ACT

SUSTAINABLE ACTS FOR YOUNG PEOPLE:
A GUIDE FOR TEACHERS & YOUTH WORKERS

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1. Introduction

This Guide is designed for anyone working with young people and wishes to raise awareness about issues of sustainability and responsible consumption as well as develop projects with these learners, whether these are individual projects, with groups such as in school or with a youth group, or larger projects within their community.

In 1987, the United Nations Brundtland Report defined sustainability as: "meeting the needs of the present without compromising the ability of future generations to meet their own needs." (http://www.un-documents.net/our-common-future.pdf). This definition continues to serve us well. We see sustainability in our daily choices: what we eat, how we move from one place to another, and the consumption choices we make. These choices, of course, have a significant impact on the environment and the world around us.

The world we find ourselves in makes this work necessary. We face many global challenges and crises that require solutions. Oftentimes these solutions take place at policy or government level, which leaves out a very important voice: the youth voice. Young people frequently feel like they can't do anything, that solutions are outside of their grasp. This can lead to feelings of anxiety, specifically climate anxiety, as well as hopelessness and resignation. It is important to instil in young people that we should never underestimate the power of one person and that their voice and actions are valuable tools in the fight for climate resilience.

This Guide is designed to help you, as someone who works with young people, to assist them in developing and carrying out actions that promote sustainability. We like to call these 'Sustainability Acts'. Sustainability Acts can range from individual actions to community-based events, and this Guide will help get you there. You will find some background information, additional resources and literature, as well as workshop templates designed to help the young people you work with design their own Sustainability Acts.

We focus on two topics, Climate Justice and Circular Economy, both of which are major challenges for societies around the world. Sections 3 and 4 will give you background information on these topics and they might even provide some inspiration for your learners. However, your Sustainability Acts might have a completely different focus, and you just want tips on how to start the planning and implementation process. In this case, you can skip Sections 3 and 4 and move directly to Section 5 where you will find the teacher/facilitator's guide followed by the workshop templates.

2. Education for Sustainable Development

This section is designed to give you a sense of where the European Union (EU) and Ireland stand on Education for Sustainable Development.

THE EUROPEAN UNION

The educational efforts we are addressing with this Guide fall within the umbrella of Education for Sustainable Development (ESD), but also within Development Education or Global Citizenship Education. For this Guide, we will use the acronym ESD to describe this work. ESD is promoted at the global level with the Sustainable Development Goals (SDGs), specifically indicator 4.7 which states that "*by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development*". (https://indicators.report/targets/4-7/).

ESD sits upon three pillars: social, economic, and environmental and we need to address all three elements within our work with learners.

SUSTAINABLE DEVELOPMENT

SOCIAL DEVELOPMENT

ECONOMIC GROWTH

ENVIRONMENTAL PROTECTION
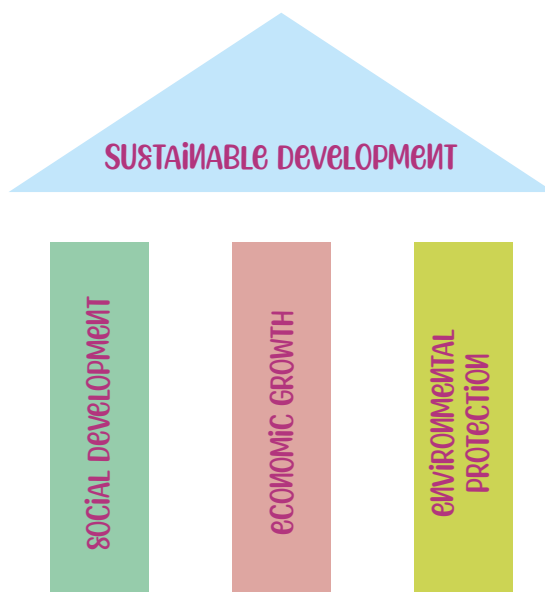
Source: https://www.researchgate.net/figure/The-Three-Pillars-of-Sustainable-Development_fig2_328163638 [accessed 3 May, 2024]

The social pillar includes equity and equality, poverty, citizenship, gender, housing, human rights and many other things. Usually these are the issues that come under Social Policy when the government is talking about them.

The economic pillar includes growth and poverty, child labour, responsible consumption, corporate responsibility, decent and fair work, migration, and global inequality.

The environmental pillar includes healthy ecosystems, climate change, climate justice, natural disaster risk reduction, resource management, community resilience and water and food security.

It is also important to understand that these three pillars interact with and support one another. It is hard to address systemic poverty when there isn't decent and fair work available to people. It's hard to address food security in a world with diminishing farmlands due to climate change. In order for us to make any progress on any of the big issues, it's crucial to adopt a holistic approach that recognises the intricate and multifaceted nature of the challenges ahead as ESD does.

According to a report issued by the European Union in 2021, ESD has been integrated into most educational systems in Europe. (European Union. 2021. Education for Environment Sustainability: Policies and approaches in European Union Member States : final report. https://op.europa.eu/en/publication-detail/-/publication/a193e445-71c6-11ec-9136-01aa75ed71a1)

The EU approach to ESD specifically calls for:
- ESD/green transition is made a priority throughout all parts of educational systems throughout Europe
- Ensure funding is available for ESD infrastructure
- Support teachers and youth workers in their work in this area including addressing climate anxiety with learners
- Create learning opportunities that are action-oriented, participatory and responsive to local contexts
- Embrace a partnership for learning approach that includes young people, educators, policy makers, innovators and the local authority (https://education.ec.europa.eu/focus-topics/green-education/learning-for-the-green-transition)

If you are interested in reading the full Council Recommendations on the green transition and sustainable development, we recommend the following circular:
https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32022H0627%2801%29

Further, the Circular Economy is addressed by the 2020 European Green Deal which has the overarching aim of being carbon neutral by 2050. You can find detail in the Circular Economy Action Plan which is referenced below. We hope to contribute to these objectives through this resource. We recognise that contexts vary from country to country, so we also wanted to provide you with some local perspectives on ESD in Europe. This project is the result of a partnership between Austria, Finland, Ireland, Italy, Poland and Spain and has been funded by an Erasmus+ grant. Each partner has provided a brief picture of ESD in their own country which can be found in these country specific versions of this Guide.

⇨ **Austria**

⇨ **Finland**

⇨ **Ireland**

⇨ **Italy**

⇨ **Poland**

⇨ **Spain**

Additional key policy documents from the European Union include:
- European Green Deal, 2019: This plan combines economic development with a sustainable strategy that aims to bring the EU to carbon neutrality by 2050. Available at: https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en

- Circular Economy Action Plan, 2020: This plan is considered to be a key building block of the European Green Deal and advocates the decoupling of resource use from economic development. (https://environment.ec.europa.eu/strategy/circular-economy-action-plan_en#:~:text=The%20EU's%20transition%20to%20a,entire%20life%20cycle%20of%20products.)
- European Education Area Communication, 2020: This communication sets out a common vision for the education systems of all EU member states which outlines 6 priority areas one of which is digital and green transition. https://ec.europa.eu/commission/presscorner/detail/en/ip_20_1743
- European Declaration on Global Education to 2050, 2022 (also known as the Dublin Declaration): This declaration is aimed at improving and increasing access to Global Education to 2050. https://static1.squarespace.com/static/5f6decace4ff425352eddb4a/t/65cbd5b4db-d08357e1f86d56/1707857361786/GE2050-declaration.pdf
- GreenComp: The European Sustainability Competence Framework. https://joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework_en

ESD AND IRELAND

In Ireland, ESD is addressed through the Department of Education and Skills as are all major educational initiatives. *ESD to 2030: Second National Strategy on Education for Sustainable Development*, which is compatible with EU strategy, is the most important document outlining Irish policy. This Strategy calls for advancing policy, transforming the learning environments to include ESD, building the capacity of the educational sector, empowering young people to act, and promoting innovation and local action. The Department of Foreign Affairs also plays a key role in ESD with Irish Aid's Global Citizenship Education Strategy which calls for the building of skills and competences to build a sustainable future. This Strategy is designed to serve young people in the youth sector as well as those in schools within the formal sector.

