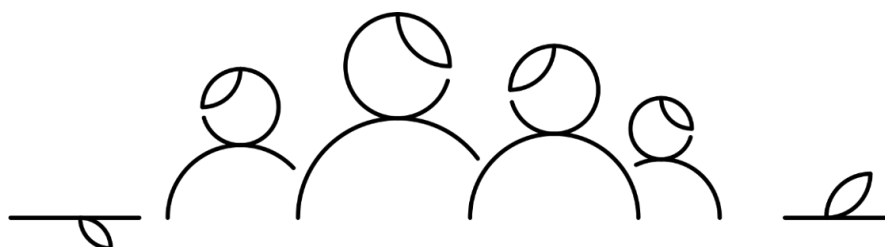




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greenACT





# Toolbox

## I04: Setting up the GreenAct schools

Website: <https://greenactproject.eu/>

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## Project Consortium

The GreenACT Consortium consists of six (6) Organizations from six (6) European countries.



P1	RO	D.G.T	
P2	LT	Tavo Europa	
P3	CY	Emphasys Centre	
P4	SL	Drustvo Bodi svetloba	
P5	BG	Association Walktogether	
P6	PT	Brigada Do Mar	

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## Introduction of the project

The effects of climate change are likely to be some of the biggest environmental challenges the world has ever faced. Decades of intensive use of natural resources and degradation of the ecosystem aimed to increase economic development, brought global warming, loss of biodiversity, and various negative impacts on our health. Europe is one of the 7 continents that face multiple challenges in terms of securing ecological sustainability and addressing climate change. The high percentage of greenhouse emissions, plastic and food waste, pesticide use, and other threats to biodiversity demands from people, to make caring for nature, part of their lives.

According to Eurostat October 2019, Romania in 2017 recorded a very low recycling rate of municipal waste of only 14%. Bulgaria is one of the Member States with the most pollution-related deaths associated with air pollution (EIR 2019). In Cyprus, there is a need for raising awareness on water conservation as the island’s natural water resources cannot cover the




increasing needs. Recently in 2019, EC's President Ursula von der Leyen presented the "European Green Deal", a proposal of measures aimed at tackling the climate emergency, among which, it emphasises the need for education providers to engage young people with the changes needed towards sustainable development. But why young people? One-third of the EU population is under the age of 30. While several initiatives dedicated to climate action by the EU have been developed and implemented there is a continuous need to change the attitude of young people against climate change. The future of our continent will be shaped and experienced by more than 150 million young Europeans. This is why we need to empower them with capacities and skills for climate action. In a period where Earth faces the consequences of climate change and global warming crisis Green-ACT aims to further support these YOUTH INITIATIVES and raise more awareness in the 6 countries.





## Project description


GreenACT is a 20 months project designed to enhance ENVIRONMENTAL EDUCATION and AWARENESS of YOUNG PEOPLE through the organisation of GREENACT SCHOOL PROGRAMME to familiarise young people with the idea of environmental citizenship, based on the fact that the future depends on each and one of us by acting responsibly and positively towards our environment and developing sustainable solutions for addressing environmental challenges. In a period where the Earth faces the consequences of climate change and global warming crisis and the need for mitigation of climate change is emerging, Green-ACT aims to support further these YOUTH INITIATIVES and raise more awareness in the 6 countries, by educating young people on environmental issues, inspire them in developing a firm ecological mindset, and invite them to have a positive impact in their communities as active agents.

The objectives described above are achieved through:

 IO1 GreenACT COMPETENCE FRAMEWORK FOR INCREASING ENVIRONMENTAL AWARENESS AND RESPONSIBLE BEHAVIOUR

 IO2 EDUCATIONAL PACK which will facilitate innovative learning practices based mainly on non-formal methods.

 IO3 Green-ACT CLOUD-BASED PLATFORM: for hosting the GreenACT MOVEMENT where young people and youth workers will use it as a way of interacting, sharing information, experience, and knowledge and use it as an online source.

 IO4 TOOLBOX, for preparing an A-Z guide for SETTING UP the GreenACT GREENACT SCHOOLS, pilot testing of the developed IOs, and ensuring project's exploitation and sustainability.

Centred around 4 intellectual outputs, GreenACT project aims to support further the Youth initiatives and raise more awareness in the 6 partner countries by educating young people on environmental issues, inspiring them in developing and maintaining a firm ecological mindset, as well as to make them realise what big of a positive impact they uphold in their communities as active agents. The first intellectual output consists of a “Competence framework for increasing environmental awareness and responsible behaviour”, the second one “Educational pack”, the third one “Green-ACT Cloud-based platform”, while the fourth one consists of a “Toolbox” meant for preparing a guide for setting up the GreenACT SCHOOLS. During the development and implementation of the first intellectual output, the partners started working on the third intellectual output as well, meaning on the “Green-ACT Cloud-based platform”, developing a website that will host all the materials done during the project. The project's impact does not focus only on the target group, however, it helps and enhances the capacity of partner organisations to take action regarding reducing waste in their countries and to promote different solutions to ongoing environmental issues such as sustainable production and consumption, sustainable transport, as well as biodiversity and



food production.





## Project Results

The consortium has made an effort to generate materials that are of the utmost quality and value in each Intellectual Output with the goal of enticing greater participation of the target groups. The results of each of the completed IOs can be found below.

### *IO1: GreenACT CONCEPTUAL FRAMEWORK FOR INCREASING ENVIRONMENTAL AWARENESS AND RESPONSIBLE BEHAVIOUR*

The first intellectual output was dedicated to developing a conceptual framework designed to increase the environmental awareness and responsible behaviour of youngsters. The conceptual framework was based on a series of steps. Starting with a questionnaire dedicated to young people for assessing their knowledge and skills and a desk research on specific topics related to environmental policies in the partner countries. All this information was later on turned into firstly a National Index, followed by a Comparative Index made for all partner countries. After these steps were done, the Competence framework itself was completed. The Conceptual Framework has the aim to acquire specific knowledge and targeted skills addressed to young people that will later be used as a basis for the design of the Education pack in IO2.

This intellectual output has as primary aims to:

- to explore/assess young people's knowledge of basic environmental issues, what an eco-friendly lifestyle represents
- to investigate the strategies/policies at the national and EU level in relation to the promotion of environmental awareness
- to develop a National Report presenting the results in each partner country
- to develop a COMPARATIVE Infographic report
- to provide a CONCEPTUAL FRAMEWORK (CF) for acquiring specific knowledge and targeted skills addressed to young people.

### *IO2: GreenACT EDUCATIONAL PACK FOR ENHANCING ENVIRONMENTAL AWARENESS AND PROMOTING ECO-CITIZENSHIP*

The second output of the project was focused on developing an educational pack and a data bank. The educational pack includes teaching materials and other related resources.

The consortium partners developed the educational pack based on the findings and comparative report of the previous output. This educational pack provides youth workers with learning modules related to the project's topics, consisting of PowerPoint presentations, animated videos, activities and training guidelines to enhance environmental awareness and



promote eco-citizenship targeting young people. It will be helpful for any youth organisation, particularly those dealing with eco-skills development and training.

On the other hand, the data bank consists of all generated context, such as teaching materials, tools, activities, videos, reports and other resources helpful in implementing the learning modules provided in the educational pack.

The IO2 also included a short training course for youth workers (C1) organised in Slovenia with the aim to prepare these youth workers for the GREENACT SCHOOLS in IO4.

The impact of this output will be tremendous on supporting youth workers and organisations promoting Eco-citizenship and green living and engaging youngsters in activities related to sustainable living and mitigation of climate change. Therefore, the output will:

- Increase young people's awareness of environmental issues;
- Enable young people to acquire eco-skills and adopt more eco-friendly lifestyles;
- Inspire youngsters to become active agents and sensitise others around them;
- Communicate a sense of responsibility towards citizenship;
- Make young people more aware of sustainable community development.

 *IO3: GreenACT MULTI-PURPOSE PLATFORM: DEVELOPING THE ECO-CITIES AUDIT TOOL, E-LEARNING, E-DATA BANK, GreenACT MOVEMENT*

At this stage an online platform was created to provide young people and youth workers with a powerful, dynamic and interactive tool based on cutting edge technology that serves various purposes. It was developed using open source technologies in order to be easily maintainable, transferable, extensible and adaptable to other contexts after the end of the project implementation period. Moreover, the tool is user-friendly and is linked to the social media of the project and the official website.

The platform incorporates the following functionalities:

- the e-LEARNING area with all material developed in IO2 EDUCATIONAL PACK
- the ECO-CITIES AUDIT TOOL that will evaluate the sustainability and eco-friendliness of each city
- GreenACT MOVEMENT where young people, youth workers, professionals are able to network, coordinate their actions and exchange good practices
- The e – DATA BANK that includes a collection of good practices: articles on European policies, similar green projects and other support material for youth workers.





#### IO4: GreenACT TOOLBOX: SETTING UP THE GreenACT SCHOOLS

The final Intellectual Output focuses on the design, development and pilot-testing of an A-Z TOOLBOX (with guidelines, templates, good examples, monitoring tools, practical tips etc.) which is necessary for the implementation of the GREENACT SCHOOLS for young people and the launch of the PLATFORM. During this stage partners promoted the GreenAct Schools to youth organisations. Additionally, they produced video tutorials to ensure the project will have an impact after its completion. Moreover, the Campaign and the GreenACT Movement will be launched in order to invite more young people to join the GreenACT schools.

## Design and Development of the TOOLBOX

The TOOLBOX includes the summarised results of the intellectual outputs IO1, IO2 and IO3. Moreover, it contains useful and practical information and ideas, useful for the on-field implementation of the GreenACT schools. It aims to offer concrete and practical help to NGOs, NPOs, schools, clubs or any other type of educational institutions and associations that would decide to implement such mobility. Overall, this document presents a step-by-step implementation guide for partners and other organisations to have, which will ensure high-quality provision and monitoring of the learning provision.

The TOOLBOX provides

- Guidelines and practical tips for the implementation, monitoring and evaluation of the GreenACT Schools
- Necessary preparation, monitoring and evaluation templates
- A complete social media campaign plan
- Good examples and practices from similar projects










## Guidelines for the implementation, monitoring and evaluation of the GreenACT Toolbox

The proposed guidelines and templates on how to implement, monitor and evaluate the Toolbox are presented in the following sections.





