



Co-funded by
the European Union

COLLECTION OF ASSIGNMENTS





Publication date 24/04/2025

This document is copyright of partners of VET SDGs project

Project code: [2023-1-N LO 1-KA22O-VET-OOO I 54743](#)

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Erasmus+ National Agency. Neither the European Union nor Erasmus+ National Agency can be held responsible for them.

It is released under a Creative Commons license Attribution – Share alike 4.0 international. (CC BY-SA 4.0)

You are free to:

- Share: copy and redistribute the material in any medium or format.
- Remix: remix, transform, and build upon the material for any purpose, even commercially. The licensor cannot revoke these freedoms as long as you follow the license terms.

Under the following terms:

- Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
- Share Alike — If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original.



PROJECT REFERENCE

PROJECT CODE: 2023-1-N LO 1-KA22O-VET-OOO | 54743



PROGRAMME
ERASMUS+

KEY ACTION
COOPERATION PARTNERSHIPS IN
VOCATIONAL EDUCATION AND
TRAINING



DURATION

01/10/2023 – 31/12/2025



THE PROJECT

VET Schools Doing Green is a European project that aims to contribute to a more sustainable and environmentally conscious future through education and hands-on projects.

It will do it by raising teachers' awareness of the Sustainable Development Goals (SDGs) and empowering students by encouraging them to develop their own projects and initiatives in line with the SDGs.

By integrating sustainable practices and values into professional education, the project seeks to foster a sense of responsibility and environmental awareness among students and staff.

OBJECTIVES

With this project, the partners want to reach the following objectives:

- to encourage VET staff to devote explicit time to promote sustainable and environmental skills, attitudes and values in VET curricula
- to include SDGs topics in the curricula through active teaching (the protagonists are the students) and cross-curricula content (interdisciplinary knowledge in order to enable students to connect knowledge across different disciplines)
- to include sustainable and green skills in the assessment

PROJECT RESULTS

Within the project the partnership will create the following Project Results:

- A compendium of Good Practices
- Some Green Diaries by the Staff Weeks' participants to collect practices in their own institutions between the two paired Staff Weeks
- A collection of Assignments to test with the students

PARTNERS

Alfa College
Ammattiopisto Luovi Oy
Centro San Viator
ENAC Ente Nazionale Canossiano ETS
Kuussaare Ametikool
Live-säätiö sr

Index

INTRODUCTION 7

TEMPLATE 8

SMALL ASSIGNMENTS 10

MEDIUM ASSIGNMENTS 56

BIG ASSIGNMENTS 76

INTRODUCTION

These assignments have been developed by the staff members participating in the four Staff Weeks organized within the framework of WP2. The participants were provided with a grid and instructed to propose assignments that would be tested with learners during the piloting phase (WP3).

Each assignment consists of four sections:

1. General information
2. Stakeholders involved
3. Contents
4. other information

The first section includes the title, a brief description, the size (small, medium, or large), the overall duration, expressed in hours or days, and the location where the assignment may or should be developed. Two fields are left blank, as it is up to the teacher using the assignment to fill in the start date and time, as well as the end date and time.

The size of the assignments depends on the context in which they are to be used: "small" means the assignment can be developed in class or at school; "medium" involves the company (e.g., during an internship); and "big" includes the local community.

The second section outlines the number of teachers and learners who should or may be involved, the mode of organization (individual, small group, class-wide, school-wide), the qualifications/profession, if relevant, and the competencies required, if any. The user can specify the subjects involved. Furthermore, other stakeholders (such as companies, associations, municipalities, etc.) may be specified in this section.

The third section is the core of the assignment. It specifies which SDGs are linked to the assignment and the expected learning outcomes. Following this, the activities are described in detail, divided into three main phases: preparation, implementation, and follow-up. Necessary materials/equipment and concrete outputs are also outlined, and the user can add their own timetable.

The fourth and final section includes the monitoring and evaluation process, along with any relevant notes and/or links.

TEMPLATE

1. GENERAL INFORMATION

Title of the Assignment	
Short description	
Size of the assignment¹	☐ Small ☐ Medium ☐ Big
<i>Start date and time</i>	
<i>End date and time</i>	
Overall duration	Days: Hours:
Place	☐ Classroom/Lab ☐ School ☐ Company ☐ Outside Please, provide with more details of the location, if needed:

2. STAKEHOLDERS INVOLVED

Number of teachers involved	Min - max
<i>Subjects involved</i>	
Number of students involved	Min - max
Mode of organization	☐ Individual ☐ Small group ☐ Class-wide ☐ School-wide
Qualification/profession and EQF	
Competences required, if any (soft/hard/key competences)	
Other stakeholders involved	☐ Company ☐ Association/NGO ☐ Municipality ☐ Others:

3. CONTENTS

SDGs covered	<table border="1"> <tr><td>1</td><td>No poverty</td></tr> <tr><td>2</td><td>Zero hunger</td></tr> <tr><td>3</td><td>Good health and well-being</td></tr> <tr><td>4</td><td>Quality education</td></tr> <tr><td>5</td><td>Gender equality</td></tr> <tr><td>6</td><td>Clean water and sanitation</td></tr> <tr><td>7</td><td>Affordable and clean energy</td></tr> <tr><td>8</td><td>Decent work and Economic growth</td></tr> <tr><td>9</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>10</td><td>Reduced inequalities</td></tr> <tr><td>11</td><td>Sustainable cities and communities</td></tr> </table>	1	No poverty	2	Zero hunger	3	Good health and well-being	4	Quality education	5	Gender equality	6	Clean water and sanitation	7	Affordable and clean energy	8	Decent work and Economic growth	9	Industry, innovation and infrastructure	10	Reduced inequalities	11	Sustainable cities and communities
1	No poverty																						
2	Zero hunger																						
3	Good health and well-being																						
4	Quality education																						
5	Gender equality																						
6	Clean water and sanitation																						
7	Affordable and clean energy																						
8	Decent work and Economic growth																						
9	Industry, innovation and infrastructure																						
10	Reduced inequalities																						
11	Sustainable cities and communities																						

¹ Small: within the school; Medium: with companies; Big: with the local community/municipality

	12	Responsible consumption and production
	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
	17	Partnerships for the goals
Learning outcomes		
Activities (detailed description in phases: preparation, implementation, follow up)	PREPARATION <u>Activity 1:</u> Description: <u>Activity 2:</u> Description: ... IMPLEMENTATION <u>Activity 1:</u> Description: <u>Activity 2:</u> Description: ... FOLLOW UP <u>Activity 1:</u> Description: <u>Activity 2:</u> Description: ...	
Materials/Equipment needed		
<i>Timetable</i>		
Concrete outputs		

4. OTHER INFORMATION

Monitoring process	
Evaluation process	
Notes/Links	

SMALL ASSIGNMENTS

1. GENERAL INFORMATION

Title of the Assignment	Board game to bridge generations 
Short description	The aim of this project is to foster intergenerational dialogue on sustainable development goals (SDGs) by addressing the different perspectives of various generations. To achieve this, it is crucial to understand that different generations have their own unique perspectives regarding everyday life. Through engaging activities and discussions, the project seeks to promote understanding, dialogue, collaboration and collective actions to achieve SDGs. Under the guidance of their teachers, learners will create a "board game" to reach this goal.
Size of the assignment	☒ Small ☐ Medium ☐ Big
Start date and time	
End date and time	
Overall duration	Hours: 20 hours
Place	☒ Classroom/Lab ☒ School ☒ Company ☒ Outside The activity will start in class and then can be extended to other working environments.

2. STAKEHOLDERS INVOLVED

Number of teachers involved	Min 1
Subjects involved	
Number of students involved	Flexible
Mode of organization	☐ Individual ☒ Small group ☒ Class-wide ☐ School-wide
Qualification/profession and EQF	All Qualification / EQF level 3 and 4
Competences required, if any	Collaboration

(soft/hard/key competences)	Critical thinking Constructive dialogue Creativity
Other stakeholders involved	☐ Company ☐ Association/NGO ☒ Municipality ☐ Others:

3. CONTENTS

SDGs covered	<table border="1"> <tr><td>1</td><td>No poverty</td></tr> <tr><td>X</td><td>Zero hunger</td></tr> <tr><td>X</td><td>Good health and well-being</td></tr> <tr><td>X</td><td>Quality education</td></tr> <tr><td>X</td><td>Gender equality</td></tr> <tr><td>6</td><td>Clean water and sanitation</td></tr> <tr><td>7</td><td>Affordable and clean energy</td></tr> <tr><td>X</td><td>Decent work and Economic growth</td></tr> <tr><td>9</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>X</td><td>Reduced inequalities</td></tr> <tr><td>11</td><td>Sustainable cities and communities</td></tr> <tr><td>X</td><td>Responsible consumption and production</td></tr> <tr><td>X</td><td>Climate action</td></tr> <tr><td>14</td><td>Life below water</td></tr> <tr><td>15</td><td>Life on land</td></tr> <tr><td>X</td><td>Peace, justice and strong institution</td></tr> <tr><td>17</td><td>Partnerships for the goals</td></tr> </table>	1	No poverty	X	Zero hunger	X	Good health and well-being	X	Quality education	X	Gender equality	6	Clean water and sanitation	7	Affordable and clean energy	X	Decent work and Economic growth	9	Industry, innovation and infrastructure	X	Reduced inequalities	11	Sustainable cities and communities	X	Responsible consumption and production	X	Climate action	14	Life below water	15	Life on land	X	Peace, justice and strong institution	17	Partnerships for the goals
1	No poverty																																		
X	Zero hunger																																		
X	Good health and well-being																																		
X	Quality education																																		
X	Gender equality																																		
6	Clean water and sanitation																																		
7	Affordable and clean energy																																		
X	Decent work and Economic growth																																		
9	Industry, innovation and infrastructure																																		
X	Reduced inequalities																																		
11	Sustainable cities and communities																																		
X	Responsible consumption and production																																		
X	Climate action																																		
14	Life below water																																		
15	Life on land																																		
X	Peace, justice and strong institution																																		
17	Partnerships for the goals																																		
Learning outcomes	➤ understand the notion of intergenerational dialogue and its significance in the context of sustainable development goals; ➤ apply understanding of intergenerational perspectives to assess societal issues such as sustainability, gender equality, etc.; ➤ examine diverse generational viewpoints on key issues regarding sustainability; ➤ identify shared perspectives and areas of differing outlooks among different generations regarding sustainability.																																		
Activities (detailed description in phases: preparation, implementation, follow up)	PREPARATION <u>Activity 1:</u> First warm up exercise Students will be introduced to the concept of intergenerational dialogue and its relevance to SDGs, particularly focusing on matters such as sustainability and gender equality. Through guided discussions and activities, students will reflect on the different perspectives of various generations regarding these issues. For example, the activity can start by using some TikTok /																																		

YouTube videos showing how different generations react to different situations

<https://www.youtube.com/shorts/rXMFHx0xtM4>

<https://www.youtube.com/shorts/G8Hh6XZRLEM>

OR "generation hand gestures challenge"

- <https://www.youtube.com/shorts/B-6jtTvvWw>

You can also introduce the topic reflecting on historical elements of difference:

- phone booth VS mobile phone
- food (sushi was not there for older generations)

It's crucial for the class to understand that their approach isn't necessarily the only one.

Activity 2: Second warm up exercise

Other kind of exercise could be

- discussion about eating habits (traditional VS "modern" food)
- social expectations (parenthood, number of children, women at work, etc)

Activity 3: Homework

Ask the students to go home and collect ideas from their parents/grandparents/neighbours... about objects/events/themes that are important for their generation. This will serve the group as a starting point and brainstorming for further discussion and activity development.

IMPLEMENTATION

Activity 1: Providing examples

The teachers can show the following samples to students

(https://www.canva.com/design/DAGFX4dJaRU/kNMxoA5QkcO3WCsQ7bHB8Q/view?utm_content=DAGFX4dJaRU&utm_campaign=designshare&utm_medium=link&utm_source=editor) and students can start by trying the

sample game out in class. The game will have different categories:

- **trivial game** (questions about things known by different generations)
 - ex. card with a phone booth, which asks "what is this used for?"
a) change your clothes **b)** call someone **c)** enter the underworld
- **challenges**

	○ ex. provides a bag filled with different trash materials and each team has to differentiate it correctly, as quickly as possible ● debates ○ ex. starting from a leading question, students should discuss if social media and mobile can improve the quality of education; it can be organised as in a debate, giving a determined time and decreeing a winner (most convincing group) <u>Game Development:</u> Students will collaborate to create a game that highlights the differences in generational perspectives on sustainability, gender equality, food etc. They have to think and come up with questions, etc. Suggested tools: https://www.canva.com/ https://genial.ly/it/ <u>Community Engagement:</u> The game created by the students will be played with members of the community, including individuals from different age groups. FOLLOW UP <u>Activity 1: Reflection</u> Following the game session, participants will engage in reflective discussions to share insights gained and perspectives challenged. Students will reconvene in class to reflect on the outcomes of the community engagement activities and debate. Through guided discussions, students will analyse the insights gained, identify common ground and brainstorm potential actions for advancing sustainable development and bridging generational divides.
Materials/Equipment needed	PAPER VERSION: Paper, glue, scissors, markers... and/or DIGITAL VERSION: computers, Canva account, Genially account (or similar digital tools)...
<i>Timetable</i>	
Concrete outputs	Board game cards

4. OTHER INFORMATION

Monitoring process	The teacher will be present during the whole process, in order to guide students and monitor their work.
Evaluation process	Satisfaction questionnaire for students to take.
Notes/Links	

1. GENERAL INFORMATION

Title of the Assignment	(Contest) meat-free or vegan meal
Short description	The students make their own delicious meat-free or vegan sandwich/meal. Every week the canteen sells a different one.
Size of the assignment	☒ Small ☐ Medium ☐ Big
Start date and time	
End date and time	
Overall duration	Days: 8 weeks Hours: 1-2 hours for explaining and developing
Place	☒ Classroom/Lab ☒ School ☐ Company ☐ Outside Depending on facilities at school (kitchen needed)

2. STAKEHOLDERS INVOLVED

Number of teachers involved	1 for coordinating between students and kitchen
Subjects involved	
Number of students involved	6 – 30 (in pairs or small groups)
Mode of organization	☐ Individual ☒ Small group ☒ Class-wide ☒ School-wide
Qualification/profession and EQF	None or cooking/nutrition knowledge skills can be in favour
Competences required, if any (soft/hard/key competences)	
Other stakeholders involved	☐ Company ☐ Association/NGO ☐ Municipality ☐ Others: Canteen/kitchen colleagues

3. CONTENTS

SDGs covered	<table> <tr><td>1</td><td>No poverty</td></tr> <tr><td>☒</td><td>Zero hunger</td></tr> <tr><td>☒</td><td>Good health and well-being</td></tr> <tr><td>4</td><td>Quality education</td></tr> <tr><td>5</td><td>Gender equality</td></tr> <tr><td>6</td><td>Clean water and sanitation</td></tr> <tr><td>7</td><td>Affordable and clean energy</td></tr> <tr><td>8</td><td>Decent work and Economic growth</td></tr> <tr><td>9</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>10</td><td>Reduced inequalities</td></tr> <tr><td>11</td><td>Sustainable cities and communities</td></tr> <tr><td>☒</td><td>Responsible consumption and production</td></tr> <tr><td>☒</td><td>Climate action</td></tr> <tr><td>14</td><td>Life below water</td></tr> <tr><td>15</td><td>Life on land</td></tr> <tr><td>16</td><td>Peace, justice and strong institution</td></tr> <tr><td>17</td><td>Partnerships for the goals</td></tr> </table>	1	No poverty	☒	Zero hunger	☒	Good health and well-being	4	Quality education	5	Gender equality	6	Clean water and sanitation	7	Affordable and clean energy	8	Decent work and Economic growth	9	Industry, innovation and infrastructure	10	Reduced inequalities	11	Sustainable cities and communities	☒	Responsible consumption and production	☒	Climate action	14	Life below water	15	Life on land	16	Peace, justice and strong institution	17	Partnerships for the goals
1	No poverty																																		
☒	Zero hunger																																		
☒	Good health and well-being																																		
4	Quality education																																		
5	Gender equality																																		
6	Clean water and sanitation																																		
7	Affordable and clean energy																																		
8	Decent work and Economic growth																																		
9	Industry, innovation and infrastructure																																		
10	Reduced inequalities																																		
11	Sustainable cities and communities																																		
☒	Responsible consumption and production																																		
☒	Climate action																																		
14	Life below water																																		
15	Life on land																																		
16	Peace, justice and strong institution																																		
17	Partnerships for the goals																																		

Learning outcomes	Food waste awareness meat-free health improvement knowledge of healthy food
Activities (detailed description in phases: preparation, implementation, follow up)	PREPARATION <u>Activity 1:</u> Give short information about vega(n) and impact of eating meat for environment. What do they know? <u>Activity 2:</u> Showing recipes of healthy delicious sandwiches. IMPLEMENTATION <u>Activity 1:</u> The students design in pairs their own healthy vega(n) sandwiches. Recipes can be saved online. <u>Activity 2:</u> The students work together with the kitchen staff. The canteen or the students make the sandwich and in case it is possible sell it. FOLLOW UP <u>Activity 1:</u> All the recipes will be combined in a recipebook (digital). <u>Activity 2:</u> If possible, at the end of the period students and teachers can vote the best sandwich.
Materials/Equipment needed	Kitchen equipment to make the sandwiches
Timetable	
Concrete outputs	Vega(n) sandwiches

4. OTHER INFORMATION

Monitoring process	
Evaluation process	
Notes/Links	

1. GENERAL INFORMATION

Title of the Assignment	CV of a garment
Short description	Students create a CV for a clothing garment to learn about textile fibres and materials, as well as raise their awareness of the impact of textile industry on the environment.
Size of the assignment	X Small ☐ Medium ☐ Big
Start date and time	
End date and time	
Overall duration	Days: Hours: 16 study hours
Place	X Classroom/Lab ☐ School ☐ Company ☐ Outside

2. STAKEHOLDERS INVOLVED

Number of teachers involved	1-2
Subjects involved	
Number of students involved	10-20
Mode of organization	☐ Individual ☐ Small group X Class-wide ☐ School-wide
Qualification/profession and EQF	Fashion stylist, tailor, textile works specialist /EQF 3-5
Competences required, if any (soft/hard/key competences)	Observation skills, analytical skills, communication (written and oral), digital skills.
Other stakeholders involved	X Company ☐ Association/NGO ☐ Municipality ☐ Others:

3. CONTENTS

SDGs covered	<table> <tr><td>1</td><td>No poverty</td></tr> <tr><td>2</td><td>Zero hunger</td></tr> <tr><td>3</td><td>Good health and well-being</td></tr> <tr><td>4</td><td>Quality education</td></tr> <tr><td>5</td><td>Gender equality</td></tr> <tr><td>6</td><td>Clean water and sanitation</td></tr> <tr><td>7</td><td>Affordable and clean energy</td></tr> <tr><td>8</td><td>Decent work and Economic growth</td></tr> <tr><td>9</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>10</td><td>Reduced inequalities</td></tr> <tr><td>11</td><td>Sustainable cities and communities</td></tr> <tr><td>12</td><td>Responsible consumption and production</td></tr> <tr><td>X</td><td>Climate action</td></tr> <tr><td>X</td><td>Life below water</td></tr> <tr><td>X</td><td>Life on land</td></tr> <tr><td>16</td><td>Peace, justice and strong institution</td></tr> <tr><td>17</td><td>Partnerships for the goals</td></tr> </table>	1	No poverty	2	Zero hunger	3	Good health and well-being	4	Quality education	5	Gender equality	6	Clean water and sanitation	7	Affordable and clean energy	8	Decent work and Economic growth	9	Industry, innovation and infrastructure	10	Reduced inequalities	11	Sustainable cities and communities	12	Responsible consumption and production	X	Climate action	X	Life below water	X	Life on land	16	Peace, justice and strong institution	17	Partnerships for the goals
1	No poverty																																		
2	Zero hunger																																		
3	Good health and well-being																																		
4	Quality education																																		
5	Gender equality																																		
6	Clean water and sanitation																																		
7	Affordable and clean energy																																		
8	Decent work and Economic growth																																		
9	Industry, innovation and infrastructure																																		
10	Reduced inequalities																																		
11	Sustainable cities and communities																																		
12	Responsible consumption and production																																		
X	Climate action																																		
X	Life below water																																		
X	Life on land																																		
16	Peace, justice and strong institution																																		
17	Partnerships for the goals																																		
Learning outcomes	Students will be able to: Identify different textile fibres and their properties																																		

	• Understand the production process of a garment • Analyse the environmental impact of textile production and consumption in relation to SDGs • Propose solutions for more sustainable clothing choices • Communicate their findings effectively in a creative format • Take care of their garments in a proper and environmentally sustainable way (e.g. using less water and detergent).
Activities (detailed description in phases: preparation, implementation, follow up)	PREPARATION <u>Activity 1:</u> CV template creation. Teacher prepares template for CV (example attached). IMPLEMENTATION <u>Activity 1:</u> Introduction to the activity with students. <i>2 study hours</i> Brainstorm: Teacher introduces the concept of a garment's "life cycle" – from raw material to disposal. Class discussion on the environmental and social impacts of each stage. Brainstorm different textile fibres and their properties (natural, synthetic, blended). Discuss the meaning of "responsible consumption." If students are not familiar to SDGs, extra activity must be conducted: Teacher provides short overview of what they are. SDGs from 1 to 17 are assigned to the students. Each student prepares a 1-minute presentation on how this SDG is related to their curricula with the help of AI. All students present their findings to the group. Teacher distributes the garment CV template (provided above). Teacher discusses each section and its purpose with the students. Teacher emphasizes that the CV format is designed to guide their research and help them analyse their chosen garment's lifecycle. <u>Activity 2:</u> Home assignment for students: choosing garment <i>1 study hour</i> Students select one garment from their own wardrobe. Teacher encourages them to choose something with an interesting story. For first year students the garment could be simpler, less different materials/fibres and for older students more complex. Students begin preliminary research on their chosen garment (fibre content, brand, country of origin). <u>Activity 3:</u> Study visit to dry cleaning (optional) <i>2 study hours</i> Group visits local dry-cleaning company to get more knowledge on how the dry-cleaning process is done and what chemicals are used. Witnessing the dry-cleaning process firsthand helps students understand the types of chemicals used and their potential environmental impact. This will help students to fill the sections of CV during the next steps. Long-term aim is that students make environmentally-friendly decisions related to the maintenance of

their wardrobe.

