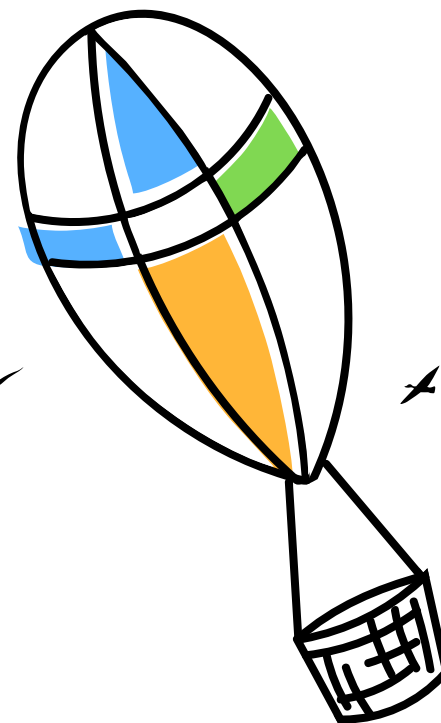




Methodological material

ENVIRONMENTAL INITIATIVES FOR SUSTAINABLE COMMUNITY



*The project "Empowering youth and teacher network of the Eco-Schools programme for the Sustainable Baltic Sea region" (Nr. 1020460)
funded by the Nordic Council of Ministers.*



The project **Youth Eco Hub** is a collaborative initiative in four countries: Finland, Latvia, Russia and Estonia and it involves a hundred participants - youngsters from age 11- 20 and their mentors.

The project goal is to empower cooperation between Eco-Schools of Baltic sea region and raise awareness of climate change, biodiversity loss and circular economy.

As European Youth goals state - becoming sustainable is not a choice, it is an obligation. In the times of rising concerns about the effects of climate change and the growing environmental threats youth has proven themselves as game changers. Within this project we continued developing sustainable approaches through youth initiatives.

The main idea is to give space and time to young people to get inspiration, develop and carry out their ideas according to their age and needs. Youth Eco Hub focuses on developing new competences such as entrepreneurship, leadership and citizenship as well as finding an active role as part of the community on local and international level.

The final product of the project is a new Baltic Sea region cooperation of organisations, educators and young people and methodology for initiative realization - "Youth Environmental Initiatives for Sustainable Community".

Publisher

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The content of the material has been created in collaboration with all the organizations involved.

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Foundation for Environmental Education Finland (FEE Finland) specializes in promoting, developing and supporting environmental education. The main objectives of the organization is to enhance the value and importance of environmental education in Finland and increase the number of educators and teachers that have the drive and the capability to provide information, skills and attitudes needed for sustainable development. FEE Finland coordinates two programs of FEE International: Eco Schools and Green Key. Other activities include publishing the journal of environmental education, communicating about current issues and events related to environmental education, organizing events and training for teachers and educators with partner organizations, advocacy work to fortify the position of environmental education and coordinating cooperation between environmental education organizations.



Tartu Nature House (officially Foundation Tartu Environmental Education Centre) was established in 2002 and has grown out of the House of Young Naturalists that was active since 1958.

Tartu Nature House is a diverse and open organization where we believe in sustainable development and promote an environmentally friendly way of life in Estonia.

The activities of our Centre are implemented by three separate parts of the Nature House: Hobby school where we introduce environmental topics to children, information and Visitors' Centre to promote environmental information and Training Centre where we offer training courses for educators, study programmes for schools and kindergarten kids and coordination of international environmental education networks, such as - Eco-Schools Global programme in Estonia and The Baltic Sea Project (BSP) – a UNESCO ASP network of schools.



Foundation for Environmental Education Latvia (FEE Latvia) is a non-governmental organization working to promote sustainable development through environmental education and awareness-raising. The main activities of the organization since 1998 are linked to the implementation of five international programs in fields of environmental education and eco-certification – Eco-schools, Blue Flag, Young Reporters for the Environment, Learning about Forests and Green Key. FEE Latvia has significant experience in the implementation of national and international projects as well on topics of climate change, biodiversity and circular economy. During the last few years, one of FEE Latvia's priorities is the promotion of youth activism and empowerment of the young people to act on global environmental challenges to help create a more sustainable world.



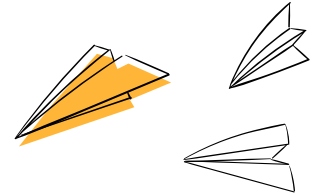
Pskov Regional Public Organization "Lake Peipsi Project (Pskov)" (LPP) is a non-governmental organization working since 1997 to promote sustainable development through initiatives implementation in fields of nature protection, environmental education and awareness, regional development and transboundary cooperation. It has a significant experience in implementation of international and national projects, included "green" infrastructure ones.

Main priorities of LPP in environmental education are regional ecology and development of regionally-oriented materials. At present it has been working on development of environmental education and awareness concept for the Pskov region.

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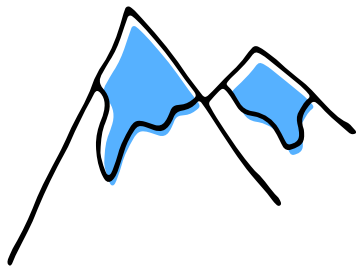
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THEORIES

What
is
CLIMATE
CHANGE?



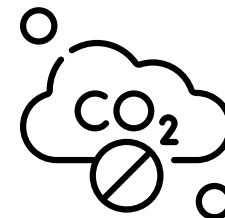
Climate change means the change in the average conditions, like temperature, rainfall, and storms over a long period of time. For instance, Europe was covered in glaciers 23,000 years ago and now we have few glaciers left and the climate is much much warmer. Thus Earth's climate has been changing always, also before humans came into the picture. However, scientists are warning about unusual changes recently. Earth's average temperature has been increasing much more quickly than they would expect over the past 150 years.¹ Human activities, such as the use of fossil fuels, deforestation, and unsustainable agriculture contribute to climate change, which decreases the availability of nutritious food and clean water, and destroys ecosystems and secure living environments. This leads to malnutrition, sickness, and migration.

RADI VIDI PATS organized night bike rides to increase the popularity of green commuting and sustainable lifestyle. During the summer such events are happening every Friday in Liepaja. See more here!

 <https://www.facebook.com/naktsvelorats>



RAMULI ELEMENTARY SCHOOL students researched the topic – climate change and transportation. They analyzed the CO₂ level produced by school and families. After that they calculated compensatory measures and prepared an Action plan - decided to plant trees to compensate the school representatives produced CO₂ and also decided to promote sustainable mobility by organizing sustainable mobility week, Car-free days, walking, cycling excursions instead of a car and bus trips.



¹ <https://climatekids.nasa.gov/climate-change-meaning/>

THEORIES

What
is
BIODIVERSITY?



Did you know that every 20 minutes the Earth adds around 3500 human lives and loses one or more species, which equals losing around 270,000 species per year? ²

That means that 20% of the world's species could be gone in the next 30 years. ³

“Bio” means life and “diversity” means variety, so biodiversity is the incredible variety of living things in nature and how they interact with each other. Every human being, plant, and animal contributes to the diversity, beauty, and functioning of the Earth. Yet, deforestation, the rise of global temperatures, pollution, and overexploitation pose serious danger to life on Earth. If there is no biodiversity, there is no life.

RADI VIDI PATS organized the initiative where people made seed balls from soil, clay and different annual flower seeds. The seed balls can be put in ANY corner of the city, so it gets more biologically diverse, and thus it helps bees to survive and thrive in the cities. See more here!



<https://www.facebook.com/events/2627402803999033>



PRE-SCHOOL FROM ROPAZI “ANNELE” decided to research the impact of palm oil on biodiversity and see how our everyday choices could be part of the solution. They analyzed the products that are common in families shopping lists and then prepared the list of products with and without palm oil. Collected information was used to prepare posters that help make the right choice and keep everyday challenge “Cheers to palm oil- free products!” They did the comparison of pre and post campaign results, and parents acknowledge that after Action Days they now carefully study the package and children have refused to eat already purchased treats containing palm oil.



² <https://www.behance.net/gallery/16310193/Loss-of-Biodiversity-Infographic>

³ <https://www.globalissues.org/>

THEORIES

What is the CIRCULAR ECONOMY?

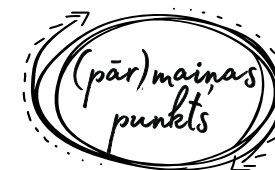


Imagine a world where there is no waste and every business is set up so that we use all resources wisely and completely. Imagine your sneakers, T-shirts, bikes, and rollerskates never reaching the landfill but being separated in parts so that new products can be made. Building circular means rethinking the way we make stuff, designing products that can be made- to be made again. And redesigning the way our economy works- transitioning to renewable energy sources. It's a new way to design, make, and use things within planetary boundaries. Changing the system means involving everyone and everything: businesses, governments, and individuals; our cities, our products, and our jobs.

International Club of Tartu Nature House organized workshop with the objective to use old curtains for creation of fruit bags. A teacher from Nature House showed the participants how to use the sewing machines and how to cut fabrics so they would learn the basics and try doing it by themselves. Participants could make as many as they had time for. The workshop ended with a movie about the fabric and clothing industry.



Radi Vidi Pats organized regular events where people could exchange clothes without paying any money. Each day there was some information about circular economy, environmental topics, and consumerism. For example- movies about fast fashion impact (The True Cost) and discussions. When these events became popular the organization Radi Vidi Pats made swapshop as an educational platform about fast fashion influence on environment, resources and upcycling. See activities here!



<https://www.facebook.com/events/486645855077724>

<https://www.facebook.com/parmainaspunkts>

Randvere School and several schools and kindergartens collected reusable dishes for school events. The aim was to avoid using disposable cups during the school events and to reduce the amount of waste created. A call for donation of second-hand dishes was launched etc.



<https://www.randverekool.edu.ee/uudised/noude-kogumise-kampaania-laks-edukalt/>

GUIDE FOR MENTOR

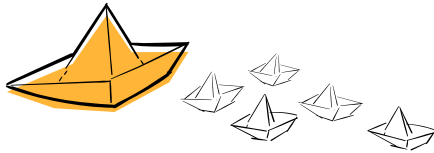
INTRO

This part of the publication is designed to help you guide students through the initiative building phase whilst using principles and practices of mentoring. Here you can find the theory of mentorship, learning and coaching, as well as ideas on how to build a learning plan, run meetings, and organize the evaluation process.