The Key Principles of ESD included in Ireland's strategy include:
- Promotion of lifelong learning and engagement of all sectors of the education system
- Balancing social, environmental and economic considerations
- Empowering agents for positive change in reorienting societies towards sustainable development
- Emphasising social justice and equity, climate justice, antiracism and interculturalism –
- Focusing on values and promoting active democratic citizenship and inclusion as a means of empowering the individual
- Being locally relevant while also linking the local to the national and global
- Being interdisciplinary and recognising interdependence and interconnectivities across other sectors
- Promoting and using a variety of pedagogical techniques that support active and participatory learning, critical thinking and the development of key dispositions and skills.

CLIMATE JUSTICE

There are no specific curricula links to climate justice but there are opportunities to address climate justice within Science, Geography, Religious Studies and Civic, Social & Political Education (CSPE). There are a number of prominent NGOs active in the Irish Educational System (Trocáire, WorldWise Global Schools) who work on Climate Justice and provide workshops and educational supports to schools and youth groups. In the non-formal sector, NGO's such as ECO-Unesco and the National Youth Council of Ireland include climate justice as a prominent theme within their work with young people.

CIRCULAR ECONOMY

The Circular Economy, on the other hand, is addressed through the Environmental Protection Agency through the 2021 Circular Economy Strategy which was codified with the 2022 Circular Economy Act. This Policy prioritises the need for education and awareness raising in formal education programmes, professional development opportunities and within the public sector much in line with the programmes promoted by the Department of Education, so there appears to be linkages between environmental policy and the education curriculum. The Act itself focuses on recycling and reusing measures but falls short of calling for education and awareness raising activities that would take place within schools or with young people in the non-formal sector. Awareness activities are confined to broader informational campaigns.

Additional key documents for Ireland and ESD:
- Department of Education and Skills, Ireland. ESD to 2030: Second National Strategy on Education for Sustainable Development. (https://www.gov.ie/pdf/?file=https://assets.gov.ie/228330/c69895a6-88f0-4132-b6d1-9085a9c31996.pdf#page=null)
- Environmental Protection Agency, Ireland. 2021 Circular Economy Programme. https://www.epa.ie/publications/circular-economy/resources/EPA_Circular_Economy_2021_Programme_Apr22_Web.pdf
- Irish Aid, Ireland. 2020. Global Citizenship Education Strategy. https://developmenteducation.ie/wp-content/uploads/2022/09/Global-Citizenship-Education-Strategy-2021-2025.pdf

3. Climate Justice

WHAT IS CLIMATE CHANGE?

There is much discussion around what is climate change but for the purposes of this Guide, we have adopted the United Nations definition:

Climate change refers to long-term shifts in temperatures and weather patterns. Such shifts can be natural, due to changes in the sun's activity or large volcanic eruptions. But since the 1800s, human activities have been the main driver of climate change, primarily due to the burning of fossil fuels like coal, oil and gas.

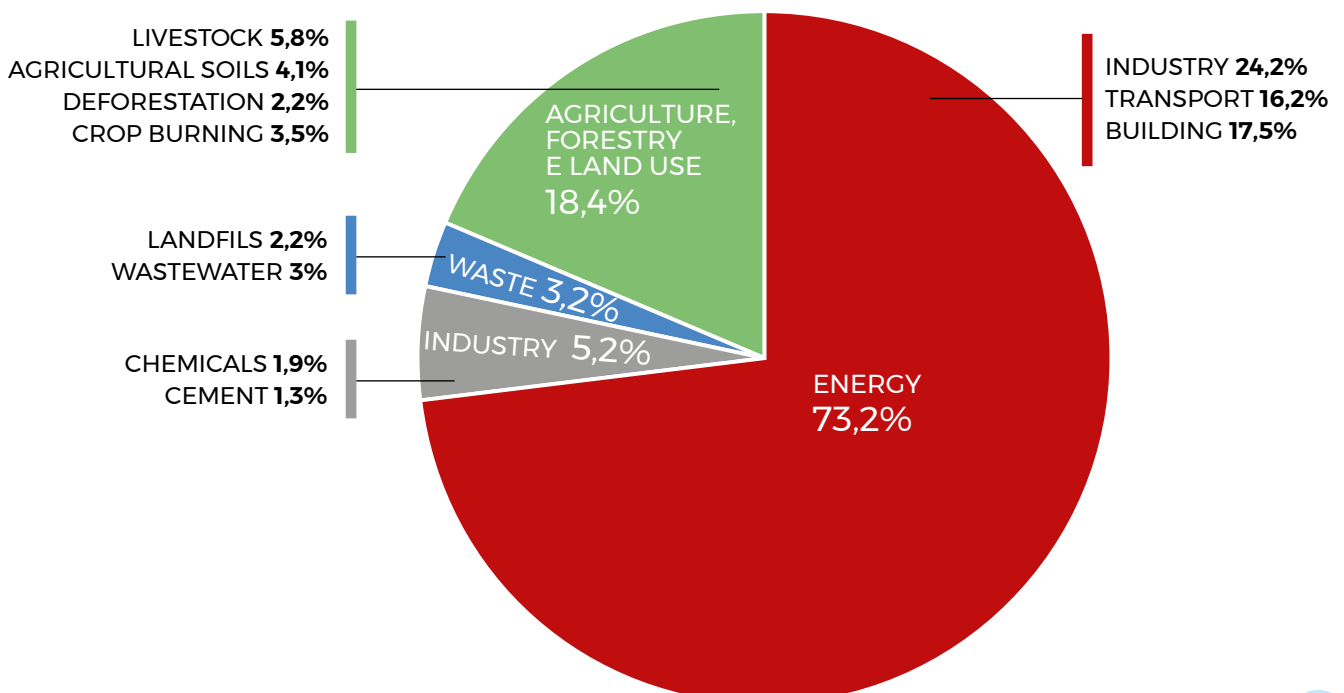https://www.un.org/en/climatechange/what-is-climate-change

WHAT IS CAUSING CLIMATE CHANGE?

As the definition outlines, the main driver of climate change is the emission of greenhouse gases (GHG), for example methane and carbon dioxide, which is the result of human behaviour. Altogether, the world produces about 50 billion tonnes of GHG annually. (Ritchie 2020) As you can see from the infographic below, the vast majority of our GHG comes from the energy sector and that includes transportation, manufacturing, and heating our homes and offices, all of which remains reliant on fossil fuels despite the progress being made in the renewables sector.

GLOBAL GREENHOUSE GAS EMISSION BY SECTOR

This is shown for the year 2016 - global greenhouse gas emission were 49,4 billion tonnes CO_2eq.

LIVESTOCK **5,8%**
AGRICULTURAL SOILS **4,1%**
DEFORESTATION **2,2%**
CROP BURNING **3,5%**

LANDFILS **2,2%**
WASTEWATER **3%**

CHEMICALS **1,9%**
CEMENT **1,3%**

AGRICULTURE, FORESTRY E LAND USE 18,4%

WASTE 3,2%

INDUSTRY 5,2%

ENERGY 73,2%

INDUSTRY **24,2%**
TRANSPORT **16,2%**
BUILDING **17,5%**

WHAT IS CLIMATE JUSTICE?

According to a report issued by Oxfam International (2023), the richest one percent of the world's population produces more carbon emissions than the poorest 66%. This is the underlying principle of climate justice. Climate justice is grounded in the understanding that those who are least responsible for climate change are the ones who are impacted the most. Climate justice seeks a sustainable, fair and inclusive future which includes holding those that have caused the most damage responsible at political, social and economic levels.

