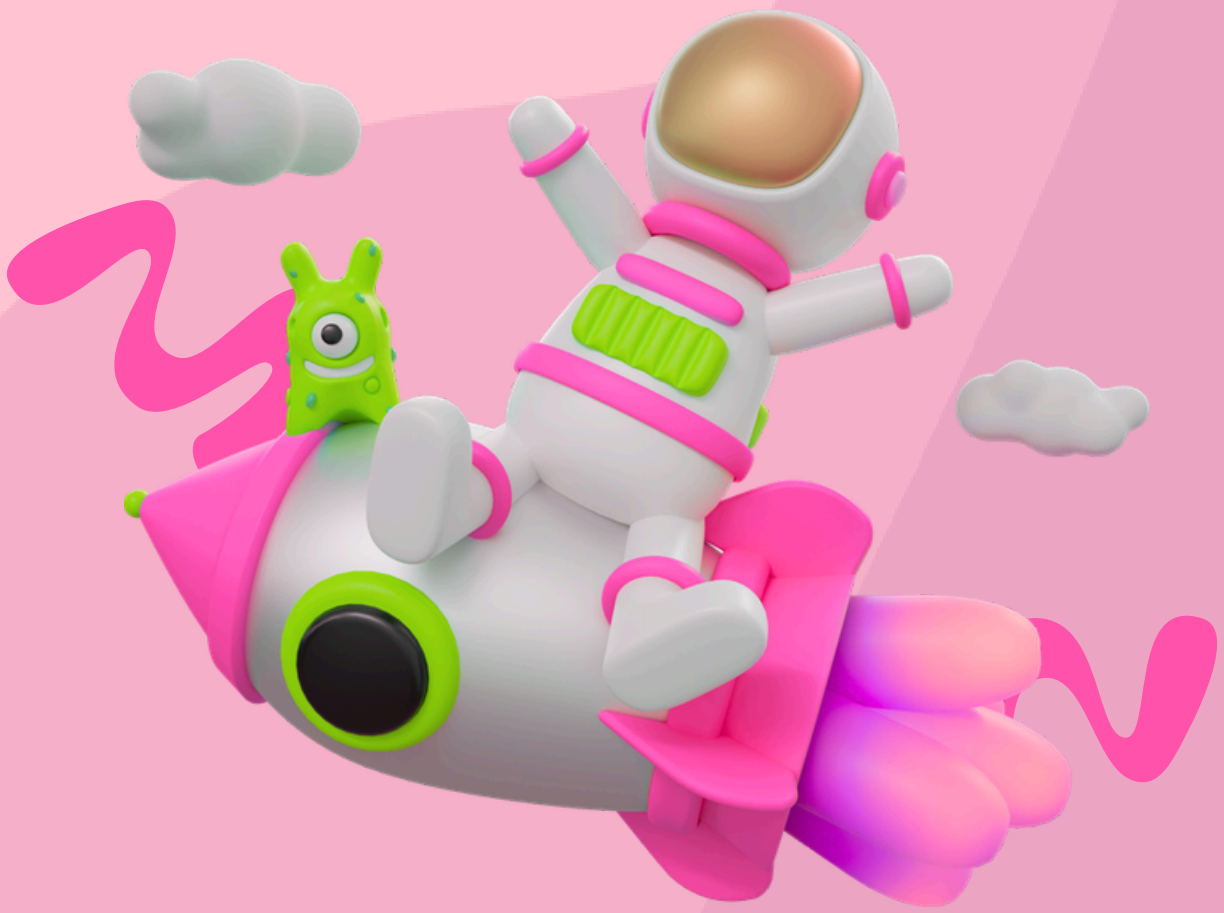
#TOOLKIT

green seeds

YOUTH EMPOWERMENT FOR CLIMATE ACTION



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Green Seeds

EMPOWERING YOUNG PEOPLE FOR CLIMATE ACTION

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Participating organizations

- **Next Level e.V. (Germany)**
- **Petite Graine Association (France)**

Contact information:

- info@next-level.world
- contacto@petite-graine.org

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AI Warning:
Some sections of this guide were partially developed using generative AI tools. All content has been reviewed, proofread, and approved by the authors to ensure its accuracy, completeness, and educational value.

Introduction

Green Seeds

The Green Seeds Toolkit is part of the EU's Goal 10 for Youth, a Sustainable Green Europe, which aims to empower young people and youth leaders to take effective action on climate change.

The Toolkit addresses the challenges identified in a study conducted in France and Germany. Its aim is to propose concrete strategies that foster meaningful participation, offer structured support, promote community integration, and strengthen youth involvement in environmental decision-making processes.

WHY A TOOLBOX?

Research conducted as part of this project in the regions of Haute-Garonne (France) and Thuringia (Germany) has highlighted the difficulties young people face in participating in sustainable development and combating climate change.

Challenges related to youth participation in sustainable development and climate action

Numerous obstacles hinder the participation of young people in sustainable development and climate action.

- Eco-anxiety and feelings of powerlessness constitute a significant psychological obstacle. Young people frequently express a sense of helplessness in the face of the magnitude of climate problems, leading them to disengage and doubt their individual capacity to act.

The idea that "these problems are so big that I can't do anything about them" is a common expression of this feeling.

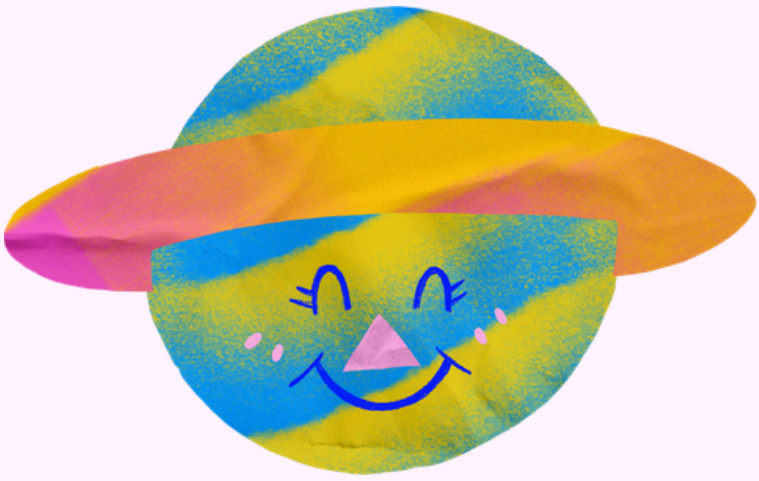
- Systemic and structural barriers also constitute considerable obstacles.

- Financial limitations are an obstacle, as young people often struggle to obtain funding for their initiatives, even when they are highly motivated.

- Furthermore, there is a crucial lack of information on the conditions of participation and, more specifically, on how to obtain funding.

- Another obstacle lies in the lack of practical and concrete opportunities. This lack of tangible actions limits the depth of learning and the possibility of genuine behavioral change.

- The lack of structured support and guidance for young people is another obstacle. The absence of clear mentorship, stable leadership, and structured coaching significantly reduces their ability to maintain active participation and effectively implement their initiatives.