We recommend that you read this before starting your mentorship process, and then follow up with seeing how you can use the initiative building part of the material. In the initiative part, almost every exercise includes reflective questions that you can use for encouraging deeper learning, bringing another perspective and insight.

WHAT is mentorship ?



HOW mentoring works ?

There are many definitions as to what a mentor is and what mentorship means. But within this project, we would like to define a **mentor** as a person that **guides, inspires, and motivates** young people to find and use their potential as responsible, ethically driven World Citizens who want to make a difference in their communities and globally. Sometimes it can be challenging to take off the teacher's hat and get used to the mentor's hat. Unlike a teacher who is often an expert in some areas, mentors help others to find their own way of knowing.

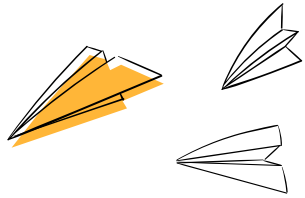
We believe that **mentors can be powerful enhancers of great initiatives and movements** if they include coaching and education principles in their work. Even though the main objective of mentoring is to help plan and run the initiative, meanwhile there are many other processes happening that we should not forget about. Thus your mentoring presence and skills can be very important for various objectives. Some of which you will find out in the process. This section of the toolbox aims to inspire you to become a better guide for young people through some theory and a variety of exercises and activities you can use throughout your mentoring process.

We believe that **active citizenship comes from understanding what is your own motivation to do something for a better world.** So we suggest that it is **not out of duty, but out of joy that we can work, guide and teach.** And thus we want to ask you to think, what is it that you want to learn, experience and receive through mentoring young people? What are the needs you meet through the role of a mentor? You can make a list of things that you receive and return to it whenever you need a gentle reminder or a motivational spark to continue your work.

One of the ground rules of wise mentoring is to **guide softly and make students be present and take ownership in building their initiative.** It is so tempting to show the way. It is so easy to come out with your experience to teach the best ways to do something. And it can be quite challenging to give space for students to explore it for themselves, and make mistakes, and sometimes not meet your expectations. But it is necessary for their learning process and yours - for you to develop sensitivity when to intervene and when to let things happen and for them - to learn by experience and explore things with passion and little direction.

You can use the methods that are outlined in this toolbox and incorporate them in the sessions, but you can use them also as an inspiration to build your own approach.

WHEN to mentor ?



BEST MENTORING PRACTICES in a nutshell:

We suggest you schedule regular meetings with your team to check in every now and then on how they are doing, what they are learning about and where they are struggling. In this toolbox you will find exercises that you can include in regular sessions or at specific phases of mentoring. We encourage you to check with your team as to what is the comfortable space, time and length of your meetings, so that everyone feels as comfortable and present as possible.

- *You can imagine yourself as a “learning facilitator”, not an expert who knows all the answers.*
- *Ask questions and avoid giving advice unless really, really asked for.
Use different learning tools that help students think more deeply and broadly.*
- *When requested, share your own experiences, lessons learned, and advice.
Also, emphasize how your experiences could be different from your student’s experiences and that they are merely examples.*
- *Limit your urge to solve the problems for your students.
They are here to fail, learn, and do it again.*
- *You cannot control the outcomes of the learning process;
ultimately each student is responsible for his or her own growth.*
- *Help your students to see things from different angles and sides.*
- *Give your student supportive feedback for growth.*
- *Encourage, inspire, and challenge your students to achieve their goals.*
- *Be spontaneous every now and then.
And be flexible with mood, stages, and phases of the team and the initiative.
Sometimes trusting the process is the answer.*
- *Reflect on your mentoring practice. Request feedback from your students.
This way you will encourage them to exchange feedback as well.*
- *Take pleasure in the privilege of mentoring. Know that your work is significant
in the student’s development and helps change the World. One student at a time.*

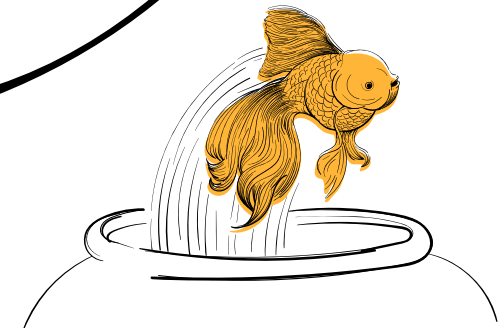
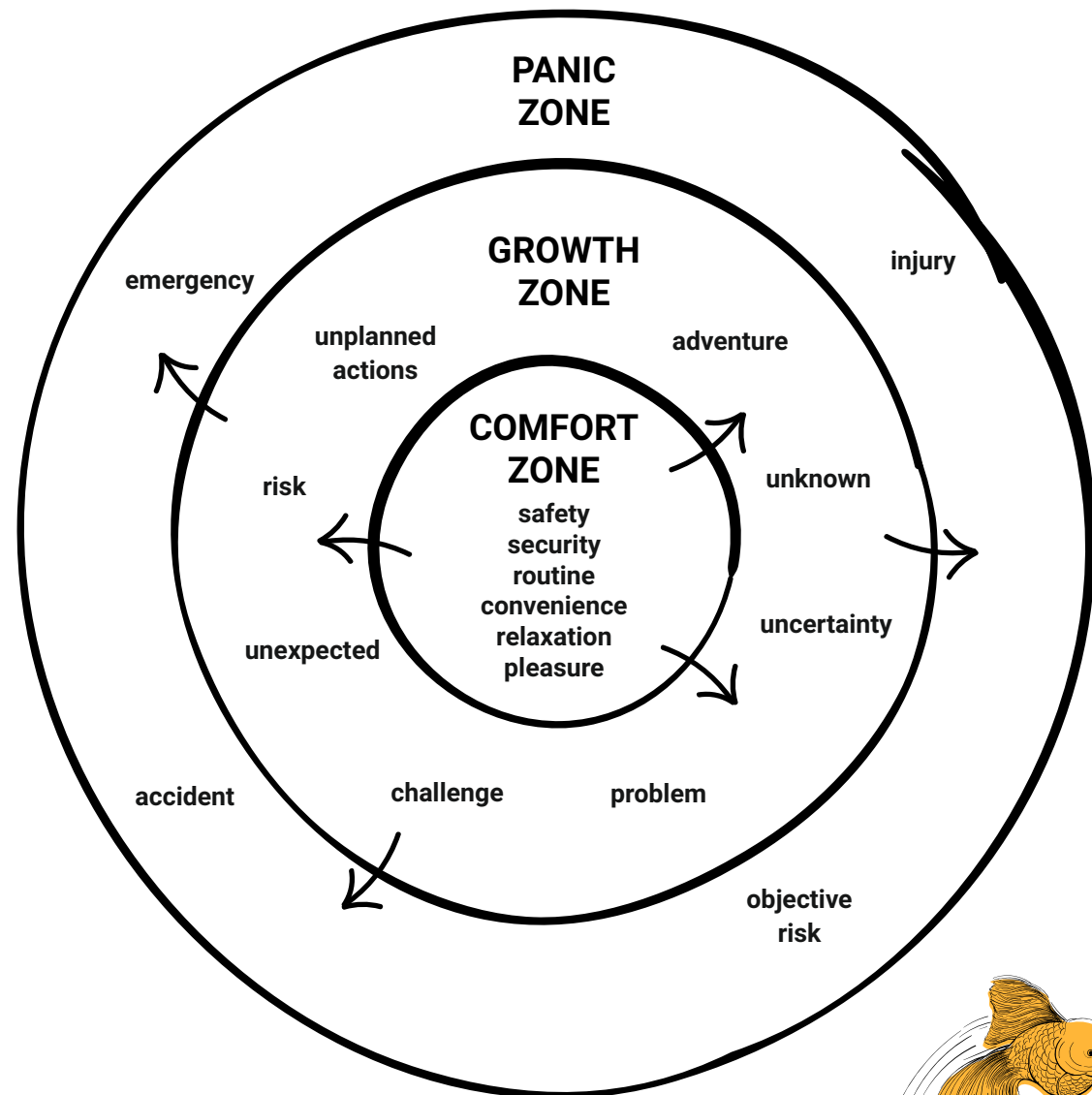
LEARNING ZONES

Psychologists Andy Ryan and Dawn Markova identified three zones of existence – comfort, panic, and stretch (or growth).

The **COMFORT ZONE** is the zone in which the students feel comfortable and things are familiar. Within this zone, there are no challenges to start a learning process. Thus it is recommended that you switch to the stretch zone in order to foster learning.

The **GROWTH ZONE** feels somehow awkward and unfamiliar. In this zone, learning can occur. It is the zone where students can work towards their personal development, where they can explore their boundaries. When a student might feel insecure and or unable to handle the situation, he can retreat to the comfort zone. However, learning in this zone can expand the comfort zone, becoming familiar with new situations, activities.¹

In the **PANIC ZONE** students might feel overwhelmed. In this zone we usually experience stress, fear and challenge in a way that learning is impossible (for instance our fight or flight reaction). All our energy and focus is spent on managing and controlling our fear and panic.



¹ <https://www.amsterdamuas.com/binaries/content/assets/subsites/safe/lecturers/background-for-teachers/the-comfort-stretch-panic-model.pdf>

One of the greatest skills for a mentor is to know when to bring a student from comfort zone into the growth zone and avoid panic zone. Thus regular check in with everyone in the team could help you to see how everyone is doing and find out if everyone is learning or resting, depending on their learning needs and emotional state. You can also ask in every meeting if students are more in the comfort, stretch or panic zone with their lives and in their initiatives at that moment. And ask what support or encouragement they would need in order to feel better or to keep learning, or feel safe and inspired.

It would be ideal if everyone could design their learning plan, **observe if and how they are learning, and later also assess what they have learnt.** And you can step in here whilst meeting with everyone individually or designing your meetings so that you include working with the learning plan. It might be necessary that you give an example of how everyday unconscious learning happens even during the simplest of the tasks. Let's take the local park clean up action as an example. It may seem that nothing really is being learnt. However during clean up we may learn about which trash is recyclable and which is not, we may learn what kind of trash is being thrown out in the parks. If we are doing clean up action with other people, we can also develop our communication and collaboration skills. Learning can also be what we find out about ourselves. We may notice that we feel repelled by other people who throw away trash wherever they go and we might feel helpless because we cannot control their actions, or that we get tired very easily during such activities, or that doing such work together with your team brings you inspiration and belonging to the local community.

