

ERASMUS+

YOUTH WORKER MOBILITY

PROJECT “EDU environmentally”

Training course

In this document, you will find implemented 7 days (21.-27.08.2022) training program activities description. Non-formal education training course held in Balvu city (Latvia) gather 24 participants from Romania, Italy, Hungary, Greece, Spain, Turkey, Croatia and Latvia, two experienced trainer from Latvia Sergejs Andrejevs and Croatia Oliver Linzbauer.

The project “EDU environmentally” aim was to develop concern and awareness among youth workers about environmental education and environmental associated problems and commitment to work with youth towards a solution of current environmental problems and prevention.

Objectives of the project:

- Equip youth workers with knowledge, attitude, and skills toward environmental education: Knowledge: to give space to exchange knowledge between youth workers to gain a variety of experiences and acquire a basic understanding of the environment and its associated problems Attitudes: to give space to exchange attitudes between youth workers to acquire a set of values and feelings of concern for the environment and the motivation for actively participating in environmental improvement and protection. Skills: youth workers to acquires the skills for identifying and solving environmental problems.

- To create an awareness among youth workers on environmental problems and conversation,

- Through future participants activities, based on environmental competence provide youth with opportunities to acquire the knowledge, values, attitudes, commitment, and skills needed to protect and improve the environment,

- To create new patterns of behaviour of youth workers and following youth, society towards the environmental education.

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More information about the project you can find:

<https://erasmus-plus.ec.europa.eu/projects/search/details/2022-1-LV02-KA153-YOU-000060714>

TIME / DATE	20/08/2022	21/08/2022	22/08/2022	23/08/2022	24/08/2022	25/08/2022	26/08/2022	27/08/2022	28/08/2022
	0 th Day	1 st Day	2 nd Day	3 rd Day	4 th Day	5 th Day	6 th Day	7 th Day	8 th Day
08:30- 09:30	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST
09:30 - 11:00	Arrival of participants	Welcome, small introduction, Natural object that represents you, Land art	MAP OF THE SURROUNDINGS	Environmental ROUND TALK	The sustainable leadership	Cardboard furniture - idea presentation & design	Permaculture introduction	Presenting enviromental education program and evaluation of the program	Departure of participants
11:00 - 11:30		Coffee break	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break	
11:30 - 13:00		Introduction of the program Expectation, contribution, concerns	NATURE MANDALA	Sustainability - what is it?	Plan your dinner	Cardboard furniture - production	Permaculture zone planning	Open space	
13:00 – 14:00		LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	
14:00 - 15:30		Team building	MEDITATION WITH TREES	Exchange of good practices, EE and Youth work	Free time	Cardboard furniture - presentation of products, evaluation, and meta science	Preparing enviromental educational program for youth	Last questions	
15:30 - 16:00		Coffee break	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break	
16:00 – 17:00		ERASMUS+ program Principles of non Formal education	THE RIVER OF LIFE	ECO school presentationa	Free time	Ecological footprint	Preparing enviromental educational program for youth	Learning testimony Final Evaluation Closing circle, Youthpass	
17:00 – 17:30		Evaluation groups	Evaluation groups	Evaluation groups		Evaluation groups	Evaluation groups		
18:00 – 19:00		DINNER	DINNER	DINNER	DINNER	DINNER	DINNER	DINNER	
21:00 - 00:00			Free evening	Intercultural evening	Intercultural evening	Movie night	Table game evening	Free evening	

Day 1

1.session – Welcome, small introduction, Natural object that represents you, Land art

Learning outcomes

Describe yourself in a creative way, look for connection between you and nature, share a story

Description of activity

The group meets in a circle. The facilitator asks the participants to go individually to explore natural objects and select an object from nature that calls their attention for some reason. Once everyone has found their object, the team meets in the circle and the facilitator invites the participants to introduce themselves, say their name, country and present the chosen natural object and the reason why they chose it. They are also encouraged to share something personal and connect it with nature. For example, one person may take a shell, share their passion for the sea and narrate a story from their childhood or talk about the sound of the waves.

Land art. Before an introduction to the concept of land art. Land art is an art form that is created in nature, using only natural materials such as soil, rocks, logs, branches, leaves, water and other items. Rather than sculptures being placed in the landscape, the landscape is the means for the creation of a sculpture. Land sculpture works frequently exist in the open, located well away from civilization. After the piece of art has been created it is left to change and erode under natural conditions. Participants need to create a composition in nature that uses only natural elements. They should start making their composition with the object they chose earlier. Afterwards everyone walks around and looks at all the compositions – the land art exhibition.

