2023-1-SI01-KA220-ADU-000158369

AgeinGreen

TRAINING PROGRAM

Innovative good practices in climate change education

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PROJECT INFORMATION

Grant agreement	2023-1-SI01-KA220-ADU-000158369
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Action	Adult Education
Project acronym	AgeinGreen
Project title	Supporting intergenerational learning and active participation of older people in the fight against climate change
Project starting date	01/10/2023
Project duration	25 months
Project end date	31/10/2025

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PROJECT CONSORTIUM

P1	SI	INSTITUT ANTONA TRSTENJAKA ZA GERONTOLOGIJO IN MEDGENERACIJSKO SOZITJE	
P2	FR	M3 MCUBE ASSOCIATION	
P3	ES	GANTALCALÁ LA RIOJA	
P4	CY	CENTRE OF ACTIVE CITIZENS FOR SUSTAINABLE DEVELOPMENT	
P5	PL	FUNDACJA MAPA PASJI	

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CHAPTER 1

ANALYSIS OF THE CURRENT AWARENESS ABOUT CLIMATE CHANGE AMONG OLDER PEOPLE

One of the main aims of the project AgeinGreen is to include older people as an important stakeholder collective in the fight against climate change, and to foster their role inside the community. In order to achieve this objective, this Training Program has been created, as a didactic material destined to educators of seniors, coordinators of environmental and social projects, working in NGOs, educational and environmental organizations. It has been developed through the Erasmus+ program, which allows us to create and promote learning opportunities among all citizens and generations through development, transfer, peer learning and exchange of experience.
The first phase of the development of this material consisted of a study of the current awareness about climate change, and all the related issues around it among the older population, like having sustainable lifestyles or being active in the community. This study consisted of two parts:

- An online survey in which 450 people older than 55 years old participated
- Five different focus groups with target population from Cyprus, France, Poland, Slovenia and Spain
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These two activities have helped us not only to understand older people's knowledge and concerns about climate change, but also to observe the differences between the five countries involved in this project. The results of the study are presented below:

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CHAPTER 1

ONLINE SURVEY

- The Spanish group showed by far the greatest climate awareness, but this was not clearly translated into concrete action for climate protection (note: this group had the highest number of people under 60 years of age (27.5%; the lowest in Poland, 1.7%)
- In terms of specific actions, the use of public transport instead of the car was declared by around 50% and above in every country except Cyprus (only 3.8%)
- In general, Cyprus was the poorest in terms of concrete actions (at least declared), e.g. only about 71% segregate waste (the average in other countries exceeds 90%)
- Nearly half of the French surveyed and only 7.5% of Cypriots avoid flying
- 37% of Spaniards declared vegetarianism / reducing eating meat, compared to 5.7% Cypriots and 7.4% Poles
- Denialists (people who deny the existence of climate change, or its consequences) represent a small percentage of the countries surveyed, there were none in Poland and Cyprus, and the highest percentage was in France - 6.2% (4 people)

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CHAPTER 1

ONLINE SURVEY

- Awareness is one thing, readiness to act is another - in Cyprus, when asked if they could do more in their daily life, quite a few people chose the answer "no, I don't believe it makes sense / it's not my problem" (9.4%, 5 people)
- 81% of Polish seniors said they would like to participate in an educational programme, with the average for others being around 40% (note - there was also a "maybe" answer)
- Seniors from all countries agree that what they need the most in such a programme is practical information, i.e. What can be done to combat climate change
- Poles, Slovenians and Spanish prefer face to face workshops with seniors and young people, French prefer online courses and webinars, Cypriots prefer individual consultations with an expert
- While respondents from other countries would prefer to learn from educational videos, Slovenians would like a textbook in the form of a traditional book
- Respondents from all countries declared that they liked working with young people (this answer received more than half of the votes in every country except France, but even there it was chosen most often - 40% of the five answers to choose from)
- In Slovenia only 6% of respondents were from big cities, in Spain and Cyprus 66% of respondents live in bigger cities.

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CHAPTER 1

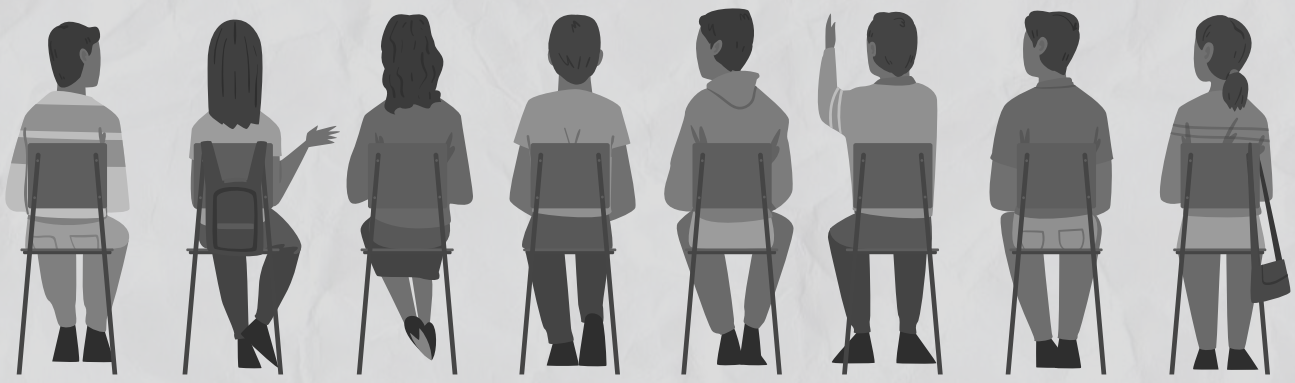
FOCUS GROUPS

Characteristics of the group:

The average age of all participants was around 68 years old, they came both from big and smaller towns and had different levels of education (from secondary to university level).

There were few differences within partner countries regarding views and opinions of their focus group participants regarding climate change. The most interesting outcomes were:

- In France, some of the participants felt that government bodies were hypocritical, blaming the “wrong” people. Older people claim that they are already making efforts to protect the environment, as they have always been used to living and consuming modestly, repairing rather than buying new things. However, in real life situations sometimes they encounter difficulties in implementing climate friendly practices.
- Spanish group members were aware of climate change and reported about their sustainable lifestyle; two participants were already very active in the field of climate change and lived active sustainable lifestyles.



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CHAPTER 1

- In Slovenia, participants showed strong interest in the topic and would like to learn what else can be done individually and in their communities. Some were curious to know interesting facts and to clarify some concepts about climate change, like “ecological footprint”.

- In France they would like more information on water consumption, thermal insulation, home composting and other everyday household issues.

When it comes to the content of the training program which will be created, they would like to include easy and understandable concepts, presented in various forms (like written text, audiovisuals, infographics, etc.). Participating seniors are eager and ready to get involved in the AgeinGreen project. They have many ideas for activities and are happy to share their knowledge. The effect of gathering valuable ideas was achieved due to the rich experience of the invited participants, but also the diversity of the regions and the environments in which they live every day.

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CHAPTER 1

Some of their suggestions:

- Round tables and workshops are the best way to exchange ideas and practices, also with young ones.

- Spanish participants suggested focusing on aspects of everyday life in which the learnings are useful for them: they are already aware on a general level, but they would be specially interested in what concrete actions they can do to be a bit more sustainable.

- The participants are very interested in intergenerational learning and exchanges: everyone, no matter his/her age, has something to learn and pass on to others.

- Cyprus: Participants believe that working with the younger generation can be very fruitful and can help them to learn more about environmental issues and climate change.

- In Spain, the group was quite motivated to participate in the project and in future actions, especially if they had an opportunity to collaborate with people from other countries in one way or another.