In particular, the implementation of the GreenACT Schools can take various forms, depending on specific organisational aspects and contextual needs of each educational institution in each country.

### *Templates needed for the implementation and monitoring of the GreenACT Toolbox*

-  Invitation letter
-  Registration Form
-  Parental Consent and registration Form
-  Parental Consent for taking Photos Form
-  Participation List
-  Weekly Schedule
-  Project Activities Report

The registration and consent forms should be filled in before beginning the implementation, while the last 3 templates should be updated during the implementation process for monitoring purposes. The Parental Consent and registration form is needed for participants, who will still be under 18 by the starting date of the programme. In addition to the templates mentioned above, the toolbox provides the evaluation forms that should be used for the assessment of the programme implementation along with a Toolbox evaluation of the implementation guide.

### *Templates for the evaluation of the GreenACT Toolbox implementation*

-  Youth workers evaluation form
-  Young people evaluation form
-  Project Activity report
-  Toolbox Evaluation of implementation guide

The evaluation tools are quantitative ones with some embedded qualitative questions. There are two versions developed- one for young people and one for youth workers. In particular,



the evaluation questionnaires consist of 8-9 statements of agreement on a 1-5 scale, offering also the opportunity for qualitative feedback on questions marked lower than 3. The evaluation questionnaires are to be filled in by the participants after the completion of the implementation. Besides the aforementioned forms, the overall evaluation can be supplemented by the input of participants (in social media, in person, and throughout evaluation activities) after they have completed the program.

#### *Social media campaign*

GreenAct project purpose: enhance ENVIRONMENTAL EDUCATION and AWARENESS of YOUNG PEOPLE through the organisation of GREENACT SCHOOL PROGRAMME to familiarise young people with the idea of environmental citizenship, based on the fact that the future depends on each and one of us by acting responsibly and positively towards our environment and developing sustainable solutions for addressing environmental challenges.

Purpose of the website: The GreenACT project aims to cultivate young people's 16-25 years old interest in environmental issues, and a caring attitude towards the environment demonstrated by organised actions in their countries for promoting the need to save energy resources, reduce waste, compensate carbon footprint emissions, choose sustainable food and mobility choices, etc.

The purpose of the campaign: create an engaging and interesting image, encouraging youngsters to take interest in GREENACT SCHOOLS.

#### *Planned campaign results*

- Gained attention to the GreenAct schools
- Increased number of applications to participate in GreenAct schools
- Gained following on social media
- Increased interest in social networks posts

#### *Channels*

- Website
  - <https://greenactproject.eu/>
- Visual local communication
  - Posters/ flyers designed to promote GreenAct schools
- Social media channels
  - Facebook



- interested parties Facebook pages
  - Organisers Facebook page
  - Posts for various groups for youth, sustainability, etc.
- Instagram
  - Interested parties Instagram pages
  - Organisers Instagram page
  - Posts that can be shared by others to promote the project
- Tik Tok
- Email

#### *Tools needed to complete the campaign*

- Social media accounts
- Canva, to create content/ other source for content creation
- Camera, if taken photos or videos are needed
- CapCut/ other app to create videos
- Drive to store the content
- Tool to create an appealing form for those who are interested in participating
- Stock images if needed
- The list of trending hashtags that can be used to attract the attention of users
- Creativity and patience

#### *Target audience*

- Youth between ages 16-25
- Youth centres, schools and other related organisations

#### *Website*

Create a subpage or page column dedicated to GREENACT SCHOOLS. Explain the purpose and all the necessary information about this part of the Green Act project. Link to the participation form.

Make a subpage/ column attractive and appealing for readers' eyes. The description of the schools should be not too long, with a visual, which should reflect the text.



### *Visual communication. Flyers/posters*

Think about the best places to promote the project directly to communities. It might be youth centres, schools, local coffee shops, stores, cinemas, etc. Those places should be often visited by the target audience.

Don't forget the places whose purpose is to promote sustainability itself. It might be sustainable shops, cafes, events, communities, etc.

The poster/ flyer should grab the attention and encourage reaction and action. Don't be afraid to be daring and start with a bold sentence. Don't be afraid to use quotes, sentences that could inspire other people and be interesting for them. Provide exact dates of the "GreenAct school" events, aims and contacts where people can follow and see the project and get more insight about it (social media, email, etc). Also, You can add some small stickers with the same design as the posters or flyers for people to take. Don't forget to be trendy and think outside of the box about what the visual material should look like. Maybe it could be a 3D installation, a collection of photos that would encourage people to take action against environmental issues and join the "GreenAct schools".

The purpose of these materials is to get noticed locally by local youth, who would like to take part in the project's activities.

### *Social media. Facebook.*

There are various types of posts that could be used in a channel like Facebook to grab the attention of youth.

Posts: Like the flyers/ posters - the post should be entertaining, engaging and attention-grabbing. Don't overwhelm the audience with a lot of text, use less words to describe things, be more direct. Focus on trendy attention grabbing unique visuals. Create themes for all posts and topics.

For example: what is the Green Act project? What are "GreenAct Schools"? The aims of GreenAct schools, dates, etc. Don't forget to add some general content, for example, 3 tips on how to be more sustainable today; 5 ideas for Halloween decorations that are environmentally responsible, some facts about sustainability, examples of activities that "GreenAct Schools" include, day count for the "GreenAct Schools" and etc.

Facebook stories: Don't overwhelm the audience with a lot of text or complex visuals. Stories are a quick way to share something, so be mindful and think about the content that could be used to expand the understanding of what is "GreenAct schools". You can use stories to count days, share useful information (like updates, useful links, etc) to draw attention.



Of course, you can use videos for posts or stories, just don't make them too long and boring for the young audience.

Have a specific tone in mind when writing posts for social media, most likely it will be a more simple, playful and youthful tone used in your posts or stories, that could be engaging for the audience.

Prepare the materials/ guides for interested parties to use, to promote the "GreenAct Schools", think about the promotion not as a way to push information, but create shareable content that would attract the attention of youngsters.

#### *Social media. Instagram.*

On Instagram there are even more types of content that could be shared - posts, stories, reels, videos, etc.

Instagram posts: Posts should be entertaining, engaging and attention-grabbing. Don't overwhelm the audience with a lot of text, use less words to describe things, be more direct. Focus on trendy attention grabbing unique visuals. Create themes for all posts and topics.

Instagram is like a gallery, people can see a grid of past records, so be mindful about it, think of the same aesthetic and try to keep up with it (look into the provided grind of posts that could be inspirational for arranging and planning posts on this social media).

Be aware, that links you put in Instagram posts are inactive, people need to copy and paste them, but some of the people forget to do it, so probably add useful links to your stories or bio.

Instagram Stories: Instagram stories can be useful to share the posts and get more engagement on them. As it was mentioned, it can be used as a link-sharing tool for forms, websites, articles and other materials.

You can use it as a tool to talk and get to know your audience because voting and participating in small quizzes are very easy and engaging. Just ask your audience a question and provide a window to answer it or add some existing options for the answer.

You can ask whatever is related to the topic: how many of your followers are interested in sustainability, what topics should be covered in GreenAct schools, have your audience participated in sustainability aiming activities, "true or false", "2 truths and 1 lie", "debunking myths" and other popular "games - quizzes" that could be easy and get the involvement with the audience.

Of course, think about the same aesthetic, relevant topics, don't be afraid to post a lot and be active to encourage your audience to be involved.





Instagram Reels: To create a good reel, you need to have relatable content, a great idea or extraordinary approach to trending types of videos.

Don't forget that the majority of successful and most engaged videos are using trending sounds.

To find trending sounds and trends, you can spend some time getting to know the popular profiles in the field of sustainability, environmental issues, etc.

Or check the accounts named below:

@creators - to find weekly reels trends report and what videos are gaining the most attention.

Prepare the materials/ guides for interested parties to use, to promote the "GreenAct Schools", think about the promotion not as a way to push information, but create shareable content that would attract the attention of youngsters naturally.

#### *Social media. TikTok*

Tik Tok is one of the most used apps by young people. Videos on the app easily grab attention, and if the video is not that interesting for a person, they might scroll away easily. It's easy to like, share, comment and create videos, so many young people are using the app to express their creativity, take part in trends or just watch the videos in their feeds.

Visit Tik-tok Creative Center to find out what is trending in the exact country : videos, sounds, creators and hashtags. You can find out what is trending the past week/ past month.

Try the trends that could lead people to check "GreenAct school", link other social media channels on tiktok and try to cross promote the project through them.

#### *Email*

This tool will be used to create email letters for youth organisations, schools, centres, etc.

Think about engaging letters and engaging content in them. Suggest participating in the project, explore the benefits of "GreenAct schools" and why this would be a great opportunity for the youth.

Be professional, direct and able to respond or willing to send a few letters regarding the "GreenAct Schools".

#### *Final thoughts.*

- Be creative and daring with communication, because good communication almost always requires action from people who see the communication.



- Be smart and plan a lot of the content. The easiest way to do it is on Canva. When you open the app, select social media, and then “quick create the collection”. You can select the needed options for content and then create a few different formats that could be used for Instagram posts, Stories, Facebook posts, etc.
- Look for trends and think about how you can participate in them
- Expand the information, talk about the general information about sustainability and implement the “GreenAct schools” project part. Broaden the worldview of the audience and get them to participate.
- Experiment and see what fits best.

*Posting schedule*

We added a plan that could be used as an example to create and post content.