Materials needed

Place outside

Comments

2.session - Introduction of the program, Expectation, contribution, concerns

Learning outcomes

Getting to know program, finding out expectations, concerns and contribution, setting learning goals.

Description of activity

Trainer presents program to the participants. Participants are writing to the Post-it their expectations, concerns and contributions, then share it in smaller group and place it on a wall.

Each participants need to set up minimum three learning goals following SMART structure:

- “S” Specific: What will be accomplished? What actions will you take?
- “M” Measurable What data will measure the goal? (How much? How well?)
- “A” Achievable: Is the goal doable? Do you have the necessary skills and resources?
- “R” Relevant: How does the goal align with broader goals? Why is the result important?
- “T” Time-Bound.

Participants sharing with others in smaller group what are their learning goals.

Materials needed

Pens, Post-it, A4 papers

Comments

After participants share their expectations, concerns and contributions in smaller group if there is time each group can say group summary about expectations, concerns and contributions.

3.session - Team building

Learning outcomes

Development of group dynamic

Description of activity

Participants stay in a circle, then each participant choose two people and after trainer says start participants need to stay between those two people. After while trainer invent new rule, if the trainer touch somebody, that person need to freeze. In a second round, trainer is freezing participants, but other participants can unfreeze them.

Questions for reflection:

How it was? What was happening in all three stages? If it is possible to apply to real life situation? What we can learn for this task?

Making rules.

Materials needed

No need for materials

Comments

If needed there can be more team building activity before proposed one.

4.session – ERASMUS+ program, Principles of non Formal education

Learning outcomes

Learning opportunities of ERASMUS+ projects in youth field, understanding of non-formal education.

Description of activity

Trainer presents different opportunities of ERASMUS+ Youth projects for youth and for organisations, aspects of the program.

Presentation of Non-Formal education: What it is?, Concept of life-long learning, Non Formal education methods, Principles of non-formal education, Kolb learning circle, Learning zones etc.

Materials needed

Flipchart paper, markers

Comments

Explanation about non-formal education is important that settle ground for methods used for future days.

Day 2

1.session – Map of the surroundings

Learning outcomes

To observe nature, to get to know the surroundings (to create a map)

Description of activity

MAP OF THE SURROUNDINGS

At first put a stone in the middle of a place you want to discover. Ask group of three participants to bring two sticks each, one longer than their arm, second one half of the size.

They put it on the ground creating a circle divided into small pieces, like pizza. Long sticks divide the circle into pieces and short ones create a boarded or a circle. Each group chooses one piece of the circle. Then they turn around and walk for about 50 meters ahead in the straight line from the circle. After each few steps (10 meters) they stop and collect:

- A piece of nature that is characteristic for this area, for example an oak leaf, moss, stones. When they collect 5 objects, they come back the put it into the circle – the things that were closer they put close to the middle of the circle. When all participants put there pieces of nature in the circle, a map of this area will be created, with typical plants and characteristics. Primeval people used this method to have better orientation in the space and to know where to go when they needed something.

- Sound map, the task is to listen to the noises and sounds of nature and then picture them on the separate piece of paper. If someone hears a bird he/she should draw a bird on their piece of paper. It is important to put the drawing symbolizing the sound on the paper.

- Forest cocktail - aim of the task to discover nature by smell, to recognize different smells, to create your own mix of smells. Every group gets own cup. Inside of the cup they will make a smell cocktail. They should look for a piece of stick with which they can smash ingredients of a cocktail. They can put whatever they want, smash it and pure some water inside. Then they can share a smell cocktail with others. At the end each group presents their results.

