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GREEN MINDED

GREEN MINDED TRAINING HANDBOOK



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GREEN MINDED

TRAINING HANDBOOK

PRACTICE GREEN LIVING

HOME

LEISURE

WORKPLACE



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Foreword

COVID-19 pandemic has affected the whole world, but it had an especially huge effect on young adults who have difficulties entering the labour market or lost their jobs. Therefore, they need to have support for using their potential. The Nordplus project “Green Minded” is aimed to help young unemployed adults to increase their knowledge and awareness about environmental problems, to change their thinking and behaviour, to enhance environmental social entrepreneurship and active citizenship.

Three partners from Lithuania, Latvia and Estonia joined this project together to make it come true. Each partner is strong in their own field. Lithuanian partner Knowledge Code’s key competencies are in e-learning platform and adult education, environmental education. Latvian partner Social Innovation Centre brings their competencies in personal-initiative taking and social entrepreneurship. Estonian partner Involved contributes with non-formal education, has experience in working with the target group.

As a partnership's result – Green Minded Handbook is prepared on basis of Green Minded Curriculum, with the focus on target group needs and non-formal education activities (identifying schedule for the sessions, possible activities with description, resources needed, explaining the methodology of learning), and experiential learning.

All three partners want to make special thanks to those who contributed – outside the project team. One of the most important thanks is to facilitators, who help young adults to be green minded and to be aware



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about environmental problems. This project cannot happen without all your help and work. However, the Green Minded project wouldn't have even started without funding – Danish Agency for Higher Education and Science – the Administrator of Nordplus Adult.

Everyone who contributed with this project made a huge impact on it. We hope that young adults – learners will find this project useful, and it will also make a big impact on their lives, both personal and professional. We hope it will help them to become active citizens, entrepreneurs and more green minded. Good luck!



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Why to be Green Minded?

To be Green Minded increases your awareness about environmental problems, principally changing your way of thinking and behaviour in different areas in which you have direct impact with your daily actions namely at home, workplace and during your leisure time.

Also to be Green Minded means that you are ready to engage and to enhance environmental, social entrepreneurship and active citizenship and doing so you are contributing and following the UN 2030 Global Goals for Sustainable Development, priority in EU Strategic Agenda 2019–2024: "Building a climate-neutral, green, fair and social Europe".

Trained as Green Minded facilitator you will not only will be reflecting on your way of thinking, attitudes and behaviour in environmental issues but also you will develop transversal skills highly required in nowadays labour market such as communication, social, civic competences, critical thinking, creativity, digital skills, teamwork, and so valued entrepreneurship.

To sum up:

- increase your awareness about environmental problems
- change your thinking and behaviour at home, workplace, during leisure time
- enhance environmental social entrepreneurship and active citizenship
- contribute and follow the UN 2030 Global Goals for Sustainable Development

1. MODULE 1. Environmental Awareness

Theoretical module that consists of one in-person session and individual work in the shape of an online course.

Objectives: rising awareness on environmentally conscious behaviour, rising awareness of one's personal views and habits, presenting the most recent activism examples from the world, learning the theoretical background.

Module outline

Time	Activity
20 min	3.1 Introduction
15 min	3.2 Ice-breaking
30 min	3.3 Mapping participants' views and values about environment
30 min	3.4 Bridging previous session with the next one
30 min	3.5 Introduction to environmental activism and our roles in it
30 min	3.6 Instructions for homework
20 min	3.7 Conclusions and wrapping up
2 h	3.8 Homework - online course about environmental issues

Time necessary:

- 2 hours 55 minutes (please add breaks),
- 2 h homework.

Nowadays we live in a world that has a lot of issues. Most of them are created by human actions. Humans do not always try to make harm on purpose, sometimes it just happens. But we can always think what we can do to reduce that harm or how to stop doing that.

One of the biggest issues is environmental. The major environmental problems are:

- **Pollution: water, air.** It is caused by toxins such as plastics, nitrates, heavy metals and toxins that are released by factories, transport vehicles, home heating systems;
- **Global warming:** it is caused by emissions of greenhouse gases. Greenhouse gases are created by human activities. It causes an increase in temperature and that causes melting ice caps and rising sea levels;
- **Overpopulation:** it is caused by rising global populations, especially in developing countries. We face lack of resources and agriculture is trying to solve this problem, but only creates more by chemical fertilisers and etc.;
- **Waste disposal:** people don't sort garbage and a lot of it is thrown into the oceans or land.
- **Deforestation:** every day we lose a lot of trees to make space for residential industrial or commercial projects which leads to less production of oxygen.

There are a lot of other environmental problems which are causing a lot of damage to earth. You can read more about them: <https://www.conserve-energy-future.com/15-current-environmental-problems.php>

1. Introduction



Duration: 20 min



Brief intro: Facilitator needs to introduce himself/herself, upcoming activities and environmental issues



Introduction of the activity:

- Introduce yourself and explain about the importance of environmental issues;
- Ask participants to introduce themselves and tell about expectations of this training;
- Everyone should sit around;
- Facilitator should give an example by introducing himself (name, age, what are his/her interests, etc.);
- Learners should follow facilitators' example and introduce themselves.

1.2 Ice-breaking



Duration: 15 min



Brief intro: Facilitator needs to try to get all of the learners to talk and feel more comfortable with each other



Resources: A bag and all kinds of small random things, e.g. small toys, matches, souvenirs, compass, etc.



Instructions:

- Facilitator and learners should be sitting around;
- All of the things should be placed in the middle on the floor;

- Let all of them think for a minute, then tell them to pick one of the things;
- When they all have picked their favourite, ask them to explain why they picked that thing (maybe they will reveal something about themselves).

1.3 Mapping participants' views and values about environment

Responsibilities game



Duration: 30 min



Brief intro: Learners will discuss whose responsibilities are environmental issues



Resources: A piece of paper and pen for each learner

Introduction of the activity

- Each learner should take a piece of paper and a pen;
- Ask learners to divide paper into 3 parts;
- Tell them to write in one part - climate change, in another - water pollution, in third one - global warming.



Instructions:

- Learners should think about who is responsible for climate change, water pollution and global warming and write it down. Give them 15 minutes to do that, after that you should discuss their thoughts.

