



Raising climate change awareness and environmental commitment of Young Migrants through Transformative Learning

2022-1-BE01-KA220-ADU-000087260

WP3. MIGreenDEAL Toolkit

Learning Outcomes



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1. The MiGreenDEAL Toolkit - Introduction

1.1 Toolkit Aim and Objectives

The MiGreenDEAL Toolkit is designed to equip adult educators, community leaders, and mediators with a set of functional and interactive techniques, exercises, and practical activities. These resources are specifically tailored for working with young adult migrants, enhancing their educational experiences and facilitating their integration into new communities. A variety of activities is offered, allowing users to select those most appropriate based on the unique characteristics and needs of their beneficiaries.

The primary objective of the MiGreenDEAL Toolkit is to develop and deliver these resources in a user-friendly, adaptable format. The development of skills and knowledge in sustainability practices among young adult migrants is aimed for. Through this Toolkit, an engaging, interactive learning environment is intended to be created, which supports the professional growth of adult educators and community leaders while addressing the specific challenges faced by young migrants.

The MiGreenDEAL Toolkit has been designed by the partners consortium of the project, based on the MiGreenDEAL Training Curriculum on raising environmental awareness and commitment of young migrants through Transformative Learning. For this, a collaborative approach has been taken by the partners to define the competences and learning units that cover the various relevant areas identified in the MiGreenDEAL project.

The Training Curriculum covers the following relevant areas (learning units):

- Introduction to Key Concepts
- Environmental Awareness and Sustainable Living
- Environmental Challenges and Their Impact on Migrants
- Green Jobs and Entrepreneurship
- Advocacy and Civic Engagement
- Personal Reflection and Action Planning

1.2. Target Users and target beneficiaries

- The target users of the MiGreenDEAL Toolkit are adult educators, community leaders, and mediators.
- The target beneficiaries of the MiGreenDEAL project are young adult migrants, young people, and others wishing to improve sustainability in their practices.

1.3. MIGreenDEAL Toolkit Units and Learning Outcomes

The Toolkit is structured in 6 Units of Learning Outcomes as indicated in the following table:

Units	
Unit 1:	Introduction to key concepts
Unit 2:	Environmental Awareness and Sustainable Living
Unit 3:	Environmental Challenges and their Impact on Migrants
Unit 4:	Green Jobs and Entrepreneurship
Unit 5:	Advocacy and Civic Engagement
Unit 6:	Personal Reflection and Action Planning

2. The MIGreenDEAL Toolkit

Unit.1: Introduction to key concepts

Activity 1/ U1:	Exploring the European Green Deal
Aim	To provide adult educators with a comprehensive understanding of the European Green Deal, enabling them to facilitate transformative learning experiences that increase environmental awareness among young migrants.
Learning Outcomes	<ul style="list-style-type: none"> ● Grasp the conceptual foundations of the European Green Deal. ● Understand the principles and strategies for its implementation. ● Align policies with sustainability goals for a greener future.
Duration	60 minutes
Materials-Tools	<ul style="list-style-type: none"> ● Laptop and projector ● Internet access for video streaming ● Printed handouts of the European Green Deal summary ● Whiteboard and markers

Procedure- Methodology	<p>Introduction (10 minutes):</p> <ul style="list-style-type: none"> • Briefly introduce the European Green Deal. • Discuss its importance in combating climate change and promoting sustainability. <p>Video Presentation (15 minutes):</p> <ul style="list-style-type: none"> • Show a short documentary or presentation about the European Green Deal. <p>Group Discussion (20 minutes):</p> <ul style="list-style-type: none"> • Divide participants into small groups. • Provide each group with handouts summarising key aspects of the European Green Deal. • Encourage them to discuss how the Green Deal can impact their local communities and young migrants. <p>Reflection and Sharing (10 minutes):</p> <ul style="list-style-type: none"> • Each group shares their insights and reflections. • Facilitator highlights common themes and key points from the discussion. <p>Conclusion (5 minutes):</p> <ul style="list-style-type: none"> • Summarise the main takeaways. • Provide additional resources for further reading.
Evaluation	<ul style="list-style-type: none"> • Multiple-choice quiz to assess understanding of key concepts (5 questions). • Open-ended question asking participants to reflect on how they can apply the principles of the European Green Deal in their teaching.
Tips for the Educator/Trainer	<ul style="list-style-type: none"> • Encourage active participation and ensure all voices are heard during group discussions. • Provide real-life examples to illustrate abstract concepts.
Further Resources / References	<ul style="list-style-type: none"> • European Commission's official website on the European Green Deal: https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en • The EU climate deal DW Documentary: https://www.youtube.com/watch?v=SZbl99x_kV8

Activity 2/ U1: Pathways to Carbon Neutrality	
Aim	To equip adult educators with the knowledge and tools to teach young migrants about carbon neutrality and its significance in Europe's environmental strategy.
Learning Outcomes	<ul style="list-style-type: none"> • Understand the basic definitions and concepts surrounding carbon neutrality. • Identify key factors influencing the achievement of carbon neutrality by 2050. • Recognize the measures necessary to navigate challenges and promote sustainable practices.
Duration	45 minutes
Materials-Tools	<ul style="list-style-type: none"> • Laptop and projector • Internet access for research • Whiteboard and markers
Procedure-Methodology	<p>Introduction (5 minutes):</p> <ul style="list-style-type: none"> • Define carbon neutrality and its importance. <p>Interactive Lecture (15 minutes):</p> <ul style="list-style-type: none"> • Discuss key principles and strategies for achieving carbon neutrality. • Highlight examples of successful initiatives and policies in Europe. <p>Research Activity (15 minutes):</p> <ul style="list-style-type: none"> • Participants use laptops/tablets to find case studies or examples of carbon neutrality projects in Europe. • Share findings in small groups. <p>Group Presentation (10 minutes):</p> <ul style="list-style-type: none"> • Groups present their findings to the entire class. • Facilitator provides feedback and additional insights.
Evaluation	<ul style="list-style-type: none"> • Short written assignment on the impact of carbon neutrality initiatives. • Group presentations assessed on clarity, relevance, and depth of research.
Tips for the Educator/Trainer	<ul style="list-style-type: none"> • Provide guidance on reliable sources for research. • Foster a collaborative learning environment.
Further Resources / References	<ul style="list-style-type: none"> • European Commission's official website on the European

