

# CLIMATE ACTION takes to the streets:



a toolkit for organising  
street actions and global green labs

**Title:** Climate Action takes to the streets: a toolkit for organising Street Actions and Global Green Labs

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**Authors:** Asociația Asistentă și Programe pentru Dezvoltare Durabilă - Agenda 21, Brașov County Council, Buy Responsibly Foundation (Fundacja Kupuj Odpowiedzialnie), Câmara Municipal de Loures, Dornstadt Municipality, FELCOS Umbria, finep, Fondo Gallego de Cooperación e Solidariedade, Instituto Marquês de Valle Flôr, National Town-Twinning Council Netherlands – Nicaragua, LBSNN, The Waterford Sustainable Living Initiative (SLi), We World GVC

**Editing:** Florina Diana Potirniche

**Design:** Fred Gomes @fredaagomes

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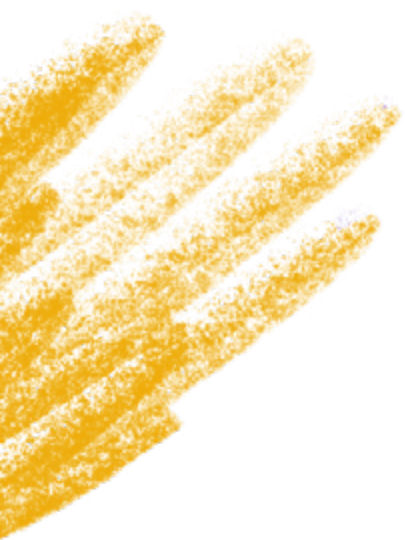


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# A story of sustainability

Do you know the story of sustainability? It is a tale of love but also of greed. It is about the profound love that great, great grandparents have for the great, great grandchildren they will never meet, the love they hold for the place they live in, and for life in all its diverse forms. It is also about the greed rooted in the belief that human beings have ownership over every resource on this planet, and the sense of entitlement that drives the pursuit of fulfilling every need and desire. It is a mindset that measures progress in profit margins and conveniences rather than in the health of ecosystems or the well-being of communities. It is the short-sightedness that overlooks the invisible connections between our actions today and the world our descendants will inherit.

It is a story that connects generations, binding the actions of those who came before us to the lives of those yet to be born. It is about the delicate balance between using what we need and preserving what we have. In every choice we make, from the food we eat to the energy we consume, we write another line of this story.

Sustainability challenges us to reimagine our relationship with the planet. It asks us to consider the long-term consequences of our choices, to recognise that the earth's resources are not just commodities, but gifts that we must cherish and steward wisely. It is a call to action: to innovate, to reduce, to restore, and to rethink the systems that underpin our daily lives. It is about creating a future where the story of sustainability is not just a cautionary tale of what we stand to lose, but a celebration of what we have chosen to preserve and pass on.



In this story, every individual, community, and nation has a role to play. It is not just a story told by scientists or activists, but by farmers, teachers, artists, business leaders, young people and children – in sum, everybody. It is written in the everyday decisions that shape our world: the choice to recycle, to conserve, to support sustainable businesses, to advocate for policies that protect the environment. It is the realisation that we are not separate from nature but a part of it, and that our survival depends on the health of the planet we call home.

Ultimately, the story of sustainability is a promise—a promise to care, to act, and to change. It is a commitment to leave behind a legacy of hope rather than despair, of abundance rather than scarcity, and of harmony rather than discord.

With this Toolkit we contribute to this promise and invite you on a journey to explore fun, engaging and interesting ways of being part of the story of sustainability. This toolkit will guide you through the complexities of sustainability, with special focus on climate change and water sustainability, empowering you with the knowledge and tools to take action.



# Why this Toolkit matters

## WHO ARE WE?

We are a partnership of civil society organisations and local authorities from eight EU countries and from Cape Verde who believe in sustainable development and the power of young people. Led by the Loures Municipality, we came together under the project People & Planet – a Common Destiny, a four and a half year project launched in November 2020, with financing from the European Union’s Development Education and Awareness Raising Programme (DEAR) and Camões I.P. We believe all citizens, especially young people, play a vital role in the journey towards sustainability. Young people are the change-makers of tomorrow but also the learners, doers, and visionaries of today. While they may be leading movements, sparking conversations and initiating campaigns, they need guidance, support and resources from all the development actors.

## WHY THIS TOOLKIT?

A big part of our project was about meeting citizens where they were—on the street, at festivals, in coffee shops, parks, or online. We wanted to reach people in fun, familiar spaces where they felt comfortable and open to engaging. That is why we focused on interactive, hands-on approaches, which is how our street actions and Global Green Labs came to life. On the one hand, the street actions were public, casual activities conducted in busy areas to promote awareness and everyday activism on social, environmental, and economic issues. These actions use, among others, a casual learning methodology that emphasises engaging people in simple yet impactful activities. On the other hand, the global green labs were designed as interactive spaces where youth could engage in hands-on activities that promoted sustainability and environmental awareness. These labs offer short, practical experiences aiming to empower young people to become proactive in addressing climate issues and SDGs through creative, reflective activities.

We organised more than 400 street actions and over 100 global green labs in 8 EU countries and in Cape Verde. Casual learning, guerrilla communication, artistic performances, exhibitions, virtual reality, cooking, practical workshops and online tools brought colour, energy and good vibes to our activities. Meanwhile, the SDGs, and specifically climate change and water scarcity, brought facts, awareness and meaning to everything we did. We decided that as it worked so well, we should share some examples of street actions and global green labs that other young people,



youth organisations, activists, practitioners, LAs or any other individual or organisation involved in sustainable development could use. This is how the Toolkit came to life.

This Toolkit is all about giving you the tools, skills, and a platform to amplify your voice and create real impact. In the following pages you can find a variety of learning methods ranging from simple, straight-forward workshops that require minimal resources, to complex performances and shows.

Your ideas and actions have the potential to inspire others and influence decision-makers at all levels. By getting involved, you can help spread awareness, advocate for sustainable development, and encourage positive change in your community and across the globe. You are not just the leaders of tomorrow—you are leaders today, and your participation is key to building a better, more sustainable world.

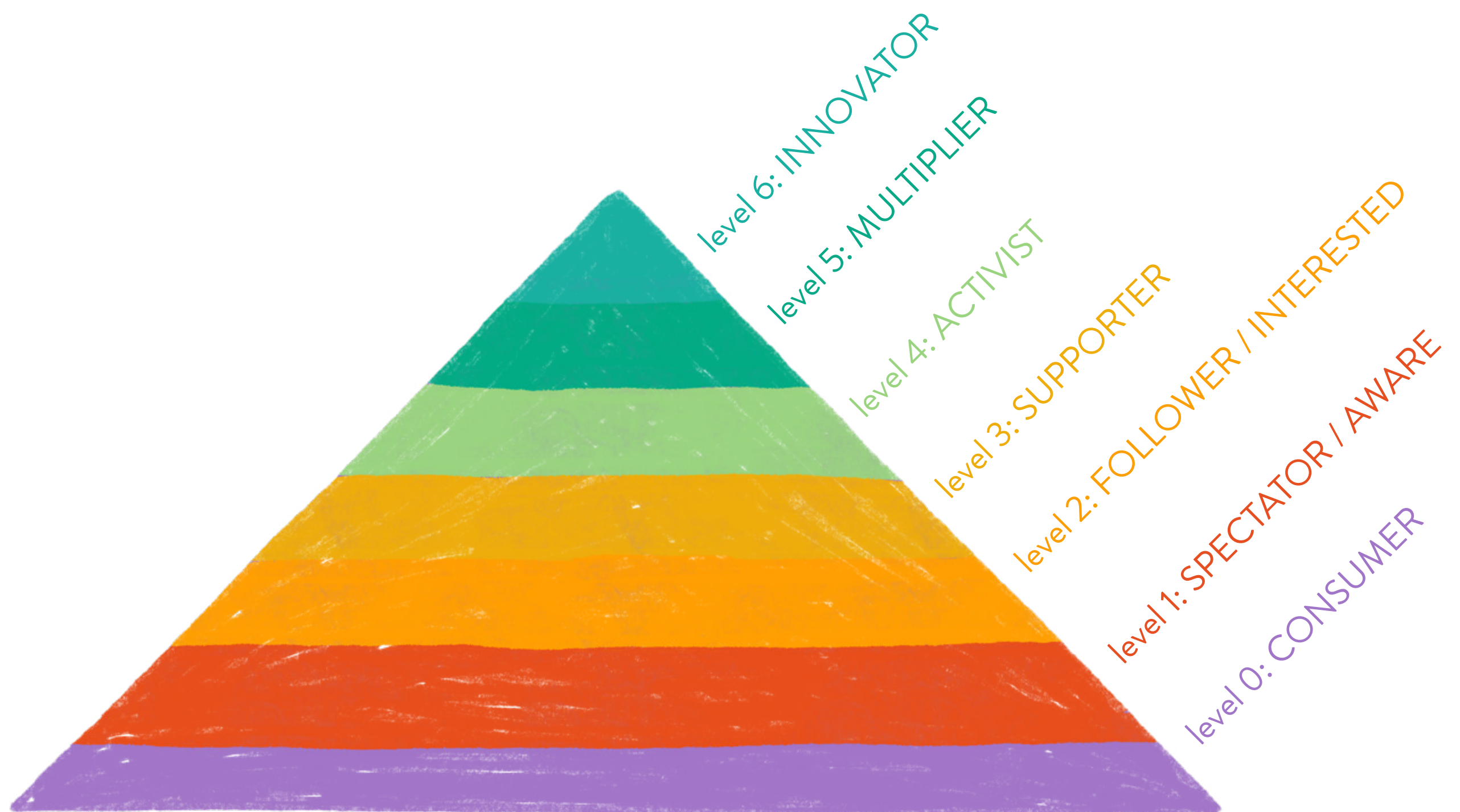
## REFLECTING ON YOUR ROLE

Have you ever found yourself asking, "Can I do more?" Have you ever attended an event and, when it ended, felt inspired to do more but did not know where to start or what steps to take next? Involvement can take many forms, from hearing, reading or learning about things like recycling, saving energy, or reducing plastic use, to volunteering for clean-up drives, participating in sustainability clubs at school, using social media to raise awareness about climate change, or choosing sustainable products and lifestyles. It also includes being informed about global challenges like climate change, biodiversity loss, and water scarcity, and using that knowledge to influence positive change within your communities. Whatever you do, always remind yourself that engagement with sustainability is a journey, and every action, no matter how small, contributes to a larger impact.



## THE ENGAGEMENT PYRAMID

Check out this model of the "Engagement Pyramid" which shows different levels of involvement, from being just a consumer to becoming a leader. Originally developed by writer and strategist Gideon Rosenblatt, it was adapted by the DEAR Programme to evaluate project success and understand what works, when, and why. This tool helped shape our project and allowed us to connect with people at various levels of engagement.



## HOW TO USE THE ENGAGEMENT PYRAMID

Understanding the Engagement Pyramid can be very useful when thinking about how to get involved in social causes, community projects, or even political movements. Take a few moments to reflect on your current engagement with sustainability. Write down answers to the following questions:

- Which level of the Engagement Pyramid best represents your current involvement with sustainability issues?
- What specific actions or behaviours demonstrate your engagement at this level?
- What factors have influenced your level of engagement?

You already have the wisdom to decide how much you can engage in causes and activities based on various factors in your lives. These factors include the amount of time you have available, the knowledge you possess, the level of initiative you are willing to take, your passions, the support you receive from others, and your access to resources. Engagement is not about reaching the highest level or aspiring to be at the top of an engagement pyramid. Instead, it is about making small, consistent, daily choices that align with your values and lead you toward living a more sustainable and fulfilling life.

Engagement should not be seen as an expectation to solve all the world's problems; no single person can achieve that on their own. It is okay to feel overwhelmed by the enormity of some issues. If something feels too big to tackle, it is probably because it is. However, the best way to approach a massive challenge is to break it down into smaller, manageable parts. We often think that making a difference requires us to have a visible, widely acknowledged, or revolutionary impact. But in reality, the significant changes we see are often just the tips of the iceberg. They are supported by countless small actions and many moments of feeling like no progress is being made.

Let us normalise the idea that individuals can make a difference, but not always in the dramatic, world-shaking ways we have been taught to expect. Change can start small—it can begin with shifting our daily habits, influencing our immediate surroundings, and then extending to our families, friends, and peers. We all start as consumers, and not everyone has the resources, means, opportunities, or support to engage at the highest levels. However, whatever you do, no matter how small, it matters. Every small step contributes to a larger movement. By valuing these incremental changes, we can redefine what it means to make a difference and inspire others to do the same. So, if you are ready to take action today, let us explore the activities of this Toolkit and start writing your chapter in the story of sustainability.

## ACTIVITIES

# Bird Race for Global Goals 2030

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TYPE OF ACTIVITY	THEME	TARGET AUDIENCE	TIME
Street Action	SDG awareness	General public	30 minutes

### BRIEF DESCRIPTION

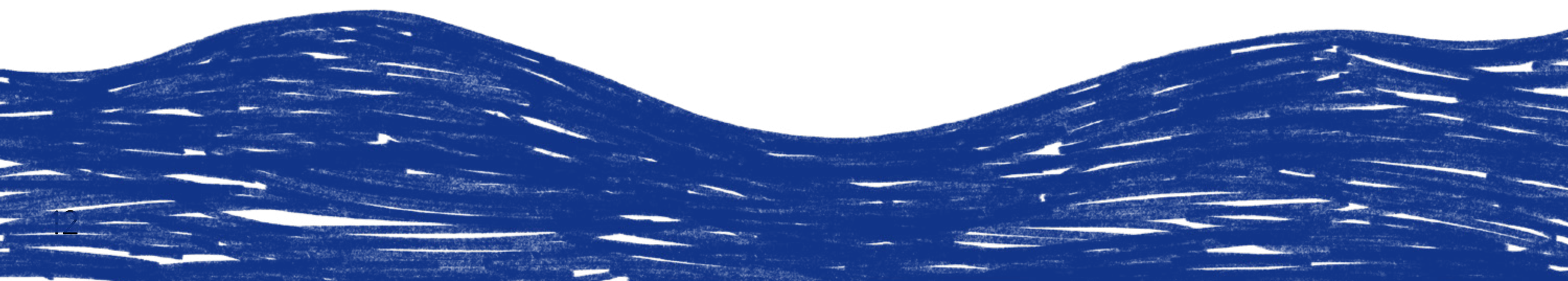
This activity engages families in a fun, interactive bird race and photo experience to raise awareness about SDGs, while encouraging social sharing to spread the message further.

### OBJECTIVES

- To raise awareness about the 17 SDGs through fun, interactive family activities.
- To engage participants in meaningful discussions about the SDGs and encourage personal connection to specific objectives.
- To promote social sharing and extend the reach of the SDGs message by encouraging participants to share their experience and photos on social media.

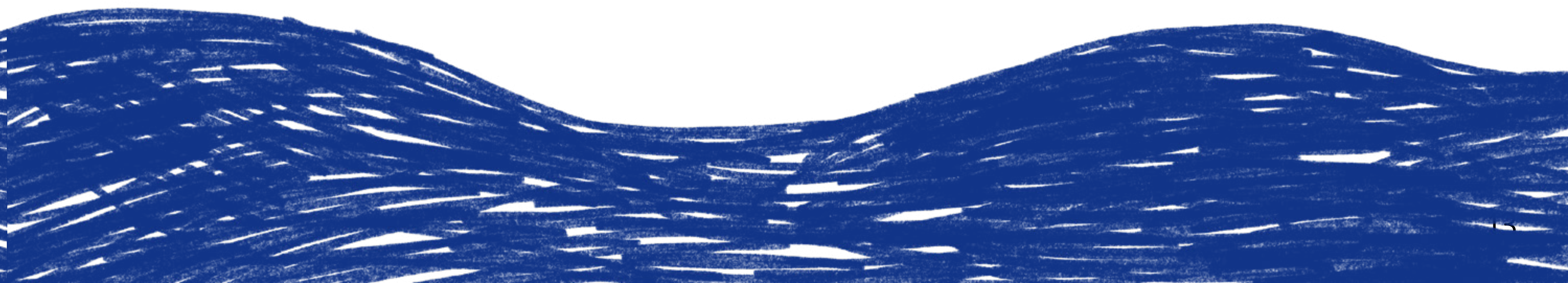
### RESOURCES NEEDED

- A cash register house: a small booth or tent for the participants to select their SDG.
- Visuals of the 17 SDGs: posters, cards, or digital displays for participants to choose their goal.
- Bird race Setup: 4 water canals, 4 water pumps, 4 "bird" figures for the race, a movable finish line
- Photo kiosk or Camera Setup: for taking family pictures with their chosen goal.
- Small wooden bird figures as prizes.