During the study visit students are encouraged to take notes, photos (with permission), and ask questions and connect what they see and learn back to their chosen garment and the CV sections.

Activity 4: Filling the CV

5 study hours

Students will use the CV template as a research tool. Questions posed within each section will lead them to deeper investigation. The teacher circulates in the class, providing support and guidance with research strategies. Teacher encourages students to use a variety of sources (online databases, brand websites, sustainable fashion resources) and help them evaluate the credibility of information.

Students take notes as they conduct research, directly within the relevant sections of their CV or in a separate research document. This will help them organize their findings and prepare for the presentation phase.

Activity 5: Preparing for presentation

2 study hours

Students create proofed CV that they will be able to send to possible "employers".

FOLLOW UP

Activity 1: Evaluation of CVs by peers

2 study hours

Teacher explains the concept of the "garment job interview." Each garment is seeking "employment" in a new wardrobe (belonging to another student).

Students shuffle and redistribute the completed CVs so that each student receives a CV for a garment that is not their own. Students now act as "human resources representatives," reviewing the CVs and evaluating the garments based on their sustainability credentials.

There is a worksheet attached for students.

Activity 2: Presentations, reflection and feedback

2 study hours

Each student decides whether they would "*hire*" (accept into their wardrobe) the garment based on its CV. They should briefly explain their decision, considering the garment's sustainability performance and its alignment with their own values.

Students then return the CVs to their original owners, providing constructive feedback and suggestions for improvement (e.g., "I would consider hiring this garment if the brand implemented more sustainable sourcing practices," or "This garment is very sustainable due to its recycled materials and local production").

Through this activity students learn presentation skills and conducting peer review in a constructive way.

Group photo with students and their garments is done to celebrate

	the end of a successful learning experience.
Materials/Equipment needed	A4 paper for CV template Computers to prepare CVs and "job interviews"
<i>Timetable</i>	
Concrete outputs	CVs of garments that students could add to their portfolios.

4. OTHER INFORMATION

Monitoring process	Teacher monitors the learning process throughout the activities: observing students' garment choices and providing guidance to ensure diversity of materials and brands. Teacher should point out particularly interesting or challenging garments that might require extra research support. During research phase teacher aids with research strategies, source evaluation, and connecting research findings to the CV template. Teacher reviews draft CVs, providing feedback on content, organization, clarity and the integration of research findings. During "job interview" activity teacher monitors students' ability to evaluate garment sustainability based on the CVs and their understanding of relevant SDGs.
Evaluation process	Teacher provides informal feedback throughout the process to the students. Teacher evaluates: • content accuracy • depth of research • critical thinking • presentation Active participation, critical thinking and creativity are also evaluated and both positive aspects and development needs are mentioned.
Notes/Links	Attachments: 1. Garment CV template 2. Garment job interview worksheet

Assignment: CV of a garment_Annex 1

CV

Garment name: [Give it a personality! E.g., my favourite T-shirt, the denim jacket, the little black dress]

Garment photo: [Insert a picture of the garment]

Personal information

- **Garment type:** [e.g., t-shirt, jeans, dress, sweater]
- **Brand:** [e.g., H&M, Levi's, Zara, local designer]
- **Country of origin:** [e.g., Bangladesh, China, Italy]
- **Estimated age:** [e.g., 2 years, 10 years, brand new]
- **Purchase location:** [e.g., local store, online retailer, second-hand shop]
- **Purchase price:** [e.g., €20, thrifted]

Work experience

- **Raw material:** [describe the origin of the fibers – e.g., cotton, recycled polyester from plastic bottles, organic wool]. Mention any known social or environmental impacts of this stage (e.g., pesticide use, water consumption, land degradation).
- **Manufacturing:** [describe the processes involved – e.g., spinning, weaving/knitting, dyeing, finishing]. Mention the likely location(s) of manufacturing and potential environmental or social concerns (e.g., water pollution from dyeing, energy consumption, working conditions).
- **Transportation:** [describe how the garment traveled from the factory to the store – e.g., ship, plane, truck]. Note the distance traveled and the associated carbon emissions.
- **Retail:** [describe where the garment was purchased – e.g., department store, online marketplace, second-hand shop]. comment on the retail practices of the seller (e.g., fast fashion vs. slow fashion, ethical certifications).
- **Care & use:** [describe how you care for the garment – e.g., machine wash cold, hand wash, dry clean]. Note the energy and water usage associated with cleaning.

Skills

- **Fiber properties:** [list the properties of the fibers used – e.g., breathable, durable, absorbent, wrinkle-resistant, stretchy, soft].
- **Garment functionality:** [describe the purpose and function of the garment – e.g., everyday wear, formal occasion, sportswear, protection from the elements].

Education

- **Fiber origin & production:** [provide further details on how the fibers are produced – e.g., cotton farming practices, polyester manufacturing from petroleum, wool processing]. highlight the environmental footprint of each fiber type.

References

- **Links:** [include links to websites, articles, or reports supporting your research – e.g., brand website, sustainable fashion organizations, articles on textile production].

Future aspirations

- **End-of-life plan:** [describe what you plan to do with the garment when you no longer wear it – e.g., donate, repurpose, recycle, compost].
- **Lessons learned:** [reflect on what you have learned about this garment's lifecycle and how it influences your future clothing choices]. What steps can you take to be a more responsible consumer?

This template provides a framework. Be creative and personalize your garment's CV. Use different CV design, add visuals, illustrations, or other creative elements to make it engaging. You can also adapt the sections to better suit your chosen garment.

Garment job interview worksheet

Your role: Human resources representative / hiring agent – you are seeking sustainable garments to add to your wardrobe.

- Evaluate the garment's CV based on the following criteria.
- You do not have to use additional materials besides CV to evaluate the garment.
- If something is not mentioned, say so.

Garment applicant Write the name given to the garment on the CV	
SDG 1: no poverty Does making this garment mean less land or resources are available for growing food?	
SDG 2: zero hunger Could anything about this garment be harmful to people's health, like chemicals used in making or dyeing it?	
SDG 3: good health and well-being Could the production or use of the garment pose any health risks (e.g., exposure to harmful chemicals)?	
SDG 4: quality education Does the brand help support education in the places where it makes its clothes, or does it prevent workers from going to school?	
SDG 5: gender equality Does the brand treat men and women equally in its factories and offices?	
SDG 6: clean water and sanitation Does making and washing this garment waste a lot of water or pollute rivers and oceans?	
SDG 7: affordable and clean energy Does the brand use renewable energy like solar or wind power? Was the garment shipped by plane (which uses a lot of fuel) or by ship (which uses less)? Does washing and drying this garment use a lot of energy (frequent	

washing, high-temperature drying, ironing)? Does the brand have any targets for reducing its carbon footprint or improving energy efficiency?	
SDG 8: decent work and economic growth Do the people making this garment have good working conditions and get paid fairly? Does the brand help the local economy where the garment is made?	
SDG 9: industry, innovation, and infrastructure Does the brand try to use new, eco-friendly materials and technologies? (e.g., recycled fibres, closed-loop dyeing systems)?	
SDG 10: reduced inequalities Does the brand ensure everyone in its supply chain is treated fairly and paid equally, no matter their background?	
SDG 11: sustainable cities and communities Does the brand help the communities where it makes its clothes by supporting local projects or protecting the environment? Does the production process minimize its impact on local resources and infrastructure?	
SDG 12: responsible consumption and production Was this garment made and sold in a way that's good for the environment? Is it made to last a long time? Can it be recycled or upcycled when you're done with it?	
SDG 13: climate action Can it be worn in different types of weather, so you don't need to buy lots of other clothes? Does the brand talk about how it's trying to reduce its impact on climate change? Is this kind of talk trustworthy?	
SDG 14: life below water Does	

making or washing this garment pollute the ocean? Does the brand have initiatives to minimize its impact on marine ecosystems?	
SDG 15: life on land Does making this garment hurt forests or animal habitats? Are sustainable farming or forestry practices employed?	
SDG 16: peace, justice, and strong institutions Is the brand honest and fair? Do they treat their workers with respect and follow the rules?	
SDG 17: partnerships for the goals Does the brand work with others to make fashion more sustainable?	
Overall assessment Would you hire/no hire/maybe this garment? Provide justification and feedback	

1. GENERAL INFORMATION

Title of the Assignment	EcoDrive: Shifting Gears for a Greener Future
Short description	 The goal of this gamified activity is to raise awareness among automotive vocational students about SDG 13 (Climate Action), SDG 14 (Life Below Water), and SDG 15 (Life on Land) while they learn to properly manage hazardous waste generated by combustion, hybrid, and electric vehicles in repair processes. Students will work in teams, completing missions focused on sustainability and waste management in automotive workshops, earning points, and unlocking achievements on their way to a greener future. This activity will be carried out through a gamification approach.
Size of the assignment	☒ Small ☐ Medium ☐ Big
Start date and time	
End date and time	
Overall duration	Days: 5 Hours: 8h
Place	☒ Classroom/Lab ☒ School ☐ Company ☐ Outside This gamified activity can be done from a computer or from a smartphone.

2. STAKEHOLDERS INVOLVED

Number of teachers involved	Min 1 teacher (the teacher of the group in which the activity is carried out)
Subjects involved	
Number of students involved	Min 1 – max 25 (or maximum number of students in a classroom)
Mode of organization	☐ Individual ☐ Small group ☒ Class-wide ☐ School-wide
Qualification/profession and EQF	Car repair technician (Level 2, Level 3 and Level 4) Car body repair Technician (Level 3)
Competences required, if any (soft/hard/key competences)	Sensible about sustainability be familiar with the use of computers or smartphones
Other stakeholders involved	☐ Company ☒ Association/NGO ☐ Municipality ☐ Others: If we manage to involve an association that works on the SDGs.

3. CONTENTS

SDGs covered	<table border="1"> <tr><td>1</td><td>No poverty</td></tr> <tr><td>2</td><td>Zero hunger</td></tr> <tr><td>3</td><td>Good health and well-being</td></tr> <tr><td>X</td><td>Quality education</td></tr> <tr><td>5</td><td>Gender equality</td></tr> <tr><td>X</td><td>Clean water and sanitation</td></tr> <tr><td>7</td><td>Affordable and clean energy</td></tr> <tr><td>8</td><td>Decent work and Economic growth</td></tr> <tr><td>9</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>10</td><td>Reduced inequalities</td></tr> <tr><td>11</td><td>Sustainable cities and communities</td></tr> <tr><td>12</td><td>Responsible consumption and production</td></tr> <tr><td>X</td><td>Climate action</td></tr> <tr><td>X</td><td>Life below water</td></tr> <tr><td>X</td><td>Life on land</td></tr> <tr><td>16</td><td>Peace, justice and strong institution</td></tr> <tr><td>17</td><td>Partnerships for the goals</td></tr> </table>	1	No poverty	2	Zero hunger	3	Good health and well-being	X	Quality education	5	Gender equality	X	Clean water and sanitation	7	Affordable and clean energy	8	Decent work and Economic growth	9	Industry, innovation and infrastructure	10	Reduced inequalities	11	Sustainable cities and communities	12	Responsible consumption and production	X	Climate action	X	Life below water	X	Life on land	16	Peace, justice and strong institution	17	Partnerships for the goals
1	No poverty																																		
2	Zero hunger																																		
3	Good health and well-being																																		
X	Quality education																																		
5	Gender equality																																		
X	Clean water and sanitation																																		
7	Affordable and clean energy																																		
8	Decent work and Economic growth																																		
9	Industry, innovation and infrastructure																																		
10	Reduced inequalities																																		
11	Sustainable cities and communities																																		
12	Responsible consumption and production																																		
X	Climate action																																		
X	Life below water																																		
X	Life on land																																		
16	Peace, justice and strong institution																																		
17	Partnerships for the goals																																		
Learning outcomes	Technical skills: • Management of hazardous automotive waste • Knowledge of environmental regulations Soft skills: • Environmental awareness and social responsibility • Problem-solving • Teamwork and collaboration Digital Skills: • Competence in gamified simulations Skills Related to the SDGs: • Understanding of the SDGs																																		
Activities (detailed description in phases: preparation, implementation, follow up)	PREPARATION <u>Activity 1:</u> Introduction and Context An explanation of SDG 13, 14, and 15 and how they relate to the automotive industry and hazardous waste management. Students are divided into teams of 4-5 people. The game narrative is presented: "The auto workshops of the future must find sustainable solutions to reduce their environmental impact. As responsible mechanics, your mission is to shape the future by properly managing the waste generated from the repair of combustion, hybrid, and electric vehicles." <u>Activity 2:</u> Team Creation and Character Presentation Each team adopts a role within the workshop with a character possessing key skills:																																		

- **EcoLeader:** Responsible for strategic planning to reduce waste.
- **Green Technologist:** Specialist in new technologies and recycling of electric and electronic components.
- **Waste Manager:** Expert in identifying, classifying, and properly disposing of hazardous waste.
- **Sustainability Ambassador:** In charge of communicating and promoting eco-friendly actions inside and outside the workshop.

Roles remain constant throughout the game, but players can collaborate to solve challenges.

Activity 3: General Game Mechanics

Duration: 4 missions that must be completed in sequence.

Points: Points are awarded based on correct decision-making and the sustainability of actions taken in each mission. Points are divided into 3 categories (maximum 100 points per mission):

Sustainability (50 points): Extent to which decisions minimize environmental impact.

Innovation (25 points): Use of new technologies or creative solutions for waste management.

Collaboration (25 points): Level of teamwork and effective role assignment.

Achievements: After completing each mission, teams can unlock achievements based on their performance.

Achievements include:

- **EcoWorkshop:** For achieving over 80% of points in sustainability.
- **Green Technology:** For implementing innovative recycling or reuse solutions.
- **Exemplary Collaboration:** For excelling in teamwork and role distribution.
- **SDG Champion:** For outstanding performance in fulfilling the objectives related to one of the SDGs (13, 14, or 15).

IMPLEMENTATION

The report should include an analysis of how these learnings can be applied in their future automotive careers.

Missions

Mission 1: "Controlled Combustion" (SDG 13 - Climate Action)

Context: Combustion vehicles generate waste such as used oils, filters, and lead-acid batteries. Proper disposal of these materials is essential to minimize emissions and pollution.

Objective: Design a waste management plan to reduce CO₂ emissions in the workshop. Correctly classify waste, identify recyclable materials, and propose ways to optimize energy use in the workshop.

Key Challenge: Choose between three recycling providers with different levels of sustainability and cost. Teams must decide how to manage the budget without sacrificing environmental

impact.

Key Points to Evaluate:

- Correct waste classification.
- Decisions optimizing energy efficiency.
- Selection of sustainable providers.

Mission 2: "Sustainable Electrification" (SDG 14 - Life Below Water)

Context: Electric vehicles and their lithium batteries pose risks to marine ecosystems due to lithium mining and improper battery disposal at the end of their life.

Objective: Propose a recycling plan for lithium batteries and electronic components to prevent waste from reaching the oceans.

Key Challenge: Choose the best disposal option for batteries: recycling locally, exporting to countries with advanced facilities, or reusing them in energy storage projects.

Surprise Event (Optional): A spill of hazardous liquids threatens to reach a nearby water source. Teams must resolve the situation and minimize environmental damage.

Key Points to Evaluate:

- Correct choice in the disposal of electronic waste.
- Quick and effective response to the spill.
- Proposals to minimize the impact of waste on water resources.

Mission 3: "The Hybrid at a Crossroad" (SDG 15 - Life on Land)

Context: Hybrid vehicles combine the worst of both worlds in terms of waste (fossil fuels and batteries). These wastes can affect land ecosystems if not properly managed.

Objective: Develop a management plan for mixed waste (fuel and electric) from hybrid vehicles, minimizing their impact on local ecosystems.

Key Challenge: Decide between three methods of disposing of hazardous waste and their long-term implications for land ecosystems.

Surprise Event (Optional): A fire in a mixed-waste storage facility requires teams to implement an emergency protocol to prevent soil contamination.

Key Points to Evaluate:

- Plans that minimize negative impacts on land ecosystems.
- Efficiency and speed in response to the emergency.
- Proposed solutions for hazardous waste disposal.

Mission 4: "The Workshop of the Future"

Context: Teams must consolidate everything learned and design a fully sustainable future workshop, from hazardous waste management to energy efficiency.

Objective: Create a virtual automotive workshop where hazardous waste is managed, renewable energy is used, and efficiency is maximized without losing productivity.

Key Challenge: Optimize workshop operations by balancing environmental impact, operational costs, and customer satisfaction.

Surprise Event (Optional): An unexpected environmental inspection forces teams to demonstrate the sustainability of their practices.

Key Points to Evaluate:

- Design of the most sustainable workshop.
- Balance between sustainability and operational efficiency.
- Proposal of innovations to further reduce hazardous waste.

FOLLOW UP

Activity 1: Conclusion and Evaluation

- Each team presents their achievements and how they implemented the SDGs in their decisions.
- Total points are calculated, and the winning teams are announced based on the achievements earned.
- Final discussion on how the automotive industry can adapt to global environmental challenges.

Prizes: Symbolic certificates for "EcoSustainable Workshop" and "Guardians of the Future" for the top-performing teams.

Expected outcomes:

- Students will have developed technical and sustainable management skills.
- Increased awareness of the SDGs and how to integrate them into the automotive industry.

