TRACK MAP CLEAN

DIGITALIZATION FOR ENVIRONMENTAL PROTECTION TRAINING PLAN

WWW.TRACK-MAP-CLEAN.EU

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Introduction of the

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TRACK MAP CLEAN

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INTRODUCTION

The training plan is created on the basis of the GreenComp and the proposed areas of competences. GreenComp outlines a collection of sustainability competences designed to integrate into educational programs. These competences provide learners a quality base for knowledge, skills, and attitudes that encourage thoughtful, conscientious, and compassionate approaches to thinking, planning, and acting for the greener future of our planet and public health. The framework's entire set of 12 competences (Valuing sustainability, Supporting Fairness, Promoting nature, Systems thinking, Critical thinking, Problem framing, Futures literacy, Adaptability, Exploratory thinking, Political agency, Collective action, Individual initiative) is relevant to learners of all ages and educational backgrounds, across various educational environments – formal, non-formal, and informal. The competency framework is recommended to educators by The commission to use it as a reference while implementing educational initiatives related to sustainability. GreenComp provides a common ground to learners and guidance to educators, advancing a consensual definition of what sustainability as a competence entails. The training plan was implemented during the Learning, Teaching, Training Activities (LTTA) for youth workers in Portugal. Here 3 youth workers from each partner's organization were trained on the usage of digital tools to raise awareness on waste disposal.

This guide can be used by any organization, NGO, youth worker or anyone who needs to be inspired or organize ecological activities. The training plan is built on GreenComp, the European sustainability competence framework and the learners will obtain green competencies. What does it actually mean? Green competencies encompass the knowledge, abilities, values, and attitudes necessary to thrive in, advance, and uphold a society that is both sustainable and resource efficient.

GreenComp comprises a total of 12 competences categorized into the following four areas:

- ➔ Embodying sustainability values

- valuing sustainability
- supporting fairness
- promoting nature

➔ Embracing complexity in sustainability

- systems thinking
- critical thinking
- problem framing

➔ Envisioning sustainable futures

- futures literacy
- adaptability
- exploratory thinking

➔ Acting for sustainability

- political agency
- collective action
- individual initiative

The training plan is designed to provide one training session for each of the 12 competences. In the training program you will find each competence theoretically introduced followed by a description of the training session.

The consortium of partners wishes you a lot of fun while implementing the activities and we hope that this training plan will be beneficial for you and will serve its purpose. We believe that these activities will influence many young people and they will understand that the future of this planet is also in their hands.

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“Be part of the solution.
Not part of the pollution.”
– Unknown –

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TRACK MAP CLEAN

1.

VALUING SUSTAINABILITY

1. VALUING SUSTAINABILITY

Sustainability is a competence to live with a minimum harm to nature. In 1987, the United Nations Brundtland Commission defined sustainable as "meeting the needs of the present without compromising the ability of future generations to meet their own needs." The term 'sustainable value creation' is not new. It has been used by scholars and practitioners in the sustainability field for a long time. The idea of sustainable value creation is the process of integrating three aspects - environmental, social, and economic - into a business mindset. This chapter focuses on the topic of sustainability through the approaches of embodying its values and embracing its complexity. The chapter also contains exercises on how to act for sustainability, and how to reflect on the way of thinking, planning and acting.

Theoretical introduction

There are different meanings of the term 'sustainability', as well as spheres to apply it. Today, we are talking about environmental sustainability. It aims to nurture a settled mindset with the understanding that humans are part of and depend on nature.

Firstly, sustainability is about integration. It is the process of modelling the environmental, social and economic impact on different spheres of life: from business and corporate initiatives to politics or social behaviours of people and their impact on nature. That is why its value belongs to the economic, environmental and social dimension of sustainability and is always a part of financial analysis and political decision-making.

According to GreenComp, the purpose of sustainability valuation is to encourage reflection on values and perspectives in relation to sustainability concerns. Sustainability assessment could be defined as a meta-competency because its primary goal is not to teach specific values, but to enable learners to realize that values are constructs and people can choose which values they will give preference to in their lives.

Valuing sustainability enables learners to reflect on their way of thinking, their plans, and their actions. It helps them to ask questions whether they cause any harm and are in line

with sustainability values, and thus contribute to sustainability. It offers learners an opportunity to discuss and reflect on values, their variety and culture-dependence.

Learning about environmental sustainability encourages people to move away from looking for certainties and rather think about possibilities in societies. It is fundamental that learners understand the future as something open that could be shaped collectively. This requires the ability to analyse the past mistakes, observe present actions and understand or predict future trajectories of the environmental behaviours.

Personal values and behaviours are very much connected with sustainable indicators. This is how it works:

- humans' principles depend on the socio-economic models in the country and, therefore, are related to the environment.
- personal values and principles influence actions that can cause damage or not harm, restores or regenerates the environment.
- various cultures and generations may attach more or less importance to sustainability depending on their value systems.

As we see - everything is connected. Sustainability is equally connected with personal actions and political decisions. Due to the fact that political actors were selected based on the public voting - citizens are able to navigate political systems, identify their responsibilities and accountabilities for unsustainable behaviour, and demand effective policies for sustainability. These will be trained via the following exercise.

Practical part

A thematic workshop can be organised by trainers, youth workers, facilitators, sports professionals and others who can implement a practical activity design, but also be inspired by the theoretical part of the chapter.

Title: Forum Theatre
Duration: 1-2 hours
The number of participants: minimum 15, no limits
Aim of the educational activity: - to explore environmental sustainability, its vision and new approaches through the expressive and theatrical techniques. - to maintain the intercultural dialogue. It is a simple interaction between the audience and the actors, in which the audience suggests solutions to an environmental problem faced by the protagonist. - The solutions are played out by the actors one by one until all the solutions have been defined. This technique opened up interactive dialogue on stage for the first time. However, this model lacked a certain sense of empathy, which is "personal, unique and non-transferable" and which no other actor can imitate.
Description of the session: This is the format in which there is no distinction between an actor and a spectator. The pay is witnessed by 'spectators' who can interrupt an unjust act being portrayed in the play and replace an actor to give the play an alternative ending. 1. The actors in groups have some time for preparation (15 min) to present their vision of the world/ problems connected with the topic of sustainability. 2. First time, the audience watches the scenes and reflects on them. 3. Second time, the groups present the play again. Spectators intervene by making a loud clap to change the content according to their own values. Important:

spectators have to say whom she/he wants to replace and the actor goes to the audience side

4. If no spectator wishes to intervene and prevent injustice, it can be considered as an acceptance of the situation in real life

Verification and evaluation:

Ask participants if an environmental set up presented in play is acceptable. During the discussion you can use questions:

"Do you feel any empathy towards the characters after watching this play?"

"Are you prepared to fight if it were a real-life situation?"

"Would you like to try out any solutions?"

Materials:

- Working space
- Props necessary for the scenes

Recommendations for facilitators:

- Create a safe and inclusive environment for the participants that encourages respectful behaviour and discussions.
- There is no control in this play, as it depends entirely on the spectators and their mindset. Make sure the participants understand the topic before they begin to prepare and make it easy for them to demonstrate the issues. The audience needs to reflect on their own values in order to be able to change the scenario.

Outcome of the activity:

The expected outcome of this activity is that participants will reflect on their inner values, listen to their voice and try to apply the values on real-life scenarios. They will practice

theatrical performance, experiment with role-playing and express themselves and their vision.
Recommended reading/ literature: https://en.wikipedia.org/wiki/Forum_theatre https://ka2sabta.files.wordpress.com/2019/01/guidetoforum-120310174532-phpapp01.pdf http://derek-online.blogspot.com/p/a-guideto-learning-using-forum-theatre.html
Sources used: https://www.salto-youth.net/tools/toolbox/tool/forum-theatre-guide.1314/ https://cesie.org/en/migration/theatre-environment-integration-greeninterculturality/

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2.

SUPPORTING FAIRNESS

2. SUPPORTING FAIRNESS

This chapter has been designed to explain to the target groups the idea of fairness in the modern world, and to demonstrate why it is crucial to develop this competence in our daily life. It also aims to promote equity and justice through practical application.

Theoretical introduction

The concept of "fairness" means that everybody in our society has an equal opportunity to benefit. *Supporting fairness* is about promoting equity and justice among present and future generations, while learning from past traditions and actions.

Fairness is characterized by equity, respect, justice and stewardship of the shared world, both among people and in their relations to other living beings. This competence can be fostered by promoting responsibility in collaborative activities and teamwork, while acknowledging and respecting different viewpoints.

The principle of fairness could be demonstrated on the example of organic agriculture and how it should work. Those involved in the agricultural sector should conduct all the activities and business processes in a manner that ensures fairness at all levels and towards all parties - local inhabitants, farmers, workers, processors, distributors, traders, consumers, and what is more important, the environment. This is how simple agriculture becomes organic. It should provide a good quality of life for all concerned and contribute to food sovereignty and poverty reduction. It aims to produce a sufficient supply of good quality food and other products.

The natural and environmental resources that are used for production and consumption should be managed in a way that is socially and ecologically just and should be held in trust for future generations. *Fairness* requires systems of production, distribution and trade that are open and equitable and take account for the real environmental and social costs.

However, *supporting fairness* is not only about promoting environmental justice and

equity for the sake of improving human health. It also involves taking into account the interests and capabilities of other species and environmental ecosystems.

When we speak about supporting fairness, we have to take into account the importance of conservation for future generations and for nature itself. Thus, *supporting fairness* means that ethical concepts and justice for future generations are linked to nature protection today, right now. It stands for applying principles of equity as criteria for environmental preservation and the use of natural resources.

Based on the premise that human health is intrinsically linked to the health of the planet, this competence can help learners to understand that environmental quality is linked to general equity and justice. Access to green spaces can reduce socio-economic inequalities in health. Thus, environmental equity and justice also means human equity and justice.

Practical part

A thematic workshop can be organised by trainers, youth workers, facilitators, sports professionals and others who can implement a practical activity design, but also be inspired by the theoretical part of the chapter.

Title: Fairtrade pitch
Duration: 2-3 hours
The number of participants: 10-20
Aim of the educational activity: - to develop critical thinking and presentation skills. - to raise awareness of the sustainable issues related to market fairness.

Description of the session:

1. Split the group into teams of 3-5 (depending on the total number of people); select jury members.
2. The teams have to brainstorm, define and prepare a business presentation (30min). Highlight that every business idea has to focus on market fairness and sustainability.
3. While the teams are working on their presentations, jury members have to prepare a list of questions and criteria for evaluating the business.
4. Every team has 10 min for general presentations. **2 min** - for pitching and **8 min** - for Q&A session.
5. After the discussion and coffee break, the jury comes back and announces the winners with a debriefing about every business idea.

