#TOOLKIT

green seeds

YOUTH EMPOWERMENT FOR CLIMATE ACTION

NEXT LEVEL

Funded by the European Union

Project name: Green Seeds

YOUTH EMPOWERMENT FOR CLIMATE ACTION

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Participant organisations

- **Next Level e.V. (Germany)**
- **Association Petite Graine (France)**

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AI Disclaimer: Some sections of this Toolkit—such as activity structures, visuals, and handouts—were partially developed with the assistance of generative AI tools. All content has been reviewed, edited, and approved by the authors to ensure accuracy, inclusiveness, and pedagogical value.

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Introduction

Green Seeds

The Green Seeds Toolkit emerges from the "Green Seeds" Erasmus+ KA210-YOU project (ProjectNo.:2024-3-DE04-KA210-YOU/000294748), a strategic collaboration between Next Level e.V. (Germany) and Association Petite Graine (France). Funded under the Erasmus+ Youth programme, this project aligns closely with EU Youth Goal 10, aiming to cultivate youth-led sustainability initiatives and empower young people and youth workers to effectively engage in climate action.

The toolkit has been developed to address challenges identified through extensive research conducted within the project in rural regions of Haute-Garonne, France, and Thuringia, Germany. It is designed to provide practical, youth-centred strategies that enhance meaningful engagement, offer structured guidance, pushes forward community integration, and amplify youth voices in environmental decision-making processes. The toolkit's components are conceived to be creative, practical, and adaptable for a broader European audience, drawing extensively from the comprehensive Green Seeds Report.

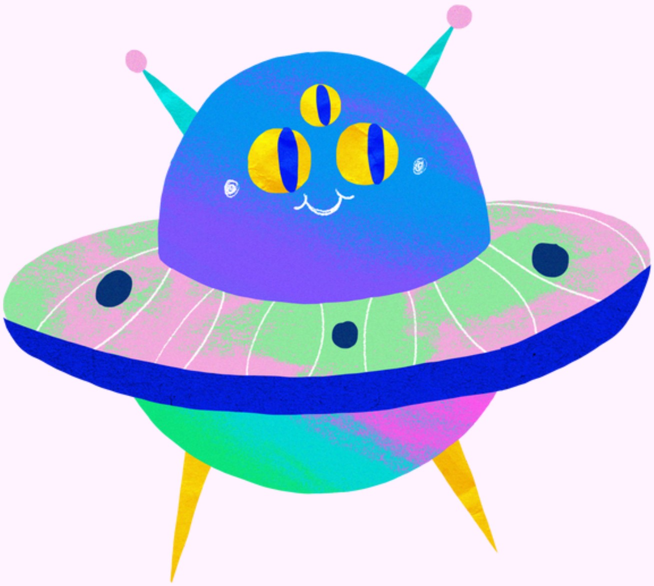
Why a Toolkit?

Recent research conducted within this project in rural regions of Haute-Garonne, France, and Thuringia, Germany, identified challenges facing youth engagement in sustainability and climate action. These include superficial involvement, eco-anxiety, structural barriers such as financial constraints, limited practical opportunities, insufficient structured support, gaps between formal and informal education, weak community connections, and limited youth voice in policy-making processes.

Challenges Facing Youth Engagement in Sustainability and Climate Action

Numerous barriers impede youth engagement in sustainability and climate action, ranging from psychological factors to systemic and structural limitations.
A prevalent issue is the **superficial engagement and lack of sustained motivation** observed among young people. Research indicates that while initial enthusiasm for environmental actions is common, it often dissipates, with activities sometimes undertaken more "for show" than from a deep, intrinsic commitment to lasting change. This suggests a significant gap between environmental awareness and consistent, values-driven participation.
Furthermore, **eco-anxiety and perceived futility** represent a significant psychological barrier. Young people frequently express feeling overwhelmed by the immense scale of climate issues, leading to disengagement due to doubts about their individual capacity to make a difference. The sentiment that "these problems are so big that there is nothing that I can do that will change anything" is a common expression of this feeling.

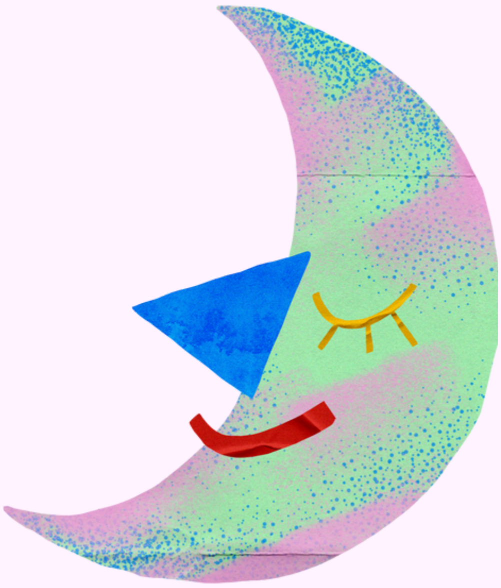
Systemic and structural barriers also pose considerable obstacles. **Financial constraints** are a frequently cited hurdle, as young people often struggle to secure funds for their initiatives, even when highly motivated. The scarcity of "free opportunities and camps," particularly for those from non-academic backgrounds, creates an economic barrier to participation. Compounding this is a critical
information gap regarding "how to get involved" and, more specifically, "how actually you can get funds" or where to find "really clear guidance". The absence of a central "hub of information transfer" means that groups often operate in isolation, struggling to access organized information about ongoing projects or available resources.
Another significant structural barrier is the **limited practical, hands-on opportunities.** Many existing organizational efforts are perceived as theoretical or "for show" rather than providing "really practical" experiences that enable youth to "observe and reflect and then they can change the behaviour". This lack of tangible action limits the depth of learning and genuine behavioral change.
Geographical accessibility also presents a challenge, particularly for younger participants, as projects need to be "pretty local" to their homes. This necessitates numerous localized initiatives, as engaging parents for participation in distant activities is often difficult.
The **limited structured support and guidance** available to youth is another impediment. The absence of clear mentorship, stable leadership, and structured coaching significantly diminishes young people's ability to sustain active participation and effectively realize their initiatives.



A notable **disconnect between formal and non-formal education** is also evident. Formal education institutions rarely integrate effectively with external environmental and sustainability programs, resulting in fragmented educational pathways. Environmental education is not yet a "crucial part of school" curricula, indicating a need for greater institutional integration rather than relying solely on NGO-led efforts.

Weak community bonds and a lack of youth ownership over projects often lead to less committed and less impactful participation. Furthermore, young people frequently express that their **voice is limited in local policy and community decisions.** They often feel their opinions are undervalued or overlooked in environmental policymaking and community planning.

Time constraints also emerged as a practical barrier in the surveys conducted. Finally, **cultural barriers** include the challenge of fostering a shared understanding of climate action as a "shared responsibility" across all young people, regardless of their background. Some youth from the Global South, for instance, may feel less accountable for carbon emissions, perceiving it as primarily the "West's responsibility" due to historical consumption patterns. Additionally, a "blame culture," characterized by a fear of "shaming each other" for individual unsustainable actions, can hinder open discussion and proactive engagement.



Youth and Youth Worker Perspectives on Needed Support and Effective Strategies

Despite the challenges, youth and youth workers have identified ways for more effective engagement. There is a strong consensus on the efficacy of **experiential and participatory learning**, emphasizing "really, really hands-on practises" and "small actions" such as river cleaning or farm visits, as young people "learn much more by doing" than from theoretical instruction. Activities should be designed to be "fun at first" to foster an "emotional bond with the topic".

Structured support and guidance are deemed critical, particularly the presence of a "coach" or "consultant" who can provide "skill sharing," inspiration, and answer practical questions, especially concerning regulations. Breaking down large projects into "little steps and milestones" helps manage feelings of overwhelm and sustains motivation.

Effective **communication and framing** are also essential. An approach that "invite[s] people that they are really, they feel... invited and they feel inspired" is preferred over urgent, fear-based messages. Sustainability education should adopt a "holistic point of view," connecting environmental aspects with social and economic justice, and employ a non-judgmental approach.

Young people express a strong desire for "A stronger community of young people engaged in climate action" and "Access to local environmental initiatives". "More education and workshops on climate change" was the most requested form of support by young people completing the survey, alongside explicit requests for "Financial support for green projects". Finally, more involvement from schools or youth organization" is desired, highlighting the need for greater integration with formal education.

Underlying Dynamics Driving the Toolkit's Design

The identified challenges and desired supports reveal several crucial dynamics that inform the toolkit's design philosophy.

A primary dynamic observed is the **disparity between awareness and sustained action.** While reports consistently indicate a high level of environmental awareness and concern among youth, this understanding often does not translate into deep, lasting participation. Instead, engagement can be superficial or short-lived, sometimes performed for external validation rather than from deeply held values.

This suggests that merely providing information is insufficient to drive genuine behavioral change. The progression observed is that high awareness, when met with psychological barriers like eco-anxiety, structural impediments such as limited practical opportunities, and a lack of clear support, often leads to either superficial action or disengagement. Therefore, the toolkit must go beyond basic awareness-raising. Its design emphasizes practical application, skill-building, and confidence-building. It aims to foster intrinsic motivation by providing opportunities for tangible impact, cultivating emotional connections to environmental issues, and breaking down complex problems into manageable steps. This approach is intended to bridge the gap between knowing what to do and understanding how to do it effectively and sustainably, thereby transforming passive awareness into active, committed engagement.

Another significant dynamic is the **interconnected nature of the barriers**. The research consistently shows that challenges are not isolated but form a complex, interwoven web. For example, eco-anxiety is often intensified by a perceived lack of practical opportunities and a sense of futility. Similarly, financial constraints are compounded by a critical lack of clear information on how to access available funds. Furthermore, the absence of structured support contributes to the instability and short-lived nature of many youth-led initiatives. This intricate relationship means that individual toolkit components cannot address challenges in isolation. Effective solutions must be multi-faceted and integrated, simultaneously tackling practical skill deficits, emotional resilience needs, financial guidance, and information accessibility. This comprehensive approach aligns with the "holistic point of view" advocated by youth workers, suggesting that sustainability education should be interwoven with broader themes of social justice, community building, and personal well-being to be truly impactful.

