



FRAMEWORK



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CE-E VET

Circular economy and
entrepreneurship to
boost VET students'
employability &
resilience

Framework for Skills and competences for VET students' employability and resilience

*The framework is intended for VET EDUCATORS dealing
with increasing employability skills and support VET students
in their transition into the work market.*

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INTRODUCTION

1. About the project

CE-E VET strategic partnership will offer a new way for VET schools and VET providers to boost VET students' key competences using sustainable entrepreneurship and circular economy as activators of employability skills and ability to adapt to the ever-changing labour market conditions.

Help vocational and technical education to equip students with the so-called employability skills, such as those abilities and competencies every employee and workers need to possess to be an effective and efficient member of the labour market.

In the CEE VET project, we will use the circular economy and sustainability as motivation to youth to increase their knowledge and be prepared to find solutions to current issues connected to their profession specifically.

More importantly, the framework will make evident to SMEs what VET system can do for them and start a beneficial dialogue to make the training system more effective, students better prepared to meet SMEs expectation, and SMEs an active actor for system improvement. This framework will help companies and VET system to identify the gap between employers' needs and expectations in terms of sustainable and responsible behaviours by employees. The IO can be used as baseline practice for the development of other similar initiatives, expanding as an example to cooperation among VET institutions and SMEs as a mean to validate skills acquired while in school.

The framework can be easily transferred because it is going to be prepared in English and local languages, and can be used as inspiration to train other target groups. By adding specific references to a sector the syllabus can be a versatile tool used within other industries.

2. About this document

CE-E VET SKILL FRAMEWORK presents the skills needed in the actual labour market, encompassing entrepreneurial skills, transversal sustainability skills, such as those skills needed by GREEN SMEs or in general by a climate-resilient society that each citizen should be aware of and possess to be true agent of sustainable change. The framework is intended for TRAINERS/EDUCATORS coming from other VET schools, VET providers, business associations, HR management and other similar organization dealing with increasing employability skills and support VET students in their transition into the work market.

Young people still in education or training have not yet acquired the necessary knowledge, experiences or skills needed to decide whether the self-employment is suitable as their future career. Beside the regular entrepreneurial courses focused on economy, business planning, financial management etc. it is crucial for these young people to develop transversal skills, promoting ones creativity, innovativeness, ability to work in team or communication skills, especially for students coming from low socio economic situations. By participating at this project, the partners will offer them a new more opportunity to improve themselves and become successful.

In order to promote high-quality VET initiatives, the teaching competences of educators has a key role; that's why this project aims at creating opportunities for VET professionals to meet current societal demands. VET institutions should overcome the presented challenges by increasing significantly the capacity of their staff to quickly adapt to changing societal and stakeholder needs, increasing their capacity to cooperate with their international counterparts, implement better local networks and foster better regional connections. VET

trainers and teachers need to know how to define the best blends among face-to-face and online, remote learning, virtual class-based activities to increase participants learning possibilities, and, most of all, allowing learners to control their own timing and schedule. Students must be able to study anywhere and at any time they want, and this flexibility of learning is going to be addressed during the project.

The provision of a customized support enhancing their transition to concrete forms of self-employment (either entrepreneurial projects or joint/group efforts) would provide a strong contribution to their social inclusion and employability, while maximizing the output in terms of contribution to the sustainable development of their local context.

To achieve this aim, educators need to count on more sophisticated skills and method, to offer young participants a tailor made approach, crucial for bringing young people back on track. This would require a broader approach to boosting VET students' employability skills that includes also mentoring, coaching and the provision of wider transversals skills than the ones provided in the course of their study.

This document is divided into different sections:

a. INVENTORY

Description of the skills needed by different lists, encompassing the 21st century labour market skills, such as (but not limited to) complex problem-solving, persuasion, emotional intelligence and teaching others, cognitive flexibility, negotiation, judgement and decision-making, critical thinking, media literacy, cross cultural competences, social intelligence, sustainability skills derived from CIRCULAR ECONOMY and mixed with Entrepreneurial skills as in the Entrepreneurship for Sustainable Development and ENTRE COMP, Entrepreneurship for Sustainable Development, and other relevant common EU frameworks presented

b. EXPERTS' OPINION

The partners will blend the vision from the different frameworks and skills references, to offer a new reference for educators. The aim is to develop the right combination of skills in their students. It will be update and integrated with other requirements coming from circular economy, as an example, to make sure the educators possess both skills and knowledge to foster their students.

c. BEST PRACTICES

Each competence selected to be in the program is accompanied by 2 best practices selected by the partners among the ones they find more useful and efficient to support VET students in developing their skills.

3. About the partners & contributions

Maria Mirion - Gheorghe Marzescu" Secondary School Iasi, Romania

Valeria Elia, Associazione culturale FRAMEWORK, Italy

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Fatma Akdenik Evliya Çelebi Vocational and Technical Anatolian High School, Turkiye

INVENTORY OF SKILLS NEEDED BY THE LABOUR MARKET

Transversal Competencies (TVCs) comprise of certain skills, knowledge, values, and attitudes that are being increasingly emphasised as essential for effective participation and orientation of one’s personal and work life in the current times. Core Transversal Competencies for Development during the Secondary Stage

- **Creativity** – The ability to use a wide range of creation techniques (such as brainstorming) to create new and worthwhile ideas, both incremental and radical concepts, as well as observable creations (such as, artworks and performances). This includes the skills necessary to elaborate, refine, analyse and evaluate their own creations in order to improve and maximise creative efforts.
- **Collaboration** – The ability to work effectively and respectfully with diverse teams, including skills necessary to exercise flexibility and willingness in order to be helpful in making necessary compromises to accomplish a common goal.
- **Conflict resolution** – Refers to skills, such as, the ability to identify areas of agreement and disagreement, reframe a problem, and analyse the issues and interests at stake that are necessary to manage and resolve conflicts.
- **Communication skills** – The ability to articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
- **Teamwork** – Refers to skills necessary to be able to work with others to a common goal. These include the ability to negotiate, follow an agenda, and make group decisions.
- **Critical thinking** – Intentional, goal-directed, and reflective, used to evaluate, make judgements, and learn new concepts.
- **Media and information literacy** – Ability to obtain and analyze information through ICTs – refers to skills required to identify, locate, and access appropriate information sources (including assembling knowledge and information in cyberspace), and interpret this information and draw conclusions based on analysis.

In the changing job market, with as much as 50% of the newly created jobs in the next ten years ([McKinsey](#)) not even known yet, we get a phenomenon called **The Skills Gap**. In simple terms, this is the imbalance between labour supplied and labour demanded, expressed as skills and competencies.

The Skills Gap is recognized by the [OECD](#), [UNESCO](#), [the UN](#) and most governments. It causes huge economic and commercial damage and much unnecessary human misery. It is now estimated to total at least \$10 trillion in the next ten years.

The skills and competences to be used to describe the learning outcomes and to create the assessment tools in this project:

| COMPETENCES | DESCRIPTION |
|------------------------|--|
| <i>Problem-solving</i> | <ul style="list-style-type: none"> • Solve issues quickly and effectively, having the greener, inclusive and socially equal solution in mind; • Identify and assess individual and group strengths and weaknesses. |

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| <i>Communication</i> | <ul style="list-style-type: none"> • Ability to express oneself clearly, listen to others, be aware of nonverbal communicant and body language, keeping emotions in-check; • Ability to adapt based on the audience. |
| <i>Team work</i> | <ul style="list-style-type: none"> • Demonstrate a positive attitude towards everyone independent from the hierarchical system and inclusiveness are crucial elements; • Work together and co-operate with others to develop ideas and turn them into action; • Respect others and their views; Ability to be inclusive and always have a gender perspective. |
| <i>Judgement and Decision-Making</i> | <ul style="list-style-type: none"> • Demonstrate an ability to identify all the options and compare them in terms of both cost and effectiveness. Knowing how to read the situations in order to deal with them in case of need • Favour solutions that lead to equal and social promotion, improved situations and mutual respect |
| <i>Managing data, information and digital content</i> | <ul style="list-style-type: none"> • Organise, store and retrieve data effectively, Identify credible information from unreliable information • Demonstrate an ability to search for credible digital information • Know how to use the digital environments in order to protect personal data and privacy |
| <i>Interacting and communicating through digital technologies</i> | <ul style="list-style-type: none"> • Communicate with others through digital technologies. • Collaborate with others online through digital technologies |
| <i>Critical thinking</i> | <ul style="list-style-type: none"> • To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions. • To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values. • To support equity and justice for current and future generations and learn from previous generations for sustainability. |
| <i>Self-awareness & self-efficacy</i> | <ul style="list-style-type: none"> • Being self-driven, taking initiatives, being self-resilience • Believe in yourself and keep developing . • Reflect on your needs, aspirations and wants in the short, medium and long term • Continuing to perform effectively when under time pressure and in the face of setbacks, disappointments or resistance. • Manage your own time and the time of others and work efficiently |

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| | <ul style="list-style-type: none"> To remain relevant and competitive on the labour market, to develop flexibility and adaptability by continuously perfecting oneself through self-study and documentation. |
| <i>Initiative, Entrepreneurship and intrapreneurship</i> | <ul style="list-style-type: none"> To have the ability to develop one's own green start-up or initiative, to promote independence in order to provide green solutions that will eventually become dominant in the business sector. Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures. Act and work independently to achieve goals, stick to intentions and carry out planned tasks Stimulate a sense of self-employment Investigating the ways to implement green elements into our production process |
| <i>Ethical and sustainable thinking</i> | <ul style="list-style-type: none"> To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems To actively contribute to improving prospects for the community and the organization Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment Be aware for efficient resource management and how waste and garbage are created |
| <i>Financial and economic literacy</i> | <ul style="list-style-type: none"> Develop financial and economic know how More contextualize learning with respect to the productive economic fabric How to save resources (water, electricity, uses less, reuse, make the necessary effort to consume less as the owner of the company prefers to use recyclable materials in the work process. Reflect on how sustainable long-term social, cultural and economic goals are and the course of action chosen |

EXPERTS' OPINIONS ON THE SKILLS SELECTED

The experts that participated in this study agree with the majority of the Green Comp, general transversal competences, digital competences and Entre Comp skills proposed, and they think they are relevant for young people entering the labour market. Additionally, they suggest that other skills, such as initiative, resilience, sharing of good practices should also be present in training programs for VET students. The results also suggest that VET students should be informed that passivity and arrogance are not desirable attitudes of a new hire.

Some concrete suggestions to make our products more practical and innovative would be

- To be updated on the latest trend and innovative ideas to avoid green washing;
- Real life situations, being practical, good attitude, to be self-confident;
- Questioning the situation and offering solutions
- Self-awareness;
- To suggest for innovating society that is changing;
- Analyze how the company is organized and divided

Young people have no work experience. For this reason, when a youth starts a new job, the workplace should organize an induction program / process aimed at allowing young workers to develop realistic expectations regarding their job and business they are about to enter. The main objective of the training should be:

- to decrease the possibility to negative situations that can occur due to social and emotional sensitivity in the new work environment,
- to reduce the causes of stress
- to teach the skills that will allow the new employee to be successful in his new position.
- to ease the entry of employees into the new work environment and the already established group.
- Decrease the level anxiety caused by working with others
- Increase the sense of curiosity and be part of the group

New employees should be informed and encouraged to socialize with others; this effort means that new employees must be integrated into their new group. This creates a positive impression on the employee about the organization and the work that he will perform.

Young people can come up with applicable ecological ideas in the workplace. On the other hand, the company should be ready to include them and to take the necessary steps to implement them and to work for those issues to be taken in consideration by all employees.

BEST PRACTICES

• Problem-solving

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| TITLE | TAKE - MAKE - WASTE |
| Overview on the materials offered | <p>Non formal education activities for employability of young people</p> <ol style="list-style-type: none"> 1. Open discussions 2. Understanding the Circular Economy 3. Find solution for reduce the waste <p>The suggested activities will also help the participants to obtain the following skills: Communication • Team work • Problem solving</p> |
| Source or link to the materials | <p>https://youtu.be/SCs5BoZwcZk https://youtu.be/zCRKvDyyHml https://drive.google.com/file/d/1dkLntabmGZVy4V6kruQAIRFp038BMD-F/view?usp=sharing https://drive.google.com/file/d/1CMWVSfH37wJccZoHGQcHVVWGB1eG2KE4E</p> |
| Copyright or licence issues | In public use |
| Target group(s) | young people from 14 to 20 |
| Purpose of the proposed materials | <p>A circular economy is regularly presented as a possible solution to the environmental crisis facing the world today. The question is: is that economic model compatible with fair trade? How can fair trade apply circular economy principles, and what benefits would this bring?</p> <p>Take - Make - Waste. That's how things look today. Look around you, you are surrounded by different products all made from different materials - you can probably see plastic, metal, wood, glass, different fibres and fabrics. Just look at the clothes you are wearing. What are they made of - nylon? Polyester? Wool? Cotton?</p> |
| Description / structure | <p>We take our natural resources, make them into products, and then we throw them away and they become waste when we no longer need them. Our economy has worked this way ever since the Industrial Revolution when we first learned how to mass-produce things.</p> <p>But now it is reaching breaking point - it no longer works for businesses, people, or the environment. This way of doing things leads to high levels of waste and pollution, which are damaging our planet as well as our health.</p> <p>In this activity, an 11th grade student presents material on the circular economy of food in cities and how a huge amount of food is wasted without thinking about it.</p> <p>The professor further presents a material on robotics and the circular economy.</p> <p>Next, we discuss with the students about the presented materials and draw conclusions on how to reduce the waste of materials.</p> |
| Why are you suggesting it? What can be used to | <p>Nature never does things in straight lines. Over billions of years, it has arrived at a far more effective way of doing things - it works in cycles. Things grow, they die, and then nutrients return to the Earth so that new life can grow. Again and again. The energy needed to make all of this happen comes from the sun.</p> |