Activity 2: Consolidation and Extension

The objective is to integrate the project continuously into the automotive programme curriculum and evaluate its long-term impact.

1. Incorporation of the Project into the Curriculum:

- Evaluate the results of the pilot project and propose its inclusion in the automotive vocational training curriculum.
- Adapt the activities for future student groups.

	2. Long-Term Impact Evaluation: - Track students one year after the activity to measure the impact on their work practices and environmental awareness. - Develop an impact report that includes qualitative and quantitative data on how the project helped improve sustainability in their professional practice. Expected outcomes: - Continuity and sustainability of the project as an integral part of the educational curriculum. - Measurable impact on environmental awareness and the application of sustainable practices in the automotive sector.
Materials/Equipment needed	Gamification platforms: Genially, Moodle, or any other platform that allows simulation and the creation of interactive environments. Educational material: Guides on proper automotive waste management, content on the SDGs. Assessments and rubrics: To measure students' technical performance and sustainable decision-making.
<i>Timetable</i>	
Concrete outputs	

4. OTHER INFORMATION

Monitoring process	Student satisfaction survey, degree of achievement of activities
Evaluation process	Technical and transversal evaluation rubric of the project
Notes/Links	Gamification activity in Spanish: https://view.genially.com/67114aca94a2cf0433f80eee/interactive-content-eco-drive-spanish

1. GENERAL INFORMATION

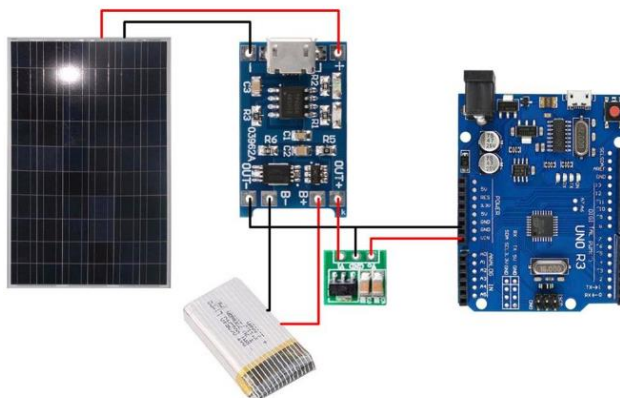
Title of the Assignment	Green Guard Inside
Short description	We are going to place a small garden inside the school. This system will be enlightened by LEDs using partly solar energy. A set of sensors obtains measurements of the soil, water and air to draw conclusions about the environmental quality. We will see the measurements in an LCD connected to our system.
Size of the assignment	☒ Small ☐ Medium ☐ Big
Start date and time	
End date and time	
Overall duration	1 academic year
Place	☒ Classroom/Lab ☒ School ☐ Company ☐ Outside

2. STAKEHOLDERS INVOLVED

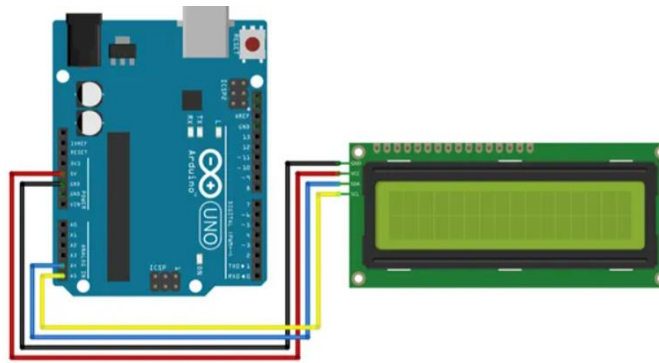
Number of teachers involved	Min 2 (Electronics department and Mechanical department)
Subjects involved	
Number of students involved	8 - 12
Mode of organization	☐ Individual ☐ Small group ☒ Class-wide ☐ School-wide
Qualification/profession and EQF	
Competences required, if any (soft/hard/key competences)	Team work Electronics Arduino (C programming) 3D design Environment
Other stakeholders involved	☒ Company ☐ Association/NGO ☐ Municipality ☐ Others:

3. CONTENTS

SDGs covered	<table border="1"> <tr><td>1</td><td>No poverty</td></tr> <tr><td>2</td><td>Zero hunger</td></tr> <tr><td>3</td><td>Good health and well-being</td></tr> <tr><td>4</td><td>Quality education</td></tr> <tr><td>5</td><td>Gender equality</td></tr> <tr><td>6</td><td>Clean water and sanitation</td></tr> <tr><td>7</td><td>Affordable and clean energy</td></tr> <tr><td>8</td><td>Decent work and Economic growth</td></tr> <tr><td>9</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>10</td><td>Reduced inequalities</td></tr> <tr><td>11</td><td>Sustainable cities and communities</td></tr> <tr><td>12</td><td>Responsible consumption and production</td></tr> <tr><td>X</td><td>Climate action</td></tr> <tr><td>X</td><td>Life below water</td></tr> </table>	1	No poverty	2	Zero hunger	3	Good health and well-being	4	Quality education	5	Gender equality	6	Clean water and sanitation	7	Affordable and clean energy	8	Decent work and Economic growth	9	Industry, innovation and infrastructure	10	Reduced inequalities	11	Sustainable cities and communities	12	Responsible consumption and production	X	Climate action	X	Life below water
1	No poverty																												
2	Zero hunger																												
3	Good health and well-being																												
4	Quality education																												
5	Gender equality																												
6	Clean water and sanitation																												
7	Affordable and clean energy																												
8	Decent work and Economic growth																												
9	Industry, innovation and infrastructure																												
10	Reduced inequalities																												
11	Sustainable cities and communities																												
12	Responsible consumption and production																												
X	Climate action																												
X	Life below water																												

	<table><tr><td>X</td><td>Life on land</td></tr><tr><td>16</td><td>Peace, justice and strong institution</td></tr><tr><td>17</td><td>Partnerships for the goals</td></tr></table>	X	Life on land	16	Peace, justice and strong institution	17	Partnerships for the goals
X	Life on land						
16	Peace, justice and strong institution						
17	Partnerships for the goals						
Learning outcomes	Arduino programming 3D printing. Electronics Design Environmental knowledge						
Activities (detailed description in phases: preparation, implementation, follow up)	PREPARATION <u>Activity 1:</u> Option 1: Get a terrarium to fill with soil and plant some seeds for a mini garden. Option 2: Get a hydroponic garden (maybe 3D-printed) and plant some seeds for a mini garden. <u>Activity 2:</u> Study sensors we need. Study how to convert sunlight into the exact energy we need to store the energy in a battery that powers our circuit. Study what kind of LEDs you need to make the plants grow as well as possible. Study how a microprocessor works in the Arduino environment. IMPLEMENTATION <u>Activity 1:</u> Implement a partly solar powered system. The output voltage of the solar panel will have to be adapted to the needs of the Arduino microprocessor, then we will need a solar panel, a battery charger circuit, a lithium battery and a voltage elevator. On dark season of the year, system will be powered from the grid. Light source of the system is LED lights that will give stable lightning conditions for plants to grow. LEDs are controlled by Arduino as well as irrigation. Plant can be grown using soil or in hydroponic garden.  <u>Activity 2:</u> Learn how to connect a display to our system. Send different						

messages to the display to learn how it works.



Activity 3:

Select the sensors to use and design the connection to the Arduino microprocessor. We have to define which inputs and outputs our sensors will use and learn how they work.



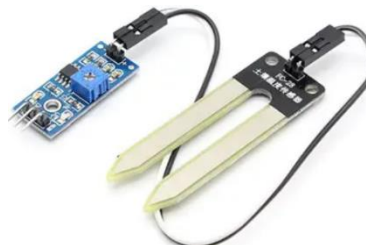
TDS Meter for

Arduino



MQ-135 meter for

Arduino

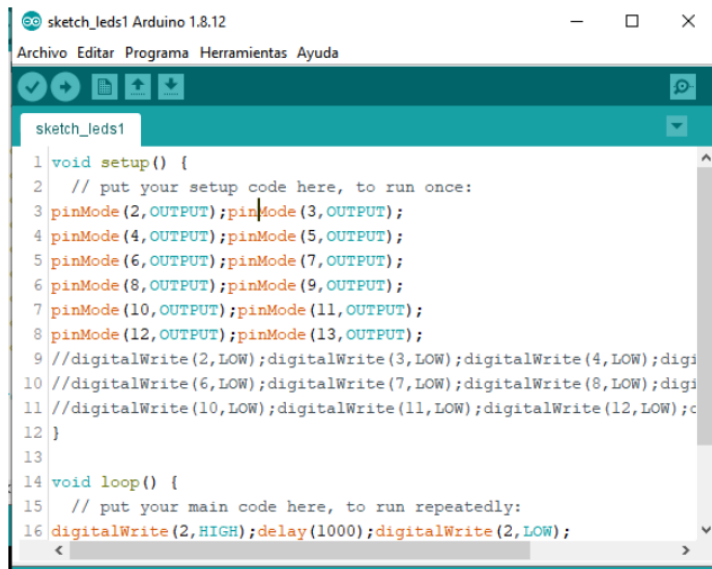


FC-28 ground humidity meter for Arduino

Activity 4:

Create the programming code. We will use C as a programming

language.



```
sketch_leds1 Arduino 1.8.12
Archivo Editar Programa Herramientas Ayuda

sketch_leds1

1 void setup() {
2   // put your setup code here, to run once:
3   pinMode(2,OUTPUT);pinMode(3,OUTPUT);
4   pinMode(4,OUTPUT);pinMode(5,OUTPUT);
5   pinMode(6,OUTPUT);pinMode(7,OUTPUT);
6   pinMode(8,OUTPUT);pinMode(9,OUTPUT);
7   pinMode(10,OUTPUT);pinMode(11,OUTPUT);
8   pinMode(12,OUTPUT);pinMode(13,OUTPUT);
9   //digitalWrite(2,LOW);digitalWrite(3,LOW);digitalWrite(4,LOW);digi
10  //digitalWrite(6,LOW);digitalWrite(7,LOW);digitalWrite(8,LOW);digi
11  //digitalWrite(10,LOW);digitalWrite(11,LOW);digitalWrite(12,LOW);c
12 }
13
14 void loop() {
15   // put your main code here, to run repeatedly:
16   digitalWrite(2,HIGH);delay(1000);digitalWrite(2,LOW);
```

Activity 5:

Create 3D printed housings to assemble the system.



FOLLOW UP

Activity 1:

Calibrate the measurements.

Activity 2:

Ensure the assembly of the system, so that water does not enter, or deteriorate due to being outdoors.

Materials/Equipment needed

Arduino Uno board
MQ-135 air quality sensor
TDS Meter water sensor
DHT11 or FC-28 humidity sensor
LCD 16x2 (display I2C)
Solar Panel.

	Lithium Battery 3,7V Boost converter MT3608 3,7V to 5V Wires Protoboard 3D printing Computer Arduino IDE
<i>Timetable</i>	
Concrete outputs	

4. OTHER INFORMATION

Monitoring process	
Evaluation process	Technical and transversal evaluation rubric of the project
Notes/Links	

1. GENERAL INFORMATION

Title of the Assignment	Introducing 'A sneak preview in the world of sustainability' VET students
Short description	What is sustainability, what do you already know and what do you see of this in your immediate environment? Get acquainted with the SDGs (SDG game!), what impact can you have yourself and what will you try to adapt in your daily life as an 'automatism' in the context of sustainability? We start with looking at the 'future', how do students look at it?
Size of the assignment	☒ Small ☐ Medium ☐ Big
Start date and time	
End date and time	
Overall duration	Days: 1 Hours: 2
Place	☒ Classroom/Lab ☒ School ☐ Company ☐ Outside students home situation

2. STAKEHOLDERS INVOLVED

Number of teachers involved	1
Subjects involved	
Number of students involved	1 class; 27 students (approximately)
Mode of organization	☐ Individual ☒ Small group ☐ Class-wide ☐ School-wide
Qualification/profession and EQF	Welfare, childcare. Students with level 4 (secondary vocational education).
Competences required, if any (soft/hard/key competences)	Listening Open attitude Pro-activeness
Other stakeholders involved	☐ Company ☐ Association/NGO ☐ Municipality ☒ Others: student home situation (research).

3. CONTENTS

SDGs covered	<table border="1"> <tr><td>1</td><td>No poverty</td></tr> <tr><td>2</td><td>Zero hunger</td></tr> <tr><td>3</td><td>Good health and well-being</td></tr> <tr><td>X</td><td>Quality education</td></tr> <tr><td>5</td><td>Gender equality</td></tr> <tr><td>6</td><td>Clean water and sanitation</td></tr> <tr><td>7</td><td>Affordable and clean energy</td></tr> <tr><td>8</td><td>Decent work and Economic growth</td></tr> <tr><td>9</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>10</td><td>Reduced inequalities</td></tr> <tr><td>11</td><td>Sustainable cities and communities</td></tr> <tr><td>X</td><td>Responsible consumption and production</td></tr> </table>	1	No poverty	2	Zero hunger	3	Good health and well-being	X	Quality education	5	Gender equality	6	Clean water and sanitation	7	Affordable and clean energy	8	Decent work and Economic growth	9	Industry, innovation and infrastructure	10	Reduced inequalities	11	Sustainable cities and communities	X	Responsible consumption and production
1	No poverty																								
2	Zero hunger																								
3	Good health and well-being																								
X	Quality education																								
5	Gender equality																								
6	Clean water and sanitation																								
7	Affordable and clean energy																								
8	Decent work and Economic growth																								
9	Industry, innovation and infrastructure																								
10	Reduced inequalities																								
11	Sustainable cities and communities																								
X	Responsible consumption and production																								

	<table border="1"> <tr><td>X</td><td>Climate action</td></tr> <tr><td>14</td><td>Life below water</td></tr> <tr><td>15</td><td>Life on land</td></tr> <tr><td>16</td><td>Peace, justice and strong institution</td></tr> <tr><td>17</td><td>Partnerships for the goals</td></tr> </table>	X	Climate action	14	Life below water	15	Life on land	16	Peace, justice and strong institution	17	Partnerships for the goals
X	Climate action										
14	Life below water										
15	Life on land										
16	Peace, justice and strong institution										
17	Partnerships for the goals										
Learning outcomes	Aware of own environment, impact (on the future) and lifestyle.										
Activities (detailed description in phases: preparation, implementation, follow up)	PREPARATION <u>Activity 1: Sustainability</u> What is sustainability and what do you think about? Write this on a post-it (small paper). Then circulate around the class. Check what students already know and whether they are working on it? Students give examples. After this, they get to be the trailer of 'A life on our planet' to indicate that something has to be done, that things have to change with the world. Link: https://www.youtube.com/watch?v=64R2MYUt394 <u>Activity 2: Introduction of SDG</u> Then show short videos on explanation of SDG goals. This is followed by a short video on what they themselves can do in contributing to a better world. This is really about a first introduction to the SDG goals, so they are shown both in a video and in pictures frequently. IMPLEMENTATION <u>Activity 1: Working with SDGs</u> SDG-quiz. How is your knowledge of the SDG Goals!? Put the statement next to the correct SDG goal! Several statements can belong to one goal. You may use your mobile phone for this assignment! You do this assignment in threesomes. <u>Activity 2: What could you do differently?</u> Using Padlet write down as many things as possible that you could do differently in the context of sustainability your daily life? (minimum 3)  https://padlet.com/njvanringelenstein/wat-zou-jij-anders-kunnen-doen-nr9pp620af0lzb8j <u>Activity 3: What will you do differently?</u> Task II Create in other threesomes with someone who was not sitting next to you. Share your answers with each other. A. In threesomes, make a top 5 of things you could do differently. B. Then both give one example of something you would actually want to change (and so hopefully do!?). https://padlet.com/njvanringelenstein/wat-ga-jij-anders-doen-										

	xh6ucxp5xcl6b21y  FOLLOW UP <u>Activity 1:</u> Expensive or sustainable? 'Greenwashing' Short episode on the world of greenwashing. Intended to make students realise what is going on in the world and that sustainability can also be abused. What do students think of this? <u>Activity 2:</u> Future thinking - learning from the future How do we look to the future? We use the future every day: -We predict -We make plans -We dream The future is uncertain: embrace this uncertainty-> take ownership of something that is not yet there. Future thinking ultimately yields some mental flexibility (resilience). <u>Activity 3:</u> Future thinking - learning from the future THE essential skill to meet 21st century challenges. Together with students, we talk about the future and how they experience it. <u>Activity 4A:</u> FinFuture thinking - learning from the future part one Closing futures exercise. Close your eyes together. Stand up. How do you think people meet in 2070? Or What does the world look like in 2070 do you think? <u>Activity 4B:</u> FinFuture thinking - learning part two We are still in the year 2070. But we are going to dream now, what do you wish the future will look like? What makes you happy? What would you like, what comes to mind? <u>Activity 5:</u> How will we live in 2050? '2050: A Peek into Our Future Way of Living' https://www.youtube.com/watch?v=pLDzITicPtU Closing clip.
Materials/Equipment needed	Classroom, quiz printed on paper. - https://www.youtube.com/watch?v=64R2MYUt394 - https://padlet.com/njvanringelenstein/wat-ga-jij-anders-doen-xh6ucxp5xcl6b21y - https://www.youtube.com/watch?v=pLDzITicPtU
Timetable	
Concrete outputs	The aim is to introduce students to the SDGs. To learn from each other how they think about sustainability, what they have to do with it, how they are working on it and what they might change. Another aim is to explore how students think about the future. Do they ever think about that themselves in these turbulent times? What if there

	is a water shortage, what if war breaks out? How do students think about the future, what is their perception and how do they deal with it?
--	---

4. OTHER INFORMATION

Monitoring process	During the project, evaluate every week
Evaluation process	
Notes/Links	Teams map where we share our ideas

1. GENERAL INFORMATION

Title of the Assignment	Let's make a difference - Sustainability Challenges in the classroom
Short description	The goal of this project is to engage students in weekly brainstorming sessions focused on sustainable development and empower them to implement actionable ideas in their daily lives. By fostering a culture of collaboration and shared responsibility, students will gain practical experiences in promoting sustainability and contribute to positive environmental and social change. Each week, students will choose a challenge that they can practice in their daily lives or with their families or communities. During the week, they will discuss their progress to update the group, motivate, and provide tips to their classmates. At the end of the week, the teacher will choose a method to reward the group or individuals to promote further efforts (for example, steps walked in a week by the whole group or individuals). Brainstorming sessions could cover every SDG, but actions should focus on one SDG at a time.
Size of the assignment	☒ Small ☐ Medium ☐ Big
<i>Start date and time</i>	
<i>End date and time</i>	
Overall duration	Days: 1-7 Hours: 10 per week
Place	☒ Classroom/Lab ☒ School ☐ Company ☒ Outside Brainstorming sessions have to be done in class, but daily activities are done in everyday life.

