

greenACT

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

Intellectual Output 1: GREEN ACT

COMPETENCE FRAMEWORK FOR INCREASING ENVIRONMENTAL AWARENESS AND RESPONSIBLE BEHAVIOR

Learning Modules



Co-funded by the
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of the European Union

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

MODULE 1: Human impact in natural systems – environmental challenges

1. General description of the module

The module's main target is to raise awareness amongst youngsters when it comes to environmental issues through a series of lesson plans. These plans are mainly focused on certain areas of human impact in natural systems, as well as the environmental challenges it imposes. The module focuses on the correlation between the human activity and the natural systems surrounding it through explanations, activities and examples.

2. List of Topics:

Topic 1: Different Ecosystems and their Importance

Short description: The lesson related to Different Ecosystems and their importance aims for the user to gain the knowledge of what an ecosystem is, to be able to differentiate the different types, to be aware of their importance and to be able to share the gained knowledge with others as well.

Topic 2: Nature protection

Short description: This lesson plan aims to make the user aware of different environmental problems and the methods that can be done in order to minimise the issues. After finishing this topic, the user will be able to search relevant information about environmental issues, describe and put in practice different ways of protecting the nature.



Topic 3: Biodiversity loss

Short description: This lesson aims to further explain the causes behind biodiversity loss through habitat destruction, overexploitation, climate change, pollution, agricultural intensification and invasive species, giving multiple examples and descriptions of each subtopic.

Topic 4: Urban & Infrastructure Pressure on Ecosystems and Biodiversity

Short description: This lesson plan targets one of the main movements that happen worldwide, the urbanisation process and how it affects the ecosystems surrounding the respective area, as well as all the influences, both positive and negative on the biodiversity, structure of the ecosystem and threats.

Topic 5: Deforestation & Intensive Farming

Short description: This lesson plan aims not only to spread awareness on the topic of deforestation, but to inform the user on what deforestation actually means, to differentiate anthropic deforestation from natural one, to differentiate different types of farming and to be aware of the effects of intensive farming.

Topic 6: Examples of good practices

Short description: This lesson plan aims to shine light upon the good practices that are being done, in order to give the user concrete examples that they could easily implement in their daily lives and to finalise the module, to make the user aware of certain initiatives or entities that revolve around the topic.



MODULE 1: Human impact in natural systems – environmental challenges					
		<p>KNOWLEDGE</p> <p>(In the context of EQF, knowledge is described as theoretical and/or factual)</p> <p>https://europa.eu/europass/en/european-qualifications-framework-eqf</p> <p>https://europa.eu/europass/en/description-eight-eqf-levels</p>	<p>SKILLS</p> <p>(In the context of EQF, skills are described as practical)</p>	<p>ATTITUDE</p> <p>(In the context of the EQF, attitude is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility)</p>	<p>Activities/Lesson Plan</p>
<p>Topic 1.1: Different Ecosystems and their Importance</p>	<p>Main Objectives: This topic aims to offer the needed tools so one can for sure tell what an ecosystem is, to differentiate the different types, as well as be aware of their importance</p>	<ul style="list-style-type: none"> -to understand what an ecosystem is -to spot the differences between ecosystems -to understand the importance of having multiple ecosystems -to indicate the different types of ecosystems -to know and showcase the importance of ecosystems 	<ul style="list-style-type: none"> -to be able to make correlations between the existence of ecosystems and nature protection -to be able to take action according to the type of ecosystem -to be able to consult reliable sources -to be able to explain to others with less knowledge what an ecosystem is 	<ul style="list-style-type: none"> -to be curious to search the needed reliable sources -to be open to spread their knowledge on ecosystems -to be willing to take action in protecting the ecosystems 	<p><i>Lesson plan 1</i></p>
<p>Topic 1.2: Nature Protection</p>	<p>Main Objectives: This topic intends to develop certain ideas and types of behaviour to further protect the nature and the surrounding</p>	<ul style="list-style-type: none"> -to understand why is important to take care of the nature and the surroundings -to understand the different ways one can act in order to protect the nature -to know how to act in 	<ul style="list-style-type: none"> -to be able to protect the nature or help it -to be able to have a quick response in difficult times or in case of disaster -to be able to maintain a certain level of nature 	<ul style="list-style-type: none"> -to be open to take action by his own initiative when it comes to protecting the nature -to be open to show others how to take action on protecting the environment 	<p><i>Lesson Plan 2</i></p>