Perspectives of young people and youth workers on the support needed and effective strategies

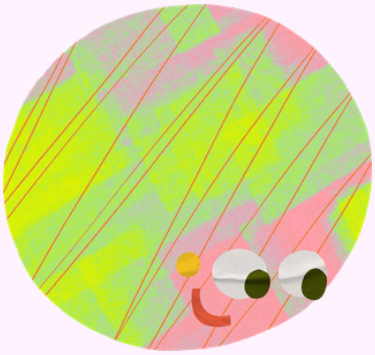
Despite the difficulties, there is broad consensus on the effectiveness of experiential and participatory learning, which emphasizes concrete practices and simple actions.

Structured support and guidance are essential, including the presence of a facilitator who can share their skills, inspire, and answer practical questions.

Dividing large projects into small steps and milestones helps to better manage feelings of overload and maintain motivation.

Effective communication is also essential. An approach that invites people to feel truly welcome and inspired.

Education for sustainable development must adopt a holistic vision and promote a non-judgmental approach.



Modules Interactive

MODULE 1:
CATALYST FOR LOCAL CLIMATE ACTION

This module addresses the identified needs in terms of practical pathways, local opportunities, and knowledge on how to participate.

- **Phase 1: "Understanding Your Local Environment" offers comprehensive guides for conducting local environmental audits. This phase includes a sample questionnaire, an observation grid, and a simplified data collection form. This approach aims to address the lack of information on how to participate by providing an accessible starting point.**

- **Phase 2: “Searching for Local Solutions” Its objective is to provide facilitation techniques for ideation sessions, designed to stimulate creative problem-solving. It includes a set of interactive maps categorized by climate action themes. This phase is crucial for transforming observations into potential solutions.**

- Phase 3: "Plan Your Green Initiative" offers step-by-step guides for rigorous project planning. Key elements include defining SMART goals, identifying necessary resources, a budget template, and a project management checklist. This phase aims to build confidence and prevent the feeling of being overwhelmed that can arise when tackling large-scale projects.

- Phase 4: "Mobilizing Your Community" offers practical advice for effective awareness-raising, comprehensive communication strategies, and concrete methods for recruiting local volunteers. It includes a customizable brochure and an adaptable social media template. This phase ensures that youth-led initiatives gain the necessary community support for lasting impact.

Phase 1: "Understanding the local environment"

Resources:
1. Models of community environmental surveys
2. Checklist of observations for environmental audit visits
3. Simplified data collection form for waste audits

Activities:
1. Walk and observation: discovering our local environment
2. Workshop “From detection to data creation: collection and visualization”

Phase 2: "Collective reflection on local solutions"

Resources:
1. Techniques to facilitate ideation sessions

Activities:
1. Participatory brainstorming session with visual aids
2. "Solution Mapping" Exercise
3. Structured peer-to-peer brainstorming sessions

Phase 3: "Plan your green initiative"

Resources:
1. Define SMART goals and identify the necessary resources
2. Basic budget templates
3. Simple checklist for project management

Activities:
1. Interactive Project Canvas Development Workshop
2. Complete the resource mapping exercise
3. Practical simulation of the basic budget

Phase 4: "Mobilize your community"

Resources:
1. Customizable flyers
2. Adaptable social network models

Activities:
1. Design fictitious social media campaigns to encourage local participation.
2. Develop compelling project narratives to attract support.

PHASE 1: UNDERSTANDING YOUR LOCAL ENVIRONMENT

Resources:

1. Models for community environmental surveys

Use this template to gather information from young people about environmental awareness and practices.

Ask	Notes
How would you rate your knowledge of local environmental issues?	Likert scale (1–5)
Which of the following practices do you implement? (Check all that apply)	Recycling, composting, cycling/walking, water conservation, growing vegetables.
What environmental problems have you observed in your community?	Littering, polluting water, wasting energy, etc.
What are the places in your community that you consider valuable for nature?	Parks, forests, rivers, gardens...
Have you ever participated in any environmental initiatives?	If so, which ones?
Do you want to participate in a local project?	Contact option

2. Observation checklist for environmental audit tours

Use this sheet during local walks to identify visible environmental problems and community assets.

Observation point	Check	Notes
Presence of illegal waste or dumping		Describe the type and location.
Availability of recycling containers		Are they accessible and used?
Natural green spaces (parks, trees, gardens)		Healthy or neglected?
Bodies of water (rivers, streams)		Signs of pollution or biodiversity?
Presence of wildlife (birds, insects)		What species do you observe?
noise levels		Quiet, moderate, noisy?
Transportation (bike lanes, bus stops)		Are they used or are they necessary?
Visible community initiatives (murals, posters, gardens)		Examples?
Public access space / youth-led activities		Possible locations?

3. Simple data collection form for waste audits

This form allows you to register different types of waste observed or collected during local environmental audits.

Date	Location	Type of waste	Quantity (units or estimate)	Notes
dd/mm/aa	Main squares	Plastic bottles	23	Mainly soda bottles
dd/mm/aa	Community garden	Organic (food waste)	12 kilos	Mostly compostable
dd/mm/aa	Bus stop	Paper/ cardboard box	15	Brochures, packaging

Activities:

1. Walk and testimony: discovering our local environment

Objective: To increase participants' awareness of their local environmental context through structured observation and reflection.
Duration: 140 minutes

Materials needed:

- Printed observation checklist (1 per pair/group)
- Camera or mobile phone
- Large printed map of the region or community
- Colored sticky notes

Facilitation steps:

1. **Presentation of the objective (10 min): observe and analyze the strengths and problems of the environment.**

2. **Group formation (5 min): Form small groups (2 to 4 participants each). If possible, assign each group a sub-area to maximize coverage.**

3. **Observation tour (30 to 45 min):**

Participants walk through their assigned area using the checklist to document:

- Critical points of waste and garbage
- Biodiversity (plants, animals)
- Green spaces and bodies of water
- Public infrastructure (bike lanes, litter bins, etc.)
- Signs of contamination or neglect

4. **Mapping and reflection (15 to 30 min):**

Back in the workshop area, the groups stick stickers or draw on a large local map to visualize:

- Areas of concern
- Favorite or “precious” places
- The facilitator invites each group to give brief presentations. They encourage asking questions, reflecting, and sharing feelings.

5. **Final report (10 min):**
   - What surprised you?
   - What needs to change?
   - What resources or assets already exist?

Result: A visual and collective understanding of the community's environmental landscape, laying the foundation for participation in later phases.

2. From perception to the creation of perceptions: data collection and visualization

Objective: To introduce young people to data collection techniques and transform observations into usable knowledge.
Duration: 120 minutes

Materials needed:

- Example data (from previous walks)
- Printouts of data collection sheets
- Markers, sticky notes
- Printed local maps
- Access to digital tools (optional): Google My Maps, Padlet or Canva

Facilitation steps:

1. **Warm-up (10 min):**

- Collective reflection.
  - "What is data?"
  - Types of data: quantitative and qualitative

2. Mini intervention (15–20 min):

- Explain:
  - How to use checklists, score sheets, and field notes
  - Provide a brief example (e.g., a visualization of the results of a waste audit or a photo diary).

