

WOVEN TOOLKIT FOR TRAINERS



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TITLE

WOVEN Toolkit for Trainers

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EDITION DATE

May 2026

FINANCING

Servicio Español para la Internacionalización de la Educación (SEPIE), Erasmus+ Programme, European Union

Project	Work Opportunities in Vulnerable ENvironments
Acronym	WOVEN
Project nº.	2025-1-ES01-KA220-VET-000353213
Key action	KA220-VET - Cooperation partnerships in Vocational Education and Training
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INTRODUCTION

This Toolkit serves as a practical companion to the GreenComp Handbook, transforming its concepts into direct, actionable support for trainers in vocational education and training (VET). The aim of this resource is to provide VET educators with easy-to-use materials and templates that can seamlessly integrate sustainability competencies into existing educational modules, UFCDs (unidades de formação de curta duração), work-based learning (WBL), and various training pathways.

The toolkit goes beyond theory, offering ready-made templates that cover different training formats, such as one-day workshops, blended learning sessions, and hands-on activities. These templates are designed to help educators create impactful lessons that not only convey the importance of sustainability but also provide practical solutions to common VET challenges. Each competence is addressed with two pages of guidance, including teaching tips, typical scenarios in VET, and common obstacles, along with effective strategies to overcome them. With these resources, educators will be empowered to guide students from the classroom to the real-world application of sustainability concepts, ensuring that learners are better equipped to navigate the green transition in their careers and daily lives.

This toolkit aligns with the broader goals of the WOVEN project, helping to connect educational content to the pressing needs of vulnerable communities and climate adaptation in rural areas. It offers an actionable path from understanding to practice, ensuring that VET professionals can deliver training that is not only relevant but transformative.

For more detailed examples of how the GreenComp framework can be applied, see the Handbook: GreenComp in Practice. This deliverable outlines the practical applications of the GreenComp framework in VET contexts, offering additional insights and examples that further inform the development of competencies in sustainability.

1. EMBODYING SUSTAINABILITY VALUES

1.1. Competence 1: Valuing Sustainability

This activity helps learners explore how personal values shape daily decisions that impact environmental, social, and economic sustainability. Through guided observation, group dialogue, and a practical decision-making challenge, participants become more aware of the values that guide their choices and how these values can support more sustainable lifestyles.

THE VALUE BEHIND EVERYDAY CHOICES

Objectives:

- Awareness: Recognize how everyday actions reflect underlying values related to sustainability.
- Reflection: Identify personal values and compare them with sustainability principles.
- Experimentation: Practice making decisions using sustainability values as criteria.
- Transfer: Apply sustainability-driven decision-making to real-life situations beyond the activity.

Duration: 60–75 minutes

Modality: Face-to-face (adaptable to hybrid or online)

Materials needed:

- Sticky notes (3 colours)
- Flipchart paper or whiteboard
- Markers
- Printed “Decision Cards” (short scenarios)
- Reflection sheets (for students and trainers)

Ice-breaker: “Sustainability in One Object” (10 minutes)

Ask each participant to look inside their bag or pockets and choose one object they carry daily (e.g., water bottle, headphones, snack wrapper).

In pairs, they briefly discuss:

- Why do I carry this object?
- What value does it represent (comfort, convenience, responsibility, economy, etc.)?
- Can this object relate to sustainability in any way?

The goal is to warm up participants to the idea that values are embedded in everyday choices.

Activity description:

1. Awareness – Mapping Values (10 minutes)

- On the wall, place three posters labelled: Environmental, Social, Economic.
- Give each student three sticky notes and ask them to write one personal value per note (e.g., saving money, caring for nature, fairness, comfort, efficiency).
- Students place each note under the poster they feel it best relates to.
- Briefly observe the collective “value map” and highlight diversity and patterns.

2. Reflection – Group Dialogue (10 minutes)

Facilitator leads a guided discussion:

- Which values appeared most often?
- Which values were surprising or less represented?
- How do these values influence our daily decisions?
- Are there conflicts between values (e.g., convenience vs. environmental care)?

This step helps learners articulate how values shape behaviour.

3. Experimentation – Decision Challenge (20–30 minutes, adaptable)

Divide participants into small groups and give each group a Decision Card with a short scenario, such as:

- Choosing between fast fashion and second-hand clothing
- Deciding how to commute to school/work
- Selecting materials for a class project
- Planning a low-cost but sustainable event

Each group must:

1. Identify which values are involved in the scenario.
2. Rank the values from most to least important.
3. Make a decision based on sustainability values.
4. Present their reasoning to the class.

Timing note: If needed, the timing of this phase can be adjusted to suit students' needs. Facilitators may allow additional time for groups to prepare their reasoning and presentations, especially when students need more support to articulate value conflicts and justify their decisions.

4. Transfer – Personal Commitment (10 minutes)

Individually, students write on a sticky note:

- One everyday decision they will try to make differently this week, based on sustainability values.

They place their notes on a “Commitment Wall”.

Final guided debriefing:

- Which personal values did you discover or reconsider during this activity?
- How can sustainability values guide your decisions in situations where there is no “perfect” choice?
- What challenges do you foresee in applying these values in your daily life?

Reflection sheet:

Student self-assessment checklist

Tick ✓ the statements that feel true after the activity:

- I can identify the values that influence my everyday choices.
- I understand how my values relate to sustainability.
- I can explain why some decisions are more sustainable than others.
- I feel motivated to apply sustainability values in real-life situations.
- I can recognize value conflicts and think critically about them.

Trainer self-assessment checklist

Tick ✓ after the session:

- The activity supported students in identifying and expressing personal values.
- Students engaged in meaningful reflection and dialogue.
- The decision-making challenge encouraged critical thinking.
- The session created a safe and inclusive environment for sharing.
- The activity contributed to the development of the Valuing Sustainability competence.

1.2. Competence 2: Supporting Fairness

This activity helps learners understand fairness as a core sustainability value, especially in contexts where resources, opportunities, and responsibilities are unevenly distributed. Through role-based scenarios, group dialogue, and personal reflection, participants explore how fairness can guide decisions and actions in their communities, workplaces, and daily lives.

FAIRNESS THROUGH DIFFERENT LENSES

Objectives:

- Awareness: Recognize situations where fairness is challenged or upheld.
- Reflection: Explore how different people experience fairness differently depending on their context.
- Experimentation: Practice negotiating fair solutions in simulated scenarios.

- Transfer: Identify ways to promote fairness in real-life learning, work, and community settings.

Duration: 70–80 minutes

Modality: Face-to-face (adaptable to hybrid or online)

Materials needed:

- Printed role cards (3–4 roles per scenario)
- Scenario sheets (short descriptions of fairness dilemmas)
- Sticky notes
- Flipchart paper
- Markers
- Reflection sheets (student + trainer)

Ice-breaker: “Fair or Unfair?” (10 minutes)

The facilitator reads 6–8 short statements (e.g., “Two people do the same job but one is paid more”, “A classmate always volunteers to help others”, “Someone cuts the line at the cafeteria”).