	environment	difficult times or in case of disaster	protection in their surrounding environment	-to realise the importance of a quick response in difficult times or in case of disaster - to have an attitude of respect for nature	
Topic 1.3: Biodiversity loss	Main Objectives: This topic aims to provide specific knowledge on biodiversity, on the causes of losing it and a general know-how to act	-to understand the concept of biodiversity and the causes of losing it -to describe the different methods one can act on the issue -to understand the different type of factors that can influence biodiversity -to understand how to preserve biodiversity	-to explain clearly what biodiversity is -to be able to give examples of the causes of losing the biodiversity -to be able to prepare methods to eliminate the invasive species -to illustrate the methods one can use to preserve biodiversity	-to be willing to show others methods of preserving biodiversity -to be open to recognise the importance of biodiversity	<i>Lesson Plan 3</i>
Topic 1.4: Urban & Infrastructure Pressure on Ecosystems and Biodiversity	Main Objectives: This topic aims to make the user understand how the process of urbanisation works, how it affects the ecosystems and the biodiversity	-to fully understand how urban and infrastructure can affect the ecosystems and biodiversity -to understand the main consequences of the urbanisation process -to understand why a good urbanisation process is needed and it can't be done however -to understand the factors	-to explain the urbanisation process and its consequences -to anticipate certain environmental reactions -to differentiate the factors that burden the ecosystems and biodiversity	-to further assist others with their knowledge -to question and appreciate different scenarios where urbanisation can happen with little to no bad side effects to ecosystems and biodiversity -to be open to explain the pressure that is being put on the surroundings by the urbanisation process	<i>Lesson Plan 4</i>



		that influence the biodiversity and ecosystems			
Topic 1.5: Deforestation & Intensive Farming	Main Objectives: This topic aims to raise awareness on the topics of deforestation and intensive farming, as well to offer the tools and knowledge on different types of agriculture and deforestation	-to understand that there are multiple causes of deforestation -to understand what deforestation, farming/agriculture and intensive farming are -to understand the different types of agriculture and where to use them	-to differentiate the types of deforestation by its producer -to properly grasp the key concepts of the topic -to calibrate how and where to use different types of agriculture -to identify the multiple types of agriculture and farming -to detect what intensive farming is	-to be open to share the knowledge with others -to synthesize properly the types of agriculture and where they can be done -to be able to imagine a deforestation plan that actually is benefic or needed	<i>Lesson Plan 5</i>
Topic 1.6: Examples of good practices	Main Objectives: This topic intends to offer the knowledge on already existing good practices in terms of the human impact in natural systems – environmental challenges	-to understand the human impact on natural systems -to understand what a good practice is -to understand different methods that individuals can use to protect the environment	-to insert in their daily lives methods to protect the nature -to adapt to a good practice -to calibrate their own impact on the environment	-to be open to share the knowledge with others -to value the human impact on natural systems -to have an attitude of respect for nature	<i>Lesson Plan 6</i>

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MODULE 3: Sustainable communities - Eco-cities

1. General description of the module

This module aims to provide learners with more in-depth knowledge of the concept of sustainable communities. It will define and go over different methods, integrated into our society, which allow us to lead a more environmentally friendly lifestyle. By observing concepts, such as water and waste management, ecological innovations and more, the module aims to inspire learners to take a more eco-conscious approach in the decision-making process of their everyday lives.

2. List of Topics:

Topic 1: Eco-innovation & Entrepreneurship

Short description:

Eco-innovation has gained widespread acceptance as a means of enhancing many businesses' environmental performance and assisting them in the process of developing new products. Nowadays, sustainable packaging, innovative and 100% recyclable phone boxes, and many other environmentally friendly products are becoming increasingly popular. Hence, being able to differentiate between which products are good for the planet and which are harmful has become an essential skill. During the lesson on this topic, students will have to research the environmental policies of a multimillion-dollar company of their choice, outline the actions taken by the corporation to reduce their environmental footprint and give their critical opinion on whether the actions are reasonable/helpful.



Topic 2: Energy Efficiency

Short description:

The fundamental meaning of the term 'energy efficiency is to eliminate energy waste by reducing the amount of it that is needed to complete a task. Each year, we are introduced to many innovations across various consumer sectors, which aim at reducing this exact energy wastefulness. Those include small things such as using LED light at home to big ones, such as integrating solar panels into a building to achieve the so-called 'zero-waste home'. Nevertheless, energy, especially electricity, keeps being wasted every day through means we tend to ignore. The topic aims to make learners aware of their actions leading to energy waste and brainstorm how they can improve their energy efficiency.

