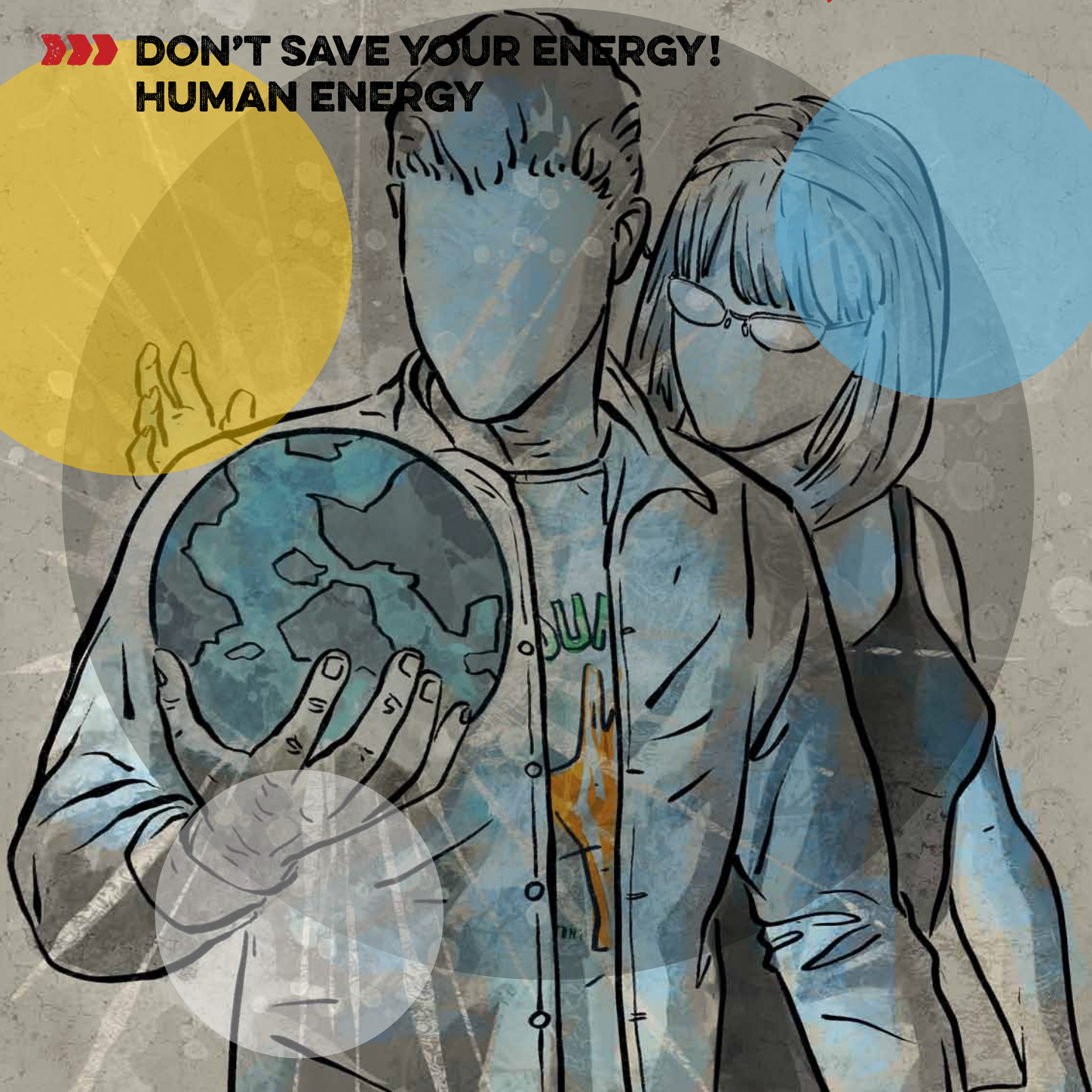


KNOW YOUR LIFESTYLE

INTRODUCING SUSTAINABLE CONSUMPTION
IN SECOND CHANCE EDUCATION

5

»»» **DON'T SAVE YOUR ENERGY!
HUMAN ENERGY**



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Federal Ministry
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and Development



REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION,
SCIENCE AND SPORT

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UMANOTERA
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IMPRESSUM

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I. INTRODUCTION

In the age of globalisation, the world is moving closer together. And the buzzword globalisation does not only adhere to the boundless flow of information and capital but also the merging of cultures and a joint responsibility for the future. At the latest with the United Nations Conference on Environment and Development in Rio de Janeiro in 1992 it became clear that dwindling resources, growing environmental problems and increasing social inequalities affect the entire world and therefore all governments and societies are encouraged to bear responsibility for a viable and sustainable development.

Therefore, as well the governments of the European Union committed themselves to the basic dimensions of global sustainable development recognised in Rio de Janeiro: environmental and resource conservation, social sustainability and

economic viability. Therewith, the governments acknowledge that their societies are in a learning process in which antiquated patterns of thought regarding development and underdevelopment are losing their validity and education for sustainable development must be given a more significant value. The universal responsibility of people worldwide for a socially and environmentally friendly behaviour requires a deeper understanding of the relationships between consumption patterns and the finiteness of resources, as well as an understanding of the links between consumption patterns in the countries of the northern hemisphere and the living and working conditions of people in the countries of the southern hemisphere.

GLOBAL LEARNING

Global Learning is a possible pedagogic answer to issues of global development and questions of the future. It is an educational response that is based on the principle of sustainable development and internationally binding human rights treaties.

In this interdisciplinary approach the understanding of global economic, political, social and environmental contexts is considered as a cross-cutting issue of education - an educational concept that touches all topics.

The purpose of Global Learning is to increase the understanding of the problems of the modern world and its consequences, both locally and globally. Global Learning encourages learners for a change of perspective and a reflection of their individual patterns of thought and behaviour. Such learning is important because it helps people to recognise their own role and the individual and collective responsibility they have as active members of a global society in regards to efforts for social and economic justice for all and the protection and restoration of ecosystems on our planet.

Global Learning is not a strict and regulated educational programme, but rather an open, preliminary and multi-faceted

approach of contemporary general education. Global Learning should be fun. It uses a variety of interactive and participatory learning methods.

Didactically and methodologically Global Learning requires teaching and learning methods which are interdisciplinary, participatory and action- and experience-oriented, because Global Learning is both promoting cognitive as well as social and practical competencies. Thus, Global Learning does not target a particular field of knowledge, but aims at acquiring key competences and skills that people - today and in the future - need to live in a responsible, solidary and sustainable manner as world citizens ("think global – act local").

"Recognising, Evaluating and Acting" and the respective interplay of these spheres of competence are promoted. Thereby, reference is made to the living environment of the learners: Even if always one has to be careful dealing with the question of one's own realistic capabilities and actual individual power, learners shall be enabled to analyse their own position in society, to form their own opinion and to actively participate in political processes.

SUSTAINABLE CONSUMPTION

Globalisation can be found everywhere in our day-to-day lives, starting with our shirt from Bangladesh, the cup of coffee brewed with beans from Guatemala right up to our mobile phone which would not function without coltan from the Republic of Congo.

Shopping knows no closing time, because via internet we can always purchase. Consumption imparts experience. Consumption socialises, gives meaning to our life and shapes our modern lifestyle.

Consumerism is an expression of societal development and individualism. Consumption sometimes appears as natural as eating, drinking, being mobile or working.

The media and advertising affect our consumption behaviour: products, music or outfits represent a certain style. The "proper attitude to life" and the "right perception" is organised by third parties on the market: via buying the "right products". Often, social recognition and an improvement of personal status are connected to it. Thus, in the end we all buy even things we actually do not need.

In view of a constantly growing world population and limited resources on our planet, however, the question arises how in future the needs of according to estimations by the United Nations more than 9,5 billion people in the year 2050 will be met and how participation of all people in the world can be assured. Solely the consumption of households in Europe is responsible for more than a quarter of all European greenhouse gas emissions. In this share the emissions connected to the production process of the consumer goods is not even included.

This means: the consumption of products increasingly influences both the economic and social situation of the people worldwide and the state of the environment. In the production process, in the consumption and in the use of a product lays great potential for minimising the environmental impact and for reducing global injustice. The point is to recognise and to use this potential, to hold a discussion about our lifestyles and about our responsibilities also in terms of consumption.

Of course there is the principle of "stop buying" or Consumption Renunciation. This principle focusses on the consideration

whether you really need a new product or repair an old one, whether you buy a used product or make a new product by upcycling an old one.

Contrary to that, there is the concept of Sustainable Consumption (also ecological or ethical consumption). Sustainable Consumption is part of a sustainable lifestyle and a consumer behaviour itself: Buying ecologically and socially responsible products may exercise political influence on global problems. It may reduce the economic, the ecological and the social costs of our lifestyle.

A prominent example of the global dimension of purchase decisions are efforts to fair trade. Consumers should choose a more expensive good of a small producer in a developing country, thus supporting fair working conditions. As well, with a purchase decision the operating and follow-up costs of a product should be considered and decisive. This applies also to the subsequent power efficiency as well as for the reparability or the long-life cycle of a product.

Following the principle of sustainable development, consumption is sustainable if it meets the needs of the present generations without jeopardising the prospects of future generations. Sustainable consumption therefore reaches into our individual lifestyle. The sustainable consumer is the ecologically and socially responsible citizen. Sustainable consumption first of all means conscious consumption: to have a closer look and to keep in mind one's personal "overall balance". Sustainability as a quality characteristic of products should be the guiding principle for consumers as well as for the economy and the public sector in Europe.

But how can we prepare and accompany especially young people on their way into a globalised and "connected" world in terms of viable and sustainable development? How can we convey to them the knowledge about local and global developments and challenges? How can we make them aware of sustainable options for action?

The project "Know your Lifestyle – Introducing Sustainable Consumption in Second Chance Education" would like to offer particularly young adults the opportunity to have a look beyond the horizon of their own lifestyles.

II. THE PROJECT „KNOW YOUR LIFESTYLE“

The idea for the project "Know your Lifestyle - Introducing Sustainable Consumption in Second Chance Education" was based on the fact that development education and issues of globalisation and sustainability are practically not subject of the curricula of Second Chance-education in Europe.

In cooperation with Second Chance-teachers and non-governmental organisations (NGOs) engaged in development education, the didactic materials and workshop modules in this publication on different topics of sustainable consumption such as "Renewable Energies", "Mobile Phones", "Water as a Global Good", "Global Good Production in the Textile Industry" and "Human Energy" have been compiled and developed to fill this gap.

Therefore, working meetings with teachers were organised. First teaching concepts and ideas were presented to the teachers to obtain constructive feedback and detailed information regarding the characteristics of the target group and the organisational framework of Second Chance-programmes. At a later stage, in all project countries first teacher workshops were implemented to train an extended number of teachers in the use of the materials. By means of such events the participants were enabled to work with the preliminary materials themselves, to test these and already to work on the basis of the proposed topics of development education on globalisation contexts in their courses. This way, in all project countries already a certain number of project events in Second Chance-programmes could be implemented in the course of which it was possible to obtain feedback directly from the young adults enrolled in the programmes as the final target group. It was important for us to find out whether the materials were applicable in the courses and appropriate for the target audience, whether interest on part of the participants in the topics could be sparked and whether the participants enjoyed the events and the chosen methodology. According to this experience gained, the materials could again be revised and optimised.