Students move to one side of the room if they think it is fair, and the opposite side if they think it is unfair.

A few volunteers briefly explain their choice.

This warms up the group to the idea that fairness is not always interpreted the same way.

Activity description:

1. Awareness – Identifying Fairness Challenges (10 minutes)

- In small groups, students brainstorm examples of fairness issues they have seen in school, work placements, or their community.
- Each group writes 3 examples on sticky notes and places them on a shared board.

- The facilitator clusters similar examples (e.g., unequal workload, discrimination, unequal access to resources).

2. Reflection – Role Perspectives (15 minutes)

- Each group receives a scenario sheet describing a fairness dilemma (e.g., distribution of tasks in a team project, access to training opportunities, allocation of shared resources).
- Students also receive role cards representing different stakeholders (e.g., a student with fewer resources, a team leader, a newcomer, someone with a disability, a manager).
- Groups discuss:
 - How does each role perceive the situation?
 - What feels fair or unfair from each perspective?
 - What values or needs are in conflict?

This step highlights that fairness is relational and context-dependent.

3. Experimentation – Negotiating a Fair Solution (20 minutes, adaptable)

Groups must negotiate a solution that all roles can accept.

- They write their final agreement on flipchart paper, including:
 - The fairness principles they applied (equity, inclusion, transparency, proportionality).
 - The compromises made.
 - How the solution improves the situation for everyone.
- Groups present their agreements to the class.

Timing note: If needed, the timing of this phase can be adjusted to suit students' needs. Facilitators may allow additional time for groups to prepare their reasoning and presentations, especially when students need more support to articulate value conflicts and justify their decisions.

4. Transfer – Personal Action Note (10 minutes)

Individually, students write on a sticky note:

- One concrete action they can take in the next week to support fairness in their learning environment, workplace, or community.

Examples: sharing responsibilities more equally, speaking up when someone is excluded, offering help to someone with fewer opportunities.

They place their notes on a “Fairness in Action” wall.

Final guided debriefing:

- What did you learn about fairness from seeing the situation through different roles?
- How can fairness be promoted even when people have conflicting needs or limited resources?
- What barriers might prevent fairness in real-life situations, and how can they be addressed?

Reflection sheet:

Student self-assessment checklist

Tick ✓ the statements that feel true after the activity:

- I can identify situations where fairness is at risk.
- I understand that different people may perceive fairness differently.
- I can negotiate or propose fair solutions in group situations.
- I feel more confident promoting fairness in my daily life.
- I can recognize when fairness requires equity rather than equality.

Trainer self-assessment checklist

Tick ✓ after the session:

- Students engaged actively in identifying fairness challenges.
- The role-play supported empathy and perspective-taking.
- Groups were able to negotiate fair solutions collaboratively.
- The activity encouraged critical thinking about fairness in real contexts.
- The session contributed to developing the Supporting Fairness competence.

1.3. Competence 3: Promoting Nature

This activity invites learners to rediscover their relationship with nature and understand how natural ecosystems support human wellbeing, work, and community life. Through sensory observation, collaborative exploration, and creative problem solving, participants develop a deeper appreciation for nature and identify ways to protect and promote it in their daily environments.

RECONNECTING WITH THE LIVING WORLD

Objectives:

- Awareness: Notice and appreciate natural elements in the immediate environment.
- Reflection: Understand how nature contributes to personal wellbeing, community life, and sustainability.
- Experimentation: Explore practical ways to enhance or protect nature in local spaces.
- Transfer: Commit to actions that promote nature in everyday contexts (school, workplace, neighbourhood).

Duration: 70–90 minutes, with additional time allocated if needed for organising, mobilising, and moving students to and from the outdoor observation area.

Modality: Face to face (adaptable to hybrid or online with modifications)

Materials needed:

- Paper and pens
- Smartphones or tablets for taking photos (optional)
- Printed “Nature Enhancement Cards” (ideas or challenges)
- Flipchart paper
- Markers
- Reflection sheets (student + trainer)

Ice-breaker: “Nature in One Word” (5–10 minutes)

Students stand in a circle. One by one, they say a single word that comes to mind when they think of nature (e.g., calm, trees, animals, freedom, green, silence). The facilitator writes the words on a flipchart to create a collective “nature cloud”.

This primes participants to think about their personal associations with nature.

Activity description:

1. Awareness – Sensory Nature Walk (15 minutes)

If outdoors:

- Students take a short walk around the school or training centre.
- They observe natural elements using their senses: what they see, hear, smell, or feel.
- They take notes or photos of anything that catches their attention (plants, insects, textures, sounds, water, soil, etc.).

If indoors (or online):

- Show a short slideshow of local natural environments.
- Students choose 3 elements that resonate with them and write why.

Facilitation note: For the outdoor walk, students should be divided into small, manageable groups according to the number of facilitators available. If the group is large, the walk can be organised in turns or with clearly assigned supervision points to ensure safety and meaningful observation.

2. Reflection – Nature and Wellbeing Circle (15 minutes)

Back in the classroom, students sit in small groups and discuss:

- Which natural elements did you notice most?
- How did observing nature make you feel?
- How does nature contribute to your wellbeing, your community, or your future profession?
- What natural elements are missing or threatened in your environment?

Groups write 3–5 key insights on flipchart paper and share with the class.

3. Experimentation – Nature Enhancement Challenge (25 minutes)

Groups receive a Nature Enhancement Card with a challenge such as:

- Improve a small outdoor area around the school.
- Create a nature-friendly corner indoors.
- Propose a biodiversity action for the neighbourhood.
- Design a low-cost solution to attract pollinators.
- Suggest ways to reduce harm to local ecosystems.

Each group must:

1. Identify the natural elements involved.
2. Brainstorm possible improvements or protections.
3. Sketch or describe a simple, feasible intervention.
4. Present their idea to the class.

4. Transfer – Personal Nature Commitment (10 minutes)

Individually, students write on a sticky note:

- One small action they will take this week to promote nature (e.g., planting a seed, reducing waste, observing a local species, caring for a green space).

Notes are placed on a “Nature Commitment Wall”.

Final guided debriefing:

- What did you discover about your relationship with nature during this activity?
- How can small actions contribute to protecting or enhancing natural environments?
- What opportunities do you see in your school, workplace, or community to promote nature?

Reflection sheet:

Student self-assessment checklist

Tick ✓ the statements that feel true after the activity:

- I can identify natural elements in my environment and appreciate their value.
- I understand how nature supports wellbeing and sustainability.

- I can propose simple actions to protect or enhance natural spaces.
- I feel more connected to nature and motivated to care for it.
- I can recognize threats to nature in my daily surroundings.