Verification and evaluation: The jury members evaluate pitched ideas according to the following criteria:

1. Does this business apply any international environmental laws?
2. How do it perform in terms of sustainability?
3. Does this business support fairness? In what ways?
4. What are the strongest points of this business idea? What should be improved?
5. Is this business idea realistic to implement?
6. What are the pros and cons of this business in terms of sustainability?

Materials:

- Flipchart papers
- Pens,
- Markers
- Recycled papers

Recommendations for facilitators:

- If you have in the group people working in the field of ecology or business, ask them to act as jury members. This will improve the quality of the workshop, because they are more knowledgeable about the topic, compared to the participants, who would have to have to experiment and/or research in order to evaluate the businesses.

- Pay attention to time. Each team must be given the same amount of time.
- Role of the facilitator is to be a connecting element between the jury members and the teams. It is your job to make everyone feel equally important.
- If you have more than 5 groups, it is recommended to organise a short coffee break, so the audience and participants can have some rest and refresh themselves.

Outcome of the activity:

- Jury selects the top 3 winners, who will receive some prizes (jury takes 15-20 min for discussion and decision making).
- In a closed group you can prepare some certificates or handmade gifts.
- If the jury members are actual owners of businesses, they can provide coaching sessions, recommendations or mentoring to the winners. Those will serve as the perfect prize.

Recommended reading/ literature:

https://agriculture.ec.europa.eu/system/files/2022-02/factsheet-newcap-environment-fairness_en_0.pdf

https://www.pnas.org/doi/10.1073/pnas.1919783117

https://planetpatrol.co/

Sources used: https://www.ifoam.bio/why-organic/principles-organic-agriculture/principle-fairness

https://www.sciencedirect.com/science/article/abs/pii/S0921800922000210

https://publications.jrc.ec.europa.eu/repository/handle/JRC128040

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3.

PROMOTING NATURE

3. PROMOTING NATURE

This chapter focuses on the importance of promoting nature in the context of environmental protection and on the development of a healthy relationship between people and nature. The chapter explores ways in which human beings can develop their empathy towards nature and what behaviours, measures and attitudes need to be emphasized in order to promote nature.

Theoretical introduction

According to GreenComp, to promote nature *is to acknowledge that humans are part of nature and that they need to respect the needs and rights of other species and of nature itself to restore and regenerate healthy and resilient ecosystems*. The definition places humans together with the other species, living in harmony, with humans playing a central role in respecting nature and ensuring that their behaviour does not cause harm, but promotes and protects nature.

Promoting nature means encouraging and practicing the enhancement, conservation and preservation of biodiversity and natural ecosystems. It involves raising awareness about the need to conserve nature by protecting the environment through sustainable practices and actions that restore, protect and respect natural habitats.

One may ask why it is so important to promote nature. The answer is quite simple. Nature represents the world in which humans are born, grow and live. Nature provides the air that people need to breathe, the water they drink, the food that they put on their table. If nature is damaged, then the health and well-being of humans are damaged too, because the two are interconnected.

Individuals, communities, organisations, and governments can take various actions and carry out different initiatives to promote nature:

a. Education: Acquiring knowledge about the main elements of the environment and natural phenomena makes humans connect with nature. Knowledge of nature leads people to understand its value.

b. Conservation: Effectively protect and conserve natural habitats, wildlife, and ecosystems.
c. Restoration: Carry out actions aimed at restoring degraded or damaged ecosystems and natural areas.
d. Sustainable Land and Resource Management: Manage the resources that nature offers to humans in a way that has the least negative impact possible on the environment.
e. Advocacy and Policy Influence: Raise awareness through advocacy efforts to promote environmental policies, regulations, and legislation that promote nature conservation.
f. Sustainable Development: Promote sustainable development practices that balance economic growth with environmental protection.
g. Responsible Consumerism: Choose environmentally friendly products and services, reduce waste, be mindful about what you consume and waste.
h. Ecotourism and Recreation: Avoid ecological disturbance and embrace nature-based tourism.

As a consequence, promoting nature is an ongoing and multifaceted effort that requires cooperation and collective action, as well as empathy for the planet and care for other species. By promoting and protecting nature, humans can ensure the long-term sustainability and well-being of planet Earth and future generations. Promoting nature ultimately equates to promoting a healthy and sustainable lifestyle on Earth, well-being and security, and a harmonious relationship between people and nature.

Practical part

A thematic workshop can be organised by trainers, youth workers, facilitators, sports professionals and others who can implement a practical activity design, but also be inspired by the theoretical part of the chapter.

Title: Plogging
Duration: 2-3h
The number of participants: 10-15
Aim of the educational activity: - To engage participants in outdoor activities that actively contribute to the promotion of nature and prioritize its value and protection.
Description of the session: **Note**: Make the participants aware that for this activity, they will need a jogging outfit (comfortable running shoes and clothes), a trash bag and some gloves. **Icebreaker:** Start the session with an icebreaker activity that invites all participants to sit in a circle and encourages them to reflect on practical actions humans can take to promote nature. Participants are encouraged to share their personal experiences. **Presentation**: Provide a brief presentation on the concept of *promoting nature* and its importance for people and the environment. Familiarize the participants with the concept of plogging, as a practice that people can adopt in order to promote nature. The term of *plogging*, comes from the Swedish phrase 'plocka upp' (to pick up) and 'jogging', and it was firstly coined in 2016. Plogging involves picking up garbage on the run, thus registering benefits for the people and the nature itself. **Group Activity:** Bring the participants together and choose a route in the community that is exposed to heavy litter that negatively impacts surrounding nature. The route can be in a park, in the area close to a lake, forest, in the natural areas rich in biodiversity or

peripheral areas. After participants have chosen their route, provide them with safety instructions. Afterwards, under the facilitator's guidance, the activity is ready to start.

Reflection and Discussion: Bring the group back together for reflection and discussion. Ask each participant to share their thoughts on how plogging does or does not constitute an appropriate activity to promote nature.

The facilitator can ask questions, such as: Does plogging stimulate your knowledge of nature? Does it build on your empathy for nature? How does it help people as a community? Encourage participants to share their insights and perspectives on the concept of protecting nature. Discuss how plogging helped them understand the concept better, and what other activities can be practiced in order to promote nature and the relationship between people and nature.

Verification and evaluation:

During the session, observe participants' engagement in the activity. Use small breaks to allow participants to relax and reflect on the activity. After the session, gather feedback by debriefing the participants about the activity. Engaging them in discussions or even focus groups.

Materials:

- Presentation slides
- Trash bags
- Jogging clothes

Recommendations for facilitators:

Create a safe and inclusive environment for the participants that encourage respectful behaviour and discussions.

Use non-formal, engaging and interactive tools and methods to engage the participants.

Stimulate critical thinking and reflection, facilitate discussions, stimulate participants to come up with examples and stories of their own.

For the practical activity, make sure that the participants are jogging at their own pace, since the activity is not a competition.

Outcome of the activity: The expected outcome of this activity is that participants will gain a deeper understanding of the concept of promoting nature by engaging in the hands-on activity of plogging. They will be able to identify and think of practical activities and recommended behaviours that people can adopt in order to promote nature. Participants will develop a perspective of a healthy lifestyle, integrated in a healthy natural surrounding. They will develop their critical thinking and motivation to protect nature.
Recommended reading/ literature:
Sources used: https://www.triplepundit.com/story/2019/plogging-hot-and-environmentally-friendly-fitness-trend/83646 https://joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework_en https://www.unesco.org/en/education-sustainable-development

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4.

SYSTEMS THINKING

4. SYSTEMS THINKING

Systems thinking is an approach that analyses the relationships between different components of a system rather than viewing them in isolation. It involves understanding the boundaries, connections, information flow, energy exchange, and feedback within a system. This perspective allows for a holistic understanding of complex issues and helps identify problems and their underlying causes. The process of systems thinking involves identifying a problem, formulating a hypothesis, testing and evaluating it, and implementing changes based on the results. Systems thinking can be applied to various real-life situations, such as analysing the effects of pollution on the climate, the impact of medicine on the human body, or the relationship between poverty and education scores.
To introduce participants to systems thinking, a practical workshop called "Mapping a System" can be conducted. In this activity, participants work in groups. They choose a system, map it out using diagrams and arrows, identify the components, and discuss their interactions and feedback. The workshop aims to equip participants with the tools and understanding to analyse complex systems and apply systems thinking in their own work.

Theoretical introduction

What Is “Systems Thinking?”
The world is not made up of random pieces and parts, at least not to a Systems Thinker. Instead of dissecting various aspects of life, data, or thinking as single entities, Systems Thinking views and analyses relationships between things.
The idea of Systems Thinking aligns well with the imagery of a ripple effect or the butterfly effect; a single action spreads out to impact countless people, places, or things. Systems Thinking, however, only applies to *actual* systems. A system must fit the following criteria:

- A system has clear boundaries between the inside and outside of the system itself.
- A system connects and flows into and from the environment.
- A system takes in information, materials, and energy.
- A system gathers and stores nutrients or resources to generate work or results.
- A system produces waste, heat, and results of work.

- A system produces feedback that indicates how well the system is working.

Systems Thinking is dynamic. It looks at a system and identifies problems or issues throwing off what was inherently a functioning system. It requires looking at the Big Picture of an issue and finding the small ripples of input, output, and feedback that led to disarray in the system.

Steps To the Systems Thinking Process

1. **Identify –** Systems Thinking starts like many scientific processes: finding a problem to fix.
2. **Hypothesize –** After identifying the problem, thinkers generate a hypothesis to address the issue.
3. **Test and Evaluate –** Once generated, thinkers apply the hypothesis via testing, data, and experimentation and evaluate the results.
4. **Implement Changes –** After the hypothesis and data create an understanding and good quality information on how to fix the problem, the thinker applies the changes to the system. Steps 1-3 are repeated until the thinker can achieve step 4 with promising results.

How Is Systems Thinking Applied In Life?

The school of thought behind Systems Thinking applies to many aspects of life. Common situations where Systems Thinking works well include:

- Examining the effects of pollution on the Earth's climate.
- The impact of a new medicine on the human body's systems.
- The impact of poverty on the education scores of students.
- The effect of the economy on the political beliefs of a population.
- Analysing the effect of coffee on the human body.
- Examining how where someone shops impact their political views.

Practical part

A thematic workshop can be organised by trainers, youth workers, facilitators, sports professionals and others who can implement a practical activity design, but also be inspired by the theoretical part of this chapter.