## INSTRUCTIONS

1. Greet the families and invite them into the cash register house. Explain the activity briefly and its focus on the 17 SDGs for 2030, using posters, cards, or a digital display. Give a brief overview of the SDGs and their importance.
2. Ask each family member to choose one goal that resonates with them.
3. After selecting their goals, the facilitators place each family member's chosen goal on the finish line and each player takes their position by one of the 4 water canals.
4. Explain the rules: players must use the water pumps to push their bird along the canal towards the finish line.
5. During the race, the facilitators comment on the progress, relating it to the player's progress toward their SDG.
6. Occasionally, move the finish line backward to symbolize how, in real life, achieving the SDG sometimes takes longer than expected.
7. The child in the family is always announced as the winner to encourage excitement and participation.
8. The winner (typically the child) receives a colourful balsa wood bird from Nicaragua as a keepsake.
9. Take a group photo of the family with their chosen SDG and the bird(s) using the photo-kiosk. After the photo is taken, ask one family member for their name and email address.
10. Inform them that their photo, along with information about the Local Authority's Global Agenda policy, will be sent to their email.
11. Encourage the family to share the photo on social media with friends, neighbours, and family members. Highlight how sharing helps spread the message of the Global Goals further.

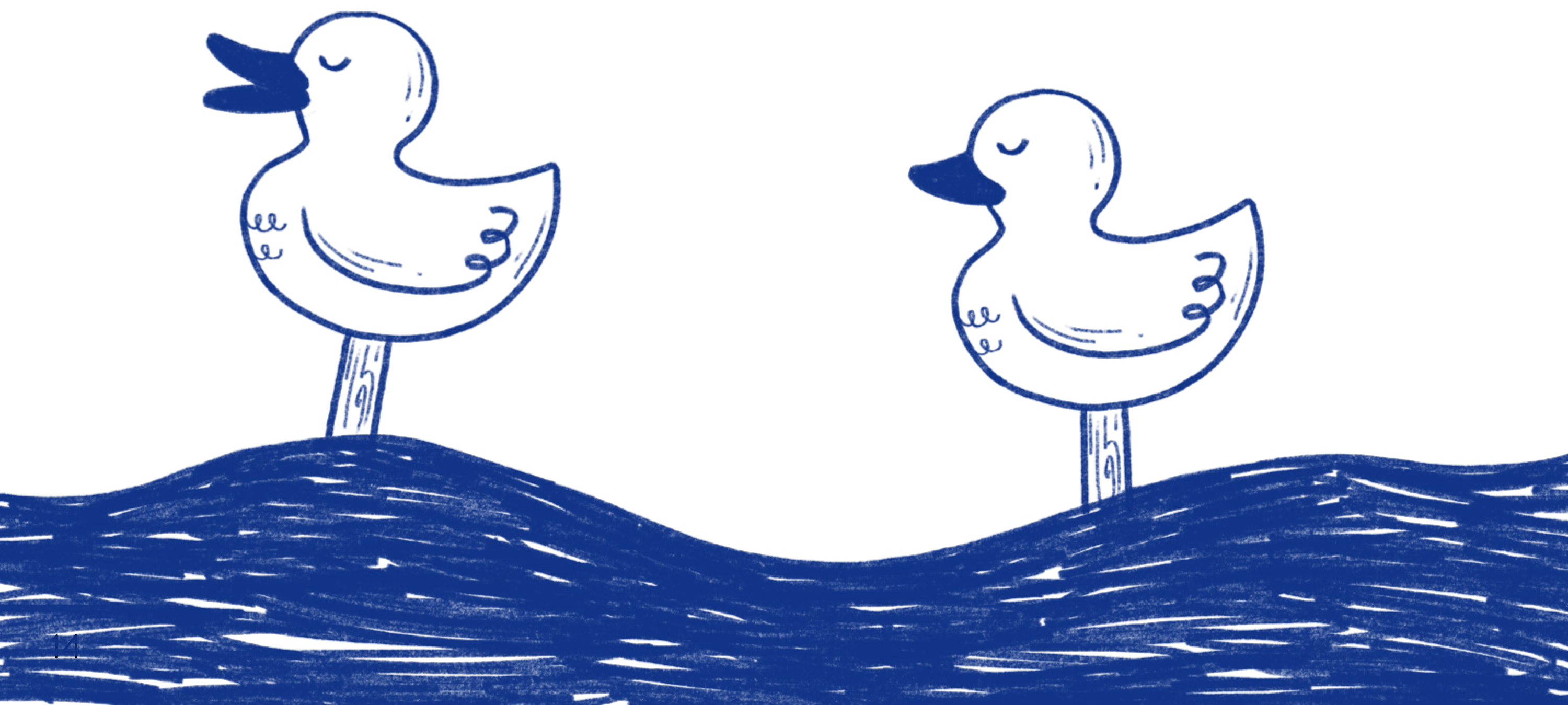


## TIPS FOR FACILITATION

To facilitate this activity effectively, it is important to tailor activities to specific audiences, especially during special events.

Preparation is key so plan well in advance, ensuring that all logistics—such as securing equipment and volunteers—are handled ahead of time. Build the event space on time and check weather forecasts early, being realistic about conditions; if rain is expected, consider cancelling to ensure a successful event. Additionally, ensure all software and equipment—such as the photo kiosk—are thoroughly checked in advance to avoid technical difficulties during the event.

Engaging participants, both young and old, is essential so make the activities, like the bird race and football goal, visually attractive and fun, while emphasizing that children can win colourful balsa wood birds to encourage family participation. Volunteers and hired facilitators should actively invite people to join in and make the space lively with banners, flags, and interactive displays.



## DIVE DEEPER

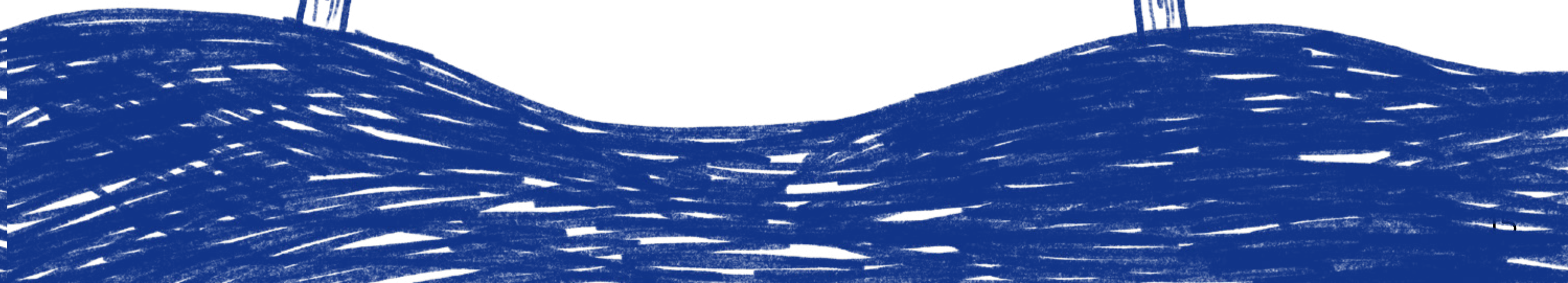
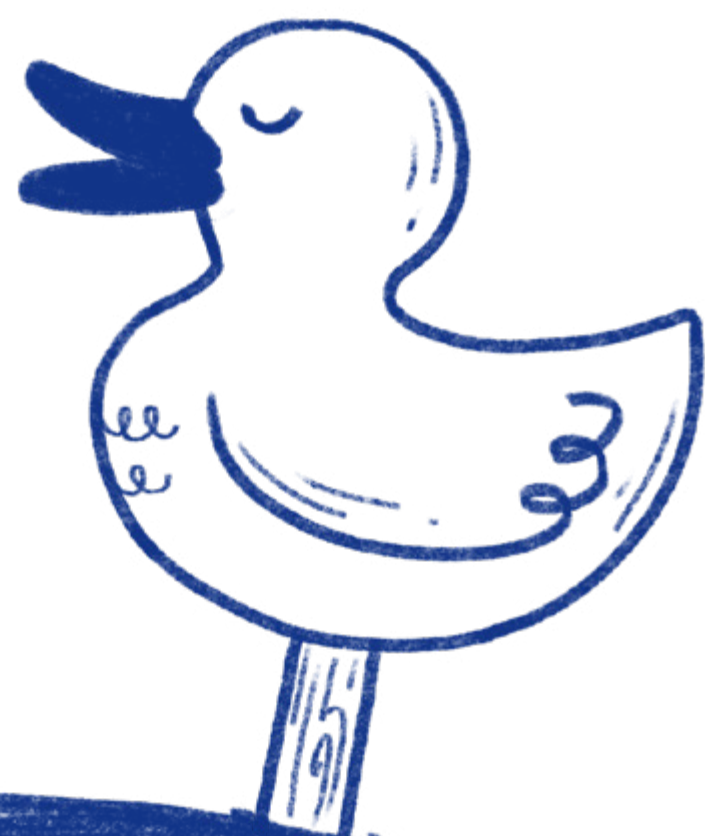
You can take this activity even further by linking it with a popular fair, festival or any type of event the community is familiar with. Whenever space and event type allow, set up a football goal and/or a shovel challenge as part of a "Sustainable Development Goals Circuit". Let more people play simultaneously or allow children and youngsters to rotate through the different activities: bird race, photo-kiosk, football, and shovel.

A street action should be part of a broader set of activities and policies by a local authority, which is why LBSNN operates in cities designated as "Global Goals 2030 municipalities". This activity was organised by LBSNN in partnership with the municipality of Tilburg, the Netherlands. The municipality hosts the largest fair in Benelux, attracting around 100,000 visitors daily.

## CONTACTS

### LBSNN

Ronald van der Hijden - [ronald.van.der.hijden@amsterdam.nl](mailto:ronald.van.der.hijden@amsterdam.nl)



## ACTIVITIES

# Information Marathons

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TYPE OF ACTIVITY	THEME	TARGET AUDIENCE	TIME
Street Action	Responsible water consumption	Young people	6 hours

### BRIEF DESCRIPTION

Information sessions held by young people in schools and faculties, using customised materials and their own insights to effectively communicate the importance of water conservation.

### OBJECTIVES

- To increase participants' awareness of their water usage patterns and timings.
- To empower students with practical knowledge about sustainable water usage and conservation practices.
- To equip participants with knowledge of at least three sustainable behaviours they can adopt immediately.

### RESOURCES NEEDED

- Framed A3 posters.
- Flyers.



## INSTRUCTIONS

1. Select a specific group of people you want to reach, such as students in schools or faculties. Ensure the chosen environment naturally brings together your audience during their regular activities, like during classes or breaks.
2. Organise a face-to-face or online workshop on water scarcity for selected students. For instance, we selected 25 educational units, each appointing a number of 1 up to 3 students to represent their unit. A group of 25 young people is more manageable for an in-person workshop, while a workshop held online is suitable for a larger group.
3. At the end of the workshop, designate participants as “Honorary Ambassadors of Sustainability” and inform them that they play a central role in the information marathons. Their job will be to create informational sessions in various classrooms, utilising both the materials provided and additional resources they will select themselves.
4. Create a clear, impactful message for your “Information Marathon”. For example: “Use only what you need (Water is life).” This should be a concise statement that captures the essence of the topic, in this case water scarcity.
5. Design and produce educational materials that are visually appealing and informative for the student ambassadors to have as a starting point. Use leaflets, posters, and other materials that provide key information about water scarcity and practical actions that can be taken to conserve water.
6. Give student ambassadors the freedom to choose words, terms, and tone that resonate with their peers and instruct them on how to create information stations in several classrooms or common areas within their schools or faculties. They should use the provided educational materials and any additional resources they deem relevant.
7. Encourage ambassadors to actively engage with their peers, teachers, and others passing by. They should initiate conversations, hand out materials, and use their knowledge to foster discussions about water scarcity and conservation.
8. Finally, replicate the “Information Marathon” in each location multiple times, ideally between 3 to 5 times, to ensure the message reaches a wider audience and reinforces learning.

## TIPS FOR FACILITATION

The selection of Honorary Ambassadors is a crucial step in this process. Consider involving a larger group of young people in the initial workshop, then choosing the most active, social, and engaged participants to become ambassadors. These ambassadors will be key to the initiative, so their level of engagement is vital.

Remember, this is an activity designed with, for, and by young people. Ensure that the student ambassadors are actively involved in every phase—planning, organising, executing, and following up on the street actions. They should be empowered to make key decisions, such as determining the best timing for the actions, deciding on the information to be shared, and selecting the most effective methods for communication.

Additionally, the placement of framed posters within educational institutions should be carefully planned. Engage with school management to choose locations that guarantee high visibility and maximum impact.

## DIVE DEEPER

The “Information Marathons” saw strong student participation due to the action’s replicability, with 211 classrooms and 5,068 students engaged. The initiative led to new sustainable behaviours, particularly around water consumption, fostering greater awareness among young Europeans. This is a straightforward, low-cost activity that can be implemented anywhere. Its success relies more on the commitment of the people involved than on the materials used, so be sure to dedicate ample time to training the student ambassadors.

To maintain engagement, consider a Peer-Led Ambassador Program, where student ambassadors take charge, meet regularly, and run their own water conservation projects, building leadership skills and ownership of the initiative.

## CONTACTS

**Asociatia "Asistenta si Programe pentru Dezvoltare Durabila" – Agenda 21**

[www.agenda21.org.ro](http://www.agenda21.org.ro)

[office@agenda21.org.ro](mailto:office@agenda21.org.ro)



## ACTIVITIES

# Turning Tides

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### TYPE OF ACTIVITY

Global Green Lab

### THEME

Life under water

### TARGET AUDIENCE

Young people

### TIME

3 hours

### BRIEF DESCRIPTION

A short workshop with young people focusing on the oceans and seas, our experiences, rising tides, ideas for change and hopes for the future using activism as a medium to explore and convey meaning through public art.

### OBJECTIVES

- To teach young people how to use activism as a creative and engaging tool to address critical issues related to water scarcity.
- To make complex topics more accessible by using art.
- To empower young people with the skills to recreate and apply activism in their future advocacy efforts.