The Global Climate Risk Index shows how severely countries are affected by weather extremes such as floods, storms, heatwaves, etc. The Index is based on the number of deaths and direct economic losses. The human impact (fatalities) and direct economic losses are examined. The Index found that Mozambique, Zimbabwe, and the Bahamas were most affected by extreme weather events in 2019. Between 2000 and 2019, Puerto Rico, Myanmar, and Haiti were the most affected countries. (Global Climate Risk Index, 2021) This is just one example of many that demonstrate the disproportionate impact of climate change on the more economically vulnerable nations around the world.

WHAT DOES CLIMATE JUSTICE HAVE TO DO WITH ME AND MY LEARNERS?

Climate Justice and all of its related issues is a big topic, much of which can only be addressed at the global level through multinational organisations such as the United Nations. It is important to work together to ensure that just rules and laws are created and implemented in our own countries as well as internationally. We, as educators, can also contribute by being informed, voting to influence legal regulations toward more climate justice, and by sharing this information with the young people with whom we work.

Your own everyday life, and that of your learners, can be a starting point to analyse where action is needed. If we were to calculate the amount of greenhouse gases such as CO_2 that humanity can emit to avoid uncontrollable climate change, each person should only produce 2.6 tonnes of CO_2 per year. Globally the average is about 4 tonnes per year with some countries, such as the United States, having a much higher per person carbon footprint with a whopping 16 tonnes per person per year. (National Center for Atmospheric Research, 2023)

We make decisions all the time that influence our greenhouse gasses footprint, like choosing to walk instead of using the car, what type of vacations we take, how much we spend on new clothes each year, etc.

Mobility, or how we get around, is a great example of this. As you can see from the infographic shown earlier, our transportation makes up a large amount of emissions. Climate justice highlights the fact that while mobility is limited in many parts of the world due to lack of infrastructure, at the same time the super-rich travel by private jet. More likely than not, it is those with limited mobility who will pay the climate prices of private jet travel. This may highlight the extreme contrasts but demonstrate how differently we experience the world depending on where we live. From a climate justice perspective, this is unjust. The transportation sector is responsible for about 16.2% of global greenhouse gas emissions (Ritchie, 2020). Most of these emissions come from us moving around from one place to another.

But where the products we buy come from also plays a big role: transporting our goods around the world releases a lot of emissions and the UN estimates that around 95% of our fuel needs are still being met by fossil fuels. (United Nations, 2024)

Food security is also closely related to climate justice. Rising temperatures are having an on-going impact on how and what food we are able to raise and grow. Millions of people around the world are already suffering from an inability to guarantee that they and their families have enough food to eat. Food security refers to our ability to have nutritious food in healthy amounts. Food insecurity occurs when these conditions are not met and can be caused by conflict, population growth and climate change. (Concern Worldwide, 2024) Enough food is produced on the planet to feed everyone, it is access to and distribution of this food that causes food insecurity.

The question in most places in the Global North is not whether we have enough to eat, but rather what we choose, where and under which circumstances our food is produced. In terms of CO2 emissions and other resources, such as water, the rule of thumb is that seasonal and local is more climate-friendly, just as a plant-based diet is more climate-friendly than one that contains meat. Over a third of all food produced around the world is wasted. And wasted, rotting food is a big contributor to greenhouse gas emissions.

The fashion industry, particularly fast fashion, overuses resources, wastes water and pollutes in both production and disposal. This industry accounts for 10% of all greenhouse gas emissions and over 20% of wasted water. (https://www.europarl.europa.eu/topics/en/article/20201208STO93327/the-impact-of-textile-production-and-waste-on-the-environment-infographics#:~:text=The%20fashion%20industry%20is%20estimated,of%20CO2%20emissions%20per%20person) There are also human rights violations that take place in the fast fashion industry: the garment workers are often not paid a living wage and they are often from vulnerable groups of society (women, immigrants) that are more prone to exploitation. Overproduction and overconsumption have resulted in unsustainable disposal solutions, where the countries from the Global North dump their textile waste in the Global South disguised as charitable donations.

Climate Justice and Information and Communications Technologies (ICT) have a complicated relationship. On one hand, these technologies are key to providing communities around the world with the information they need to farm successfully, to avoid extreme weather events and monitor climate information. On the other hand, ICT requires massive amounts of electricity (like server farms) and resource extraction is energy intensive and destructive. It is a paradox of our time that the ICT sector threatens our environmental health and at the same time provides us with the tools and solutions required to achieve climate justice. As you can see, it's worth taking a closer look, questioning economic and social structures and reflecting on our habits.

A wide range of stakeholders are interested in this topic including governments and politicians, businesses, and right down to the individual level. Even taking small individual actions toward a more sustainable future has a positive impact on the environment and helps work toward a more just future.

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4. Circular Economy

The concept of the Circular Economy (or the closed-loop economy) is about production, consumption and waste and highlights the involvement of each of us in the process. We, as individuals and as a society, are part of the economic system.
What exactly is our participation and our role, and to what extent can we make a difference?

Think of a random day in your life and imagine where the circular economy might be relevant. Take, for example, the mobile phone that most of us use. These are some questions that come along with owning a smartphone and that are important to the circular economy:

- How are the different parts of a phone built and how do they end up coming together as one phone?

- What happens to a smartphone when it doesn't work properly anymore? Can we recycle or reuse some of its elements or does it all need to be disposed?

- Smartphones contain about 60 different raw materials, 30 of which are metals (Geologische Bundesanstalt 2021) some of which are very rare. Just imagine: To extract the metals for a single cell phone, over a ton of ore has to be mined! Obviously that leads to the question: How often do I really need a new mobile phone and how do I deal with electronic waste? In the IT sector, the circular economy means a shift to more reliable products that can be reused, improved, and repaired thus reducing waste and saving raw materials
- Renting products rather than buying and selling supports the principles of the circular economy. This might not be a great option for smartphones, but works well for products such as tools, cars, etc. Have you heard about carsharing? It's a system of sharing and renting cars via a special app. This solution generates less costs and is more beneficial for the environment than buying a car.

You need to eat food on any given day. The principles of the Circular Economy can be applied here as well. The fact that a lot of food is being wasted shows that a lot of energy is also being wasted. According to figures released in 2023, over 828 million people worldwide go hungry (Al Jazeera News 2023) while 58 million tonnes of food is wasted in Europe (Eurostat 2023).

Packaging is another growing problem and each European produces an average of 180 kg of packaging waste per year (Eurostat 2023). Several solutions have been introduced to solve the problem of excessive packaging and improve its design to promote reuse and recycling. To reduce waste many local initiatives are taking place, like food sharing initiatives, and alternatives such as compostable packaging materials. However, production itself is responsible for a large amount of this waste. It is best to use reusable products and packaging (water bottle, coffee cup or food containers). A circular food system is one that uses resources more efficiently and reduces waste.

Another problem for daily life is fashion - everyone needs to wear clothes. Again this is relevant to the circular economy. The garment industry is the second most polluting on the planet after the fossil fuel industry, estimated to produce more than 1.2 billion tons of CO2 annually. Last year, more than 235 million garments were sent to landfills worldwide. There are several ways to avoid buying new clothes such as second-hand shops, upcycling, and repairing practices. There are also many brands that produce garments in a more responsible way.

Waste does not exist in nature – waste and inefficiency are the products of humans. In nature, everything goes back into circulation and becomes a raw material for something else: the original circular economy. In our current linear economy, much is designed to stimulate ever-new consumption and prevent circular economies. For example, companies often design products (such as electronics) so that they automatically stop working after a certain period of use. This is called 'planned product obsolescence'. For other products, spare parts are not available, necessary software updates are not provided – this list goes on. The direction in which the economy will develop is up to us. We have the power to develop an economy that is more socially and environmentally just. The question is: is this what we want? Do we want a healthy planet and are we willing to take care of it? We have a choice in the form of a circular economy!