2. STAKEHOLDERS INVOLVED

Number of teachers involved	Min 1- max 2
<i>Subjects involved</i>	
Number of students involved	Min 10 - max 15
Mode of organization	☐ Individual ☒ Small group ☒ Class-wide ☐ School-wide
Qualification/profession and EQF	NA
Competences required, if any (soft/hard/key competences)	NA
Other stakeholders involved	☐ Company ☐ Association/NGO ☐ Municipality ☐ Others:

3. CONTENTS

SDGs covered	<table border="1"> <tr><td>X</td><td>No poverty</td></tr> <tr><td>X</td><td>Zero hunger</td></tr> <tr><td>X</td><td>Good health and well-being</td></tr> <tr><td>X</td><td>Quality education</td></tr> <tr><td>X</td><td>Gender equality</td></tr> <tr><td>X</td><td>Clean water and sanitation</td></tr> <tr><td>X</td><td>Affordable and clean energy</td></tr> <tr><td>X</td><td>Decent work and Economic growth</td></tr> <tr><td>X</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>X</td><td>Reduced inequalities</td></tr> <tr><td>X</td><td>Sustainable cities and communities</td></tr> <tr><td>X</td><td>Responsible consumption and production</td></tr> <tr><td>X</td><td>Climate action</td></tr> <tr><td>X</td><td>Life below water</td></tr> <tr><td>X</td><td>Life on land</td></tr> <tr><td>X</td><td>Peace, justice and strong institution</td></tr> <tr><td>X</td><td>Partnerships for the goals</td></tr> </table>	X	No poverty	X	Zero hunger	X	Good health and well-being	X	Quality education	X	Gender equality	X	Clean water and sanitation	X	Affordable and clean energy	X	Decent work and Economic growth	X	Industry, innovation and infrastructure	X	Reduced inequalities	X	Sustainable cities and communities	X	Responsible consumption and production	X	Climate action	X	Life below water	X	Life on land	X	Peace, justice and strong institution	X	Partnerships for the goals
X	No poverty																																		
X	Zero hunger																																		
X	Good health and well-being																																		
X	Quality education																																		
X	Gender equality																																		
X	Clean water and sanitation																																		
X	Affordable and clean energy																																		
X	Decent work and Economic growth																																		
X	Industry, innovation and infrastructure																																		
X	Reduced inequalities																																		
X	Sustainable cities and communities																																		
X	Responsible consumption and production																																		
X	Climate action																																		
X	Life below water																																		
X	Life on land																																		
X	Peace, justice and strong institution																																		
X	Partnerships for the goals																																		
Learning outcomes	Increased awareness of sustainable development issues and practical solutions among students. Development of critical thinking and problem-solving skills as students collaborate to identify and implement sustainability challenges. Enhanced sense of responsibility and empowerment as students take action to promote sustainability in their daily lives. Fostering a supportive classroom environment where students share experiences, learn from each other, and inspire positive change in their communities.																																		
Activities (detailed description in phases: preparation, implementation, follow up)	PREPARATION <u>Activity 1</u> The first activity will be an exercise called "Envisioning a Sustainable Future". It's a future thinking exercise. Guided by the teachers, students will collectively imagine a sustainable world 50 years into the future, where sustainability is integrated into all aspects of life. Each group will develop a comprehensive proposal outlining key changes, innovations and initiatives required to achieve the envisioned sustainable future, considering the role of vocational skills and professions. <u>Presentation of Envisioned Sustainable Futures:</u> - Groups will present their envisioned sustainable future scenarios to classmates and facilitators (they can use visual aids, multimedia presentations or interactive platforms, it will be a teacher decision) - Presentations will highlight the key elements of the																																		

	proposed vision, including innovative solutions, systemic changes etc. <u>Reflection and Learning:</u> Students will engage in a reflective process, individually and collectively, to evaluate the process of envisioning a sustainable future. IMPLEMENTATION <u>Activity 2: Weekly Brainstorming Sessions</u> Each week, students will participate in classroom brainstorming sessions to generate ideas for promoting sustainable development in their lives. Topics may include energy conservation, waste reduction, eco-friendly transportation, sustainable consumption, community engagement, etc <u>Activity 3: Implementation of Sustainability Challenges</u> The selected sustainability challenge will be introduced to the entire class, and students will be encouraged to incorporate it into their daily routines (The first challenge can be given by a teacher and then it's up to the students come up with an idea) Students will document their experiences and reflections throughout the week as they strive to meet the challenge. Teachers may provide guidance and support as needed, facilitating discussions and offering resources to help students overcome barriers and maximize their impact. <u>Activity 4: Sharing Experiences and Reflections</u> During the week, students will discuss their improvements to update the group, motivate, and provide tips to their classmates. At the end of the week, students will reconvene to share their experiences and reflections on the sustainability challenge. Each student will have the opportunity to discuss the actions they took, the challenges they encountered, and the outcomes achieved. At the end of the week, the teacher will give feedback and reflections on what the students did during the week. The teacher will choose a method to reward the group or individuals to promote further efforts (for example, steps walked in a week by the whole group or individuals).
Materials/Equipment needed	Based on the challenge chosen
<i>Timetable</i>	
Concrete outputs	Based on the challenge chosen

4. OTHER INFORMATION

Monitoring process	Discussions and reflections during the week
Evaluation process	Feedback end of the week
Notes/Links	

1. GENERAL INFORMATION

Title of the Assignment	Reduce Digital Footprint
Short description	Regularly reviewing, organizing, and deleting excessive digital files—such as photos, redundant documents, and outdated data from devices, cloud storage, and digital platforms—has become an essential practice. This helps to reduce environmental impact, mitigate data security risks, and enhance device efficiency. On average, individuals accumulate around 60GB of unnecessary digital data per year, including outdated files, duplicate photos, and unneeded app data. Globally, this adds up to billions of gigabytes annually. The energy required to store this excess data in data centers significantly contributes to carbon emissions, with some estimates suggesting that cloud storage and data processing collectively account for 2% of global greenhouse gas emissions—a number comparable to the airline industry. By committing to digital decluttering, individuals not only enhance their devices' performance but also play a part in reducing the carbon footprint of the internet and data infrastructure.
Size of the assignment	☒ Small ☐ Medium ☐ Big
Start date and time	
End date and time	
Overall duration	8 hours up to 4 days
Place	☒ Classroom/Lab ☒ School ☐ Company ☐ Outside

2. STAKEHOLDERS INVOLVED

Number of teachers involved	2
Subjects involved	
Number of students involved	20
Mode of organization	☒ Individual ☒ Small group ☐ Class-wide ☐ School-wide
Qualification/profession and EQF	
Competences required, if any (soft/hard/key competences)	Basic knowledge of Digital data, and how to store it
Other stakeholders involved	☐ Company ☐ Association/NGO ☐ Municipality ☐ Others:

3. CONTENTS

SDGs covered	<table border="1"> <tr> <td>1</td><td>No poverty</td></tr> <tr> <td>2</td><td>Zero hunger</td></tr> <tr> <td>3</td><td>Good health and well-being</td></tr> <tr> <td>☒</td><td>Quality education</td></tr> <tr> <td>5</td><td>Gender equality</td></tr> </table>	1	No poverty	2	Zero hunger	3	Good health and well-being	☒	Quality education	5	Gender equality
1	No poverty										
2	Zero hunger										
3	Good health and well-being										
☒	Quality education										
5	Gender equality										

	<table> <tr><td>6</td><td>Clean water and sanitation</td></tr> <tr><td>7</td><td>Affordable and clean energy</td></tr> <tr><td>8</td><td>Decent work and Economic growth</td></tr> <tr><td>9</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>10</td><td>Reduced inequalities</td></tr> <tr><td>11</td><td>Sustainable cities and communities</td></tr> <tr><td>X</td><td>Responsible consumption and production</td></tr> <tr><td>X</td><td>Climate action</td></tr> <tr><td>14</td><td>Life below water</td></tr> <tr><td>15</td><td>Life on land</td></tr> <tr><td>16</td><td>Peace, justice and strong institution</td></tr> <tr><td>X</td><td>Partnerships for the goals</td></tr> </table>	6	Clean water and sanitation	7	Affordable and clean energy	8	Decent work and Economic growth	9	Industry, innovation and infrastructure	10	Reduced inequalities	11	Sustainable cities and communities	X	Responsible consumption and production	X	Climate action	14	Life below water	15	Life on land	16	Peace, justice and strong institution	X	Partnerships for the goals
6	Clean water and sanitation																								
7	Affordable and clean energy																								
8	Decent work and Economic growth																								
9	Industry, innovation and infrastructure																								
10	Reduced inequalities																								
11	Sustainable cities and communities																								
X	Responsible consumption and production																								
X	Climate action																								
14	Life below water																								
15	Life on land																								
16	Peace, justice and strong institution																								
X	Partnerships for the goals																								
Learning outcomes	By engaging in the practice of digital decluttering, individuals will: Understand the Environmental Impact of Digital Storage • Gain awareness of how excessive digital data contributes to energy consumption and carbon emissions. • Recognize the role of data centers in global greenhouse gas emissions. Develop Organizational Skills • Learn effective strategies to regularly review and organize digital files, cloud services, and platforms. • Identify and delete redundant or unnecessary data to maintain a streamlined digital environment. Enhance Digital Security and Efficiency • Minimize risks associated with retaining outdated or sensitive data. • Improve device performance and reduce digital clutter, enabling more efficient use of technology. Foster Sustainable Digital Habits • Build sustainable habits by reducing their digital footprint, contributing to a more eco-friendly use of technology. • Understand their role in the broader impact of digital sustainability efforts globally.																								
Activities (detailed description in phases: preparation, implementation, follow up)	PREPARATION <u>Activity 1:</u> Unawareness of Digital Footprint Impact: Many students and teachers may not realize that their data stored in the cloud has a physical and environmental footprint, making them less motivated to engage in cleanup activities. The first step is to notify them, and let them check phones, computers, clouds etc.																								

Activity 2:

Carbon Footprint of Digital Behavior: Help students understand that even simple activities, like sending emails or streaming videos, contribute to carbon emissions due to the energy required to process and store data.

Activity 3:

Data Centers and Energy Use: Explain how data centers use electricity to store and process the massive amounts of data generated online, often powered by non-renewable sources.

Activity 4:

Workshops: Offer workshops that allow students to measure their digital footprint and see the direct environmental impacts of their digital behavior. Tools like online carbon footprint calculators for internet use could be used to illustrate the issue.

IMPLEMENTATION

Activity 1:

Device Optimization: Students delete unnecessary apps, cached data, and other temporary files from their phones, tablets, and computers to reduce the digital clutter.

Activity 2:

Emotional Attachment and Duplicates: Some students may find it difficult to delete certain files (e.g., photos or personal documents) due to sentimental value, even if they are not necessary. And many of us keep multiple copies of them.

Activity 3:

Cloud Storage Cleanup: Regularly review files stored in cloud services (Google Drive, OneDrive, Dropbox, etc.) and delete duplicate or unnecessary files, freeing up storage and minimizing cloud storage energy consumption.

Activity 4:

Actively engaging students in digital sustainability campaigns or projects can be crucial. Let students lead initiatives like awareness drives, social media campaigns, or school digital cleanup challenges to make them more invested.

Activity 5 :

Encourage students to build **digital sustainability apps** or tools that help people track and manage their digital footprints.

FOLLOW UP

Activity 1:

File Organization and Deletion Routine: Students can create a routine for going through digital files (documents, images, videos, backups,

	and emails) and remove outdated or unnecessary items. They organize the remaining files into folders for easier access and management. <u>Activity 2:</u> Increased Engagement with Sustainability: Students can transfer these lessons to their daily lives, becoming more engaged in other areas of sustainability such as recycling, energy conservation, and reducing waste in both physical and digital spaces. <u>Activity 3:</u> Backup Review: Regularly review and delete old or unnecessary backups of devices or data, keeping only the most recent and essential ones. <u>Activity 4:</u> Better Data Management Habits: Hopefully students develop long-term skills in data management, learning to organize, delete, and prioritize what files or digital content is necessary, benefiting them in both academic and professional settings.
Materials/Equipment needed	
<i>Timetable</i>	
Concrete outputs	Routine Maintenance and Cloud Usage Awareness

4. OTHER INFORMATION

Monitoring process	Check the participation of the students/ teachers analyze students' knowledge of data and documents they have Better Data Management Habits
Evaluation process	
Notes/Links	

1. GENERAL INFORMATION

Title of the Assignment	Schedule for a Healthier Life and Increased Well-being
Short description	A schedule for the week (or two) that includes time for well-being.
Size of the assignment	☒ Small ☐ Medium ☐ Big
Start date and time	
End date and time	
Overall duration	Days: 7-14 Hours: 1-3 hours for explaining and to go through the topic and feedback discussion.
Place	☒ Classroom/Lab ☒ School ☒ Company ☐ Outside

2. STAKEHOLDERS INVOLVED

Number of teachers involved	1
Subjects involved	
Number of students involved	1-100, For example, a class, a work team, etc. (individual task, Final discussions in groups)
Mode of organization	☒ Individual ☒ Small group ☒ Class-wide ☐ School-wide
Qualification/profession and EQF	
Competences required, if any (soft/hard/key competences)	
Other stakeholders involved	☐ Company ☐ Association/NGO ☐ Municipality ☐ Others:

3. CONTENTS

SDGs covered	<table> <tr><td>1</td><td>No poverty</td></tr> <tr><td>2</td><td>Zero hunger</td></tr> <tr><td>X</td><td>Good health and well-being</td></tr> <tr><td>4</td><td>Quality education</td></tr> <tr><td>5</td><td>Gender equality</td></tr> <tr><td>6</td><td>Clean water and sanitation</td></tr> <tr><td>7</td><td>Affordable and clean energy</td></tr> <tr><td>8</td><td>Decent work and Economic growth</td></tr> <tr><td>9</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>10</td><td>Reduced inequalities</td></tr> <tr><td>11</td><td>Sustainable cities and communities</td></tr> <tr><td>12</td><td>Responsible consumption and production</td></tr> <tr><td>13</td><td>Climate action</td></tr> <tr><td>14</td><td>Life below water</td></tr> <tr><td>15</td><td>Life on land</td></tr> <tr><td>16</td><td>Peace, justice and strong institution</td></tr> <tr><td>17</td><td>Partnerships for the goals</td></tr> </table>	1	No poverty	2	Zero hunger	X	Good health and well-being	4	Quality education	5	Gender equality	6	Clean water and sanitation	7	Affordable and clean energy	8	Decent work and Economic growth	9	Industry, innovation and infrastructure	10	Reduced inequalities	11	Sustainable cities and communities	12	Responsible consumption and production	13	Climate action	14	Life below water	15	Life on land	16	Peace, justice and strong institution	17	Partnerships for the goals
1	No poverty																																		
2	Zero hunger																																		
X	Good health and well-being																																		
4	Quality education																																		
5	Gender equality																																		
6	Clean water and sanitation																																		
7	Affordable and clean energy																																		
8	Decent work and Economic growth																																		
9	Industry, innovation and infrastructure																																		
10	Reduced inequalities																																		
11	Sustainable cities and communities																																		
12	Responsible consumption and production																																		
13	Climate action																																		
14	Life below water																																		
15	Life on land																																		
16	Peace, justice and strong institution																																		
17	Partnerships for the goals																																		

Learning outcomes	Awareness of well-being and the factors affecting it.
Activities (detailed description in phases: preparation, implementation, follow up)	PREPARATION <u>Activity 1:</u> Go through the factors affecting health and well-being: food, sleep, exercise. The material and method of review are optional. Time to be used: 1-3 hours. <u>Activity 2:</u> Filling Out a Weekly Plan Instructions: - Planned items for each day: Sleep and rest, meals, work tasks, study, exercise, social events, relaxation. Required tools: - Schedule, pen, and possibly coloured pencils or stickers to highlight different activities. OR a digital version. See the example at the end. IMPLEMENTATION <u>Activity 1:</u> Daily Check: Review daily what you have accomplished. Check how well your plan was followed and note any deviations from the planned schedule. FOLLOW UP <u>Activity 1:</u> Reviewing Results: Students will share how their planned time management actually turned out. We will discuss students' time management and their perspectives on it. Experiences and best practices will be shared. Each student will write a short summary of what they have learned during this monitoring period, what they would like to improve in their time management, and what already works well to support their well-being. <u>Activity 2:</u> Students realize how important it is to let their brains be in a rest state, doing nothing, from time to time. Writing down their schedule helps students concretely see how they use their time. Awareness of their time usage and its effects on their health and well-being increases, enabling students to make better choices regarding time management. It is easier for students to add well-being-enhancing activities to their days when they are done little by little.
Materials/Equipment needed	Schedule with columns for planned time use and actual time use. See the example at the end.
Timetable	
Concrete outputs	

4. OTHER INFORMATION

Monitoring process	
Evaluation process	
Notes/Links	

EXAMPLE:

My weekly calendar

Monday

Action	My Plan	How it went	Notes
Wake up	07:00am	07:30	too many alarm snoozes!
breakfast	07:30am	07:40	
to the bus	08:15am	08:15	
at the school	09:00am	09:05	the bus was late
...			
"Do nothing"-time	19:00-19:15	19:00-19:10	a call from a friend
...			

Tuesday

Action	My Plan	How it went	Notes
Wake up	07:00am	07:05	
breakfast	07:30am	07:40	
to the bus	08:15am	08:15	
at the school	09:00am	09:00	
...			
"Do nothing"-time	19:00-19:30	19:00-19:20	Must check message from socialmedia
...			

Wednesday

Action	My Plan	How it went	Notes

Thursday

Action	My Plan	How it went	Notes

Friday

Action	My Plan	How it went	Notes

Saturday

Action	My Plan	How it went	Notes

Sunday

Action	My Plan	How it went	Notes

1. GENERAL INFORMATION

Title of the Assignment	Temporary exhibition on the decomposition of waste
Short description	We will create an exhibition using waste found in the local environment, researching their decomposition time or degradation process. How they should be properly recycled and what benefits recycling provides. What are their impacts on nature, humans, and animals?
Size of the assignment	☒ Small ☐ Medium ☐ Big
Start date and time	
End date and time	
Overall duration	According to one's own interest, from 1-2 hours to 3 weeks, depending on the scope of the exhibition.
Place	☒ Classroom/Lab ☒ School ☐ Company ☒ Outside

2. STAKEHOLDERS INVOLVED

Number of teachers involved	min 1
Subjects involved	
Number of students involved	min 1 – the whole class
Mode of organization	☒ Individual ☒ Small group ☒ Class-wide ☐ School-wide
Qualification/profession and EQF	0-4 level From preschool to secondary education
Competences required, if any (soft/hard/key competences)	Computer and mobile phone skills
Other stakeholders involved	☐ Company ☐ Association/NGO ☐ Municipality ☐ Others:

3. CONTENTS

SDGs covered	<table> <tr><td>1</td><td>No poverty</td></tr> <tr><td>2</td><td>Zero hunger</td></tr> <tr><td>3</td><td>Good health and well-being</td></tr> <tr><td>4</td><td>Quality education</td></tr> <tr><td>5</td><td>Gender equality</td></tr> <tr><td>6</td><td>Clean water and sanitation</td></tr> <tr><td>7</td><td>Affordable and clean energy</td></tr> <tr><td>8</td><td>Decent work and Economic growth</td></tr> <tr><td>9</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>10</td><td>Reduced inequalities</td></tr> <tr><td>11</td><td>Sustainable cities and communities</td></tr> <tr><td>12</td><td>Responsible consumption and production</td></tr> <tr><td>☒</td><td>Climate action</td></tr> <tr><td>☒</td><td>Life below water</td></tr> <tr><td>☒</td><td>Life on land</td></tr> <tr><td>16</td><td>Peace, justice and strong institution</td></tr> <tr><td>17</td><td>Partnerships for the goals</td></tr> </table>	1	No poverty	2	Zero hunger	3	Good health and well-being	4	Quality education	5	Gender equality	6	Clean water and sanitation	7	Affordable and clean energy	8	Decent work and Economic growth	9	Industry, innovation and infrastructure	10	Reduced inequalities	11	Sustainable cities and communities	12	Responsible consumption and production	☒	Climate action	☒	Life below water	☒	Life on land	16	Peace, justice and strong institution	17	Partnerships for the goals
1	No poverty																																		
2	Zero hunger																																		
3	Good health and well-being																																		
4	Quality education																																		
5	Gender equality																																		
6	Clean water and sanitation																																		
7	Affordable and clean energy																																		
8	Decent work and Economic growth																																		
9	Industry, innovation and infrastructure																																		
10	Reduced inequalities																																		
11	Sustainable cities and communities																																		
12	Responsible consumption and production																																		
☒	Climate action																																		
☒	Life below water																																		
☒	Life on land																																		
16	Peace, justice and strong institution																																		
17	Partnerships for the goals																																		

Learning outcomes	You will learn to know materials and their decomposition times and degradation processes.
Activities (detailed description in phases: preparation, implementation, follow up)	PREPARATION <u>Activity 1:</u> Book a classroom, make sure there is a table or a surface where the exhibition can be assembled. <u>Activity 2:</u> Book a computer or make sure that students have their own mobile phones available. Paper and pens. Make sure you have the application if you are collecting data digitally. <u>Activity 3:</u> Reserve about 1-2 hours for collecting trash, depending on how much trash is found or how large the area is from which the trash is being collected. It also depends on how diverse and extensive you want the exhibition to be. <u>Activity 4:</u> You will need weather-appropriate clothing, a plastic bag, trash tongs or disposable gloves. A mobile phone or computer. IMPLEMENTATION <u>Activity 1:</u> Let's agree on the area from which we will collect trash and the time when we will return to the classroom. After that, we will go to collect trash from the agreed area. Note! Students are warned about hazardous waste. <u>Activity 2:</u> Everyone takes a trash bag, trash grabbers, or disposable gloves for themselves. <u>Activity 3:</u> When we return to the classroom, we start examining the collected trash and sorting it onto the display platform. <u>Activity 4:</u> We are looking for information on the decomposition time of each type of waste, its environmental impacts, the decomposition process and recycling guidelines. <u>Activity 5:</u> The information can be recorded on paper or, if desired, you can also use, for example, a QR code, Thinglink, or any other application you prefer for storing the information. <u>Activity 6:</u>

	The decomposition time of waste is represented on a timeline. The timelines can consist of age distributions in a way that time can be best visualized and understood. Timelines can, for example, be as follows. - You are now 20 years old, the decomposition of a cigarette butt takes about 20 years, so you will be 40 years old when the butt has decomposed. - Computer games and mobile phones released between 2000 and 2024. Any that reflect the passage of time in the target audience of the exhibition. - A broader timeline, discussing interests with the target group, for example, what kind of development trajectory cars have had. Let's start creating a timeline on the topic and include the waste with their decomposition times. <u>Activity 7:</u> Let's ensure the understanding of the environmental harm caused by different types of waste by asking students what they have learned. FOLLOW UP <u>Activity 1:</u> The trash is recycled according to local recycling guidelines. <u>Activity 2:</u> The exhibition has ended.
Materials/Equipment needed	Classroom or other place, laptop, mobile phone, table or glass showcase or other platform on which the exhibition is assembled, trash bags, trash grabbers, disposable gloves, weather appropriate clothing, trash collected from the environment
<i>Timetable</i>	
Concrete outputs	An exhibition of wastes with decomposition timeline.