So as for you as a mentor, try to **make your own learning plan which can be connected also with your motivation to be a mentor.** And then ask your team to think of the things they want to achieve during the initiative and invite them to make it specific and measurable. Learning can range from becoming a better listener to learning to build a simple website, from developing organizational skills to learning how to produce video, from learning facts and figures about climate change to learning how to convey your message effectively and inspiring others to change their every day actions.

Here you can see a few ideas on making and recording a learning plan.

LEARNING PLAN EXAMPLES

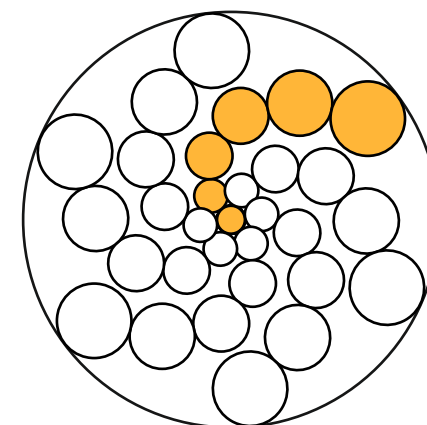
1



You can ask everyone to make a list of learning needs and objectives, and see where it fits in the timeline of the initiative. But it may be easier to work with metaphors and use metaphorical cards. You can create your own card deck from different postcards, photographs or use Dixit cards. Everyone can withdraw around 5-10 cards and think about what could be their learning needs and possibilities inspired by the images or text on the cards. They can also work in pairs to help them define what could be their learning needs. You can always return to the learning plan in the meetings to see what are other opportunities to learn. And you can use the learning plan also as an evaluation tool at the end of the project.

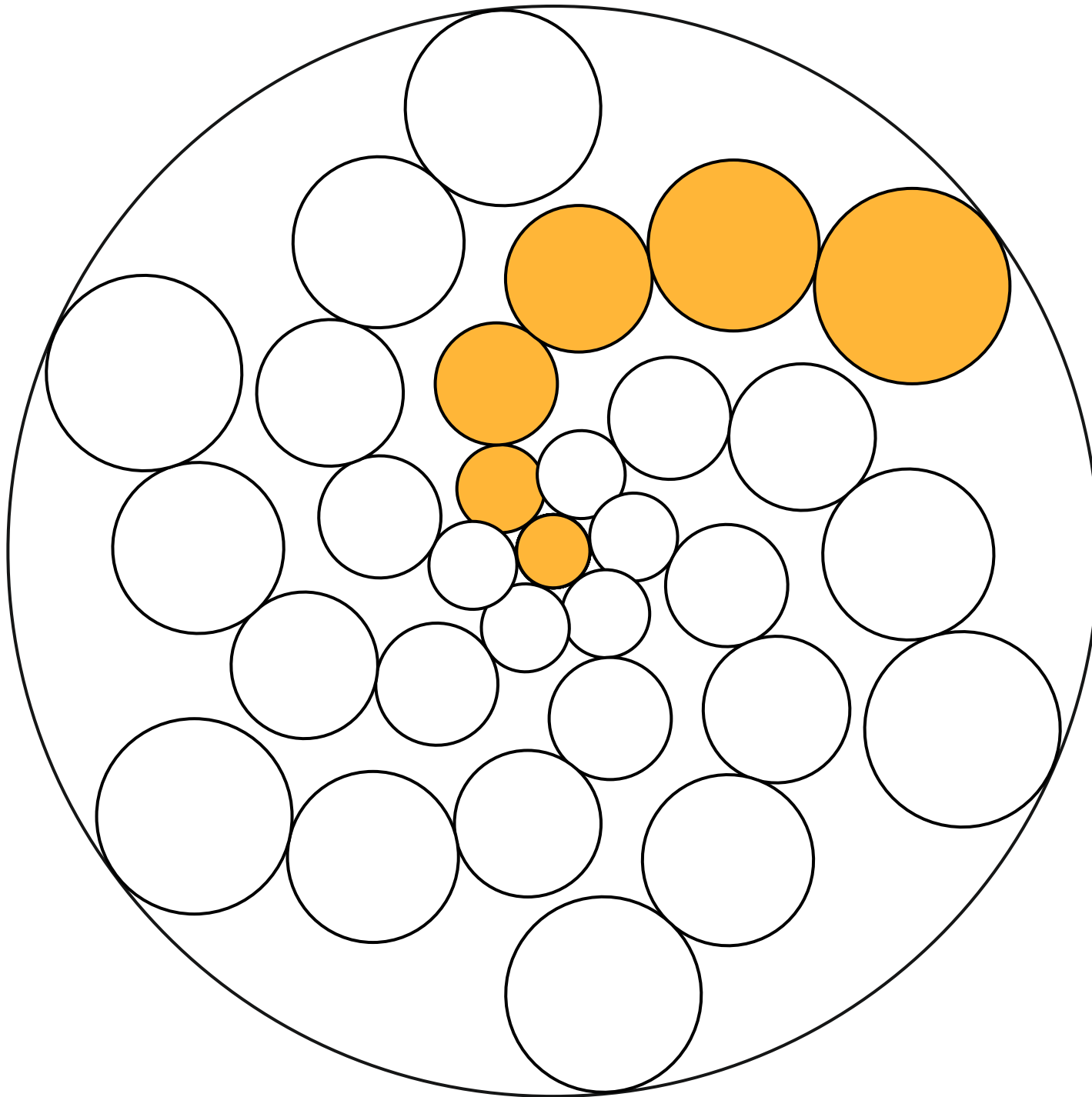
2

You can use this mandala to plan as well as record learning. You can print the mandala for each participant and ask them to either note down in each circle what they will learn or what they have already learned. Students can start their notes from the center and follow outwards. All circles can also be coloured to foster more creativity and fun during the process.





YOUR MANDALA
FOR PRINTING

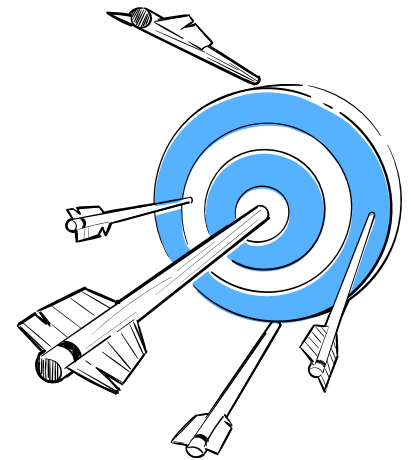


LEARNING TO GUIDE

Knowing that students **feel more empowered to get involved when they feel ownership**, we really need to plan how we structure the mentoring process and which attitude to take on when mentoring. Here we can take a look at the coaching approach, which is based on the notion that all wisdom already lies within the student and as a coach we just need to ask the right questions and create the reflection process that will guide the students. **Being curious, empowering, encouraging, trusting others and the process is the skill set of every coach.** Thus you may want to try various approaches to practice these aspects.

Some coaching questions that may help whilst mentoring the team in building their initiative. These are general open questions that might help you guide the process, yet **make sure to adapt them to your and your student needs.**

- *I'm curious; may I ask you a few questions?*
- *What did you accomplish this week?*
- *What did you learn?*
- *Does this story empower you or disempower you?*
- *How can you turn this around and have better results next time?*
- *On a scale of 1 – 10 how honest have you been about this, with others?*
- *Do you mind if I offer an observation?*
- *Is this the problem or the solution?*
- *How would you like it to be?*
- *What's in the way?*
- *What's stopping you?*
- *What does this mean to you?*
- *Are you focused on what's wrong or what's right?*
- *Is that a story or the truth?*
- *How can you find out?*
- *Is this giving you energy or draining your energy?*
- *What will really make the biggest difference here?*
- *What does your intuition tell you about this?*
- *Do you have a gut feeling about this?*
- *How long have you been thinking about this?*
- *Have you ever experienced something like this before?*
- *If you change your belief about this, what would be possible?*
- *What's the worst that can happen, and can you handle that?*
- *What's stopping you from taking action?*
- *If you weren't scared, what would you do?*
- *What are you willing to do to improve this situation?*
- *What are you willing to stop doing to improve this situation?*
- *How can you enjoy the process of solving this problem?*
- *Do you need to work harder or delegate this?*
- *Who can help you with this?*





Examples of exercises on EMOTIONAL AWARENESS related to the ecological crises:

1

make a mind map about the emotions that arise when you think about the challenges (or a specific issue) that we face globally. Here are some tips to make it happen:

- *good to create a safe and calm space to do this;*
- *it is helpful if you do this in a group and then share your thoughts with the group;*
- *if you want you can also dive into the different emotions you noted through investigating where in your body you feel each emotion and how is the feeling (if you want, you can draw your body and colour in the different feelings).*

2

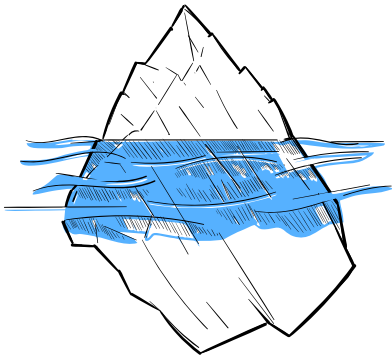
use process writing with ready beginnings of phrases to describe your feelings related to a given issue

- *The first time I heard about X, I...*
- *Nowadays when I hear about X, I feel...*
- *I feel most concerned about...*
- *I feel compassionate when...*
- *I feel happy when...*
- *I wish that in the future...*

AFTER you've written, you can highlight what words are repeated often and think about what you would like to change, and what gives you strength.

In all of these exercises creating safe space, taking time to calm down and feel your emotions are key. Also ending on a positive note and sharing are important features of these exercises.

How to deal with DIFFICULT EMOTIONS related to the ecological crisis?

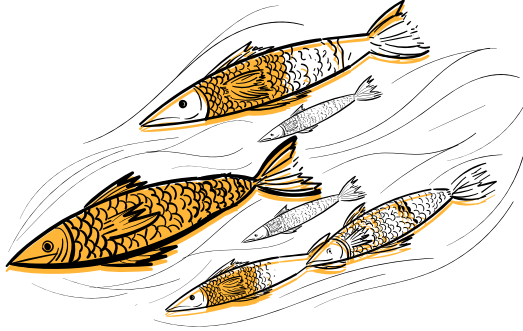


Awareness of global crises such as climate change, famine, refugee crises or the loss of biodiversity can lead to many emotions such as sorrow, **fear, guilt, shame or anxiety**. The severity of the issues and the atmosphere of great threat, can lead to teachers struggling with how to deal with these issues in class. In the last years, the ecological crisis has gained growing media attention, which lead **to increasing levels of anxiety in both adults and youth**. The situation has created a new need in education: dealing with emotions as part of teaching.