THE 6RS RULE: A PRACTICAL GUIDE TO REDUCING OUR WASTE

The 6Rs of sustainability are a useful framework that aim to help us reduce our environmental impact and improve sustainability. Many of us have heard about the 3Rs: Reduce, Reuse, Recycle. These are the principles of reducing waste, reusing and recycling resources and products in an effort to cut down on the amount of waste we throw away. The 6Rs is based on this concept and offers a more detailed framework. It incorporates the 3Rs, and adds some additional actions.

Let's take a more detailed look at the 6Rs rule:

- **Rethink:** It all starts with a change of thinking. Before you buy another product, rethink – do I really need it? By consuming more products, we're creating, and discarding, more.
- **Refuse:** Don't be led into compulsive consumption. Try to reuse what you can and limit your usage of single use items like plastic straws and plastic bags. The most environmentally friendly resources are those we don't use at all.
- **Reuse:** Instead of throwing away an item, you should think about the ways you can use it again. An old t-shirt can be used as a kitchen cloth, an ice cream box is perfect for freezing parsley, eggshells work well as fertilizer for plants, coffee grounds make an excellent scrub. Upcycling is a great exercise in creativity!
- **Reduce:** Buy only what is essential. Limit yourself to the bare minimum. As you know, how much we buy affects how much raw materials, energy and water is used.
- **Repair:** Before you decide to replace your equipment, try to repair it. Or if you can't fix it yourself, find someone or hire someone who can. Until a few decades ago, repairing household appliances, shoes or clothes was the norm. People used appliances that worked smoothly for many years, and if they broke down, they were repaired.
- **Recycle:** The best-known method of recovering and reusing waste and the raw materials from which the product was made. It should be something you do only in the situation where you really can't reuse something. This is why it's the last of the 6 Rs.

It is important to properly segregate garbage to facilitate further recycling. Of particular importance to us should be the containers for electro-waste, batteries, and fluorescent tubes. It is important that the harmful waste they emit does not get into the groundwater and soil.

CIRCULAR ECONOMY ON THE EXAMPLE OF THE POLISH INITIATIVE "CLOTHES TO DONATE"

"Clothes To Donate" is a brand founded in 2018 that collects used clothing and puts it back on the market. Items that come to the Clothes To Donate brand are sorted and put back into circulation, following the principles of the circular economy. The brand has developed its own sorting method, known as clear sorting, by which they source clothes within the country, then process the items they receive and put them back into circulation. Everything is done within one country.

How does it work? Step by Step Guide

- Each kilogram of clothes/shoes/accessories/toys donated is converted into 1 PLN (polish zloty), which means financial support for a given campaign or charity organisation.
- Each donor receives detailed information about how much money went to the people in need and gets information about the positive environmental impact generated.
- Collected clothes go to a sorting plant, where their condition is checked and later sent to circulation shops and secondhand stores. Those that are unsuitable are sent for recycling*.

More than 100 tons of items are donated to Clothes to Donate every month, and 94 percent of the textiles collected are recycled.

Clothes To Donate is a business model that is a perfect example of circularity.

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5. Workshop Templates

As suggested in the Introduction, prior to delivering the Sustainability Acts Workshop, it is a good idea to play the GetLand boardgame to create the biggest possible impact on the participants. If it is not possible to play with the Board itself, there are some notes in the Facilitator's Guide to GetLand for an alternative activity

In this workshop young people learn about circular economy, climate justice and active citizenship through gamification. The focus is on young people developing and planning their own sustainability acts and is designed for young people aged 15-18. The goal of the workshops is to inform young people about these topics and also to encourage our youth to carry out their own sustainability acts. The workshop has been tested in Finnish and Italian schools and has been designed to fit in different educational contexts, formal and informal. Also, the workshop can be modified according to the duration of the lesson.

Before the workshop, you can send The Sustainability Acts Toolkit for Young People, available here: https://sliwaterford.ie/resources/action-inspiration to the participants and ask them to familiarize themselves with *Chapter 4.2: Sustainability acts with others and/or Chapter 5: Examples around Europe*, both of which will help your learners understand what Sustainability Acts look like. Sustainability is often simplified as people's everyday choices; what we eat, how we move from one place to another, and the consumption choices we make. These daily choices, of course, have a significant impact on the environment and the world around us. Sustainable consumption, which means making choices that respect the environment, climate, and human rights, is crucial. However, sustainability extends beyond just lifestyle choices - everyone can also take active actions for sustainability. This can be, for example, an action in which you and your learners raise awareness about a problem or make demands on politicians.

These Sustainability Acts come in various forms and sizes, small and large, and they are actions through which we aim to impact the world. These actions can be related to things and values important to your students, and they can be done either individually or as a group. These actions are important to the world because they allow us to help our learners to make a difference. The more people get active and do sustainability acts, the more likely we are to create change.

The workshop consists of five phases: Introduction, Circular Economy and Climate Justice Quiz, Sustainability Act Idea Competition and Developing your own Sustainability Act, and Summary.

MATERIALS FOR THE WORKSHOP

- Workshop manuscript
- Powerpoint Slides
- Mentimeter Quiz
- Sustainability Acts Mind Map

(all available at: https://sliwaterford.ie/resources/resources-to-accompany-ta-king-action-on-sustainability-a-guide-for-teachers)

- Pens
- Post-it s

75 MINUTE VERSION

PHASE	ACTIVITIES	DURATION	MATERIALS	GOAL
Introduction	■ Opening the session and going through the agenda of the day (2 min) ■ Warm-up conversation in groups of 2-3 (4 min) ■ Explaining the possibilities for an individual to influence in society (2 min)	8 min	Slideshow	■ Give the participant an understanding of the course of the session and introduce the topic of the day
Sustainability quiz and defining the concepts	■ Quiz on themes of circular economy and climate justice in pairs (15 min) ■ Defining the concepts of circular economy and climate justice (5 min)	20 min	Mentimeter quiz Phone or laptop, one per pair	■ Play the quiz together with the class/group ■ Familiarize the participants about circular economy and climate justice
Idea competition	■ Explaining the course of the idea competition and giving out the sustainability challenges (2 min) ■ Idea competition in groups of 4-5 people (8 minutes)* *If you do not play the Game, you will find instructions on this activity in the section 'Descriptions of the Activities in the Workshop—Sustainabilty Acts Idea Competition.*	10 min	Printed sustainability act challenges Post-its/piece of paper Pens	■ Compete about the best idea to resolve a designated sustainability challenge ■ Encourage participants to imagine creative solutions
Planning your Sustainability act	■ Going through the process of making a sustainability act together (10 min) ■ Participants continue in the same groups. They design their Sustainability acts based on the winner idea of the idea competition (15 min) ■ Sharing the Sustainability acts with the whole class (5 min)	30 min	Slideshow Sustainability act mind map base printed (A3 size) Pens	■ Build a Sustainability act from an idea to an implementable plan in groups of 4-5 ■ For participants to gain tools to build their own sustainability acts based on their own ideas and interests
Summary	■ Discussion in groups of 2-3 about lessons learned (5 min)	7 min	Slideshow	■ Discussion and sharing experiences. ■ Collect feedback

2 HOUR VERSION

PHASE	ACTIVITIES	DURATION
Introduction	■ Take longer for the warm-up conversation and explaining the possibilities for an individual to influence in society	10 min
Sustainability quiz and defining the concepts	■ Take more time for explaining and discussion about the topics of circular economy and climate justice.	30 min
Idea competition	■ Explaining the course of the Idea Competition and giving out the Sustainability Challenges (4 mins) ■ Idea Competition in groups of 4 to 5 people using ideas from the GetLand Board Game (8 mins)* *If you do not play the Game, you will find instructions on this activity in the section 'Descriptions of the Activities in the Workshop—Sustainabilty Acts Idea Competition.*	10 min
Planning your Sustainability act	■ Go through the stages of a sustainability act in more detail	45 min
Summary	■ Take longer time for the debrief conversation. You can also have the conversation in bigger groups / same groups from the last phase	15 min

45 MINUTE VERSION

For this version, choose either the theme of circular economy or climate justice for the quiz.