Topic 3: Sustainable Urban Development

Short description:

Through sustainable urban development, the so-called 'eco-cities' are able to reduce the effects of climate change. Cities, which fall into this category, tackle global warming by:

- creating more green spaces within their territories
- being able to use renewable energy to power itself
- strictly controlling sources of pollution
- encouraging ecological means of transportation over personal vehicles

The benefits of those actions are better living conditions, economic growth, less waste of valuable resources, improved health and more. While working on this topic, learners will be assigned the task to explore the practices executed in their hometowns and suggest what need to be done, for their cities to reach a higher level of sustainable urban development.

Topic 4: Alternative Transportation (emissions-free/electric vehicles and public transportation, alternative ways of transportation)

Short description:

By definition, alternative transportation includes using "eco" vehicles with a low environmental impact. The dangerously high levels of carbon emissions, due to the increasing number of cars in the cities, has incited society to turn to less harmful to the environment means of transportation. Some of the main alternative transportation methods include walking, biking, taking the bus, tram or a train, carpooling, etc. While exploring the topic, learners will be introduced to statistical data on the harmful effect of non-sustainable transportation on the environment. Later, they will be encouraged to research more conscious transportation choices that can be implemented in their day-to-day lives.



Topic 5: Waste Management and the 5R's

Short description:

As a result of the population increase, the generation of waste is doubling with each day causing negative effects on the lives of many. Many waste slums have formed as a result of the accumulation of trash around the world, specifically around coasts. Single-use plastic materials, alongside other non-degradable components, present the biggest environmental threat. To tackle the issue, the method of the 5R's has been introduced. Essentially, the abbreviation has many interpretations, but generally stands for refuse, reduce, reuse, repurpose, and recycle. The module will focus on 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.

Topic 6: Water Management, Quality & Access

Short description:

This module will point out to learners how certain actions, which seem harmless, are negatively influencing the quality of the water at national and international levels. They will learn what micro-plastics are and where they can be found. As a task, learners will have to create a list with products containing large quantities of micro-plastics and suggest sustainable alternatives.

Topic 7: Examples of good practices

Short description:

GP 1- Incentives for Electric Vehicles in the EU

Most EU member states have begun to provide financial support to citizens for electric vehicle purchases. Private bodies can now take up to 5000 EUR (depending on the country) in the form of a grant when they purchase new fully electric vehicles. Moreover, in most parts of the EU, EVs are a subject from partial to full exemption of some mandatory taxes.



GP 2- 2LIFES projects by Interreg Europe

“The project is meant to be an instrument to help boost re-use through public policies... 2LIFES focuses exclusively on re-use and more specifically on re-use activities promoted by public administrations – something pending as it is usually promoted by the third sector.”

The project itself has implemented many good practices, some of which being:

- Macerata Trashware (January 2012-December 2013)- Recovery of obsolete PC before they enter the waste cycle, making them usable again through non-substantial repairs and installations of free software.
- Green Dot Cyprus (Ongoing)- Green Dot Cyprus is the first Collective Compliance System for Packaging and Packaging Waste in Cyprus. Green Dot Cyprus collects and manages three packaging streams, PMD, Paper and Glass.

/source: <http://www.interregeurope.eu/2lifes/> /

GP 3- WWF’s charity swimming challenge

Swim so that they can swim too is the name of WWF Bulgaria’s challenge aiming at supporting the protection of Bulgarian rivers’ water quality and their inhabitants. All funds raised were used for the field work of WWF experts on the Danube and inland Bulgarian rivers.

MODULE 3: Sustainable communities - Eco-cities					
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<p>Topic 6.1: Eco-innovation & Entrepreneurship</p>	<p>Main Objectives:</p> <ul style="list-style-type: none"> ● Introduce the learners to the environmental benefits of sustainable products ● Learn what some of the largest businesses are doing to reduce their footprint 	<ul style="list-style-type: none"> ● I understand what eco-innovations are ● I understand how beneficial sustainable products are. ● I understand how tiny plastic products have large impact on the planet. ● I understand my impact as a customer. 	<ul style="list-style-type: none"> ● I can give a critical opinion on an environmental practice. ● I know what an environmental policy is. ● I know more about the environmental principles of a company of choice. 	<ul style="list-style-type: none"> ● I am ready to make more responsible decisions when purchasing new products 	
<p>Topic 6.2: Energy Efficiency</p>	<p>Main Objectives: The purpose of the lesson is to Inspire learners toward improving their energy efficiency.</p>	<ul style="list-style-type: none"> ● I understand how my actions lead to energy wastefulness. ● I understand why we need to preserve energy ● I understand what actions I need to take to reduce the waste of energy some of my actions 	<ul style="list-style-type: none"> ● I can improve my energy efficiency. ● I can help the ones around me reduce their waste of energy. 	<ul style="list-style-type: none"> ● I want to improve my energy efficiency. ● I want to help the planet by teaching others what I learnt in this lesson. 	