	<p>Climate Pact: https://climate-pact.europa.eu/index_en</p> <ul style="list-style-type: none"> National long-term strategies - EU countries' long-term strategies to meet their Paris Agreement commitments and the energy union objectives: https://commission.europa.eu/energy-climate-change-environment/implementation-eu-countries/energy-and-climate-governance-and-reporting/national-long-term-strategies_en
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Activity 3/ U1: Embracing Transformative Learning	
Aim	To introduce adult educators to the concept of transformative learning and how it can be used to enhance environmental awareness among young migrants.
Learning Outcomes	<ul style="list-style-type: none"> Grasp the basic definitions and concepts of transformative learning. Recognize the impact of transformative learning on personal perspectives and attitudes. Identify the role of transformative learning in driving positive societal change.
Duration	50 minutes
Materials-Tools	<ul style="list-style-type: none"> Laptop and projector Printed handouts on transformative learning theories Sticky notes and pens
Procedure-Methodology	<p>Introduction (5 minutes):</p> <ul style="list-style-type: none"> Define transformative learning and its key components. <p>Interactive Lecture (10 minutes):</p> <ul style="list-style-type: none"> Discuss the stages of transformative learning. Provide examples of transformative learning in environmental education. <p>Case Study Analysis (15 minutes):</p> <ul style="list-style-type: none"> Present a case study on transformative learning (e.g., Olga's transformation in Austria). Divide participants into groups to discuss key elements and outcomes of the case study. <p>Group Activity (15 minutes):</p> <ul style="list-style-type: none"> Each group identifies a potential disorienting dilemma related

	<p>to environmental issues that young migrants might face.</p> <ul style="list-style-type: none"> • Discuss strategies to facilitate transformative learning in these scenarios. <p>Reflection (5 minutes):</p> <ul style="list-style-type: none"> • Participants write their reflections on how they can apply transformative learning in their educational settings.
Evaluation	<ul style="list-style-type: none"> • Reflective essay on the role of transformative learning in environmental education. • Group discussion feedback and insights.
Tips for the Educator/Trainer	<ul style="list-style-type: none"> • Encourage deep reflection and open discussion. • Use real-life examples to connect theory to practice.
Further Resources / References	<ul style="list-style-type: none"> • What is Transformative Learning and how can I apply it?: https://skillup.tech/what-is-transformative-learning-how-can-i-apply-it/ • Online Transformative Learning: https://legacy17.org/online-transformative-learning/

Unit. 2: Environmental Awareness and Sustainable Living

Activity 1/ U2: Creating a Miniature Eco-Friendly Garden	
Aim	To educate participants about the importance of sustainable living and environmental awareness through the creation and maintenance of a small eco-friendly garden.
Learning Outcomes	<ul style="list-style-type: none"> • Understand the principles of sustainable living and environmental conservation. • Learn about the benefits of plants and gardening to the environment. • Develop practical skills in gardening and plant care. • Foster a sense of responsibility and stewardship towards nature. • Enhance teamwork and collaboration skills.

Duration	2 hours for initial setup, followed by weekly 30-minute maintenance sessions
Materials-Tools	<ul style="list-style-type: none"> • Small plant pots or recycled containers • Soil and compost • Seeds or small plants (preferably native species) • Watering cans or bottles • Gardening gloves • Labels and markers • Small gardening tools (trowels, spades) • Recycled materials for decoration (optional)
Procedure-Methodology	<p>Introduction:</p> <ul style="list-style-type: none"> • Discuss the importance of sustainability and how gardening contributes to environmental health. • Explain the concept of eco-friendly gardening and introduce the activity. <p>Planning:</p> <ul style="list-style-type: none"> • Divide participants into small groups. • Have each group choose the type of plants they want to grow, ensuring they understand the needs of their chosen plants (sunlight, water, space). <p>Planting:</p> <ul style="list-style-type: none"> • Provide each group with their materials. • Guide them through the process of preparing the soil, planting the seeds or plants, and labelling their pots. • Encourage creativity by allowing them to decorate their pots with recycled materials. <p>Care Instructions:</p> <ul style="list-style-type: none"> • Teach participants how to properly water and care for their plants. • Discuss the importance of regular maintenance and how it

	<p>impacts plant health and growth.</p> <p>Reflection and Sharing:</p> <ul style="list-style-type: none"> ● Have each group share their planting experience and what they learned. ● Discuss how they can apply these principles of sustainability in their daily lives. <p>Weekly Maintenance:</p> <ul style="list-style-type: none"> ● Schedule weekly sessions for watering, weeding, and observing plant growth. ● Encourage participants to record their observations and any changes they notice.
Evaluation	<p>Initial Assessment: Gauge participants' understanding of sustainability and environmental awareness through a brief discussion or questionnaire before the activity.</p> <p>Ongoing Assessment: Monitor participation and engagement during the activity.</p> <p>Final Assessment: Evaluate the health and growth of the plants, and conduct a reflection session to assess what participants have learned and how they plan to implement sustainable practices in their lives.</p>
Tips for the Educator/Trainer	<ul style="list-style-type: none"> ● Ensure all participants are engaged and understand each step of the process. ● Provide additional support and information for those unfamiliar with gardening. ● Encourage creativity and individual expression through decoration and plant selection. ● Highlight the connection between gardening and broader environmental issues. ● Be patient and prepared to handle any challenges, such as plant health issues or participant difficulties.

Warnings and Considerations:	<p>Materials and Space: Ensure all materials are available or that participants can bring necessary items. Consider the limitations of the space being used (e.g., availability of natural light).</p> <p>Safety: Handle gardening tools safely. Provide instructions on their proper use, especially in a classroom setting.</p> <p>Plant Selection: Ensure plants are suitable for the environment in which they will be kept (light, temperature, space).</p>
Further Resources / References	<ul style="list-style-type: none"> • https://www.permaculturenews.org • https://www.rhs.org.uk • https://www.epa.gov/education

Activity 2/U2: Environmental Policy Role Play	
Aim	To engage participants in understanding and addressing environmental issues through a simulated role play of an environmental policy-making scenario, encouraging critical thinking, collaboration, and empathy.
Learning Outcomes	<ul style="list-style-type: none"> • Understand the complexities of environmental policy-making. • Develop negotiation and collaboration skills. • Gain insight into various stakeholders' perspectives on environmental issues. • Enhance public speaking and argumentation abilities. • Foster empathy and appreciation for diverse viewpoints in environmental discussions.
Duration	2 hours
Materials-Tools	<ul style="list-style-type: none"> • Scenario description and role cards • Background information packets on the environmental issue • Flip charts or whiteboards and markers • Notepads and pens • Props or costumes to enhance role immersion (optional) • Timer or stopwatch

Procedure- Methodology

Introduction:

- Explain the purpose and structure of the role play.
- Introduce the scenario: A town is facing a decision on whether to implement a new policy to ban single-use plastics.
- Discuss the importance of understanding different perspectives in environmental policy-making.

Scenario Setup:

- Distribute role cards and background information packets to each participant. Roles may include:
 - **Mayor:** Responsible for moderating the discussion and making the final decision.
 - **Environmental Activist:** Advocates for the ban to protect the environment.
 - **Business Owner:** Opposes the ban due to potential increased costs and impact on business.
 - **Local Resident:** Represents the general public, with mixed feelings about the ban.
 - **Waste Management Expert:** Provides insights on waste reduction and recycling benefits.
 - **School Representative:** Focuses on educational impacts and the importance of teaching sustainability.
- Give participants time to read their roles and understand their positions.

Preparation:

- Allow participants to prepare their arguments, strategies, and questions.
- Encourage them to think about their character's priorities and how to communicate effectively.
- Suggest they consider possible counterarguments and how they might respond.