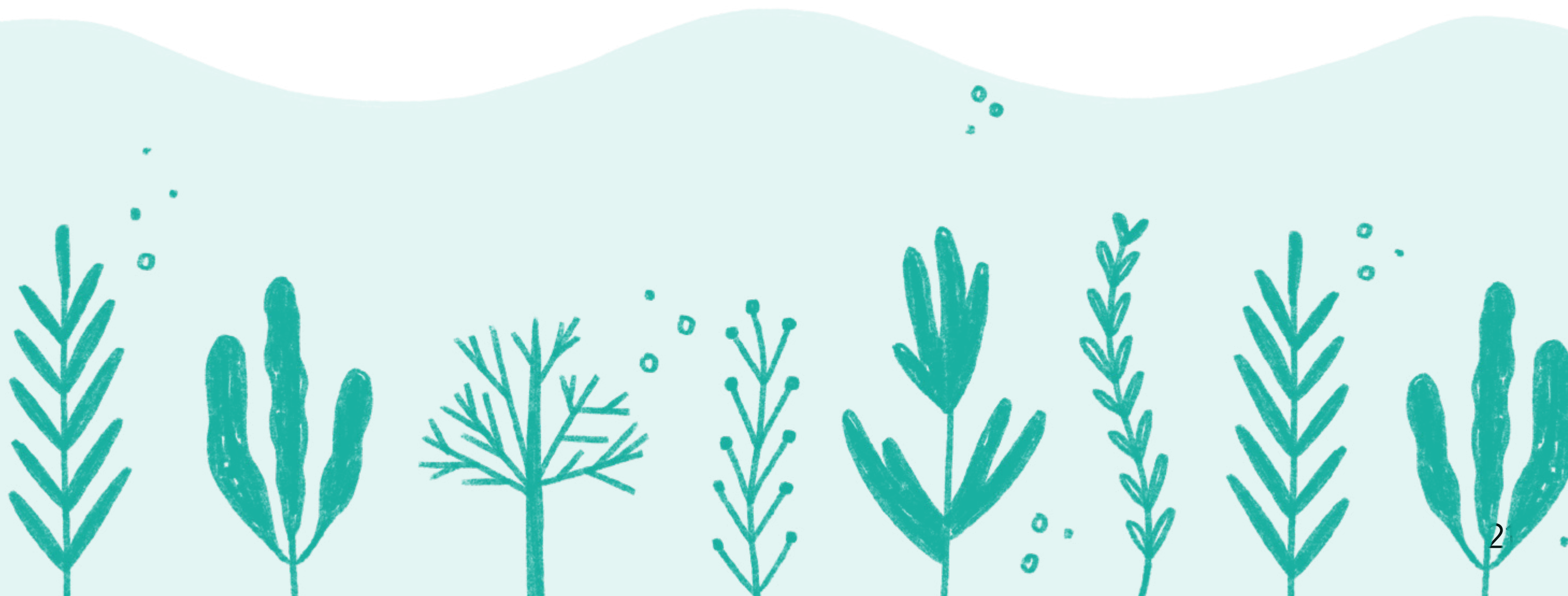
### RESOURCES NEEDED

- Art supplies – paper, pens, markers, paint, thread, glue, glue gun.
- Beach materials – shells, seawater, seaweed, washed up rubbish, sand, driftwood, etc.
- Water/sea related books.
- Facilitator/s – art and educational.



## INSTRUCTIONS

1. Begin planning and advertising the event about three months in advance. Set a date for the workshop, which should be around three hours long. Secure a suitable venue for the workshop and arrange a specific time. Set up a sign-up process for participants.
2. Find qualified facilitators with expertise in both art and education to lead the workshop. With their help, prepare brief informational materials and background context to introduce the workshop. Plan guided experiences that encourage participants to reflect on memories and future visions of shores, coastlines, and seas.
3. Include a reflection session using natural beach elements like sand, seaweed, and shells to connect participants with the theme.
4. Guide participants in creating a narrative art piece using mixed media and up-cycling techniques. Ensure that each participant contributes a separate piece that will be compiled into a final group display.
5. Lead participants through the steps of creating their pieces while encouraging conversations about the current environmental situation and visions for the future.
6. Conclude with group discussions where participants present their artwork, share the stories and ideas behind their pieces, and explore visions of the future based on their creations.



## TIPS FOR FACILITATION

To create an inclusive atmosphere, start with an icebreaker that helps participants relax and connect with one another, setting a positive tone for the workshop. Use activities that encourage sharing and collaboration, helping everyone to feel valued and heard. The creative and artistic methods used in the workshop can make complex and sensitive global issues, like climate change and water scarcity, more approachable and less intimidating. Be prepared to engage in open, conversational discussions about these big topics, allowing participants to express their thoughts and feelings in a supportive environment. Throughout the workshop, foster moments of reflection and evaluation, guiding participants to consider the impact of their work and the messages they want to convey, while also encouraging them to think about how they can continue to use art to address these issues in the future.

## DIVE DEEPER

This was a focused, short, and enjoyable creative workshop that boosted participation and sparked meaningful conversations in the short term. In the medium to long term, these workshops should encourage participants to engage more deeply with global issues and apply activism techniques in their future projects. You should consider targeting groups that are already active in political or activist spaces, as engaging them creatively on new topics can enhance their abilities and inspire them to integrate these issues into their activities. Emphasize the use of activism as a powerful tool for expression and advocacy. Conduct a monitoring and evaluation survey at the end of the workshop to gather reflections and feedback. Finally, consider displaying the final art pieces in local venues, such as libraries or art galleries, to extend the impact and visibility of the participants' work.

## CONTACTS

**Waterford Sustainable Living Initiative**

info@sliwaterford.ie

sliwaterford.ie



## ACTIVITIES

# Vox Pop - diving into what young EU citizens know about water

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TYPE OF ACTIVITY	THEME	TARGET AUDIENCE	TIME
Street Action	Invisible water footprint	Young people	4 hours

### BRIEF DESCRIPTION

The Vox Pop activity involves interviewing young people to gauge their knowledge of our invisible water footprint, followed by a digital campaign using these interviews to raise awareness about sustainable consumption and water scarcity.

### OBJECTIVES

- To evaluate the level of understanding young people have about our invisible water footprint.
- To use the recorded interviews to create and launch a digital campaign that educates the public on the importance of sustainable consumption to combat water scarcity.
- To encourage the adoption of sustainable consumption practices among young people.

### RESOURCES NEEDED

- 1 mobile phone or 1 camera and 1 microphone for more professional videos.

### BACKGROUND INFORMATION

#### FOR THIS ACTIVITY

The Vox Pop activity – derived from “Voice of the People” in Latin – is a way to seek information in a simple, fast and affordable way, by interviewing real people in their own environment. To stir up some buzz around the 2023 UN Water Summit and World Water Day, the People & Planet project put together a Vox Pop to see what young people knew about our invisible water footprint.





## INSTRUCTIONS

1. Start by preparing the recording:

- Define the primary objective of your Vox Pop activity. What are you aiming to achieve with this initiative?
- Identify your target audience for both the interviews and the final viewers. Decide who you want to reach and how best to engage them.
- Determine the most effective ways to distribute your content to reach your target audience. Consider options such as social media, videos, podcasts, and print materials, and evaluate the specific requirements, advantages, and limitations of each medium.
- Develop the interview script. Clarify the message you want to communicate and devise a strategy for crafting questions and answers that effectively convey this message. Tailor your narrative to your target audience and the chosen media to ensure a cohesive and engaging story.
- Assess the equipment needed for your project. Decide whether a mobile phone is sufficient for filming or if you require a camera, microphone, and other equipment to achieve your desired quality.

2. After the preparation phase, focus on getting your equipment ready.

- Create a checklist of all the equipment you need to bring.
- Plan your approach to engaging with people; ensure you are friendly and non-intimidating, and clearly communicate the relaxed and straightforward purpose of the Vox Pop activity.
- Conduct a trial run with a friend to test the script and check for any equipment issues.

3. Once you have collected all your material, review the content thoroughly. During editing, aim to keep the final product engaging, fast-paced, and well-balanced between entertainment and information.

4. Finally, develop a strategy for sharing your content and make it visible to your audience. Connect the Vox Pop with other related activities or materials you have. Engage with comments on social media to maintain interaction and leverage the opportunity to further promote your message.

## **TIPS FOR FACILITATION**

Plan where you will record the Vox Pop. Choose informal locations where young people gather, as they are more likely to be open and willing to participate. Identify two or three potential spots so you have alternatives if your first choice is not ideal.

The interviewer plays a crucial role. Stick to the script to streamline the editing process, but also engage with the interviewees and adapt to their responses. Since people often feel uneasy speaking with strangers, try to be approachable and use humour to make them feel more comfortable and encourage their participation.

Ensure you respect privacy rights. Verify if recording is permitted in your chosen locations and have authorization forms ready for participants to sign. Be particularly mindful of the stricter privacy rules for minors.

In editing, maintain a balanced and accurate narrative. Avoid distorting what people say and ensure you present both what they know and what they do not. A positive video that highlights people's concern and engagement is generally more impactful than a negative one.

## **DIVE DEEPER**

For a meaningful follow-up to the Vox Pop activity, consider organising a “Community Reflection Event” where you gather participants and viewers to discuss the findings and insights from the Vox Pop. This event could include screenings of selected clips, panel discussions where you invite experts on water conservation and sustainability to discuss the issues raised in the Vox Pop and answer questions from the audience, interactive sessions where participants can brainstorm and commit to practical actions they can take to address water scarcity based on what they learned from the Vox Pop. Moreover, use this opportunity to gather feedback from attendees on the Vox Pop content and their views on how the awareness campaign has influenced their behaviour or attitudes.

## **CONTACTS**

**Instituto Marquês Valle Flor (IMVF)**

Diana Alves – [dalves@imvf.org](mailto:dalves@imvf.org)

Telmo Simões – [tsimoes@imvf.org](mailto:tsimoes@imvf.org)

Full video – <https://www.youtube.com/watch?v=QeB7dG2ij3Q>



## ACTIVITIES

# Building a Rain Bench - DIY upcycling workshop for young people

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TYPE OF ACTIVITY	THEME	TARGET AUDIENCE	TIME
Global Green Lab	Sustainable water practices	Young people	6 hours

### BRIEF DESCRIPTION

The “Building a Rain Bench” workshop, part of the Global Green Lab initiative in Dornstadt, offered young people a hands-on environmental education experience. Participants built a “Rain Bench” using recycled materials, designed to collect and store rainwater for irrigating nearby planters.

### OBJECTIVES

- To promote sustainable water practices and sustainable lifestyles.
- To develop a deeper understanding of the water cycle and rainwater utilisation through hands-on experience.
- To develop self-efficacy and practical skills by engaging participants in a meaningful DIY project

### RESOURCES NEEDED

- 4 x Euro pallets
- 2 x Euro crates as plant and water containers
- Potting soil
- Plants
- Old road sign
- Wood stain
- Long and small screws
- Belt sander
- Jigsaw
- Cordless screwdriver
- Pond liner / silage liner
- Gutter pipe system if necessary
- Drill bit
- Capillary rods (Capillary tubes or rods are used in gardening for water distribution)
- If required for the wooden pallets: Wood preservative varnish, wood varnish
- Clear varnish
- Brushes
- Acrylic paints or graffiti spray paints
- Crowbar
- Stapler and staple guns
- Cable drum



## INSTRUCTIONS

### 1. Research and concept development:

- Start the preparation of this workshop with an investigation of the topics of water management, rainwater utilisation and the sponge city principle. This helps create the theoretical basis for the workshop.
- Invite technical experts as speakers to provide detailed knowledge and practical insights.

### 2. Planning and organisation:

- Ensure that the workshop is planned and organised at a location that offers sufficient space and the necessary infrastructure for the manual work.
- Identify a public space for the installation of the rain bench, ensuring maximum visibility and accessibility.

3. Send invitations to the workshop and advertise the event via local media and social networks to encourage wide participation.

4. Gather all the necessary materials, reusing old or recycled products when possible.

5. If the budget allows it, ensure catering for the participants with drinks, snacks and lunch. This helps to create a pleasant workshop atmosphere.

6. We recommend that the workshop includes a mix of theoretical and practical sessions, during which the participants learn the basics of rainwater harvesting and build the rain bench under supervision.

7. Build the rain bench together and install it in its final location. Plant the planter box on site.

8. Organise a formal inauguration of the rain bench to mark the completion of the project and to recognise the results achieved.

## **TIPS FOR FACILITATION**

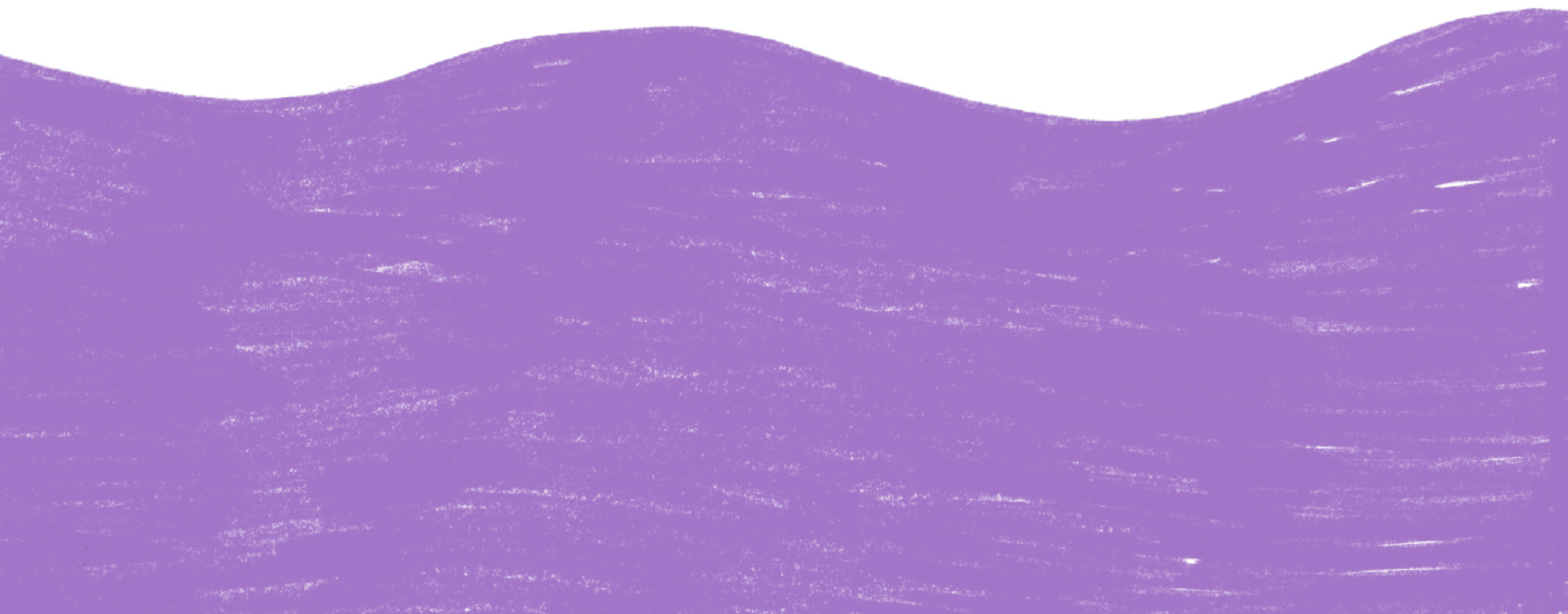
Before starting this activity, ensure you check local legislation and obtain all necessary permits for installing a bench in your city.

On the technical side, gather a team of experts who possess the necessary knowledge, skills, and the right attitude to work with young people.

In the medium to long term, establish a maintenance plan with a dedicated team to oversee the upkeep of the bench. This team should be responsible for regular cleaning and making any minor adjustments as needed.

## **DIVE DEEPER**

To take this activity further, consider expanding it into educational campaigns or workshops that teach practical water conservation methods, such as rainwater harvesting and sustainable landscaping. Partner with local governments to promote urban planning that reduces surface sealing and increases water retention. Additionally, develop interactive tools or apps that help people track and reduce their water usage. Engage schools and community groups to spread awareness, and create public demonstrations or installations that highlight the impact of mindful water use and climate change on water resources.