Dealing with emotions is central for human wellbeing. Long lasting difficult emotions or suppressing emotions increase the risk of getting sick, even physically, and among other things, they make learning more difficult. Facing emotions and naming them helps manage the burden, so that anxiety does not make you feel paralyzed and prevent you from taking action, or compromise your wellbeing in general. Furthermore, **for teachers and educators it is important to be aware of one's own emotions in order to not pass them on to students**.

The ecological crisis leads to the disruption of the current values and our old habits. Also teachers and the school world face this challenge. Environmental issues need to be dealt with with sufficient seriousness in order to be credible and to respond to the experience people are having about it. Meanwhile **it is important to see through that the storyline leads to empowerment. This does not mean overoptimism, but it also does not mean diminishing nor alarmism. Balance between threat and hope is core**.

The ecological crisis is a societal problem, which will not be solved by you as an individual acting perfectly. One person cannot solve global environmental problems with their personal choices. That being said, the **ecological crisis is also a common problem and to solve it we need everyone on board**. Therefore, it is important that individuals support the transition to a more sustainable society. There are many ways to influence, and action is one of the best ways to treat anxiety. **Belief in one's own abilities is in the core of active citizenship**. Strengthening the students trust in themselves and emphasising what's good is central.



Importance of TEAMWORK and sense of ownership:

It is so very important that before planning any action we think about how to work with youngsters so they can work with each other as a team. One of the reasons people get engaged in different movements and initiatives is that they get a sense of belonging, a sense of doing something for the greater good with the people they feel at ease with. So it is necessary that you spend adequate time for activities that help everyone to feel that they belong, they have a common purpose, clear responsibilities and support for making things happen. You can organize a team building activity before starting to plan the initiative. There are plenty of examples online, for instance Salto search tool! But you can also include small team building activities in each meeting in order to reconnect with each other and the purpose of the team. Here are some examples:

- *Sit in a circle and everyone can tell a story about one surprising / funny / most boring / exciting thing that happened to them in the past month.*
- *You can also make a common fictional story together. One person can choose to say one word that is connected with an environmental topic and the next one chooses another word that would continue the sentence. You can make rounds and rounds until a story develops. Sometimes this method can be used to get creative even whilst developing the mission statement of the group or aims of the initiative. Sometimes it does not work, but may spark some out of the box thinking.*



Salto Search Tool: <https://www.salto-youth.net/tools/toolbox/>

ORGANIZING MENTORING MEETINGS

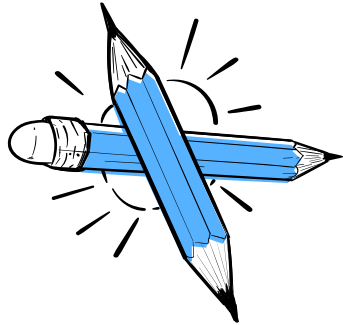


Here are some ideas that you can use for your meetings with students:

- 1 You can establish some ground rules on how your meetings can look like. For instance: Do not interrupt people when they are speaking. Try to be honest with your feedback etc. You may also touch upon where, when, how often will you meet and how will you communicate in between them.
- 2 Since it is important that students feel ownership over the process, you can explore some task division for each of the meetings. For each meeting you can all decide who will be taking notes, who will be a timekeeper, who might want to facilitate. Before each session you can see what are the needs and propose various roles students can take.
- 3 You can start every meeting with a check in on how everyone is feeling, to see if everyone feels involved and has a sense of belonging or is there something that is keeping their minds elsewhere. For instance, you can ask everyone to do, create, bring something that describes how they feel. They could
 - *Think of a word*
 - *Withdraw a card from pile of cards*
 - *Pick a song*
 - *Write without interruption for 3-5 minutes*
 - *Bring in an object*
 - *Make a body posture*

You can also ask students if they could be any animal, weather, plant, colour, musical instrument, what would they be. Then you could go around the circle and share metaphors that link with feelings, insights, stories. Asking why they chose a specific card and how it resonates with them or the state of the initiative and their role in it.

- 4 Sometimes in the planning process, it is easy to get stuck or become judgemental of some ideas and thoughts. Thus you may do “Yes, let’s do it activity” which invites crazy ideas and acceptance of diversity of opinions and thoughts. The exercise consists of somebody saying “Let’s...” and performing that action and everyone following with words “Yes, let’s do it!” and repeating the action. And you go on as long as it is fun and everyone has had a chance to think of an action and shout out their idea.
- 5 For creativity purposes you can also use various tools;
 - You can ask everyone to go out and take photos of certain things in the neighbourhood and create a story that could be relevant to the initiative.
 - On small pieces of paper note down different words that are connected to the environment, for example, circular economy, biodiversity, climate change, park, trees etc. Then on additional pieces of paper note down completely off-topic words (like fork, pen, mobile etc). Then choose randomly one word from each pile of papers. Ask students to connect these two words in a story, telling how both of these words connect. For example, the word park and pen. If you fantasize about these words, you may have an idea to organize a writing competition in the park or a tour in the park by following the signs marked on the paths and the botanical names of the plants. Sometimes the stories are not realistic, but sometimes new ideas may arise. And this may help students to think also about their initiative more creatively using out of the box thinking.



EVALUATION AND FEEDBACK

Evaluation is a pivotal moment for learning and growth. During the process of running the initiative, there are several evaluations processes you can make- both on personal and the initiative level. On the personal level, you can create space for everyone to give feedback to each other during the project and at the end of it. However, **feedback is an art that not many can master and not many can receive well.** Thus we recommend that you focus on positives on what everyone did well and some of the things that can be done better with the support of everyone. Now, do not avoid talking about mishaps that happened, otherwise there is no way to do things better in the future. But avoid pointing fingers or blaming. It is more productive to create space where people can ask for support. You can also use some of the methods mentioned in the meetings section for the evaluation, since sometimes metaphors trigger openness.

As a team you will also need to evaluate the initiative, **how it went and what needs to be improved and what you would do differently, if you would do it again.** There are many questions you can ask and they all should be aimed at further growth and empowerment to do things even better in the future. Looking into the future you can also use the following exercise that is personal evaluation but can be useful for team evaluation alike.

You can place three chairs in a row and assign each with words **PAST, PRESENT, FUTURE**. You can ask students to place themselves in the past and then take a seat in the present and then finally - future, whilst answering the questions about what skills they did not have in the past or had little of, what they have now and how they will develop them in future.



Let's start the **JOURNEY!**

Guide for creating initiatives





- 

Set a timer for 3-5 minutes and write without any breaks, letting your pen write whatever comes to your mind! You can use this space or write on the separate paper!

What does your **DREAM WORLD**



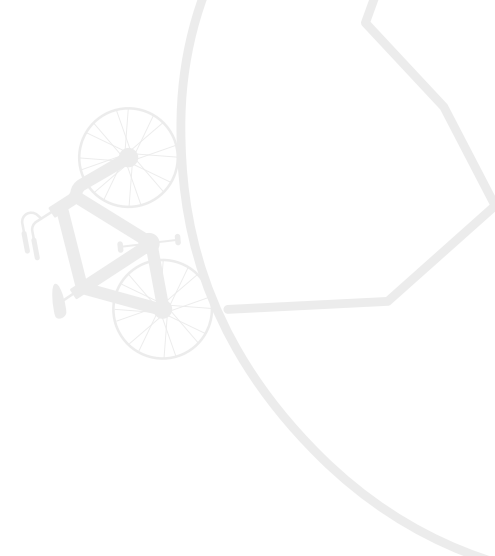
look like?

- Make a sketch of what your ideal world would look like.
- You can **draw a map of the town, scenery** or just different **symbols** that represent your dream come true!
- You can also include **keywords, quotes** or anything that inspire you!

Alternatively, you can **make a collage**, cutting different drawings from magazines and arranging them in this square. You can use this space or write on the separate paper!



- *What was it like to think about the dream world?*
- *Where do you see yourself in this dream world?*
- *Take a look at your text and underline some key words. What are they and what do they mean for you?*
- *How does your dream world deal with climate change, implement a circular economy and ensure biodiversity?*





- Now let us think of the skills that you already have and can offer for the World!
- Here you can see a bunch of characteristics, take a look at them and rate yourself from 1-4 in each skill and write down what experience you have!



MY SKILLS

	Good at it	Capable of it	Not good at it	In what field is this skill useful
Organizing school events				
Performing in front of others				
Using a computer				
Writing texts				
Conversing in foreign languages				
Leading others				
Taking initiative				
.....				

PERSONALITY TRAITS TEST

TRAIT	DESCRIBING SENTENCE	1	2	3	4
Openness	<i>I like to listen to people who have a totally different perspective from me.</i>				
Self-awareness	<i>I know what I'm capable of and what I want.</i>				
Initiative	<i>I'm capable of taking action if I see the need to change something or the opportunity to start something related to doing so.</i>				
Motivation	<i>I will succeed in any case and do my best.</i>				
Adaptability	<i>I'm able to cope with very different situations and interact with different people.</i>				
Willingness to learn	<i>I like to acquire new knowledge and skills.</i>				
Independence	<i>I would rather work independently than under someones lead.</i>				
Decision-making	<i>I usually decide quickly and confidently.</i>				
Relationship building	<i>I get to know strangers easily and confidently.</i>				
Creativity	<i>I have a lot of ideas.</i>				
Reliability	<i>You can always count on me.</i>				
Willingness to compromise	<i>I am willing to act on other peoples's points of view, even if I have a different opinion.</i>				
Helpfulness	<i>I'm mostly ready to help others in need.</i>				
Teamwork skill	<i>I like working together with others.</i>				
Confidence	<i>I believe that I can handle any situation.</i>				
.....				



- Did you get to know something new about yourself? If, yes, what was that?
- How do you already use these skills for bettering the planet?
- How could you use these skills for creating your dream world?
- What skills would you still like to develop?

What do you



in the World?