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| prepare our materials | <p>Imagine if we were able to apply these insights taken from nature to our economy. We could create a system that could work in the long-term for businesses, people and the environment.</p> <p>Definitions of circular economy that focus on resource use often follow the 3-R approach:</p> <ol style="list-style-type: none"> 1. Reduce (minimum use of raw materials) 2. Reuse (maximum reuse of products and components) 3. Recycle (high quality reuse of raw materials) |
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| TITLE | YOUTH EMPLOYABILITY LEADERS OF TOMORROW |
| Overview on the materials offered | Toolbox for Youth Employability Leaders is composed of non-formal learning tools (activities and methods) that was created, tested and evaluated by participants during the training course and which can be used by youth workers and organisations in international mobility projects for stimulating youth employability and youth entrepreneurship as well as improving entrepreneurial, soft skills and leadership of young people. |
| Source or link to the materials | https://youthemployabilityleaders.wordpress.com – An Erasmus+ funded Mobility of Youth workers – Training course (Youth Suport Center- 10-18 December 2018, Wroclaw, Poland) |
| Copyright or licence issues | Public use |
| Target group(s) | <ul style="list-style-type: none"> ● Teenagers, students ● Company employees ● Youth workers ● Trainers ● Teachers ● Counsellors ● Recent graduated students |
| Purpose of the proposed materials | <p>Within the development of problem-solving skills,</p> <ul style="list-style-type: none"> ● To develop communication, creativity, teamwork and cooperation among youngsters ● To help people to know better their own problem and feel better in their social environment and work life ● To improve problem solving skills like decision making, listening skills, analytical thinking skills and so on before young people get in labour market ● To raise newly-graduated students' employability in labour market ● To promote inclusion and participation |

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| <p>Description structure</p> | <p>This study aims to combat youth unemployment in participating countries by providing new and improved competences and practical tools to youth workers, exchanging good practices and experiences between organisations and by serving as space to plan and design activities that can improve the employability of young people they work with.</p> <p>We had also an opportunity to create/design/upgrade non-formal learning activities, test our ideas in a group and receive feedback from other youth workers and trainers. To fully comprehend the importance of problem-solving skills in the workplace, it's important first to understand the broad skillset they are comprised of. Generally, problem-solving refers to a person's ability to successfully manage and find solutions for complex and unexpected situations. Youngsters with great problem-solving skills have a combination of both analytical and creative thinking. They're comfortable with making decisions and confident enough to rise to challenges in the workplace.</p> <p>As a result, they will quickly identify problems when they arise and identify the most effective solutions. They'll also identify the factors and forces that might have caused the problem and instigate changes to mitigate future challenges.</p> <p>This study offers an opportunity to create/design/upgrade non-formal learning activities like soft crosswords, bond & learn, action, two-player variant, job interview theatre, the letter and the tree method.</p> <p>One of the most effective methods used at labor market is the tree method. It is about choose a personal problem and try to find some solutions with an efficient method which permit us to work with other people at the same time. The path ways we should follow to apply for this activity is in the following way.</p> <table border="1" data-bbox="411 1153 1401 1832"> <tr> <td>Group size</td> <td>A wide variety and also divided into smaller groups for better feedback (3-4 people)</td> </tr> <tr> <td>Time</td> <td>60 min</td> </tr> <tr> <td>Instructions</td> <td> <ul style="list-style-type: none"> - Make an appointment with the leader - Make a group and tell them to choose a problem - Worktime (analyses about the causes and solutions) - Every group do a speech about their work </td> </tr> <tr> <td>Evaluation</td> <td> <ul style="list-style-type: none"> - How did you find the method? - Did it help you? - Did you find a good solution? - Does it fulfill your expectations? - Do you want to improve something? </td> </tr> <tr> <td>Training materials and other necessities</td> <td> <ul style="list-style-type: none"> - Pen, crayons and paper - Comfortable space for working - Conference hall </td> </tr> <tr> <td>Tips for facilitators</td> <td> <ul style="list-style-type: none"> - Be patient - Be flexible - Be innovative </td> </tr> </table> | Group size | A wide variety and also divided into smaller groups for better feedback (3-4 people) | Time | 60 min | Instructions | <ul style="list-style-type: none"> - Make an appointment with the leader - Make a group and tell them to choose a problem - Worktime (analyses about the causes and solutions) - Every group do a speech about their work | Evaluation | <ul style="list-style-type: none"> - How did you find the method? - Did it help you? - Did you find a good solution? - Does it fulfill your expectations? - Do you want to improve something? | Training materials and other necessities | <ul style="list-style-type: none"> - Pen, crayons and paper - Comfortable space for working - Conference hall | Tips for facilitators | <ul style="list-style-type: none"> - Be patient - Be flexible - Be innovative |
| Group size | A wide variety and also divided into smaller groups for better feedback (3-4 people) | | | | | | | | | | | | |
| Time | 60 min | | | | | | | | | | | | |
| Instructions | <ul style="list-style-type: none"> - Make an appointment with the leader - Make a group and tell them to choose a problem - Worktime (analyses about the causes and solutions) - Every group do a speech about their work | | | | | | | | | | | | |
| Evaluation | <ul style="list-style-type: none"> - How did you find the method? - Did it help you? - Did you find a good solution? - Does it fulfill your expectations? - Do you want to improve something? | | | | | | | | | | | | |
| Training materials and other necessities | <ul style="list-style-type: none"> - Pen, crayons and paper - Comfortable space for working - Conference hall | | | | | | | | | | | | |
| Tips for facilitators | <ul style="list-style-type: none"> - Be patient - Be flexible - Be innovative | | | | | | | | | | | | |
| <p>Why are you suggesting it? What can be used to prepare our materials</p> | <p>It is an easy way of communication when regular speaking is too hard or impossible. Usually it is hard to speak about honest things with family members, employers, employees, co-workers. This way is safe and easier.</p> | | | | | | | | | | | | |

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| Other useful information | <p>These skills can often be under looked as one of the benefits of problem-solving skills in the workplace. However, those with problem-solving abilities also typically possess stellar time-management skills. The ability to manage their time wisely and laser-focus on what’s important to the business will lead to better decision-making and business impact.</p> <p>Problem solvers have no issue with carefully assessing customer and client needs and how to prioritize, plan, and execute strategies for how to meet them. They can manage all moving parts since they can strategize how best to meet multiple unique demands.</p> <p>Problem solvers can often identify opportunities in problems. Thinking outside of the box is an important problem-solving skill in the workplace since it can often lead to better outcomes than had been expected originally.</p> <p>Problem solvers often have personalities that respond well under pressure, including accelerated deadlines and changing project parameters. Depending on your workplace culture, you might prefer someone who can deliver quick solutions or someone who takes their time to identify the next steps -- both are valid problem-solving qualities.</p> <p>Planning is an important problem-solving skill. Problem solvers are not just equipped to deal with the problem at hand but are also able to anticipate problems that will arise in the future based on trends, patterns, experience, and current events.</p> |
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| TITLE | SOLVING PROBLEMS |
|-----------------------------------|--|
| Overview on the materials offered | <ul style="list-style-type: none"> ✓ Egg drop idea ✓ Desert Island Survival ✓ Lego-man |
| Source or link to the materials | <p>https://www.proprofsproject.com/blog/team-problem-solving-activities/#6_Egg_Drop_Idea</p> <p>https://teambuilding.com/blog/problem-solving-games</p> <p>https://www.ntaskmanager.com/blog/top-problem-solving-activities-for-your-team-to-master/#9-legoman</p> |
| Copyright or licence issues | In public use |
| Target group(s) | Teenager, adults |
| Purpose of the proposed materials | <ul style="list-style-type: none"> • The purpose of the material is measuring the ability to reason logically by observing and analysing circumstances • The purpose of the material is building problem-solving skills as team members analyse ideas, negotiate and cooperate with one another and make decisions about how best to survive. • The purpose of the material is all about observation and retention of design. |
| Description structure | <p>The egg drop project involves designing a package or a container with everyday items that will keep an egg intact when dropped from a height. It can be used whatever items or construction material that finds around and deem fit to save an egg. Some items that may be found around easily are newspaper, plastic wrap, cotton, socks, and handkerchief. Reach out for these and more to save the egg!</p> <p>It challenges players to prioritize. The premise is that players have been stranded on an island, and must decide what order to perform survival steps.</p> |

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| | <p>Here are the possible actions:</p> <ul style="list-style-type: none"> ● Rest ● Find food ● Find water ● Set up shelter ● Explore the island ● Try to signal for help ● Make weapons for self-defense ● Build a raft to escape the island ● Start a fire ● Choose a group leader ● Search for other survivors <p>Divide everyone into small teams of two or more.</p> <p>Select an overseer who isn't on a team to build a random structure using Lego building blocks within 10 minutes.</p> <p>The other teams must replicate the structure exactly (including size and color) within 15 minutes. However, only one member from each group may look at the original structure. They must figure out how to communicate the size, color, and shape of the original structure to their team.</p> <p>If this is too easy, add a rule that the member who can see the original structure can't touch the new structure.</p> |
| <p>Why are you suggesting it? What can be used to prepare our materials</p> | <ol style="list-style-type: none"> 1. It can be one of the most popular problem-solving activities, also it helps with collaboration, planning and communication. This is a fun exercise with impactful results. The egg represents delicate situations at work and how people work together to solve or destroy the outcome. 2. It supports the development of 21st century skills that include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and skills in information and communication technologies (ICT). In particular: problem-solving, reasoning, innovation, generating and applying new ideas, relating to others (interacting with others), recognising and using diverse perspectives, identifying alternatives, seeing or making new links, adaptability/flexibility, and self-awareness. 3. It is a great way to get to know how members of the team work, both individually and together. It helps them quickly overcome obstacles in the way of achieving project goals. Also, being an effective communicator is essential to succeed and progress at the workplace. This is because one needs to successfully communicate ideas and recommendations for daily tasks and projects. |
| <p>Other useful information</p> | <p>It also helps with</p> <ul style="list-style-type: none"> ● Tactful decision making ● Group planning of a solution ● Commitment to the plan while being flexible <p>What You'll Need</p> <p>One raw egg for every team of 4 people</p> <p>Various supplies: paper, rubber bands, balloons, scotch tape, straws, plastic wrap, toothpicks, yarn and paperclips</p> <p>High balcony or ledge</p> <p>Time Required: 20 minutes</p> |

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| | <p>Instructions:</p> <p>The point is to protect the egg with the supplies given from cracking when dropped from a high altitude. Give each team the same amount of each supply to even the playing field. Once time is up, drop each egg from the same height. If there's a tie, keep increasing the height until only one egg is left intact. Ask the same reflective questions.</p> <p>All group members must agree on the order of the steps. Players should explain the reasoning for the order of each step while ranking the actions. Another version of the game involves players receiving a list of 15 to 20 items, and selecting five or so to bring to the island. You can also vary the location of the game, substituting remote islands for destinations like outer space or the distant past. And of course, you need Legos!</p> |
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• Critical thinking

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| TITLE | A CIRCULAR ECONOMY FOR SMARTPHONES AND ELECTRONIC DEVICES |
| Overview on the materials offered | <p>Non formal education activities for employability of young people</p> <p>Team work</p> <p>Understanding the Circular Fashion</p> <p>Find solution for reduce the clothing waste</p> |
| Source or link to the materials | <p>https://youtu.be/a5VJdI16wRM</p> <p>https://youtu.be/75ShyjNbr7o</p> <p>https://youtu.be/wvbQB_TFWLk</p> |
| Copyright or licence issues | In public use |
| Target group(s) | Young people from 14 to 20 |
| Purpose of the proposed materials | <p>Learn about the concept of circular economy and its impact on the economy and the environment.</p> <p>Circular economy approaches for smartphones have emerged and gained traction in recent years, with new business models developing in Europe in the following areas:</p> <ol style="list-style-type: none"> 1. SOURCING AND MANUFACTURING. 2. LIFE EXTENSION. 3. END OF LIFE MANAGEMENT AND RECYCLING. |
| Description structure / | <p>Form groups and search online for information about your smartphone (or any other electronic device of your choosing) manufacturer/brand.</p> <p>Build a circular ranking system set up a simple scale from 0 to 10 for each of the following items:</p> <p>Transparency in the manufacturing process.</p> <ol style="list-style-type: none"> 1. Does the manufacturer offer any information on their material suppliers? And about the working conditions? |

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| | <p>2. How are the environmental and social impacts from production dealt with?</p> <p>Circular design.</p> <ol style="list-style-type: none"> 1. Do they use a modular design? 2. What percentage of sustainable and recycled materials are used? 3. How easy and inexpensive is the product to repair? For example, how easy is it to change the battery or the screen? <p>End-of-life responsibility.</p> <ol style="list-style-type: none"> 1. Check if the company has a take-back system in place. 2. Do they offer information about their recycling programmes? <p>Now prepare a demo for a social media profile to communicate your circular ranking online. Your goal is to inform young people about your research and results!</p> |
| <p>Why are you suggesting it? What can be used to prepare our materials</p> | <p>Smartphones and other portable electronic devices have undergone a period of rapid growth to become virtually indispensable to today's lifestyle.</p> <p>Yet their production, use and disposal can entail a significant environmental and economic burden. Currently, the value chain* for mobile phones is mostly linear.</p> <p>A circular economy approach requires reusing, repairing, refurbishing, reselling and recycling smartphones and tablets and reducing the mining and waste components of the value chain as much as possible.</p> <p>The suggested activities will also help the participants to obtain the following skills: Intercommunication • Team work • Problem solving • Time management, Conflict management</p> |

| TITLE | YOUTH FOR EMPLOYABILITY |
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| <p>Overview on the materials offered</p> | <p>Non formal education activities for employability of young people</p> <ol style="list-style-type: none"> 1-workshop on conflict management 2-understanding values conflict 3-step by step <p>The suggested activities will also help the participants to obtain the following transversal skills in the workfield (except for critical thinking)</p> <p>Communication • Team work • Problem solving • Leadership • Time management • Emotional Intelligence • Adaptability • Critical thinking • Social skills • Conflict management</p> |
| <p>Source or link to the materials</p> | <p>http://www.salto-youth.net/downloads/toolbox_tool_download-file-1968/Toolkit_YOUTH%20WORK%20FOR%20EMPLOYABILITY.pdf</p> |
| <p>Copyright or licence issues</p> | <p>In public use</p> |
| <p>Target group(s)</p> | <p>young people from 16 to 20 years old</p> |

