




WORKSHOP MANUAL





A collection of adaptable workshop resources designed to support youth workers in addressing the multidimensional nature of sustainability


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ABOUT THE MANUAL



In the **Sustainability 360° project** we highlight those areas of sustainability that are often overlooked – yet are essential to understand the concept in a holistic manner. By exploring how different dimensions intersect and support one another, we move toward a richer and more wholesome understanding of what sustainability really means.

We explore 5 key themes:

- **COMMUNICATION**
- **MEDIA**
- **ENTREPRENEURSHIP AND SUSTAINABLE ORGANIZATIONS**
- **ADVOCACY**
- **SUSTAINABLE LEARNING**


As one of the outcomes of this long-term project, we have developed new workshop materials covering these five key areas, offering youth workers **adaptable tools** to engage with their own target groups. Additionally, we created a new **training curriculum** that waves together some of these workshop elements. It's a resource for partners who want to bring this interconnected, holistic approach to sustainability into their own work.

In this booklet you will find the workshops we have tested, tools for exploring the many layers of sustainability.

Feel free to use them, adapt them, and let them guide you in discovering the richness and complexity of this concept. We invite you to keep the conversation alive and let it grow deeper.

01

SUSTAINABLE
LEARNING



**Sustainable learning is
the ongoing, shared
pursuit of knowledge
that fosters critical
awareness & liberation.**

LEARNING BY DOING

TIMEFRAME

60 minutes

PARTICIPANTS

min. 10 – max. 30 participants with 3–4 facilitators.
Once you scale the number of participants you
need to add more facilitators

AIMS & OBJECTIVES

The aim of this activity is to let participants
discover the 4 main learning styles, and to see
which ones fit them the best.

MATERIALS & TOOLS

TetraPak boxes, staplers, scissors, velcro, duct
tape, descriptions for the stations, ready made
samples of the tetra pak wallet, laptop, paper,
pens

PREPARATION

- You need to prepare the space with 4 stations.
- You need to create 4 samples of a TetraPak wallet
- You need to prepare enough material for participants in order to create their own product
- You need to prepare enough tools
- You need to prepare different kind of descriptions / instructions according to the station (visual, auditive, kinesthetic, reader/writer)

METHODS USED

Learning by doing, individual work, reflection

STEP BY STEP EXPLANATION

including timing

With no further explanation, the facilitator says that everyone needs to create **at least 1 object (the Tetrapak wallet) that needs to be similar to the sample.**

Encourage participants to visit all stations before sitting down to one.

Participants have to visit each station where they receive different instructions on how to do the object. It is an individual task – everyone can follow in their own rhythm.

They can visit the stations as many times as they want, they can spend time at any stations, they can create more objects if they wish, but after 30 minutes, they need to be finished with at least one wallet.

Stations:

- **Auditive:** At this station participants can only listen to the explanation. We can record beforehand and send them the audio file of how to make the wallet.
- **Visual:** At this station, we show a video on an electrical device to the participants on repeat. So, they can watch it as many times as they prefer. There is no audio here, only the video.
- **Kinesthetic:** At this station we need an extra facilitator and they will be the one explaining step by step what to do. They can touch the object, support participants and explain how to make it.
- **Reader/Writer:** At this station, there is no facilitator and we need to prepare a written description of the process of the making of the object.

After all participants have visited each station and created their objects, we create groups and we add self-assessment questions about the process before. In each group there should be a facilitator.

Suggested questions: (These can be changed and can be adapted to the group!)

- *Where did I feel the most comfortable?*
 - *Where could I focus the most?*
 - *What supported me the most?*
 - *Which was the most difficult to maintain my attention?*
 - *Which station did I find ease in the process?*
-
- After the group discussions, we show them the **VARK model** and we describe each part. We can also share with them later and based on their experience and knowledge they can try to fit themselves in some of the categories.
 - To finish the activity, the main facilitator can organise a closing circle where participants can share their overall experiences.

Some suggested questions:

- *If you could summarize your experience in one word, what would it be?*
- *What was the take away from this workshop?*
- *What was the most surprising thing that you got to know about yourself*

TIPS FOR FACILITATORS

During the individual process, participants can mingle around the room, they need to manage their own time and decide when to visit which station. Facilitators should support them in reminding them how much time they have left.

In case you are doing a complex 'Sustainable learning' activity, including the User Manual before this activity, when the workshop is finished, you can ask participants to check their User Manual again and add anything else that they figured out about their own learning styles during this workshop.

ANNEXES / MATERIALS TO READ

Types of learning styles

VARK model graphic

**It requires curiosity,
collective effort, and a
commitment to
continuous reflection and
transformation.**

ISLANDS OF SUSTAINABILITY

TIMEFRAME

75 minutes

PARTICIPANTS

min. 16 – max. 30 with 1 facilitator

AIMS & OBJECTIVES

This process is about sharing knowledge about what sustainability is, clear concepts and bring up new ideas and the topics.

MATERIALS & TOOLS

The same amount of tables and question, flipcharts, markers

PREPARATION

- Write down the questions on the flip charts in advance
- Prepare the room in a way that the tables are further from each other and have enough space between them to go around them
- Put the flip charts with the questions on each table with some markers and post its next to them

METHODS USED

Open space, discussin, debate, best practice sharing

STEP BY STEP EXPLANATION

including timing

Introduction – the facilitator introduces the topic and explains the method that is going to be used during the workshop (10 minutes)

Individual work – Each table is an “island” and **each table has a question / topic**. On every table there are markers, stickers, post-its to share ideas and make notes of the discussions. Everyone can go around and share his/her opinion about the topic on each flipchart paper. Participants are free to move and go back to the ones that they already added their ideas to. They **shouldn't talk to each other** during the process, but they can read what the others wrote and add to it/comment on it. (45 minutes)

Sharing – After the given time is up, people group around the tables and share what they have been talking – taking into consideration the notes on the table. (20 minutes)

TIPS FOR FACILITATORS

Remind participants that during the island activity they should not talk to each other, rather **give space to everyone to express their own ideas**. Encourage them to go around the tables, read what the others wrote and comment on them, but **do not disturb the others**. If they are finished, they can sit down but ask them to wait for everyone to finish.