4. OTHER INFORMATION

Monitoring process	The teaching staff actively participates in the implementation of the exhibition.
Evaluation process	We will assess the growth of students' knowledge regarding recycling and environmental well-being. A test can be organized for learning assessment. We will think together about the significance of recycling and what kind of impact one person's actions have on nature.
Notes/Links	Other languages - Kiertokaari : https://kiertokaari.fi/in-english/

MEDIUM ASSIGNMENTS

1. GENERAL INFORMATION

Title of the Assignment	Compositely Green - Promoting cooperation and positive environmental benefits between companies, training organizations and end users through development of green spaces.
Short description	Cooperation with an exhibition organiser, plant nursery or similar. Preventing leftover plants from ending up on a compost heap and finding an organization to receive the leftover plants where they can give pleasure to people who are at a disadvantage in society, e.g. hospitals, rehabilitation institutions, care for the elderly and infirm.
Size of the assignment	☐ Small ☒ Medium ☐ Big
Start date and time	
End date and time	
Overall duration	Days: 2-4 days to allow the selection of partners, agreement of timetable, collection of plants and planting the donations.
Place	☐ Classroom/Lab ☒ School ☒ Company ☒ Outside

2. STAKEHOLDERS INVOLVED

Number of teachers involved	1-3
Subjects involved	
Number of students involved	2-10
Mode of organization	☐ Individual ☒ Small group ☐ Class-wide ☐ School-wide
Qualification/profession and EQF	
Competences required, if any (soft/hard/key competences)	Basic knowledge of gardening, ability to perform light physical work.
Other stakeholders involved	☒ Company ☐ Association/NGO ☐ Municipality ☐ Others

3. CONTENTS

SDGs covered	<table border="1"> <tr><td>1</td><td>No poverty</td></tr> <tr><td>2</td><td>Zero hunger</td></tr> <tr><td>X</td><td>Good health and well-being</td></tr> <tr><td>X</td><td>Quality education</td></tr> <tr><td>5</td><td>Gender equality</td></tr> <tr><td>6</td><td>Clean water and sanitation</td></tr> <tr><td>7</td><td>Affordable and clean energy</td></tr> <tr><td>8</td><td>Decent work and Economic growth</td></tr> <tr><td>9</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>X</td><td>Reduced inequalities</td></tr> <tr><td>11</td><td>Sustainable cities and communities</td></tr> </table>	1	No poverty	2	Zero hunger	X	Good health and well-being	X	Quality education	5	Gender equality	6	Clean water and sanitation	7	Affordable and clean energy	8	Decent work and Economic growth	9	Industry, innovation and infrastructure	X	Reduced inequalities	11	Sustainable cities and communities
1	No poverty																						
2	Zero hunger																						
X	Good health and well-being																						
X	Quality education																						
5	Gender equality																						
6	Clean water and sanitation																						
7	Affordable and clean energy																						
8	Decent work and Economic growth																						
9	Industry, innovation and infrastructure																						
X	Reduced inequalities																						
11	Sustainable cities and communities																						

	<table border="1"> <tr><td>X</td><td>Responsible consumption and production</td></tr> <tr><td>X</td><td>Climate action</td></tr> <tr><td>14</td><td>Life below water</td></tr> <tr><td>X</td><td>Life on land</td></tr> <tr><td>16</td><td>Peace, justice and strong institution</td></tr> <tr><td>X</td><td>Partnerships for the goals</td></tr> </table>	X	Responsible consumption and production	X	Climate action	14	Life below water	X	Life on land	16	Peace, justice and strong institution	X	Partnerships for the goals
X	Responsible consumption and production												
X	Climate action												
14	Life below water												
X	Life on land												
16	Peace, justice and strong institution												
X	Partnerships for the goals												
Learning outcomes	Teamworking skills Knowledge of multiparticipant cooperation Project management skills Reducing waste Promoting green spaces Promoting wellbeing												
Activities (detailed description in phases: preparation, implementation, follow up)	PREPARATION <u>Activity 1:</u> Selecting a donator of plants Description: Selecting and contacting potential donors of plants, e.g. plant nursery, garden centre. <u>Activity 2:</u> Selecting recipient ahead of time Description: Selecting a recipient for the leftover plants from the donator of the plants. <u>Activity 3:</u> Agreeing schedule for delivery and planting Description: Agreeing schedule with all participants, collection, transport, delivery, planting. IMPLEMENTATION <u>Activity 1:</u> Collection of plants from donator Description: Leftover plants are collected from the donator at the agreed upon time. <u>Activity 2:</u> Planting donated greenery Description: Students plant the donated greenery at the selected site. FOLLOW UP <u>Activity 1:</u> Timing of activity Description: Feedback about the timing and suitability for planting outside. <u>Activity 2:</u> Possible continuation of the activity in the future Description: Feedback from participants to take into consideration when planning for the activity in the future if it is deemed suitable to continue on a regular basis.												
Materials/Equipment needed	Plants, tools for planting, transport.												
Timetable													
Concrete outputs	Students pass skills demonstrations for national vocational qualifications or get some other form of accreditation depending on												

	the structure of vocational education in the country implementing the task. Possible benefit for the training organization depending on the country specific model for financing vocational training . Improved facilities for the customers of the receiving organization. Positive public relations/corporate image for the donating organization.
--	--

4. OTHER INFORMATION

Monitoring process	Named contact persons from each participant (donator, implementer, recipient) to agree on the specifics and feedback before, during and after. Because the duration of the suggested action is brief, requiring light monitoring, should this be flexibly arranged taking into consideration the participants possible time constraints.
Evaluation process	Feedback teams meeting with participants after action completed.
Notes/Links	

1. GENERAL INFORMATION

Title of the Assignment	Eat well, learn well
Short description	This project is thought for schools that have a cafeteria. To promote healthy food, students can suggest purchasing healthy and sustainable products from suppliers. The project can be carried out in collaboration between the science teacher and the gym teacher.
Size of the assignment	☐ Small ☒ Medium ☐ Big
Start date and time	
End date and time	
Overall duration	Approximately 2 months for the organisation, the whole schoolyear for the development
Place	☐ Classroom/Lab ☒ School ☐ Company ☐ Outside

2. STAKEHOLDERS INVOLVED

Number of teachers involved	At least 2 or 3 teachers, even more, it depends. For example, if there is a Chef Curriculum in the school, the project can be bigger.
Subjects involved	
Number of students involved	It depends on school, one group or more.
Mode of organization	☐ Individual ☒ Small group ☒ Class-wide ☐ School-wide
Qualification/profession and EQF	All Students. No qualification needed.
Competences required, if any (soft/hard/key competences)	Not special competences are required. If the school has a Chef's curriculum, key professional competences can be required.
Other stakeholders involved	☐ Company ☒ Association/NGO ☐ Municipality ☐ Others:

3. CONTENTS

SDGs covered	<table border="1"> <tr><td>1</td><td>No poverty</td></tr> <tr><td>2</td><td>Zero hunger</td></tr> <tr><td>X</td><td>Good health and well-being</td></tr> <tr><td>X</td><td>Quality education</td></tr> <tr><td>5</td><td>Gender equality</td></tr> <tr><td>6</td><td>Clean water and sanitation</td></tr> <tr><td>7</td><td>Affordable and clean energy</td></tr> <tr><td>8</td><td>Decent work and Economic growth</td></tr> <tr><td>9</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>X</td><td>Reduced inequalities</td></tr> <tr><td>11</td><td>Sustainable cities and communities</td></tr> <tr><td>X</td><td>Responsible consumption and production</td></tr> <tr><td>X</td><td>Climate action</td></tr> </table>	1	No poverty	2	Zero hunger	X	Good health and well-being	X	Quality education	5	Gender equality	6	Clean water and sanitation	7	Affordable and clean energy	8	Decent work and Economic growth	9	Industry, innovation and infrastructure	X	Reduced inequalities	11	Sustainable cities and communities	X	Responsible consumption and production	X	Climate action
1	No poverty																										
2	Zero hunger																										
X	Good health and well-being																										
X	Quality education																										
5	Gender equality																										
6	Clean water and sanitation																										
7	Affordable and clean energy																										
8	Decent work and Economic growth																										
9	Industry, innovation and infrastructure																										
X	Reduced inequalities																										
11	Sustainable cities and communities																										
X	Responsible consumption and production																										
X	Climate action																										

	<table> <tr> <td>14</td><td>Life below water</td></tr> <tr> <td>15</td><td>Life on land</td></tr> <tr> <td>16</td><td>Peace, justice and strong institution</td></tr> <tr> <td>17</td><td>Partnerships for the goals</td></tr> </table>	14	Life below water	15	Life on land	16	Peace, justice and strong institution	17	Partnerships for the goals
14	Life below water								
15	Life on land								
16	Peace, justice and strong institution								
17	Partnerships for the goals								
Learning outcomes	Students will understand the principles of a balanced diet, they will be able to identify the main nutrients and their functions in the body and to distinguish between healthy and unhealthy food choices. Students will know the benefits of consuming locally sourced and seasonal foods. Thanks to the project, key competences are developed: - Collaboration - Research methods - Communication More conscious food choices Professional outcomes (for cooking class) Improved social climate and study environment Increased knowledge of local food culture Increased awareness of cost of meals (environmental/financial)								
Activities (detailed description in phases: preparation, implementation, follow up)	PREPARATION <u>Activity 1:</u> Description: presentation of the project (also SDG goals) to the group of students involved. <u>Activity 2:</u> Description: the students learn the principles of a balanced diet, the main nutrients and their functions in the body, different food cultures, what is healthy and unhealthy food, what are the local resources and seasonal food. IMPLEMENTATION <u>Activity 1:</u> Description: the students analyse local food and resources and consider potential products to purchase. <u>Activity 2:</u> Description: the students can promote different projects (for example vegetarian week/day or sustainability week/day or ethnical food week/day) and analyse different suppliers. <u>Activity 3:</u> In the cafeteria they can share information about food choices, healthy eating habits, selection includes ethically companies, locally sourced products. The students promote the day/week theme through social media.								

	<u>Activity 4:</u> The cafeteria should be managed by students, because it is a student project with didactical proposals. Students also learn how to reduce food waste. FOLLOW UP <u>Activity 1: Feedback</u> Description: there can be two feedbacks. First: teachers ask students whether the project works as a learning method, if the learners change their eating habits in term of healthier lifestyle. Students ask visitors if they are satisfied, what was their favourite food, which activity did they like the most, what can be done next time or repeated. <u>Activity 2: how to improve</u> Description: summary of the questionnaire and plan for the next year.
Materials/Equipment needed	Class equipment, research tools.
<i>Timetable</i>	
Concrete outputs	The school will have healthy food, zero food miles, inclusive proposals.

4. OTHER INFORMATION

Monitoring process	
Evaluation process	
Notes/Links	

1. GENERAL INFORMATION

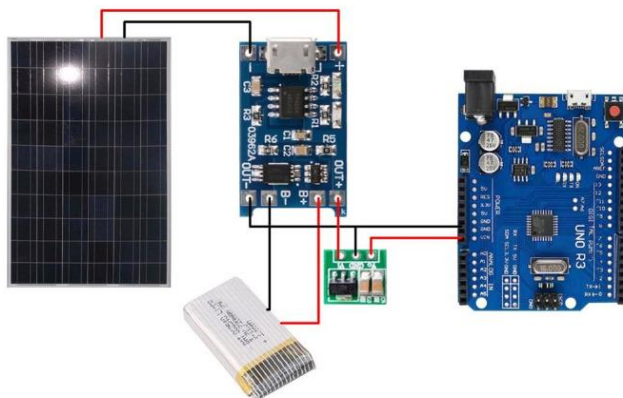
Title of the Assignment	Green Guard Outside
Short description	We are going to place a small garden in the school's terrace. This system will be self-powered using solar energy. A set of sensors obtains measurements of the land, water and air to draw conclusions about the environmental quality of the town. We will see the measurements in an LCD connected to our system.
Size of the assignment	☐ Small ☒ Medium ☐ Big
Start date and time	
End date and time	
Overall duration	1 academic year
Place	☒ Classroom/Lab ☐ School ☐ Company ☒ Outside

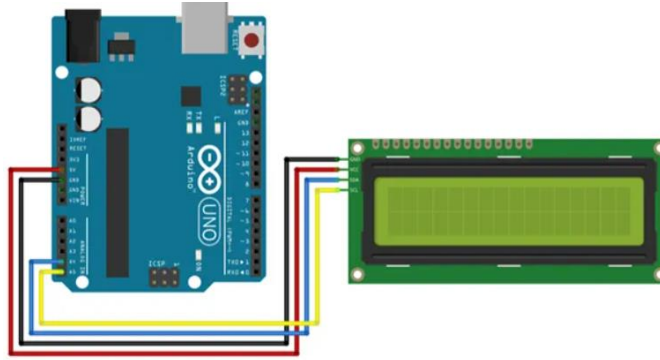
2. STAKEHOLDERS INVOLVED

Number of teachers involved	Min 2 (Electronics department and Mechanical department)
Subjects involved	
Number of students involved	8 - 12
Mode of organization	☐ Individual ☐ Small group ☒ Class-wide ☐ School-wide
Qualification/profession and EQF	
Competences required, if any (soft/hard/key competences)	Team work Electronics Arduino (C programming) 3D design Environment
Other stakeholders involved	☒ Company ☐ Association/NGO ☐ Municipality ☐ Others:

3. CONTENTS

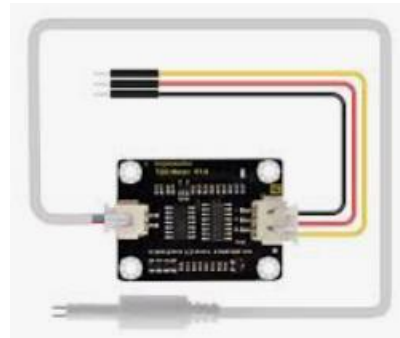
SDGs covered	<table border="1"> <tr><td>1</td><td>No poverty</td></tr> <tr><td>2</td><td>Zero hunger</td></tr> <tr><td>3</td><td>Good health and well-being</td></tr> <tr><td>4</td><td>Quality education</td></tr> <tr><td>5</td><td>Gender equality</td></tr> <tr><td>6</td><td>Clean water and sanitation</td></tr> <tr><td>7</td><td>Affordable and clean energy</td></tr> <tr><td>8</td><td>Decent work and Economic growth</td></tr> <tr><td>9</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>10</td><td>Reduced inequalities</td></tr> <tr><td>11</td><td>Sustainable cities and communities</td></tr> <tr><td>12</td><td>Responsible consumption and production</td></tr> <tr><td>X</td><td>Climate action</td></tr> <tr><td>X</td><td>Life below water</td></tr> <tr><td>X</td><td>Life on land</td></tr> </table>	1	No poverty	2	Zero hunger	3	Good health and well-being	4	Quality education	5	Gender equality	6	Clean water and sanitation	7	Affordable and clean energy	8	Decent work and Economic growth	9	Industry, innovation and infrastructure	10	Reduced inequalities	11	Sustainable cities and communities	12	Responsible consumption and production	X	Climate action	X	Life below water	X	Life on land
1	No poverty																														
2	Zero hunger																														
3	Good health and well-being																														
4	Quality education																														
5	Gender equality																														
6	Clean water and sanitation																														
7	Affordable and clean energy																														
8	Decent work and Economic growth																														
9	Industry, innovation and infrastructure																														
10	Reduced inequalities																														
11	Sustainable cities and communities																														
12	Responsible consumption and production																														
X	Climate action																														
X	Life below water																														
X	Life on land																														

	<table><tr><td>16</td><td>Peace, justice and strong institution</td></tr><tr><td>17</td><td>Partnerships for the goals</td></tr></table>	16	Peace, justice and strong institution	17	Partnerships for the goals
16	Peace, justice and strong institution				
17	Partnerships for the goals				
Learning outcomes	Arduino programming 3D printing Electronics Design Environmental knowledge				
Activities (detailed description in phases: preparation, implementation, follow up)	PREPARATION <u>Activity 1:</u> Get a terrarium to fill with soil and plant some seeds for a mini garden. <u>Activity 2:</u> Study sensors we need. Study how to convert sunlight into the exact energy we need to store the energy in a battery that powers our circuit. Study how a microprocessor works in the Arduino environment. IMPLEMENTATION <u>Activity 1:</u> Implement a solar self-powered system. The output voltage of the solar panel will have to be adapted to the needs of the Arduino microprocessor, then we will need a solar panel, a battery charger circuit, a lithium battery and a voltage elevator.  <u>Activity 2:</u> Learn how to connect a display to our system. Send different messages to the display to learn how it works.				



Activity 3:

Select the sensors to use and design the connection to the Arduino microprocessor. We have to define which inputs and outputs our sensors will use and learn how they work.



