C.H.A.N.G.E.R.S. - 2.0

Toolkit #2.

A toolkit for trainers organising intergenerational workshops for rural seniors on sustainable and green household topics.

A project outcome of the "Change Household Attitudes for a Non-wasteful, Green environment and Energy-consciousness addressing Rural Seniors" (CHANGERS 2.0) project.

https://changers2.eu

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Organising intergenerational workshops for rural seniors on sustainable and green household topics.

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Glossary

The list below contains the main concepts to be used in these guidelines:

- **Energy** - an abstract physical quantity that relates to the capacity to produce action and/or movement, which can be expressed in many forms: kinetic, chemical, potential, etc.

- **Energy poverty** - is the inability of households to maintain adequate levels of energy services at an affordable cost.

- **Climate Change** – refers to global climate variation or regional climate changes that occur over decades and affect the balance of ecosystems.

- **Sustainable Development** - a global development model that incorporates aspects of a system of mass consumption in which the concern with nature, via the extraction of raw materials, is maximum.

- **Intergenerational Commitment** - the environment as a consequence of the involvement of all living beings with the planet and the defence of a healthy environment as a duty and inalienable right of current and future generations.

- **Intergenerational learning** - the way that people of all ages can learn together and from each other; working together to gain skills, values and knowledge, foster reciprocal learning relationships and help develop social capital and social cohesion in our ageing societies.

- **Climate Change -** refers to global climate variation or regional climate changes that occur over decades and affect the balance of ecosystems.

- **Sustainable Development** - a global development model that incorporates aspects of a system of mass consumption in which the concern with nature, via the extraction of raw materials, is maximum.

- **Intergenerational Commitment** - the environment as a consequence of the involvement of all living beings with the planet and the defence of a healthy environment as a duty and inalienable right of current and future generations.

- **Green economy** - when growth in employment and income are driven by public and private investment into economic activities, infrastructure and

assets that allow reduced carbon emissions and pollution, enhanced energy and resource efficiency, and prevention of the loss of biodiversity and ecosystem services.

- **Biodiversity** - the different kinds of life you'll find in one area—the variety of animals, plants, fungi, and even microorganisms like bacteria that make up our natural world.

- **Whole foods** – are those that closely resemble their natural state at the time of purchase, either being minimally processed or unprocessed entirely. Not all whole foods are ethically produced, neither can be guarantee organic and sustainable forms of production.

- **Organic farming** – an integrated farming system that strives for sustainability, the enhancement of soil fertility and biological diversity. Organic farming is not to be misunderstood with sustainable farming as it still considers pesticides derived from natural resources in the production of the food. Sustainability looks at farming practices in a holistic manner, aiming at preserving soil and water.

- **Food waste management** – pertains to the phases of prevention, recovery, recycling, or disposal of food waste that ensue. Most recently, food waste management looks closely to circular economy. Here, waste is an organic resource, devoid of contaminants and can be safely be reintegrated into the soil as organic fertilizer.

1.
About the CHANGERS 2.0 TOOLKIT #2.

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1. About the C.H.A.N.G.E.R.S-2.0 TOOLKIT #1

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Welcome to the second C.H.A.N.G.E.R.S.–2.0 Toolkit, which will guide you through building adult learning opportunities, workshops and training events aimed at seniors. You are at the beginning of a journey to reflect on the social transformation that is required for improved sustainability in the community.

'Toolbox #2' intends to provide adult learning stakeholders, who guide and educate mostly in sustainability to senior cohorts (65+) and which are interested in introducing an intergenerational element with the younger generation. These guidelines and teaching materials should be useful, at different stages and with different purposes and target groups, to guide seniors and young people towards greener and more sustainable skills.

1.1 About C.H.A.N.G.E.R.S.-2.0

The C.H.A.N.G.E.R.S.–2.0 project has developed targeted training materials for rural seniors to improve their access to adult learning opportunities on specific topics which can help them fight against climate change and energy poverty, and