1.4 Bridging previous session with the next one

Making changes



Duration: 30 min



Brief intro: Discuss what changes can be made to prevent environmental problems



Resources: same pieces of paper and pens that were used in previous activity

Introduction of the activity

- Answer all learners questions that have popped up after previous task;
- Tell learners to think how to prevent climate change, water pollution and global warming (using responsible ones);
- Tell learners to think how they can make change by making small actions.



Instructions:

- Tell all learners to write down problem solutions and what changes that would make;
- Ask them how responsible people could change their lives and climate;
- Ask learners how they could change their lives and environment to become more environmentally friendly.

1.5 Introduction to environmental activism and our roles in it





Duration: 30 min



Brief intro: Environmental activism is individuals or groups working together towards environmental concerns. These people and organisations prefer green living, environmental sustainability. The most important thing is that environmental activists come up with solutions for environmental problems.



Introduction of the activity

- Introduce learners to environmental activism;
- Ask their thoughts about it.
- Let learners build their own model of environmental activism, what are the main parts of it and what changes it could make.

Learning outcomes

Environmental activism

1.6 Instructions for homework



Duration: 30 min



Brief intro: Facilitator needs to explain about homework, that it should be done until the next meeting, homework will be about life in the future.

Introduction of the activity

- Learners should think about life in the 2030;
- What changes will be made about environmental issues?



Instructions:



- Decide realistic goals about environmental issues for 2030, write them down and visualise an environmentally friendly city in 2030.
- Visuals can be painted, made with a computer or in any way that is acceptable to learners. Learners also need to read material that is available on an online course.

1.7 Conclusions and wrapping up



Duration: 20 min



Brief intro: The day's work evaluation



Instructions:

Talk about the tasks that participants did over the day. What have they learned? What are their expectations for other tasks?

1.8 Homework – online course about environmental issues

Homework reading material

Case study 1

Deforestation is a huge problem in Baltic States. Foresters claim that trees should be cut down that no one would notice, it means cutting down damaged trees in different locations. And forest directors claim that they do not cut any more or less trees than years before. But reality is different. There are a lot of empty fields in Baltic States forests where they used to grow trees. Educational trails in forests open this problem to people. Massive empty fields are bad for forests because it is not a natural process. Fallen trees can create shelter for new trees and protect them, but in empty fields it is harder for new trees to grow. In



2020, Lithuania lost 23.0kha, Latvia lost 50.5kha, and Estonia lost 36.8kha of natural forest.

Case study 2

The Baltic Sea is the most polluted sea in the world. A lot of rivers that are flowing into the sea carry waste from population, industry and agriculture. Also, like other seas, Baltic Sea is polluted by plastic waste. Aquatic animals often mistake small plastics for their food. That increases their health problems.

The Baltic Sea is the most polluted sea in the world but surrounded by the most prosperous countries in the EU, therefore luckily now most of the people understand problems and try to reduce them. Together we can solve problems and reduce damage.

Case study 3

Fridays for Future is a global climate strike movement started by Greta Thunberg. She started alone but very soon others joined her. They seek international awakening with students and activists. They protest for a lot of environmental problems and have their demands, e.g.: keep the global temperature rise below 1,5 C, ensure climate justice and equity, listen to the best united science currently available. A lot of countries have joined this movement, Lithuania, Latvia and Estonia are no exception.

More cases on environmental issues, please read further reading material on section [5.2 Case studies](#).

2. MODULE 2. Taking Initiative

A module where theory and practice are combined to equip youth with particular ideas, knowledge and skills for organising their own green initiatives.

Objectives:

- learning about activism in practice;
- learning how to implement ideas;
- learning how to put environmentally sustainable actions in practice (connecting the theory from the previous module with practice);
- learning the importance of publicity and event promotion.

Module outline

Time	Activity
10-15 min	4.1. Greeting and ice-breaking
10-15 min	4.2. Elaboration on the previous module and the homework
15-20 min	4.3. Overview of actions that can be done to ensure greener behaviour / Mapping the potential actions and connecting them to the individual realities

40 min	4.4. What can I do now? / Session on developing and choosing ideas for implementation
10-15 min	4.5. How will we get there? / Session on event content planning
40 min	4.6. How can I put my idea into action? A session on event management and implementation
60-120 min*	4.7. How can I promote my idea? / Practical session on online and offline means for reaching the target audiences of events
10-20 min	4.8. Wrapping up

* Depending on the number of participants

Time necessary:

- minimum 3 hours 35 minutes (please add breaks),
- maximum 6 hours 45 minutes (please add breaks).

Depending on the number of ideas to be implemented and the level of skills among participants this module can be extended over several afternoons.

Pre-conditions:

Participants have gone through online Moodle courses MODULE 1 and MODULE 2 before starting this workshop.

CONTENT OF ACTIVITIES

2.1. Greeting and ice-breaking

 Duration: 10-15 min



Brief intro: Welcoming participants and setting the necessary individual and team mindset to reach best potential results of the planned activities



Instructions:

- Welcome participants in the room, give a short introduction on the activities and expected outcomes of the session. Use an energizer to connect to the group and create a unified energy in the room.



Methodology: “The Green shoutout” in section [Energizers](#).

2.2. Elaboration on the previous module and the homework



Duration: 10–15 min



Brief intro: Monitoring the learning process of the participants, answering their questions.



Instructions:

- Ask participants to elaborate on conclusions that they have gained during the previous module and homework. Facilitate a discussion to come to a common understanding in the group. Inform them to ask questions about the aspects that were unclear, and make sure they get answered.

Information to find with the participants:

- *three main things they recall from the previously discussed content;*
- *which of these impacted them individually most;*

- *moments where they recognized previously learned aspects in their daily lives - what was the situation and how they felt.*



Methodology: free form discussion

2.3. Overview of actions that can be done to ensure greener behaviour



Duration: 15–20 min

Objectives:

- Linking the previous learning outcomes to three topical areas (home, leisure, work).
- Encouraging discussion on eco-friendlier actions or scenarios to expand their understanding about previously learned knowledge and emphasise the individual responsibility in this regard.
- Helping to consider the potential problem / need in their communities or personal lives to be solved (targeted at initial goal setting for activities to be planned).

Necessary materials: print-outs of stories ([5.3.3](#)) or projector to display them, post-its, pens, a surface to cluster the topical actions.



Instructions:

Phase I

- Ask to recall the stories about Anna's day (visual reference on screen or printouts). More information for the facilitator in [5.3.3](#).
- Ask participants to name actions Anna should have done in each of situations, and one volunteer to write down them on post-its



clustering them accordingly. Continue by asking what additional actions they would suggest.

