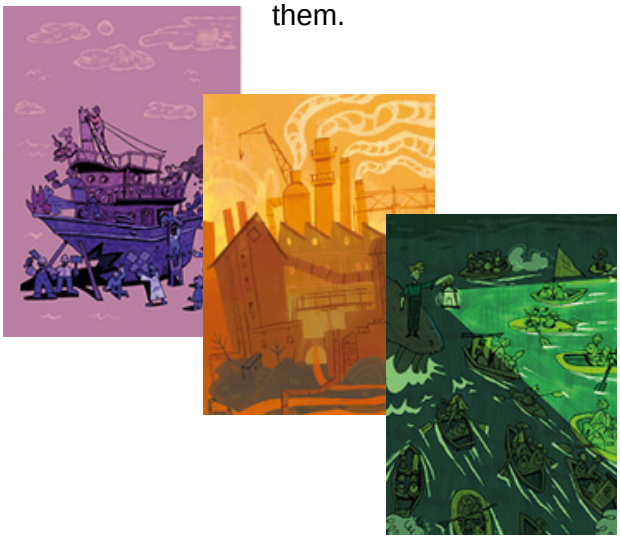
GREEN CAREER EDUCATION

Classroom Worksheets

Co-funded by
the European Union

ABOUT
GREEN CAREER EDUCATION

These worksheets were produced by the Green Career Education project, implemented with the support of the Erasmus+ programme. The project is a partnership between EKS, Czechia; St. Stanislav's Institution, Slovenia; Vasa Övningsskola, Finland; and Živica, Slovakia. It is co-funded by the European Union. The views and opinions expressed are however those of the authors only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Published by EKS in 2026
Authors: Sabina Adanič, Klemen Banko, Tereza Fidlerová, Nataša Hanuna, Tomáš Harhovský, Nina Kallio, Eva Kavková, Helena Košťálová, Pia Lustig, Lenka Němcová, Ivana Poláčková, Camilla Rogaszewska
Graphic design: Yvone Baalbaki
Ilustrations: Eliška Kerbachová

EKS
Bubenská 47, Praha 7
www.ekskurzy.cz/en
www.ekskurzy.cz
info@ekskurzy.cz

Co-funded by the European Union

Social Sustainability through Different Focuses

This activity links physical cooperation with reflection on fairness, inclusion and shared responsibility. By collectively "carrying" different aspects of social well-being, participants experience that building a balanced society requires coordination, communication and mutual support.

Goals:

> Help participants identify different aspects of social sustainability.
> Encourage meaningful group discussion about these aspects.
> Empower participants with a broader understanding of what social sustainability involves.

Age: 14 +

Time: 45 minutes

Materials:

> Two bicycle tyres (or circular markers to define start and end areas)
> Tennis balls (one per participant)
> A collaborative carrying device: a flat board with a hole in the middle and strings attached to its edges, allowing participants to lift and balance it together

Procedure:

Step 1 – Evocation

Begin with a short conversation: *What comes to mind when you hear the words "social sustainability"?*

Explain that this activity will help the group explore different aspects of social sustainability through teamwork and reflection.

Step 2 – Realization

1. Naming Aspects and Placing Tennis Balls:

Invite each participant, one by one, to name one aspect of social sustainability (e.g., access to education, healthcare, gender equality, social inclusion, safe housing). As they speak, they place a tennis ball onto the carrying device. The tennis ball represents the chosen aspect.

2. Team Transport of the Aspect:

The entire group carefully lifts the device by the strings and works together to transport the tennis ball from one bicycle tyre (starting point) to the other (destination). The goal is to deliver the aspect safely – symbolizing the collective effort needed to "carry" and support social sustainability in society.

3. Dropping the Aspect:

When they reach the destination, the group must lower the device so that the tennis ball falls gently through the central hole into the second bicycle tire. This symbolizes the successful transfer and integration of that aspect into a new, more sustainable system.

4. Repeating the Process:

Repeat the process until every participant has contributed an aspect and had a turn. The group continues working together to carry each ball safely, developing a rhythm of collaboration and attention.

Step 3 – Reflection

Once all tennis balls are transferred, gather the group for a reflective discussion, using prompts such as:

> *What do the named aspects mean to you?*
> *Where do you see them in your daily life or community?*
> *Why are these aspects important for a sustainable and fair society?*
> *Were some aspects more difficult to carry than others? What might that symbolize?*

Note for the facilitator:

- Prepare the carrying device in advance: a light board (e.g., cardboard or wood) with a hole in the centre and four or more strings attached evenly around the edge.
- Place one bicycle tyre on the ground as a starting zone and the other as a destination zone.
- Encourage creativity and a wide range of responses when naming aspects of social sustainability.
- Be patient as the group learns to coordinate their movements – this is part of the learning process.
- Observe group dynamics: the activity reveals how people communicate, adjust and support each other in achieving a common goal.

Re- & Upcycling Challenge

This activity introduces students to sustainability through hands-on creativity and practical problem-solving. By transforming waste materials into useful objects, students move beyond abstract discussions about recycling and actively experience circular thinking in practice. The challenge builds environmental awareness from an early age while strengthening collaboration, creativity and resilience – key competencies that are increasingly valuable in green industries and sustainable innovation.

Goals:

> Understand the difference between recycling and upcycling and explain why giving materials a second life reduces waste.
> Recognize the environmental impact of everyday consumption and identify simple ways to reduce waste in daily life.
> Apply creativity and problem-solving skills to transform discarded materials into functional or decorative items.
> Collaborate effectively in a team to design, plan and complete a hands-on project.

Age: 7 +

Time: 1.5 hours + (can be split over multiple sessions)

Materials:

> **Recyclable materials:** cardboard boxes, plastic bottles, tin cans, old clothing, magazines, newspapers, glass jars, etc.
> **Basic crafting supplies:** scissors, glue, tape, paint, markers, string, fabric scraps.
> **Optional tools**: hole punch, stapler, needle and thread (for textile projects).
> **Printed or digital examples of upcycling ideas** (for inspiration).

Procedure:

Step 1 – Evocation

Start with a class discussion:

- *What is the difference between recycling and upcycling?*
- *Why is it important to give items a second life?*

> Show real-world examples of upcycled products (e.g., bags made from old jeans, plastic bottle planters, furniture made from pallets).
> Optional: Show a short video on creative upcycling ideas.

Step 2 – Material Collection & Brainstorming

> Ask students to **gather recyclable materials** from home or use materials provided in class.
> In small groups, brainstorm **ways to turn waste into something useful** (e.g., a pencil holder from a tin can or a tote bag from an old T-shirt). Sources like Pinterest are great sources of inspiration. Have students sketch their ideas before starting.

Step 3 – Upcycling Project – Design & Build

Groups begin **creating their upcycled items** using the provided materials and tools. Encourage teamwork and problem-solving if they encounter challenges. Teachers or facilitators support by asking guiding questions like:

> *How can you make it stronger / more durable?*
> *How could this item be used in everyday life?*

Step 4 – Presentation & Reflection

Each group presents their upcycled creation to the class, explaining:

> *what materials they used,*
> *how their item is useful, and*
> *how upcycling helps the environment.*

Optional: Students showcase their upcycling projects in, e.g., a fashion show or vernissage at school.

Reflection discussion:

> *What was the biggest challenge in creating your upcycled item?*
> *How can upcycling be encouraged in daily life?*
> *What new ideas do you have for reducing waste?*

Sources: www.upcyclethat.com, www.ecoschools.global.com

Field Volunteer Challenge

Activity immerses students in hands-on ecosystem restoration, fostering environmental awareness, teamwork and practical skills. By participating in real conservation tasks, students gain insight into careers such as field technician, conservation officer and environmental educator, connecting their experience with the competencies and responsibilities required in green careers.

Goals:

> Actively participate in ecosystem restoration tasks and explain their environmental purpose.
> Identify local environmental challenges such as erosion, pollution or invasive species.
> Build skills in teamwork, field data collection and communication.
> Evaluate personal strengths and interests in relation to hands-on environmental careers.

Age: 15–18 years

Time: 6 hours (1 day)

Materials:

> Work gloves, closed shoes/boots, weather-appropriate clothing
> Shovels, rakes, trash bags, buckets, a wheelbarrow
> Clipboards, pens, worksheets or journals
> Red First aid kit, water, snacks
> Pre-arranged site with a local park/NGO (confirm in advance)

Procedure:

Step 1 – Evocation (45 min)

> Present a short slideshow on local ecosystem threats (e.g., erosion, pollution, invasive species).
> Show 3 photos of restoration work and ask students: “What job is being done here?”
> Introduce the day’s mission: each team will support a real environmental restoration task.

Guest insight (15 min):

> Invite a park ranger or NGO worker to explain their job and why it matters.
> Ask students: “What skills do you think are needed in their job?”

Step 2 – Realization

On-site Orientation (30 min):

- Gather at the outdoor site. Brief on safety, hydration, and appropriate behaviour.
- Explain 3 task stations:
  - > **Tree Planting Station** (dig hole, place sapling, fill soil, mulch)
  - > **Invasive Species Removal Station** (identify plant, use glove/hoe to uproot, place in bags)
  - > **Trash Audit Station** (collect litter, classify into categories – plastic, metal, organic, etc.)
- Assign students to teams (3–5 per team) and rotate every 60–90 minutes.

Work in Teams (3–4 hours):

Teams work under supervision of teacher/volunteers.

Every student should journal:

- > *What did I do?*
- > *What challenges did I face?*
- > *What skills did I use?*

Step 3 – Reflection (60 min)

Team Reports (30 min):

- > *Number of items collected / plants removed / trees planted.*
- > *An environmental issue they noticed.*
- > *A job role they could imagine doing in the future.*

Green Career Focus (30 min):

- > *Display a poster with jobs: park ranger, environmental technician, restoration planner, etc.*
- > *Ask: "Which of these jobs matched the tasks you liked most today?"*
- > *Students reflect in journals: "Which part of today's work made me feel confident?"*

Source: Adapted from IUCN Youth Engagement Toolkit, with added job-exploration components.
Further information: Ecosystem Restoration Camps or Action for Conservation.

Building Bridges for the Future

This activity links basic principles of physics and engineering with sustainable construction practices. By designing and testing a bridge from natural materials, students develop skills relevant to future green professions, such as sustainable architecture and eco-engineering,and to conducting their own research.

Goals:

> Verify principles of force, load and pressure in the design and testing of a functional structure.

> Integrate knowledge from physics, technology and art in a practical engineering task.

> Evaluate the sustainability, strengths and limitations of their construction design.

> Identify key competencies required in future-oriented fields, such as sustainable construction and eco-engineering.

Age: 13 +

Time: 60–90 minutes

Materials: natural objects, saw, hammer

Procedure:

Task

> Use natural materials from your yard to build a functional bridge with a load capacity of at least 2,500 g. Estimate the load capacity of your bridge as accurately as possible. Describe how you would calculate the pressure exerted by an unloaded bridge on the ground.

Evocation

Let's **imagine what the buildings of the future** might look like.
Who or what will build them?
What materials will they be made of?
How durable will they be, and how will they be maintained?

The architecture of the future must focus on more sustainable materials and functional elements, such as green roofs and water retention. Bridges will also be a major challenge, so we will try to create the bridge of the future. First and foremost, a bridge must be safe and durable.

Building Bridges for the Future

Step 1

Outside, students choose a suitable location where they will build a bridge, find suitable natural materials, make a sketch of the bridge, and build it. After building it, they document it with photos.

Step 2

The students estimate the load-bearing capacity of the bridge as accurately as possible, using the knowledge they have acquired so far and the available tools. The students also estimate the durability of such a bridge.

Step 3

The students propose a procedure for calculating the pressure of an unloaded bridge on the ground.

If possible, they perform the calculation.

Step 4 – Reflection

Students evaluate what they have achieved, which part of the task was the least difficult for them,

which part was the most difficult, what they did not succeed in, and what advantages and

disadvantages does their bridge offer.

Students can add suggestions for new variations of the task or questions about the topic.

VARIATIONS:
In case of inclement weather, we can also work indoors, replacing or supplementing natural materials with available tools.
Students will receive a set of identical tools to construct their buildings.
The task can also be set as an architectural competition, where students defend their designs before a selection committee.

Further information: read more about the topic in the publication Ecological and Health Effects of Building Materials and Green Building: An Engineering Approach to Sustainable Construction or other publications about eco-friendly buildings and materials

Carbon Footprint of Plant and Animal Production

This activity links everyday food consumption with climate impacts and highlights how different production systems influence carbon emissions. By comparing plant and animal production, students gain insight into future green careers in sustainable agriculture, food systems and alternative nutrition.

Goals:

> Compare the carbon footprint of selected plant and animal food products using provided data.
> Calculate an approximate annual carbon footprint based on different dietary choices.
> Discuss what the future of human nutrition will look like and what new professions may emerge as a result.

Age: 14 +

Time: 90 minutes

Materials: list with data on the carbon footprint of selected plant and animal products, natural sources on school grounds

Procedure:

Step 1 – Evocation

Let's imagine what the world would look like without wildlife. Without trees, without animals, without insects... We humans are part of an incredibly diverse natural ecosystem that provides us with everything we need to live – food, materials for manufacturing, but also space for inspiration and harmony. Are we aware of this? Do we treat it with sufficient care?

Setup

We will divide the students into four groups of five to seven members. Two groups will focus on plant production and two on animal production so that we can compare any discrepancies in the calculations. We will use the tables with the data below as a basis. Students will also be allowed to use mobile internet for this purpose.

Step 2 – Realization

Each group will be tasked with creating a small model farm (field or livestock farm) from natural materials in a different part of the school grounds. In the plant production groups, we will select the following crops: wheat, sunflower, rapeseed, nuts and peas. Students in the group will first try to represent each crop using natural materials. They will then assign a number of pebbles to it depending on what they think the crop's carbon footprint is – 5 pebbles represent a high carbon footprint, 1 pebble a low one.

Step 3

Each group will be tasked with creating a small model farm (field or livestock farm) from natural materials in a different part of the school grounds. In the plant production groups, we will select the following crops: wheat, sunflower, rapeseed, nuts and peas. Students in the group will first try to represent each crop using natural materials. They will then assign a number of pebbles to it depending on what they think the crop's carbon footprint is – 5 pebbles represent a high carbon footprint, 1 pebble a low one.

Step 4

The individual groups then present their creations from natural materials and also defend why they awarded the groups of products the given number of stones. If they used the internet, they will certainly find data on individual products of plant and animal products. Calculating the carbon footprint of these products is challenging because they can vary in several variables that ultimately have a significant impact on the result, for example, the method of crop/feed cultivation, amount of fertilizer used, etc. You can use the data below, obtained by averaging several reliable sources, as a basis.

More about carbon footprint:

In plant production, CO2 (carbon dioxide) emissions arise mainly from the combustion of diesel fuels during soil cultivation, crop care, harvesting and feed storage. The amount of CO2 emissions also depends on the intensity of cultivation and, in particular, on the amount of fertilizer applied. Therefore, different crops and their cultivation produce different CO2 emissions and, consequently, different carbon footprints.