		cause			
Topic 6.3: Sustainable Urban Development	Main Objectives: 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	<ul style="list-style-type: none"> • I understand what Sustainable Urban Development is • I understand how beneficial it is for my health 	<ul style="list-style-type: none"> • I can advocate for new sustainable urban units in the city I live • I can explain to other why developing urban sustainability is necessary 		
Topic 6.4: Alternative Transportation (emissions-free/electric vehicles and public transportation, alternative ways of transportation)	Main Objectives: To specify why sustainable transportation should be chosen rather than using a car. To encourage the active use of alternative transportation.	<ul style="list-style-type: none"> • I understand the environmental concerns that come from modern transportation means • I understand how to critically evaluate different transportation options 	<ul style="list-style-type: none"> • I can research into alternative transportation means • I can make critical decisions and choose the most environmentally friendly transportation system 	<ul style="list-style-type: none"> • I prefer taking public transport during rush hours • I prefer reducing the CO₂ emissions I create with my car • I want to reduce the carbon footprint my family and friends leave 	

<p>Topic 6.5: Waste Management and the 5R's</p>	<p>Main Objectives:</p>	<ul style="list-style-type: none"> ● I understand why plastic is harmful ● I understand the need of recycling ● I understand why I need to reduce my plastic waste ● I understand how to put in use the 5R's ● I understand the different types of plastic 	<ul style="list-style-type: none"> ● I can differentiate between degradable and non-degradable materials 	<ul style="list-style-type: none"> ● I want to begin recycling my waste ● I would like to share what I have learned ● I would like to continue learning more on the topic 	
<p>Topic 6.6: Water Management, Quality & Access</p>	<p>Main Objectives:</p>	<ul style="list-style-type: none"> ● I understand how micro-plastics harm our waters ● I am aware of the everyday products that cause a lot of damage to the waters and the marine wildlife ● I understand how I can substitute the harmful products I use with gentle ones 	<ul style="list-style-type: none"> ● I can identify harmful products ● I can make better decisions from now on 	<ul style="list-style-type: none"> ● I want to be more careful with my action as they might be harmful to the World Ocean ● I want to make better choices when purchasing items 	
<p>Topic 6.7: Examples of good practices</p>	<p>Main Objectives: To introduce participants with a selection of good</p>	<ul style="list-style-type: none"> ● I understand what 'good practices are' ● I understand why good practices are needed 	<ul style="list-style-type: none"> ● I can identify a good practice ● I can research a good practice 	<ul style="list-style-type: none"> ● I would like to participate in similar initiatives 	

	practices across Europe aiming at fighting environmental issues				
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Learning Modules

MODULE 3: Green Living

1. General description of the module



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

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

2. List of Topics:

Topic 1: Healthy food consumption

Short description:

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

Topic 2: Holistic Health

Short description:

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



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

Topic 3: Green International Development Cooperation

Short description:

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

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

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

Topic 4: Buying smart

Short description:

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



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

Topic 5: Create Happiness out of green living

Short description:

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

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

Topic 6: Green Ways of transport

Short description:

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

Topic 7: Examples of good practices

Short description:

GP 1- Organic food

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



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

GP 2- Bruno Groening Circle of Friends

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

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

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

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



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MODULE : Green Living

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<p>Topic 3.1: Healthy Food Consumption</p>	<p>Main Objectives:</p> <ul style="list-style-type: none"> ● Introduce the learners to the health benefits of eating healthy, possibly organic food. ● Learn what the EU is doing in order to promote organic food production as a part of Green Deal 	<ul style="list-style-type: none"> ● I understand what healthy food consumption is ● I understand how beneficial healthy food products are. ● I understand how organic food has a positive impact on the planet. ● I understand my impact as a customer of healthy food products. 	<ul style="list-style-type: none"> ● I can give a critical opinion on a conventional agricultural practice. ● I know what organic food production in the EU is. ● I know more about the organic food production principles of a company of choice. 	<ul style="list-style-type: none"> ● I am ready to make more responsible decisions when buying food 	
<p>Topic 3.2: Holistic Health</p>	<p>Main Objectives: The purpose of the lesson is to inform learners about holistic approaches to better health.</p>	<ul style="list-style-type: none"> ● I understand how my life leads to health-related problems ● I understand why we need to take care of our health ● I understand what actions I need to take to make my 	<ul style="list-style-type: none"> ● I can improve my health and overall well-being. ● I can help the ones around me find more natural ways towards health. 	<ul style="list-style-type: none"> ● I want to improve my health. ● I want to help by teaching others what I learned in this lesson. 	