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| <p>Purpose of the proposed materials</p> | <ol style="list-style-type: none"> 1) The purposes of the material; -to deepen understanding of participants about what is a conflict -to increase their awareness about different conflict management styles 2) The purposes of the material; -to understand another’s perspective -to experience true dialogue -to learn how to listen without judging 3) the purposes of the material -to discover the steps to effective conflict resolution -to create a conflict resolution process that can be used in any conflict |
| <p>Description structure /</p> | <ol style="list-style-type: none"> 1) Participants will pair up and will be provided with a short questionnaire. This activity will allow us to start defining “Conflict” with the participants. After 10 minutes of interviewing each other’s, participants will have to present their findings in a cooperative way to reach a common definition 2) Everybody will read the given story by him/herself and rank the character according to their behavior: who acted worst? Who second worst? Etc.. After most of the participants have done their ranking, they will be asked to get together in small groups (3 to 6), to discuss about how they perceive the behavior of the characters. The task of the small groups is to come up with a common list – a list that everybody in the small group can agree on. 3) Participants will be divided in 2 groups and will be provided with two sheets of paper, one ‘Conflict’ paper and one ‘Resolution’ paper. While reading a scenario about a conflict in the workplace, they will have to add the actions they would undertake for their scenario that would bring the group from the ‘conflict’ state to the ‘resolution’ state. |
| <p>Why are you suggesting it? What can be used to prepare our materials</p> | <ol style="list-style-type: none"> 1) This activity will help young learners to understand their perception of conflict. It also helps them to consider a different perspective on conflict 2) This activity will help the target group to understand how difficult or easy it is to negotiate about values when having to establish a common list. A possible follow up is to then look at where we learned what is good and what is bad – and what that tells us about what we have in common and what makes us different. 3) The ability to see from the point of view of another is a key skill in understanding people. It pays attention to representations inherent in beliefs, interpreted feelings, values, thinking patterns and identity (equally important components of how we experience ourselves, the world and people) |

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| <p>TITLE</p> | <p>GUIDING TOOLS FOR PROFESSIONAL SKILLS DEVELOPMENT IN VET</p> |
| <p>Overview on the materials offered</p> | <p>The VET_GPS project focused on the acquisition, development and assessment of soft skills of trainees attending VET training, essential for their personal development, social participation and workplace success.</p> |
| <p>Source or link to the</p> | <p>https://www.vetgps.eu/</p> |

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| materials | https://www.facebook.com/VETGPS.eu/ |
| Copyright licence issues or | In Public Use |
| Target group(s) | VET professionals, trainees and representatives from companies |
| Purpose of the proposed materials | To focus on the acquisition, development and assessment of soft skills of trainees attending VET training, essential for their personal development, social participation and workplace success, contributing to the reduction of early School Leaving / combating failure in education, overcome skills mismatches between the training and labour market needs and the promotion of rates of employability, by providing career guidance. |
| Description structure / | With “VET_GPS - Guiding tools for Professional Skills development in VET” a handbook named Youth Empowerment was created. Youth Empowerment is designed to inspire and support VET trainers in the identification and definition of practices and activities to be implemented in their daily classes, fostering the assessment and development of trainees’ soft skills. |
| Why are you suggesting it? What can be used to prepare our materials | In this project, not only a handbook was designed but also there is a soft skills self-assessment online tool. The tool allows to assess the level of development of the 6 soft skills including problem solving and critical thinking. From the analysis of the results, teachers can select and implement an activity from the Youth Empowerment handbook to develop or strengthen the soft skills that the class shown as “not so well developed”. If we create such platform to assess the current level and after the activity level and make it as a reward-based system (like a badge), I think it will be beneficial to have concrete results, as the term of soft skills is already difficult to be evaluated. |

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| TITLE | INSECTS ON THE MENU? |
| Overview on the materials offered | This activity aims to raise awareness of limiting nutrient resources, their causes and consequences, and to determine whether to accept food alternatives. Offering photos, mobile phone, external links |
| Source or link to the materials | http://bugsonthemenue.com/eatingHabits https://www.safefood.net/food-safety/news/2020/insects-menu https://www.bbc.com/future/article/20141014-time-to-put-bugs-on-the-menu |
| Copyright license issues or | In Public Use |
| Target group(s) | Teenagers, students, adults, teachers, youth workers, trainers |
| Purpose of the proposed materials | <ul style="list-style-type: none"> - Express their impression of eating insects, using the expressions: How disgusting! Sure, why not? Mmm...what a good idea! - Formulate ecological, economic, nutritional economic, nutritional, solidarity, gastronomic arguments to justify entomophagy; |

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| | <ul style="list-style-type: none"> - Research measures to eradicate hunger on the Internet; - Produce a poster or power point presentation of their research |
| Description structure / | <p>This activity aims to raise awareness of limiting nutrient resources, their causes and consequences, and to determine whether to accept food alternatives.</p> <p>We had the opportunity to create and enhance learning through activities where we tested our ideas in working groups and received feedback from each other.</p> <p>With the help of questioning by introducing the idea of food through eating insects, students expressed their impressions and identified the advantages of eating insects.</p> <p>After analysing the figures provided by the ONU on the number of known insect species, the number of people consuming them, and the mineral and vitamin content of 100 grams of insects, we were able to deduce that eating insects could be a solution to eradicate world hunger.</p> <p>In order to fully understand the importance of solving the food problem, students are invited to research different websites to identify the ecological, economic, nutritional, solidarity and gastronomic arguments that justify entomophagy and to find different solutions to eliminate this major problem that tends to affect the whole planet.</p> |
| Why are you suggesting it? What can be used to prepare our materials | <p>The issue of nutrition is currently particularly important so that addressing this topic is very timely.</p> <p>Organizing the activity through exercises in communication, collaboration and teamwork develops self-awareness and increases the ability to adapt to new situations. This is a fun exercise with impactful results, identifying effective and easy solutions.</p> <p>In conclusion, participants will become aware of the existence of limited resources of conventional and alternative food as a solution, thus avoiding world hunger and environmental pollution by reducing the carbon footprint. The simple attitude of accepting nutrition with insect-based products can be a solution for everyone.</p> |

• Team work

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| TITLE | BUILDING A STRUCTURE AS A TEAM |
| Overview on the materials offered | Demonstrate understanding of the characteristics and development of effective teams. |
| Source or link to the materials | https://wheniwork.com/blog/team-building-games https://youtu.be/Vxkkmd9ps |
| Copyright or licence issues | In public use |
| Target group(s) | Young people from 16 to 20 years old |
| Purpose of the proposed materials | The following group activities are intended to have students work together for the purpose of activating and developing their understanding of how groups are formed and how they interact. |

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| <p>Description structure /</p> | <p>1. <i>Building a Structure as a Team</i></p> <p>This learning activity provides students with an opportunity to work on team building, develop communication skills, and gain an understanding of the roles within a team and how they present themselves.</p> <p><i>Materials Required</i></p> <p>Each team requires</p> <ul style="list-style-type: none"> ● a “handful” of uncooked spaghetti ♣ ● 30 jelly-like candies <p>The teacher requires</p> <ul style="list-style-type: none"> ● a measuring tape <p><i>Directions/Description</i></p> <ul style="list-style-type: none"> ● Divide the class into groups of five to seven students. Each team will need one person to act as the process observer. ● Ask each team to design and build the tallest free-standing structure possible in the time allotted, using the materials supplied. ● Before the team begins construction, allow each team five to ten minutes to discuss their design and plan. The teams could give their structure a name. ● After the planning time has elapsed, teams may begin construction. ● The process observer in each team watches and records how the team interacts and communicates during the building process, what team roles emerge, and who takes on these roles. (Students may need to refer to the roles identified in the Predicting Team Roles learning activity.) ● Periodically, announce how much time has elapsed and how much time is remaining. ● Once the allotted time has elapsed, have teams step away from their structures. ● Measure each structure to determine which is the tallest. |
| <p>Why are you suggesting it? What can be used to prepare our materials</p> | <p>To interact with others effectively, it is important to understand the characteristics of effective teams, which enable us to feel connected to others and maximize the opportunities that teams offer. Being able to function as a team member is consistently identified as a skill necessary for success in the workplace, in sports, in family units, and so on.</p> <ul style="list-style-type: none"> ● Builds teamwork by helping a group learn how to work together. ● Focuses communication skills. ● Develops leaders. ● Teaches problem solving. ● Builds trust. ● Encourages persistence. |

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| | <p><i>Possible Debriefing Questions</i></p> <p>Questions such as the following could be put on an overhead or on a chalkboard for each team to answer, with the process observer recording team responses on flipchart paper for discussion.</p> <ol style="list-style-type: none"> 1. What did you learn through this building activity about the functioning of a team? 2. Did team members have specific roles? If so, how were these roles determined? 3. In general terms, how was communication used (e.g., positive, negative, neutral)? Give examples of words, phrases, or expressions used and/or heard. 4. Given the team experience, what were your team’s strengths and possible areas for improvement? How could you contribute better to your team’s effectiveness? <p>After the teams have answered the debriefing questions, have the process observers share their observations of their respective teams with the class. Discuss the responses as a class.</p> |
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| TITLE | GROUP JUGGLE |
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| Overview on the materials offered | Demonstrate understanding of the characteristics and development of effective teams. |
| Source or link to the materials | https://thomstecher.com/Content/Frontend/images/Group%20Juggle.pdf https://youtu.be/Ij-3VO5AiUQ |
| Copyright or licence issues | In public use |
| Target group(s) | young people from 16 to 20 years old |
| Purpose of the proposed materials | The following group activities are intended to have students work together for the purpose of activating and developing their understanding of how groups are formed and how they interact. |
| Description structure | <p>1. Group Juggle</p> <p>The following can be used as an alternative group activity if some students do not want to touch other students.</p> <p><i>Directions/Description</i></p> <ul style="list-style-type: none"> ● Form groups of six to eight students. ● Each group requires a space where students can stand facing each other with no obstructions in the middle of the space. ● The group task is to “juggle” an item by sending and receiving an object (e.g., ball, rolled-up sock) from person to person. The group determines the pattern the object is to follow. The object cannot be sent to the person on the immediate right or left of the person in possession of the object. <p>Once the pattern is established, the goal is to</p> |

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| | <ul style="list-style-type: none"> • complete as many cycles of the pattern as possible without making an error • complete as many cycles of the pattern as possible within a given time limit • complete the pattern with more than one object, and then increase the number of objects |
| <p>Why are you suggesting it? What can be used to prepare our materials</p> | <p>To interact with others effectively, it is important to understand the characteristics of effective teams, which enable us to feel connected to others and maximize the opportunities that teams offer. Being able to function as a team member is consistently identified as a skill necessary for success in the workplace, in sports, in family units, and so on.</p> <ul style="list-style-type: none"> • Builds teamwork by helping a group learn how to work together. • Focuses communication skills. • Develops leaders. • Teaches problem solving. • Builds trust. • Encourages persistence. <p><i>Possible Debriefing Questions</i></p> <p>Questions such as the following could be put on an overhead or on a chalkboard for each team to answer, with the process observer recording team responses on flipchart paper for discussion.</p> <ol style="list-style-type: none"> 1. What actions/strategies allowed your group to succeed? 2. What actions/strategies would you change if you were to repeat the group activity? <p>How does this group activity allow for elements of leadership to emerge?</p> |

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| TITLE | THE HUMAN KNOT |
| Overview on the materials offered | Demonstrate understanding of the characteristics and development of effective teams. |
| Source or link to the materials | https://teambuilding.com/blog/human-knot https://youtu.be/KahMCA0bR7s |
| Copyright or licence issues | In public use |
| Target group(s) | young people from 16 to 20 years old |
| Purpose of the proposed materials | The following group activities are intended to have students work together for the purpose of activating and developing their understanding of how groups are formed and how they interact. |

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| <p>Description structure</p> | <p><i>The Human Knot</i></p> <p>This well-known icebreaker helps break down personal space and encourages group participants to communicate effectively to accomplish a task.</p> <p><i>Directions/Description</i></p> <ul style="list-style-type: none"> ▪ Form groups of six to eight students. ▪ Each group stands in a circle facing each other. Students stand close enough to touch members of the group on the opposite side of the circle. ▪ Each participant reaches into the circle with both hands and takes a hold of someone else’s hand. Each participant should be holding the hand of two different people and not the hand of someone standing on the immediate left or right. ▪ Once everyone is holding the hand of two different people, the group members work together to “unravel the human knot” without anyone letting go of a hand. ▪ If the “knot” is broken (i.e., hands come apart), the group begins again. |
| <p>Why are you suggesting it? What can be used to prepare our materials</p> | <p>To interact with others effectively, it is important to understand the characteristics of effective teams, which enable us to feel connected to others and maximize the opportunities that teams offer. Being able to function as a team member is consistently identified as a skill necessary for success in the workplace, in sports, in family units, and so on.</p> <ul style="list-style-type: none"> ● Builds teamwork by helping a group learn how to work together. ● Focuses communication skills. ● Develops leaders. ● Teaches problem solving. ● Builds trust. ● Encourages persistence. <p><i>Possible Variations</i></p> <p>Begin with smaller groups to ensure success, and then add more group members.</p> <p>Have students do the group activity without talking or with eyes closed, or a combination of both.</p> <p>For safety reasons, ensure that everyone understands that if someone says “Stop,” the request must be obeyed.</p> <p>Participants’ hands may turn and slide within each other but should not come apart completely.</p> <p><i>Possible Debriefing Questions</i></p> <p>Questions such as the following could be put on an overhead or on a chalkboard for each team to answer, with the process observer recording team responses on flipchart paper for discussion.</p> <ol style="list-style-type: none"> 1. What did you learn through this building activity about the functioning of a team? 2. Did team members have specific roles? If so, how were these roles determined? |

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| | <p>3. In general terms, how was communication used (e.g., positive, negative, neutral)? Give examples of words, phrases, or expressions used and/or heard.</p> <p>4. Given the team experience, what were your team’s strengths and possible areas for improvement? How could you contribute better to your team’s effectiveness?</p> <p>After the teams have answered the debriefing questions, have the process observers share their observations of their respective teams with the class. Discuss the responses as a class.</p> |
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| TITLE | CIRCULAR ECONOMY FAIR |
| Overview on the materials offered | <p>Non formal education activities for employability of young people</p> <ol style="list-style-type: none"> 1. Team work 2. Understanding the Circular Economy 3. Find solution for reduce the waste <p>The suggested activities will also help the participants to obtain the following skills: Communication • Team work • Problem solving</p> |
| Source or link to the materials | <p>https://www.tdc-enabel.be/en/2021/04/03/fair-trade-and-circular-economy-a-winning-combo-for-the-future/</p> <p>https://wfto-europe.org/wp-content/uploads/2020/09/WFTO-Europe-Circular-Economy-Toolkit-2020.pdf</p> |
| Copyright or licence issues | In public use |
| Target group(s) | Young people from 14 to 20 |
| Purpose of the proposed materials | A circular economy is regularly presented as a possible solution to the environmental crisis facing the world today. The question is: is that economic model compatible with fair trade? How can fair trade apply circular economy principles, and what benefits would this bring? |
| Description structure / | <p>The type of fair is “the sale” of product for product, a person exchanges the goods brought with others that are to his liking, brought by another person. Or the goods change with an amount of waste materials.</p> <p>Students learn to capitalize on the things they no longer need. In this way, they can bring joy to other people and collect the recyclable materials that they can then take to the collection centres or reuse them, creating other products that can be useful.</p> |
| Why are you suggesting it? What can be used to prepare our materials | <p>The negative environmental impact of our linear economy is increasingly at the forefront of global agendas, not only among policymakers and civil society, but also within the business community. Beyond the depletion of natural resources, our current linear models are also having the dramatic effects on the environment through CO2 emissions, climate change, biodiversity loss...</p> <p>Our challenge is to make the transition back from the current linear “take – make – dispose” economy, towards a circular model, where flows of materials and</p> |