Very high carbon footprint: oilseeds, such as rapeseed and sunflower (high nitrogen content)

Medium carbon footprint: wheat, corn, alfalfa (intensively fertilized and requiring large amounts of direct energy – human labour, diesel, electricity – as well as indirect energy – seeds, fertilizers, pesticides and machinery)

Low carbon footprint: legumes, vegetables, nuts
rapeseed: 4 kg CO2 / kg of food
sunflower: 3–4 kg CO2 / kg of food
wheat: 2 kg CO2 / kg of food
peas, lentils: 1 kg CO2 / kg of food
nuts: 0.3 kg CO2 / kg of food

In animal production, unlike plant production, we also see greenhouse gases such as methane and nitrous oxide. Both are very powerful greenhouse gases compared to CO2 (1 ton of methane has the same warming effect as 25 tons of carbon dioxide, and 1 ton of nitrous oxide as the equivalent of 298 tons of carbon dioxide).
The main source of methane from animal production is intestinal fermentation in ruminants. During digestion, ruminants produce about 87% of the methane in their rumen, with the rest being produced in the intestinal tract. Methane is also produced when manure is stored in anaerobic conditions, as is nitrous oxide. In addition, animal production cannot do without plant production, and the cultivation of feed for animal production itself produces further emissions, as we have seen in the table above.

lamb: 60 kg CO2 / kg of meat
beef: 21–55 kg CO2 / kg of meat (depending on whether cows are raised for milk or meat only)
pork: 12 kg CO2 / kg of meat
poultry: 7 kg CO2 / kg of meat
freshwater farmed fish: 4–5 kg CO2 / kg of meat

Step 5 – Reflection

The latest scientific calculations show that buying local food reduces CO2 emissions by only 4 to 5%, because most CO2 is produced during production and processing – regardless of where the food is grown. Of course, CO2 emissions are also linked to transportation. However, in terms of reducing our carbon footprint, it is more important to focus on what foods we consume, not where they come from. For this reason, it is advisable to include more plant-based products in our diet, limit our consumption of meat and dairy products or replace beef with pork or poultry.

> *How does the form of farming itself affect greenhouse gas production?*
> *Can feed quality affect methane production in livestock?*
> *What is regenerative agriculture?*
> *How does it sequester carbon in the soil, reduce CO2 in the atmosphere and contribute to carbon neutrality?*

Source(s): Huravon.sk
Further information: Try out different carbon footprint calculators for heating and housing or travelling.

Build a Solar Cooker

This activity introduces students to the practical use of solar energy and basic engineering design. By building and testing a solar cooker, they develop problem-solving and technical skills relevant to green careers in renewable energy, sustainable technology and solar engineering.

Goals:

> Help students understand how solar energy can be harnessed for thermal applications.
> Introduce basic engineering principles and problem-solving.
> Recognize the relevance of technical creativity and experimentation in renewable energy and clean technology fields.

Age: 13–16 years

Time: 2.5 hours

Materials:

> Cardboard pieces of various sizes:
  - One piece measuring 230mm x 230mm x 30mm
  - Two pieces measuring 200mm x 110mm x 10mm
  - Two pieces measuring 225mm x 110mm x 10mm

> Aluminum foil
> Black paper or black paint
> Glue or adhesive tape
> Transparent plastic sheet or glass (for the top cover)

Optional: Polystyrene sheets for insulation

Procedure:

Step 1 – Evocation

(20 min)

- **Discussion:** Open with the question: "How do we normally cook food, and what energy sources do we use for it?".
- **Goal:** Guide students to identify their dependency on the electrical grid or gas. Briefly discuss the environmental footprint of these conventional technologies to set the stage for clean alternatives

Step 2 – Realization (90 min)

1. **Construct the Box:**
   - Assemble the cardboard pieces to form a box structure.
   - Ensure the box is sturdy and the edges are well-sealed.
2. **Line the Interior with Aluminium Foil:**
   - Cover all inner surfaces of the box with aluminium foil.
   - Ensure the shiny side is facing inward to reflect sunlight.
   - Smooth out any wrinkles for better reflection.
3. **Add Insulation (Optional):**
   - If using polystyrene sheets, cover them with aluminium foil.
   - Place the insulated sheets inside the box to line the walls.
4. **Install the Black Base:**
   - Place black paper or paint the bottom of the box black. This helps absorb heat effectively.
5. **Create the Transparent Top Cover:**
   - Cut a transparent plastic sheet or glass to fit the top of the box.
   - Attach it securely to allow sunlight in while retaining heat.
6. **Position the Solar Cooker:**
   - Place the cooker in direct sunlight.
   - Adjust the angle to maximize sun exposure.
   - Use reflective panels if available to direct more sunlight into the box.
7. **Use the Cooker:**
   - Place food or a container of water inside the cooker.
   - Monitor the temperature and cooking progress.
   - Be cautious when handling hot items.

Step 3 – Reflection (30 min)

Phase 1: Technical Analysis (Reflecting on Data and Design)

In this phase, students analyze how their specific construction choices influenced the cooker's performance based on the data they collected.

> *What was the highest temperature your group reached, and how long did it take to get there?*
> *What factors increased or reduced the cooker's efficiency?*
> *What was the biggest technical obstacle you faced during construction, and how did your team solve it?*
> *How would you improve your design?*

Phase 2: Green Career Connection

This phase helps students connect their interests during the activity to specific roles in the renewable energy sector.

Identifying Roles:

> *Which part of the process did you find most engaging?.*

> *Planning and Design? (This aligns with the role of a Solar Engineer or designer).*

> *Building and Hands-on Work? (This aligns with Solar System Technicians).*

> *Data Analysis and Positioning? (This aligns with a Renewable Energy Consultant or energy analyst)*

Societal Impact:

> *Why are professions in the clean technology sector vital for solving real-world energy problems?*

Personal Reflection:

> *Students should conclude by answering: "Would I enjoy the process of designing, testing, or improving clean energy solutions as a future career?"*

Further information: Compost can reach high temperatures (over 50–60 °C) during aerobic decomposition, which produces heat that can be captured and utilized. Find out more about it and how the heat can be used (also, use the internet for more sophisticated solar cookers.

Source:

www.youtube.com, How to make a simple solar cooker

Compost Science – Compare Composting Systems

Activity introduces students to waste reduction and circular economy principles through hands-on composting experiments. By comparing different composting systems, students explore environmental science practices and develop skills relevant to green careers in waste management, laboratory analysis and sustainable resource management.

Goals:

> Teach students how composting reduces organic waste and carbon emissions.
> Build scientific investigation and record-keeping skills.
> Help students connect with careers in waste management, the circular economy and environmental lab work.

Age: 10–12 years

Time: 1 hour setup + 15 min/week for 5 weeks

Materials:

> one-minute video on food waste and composting
> 3 plastic containers or buckets
> Labels: “Classic”, “Vermicompost”, “Anaerobic”
> Red worms (Eisenia fetida), shredded newspaper, soil
> Fruit/veg scraps, leaves, coffee grounds
> Gloves, water spray bottle
> Thermometer and notebook

Procedure:

Step 1 – Evocation (30 min)

> **Watch a one-minute video** on food waste and composting.
> **Ask students:** What happens to a banana peel if you throw it in the trash vs. compost?
> **Introduce the project goal:** Create and compare three composting methods to see which breaks down organic material best.

Step 2 – Realization

Week 1: Setup – 60 min

Build compost systems in groups:

- **Classic:** Fill with alternating “greens” (scraps) and “browns” (leaves).
- **Vermicompost:** Add worms, damp newspaper bedding and scraps.
- **Anaerobic:** Put scraps in an airtight container, seal tightly.

Each student records initial contents, temperature, smell and moisture level.

Weekly Monitoring (15–20 min each week for 5 weeks)

Students measure and record:

- Temperature of the material
- Moisture level (spray if dry)
- Visual changes (mold, texture, colour)
- Smell (describe using a word scale: fresh, sour, rotten, etc.)

Step 3 – Reflection

Compare results:

- *Which bin had the most volume reduction?*
- *Which method was the fastest? Least smelly?*
- *What surprised you?*
- *Which of these tasks might be done by a biowaste technician or circular economy engineer?*
- *Students complete a reflection: “If I had to run a compost centre, which method would I use and why?*

Source: Based on the EPA Composting Guide and youth science protocols.

Further information: A Household Guide to Composting

Dendrological Survey

The activity engages students in biodiversity monitoring and landscape research, highlighting the ecological and cultural value of fruit trees. By mapping and analysing local fruit tree diversity, students explore skills and knowledge relevant to green careers in agroecology, environmental monitoring and sustainable land management.

Goals:

> Apply basic field research and biodiversity monitoring skills using mapping and digital identification tools.

> Analyse changes in landscape and fruit tree diversity over time.

> Explain the ecological and cultural importance of fruit trees within sustainable land systems.

Age: 12+

Time: 2 hours for field research + an online meeting

Materials:

> writing materials

> atlases

> Pl@ntNet app (mobile)

> printed map

> printed mapping sheet (at the end of the activity)

Procedure:

Step 1 – Evocation

Ask questions: Will the profession of fruit grower be necessary in the future? How does the diversity of fruit trees in the landscape relate to the ecological stability of the landscape and the protection of biodiversity?

Many people are surprised to learn that not only in smaller villages but also in cities, we are surrounded by fruit-bearing bushes and trees whose fruit is edible. Where did fruit trees grow in the past, and how were their fruits used? Try to do some joint research in the countryside and among people. Play at being fruit growers and search for stories about fruit trees in your villages.

Step 2 – REALIZATION

The activity can be varied widely and **is adaptable to the composition of your class (which villages they come from), the area where the survey will be conducted, how much time you allocate to it and the age group for which it is intended.** It also depends on whether your students come from one small town, a larger city or a catchment school where students come from different towns and cities. Based on this, you can decide what approach to take when mapping trees.

We recommend doing this activity with students via online teaching/meetings, where you are all connected and can discuss.

1st online meeting:

Talk to students about **which fruit trees and bushes they know** and what they think can grow in their village/town. You can also clarify what fruit trees actually are (i.e., they include rose hips, hawthorns, but also hazelnuts, walnuts, chestnuts and rowans). **Try to make a list of all the fruit trees that can be found in the countryside.** Explore what formations they can grow in the countryside? Do they know what a solitary tree, an avenue, a tree-lined road and an orchard are? You can also talk about what the students think the tradition of growing certain types of fruit in villages is, and what the fruit was used for. **They can express hypotheses about how it was in the past and how it is today.** These hypotheses will then be verified.

Field assignment:

Introduce the students to what awaits them. They will **go out into the field alone or with their families to search for fruit trees and bushes.** During an online meeting, you can agree among yourselves who will go to which part of the village or town so that you can divide up the area, avoid overlap and map as much of it as possible. It is up to you whether you will map only the open countryside or also private gardens.
Recommendations on what to take with you into the field can be found in the tools section.

If trees are mapped in spring, they are identified by their leaves; in autumn, their fruits also help. For more reliable identification, you can use various atlases as well as the Pl@ntnet mobile app for plant identification.
In the field, students **record tree species (solitary trees, rows, orchards) with a number on a printed map (downloaded, for example, from mapy.cz) and enter the data into the mapping sheet** (at the end of the activity. In addition to a map, each student can go into the field equipped with the following sheet and map on which they mark points and write the numbers of individual trees.

Tip: It is best to write on the printed map with a black marker.

You can also agree that the mapped trees, avenues or orchards will be recorded at home, using the printed map to place them on a shared map on the internet, for example, created in Google Maps (your places – maps – create a map). This map can be shared with students via their email addresses. Each student who has mapped trees can add them to the map as points and name them (apple tree, pear tree avenue, cherry orchard, etc.).

In addition to field research, students can also be given another task – to find out what the tradition of growing and processing fruit in the village/town was in the past.

They can work with literature, the internet and especially ask the older generation – grandparents, neighbours... They can focus on questions such as:

> *Which types of fruit trees were grown the most?*
> *Where were fruit plantations located in the past that are no longer there?*
> *How was the fruit processed, and what was made from it?*
> *If the fruit trees disappeared, when and why did this happen?*

Step 3 – REFLECTION

2nd online meeting

This meeting can proceed as follows:

An introductory discussion round in which everyone will have the opportunity to express how their part of the task went. They can talk about what they experienced, what surprised them, what they learned or what problems they encountered.

Then, as a teacher, you can share your computer screen and show the map of fruit trees you created together with your students on the internet.
For comparison, you can also download a historical orthophotography map of the area from 1950 and show it to your students during the meeting. You can compare it with the current map.
This can be followed by a final discussion where students can express their opinions about what interested them.
You can discuss the following questions using the information you have found and the historical map:
> *How has the landscape and the occurrence of fruit trees changed when compared to the past?*
> *Why is it different today?*
> *What historical and cultural events may have contributed to the change?*
> *Do students think it makes sense to protect fruit trees?*
> *If so, why, and how can they contribute to this?*

Sources: *Huravon.sk*

Dendrological Survey

Point number on the map	Type of planting 1 – single tree 2 – orchard 3 – avenue/row of trees 4 – other (please specify)	Name of fruit tree species	Number of trees

Rainwater Management

This activity helps students understand the value and management of water as a vital natural resource. By measuring rainfall, calculating storage and planning irrigation, students gain practical skills and knowledge relevant to green careers in sustainable agriculture, water resource management and environmental planning.

Goals:

> *Measure rainfall and calculate the volume of water collected from a roof surface.*
> *Apply mathematical reasoning to estimate water storage capacity and irrigation potential.*
> *Plan garden bed dimensions based on plant water needs and available rainwater.*
> *Explain the importance of rainwater harvesting for sustainable resource management.*
> *Recognize the practical skills relevant to sustainable agriculture and water management fields.*

Age: 13+

Time: 45 minutes

Materials:

> cup
> jam bottle
> measuring tools
> pre-prepared technical data:
- exact school roof area (in m^2).
- average annual precipitation statistics for the specific region.

Procedure:

Step 1 – Evocation

Opening words: Today, we are going to look at something we often take for granted when we turn on the tap, but which is actually one of our most precious resources—water. Water is not just for drinking; it is the engine for nature and our economy. But what happens when it doesn't rain? Or when it rains too much all at once?

Discussion Questions:

- *What does your neighborhood or garden look like after two weeks without rain during a hot summer?*
- *Have you ever noticed where the water from our school roof goes during a heavy downpour? Does it end up in the ground, or down the drain?*

Step 2 – Realization

1. Prepare a simple measuring cylinder or a regular glass for collecting rain.
2. Place the cup outside. We will return to it after it rains.
3. After it rains, take it and measure how many mm of precipitation fell.
4. Measure the area of the roof from which we collect water to calculate the volume of water according to the measured height.
5. Use the measured data to calculate the average annual volume. You can find out the average annual amount of precipitation on the Internet.
6. Find an object or building that has the same volume as the calculated volume of precipitation. Estimate and then measure the volume of the object.
7. Calculate the area of the garden that could be irrigated from year-round rainfall if 1 m2 of the garden consumes approximately 300 l of water.
8. The amount of water needed to irrigate 1 m2 varies according to the type of plant. Search the Internet for information and calculate the dimensions of beds for different plants.

Step 3 – Reflection

Suggested reflection questions:

> *Based on your calculations and observations, why is capturing water in the landscape an absolute environmental necessity?*

> *How has your perspective on the value of rainwater as a natural resource changed now that you have seen the specific volume figures from our school roof?*

> *Were you surprised by the total volume of water our roof can collect in a year when compared to the physical object or building you chose for comparison?*

> *How much did the dimensions of the garden beds you designed for different plants vary, and what does this reveal about planning sustainable gardens?*

> *What would happen if the region experienced an extremely dry year? How would our resource management strategies and our choice of plants for the garden have to change?*

> *What specific practical steps would we need to take to implement our school garden plan and actually begin using the captured water to grow crops in our yard?*

> *How can you imagine using the skills you practiced today in a future career, such as sustainable agriculture or environmental planning?*

Further information: Search for 'plant water demand' to find the specific irrigation needs for different crops. Use these figures to accurately calculate your garden bed dimensions based on the rainwater volume you collected.

Mindfulness in Nature

This activity supports the development of emotional resilience, self-awareness and a deeper relationship with nature, which are essential foundations for long-term environmental responsibility. It introduces competencies relevant to green careers that require well-being, ethical decision-making and sustained motivation to address climate and environmental challenges.

Goals:

> *Practice mindful attention and present-moment awareness in a natural setting.*
> *Recognize the connection between personal well-being and the natural environment.*
> *Strengthen emotional resilience in relation to environmental and climate challenges.*
> *Reflect on personal motivation and identify realistic actions for protecting nature and the climate.*

Age: 13+

Time: 90 minutes, suitable season: spring to fall

Materials: suitable terrain – city park, forest or school orchard, or meadow; seat cushions or mats for sitting on the ground

Procedure:

Step 1 – Evocation

Let us imagine slowing down and becoming fully aware of the natural world around us. By quietly observing trees, animals, insects and the landscape, we can better sense that we are part of a living, interconnected system that supports our bodies, minds and well-being. Is it possible to notice this connection? Do we give ourselves enough space to care for it with attention and respect?