- In Slovenia, the participants are looking forward to working with younger people and to learn about their views on the climate crisis. For workshops the challenge will be to keep the right balance between the structured and open space for discussion (not to get stuck in a complaining and moralizing atmosphere).

These results have been a particularly useful source of information for this document, as they provided necessary perspective to create different educational materials that are presented below.

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AgeinGreen

1ST WORKSHOP

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WORKSHOP 1

Basics Of Climate Change

OVERALL

In the beginning of each workshop there is always an intergenerational team building activity (activity 1), called mini games. The main goal of this activity is to build trust among participants. We jump into a topic of climate change right after the team building activity with World Cafe (activity 2). Through this activity participants will learn the basics of climate change.

Below you can find some answers to basic questions that participants will explore during the activity. There are also some additional resources for the facilitator to prepare well for the workshop. The workshop continues with an activity about climate change myths and scepticism (activity 3). The activity is based on the content of the website: https://skepticalscience.com/ and we recommend it also as a resource for the facilitator's preparation before the workshop. In the end of the workshop don't forget to take time for the final evaluation and closing.

a. What are the reasons for the existence of climate change?

"Climate change refers to long-term shifts in temperatures and weather patterns. Such shifts can be natural, due to changes in the sun's activity or large volcanic eruptions and have happened during history.

But since the industrial revolution (1800s), human activities have been the main driver of climate change, primarily due to the burning of fossil fuels like coal, oil and gas. Burning fossil fuels generates greenhouse gas emissions that act like a blanket wrapped around the Earth, trapping the sun's heat and raising temperatures. The main greenhouse gases that are causing climate change include carbon dioxide and methane. These come from using gasoline for driving a car or coal for heating a building, for example. Clearing land and cutting down forests can also release carbon dioxide. Agriculture, oil and gas operations are major sources of methane emissions. Energy, industry, transport, buildings, agriculture and land use are among the main sectors causing greenhouse gasses."

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

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WORKSHOP 1

Basics Of Climate Change

For the curious ones

Climate change vs global warming: *The terms "global warming" and "climate change" are sometimes used interchangeably, but global warming is only one aspect of climate change. Global warming refers to the long-term warming of the planet. Climate change encompasses global warming but refers to the broader range of changes that are happening to our planet. These include rising sea levels, shrinking mountain glaciers, accelerating ice melt in Greenland, Antarctica and the Arctic and shifts in flower/plant blooming times. These are all consequences of global warming, which is caused mainly by people burning fossil fuels and putting out heat-trapping gasses into the air. (source:https://science.nasa.gov/climate-change/faq/whats-the-difference-between-climate-change-and-global-warming/)*

b. Who or what is responsible for climate change?

As mentioned, even though natural processes affect the climate, we humans are responsible for virtually all global heating over the last 200 years; burning fossil fuels is the main cause of global warming. It's a bit tricky to ask who is responsible - is it the extractors of fossil fuels, the manufacturers who make products using them, the governments who regulate these products, or the consumers who buy them?

Still, the usual answers are: Developed industrialized countries contributed the most and continue to contribute the most emissions (at least per capita). Fossil fuel companies (they have been also actively denying climate change), everything/everyone using fossil fuels: generating power, manufacturing goods, cutting down trees, using transportation, producing food (especially the meat industry due to methane emissions), powering buildings, consuming too much etc. The question is also around richer vs poorer people, developed and emerging economies, etc**. In the end, it is important to remember that each of us is contributing to emissions that cause climate change and therefore we are also responsible with our lifestyle.**

(Sources: https://www.bbc.com/future/article/20200618-climate-change-who-is-to-blame-and-why-does-it-matter, https://www.un.org/en/climatechange/science/causes-effects-climate-change)

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WORKSHOP 1

Basics Of Climate Change

c. How does climate change affect us as a society?

Higher temperatures: increase of heat-related illnesses, spending time or working outdoors will be more difficult, wildfires start more easily, etc**.**

More severe and frequent storms and floods: causing more deaths and economic losses

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WORKSHOP 1

Basics Of Climate Change

Increased drought: increased risk of agricultural droughts affecting production of food, and ecological droughts increasing the vulnerability of ecosystems, many people facing the threat of not having enough water on a regular basis.

A warming, rising ocean: sea level rise that is endangering life on the islands, ocean becoming more acidic, which endangers marine life and coral reefs.

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WORKSHOP 1

Basics Of Climate Change

Loss of species, invasive pests and diseases.

For the society at large this means serious problems for production of food, health risks, poverty, displacement (climate change refugees) and world's instability.

(Source: https://www.un.org/en/climatechange/science/causes-effects-climate-change)

> *"If we continue to degrade the ecosystems on which we fundamentally depend, future generations will pay a terrible price. Alarm bells are ringing louder than ever. With the ongoing extinction of species and destruction of forests, droughts, land degradation, air pollution, degraded water supplies, biodiversity loss and natural and human-caused disasters, one thing is clear: it requires determined collective action to reverse these trends and restore and protect our ecological systems."*
>
> (European Commission, 2022) https://eur-lex.europa.eu/resource.html?uri=cellar:784da925-2f5e-11ed-975d-01aa75ed71a1.0005.02/DOC_1&format=PDF

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WORKSHOP 1

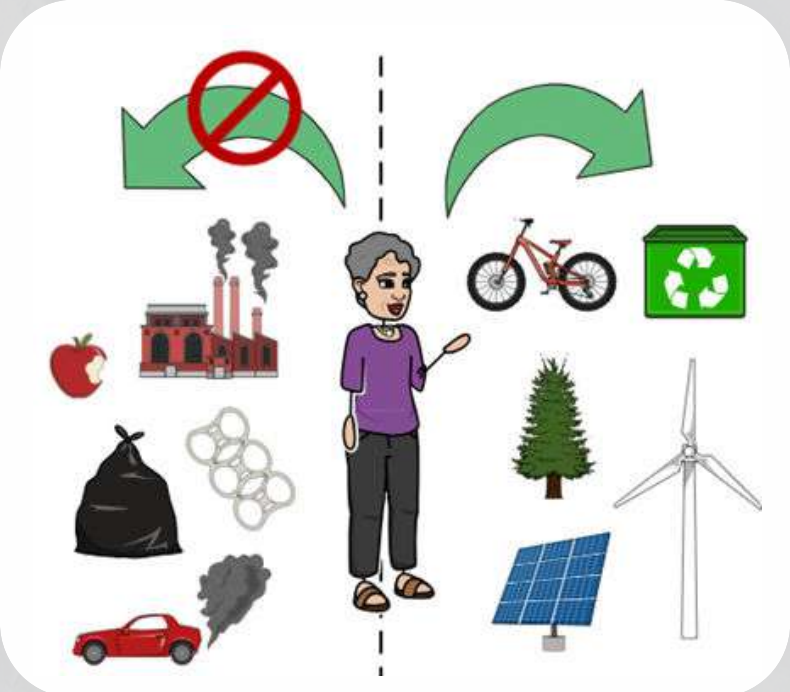
Basics Of Climate Change

d. What can we do as individuals to stop climate change?

Here are some examples:

a) Cut carbon emissions with lifestyle changes:

- **Reduce energy consumption:** for example, use energy-efficient appliances and light bulbs, unplug electronics when not in use, insulate your home to reduce heating and cooling needs...
- **Transportation:** use public transportation, bike, or walk instead of driving, carpool or ride-sharing services, consider staycation.
- **Sustainable eating:** reduce meat consumption, especially beef, which has a high carbon footprint.
- **Buy locally grown and seasonal foods.** Reduce food waste by planning meals and using leftovers.
- **Waste reduction:** Recycle and compost waste. Avoid single-use plastics and use reusable bags, bottles, and containers. Support products with minimal packaging.
- **Water conservation:** Fix leaks and install water-saving fixtures. Use water-efficient landscaping and irrigation practices.
- **Consumer choices:** Support companies with sustainable practices and avoid those with poor environmental records. Buy and use eco-friendly products and avoid chemicals that can harm the environment.
- **Mindful consumption:** Buy fewer, higher-quality items that last longer. Repair and repurpose items instead of discarding them. Buy only what you need.