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



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



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



greenACT

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

Intellectual Output 1: GREEN ACT

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Learning Modules

MODULE 4: Green act movement: become an active agent for the environment

1. General description of module

This module aims to show both the importance and the examples of active movements towards environmental protection, and ultimately motivate people to become active agents for the environment. For that, it is not only crucial to be motivated but also well educated and aware of the importance of the environment and the impact that human actions have on their ecosystems. And to become an effective agent of change, it is equally important to know how this can be resolved and balanced, offering valid alternatives and showing good practices at different levels. Finally, in this module, the objective is to inform and teach how to develop an active movement, develop strategies and networks, search for ways of funding and how build a team and organise events.

2. List of Topics:

Topic 1: Community Initiative and actions

Short description: In this topic, the aim is to demonstrate that community initiatives, civil society movements and actions, even individuals, can have a great impact on raising awareness about environmental protection. Therefore, the topic is focusing on public initiatives and their importance in educating the community, influencing lifestyles and demanding political laws changes in favour of the environment and all the living beings that depend on it.

Topic 2: NGO's climate action

Short description: The second topic of this module is focusing on the work Non-Governmental Organisations have been developing for the environment. Then, the main goal of this topic is to demonstrate the vital impact these Organisations have around the world in fighting climate change and preserving and protecting important natural areas and under-threat species. And on the other hand, their role in raising awareness and educating people and institutions on environmental protection.



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Topic 3: Community environmental awareness

Short description: In this topic, the goal is to emphasise the importance of developing public environmental awareness, as an important factor in increasing enthusiasm, motivation and support, stimulating self-mobilisation and action, and mobilising knowledge and resources within communities. The growth and development of awareness, understanding and consciousness toward the environment and its problems, including human interactions and effects, is crucial to changing the direction of the actual paradigm of consumption and use of natural resources. Finally, attention will also be directed to ways of raising public awareness.

Topic 4: Fundraising and Sponsorship

Short description: NÃO SEI QUE POSSO DIZER SOBRE ISTO

Topic 5: Corporate Social Responsibility

Short description: The fifth topic is related to Corporate Social Responsibility. Here, we will decode this term and understand its importance at the corporate level of different entities and interactions among them. The focus will also be on the principles of corporate social responsibility, including sustainability, responsibility and resources, and on demonstrating ways in which entities can perform exemplary in this subject.

Topic 6: Examples of good practices

Short description: The final topic of module 4 is dedicated to the good practices and inspiring examples carried out on personal, local, national, European or International levels on the different topics above, aiming to motivate and inspire people to be part of the change and fight for the future of life in the planet.



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MODULE 4: Green act movement: become an active agent for the environment

		<p style="text-align: center;">KNOWLEDGE</p> <p style="text-align: center;"><i>(In the context of EQF, knowledge is described as theoretical and/or factual)</i></p> <p style="text-align: center;">https://europa.eu/europass/en/european-qualifications-framework-efq https://europa.eu/europass/en/description-eight-efq-levels</p>	<p style="text-align: center;">SKILLS</p> <p style="text-align: center;"><i>(In the context of EQF, skills are described as practical)</i></p>	<p style="text-align: center;">ATTITUDE</p> <p style="text-align: center;"><i>(In the context of the EQF, attitude is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility)</i></p>	<p style="text-align: center;">Activities/Lesson Plan</p>
<p>Topic 2.1: Community initiative and action</p>	<p>Main Objectives:</p> <ul style="list-style-type: none"> - To demonstrate the importance of public initiatives - To motivate people to become active agents for the environment - To identify the main NGO's at international, european and 	<ul style="list-style-type: none"> - To know what public initiatives and action are - To understand their importance for the environment - To learn about different initiatives - To learn different ways of public actions 	<ul style="list-style-type: none"> - To identify public initiatives - To inform other people about the matter - To be able to be involved 	<ul style="list-style-type: none"> - To be motivated to become active and develop/support initiatives that help the environment - To be aware of him/her/their impact 	<p style="background-color: #f08080; padding: 2px;"><i>Lesson plans 1- 4</i></p>