Materials needed

Nature, pens and A4 paper

Comments

For activity you need to choose some park or forest area

2.session - Nature mandala

Learning outcomes

Explore the oneness with nature, be creative, express and discover new perspectives

Description of activity

The group meets in a circle and the facilitator explains the meaning and the symbolism of mandala. Trainer explains that they will work together to create a mandala out of natural elements, symbolising and enacting our connection with nature. They will work together in silence. The group is divided in 4 people per group and scatters around the area gathering natural elements in order to create a mandala related to the topic (connect with nature). The intention is to collect things only by moving them from one place to the other, without cutting or destroying anything. The participants start moving slowly with consciousness and they observe their connection or their invasion to the natural world. They start looking for elements exploring the energy in them, their story and their strength. The facilitator reminds the teams to respect the elements they find and when they collect them from their original place, they are encouraged to thank them. Once they have collected everything they need, they meet and without speaking they start creating a mandala with the elements of the Earth, trying to add another perspective other than what they had in mind when they first chose them. When they finish they spend some time talking about their mandala and reflecting. In the end, the groups offer the mandala to the place that hosted them as a gift.

Questions for reflection: What happened during the making of the mandala between you and the group, and between you and nature? What would you do differently if you could do it again? What did you learn from this activity? How are you going to use it in your everyday life?

Materials needed

Nature

Comments

Task can be done also individually and then afterwards shared in smaller group.

3.session - Meditation with trees

Learning outcomes

Connect with the elements of nature, develop communication with a non-human being, calm down the mind and train intuition

Description of activity

Trainer explains what need to be done in following time. Walk around in silence, allowing themselves to be guided by intuition until one of the trees calls you. Find a tree friend, introduce themselves to the tree (it does not need to be out loud, trees are very advanced and wise beings), and ask permission to approach it. If the tree gives its permission, you get closer and “make contact”. You can caress or hug it, place your forehead on its trunk, bring your body closer and observe what happens. Sit comfortably on the ground, and observe the details of the surroundings. Bring your conscience to the roots of that majestic being, which

are usually as large as its visible part. Then you observe without judgment your own roots... How they are? Do they allow you to grow tall? Now it is time to reflect on the trunk. You can observe the signs of its growth, its strength, and what supports it, and observe in your lives what it is that supports you and gives you strength. You can think about the tree trunk of your life here and now. Now you raise their eyes to the crown of the tree. What is there? Are there fruits, or seeds, in this season? Observe the different branches of your own life. What expresses your connection to the sky? What are the flowers, fruits, and seeds of your life? Remain quiet for a while, in silence, without doing anything just being there...

Before leaving, you can ask if the tree has something to tell You. Ask and listen. Staying quiet and accepting what comes, without trying to rationalise whether it is the tree or their own state of mind that answers. It doesn't matter really! Before leaving it is important to thank the tree, in whichever way feels right.

Questions for reflection: What has this activity meant to you?, What did you learn?, What is the meaning of the roots, trunk and crown in your life?, Would you like to share something of your relationship with the trees?

Materials needed

Prepared papers with instructions for participants

Comments

Video - https://www.youtube.com/watch?reload=9&v=69_cSMnhqRc&feature=youtu.be

Method description page 31-35 - [https://www.salto-](https://www.salto-youth.net/downloads/toolbox_tool_download-file-2108/Book-Design-view.pdf)

[youth.net/downloads/toolbox_tool_download-file-2108/Book-Design-view.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-2108/Book-Design-view.pdf)

4.session – The river of life

Learning outcomes

Connect with oneself and planet Earth Stimulate sharing among participants Trace the origins of personal motivation

Description of activity

The trainer invites the group to sit in a circle and close their eyes. The trainer leads the team to a guided meditation introducing life conceptualised as a river, with plains, waterfalls, fields of flowers, obstacles and amazing views.

The facilitator then provides a sheet of paper for each participant and asks them to take a trip into nature alone. On this trip, the group should reflect on what events brought them to this moment and this project. It may be related to mindfulness, nature or any other input that the participant feels is relevant.

What makes you who you are at this moment? What story does each river tell? How was the experience of comparing your life with a river? What did you discover about the events that have brought you here today?

Materials needed

Pens, A4 paper

Comments

Day 3

1.session – Environmental round talk

Learning outcomes

Present and share opinions about the environment and environmental problems

Description of activity

Participants are split into two groups of similar size and create two circles – an outside circle and an inside circle. Participants in the circles sit facing each other. Each participant has one person facing them to have a discussion with. Pairs speak on the given topic for a limited

time 5 minutes. After the end of every topic participants change their pairs – participants in both circles circulate to the right side and on the signal (stop!) they stop in front of another player and in this way form a new pair to discuss a new theme. Topics for discussion are connected to environmental education – Pollution, Global Warming, Natural Resource Depletion, Waste Disposal, Climate Change, Loss of Biodiversity, Deforestation, Ocean Acidification, Water Pollution, Urban Sprawl, and Public Health Issues.

