



GREEN ACT:
«Youth 'agents of change' on Climate Action and Environmental Sustainability»

Intellectual Output 1: GREEN ACT

COMPETENCY FRAMEWORK FOR INCREASING ENVIRONMENTAL AWARENESS AND RESPONSIBLE BEHAVIOR

Learning Modules

MODULE 3: Green Living

1. General description of the module



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Submission Number: 2020-3-RO01-KA205-094853

This module aims to provide learners with more in-depth knowledge of the concept of green living. It will define the ways of green living that each individual should strive for in order to contribute to the implementation of Sustainable Development Goals. According to the Environmental Protection Agency (EPA) in the United States: “Green living means making sustainable choices about what we eat, how we travel, what we buy, and how we use and dispose of it. We can implement sustainability in our workplace practices, and by greening the buildings we inhabit. Our everyday choices can create a sustainable lifestyle.”

The module aims to motivate interested individuals to change their lifestyles and be a part of the green living movement.

2. List of Topics:

Topic 1: Healthy food consumption

Short description:

From locally sourced commodities to plant-based alternatives, food trends continue to evolve. Alongside consumer preferences, governments continue to introduce regulatory changes and new guidelines to help consumers make informed choices. Vegetarianism and veganism continue to fuel growth in plant-based alternatives. Organic food choices are on the rise to meet the demands of consumers as well. The marketing of products that are better for animal or human health as well as for the environment is also expected to grow in future. Product claims such as organic, non-GMO, plant-based, vegan, raised without antibiotics and more, help businesses build trust while giving third-party validated proof to consumers. For example, a number of studies have found omega 3 health benefits of enhancing many businesses' environmental performance and assisting them in the process of During the lesson on this topic, students will have to research the healthy food consumption in participating countries, outline the actions taken by governments to promote healthy food consumption, especially organic food and give their critical opinion on whether the actions are appropriate/convincing.

Topic 2: Holistic Health

Short description:

Holistic health combines the mind, body and spirit wellness to promote healing and overall health maintenance and illness prevention. A variety of



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approaches are used in this practice, including diet, exercise and meditation. Holistic health is based on the idea that well-being is a connection between body, mind and spirit, and individuals are composed of all these parts. When one of these parts is off-balance, an individual's well-being is affected. The topic aims to make learners aware of various approaches in the field of holistic health and how they can improve their immune systems.

Topic 3: Green International Development Cooperation

Short description:

Living a green life doesn't mean that an individual is interested only in his/her own well-being. The focus of the supporter of green living is first on the well-being of the local community and afterwards on the well-being of the global community. International development cooperation based on global education principles Green international development cooperation goes hand in hand with green living by:

- Promoting global environmental goals for climate, biodiversity and other environmental topics
- Leaving no one behind and preventing climate refugees to appear
- by reducing the environmental footprint of your own activities
- Ensupporting international environmental goals in all development cooperation areas

The benefits of those actions are a partnership for goals implemented in practice, global sustainable living when no one is left behind etc. While working on this topic, learners will be assigned the task to explore the examples of what counts as Official Development Assistance (ODA) and what kind of activities count as green international development cooperation.

Topic 4: Buying smart

Short description:

We live in a consumer society. Living greener means different things so there is no one-size-fits-all solution to going green. Instead of continuously buying new stuff, you can search for good used stuff online. You save time and money while shopping online. Your choice of clothing can make a considerable impact on the environment. One of the most heavily sprayed crops in the world is cotton. Chemicals used as insecticides harm the environment and people's health. Fortunately, there are other available alternatives like hemp, bamboo and flax. While exploring the topic, learners will be introduced to



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practical ways of buying smart and will later be also encouraged to research more possibilities and areas where the concept of buying smart can be applied.

