card" that disrupts their initial plans.Twist Cards link
For instance, twists that apply to the scenarios can be:

- Community Energy Transition: An economic downturn reduces funding for renewable projects.
- Urban Green Spaces: A significant public health crisis shifts the focus to other priorities.
- Plastic Pollution: A new law bans single-use plastics, but there's no support for alternatives.
- Public Transport: Untransparent procurement contracts impact public legitimacy and trust in the plan.
- Dietary Changes: Meat consumers upon becoming aware of this plan leverage social media to express their freedom of choice over their food.

Phase 3: Group Deliberation on Problem Solving - Groups discuss readaptation plans and their strategies based on the new information, building upon flexibility and collaboration skills. (25 minutes).

Debrief: (25 minutes)

- Each group stands up and presents its ideas written on the flipchart paper.
- Groups are invited to dive deeper and share how these final

ideas came about. How did the twist cards impact their plans, and what was the leverage point for the groups to reorient themselves and find solutions?

Tips for Facilitators:

- Highlight the need for participants to be genuine and not be afraid of expressing themselves. However, prepare them that the activity might bring intense emotions to the surface, and if anyone feels uncomfortable they can leave at any time, or they are free not to share and just listen.
- Highlight that the benefit out of these activities is not about winning, or finding the perfect solutions; rather it is about nurturing collaboration – an essential requisite of resilience.
- For practical reasons, scenario and twist cards are suggested to be printed. However, the facilitator can devise other digital ways to hand out the cards (e.g., forwarding the cards to the group chat and allow participants to download them on their mobiles).

WS4: Building Adaptability in the Face of Sustainability Challenges

Authors: Miriam Lanzetta, Gianluca Abbruzzese (Lascò)

Format:
In-person or online workshop

Duration:
1.5 hours

Participant Profile:
Young people aged 16–30. Ideal group size: 12–20 participants to encourage teamwork and active participation.

Materials:

- Handouts Adaptability introduction
- Role play cards
- Notebooks and pens

Objectives:

- To help participants develop adaptability by engaging in scenarios with uncertain outcomes and complex sustainability challenges
- To promote flexible decision-making skills by having participants make choices in the face of ambiguity, risk, and competing priorities
- To encourage critical thinking about trade-offs and the impact of various adaptation strategies on the environment, society, and economy

Learning Outcomes:
By the end of the workshop, participants will be able to:

- understand the importance of adaptability and the ability to make decisions under uncertainty in sustainability contexts;
- develop skills in managing trade-offs and evaluating local circumstances in sustainability challenges;
- increase their willingness to explore alternative solutions and discontinue unsustainable practices.

Structure:

1. Introduction to Adaptability (10 minutes):

- Begin with an overview of adaptability as a key sustainability skill, explaining how it involves flexibility, decision-making in uncertain situations, and managing competing priorities.
- Provide examples of situations where adaptability is necessary, such as responding to unexpected climate events or balancing environmental and economic concerns in community projects.

2. Gamified Challenge: "Sustainability Survivor" (60 minutes):

- Introduce the "Sustainability Survivor" game, where participants will face several rounds of simulated sustainability challenges. In each round, they must make quick decisions to adapt to changing conditions.
- Divide participants into teams and provide each team with a set of Scenario Cards (e.g., extreme drought, sudden pollution spike, deforestation due to local demand for resources).
- For each scenario, teams have a set time (e.g., 5 minutes) to choose one of the Decision Cards provided, which represent different possible responses. Decisions can range from investing in green technology to adopting new policies, or even doing nothing.
    - Adaptation Points: Each decision has an adaptation score and potential trade-offs. Teams earn or lose "Adaptation Points" based on the sustainability and adaptability of their choice.
    - Unexpected Events: Halfway through each round, an "unexpected event" (e.g., natural disaster, resource shortage, policy change) is announced, forcing teams to adapt their initial decision. Teams have 2 minutes to respond to the new situation by modifying or reinforcing their original choice.

3. Reflection and Debrief (20 minutes):

- After the game, gather participants for a debrief to reflect on their decision-making process and the adaptability skills they applied.
- Guide participants through discussion questions:

- How did they feel about having to make quick decisions in uncertain situations?
- What trade-offs did they have to consider? Were there any challenges in balancing environmental, social, and economic concerns?
- How did their team's choices evolve with each unexpected event?

- Encourage participants to share insights on the importance of adaptability in real-life sustainability challenges, where information and conditions can change rapidly.

Tips for Facilitators:

- Keep the game engaging by adding urgency to each round with the timer and unexpected events.
- Encourage teams to think beyond just "winning points" and consider the sustainability impact of their choices.
- Emphasise that there is no "perfect" solution—each decision has its pros and cons, and adaptability is about finding the best fit in the moment.
- Create a positive atmosphere where participants feel comfortable experimenting and learning from both successes and mistakes.

WS5: Crisis Committee in Action

Authors: Andrea Fátima Vilas Nieto (FEMXA)

Format:
Face-to-face

Duration:
2 hours

Participant Profile:
Young people between the ages of 16 and 30 interested in sustainability

Materials:

- Cards with crisis situations (flood, earthquake, waste leak, etc).
- Role cards (president, ministers, experts, journalist, etc.)
- Sheets and pens or whiteboard and marker pens
- Slide presentation on Adaptability and Risk Management (optional)

Objectives:

- Recreate a crisis committee to practice the Adaptability competency.
- Teaching young people to manage sustainability challenges
- Act collaboratively to analyze sustainable problems and make informed and creative decisions to solve those problems

Learning Outcomes:

By the end of the workshop, participants will be able to:

- Manage transitions and challenges in complex sustainability scenarios.
- Make decisions about the future under conditions of uncertainty, ambiguity and risk.

Structure:

1. Introduction (10 minutes):

- Welcome and introduction of the facilitator.
- Brief explanation of the objectives of the workshop and the importance of adaptability in sustainability.

2. Explanation of the Adaptability competence and ecological crisis management (20 minutes):

- Presentation on what adaptability is and its relevance in crisis situations.
- Basic concepts of risk management and how to apply them in sustainable contexts.

3. Explanation of the activity and distribution of roles (15 minutes):

- Detailed description of the crisis committee activity (objectives, organization, etc)
- Assignment of roles to participants (president/prime minister, ministers, experts, journalist, etc.).
- Depending on the number of participants, this activity can be done in one committee or in several groups.
- Hand out cards with crisis situations to each group

4. Meeting and debate (50 minutes):

- Groups meet to discuss the assigned crisis situation.
- Each group should analyze the situation, identify risks and propose sustainable solutions.

5. Presentation of conclusions and lessons learned (20 minutes):

- Each group presents its conclusions and solutions to the rest of the participants of the workshop.
- Open discussion on the different proposals and lessons learned.

6. Conclusion (5 minutes):

- The facilitator will summarise key points of the workshop,

highlighting the management of the situation and the solutions proposed.

- The facilitator will reflect on the importance of adaptability and risk management in managing a sustainability problem.

Tips for Facilitators:

- Emphasize time management, in a real situation every minute counts.
- Encourage active participation of all participants by making them feel comfortable.
- You can show them a video of a similar real situation to make them understand the magnitude of a situation like the one they are going to analyze.

4.3.3 Exploratory Thinking

WS1: Building Tomorrow

Authors: Yunus Emre Çakmak (KUBI)

Format:
Face-to-face

Duration:
4 hours

Participant Profile:
20-30 young people

Materials:

- Virtual reality (VR) headsets or futuristic-themed visual aids or video (if VR is unavailable).
- Large sheets of paper, markers, sticky notes.
- Story cube or pre-designed "future scenario" dice.
- Creative tools like LEGO blocks, clay, or modelling kits
- Journals for participants.
- Projector and handouts about futurism and foresight methods.

Objectives:

- To enhance participants' ability to imagine and explore multiple future scenarios.
- To encourage creativity in envisioning solutions for global challenges through futuristic thinking.
- To create concrete, future-oriented action plans that participants can implement in their youth work and personal

life.

Learning Outcomes:

- Developing a sense of agency and responsibility for shaping sustainable futures.
- Learning techniques to anticipate future trends and adapting to uncertainties.
- Creating detailed visions for a sustainable future and mapping the steps needed to achieve them.

Structure:

Activity 1: Time Traveler's Journey (1 hour)

Objective: To allow participants to experience a futuristic world and reflect on the impact of today's choices on tomorrow.

Mechanic: Immersive Future Visualization

Setup:

- If VR is available, create a 15-minute immersive experience that simulates a futuristic environment (e.g., a sustainable city of 2050).
- If VR is not available, use futuristic visual aids or a video of a future-oriented city or world (e.g., flying vehicles, green energy, climate restoration technologies).

Instructions:

- Instruct participants to enter a future world either through VR or visual aids.
- While they experience the future, ask them to observe: “What are the major changes from today’s world?” “How do people live, interact, and solve global challenges?” After the experience, participants spend 15 minutes journaling their thoughts: “How did this future feel?” “What decisions made today might have led to this future?”

Debrief (15 minutes):

- Facilitate a discussion with these questions: “What surprised you about the future you experienced?” “What key decisions or trends in our current time could lead to this future?” “Was this future desirable or undesirable, and why?”

Activity 2: Creating Scenarios with Story Cubes (45 minutes)

Objective: To stimulate creativity and build multiple future scenarios through collaborative storytelling.

Mechanic: Scenario Building

Setup:

- Provide each group with a set of story cubes or future scenario dice, where each face of the cube represents a key aspect of a future (e.g., technology, environment, society, economy).
- Assign groups of 4-5 participants.

Instructions:

- Each group rolls the story cubes, generating a set of variables (e.g., a world where humans colonise space, where food is synthetic, or where climate change has been reversed).
- Based on the roll, the group creates a future scenario in 15 minutes that explains how the world evolved into this state.
- Groups must include in their scenario:
    - Major events or decisions that led to this future.
    - How people adapted to the changes.
    - New technologies or societal structures.
- Groups present their future to the entire workshop.

Debrief (15 minutes):

- Discuss: “How do the different future scenarios reflect current trends?” “Which aspects of the future were the most imaginative or plausible?” “What actions could we take today to steer toward the futures we want?”

Activity 3: The LEGO Future (45 minutes)

Objective: To physically construct a vision of a sustainable future using

hands-on building techniques.

Mechanic: Scenario Building

Setup:

- Divide participants into small groups of 4-5.
- Provide each group with LEGO blocks or clay, and give them an overarching challenge (e.g., “build the infrastructure of a future green city” or “create a machine that solves a major environmental problem”).

Instructions:

- Each group spends 30 minutes building a physical representation of a solution for a future challenge.
- Examples: A self-sustaining city, a renewable energy machine, or a futuristic transportation system.
- After 30 minutes, groups present their creations, explaining:
    - How their design functions in the future.
    - How it solves a specific problem.

Debrief (15 minutes):

- Discuss: “What does your construction symbolise about the future?” “What current-day choices or innovations inspired your design?” “How realistic is this solution, and how could it be achieved?”

Activity 4: The Future Tapestry (1 hour)

Objective: To collaboratively create a “future tapestry” that represents the group’s collective vision of a sustainable future.

Mechanic: Collaborative Art

Setup:

- Spread a large piece of fabric on the ground or table.
- Provide participants with yarn, needles, and decorative materials (e.g., buttons, small pieces of fabric, symbols).

Instructions:

- Explain that each participant will add a symbol or design to the tapestry that represents a key element of the future they hope to see.
- Allow participants 45 minutes to work together on the tapestry, encouraging them to collaborate and share ideas about the future.
- As they work, ask them to discuss how their symbols represent solutions to current global challenges.

Debrief (15 minutes):

- Gather around the finished tapestry and ask: "What key themes emerged in the tapestry?" "How do these elements represent your collective vision for the future?" "How can we turn these symbols into real-world actions today?"

Activity 5: Personal Future Roadmap (45 minutes)

Objective: To create a personal action plan for shaping and adapting to future possibilities.

Mechanic: Reflective Planning

Setup:

- Distribute journals and pens.
- Provide handouts that outline different foresight and future-planning strategies (e.g., scenario planning, strategic foresight).

Instructions:

- Ask participants to reflect on everything they've learned about the future throughout the workshop. In their journals, participants create a personal roadmap for how they will prepare for future challenges and opportunities, considering: "What future trends will most affect my work/life?" "What actions can I take today to prepare for or shape the future?" "How can I inspire others to think about and act for the future?"
- After 30 minutes, participants share their roadmaps in pairs for

feedback.