A compelling dynamic that emerged is the **transformative power of meaningful challenge**. While youth workers noted a general preference for "ease over the impact of their action," successful initiatives, such as the "Youth for Biodiversity" project, demonstrated that intentionally challenging, immersive experiences can lead to profound commitment, responsibility, and lasting behavioral change. This observation presents a fascinating counterpoint to the perceived preference for convenience. The implication is that toolkit design should not shy away from activities that require effort, discipline, or even a degree of discomfort, provided these experiences are deeply engaging, Objective-driven, and foster strong emotional bonds and a clear sense of accomplishment.

The key lies in offering meaningful challenges that build resilience and a deeper connection to the cause, rather than mere difficulty for its own sake. This suggests incorporating elements of adventure, immersion, or intensive experience into modules, as these can cultivate a more profound and lasting commitment to sustainability.

The role of youth workers as facilitators and catalysts is also a critical dynamic. Youth workers are explicitly identified as the primary users of the toolkit. They have expressed a clear need for "green competence development" and "extra education." Furthermore, the research highlights the crucial role of a "coach" or "consultant" in translating youth interest into sustained action by providing practical know-how, demystifying processes, and building confidence. This means the toolkit must be designed not merely as content for young people, but as a comprehensive capacity-building resource for youth workers themselves. It needs to equip them with advanced facilitation techniques, project management skills, strategies for providing emotional support, and the ability to navigate bureaucratic processes. This empowers youth workers to become effective "coaches" and "catalysts" who activate and sustain youth-led action, moving beyond the role of traditional instructors. Investing in their professionalization is therefore central to the project's long-term success.

Finally, **the necessity of institutional memory and "umbrella" structures** is a recurring theme. A significant challenge for successful youth initiatives is their long-term sustainability, often undermined by the "instability of personal circumstances," such as young people moving for university or other life changes. This transient nature leads to a loss of momentum, institutional memory, and continuity. This dynamic underscores that the toolkit, and the broader "Green Seeds" project, must explicitly promote and facilitate the creation and strengthening of stable, overarching "umbrella" or "hub" structures. This involves fostering long-term partnerships, establishing formalized processes for knowledge transfer, and ensuring continuous resource sharing. The "Online Toolkit and Resource Center" itself serves as a digital manifestation of such a hub, providing a stable repository of knowledge and tools that can persist and evolve even as individual participants come and go. Funding and policy should prioritize the development and strengthening of these enduring support structures over solely focusing on one-off project grants.

The tools provided are intentionally and effectively aligned with the core challenges identified in the Green Seeds Report. They emphasize practical action, structured guidance, emotional connection, peer-to-peer learning, and youth empowerment, directly targeting the obstacles hindering sustained, meaningful youth engagement in sustainability and climate action.

Interactive Modules

Module 1: Local Climate Action Catalyst

This interactive module addresses the identified needs for practical pathways, local opportunities, community building, and knowledge on "how to get involved". It empowers youth workers to facilitate impactful, hands-on climate action projects within their local communities, particularly in rural and disadvantaged areas.
Target group: the module is intended for youth workers
Direct Beneficiaries: young people serving are beneficiaries of the workshops facilitated through this tool.

- **Phase 1: "Understand Your Local Environment"** phase provides comprehensive guides for conducting local environmental audits. These include practical methodologies for waste audits, energy consumption mapping, and biodiversity spotting within local communities. This phase contains a template for survey, observation checklist, and a simple data collection sheet. This approach addresses the "lack of knowledge on how to get involved" by providing an accessible starting point for engagement. Activities in this phase include a facilitated community walk for direct observation, an interactive workshop on simple data collection techniques, and mapping local environmental issues using visual tools. The Objective is to move young people from a general awareness to a specific understanding of their immediate environmental context.

- **Phase 2: "Brainstorming Local Solutions"** focuses on providing facilitation techniques for ideation sessions, designed to spark creative problem-solving. It includes a set of interactive cards categorized by various climate action themes, such as waste reduction, energy saving, local food, green spaces, and water conservation, to inspire and structure brainstorming. This directly supports the youth's expressed desire for "access to local environmental initiatives" by providing avenues for generating actionable ideas. Activities include a participatory brainstorming session utilizing visual aids and collaborative digital tools, a "solution mapping" exercise to identify feasible local interventions, and a structured peer-to-peer idea exchange session. This phase is crucial for translating observations into potential solutions.

- **Phase 3: "Plan Your Green Initiative"** phase offers step-by-step guides for robust project planning. Key elements include setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals, identifying necessary resources (financial, human, material), a basic budgeting template, and a simple project management checklist. This directly tackles the "limited structured support and guidance" barrier by providing essential practical know-how for navigating and overcoming financial hurdles. Activities involve an interactive project canvas development workshop, a comprehensive resource mapping exercise, and a practical basic budget simulation activity to build financial literacy. This phase is intended to build confidence and prevent feelings of overwhelm that can arise from large-scale problems.
- **Phase 4: "Mobilize Your Community"** phase provides actionable tips for effective outreach, comprehensive communication strategies, and practical methods for recruiting local volunteers. It includes a customizable flyer and an adaptable social media template. This directly addresses the need for fostering "stronger community bonds" and overcoming "weak community bonds" by providing tools for effective community engagement. Activities include a role-playing community outreach scenario to build confidence, designing mock social media campaigns for local engagement, and developing compelling project narratives to attract support. This phase ensures that youth-led initiatives can gain the necessary community backing for sustained impact.

This module fosters youth ownership by guiding them through the entire project lifecycle, starting from their immediate local context and empowering them to shape the solution. The progression from active observation and data collection to the personalization of problems and solutions cultivates a strong sense of ownership, which in turn drives motivation and commitment.
This module directly addresses the "lack of practical, hands-on opportunities" identified in the research, where many efforts are perceived as merely "for show" rather than genuinely impactful. The module's explicit focus on "hands-on climate action projects" and its detailed "modular workshop guides" directly counter this deficiency. The module's strength lies in its actionable, step-by-step approach to project implementation. By providing concrete tools such as templates, checklists, and structured phases, it effectively translates theoretical awareness into tangible outcomes. This directly addresses the youth worker observation regarding the importance of practical experiences and provides a clear pathway for youth to move from understanding to impactful action, thereby building confidence and competence.

Module 2: Green Career Explorer

This interactive module addresses the identified need for "more attractive opportunities" for youth and directly responds to the call for "green competence development" and "extra education" in "green skills". Its aim is to provide comprehensive information on emerging green jobs and the essential skills required for navigating a sustainable future.

Target group: The module is designed for young people as direct users, with youth workers serving as facilitators and beneficiaries of capacity building.

The module features content structured to guide users through green career pathways:

- **Phase 1: "Green Jobs Spotlight"** Interactive Database will show profiles of diverse and emerging green jobs. Examples include renewable energy technician, sustainable agriculture specialist, environmental consultant, circular economy expert, eco-tourism manager, urban gardener, and sustainability communication specialist. Each profile will include a clear job description, a breakdown of required skills (both technical and transversal), typical daily tasks, and potential career progression pathways. The activity included is about video interviews with young professionals currently working in these green fields, sharing their personal daily experiences, career journeys, and insights. Interactive quizzes are designed to help participants match their personal interests, aptitudes, and existing skills with suitable green career paths.
- **Phase 2: "Skills for a Sustainable Future" Assessment & Resource Hub** offers an self-assessment tool, allowing users to identify their existing "green skills" (e.g., critical thinking, problem-solving, collaboration, digital literacy for sustainability data, systems thinking, adaptability) and pinpoint areas for further development. Activities include practical skill-building mini-challenges and direct links to free online courses for developing specific green competencies.
- **Phase 3: "Pathways to Green Employment" Guide** provides advice on crafting effective CVs tailored for green sector roles, preparing for interviews, developing strong networking skills within the sustainability community, and gaining a deeper understanding of the evolving green economy landscape. Activities involve virtual "career fair" simulations with links to green employers and relevant organizations, and workshops on developing a personal green career action plan.

This module links environmental action and sustainability to personal and professional development, making "eco topics" more tangible and attractive by showcasing viable career paths. Youth are highly concerned about climate change but also face practical concerns such as "financial constraints" and sometimes prioritize immediate social issues like "diversity and inclusion". By connecting environmental concern with perceived economic and personal benefits, the module aims to increase motivation and sustained engagement, especially for youth facing barriers to participation. By showcasing diverse "green skills" and "green jobs," the toolkit directly addresses the youth's desire for "attractive opportunities" and provides a practical, future-oriented reason for engagement that extends beyond altruism. This approach can effectively reframe "eco topics" as integral to personal success and societal well-being, enhancing their relevance in the youth's immediate priorities.

The research consistently highlights a general "information gap on available resources and how to access them," which extends specifically to green career pathways. Youth workers themselves indicate a need for "green competence development" to effectively guide youth in this area. This module serves as a centralized repository of information on green jobs and training. It acts as a critical "hub of information transfer" specifically for green careers, directly reducing the barrier of "lack of knowledge on how to get involved" in pursuing green professional development.

Module 3: Biodiversity Detectives

This interactive module addresses the need for engaging educational interventions, incorporates trends like gamification, and aims to mitigate eco-anxiety by fostering a direct "emotional bond with the topic". It also contributes to building youth worker capacity in holistic environmental education.

Target group: The module is designed for young people as direct users, with youth workers serving as facilitators and beneficiaries of capacity building.