3. Small group activity (30-45 min):

- Fill out a sample data collection form (from a previous hike).
- Turn the results into a visual tool:
  - Option A: Color-coded paper map (e.g., high/low waste production areas, biodiversity areas)
  - Option B: Enter the markers in Google My Maps or use Canva/Padlet to create a visual poster of the results.

4. Presentation and peer feedback (20-30 min):

- The groups present their maps. Discussion:
  - What does this tell us about our neighborhood?
  - What questions does this raise?
  - What aspects would you like to explore in more detail?

5. Final report (10 min):
To present how this collected data will contribute to the observation of green spaces and their problems, providing usable knowledge.

Result: Participants gain confidence in using simple tools to collect and interpret data.

PHASE 2: COLLECTIVE REFLECTION ON LOCAL SOLUTIONS

Resources:

1. Techniques to facilitate ideation sessions

Objective: To provide structured tools to guide creative brainstorming sessions that lead to concrete ideas.

Focus: Use interactive maps on the topic of climate action to stimulate reflection, encourage exchanges, and categorize ideas for local initiatives.

Interactive map categories

- Waste reduction: recycling systems, zero waste events, upcycling workshops
- Energy saving: campaigns on LEDs, off-grid solutions, awareness of phantom energy consumption
- Local food: community gardens, seed exchange, links with local farmers
- Green spaces: greening of gray areas, tree planting, small parks
- Water conservation: rainwater harvesting, leak awareness posters, greywater reuse.

Animation tips:

- Use a variety of formats: printed maps or digital versions (e.g., Miró's painting).
- Use different colored cards for each topic to visually group the ideas.
- Document all contributions in a visible way (whiteboard, split screen, sticky notes).

Activities:

1. Participatory brainstorming with visual aids

Objective: To generate ideas for varied solutions using interactive maps and visual tools.
Duration: 100 minutes

Material :

- Climate action maps
- Large sheet of paper
- Sticky notes or a digital whiteboard (e.g., Padlet, Jamboard)

Facilitation steps:

1. **Introduction and framing (10 min):**

Present a challenge based on the results of phase 1.

2. **Map-based ideation (30 min):**

In groups, rotate the theme cards, generating at least 3 ideas per card.

3. **Cluster visualization (20 min):**

Publish ideas on a wall or shared screen and group them by category.

4. **Prioritization (20 min):**

Each participant votes for the most promising idea.

5. **Presentation and peer feedback (20 min)**

Result: A set of categorized ideas proposed by the participants for local interventions.

PHASE 3: PLAN YOUR GREEN INITIATIVE

Resources:

1. Define SMART goals and identify the necessary resources

Objective: To guide participants in transforming the creative ideas from phase 2 into clear and achievable project objectives, and to define what they need to succeed.

Section A: Defining SMART goals

The SMART framework ensures that goals are specific, achievable, and imp
oriented.

SMART Component	Guiding questions	Example
Specific	What exactly do we want to achieve? Who is involved? Where will it take place?	Plant native trees in the local park.
Measurable	How will we know when it's over? What are the indicators of success?	100 trees planted and labeled
Feasible	Is this realistic considering our resources and the time we have available?	We can do it with 15 volunteers and the city's permission.
Relevant	Does it address a genuine environmental need in our community?	It addresses the limited access to green spaces identified during phase 1
Limited in time	When will it be finished? Are there any intermediate deadlines?	The planting will be completed in November.

Tip: Use a worksheet where participants complete a SMART table for their idea. Have them discuss it with a partner and refine it together.

Section B: "Goal Breakdown" Tool

Once the SMART objective has been formulated, help the group to break it down into concrete elements:

- Main objective: What is the expected result?
- Secondary objectives / Key steps: What are the 3 to 5 mini-objectives?
- Calendar: Add planned deadlines
- Roles: Who assumes responsibility?

Create a visual "goals roadmap" using sticky notes or use a digital whiteboard (e.g., Miro).

Section C: Identification of the necessary resources

Helping participants understand and express what they need to turn their ideas into actions.

Resource type	Examples	Questions to ask
Human	Volunteers, experts, youth leaders, mentors	Who can help us? What skills do we need?
Material	Tools, space, plants, signs.	What equipment do we need?
Financial	Budget for transportation, printing, and refreshments.	What will it cost? How can we finance it?
Institutional	Support from schools, the city and NGOs	Who should approve or support the project?
Awareness	Legal advice, technical guides	What do we need to learn before we begin?

Section D: Prioritization and awareness of risks

Once the needs have been identified, help the groups to establish priorities:

- What is essential and what is nice to have?
- What can be obtained for free or reused?
- What requires a long preparation time (permits, funding)?

Presentation of the basic principles of risk mapping:

Ask yourself, "What could go wrong?" and list 3 to 5 risks.

- Think together about mitigation measures and designate a person responsible for monitoring each risk.

2. Basic budget templates

Categories to include:

- Materials and supplies
- Communication and awareness
- Transport
- Space rental

Each line must include:

- Article
- Amount
- Unit cost
- Total

Article	Amount	Unit cost	Estimated total cost	Total actual cost
Materials and supplies				
Communication and awareness				
Transport				
Space rental				
Several				

3. Simple checklist for project management

- Checklist items:
  - Define the objectives and success indicators
  - Identify roles and responsibilities
  - List of tasks with their deadlines
  - Schedule follow-up meetings
  - Monitor progress and adapt

Project management task	Completed (✓)
Define the objectives and success indicators	
Identify roles and responsibilities	
List of tasks with their deadlines	
Schedule follow-up meetings	
Monitor progress and adapt	
Allocate resources (financial, human, material)	
Develop risk mitigation strategies	
Assign communication responsibilities	
Ensure documentation and reporting plans are in place.	
Evaluate and analyze the situation after implementation	

Activities

1. Interactive workshop to develop a project canvas

Objective: To transform a solution idea into a structured action plan.
Duration: 115 minutes

Material :

- SMART goal sheets

Preparation:

- Prepare printed or projected canvas templates divided into sections (Objective, Stakeholders, Activities, Timeline, Risks, Needs).
- Print the SMART goals reference sheets.
- Prepare workstations for each group.

Facilitation steps:

1. **Goal setting (30 min): Guide participants in defining their initiative using SMART goals.**
2. **Stakeholders and resources (20 min): Ask the groups to identify who needs to participate and what materials/support are needed.**
3. **Activities and timeline (30 min): Divide the project into concrete steps with a realistic timeline.**
4. **Risks and needs (15 min): Analyze potential risks and what could go wrong; think collectively about prevention strategies.**
5. **Sharing and feedback (20 min): Groups present their canvas to others to obtain constructive feedback.**

Result: Each team develops a one-page visual project canvas that summarizes their initiative.

2. Complete the resource mapping exercise

Objective: To identify all available resources needed for the planned initiative.
Duration: 65 minutes

Materials:

- A3 paper or digital canvas
- Post-it

Preparation:

1. Print or prepare a blank resource map template with categories (People, Places, Objects, Partners, Knowledge).
2. Provide sticky notes of different colors for different types of resources.