The aim of the project is to inform young adults like the participants in Second Chance-programmes about the linkages between personal, local consumption and the global impact connected to it. It provides young adults the opportunity to look critically at individual consumption patterns and to develop alternative and more sustainable patterns of action.

The participants of Second Chance-programmes in Europe are rarely confronted with development issues in their daily lives. They are a special target group with particular learning needs: Most of them are young adults with a migration and/or difficult social background who may often experience merely little support for a sound education by their families. But with their upcoming entrance into working life they are in an important phase of their life. In the Second Chance-programmes they engage in order to improve their chances for their future.

With the elaboration of the educational materials at hand we attempted to develop an innovative pedagogical approach for discussing the topic of sustainable consumption and issues of globalisation with participants in Second Chance-programmes. Of course, we hope that the materials will as well appeal to other actors engaged in various fields of education and that also other target groups will be able to work with them.

We are not claiming that the people participating in such events will be educated for becoming entirely informed and enlightened consumers. The events are designed to give participants an impetus for becoming aware of the topic of sustainability, of global connections and of the question of global justice, to put them in an informed position in case they should be in their future everyday lives be again confronted with the issue, and possibly to enable them to act consciously and sustainably in one or another future situation. All this without raising the admonishing trigger finger and appealing to their individual "guilty conscience". Awareness of sustainable consumption is a challenge, almost a science in itself in the face of the bulk of information and the complexity today's life is providing us with,

THE PROJECT CONSORTIUM:

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DVV International is the Institute for International Cooperation of the Deutscher Volkshochschul-Verband e.V. (DVV), the German Adult Education Association. The association represents the interests of the approximately 930 Adult Education centres (Volkshochschulen) and their associations, the largest further education providers in Germany.

DVV International provides worldwide support for the establishment and development of sustainable structures for Youth and Adult Education. As the leading professional organisation in the field of Adult Education and development cooperation, DVV International has committed itself to supporting Lifelong Learning for more than 45 years. DVV International finances its work with funds from institutional and private donors.

Our Mission

Education is a Human Right. We fight poverty through education and support development. As a globally acting professional organisation for Adult Education and development cooperation, we build sustainable systems for further education along with citizens, educational organisations and governments. Together with the people in our partner countries, we establish places for Lifelong Learning.

The essential focus of our work:

- Literacy Education, Basic Education and Vocational Training
- Global Learning, Environmental Education and Sustainable Development
- Migration and Integration, Refugee Work, Health Education, Conflict Prevention and Democracy Education

Local Support

We conduct educational projects for disadvantaged youth and adults, help in the set-up of educational institutions and advise partners and governments in the establishment and development of sustainable structures for Youth and Adult Education.

We cooperate with more than 200 civil society, government and academic partners in more than 35 African, Asian, Latin American and European countries. Our country and regional offices build local and regional cooperation and ensure the quality and effectiveness of our action.

Global Partnerships

Generally, vocational, cultural and scientific education of youth and adults is a key to development worldwide. Along with national, regional and global Adult Education associations, DVV International promotes lobby work and advocacy for the Human Right to Education and Lifelong Learning. Thereby we orient ourselves on the UN Millennium Development Goals (MDG), the global Education for All (EFA) programme and the UNESCO World Conferences on Adult Education (CONFINTEA).

DVV is a member of the European Association for the Education of Adults (EAEA), the International Council for Adult Education (ICAE) and the German Commission for UNESCO (DUK).

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The Association of Adult Education Centres in Carinthia (VHSKTN) is a non-profit association with eight AECs in Klagenfurt, Villach, Spittal, Wolfsberg, Feldkirchen, St. Veit and Völkermarkt. The VHSKTN was founded nearly 60 years ago.

As a traditional Volkshochschule the VHSKTN is also a member of the Association of Austrian Adult Education Centres.

The Association of the Adult Education Centres in Carinthia regards itself as educational institution and is pledged to democracy, committed to the principles of human rights and independent of any political parties. For this reason the VHSKTN is opposed to any sort of anti-democratic, racist, anti-Semitic, misogynous behaviour or which discriminates against any group of people, and it is committed to counteract such tendencies.

According to the Association of Austrian Adult Education Centres the VHSKTN view education as a learning process which continues throughout life and comprehends the cognitive, affective and physical dimensions; in other words:

the whole person. Its work is focused on the learners' needs and requirements, but also tries to make people aware of needs and requirements they might forget about in everyday life.

The trainer staff of the VHSKTN consists of more than 600 trainers, who conduct more than 2500 classes every year all over Carinthia. The head of the VHSKTN is Dr. Gerwin Müller. The pedagogical director is Beate Gfrerer. Beyond traditional classes and courses around the topics culture and society, nature and environment, economy and IT, languages, creativity and culinary art and beauty and wellness the AEC association runs more than 25 local and international projects. The key aspect of most of these projects is Second Chance, beginning from the basic educational courses, the certificate of Secondary Education and University entrance examination. The Association of the Adult Education Centres in Carinthia offers a chance for those, who fall through the cracks of society and supports people from all social classes in climbing the social ladder.

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Andragoški center Republike Slovenije
Slovenian Institute for Adult Education

The Slovenian institute for Adult Education (SIAE) is the main national institution for research and development, quality and education, guidance and validation, and promotional and informative activities in the field of adult education. SIAE drafts professional bases and evaluations, and monitors the development of the adult education system, develops various non-formal and formal forms of learning, develops programmes to improve adult literacy, and pays particular attention to improving access by vulnerable groups of adults to education and learning. In doing so, it develops the necessary infrastructure to support learning, develops models for the self-evaluation of quality and the validation of prior learning, and provides professional education and training for adult educators. The SIAE informs professionals and the general

public about all of these processes and achievements, and contributes to the broader awareness of the importance and role of adult education.

SIAE's mission in detail:

We believe education could help people in exploring their lifelong question i.e. "How should I live my life?" In this way the voice of the learner needs to be heard in the curriculum. On the other hand person could not be realised out of the community. Even more - every person tends to be realised in the community. Education shall bridges those two sides of human life. The word community is derived from the Latin word "communicare" that means to communicate, to share. Communication means sharing - not only the material things,

but also knowledge, spiritual things, values, problems etc. People need to communicate. The problems they share, even the conflicts might be understood constructively when there is a place for dialogue, where human ideas, knowledge and competences, virtues and values might be exposed and discussed. Dialog means that people hear each other and try to understand each other. When people understand each other, they may be willed to construct common reality. Thus SIAE puts special attention to the community's learning, dialogue and to the personalization of learning. In this process our special concern is paid to adults who are in danger to be excluded from dialog e.g. low educated, young dropouts, migrants, unemployed, etc. Most of our work refers to non-formal learning that represents the major part in human lifelong learning.

SIAE and adult educators:

We are aware of the importance of competent staff in adult

education and thus we develop learning programs for adult educators (teachers, mentors, tutors, counsellors, advisers, etc.). They represent the cornerstone in the quality of learning process and thus important agents in changing society.

SIAE and the project "Know your Lifestyle":
It hasn't been difficult for us to decide to cooperate in the project "Know your Lifestyle", because it grows from similar values and has very similar aims as we have already written above. The questions of sustainable consumption are very important in the global world. We believe we can help to spread the principle of sustainable consumption in Slovenia. We have stepped in the project together with the network of PUM¹ mentors and Umanotera - the non-government organization who has already worked at this field for more than decade. We all learn together with other partners in the project. We communicate and share all the goods, knowledge and ideas in striving to disseminate them world widely.

ESTONIAN NON-FORMAL ADULT EDUCATION ASSOCIATION

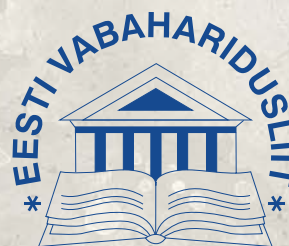
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The Estonian Non-formal Adult Education Association (ENAEA) is non-governmental, national umbrella organisation in the non-formal adult education field associating education-orientated NGOs and folk high schools. ENAEA has 72 member organisations.

Our values:

- Life-long learning and every person's active participation in his/her own community's as well as in the state's life as a whole is a necessary precondition and resource for development;
- Learning plays a key role in softening poverty, inequality and social stratification, but also in supporting democracy, creativity and economical development.

According to the ENAEA's standpoint, the life-long learning in Estonia has to guarantee taking into account the learners' needs and participants' active involvement in study process and assure the accessibility of learning possibilities to all applicants.

ENAEA is active in adult education policy; supports activity of its members, promote their mutual relations; collects and publishes educational materials; collects and distributes information; carries out research projects; organizes seminars, courses, conferences etc.; cooperates with organizations having similar objectives in national and international level; cooperates with governmental institutions.

ENAEA has experience in different research and network projects: EQF, NQF, adult educators' profession and qualification issues (national and international level, incl. training of trainers), basic skills and vocational education, key competencies and non-formal education etc.

The competence areas are: adult education in local areas; NGO leader training; guidance and counselling in adult education; quality of adult education (incl. training of trainers); involving school dropouts (young adults) into adult learning activities.

¹PUM ist eine slowenische Abkürzung für ein Programm des zweiten Bildungswegs, d. h. Projektlernen für junge Erwachsene, das bei SIAE in den 90-er Jahren entwickelt wurde, um jungen Ausbildungsabbrechern helfen, Bildung zu erwerben oder eine Arbeit zu finden. Heute gibt es 12 PUM-Gruppen in Slowenien.

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EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS

The European Association for the Education of Adults (EAEA) is the voice of non-formal adult education in Europe. EAEA is a European NGO with 123 member organisations in 42 countries and represents more than 60 million learners Europe-wide.

EAEA is a European NGO whose purpose is to link and represent European organisations directly involved in adult learning. Originally known as the European Bureau of Adult Education, EAEA was founded in 1953 by representatives from a number of European countries.

EAEA promotes the social inclusion aspects of the EU 2020 strategy; it promotes adult learning and the widening of access and participation in formal and non-formal adult education for all, particularly for under-represented groups. We promote learner-centred approaches that take people's lives into account and enable them to acquire all kinds of competences, with particular attention to basic & transversal skills.

EAEA

- provides information & briefings on EU policy
- cooperates with EU institutions, national & regional governments, e.g. the Council of Europe & UNESCO
- cooperates with stakeholders, through EUCIS-LLL

- releases reports, handbooks, project information & results
- provides advice and recommendations for our members' policy work
- helps members with exchange of good practice, partner search & dissemination of projects & events

EAEA aims to support and disseminate their member's engagement in activities, partnerships, policy and curricula development, research and provision for social inclusion and cohesion, democratic participation and combating poverty and discrimination. Linked to an international network of adult education providers, EAEA is leading in mainstreaming innovative concepts in adult learning. EAEA regularly organises European conferences on topics relevant to Adult Education and LLL and links to other European platforms and umbrella initiatives on European level.