The module's detailed content is structured to encourage exploration and action:

- **Phase 1: "Local Flora & Fauna Field Guide"** focuses on working on the local flora and fauna, emphasizing the critical importance of biodiversity, and providing practical instructions on how to conduct simple biodiversity surveys in local parks, green spaces, or even backyards. It includes downloadable, printable field guides and identification sheets. Activities involve "species scavenger hunts", photo challenges to encourage observation, and tutorials on contributing to citizen science platforms for biodiversity data collection.
- **Phase 2: "Ecosystem Explorers" Learning Journey** provides clear explanations of local ecosystems (e.g., forests, rivers, urban green spaces), detailing their interconnectedness and the specific threats they face (e.g., habitat loss, pollution). Activities include tours of significant local protected areas, interactive simulations demonstrating ecosystem health and degradation, and "design your own green space" challenges encouraging creative solutions for urban biodiversity.
- **Phase 3: "Biodiversity Action Activities" for Youth** offers a collection of simple, hands-on activities that young people can undertake to support local biodiversity, such as building insect hotels, planting native species, creating mini-wildflower meadows, and implementing responsible waste management practices that benefit nature. It incorporates tips for observing and appreciating nature mindfully to reduce eco-anxiety and foster a sense of calm. Activities include DIY eco-crafts workshops, guided nature journaling exercises to deepen connection, and peer-led "bioblitz" events for collective data gathering and fun.

This module utilizes gamification and creative, hands-on activities to make learning about biodiversity intrinsically motivating and enjoyable. Youth workers consistently emphasize that initiatives should be "fun at first" to "open up the sphere to reflect one's own actions" and, crucially, to create an "emotional bond with the topic". This approach addresses the challenge of "superficial engagement" by fostering a deeper, emotional connection to nature, which is a fundamental prerequisite for cultivating sustained and authentic environmental action.

This module aims to combat eco-anxiety through tangible local action and visible impact. Eco-anxiety is a significant psychological barrier, often stemming from the "perceived futility" of individual impact when problems feel "so big". Youth workers explicitly recommend presenting large problems as "small, manageable actions" to deconstruct this overwhelm. This module focuses on immediate, local flora and fauna and provides simple, hands-on activities. By concentrating on tangible, achievable actions within the immediate local environment, the module provides concrete opportunities for youth to see visible impact, even if small. This direct experience of making a difference directly counters feelings of powerlessness and futility, thereby building resilience and confidence in their ability to contribute meaningfully. It transforms abstract anxiety into a sense of agency and sustained motivation through demonstrable success.

Module 1: Local Climate Action Catalyst

Phase 1: "Understand Your Local Environment"

Resources:
1. Templates for Community Environmental Survey
2. Observation Checklist for Environmental Audit Walks
3. Simple Data Collection Sheet for Waste Audit

Activities:
1. Walk & Witness: Discovering Our Local Environment
2. Workshop "From Sensing to Sensing-Making: Collecting & Visualizing Data"

Phase 2: "Brainstorming Local Solutions"

Resources:
1. Facilitation Techniques for Ideation Sessions

Activities:
1. Participatory Brainstorming with Visual Aids
2. "Solution Mapping" Exercise
3. Structured Peer-to-Peer Idea Exchange Sessions

Phase 3: "Plan Your Green Initiative"

Resources:
1. Setting SMART Goals & Identifying Necessary Resources
2. Basic Budgeting Templates
3. Simple Project Management Checklist

Activities:
1. Interactive Project Canvas Development Workshop
2. Comprehensive Resource Mapping Exercise
3. Practical Basic Budget Simulation

Phase 4: "Mobilize Your Community"

Resources:
1. Customizable flyers
2. Adaptable social media templates

Activities:
1. Role-playing community outreach scenarios to build confidence
2. Designing mock social media campaigns for local engagement
3. Developing compelling project narratives to attract support

Phase 1: "Understand Your Local Environment"

Resources:

1. Templates for Community Environmental Survey

Use this template to collect information from youth and local residents about environmental awareness and practices.

Question	Type	Notes
What is your age?	Multiple choice	Age brackets (e.g., under 15, 15–18, 19–25, 26+)
How would you rate your knowledge of local environmental issues?	Likert scale (1–5)	
Which of the following do you practice? (Check all that apply)	Checkbox	Recycling, Composting, Biking/Walking, Saving water, Growing food
What environmental problems have you noticed in your community?	Open	Littering, water pollution, energy waste, etc.
What places in your community do you consider valuable for nature?	Open	Parks, forests, rivers, gardens...
Have you participated in environmental initiatives before?	Yes/No	If yes, which ones?
Would you like to be involved in a local project?	Yes/No	Contact option

2. Observation Checklist for Environmental Audit Walks

Use this sheet during local walks to identify visible environmental issues and community assets.

Observation Point	Check	Notes
Presence of litter or illegal dumping		Describe type & location
Availability of recycling bins		Are they accessible and used?
Natural green spaces (parks, trees, gardens)		Healthy or neglected?
Water bodies (rivers, streams)		Signs of pollution or biodiversity?
Wildlife presence (birds, insects)		What species do you observe?
Noise levels		Quiet, moderate, loud?
Transportation (bike lanes, bus stops)		Are they used or needed?
Community initiatives visible (murals, signs, gardens)		Examples?
Accessible space for public use / youth-led activities		Possible venues?

3. Simple Data Collection Sheet for Waste Audit
This sheet helps log different types of waste observed or collected during local environmental audits.

Date	Location	Waste Type	Quantity (units or estimate)	Notes
	Main square	Plastic bottles	23	Mostly soda bottles
	Community garden	Organic (food scraps)	12kg	Mostly compostable
	Bus stop	Paper/ cardboard	15	Some flyers, some packaging

Activities:

1. **Walk & Witness: Discovering Our Local Environment**

Objective:To increase participants' awareness of their local environmental context through structured observation and reflection.
Target Group: Youth aged 12–25 (adjustable for mixed-age groups)
Duration: 60–90 minutes

Materials Needed:

- Printed Observation Checklist (1 per pair/group)
- Pens/clipboards
- Camera or mobile phones (optional, for documentation)
- Large printed map of the local area or community
- Colored stickers or post-its (for mapping findings)

Facilitation Steps:

1. Briefing (10 min): Introduce the aim: to observe and reflect on both environmental strengths and problems in their surroundings. Brief on safety and respect for private property and public spaces.
2. **Group Formation (5 min):** Divide into small groups (2–4 participants each). Assign each group a sub-area if possible to maximize coverage.
3. **Observation Walk (30–45 min)**: Participants walk through their assigned area using the checklist to document:
    - Litter & waste hotspots
    - Biodiversity (plants, animals)
    - Green areas & water bodies
    - Public infrastructure (bike paths, bins, etc.)
    - Signs of pollution or neglect

Encourage photos for later mapping if devices are available.

1. **Mapping & Reflection (15–30 min)**: Back in the workshop space, groups place stickers or draw on a large local map to visualize:
    - Areas of concern (e.g., red = pollution, yellow = noise, green = biodiversity)
    - Favorite or "valued" places
    - The facilitator invites short presentations from each group. Encourage questions, insights, and shared feelings.
2. **Debrief (10 min)**:
    - What surprised you?
    - What needs to change?
    - What resources or assets already exist?

Outcome: A collective, visual understanding of the community's environmental landscape, forming the basis for deeper engagement in the following phases.

2. Workshop "From Sensing to Sensing-Making: Collecting & Visualizing Data"

Objective: To introduce youth to simple data collection techniques and basic mapping strategies to turn observations into actionable insights.

Target Group: Youth aged 12–25

Duration: 90–120 minutes

Materials Needed:

- Flipchart or whiteboard
- Projector (optional)
- Sample data (from previous walks or example sheet)
- Data Collection Sheet printouts
- Markers, post-its
- Printed local maps or blank A3 papers for custom maps
- Access to digital tools (optional): Google My Maps, Padlet, or Canva

Facilitation Steps:

1. **Warm-Up (10 min):**

"What is data?" brainstorm. Ask participants how data can help create change.

2. **Mini-Input (15–20 min):** Explain:
    - Types of data: quantitative (counts) and qualitative (descriptions, feelings)
    - Data ethics and responsibility
    - How to use checklists, tally sheets, and field notes
    - Show a short example (e.g. waste audit result visualization or photo log).

3. **Hands-On Activity (30–45 min):** In small groups:
    - Fill in a sample **Data Collection Sheet** (from earlier walk or fictional set)
    - Transfer results into a visual tool:
        - Option A: color-coded **paper map** (e.g., high/low waste, biodiversity zones)
        - Option B (if digital): enter markers in Google My Maps or use Canva/Padlet to build a visual poster of findings.
4. **Presentation & Peer Feedback (20–30 min):** Groups present their maps. Discuss:
    - What does this tell us about our neighborhood?
    - What questions does this raise?
    - What would you like to explore further?
5. **Debrief & Next Step (10 min):** Introduce how this collected data will feed into **Phase 2: Brainstorming Local Solutions**.

1.

Outcome: Participants gain confidence in using simple tools to collect and interpret data, build basic mapping skills, and see their surroundings through a more analytical lens.

Phase 2: "Brainstorming Local Solutions"

Resources:

1. Facilitation Techniques for Ideation Sessions

Objective: Equip youth workers with structured tools to guide creative brainstorming sessions that lead to actionable ideas.

Approach: Use climate action-themed interactive cards to stimulate thought, encourage discussion, and categorize ideas for local initiatives. We suggest using **Planet A cards.**

Interactive Card Categories

- Waste Reduction: recycling systems, zero-waste events, upcycling workshops
- Energy Saving: LED campaigns, off-grid solutions, awareness on phantom energy use
- Local Food: community gardens, seed exchanges, local farmer connections
- Green Spaces: greening grey areas, tree-planting, pocket parks
- Water Conservation: rainwater harvesting, leak-awareness posters, greywater reuse

Each card should include: a themed icon, 2–3 inspiring examples, and a guiding question (e.g., 'How might we reduce single-use plastics at local events?').

