

# GREENHEROES

## Youth fighting climate change





# THE PROJECT

The new generations are the ones who will suffer the most from the negative impacts caused by human beings in nature, such as the pollution and destruction of habitats, the accumulation of solid waste and the rapid decline in biodiversity, which in turn cause climate change and put the planet and the human species at risk. As young people are now suffering and will continue to suffer the consequences of the previous generations mistakes,

it is urgent to seek to empower them in the face of these global (and also local) issues, making them agents of change. We designed a project that helps to re-educate habits and promote the empowerment of young people, making them more aware of the issues that we all face with climate change and how each one can contribute to the fight against it.

In total, there were 46 participants, from 5 different countries, being: Poland, Portugal, Romania, Turkey and Italy. The Youth Exchange took place in Armamar in Quinta da Barroca.

# GOALS

## MAIN

The project's major objective is to empower young people to take an active role in combating climate change in Europe and their local communities by raising awareness of sustainable consumerism, the circular economy, upcycling, downcycling, and waste reduction.

## SPECIFIC

- Promoting interculturality and communication;
- Encouraging active involvement through NFE;
- Making communities aware of the significance of addressing climate change;
- Foster the equalization of access to inclusive and participatory opportunities;
- Encourage participating organizations to create and share their best practices, tools, and expertise;
- Disseminate the project's findings and social implications in an effort to replicate its successful strategies in other social contexts.

... because without them we can't achieve anything!

# PARTNERS

## GROUP OF EUROPEAN YOUTH FOR CHANGE

**(Romania)** // Youth organization founded in 2010 active at the European level. GEYC is the initiator and coordinating organization of PRISMA European Network, a European wide coalition aimed to raise the quality of youth projects.

Our mission is to empower young people to create a positive change in their community. We are young people working with young people through both peer-to-peer education and mass communication supported by youth leaders.

More info at: <https://www.geyc.ro/p/about-us.html>

## Share Youth Association

**(Turkey)** // As PAYGENCNDER ( SHARE YOUTH ASSOCIATION), sharing is the most sincere act we have known. Share means paylaşmak in Turkish and the root of sharing is 'PAY' . Sharing does not exist without its pay (share). The main purpose of our association in this field is to provide young people with opportunities to improve themselves in many areas.

More info at: <https://www.facebook.com/paygenclikdernegi/>

## ASNU - United Natural Sciences Association

**(Italy)** // Scientific association with focus on environment, nature and territory. Natural Sciences Unite means to colla-





-borate and network with all entities and bodies that deal with science, environment, sustainable development. The objective of the association are: dissemination and capacity building on environmental issues; the protection and valorization of the environment and the territory; the valorization of the professional figure of the naturalist, biologist, forest scientist and others, as an integral part of a society in which the environment must be considered a priority.

More info at:<https://www.asnuaps.it/>

## **MEDEINA (Poland) //**

The Foundation has been set up to foster as well connectivity with nature, personal resilience by prevention of “nature deficits disorder”. It operates a mainstream sustainable approach in the development the communities worldwide. The methodology organization elaborates is based on approach where nature plays an important role and is present as the environment, tool and content. We are for empowerment and grow in natural and intercultural environment.

More info at:<https://www.facebook.com/medeinafoundation/>





# ACTIVITIES

## YOUTH EXCHANGE (14th-19th june 2022)



We want to share our real timetable (we mean, after the implementation of the YE because, as we know, it's always different from “paper” to the real world) as a possible tool for other NGOs. Feel free to take the ideas. Some of the activities were entirely created by us, others taken from other projects we have participated in, and others from other documents and institutions. Whenever we take the idea from another institution, we mention the source we used.

# DAY 1

**Name game:** create 5 groups of 9 people. In a circle and one at a time say each other's names until they memorize them. Give about 3 minutes and then change 3 times.