- What are the environmental issues that you feel most passionate about?
(e.g. **climate change**, **dysfunctional economical systems**, **loss of biodiversity**/**water pollution**/**plastic waste**/**pesticide usage** etc.)



Make notes describing what you care about and why!



I care for

Because

I care for

Because

I care for

Because

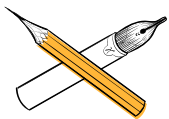
What are
the

ENVIRONMENTAL ISSUES



that affect
my
community?

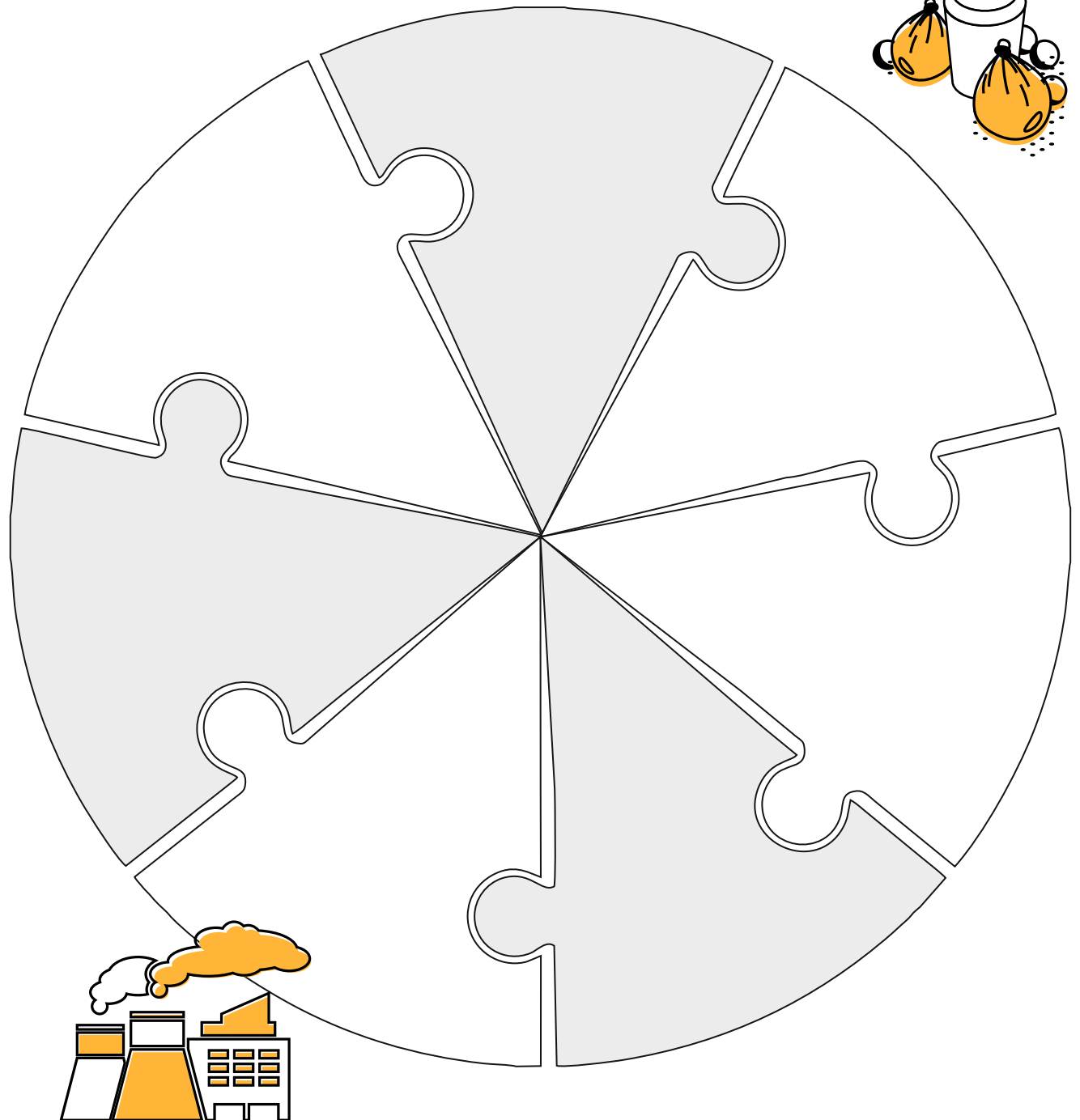
- Let us go local and brainstorm on environmental issues that affect your community!
- In order to change the World, we need to start by observing our own home, neighbourhood and community.
- At this point, you can focus specifically on topics related with biodiversity, climate change or circular economy.

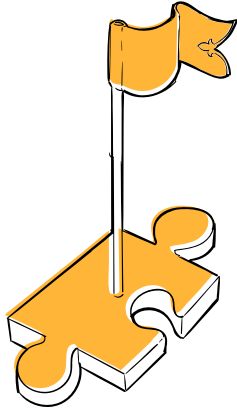


Either together with your team or individually, note down all the environmental issues in your community and write each one of them in a section of the circle.

If you choose to do this individually, once you have filled the circle, get together with your team to compare your thoughts.

See what there is in common, so you can join forces and choose an issue that you can work on together.





Now grade them and see which are

- 1 important and interesting for you;
- 2 the ones you can affect and where you can make an impact.



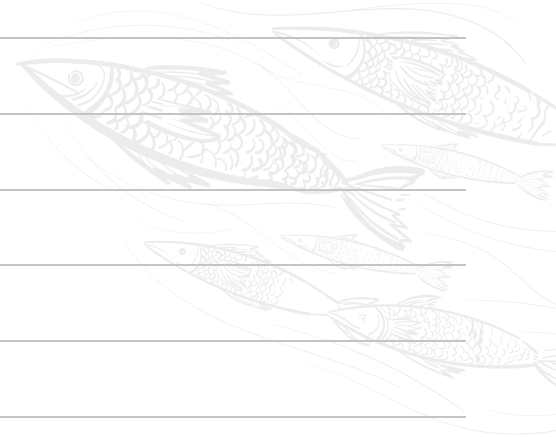
Note all of them down here and add some facts and figures why do you think they are urgent or important for your community and yourself.

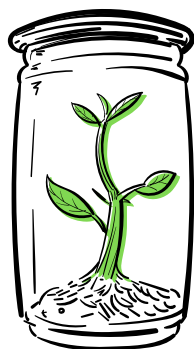
There is so much you can find whilst googling these days! We encourage you to look carefully for information that is based on researched facts. Sometimes the information you find might be against what you thought to be true and right. But it is extremely important that you and your team can show facts and figures that prove why your initiative is important. And that you know how to respond and what resources to show when others ask you challenging questions.

1

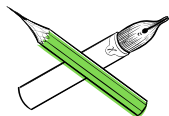
2

3





PROBLEM TREE



Now let's draw a problem tree for each of the top three problems you stated in your problem wheel and find out the root causes for the problems!

Consequences (*polluted air; garbage in the forest*)

Reasons why these problems exist

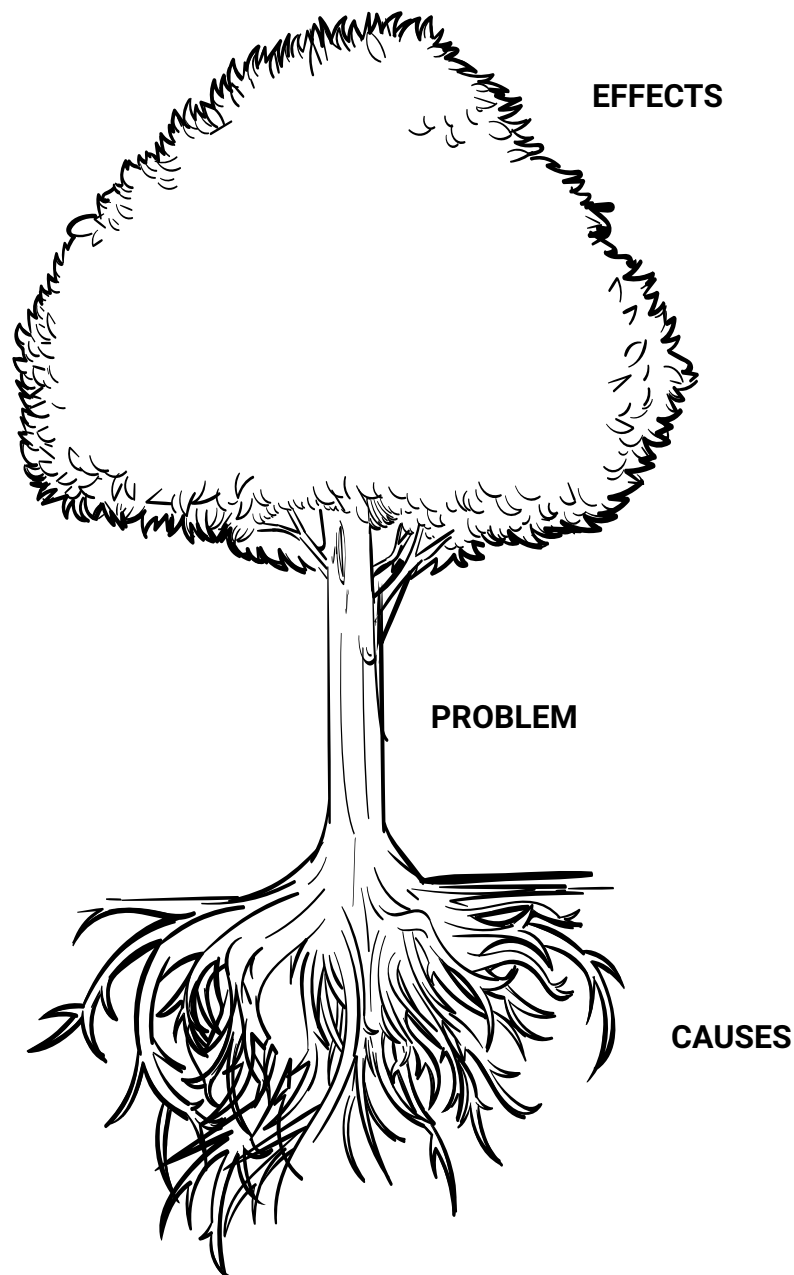
(Here you answer to question why the air is polluted.