Facilitation Tips:

- Use diverse formats: physical printed cards or digital versions (e.g., Miro board)
- Warm-up with rapid idea rounds to reduce self-censorship
- Encourage wild ideas, then converge toward realistic steps
- Use color-coded cards for each theme to group ideas visually
- Document all contributions visibly (whiteboard, shared screen, post-its)

Activities:

1. Participatory Brainstorming with Visual Aids

Objective: Generate diverse solution ideas using interactive cards and visual tools.
Duration: 60–90 minutes
Materials:
- Climate action cards
- Large paper or whiteboard
- Sticky notes or digital canvas (e.g., Padlet, Jamboard)
- Markers, colored pens

Steps:
1. Intro & Framing (10 min): Present a challenge based on Phase 1 findings.
2. Card-Based Ideation (30 min): In groups, rotate through theme cards, generating at least 3 ideas per card.
3. Visual Cluster (20 min): Post ideas on a shared wall or screen, group by category.
4. Prioritization (10–20 min): Each participant votes on the most promising idea.

Outcome: A pool of categorized, participant-owned ideas for local interventions.

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Outcome: A pool of categorized, participant-owned ideas for local interventions.

Phase 3: "Plan Your Green Initiative"

Resources:

1. Setting SMART Goals & Identifying Necessary Resources

Objective: To help youth workers guide young participants in transforming creative ideas from Phase 2 into clear, actionable project goals and define what they need (people, tools, money, time) to succeed.

Section A: Setting SMART Goals

The SMART framework ensures goals are concrete, achievable, and impact-driven.

SMART Component	Guiding Questions	Example
Specific	What exactly do we want to achieve? Who is involved? Where will it happen?	Plant native trees in the local park
Measurable	How will we know if it's done? What are indicators of success?	100 trees planted and tagged
Achievable	Is it realistic with our resources and time?	We can do this with 15 volunteers and city permission
Relevant	Does it address a real environmental need in our community?	Responds to low green space access identified in Phase 1
Time-bound	When will it be done? Are there intermediate deadlines?	Complete planting by November

Tip: Use a worksheet where participants fill in a SMART table for their own idea. Ask them to discuss their draft goal with a peer and refine it collaboratively.

Section B: "Goal Breakdown" Tool

Once a SMART goal is drafted, support the group in breaking it down into actionable parts:

- **Main Goal**: What is the outcome?
- **Sub-goals** / Milestones: What are the 3–5 mini-goals?
- **Timeline**: Add expected deadlines
- **Roles**: Who takes responsibility?

Create a visual "Goal Roadmap" with sticky notes or use a digital whiteboard (e.g., Miro, Mural).

Section C: Identifying Necessary Resources

Help participants understand and articulate what they need to turn ideas into action.

Resource Type	Examples	Questions to Ask
Human	Volunteers, experts, youth leaders, mentors	Who can help? What skills do we need?
Material	Tools, space, plants, posters	What physical things are needed?
Financial	Budget for transport, printing, snacks	What will cost money? How can we fund it?
Institutional	Support from schools, city, NGOs	Who needs to approve or endorse the project?
Knowledge	Legal advice, technical guides	What do we need to learn before starting?

Use a "Resource Mapping Canvas" where participants list each category in a circle and add post-its or icons of what they have vs. what's missing.

Section D: Prioritization & Risk Awareness

Once needs are listed, help groups prioritize:

- What's essential vs. nice-to-have?
- What can we get for free or reuse?
- What has a long lead time (permits, funding)?

Introduce basic risk mapping:

Ask, "What could go wrong?" and list 3–5 risks. Brainstorm mitigations and assign someone to monitor each risk.

Section E: Facilitation Tips for Youth Workers

- Use open guiding questions to empower youth leadership.
- Allow time for peer feedback on goals.
- Provide a bank of sample projects.
- Use printable or digital templates for all planning tools.

1. **Basic Budgeting Templates**

Categories to include:
- Materials & Supplies
- Communication & Outreach
- Transportation
- Space Rental
- Miscellaneous

Each line should include: Item – Quantity – Cost per Unit – Total

Tip: Use estimated and actual cost columns to track budgeting skills.

Item	Quantity	Cost per Unit	Total Estimated Cost	Total Actual Cost
Materials & Supplies				
Communication & Outreach				
Transportation				
Space Rental				
Miscellaneous				

1. Simple Project Management Checklist

- Checklist Items:
- Define goal and success indicators
- Identify roles and responsibilities
- List tasks with deadlines
- Plan check-in meetings
- Track progress and adapt

Project Management Task	Completed (✓)
Define goal and success indicators	
Identify roles and responsibilities	
List tasks with deadlines	
Plan check-in meetings	
Track progress and adapt	
Allocate resources (financial, human, material)	
Create risk mitigation strategies	
Assign communication responsibilities	
Ensure documentation and reporting plans	
Evaluate and reflect post-implementation	

Activities

1. Interactive Project Canvas Development Workshop

Objective: Translate a solution idea into a structured action plan.
Duration: 90 minutes
Materials:
- Printed project canvas templates
- Markers, sticky notes
- Reference: SMART goal cards

Preparation:
- Prepare printed or projected canvas templates divided into sections (Goal, Stakeholders, Activities, Timeline, Risks, Needs).
- Print SMART goal reference cards.
- Set up workstations for each group with supplies.

Steps:
1. Goal Setting (15 min): Guide participants in defining their initiative using SMART goals.
2. Stakeholders & Resources (20 min): Ask groups to identify who needs to be involved and what materials/support are needed.
3. Activities & Timeline (30 min): Break the project into actionable steps with a realistic timeline.
4. Risks & Needs (15 min): Discuss potential risks and what might go wrong; brainstorm prevention strategies.
5. Share & Feedback (10 min): Groups present their canvas to others for constructive feedback.

Facilitation Tips:
- Walk around and support groups with probing questions.
- Use visual aids to stimulate structured thinking.
- Encourage participants to make their plan visually appealing to increase ownership.

Outcome: Each team develops a visual one-page project canvas summarizing their initiative.

2. Comprehensive Resource Mapping Exercise

1. **Objective:** Identify all available and needed resources for the planned initiative.
2. **Duration:** 60 minutes
3. **Materials:**
4. - A3 paper or digital canvas
5. - Colored pens
6. - Post-its

Preparation:

1. - Print or prepare a blank resource map template with categories (People, Places, Items, Partners, Knowledge).
2. - Provide color-coded post-its for different resource types.

Steps:

1. **Brainstorm Existing Resources (15 min):** List what you already have access to.
2. **Identify Gaps (15 min):** What else is needed for the project to succeed?
3. **Mapping (20 min):** Create a visual map linking goals to required resources and potential sources.
4. **Share & Discuss (10 min):** Exchange maps in pairs or present them to another group.

Facilitation Tips:

- Emphasize that some resources may be non-material (e.g., expertise, goodwill).
- Encourage creativity: consider unusual sources or community-based sharing.
- Help groups see where partnerships or donations could fill gaps.

Outcome: A detailed resource overview to inform budgeting and planning.

3. Practical Basic Budget Simulation

Objective: Build youth financial literacy by practicing real-world budget planning.
Duration: 60–75 minutes
Materials:

- Budget template sheets
- Sample scenarios (different project ideas)
- Calculators or digital tools

Preparation:

- Create simple project scenarios with basic context and goals.
- Prepare printed or digital budget templates for each group.

Optional: have example budgets as references.
Steps:

Scenario Assignment (10 min): Give each group a fictional or adapted real-life project brief.
Budget Planning (30 min): Groups estimate and record costs in provided categories.
Presentation (15 min): Each group presents their budget, justifies expenses, and discusses trade-offs.
Feedback & Debrief (10–15 min): Reflect together on cost realism, financial priorities, and missing elements.

Facilitation Tips:

- Emphasize that a budget is a tool for decision-making, not just a formality.
- If possible, include realistic cost estimates or ranges.
- Discuss in-kind contributions and ways to reduce costs.

Outcome:

Participants practice turning ideas into financially realistic projects, strengthening their planning and financial skills.

Phase 4: "Mobilize Your Community"

3. Practical Basic Budget Simulation

Resources: Customizable flyers

Objective: To create clear, visually appealing flyers for community outreach.

Template Elements:

- **Title/Header:** Clear, engaging (e.g., "Let's Green Our Neighborhood!")
- **What:** Describe the initiative
- **When & Where:** Event details
- **Why:** Explain the Objective and impact
- **How to Get Involved:** Volunteer info, contact, links
- **Logos:** Partner logos, project branding
- **Visuals:** Icons or images (plants, recycling, youth action)

Tip: Use free online tools like Canva or Adobe Express for drag-and-drop flyer creation. Print in A4 and digital versions for sharing.

Adaptable social media templates

Objective: To promote youth-led actions on Instagram, Facebook, or other platforms using customizable layouts.

Template Types:

- **Announcement Post:** Upcoming event or call to action
- **Countdown Post:** "3 days to go" with visual timer
- **Highlight Post:** Photo or quote from a volunteer
- **Impact Post:** Before/after, statistics from the project

Common Elements:

- Project name + logo
- Photo or icon
- Hashtags (e.g., #GreenSeeds #YouthForClimate)
- Call to action (e.g., "Join us!", "Sign up now!")
- **Tools:** Canva, Buffer, Adobe Express – Create templates with editable text boxes and layers.

Activities:

1. Role-playing community outreach scenarios to build confidence

Objective: **Build participants' confidence and communication skills when approaching** community members.

Duration: 60 minutes

Materials:

- Role cards (resident, business owner, curious passerby, skeptical elder)
- Scenario prompts
- Feedback sheets

Preparation:

- Prepare a few realistic outreach situations based on local context
- Print role cards and distribute example scripts

Steps:

1. Introduction (10 min): Discuss the importance of respectful and enthusiastic outreach.
2. Pair-Up & Assign Roles (5 min): Groups of 2–3 receive role cards and a scenario.
3. Rehearsal (10 min): Prepare approach, talking points, and key messages.
4. Role-Play Rounds (20 min): Each group performs and switches roles.
5. Feedback & Reflection (15 min): Share what felt easy or hard, and tips to improve.