Title: Mapping a System
Duration: 60-90 minutes
The number of participants: Divide the participants into groups of 3-5 people. Maximum of 20 people.
Aim of the educational activity: - To introduce participants to the concept of system thinking and provide them with the tools to analyse complex systems. - To help participants identify the components of a system and understand how they interact with each other.
Description of the session: Introduce the concept of System Thinking and its importance in problem-solving. Provide examples of complex systems and discuss how system thinking can help in analysing them. Conduct an exercise called "Mapping a System" where participants work in groups to identify and map out a complex system, such as a transportation network or a healthcare system. 1- Provide each group with a large sheet of paper and markers 2- Ask each group to choose a system that they are familiar with (e.g. a transportation system, a healthcare system, an educational system). 3- Instruct the groups to draw the system on the paper, using arrows to show the flows of

inputs and outputs.

4- Ask the groups to identify the components of the system and write them on sticky notes. They should place the sticky notes on the appropriate places on the map.

5- Encourage the groups to discuss the interactions between the components of the system. They should use different colours to show the different feedback loops.

When the groups have finished their maps, ask them to present them to the other groups. They should explain the components, interactions and feedbacks of their system.

Facilitate a discussion on the similarities and differences between the different systems. Ask the participants to reflect on the insights they have gained from this exercise.

Discuss the group's findings and facilitate a discussion on how system thinking helped in analysing the system.

Verification and evaluation:

Have participants fill out a short survey at the end of the session to evaluate their understanding of system thinking and the effectiveness of the activity.

Observe the group discussions and provide feedback to the facilitators.

Materials:

- Large sheets of paper
- Wide board
- arkers
- Post-its

Recommendations for facilitators:

- Encourage participants to think critically and challenge assumptions while mapping out the system.
- Facilitate a group discussion to encourage participation and exchange of ideas.
- Provide feedback and guidance to the groups as needed.
- Emphasize the importance of continued practice and application of system thinking.

Outcome of the activity: Participants will have a better understanding of system thinking and how it can be applied to analyse complex systems. They will also have practiced the "Mapping a System" exercise and will be equipped with a tool to apply system thinking in their own work
Recommended reading/ literature: - “Thinking in Systems: A Primer" by Donella Meadows - "The Fifth Discipline: The Art and Practice of the Learning Organization" by Peter Senge
Sources used: "Systems Thinking for Social Change" by David Peter Stroh"

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5.

CRITICAL THINKING

5. CRITICAL THINKING

Critical thinking is a process that involves applying logic, questioning traditional modes of thinking, and evaluating information to generate clear thinking and solve problems. It requires skills such as asking objective questions, gathering and investigating information, using empathy, and promoting effective communication.

The critical thinking process consists of three steps: analysis, evaluation, and improvement. Critical thinking finds application in various aspects of daily life.

The practical part outlines a 4-hour workshop aimed at helping participants develop and apply critical thinking skills. The session includes an introduction to critical thinking, understanding argumentation, argument mapping, group discussions and analysis, and practical application and reflection. The facilitator guides participants through activities such as analysing real-world arguments, creating argument maps, and engaging in critical discussions.

Theoretical introduction

What is Critical Thinking?

Critical Thinking relies heavily on applying and studying logic and assessing illogical statements, beliefs, data, or information. It involves conceptualizing and evaluating information generated from observations, communication, and information that guides thoughts, ideas, and actions.

The school of thought behind Critical Thinking requires the application of the following skills:

- Develop and ask concise, objective questions challenging traditional modes of thought.
- Gather and investigate information to support and challenge thoughts and questions.
- Use empathy to think and relate to other modes of thoughts or beliefs.
- Focuses on generating clear communication to help solve problems.

Critical Thinkers work to overcome their personal biases and beliefs to create a whole,

clear picture of the world.

Critical Thinking requires examining the weaknesses and flaws in traditional Thinking or beliefs and looking for ways to improve personal thinking skills. In short, Critical Thinking requires the applicant to look and think outside the box.

Steps To The Critical Thinking Process

1- Analysis – Examining thoughts, ideas, or concepts to identify areas of improvement or containing flaws. This step identifies the topic or area of thought to apply Critical Thinking to.

2- Evaluation – Evaluating the thoughts, ideas, or concepts' quality and integrity. This step looks for why something is flawed, what the strengths of thought are, and identifies the areas that need the final stage of *improvement.*

3- Improvement – The final step evaluates how and where modes of thought, beliefs, or ideas can improve. The last step allows the information gathered and interpreted in the first two steps to be used to create better quality thinking.

How Is Critical Thinking Applied In Life?

Critical Thinking applies to a variety of aspects of daily life. Some common examples include:

- Interviewing new job applicants without bias.
- Assessing large quantities of data to draw logical conclusions.
- Understanding and evaluating communication problems in a relationship.
- Identify bias and manipulation in political ads, commercials for brands, and news information.
- Examining why someone dislikes a person they have never met.
- Analysing preferences towards certain brands or stores.
- Exploring personal feelings towards political beliefs or subjects in the news.

Practical part

A thematic workshop can be organised by trainers, youth workers, facilitators, sports professionals and others who can implement a practical activity design, but also be inspired by the theoretical part of this chapter.

Title: Argument Mapping
Duration: 4 hours
The number of participants: maximum 25
Aim of the educational activity: - To help participants develop and apply critical thinking skills to analyse complex problems and make informed decisions. - To enhance participants' critical thinking skills by providing them with practical tools and techniques to analyse and evaluate arguments effectively.
Description of the session: Introduction to Critical Thinking (30 minutes): The facilitator provides an overview of what is critical thinking, explaining its importance in decision-making, problem-solving, and understanding complex issues. They introduce the concept of argumentation and its role in critical thinking. The facilitator highlights the objectives of the workshop, and the skills participants will develop. Understanding Argumentation (45 minutes): The facilitator explains the elements of an argument, such as premises, conclusions, and logical fallacies. They discuss the difference between deductive and inductive reasoning. The facilitator presents real-world examples of arguments for participants to analyse. Argument Mapping (90 minutes): The facilitator introduces argument mapping as a visual tool to represent and analyse arguments. They explain the basic structure of an argument map, including the main claim,

supporting reasons, and evidence.

Participants are provided with argument mapping templates and engage in a hands-on activity to create argument maps for provided arguments.

The facilitator guides participants in analysing and evaluating the strength of arguments based on the structure and validity of the map.

Group Discussions and Analysis (60 minutes):

Participants are divided into small groups and given a set of arguments related to a specific topic. Each group creates argument maps for the assigned arguments.

Groups present their maps and engage in critical discussions, analysing the strengths, weaknesses, and logical consistency of the arguments.

The facilitator provides feedback and encourages participants to challenge each other's arguments respectfully.

Practical Application and Reflection (45 minutes):

Participants are given a real-world scenario or case study where critical thinking and argument analysis are required. They work individually or in pairs to create argument maps for the scenario, identifying the main claims, supporting reasons, and counterarguments. Participants discuss their maps, exchange feedback, and reflect on the challenges they encountered during the process.

Verification and evaluation:

Participants will be evaluated based on their ability to apply critical thinking skills to real-world scenarios and present their findings to the larger group. Feedback will be provided by the facilitator and other participants. The facilitator can assess participants' understanding of critical thinking and argumentation through their active participation in group discussions, the quality of their argument maps, and their ability to analyse and evaluate arguments effectively.

Materials:

- Flipchart or whiteboard

- Markers
- Handouts on critical thinking concepts, argumentation, and argument mapping templates
- Real-world examples of arguments
- Scenarios or case studies for practical application

Recommendations for facilitators:

- Familiarize yourself with the principles of argumentation and argument mapping before conducting the workshop.
- Create a supportive and inclusive environment where participants feel comfortable sharing their ideas and engaging in discussions.
- Encourage critical thinking by asking thought-provoking questions and challenging participants' assumptions.
- Provide clear instructions and examples to help participants understand the process of creating argument maps.

Outcome of the activity:

Participants will have a better understanding of critical thinking and its importance in analysing complex problems and making informed decisions. They will also have developed and applied critical thinking skills to real-world scenarios and received feedback from their peers and the facilitator. They have acquired practical skills in analysing and evaluating arguments using argument mapping, enhanced their ability to identify logical fallacies and inconsistencies in arguments.

Recommended reading/ literature:

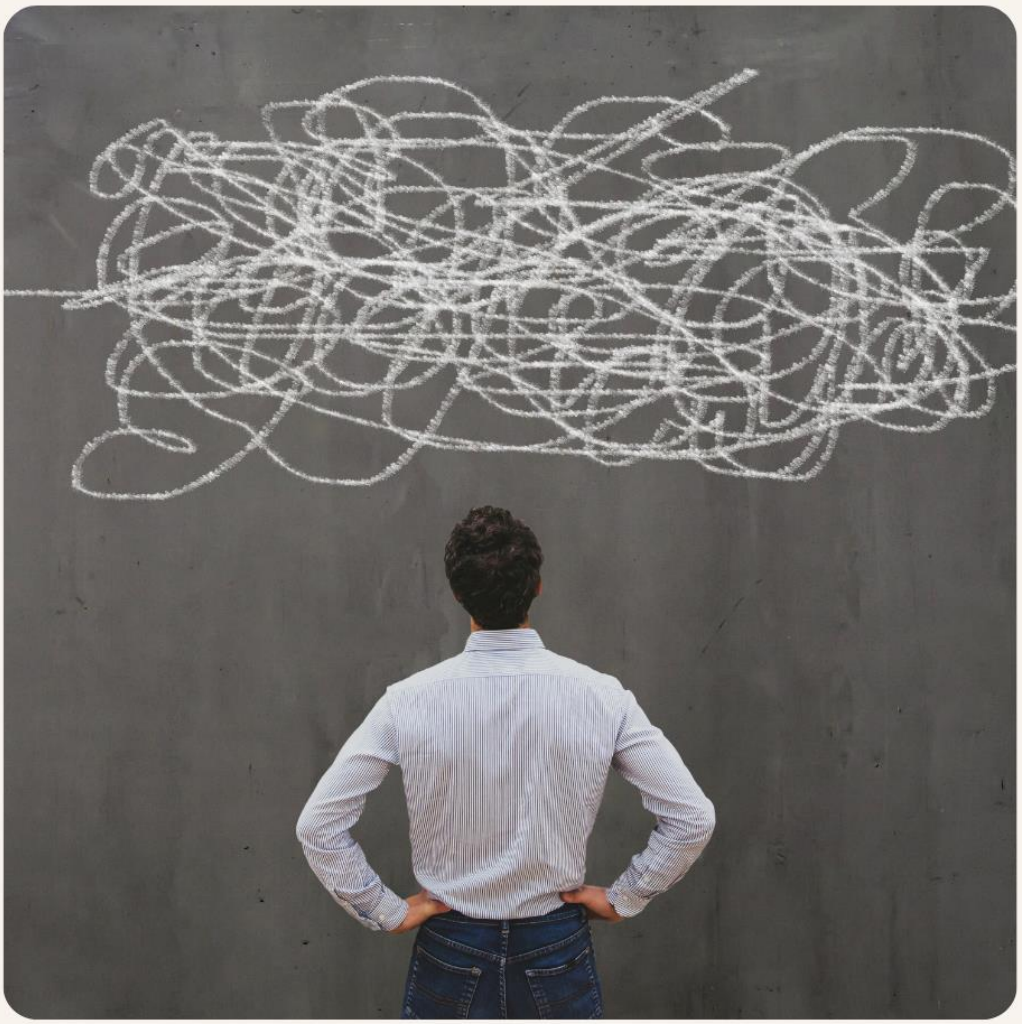
- "Thinking, Fast and Slow" by Daniel Kahneman
- "The Art of Reasoning" by David Kelley, "The Demon-Haunted World" by Carl Sagan
- "Critical Thinking: An Introduction to Analytical Reading and Reasoning" by Larry Wright
- "Being Logical: A Guide to Good Thinking" by D.Q. McInerny
- "The Power of Critical Thinking: Effective Reasoning About Ordinary and