Furthermore, EAEA has a long expertise in dissemination activities and powerful dissemination channels: through its website, it reaches 350000 unique visitors in a year; its newsletters counts more than 2000 readers and its social media are followed by more than 800 people.

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UMANOTERA
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The Slovenian Foundation for Sustainable Development (UMANOTERA) is a non-governmental professional organisation which is engaged with the problems of sustainable development. We strive for a balance between humans and the environment. People should exploit the unlimited capability of their minds instead of exploiting limited natural resources. Respecting nature means respecting humanity.

UMANOTERA's main activities are:

- monitoring new trends in the field of sustainable consumption,
- striving for the national programme in the field,
- alternative ways of thinking,
- education and development of new social values and structures,
- strategic networking of governmental, non-governmental and economic actors,
- effective implementation of goals and projects.

The main strategy of UMANOTERA is to transferring the principles of sustainable development into real life situations

by introducing examples of good practices, by introducing public debate about national and global problems, by a critical examination and public exposition of crucial problems, by exposing potential solutions to concrete problems, by cooperation in common projects with stakeholders and others involved.

Working with teachers and students at all levels of life-long education is an important part of UMANOTERA's mission. In this way we want to facilitate the integration of global principles of sustainable development in all kinds of learning contexts. In doing so we support teachers, educators, students and citizens through selected learning materials, counselling, workshops, presentations, visits and with the execution of projects.

Umanotera cooperates in many projects at national and international level. In the year 2000, we became a full member of the European federation of environmental NGOs, the European Environmental Bureau (EEB), which actively participates in our activities and working groups.

III. INFORMATION ON THIS VOLUME

The universal responsibility of people all over the world for socially and environmentally responsible behaviour demands deeper understanding of the relation between the consumption patterns and finiteness of energy resources, as well as an understanding of the links between consumption patterns in the countries of the global North and living and working conditions in the countries of the global South.

The training module 'Don't save your energy' wants to foster this understanding and to ignite a spark for socially and environmentally responsible behaviour in the daily lives of Second Chance-students and their facilitators with respect to the consumption of energy and other resources. In the process of implementation of the module participants should come up with some important insights about the finiteness of energy and other natural resources and are encouraged to establish strategies for personal contributions to the solution of presented problems.

In this way the purpose of the training module is to build a safe and dialogue-oriented learning environment where students may develop their competencies such as critical and creative thinking, self-awareness, openness, intercultural tolerance, interpersonal empathy, active listening, personal engagement and activism that students shall use in their personal and professional lives.

The training module is principally designed for less educated young adults, especially for drop-outs, who are not employed or enrolled in any formal adult education. They are characterised by a low education level and in many cases also by a difficult social-economical background. All these may reflect in the low interest of the student in common community problems, in a passive life style, as well as in low learning motivation.

On the other hand, it has to be stressed that students are not all the same. Facilitators need to be aware of all the great and decisive particularities among different students, e.g. knowledge, values, motivation, experiences with the subject of the module. The facilitators who implemented (tested) the module experienced the whole spectrum of students' reactions and behaviour. There were students who were emphatic and full of enthusiasm, shared the same values and were keen to act in the course of the module from the very beginning. On the other hand, there were also students who were highly unmotivated and full of prejudice at the start, but changed to a more proactive and self-reflective behaviour in the direction of sustainable consumption and proactive lifestyle.

Of course, there were also students who seemingly did not benefit from the module at all. In these rare cases facilitators could not identify any visible progress in students' behaviour. At this point, we need to stress that in facilitators' opinion the most important factor for change is the quality of the learning event where a facilitator can make the module relevant to the students' everyday life and interests.

The intensity of an event that addresses not only students' cognition, but also students' affective and cognitive sides and the continuity where principles of the sustainable consumption

are generally incorporated into the daily course of the learning group, drive learners to significant progress. In this way, less progressive were unique or one-time lessons where students did not get an opportunity to experience or rethink in advance what had been taught in the learning session.

The presented teaching materials are intended to be used by facilitators. Hence the target group are facilitators in second chance education, especially those who have practiced or are enthusiastic about project learning. Throughout the conceptualisation and implementation of the training module, they gain knowledge on sustainable consumption and sustainable use of energy and become motivated and confident to integrate particular elements of these issues in their further teaching and lifestyle.

This publication offers a variety of possible approaches:

It can be used both as a collection of methods relating to the topic of sustainability out of which single methods may be selected depending on the lesson's subject, interest or time available and integrated into the regular lessons.

But this publication also provides teachers the opportunity to individually organise a special project day-event according to the interests and ideas of the participants or according to one or another aspect of the topic dealt with (an optional schedule is presented in the following). Of course, the methods can also be linked with other topics, methods and activities which are not proposed here. The collection is an offer which leaves room for expansion and improvisation.

The methods are always described in such manner that an independent and easy implementation by the teachers should be possible. As already implemented events have shown, however, in some cases for a successful application and for having a joyful event a certain amount of improvisation on sides of the teachers is necessary and sometimes even intended.

Information on the materials respectively needed for implementation and on the amount of time required (the respective information concerning the time are meant as a guideline and may vary depending on the characteristics of the group) as well as instructions regarding the preparation, implementation and evaluation of an event is always listed. Copy templates and worksheets which are to be used are respectively provided. These may be copied out of this publication. Since the materials may be also found in the download section of our project website (www.knowyourlifestyle.eu), the printing of single contents may ease the process of preparation.

We hope that all teachers and their course participants who jointly work with our materials will enjoy the examination with the issues proposed, that they will gain fascinating insights and ideas and that they will take a strengthened awareness of sustainability into their future lives.

1. INTRODUCTION TO THE TRAINING MODULE

1.1. The main purpose – Let's ignite a spark!

The universal responsibility of people all over the world for socially and environmentally responsible behaviour demands deeper understanding of the relation between the consumption patterns and finiteness of energy resources, as well as an understanding of the links between consumption patterns in the countries of the global North and living and working conditions in the countries of the global South.

The training module 'Don't save your energy' wants to foster this understanding and to ignite a spark for socially and environmentally responsible behaviour in the daily lives of 2nd chance students and their facilitators with respect to the consumption of energy and other resources. In the process of implementation of the module participants should come up with some important insights about the finiteness of energy and other natural resources and are encouraged to establish strategies for personal contributions to the solution of presented problems.

In this way the purpose of the training module is to build a safe and dialogue-oriented learning environment where students may develop their competencies such as critical and creative thinking, self-awareness, openness, intercultural tolerance, interpersonal empathy, active listening, personal engagement and activism that students shall use in their personal and professional lives.

1.2. Key issues

- Discovering one's lifestyle and consumption patterns.
- Sustainable consumption - responsibility toward the social and natural environment.
- Global interaction - the impact that consumption patterns have on the living and working conditions of people in other countries.
- Consequences of unsustainable consumption - climate change, etc.
- Sustainable use of energy - measures to reduce energy consumption, renewable energy sources.
- Investing personal energy sustainably through changed lifestyle, career choice, etc.

1.3. Objectives of the training module

The goal of the module is for students:

- To be informed and familiarized with the concept of global interdependence in the context of climate change, pollution and interdependence between people of global North and people of global South.
- To relate the consequences of their daily choices and consumption patterns to the global social and natural environment.
- To understand the concept of sustainability (meeting needs without compromising the ability of other beings and future generations to also meet their needs).
- To become aware of the sources of their own vital energy (something that brings them pleasure, makes them happy, they are proud of, they are passionate about).

- To research about and become aware of meaningful sustainable opportunities of spending leisure and/or professional time.
- To decide on a personal level to integrate the sustainable modes into their life style by inviting them to take first steps towards sustainable lifestyle during their participation in the learning sessions.
- To become active participants in creating their own individual or groups' strategy to contribute to the sustainable development (e.g. in the field of mobility, consumer choice or the choice of activities).
- To gain and to enhance their competences for critical thinking and dialogue; e.g. to acquire and critically analyse information, to present and argue their own ideas and thoughts in dialogue with others.
- To act as multipliers who transmit their knowledge to friends and family.

Since facilitators are role models for their students and are crucial for module interpretation, they are expected to share the knowledge, values and the consumption patterns as they are promoted in the module. In this way facilitators are expected to include the principles of sustainable life style that are promoted in the module in their daily work with students.

1.4. Methods

The training module as a whole is primarily designed to be implemented in the mode of project learning that is most similar to the learning situations in everyday life. In this way the module wants to foster students' interest in common community problems and to ignite the motivation for learning and acting. The training module as a whole is primarily designed to be implemented in the mode of project learning, but it can be used in more traditional learning discourses, too. Methods included in the module follow the educational concept of global learning and are consistent with the specific needs of target groups. Since the primary target group is less educated young adults, the emphasis is on interactive, participatory methods, which focus on respect and taking into account existing knowledge and experience and not on exposing deficiencies.

There is a variety of methods in order to increase the attractiveness of the module for students who need above-average motivation for learning and also to cater for different personality types. To ensure the diversity of approaches, each unit of the training module (introductory stage, processing stage, action-oriented stage) involves up to three methods.

The selected methods include:

- facilitated group discussion
- multimedia presentation (PPT, video)
- field research
- story-telling
- practical (hands-on) experience

- World Cafe and other methods to elicit the knowledge of the group
- public presentation
- media work
- excursion

The module supports teamwork and includes activities where students promote the results of their learning projects. All these improve students' confidence and self-esteem. The methods shall help facilitators in creating a safe and creative learning atmosphere that fosters creativity and critical thinking, dialogue, optimism, and personal activism for sustainable consumption and fair relationships in the global society. In the present teaching materials, methods are described in such a manner, that nothing will be standing in the way of an independent implementation by facilitators. Required materials, time, notes for preparation, implementation, and evaluation are listed.

The training module links education and lifestyles of the

students. It supports learning about diversity, learning to listen, developing critical opinion of the available information and opinions, while allowing time for reflection. In the learning process, students play a central role as active students, who seek not only answers, but also raise questions according to their experience.

1.5. Knowledge and competences

The training module consists of sections where students simultaneously gain knowledge in selected areas (energy and climate change, global interdependence, consumer choice and sustainable mobility), develop critical and creative thinking, develop their self-awareness and openness to others, gain experience in embracing and tolerating different opinions and objections, acquire or enhance skills for presenting thoughts, opinions and results, acquire and critically analyse information and gain the motivation to act as multipliers who transmit their knowledge to friends and family.

2. WORKING WITH THE TEACHING MATERIAL

The teaching materials allow different types of use. They are divided into autonomous units of different lengths that allow the facilitator to implement the whole or just specific sessions from the module in his/her teaching curriculum. Facilitators might relate the sessions from this module to the sessions of other modules of the 'Know your lifestyle' project (e.g. Global Goods Production, Handy Smartphone, and Sustainable Energy) in their own way.