**Compass name game:** Have participants stand in a circle.

One volunteer stands in the middle of the circle and starts the game as the "caller." The caller points at a member of the circle and says one of the following: You, Me, Left, or Right. Based on which direction the caller says, the person being pointed at must correctly name that person. "You" is the name of the person being pointed at. "Me" is the caller. "Left" or "Right" are the people on the person on the circle's left or right side. Once the caller points and says the direction, he/she must count to five aloud. The person must correctly identify the name. If the person in the circle incorrectly identifies the name, or doesn't speak in time, that person becomes the new caller in the middle of the circle. If the person correctly identifies the name, the caller must move onto a new person of their choice.



**Speed dating with let me know something about you:** Each one of the participants draws a clock. Then, they write the numbers from 1-12, as in the hours of the clock. After it, the idea is to schedule "speed dates" with the other participants, by writing the name of each other right next to the same hour. Then the facilitator asks the participants to go to their date at 01:00 and gives them 2min to answer a specific question giving the opportunity to the participants to get to know each other's.

**Reflection and debate about the expectations of each one about the project:** Each one writes their expectations for this exchange on paper, signs it, and puts it in a box. Guided by the questions: “What do I want to learn? How can I contribute to the achievement of these learnings? What are my expectations? How can I contribute to the achievement of my expectations?”

## coffee break

### **8 key competences and Youthpass:** Youthpass islands

Debriefing: Did this activity help you understand the 8 key competences? Can you clearly see what competences you need to improve and the ones in which you are more comfortable with.

## lunch

**Energizer:** the group is in a circle, and everyone says their name by order. Repeat a few times. Then, the same participant starts and, one by one, each participant goes behind someone else. When one participant goes behind one person, that person needs to go behind someone else that wasn't picked already. This way the group creates 2 patterns: the name and the movement. The second level is to put them together: while moving, and always repeating the same pattern, the names should continue to be said by the participants exactly in the same order as they were right in the beginning.

**Asking the group if anyone knows about what is the carbon footprint to upcycling and sustainable consumption, promoting reflection on the ecological footprint:** Show a small video that explains what is the carbon footprint, why we should care about it and some measures to reduce it.

[https://europa.eu/youth/get-involved/sustainable-development/how-reduce-my-carbon-footprint\\_en](https://europa.eu/youth/get-involved/sustainable-development/how-reduce-my-carbon-footprint_en)

**Carbon footprint calculator:** Each young person will calculate their carbon footprint. Then we'll discuss its impact on global warming. <https://climatehero.typeform.com/to/RE3q6h?source=climateherome&typeform-source=climatehero.me>



## Introduction to EU's measures to fight climate change:

- Climate neutrality by 2050
- By 2017, the EU had reduced its emissions by almost 22% compared to 1990, reaching its 2020 emission reduction target three years ahead of schedule
- At least 55% in greenhouse gas emissions by 2030 compared to 1990
- European Green Deal
- European climate law

<https://www.consilium.europa.eu/en/policies/green-deal/>

## How can we reduce our fashion environmental impact?

The group leaves their answers in the flipchart. They will say things like buy second-hand, donate the clothes (...) Try to make them at least reach the following:

Buy less

Buy clothes from sustainable brands

Buy better quality

Think twice before throwing out your clothes

Buy second hand, swap and rent clothes

Keep an eye on your washing

<https://www.sustainyourstyle.org/en/reducing-our-impact>

**Reflection:** In groups create one or more memes that shows the reflection for the day in a funny way

<https://imgflip.com/memegenerator>

## **FOOD:**

1- "chicken sandwich" from the document "Tool Kit 13- Sustainability and Youth Work"

Create groups with 4 to 6 people, give to each group 11 cards and 1 chicken sandwich card.

Ask them to read the cards they have received and study the ingredients listed on the chicken sandwich. After that place any cards which might be relevant to the chicken sandwich. When everybody finished, ask them to go and check the cards that the other groups chose.

In group ask the participants to answer the following questions:

- Were you surprised by how many of the cards were relevant to the chicken sandwich?
- Would any of these cards put you off eating this

sandwich (or put you off eating something with similar ingredients)?