Facilitation Tips: Encourage body language awareness, clear calls to action, and active listening.

Outcome: Increased confidence and skill in recruiting and informing community members.

Designing mock social media campaigns for local engagement

Objective: Help youth design a creative and strategic campaign to attract local support.

Duration: 75–90 minutes

Materials:

- Canva or templates
- Devices with internet access
- Flipcharts/ printouts

Preparation:

- Preload example posts and hashtag boards
- Create sample campaign briefs

Steps:

1. Introduction (10 min): Discuss components of effective campaigns.
2. Campaign Planning (20 min): Teams pick a campaign goal (e.g., event, recruitment, awareness).
3. Content Creation (30 min): Design 3–4 posts: teaser, info post, quote/image, final call.
4. Gallery Share (15 min): Groups present their campaigns.
5. Feedback & Wrap-Up (15 min): Peer suggestions and facilitator input.

Facilitation Tips: Encourage visual consistency, clear messaging, and use of storytelling.

Outcome: A complete social media campaign plan ready for publication.

Developing compelling project narratives to attract support:

Objective: Equip participants with storytelling tools to express their project's Objective and impact.
Duration: 60–75 minutes
Materials:

- Narrative template handouts
- Pens/post-its
- Example stories or quotes

Preparation:

- Prepare storytelling framework: problem → action → result → why it matters
- Bring inspiring story examples

Steps:
1. Story Basics (10 min): Discuss what makes a good story (relatable, emotional, action-driven).
2. Mapping Your Story (20 min): Fill in the narrative structure: What was the problem? What did we do? What changed?
3. Writing or Storyboarding (20 min): Create either a short written story or visual storyboard.
4. Story Circle (15 min): Groups share their narratives.
5. Feedback (10 min): Others react emotionally, not technically.
Facilitation Tips: Make space for emotional connection, don't force polish – focus on authenticity.
Outcome: Participants create powerful personal narratives that inspire and connect with others.

Module 2: Green Career Explorer

Phase 1: "Green Jobs Spotlight" Interactive Database
Resources:
1. Green Jobs Profiles
2. Interactive Quizz
Activities:
1. Video Interviews with Green Professionals
Phase 2: "Skills for a Sustainable Future" Assessment & Resource Hub
Resources:
1. Facilitation Techniques for Ideation Sessions
Activities:
1. Practical skill-building mini-challenges
2. Exploring Online Green Skills Platforms
Phase 3: "Pathways to Green Employment" Guide
Resources:
1. A guide on crafting effective CVs tailored for green sector roles
Activities:
1. Virtual "career fair" simulations
2. Workshops on developing a personal green career action plan.

Phase 1: "Green Jobs Spotlight" Interactive Database

Resources:

Green Jobs Profiles

Renewable Energy Technician

Job Description: Installs, maintains, and repairs solar panels, wind turbines, and other renewable energy systems.

Technical Skills Required: Electrical systems, mechanical troubleshooting, safety compliance, equipment calibration

Transversal Skills Required: Teamwork, problem-solving, communication, adaptability

Typical Daily Tasks: Inspecting installations, performing system tests, repairing faults, updating documentation

Career Progression Pathway: Junior technician → Senior technician → Site manager → Renewable energy consultant

Sustainable Agriculture Specialist

Job Description: Develops farming practices that protect the environment, public health, and animal welfare while maintaining productivity.

Technical Skills Required: Soil management, crop rotation, organic pest control, permaculture design

Transversal Skills Required: Collaboration, planning, systems thinking, intercultural competence

Typical Daily Tasks: Advising farmers, analyzing soil data, designing planting strategies, running workshops

Career Progression Pathway: Field advisor → Project coordinator → Agroecology consultant → Policy advisor

Circular Economy Consultant

Job Description: Helps organizations reduce waste by redesigning processes and materials for reuse and recycling.

Technical Skills Required: Life cycle analysis, material flow analysis, eco-design tools

Transversal Skills Required: Innovation, critical thinking, stakeholder engagement, facilitation

Typical Daily Tasks: Assessing systems, advising businesses, calculating impact, reporting recommendations

Career Progression Pathway: Junior analyst → Project lead → Consultant → Circular economy strategist

Interactive Quizz

Objective: Help young people explore which green careers align with their skills, interests, and values.

1. Which activity excites you the most?
- Building things with your hands
- Working with nature and soil
- Helping businesses reduce waste
2. Where do you prefer to work?
- Outdoors and on-site
- In fields and greenhouses
- In offices or with community groups
3. Which of these skills do you feel strongest in?
- Mechanical repair
- Gardening and land care
- Creative problem-solving
4. What is your priority in a job?
- Using technology to help the planet
- Feeding people sustainably
- Reducing waste and pollution
5. You enjoy learning about...
- Renewable technologies
- Farming practices
- Business innovation

Results Guide:
- Mostly A: Consider technical roles like Renewable Energy Technician.
- Mostly B: You may enjoy roles like Sustainable Agriculture Specialist.
- Mostly C: Circular Economy Consultant could be a great fit for you.

Activities:

1. Video Interviews with Green Professionals

Objective: Expose young participants to real-life experiences and career pathways in green professions by watching and discussing video interviews with young professionals in the field. The goal is to inspire interest in diverse sustainability careers and provide relatable insights into the day-to-day realities of green jobs.
Duration: 60–75 minutes
Materials Needed
- Pre-recorded video interviews with green professionals (3–4 roles)
- Projector or screen, speakers
- Interview reflection sheets or notebooks
- Pens/post-its
- (Optional) Printed job profile handouts matching interviewees

Preparation

- Select and prepare 3–4 video interviews of green professionals from diverse sectors (e.g. renewable energy, sustainable food, circular economy)
- Prepare reflection sheets with key prompts (see below).
- Set up room for group discussion (circle or group tables).

Workshop Steps

1. Introduction (10 min):

Introduce the Objective: learning from real professionals about what green jobs are like in practice. Highlight that these are not 'perfect stories' but real journeys.

2. Watch Video Interviews (20–30 min):

Play 2–3 video interviews (~5–10 min each). After each, allow 1–2 minutes for silent reflection using provided sheets. Prompts can include:

- What surprised you?
- What part of their job would you enjoy?
- What skills did they mention?
- What were their challenges?

3. Small Group Discussion (15–20 min):

Split into small groups to discuss impressions. Suggested questions:

- Which story inspired you the most?
- Could you imagine yourself in that role?
- What would you ask this person if they were here?
- Did the videos change your view on green jobs?

4. Whole Group Harvest (10–15 min):

Facilitator gathers key takeaways on a flipchart or digital board. Look for patterns across the videos (e.g., common skills, motivations, workplace settings).

Facilitation Tips

- Choose interviewees from relatable age groups and diverse backgrounds.
- Normalize 'non-linear' career journeys – emphasize experimentation and learning.
- Allow emotional responses – curiosity, fear, excitement.
- If possible, follow up with a live Q&A session with one interviewee (live or video call).

Expected Outcomes

- Participants become familiar with the variety of real-world green careers.
- Increased clarity about what certain jobs involve in practice.
- Greater self-awareness of interests and curiosity about specific roles.
- Foundation for follow-up activities in career planning or skill-building.

Preparation

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Phase 2: "Skills for a Sustainable Future" Assessment & Resource Hub

Resources:

Facilitation Techniques for Ideation Sessions

Objective: Support youth workers and facilitators in conducting dynamic, youth-friendly ideation sessions. These sessions aim to help participants explore real-life sustainability challenges and creatively generate potential solutions using structured visual aids and interactive cards.

Facilitation Techniques Overview

- Use small group formats (3–6 participants) for focused discussions.
- Begin with warm-up ideation games (e.g., 60-second idea storms, "bad ideas first").
- Encourage 'quantity over quality' during early brainstorming.
- Use visuals and tangible tools (cards, diagrams, markers) to engage multiple learning styles.
- Mix individual, pair, and group reflection stages to include all voices.

Interactive Card System

Prepare a deck of cards divided into five key climate action themes. Each card contains:

- Theme title (e.g., Waste Reduction)
- Visual icon
- Prompting question
- Example micro-solution

Waste Reduction

Prompt: How can we reduce single-use plastics in our daily life?

Example: Create a reusable kit for school events

Energy Saving

Prompt: How might we make our youth space more energy-efficient?

Example: Run a 'turn it off' awareness week with posters

Local Food

Prompt: How can we promote seasonal, local food in our community?

Example: Organize a 'harvest tasting day' with local producers

Green Spaces

Prompt: What can we do to increase access to nature in urban areas?

Example: Build a mobile pocket garden in a neglected space

Water Conservation

Prompt: How could we reduce water use at school or at home?

Example: Create signage for sinks about turning off taps

Implementation Tips

- Spread out cards on a table or display virtually.
- Let each group select 1–2 cards that interest them.
- Give 15–20 minutes for brainstorming responses, sketches, or quick prototypes.
- Use post-its, visual boards, or simple worksheets to document ideas.

- **Option:** Create a 'Card Tournament' where groups present and vote on their favorite idea from another team.

Expected Outcomes:

- Participants explore tangible environmental issues.
- Ideation is grounded in real themes but fueled by creativity.
- Output can feed into future planning, campaigns, or workshops.

Activities:

1. Practical skill-building mini-challenges

Objective: Engage participants in hands-on, creative challenges that strengthen core green skills like problem-solving, collaboration, critical thinking, and adaptability.

Duration: 60–90 minutes

Materials:

- Challenge cards (printed or digital)
- Recycled materials or basic crafting tools
- Timer
- Flipchart or digital board

Preparation:

- Prepare 3–4 mini-challenges related to sustainability issues (see below).
- Create simple instructions with constraints (e.g., time limits, materials, objectives).
- Divide participants into small groups (3–5 people).