Phase II

- Ask participants to consider which activities they can relate to the most.

Questions for elaboration:

- *Which daily actions towards a greener future do you already do and which are done by your friends and family?*
- *Which of the discussed actions you can't imagine being implemented in your home / town / workplace reality at all?*
- *Which of the things would be ready to do more, and which could be done more by the people in your surroundings to ensure a greener future for all of us?*

Facilitator points out that:

- Previous discussions highlight “the need” in the community/personal lives, and the ones that they realistically could have an impact on.
- Management of every event starts with defining the need, and they have just done that.



Methodology: mind mapping, discussion

2.4. What can I do now?



Duration: 40 min

Objectives:

- Division of participants in working groups according to topical areas (home, leisure, work).
- Defining more specific Objectives for the potential events.
- Generating and selecting ideas for the format of potential events.
- Pointing out the connection between the generated concepts and the steps of a structured event management.



Necessary materials: printed event management canvas, preferably size A3 (1 copy for each group), pens, post-its



Methodology: group work (framework of [event management canvas](#))



Instructions

Phase I

- Ask participants to divide in groups (2-3 people).
- Ask them to select one realistically attainable activity option from the post-it clusters created previously (if necessary, discuss)
- Provide each group with event management canvas (print-out or let them draw it)
- Ask them to discuss shortly in event groups about the ways their chosen greener habit/activity relates to their own lives and community, and then from it - define the need of the community.

Proposed method:

Ask participants to consider

- a) what problem the previously chosen activity would solve (reasonable scale and relevant for the local community)
- b) in which audience (be as specific as possible, e.g. students of the National University, the elderly of our community, etc.)



c) how should that be done (realistic and simple).

Then ask to use conclusions to create a sentence that answers question: "What needs to change in audience X to have a greener future and how can we achieve it?"

(NB! At this point they don't have to decide on the type of event yet).

Example

- *Chosen activity: buying less clothes.*

Students of the National University should start swapping clothes to start buying less of those.

- Ask participants to write their sentence and target audience on a post-it, paste them in column "The Concept" of event canvas.

Phase III

- Invite them to use the conclusions to discuss about a more defined event goal:
 - informing and educating about a particular cause or problem;
 - inviting or driving towards action;
 - engaging people or the broader society in topic or a discussion;
 - creating a sense of community.
- Ask to see the list of event formats ([5.3.1](#)) and decide which would be the most efficient for reaching the goal (invite to use mobile phones to do a quick research on events already done).

To help choosing consider which of the formats are:

- most appropriate for the chosen audience?



- possible in the current situation (e.g. pandemic restrictions, time of the year, other)?
 - group feels most comfortable working with?
 - will reach the chosen goal the most effectively?
 - financially viable?
 - would not be too long (because the longer the event, the more of planning and resources it requires)
- Ask them to create a specific goal statement for the upcoming event, write and paste in column "The Content".

Examples

- *We will organise an **information campaign** and distribute booklets about garbage recycling to the **elderly members of our community** to **increase their awareness and change their habits towards a greener future.***
 - *We will organise an informative **clothes swap party** to encourage **students of our university to buy less clothes.***
- Wrap up the task: explain that they have now done the conceptual part of the event and now will start work on the practical side.

2.5. How will we get there?



Duration: 10–15 min

Objectives:

- Develop and specify the content of the planned event/activity.
- Learn about putting ideas into action.



Instructions:

Ask participants to imagine the flow of the event and all the aspects in detail, and come up with a schedule or time plan for the event. Ask them to write it in the corresponding column in the event planning canvas.



Methodology: facilitated group work (in framework of [event planning canvas](#))

2.6. How can I put my idea into action?



Duration: 40 min

Objectives:

- Creating an easy-to-follow work plan and division of responsibilities.
- Identifying and planning the necessary resources and partnerships to implement the idea.
- Defining the timeline and milestones for the event plan (NB! It is a timeplan for the whole management process not the event itself).
- Identifying necessary preparations.
- Learning about structured event planning and management.
- Obtaining practical tools for event implementation.

Necessary pre-conditions: Completed initial parts of the event canvas and participation in previous activities.

Necessary materials: partly filled event management canvas, pens, post-its.



Methodology: facilitated group work (in framework of [event](#)

[planning canvas](#))



Instructions:

Facilitate participants in groups to set up an action plan – actions, divided responsibilities, deadlines, and resources. They should be achievable until the next meeting in person. Write and put it in the columns “Action Plan and Tasks” and “Necessary resources”.

The minimum that should be covered:

- Responsible people of each action and deadlines
- Necessary preparations (regarding information, schedules, etc.)
- Necessary arrangements (permissions from municipality, land owners, invitations of guest speakers or experts etc.)
- Necessary support (advice, expertise, practical help?)
- Sustainability of event results (long-term effects and maximisation)
- Necessary, specific tangible resources to organise event (materials, premises, food and drinks, printed information materials etc.)
- Financing or support necessary to get these resources
- Sustainable usage of resources throughout the planned event

Finalise the task by explaining that they have now completed the event plan.

2.7. How can I promote my idea?



Duration: 60 – 120 min

Objectives:

- Deciding on most appropriate platform for event publicity
- Working on planning and executing event publicity
- Learn the significance of event promotions

- Learn about creating content for publicity
- Learn about efficient ways for reaching target audiences.



Necessary materials: partly filled event management canvas, pens, post-its, computers (at least one per group)



Methodology: facilitated group work (in framework of [event planning canvas](#))



Instructions:

- Ask to recall conclusions about publicity from the online course.
- In the bigger group facilitate a discussion and let them decide which communication channels are most appropriate for their planned activities
- Return in smaller groups and let them decide on defined objectives and channels of communication for their event, create catchy name for event and decide which materials will they need to communicate their message (e.g. social media image or video, Facebook event page, email draft and email list for potential attendees, poster, list of contacts for personal invitations, etc.). Write the main points in the event canvas column “Publicity Activities”.
- Start working on necessary materials
[Open-source online tools can be used to implement these ideas](#), also discussed in Module 2 online.

NB! Please evaluate the technical abilities of the participants to carry out this step. If they have no experience in graphic design then they might consider making posters by hand not to waste time on learning the skill on the spot, etc.