Extraordinary Claims" by Lewis Vaughn
Sources used: https://sc.edu/nrc/system/pub_files/MindMapasaToolforCriticalThinking.pdf https://coggle.it/

TRACK MAP CLEAN

6.

PROBLEM FRAMING



6. PROBLEM FRAMING

Problem Framing (according to GreenComp) is an approach to analysing and reframing problems from multiple perspectives to facilitate effective problem-solving and decision-making. Problem Framing consists of examining the underlying assumptions, considering different viewpoints, and visualizing the problem framing process. This approach encourages a holistic and systematic approach to problem-solving. In this chapter, we will explore the theoretical foundation of GreenComp's problem framing approach, its significance in various fields, and the key principles and techniques involved, as well as a practical activity.

Theoretical introduction

Problem framing is a crucial step in the problem-solving process that is often overlooked. It goes beyond simply identifying the symptoms of a problem and delves into understanding the root causes, underlying assumptions, and hidden biases that may influence the problem. GreenComp's problem framing approach is based on the premise that problems are complex and multifaceted, and a thorough understanding of their underlying dynamics is essential for effective problem-solving.

One of the key principles of GreenComp's problem framing approach is the recognition that problems are often influenced by a wide range of factors, including social, economic, cultural, environmental, and technological factors. These factors may interact in complex ways, leading to a deeper understanding of the problem and its potential solutions. Greencomp's approach encourages considering multiple perspectives and exploring diverse viewpoints to uncover these underlying factors and assumptions that may be shaping the problem.

Another important aspect of GreenComp's problem framing approach is the emphasis on uncovering hidden biases and assumptions that may limit problem-solving efforts. Often, our perspectives and assumptions about a problem may be influenced by our background, experiences, and beliefs, leading to a narrow understanding of the problem.

GreenComp's approach encourages critical reflection and questioning of these assumptions, allowing for a more comprehensive and objective analysis of the problem.

Visualization of the problem framing process is also a key component of GreenComp's approach. By creating visual representations, such as diagrams, flowcharts, or mind maps, participants can visually map out the problem and its various dimensions. This visualization can aid in identifying patterns, relationships, and interactions between different elements of the problem, leading to a deeper understanding and potential solutions.

The significance of problem framing extends to various fields, including business, environment, social issues, and sports. In business, effective problem framing can lead to better strategic planning, innovation, and decision-making. In the environment, it can help address complex issues such as climate change, resource depletion, and biodiversity loss. In social issues, it can shed light on underlying causes of societal problems and inform policy-making. In sports, it can aid in identifying performance gaps and developing targeted interventions.

In conclusion, GreenComp's approach to problem framing offers a holistic and systematic way of analysing and reframing problems. By considering multiple perspectives, uncovering hidden assumptions, and visualizing the problem framing process, GreenComp's approach can enhance problem-solving and decision-making efforts in various fields. In the following sections, we will delve into the key principles and techniques of GreenComp's problem framing approach in more detail.

Practical part

A thematic workshop can be organised by trainers, youth workers, facilitators, sports professionals and others who can implement a practical activity design, but also be inspired by the theoretical part of this chapter.

Title: Problem framing exercise
Duration: 2 hours
The number of participants: 20-30
Aim of the educational activity: - To provide participants with hands-on experience in using GreenComp's problem framing approach through a simulation game.
Description of the session: **Introduction** (15 minutes): The facilitator provides a brief overview of GreenComp's problem framing approach and its importance in problem-solving and decision-making. **Problem Framing Simulation Game** (90 minutes): Participants are divided into small groups of 4-6 members. Each group is given a scenario related to environmental sustainability, community development, or business innovation. Participants use GreenComp's problem framing approach to analyse and frame the given problem. They identify the underlying assumptions, consider different perspectives, and brainstorm potential solutions. They work collaboratively within their groups to create a visual representation of their problem framing process, such as a mind map or diagram. **Group Presentations and Discussion** (30 minutes): Each group presents their problem framing process to the rest of the participants. They explain their approach, visual representation, and insights gained from the exercise. The facilitator encourages questions, discussions, and reflections on the different problem framing techniques used by each group.

Verification and evaluation:

The facilitator can assess participants' understanding of *problem framing approach* through their engagement in the simulation game, the quality of their visual representations, and their ability to articulate their problem framing process during the presentations.

Feedback and evaluation can be provided based on the depth and clarity of the problem framing approaches used by each group.

Materials:

- Problem Characterization (Annex I)
- Fictional problem scenarios (Annex II)
- Flipcharts or whiteboards
- Markers
- Pens and paper for note-taking

Recommendations for facilitators:

- Provide clear instructions and examples of GreenComp's problem framing approach before the simulation game.
- Encourage creativity and critical thinking among participants during the problem framing exercise.
- Foster a collaborative and inclusive environment where participants feel comfortable sharing their perspectives and ideas.
- Facilitate discussions and reflections on the practical application of problem framing in participants' fields of interest.

Outcome of the activity:

- Enhanced understanding of problem framing techniques and their application through hands-on experience in a simulation game.
- Improved ability to analyse and frame problems from different perspectives using GreenComp's approach.
- Increased awareness of the importance of problem framing in problem-solving and decision-making.

- Practical insights and strategies for applying problem framing in participants' respective fields of interest.

Recommended reading/ literature:

"Framing the Problem in Problem Framing: The Persuasive Effects of Framing on Problem Perception and Solving" by Greencomp (2017)

"The Power of Problem Framing: How to Create Your Desired Future" by Christian Van Nieuwerburgh

"Problem Framing: Perspectives from Cognitive Science, AI, and Education" edited by Michael J. Jacobson, Clark A. Chinn, and Peter Reimann

Sources used:

Smith, J. (2018). Problem Framing in Environmental Sustainability: A Theoretical Perspective. Journal of Environmental Studies, 15(3), 102-125.

Greencomp, R. (2017). Problem Framing for Sustainable Solutions: A Practical Guide. Green Publishing.

Annex I:

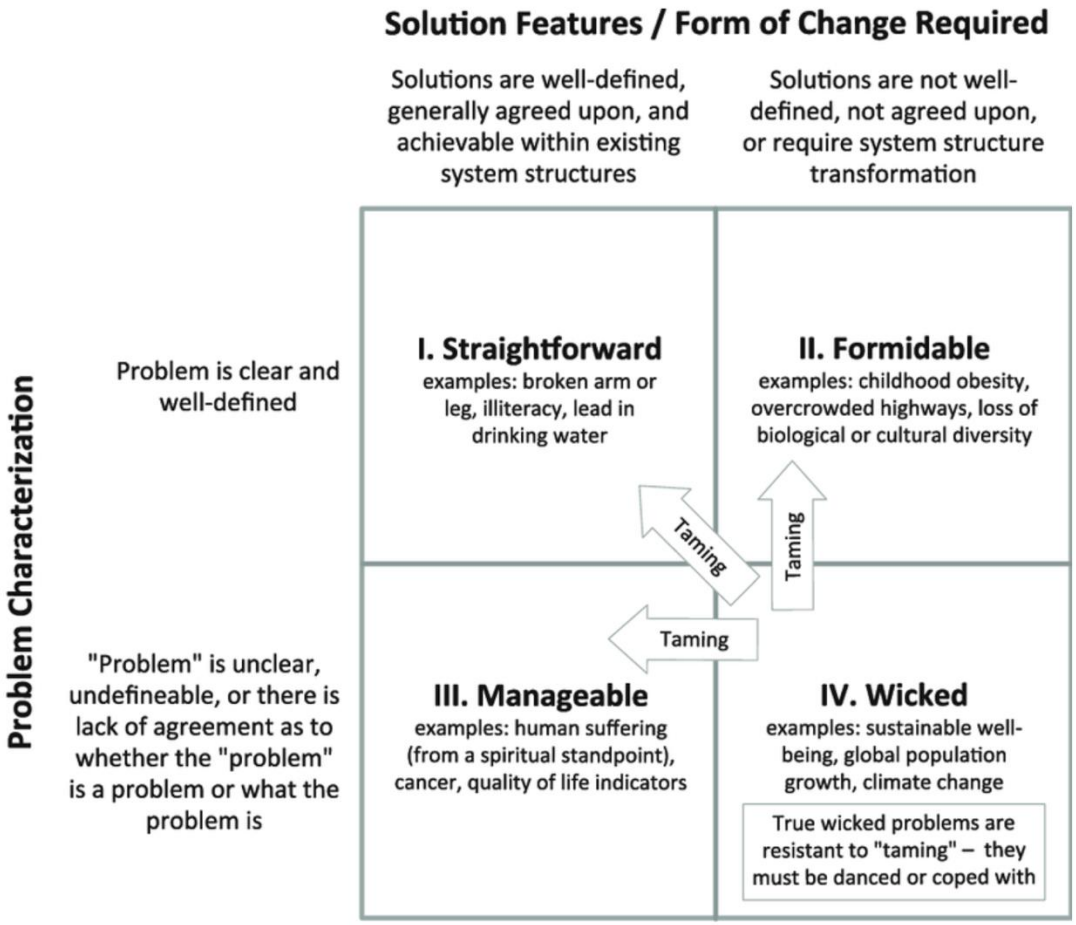


Figure 5. Problem characterisation and change required. Source: Glasser, 2018.