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WORKSHOP 1

Basics Of Climate Change

b) Be a voice for climate change:

- **Support sustainable policies:** vote for candidates who prioritize climate action, advocate for policies that reduce greenhouse gas emissions
- **Community action:** Join or support environmental organizations, participate in or organize community events, support local sustainability projects.

1st workshop:	3 hours	6 – 20 participants
Welcoming and presentation of the day	20 min	
1. Minigames	40 min	
Break	15 min	
2. Climate change café	40 min	
Break	15 min	
3. 12 angry men	40 min	
Evaluation and closing	10 min	

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1. MINI GAMES

Timing 40 minutes

Short description Through these mini games, participants can begin to cooperate and establish connections with each other. At the end of each mini game, there will be a short group reflection from which words will be extracted, which will be written on a cardboard as group rules for the rest of the workshop.

Goals

- To create a safe space for all participants
- To establish ethical rules of conduct for all participants.
- To build trust among all participants

Resources

Space Outside (if good weather) or a large room

Materials Tape, flipcharts, pens, markers

Process of the good practice

See instructions for three different mini games below.

After each game, the facilitator will carry out a brief group reflection, from which the participants have to extract concrete nouns that define the game, as conclusion words. Below, you will find some guidelines to manage the reflections, and a few examples of words that may come up.

As words come up during the reflections in each mini game, write them all on a flipchart as a list.

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Process of the good practice

1. Invisible ball: (5 minutes)

- No explanation to the participants is needed.
- In a circle, without saying anything, you will take out an invisible ball from your pocket and throw it to another person. Everyone has to interact with the ball by throwing it to another person (this process will happen naturally).
- After some time, when the "ball" goes back to you, you can pretend to change the size of the ball and throw it in a different way (like if it was a football or a golf ball). Then, the group automatically will start to use its imagination to continue and finish after a few minutes.

Questions to reflect: *What happened? What materials did we use?*

Words: Imagination, action, adaptation...

2. Count to 20: (5 minutes)

- Have everyone in a circle. The goal is to count from 1 to 20 as a group.
- Anyone can start the count off or say a number at any time. However, if two people jump in at the same time to say a number, the count starts over. Nobody can speak any other word than numbers.
- If the group finds it difficult to reach 20, the goal can be reduced to count to 15, or 10.

Questions to reflect: *What happened? Was it easy to reach the goal? How did we manage?*

Words: Cooperation, team-work, coordination.

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Process of the good practice

3. Silent Line-Up: (10 minutes)

Set a timer of 2 minutes, and the goal is to have people line up correctly without saying a word.

First, you will need to have a linear space, for example, using only one row of tiles, or making a path with two strips of tape. Nobody can step out from this space at any moment (always taking into account the mobility difficulties of the participants: if they have mobility needs, they could use more space).

When they are randomly organised in a line, you will give the instruction to organise themselves by age (oldest to youngest). So, the oldest person will have to be in one extreme of the line, and the youngest in the opposite. They are not able to talk between them, and they cannot step out of the limits you created.
When they are finished, give another instruction to organise themselves by eye colour: from lightest to darkest (it's important to order this way, so they will need to trust a third person opinion). It's forbidden to speak, but they can use non-verbal communication, signs...

Questions to reflect: What happened? *Was it easy to line-up by age? Why? And by eye colour? How did you manage to put yourself in the correct place?*
Words: Organization, order, trust

Creating the "group rules":
After each game, the facilitator writes these words on a flipchart. After finishing the whole activity, read out all the words, and explain that these words should be the group norms for the rest of the workshops. They can remain on the wall of the working room so that everyone can see them anytime.

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Reflection and evaluation	Reflection after each minigame to get definition words. Also, you can do a general reflection about the activity at the end, guided by these questions: • What games have we played? • What did you feel during each game? • Which game did you enjoy the most? And least? Why? • Did it get easier, harder, or the same, from the first game to the last one?
Expected impact	• These mini games require team members not only to be aware of the group dynamic, but to work together - with limited communication - to get to the end. • The team will learn a bit about each other while overcoming some unusual challenges.

- These are introductory activities, with no relation to the topic. They can be adapted to any training in any topic. If the proposed activities are not suitable for the group, the facilitator can propose alternative games with the aim of creating a better atmosphere.
- It is important that different people share their reflections, as the aim of the activity is for all participants to get to know each other.
- There is no need to give long explanations before the start of each game. Participants will figure out how to achieve the goal as they cooperate.
- If at any game or during the reflections the participants are not willing to express themselves, you can jump into it and dynamise!

Break!

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4. CLIMATE CHANGE CAFÉ

Timing	30 min + 10 min of reflection
Short description	Following the world café method, participants, in groups, will share and discuss what different aspects of climate change mean to them.
Goals	To define basic concepts about climate change
Resources	
Space	Large room
Materials	• Tables, chairs, flipcharts, pens, markers • Coffee and drinks (some pastries are always welcome)

Process of the good practice

Prepare the space by placing 4 tables well separated, with enough chairs around them. A flipchart paper with a different question written on it is placed on each table. The questions are:

- What are the reasons for the existence of climate change?
- Who or what is responsible for climate change?
- How does climate change affect us as a society?
- What can we do as individuals to stop climate change?

Then, divide the participants into 4 groups, mixing participants from different generations. Give the participants the possibility to have a coffee before starting, so they can drink it calmly during the activity. If the group is small, you can divide them into two groups, and the remaining tables would be empty during the rounds.

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Process of the good practice

Each group should go to a table and try to answer the flipchart question, writing down their ideas. They should discuss the topic and share their opinions. When the time is up, all groups should move to another table, and answer the next question, continuing the answer of the group that was there previously. The facilitator will be walking around the tables answering any question from the participants and encouraging their engagement in the activity. If any of the groups runs out of ideas, the facilitator can try to start or take part in their chat (or they can wait until the time is finished).
Response times are decreasing:

First round: 8 minutes Second round: 7 minutes
Third round: 6 minutes Fourth round: 5 minutes

Once all the groups have passed all the tables, get all the participants together in a big circle. Then, group by group, they will explain their answers and opinions on the flipchart from the last table they were at.

Reflection & evaluation

Guided reflection with all the group on each of the flipcharts:

- Was it easy to answer this question?
- Was there a consensus?
- Did you agree with what the other groups wrote?

Expected impact

- Participants will be able to gain more knowledge from their fellow participants about climate change issues.
- They will be more aware of the reality about climate change.

- If there are people in a group with strongly opposing views, it may be difficult for them to reach agreement and consensus.
- It is a very quiet activity, so it is ideal to do it at the beginning of the day.
- Remind the participants to write big letters, so everyone will be able to read.
- If the size of the group is smaller or bigger, the number of stations can be adapted depending on the group's needs.

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5. "12 ANGRY MEN"

Timing	30 min + 10 min of reflection
Short description	A debate will be held in which participants will have to act out specific roles, using arguments based on real myths about climate change. Afterwards, the different roles of the participants will be reflected upon and the website www.skepticalscience.com will be shown, from which the arguments used during the debate have been drawn.
Goals	• To demystify false or inaccurate information about global warming • To train critical thinking and communication skills
Resources	**Space**: Large room **Materials**: Computer, projector, paper sheet with the roles, scissors (to cut the paper rolls)

Process of the good practice

Through this activity, we will do a role-play exercise as a group.
All participants will have to decide if building a fossil fuel or a renewable energy plant, and for this, they will need to debate. Each participant will have a role, and he/she would need to stick to what the role they are representing thinks. The different roles have different goals.