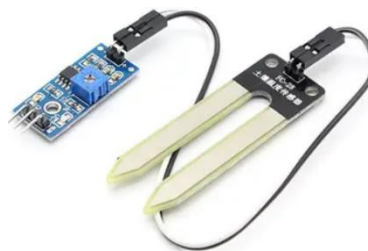
TDS Meter for

Arduino



MQ-135 meter for

Arduino



FC-28 ground humidity meter for Arduino

Activity 4:

Create the programming code. We will use C as a programming language.

```

sketch_leds1 Arduino 1.8.12
Archivo Editar Programa Herramientas Ayuda

sketch_leds1
1 void setup() {
2   // put your setup code here, to run once:
3   pinMode(2,OUTPUT);pinMode(3,OUTPUT);
4   pinMode(4,OUTPUT);pinMode(5,OUTPUT);
5   pinMode(6,OUTPUT);pinMode(7,OUTPUT);
6   pinMode(8,OUTPUT);pinMode(9,OUTPUT);
7   pinMode(10,OUTPUT);pinMode(11,OUTPUT);
8   pinMode(12,OUTPUT);pinMode(13,OUTPUT);
9   //digitalWrite(2,LOW);digitalWrite(3,LOW);digitalWrite(4,LOW);digi
10  //digitalWrite(6,LOW);digitalWrite(7,LOW);digitalWrite(8,LOW);digi
11  //digitalWrite(10,LOW);digitalWrite(11,LOW);digitalWrite(12,LOW);c
12 }
13
14 void loop() {
15   // put your main code here, to run repeatedly:
16   digitalWrite(2,HIGH);delay(1000);digitalWrite(2,LOW);

```

Activity 5:

Create 3D printed housings to assemble the system.



FOLLOW UP

Activity 1:

Calibrate the measurements

Activity 2:

Ensure the assembly of the system, so that water does not enter, or deteriorate due to being outdoors.

Materials/Equipment needed

Arduino Uno board.
 MQ-135 air quality sensor.
 TDS Meter water sensor.
 DHT11 or FC-28 humidity sensor.
 LCD 16x2 (display I2C).
 Solar Panel.
 Lithium Battery 3,7V.
 Boost converter MT3608 3,7V to 5V.

	Wires Protoboard 3D printing Computer Arduino IDE
<i>Timetable</i>	
Concrete outputs	

4. OTHER INFORMATION

Monitoring process	
Evaluation process	Technical and transversal evaluation rubric of the project.
Notes/Links	

1. GENERAL INFORMATION

Title of	Second hand Power
Short description	Organise a second-hand market at school, involving students, teachers, recycle organisations and a social club from the neighbourhood. The money collected will be donated to a charity organisation. Everybody should bring to school stuff and clothes that they don't use anymore. Then the market will have 3 different areas: - Giving away table - Selling second hand stuff - Selling upcycled pieces + workshops (upcycle your own t-shirt/ tote bag, stamp on it or whatever) During the project there will be the presence of one or more recycling experts, who will give important information to the students and will help them to organise the market. We suggest it to be a two-day market if possible to reach more customers (students, people from the neighbourhood, staff members).
Size of the assignment	Small ☒ Medium ☒ Big
Start date and time	
End date and time	
Overall duration	2 Months (from the organisation until the last day)
Place	☐ Classroom/Lab ☒ School ☒ Company ☒ Outside A big space of the school (the gym for example)

2. STAKEHOLDERS INVOLVED

Number of teachers involved	3 or more - it depends on the skills of the teachers 1 for the social media 1 art teacher 1/ 2 teachers with good organisational skills.
Subjects involved	
Number of students involved	1 school class/ 20 students at least
Mode of organization	Individual ☐ Small group ☒ Class-wide ☒ School-wide
Qualification/profession and EQF	All
Competences required, if any (soft/hard/key competences)	Awareness about sustainability Cooperation skills Social media skills Artistic skills Selling skills
Other stakeholders involved	Recycle company Social club from the neighbourhood of the school

3. CONTENTS

SDGs covered	<table border="1"> <tr><td>1</td><td>No poverty</td></tr> <tr><td>2</td><td>Zero hunger</td></tr> <tr><td>X</td><td>Good health and well-being</td></tr> <tr><td>4</td><td>Quality education</td></tr> <tr><td>5</td><td>Gender equality</td></tr> <tr><td>6</td><td>Clean water and sanitation</td></tr> <tr><td>7</td><td>Affordable and clean energy</td></tr> <tr><td>8</td><td>Decent work and Economic growth</td></tr> <tr><td>9</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>10</td><td>Reduced inequalities</td></tr> <tr><td>X</td><td>Sustainable cities and communities</td></tr> <tr><td>X</td><td>Responsible consumption and production</td></tr> <tr><td>13</td><td>Climate action</td></tr> <tr><td>14</td><td>Life below water</td></tr> <tr><td>15</td><td>Life on land</td></tr> <tr><td>16</td><td>Peace, justice and strong institution</td></tr> <tr><td>17</td><td>Partnerships for the goals</td></tr> </table>	1	No poverty	2	Zero hunger	X	Good health and well-being	4	Quality education	5	Gender equality	6	Clean water and sanitation	7	Affordable and clean energy	8	Decent work and Economic growth	9	Industry, innovation and infrastructure	10	Reduced inequalities	X	Sustainable cities and communities	X	Responsible consumption and production	13	Climate action	14	Life below water	15	Life on land	16	Peace, justice and strong institution	17	Partnerships for the goals
1	No poverty																																		
2	Zero hunger																																		
X	Good health and well-being																																		
4	Quality education																																		
5	Gender equality																																		
6	Clean water and sanitation																																		
7	Affordable and clean energy																																		
8	Decent work and Economic growth																																		
9	Industry, innovation and infrastructure																																		
10	Reduced inequalities																																		
X	Sustainable cities and communities																																		
X	Responsible consumption and production																																		
13	Climate action																																		
14	Life below water																																		
15	Life on land																																		
16	Peace, justice and strong institution																																		
17	Partnerships for the goals																																		
Learning outcomes	Raise awareness about sustainability Upcycling Recycling Coworking Giving a second life to something Planning Social awareness																																		
Activities (detailed description in phases: preparation, implementation, follow up)	PREPARATION <u>Activity 1:</u> Find: - a recycling company to work together with. - a school or a social club from the neighbourhood. - (art) teachers to coach the project. - students/classes that want to be involved. <u>Activity 2:</u> Organise the facilities in your organisation. <u>Activity 3:</u> Let the recycling company explain circular economy to the students involved (1 hour at least). <u>Activity 4:</u> The students decide on the charity foundation to give the money collected from the market. <u>Activity 5:</u> Decide on marketing strategies together with the students, making clear what you want to collect (clean stuff/clothes and in good conditions). Promote bringing in stuff.																																		

Activity 6:

Decide on task groups with the students for the preparation period, e.g. promotion, contact persons with the social club from the neighbourhood (we suggest you stay the contact person to the recycling organisation, the experts), upcycle team etc.

Activity 7:

Students and staff bring to school stuff, clothes, textiles pieces, taking them from their houses and from people in the neighbourhood / from the neighbouring social club. Make sure where to store them.

Activity 8:

Students upcycle clothes and products (decide how many hours do you need).

Activity 9:

Sorting out and pricing.

Activity 10:

Suggestions:

- Prepare some paper bags to hand out to the buyers of the products. Decorate these with a pattern or logo.
- Students make a presentation about recycling and upcycling to hang on the wall of the Second-Hand Power Market location.
- Not long before the market day students can prepare a fashion show with second hand clothing and upcycled clothing.

Activity 11:

Promoting the market days: hand out flyers in the neighbourhood/ in the supermarket/ share posts on social media.

Activity 12:

Meetings - Students prepare the market day: organise the tasks, necessities, groups, schedule of the day.

Tasks e.g.: marketing, customer service, upcycle workshop leaders, finance.

Activity 13:

The Recycling company experts come to the school to check if everything has been done well: price tags, organisation plan.

IMPLEMENTATION

Day before

Activity 1

The day before the market: put everything in place

There will be 3 areas:

- giving away table

- Selling second hand stuff
- Selling upcycled pieces, including the workshop area where visitors can upcycle their own t-shirt or tote bag, e.g. stamp on it.

Hang the recycling presentation on the wall - Make sure customers can see the charity goal.

IMPLEMENTATION

Second Hand Power Market Day(s)

Activity 2:

Starting the day with checking the organisation plan.

Activity 3:

Active marketing and getting customers (e.g. tell it on social media, flyering in the neighbourhood, use the intercom in the school).

Activity 4:

Students work on turns in the stands and workshops.

Activity 5:

Students present their fashion show as an opening of the market, showing how nice the collection is that is on sale.

Activity 6:

Selling, using selling skills and collecting the money.

Activity 7:

Present and perform the workshops in the workshop area on the Market Day.

FOLLOW UP

Activity 1:

Tidy up all the stuff left over and decide where to bring it (in a charity foundation).

Activity 2:

Count the money.

Activity 3:

Make a special moment of donating the money to charity (you possibly need a couple of hours in a morning or in an afternoon).

Activity 4:

Present/ share on social media the after movie with the best moments of the market days and the result of the selling.

Activity 5:

	Evaluation moment with all members: - Feedback collection (for a next time). - Students share what they learned (skills, mindset, ideas, knowledge, experience). Suggestion: mix their response in the aftermovie.
Materials/Equipment needed	Laptop, tables/ market stalls, chairs, paper, pens, cash machine, flyers, smartphones, fabric colours, printers (also potatoes and other material to print with), embroidery, beads, threads, needles, scissors, hot glue, etc. Also nice is to arrange some mannequin dummies and clothes racks for presentation.
<i>Timetable</i>	
Concrete outputs	Customised products (garments/objects) Money for charity foundations.

4. OTHER INFORMATION

Monitoring process	Check the participation of the students/ teachers Check the money collected. Check the products sold and the products that haven't been sold. Analysis of the people/customers affluence.
Evaluation process	A questionnaire for the people involved to know their opinions about the project. How to make it better the next time? A questionnaire for the students, what did they learn?
Notes/Links	

1. GENERAL INFORMATION

Title of the Assignment	Upcycling second hand textile
Short description	Bring some clothing/ tote bags or obtain it from a second-hand shop and add it up with details that increases its value or appeal for reselling. Bring it to a second-hand shop. This assignment is combined with a guest lecture from a recycling expert and value thinking conversations with the student.
Size of the assignment	☐ Small ☒ Medium ☐ Big
Start date and time	
End date and time	
Overall duration	Days: Hours: 3 – 4 lessons of 90 minutes
Place	☒ Classroom/Lab ☒ School ☒ Company ☐ Outside <i>Please, provide with more details of the location, if needed:</i> It is recommended to organise the lessons in an (art) classroom where the materials to work with are available.

2. STAKEHOLDERS INVOLVED

Number of teachers involved	Min - max 1 (art)teacher
Subjects involved	
Number of students involved	Min: 25 (one class) – max: optional more classes
Mode of organization	☐ Individual ☐ Small group ☒ Class-wide ☐ School-wide
Qualification/profession and EQF	
Competences required, if any (soft/hard/key competences)	
Other stakeholders involved	☒ Company ☐ Association/NGO ☐ Municipality ☒ Others: Recycling organisation Artist Second-hand companies Textile workshop

3. CONTENTS

SDGs covered	<table border="1"> <tr> <td>1</td> <td>No poverty</td> </tr> <tr> <td>2</td> <td>Zero hunger</td> </tr> <tr> <td>3</td> <td>Good health and well-being</td> </tr> <tr> <td>4</td> <td>Quality education</td> </tr> <tr> <td>5</td> <td>Gender equality</td> </tr> <tr> <td>6</td> <td>Clean water and sanitation</td> </tr> </table>	1	No poverty	2	Zero hunger	3	Good health and well-being	4	Quality education	5	Gender equality	6	Clean water and sanitation
1	No poverty												
2	Zero hunger												
3	Good health and well-being												
4	Quality education												
5	Gender equality												
6	Clean water and sanitation												

	<table> <tr><td>7</td><td>Affordable and clean energy</td></tr> <tr><td>8</td><td>Decent work and Economic growth</td></tr> <tr><td>9</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>10</td><td>Reduced inequalities</td></tr> <tr><td>X</td><td>Sustainable cities and communities</td></tr> <tr><td>X</td><td>Responsible consumption and production</td></tr> <tr><td>13</td><td>Climate action</td></tr> <tr><td>14</td><td>Life below water</td></tr> <tr><td>15</td><td>Life on land</td></tr> <tr><td>16</td><td>Peace, justice and strong institution</td></tr> <tr><td>17</td><td>Partnerships for the goals</td></tr> </table>	7	Affordable and clean energy	8	Decent work and Economic growth	9	Industry, innovation and infrastructure	10	Reduced inequalities	X	Sustainable cities and communities	X	Responsible consumption and production	13	Climate action	14	Life below water	15	Life on land	16	Peace, justice and strong institution	17	Partnerships for the goals
7	Affordable and clean energy																						
8	Decent work and Economic growth																						
9	Industry, innovation and infrastructure																						
10	Reduced inequalities																						
X	Sustainable cities and communities																						
X	Responsible consumption and production																						
13	Climate action																						
14	Life below water																						
15	Life on land																						
16	Peace, justice and strong institution																						
17	Partnerships for the goals																						
Learning outcomes	Awareness how fun it can be to recycle Knowledge about recycling industry, where and how second-hand clothing shops operate Introspection on your own values of consumption regarding clothing/fashion Getting a bigger picture of your influence regarding (responsible) consumption																						
Activities (detailed description in phases: preparation, implementation, follow up)	PREPARATION <i>for the teacher(s)</i> <u>Activity 1:</u> Find a second hand (clothing) organisation to cooperate with. Make an agreement on how to work together, planning etc. <u>Activity 2:</u> Collect (second hand) material that students can use for customizing their pieces. <u>Activity 3:</u> Make an explanation for the students of the project and its goals. IMPLEMENTATION <u>Activity 1:</u> Lesson 1 – Guest lecture: presentation by the second-hand company in the classroom about the way they work, their goals etc. Make a combination with presenting information about the textile industry, fast fashion. – Make a conversation with the students: how do they cope with fashion? What values are important for them? Make sure you don't give a lecture, let them express themselves. You can use Teacher's neutrality checklist attached. – Explanation of the project to the students. Showing examples of customized pieces. – Explanation of the students' assignment: to bring a piece of clothing obtained from their own wardrobe or bought during a visit to a second-hand shop (in their neighbourhood) for next week class. Or organize second hand tote bags for all the																						

	students. <u>Activity 2:</u> Lesson 2 Students customize the pieces with different techniques: stamp, sow, remodel, add pieces together e.g. change the sleeves of blazers from other clothing, sow pieces of broderie on the back of jackets. Be aware of what is trending. FOLLOW UP <u>Activity 1:</u> Lesson 3 A representative from the recycling company is invited in the class (preferable the same person from the first lesson). Students show their customized pieces to the representative of the recycling company. Decide the price together. Feedback conversation how the students have experienced the activity. Do they recognize they have a choice regarding consumption? Has it changed their minds about second hand? <u>Activity 2:</u> Bring it to the shop.
Materials/Equipment needed	Nice materials to customize the pieces, ink, stamps (or material to make stamps from).
<i>Timetable</i>	
Concrete outputs	A piece of customized second-hand textile that can be sold.

4. OTHER INFORMATION

Monitoring process	The teacher can use the neutrality checklist of the ImpactYou Academy, see the attachment.
Evaluation process	
Notes/Links	

Addition: Teacher's neutrality checklist:

Previously

- Weigh the pros and cons of giving your opinion.
- What do you think of this subject; know your own (pre)judgments.
- Do you have sufficient information on the subject?

Start of the conversation

- Repeat the conversation rules.
- Introduce the topic neutrally, describe it factually.
- Describe the conversation format you want to use.
- Clearly state the purpose of the conversation.

During the conversation

- Take a central position in the room.
- Respond openly and curiously, both non-verbally and verbally.
- Ask about different perspectives.
- Correct incorrect information.
- Takes active action against violations of the conversation rules.

After the conversation

- Ask students whether all opinions have been addressed.
- Provide a summary of the conversation with all perspectives.
- Ask for feedback on the process/form.

BIG ASSIGNMENTS

1. GENERAL INFORMATION

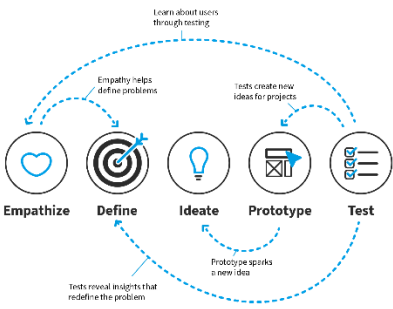
Title of the Assignment	3DABLE
Short description	Using 3D technology such as 3d printers, 3d scans and design programs to improve the lives of elder people. This technology nowadays it's affordable, and it can be a great opportunity to demonstrate the usefulness in the healthcare field. Involving students, local nursing home and elder people.
Size of the assignment	☐ Small ☐ Medium ☒ Big
Start date and time	
End date and time	
Overall duration	Days: 9 months – 1 academic year Hours:
Place	☒ Classroom/Lab ☐ School ☒ Company ☐ Outside Classrooms for brainstorming, to create the road map of the project, let the students work together. Lab to produce the prototypes and final products. Company to get elder people needs, implement prototypes and improve them.

2. STAKEHOLDERS INVOLVED

Number of teachers involved	Min 2
Subjects involved	
Number of students involved	Min 2 max 6
Mode of organization	☒ Individual ☒ Small group ☐ Class-wide ☐ School-wide
Qualification/profession and EQF	Additive manufacturing department Healthcare department
Competences required, if any (soft/hard/key competences)	Sensible about sustainability and elder people Social initiative Design for additive manufacturing basics
Other stakeholders involved	☒ Company ☒ Association/NGO ☐ Municipality ☐ Others: Nursing house as a company, village elder people associations, maybe local government or municipality.

3. CONTENTS

SDGs covered	<table border="1"> <tr> <td>1</td> <td>No poverty</td> </tr> </table>	1	No poverty
1	No poverty		

	<table> <tr><td>2</td><td>Zero hunger</td></tr> <tr><td>X</td><td>Good health and well-being</td></tr> <tr><td>4</td><td>Quality education</td></tr> <tr><td>5</td><td>Gender equality</td></tr> <tr><td>6</td><td>Clean water and sanitation</td></tr> <tr><td>7</td><td>Affordable and clean energy</td></tr> <tr><td>X</td><td>Decent work and Economic growth</td></tr> <tr><td>9</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>10</td><td>Reduced inequalities</td></tr> <tr><td>11</td><td>Sustainable cities and communities</td></tr> <tr><td>X</td><td>Responsible consumption and production</td></tr> <tr><td>13</td><td>Climate action</td></tr> <tr><td>14</td><td>Life below water</td></tr> <tr><td>15</td><td>Life on land</td></tr> <tr><td>16</td><td>Peace, justice and strong institution</td></tr> <tr><td>17</td><td>Partnerships for the goals</td></tr> </table>	2	Zero hunger	X	Good health and well-being	4	Quality education	5	Gender equality	6	Clean water and sanitation	7	Affordable and clean energy	X	Decent work and Economic growth	9	Industry, innovation and infrastructure	10	Reduced inequalities	11	Sustainable cities and communities	X	Responsible consumption and production	13	Climate action	14	Life below water	15	Life on land	16	Peace, justice and strong institution	17	Partnerships for the goals
2	Zero hunger																																
X	Good health and well-being																																
4	Quality education																																
5	Gender equality																																
6	Clean water and sanitation																																
7	Affordable and clean energy																																
X	Decent work and Economic growth																																
9	Industry, innovation and infrastructure																																
10	Reduced inequalities																																
11	Sustainable cities and communities																																
X	Responsible consumption and production																																
13	Climate action																																
14	Life below water																																
15	Life on land																																
16	Peace, justice and strong institution																																
17	Partnerships for the goals																																
Learning outcomes	Collaboration skills Social design thinking 3D printing for the social field 3D Scan for custom orthopaedics																																
Activities (detailed description in phases: preparation, implementation, follow up)	PREPARATION <u>Activity 1:</u> Detect the needs in the nursing home, elder people association or people with disabilities department. Description: the teachers will create work groups mixing students from the two specialities. After that, the students will have to go to the nursing home, elder people associations, etc... to look for needs that they can help with. <u>Activity 2:</u> Brainstorming, define the idea, create, generate sketches. Description: starting by the research phase, the students should prepare 3 ideas, sketches and a presentation that will use during the first term to inform the teachers. Design Thinking: a Non-Linear Process  Interaction Design Foundation interaction-design.org																																

Activity 3:

Prepare the design in CAD software, agree between the two students on the final design.