Debrief (15 minutes):

- Facilitate a discussion on how participants can take proactive steps to anticipate and influence the future.
- Ask: "What's one key action you'll take based on what you've learned today?"

Tips for Facilitators:

- The workshop requires thinking beyond what is familiar. Encourage participants to be imaginative and open-minded during activities, especially when building or designing future scenarios.
- Remind them that there are no wrong answers when envisioning the future.
- While the focus is on creativity, guide participants to think about practical steps they can take today to shape the future they envision.
- Help them explore both aspirational and realistic aspects of future thinking.
- Ensure that participants have enough time to reflect on their experiences during immersive activities like the VR exploration or sound journey.
- Use guiding questions that help them link what they've experienced to their personal and professional lives. If you don't have access to high-tech materials like VR, adjust by using videos or imaginative storytelling.
- The goal is immersion, and that can be achieved in various ways. Throughout the workshop, emphasize the role of storytelling in imagining futures. Whether through the story cubes or the nature tapestry, stories help participants envision future possibilities more clearly and emotionally connect to

their ideas.

- The personal roadmap activity is crucial for translating abstract thinking into action.
- Ensure that participants leave the workshop with concrete steps they can implement, making the future more tangible and achievable.

WS2: The green economy: grasping the issues through an exploratory thinking

Authors: Audyl Corgelas (ANI International)

Format:
In-person or online workshop

Duration:
2.5 hours

Participant Profile:
Young people aged 16–30. Ideal group size: 10–15 participants.

Materials:

- Whiteboard or flipchart (or virtual whiteboard for online)
- Projectors, picture's projection screens, computers, internet assets
- Printed or digital scenario cards including specific questions or concepts relating to green economy
- Eventually tools to create pedagogical videos (e.g Camtasia).

Objectives:

- Define the concept of green economy, its challenges, its limits and its pillars;
- Identify the main principles of the green economy;
- Explore the different covered sectors by the green economy's policies (local, regional or international

Learning Outcomes:
By the end of the workshop, participants will be able to:

- Use the pillars of the green economy to reduce environmental risks and ecological shortages,
- Ensure a sustainable development without degrading their environment
- Use their exploratory thinking to trace the history of the green economy
- Co-develop a global, multidisciplinary approach to clarifying and framing the concept of the "green economy"

Structure:
1. Introduction of the workshop (15 minutes):

- Start by clarifying the concept of exploratory thinking and its

importance as part of the GameCamp project " (e.g neutral reasoning from multiple points of view that attempts to anticipate all possible objections to, or weaknesses of, a particular position, with the aim of seeking the truth).

- Introduce the concept of green economy, an overview of the 2011 UNEP Green Economy Report, the 2012 International Chamber of Commerce's Green Economy Roadmap
- **A particular focus on the European Green deal** : achieving carbon neutrality by 2050, reducing greenhouse gas emissions by 55% by 2030, and proposing an additional interim target of a 90% reduction by 2040;

2. Concept Exploration's Challenge: "Innovate with the Green Economy", Role-Play (30 minutes)

- Divide participants into small teams 3 to 5 and hand out Scenario Cards with different sectors below referenced to Karl Burkart's definition of a green economy. Then, each team will propose a definition of the green economy in their own words based on the sectors they represent
    - Renewable energy
    - Green buildings
    - Sustainable transport
    - Water management
    - Waste management
    - Land management

- **Step 1:** Set a timer for 5 minutes for each team to brainstorm and write down as many creative ideas related to the green economy. Encourage participants to think with interdisciplinary or multidisciplinary approaches (*e.g., linking green economy to their own academic background, agriculture, health, psychology….).*
- **Step 2:** Pause the brainstorming and have each team quickly write down their team's definition of the green economy.
- **Step 3:** Each team quickly shares its definition with the larger group. Encourage teams to listen for new perspectives that they can integrate into their thinking.
- **Step 4:** Organize votes for selecting the whole group definition of green economy. The facilitators will do a synthesis of the activity with a particular focus on scientific or institutional definition, explain how an exploratory thinking can help to solve problems and collective decision-making.

3. Video Exploration and analysis (30 minutes):
Video's link: Click here

- Facilitators could play the video twice, and ask participants to write all

ideas that will hold their attention as they watch the video;

- Facilitators write down the questions below on cards or printed papers. Then, cut them out so that teams can choose questions randomly.

  Question 1: *What are the specific measures taken by the Singapore Authorities to promote the green economy?*

  Question 2: *What are the main sectors covered by the green Fintech ecosystem? And why according to your own analysis?*

  Question 3: *What is the importance of data in designing and implementing public policies?*

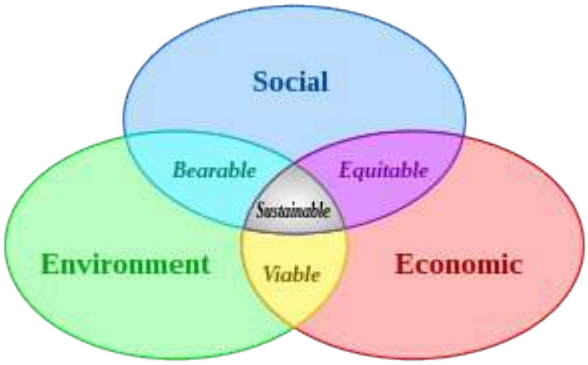
- Then, ask all teams to share their answers to facilitate a cross-analysis of the different points of view. Facilitators don't hesitate to ask questions that help participants to develop their critical thinking and their collaborative decision-making.

4. Inter-group discussions (60 minutes)

- In continuation of the previous activity, participants will reflect about this question: *What could be the role of individuals like you in promoting the green economy?*
- Challenge each group to identify a common vision linked to the European green deal by 2030 to 2050, and how they will facilitate collaboration with individuals, governments and international organizations (they can choose a specific geographic area to set up the general background of their action plan).
- Each group presents their work in 5-10 minutes with a particular focus on the key actions identified
- Facilitators prepare 3 or 4 key questions and initiate discussion to the whole group (e.g how do those actions align to the European green deal?).
- Using sticky notes or a virtual whiteboard to note key concepts and ideas;
- Participants propose a synthesis highlighting and categorizing their future actions based on their own interest regarding the green economy sectors.

5. Conclusion and Takeaways (15 minutes):

- The term "green economy" covers six main sectors: renewable energies, green buildings, clean transport, water management, waste management and land management.
- It is based on five principles: Well-being: A green economy must create genuine, sustainable and shared well-being, going beyond mere monetary wealth to prioritize human development, health, happiness, education and community.
- The 3 pillars of sustainability



- Encourage participants to continue exploring alternative futures and to consider their own role in realizing preferred futures.

Tips for Facilitators:

- Prepare an overview sheet highlighting a key message at the end;
- Create a collaborative and interactive environment, and don't hesitate to ask questions that can help participants to do a deep analysis of the general workshop background.
- Facilitate meaningful learning tips.
- Suggest other reading about the green economy policies: Organization for Economic Cooperation and Development (OECD), World Bank, and United Nations, have developed strategies on green growth; others, such as the Global Green Growth Institute (GGGI),

WS3: Time for... Green Exploring!

Authors: Evi Varsou, Dimitra Sofianou (KEAN)

Format:
Face-to-face

Duration:
4 hours

Participant Profile:
20-30 young people

Materials:

- Flip charts and markers
- Post-it notes
- Case studies printed out
- Paper and pens
- Prototyping materials (cardboard, scissors, tape, and strings)
- Digital access for research or presentations
- Canva platform
- Stationery for the campaign
- Internet connection and computers
- Certificate

Objectives:

- Encourage creative, critical, and systems-oriented approaches to green challenges.
- Equipping participants with innovative tools to address environmentally relevant problems.
- Enhance teamwork and diverse perspectives in the design of sustainable solutions.
- Encourage participants to replicate green practices in their own communities.

Learning Outcomes:

- Knowledge on how to analyse and solve environmental problems in a creative way.
- Understanding of interconnected environmental, social, and economic systems.

- Improved teamwork and idea-sharing for sustainable solutions.
- Design and prototyping of actionable green initiatives.
- Higher motivation to implement green thinking into real life.

Structure:

Activity 1: The Framework of "Green" Exploratory Thinking

Instructions:

- The participants are asked to search definitions and examples of exploratory thinking as a green competence. They can use digital or any other sources and create a poster that is representative of their findings.
- Then, they create a hypothetical scenario of a campaign in order to raise awareness on this topic. They choose title, participants, events, logo, music, agenda and invitation.
- If applicable, they organize this campaign to be presented on the occasion of a bigger event at the educational centre.

Activity 2: Creating a Map of Sustainability

Instructions:

- Every group chooses a topic: circular economy, renewable energy, and loss of biodiversity.
- Using post-it notes, images, colours on a large surface, visually map the interconnections between various elements of their system-that is, economic, social, and environmental factors.
- Highlight significant nodes and leverage points for interventions that can have greatest impact.
- Group discussion to share and present insights and strategies.

Activity 3: A Problem to be Changed

Instructions:

- Pose a problem, such as "How can we make energy production more sustainable?"
- Ask participants to brainstorm ways to make the problem *worse*, such as increasing emissions, depleting natural resources.

- Following ideas generation, reverse the solutions into actionable steps for positive change.
- Write up the final list of ideas and discuss practical applications.

Activity 4: A Week of Sustainability

Instructions:

- The participants explore ways to change their everyday routine, by adapting to sustainable ways of living, in order to reduce waste in their community. They create their weekly schedule to start this effort. The best plan wins a certificate of "Best sustainable planning".

Example to be given:

Day 1: Conduct a waste audit.
Day 2: Replace disposable items with reusable ones.
Day 3: Take the pledge of a zero-food-waste day by meal planning.
Day 4: Completely avoid single-use plastics.
Day 5: Repurpose or upcycle an item instead of discarding it.
Day 6: Instead of buying, swap items with other people (books, clothes).
Day 7: Participate in a community cleanup or donate unwanted but still usable items.

Tips for Facilitators:

- Make sure to begin with enthusiasm as it sets a good atmosphere, opening and welcome.
- Pay attention to group dynamics as well as time, to modify activities.

WS4: Fostering Exploratory Thinking for a Circular Economy

Authors: Miriam Lanzetta, Gianluca Abbruzzese (Lascò)

Format:
In-person or online workshop

Duration:
2 hours

Participant Profile:
Young people aged 16–30. Ideal group size: 10–15 participants to encourage both individual exploration and collaborative ideation.

Materials:

- Handouts Fostering Exploratory Thinking
- Role play cards
- Worksheets for ideation, with sections for drawing or mapping ideas
- Timer for challenge rounds

Objectives:

- To develop exploratory thinking by encouraging participants to approach sustainability challenges with a transdisciplinary mindset
- To foster creativity and experimentation in envisioning circular solutions to sustainability problems
- To enable participants to synthesise ideas from different disciplines and perspectives for innovative, circular approaches

Learning Outcomes:
By the end of the workshop, participants will be able to:

- understand the role of exploratory thinking in achieving a circular economy;
- Participants will apply creativity and experimentation to develop and refine ideas for sustainability challenges;
- Participants will practice linking different disciplinary perspectives and experimenting with novel approaches.

Structure:

1. Introduction (15 minutes):

- Start by introducing exploratory thinking and how it allows individuals to address sustainability challenges.
- Briefly explain the concept of a circular economy and how exploratory thinking can help reimagine waste, resources, and consumption patterns.
- Give examples of innovative circular economy initiatives, such as clothing swap platforms, zero-waste stores, or composting programs for food waste.

2. Brainstorming Challenge: "Circular Innovators" (30 minutes):

- Divide participants into small teams and hand out Scenario Cards with different sustainability challenges related to waste and resource use (e.g., plastic pollution, electronic waste, food waste).
- Set a timer for 5 minutes for each team to brainstorm and write down as many creative ideas as possible to address their scenario from a circular economy perspective. Encourage participants to think of unconventional, interdisciplinary approaches (e.g., linking art with recycling, using technology to reduce waste).
- After 5 minutes, pause the brainstorming and have each team quickly share one idea with the larger group. Encourage teams to listen for new perspectives that they can integrate into their thinking.

3. Cross-Disciplinary Experimentation (35 minutes):

- Next, provide each team with a Worksheet for Ideation that includes prompts to help them expand on and refine their ideas. The worksheet should guide them through exploring the challenge from multiple disciplinary angles, such as:
    - Environmental: How can nature-inspired designs or biomimicry play a role?
    - Social: How might social practices or behaviours be changed to support circularity?
    - Technological: What tech solutions could support or enhance circularity in this context?