Step 2 – Realization

The teacher takes the students out into nature, to a quieter place, away from the hustle and bustle of the city, even a small forest near the school or a park, orchard, or meadow will suffice. If the weather is suitable, mats or sleeping pads to sit on are taken.

First, we will **divide the students into smaller groups** of five and ask them to quietly find a pleasant and interesting place nearby (max. 30–40 m depending on the terrain) and **spend 5 minutes in silence together** (sitting or lying down) **observing the surrounding nature with all their senses** – listening to the rustling of leaves on trees in the wind, birds singing, water splashing, twigs cracking, the scent of flowers, clouds in the sky...
With an agreed-upon signal, the groups return,, and we share our impressions of staying silent and perceiving the sounds of nature. What different sounds, smells or details did they notice?

Step 3 – Reflection

After this mindfulness training, we can discuss with the students how the short stay outdoors affected them and whether they feel more relaxed and focused afterwards, or more connected to nature.

> *Did they notice how regenerative mechanisms work in nature and how nature can renew itself and grow, especially during the growing season?*

> *How can we use this potential for growth and renewal in nature to adapt to climate change?*

> *Did this experience in nature motivate them to take a more active approach to protecting it?*

> *What active steps can they themselves take to reduce their ecological footprint and protect the climate?*

What is mindfulness? It is the ability to fully perceive what is happening at a given moment. It allows us to carefully observe our thoughts and feelings and develop self-awareness. It can be applied anywhere and requires no special equipment. In relation to spending time in nature, this approach strengthens resilience to stress and anxiety, for example, in connection with global environmental problems.

Even European officials and politicians in Brussels attend regular meditation and mindfulness courses in nature, helping them to perceive their connection with nature better, to sensitize them to a deeper understanding of climate change issues, and to motivate them to make responsible decisions in the field of nature conservation.

Mindfulness Body Scan (older students)

Green careers address complex, long-term environmental challenges that require emotional resilience and sustained motivation. People working in sustainability often face uncertainty, pressure and eco-anxiety. This activity strengthens stress regulation, self-awareness and focus – key competencies for responsible decision-making and long-term engagement in sustainability work.

Goals:

> Develop awareness of bodily sensations and internal states.
> Strengthen emotional regulation and stress resilience.
> Recognize the connection between personal well-being and long-term engagement in sustainability challenges.
> Reflect on how inner stability supports responsible decision-making in future professions.
> Build foundational self-awareness.

Age: 13+

Time: 45-60 minutes

Materials: Quiet indoor space (or calm outdoor natural space), mats or chairs, optional soft background sound (nature sounds), timer

Procedure:

Step 1 – Evocation (10 minutes)

Ask students:

> *When you hear the words climate change or global challenges, what do you feel in your body?*
> *Can stress influence how we make decisions?*
> *Do you think people working on environmental solutions ever feel overwhelmed?*

Briefly explain:

Sustainable change requires not only knowledge and skills, but also emotional resilience. Today, we will practice a technique that helps build that capacity.

Introduce the concept of body scan mindfulness – a method used in stress-reduction programmes (MBSR) to strengthen awareness and regulation.

Step 2 – Realization – Guided Body Scan (20–25 minutes)

Teacher Instructions

1. Invite students to sit or lie comfortably.
2. Ask them to close their eyes or soften their gaze.
3. Guide them slowly through attention to different body parts:
   > Notice your breathing.
   > Bring attention to your feet. What sensations do you feel?
   > Move attention to your legs… hips… back… shoulders… arms… hands…
   > Notice tension without trying to change it.
   > Observe your neck… face… jaw… forehead.
   > Return attention to breathing.

Emphasize: There is nothing to fix. Only observe.
Finish with: Take one deeper breath. Slowly open your eyes.

Silent Integration (3 minutes)

Students sit quietly and notice:

- *Has anything changed?*
- *Do you feel calmer, more aware, or something else?*

Step 3 – Reflection (15–20 minutes)

First, invite participants to **reflect individually** on the given questions and write down their thoughts. Allow a few minutes for quiet, personal consideration.

> *What physical sensations did you notice most clearly?*
> *Did you discover any tension or discomfort? Where?*
> *How did this exercise influence your level of stress or focus?*
> *Why might emotional regulation be important for people working on climate or sustainability challenges?*
> *How can caring for your own well-being support caring for the planet?*

After the individual reflection, open a whole-class discussion. Encourage participants to share their insights, compare perspectives and respond to one another respectfully while identifying common themes and different viewpoints.

Mindfulness Body Scan for Children

Students learn to notice their bodies, emotions, and tension. They practice slowing down, calming themselves, and focusing their attention. The ability to manage stress and stay attentive is important for anyone who wants to help others, work in teams, or care for nature and the world around them. Inner calm helps students cooperate better, make thoughtful decisions, and persist when solving problems.

Goals:

> Develop the ability to calm the body and mind through focused attention
> Strengthen skills in self-regulation and stress management
> Support concentration and the ability to stay present
> Reflect on how inner calm influences behavior, cooperation, and decision-making

Age: 9-11 years

Time: 25-35 minutes

Materials: a quiet space (classroom / school garden / park), mats or carpet, crayons and a blank sheet of paper for each student

Procedure:

Step 1 – Evocation (10 minutes)

Ask the children:

> *Have you ever been very tired or upset and found it harder to think clearly?*
> *Where in your body do you feel nervousness (stomach, shoulders, head)?*

Then say:

> *Today we will try an exercise that helps us "listen" to our bodies so they can help us feel calmer and stronger.*

Step 2 – Body Scan (10–15 minutes)

Students lie down or sit comfortably. Speak slowly:

> *Close your eyes and notice your breathing.*
> *Imagine a small light slowly moving through your body.*
> *The light is now in your feet — what do you feel there?*
> *Now it moves to your legs… your stomach… your chest…*
> *Are there any places that feel tight or tense?*
> *Imagine the tension leaving your body with your breath.*
> *The light moves to your shoulders… arms… neck… face…*
> *Finally, notice how your whole body feels.*

Slowly bring the exercise to an end.

Step 3 – Drawing Reflection (10 minutes)

Ask students to draw a figure and:

Color in green the areas where they felt calm.

Color in red the areas where they felt tension.

Ask questions:

> *What helped you relax?*
> *When could this exercise be useful for you?*

Short Discussion:

> *Is it easier to solve problems when we are calm or when we are angry?*
> *Do you know any professions that require patience? Why do people in these jobs need patience?*

Resonance with Nature

Developing the ability to notice how natural environments influence our feelings can help students better understand what activities energize them, calm them, or inspire them. This activity supports self-awareness and emotional sensitivity by encouraging students to reflect on their personal responses to nature. Recognizing these responses can help them identify environments, activities, and roles in which they feel most engaged and motivated in the future.

Goals:

> Increase awareness of personal emotional responses to natural environments.
> Strengthen sensitivity to personal well-being and connection with nature.
> Reflect on how feelings in nature relate to personal interests and motivations.
> Explore how personal preferences may relate to future activities or roles connected with environmental care.

Age: 12+

Time: 30-45 minutes

Materials:

> notebook or worksheet
> pencil
> optional: phone for taking photos or making sound recordings

Procedure:

Step 1 – Evocation (5-7 minutes)

Explain that the activity will focus on noticing how nature influences emotions and attention.
Then **ask students:**

> *When do you feel most comfortable in nature?*
> *Are there places in nature that make you feel calm, curious, or inspired?*
> *Do you notice changes in how you feel when you spend time outdoors?*

Step 2 – Nature Resonance Walk (15–20 minutes)

Take students to a quiet natural area (school garden, park, forest edge). Ask them **to walk slowly and silently f**or several minutes. Encourage them **to notice**:

- **sounds** (birds, wind, leaves)
- **movement** (clouds, insects, branches)
- **textures** (tree bark, grass, stones)
- **small signs of life**

After a few minutes, ask students to pause and observe one place for two minutes. Students then **record short notes** in their worksheet. Reflection prompts in the worksheet:

What did you notice first in this place?
> *What emotions did you experience here?*
> *Did anything make you feel calm, curious, energized, or uncomfortable?*
> *What type of activity would you enjoy doing in a place like this?*

Step 3 – Reflection (10–15 minutes)

Students first reflect individually. Then open a short class discussion.
Possible questions:

> *Did different places create different feelings?*
> *What kinds of environments help you focus or feel relaxed?*
> *What does this tell you about the kinds of activities you might enjoy in the future?*

What Really Matters

This activity supports students in identifying and articulating their personal values as a foundation for future career decisions. It emphasizes that sustainable careers are defined not only by skills but also responsibility, purpose and ethical commitment.

Goals:

> Support students in identifying and prioritizing personal values
> Strengthen the understanding of how values shape life and career decisions
> Link personal values to sustainability and meaningful work
> Encourage self-reflection and agency in shaping one's futureoster peer feedback and observation skills

Age: 13–16 years

Time: 45–60 minutes

Materials:

- ☐ Tape or markers for floor/space division
- ☐ Printed list of values (look for examples at the end of the page)
- ☐ Sticky notes or small value cards (7 per person)
- Markers
- ☐ Printed "future job" posters (optional)
- ☐ Reflection sheets (optional)

Procedure:

Step 1 - Evocation

Ask students to close their eyes for a moment and imagine a day in their ideal future.
What activities make them feel energized, fulfilled or proud? What kind of people are around them, and what values guide their choices? Invite them to notice what matters most to them – what would they prioritize if there were no outside pressures or expectations? This reflection sets the stage for exploring how personal values influence life, learning and future career decisions

Step 2 - Realization

Warm-Up: "Where Do You Stand?"

Mark a long line across the room (using tape, string or just their imagination).
Designate one end of the line as **Option A** and the other as **Option B**.
Read the statements below. As each statement is read aloud, students position themselves somewhere along the line based on **which option they feel more connected to**.

Standing near one end means they strongly identify with that side (e.g., "I prefer working alone").

Standing in the middle means they feel somewhere in between or that both sides matter to them.

What Really Matters

After each statement, ask for a few volunteers to share **why they chose their spot** — there are no right or wrong answers. → **Introduce the idea that values influence these choices**

STATEMENTS:

- ☐ I see myself focusing more on career / focusing more on family in the future. (Left = career, Right = family)
- ☐ I prefer having a predictable daily routine / I prefer a schedule that changes often.
- ☐ I'd rather work indoors, like in an office or at a computer / I'd rather work outdoors, like in nature or on the move.
- ☐ I enjoy working alone and focusing by myself / I enjoy working closely with other people in teams.
- ☐ Making a positive impact on others is a big motivation for me / Earning a good income is a big motivation for me.
- ☐ I like planning everything in advance / I like leaving space for spontaneous decisions.
- ☐ I prefer solving technical or logical problems / I prefer solving social or human-related problems.
- ☐ I'm more drawn to creative and artistic work / I'm more drawn to practical and hands-on work.
- ☐ I'd rather stay in one place and build stability / I'd rather travel and experience different places.
- ☐ I want to follow a well-known path / I want to create my own unique path.

Personal activity - "My top 7"

A personal exercise to identify core values.

> Give each student a printed list of values.
> Ask them to choose 7 values that are most important to them
> Then, order them from most to least important
> Optional: students write or draw what each value means to them

Group Challenge: "Building Shared Values"

A negotiation and collaboration exercise to build shared understanding

> Put students into groups of 3
> Each group now has 21 values (7 × 3) and must agree on 7 shared group values
> Then merge two groups → form a group of 6 students who must agree on 7 values
> Repeat until the whole class has to agree on the Top 5–7 "core values" for their generation/school/world

Optional: write these top values on a poster titled "Values We Share"

What Really Matters

Creative Expression: “Living Values in Future Careers”

Connect values to real-life roles and green careers

Option A – Poster Walk:

- Around the room, place posters of “future careers” (e.g., urban farmer, climate educator, eco-designer, AI ethics specialist, renewable energy engineer)
- Students walk around and add sticky notes with values they think that job requires or supports

Option B – Role + Value Skits:

- In groups, choose one career and one core value
- Prepare a short role-play (frozen image or scene) showing how that value is lived in that job
- Other groups guess the career and value

Step 3 - Reflection

“What Do I Want to Live?”

Encourage quiet writing or drawing. Optionally, students share 1 insight in a final circle.

- Which of your 7 values do you already live today?
- Which ones would you like to grow into more?
- How could you live one of these values through your future career?
- What kind of work would feel meaningful to you – not just useful or paid?

Note for the Facilitator

- Create a safe space: no value is “right” or “wrong”, and all voices matter
- Be prepared to challenge clichés gently (e.g., “money isn’t everything, but what does stability mean to you?”)
- Adapt the value list to your group: too many = overwhelming, too few = restricting
- Encourage diversity in thinking – especially when groups disagree

Additional tips:

Personal Coat of Arms

Students design a shield or crest where each section represents a core value. They illustrate each value with symbols, drawings or words, then share them in small groups.

Values in Action Journal

Each student keeps a notebook for a few days, recording moments when they act according to a personal value or notice someone else doing so. Reflection: Which values are easiest or hardest to live by? How do values guide choices?

What Really Matters

⭐ Value list for students

(Choose the ones that matter most to you)

Personal Qualities

- > Honesty
- > Courage
- > Kindness
- > Confidence
- > Patience
- > Curiosity
- > Gratitude
- > Optimism
- > Independence
- > Self-discipline

Relationships & Community

- > Friendship
- > Family
- > Loyalty
- > Respect
- > Trust
- > Compassion
- > Belonging
- > Cooperation
- > Helping others
- > Empathy

Work & Learning

- > Creativity
- > Achievement
- > Responsibility
- > Challenge
- > Growth
- > Knowledge
- > Innovation
- > Leadership
- > Excellence
- > Adventure

Lifestyle & Balance

- > Freedom
- > Stability
- > Simplicity
- > Balance
- > Fun
- > Peace
- > Routine
- > Flexibility
- > Comfort
- > Safety

Ethics & Society

- > Fairness
- > Justice
- > Equality
- > Inclusion
- > Sustainability
- > Courage to speak up
- > Making a difference
- > Service to others
- > Volunteering
- > Environmental care

Spiritual & Reflective

- > Meaning
- > Faith
- > Purpose
- > Connection to nature
- > Reflection
- > Inner peace
- > Beauty
- > Harmony

Soft Skills & Sustainability in the Workplace

This activity develops key soft skills for employability while linking career preparation to sustainability. By practising how to ask about a company's sustainability efforts, students are encouraged to make informed, value-based career choices that connect professional growth with environmental responsibility.

Goals:

> Understand key soft skills employers value.
> Practice articulating personal strengths.
> Learn how to ask thoughtful questions about a company's environmental efforts.

Age: 15+

Time: 60–75 minutes

Materials:

- ☐ Flipchart or whiteboard
- ☐ Markers
- ☐ Pens
- ☐ Paper or notebooks
- ☐ Laptop (optional)
- ☐ Desktop computer (optional)
- ☐ Digital educational tool (like Mentimeter or Padlet) (optional)
- ☐ Internet access (optional)

Procedure:

Step 1 - Warm-Up Discussion (10 min)

Ask students:

> What do you think employers look for besides education and experience?
> What does "soft skills" mean to you?

Write their ideas on the board and introduce key soft skills:

> Communication
> Teamwork
> Adaptability
> Problem-solving
> Time management
> Emotional intelligence

Step 2 – Soft Skills Self-Reflection Activity (15 min)

Give students a worksheet or use a digital tool (like Mentimeter or Padlet) with prompts:

- Describe a time you solved a problem.
- How do you handle stress or change?
- What role do you usually take in a group?

Let them reflect individually, then pair up to share one example with a classmate.