	Ig post	Ig story	Fb post	Fb story	Tik Tok video	Email
Monday	Post about “what is GreenAct schools”	-	Post about “what is GreenAct schools”	-	-	Invitation to participate
Tuesday	A few facts about environmental issues	Quiz “2 truths and a lie”	A few facts about environmental issues	-	Video: have you ever thought that our earth faces these issues?	-
Wednesday	-	Share useful links	Share useful links	Share useful links	-	-



Thursday	Short video about the activities in GreenAct schools	Share the video on story	Short video about the activities in GreenAct schools	Share the video on story	Short video about the activities in GreenAct schools	Follow up invitations for those who have not responded
Friday	Ways to be environmentally aware in everyday life	Share the post and ask what has the audience tried	Ways to be environmentally aware in everyday life	Share the post	-	-
Saturday	DIY's to be sustainable	Share the post about DIY;  Ask to tag them with audiences sustainable DIY posts	DIY's to be sustainable; ask to add their opinion about the DIY and what DIY they have done to stay sustainable	Share the post	Tutorial/idea about a DIY	-
Sunday	Share the day count until the GreenAct schools	Share post	Share the day count until the GreenAct schools	Share post	Share the day count	-



## Team building and ice-breaking activities

### 1. *Back of the Napkin*

The idea of this activity is to have teams that will work together in finding creative solutions to some problems..... In the back of the napkin!

Number of participants of every team: 3-4

Duration: 10-20 minutes

Objective: Encourage innovative thinking and collaboration

How to play

1. Come up with a bunch of open-ended problems. These could be related to your school, an imaginary product, an environmental problem, etc.
2. Create teams of 3 to 4 players out of all participants. These should ideally be people who have never interacted or collaborated.
3. Give a folded napkin and a pen to each team.
4. Request that the teams create a flow chart, sketch, or graph to represent their solution to the issue. Select the best option after evaluating each one.

Optional: Offer prizes to the best solution

Strategy

So many brilliant product and company ideas were initially conceived on the "back of the napkin." This straightforward team-building activity imitates this little canvas, offering participants something enjoyable to do while encouraging collaboration and creative thinking.

### 2. *Truth and Lies*

This is a simple activity that encourages communication. Everyone should say four statements, out of which one must be a lie. The rest of the team will guess the lie!

Duration: 30 minutes

Objective: Break the ice and get people involved

How to play

1. Ask the players to sit in a circle.



2. Each player has to think up three truths and one lie about themselves.
3. Each player then stands up in the centre of the circle and says four statements about himself (three truths, one lie).
4. The rest of the group has to guess which of the statements is true, which one is a lie.
5. The process repeats for all other players.

### Strategy

This game has no aspect of competition. Instead, it aims to encourage communication and deeper interpersonal understanding. Players may also make outrageously funny remarks when given the chance to lie, which uplifts the mood of the team.

### 3. *The order*

The idea of the activity to help participants find alternative ways of communication.

Number of participants: at least 6

Duration: 15 minutes

Objective: Help participant to remember the names and to facilitate participants' interaction

### How to play

1. Ask the players to make a straight line. The game has to be played in silent, participants have to find "alternative ways" to communicate and when they have to move from their position,
2. The first task is to create a line starting from the darkest eye colour to the lightest. When the group thinks they have finished, they have to raise their arms. The facilitator will pass among the line and will check the alphabetic order, declaring if the task was accomplished or if there are mistakes.
3. Ask participants to create the alphabetic order of the team' names, from A to Z. When the group thinks they have finished, they have to raise their arms. The facilitator will pass among the line and will check the alphabetic order, declaring if the task was accomplished or if there are mistakes.
4. The third task is to create the birthday order (day/month) of the team from the 1st of January to the 31st of December. When the group thinks they have finished, they have to raise their arms. The facilitator will then pass among the line and will check the birth's date order, declaring if the task was accomplished or if there are mistakes.

Optional: You can split the participants in two groups to add some healthy competition.

### Strategy



The activity encourages the interaction between the participants and let you understand that sometimes there is no need for words to discover things about each other!

#### 4. *Chair game*

The idea of the activity is to help participants to communicate and find their own rhythm in a fun way.

Number of participants: 10-25, more players, more complicated it gets

Duration: 15 minutes

Objective: Helping participants to work together in team

How to play

1. Ask the players to make a circle with a chair in the inner circle and the player on the outer circle. The chair should face inside and every participant should have a chair.
2. Explain that participants have to put one hand on the chair and lean the chair forward.
3. After the signal of the facilitator, the participants have to start moving in an indicated direction (left or right), moving forward, passing from one chair to another. The chairs cannot fall at any given moment.
4. First, let the participants try, and if they do not succeed, give them a couple of minutes to discuss the strategy.
5. The game finishes, once participants are able to complete the whole circle without any chairs falling.

Strategy

In this game it is important to find a rhythm so all members of the group can move at the same time. It can be a good idea to choose a leader who is giving the sound signal.

#### 5. *Electric fence*

This team building exercise requires players to move about as they build an imaginary electric fence. They have to support each other and try to cross it without touching it and getting “electrocuted”!

Number of participants: 5 to 12 in each team

Duration: 10 to 20 minutes

Objective: Greater understanding between group members



How to play

1. Set up a “fence”. The fence can be represented by a rope or a shoe string tied between two objects. It should be about waist high. Players can’t go under it, this is not limbo dancing!
2. Explain that participants have to go over the “fence”. They must also be touching a teammate with at least one hand at all times.
3. The game is over once all members of the group pass the “fence” without touching it.

Strategy

This activity requires quick brainstorming, problem-solving and negotiating other ideas. Make sure that people who are uncomfortable with physical contact have an option to not participate but still feel involved in the brainstorming part.

Name of the activity	Type	Description	Outdoors/Indoors
Princesses and castles	Ice-breaking		Both, but it requires space
Ninja	Ice-breaking	<p>The first person starting the game points to another one and says “Hi”; that second person raises their arms and says “Ha”; both people aside make a movement with both arms straight towards the belly of the person in between and say “Hu”.</p> <p>The game continues with the person “hit” (second person), pointing to another person in the circle, which could be the same one that pointed at her/him or one of the people aside.</p> <p>Whenever someone misses the move, doesn’t say the correct word at the same time or is too slow reacting to a move is out of the round.</p>	Both, but better outside. Requires some space.
Statue Game	Ice-breaking	<p>Invite the group to walk freely around. Everyone can stop and make a statue position. The remaining participants have to figure out which person started the statue first (when more than one person stops at the same time) and then copy the position. After the majority of the people have done it, they return walking until the next person stops with another statue position.</p>	Both.



<p>Killer Winker</p>	<p>Ice-breaking</p>	<p>The group walks randomly making constant eye contact. The facilitator walks among the group and in each round chooses secretly a “killer winker”. That person will walk like anybody else, but every time she/he winks at another person in their eye contact, that person plays dead (keeps walking in a zombie way). The goal is for the group to figure out as soon as possible who is the killer among them, otherwise, they will be dead quickly.</p>	<p>Both.</p>
<p>Group Statues</p>	<p>Ice-breaking</p>	<p>The participants walk freely in the room/area. The facilitator or a volunteer (for each round a different one) calls out a word and the whole group has to perform a group statue describing or related to that word. They must do it without talking. Examples of words: name of a famous movie, football, hiking, music band, etc.</p>	<p>Both.</p>
<p>Guess the leader</p>	<p>Ice-breaking</p>	<p>The participants gather in a circle and one volunteer goes to the middle. The facilitator takes the volunteer a few meters aside. The group (can be decided at the moment) chooses 1 person from the circle to start some movements that everyone has to repeat. After a few seconds, the volunteer comes back and goes to the middle of the circle and the others start making the movements following the person chosen for that round to initiate them. When the person that is initiating the moves gets caught by the volunteer, becomes the next one guessing.</p>	<p>Both. Ideally with music to make it easier to create movements.</p>
<p>The wind blows to...</p>	<p>Ice-breaking</p>	<p>The facilitator starts each round by saying: “The wind blows to those who...” It can be whatever the facilitator sees suiting that group and moment. For example, the colour of a t-shirt, the type of shoes, the colour of hair, a particular like, etc. Whenever the participants fit in that characteristic, they should change their places.</p>	<p>Both.</p>





<p>Counting until 40</p>	<p>Ice-breaking</p>	<p>Gather the group and leave some space for them to walk freely around. They are not allowed to speak throughout the game and cannot create any strategy. The only thing they can say is a number. You can decide whether include the zero or not. The goal is to say the numbers one by one until 40 never by more than 1 person. If more than one person says the same number, they have to start from the beginning.</p>	<p>Both.</p>
<p>Running Free</p>	<p>Team-building</p>	<p>Invite people to create pairs or do it yourself through a quick selection (1,2 or look at your right/left). Once in pairs, one person puts the blindfold and holds hands with the partner. Ask the guiding person to take the other person on a : Slow walk (2 min); Normal-paced walk (2 min); Fast walk (2 min); Jog (30 sec); Run (15 sec); Fast run (15 sec) - optional Give time for them to rest and relax, swap over roles and start all over. Here, you can opt in by creating new pairs.</p>	<p>Outdoors. Blindfolded game.</p>
<p>Stand up in pairs</p>	<p>Team-building</p>	<p>Gather the group and invite them to face the person on their right (or left). Once in pairs, they should sit on the ground back-to-back and enlase their arms. Then, they should try to stand up together. Leave some time for trying. Then, let them reflect for a few moments on their process and let them repeat it one more time. A possible update is to play the game blindfolded.</p>	<p>Both. But requires some space.</p>
<p>Minefield</p>	<p>Team-building</p>	<p>Team building in pairs or groups of three, where one person is blindfolded and has to cross a “minefield” while being guided by the other. The blindfolded person is crossing the field and cannot see or talk. The other(s) can see and talk, but cannot touch the person nor enter the field.</p>	<p>Both, but better outside. Requires some space, depending on how many groups are needed.</p>



		<p>The pairs/groups have 2-3 minutes to plan their communication.</p> <p>During the trial, they are allowed to swap over and have several attempts, until they are satisfied and able to perform the activity. Then, only one can make it and will have time to finish it (10-15 minutes). The facilitators should decide on the penalties for hitting a “mine”. It could be: 1) Restart the crossing; 2) Time penalty (1-2mins); 3) Count of hits.</p> <p>The field obstacles (mines) can be created with furniture, chairs or any other suitable item, or trees, rocks, etc. if outdoors. In the alternative, the field can be drawn on the ground and the “mines” marked in specific squares.</p>	
Blindfolded Train	Team-building	<p>Make groups of 4 to 8 people. Each group needs a volunteer to be the leading person and another to be the guiding person in the back. Then, they must create a line one after another with hands on the shoulders of the person in front.</p> <p>All the members in the line must be blindfolded, except the last one that is gonna guide the group. This person is responsible for giving directions to the leader throughout the whole group with shoulder taps and without speaking. If the guiding person wants the group to turn left, he/she has to touch the left shoulder of the person in front and that signal has to arrive to the leader in time to turn.</p> <p>Each person should have the opportunity to be in both leading and guiding positions. So make sure you control the time in order to do so.</p>	Outdoors. Spacy area and free of hazards.
ME, MYSELF AND I	Team-building	<p>The participants will receive a piece of paper, and on this paper they have to draw something that is presenting them. They can even cut something out of newspaper.</p> <p>You can make envelopes out of this and then you can hang them on rope and then participants can write notes to each other.</p>	Both