	national level				
Topic 2.2: NGO's climate action	Main Objectives: <ul style="list-style-type: none"> - To demonstrate the vital role of NGOs in environmental and biodiversity protection and climate action - To identify the main NGOs at the International, European and National levels 	<ul style="list-style-type: none"> - To learn what NGOs are - To understand the difference between NGOs and Governmental Entities - To know how NGOs act fighting climate action - To learn the main fields of action 	<ul style="list-style-type: none"> - To identify NGOs - To be able to inform people about some NGOs and their role - To understand how to support an NGOs 	<ul style="list-style-type: none"> - To feel ready to support and/or become involved in an NGOs 	<i>Lesson Plans 5 & 6</i>
Topic 2.3: Public environmental awareness	Main Objectives: <ul style="list-style-type: none"> - To emphasise the importance of developing public environmental awareness - To learn how to mobilise knowledge and resources within communities. 	<ul style="list-style-type: none"> - To learn how to educate people on environmental topics - To learn how to mobilise knowledge and resources within communities - To know ways of raising public awareness 	<ul style="list-style-type: none"> - To understand the importance of the public environmental awareness - To be able to use some of the knowledge and spread the word 	<ul style="list-style-type: none"> - To feel motivated to share the knowledge with community 	<i>Lesson Plans 7 - 9</i>



Topic 2.4: Sponsorship	Main Objectives: -	-	-	-	<i>Lesson Plans 10 - 13</i>
Topic 2.5: Corporate Social Responsibility	Main Objectives: - To decode this term and understand its importance and role at the cooperative level of different entities	<ul style="list-style-type: none"> - To learn what Corporate Social Responsibility is - To understand its importance and role in green movements - To learn about its principles - To know ways in which entities can perform exemplary 	-	-	<i>Lesson Plans 14 - 16</i>
Topic 2.6: Examples of good practices	Main Objectives: - To show examples of good individual practices - To show examples of inspiring volunteering movements	<ul style="list-style-type: none"> - To understand what good practices are - To recognise a good example - To understand the importance of these good practices and initiatives 	<ul style="list-style-type: none"> - To identify a good practice - To find out about a good practice - To implement good practices - To contribute/create an inspiring movement for the planet 	<ul style="list-style-type: none"> - To feel inspired and motivated to become an active agent for the environment - To feel ready to implement and/or contribute to a good practice 	<i>Lesson Plans X - Y</i>

	- To show examples of vital organisations in the green movement				
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Intellectual Output 1: GREEN ACT

COMPETENCE FRAMEWORK FOR INCREASING ENVIRONMENTAL AWARENESS AND RESPONSIBLE BEHAVIOR

Learning Modules



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MODULE 5: EUROPEAN UNION AND NATIONAL ENVIRONMENTAL POLICIES

1. General description of the module

This module will provide a basic understanding of environmental policies at the European Union and national level. Environmental protection policies, legal frameworks, and good practices will be presented, demonstrating the efforts of governments and societies to achieve effective environmental protection and current challenges. The provided information will be useful for active environmental action.

2. List of Topics:

Topic 1: Environmental protection policies

Short description: This topic focuses on environmental protection policies at the national and international levels. The policy framework, environmental management tools and procedures, government-backed ideas, and actions are presented. Protection policy is seen as the basis for implementing various initiatives and ensuring successful environmental protection.

Topic 2: Environmental governance

Short description: This topic presents the existing institutions and the main political positions responsible for environmental issues. The interaction and accountability of the European Union and national governments is revealed. The main directions of activities and implementation of tasks are distinguished.



Topic 3: Environmental laws/policies/legislation

Short description: This topic is intended to introduce the legal framework. It presents legislation that is generally applicable in all countries of the European Union. An overview of their compliance at national level is provided, with a brief overview of the content of the main legal instruments in the field of environment.

Topic 4: European/International Environmental Agreements and Goals

Short description: This topic presents the main agreements and goals applicable in the countries of the European Union. The Green Deal, Sustainable Development Goals (SDGs) and their implementation in different countries will be presented. The content of the agreements, the objectives set, and the key issues are presented. The influence of governments and societies in the implementation of environmental programs is revealed.

Topic 5: Examples of good practices

Short description: This topic includes good examples in the framework of the environmental theme. Initiatives to improve environmental protection, change and relevance are presented. The topic reviews practices initiated and supported by both governments and societies. It gives an impression of what any EU citizen can do.