After these sessions everyone should have a fully filled event management canvas and an easy-to-follow plan.

2.8. Wrapping up



Duration: 10–20 min

Objectives:

- Shifting the mood of the group out of working mode.
- Summarising the learning outcomes of this module, linking them to the previous module.
- Encouraging the implementation of their planned activities and thinking about the steps in the time until the next meeting.



Instructions:

- The facilitator carries out debriefing according to one of the methods of their choice, and concludes the meeting encouraging them to continue work on their event ideas until the next meeting.



Methodology: Depending on the mood in the group, choose one of the [debriefing methods](#). Session was intensive on the brain, therefore it is suggested to have a physical [evaluation method](#). e.g. “The Living Dartboard”.

3. MODULE 3. Actions In Practice

A module that consists of helping to learn how to implement ideas and put environmentally sustainable actions in practice encouraging the formation of connections in the local community.

Objectives: solidify the knowledge from the Modules 1 & 2, encouraging the formation of connections in the local community, encouraging the formation of environmentally conscious habits among individuals. Learning about broader impact through dissemination of your own activities.

Module outline

Time	Activity
10 – 15 min	3.1 Greeting and icebreaking
20 – 30 min*	3.2 Last preparations in the group with support of the facilitator
20 – 30 min*	3.3 Event planning canvas assessment
30 min*	3.4 Preparation and implementation
30 min *	3.5.1 Planning of the activity assessment
10 – 15 min	3.6 Wrapping up and elaboration

* Depending on the number of participants

Time necessary:

- minimum 2 hours 25 minutes (please add breaks),
- maximum 3 hours 20 minutes (please add breaks).



Pre-conditions

Participants have taken part in all previous modules and they have done necessary homework. Participants must have taken part at least 80% in all previous modules and have done all necessary homework.

CONTENT OF ACTIVITIES

3.1 Greeting and ice-breaking

Name of the Ice-braker:

One word.

This icebreaker will help the groups get in the right mindset for an upcoming activity.

Objectives:

The objective is for the group to come up with one word that describes the activity/idea/plan they are about to implement.



Duration: 10-15 min



Instructions:

- Divide your entire group into small groups and give them a couple of minutes to brainstorm ideas. For example, if your planned activity is about Green Energy, have them come up with one word that describes what exactly means to them Green Energy and ask them to come up with some examples.



Starting a day before implementing the planned activities of the module with this activity will give your group time to think about a certain topic, which can increase their motivation as well as their participation



Methodology: facilitated group work (in framework of getting ready to put ideas into practice)

Please check more ice-breaking exercises in [Ice Breaking session](#)

3.2 Last preparations in the group with support of the facilitator

Once finalised the Greeting and Ice-breaking activities the leader needs to make sure that all participants have completed their [event planning form](#), each of the necessary blanks have been filled in and all the following questions have been responded accordingly.

3.2.1 Event planning canvas assessment

- The concept of the green activity
 - **Why** - what is the problem or need in the community?
 - **How** does the event concept help solving this problem?
 - **What** type of event will it be?
 - **Who** will be attending the event and how will they benefit from it?

- Time plan



- **When** the event will take place
- **Where** the event will take place
- **What** will happen during the event step by step

- **Necessary resources**
 - **What** material and other resources are needed to make the event happen?
 - **How** will these resources be obtained?

- **Action plan and tasks**
 - **What** are the necessary preparations or arrangements to ensure that the event?
 - **Who** will be responsible for carrying out each of the tasks?
 - **Until** when should each of the tasks be finished to make sure that the event takes place in a timely manner?

- **Publicity of the activities**
 - **What** is the goal of the event publicity (to inform, to invite, to announce)?
 - **What** activity publicity will take place and when?
 - **What** content (visual, text, etc.) is necessary to reach the event goal?

3.3 Preparation and implementation

Leader assesses that all activities are taking place as planned by assessing participant's motivation and every single practical aspect of each individual project.



Use the following questions as guidelines for a proper follow up and assessment before the implementations start.

3.3.1 Planning of the activity assessment

- Confirming the goals of the activity
- making sure participants know which are they target group,
- setting up activities and distributing responsibilities,
- come up with a realistic time plan,
- have a realistic budget plan,
- make sure that a risk assessment is part of the plan activity.

Goal of the activity

- Why are you personally engaged in this project?
- Do you have additional goals in mind, in addition to those given in this activity?

Target Group

- Who do you want to reach, to motivate?
- Who is your target group?
- Why did you choose this target group?

Timing

- What is your timetable for preparation? Which deadlines do you need to observe?
- What is your schedule for running the activity? (One day? Several days in a row?)



Venue

- What will be the venue(s) for your activity?
- Is the venue easy to reach by the members of the target group?

Budget

- Which physical resources will you need?
- Is there a need for human resources, transport? How much do they cost?

Risk Assessment

- Which factors could occur that would slow down or prevent the success of your project?
- How high do you estimate the probability that these factors occur?
- What impact will these factors have on your project?

Assessing the Motivation to carry out your activity

- Do you have any indication that the motivation for learning and working in this specific project has increased or changed?
- What do you think, in particular, raised the motivation?
- If you feel motivation for learning and carrying out your activity has not increased, what do you think was the reason?
- Do you know of any concrete skills development and work activities that will emerge from your activity?
- Will you assess the impact of your project again after some months' time?
- Do you intend to run more similar activities in the near future? Will you recommend others to do so? Who are these people?



3.4 Wrapping up and elaboration

Objectives:

- Shifting the mood of the group out of working mode.
- Summarising the learning outcomes of this module, linking them to the previous module.
- Encouraging the implementation of their planned activities and thinking about the steps in the time until the next meeting.

Why is it important to finalise each activity with Wrap-up activities? Closure activities and elaboration of your learning paths will help you not only to revise the learned concepts but also help you while solidifying knowledge and smoothly leading to the next steps in any learning process or activity.

Use any of the three following wrapping up exercises to elaborate the learned concepts and assure that all activities are ready to move to the implantation face!

Think-pair-shares



Duration: 10-15 min



Instructions:

- The think-pair-share, This activity gets participants talking to each other about the concept you're wrapping up, even allowing for the sharing of new perspectives. Have your participants spend a few silent minutes thinking about an aspect of the topic you learned (or the topic as a whole), and then pair them with other participants to discuss any relevant angles, pros and cons, or strategies.