## CONTACTS

Susanne Berger, Coordinator of Municipal Sustainability and Global Responsibility

Kirchplatz 2, 89160 Dornstadt

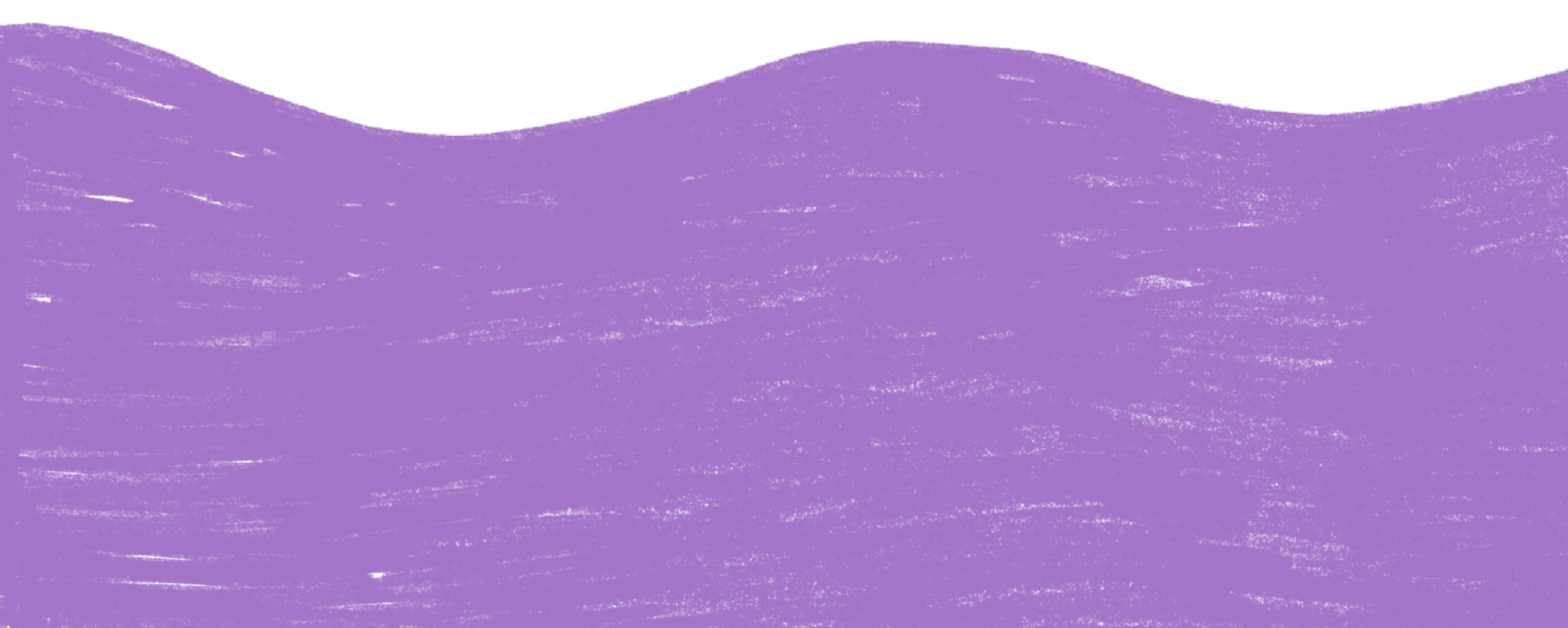
[susanne.berger@dornstadt.de](mailto:susanne.berger@dornstadt.de)

0049-7348-9867213

[www.dornstadt.de/de/gemeinde/nachhaltigkeit](http://www.dornstadt.de/de/gemeinde/nachhaltigkeit)

Anoosh Werner, regional change agent - [mail@anoosh.de](mailto:mail@anoosh.de)

<https://www.regenbank.de/>



## ACTIVITIES

# Climate Change On Our Plate

TYPE OF ACTIVITY	THEME	TARGET AUDIENCE	TIME
Global green lab	Responsible food consumption and production	Young people	2 hours

### BRIEF DESCRIPTION

A sustainable cookery workshop promoting responsible consumption in alignment with SDG 12 by demonstrating how our dietary choices can drive transformative change toward fairer and more eco-friendly food systems.

### OBJECTIVES

- To raise awareness about the environmental impact of food choices.
- To empower participants with practical skills and knowledge to prepare meals using sustainable ingredients and methods that minimize waste and conserve resources.
- To promote the adoption of sustainable and ethical eating habits that align with SDG 12 – Responsible consumption and production.

### RESOURCES NEEDED

- A (portable) kitchen - adequately sized and equipped to accommodate participants.
- Reusable kitchenware.
- Locally sourced, organic, seasonal, plant-based, and fair-trade ingredients.
- Sustainable tableware.
- Composting bins.





## INSTRUCTIONS

1. Contact your local authority to set the date, venue and target audience for the cooking workshop. Whenever possible, arrange to use the kitchen of a public facility; if not available, plan for the chef to bring and set up a portable kitchen in a suitable place for cooking.
2. Do your research and look for a chef who is used to live cooking, promotes the use of sustainable ingredients and can engage the audience. For instance, in Spain, Fondo Galego de Cooperación e Solidariedade contacted the celebrity chef Alejandro Iglesias, who runs his own restaurant and hosts a show on the region's local TV channel. He implemented these sustainable cooking workshops in 12 Galician municipalities. In Portugal, IMVF worked with Kitchen Dates, a project led by Maria and Rui that aims to reduce food waste. They worked with a group of teenagers from a summer camp in Odivelas and two classes from Vila Nova de Poiares.
3. In the days leading up to the workshop, coordinate with the chef and do your research on local products to plan a menu that features locally sourced, organic ingredients. If possible, invite a representative from an association that supports local products or a local farmer to join the cookery demonstration and share insights about how they grow and produce the ingredients.
4. Promote the workshop as widely as possible and invite people to attend. Depending on the size of the venue and the menu, make sure to keep the group size manageable.
5. Conduct the workshop in a natural and intuitive manner. As the chef prepares the menu, involve participants by assigning them various tasks, make sure you put safety first.
6. Provide tips on sustainable practices, such as buying local and seasonal products, choosing organic food, supporting fair trade, preparing meat-free meals, conserving water and energy, and reducing food waste.
7. Encourage active participation and interaction by asking questions, sharing experiences, and fostering a collaborative learning environment throughout the cooking process.
8. Conclude the workshop by inviting everyone to taste the dishes prepared during the session, emphasizing the importance and benefits of sustainable cooking and responsible consumption.
9. Encourage participants to reflect on their experience and discuss how they can incorporate sustainable cooking practices into their daily lives.

## TIPS FOR FACILITATION

For this kind of activity, it is important to plan ahead and communicate clearly. Contact your local authority early to finalise the date, venue, and target audience. Also, we highly recommend that the facilitator is a professional chef and a dynamic person, someone who is used to interacting with young people and adapting their recipes to different contexts and the products/resources available. During the session, it is essential to combine reflection with action and listen to the participants. Provide the chef and other participants with all necessary details well in advance, including the workshop schedule, location, and any special requirements. Be aware of any dietary restrictions participants might have. On the registration form for the workshop, make sure to include a section on dietary restrictions and allergies.

If using a portable kitchen, ensure the chosen location has access to electricity, water, and proper ventilation.

Utilise multiple channels to promote the workshop, such as social media, local community boards, and local news outlets. Ensure the promotional material highlights the workshop's unique aspects, such as the sustainable menu, the chef's expertise, and an interactive cooking experience.

Make safety a priority by briefing participants on kitchen safety guidelines, such as handling knives and hot surfaces. Foster a welcoming environment by encouraging participation, assigning tasks, and facilitating group interaction.

After tasting the dishes, facilitate a discussion that allows participants to reflect on what they learned and how they can apply sustainable practices at home. Encourage participants to set personal goals or make commitments to change one aspect of their food consumption habits.

At the end of the workshop, gather feedback from participants to understand what worked well and what could be improved for future sessions. Consider sending a follow-up email with additional resources, recipes, and tips to help participants continue their journey toward sustainable cooking.

## DIVE DEEPER

To take this activity even further, you can run it as a 'MasterChef' style competition, which is especially engaging for young people. Start with a quiz to challenge participants' knowledge, then move on to the cooking phase where teamwork is key. Each member contributes by preparing ingredients, sharing ideas, or negotiating with other teams for resources. The focus on minimizing waste should be balanced with realistic practices, encouraging participants to become aware of food waste and make gradual efforts to reduce it. This hands-on, interactive approach deepens their learning and motivates them to apply these lessons at home.

## CONTACTS

Spain

Fondo Galego de Cooperación e Solidariedade

comunicacion@fondogalego.gal

+34 604 040 890

Portugal

**Instituto Marquês Valle Flor (IMVF)**

Telmo Simões - tsimoes@imvf.org

www.imvf.org

## Kitchen Dates

Maria Antunes - maria@kitchendates.pt

<https://kitchendates.pt/comeca-aqui/>



## ACTIVITIES

# Good Consumption Laboratory

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TYPE OF ACTIVITY	THEME	TARGET AUDIENCE	TIME
Global green lab	Responsible consumption	Young people	3 hours/workshop

### BRIEF DESCRIPTION

An alternative event to Black Friday, the Good Consumption Laboratory promotes sustainable consumption through practical workshops and educational activities like upcycling, composting, mending clothes, clothes swap, and recycled exhibitions, equipping participants with skills for responsible living.

### OBJECTIVES

- To promote sustainable consumption.
- To educate and raise awareness about the environmental impact of different industries.
- To reduce waste and demonstrate actionable steps toward more sustainable living.

### RESOURCES NEEDED

Workshop Materials (choose one or two, depending on the type of workshop you want to implement):

- Ceramic waste for mosaic workshops.
- Shoe repair kits for renovation workshops.
- Compost bins for domestic composting demonstrations.
- Beeswax, cotton fabric, and supplies for beeswax wrap making.

- Sewing kits and fabric for mending clothes.
- Ingredients and tools for wild cooking demonstrations.
- Furoshiki scarves or fabric for zero-waste gift wrapping.
- Second-hand materials for upcycling and sewing projects (e.g. hats, macramé flowerpots).
- Materials for educational exhibits (e.g. recycled paper, boards).
- Printed handouts or digital copies of educational content (e.g. SDG information, sustainability tips).
- Upcycled materials for artistic installations.
- Art supplies (paint, brushes, fabric, recycled materials).



## INSTRUCTIONS

1. Start by securing a suitable venue well in advance. Consider using community spaces or locations owned by NGOs or activists to support local initiatives.
2. Focus on practical solutions to promote sustainable consumption, targeting issues like overproduction and unsustainable practices, particularly in fast fashion and the food industry. Combine theory and practice to educate participants on making conscious choices.
3. Design a series of practical workshops that equip participants with skills for sustainable living. Include activities like creating mosaics from ceramic waste, shoe renovation, domestic composting, beeswax wrap making, mending clothes, upcycling, and zero-waste gift wrapping with Furoshiki scarves.
4. Reinforce practical workshops with educational activities such as clothes swaps, exhibitions made from recycled materials, artistic installations, or documentary screenings like “River Blue” to highlight the impact of industries on the environment.
5. Create a registration form and promote the event through social media, press, and radio. If possible, collaborate with graphic designers to prepare promotional materials, focusing on visually engaging content.
6. Partner with eco-activists, local experts, and workshop facilitators who can provide valuable insights and guidance. Establish connections with local artists for exhibitions or installations, particularly those who work with upcycled materials.
7. Involve volunteers in the preparation and execution of the event. This not only provides valuable support but also gives young people the opportunity to gain experience and learn about sustainable practices.
8. Partner with a local market or shop specializing in natural products to design a zero-waste menu for the event, including snacks that align with the event’s sustainability goals. This will help raise awareness about food waste and demonstrate practical alternatives.

## TIPS FOR FACILITATION

Start with icebreakers and introductions to create a welcoming atmosphere. Ensure that instructions are clear and accessible for all skill levels and be open to questions and feedback throughout the event.

Reinforce the practical workshops with educational elements that connect the hands-on activities to broader sustainability concepts. Use visual aids, demonstrations, and discussions to explain the environmental impact of industries like fast fashion and food. Highlight how the skills learned can be applied in daily life to make more responsible consumption choices.

Provide take-home materials, such as guides or digital resources, that outline sustainable practices and tips related to the workshops. Encourage participants to share what they have learned with others and consider hosting follow-up sessions or a community forum to keep the conversation going. Engage local partners, such as eco-activists or sustainable businesses, to offer ongoing support and resources for participants after the event.

## DIVE DEEPER

To take the Good Consumption Laboratory further, consider offering advanced workshops to deepen participants' skills and knowledge. Create a mentorship program where past participants can guide new attendees, fostering a sense of community and continuity. Additionally, organise public showcases or pop-up events where participants can display or sell their creations, spreading awareness about responsible consumption. Developing an online platform for sharing tutorials, tips, and success stories could also extend the impact, inspiring a wider audience to adopt sustainable practices.

## CONTACTS

**Buy Responsibly Foundation**

dominika.cieslar@ekonsument.pl

<https://ekonsument.pl/>



## ACTIVITIES

# Carbon footprint: I, too, want clean air

TYPE OF ACTIVITY	THEME	TARGET AUDIENCE	TIME
Global Green Lab	Carbon footprint	Young people	3 hours

### BRIEF DESCRIPTION

The workshop engaged students in measuring air quality and exploring the impact of human consumption on climate and health, with the support of university professors. Students also used tools to calculate their carbon footprint and discussed sustainable behaviours.

### OBJECTIVES

- To increase participants' knowledge of carbon footprint and main greenhouse gases.
- To raise participants' awareness of pollution affecting everyone, everywhere.
- To help participants link transport and consumption behaviours to sustainability.

### RESOURCES NEEDED

- Air quality measurement devices (e.g. portable air monitors, CO<sub>2</sub> sensors).
- Access to outdoor locations for air quality testing (e.g. a park and a high-traffic intersection).

- Phones or tablets with internet access for using the carbon footprint calculator (e.g. [economiecircularea.eu/co2](http://economiecircularea.eu/co2)).
- Printed or digital materials on pollution indicators, greenhouse gases, and carbon footprint information.
- Historical case study materials, such as the Great Smog of London.
- Participatory worksheets for experiments and discussions.
- Projector or presentation tools for in-class discussions and results.
- Notebooks and pens for students to record observations and data.







## INSTRUCTIONS

1. Start with a theoretical session on pollution indicators, greenhouse gases, and carbon footprints. Use case studies, like the Great Smog of London, to highlight the impact of industrial pollution and how it led to environmental reforms.
2. Equip participants with air quality measurement devices (portable air monitors, CO2 sensors) to gather data in both a park (green area) and a high-traffic intersection.
3. Use an online carbon footprint calculator and ask participants to calculate their family's carbon footprint using an online tool (e.g. [economiecircularea.eu/co2](http://economiecircularea.eu/co2)).
4. Involve professors or environmental experts to assist with the outdoor activities and guide discussions on air quality, pollution, and sustainable behaviours.
5. After the fieldwork, bring participants back to the classroom to compare air quality data and discuss the differences between green and high-traffic areas.
6. Lead a group discussion to brainstorm sustainable transport and consumption behaviours that reduce pollution and environmental impact.
7. Have participants create and share audiovisual materials to spread awareness about the outcomes of the activity.
8. Wrap up with key takeaways: summarise the connections between human consumption, climate, health, and sustainable actions to reinforce the learning outcomes.

## TIPS FOR FACILITATION

When facilitating this activity, focus on fostering active participation and engagement. Encourage students to ask questions and share their observations during both theoretical discussions and outdoor practice. The air quality measurements are a crucial part of the Lab, so ensure the CO<sub>2</sub> meters are properly prepared and select locations carefully to highlight the contrast in air quality. Use clear instructions and make sure everyone understands how to use the equipment. Keep the activity interactive with group discussions and reflections on their findings, while allowing creative freedom during brainstorming sessions on sustainable solutions. Finally, maintain flexibility to accommodate different learning styles, ensuring all participants feel involved and valued.

## DIVE DEEPER

To take this activity even further, you can build on the high engagement of students by expanding their roles from participants to active leaders. Encourage them to design and lead their own sustainability projects within their schools or communities, such as organising air quality measurement initiatives or promoting alternative transport options like biking or using electric scooters. You could also introduce a mentoring component, where students who have completed the activity guide their peers in similar labs, fostering leadership and collaboration skills.

## CONTACTS

**Asociatia "Asistenta si Programe pentru Dezvoltare Durabila" – Agenda 21**

[office@agenda21.org.roe](mailto:office@agenda21.org.roe)





~~CLIMATE~~  
HUMAN  
change

## ACTIVITIES

# Clima-X

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TYPE OF ACTIVITY	THEME	TARGET AUDIENCE	TIME
Global Green Lab	Climate change mitigation and adaptation	Young people	At least 2 months

### BRIEF DESCRIPTION

A multi-phase, place-based global green lab involving local authorities, farmers and producers, soil experts, researchers, enterprises, and the wider community promoting the development of youth agency and ecological talent, along with educational opportunities.

