



LESSON PLANS FOR YOUNG PEOPLE

Project number: 2020-3-R001-KA205-094853

MODULE 2: Green living - adopting an eco-friendly lifestyle

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Project Information

PROJECT: GreenACT

PROJECT TITLE: Youth 'agents of change' on Climate Action and Environmental Sustainability

ACRONYM: GreenACT

PROJECT WEBSITE: <https://greenactproject.eu/>

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PROJECT COORDINATOR: ASOCIAȚIA D.G.T



Module 2: Green living - adopting an eco-friendly lifestyle	
Topic 1: Healthy food consumption	
Lesson Plan 1 – Presentation of the main goals of the food consumption policies at EU and national level	
-Group task for food consumption reflections	
Duration: 90 minutes - 30 minutes of indoor activities and 60 minutes of outdoor activities	
Short Description of the Lesson	This topic focuses on food consumption policies at the national and international levels. The policy framework and policy tools in support of sustainable food consumption, quality organic food strategies and procedures, examples of best practices and actions are presented. Organic food policy is seen as the basis for healthy food consumption and ensuring successful organic agriculture development.
Learning Goals:	<p>To know the food consumption policies at the national and EU levels.</p> <p>To understand how the policy framework and policy tools work in the field of sustainable food consumption.</p> <p>To know about different food production.</p> <p>To be able to identify the main challenges in healthy food consumption.</p> <p>To be able to explain how organic food policies are implemented at the European Union and national level.</p> <p>To be able to name various stakeholders in the field of healthy food production and consumption.</p> <p>To be able to consider personal activity in the field of healthy food production and consumption.</p> <p>To be able to use critical thinking and critical media literacy in dealing with food consumption.</p> <p>To be able to advocate for innovative solutions in order to develop healthy food consumption.</p>
Target Group -	Young People between 16 and 25 years old
Educational Approach	Young people will learn about the EU food consumption policies and will be able to critically monitor the implementation of healthy food consumption.
Link to School Curricula (if applicable)	
Facility/ Equipment	<ul style="list-style-type: none"> ● Classroom ● Internet access ● Computer/laptop



Tools/ Materials	<ul style="list-style-type: none"> ● Markers ● Pens ● Paper sheets ● Mobile phones
The main tasks	<p>1. <u>Did you know?</u></p> <p>The participants will be split into 3-4 groups, depending on how big the participant number is. They will be given the task to find an idea for healthy food consumption. Each group will present their idea and will advocate for it, trying to convince the other members of the other groups to join their group. The group with the most number of people in wins.</p> <p>Time needed:</p> <ul style="list-style-type: none"> ● 10 mins to come up with the idea and how to present it ● 15 mins to present ● 5 mins to settle down for the winner group <p><u>Possible questions for debriefing:</u></p> <ol style="list-style-type: none"> 1. What did you do? 2. What types of healthy food did you find? 3. How did you work in your team? Did you have a strategy? Which one? 4. How did you feel doing this activity? 5. What have you learned? <p>2. <u>Let's see how It grows</u></p> <p>The participants will be taken to a study visit to a farm or entity that grows healthy food in a sustainable way. This way they will be able to see for themselves how healthy ingredients can grow in their own climate and area. If agreed on, they can even plant certain plants, if both the weather and the farm allow it.</p> <p><u>Possible questions for debriefing:</u></p> <ol style="list-style-type: none"> 1. How was it for you to be involved in such an activity? 2. What can we learn from this activity?
Module 2: Green living - adopting an eco-friendly lifestyle	
Topic 2: Compost and its benefits	

Lesson Plan 2 – Compost and its benefits	
Duration: 40-50 minutes (indoor activities)	
Short Description of the Lesson	This lesson presents the basics of composting such as different methods to do it. The topic aims to inform the young people on how to do compost, what ingredients to pick and which type would be more suitable for them.
Learning Goals	To understand how to differentiate different types of composting. To realize everybody can do it at home. To be able to use the principles of composting in a practical way. To be able to present natural ways of composting to others. To be able to relate, use critical thinking when it comes to the process of composting and choosing the materials. To become motivated to suggest your surroundings to start the process.
Target Group -	Young People between 16 and 25 years old
Educational Approach	Young people will learn about the various techniques that can be helpful for composting and what ingredients are good for it.
Link to School Curricula (if applicable)	
Facility/ Equipment	<ul style="list-style-type: none"> ● Classroom ● Sunny space
Tools/ Materials	<ul style="list-style-type: none"> ● A wide-mouth glass jar ● Organic yard debris (such as fallen leaves, grass clippings, and dirt) ● Old newspaper ● Fruit and vegetable peels, cores, and scraps from the kitchen ● 1 cup rainwater ● A permanent marker
The main tasks	<p>Let's do It ourselves</p> <p>This activity will be done individually. Each participant will need their own supplies and will learn how to do compost. They will first add the soil in the jar, followed by newspaper and scraps, topped with the yard debris. They will repeat the process until the jar is almost full. After that they will add the water to the jar and write their names on it. The jars will be all set in a sunny area and every two weeks they will check the level of compost by marking a sign on the jar with the marker.</p> <p>Time needed: 40 minutes for the preparation</p> <p><u>Possible questions for debriefing:</u></p>