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Process of the good practice

Write the following roles on a piece of paper and cut out each of them. To divide up the roles, you can do the following:

- **You can share all the roles with the participants and let them choose the one they are most comfortable with**. This is useful if some of the participants do not have good communication skills or there is not a strong atmosphere of trust. You can leave one or two minutes for participants to get into the role.**You can randomly give each participant one role, which will be secret**. This can be useful if there is confidence in the group and most of the participants are good at storytelling. It also allows you to guess what role each participant was playing during the reflection.

The participants, acting out their roles, should sit at the same table and have a debate. Each role has some arguments to help guide their opinion.

Roles and arguments

1

Moderator (50 years old)

- You don't really mind what to build, you just want to get to a conclusion.
- You have to facilitate the conversation and build consensus.

2

Populist politician (68 years old)

You support the construction of a fossil fuel plant. Arguments**:**

- Global warming is not happening
- Climate is chaotic and cannot be predicted

3

Oil businessman (73 years old)

You support the construction of a fossil fuel plant. Arguments:

- Extreme weather isn't caused by global warming
- Climate has changed before our time so it’s not our fault

4

Flat-Earth disseminator (34 years old)

You support the construction of a fossil fuel plant. Arguments:

- Climate change is happening due to the sun
- Antarctica is too cold to lose ice

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Roles and arguments

5

Travel influencer (24 years old)
You don't really care what to build. Arguments:
- Global warming is not that bad
- Global warming is only a few degrees. It means nothing.

6

Hotel resort owner (55 years old)
You don't really care what to build. Arguments:
- Global warming is not an urgent issue
- Heatwaves have happened before, and it is normal

7

Climate change activist (18 years old)
You support the construction of a renewable energy plant. Arguments:
- It could become too hot to live in many places by the end of the century
- A few degrees of global warming have a huge impact on ice layers, sea levels and other aspects of climate.

8

Climate scientist (64 years old)
You support the construction of a renewable energy plant. Arguments:
- Level of CO2 is at its highest in 2 million years
- The last decade was the hottest in 125.000 years

9

Marine biologist (29 years old)
You support the construction of a renewable energy plant. Arguments:
- The ocean absorbs most of the heat we produce
- We are losing 1.2 trillion tons of ice each year

10

Renewable energy engineer (46 years old)
You support the construction of a renewable energy plant. Arguments:
- Natural energy sources such as the sun, water and wind are inexhaustible.
- Renewable energy generation is safe for people and the environment.

11

Aware citizen (42 years old)
You support the construction of a renewable energy plant. Arguments:
- You have no opinion of your own and you just support those who defend climate change.

12

Unaware citizen (42 years old)
You support the construction of a fossil fuel plant. Arguments:
- You have no opinion of your own and you just support those who are against climate change.

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Process of the good practice

If there are more participants than roles, you can add as many roles 11 and 12 as you want. If there are less than 10 participants, you can take some roles out, as you prefer.

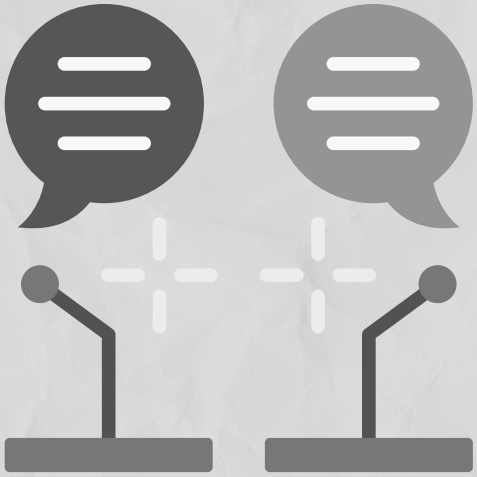
Before starting the debate, read the following instructions out loud:

- "*You have been convened as part of the local development council. Our administration has made a profit of ten million euros. We have to make a decision on what to invest this money in: a fossil fuel plant or a renewable energy plant.*"

After some time for participants to familiarise themselves with their roles, the discussion begins. They should debate for 5-10 minutes, or until you see them run out of ideas. Once the debate is over, participants can reveal their role; and a group discussion will be facilitated.

Once the activity is over, explain that all the arguments that the participants had in their papers were taken from the website www.skepticalscience.com. On this website there is a list of over 200 global warming and climate change myths, and answers by experts and scientists with clear data and explanations for demystification.

You can check some of them together with the participants by following the next link, using a projector: https://skepticalscience.com/argument.php.



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Reflection and evaluation	Group discussion guided by the next questions: • Did you come to an agreement? Why? • Has it been easy to act in the role you have been given? Why? • Did you do anything specific depending on the age of your role? Why? Would you have played your role differently if the age was different? • Was it easy or difficult to guess which role each participant had? • (If the roles were given randomly) • Do you think the roles that have been acted out are representative of society?
Expected impact	• A debate will be generated with all participants involved, and they will experience how to prove wrong certain arguments against climate change in a practical way. • Better understanding of specific aspects regarding climate change.
	• When handing out roles, tell participants that they can use their imagination to create their character as they wish. The more details they imagine, the more fun the characters will be. • If the participants are not confident or very imaginative, you as facilitator, can play a role to dynamise the activity and make it more engaging. • The web page is available in different languages, and depending on the language, different myths are shown. • When it comes to the role of the moderator, make sure that a talkative participant, with good social skills, takes this task.

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2ND WORKSHOP

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WORKSHOP 2

Carbon footprint, Climate Change and Health

OVERALL

The second workshop on climate change is about ecological, carbon and water footprint. Participants will first gain an understanding of the concept of ecological footprint, and then explore the carbon and water footprint of different foods.

The next activity shows a way to decrease the footprint with an example of food conservation. The footprint could be calculated and discussed from other aspects of our daily lifestyle as well as transportation, energy use, consumption of goods such as clothes, electronics etc.
In the last activity of the workshop participants calculate their own ecological footprint. We also discuss climate anxiety and what we can do about it. Below is some basic information about the terms used in the workshop:

Footprint: The terms "ecological footprint," "carbon footprint," and "water footprint" describe different aspects of environmental impact. These footprints can be calculated at the individual or household level, the institutional (corporation, university, and agency) level, municipal level, sub-national, national or global level.

The **ecological footprint** is a measure that indicates how much resources from the environment are required to support a specific way of life. The units for ecological footprint are global hectares (gha), which measure the amount of biologically productive land with a productivity equal to the world average. An area is considered unsustainable if a land's ecological footprint is greater than its biocapacity (if its demand of nature is greater than its supply).

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WORKSHOP 2

Carbon footprint, Climate Change and Health

"In simpler words, the ecological footprint simply indicates the amount of pressure that humans put on the natural resources available to them in their surroundings."

For example if everyone would live like an average American, we would need 5,1 Earths to provide all the resources, a similar sad story applies to Europe and the rest of the developed world. Here is a link to **Earth's overshoot day** website where you can check for your own country:

https://overshoot.footprintnetwork.org/how-many-earths-or-countries-do-we-need/.

World's Earth Overshoot Day this year is August 1st.

The **carbon footprint** measures the total amount of greenhouse gas emissions caused by individuals/organizations. A carbon footprint is measured in units of carbon dioxide equivalents, or CO2e, which quantifies how much a certain amount of a greenhouse gas would impact global warming. Therefore, it focuses on our lifestyle activities that use fossil fuels (which are almost all - transportation, energy use, food and other goods consumption...)