Facilitation steps:

1. Reflection on existing resources (15 min): List what you already have access to.
2. Gap identification (15 min): What else is needed for the project to succeed?
3. Mapping (20 min): Create a visual map that links the objectives with the necessary resources and potential sources.
4. Share and discuss (15 min): Exchange cards in pairs or present them to another group.

Result: A detailed description of the resources to inform budgeting and planning.

3. Practical simulation of the basic budget

Objective: To develop young people's financial knowledge by having them practice budget planning in real-life situations.
Duration: 70 minutes

Material :

- Budget templates
- Examples of scenarios (different project ideas)

Preparation:

- Create simple project scenarios with a basic context and objectives.
- Prepare printed or digital budget templates for each group. Include sample budgets for reference.

Facilitation steps:

1. **Scenario exercise (10 min): Give each group a briefing for a fictional project or one adapted from a real situation.**
2. **Budget planning (30 min): Groups estimate and record costs in the provided categories.**
3. **Presentation (15 min): Each group presents its budget, justifies its expenses and discusses commitments.**
4. **Feedback and analysis (15 min): Let's think together about the realism of the costs, financial priorities, and missing elements.**

Animation tips:

- Emphasize that a budget is a decision-making tool, not a mere formality.
- If possible, include realistic cost estimates or ranges.
- Discuss in-kind contributions and ways to reduce costs.

Result:
Participants practice transforming their ideas into financially realistic projects, thereby strengthening their planning and finance skills.

PHASE 4: MOBILIZE YOUR COMMUNITY

Resources

1. Customizable flyers

Objective: To create clear and visually appealing brochures to raise community awareness.
Model elements:

- Title/Heading: Clear and engaging (e.g., "Let's make our neighborhood greener!")
- What: Describe the initiative
- When and where: Event details
- Why: Explain the objective and the impact.
- How to participate: Information for volunteers, contact, links
- Logos: Partner logos, project visual identity.
- Visual elements: icons or images (plants, recycling, youth actions)

Tip: Use free online tools like Canva or Adobe Express to create your flyers with the simple drag-and-drop feature. Print them in A4 format and create digital versions to share.

2. Responsive templates for social media

Objective: To promote youth-led initiatives on Instagram, Facebook, or other platforms through customizable designs.

Types of models:
- Announcement: Upcoming event or call to action
- Countdown: "Only 3 days left" with visual timer
- Featured post: Photo or quote from a volunteer
- Impact Post: Before/after, project statistics

Common elements:

- Project name + logo
- Photo of the icon
- Hashtags (por ejemplo, #GreenSeeds #YouthForClimate)
- Call to action (e.g., "Join us!", "Sign up now!")

Digital tools: Canva, Buffer, Adobe Express

Activities

1. Design of fictitious social media campaigns to encourage local participation

Objective: To design a creative and strategic campaign to attract local support.
Duration: 110 minutes

Materials:

- Canva or templates
- Conference boards/printouts

Preparation :

- Pre-loaded sample posts and hashtag boards
- Create sample campaign reports

Facilitation steps:

1. **Introduction (10 min): Analyze the components of effective campaigns.**
2. **Campaign planning (20 min): Teams choose a campaign objective (e.g., event, recruitment, awareness).**
3. **Content creation (50 min): Design of 3 to 4 posts: teaser, informational post, quote/image, closing call.**
4. **Gallery presentation (15 min): The groups present their campaigns.**
5. **Feedback and conclusion (15 min): Peer suggestions and facilitator comments.**

Animation tips: encourage visual consistency, clarity of messages, and the use of storytelling.

Result: A complete social media campaign plan, ready to be published.

2. Develop compelling project narratives to attract support.

Objective: To provide participants with narrative tools to express the objective and impact of their project.
Duration: 75 minutes

Materials:

- Narrative document templates
- Pens/sticky notes
- Examples of stories or quotes

Preparation:

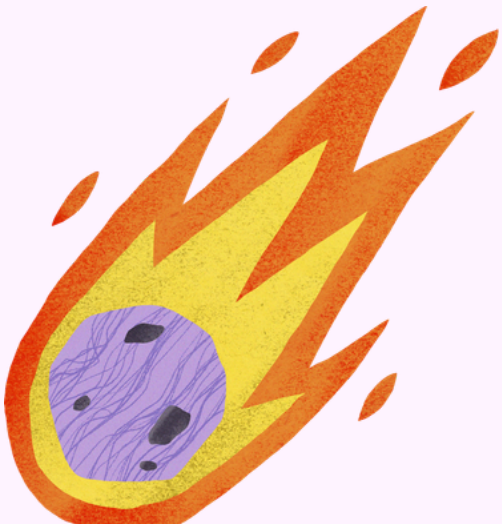
- Develop a narrative structure: problem → action → result → importance
- Provide examples of inspiring stories

Facilitation steps:

1. Story Basics (10 min): Analyze what makes a story good (accessible, moving, and action-oriented).
2. Map your story (20 min): Complete the narrative structure: What was the problem? What did we do? What changed?
3. Writing or Storyboarding (20 min): Create a short written story or a visual storyboard.
4. Storytelling Circle (15 min): Groups share their stories.
5. Feedback (10 min): Others react emotionally, not technically.

Facilitation tips: Create a space for emotional connection, don't try to perfect things at all costs, focus on authenticity.

Outcome: Participants create impactful personal narratives that inspire and connect with others.



MODULE 2:
GREEN CAREER EXPLORER

This interactive module is part of a green skills development initiative. Its aim is to provide comprehensive information on emerging green jobs and the essential skills needed to build a sustainable future.

The module offers structured content to guide users through green career paths:

- **Phase 1: The interactive database “Spotlight on Green Jobs” will feature profiles of diverse and emerging green jobs.**
- **Phase 2: The "Skills for a Sustainable Future" resource and assessment center offers a self-assessment tool that allows users to identify their current ecological skills and specific areas for improvement.**
- **Phase 3: The "Road to Green Employment" guide offers advice on how to write effective CVs tailored to green sector jobs, prepare for job interviews, and develop a strong network.**

Phase 1: Resources from the interactive database "Spotlight on Green Jobs":

Resources:
1. Green job profiles

Activities:
1. Video interviews with sustainable development professionals

Phase 2: "Skills for a sustainable future"

Resources:
1. Climate Action Challenge Cards

Activities:
1. Mini challenges for developing practical skills

Phase 3: "Path to green jobs"

Resources:
1. A guide to writing effective CVs tailored to jobs in the green sector
2. Preparing for job interviews in the green sector
3. Develop strong networking skills

Activities:
1. Virtual simulation of a "job fair"
2. Develop a personal action plan for a green career

PHASE 1: INTERACTIVE DATABASE "FOCUS ON GREEN JOBS"

Resources

1. Green job profiles

Renewable Energy Technician

- Job Description: Installs, maintains, and repairs solar panels, wind turbines, and other renewable energy systems.
- Required technical skills: Electrical systems, mechanical troubleshooting, compliance with safety standards, equipment calibration.
- Required soft skills: teamwork, problem-solving, communication, adaptability.
- Typical daily tasks: Inspecting facilities, performing system tests, repairing breakdowns, updating documentation.
- Career progression path:** Junior Technician → Senior Technician → Site Manager → Renewable Energy Consultant.