Step 3 – Mini Role-Play (20 min)

Job Interview

In pairs, one student is the interviewer, the other is the applicant.

- Mention 2–3 soft skills with examples.
- Ask at least one question about the company's environmental efforts.

Example questions:

- "Can you tell me about your sustainability goals?"
- "How does your company reduce its environmental footprint?"
- "Do employees get involved in green initiatives?"

Rotate roles after 10 minutes.

Step 4 – Group Discussion (10 min)

Why Ask About Sustainability?

Ask:

- Why might it be important to ask about a company's environmental impact?
- How does this reflect your values as an employee?

Encourage students to think about how their personal values can align with a workplace.

Step 5 – Wrap-Up & Homework (5 min)

Ask students to write a short reflection:

- What soft skill do you want to improve?
- What kind of environmental values would you look for in a future employer?

Think Like a System, Act Like a Team

This activity introduces students to systems thinking as a key competence for green careers. Through interactive challenges and teamwork, students learn to recognize how environmental, social and economic factors are interconnected.

Goals:

> Understand the basics of systems thinking and the connection to green careers.
> Explore how green careers require complex problem-solving, collaboration and adaptability.
> Apply systems thinking to a real-world sustainability challenge.

Age: 12+

Time: 60–75 minutes

Materials:

- ☐ Whiteboard or projector
- ☐ Printed “Systems Thinking Cards” (concepts and examples)
- ☐ Printed “Green career scenario cards”
- ☐ Large paper or digital collaboration tools
- ☐ Markers
- ☐ Sticky notes

Procedure:

Step 1 - Introduction (10 min)

“What is Systems Thinking?”

Begin with a simple question: “What happens if we plant more trees in a city?”
Let students brainstorm effects (e.g., cleaner air, more shade, happier people).
Introduce the idea that everything is connected – this is systems thinking!
Define key concepts:

> Begin with a simple question: “What happens if we plant more trees in a city?”
> Let students brainstorm effects (e.g., cleaner air, more shade, happier people).
> Introduce the idea that everything is connected – this is systems thinking!
> Define key concepts:
>> **Complex vision:** seeing the big picture and long-term effects.
>> **Cooperation:** working with others across roles and sectors.
>> **Adaptivity:** being flexible and learning from change

Think Like a System, Act Like a Team

Step 2 – Activity (15min)

“Systems Thinking in Action”

- Hand out Systems Thinking Cards with real-world examples (e.g., “A solar panel technician needs to understand weather, energy needs and building design.”)
- In small groups, students discuss how each example demonstrates complex vision, cooperation, or adaptability.
- Share insights with the class.

Step 3 – Main challenge (30min)

“Green Career Scenario Lab”

- Each group receives a Green Career Scenario Card (e.g. “You are a team designing a green school garden” or “You are planning a bike-sharing system for your town”)
- Students must:
  - Identify the systems involved (e.g. environment, community, economy).
  - Assign roles (e.g. engineer, communicator, planner).
  - Map out how they would cooperate, adapt, and see the big picture.
  - Create a simple poster or diagram of their plan.

Step 4 – Presentations & Reflection (10-15min)

- Each group presents their system and how they used systems thinking.
- Reflect as a class:
  - What was hard about thinking like a system?
  - How can these skills help in green careers?

Teacher tips:

- Use visuals like webs or flowcharts to show connections.
- Encourage students to think beyond their own role – systems thinking is about interdependence.
- Connect to Sustainable Development Goals by showing how green careers support multiple goals at once.

Green Shifts

This lesson connects personal history with future-oriented sustainability thinking. By interviewing older generations about their work experiences, students gain insight into how jobs have evolved and how environmental awareness in the workplace has changed over time.

Goals:

> Explore how everyday jobs have changed over time, especially in relation to the environment.
> Understand the growing importance of sustainability in the world of work.
> Develop interview and communication skills.
> Reflect on how jobs can evolve to become more eco-friendly.

Age: 10+

Time: 2 class periods + at-home interview

Materials:

- [ ] Interview question sheet (teacher-provided or student-created)
- [ ] Notebook or recording device (optional)
- [ ] Poster paper or digital slides for presentation
- [ ] Reflection worksheet or journal

Procedure:

Day 1 – Introduction & Interview Prep (45–60 min)

Step 1 – Warm-Up Discussion (10 min)

> Prompt: “What kinds of jobs did your grandparents or older relatives have?”
> Discuss: Were those jobs sustainable? How were they different from today?

Step 2 – Mini-lesson: Jobs & Environmental Impact (15 min)

> Share examples, e.g., farming then vs. now, transportation jobs, factory work, etc.
> Highlight how some jobs have become more or less sustainable.

Step 3 – Interview Planning (20–30 min)

Students will:

> Choose an older person to interview (e.g., grandparent, neighbour, family friend).
> Use or help develop a list of questions.

Examples:

- What was your first job?
- Did people think about the environment in your workplace?
- How do you think your job has changed over time?
- What jobs do you think will be needed to help the planet in the future?

- Practice asking respectful and clear interview questions.

Homework: Complete the interview by [date]. Bring notes or a short summary to class.

Day 2 – Sharing & Reflection (45–60 min)

Step 1 – Group Sharing (15–20 min)

Students share what they learned in pairs or small groups:

- What job was discussed?
- What environmental impacts did it have?
- How has it changed over time?

Step 2 – Class Discussion (10–15 min)

Discuss patterns:

- Are jobs becoming more sustainable?
- What new green jobs might replace old ones?

Step 3 – Creative Presentation (15–20 min)

Students create a short visual or dramatic piece:

- A poster, skit or drawing showing how the job has changed (or could change)
- Include old version → modern version → green version

Assessment:

- Interview notes or summary
- Group participation
- Final presentation or visual product
- Short reflection: “What did I learn about the past, and how can it help shape greener jobs in the future?”

A Day in the Life of a Future Hero!

This activity introduces young learners to green careers in an age-appropriate, imaginative way. Through storytelling, role-play and creative expression, students begin to understand that many professions contribute to protecting the planet. By picturing themselves in these roles, they connect environmental responsibility with their own future possibilities.

Goals:

> Learn about different green and sustainable careers
> Use imagination and storytelling to explore a day in the life of a future professional.
> Practice speaking, drawing and writing skills

Age: 7+

Time: 60 minutes

Materials:

- ☐ "Future Career Cards" with simple job titles and pictures
- ☐ Drawing paper
- ☐ Crayons/markers

"My day as a future hero" worksheets (includes prompts)

Procedure:

Step 1 – Warm-Up (10min)

Career Charades

> The teacher acts out a green job (e.g. planting trees, fixing solar panels).
> Students guess the job
> Simply explain what each job does in simple terms

Step 2 – Story time (10min)

Read-Aloud

> Read a short story or picture book about a child with a future job (e.g. "The Girl Who Planted a Forest" or "Solar Sam Saves the Day").
> Ask, "What did the character do to help the Earth?"

Step 3 – Main activity (25min)

> Each student picks or is assigned a Future Career Card (e.g. ocean cleaner, tree planter, solar builder, eco-inventor).
> Students complete a worksheet or draw a comic strip showing:

- what time they wake up,
- what tools they use,
- what they do to help the planet, and how they feel at the end of the day.

Worksheet prompts:

- "My job is.."
- "In the morning, I..."
- "At work, I help the Earth by..."
- "My favourite part of the day is..."

Step 4 – Sharing Circle & Wrap-up (15-20min)

Students share their drawings or stories with the class.

Teacher asks:

- "What job would you like to do when you grow up to help the Earth?
- Celebrate all students as "Future Heroes!"

Find Attached Future Career Cards on the next pages.

OCEAN CLEANER

KEEP THE OCEANS CLEAN

TREE PLANTER

I PLANT TREES FOR A GREENER WORLD

SOLAR BUILDER

I BUILD SOLAR ENERGY SOLUTIONS FOR THE FUTURE

ECO-INVENTOR

I INVENT NEW ENVIRONMENTALLY FRIENDLY THINGS

RENEWABLE ENERGY ENGINEER

I DEVELOP SUSTAINABLE ENERGY FOR THE FUTURE

SUSTAINABLE HEALTHCARE WORKER

I WORK IN HEALTHCARE IN AN ENVIRONMENTALLY CONSCIOUS WAY

ECO-FRIENDLY CARRIER

I DRIVE TRANSPORTS THAT ARE ENVIRONMENTALLY FRIENDLY

ECO FARMER

I GROW FOOD IN A NATURAL WAY

ECO - DESIGNER

I CREATE CLOTHING USING RECYCLED MATERIALS

UPCYKLER

I MAKE NEW THINGS OUT OF OLD ITEMS

ECO - CHEF

I PREPARE FOOD WITH ORGANIC INGREDIENTS

GREEN CAR MECHANIC

I REPAIR ELECTRIC CARS IN AN ENVIRONMENTALLY FRIENDLY WAY

MARINE BIOLOGIST

I RESEARCH MARINE LIFE

FOREST RANGER

I PROTECT WILDLIFE AND NATURE

TEACHER

I TEACH ABOUT OUR PLANET

ENVIRONMENTAL JOURNALIST

I REPORT ON ENVIRONMENTAL NEWS

Hands-On for a Greener Tomorrow

This activity highlights that green careers rely not only on advanced technology, but also on practical, hands-on skills. While sustainability is often associated with innovation and digital solutions, real-world green careers require people who can build, repair, grow, test and maintain systems in practice.

Goals:

> Understand the value of practical, hands-on skills in green careers.
> Explore traditional and manual skills that complement technology in sustainability.
> Engage in a hands-on activity that simulates a real-world green job.

Age: 10+

Time: 60–75min

Materials:

- ☐ Whiteboard or projector
- ☐ Printed “Green Career Skill Cards” (tech + practical)
- ☐ Materials for hands-on activity (see below)
- ☐ Reflection worksheet or journals

Procedure:

Step 1 - Warm-up discussion (10min)

“Tech vs. Touch”

Ask, “What do you think green jobs of the future will look like?”
Write answers on the board (e.g. robots, solar panels, coding).
Then ask, “What practical skills might still be important?” (e.g. planting, fixing, building, measuring)
Emphasize: Technology needs hands to build, maintain, and apply it.

Step 2 – Matching game (10-15min)

“Skill Match-Up"

Hand out cards with green careers (e.g., urban farmer, solar technician, eco-builder)
Each card lists:

> one technological skill (e.g. using sensors, coding)
> one practical skill (e.g. planting, wiring, measuring)

Students match careers to the correct skill sets in pairs or small groups.

Step 3 – Hands-On Activity (25-30min)

“Mini Green Job Challenge”

Choose one of the following based on your resources:

Option A: Build a mini Solar Oven (Eco Inventor)

> Use foil, cardboard and plastic wrap to build a solar oven.
> Discuss how both design (tech) and construction (practical) are needed.

Option B: Planting for the Planet (Urban Farmer)

> Students plant seeds in reused containers.
> Discuss soil quality, water needs and how sensors could help – but hands are still needed!

Option C: Water Filter Challenge (Environmental Engineer)

> Use sand, gravel and cloth to build a simple water filter.
> Talk about how engineers use lab tools and hands-on testing.

Step 4 – Reflection and wrap-up (10-15min)

Students complete a short worksheet or journal entry:

> What practical skill did I use today?
> How could this skill help in a green job?
> Why do we still need hands-on work in a tech world?

Group discussion:

> “What green job would you like to do with your hands?”

Teacher tips:

> Emphasize that manual skills are powerful – they build, fix, grow and protect.
> Highlight real-world examples (e.g., solar panel installers, conservation workers)
> Invite a local tradesperson or technician to speak about their role in sustainability.

Then, Now, and Greener Tomorrow

This activity helps students understand that the world of work is constantly evolving in response to technological progress and environmental needs. By examining historical jobs and analysing their environmental impact, students gain insight into how economic development has shaped both society and the planet.

Goals:

> Investigate and describe the environmental impact of selected jobs from the past.
> Compare historical professions with their modern or future green counterparts.
> Apply critical and creative thinking to propose how traditional jobs could evolve to become more sustainable.
> Collaborate effectively in teams to develop innovative solutions.

Age: 12+

Time: 60–75min

Materials:

- ☐ "Then vs. Now vs. the Future" Group Worksheet (see example below)
- ☐ A PowerPoint or printable cards with historical jobs (e.g., coal miner, whaler, blacksmith, textile worker)
- ☐ Markers
- ☐ A3 papers
- ☐ Props or costumes (optional)
- ☐ Access to the internet or printouts for brief research (optional)
- ☐ Sticky notes
- ☐ Timer

Procedure:

Step 1 - Starter (10–15 min)

Option A: Visual Timeline

> Display a timeline with images of jobs from the 1800s, 1900s and today.
> Ask:
  > What's different about these jobs?
  > What kinds of materials or energy did they rely on?
  > What impact might they have had on nature?

Option B: Think-Pair-Share

> "What job in history do you think had the biggest environmental impact?"
> Share and discuss a few answers.

Step 2 – Main Activity (40–45 min)

Then, Now & Future Job Analysis

1. **Group Setup (5 min)**

Divide students into groups of 3–4. Give each group a Historical Job Card.
Example jobs:

- coal miner
- textile factory worker
- logger
- whaler
- steam train operator
- shipbuilder
- metal smelter
- industrial farmer

2. **Group Work (30 min)**

Task: Students complete a Then–Now–Future Job Analysis Chart (can be drawn on poster paper or filled in on worksheets).

"Then–Now–Future" Group Chart Template:

Time Period	What Was the Job Like?	Impact on the Environment	Modern Equivalent (if any)	How Can This Job Be Greener in the Future?
THEN				
NOW				
FUTURE				

Support Prompts:

- What technologies or tools were used?
- What natural resources did the job depend on?
- Who did the job benefit? Who did it harm?
- How is this job done differently today?
- What green tech or ideas could improve it in the future?

3. **Creative Presentation Prep (10 min)**

Groups prepare to present their findings using one of the following formats:

- A short skit or role-play: "A conversation across time" between the past worker, present version and future green job.
- A "poster museum" display with visuals and annotations.
- A "job pitch" where they sell the idea of the greener future version of the job.

Then, Now, and Greener Tomorrow

Step 3 - Presentations & Gallery Walk (10–15 min)

Groups prepare to present their findings using one of the following formats:

> Each group presents for 1–2 minutes or sets up their poster for a gallery walk.
> While walking around, peers leave comments or questions using sticky notes.

Step 4 – Wrap-Up Reflection (5 min)

Ask students:

> “What surprised you about the way past jobs affected the environment?”
> “How would you redesign one of today’s jobs to be more sustainable?”

Design a Green City

This activity integrates systems thinking with career exploration to help students understand that sustainable communities are built through interconnected roles and shared responsibility. By designing a "green city", learners see how environmental, social and economic systems interact and how diverse green careers contribute to long-term resilience.

Goals:

> Understand how different green careers contribute to sustainable communities.
> Apply systems thinking to see how environmental, social and economic systems interact.
> Collaboratively design a sustainable "green city" that includes various green careers.
> Reflect on their own interests and potential roles in a sustainable future.

Age: 12+

Time: 2 class periods (45–60 minutes each)

Materials:

- ☐ Career cards or short bios/videos
- ☐ Poster/chart paper, coloured markers
- ☐ Recycled materials for 3D models (optional)
- ☐ Projector or screen for introduction
- ☐ Reflection sheets

Procedure:

Day 1 – Understanding Systems and Green Careers

Step 1 – Hook (10 min)

Ask, "What makes a city 'green' or sustainable?"
Create a mind map together that shows ideas such as clean energy, recycling, green buildings, public transport, etc.

> What's different about these jobs?
> What kinds of materials or energy did they rely on?
> What impact might they have had on nature?

Step 2 – Introduction to Systems Thinking (10 min)

Present a simple system (e.g., transportation system).
Ask:

> What are its parts?
> What happens if one part fails?
> How does it connect with other systems (like the environment or health)?