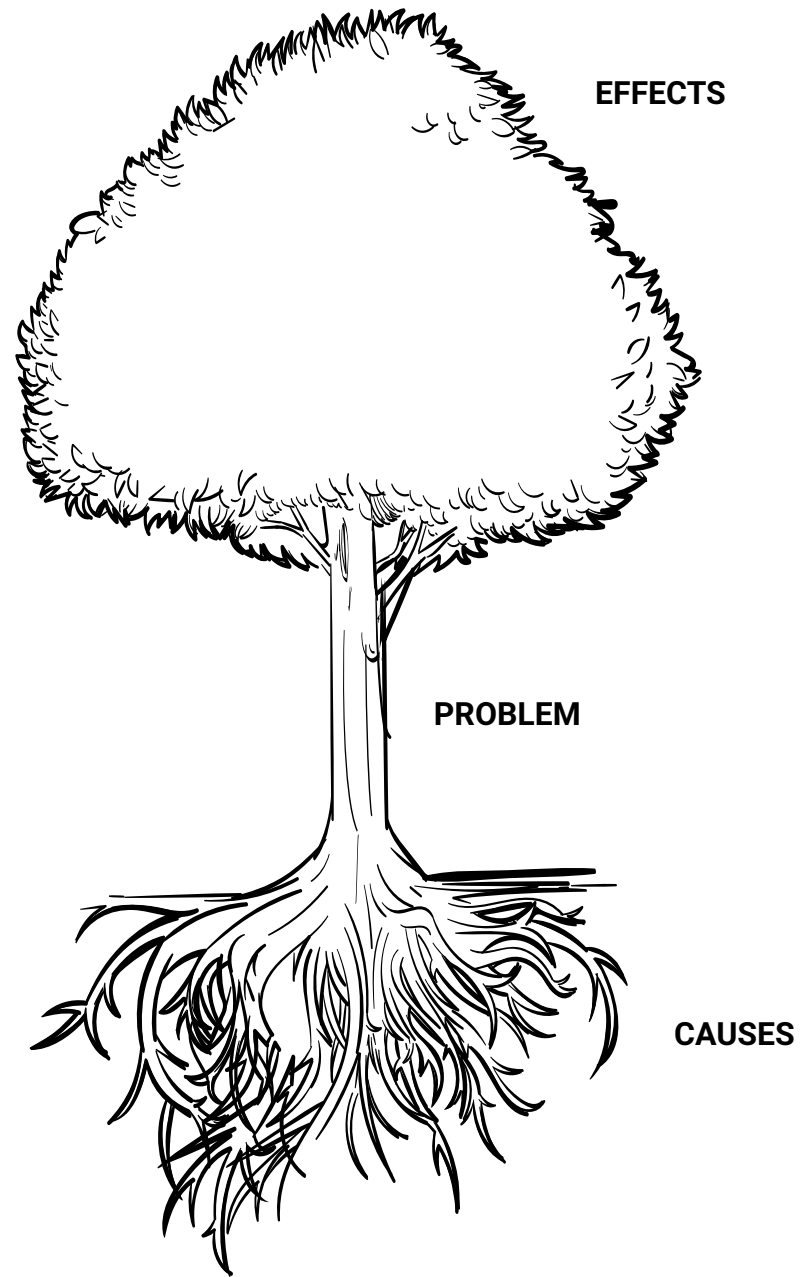
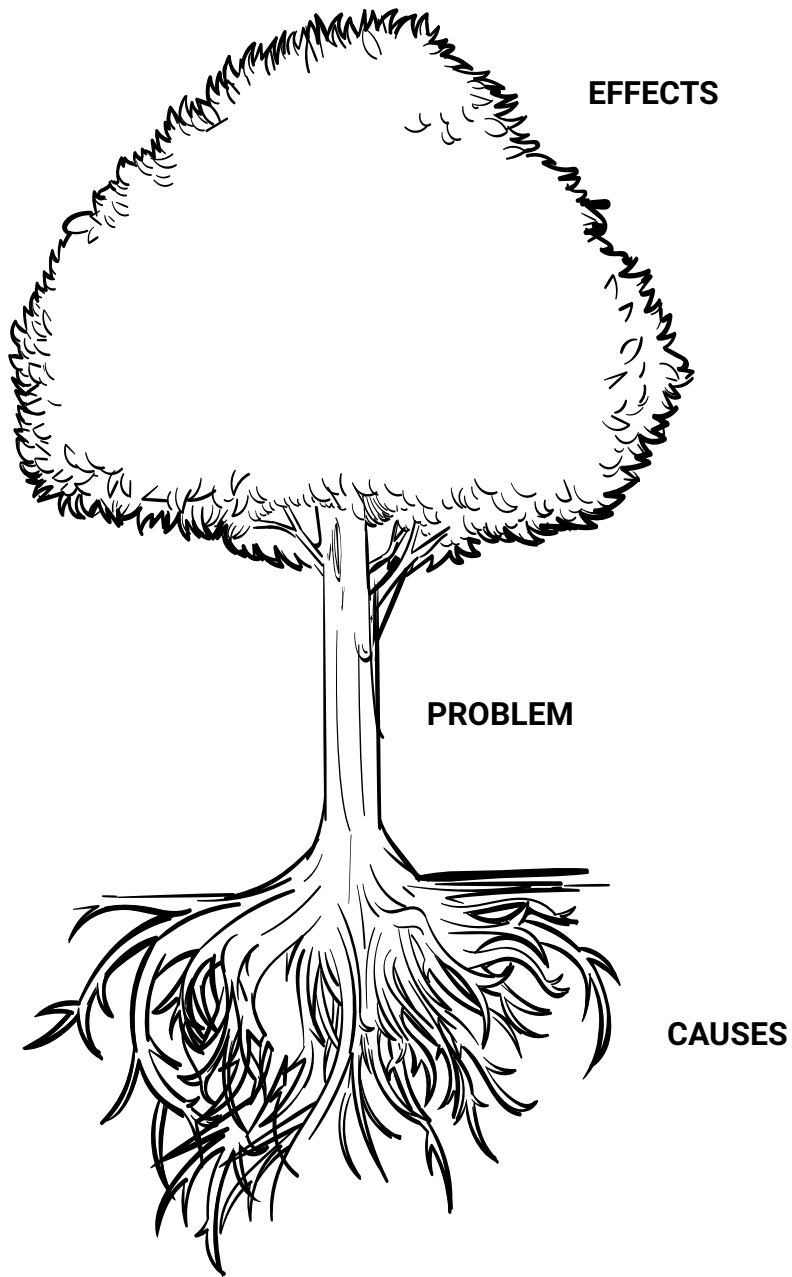
Answers can be- no regulations, no fines, lack of awareness and education of people, no monitoring systems)

Reasons why these are reasons why problems exist

(here you answer why the reasons why we pollute air exist. Answers could be: people are not educated about clean air; people do not stand up for their right to live in a clean environment etc.)

In your initiative you can both focus on working on level of cause and problem depending on your capacity and interest!
But it is important that you understand the whole problem and see why we have them!





- How was it for you to do this exercise? What was easy and what was difficult?
- How are you affecting this problem from different levels?
- How could you use this way of structural thinking in building your initiative?
- What is the level you would like to work in-causes, problems or effects?

MAPPING



your
community

This method comes from



**Jane Godall's Institute
Roots&Shoots programme,**

where young people like you explore their communities looking for hidden resources and possibilities to solve pressing environmental issues with the support and engagement of your community.

In this exercise we do not focus on problems but find out what is already there and what support can we find in our community.

Community mapping can take from several hours to a few weeks, depending on how detailed you want to make your research.

Take your time to make a map that would help your initiative by knowing all necessary resources and inspirations from your community!



Get inspired and watch this video and see how mapping works!

<https://www.youtube.com/watch?v=CLzi3c8uamQ>

OBSERVING

your
community



Take note of what is on the way to school or work. Imagine you are looking at the community from a bird's eye view.

Why is it important to learn more about your community?

What are the roads around your location?

**Are there any major intersections? Sources of public transportation?
Walking/bike paths?**



OBSERVING

your
community



There are many ways
to record your observations –



photography,



artwork,



journaling,



video,



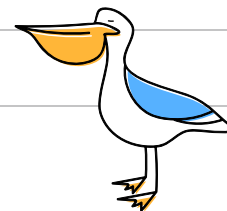
presentations,

the opportunities are endless!



Is your community inclusive and accessible? Are there sidewalks, curb ramps, and audible crossing signals?
Are there signs in multiple languages if your community speaks many languages?
Are there places or features in your community that are exclusionary or offensive?

Do you see wild or domestic animals? Where do they go during the day?
Get food? Play? Or when they are sick?



OBSERVING

your community



EXTENSION ACTIVITY:

Explore your community virtually!

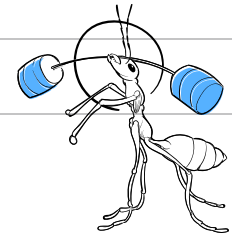
If you can't get outside to explore, **Google Street View** can be a great way to bring the outside in.

- 1 Go to **Google.com/maps** and type in a starting address or location.
- 2 Click on the picture that appears beneath the address to enter Street View. You can also click on the yellow pegman in the lower right corner and drag and drop him onto the map. You will see a blue line appear wherever there is Street View imagery available.
- 3 Look at the area with your Observer's hat on:
 - What do you see?
 - Is it what you expected? If not, how does it look different through this lens?
 - Can you tell what season it is in the Street View image?
 - Are there people or animals in your Street View?
 - What nature do you see in your Street View?
- 4 Now take a look out a window or front door. How does this compare to what you saw in the Street View imagery? Look out a second window or door to continue the comparison.

Where do you see plants or trees? How do they survive and how did they get there?
What makes them important to your community?



What are the people and organizations that make up your community? What are their values ?



Be introspective! What role do you play in your community? How do the daily actions you take impact the people, other animals, and environment around you?

OBSERVING

your community



Now, when you have done the first part,



let's reflect on your observations,

answering to the following questions:

- How do you feel about your community?
- Do you feel your community has the resources to meet the needs of both humans and animals?
- Do you feel that local officials consider the environmental and social impact of major changes such as new roads, parks, and other developments?

- What issue have you recently read or heard about that impacts your community?
- Does this issue primarily impact humans, animals, or the environment?
- Do you believe the issue will have a positive or negative impact on your community?

- What are some defining characteristics of your community, is it rural, urban, or suburban?
- Is it mostly apartment homes, row houses, single-family homes, or other types of residences?

Now, let's



Decide how you want to make your map and gather your materials.