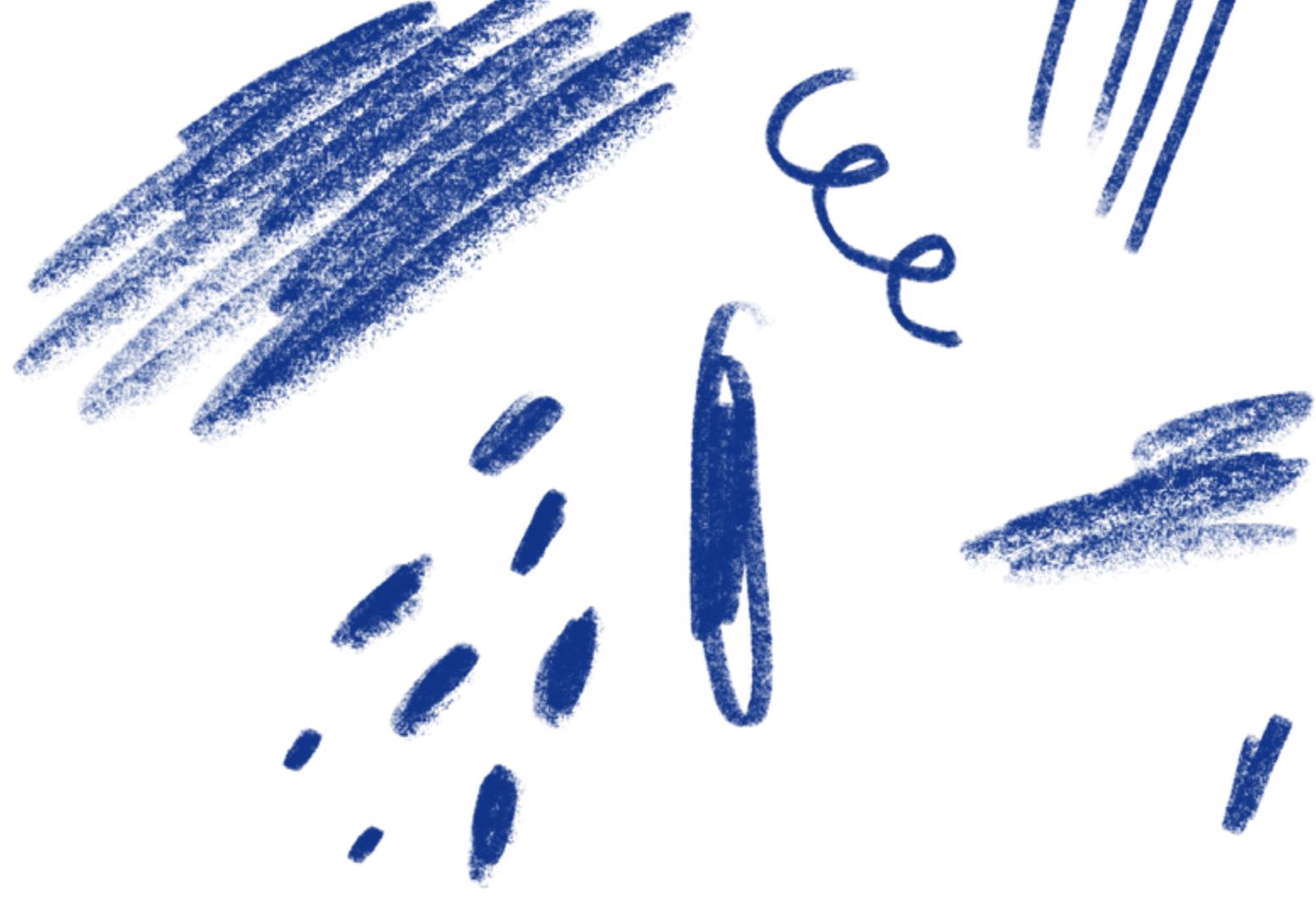
### OBJECTIVES

- To empower youth through participatory action research on climate change in rural and urban settings.
- To foster collaboration between local authorities, farmers, experts, and the community on sustainable practices.
- To create educational opportunities for identifying climate action challenges and solutions in key sectors.

### RESOURCES NEEDED

The Clima-X lab is implemented in an almost paper-free environment using the following tools and devices:

- Google form for surveying
- Padlet Walls and QR codes for storytelling and sharing info
- Google maps and Adobe InDesign for co-designing the map
- Cell phone camera and mic for documenting, recording and video making
- Interpretive and hands-on walks with experts for the YPAR



## INSTRUCTIONS

1. Collaborate with local authorities (LAs), farmers, producers, soil experts, researchers, SMEs, and the broader community. One of the most important partnerships for this activity was with the regional Ecomuseum “Eco Museo del Paesaggio Orvietano“, which helped leverage their community engagement, education and empowerment practices (e.g. community mapping) for educational opportunities.
2. Target high school students, teachers, undergraduates, experts, researchers, and local stakeholders from both rural and urban areas.
3. Use youth-led participatory action research (YPAR): organise YPAR in both rural areas (focusing on small producers and farmers) and urban areas (observing mobility, waste, energy, and tourism) to identify climate action challenges and opportunities, related to both mitigation and adaptation. Padlet Walls and QR codes can be used as tools to provide information, stimulate further investigation and collect immediate findings from participants.
4. Assemble a multidisciplinary team of experts and stakeholders who understand and care about the local community and the climate issues affecting them.
5. Mobilise young participants by encouraging them to present their YPAR findings and recommendations to decision-makers, such as at a city hall meeting or during an EU campaign. Foster their independence as agents of change by guiding them through organising and policy advocacy.
6. Develop an interactive map, inspired by the ecomuseum community mapping, as an outcome. Make it multi-modal by including videos, audio, photo galleries, surveys, and more, to capture participants’ meaningful connections with the research in rural and urban settings.

## **TIPS FOR FACILITATION**

When facilitating this activity, ensure that the scope and objectives of the Youth Participatory Action Research (YPAR) are place-based and localised to address the specific climate issues affecting the community. Promote ownership of the activity at all stages: in our case, young people were the ones who came up with the name 'Clima-X'. Involve a multidisciplinary team of experts and stakeholders who are knowledgeable and passionate about the local context and climate-related themes. Encourage active participation by giving students the freedom to explore and document their findings through hands-on activities like fieldwork and mapping. Create an inclusive environment where participants feel supported, and promote collaboration between students, experts, and community members. Keep the sessions dynamic and engaging by combining digital tools with practical, on-the-ground experiences to foster deeper connections between participants and the issues they are exploring.

## **DIVE DEEPER**

To take the activity further, build on the Clima-X interactive map to serve as a living document that evolves as more data and insights are added, representing ongoing climate action. Additionally, empower participants to take their research a step further like we did with Clima-X Perugia 2050, where they can present their findings and policy recommendations to local decision-makers at a city hall conference. Align this event with a major EU campaign to amplify its impact and foster their work in climate policy and advocacy, by bridging the local with the regional level.

## **CONTACTS**

**Ecomuseo del Paesaggio Orvietano**

[www.ecomuseodelpaesaggio.it](http://www.ecomuseodelpaesaggio.it)



## ACTIVITIES

# Sustainable Visions: Immersive 3D Experiences

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TYPE OF ACTIVITY	THEME	TARGET AUDIENCE	TIME
Street action	Sustainability	Young people	2 months to prepare the video 30 minutes/screening

### BRIEF DESCRIPTION

This activity features immersive short films viewed in virtual reality with 3D glasses, focusing on sustainability topics through engaging storytelling.

### OBJECTIVES

- To promote sustainable consumption.
- To educate and raise awareness about the environmental impact of different industries.
- To reduce waste and demonstrate actionable steps toward more sustainable living.

### RESOURCES NEEDED

- Camera (professional camera or smartphone with high-quality video capabilities).
- Tripod or stabilizer.
- 3D glasses or VR headsets for viewers.
- Projector or large screen for group viewings.
- Sound system for immersive audio.
- Venue space for screenings (community centres, schools, or public event spaces).





## INSTRUCTIONS

The 3D short videos can be presented to the general public or specific target groups on various occasions, requiring only the video itself and a few minutes of the viewer's time. However, it is important to highlight the participative methodology used to develop these videos, which involves two key stages: i) engaging participants in the concept and storytelling development, and ii) involving them during the video shooting. This approach was implemented in Loures with two project-developed videos. For the video on planetary boundaries, young people helped identify key messages and effective ways to communicate them to their peers, with the video production carried out by a professional company based on their input. For the video on water scarcity, featuring a story about the differences between a camel and a donkey, the municipality involved young people as actors, making it an enjoyable and engaging experience for all.

To prepare these short videos, you should:

1. Identify the key concept you want to communicate to your audience.
2. Research the best possible script: engage young people or other target audiences in the search for key messages.
3. Ask yourself – and others – what are the best ways to present these ideas in a short and immersive video? Again, bring on the young people!

For the second phase:

- Shoot the video, either with the support of a specialised company or just by using your phone.
- Do a test run with some peers from your target group to ensure that the whole immersive experience is as appealing as foreseen.
- Hire a company to produce the final product and adapt it to the 3D glasses.
- Map out the occasions during which you can showcase the video in your context.
- Screen it, screen it, screen it!

## TIPS FOR FACILITATION

Ensure your target group is genuinely interested in learning about the concept before committing to these endeavours. Whenever possible, incorporate elements from your local reality, even within a broader universal script. This helps maintain the ‘glocal’ (global and local) essence of your project. Invest in materials that can be reused for future projects, such as 3D glasses, to maximize resources.

Be mindful of the General Data Protection Regulation (GDPR); it is not just another complex acronym, but a mandatory guideline that protects the privacy rights of individuals appearing in your short video.

Involve your target group at every stage of the process, as their participation is key to a successful outcome. Plus, their engagement might inspire them to create their own short videos in the future!

## DIVE DEEPER

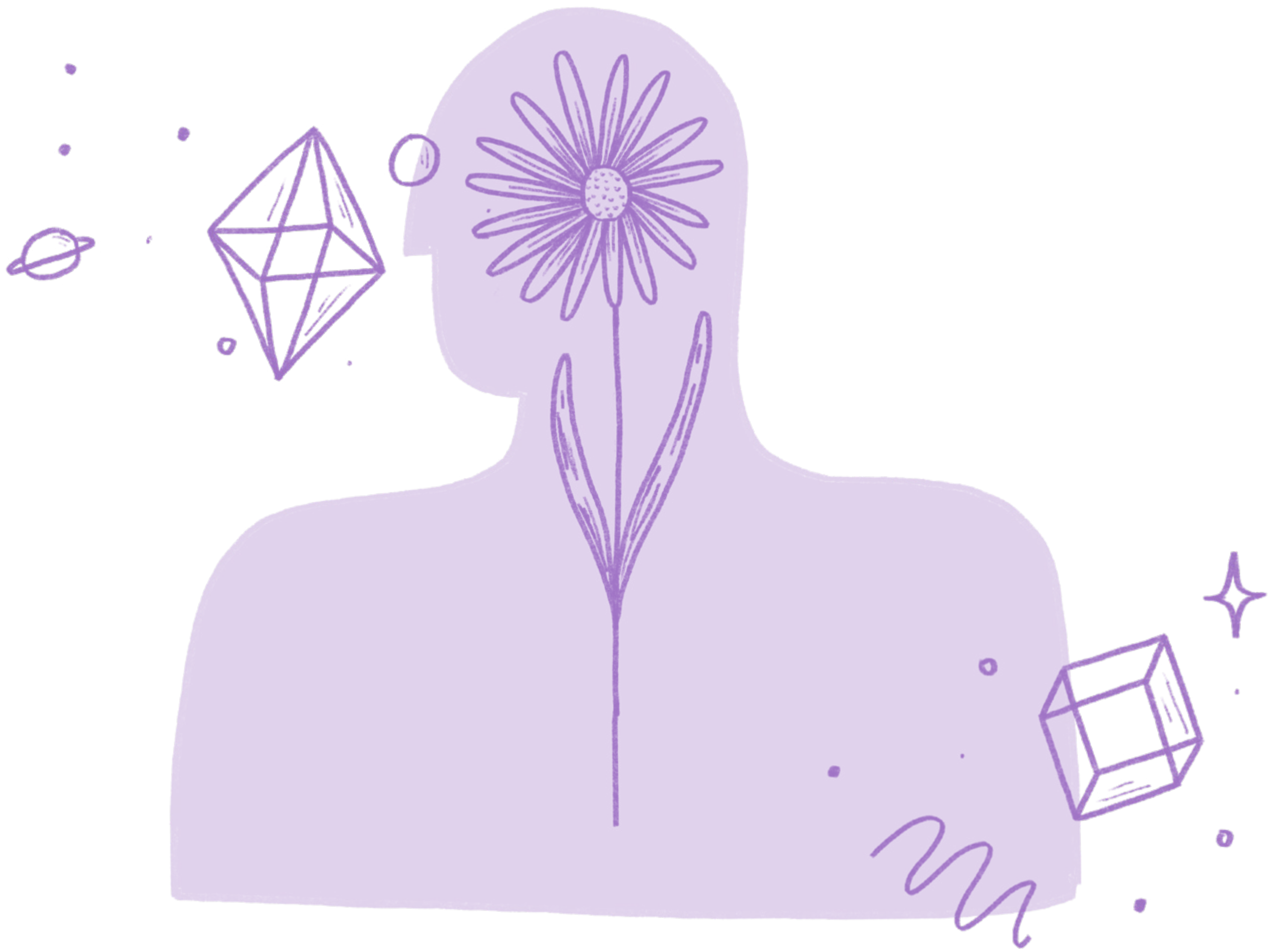
To take this activity further, consider incorporating immersive videos into more community events, focusing on different sustainability topics to keep the content fresh and relevant. This format captures attention and draws participants in. You could develop interactive elements, like live Q&A sessions or on-the-spot challenges, to deepen engagement. Partner with local schools or community centres to offer screenings and discussions, expanding the reach to new audiences. Additionally, create a platform where participants can access the videos and resources after the event, allowing for ongoing learning. This format could also be used by local authorities and organizations to showcase their sustainability projects, strengthening collaboration and community support.

## CONTACTS

**Câmara Municipal de Loures**

DES – Divisão de Energia e Sustentabilidade - [des@cm-loures.pt](mailto:des@cm-loures.pt)

<https://cm-loures.pt/>



## ACTIVITIES

# Streetart-Graffiti-Mural Artivism

project for young people to design communal areas with environmental and sustainability messages

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TYPE OF ACTIVITY	THEME	TARGET AUDIENCE	TIME
Street Action	SDG awareness	Young people	3 hours/workshop

### BRIEF DESCRIPTION

Workshops with young people to create graffiti with environmental and sustainability messages in various locations owned by the municipality, such as bus stops and the fibre optic distribution station next to the indoor swimming pool.

### OBJECTIVES

- To educate and raise awareness among young people about critical environmental issues.
- To provide young people with the opportunity to engage intensively and creatively with environmental and sustainability issues through the medium of graffiti art.
- To empower young people to express themselves creatively and play an active role in shaping their environment.

### RESOURCES NEEDED

- Suitable municipal areas for graffiti art.
- Qualified educational speakers for content input.
- Local graffiti artists familiar with the themes.
- Catering (drinks, snacks, lunch).
- Invitation letters for application (local press, social media).
- Photo release forms for parents (for participants under 18).
- Participant list.



## INSTRUCTIONS

1. Start with planning the workshops and focus on running them during school hours and holidays to ensure broad participation. Partner with a professional graffiti artist who can guide and inspire the young participants.
2. Choose communal surfaces owned by the municipality, such as bus stops or distribution stations, for the graffiti artworks. Ensure that each location allows for a unique fusion of professional design and youthful creativity.
3. Start each workshop with introductory presentations and discussions on the topic you chose, like water scarcity, climate change, or climate protection, to set the context for the art. Run practical workshops where participants work under the guidance of the graffiti artist to learn techniques and develop their designs.
4. Collaborate with the young people to create and implement the graffiti on the selected surfaces, combining professional expertise with their creative input.
5. Hold a reflection session with the participants to discuss what they have learned and the impact of their work.
6. Present the finished artworks to the community and highlight the artworks in local media and on social platforms to draw public attention to the urgency of environmental and climate protection measures.
7. Encourage the community to engage with the messages conveyed by the graffiti, encouraging a wider dialogue on sustainability.