PHASE	ACTIVITIES	DURATION	MATERIALS
Introduction	■ Opening the session and going through the agenda of the day (2 min)	2 min	Slideshow
Sustainability quiz and defining the concepts	■ Quiz on themes of circular economy OR climate justice in pairs (8 min) ■ Defining the concepts of circular economy OR climate justice (4 min)	12 min	Mentimeter quiz Phone or laptop, one per pair
Idea competition	■ Explaining the course of the idea competition and giving out the sustainability challenges (2 min) ■ Idea competition in groups of 4-5 people (8 minutes)* *If you do not play the Game, you will find instructions on this activity in the section 'Descriptions of the Activities in the Workshop—Sustainabilty Acts Idea Competition.*	10 min	Printed sustainability act challenges Post-its/piece of paper Pens
Planning your Sustainability act	■ Going through the stages of a sustainability act in the mind map, don't go through them in all the slides. (5 min) ■ Participants continue in the same groups. They design their Sustainability acts based on the winner idea of the idea competition. Instruct the groups to focus only on a few steps or divide the tasks among the group (14 min)	19 min	Sustainability act mind map base printed (A3 size) Pens
Summary	■ Discussion in pairs: What will you take away with you from this session? (2 min)	2 min	Slideshow

DESCRIPTIONS OF THE ACTIVITIES

SUSTAINABILITY QUIZ

DURATION	10-20 MINUTES
GOAL	TO ORIENTATE PARTICIPANTS TO THINKING ABOUT SUSTAINABILITY, CIRCULAR ECONOMY AND CLIMATE JUSTICE IN A PLAYFUL WAY.
PREPARATIONS	COPY THE SUSTAINABILITY QUIZ FROM HERE https://sliwaterford.ie/resources/resources-to-accompany-taking-action-on-sustainability-a-guide-for-teachers
MATERIALS	PHONE OR LAPTOP, ONE PER PAIR

Participants will pick a pair and answer the questions together. After answering each, discuss the topic briefly with the students using the support material in Annex **pag. 32**. If time is limited, the quiz can focus only on the climate justice or circular economy topic

SUSTAINABILITY ACT IDEA COMPETITION

DURATION	10-15 minutes
GOAL	THE PARTICIPANTS GET TO BRAINSTORM THEIR OWN SUSTAINABILITY ACT IDEAS. COMPETITIVE ELEMENT MOTIVATES PARTICIPANTS TO PUT AN EFFORT INTO THE IDEA.
PREPARATIONS	PRINTING SUSTAINABILITY ACT CHALLENGES
MATERIALS	POST-ITS, PENCILS, PRINTED SUSTAINABILITY ACT CHALLENGES DIVIDE THE CLASS IN GROUPS OF 4-5 BY COMBINING THE PAIRS FROM SUSTAINABILITY QUIZ. GIVE EACH GROUP THEIR OWN CHALLENGE. IF YOU HAVE MORE TIME, YOU CAN GIVE PARTICIPANTS THE OPPORTUNITY TO CHOOSE A TOPIC THEY ARE MOST INTERESTED IN. IT IS OK IF SOME GROUPS HAVE THE SAME SUSTAINABILITY CHALLENGE.

The participants have 4 minutes to come up with their own response to the question. So each participant will come up with their own idea independently and write it down. After all group members have come up with their own idea and written it down, the ideas are shared with their group. The group votes/chooses their favourite of these. Group can also decide to combine ideas. If there's time, groups can share their winner ideas to the whole class.

QUICK CHECK

Consider whether the project is actually feasible. The following questions can help you:

- What is your goal?
- What is the benefit of the project?
- What materials do you need?
- What skills and knowledge do you need?
- Are there any costs for your project? If yes, how high do you estimate them?
- Is your project 'allowed' or could there be problems with the law?
- Who else needs to be involved in the project? Do you need any partners?
- Approximately how much time would your project take?
- What problems could possibly arise?
- Why do you want to do the project?

YOUR PROJECT PASSED THE QUICK CHECK?

Then this project planning table will help you to plan it more precisely.
When filling out the project plan, you will also gain clarity about whether your project idea is actually feasible.

PROJECT NAME				
	SPECIFIC			
	MEASURABLE			
Needs assessment: WHY IS THE PROJECT NECESSARY/BENEFICIAL?	ATTAINABLE			
	RELEVANT			
	TIME-BOUND			
WHAT IS THE GOAL?				
WHO IS YOUR TARGET GROUP?				

	TASK	MATERIAL NEEDED, BUDGET	TASK ALLOCATION	SUPPORT, PERMISSIONS	SCHEDULE
STEP 1					
STEP 2					
STEP 3					
STEP 4					
STEP 5					

6. Additional Resources

SUDWIND

Further information and resources

This chapter provides you with further information on useful sources, on the one hand, where **gamification methods** are already being used successfully. Secondly, we have compiled best practices in the area of **teaching sustainability/environmental topics** for you.

AUSTRIA

► USE OF GAMIFICATION FOR LEARNING

1 In the virtual exhibition "Fair Electronics", which is designed in the style of a video game, pupils follow the stages in the supply chain of electronic products with their avatar. They discover the problems in the areas of raw material extraction and production. Is it possible that my smartphone contains parts that were manufactured under forced labour conditions? How are the people who live where the raw materials for our digital world come from? What options are there to improve the situation?

Further information: https://www.suedwind.at/ausstellung/virtuelle-ausstellung-faire-elektronik/

2 The "World Game" is a classic way of providing an introduction to global injustices. In a simple puzzle game, it compares the distribution of the world's population to the individual regions of the world and the unequal distribution of global income and greenhouse gas emissions. The game is very suitable for use in the classroom or in workshops with adults. Duration: approx. 20 minutes. Suitable for young people aged twelve and over. Number of players: five or more people and a game leader.

Further information: https://welthaus.at/material/weltspiel/

3 In "Gather.Town" participants move through virtual exhibition spaces on the subject of water in the style of a computer game. As avatars, they go exploring: a mysterious forest, a cinema, a large world map, "hidden bathrooms" and much more is waiting to be discovered through play. Thematically, the students explore: How is water distributed globally? How is access to clean drinking water for children and young people in different parts of the world? What does this "water happiness" mean? Furthermore, the participants will take a closer look at "virtual water": Where is water found everywhere? How much water do we use every day?

Further information: https://www.suedwind.at/ausstellung/water-worlds/

▶ BEST PRACTICE IN THE AREA OF TEACHING SUSTAINABILITY/ENVIRONMENTAL TOPICS

1 Escape the Room with a difference! The game "Escape Climate Change " is meant for 10 - 30 players who have 60 minutes to solve a complex puzzle about climate change. Together, the players have to crack a final secret code to get to the contents of a suitcase. Cooperation, teamwork and dealing with the topic of climate protection are the basis for solving the game. Suitable for school classes and extracurricular educational contexts. From age 14. (2019)

Further information: https://bibliotheken.baobab.at/Mediensuche/Einfache-Suche?search-hash=OCLC_ce03400c1c1b07168cff7ba513197a2396adad6c&top=y&module=6

2 The Actionbound tool "Human Rights in Global Supply Chains " invites (young) adults to take a look behind the scenes of Germany's raw material needs. In a business thriller, the players look for evidence that a well-known car company knew quite a bit about human rights violations and environmental destruction in favor of massive bauxite mining. In this way, they playfully track down the effects of Germany's demand for aluminum in a bauxite mine in Guinea. The Bound can be played in workshops and seminars and combined with other methods and discussions on German and European supply chain law. Target group: young people aged 16 and over and young adults 45 minutes. (2022)

Further information: https://www.globaleslernen.de/de/bildungsangebote/multimediales/menschenrechte-globalen-lieferketten-actionbound

3 "Footprint" is a cooperative escape game designed for educational groups, especially for secondary level 2 and is suitable for ages 16 and above. The goal of the game is for the entire group to escape from a closed supermarket. To do this, they have to break the code for the padlock on the entrance door, while at the same time achieving the lowest possible ecological footprint "score". (2022)

Further information: https://www.suedwind.at/bildungsmaterial/footprint-deutsch/?back=5299

▶ **USE OF GAMIFICATION FOR LEARNING**

1 In "Zero CO2", players can increase their awareness of CO2 emissions and the effects of their choices on the environment. The game consists of ten different stages. During the game, players have to transport different cargoes with different vehicles and think of the emissions of the logistics. The game also provides information about green logistics and sustainable development.