You can draw your map, use legos and other symbols to make a 3D map, or create a map online.

If you would like to create an online map, you can follow guidelines here!



<https://www.rootsandshoots.org/wp-content/uploads/2019/12/Digital-Mapping-ESRI-ArcGIS.pdf>

However, if you want to create a simple map, grab markers, crayons, chalk, or paint, stickers. You can print or purchase, or request a map of your location.

Alternatively, you can use paper and draw your map from memory.

Next, look at the examples below to identify your community's unique features.

The lists below are just examples, you don't have to map all of them, and you could map others depending on your community. For example, if you live in an urban area, the features you map will be very different from someone living in a rural area.

Distinguish the three categories on your map by assigning each a unique identifier (i.e. color, shape, stickers).

For example, mark human features in blue, animal features in orange, and environmental features in green.

You can also add some elements that are connected with climate change, biodiversity and circular economy.

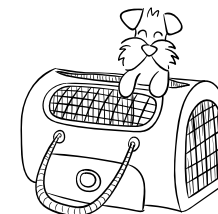
PEOPLE



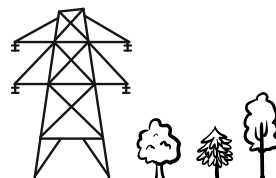
- Places for school/work
- Highlight major streets, bus routes, bike paths, or sidewalks
- Libraries/community centers
- Place of worship
- Grocery stores (e.g. Zero waste shops/ Organic & Eco-friendly shopping options/ local markets)
- Repair service
- Sharing, renting options (e.g. tools, carpooling etc.)
- Favorite Restaurants
- Hospitals or health clinics
- Shelters and food banks
- Abandoned Buildings
- Play Spaces
- Community gardens
- Organizations and people that do environmental work

ANIMALS

- Animal sightings/species
- Domestic animal use (dog parks, dog-friendly trails, etc.)
- Animal shelters
- Animal hospitals
- Animal sanctuaries
- Birds houses, insect "hotels"



ENVIRONMENT



- Wildlife habitats (Forest, meadows, seashores etc.)
- Wild and/or protected spaces
- Bodies of water
- Water facilities
- Local parks
- Green spaces (yards, tree boxes etc.)
- Man-made replicas of the natural habitats (native plants, rock gardens etc.)
- Vacant Lots
- Recycling centers, landfill/waste/compost management
- Power sources (coal, nuclear, wind, solar, and geothermal plants)
- Ecotourism facilities (Nature trails etc.)

Do any of the marked features above serve more than just one category?

(For example, a recycling center benefits the environment but also provides a service to humans.)

Now, once you have made a map,



**let's reflect
on what
you see!**

You can use some of these questions or different reflection questions to think about your community and help you decide where there is an opportunity to take action.

What are some of the features above that support the people, other animals, and environmental habitat in your community?

What things do you like about your community?

(Look for one quality about your community that makes it a great habitat for people, one quality about your community that makes it a great habitat for animals, and one quality about your community that makes it a great environmental habitat.)



What makes you most proud (happy) to live in your community?

Now, once you have made a map,



**let's reflect
on what
you see!**

You can use some of these questions or different reflection questions to think about your community and help you decide where there is an opportunity to take action.

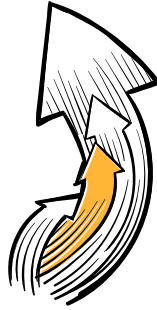


Is your community meeting the basic needs of people and animals?



Is your community environmentally sustainable?

(Can your community's environment meet the needs of the current population without negatively impacting the needs of future generations?)



What things could be improved for your community?

(Look for one quality your community could improve to make it a better habitat for people, one quality your community could improve to make it a better habitat for animals, one quality your community could improve to make it a better environmental habitat.)

Now, once you have made a map,



**let's reflect
on what
you see!**

You can use some of these questions or different reflection questions to think about your community and help you decide where there is an opportunity to take action.

What other parts of your community should be included on the map?

How are they important to the human, animal, or environmental habitats in your community?

Reflect on the observations made in Part 1. How did your initial observations influence your map?

Are there things that surprised you about your community as you were mapping?

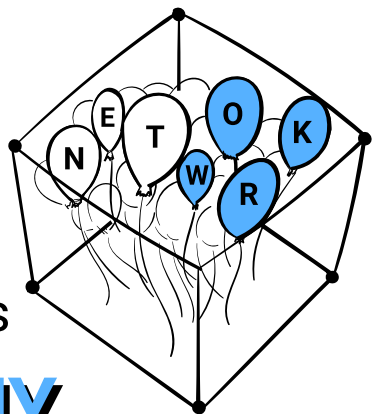
You can also organize your reflections, using Community Mind Map activity form here:



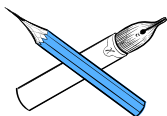
<https://www.rootsandshoots.org/wp-content/uploads/2020/06/Community-Mind-Mapping.pdf>

What's

MY NETWORK?



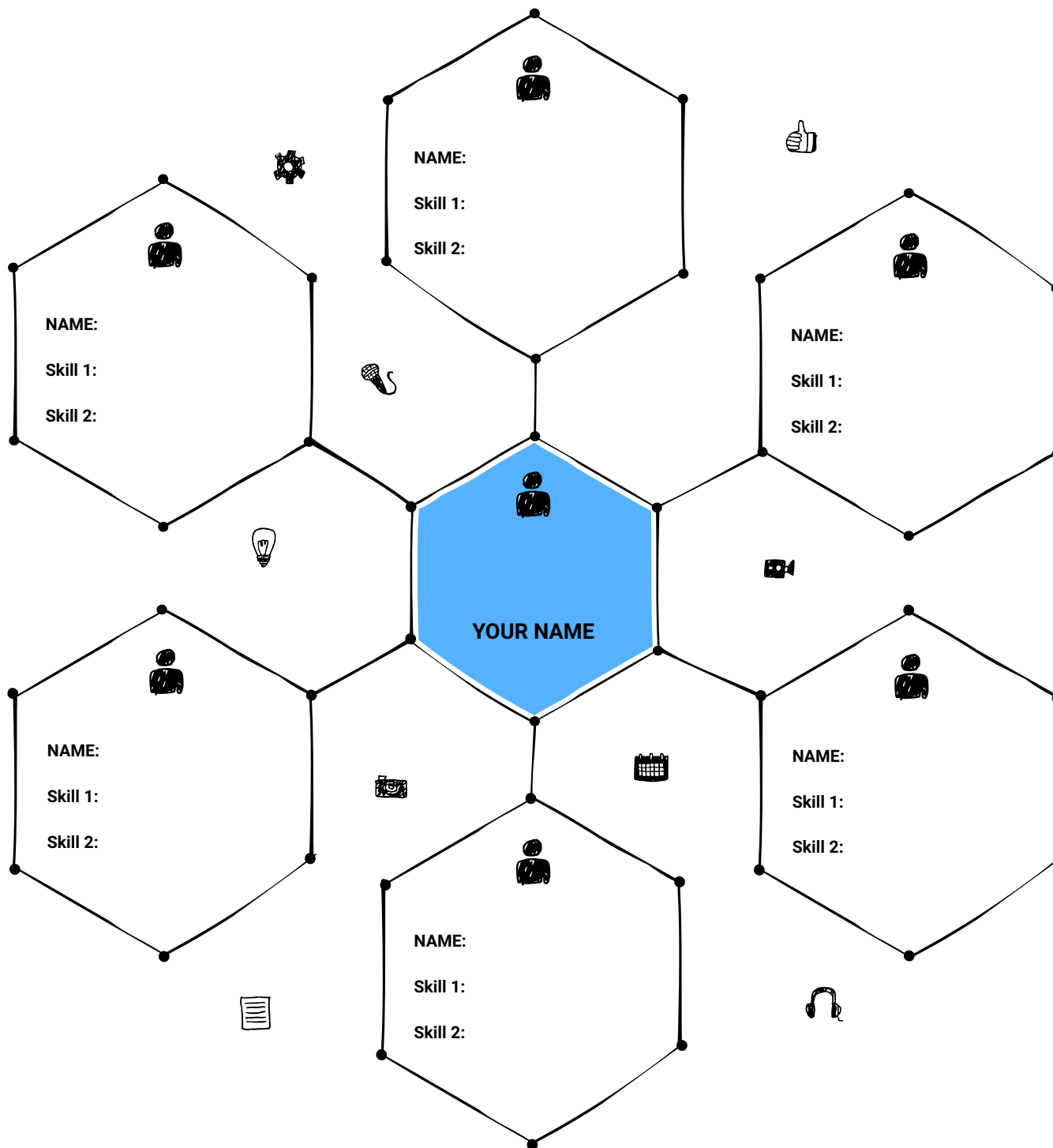
Any revolution, any change happens because many people care and work hard together.

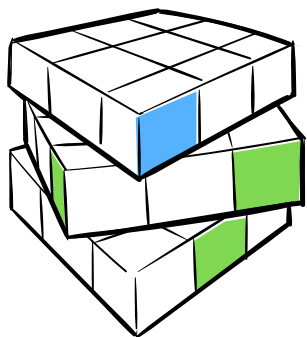


Draw a network of people who could help you in your initiative to make the World a better place. Note down their **talents** and **skills** that can be useful for your initiatives.

You can also use a big poster for building a network of people and skills together with your team.

Come back to this exercise after drafting the initiative and see how you could use this network for building your initiative!





Let's
build
the

INITIATIVE!

It is time to put your dreams, hopes, and passions together with what you have found out in your community mapping and start planning the initiative!



Fill the form and answer the following questions so not to forget all the elements necessary (**who, why, how, what, where, and when**).

While you're doing this activity, think also about your group's long-term and short-term goals.

Although sometimes it takes effort to figure out details and note them down, taking time to think through initiative details and needed steps will help you to make the initiative successful and impactful!

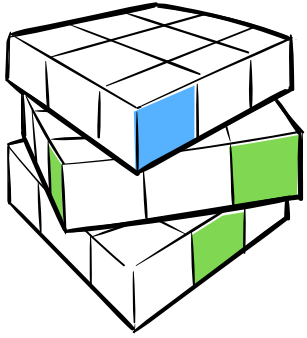
You can also change the order how you answer the questions.

WHO

Write your group's mission statement.

A mission statement is a short statement explaining why your team exists and what do you aim to achieve?





Let's
build
the

INITIATIVE!