Design a Green City

Step 3 – Green Careers in Systems (15 min)

Introduce 6–8 green careers (via cards, slides or short videos):

- renewable energy engineer
- green architect
- urban farmer
- environmental educator
- recycling plant manager
- climate scientist

Discuss how each career connects to multiple systems (e.g., environment, economy, health).

Step 4 – Team Challenge Intro (10 min)

In teams of 3–4, students will design a “green city” that includes:

- at least four green careers,
- illustrates how these roles interact within city systems,
- includes creative visual elements (poster, model, digital map).

Day 2 – Creative Design and Presentation

Step 1 – Group Work (30–35 min)

“Design a Green City”

Provide materials: poster paper, coloured pens, recycled materials, tablets (if available).
Students must show:

- green career roles and their responsibilities,
- how systems interact (transportation, energy, food, waste),
- a creative name for their city

Step 2 – Presentations (10–15 min)

Each group presents their city design. Encourage questions from peers.

Step 3 – Reflection (5–10 min)

Ask students to reflect in writing or discuss:

- Which green career interested them the most and why?
- How did systems thinking help in their design?
- How can they contribute to a greener future?

Invent It to Save It

This activity empowers students to see themselves as innovators in a sustainable future. By connecting real environmental challenges with imaginative career exploration, learners understand that green jobs are not only existing professions but also opportunities for new ideas and inventions.

Goals:

> Identify key environmental challenges and explain how green careers address them.
> Describe examples of existing and emerging green professions.
> Apply creative and critical thinking to design a tool or invention for a future green job.
> Collaborate effectively in teams to plan, design and present an innovative solution.
> Reflect on their own interests and potential role in contributing to a more sustainable future.

Age: 12+

Time: 60–90 minutes

Materials:

- ☐ Recycled materials (bottles, cardboard, paper, fabric, etc.)
- ☐ Glue
- ☐ Tape
- ☐ Scissors
- ☐ Markers
- ☐ String
- ☐ Coloured paper, craft supplies
- ☐ "Green Job Design Sheet" (provided by you or created together)
- ☐ Chart paper or board for brainstorming

Procedure:

Step 1 – Intro discussion

Prompt: “If you had a job that could help the planet, what would you do?”

> Briefly review major environmental challenges (pollution, waste, climate change).
> Introduce the idea of green jobs — careers that help solve those problems.
> Share 2–3 real examples, e.g.,

  > **Ocean Plastic Engineer:** Designs technologies or systems to remove plastic waste from oceans and prevent more from entering, helping protect marine life and ecosystems.
  > **Urban Tree Planner:** Plans where and how to plant trees in cities to improve air quality, reduce heat and support biodiversity, making urban areas healthier and greener.
  > **Climate Data Scientist:** Analyses large sets of climate and weather data to understand patterns, predict changes and help governments or companies make informed decisions to fight climate change.

Invent It to Save It

Step 2 – Design Challenge Setup (10 minutes)

Task: “Your group will invent a tool or product for a future job that helps protect the Earth.”
Introduce the "Green Job Design Sheet" with sections like:

- Job Title
- Environmental Problem Addressed
- Description of the Tool or Invention
- How It Works
- Materials Needed
- Sketch & Name of the Product

Step 3 – Planning Phase (15–20 minutes)

- Students work in small groups to brainstorm a future job and sketch a tool or device
- this job would require.
- They complete their design sheet.

Step 4 – Crafting Phase (30–40 minutes)

- Using recycled or simple craft materials, students build a model or prototype of their tool/invention.
- Encourage imagination: it doesn’t have to work – it’s about concept, creativity and communication.

Step 5 – Show & Tell (10–15 minutes)

Each group presents:

- Their job title and what that person does,
- What problem their invention solves,
- how the model works (or would work).

Step 6 – Wrap-Up / Reflection (5 minutes)

Prompt for quick-write or class discussion:

- “What was the most interesting job or invention you saw today?”
- “What job would you like to do to help the planet in the future?”

Interview for a Green Career

This interactive simulation allows students to explore the competencies required for green careers through role play. By simulating a job interview, students practice self-presentation, reflect on their own skills, and better understand the expectations of employers in the sustainability sector.

Goals:

> Experience a mock job interview scenario
> Understand key competencies required in sustainability-focused roles
> Develop communication and self-evaluation skills
> Foster peer feedback and observation skills

Age: 13+

Time: 45–60 minutes

Materials:

- ☐ Role cards/job advertisement for a chosen green profession (e.g., shepherd, urban gardener, eco-designer)
- ☐ Prepared list of interview questions
- ☐ Observation forms
- ☐ Pens
- ☐ Sticky notes
- ☐ Optional: CV template or competence portfolios

Procedure:

Step 1 – Evocation

1. Ask students: “What do employers look for when hiring for green jobs?”
2. Show a short video or role-play clip of a job interview.
3. Review key terms: competencies, strengths, motivation, environmental responsibility

Step 2 – Realization

Divide the class into three groups:

> Job Applicants (≈ 4 students)
> Hiring Committee (≈ 4 students)
> Observers (remaining students)

Job Setup:

Select a green profession (e.g., “shepherd to maintain urban grazing program”).

Give all students the job posting describing required skills and responsibilities.

Interview for a Green Career

Preparation (10 minutes):

Applicants prepare short presentations about why they're the right fit for the job. They should describe their skills, knowledge, motivation, and (optionally) bring a portfolio or list of strengths.

The Hiring Committee prepares:

> Interview strategy (who asks what)
> Criteria (e.g., reliability, environmental knowledge, animal care)
> List of interview questions

Interview Simulation:

Each applicant is interviewed by the committee. Observers take notes on:

> How well the applicant matches the criteria
> Quality of questions asked by the committee

Discussion & Reflection:

Committee discusses and selects the best candidate, explaining their decision.

Full-class discussion:

> What made a strong candidate?
> What skills stood out?
> How did it feel to present yourself?

Step 3 – Reflection

What strengths did you use today?

What skills do you want to work on for future interviews?

How does this apply to green careers in real life?

Further information:

Interview tips: https://www.mindtools.com/

Example green job listings: https://www.greenjobs.com/

Green Career Superheroes

This multi-phase activity deepens students' understanding of emerging green careers through imagination, discussion and roleplay. Students explore a range of unusual or lesser-known green professions and develop insights into their own strengths.

Goals:

> Learn to describe and recognize green professions
> Practice critical thinking and questioning strategies
> Explore their own competencies and receive feedback from peers
> Identify how their strengths can support a sustainable future

Age: 11+

Time: 90 minutes (can be split into two sessions)

Materials:

- ☐ List or cards with green professions (e.g., biofilm installer, environmental journalist, green builder, shepherd, etc.)
- ☐ Superhero Mind Map worksheet
- ☐ Superhero HO worksheet (for reflection)
- ☐ Blank paper (for handprint + feedback activity)
- ☐ Pens
- ☐ Markers
- ☐ Natural materials (optional for outdoors)

Procedure:

Step 1 – Discover & Describe Green Superjobs (30 min)

Group Work:

1. In small groups, each student draws or is assigned one green profession (e.g., urban shepherd).
2. Using the **Superhero Mind Map**, they describe the profession as if it were a superhero:
   a. What does this person do?
   b. What can they do (skills, tools, knowledge)?
   c. What kind of person is suitable for this role?
   d. What makes them a superhero?

Presentation:

Each group introduces their superhero to the class. The teacher adds missing details.

Green Career Superheroes

Step 2 – Guess the Green Superjob (15–20 min)

Option A: Profession Draw & Guess (younger students)

Each group introduces their superhero to the class. The teacher adds missing details.

1. One student draws a job card and keeps it secret.
2. Others ask YES/NO questions to guess the role:
    a. “Do you work with people?”
    b. “Do you need tools?”
    c. “Do you work outdoors?”

Option B: Invent Your Own Green Job (older students)

1. A student invents a green profession.
2. Others ask strategic questions to guess or understand it.
3. Bonus: “Two truths and a lie” format about the job.

Step 3 – Career Match-Up (15 min)

Place cards or symbols for 6 key professions around the classroom (or in natural areas).
Students move to the profession:

- They’d like to meet
- They feel similar to

Discuss in pairs or small groups:

- Why would you meet this person? What would you ask them?
- What do you have in common?
- Would you want to do this work? Why or why not?

Step 4 – Super Strength Reflection (20–25 min)

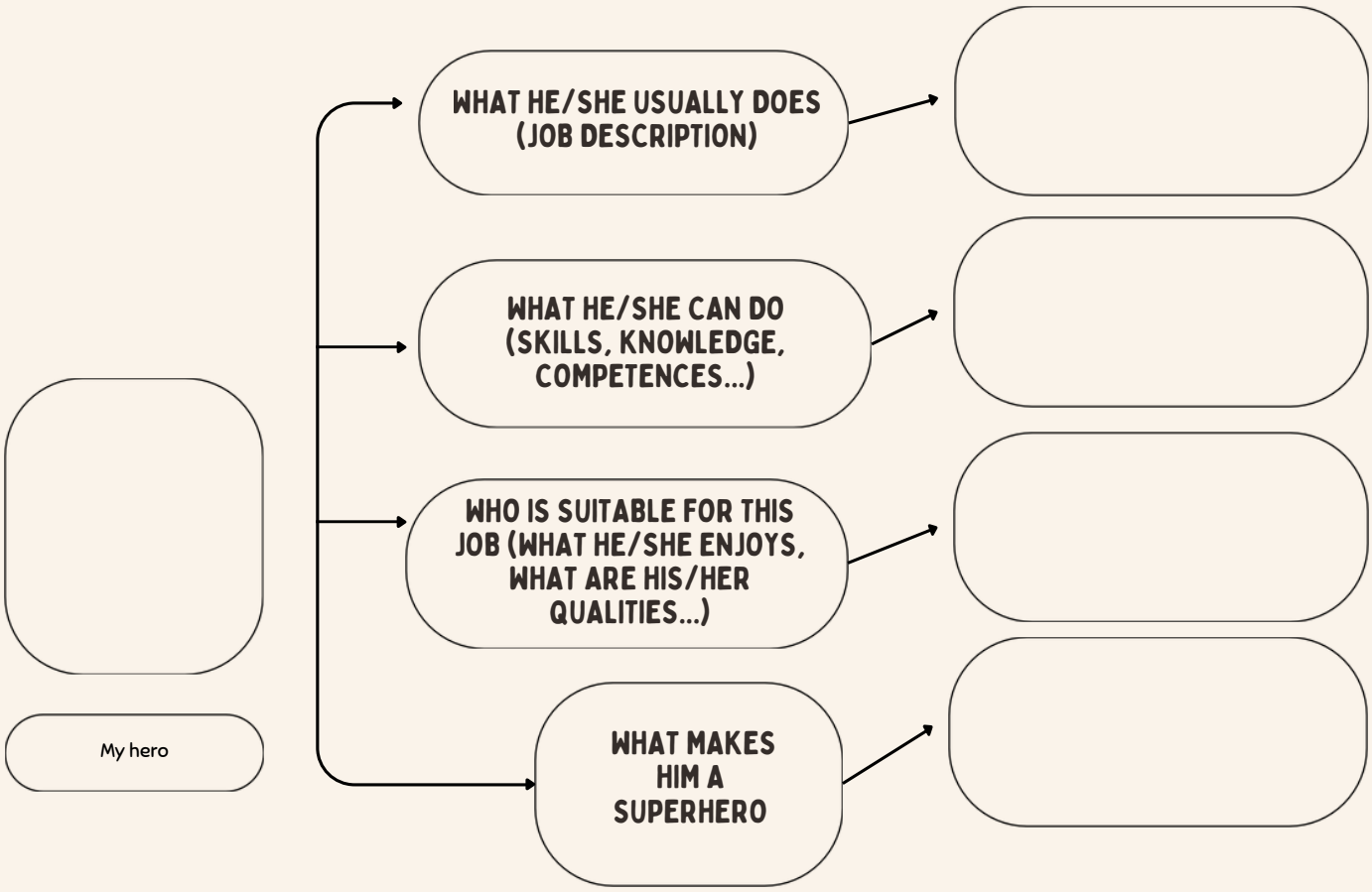
Each student:

1. Traces their hand on paper. On each finger, they write a strength (skill, talent, quality).
2. Signs a second paper with their name creatively (drawn signature, symbol, emoji).
3. Papers are passed around. With each pass, classmates respond to a prompt (read aloud by the teacher):
    a. What did they help me with?
    b. How did they make me happy?
    c. What do I admire about them?
    d. What would I praise them for?
    e. If they were a superhero, what would their name be?
    f. What is their magical power?

Step 4 – Final Reflection

Students compare the strengths they listed with what others wrote (comparing what they think of themselves with the feedback they get from others).
Then answer:

a. What can I do to help the world?
b. Which strengths can I use in my future green career?


WHAT HE/SHE USUALLY DOES (JOB DESCRIPTION)
WHAT HE/SHE CAN DO (SKILLS, KNOWLEDGE, COMPETENCES...)
WHO IS SUITABLE FOR THIS JOB (WHAT HE/SHE ENJOYS, WHAT ARE HIS/HER QUALITIES...)
WHAT MAKES HIM A SUPERHERO
My hero

Challenges and Solutions

This activity encourages students to explore how different green careers contribute to solving global and local problems. Through movement, collaboration and an unexpected challenge, students practice adaptability – a key skill for success in today's fast-changing job market and climate reality.

Goals:

> Understand how various green jobs address real-life challenges
> Practice mapping solutions and explaining professional roles
> Experience and reflect on change and adaptability

Age: 12+

Time: 60–75 minutes

Materials:

- [ ] Profession & Challenge Card Sets (1 set per 12 students = 6 professions + 6 challenges; repeat sets as needed)
- [ ] A3 paper or flipchart sheets for posters
- [ ] Markers
- [ ] Tape
- [ ] Wall space
- [ ] Space to move around

Procedure:

Step 1 – Who Can Help Me? (15–20 min)

Setup:

1. Give half the class challenge cards and the other half profession cards.
2. Students move around the space to find someone who can help solve their challenge.

Examples:

> Challenge: Too much food waste in our school cafeteria./ Match: Food systems planner
> Challenge: The city is too hot in summer./ Match: Urban green space designer

The teacher highlights/encourages students to explain their reasoning: *Why is this profession helpful for my challenge?*

Step 2 – Poster Creation (15–20 min)

Once matched (or in small groups), students create a **poster or mind map** showing:

> The challenge
> The profession
> What this job does
> Skills, tools or knowledge involved
> Why it's important in today's world

Challenges and Solutions

Step 3 – Unexpected Shift (10–15 min)

Without warning, the teacher says: *“Please switch to a new poster!”*

Groups must leave their current work and move to a different team’s station. They now continue or build on someone else’s mind map or poster. They must:

- Try to understand the previous group's idea
- Respect their work and add thoughtfully
- Finalize the solution

Step 4 – Presentations & Reflection (20–25 min)

Each group presents their final poster. Then, lead a full-class reflection :

- *Which job surprised you the most?*
- *How does your profession help the world?*
- *How did it feel to leave your own poster behind?*
- *Was it easy or hard to finish someone else’s work?*
- *What helped you adapt to the change?*
- *How does this relate to real life or the workplace?*

Teacher Tip: Highlight how today’s world – including the green economy – requires us to adapt quickly, collaborate well and respond to new problems creatively

Reflection Questions (individual worksheet optional):

- *What strengths did you use today?*
- *What helped you deal with the sudden change?*
- *Which green job inspired you most, and why?*
- *What new problem would you like to help solve?*

Sustainable Career Pathways

This activity connects green career pathways with sustainability challenges and ecological crises, helping students explore how both entrepreneurs and employees can contribute to addressing environmental issues. By examining real examples of green businesses and emerging sustainable jobs, students gain insight into how the evolving labour market responds to the planet's needs.

Goals:

> Understand the key differences between entrepreneurship and employment, including their advantages and disadvantages.
> Reflect on personal preferences, strengths and potential future career pathways.
> Recognize how sustainability and ecological challenges influence both business and employment opportunities.
> Identify real-life examples of sustainable businesses and green job positions.
> Develop research and critical thinking skills through information analysis and presentation.