Further information: https://xamktkimeduusa.itch.io/zero-co2

2 In the game "Circula" players can learn more about circular economy and entrepreneurship. The starting points of the game are each players' strengths and skills and also surplus resources. Teams have to create profitable business using their own resources and natural resources creatively and sustainably. At the same time, social and environmental problems have to be solved. The game also has surprises which obligate teams to cooperate..

Further information: https://circula.fi/

3 "Stop Disaster!" is an online game which takes the player into the middle of a simulated natural disaster. The player can choose the type of a disaster and the level of difficulty. The task is to solve the disaster with as little damage as possible. On the website, you can also find more information about natural disasters.

Further information: https://www.stopdisastersgame.org/

▶ **BEST PRACTICE IN THE AREA OF TEACHING SUSTAINABILITY/ENVIRONMENTAL TOPICS**

1 This teaching material "Climate change in me" consists of creative writing exercises for addressing environmental emotions, sustainable future, and environmental activism together with young people. The goal of the exercises is to create space for hearing and sharing environmental emotions in a safe group, for expanding the imagination about the possible futures, and for considering each participant's own role as an environmental actor. (2022)

Further information: https://www.climatechangeinme.fi/?lang=en

2 Compassion pedagogy for environmental education: Learning, happiness and environmental responsibility can be promoted with the help of environmental education that utilises compassion pedagogy. It can also strengthen the active participation of young people. In this website, there are many examples of environmental education projects that utilise compassion pedagogy. These projects can be used as an inspiration! (2022)

Further information: https://feesuomi.fi/esimerkkeja-myotatuntoprojekteista/

3 With „Circular economy test" you can test what your way is to save the earth! People have many opportunities to make smart choices in terms of the environment in their everyday lives. With this test, you can find out what could be your personal way of consuming resources in a sustainable way. (2018)

Further information: https://yle.fi/aihe/kiertotaloustesti-miten-sina-pelastaisit-maapallon

▶ USE OF GAMIFICATION FOR LEARNING

1 In the board game "Rozegraj Miasto" (Play the city) players take on the role of residents of a certain city. Depending on the number of players, they represent different interest groups - local authorities or community groups representing different visions of city development. The game simulates the mechanism of social consultations - in each of the rounds played, players discuss issues related to the placement of new facilities, in certain points of the city.

Further information: https://zielonegry.crs.org.pl/gropedia/rozegraj-miasto/

2 The game "Lords of the Valley" allows participants to see how important biodiversity is and how the lack of cooperation and communication between different interest groups makes it impossible to find an optimal solution to the problem. If the valley's residents are unable to establish an effective dialogue, the well-being of individual players will suffer.

Further information: https://systemssolutions.org/portfolio-items/lords-of-the-valley-board-game/

3 "Sieci Wsparcia" (Support Networks) is an interactive quiz based on gamification methodology concerns the life of the elderly and the problems they face. Its goal is to show how you can influence their situation with your choices. By learning the story of Ms. Helena, Mr. Zbyszek, and Ms. Krystyna you will better understand the challenges of seniors and prepare to participate in the Social Innovation Incubator-Support Network.

Further information: https://sieciwsparcia.pl/

▶ BEST PRACTICE IN THE AREA OF TEACHING SUSTAINABILITY/ENVIRONMENTAL TOPICS

1 The "Open Dialogues on Climate Change" aims to organize inclusive dialogues between stakeholders concerning the climate crisis. This initiative brings together the voices of different social groups, allowing them to meet, engage in a conversation, and create proposals for specific solutions and system changes; the goal of activities is to implement them in real life. The Open Dialogues on Climate Change project was created by a group of motivated young individuals from all kinds of backgrounds. (2021)

Further information: https://www.open-dialogues.org/open-dialogues-on-climate-change

2 „Darfur is Dying" is an online simulation game in which the player takes on the role of a Darfurian living in a refugee camp. The player has to face drinking water shortages, aggressive military organizations, and difficult daily life in the overcrowded camp. In the game, it is impossible to win in realitiy. No matter how well the player performs in the game's various elements, the player's avatar will still be a resident of the refugee camp. It is impossible to save Darfur in the game, but the game's authors encourage people to support activities that can help the area in real life. (2006)

Further information: https://www.open-dialogues.org/open-dialogues-on-climate-change

3 The initiative "EAST" (WSCHÓD) is a group operating mainly on Instagram and fighting for a fair and fast energy transition in Poland. Activists from this youth-led group organized an activist camp for hundreds of people from different countries, where young people were taught about campaigning and working with the media. They cooperate with urban movements, helping local communities implement modern energy solutions, dispel myths about zero-carbon energy sources, present reliable expert research, and talk about non-obvious pro-environmental solutions. They seek to confront politicians as well.

Further information: https://www.instagram.com/wschod_/

▶ **USE OF GAMIFICATION FOR LEARNING**

1 "Green League - Missione Sostenibilità" is an educational project aimed at educating students aged 10 to 14 about the circular economy and environmental sustainability. The project adopts a didactic approach that aligns with the students' interests, utilizing the language of video games and social media. This approach not only promotes digital skills but also fosters awareness among students regarding environmental issues such as climate change and the benefits of the circular economy model. The project serves as a noteworthy example of gamification in Italy, as the two promoters have successfully created an innovative initiative that captures the attention of schools nationwide. Furthermore, it effectively addresses the subject matter by employing languages and methods that are highly relatable to the students, such as the use of typical game mechanics and digital social language.

Further information: https://green-league.eu/it/about/

2 "Escape 4 Change" is an Italian social enterprise that develops educational escape rooms aimed at schools, youth groups, or citizens on various topics. They utilize the typical escape room methodology and game mechanics to engage players in critical thinking and reflection on a given topic. At the end of each game session, players participate in a debriefing phase to deepen their understanding of the themes explored during the game. Over the years, they have created several escape rooms focusing on environmental issues, circular economy, and human rights. These escape rooms are designed for both educational institutions and the general public, serving as a tool to organize awareness-raising events in different communities.

Further information: https://escape4change.com/

3 "Change Game" is an educational video game on the theme of climate change, environmental impact, and the emissions we can generate with our daily choices. The video game offers players the opportunity to create a new city where every choice depends on them. The goal is to build a city that is sustainable and capable of surviving over time. The higher the level of emissions and pollution in the city, the greater the challenges and difficulties that players will have to face. The game provides scientific insights on the topic and offers educational and teaching pathways for schools or groups in the Italian territory.