Sketch Drawing	Team-building	<p>Participants are divided in two lines looking at each other. We ask them to sit down. Left line gets the role of models and the right line the role of artists. Everybody in the right line gets a paper and something to write (it is better if each has a different colour).</p> <p>They start to draw the person sitting next to them in the left line. On certain signals (stop, go on...) they move to the next person and continue to draw them. The paper stays in the same place, so in the end we get a portrait made by many artists. After that we change roles so the left line is making sketches and the right line is a model.</p>	Both
Toilet Paper	Team-building	<p>The participants will receive a roll of toilet paper. They are asked to take as many pieces of toilet paper as they want. When they all have some papers they are asked to tell as many characteristics about themselves as how many toilet papers they took.</p> <p>We can also ask them to make sentences, so the game gets longer.</p>	Both
Winking Game	Ice-breaking	<p>Half of the group sits (9 participants) in chairs and the other half are standing with their arms down (10 participants). The person who is standing behind the empty chair becomes the "seducer". He/she has to try to seduce one of the sitting participants, to come to sit on his chair, but not with words, with winking. If the sitting person is winked at, she/he must try to jump out of his/her chair before the one behind him grabs her/him. If they escape, they take up the seducer's empty chair and the person who is alone winks. If a person is caught, he/she must go back to the chair and the seducer must wink to someone else.</p>	Both

Curtain	Team-building	<p>The participants have to form two groups. The groups have to face each other. In the middle two participants are holding a curtain. Each of the two groups has to pick someone from inside the group and he/she has to go in front of the curtain. Then the curtain falls and those two, who are looking at each other, have to say the name of the other. The one which is faster wins and the other must go back to his group.</p>	Both
Speed dating	Team-building	<p>The big group will be split in two equal circles. One circle will be in the middle of the other circle and the persons from the inside circle will face the person from the outside circle. The facilitator will give a time and a subject to be discussed in two minutes. After 2 minutes the participants will need to change the position according to the facilitator's explanation.</p> <p>What are you excited or passionate about?          What organisation/institution do you represent here?          What is something that people often assume or think about you, but it is not actually true?          Share something you are proud of, or what people usually appreciate about you.          What would you like to reach in life?          What is your favourite book or movie or artist?</p>	Both
Mission Impossible	Team-building	<p>The participants will have 60 minutes to accomplish 20 tasks together. Examples of the tasks:</p> <ol style="list-style-type: none"> <li>1. Create two different ways to demonstrate that you know each other's names. Perform this in front of the trainer.</li> <li>2. Organise yourselves in a line according to your birthdays, according to the months in the year, starting January 1st on the one end and December 31th on the other end (only day and</li> </ol>	Both



		<p>month). Do it in front of the trainer.</p> <ol style="list-style-type: none"> <li>3. Create a sign for the GreenACT project and hang it at the entrance of the training room.</li> <li>4. Find the objectives of the meeting (hidden around the training room) and present them in a creative way.</li> <li>5. The entire group learns to sing a song. Sing it in front of the trainer.</li> </ol>	
<p>Build a Robot!</p>	<p>Team-building</p>	<p>The group is divided into 3 teams. Each team receives a set of materials (sheets, string, scotch tape, scissors, marker, etc.). Facilitators give instructions in three steps: Participants are given the task of building a functional robot together, standing for a selfie. Each team will work separately:</p> <ul style="list-style-type: none"> <li>1 team makes the head and neck</li> <li>1 team makes the body of the robot</li> <li>1 team makes the legs</li> </ul> <p>But what part of the robot they choose to do is up to them. In the first 10 minutes they will work separately in spaces where they cannot be seen, and along the way they will receive more rules</p> <p>After 10 minutes, each team receives 4 post-it notes with the mention that they can write a question to each team. Facilitators will ask questions between teams, participants will tell you who to send the question to. After receiving questions, they will use the other post-it to answer. Likewise, you pass the posts that they mention to you.</p> <p>After working for about 2-3 minutes, another rule is introduced. They choose a representative to travel between teams. The three people will meet for 2 minutes and discuss the final strategy on how to assemble the pieces, then return to the group and have another 3 minutes. to make changes.</p> <p>All the teams come back and assemble the robot, the last adjustments are made and</p>	<p>Both</p>



		the picture is taken with the robot.	
Bingo	Ice-breaking	<p>Participants will be given a "bingo ticket" and they will be walking around the room in a random manner. They will have to stop when the facilitator claps their hands and talk to the people around them to try to find someone who fits one or more of the categories on their list, then write their name on the list. When they have found someone for each of the 15 categories, the participants can sit down on a chair. The game continues until 3 participants have sat down, or after 20 minutes, whichever is first.</p> <p><a href="https://docs.google.com/document/d/IVbegwHCY1xKQnCN0SZ-DfuzGjlm1UTP7m5P3FkK6RtQ/edit">https://docs.google.com/document/d/IVbegwHCY1xKQnCN0SZ-DfuzGjlm1UTP7m5P3FkK6RtQ/edit</a></p>	Both
Paperclip challenge		<p>The big group of participants will be split into 5 small groups. Each group will receive a paperclip and the challenge is to go in the city and to speak with the locals and to trade a paperclip for something more valuable, which in turn has to be exchanged for another object.</p>	Outdoors.



## Sustainability Strategy

### *Aim of Sustainability Strategy:*

Through this strategy, the consortium wants to assure a long lasting future effect of the GreenACT project and a better valuation of the results after the end of the financing.

### Projects' results:

The project's results that are directly connected to the Sustainability Strategy are:

- The e-DATA BANK (tools, resources: articles, good practices from other E+ projects, training opportunities)
- The EDUCATIONAL PACK based on the EU GREEN DEAL Initiative
- The ECO-CITIES AUDIT Tool for promoting the development of sustainable cities
- The VIDEO-TUTORIALS
- The e-MOVEMENT for the youth workers and young people where they can continue to exchange ideas and coordinating their environmental initiatives
- The GREENACT TOOLBOX with templates and guidelines for implementing the programme in schools, youth organisations and other educational centres

In order to achieve this sustainability strategy the consortium decided upon the following of the next steps:

#### 1. Sustainability of the partnership:

- The consortium is very keen on developing further projects and initiatives and exploring the possibilities of transferring the action's results into other sectors with similar characteristics.
- Based on the duality of the results' purposes, the partners will get to be involved in the creation of other projects with different core ideas, however, aligned with each partner's development strategy.
- Ensure synergies between the project and local, national and European policy and create an informal network of partners who can mainstream and multiply the results of the project, sustaining the results of the project beyond its lifetime. This network will be assessed at the beginning of the project and will be developed throughout the whole life cycle.
- The extended partners' networks, which consist of more than 5000 organisations and individuals, the vast majority of which are involved in the fields related to the project's content.

#### 2. Sustainability of the project results:

- The ongoing promotion of the results of the GreenACT toolbox and the idea of establishing GREENACT SCHOOL PROGRAMME as an activity for high school students, the EDUCATIONAL PACK to Vocational Education Training



Institutions, Civil Society Organizations, NGOs which are active in raising environmental actions. By this we will ensure that more and more people will have access.

- Making sure of a better exploitation of the toolbox's results by integrating it in the instruments used by the partners for their own entities. In this way we ensure that the instruments developed will be further used and promoted in future activities.
- The consortium will ensure that the project's platform will still remain usable and free of charge on the internet for all users even after the end of the project. In this way, the teachers, trainers or whoever wants to use it will still have access to all the materials.
- Each partner of the consortium after the end of the project will organise meetings and INFO DAYS coordinated by the members of the GREENACT MOVEMENT.

### 3. Financial sustainability

- New ways to attract different types of European financing. Taking into consideration that the consortium wants to create and develop new projects based on the already existing results of the GreenACT project.
- Own sources of funding to maintain the GreenACT project's website.

### 4. Transferability of the results:

- It will be done through the implementation of the GreenACT School. Through this, schools from all the partner countries had the chance to test the instruments and eventually to use and introduce them in their own activities.
- The free access on the platform ensures a better and easier transferability
- By organising the Multiplier Events the participants will be directly exposed to the project's results, thus offering them the chance to get in contact with them and perhaps use them in the future.

## Implementation of the toolbox

Overall, as part of IO4, each partner country (based on organisation's size, expertise etc.) involved a number of students and teachers during face-to-face learning opportunities for a period of 3 weeks between September and November to set up the GreenACT SCHOOL, create the synergy and teach at least 1 Module. The duration is approximately 40 hours based on blended learning activities (F2F and on-line). Generally, the implementation of the Tool Kit takes various forms (e.g. intensive GreenAct school, after-school activities) depending on the context of each partner country and organisation. Within this framework, following the necessary actions in line with the specific strategy designed, as described in detail before, the





actual GreenACT SCHOOL TOOL KIT piloting implementation was carried out by each partner organisation, as analytically delineated below.

The following activities took place:

1. 20 hours workshops organised using Non - formal education activities utilising the EDUCATIONAL PACK-IO2 and the PLATFORM-IO3.
2. 20 hours' outdoor activities: Following the indoor workshops, partners used the learning by doing approach, during which young people will pilot test the ECO-CITIES AUDIT TOOL and develop the ROADMAP towards SUSTAINABLE CITIES, participated in organised visits in waste management companies and planting trees events, beach and parks clean-ups, and recycling/upcycling workshops for the development of the VIDEO-TUTORIALS.

