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# TRAINING CURRICULUM



CULTURE CLASH 4U



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*Online*



RECREATIVITY



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# INTRODUCTION

Sustainability 360° is a long-term partnership project financed by the Erasmus+ Programme. We are focusing on creating awareness around the depth and colorfulness of sustainability. In this project we focus on **5 main areas**:

- **ADVOCACY**
- **COMMUNICATION**
- **ENTREPRENEURSHIP**
- **LEARNING**
- **MEDIA**

In this **Training Curriculum** we put together a framework that can be used for educational purposes. The activities are all tested and you can find it in the Workshop Booklet that was created within this project.

# WHO ARE WE?

The Training Curriculum was created by professionals who are partners in the project Sustainability 360°: ReCreativity Social Enterprise (Hungary), Prisma (Romania), Go Green (North Macedonia), YMCA Parthenope (Italy), CultureClash4U (the Netherlands).

The members of our team consists of experienced youth workers, trainers and facilitators working in the youth field for many years and each organisation they represent is an expert on one of the topics of this project.

# OBJECTIVES

We created this training framework in order to **inspire** other professionals with new activities in the topic of sustainability. 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 would like to **support** youth workers in understanding how to implement sustainable practices and how they can **challenge** traditional concepts of sustainability. They can question their already existing methods and tools they use and find new ones that can help them support their own target groups better.

PROGRAM

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
10:00-11:30	<u>What is your power + Green superpower</u>	<u>Learning by doing</u>	Walk & Talk + Study visit	<u>Tools and Resources for Advocacy</u>	Preparation for the presentations
11:30-12:00	Break	Break	Break	Break	Break
12:00-13:00	Energizer + <u>Values in Focus</u>	<u>Islands of sustainability</u>	Free time	<u>Beyond the Buzzwords</u>	Participant led activity - Sharing the results of the working teams
13:00-15:30	Lunch	Lunch	Lunch	Lunch	Lunch
15:30-17:00	<u>The Economics of Sustainability</u> + Introduction of Mishap night	<u>Power of communication + Redefining sustainability</u>	Free time	<u>From Theory to Action</u>	Reflection - <u>User Manual</u> + Evaluation
17:00-17:30	Break	Break	Break	Break	Break
17:30-18:30	Working teams	Working teams	Working teams	Working teams	Action Plan + Closing
18:30-20:00	Dinner	Dinner	Dinner	Dinner	Dinner
21:00-22:00	Mishap night				

# HOW TO USE IT?

Imagine this Training Curriculum as a **flexible framework** that you can easily adjust to your time / target group and purposes.

The **activities** were piloted by the participating organisations with young people. Therefore, in some cases, the activities need to be adjusted to fit youth workers' needs. However, we believe in the principles of learning by experiencing and learning by doing, so we think that it is crucial for youth workers to try out these activities themselves so that later on they can implement it with their own target groups.

To be really fit to **youth workers' needs**, the Training Curriculum also contains some added elements where participants can explore how they can turn the ideas of this project into reality with their own target groups.

The order of the activities and the extra added elements that you will find in the Training schedule can be changed, relocated or even exchanged with another activity that you might find more fitting for the purpose of **YOUR program**. So make sure that you check your surroundings and target group and after that you can design the final workshop based on the actual needs of your given activity.

Check the framework and see the program, then find the activities in the Workshop Booklet - where you can read about them in detail (suggested time frame, materials, space, etc). For the extra added activities that are not included in the Workshop Booklet, you will find the descriptions at the end of this document.

# SOME EXTRA TIPS

- One of the main objectives of this Training Curriculum is to give a space where youth workers can challenge their already existing practices on the topic of sustainability and the tools and methods they use. Therefore, we suggest an **approach** where you motivate participants to think critically, move out of their comfort zone and where they have the space to take an active role on their own learning path.
- **Suggested target group** for the training activities: youth workers who already have some experience with the topic of sustainability and would like to deepen their knowledge, question their already existing practices and find new tools
  - **Focus competences:**
    - Competences related to the ETS Competence Model:
      - Learning to Learn
      - Understanding and facilitating individual and group learning processes
      - Designing educational programmes
    - Competences related to GreenComp:
      - Systems thinking
      - Exploratory thinking
      - Problem framing
- **Suggested preparation for implementing activities from the Training Curriculum:**
  - Listen to our [S360°Podcast](#) series where we introduce the topic and discuss the focus areas of this project with invited experts.

— Participants fill out their own 'User Manual' before the activity - in order to reflect on their current practices and tools that they use in their everyday life. The questions can be adjusted to be fitting more for youth workers' needs.

- **Suggested activities for the first day:** feel free to add any warm-up activities for the first day where you get to know each other, the space and where participants can build their own team.
- **Evening activities:** in our Training Curriculum we left most nights empty in order to give participants the space to connect informally, personally and professionally. But this is also a chance for you to add something extra - any activity that you believe would be fitting to your target group's goals.
- **Follow up and long term impact:** in order to make sure that your activity has a long term impact, make sure that you organise space within your program where participants can plan their follow up activities and discuss how they are going to implement what they have learned in their own environment.

# TIPS FOR THE IMPLEMENTATION OF THE ACTIVITIES WITH YOUTH WORKERS:

## DAY 1

### **What is your power - combined with Green superpowers:**

The 'What is your power' workshop is used to introduce the topic and to get familiar with the participants' already existing skill sets. The activity can be combined with the 'Green superpowers' workshop in a way that at the end of the workshop, instead of drawing their characters, they use the media tools, explained in the 'Green superpowers' workshop. It gives the extra added value of showing the power of media tools.