The **water footprint**: The water footprint measures the amount of water used to produce each of the goods and services we use. It can be measured for a single process, such as growing rice, for a product, such as a pair of jeans, for the fuel we put in our car, or for an entire multi-national company. The water footprint is a measure of humanity's appropriation of fresh water in volumes of water consumed and/or polluted.

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WORKSHOP 2

Carbon footprint, Climate Change and Health

Climate anxiety refers to the feelings of worry, fear, and distress associated with the effects and l future impacts of climate change. This psychological phenomenon arises from concerns about environmental degradation, extreme weather events, loss of biodiversity, and the long-term sustainability of the planet.

People experiencing climate anxiety feel overwhelmed by the magnitude of the problem, uncertain about the future, and helpless about their ability to effect meaningful change. Climate anxiety is rising among younger generations who are looking at the future hopelessly, therefore not deciding to have children, not making plans for the future etc.

https://www.psychologytoday.com/us/basics/climate-anxiety

https://courses.lumenlearning.com/suny-sustainability-a-comprehensive-foundation/chapter/footprinting-carbon-ecological-and-water/

https://www.treehugger.com/what-is-ecological-footprint-4580244#toc-ecological-versus-carbon-footprint

https://www.waterfootprint.org/water-footprint-2/what-is-a-water-footprint/

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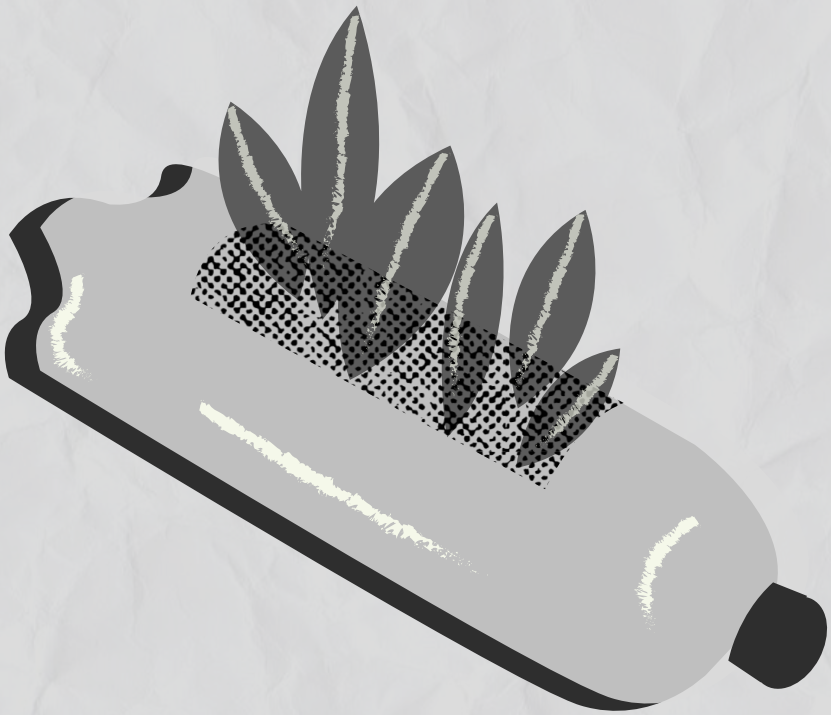
WORKSHOP 2

Carbon footprint, Climate Change and Health

2nd workshop	3 hours	6 – 20 participants
Welcoming and presentation of the day	10 min	
1. Have you ever... been green?	10 min	
2. Tropical “brain”storm	30 min	
Break	15 min	
3. “Foodprint”	30 min	
4. Healthy food preservation	30 min	
Break	15 min	
5. Your ecological footprint	30 min	
Evaluation and closing	10 min	



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Welcoming and presentation of the day

1. HAVE YOU EVER... BEEN GREEN?

Timing	10 minutes
Short description	This game serves both to activate the mind and body of the participants, and to get to know each other a little better. Questions related to climate change will be asked, and the participants themselves will have to answer by means of body language.
Goals	• To create a relaxed environment and comfortable atmosphere • To activate the participant's mindset and get into the topic
Resources	**Space** Large room **Materials** Chairs

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Process of the good practice

Place the whole group in a circle, seated on chairs. Set up as many chairs as the total number of people.

Any person will have to ask questions to the group, with the format “Have you ever…”. Every participant who has already done what it’s asked has to raise a hand. Then, ask them to explain more about the situation (when, why, what was the occasion), if they are willing to share with others. Then, one person who raised their hands, will have to ask another question (any of them).
The facilitator can start with questions, to show to participants what is expected in this game.

Some ideas for questions are listed below, but you can of course invent yours.

First, the participants can ask general questions. Here are some examples:

- Have you ever baked bread?
- Have you ever been on TV?
- Have you ever done yoga?
- Have you ever sung karaoke?
- Have you ever donated blood?

After some rounds, explain that since then questions must be related to sustainability. Here are some examples:

- Have you ever grown your own vegetables?
- Have you ever planted a tree?
- Have you ever bought clothes in a second-hand shop?
- Have you ever exchanged clothes at a swap event?
- Have you ever composted?
- Have you ever used carpooling transport?

Reflection and evaluation

At the end of the workshop, you can ask participants if they liked this game and why, if they feel more activated, if they would like to give some further explanation about some of the things they did…

It’s interesting to pay attention to if and how the answers of the participants change depending on their ages.

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Expected impact

This game makes participants get to know each other, and warms up the group. It can get people talking and creates a comfortable atmosphere.

- No difficulties foreseen or expected, usually people like this game and are ready to share their experiences.
- Have some questions prepared in case the participants are shy or just cannot remember good examples.
- Maybe some more extroverted people are more likely to stand up and share their experience.
- This game can be used in other contexts, for other purposes, e.g., for learning English, as it is a great method to learn present perfect tense.

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2. TROPICAL “BRAIN” STORM

Timing		20 min + 10 min of reflection
Short description		This is a brief activity to generate a general context about the carbon footprint, so that all participants have a general idea of what it is. All ideas and information will be generated collectively by all participants.
Goals		• To contextualise and defining the carbon footprint collectively • To create a general common understanding in the whole group
Resources	**Space**	Large room
	Materials	Flipchart (or white board), chairs

Process of the good practice

All participants sit in a circle in front of a flipchart or a whiteboard. Ask them to say words that suggest the term "ecological footprint" to them (you can also add words if you see that there are not too many ideas from the group). You will have to write on a whiteboard or flipchart all the words that come out during this brainstorming, so all participants can see them.

Once there are enough words, divide the group into two equal halves. Each subgroup should come up with a joint definition of “ecological footprint”. They can use the words they have already written. Give each group 5 minutes to do this.

Then, gather the group in a circle again. The two definitions should be put together, and between them, they should create a joint definition. Give them another 5 minutes. Write the joint definition on the board or flipchart and leave it up for the whole session.Then, when the group definition is ready, you can read out loud a formal definition of what “ecological footprint” is, and you can compare both of them.

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Reflection and evaluation

After finishing, ask the group these questions to guide the reflection:

- Was it easy for you to find words related to the ecological footprint?
- And create a definition from these words?
- And create a definition from two other definitions?
- How clear was the concept of ecological footprint to you, and how clear is it now?
- What subcategories of ecological footprint can you think of (carbon footprint, water footprint...)?

Expected impact

Participants will gain a joint understanding of the concept of ecological footprint. This background knowledge will be very useful for the following activities of this workshop, which deal with carbon footprint and water footprint.

- If the participants are short of ideas or do not have much knowledge on the subject, add your own knowledge.
- It is helpful if you look up some extra information on the internet before the activity, so that if there are any questions, you will be able to answer them.

Break!