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| | energy are not only preserved but regenerated in an endless cycle. Such an approach will help our economies reduce their environmental impact to remain within the limits beyond which natural resource depletion is faster than nature's capacity to regenerate them. |
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| TITLE | FOOD WASTE RECYCLING |
| Overview on the materials offered | In order to be effective, man needs food. But an excessive supply causes food to become more or less used and to accumulate large amounts of waste. This is why approaching this topic is especially important to know how to avoid them. |
| Source or link to the materials | https://vimeo.com/140083487 https://www.youtube.com/watch?v=dmEMVFP8hkw |
| Copyright or license issues | In Public Use |
| Target group(s) | <ul style="list-style-type: none"> ● Teenagers ● Students ● Adults ● Teachers ● Trainers |
| Purpose of the proposed materials | <p>General objective:</p> <ul style="list-style-type: none"> ● To raise awareness of food waste ● To provide tips on how to recycle <p>Language objectives:</p> <p><u>Session 1:</u></p> <ul style="list-style-type: none"> ● Use the imperative ● To note the food waste <p><u>Session 2:</u></p> <ul style="list-style-type: none"> ● Use gardening vocabulary ● Preparing the compost |
| Description structure / | <p>1. This activity aims to provides advice on how to recycle food waste and avoid food waste, using the imperative mode, given that food sources are increasingly limited and obtaining it causes pollution. The final product will be represented by making a poster.</p> <p>2. Inevitably one learns, respectively consolidates the vocabulary about recycling and gardening with the help of exercises of association between words and images and one learns about the preparation of a compost. The oral and written production competencies are developed following the writing of an email in which the steps for creating a field are explained.</p> |

Teamwork stimulates learning, the ability to concentrate and the production of ideas so as to identify solutions to reduce food waste.

| Step | Learner tasks | Teacher tasks | Animation / materials |
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| SESSION 1 | | | |
| Getting started on the theme of food Activity 1 | Respond freely to the teacher's questions from the teacher | Encourage learners to perform oral production by asking questions | Photo Questions to ask |
| Oral reception global Activity 2 | Find the correct answers to the questions asked | Make sure of the good progress of the activity | Video https://vimeo.com/140083487 |
| Oral reception detailed Activity 3 | Complete the text with imperative verbs | Explain the rule grammar on the imperative form | Video / Work individual |
| Oral production Activity 4 | To give tips on how to prevent food waste in each group | Make sure the activity is going well of each group | Work in group |
| Production written Activity 5 | Make a list of tips for avoiding food waste | Promote production learner oral | Setting common / make a poster |
| SESSION 2 | | | |
| Getting started Activity 1 | Look at the image and make assumptions, introduce the theme | Distribute the sheet and ask the question from Activity 1 | Picture, work in group |
| Oral reception Activity 2 | Watch the video and respond to the questions about waste food and their recycling | Make sure of the good understanding of questions and document | Work individual and setting common, a sheet for the learner |
| Skill lexical: systematization activity Activities 3a and 3b | Associate words with images Find synonyms | Make sure of the good understanding of words | Work in pairs and pooling, learner's card |
| Skill grammatical: activity of systematization Activity 4 | Use the present indicative | Remind learners the present tense | Work in pairs and pooling, learner's card |
| Production written Activity 5 | Write an email to composting | Make sure of the understanding of instructions, circulate and ensure the use of vocabulary learned to through the activities previous | Work individual, file learner |
| Oral production Presentation | Presentation of the dialogues in front of the class. | Help if necessary | Role plays |

Why are you suggesting it? What can be used to prepare our

Video presentations, suggestive images and worksheets contribute to a much clearer understanding of this problem and to the identification of solutions. a detailed audio document.

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| materials | In conclusion, participants will become aware that the entrepreneur's responsibilities to the community also include environmental protection, by avoiding the use of non-recyclable packaging and that responsible food consumption contributes to reducing the accumulation of CO ₂ in the atmosphere. Understanding the steps to make a compost, an essential natural fertilizer for plants, students will learn to recycle plant products. |
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| TITLE | BUSINESS ETHICS - ENVIRONMENTAL POLLUTION |
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| Overview on the materials offered | Participants will become aware that the responsibilities of the entrepreneur towards the community also include environmental protection, and they become promoters of green policy. Writing an essay on "Ways to solve pollution problems" will help to clearly structure ideas and formulate relevant solutions. |
| Source or link to the materials | <ul style="list-style-type: none"> ●Albulescu, I., Albulescu, M., Teaching and learning socio-human disciplines, Polirom Publishing House, Iași, 2000. ●Cristians, C.G., M. Fackler, K. B .. rotzoll, K.B.Mckee- ethics Mass-Media, Polirom Publishing, 2001. ●Crom, O. & Crom, M., Techniques to sell, Curtea Veche Publishing House, 1998. ●Economics - Student Achievement ●Business Ethics - Junior Achievement Handbook ●Lupșa, E., Bratu, V., Handbook of Entrepreneurial Education, Corvin Publishing House, Deva, 2005. ●Neculau, A., Behavior and Civilization, Scientific and Encyclopedic Publishing House, 1992. ●Oțet, F., Oțet, A., Handbook of Entrepreneurial Education, CD Press Publishing House, Bucharest, 2005. ●Rojanschi, V., Bran, L., Environmental policies and strategies, Economic Publishing House, Bucharest, 2002. ●Vișan S., Angelescu A., Environment-pollution and protection, Economic Publishing House, Bucharest, 2002. |
| Copyright license issues or | In Public Use |
| Target group(s) | <ul style="list-style-type: none"> ●Teenagers ●Students ●Adults ●Teachers ●Youth workers ●Trainers |
| Purpose of the proposed materials | <ul style="list-style-type: none"> ●Analysis of the human-environment relationship. ●Identify the specific forms of manifestation of the environmental problems that humanity is currently facing. |

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| | <ul style="list-style-type: none"> ● Identifying areas and sources of environmental pollution. ● Assessing the effects of economic activity on the environment. ● Use of examples present in different life situations. ● Availability and interest in participating in decision-making and community outreach. ● Positive relationships with others. ● Environmental responsibility. |
| Description structure / | <p>This activity aims to raise awareness of the environmental problems facing humanity today and identification of its areas and sources of pollution.</p> <p>Through the proposed activities we defined new terms, we identified the effects of air pollution, we analyzed, noted and responded to a series of proposed problematic situations and we made schemes using the information presented, tested our ideas in working groups and received feedback from each other, thus improving learning.</p> |
| Why are you suggesting it? What can be used to prepare our materials | <p>The environment is in a permanent dynamic, and human action often makes its mark in an unfavorable manner.</p> <p>The information was structured in the form of a PowerPoint presentation and the activities, organized under the sleep of tasks and exercises based on communication and teamwork. Thus, self-awareness, responsibility and initiative are developed to reduce the harmful effects of human action on the environment and to maintain an effective balance in the relationship between man and the environment.</p> |

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| TITLE | GROUP VERSUS TEAM |
| Overview on the materials offered | <i>Groups</i> are consisting of people who are independent of each other and all of the group members have a different set of tasks that are usually carried out by one individual. The tasks are clearly defined and not dependent on each other. |
| Source or link to the materials | https://www.sessionlab.com/blog/working-with-groups-and-teams/ https://youtu.be/uG-FLOi40OU |
| Copyright or licence issues | In public use |
| Target group(s) | young people from 16 to 20 years old |
| Purpose of the proposed materials | The purpose of this learning activity is to help students understand the similarities and differences between <i>groups</i> and <i>teams</i> . |
| Description structure / | <p><i>Directions/Description</i></p> <p>STEP 1. Students individually write down:</p> <ul style="list-style-type: none"> ➤ five suggestions for gatherings of people that would be considered <i>teams</i> ➤ five suggestions for gatherings that are simply <i>groups</i> <p>STEP 2. Students then share their suggestions with a partner and provide the reasons for identifying the gatherings as either groups or teams</p> |

| | <p>STEP 3. Finally, the class contributes suggestions and assembles lists of gatherings of people that are representative of groups and teams.</p> <p><i>Examples:</i></p> <table border="0"> <thead> <tr> <th style="text-align: left;">Groups</th> <th style="text-align: left;">Teams</th> </tr> </thead> <tbody> <tr> <td>Theatre audience</td> <td><input type="checkbox"/> Athletic team</td> </tr> <tr> <td>People on a bus</td> <td><input type="checkbox"/> School jazz band</td> </tr> <tr> <td>Class of students</td> <td><input type="checkbox"/> Flight crew</td> </tr> </tbody> </table> | Groups | Teams | Theatre audience | <input type="checkbox"/> Athletic team | People on a bus | <input type="checkbox"/> School jazz band | Class of students | <input type="checkbox"/> Flight crew |
|--|--|---------------|--------------|------------------|--|-----------------|---|-------------------|--------------------------------------|
| Groups | Teams | | | | | | | | |
| Theatre audience | <input type="checkbox"/> Athletic team | | | | | | | | |
| People on a bus | <input type="checkbox"/> School jazz band | | | | | | | | |
| Class of students | <input type="checkbox"/> Flight crew | | | | | | | | |
| <p>Why are you suggesting it? What can be used to prepare our materials</p> | <p>To interact with others effectively, it is important to understand the characteristics of effective teams, which enable us to feel connected to others and maximize the opportunities that teams offer. Being able to function as a team member is consistently identified as a skill necessary for success in the workplace, in sports, in family units, and so on.</p> <ul style="list-style-type: none"> ● Builds teamwork by helping a group learn how to work together. ● Focuses communication skills. ● Develops leaders. ● Teaches problem solving. ● Builds trust. ● Encourages persistence. | | | | | | | | |
| <p>Other useful information</p> | <p>Team members understand the team process and priorities: The team is clear on what needs to be done next, by whom, and by when. Team members understand that the accumulation of completed tasks leads to the effective and successful achievement of their final goal.</p> <p>Team members know their roles: Team members know and carry out their roles for getting their tasks completed and they seek assistance from and give assistance to others, as required.</p> <p>Team members have a collaborative and collective commitment: Collaboration among team members, with high levels of commitment, is achieved through shared decision making in a climate of trust created by open and honest communication and by consistent and respectful behaviour. Team norms for working together are established and regarded as standards for every team member.</p> <p>Conflicts and disagreements are openly resolved: Conflicts and disagreements are considered important to team decision making and personal growth. Reasons for conflicts and disagreements are examined and resolutions are sought. Some disagreements cannot be resolved, resulting in the need for compromises that do not block the team’s efforts.</p> <p>Constructive criticism and encouragement are extended to team members: Criticism is never directed at team members but is focused on ways of removing obstacles and maintaining high performance standards. All members are consistently supported and encouraged as a way of maintaining high levels of motivation.</p> <p>Success is shared: Team members are made aware of their successes, and the team</p> | | | | | | | | |

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| | <p>shares equally and proudly in the accomplishments.</p> <p>Leadership is shared: Leadership shifts from time to time within an effective team as team members take on certain tasks and roles. Effective leadership is evident when the actions of the leader move the team closer to the final goal without personal gain or recognition.</p> |
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| TITLE | TO MAKE OUR CHILDREN AWARE OF THE PROTECTION OF THE PLANET |
| Overview on the materials offered | The project "To make our children aware of the protection of the planet", organized by ViitorPlus - the association for Sustainable Development, with the support of the French Embassy in Bucharest and the French Institute in Romania. The participants in the activity will become aware of how little effort each of us needs to be able to contribute to maintaining the health of our planet. The actions are simple and inexpensive, such as recycling through selective waste collection, using reasonable amounts of water when we need it without wasting it, using alternative sources of electricity or consuming local products to avoid fingerprints. carbon transport. By what we present we understand that we can be much more useful to our nature, with a touch of extra respect. |
| Source or link to the materials | <p>Kahoot: https://play.kahoot.it/v2/?quizId=9b910044-bd28-4c80-be06-d8920c150348</p> <p>https://www.youtube.com/watch?v=dY0r2RYIzD4&ab_channel=StoryfulRightsManagement</p> <p>https://photos.app.goo.gl/TN6vxC3bZDCU4Ckx7</p> <p>https://www.youtube.com/watch?v=imLd43ckBj4&ab_channel=GraiulSalajului</p> <p>https://www.youtube.com/watch?v=W4e5l-XUmfIhttps://offset.climateutralnow.org/footprintcalc</p> |
| Copyright or license issues | In Public Use |
| Target group(s) | <ul style="list-style-type: none"> - Teenagers, students - Teachers - Youth workers - Trainers |
| Purpose of the proposed materials | <ol style="list-style-type: none"> 1. Know the phenomenon of climate change, its causes and consequences; 2. Recognize the specific elements of the climate crisis; 3. Become aware of actions that produce greenhouse gases (GHG) and solutions to reduce them; 4. Get involved and feel confident that each individual can fight climate change |
| Description structure / | <p>This activity aims at Awareness of climate change, its causes and consequences, determination to get involved and awareness that everyone, individually, can fight climate change.</p> <ol style="list-style-type: none"> 1 To fully understand the importance of solving environmental problems and developing skills for the correct and rational use of natural resources, YouTube videos were shown as concrete examples of the negative consequences of human action. 2 We had the opportunity to create and enhance learning through activities where we tested our ideas in working groups and received feedback from each other. 3 We solved a quiz on the kahoot.it platform to test and learn new things about global climate change, which engaged the students in the activity and sparked their interest in the topic. 4 Based on critical, analytical and creative thinking, students were put in a position to discuss, to communicate among themselves and find practical and simple |

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| | solutions that each of them can apply in their everyday life, even at work. |
| Why are you suggesting it? What can be used to prepare our materials | <p>It is an easy way of communicating such serious environmental issues that concern the whole world when meeting in person is difficult or impossible.</p> <p>It is usually difficult to talk about simple things concerning our behavior with family members, employers, employees or colleagues at work. This way is safe and easier. This activity helps communication, collaboration and teamwork, planning and developing adaptability and self-awareness. This is a fun exercise with impactful results.</p> <p>Being an effective communicator is key to success and progress in the workplace, which is why you need to establish clear and real ideas about a problem, then present effective and easy-to-implement solutions.</p> <p>This activity will touch on the following points:</p> <ul style="list-style-type: none"> ✓ communication ✓ collaboration ✓ teamwork ✓ planning ✓ developing adaptability ✓ self-awareness. |