Further information: https://www.changegame.org/

► **BEST PRACTICE IN THE AREA OF TEACHING SUSTAINABILITY/ENVIRONMENTAL TOPICS**

1 "Ocean Hero" is a simple and enjoyable way to raise awareness about plastic in the oceans and empower individuals to take concrete action in their daily lives to combat the issue by simply browsing online: A free search engine available on any digital device utilizes game mechanics and dynamics to engage users in conducting regular online searches through their browser, helping to raise funds to clean up certain oceanic areas from plastic. With each search, users who choose to browse with this browser earn seashells. For every 100 seashells obtained, one plastic bottle can be removed from the ocean. While browsing, the browser provides in-depth insights on the topic of plastic in the oceans and organizes small online games (e.g. interactive quizzes) to raise awareness and provide information about plastic pollution. (2019)

Further information: https://oceanhero.today/about-us/how-it-works

2 „Recyclebank" is a project aimed at promoting recycling and environmental conservation. A waste sorting system has been developed based on the use of gamification mechanics (points and rewards). In municipalities that choose to participate, personalized waste bins are delivered to residents' homes for waste collection. A technology calculates weekly how much waste you have successfully sorted, earning points for each kilogram of properly sorted waste. Participants receive personalized missions related to recycling, helping them acquire new knowledge and skills in waste collection and recycling. At the end of the week, participants can redeem their accumulated points for prizes or discounts at local partner stores in their neighborhoods. It is a highly innovative and straightforward approach to teach communities new skills in waste management, involving every stakeholder. (2004)

Further information: https://recyclebank.com/

3 The platform „Greenperforming" aims to promote a more sustainable idea of fashion and clothing we choose to wear every day. Through the creation of a shared digital platform for research and development, young people can find a space to conceive, test, and imagine green garments and get engaged in the fashion industry to promote more sustainable choices and actions. The platform is structured into three main sections: the Manifesto, which outlines the ethics underlying the project; the Lab, where individuals can experiment and take direct action; and the Mag, a space for learning about sustainable fashion and the impact of textile waste. (2020)

Further information: https://greenperforming.com/it/

▶ USE OF GAMIFICATION FOR LEARNING

1 "Project Honduras" is an online strategy game from Irish NGO Trócaire. The game is based on Trocaire's own experience in Honduras working with communities who have been affected by climate change. Players can take on the role of either Javier or Andrea based on two real life young climate change activists who are in charge of the team of volunteers for different climate change emergencies. Players need to allocate volunteers and earn enough stars to progress to the level. This game is accessible one needing only a computer or tablet and internet connection to play. Trócaire have also provided a lesson pack to the game making it even easier to incorporate into lessons. Project Honduras and the accompanying reaching resource are available from Trocaire's website.

Further information: https://www.trocaire.org/education/project-honduras/

2 In "The Exploitation Game" players explore the topic of oil exploration in Kenya. The game has a wide range of potential learning outcomes related to power, business and human rights, inequality and land rights. Downloads include game board, cards, facilitator guide and background information. The site also includes a how to play video and a ppt presentation.

Further information: https://bit.ly/3IUkvdy

3 "Beat the system" is a simulation game to introduce pupils to the idea of a global food system, by putting pupils in the position of a small farmer producing food which goes into this system. By doing so it highlights to pupils some of the inequalities of the system, and helps them to think about the challenges small farmers face within this system.

Further information: https://bit.ly/3PBaGoq

▶ BEST PRACTICE IN THE AREA OF TEACHING SUSTAINABILITY/ENVIRONMENTAL TOPICS

1 „Climate Change, Extractivism and Colonialism: A Teacher and Facilitator's Guidebook": As the world recognises the intense challenges and destruction caused by climate change there is increasing awareness in the Global North and in communities with privileged access to resources, that communities from the Global South and Black, Indigenous and communities of colour are most affected by climate change impacts. (2023)

Further information: https://developmenteducation.ie/wp-content/uploads/2023/02/FOE-climate_change_extractivism_and_colonialism_facilitators_and_learners_handbook.pdf

2 „The Circular Classroom" offers a set of resource materials for teachers to teach about the circular economy, very practical and includes classroom activites, things to do at home etc. The author is an exciting organisation in Ireland that collects unwanted materials and transforms them in to materials for teachers to use in the classroom.

Further information: https://circularclassroom.com/educators/

3 The guidebook "Slow to Change: Toolkit Guide to Greenwashing" has been developed to support teachers and students in learning about greenwashing as a barrier to sustainable development. It includes a teacher guide and case studies that look at fast fashion and the oil industry. (2023)

Further information: https://developmenteducation.ie/feature/slow-to-change-quick-to-greenwashing-case-studies-in-fast-fashion-and-fossil-fuel-adverts/

SPAIN

▶ **USE OF GAMIFICATION FOR LEARNING**

1 In the game "un mundo mejor" pupils get a mission that different astronauts send to the class. The pupils have to overcome a series of challenges in order to succeed. The game is explained through a toolkit and accompanied by materials available on youtube (videos explaining the challenges), badges with which participants are rewarded and other materials.

Further information: https://www.infocoponline.es/pdf/unmundomejor.pdf

2 With the 6 "Ecoaventuras" entertaining games, students will have the opportunity to learn many important aspects of environmental conservation: energy saving, responsible use of water, care for the seas and oceans, organic farming and protection of forests and wild animals.

Further information: https://apkpure.com/es/ecoaventuras/com.pgt.ecoNauts

▶ **BEST PRACTICE IN THE AREA OF TEACHING SUSTAINABILITY/ENVIRONMENTAL TOPICS**

1 "El valor de la Educación física" (The value of physical education at school) introduces a teacher who uploads posts and podcasts about how physical education can contribute to the development of environmental education through the development of games with recycled material within the subject of physical education. Different gamification techniques are implemted to make the learning process exciting and easy. The teacher created ab online community and many teachers are following him to learn how to innovate in their classes.

Further information: https://www.elvalordelaeducacionfisica.com/educacion-ambiental-y-educacion-fisica

2 „Naturaliza" is a project that aims to help promote the presence of the environment in Education. Their commitment is to offer cross-cutting environmental education in the subjects of: Natural Sciences, Social Sciences, Mathematics and Spanish Language and Literature, giving special weight to active pedagogies: Cooperative Learning and Project Based Learning. (2021)

Further information: https://www.naturalizaeducacion.org

3 „ECÓLATRAS" is a pioneering eco platform that aims at mobilizing people throughout Spain to offer disseminations, resources and inspiration for sustainability and responsible consumption initiatives. Each member of this online community can create own initiatives and support others to support, care and raise awarenes about planet´s health.

Further information: https://www.ecolatras.es/?gclid=Cj0KCQjwmZejBhC_ARIsAGhCqn-fvApVmgLm-NMjqzRF3qEH32hR-rIoGeq4HWSwQ6acA9OeUNSni1QoaAnYPEALw_wcB

Annex · Sustainability acts workshop

FOCUS
How young people can plan and realise their own sustainability acts together.

TARGET GROUP
15-18 years old youth. Can be adapted to a bit younger or older target group.

DURATION
This workshop is designed for a 75 min session. Different elements can be removed or added depending on the time available for the workshop. We recommend reserving a minimum 60 minutes for this workshop.

STRUCTURE
1. Introduction to the workshop (7min)
2. Climate Justice/Circular Economy quiz (15 min)
3. Defining the concepts (5 min)
4. Idea competition (GET game style) (15 min = 1 min explanation, 4 min brainstorming, 5 min selection)
5. Planning our own Sustainability act (25 min)
6. Summary and feedback (7 min)

VERSIONS FOR DIFFERENT DURATIONS

If you have two or more hours, you can…

- go through the stages of a sustainability act in more detail and use more time for planning each groups' own sustainability act. You can also instruct the participants to utilise the Sustainability acts manual.
- have an exhibition of the sustainability act plans at the end of the session.
- add more quiz questions.
- use more time for the discussions both in pairs and jointly.

Suggestion for a 45 min + 45 min lesson:

- In the first lesson, play GET-game with your students. Save the ideas from the idea competitions.
- In the second lesson, run the Sustainability acts -workshop without the warm-up conversation and idea competition. You can also shorten the quiz to 10 minutes.

1. INTRODUCTION

GOAL: GIVE THE PARTICIPANT AN UNDERSTANDING OF THE COURSE OF THE SESSION AND ACTIVATE TO THE TOPIC OF THE DAY.

- Go through the parts of the workshop to give an overview of what will be done during the next hour(s).

- Warm-up conversation in pairs (~2 min.): When was the last time you thought of your own impact on the environment?
    - Ask participants to share what came up in the conversation.
    - Point out that usually we think about our negative impact but we can also have a positive one.