- Cultural: Are there traditional or cultural practices that could inform a circular solution?

- Give each team 15 minutes to select one idea from their brainstorm and flesh it out on the worksheet by integrating elements from at least two disciplines.

4. Prototype and Visualisation Exercise (20 minutes):

- Ask each team to visually present their developed idea on a whiteboard or large sheet of paper. They can create a simple prototype sketch, a flowchart, or a mind map that shows how their idea could work in practice.
- Allow 10 minutes for teams to create their visualisations and prepare a brief explanation.
- Each team presents their prototype or visualisation to the group, explaining how their solution incorporates elements from multiple disciplines and how it contributes to a circular economy.

5. Reflection and Group Discussion (20 minutes):

- Facilitate a discussion around the ideas presented, encouraging participants to ask questions and provide feedback on each solution.
- Use the following questions to prompt reflection:
  - What did you learn about the role of different disciplines in solving sustainability challenges?
  - Were there any perspectives or insights that surprised you?
  - How did thinking creatively and exploring multiple angles help you reframe the challenge?
- Emphasise the importance of integrating different knowledge areas and being open to new ideas when working towards sustainable solutions.

Tips for Facilitators:

- Encourage teams to think beyond conventional ideas and foster a mindset of curiosity and creativity.
- Allow participants to experiment freely, emphasising that exploration and innovation are more important than "right answers" in this exercise.
- Remind participants that combining disciplines often leads to the most innovative solutions, especially for complex

sustainability challenges.

- Support participants in recognising that circular economy solutions can involve social and cultural change, not just technological innovation.

WS5: Workshop: The story of the future

Authors: Andrea Fátima Vilas Nieto (FEMXA)

Format:
Face-to-face or online

Duration:

1 hour and 20 minutes

Participant Profile:
Young people between the ages of 16 and 30 interested in sustainability

Materials:

- Paper
- Pens or pencils
- Scoreboards

Objectives:

- To promote creativity and exploratory thinking to address sustainability issues.
- To encourage imagination and collaboration in the creation of alternative sustainable futures.
- To develop narrative and storytelling skills.
- To inspire participants to consider sustainability from different perspectives.

Learning Outcomes:

By the end of the workshop, participants will be able to:

- To consider sustainability from different angles and to apply creativity to imagining how a better future is possible.
- To imagine and share alternative sustainable futures through storytelling.

Structure:

1. Introduction (10 minutes):
The facilitator will welcome participants and introduce the objectives and structure of the workshop.

2. Creating short stories (25 minutes):

- In this first part of the activity the facilitator will explain the importance of creativity in creating a more sustainable world and explain how different disciplines, knowledge and perspectives can be combined through stories.
- Each participant will write a short story set in a sustainable future. They should explore how combining different disciplines and methods can transform our society and environment.

3. Reading and feedback (15 minutes):

- Participants form small groups of 4 or 5 people.
- Each member reads their story aloud to their group.
- The group offers constructive feedback and suggestions to enrich the story.

4. Futuristic story competition (20 minutes):

- The facilitator will explain the rules of the contest. Each person will present their story, and points will be awarded according to the originality, creativity and relevance of the story to sustainability.
- Each group will have 5 minutes to tell their story in an engaging way.
- Scorecards will be used where the other groups and the facilitator will award points based on different categories: creativity, originality and connection to sustainability.
- The winning stories will receive special recognition and will be highlighted for their innovation and contribution to sustainability.

5. Conclusion (10 minutes):
The facilitator concludes with a collective reflection, a summary of the key points addressed, and an inspirational closing. He or she motivates the participants to continue applying what they have learned to build a more sustainable future.

Tips for Facilitators:

- Prepare a little surprise for the winners of the competition.
- Encourage originality and thinking outside the box to write about sustainable futures and how they have been achieved.

4.4 Acting for Sustainability

4.4.1 Political Agency

WS1: Political Agency for Environmental Sustainability

Authors: Yunus Emre Çakmak (KUBI)

Format:
Face-to-face or online

Duration:
6 hours

Participant Profile:
25-35 young people

Materials:

- Flipcharts, markers, sticky notes
- Role-play cards with political stakeholder roles (e.g., government officials, activists, business leaders)
- Blank policy proposal templates
- Large map of a fictional region or country
- Journals for participants
- Case studies on environmental political movements and initiatives including videos.
- Projector for videos showcasing political activism in environmental contexts.

Objectives:

- To empower participants to engage in political action, advocacy, and campaigns for environmental change.

- To develop participants' ability to analyse political situations and navigate systems to influence decisions

Learning Outcomes:

- Gaining a deeper understanding of how political systems affect environmental policies and sustainability efforts.
- Creating actionable political strategies to advocate for environmental changes in their local communities.
- Feeling confident in engaging with political stakeholders and institutions to drive sustainability-focused initiatives.

Structure:

Activity 1: Mapping the Political Landscape (1 hour)

Objective: To help participants understand how political power is distributed and how different political actors influence environmental policy.

Mechanic: Group Exploration and Mapping

Setup:

- Provide participants with a large map of a fictional region or country. The map should represent different areas of governance (e.g., urban, rural, industrial, agricultural zones) and include key political structures like parliaments, environmental ministries, and non-governmental organizations.

Instructions:

- Divide participants into small groups of 4-5.
- Each group will be responsible for analyzing how political power is distributed in the fictional region.
- Participants will use sticky notes to label key political actors (e.g., national government, local councils, environmental NGOs, businesses) and identify their influence on environmental policy.
- Groups will discuss how each actor's power influences

environmental decisions in different areas (e.g., how national policies affect rural areas or how businesses lobby for industrial interests).

Debrief (15 minutes):

- Facilitate a discussion: "Which political actors have the most influence on environmental policy?" "How does political power distribution affect the ability to implement sustainable practices?" "What opportunities exist for citizens to influence these actors?"

Activity 2: Negotiating Environmental Policy (1.5 hours)

Objective: To simulate the process of political negotiation and policy-making in environmental contexts, allowing participants to experience the challenges and dynamics of advocating for sustainability.

Mechanic: Role-Playing and Negotiation

Setup:

- Create role-play cards that assign participants different political stakeholder roles (e.g., government officials, environmental activists, business leaders, community representatives).
- Each role should have a specific agenda or interest related to an environmental policy issue (e.g., reducing carbon emissions, promoting renewable energy, preserving natural habitats).

Instructions:

- Participants will be divided into groups representing different political stakeholders.
- Each group will receive a policy issue (e.g., a proposal to ban single-use plastics or implement stricter environmental regulations on industries).
- Their task is to negotiate a policy solution that balances environmental sustainability with political and economic interests.
- Groups will spend 45 minutes negotiating and then present the final policy proposal they have agreed upon to the larger group.

Debrief (15 minutes):

- Facilitate a discussion: "What were the biggest challenges in negotiating a balanced policy?" "How did different stakeholders influence the final decision?" "How can individuals effectively advocate for environmental policies within this process?"

Activity 3: Case Studies in Political Activism (1 hour)

Objective: To inspire participants by exploring real-world examples of political activism and environmental movements that successfully influenced policy change.

Mechanic: Case Study Analysis and Reflection

Setup:

- Provide participants with case studies from successful environmental movements (e.g., the Fridays for Future movement, anti-deforestation campaigns, or local clean water initiatives).
- Show video clips of protests, policy campaigns, or community activism that led to political change.

Instructions:

- After presenting the case studies, ask participants to break into pairs and reflect on the following: "What strategies did the activists use to gain political influence?" "How did they mobilize support and engage with political systems?" "What challenges did they face, and how did they overcome them?"
- Ask participants to journal their thoughts on how they could apply similar strategies to advocate for environmental policies in their own communities.

Debrief (15 minutes):

- Facilitate a discussion: "What lessons did you learn from these case studies?" "How can you apply these lessons to create political influence in your own local context?" "What challenges do you anticipate in engaging with political systems, and how can you overcome them?"

Activity 4: Drafting a Green Policy (1 hour)

Objective: To provide participants with practical experience in drafting a political proposal that addresses environmental sustainability.

Mechanic: Collaborative Policy Development

Setup:

- Provide participants with blank policy proposal templates that include sections such as:
    - Problem Statement,
    - Proposed Solution,
    - Stakeholders,
    - Expected Outcomes,
    - and Implementation Plan.
- Divide participants into small groups of 4-5.

Instructions:

- Each group will choose a specific environmental issue they want to address through a political proposal (e.g., waste reduction, renewable energy adoption, protecting biodiversity).
- Groups will spend 45 minutes drafting their policy proposals, focusing on how to gain political support, which stakeholders to engage, and how the policy will be implemented.
- After drafting, each group will present their policy to the rest of the workshop, explaining the rationale behind their proposal and how they plan to advocate for it.

Debrief (15 minutes):

- Facilitate a discussion: "What was the most challenging part of drafting the policy proposal?" "How did you decide which stakeholders to engage and how to advocate for your proposal?" "What next steps could you take to turn this proposal into real action?"

Activity 5: Becoming a Political Advocate for the Environment (1 hour)

Objective: To help participants develop a personal action plan for engaging in political advocacy for environmental sustainability in their own communities.

Mechanic: Reflective Planning

Setup:

- Distribute journals and handouts that provide practical tips for political advocacy, including strategies for engaging with local governments, building coalitions, and using media to raise awareness.

Instructions:

- Ask participants to reflect on what they've learned throughout the workshop and think about how they can take individual political action on environmental issues.
- In their journals, participants will write a "Political Action Plan," which includes: The environmental issue they want to address.
- Specific political institutions or stakeholders they plan to engage.
- Concrete steps they will take to advocate for change (e.g., attending city council meetings, organizing petitions, starting a campaign).
- A timeline for implementing their plan. After 30 minutes, participants will pair up to share their action plans and provide feedback on each other's strategies.

Debrief (15 minutes):

- Facilitate a group discussion: "What political actions do you feel most confident about taking?" "How do you plan to overcome obstacles in engaging with political systems?" "What support or resources do you need to be successful in your political advocacy?"

Tips for Facilitators:

- Political agency can be an intimidating topic for some participants.
- Ensure that everyone feels comfortable expressing their ideas, especially when discussing political systems or activism.
- Encourage respectful dialogue and the sharing of diverse

perspectives.

- While political advocacy often involves individual actions, it is also strengthened through collective efforts. Encourage collaboration and group work throughout the workshop, especially during activities like the Policy Proposal Workshop and Stakeholder Role-Play.
- Ensure that participants not only learn about political structures and advocacy but also leave the workshop with practical skills and action plans they can implement.
- Offer concrete tools, resources, and tips to help them translate theory into action. Throughout the workshop, emphasize that individuals can and do make a difference in political systems.
- Foster a sense of empowerment by showing participants how small actions can influence larger political processes, and encourage them to take initiative in their own communities. Keep the workshop engaging by incorporating visual elements like maps, videos, and role-play. These help break down complex political concepts and make the learning experience more dynamic.
- Encourage participants to maintain their political action plans beyond the workshop.
- Offer follow-up resources, such as links to local advocacy groups, government contact information, or online platforms for environmental activism.

WS2: Role of Political Agencies in Promoting a Sustainable Employment and Long-life Learning for Young People in Europe

Authors: Audyl Corgelas (ANI International)

Format:
In-person or online workshop

Duration:
2 hours

Participant Profile:
Young people aged 16–30. Ideal group size: 10–15 participants.

Materials:

- Whiteboard or flipchart (or virtual whiteboard for online)
- Projectors, picture's projection screens, computers, internet assets
- Printed or digital scenario cards including specific questions or concepts political agency, career management, long life learning
- Eventually tools to create pedagogical videos (e.g Camtasia).