Trainer self-assessment checklist

Tick ✓ after the session:

- Students engaged meaningfully with natural elements and observations.
- The reflection phase supported emotional and cognitive connection to nature.
- Groups generated feasible ideas to promote or protect nature.
- The activity fostered appreciation and responsibility toward the natural world.
- The session contributed to developing the Promoting Nature competence.

2. EMBRACING COMPLEXITY IN SUSTAINABILITY

2.1. Competence 4: Systems Thinking

This activity helps learners understand how different elements within a system are interconnected and how actions in one part of a system can create ripple effects elsewhere. Through visual mapping, collaborative analysis, and scenario-based experimentation, students develop the ability to identify relationships, feedback loops, and leverage points for sustainable change.

SEEING THE BIGGER PICTURE

Objectives:

- Awareness: Recognize that everyday situations are part of larger interconnected systems.
- Reflection: Analyse how different components of a system influence one another.
- Experimentation: Explore how changes in one part of a system affect the whole.
- Transfer: Apply systems thinking to real-life sustainability challenges in school, work, or community contexts.

Duration: 75–90 minutes. A shorter version of 45–60 minutes can be implemented by using one pre-selected example system, reducing the number of group presentations, or providing students with prepared information cards instead of asking them to research the topic during the session.

Modality: Face to face (adaptable to hybrid or online)

Materials needed:

- Large sheets of paper or flipchart paper
- Sticky notes (multiple colours)
- Markers
- Printed scenario cards (system-based sustainability challenges)
- Tape or blu-tack
- Reflection sheets (student + trainer)

Ice-breaker: “*Chain Reaction*” (10 minutes)

The facilitator starts with a simple statement: “A student decides to buy a bottle of water.” Students take turns adding one consequence at a time, forming a chain reaction (e.g., plastic production → energy use → transport emissions → waste management → ocean pollution → impact on marine life → human health). The chain is written on the board. This warm-up highlights how a simple action is connected to a larger system.

Facilitator preparation note: To make the activity easier to understand, the facilitator should prepare one clear example of a familiar system before the session, such as the school cafeteria, public transport, waste management in the classroom, or clothing consumption. If students do not already know enough about the chosen system, the facilitator can provide short information cards or allow time for basic research before students create their maps.

Activity description:

1. Awareness – Mapping a Simple System (10 minutes)

- Students work in small groups.
- Each group chooses a familiar topic (e.g., school cafeteria, public transport, clothing consumption).
- They list all elements involved (people, resources, processes, behaviours).
- Using sticky notes, they place these elements on a large sheet of paper.

Example: If the chosen system is the school cafeteria, students may identify elements such as students, food suppliers, menus, packaging, food waste, recycling bins, cafeteria workers, budget, transport, and school rules.

They can then draw connections such as:

- Menu choices influence the amount of food waste.
- Packaging choices influence the quantity of plastic waste.
- Student habits influence what is thrown away or recycled.
- Budget decisions influence whether local or sustainable products can be bought.
- Clear recycling bins influence whether waste is separated correctly.

2. Reflection – Identifying Connections (15 minutes)

- Groups draw arrows between elements to show relationships (e.g., “food choices → food waste”, “bus frequency → student punctuality”).
- They discuss:
 - Which elements influence many others?
 - Where do feedback loops appear?
 - Which connections were unexpected?
- Groups briefly present their system maps to the class.

3. Experimentation – Scenario Ripple Effects (25 minutes)

Each group receives a scenario card describing a sustainability challenge, such as:

- A new fast-food outlet opens near the school.
- The city reduces public transport frequency.

- A local river becomes polluted.
- A popular product becomes more expensive due to resource scarcity.

Groups must:

1. Identify the system(s) involved (social, economic, environmental).
2. Predict at least 5 ripple effects of the scenario.
3. Identify one leverage point where a small change could create a positive impact.
4. Present their analysis to the class.

4. Transfer – Systems Thinking in Daily Life (10 minutes)

- Individually, students write on a sticky note one situation in their daily life where systems thinking could help them make better decisions (e.g., planning transport, managing time, reducing waste, choosing products).
- Notes are placed on a “Systems Thinking in Action” wall.

Final guided debriefing:

- What did you learn about how systems behave and why small actions can have big impacts?
- How can systems thinking help you understand sustainability challenges more clearly?
- Where do you see opportunities to influence systems in your school, workplace, or community?

Reflection sheet:

Student self-assessment checklist

Tick ✓ the statements that feel true after the activity:

- I can identify different elements within a system and how they connect.
- I understand how actions in one part of a system can affect the whole.
- I can analyse ripple effects and feedback loops.
- I can identify leverage points for positive change.
- I feel more confident applying systems thinking to real-life situations.

Trainer self-assessment checklist

Tick ✓ after the session:

- Students demonstrated understanding of system components and relationships.
- The mapping activity supported visual and analytical thinking.
- Groups effectively explored ripple effects and leverage points.
- The activity encouraged holistic thinking about sustainability challenges.
- The session contributed to developing the Systems Thinking competence.

2.2. Competence 5: Critical Thinking

This activity strengthens learners' ability to question information, identify assumptions, and evaluate the credibility of sources — key components of critical thinking for sustainability. By analysing contrasting statements, exploring hidden biases, and testing arguments through collaborative reasoning, students learn to navigate complex sustainability issues with clarity and independence.

QUESTIONING THE NARRATIVE

Objectives:

- Awareness: Recognize that information about sustainability can be incomplete, biased, or misleading.
- Reflection: Analyse assumptions, perspectives, and evidence behind different claims.
- Experimentation: Practise evaluating arguments and constructing reasoned responses.
- Transfer: Apply critical thinking to real-life sustainability information, decisions, and discussions.

Duration: 70 to 85 minutes. A shorter version of 45–60 minutes can be implemented by using fewer Contrasting Statements Cards, limiting group presentations, or asking each group to analyse only one statement pair.

Modality: Face to face (adaptable to hybrid or online)

Materials needed:

- Printed “Contrasting Statements Cards” (pairs of statements on sustainability topics)
- Sticky notes
- Markers and pens
- Flipchart paper
- Reflection sheets (student + trainer)

Examples of Contrasting Statements Cards:

1. “Recycling is enough to solve the waste problem.” / “Reducing consumption is more important than recycling.”
2. “Electric cars are the best solution for sustainable transport.” / “Public transport and walking should be prioritised over electric cars.”
3. “Fast fashion allows people to buy affordable clothes.” / “Fast fashion creates serious environmental and social problems.”
4. “Technology will solve most environmental problems.” / “Technology alone cannot solve sustainability challenges without changes in behaviour and policy.”
5. “Individual actions can make a real difference.” / “Only governments and companies can create large-scale sustainability change.”
6. “Organic food is always better for the environment.” / “The environmental impact of food depends on production, transport, packaging, and waste.”

