



‘Tips’ and ‘Tricks’ to becoming a Green Youth Worker



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BUILD THE ENVIRONMENTAL SUSTAINABILITY MINDSET

- Get passionate about a cause and have a clear mindset what you want to achieve.
- Start with a small initiative, think big.
- Find mind-like people to join your cause.
- Narrow down your priorities and think of the impact on a local, global level.
- Look for success stories that inspire you.
- Be proactive, have a desire to reach your goals.
- Be adaptive to new circumstances, changes and learn to pivot.
- Be responsible and accountable in all cases, especially when you make a mistake.
- Build target groups of people and address their needs. The more concrete, the better.
- Be kind to people who work with you, especially when voluntary participants.
- Be active in your local community, make your friends and family part of your work.
- Be patient, some goals need more time and energy.
- Create boundaries and do not take everything personal and keep a healthy attitude.
- Learn how to manage conflict situations and be empathetic towards other people's perspectives.
- Be visible, go to events, talk to people, pitch your ideas and receive feed-back with an open mind.

BUILD THE TECHINICAL SKILL SET

- Create a detailed budget plan and business plan. Start small-scale and build-up.



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- Research organizations that you can do voluntary work for and take part in their activities for at least 3 months to monitor the work of NGOs.
- Get to know the structure of NGOs, legal and financial matters.
- Research all programs and funding on a local, regional and international level.
- Make a three and a five-year plan of action of the organization.
- Have strict deadlines and follow them.
- Make a database of possible private businesses who might want to donate or sponsor you.
- Talk to other NGO representatives or go to educational seminars on how to run a NGO.
- Keep all your documentation on paper and in a digital format. Use sharing platforms to work with your peers, volunteers, participants, teachers, etc.
- Create a project proposal and share it with your peers, teachers and other target groups. Get constructive feed-back. Create the budget for the project proposal.

BUILD THE COMMUNICATION SKILLSET

- Have a visual identity – logos, handouts, presentations must be recognizable and compelling.
- Be active on your website, blog or social media channels.
- Work with partnering organizations and build your network. Create a mailing list of contacts. Be professional about your appearance and attitude.
- Have a website and social media channels to showcase your work.
- Create a list of media channels you will like to use in your future initiatives and other digital platforms that support environmental sustainability activities.
- Be communicative with everyone you meet. You will learn by taking active participation.
- Keep a constant communication with your peers, teachers, volunteers in person or online. Keep a record of each meeting, timelines and follow-up activities.



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BUILD THE EDUCATIONAL SKILLSET

- Look at university programs or school opportunities for receiving the specific ecology education, if not create them – organize an Eco Club in your school.
- Find a mentoring figure who will guide you in your activities.
- Keep learning all the time. Respect other people's opinions, emotions and ideas.
- Create a self-assessment tool that you will use each year to evaluate your own progress and newly inquired skills. As well as a list of skills you would like to gain in the future.
- Join an Erasmus+ project with international partners to gain knowledge of the existing opportunities for youth entrepreneurs and workers.
- Learn new digital skills, programs, software platforms that you can later use in your activities.
- Stay informed on the latest scientific research on environmental issues in your field and breaking innovations.
- Research all international organizations, initiatives, seminars and global events in your field and try to participate.
- Carry a diary for ideas, plans and other important notes all the time.
- Create your environment sustainability CV where you list all the activities you have done so far and update when needed.

Green Youth work could mean a number of different things. The following list offers a few suggestions for ways to engage youth workers and the young people and support their green learning:

- sessions, workshops, project visits, group discussions or other educational activities with a green focus, designed to influence young people's green attitudes;
- projects addressing environmental and climate issues, initiated by a group of young people and supported by youth workers;
- opportunities for young people to become involved in green campaigns at a local level, perhaps with other members of the local community;





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- improving the greening of the youth organizations, e.g. by addressing waste or energy use, setting up a repair café, recycling workshops, awareness raising regarding plastic issues, or using land around the youth organization to grow vegetables and compost the biodegradable waste;
- international non-formal exchanges or learning projects in which one or a group of young people take part and learn about green issues (e.g. local or international volunteering projects, youth gatherings, international youth exchanges);
- encouraging young people to challenge assumptions and actions that are detrimental to an inclusive and equal society, e.g. through local research, conducting interviews, or influencing or campaigning against unsustainable practices either locally or at national or international level;
- altering personal habits to become more green or working as a group to increase the greening of the youth organization.
- Through various media channels, including websites, documentaries, podcasts, and social media, young people can learn about successful green initiatives, cutting-edge technologies, and inspiring stories of environmental stewardship. By developing media and information literacy skills, youth can amplify their impact by sharing accurate and impactful information with their peers, communities, and the wider world.