Role Play Session:

- **Opening Statements (20 minutes)**
 - Each stakeholder presents their perspective (2-3 minutes each).
- **Open Debate (30 minutes)**

	<ul style="list-style-type: none"> ○ Facilitate a structured debate where participants can ask questions, respond to others, and negotiate. ○ Ensure all participants have an opportunity to speak. ○ The mayor should guide the discussion, ensuring it remains respectful and productive. <ul style="list-style-type: none"> ● Final Statements and Decision (10 minutes) <ul style="list-style-type: none"> ○ Each stakeholder provides a final summary of their position. ○ The mayor makes the final decision based on the arguments presented. <p>Debrief and Reflection:</p> <ul style="list-style-type: none"> ● Conclude the role play and gather participants for a debriefing session. ● Discuss the outcomes of the role play, including any compromises reached and the reasons behind them. ● Reflect on the challenges and insights gained from the activity. Encourage participants to share their experiences and thoughts on how this exercise has impacted their understanding of environmental policy-making.
Evaluation	<p>Initial Assessment: Briefly survey participants on their knowledge of environmental policy and stakeholder perspectives before starting the role play.</p> <p>Ongoing Assessment: Observe participation, engagement, and the quality of arguments and negotiations during the role play.</p> <p>Final Assessment: Use the debrief session to assess the understanding and empathy developed through the activity. Participants can share their reflections on how their views have changed or been reinforced.</p>
Tips for the Educator/Trainer	<ul style="list-style-type: none"> ● Clearly explain the importance of staying in character to ensure an authentic role play experience. ● Encourage active listening and respectful debate. ● Be prepared to mediate and guide discussions if they become too heated or unproductive. ● Provide additional information and support for participants

	<p>who may be unfamiliar with their roles.</p> <ul style="list-style-type: none"> ● Use the debrief session to highlight key learning points and reinforce the importance of considering diverse perspectives in environmental policy-making.
Further Resources / References	<p>UN Environment Programme (https://www.unep.org/)</p> <p>Environmental Policy Resources</p> <p>World Wildlife Fund (https://www.worldwildlife.org/)</p>

Activity 3/U2: Sustainability Debate and Discussion	
Aim	To engage participants in critical thinking and personal interaction through a structured debate and discussion on topics related to environmental awareness and sustainable living.
Learning Outcomes	<ul style="list-style-type: none"> ● Develop critical thinking and analytical skills. ● Enhance understanding of various perspectives on environmental issues. ● Improve public speaking and debate skills. ● Foster respectful and constructive personal interactions. ● Encourage informed decision-making regarding sustainable practices.
Duration	1.5 hours
Materials-Tools	<ul style="list-style-type: none"> ● Debate topic cards ● Timer or stopwatch ● Notepads and pens ● Whiteboard and markers ● Information packets or handouts on debate topics ● Name tags or identifiers for debate teams (optional)
Procedure-Methodology	<p>Introduction</p> <ul style="list-style-type: none"> ● Brief participants on the importance of debating environmental topics.

	<ul style="list-style-type: none"> • Explain the structure of the debate and the rules for respectful discussion. • Divide participants into small groups or teams. <p>Topic Selection</p> <ul style="list-style-type: none"> • Provide each team with a list of potential debate topics related to sustainability (e.g., "Should plastic bags be banned?" or "Is nuclear energy a viable solution for reducing carbon emissions?"). • Allow teams to choose or draw their topic randomly. <p>Preparation</p> <ul style="list-style-type: none"> • Give teams time to research and prepare their arguments, using the information packets provided and any additional materials. • Encourage teams to consider multiple viewpoints and gather supporting evidence for their arguments. <p>Debate</p> <ul style="list-style-type: none"> • Each team presents their arguments for and against the chosen topic. • Allow time for rebuttals and counter-arguments. • Ensure each participant has an opportunity to speak and contribute to the discussion. <p>Group Discussion and Reflection</p> <ul style="list-style-type: none"> • After the debates, bring all participants together for a group discussion. • Reflect on the key points raised during the debates and discuss the broader implications for sustainable living. • Encourage participants to share their personal views and experiences related to the topics discussed.
<p>Evaluation</p>	<p>Initial Assessment: Gauge participants' familiarity with debate and discussion formats through a brief introductory activity or questionnaire.</p> <p>Ongoing Assessment: Observe participation, engagement, and the quality of arguments during the debates.</p>

	Final Assessment: Evaluate the effectiveness of the group discussion and reflection session in enhancing understanding and personal interaction.
Tips for the Educator/Trainer	<ul style="list-style-type: none"> • Encourage a respectful and inclusive environment where all opinions are valued. • Provide clear instructions and guidelines for the debate to ensure a structured and productive discussion. • Facilitate the discussion by asking probing questions and guiding participants to consider various perspectives. • Offer feedback and constructive criticism to help participants improve their debate skills. • Be mindful of time and ensure that each team has equal opportunities to present and respond.
Further Resources / References	Debate.org National Speech & Debate Association (https://www.speechanddebate.org/) IDEA: International Debate Education Association

Unit. 3 Environmental Challenges and their Impact on Migrants

Activity 1/U3 Understanding Social Impact on Migrants of Environmental Challenges	
Aim	To explore and discuss the social impact of environmental challenges on migrants, fostering empathy, awareness, and understanding among participants.
Learning Outcomes	<ul style="list-style-type: none"> ● Gain insight into the specific social challenges faced by migrants due to environmental factors. ● Understand the intersectionality of environmental issues and migration. ● Develop empathy towards the experiences of migrants affected by environmental changes. ● Discuss potential solutions and responses to support migrants in affected regions. ● Enhance critical thinking and analytical skills regarding global environmental and social issues.
Duration	1.5 - 2 hours
Materials-Tools	<ul style="list-style-type: none"> ● Projector and screen (optional) for presentation ● Whiteboard and markers ● Printed handouts with case studies or articles on environmental challenges and migrant social impacts ● Notebooks or notepads for participants ● Pens or pencils
Procedure-Methodology	<p>Introduction</p> <ul style="list-style-type: none"> ○ Introduce the topic and its relevance to current global environmental and migration trends. ○ Provide an overview of key terms and concepts related to environmental migration and social impacts. ○ Present a brief case study or scenario highlighting the social challenges faced by migrants due to environmental changes. <p>Group Discussion</p>

	<ul style="list-style-type: none"> ○ Divide participants into small groups (4-6 members per group). ○ Assign each group a specific aspect of the social impact on migrants (e.g., health, livelihoods, social cohesion). ○ Provide discussion prompts such as: <ul style="list-style-type: none"> ▪ How do environmental changes (e.g., natural disasters, climate change) affect migrants socially? ▪ What are the immediate and long-term social challenges faced by migrants in host communities? ▪ How can communities and governments support migrants affected by environmental challenges? <p>Group Presentation</p> <ul style="list-style-type: none"> ○ Each group presents their findings and discussion points to the larger group. ○ Encourage groups to share insights, examples, and possible solutions related to their assigned aspect of social impact. <p>Open Discussion and Reflection</p> <ul style="list-style-type: none"> ○ Facilitate an open discussion among all participants. ○ Reflect on common themes, differences in perspectives, and new insights gained. ○ Discuss actionable steps and initiatives that could address the social impact on migrants of environmental challenges.
Evaluation	<p>Initial Assessment: Assess participants' familiarity with environmental migration and related social issues through a brief pre-discussion survey or discussion.</p> <p>Ongoing Assessment: Observe group participation, engagement in discussions, and the quality of contributions during group presentations.</p> <p>Final Assessment: Evaluate the depth of understanding and empathy developed through the activity, as well as participants' ability to critically analyse and propose solutions to social challenges faced by migrants.</p>
Tips for the Educator/Trainer	<ul style="list-style-type: none"> ● Ensure a respectful and inclusive environment for discussion, acknowledging diverse viewpoints.