Ice-breaker: “True or False... or Maybe?” (10 minutes)

The facilitator reads 5–6 short statements related to sustainability (e.g., “Recycling always reduces environmental impact”, “Organic food is always better for the planet”). Students move to one of three corners: True, False, or It Depends. A few volunteers explain their choice. This introduces the idea that sustainability issues are rarely black-and-white.

Activity description:

1. Awareness – Spotting Assumptions (10 minutes)

- In pairs, students receive a Contrasting Statements Card (e.g., “Fast fashion is affordable and good for consumers” vs. “Fast fashion harms workers and the environment”).
- They underline words that reveal assumptions or value judgments (e.g., “affordable”, “good”, “harms”).
- Pairs share what they found with the group.

2. Reflection – Digging Into Perspectives (15 minutes)

- In small groups, students analyse their statement pair by answering:
 - Who might support the first statement? For example: consumers, companies, workers, local authorities, environmental organisations, families, students, farmers, or community members.
 - Who might support the second statement?
 - What interests, needs, or values might influence each perspective?
 - What information is missing before we can judge which statement is stronger?
 - What evidence would help us evaluate both statements more critically?
- Groups write their insights on flipchart paper and present briefly.

3. Experimentation – Argument Testing (25 minutes)

- Groups choose one of the statements and prepare a short argument supporting it.
- They must include:
 - Evidence or examples
 - Acknowledgement of limitations
 - A counterargument and response
- Groups present their arguments to the class.
- After each presentation, the class identifies:
 - Strengths of the argument

- Weaknesses or gaps
- Questions that remain unanswered

This step builds the ability to evaluate and construct reasoned arguments.

4. Transfer – Critical Thinking in Daily Life (10 minutes)

Individually, students write on a sticky note:

- One situation where they will apply critical thinking this week (e.g., evaluating a social media post, comparing product claims, questioning a news headline).

Notes are placed on a “Think Before You Believe” wall.

Final guided debriefing:

- What helped you identify assumptions or biases in the statements?
- How did analysing different perspectives change your understanding of the issue?
- How can critical thinking support more sustainable decisions in your daily life?

Reflection sheet:

Student self-assessment checklist

Tick ✓ the statements that feel true after the activity:

- I can identify assumptions and biases in sustainability-related information.
- I understand how different perspectives influence how issues are presented.
- I can evaluate arguments and identify strengths and weaknesses.
- I feel more confident questioning information before accepting it.
- I can apply critical thinking to real-life decisions and media.

Trainer self-assessment checklist

Tick ✓ after the session:

- Students engaged actively in identifying assumptions and perspectives.
- The argument-testing activity supported analytical and reasoning skills.
- Students demonstrated the ability to question information critically.
- The session encouraged open discussion and respectful debate.
- The activity contributed to developing the Critical Thinking competence.

2.3. Competence 6: Problem Framing

This activity helps learners understand that how a problem is framed strongly influences the solutions that become possible. By examining sustainability challenges from multiple angles, identifying underlying causes, and reformulating the problem statement, students learn to avoid quick assumptions and develop more accurate, inclusive, and actionable definitions of the issues they face.

REFRAMING THE CHALLENGE

Objectives:

- Awareness: Recognize that problems can be framed in different ways depending on perspective and context.
- Reflection: Analyse underlying causes, stakeholders, and assumptions behind a sustainability challenge.
- Experimentation: Practise reframing a problem to generate new, more effective solution pathways.
- Transfer: Apply problem-framing techniques to real-life situations in school, work, or community settings.

Duration: 75–90 minutes

Modality: Face to face (adaptable to hybrid or online)

Materials needed:

- Printed “Challenge Cards” (short sustainability problems)
- Sticky notes
- Flipchart paper
- Markers
- Pens
- Reflection sheets (student + trainer)

Ice-breaker: “What’s the Real Problem?” (10 minutes)

The facilitator shows a simple image (e.g., a crowded bus, a polluted river, an overflowing trash bin). Students individually write on sticky notes what they think the “problem” is. Notes are placed on the board. The facilitator highlights how many different interpretations appear, introducing the idea that problems are not fixed—they are framed.

Activity description:

1. Awareness – Exploring a Challenge (10 minutes)

- In small groups, students receive a Challenge Card (e.g., “Students leave food waste in the cafeteria”, “Local park is poorly maintained”, “Young people avoid public transport”).
- Groups list what they initially think the problem is.
- They identify assumptions behind their first interpretation.

2. Reflection – Digging Deeper (15 minutes)

Groups analyse the challenge using three guiding questions:

- Causes: What might be causing this issue?
- Stakeholders: Who is involved or affected?
- Context: What environmental, social, or economic factors influence the situation?

They write their findings on flipchart paper.

3. Experimentation – Reframing the Problem (25 minutes)

- Groups now reformulate the problem in at least three different ways, such as:
 - A behavioural framing (e.g., “Students don’t know how to reduce waste”).
 - A systemic framing (e.g., “The cafeteria system encourages waste”).

- An equity framing (e.g., “Some students lack access to affordable, sustainable food options”).
- A resource framing (e.g., “Food portions and packaging are not optimized”).
- For each reframing, groups propose one possible solution pathway.
- They present their reframed problems and solution ideas to the class.

Example: Initial problem: “Students leave too much food waste in the cafeteria.”

This problem can be reframed in different ways:

- Behavioural framing: Students may not be aware of how much food they waste.
- Systemic framing: The cafeteria may serve portions that are too large or offer limited choices.
- Economic framing: Cheaper food options may create more packaging or waste.
- Equity framing: Some students may have fewer affordable and sustainable food choices.
- Communication framing: There may not be enough clear information about food waste and its impacts.

Each framing can lead to a different solution, such as awareness campaigns, changing portion sizes, improving menu planning, offering affordable sustainable choices, or redesigning cafeteria communication.

4. Transfer – Personal Application (10 minutes)

Individually, students choose a real-life situation they face (e.g., time management, group work conflict, resource use).

They write:

- The initial problem statement
- One alternative framing that could open new solutions

These are placed on a “Reframing Wall”.

Final guided debriefing:

- How did changing the framing of the problem change the solutions you imagined?
- What did you learn about assumptions and how they shape your understanding of challenges?
- How can reframing help you approach sustainability issues more effectively in your daily life?

Reflection sheet:

Student self-assessment checklist

Tick ✓ the statements that feel true after the activity:

- I can identify assumptions behind how a problem is described.
- I understand that problems can be framed in multiple ways.
- I can analyse causes, stakeholders, and context before defining a problem.
- I can reframe a problem to generate new solution pathways.
- I feel more confident approaching complex sustainability challenges.

Trainer self-assessment checklist

Tick ✓ after the session:

- Students demonstrated awareness of assumptions and initial biases.
- The analysis phase supported deeper understanding of causes and context.
- Groups successfully reframed problems and generated new solution ideas.
- The activity encouraged creativity and critical questioning.
- The session contributed to developing the Problem Framing competence.