Specialist in sustainable agriculture

- Job Description: Develops agricultural practices that protect the environment, public health, and animal welfare while maintaining productivity.
- Required technical skills: Soil management, crop rotation, biological pest control, permaculture design.
- Required transferable skills: Collaboration, planning, systems thinking, intercultural skills.
- Typical daily tasks: Advising farmers, analyzing soil data, designing planting strategies, leading workshops.
- Professional career: Field advisor → Project coordinator → Agroecology consultant → Agricultural policy advisor

Circular Economy Consultant

- Job description: Helps organizations reduce their waste by rethinking processes and materials for reuse and recycling.
- Required technical skills: Life cycle analysis, material flow analysis, ecodesign tools.
- Multifunctional skills required: Innovation, critical thinking, stakeholder engagement, facilitation.
- Typical daily tasks: Systems evaluation, business consulting, impact assessment, writing recommendations.
- Professional Career: Junior Analyst → Project Manager → Consultant → Circular Economy Strategist

Other profiles (to be completed)

- Job description:
- Required technical skills:
- Required transferable skills:
- Typical daily tasks:
- Professional career:

Activities

1. Video interviews with sustainable development professionals

Objective: To present young participants with concrete experiences and career prospects in green jobs through the viewing and analysis of video interviews with young professionals in the sector. The aim is to spark their interest in the various careers related to sustainable development and offer them a realistic view of the day-to-day reality of green jobs.
Duration: 60 to 75 minutes

Materials needed

- Pre-recorded video interviews with professionals in the green sector (3 to 4 roles)
- Projector or screen, speakers
- Notes or notebooks for reflecting on the interviews
- Printed documents that present the job profile corresponding to the interview candidates

Preparation

- Select and prepare 3 to 4 video interviews with sustainable development professionals from various sectors (e.g., renewable energy, sustainable food, circular economy).
- Prepare thought sheets with key questions.

Facilitation steps:

1. Introduction (10 min):
Statement of objective: to learn, from the professionals, about the reality of green jobs.
We emphasize that these are not idyllic stories, but authentic journeys.

2. Watch the video interviews (20 to 30 minutes):
Watch 2 to 3 video interviews (5 to 10 minutes each). After each interview, spend 1 to 2 minutes reflecting silently using the provided worksheets.

- The questions may be related to:
  - What surprised you?
  - What part of their job would you like the most?
  - What skills did they mention?
  - What were their challenges?

3. Small group discussion (15–20 min):
Divide into small groups to discuss your impressions.

- Suggested questions:
  - Which story inspired you the most?
  - Can you imagine playing that role?
  - What would you ask this person if they were here?
  - Have these videos changed your perspective on green jobs?

4. Group harvest (10–15 min):
The facilitator notes the key points. Then, they look for recurring themes in the videos (for example: common skills, motivations, work contexts).

Animation tips

- Choose interviewees from relevant age groups and diverse backgrounds.
- Normalize “non-linear” career paths, emphasizing experimentation and learning.
- Allow for emotional reactions: curiosity, fear, enthusiasm.
- If possible, arrange a live question and answer session with one of the interviewees (in person or via video call).

Expected results

- Participants become familiar with the diversity of green jobs in the real world.
- A better understanding of what certain jobs really entail.
- A better understanding of one's own interests and a greater curiosity about specific roles.
- Basis for follow-up activities related to career planning or skills development.

PHASE 2: ASSESSMENT AND RESOURCE CENTER "SKILLS FOR A SUSTAINABLE FUTURE"

Resources:

1. Climate Action Challenge Cards

Prepare a set of cards divided into 5 key themes for climate action.
Each card contains: Topic title; Visual icon; Advice question; Example of a microsolution

1. Waste reduction

Question: How can we reduce the use of single-use plastics in our daily lives?
Example: Create a reusable kit for school events

2. Energy saving

Question: How can we make our youth spaces more energy efficient?
Example: Organize a week of awareness about "turning it off" with posters.

3. Local products

Question: How can we promote local and seasonal foods in our community?
Example: Organize a harvest tasting day with local producers

4. Green spaces

Question: What can we do to improve access to nature in urban areas?
Example: Creating a small mobile garden in an unused space

5. Water conservation

Question: How could we reduce our water consumption at school or at home?
Example: Create signs for the sinks that indicate how to turn off the taps.

Implementation Guidelines

- Place the cards on a table or present them virtually.
- Let each group select 1 or 2 cards that interest them.
- Spend 15-20 minutes brainstorming, sketching, or creating quick prototypes.
- Use sticky notes, visual boards, or simple worksheets to document your ideas.

Activities

1. Mini challenges for developing practical skills

Objective: To guide participants in taking on practical and creative challenges that strengthen fundamental ecological skills such as problem-solving, collaboration, critical thinking, and adaptability.
Duration: 60 to 90 minutes

Material :

- Challenge cards (printed or digital)
- Recycled materials or basic DIY tools
- Minutero
- Conference whiteboard or digital whiteboard

Preparation:

- Prepare 3 to 4 mini-challenges related to the climate action challenge cards.
- Create simple instructions with restrictions (e.g., deadlines, materials, objectives).
- Divide the participants into small groups (3 to 5 people).

Facilitation steps:

1. **Introduction (10 min): Explain the objectives of the session: development of skills through play and creativity.**
2. **Group challenge (30–40 min): Each group receives a mini challenge and works within a set time.**
3. **Presentation (15–20 min): The groups present their results or prototypes.**
4. **Reflection (10–15 minutes): Analyze the skills you used, what was difficult, and what you learned.**

Animation tips

- Let your creativity flow: there is no right answer.
- Link each activity to one or more green skills (e.g., teamwork, circular thinking).

Expected results

- Greater awareness of personal and collective skills.
- Playful and experiential learning.
- A foundation for exploring deeper skills through structured learning.

PHASE 3: GUIDE "PATHWAYS TO GREEN JOBS"

Resources

1. How to write an effective CV for jobs in the green sector

KEY PRINCIPLES:

- Highlight the alignment of your values: emphasize your motivation to work in the fields of sustainable development.
- Highlight transferable skills: teamwork, systemic thinking, problem-solving, digital culture for sustainable development.
- Include voluntary or community initiatives.
- Use keywords related to green job postings.

SUGGESTED SECTIONS:

- Personal statement: 2 to 3 lines about your environmental motivation
- Skills, both technical and transferable
- Experience, including internships, side projects, and student initiatives.
- Courses and certifications, especially related to SDGs, climate, etc.
- Languages: many organizations work on a transnational scale

2. Preparing for job interviews in the green sector

COMMON AREAS OF INTERVENTION:

- Their understanding of the problems and solutions related to sustainable development.
- Concrete examples of your experience in environmental or social projects.
- Adherence to the mission and values of the organization.