#### Piloting Participants' Characteristics

The participant characteristics per each partner organisation related to the type/size of institutions/schools, the participants' number, the subjects taught, the students' classes/age, the special characteristics of the participating schools, the number of badges obtained and their overall student success are analytically presented below:

#### *BULGARIA*

Association WalkTogether organised the pilot testing internally with students from Vocational High School for Transport "Gotse Delchev" and Vocational High School "Asen Zlatarov", based in the city of Plovdiv. Both schools involved their teachers and students, as well as, the facilities and tools required for the implementation of the activities of the project. Youth workers from Association WalkTogether performed a selection of students aged 16 - 18 years old and formed a group of 20 youths highly interested in the topic, motivated to participate in green activities and willing to continue the green act movement in the future. The vast majority of students were eighth graders, ninth graders and tenth graders. Interestingly enough, almost an equal number of boys and girls participated in the recruitment. What is also noteworthy is that both multicultural students participated in the pilot groups, expressing heightened interest and enhanced motivation. To ensure the high quality of the pilot test, moreover, in the GreenACT SCHOOL took part 4 teachers (2 experts in ecology and environment and 2 assistant teachers from both schools).

Overall, GreenACT SCHOOL piloting has been met with great success by all students and their teachers in all piloting schools.



## ROMANIA

D.G.T. Association organised the GreenACT School with young people from grade IX and X from Virgil Madgearu Economic College, Bucharest. This college is one of the biggest Colleges in Bucharest and the most famous one. More than 40 young people took part in the indoor and outdoor activities. The target group was provided by the two participants from the LTTA in Slovenia (Camelia and Cristina). They are teachers in this school and they are very involved in the environmental protection project. Together with them, we decided to involve all the young people from grade IX and X that showed interest in this topic.

The indoor activities were implemented by Cristina and Camelia, in the college and the outdoor activity in Snagov (near Bucharest) on 26th of November 2022. 42 young people and 8 adults were involved in the planting of over 200 oak trees. This activity was implemented with the help of the Snagov Forestry Department. 4 rangers and 2 staff members taught us how to properly plant oak trees.

For many participants, it was the first time they planted a tree. In conclusion, the GreenACT school had a big impact on our participants. They are willing to continue to be involved in activities that have the aim to protect the environment.

## LITHUANIA

39 young people from small Lithuanian towns - Marijampolė and Kazlų Rūda - participated in GreenACT activities from November 10-24. Schools whose students participated in GREENACT activities should be mentioned: Kazys Grinius Gymnasium in Kazlų Rūda and Mokolų Pro-Gymnasium in Marijampolė, as well as the opportunities and experience of working with schoolchildren helped to ensure successful implementation by the Marijampolė Meilės Lukšienė Education Center and the Marijampolė Student Creative Center. The most common age of the participants was 17 years, but there were a few exceptions due to 14-year-old schoolchildren and two university students aged 20-21. A quarter of the participants were boys, the rest were girls.

Most of the activities were implemented by social worker Indrė Apuokienė, who has many years of experience in working with young people. Taking into account the great interest of young people in environmental and ecological topics, the participants were allowed to initiate additional creative activities, although the majority of activities consisted of the results created during the GreenACT project and their piloting. In addition to classroom activities, a lot of attention was paid to outdoor activities, and social networks were also used to implement some initiatives.



## CYPRUS

Emphasys Centre has organised a series of workshops with young people from the age of 18 – 25 years old. The workshops organised as part of the pilot phase of the GREENACT project's Intellectual Outputs, took place with at least 12 young people each time. Some workshops were held at Emphasys Centre premises, whereas some were in the field (as part of the outdoor activities) and one at a youth centre. The background of the young people who participated in the pilot phase was diverse and related to the project objectives. Some of the participants are currently in Class 7 (last year) of a private high school and they show a big interest in green entrepreneurship and the mitigation of climate change. Other participants run their own start-up, which is a sustainable and ethical clothing brand, where old clothes are recycled and remade. Other than a participant who is a marine biologist, the rest of the participants are part of a youth community that takes action into saving the environment locally and nationally. Together with the participants, two biology teachers, one of whom specialised in biodiversity conservation, as well as other two youth workers with a background in sustainable design and green entrepreneurship attended the workshops.

## SLOVENIA

Društvo Bodi svetloba organised a series of Green School activities with OS Livada students; both indoor and outdoor activities. Indoor activities were organised in classrooms with various classes while outdoor activities were organised on school premises outdoors or elsewhere outside the school. Students participated in activities such as undertaking humanitarian activities (collecting things for animal shelter), monitoring sustainable ways of transport to school such as walking, cycling or using bus, setting up a new organic school garden for which Društvo Bodi svetloba donated money and bought organic soil and seedlings, visiting Botanical Gardens in Ljubljana to observe the impact of the climate change in conversation with experts there, exploring and experiencing what mindfulness principles are and getting to know more about European international development cooperation through the principles of Official Development Assistance which is very relevant topic in the European policies. Especially the topic of organic school gardening as a way to contribute to climate change mitigation and food security in the local context, has been seen as an important way of making young people interested in green topics and also how to make a school more green-oriented. Two teachers, Kristine and Natalija, have been especially keen in these activities implemented together with Robin from Bodi Svetloba.

## Piloting Methodology



On the basis of the external dominant conditions and the contextual ones in operation in each partner organisation, the piloting implementation adopted diverse forms and the participating students were offered blended learning opportunities (F2F learning activities). The methodology adopted, along with the specific relevant information per each partner are analytically presented below:

#### *BULGARIA*

The piloting implementation took place at the school premises during the afternoon hours, outside the school hours. The sessions were organised face-to-face. Lessons started the first week of October and lasted for 2 weeks.

The workshops followed a form of non-formal methodological activities which were in the context of presentations, debates, study visits, group work and others, utilising the training material and teaching guidelines of the IO2 – EDUCATIONAL PACK. Since both schools have experience in green projects and building activities with teachers and students, they chose to combine methods from Module 1, Module 2, Modul 3, and Module 5 in their activities schedule.

#### *ROMANIA*

The implementation of the GreenACT School took place in Virgil Madgearu College (indoor activities) and in Snagov Forest (outdoor activity). The all strategy of the methodology was building on the RESPECT concept (RESPECT for yourself, RESPECT for the other and RESPECT for the environment).

All the indoor workshops took place between 01st of November - 30th of November 2022 and they were implemented in Virgil Magearu Economic College by Cristina and Camelia. A combination of information and activities from all modules were presented to students with the aim to teach the young people to adopt new and small habits, in order to RESPECT themselves, RESPECT for the other and RESPECT for the environment.

#### *LITHUANIA*

Most of the activities took place in school premises, apart from study visits outside them and several activities promoting an active and environmentally friendly lifestyle, which took place in nature, and one initiative was also online. During piloting, the GreenACT IO2 topics that received the most attention were Module 4 - Green Act movement, Module 5 - Environmental Policies and Module 6 - Climate change. Through the selected activities and topics, the aim was to encourage young people to reflect on the environment around them and to



understand how it can be protected through different methods. Such methods as group work, discussions, presentations, study visits, sports activities, brainstorming and others were used. The idea, which was primarily tried to be conveyed during the school, is that each person's activity is significant. Through a personal prism, students were encouraged to avoid habits that harm the environment and to pay more attention to environmentally friendly activities, which, as confirmed during active sessions, have benefits for the individual as well.

#### *CYPRUS*

The piloting implementation took place at Emphasys premises, a youth centre, a botanical garden, a linear park and partially in the field, as part of the outdoor activities implementation. The pilot phase was held in different workshops that started in September and finished in November.

The lesson plans, presentation, as well as the Handbook for youth workers developed as part of IO2 of the GREENACT project, were utilised to perform both indoor and outdoor activities with the young people. Case studies, debates, study visits, and teamwork were also followed by the participants during the pilot phase to enhance the teaching materials and methodology.

#### *SLOVENIA*

Most of the activities took place at school premises, apart from collecting things for the animal shelter at home and taking them to the animal shelter and the study visit to the botanical garden.

During piloting, the Green Act IO2 activities that gained most favourable comments were activities connected with setting up the school organic garden as this will be something permanent and if necessary the school will expand it. The school organic garden will involve student work from various classes and therefore will contribute to the practical experience outdoors. Humanitarian activities such as collecting things for animal shelters will also improve students' empathy and activism in the long run as this school is also the most multicultural school in Slovenia. Students were also keen to explore new green topics which might have not been known to them before such as mindfulness and EU activities such as Green Deal and Official Development Assistance/International Development Cooperation. Activities also consisted of non-formal methods such as critical thinking, activism and out-of-the-box views. The lesson plans, Powerpoint presentation and hands-on practical activities were used to stimulate young people's participation in order to get a greener mindset in accordance with the principles and aims of IO2.



## Piloting Implementation Schedule

The piloting implementation schedule regarding each partner organisation in terms of time period, dates and hours of session is outlined below. Additionally, reference is made to any difficulties encountered in terms of time constraints and any modifications made.

### BULGARIA

Starting date: 20/9/2022 | End date: 11/10/2022.

#### Indoor Activities

Date	Duration	Timetable	Where
September 20th	Three teaching hours	14:00 - 17:00	In class
October 4th	Three teaching hours	14:00 - 17:00	In class
October 5th	Three teaching hours	14:00 - 17:00	In class
October 6th	Three teaching hours	14:00 – 17:00	In class
October 7th	Three teaching hours	14:00 - 17:00	In class
October 10th	Three teaching hours	14:00 - 17:00	In class
October 11th	Two teaching hours	14:30 - 16:30	In class

#### Outdoor Activities

Date	Duration	Timetable	Where
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September 21st	Four teaching hours	10:00 - 14:00	Outdoor
September 23rd	Three teaching hours	14:00 - 17:00	Outdoor
September 26th	Four teaching hours	13:30 - 17:30	Outdoor
September 27th	Three teaching hours	14:00 – 17:00	Outdoor
September 28th	Three teaching hours	14:00 – 17:00	Outdoor
September 30th	Three teaching hours	14:00 – 17:00	Outdoor

A total of 40 hours face to face sessions for 3 weeks, after school programs were implemented with students and youth workers from Vocational High School “Gotse Delchev”, Plovdiv and Vocational High School “Asen Zlatarov”, Plovdiv. For Bulgaria, the greatest challenge with the pilot activities was how students would at the same time manage to fulfil their schooling in parallel with the work in the project. After that, the teachers came to the conclusion that in the afternoons, after classes, the students can join the planned activities. Also, since the weather in September is still nice, they decided that the implementation will start first with the outdoor activities and then with the indoor activities.