MODULE 5: EUROPEAN UNION AND NATIONAL ENVIRONMENTAL POLICIES					
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Topic 5.1: Environmental protection policies	Main Objectives: -to present policy framework at the national and international levels; - to give a basic understanding of the environmental management tools and procedures; - to identify main current ideas and challenges in a field of environment protection.	<ol style="list-style-type: none"> To know the environmental protection policies at the national and EU levels. To understand how the main environmental management tools and procedures work. To know about different policies. 	<ol style="list-style-type: none"> To be able to identify the main challenges in environmental protection. To be able to explain how environmental protection policies are managed at European Union and national level. To be able to name different institutions and their responsibilities. 	<ol style="list-style-type: none"> To be able to consider personal activity in the environmental field. To be able to critically respond to public information regarding environmental issues. To be able to propose solutions for short-term or long-term issues. 	<i>Lesson plans 1- 4</i>



<p>Topic 5.2: Environmental governance</p>	<p>Main Objectives: -to present institutions and political positions in a field of environment; - to explain the ties between EU and national governments; - to give a basic idea of implementation of environment protection tasks.</p>	<ol style="list-style-type: none"> 1. To understand how to generalize the work of environmental governance at the EU and national level. 2. To know how identify the main political positions responsible for environmental protection. 3. To understand different institutions and their responsibilities. 	<ol style="list-style-type: none"> 1. To be able to describe different governance levels and their tasks. 2. To be able to adapt the knowledge to concrete issues. 3. To know who to contact in case of any issue. 	<ol style="list-style-type: none"> 1. To be able to present proposals to responsible institutions and leaders. 2. To be able to relate actions to government activity. 3. To become motivated to assist political leaders in case of any issue regarding the environment. 	<p><i>Lesson Plans 5 & 6</i></p>
<p>Topic 5.3: Environmental laws/ policies/ legislation</p>	<p>Main Objectives: - to introduce the legal framework in a field of environment; - to present legislation in EU countries; - to explain main legal instruments and possibilities to use them; - to</p>	<ol style="list-style-type: none"> 1. To know the basic laws of the environment. 2. To know what responsibilities, belong to the EU and national institutions. 3. To know that some laws differ depending on the 	<ol style="list-style-type: none"> 1. To be able to differ between international and national legislation. 2. To know how the main legal instruments work. 3. To be able to describe environmental legislation in the EU. 	<ol style="list-style-type: none"> 1. To be able to plan activities regarding the EU and national legislation. 2. To become motivated to use legal instruments in case of need. 3. To see for a value in environmental legislation. 	<p><i>Lesson Plans 7 - 9</i></p>



	overview national laws compliance to EU legislation.	area.			
Topic 5.4: European/ International Environmental Agreements and Goals	Main Objectives: - to present main agreements and goals applicable in EU; - to present the idea of the Green Deal; - to introduce to Sustainable Development Goals (SDGs); - to explain the content of the agreement, key elements, and objectives; - to present the role of governments and societies in environmental agreements.	<ol style="list-style-type: none"> 1. To know the main international environmental agreements. 2. To understand the basic environmental goals of the EU. 3. To understand the role of society and political leaders in the implementation of agreements. 	<ol style="list-style-type: none"> 1. To be able to describe the idea of the Green Deal. 2. To be able to present Sustainable Development Goals. 3. To be able to explain the goals of the main environmental agreements. 	<ol style="list-style-type: none"> 1. To feel motivated to play personal part in an implementation of international agreements. 2. To see for a value in common EU deals. 3. To be prepared to pressure governments to follow the agreements. 	<i>Lesson Plans 10 - 13</i>



<p>Topic 5.5: Examples of good practices</p>	<p>Main Objectives: - to present good practices of the environmental protection; - to overview good practices implemented by governments and citizens.</p>	<ol style="list-style-type: none"> 1. To know good practices in environmental protection in my country and abroad. 2. To know how to explain the main steps of the implementation of the different initiatives. 3. To understand the value of good practices. 	<ol style="list-style-type: none"> 1. To be able to give examples of good practices. 2. To know how to organize environmental protection events. 3. To know what can be done by society and political leaders. 	<ol style="list-style-type: none"> 1. To be motivated to take responsibility and act. 2. To see the value of personal activity. 3. To become inspired by the activity of other societies and governments. 4. To be ready to propose solutions and coordinate with a group of people with similar ideas. 	<p><i>Lesson Plans 14 - 16</i></p>
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Intellectual Output 1: GREEN ACT

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Learning Modules

MODULE 6: Climate Change & Our Sustainability

1. General description of the module

This module aims to address the adverse impacts of climate change on our planet. Learn how climate change negatively affects human health, what adaptation strategies can lessen the impacts, as well as how the European and international Agreements aim to fight it.