Objectives:

- Distinguish and define the concepts of political agency, sustainable employment and long-life learning
- Understand the role of political agencies in promoting sustainable employment and long-life learning
- Understand how to mobilize stakeholders and define roles to successfully implement sustainable and innovative public employment policies

Learning Outcomes:
By the end of the workshop, participants will be able to:

- Use the 5 tips for addressing sustainable employment
- Identify how to design a concept and stakeholders mapping involving on the sectors of employment and long-life learning related to their own career interest and goals
- Create links between employment, long life learning, human capital and economic development

Structure:

Activity 1: Introduction of the workshop (15 minutes):

- Start by clarifying the concept of Political agency, its roles and its importance as part of the GameCamp project " (e.g In political science, agency is the ability of individuals to act independently and make their own choices), and provide examples of political agencies (facilitators could choose specific sectors for a better contextualizing).
- Introduce the concepts of sustainable employment (e.g: Sustainable employment means creating and maintaining stable, rewarding jobs that can withstand economic and social change. Create living and working conditions that help people to engage and stay at work throughout their working lives. Work must be transformed to eliminate the factors that discourage or prevent workers from staying in or entering the job market)
- Explain how long-life learning can contribute to a sustainable job placement for individuals;
- A particular focus on the Eurofound (European Foundation for the Improvement of Living and Working Conditions) frameworks: providing knowledge to assist in the development of better social, employment and work-related policies.

Activity 2: Concept exploration's Challenge: "Innovators of the sustainable employment and long life learning", a role-playing games (60 minutes)

- Divide participants into small teams 3 to 5 and hand out Scenario Cards with different political agencies evolving in the sector of job placement of young people in their countries.
- Then, each team will identify some key career challenges for young people (they can based on their own experiences with a particular focus on the non-European citizens situation). Some suggested roles they will choose randomly:
    - *Skills partnerships agencies*
    - *Members of public organizations*
    - *Members of international or agencies NGOs (e. g. World Bank, OECD, European Commission, United Nations…)*
    - *Youth or community organizations promoting the SDGs 1 and 8*
    - *Medias or politicians involved in youth*

empowerment

- **Step 1:** Set a timer for 10-15 minutes for each team to brainstorm and write down as many challenges related to career challenges for young people. Encourage participants to think with interdisciplinary or multidisciplinary approaches (*e.g., linking education to economic development, politics to sustainable development…).*
- **Step 2:** Pause the brainstorming and all teams quickly write down 2 or 3 challenges identified during the brainstorming.
- **Step 3:** Each team quickly shares its work with the larger group. Encourage teams to listen for new perspectives that they can integrate into their critical thinking.
- **Step 4:** Facilitators lead a cross-analysis of the different points of view, and don't hesitate to ask questions that help participants to develop their critical thinking and their collaborative decision-making.
- **Step 5:** Facilitators present an exhaustive synthesis with a particular focus on key definitions of the concepts: sustainable employment and long-life learning.

Activity 3: Discussions (30 minutes)

- In continuation of the previous activity, participants will reflect about this question: *What could be the role of individuals like you in promoting sustainable employment and long-life learning for young people?*
- Facilitators prepare 3 or 4 key questions and initiate discussion to the whole group.
- Using sticky notes or a virtual whiteboard to note key concepts and ideas;
- Participants propose their advocacy actions relating to indicators of SDGs 1 and 8 (based on their own choices and interest).

Activity 4: Conclusion and Takeaways (15 minutes):

- Facilitators are focusing on the 5 tips contributing to a sustainable employment: Invest in your employer brand; Innovate your recruitment processes; create a healthy and rewarding work environment; encourage your people to invest in their digital profiles; reshape many roles
- Links between employment, long life learning, human capital and economic development

- Encourage participants to continue exploring alternative futures and to consider their own role in realizing preferred futures.

Tips for Facilitators:

- Prepare an overview sheet highlighting a key message at the end;
- Create a collaborative and interactive environment, and don't hesitate to ask questions that can help participants to do a deep analysis of the general workshop background.
- Facilitate meaningful learning tips.

WS3: Unhiding the Trade-offs of Multilateral Agreements

Authors: Ippokratis Tsevrenis(KEAN)

Format:
In-person or online workshop

Duration:
6,5 hours (Two-day Workshop)

Participant Profile:
20 youth workers

Materials:

- Laptop and projector
- Pens and textbooks
- Scenario / Script for different roles
- Timer
- Flipchart papers

Objectives:

- The workshop aims to empower participants through understanding the politics behind environmental policymaking and lobbying. It also aims to provide youth workers with tools that can ultimately empower young people to take political action, towards balancing societal and environmental well-being.

Learning Outcomes:

- Participants are expected to enhance their critical thinking, negotiation, and more broadly interpersonal skills, like compromise, or active listening.
- Understanding of international sustainability agreements.

Structure:

Activity 1: Presentation of International Frameworks on the Environment and Beyond

Objectives:

- Introduction of participants to key international sustainability frameworks, to help them understand global efforts addressing climate change and sustainability challenges.
- Foster global understanding, by demonstrating how these frameworks are interconnected and their impact on regional and local contexts, emphasizing the importance of global collaboration, and subsequently how these can contribute to driving local action.

Mechanic: Presentation

Setup:

- The facilitator presents on the projector these key policy frameworks in simple words. The setting resembles that of an auditorium, nonetheless it still follows non-formal education principles.

Instructions:

Overview of the Frameworks (45 minutes)

- Presentation of the Frameworks (45minutes):

- European Green Deal: Key pillars (climate neutrality, circular economy, biodiversity, clean energy).(Green Deal Presentation)
- Sustainable Development Goals (SDGs): Overview of the 17 goals, focus on interlinkages.(SDGs presentation)
- UNFCCC COPs: Purpose, significance, and major outcomes (e.g., Paris Agreement).(Presentation)

- Q&A Session (10 minutes): Allow participants to ask clarifying questions

Action Planning Workshop (45 minutes):

- Participants split into groups of 4-5 persons and brainstorm actionable steps to integrate the frameworks into local or organizational practices by following guiding prompts, such as:

1. How can you align your work or initiatives with the SDGs?
2. What can you do to support the goals of the European Green Deal in your community?

3. What sort of innovative solutions do youth projects offer in serving these multilateral frameworks?

Debrief:

- Groups present their actionable steps towards materializing projects aligned with the frameworks, and room for exchange of ideas with the rest of the team is created. (30 minutes)

Activity 2: Local Environmental and Spatial Planning Policymaking Debate

Objectives:
Increasing participants' literacy on different views involved in their local context. Therefore, they are able to transmit this information to youth in order for the latter to become more actively engaged in their own localities.

Mechanic: Debate / Role-Play

Setup:

- The spokespersons sit face to face, for increased eye-contact
- Behind each spokesperson, sits their supportive team
- The 2 judges are sitting in front of the spokespersons and the moderator alongside them

Instructions:

Phase 1:

- Provide a one-line description of the roles (spokespersons, supporting teams, judges, moderator).
- Introduction of the debate topic:
- "Should the central neighborhood prioritize cyclists or vehicles for urban mobility?"
- The facilitator/trainer reviews and announces the debate format and rules.

Phase 2: Groups Preparation (15 minutes)

- Participants are divided into smaller groups – the two rival groups, and the jury
- Groups brainstorm on their arguments with their spokesperson leading the discussion.
- The group members who advise the spokesperson assist by researching and organizing data, drafting rebuttals, and proposing potential counterarguments.
- Judges review the evaluation rubric and discuss their criteria for scoring.

Phase 3: Debate Format (50 minutes)
Round 1: Opening Statements and reviews (15 minutes)

- Each spokesperson presents a 5-minute speech outlining their main argument.
- Spokespersons return to their group and discuss the core arguments of their opponent (10 minutes).

Round 2: Open Floor and review (25 minutes)

- The moderator allows both spokespersons to engage in a back-and-forth dialogue.
- Supporting team members can pass notes or suggestions to their spokespersons during the course of the dialogue. (15 minutes)
- Spokespersons return again to their team to deliberate the final position. (10 minutes)

Round 3: Closing Statements (10 minutes)

- Each spokesperson delivers a 5-minute closing argument summarizing their position.

Phase 4: Judges' Deliberation (10 minutes)

- Judges retreat to evaluate the groups based on:

- Strength of arguments
- Use of evidence and examples
- Relevance to the neighbourhood
- Teamwork and support

- Respectfulness and professionalism

Phase 5: Debrief (20 minutes)

- Judges announce the winning group and explain their decision.
- Discuss what participants learned about balancing different urban priorities.

Activity 3: Lithium Mining and Global Sustainability: A Forum Theatre Exploration

Objectives:

- Raising awareness on an issue that is shadowing the green transition of the EU, in terms of environmental, economic, and societal aspects
- Fostering critical thinking through critical analysis of sustainability issues, global power dynamics, and the trade-offs in pursuing green technologies
- Encourage participants to think of and talk about alternative, innovative solutions to real-world dilemmas.

Mechanic: Forum Theatre / Role-Play

Setup:

*****Attention: This activity can be played with 6 and up to 11 participants and one facilitator. If participants are more (which will probably be the case), a second facilitator has to accompany the second group of up to 11 persons elsewhere around the training venue and conduct the role-play so as to ensure that neither of the 2 groups affects the role play outcomes of the other group.

Facilitator provides a brief overview of lithium mining, its significance for the green transition, and its socio-environmental implications. This overview can be found in the document “Forum Theatre - Context of the play”. Then, the facilitator describes the roles and the setting:

The Roles:

- One EU representative of the EU (Elisa) (Active role)
- One Mining company (SQL) representative (Erika) (Active role)
- One Local government/municipality representative (Orlando) (Active role)
- One European youth activist (Mark) (Moderately active role)
- One local activist (Ingrid) (Moderately active role)
- Local workers in the mine (Pedro, Gerardo) (Moderately active role / Subtly active role)
- Local community members/family members (Antonia). (Moderately active role / Subtly active role)
- Rest participants – audience (Subtly active role, can perform as community members or workers, but not as activists or decision makers – they are granted imaginary names or duplicate names of the workers/members)

If the number of participants surpasses the number of these roles, add more imaginary names to the roles of Local workers and/or community members. Some participants may want to be mere spectators and involved irregularly. These are considered as the "audience". Once this brief outline of roles has been provided by the facilitator and participants have decided how active they want to be, the analytical role descriptions are handed out to the participants. Role descriptions are located on the relevant "Role descriptions" document.

Setting:

· The EU representative sits opposite to the representative of a Chilean mining company, named "SQL", and the municipality representative sits next to each other. These 3 figures are leading the conversations. (Participants who wanted to be actively involved)

· Around them, local families, activists, and union workers are advocating – each one representing their own interests. (Participants who wanted to be moderately involved)

· A third/outer circle is formed around these advocates. It consists of the audience, mixed with some dispersed low-key workers and family members who do not very actively intervene in the negotiations. (Participants who wanted to be subtly involved)

Instructions:

Initial Scene (20 minutes):

- A negotiation unfolds in the presidential office, with each party presenting its case.
- The youth activists disrupt the meeting, leading to a standoff.
- Some of the families support the deal because it will bring income. The same applies for union workers.

Interactive Replay (30 minutes):

- The facilitator pauses the performance to involve the audience.
- Audience members can step in to suggest alternative actions or replace actors to try out different approaches.
- Encourage participants (either active or subtly involved) to explore compromises or innovative solutions.

Debrief:

- Facilitator poses questions like:

1. "Did any role go against your values? Why?"
2. "What did this role play make you feel and understand?"
3. The facilitator encourages discussion on how participants can apply lessons from the workshop to advocate for ethical and sustainable practices in their own contexts.

Tips for Facilitators:

- Include visuals, charts, and videos to make the content engaging for the presentation

- Beware of any extreme tensions during debate and forum theatre.
- Have extra copies of the role descriptions of Pedro, Gerardo, Antonia, for extra numbers of participants

WS4: Agents of Change

Authors: Miriam Lanzetta, Gianluca Abbruzzese (Lascò)

Format:
In-person or online workshop

Duration:
2 hours

Participant Profile:
Young people aged 16–30, interested in sustainability, civic engagement, and social change. Ideal group size: 12–20 participants to allow for collaborative activities and in-depth discussions.

Materials:

- Handouts Political Agency introduction
- Worksheet for Political advocacy simulation
- Stakeholder role play cards (e.g., government official, local business owner, environmental activist, community leader)
- Action Template
- Timer for activities

Objectives:

- To enable participants to navigate the political landscape around sustainability issues
- To help participants identify stakeholders and assess accountability for unsustainable practices
- To develop skills in advocating for policy changes and mobilising others for sustainability

Learning Outcomes:
By the end of the workshop, participants will be able to:

- Participants will understand the concept of political agency and its role in advancing sustainability
- Participants will be able to identify key stakeholders and areas of accountability within sustainability challenges
- Participants will practice advocating for sustainability policies and exploring pathways to drive political change

Structure:

1. Introduction (15 minutes):

- Begin with an overview of political agency, highlighting its importance in addressing sustainability issues and making policy impact.
- Explain that political agency involves both understanding the political system and mobilising others to demand sustainable policies.
- Provide examples of political agency in action, such as grassroots movements like Fridays for Future and Extinction Rebellion, and discuss how these initiatives have influenced public policy and awareness.