- Different levels of social action approached through these stages:
    - Non-commitment in society is the zero-point having no influence. An individual doesn't have a sense of agency on things they find important and therefore does not commit to any level of action.
    - Sustainable consumerism is often discussed to be the way to participate in society. This means choosing to buy from companies that are committed to sustainable development or choosing products that are produced responsibly. However, the social influence is still limited.
    - Active citizenship has a much greater influence on society. This is where individuals take active action for things they find important This can mean learning about a topic you find interesting or demanding politicians to make sustainable decisions.

- Sustainability acts that we are doing today are in the area of active citizenship and aims for a big individual influence. We will be doing today's sustainability acts in groups, where the influence will be even greater.

2. SUSTAINABILITY QUIZ IN PAIRS

GOAL: TO ORIENTATE PARTICIPANTS TO THINKING ABOUT SUSTAINABILITY, CIR-CULAR ECONOMY AND CLIMATE JUSTICE IN A PLAYFUL WAY.

MATERIALS: PHONE OR LAPTOP, ONE PER PAIR (GROUPS OF THREE IS OK TOO)

PREPARATIONS: COPY THE SUSTAINABILITY QUIZ TO YOUR MENTIMETER. YOU CAN ALSO CREATE YOUR OWN QUIZ IN YOUR PREFERRED PLATFORM USING THESE QUIZ QUESTIONS.

- Divide the group into pairs. One pair will have one phone/laptop for responding to the questions.
- After seeing the answer to the question, discuss the topic briefly. Needed information can be found in the Quiz Questions
- If time is limited, the quiz can focus only on the climate justice or circular economy topic.

Using Mentimeter or Kahoot for the quiz is recommended.
The questions can be also put in slides and participants can respond on paper.
In this version it is better to go through all the questions first and the correct answers afterwards but this version will take more time.

GOAL: TO GIVE PARTICIPANTS A BIGGER PICTURE OF THE TOPICS TOUCHED IN THE QUIZ AND DEEPEN THEIR UNDERSTANDING ABOUT CLIMATE JUSTICE AND CIRCULAR ECONOMY.

- Explain the topics of climate justice and circular economy. These are big topics to cover but now there is no need to go deep into the

CLIMATE JUSTICE = putting equality and human rights at the heart of climate change decision-making and action.

- Climate justice recognises that those who are least responsible for climate change are the ones that are impacted the most from its impacts. Climate justice seeks a sustainable, fair and inclusive future which includes holding those that have caused the most damage responsible both financially and ethically.

- Presenting two maps:

- Per capita CO_2 emissions, 2022 shows how the total amount of a country's CO2 emissions is divided by the number of habitants. The deeper the red is, the bigger the emissions are. From the map one can see that the biggest emissions are produced in the north.

- The global map of vulnerability, 2019 shows how vulnerable humans and systems are to climate change. In this case, vulnerability is defined as the tendency of people or systems (e.g. infrastructure) to be negatively affected by hazards such as climate extremes. Issues such as poverty, state fragility and inequality affect the country's vulnerability to climate change, which limits the country's capacities to adapt to the climate extremes.

- Comparing the two maps we can see that the countries most vulnerable are those that are the least responsible for the global CO_2 emissions.

- The concept of climate justice has been widely used to refer to the unequal historical responsibilities of countries and communities in relation to the climate crisis. Countries, industries, businesses and people who have been enriched by large greenhouse gas emissions have a responsibility to help those affected by climate change, especially the most vulnerable countries and communities, who have often been least affected by the crisis.

CIRCULAR ECONOMY = production and consumption model where existing materials and products are used to the maximum extent possible by borrowing, renting, reusing, repairing, refurbishing and recycling. This extends the life cycle of products.

- Presenting two models

- Linear model relies on large quantities of cheap and readily available materials and energy. The linear design focuses mainly on making, for example, a product, pushing it to the market, and not worrying about the subsequent stages of the product's life.

- Circular model keeps materials in use even after the original product's life comes to an end by creating new products from recycled materials. This means reducing waste to a minimum and decreasing the need to exploit new raw material.

- Creating more efficient and sustainable products from the start would help reduce resource consumption and related destruction of landscapes and emission of greenhouse gases. This approach contrasts with the traditional linear economic model that currently dominates our systems.

4. SUSTAINABILITY ACTS IDEA CONTEST

GOAL: THE PARTICIPANTS GET TO BRAINSTORM THEIR OWN SUSTAINABILITY ACT IDEAS. COMPETITIVE ELEMENT MOTIVATES PARTICIPANTS TO PUT AN EFFORT INTO THE IDEA.

MATERIALS: POST-ITS, PENCILS, PRINTED SUSTAINABILITY ACT CHALLENGES (in the end of the document)

- Divide the class in groups of 4-5. Give each group their own challenge. It is ok if some groups have the same sustainability challenge. Each participant has to come up with their own sustainability idea independently and write it down.
- After all group members have come up with their own idea and written it down, the ideas are shared with their group. The group votes/chooses their favourite of these. Group can also decide to combine ideas.
- The groups will share their challenge and winner idea with the class.

5. DOING SUSTAINABILITY ACTS TOGETHER

GOAL: THE PARTICIPANTS LEARN HOW TO BUILD A SUSTAINABILITY ACT FROM AN IDEA TO AN IMPLEMENTABLE PLAN.

MATERIALS: SUSTAINABILITY ACT MIND MAP BASE PRINTED (A3 SIZE), PENS

- Participants stay in the same groups as in the idea competition.
- Go through the stages of a sustainability act (if time is tight the first slide with all steps can be skipped and you can start going through the steps individually).
- The groups are given a mind map base with guiding questions to realise a sustainability act. They will continue with the winner of the idea contest and plan it into a Sustainability act. Instruct the groups to start planning from the problem definition and setting goals, move on to the team, target group and collaborations. After that - if they still have time - they can think about the logistics, communications and timetable.
- After the first three steps (defining the problem, setting goals and building a team) tasks can also be divided inside the group: some can think about the possible collaborations while others think of logistics or communications.
- Remember to tell the participants that this is just an exercise and there's no need to have a complete idea by the end of the session.
- Groups are given an opportunity to share their sustainability act plans, ~3 min/group. Encourage action if one wants to execute their sustainability act!

6.   SUMMARY AND FEEDBACK

GOAL: REFLECTING THE PROCESS OF PLANNING A SUSTAINABILITY ACT, BRINGING IT ALL TOGETHER.

- 4 min discussion with a pair about what they have learned and what they'll take away from this session.
- Copy the feedback to your own mentimeter. Responded in the end of the session: https://www.mentimeter.com/app/presentation/aldux3givfixwm4db4m3rgd4khkpkr-6c/8oj3ebpw1m21/edit

If there's time, you can bring everything together with a "Sticky note sun" exercise. Everyone writes one word about what they have in mind about the session. Everyone will place their sticky notes on the wall so that if they have a similar or related word in their paper that is already on the wall, it will be added after/next to it. If there's no matching word, you would start your own "sun ray" in another direction. After everyone has put their sticky notes to the wall, have a moment to observe the shape formed.

IDEA COMPETITION CHALLENGES
(FOR PRINTING)

Challenges	NOTES
■ You read a worrying headline in the news about global warming causing forest fires in Southern Europe and you want to do something about it. Find a way to make a difference!	
■ A holiday doesn't necessarily mean a trip by plane. Find a holiday activity that people can do in your own city!	
■ Maintaining your clothes will prolong their life. Find a way to encourage consumers to take good care of their clothes.	
■ You and your friends want to organise an event that combines culture and environmental justice. Come up with an event idea!	
■ You and your friends want to organise an event that combines sport and circular economy. Come up with an event idea!	
■ Extending the lifetime of electronics reduces their environmental impact. Find a way for consumers to extend the life of mobile phones.	
■ People in your city have shifted to using mainly public transport and walking or cycling short distances. There is no longer as much need for parking spaces in the city centre as there used to be. Find a use for these empty spaces.	
■ People often buy clothes for parties that hang around in their wardrobes during the day. Find a way for individuals to easily rent or lend their clothes to other people.	