3. ENVISIONING SUSTAINABLE FUTURES

3.1. Competence 7: Futures Literacy

This activity develops learners' ability to imagine multiple possible futures, understand how present choices shape long term outcomes, and use foresight as a tool for sustainable decision making. By exploring trends, creating future scenarios, and reflecting on their implications, students strengthen their capacity to anticipate change and act proactively.

IMAGINING TOMORROW, ACTING TODAY

Objectives:

- Awareness: Recognize that the future is not fixed and can unfold in multiple ways.
- Reflection: Analyse how current behaviours, trends, and decisions influence future outcomes.
- Experimentation: Create and compare alternative future scenarios related to sustainability.
- Transfer: Identify actions in the present that can contribute to preferred sustainable futures.

Duration: 75–90 minutes

Modality: Face to face (adaptable to hybrid or online)

Materials needed:

- “Trend Cards” (environmental, social, technological, economic trends)
- Large sheets of paper or flipchart paper
- Markers
- Sticky notes
- Pens

- Reflection sheets (student + trainer)

Ice-breaker: Future Headlines” (10 minutes)

Students work in pairs. Each pair invents a newspaper headline from the year 2040.

Examples:

- “City Achieves Zero Waste Goal”
- “Extreme Heatwave Disrupts Transport Systems”
- “New Green Jobs Transform Local Economy”

Pairs share their headlines. The facilitator highlights how these headlines reflect assumptions about the future and introduce the idea of multiple possible futures.

Activity description:

1. Awareness – Exploring Trends (10 minutes)

- In small groups, students receive Trend Cards (e.g., digitalisation, biodiversity loss, renewable energy growth, migration, automation, circular economy).
- Groups discuss:
 - What is happening now?
 - How might this trend evolve in the next 10–20 years?
- Each group selects one trend to focus on.

2. Reflection – Mapping Impacts (15 minutes)

Groups create a simple impact map by answering:

- If this trend grows stronger, what might change in society, the environment, or the economy?
- Who might benefit? Who might face challenges?
- What uncertainties could influence how the trend develops?

They write their ideas on flipchart paper and share highlights with the class.

3. Experimentation – Building Future Scenarios (25 minutes)

Each group creates two contrasting scenarios for the year 2040 based on their chosen trend:

- Optimistic scenario: A sustainable, positive future shaped by wise decisions.
- Challenging scenario: A problematic future shaped by inaction or harmful choices.

For each scenario, groups describe:

- What daily life looks like
- How communities, workplaces, and nature are affected
- What decisions led to this future

Groups present their scenarios to the class.

4. Transfer – Backcasting to the Present (10 minutes)

Students individually choose which future they prefer and write on a sticky note:

- One action they can take now (as a student, citizen, or future worker) that contributes to the preferred future.

Notes are placed on a “Future Starts Today” wall.

Final guided debriefing:

- How did imagining different futures change the way you see the present?
- What role do individual and collective decisions play in shaping long-term outcomes?
- Which actions feel most realistic and meaningful for you to start now?

Reflection sheet:

Student self-assessment checklist

Tick ✓ the statements that feel true after the activity:

- I understand that the future can unfold in multiple ways.
- I can analyse how trends influence possible futures.
- I can create contrasting future scenarios and explain their causes.
- I can identify present-day actions that support a preferred sustainable future.
- I feel more confident thinking long-term and anticipating change.

Trainer self-assessment checklist

Tick ✓ after the session:

- Students engaged creatively with future thinking.
- The trend exploration supported understanding of long-term dynamics.
- Scenario-building encouraged imagination and critical reasoning.
- The activity helped students connect future visions with present actions.
- The session contributed to developing the Futures Literacy competence.

3.2. Competence 8: Adaptability

This activity helps learners understand adaptability as the ability to adjust thoughts, behaviours, and strategies when facing change, uncertainty, or unexpected challenges. Through dynamic tasks, scenario shifts, and guided reflection, students practice staying flexible, resilient, and solution-oriented—key skills for navigating sustainability transitions in work and daily life.

BENDING WITHOUT BREAKING

Objectives:

- Awareness: Recognise how change and uncertainty affect individuals and groups.
- Reflection: Identify personal reactions to change and factors that support or hinder adaptability.
- Experimentation: Practise adapting strategies in response to shifting conditions.
- Transfer: Apply adaptable thinking and behaviour to real-life learning, work, and sustainability challenges.

Duration: 70–85 minutes

Modality: Face to face (adaptable to hybrid or online)

Materials needed:

- “Unexpected Change Cards” (small twists or disruptions)
- Flipchart paper
- Sticky notes
- Markers
- Timer
- Reflection sheets (student + trainer)

Ice-breaker: “*Change One Thing*” (10 minutes)

Students pair up. Each pair observes each other for 30 seconds.

Then one student turns around and changes one small thing (e.g., removes a bracelet, rolls up a sleeve, changes hairstyle). The partner must identify the change. After 3–4 rounds, the facilitator highlights how quickly people notice change—and how differently they react to it.

Activity description:**1. Awareness – How Do We React to Change? (10 minutes)**

- Students individually write on sticky notes:
 - One recent change they experienced
 - How it made them feel
- Notes are placed anonymously on a board.
- The facilitator clusters them (e.g., excitement, stress, confusion, motivation) and briefly discusses the diversity of reactions.

2. Reflection – What Helps Us Adapt? (15 minutes)

In small groups, students discuss:

- What makes adapting to change difficult?
- What personal strengths or strategies help you adapt?
- How does adaptability relate to sustainability transitions (e.g., new technologies, new habits, new regulations)?

Groups write 3–5 insights on flipchart paper and share with the class.

3. Experimentation – The Adaptation Challenge (25 minutes)

Groups receive a simple task such as:

- Build the tallest free-standing structure using only paper and tape.
- Plan a small event with limited resources.
- Design a quick awareness campaign for the school.

After 5 min. of work, the facilitator introduces an Unexpected Change Card, such as:

- “You must now work silently.”
- “You can only use one hand.”
- “You lose half your materials.”
- “You must switch roles within the group.”
- “Your goal has changed: now the structure must be wide, not tall.”

Groups must adapt their strategy and continue working. After completion, each group briefly presents:

- What changed
- How they adapted
- What helped or hindered the process

4. Transfer – Personal Adaptability Plan (10 minutes)

Individually, students write on a sticky note:

- One upcoming situation where they will need to be adaptable
- One strategy they will use to support their adaptability

Notes are placed on an “Adaptability in Action” wall.

Final guided debriefing:

- What did you learn about your own reactions when plans suddenly change?
- Which strategies helped your group adapt effectively?
- How can adaptability support you in future learning, work, or sustainability challenges?

Reflection sheet:

Student self-assessment checklist

Tick ✓ the statements that feel true after the activity:

- I understand that people react differently to change.
- I can identify what helps me adapt in challenging situations.
- I can adjust my behaviour or strategy when conditions shift.
- I feel more confident dealing with uncertainty.
- I can apply adaptability skills to real-life sustainability challenges.