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3. "FOODPRINT"

Timing	20 min + 10 min of reflection
Short description	In groups, the participants will try to organise different meals correctly taking into account their impact on climate change, based on their intuition. The results will then be compared with the actual impact.
Goals	• To understand the impact of the food industry on global warming • To compare the impact of animal products versus plant products on global warming • To understand the benefits of producing and consuming local products
Resources	**Space**: One large room **Materials**: • Tables and chairs • Cards with different foods (previously prepared) • Paper, pens, blue tack (or tape) and one flipchart

Process of the good practice

To prepare the activity, you will have to create cards where the next meals will be written (or printed with a picture). There will be 25 cards in total.

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Process of the good practice

Beef	Dark chocolate	Lamb	Coffee	Prawns
Cheese	Fish	Pork	Chicken	Eggs
Rice	Groundnuts	Cane sugar	Tofu	Milk
Oatmeal	Tomatoes	Wine	Wheat	Grapes
Barley	Peas	Soy drink	Bananas	Cabbage

Split the participants into 5 groups/couples (depending on the overall number), and distribute all the cards randomly among the groups. Also, cut a flipchart lengthwise into 5 pieces, creating 5 different long strips of paper. Each group should receive 5 foods and a long piece of flipchart.

They should place each card in the flipchart strip with blue tack or tape, according to the environmental impact they think the foods have on global warming in CO2 emissions. They have to organise them from the food with the most impact to the food with the least impact (only taking into account the production costs, and not the transport). They should use their ideas and intuitions (guessing) in order to build common knowledge, and they shouldn't use their smartphones.

Once every group is finished, they will present their results to the rest of the group, one by one. The other participants can give their feedback and opinion, and after each group's presentation, the facilitator will explain the correct amount of CO2 emissions. Also, you can share the number of litres of water used to produce one Kg of those foods.

Tell every group to keep their food cards, as they will be used in the next activity too.

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The foods, CO2 emissions and water are based in this table:

№	Food	Kg of CO2 per 1kg	L of water per 1kg
1	Beef	99,84	15.415
2	Dark chocolate	46,65	17.196
3	Lamb	39,72	8.763
4	Coffee	28,53	21.000
5	Prawns	26,87	3.515
6	Cheese	23,88	3.178
7	Fish	13,63	3.691
8	Pork	12,31	5.988
9	Chicken	9,87	4.325
10	Eggs	4,67	3.265
11	Rice	4,45	2.497
12	Peanuts	3,23	9.063
13	Cane sugar	3,20	1.500
14	Tofu	3,16	2.520
15	Milk	3,15	1.020
16	Oatmeal	2,48	48
17	Tomatoes	2,09	214
18	Wine	1,79	960
19	Wheat	1,57	1.644
20	Grapes	1,53	682
21	Barley	1,18	300
22	Peas	0,98	397
23	Soydrink	0,98	297
24	Bananas	0,86	790
25	Cabbage	0,51	237

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Sources:

https://watercalculator.org/water-footprint-of-food-guide/

https:/www.statista.com/statistics/1201677/greenhouse-gas-emissions-of-major-food-products/

https:/ourworldindata.org/food-choice-vs-eating-local

How are the previous figures calculated?
The **carbon footprint** of food is calculated by measuring the total greenhouse gas emissions (mainly CO_2, CH_4, and N_2O) from production, processing, transport, and storage. The **water footprint** measures the total freshwater used to grow, process, and deliver the food, including rainwater, irrigation, and pollution impact. For most foods, the production stage (farming or animal raising) contributes the most to both the carbon and water footprints. This includes emissions from fertilizer use, methane from livestock, and large water use for irrigation and animal feed.

Reflection & evaluation

Open discussion and debate. The next questions can serve as guide:

- What did the activity consist of?
- Was it difficult to organise the different foods accordingly?
- How did you feel when you were confronted with the scientific data?
- What information was the most surprising?
- How can we apply in our daily lives what we have learned?

Expected impact

By knowing the carbon and water footprint of different foods, participants may be more motivated to change their daily diet to become more sustainable.

HELPFUL TIPS

- Before the reflection, it can be very interesting for the participants to see the whole table with the CO2 emissions and water per food. You can display it in a projector, or draw it in a flipchart.
- Participants may ask some questions that require some technical knowledge, so it is recommendable to do a little research on the sources of the data in order to prepare for those questions.
- The cards can be more visual if they are printed with pictures of the food, rather than just the name written on them.
- During the next activity, you will continue to use the same groups and materials as in this one, so you can start immediately after finishing this activity.

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4. HEALTHY FOOD PRESERVATION

Timing		20 min + 10 min of reflection
Short description		The participants will explore different methods of food preservation and see how they can be used with different ingredients.
Goals		• To train and cultivate participants' interest and responsibility for healthy food preservation • To empower adults to engage in healthy food preservation • To provide adults with knowledge about health preservation techniques
Resources	**Space**	Large room
	Materials	• Tables, chairs • Cards printed with food preservation techniques (previously prepared) • Projector (just in case of preparing a powerpoint presentation with more information)

Process of the good practice

Keep the groups/couples from the previous activity. Each of the groups will have to use the five food cards they received in the previous activity.

Then, each group will be given an index card with 8 food preservation techniques and their elaboration. The information to be included on each card is as follows:

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Process of the good practice

Method	Preparation	Example of use
Freezing	Store a food at -18°C	Meat, fish, vegetables
Sterilisation	Bain-marie cooking of packaged food at +100°C for 10 minutes	Jams, sauces
Pasteurization	Heating packed food in a microwave oven until it gets 80°C	Milk, jam, sauces
Drying	Leaving food under the sun until it loses its water	Peppers, grapes
Salting	Prepare a mixture of 100g of salt per litre of water and cover food with it	Meat or fish
Marinade	Marinade food in 3 parts oil to 1 part vinegar	Vegetables, cooked meat or fish, seafood
Picking	Putting food inside vinegar with salt	Pickles, vegetables
Vacuum packaging	Removing all the air from a packaged food with a vacuum machine	Vegetables, meat, fish, leftovers

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Process of the good practice

Once you have distributed the cards, the group should discuss which are the most suitable preservation methods for the ingredients they have. There can be one or more.

All the groups should have finished after 5 to 10 minutes. Then, gather all the groups in a large circle, where they will have to share their work one by one. The rest of the participants can make any comment on anything after the presentation of each group.

Reflection & evaluation

Open discussion and debate. It can be guided with these questions:

- What did this activity consist of?
- What natural preservation method have you used before?
- What natural spices/herbs do you use to improve the taste, nutritional value and preservation time?
- How are food preservation techniques useful for the climate?
- Are some preservation techniques more sustainable than others? And healthier?
- How can we apply what we have learned in our daily lives?

Expected impact

By raising awareness about how to correctly preserve food, participants will feel more motivated to buy seasonal local products, reducing the impact of carbon footprint, and improving their diet by reducing our dependencies on processed food.

- Some participants are likely to have little or no culinary knowledge. In this case, the facilitator should learn about food preservation techniques to be able to answer questions.
- It can be very enriching to prepare a powerpoint presentation on the different methods of food preservation, in case participants want more information.
- Older people will usually have more knowledge about cooking and food preservation than younger people, thus providing an opportunity for knowledge exchange.
-

Break!

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5. YOUR CARBON FOOTPRINT

Timing	25 min + 5 min of reflection
Short description	A carbon footprint calculator will be explained by the facilitator, and then, in pairs, participants will calculate their ecological footprint. There will be a reflection in which they will try to find solutions to alleviate the feeling of climate anxiety.
Goals	• Raise awareness of the impact that each person has on the planet. • To seek solutions to the problem of climate anxiety.
Space	Large room
Resources **Materials**	• Tables and chairs, projector, “main” laptop • Laptops or smartphones (one per couple of participants) • Link to web: https://www.footprintcalculator.org/home/en (you can translate the web through the Google Web Translator, or directly if your language is shown in the same website)

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Process of the good practice

First, divide the group into couples. It is useful to mix participants of different ages.