#### ROMANIA

Starting date: 01st of November 2022 | End date: 30th of November 2022

#### Indoor Activities

Date	Duration	Timetable	Where
01st of November	4 hours	13:00 - 15:00	In class, after school's schedule

03rd of November	2,5 hours	13:00 - 15:00	In class, after school's schedule
08th of November	2,5 hours	13:00 - 15:00	In class, after school's schedule
10th of November	3,5 hours	13:00 - 15:00	In class, after school's schedule
15th of November	3,5 hours	13:00 - 15:00	In class, after school's schedule
18th of November	2,5 hours	13:00 - 15:00	In class, after school's schedule
22nd of November	2,5 hours	13:00 - 15:00	In class, after school's schedule
25th of November	3,5 hours	13:00 - 15:00	In class, after school's schedule
29th of November	3,5 hours	13:00 - 15:00	In class, after school's schedule

#### Outdoor Activities

Date	Duration	Timetable	Where
26th of November	12 hours	08:00 - 20:00	Outdoor activities (planting 200 oak trees, visiting protected area Snagov ( Natura 2000))

The total number of hours of the 9 workshops was 40 hours: 28 hours of indoor activities and 12 hours of outdoor activities. Cristina and Camelia from Virgil Madgearu College, were responsables for the indoor activities and Iuliana and Ilinca for the outdoor activities.

#### LITHUANIA

Starting date: 10<sup>th</sup> of November 2022 | End date: 24<sup>th</sup> of November 2022



## Indoor Activities

Date	Duration	Timetable	Where
10 <sup>th</sup> November	2 hours	17:00-19:00	In class
11 <sup>th</sup> November	2 hours	17:00-19:00	In class
12 <sup>th</sup> November	2 hours	17:00-19:00	In class
15 <sup>th</sup> November	2 hours	17:00-19:00	In class
16 <sup>th</sup> November	2 hours	17:00-19:00	In class
17 <sup>th</sup> November	2 hours	17:00-19:00	In class
18 <sup>th</sup> November	2 hours	17:00-19:00	In class
23 <sup>rd</sup> November	2 hours	15:00-17:00	In class
24 <sup>th</sup> November	2 hours	15:00-17:00	In class

## Outdoor Activities

Date	Duration	Timetable	Where
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11 <sup>th</sup> November	2 hours	19:00-21:00	In local parks
12 <sup>th</sup> November	8 hours	10:00-18:00	In climate museum and in nature parks
18 <sup>th</sup> November	2 hours	19:00-21:00	In local parks
19 <sup>th</sup> November	8 hours	10:00-18:00	In a local forest

One of the challenges was that the participants were from different schools, which meant trying to find a time that worked for everyone, which was already in the evening. Also, some of the previously planned outdoor activities had to be replaced by others due to unexpected changes in natural conditions and early sunsets.

#### CYPRUS

Starting date: 30/09/2022 | End date: 27/11/2022.

#### Indoor activities

Date	Duration	Timetable	Where
October 17th	Four teaching hours	09:00 - 13:00	In class
October 19th	Four teaching hours	09:00 - 13:00	In class
October 23rd	Four teaching hours	10:00 - 14:00	At the youth centre
October 24th	Four teaching hours	09:00 – 13:00	In class

October 25th	Four teaching hours	14:00 - 17:00	In class
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#### Outdoor Activities

Date	Duration	Timetable	Where
September 30th	Two teaching hours	08:00 - 10:00	Outdoor
October 19th	Eight teaching hours	09:00 - 17:00	Outdoor
October 28th	Eight teaching hours	09:00 - 17:00	Outdoor
November 27th	Two teaching hours	10:00 - 12:00	Outdoor

The face-to-face workshops lasted for a total of 40 hours, 20 hours of which were held indoors and the rest outdoors. The participants had the opportunity to learn not only about global environmental issues but also about local ones. The pilot phase had a great impact, especially in the community as the citizens are thrilled to take more steps in the future to help the environment in their community by organising a series of actions, such as more cleanups, tree planting, and creating green spaces. The young people from the community were given the roadmap that was implemented as part of IO4 and evaluated how green their community is. They came to the realisation that even simple measures are not taken. They already asked the municipality for placing more recycling bins and providing more spaces to plant trees, as well as for bike lanes.

#### SLOVENIA

Starting date: 1/09/2022 | End date: 5/10/2022.

#### Indoor activities

Date	Duration	Timetable	Where
September 6	2 teaching hours	8.20-9.55	International Development

			Cooperation/ODA presentation
September 8	2 teaching hours	8,20-9.55	European Green Deal presentation
September 19	2 teaching hours	8.20 -9.55	Meditation/Mindfulness presentation
September 21	4 teaching hours	7.30-9.05 13.00-14.40	Sustainable Transport outside the school
September 28	4 teaching hours	8.20-11.35	Collecting, packing things for animal shelter in class

#### Outdoor Activities

Date	Duration	Timetable	Where
September 6	6 teaching hours	08:00 - 12.40	Botanical garden
September 20 September 22 October 4 October 5	15 teaching hours	13-16.00 13.00-16.00 13.00-16.00 13.-15.00	Setting up organic school garden
September 27	2 teaching hours	8.20-9.55	Waste Treatment
September 29	3 teaching hours	10:00 - 12:15	Taking donated things to the animal shelter

The face to face workshops lasted 40 hours, more of them outdoors. Organic school garden activities will continue in spring 2023 with new seeds and seedlings to be planted. The young participants got an opportunity to experience various green-related topics such as organic agriculture, empathy in cases of international development cooperation and taking care of animals, the situation of plants due to climate change, sustainable management of waste and transport, holistic health and well-being, etc. The young people were given an opportunity to

focus on the importance of the local community to take steps towards a greener lifestyle such as using sustainable transport. As participants were from the same school, there was no problem in having them involved. Green activities are meant to change young people's mindset and to equip them with critical thinking and critical media literacy skills as well as with empathy and activism.

## Piloting Content/Portfolios of Work

The content of the Piloting implementation along with the accompanying portfolios of work, illustrating the descriptions for each partner is the focus of the following sections.

### *BULGARIA*

During the first session the teacher had a short introduction describing the content of the project and the activities they have chosen from the Modules to test with the group of students. The activity program followed indoor and outdoor exercises.

The indoor activities were organised in the classroom and students had the opportunity to watch videos, debate and prepare presentations.

- Human impact in the system of nature (Module 1) - debate between 10 students from Vocational High School "Gotse Delchev" and 10 students from Vocational High School "Asen Zlatarov".
- Green Living (Module 2) - presentation about healthy food consumption and the Bio food industry.
- The European Union and the National Environment Policy (Module 5) - presentation about the National Environmental Policy and awareness on the local policy implementation.
- Alternative transportation - presentation of electron mobilities and their benefit for the urban environment and air (Module 3).

The outdoor activities were more interactive. The youth implemented different tasks in the city such as bicycle competition in order to promote alternative transportation (emissions-free/electric vehicles and public transportation, alternative ways of transportation (Modul 3).

- "Fishing" competition, collecting garbage from the parks, rivers and streets.



- Study visit to the Municipality of Plovdiv to participate in open air lesson with experts from the city Council on the topic of “Ecology and Waste Management”, introducing the graduates to the essence of low emission zones.



## ROMANIA

During the GreenACT school we managed to implement the following workshops:

Workshop 1 - an introductory workshop in which the participants learned more about the programme and how it will be implemented

Workshop 2 - Module 1 - Human impact in natural systems. Participants had the opportunity to learn about small daily habits that they can change in order to protect the environment. Also they had the opportunity to discuss the actions that are taken by the leaders of the communities in which they live to protect the environment.

Workshop 2, 3 - Module 2 - Green Living. Because the participants were very interested in the topic - Green Living, we decided to do 2 workshops about this subject. In the first workshop we discussed about the Healthy food consumption and compost and in the second workshop about how we can buy in a smart way and about green ways of transportation.

Workshop 4, 5 - Module 3 - Eco-cities. Also for this module we did 2 workshops. In the first workshop we discussed eco-cities and the criterias that a city needs to fulfil to be considered

an eco friendly place and in the second workshop the participants had the opportunity to check if they city are eco-cities or not. In order to do that, they filled out the Eco-city audit tool from our website.

Workshop 6 - Module 4 - Green act movement: become an active agent for the environment. During 2,5 hours the participants had the opportunity to learn more about community initiatives and actions on environment protection.

Workshop 7 - Module 5 - Environmental Policies. This workshop was about legislation and policy related to environment protection. Participants had the opportunity to better understand what are the environmental policies at EU level and how they are implemented in our country.

Workshop 8 - about the information and the non formal methods from Module 6 - Climate change. During the workshop, the participants learned about climate change and its negative effects.

Workshop 9 - outdoor activity - planting of oak trees. This workshop was implemented outside, in Snagov forest. The participants were involved in planting oak trees and visiting the Snagov protected area (Natura 2000).







### LITHUANIA

The activities related to Module 4 - Green Act Movement included the presentation of the content of the module, a photo contest on social networks to show individual environmental conservation initiatives, a discussion about a minimalist lifestyle based on the principles of sustainability, and a campaign for exchanging things to give them a second life.

Based on Module 5 - Environmental policies, the students were mainly introduced to the legal base of Lithuania. In order to present essential information as clearly and attractively as possible to young people, knowledge was sought both on official websites and social networks. Students were introduced to the idea that environmental protection and a green lifestyle are part of everyday life, and not an unattainable, distant utopia. One of the creative activities is a team brainstorming competition, during which students had the opportunity to demonstrate their ability to absorb knowledge and knowledge of modern environmental protection principles.

In the framework of Module 6 - Climate change, in addition to theoretical presentations, attention was paid to the promotion of a healthy lifestyle (including hiking), a visit to the climate museum.