TIPS FOR SUCCESS:

• Practice describing your projects using the STAR method (Situation, Task, Action, Result).
• Prepare questions about the organization's sustainable development goals.
• Be prepared to talk about your technical and interpersonal skills.

3. Develop strong networking skills

WHERE TO BEGIN:

- Join online communities about sustainable development (e.g., GreenBiz, Climatebase, LinkedIn groups)
- Participate in local or online climate action events, green job fairs, or SDG forums.
- Volunteer with environmental NGOs or youth climate networks.

TIPS FOR NETWORKING:

• Be authentic and show interest in the work of others.
• To learn about the career paths of the people who have reached their positions.
• Send a thank you message or an invitation to contact you again.
• Provide value (for example, share a useful article or opportunity).

Activities

1. Virtual simulation of a "job fair"

Objective: To introduce participants to various employers and organizations in the green sector through a realistic simulation of a digital job fair.
Duration: 60 to 90 minutes

Materials:

- Pre-established profiles of eco-responsible employers (links to websites, job platforms, etc.)
- Each participant will be given a document or activity sheet called “Passport to the Job Fair”.

Preparation:

- Select 6 to 10 organizations from the green sector (NGOs, companies, networks)
- Prepare brief profiles or one-page fact sheets about each one
- Create meeting rooms or virtual booths organized on workstations

Facilitation steps:

1. **Introduction (10 min): Explain the objective and how to navigate the simulation.**
2. **Visits to job fairs (30-45 min): In small groups, participants move from one meeting room to another or from one virtual booth every 5 to 10 minutes.**
3. **Reflection round (15 min): The groups reflect on where they felt most connected and why.**
4. **Sharing (10-20 min): Participants share an ideal organization or idea.**

Animation tips

- Assign roles within the group (e.g., note-taker, questioner)
- Be inclusive: mix local NGOs and large institutions.

Expected results

- Access to real professional opportunities in the green sector
- Improve self-confidence in networks and communication
- Greater clarity in areas of interest

2. Develop a personal action plan for a green career

Objective: To help participants reflect on their ecological aspirations and develop a practical and achievable professional action plan.
Duration: 90 minutes

Materials:

- Action plan template (printed or digital)
- Examples of profiles or posters for green jobs

Preparation:

- Distribute templates with 5 key sections: Interests, Skills, Goals, Steps, Resources
- Create a calm and conducive environment for personal work and discussions.

Facilitation steps:

1. **Warm-up (10 min): Present a short video or story about a young green worker.**
2. **Personal mapping (20 min): Participants complete sections about their interests and skills.**
3. **Goal setting (20 min): Each person defines 1 to 2 short and long term professional goals using SMART criteria.**
4. **Action plan (30 min): Identify 3 specific actions to be carried out during the next 6 months.**
5. **Exchange (10 min): Share with a partner and encourage each other.**

Animation tips:

- Emphasize that plans can change over time
- Help participants identify realistic local opportunities (internships, training, mentoring).
- Celebrating non-traditional paths and passions

Expected results:

- Each participant develops a visual or written action plan
- Improve personal effectiveness and professional clarity
- Basis for mentoring, assessments, or follow-up sessions

MODULE 3:
BIODIVERSITY DETECTIVES

This interactive module addresses the need for educational interventions aimed at alleviating eco-anxiety by fostering a direct emotional connection with the topic.
The detailed content of the module is structured in such a way as to encourage exploration and action:

- **Phase 1: The "Field Guide to Local Fauna and Flora" is dedicated to the study of local fauna and flora, highlighting the crucial importance of biodiversity and providing practical instructions for conducting simple biodiversity inventories in green spaces.**

- **Phase 2: The "Ecosystem Explorers" learning path offers clear explanations of local ecosystems, detailing their interdependencies and the specific threats they face.**

- **Phase 3: “Activities for biodiversity” offers a set of simple and concrete activities that allow young people to support local biodiversity.**

Phase 1: "Field guide on local fauna and flora"

Resources:
1. A guide containing interesting modules on local flora and fauna.
2. Field guides
3. Identification cards.

Activities:
1. Species Treasure Hunt
2. Photographic challenges to encourage observation,
3. Tutorials on how to contribute to citizen science platforms for biodiversity data collection.

Phase 2: Resources for the "Ecosystem Explorers" learning path:

Resources:
1. The guide provides clear explanations about local ecosystems.

Activities:
1. Visits to the main local protected areas
2. Interactive simulations that illustrate the health and degradation of ecosystems.
3. Challenge: "Design your own green space"

Phase 3: “Action activities for biodiversity”

Resources:
1. Tips for consciously observing and appreciating nature to reduce eco-anxiety and promote a sense of calm.

Activities:
1. Plant native species
2. DIY Eco-Friendly Craft Workshops

Phase 1: "Field guide on local fauna and flora"

Resources:

1. Guide to local inventories of flora, fauna and biodiversity

Objective: To raise awareness among young people about the richness and value of local biodiversity.

It is structured in three stages.

1. Introduction to biodiversity and local species
   - Definition and importance of biodiversity
   - Overview of local flora and fauna
   - Threats to biodiversity (habitat loss, pollution, invasive species)
   - The emotional connection with nature: how knowledge of species can help combat eco-anxiety

2. **Preparation and execution of a simple biodiversity study**
   - Choose a local space (park, garden, schoolyard, riverbank)
   - Planning an investigation: time, tools, permissions
   - How to observe and document species
   - Safety tips and ethical observation

3. **Record and share your results**
   - Use of field guides and identification sheets to identify species
   - Take good field notes
   - Reflective journal: how it relates to your environment

2. Field guide template

This customizable field guide template can be used to record common species during biodiversity observation walks.

Common noun	Scientific name	Sharpen	Identifying characteristics	Habitat	Season observed
European robin	Erithacus rubecula	Bird	Red chest, brown back, melodious song.	Forests, gardens, parks	All year
Back	Back	Factory	Toothed leaves, hairy stem, stings on contact.	meadows, forest edges, wastelands	From spring to autumn
Common Blue Butterfly	Polyommatus icarus	INSECT	Blue wings in males, orange spots in females.	Meadows, gardens, fields	From spring to autumn

3. Identification cards

These identification sheets can be filled in with the species specific to each region and are ideal for youth activities.

Species group	Example of a species	Seen (Yes/No)	Location identified	Notes
Bird	Blackbird			
Factory	Margarita			
INSECT	Ladybug			

Activities:

1. "Species treasure hunt"

Objective: To promote observation and knowledge of local biodiversity by involving young people in a fun and interactive treasure hunt.
Duration: 90 minutes

Preparation:

- Create a list of local species based on location (10 to 15 common plants, insects, birds, etc.).
- Add them to the treasure hunt sheet, then print and distribute the treasure hunt sheets (with checkboxes and pictures).
- Make sure the group has the basic tools for field observation (notebooks, pencils, optional magnifying glasses).