Age: 11–15 years

Time: Approximately 90 minutes

Materials:

- ☐ Flipchart or whiteboard
- ☐ Markers
- ☐ Paper or notebooks
- ☐ Laptop
- ☐ Desktop computer or smartphone
- ☐ Internet access

Procedure:

Step 1 - Evocation

Differences between entrepreneurship and employment and the state of the planet – brainstorming

> The teacher asks the students if they know what **employment and entrepreneurship** are to gauge who has an overview of the topic. Subsequently, the teacher introduces the definitions of employment and entrepreneurship and encourages students to think about and list specific features and **differences between them**. The activity continues with classroom brainstorming, where the teacher writes "Employment" on one half of the board or flipchart and "Entrepreneurship" on the other.
> The teacher writes words from the brainstorming onto the correct half of the board, depending on whether they relate to a profession or employment.

- Should someone suggest something irrelevant or incorrect (e.g., if a student thinks a feature falls under employment but it is actually more closely linked to entrepreneurship), the teacher should explain and categorizes it correctly. They also brainstorm the advantages and disadvantages of both employment and entrepreneurship.
- If anything important is missing, the teacher supplements and explains it after the brainstorming. As a resource, the teacher can use, for example, the article Employment vs. Entrepreneurship: Differences, Pros and Cons?
- A talk or short presentation follows, discussing how both employment and entrepreneurship in the future will likely increasingly account for the state of the planet and ecological impacts. This is followed by a short brainstorming session regarding what ecological disasters they know of, how humans are harming the planet, and what needs to be addressed in the future. Mention "green" jobs/professions or businesses. Point out to the children that the labour market is constantly and rapidly evolving and that in the future, they may encounter professions that do not even exist yet.

Step 2 – Realization

Do I prefer entrepreneurship or employment? + Real examples of green job positions and sustainable busines

- After the specifics, differences, advantages and disadvantages of both options have been explained, the teacher instructs the students to consider which side (EMPLOYMENT vs. ENTREPRENEURSHIP) would personally suit them more. The children write down in their notebooks or on paper why they chose that path (what the deciding factor was for them).
- Based on their preferences, the children divide into pairs or small groups (i.e., children preferring employment will form pairs, as will those preferring entrepreneurship).

Each pair or group of students receives a task:

- **STUDENTS PREFERRING ENTREPRENEURSHIP**

  They are tasked with finding an entrepreneur or business in their local area, in the Czech Republic, or abroad that is involved in sustainable business. The task is to find as much information about it as possible.
  The teacher can supplement the task with guiding questions (e.g., *What does the chosen company do? What does it produce? What is the production process? What services does it provide? How did the entrepreneur's idea come about? What obstacles did they have to overcome? Do they have competition? How specifically does their activity help the planet? In what other ways is the business eco-friendly?* etc.).

- **STUDENTS PREFERRING EMPLOYMENT**

  They are tasked with finding a job position that is somehow related to ecology/sustainability. Again, the task is to find as much information as possible about this job position.
  The teacher can supplement the task with guiding questions (e.g., *What does this job position entail? What competencies, knowledge and skills must an applicant have to get this position? Which existing companies offer these job positions? How does this job position help the planet? What about it is ecological/sustainable?*).

Step 3 – Reflection

Based on the activities and presentations, the teacher leads a final reflective discussion with the class. They can ask the following questions or create their own:

- What profession or entrepreneur did you find today? What caught your interest? How did it relate to sustainability? Can you imagine yourself doing business in this field or working in that job position?
- What new things did you learn today about entrepreneurship and employment? What surprised you?
- What new things did you learn today about green professions and sustainable business?
- What did you learn about yourself today? What do you prefer and why? What does that say about you?
- What do you think about the future of the labour market? What other professions and businesses might emerge?

Source(s):

https://orangeacademy.cz/clanky/zamestnani-vs-podnikani/ – This resource can be used to explain the differences between employment and business (for the Czech Republic).

Make This Enterprise Green

This activity familiarizes students with core business processes and encourages them to critically assess their environmental impacts. By identifying harmful elements, they learn to design more sustainable alternatives. The activity also introduces greenwashing, helping students to distinguish between genuine sustainability efforts and misleading claims and to communicate their business practices responsibly and transparently.

Goals:

> Understand basic business processes and identify their environmental impacts.
> Recognize ecological risks within business models and propose sustainable alternatives.
> Understand the concept of greenwashing and avoid misleading sustainability claims.
> Develop research, critical thinking, teamwork and presentation skills.
> Design and present a genuinely sustainable business concept.

Age: 12–18

Time: 120 minutes

Materials:

- ☐ Notebooks or paper
- ☐ Poster paper (cardstock)
- ☐ Crayons
- ☐ Markers
- ☐ Pencils
- ☐ Pens
- ☐ Computer or smartphone
- ☐ Internet access

Procedure:

Step 1 - Evocation

> The teacher begins the lesson with a short discussion on ecological disasters and planetary pollution due to human activity. They outline how these problems could be solved before transitioning to speaking about sustainable businesses that can help address these threats to the planet and people.
> The teacher can involve the children by creating space for brainstorming, where students identify the ecological disasters the planet and its people are facing.
> The discussion continues with brainstorming about whether they can recall any specific ecological businesses or products.
> The teacher transitions to the topic of greenwashing and informs the children that not every business that appears sustainable is truly sustainable. They present the main features of greenwashing and state what to watch out for in this area.

Step 2 – Realization

- The teacher divides the students into several groups and gives each group printed cards, each demonstrating a type of business (e.g., a confectionery / sweet shop, a fast food restaurant, an e-shop with toys, a clothing manufacturer and retailer, a cosmetics manufacturer and retailer, a hair salon with a shop selling hair products, a hotel).
- Each group will be tasked with imagining they are the managers of the given business, which they also want to make TRULY more sustainable (no greenwashing!).
- They will further have the task of finding and describing the entire process of what the given type of business typically does, from the production of the product the business offers to the delivery of the product to the customer (e.g., what the product is made of and how, what packaging the finished goods commonly reach customers in, how it travels to the customer's location, etc.).
- Subsequently, the task will be to find aspects of this process that are harmful from an ecological perspective and develop an ecological alternative as a solution (transforming the process so that it is truly sustainable).
- Next, the task will be to name their ecological business, design a fitting logo and develop appropriate marketing to ensure customers are aware of it. But beware! They must avoid greenwashing clichés and must be able to defend why their business is truly ecological.
- In the final part, each group briefly presents their business – introducing its name and logo, describing its processes and explaining what its sustainability truly entails.

Step 3 – Reflection

- Discussion with students about which type of business interested them the most while listening to the presentations.
- Discussion with students about whether they noticed anything unecological in the processes that appeared across all types of businesses and how it could be effectively solved in the future.
- Discussion about whether they could imagine having their own sustainable business one day.
- Discussion about what they see as the advantages of sustainable business.
- Reflection on what the students are taking away from the activity.

Source(s): https://www.youtube.com/watch?v=mydHu4LIeIc&t=40s

–- informational video about greenwashing (in Czech), information from it can be used as a resource for sharing information about this topic with students

How Green Is Our Local Business?

This activity strengthens students' understanding of how environmental sustainability applies to real-world business practices. Students are encouraged to connect sustainability with future career choices and to see themselves as informed, responsible participants in the labour market.

Goals:

> Understand what makes a business environmentally sustainable.
> Investigate and evaluate a local company's green practices.
> Develop skills in research, inquiry, critical thinking and communication.
> Present findings and suggest realistic improvements.

Age: 12+

Time: 2–3 class periods + research time

Materials:

- ☐ Research worksheet (with guiding questions)
- ☐ Internet access or local info sources
- ☐ Poster paper or digital tools for presentations
- ☐ Rubric for assessment (optional)

Procedure:

Day 1 – Introduction & Company Selection (45–60 min)

Step 1 – Warm-Up (10 min)

Ask, "What does it mean for a company to be green or sustainable?"
Make a class list of eco-friendly business practices (e.g., recycling, clean energy, local sourcing, reducing packaging, green products).

Step 2 – Mini-lesson: What to Look For (15 min)

Introduce students to key sustainability areas:

> Energy use
> Waste reduction
> Transportation
> Product sourcing
> Environmental policies
> Community involvement

How Green Is Our Local Business?

Step 3 – Company Selection & Research Plan (20–30 min)

- Students work individually or in pairs.
- Choose a local company (store, restaurant, manufacturer, farm, etc.).
- Start research using websites, local news or by contacting the company (with
- teacher guidance).
- Use a research worksheet with guiding questions like:
  - What does this company do?
  - Do they mention sustainability on their website?
  - Do they reduce waste or use renewable energy?
  - Do they support local or eco-friendly products?
  - What are they doing well?
  - What could they improve?

Homework:
Begin research. Optional: Email or call the company with a few respectful questions.

Day 2 – Research & Analysis (45–60 min)

Step 1 – Research Time (in class or at home)

- Students gather data and complete their worksheets.
- Optional: Create a checklist or scorecard to rate the company's sustainability.

Step 2 – Group Check-In & Discussion (15–20 min)

- Students share what they've found so far.
- Discuss patterns: Which kinds of businesses seem greener? Why?

Step 3 – Prepare Presentations (25–30 min)

Students create posters, slide decks or brief reports answering:

- how green this business is,
- what are its strengths,
- what could it do better, and
- would you want to work there in the future.

Day 3 – Presentations & Reflection (45–60 min)

Step 1 – Student Presentations (30–40 min)

Each student or pair presents their findings to the class.

Step 2 – Reflection (10–15 min)

Prompt:

- "What did this project teach you about how businesses can help or harm the environment?"
- "Would you like to work for a green company someday?"

Act Green – Empowering Students for a Sustainable Future

This activity helps students develop the foundations of empowerment and sustainability thinking, rooted in the understanding that green career education is not just about jobs – it's about building the mindset, values and motivation that young people need to imagine and shape the future.

Goals:

> Encourage students to think about environmental protection and their role in a sustainable future
> Support creative thinking, teamwork and communication
> Show that their voices and ideas can have an impact
> Help students feel empowered to act for change in their everyday lives

Age: 10-12 years

Time: 90 minutes

Materials:

> A4 or A3 paper
> Coloured pencils, markers
> Sticky notes or index cards
> Printed images (optional)
> Large poster paper for group work

Procedure:

Step 1 – 1. Introduction and Warm-Up (15 minutes)

Setup

Ask following questions:

> *"What comes to your mind when you hear 'Act Green'?"*
> *"Why is it important to take care of nature and the planet?"*
> *"What small things can young people like us do to help?"*

Movement game: “Agree or Disagree” (5 min)

Designate corners of the room for “Yes”, “No” and “Not sure”. Read short statements (choose appropriate ones for the group) – ask students to move to the corner that fits their opinion, then invite a few to explain why.

> *Everyone can help the environment.*
> *Kids are too young to make a difference.*
> *Recycling is enough to save the planet.*
> *I think saving water at home makes a real difference.*
> *Everyone should learn about climate change at school.*
> *Picking up litter isn’t my responsibility.*
> *Animals should have the same right to live in nature as people do.*
> *I would plant a tree if I had the chance.*
> *I feel proud when I help someone else.*
> *I already have ideas that could make the world better.*
> *I already know exactly what job I want when I grow up.*
> *I always speak up when I think something is unfair.*
> *I know how to check if a product is sustainable.*
> *I could go for a whole week without using plastic.*
> *I know the names of three endangered species.*

Step 2 – 2. Drawing the Problem & the Solution (20 minutes)

Setup

> Each student folds a piece of paper in half.

> **Top half = The Problem**

> Draw or write about something that harms the planet (e.g., littering, deforestation, pollution, wasting food).

> **Bottom half = The Solution:**

> What can we do instead? (e.g., reusable bags, planting trees, riding bikes, eating less meat, community clean-up)

> Optional: provide printed images or use magazines for collage.

> Students share their pictures in pairs or small groups.

Step 3 – Create Your Own “Act Green” Group (30 minutes)

Divide students into small groups (3–5 per group). Give each group a large paper poster. They imagine they’re creating a small team or club that wants to make the world greener.

Each group decides:

> Group name (e.g., “Nature Heroes”)
> Main mission (e.g., clean rivers, plant trees, stop plastic use)
> One project or action they want to do (at school or home)
> Slogan or message (e.g., “Less Plastic, More Magic”)
> Optional: Draw a symbol or logo

Mini Presentation & Poster Walk (15 minutes)

Each group presents its Act Green club to the others (1–2 minutes per group).
Or, all posters are displayed on tables or walls for a short gallery walk. Encourage kids to ask questions or give compliments.

Reflection (10 minutes)

Closing questions:
> What did you learn today?
> What would you really like to do in your school or neighbourhood?
> What kind of grown-up do you want to be? What will you care about?”
> Why is it important that young people speak up and take action?

Camera Workshop – Seeing Through Others' Eyes

This activity cultivates the mindset needed to engage responsibly with the world: attentiveness to surroundings, sensitivity to different perspectives and the ability to rely on and support others. By experiencing guided perception and shared interpretation, students recognize that understanding any environment — natural or social — requires patience, cooperation and thoughtful awareness. Such dispositions form the foundation for meaningful contributions to fields that address real-world environmental and community challenges.

Goals:

> Encourage cooperation and communication in pairs
> Enhance the ability to experience surroundings through the senses
> Build mutual trust and empathy between participants
> Develop observation and awareness skills
> Encourage creativity in visual interpretation of the environment

Age: 10+

Time: 30 minutes

Materials:

> Sheet of paper
> Writing pad
> Pencil

Procedure:

Step 1 – Evocation

Setup

> Begin by asking: *"Have you ever taken a photo? What makes you decide to take a picture of something?"*

> Invite participants to imagine what it would feel like if they were the camera — experiencing and recording without technology.

> Explain the setup: one partner becomes the "camera" with closed eyes, the other is the "photographer" guiding them gently and safely.

Camera Workshop – Seeing Through Others' Eyes

Step 2 – Realization

> Forming Pairs:

Participants pair up. One will be the camera (eyes closed), the other the guide (standing behind, hands gently on shoulders).

> Guiding the Camera:

The guide silently leads the camera around the space (ideally outdoors, in nature, or in a visually rich environment). The movement should be slow and mindful.

> Exploring the Environment:

When the guide sees something interesting, they gently stop and tap the "camera" on the shoulder.

> Taking a Photo:

Upon this signal, the camera opens and closes their eyes briefly — a "mental snapshot". This is repeated 3 times at 3 different locations.

> Switching Roles:

After the third photo, the partners switch roles and repeat the process.

> Drawing the Image:

After the walk, each participant draws one of the objects or moments they "photographed" — the one that left the strongest impression.

> Exchange:

Partners exchange drawings and reflect together on what was chosen, why and how it felt.

Reflection

Use these reflection questions to guide a short group conversation:

> *What was it like to be led with your eyes closed?*
> *Was it hard or easy to trust your partner? Why?*
> *When you were the guide, how did you decide where to stop?*
> *Did you notice anything new in your environment during the activity?*
> *How did it feel to see what someone else found interesting or beautiful?*
> *What did this activity teach you about slowing down and paying attention?*

Further ideas:

> Integrate this workshop into lessons on perception, mindfulness, visual storytelling or career exploration.
> Use as a starting point for a photo project or creative writing assignment.
> Connect to subjects like biology, geography, citizenship or art.

Drawing Empathy with the Bear: Empathy, Cooperation and Sustainability in the Classroom

Through shared storytelling and creative reinterpretation, this activity strengthens children's sensitivity to fairness, inclusion and the impact of individual choices on others. Such early cultivation of empathy, dialogue and responsibility lays the groundwork for future engagement in fields that require balancing human needs, cooperation and the long-term well-being of communities and environments.

Goals:

> Co-create and reinterpret a shared story through dialogue and imagination.
> Develop empathy by exploring different characters' feelings and perspectives.
> Propose peaceful, inclusive solutions through creative thinking.
> Express ideas through drawing, simple writing and bookmaking
> Practice respectful listening and appreciation of diverse viewpoints.