Green training design includes five basics, iterative steps:

- (1) *observe*;
- (2) *envision*;
- (3) *shape*;
- (4) *pattern*; and
- (5) *engage-observe*.

These steps are non-linear and typically revisited, though not necessarily in order, throughout the design process. The design is ecological because it is grounded in principles of living systems that include diversity, resiliency, relationships, interconnectedness, creativity, patterns, and feedback loops.

- Starting with observation and visioning, before immediately jumping into shaping and patterning, is one way that ecological design process is unique. Planning courses without first observing and envisioning may lead to design challenges and flaws as a result of assuming what youths need and how they will learn most effectively.
- *Observation* can begin with considering: Who the learners are and what they hope to learn; what interdisciplinary and thematic learning can be applied; what community resources can be integrated; and what constraints might apply during the learning experience (e.g. time, perspectives, and familiarity with course topics).



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- *Envisioning* what kind of learning may happen, how it may feel, what kinds of relationships and projects will be nurtured, and how these may have an impact on lives and communities, will allow for more intentional and meaningful planning toward course learning outcomes.
- Once these initial steps have been attended to, designers can begin to *Shape* general decisions about learning activities that may be included to support a dynamic interdisciplinary understanding of the topic, critical perspectives, relationship building, and connection to place.
- The design can then move on to *patterning* in order to create a lesson plan that honors the patterns most conducive to sustainability learning. For example, designers might consider: What are the patterns of participation and relationship building? What are the patterns of contemplation and co-creation? What are the patterns of opening and closure?
- In the *engage-observe* phase of ecological design, the design is implemented, and the trainer/ youth worker(s) can again focus on the observation cycle.
- Innovative training methods that facilitate interdisciplinary understanding of content include building group activities around articulated preliminary chosen themes, identifying connections between green issues discussed in group and current events, and incorporating participatory experiences that allow participants to take action on issues learned in the training course or youth work. Young people might write and transfer an article on a green topic to youth media outlets, collaboratively host an event that addresses course topics, participate in service related to course themes, or collaborate on a research project. The instructor might design learning experiences in which students co-create their own meaning about content together or reflect on topics and readings from different disciplinary lenses.

Green Comp responds to the growing need for people to improve and develop the knowledge, skills and attitudes to live, work and act in a sustainable manner.

- Green Comp is a reference framework for sustainability competences. It provides a common ground to learners and guidance to educators, providing a consensual definition of what sustainability as a competence entails. It is designed to support education and training programmes for lifelong learning. It is written for all learners, irrespective of their age and their education level and in any learning setting – formal, non-formal and informal. Sustainability competences can help learners become systemic and critical thinkers, as well as develop agency, and form a knowledge basis for everyone who cares about our planet's present and future state.
- The aim of Green Comp is to foster a sustainability mindset by helping users develop the knowledge, skills and attitudes to think, plan and act with empathy, responsibility, and care for our planet. Green Comp is the result of a robust research methodology that has involved a large and diverse group of experts and stakeholders, to build a consensus on an agreed proposal. It provides a general reference model that everyone involved in lifelong learning can use to design learning opportunities aimed at



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developing sustainability competences and to assess progress in supporting education and training for sustainability.

- Green Comp has a mission to protect the health of our planet and our public health, it is crucial to integrate sustainability into our education and training systems. Education and training enable learners to develop competences and acquire the knowledge, skills and attitudes needed to truly value our planet and take action to protect it. This will help achieve the transition to a fairer, greener economy and society. To this end, and among other priorities, the European Commission has made learning for environmental sustainability a priority for the upcoming years. Following successful initiatives to foster competence-based education for lifelong learning in the past years, the Commission has developed this European Sustainability Competence Framework, Green Comp, as announced in the European Green Deal.

Green Comp consists of 12 competences organised into the four areas (in italics) below:

- Embodying sustainability values, including the competences

- valuing sustainability
- supporting fairness
- promoting nature

- Embracing complexity in sustainability, including the competences

- systems thinking
- critical thinking
- problem framing

- Envisioning sustainable futures, including the competences

- futures literacy
- adaptability
- exploratory thinking

- Acting for sustainability, including the competences

- policy participation
- collective action
- individual initiative



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