Facilitation steps:

1. **Introduction (10 min): Explain the rules, objectives and safety tips.**
2. **Treasure hunt (30–45 min): Participants explore a park or green space to find the listed species.**
3. **Summary and discussion (15 min): The groups return and compare their results.**
4. **Information session (10 minutes): Discuss favorite discoveries, surprises, and the roles of species in ecosystems.**

Animation tips:

- Prioritize careful observation over speed.
- Include an additional category for "unexpected findings".

Expected result:
Participants improve their identification skills and deepen their connection with local biodiversity.

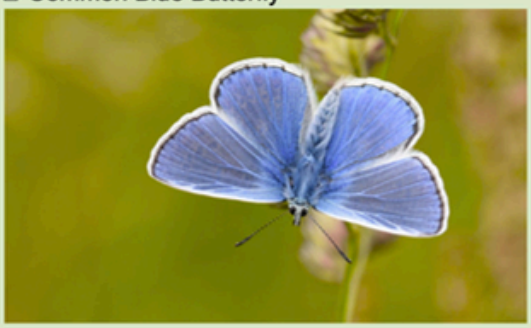
Biodiversity Scavenger Hunt

Instructions: Explore the area and try to find as many of the following species as you can. Tick the box when you find one and take a note or photo if you like!

☐ European Robin

☐ Stinging Nettle

☐ Common Blue Butterfly



☐ Ladybug

☐ Oak Leaf

2. Photography challenge: “Nature through your lens”

Objective: To develop young people's sense of observation and emotional connection with nature through creative expression.
Duration: 70 minutes

Preparation:

- Create photographic themes (for example, "Camouflage", "Patterns in Nature", "Insects at Work").
- Choose a sharing platform (e.g., a print gallery, a WhatsApp/Signal group, etc.).

Facilitation steps:

1. **Briefing (10 min): Introduce the emphasis on biodiversity and creative themes.**
2. **Exploration (30 min): The young people explore and take 3 to 5 photographs according to the instructions given.**
3. **Share (15 min): Participants present a photo and explain why they chose it.**
4. **Reflection (15 min): Analyze how looking through the lens changed your perspective.**

Animation tips:

- Remind participants that they must respect nature.
- Consider the frame as an artistic expression, not as a competition.
- Consider inviting outside speakers to a mini-exhibition

Result:
Young people gain a better understanding of biodiversity and develop creative observation skills.

Phase 2: Learning path for "ecosystem explorers"

Resources:

1. Explanation of their local ecosystems

Objective: To introduce young people to local ecosystems, their components, their ecological importance, and their vulnerabilities. Emphasis is placed on the interdependence of living and non-living systems, and students are trained to recognize environmental threats.

Measurements:

1. **Preparation phase: understand the key concepts (biodiversity, ecosystem services, food webs, human impact) and become familiar with the listed ecosystems.**

2. **Select the target ecosystem: choose one or more local ecosystems to explore based on proximity, relevance, and accessibility (e.g., a forest, a riverbank, or an urban park).**

3. **Appropriate observation equipment:**
   a. Print the observation templates
   b. Adapt the guiding reflection questions to the local context.

4. **Contact local protected areas to arrange visits. Invite experts (biologists, rangers, community activists).**

5. **Define a timeline:**
   a. A full day of immersion in biodiversity, or
   b. Three independent workshops spread over several days.

Examples of studied ecosystems

Mountains (like the Pyrenees in Haute-Garonne):
Importance:

- High-altitude biodiversity zones with endemic species (plants, birds, insects)
- Regulation of water cycles through snowmelt and precipitation retention
- Acting as carbon sinks and climate regulators
- Cultural heritage and ecotourism. For example, skiing and mountaineering in Haute-Garonne.

Threats:

- Climate change: melting glaciers, reduction of snow cover, displacement of vegetation zones
- Overgrazing causes soil erosion and habitat loss.
- Tourist pressure is degrading fragile alpine habitats.
- Infrastructure development (roads, ski resorts) fragments ecosystems

Forests (as in Thuringia):
Importance:

- Biodiversity hotspots that provide habitat for countless species
- Essential for oxygen production, water regulation, and carbon sequestration.
- Cultural and recreational value in many regions, such as Thuringia, Germany

Threats:

- Deforestation and habitat fragmentation
- Climate change: milder winters fail to control tree pests and diseases, leading to widespread die-offs (e.g., bark beetle infestations).
- Soil degradation and forest fires in some areas

Questions to guide reflection during field activities:

- What species did you observe and where?
- How would you describe the health status of this ecosystem?
- What human activities are visible and what might their effects be?
- How did this ecosystem make you feel?
- Infographics to explain the threats and solutions (for facilitation purposes):
- Threats to ecosystems: for example, habitat destruction, pollution, invasive species, climate change.
- Solutions and actions: for example, restoration efforts, biodiversity corridors, sustainable land use, individual choices.

Activities:

1. Guided tours of the main local protected areas

Objective: To raise awareness and deepen understanding of the value of ecosystems and biodiversity through immersive and guided experiences.
Duration: 120 - 165 minutes

Preparation:

- Identify a nearby forest, river, wetland, or nature reserve.
- Collaborate with rangers or biologists if possible.
- Prepare the equipment: field notebooks, identification sheets, water/snacks.

Facilitation steps:

1. **Briefing (15 min): Explain the objectives and present the area.**
2. **Guided tour (90–120 min): Highlighting species, interactions, ecosystem services and visible human impacts.**
3. **Reflection Circle (15–30 min): Share your observations, ideas, and suggestions for local actions.**

Animation tips:

- Encourage curiosity; allow participants to take charge of certain parts.
- Ask them open-ended questions about what they see and feel.
- Incorporate narratives (for example, "a day in the life of a frog").

Outcome: Students gain a concrete understanding of local ecosystems and see for themselves the need to protect and restore them.

2. Interactive simulations on ecosystem health

Objective: To understand how ecosystems respond to different stressors and human interventions.
Duration: 60-90 minutes

Preparation :

- Prepare printed scenario sheets (e.g., drought, pollution, species extinction).
- Gather game pieces or blocks to represent the species/resources.
- Print a map of the food web or ecosystem.

Facilitation steps:

1. **Introduction (10 min): Brief explanation of ecosystem dynamics.**
2. **Scenario play (30–45 min): Groups simulate changes using scenario cards, adjusting the ecosystem map accordingly.**
3. **Information session (15 to 20 minutes): Analyze what happened, why, and how it relates to the real world.**
4. **Solutions round (10–15 minutes): Participants suggest ways to restore balance.**

Animation tips:

- Make sure each group has a facilitator or guide.
- Use metaphors (e.g., "the domino effect") to explain cascading impacts.

Result:
Participants understand the fragility and resilience of ecosystems, as well as the importance of proactive environmental management.

3. "Design your own green space" challenge

Objective: To promote creativity and the search for solutions to increase urban biodiversity.
Duration: 120 - 145 minutes

Preparation:

- Gather large sheets of paper and drawing materials.
- Collect recycled materials (optional for building the model).
- Prepare reference sheets (pollinating plants, urban fauna, green infrastructure).