Description: the two students have to decide what materials they will choose to make the prototype.

IMPLEMENTATION (for additive manufacturing students)

Activity 1:

Choose the 3D printing technology.

Description: the student has to select the printing technology that best suits their design.

Activity 2:

Manufacture all the parts.

Description: the student should build all the parts.

Activity 3:

Assembly all the parts together.

Description: the student should create the assembly, using every bits and bolts needed, and test it.



FOLLOW UP

Activity 1: First Test.

Description: first test with the person for whom it was designed.

Activity 2: Follow-up during the internship.

Description: follow-up by the student who works with the person.

Activity 3:

Feedback from nursing house and the patient.

Description: Feedback to improve the design.

Materials/Equipment needed	Computers, CAD software, 3d printers, google scholar platform
Timetable	
Concrete outputs	A plan for the future (PowerPoint presentation/Canva presentation) with concrete actions + tools for future thinking

4. OTHER INFORMATION

Monitoring process	Student and company satisfaction survey, degree of achievement of activities.
Evaluation process	Technical and transversal evaluation rubric of the project.
Notes/Links	

1. GENERAL INFORMATION

Title of the Assignment	Accompanying the elderly people
Short description	Students go to a elderly (or some kind) home to play games/talk/walk with the people to accompany lonely people.
Size of the assignment	☐ Small ☐ Medium ☒ Big
Start date and time	
End date and time	
Overall duration	Days: 4 (the more the better) Hours: 1 hour each week (the more the better)
Place	☐ Classroom/Lab ☐ School ☒ Company ☒ Outside

2. STAKEHOLDERS INVOLVED

Number of teachers involved	One
Subjects involved	
Number of students involved	One class or more
Mode of organization	☐ Individual ☐ Small group ☒ Class-wide ☐ School-wide
Qualification/profession and EQF	
Competences required, if any (soft/hard/key competences)	Social skills
Other stakeholders involved	☐ Company ☐ Association/NGO ☒ Municipality ☒ Others: (houses for) elderly people

3. CONTENTS

SDGs covered	<table border="1"> <tr><td>X</td><td>No poverty</td></tr> <tr><td>2</td><td>Zero hunger</td></tr> <tr><td>X</td><td>Good health and well-being</td></tr> <tr><td>4</td><td>Quality education</td></tr> <tr><td>5</td><td>Gender equality</td></tr> <tr><td>6</td><td>Clean water and sanitation</td></tr> <tr><td>7</td><td>Affordable and clean energy</td></tr> <tr><td>8</td><td>Decent work and Economic growth</td></tr> <tr><td>9</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>X</td><td>Reduced inequalities</td></tr> <tr><td>11</td><td>Sustainable cities and communities</td></tr> <tr><td>12</td><td>Responsible consumption and production</td></tr> <tr><td>13</td><td>Climate action</td></tr> <tr><td>14</td><td>Life below water</td></tr> <tr><td>15</td><td>Life on land</td></tr> <tr><td>16</td><td>Peace, justice and strong institution</td></tr> <tr><td>17</td><td>Partnerships for the goals</td></tr> </table>	X	No poverty	2	Zero hunger	X	Good health and well-being	4	Quality education	5	Gender equality	6	Clean water and sanitation	7	Affordable and clean energy	8	Decent work and Economic growth	9	Industry, innovation and infrastructure	X	Reduced inequalities	11	Sustainable cities and communities	12	Responsible consumption and production	13	Climate action	14	Life below water	15	Life on land	16	Peace, justice and strong institution	17	Partnerships for the goals
X	No poverty																																		
2	Zero hunger																																		
X	Good health and well-being																																		
4	Quality education																																		
5	Gender equality																																		
6	Clean water and sanitation																																		
7	Affordable and clean energy																																		
8	Decent work and Economic growth																																		
9	Industry, innovation and infrastructure																																		
X	Reduced inequalities																																		
11	Sustainable cities and communities																																		
12	Responsible consumption and production																																		
13	Climate action																																		
14	Life below water																																		
15	Life on land																																		
16	Peace, justice and strong institution																																		
17	Partnerships for the goals																																		

Learning outcomes	Look after vulnerable people listen to each other awareness of loneliness learn from each other in conversation
Activities (detailed description in phases: preparation, implementation, follow up)	PREPARATION <u>Activity 1:</u> Get in touch with the local retirement home and explain the assignment. Discuss about suitable moments for your class to visit them. <u>Activity 2:</u> Inform the students about loneliness and how to act as a community on that. IMPLEMENTATION <u>Activity 1:</u> Students go to this home for at least 1 one hour per week for 4 weeks. The class can be divided into pairs. Every pair visits one/two elderly person(s). During this visit the students do activities with their person. This can be a walk in the park (if possible), playing a game or just have a chat. If possible do this with more classes. FOLLOW UP <u>Activity 1:</u> Evaluate with the students
Materials/Equipment needed	None
<i>Timetable</i>	
Concrete outputs	Give more joy to people who can be lonely.

4. OTHER INFORMATION

Monitoring process	
Evaluation process	
Notes/Links	

1. GENERAL INFORMATION

Title of the Assignment	Arboretum
Short description	Develop a garden featuring diverse plant species, with an emphasis on local flora, to promote awareness of biodiversity and sustainable practices. The project involves creating educational materials (posters, digital guides) detailing the characteristics and ecological roles of various species. Students will engage in planning, cultivating, and maintaining the garden to foster teamwork, environmental stewardship, and community engagement. The school will collaborate with the city council preparing plants for use in public gardens.
Size of the assignment	☐ Small ☐ Medium ☒ Big
<i>Start date and time</i>	
<i>End date and time</i>	
Overall duration	Days: 12-24 months
Place	☒ Classroom/Lab ☒ School ☐ Company ☒ Outside Indoors: Classrooms or labs for planning, research and preparation. Outdoors: A designated garden or forest plot for implementation and maintenance. Greenhouses or plant nurseries for propagation of species.

2. STAKEHOLDERS INVOLVED

Number of teachers involved	Min 2 (Forestal department)
<i>Subjects involved</i>	
Number of students involved	5 groups of 4
Mode of organization	☐ Individual ☐ Small group ☒ Class-wide ☐ School-wide
Qualification/profession and EQF	Forestry management technician certification
Competences required, if any (soft/hard/key competences)	Awareness-raising on sustainable development Promoting Community Involvement Collaborate with the Sustainable Development Goals
Other stakeholders involved	Company Association/NGO ☒ Municipality ☐ Others: Open access to the garden for educational visits by the wider community. To collaborate with the city council supplying plants for the public gardens.

3. CONTENTS

SDGs covered	<table border="1"> <tr><td>1</td><td>No poverty</td></tr> <tr><td>2</td><td>Zero hunger</td></tr> <tr><td>3</td><td>Good health and well-being</td></tr> <tr><td>X</td><td>Quality education</td></tr> <tr><td>5</td><td>Gender equality</td></tr> <tr><td>6</td><td>Clean water and sanitation</td></tr> <tr><td>7</td><td>Affordable and clean energy</td></tr> <tr><td>8</td><td>Decent work and Economic growth</td></tr> <tr><td>9</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>10</td><td>Reduced inequalities</td></tr> <tr><td>X</td><td>Sustainable cities and communities</td></tr> <tr><td>12</td><td>Responsible consumption and production</td></tr> <tr><td>X</td><td>Climate action</td></tr> <tr><td>14</td><td>Life below water</td></tr> <tr><td>X</td><td>Life on land</td></tr> <tr><td>16</td><td>Peace, justice and strong institution</td></tr> <tr><td>17</td><td>Partnerships for the goals</td></tr> </table>	1	No poverty	2	Zero hunger	3	Good health and well-being	X	Quality education	5	Gender equality	6	Clean water and sanitation	7	Affordable and clean energy	8	Decent work and Economic growth	9	Industry, innovation and infrastructure	10	Reduced inequalities	X	Sustainable cities and communities	12	Responsible consumption and production	X	Climate action	14	Life below water	X	Life on land	16	Peace, justice and strong institution	17	Partnerships for the goals
1	No poverty																																		
2	Zero hunger																																		
3	Good health and well-being																																		
X	Quality education																																		
5	Gender equality																																		
6	Clean water and sanitation																																		
7	Affordable and clean energy																																		
8	Decent work and Economic growth																																		
9	Industry, innovation and infrastructure																																		
10	Reduced inequalities																																		
X	Sustainable cities and communities																																		
12	Responsible consumption and production																																		
X	Climate action																																		
14	Life below water																																		
X	Life on land																																		
16	Peace, justice and strong institution																																		
17	Partnerships for the goals																																		
Learning outcomes	Collaboration skills Identification of autochthonous plant species Sustainable gardening and conservation techniques Promoting sustainable development goals (SDGs)																																		
Activities (detailed description in phases: preparation, implementation, follow up)	PREPARATION <u>Activity 1:</u> Detecting the possibility of having a space at the school to develop activities related to conservation, botany and applied ecology. Description: Identify potential garden spaces. Research local flora and determine suitable species. Design the layout and create a roadmap for implementation. <u>Activity 2:</u> Brainstorming, defining the idea, creating. Description: Conduct brainstorming sessions to generate ideas for the project's design and purpose. Research and list potential plant species based on local biodiversity, adaptability, and ecological importance. Develop a project roadmap, including goals, timelines, and required resources.																																		



Activity 3:

Adequacy of the garden area.

Description:

Clear the site of invasive species, weeds, or debris while preserving existing native vegetation.

Use eco-friendly tools and methods (e.g., hand tools instead of heavy machinery if possible) to minimize environmental impact.

Plan pathways and access points to make the site safe and functional for all participants.



IMPLEMENTATION

Activity 1:

Vegetation conservation

Description:

Clearing the garden area without resorting to total vegetation removal, allowing native plants and trees to remain.

Ensure a balance between clearing invasive species and preserving the natural ecosystem.

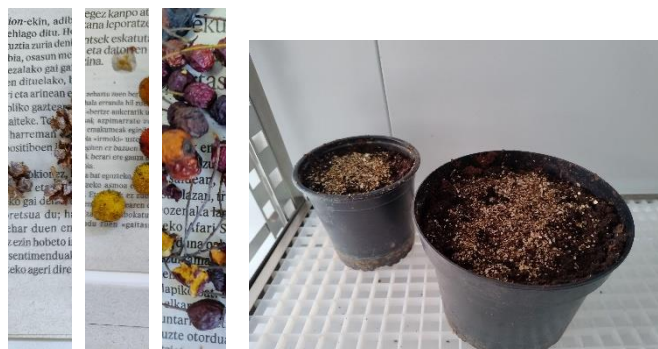


Activity 2:

Seed collection and plant preparation

Description:

Collect seeds from local plants or partner with nurseries for native species. Use a greenhouse or designated indoor space to propagate seedlings for later planting.



Activity 3: Reforestation

Description:

Plant native species in areas with minimal vegetation to enhance biodiversity.

Ensure proper spacing and care to maximize plant survival rates.

Activity 4: Placing informative signs

Description:

Create and install signs or digital QR codes near each species, providing information about their ecological roles and care.

Use the signage for guided tours or educational activities.

FOLLOW UP

Activity 1: First Test

Description: Assess the cleared and planted areas.

Gather feedback from teachers and students on site conditions and activities.

Activity 2:

Assign students or groups to monitor seedling germination and plant growth.

Record data to evaluate success rates and adjust care practices as needed.

Activity 3: Feedback from students and visitors to the arboretum

Description:

- Collect input from visitors and participants regarding the garden's layout and educational value.
- Implement suggested improvements to enhance the

	project's impact.
Materials/Equipment needed	Gardening tools: Brush cutters, hand saws, hoes. Planting supplies: Substrate, pots. Office supplies for planning and documentation
<i>Timetable</i>	
Concrete outputs	A plan for the future (PowerPoint presentation/Canva presentation) with concrete actions + tools for future thinking

4. OTHER INFORMATION

Monitoring process	Satisfaction survey
Evaluation process	Technical and Transversal evaluation rubric of the project
Notes/Links	

1. GENERAL INFORMATION

Title of the Assignment	City of students
Short description	A pop up in the city where people can bring their objects to the students to repair them (it can be applied to different sectors).
Size of the assignment	☐ Small ☐ Medium ☒ Big
Start date and time	
End date and time	
Overall duration	Days: the activity lasts for 1 day but before the event some hours are necessary to prepare everything.
Place	☐ Classroom/Lab ☐ School ☐ Company ☒ Outside Please, provide with more details of the location, if needed: In the centre of the city.

2. STAKEHOLDERS INVOLVED

Number of teachers involved	Min 1 - max 3
Subjects involved	
Number of students involved	Three students in the morning and three students in the afternoon, according to the available space.
Mode of organization	☐ Individual ☒ Small group ☐ Class-wide ☐ School-wide
Qualification/profession and EQF	Students of a vocational school. No qualification needed but key competences about the professional sector. There is a selection about the students who are more motivated.
Competences required, if any (soft/hard/key competences)	Communication and social skills Time management skill Be able to fix up objects, depending on the field involved
Other stakeholders involved	☐ Company ☐ Association/NGO ☒ Municipality ☐ Others:

3. CONTENTS

SDGs covered	<table border="1"> <tr><td>1</td><td>No poverty</td></tr> <tr><td>2</td><td>Zero hunger</td></tr> <tr><td>3</td><td>Good health and well-being</td></tr> <tr><td>X</td><td>Quality education</td></tr> <tr><td>5</td><td>Gender equality</td></tr> <tr><td>6</td><td>Clean water and sanitation</td></tr> <tr><td>7</td><td>Affordable and clean energy</td></tr> <tr><td>X</td><td>Decent work and Economic growth</td></tr> <tr><td>9</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>10</td><td>Reduced inequalities</td></tr> </table>	1	No poverty	2	Zero hunger	3	Good health and well-being	X	Quality education	5	Gender equality	6	Clean water and sanitation	7	Affordable and clean energy	X	Decent work and Economic growth	9	Industry, innovation and infrastructure	10	Reduced inequalities
1	No poverty																				
2	Zero hunger																				
3	Good health and well-being																				
X	Quality education																				
5	Gender equality																				
6	Clean water and sanitation																				
7	Affordable and clean energy																				
X	Decent work and Economic growth																				
9	Industry, innovation and infrastructure																				
10	Reduced inequalities																				

	X	Sustainable cities and communities
	X	Responsible consumption and production
	X	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
	17	Partnerships for the goals
Learning outcomes	Learn how to make new repairs; Learn the importance of giving second life to the objects (cloth, electronic devices, wood objects...); Learn to manage the time; Improve social skills.	
Activities (detailed description in phases: preparation, implementation, follow up)	PREPARATION <u>Activity 1:</u> Thinking about the ideal places to do the event and go to see them. Then choose the best place in terms of exposure to the public. <u>Activity 2:</u> Because of the occupation of public ground and maybe the necessity to go through a traffic restricted zone, we need to require permission from the municipality. All the information about the permission process is on the web site of the competent authority. <u>Activity 3:</u> Make a list of the activities that the students are able to do. This list will be hung on the pop up to inform customers. The repairs that they will do are very simple and basic because they have to deliver the repaired objects in a short time. <u>Activity 4:</u> Students and teachers have to find necessary materials (ex. yarn, sewing machine, hummer, pliers, electric tester...). <u>Activity 5:</u> It is necessary to do advertising to inform the community about the event. The graphic reports the major info about the event and also the type of available repairs. IMPLEMENTATION <u>Activity 1:</u> In the early morning the students and the teacher prepare the place with all the equipment needed. <u>Activity 2:</u> Waiting for the clients, listening to the request and according to the time needed to repair.	

	FOLLOW UP Activity 1: Finding a moment with the students who participated and listening to their comments about the project. Try to understand if it will be possible to repeat the event in the future.
Materials/Equipment needed	Technical equipment of different fields Electrical energy Little gazebo 3 chairs
<i>Timetable</i>	
Concrete outputs	Objects repaired (no waste)

4. OTHER INFORMATION

Monitoring process	Qr code to receive feedback from people who joined.
Evaluation process	Teachers observe the behaviour of the students during the activity: how they approach people, how they are motivated to finish work, to learn something new and if they are collaborative with other students. It is also important to write down the number of object repairs and if they keep the time established with the customer.
Notes/Links	

1. GENERAL INFORMATION

Title of the Assignment	Cleaning park (for better world)
Short description	The students will be involved in a garbage collection to clean a park together with the local community.
Size of the assignment	☐ Small ☐ Medium ☒ Big
Start date and time	
End date and time	
Overall duration	Days: 2 Hours: 10
Place	☐ Classroom/Lab ☐ School ☒ Company ☒ Outside Please, provide with more details of the location, if needed: Green areas around the school.

2. STAKEHOLDERS INVOLVED

Number of teachers involved	Min 1 - max 2
Subjects involved	
Number of students involved	Min 10 – max (they can replicate in different companies)
Mode of organization	Individual ☒ Small group ☐ Class-wide ☐ School-wide
Qualification/profession and EQF	Any
Competences required, if any (soft/hard/key competences)	No
Other stakeholders involved	Company ☐ Association/NGO ☒ Municipality ☐ Others:

3. CONTENTS

SDGs covered	1	No poverty
	2	Zero hunger
	X	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
	9	Industry, innovation and infrastructure
	10	Reduced inequalities
	X	Sustainable cities and communities
	X	Responsible consumption and production
	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
X	Partnerships for the goals	

Learning outcomes	Environmental awareness and responsibility Leadership and Influence Practical environmental actions Physical activity
Activities (detailed description in phases: preparation, implementation, follow up)	PREPARATION <u>Activity 1:</u> Have an agreement with the municipality. Description: agree with the municipality or city government where and when do the activity. <u>Activity 2:</u> Have an agreement with the students about the date and advise them about clothes. Description: if the time and place have been agreed upon, inform the students in advance so that they can put on or bring older clothes that will not be ruined while doing the work. Those who have it will also bring gloves for work. <u>Activity 3:</u> Prepare a lesson plan in such a way that it is possible to be outside for a longer period of time. <u>Activity 4:</u> Prepare tools and garbage bags. Description: together with the main tools, bring a first aid kit, to use just in case. IMPLEMENTATION <u>Activity 1:</u> Gathering and walk to the park together. Description: it can also be done as a competition to see who gets there first and who picks up more trash, who discovers the most interesting find. <u>Activity 2:</u> Share work tools and explain work safety. Description: be careful with sharp and prickly things. The glass fragments are collected in a bucket. We will also agree on a place to collect the garbage bags, from where they will be transported. <u>Activity 3:</u> Collect garbage. Description: try to collect as much garbage as possible from the park, sort it and take it to the agreed place. FOLLOW UP <u>Activity 1:</u> Evaluate the job.

	Description: ask students to be critical of their own and others' work. The park would be as clean as possible. <u>Activity 2:</u> Collect the full bags. Description: when concluding an agreement with the city administration, take a phone number to call when the work is finished and wait for the collection of the bags. <u>Activity 3:</u> Collect tools and clean them.
Materials/Equipment needed	Gloves for everyone, trash bags (for everyone or every group), storage for glass, trash picker, shovel for broken glass.
<i>Timetable</i>	
Concrete outputs	The park is safe and cleaned. Students have done teamwork in fresh air. Students feel responsible for keeping clean. The community sees a good result and preserves the environment. Garbage is sorted. Cooperation with the school, community and city government has taken place.