## TIPS FOR FACILITATION

For successful facilitation of the graffiti project, ensure that the facilitator possesses both the technical expertise in graffiti art and the skills to engage and inspire young people effectively. Be prepared for logistical challenges, such as sourcing materials, coordinating schedules, and securing permissions for use of public space; planning can help mitigate these issues. Encourage open discussions and invite creative input from all participants, fostering a collaborative environment where young people feel empowered to share their ideas and contribute to the design process. Lastly, ensure that the workshops are structured yet flexible, allowing room for spontaneous creativity while keeping the focus on the project's environmental themes.

## DIVE DEEPER

If you want to take this activity even further, you could create a map of the areas where the graffiti was created and host a guided art walk, inviting community members, local officials, and environmental experts to participate. Follow the walk with discussion panels or Q&A sessions where the young artists can share their experiences and insights, further deepening the community's engagement with the artworks' environmental messages.

## CONTACTS

Susanne Berger, Coordinator of Municipal Sustainability and Global Responsibility  
Kirchplatz 2, 89160 Dornstadt, Germany  
susanne.berger@dornstadt.de  
0049-7348-9867213  
[www.dornstadt.de/de/gemeinde/nachhaltigkeit](http://www.dornstadt.de/de/gemeinde/nachhaltigkeit)

"Milo", regional graffiti artist, "Partners in Paint" - [milo@partnersinpaint.de](mailto:milo@partnersinpaint.de)



## ACTIVITIES

# Water Toolbox

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TYPE OF ACTIVITY	THEME	TARGET AUDIENCE	TIME
Street Action	Water and the climate crisis	Young people aged 15-35 years/ NGOs	4 hours/workshop

### BRIEF DESCRIPTION

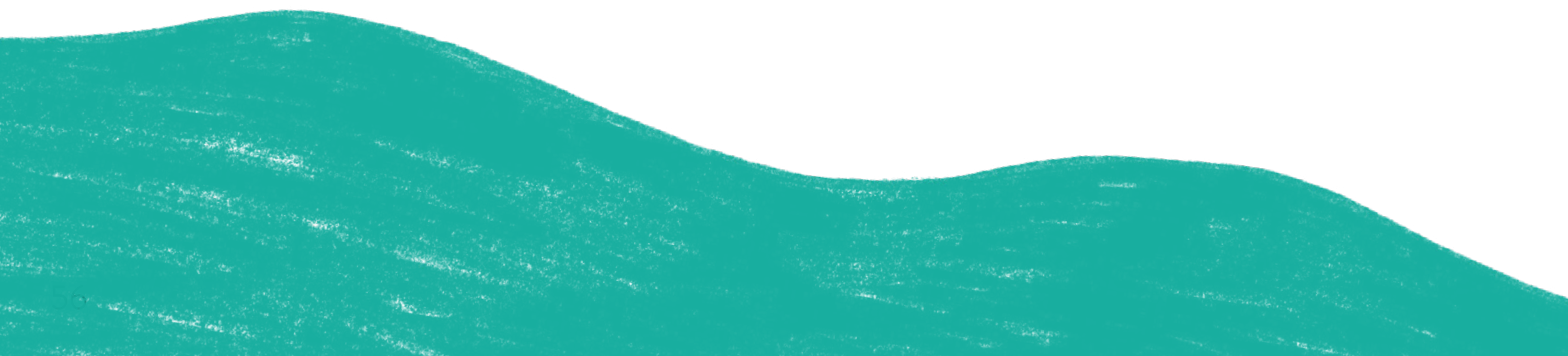
The Water Toolbox uses four different tools to illustrate how the climate crisis is affecting access to water and what our water consumption has to do with the countries of the Global South. This activity consists of four workshops that can be used to create a similar toolbox, using casual learning methods.

### OBJECTIVES

- To educate young people about the global challenges related to water scarcity by using engaging and interactive tools.
- To encourage participants to rethink their consumption habits and adopt more sustainable practices, ultimately aiming to reduce their environmental impact.
- To empower young people to take ownership of the learning process and even organise their own street actions using the tools provided.

### RESOURCES NEEDED

- Printing template – you can ask for it here: [ausstellung@finep.org](mailto:ausstellung@finep.org)





## INSTRUCTIONS

The Water Toolbox was designed by Finep as a tool that young people or civil society organisations can use in various street actions. The toolbox consists of four tools: the wheel of fortune, the seating cube, the sales shelf and the oversized floor newspaper. Follow the instructions below to create your own Toolbox:

1. Start by organising one or two workshops, either online or in person, to gather ideas for street action materials from young people. Focus on casual learning techniques and select key topics, such as virtual water, the water footprint, and the connection between water and the climate crisis.
2. Develop the Wheel of Fortune:
  - Research figures on the extent to which people are likely to suffer from water stress in 2040 and prepare the data in a pie chart format.

- Collaborate with a graphic designer to create a large, visually engaging disc that includes icons representing activities impacted by water stress (e.g. swimming, showering, washing clothes or washing hands).
- Design a central disc and an explanatory sign to provide additional context.
- Ensure the wheel visually shows the likelihood of water stress in different regions for 2040, with the size of the fields representing the population affected.

### 3. Create Seating Cubes

- Identify interviewees from different countries willing to discuss water issues in their region. Conduct interviews via video call, transcribe, and translate them.
- Produce a podcast series based on these interviews, ideally in collaboration with a podcast agency.
- Select a quote from each podcast episode to display on the seating cubes.
- Work with a graphic designer to create illustrations and design the cube covers, incorporating both the quote and a QR code linking to the podcast.
- Print the designs on weatherproof seating cubes using a production company.

#### 4. Assemble the Sales Shelf:

- Gather or create product dummies, using discarded or old items where possible (e.g. jeans, milk cartons, smartphones).
- Research data on virtual water for each product, including green, blue, and grey water.
- Design and print product labels that show the amount of virtual water and create an information board explaining virtual water concepts.
- Display the products on the shelf with the labels highlighting the amount of virtual water instead of the price, along with tips for more sustainable consumption.

#### 5. Design the Oversized Floor Newspaper:

- Collect and research topics related to water for future scenarios, such as politics, sports, and weather, through brainstorming sessions.
- Create newspaper-style articles showcasing potential water issues in 2040 at both local and global levels.
- Work with a graphic designer to layout the content on two large textile banner pages resembling a traditional newspaper.
- Print the design and make it suitable for outdoor use, allowing it to be laid out on the floor or hung up.

#### 6. Finalize and Assemble the Toolbox:

- Ensure that all elements are mobile and easy to set up without supervision.
- Test the effectiveness of each tool in street campaigns or other public engagements.
- Include QR codes and digital access to supplementary materials, such as the podcast series, to enhance interaction.

#### 7. Deploy and Use the Toolbox:

- Set up the Water Toolbox in various public spaces or events.
- Engage passers-by with the Wheel of Fortune to demonstrate the likelihood of water stress, let them explore the seating cubes with podcasts, and educate them about virtual water through the sales shelf.
- Use the oversized floor newspaper to stimulate discussion on water scarcity and sustainability for 2040.



## TIPS FOR FACILITATION

The toolbox serves multiple purposes and can be integrated with various types of educational materials. It can be used in formal education settings as a starting point for discussions about different aspects of water in the context of the climate crisis, at street festivals as an introduction to the issue for those less familiar with it, or at non-formal educational events as a way to engage participants and encourage deeper exploration of the topic.

## DIVE DEEPER

You can take this activity even further by setting up a borrowing system where the Water Toolbox is sent out to different interested parties and used in their own street actions. During the initial toolbox rentals, Finep placed a strong focus on gathering feedback from users in order to identify and reduce any potential challenges and to adjust the tendering process and associated documents accordingly. The toolbox was used in over 100 street actions, reaching over 24.000 people.v

## CONTACTS

**finep**

[ausstellung@finep.org](mailto:ausstellung@finep.org)

+49 711/932768-60

## ACTIVITIES

# The Water Footprint board game

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TYPE OF ACTIVITY	THEME	TARGET AUDIENCE	TIME
Street Action	Water footprint	Children and young people	1 hour

### BRIEF DESCRIPTION

The Water Footprint is an awareness board game on the human impact on water resources, created and designed by the Urbaniada youth community from Braşov and the Braşov County Council.

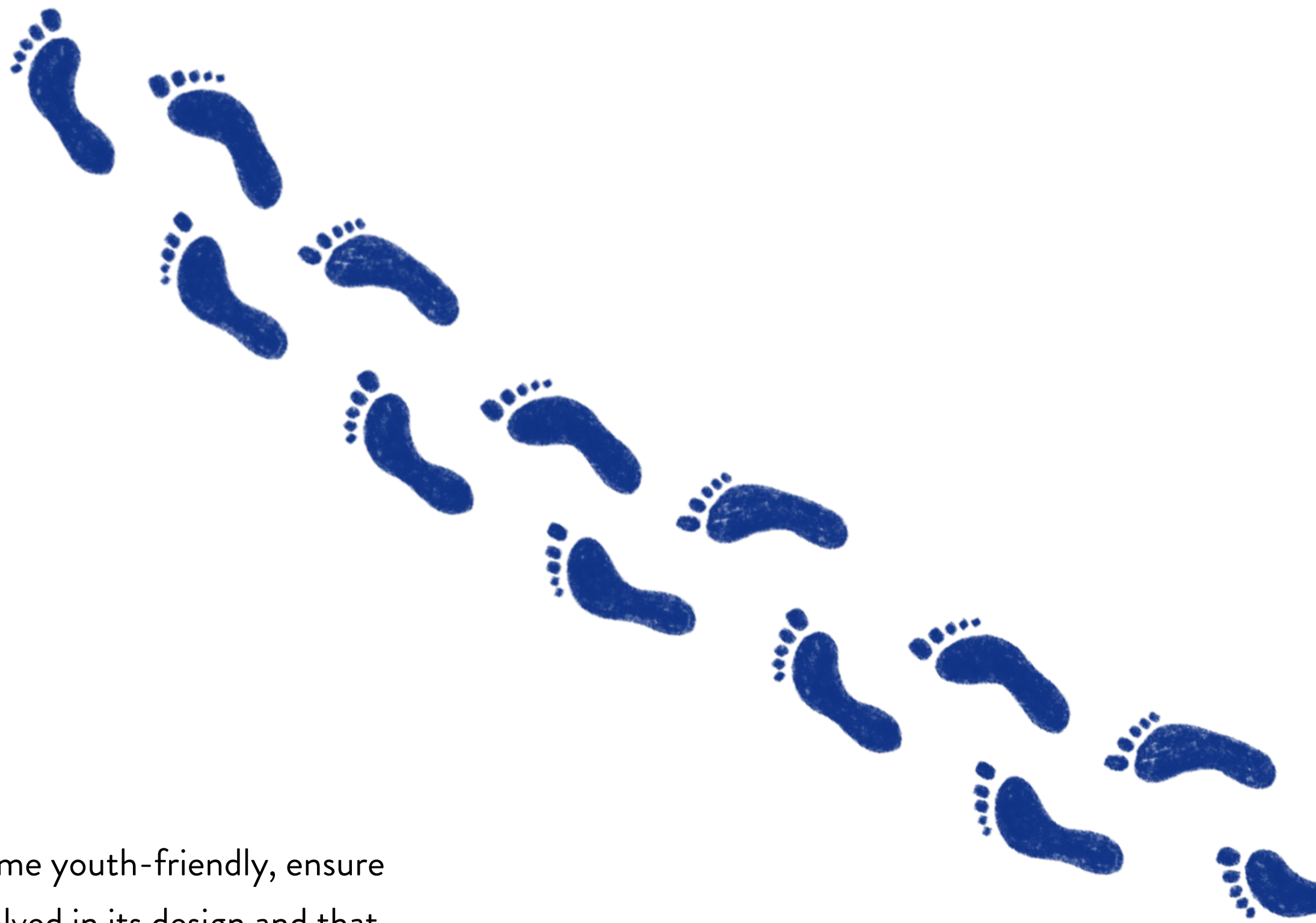
### OBJECTIVES

- To increase participants' knowledge of water footprint and water pollution.
- To encourage participants to recognize their role in water sustainability.
- To help participants adopt sustainable practices and behaviours on water consumption in a fun way.

### RESOURCES NEEDED

- A 5x2m printed surface on PVC, representing the human footprint on which various forms of relief, wetlands and human communities with specific social and industrial activities are represented.
- A large plush die.
- Two sets of cards about the human impact on water resources: the first with questions whose answers can be “positive” or “negative”; and the FINAL cards, with open questions.
- 6 figurines in various shades of blue, representing the drop of water, which constitute the related pawns of each player.
- A roll-up where the rules of the game are visibly presented.





## INSTRUCTIONS

To make the board game youth-friendly, ensure young people are involved in its design and that they can test the final product.

Game description:

1. The game should have between 4 and 6 players, to allow for interaction.

2. It has a START and an END point represented in different boxes.

3. All players roll the die once. The player who has the highest number starts the game.

4. On the footprint represented on the mesh, players will encounter special boxes representing:

- A Bridge, aiming to help the players as if it were a ladder: if you reach the bottom of the bridge, your pawn will go up to the top, closer to the End.

- A Question mark: when players reach this box, a card will be drawn. Depending on the content of the card, the participants will have the opportunity to move 3 boxes up or 3 boxes back. Cards with positive practices (accompanied by the smiley face symbol 😊) allow you to move forward, cards with negative practices (accompanied by the sad face symbol 😞) indicate going back with 3 boxes.

5. Once a player reaches the Final box, he or she should draw another card, from the FINAL Cards, to which he must answer correctly to win. These last questions should be related to all the positive and negative information from the cards used during the game.

## **TIPS FOR FACILITATION**

Test the game first with young people. Make sure that its different pieces are developed in such a way that the game can be moved to different venues. Train teachers of educational institutions, as we did in Braşov, so that they can play the game independently, and with the support of the printed material with rules and conditions. Make participant diplomas available to encourage further engagement in the activity.

## **DIVE DEEPER**

To take this activity even further, you can build on the high engagement of students by expanding their roles from players to game promoters in their local environment, such as their neighbourhood. These young people can also be inspired to lead small actions on their own, such as spreading the message in their school or households. You could also encourage involved teachers to conduct a follow-up session after six months, to understand if students changed their practices and behaviour regarding their water footprint.

## **CONTACTS**

### **Judeţul Braşov**

Alina Drăgan Szasz - [alina.dragan@cjbrasov.ro](mailto:alina.dragan@cjbrasov.ro)

Ramona Ganea - [ramona.ganea@cjbrasov.ro](mailto:ramona.ganea@cjbrasov.ro)



## ACTIVITIES

# Can you Sea?

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TYPE OF ACTIVITY	THEME	TARGET AUDIENCE	TIME
Street Action	Life below water	General public	3 months to prepare the performance 2 hours/performance

### BRIEF DESCRIPTION

An acrobatic dance performance, accompanied by scientific readings, designed to raise awareness about the health of the oceans. The activity was further enriched by themed workshops held at various locations across the city.

### OBJECTIVES

- To raise awareness about critical ocean health issues such as underwater noise pollution, ghost nets, and plastic damage.
- To encourage both participants and audiences to recognise their role in the deterioration of ocean ecosystems and inspire actionable changes in lifestyle.
- To empower youth and community through art and education.

### RESOURCES NEEDED

Performance Materials:

- Costumes.
- Set/backdrop design materials (e.g. fabrics, structures).
- Projectors and screens for video projections.
- Sound and lighting equipment.

### BACKGROUND INFORMATION FOR THIS ACTIVITY

“Can You Sea?” was a performance created by a mixed group of choreographers, young acrobats, researchers and students. Focused on ocean health and our responsibility for its decline, the performance was part of Milan’s WeWorld Festival. It included workshops led by environmental educators to raise awareness about marine ecosystems. By blending art and science, the project addressed issues like plastic pollution, overfishing, and shark conservation, inspiring the audience to make lifestyle changes. The project was funded through the People&Planet’s sub-granting mechanism.



## INSTRUCTIONS

If you want to organise a similar street action in your city, it is a good idea to plan and start as early as possible.

1. Set the date for the performance and write a brief on what you would like to see depicted within it. It would be great to design it as part of a larger, more famous street event, such as a yearly festival, but this is not essential. It can also work as a stand-alone event.