Feel free to play some appropriate music during the individual work.

ANNEXES / MATERIALS TO READ


The questions can be adjusted to the group's/activities topics, participants' needs.

ANNEXES / MATERIALS TO READ

Suggested topics / questions:

- *What does sustainability mean to you?*
- *How sustainability is visible in everyday actions?*
- *How sustainability can be shared with others?*
- *How sustainability affects people globally?*
- *In what areas of life do you think sustainability is present?*
- *What practices do you use in your personal or professional life that are connected to sustainability but not related to ecology?*
- *How to make the topic of sustainability boring for youngsters?*
- *What potential do you see in young people regarding the future? How can you empower them in bringing out their best?*





**Sustainable learning
grows through our
relationships—it's a
collective process of
listening, questioning,
and creating new ways
of being together.**

USER MANUAL

TIMEFRAME

60–70 minutes

PARTICIPANTS

min. 10–max. 30 with 1 facilitator
Once you scale the number of participants you
need to add more facilitators

AIMS & OBJECTIVES

The aim of this workshop is for participants to
discover more about themselves, to practice self
reflection and to be more familiar with how they
work in terms of learning styles, patterns, goal
setting, etc.

MATERIALS & TOOLS

A4/A3 paper (as many as the participants),
markers and pens. Flipchart with the questions
written on it.

PREPARATION

Prepare a flipchart with the questions beforehand
and make it visible. You can also add graphic
facilitation elements as well to make it more
accessible for more people.

METHODS USED

Self reflection, individual work, group discussion

STEP BY STEP EXPLANATION

including timing

1. The facilitator introduces the activity and asks participants to take a piece of paper and some markers.

The first part of the activity is designed to do individually. Participants have to **fold the paper in 4** and on **each side there will be a question**. The questions can be changed according to the target group. (10 minutes)

Some suggested questions:

1. What are my values? List at least 3!
 2. What is my goal? Where do I see myself in 1 month? / In 6 months / In 1 year?
 3. What motivates me? How can I motivate myself?
 4. What supports me in my learning?
 5. How is the environment when I focus the best? (morning or evening, light or dim, at the table or at bed?)
 6. What are my strong skills?
 7. What are the skills I want to acquire / master?
 8. Guarantee / Warranty
2. Every participant fills in their own user manual. They can move wherever they want in the room, but they **should not talk with the others** during the process. (30 minutes)
3. After everybody has filled out their own, we use the reflection time to share with others. The facilitator puts them **in pairs and they have 10-15 minutes to discuss**, ask questions.
4. After 15 min the facilitator opens the circle and debriefs the process. (10-15 minutes)

TIPS FOR FACILITATORS

Suggested questions for the reflection:

- Which question was the easiest/hardest to

answer during the individual process?

- Was it easier to write down in your manual or to share it with others?
- Have you done something similar before to reflect on yourself?
- Was there something surprising that you found out about yourself?
- How can you use what you learned about yourself in the future?



02

MEDIA

Media doesn't just report on sustainability...

GREEN SUPERPOWERS

TIMEFRAME

45 minutes

PARTICIPANTS

10-30

AIMS & OBJECTIVES

- Create awareness about environment issues
- Create engaging digital products
- Participants will learn how to create photos using the Forced Perspective technique and will learn how to use social media to create awareness about this issues

MATERIALS & TOOLS

Chairs, projector. One camera/phone for each participant

PREPARATION

No preparation needed from the participant's side.

Prepare the technical setup and materials.

METHODS USED

Experiential methods, learning by doing

STEP BY STEP EXPLANATION

including timing

1. Ask each participant to **imagine themselves as Superheroes that protect the Environment, what would be their Superpower?**

2. After the decision. Explain the Forced Perspective technique
3. Each participant must create at least **three original pictures** where their superpowers are showing
4. After collecting the photo you can show them to the participants and they can give feedback to each others
5. **Debriefing:**
 - a. What did you learn?
 - b. How was the creation of the pictures? What was the hardest part?
 - c. Any funny stories?

TIPS FOR FACILITATORS

Feel free to add sustainability superpowers*

**it shapes what
we believe is
possible...**

and worth striving for.



It can disrupt harmful norms by...



RAISE UP

TIMEFRAME

45 minutes

PARTICIPANTS

3-8

AIMS & OBJECTIVES

- Create awareness about environment issues
- Increase knowledge on how to use internet to search for trusted information

MATERIALS & TOOLS

Table, chair, dice and checkers (one for each participant), printed **Snakes & Ladders** game, printed or open **Quiz Questions & Answers**

PREPARATION

No preparation needed from the participant's side.

METHODS USED

Experiential methods, learning by doing

STEP BY STEP EXPLANATION

including timing

Each participant picks one checker and throws the dice, according to the number advance of the same number of squares.

Each square there is one question, they can guess or they have 1 minute to search for the answer on the internet.

If they go on a square where there is the head of a snake they have to go back to where its tail is. If they go on a ladder they can use it to advance to the end of it. If they go to a square that was already used by another player they advance one square automatically.

The first player that arrives on the finish line wins.

Debriefing and evaluation:

- What did you learn? Anything you didn't know?
- How was it to search for information on the internet?
- What worked, what didn't?

METHODS USED

- Snakes & Ladders Game
- Quiz Questions &
- Quiz Answers

making visible the systems...

behind climate and social crises.





**When media is
participatory and rooted
in care...**

FAKE 'TIL YOU MAKE IT

TIMEFRAME

45 minutes

PARTICIPANTS

10-30

AIMS & OBJECTIVES

- Create awareness about environment issues
- Learn how to recognize fake news

MATERIALS & TOOLS

Chairs, projector, one laptop for each three/four participants

PREPARATION

Before the workshop as participants to collect 3 news they are not sure if real or fake.