After activity discussion in the group.

Materials needed

No materials needed

Comments

Activity is good for starting go deep into topic.

2.session - Sustainability - what is it?

Learning outcomes

Understanding about sustainability and how it connect to different life areas and fields.

Description of activity

Using brainstorming participants are introduced to the term Sustainable. Through trainer facilitation participants diverge into perm culture definition of sustainability, exploring sustainability thru terms of energy, water, waste, construction, food, economy, ethics and social dimension. Trainer converges the facilitation connecting the sustainability with leadership.

Materials needed

Flipchart, markers, paper, post its

Comments

3.session - Exchange of good practices, Environmental Education and Youth work

Learning outcomes

Knowledge about different good practices in different countries

Description of activity

Each partner country participants preparing and presenting good practices from their countries regarding environmental education. Participants already was asked look for good practices before arrival to training course.

During presentation they need to answer on questions: Why?, What?, For Whom?, So What?

Materials needed

Computer, projector

Comments

4.session – ECO school presentation

Learning outcomes

Knowledge about environmental education movement

Description of activity

Inviting guest speaker about in ECO school movement in Latvia

Materials needed

Computer, projector

Comments

Day 4

1.session – The sustainable leadership

Learning outcomes

Gained competence to become sustainable leader in environmental education.

Description of activity

Participants are presented with a self-assessment tool combining the leader competence in main 4 areas: communication, facilitation, group management, team work. Everyone gets a chart-tool and has time to self-asses their skills and pick 3 skills they want to improve in next 3 months. After assessment, discussion follows. They are grouped by 3, in a small discussion groups, and change groups on every question asked. The questions follow: in which situation is it EASY for me to use the skill / in which situation is it CHALLENGING for me to use the skill / why are these skills INTERESTING for me / how do I recognize I use the skill in a good way EFFECTIVELY / when do I have the opportunity to PRACTICE the skill / how do I know I MASTERED the skill? Discussion at the end what is sustainable leader, what are characteristics of sustainable leader.

Materials needed

Pens, A4 paper, flipchart paper, markers

Comments

2.session - Plan your dinner

Learning outcomes

Awareness about environmentally friendly practice during meal preparation

Description of activity

Participants are divided into groups of 4. There are magazines displayed from local shops. The task is to plan the dinner for the group of four people, using products seen in magazines. The budget is 20 EUR. Each group presents their selection, and discussion follows. Questions during discussion are related to environmental issues of the selection: where are the products coming from / are they grown locally / is the packaging of the products recyclable; etc.

Materials needed

Pens, A4 paper, magazines from local shops

Comments

This activity is possible to implement giving opportunity for participants cook dinner for entire group based on prepared menu.

3. – 4.session - Free time / reflection time

Learning outcomes

Reflection about learning

Description of activity

Participants have free time reflect about previous day learned

Materials needed

No need for any materials

Comments

After three days training course it is needed for participants to give time for them to reflect what happens in previous days.

Day 5

1.session – Cardboard furniture - idea presentation & design

Learning outcomes

Exploring environmentally friendly practice

Description of activity

Trainers present the cardboard furniture activity. Participants are divided into groups of 4. Activity consists of 3 parts: design, production, evaluation. The participants get as much cardboard and glue they need. The idea is that the furniture is simple, easy to make, can be used in everyday life, and solves a problem the participants encountered. Time for the design of the idea. The participants can sketch their ideas and after present idea to other participants, receiving Feedback.

Materials needed

Pens, A4 paper

Comments

Need to keep in mind and remind participants to find out problem that furniture will solve.

2.session - Cardboard furniture - production

Learning outcomes

Exploring environmentally friendly practice

Description of activity

Production of the cardboard furniture.

Materials needed

Cardboard, glue, scissors, scalpels

Comments

Cardboard are collected from local shops.

3.session - Cardboard furniture - presentation of products, evaluation, and meta science

Learning outcomes

Exploring environmentally friendly practice, evaluation of the process

Description of activity

Evaluation of the cardboard furniture. Each group presents the product they made and its utility. The products can be evaluated using a set of questions, and the participants decide on the winning product (best idea, best design, best craftsmanship). Trainers facilitate the reflection of the process using a set of questions connected to sustainable leadership: what were the critical decisions in the process / how did you decide on critical decisions / who was the leader / why / what were the roles of other team members / were there any difficulties in the process? Meta science: trainers enforce the view of the working group from 3rd perspective, as a bystander. Crucial points of the process are presented, as well as the view of the group dynamic.