Topic 5: Create Happiness out of green living

Short description:

Green living happiness is about recognizing that your happiness is interconnected with other people and the natural environment. This idea promoted that our happiness comes from our satisfaction in helping others and protecting the environment. You can discover a happy outlook by creating a list of people and things that make you happy. On the other hand, face negative emotions head-on as we have to learn to work with negative emotions. You can make a green living happiness commitment by committing to at least one thing that you could shift in your life that will enhance your well-being.

The module will focus on teaching learners how to practically implement happiness out of green living.

Topic 6: Green Ways of transport

Short description:

This module will point out to learners what kind of green approaches we can use in our transport. The transportation sector continues to be the primary source of greenhouse gas emissions fueling climate change despite a shortage of semiconductor chips and lack of charging stations. But it will require substantial governments supports and networks of partnerships with local communities and businesses. They will learn various alternative solutions in transport such as electric vehicles, methane-powered vehicles, hydrogen vehicles, the use of bikes, motorbikes and our own feet for walking. ,

Topic 7: Examples of good practices

Short description:

GP 1- Organic food

EU member states have adopted new organic legislation applicable from January 1, 2022. Organic production rules are simplified, the control system is



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strengthened, organic group certification is introduced and producers in third countries have to comply with the same set of rules as those producing in the EU. The action plan set out to achieve the European Green Deal target of 25% of agricultural land under organic farming by 2030.

GP 2- Bruno Groening Circle of Friends

“The Bruno Groening Circle of Friends is the largest voluntary organization in the world dedicated to healing on spiritual path. People there have experienced help and healing through taking in, today largely forgotten, natural healing power. All over the world, the teaching of Bruno Groening (1906-1959) is passed on independently of national or religious affiliation. Cases of healing are medically verifiable. Through an appropriate body posture and spiritual openness, one can receive healing power. The Medical Scientific Group (MWF)in the Bruno Groening Circle of Friends, a forum of doctors and other health care professionals, checks the reports of healing and provides documentation with physicians’ commentaries based on the medical findings of doctors. Affiliated organization World Peace Prayer Society (WPPS) honoured the Bruno Groening Circle of Friends with Peace Pole Award on May 23, 2013. The UN representative of the WPPS highlighted the significance of the Bruno Groening Circle of Friends and Bruno Groening’s teachings with respect to help and healing on the spiritual path.

/source: <https://www.bruno-groening.org/en>

GP 3- Dutch Ministry of Foreign Affairs-funded project Organic Markets For Development (OM4D)

From November 2017 to January 2022, the Dutch Ministry of Foreign Affairs funded the project Organic Markets for Development implemented by Agro Eco Louis Bolk Institute in Burkina Faso, Togo, Ghana and Sao Tome and Principe. OM4D was a part of the Ecological Organic Agriculture Initiative launched by the African Union in 2014. The selected African countries form a geographical area with a high potential for organic farming while Sao Tome and Principe already have a very high organic share of the agricultural land. OM4D contributed to the sustainable development in West Africa and the achievements of SDG1 (No Poverty) and SDG2 (Zero Hunger). The activities from the field included supporting local organic production in Sao Tome and Principe, organic pineapple production in Togo, organic shea collection and processing in Burkina Faso, organic cassava production in Ghana setting up and promoting Participatory Guarantee Systems (PGS) in Burkina Faso, Ghana and Togo as an affordable alternative to third party certification for domestic markets.