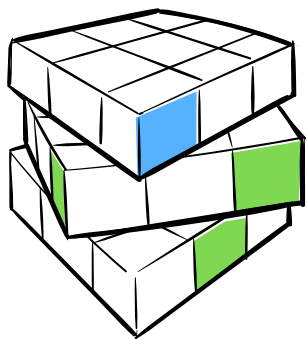
WHY

What are the aims of the initiative? Think about longterm and shortterm aims.

What could be possible challenges that you might encounter when doing initiative?

What resources did you find on your community map that are there to help you be successful?

Make a list of what resources you will need (supplies, transportation, etc).



Let's
build
the

INITIATIVE!

HOW

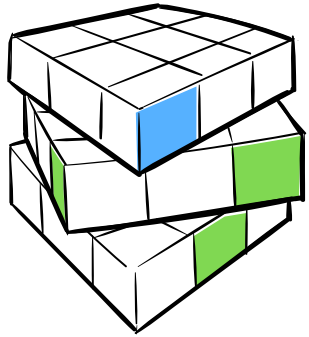


How and what information will you collect to measure the initiative's success?

**Who will be responsible for the various tasks regarding the initiative?
Consider assigning different roles to each team member.**

How will you overcome the challenges or barriers listed above?

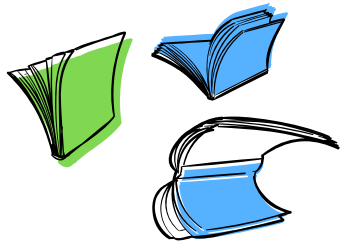
Which people and organizations from your community could support you?



Let's
build
the

INITIATIVE!

WHAT

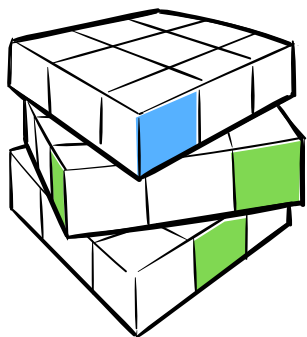


What will be the impact you make and how will you know that you have made it?

What will change in people's attitude, knowledge and skills?

How will your community be impacted?

What would you learn during the project? How will you be impacted?



Let's
build
the

INITIATIVE!

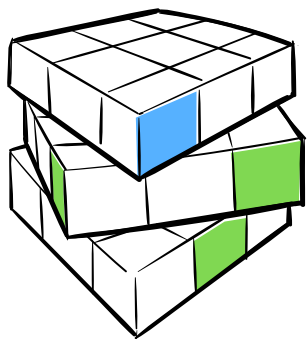
Where would you like your initiative activities to take place?

Do you have permission to use the site from the property owner or local municipality?

If you are building your initiative online, what are the social media platforms you will use and how?

WHERE

If your first choice doesn't work out, what are some alternative locations?



Let's
build
the

INITIATIVE!

WHEN

When will your initiative start?

When will your initiative end? Is your initiative one time, annual, or ongoing?

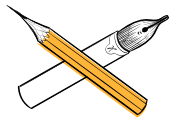
Create a timeline showing target dates for various stages of your initiative



COMMUNICATION

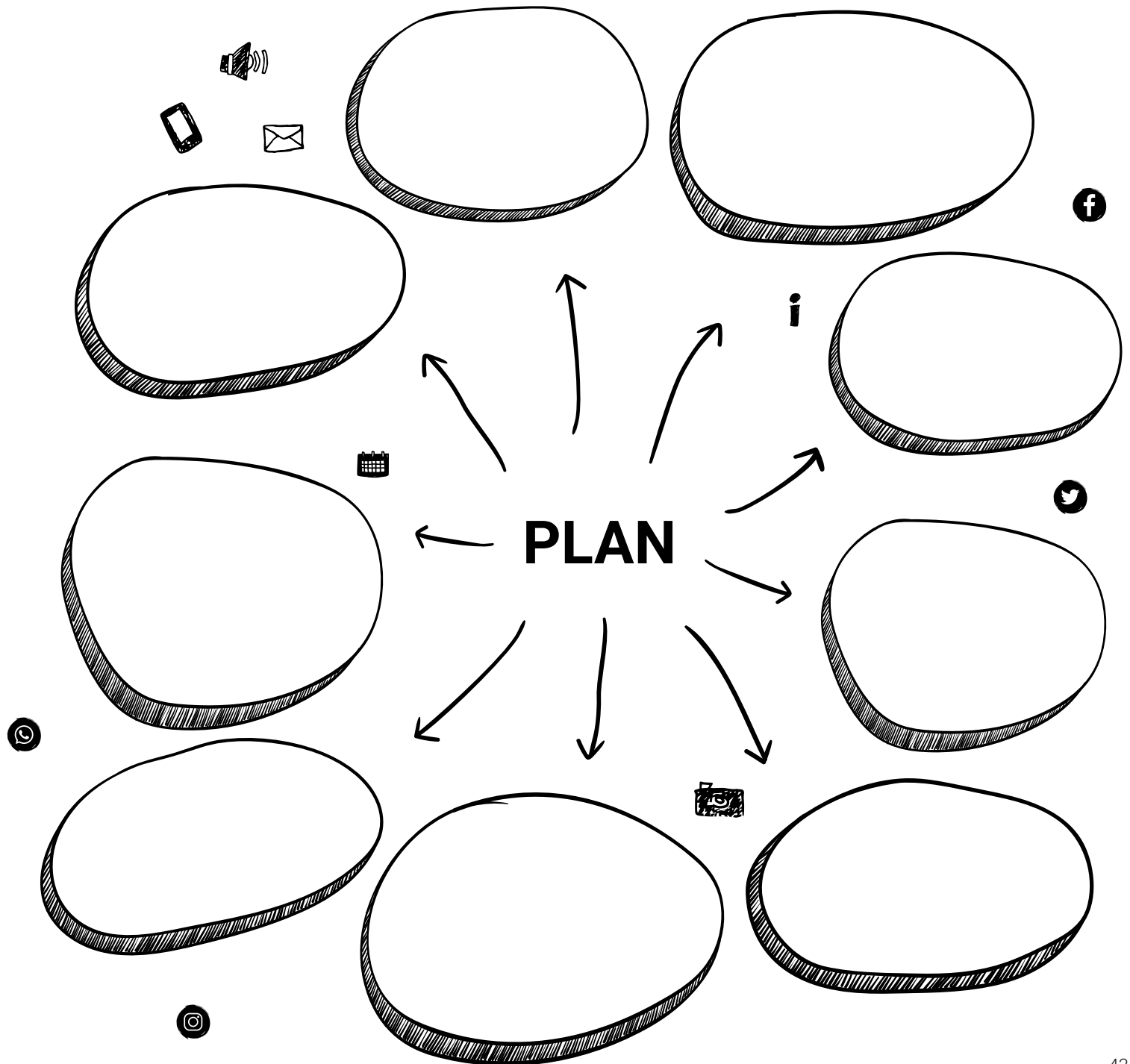


PLAN



Now, we need to think about how you will spread the word about your initiative and cause! Think of different communication channels and how you will use them.

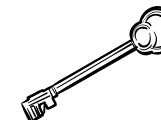
- What media channels and social media platforms will you use and how often?
- Will you send a press release to local media?
- How are you planning to reach the maximum number of people?
- And how will you make sure that not only do they stay informed, but are willing to change some of their behaviours and habits?

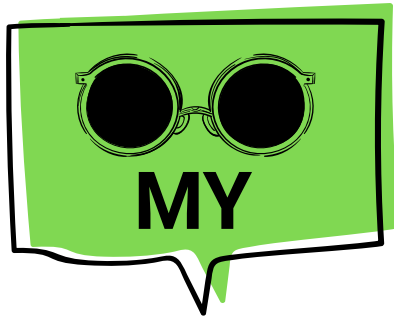




- Note down what will happen when and who is responsible for what.
- You can adjust and change the timeline as you go.

*We recommend placing your timeline on
a big sheet of paper
and using post-it notes, so you can add
or remove them when necessary.*

[illegible]



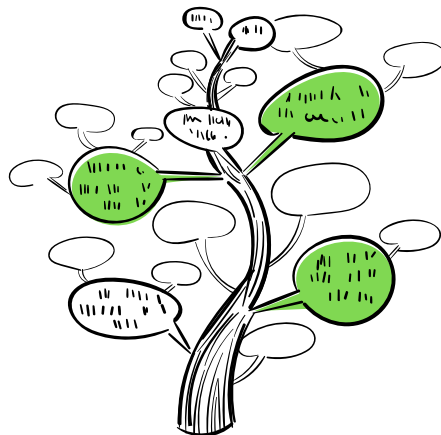
MOTIVATION

Remember, in order to fully participate in the initiative it helps that you know how to keep yourself motivated and engaged!

No revolution is done by one person alone, seek help from people in your team and outside, so you can be supported when your energy and motivation falls low.



So before starting the initiative, try to find answers to these questions:



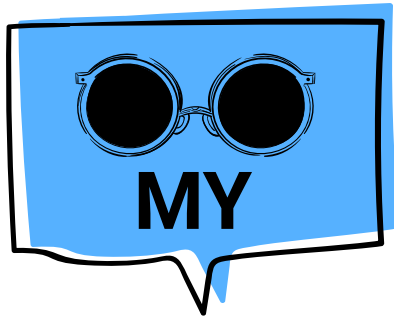
Why is it important for me personally to co-create this initiative?

How will I benefit and what will I learn from co-creating this initiative?

What will help me not to give up if I'll be low on energy, annoyed or fed up?

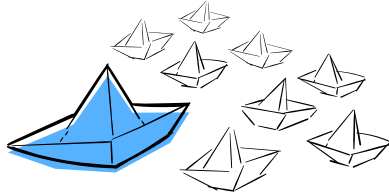
Who could support me and what support might help me?

Can somebody from your team support you and in which way?



MOTIVATION

It could be also important to sit down with your team and share answers to your questions, so you know how you can support others and others know how to support you!



You can revisit these questions and remind yourself that you have plenty of opportunities to get motivated and engaged again.

The World needs your skills and abilities and your action towards a better, fairer and more peaceful planet for all living beings!

What are the words that could inspire me?

What is the music or activity that inspires and fires me up?

How will I celebrate the success of the initiative?

What will I reward myself after the initiative?





Methodological material

**ENVIRONMENTAL
INITIATIVES**
FOR SUSTAINABLE COMMUNITY

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