Then introduce the FootPrintCalculator website on the projector, and explain to the participants its purpose - calculation of a person's carbon footprint. It takes into account many different factors, such as household spending, means of transport, food etc. Ask participants if they know any similar resources.

Start with an example based on yourself, or any of the participants if there are volunteers. Show on the projector how the whole process is done until you see the final result.
You will also have to explain the concept of "Earth Overshoot Day", which is the day when the Earth uses up the resources it has available in a year. More information here: https://overshoot.footprintnetwork.org/

After having explored how the tool works, ask the participants to try it. On their own smartphone or laptop, they should go through the whole process again on the same website. They can choose to do it starting from one of the partners, or choose a midpoint.

When everyone is finished, create a big circle with chairs to compare the results between the whole group.

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Reflection & evaluation

Compare the results of all participants. Afterwards, you can use these questions for reflection:

- Did you find the carbon footprint calculator tool useful?
- Was it easy for you to work in pairs with this online tool? Why? (Note the differences between different ages)
- How many of you have reached Earth Overshoot Day? Did you know about this concept?
- Despite leading a sustainable lifestyle, why do you think we generate so much waste? Why don't we change our travel habits? How can we do our bit to become more sustainable?
- How did this activity make you feel? How could we improve this feeling of powerlessness, helplessness or climate anxiety?

It is important to leave enough time to finish this reflection, because concepts related to climate anxiety will come up. Let the group express themselves, exchange tips and knowledge, and write them down if necessary.

Expected impact

Participants will learn about a useful tool to raise awareness of our own impact on the planet. They will work on concepts such as climate anxiety and, as a group, they will try to find solutions for when a person experiences this feeling.

- Keep in mind that this activity will use new technologies, so it is important that in each pair there is one person who is competent enough to use the web calculator properly, and to guide the other person if necessary.

- When talking about climate anxiety, you should do some research beforehand, as it is generally a concept that is not well known in general. With the information you have gathered, you can guide participants' opinions.

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3RD WORKSHOP

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WORKSHOP 3

Climate Change and Sustainable Living

OVERALL

The last workshop leads us towards individual actions and proposes a more sustainable lifestyle. After the team building activity, the activity *Then and now* explores the changes in ways we lived in the past and now. Exploring different models and concepts such as sustainable development goals can help us on a journey to a more sustainable life.

Sustainability: Sustainability is a broad concept that refers to the ability to maintain or improve the quality of life for current and future generations without consuming natural resources or causing severe ecological damage. It encompasses environmental, economic, and social dimensions, aiming for a balance between human needs and the health of the planet. The goal of sustainability is to create systems that are resilient, adaptable, and capable of supporting long-term ecological balance.

Sustainable development: The most common definition is: *"meeting the needs of the present without compromising the ability of future generations to meet their own needs"*. (The United Nations Brundtland Commission, 1987). It was first used as an economical term for growth and progress we want to achieve.

Sustainable lifestyle: A sustainable lifestyle involves making choices and adopting habits that reduce environmental impact, promote social equity, and support economic viability. Sustainable living means to minimise use of Earth's resources and reduce the damage of human and environmental interactions.

Sustainable development goals: The Sustainable Development Goals (SDGs) are a collection of 17 interlinked global goals designed to be a "blueprint to achieve a better and more sustainable future for all." Adopted by all United Nations Member States in 2015 as part of the 2030 Agenda for SustainableDevelopment, the SDGs address global challenges, including poverty, inequality, climate change, environmental degradation, peace, and justice.

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WORKSHOP 3

Climate Change and Sustainable Living

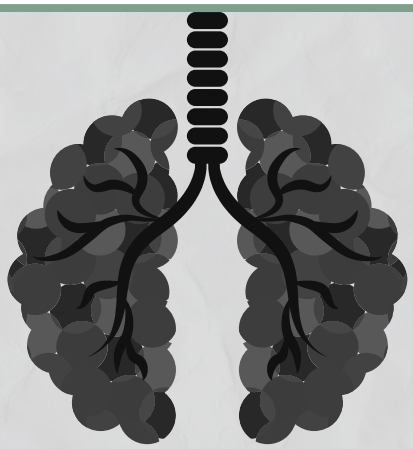
Additional information

Planetary boundaries: Nine aspects that humanity needs in order to thrive in the future. It provides an illustrative tool to track and evaluate how we are depleting the Earth's valuable ecosystem services and precious systems.The humanity already transgressed at least three.

Resources:

https://earth.org/what-is-sustainability/

https:/sdgs.un.org/goals



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WORKSHOP 3

Climate Change and Sustainable Living

3rd workshop	3 hours	6 – 20 participants
Welcoming and presentation of the day	20 min	
1. Two sustainable truths and a lie	20 min	
2. Then and now	60 min	
Break	20 min	
4. A job well done	40 min	
Evaluation of the workshops	30 min	

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Welcoming and presentation of the day

1. TWO SUSTAINABLE TRUTHS AND A LIE

Timing	15 min + 5 min of reflection
Short description	Participants will share two truths and one lie about themselves, and other participants have to guess which ones are the true statements.
Goals	• Create an atmosphere of relaxation, harmony and trust within the group. • To raise awareness of the importance of the daily actions that we already do regarding sustainable practices.
Resources	
Space	Outside in a private space (patio, garden...) if good weather, or inside in a large room
Materials	Paper (small pieces), pens

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Process of the good practice

This is a version of the game “Two truths and a lie” adapted to work on the Sustainable Development Goals.

Each participant will write down on a small piece of paper two truths and a lie about him/her, which will be personal aspects related to topics like environment, sustainability or good practices relating to climate change. For example:

- I buy second-hand clothes
- I have participated in a tree planting
- I use public transport on a daily basis

Participants will move around the room looking for a pair. When they find their pair, one person will share his/her truths and lie, and the other one will try to guess which one is the lie. This process is done both ways. When the couple is finished, they will move around again to find another pair.

Another option, if the participants don’t feel comfortable moving around, is sitting all the group in a circle and playing one by one.
This activity is useful to introduce a short reflection, questioning which practices have been repeated the most, the actions that most people have shared...

Reflection and evaluation

Open discussion and questions to participants:

- How have people felt while sharing their truths and lies?
- How did people feel when trying to guess?
- What emotions did they experience?
- What did each person talk about?
- What were the most shared actions or aspects?

Expected impact

Participants will get to know each other better, and will be more aware of the daily actions that they do regarding climate change. Sometimes, we don’t really consider what we already do.

It may happen that some participants will need too much time to think about their two truths and one lie. In that case, the facilitator can help them with some suggestions.

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2. THEN AND NOW

Timing	40 min + 20 min of reflection
Short description	Participants will write down what some aspects of their lives were like when they were children. In groups, they will share them, followed by a discussion on the importance of climate and other social factors in the human development of people of different generations.
Goals	To become aware of how people's lives change depending on the historical moment in which they have grown up.
Resources	**Space**: One large room **Materials**: • Tables and chairs • Paper, pens, whiteboard/flipchart, markers

Process of the good practice

Divide the participants into groups of 3-5 people.

The following chart will be displayed on a flipchart or whiteboard. Afterwards, each participant will be given a sheet of paper with a template like the one which is shown in the next chart. Individually, they will have to write down what the six aspects shown were like for themselves when they were children. They will have 15 minutes to do this. They don't need to write whole sentences, just some ideas and key words to help them remember.