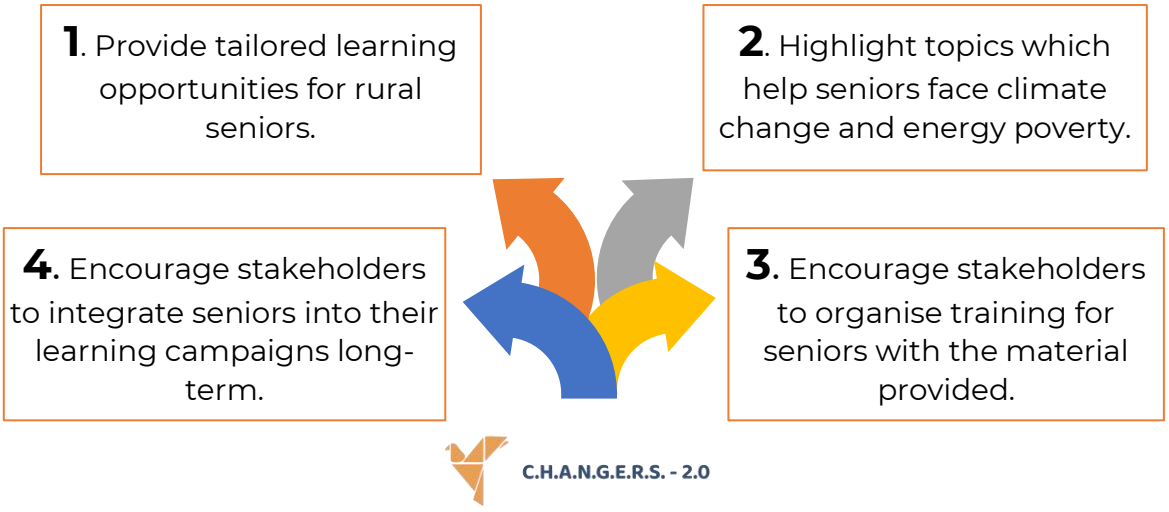
contribute to sustainability such as energy efficiency, sustainability in households and adaptation to climate change.

The main objective of C.H.A.N.G.E.R.S.–2.0 is to develop targeted training materials for educators teaching rural seniors in order to improve adult learning opportunities on specific environmental topics; which can help them mitigate climate change and energy poverty, while contributing to sustainability. The purpose of the present document is to provide and valorise useful teaching material on sustainable and green household topics.

The C.H.A.N.G.E.R.S.–2.0 partnership is committed to increase the impact of the project and knowledge gained amongst the partners, by providing a collection of teaching material and helping toolkits for interested stakeholders.

This toolkit addresses those stakeholders who can reach rural seniors easily due to their profile and/or daily activities, e.g., local and regional municipalities as well as NGOs working with and for seniors, especially in rural areas.

By reaching out to the abovementioned stakeholders directly, we would like to:



1.2 The C.H.A.N.G.E.R.S.-2.0 partnership

The C.H.A.N.G.E.R.S.-2.0 partnership includes the following European organisations:

CAM, the lead partner, is a Hungarian company specialised in education and development of professional awareness-raising material on energy-related issues, has great experiences in the field of energy efficiency, renewable energy sources, sustainability, climate change, VET and adult education, and in international cooperation.
www.camconsulting.eu
info@camconsulting.eu

Projects in Motion Ltd. (PiM) is a Malta-based SME. As a multidisciplinary research organisation, it believes in the power of human and technology-centred approaches. Its aim is to promote renewable energy sources, energy efficiency and the intelligent use or reduction of energy requirements in Europe through partnerships, awareness-raising, innovation and strategic actions.
www.pim.com.mt
brian.restall@pim.com.mt

KMOP, founded in 1977, is one of the oldest civil society organizations in Greece. It is dedicated to making a positive social impact through research and innovative initiatives that address critical social issues, inform public debate and help shape policy, nationally and internationally.
https://www.kmop.gr/

Falco & Associati is a consulting and training company based in Milan, Italy. Its mission is to improve the competitiveness of the European society, through business development, training and creation of transnational partnerships.
https://www.falcoeassociati.it/

BSC is the Regional Development Agency of Gorenjska in Slovenia, which promotes the development of the Gorenjska region and unites 18 municipalities under its auspices. BSC is a connecting link between the regional and national level, cooperating with municipalities, companies and chambers of crafts and entrepreneurship, non-governmental organizations, ministries, and other state bodies.
https://www.bsc-kranj.si/

Nyugdíjasok Egyesülete is a Hungarian association in Pécs representing senior people at local and regional level.
https://nyugegy.hu/

Associação de Melhoramentos e Ben Estar Social de Pias is a Private non-profit whose main objectives are to provide a social support service to families, the elderly and children, working directly with the community, or through partnerships with other entities and projects.