	<ol style="list-style-type: none">1. What is the type of composting that seems the most interesting to you?2. What process seems the hardest?3. Do you think you could start doing compost on your own or would you be considering doing it?4. What have you learned from this activity?
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Module 2: Green living - adopting an eco-friendly lifestyle	
Topic 3: Green International Development Cooperation	
Lesson Plan 3 – Green International Development Cooperation	
Duration: 90 minutes - 45 minutes Indoor activities and 45 minutes outdoor activities	
Short Description of the Lesson	This topic is intended to introduce the topic of International Development Cooperation with focus on particular aspects of it- Official Development Assistance and green development and humanitarian activities as parts of it. The legal frameworks for EU and its member states in the field of international development cooperation will be presented. The international development cooperation is the legal obligation of all EU member states but it is important that there is bigger and greener EU international development cooperation. The focus will be also on the international development cooperation of the GreenAct partners' countries. The critical thinking and critical media literacy will be used in assessing the level and the impact of the EU international development cooperation and green examples of such cooperation will be actively sought in the field of environment.
Learning Goals	<p>To know the basics of International Development Cooperation, how it came into being, how it developed and what it consists of.</p> <p>To know International Development Cooperation responsibilities of the EU and its member states.</p> <p>To know that different EU countries provide different quantity and quality of aid in international development cooperation</p> <p>To be able to recognize the difference between development and humanitarian cooperation</p> <p>To know how the main providers of international development cooperation operate</p> <p>To be able to describe international development cooperation legislation in the EU and its member states</p> <p>To be able to plan activities regarding the international development cooperation</p> <p>To become motivated to search for green international development cooperation that is beneficial for people and the planet.</p> <p>To become an activist in this field</p>
Target Group -	Young People between 16 and 25 years old



Educational Approach	Young people will learn about the EU's international development cooperation legal framework, institutions that deal with the subject and main goals of it.
Link to School Curricula (if applicable)	
Facility/ Equipment	<ul style="list-style-type: none"> ● Classroom ● Internet access ● Projector ● Computer/laptop
Tools/ Materials	<ul style="list-style-type: none"> ● Mobile phones ● Printed materials ● Markers ● Paper sheets
Main tasks	<p>1. Study visit</p> <p>The participants will be taken to a study visit to one competent authority that works in a field related to general environmental legislation. They will be shown backstage” how a legislation process looks like and details on how to write one.</p> <p>2. Can we do it too?</p> <p>After the study visit the participants will be split into 5 groups. Each group will try to write a legislation proposal based on the study visit they participated in. At the end, each group will present their proposals and the others will vote on whether they would approve it or not.</p> <p>Time needed: -30 mins to write the proposal briefly -15 to present it very shortly</p> <p>Possible questions for debriefing:</p> <ul style="list-style-type: none"> ● How did you feel during this activity? ● What have you learned? ● What section seems doable for you?

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Topic 4: Buying smart

Lesson Plan 4 – Buying smart

Duration: 45 minutes of Indoor activities



Short Description of the Lesson	This topic mainly reflects consumerism, what is consumerism and how people can buy smart. By giving examples of what people can do at home, they can also understand their impact on consumerism and on the environment.
Learning Goals	<p>To understand the role of consumerism in modern life and how to buy “smart”.</p> <p>To understand the role of society and political leaders in finding alternatives to consumerism implementation of agreements.</p> <p>To be able to use critical thinking and critical media literacy</p> <p>To be able to explain the goals of the civil society organisations which want to make the shift away from consumerism</p> <p>To turn into an activist to play personal part to change the situation</p> <p>To be prepared to pressure governments to transition to sustainable industries</p>
Target Group -	Young People between 16 and 25 years old
Educational Approach	Young people will get a better understanding of the challenges modern industries pose to workers’ rights and environment. They will understand that transition to sustainable industries helps preserve the environment, as well as being able to make “smart” purchases. .
Link to School Curricula (if applicable)	
Facility/ Equipment	<ul style="list-style-type: none"> ● Classroom ● Internet access ● Computer/laptop ● Flipchart
Tools/ Materials	<ul style="list-style-type: none"> ● Pens/markers ● Mobile phones ● Paper sheets
Main tasks	<p>How does It grow?</p> <p>The participants will be split into 5 groups. Each group will get a certain type of plant that can be grown at home. They will all have to make a poster presenting the evolution of the plant, the needed materials and the environment it needs to be kept in.</p> <p>Time needed:</p> <p>-30 mins to prepare</p> <p>-15 mins to present</p> <p><u>Possible questions for the debriefing:</u></p>