- For instance, in our case, we looked for initiatives capable of informing, educating, and activating young people, promoting behaviour changes, possible solutions (individual and/or collective) to create alternatives, with a gender perspective, to current models of territorial governance, production and consumption.

2. Find a suitable venue which is well-known and visible and where people gather or pass-by naturally: public squares or plazas, open areas in downtown neighbourhoods, parks and green spaces, pedestrian streets, historical sites and landmarks, cultural and arts districts, community centres, beachfronts, or waterfronts. Make sure you work together with your local municipality and public institutions to get all the necessary permits and support for organising a street performance.

3. If you plan to hold the event during the summer, start planning at the beginning of the year and contact the people who will be involved in the performance. Set up the artistic team by contacting local, regional, or national art institutions, schools, or cultural centres, sending them a clear brief and timeline. For our performance, the artistic team included: 2 choreographers, 13 young acrobats, 1 press officer, 1 set designer, and 1 audio-lighting technician. Set up the scientific team by contacting universities, research centres or experts on the topics you wish to address and clearly explain the brief to them.

4. Organise at least one meeting where the teams meet each other and discuss the main lines of action. Following this meeting, the artistic and scientific teams can work independently: the artistic team should focus on developing a choreography centred on marine ecosystem conservation, while the scientific team writes accessible informative texts on the same topic. Ensure constant communication between the two themes.

5. Ensure scientists thoroughly explain the significance of the themes to the performers, choreographers, and other staff (press officer, set designer, audio-lighting technician), highlighting key points for attention. At the same time, have the set designer source and design costumes and, with the scientific team's support, create video projections for the performance backdrop. Another person should work on sound and lighting design. At least two months before the scheduled date for the performance, you should start conducting rehearsals where the teams integrate the texts with the choreography.

6. Based on the information provided by the scientific team, design a workshop on marine ecosystems and plan a series of workshops throughout the city. The workshops should be conducted by environmental educators and aim to prepare the participants to better understand the topics addressed by the performance but also expand awareness beyond the festival participants.

#### TIPS FOR FACILITATION

Test the game first with young people. Make sure that its different pieces are developed in such a way that the game can be moved to different venues. Train teachers of educational institutions, as we did in Braşov, so that they can play the game independently, and with the support of the printed material with rules and conditions. Make participant diplomas available to encourage further engagement in the activity.



## DIVE DEEPER

A total of 26 young European citizens were central to delivering a powerful initiative that highlighted the importance of both individual and collective actions. This initiative effectively reached 702,347 people through performances, a digital campaign, and the broad exposure provided by the WeWorld Festival. However, it is not all about the numbers. If your initiative reaches just 20 people, it is still significant and important in terms of raising awareness on sustainable development and environmental and social justice, highlighting the connections between global and local dimensions, taking as reference the Sustainable Development Goals of the 2030 Agenda.

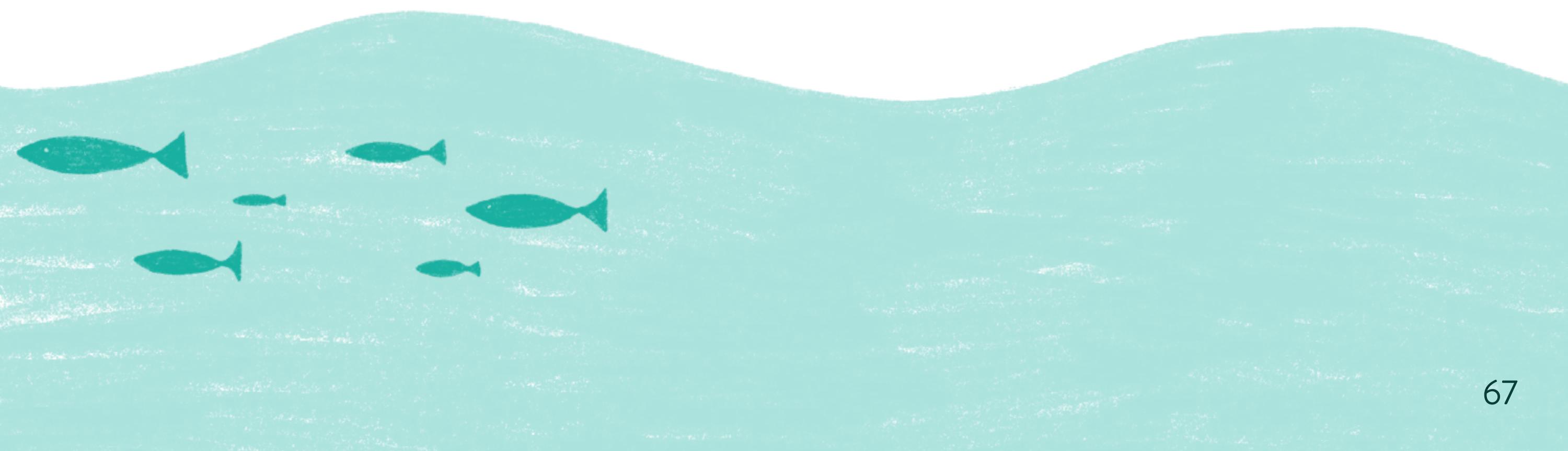
This is a good example of an activity that can be used to promote:

- Female empowerment, as women were protagonists in the performance and scientific work.
- Interconnected competences on a local and global scale.
- Widespread activism, territorial and collective.
- A major commitment to individual and collective responsibilities, to fostering exchanges, creating networks and collaborations with other pre-existing regional entities.

## CONTACTS

A.S.D. Kirkes – Piccola Scuola di Arti Acrobatiche

DSTA – Department of Science of the Earth and Environment, University of Pavia



## ACTIVITIES

# Mural contests "People & Planet"

TYPE OF ACTIVITY	THEME	TARGET AUDIENCE	TIME
Street Action	SDG awareness	Young people	6 months

### BRIEF DESCRIPTION

A mural contest focused on sustainability, inviting young local artists to create and paint murals based on specific Sustainable Development Goals (SDGs). The first edition of the contest highlighted SDG 13: Climate Action, while the second edition focused on SDG 6: Clean Water and Sanitation. The primary aim was to use activism to reflect on these critical issues, promoting social change by transforming public spaces through art.

### OBJECTIVES

- To turn public spaces into platforms for reflection and dialogue on sustainability and environmental protection
- To raise awareness and highlight the urgency of global challenges through impactful art
- To encourage artists to use their creativity to address environmental issues and motivate the community to take action
- To provide a platform for creative expression and community engagement in sustainability issues

### RESOURCES NEEDED

- paints, sprays, rollers, paint brushes, buckets, and trays
- elevator lift, scaffold, and/or ladder
- safety equipment (such as masks or harnesses) and insurance for the artists





## INSTRUCTIONS

1. Start by writing the contest rules in consultation with experienced artists and municipalities involved in similar activities. Design a specific graphic image to launch and promote each edition of the contest. Offer an attractive prize, such as a sustainable trip to Cape Verde.
2. Invite artists to submit up to two drawings via email. Ensure they include a title, an explanation of their concept, a timeline for the work, a list of materials to be used, and a portfolio displaying their previous murals.
3. Assemble a jury consisting of experts in the relevant fields of the contest. For instance, our jury included three local artists, one environmental activist, and one youth municipal worker. Have the jury review the submissions, select the winning and finalist entries, and officially announce their decisions.
4. Schedule the mural painting during the summer to take advantage of good weather. Prepare the walls provided by participating municipalities by hiring local builders. Organise and order all necessary materials, rent lift platforms, and arrange accommodation and transportation for the artists with the help of municipal support.
5. Depending on your budget, select several artists who earn a prize. We offered a one-week sustainable trip to Cape Verde through an agency specialising in responsible travel. Arrange for the muralists to stay in sustainable accommodations, enjoy local food, trek in nature, and visit community projects such as a wine cooperative or school tree planting. Coordinate with local artists and community members to create murals that reflect the culture and environment of the place you selected for the trip.

## TIPS FOR FACILITATION

When planning the mural contest, start by checking the draft of the contest rules with artists and their associations to ensure clarity and fairness. Always respect the copyright of the sketches submitted, maintaining proper acknowledgment of the artists' work. Collaborate with websites, groups, and projects specialising in urban art to effectively disseminate the contest and reach a wider audience. Maintain ongoing communication with the winners to ensure that all logistical aspects, such as travel arrangements and materials, are in place before their arrival. Seek the logistic support of the municipalities where the murals will be painted, as their involvement can streamline preparation and provide necessary resources. Utilise local suppliers for materials to support the community and reduce logistical challenges. Finally, involve local youth and community members in the mural design and painting process to foster a sense of ownership and enhance community engagement with the project.

## DIVE DEEPER

To take this activity further, consider expanding the mural project to other parts of the city, particularly in areas with high foot traffic or near schools and community centres. Organise workshops or art competitions for young artists focused on environmental themes, encouraging them to create their own public art. You could also host guided tours or public discussions around the murals, helping to deepen community engagement with the issues they depict. Lastly, collaborate with local schools and organizations to involve more youth, using the murals as a platform for educational programs on sustainability and global issues.

For instance, we continued our investment in activism activities by running a master class on 'The Transformative Power of Muralism' and conducting an illustration workshop for high school students. Additionally, a team from a professional comic school led ten urban sketching workshops, outdoor activities where young artists highlighted the natural beauty of their local areas using sustainable materials like 100% cotton and acid-free paper.

## CONTACTS

**Fondo Galego de Cooperación e Solidariedade**

comunicacion@fondogalego.gal

+34 604 040 890



## ACTIVITIES

# How We See The World (Eco-educational Arts Camp)

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TYPE OF ACTIVITY	THEME	TARGET AUDIENCE	TIME
Street Action	SDG awareness	Young people	1 week

### BRIEF DESCRIPTION

A weeklong summer camp for young people centred on exploring a sustainability issue through creative arts, including acting, music, dance, writing, and directing. Throughout the camp, participants will work together to prepare performances, which will be showcased to the public on the final day in a public space.

### OBJECTIVES

- To educate and discuss difficult and important topics in a fun, creative way.
- To equip participants with activism skills that they can apply to future projects.
- To connect young people with the community through the means of art and public performance.

### RESOURCES NEEDED

- Office and art supplies: flipchart paper, paper, speaker, blue tac, sticky notes, pens, pencils, markers.
- SDG cards.
- Projector.
- Human resources: min. 4 facilitators





## INSTRUCTIONS

1. Start by deciding on the dates and the venues for the camp. Ideally, it should run from Monday to Saturday, with one morning and one after-noon session, from 10 a.m. to 3 p.m., with the final show on Saturday. However, the schedule can be adapted.
2. At least four months in advance, secure facilitators for arts and drama activities, as well as a rehearsal space and show venue. If possible, partner with a local theatre company to provide additional participants and advertising support and collaborate with the local authority to tie the camp into a festival or similar event.
3. Promote the camp through social media, traditional media, and any relevant community networks to attract participants. Make the registration/application procedure easy and accessible.
4. Plan the structure of the camp by focusing on having intensive yet manageable days, with at least 15-minute morning breaks and 45-minutes for lunch. Focus on educational content on Monday and Tuesday (around 2 hours and 15 minutes each day) and reduce to 30-minute educational activities on Wednesday through Friday. Integrate arts and drama activities around the educational sessions, and dedicate Saturday to rehearsal, pre-set, and the final show.
5. Develop educational materials that cater to various learning styles. Incorporate interactive sessions, critical thinking exercises, and diverse activities such as use of multimedia (pictures, videos, soundscapes), moving debates, SDG ordering, case studies, Socratic questioning, and hands-on creative tasks like drawing and flipchart activities. Include specific activities like a global scavenger hunt, climate change cause-and-effect games, and topic-specific bingo.

6. Work with the participants to create a handout that includes the show title, cast list, key facts they wish to share, and actions they want the audience to take. Print the handouts and distribute them to the audience.
7. Source food and printing services from local suppliers to support the community and maintain sustainability.
8. Emphasise conservation practices and advocacy skills throughout the camp, encouraging participants to express themselves through multiple mediums, enriching their engagement with the topics.
9. Design the camp using creative methodologies that are adaptable to formal, non-formal, and informal settings, such as schools and youth groups. This approach makes the camp accessible and attractive to people of all ages and backgrounds.
10. Organise a small celebratory lunch for the participants on Saturday after the final show.

#### **TIPS FOR FACILITATION**

Ensure you have at least four facilitators specialising in different areas: a Producer/ Music facilitator, an Educational facilitator to provide context and learning around the global issue of your choice, a Dance/Movement facilitator, and a Drama facilitator who covers writing and directing. This combination ensures a diverse range of skills and creative outlets for participants.

Focus on creating a welcoming and inclusive atmosphere. Begin the camp with icebreakers and team-building activities that incorporate both vocal and movement exercises. These activities help participants feel comfortable and connected, fostering a sense of community from the start. An inclusive atmosphere is crucial for encouraging young people to express themselves freely and engage deeply with the topics at hand.

Incorporate a mix of artistic methods—such as acting, music, dance, and writing—to address global issues creatively. The creative nature of these activities can make complex or sensitive topics more approachable, as they allow participants to explore and express their thoughts in a non-confrontational way. Encourage hands-on involvement to keep young people engaged and invested in the process.

Build in moments for participants to reflect on their learning and creative process. This could include group discussions, personal reflections, or feedback sessions. Reflection helps solidify understanding and allows participants to connect their creative work with the broader global issues being explored.

Be mindful of the age group you are working with, particularly regarding discipline and instruction style. Choose facilitators who are skilled at engaging the specific age group of your participants and who can adapt their teaching methods to suit varying levels of maturity and experience.

### **DIVE DEEPER**

To build on the success of the summer camp, consider offering follow-up workshops or ongoing projects where participants can further explore the global issues addressed. Encourage past attendees to become mentors for new participants, fostering leadership and continuity. Create a digital platform to share the performance videos, handouts, and media coverage, reaching a wider audience and keeping the conversation going. Additionally, consider organising community events or pop-up performances where participants can share their work and knowledge, engaging local communities and sparking further action.

### **CONTACTS**

**Waterford Sustainable Living Initiative**

info@sliwaterford.ie

sliwaterford.ie



## ACTIVITIES

# Impronte (Footprints)

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TYPE OF ACTIVITY	THEME	TARGET AUDIENCE	TIME
Street Action	Water consumption and waste	General public	3 months for preparing the performance

### BRIEF DESCRIPTION

An artistic performance designed to raise awareness about water resources and consumption, encourage reflection on our relationship with the environment, and inspire the audience to consider their individual and collective responsibilities.

### OBJECTIVES

- To raise awareness about water consumption and waste.
- To illustrate the environmental impact through artistic performance.
- To encourage individual and collective action.

### RESOURCES NEEDED

- Brochures and materials:

[LINK 1](#)

[LINK 2](#)

[- Further details](#)

### BACKGROUND INFORMATION FOR THIS ACTIVITY

This immersive artistic performance raises awareness about water consumption in industries like cotton, agribusiness, mining, oil, and individual use. Created under WeWorld's sub-granting mechanism with the People and Planet project, it was showcased at Bologna's Terra di Tutti Film Festival. Featuring a large installation with visual projections, sound effects, live performers, and interactive elements like energy-generating bikes, it educates the audience on water waste and solutions. Designed for transport, the performance is supported by digital and print materials that encourage the reduction of water footprints, aligning with the UN Sustainable Development Goals.



## INSTRUCTIONS

1. Focus on six meaningful stories related to water use in different sectors. You could use our examples: the cotton industry, agribusiness, mining, individual consumption, water network leakage, and the oil industry.
2. Build an installation that serves as the central visual display. Use it to project visual representations related to water consumption, accompanied by sound effects to enhance the experience.
3. Incorporate performers who will present behaviours and objects linked to water consumption, using a metaphorical “consumption container” that fills up during the performance. Start with industries that have the lowest water footprint and progress to those with the highest.
4. Add a narrative component where texts are read aloud, providing information on how, where, and to what extent water waste occurs, along with critical intervention points for reducing water use.
5. Create digital and print materials on actions that citizens can take individually and collectively to reduce their water footprint.
6. Choose high-traffic, crowded venues to capture the audience’s attention and achieve a “Wow factor”. Design the installation to be transportable for easy setup in different locations.
7. Develop a multimedia experience that includes acting, visual projections on a mobile structure showing a filling tank that represents water consumption per activity, and body theatre using light and shadow effects.
8. To make the performance even more engaging, integrate an energy supply system that involves the audience. Use specially designed bicycles to generate the dynamic energy needed to power the audio-visual equipment, allowing participants to actively contribute to the performance.
9. Plan for multiple performances (e.g., four events lasting 1-2 hours each) to maximise impact and reach a broader audience.