Mini-Challenge Examples:

1. **Build a Water Saver**: Using plastic bottles, straws, and tape, create a simple tool that helps reduce household water use.
2. **Eco-Innovation Pitch**: Invent a green product or service and pitch it in 2 minutes.
3. **Sorting Relay**: Organize a fast-paced game where teams must sort various waste items correctly.
4. **Fix-It Station**: Disassemble a broken object and brainstorm how to repair or reObjective it.

Steps:

1. Introduction (10 min): Explain the goals of the session: skill-building through fun and creativity.
2. Group Challenge (30–40 min): Each group receives one mini-challenge and works under a time constraint.
3. Show & Tell (15–20 min): Groups present their outcomes or prototypes.
4. Reflection (10–15 min): Discuss what skills they used, what was difficult, and what they learned.

Facilitation Tips:

- Let creativity flourish: there’s no right answer.
- Keep the pace lively.
- Link each activity to one or more green competencies (e.g., teamwork, circular thinking).

Expected Outcomes:

- Increased awareness of personal and group skills.
- Fun, experiential learning.
- Foundation for exploring deeper skills through structured learning.

Exploring Online Green Skills Platforms

Objective: Familiarize participants with accessible, free platforms where they can independently continue building green-related competencies.
Duration: 45–60 minutes
Materials:

- Internet-connected devices
- Access to projector (optional)
- Exploration guide handout or digital worksheet

Preparation:
- Bookmark the following recommended platforms on shared devices:
1. [UN CC:e-Learn](https://unccelearn.org/)
2. [SDG Academy](https://sdgacademy.org/)
3. [Coursera: Green Skills](https://www.coursera.org)
4. [edX: Environmental Studies](https://www.edx.org)
5. [FutureLearn: Climate & Sustainability](https://www.futurelearn.com)

Steps:
1. Introduction (10 min): Explain the value of lifelong learning and upskilling.
2. Platform Exploration (20–30 min): Participants explore at least two platforms and identify one course that interests them.
3. Skill Match-Up (10 min): Each participant shares what course they picked and what skill it supports.
4. Registration Help (10 min): Support participants in signing up or bookmarking their first course.

Facilitation Tips:

- Walk around and assist in navigating the platforms.
- Allow participants to share discoveries in pairs or small groups.
- Highlight diversity of formats (videos, articles, certificates).

Expected Outcomes:

- Increased comfort using self-learning tools.
- Participants take ownership of their learning.
- Exposure to structured, global green education content.

Phase 3: "Pathways to Green Employment" Guide

Resources:

1. Crafting an Effective CV for Green Sector Roles

Key Principles:

- Highlight values alignment: Emphasize your motivation to work in sustainability and climate-related fields.
- Showcase transferable skills: Teamwork, systems thinking, problem-solving, digital literacy for sustainability.
- Include volunteer or community-based initiatives: These count as relevant experience in grassroots green jobs.
- Use keywords from green job listings: e.g., circular economy, biodiversity, ESG reporting, eco-design.

Suggested Sections:

• Personal Statement – 2–3 lines about your green motivation
• Skills – both technical (GIS, LCA, solar panel maintenance) and transversal (communication, adaptability)
• Experience – include internships, side-projects, student initiatives
• Courses & Certifications – especially related to SDGs, climate, agriculture, etc.
• Languages – many green NGOs and EU projects work transnationally

2. Preparing for Interviews in the Green Sector

Common Focus Areas:

- Your understanding of sustainability challenges and solutions.
- Real examples of your experience with environmental or social projects.
- Alignment with the organization's mission and values.

Tips for Success:

• Practice describing your projects using the STAR method (Situation, Task, Action, Result).
• Prepare questions about the organization's sustainability goals.
• Be ready to talk about both technical and interpersonal skills.

3. Developing Strong Networking Skills

Where to Start:

- Join online sustainability communities (e.g., GreenBiz, Climatebase, LinkedIn groups)
- Attend local or online climate action events, green career fairs, or SDG forums
- Volunteer with environmental NGOs or youth climate networks (like YOUNGO or Generation Climate Europe)

Networking Tips:

• Be authentic and show interest in others' work
• Ask about people's journey into their role
• Follow up with a thank-you message or connection invite
• Offer value (e.g., share a useful article or opportunity)

Understanding the Evolving Green Economy

Key Growth Areas:
- Renewable energy (solar, wind, geothermal)
- Sustainable agriculture and forestry
- Circular economy and waste management
- Eco-construction and green building
- ESG (Environmental, Social, Governance) compliance and consulting

Tools for Staying Updated:
• [Green Jobs Board – Climatebase](https://climatebase.org)
• [EU Green Deal Tracker – Euractiv](https://www.euractiv.com/section/energy-environment/)
• [LinkedIn – Follow organizations and hashtags like #GreenJobs, #SustainabilityCareers]
• [ILO Green Jobs Programme](https://www.ilo.org/global/topics/green-jobs/lang--en/index.htm)

Activities:
Virtual "Career Fair" Simulation
Objective: Introduce participants to diverse green employers and organizations through a realistic simulation of a digital career fair.
Duration: 60–90 minutes
Materials:
- Internet access and devices
- Pre-compiled profiles of green employers (links to websites, job boards, etc.)
- Career Fair Passport handout or worksheet for each participant

Preparation:
- Select 6–10 green sector organizations (NGOs, companies, networks)
- Prepare short 1-page profiles or info sheets on each
- Create breakout rooms or station-based virtual booths

Steps;
1. Introduction (10 min): Explain the goal and how to navigate the simulation.
2. Career Fair Rounds (30–45 min): In small groups, participants rotate through breakout rooms or virtual booths every 5–10 minutes.
3. Reflection Round (15 min): Groups reflect on where they felt most connected and why.
4. Sharing (10 min): Participants share one dream organization or insight.

Facilitation Tips
- Assign group roles (e.g., note taker, question asker)
- Encourage questions like: What's your mission? What jobs are open? What skills do you look for?
- Be inclusive: mix grassroots NGOs and larger institutions.

Expected Outcomes
- Exposure to real green career opportunities
- Improved networking and communication confidence
- Greater clarity on fields of interest

Developing a Personal Green Career Action Plan

Objective: Support participants in reflecting on their green aspirations and mapping a practical, achievable career action plan.
Duration: 75–90 minutes
Materials:
- Action Plan template (printed or digital)
- Pens, highlighters, laptops or tablets
- Sample green job profiles or posters

Preparation:
- Distribute templates with 5 key sections: Interests, Skills, Goals, Steps, Resources
- Set up a quiet, supportive environment for personal work and discussion

Steps
1. Inspiration Warm-up (10 min): Present a short video or story of a young worker.
2. Personal Mapping (20 min): Participants complete sections on interests and skills.
3. Goal Setting (20 min): Each person defines 1–2 short- and long-term career goals using SMART criteria.
4. Action Planning (30 min): Identify 3 concrete steps to take in the next 6 months.
5. Pair Exchange (10 min): Share with a partner and give mutual encouragement.

Facilitation Tips:
- Emphasize that plans can evolve over time
- Help participants identify realistic, local opportunities (internships, trainings, mentors)
- Celebrate non-traditional paths and passions

Expected Outcomes:
- Each participant creates a visual or written action plan
- Boosted self-efficacy and career clarity
- Foundation for mentorship, check-ins, or follow-up sessions

Module 3: Biodiversity Detectives

Module 3: Biodiversity Detectives

Phase 1: "Local Flora & Fauna Field Guide"

Resources:

1. Guide that contains engaging modules on local flora and fauna, emphasizing the critical importance of biodiversity, and providing practical instructions on how to conduct simple biodiversity surveys
2. It includes downloadable, printable field guides
3. It includes downloadable, printable identification sheets.

Activities:

1. "Species scavenger hunts",

2. Photo challenges to encourage observation,
3. Tutorials on contributing to citizen science platforms for biodiversity data collection.

Phase 2: "Ecosystem Explorers" Learning Journey

Resources:

1. Guide provides clear explanations of local ecosystems (e.g., forests, rivers, urban green spaces), detailing their interconnectedness and the specific threats they face (e.g., habitat loss, pollution)

Activities:

4. Tours of significant local protected areas,

5. Interactive simulations demonstrating ecosystem health and degradation,

6. "Design your own green space" challenges encouraging creative solutions for urban biodiversity.

Phase 3: "Biodiversity Action Activities" for Youth

Resources:

1. Tips for observing and appreciating nature mindfully to reduce eco-anxiety and foster a sense of calm

Activities

1. Planting native species,
2. Implementing responsible waste management practices that benefit nature.
3. DIY eco-crafts workshops,

Phase 1: "Local Flora & Fauna Field Guide"

Resources:

1. Guide on Local Flora & Fauna, and Biodiversity Surveys

This guide for youth workers and animators aims to raise awareness among young people about the richness and value of local biodiversity.

It is structured into three steps, each combining learning, observation, and hands-on activity.

1: Introduction to Biodiversity and Local Species

- Definition and importance of biodiversity
- Overview of local flora and fauna (trees, plants, birds, insects, small mammals)
- Threats to biodiversity (habitat loss, pollution, invasive species)
- Emotional connection to nature: How knowing species can help counter eco-anxiety

2: Preparing and Conducting a Simple Biodiversity Survey

- Choosing a local area (park, garden, schoolyard, riverbank)
- Planning a survey: time, tools, permissions
- How to observe and document species: tips for noticing details
- Safety tips and ethical observation

3: Recording and Sharing Your Findings

- Using field guides and ID sheets to identify species
- Taking good field notes
- Optional: uploading to citizen science platforms like iNaturalist or Observation.org
- Reflective journaling: how this connects to your environment

Field Guide Template

This customizable field guide template can be used to record common species during biodiversity walks.

Common Name	Scientific Name	Type	Identification Features	Habitat	Season Observed
European Robin	Erithacus rubecula	Bird	Red breast, brown back, melodic song	Woodlands, gardens, parks	All year
Stinging Nettle	Urtica dioica	Plant	Serrated leaves, hairy stem, stings on contact	Meadows, forest edges, wastelands	Spring to Autumn
Common Blue Butterfly	Polyommatus icarus	Insect	Blue wings in males, orange spots on females	Grasslands, gardens, meadows	Spring to Autumn

3. **Identification Sheets**

These ID sheets can be filled with region-specific species and are ideal for youth activities.