Methodology: facilitated group work (in framework of getting ready to put ideas into practice)

Slide presentation



Duration: 10–15 min



Allow your participants to flex their creative muscles by developing

slide presentations that highlight key points from the topic. This is another two-in-one activity: Participants will solidify their learning not only when they create their presentation but also when they watch their peers present. Consider using slides after conducting an experiment to show the results with graphs or a series of documenting pictures.



Methodology: facilitated group work (in framework of getting ready to put ideas into practice)

In other news ...



Duration: 10–15 min



Participants can prepare short newscasts about a topic. Have them sit facing their pairs/mates – with a small stack of notes in hand and maybe even a suit jacket – to deliver a special report. They could cover an environmental issue, a current or past exciting scientific discovery, or present a historical event as if it happened that day.



Methodology: individual works (in framework of getting ready to put ideas into practice).

4. MODULE 4. Sustainability and Future

A practical module after all the activities from the previous 3 modules have taken place. During this last part, the involved youth gather together to elaborate on their experiences (ideas) and the learning points (knowledge, skills).

Objectives:

- learning about evaluating one's activities in practice,
- learning about making conclusions and planning improvements,
- learning to consider sustainability of the organised activities.

Module outline

It is possible to implement it separately or together with the previous module (Module 3) if there is enough time and it fits conceptually.

Time	Activity
10 – 15 min	4.1 Greeting and icebreaking
15 – 20 min	4.2 Short elaboration on previous modules
60 – 120 min*	4.3 Presentations of the activities
30 min	4.4 Session on sustainability and planning the future
30 min	4.5 Evaluation of the whole course
10 – 15 min	4.6 Finalising event and parting words

* Depending on the amount of activities / initiatives / number of participants

Time necessary:

- minimum 2 hours 35 minutes (please add breaks),
- maximum 3 hours 50 minutes (please add breaks).

Pre-conditions

Participants have taken part in all previous modules and they have done necessary homework. Participants must have taken part at least 80% in all previous modules and have done all necessary homework.

CONTENT OF ACTIVITIES

4.1 Greeting and ice-breaking



Duration: 10–15 min



Brief intro: Facilitator welcomes participants and sets necessary mindset in the training team as well as individually to reach best potential results of the planned activities. Also, gives overview of upcoming activities and time frame.



Resources needed: [environmental sustainability postcards](#) / green postcards / magazine pics or any similar connected to main topics of the training for all participants.



Instructions:

- Everyone is sitting around in a circle, without tables in case training is held indoors.
- Facilitator welcomes participants, introduces the activities and expected outcomes.
- Postcards are placed in the middle of the circle. Let all group members think a bit and pick one postcard that they feel most associated with.
- When they all have picked their favourites, ask them for an explanation.



Methodology: working with pictures/ visuals, individual presentations for the whole group.

4.2 Short elaboration on previous modules



Duration: 15 - 20 min



Brief intro: Monitoring the learning process of the participants, answering their questions.



Resources needed: pens/pencils for all participants, post-it's of 3 colours, papers preferably size A1, markers.



Instructions:

- Ask participants to elaborate on their experiences (ideas) and the learning points (knowledge, skills) that they have gained during all previous modules. Remind them of content if necessary. Facilitate a discussion to come to a common learning point in the group. Inform them to ask questions about the aspects that were unclear, and make sure they get answered.



Questions to be asked:

- What kind of new ideas have you got from previous modules? Think about 3 different areas: home, leisure and workplace. Write down 3 ideas at least for all 3 areas.
- What kind of new knowledge and skills have you learned so far? Think about 5 of them at least.



Methodology: individual work, writing answers on post-it's of different colour; summary and freeform discussion followed by that.

4.3 Presentations of the activities



Duration: 60 – 120 min, depending on the amount of activities / initiatives / number of participants



Brief intro: Session consolidates learning about evaluating their own environmentally sustainable online and offline green activities, connecting the theory from previous modules, and individual work from the last module with practice. Implemented green activities will be presented using [Event planning canvas](#) – concept, timeplan, action plan and tasks, necessary resources and publicity activities; and will be presented according to different areas: home, workplace and leisure.



Resources needed: computer and big screen, pens, papers,
previously filled [Event planning canvas](#)



Instructions:

- Ask participants one by one to present their green activity, on the basis of [Event planning canvas](#). You can categorise presentations according to the following fields: home, workplace and leisure.
- After the presentation, ask group members' comments and feedback. What was good, what was new / what did you learn, and what do you suggest / what you could have done in a different way? Facilitator gives feedback at the end.

Methodology: individual presentations followed by feedback from the group and the facilitator.

4.4 Session on sustainability and planning the future



Duration: 30 min



Brief intro: it is important to foster and consider sustainability of green actions of all participants. How to continue implementing new ideas from all modules, recent presentations and make others around you join at home, at your workplace and during leisure time? Let's plan for the future, helping to reduce harm to environmental problems in the

areas of pollution, global warming, overpopulation, waste disposal and deforestation.

Resources needed: pens/pencils for all participants, post-it's, papers size A4 and A1, markers, [Idea Sheets](#), mobile phones.



Instructions:

Ask participants to elaborate on sustainability of the organised activities. Facilitate a discussion to come to a common understanding in the group that every green action matters and everyone can make a difference. Inform them to ask questions about the aspects that were unclear, and make sure they get answered.

Questions to be asked:

- What kind of personal green activities would you like to repeat and when?
- What kind of green activities would you like to take over from other group members? Which modifications would you make, if any?
- Which of the activities would have the biggest impact and why?

Ask all participants to write a personal letter on A4 paper to him/herself. Letter should contain reminders of the participant's green behaviour promises for the future. When the letter is ready, give it over to another participant who will send it back to you in one month (via e-mail) as a reminder.

Please fill in the [Idea Sheet](#). Sheet is divided into 3 categories: home, workplace and leisure. Take it back home with you.

Make social media (Facebook, Instagram) posting on an idea, including [#greenminded](#)



Methodology: individual work – letter to yourself, filling in [Idea Sheet](#); freeform discussion, social media postings.

4.5 Evaluation of the whole course



Duration: 30 min



Brief intro: Giving overview of the whole course from the very beginning, participants can start reflecting on personal learning outcomes of the course. It is important that they make conclusions, elaborate on their experiences, but also new knowledge and skills. Facilitator monitors the whole process and adds his/her comments when necessary, also answering their questions.