METHODS USED

Experiential methods, learning by doing

STEP BY STEP EXPLANATION

including timing

In this activity participants **create fake news** to understand how this works and learn how to spot them.

Share the presentation about [How to recognize Fake news](#), ask participants if they knew any of the tips and if they can remember any fake news they heard

Divide them in small groups of 3-4 people and each of them have to create one fake news, using pictures and tools from the [web](#), after creating it they have to find one that is true and then submit both to the others. **Each group has to guess which is the true one.**

Debriefing and evaluation:

- What did you learn?
- How was the creation of the fake news? What was the hardest part?

it becomes a tool not just for documenting the present...

but for reimagining futures.



03

ENTREPRENEURSHIP

**Sustainable
entrepreneurship
reimagines business as a
tool for regeneration, not
extraction.**



VALUES IN FOCUS

DISCOVERING WHAT MATTERS MOST

TIMEFRAME 90 minutes

PARTICIPANTS 30

AIMS & OBJECTIVES

- This exercise is designed to help participants explore and articulate their core values, providing insight into what truly matters to them.
- Through interactive sharing and reflection, participants will engage in a process of self-discovery, evaluating and prioritizing their values to identify the single most important one that defines their core identity.

MATERIALS & TOOLS

Post its and pens

PREPARATION

Give 10 post its to each participant,
Open/print the **List of Core Values**

METHODS USED

Group work

STEP BY STEP EXPLANATION

including timing

1. Introduction and Setup (10 minutes)

- Overview and Purpose: Briefly explain the purpose of the exercise and the steps involved.

- **Materials Preparation:** Distribute post-it notes and pens to participants.
- **Initial Arrangement:** Organize participants into two concentric circles, with one group facing inward and the other outward.

2. Value Selection and Notation (10 minutes)

- **Value Selection:** Participants choose **10 values from a provided list** that resonate with them and reflect their identity. They can add values not listed if necessary.
- **Writing on Post-its:** Each participant writes one value per post-it note, preparing 10 notes in total.

3. Initial Sharing (20 minutes)

- Pair Sharing: Each participant shares with the person facing them why they chose each of their values.
- Duration: Allow 1-2 minutes for each pair to discuss their values.

4. First Elimination Round (5 minutes)

- Instruction to Eliminate: Ask participants to choose one **post-it to rip up, symbolizing a value they could live without.**
- Reflection: Encourage participants to reflect briefly on **how it feels to eliminate that value.**

5. Rotation and Discussion (30 minutes)

- Rotation: The outer circle rotates one partner to the right.
- New Pair Discussion: In their new pairs, participants discuss the value they eliminated and their reasons for choosing that specific one.
- Repeat Process: Continue rotating and discussing, with each round involving the elimination of one more post-it note **until each participant is left with one.**

6. Conclusion and Debrief (20 minutes)

- Final Reflection: Each participant shares their remaining value with the group and explains why it stands out as their most important.
- Group Discussion: Facilitate a discussion on the insights gained about

personal values and identity through this exercise.

- Personal Reflection: Encourage participants to think about how this prioritization of values can influence their decisions and actions in daily life.
- 7. Closing Remarks (5 minutes)
- This exercise not only helps participants identify and prioritize their values but also **fosters empathy and understanding** as they explore the values of others in the group. It is designed to be a **powerful tool for personal growth and team-building.**

TIPS FOR FACILITATORS

Use background music.

ANNEXES

List of Core Values



**It thrives on innovation
that meets real human
and ecological needs
without creating new
harm or repairing
previous ones.**



ECONOMICS OF SUSTAINABILITY

TIMEFRAME

90 minutes

PARTICIPANTS

30

AIMS & OBJECTIVES

The primary goal of this exercise is to foster a deep understanding of sustainability practices across different sectors and to enhance collaborative problem-solving skills. Participants will explore and develop actionable strategies that contribute to sustainable development within diverse environments.

MATERIALS & TOOLS

Paper, pen

PREPARATION

Prepare the scenarios

METHODS USED

Group work

STEP BY STEP EXPLANATION

including timing

1. Introduction and Group Formation (10 minutes)

- Brief Overview: A quick introduction to the exercise, outlining its purpose and goals.

- Group Assignment: Participants are divided into **4 groups, each focusing on a different sustainability scenario.**

2. Scenario Assignment and Team Naming (5 minutes)

- Scenario Distribution: Each group receives a specific scenario: Green Urban Planning, Eco-Friendly Factory Makeover, Sustainable Farming, or Sustainable Retail Growth.
- Team Naming: Each group names their team, fostering a sense of identity and teamwork.

3. Brainstorming Session (30 minutes)

- Problem Solving: Groups brainstorm **sustainable solutions** specific to their assigned scenarios. This session encourages creative thinking and strategic planning.
- Strategy Development: Groups outline their strategies, focusing on how they can implement sustainable practices effectively.

4. Strategy Presentation (20 minutes total)

- Presentation: Each group has **5 minutes** to present their sustainability strategies. This helps participants practice concise and impactful communication.
- Visual Aids: Teams may use charts, slides, or any visual tools to aid their presentation.

5. Q&A Session (40 minutes total)

- Feedback and Inquiry: Following each presentation, there is a **10-minute Q&A session** where other participants and moderators pose questions and provide feedback.
- Critical Thinking: This session is designed to challenge the groups' strategies and refine their approaches through community feedback.

6. Wrap-Up and Reflection (15 minutes)

- Group Reflections: Each group reflects on what they learned from the exercise

and the feedback received.

- Moderator Summary: A brief summary highlighting key points from each group's strategy and a discussion on the importance of integrating sustainable practices in various sectors.

7. Closing Remarks (5 minutes)

- Exercise Recap: Conclude with a recap of the exercise's achievements and its **relevance to real-world applications.**
- Next Steps: Discuss how participants can apply the insights gained in their professions or daily practices

TIPS FOR FACILITATORS

Use real examples.

Adjust the scenarios to be more relevant for youth workers

ANNEXES / MATERIALS TO READ

You can find a few scenario examples below, that you could adapt to the desired topics.