Annex II - Scenarios

Scenario 1:

Pol City, a rapidly growing metropolitan area, is facing critical environmental challenges such as air pollution, water pollution, and waste management issues. The city is grappling with the negative impacts of urbanization, industrialization, and population growth on the local environment and public health.

Participants will need to use GreenComp's problem framing approach to analyse and reframe the problem of environmental sustainability in Pol City. They need to consider various factors such as government policies, industrial practices, community behaviours, technological solutions, and stakeholder interests, and identify potential solutions to address the environmental challenges.

Scenario 2:

The coastal town of Oceanville is experiencing severe impacts of climate change, including rising sea levels, frequent storms, and beach erosion. These impacts are threatening the local economy, environment, and livelihoods of the community, which heavily rely on tourism, fishing, and recreational activities.

Participants will need to use GreenComp's problem framing approach to analyse and reframe the problem of coastal resilience in Oceanville. They need to consider various factors such as climate change impacts, socio-economic dynamics, community resilience, and ecological considerations, and identify potential solutions to enhance the town's resilience to these challenges.

Scenario 3:

The city of Greentopia is facing a major challenge of air pollution caused by industrial emissions, vehicular emissions, and open burning of waste. The poor air quality is affecting the health and well-being of the city's residents, causing respiratory issues, and posing a threat to the environment, including local flora and fauna.

Participants will need to use GreenComp's problem framing approach to analyse and reframe the problem of air pollution in Greentopia. They need to consider various factors such as pollution sources, impacts on health and environment, societal behaviours, and policy and governance aspects, and identify potential solutions to mitigate the air pollution problem.

TRACK MAP CLEAN

7.

FUTURES LITERACY

7. *FUTURES LITERACY*

Future literacy competence enables learners to think about what a sustainable future will look like by furnishing them with the knowledge, skills and disposition so they will understand that our future has many different alternatives based on our behaviour. In research, there is a common distinction among three approaches used to comprehend potential futures:

- ➔ *expected future- is what we expect the future will look like based on our current behaviour and what is actually happening currently.*
- ➔ *alternative future (s) - is a possible reality what would happen if we will change our behaviour now.*
- ➔ *preferred future - is what we are envisioning how the future will look like for us, our environment and communities and recognize the necessary steps and activities needed to acquire this future.*

Future literacy competence fosters learners to use their creativity, imagination, intuition and access to bring ideas for change towards the future they want to achieve.

Theoretical introduction

The future of our planet depends on us and our behaviour. Pandemic, social exclusion, mental illnesses, economic crisis, the oppression of women, racism and more factors that are bending the standard imaginations of the future, that humans plan, feels safe and are feeling assured about tomorrow. Many people keep denying the urgency of the climate crisis. There have been many scenarios created showing what our planet will look like in the future if we do not act right now toward the change. According to scientists the air temperature has been rising since the Industrial Revolution. The biggest cause of the warming of our planet is human activity - especially greenhouse gas emissions. According to scientists the temperature has increased by at least 1,1°C since 1880. Many people do not understand why there is so much talk about the rising temperature. They assume that a one- or two-degree rise in temperature does not have any impact on their health, economy or leisure time. However, they are terribly mistaken. The increasing temperature influences our health, environment, the way we live, and in the future, the

impact of the climate crisis will be unbearable.

Last few years have brought irrefutable evidence that the current level of warming is life-threatening. Staggering floods, unstoppable wildfires all over the word, rain instead of snow on the melting Greenland, long droughts and heavy rains have damaged crops, all these are signs of global climate crisis. No global warming should be considered safe, people are already suffering as a result of climate change.

Future literacy competence is the ability that everyone can acquire, as it is within everyone's reach. There are two reasonable facts that prove that all people can and should become more skilled at future literacy concepts. First is that the future does not exist yet, we can only use our imagination to picture it. And the second is that humans are lucky enough to have the ability to imagine. This brings us to the result that if people can use their imagination and picture possible futures in different ways, they are able to become futures literate.

The concept of future literacy is an accessible skill that allows us to create a version of the future on planet Earth. Since we are all independent thinkers and our creativity is influenced by different aspects, there is no doubt that each of us can imagine the future differently. The aim of this concept is to encourage learners to create their own vision of a sustainable and greener future. This could be done by providing them with knowledge about what are the variables, changes or initiatives which can influence what the future will look like.

Why is Futures literacy important?

Having proficiency in future literacy is essential for driving transformative change. Many people are not able to imagine a future, which is not just a continuation of the current state. The COVID- 19 pandemic changed our future in the blink of an eye, without previous planning without notice, everything has shifted. The pandemic also taught us that not only we have to adapt to new conditions and new potential futures, but we also have to adjust our practices, change our behaviour and habits. The same is applicable in the terms of the climate crisis.

The future literacy competence call for and urge of transform human governance by

enable everyone to use the future more efficiently and effectively.

Future literacy refers to the capacity to imagine the future and why it is important to see many different ways of what the future might look like. This competence gives us the opportunity to become aware of the source of our hopes and fears and to improve our ability to see possible futures, so that we can appreciate both the diversity of the world around us and the choices we make today.

Practical part

A thematic workshop can be organised by trainers, youth workers, facilitators, sports professionals and others who can implement a practical activity design, but also be inspired by the theoretical part of this chapter.

Title: The vision of greener future
Duration: 2 hours
The number of participants: 9-21
Aim of the educational activity: - To stimulate positive thinking, creativity, and the ability to identify alternative futures.
Description of the session: Introduction (short activity): Each participant will get the paper and will draw their most beloved place on Earth. (forest, meadow, seaside, beach, mountains….) Once they are done, they will add something they think is missing from this place, something that will make this place even more beautiful and appealing. What would this place look like if we all switched to a more sustainable lifestyle and there would not be a climate crisis? Everyone will show their pictures. Afterwards participants will adjust the picture. They will add all the harmful things which could probably destroy this place in the future- showing how this place will look if we do not change our behaviour towards nature. Each participant will write on the other side of the drawing what the consequences of damaging their favourite place will be. Next, we'll discuss the factors which are affecting our future now, and talk deeper about how the decisions we make today will shape the future we'll live in. **Group Activity:** Participants will be split into 3 groups and on a large piece of paper they will prepare 3 different scenarios of the future.

First group works on what the future will look like based on what is happening in the world today. (They can focus on different areas of life, write down what influences the world and how it will look like...)

The second group works on an alternative scenario- promising future and what changes would be needed today to work towards that future.

The third group prepares their vision of the future based on their own preference.

Subsequently, each group will present its vision of the future. After each group's presentation, other groups can add their suggestions, opinions...

Verification and evaluation:

Each group will present their concept of the future and the other groups can add their opinion and ideas. Together the group will evaluate if the groups understood the meaning of this activity and the discussion about all three versions of the future will follow.

Materials:

- Flip chart paper
- Paper
- Pens
- Markers
- Pencils

Recommendations for facilitators:

The facilitator should create a safe environment and talk to the participant first, letting them think about what all can have an impact on the future of planet Earth. The facilitator needs to make sure that the participants will think of realistic scenarios in light of the reality that is happening now.

Outcome of the activity:

The participants will acquire the understanding of the concept of the future literacy and how important it is to use their imagination and anticipate the future. If they can work with their imagination and anticipate the impact that certain behaviour may have on our future then they can better understand why this behaviour is harmful and should be stopped. The

participant will be able to anticipate the impact of their or the actions of community on the future of our planet.
Recommended reading/ literature: https://en.unesco.org/futuresliteracy/about
Sources used:

TRACK MAP CLEAN

8.

ADAPTABILITY

8. ADAPTABILITY

This chapter focuses on the importance of adaptability in the context of environmental protection. It explores ways in which individuals and communities can adapt their behaviours, attitudes, and lifestyles to better protect the environment and promote sustainable living practices.

Theoretical introduction

Environmental protection is a critical global issue as we face challenges such as climate change, biodiversity loss, pollution, and resource depletion. The ability to adapt to changing environmental conditions is crucial in effectively addressing these challenges. Adaptability, as a concept, refers to the capacity to adjust, change, or modify one's behaviour, practices, and strategies in response to changing circumstances. In the context of environmental protection, adaptability is a key factor that enables individuals, communities, organizations, and societies to respond to changing environmental conditions and develop sustainable solutions.

Adaptability is a multidimensional concept that encompasses various levels, including individual, organizational, and societal levels. At the individual level, adaptability involves the ability to acquire new knowledge, skills, and attitudes, and to change behaviours in response to environmental challenges. At the organizational level, adaptability involves the ability of organizations to respond and adjust their strategies, policies, and practices in response to changing environmental conditions. At the societal level, adaptability involves the capacity of communities, governments, and institutions to develop and implement policies, regulations, and governance mechanisms that promote sustainable environmental practices.

The concept of adaptability is closely linked to other environmental concepts, such as resilience, sustainability, and innovation. Resilience refers to the capacity of systems to withstand shocks, recover from disturbances, and adapt to changing conditions. Sustainability involves the long-term viability of environmental practices that balance

social, economic, and environmental needs. Innovation refers to the development of new ideas, technologies, and approaches that enable more effective and sustainable environmental solutions. Adaptability, resilience, sustainability, and innovation are interconnected concepts that are crucial in addressing environmental challenges and achieving long-term environmental protection.

The concept of adaptability is highly relevant to environmental protection as it enables individuals, communities, organizations, and societies to effectively respond to changing environmental conditions. The increasing complexity and uncertainty of environmental challenges necessitate adaptive approaches that can accommodate changing circumstances and evolving knowledge. Adaptability allows for the development of flexible strategies, policies, and practices that can be modified or refined as new information becomes available or as conditions change. It also promotes innovation and creativity in finding sustainable solutions to environmental issues.

Numerous examples and case studies illustrate the importance of adaptability in environmental protection. For instance, in the face of climate change, adaptive strategies such as implementing renewable energy sources, developing climate-resilient agriculture practices, and planning for sea-level rise are crucial. In the context of biodiversity loss, adaptive approaches may include habitat restoration, ecosystem-based management, and conservation strategies that consider changing ecological conditions. In addressing pollution, adaptability can involve strategies such as waste reduction, pollution control technologies, and sustainable resource management practices. These examples demonstrate how adaptability plays a critical role in addressing specific environmental challenges and developing sustainable solutions.

Practical part

A thematic workshop can be organised by trainers, youth workers, facilitators, sports professionals and others who can implement a practical activity design, but also be inspired by the theoretical part of this chapter.

