



# LESSON PLANS FOR YOUTH WORKERS

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

**MODULE 3: Sustainable communities - Eco-cities**

**Association WalkTogether**



## Project Information

**PROJECT:** GreenACT

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

**ACRONYM:** GreenACT

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

**PROJECT NO.:** 2020-3-R001-KA205-094853

**PROJECT COORDINATOR:** ASOCIAȚIA D.G.T



<b>Module 3: Sustainable communities - Eco-cities</b>	
<b>Topic: Eco-innovation &amp; Entrepreneurship</b>	
<b>Lesson Plan 1</b> Watching educational videos- 10 minutes Discussion on the eco-innovative products they have seen in their cities- 20 min Brainstorming new eco-innovations, divided in groups- 40 min Presentation of what the participants have thought about- 20 min	
<b>Duration: 90 minutes - 1h and 30 min</b>	
<b>Short Description of the Lesson</b>	The lesson will begin with educational videos on eco innovations, which will introduce the topic to the participants. Their learning process will be further encouraged by a discussion, in which participants can share what eco-innovations are currently being implemented by their cities. The discussion will engage and ease their creative thinking, which will be needed for the next part of the lesson. Divided in groups of at least 3-4, participants will have to brainstorm new ecological innovations that can be implemented in their cities. They will have to create an executive plan about how/where they will create their products, how it will be distributed, why the product is beneficial and what are the challenges currently not allowing this product to be already in exploitation. They will use flip-chart paper to write/draw down all the above-mentioned details regarding their innovation. After the time is up, the participants will have to present their results in front of the whole groups and receive feedback.
<b>Learning Goals:</b>	The learners understand what eco-innovations are The learners understand how beneficial sustainable products are. The learners understand how tiny plastic products have large impact on the planet. The learners understand their impact as a customer.
<b>Target Group -</b>	16 -25 / youth workers
<b>Educational Approach</b>	Brainstorming, Teamwork, Video materials According to the opinion of the facilitator, it is recommended to add an at least 5-minute-long energizer to each lesson.
<b>Link to School Curricula (if applicable)</b>	
<b>Facility/ Equipment</b>	Internet, Multimedia, Projector, Flip-chart paper, Colourful markers



<b>Tools/ Materials</b>	Video 1- <a href="https://www.youtube.com/watch?v=6L_ipFvVtWE&amp;t=1s">https://www.youtube.com/watch?v=6L_ipFvVtWE&amp;t=1s</a> Video 2- <a href="https://www.youtube.com/watch?v=li0EpfSbOJg">https://www.youtube.com/watch?v=li0EpfSbOJg</a>
<b>The main tasks</b>	<ul style="list-style-type: none"><li>• Watching educational videos- 10 minutes</li><li>• Discussion on the eco-innovative products they have seen in their cities- 20 min</li><li>• Brainstorming new eco-innovations, divided into groups- 40 min</li><li>• Presentation of what the participants have thought about- 20 min</li></ul>

### Module 3: Sustainable communities - Eco-cities

<b>Topic: Sustainable Urban Development</b>	
<b>Lesson Plan 2</b> Article reading- 10 minutes Watching a video- 10 minutes Teamwork- 50 minutes Presentation of the final products- 20 minutes	
<b>Duration:</b> 1h and 30 minutes	
<b>Short Description of the Lesson</b>	The lesson begins with the introduction of the topic with the help of educational materials- an article and a video about sustainable cities. This will give clarity to the participants regarding their tasks during the session. After they have finished watching the video and reading the article, they will be divided in three groups- information collectors, poster creators, brochure designers and flyer creators. Each group should contain minimum 4 participants. The information collectors will have to structure the most important information about the good practices gathered from the video and the article (ex. Riding a bicycle instead of driving, building with solar panels, etc.). They will have 15 minutes to finish their part. The structured information should then be passed to the designers. Each designer team should create at least 2 products in correspondence to their teams' names (posters, flyers, brochures). The products must contain the condensed information, provided by the information collectors. The designers can use Canva, as it is a free software. They will have 35 minutes to finish their products. After that the products will be presented to everyone and shared on the official social media channels of the greenACT project.
<b>Learning Goals</b>	The aim of the module is to define the term "Sustainable Urban Development" and encourage learners to brainstorm of new practices, which can help their cities reach a higher level of sustainable urban development. The learners understand what Sustainable Urban Development is.  The learners understand how beneficial it is for their health. The users can advocate for new sustainable urban units in the city they live in.  The users can explain to other why developing urban sustainability is necessary.
<b>Target Group -</b>	16 -25 / youth workers



<b>Educational Approach</b>	Enhancing digital and information evaluation skills, Brainstorming, Teamwork, Video materials According to the opinion of the facilitator, it is recommended to add an at least 5-minute-long energizer to each lesson.
<b>Link to School Curricula (if applicable)</b>	
<b>Facility/ Equipment</b>	Internet, Multimedia, Projector, at least 2 laptops per team with internet access
<b>Tools/ Materials</b>	Article 1- 6 Traits of a Sustainable City- <a href="https://www.digi.com/blog/post/sustainable-city">https://www.digi.com/blog/post/sustainable-city</a> Video 1- <a href="https://www.youtube.com/watch?v=fsWr0Lfm_uQ&amp;ab_channel=GoingGreen">https://www.youtube.com/watch?v=fsWr0Lfm_uQ&amp;ab_channel=GoingGreen</a>
<b>The main tasks</b>	<ul style="list-style-type: none"> <li>• Article reading- 10 minutes</li> <li>• Watching a video- 10 minutes</li> <li>• Teamwork- 50 minutes</li> <li>• Presentation of the final products- 20 minutes</li> </ul>