Age: 6-9

Time: 90 minutes

Materials:

> The picture book Bear Hunt by Anthony Browne
> (online version: https://archive.org/details/bearhunt0000brow)
> Drawing materials (pencils, coloured pencils, crayons)
> Large drawing board or whiteboard for shared drawing
> Blank paper or folded pages for individual books
> Safety scissors
> Yarn and child-safe needles (or pre-punched booklets)
> Optional: cardboard covers, stickers, fabrics for decoration

Procedure:

Step 1 – Evocation (Connecting with Others)

Setup

> Begin by showing the cover of *Bear Hunt* and inviting children to guess what the story might be about.

> Ask a few warm-up questions:

"Have you ever helped someone?"

"How do you know when someone is afraid or needs support?"

> Introduce the story with this idea: Today, we're going to help tell a story — *and make it kinder, fairer and more caring for everyone in it.*

Step 2 – Realization (Co-Creation and Critical Thinking)

Setup

1. Reading and Imagining Alternatives:

> Read Bear Hunt aloud. Pause at key moments and ask:

"How do you think the bear feels right now?"

"What would you do if you were the hunter? Or the bear?"

"What could the bear draw with its magic pencil to help everyone — not just himself?"

> Record ideas as you go — visually on a board or verbally in a group list.

2. Shared Drawing (Optional):

> As a group, draw one alternative scene based on the children's suggestions. Use the board so all can see and add details.

3. Personal Bookmaking:

> Give each child materials to make their own version of the story.

> Encourage them to include:
The bear and the magic pencil
At least one new scene that shows helping, inclusion or peaceful solutions
An ending where everyone's needs are considered

> Children illustrate and write their book pages. Support them with writing prompts or drawing ideas if needed.

4. Sewing and Binding:
> Help children sew or staple their books. Use child-safe tools and provide individual assistance where necessary.

5. Sharing Stories (Optional):
> Invite children to share their stories with each other or in small groups.
> Emphasize listening and appreciation for each story's unique ideas.

Step 3 – Reflection (Connecting to Society)

End with a short group reflection. Use questions such as:

> "Why is it important to help others or listen to different ideas?"

Note for the Facilitator

> Prepare materials in advance and set a relaxed pace — allow time for imagination and storytelling to unfold naturally.
> If reading outdoors, ensure a quiet space and something to draw/write on (clipboards, tables).
> Let children express difficult emotions through the story — the bear can represent fear, loneliness or even hope.
> Always affirm the value of each child's contribution. Avoid "correcting" their stories.

School Through My Eyes

School is a central part of students' lives, yet they rarely have structured opportunities to reflect on how it shapes their learning, motivation, and sense of purpose. This activity invites students to examine their educational experience critically and imagine how it could better prepare them for real-world challenges. By encouraging dialogue, reflection, and constructive ideas for change, the activity strengthens students' sense of agency — a key foundation for future pathways in which initiative, responsibility, and the ability to shape systems are essential.

Goals:

> Empower students to reflect on and express their personal experiences of school and learning
> Build confidence in articulating thoughts and opinions about education
> Develop empathy by listening to others' experiences and views
> Encourage creative and critical thinking about how schools could support students better
> Promote the idea that students are active participants in shaping their learning environment

Age: 10 - 12 years old

Time: 45-60 minutes

Materials: A3 or A4 drawing paper, colored pencils, markers, crayons
Optional: magazines for collage, scissors, glue, a whiteboard or large poster titled: "What We Want School to Be", sticky notes or index cards (for feedback and quotes)

Procedure:

Step 1 – Evocation & Discussion

Start with a guided conversation:

"Today we'll think about something really important: how school feels to us — and how we would shape it if we had a say."

Ask:

"When do you feel happy or confident at school?"

"When do you feel bored, stuck, or confused?"

"What would you change if you were the principal for a day?"

"Where else do you learn — outside school?"

Encourage honesty. Emphasize:

"There are no wrong answers — you are the experts of your own learning."

Step 2 – Realization

1. "My School, My Story"

Each participant creates a visual representation of their learning experience. Give two format options:
Option A: Split Page – "My School Now / My Dream School"
Left side: What school is like now (draw or describe).
Right side: What school would be like if they could change it.

Option B: One Big Picture or Comic
Show what a day at school feels like — the ups and downs.
Include symbols, metaphors, or even fantasy (e.g., "In my dream school, lessons happen in the forest!").
They can draw, write, or combine both.

2. Sharing & Listening

Invite those who are comfortable to share their drawings and explanations.
Prompt gently:

- "What part of your picture is most important to you?"
- "What would you want your teacher to understand from this?"
- "Is there something here that helps you learn better?"

Encourage others to listen without interrupting and respond respectfully if invited.

Step 3 – Group Reflection: "Our Voice, Our School"

Create a collaborative poster or board:

> What helps us learn best

> What makes learning harder

> Ideas for change

> What we wish adults understood about kids in school

Let children add their thoughts at sticky notes or write them on a poster. Display the poster as a visual reminder of their voices.

Note for the facilitator:
> Be ready for emotional insights — validate all contributions
> If someone shares frustration or personal struggle, thank them and ensure they feel safe
> Use humor and storytelling to keep tone hopeful and creative
> Frame all feedback as steps toward improvement, not complaints

Interview with a Tree

This activity connects green careers thinking to creative and emotional learning. By engaging with nature directly, students develop the empathy, curiosity and reflective skills that underpin not only green careers but many fields shaping the world ahead.

Goals:

> Experience nature intensively, focusing on trees in forests or large parks.
> Encourage deep observation of surroundings.
> Promote attentive listening and self-expression.
> Enhance connection with the environment through reflective activities.
> Develop creativity and storytelling skills by personifying trees.
> Foster a sense of empowerment and appreciation for nature's role in education and well-being.

Age: 10+

Time: 45 minutes

Materials:

> Mirror for observing surroundings
> Paper
> Pencil
> Writing pad

Procedure:

Step 1 – Evocation

The facilitator gently guides participants to become aware of the living world around them. Suggested prompts:

> "Look around you — how many living things can you name without moving from where you stand?"
> "What might the trees around us have seen or experienced?"
> "What would it be like if trees could talk — what stories would they tell?"

Interview with a Tree

Read aloud a short excerpt from a reflective or poetic nature-themed book (e.g., *“How Can We Sell the Blue Sky?”*). Let participants quietly absorb the mood and meaning.

Encourage them to listen and feel with more than just their eyes — using sound, smell, movement, light, and texture.

Step 2 – Realization

Setup

> Observation with Mirrors: Participants receive mirrors and walk around to observe tree canopies in a park or forest edge.

> Choosing a Tree: Each participant selects a tree that attracts or interests them.

> Interviewing the Tree: They create questions and write both questions and imagined answers from the tree’s perspective.

> Sharing and Discussion: Participants share their interviews with each other, discussing their feelings and experiences.

Step 3 – Reflection

> Discuss how the activity changed their perception of trees and nature.

> Encourage participants to reflect on their connection to the environment.

> Talk about the power of storytelling in understanding and expressing emotions.

Using questions such as:

> *Did you see trees differently during this activity?*
> *What surprised you or stayed with you from your tree’s story?*
> *What do you think your tree was trying to teach you?*
> *How did it feel to imagine nature as alive and wise?*
> *What might we learn from trees — not just about the environment, but also about ourselves?*

Let’s Sell It! – A Confidence and Expression Workshop for Younger Kids

This activity builds a foundation for active participation in society and the development of personal agency. Students learn that being heard, sharing ideas and making thoughtful decisions matter – especially in future roles connected to sustainability and community development.

Goals:

Students will:

> Build confidence by sharing ideas with peers.
> Encourage creative thinking through playful storytelling and teamwork.
> Develop basic public speaking and presentation skills in a fun and non-judgmental setting.
> Strengthen cooperation and imagination by working together toward a common goal.
> Introduce early media awareness by exploring how we “talk others into” something.

Age: 7-10 years

Time: 90+

Materials:

> Large paper or cardboard for posters
> Markers, crayons, glue, scissors
> Small box with everyday classroom items (e.g., pencil, ruler, eraser, toy, water bottle)
> A bell or stopwatch
> Smiley-face voting tokens (optional, for a playful feedback system)

Procedure:

Step 1 – Evocation

Setup

Start by saying:

> “Have you ever told someone why they should try your favourite game, food or toy?”
> “That’s called convincing – and today, we’ll do it together in a super fun way!”

Let's Sell It! – A Confidence and Expression Workshop for Younger Kids

Briefly talk about advertisements and ask:
> "Have you seen a commercial that made you really want something?"

Explain:
> "Today, we'll work in teams to pretend we're selling something – and you'll create your own fun poster or show!"

Step 2 – Realization (Co-Creation and Critical Thinking)

Setup

1. Forming Teams and Choosing an Object:
> Divide the class into small teams (3–5 children).
> Each team picks one object from a mystery box or the classroom.

2. Creating a Poster and Pitch:
> Each team creates a poster to "sell" their object.
> Help them come up with:
- A name for the product
- A slogan (e.g., "The Magic Pencil – It Draws Your Dreams!")
- Why someone should want it

> Encourage drawing, colouring and silly but clever ideas.
> Optionally, they can add a short "commercial" (e.g., 2-line chant or short skit).

3. Presenting the Product:
> Each group presents their product to the rest of the class.
> After each pitch, the audience can give positive feedback using:
- Clapping
- Voting tokens with smiley faces or stars (not scores – just appreciation)

Step 3 - Reflection (Critical Thinking and Empowerment)

After all presentations, lead a short reflection:
> "What did you enjoy about making your own ad?"
> "Was it fun to share your idea with others?"
> "Did you feel proud of your team's work?"
> "How do we know when someone is trying to 'sell' us something in real life?"
> "What makes *our* ideas special or helpful?"

Let’s Sell It! – A Confidence and Expression Workshop for Younger Kids

Note for the Facilitator

> Keep the tone light, playful and supportive at all times.
> Celebrate every group’s idea, no matter how silly or simple – confidence is more important than content.
> If a child is shy, let them participate in drawing or naming rather than speaking – all roles count.
> Guide reflection gently and keep feedback non-competitive.

Making a Personalized Pencil

This hands-on activity offers a simple way to combine practical skill development with sustainability education. By crafting a functional pencil from natural and reused materials, students actively experience creativity, responsibility and teamwork. The workshop makes sustainability tangible and personally meaningful through direct experience.

Goals:

> Develop hands-on skills by handling different tools, such as a hand drill and a knife.
> Understand circular economy principles by using natural materials and repurposing old pencils.
> Strengthen their connection with nature through observation and material selection.
> Enhance teamwork and collaboration when working in groups.
> Experience empowerment and motivation through the process of crafting a tangible product.

Age: 8+ (3rd grade and older)

Time: 45 minutes

Materials:

> Pocket knife
> Hand drill
> 2.1 mm drill bit
> 2 mm graphite rods (new or repurposed from old pencils)
> Wooden sticks (approx. 30 cm long, at least 2 cm thick)

Procedure:

Step 1 – Evocation

Setup

Facilitator introduces the workshop with reflective and motivating questions:

> “What does a pencil mean to you in school and learning?”
> “Have you ever made something useful with your own hands?”
> “What do you think about using things that already exist, instead of buying new ones?”
> “Can creating something by hand be a way of taking care of the planet?”

Making a Personalized Pencil

Introduce the concept of the circular economy – where materials are reused, and value is extended instead of wasted.

You can explain the circular economy to children as a "merry-go-round for things." Instead of making something, using it once, and throwing it in the bin, we try to make things last as long as possible. When something breaks, we fix it, and when it can't be used anymore, we use the material to make something brand new. This way, we protect nature and don't create unnecessary piles of rubbish.

Example for kids:
When your T-shirt is too small, you don't throw it away. You can give it to a younger sibling (reuse), sew a bed for a hamster out of it (repurpose/upcycle), or drop it in a special bin where it will be turned into fibers for a new carpet (recycle).

Explain that today they will turn a natural stick into a working pencil using creativity, care and teamwork.

Step 2 – Realization

Setup

> **Material Preparation:** Students can bring their own wooden sticks or gather them from nature, ensuring they are dry and suitable for crafting. Graphite rods should be prepared in advance or sourced from old pencils.

> **Team Division and Roles:** Students work in pairs, alternating between the roles of "Stabilizer" and "Operator." While one person holds the material firmly and safely on the work surface, the other performs the drilling or carving. This ensures both safety and precision during the process.

> **Knife Safety and Usage:** Teach participants proper knife-handling techniques, including correct cutting angles and sharpening methods. Ensure safety precautions are in place.

> **Drilling the Pencil Core:** Using a hand drill, participants create a vertical hole in the centre of the stick. Emphasize teamwork, as students can help each other stabilize the material.

> **Inserting the Graphite:** Carefully insert the graphite rod into the drilled hole. If using an old pencil, participants should learn to extract the graphite carefully.

> **Sharpening and Personalizing:** Students sharpen the pencil tip and personalize their creation by engraving initials or decorative patterns.

Step 3 – Reflection

End the session with a circle discussion or a written journal activity. Use questions such as:

> "What was it like to make something useful from simple materials?"
> "What do you feel when you use something you made with your hands?"
> "What did you learn about working with others?"
> "Can you think of other things in your life you could reuse or make yourself?"

Pitch It! – A Workshop on Empowerment, Voice and Critical Thinking

This activity empowers students by giving them control over content, voice and expression. Beyond technical knowledge, students also need the ability to speak for what matters, advocate for change and recognize manipulative or misleading narratives. Through creative pitching of everyday objects or meaningful ideas, students explore how influence works and how it can be used thoughtfully and responsibly.

Goals:

> Encourage participants to recognize the value of everyday objects, ideas or social roles.
> Strengthen public speaking, creativity and communication skills.
> Foster teamwork, collaboration and fast decision-making.
> Build confidence, presence and self-expression in front of peers.
> Develop critical awareness of persuasive techniques and commercial manipulation.
> Encourage reflection on what matters to them – and how to speak up for it.
> Support active engagement and motivation

Age: 14+

Time: 90 min+

Materials:

> Large-format paper (for posters or planning)
> Markers and pens
> (Optional) a printed evaluation form for peer rating
> A timer or stopwatch

Procedure:

Step 1 – Evocation (What is the power of voice?)

Setup

> Begin with a simple prompt: “What makes you stop and listen to an advertisement or speaker?”
> Briefly discuss how people (and companies) try to convince us – through stories, emotion, humour or even manipulation.

> Explain that today, you will be the persuaders – and you'll learn just how powerful your voice and ideas can be.

Step 2 – Realization (Co-Creation and Critical Thinking)

Setup

1. Forming teams and choosing an object or idea:

> Divide participants into 3 groups (or more if the group is large).

> Each group chooses something from the room they want to “sell”.

- *This can be an object (e.g., chair, lamp), a concept (e.g., a school subject) or a social idea (e.g., volunteering).*
- *You can guide the group to focus on selling something meaningful (e.g., “Sell the teaching profession” or “Sell why education matters”).*

2. Preparing the pitch:

> Each group creates a pitch (advertisement) to “sell” their chosen item/idea to the rest of the room.

- *They can act it out, draw a poster, write a jingle, make a slogan or use any other creative strategy.*
- *Encourage humour, creativity, teamwork – and reasoning: Why should others care?*

3. Presenting the pitch:

> Each group presents their campaign to the others (2–4 minutes).

> The audience listens and rates each pitch anonymously (on a scale of 1–10) based on creativity, persuasiveness and clarity.

4. Calculating the result:

> Collect the scores and announce the “most persuasive team”.

- *Emphasize that this is not about winning, but about learning how communication works and how they can use it for good.*

Step 2 – Reflection

Setup

Lead a group conversation:

> "What made a pitch convincing?"
> "Did you notice any techniques that are used in real advertising?"
> "How do commercials, schools and politicians try to sell us something?"
> "How can we use our voices to share ideas that matter to us – like education, inclusion, fairness, climate, volunteering?"
> "Do you feel more confident after presenting today?"