Trainer self-assessment checklist

Tick ✓ after the session:

- Students engaged actively with the concept of change and adaptability.
- The adaptation challenge effectively simulated real-life uncertainty.
- Students demonstrated flexibility and collaborative problem-solving.
- The activity supported emotional awareness and resilience.
- The session contributed to developing the Adaptability competence.

3.3. Competence 9: Exploratory Thinking

This activity strengthens learners' ability to explore possibilities, experiment with unconventional ideas, and approach sustainability challenges with curiosity rather than fear of being wrong. By engaging in creative prompts, divergent thinking exercises, and open-ended problem exploration, students learn to suspend judgment, generate alternatives, and embrace uncertainty as a space for innovation.

WHAT IF WE TRIED...?

Objectives:

- Awareness: Recognise that sustainability challenges rarely have a single correct answer.
- Reflection: Explore how curiosity, imagination, and open-mindedness influence problem-solving.

- Experimentation: Generate multiple unconventional ideas and explore alternative pathways.
- Transfer: Apply exploratory thinking to real-life situations requiring creativity and flexibility.

Duration: 70–85 minutes

Modality: Face to face (adaptable to hybrid or online)

Materials needed:

- “What If...?” prompt cards
- Large sheets of paper or flipchart paper
- Sticky notes
- Markers
- Timer
- Reflection sheets (student + trainer)

Ice-breaker: “30 Circles Challenge” (10 minutes)

Each student receives a sheet with 30 blank circles. They have 3 minutes to turn as many circles as possible into different objects (e.g., a sun, a ball, a cookie, a planet). After time is up, students compare results. The facilitator highlights how creativity emerges when we let go of the “right answer”.

Activity description:

1. Awareness – Opening the Mind (10 minutes)

- Students work in small groups.
- Each group receives three “What If...?” prompt cards, such as:
 - “What if our school produced zero waste?”
 - “What if public transport were free?”
 - “What if every product had to be repairable?”

- Groups brainstorm as many ideas as possible in 5 minutes—no judging, only generating.
- They write each idea on a sticky note.

2. Reflection – Exploring Possibilities (15 minutes)

Groups choose one idea from their brainstorm and explore it more deeply by discussing:

- What makes this idea interesting or surprising?
- What assumptions does it challenge?
- What opportunities or risks might it create?
- Who might benefit or struggle with this idea?

Groups summarise their insights on flipchart paper and share with the class.

3. Experimentation – Idea Remix (25 minutes)

Groups now receive a constraint card that changes the context, such as:

- “You have no budget.”
- “You must involve the local community.”
- “Technology is limited.”
- “You must implement it within one week.”

They must adapt or remix their chosen idea to fit the new constraint. Groups sketch or describe their adapted idea and prepare a short pitch explaining:

- How the idea changed
- What new possibilities emerged
- What they learned from adapting it

4. Transfer – Everyday Exploration (10 minutes)

Individually, students write on a sticky note:

- One area of their life where they want to try a more exploratory approach (e.g., studying, commuting, hobbies, teamwork).
- One small experiment they will try this week.

Notes are placed on an “Explore More” wall.

Final guided debriefing:

- What helped you think more openly and creatively during the activity?
- How did adding constraints change your ideas?
- Where in your daily life could exploratory thinking help you find new possibilities?

Reflection sheet:

Student self-assessment checklist

Tick ✓ the statements that feel true after the activity:

- I can generate multiple ideas without judging them too early.
- I understand how curiosity and imagination support sustainability innovation.
- I can adapt ideas when conditions or constraints change.
- I feel more comfortable exploring possibilities without needing a perfect answer.
- I can apply exploratory thinking to real-life challenges.

Trainer self-assessment checklist

Tick ✓ after the session:

- Students engaged actively in divergent thinking.
- The activity encouraged curiosity, imagination, and open exploration.
- Groups adapted ideas effectively when constraints were introduced.
- The session supported a safe environment for experimentation.
- The activity contributed to developing the Exploratory Thinking competence.

4. ACTING FOR SUSTAINABILITY

4.1. Competence 10: Political Agency

This activity helps learners understand political agency as the ability to influence decisions, policies, and collective outcomes that shape sustainability. Through exploration of real-world issues, mapping of influence pathways, and a hands-on micro advocacy exercise, students discover how their voices, choices, and actions can contribute to meaningful change—even without formal political power.

YOUR VOICE, YOUR IMPACT

Objectives:

- Awareness: Recognise that political agency exists at multiple levels and is not limited to formal politics.
- Reflection: Analyse how individuals and groups can influence sustainability-related decisions.
- Experimentation: Practise expressing a position and proposing actions to influence a real issue.
- Transfer: Identify concrete ways to exercise political agency in everyday life, school, work, or community contexts.

Duration: 75–90 minutes

Modality: Face to face (adaptable to hybrid or online)

Materials needed:

- “Local Issues Cards” (environmental, social, economic sustainability challenges)
- Flipchart paper
- Sticky notes
- Pens

- Reflection sheets (student + trainer)

Ice-breaker: “Who Decides?” (10 minutes)

The facilitator reads short situations (e.g., “A park is being renovated”, “Bus routes are changed”, “School cafeteria menu is updated”). Students quickly say who they think makes the decision: government, school, community, companies, citizens, or a mix.

The facilitator highlights that decisions often involve multiple actors—and that citizens can influence many of them.

Activity description:

1. Awareness – Mapping Influence (10 minutes)

- Students work in small groups.
- Each group chooses a familiar sustainability-related topic (e.g., waste management, public transport, green spaces, energy use).
- They list all actors involved (citizens, students, local government, businesses, NGOs, school administration).
- They draw simple arrows showing who influences whom.

This reveals that influence flows in many directions—not only top-down.

2. Reflection – Understanding Agency (15 minutes)

Groups discuss (they write 3–5 insights on flipchart paper and share with the class):

- Where do individuals have influence in this system?
- What forms of political agency exist beyond voting (e.g., petitions, community meetings, media campaigns, volunteering, consumer choices, councils)?
- What barriers might prevent people from participating?

3. Experimentation – Micro-Advocacy Challenge (25 minutes)

Each group receives a Local Issues Card, such as:

- “The neighbourhood lacks safe cycling paths.”

- “Food waste in the school cafeteria is increasing.”
- “Local green spaces are being reduced.”

Groups must:

1. Define their position: What change do they want to see?
2. Identify who they need to influence (stakeholders).
3. Choose one micro-advocacy action (e.g., writing a short message, designing a poster, drafting a social media post, preparing a 1-minute speech).
4. Create the action and present it to the class.

The goal is not perfection but practising expressing a collective voice.

4. Transfer – Personal Agency Note (10 minutes)

Individually, students write on a sticky note:

- One sustainability issue they care about
- One small action they can take this month to influence it

Notes are placed on a “Voices for Change” wall.