Materials can be used as a whole, which is particularly suitable for project learning programmes. The module includes introductory activities leading to the full development of the project. Used in this manner, implementation of the module takes 3 days (6 hours per day), which do not have to be consecutive. Sufficient time between the execution of individual days needs to be allowed for preparation, etc.

The teaching materials can also be used as a collection of methods on the topic of sustainable use of energy. Individual sections can be integrated into teaching activities of different subjects, e.g. geography, in the way that is most related to the content of the subject, students' interests, actual events in the environment (e.g. celebration of Earth day) and time that is

available in the learning context.

For this purpose, the teaching materials provide information on the time needed for each of the sections which are the building blocks of the module.

The teaching materials are divided in three principal chapters. For each of them the background information, description of the selected methods, and step-by-step instructions for implementation are provided.

The use of the teaching materials can be adjusted to the needs of the user and should serve as a proposal. Facilitators can follow materials more or less strictly or they can adjust them to specific circumstances. Each section and method can be used independently (not only as a part of a comprehensive training module), or in other contexts.

The authors of the teaching materials were aware of the creative and innovative potential of the users. To that end, the modular design of the teaching materials encourage use in diverse ways and for different purposes, in order to make the most of time and knowledge invested.

3. TRAINING MODULE: DON'T SAVE YOUR ENERGY!

The training module consists of three principal parts, which can be carried out in three days. Every day has its own specific focus, as a whole they support the achievement of the full range of the module's educational objectives. Sections are

designed to achieve specific objectives, some of which take place in sequels and some extend beyond the scope of one day.

DAY 1 - WHAT GUIDES ME IN MY LIFE?

The aim of the first day is for students to realize that they constantly make decisions both in terms of activities of daily living (e.g. food choices, mode of transport, etc.), as well as of major life decisions, such as deciding on the meaningful use of leisure and professional time.

Objectives:

- Students discover the concept of guidelines on simple cases (principles and criteria for choices).

- Students learn to use their existing skills to search for information (browsing the internet) for the preparation of the travel plan and discover various travel modes.
- Students see an inspirational example of career choice and become aware of guidelines, which led to the choice (to become a farmer, farming practice, etc.).
- Students experience work on a farm and pleasure - vital energy - derived from spending meaningful time.

DAY 2 - WE ARE ALL CONNECTED

The aim of the second day is to raise awareness among students about global interaction and the role of the individual in reducing global problems. The focus is on the problem of climate change.

Objectives:

- Students learn how a choice of everyday products is associated with living and working conditions of people in

countries of the global South.

- Students learn about problems of unsustainable use of energy, climate change and the consequences for the natural and social environment.
- Students identify their own ways of influencing global problems (consumer choice, lifestyle, active citizenship...) and extract the basic principles that they can follow.

DAY 3 - MY FIRE

The aim of the third day is to motivate students to action. Through the process they recognize their own impulses, talents, competences and select specific actions (preferably a joint action), which they discuss, plan and present. On the third day the training module reaches its climax, where all that students have learned in the first two days, results in the action that should be performed afterwards the completion of the training module and should increase the likelihood of applying newly learnt insights about sustainable lifestyle to their life.

Objectives:

- Students encounter inspiring examples of success resulting from seemingly unfavourable conditions and from the talent

and intrinsic motivation.

- Students learn to recognize their talents, tendencies, competences, and similar factors, which could be the basis for their success.
- Students identify a greater or lesser objective, consistent with their factors for success, and plan activities that they will perform after the completion of a training module individually, in groups or as a whole.
- Students feel commitment to the chosen goal; it is reinforced by the presentation of the aim to peers, facilitators, friends, family and external audiences (people from the local community, media).
- The final goal of the third day is that students understand the basic message of the training module: don't save your energy in making your lifestyle more sustainable.

4. PROCESS PLAN

section/minutes	title	activities/ content	materials/ documents
Day 1 - What guides me in my life?			
1	30	<p>Morning coffee chat introduction to the training module</p> <ol style="list-style-type: none"> 1. Introduction to the 3-day training module 2. Short presentation of the schedule and methods of work 3. Agreement on the final event and documentation 4. Expectations 5. Basic rules 6. Conclusion 	<p>beverages, flipcharts, handout „schedule, camera</p>
2	30	<p>What did you have for breakfast today, how did you travel?</p> <ol style="list-style-type: none"> 1. Initial questions 2. Guidelines - first set 3. Conclusion 	<p>microphone" - soft ball, bean bag or stuffed toy, large post-it notes, marker pens, flip-chart</p>
3	100	<p>Let's go out for lunch!</p> <ol style="list-style-type: none"> 1. Presentation of the destination and tools for the preparation of travel plan 2. Travel plan 3. The most convenient way of travelling 4. Journey to the farm 5. Introduction to the farm 	<p>flipchart, maps of local area; scale 1:50.000, computer(s) with internet and printer; notepads; pens; large post-it notes; self-adhesive round stickers; marker pens</p>
4	50	<p>Why am I a farmer?</p> <ol style="list-style-type: none"> 1. Siesta - conversation with members of the farm household 2. Help with chores around the farm 	
5	25	<p>What guides me in my life?</p> <ol style="list-style-type: none"> 1. Additional guidelines 2. Open space for sharing, answers and questions 3. Conclusion of the day 	<p>flipcharts of the morning, large post-it notes, marker pens</p>

section/minutes		title	activities/ content	materials/ documents
Day 2 - We are all connected				
6	105	We are all connected	<ol style="list-style-type: none"> 1. Morning coffee chat - What are we wearing today? 2. Watching the movie 100% Cotton made in India 3. What have we felt, experienced, learnt? 4. What can we do about climate change? 5. Does this only apply to cotton? 6. Additional guidelines 	4 flipcharts, „microphone“ (soft ball, bean bag or stuffed toy), large post-it notes, marker pens, computer, LCD projector, movie: „100 % Cotton made in India“ (English) www.youtube.com
7	95	The atmosphere connects us all	<ol style="list-style-type: none"> 1. Our world is wonderful 2. Human development and use of energy 3. Trouble in paradise - global warming 4. Consequences of climate change 5. What we felt, experienced, learnt? 6. Is there anything we can do? 7. Additional guidelines 	flipchart „my choice is guided by“, computer with internet connection, LCD projector, remote control
8	60	Something needs to be done!	<ol style="list-style-type: none"> 1. Discussion in the group: What can we do as individuals 2. Presentation of green jobs 	flip-chart, large post-it notes, marker pens, computer with internet connection, LCD projector, remote control
9	30	What's new about our guidelines?	<ol style="list-style-type: none"> 1. Modification of guidelines 2. Open space for sharing, answers and questions 	-flipchart "My choice is guided by...", flipchart "What can we do about it?", marker pens, large post-it notes

section/minutes		title	activities/ content	materials/ documents
Day 3 - My fire				
10	20	Morning coffee with Paul Potts	1. Watching the video of Paul Potts' performance on Britain's Got Talent 2009 2. Talk about the phenomenon of Paul Potts	Hot beverages LCD projector, remote control, computer camera
11	60	My fire	1. World Cafe – my fire (description of the method World Cafe2)	paper tablecloths (or paper of larger format), vases, pens, large post-it notes, marker pens, flip-charts
12	30	Action	1. The choice of action	flipcharts of previous sections
13	60	Silhouette portrait	1. Visualisation - Silhouette portrait	LCD projector or any other light source (e.g. flashlight, desk lamp), marker pens, colour pencils, flip-chart, old magazines, newspapers, scissors, flipcharts of previous sections
14	30	Final event - preparation of materials	. Preparation of the presentation	computer with internet, LCD projector, remote control, photos, refreshments, snacks, flipcharts of previous sections
15	30	The final event	Final reflection - open space:	computer with internet, LCD projector, remote control, photos, refreshments, snacks, flipcharts of previous sections, silhouette portraits
16	30	Conclusions and celebration	Final reflection - open space:	„microphone“ (soft ball, bean bag or stuffed toy), refreshments, snacks

5. IMPLEMENTATION OF THE TRAINING MODULE: STEP- BY-STEP

1. Locating organic farm

Prior to the date of implementing the training module, locate an organic farm nearby, where lunch for the group of students can be offered. If possible, choose an organic farm that sells its products in the local area, and is involved in community supported farming (vegetable box scheme), sells directly at the farm, at the local market, and the like. These are locally-based models of agriculture and food distribution that maximize contacts between producers and consumers (community building), reduce distribution channels (transportation), guarantee producers a fair pay for their work, and avoid agents who collect a disproportionate share of earnings and lower prices for basic producers.

Ideally, the distance to the farm would be less than 20 km.

2. Arrangement with farm owner

Arrange with the farm owner to prepare a simple meal made of local, seasonal ingredients (e.g. stew).

Arrange for a presentation on the farm and its activities (e.g. how big is the farm, how many people work on it, what kind and how many animals they breed, to whom, and how they sell, etc.). The presentation should be realistic, but should not focus on problems (lack of subsidies), it should rather focus on the benefits of farming.

Also negotiate in advance the possibility that students help with simple chores on the farm. Suitable tasks are not dangerous and not too dirty (carrying or stacking firewood, fruit picking).

Arrange a discussion of the members of the farm household with students. Familiarize them with the aim of the talk, which is to present guidelines that were decisive for their choice of profession (being master of one's time, working with animals, etc.), organic farming methods (providing healthy food, protecting environment, etc.) and methods of sale (contact with consumers, fair pay, etc.).

3. Agreement for cooperation with local newspaper

Arrange in advance with the editor of the local newspaper for reporting on the training module. Don't save your energy! Present the training module (purpose, objectives, target groups) to a journalist who reports on youth and education issues, and invite him/her to prepare an article.

Subject to students' decision whether the event is open to media and the public, invite the journalist to the final event (Day 3 of the training module).

4. Invitations for important individuals from the local community

Also subject to students' decision, invite important individuals from the local community to attend the final event (Day 3 of the training module). Familiarize them with the training module (purpose, objectives, target groups). Select the individuals who, according to students' criteria, can contribute to the importance of the final event, for example the mayor and/or

member of the municipal council involved in the field of education, public and media personalities...

Inform them that students decide whether the event is open to the media and other members of the public, so that attendance may not be possible and ask for their understanding.

5. Set up the room

Arrange a socializing area (lounge) for morning coffee; prepare cups and ingredients for the preparation of the beverages (coffee, tea, sugar).

In the classroom, clear the walls and make space to hang up flipcharts.

If possible, arrange the classroom in a semi-circular layout of chairs, provide 4 small tables.

6. Preparation of equipment and materials

Check in advance availability of the following equipment and materials:

Equipment:

- computer with internet connection
- printer
- LCD projector
- remote control
- music - optional

Materials:

- flip-chart
- marker pens of different colours and tip widths
- highlighters
- facilitator's accessories: acoustic device such as flute or bells (to signal the end of activity or break), soft ball, bean bag or stuffed toy, which is used as „microphone“ and as an invitation for students to speak - whoever holds it, has the word
- masking (sticky) tape
- scissors
- large post-it notes (75 x 127 mm)
- small post-it notes (75 x 75 mm)
- self-adhesive circles
- clock
- camera (optional)
- detailed maps of the local area with a 1:50.000 scale (or more detailed)
- (if possible) computers with internet connection and printer
- sufficient notepads and pens for all students
- paper tablecloths or paper of larger format (for section My fire)
- coloured pencils
- old magazines (for section Silhouette portrait)

7. Vehicle

For day 1 of the training module arrange a vehicle to transport students and facilitators to the farm.