Facilitation steps:

1. **Warm-up (15 min): Show examples of urban spaces that are favorable to biodiversity.**
2. **Brainstorming (20 min): What spaces in your community need to be landscaped?**
3. **Design phase (40–60 min): The groups design or build their green space.**
4. **Presentations (15–30 min): Each group explains its vision.**

Animation tips:

- Emphasize feasibility as much as imagination.
- Ask guiding questions (“Who benefits?” “What challenges would they face?”).
- Highlight the links with climate change adaptation and well-being.

Result: Students establish a link between biodiversity and everyday spaces, thus strengthening their sense of autonomy and their creative commitment to sustainable urban development.

Phase 3: “Biodiversity action activities” for young people

Resources:

1. Tips for careful observation of nature

These mindful immersion practices in nature aim to help young people slow down, connect emotionally with their surroundings and cultivate a sense of inner calm, while strengthening their connection with biodiversity.

1. THE "QUIET CORNER" EXERCISE

Choose a small, quiet spot outdoors. Sit in silence for 5 to 10 minutes.

- Concentration: Pay attention to what you see, hear, smell, or feel. Try to notice something new each time.
- Reflection question: What small detail did you notice that you hadn't noticed before?

2. A WALK IN NATURE TO DISCOVER THE FIVE SENSES

Walk slowly. Each step awakens a different sensory perception:

- What do you hear?
- What do you see?
- What are you feeling?
- How do you feel?

Facilitator tip: Provide a checklist or journal page with these senses listed so that young people can record their impressions.

3. NATURAL BREATHING

Use natural elements (e.g., a waving leaf, a bird's song, the rustling of grass) as anchor points for slow breathing.
Inhale as you watch the leaf rise and exhale as it falls back down.
Repeat 10 times.

Why: It regulates the nervous system, calms anxiety, and develops awareness of the rhythms of life in nature.

4. GUIDED WRITING SUGGESTIONS

Suggest open-ended questions such as:

1. "What made me smile today in nature was..."
2. "A sound I heard today that reminded me of calm was..."
3. "If I could ask a tree/animal/insect one question, it would be..."

5. CIRCLES OF "GRATITUDE TOWARDS NATURE"

At the end of an outdoor activity, form a circle and invite each person to share:

- One thing they are grateful for in nature
- What they want to protect: an essential element.

Result: Strengthening of emotional bonds and collective responsibility.

6. CONSCIOUS SOUND MAPPING

Sit for 5 minutes and draw a map of the sounds you hear around you.

Example: A bird singing to the right, the wind at your back, laughter in the distance.

Use: Improves awareness of ecological presence even when it is not visible.

7. "NOTICE 3 THINGS" ROUTINE

At the beginning or end of each outdoor session, ask the youth to list:

- 1 living being they noticed
- 1 interaction or relationship (for example, bee and flower)
- 1 change (e.g., new leaf, fallen branch, temperature change)

Why: It develops pattern recognition and fosters ecological awareness.

Activities:

1. Planting of native species

Objective: To encourage participants to actively engage in ecological restoration by planting native species adapted to the local context, improving local biodiversity and ecosystem health.
Duration: 90 minutes

Preparation:

- Identify a suitable site (e.g., a community garden, the edge of a park, a degraded green space).
- Coordinate with the local municipality or landowner to obtain the permit
- Obtain native plants or seeds (contact local nurseries or conservation groups).
- Gather the tools: gloves, trowels, water containers.
- Prepare the plant information sheets

Facilitation steps:

1. **Introduction (15 min): Explain the importance of native plants, their role in biodiversity and resilience.**
2. **Site visit (10 min): Show the planting area and discuss its condition.**
3. **Planting activity (60 min): Demonstrate how to plant correctly; divide into teams.**
4. **Watering and labeling (15 min): Make sure all plants are watered and labeled.**
5. **Reflection Circle (20 min): Discuss what the participants learned and felt.**

Animation tips:

- Use visual aids to illustrate the difference between native and invasive species.
- Celebrate small efforts: every plant counts.
- Provide take-home care guides

Outcome: Participants understand the local flora and make a concrete contribution to biodiversity.

2. Eco-friendly DIY workshops

Objective: To promote creativity and environmental awareness by creating useful or decorative objects from recycled or natural materials.
Duration: 90 minutes

Preparation:

- Collect safe and clean recyclable materials: paper rolls, jars, fabric scraps, natural materials (leaves, pinecones).
- Prepare examples of ecological objects (bird feeders, seed bombs, nature mandalas).
- Prepare a safe space for DIY projects with tables, scissors, glue, etc.

Facilitation steps:

1. **Welcome visit (10 min): Present the objectives and show inspiring examples of eco-friendly crafts.**
2. **Materials exploration (10 min): Let participants choose materials and think about their uses.**
3. **Creation session (45 min): Supporting creativity and reuse, moving from idea to object.**
4. **Exchange Gallery (15 min): Presentation of the creations and the environmental stories that accompany them.**
5. **Reflection and synthesis (10 min): What would you reuse next? How did you feel when creating with waste?**

Animation tips:

- Don't strive for perfection, focus on the process, not the product.
- Play eco-friendly music or nature sounds in the background.
- Linking handcrafted items with local species (for example, seed bombs that are beneficial to pollinators).

Outcome: Participants gain a concrete understanding of sustainable development and creative reuse, which strengthens their positive links with a zero-waste lifestyle.

Green Seeds Resource Center

DISCOVER MORE ACTIVITIES AND TOOLS TO PROMOTE EDUCATION FOR SUSTAINABLE DEVELOPMENT AND COMBAT CLIMATE CHANGE ON THE GREEN SEEDS RESOURCE CENTER WEBSITE.

This resource platform, aimed at young leaders, offers activities, reflection guides, multimedia resources, case studies, and examples of good practices in climate action and education for sustainable development.

Link:
https://padlet.com/GreenSeedsKA210/green-seeds-resource-center-5g8d3sdmn1p0iwq8

Sow seeds. Develop communities. Build a better future.

The Green Seeds toolkit was created through a collective effort between young people, youth workers, and community actors in Haute-Garonne (France) and Thuringia (Germany). It brings together the ideas, challenges, creativity, and hopes shared throughout our research and translates them into practical, engaging, and empowering tools for climate action.

THIS TOOLKIT IS MUCH MORE THAN JUST A RESOURCE:
It is an invitation to observe, imagine, act and evolve.

Whether you use it to launch your first youth-led initiative, explore green careers, or reconnect with local biodiversity, we hope it helps you have enriching experiences and forge strong bonds with your community. Every activity, method, and guide has been designed so that small actions can have a significant impact, especially when driven by kindness, curiosity, and collective energy.

And then what?

The Green Seeds project continues through local workshops, youth-led initiatives, and the development of our online resource platform. We encourage you to adapt, remix, and enrich the tools in this kit: each context, group, and region will bring new perspectives, needs, and opportunities.
If you create new activities or adapt existing ones, we'd love to talk to you. Your experiences can contribute to the development of future resources and inspire other communities across Europe.

Stay connected

- **Next Level e.V. (Germany)**
  - info@next-level.world

- **Petite Graine Association (France)**
  - contacto@petite-graine.org

Follow project updates, upcoming events, and new resources through our local channels and European networks.