• Communication

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| TITLE | ECOLOGY CROSSWORD |
| Overview on the materials offered | This activity was created as part of the Erasmus+ / E-twinning project called INCLUSION THROUGH CLIL IN EUROPE 2020-1-DE03-KA229-077100_6 |
| Source or link to the materials | https://drive.google.com/file/d/1_Kh3Nhg13Vz3UBdxKwFa4mvIfGiGO51e/view?usp=sharing |
| Copyright or licence issues | Inclusion through CLIL in Europe, Erasmus+ and E-twinning project 2020-1-DE03-KA229-077100_6 |
| Target group(s) | Middle school and high school students between 14 and 19 years old |
| Purpose of the proposed materials | <p>These games can also be used as icebreakers and they can be a point of departure for other discussions and debates between students.</p> <p>Crosswords can be an excellent method of communicating and working in pairs / groups, drawing attention on key words and thus on environmental issues and on concepts with which we operate nowadays in order to make people aware of being green and sustainable.</p> <p>Such games do not involve the use of a lot of materials, they favour peer interaction and communication.</p> <p>Before applying the crossword and creative games, a material is presented in order to create the context and familiarise the students with the concepts and key words that they are going to use.</p> |
| Description structure / | There are several methods to achieve team work and communication through a crossword: |

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| | <p>Activity 1 – Mingle</p> <p>The teacher divides the classroom in two. One group receives the questions or definitions for the crossword and the other group the solutions.</p> <p>Students have to mingle and match the definition to the answer, thus creating pairs.</p> <p>At the end of the activity, each pair needs to come in front of the classroom and read the definition and the answer. The teacher or activity coordinator displays the crossword on the board with the help of a video projector and fills it in.</p> <p>Activity 2 – Work in groups</p> <p>Students can work in groups of 3 or 4.</p> <p>Each group receives a handout with the crossword and the definitions, pens or pencils for writing the answers.</p> <p>The activity coordinator can organise it as a contest – students need to compete and then see which team finishes the crossword first.</p> <p>At the end of the activity, the teacher makes sure that everyone has the right answers.</p> <p>Activity 3 – Design your own crossword</p> <p>Students can work in groups of 4.</p> <p>The activity coordinator presents a power point material which focuses on environmental issues. At the end, a number of key words are presented.</p> <p>Each team needs to choose 5-6 words from the ones listed on the board and draw up a crossword based on them, including definitions.</p> <p>An extra task could be inserting a mystery word which was not presented in the material but it is known by the students.</p> <p>After each team elaborates their crossword, they need to assume the role of the coordinator and present their crossword to the other teams.</p> <p>Activity 4 – Find the definition</p> <p>The crossword is displayed on the board with the help of a video projector.</p> <p>Students draw pieces of paper on which the words from the crossword are written.</p> <p>Students take turns coming in front of their classmates and saying the words. The classmates need to come up with definitions or explanations for each word said.</p> <p>The activity coordinator writes down the ideas of the students, thus completing the crossword with the definitions as well.</p> <p>The final work can be included in the school magazine as a creation of the students.</p> |
| <p>Why are you suggesting it? What can be used to prepare our materials</p> | <p>Crosswords are an excellent tool for learning new words and concepts related to ecology and the environment because they are similar to riddles and stir the curiosity of learners.</p> <p>Students who want to solve these ‘riddles’ are more willing to leave their comfort zone and communicate with others.</p> <p>More often than not, it requires a team in order to find all the solutions to the crossword because each student remembers part of the lesson and they can</p> |

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| | <p>recreate the whole together.</p> <p>This time, the learning process is facilitated by a peer student, not by a teacher.</p> <p>These games do not require a lot of resources in order to carry out the activities.</p> |
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| TITLE | DIGITAL STORY |
| Overview on the materials offered | “Digit I “ and “Digit II” |
| Source or link to the materials | <p>http://www.storycenter.org http://writing2.richmond.edu/writing/wwweb/digitalstory/index.html https://www.youtube.com/watch?v=W9fedKZVVVw https://www.youtube.com/watch?v=eHHGAEurWpg https://youtu.be/GFeNIJarBKU</p> |
| Copyright or licence issues | Free to use |
| Target group(s) | <ul style="list-style-type: none"> - Teenagers, students - Youth workers - Trainers - Teachers |
| Purpose of the proposed materials | <p>The materials are made for the workshop of the teachers and students participating in the activities of the Erasmus + project in order to create digital stories about trades, enterprises and others.</p> <p>Developing students' ability to communicate through a digital story about different possible professions, about equality between boys and girls in choosing a profession, about history and culture using photography, video, story, narrative voice, subtitles, foreign language and emotion. Digital stories can also be made into larger or smaller teams through collaboration.</p> |
| Description structure | <p>What are the elements of a well-written story?</p> <p>A. The scenario</p> <p>The exhibition, the intrigue, the action, the climax and the outcome are essential components for any message that will take the form of a story:</p> <p>1. The placement of the action in context (Initial Situation)</p> <p>It can be spatial, temporal or social. The context gives additional significance to the story, creates a certain atmosphere, justifies a certain tone and language, and communicates certain values.</p> <p>2. Drawing Attention (Intrigue)</p> <p>In any story there must be a syncope at some point. An interruption of rhythm that would make the reader wonder what would happen, want to find additional information.</p> |

3.Detailing the subject (The action development)

In this section, the atmosphere is rectilinear, the text rather informative, sprinkled with reasons to keep the reader alert in expectation. In this way, arguments are provided to keep the

audience close to the end.

4. The climax

The moment of maximum tension of a story, the suspense created around events that leads to the disclosure of the possible solution to a problem or the secret promised in intrigue.

5.The final

It is the part where the audience should feel that they have received the answers to the questions they asked during the story, the answers whose value must be in proportion to the suspense created around them. It can be closed (in the form of conclusions) or open (which send out a feeler for a sequel). The end of each story must mark the restoration of a certain order: draw some conclusions, especially in the case of narrative speeches built on the problem-solution model, to urge readers to action or to prepare the ground for a subsequent communication action.

B. 7 steps in 4 minutes (adaptation after Paul Iwancio)

1.POINT OF VIEW

What is the central element of the story and what is the perspective of the author?

- What is the central element of the story?
- Who do I tell the story about?
- Why am I telling at a certain moment?

We enrich the story by appealing to our life experiences.

2.QUESTIONS

The question asked for the answer is placed at the beginning, and the answer can be given at the end of the story (Ingredients: narrative tension, suspense, emphasizing the difference between

good and evil ...) Stories well said create connections between people.

3. THE AFFECTIVE CONTENT

The ability to capture the spectator's attention and adapt to his reactions (Emotional Paradigm: Love / Loneliness / Death / Treason / Revenge ...)

Emotions are part of man's existence, and their inclusion in the story facilitates our involvement in

what we relate to.

4.NARATIVE VOICE

Personalizes the story and helps the audience to better understand the context.

The storyteller now has the opportunity to reach a deeper emotional level.

5.MUSICAL FOND

Music and sound effects highlight the subject of the story.

Music must bring new insight into the story, not distract from the subject.

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| | <p>6.THE BEAT</p> <p>The storyteller must find the right rhythm, depending on the items presented.This component is essential to creating a captivating story.</p> <p>7. EFFICIENT USE OF RESOURCES</p> <p>A successful story must include only the key elements and allow the spectator to fill in the"white spaces".</p> <p>Recommended Programs: iMovie, InAlbum, MovieMaker, Audacity, Microsoft Photo Story, Gimp</p> |
| <p>Why are you suggesting it? What can be used to prepare our materials</p> | <p>As an assessment tool, in digital lessons, digital storytelling can provide a number of criteria on which students can get notes such as the accuracy of the language used in the context, the diversity of the vocabulary, the relevance of the materials used in connection with the general message of the film. This implies that pupils already have well-formed digital skills and that they have access to computers equipped with the programs needed to carry out such projects. The teacher is required to book the time needed to view and evaluate stories in digital format.</p> <p>Communication is done using transversal skills.</p> |

• **Interacting and communicating through digital technologies**

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| <p>Name / title</p> | <p>Communication skills and ICT tools</p> |
| <p>Overview on the materials offered</p> | <p>Module 3.2 Communication skills - The main focus will be on the development of soft skills for adapting a proactive mind-set and planning your professional career.</p> <p>At the end of this sub-module, you will be able to:</p> <ol style="list-style-type: none"> 1. effectively communicate the results of one’s research to different audiences; 2. know the rules of academic writing; 3. deliver engaging lectures to capture the audience's attention; 4. prepare attractive multimedia presentations. <p>Estimated time: 24 hours</p> <p>Module 4 consists of seven (7) sub-modules that introduce the fundamental concepts of Tools in Research which are essential for the researchers. At the end of this module, you will:</p> <ol style="list-style-type: none"> 1. Market yourself successfully and promote your academic achievements on social media; 2. Build a professional network of contacts and research teams through portals; 3. Use ICT tools in supporting collaboration and communication in globally distributed virtual teams; 4. Use online survey tools; 5. Use innovative programs for presentation, lectures, papers/reports; 6. Build an effective virtual team and support its members <p>Estimated time: 40 hours</p> |
| <p>Source or link to the materials</p> | <p>Module 3.2 Communication skills https://online.eurosc.eu/moodle/course/view.php?id=5#section-6 Module 4 https://online.eurosc.eu/moodle/course/view.php?id=5#section-7</p> |

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| | Manual - https://docs.google.com/document/d/1429uJ-xUp1QkMZueHxsZNi0WbLCCM1EG/edit?usp=sharing&oid=108279482842220953002&rtpof=true&sd=true |
| Copyright or licence issues | In Public Use |
| Target group(s) | Despite being for researchers, the content is transversal and can be applied to any audience. |
| Purpose of the proposed materials | The suggested materials are part of the Erasmus+ ENREAC-HEI project that provides an integrated course on Research skills and Open Science practices, addressed to Higher Education students to increase their skills and competences in research management, open science techniques, collaboration and teamwork. |
| Description / structure | Moodle course with theoretical content and practical activities |
| Why are you suggesting it? What can be used to prepare our materials | The structure and content of the proposed course, despite being aimed at researchers, is a good base material so that we can, adapting to the target audience, create our own. |

• Managing data, information and digital content

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| Name / title | Use the ICT tools supporting data collection |
| Overview on the materials offered | <p>Module 1 consists of six (6) units that introduce the essential researchers' skills and will cover data analysis and synthesis skills. At the end of this module, you will:</p> <ol style="list-style-type: none"> 1. Use the ICT tools supporting data collection (e.g. online survey tools); 2. Use different research databases (e.g. EBSCO, Elsevier, JSTOR, Google Scholar); 3. Create a bibliography, citations, and references; 4. Recognize and introduce data security, copyrights issues and licensing; 5. Apply different methods of data collection and analysis; 6. Critically evaluate the value of scientific publications and scientific data. <p>Estimated time: 35 hours</p> |
| Source or link to the materials | Moodle - https://online.eurosc.eu/moodle/course/view.php?id=5#section-4 Manual - https://docs.google.com/document/d/1429uJ-xUp1QkMZueHxsZNi0WbLCCM1EG/edit?usp=sharing&oid=108279482842220953002&rtpof=true&sd=true |
| Copyright or licence issues | In Public Use |
| Target group(s) | Despite being for researchers, Managing data, information and digital content is necessary for all target audiences |
| Purpose of the proposed materials | Increase students competences in using ICT tools to manage data in research project or in school projects |
| Description / structure | Moodle course with theoretical content and practical activities |
| Why are you suggesting it? What can be used to | The structure and content of the proposed course, despite being aimed at researchers, is a good base material so that we can, adapting to the target audience, create our own. |

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• Initiative, Entrepreneurship and intrapreneurship

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| TITLE | THE EMPLEAVERDE PROGRAM |
| Overview on the materials offered | The Empleaverde Program of the Ministry for the Ecological Transition and the Demographic Challenge is the Biodiversity Foundation's initiative to promote and improve employment, entrepreneurship and the environment. It is co-financed by the European Social Fund (ESF) within the framework of the Employment, Training and Education Operational Program 2014-2020. |
| Source or link to the materials | https://www.empleaverde.es/programa-empleaverde |
| Copyright or licence issues | Free use |
| Target group(s) | Workers, entrepreneurs and unemployed people. |
| Purpose of the proposed materials | Through the Empleaverde Program, the Biodiversity Foundation acts as a bridge between employment policy and environmental policy with a double objective: <ul style="list-style-type: none"> • That the environment and sustainability are the foundations for better jobs and more competitive companies. • That employees and companies are key players in improving the environment. |
| Description / structure | Taking advantage of the real growth opportunities offered by economic sectors linked to the environment, the Empleaverde Program aims to create jobs, improve employability and support the creation of companies in the green and blue economy, with a special focus on a low-carbon economy, a circular economy and in the Natura 2000 Network. |
| | The Biodiversity Foundation carries out its activity as the managing body of the ESF through the publication of calls for grants as well as through its own projects such as the Red Empreverde. The projects address two thematic blocks: <ul style="list-style-type: none"> • <u>Green economy</u>, which contributes to the emergence of new models of sustainable production and consumption, generating in turn social and environmental benefits in the territory and favouring the creation of new jobs. • <u>Blue economy</u>, a concept that refers to an economy based on the sustainable development of the oceans. It contributes to international competitiveness, efficiency in the use of resources, job creation and the birth of new sources of growth, safeguarding biodiversity. |
| Why are you suggesting it? What can be used | It is a good practical example of how to implement the green economy in the workplace and entrepreneurship. |