	<ul style="list-style-type: none"> • Provide background information and resources to support participants' understanding of the topic. • Encourage active listening and constructive feedback during group discussions and presentations. • Facilitate the discussion to ensure all groups have equal opportunities to contribute and share their findings. • Use visual aids or case studies to illustrate real-world examples of environmental challenges and their social impacts on migrants.
Further Resources / References	International Organization for Migration (IOM) United Nations High Commissioner for Refugees (UNHCR) Intergovernmental Panel on Climate Change (IPCC)

Activity 2/U3 Simulating Environmental Challenges and Migration Decisions	
Aim	To engage participants in understanding the complex decisions that migrants face due to environmental challenges through a simulation exercise that requires no external materials.
Learning Outcomes	<ul style="list-style-type: none"> • Comprehend the relationship between environmental challenges and migration. • Develop empathy for the difficult choices faced by migrants. • Enhance decision-making and problem-solving skills. • Improve communication and teamwork abilities. • Foster awareness of the human impact of environmental issues.
Duration	1.5 hours
Materials-Tools	Only paper and pens if participants want to take notes
Procedure-Methodology	Introduction <ul style="list-style-type: none"> • Explain the purpose and structure of the activity.

- Brief participants on key concepts: environmental challenges (e.g., climate change, natural disasters) and their effects on migration.

Scenario Setup

- Present a hypothetical scenario: "Your community is facing severe drought due to climate change. Water resources are depleting, crops are failing, and living conditions are deteriorating. As a result, your community must decide whether to stay and try to adapt, or to migrate to a nearby city that promises better living conditions but with uncertainties."
- Divide participants into small groups (5-7 members each).

Group Discussion and Decision-Making

- Within their groups, participants discuss the scenario and consider the following:
 - **Staying:** What strategies can be implemented to adapt to the drought? What resources are available? What are the potential risks and benefits of staying?
 - **Migrating:** What are the challenges and opportunities in the nearby city? What preparations are needed for migration? What are the potential risks and benefits of migrating?
- Encourage groups to consider all perspectives, including those of different community members (e.g., farmers, elderly, children, local leaders).

Role Play and Presentation

- Each group selects representatives to present their decision and the reasoning behind it.
- Groups role-play a community meeting where they explain their choices and answer questions from other groups.

Group Reflection and Discussion

- Gather all participants for a debriefing session.
- Discuss common themes, challenges, and the variety of decisions made.
- Reflect on the emotional and practical aspects of making such critical decisions.

Conclusion and Takeaways

	<ul style="list-style-type: none"> Summarise key insights from the activity. Encourage participants to share their thoughts on how this simulation has influenced their understanding of environmental challenges and migration.
Evaluation	<p>Initial Assessment: Gauge participants' understanding of environmental challenges and migration through a brief introductory discussion.</p> <p>Ongoing Assessment: Observe group dynamics, engagement, and the quality of discussions during the decision-making process.</p> <p>Final Assessment: Conduct a reflection session to evaluate participants' understanding and empathy. Collect feedback on the activity's impact and effectiveness.</p>
Tips for the Educator/Trainer	<ul style="list-style-type: none"> Ensure all participants understand the scenario and their roles. Encourage active participation and respectful discussion. Facilitate the role play by asking probing questions and guiding the discussion if needed. Be attentive to the emotional aspects of the simulation, providing support if participants find the scenarios distressing. Highlight the real-world relevance of the exercise and the importance of understanding the human impact of environmental challenges.
Further Resources / References	<p>International Organization for Migration (IOM)</p> <p>United Nations High Commissioner for Refugees (UNHCR)</p> <p>Intergovernmental Panel on Climate Change (IPCC)</p>

Activity 3/U3 Roundtable Discussion on Environmental Challenges and Migration	
Aim	To engage participants in a dynamic group discussion to explore the multifaceted relationship between environmental challenges and migration, promoting critical thinking, collaboration, and empathy.
Learning Outcomes	<ul style="list-style-type: none"> Understand the complex factors linking environmental challenges to migration. Develop critical thinking skills by analysing and discussing diverse perspectives.

	<ul style="list-style-type: none"> ● Enhance collaboration and communication abilities through structured group discussion. ● Foster empathy for migrant communities affected by environmental changes. ● Promote informed dialogue on potential solutions to environmental migration issues.
Duration	1.5 hours
Materials-Tools	<ul style="list-style-type: none"> ● Flip charts or whiteboards and markers (for note-taking) ● Timer or stopwatch
Procedure-Methodology	<p>Introduction</p> <ul style="list-style-type: none"> ● Briefly introduce the topic, highlighting the connection between environmental challenges (e.g., climate change, natural disasters) and migration. ● Explain the roundtable discussion format and its objectives. ● Divide participants into small groups (5-8 people) and assign a facilitator for each group to guide the discussion. <p>Setting the Scene:</p> <ul style="list-style-type: none"> ● Each facilitator starts by posing an open-ended question to the group to spark discussion, such as: <ul style="list-style-type: none"> ○ "How do you think climate change impacts migration patterns?" ○ "Can you think of any examples where environmental challenges have forced people to move?" ○ "What are some of the biggest challenges faced by migrants due to environmental changes?" ● Encourage participants to share their initial thoughts and experiences. <p>Deep Dive Discussion:</p> <ul style="list-style-type: none"> ● Divide the remaining time into four 10-minute segments, each focusing on a specific aspect of the issue: <ul style="list-style-type: none"> ○ Segment 1: Causes of Environmental Migration <ul style="list-style-type: none"> ▪ Discuss various environmental factors that drive migration (e.g., droughts, floods, sea-level rise).