>>> 1. MORNING COFFEE CHAT - INTRODUCTION TO THE TRAINING

Activities

1. Introduction to the 3-day training module
2. Short presentation of the schedule and methods of work
3. Agreement on the final event and documentation
4. Expectations
5. Basic rules
6. Conclusion



discussion, flipchart



30 Min.



flipcharts: „Schedule“; „Expectations“; „Basic agreement“; handouts (optional): „Schedule“; camera

1. Introduction

While gathering in the lounge and having morning coffee, the facilitator introduces the module, mentioning that it has been developed as part of an international project on global learning and that it might take place in different countries with similar groups of students. The facilitator can ask students if they have ever participated in an international project, how they have communicated, etc.

2. Short presentation of schedule and methods of work

With the help of the flipchart „Schedule“, the facilitator presents the schedule of the 3-day module, with the emphasis on the first day. Students may be given the printed schedules (at the discretion of facilitator). The facilitator introduces the purpose and content and emphasizes the interactive nature of the module and the expectation - students should actively participate, share experiences and help create a training module. The facilitator then pins the flipchart „Schedule“ to the wall to use it at the beginning of the second and the third day.

3. Agreement on the final event and documentation

The facilitator reminds students of the final event, where they will have an opportunity to showcase everything that will happen in the context of a training module - experiences, results, opinions, materials... The facilitator suggests that the openness of the final event i.e. inviting friends, family, significant individuals, depends on group consensus.

The facilitator proposes to students to document the process of the training module. If possible, the group selects a photographer, who is given a camera, and a reporter, who assumes the duty to write down curiosities, jokes, quotes, which could be used at the final event irrespective of whether it will be open or closed to the „public“.

4. Expectations

The facilitator asks students to take a minute to think about their expectations regarding the workshop (what will change in the course of the module, what they will experience.). When the time is up, the facilitator invites students to briefly present their expectations and writes down the expectations on the flipchart „Expectations“. The facilitator constantly pays attention to the similarities, meaningfully classifies expectations and summarizes, identifies the group and individual expectations with regard to the purpose and schedule, notifies students that at the end of the 3rd day of training module the record of the expectations will be used to check and assess the effectiveness of the module. When everyone (who chooses to do so) has expressed their expectations, the flipchart „Expectations“ is moved to the wall.

5. Basic agreement

In order to create a non-threatening and supportive climate within the group, the facilitator proposes an agreement on basic rules of the workshop. The facilitator presents the proposal of the group's basic work principles that he/she previously wrote on the flipchart „Basic agreement“. Examples of basic agreement: we are punctual - we start and complete activities within the agreed time; we use mobile phones only during breaks; confidentiality - what is said between us stays between us; respectful communication, etc.

The facilitator verifies that students agree with the rules and asks for any additions. When the group agrees on a final set of rules the facilitator hangs up the flipchart „Basic agreement“ on the wall. Students may sign the agreement on the flipchart.

6. Conclusion

The facilitator summarizes the content of section 1 and invites students to the classroom.

>>> 2. WHAT DID YOU HAVE FOR BREAKFAST TODAY, HOW DID YOU TRAVEL?

Activities

1. Initial questions
2. Guidelines - first set
3. Conclusion



discussion, group work



30 min.



flipcharts, microphone" (soft ball, bean bag or stuffed toy), large post-it notes, marker pens

2.1. Initial questions

The facilitator asks the group „What did you have for breakfast today?“ and „How did you travel this morning?“

Responses are gathered using technique „word circles“ - while passing the „microphone“ (soft ball, bean bag or stuffed toy), students give short and simple answers. The content of the responses is not important for the further process and the facilitator only listens to them with interest. He/she writes down nothing and does not comment; he/she does not encourage the group to discuss - only the person with the microphone speaks.

2.2. Guidelines - first set

After all students have answered the questions, the facilitator's next question is: „What guided you in your choice of exactly that breakfast and mode of transport?“

For students to understand what is expected of them, the facilitator can introduce an example: „Suppose you ask me where I was on vacation and what guided me in choosing the holiday location. Let's say that I was on holiday in Greece. My choice of this destination was guided by: favourable prices of tourist packages, friends who went there, good climate, the joy of learning about foreign cultures...“

For methodological enrichment, the facilitator this time asks students to get into groups of three. Each group gets large post-it notes and a

marker pen. The facilitator asks students to take five minutes to think, talk about their guidelines for the selection of breakfast and mode of travel and present their guidelines to each other. They should write each guideline on the note and present them to the entire group.

After five minutes, representatives of the groups present guidelines to the entire group. At the end of each presentation, the facilitator gives thanks, takes the notes and sticks them up on the flipchart „My choice is guided by...“ When receiving answers, the facilitator does not evaluate and comment on them. However, he/she can already group answers if they are repeated or related (refer to the price, taste, convenience).

The same method - work in groups of three - is used in the training module whenever students discuss and enhance their set of guidelines for decision-making (in terms of consumer choices and choices about spending time).

2.3. Conclusion

The facilitator summarizes the set of guidelines and announces that they will discuss them several times in the next days, so he/she stores them well and moves the flipchart to the wall.

Transition to the next section can be carried out by the following sentence: „For excellent work this morning, we must be rewarded! What if we went out for lunch?“

>>> 3. LET'S GO OUT FOR LUNCH!

Activities

1. Presentation of the destination and tools for the preparation of travel plan
2. Travel plan
3. The most convenient way of travelling
4. Introduction to the farm

1. Presentation of the destination and tools for the preparation of travel plan
The facilitator reveals to the group the location of the organic farm, where lunch will take place. Introduction to the travel plan (for example): „We've got enough time to think about how to get to the farm. Let's say that you have very little money. How could you nonetheless come to lunch? Let's explore our options.“

The facilitator presents maps, shows the location of the farm and explains the scale (e.g. 10 cm on the map represent 5 km in nature). He/She tells students they can use computers to check the timetables of buses and trains, and other information that would be needed and that the data can also be printed. The facilitator also reminds them of the carpooling web-site, bicycle rental possibilities, etc., if available.

During the explanation, the facilitator writes the most important information on the flipchart „How to get to lunch?“. Farm „name of the farm“ located at „the name of the village, hamlet...“

For the journey you have a little bit of money.

We are looking for the most convenient transport. Acceptable travelling time is 1 hour. Time to prepare the travel plan: 30 minutes. We finish at „...“.


The facilitator proposes to split up in groups of 3 to 5 students and to gather at the tables. They get maps, notes and pens.

The facilitator explains to them that this is not a competition and that the group will eventually combine their expertise and find the best way which could be used to travel to the farm. Groups are requested to write their proposals, i.e. transport choices on large post-its. The facilitator specifies the time to complete the task, when the groups should be prepared to report back.

Travel plan: At the agreed time, the groups complete their collection of data and present and justify their selection of the best mode of travel to the farm. For example: „We think that travelling by bike is the best way, because it does not cost us anything, we exercise during the journey, and we have time to enjoy the nice weather,“ and the like. After each presentation, post-it notes with the choices are attached to the flipchart „We

 discussion, flipchart

 30 Min.

 maps of local area (scale 1:50.000), flipchart, computer(s) with internet, printer; notepads; pens; large post-it notes; self-adhesive round stickers; marker pens

would go to the farm ...“ When groups finish presentation of their choices, the facilitator draws their attention to the energy use of their proposed options by asking questions like: What kind of energy is used to move us in different mobility modes? How does this influence the price of transportation? Which mode is the cheapest? Which is expensive? Which is the most convenient?

2. The most convenient way of travelling
The group selects the best mode of travel (the cheapest, most fun, fastest, least stressful) by voting. Voting happens in the following way: everyone gets a self-adhesive round sticker, and they all at once step to the flipchart „We would go to the farm ...“ and stick the sticker next to their choice. After the vote, the group counts the stickers and finds out what is the best way to travel to the farm.

The facilitator praises students for their research work. The group may decide about the date of the outing. Or, if time has run out and the facilitator has already arranged for a vehicle, it can be explained that irrespective of better choices, due to the lack of time they have to go to the farm by van (or minibus), and invites them to come along.

3. Introduction to the farm

Upon arrival at the farm, students are greeted by the members of the farm household and are introduced to the farm and the activities: how big is the farm, how many people work on the farm, what kind and how many animals they breed, to whom and how they sell, what kind of machinery they use, etc. Students can ask questions.

The facilitator reminds the photographer and the reporter to take photos and make notes.

4. Lunch

During lunch, the person who prepared the meal explains what he/she has prepared and particularly stresses the ingredients (seasonal, from own and local production). During lunch, the facilitator encourages conversation - Do students like the food? If yes, why? Why not?

>>> 4. WHY AM I A FARMER?

Activities

1. Siesta - conversation with members of the farm household
2. Help with chores around the farm

1. Siesta - conversation with members of the farm household on the farm

After lunch, the group may remain in the dining room, or go out („for a cigarette“). Members of the household join them. The facilitator facilitates conversation, the purpose of which is for members of the household to describe the reasons why it is good to be a farmer and what this occupational choice means for them, personally. The purpose of the conversation is also to justify their choice of farming methods (organic)



exkursion



50 minutes



and method of selling products. If they use firewood the conversation may also focus on the reasons for the choice of this energy source (they might have their own forest and do not need to buy firewood).

2. Help with chores around the farm
If suitable chores are available, if students are willing to, and if time allows, some of the time can be spent by helping with chores before leaving the farm.

>>> 5. WHAT GUIDES ME IN MY LIFE?

Activities

1. Additional guidelines
2. Open space for sharing, answers and questions
3. Conclusion of the day


1. Additional guidelines

Upon their return, the facilitator asks students whether during the day they noticed any other guideline for the selection of food (for instance organic, local) and transportation. New guidelines are written on post-it notes and added to the flipchart „My choice is guided by...“.

Then, the facilitator reminds students that they could start composing a new set of guidelines, namely a set of guidelines for career choices that were mentioned by farmers. The facilitator encourages students to make-up guidelines for career choice (regarding management of personal time, salary, effect on natural and social

 evaluation of excursion

 15 minutes

 flipchart „My choice is guided by...“
flipchart „Career choice can be guided by...“, marker pens, large post-it notes

environment, personal satisfaction, etc.), writes them on post-its and puts them on the flipchart „Career choice can be guided by...“. The step ends when the group exhausts all the guidelines.

2. Open space for sharing, answers and questions

At the end of the day the facilitator summarizes the activities conducted and invites students to share with the rest of the group their thoughts, ideas and feelings, ask questions and choose the most important insights of the day.