Final guided debriefing:

- What did you learn about the different ways people can influence decisions?
- How did preparing a micro-advocacy action change your understanding of political agency?
- What is one issue where you feel motivated to use your voice?

Reflection sheet:

Student self-assessment checklist

Tick ✓ the statements that feel true after the activity:

- I understand that political agency includes many forms of influence beyond formal politics.
- I can identify who makes decisions on sustainability issues and how citizens can participate.
- I can express a position and propose an action to influence change.

- I feel more confident using my voice in school, community, or work contexts.
- I can identify a real issue where I want to take action.

Trainer self-assessment checklist

Tick ✓ after the session:

- Students demonstrated understanding of influence pathways and decision-making actors.
- The micro-advocacy challenge supported active participation and empowerment.
- Students expressed their ideas clearly and respectfully.
- The activity encouraged civic engagement and responsibility.
- The session contributed to developing the Political Agency competence.

4.2. Competence 11: Collective Action

This activity helps learners understand collective action as the coordinated effort of individuals working together toward a shared sustainability goal. Through collaborative challenges, stakeholder mapping, and a group mini project, students experience how cooperation, shared responsibility, and joint decision making can amplify impact far beyond what individuals can achieve alone.

TOGETHER WE MAKE THE CHANGE

Objectives:

- Awareness: Recognise the difference between individual and collective impact on sustainability issues.
- Reflection: Analyse the roles, strengths, and responsibilities of group members in collective efforts.
- Experimentation: Practise planning and executing a coordinated group action.
- Transfer: Identify opportunities to engage in collective sustainability initiatives in real-life contexts.

Duration: 75–90 minutes

Modality: Face to face (adaptable to hybrid or online)

Materials needed:

- “Collective Challenge Cards”
- Flipchart paper
- Sticky notes
- Markers
- Timer
- Reflection sheets (student + trainer)

Ice-breaker: “*One Alone, One Together*” (10 minutes)

The facilitator gives students a simple task:

- First, individually: “List as many ways as you can to reduce waste in 1 minute.”
- Then, in groups of 4: “List as many ways as you can to reduce waste in 1 minute.”

Groups compare the number and diversity of ideas. The facilitator highlights how collective thinking expands possibilities and impact.

Activity description:

1. Awareness – Why Collective Action Matters (10 minutes)

- Students brainstorm sustainability issues that require collective effort (e.g., recycling systems, public transport, community gardens, energy saving).
- They place sticky notes on a board.
- The facilitator clusters them and briefly discusses why some challenges cannot be solved alone.

2. Reflection – Mapping Group Strengths (15 minutes)

In small groups, students discuss:

- What strengths does each member bring (communication, creativity, organisation, technical skills, motivation)?
- What roles are needed for effective collective action (coordinator, researcher, communicator, designer, evaluator)?
- How can responsibilities be shared fairly?

Groups create a simple “team strengths map” on flipchart paper and share highlights.

3. Experimentation – Collective Action Challenge (25 minutes)

Each group receives a Collective Challenge Card, such as:

- “Create a plan to reduce single-use plastics in the school.”
- “Design a community awareness action about water conservation.”
- “Propose a shared mobility solution for students.”
- “Develop a mini-campaign to protect a local green space.”

Groups must:

1. Define the shared goal.
2. Identify stakeholders and allies.
3. Assign roles based on strengths.
4. Create a simple action plan (3–5 steps).
5. Prepare a short presentation of their collective strategy.

Groups present their plans to the class.

4. Transfer – Joining or Starting a Collective Effort (10 minutes)

Individually, students write on a sticky note:

- One collective initiative they could join or start (e.g., a recycling team, a neighbourhood clean-up, a student sustainability club).
- One role they would feel comfortable taking.

Notes are placed on a “Collective Action Starts Here” wall.

Final guided debriefing:

- What did you learn about how groups can achieve more than individuals working alone?
- How did your group's strengths and roles influence the quality of your action plan?
- Where do you see opportunities to participate in or initiate collective sustainability actions?

Reflection sheet:

Student self-assessment checklist

Tick ✓ the statements that feel true after the activity:

- I understand why collective action is essential for sustainability challenges.
- I can identify my strengths and how they contribute to group efforts.
- I can collaborate effectively and share responsibilities.
- I can help create or participate in a collective action plan.
- I feel motivated to join or start a sustainability initiative with others.

Trainer self-assessment checklist

Tick ✓ after the session:

- Students demonstrated understanding of the value of collective action.
- The strengths-mapping supported group cohesion and self-awareness.
- Groups collaborated effectively to create action plans.
- The activity encouraged cooperation, responsibility, and empowerment.
- The session contributed to developing the Collective Action competence.

4.3. Competence 12: Individual Initiative

This activity supports learners in developing the confidence and skills to take initiative on sustainability issues that matter to them. By identifying personal motivations, exploring small but meaningful actions, and designing a simple action plan, students learn how individual initiative can spark wider change in their school, workplace, or community.

FROM IDEA TO ACTION

Objectives:

- Awareness: Recognise personal motivations and opportunities for individual action in sustainability.
- Reflection: Analyse strengths, resources, and barriers that influence personal initiative.
- Experimentation: Develop and present a simple, feasible individual action plan.
- Transfer: Commit to implementing a concrete sustainability action in real life.

Duration: 70–85 minutes

Modality: Face to face (adaptable to hybrid or online)

Materials needed:

- Sticky notes
- Flipchart paper
- Markers
- “Action Inspiration Cards” (examples of small sustainability actions)
- Pens
- Reflection sheets (student + trainer)

Ice-breaker: “One Small Action” (10 minutes)

Students stand in a circle. Each person shares one small sustainable action they already do (e.g., carrying a reusable bottle, turning off lights, repairing clothes).

The facilitator highlights that individual initiative often starts with small, consistent behaviours.

Activity description:

1. Awareness – What Matters to Me? (10 minutes)

- Students individually write on sticky notes:
 - One sustainability issue they care about
 - Why it matters to them personally
- Notes are placed on a board and grouped into themes (waste, mobility, energy, nature, fairness, consumption).

2. Reflection – Strengths and Barriers (15 minutes)

In small groups, students discuss:

- What personal strengths can help you take initiative (creativity, persistence, communication, organisation)?
- What barriers might you face (time, resources, confidence, knowledge)?
- How can these barriers be reduced or overcome?

Groups summarise their insights on flipchart paper and share with the class.

3. Experimentation – My Action Plan (25 minutes)

Students work individually or in pairs. They receive Action Inspiration Cards with examples such as:

- Starting a repair habit
- Reducing personal waste
- Encouraging sustainable choices among peers
- Creating a small awareness message
- Improving a space (e.g., adding plants, organising materials)
- Choosing more sustainable mobility options

Students then design their own Individual Action Plan, including:

1. The issue they want to address
2. The specific action they will take
3. Why this action matters
4. What resources they need
5. When and how they will start
6. How they will measure success (simple indicators)

Students present their plans in a short 1-minute pitch.