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What was it like when you were a child? (Participants can look at the suggestions listed below to elaborate their response)

Your town/city	Population, street furniture, public transport, green areas, height of buildings, air quality...
Your summer holidays	Places, means of transport, accompanying persons, activities, season, budget, climate...
Your Christmas holidays	Plans, weather and amount of snow, type of gifts, food for lunches and dinners, number of people in the family...
Your free time	Games and activities, locations, means of transport, size of group of friends, meeting times, etc.
Your diet	Food, method of preparation, type of packaging, origin, place of purchase, own cultivation...
Your school	Class size, means of transport to get there, canteen food, recreational games, type of pupils, public or private...

Once all participants in the group have finished, they will share each category one at a time: first they will share what their locations were like, then their summer holidays, and so on.

When all the groups have shared their experiences, I form a circle for general reflection.

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Reflection & evaluation

Open discussion and debate with the whole group. The next questions may be helpful:

- How did you feel when you were sharing your past?
- What was the most surprising for you from other's experiences?
- Have you noticed any kind of evolution/change depending on the actual age of the participants?
- Do you think climate change has a role to play in this evolution?
- What other factors are important?
- If there is an evolution, what or who is responsible for these changes?
- Should we try to reverse this evolution, and what could we as individuals contribute to do so?

Expected impact

Participants will reflect on what some aspects of their lives were like when they were children and will be able to compare them with others. Along with reflection, this will allow participants to become aware of the importance that climate change plays in the development of our lives, depending on which generation we belong to.

- Time management is important. If they stay too long writing or sharing their experiences, the activity will become too long, which is not dynamic.
- Make sure that all participants understand what is at stake and what it's about. You can check about this while they are writing about their experiences.
- The discussion that can be generated during the reflection is very interesting as it touches on issues that have an impact on the participants personally. Therefore, the facilitator should encourage active participation in the reflection.
- Sufficient time should be allowed for a full discussion: at least 15 minutes
- Depending on your group, you can allocate less or more time to this activity. Time can vary depending on how willing are your participants to share their past.

Break!

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3. A JOB WELL DONE

Timing 30 min + 10 min of reflection

Short description In small groups, participants will tell a personal story that shows sustainable practices, and the rest of the participants will have to identify them with the Sustainable Development Goals (Agenda 2030).

Goals

- To link the SDGs to actions we take in our daily lives
- To train storytelling skills and talk about ourselves
- To get to know more about the personal lives of other participants

Space One large room

Resources

Materials

- Tables, chairs, sheets of paper, pens
- Projector (if necessary) to show the SDGs
- One sheet of paper with the SDGs for each group
- This image should be downloaded and printed for every group in your national language.

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Process of the good practice

First of all, do a brief review of the 17 SDGs. You can show a poster, and an image from the internet with a projector... Make sure that a bit of information about what each of the SDGs is about is shared.

Then, divide the participants into groups of 3 or 4 people maximum. Each group sits at a table. On each table there should be a sheet of paper with a picture of the 17 SDGs.

Each participant will tell a personal story for a maximum of two to three minutes, with a positive outcome (stories at work, personal anecdotes, things that have happened to them in the past, where they feel they have had a positive impact on a community, collective or other person). When the person is telling the story, the rest of the participants should listen without interrupting.

The other participants should write down the Sustainable Development Goals that are related to the story while the other person is talking. For example, if the person is talking about riding a bike, you can write down the 12th SDG (Sustainable communities). Keep in mind that the speaker doesn't need to say which Sustainable Development Goal is related: it's the task for the listeners.

When the person telling the story finishes, the SDG connected to the story is chosen by the group. Continue until everyone in the group tells their stories.

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Reflection & evaluation

Open discussion. Some questions for orientation:

- Has it been easy or difficult to find a story about you that talks about sustainability? Why?
- How did you feel talking about yourselves?
- How did it feel to listen to others?
- How did you find it to look for Sustainable Development Goals to feature in the story? Easy or hard?
- Do you think that we should be more aware about the Sustainable Development Goals? Why? What can you do to be more aware?

Expected impact

Participants will be able to see that the Sustainable Development Goals are not something distant to everyday life or something invented by political elites, but that our lives are closely related to each of them.

They will also begin to appreciate that the small actions they do in everyday life can also be good sustainable practices and will recognise their own efforts.

- Some participants may find it difficult to find a story, therefore, the facilitator should support them.
- There may be participants who have speech difficulties. In this case they can write a story during the activity and have another participant read it at the end.
- It can also serve as a group awareness or cohesion dynamic, as it allows participants to share things about themselves with others.
- If working through the SDGs results in too much information for the group, you can skip this part, and only focus on sharing stories where the participant created a positive and sustainable outcome.

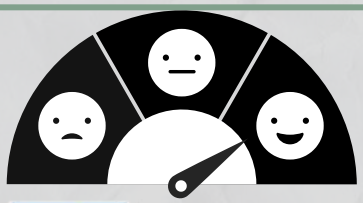

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Photo Collage

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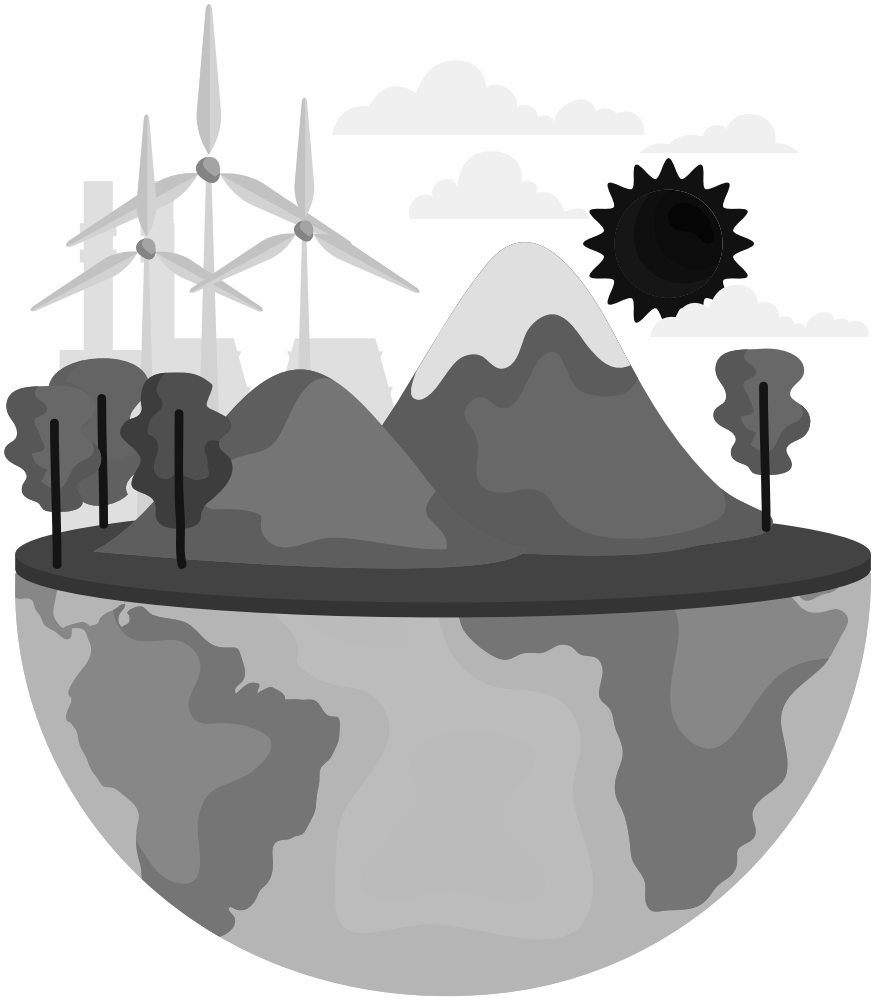

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