### **Energizer + Values in Focus:**

Suggested energizer: Positive gossip

### **The Economics of Sustainability:**

The scenarios can be adjusted to situations that are more relevant for youth workers. E.g. examples of private/public investments in the youth sector, real life examples of civil society organisations, etc.

### **Intro of the Working teams:**

On the first day of the activity the 'Working team' system should be introduced. These are teams that are going to work on their own project throughout the whole activity. The aim of these teams is to give youth workers the chance to brainstorm with their colleagues, find issues in their own environments that they can all relate to and to find solutions for them.

By giving them space every day to meet with their working groups, we would like to provide the opportunity for them to connect professionally and to come up with their own ideas, solutions in the form of new educational activities for issues related to sustainability.

They can find inspiration from the activities they take part in during the training course, but what they come up with should be something new and fit to their own target groups.

On the 1st day of the activity the aim of the working groups is to collect shared values, common interest, focus areas that they would like to work on.

### **Mishap night:**

The aim of this activity is to give participants the chance to introduce themselves but in an unconventional way. They will share stories about themselves where they had a bit of a mishap, where they made a mistake. The aim of this activity is to show why vulnerability is important, and to discover how to learn from one's mistake. Participants present themselves one by one, introducing their story and what they have learnt from them.

## **DAY 2**

### **Islands of sustainability:**

We suggest using questions that are more related to youth work. Some suggested questions are:

- 1. What practices do you use in your personal or professional life that are connected to sustainability but not related to ecology?*
- 2. How to make the topic of sustainability boring for youngsters?*
- 3. What potential do you see in young people regarding the future? How can you empower them in bringing out their best?*

### **Power of communication + Redefining sustainability**

Use the 'Power of communication' as a base activity to introduce your topic on how to communicate about issues that are important for one. After that, you can use the 'Redefining sustainability' workshop to discuss further different terminologies related to sustainability. Feel free to find terms that are more advanced based on your target group's base knowledge!

### **Working teams - Day 2**

The aim of the working team's meeting on the second day is to challenge all the ideas they collected on Day 1. They should brainstorm further on which ones they would like to work with and at the end of the day pick one that they would like to develop by the end of the activity.

## **DAY 3**

During the morning sessions on Day 3 we suggest taking participants outside of their training surroundings so that they move a bit out of their comfort zone, they receive new insights and inspiration from the local realities.

**Walk and talk:** The aim of this activity is for participants to get to know their surroundings while discussing topics related to the topic of sustainability. The participants discuss certain questions in pairs while walking around. This method helps participants relax, feel more comfortable and more open to share their thoughts about the subject while they receive new insights from their surroundings.

**Study visit + free time:** in case it is possible, the walk and talk activity can be finished in a local spot where you can introduce a best practice that is connected to the project's topic.

E.g. you can visit an NGO working on the field of sustainability, a social enterprise focusing on something related to the topic, a training center/youth worker's community who work with non-formal education, etc.

This visit can be combined with a workshop held by local partners or participants can have some free time to explore the space where they are and connect with each other and the newly acquainted local partners professionally.

### **Working Teams - Day 3:**

During the working team sessions, groups start to work on their chosen topic that they picked the previous day. They need to start figuring out what solution they would like to

offer to the problem and come up with a type of educational activity (workshop, interactive presentation, community event, digital tool, educational material, etc.) which is focusing on their topic. They start shaping the material with their group and decide the basics of their activity that they would like to implement.

## DAY 4

**Tools and resources for Advocacy:** The scenarios can be adjusted in a way that it is more fitted to youth workers' needs.

**Beyond the Buzzwords:** The scenarios can be adjusted in a way that is more fitted to youth workers' needs.

**From theory to Action & Working Teams - Day 4:** Participants work in their Working teams during the afternoon and they finalise the educational activity that they started preparing in the previous days.

Using the 'From theory to Action' tools and materials they also prepare a campaign for their teams – they find a way how they can present their ideas to others, they discuss how they could promote their activities.

The aim of this activity is that they not only learn how they can design educational activities for their target groups but they also try out how they can find promotional materials, ways to draw attention to their activities.

## DAY 5

During the morning sessions, participants have time to finish their educational materials in their working groups, then in the second part of the morning, they present their ideas and their campaign materials to the rest of the group. Participants give feedback to each other and we evaluate the results together.

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### **Reflection + User Manual + Evaluation:**

The final evaluation process of the training course starts with participants filling out their 'User Manuals'. In case they received this task as a preparation task, they can compare what changed and reflect on their learning paths based on that. They can express what they bring with themselves home, how they would like to use what they learned in their personal and professional lives.

The personal reflection can be followed by a more practical evaluation session where they also give feedback on the logistics of the activity, the different program elements, the communication and methods that were used, etc.

### **Action Plan + Closing:**

The training course can be closed by any type of closing session that you find fitting to your group's needs. The aim of this session is to give participants the space to say goodbye, to share their final thoughts, to close their learning experience and to express future goals and plans on what they would like to do with the knowledge that they received. The activity can include a space where they fill out some sort of 'Action Plan' where they write down a few practical steps that they would like to do once back in their own environment, in order to continue using the new knowledge that they gained during the Training Course.

# 2025