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MODULE : Green Living

		KNOWLEDGE <i>(In the context of EQF, knowledge is described as theoretical and/or factual)</i> https://europa.eu/europass/en/european-qualifications-framework-eqf https://europa.eu/europass/en/description-eight-eqf-levels	SKILLS <i>(In the context of EQF, skills are described as practical)</i>	ATTITUDE <i>(In the context of the EQF, attitude is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility)</i>	Activities/Lesson Plan
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<p>Topic 3.1: Healthy Food Consumption</p>	<p>Main Objectives:</p> <ul style="list-style-type: none"> ● Introduce the learners to the health benefits of eating healthy, possibly organic food. ● Learn what the EU is doing in order to promote organic food production as a part of Green Deal 	<ul style="list-style-type: none"> ● I understand what healthy food consumption is ● I understand how beneficial healthy food products are. ● I understand how organic food has a positive impact on the planet. ● I understand my impact as a customer of healthy food products. 	<ul style="list-style-type: none"> ● I can give a critical opinion on a conventional agricultural practice. ● I know what organic food production in the EU is. ● I know more about the organic food production principles of a company of choice. 	<ul style="list-style-type: none"> ● I am ready to make more responsible decisions when buying food 	
<p>Topic 3.2: Holistic Health</p>	<p>Main Objectives: The purpose of the lesson is to inform learners about holistic approaches to better health.</p>	<ul style="list-style-type: none"> ● I understand how my life leads to health-related problems ● I understand why we need to take care of our health ● I understand what actions I need to take to make my 	<ul style="list-style-type: none"> ● I can improve my health and overall well-being. ● I can help the ones around me find more natural ways towards health. 	<ul style="list-style-type: none"> ● I want to improve my health. ● I want to help by teaching others what I learned in this lesson. 	



		immune system stronger by using natural ways to health			
Topic 3.3: Green International Development Cooperation	Main Objectives: The aim of the module is to define the term “Green International Development Cooperation” and encourage learners to brainstorm innovative ideas, which can help raise awareness about greening the EU international development cooperation	<ul style="list-style-type: none"> • I understand what Green International Development Cooperation is • I understand how beneficial it is for implementation of 17 Sustainable Development Goals of the United Nations 	<ul style="list-style-type: none"> • I can advocate for more and better international development cooperation of my country • I can explain to others why making international development cooperation green is a key for implementing Sustainable Development Goals 		
Topic 3.4: Buying Smart	Main Objectives: To specify why buying fewer products is better than pilling things that we don't need or use.	<ul style="list-style-type: none"> • I understand the negative environmental impacts are caused by unsustainable production of everyday products. • I understand how 	<ul style="list-style-type: none"> • I can research alternative styles of consumerism • I can make critical decisions and choose the most environmentally friendly ways of 	<ul style="list-style-type: none"> • I prefer buying second-hand clothes or having them repaired • I prefer reducing the CO₂ emissions by not buying new stuff all the time 	

	To encourage responsible consumption	to critically evaluate buying and spending choices	buying and not buying products	<ul style="list-style-type: none"> I want to reduce the carbon footprint my family and friends leave when buying unsustainable products 	
Topic 3.5: Create Happiness Out Of Green Living	Main Objectives:	<ul style="list-style-type: none"> I understand how we are all interconnected I understand the need for happiness in my life I understand why I need to change my lifestyle in order to be happy I understand how to put in use different techniques to be more happy I understand the different approaches towards happiness 	<ul style="list-style-type: none"> I can differentiate between approaches to be happy and the state of being happy 	<ul style="list-style-type: none"> I want to begin using my green lifestyle to reach happiness I would like to share what I have learned I would like to continue learning more on the topic 	
Topic 3.6: Green Ways of transport	Main Objectives:	<ul style="list-style-type: none"> I understand how current ways of transport are unsustainable I am aware of the everyday negative 	<ul style="list-style-type: none"> I can identify green ways of transport I can make better decisions from now on 	<ul style="list-style-type: none"> I want to use more walking, cycling, car sharing or taking train to make my transport more sustainable I want to make better 	



		<p>side effects that unsustainable transport causes to environment and people alike</p> <ul style="list-style-type: none"> • I understand how I can substitute the negative ways of transport with the positive ones 		<p>choices when taking transport means</p>	
<p>Topic 6.7: Examples of good practices</p>	<p>Main Objectives: To introduce participants with a selection of good practices aiming at supporting transition to green lifestyle f</p>	<ul style="list-style-type: none"> • I understand what 'good practices are' • I understand why good practices can help us all 	<ul style="list-style-type: none"> • I can identify a good practice • I can implement a good practice 	<ul style="list-style-type: none"> • I would like to be active in similar activities 	