Scenario I:

Green Urban Planning

- You're a team planning a new neighborhood in a growing city (you can choose which one). Your goal is to make it environmentally friendly and economically sustainable.
- Objective: Create a city plan to present to the city council which consists of government officials, city treasurers, local business and residents.
- Conditions: Keeping within budget while upgrading. Local businesses and residents have to support the plan.
- Optional challenge : If you choose a real city, identify the local government regulations on city planning and determine how to secure incentives for eco-friendly building projects.

Scenario 2:

Eco-Friendly Factory Makeover

- Your company makes electronics and wants to make its factory more sustainable to attract customers who care about the environment.
- Objectives: Create a plan to suggest ways to make less waste and use less energy during production.
- Conditions: In your plan you should mention costs of making changes versus long-term savings. You need to get suppliers and customers to agree with new practices. Stick to global environmental standards.
- Optional Challenge: Choose a real company

Scenario 3:

Sustainable Farming

- You're part of a group of small farmers who want to farm in a way that's better for the earth and can also improve crop quality without harmful chemicals.
- Objectives: Create a plan explaining the methods you will use to farm more sustainably, how you will sell your sustainably grown products and how you will teach the farmers community about the benefits of sustainable farming.
- Conditions: Convince farmers to use the new methods. Making sure sustainable farming is profitable.

Scenario 4:

Sustainable Retail Growth

- You manage a retail chain that's expanding across the country. You want to open new stores that are environmentally conscious and beneficial to local communities.
- Objectives: Create a plan in which you describe how your new stores will be more environmentally conscious and beneficial to local communities and how you will set up a greener supply chain.
- Conditions: Balance the cost, shopping experience, and environmental goals. Describe how you will integrate local culture into store operations. Describe how you will manage waste and reduce unnecessary packaging.
- Optional Challenge: Choose a real retail chain

Scenario 5:

Circular Economy in Rotterdam: Transforming Waste into Wealth

- Rotterdam aims to become a leader in the circular economy by 2030. The city plans to repurpose its industrial waste into valuable resources, reducing environmental impact and creating new business opportunities.
- Activity: Participants will develop a business model for a startup that converts industrial by-products into marketable goods. They will assess economic viability, environmental benefits, and potential challenges.

Rather than scaling
endlessly...



WHAT IS YOUR POWER?

TIMEFRAME

60 minutes

PARTICIPANTS

30

AIMS & OBJECTIVES

The aim of this exercise is to enhance self-awareness among participants by identifying and acknowledging their unique skills and strengths. Through this creative and introspective activity, participants will not only recognize their personal abilities but also visualize them as "superpowers," fostering a sense of confidence and self-worth.

MATERIALS & TOOLS

Color pens, pencils and paper

PREPARATION

Have the file with the **List of Skills/Roles** and the **Superpower I.** and **Superpowers II.** sheets ready.

METHODS USED

Group work

STEP BY STEP EXPLANATION

including timing

Exercise : Let's discover your superpowers

Step 1:

Please select three skills or roles in which you excel

(10 minutes)

Step 2:

In pairs, share true stories and your real life examples that prove you indeed

master these rolls (20 minutes)

Step 3:

Check on the next page which superpower represents your skills (10 minutes)

Step 4:

Draw your superhero character, name it and present it (20 minutes)

TIPS FOR FACILITATORS

Use your own superhero story and to which one do you relate and what are your superpowers.

ANNEXES

- List of Skills/Roles
- Superpower I.
- Superpowers II.

04

COMMUNICATION

**Communication is the
bridge that turns
abstract sustainability
ideas into everyday
actions people can
relate to.**



POWER OF COMMUNICATION

TIMEFRAME

1 hour, 20 minutes

PARTICIPANTS

30

AIMS & OBJECTIVES

To help participants understand the impact of their communication styles, emphasizing respectful, non-aggressive interaction to foster positive influence and behavior change.

MATERIALS & TOOLS

Space for the circle activity, chairs (optional for the circle), flip charts or whiteboard, markers, feedback forms or digital tools (e.g., Google Forms or Mentimeter).

PREPARATION

- Prepare instructions for the circle activity.
- Set up the space so participants can easily form a circle.
- Ensure the room layout allows for participants to exit and re-enter easily.
- Have feedback collection tools ready.

METHODS USED

Interactive group activity, reflection, debrief discussion, Q&A, feedback collection.

STEP BY STEP EXPLANATION

including timing

interactive activity and its purpose of demonstrating **the power of communication in influencing behavior**.

Introduction (5 minutes)

- Overview of the Workshop (5 minutes): Outline the structure of the workshop, emphasizing the

Main Content Session (30 minutes)

- Practical Activity: Joining the Circle:
- Instructions (5 minutes): Three participants will leave the room, then re-enter one by one, attempting to join a circle formed by the others. They can only join if they ask **kindly and respectfully**.
- Activity (15 minutes): Participants leave the room, re-enter, and try to join the circle. The group decides based on the participant's approach. Repeat with the next two participants.
- Debrief (10 minutes): Facilitate a discussion on feelings, observations, and **why some approaches were successful while others were not**.

Hands-On or Interactive Session

- Understanding Communication and Influence (10 minutes): Discuss the role of communication in influencing others and promoting behavior change, emphasizing non-manipulative and empathetic approaches.
- Key Principles for Positive Communication (10 minutes): Cover **active listening, empathy, patience, and clarity**. Provide examples where these principles have led to positive behavior change.

Q&A and Discussion (15 minutes)

- Open Discussion (10 minutes): Participants share thoughts on the activity and its relevance to real-life communication challenges, especially in sustainability.
- Key Takeaways (5 minutes): Emphasize that effective communication relies on kindness, tolerance, and empathy, and that influencing others often starts with how we communicate.

Wrap-Up and Feedback (10 minutes)

- Feedback Collection (5 minutes): Use forms or digital tools to gather participant feedback on the session.
- Closing Remarks (2 minutes): Thank participants for their engagement, and encourage them to apply the strategies discussed. Provide information on follow-up resources or sessions for continued learning.