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| TITLE | GREEN INNOVATION AND INTRAPRENEURSHIP PROGRAM |
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| Overview on the materials offered | <p>The Innovation and Intrapreneurship Program for the Transition to the Green Economy contains face-to-face and online training actions, social innovation actions and advice.</p> <p>The project will be developed under a wide range of contents, framed from the green economy and circular economy: energy efficiency, repopulation of disadvantaged areas, renewable energies, ecotourism, etc.</p> <p>All this with the aim that innovation and intrapreneurship skills are linked to these areas.</p> |
| Source or link to the materials | <p>https://www.empleaverde.es/proyectos/programa-de- innovacion-e- intraemprendimiento-verde</p> <p>https://www.santamarialareal.org/noticias/programa-de- innovacion-e- intraemprendimiento-verde-nueva-accion- formativa-para-personas-trabajadoras</p> |
| Copyright or licence issues | Free to use |
| Target group(s) | People looking for employment |
| Purpose of the proposed materials | <p>This initiative seeks to develop innovation and intra- entrepreneurship skills from an environmental perspective for workers in green companies or those who want to develop green business lines in the Autonomous Communities of Andalusia and Extremadura.</p> |
| Description / structure | <p>Participants will be able to acquire knowledge about the Sustainable Development Goals (SDG) of the 2030 Agenda, to encourage the incorporation of new environmentally responsible habits from their workplace, thereby contributing to a better environmental policy of companies or entities. Where do they work.</p> <p>In addition, they will be able to achieve and/or improve their environmental skills through training and advice activities on social innovation and intrapreneurship for the transition to the Green Economy, the energy transition and the digital transformation for sustainability; They will also be able to specialize in emerging professions linked to the Green and Circular Economy sector.</p> <p>In order to achieve this, 5 Programs will be carried out in 2 different Autonomous Communities: Extremadura and Andalusia, to reach a minimum of 85 people (17 participants in each of the Programs).</p> <p>The percentage of participation of women in the project will be 50%, while the percentage of participation of other priority groups (sum of the rest of the groups except women) will be 45%.</p> |

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| Why are you suggesting it? What can be used to prepare our materials | It is a good practical example of how innovation can be linked to the green economy in the workplace and intrapreneurship. |
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| TITLE | CREATE YOUR OWN ECOLOGICAL START-UP |
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| Overview on the materials offered | This activity has four major aims: <ul style="list-style-type: none"> - Ecological awareness - Communication in English - Developing team work abilities - Developing a sense of entrepreneurship |
| Source or link to the materials | https://drive.google.com/file/d/13Eua6ywYQPBIfyCdEaETZkpJziKFcvxY/view?usp=sharing |
| Copyright or licence issues | Inclusion through CLIL in Europe, Erasmus+ and E-twinning project 2020-1-DE03-KA229-077100_6 |
| Target group(s) | High school students between 16 and 19 years old |
| Purpose of the proposed materials | Proposed materials: <ul style="list-style-type: none"> - A brochure with guidelines and tasks elaborated by the activity coordinator / trainer / teacher which would serve as a starting point for the creation of the students' material - IT infrastructure that would enable students to design and print their materials, as well as a source of documentation (computer network connected to the Internet, printers, video projectors) - Paper and all the necessary materials for creating the promotional products (brochures, flyers, business cards, and posters) <p>The purpose of these materials is to help students elaborate and then promote their business within the school, being assessed and receiving feedback from both teachers and fellow students.</p> <p>Also, the required materials need to enable students to bring their ideas to life and present their work as clearly as possible, as well as to acquire a set of skills: using computers, communicating in English, elaborating a variety of materials, drawing up projects and posters, brochures, cards, expressing themselves at various levels.</p> |
| Description structure | <p>This activity aims at encouraging students to create their own company or small business which would develop eco-friendly products and services.</p> <p>Students can work in groups of four or five.</p> <p>Students need to follow the steps mentioned in the power point presentation, namely:</p> |

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| | <ul style="list-style-type: none"> - Choose an environmental topic to serve as a point of departure for their business idea and to keep them focused on one ecological issue that they want to tackle (excessive use of non-degradable materials, excessive waste, insufficient green spaces, the creation of eco-friendly products, etc.) - Make a list of the qualities and skills that the business partners need to have in order to make their work efficient - Name their start-up - Create a logo and a catchy slogan for their business idea - Draw up a work plan in order to establish all the steps they must follow so as to implement their business - Design promotional materials like flyers, brochures, business cards, informative posters and even short recordings. <p>After following all the above-mentioned steps and creating the promotional materials, each team gets its own stand and they prepare themselves for the final presentation.</p> <p>Each team will present their work to the other students and to the teachers in various forms:</p> <ul style="list-style-type: none"> - A frontal presentation so the panel of teachers and coordinators would get to know their work - Simulation of a business fair where the teams prepare their stands and are ready to offer promotional material and discuss their business ideas with all the visitors (teachers or fellow students) who are interested in their work - Brainstorming sessions - Feedback sessions that would enable idea exchanges and possibly improving their original work after receiving input from teachers, coordinators or fellow students. |
| <p>Why are you suggesting it? What can be used to prepare our materials</p> | <p>In creating this activity, I was inspired by a Start-Up Fair organised in our schools where students had to present their creations in English as well.</p> <p>I think that such a complex activity can prepare students for a sustainable future on various levels and also for developing a set of essential skills which are required on the labour market.</p> <p>In order to prepare the necessary materials, one needs a computer laboratory, stationery which can be found in schools (paper, glue, scissors, colours, paints, DIY materials), and video projectors.</p> |

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| TITLE | MAKE YOUR CIRCULAR FASHION BUSINESS |
| Overview on the materials offered | <p>Non formal education activities for employability of young people</p> <ol style="list-style-type: none"> 1. Team work 2. Understanding the Circular Fashion |

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| | <p>3. Find solution for reduce the clothing waste</p> <p>The suggested activities will also help the participants to obtain the following skills: Intercommunication • Team work • Problem solving • Leadership • Time management , Conflict management</p> |
| Source or link to the materials | <p>https://youtu.be/Fic4ulkkhJo</p> <p>https://www.ellenmacarthurfoundation.org/explore/fashion-and-the-circular-economy</p> <p>https://www.sustainable-fashion.com/</p> <p>https://goodonyou.eco/fast-fashion-facts/</p> <p>https://www.mckinsey.com/industries/retail/our-insights/the-state-of-fashion-2020-navigating-uncertainty#</p> |
| Copyright licence issues or | In public use |
| Target group(s) | young people from 14 to 20 |
| Purpose of the proposed materials | Learn about the concept of circular fashion and its impact on the economy and the environment, and create your own business model |
| Description structure / | <p>In groups and using the videos and materials for tips about how to develop a new business model that solves the problem of disposable masks and launch your own product or service. To consider:</p> <ol style="list-style-type: none"> 1. Evaluate your market. What is the real problem that needs to be solved? Identify alternative solutions to the problem. 2. Target your client. Be smart: clients must be the basis of your business. 3. Stand out with the product. What makes your product different from the rest? 4. Build your brand and your communications plan. How would you promote it on social media to raise awareness? 5. Create a strategy for your business. Look for any public resources available in your local community to support entrepreneurs. |
| Why are you suggesting it? What can be used to prepare our materials | <p>Clothes and textiles should have a higher utilisation rate and re-enter the economy after use, instead of ending up in landfill.</p> <p>Textiles and clothing are a fundamental part of everyday life and an important sector in the global economy. It is hard to imagine a world without textiles. Clothes are worn by almost everyone, nearly all the time, and for many, the clothes they wear are an expression of individuality.</p> |

• Judgement and decision-Making

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| TITLE | ECO-COMPANIES: THE IMPORTANCE OF MAKING GREEN AND SUSTAINABLE DECISIONS |
| Overview on the materials offered | More and more national farmers and ranchers are betting on a more ecological production, which produces not only environmental benefits, but also economic ones. Through the SME La Espelta y la Sal, we are aware of the opportunities that these companies may have available for their transformation. |

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| Source or link to the materials | https://www.bbva.com/es/sostenibilidad/podcast-eco-importancia-de-tomar-decisiones-verdes-y-sostenibles/empresas-la- |
| Copyright or licence issues | Free |
| Target group(s) | Workers and entrepreneurs. |
| Purpose of the proposed materials | <p>For César González, an expert in financing and sustainability at BBVA, this is a good time for those agri-food companies that want to change their production model, since green agricultural practices are being supported at a European level with significant financial aid. And it is that one of the objectives of the European Green Deal is to allocate 25% of agricultural land to organic production in 2030, something that Spain is willing to comply with, as long as it continues to support those farmers who want to join the change.</p> <p>BBVA intends to "continue advising farmers, helping them to identify and take advantage of the opportunities that the world of sustainability and ecology brings with it," says Luis de Arcos Lamarca, an expert in SMEs at the entity. For this reason, financing is not only provided to carry out some necessary actions such as the change to more efficient machinery, but also access to and processing of aid such as the European Next Generation funds, which will undoubtedly be key in this necessary transformation, is also facilitated.</p> |
| Description / structure | <p>Spain is the second European country in area and organic production and the fourth in the world. In addition, that's the reason why the Spanish primary sector is increasingly aware of the need to combine the commitment to the environment, with key measures such as energy saving, with the production of a healthy diet.</p> <p>An example of this is La Espelta y la Sal, an SME located in the municipality of Palazuelos (Guadalajara) whose objective is "to value organic farming, for which we have returned to the past recovering the agriculture of our grandparents, even going back to use elements such as the stone mill", says Carlos Moreno, CEO and co-founder of the company. Of course, they understand sustainability at all levels, because with their action they not only want to recover the ecological cultivation of spelled and wheat, or even other native cereals, but also help the rural development of a depressed region, being in turn engines of social change and the enhancement of this land.</p> |
| Why are you suggesting it? What can be used to prepare our materials | It is a good practical example of how a company has made the decision to implement the green economy in its strategy and the benefits it has brought. |

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| TITLE | ENVIRONMENT AND SOCIETY OF THE FUTURE |
| Overview on the materials offered | Participants will become much more aware the actions they can take to live in a clean, unpolluted and thriving environment for future generations. It is not too late to change our mentality, and to invent another way to do agriculture, economy, |

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| | education and democracy, to change our way of living and to invent a world that respects nature and others. |
| Source or link to the materials | http://enseigner.tv5monde.com/fle/demain www.lepointdufle.com www.francaisfacile.com |
| Copyright or license issues | In Public Use |
| Target group(s) | Teenagers, students, adults, teachers, youth workers, trainers |
| Purpose of the proposed materials | <ol style="list-style-type: none"> 1. Propose solutions to an environmental problem; 2. Write a charter on the preservation of nature; 3. Identify the theme of the puzzles; 4. Enrich your vocabulary on the theme of ecology; 5. Use the structure “If + present + future (near or simple)”; 6. Use expressions of obligation and prohibition; 7. Formulate sentences to protect nature. 8. Encourage green initiatives. |
| Description structure | This activity aims to raise awareness of environmental problems, their causes and consequences, to encourage environmental initiatives and proposals for solutions to an environmental problem and even write a charter on nature conservation. We had the opportunity to create and improve learning by raising awareness of environmental issues watching a movie trailer, then solving activities in which we tested our ideas in working groups. We have identified the environmental problems and the initiatives that can be taken to be saved, different labels have been associated to reconstruct expressions regarding the obligations we have for respecting the environment. To fully understand the importance of solving this problem, students are invited to find five actions they could take to keep the environment in good condition, using grammatical structures already used in previous exercises. |
| Why are you suggesting it? What can be used to prepare our materials | <p>Environmental issues are of global interest and a continuous alarm signal must be raised through various sources.</p> <p>Organizing activities through high-impact observation exercises due to the involvement of public figures (actors), communication, collaboration and teamwork develops self-awareness and increases the ability to identify and formulate solutions easily applied by every citizen with real awareness.</p> |

• Ethical and sustainable thinking

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| TITLE | ZERO WASTE' TREND |
| Overview on the materials offered | The 'Zero Waste' trend refers to a workplace where natural resources, time, money, health and talent are not wasted. Employees and customers are changing |

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| | <p>their approach to purchasing and services, they are requesting sustainability, and bold solutions that reduce the waste of natural resources. Such expectations can be effectively combined with more efficient business operations.</p> |
| Source or link to the materials | <p>https://gamechanger-project.eu/en/ideas-opportunities/ethical-sustainable-thinking/</p> |
| Copyright or licence issues | <p>Free, EU Based project</p> |
| Target group(s) | <p>Students and youth, teachers</p> |
| Purpose of the proposed materials | <p>Make students aware of and encourage them to fight for our planet. Young people are the future of this world, so as a generation of future entrepreneurs, you are tasked with creating a list of zero waste habits that exemplify ethical & sustainable thinking and which you would apply in your company/organization or school and by your actions can contribute to saving our planet.</p> <p>After completing this part of the task, it will be time for a group discussion to create group presentations for younger students that show what we can do to contribute to the good of our planet right now.</p> |
| Description structure | <p>In this section, there are a set of steps and research tasks set out, using predefined sources that are predominantly web-based usually in a clickable form. This stage has usually one or more “products” that learners are expected to present at the end. These products form the basis of the Evaluation stage. For each step in the process, there should also be a series of links included (3-4 per step). These links should be before videos, articles, blogs, webpages, etc. that the learners can visit to help them to complete the task. Links should be embedded in the WebQuest to sites, pages, databases, search engines etc.</p> <p>Step 1: Defining the terms</p> <p>To better understand why ethical & sustainable practices are so important, it is good to start by defining these terms.</p> <p>Sustainable- The Cambridge dictionary defines it as “causing little or no damage to the environment and therefore able to continue for a long time”</p> <p>Ethical – “relating to beliefs about what is morally right and wrong” or simply “morally right”</p> <p>For more information on these and related terms, please refer to the links provided:</p> <p>https://leadingincontext.com/?s=what+is+ethical+thinking</p> <p>https://youmatter.world/en/definition/definitions-sustainability-definition-examples-principles</p> <p>http://zwia.org/zero-waste-definition</p> <p>Step 2: Online research</p> <p>The next step will be to research the internet in order to find examples of ethical & sustainable thinking and zero waste strategies that benefit the local community and create value by:</p> <ul style="list-style-type: none"> • Individuals, families, schools • entrepreneurs, companies, government |

Looking for such examples is essential because it will help you generate better ideas that you might want to apply in the future to create value and environmental benefits in your community or in your workplace.

To make your research effective and to ensure that the information you find is relevant to what you are looking for, read this article which shows you how to do a quick and effective research on any subject:

<https://www.howtogeek.com/400110/how-to-research-a-topic-online>

<https://webwriterspotlight.com/tips-to-nail-online-research>

Step 3 Listing your “zero waste” habits

Time to list your best results. You can use this template to write down your answers, or you can create your own list in a digital form or on a piece of paper is fine – the important thing is that you keep it handy for later!

Secondly, highlight those results that you think you are able to implement in your future work/company or even to use in your everyday life. If you have come up with your own idea – add it to the list!

Here are some tips and information on what value brings listing your ideas :

<https://www.forbes.com/sites/johnrampton/2017/05/26/6-reasons-long-lists-help-you-brainstorm-better-and-develop-more-creative-ideas/#96c9e8a3360c>

<https://www.lifehack.org/articles/productivity/9-reasons-why-you-should-use-lists-and-what-you-can-use-them-for.html>

<https://creativesomething.net/post/125755909960/why-organize-your-ideas-and-how-to-do-it>

Step 4 Presenting your ideas & group discussion

The next step will be to present your ideas to the group. One by one, everyone should read what they have found by using their searches, and then list the ones they have highlighted and the ones they have come up with themselves.