4. OTHER INFORMATION

Monitoring process	Students can do cleaning as a "competition".
Evaluation process	Students can also make suggestions for better spending their free time in the park. For example, adding trash cans or making seating corners, thinning out the bushes in some places so that it is easier to clean up the trash next time. Making seats from recycled materials can also be the project work of some study groups at school.
Notes/Links	

1. GENERAL INFORMATION

Title of the Assignment	Free Green - Give Away Day, rehoming fashion and interior design
Short description	The aim of the action is to bring together people with excess articles of clothing (for adults, excluding whenever possible fast fashion) and homeware (excluding electrical appliances) with people in need. The core goal is for everything to be free, from donated products to facilities used for distributing donations. The chosen location should be one with significant foot traffic preferably with a large contingent from the primary target group. The main goal is to ensure that the donated products reach the end user. Surplus (poor quality) donations to charities and recycling centres have been found to have ended up in landfills in third world countries. The aim of this action is to ensure waste is kept to a minimum. Only what is left over on the last day is disposed of responsibly. It is important to find a partner willing to offer facilities free of charge. This can be e.g. a local shopping centre, public building or market place.
Size of the assignment	☐ Small ☐ Medium ☒ Big
Start date and time	
End date and time	
Overall duration	Days: 2 weeks/ rotation Hours: 4 hours/day this depends on whatever is agreed between participants. It is preferable to continue the action over several days for shorter periods daily than for fewer longer days.
Place	☐ Classroom/Lab ☐ School ☐ Company ☒ Outside Indoor (outdoor only weather permitting) with significant foot traffic.

2. STAKEHOLDERS INVOLVED

Number of teachers involved	3/rotation
Subjects involved	
Number of students involved	4/rotation
Mode of organization	☐ Individual ☒ Small group ☐ Class-wide ☐ School-wide
Qualification/profession and EQF	
Competences required, if any (soft/hard/key competences)	Customer service, organizational skills, possibly language skills
Other stakeholders involved	☒ Company ☒ Association/NGO ☒ Municipality ☐ Others

3. CONTENTS

SDGs covered	
---------------------	--

	<table> <tr><td>X</td><td>No poverty</td></tr> <tr><td>2</td><td>Zero hunger</td></tr> <tr><td>3</td><td>Good health and well-being</td></tr> <tr><td>X</td><td>Quality education</td></tr> <tr><td>5</td><td>Gender equality</td></tr> <tr><td>6</td><td>Clean water and sanitation</td></tr> <tr><td>7</td><td>Affordable and clean energy</td></tr> <tr><td>8</td><td>Decent work and Economic growth</td></tr> <tr><td>9</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>X</td><td>Reduced inequalities</td></tr> <tr><td>11</td><td>Sustainable cities and communities</td></tr> <tr><td>X</td><td>Responsible consumption and production</td></tr> <tr><td>X</td><td>Climate action</td></tr> <tr><td>14</td><td>Life below water</td></tr> <tr><td>15</td><td>Life on land</td></tr> <tr><td>16</td><td>Peace, justice and strong institution</td></tr> <tr><td>X</td><td>Partnerships for the goals</td></tr> </table>	X	No poverty	2	Zero hunger	3	Good health and well-being	X	Quality education	5	Gender equality	6	Clean water and sanitation	7	Affordable and clean energy	8	Decent work and Economic growth	9	Industry, innovation and infrastructure	X	Reduced inequalities	11	Sustainable cities and communities	X	Responsible consumption and production	X	Climate action	14	Life below water	15	Life on land	16	Peace, justice and strong institution	X	Partnerships for the goals
X	No poverty																																		
2	Zero hunger																																		
3	Good health and well-being																																		
X	Quality education																																		
5	Gender equality																																		
6	Clean water and sanitation																																		
7	Affordable and clean energy																																		
8	Decent work and Economic growth																																		
9	Industry, innovation and infrastructure																																		
X	Reduced inequalities																																		
11	Sustainable cities and communities																																		
X	Responsible consumption and production																																		
X	Climate action																																		
14	Life below water																																		
15	Life on land																																		
16	Peace, justice and strong institution																																		
X	Partnerships for the goals																																		
Learning outcomes	Recycling Social awareness Reducing waste																																		
Activities (detailed description in phases: preparation, implementation, follow up)	PREPARATION <u>Activity 1:</u> Marketing ahead of time Description: Marketing the give-away days to target group. <u>Activity 2:</u> Collecting donations ahead of time at agreed upon locations Description: Agreeing drop off points at agreed upon locations and sourcing furniture (clothes racks, hangers, tables on loan) for displaying them. IMPLEMENTATION <u>Activity 1:</u> Maintaining the displays on the day and encouraging customers Description: Continually updating the displays during the day as new donations arrive and products are collected. <u>Activity 2:</u> Transferring the remaining products to the next location when needed Description: At the end of the stay at one location the remaining donations are transferred to the next one and after the final day to the local recycling centre. FOLLOW UP <u>Activity 1:</u> Timing of activity Description: Feedback about the timing during the academic year and the duration of the event at each location.																																		

	Activity 2: Evaluating donations Description: Which donations were more popular, which were unwanted, how to better communicate with donors, recipients and facilities providers in the future.
Materials/Equipment needed	Existing furniture (racks, tables) for displaying donations, transport of donations
<i>Timetable</i>	
Concrete outputs	

4. OTHER INFORMATION

Monitoring process	Meetings between project co-ordinators from the participating parties.
Evaluation process	Above mentioned meetings after each completed action in order to continue improving on the next action. The action can be a one-off event or part of the regular school year depending on the perceived benefit to furthering the studies of the participating students.
Notes/Links	

1. GENERAL INFORMATION

Title of the Assignment	Helping local elderly
Short description	Project in cooperation with retirement home to improve their living surroundings and wellbeing. Examples: • Construction/joinery/carpentry students build benches, flower boxes etc • Material processing students can 3D print self-help tools to aid them in everyday lives • Culinary arts students organize and prepare a dinner • Beauty services students offer haircuts, treatments etc
Size of the assignment	☐ Small ☐ Medium ☒ Big
Start date and time	
End date and time	
Overall duration	Depending on the difficulty of the project activity
Place	☒ Classroom/Lab ☐ School ☒ Company ☒ Outside

2. STAKEHOLDERS INVOLVED

Number of teachers involved	2-4
Subjects involved	
Number of students involved	One group (around 16)
Mode of organization	☐ Individual ☐ Small group ☒ Class-wide ☐ School-wide
Qualification/profession and EQF	VET students, EQF 3 or 4
Competences required, if any (soft/hard/key competences)	Basic teamworking skills Basic speciality/trade related skills. Example: culinary students need to have basic cooking skills to organize a dinner. Construction students need to have basic skills to work with machinery etc.
Other stakeholders involved	☒ Company ☐ Association/NGO ☒ Municipality ☐ Others:

3. CONTENTS

SDGs covered	<table border="1"> <tr><td>1</td><td>No poverty</td></tr> <tr><td>2</td><td>Zero hunger</td></tr> <tr><td>X</td><td>Good health and well-being</td></tr> <tr><td>X</td><td>Quality education</td></tr> <tr><td>X</td><td>Gender equality</td></tr> <tr><td>6</td><td>Clean water and sanitation</td></tr> <tr><td>7</td><td>Affordable and clean energy</td></tr> <tr><td>8</td><td>Decent work and Economic growth</td></tr> <tr><td>9</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>X</td><td>Reduced inequalities</td></tr> <tr><td>X</td><td>Sustainable cities and communities</td></tr> <tr><td>12</td><td>Responsible consumption and production</td></tr> <tr><td>13</td><td>Climate action</td></tr> </table>	1	No poverty	2	Zero hunger	X	Good health and well-being	X	Quality education	X	Gender equality	6	Clean water and sanitation	7	Affordable and clean energy	8	Decent work and Economic growth	9	Industry, innovation and infrastructure	X	Reduced inequalities	X	Sustainable cities and communities	12	Responsible consumption and production	13	Climate action
1	No poverty																										
2	Zero hunger																										
X	Good health and well-being																										
X	Quality education																										
X	Gender equality																										
6	Clean water and sanitation																										
7	Affordable and clean energy																										
8	Decent work and Economic growth																										
9	Industry, innovation and infrastructure																										
X	Reduced inequalities																										
X	Sustainable cities and communities																										
12	Responsible consumption and production																										
13	Climate action																										

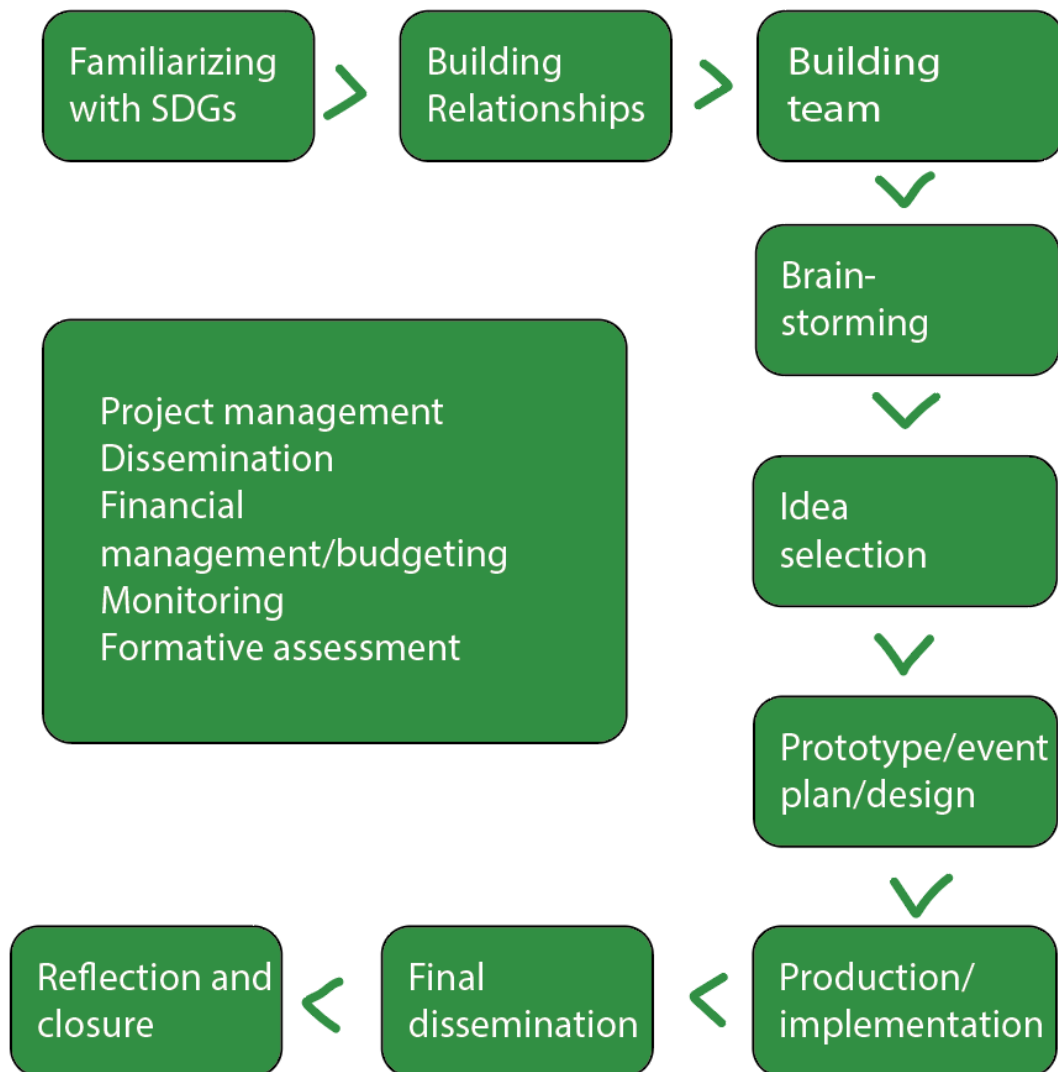
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
	17	Partnerships for the goals
Learning outcomes	Understanding the relationships within the community Respecting different age groups Able to provide value to the others Improved speciality-specific skills	
Activities (detailed description in phases: preparation, implementation, follow up)	PREPARATION <u>Activity 1: Familiarizing with SDGs</u> If the class is unaware of SDGs, the first activity is to get them familiarized with the topic. <u>Activity 2: Building relationships</u> Getting in touch with the retirement home, develop connections. Finding out the willingness to cooperate, find out needs and problems that could be solved with a project. Whole group of students visits retirement home to get to know the surroundings and people and to build relationships. <u>Activity 3: Forming team</u> Project team is formed in the group with project manager, deputy manager, communication manager, financial manager, production manager etc to distribute tasks. IMPLEMENTATION <u>Activity 1: Brainstorming</u> The students brainstorm ideas for the project. Different methods like world café of mind-mapping can be used. <u>Activity 2: Idea selection</u> Best ideas are chosen by the students' group. The ideas are presented to the retirement home management and together chose the idea to implement. <u>Activity 3: Prototype/event plan design</u> Students group prepare the event/material object in agreement with the retirement home management. <u>Activity 4: Production/implementation</u> Students conduct the actual activity/organize event or produce the actual object. If something was built/designed, students arrange an opening ceremony. If possible, local authorities and media are invited to take part of the opening ceremony. FOLLOW UP <u>Activity 1: Final dissemination</u> Dissemination of the event in schools/class/retirement home's/municipality's social media channels. SDGs and sustainability are mentioned in the communication.	

	<u>Activity 2: Reflection and closure.</u> Reflection by students of project, its outputs, learning process, new skills, knowledge, attitude changes. Reflection and students' feedback are presented to the other students and teachers in final project presentation. Students can use PowerPoint or other presentation techniques. The retirement home representatives are invited to the final presentation to give feedback, share their opinions, and needs for future projects. <u>Throughout all phases:</u> • Project activities are documented by designated student. • Financial management and budgeting are conducted by financial manager. • Photos/videos are made and used for dissemination. This is the responsibility of communication manager. The privacy regulations must be agreed with the group and retirement home.
Materials/Equipment needed	Depends on the project: construction, cosmetics, materials etc.
<i>Timetable</i>	
Concrete outputs	Event, material object, design etc depending on the project.

4. OTHER INFORMATION

Monitoring process	Project manager from the group with the support of teacher(s) is the contact person with retirement home's management.
Evaluation process	Project is evaluated by teachers in-between using formative assessment. Final evaluation is done at the end of the project by teachers. Management/workers of the retirement home provide their feedback to the group.
Notes/Links	

Group assignment: helping local elderly



1. GENERAL INFORMATION

Title of the Assignment	Values Walk
Short description	Signs with questions related to values are placed in the vicinity of the school e.g. a park. The purpose is to encourage passers-by to reflect on their own values and whether they act in accordance with them. Value-questions are related to eco social values and are developed together with students.
Size of the assignment	☐ Small ☐ Medium ☒ Big
Start date and time	
End date and time	
Overall duration	Days: Hours: you can use some classes with students.
Place	☒ Classroom/Lab ☐ School ☐ Company ☒ Outside

2. STAKEHOLDERS INVOLVED

Number of teachers involved	1-2
Subjects involved	
Number of students involved	12-200
Mode of organization	☐ Individual ☐ Small group ☐ Class-wide ☒ School-wide
Qualification/profession and EQF	
Competences required, if any (soft/hard/key competences)	
Other stakeholders involved	☐ Company ☐ Association/NGO ☒ Municipality ☐ Others:

3. CONTENTS

SDGs covered	<table border="1"> <tr><td>1</td><td>No poverty</td></tr> <tr><td>2</td><td>Zero hunger</td></tr> <tr><td>3</td><td>Good health and well-being</td></tr> <tr><td>4</td><td>Quality education</td></tr> <tr><td>5</td><td>Gender equality</td></tr> <tr><td>6</td><td>Clean water and sanitation</td></tr> <tr><td>7</td><td>Affordable and clean energy</td></tr> <tr><td>8</td><td>Decent work and Economic growth</td></tr> <tr><td>9</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>10</td><td>Reduced inequalities</td></tr> <tr><td>X</td><td>Sustainable cities and communities</td></tr> <tr><td>12</td><td>Responsible consumption and production</td></tr> <tr><td>13</td><td>Climate action</td></tr> <tr><td>14</td><td>Life below water</td></tr> <tr><td>15</td><td>Life on land</td></tr> <tr><td>16</td><td>Peace, justice and strong institution</td></tr> </table>	1	No poverty	2	Zero hunger	3	Good health and well-being	4	Quality education	5	Gender equality	6	Clean water and sanitation	7	Affordable and clean energy	8	Decent work and Economic growth	9	Industry, innovation and infrastructure	10	Reduced inequalities	X	Sustainable cities and communities	12	Responsible consumption and production	13	Climate action	14	Life below water	15	Life on land	16	Peace, justice and strong institution
1	No poverty																																
2	Zero hunger																																
3	Good health and well-being																																
4	Quality education																																
5	Gender equality																																
6	Clean water and sanitation																																
7	Affordable and clean energy																																
8	Decent work and Economic growth																																
9	Industry, innovation and infrastructure																																
10	Reduced inequalities																																
X	Sustainable cities and communities																																
12	Responsible consumption and production																																
13	Climate action																																
14	Life below water																																
15	Life on land																																
16	Peace, justice and strong institution																																

	17 Partnerships for the goals
Learning outcomes	Value thinking Responsible action Critical thinking Building/strengthening a relationship with nature
Activities (detailed description in phases: preparation, implementation, follow up)	PREPARATION <u>Activity 1:</u> • Reflect on and create value-based questions with students that are based on eco social values: responsibility, moderation, interconnectedness and systemic worldview. • Example questions: 1. Are you part of nature? 2. Who leads nature? 3. With whose voice do you speak about nature? 4. What is your inner tone of the voice? Do you speak to others in the same tone? 5. What is a good and meaningful life for you? Does nature play a part in it? 6. Is this environment meaningful for you? 7. What action do you (or the school; the government; etc.) take to make this environment (or the park; this tree; etc.) valuable? 8. What kind of sensations do these questions evoke in you? Take some time to feel those sensations; what do they tell? You can use the first questions as an introduction to a new group that is going to design a values walk. For example: – Ask the question – Every student writes down his/her answer. – Share your answer with your neighbour. – Share opinions in the group. – Reflect on this value thinking, is it worth thinking about, does it arouse new questions? – Every student writes down his own question. This paper is passed on to another. That person writes down an answer. Before passing it he/ she folds the paper so that the answer is not visible but the question is. Collect several answers per question. Papers go back to the previous owners who can read the answers. Share what is remarkable. Introduce the idea of the value walk in the vicinity of the school. Do they know the place/ the park? Which people are coming in this place? What questions would have impact? You can go outside and explore the place. Produce questions in small student groups. Collect them and vote in the class on a certain number of them that will be placed on signs.

	<u>Activity 2:</u> Make the signs with the students. Remarks: • Check whether you are allowed to place signs in the area you have in mind. Does permission need to be arranged? • Take into account the available budget for materials. • Keep in mind where you want to place the question, what is a suitable place. • Make sure that the material you are going to use is environmentally friendly. • Write or engrave questions on wood or other suitable (natural) material. • For answering the questions you can add a QR code and audio file. Or add a small blackboard (e.g. with blackboard paint). • Design how you can place the sign: can it stand on its own, or can you attach it to something without causing any damage. IMPLEMENTATION <u>Activity 1:</u> • Place the value question signs in the local environment/ park. • Make sure that the signs do not get in the way of passers-by. <u>Activity 2:</u> • Walk the route and experience feelings and thoughts that the questions evoke. • Observe passers-by, do they see the signs? What do they think about the questions? <u>Activity 3:</u> Suggestions: • Organize a publication about the value walk e.g. in your local paper, on the school website. • Organize an official opening walk together with local residents. FOLLOW UP <u>Activity 1:</u> Walk regularly past the signs. Do they need repair, replacement? <u>Activity 2:</u> You can repeat the design of such a Values Walk with other students after a certain time.
Materials/Equipment needed	Timber, pencil, wood, paint.
Timetable	
Concrete outputs	Question signs (timbers).

4. OTHER INFORMATION

Monitoring process	
Evaluation process	
Notes/Links	