Materials needed

No materials need

Comments

4.session – Ecological footprint

Learning outcomes

Acknowledgment about ecological footprint and actions need to be taken to decrease ecological footprint

Description of activity

The concept of the ecological footprint is presented to the participants. Each participant calculates his/hers own ecological footprint. The metric is explained, and interesting data from around the globe is presented - average ecological footprint in EU, average ecological footprint in Africa, ecological footprint in urban areas, ecological footprint in rural areas. Discussion in groups of 4 follows, with trainers facilitating the following questions: what would you first do to reduce the ecological footprint / what do you think is the easiest / what

do you think is the hardest / what are the action points you can do in your community to reduce the ecological footprint? After each participant work individually and plan how they can decrease in a future their ecological footprint.

Materials needed

Projector, computer, internet connection, personal mobile phones

Comments

Day 6

1.session – Permaculture introduction

Learning outcomes

Competence about permaculture concept

Description of activity

An introduction to permaculture is given through an example of the chicken's needs, products, behaviour, and characteristics. Basic principles are presented, as well as the areas of the perm culture which go far beyond the agriculture itself. A connection to sustainability is established, as well as how perm culture can answer the growing need for green solutions.

Materials needed

Flipchart paper, markers

Comments

Permaculture is one of the important concept when we explore environmentally friendly practices

2.session - Permaculture zone planning

Learning outcomes

Competence of permaculture zone planning, awareness about it

Description of activity

The concept of permaculture zones is presented. Participants are divided into groups of 3. The task is to design the permacultural zones around a house they live in. Parameters are given: plants they can grow, location parameters (orientation to north, hours of sunlight, precipitation), needs of the homeowners. Results are presented and commented by the participants and the trainers.

Materials needed

Pens, A4 papers

Comments

3. – 4.session - Preparing environmental educational program for youth

Learning outcomes

Competence of creating method and program

Description of activity

Participants are presenting different fields of environmental education. They need to choose one of them. Participants in team chosen by the topic create environmental educational program for youth.

Materials needed

Pens, A4 papers

Comments

Trainer can prepare in advance open goggle doc, where participants can write in electronic format result of their group work.

Day 7

1.session – Presenting environmental education program and evaluation of the program

Learning outcomes

Competence for implementation of activity

Description of activity

Participants have opportunity to implement their activities prepared in previous days.

Participants got Feedback from trainers regarding their program, they are improving their programs.

Materials needed

A4 paper, pens, flipchart paper, markers

Comments

Important part is feedback.

2.session - Open space

Learning outcomes

Take initiative and implement it

Description of activity

Environmental educational activities proposed by participants

Materials needed

A4 paper, pens, flipchart paper, markers

Comments

In the first day of training is good to explain for participants what it is and tell them that it is also place for their contributions.

3.session - Last questions

Learning outcomes

Description of activity

In the beginning participants are given time individually to think about what they are still missing. Last questions, last topics to be discussed initiated/proposed by participants.

Participants are reminded about first day learning goals.

Materials needed

A4 paper, pens, flipchart paper, markers

Comments

4.session – Testimony Final Evaluation Closing circle, Youthpass

Learning outcomes

Learning and logistics evaluation

Description of activity

Testimony for future plans. Participants watch Hero's journey video

(<https://www.youtube.com/watch?v=Hhk4N9A0oCA>) after video participants asked to compare Hero's journey with training course and asked in goggle online document write what will be their resolution when they will return back home.

Online evaluation form

Offline evaluation

- Evaluation Pizza: each slice of the pizza will focus on one aspect of the project – Food, Accommodation, Workshop, Facilitator(s), Venue, Group, Guest speaker – and participants will be asked to put a symbol (a personal one used for all the flipchart) in the slices. The more they appreciated how the “topic” was managed” the nearest to the center they will put their symbol.

- Thermometer of appreciation/contributions: in this flipchart there will be a thermometer from 0 till 10, participants will be asked to put their symbol in the mark they want to give to the project and they can also leave comments/suggestions.