>>> 6. WE ARE ALL CONNECTED

Activities

1. Morning coffee chat - What are we wearing today?
2. Watching the movie 100% Cotton made in India
3. What have we felt, experienced, learnt?
4. What can we do about it?
5. Does this only apply to cotton?
6. Additional guidelines



movie, reflection, modifying guidelines



30 Min.



4 flipcharts, „microphone“ (soft ball, bean bag or stuffed toy), large post-it notes, marker pens, computer, LCD projector, movie: „100 % Cotton made in India“ (English) www.youtube.com

1. Morning coffee chat - What are we wearing today?

In the same manner as starting the first day with a chat about breakfast and travel choices, the second day starts with the facilitator's questions about clothes the group members are wearing, about materials the clothes are made of and about the properties of individual materials. If in the discussion qualities of cotton are mentioned (breathable, allows well-being, easy care...), the facilitator can use the opportunity to invite the group to watch the movie which reveals other characteristics of cotton, hidden to the eyes of an inattentive observer.

2. Watching movie India: 100% Cotton

The group goes to the classroom and watches the documentary „100% Cotton made in India“ (30 minutes).

Synopsis: Cotton is the main material for our textiles, especially those we wear close to the skin. Huge quantities of pesticides are part of the cotton production, including poisons used as chemical weapons. Many of these pesticides are banned in other countries but still widely used in India. Hundreds of farmers caught in the vicious cycle of debt have committed suicide by drinking pesticides. Many more die from the poisons used during the spraying season or from handling the contaminated cotton during processing. The residues of the poison reach European consumers, and enter their bodies through the skin. The only way is organic cotton!

The movie 100% Cotton made in India (in English language) can be watched on YouTube or CultureUnplugged.com websites. The latter website offers many more documentaries presenting devastating consequences of corporations' hunt for profits on account of people and environment in countries of the global south and the influence of consumers' choices in countries of global north. Subject to availability of language options, other movies illustrate the impact that consumption patterns have on the environment and living and working conditions of people in other countries.

3. What have we felt, experienced, learnt? What is the problem?

After watching the movie, the facilitator asks questions:

A. How did you feel when you watched the movie? What have you experienced?

B. What was most shocking? What is the problem? - Students' emotional triggers begin to appear (impact on my health, compassion for underprivileged people in countries of the global south, environmental care, and anger due to the behaviour of corporations).

C. Who else is involved? How? - The facilitator helps to identify stakeholders and their role in production and consumer chain: people in countries of the global South, nature, us, corporations, animals... The facilitator reminds students that, despite the geographical distance, we are all connected - the people in the countries of the global North and their consumer choices

*The movie 100% Cotton made in India (in English language) can be watched on YouTube or CultureUnplugged.com websites. The latter website offers many more documentaries presenting devastating consequences of corporations' hunt for profits on account of people and environment in countries of the global south and the influence of consumers' choices in countries of global north. Subject to availability of language options, other movies illustrate the impact that consumption patterns have on the environment and living and working conditions of people in other countries.

(what we buy - e.g. non-organic cotton clothes, cheap clothes, where it is obvious that their manufacturers do not get fair remuneration) influence the working and living conditions of people in countries of the global South.

D. What are the consequences? Why? In what way? - The facilitator helps to identify impacts on various stakeholders.

During the conversation the facilitator writes the main problems and stakeholders of a production-consumer chain perceived by students on the flipchart „Cotton from India - What is the problem?“.

4. What can we do about it?

The facilitator asks students to go into groups of three and take 10 minutes to discuss and identify three ways how they could reduce the problem as consumers. Then each group writes proposals on post-its and presents them to the group.

The facilitator sticks the post-its with answers on the flipchart „What can we do as consumers?“

Possible answers:

- Do not buy clothes made of cotton. (The facilitator asks: Is there any acceptable cotton?)
- Buy clothes made from organic cotton.
- Do not buy clothes made in India. (The facilitator asks: In your opinion, do such working conditions exist only in India? Who actually determines working conditions? (multinational corporations))
- Buy fewer clothes (The facilitator asks: Do you really need all the clothes you have in your closet?)
- Wash new clothes well.

The discussion can be continued with another question: When buying clothes, how do we know if something is wrong?

The facilitator leads the group to establish that the low price of clothes that have been manufactured in distant countries shows that cotton growers, textile workers, vendors were not fairly paid. The low price cannot cover the cost of repairing environmental damage (poisoned soil, effect of transportation on climate), the cost of the health care system, etc.

5. Does this only apply to cotton?

When students run out of answers on what can we do about cotton and how to recognize that something is wrong, the facilitator asks: But does

this only apply to cotton?

Students are encouraged to recognize that something is wrong with all the products that are produced in distant countries and are sold to us at low prices: the victims are poorly paid people or the environment. Corporations make the profit. We, consumers, benefit only seemingly, because environmental effects concern us all (this will be discussed later, so we will not discuss the impact on the environment in detail at this point).

The facilitator ends the series of questions by asking: „How is this chain maintained? What drives it?“ From the responses to this question the answer should emerge, that if people do not buy, corporations do not make a profit and the chain collapses.

(Probably followed by the question, what will happen to the Indian farmer, once he loses even these pitiful earnings. Explanation: Agricultural systems in many countries of the global South have been destroyed, because farm land is not used for the production of food and industrial crops in quantities that are required to meet needs of local communities, but for the excessive production of monocultures (cotton, coffee, palms...). The solution is a return to traditional cultivation patterns, primarily meeting the needs for food. Industrial crops can be cultivated too, but not in such quantities driving out food production.

6. Additional guidelines

At the end of the discussion the facilitator encourages students to identify additional (consumer) guidelines, which could be added to their previously composed set of guidelines. Examples of guidelines arising from the discussion:

- By buying, satisfy your real need (do not encourage consumerism).
- The purchase does not contribute to poor working and living conditions.
- The purchase does not contribute to the pollution of the environment.
- The facilitator adds new guidelines that are adopted by consensus to the flipchart „My choice is guided by...“

The facilitator praises students for the quality of the new guidelines and invites them to enjoy a break.

>>> 7. THE ATMOSPHERE CONNECTS US ALL

Activities

1. Our world is wonderful
2. Human development and use of energy
3. Trouble in paradise - global warming
4. Consequences of climate change
5. What we felt, experienced, learnt?
6. Is there anything we can do?
7. Additional guidelines

The following part of the training module deals with climate change, which is another example of global interconnections. The message of the section is that all living creatures on planet earth are connected through being dependent and also by influencing the atmosphere and the global climate system. Conducting the section requires understanding of the problem of human-induced climate change. Thus the section can be conducted by a facilitator or by an external expert such as a representative of an environmental NGO working in the field of climate change.

1.-4. The presentation

The section is in form of a presentation (video, PPT), which should be as interactive as possible - space should be offered for students to demonstrate their knowledge, to express concerns, propose solutions, etc.

The following presentation elements are suggestions and can be changed or adapted according to presenter's preferences.

It includes the following topics:


- 1. Our world is wonderful
- 2. Human development and use of energy
- 3. Trouble in paradise - global warming
- 4. Consequences of climate change

5. What we felt, experienced, learnt?

At this point of presentation, the facilitator encourages students to share with the group the insights, experience and feelings about energy and climate change. Questions: So what is the problem? How did you feel about it? What have you experienced? What was most shocking? How do we contribute to the problem? Do our

 presentation with video and pictures

 105 Min.

 flipchart „my choice is guided by“, computer with internet connection, LCD projector, remote control

actions influence anyone else? In what way?
In conclusion, the group agrees that it is necessary to take action.

6. Is there anything we can do?

Question: The challenge of an international climate agreement is clearly beyond our reach. However, each individual can contribute to the mitigation of climate change. How?

Students are encouraged to propose strategies to reduce energy consumption and contribute to the prevention of climate change. Beside more obvious possibilities through responsible (i.e. low-carbon) consumption, importance of active citizenship (influencing local and national policies) should be noted.

7. Additional guidelines

At the end of the discussion on possible actions, the group is encouraged to once again return to the set of guidelines leading their (consumer) choices and to identify additional guidelines, ensuing from the presentation on climate change. New guidelines are added to the flipchart „My choice is guided by...“

Possible new guidelines:
energy efficiency (consuming less energy/save energy)
minimizing transport (by car and plane)
not contributing to environmental pollution
not endangering animals
not threatening the well-being of future generations, etc.

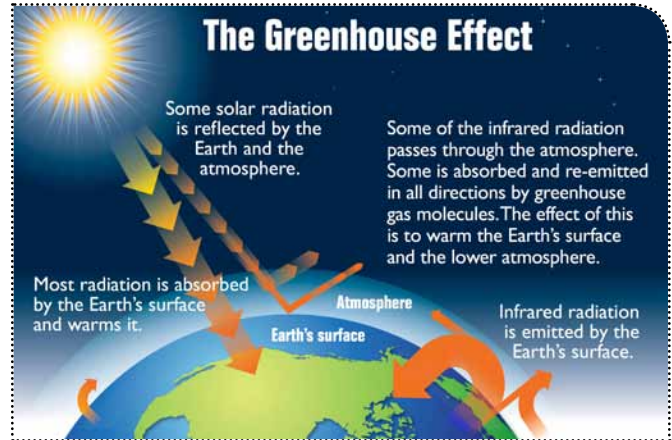
At the end of the session, the facilitator congratulates the group for the excellent work and invites them to a well deserved lunch.



THE ATMOSPHERE CONNECTS US ALL



The Plastic Greenhouse, Pat Dalton: www.flickr.com/photos/27518426@N03



Earth's greenhouse effect (US EPA, 2012)" by US EPA - „The Greenhouse Effect" in: „Introduction," in: US EPA (December 2012), Climate Change Indicators in the United States, 2nd edition, Washington, DC, USA: US EPA, <http://www.epa.gov/climatechange/science/indicators/download.html>, p.3. EPA 430-R-12-004.. Licensed under Public Domain via Wikimedia Commons - [http://commons.wikimedia.org/wiki/File:Earth%27s_greenhouse_effect_\(US_EPA,_2012\).png#mediaviewer/File:Earth%27s_greenhouse_effect_\(US_EPA,_2012\).png](http://commons.wikimedia.org/wiki/File:Earth%27s_greenhouse_effect_(US_EPA,_2012).png#mediaviewer/File:Earth%27s_greenhouse_effect_(US_EPA,_2012).png)

Slides

1. Our world is wonderful

The presentation can start with the video „What a wonderful world" with Sir David Attenborough: [youtube.com/watch?v=B8WHKRzkCOY](https://www.youtube.com/watch?v=B8WHKRzkCOY)

The questions to students after watching the video:

What makes our world so wonderful? (diversity)

Why is life on the planet Earth so diverse and how did the diversity develop? (adaptation to different conditions)

In spite of life's diversity, the majority of living creatures have similar basic needs. Which? (food, water, oxygen, favorable climate)

The Sun and the planet Earth

What provides a favorable climate on Earth? (the atmosphere, the greenhouse effect)

Atmosphere - a blanket that enables life on Earth – protects it from the sun, prevents extreme temperature differences between day and night, and maintains the appropriate temperature for life.