TIPS FOR FACILITATORS

- Pay attention to the group's dynamics during the circle activity to ensure that no participant feels excluded.
- If some of the participants do not feel comfortable enough to share in the big group, try sharing in pairs or trios. – Try out – Encourage a safe, non-judgmental space during the debrief, ensuring all voices are heard. – You can also try with one participant a nonverbal version of this, so they are not allowed to speak only to communicate on other levels.





**It shapes culture by
crafting narratives that
make caring for the
planet a shared identity,
not just an obligation.**

REDEFINING SUSTAINABILITY

CLEAR COMMUNICATION FOR GREATER IMPACT

TIMEFRAME

1 hour, 40 minutes

PARTICIPANTS

15-30

AIMS & OBJECTIVES

To improve participants' understanding of key sustainability-related terms and to ensure they can communicate these concepts clearly and effectively in both personal and professional contexts.

MATERIALS & TOOLS

Flip charts or whiteboards, markers, sticky notes, printed handouts or digital slides with key sustainability terms, digital feedback tools (e.g., Google Forms or Mentimeter for feedback), laptops/tablets (if using digital materials).

PREPARATION

- Prepare a list of sustainability-related terms that are often misused or misunderstood.
- Set up the room for group discussions (arrange tables for small groups).
- Have the materials ready (flip charts, markers, sticky notes, etc.).
- Prepare any digital tools for feedback collection or presentations.

METHODS USED

Interactive group discussions, hands-on activities, presentations, Q&A, and feedback collection.

STEP BY STEP EXPLANATION

including timing

1. Introduction (10 minutes)

- Welcome and Overview (5 minutes): Briefly introduce the session and its focus on redefining sustainability concepts. Outline the workshop's goals: to improve understanding and communication of sustainability terms.

- Icebreaker (10 minutes): Participants will answer on paper how they interpret each sentence based on their own understanding of the vague words. They will then share their interpretations with the group.

Sentences for interpretation:

1. The project will take a while to complete.
2. Mary has many kids.
3. She earns a decent salary.
4. The meeting will be short.
5. There are several options available.

After writing down all of their interpretations, participants will **form a line for each sentence based on the smallest to the biggest interpretation** of the vague terms (e.g., how many kids Mary has or what qualifies as a "short" meeting). This physical activity will visually show how different people understand the same words differently.

2. Main Content Session (30 minutes)

- Understanding Clear Communication (10 minutes): Discuss the **evolution and potential misuse of sustainability-related terms** (e.g., "sustainable," "green," "eco-friendly"). Highlight the impact of clear communication.
- Introduction to Activity (5 minutes): Explain the group activity: redefining sustainability words using everyday language and creating a chart of "Good Examples" and "Bad Examples." Assign groups and words.
- Assign Groups (5 minutes): Break participants into groups and assign sustainability-related words. Provide materials.

3. Hands-On or Interactive Session

- Group Activity (20 minutes): Groups redefine assigned sustainability words and create "Good Examples" and "Bad Examples" charts. Facilitator offers guidance.
- Group Presentations (10 minutes): Groups present redefined words and charts. Brief discussions follow to gather input from participants.

4. Q&A and Discussion (15 minutes)

- Open Questions (10 minutes): Invite participants to ask questions and share their thoughts on redefining sustainability terms.
- Key Takeaways (5 minutes): Reinforce the importance of clear language in sustainability discussions. Encourage application of this approach in daily and professional settings.

5. Wrap-Up and Feedback (10 minutes)

- Summary (5 minutes): Recap key points: redefining concepts and using consistent language in promoting sustainability.
- Feedback (5 minutes): Collect feedback via forms or digital tools.

6. Closing Remarks (2-3 minutes)

- Final Thoughts and Thanks: Thank participants and encourage them to refine the language they use in sustainability discussions. Provide information on follow-up sessions or resources.

TIPS FOR FACILITATORS

- Stay engaged with each group during activities, offering guidance and clarifications.
- Encourage all participants to contribute during discussions.
- Ensure that all groups understand the activity and feel comfortable presenting their findings.
- Use relatable, everyday examples when discussing sustainability terms to make the content more accessible.

ANNEXES / MATERIALS TO READ

Consider the following **5 tips** that guide clear communication in day-to-day life:

Use Simple, Everyday Language: Avoid jargon or overly technical terms that can confuse people. Choose words that are accessible to everyone.

Ask for Clarification: If you're unsure about someone else's point, ask questions to better understand their perspective, ensuring you don't misinterpret their message.

Be Specific: When discussing complex topics, offer concrete examples or scenarios to illustrate your point clearly.

Listen Actively: Pay close attention to others and be sure to acknowledge their input before responding. This reduces misunderstandings.

Use Visual Aids: When possible, incorporate visuals (like charts or graphs) to complement your explanations and make them easier to grasp.

Through creative storytelling & listening, communication





**sparks empathy that
fuels action and
nurtures hope instead
of fear and division.**

BEYOND THE BUZZWORDS: H O N E S T L Y

TIMEFRAME

1 hour, 40 minutes

PARTICIPANTS

10–20

AIMS & OBJECTIVES

To develop a critical understanding of greenwashing and to craft honest and impactful mottos that reflect genuine sustainability practices.

MATERIALS & TOOLS

Flip charts or whiteboards, markers, printed handouts or digital slides with company mottos, examples of greenwashing, feedback forms or digital tools for participant input.

PREPARATION

- Gather examples of company mottos and instances of greenwashing.
- Prepare the space for group activities (tables for small groups).
- Ensure feedback collection tools are ready.

METHODS USED

Interactive group discussions, hands-on activities, presentations, Q&A, and feedback collection.

STEP BY STEP EXPLANATION

including timing

1. Introduction (10 minutes)

2. Overview of the Workshop (5 minutes):

Introduce the session's focus on analyzing and

recreating corporate mottos to reflect the reality of their sustainability practices.

Outline the goals: to develop a critical understanding of greenwashing and craft

honest, impactful mottos.