<b>Module 3: Sustainable communities - Eco-cities</b>	
<b>Topic: Alternative Transportation (emissions-free/electric vehicles and public transportation, alternative ways of transportation)</b>	
<b>Lesson Plan 3</b> Video materials watching- 10 minutes Creating PPTs- 25 minutes Presenting of individual presentations- 25-30 minutes	
<b>Duration:</b> approx. 60 minutes	
<b>Short Description of the Lesson</b>	The lesson will begin with educational videos on alternative ways of transportation. After the participants are more familiar with the topic, divided in national groups, they will have to create a short PowerPoint presentation of the alternative ways of transportation, which are popular in their countries. After that, the participants will have to present to their peers the different alternative transportation means in their countries. Each group should be given around 5 minutes for their presentation. Once all groups have presented, the groups altogether will have to decide in which country the alternative transportation vehicles are the most popular.
<b>Learning Goals</b>	To specify why sustainable transportation should be chosen rather than using a car. The learners understand the environmental concerns that come from modern transportation means. The learners understand how to critically evaluate different transportation options. The users can research into alternative transportation means. The users can make critical decisions and choose the most environmentally friendly transportation system.
<b>Target Group -</b>	16 -25 / youth workers
<b>Educational Approach</b>	Enhancing digital and presentation skills, Brainstorming, Teamwork, Working with video materials According to the opinion of the facilitator, it is recommended to add an at least 5-minute-long energizer to each lesson
<b>Link to School Curricula (if applicable)</b>	
<b>Facility/ Equipment</b>	Internet, Multimedia, Projector, at least 1 laptop per team
<b>Tools/ Materials</b>	Video 1 - <a href="https://www.youtube.com/watch?v=VJXXVnUE1Ts&amp;ab_channel=EcoMasteryProject">https://www.youtube.com/watch?v=VJXXVnUE1Ts&amp;ab_channel=EcoMasteryProject</a>



<b>Main tasks</b>	<ul style="list-style-type: none"><li>• Video materials watching- 10 minutes</li><li>• Creating PPTs- 25 minutes</li><li>• Presenting of individual presentations- 25-30 minutes</li></ul>
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## Module 3: Sustainable communities - Eco-cities





<b>Topic: Waste Management and the 5R's</b>	
<b>Lesson Plan 4</b> Introduction to the topic with an article- 5 minutes Introduction to the video task- 10 minutes Planning, filming, editing- 1h and 40 minutes Presentation of the video- 15 minutes	
<b>Duration:</b> 2h and 10 minutes	
<b>Short Description of the Lesson</b>	The lesson will begin with the introduction of the topic with the help of an article. Once the students are introduced to it, they will be given their assignment. Their task will be to create a 3-4-minute video on the 5R's and how they can be implemented in their cities.
<b>Learning Goals</b>	Learning Goals  Create a visual material, which can be distributed and help viewers towards turning their towns into more eco-sustainable ones. Teaching learners how to reduce their plastic consumption, suggest new ways for repurposing used plastic containers and encourage the integration of the 5R's in the learners' everyday lives.
<b>Target Group -</b>	16 -25 / youth workers
<b>Educational Approach</b>	
<b>Link to School Curricula (if applicable)</b>	
<b>Facility/ Equipment</b>	The activity can be done outdoors. A camera and laptop for editing will be needed
<b>Tools/ Materials</b>	Article- <a href="https://galleryclimatecoalition.org/news/60-what-are-the-5-rs-of-the-waste/">https://galleryclimatecoalition.org/news/60-what-are-the-5-rs-of-the-waste/</a>
<b>Main tasks</b>	<ul style="list-style-type: none"> <li>• Introduction to the topic with an article- 5 minutes</li> <li>• Introduction to the video task- 10 minutes</li> <li>• Planning, filming, editing- 1h and 40 minutes</li> <li>• Presentation of the video- 15 minutes</li> </ul>

<b>Module 3: Sustainable communities - Eco-cities</b>	
<b>Topic: Good Practices in the field of Green Cities</b>	
<b>Lesson Plan 5</b>	
Lesson Plan	
Learning about sustainable Green Cities and how they have applied the concept of Eco - cities. - 30 min	
Creating a plan about your city - 60 min	
<b>Duration:</b> 90 min	
<b>Short Description of the Lesson</b>	There are several ways to define "good practices." However, a theme that runs across most definitions is that they all refer to tactics, methods, and/or activities that have been demonstrated via study and assessment to be reliable in producing the intended results and to be successful, efficient, sustainable, and/or transferrable.
<b>Learning Goals</b>	Learning about sustainable Green cities
<b>Target Group -</b>	16 -25 / youth workers
<b>Educational Approach</b>	
<b>Link to School Curricula (if applicable)</b>	
<b>Facility/ Equipment</b>	The Activity requires multimedia, flipchart, and markers.
<b>Tools/ Materials</b>	<a href="https://ec.europa.eu/migrant-integration/page/what-are-good-practices_en#:~:text='Good%20practices'%20can%20be%20defined,lead%20to%20a%20desired%20result">https://ec.europa.eu/migrant-integration/page/what-are-good-practices_en#:~:text='Good%20practices'%20can%20be%20defined,lead%20to%20a%20desired%20result</a>
<b>Main tasks</b>	<ul style="list-style-type: none"> <li>• Learning about sustainable Green Cities and how they have applied the concept of Eco - cities. - 30 min</li> <li>• Creating a plan about your city - 60 min</li> </ul>