1. They can be grouped into:
2. Plants (trees, flowers, mosses)
3. Insects (butterflies, beetles, bees)
4. Birds (garden and forest birds)
5. Other small animals (frogs, squirrels, etc.)

Species Group	Example Species	Seen (Yes/No)	Location Spotted	Notes
Bird	Blackbird			
Plant	Daisy			
Insect	Ladybug			

Activities:

1. "Species Scavenger Hunt"

Objective: Foster observation and awareness of local biodiversity by engaging youth in a fun, gamified scavenger hunt.

Preparation:

- Prepare a list of local species based on location (10–15 common plants, insects, birds, etc.)
- Add them to the Scavenger Hunt Sheet, then print and distribute scavenger hunt sheets (with checkboxes and images)
- Ensure group has basic field observation tools (clipboards, pencils, optional magnifiers)

Steps:

1. Introduction (10 min): Explain the rules, goals, and safety tips.
2. Hunt (30–45 min): Participants explore a park or green space to find listed species.
3. Check-in & Discussion (15 min): Groups return and compare findings.
4. Debrief (10 min): Discuss favorite discoveries, surprises, and species roles in ecosystems.

Facilitation Tips:

• Keep it playful and inclusive.
• Encourage mindful observation rather than speed.
• Include a bonus category for "unexpected finds."

Outcome: Participants improve identification skills and deepen their connection to local biodiversity.

Biodiversity Scavenger Hunt

Instructions: Explore the area and try to find as many of the following species as you can. Tick the box when you find one and take a note or photo if you like!

☐ European Robin

☐ Stinging Nettle

☐ Common Blue Butterfly

☐ Ladybug

□ Oak Leaf

Photo Challenge – "Nature Through Your Lens"

Objective: Enhance youth observation and emotional connection to nature through creative expression.

Preparation:

- Ensure participants have access to smartphones or cameras
- Create thematic photo prompts (e.g. "Camouflage", "Patterns in Nature", "Insects at Work")
- Select a platform for sharing (e.g., printed gallery, WhatsApp group, Instagram

Steps:

1. Briefing (10 min): Introduce biodiversity focus and creative themes.
2. Exploration (30 min): Youth explore and take 3–5 photos based on prompts.
3. Sharing (15 min): Participants present one photo and explain why they chose it.
4. Reflection (15 min): Discuss how looking through the lens changed their perspective.

Facilitation Tips:

- Remind participants to respect nature (no picking or disturbing)
- Frame as artistic expression, not a competition.
- Optionally invite external guests for a mini-exhibition

Outcome: Youth gain a deeper appreciation for biodiversity and develop creative observation skills.

Contributing to Citizen Science Platforms

Objective: Equip youth with skills to participate in real biodiversity science through platforms like iNaturalist.

Preparation:

- Select a platform (e.g., iNaturalist, Observation.org, Pl@ntNet)
- Ensure access to internet, smartphones, or computers
- Create a simple registration and upload guide

Steps:

1. Introduction (10 min): What is citizen science? Why does it matter?
2. Demo (15 min): Show how to register, upload observations, and tag species.
3. Practice Walk (20 min): Participants collect data outdoors.
4. Upload (15 min): Youth upload their observations to the platform.
5. Wrap-Up (10 min): Celebrate first contributions and discuss long-term engagement.

Facilitation Tips:

- Highlight the real-world impact of citizen data.
- Support participants who may struggle with tech.
- Link it to local biodiversity or climate issues.

Outcome: Youth become empowered contributors to global biodiversity data and see their actions making a difference.

Species Group	Example Species	Seen (Yes/No)	Location Spotted	Notes
Bird	Blackbird			
Plant	Daisy			
Insect	Ladybug			

Phase 2: "Ecosystem Explorers" Learning Journey

Resources:

1. Explaining your Local Ecosystems

Objective: This resource is useful for youth workers to introduce young learners to local ecosystems, their components, ecological importance, and vulnerabilities. It emphasizes the interconnectedness of living and non-living systems and equips youth with the ability to recognize environmental threats.

Steps:

1. Preparation phase: Understand the key concepts (biodiversity, ecosystem services, food webs, human impact) and familiarize yourself with the ecosystems listed.
2. Select the Ecosystem Focus: Choose one or more local ecosystems to explore based on proximity, relevance, and access (e.g., a forest, riverbank, or urban park).
3. Adapt Observation Materials:
    a. Print observation templates
    b. Prepare the infographic posters as visual aids.
    c. Adapt the guiding reflection questions to local context.
4. Secure Permissions and Partners: Contact local protected areas for visits. Invite guest experts (biologists, rangers, community activists).
5. Set a Timeline. Choose whether to run this as:
    a. A full-day biodiversity experience, or
    b. Three stand-alone workshops over multiple days.

Examples of Ecosystems Covered:

Forests (like in Thuringia):

Importance:

- Biodiversity hubs providing habitat for countless species
- Crucial for oxygen production, water regulation, and carbon sequestration
- Cultural and recreational value in many regions, like in Thuringia, Germany

Threats:

- Logging and habitat fragmentation
- Climate change: Warmer winters fail to suppress pests and tree diseases, resulting in large-scale dieback (e.g., bark beetle infestations)
- Soil degradation and forest fires in some areas

Mountains (Like the Pyrenees in Haute Garonne):

Importance:

- High-altitude biodiversity zones with endemic species (plants, birds, insects)
- Regulate water cycles through snowmelt and precipitation retention
- Act as carbon sinks and climate buffers
- Cultural heritage and ecotourism. E.g., Skiing and alpinisme haute-Garonne

Threats:

- Climate change: Melting glaciers, reduced snowpack, shifting vegetation zones
- Overgrazing leading to soil erosion and habitat loss
- Tourism pressure degrading fragile alpine habitats
- Infrastructure development (roads, ski resorts) fragmenting ecosystems

Key Concepts:

- **Biodiversity:** The variety of life in a particular habitat or ecosystem. Includes genetic, species, and ecosystem diversity. Crucial for resilience and adaptability of nature.
- **Ecosystem Services:** Benefits humans receive from nature, including provisioning (food, water), regulating (climate, disease), cultural (recreation, spiritual), and supporting (nutrient cycling).
- **Food Webs and Energy Flows:** Interconnected feeding relationships showing how energy moves through ecosystems from producers (plants) to consumers (herbivores, carnivores) to decomposers.
- **Human Impact and Resilience:** Human activities like pollution, land use change, and climate change affect ecosystems. Resilience refers to an ecosystem's ability to recover from disturbances.

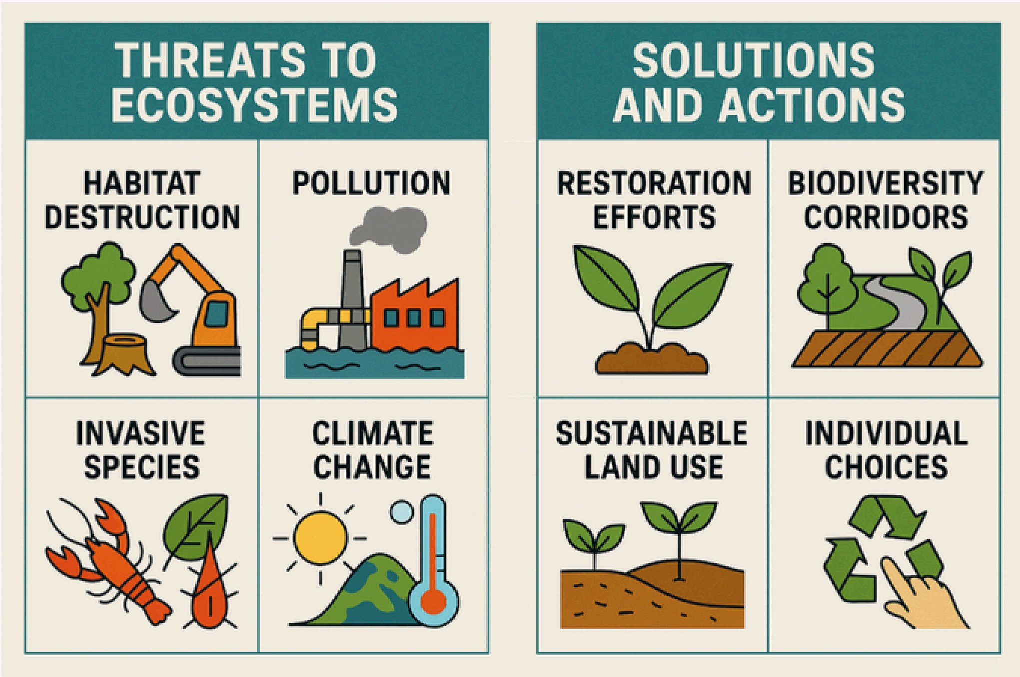
Practical Elements:

Observation templates: Tables to record date, location, observed species, habitat type, behavior, and signs of human impact.

Date	Location	Observed Species	Habitat Type	Signs of Human Impact	Additional Notes
Bird	Blackbird				
Plant	Daisy				
Insect	Ladybug				

Questions to guide reflection during field activities:

- What species did you observe and where?
- How would you describe the health of this ecosystem?
- What human activities are visible, and what might their effects be?
- How did this ecosystem make you feel?
- Infographics for explaining threats and solutions (for facilitation use):
- Threats to Ecosystems: E.g., habitat destruction, pollution, invasive species, climate change.
- Solutions and Actions: E.g., restoration efforts, biodiversity corridors, sustainable land use, individual choices.



Activities:

1. Tours of significant local protected areas

Objective: Raise awareness and deepen understanding of ecosystem value and biodiversity through guided, immersive experiences.