Title: Adaptability activity
Duration: 2 hours
The number of participants: 15-20
Aim of the educational activity: - To engage participants in experiential learning and discussions that promote adaptability in the context of environmental protection.
Description of the session: **Icebreaker:** Begin the session with an icebreaker activity that encourages participants to reflect on their own adaptability in various situations, including environmental challenges. For example, ask participants to share a personal experience with the situation in which they had to adapt their behaviours or attitudes to protect the environment. (*check Annex I for the full explanation*) **Presentation**: Provide a brief presentation on the concept of adaptability and its relevance for environmental protection. Use examples and case studies to illustrate the importance of adaptability in addressing environmental issues such as climate change, biodiversity loss, and pollution. (*check Annex II for the full explanation*) **Group Activity:** Divide participants into small groups and assign each group a specific environmental challenge to focus on, such as waste reduction, energy conservation, or sustainable transportation. Ask groups to brainstorm and discuss potential solutions that require

adaptability in terms of behaviours, attitudes, and lifestyle changes. (*check Annex III for the full explanation*)

Reflection and Discussion:

Bring the groups back together for a reflection and discussion session. Ask each group to share their proposed solutions and facilitate a discussion on the challenges and opportunities of implementing these solutions in real-life situations. Encourage participants to share their insights and perspectives on the concept of adaptability and its application to environmental protection. (*check Annex IV for the full explanation*)

Verification and evaluation:

During the session, observe participants' engagement in the activities and their participation in discussions. Use informal assessments, such as group presentations and reflections, to gauge their understanding of the concept of adaptability and its relevance to environmental protection.

After the session, gather feedback from participants through surveys or discussions to evaluate the effectiveness of the activity in achieving its educational aims.

Materials:

- Presentation slides
- Flipchart or whiteboard
- Markers
- Sticky notes
- Handouts with relevant information on environmental challenges and examples of adaptability in action

Recommendations for facilitators:

- Create a safe and inclusive environment that encourages open and respectful discussions among participants.
- Use a variety of interactive and participatory methods to engage participants and promote active learning.

- Tailor the session to the specific needs and interests of the participants and provide relevant examples and case studies that are relatable to their context.
- Encourage critical thinking and reflection and facilitate discussions that promote diverse perspectives and ideas.
- Provide opportunities for participants to connect the concepts of adaptability and environmental protection to their own lives and experiences.

Outcome of the activity:

The expected outcome of this activity is that participants will gain a deeper understanding of the concept of adaptability and its relevance to environmental protection. They will be able to identify and propose solutions that require adaptability in their behaviours, attitudes, and lifestyles to promote sustainable living practices. Participants will also develop critical thinking and reflection skills and be more motivated and empowered to take actions that contribute to environmental protection in their communities.

Recommended reading/ literature:

Adaptive Management of Social-Ecological Systems: The Path Forward, Ahjond S. Garmestani & Craig R. Allen

Sources used:

"Resilience Thinking: Sustaining Ecosystems and People in a Changing World" by Brian Walker and David Salt

"Adaptive Management: A Practitioner's Guide" by Craig Allen and Ahjond Garmestani

"Adaptation and Resilience: The Economics of Climate, Water, and Energy Challenges in the American Southwest" edited by Bonnie G. Colby, Katharine L. Jacobs, and Lawrence J. MacDonnell

"The Adaptive Challenge of Climate Change Governance" edited by Richard B. Howarth, Annu Ratta, and Aled Jones

"Adapting Institutions: Governance, Complexity and Social-Ecological Resilience" edited by Oran R. Young

"Adaptive Environmental Management: A Practitioner's Guide" by Carl Folke et al.

"The Adaptive Economy: A New Approach to Economic Policy in the Face of Climate Change" by Arthur J. Rolnick and David F. Wilcox.

Annex I – Icebreaker

Think: Ask participants to take a few minutes to individually reflect on a personal experience where they had to adapt their behaviours or attitudes to protect the environment. It could be a situation where they made changes to reduce waste, conserve energy, promote biodiversity, or any other environmental action they have taken or witnessed.

Pair: After the individual reflection, pair up participants with a partner. Encourage them to share their experiences with each other, discussing the specific environmental challenge they faced, the actions they took, and the outcomes they observed. Give them about 5-7 minutes for this discussion.

Share: Bring the pairs back together and invite some pairs to share their experiences with the larger group. Facilitate a brief discussion by asking questions such as: "What were some common themes or challenges in the experiences shared?" "What strategies or behaviours did participants use to adapt to the environmental challenge?" "How did the outcomes of their actions contribute to environmental protection?"

Annex II – Presentation

I. Introduction

Define adaptability as the ability to adjust or change in response to changing circumstances or challenges.

Explain that adaptability is a crucial skill in the context of environmental protection as it allows individuals, communities, and societies to effectively respond to and address pressing environmental issues.

Provide an overview of the topics that will be covered in the presentation, including examples and case studies.

II. Importance of Adaptability in Environmental Protection

Discuss how environmental issues such as climate change, biodiversity loss, and pollution are complex and constantly evolving, requiring adaptable responses.

Highlight that environmental challenges are often interconnected and can have wide-ranging impacts on ecosystems, human health, and social well-being.

Explain that traditional approaches to environmental protection may not always be effective in the face of changing environmental conditions and societal dynamics, making adaptability a critical factor for success.

III. Examples of Adaptability in Environmental Protection

Provide specific examples and case studies that demonstrate how adaptability has been key in addressing environmental challenges.

For climate change, highlight examples of communities and countries that have implemented adaptive measures such as transitioning to renewable energy, developing climate-resilient infrastructure, and implementing adaptive farming practices.

For biodiversity loss, discuss examples of conservation efforts that have incorporated adaptive strategies such as habitat restoration, species reintroduction programs, and community-based conservation initiatives.

For pollution, provide examples of adaptive pollution control measures such as technological innovations, policy changes, and behaviour changes at individual and societal levels.

IV. Benefits of Adaptability in Environmental Protection

Discuss the benefits of adaptability in environmental protection, including increased resilience, improved sustainability, and enhanced capacity to respond to emerging challenges.

Explain that adaptive approaches allow for flexibility and innovation in finding solutions that are tailored to local contexts, cultures, and ecosystems.

Highlight that adaptability promotes long-term planning and foresight, helping to mitigate potential environmental risks and minimize negative impacts.

V. Conclusion

Summarize the key points made in the presentation, emphasizing the importance of adaptability in addressing environmental issues.

Encourage participants to adopt adaptable mindsets and approaches in their own environmental protection efforts.

Provide recommendations for further reading or resources on adaptability and environmental protection.

Annex III – Group Activity scenarios

Waste reduction:

A scenario where a community is struggling with high levels of waste generation, including plastic pollution, electronic waste, and food waste. The community has been relying on traditional waste disposal methods such as landfilling or incineration, but these methods are becoming increasingly unsustainable and ineffective.

Examples of adaptive solutions could include implementing comprehensive recycling programs, promoting waste reduction campaigns to raise awareness and encourage behaviour change, and exploring circular economy initiatives that prioritize waste prevention, reduction, and recycling.

Energy conservation:

A scenario where a region is heavily dependent on fossil fuels for energy production, resulting in high greenhouse gas emissions and contributing to climate change. The region is facing challenges such as rising energy costs, limited access to renewable energy sources, and increasing energy demand.

Examples of adaptive solutions could include implementing energy-efficient technologies and practices, promoting renewable energy sources such as solar or wind power, implementing energy conservation policies and regulations, and encouraging behaviour changes such as energy-saving habits among individuals, businesses, and industries.

Sustainable transportation:

A scenario where a city is grappling with issues such as traffic congestion, air pollution from vehicular emissions, and reliance on fossil fuel-powered transportation. The city is facing challenges such as inadequate public transportation infrastructure, limited options for active transportation, and lack of incentives for sustainable transportation choices.

Examples of adaptive solutions could include improving public transportation systems, promoting active transportation options such as walking and cycling, incentivizing the use of electric or hybrid vehicles, and implementing urban planning strategies that prioritize sustainable transportation options.

Biodiversity conservation:

A scenario where a region is experiencing loss of biodiversity due to habitat destruction, pollution, invasive species, and climate change impacts. The region is facing challenges such as

declining populations of native species, loss of ecosystem services, and disruption of ecological balance.

Examples of adaptive solutions could include implementing habitat restoration and conservation programs, promoting sustainable land and resource management practices, engaging local communities in conservation efforts, and advocating for policies and regulations that protect biodiversity and ecosystems.

Pollution control:

A scenario where a community or industry is grappling with pollution issues such as air pollution, water pollution, or soil contamination. The pollution is adversely impacting human health, wildlife, and ecosystems, and posing challenges such as regulatory compliance, remediation efforts, and stakeholder engagement.

Examples of adaptive solutions could include implementing pollution control technologies and practices, promoting pollution prevention measures, engaging stakeholders in pollution monitoring and reporting, and advocating for stricter regulations and enforcement mechanisms.

Annex IV – Reflection and discussion

What are some specific environmental challenges that you think require adaptability for effective solutions? Why do you think adaptability is important in addressing these challenges?

Can you think of examples of situations where lack of adaptability has hindered environmental protection efforts? What were the consequences of this lack of adaptability?

Reflect on a case study or example of successful environmental protection efforts that demonstrated adaptability. What were the key factors that contributed to their success? How can these factors be replicated or applied in other environmental contexts?

How do you see adaptability playing a role in your own life or community in addressing environmental challenges? What are some ways that you can personally or collectively become more adaptable in addressing these challenges?

Discuss potential barriers or challenges to implementing adaptive solutions for environmental protection, such as economic, social, political, or technological factors. How can these barriers be overcome?

Reflect on the role of stakeholders in environmental protection efforts and the need for adaptability in engaging diverse perspectives and interests. How can stakeholders with different priorities and values work together to find adaptive solutions?

Brainstorm and discuss potential strategies and actions that can enhance adaptability in addressing specific environmental challenges, such as waste reduction, energy conservation, sustainable transportation, biodiversity conservation, or pollution control. What are some practical steps that can be taken to foster adaptability in these contexts?

Reflect on the ethical considerations of adaptability in environmental protection efforts, such as fairness, equity, and long-term sustainability. How can ethical principles guide adaptive decision-making and action in environmental contexts?

TRACK MAP CLEAN

9.

EXPLORATORY THINKING

9. EXPLORATORY THINKING

This chapter focuses on the importance of exploratory thinking competence in the context of environmental protection. It explores ways in which individuals can use their intuition, perspectives, creativity, to generate new ideas, methods, innovation, and alternatives futures.

Theoretical introduction

According to GreenComp, exploratory thinking is synonymous with *adopting a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.* It results that the fundamental elements that constitute the foreground for exploratory thinking are creativity, transdisciplinarity, experimentation, new perspectives, and relational thinking. These elements are of greatest importance when it comes to innovating the future, encouraging sustainability, circular economy and avoiding waste.