	<ul style="list-style-type: none"> ▪ Explore how these factors interact with socio-economic and political contexts. ○ Segment 2: Impact on Migrant Communities <ul style="list-style-type: none"> ▪ Examine the immediate and long-term effects on individuals and communities forced to migrate. ▪ Consider aspects such as health, livelihoods, and cultural identity. ○ Segment 3: Host Community Responses <ul style="list-style-type: none"> ▪ Discuss how host communities and countries respond to environmental migrants. ▪ Explore both positive initiatives (e.g., support programs) and challenges (e.g., resource strain, social tensions). ○ Segment 4: Solutions and Strategies <ul style="list-style-type: none"> ▪ Brainstorm potential solutions to mitigate the impact of environmental challenges on migration. ▪ Consider policy measures, community-based initiatives, and international cooperation. <p>Group Reflection:</p> <ul style="list-style-type: none"> • Bring all groups back together for a larger roundtable discussion. • Each group shares key points and insights from their discussions. • Facilitate a collective reflection on the themes and ideas presented, encouraging participants to ask questions and build on each other's contributions. <p>Conclusion and Takeaways:</p> <ul style="list-style-type: none"> • Summarise the main insights and lessons learned from the roundtable discussion. • Encourage participants to reflect on how they can apply these insights in their personal or professional lives. • Provide information on how participants can stay engaged with the topic and further their understanding.
Evaluation	<p>Initial Assessment: Conduct a brief verbal survey to assess participants' baseline knowledge and attitudes towards environmental challenges and migration.</p>

	<p>Ongoing Assessment: Monitor the quality of participation and engagement during group discussions.</p> <p>Final Assessment: Facilitate a closing reflection to gauge shifts in understanding and empathy, and gather verbal feedback on the discussion's impact.</p>
Tips for the Educator/Trainer	<ul style="list-style-type: none"> • Ensure that each group has a facilitator to guide the discussion and keep it on track. • Encourage active listening and respectful dialogue among participants. • Provide prompts and questions to facilitate deeper discussion if needed. • Be prepared to step in and mediate if discussions become too heated or off-topic. • ☑ Use the final group reflection to highlight key themes and encourage continued engagement with the issue.
Further Resources / References	<ul style="list-style-type: none"> • UNHCR and Environmental Migration • IOM Environmental Migration • Migration Policy Institute

Unit.4: Green Jobs and Entrepreneurship

Activity 1/U4:	Green career exploration & discussion
Aim	Guide young migrants in understanding green jobs and their importance, as well as the career opportunities offered by the sustainability paradigm.
Learning Outcomes	<ol style="list-style-type: none"> 1. Understand Green jobs, Green skills, Green competences, Green entrepreneurship 2. Understand the comparative advantages of green entrepreneurship. 3. Understand how green entrepreneurship can contribute to migrants' social and economic inclusion.
Duration	60 minutes.

Materials-Tools	<ul style="list-style-type: none"> ● Laptop ● Projector and screen ● Flipchart ● Markers.
Procedure-Methodology	<p>Methodology:</p> <ul style="list-style-type: none"> ● Student-centred, Brainstorming and Constructivist Approach. ● Procedure: Step-by-step explanation of how to implement the activity. <p>Introduction and baseline assessment</p> <ul style="list-style-type: none"> ● Assess the trainees' initial knowledge about green Jobs. ● Introduce the green transition framework (European and international eg. Eu Bauhaus, SDGs). ● Announce the activity objective, plan and expected outcomes. <p>Development</p> <ul style="list-style-type: none"> ● Define Green skills, green competences and green Jobs. ● Discuss the importance of green Jobs and daily green practices. ● Explore green Jobs and entrepreneurship opportunities in the host and the home countries. <p>Conclusion</p> <p>Make a Summary emphasising the actual necessity of the green transition and the related individual responsibility.</p>
Evaluation	<p>to assess the extent in which the learning outcomes were successfully reached, Provide a maximum of 5 questions. Type:</p> <ul style="list-style-type: none"> ● Restitution: Open-ended question about defining the key green concepts (eg. Green job) ● Reflexive and dissertation question: e.g. each trainee may describe her or his dream green job and give clear reasons behind the choice. <p>Critical and constructive feedback: each response could be analysed by the whole classroom to enable mutual learning and potential green career idea amendment.</p>

Tips for the Educator/Trainer	<ul style="list-style-type: none"> ● Apply group dynamics to ensure active involvement of each participant. ● Offer more (entertaining/visual) resources to help participants pursue their learning at home. ● Apply capabilities' approach: <ul style="list-style-type: none"> - Give formative feedback oriented towards boosting trainees' self-confidence and autonomy. - Make sure that all trainees have real access to resources eg. Internet, PC...
Further Resources / References	<ul style="list-style-type: none"> ● What are Green Jobs? https://www.youtube.com/watch?v=DwrkSTTtfxU ● Green Jobs- Building for the Future https://www.youtube.com/watch?v=EDA_oLZKITo ● The Importance of Green Jobs: Why They Matter and How To Get Started. https://www.generation.org/news/the-importance-of-green-jobs-why-they-matter-and-how-to-get-started/

Activity 2/U4	Entrepreneurship in green economy- Sub-group work & Role playing
Aim	Help trainees understand hindrances faced by migrant entrepreneurs and effective solutions, as well some inspiring green enterprises.
Learning Outcomes	<ul style="list-style-type: none"> ● Discuss green entrepreneurship opportunities ● Analyse challenges faced by migrants wishing to set up in business ● Formulate pertinent solutions for a conducive environment for migrant entrepreneurship
Duration	90 minutes.
Materials-Tools	<ul style="list-style-type: none"> ● Papers and pens ● Laptop ● Projector and screen ● Flipcharts and markers

Procedure- Methodology	<p>Methodology: Student-centred, Constructivist Approach.</p> <p>Procedure: Step-by-step explanation of how to implement the activity.</p> <ul style="list-style-type: none"> ● Explore challenges faced by migrant green entrepreneurs ● Analyse various efficient solutions ● Discuss migrant entrepreneurship added values in their host and home countries ● Discuss strategies for conducive environment for migrant entrepreneurship as a means of inclusion ● Explore the best practices in terms of migrant green entrepreneurship
Evaluation	<p>Assess the extent in which the learning outcomes were successfully reached, provide a maximum of 5 questions.</p> <p>Type:</p> <ul style="list-style-type: none"> ● Formal restitution: e.g. Highlight the most common challenges hindering migrant green entrepreneurship and the most pertinent solutions. ● Group work: e.g. Divide the class into 3 sub-groups and ask each group to prepare and share one green entrepreneurship best practice. ● Ensure Critical and constructive feedback: each best practice could be commented on by the entire classroom to enable mutual learning. ● Evaluate pertinence, coherence, and potential impact of each best practice.
Tips for the Educator/Trainer	<ul style="list-style-type: none"> ● Encourage analytical and critical thinking. ● Apply group dynamics to ensure active involvement of each participant. ● Apply capabilities' approach: <p>- Give formative feedback oriented towards boosting trainees' self-confidence and autonomy.</p>

	- Make sure that all trainees have real access to resources eg. Internet, PC...
Further Resources / References	<ul style="list-style-type: none"> • Learn through entertaining APPs: LU1 - 5. Challenges faced by migrant green entrepreneurs https://learningapps.org/watch?v=pbzqy7tzk23 • Learn through entertaining APPs: LU1 - 6. Innovative solutions for migrant entrepreneurs https://learningapps.org/watch?v=pbzqy7tzk23 • Learn through entertaining APPs: LU1 - 8. Added value of migrant entrepreneurship in economy and their communities https://learningapps.org/watch?v=pbzqy7tzk23 • Strategies For Immigrant Green Startups https://fastercapital.com/topics/strategies-for-immigrant-green-startups.html/3 • Inspiring Stories Of Immigrant Green Entrepreneurs https://fastercapital.com/topics/inspiring-stories-of-immigrant-green-entrepreneurs.html

Activity 3/U4:	Green entrepreneurship practices-Workshop
Aim	Giving young migrants practical tools and skills so that they dare to explore the possibilities of engaging in green entrepreneurship in their host and/or home countries.
Learning Outcomes	<ul style="list-style-type: none"> • Mobilise theoretical knowledge to formulate one own green/circular economy project idea. • Understand legal requirements for migrant green entrepreneurship. • Get familiar with migrant green entrepreneurship supportive networks.
Duration	120 minutes.