Materials (resources) needed: pens/pencils for all participants, Final Evaluation Forms.



Instructions:

- Part I: Ask participants to fill in the Final [Evaluation Form](#). When all of them have completed the task, you can turn to
- Part II: Ask some open questions regarding final evaluation of the whole course, such as:
 What is the most important green idea you take home with you from this course?
- Please name the maximum 3 things you learned during this course.



Methodology: individual work on filling in [Final Evaluation Forms](#), group discussion.

4.6 Finalising event and parting words



Duration: 10 - 15 min



Brief intro: Facilitator acknowledges participants, shifting the mood of the group out of working mode, encouraging the implementation of their planned activities and green mindset in the future. Asks to share ideas, knowledge and skills in their families and friends, during work and leisure time. Distributes participation certificates.



Resources needed: Certificates.



Instructions:

- Say big thank you to all participants!
- Remind them to check www.greenminded.eu and its social media channels on regular bases
- Distribute participation certificates



Methodology: frontal speech, discussion.



5. Additional material for non-formal and experiential learning

5.1 Energizers

Energizers do just that – they energise the group! These activities give participants an opportunity to laugh, have some fun, move around, and give their brains some “time off” from the intensity of a serious topic.

A list of 7 various Energizers can be adapted and implemented during your activities from the following games recommended for youth activities. [List of youth games!](#)

The Green Shoutout



Duration: 15–20 min



Brief intro: an energizer that is great for setting participants’ mind on thinking about environmentally unfriendly habits and solutions for them.



Instructions:

- Participants stand freely in the room, and after the facilitator’s signal start walking around without any direction.
- Every now and then the facilitator shouts out environmentally unfriendly habits/actions/objects and at that moment participants stop and say the potential solution to the person standing closest to them.

- The task can be finished as soon as participants look energised and on “the same wavelength”.
- Potential options for calling out:
plastic bottles, flying with aeroplanes, long showers, single-use plastics, eating fast-food, eating ready-made meals, going to work by car, burning tires, etc.



Methodology: frontal speech, discussion, physical activity.

5.1.1 Ice breakers

The purpose of icebreakers is to reduce anxiety and move people toward the task of the group. The goal is to open people up, make them more comfortable, and make them look forward to the rest of the workshop/training.

A list of 8 various Ice-breakers can be adapted and implemented during your activities from the following games recommended for youth activities. [List of youth games!](#)

5.1.2 Evaluation methods

The Living Dartboard

(from T-Kit on Educational Evaluation in Youth Work)



Duration: 15-20 min



Brief intro: An energetic way to evaluate the day. Participants are invited to move around the room according to their position towards statements that are read out about the programme, or other aspects being evaluated.





Necessary resources: You need an empty, rather large room for this activity. In the middle of the room there is an object (e.g. chair, paper, ower, etc.). This object represents the centre of the dartboard (also known as the “bull’s eye”)



Instructions: The facilitator reads out statements about the activity and participants choose a spot in the room according to their opinion about that statement. The more you agree with the statements that the facilitator reads out, the closer you move to the middle-point. The more you disagree, the farther away from that point you should move. After everyone has chosen their position participants can be asked to explain their reasons for standing where they are. Towards the end, participants may be invited to come up with their own statement/s about the activity. This way they have a chance to check how the rest of the group feels about it.

Some examples of statements are:

- The rhythm and timing of the programme was well planned.
- The methods in this activity were monotonous.
- I learned a lot today.
- I am excited about the things we planned.
- I missed theoretical inputs.

Feedbacking process



Ask yourself the following questions and use them as guidelines in order to evaluate your own learning processes as well as to give



feedback to your peers: *What was good? What was new? What did you learn and what do you suggest or what could you have done in different ways?*

5.1.3 Debriefing methods

By debriefing you can acknowledge lessons learned to ensure even better results next time. The following guidelines with 29 various examples of debriefing exercises will help you to reflect upon your learning process and ask yourself the right questions. [Here](#)

5.1.4 Open-source tools and methods for communication plan

1. [Canva](#)
2. [Mailchimp](#)
3. Free website builders [Weebly.com](#) , [Wix.com](#)
4. Event ticketing management platform [Eventbrite.com](#)
5. Online event streaming websites [Zoom](#), [Twitch](#)
6. Free online video editor: [Fastreel](#), [InVideo](#), [Online Video Cutter](#)

5.2 Case studies

Environmental issues:

[What is global impact](#)

[Top environmental problems](#)

[Earth climate](#)



5.3 Working sheets

5.3.1. Event type examples

- hike (a long walk or walking tour)
- online awareness campaign (a multichannel marketing campaign designed to grab attention and engage interest, while focused on the overarching goal of raising awareness for an issue or service)
- online conference (an online collaborative session or webinar about particular topic or cause)
- online game afternoon (an event where group of people play online-based or online-adapted games to raise awareness for a cause through a less formal activity)
- concert (a music event in person or online)
- workshop (a type of event where people engage in particular activity to work intensely to create a desired tangible or intangible outcome)
- lecture (an educational talk to an audience)
- flashmob (a large public gathering at which people perform an unusual or seemingly random act and then disperse, typically organised by means of the internet or social media)
- parade (a public procession, especially one celebrating a special day or event)
- speed friending (an in-person or online event where people have a possibility to briefly get to know many people in a short time to form new friendships)
- TEDx event (A TEDx event is a local gathering where live TED-like talks and performances are shared with the community)

- potluck (a communal gathering where each guest or group contributes a different, often homemade, dish of food to be shared)
- (board) game night
- scavenger hunt (a game, typically played in an extensive outdoor area, in which participants have to collect a number of miscellaneous objects)
- discussion (a public and organised conversation or debate about a specific topic)
- karaoke night
- movie screening (displaying of a motion picture or film for educational or other purposes)
- clean-up event (an organised event for removing rubbish from local waterways, wetlands, beaches, parks, forests, mountains, etc.)
- sports event

5.3.2. Event planning canvas

Please download the template in higher resolution if necessary ([free download](#))

EVENT PLANNING CANVAS		ACTION PLAN AND TASKS	
name of the event		WHAT are the necessary preparations or arrangements to ensure the event WHO will be responsible of carrying out each of the tasks WHERE, WHEN should each of the tasks be finished by make sure that the event takes place in a timely manner	
THE CONCEPT - WHY - what is the problem or need in the community - HOW the event concept will help solving the problem - WHAT TYPE of event will it be - WHO will be organising the event and how will they benefit from it	TIMEPLAN - WHEN will the event take place - WHAT will happen during the event step-by-step		
NECESSARY RESOURCES - WHAT materials and other resources are needed to make the event happen - HOW will these resources be obtained	PUBLICITY ACTIVITIES - WHAT is the goal of your publicity (to inform, to invite, to announce) - WHAT publicity activities will take place and when - WHAT content (texts, links, offers) is necessary to reach the event goal		

5.3.3. Elaboration on three stories from the online course ([student](#) and [facilitator](#) sheets)

Three stories from the online course (student)

STORY 1. ANNA IS AT HOME.