Exploratory thinking is a vital concept when it comes to addressing the complex environmental challenges that society faces nowadays. This is because by encouraging individuals and communities to embrace exploratory thinking, they embark on the process of generating transformative ideas, promoting creative solutions, and inspiring actions that can positively impact our planet. For example, exploratory thinking can *help learners create future visions for a circular economy (SDG 12) and society (SDG 11)*.

By exploring different disciplines, perspectives, people go beyond the traditional path, norms and look for innovative, interdisciplinary alternatives methods and ways to promote environmental sustainability and future visions in society. By embracing exploratory thinking, people come up with new perspectives, practices, technologies that enrich the surrounding world, and nature. It develops strategies that enhance the ways our society works, drives positive change and impact, allows society to experiment and discover new perspectives.

Nowadays, communities have the resources to embark on the journey of exploratory

thinking for environmental protection, promotion and innovation. As a result, individuals are free to challenge the status quo, push boundaries, aim for innovation, alternatives and create a greener, more sustainable and healthier world for present and future generations. More than ever, it is high time modern society committed its resources to promote environmental consciousness through exploration, creativity, innovation and action.

Practical part

A thematic workshop can be organised by trainers, youth workers, facilitators, sports professionals and others who can implement a practical activity design, but also be inspired by the theoretical part of this chapter.

Title: Nothing is lost, everything is reused
Duration: 3 hours
The number of participants: 15-20
Aim of the educational activity: The aim of this activity is to familiarize participants with the concept of exploratory thinking, actively engage them in the process by challenging them to link it with the concept of circular economy.
Description of the session: **Presentation:** The facilitator welcomes the participants and provides them with a brief overview of the aim of the activity. Facilitator presents the concept of exploratory thinking (presented in the introductory, theoretical part) and its relevance to circular economy. According to Greenly, the notion of circular economy emerged in the 1970s, and refers to the sustainable production and consumption of goods as well as services. *Based on the model of nature - where nothing is lost, everything is reused - it is about maximizing the use of all the resources used in the manufacture of a product, to avoid the massive output of electricity, trash, and wastefulness.* Participants are provided with a brief introduction to the key concepts of circular economy. The 4 main concepts of circular economy are sustainable production, reasoned consumption, efficient waste management, all while fighting for the well-being of individuals. The facilitator is encouraged to emphasize how important it is for the participants to exercise their creativity, intuition, experiential learning and collaboration in exploring circular solutions.

Group Activity:

The first part of the activity is discussion-based. After the presentation, the participants are invited to discuss the challenges, benefits and opportunities of circular economy and how through exploratory thinking, future perspectives of circular economy can be developed.

The second part is practical. Divide the participants to small groups of 3-5 members. Provide each group with markers and post-its. Invite each group to brainstorm about real challenges related to waste management, unhealthy consumption practices, etc. Ask the participants to use the post-its in order to write down one challenge per post-it and then, come in the front and stick them on a flipchart or on the designated wall. After each group is ready, facilitate a brief discussion then move to the third part of the activity.

The third part of the activity focuses on exploring solutions to the challenges identified. Instruct each group to choose one single challenge and engage in exploratory thinking to generate innovative solutions that addresses their chosen challenge. After the groups are ready, invite them to present their challenge and circular solution. Encourage dialogue, discussions, feedback and a collaborative learning environment.

Reflection and Discussion:

Bring the groups back together for reflection and discussion session. Encourage participants to share their insights and perspectives on the concept of exploratory thinking and its application to environmental protection, circular economy and future sustainable perspectives.

Verification and evaluation:

During the activity, observe how participants collaborate and engage. During the reflection time, encourage them to share their insights, feedback and reflections in order to grasp their understanding on the activity and concepts. After the activity, gather feedback from the participants through open discussions that will help you evaluate how effective the activity was.

Materials:

- Presentation slides
- Flipchart

- Markers
- Sticky Notes

Recommendations for facilitators:

- Create a safe and inclusive environment for participants that encourages open and respectful discussions.
- Use diverse methods to engage participants and promote active learning.
- Tailor the session to the specific needs and interests of the participants.
- Encourage exploratory, critical and creative thinking and collaborative learning.

Outcome of the activity:

Learn that exploratory thinking is a circular process. Individuals need to identity the need and then, brainstorm about potential collective action and come up with innovative solutions. As a result, participants gain insights into exploratory thinking, circular economy and develop innovative ideas to address real-world challenges by practicing innovation, new perspectives and creativity. Participants will develop their collaborative, creative, reflective and exploratory skills.

Recommended reading/ literature:

https://www.youtube.com/watch?v=OCuiziwASEM

https://cfpub.epa.gov/ncer_abstracts/index.cfm/fuseaction/display.rfatext/rfa_id/134

https://ellenmacarthurfoundation.org/topics/circular-economy-introduction/overview

Sources used:

https://cfpub.epa.gov/ncer_abstracts/index.cfm/fuseaction/display.rfatext/rfa_id/134

https://joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework_en

https://www.mdpi.com/2071-1050/15/3/2530

https://greenly.earth/en-us/blog/company-guide/circular-economy-definition-and-principles

TRACK MAP CLEAN

10.

POLITICAL AGENCY

10. *POLITICAL AGENCY*

This chapter focuses on political agency competence as a ability to influence the future through the politics. In connection with the topic of ecology, politics also comes to the fore. With great power there comes the responsibility and therefore their actions can also change the approach of an individual or a collective to sustainable life.

Political agency competence is the capacity to influence people at the political level so they would become aware about the current state of our planet and take action towards a change. Learners of political agency competence are being encouraged to take part in the discussion which can change their future and become agents for a better future. Additionally, they learn that even small actions can have great worldwide impact. Learners can also become a role model by engaging others with ideas and activities so everyone can be part of political agency.

Theoretical introduction

Political agency competence requires analysing possible ways to achieve a sustainable plan. it is necessary to identify appropriate parties that could be interested in achieving sustainable goals. This competence represents knowledge of environmental policies and sanctions for them.

Many Europeans request an action of the authorities to respond to the problem of the climate crisis and global warming. They want the government which is responsible for making and implementing the policies and create the laws which would ensure a greener and sustainable future. Citizens do not believe that an individual can bring a change and it all has to start from the policy givers A national survey in Sweden finds the importance of people's perceptions of their ability to influence policy and their trust in authority in engaging and exercising political agency. This is important, as one identified obstacle to engagement is the belief that individuals have no influence. The policy agency recognizes everyone's capacity to contribute to transformative change.

Examples of the political agency

These examples are proof that an individual's voice can be heard at the political level and can bring change, influence the masses, and force the authorities to care about what the individual is asking for.

Fridays for future

Greta Thurnberg was protesting every day in front of the Swedish parliament for more effective measures against emissions. In few months after she has spoken up there are 1,2 million of people joining to Greta Thurnberg and together, they create a protest for better future.

Extinction rebellion

It is an international and politically non-partisan initiative using non–violent methods and civil disobedience to persuade the authorities to take responsibility and act against the climate crisis.

The birthday tree project

Youth climate activist Leah Namugerwa is known for leading a planttree campaign and starting a petition against plastic in her country. She organized marches and launched the Birthday tree project. This project gives seedlings to those who decided to plant a tree on their birthday.

Practical part

A thematic workshop can be organised by trainers, youth workers, facilitators, sports professionals and others who can implement a practical activity design, but also be inspired by the theoretical part of this chapter.

Name: Sustainable Politics: Strategies and Consequences
Duration: 2 hours
The number of participants: 25
Aim of the educational activity: - To understand that everybody can be a mediator of change. Everyone can contribute to political agency and engage others to fulfil their ideas and activities. The participant will also understand that even small actions can have far-reaching global consequences. - The aim is to support youth to request functional politics for action towards sustainability. - The activity leads participants to be motivated and want to mobilize others for a change.
Description of the session: The participants will be divided into smaller groups. In the group, together choose 2-3 politically active people or people who could enter politics, whom the group would approach regarding the sustainability campaign. For each of these 3 people, create within their group a strategic plan of what changes that this "politician" would promote and what their policy would include- what would be the activities which would lead to fulfilment of their strategic plan - depending on their political focus. Each group finds 3 policies that address environmental damage that they know of (pollution, black dumps). The group presents what the sanctions/punishments for these damages will be and leaves room for discussion.

The discussion should concern whether they think it is a relevant punishment/sanction for the particular action. The facilitator should encourage the participant to express whether they think the penalty is enough considering the seriousness of the act. They should also discuss whether the punishment teaches the offender to be cautious to the environment in the future.

All participants could brainstorm ideas on how any environmental damage should be punished and what is an appropriate punishment for environmental crimes?

Verification and evaluation:

Through the activity facilitator observes how the group is cooperating and how well did they understand the task, and whether everyone is actively bringing the ideas and participating. The activity will be verified by presenting the research and strategy the participants have done and the other groups will evaluate their ideas and strategy. Also, a short discussion will be held about the punishment of environmental damages.

Materials:

- Big paper,
- Pen
- markers

Recommendations for facilitators:

Create a safe space for the participants so they would feel that they can speak up and bring their ideas.

Adjust the activity according to the needs of the participant, listen to them and give them time to understand the activity and ask questions.

Explain the activity and ensure participants that they can ask if they do not understand something.

Outcome of the activity:

The participants should understand the meaning of political agency and that their action or collective action can bring a change. They will be encouraged and motivated to contribute to a change and they will understand that engagement of the individual has also influence.

Recommended reading/ literature:
Sources used: **https://rebellion.global/about-us/** **https://www.sciencedirect.com/science/article/pii/S0959652622018030#sec5** **https://sustainabilitymag.com/sustainability/faces-of-change-the-top-five-youth-climate-activists-named-greta-emissions-change-pledge**

TRACK MAP CLEAN

11.

COLLECTIVE ACTION

11. *COLLECTIVE ACTION*

This chapter focuses on the importance of collective initiatives and what they can bring to the world. We introduce collective action competence in terms of environmental problems and few examples of the collective initiatives.

Collective action competence means bringing people from different backgrounds, with different abilities and knowledge together to work for the common achievement. If one collective has a common aim and the ability to work together it might be a good start for finding the opportunities and face the challenges to contribute to solving the current environmental problems. The collective action competence can lead to the benefit of public good and we it is a based stone of the functioning the modern society.