## TIPS FOR FACILITATION

When facilitating this immersive performance, begin by ensuring that both the performers and technical team are well-versed in the key messages about water consumption and sustainability. Engage the audience by incorporating interactive elements, such as the energy-generating bicycles, and encourage their participation in the narrative. Keep the flow of the performance seamless by carefully coordinating the visual projections, sound effects, and live acting. Encourage reflection by offering digital and print materials for participants to take home, reinforcing the practical steps they can take to reduce their water footprint. Finally, create a welcoming atmosphere for audience engagement by inviting questions and discussions at the end of each performance.

## DIVE DEEPER

This activity can be used to highlight the important role of individual and collective efforts. To take it further focus on using it to promote widespread, territorial, and collective activism. Use a similar sub-granting mechanism to allow small youth organisations and informal groups to create a similar performance and to access funding.

## CONTACTS

**Mamado APS** - An audiovisual social association that promotes, produces, and develops cultural events, artistic performances, workshops, and multimedia products focused on social, environmental, and cultural issues.

**Extinction Rebellion Bologna** - A local group of activists connected to the international Extinction Rebellion movement (<https://rebellion.global/>), which engages in nonviolent activism. Through mass civil disobedience and inclusive communication strategies, they call for immediate action to address the ongoing climate and ecological crises.

**Zero Netto** - An organization that provides legal, logistical, and infrastructural support to the members of Extinction Rebellion Bologna.



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# EXHIBITIONS

An exhibition is a powerful tool for engaging the public and raising awareness on important topics. It offers a dynamic platform to present information, inspire conversation, and encourage learning in a visually compelling and interactive manner. In the following sections, you will explore two examples of how exhibitions can be effectively utilised to communicate critical issues about climate change and water scarcity and foster community engagement.



## EXHIBITIONS

# “Funny, but true!”

INTERACTIVE CARTOON EXHIBITION ON THE TOPIC OF WATER

---

TYPE OF ACTIVITY	THEME	TARGET AUDIENCE	TIME
Street Action	Climate crisis/Water related challenges	General public	6 hours

### BRIEF DESCRIPTION

The exhibition “Funny, but true!” uses humour and interactive cartoons to engage the public in learning about serious water-related issues in the context of the climate crisis, encouraging visitors to reflect on issues such as extreme weather or water privatization in a playful yet educational format.

### OBJECTIVES

- To engage visitors in serious discussions about water issues related to the climate crisis, using humour and cartoons.
- To raise awareness about the impact of the climate crisis on water resources.
- To encourage visitors to actively participate in the exhibition and interact with it by rating the cartoons.

### RESOURCES NEEDED

- Printing template – you can ask for it here: [ausstellung@finep.org](mailto:ausstellung@finep.org)

### BACKGROUND INFORMATION FOR THIS ACTIVITY

The activity was created to engage young people at festivals through humour, which resonates with everyone regardless of their prior knowledge. We also considered how young people interact on social media, where they often rate or react to content. This inspired us to use themed cartoons that participants could label as “Witzig!” (Funny!) or “Nicht witzig!” (Not funny!) using stickers, referencing the satirical “Die Känguru-Chroniken,” where humour is the keyway to classify everything. Six exhibition banners showcase cartoons on water-related issues like extreme weather, water privatization, and virtual water. Visitors can rate each cartoon as “Funny!” or “Not funny!” with stickers, with a brief description linking each cartoon to real-world issues. Brief background information is provided to explain how each scene relates to real-world situations.



## INSTRUCTIONS

1. Decide what climate challenges you want to focus on. Choose the issues that are most relevant to your region. Research these issues thoroughly to ensure your exhibition addresses the most pressing concerns. You can choose six, as we did, or you can choose less or more, depending on how big you want the exhibition to be and the resources available to you.
2. Search for fitting cartoons or create your own if necessary, as we did for the topic of virtual water when existing options were not sufficient. You can either contact the caricaturists who created cartoons that fit the topics and purchase the necessary usage rights or commission an artist to illustrate a cartoon according to your idea.
3. Do your research and write concise background information for each cartoon, keeping it as clear and concise as possible. Ensure that the texts are proofread.
4. Get the graphics done professionally, incorporating several rounds of feedback.
5. Display the exhibition during a festival or any street event where visitors can interact with it. Have two or more volunteers spread out stickers with “Funny” and “Not funny” and encourage visitors to stick them accordingly to the banners.

## TIPS FOR FACILITATION

Arrange the banners in a visually appealing and logical sequence. Ensure that the exhibition is easy to navigate and that each cartoon is clearly visible and accessible.

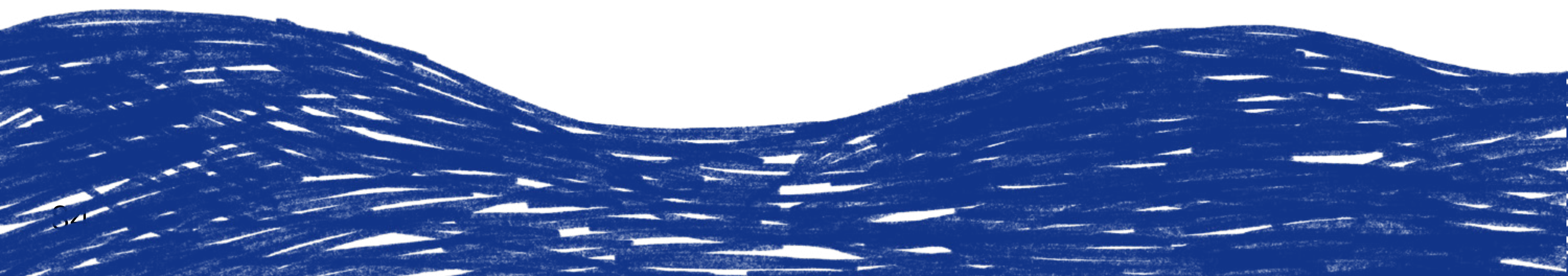
We recommend that you do not leave the exhibition completely unattended, as stickers are likely to be stolen in large quantities or misused to label things other than the cartoons as “Funny!” or “Not funny!”

If possible, ensure that all volunteers are well-informed about the exhibition’s goals, the climate issues presented, and how to engage with visitors. Provide them with a brief training session so they can effectively assist with interactions and answer questions.

Have supplementary materials, such as flyers or brochures, available for visitors who want to learn more about the climate issues featured in the exhibition. These can provide additional context and resources for further exploration.

Consider providing small incentives, such as stickers or bookmarks, to visitors who participate in rating the cartoons. This can encourage more interaction and make the experience more memorable.

Make sure the exhibition is accessible to everyone, including those with disabilities. Use large, readable text for background information and ensure that the display is at an appropriate height for all visitors.



## DIVE DEEPER

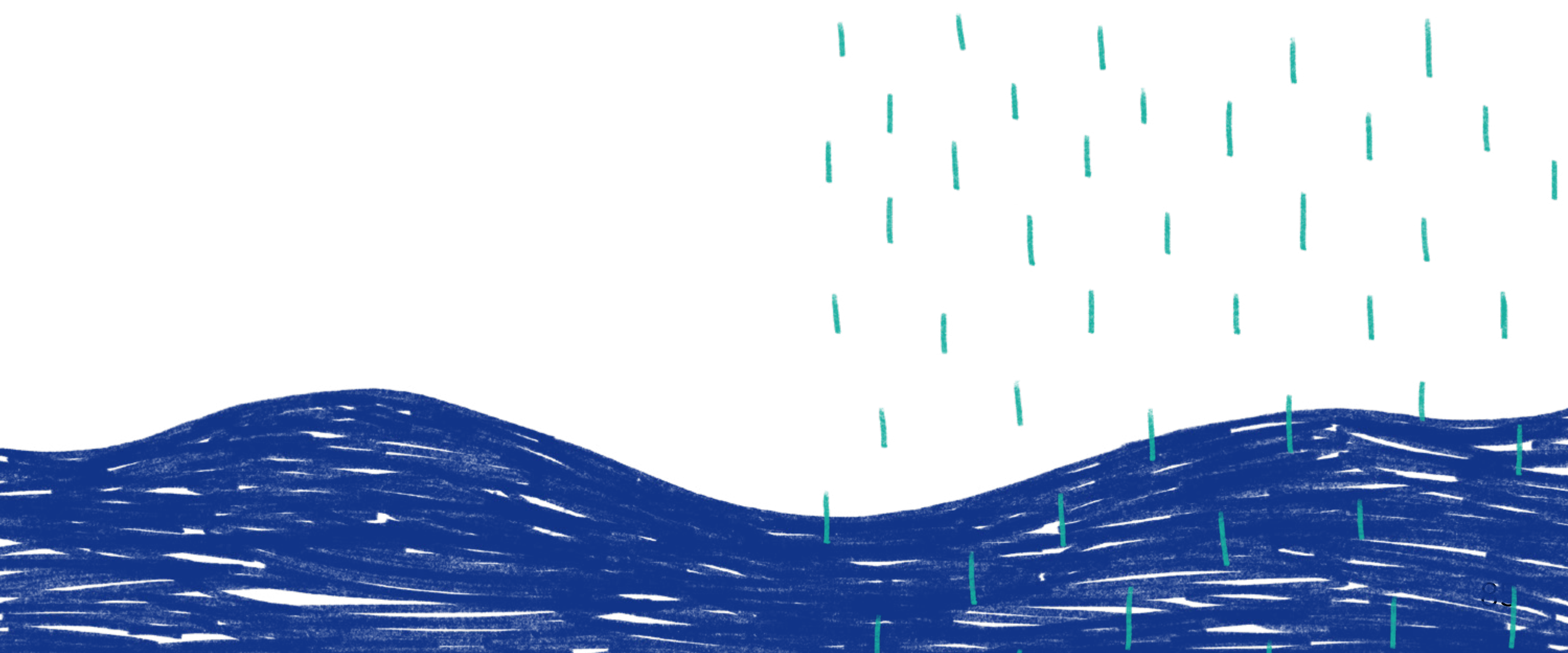
You could take the exhibition even further by offering to lend it to other organisations or interested individuals. Write assembly instructions and create a fact sheet with more extensive background information for those borrowing or supervising the exhibition. You could also set up a sub-granting process where interested individuals, initiatives, or NGOs can borrow the cartoon exhibition and be reimbursed for all material costs. Promote this offer in newsletters and on relevant platforms. The format “banners plus pavilion” was chosen because it offers a ready-to-use package for any individual or organisation that might want to borrow the exhibition and use it during their own street event. Without the pavilion, the banners are easily shippable across the country. This interactive cartoon exhibition, designed by finep, is versatile and can be featured in various street actions.

## CONTACTS

**finep**

[ausstellung@finep.org](mailto:ausstellung@finep.org)

+49 711/932768-60



## EXHIBITIONS

# Water exhibition

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### TYPE OF ACTIVITY

Street Action

### THEME

Water footprint

### TARGET AUDIENCE

General public

### TIME

1 month

### BRIEF DESCRIPTION

An educational exhibition featuring visual displays held outdoors.

### OBJECTIVES

- To raise awareness about water scarcity and the challenges it brings.
- To increase understanding of the concept of water footprints, illustrating how everyday products and services consume significant water resources.
- To encourage individuals to consider the water usage associated with their purchases and lifestyle choices.

### RESOURCES NEEDED

- Eco-friendly material on which to print the information.
- It depends a lot on the place where the exhibition is displayed – it can be cardboard, textile materials, just make sure it is an eco-friendly or recycled material.



## INSTRUCTIONS

1. Start by selecting a strategic location with high pedestrian flow, such as parks, boulevards, or areas with significant recreational activity. Ensure the location aligns with the exhibition's theme. For instance, a water-themed exhibition would benefit from being near a river or water body. In our case, the exhibition was set up along the Vistula river boulevards in Warsaw – Poland. The Vistula Boulevards are very popular in the evening and at night, during the summer, as there are many bars, concerts, and parties popular with young people. The exhibition was available 24h and was located next to the Museum of Modern Art, contributing to its appeal as it is often visited by both younger and older people. The site should be visible and accessible to a diverse audience, including locals, tourists, and people of all ages.

2. Work with your local municipality in order to get all the permits and approvals necessary for setting up an open-air exhibition in a public space.



3. Plan for an educational exhibition that facilitates learning through casual engagement. Visitors should be able to absorb information while engaging in their regular activities, such as walking, cycling, or waiting. This type of exhibition should provide opportunities for spontaneous learning without requiring dedicated time.

4. Design and create informative boards. These should include key information on the topic, such as water usage statistics, practical tips for water conservation, and details about your organisation. Our exhibition included 6 boards, showing how much water it took to produce a given product. One of the boards consisted of practical tips on how to save water.

5. Consider adding interactive components like QR codes that link to online resources or calculators. These features allow visitors to engage more profoundly with the issue by calculating their water footprint and receiving personalised tips. One example of a good water footprint calculator, created by a partner of the P&P project, can be found here: <https://sliwaterford.ie/water-calculator>.

6. Host an open event to launch the exhibition, which includes activities that draw attention, such as workshops, demonstrations, or interactive experiences related to the exhibition theme. For example, we rented a “Blender Bike” for a hands-on activity which combines fun with learning. A blender bike is a unique and engaging piece of equipment that combines exercise with food preparation. It consists of a stationary bicycle connected to a blender: we invited the visitors to pedal the bike. The bike uses the kinetic energy produced by participants and converts it into mechanical energy, driving the blender’s blades and allowing the cyclist to blend ingredients by simply pedalling. It was a very entertaining activity which allowed participants to make smoothies and juices.

7. Use methods like visitor surveys, QR code scans, or interactive feedback tools to gauge public engagement. One of the boards contained a QR code that visitors could scan to calculate their water footprint. After answering the questions and calculating their water footprint, the participants who filled out the questionnaire got tips and advice on what they could do to reduce their water footprint. Through this initiative they can change their behaviour and make more conscious decisions.



## TIPS FOR FACILITATION

After an exhibition concludes, it is crucial to address what happens next. We recommend prioritising environmental sustainability in your exhibition setup. Opt for eco-friendly materials for displays, reduce waste, and evaluate the overall environmental impact of your installation.

Additionally, consider arranging for the exhibition to have a permanent display in a community centre, cultural or art institution, city hall, or public school to extend its reach and impact.

You could promote the exhibition by using social media, local news outlets, community boards, and flyers to create buzz about the exhibition before it opens. Also, make sure the exhibition is accessible to all, including people with disabilities. Consider providing information in multiple languages and ensuring that displays are easy to read and understand.

You could allocate two hours a day or operate on a weekend schedule when the exhibition is assisted by a team of trained young volunteers who can discuss the topics on the board or hand out educational materials like brochures, booklets, or flyers that visitors can take home.

## DIVE DEEPER

To connect directly with young audiences, we transformed the large exhibition displayed along the boulevards into a smaller, more portable format. This allowed us to take the exhibition to high schools and universities. As a result, students who visited the exhibition at their schools gained increased awareness about climate change and received practical tips on modifying their individual behaviours. Additionally, we chose a smaller format to mitigate the risk of the exhibition being damaged or vandalised, ensuring that we could maintain better control over the display.

You could also consider using digital tools like augmented reality (AR) or virtual reality (VR) to provide immersive experiences. These technologies can offer interactive and engaging ways to present complex information and attract tech-savvy visitors.

## CONTACTS

**Buy Responsibly Foundation**

dominika.cieslar@ekonsument.pl

<https://ekonsument.pl/>





## FINAL

We hope this Toolkit has inspired you to take meaningful steps towards sustainability. Remember that every step, no matter how small, in the right direction will eventually take you to your destination. Sustainability is a journey, imbued with confidence and hope. Write your part in this story and never forget that you and Earth share a common destiny.