4. Transfer – Commitment Card (10 minutes)

Each student writes on a card:

- Their chosen action
- The first step they will take within the next 48 hours

Cards are placed on an “Initiative Wall” or kept by the students as a reminder.

Final guided debriefing:

- What helped you choose an action that feels meaningful and realistic?
- What strengths will support you in carrying out your initiative?
- How can individual actions inspire or influence others around you?

Reflection sheet:

Student self-assessment checklist

Tick ✓ the statements that feel true after the activity:

- I can identify sustainability issues that matter to me personally.
- I understand my strengths and barriers related to taking initiative.
- I can design a simple, realistic action plan.
- I feel motivated to take individual action for sustainability.
- I can see how my actions can influence others.

Trainer self-assessment checklist

Tick ✓ after the session:

- Students demonstrated awareness of personal motivations and opportunities for action.
- The strengths/barriers discussion supported self-knowledge and confidence.
- Students created feasible and meaningful action plans.
- The activity encouraged autonomy, responsibility, and empowerment.
- The session contributed to developing the Individual Initiative competence.

ANNEX – TEACHER-CREATED ADAPTABLE SESSION PLANS

The following session plans were developed by the teachers (Carla Veloso, Cristiana Oliveira and Sara Pereira from EPATV, and María Teresa Valero, Sergio Gil and Susana Ferrando from IES Jérica-Viver) during the WOVEN Project training activities held at IES Jérica-Viver from May 12th to 14th, 2026. They are included as practical, field-informed examples that complement the main Toolkit activities. These proposals reflect real teaching contexts and may be adapted according to learners' age, group size, available time, resources, and local sustainability challenges.

1. What Can I Do for my Community?

Related GreenComp competence(s): Competence 11: Collective Action; Competence 10: Political Agency

Learning objectives:

- Practise making decisions using sustainability values as criteria.
- Apply sustainability-driven decision-making to real-life situations beyond the activity.
- Identify realistic actions that can contribute to a more sustainable local community.

Materials/resources needed: Blackboard, whiteboard or screen; pens and paper.

Duration: 55 minutes

Modality: Face-to-face

Ice-breaker – Brainstorming activity: Students briefly discuss the following questions:

- What is sustainability?

- How is sustainability reflected in your city, town, or community?

Activity description:

- Students work in groups of four. Each group thinks about realistic proposals to make their community more sustainable. Groups should focus on ideas that could realistically be applied in their city, town, school, or local environment.
- Each group then presents its proposals to the other groups.
- Suggested timing: 40 minutes.

Final guided debriefing / Reflection questions:

- Which ideas are more feasible?
- Which ideas could be put into practice in the future?
- What would be needed to turn one of these ideas into action?

Suggested timing: 5–10 minutes.

2. Where Does It Go?

Related GreenComp competence(s): Competence 4: Systems Thinking

Learning objectives:

- Understand the life cycle of an everyday object, from production to disposal.
- Identify the natural resources needed to produce the object.
- Explore how long waste from the object may persist in nature after disposal.
- Reflect on the causes, consequences, and affected areas linked to the object's disposal.
- Consider possible solutions to reduce negative environmental impacts.

Materials/resources needed: Internet, computers, and Padlet.

Duration: Two 60-minute sessions.

Modality: Face-to-face.

Ice-breaker: Students choose one everyday object and briefly explain why it is important to them for 5 to 10 minutes.

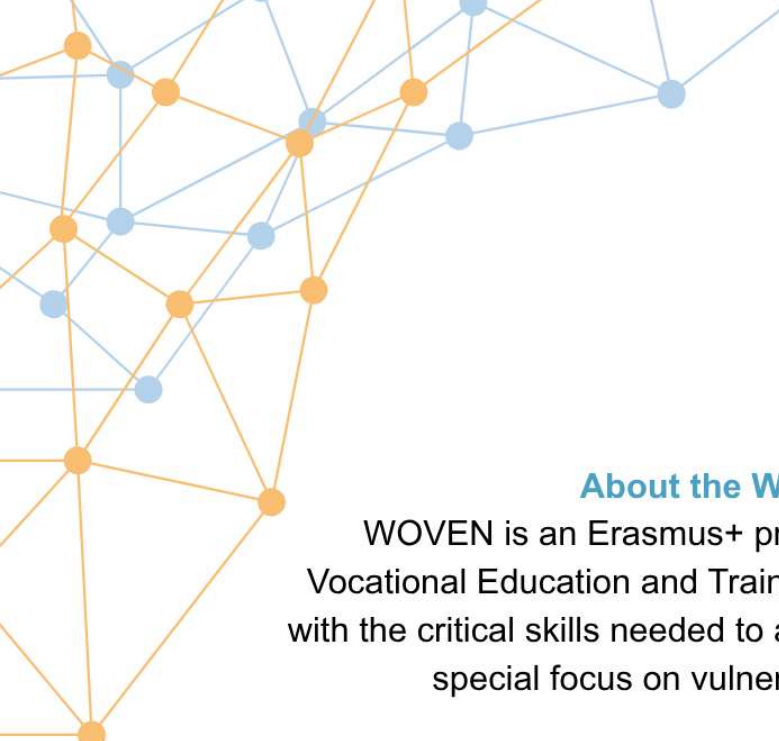
Activity description:

- Students work in groups of four. Each group chooses one everyday object and researches the following information:
 - The natural resources needed to produce the object.
 - The object's durability or expected period of use.
 - The time it takes for the object's waste to remain in nature after disposal.
 - The consequences of its disposal.
 - The areas or ecosystems that may be affected by its disposal.
 - Possible solutions to reduce the problems identified.
- Each group shares its findings on a common Padlet created by the teacher. The teacher provides the Padlet link and supports students in organising their information clearly.

Final guided debriefing / Reflection questions:

- After this activity, would you buy this object again?
- Why or why not?
- What alternative choices or behaviours could reduce the object's environmental impact?

Suggested timing: 5 to 10 minutes.



About the WOVEN Project

WOVEN is an Erasmus+ project dedicated to equipping Vocational Education and Training (VET) teachers and students with the critical skills needed to address climate challenges, with a special focus on vulnerable rural environments.

Our Core Mission

The project aims to strengthen local community resilience against climate-related risks while fostering new pathways for sustainable green employment. By driving educational action in perfect alignment with the EU Strategy on Adaptation to Climate Change, WOVEN empowers educators and learners to become active catalysts for environmental and professional transformation.

A Transnational Partnership

This deliverable is the result of a dynamic European collaboration between Associació Cultural CRESOL & Instituto de Educación Secundaria Jérica-Viver, from Spain, MENTORTEC & Escola Profissional Amar Terra Verde, from Portugal, and Associazione ARCES, from Italy.

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