2. List of Topics:

Topic 1: Climate Effects on Health (or Climate Change: the biggest health threat)

Short description: *Air pollution, Noise pollution, Food security, Temperatures, Diseases by Vectors, Waterborne Diseases, Mental Disorders, and many more*

Climate change is arguably the greatest public health threat in a myriad of ways. Yet these impacts on health are still not well recognized and this topic aims to take a deep dive into these effects. Climate change-related weather extremes, such as heatwaves, storms and floods, lead to increased health issues, from mental ones to food-, water- and vector-borne diseases. Air pollution is undoubtedly closely related to climate change, as both can influence each other through complex interactions in the atmosphere. However, it is often that people are not aware of how noise pollution can be hazardous to our health in various ways as well.



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Topic 2: Natural Catastrophes (Global Warming, Droughts, Floods, Wildfires, etc.) *(or How can climate change affect natural disasters?)*

Short description:

The key driver of climate change is the greenhouse effect, where heat-trapping pollutants became a blanket wrapped around Earth, resulting in global warming. Global warming has devastating effects, such as droughts, floods, wildfires and other disasters, which can collectively be referred to as Climate Change. The current topic's goal is to address the differences between climate change, weather and global warming and how these can lead to natural catastrophes.

Topic 3: European/International Agreements to fight climate change (United Nations Framework Convention on Climate Change, Paris Agreement, EU 2030 Agenda) *(Together we can fight against Climate Change!)*

Short description:

United Nations Framework Convention on Climate Change (UNFCCC) is the parent agreement of the 2015 Paris Agreement, which mainly aims at climate-neutrality before the end of the century. In order to not exhaust what the planet can supply, climate action should be strongly linked with sustainability. One of the main aims of the 2030 Agenda is to ensure that the planet and its natural resources will be ensured for the current and next generations. Hence, this topic will focus on explaining and describing the European and International agreements and how they seek to fight climate change.

Topic 4: Examples of good practices *(Get inspired and innovate!)*

Short description:

As the need for climate action arose, the fourth topic of this module will provide good practices and initiatives carried out on both European and international levels, in order to raise awareness. This will be the tool to inspire learners to find innovative solutions to climate change. It is aimed to state good practices of different fields so that the interrelation of the impacts of climate change on different sectors of society is addressed, therefore, everyone needs to start taking action.



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MODULE 6: CLIMATE CHANGE & OUR SUSTAINABILITY					
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<p>Topic 6.1:</p>	<p>Main Objectives:</p>	<ul style="list-style-type: none"> ● To understand how climate change can impact human health ● To know how noise pollution can impact human health 	<ul style="list-style-type: none"> ● To relate human health with climate change ● To explain how air and noise pollution is related to health issues for human 	<ul style="list-style-type: none"> ● To propose an initiative/campaign to raise awareness about air pollution and ways to reduce it ● To create a visual model that depicts the relationships between climate change and human health 	<p><i>Lesson plans 1- 4</i></p>



Topic 6.2:	Main Objectives:	<ul style="list-style-type: none"> ● To distinguish the difference between climate change, global warming and weather ● To understand how natural disasters are related to climate change 	<ul style="list-style-type: none"> ● To explain the differences between climate change, weather and global warming. ● To describe how human activities can lead to climate change 	<ul style="list-style-type: none"> ● To propose an experiment in order to identify the reasons for the sea-level rise ● To build on strengths in working with others on team activities/experiments 	<i>Lesson Plans 5 & 6</i>
Topic 6.3:	Main Objectives:	<ul style="list-style-type: none"> ● To outline the EU and International Agreements ● To know the idea behind these agreements and why they should be implemented nationally and internationally ● To differentiate what factors can shape and support more sustainable choices 	<ul style="list-style-type: none"> ● To explain the social and economic externalities of climate change ● To describe the benefits and drawbacks of current and projected climate policies, as well as the political dynamics that influence proposed changes 	<ul style="list-style-type: none"> ● To verify greenhouse gas emissions reported by other countries ● To develop a project or organization's complete emission reduction plan, in order to meet the agreements' standards ● To create appropriate national and international standards to track and report greenhouse gas emissions 	<i>Lesson Plans 7 - 9</i>



Topic 6.4:	Main Objectives:	<ul style="list-style-type: none"> ● To know different good practices related to climate action ● To understand how different fields can be affected by climate change 	<ul style="list-style-type: none"> ● To attempt solving a real-world problem ● To structure a methodology of a good case 	<ul style="list-style-type: none"> ● To develop their own ideas about rights and responsibilities now and in the future. ● To propose a sustainable and innovative case to combat climate change 	<i>Lesson Plans 10 - 13</i>
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