It is an ordinary day for Anna, and she wakes up quite excited, because today she will go to buy clothes that she will wear for her Christmas party. She really enjoys shopping for clothes and accessories, nowadays they cost just a few Euros after all! She turns on all the lights in the room, puts on her slippers that she bought from AliExpress and goes to take a shower. Long and hot showers are another thing she enjoys very much, because they make her feel good in the early hours of the day. She shaves with her disposable razor, washes her hair almost every day and the running noise of the water makes her calmer. After shower she goes to get some food, and it does not take her much time, because she has already bought a plastic box with ready-made meals. Her favourite brand is from the local supermarket, the only downside is that the portion size is too big. Since she likes diversity in her meals, she usually throws out the leftovers so they don't go bad until the next time she craves some of the particular meal. After she is done, she goes to brush her teeth, puts on some clothes and turns on the heaters a bit higher before leaving home. Just so she can come back from the cold winter weather and instantly feel warmer.

**STORY 2. ANNA GOES TO WORK.**

Anna leaves her home a little grumpy, because it is an early morning. But she gets in her car that she uses every day to go to work, because she likes grabbing a coffee to-go from the gas station on the way and drinking it while listening to the radio in the car. She arrives at her work, takes the elevator to the third floor where it is located and is happy to see that all of the lights are already on, the office looks bright and makes her feel more ready for the job. She then goes to her table and opens the computer, which conveniently is still turned on so there is no need to open all the websites and windows again. Anna works for a publishing house and is an editor of various writings. Her favourite days are the ones when she can take her printouts of the received novel, and sit in the lounge corner while writing comments and remarks. But today she will just do some administrative work and prepare some hand-written notes for meeting with colleagues in the afternoon. A few hours into the work she notices that she is getting hungry, and is slightly excited, because she knows that in the office fridge a delicious meal is waiting for her. A tropical fruit smoothie, and ready made meal of Atlantic salmon fillet with quinoa from the local supermarket. She warms her food, eats and can now happily go through the rest of the day.

STORY 3. ANNA GOES ON VACATION.

After long weeks of stressful work Anna feels like she needs to get a good rest from all the daily routines. She has decided to take a vacation, and her choice has fallen for a city weekend in Rome. When she is getting ready for the journey she packs a lot of pretty dresses and shoes in her bag, but decides that she will not pack



shampoo, hairspray or other toiletries. Her friend said that in Rome it is easy to buy these things cheaply, and she intends to do it like that, so she has more space in her luggage for other things. On the big day she goes to the airport, after the security check, buys a bottle of water and a few snacks to-go, and happily embarks on her flight. 3 hours and 30 minutes of nice sleep is all she wants now! While on the flight she fails to fall asleep, and is thinking about the possible activities she could do in Rome. One of the nice guys at the office suggested going for a hike to the waterfalls of Cerveteri, but she decided to opt for an easier option. She will do a city tour with a rental car, and then go shopping for some new things. What a perfect vacation!

Three stories from online course – facilitator sheet (not meant for distribution among participants until task is finished)

The three stories display Anna's environmentally unfriendly habits. Here are the most prominent ones that participants should be able to recognize (or reach with the help of facilitator)

STORY 1. ANNA IS AT HOME

Potential greener actions:

- instead of shopping for clothes swapping them with friends or buying second hand
- instead of buying from AliExpress or cheap fashion shops, buy sustainable and fairly produced clothing



- consider all your purchases and make sure that you will use them in the long-term (e.g. Christmas themed clothes are most often not that kind of thing)
- consider which disposable items in your daily life you can replace with a sustainable option (razor, cotton swabs, cotton makeup pads, sanitary items, etc.)
- washing hair every few days (not every day), and considering an eco-friendly option of shampoo
- shorten showers and close the tap when not actively using water to wash yourself
- prepare as much of your food as possible, and try to buy in bulk, and from local farmers or other small-size enterprises
- plan your meals and make sure to generate as little food waste as possible
- close the tap when brushing the teeth
- turn off the heaters, the lights and unplug the electronic devices when leaving home to save energy

STORY 2. ANNA GOES TO WORK

Potential greener actions:

- whenever possible, try walking, using public transportation or carpool to your work instead of using a car (especially if you are driving alone)
- instead of grabbing a coffee to-go, purchase a thermo mug and prepare the coffee at home to bring with you to work. You will be able to use the mug to keep the coffee warm during working hours too!
- use stairs instead of elevator whenever possible



- In the office switch off the lights that are not being used, or even better - initiate installing motion sensor lights in rooms where it is appropriate
- Switch off the unnecessary devices when they are not being used, or at least for the night. Unplug the unnecessary cables from the electricity cord to save some energy, too.
- Print as little as possible, and use paper scraps whenever possible. If your job requires a lot of printing, consider suggesting refillable ink cartridges to save the plastic waste.
- In your communication with colleagues use digital media whenever possible to save paper resources.
- Bring home-made meals in reusable containers for lunch
- Do greener food choices - instead of opting for exotic fruit and items that have travelled half of the world, choose local produce. If consuming fish or meat, consider the source of this protein

STORY 3. ANNA GOES ON VACATION

Potential greener actions:

- For leisure choose options that are closer to your home to reduce the travelled distance. For example, a 3 and a half hour flight for a weekend in another city is not the greenest choice. If you do fly far, try planning a longer stay.
- Whenever possible, choose more sustainable travel options instead of flying.
- Packing for flight, consider that each extra kilo of things you bring will increase CO2 emissions. Pack lightly!