Icebreaker (5 minutes): Participants share a **well-known company motto** and discuss what it makes them think about the company's sustainability efforts.

2. Main content session (30 minutes)

- Understanding Greenwashing and Corporate Messaging (15 minutes): Define greenwashing and discuss how companies use vague or misleading language. Provide examples of mottos that don't accurately reflect environmental impact. Explain the significance of honest communication.
- Example Breakdown (5 minutes): Present Nike's motto "JUST DO IT" and provide critical redefinitions and suggested sustainable alternatives.

3. Hands-on or Interactive session (30 minutes)

- Group Activity: Redefining Corporate Mottos (20 minutes): Participants are divided into small groups, each assigned a company and its motto (e.g., Coca-Cola, McDonald's).
- Task 1: Critically assess the company's sustainability practices and create a new, truthful motto.
- Task 2: Brainstorm and craft an alternative motto advocating for better practices.
- Group Presentations (10 minutes): Each group presents their original and reimagined mottos. Encourage discussion and feedback.

4. Q&A session (10 minutes)

- Open the Floor to Questions (5 minutes): Invite questions about analyzing and redefining mottos, discussing the implications of greenwashing.

- Emphasize Key Takeaways (5 minutes): Reinforce the importance of critically evaluating corporate messaging and the role consumers play in advocating for transparency.

5. Wrap-up and discussion (10 minutes)

Summary of Key Takeaways (5 minutes): Recap the workshop's main points on identifying greenwashing and the power of honest communication.

- Feedback Collection (5 minutes): Gather participant feedback through forms or a quick discussion, encouraging suggestions for future workshops.

6. Closing Remarks (2-3 minutes)

- Final Thoughts and Thanks: Thank participants for their active participation and creativity. Encourage them to continue questioning sustainability narratives they encounter in everyday life. Provide information on resources or follow-up sessions for continued learning about sustainability and corporate responsibility.

TIPS FOR FACILITATORS

- Encourage open dialogue during discussions to ensure all participants feel comfortable sharing their thoughts.
- Use relatable examples when discussing greenwashing to illustrate its relevance.
- Ensure that feedback is constructive and focused on fostering improvement in communication.

ANNEXES / MATERIALS TO READ

Lear more [here](#).

05

ADVOCACY



**Advocacy drives
sustainability by
pushing policies...**

TOOLS & RESOURCES FOR **ADVOCACY**

TIMEFRAME

2,5-3 hours

PARTICIPANTS

10-30

AIMS & OBJECTIVES

Participants to be introduced to the topic of advocacy and practically learn about the topic through teamwork

MATERIALS & TOOLS

projector for the presentation and Mentimeter results, flipcharts, markers, pens, sticky notes, printed workshop agenda (if necessary)

PREPARATION

Presentation for advocacy in general giving examples in our everyday life

METHODS USED

- Organizing teamwork for preparing team presentations
- Facilitating group discussions
- Encouraging short pitches with time pressure

STEP BY STEP EXPLANATION

including timing

1. Welcome and introduction (10 minutes)

2. Energizer (20 minutes)

- The sound orchestra

3. Preparing presentations on extracurricular work by the participants (20 minutes)

- Dividing the participants in groups where they create flipcharts to present these activities and afterward presenting them to everyone present

4. Presentation and pitching on the extracurricular work by the participants (30 minutes)

5. Having a facilitated group discussion on advocacy tools and resources (40 minutes)

- Facilitator starts the discussion by pointing out all the everyday activities that the participants do and are a form of advocating
- Moderator follows by presenting different tools and resources that the participants can use to advocate for different activities that they stand for

6. Debriefing and evaluating on what happened on the workshop and what was learned (10 minutes)

- Having a short debate with the participant on how was their experience within the workshop and pointing out highlights

7. Wrapping up and closing the workshop (10 minutes)

TIPS FOR FACILITATORS

- Use everyday examples for advocacy
- Try to make the presentation more visually attractive so the participants could understand
- Encourage participants to be active

that balance human needs with ecological limits.



It involves strategic storytelling to shift public opinion and influence decision-makers.



FROM THEORY TO ACTION

TIMEFRAME

2 hours

PARTICIPANTS

10-30

AIMS & OBJECTIVES

To bring the topic of advocacy closer to the target group participants nad to raise awareness on the importance of the advocating processes

MATERIALS & TOOLS

projector for the presentation and mentimeter results, flipcharts, markers, pens, sticky notes, printed case studies and scenarios for the role play, printed workshop agenda (if necessary)

PREPARATION

Presentation by the facilitator, if applicable.

METHODS USED

- Organizing teamwork for preparing team presentations
- Facilitating group discussions
- Encouraging short pitches with time pressure

STEP BY STEP EXPLANATION

including timing

1. Welcome and introduction (10 minutes)

2. Team energizer

3. Going through the key topic of advocacy and debriefing on what was learned and experienced in the two previous workshops

- Having a brainstorming part where participants express their way of understanding advocacy and advocacy tools and resources, plus going through the key parts that are connected to advocacy

4. Having participants analyze and present teen advocacy cases and presenting them to the group (40 minutes).

5. From theory to action - scenarios for the role play.

- Dividing the participants into different groups and giving them one sentence scenarios, encouraging them to discuss how will they advocate that in front of decision makers
- Afterwards, the participants have 3 minute pitch for “decision makers” presenting the topic that they advocate for, followed by 2 minutes of questioning by the “decision makers”

6. Debriefing and evaluating on what happened on the workshop and what was learned (10 minutes)

- Having a short debate with the participant on how was their experience within the workshop and pointing out highlights
- Filling out a short evaluation form (google forms or something similar)

7. Wrapping up and closing the workshop (10 minutes)

TIPS FOR FACILITATORS

- Encourage participants to be active
- Use everyday examples for advocacy



**Successful advocacy
adapts to changing
contexts...**



**using diverse tactics
from grassroots
mobilization to legal
challenges.**

INTRODUCTION TO ADVOCACY

TIMEFRAME

3 hours

PARTICIPANTS

15-30

AIMS & OBJECTIVES

- Introduction and Understanding Advocacy
- Interactive Learning and Exploration
- Practical Application and Skill Development

MATERIALS & TOOLS

projector for the presentation and mentimeter results, flipcharts, markers, pens, sticky notes, printed case studies and scenarios for the role play, printed workshop agenda (if necessary)

PREPARATION

Prepare the quiz for the intro at the beginning of the workshop.