Then the facilitator leads a group discussion. It is important for everyone to be able to talk about their opinion and to answer the following questions;

- Did any of the searches shock you?
- Did you understand all the strategies and behaviours you and the other participants found?
- Why are ethical and sustainable thinking and zero waste practices are so important?
- Have you practiced any of these behaviours so far?

Here are some tips that will help you present your ideas successfully:

<https://www.entrepreneur.com/article/83496>

<https://www.wikihow.com/Share-Your-Ideas>

Step 5: Making a presentation in groups

Finally, it is time for the last step of the task! Pair up in to groups of 3-4 participants.

Why are you People must learn a new approach to the world of living beings, and to be

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| <p>suggesting it? What can be used to prepare our materials</p> | <p>responsible. Fortunately, In recent years there has been a huge increase in the interest of environmental protection, which is evidenced by the developing social ecological movements, the emerging environmental education system or the environmental protection programmes being formulated to solve problems both locally and regionally. For this reason, new trends are emerging in the business world.</p> |
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| TITLE | ETHICAL AND SUSTAINABLE THINKING |
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| <p>Overview on the materials offered</p> | <p>Ethical and sustainable thinking is a significant topic to consider these days. It is the ability to think ahead about the consequences, and the impact of our decisions not only on our community, but also on our planet and society. Thinking ethically and sustainably is not that easy, because you can't possibly make everyone happy at the same time. But it is important to be open-minded and think not only about money and profits, but also about how to bring value into society, while also protecting the environment and while making profit. As Albert Einstein once said <i>“The world we have created is a product of our thinking. If we want to change the world, we have to change our thinking”</i>.</p> |
| <p>Source or link to the materials</p> | <p>https://gamechanger-project.eu/en/ideas-opportunities/ethical-sustainable-thinking/</p> |
| <p>Copyright or licence issues</p> | <p>Free, EU based</p> |
| <p>Target group(s)</p> | <p>Youth and students, their teachers</p> |
| <p>Purpose of the proposed materials</p> | <p>Nowadays, we find ourselves struggling with various problems and dilemmas on a daily basis. Both sustainability and the ethics of important decisions is a key element in long-term goals. Companies are using the concept of sustainability and ethical thinking to expand their measure of success for their efforts from the financial bottom-line to a triple bottom line that adds social and environmental performance to economic performance. Unfortunately many organisations still tend to seek profit and neglect the ecological and social impacts of their business. As John Wooden once said: <i>“ There is a choice you have to make in everything you do. So keep in mind, that in the end, the choice you make, makes you!”</i></p> |
| <p>Description structure</p> | <p>Step 1: How do we define sustainability and ethics?</p> <p>To fully understand the topic, it is best to start by defining the key terms.</p> <p>Sustainability- Sustainability is commonly understood to require the balanced pursuit of three goods: Ecological health, social equity and economic welfare</p> <p>The Cambridge dictionary defines sustainability as <i>“the quality of being able to continue over a period of time.”</i> Or in the context of the environment as <i>“The quality of causing little or no damage to the environment and therefore able to continue for a long time.”</i></p> <p>Ethical- <i>“Relating to beliefs about what is morally right and wrong”</i> or simply <i>“Morally right”</i></p> <p>You can find more explanations and examples in these links:</p> |

<https://dictionary.cambridge.org/dictionary/english/sustainability>

<https://www.investopedia.com/terms/s/sustainability.asp>

<https://dictionary.cambridge.org/dictionary/english/ethical>

<https://leadingincontext.com/?s=what+is+ethical+thinking>

How do you understand these terms? Did the dictionary definitions help you to develop a better understanding of the topic or the task, or was it common knowledge to you before?

Step 2: Brainstorming The business dictionary defines brainstorming as a process for generating creative ideas and solutions through intensive and freewheeling group discussion. Every participant is encouraged to think and suggest as many ideas as possible, no matter how seemingly outlandish or bizarre they might be. Pair up into teams of 2-3 people and brainstorm about how sustainable long-term social, cultural and economic goals are. What can, and should, be done to prevent environmental disasters or exploitation of working conditions in the future? Write down your ideas.

Here are some useful links about brainstorming and techniques you can use during this session:

<https://www.merriam-webster.com/dictionary/brainstorming>

<https://business.tutsplus.com/articles/top-brainstorming-techniques-cms-27181>

<https://www.wrike.com/blog/techniques-effective-brainstorming>

<https://www.mindtools.com/brainstm.html>

Step 3: Analyse the consequences

Ethical and sustainable thinking in entrepreneurship is about assessing the consequences and impact of ideas, opportunities and actions. This is the matter of:

- Attitudes
- Behaviours
- Values
- Mindset

Entrepreneurs should have these features to take ethical decisions, and to think and act sustainably. It's about not thinking about the profit, but also about the people and the planet. That means, that while making the decision, the entrepreneur should also have in mind what impact this decision has on the environment and working conditions of the labourers as well as at which price to source it, to be profitable.

Following your brainstorming session, make a list of pros and cons for each of the ideas you and your team generated in this session. For more information on how to evaluate your ideas, you can use the following links:

<https://innovationmanagement.se/imtool-articles/how-to-evaluate-ideas/>

<https://www.collectivecampus.io/blog/how-to-evaluate-ideas>

Step 4: Act Responsibly

How can companies contribute to a good society through good business practices? Oh, that's easy they say – Let's just create a charity foundation or donate a lot of money and thus do good. Well, that's not how it works. That

won't hurt, and may even help but it's not enacting systematic change. Companies should look to solve society's problems by creating a product or service to fulfil a need – this way they will profit *and* help the world. The important thing to remember is that corporate social responsibility is about how companies make profits while helping, not about how they hold on to and spend their profits. So how can we responsibly and sustainably fulfil the need while making profits?

In this links you can find more information about sustainable practices and social responsibility:

[8 Sustainable Business Practices – Are You Doing Your Part?](#)

<https://www.investopedia.com/terms/s/socialresponsibility.asp>

Step 5: Online brainstorming & research

It is time to undertake some online brainstorm to gather more information about various sustainable strategies to help you and your team to come up with your business idea and its sustainable strategies. Remember, it's important that ideas are ethical. While doing your online research look for more examples of companies who's strategies are defined by ethical and sustainable thinking. It will help you to come up with your own idea for the task and give you some hints. Write down the examples to share them later in the discussion.

In this video you can find helpful tips to write down all your business ideas in an organised way: <https://www.youtube.com/watch?v=Fqch5OrUPvA>

Step 6: Presenting your business ideas!

After finishing all of the steps above it is time to present your ideas and examples of a business based on sustainable and ethical thinking strategies.

In your presentation, make sure that the following questions are answered:

- What kind of company is it?
- What sustainable strategies did you use in your company?
- What is the course of your chosen actions?
- How will your strategies impact society and the environment?

If this is your first group presentation, or if you don't feel confident enough to present in front of the whole group, here are some tips that might help you:

<https://www.imindq.com/blog/make-convincing-presentations-in-4-easy-steps>

<https://www.mayoclinic.org/diseases-conditions/specific-phobias/expert-answers/fear-of-public-speaking/faq-20058416>

Step 7: Final group discussion

After everyone has finished presenting their business examples it is time for a group discussion. If you have any thoughts or reflections that concern you or your peers' ideas don't hesitate to voice them now, but remember to be nice and not judge others. Also, don't forget the importance of teamwork and active listening. It's crucial that every person is listened to and has enough time to express their opinion without being interrupted or judged.

During the discussion, make sure that everyone has shared their opinion and answered the following questions:

- What are the consequences of these ideas, and what value do they bring?

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| | <ul style="list-style-type: none"> • How do you understand the importance of ethical and sustainable thinking? • In your opinion, what are long-term social, cultural and economic goals? |
| Why are you suggesting it? What can be used to prepare our materials | The materials help students to come up with your own business and write down the sustainable and ethical strategies you would use. In your answer you should contain what kind of business it would be (sales, services etc.) and explain what social, cultural and environmental impact it would have. |

• Financial and economic literacy

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| TITLE | CONSUMER CLASSROOM. |
| Overview on the materials offered | <p>Programme objectives: The objectives of Consumer Classroom, launched by the European Commission in March 2013 following an evaluation of its activities in the area of consumer education, are as follows:</p> <ul style="list-style-type: none"> • to promote consumer education and encourage teaching thereof in European secondary education centres; • to make it easy for teachers to learn about consumer topics, create or choose ready-made lessons to teach their students and collaborate online with other teachers and classrooms; • to create and consolidate learning communities based on web technology and internet usage; • to provide resources on a range of themes, from sustainable and responsible consumption to financial literacy; • to encourage inter-school multi-disciplinary projects. |
| Source or link to the materials | Promoter: European Commission. www.consumerclassroom.eu/ |
| Copyright or licence issues | Free of charge and use |
| Target group(s) | Target group: Teachers from secondary schools/ education establishments with pupils aged between 12 and 18 from the 28 Member States of the European Union. |
| Purpose of the proposed materials | The Consumer Classroom programme is becoming widely disseminated among the inhabitants of the 28 countries of the European Union and aligning their skills and financial education. |
| Description structure | <p>Summary of actions:</p> <p>The content is for the most part divided into different sections:</p> <ul style="list-style-type: none"> • Resources: In this online library, information can be found on various subjects and topics of interest, geared to different age groups (12 to 15, 15 to 18 and adults). • Collaborate: This section allows you to connect to a large, pan-European community of teachers and consumer education experts. Here you can share ideas, lessons and issues related to consumer education to help build |

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| | <p>a rich teaching experience for you and your students. The section is divided into the following subsections: Forum, User Collections, Inter-School Competition, Inter-School Projects, Teacher Directory and Experts.</p> <ul style="list-style-type: none"> • My Tools: In this section the user can log in or create a new account to gain free, unlimited access to the Consumer Classroom website and all its features in order to benefit fully from the programme. Through My Tools the user can access their profile, calendar, class, lessons, collections, inter-school projects, resources, favourites, posts, blog, private messages and account settings, and log out. |
| Why are you suggesting it? What can be used to prepare our materials | The programme serves as a joint financial education tool for all the Member States of the European Union. |

| TITLE | 7 STEPS TO FINANCIAL LITERACY |
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| Overview on the materials offered | <p>An easy way to assess your financial literacy is to ask yourself some questions about your own personal finances.</p> <ul style="list-style-type: none"> • Do you know how to create a personal budget? • Do you have an emergency fund that covers at least three months of basic living expenses? • Do you have a plan for retirement? • If you have debt, do you have a plan to pay it off? • Do you know your credit score and how to improve it? |
| Source or link to the materials | https://www.skillsyouneed.com/rhubarb/financial-literacy-steps.html |
| Copyright or licence issues | Material could be copied out and change to purpose |
| Target group(s) | Teenagers and youth |
| Purpose of the proposed materials | Financial literacy is crucial to making appropriate financial choices throughout life. In this article, we examine seven steps to help you to improve your financial knowledge and literacy. |
| Description structure | <p>These steps are:</p> <p>1. Learn How to Budget</p> <p>The first step to gain financial literacy is learning how to budget.</p> <p>When you have a budget plan, you can spend money accordingly and will be able to save any extra to use later in case of an emergency. Without a budget plan, you will be unable to control your spending and, as a result of this overspending, may</p> |

suffer if your salary or allowance ends.

In order to make budget plan, you first need to note your monthly income and, second, track your spending. You need to include all your fixed expenses like your mortgage or rent, utility bills, loan payments etc. and then include variable expenses such as groceries, entertainment, etc. After tracking your major spending, make sure to set your financial goals, saving money for example. There are two types of financial goal: short-term goals (can be achieved within a year) and long-term goals (may take longer than a year, such as retirement savings etc.).

After setting all these up, finalize your plan and make sure to follow it in order to achieve financial balance.

2. Understand Your Credit Score

It is very important to understand your credit score. But why is your credit score important, how is it calculated, and how can you it?

When someone pays off their credit bills on time, they are viewed as trustworthy by the lender. They begin to build a credit history and are afforded an improved credit score that will help them obtain future loans. In the US, a credit score is a three-digit number from 300 to 850. A high score indicates someone who is a low risk financially and who repays their credit bills on time, while a low score indicates someone who is a credit risk and who has likely not previously paid their credit bills on time.

You should also be aware of your credit report, which is a summary of your financial situation. By reviewing your credit report, you will be able to spot any errors or fraudulent entries and can take legal steps to overcome the loss. This report may also help you to track your spending and improve your credit score over time.

3. Open a Savings Account

A savings account will help you to save any extra money you have, is the best way to keep your money safe and secure, and may even pay you interest, offer insurance and security.

A savings account also makes billing easier and more convenient for the user, while an ATM card is portable and better than keeping cash in a wallet.

4. Understand Loans

It is important to understand the importance of paying off your debt/loans.

Having a debt-free life is a desirable dream for most individuals. There are two ways to pay off your debt fast. One way is to identify the loan with the highest interest rate and pay this off first, hence reducing the amount of interest you will need to pay in the long term. Once this debt is cleared, you can then focus on paying off the loan with the second highest interest rate, and so on.

An alternative approach is to pay off all small debts first and then focus on the larger loans.

5. Expect Risk

It is crucial to be ready for unexpected risks with money put aside in case of emergency.

Many people don't **anticipate such risks** and suffer as a result. Think about the Covid-19 crisis and how many people all around the world suffered financial loss because they were not prepared.