	<ul style="list-style-type: none">• How did you feel during this activity?• What have you learned?• What action can you take in your daily life in order to reduce your own “consumerism”?
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Topic 5: Green ways of transport	
Lesson Plan 5 – Green ways of transport	
Duration: 45 minutes of Indoor activity	
Short Description of the Lesson	This lesson targets mainly the idea of examples of good green and sustainable ways of transportation. The participants will be shown different methods and will be presented the impact that transportation process has on the general level of pollution and air quality.
Learning Goals	<p>To know sustainable ways of transportation</p> <p>To know the various effects that transportation has on the overall pollution level on a global level.</p> <p>To recognize the importance of shared transportation.</p> <p>To be able to give examples of good practices in the field of sustainable transportation</p> <p>To know how to motivate others into using public transportation or walking, if it's the case.</p> <p>To be empowered to find solutions and to get together with people with similar ideas.</p>
Target Group -	Young People between 16 and 25 years old
Educational Approach	Young people will get the first experience of one of the eco-friendly ways of transportation in more depth
Link to School Curricula (if applicable)	
Facility/ Equipment	<ul style="list-style-type: none"> ● Classroom ● Internet access ● Computer/laptop ● Mobile phones
Tools/ Materials	<ul style="list-style-type: none"> ● Pens ● Markers ● Flipchart paper ● Paper sheets
Main tasks	<p>1. Let's move!</p> <p>The participants will be asked to switch to public ways of transportation for a week while going to school or any other places. They will have to note down if the public transport is inaccessible for them, if it is too over-crowded at the time they are using it and all details that might seem</p>



	<p>relevant. After they do the small research, they will be split into groups based on the criteria of using the same route and will be asked to share and compare their results. After analysing all the results, they will try to come with solutions on how to decongest traffic, or how to make it more accessible and better for them in order to use it daily.</p> <p>Time needed:</p> <ul style="list-style-type: none"> • 5 minutes to gather the groups • 30 minutes to discuss in the groups • 10 minutes to present their conclusions <p><u>Possible questions for debriefing:</u></p> <ul style="list-style-type: none"> • How was the experience for you? • Did you manage to switch from personal vehicles to public transport? Was this a hard change for you? • Are you considering using public transport more? • How did this experience make you feel? • Is there anything missing from your public transport system that you consider should be available?
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Topic 6: Examples of good practices

Lesson Plan 6 – Presentation of good practices

Duration: 45 minutes of Indoor activities

Short Description of the Lesson	This topic targets mainly the idea of examples of good practices. The participants will be shown different approaches on how to adopt a more eco-friendlier lifestyle through examples of what other people have already done.
Learning Goals	<p>To know good practices in having a green lifestyle.</p> <p>To recognize the importance of practical results.</p> <p>To be able to give examples of good practices.</p> <p>To be motivated to take responsibility and act for your health.</p> <p>To see the value of green living and having an eco-friendlier lifestyle.</p> <p>To become inspired by the activity of volunteers or other NGOs and entities.</p>



	To be empowered to find solutions and to get together with people with similar ideas.
Target Group -	Young People between 16 and 25 years old
Educational Approach	Young people will get the first experience of one of the methods/techniques of green living
Link to School Curricula (if applicable)	
Facility/ Equipment	<ul style="list-style-type: none"> ● Classroom ● Internet ● Computer/laptop ● Mobile phones
Tools/ Materials	<ul style="list-style-type: none"> ● Music
Main tasks	<p>Who did it before?</p> <p>Participants will be asked to form a line. The facilitator will read eco-friendly change statements out loud such as „i could use toothpaste tablets instead of toothpaste coming from a tube” or „i could get a reusable water bottle and fill it up instead of always buying single use plastic ones” and so on. The participants will be asked to take a step forward if they believe they can do the said changes. At the end we can tell how easy it might seem for others to be eco-friendly and how hard it would be for some. Discussions can be done after if the participants have any questions.</p> <p>Time needed:</p> <ul style="list-style-type: none"> ● 20-30 minutes for implementing the activity ● 10-15 minutes debriefing <p><u>Possible questions for debriefing:</u></p> <ol style="list-style-type: none"> 1. How did you feel while implementing the activity? 2. What have you learned from this activity? 3. Do you consider yourself different from the others based on your choices?