2. Stakeholder Mapping Challenge (20 minutes):

- Divide participants into small teams and distribute Scenario Cards that outline a specific sustainability issue (e.g., plastic pollution, energy consumption, waste management).
- Ask each team to identify the key stakeholders involved in their scenario. Distribute Stakeholder Role Cards to guide them (e.g., government, industry, community, NGOs, consumers).
- Each team should map out these stakeholders on a whiteboard or large sheet, noting their potential roles, responsibilities, and level of accountability for the issue.
- Teams present their stakeholder maps, explaining the different perspectives and levels of responsibility each stakeholder holds.

3. Policy Advocacy Simulation: "Sustainability Debates" (35 minutes):

- Introduce a gamified role-play exercise where participants will advocate for policies addressing their scenario's sustainability issue. Each team is tasked with formulating a policy proposal they believe would lead to effective action.
- Set up a "debate format" where each team presents its policy proposal, justifying why it would address the issue effectively. Other teams, representing different stakeholders, respond with their support, concerns, or alternative suggestions.
- Discussion Points: Encourage teams to consider:
    - Who would be responsible for implementing the policy?

- What are the expected benefits and trade-offs of the policy?
- How might the policy impact different stakeholders?

- Award "Policy Points" for compelling arguments, innovative ideas, and effective collaboration during the debate.

4. Action Planning: Mobilising for Change (30 minutes):

- Ask each team to consider how they would mobilise others to support their policy. Guide them through the following steps:
- Identify key groups to engage (e.g., local community, online supporters, media).
- Develop a simple campaign plan, including possible slogans, social media actions, or events.
- Brainstorm tactics to address opposition or challenges they might face.
- Teams share their action plans, focusing on how they would build momentum and public support for the policy.

5. Reflection and Discussion on Political Agency (20 minutes):

- Facilitate a discussion about the challenges and opportunities they faced during the workshop. Possible reflection questions:
  - How did they navigate different perspectives during the stakeholder mapping and debate?
  - What strategies were most effective in building a case for their policy?
  - How do they feel about their ability to influence sustainable change through political agency?
- Emphasise the importance of persistence, collaboration, and strategic planning in driving policy change for sustainability.

Tips for Facilitators:

- Encourage open dialogue and respectful debate, as participants may have differing views on the best policy approaches.
- Support participants in understanding the power dynamics and potential barriers to implementing sustainable policies, reinforcing the value of persistence and coalition-building.
- Remind participants that political agencies can operate at many levels, from local community action to national and global advocacy.

WS5: Be part of the change: Sustainable Petitions

Authors: Andrea Fátima Vilas Nieto (FEMXA)

Format:
Face-to-face, online or hybrid

Duration:
2 hours

Participant Profile:
Young people between the ages of 18 and 30 interested in sustainability

Materials:

- Paper and pens
- Internet access (optional)
- Templates for writing petitions

Objectives:

- To develop the GreenComp framework's "Political Agency" competency, fostering active participation and understanding of political processes.
- To develop an understanding of the importance of political action in sustainability.
- To develop the capacity of research and formal petition writing skills.
- To empower participants to influence policy decisions and promote sustainability.

Learning Outcomes:

By the end of the workshop, participants will be able:

- To understand how the process of submitting petitions to the European Union works and its role in political decision making.
- To research and gather relevant information on ecological issues

and environmental policies.
- To apply critical thinking to analyze environmental problems and propose viable and sustainable solutions.
- To feel more empowered and capable of influencing policy decisions, developing greater confidence in their ability to act politically.

Structure:

1. Introduction (15 minutes):
- Explain the objective of the workshop and the importance of political action to achieve large-scale changes in sustainability.
- Explain how a petition can be made to the EU, show an example and explain its usefulness.

2. Formation of Groups and Election of Topic (15 minutes):
- Divide participants into groups of 4-5 people.
- Each group will represent a fictitious person or organization that will present a petition.
- Each group should choose an ecological theme for their petition (e.g., reduction of CO2 emissions, protection of natural areas, promotion of renewable energies, banning fossil fuels, etc.).

3. Research and Writing (50 minutes):
- Groups will research their topic and draft a formal petition addressed to the EU.
- Use templates to guide the writing, including sections such as introduction, justification, proposals and conclusions.

4. Petition Presentation (25 minutes):
- Each group presents their petition and strategies to the rest of the participants.
- Encourage questions and constructive feedback among the groups.
- After each presentation the participants will vote whether they want the petition to be accepted or not.

5. Reflection and Conclusion (15 minutes):
- Reflect on what has been learned and how it can be applied in real life.
- Discuss the importance of political action and how everyone can contribute to sustainability through active participation.

Tips for Facilitators:

- Encourage participants to critically analyze problems and propose viable solutions.

4.4.2 Collective Action

WS1: From Ideas to Actions

Authors: Yunus Emre Çakmak (KUBI)

Format:
Face-to-face

Duration:
6 hours

Participant Profile:
20-30 young people

Materials:

- Goal-setting template
- Flipcharts, markers, sticky notes
- Large puzzle pieces or building blocks (representing steps towards goals)
- Journals for participants
- Examples of individual initiatives
- Video clips showcasing individuals taking sustainable action

Objectives:

- To help participants develop practical strategies for turning ideas into tangible, impactful projects.
- To foster a sense of agency, encouraging participants to be proactive in their communities and professional environments.

Learning Outcomes:

- Leaving participants with a concrete plan to take individual

initiative on a specific sustainability issue.

- Learning practical techniques for goal-setting, planning, and taking action.
- Understanding how personal responsibility and small actions can lead to broader positive environmental and social impacts.

Structure:

Activity 1: The Power of One: Stories of Impact (1 hour)

Objective: To inspire participants by showcasing real-life examples of individuals who have made significant changes through their personal initiatives.

Mechanic: Storytelling and Reflection

Setup:

- Choose 2-3 inspiring video clips of individuals who took meaningful actions to address sustainability challenges (e.g., someone who started a community garden, launched a recycling initiative, or developed a local clean-up campaign).
- Provide participants with journals for personal reflections.

Instructions:

- Show the selected video clips of the individuals taking initiative.
- After watching the clips, ask participants to take 10 minutes to reflect and journal on: "What resonated with them in the stories?" "What sustainability issues are they passionate about?" "How can they take similar individual initiatives in their own communities or workplaces?"

Debrief (15 minutes):

- Facilitate a discussion with the following questions: "Which story inspired you the most, and why?" "What sustainability issues are you personally motivated to take action on?" "What small steps could you take to make a difference?"

Activity 2: The Initiative Puzzle (1.5 hours)

Objective: To help participants break down a large sustainability goal into small, manageable steps and develop a clear action plan.

Mechanic: Group Problem-Solving

Setup:

- Divide participants into small groups of 4-5.
- Give each group large puzzle pieces or building blocks that represent the steps needed to achieve a sustainability goal (e.g., starting a community recycling project or organizing an environmental awareness event).

Instructions:

- Each group will choose a sustainability challenge they are passionate about and identify the end goal they want to achieve (e.g., reducing single-use plastics in their community).
- The puzzle pieces or building blocks represent each step needed to achieve the goal.
- Groups will write these steps on the pieces and assemble the puzzle or build the structure, reflecting the path to reaching their goal.
- Examples of steps: engaging stakeholders, gathering resources, launching a pilot initiative, promoting the project.
- After assembling their puzzle or structure, groups will present their initiative and the steps they plan to take.

Debrief (15 minutes):

- Discuss: “How did you approach breaking down your goal into steps?” “Were there any challenges in figuring out the right sequence of actions?” “What was the most critical step in your plan, and why?”

Activity 3: Initiative Relay Race (1 hour)

Objective: To encourage participants to take quick, decisive action and recognize that initiative often requires immediate response to challenges.

Mechanic: Physical and Mental Challenge

Setup:

- Set up an outdoor space or large indoor area for a relay race.
- At various points in the relay course, participants will stop and write down a small step they could take toward a sustainability goal they have chosen (e.g., contacting a local government, starting a social media campaign).

Instructions:

- Divide participants into teams.
- Each team member must run to a station where they will find a sustainability-related challenge.
- At each station, participants will write a small, actionable step they can take to address the challenge before passing the baton to the next runner.
- The race continues until all team members have contributed steps toward their team's goal.

Debrief (15 minutes):

- Discuss: "How did you decide on your action steps during the relay?" "How did physical activity influence your approach to problem-solving and decision-making?" "What did you learn about taking immediate initiative?"

Activity 4: The Ripple Effect (1.5 hours)

Objective: To explore how small individual actions can create ripple effects that lead to wider, systemic changes.

Mechanic: Visual Impact Mapping

Setup:

- Divide participants into pairs or small groups.
- Provide each group with a large poster and sticky notes.

Instructions:

- Each group will choose an individual action they could take (e.g., reducing plastic waste, promoting public transportation, organizing tree-planting).
- On the large poster, they will create a "ripple effect map," showing how this small action could lead to broader changes

over time.
- For example, reducing plastic waste could lead to cleaner local environments, inspire others to take similar actions, reduce demand for plastic, and eventually influence policy.
- After 45 minutes, groups will present their ripple effect maps, explaining how individual initiative can lead to significant impacts.

Debrief (15 minutes):

- Discuss: "What surprised you about the potential ripple effects of small actions?" "How can understanding the broader impact of your initiative motivate you to take action?"

Activity 5: Personal Initiative Pledge (1 hour)

Objective: To help participants commit to taking individual initiative by creating a personal action plan for a specific sustainability challenge.

Mechanic: Reflective Planning

Setup:

- Distribute journals and handouts that provide examples of personal initiatives (e.g., starting a local recycling program, switching to sustainable products, engaging in environmental advocacy).

Instructions:

- Ask participants to reflect on the workshop activities and choose one sustainability challenge they feel passionate about.

Debrief (15 minutes):

- Using their journals, they will create a personal "Initiative Pledge," outlining:
- The sustainability challenge they want to address.
- The specific actions they will take to address it.
- A timeline for taking those actions.
- Potential challenges and how they will overcome them.
- After 30 minutes of reflection and planning, participants will pair

up and share their pledges with a partner for feedback.

Tips for Facilitators:

- At the beginning of the workshop, use impactful, real-world stories to inspire participants. These should be relatable and show that individual actions can lead to significant changes. Make sure the stories come from different backgrounds to resonate with a diverse group of participants.
- Throughout the workshop, remind participants that they have the power to take initiative in both small and big ways. Empower them to take responsibility for their ideas and actions, and reinforce that individual initiative can start small and grow over time.
- This workshop is interactive and requires participants to engage physically (e.g., the relay race) and mentally (e.g., brainstorming action plans). Make sure to maintain high energy by encouraging enthusiasm, celebrating small wins, and creating a fun, supportive environment.
- Some participants may feel more confident than others in taking initiative. Be sensitive to different paces of learning and motivation. Provide additional support or encouragement to participants who might feel uncertain about where to start.

WS2: Using Community Leadership and Inter-community Dialogue to Facilitate Sustainable and Innovative Change

Authors: Audyl Corgelas (ANI International)

Format:
In-person or online workshop

Duration:
2.5 hours

Participant Profile:
Young people aged 16–30. Ideal group size: 10–15 participants.

Materials:

- Whiteboard or virtual whiteboard
- Sticky notes or online collaboration tools (e.g. Trello, Drive, google docs, google sheets)
- Scenario cards with local sustainability issues (e.g., pollution, street children, energy efficiency, environmental protection)
- Role cards (e.g., community leader, environmental activist, local business owner, civil society or youth organizations)
- Worksheets for action planning

Objectives:

- Define the concept of sustainability leadership and its values
- Describe the key tools and tips to promote community leadership and facilitate dialogue in a VUCA (Volatility, Uncertainty, Complexity and Ambiguity) environment.
- Describe the pillars of community Leadership and collective actions success.

Learning Outcomes:
By the end of the workshop, participants will be able to:

- Explore different components of sustainable leadership: community engagement and mobilizing, personal and social growth, managing people and resources.
- Promote empowerment and local development based on local resources (men, women, children, companies, institutions, etc.)
- Co-construct a collective vision of a social problem in line with their interests.