Theoretical introduction

For a *collective action competence* to be successful, groups should be well organized, settle a realistic goal and create an elaborate structure. Even though the group members are equal there should always be one leader who will coordinate the activities and lead the group towards achieving their common goal. In terms of environmental protection, collective action can bring more response, more ideas and eventually more members of the organization or initiative. The work of group on the local level can influence masses to live more sustainably or care about the environmental problems. Eventually this initiative can be spread further and bring global impact.

There are many challenges out there in the different parts of the world, but the environmental challenges are global, affecting all of us. Global problems need to be tackled through global collective action. To achieve a common goal, it doesn't matter if the collective is a group of thousands of members or a small-sized group working on the local level.

Regarding the environmental problem and climate crisis many people would say that the change of their individual behaviour is not going to change anything. And is an example of non-cooperating. When it comes to collective action there are only two options to

cooperate or the opposite. When choosing not to cooperate, then collective action is increasing. There is quite logical thinking of the citizens behind that – they fail to make any effort as there is a risk that their individual effort would not bring a change.

When it comes to environmental protection, collective action ultimately brings a positive outcome to everyone, not only for those who are taking responsibility. Our common goal is to have a greener, better future, strong health and functional ecosystems. It is a common good for everyone, it is not beneficial to only one individual. Whereas individuals who are unwilling to cooperate and engage in collective action to achieve a common goal would like to benefit from collective action even if they refuse to join the change.

Choosing to cooperate and take collective action for the purpose of contributing to a better future and healthier planet, even though you might have to sacrifice a little bit of your comfort, is always worth it and you can be part of a change.

Practical part

A thematic workshop can be organised by trainers, youth workers, facilitators, sports professionals and others who can implement a practical activity design, but also be inspired by the theoretical part of this chapter.

Name: Collective creation for the environment
Duration: 1,5-2 hours
The number of participants: 24
Aim of the educational activity: - To lead people to cooperation and collective approach. - To teach the principles about teamwork and to be able to present ideas in the group and work together as a team for the best result. - To teach the participants that collective action can have impact and can lead to better ideas and eventually to a bigger change through group activity
Description of the session: ***Icebreaker: Storytelling*** All participants stand in the circle and each of them will say one word. All together, we are creating a story. The facilitator begins with one word. If there are less than 15 participants, we can do 2 rounds. In the end, the facilitator can emphasize how our teamwork helped us to create a funny story. 1. The group will be divided into teams of 4 people. Every team will be given paper (larger than large A3 format) and materials such as pencils, colored markers, scissors, glue, and the old newspaper- where they can find material for cutting. 2. Each group will be given a topic related to collective action, for example: "*How can we improve the relationship with nature?*", "*How can we stand together against the climate crisis?*", "*How can we raise collective awareness of environmental problems?*" "*How can we raise awareness of waste accumulation?*"

3. Each team has the task of creating their own project (for example performing arts, painting). They can use given material and create and visualize 4 different ways of solving a problem within the framework of *collective action competence.*

4. After the allotted time (50 minutes to 1 hour), the team will present their visual performances to the other teams. (7-10 minutes for each team)

5. After presenting the results, everyone evaluates the best groups based on the criteria such as: creativity, visualization, and ability to illustrate and write down collective action.(set the criteria before the presentation)

Verification and evaluation:

During the session, the facilitator monitors the activity of the participants and see if they understand the task. It will also be monitored, if the members of the group are creating something collectively and, in the end, there will be an evaluation of the activities and the ideas each group created.

Participants will be asked to evaluate the teamwork in their group and share whether they think that they would create the same performance if they worked alone instead. They will be asked to share, whether they see it as an advantage to work with the group or not.

Materials:

- Flip chart
- Paper
- Glue,
- Scissors
- Markers
- Colour markers or pencils
- Old newspapers

Recommendations for facilitators:

We recommend gathering people who do not know each other to get a new perspective and get familiar with all participants better. This way there might be more creative and innovative ideas coming from the group.

It is important to make sure that participants understood the assignment and know how to complete the activity.

Facilitator should monitor if all the participants are included in the activity.

Outcome of the activity:

The participants will understand better that collective action can bring results and they do not have to be alone to spread the environmental messages or stand up for a greener future. Through this activity, they will be encouraged to stand up for what they want to change and see that if they find people with the same goal, they can make a change as a group and ultimately influence crowds.

Recommended reading/ literature:

- Welrich, P. (2010) *Collective Rationality: Equilibrium in Cooperative Games* . Oxford: Oxford University Press.

Sources used:

- https://publications.essex.ac.uk/esj/article/id/10/

TRACK MAP CLEAN

12.

INDIVIDUAL INITIATIVE

12. *INDIVIDUAL INITIATIVE*

The chapter is focused on the identification of our own individual potential to influence the sustainable future and the ability to believe that our action will also contribute to the prosperity in the community and on our planet.

Individual initiative is built upon an individual's understanding of available courses of action, their belief in their capacity to effect change (internal locus of control), and their readiness to take action. Recognizing available courses of action and having a grasp of one's potential in addressing sustainability issues are the initial strides required to embark on an individual's proactive journey. However, individual initiative isn't solely hinged on opportunities for action or one's self-awareness and self-efficacy. It also encompasses a significant attitudinal dimension – the willingness to take action.

Theoretical introduction

Our personal actions can either harm or improve the state of the environment. Since the Industrial Revolution, human activity has caused many current environmental problems. We are facing many serious environmental threats which are having an impact on our health and the future of our planet. The situation affects entire ecosystems, and it has become unbearable. We are all equally responsible for the problem, therefore we are the ones who can deal with the situation and bring about change.

Any kind of individual contribution to the environment is precious and we can all become heroes and treat our environment the best we can. We do not have to think globally and take huge actions, the failure of which can discourage us, but we should take small local actions in order to create a bigger, more important and real change. The best possible way is prevention before treatment. *Individual initiative competence encourages* people to take preventive measures rather than inaction, which can have a negative impact on all forms of life. The action of the individual can influence other people and break the stereotypes in the minds of others, such as sustainability being boring or expensive or that you have to sacrifice your comfort for a better future.

There is no human existence without nature and functional ecosystems. There is action we can all do on a daily basis, and eventually it would become a habit, it should become a regular activity. We are talking about recycling, composting, reducing the use of plastic, protecting the environment or using green powers. We must recognize that each of us is responsible for the quality of the environment in which we live. We all want clean water, a safe environment, better air quality, less waste in the forest and a clean ocean but not everyone is willing to trade their comfort for a better quality of life now and for generations to come. Decisions and actions of individuals are the key to the quality of life we will live. It is no longer time to point fingers at others, it is necessary to start with yourself.

Unfortunately, we cannot say that the environment is improving every year. The opposite is true. But there is still a lot we can do as individuals to change this narrative. There is an urgent call for action to tackle these growing environmental problems. This step should be taken on the global or national level, but it is especially important to implement the change at the local level as well. This is the reason why the role of individual protection of the environment is critically important. An individual knows their environment at the local level and can better understand the gaps and more effectively solve the environmental problem of his/hers surrounding.

Practical part

A thematic workshop can be organised by trainers, youth workers, facilitators, sports professionals and others who can implement a practical activity design, but also be inspired by the theoretical part of this chapter.

Name: My ECO hero
Duration: 1,5-2 hours
The number of participants: 15-20
Aim of the educational activity: - To use creativity and knowledge to create the best possible behavior of the individual towards the environment. - To understand that our individual approach can also be the trigger for a bigger change.
Description of the session: All participants will create-draw their ZERO WASTE hero/heroine- basic picture. Once they have it done, they will gradually be asked to add to their hero/heroine following features. For each adjustment of the hero/heroine, the participant should be given 7-12 minutes to make changes, write the characteristic. • How does he/she look like, name him/her. • What does he/she like to do? Name a few activities. • How does she/he spend the time? • What does he/she do for a sustainable future? • What else can your hero do for a greener future? • What is he/she doing for the community? • Create a zero-waste motto for him/her. Once they have created a hero/heroin who can be the best possible role-model for our greener and better future than they will all together create their common hero. They have written down many characteristics, actions, and activities that their hero/heroin can do or have.

The participant briefly introduces their hero/heroine to others and shows them what they have created. Afterwards, the group will create one common hero/ine, taking all the best characteristics and activities from the individual heroes and adding these ideas to a new perfect HERO/INE. Participants will be creating common perfect zero-waste hero/ine one by one drawing/writing characteristics on the flipchart.

After the activity is done a brief discussion will follow:

- Are we acting as this HERO/INE?
- If not, why not?
- What are we missing, what are the obstacles? Why can't we act the same way as our hero/heroine?
- Can we change something in our behaviour, habits? What is it that we can change?
- What cannot we change?

Talk about our own responsibility and the importance of individual actions.

Verification and evaluation:

The session will be finished with talking about the individual responsibility. The final verification will be done through the presentation of everyone's hero/heroine. Afterwards, there will be a debate. The discussion will help to verify whether the participants understood the importance of the individual initiative and if they feel motivated enough to take an action.

Materials:

- Paper
- Pen
- Colourful markers

Recommendations for facilitators:

- Support the imagination of the participant by giving them many different examples of the character features they may use.
- Provide participants enough time to think about what is important in terms of environmental protection.

- Accept all kinds of perspectives as there might be participants from diverse backgrounds.

Outcome of the activity:

Trying to find out why the participants are not acting as their hero/heroine and what are the real obstacles for them. Together, the participants can find the solution to overcome the obstacles and master environmental habits.

This session is also great for understanding how a role model can influence crowds and show that sustainable lifestyle is not complicated or difficult. The characteristics and activities of the created hero/heroine can be a great example of what participants can implement into their life and understand the importance of individual initiative. At the same time, we can teach participants that prevention is always better than facing the problems later.

Recommended reading/ literature:

Sources used:

http://risingkashmir.com/role-of-an-individual-in-protecting-the-environment

https://thebalkanforum.org/en/the-importance-of-individual-contribution-towards-environment-protection-

TRACK MAP CLEAN

The most environmentally friendly product is the one you didn't buy

— Joshua Becker—

Erasmus+

https://track-map-clean.eu/

TRACK MAP CLEAN

The “Track-Map-Clean” project aims to raise awareness about environmental issues produced by inappropriate waste disposal. During this project, we will develop educational and digital tools for youth workers, NGOs and young people to promote environmentally friendly practices and encourage innovative solutions in order to overcome environmental problems.

Objectives of the project are:

- Create educational tools to support youth workers in their trainings targeting the development of green skills of young people;
- Raise awareness of the environmental issues caused by waste, among young people;
- Create digital solutions to environmental problems in the youth work field;
- Foster youth civic participation in the development of innovative solutions to overcome environmental problems.

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https://track-map-clean.eu/

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https://track-map-clean.eu/