Greenhouse

The atmosphere's protection of life on earth is similar to the protective role of a greenhouse. Plastic covers allow sunrays to heat the interior of the greenhouse during the day, while during the night keeps the heat inside and does not allow the temperature to drop. The protective effect on the planetary level is provided by greenhouse gases in the atmosphere. CO₂ (carbon dioxide) is the most important among them.

The greenhouse effect is thus essential for life on Earth. Lately, however, the greenhouse effect has come into disrepute.

Questions to students:

Why has the greenhouse effect attracted attention? What's wrong? (climate change - increasing amount of greenhouse gases in the atmosphere due to burning of fossil fuels, rise of global temperature)

Global warming is being mentioned a lot, but do you know how much the global temperature has actually changed in the last 100 years? (the usual students' guess is 5 to 10 degrees C)

Correct answer: 0.8 degrees in the last century. We ask ourselves: is this it? Why such a fuss about a tiny change in temperature?

And yet we shall find out that such a small change causes many problems. But first, let us look at the cause of the problem. In our minds, let us travel to the pre-industrial period when human influence on natural systems was negligible or else far from exceeding natural systems' carrying capacity.



THE ATMOSPHERE CONNECTS US ALL



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Slides

2. Human development and use of energy

pictures on food production, mobility modes, production of goods, buildings in pre-industrial times (for instance in the Middle Ages).

How was life in the pre-industrial era?

Discuss with students: what did people eat in those times (locally produced food), how did they travel (on foot, on horse), how did they provide warmth in their buildings (wood, coal - local energy sources). In those times the level of resource consumption and waste discharge by the population did not exceed locally sustainable natural production and assimilative capacity.

train with steam engine
old automobiles

And then a big change - the invention of the steam engine. Long-distance transportation of people and things was possible. The demand for energy began to rise.

In the following decades, with the invention of the internal combustion engine and jet engine, demand for energy exploded. Travelling became easy; cost of transport services was low due to inexpensive oil.

tractor on field

Productivity of the agricultural sector increased due to mechanization. More and less expensive food became available, giving rise to human population growth.

Energy is easily accessible.

power poles
house lightened up in the dark

Comfort in the home is within reach of an electrical switch.

Production processes are automated.

Conclusion: the human standard of living in countries of the global North has improved considerably in the last century. However, this progress required huge amounts of energy.

In the 1950s and 1960s, the improvement of the living standard seemed without boundaries. Prospects for future generations appeared to be excellent.



THE ATMOSPHERE CONNECTS US ALL



Gelsenkirchen, GER 2010: Guy Gerek [www.flickr.com/photos/derguy]



Rain in the woods at Checkendon: Scott Wylie [www.flickr.com/photos/scotbot/]

Slides

3. Trouble in paradise - global warming

pictures of CO₂-sources, eg. factory chimney, traffic jam, with a red arrow pointing upwards

picture of a CO₂ reducing, eg. a forest with a green arrow pointing downwards

a graph of increasing CO₂ emissions (eg 1960-21012)

Then the problems started, ensuing from environmental effects (pollution) and finiteness of energy sources which gave rise to industrial revolution.

Question: What are these energy sources? (oil, gas and coal)

Oil and coal are called fossil fuels because they are formed in the long natural history of buried dead organisms. They contain high percentages of carbon, which is released during combustion.

Question: Why are fossil fuels problematic?

(The most obvious problem with fossil fuels is that their quantity on earth is finite. This means that if we do not stop using them, at some point in the distant future fossil fuels will run out.)

Question: What do you think - is finiteness of fossil fuels the most important problem?

(Oil reserves on earth are so immense that none of us will live to see them running out.)

Question: Thus, what is the problem connected with fossil fuels we should really be concerned about? (It is the problem of global warming and climate change. In the process of burning oil and coal, greenhouse gases are emitted (in particular CO₂), which accumulate in the earth's atmosphere and act as an over-protective greenhouse, causing atmosphere's temperature rise and climate change.

Scientific calculations show that if we spent all the oil that is on our planet, climate change will be so severe that humanity will destroy the favourable conditions for life on earth. By continuing, let alone by increasing the use of fossil fuels, humanity is about to obliterate its own civilization from the planet. Unfortunately, the survival of numerous other species is threatened by climate change, even though they are not contributing to global warming. We have a responsibility towards future generations and other species to maintain our planet in a condition that will guarantee them to enjoy at least the same quality of life we are enjoying today.)

Question: So, there is no hope for the survival of humans on earth?

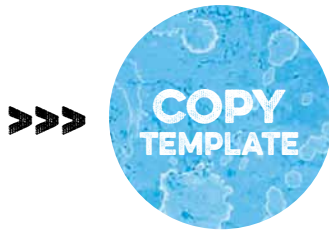
(Greenhouse gases emitted by burning fossil fuels accumulate in the atmosphere, but their concentration can also be reduced. Namely, forests have the ability to absorb CO₂ from the atmosphere and convert it into oxygen. Forests are the lungs of our planet and prevent rapid climate change.

Unfortunately, however, there is a problem with the climate system: it is the common good of the entire planet. Humankind as a whole should agree on ways to reduce the consumption of fossil fuels and to preserve forests. Since oil is the driving force of industrial development and comfortable lifestyle, no one wants to give up its use. The same is with the exploitation of forests.

International agreements on global level are difficult to reach.

In recent decades greenhouse gas emissions significantly exceeded absorption capacity of forests and their concentration in the atmosphere is steadily increasing.

Our climate and retention of the phenomenon of the greenhouse effect within the limits, where it is useful for life on Earth, is one of the most challenging tasks of our civilization.)



THE ATMOSPHERE CONNECTS US ALL



Heat, Drought, SA: Benjamin Jakabek [www.flickr.com/photos/brj_bringin_the_shit_up_in_here_bitches/]



Aral Sea Ship Cemetery XI: kvitlauk [www.flickr.com/photos/kvitlauk/]



Maldives UnderWater Cabinet Meeting, Dr. Ibrahim Didi, Minister of Fisheries and Agriculture: Divers Association of Maldives [www.flickr.com/photos/diversmv/]



where is the road?: Thomas Kamann [www.flickr.com/photos/ktommy/]

Slides

4. Consequences of climate change

Examples of consequences of climate change: both distant (e.g. Arctic glaciers) and local (e.g. floods) phenomena: melting of glaciers, wild animal habitat loss, extinction of animal and plant species, sea level rise and disappearance of low coral islands (e.g. Maldives), increasing frequency of extreme weather events (floods, droughts, hurricanes), increasing food prices

Question: How big is the challenge of mitigating climate change? To what extent should the energy consumption and greenhouse gas emissions be reduced to avoid catastrophic consequences? (You can imagine that due to large differences in lifestyle, countries contribute to climate change differently. Average global greenhouse gas emissions exceed the climate system carrying capacity by the factor 2. To stop climate change, humanity has to reduce emissions by half. This is a demanding task. It is even more severe due to the fact that developed industrial countries should reduce energy consumption and CO2 emissions much more - in Europe for example, by about 5 times.

This goal will be achieved neither easily nor quickly.)

>>> 8. SOMETHING NEEDS TO BE DONE!

Activities

1. Discussion in the group:

What can we do as individuals

2. Presentation of green jobs



discussion, group work, presentation



60 Min.



flip-chart, large post-it notes, marker pens, computer with internet connection, LCD projector, remote control

Step 1

The facilitator discusses with students three ways to reduce the problems they have learnt about (social injustice, exploitation, pollution, climate change):

- as responsible consumers
- as active citizens

(if the lecture "The atmosphere connects us all" is carried out by a visiting expert, he/she may join the discussion as well)

The facilitator asks students to form groups of three. For 10 minutes they discuss and identify up to three ways in which they can contribute to reducing problems as individuals (consumers and active citizens).

They write each of their suggestions on a self-adhesive tag and present them to the rest of the group.

While students are talking, the facilitator (and visiting expert) circulate among them, encourage conversation, and remind them of the problems that have been identified during the lecture.

After 10 minutes, the groups present their suggestions to the facilitator. He/She sticks the notes on the flipchart „What can we do?“ After the presentations, the facilitator groups the suggestions (e.g. transportation, food, electricity, buildings, participation in elections, activity in the local community, etc.) and congratulates students for identifying options for action.

Step 2

After the completion of the overview with ways to act as responsible consumers and active citizens, the facilitator presents another option that we have as individuals to reduce the environmental footprint: at the time of deciding on an

education or career we have the option to give priority to so-called green jobs. These are jobs in the green economy that improve well-being, while significantly reducing adverse impacts on the environment and depletion of natural resources (raw energy, water, fertile soil, etc.). Examples of adverse effects on the environment reduced by green jobs are: releases to the air, water and soil, waste, reduced biodiversity and threats to habitats, and sound and light pollution. If our personal energy is focused on the work of green jobs, we reduce our environmental footprint, and at the same time with environmentally friendly products and services enable other consumers to do so.

The facilitator presents examples of green jobs in specific areas:

- organic farming
- sustainable tourism
- sustainable construction
- sustainable mobility
- renewable energy
- waste management, etc.

The facilitator can find examples of companies - good practices for an illustration of green jobs in these areas.

After the presentation, the facilitator talks with students about their interests, hobbies, career choices and attitudes towards green jobs and announces that this will be the theme of the third day of the training module. During conversation, the facilitator adds any green options of spending time (free and professional) proposed by students on the flipchart „What can we do about it?“

>>> 9. WHAT'S NEW ABOUT OUR GUIDELINES?

Activities

1. Modification of guidelines
2. Open space for sharing, answers and questions



modifying guidelines, open space



30 Min.



flipchart "My choice is guided by...",
flipchart "What can we do about it?",
marker pens, large post-it notes

1. Modification of guidelines

At the end of the debate on the possibilities of reducing energy consumption and environmental footprint of an individual, the facilitator asks students whether everything they heard and talked about may affect their way of life or selection of guidelines that are written on the flipchart »My choice is guided by...". The group identifies additional (consumer) guidelines, which could be included in the set of guidelines (if they choose so, without pressure). The target set of guidelines which should derive from the discussion:

- Consumes as little energy/energy-saving
- Requires minimal transport (by car and plane)
- Is grown locally and organically, etc.

Guidelines adopted by the group are written on the flipchart "My choice is guided by..."

2. Open space for sharing, answers and questions

Once suggestions are exhausted, the facilitator congratulates the group for work and invites students to complete the day by sharing feelings,

thoughts, ideas and questions. The facilitator asks the following questions and invites students to answer:

- What did you feel today?
- Did you learn anything new?
- What will you take home?
- Would you like to ask something or to share with the group?

Before students leave, the facilitator announces that the third day of the training module will be dedicated to their own action. He/she asks participants, if they are willing to present the training module in a public event and invite other guests - friends, family members, journalists, VIPs, etc. If the group agrees to the public event, the facilitator provides instructions on the place and time so that students may invite friends and family members. The facilitator also obtains the group's consent to invite representatives of local media and VIPs from the local community (mayor, celebrities, etc.). The purpose of the final event is to boost the commitment.