Structure:

1. Introduction of the workshop (10 minutes)

- Introduce the concepts of sustainable leadership, collective action, community leadership
- Explain what a VUCA environment and inter-community dialog are;
- Explain how collective action can contribute to a sustainable change in a VUCA environment

2. Challenge: "Innovators of the Sustainable Leadership", Role Play (40 minutes)

- Divide participants into small teams 3 to 5 and hand out Scenario Cards with different local sustainability issues (e.g., pollution, street children, energy efficiency, environmental protection)
  .
- Then, each team will identify a leader to pick randomly a card including a local issue and potential community actors or stakeholders that can help to solve this issue.
    - *Community leader,*
    - *Environmental activist,*
    - *Local business owner,*
    - *Civil society or youth organizations*
    - *Members of public organizations*
    - *Members of international or agencies NGOs (e. g. World Bank, OECD, European Commission, United Nations…)*
    - *Medias or politicians involved in youth empowerment*

- **Step 1:** Set a timer for 10-15 minutes for each team to brainstorm and write down as many causes and consequences related to the card scenario. Encourage participants to think with an epistemic dialogue stance (interdisciplinary or multidisciplinary approaches, *e.g., linking education, social workers, economic development, politics to sustainable development…).*
- **Step 2:** Each team quickly shares its work with the larger group. Encourage teams to listen for new perspectives that they can integrate into their critical thinking.
- **Step 3:** Facilitators lead a cross-analysis of the different points of view, and don't hesitate to ask questions that help participants to develop their critical thinking and their collaborative decision-making.
- **Step 4:** Facilitators present an exhaustive synthesis with a particular

focus on key definitions of the concepts: sustainable leadership, its components and values.

3. Collective Action Planning (55 minutes):

- In continuation to the previous activity, all teams quickly write down 2 or 3 possible solutions or actions related to the local issue they are working on.
- Facilitators number the various solutions proposed on cards and organize a collective vote on 3 actions deemed appropriate for implementation in 3-, 12-and 24-months' time .
- Divide participants into 3 teams (a team 3-month, a team-12 months and a team 24-months)
- On a Worksheets for action planning, each team will work on a specific action (e.g: action, activities, stakeholders, budget and financing strategies, impacts indicators....);
- Teams explain how they will facilitate inter-community dialogue to implement their action plan;
- Then, ask all teams to share their answers to facilitate a cross-analysis of the different points of view. Facilitators don't hesitate to ask questions that help participants to develop their critical thinking and their collaborative decision-making.
- Facilitators prepare 3 or 4 key questions and initiate discussion to the whole group.
- Using sticky notes or a virtual whiteboard to note key concepts and ideas;

4. **Debriefing (30 minutes)**

These questions can be addressed as a team or individually

- What new social planning *(e.g: ability to define objectives, make decisions and create future strategies)* and community mobilization skills *(e.g: good communication skills, especially listening, facilitation skills to enable communities to conduct their own analysis of their lives and situations, facilitation awareness of political, gender and cultural issues and relationships*) were acquired during the workshop?
- What limitations could you identify when implementing a community action?
- Facilitators prepare an overall summary of the workshop, focusing on key concepts and formulating a call to social action among young people.

5. Conclusion and Takeaways (15 minutes):

- Facilitators are focusing on tips to promote community leadership and facilitate dialog in a VUCA (Volatility, Uncertainty, Complexity and

Ambiguity) environment, the pillars of community Leadership Success.
- Explain the links between collective action and economic or local development
- Explain the 7Cs Framework of Leadership

Tips for Facilitators:

- Prepare an overview sheet highlighting a key message at the end;
- Create a collaborative and interactive environment, and don't hesitate to ask questions that can help participants to do a deep analysis of the general workshop background.
- Facilitate meaningful learning tips.

WS3: Change Needs Everyone to be Successful and Accepted!

Authors: Ippokratis Tsevrenis (KEAN)

Format:
Face to face

Duration:
5.5 hours

Participant Profile:
20-30 youth workers

Materials:

- Laptop and projector
- Printer
- Glue
- Scissors
- Pens and textbooks
- Timer
- Flipchart papers
- Mobile phones

Objectives:

- The workshop aims to inspire participants through storytelling methods from individuals who once had a similar vision and mobilized hundreds of people.
- Furthermore, it aims to engage youth into mobilizing local action and instill leadership skills to youth workers.

Learning Outcomes:

- Participants will understand the cascade effect of storytelling in mobilizing collective action for sustainability, and subsequently they will have acquired strengthened capacity for effective communication and advocacy to inspire collective action among youth and other groups.
- Will be able to lead and support initiatives that require

teamwork and shared decision-making.

Structure:

Activity 1: Human Library – Individuals Who Inspire

Objective:
To motivate participants by presenting real-life examples of individuals who have achieved meaningful change through their own initiatives.

Mechanic: Storytelling Panel

Setup:

- A panel consisting of 5 guests who work on the broad range of environmental sustainability (could be activists, environmental & biodiversity law experts, scientists, consultants, NGO representatives, or others).The panel shall be placed in a central position/stage, in front of the audience.

Instructions:

- The facilitator/moderator explains the Human Library Concept in short: (10 minutes)
- Each storyteller is a "human book" sharing a chapter of their life.
- Participants (the "readers") listen to the stories of "the books."
- Storytellers are guided by questions posed by the moderator – every question is tailored to assist the storytellers unfold their unique expertise and story. (60 minutes)

Debrief:

- Participants are engaged in a dynamic Q&A with the storytellers, receiving valuable feedback. (15 minutes).

Activity 2: Youth Mobilizing Locals

Objective: Enable youth to drive local and regional change by mobilizing local populations.

Mechanic: Outdoors interviewing

Setup:

- The team splits in groups of 4-5 persons. Every group walks around the local site and talks to strangers of the community on the street.

Instructions:

- Youth workers prepare in advance certain questions that relate to the concerns of locals for their local (or beyond) environment. (30 minutes)
- Youth workers walk outside and try to "interview" locals. The responses are being recorded upon permission of the respondents. (60 minutes)

Optional:

- Responses are used to make a mapping of local environmental pressures and the perceptions of locals about them.
- This mapping can be used for advocacy to the local authorities, or even to the establishment of a local climate/environmental council.

Debrief: (30 minutes)

- Participants gather back at the venue and write down on a large flipchart sheet the main points stressed by the locals.
- Facilitator asks whether or not groups found similarities among the different respondents

Activity 3: Collaging Collective Action (for Project Closure)
Objective: Provide youth workers with a visualized symbolism of how small practices, when accumulated make a big difference.

Setup:

- All participants, including the facilitator(s), come together to fill a large flipchart paper with pieces of pictures that were shot along the project.

Instructions: (90 minutes)

- Pictures are printed in small size
- All members cut the pictures and glue them on the flipchart sheet in order to recreate the team's collective action(s).

Debrief:

- All participants form a circle and express their feelings about the activity and the project overall. (30 minutes)

Tips for Facilitators:

- Facilitators need to underline that the human library is only about inspiration, and that each youth worker should take away the insights in a way that suits themselves, as everyone is unique and has their own way forward.
- Facilitators should be mindful that interviewing people outside can spark tensions at times. Thus, they should prepare youth workers to be very flexible should potential interviewees don't respond.

WS4: Building Collective Action for Sustainability

Authors: Miriam Lanzetta, Gianluca Abbruzzese (Lascò)

Format:
In-person or online workshop

Duration:
2 hours

Participant Profile:
Young people aged 16–30. Ideal group size: 15–20 participants to foster interaction and collaboration.

Materials:

- Quiz game
- Handouts about collective action
- Role play cards
- Action template

Objectives:

- To help participants understand the power of collective action in addressing sustainability challenges
- To develop skills in coordinating and collaborating with diverse groups to achieve shared sustainability goals
- To foster a sense of community and encourage participants to initiate or join collective actions in their local contexts

Learning Outcomes:
By the end of the workshop, participants will be able to:

- recognise the importance of collective action and the role of communities in achieving sustainability;
- practice creating inclusive and community-driven processes for sustainability initiatives;
- work collaboratively with others toward common sustainability goals.

Structure:

1. Introduction (15 minutes):

- Begin with an overview of collective action and how working together strengthens efforts to address sustainability issues.
- Discuss the importance of communities and civil society in achieving sustainability goals and provide examples of successful collective actions, such as community clean-up initiatives or local energy-saving campaigns.

2. Community Challenge Game: "Sustainability Champions" (25 minutes):

- Divide participants into small teams and distribute Scenario Cards with local sustainability challenges (e.g., plastic litter in a neighbourhood park, inefficient energy use in community buildings, water scarcity issues).
- Assign Role Cards to each participant, giving them different community perspectives (e.g., community leader, local business owner, environmental activist). These roles represent stakeholders with diverse motivations and viewpoints.
- Set a timer for 5 minutes for teams to brainstorm initial ideas on how they would address the challenge as individuals. Then, ask them to combine ideas and decide on a collective action that incorporates everyone's roles and perspectives.
- Teams earn points for how inclusive, creative, and practical their proposed action is. Facilitate a quick sharing round where each team presents their collective action plan.

3. Collaborative Action Planning Workshop (30 minutes):

- Hand out Action Planning Worksheets for each team to outline their collective action plan in more detail. Prompts on the worksheet should guide them to:
    - Define clear goals and objectives for their collective action;
    - Identify specific roles and tasks for each group member based on their role card;
    - Outline a step-by-step process that ensures transparency, inclusiveness, and community involvement.
- Give teams 15 minutes to work through their worksheets and finalise their plans, incorporating feedback from the previous sharing round.

4. Simulation: "Town Hall Meeting" (30 minutes):

- Hold a mock "Town Hall Meeting" where each team presents their action plan to the rest of the participants, as if seeking community support and feedback.
- Encourage other teams to ask questions, suggest improvements, or raise concerns, simulating real-life community discussions and demonstrating the importance of transparent, inclusive decision-making.
- After each presentation, guide a quick reflection on how participants felt about presenting, collaborating, and receiving feedback, emphasising the need for flexibility and open-mindedness in collective actions.

5. Reflection on Collective Action and Local Impact (20 minutes):

- Facilitate a reflection session where participants discuss:
- How they navigated different perspectives within their team and balanced individual interests with collective goals.
- What they learned about the importance of coordination and transparency in collective action.
- How they might use similar strategies to engage others in sustainability efforts in their real-life communities.
- Reinforce the message that small, local collective actions can have a significant impact, especially when they build on the skills of diverse community members.

Tips for Facilitators:

- Encourage participants to embrace the diversity of perspectives in their groups and explore how different motivations can complement collective actions.
- Emphasise collaboration and the importance of transparency in each step of the planning process, helping participants see the value of community buy-in.
- Facilitate constructive feedback during the Town Hall Meeting, helping participants learn how to refine their ideas based on input from others.
- Create a positive atmosphere that encourages participants to commit to real-world collective action, reinforcing the idea that they can make a tangible impact by working together.

WS5: Design your own Green NGO

Authors: Andrea Fátima Vilas Nieto (FEMXA)

Format:
Face-to-face or online

Duration:
1,5 hours

Participant Profile:
Young people between the ages of 16 and 30 interested in sustainability.

Materials:

- Paper and pens
- Posters and markers
- Internet access (optional)
- Templates for NGO creation (mission, vision, objectives, etc.)

Objectives:

- To develop the "Collective Action" competency of the GreenComp framework, fostering collaboration and critical thinking on ecological issues.
- To show the importance of joint action to address both local and global issues.
- To show the role of NGOs in tackling sustainability issues

Learning Outcomes:

By the end of the workshop, participants will be able to:

- To understand the importance of working together to have more capacity for action to solve problems that affect us all.
- To understand the basic aspect of how a NGO works and their activities
- To develop a greater awareness of environmental issues and become more aware of their responsibility to promote sustainable solutions.
- To feel more empowered and able to take leadership roles in

collective sustainability initiatives.

Structure:

1. Introduction (20 minutes):

- Explains the purpose of the workshop and the importance of collective action in sustainability.
- Present real examples of green NGOs and their impact.
- Divide participants into groups of 4-5 people. Each group will represent a fictitious NGO.

3. Brainstorming and planning (40 minutes):

- Each group should choose an ecological issue to advocate for (e.g., forest conservation, plastic reduction, endangered species protection).
- Use templates to define the mission, vision and objectives of their NGO.

4. Strategy development (40 minutes):

- Each group should develop an awareness campaign that they feel is important for their created NGO.