METHODS USED

- Interactive quiz tool (mentimeter) for the intro of advocacy
- Short presentation (canva) for the theoretical part of advocacy
- Organizing teamwork for preparing team presentations
- Facilitating group discussions
- Encouraging short pitches with time pressure

STEP BY STEP EXPLANATION

including timing

1. Welcome and introduction (10 minutes)

2. Team energizer (15 minutes)

3. Going through the key topic of advocacy (30 minutes)

- Having a **brainstorming** part where participants express their way of understanding advocacy with **only one word**
- Presenting a short presentation on **what advocacy and an advocate is**, plus going through the key parts that are connected to advocacy
- Filling out a **quiz** for practical questions of advocacy examples

4. Presentation on extracurricular work by the participants (30 minutes)

- Dividing the participants in groups where they create flipcharts to present these activities and afterward presenting them to everyone present

5. Having a facilitated group discussion on advocacy tools and resources (40 minutes)

- Facilitator start the discussion by pointing out all the everyday activities that the participants do that are a form of advocating
- Moderator follows by presenting different tools and resources that the participants can use to advocate for different activities that they stand for

6. Having a role play scenario for an advocacy simulation and pitching (40 minutes)

- Dividing the participants into different groups and giving them **one sentence scenarios**, encouraging them to discuss how will they advocate that in front of decision makers
- Afterwards, the participants have **3-minute pitches for “decision-makers”** presenting the topic that they advocate for, followed by **2 minutes of questioning by the “decision-makers”**

7. Debriefing and evaluating on what happened on the workshop and what was learned (10 minutes)

- Having a **short debate** with the participant on how was their experience within the workshop and pointing out highlights

8. Wrapping up and closing the workshop (5 minutes)

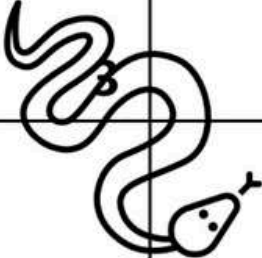
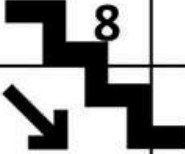
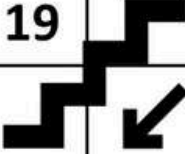
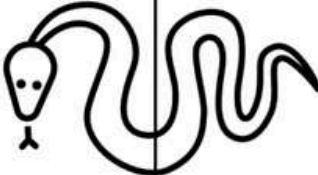
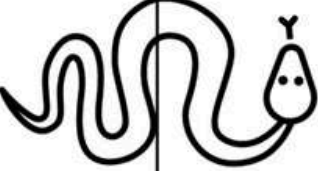
TIPS FOR FACILITATORS

- Be open for hearing different opinions and accept the thoughts of the participants with making a conclusion connected with everyday examples and practical use
- Encourage participants to be active



ANNEXES

SNAKES & LADDERS

1	2		4	5	6	7		9	10
20	19		18	17	16		15	14	13
21	22								29
23	24	25	26	27	28	29	30		

QUIZ QUESTIONS

FOR THE SNAKES & LADDER GAME

- 1.How many hearts does one octopus have?
- 2.What is the average amount of time a plastic bag is used?
- 3.'Net Zero' aims to balance the amount of carbon dioxide being released into and out of the atmosphere. When is the Government's target to reach Net Zero by?
- 4.What is the most commonly littered item in the world?
- 5.What is a green job?
- 6.What percentage of total global greenhouse gas emissions are produced by the fashion industry?
- 7.What is the average amount of time that plastic bag takes to decompose?
- 8.Which global industry uses up 70% of our freshwater sources?
- 9.What is the largest ocean in the world?
- 10.How many liters of water does it take to make 1 pair of jeans?
- 11.What is the #1 most endangered animal at risk of extinction, as of 2023?
- 12.What percentage of clothing is recycled?
- 13.Which brand was the first to turn plastic waste into clothing?
- 14.What does greenwashing in fashion refer to?
- 15.Which fabrics releases microplastics when it's washed?
- 16.Recycling one aluminum can saves enough energy to power a television for how many hours?
- 17.What is the average number of times a woman wears an article of clothing?
- 18.What is regenerative farming?
- 19.What country leads the way in waste management and recycling efforts?
- 20.What is the difference between carbon offsetting, and being carbon neutral?
21. How have you learned from past pain/negative experiences?
22. What do people often compliment you for?
23. What does success mean to you?
24. When's the last time you did something kind for a stranger?
25. How many times has Greta Thunberg been arrested?
26. Which country has the highest electric car use per capita?
27. How can you transform a challenging experience into a positive lesson and opportunity for growth?
28. What are the three qualities a confident person must have?
29. What was the best moment of your day or week?
30. What are you grateful for?



QUIZ ANSWERS

FOR THE SNAKES & LADDER GAME

1. Octopuses have 3 hearts. One keeps blood pumping through the body, while the other two pump blood by the gills for the Octopus to pick up oxygen.
2. 12 minutes
3. 2050
4. Cigarette butts.
5. Where all or part of the job includes tasks that link to sustainability and supporting the environment
6. 4%
7. Over 1000 years
8. Agriculture
9. The Pacific Ocean holds half of the world's water
10. 3781 liters
11. The Javan Rhino. These rhinos are only found on the island of Java in Indonesia, with a population of around 60 individuals as of 2023.
12. Less than 1%
13. Patagonia
14. Claims of environmental sustainability by a brand that are false or misleading
15. Polyester
16. 3 hours
17. 7-10 Times
18. Regenerative farming is a sustainable approach to farming that focuses on soil regeneration, increasing biodiversity
19. Germany
20. Carbon offsetting is doing things to balance your carbon use, like planting trees, and carbon neutral means that you either make or result in no net release of carbon into the atmosphere

21. How have you learned from past pain/negative experiences?
22. What do people often compliment you for?
23. What is the average amount of time that plastic bag takes to decompose?
24. When's the last time you did something kind for a stranger?
25. Twice
26. Norway
27. How can you transform a challenging experience into a positive lesson and opportunity for growth?
28. What are the three qualities a confident person must have?
29. What was the best moment of your day or week?
30. What are you grateful for?