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| | <p>Experts say that you should have a reserve of three to six months living expenses for use in case of an emergency. When you are prepared for unexpected risks in this way, you will be able to keep a minor financial crisis from turning into a major one. For example, if you were to lose your job, you should have enough savings put aside to meet your monthly expenses until you can find a new job.</p> <p>Unfortunately, some people become homeless after losing their job because they hadn't anticipated this risk.</p> <p>6. Secure Your Future</p> <p>It is also important to be ready for your retirement. Many people may think they are too late already, but it is better late than never. Making an appropriate retirement plan is a crucial step in financial literacy.</p> <p>The first thing to do when planning your retirement is to consider your age and when you would like to retire. You should then determine your retirement spending needs, like monthly bills, grocery bills and medical expenses. Then calculate the investment rate of return and decide if your retirement fund will be able to generate the required income after tax. After that save money and make appropriate investments for your retirement.</p> <p>7. Reduce Spending</p> <p>If you wish to put more money aside as savings, you have two choices. You can either take on another job to increase your income, or you reduce your outgoings or expenditure.</p> <p>Spending can be reduced by planning your grocery shopping list carefully. For example, if you want to buy two items but also want to reduce your spending at the same time, you need to identify the most important item and buy that one first. The next month when your new salary comes in, you can buy the second item. Dividing your spending over a period of several months in this way can help you to save money. And reducing your spending will help you to reach your financial goals.</p> |
| <p>Why are you suggesting it? What can be used to prepare our materials</p> | <p>Understanding concepts such as interest rates, <u>opportunity costs</u>, debt management, <u>compound interest</u>, and budgeting, for example, could help her students manage the student loans that they might rely on to fund their college education and keep them from amassing dangerous levels of debt and endangering their credit scores. Similarly, she expects that certain topics, such as income taxes and retirement planning, will eventually prove useful to all students, no matter what they end up doing after high school.</p> |

• **Self-awareness & self-efficacy**

| TITLE | SELF-AWARENESS; SELF-EFFICACY |
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| <p>Overview on the materials offered</p> | <p>Non formal education activities for employability of young people</p> <p>1- motivational speech</p> <p>2-coaching</p> <p>3-advised materials</p> <p>4-video tutorials</p> |

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| <p>Source or link to the materials</p> | <p>https://transformingeducation.org/resources/self-efficacy-toolkit/ https://positivepsychology.com/self-awareness-exercises-activities-test/ https://ec.europa.eu/programmes/erasmus-plus/project-result-content/46efd29e-84e2-4985-8927-b8c82d662688/Developing%20Self-Awareness%20in%20Business%20(1).pdf https://www.sciencedirect.com/science/article/pii/S0346251X19306475 https://www.spiritualresearchfoundation.org/spiritual-practice/steps-of-spiritual-practice/personality-defect-removal-and-improvement/self-awareness/?gclid=CjwKCAjw4ayUBhA4EiwATWyBrIkPt3MZW2mIN26gXpM7MLn-jepvlxbyOw8-wDMaaqntHUaVgE7boBoCFKEQAvD_BwE https://www.youtube.com/watch?v=ScKfciKwSwU https://www.youtube.com/watch?v=tGdsOXZpyWE https://www.youtube.com/watch?v=Wd4A_m7RjLg</p> |
| <p>Copyright or licence issues</p> | <p>For public use</p> |
| <p>Target group(s)</p> | <p>Young people from 16 to 20 years old</p> |
| <p>Purpose of the proposed materials</p> | <p>This belief, specific to a task or an area of knowledge or performance, shapes the behaviors and strategies that help one pursue their goal. High self-efficacy reflects confidence in the ability to exert control over one’s own motivation, behavior, and environment, and allows students to become advocates for their own needs and supports. Research suggests that self-efficacy can boost student achievement, foster emotional health and well-being, and serve as a valid predictor of motivation and learning. Studies also have shown that students with high levels of self-efficacy participate more in class, work harder, persist longer, and have fewer adverse emotional reactions when encountering difficulties than students with lower self-efficacy.</p> |
| <p>Description structure</p> | <p>Materials includes:</p> <ul style="list-style-type: none"> Information on what self awareness and self-efficacy and why it matters; An animated short video about self-efficacy that can be shared with students and parents; A video in which students describe what self-efficacy looks like in their everyday lives; A range of strategies teachers can integrate into their practice at all grade levels; and A facilitator’s guide (including an abbreviated guide for a 45-minute session). |
| <p>Why are you suggesting it? What can be used to prepare our materials</p> | <p>This activity will help young learners to understand their perception of self awareness and self-efficacy – what it really is and why it is so important.</p> |

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| TITLE | ENVIRONMENT AND SOCIETY OF THE FUTURE |
| Overview on the materials offered | worksheets, puzzle cards, whiteboard, tablet, projector |
| Source or link to the materials | http://enseigner.tv5monde.com/fle/demain www.lepointdufle www.francaisfacile.com |
| Copyright or license issues | Public Use |
| Target group(s) | Teenagers, students, adults, teachers, youth workers, trainers |
| Purpose of the proposed materials | <ol style="list-style-type: none"> 1. Propose solutions to an environmental problem; 2. Write a charter on the preservation of nature; 3. Identify the theme of the puzzles; 4. Enrich your vocabulary on the theme of ecology; 5. Use the structure “If + present + future (near or simple)”; 6. Use expressions of obligation and prohibition; 7. Formulate sentences to protect nature. 8. Encourage green initiatives. |
| Description structure / | <p>This activity aims to raise awareness of environmental problems, their causes and consequences, to encourage environmental initiatives and proposals for solutions to an environmental problem and even write a charter on nature conservation. We had the opportunity to create and improve learning by raising awareness of environmental issues watching a movie trailer, then solving activities in which we tested our ideas in working groups. We have identified the environmental problems and the initiatives that can be taken to be saved, different labels have been associated to reconstruct expressions regarding the obligations we have for respecting the environment.</p> <p>To fully understand the importance of solving this problem, students are invited to find five actions they could take to keep the environment in good condition, using grammatical structures already used in previous exercises.</p> |
| Why are you suggesting it? What can be used to prepare our materials | <p>Environmental issues are of global interest and a continuous alarm signal must be raised through various sources.</p> <p>Organizing activities through high-impact observation exercises due to the involvement of public figures (actors), communication, collaboration and teamwork develops self-awareness and increases the ability to identify and formulate solutions easily applied by every citizen with real awareness. Participants will become much more aware the actions they can take to live in a clean, unpolluted and thriving environment for future generations. It is not too late to change our mentality, and to invent another way to do agriculture, economy,</p> |

education and democracy, to change our way of living and to invent a world that respects nature and others.

| TITLE | GALLERY WALKS |
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| Overview on the materials offered | An activity about ecology which was inspired from the ‘gallery walk’ method of teaching. It involves creating posters so as to raise awareness on environmental issues. The method can be use to elaborate any type of material which can be displayed and even encourages virtual galleries. |
| Source or link to the materials | https://docs.google.com/presentation/d/1PD6dOiUOyXPRvlpSUrgec93pq4nfn/edit?usp=sharing&ouid=11706077298548942565 Causes and Effects of Climate Change National Geographic – YouTube Enliven Class Discussions With Gallery Walks Edutopia |
| Copyright or licence issues | Causes and Effects of Climate Change National Geographic – YouTube (Copyright National Geographic) |
| Target group(s) | Middle school and high school students between the ages of 14 and 19 |
| Purpose of the proposed materials | <p>Gallery walks convince students to leave their desks and engage in an active way with the content and each other.</p> <p>When creating a gallery, students can display their computer tablet screen, a group-made poster, something they have written or a collage they have designed. Classmates browse and analyse each other’s work, providing feedback or express their feelings and perception.</p> <p>Irrespective of their age, students need time to share, discuss, grab new ideas, build on ones they already have, reflect, and interact with the others.</p> <p>Gallery walks favour group work and communication, escaping the traditional setting of a classroom and mix with your peers.</p> |
| Description structure | <p>The activity coordinator starts the class by presenting a poster which comprises the main factors of pollution and some key words related to ecology and the environment. The poster is not complete and invites students to a game, namely to reconstruct the words on the poster – a few letters are given as clues.</p> <p>Students are handed worksheets with questions. They are told that they are about to watch a documentary on climate change and they need to jot down the answers to the questions on the handout.</p> <p>After watching the documentary and trying to answer the questions, students work in pairs to check their answers with a classmate’s.</p> <p>Students form groups of four and receive materials for making a poster which should include some of the discussed environmental factors. Their work should have a powerful impact on their classmates through drawings, pictures, slogans, and messages.</p> <p>After students finish their work, they display the posters in a gallery and they walk around the classroom, observing and talking, interacting with each other.</p> <p>At the end of the class, students express their opinion on the posters and exchange</p> |

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| | impressions, providing feedback. |
| <p>Why are you suggesting it?</p> <p>What can be used to prepare our materials</p> | <p>Gallery walks disconnect students from the traditional way of teaching and favour peer communication.</p> <p>Students have the opportunity to express themselves in an artistic way and be congratulated for their work through positive feedback.</p> <p>Students have a sense of achievement as a result of team collaboration.</p> <p>Students get the change to speak and exchange ideas in a discrete way, not in front of the classroom. A complex range of materials are used – computers, tablets, handouts, colourful writing, projectors, thus developing a range of skills. Such an activity builds self confidence and enables classmates to know each other better.</p> |

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| TITLE | VERTICAL GARDEN |
| Overview on the materials offered | It is important to mention the practical use of the garden. Because it uses so little space it gives to the owner the capacity to grow lots of plants even in the balcony of an apartment. With this in mind it s easy to understand how helpful this can be for the environment when every person in a city could grow lots of green plants in the little space that they have. |
| Source or link to the materials | https://youtu.be/adksOff5SiY |
| Copyright or licence issues | In public use |
| Target group(s) | <ul style="list-style-type: none"> - Teenagers, students - Youth workers - Trainers - Teachers |
| Purpose of the proposed materials | <p>Demonstrate the capacity students have to create a sustainable and healthy surrounding while in the same time learning about team work, communication and emotional intelligence.</p> <p>In this activity the students will be put in teams and encouraged to practice their manual skills with the purpose of understanding the values of working together and in a healthy environment.</p> |
| Description structure / | <p>In this learning activity, students will be provided with the opportunity to work in teams and develop their skills in communication and collaborate while practicing their manual skills.</p> <p>Materials required</p> <ul style="list-style-type: none"> ● Recycled planks of wood with screws and tools to assemble the final structure of the garden ● Recycled plastic bottles of water and a pair of scissors to cut them into |

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| | <p>flower pot sizes</p> <ul style="list-style-type: none"> • Paint (favourably organic to reduce pollution) and brushes • Soil for the flowers and water <p>Directions/Description</p> <p>STEP 1 - First we did the measurements, drew the model on the paper, and we designed it so that we can use the minimal amount of ecologically unfriendly materials for example spray paint, wood, etc. We started by looking for the products and calculated the prices in order to make it affordable. After that, we gathered the materials that we needed for building the vertical garden.</p> <p>STEP 2 - After purchasing everything that we needed, we prepared everything in order that the activity can go easier and made it more enjoyable for the participants. Before the activity, we built the main pillars because they are the most important part in this, and we prepared spray paints, planks, tools, screws, dowels for the project.</p> <p>STEP 3 - Before the main activity, after we put everything in place, we organised a teambuilding game (human knot), so that everyone can work together and have a better understanding of each other.</p> <p>After the game, we made mixed teams of 4 people each, and every team got a plank and the main activity began. We got every team to paint on their plank a different flag from every country that participated at the project. In the meantime, we had other students drawing the plastic bottles that are used instead of pots in the same colours as the planks. Afterwards we waited for the paint to dry, we put soil in the pots, and after that we began assembling the vertical garden. We built it using screwdrivers and screws and then we moved it in to the school garden.</p> |
| <p>Why are you suggesting it? What can be used to prepare our materials</p> | <p>Based on the geo-political history of Romania, Iasi, one of it's biggest cities has as it's main home structure the grim and depressing communist blocks that lack in life, colour and nature. The design of the city lacks parks and other places for nature. Because of this we decided that a good project idea would be encourage students to take the future of the planet in their own hands and create a place where nature can be cherished in the smallest space possible with the minimum of resources.</p> <p>With this in mind the activity will hit the next checkpoints:</p> <ul style="list-style-type: none"> • Self-awareness • Teamwork • Communication • Ethical and sustainable thinking |

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| <p>TITLE</p> | <p>THE ECOSPORTIV PROJECT</p> |
| <p>Overview on the materials offered</p> | <p>The <i>EcoSportiv</i> project was launched by the Moldova Ecotic Association, and it was carried out in our school between November 2021 and February 2022.</p> |
| <p>Source or link to the materials</p> | <p>https://youtu.be/C-eV_uy-M90</p> |

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| Copyright or licence issues | In public use |
| Target group(s) | young people from 16 to 20 years old |
| Purpose of the proposed materials | <p>The aim of the project is to inform and raise the awareness among teachers, students, and parents of students regarding the importance of separate collection of electric and electronic waste and batteries and accumulators' waste. The project is a collection campaign, and the award is given according to the amount of the collected waste. The prizes consist in sports items.</p> <p>The project has been designed to shape up a healthy mindset concerning life in the immediate time and on the long run both on students and adults.</p> <p>Project's aims:</p> <ul style="list-style-type: none"> -the raise of the degree of information and awareness towards the matter of selective collection and recycling of waste among the students and their empowerment through active implication into a positive competition -the fostering of ecological education in schools and development of ecological mindset among youngsters -the fostering of the selective collection of waste resulting from electrical and electronical devices, batteries, and accumulators. |
| Description structure | <p>STEP 1 - The project's activity had been carried out over a period of four months. The big items of waste had been collected by the association both inside the school and in students' or teachers' homes, for the students and teachers who elicited this.</p> <p>STEP 2 - All the collected waste had an equivalent in points according to the grids provided by the Ecotic Moldova Association. After the completion of the collection and validation of points, coordinating teacher along with the students chose the sports materials according to the accumulated points.</p> <p>STEP 3 - The beneficiaries of the project were only the students from our school. They used, during their sports classes, the sports materials received as result of waste collection and delivery.</p> <p>Expected results</p> <ul style="list-style-type: none"> ✓ Collection of as many as possible electric and household waste ✓ Awareness of selective collection |
| Why are you suggesting it? What can be used to prepare our materials | <p>Students and teachers participating in this project think that we should highlight our results for the following reasons:</p> <ul style="list-style-type: none"> ● Each one of us is responsible for personal waste. We cannot just throw anything in any place, being unsensitive to what we leave behind and to the catastrophic effects that waste have on the environment we live in. We all want cities, streets, roads to be better and cleaner. It is time for each and every one of us to do something in this respect. ● Because recycling means respect towards law and towards ourselves. Legislation compels us to recycling in order to reduce the effects of pollution but beyond the obligation, we must know that nature has a limited capacity of standing our waste. ● Because each one of us has the right to breathe clean air, to walk around |

in clean parks and forests

- Because waste get value when they are recycled correctly. Disassembled and treated according to the environmental standards, waste become secondary feedstock. This means that natural resources are being used efficiently

Because waste coming from electric and electronic items may have in their building block dangerous substances which, released into the air, water or soil, may have harmful effects on long term towards our food, water we drink and the air we breathe.

Methods of activity assessment

The amount of collected waste, in relation with the points from the Ecotic grid - the choice of sports items by the involved students and coordinating teacher

1 kilo of waste= 1 point

Thus, our school managed to collect 600 kilos of waste which is the equivalent of 600 points. For these points our school received the following sports items: handball balls, basket balls, table tennis balls and tennis bats, football balls, volleyball balls and training ladders.

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