## CYPRUS

The workshops took place indoors and outdoors utilising the guidelines of each modules respectively:

On Module 1, the participants showed a bigger interest in defining the different ecosystems and how biodiversity can be protected. As part of the outdoor activities, they visited a botanical garden and a highly biodiverse mountain in Limassol (Cyprus). They had the opportunity to explore nature and identify plant and animal species, such as *Juniperus phoenicea*, a juniper found throughout the Mediterranean region and in coastal regions of Cyprus.



Material from Module 3 was also utilised, mainly alternative transportation, eco-innovation and entrepreneurship, as well as ways to manage and reduce waste. Combining eco-innovation, entrepreneurship and waste management, participants were given products that normally end up in the landfill. Afterward, they were asked to record a video (following the Module's guidelines) presenting an innovative way of reusing the product as part of their hypothetical company/business. Additionally, the participants were given case studies to spot good practices in the field of waste management and carbon neutrality. Together with the concept of Module 2, participants discussed how simple changes in their lifestyles and every day choices can have a reduced amount of waste produced and therefore, a better impact on the environment.

As part of Module 4, the participants had the opportunity to discuss community initiatives and come up with ideas on how to implement some in their own communities, as well as ways to become active agents for the environment. Emphasys invited volunteers from CitizensACT, a newly established not-for-profit organisation based in Nicosia, Cyprus which aims to promote and encourage civic engagement, participation, access, and social inclusion with the aim of social change and protection of the environment. The volunteers of this NGO explained ways to promote active citizenship with a main focus on the environment. They also helped with organising and carrying out a cleanup activity with the GREENACT participants. Together with CitizensACT as a good practice, the pilot participants had the chance to learn about more initiatives in Cyprus that aim to sustain Earth's resources and mitigate climate change.

The context of Module 5 had a positive impact when piloted in the community, as some of the young people didn't know about the environmental policies on international, European, and national levels. It encouraged them to start taking more actions in order to be in line with most of them.

Despite being reported lastly, Module 6, was piloted firstly as it was important to introduce the participants to the environmental challenges, the causes and effects of climate change making them understand how one cause can lead to an effect, followed by other effects concluding how everything in the nature is connected and how one thing can affect something else.

The young people at the youth centre, went through evaluating their community using the Roadmap to sustainability that was developed in the framework of IO4.



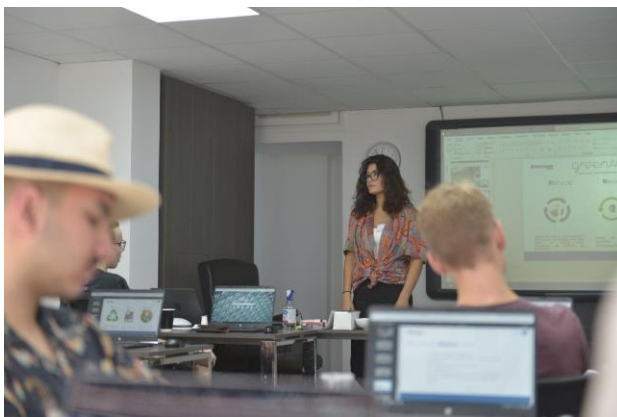




Volunteers from the NGO, CitizensACT, together with the pilot participants organised a cleanup at a park in Nicosia, Cyprus.



Young people (participants of the GREENACT piloting phase) carried out an outdoor activity and recorded a video explaining how a product that would most likely end up in the landfill could be reused/repaired.



Defining the 5R's and identifying some good practices in waste management.





Talking about eco-innovation and entrepreneurship.



A group photo at Emphasys premises with the young people that participated in the pilot phase.



Visiting the botanical garden (CYHERBIA).

### SLOVENIA

After the introduction to the content of the project, next steps were indoor and outdoor activities taken by the students.

Utilising the guidelines of the Module 1, students visited the Botanical Garden in Ljubljana. The main aim was to do some exercises on one hand according to the school curriculum and on the other to get to know the impact of climate change on the plants from the experts at the botanical Garden. Students were able to learn that the impact of climate change is real and it doesn't affect only people but all living beings.

Module 2 Green Living also focused upon setting up a small organic school garden. As a previous small garden was not worked upon, Bodi svetloba NGO decided in cooperation with a school teacher to support the establishment of a small organic school garden and therefore donated money to buy organic soil and seedlings. With the help of students, a garden was developed and now in the spring of 2023, new organic seeds and seedlings will be planted. The school organic garden will be permanent and activities will continue there and will contribute to raising young people's awareness about the importance of self-sufficiency and sovereignty in the area of production and will contribute to healthier eating habits of young people who will be able to influence their parents as well later on.

Considering Module 3, they could experience the topic of sustainability through waste management and monitoring traffic. Many young people now use public transport and other forms of sustainable transport such as walking and cycling although transport is still a big problem in Ljubljana and one of the main culprits for CO<sub>2</sub> emission.

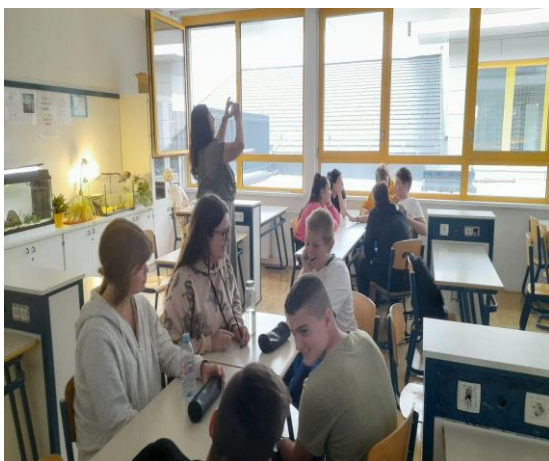
Dealing with Module 4, the main aim was to undertake their own initiative. Interested students were keen to collect things for the animal shelter in Gmajnice where staff tries to improve the conditions for animals there before they are given to new owners. Such activity can instil empathy, awareness, consciousness and activism in young people as they are the ones who will rule our world in future. This also goes hand in hand with the other humanitarian topic such as international development cooperation through Official Development Assistance (ODA) which is an important tool in promotion of the EU's soft power. As the school is the most multi-ethnic school in Slovenia hosting both migrant and refugee students who also come from countries on the OECD DAC list for ODA, the topic seems very useful for them to acquire empathy and activism.





The module 5 activity is in a way connected with the previous EU soft power topic. The young people have learned about the European Green Deal through presentation as was also the case with the European topic of Natura 2000 where Slovenia boasts the highest percentage of the territory in the EU protected by Natura 2000 law. The students themselves highly valued the protection of nature and laws associated with that.

In the framework of Module 6, a healthy lifestyle was highlighted in the form of mindfulness which is gaining popularity in the EU but not so in Slovenia. Young people had the opportunity to learn a bit about the theoretical part as well as to be given an introduction to practical mindfulness meditation experience. As health topic is one of the 17 Sustainable Development Goals and due to covid experience, students realised they need to get back to health in body and mind and therefore mindfulness meditation activities are also suitable and helpful for young people as they also help them with their concentration and learning



ANNEXES

*Flyers*



### Take a look!

Visit a project website to learn more about the project and the tools

It is accessible to everyone and FREE of charge!

[learning.greenactproject.eu](http://learning.greenactproject.eu)

[greenactproject.eu](http://greenactproject.eu)



### Participating organizations









Co-funded by the Erasmus+ Programme of the European Union


[greenactproject.eu](http://greenactproject.eu)

# greenACT





Co-funded by the Erasmus+ Programme of the European Union



### About the project

GreenACT is a 20 months project designed to enhance ENVIRONMENTAL EDUCATION and AWARENESS of YOUNG PEOPLE through the organisation of SUMMER SCHOOL PROGRAMME to familiarize young people with the idea of environmental citizenship, based on the fact that the future depends on each and one of us by acting responsibly and positively towards our environment and developing sustainable solutions for addressing environmental challenges.

### The Intellectual Outputs of the Project

- COMPETENCE FRAMEWORK (IO1)
- EDUCATIONAL PACK for young people (IO2)
- PLATFORM (IO3)
- READY TO USE TOOLBOX (IO4)


**01 IO1 Conceptual framework**

Designed to increase the environmental awareness and responsible behaviour of youngsters. Has the aim to acquire specific knowledge and targeted skills addressed to young people, using questionnaires assessing young people knowledge and desk research on specific topics related to environmental policies. The information is used as a basis for the design of the Education pack in IO2

**02 IO2 Educational pack**

Based on the findings and comparative report of the previous output and dedicated to supporting youth workers and organisations promoting Eco-citizenship. Consists of two parts:

- Educational modules to enhance environmental awareness and promote eco-citizenship targeting young people.
- A data bank consisted of teaching materials, tools, activities, videos, reports and other resources helpful in implementing the learning modules provided.




**03 IO3 The Platform**

An online platform to provide young people and youth workers with a powerful, dynamic, and interactive tool based on cutting-edge technology. Developed using open source technologies in order to be easily maintainable, transferable, extensible and adaptable to other contexts.

**04 IO4 Ready to use Toolbox**

Consists of templates and guidelines how to implement the SUMMER SCHOOL program. You will find icebreakers and team building exercises, practical tips and monitoring tools, good practices from similar projects to get inspired! Including a vast choice of practical video tutorials about recycling and upcycling to use in everyday life, in a group and individually.



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Youth workers evaluation form

GreenACT SCHOOL

## Youth workers evaluation form

Question	1	2	3	4	5
Name and surname:					
Email:					
For the following statements mark your answers with an X. On a scale of 1 to 5, where 1 totally disagrees and 5 is totally agrees, how would you rate the following statements:					
The mobility was very well organised (ex. location, agenda, satisfaction with the working environment, time schedule, etc.)					
The GreenACT school Materials and Tools are of good quality and efficiently support the aim of mobility.					
The GreenACT ePlatform is easy to use and practical.					
The GreenACT ePlatform is helpful and innovative.					
The GreenACT website makes it easy to get in contact with the project partners.					
The GreenACT school sessions helped me increase my knowledge of environmental issues.					
I am motivated to apply the environmental knowledge and tools that I gained from the mobility in my life.					
I will recommend the GreenACT school and ePlatform to others.					