- Which was the most shocking or surprising card?

2- How do you feel at the end of this activity?

- Are you surprised by how little we tend to know about the food we eat?
- Have your opinions changed from the beginning of the activity?
- Will you make any changes in your own eating habits?
- What could we do as a group or community to address some of the problems discussed today?

4- Display the questions from the handout on a flip chart or screen. Ask participants to answer the questions on their own, using the piece of food they brought in. If they cannot answer any of the questions, they should write "not known".



### 5- Debriefing:

Could anyone answer all the questions?  
Could anyone answer any of them? Do you think the questions are important? Why, or why not?

Which ones are most important for you?  
Would the answer to any of them make a difference to whether you will go on eating that food?

## coffee break

### Eco-chef (eco-facilitators):

First round: ask the group to prepare a dinner following the rules card

- The teams have 5 minutes to create the dinner
- Ask the teams to present their menu, talk about why they have chosen the different dishes, what principles led them

Second round: every team receives a score card and an ingredient list

- According to the list the teams have to fill in the scorecards with the ingredients they have used for the meal and the score (points)
- They have to add the points and fill in the total score, the teams have to keep their total scores in secret

Third round: Reveal the points. Start a discussion of the meaning of the scores (points) – ask the teams what they think the points represent. Reveal the real meaning of the scores – water footprint, discuss the topic.

## lunch

**Energizer** : butterfly effect

**Cinema session:** Cowspiracy (documentary)



## coffee break

**Cinema session:** Cowspiracy (documentary). Debate after watching it.

### Introduction to WASTE related with food:

Debriefing about what we had already talked:

- The resources that food consumes, e.g. meat
- The environmental burden of transporting food
  - The waste that we make

**Reflection:** In groups create one or more memes that shows the reflection for the day in a funny way  
<https://imgflip.com/memegenerator>

# DAY<sub>3</sub>

### Energizer: Head's Up

**What is upcycling and downcycling?** Upcycling represents a variety of processes by which “old” products get to be modified and get a second life as they’re turned into a “new” product. <https://youmatter.world/en/definition/upcycling/>

Downcycling: is a recycling practice that involves breaking an item down into its component elements or materials. Once the constituent elements or materials are recovered, they are reused, if possible

Group dynamic: divide into groups with the task to find and present the most original example of upcycling that they can find.



## coffee break

### Peddy-paper:

In groups of 5 the participants had some small activities related with recycling, composting, upcycling with a small challenge each team had to develop a mascot using materials that would go to waste, give it a name and present it to the group.

## lunch

### Visit to Régua

**Reflection:** In groups create one or more memes that shows the reflection for the day in a funny way  
<https://imgflip.com/memegenerator>

# DAY 4

### Energizer: pet my rabbit

### WASTE: limit and recycle your waste

Game to distinguish the different types of plastic and understand which ones are more recyclable  
give some objects and ask the group to choose if they are:

- Easy to recycle : e.g. bottle of water
- Possible to recycle: e.g. straws
- Difficult to recycle : e.g. credit cards

## coffee break

### Greenwashing:

Young people will be divided into teams, and each team will be responsible for researching and investigating the environmental conduct of a chosen company and then presenting the collected data to the rest of the young people.

Greenwashing is branding something as eco friendly, green, or sustainable when this is not the case, misleads consumers into thinking they are helping the planet by choosing those products

Brands:

McDonald's | Coca-Cola | Ikea | H&M | Ryanair | Nestlé | Starbucks

Use as a starting point:

-<https://earth.org/greenwashing-companies-corporations/#:~:text=A%20classic%20example%20of%20greenwashing,to%20reduce%20the%20emissions%20level>