Materials - Tools	<ul style="list-style-type: none"> ● Papers and pens, ● Laptop, projector and screen ● Flipcharts and markers
Procedure – Methodology	<p>Methodology: Student-centred, Constructivist Approach.</p> <p>Procedure: Step-by-step explanation of how to implement the activity.</p> <ul style="list-style-type: none"> ● Business plan for Green entrepreneurship ● Project lifecycle ● Criteria for a fundable project ● Legal requirements for migrant green entrepreneurship. ● Migrant green entrepreneurship supportive network (Incubators, microfinancing institutions).
Evaluation	<ul style="list-style-type: none"> ● To assess the extent in which the learning outcomes were successfully reached, provide an individual practical test: ● Formal individual work: Each trainee may write down a detailed fundable green project idea and defend it briefly in front of the classmates. ● Ensure Critical and constructive feedback: each Project idea could be commented on by all the classmates to enable mutual learning. ● Provide final technical and legal adjustments to each Project idea to make it feasible and ready for implementation.
Tips for the Educator/ Trainer	<ul style="list-style-type: none"> ● Encourage originality, simplicity and feasibility of the project ideas. ● Offer more (entertaining/visual) resources to help participants pursue their learning at home. ● Apply capabilities' approach: <ul style="list-style-type: none"> - Give formative feedback oriented towards boosting trainees' self-confidence and autonomy. - Make sure that all trainees have real access to resources eg. Internet, PC, supportive network (incubators, benchmarking opportunities, micro-financing institutions, ...) ● Invite a role model / migrant entrepreneur for a testimony
Further Resources/ References	<ul style="list-style-type: none"> ● Business plan for Green entrepreneurship https://d3n8a8pro7vnm.cloudfront.net/greenforall/pages/5054/attachments/original/1430257488/Green-Business-Plan-Guide.pdf?1430257488 ● Project lifecycle https://www.youtube.com/watch?v=TvmW_WBWGaw

	<ul style="list-style-type: none"> • What is a logical framework and how to develop it? https://www.youtube.com/watch?v=d0NPxGgGMtM • Criteria for a fundable Project https://www.youtube.com/watch?v=jsGBuu88WE0 • Legal requirements for migrant entrepreneurship in France and in Belgium: • “Les étapes de création d'entreprise et le choix du statut juridique L-Expert-Comptable.com” https://www.youtube.com/watch?v=qvALCDo8iOY • “Quel statut juridique pour entreprendre en Belgique ?” https://www.youtube.com/watch?v=jc1AVAA5e6o • Migrant green entrepreneurship supportive network <p>Incubators: https://www.interra-asbl.be/ Microfinance institution: https://microstart.be/en</p>
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Unit. 5: Advocacy and Civic Engagement

Activity 1/ U5	World Cafe of Advocacy Initiatives
Aim	To guide adult educators, community leaders and mediators in order to organise specific advocacy actions within young migrant communities.
Learning Outcomes	<ul style="list-style-type: none"> • Understand the importance of environmental advocacy for successful environmental actions. • Develop the ability to plan and implement environmental advocacy initiatives.
Duration	Approx. 1,5h
Materials-Tools	<ul style="list-style-type: none"> • Pens and papers • Whiteboard and markers • Projector and screen • Access to the internet • Inspirational videos

Procedure- Methodology	<p>Introduction:</p> <ul style="list-style-type: none"> ● Explain how advocacy works and its importance in achieving goals and social changes within a community. ● Demonstrate examples of successful advocacy actions of the past in terms of environmental activism. <p>World Cafe:</p> <ul style="list-style-type: none"> ● Have an open discussion in order to decide four specific environmental issues in which participants will focus. ● Separate participants in four groups and set one facilitator in each group. The facilitator will provide a paper on each table on which all the ideas considering advocacy action will be noted. Then people of one group move to another, adding their own ideas on each topic. <p>Share suggestions:</p> <ul style="list-style-type: none"> ● Write on the whiteboard all the collected ideas. ● Use boxes, shapes and pyramids to categorise the ideas. <p>Discussion and Conclusion:</p> <ul style="list-style-type: none"> ● Discuss all the suggestions, evaluate them and make a summary of what can be implemented, in what terms and how.
Evaluation	<ul style="list-style-type: none"> ● Conduct a feedback session where participants discuss what they learned and how they feel about their plans. ● Use a simple survey or feedback form to gather more structured feedback on the activity.
Tips for the Educator/Trainer	<ul style="list-style-type: none"> ● Create an open environment where everyone expresses freely their ideas and perspectives, with no right or wrong answers, without judgement and censorship. ● Ensure that the advocacy plans are realistic and implementable considering frame and circumstances. ● Enrich and specify the suggested plans, providing accurate feedback and adding more alternatives.
Further Resources / References	<ul style="list-style-type: none"> ● Haddad, M. A. (2021). Effective advocacy: Lessons from East Asia's environmentalists. MIT Press. ● Rodrigues, M. G. M. (2004). Advocating for the environment. Environment, 46(2), 14. ● populationmedia.org - Environmental Advocacy Comes in Many Surprising Outlets

Activity 2/ U5 Digital Storytelling for Environmental Civic Engagement	
Aim	To encourage and promote collective participation in community actions through digital platforms, raising awareness about environmental issues and mobilising peers.
Learning Outcomes	<ul style="list-style-type: none"> ● Understand the importance of civic engagement in promoting environmental awareness and commitment. ● Enhance digital communication and dissemination skills for disseminating environmental messages
Duration	Approx 1.5 hours
Materials-Tools	<ul style="list-style-type: none"> ● Pens and papers or notebooks ● Whiteboard and markers ● Projector and screen ● A timer
Procedure-Methodology	<p>Introduction:</p> <ul style="list-style-type: none"> ● Introduce the concept of civil engagement and collective actions. ● Show a short video presenting environmental actions with massive participation and its impact. <p>Leveraging digital platforms:</p> <ul style="list-style-type: none"> ● Facilitate a brainstorming session of engaging content on platforms like Facebook, Instagram, Twitter, and TikTok to spread awareness about environmental issues and mobilise support. ● Encourage creativity and art projects using visual arts, music and theatre. ● Write down all ideas on a whiteboard <p>Storytelling:</p> <ul style="list-style-type: none"> ● Pair up participants to share their personal stories about environmental challenges they have faced or witnessed. Give each participant 5 minutes to share their story and 2 minutes to partners to ask questions and discuss. ● Film the storytelling. ● Indicative guiding questions:

	<ul style="list-style-type: none"> ■ · Describe a time when you were affected by pollution or environmental degradation. ■ · Share a story about a place you love that has changed due to environmental issues. ■ · Talk about a person who inspired you to care about the environment. <ul style="list-style-type: none"> ● Edit the video of storytelling (optional) <p>Reflection:</p> <ul style="list-style-type: none"> ● Bring everyone back together in a circle and have each couple share key insights and themes. ● Discuss on how stories made partners feel and which were their thoughts. <p>Storytelling dissemination:</p> <ul style="list-style-type: none"> ● Discuss the impact of disseminating these videos, for example through a community podcast or video series. ● Encourage promoting personal stories that highlight the impact of environmental issues on migrant communities as content for dissemination on digital platforms. ● Emphasise its role at fostering empathy and action reaching community engagement.
Evaluation	<ul style="list-style-type: none"> ● Ask participants if they have a clear plan for environmental advocating through digital platforms after this activity. ● Ask participants if sharing and listening actively to personal stories and aspects contributed to raising environmental awareness.
Tips for the Educator/Trainer	<ul style="list-style-type: none"> ● Do not take it for granted that all participants are highly experienced with thorough using of social media. ● Emphasise the importance of listening actively and respectfully. Encourage participants to ask open-ended questions if they need clarification.
Further Resources / References	<ul style="list-style-type: none"> ● Int. J. Environ. Res. Public Health 2022, 19(15), 9520; https://doi.org/10.3390/ijerph19159520 ● The Power of Visual Storytelling in Environmental Sustainability

Activity 3/ U5	Launch your SMART environmental action
Aim	To engage young participants in environmental advocacy by having them create a fun and creative flyer that communicates their SMART environmental actions. This activity aims to foster creativity, communication skills, and a deeper understanding of setting and achieving environmental objectives. Additionally, it seeks to equip young people with the knowledge, skills, and responsibilities needed to effectively plan and implement a community-based environmental action, based on the SMART framework.
Learning Outcomes	<ul style="list-style-type: none"> • Understand and articulate the importance of environmental awareness in the community. • Set and pursue specific, measurable, achievable, relevant, and time-bound (SMART) goals. • Develop and implement a detailed action plan for an environmental project. • Design a visually appealing flyer that effectively communicates their environmental action. • Use creativity to engage and inform others about environmental sustainability.
Duration	Approximately 60-90 minutes
Materials-Tools	<ul style="list-style-type: none"> • Paper and pens • Markers, coloured pencils, and other art supplies • Laptops or tablets (for digital flyer creation) • Design software (e.g., Canva, Adobe Spark) for digital flyers • Printer (optional for printing digital flyers) • SMART goal worksheets • Internet access (for research and digital design tools)
Procedure-Methodology	<p>Introduction:</p> <ul style="list-style-type: none"> • Begin with a brief presentation on the importance of environmental awareness and advocacy, using real-world examples to illustrate the impact of such actions. • Discuss the SMART framework for setting goals. <p>Group Discussion:</p> <ul style="list-style-type: none"> • Divide participants into small groups. • Each group discusses local environmental issues they are passionate about.

	<ul style="list-style-type: none"> Each group formulates a SMART goal related to their chosen issue, using the SMART goal worksheets. <p>Planning the Action:</p> <ul style="list-style-type: none"> Each group develops a detailed action plan, covering: <ol style="list-style-type: none"> Research and define goals: What is the specific issue and objective? Gather resources: What materials and support are needed? Mobilise community: How to engage community members and stakeholders? Create a timeline: Outline key milestones and deadlines. Monitor and adjust: How will progress be tracked and adjustments made? From the moment that the participants have a complete understanding of their SMART environmental action and its goals, they are ready to create their flyer. <p>Designing the Flyer:</p> <ul style="list-style-type: none"> Distribute art supplies and/or provide access to digital design tools. Each group creates a flyer that includes their SMART goal, key information about the issue, and a call to action. Encourage creativity and use of visual storytelling to make the flyer engaging. <p>Presentation and Feedback:</p> <ul style="list-style-type: none"> Groups present their flyers to the entire group. Facilitators and peers provide constructive feedback on both the design and the clarity of the SMART goal.
Evaluation	<ul style="list-style-type: none"> Conduct a feedback session where participants discuss what they learned and how they feel about their SMART environmental action. Use a simple survey or feedback form to gather more structured feedback on the activity.
Tips for the Educator/Trainer	<ul style="list-style-type: none"> Encourage creativity and innovation in planning. Provide examples of successful environmental actions to inspire participants.

	<ul style="list-style-type: none"> • Ensure each group remains focused on creating achievable and realistic plans. • Be supportive and offer guidance, but allow participants to take ownership of their projects.
Further Resources / References	<ul style="list-style-type: none"> • 13.3 Creating smart objectives the SMART framework (video: https://youtu.be/Oc3XRRNEhLo?feature=shared) • The Ultimate Guide To S.M.A.R.T. Goals (https://www.forbes.com/advisor/business/smart-goals/)

Unit. 6: Personal Reflection and Action Planning

Activity 1/ U6	Developing a Personal Climate Action Plan
Aim	To guide young people in creating a practical and personalised climate action plan, empowering them to take concrete steps toward environmental sustainability.
Learning Outcomes	<ul style="list-style-type: none"> • Understand the components of an effective action plan. • Identify personal and community-based actions that contribute to climate activism. • Develop a clear and achievable climate action plan. • Gain confidence in implementing and advocating for climate action.
Duration	Approx 1.5 hours
Materials-Tools	<ul style="list-style-type: none"> • Pens and paper or notebooks • Whiteboard and markers • Projector and screen (optional) • Access to the internet (for research) • Action plan templates (provided by the educator) • Examples of climate action plans (links provided)
Procedure-Methodology	<p>Introduction</p> <ul style="list-style-type: none"> • Introduce the concept of an action plan and its importance in achieving goals. • Show a short video or present a successful climate action plan example <p>Brainstorming Session</p>

	<ul style="list-style-type: none"> ● Facilitate a brainstorming session on possible actions to combat climate change at the personal, community, and global levels. ● Write down all ideas on a whiteboard, encouraging creativity and inclusivity. <p>Individual Reflection</p> <ul style="list-style-type: none"> ● Ask participants to reflect on the brainstormed ideas and identify which actions resonate with them personally. ● Provide guiding questions such as: <ul style="list-style-type: none"> ▪ "What skills or resources do I have that can support these actions?" ▪ "Which actions align with my values and interests?" ▪ "What impact do I hope to achieve with my actions?" <p>Action Plan Development</p> <ul style="list-style-type: none"> ● Distribute action plan templates. ● Guide participants through the process of creating their plans, including: <ul style="list-style-type: none"> ▪ Specific actions they will take. ▪ Steps to implement these actions. ▪ Timelines and deadlines. ▪ Resources needed. ▪ Potential challenges and solutions. <p>Pair Share</p> <ul style="list-style-type: none"> ● Have participants pair up to share their action plans. ● Encourage them to provide constructive feedback and suggestions to each other. <p>Group Sharing and Feedback</p> <ul style="list-style-type: none"> ● Invite volunteers to share their action plans with the group. ● Facilitate a discussion on common themes and offer additional tips for refining their plans.
Evaluation	<ul style="list-style-type: none"> ● Collect and review the action plans to ensure they are clear and achievable. ● Conduct a brief feedback session where participants discuss what they learned and how they feel about their plans. ● Use a simple survey or feedback form to gather more structured feedback on the activity.
Tips for the Educator/Trainer	<ul style="list-style-type: none"> ● Ensure that the action plans are realistic and tailored to each participant's capabilities and circumstances.