LIST OF CORE VALUES


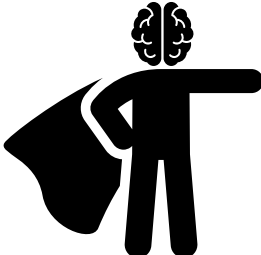

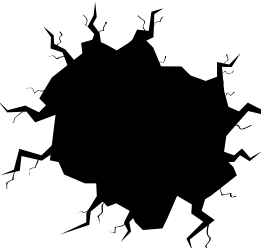


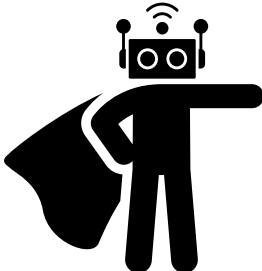

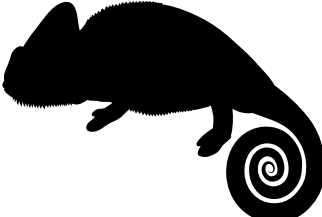
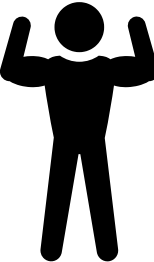
MATERIAL FOR
VALUES IN FOCUS

Accomplishment	Determination	Honor	Perfection
Abundance	Discipline	Improvement	Perseverance
Accountability	Discovery	Independence	Persistence
Accuracy	Diversity	Individuality	Personal Growth
Achievement	Education	Initiative	Personal health
Adventure	Efficiency	Inner peace	Pleasure
Approval	Environment	Innovation	Power
Autonomy	Equality	Integrity	Practicality
Balance	Excellence	Intelligence	Preservation
Beauty	Exploration	Intensity	Privacy
Challenge	Fairness	Intimacy	Problem solving
Change	Faith	Intuition	Professionalism
Clarity	Faithfulness	Joy	Progress
Cleanliness/ orderliness	Family	Justice	Prosperity
Collaboration	Flair	Knowledge	Punctuality
Commitment	Flexibility	Leadership	Purpose
Communication	Forgiveness	Learning	Straightforwardness
Community	Freedom	Love	Strength
Compassion	Friendship	Loyalty	Success
Competence	Frugality	Meaning	Systemization
Competition	Fulfillment	Merit	Teamwork
Concern for others	Fun	Moderation	Timeliness
Confidence	Generosity	Modesty	Tolerance
Connection	Genuineness	Money	Tradition
Conservation	Good will	Nature	Tranquility
Content over form	Goodness	Nurturing	Trust
Cooperation	Gratitude	Obedience	Truth
Coordination	Hard work	Open-mindedness	Unity
Creativity	Harmony	Openness	Variety
Credibility	Healing	Optimism	Vitality
Decisiveness	Holistic Living	Patriotism	Wealth
Democracy	Honesty	Peace, Non-violence	Wisdom



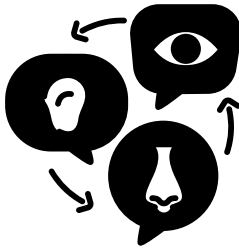

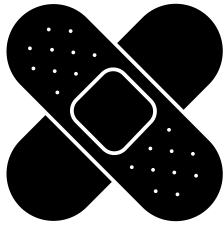




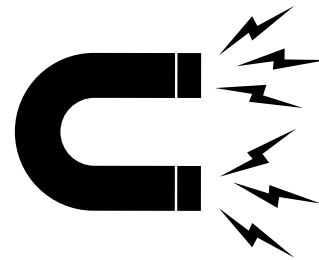
LIST OF SKILLS

RISK TAKING	CRITICAL THINKING	TIME - MANAGEMENT	ENVIRONMENTALIST
CREATIVITY	PROBLEM-SOLVING	COMMUNICATION	FLEXIBILITY
LEADERSHIP	VISIONARY	COACHING/MENTOR	HANDLING PRESSURE
TECHNOLOGICAL	SUPPORTIVE	MOTIVATOR	FAST LEARNER
ADAPTABILITY	RESPONSIBILITY	SELF-CONFIDENCE	COLLABORATIVE

LIST OF SUPER POWERS I.

RISK TAKING	 Flight	CRITICAL THINKING	 Superhuman mentality
CREATIVITY	 Magical powers	PROBLEM-SOLDING	 Walk through walls/ Quantum tunneling
LEADERSHIP	 Power augmentation The ability to enhance the powers of oneself and/or others	VISIONARY	 Precognition/ Psychic Powers
TECHNOLOGICAL	 Gadgets/ Technopathy	SUPPORTIVE	 Turn into stone
ADAPTABILITY	 Shape shifting	RESPONSIBILITY	 Superhuman strength

LIST OF SUPER POWERS II.

TIME - MANAGEMENT	 <p>Time manipulation</p>	ENVIRONMENTALIST	 <p>Ecological empathy</p>
COMMUNICATION	 <p>Superhuman senses</p>	FLEXIBILITY	 <p>Elasticity</p>
COACHING/ MENTOR	 <p>Healing/ Regeneration</p>	HANDLING PRESSURE	 <p>Superhuman durability/ endurance</p>
MOTIVATOR	 <p>Human Torch/ Fire</p>	FAST LEARNER	 <p>Super Speed</p>
SELF-CONFIDENCE	 <p>Endless raw power</p>	COLLABORATIVE	 <p>Magnetism</p>



2025