-<https://thesustainableagency.com/blog/greenwashing-examples/>

## lunch

### Energizer: Howdy howdy

The students are standing in a circle facing each other. One person is staying in the middle of the circle. That person chooses one person from the circle and point at her/him. The two people on the side of that person need to run around the circle in opposite directions, meeting halfway and give a hug/kiss on the cheek continue running. The person in the middle will take one of the places of the people who are running and the one who runs faster will get the space that is left. The one who didn't get a place will go into the middle and choose another person

**Cinema session:** Seaspiracy (documentary). Debate after watching it.



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# DAY<sub>5</sub>

## **Introduction to sustainability:** Coffee chain

Debriefing:

- While they are still in the role, ask each group to describe what happened from their perspective. Why do they think this was the case? Is there anything they can think of that they could do to improve the situation?
- Now bring the participants out of their role and broaden the discussion, asking everyone what they feel can be done about unfair trade. Point out that, in real life, the farmers would not be able to negotiate with the ship-pers, roasters, and retailers
- Would you pay more attention to where your products come from?

Debriefing:

- How easy was it to get the cards in the right order? What made it difficult? Which clues did you use to help organise them?
- Did anything about the activity surprise you?
- Which actions in your own lives contribute towards climate change?
- Do you think any of the items in the list could be reduced or eliminated (in your lives)? How?

## coffee break

### Take a step forward:

Each participant takes a paper with a role and, according to a situation that is described by the facilitator, they will move forward depending on their chances and opportunities in life.

### Debriefing:

- How did you feel when you took a step forward – or when you didn't?
  - Did anyone feel that the situation was not fair?
  - Can anyone guess anything about someone else's role?

Let people reveal their roles during this part of the discussion, and tell participants that all roles were based on real examples.

- How easy or difficult was it to play your role? What made it difficult?
  - Were you aware of this before the activity?

## lunch

### Our futures :

Each group draw an ideal sustainable city and then present it to the the others

## coffee break

**Reflection:** In groups create one or more memes that shows the reflection for the day in a funny way  
<https://imgflip.com/memegenerator>

# DAY 6

**Final reflection:** Each participant, on an A4 sheet, writes and/or draws 5 daily habits that they want to change to more sustainable ones (or new habits to acquire)

Delivery of the Youthpass certificate. Reflection on the eight skills developed. Reflection on the path of each one up to the moment and the change of the project in its social reality.

Participants review what they put in their box/bottle (messages with reflections from each day) to assist in this process

## coffee break

1- Evaluation questionnaires

2- One meme to the YE

3- The group is divided in two: group A closes turns their backs; group B goes to a person at their own choice and says something that they like about that person and about their experiences together

## lunch

Free time



# IMPACT

73% of the participants say that they totally recognize the importance of E+ projects and the importance of the EU in promoting social inclusion; 81% of the participants want to participate again in another Erasmus+ project.

70% of the participants totally recognise the role that they

can have in society and how they can contribute to the fight of climate change.

## What did you learn in this project?

- “How things in my life actually affect climate change and how i can change something”
- “Different perspectives and points of view about climate change in different parts of europe”







## LINKS

### Links to some of the social media posts from this project:

<https://www.instagram.com/ordinceassociacao/>

<https://www.facebook.com/Ordincea-106175278651748>

<https://www.asnuaps.it/2022/06/25/scambio-giovanile-in-portogallo-una-settimana-a-tema-climate-change/>

[https://www.instagram.com/p/Cgg9tr\\_KdHd/](https://www.instagram.com/p/Cgg9tr_KdHd/)

[https://www.instagram.com/p/Cgl8iXxo\\_4F/](https://www.instagram.com/p/Cgl8iXxo_4F/)

<https://www.youtube.com/watch?v=LNnDo1I1Lpc&t=58s>

<https://www.facebook.com/mariamagdalena.chivu.5/posts/pfbid02eAHJcuWgFP8HjyFg1H1Ze9ddGL1Bk-MjJSx97zioHpKAPAgRGHVdAWqAuocdxm9s8l>

<https://www.facebook.com/GEYCRomania/posts/5407998892586038>