- Whenever possible, be considerate about buying excess while on travel. For example, buying toiletries just for the trip and then tossing them out is very unsustainable.
- When travelling or on other leisure activities bring your own reusable water bottle. For example, more and more airports offer a place for refilling it nowadays!
- During travels try walking, using public transportation or bike instead of car whenever possible.
- Always consider doing more activities in nature, and when you do - stick to the path, and be mindful of your garbage. Leave it only in the designated places or even better, bring it back with you and recycle.

5.3.4 Idea Sheet

Brain Writing Canvas

The Brain Writing Canvas is a tool that helps you iterate your ideas around one or more topics helping you to have a collection of multiple ideas. Brain -idea - template ([free download](#))

Other tools in order to set up your ideas and be able to work ahead with every step accordingly. Design idea template ([free download](#))



6. How can I make an impact?

Step-by-step from idea to green action: activities, resources, tips and tools. Get inspired by some of the already existing successful green actions!

[Top tips for greener living](#)

Everyday actions that can benefit the environment and you. Action that connects people with, protects and enhances the natural environment. Some examples that this Actions include:

- Only buy the food you need
- Create a home for wildlife
- Try to put a full load in the washing machine each time
- Take breaks outdoors

Opportunities for green action in your daily life:

- [at home](#)
- [out and about](#)
- [at your workplace](#)

Learn how to carry out a Sharing Community Campaign:

[5-steps to a Sharing Community campaign](#)

Get inspired by other successful projects for a greener world:

[Eco-projects](#)



7. Conclusion

Practising Green Minded

The aim of this training is training you as a green minded facilitator and while taking part in it you will learn on how to be Green Minded as well as learn about main environmental issues and prepare yourself for further green actions to be taken in your future.

While taking part in each of the modules you will receive useful tips on how to become more environmentally aware at home, at work and in your leisure time, and read some inspiring or thought-provoking stories. All of this will lay the foundation for your understanding of environmental awareness.

Also this course will help you to understand your role in ensuring a greener future for the Earth. You will gain insights into potential individual daily habits that could be done with a greener impact, as well as being introduced in approaches and tools that aid at getting you more active and involved in spreading the message to broader audiences. In particular, you will learn more about gaining attention to your ideas/activities, too.

On another hand, you learnt how to implement ideas and put environmentally sustainable actions in practice, solidifying the knowledge, encouraging the formation of connections in the local community, encouraging the formation of environmentally conscious habits among individuals. Learning about broader impact through dissemination of your own activities.

The entire course encourages you to elaborate on your experiences (ideas) and the learning points (knowledge, skills). Means you will be



able to learn about evaluating your own activities in practice, about making conclusions and planning improvements as well as considering all the aspects of sustainability from all your organised activities. All of this will lay the foundation for your understanding of environmental awareness.

We hope that your new knowledge will help you
in the labour market and also
to become more Green Minded.

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10. Deforestation in Lithuania:

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[eyJjYW5Cb3VuZCI6ZmFsc2UsImRhdGFzZXRzljpbeyJkYXRhc2V0ljoicG9saXRpY2FsLWJvdW5kYXJpZXMlLCJsYXllcnMiOlsizGlcHV0ZWQtcG9saXRpY2FsLWJvdW5kYXJpZXMlLCJwb2xpdGlyYWwtYm91bmRhcmlscyJdLCJib3VuZGFyeSI6dHJlZSwib3BhY2I0eSI6MSwidmlzaWJpbGI0eSI6dHJlZS19XX0%3D&showMap=true](https://www.foei.org/member-groups/europe/estonia)

11. Estonian Green Movement – FoE – non-profit environmental organisation who was one of the first environmental organisations in Estonia to deal with a wide range of environmental and developmental issues. <https://roheline.ee/> – <https://www.foei.org/member-groups/europe/estonia>
12. Environmental problems: <https://www.conserve-energy-future.com/15-current-environmental-problems.php>
13. [Greenminded.eu](https://www.greenminded.eu) – website that gives access to a broader collection of the materials generated in this project
14. Green Action campaign tools, from Idea to Action different implemented green actions examples: <https://greenactionweek.org/guide-to-green-action-week-2020/>
15. Green Actions case studies case studies: <https://www.yearofgreenaction.org/green-actions>
16. Green Action facilitator guide How to implement your green action campaign: https://greenactionweek.org/wp-content/uploads/2019/05/Guide-for-facilitators-Planning-session-Green-Action-Week-2019-v3_compressed.pdf

17. Green Action tips/projects/ideas project ideas, tips and more:
<https://www.yearofgreenaction.org/green-actions>
18. Green events, checklist in English :
<http://www.homoecos.lv/kratuve/aptaujas/green-events-checklist-in-english/>
19. Green toolbox for sustainable youth organizations:
http://www.homoecos.lv/wp-content/uploads/2017/11/GTB_web.pdf
20. Icebreakers / Energizers listed exercises: Act For Youth
<https://www.actforyouth.net/resources/yd/icebreakers-energizers.pdf>
21. Icebreaking, energizers, team building activities in youth work:
 Youth Work list of games::
<https://www.youthworkresource.com/youth-work/games/ice-breakers/>
22. Klimatam draudzīgu pasākumu organizēšana
 (Decarbonize-Our-Future):
<http://www.homoecos.lv/wp-content/uploads/2017/10/WEB-Decarbonize-Our-Future-Vadlinijas-LV.pdf>
23. Project cards: Erasmus+ project „A Tale of Two Futures” –
 collection of eco projects to inspire participants:
<https://tales2futures.eu/>
24. Starter guide for event communication. It assists people in the
 community to navigate the many issues involved in organising
 events. In particular, people organising public, outdoor events:
<https://www.dpc.nsw.gov.au/tools-and-resources/event-starter-guide/communication/>



25. Survey Monkey templates:

<https://www.surveymonkey.com/mp/environmental-issues-survey-template/>

26. Tips for Sustainable (Green) Event Planning:

<https://guidebook.com/resources/organize-green-event-tips-sustainable-planning/>

27. Videi draudzīgu pasākumu organizēšana : „Guidelines for Sustainable Event Management”

<http://www.homoecos.lv/wp-content/uploads/2017/11/VideiDraudziguPasakumuOrganizesana-Rokasgramata.pdf>

28. Ways to encourage an environmentally conscious workplace:

<https://risepeople.com/blog/environmentally-conscious-workplace/>

29. Wrap up activities for activities:

<https://www.classcraft.com/blog/awesome-wrap-up-activities-for-students/>

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