(Optional) Create a group poster summarizing:

> What makes a message powerful,
> What we want to speak up for.

Note for the Facilitator

> Be flexible: allow groups to "sell" abstract ideas if they're motivated to do so.
> Provide structure but leave room for creativity – raps, slogans and short skits are welcome.
> If working with younger or less confident participants, allow them to present as a group or nominate one speaker.

Social Sustainability

This activity helps participants develop empathy, critical thinking and awareness of inequality – skills that are crucial for working in sustainable sectors such as education, public health, social services, planning and green innovation. It encourages future workers to take social factors into account when designing systems, making decisions and promoting change.

Goals:

> Recognize the diversity of social roles and life situations within society.
> Understand how these situations influence inclusion or exclusion in society.
> Encourage reflection on how social differences relate to the broader concept of sustainability.

Age: 12+

Time: 45 minutes

Materials:

> **Sticker labels** (e.g., Post-It notes) with written social roles or statuses (e.g., factory worker, refugee, pensioner, doctor, student, single parent, undocumented migrant).
> **A bag or container** with small cards containing statements about daily life situations or resources (e.g., “Can go on vacation abroad”, “Owns a home”, “Eats out regularly”, “Has access to mental health support”, etc.).
> **A set of tokens** (coins, buttons, paper clips or any small item that can symbolize one unit of value or access). Prepare enough for 3–4 tokens per participant.
> **A quiet space** for group discussion.

Procedure:

Step 1 – Evocation

Start with a brief group discussion: *What does social sustainability mean to you?*

Explain that this activity will explore how different social roles influence our opportunities and access to resources in daily life.

Step 2 – Realization

1. **Assigning Roles:** Prepare sticker labels with different social roles and sticks one on each participant's forehead. The label should be placed so that others can see it, but the person wearing it cannot. Roles should remain secret from the person who has them.

2. **Drawing Statements and Giving Tokens:** Participants take turns drawing one statement from the bag (e.g., "Has a bank account" or "Travels abroad each year"). After reading it, they look around the group and decide which participant (based only on the visible status on their forehead) is most likely to afford or have access to what the statement describes. They then give a token to that person.

3. **Repeating the Process:** Continue this process through several rounds, allowing each participant to distribute tokens more than once. As the rounds progress, differences will emerge in the number of tokens participants receive.

4. **Counting and Guessing:** After the final round, each participant counts the tokens they received. Then, based on the number and types of statements they received, they try to guess which role or social status they had.

Step 3 – Reflection

Ask students:

> *How did it feel to receive or not receive tokens?*

> *Were you surprised by how others perceived your role?*

> *Did you feel seen, invisible, privileged or excluded?*

> *How did you feel toward other participants during the activity?*

Social Sustainability

Concluding Discussion:

Wrap up with a discussion on how we might reduce inequality and exclusion in society.

Ask:

> *What could we change to create more socially sustainable communities?*

> *How does this relate to fairness, opportunity and shared responsibility?*

Note for the Facilitator:

- Prepare labels and statements in advance. Keep the roles diverse, including both high- and low-status positions.
- Choose statements that reflect realistic life experiences tied to economics, health and social opportunity.
- Prepare enough tokens for several rounds (roughly 3–4 per participant).
- Remind participants that this is a reflective exercise, not a judgment of individuals. Emotional reactions are natural.
- Allow space for debriefing at the end. Be available for one-on-one follow-up if needed.

Tied Together

The activity creates a safe space to practice empathy, emotional regulation and cooperation in a tangible way. These social and collaborative competencies are essential not only for school life and friendships, but also for future team-based environments – including workplaces where complex challenges require people to coordinate, adapt and rely on one another.

Goals:

> Build teamwork and cooperation through shared physical tasks
> Practice clear communication and listening
> Develop trust, patience and the ability to adjust to others
> Experience what it means to rely on someone else
> Reflect on how we solve problems and work with different people

Age: 9-12 years

Time: 45 minutes

Materials:

> Soft ropes, ribbons or Velcro straps (1 per pair)
> Everyday objects set up as task stations (e.g. shoes with laces, a water jug and cup, LEGO bricks, crayons and paper, zipper, puzzle pieces, plastic cups to stack)
> A box or basket with matching number tokens
> Optional: music, timer, reward stickers or fun tokens for completed tasks

Procedure:

Step 1 – Warm-up

Start with a fun, engaging introduction:

> *Have you ever had to work so closely with someone that you had to think and move like one person?*

> *Today, you'll team up with someone and have to complete challenges, but… your hands will be tied together!*

Emphasize: *This is not a race. It's a challenge in teamwork, patience and communication – and you're going to laugh a lot!*

Tied Together

Step 2 – Realization

1. **Forming Pairs:** Divide the group into pairs. Mix them up (don't let only best friends pair up – try new combinations!).

2. **Tying Together:** Tie the left wrist of one partner to the right wrist of the other, so they must act as one unit. Make sure it's secure but comfortable.

3. **Task Stations:** Around the room or outdoor space, place several task stations. Each station has an object and a number label. **Drawing a Task:**

   > Each pair draws a number from the task box and completes the corresponding challenge.

   > After finishing, they return the number and draw a new one.

   > Aim: each pair completes three different tasks.

Example tasks:

- *Tie a shoelace*
- *Pour water into a cup*
- *Fold a piece of paper into a boat*
- *Write both of your names on one card*
- *Button up a shirt or jacket*
- *Zip up a pencil case or hoodie*
- *Peel and split a banana (and share it)*
- *Open a bag of snacks (and close it again)*
- *Build a simple house from LEGO bricks …*

Optional: No Talking Round
Once most pairs have tried a few tasks, try one round without speaking – just use body language, pointing and facial expressions.
Ask afterward, *"Was that harder or easier? What helped you understand each other?*"

Tied Together

Step 3 – Reflection

Round up the group and ask a few open questions:

> *What made a good team today?*

> *Did you feel frustrated at any point? What helped you stay calm?*

> *What was easier than you thought? What was harder?*

> *How did you help your partner?*

> *Would you do anything differently next time?*

Note for the Facilitator:

- Prepare labels and statements in advance. Keep the roles diverse, including both high- and low-status positions.
- Choose statements that reflect realistic life experiences tied to economics, health and social opportunity.
- Prepare enough tokens for several rounds (roughly 3–4 per participant).
- Remind participants that this is a reflective exercise, not a judgment of individuals. Emotional reactions are natural.
- Allow space for debriefing at the end. Be available for one-on-one follow-up if needed.

Walking in Others' Shoes

This activity develops empathy and global awareness by having students experience the daily realities of people in diverse socioeconomic and cultural contexts. By "walking in others' shoes", students reflect on inequality, access to resources and life choices, strengthening critical thinking and social responsibility.

Goals:

> Embrace empathy by reflecting on the daily realities of people living in diverse socioeconomic and cultural conditions.
> Analyse how inequality influences life choices, opportunities and future pathways.
> Reflect on justice, fairness and social responsibility in a globalized world.

Age: 14+

Time: 45 minutes

Materials: 10 character cards (located at the end of the worksheet), a list of questions, and a space for a "starting line"

Procedure:

Step 1 – Evocation

Ask students to list five factors they believe are necessary for a "successful" life (e.g., hard work, education, health, safety). Discuss: Which of these do you control, and which are determined by where you were born?

Since several character cards and the question list mention smartphones, bring a phone to the front of the class. Ask: *"Who worked to make this? Where did the materials come from?"* This sets the stage for characters like Koffi (Congo), who mines cobalt, and Maria (Spain), who buys the final product.

Ask students to vote on this statement: *"In today's globalized world, everyone has the same opportunity to succeed if they work hard enough."* This provides a baseline to revisit during the reflection.

> Briefly introduce the concept of justice and morality in a global context.

> Explain that they are about to "walk in the shoes" of real individuals to test their hypotheses and see how access to resources like education and safety changes the "steps" one can take in life

Step 2 – Realization

1. **Preparing the space**: Create a starting line in the room where all students stand next to each other.
2. **Distributing roles**: Give each student one character card (e.g., Adebayo, Sofia, Liam, Emil). Allow them time to quietly read the description of their character's daily life and step into that role.
3. **Simulation (Steps):** Read the questions from the list one by one. If a student answers "YES" based on their character's story, they take one step forward. If they answer "NO," they stay in place. Examples of questions:

   > *Can I afford a new phone every year?*

   > *Can I see a doctor when I am sick?*

   > *Can I go to school?*

   > *Is it safe for me to walk outside at night?*

   > *Can I afford a vacation in another country every summer?*

   > *Can I protest freely?*

4. **Important note:** Encourage students not to rely only on explicit information in the text, but to reasonably infer what their character would do in a given situation.

5. **Pause and observation:** After several questions (approximately two-thirds of the way through), stop the activity. Ask students to look around and reflect on their position relative to others (e.g., the gap between Emil from Sweden and Emily from Ghana).

Walking in Others' Shoes

Step 3 – Reflection

Ask students:

> *How did it feel to stand at the back and remain still?*
> *How did it feel to be at the front?*
> *Did you feel any "responsibility" for those behind you? Why or why not?*
> *How are the different stories connected?*
> *How does Koffi's work in the mines relate to Maria's ability to buy a phone?*
> *Why does Liam (USA) lack access to healthcare, while Sofia (Argentina) has it but faces long waiting times?*
> *What do these differences reveal about how society functions?*
> *How would you now answer the question "Do people have equal opportunities?"*
> *What does social responsibility mean in a world where everyone starts from a different "starting line"?*
> *What do you take away from this experience into your real life?*

Source: Adapted from original methodological concepts developed with the support of AI-assisted educational design.

Further information: The World Is Not Equal: Is That Fair?" (UNICEF)Equality and Diversity: Building a culture of equality in our society (Mary Gannon)

Stories

1. Maria, 27, Spain – Middle Class

I live in Madrid and work as a marketing specialist for a small company. My job pays enough for a comfortable life, but I try to be smart with my expenses. I could afford a new phone every year, but I usually wait a few years before upgrading.

Healthcare in Spain is free, so if I get sick, I can see a doctor without worrying about costs. My employer also allows sick leave without penalty. I studied at a public university and only had to cover living costs, which I managed with a part-time job.

Madrid is generally safe, but as a woman, I always stay aware when walking home late. I love traveling and can afford a vacation abroad once a year, though I have to budget for it. Here in Spain, we have freedom of speech, and protests are common—people are not afraid to speak up against injustice.

2. Adebayo, 19, Nigeria – Lower Class

I live in Lagos with my family in a crowded neighborhood. My parents couldn't afford to send me to high school, so I started working as a mechanic when I was 14. My dream is to own my own workshop one day, but for now, I barely make enough to support my younger siblings.

A smartphone is out of my reach. I use an old, cracked phone that my uncle gave me, but I can't afford data often. If I get sick, I usually just rest and drink herbal tea because hospitals are too expensive.

I always wanted to study more, but education is not free past primary school, and we just didn't have the money. Lagos can be dangerous at night—armed robbers and gangs roam the streets. Traveling abroad is not something I even think about. As for speaking out, criticizing the government can be dangerous, but people still protest when things get really bad.

Co-funded by the European Union

3. Sofia, 23, Argentina – Middle Class

I live in Buenos Aires and study journalism. I also work part-time at a café to support myself. Inflation is a big problem here, so I have to be careful with my spending. A new phone every year? No way. I save up and buy a new one every three or four years.

Healthcare in Argentina is free, but public hospitals are crowded, and getting an appointment can take weeks. If I'm sick, I usually just stay home and rest. Education is accessible, but many students struggle financially.

Buenos Aires has its dangerous areas, and I avoid certain streets at night. I love traveling, but going abroad is expensive, so I've only done it once. Protesting is a big part of our culture—people take to the streets often, whether it's about wages, corruption, or human rights.

4. Liam, 30, USA – Working Class

I live in Chicago and work two jobs—one as a delivery driver and another in a warehouse. Even with long hours, I barely keep up with rent and bills. A new phone every year? Not a chance. I keep mine until it stops working.

Healthcare in the U.S. is expensive, and since I don't have good insurance, I avoid doctors unless it's an emergency. If I get sick, I just try to push through. I finished high school but didn't go to college because of the insane tuition costs.

Some parts of Chicago are safe, but others are dangerous, especially at night. I've never been abroad because traveling is too expensive. People here can speak their minds, but protests can sometimes lead to arrests or clashes with police.

5. Emil, 15, Sweden – Middle Class

I live in Stockholm and go to high school. My parents provide everything I need, including a phone, though I don't get a new one every year—maybe every three years.

Healthcare and education are free, so if I get sick, I just visit a doctor without worrying. Schools here are well-funded, and I don't have to think about paying for university in the future.

Sweden is very safe, and I don't feel scared walking home at night. Every summer, my family takes a trip abroad. I can express my opinions freely, and if I wanted to protest, I could do so without fear.

6. Fatima, 28, Afghanistan – Lower Class

I live in a small village outside Kabul. Life here is hard, especially for women. I have an old phone, but I can't afford a new one. My husband makes most decisions, including whether I can go to the doctor when I'm sick. Healthcare is poor, and hospitals are far away.

I only went to school for a few years before I had to stop. Women here are not encouraged to study. At night, I stay indoors because it is not safe for a woman to be outside alone.

Traveling abroad is impossible for me. Speaking openly is dangerous, and protests can lead to serious consequences. People disappear if they criticize the wrong person.

7. Dmitry, 35, Russia – Middle Class

I work as a software developer in Moscow. I make good money and can buy a new phone if I want, though I usually wait a few years. Healthcare is technically free, but the system is slow, so I sometimes go to private clinics.

I received a good education, but younger generations struggle more with rising costs. Moscow is mostly safe, but political tensions are high. I have traveled abroad, but recently, it has become harder due to political restrictions.

I have to be careful about what I say online. Protests happen, but participating in them can be dangerous. Many people prefer to stay silent rather than risk trouble with the government.

8. Isabella, 42, Brazil – Middle Class

I teach at a university in São Paulo. I could buy a new phone every year, but I prefer to spend my money elsewhere. Public healthcare is free, but long waiting times make private clinics a better option if you can afford them.

Education is available, but quality depends on where you live. Some streets in São Paulo are dangerous at night, and I always take precautions. I have traveled abroad a few times, but it's expensive.

Brazilians are very vocal, and protests are common. People aren't afraid to speak up, but corruption often makes change slow.

9. Emily, 15, Ghana – Rural Village

I live in a small village in northern Ghana with my family. We depend on farming for survival. We don't have electricity at home, so a mobile phone is a luxury. My father owns a basic phone, but I rarely get to use it. Healthcare is far away, and when we get sick, we mostly rely on herbal medicine. If we need a doctor, it costs money that we often don't have.

Education is not guaranteed. I used to walk an hour to school every day, but my younger siblings stay home because they have to help on the farm. Many girls my age are married off early. At night, our village is dark, and wild animals roam, so walking alone is dangerous.

I have never been outside Ghana and likely never will. Speaking freely is not an issue in my village, but who would listen? Protesting is unheard of here—people just accept their fate and try to survive.

10. Koffi, 12, Democratic Republic of Congo – Child Miner

I live in a mining camp in the Democratic Republic of Congo. My day starts before sunrise, when I go with my older brother to work in a cobalt mine. I carry heavy sacks of rocks and sift through the dirt with my bare hands, hoping to find valuable minerals. The dust fills my lungs, and my body aches, but I have no choice.

I've never owned a mobile phone. I've seen people with them, especially foreign buyers who visit the mines, but they seem like objects from another world. If I get sick, I keep working—there's no doctor for people like me. My parents wanted me to go to school, but we needed money to eat, so I started working when I was eight.

Walking outside the camp at night is dangerous. Armed groups and criminals roam the area, looking for anything they can take. I don't think I'll ever leave this country, let alone travel abroad. Speaking out against the conditions here is not safe.