Preparation:

- Identify a local forest, river, wetland, or nature reserve.
- Partner with park rangers or biologists if possible.
- Prepare materials: field notebooks, ID sheets, water/snacks.

Steps:

1.Briefing (15 min): Explain goals and introduce the area.

2.Guided Tour (90–120 min): Highlight species, interactions, ecosystem services, and visible human impacts.

3.Reflection Circle (15–30 min): Share observations, insights, and ideas for local action.

Facilitation Tips:

- Encourage curiosity; let participants lead some parts.
- Pose open-ended questions about what they see and feel.
- Incorporate storytelling (e.g., 'a day in the life of a frog').

Outcome: Learners gain real-world appreciation of local ecosystems and see firsthand the need for protection and restoration.

Interactive simulations on ecosystem health

Objective: Understand how ecosystems respond to different stressors and human interventions.

Preparation:

- Prepare printed scenario cards (e.g., drought, pollution, species loss).
- Gather game tokens or blocks to represent species/resources.
- Print a food web or ecosystem map.

Steps:

1.Introduction (10 min): Brief explanation of ecosystem dynamics.

2.Scenario Play (30–45 min): Groups simulate changes using scenario cards, adjusting the ecosystem map accordingly.

3.Debrief (15–20 min): Discuss what happened, why, and how it relates to the real world.

4.Solutions Round (10–15 min): Participants suggest ways to restore balance.

Facilitation Tips:

- Ensure each group has a facilitator or guide.
- Use metaphors (e.g., 'the domino effect') to explain cascading impacts.

Outcome: Participants understand fragility and resilience of ecosystems and the importance of proactive environmental stewardship.

"Design your own green space" challenge

Objective: Foster creativity and solution-thinking for increasing urban biodiversity.

Preparation:

- Gather large sheets of paper and drawing tools.
- Collect recycled materials (optional for model building).
- Prepare reference sheets (pollinator plants, urban wildlife, green infrastructure).

Steps:

1.Warm-Up (15 min): Show examples of biodiversity-friendly urban spaces.

2.Brainstorming (20 min): What spaces in their community need greening?

3.Design Phase (40–60 min): Groups sketch or build their green space.

4.Presentations (15–30 min): Each group explains their vision.

Facilitation Tips:

- Emphasize feasibility as well as imagination.
- Ask guiding questions ('Who benefits?' 'What challenges would you face?').
- Highlight links to climate adaptation and wellbeing.

Outcome: Learners connect biodiversity to everyday spaces, enhancing their sense of agency and creative engagement in urban sustainability

Phase 3: "Biodiversity Action Activities" for Youth

Resources:

1. Tips for observing and appreciating nature mindfully

Objective: These mindfulness-based nature engagement practices are designed to help young people slow down, connect emotionally with their surroundings, and cultivate a sense of inner calm while reinforcing their connection to biodiversity. This contributes to improved mental health and reduced eco-anxiety through tangible, restorative interaction with nature.

Mindful Nature Observation Tips

These mindfulness-based nature engagement practices are designed to help young people slow down, connect emotionally with their surroundings, and cultivate a sense of inner calm while reinforcing their connection to biodiversity. This contributes to improved mental health and reduced eco-anxiety through tangible, restorative interaction with nature.

1. The “Sit Spot” Practice

Choose a small, quiet spot outdoors (e.g., under a tree, near a flowerbed, on a park bench). Sit quietly for 5–10 minutes. Just observe.

Focus: Pay attention to what you see, hear, smell, or feel. Try to notice something new each time.

Reflection Prompt: What small detail did you observe that you hadn’t noticed before?

2. Five Senses Nature Walk

Take a slow walk (alone or in pairs), with each step bringing awareness to a different sense:

- What do you hear?
- What do you see?
- What do you smell?
- What do you feel?
- (Optional) What do you taste? (only with known edible plants)

Facilitator’s Tip: Provide a checklist or journal page with these senses listed for youth to note their impressions.

3. Nature Breathing

Use natural elements (e.g., a waving leaf, a bird’s call, rustling grass) as anchors for slow breathing.

Inhale while watching the leaf rise, exhale as it falls. Repeat 10 times.

Why: Regulates nervous system, calms anxiety, and builds awareness of life rhythms in nature.

4. Guided Journaling Prompts

Provide open-ended prompts such as:
"Something in nature that made me smile today was..."
- "A sound I heard today that reminded me of calm was..."
- "If I could ask one question to a tree/animal/insect, it would be..."

5. Drawing or Sketching
Visual attention encourages deeper noticing.
Activity: Ask participants to sketch a natural object—a leaf, insect, or tree. Not for perfection, but for connection.

6. "Gratitude for Nature" Circles
At the end of an outdoor activity, form a circle and invite each person to share:
- One thing in nature they're grateful for
- One thing they want to protect

Outcome: Builds emotional connection and collective responsibility.

7. Mindful Sound Mapping
Sit for 5 minutes and draw a map of the sounds you hear around you.
Example: A chirping bird to the right, wind from behind, laughter in the distance.
Use: Enhances awareness of ecological presence even when not visible.

8. "Notice 3 Things" Routine
At the beginning or end of every outdoor session, ask youth to list:
- 1 living thing they noticed
- 1 interaction or relationship (e.g., bee & flower)
- 1 change (e.g., new leaf, fallen branch, temperature shift)

Why: Builds pattern recognition and trains ecological attention.

Additional Facilitation Tips
- Avoid multitasking during these moments. Phones and distractions should be set aside.
- Normalize silence-some participants may initially find it awkward.
- Encourage personal sharing only if participants feel comfortable.

Activities:

Planting Native Species

Objective: To engage participants in hands-on ecological restoration by planting locally appropriate native species, enhancing local biodiversity and ecosystem health.

Preparation:

- Identify a suitable site (e.g., community garden, park edge, degraded green space)
- Coordinate with local municipality or landowner for permission
- Source native plants or seeds (contact local nurseries or conservation groups)
- Gather tools: gloves, trowels, water containers, soil amendments
- Prepare plant info sheets

Steps:

1. Introduction (15 min): Explain importance of native plants, their role in biodiversity and resilience.
2. Site Walkthrough (10 min): Show planting area and discuss its condition.
3. Planting Activity (60 min): Demonstrate how to plant correctly; divide into teams.
4. Watering and Labeling (15 min): Ensure all plants are watered and labeled.
5. Reflection Circle (20 min): Discuss what participants learned and felt.

Facilitation Tips:

- Use visual aids to show the difference between native vs invasive species
- Celebrate small efforts—each plant matters
- Provide take-home care guides

Outcome: Participants understand local flora and make a tangible contribution to biodiversity.

Implementing Responsible Waste management Practices

Objective: Raise awareness on the impact of waste on ecosystems and empower youth to implement nature-friendly waste practices in their communities.

Preparation:

Prepare visual aids on waste decomposition timelines and pollution

Gather materials: waste sorting bins, gloves, sample compost kit

Optional: Invite guest speaker from local waste or composting facility

Steps:

1. Intro Circle (15 min): What is “waste”? Where does it go? How does it affect biodiversity?
2. Decomposition Game (15 min): Match items with their decomposition timelines.
3. Waste Audit (30 min): Collect and sort sample waste from event site or classroom.
4. Compost 101 Demo (15 min): Introduce composting principles, bin setup, what to compost.
5. Action Brainstorm (20 min): Plan waste-reduction actions (e.g., school compost bin, clean-up day).

Facilitation Tips:

Connect actions to local biodiversity (e.g., plastic harming urban birds)

Highlight youth-led global movements (e.g., Fridays for Future clean-ups)

Use humor and curiosity to keep tone light

Outcome: Participants gain practical skills and motivation to reduce waste and protect ecosystems.

DIY eco-crafts Workshops

Objective: To promote creativity and environmental awareness through making useful or decorative items from recycled or natural materials.

Preparation:
Collect safe, clean recycled materials: paper rolls, jars, fabric scraps, natural materials (leaves, pinecones)
Prepare examples of eco-crafts (bird feeders, seed bombs, nature mandalas)
Set up a safe crafting area with tables, scissors, glue, etc.

Steps:
1. Welcome Round (10 min): Introduce goals and show inspiring eco-craft examples.
2. Material Exploration (10 min): Let participants choose materials, brainstorm uses.
3. Crafting Session (45 min): Support creativity and reuse, move from idea to object.
4. Sharing Gallery (15 min): Present creations and the environmental stories behind them.
5. Reflection & Wrap-Up (10 min): What would you reuse next? How did it feel to make from “waste”?

Facilitation Tips:
Emphasize no perfection—focus on process, not product.
Play eco-music or nature sounds in the background.
Link crafts to local species (e.g., pollinator-friendly seed bombs
Outcome: Participants experience hands-on sustainability and creative reuse, building positive associations with low-waste living.

Planting Seeds. Growing Communities. Empowering Futures.

The **Green Seeds Toolkit** was created as a collective effort between young people, youth workers, and community actors across Haute-Garonne (France) and Thuringia (Germany). It brings together the insights, challenges, creativity, and hopes shared throughout our research journey and translates them into **practical, playful, and empowering tools** for climate action.

This Toolkit is more than a resource:
it is an invitation to observe, imagine, act, and grow.

Whether you use it to launch your first youth-led initiative, explore green career paths, or reconnect with local biodiversity, we hope it supports you in building meaningful experiences and strong community bonds. Each activity, method, and guide inside was designed so that **small actions can lead to big impacts**, especially when rooted in care, curiosity, and collective energy.

What Comes Next?

The Green Seeds project continues through local workshops, youth-led initiatives, and the development of our online resource hub. We encourage you to adapt, remix, and expand the materials inside this Toolkit - every context, every group, and every region will bring new perspectives, needs, and opportunities.
If you create new activities or adapt existing ones, we would love to hear from you. Your experiences can help grow the next generation of resources and inspire other communities across Europe.

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Follow project updates, upcoming events, and new resources through our local channels and European networks.