>>> 10. MORNING COFFEE WITH PAUL POTTS

1. Watching the video of Paul Potts' performance on Britain's Got Talent 2009

2. Talk about the phenomenon of Paul Potts

1. Watching the video

While drinking coffee in the morning, the facilitator invites students to watch the performance of a winner of the Britain's Got Talent show of the year 2009. The video is posted at the following link: search.yahoo.com/search?fr=spigot-ntgc&ei=utf-8&ilc=12&type=0&p=paul%20potts Prior to watching the video, the facilitator can ask the group whether they know the show and what their opinion is about it, whether they can remember any participants in the local show, etc. If necessary (for students who do not speak English), a facilitator translates the dialogues in the video.

2. Talk about the phenomenon of Paul Potts

First, the facilitator encourages students to describe what they saw by asking the questions: What was Paul's occupation when he entered competition? What was his dream? Was he a confident person? How did the audience and the jury react to his performance? What was the



discussion, group work, presentation



60 Min.



computer with internet, LCD projector

result? What did we actually see? (The guy who had a low-profile job and little confidence and desired for decades to sing opera in front of an audience and decided at one point to display his passion openly regardless of the consequences. The audience and the jury felt the passion and responded to it. Success is possible, although it did not look like it. Inner strength, the desire, the mission, the meaning of life...)

A facilitator continues with questions:

- How did you feel? What did you experience? (goose bumps, tears...)

- What was the key to Paul's success? What provoked the reaction of the jury and audience? (Paul's inner fire)

- Do you think that every human being has an inner fire? (inner fire - energy, joy, talent, skills...)

After the conversation, the facilitator invites students to the classroom, which is converted into a cafe. It is said: "The only real place, where you can have smart talk, is a cafe." Let's continue to talk in the cafe!

>>> 11. MY FIRE

Activities:

1. World Café

flipcharts of previous sections are needed:

flipchart "My choice is guided by..."

flipchart "What can we do about it?"

Preparation

Before the start, convert the classroom into a "cafe". Place tables each for 4 students. Cover tables with paper tablecloths or large sheets of paper where students will be able to write. Decorate tables with vases or similar "cafe" inventory.

World Cafe – my fire

The facilitator invites students to get into groups of 4 and sit at cafe tables. He/she explains to



world café



60 Min.



paper tablecloths (or paper of larger format), vases, pens, large post-it notes marker pens, flip-charts

them the rules of the world cafe (three rounds, changing tables, host, writing down).

World cafe is carried out in three rounds (students change tables two times) or with three questions. After each question a cafe table has 15 minutes of talk time (or less, if the conversation ends sooner), then at each table one of the students (host) remains at the table, while others move on to other tables.

The aim of World Cafe is to create ideas of how

students with knowledge and youthful energy address the challenges of the modern world, such as saving energy and climate change. Secondary objective is to strengthen connections and create supporting affiliations.

The method builds on seven principles:

- Prepare the ground: clear purpose, right people, appropriate programme and location
- Create pleasant, relaxed, hospitable environment
- Ask powerful questions that awaken collective wisdom
- Engage everyone
- Enrich, connect and enhance diverse views
- Listen to the main theme, insights and deeper questions
- Exchange and connect common findings

The entire space is arranged as a cafe. Students in groups of four form a panel; each table, decorated with flowers, is covered with paper, coloured pencils are available. Drinks for the members of the panel can help to create a real and relaxed cafe atmosphere.

Initially, the facilitator explains the purpose of the meeting and asks questions. Prior to each new question members change tables. The facilitator writes the insights of the tables on flipcharts.

The result of World Cafe is a gallery of ideas - concrete proposals of individual and group projects that serve as a basis for further talks and common upgrade of ideas.

This is just one of the ways to carry out World Cafe; but they all have in common relaxed, creative conversation on valid and inspiring questions and multiple changing tables.

Advantages of the method: The method is suitable for complex challenges where various aspects need to be brought together and building on the quiet wisdom of the group is necessary. Its advantage is informal, relaxed, partially structured approach that works supportive on a group and that is a prerequisite for really innovative, outstanding ideas.

The questions posed by the facilitator:

1. Think of a situation when you really succeeded. It may be something small (well-painted finger nails, replaced tube on the bike), it can be something bigger. What was it and how did you feel?

The purpose of the conversation at this point is to awake good feelings of success.

2. What were the key success factors? Why did you succeed?

3. Could you do something like that again? What are you passionate about? Were you motivated to act by any of the previously discussed options - responsible consumption, active citizenship, career choice?

Again, a facilitator summarizes the content of the flipcharts "My choice is led by..." and "What can we do about it?"

In the third question, the purpose of the conversation is for students to connect the content from the first and second day that may have personally touched them, and the ability to respond with their own activities.

At the end of the last 15-minute interaction, the facilitator invites students to write down (as a panel or individually) ideas for specific activities or projects that could be implemented by an individual or a group, and present them to the group. Hosts present the group's suggestions, individuals present their suggestions

The facilitator writes suggestions on the flipchart "Our fire". A gallery of ideas for activities and projects is being created.

When presentations end, the facilitator classifies related ideas. Then they all look at them together again. The facilitator suggests that the excellent work should be rewarded with applause and a break.

>>> 12. ACTION

Activities

1. The choice of action


flipcharts of previous sections are needed:

“My choice is guided by...”,
“What can we do about it?”,
“How did you feel?”,
“Why did you succeed?”
“Our fire”

The facilitator explains to students that in the coming weeks or months they will be able to realize one or more activities or projects that were proposed in the world cafe and written down on a flipchart “Our fire”.

The facilitator asks students if they would like to work together on one project or if there are several strong fires (individuals or small groups). In doing so, the facilitator reminds them that by implementing the projects they want to retrieve as many good feelings that were recorded on a flipchart “How did you feel?” and use as many skills, abilities and other success factors, which are written on the flipchart “Why did you succeed?”

If students want to work as a group, they vote for the project ideas. The facilitator gives each student three small round stickers and explains that students will have three minutes to think in silence (in front of the flipchart “Our fire”) which project ideas have the most personal fire or in

 discussion, vote with stickers

 30 Min.

 flipcharts of previous sections

which projects they would like to participate. Then all students at once approach the flipchart and vote by sticking on their stickers. In doing so, individuals can award all three stickers to one idea, or distribute them to two or three ideas.

When all the students have understood the process, the facilitator announces the start of a three-minute reflection. Then students are invited to approach the flipchart “Our fire” and vote by sticking stickers.

Depending on the outcome of the vote, the facilitator assesses whether students are committed to one of the project ideas as a group, or if their fire is divided among several projects and gives the group an appropriate proposal. The facilitator seeks students’ consent, they discuss the proposal (if necessary) and when consensus is achieved, the winning project idea is announced. After the vote, work is again rewarded with applause.

>>> 13. SILHOUETTE PORTRAIT

Activities

1. Visualisation - Silhouette portrait

flipcharts of previous sections are needed:

“My choice is guided by...”,
 “What can we do about it?”,
 “How did you feel?”,
 “Why did you succeed?”
 “Our fire”



Visualisation - Silhouette portrait



30 Min.



LCD projector or any other light source (e.g. flashlight, desk lamp), marker pens, colour pencils, flip-chart, old magazines, newspapers, scissors

The facilitator explains to students that they will prepare a description of the selected project idea (or ideas), which will continuously remind them of the starting idea (ideas) in the following weeks while the idea (ideas) will be implemented.

Project ideas are visualized with a silhouette portrait: All students who have joined the same project idea are placed in front of a large blank sheet of paper. Then a beam of light from a projector or other light source is directed at them

and their group silhouette is outlined on paper.

When the silhouettes are ready, the facilitator invites students to add a description of the project idea: write, draw, make a collage of pieces of a newspaper, or a combination.

The facilitator explains that by using silhouette portraits, the group and project idea will be presented at the closing event (if they will agree to prepare it).

>>> 14. FINAL EVENT - PREPARATION OF MATERIALS

Activities

1. Preparation of the presentation

flipcharts of previous sections are needed:

“My choice is guided by...”, “What can we do about it?”, “How did you feel?”, “Why did you succeed?”, “Our fire”

Silhouette portraits



preparation of the presentation



30 Min.



computer with internet, LCD projector, remote control, photos, refreshments, snacks

Students prepare a place for the final event with the facilitator's help. All flipcharts and silhouette portraits are hung up on the wall in the sequence in which they have evolved. Students prepare a small feast.

The group agrees on the content of the presentation: they may present the entire process, which led to the project ideas (farm visit, a lecture on climate change, world cafe). But they can also focus only on the presentation of project ideas.

For the presentation flipcharts, photos, parts of the presentation on climate change (video, PPT), silhouette portraits, etc. can be used.

The group selects students who are willing to participate in presentations and preparation of

audio-visual material.

Students decide who will give interviews or press releases (if they decided to invite the media).

If they have invited representatives of local authorities (mayor, municipal council members), they agree on a message for them, for example, suggestions to improve bike routes, timely switching off public lighting, etc.

Students can also prepare a surprise for family members and friends.

Facilitators encourage students to spice up the final event by decorating the venue with their products, prepare a musical performance or other display of talents, abilities, characteristics of the group, etc.

>>> 15. THE FINAL EVENT

A. Activities

1. Realisation of the final event

flipcharts of previous sections are needed:

“My choice is guided by...”,
 “What can we do about it?”,
 “How did you feel?”,
 “Why did you succeed?”
 “Our fire”

Silhouette portraits

Subject to the group's agreement, the facilitator invites representatives of media and VIPs from the local environment to the final event.

At the scheduled time of the event, the group (facilitators and students) greets guests in a designated area; they show them the venue and offer refreshments and snacks.

When all guests are gathered, students carry out the presentation of the training module and/or project ideas.



realisation of the final event



60 Min.



computer with internet, LCD projector, remote control, photos, refreshments, snacks

After the presentation, media representatives are offered the possibility to ask the group questions and interview individuals. If agreed, students send messages to important people from the local community.

After the conclusion of the formal part, students thank guests for the participation and socialize with invited friends and family members.

At the appointed time students say goodbye to guests and reassemble at the end of the training module.

>>> 16. CONCLUSIONS AND CELEBRATION

Activities

1. Final Reflection - An open space for sharing and questions and answers

2. Celebration

Preparation:

To celebrate the completion of the training module the facilitator prepares a small feast (drinks, snacks), music or anything else that students like.

1. The group sits in a circle, the facilitator summarizes the progress of the training module and at the end students are invited to share thoughts, ideas and feelings, or ask questions. To ensure the participation of all students use the „microphone“ (softball, beanbag or stuffed toy), which

should go around the whole group.

When sharing and questions have been exhausted, the group is invited to celebrate the work.

2. The purpose of the celebration is to foster a good feeling at the completion of work and the connectedness or the collective energy. The celebration may take place in a room where the group worked, but it is also possible to go for a drink in a nearby bar. Organise the celebration, meeting group's interest (music, dance, conversation, etc.).



reflection, celebration



30 Min.



„microphone“ (soft ball, bean bag or stuffed toy), refreshments, snacks