5. NGO presentation (30 minutes):

- Each group presents its NGO and strategies to the rest of the participants.
- Encourage questions and constructive feedback among the groups.

6. Conclusion (15 minutes):

- Reflect on what has been learned and how it can be applied in real life.
- Discuss the importance of collective action and how everyone can contribute to sustainability.

Tips for Facilitators:

- Encourages participants to think outside the box and be innovative in their approaches.
- Emphasize the importance of teamwork and collaboration to achieve common goals.
- If a group has time to spare, they can create logos and visual materials for their NGOs.

4.4.3 Individual Initiative

WS1: Exploring Beyond Boundaries

Authors: Yunus Emre Çakmak (KUBI)

Format:
Face-to-face
(It can be adopted to online settings)

Duration:
6 hours

Participant Profile:
20-30 participants

Materials:

- Mystery boxes containing various unexpected items.
- Large blank posters, markers, sticky notes, and creative materials (colored paper, scissors, glue).
- Laptops or tablets for digital research.
- Puzzles or mind games
- Journals for participants.
- Handouts on problem-solving techniques and the importance of exploratory thinking.

Objectives:

- To stimulate participants' ability to explore new ideas, think creatively, and solve unfamiliar problems.
- To promote open-mindedness and curiosity about the unknown or unfamiliar.
- To encourage participants to ask “what if” and explore various

possibilities without fear of failure.

Learning Outcomes:

- Building their capacity for exploratory thinking and creative problem-solving.
- Enhancing their curiosity and developing strategies to explore new ideas or unfamiliar situations.
- Becoming more comfortable with ambiguity, uncertainty, and navigating the unknown.

Structure:

Activity 1: The Mystery Box Challenge (1 hour)

Objective: To encourage participants to think outside the box by exploring unfamiliar objects and discovering new ways of interpreting and using them.

Mechanic: Hands-on Exploration

Setup:

- Prepare a set of mystery boxes, each containing a collection of random objects (e.g., a feather, a key, a toy car, a piece of fabric). Ensure that the objects are varied and unrelated.
- Give each participant one mystery box. Instructions: Without opening the box yet, ask participants to guess what's inside based on its weight, sound, and feel.
- Once they open the box, participants will spend 15 minutes exploring each object. They will write down as many creative uses or interpretations for each object as they can think of.
- Afterward, pair participants up to exchange ideas on how they interpreted their items and discuss creative or unusual ways these objects could be repurposed.

Debrief (15 minutes):

- Facilitate a discussion with questions like: "What surprised you about your ability to find new uses for everyday objects?" "How

did exploring unfamiliar objects challenge your thinking process?" "How can we apply this curiosity to exploring more complex problems in life or work?"

Activity 2: Create Your Own World (1.5 hours)

Objective: To foster creative thinking by challenging participants to design a completely new world, exploring its ecosystems, societies, and technologies.

Mechanic: Group Creativity and World Design

Setup:

- Divide participants into groups of 4-5.
- Provide each group with a large blank poster and creative materials.

Instructions:

- Each group will have 45 minutes to create a completely new world from scratch. This world can be based on any concept, real or imagined, but must include:
- A unique environment (e.g., a world with floating islands, underwater cities, or a planet where trees grow upside down).
- How life forms adapt to this environment.
- The societal structures, technologies, and challenges present in this world.
- After the design phase, groups will present their worlds to the rest of the workshop, explaining the key features, challenges, and adaptations in their imagined environments.

Debrief (15 minutes):

- Ask: "What challenges did your group face while creating your world?" "How did you explore new ideas to overcome these challenges?" "How can imagining alternate worlds help us think about real-world problems?"

Activity 3: Exploration in Action – Outdoor Discovery (1 hour)

Objective: To practice exploratory thinking by engaging with the natural environment and discovering unfamiliar details in everyday

surroundings.

Mechanic: Nature Exploration and Reflection

Setup:

- Lead participants to an outdoor space (or, if unavailable, an indoor space with natural elements such as plants).
- Provide participants with journals.

Instructions:

- Ask participants to spend 30 minutes wandering through the environment, observing everything they can.
- Encourage them to focus on small details they may have never noticed before (e.g., the shape of leaves, patterns in the grass, sounds in the distance).
- As they explore, participants will note anything that surprises or intrigues them in their journals.
- Afterward, participants will gather in pairs and share one or two surprising or inspiring discoveries they made during their exploration.

Debrief (15 minutes):

- Discuss: "What did you discover that you hadn't noticed before?" "How did this exploration change the way you perceive your environment?" "How can we apply this approach of discovering new details to solving bigger problems?"

Activity 4: Puzzle of Possibilities (1.5 hours)

Objective: To engage participants in creative problem-solving through exploring multiple pathways to solving complex challenges.

Mechanic: Problem-Solving Puzzles

Setup:

- Provide participants with puzzles, mind games, or logic challenges that require multiple steps to solve.
- Divide participants into small groups of 3-4.

Instructions:

- Each group receives a puzzle or a mind game challenge that requires them to think creatively and explore different solutions.
- As they work on the puzzles, encourage them to document the different strategies they try, whether successful or not.
- After 45 minutes, groups will come together and share the different methods they tried to solve the puzzle, highlighting the process of exploring multiple possibilities.

Debrief (15 minutes):

- Ask: “How did your group approach the puzzle?” “What role did exploration play in your problem-solving process?” “What can you learn from exploring multiple approaches to a single problem?”

Activity 5: The Exploratory Roadmap (1 hour)

Objective: To create a personal action plan for fostering exploratory thinking in everyday life and work.

Mechanic: Reflective Planning

Setup: Distribute journals and handouts on strategies for enhancing exploratory thinking.

Instructions:

- Participants will reflect on the activities they've completed and write a personal "Exploratory Roadmap," outlining:
- Key areas of their life or work where they want to apply exploratory thinking.
- Specific actions they will take to remain curious, open-minded, and willing to explore the unknown.
- Strategies for staying motivated in the face of uncertainty or ambiguity.
- After 30 minutes of individual reflection, participants pair up to share their roadmaps and offer each other feedback.

Debrief (15 minutes):

- Facilitate a group discussion on how participants plan to implement exploratory thinking in their daily lives. Ask: "What's one way you will explore new ideas or possibilities starting today?"

Tips for Facilitators:

- Continuously remind participants that exploratory thinking is about being curious, open to new ideas, and willing to venture into the unknown.
- Foster an environment where curiosity is valued, and no idea is dismissed.
- Throughout the workshop, emphasize the importance of experimentation. Encourage participants to try out new methods, even if they seem unconventional or impractical at first.
- Exploratory thinking can lead to unconventional ideas, so ensure that participants feel safe sharing their thoughts, even if they seem far-fetched.
- Create a judgement-free zone where creativity can flourish.
- Help participants draw connections between the exploratory activities and their practical applications. For example, how can the creative thinking used in "World Building" be applied to tackling sustainability issues?
- Ensure that participants leave the workshop with practical strategies for integrating exploratory thinking into their work.
- Reinforce that this skill can lead to innovation and creativity in addressing complex challenges, particularly in sustainability and youth work.

WS2: Self-leadership: a Prerequisite for Social Leadership

Authors: Audyl Corgelas (ANI International)

Format:
In-person or online workshop

Duration:
2 hours

Participant Profile:
Young people aged 16–30. Ideal group size: 10–15 participants.

Materials:

- Whiteboard or virtual whiteboard
- Worksheets for goal setting and action planning
- Visual supports (pictures, videos, case studies) of Inspirational examples of sustainable individual actions

Objectives:

- Understand the power of self-leadership, self-awareness and self-confidence in creating sustainable change;
- Set personal sustainable leadership goals and take sustainable initiatives on a daily basis.
- Analyze inspirational examples of sustainable individual actions

Learning Outcomes:
By the end of the workshop, participants will be able to:

- Identify inspirational examples of sustainable individual actions (e.g., Martin Luther King, Mother Teresa, Nelson Mandela..)
- Set personal goals and actions plan
- Identify the different sectors for which they can take responsibility for sustainability in their daily lives

Structure:

1. Introduction of the workshop (15 minutes):

- Introduce the concepts of individual initiatives, self-awareness, self-confidence, sustainable change, personal brand identify
- Explain what the qualities of an influenced and inspired leader are and share some examples in different sectors or contexts (e.g. church, school and universities, civil society, politics...)

- Explain how individual initiatives can contribute to a sustainable change and inspire others

2. Self-assessment exercise (15 minutes)

- Participants are briefly introducing themselves: their profile, perception of themselves, their achievements, interests, values, beliefs, talents and commitments...
- Ask participants to identify 2 or 3 sustainability issues they are most passionate about and clarify their vision of sustainable change in regards to these issues.
- Encourage participants to write down their answers in their personal worksheet or notebooks. This reflection will help them connect their personal interests to sustainable actions they can take.

3. Creating a personal action plan for a sustainable change (30 minutes):

On their worksheet....

- Ask participants to specify the role they want to play in solving these issues (e.g., *Community leader, environmental activist, local business owner, civil society or youth organizations activist, members of public organizations, media or politicians ambassadors of youth empowerment...)*
- Participants clarify their strengths or skills that they mobilize to address these issues (e.g., creativity, communication, organizing events)
- Participants draw up their action plan to solve a sustainable issue, each time answering the following questions for each action/goal: What is it? What is it? What is it? Why? When?
- Participants diagnose their resources:
- What resources (internal and external) and activities will they choose? And why?
- Learn from the experience and knowledge of others and take an online course on a subject they are passionate about (e.g. YouTube, conferences,...)
- Facilitators take some volunteers to share their works and get feedback and advice from the whole group.

4. Study Case: Analyzing Inspirational Examples of Sustainable Individual Actions (45 minutes)

- Divide participants into group 3-5, and print/translate if needed the study cases below;
- Write down the name of each inspirational leader equally on some cards . Then, invite participants to take a card randomly, going around the table, then group them according to the name of the leader they have in common.

- Inspirational individual actions:
  Leader 1: Mother Teresa
  Leader 2: Martin Luther King
  Leader 3: Nelson Mandela

- **Step 1:** Set a timer for 10-15 minutes for each team to brainstorm and describe its leader (e.g. traits of personality, values, sustainable actions, main qualities, how this leader inspired others by his/her actions,..).
- **Step 2:** Each team member finds her/his common qualities, skills, values, vision with the team's inspirational leader.
- **Step 3:** Facilitators prepare 3 or 4 key questions and initiate discussion to the whole group. Using sticky notes or a virtual whiteboard to note key concepts and ideas;
- **Step 4:** Facilitators conclude and explain the links between this activity and the importance of individual initiatives, sustainability and social change.

5. Conclusion and Takeaways (15 minutes):

- Facilitators are focusing on tips to promote and take individual initiatives;
- Explain the links between individual initiatives , local development and sustainability
- Explain the importance Leadership identity development model

Tips for Facilitators:

- Focus on individual actions and inspirational leaders
- Help participants to set realistic and achievable goals related to their personal interests, strengths, motivation and academic/professional background.
- Encourage participants to create links between their personal action plan and sustainability challenges
- Explain the importance of individual initiative in building resilience, self-leadership, self-awareness, self-confidence for a long-life sustainability impact.

WS3: My Own Action Plan

Authors: Evi Varsou (KEAN)

Format:
Online

Duration:
3 hours

Participant Profile:
10-15 young people

Materials:

- Virtual platform with breakout rooms (e.g., Zoom).
- Slide deck with visuals and instructions.
- Google Docs for collaboration and voting.
- Eco-Audit Worksheet with questions on habits, such as energy, waste, transport.
- Discussion prompts for breakout groups.
- Plan Template including sections: Goal, Actions, Resources, Timeline.
- Sample initiatives for inspiration.
- Challenge Scenarios
- Polling tool for voting
- Petition Template

Objectives:

- Know the concept and importance of green competence in view of sustainability.
- Understand how personal initiatives may lead to effective change in the environment.
- Developing actionable plans and innovative solutions for real-world sustainability challenges.

Learning Outcomes:

- Assess habits Through an eco-audit, identify areas to reduce their environmental footprint.
- Formulate actionable plans that will help make their community or workplace more sustainable.

- Collaborate Effectively

Structure:

Activity 1: Self-Assessment

Instructions:

- Participants fill out a simple worksheet to examine the present patterns of living under categories like energy, water use, waste disposal, and mode of transport.
- Example questions:

1. "How often do you carry a refillable container with you?"
2. "Do you monitor your electricity usage at home?"