	<ul style="list-style-type: none"> ● Provide positive reinforcement and practical suggestions for improvement. ● Offer examples and resources to help participants develop more detailed plans. ● Be available to support participants in refining and implementing their plans after the session.
Further Resources / References	UN Sustainable Development Goals Project Drawdown Climate Solutions Climate Action Tracker

Activity 2/ U6	Reflecting on Personal Climate Activism
Aim	To encourage young migrants to reflect on their personal roles and responsibilities in climate activism, fostering a deeper understanding of their potential impact and motivating them to take meaningful action.
Learning Outcomes	<ul style="list-style-type: none"> ● Understand the importance of personal contributions to climate activism. ● Reflect on personal values and actions related to climate change. ● Identify practical steps to engage in climate activism. ● Develop a sense of empowerment and responsibility towards environmental sustainability.
Duration	Approx 1.5 hours
Materials-Tools	<ul style="list-style-type: none"> ● Pens and paper or notebooks ● Whiteboard and markers ● Projector and screen (optional) ● Access to the internet (for further research) ● Reflection worksheet (provided by the educator) ● Inspirational videos or articles on climate activism (links provided)
Procedure-Methodology	Introduction <ul style="list-style-type: none"> ● Begin with a brief introduction to climate activism and its importance.

	<ul style="list-style-type: none"> ● Show a short inspirational video or share a powerful story about a young climate activist. <p>Group Discussion</p> <ul style="list-style-type: none"> ● Facilitate an open discussion on how climate change affects everyone personally. ● Ask questions like: "How does climate change impact your daily life?" and "What actions have you seen in your community that address climate change?" <p>Individual Reflection</p> <ul style="list-style-type: none"> ● Distribute the reflection worksheets. ● Guide participants through a series of questions: <ul style="list-style-type: none"> ▪ "What are my personal values related to the environment?" ▪ "What actions have I already taken to combat climate change?" ▪ "What barriers do I face in taking more action?" ▪ "What are three practical steps I can take to contribute to climate activism?" <p>Pair Share</p> <ul style="list-style-type: none"> ● Have participants pair up and share their reflections with a partner. ● Encourage them to discuss their personal barriers and brainstorm solutions together. <p>Action Planning</p> <ul style="list-style-type: none"> ● Bring the group back together. ● Ask each participant to choose one of the practical steps they identified and create a simple action plan. ● Include specific actions, timelines, and resources needed. <p>Group Sharing</p> <ul style="list-style-type: none"> ● Allow volunteers to share their action plans with the group. ● Provide positive feedback and suggestions.
<p>Evaluation</p>	<ul style="list-style-type: none"> ● Collect the reflection worksheets and review the participants' responses. ● Conduct a quick feedback session where participants share their thoughts on the activity and how it has influenced their perspective on climate activism.

	<ul style="list-style-type: none"> • Use a simple survey or feedback form to gather more structured feedback.
Tips for the Educator/Trainer	<ul style="list-style-type: none"> • Create a safe and open environment for sharing personal reflections. • Encourage honesty and assure participants that there are no right or wrong answers. • Use a variety of media (videos, articles, stories) to cater to different learning styles. • Be prepared to offer additional resources and support for participants interested in further action.
Further Resources / References	<p>Greta Thunberg's TED Talk</p> <p>Earth Day Network</p> <p>Fridays for Future</p> <p>Climate Reality Project</p> <p>United Nations Climate Action</p> <p>The Youth Climate Report</p>

Activity 3/ U6	Personal Roadmap
Aim	Understand the process of roadmapping and develop a personal roadmap for climate action
Learning Outcomes	<ul style="list-style-type: none"> • Understand the process of roadmapping • Understand the elements required for each element of roadmapping • Evaluate the overall experience and refine your roadmap
Duration	Approx 1-2 hours
Materials-Tools	<ul style="list-style-type: none"> • Pens and paper or notebooks • Post-it notes • Access to the internet (if desired)

	<ul style="list-style-type: none"> ● Roadmap template (provided by the educator) ● Online roadmapping software (if desired)
Procedure- Methodology	<ul style="list-style-type: none"> ● Create the layout for a roadmap <ol style="list-style-type: none"> 1. With a pen and paper (you can also do it online if you prefer), lay out an X/Y axis, with one axis being “time” and another being “goals” ● Pick some personal climate goals <ol style="list-style-type: none"> 1. To start, choose 3-5 goals you know you want to work towards in the next year or so with respect to climate action or climate activism 2. If possible, try to think about different "categories" for your roadmap goals (e.g. if your roadmap combines work and non-work, you might have categories like "work" and "relationships" etc. with goals under each) ● Lay out a timeline for your roadmap <ol style="list-style-type: none"> 1. Assign a rough timeline to each goal. Roadmaps can be laid out or set up however you want, but generally it's good to focus on timing in months. e.g. What will you accomplish toward each goal in each of the next three months? 2. Plot out your goals according to the rough timeline in the visual format of the Roadmap. ● Think about a review schedule <ol style="list-style-type: none"> 1. Think about how often you might look to review your roadmap. A good general plan (depending on how long it takes to complete your goals, or how many goals you have) is to check in with your roadmap about once per month ● Update and add to your roadmap If you want a more detailed roadmap, or if you want to invest more time to fill out the roadmap a bit more you could look to add some elements against each of your goals.. For example, you could add: <ul style="list-style-type: none"> 1.1.0.Key performance indicators (KPIs) .A reminder of your primary values (just a few!) Any other plans you have .Or something else! The best roadmap is the one you use
Evaluation	<ul style="list-style-type: none"> ● After the session is finished, ask participants to reflect on their experience of the activity. What did they think worked well or badly? What could be done differently?

	<ul style="list-style-type: none"> • Ask participants to show each other their roadmaps and to share their perspective on their own roadmaps and on their peers roadmaps. <ul style="list-style-type: none"> ○ This is a very useful element also for encouraging peer feedback and collaboration which are excellent for personal development • Use a simple survey or feedback form to gather more structured feedback.
Tips for the Educator/Trainer	<ul style="list-style-type: none"> • Create a safe and open environment for sharing personal reflections. • Encourage honesty and assure participants that there are no right or wrong answers. • Be prepared to offer additional resources and support for participants interested in further action.
Further Resources / References	<p>7 Steps to Create a Roadmap for Your Life</p> <p>template.net templates for roadmaps</p> <p>canva.com templates for roadmaps</p> <p>miro.com templates for roadmaps</p>