Question	1	2	3	4	5
Name and surname:					
Email:					
For the following statements mark your answers with an X. On a scale of 1 to 5, where 1 totally disagrees and 5 is totally agrees, how would you rate the following statements:					
The mobility was very well organised (ex. location, agenda, satisfaction with the working environment, time schedule, etc.)					
The GreenACT school Materials and Tools are of good quality and efficiently support the aim of mobility.					
In case you have given less than a 3 on any of the questions above, please, elaborate here on what influenced your answer:					
_____					
_____					
_____					
_____					

GOAL	ACTIONS	RESPONSE	ACTIVITIES	RESULTS	IMPACT	SUGGESTIONS FOR IMPROVEMENT
What is the aim of setting up the GreenACT schools?	What actions must be completed to implement the GreenACT schools ?	Who is responsible for the implementation of activities?	Which activities did you have in the GreenACT school?	What did you learn in the process ?	How did it impact the group, the local community and other relevant stakeholders?	Do you have any suggestions for improvement of the activities?



Young people evaluation form

greenACT SCHOOL

## Young people evaluation form

Question	1	2	3	4	5
Name and surname:					
Email:					
For the statements below mark your answers with an X. On a scale of 1 to 5, where 1 is totally disagree and 5 is totally agree, rate the following statements:					
1. I really liked the GreenACT school sessions.					
2. I found the environmental awareness lessons very interesting.					
3. The GreenACT ePlatform is easy to use and practical.					
4. The GreenACT ePlatform is helpful and innovative.					
5. I learned new things about climate change, global warming, eco-cities and other environmental topics.					
6. I would like to take more similar lessons/ participate in similar workshops					
7. I would recommend the GreenACT ePlatform to my peers.					
8. I would recommend the GreenACT school to my friends and family.					
9. I will use the things I learned here in my everyday life					



Question	1	2	3	4	5
Name and surname:					
Email:					
For the statements below mark your answers with an X. On a scale of 1 to 5, where 1 is totally disagree and 5 is totally agree, rate the following statements:					
1. I really liked the GreenACT school sessions.					
2. I found the environmental awareness lessons very interesting.					
3. The GreenACT ePlatform is easy to use and practical.					
4. The GreenACT ePlatform is helpful and innovative.					
In case you have given less than a 3 on any of the questions above, please, elaborate here on what influenced your answer:					
_____					
_____					
_____					
_____					



Invitation Letter

## INVITATION LETTER FOR PARTICIPATION IN THE GREENACT SCHOOL PILOTING IMPLEMENTATION

Dear

.....[Stakeholder].....  
.....,

The aim of this letter is to introduce to you the GreenACT schools and invite potential participants to join our team on this learning journey.

As you may know, the GreenACT is a 20 months project designed to enhance environmental education and awareness of young people through the organisation of a GREENACT SCHOOL PROGRAMME to familiarise young people with the idea of environmental citizenship.

[Partner's name] would like to invite you to participate in the pilot test of the Erasmus+ GreenACT project's school. The mobility will take place at .....[Place, city, etc.]..... from ..... [date]..... until ..... [date]..... . During this time, participants will have the chance to familiarise themselves with topics, such as ....[list correspondent topics]... and engage in the following non-formal learning activities:

- [A1]
- [A2]...

The project aims at creating:

- a Competence Framework for increasing environmental awareness and responsible behaviour
- an Educational Pack which will facilitate innovative learning practices based mainly on non-formal methods.
- a Green-ACT platform that young people and youth workers will use as a way of interacting, and sharing information, experience, and knowledge.
- a Toolbox, with A-Z guides for setting up the GreenACT SCHOOLS

For more information, you can visit the website of the project at: <https://greenactproject.eu/>

The GreenACT consortium welcomes you to engage in the pilot test of our project. Your participation matters.

*Do you have any questions?* Do not hesitate to get in touch with us so that we can give you all the information you require.

We are looking forward to meeting you!

Sincerely,

The GreenACT team



Registration form for participants over 18 years old

greenACT SCHOOL

# Registration form

Name \_\_\_\_\_ and \_\_\_\_\_ Surname: \_\_\_\_\_

Email: \_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_ of \_\_\_\_\_ birth: \_\_\_\_\_

City \_\_\_\_\_ and \_\_\_\_\_ country \_\_\_\_\_ of \_\_\_\_\_ residence: \_\_\_\_\_

Occupation: \_\_\_\_\_  
\_\_\_\_\_

Telephone \_\_\_\_\_ number: \_\_\_\_\_  
+\_\_\_\_\_

Emergency contact name, surname, phone number, email and relation to you: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

By signing this registration form I agree to follow the rules and regulations of the Erasmus + Programme and the organisers of the GreenACT school. I confirm I will not engage in any dangerous activities and not leave the group without first notifying a responsible person from the staff.

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Place: \_\_\_\_\_



*Documents for participants under 18 years old*

### PARENTAL CONSENT FOR PHOTOS

*SCHOOL NAME* recognises the need to ensure the welfare and safety of all people taking part in any activity associated with our organisation.

We would like to ask for your consent to take photographs/videos of the event or activity that may contain images of you. It is likely that these images may be used as:

- A record of the activity or the event
- Publicity material for further activities or events on leaflets/websites/magazines
- Illustrations of the activities or events in published articles

We will take all steps to ensure these images are used solely for the purposes they are intended for. If you become aware that these images are being used inappropriately you should inform us immediately.

I ..... consent to/ do not consent to *SCHOOL NAME* photograph and/or video of myself and my child.

Date: \_\_\_\_\_ Signature: \_\_\_\_\_



PARENTAL CONSENT & REGISTRATION FORM

I, the undersigned (Part B'), certify that I am the parent of the below-mentioned Participant (Part A'). I hereby authorise my child named below to participate in the activity.

PART A' – STUDENT'S DETAILS

Name & Surname: .....

Date of Birth: .....

ID Number: .....

School: .....

Class: .....

Tel/Email: .....

PART B' – CONTACT DETAILS

Father's Name: .....

Mother's Name: .....

Address: .....

Post Code: .....

Email: .....

Resident's Telephone Number: .....

Father's Telephone Number: .....

Mother's Telephone Number: .....

I confirm that by completing this form, the information given in this parental consent form is complete and accurate.

Signature of Parent: \_\_\_\_\_

Date: \_\_\_\_\_





*Weekly schedule*

## Week Schedule

Event  
Name

---

Event  
Date

Event  
Time

---

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday



--	--	--	--	--	--	--	--

*Project Activity report*

greenACT SCHOOL

## Project Activity Report

1. Activity Report
  - Hosting partner of the Activity/Event:
  - Local partners/Schools, NGOs, and Municipalities:
  - Date of the event | Piloting Implementation Schedule
  - Number of participants:
  - Target Group | Piloting Participants Characteristics
  - Local/Venue(s):
2. Short resume and programme of the activity
3. Description and methodology of the activity | Piloting Methodology
4. Piloting Content/Portfolios of Work
5. Main Challenges and Main Successes
6. Visibility and Dissemination
7. Resources and Support Materials
8. Evaluation and Conclusions
9. Observations and suggestions



*Consent for taking pictures*

greenACT SCHOOL

## Consent for taking pictures

Dear participant,

[Partner's name] recognizes the need to ensure the welfare and safety of all people taking part in the GreenACT school. We would like to also ask for your consent to take photographs/videos of the event and its activities that may contain images of you.

It is likely that these images may be used as:

- A record of the activity or the event
- Publicity material for further activities or events on leaflets/websites /magazines
- Illustrations of the activities or events in published articles

We will take all steps to ensure these images are used solely for the purposes they are intended. If you become aware that these images are being used inappropriately you should inform us immediately.

This document is to confirm that I .....[Name, Surname, country]....., give / do not give my consent to [Partner's name] to take photographs and/or videos of me.

Date: .....

.....

Place: .....

Signature:



*Toolbox Evaluation of implementation guide*

TOOLBOX EVALUATION OF IMPLEMENTATION GUIDE

<p>GOAL</p> <p>What is the aim of setting up the GreenACT schools?</p>	<p>ACTIONS</p> <p>What actions must be completed to implement the GreenACT schools ?</p>	<p>RESPONSE</p> <p>Who is responsible for the implementation of activities?</p>	<p>ACTIVITIES</p> <p>Which activities did you have in the GreenACT school?</p>	<p>RESULTS</p> <p>What did you learn in the process ?</p>	<p>IMPACT</p> <p>How did it impact the group, the local community and other relevant stakeholders?</p>	<p>SUGGESTIONS FOR IMPROVEMENT</p> <p>Do you have any suggestions for improvement of the activities?</p>



Strategy/Action Plan

STRATEGY PLAN

STRATEGIC OBJECTIVES	RESULTS	KEY ACTIONS	INDICATORS	INITIAL VALUES	FINAL VALUES	REMARKS
				2021	2022	
STRATEGIC OBJECTIVE 1: STRATEGIC OUTCOME 1:						
Specific Objective 1.1.	1.1.1.	▪				
	1.1.2.	▪				
Specific Objective 1.2.	1.2.1.	▪				
	1.2.2.	▪				
STRATEGIC OBJECTIVE 2: STRATEGIC OUTCOME 2:						
Specific Objective 2.1.	2.1.1.	▪				
	2.1.2.	▪				
	2.2.1.	▪				



Specific Objective 2.2.						
	2.2.2.	▪				

*Progress monitoring sheet*

TASK	PRIORITY	STATUS	START DATE	DUE DATE	% COMPLETE	DON E? NOTES
First thing I need to do	Normal	Not Started	14.12.2022	21.12.2022	0%	
Other thing I need to finish	High	In Progress	14.11.2022	19.12.2022	50%	
Something else to get done	Low	Complete	21.11.2022	01.12.2022	100%	##
More errands and things	Normal	In Progress	29.11.2022	04.01.2023	75%	



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So much to get done this week	High	In Progress	09.12.2022	23.12.2022	25%
-------------------------------	------	-------------	------------	------------	-----

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*Road map with identifiable stages*

Use this link to download the template:

[https://www.canva.com/design/DAFNB12CC-c/2LrMKIBioSJ6xaOm9zqgNQ/view?utm\\_content=DAFNB12CC-c&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink&mode=preview](https://www.canva.com/design/DAFNB12CC-c/2LrMKIBioSJ6xaOm9zqgNQ/view?utm_content=DAFNB12CC-c&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview)