- Breakout groups (5–6 people): Share one finding and brainstorm one improvement.
- The facilitator highlights quick wins and cost-effective changes, such as switching to LED bulbs or composting.
- Participants leave with a personalized list of eco-friendly adjustments they can implement immediately.

Activity 2: Understanding What They Like

Instructions:

- Participants identify an area they are passionate about: recycling, energy efficiency, sustainable food. Example prompts:

1. "What problem do you want to solve?"
2. "Who will benefit from your initiative?"

- Facilitator introduces a simple framework:

- Goal: What am I trying to accomplish?
- Actions: What do I need to do?
- Resources: What resources do I need?
- Timeline: When is each action implemented?

- Pair participants to review each other's plans and suggest improvements.

- A draft plan for an individual green initiative.

Activity 3: Presentation of Challenges

Instructions:

- Small groups of 3-4 are presented with a challenge, for instance, reduction of plastic waste in a neighbourhood.
- The team develops an innovative idea and prepares a pitch for two minutes.

- The teams share their pitches with the entire group. Example pitches:
- "A neighbourhood swap shop to minimize waste."
- "A carpooling app for local communities."
- Participants vote for the most innovative idea using an online poll.
- Enhanced teamwork, communication, and green innovation skills.
- The facilitator summarizes the importance of individual action in promoting green competence.
- Share additional resources for continued learning.
- Participants write a short statement in the chat about one action they commit to taking after the workshop.
- Participants complete a quick survey to share their experience.

Activity 4: Green Petition Writing

Instructions:

- Start by explaining that petitions are a powerful tool to cause change and raise awareness regarding an environmental issue.
- Briefly discuss some of the key elements of an effective petition: a clear goal, supporting facts, a call to action, and a target audience, for example, local government, businesses, organizations.

Petition Guidelines

- Share the structure of a petition:
- Title: A catchy, clear title of the petition
- Introduction: A short statement of why this petition is important.
- Problem Statement: Describe the problem or environmental challenge being addressed.
- Proposed Solution: Provide a specific action or solution to the problem.
- Call to Action: What do you want signers to do? (e.g., support the petition, attend a meeting, spread the word).
- Conclusion: A short, inspiring closing statement.

Writing the Petition

Activity: The participants will write their own petition on an environmental issue they care about either individually or in small groups.

Sharing and Feedback (5 minutes):

- Ask a few participants to share their petitions with the group.
- Give positive feedback and suggestions for improvement, such as how to make the call to action more urgent, adding local statistics for impact.

Outcome:

- Participants will leave with a draft petition they can refine and use to start a movement or gain support for their green initiative.

Tips for Facilitators:

- In group activities, invite team members to listen and follow up on each other. In small group discussions, allow breakout rooms.
- Use real examples, as it is not every time that participants have experience with abstract concepts. In short, share success or commonly made mistakes to ensure your content is relatable to the audience.
- Keep time to make sure each activity is completed in the time estimated. Give gentle reminders to keep the pace flowing.

WS4: Empowering Individuals for Sustainable Change

Authors: Miriam Lanzetta, Gianluca Abbruzzese (Lascò)

Format:
In-person or online workshop

Duration:
2 hours

Participant Profile:
Young people aged 16–30. Ideal group size: 8+ participants.

Materials:

- Virtual whiteboards
- Handouts
- Game scenarios simulation
- Worksheets for goal setting and action planning
- Timer for quick reflection exercises

Objectives:

- To help participants identify their individual potential to contribute to sustainability
- To develop confidence in taking proactive steps for sustainable change, even in the face of uncertainty
- To encourage participants to set personal goals and take responsibility for sustainability in their daily lives

Learning Outcomes:
By the end of the workshop, participants will be able to:

- will recognise their own ability to influence sustainable change and understand the importance of the precautionary principle;
- develop skills in setting actionable sustainability goals and taking prompt, preventive action;
- build confidence in their capacity to take the initiative for sustainability in their personal and community lives.

Structure:

1. Introduction to Individual Initiative and the Precautionary

Principle (15 minutes):

- Begin with an introduction to individual initiative as a critical aspect of sustainability, explaining the importance of taking proactive and preventive action.
- Introduce the precautionary principle and discuss how it guides individuals to act in cases where potential harm may exist, even if the evidence isn't conclusive. Provide simple examples, such as choosing to reduce plastic use despite ongoing debates about its exact environmental impact.

2. Identifying Personal Strengths and Interests (10 minutes):

- Guide participants through a short reflection exercise, asking them to consider:
  - What sustainability issues are they most passionate about? (e.g., waste reduction, energy conservation, biodiversity)
  - What strengths or skills do they have that could help address these issues? (e.g., creativity, communication, organising events)
- Participants write down their answers on sticky notes or in a personal notebook. This reflection will help them connect their personal interests to sustainable actions they can take.

3. Goal-Setting (20 minutes):

- Distribute Goal-Setting Worksheets to each participant, prompting them to define one or two specific sustainability goals they can achieve as individuals.
- For each goal, participants identify:
  - Action Steps: Small, specific steps they can take to achieve their goal (e.g., "Bring a reusable bottle and bag daily").
  - Anticipated Challenges: Possible obstacles and how they can overcome them.
  - Precautionary Actions: Actions they will take even if they are uncertain of the full impact, based on the precautionary principle (e.g., "Switch to plant-based meals even if unsure of total carbon savings").
- After filling out the worksheet, participants share their goals and planned actions with a partner to foster accountability and encourage inspiration.

4. "Sustainable Decision-Making" Simulation (25 minutes):

- Facilitate a decision-making simulation to build confidence in acting promptly and thoughtfully. Present a real-world sustainability scenario, such as a sudden change in waste management policies or an energy crisis, that requires immediate action.
- Divide participants into small teams and ask them to decide on an individual action plan that could address the situation quickly and responsibly.
- Each team shares their decision, explaining how they balanced taking action quickly with uncertainty, and how they applied the precautionary principle.

5. Community Mapping and Individual Impact Planning (20 minutes):

- Ask participants to consider their local community and brainstorm how their individual actions could inspire others and contribute to a broader impact.
- Guide them through a Community Mapping Exercise where they identify:
    - Key areas where they could lead by example (e.g., at school, on social media, with friends and family).
    - Opportunities to encourage others to take similar actions (e.g., organising a community clean-up, promoting sustainable habits online).
- Have participants write down one action they commit to taking within their community that can serve as a model for others, reinforcing the idea that small individual actions can inspire collective change.

6. Reflection (20 minutes):

- Facilitate a reflective discussion on the workshop experience, encouraging participants to share insights they gained about their capacity to take initiative for sustainability.
- Prompt reflection questions could include:
    - What have you learned about your ability to take proactive action on sustainability?
    - How did the precautionary principle influence your

decisions in the simulation?
- What steps will you take to stay motivated and committed to your personal sustainability goals?

- Encourage each participant to set one final "Individual Sustainability Pledge" that they will work on for the next month, writing it down as a reminder of their commitment to taking initiative.

Tips for Facilitators:

- Emphasise that individual actions, while seemingly small, can inspire broader change and demonstrate what's possible to others.
- Encourage participants to set realistic and achievable goals that align with their personal interests and strengths to enhance motivation.
- Remind participants that the precautionary principle is about taking responsible action, even when the outcomes aren't fully certain—particularly important in sustainability contexts.
- Reinforce the message that taking individual initiative builds resilience, self-efficacy, and a proactive mindset, which are essential for lifelong sustainability efforts.

WS5: Green Influencers: Crafting Social Media Campaigns for Sustainability

Authors: Andrea Fátima Vilas Nieto (FEMXA)

Format:
Face-to-face

Duration:

1,5 hours

Participant Profile:
Young people between the ages of 16 and 30.

Materials:

- Computers, tablets or cell phones
- Internet access
- Editing software such as Canva
- Social media accounts
- Projector/screen (optional)
- Slide presentation (optional))
- Personal reflection on sustainability

Objectives:

- To encourage self-awareness of the individual's potential for sustainability.
- To facilitate the creation and dissemination of sustainability awareness campaigns on social media.
- To develop digital and communication skills to promote sustainable practices.
- To motivate young people to act as agents of change in their communities and social networks.

Learning Outcomes:

By the end of the workshop, participants will be able to:

- To identify possible individual actions to promote sustainability.
- To develop confidence in their ability to influence change.
- To create and post awareness-raising content on social media.
- To understand the importance of acting proactively on environmental issues.

Structure:

1. Introduction (15 minutes):
The facilitator will welcome the participants and introduce the objectives and structure of the workshop.

2. Identification of individual potential (20 minutes):

- Participants will write on a sheet of paper their interests, skills, hobbies and passions related to sustainability.
- Participants will share their reflections with the group, identifying areas where they can take action to promote sustainability.

3. Creating social media posts (45 minutes):

- The participants will be encouraged to create dissemination posts for sustainability issues using social media.
- The facilitator will do a brief explanation of tools such as Canva, Instagram, Facebook and TikTok to create engaging visual content.
- Participants will be divided into small groups and each group will choose a green topic to create an awareness campaign using social media.
- Steps:
    - Define the message and objective of the campaign.
    - Design infographics and graphics using Canva.
    - Create social media posts and stories.

4. Presentation of campaigns (20 minutes):

- Each group will present their campaign to the rest of the participants, explaining the chosen theme, the message and the visual elements created.
- Participants will provide constructive feedback on the campaigns presented.

5. Dissemination (15 minutes):

- Participants will post the campaigns on their personal social media or on an account created specifically for the dissemination of ecology issues.
- Participants, with the help of the facilitator, will discuss how to maximise the reach and impact of the campaigns, including the use of hashtags and participation in viral challenges.

6. Conclusion (10 minutes):

The facilitator will summarise the main conclusions of the workshop and emphasise the importance of individual initiative for sustainability.
The facilitator will encourage the participants to act as agents of change in their communities.

Tips for Facilitators:

- Encourages participants to be creative and innovative in the design of their campaigns.
- Stress the idea that each person has the potential to influence change.
- This activity can also be adapted to other types of media such as posters, flyers, etc

5. Conclusion

The **GameComp Workshop Scenarios** publication represents a significant step toward equipping youth workers with innovative and interactive tools to foster sustainability competences among young people. By integrating the 12 competences of the **European Sustainability Competence Framework (GreenComp)** into engaging, game-based learning experiences, this resource provides a structured yet flexible approach to sustainability education.

Throughout this publication, we have explored a wide array of workshop scenarios that address key sustainability skills, including critical thinking, systems thinking, political agency, and adaptability. Each workshop is designed to not only educate but also inspire action, ensuring that young people develop the skills, knowledge, and attitudes needed to contribute to a more sustainable future.

The development of these workshops was a collaborative effort, involving partners from multiple countries who brought diverse perspectives and expertise to the project. The co-design process ensured that the scenarios are relevant, practical, and adaptable to various youth work settings. Through piloting and feedback, these workshops have been refined to maximize their impact and usability.

The expected impact of this resource extends beyond individual learning. By empowering youth workers with effective educational tools, the GameComp project aims to create a ripple effect, fostering sustainability awareness and action among young people across Europe. Participants will not only gain a deeper understanding of sustainability principles but also develop the confidence to apply these concepts in their daily lives and communities.

Looking ahead, the success of the GameComp Workshop Scenarios will depend on its widespread adoption and implementation. We encourage youth workers, educators, and organizations to integrate these workshops into their training programs and share their experiences with the broader community. Through continued collaboration, adaptation, and innovation, we can ensure that this resource remains relevant and impactful in addressing the pressing sustainability challenges of our time.

Ultimately, the GameComp Workshop Scenarios publication is more than just a collection of activities—it is a call to action. By engaging young people in meaningful learning experiences, we can inspire the next generation of sustainability champions who will drive positive change for a greener and more equitable world.

This document is also available in German, French, Italian, Spanish, and Greek.

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We also extend our appreciation to all youth workers, trainers, and facilitators who participated in the piloting and refinement of these workshop scenarios. Your feedback and engagement have been crucial in making this resource practical and impactful.

Finally, we thank the **European Union's Erasmus+ Programme** for supporting this initiative and making it possible to develop and disseminate this resource widely.

Together, we are fostering a more sustainable future for young people and their communities.

5.2 Contact

For more information about the **GameComp** project and to stay updated on our activities, follow us on our digital platforms:

For inquiries or collaboration opportunities, feel free to reach out to us via our website or social media channels.

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