- Learning Flower: each petal of the flower will contain a "title" - Interpersonal, intercultural and social competences, Communication in foreign language, Cultural Expression, Learning to Learn, Erasmus + Programme and Non Formal Education, "topic(s) of the project" - participants will be asked to leave comments on how they improved their knowledge/skill regarding each topic.

d) Mood of the week: participants will be asked to put their symbol under the Emoticon that represents their mood of the week.

e) Constructive Feedback: this flipchart will contain the name(s) of the Facilitator(s) and participants will be asked to leave comments for him/her/them.

Closing circle - each participants choose one Dixit card and share anything what she/he want to share with others about that week.

Youthpass - giving first part of Youthpass

Materials needed

Flipchart paper, markers, Dixit cards

Comments

Summary from online evaluation form

In this part there will be presented answers on some questions from the evaluation form:

- *Name one or more methods or session, that you liked the most*

Permaculture; Meditation, Mandala, Team building, card board furniture, footprint, ecoschool; Ecological Footprint; Leadership; Visiting a local farm; Cardboard Crafting, Tree Meditation, Leadership Quadrant; All second day activities and environmental round talk; Meditating with the trees.

- *Name 3 most important things you have learned*

Permaculture, footprint measurement, environmental situation in other countries; Team building, leadership and environmental education; Ecological Footprint, Eco-school, Permaculture; Life planning Creativity Eco friendliness; Teamwork Waste management Eating green for environment; My carbon footprint, permaculture, teamwork; We need to live more eco friendly, we can make things from cardboard, we need to think more about food package; Examples of non formal education, good practices; The fact that the objectives must be SMART, how a leader should be and how to live in such a way as to take care of the environment and maintain sustainability; 1. Everyday things that I can change for helping the planet. 2. Interesting things about other countries policies connecting with the environment. 3. How can I relax and mediate in the nature; Veg food is healthy, good for environment, waste management, cold showers are also good; I developed my analytical and critical thinking, and new methods how to organise education lessons; I'm more concerned about environmental problems and actions to take to try to protect the environment. I'll also try to recycle more and appreciate the green spaces around me.

- *Did you improve your competence (knowledge, skill, attitude) regarding environmental education?*

95,5% of participants on this question answered Yes.

- *I got awareness on environmental problems and have conversation about it*

100% of participants on this question answered Yes.

- *There was space to exchange knowledge between participants to gain a variety of experiences*

100% of participants on this question answered Yes.

- *I have developed ideas for non-formal education activities within environmental education to be organized for young people*

95,5% of participants on this question answered Yes.

- *I acquire a set of values and feelings of concern for the environment and the motivation for actively participating in environmental improvement and protection*

90,9% of participants on this question answered Yes.

- *I have become more capable and competent in my work with young people, especially in the topic of environmental education, and I am ready to share my knowledge with communities and organizations who work with young people.*

100% of participants on this question answered Yes.

Testimonies for future plans

In this part of the document, you can read some testimonies that were written by participants regarding their future plans:

- As I discussed previously, I would like to make my campus more eco-friendly. Also, I realise I have to change my food habits for my better health and also to make the green planet more sustainable.
- Result of my ecological footprint is 3 earths, I want to reduce it to only one earth. I will (always) try to choose green travel to carry out mobility in the same mainland. Currently I have reduced eating meat however currently still stick with chicken. In the future, I will try to live in a more eco-friendly mindset. I'm interested in permaculture and will take action in it shortly.
- STEAM, Climate Change, Environmental education programs; Host Erasmus programs related with the topic; Content creation for Social Media; Better eco friendly lifestyle; Reducing the footprint; Promote good habits
- Be more sustainable in my everyday life(ex: only reusable cups, less use of car, less coil energy) workshops at my organization about environment, share a video of the project through the organization I participated with, meditation through nature.
- I'll recycle more. I'll appreciate nature more. I will carry out activities that promote respect for the environment.
- Join a Spanish organization in order to keep in contact with Erasmus+ projects and also maybe develop a task there. I can think about topic and activities to maybe create a project. Involve others in eco friendly lifestyle. Try to recycle more the things that I don't use anymore. Be more teamwork spirit also in daily life in other contexts. Use second hand books shops.
- Share good practices I've learned; I change my daily habits; Choose food more carefully; Improve my lifestyle; I'm looking for other adventures.
- I will share the ideas related to environmental sustainability with all my friends; I will plant the "3 sisters" in my garden: corn, beans and pumpkin; I will make a cardboard holder to charge the phone