1.3 C.H.A.N.G.E.R.S.-2.0 outputs

WP4-A2 outputs offer a set of training material and two sets of **toolkits**, which include additional information and supporting tools. Before the finalisation of the C.H.A.N.G.E.R.S.–2.0 outputs, a partnership-level evaluation was undertaken during training pilots implemented in Greece, Portugal, Hungary and Slovenia. These pilots undertaken at the end of 2024 enabled the consortium to obtain clear feedback on the training material and toolkits developed, highlighting concrete changes and improvements from trainers and students on the ground.
Partners' comments and recommendations were taken into consideration collectively during a physical workshop in Malta, the finalisation is based on the feedback received via pilot testing.

Consequently, following the methodology development and pilot testing phases, the intended outputs published by the C.H.A.N.G.E.R.S.–2.0 project under Work Package 4 (WP4) include:

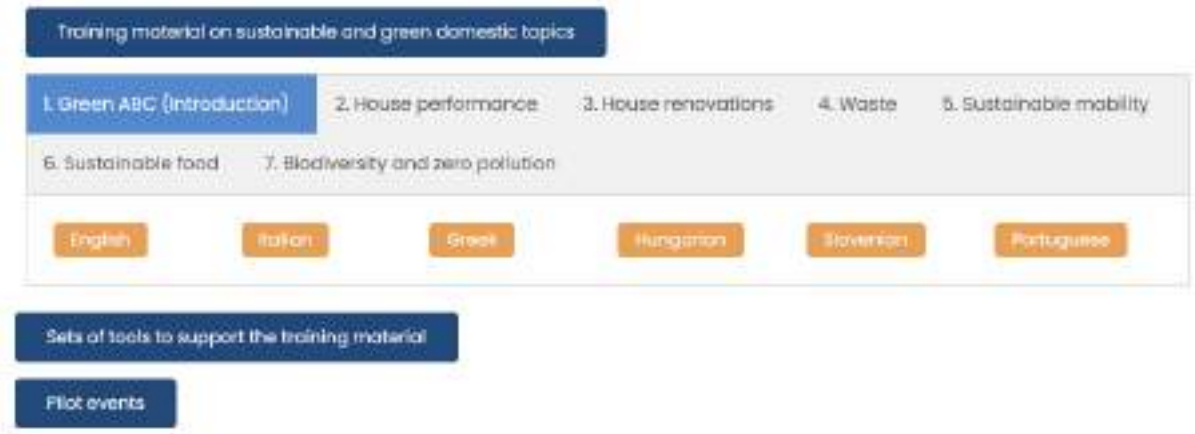
Output 1.

The WP4-A1 output provides a compendium of '**Training material on sustainable and green domestic topics'** for teaching seniors on these topics, specifically adapted to the needs of rural seniors. The teaching material is open to anyone with an interest in understanding these topics. The material is of a self-paced nature which allows trainers or senior learners to engage with the material according to their own interests and schedules, making it an ideal option for motivated seniors and trainers alike. The framework and topics covered by the training material for Output WP4-A1 centre around the following topics:

1) Green ABC, sustainability in households,
2) House performance and energy efficiency

3) House renovations
4) Waste
5) Sustainable mobility
6) Sustainable food
7) Biodiversity and zero pollution
8) Renewable energy and energy poverty
9) Mitigation and adaptation to climate change

This teaching material can be found online on the project results page, and in different languages.



https://changers2.eu/?page_id=52

Output 2.

Toolkit #1. A toolkit for trainers organising workshops for rural seniors on sustainable and green household topics is intended to support stakeholders and trainers with recommendations and tools for organising local events with rural seniors. It includes event structures and plans, evaluation templates and questionnaires, guidance on how to interact with seniors and how to use the teaching material developed in WP4.1 for workshop activities.

Output 3.

Toolkit #2. A toolkit for trainers organising intergenerational workshops for rural seniors on sustainable and green household topics is intended to support trainers interested in teaching rural seniors via intergenerational learning opportunities, while offering a structured curriculum approach and a set of intergenerational family co-education materials and games suitable for self-learning/distance learning. The second toolkit is also directly aimed at the final target group, rural seniors and their families, friends and neighbours. As

part of self-learning, they are encouraged to get familiar with the project results and try out the developed tools.

Visit the final WP4 outputs on the project website to explore and download the related output documents:

https://changers2.eu/results/

1.4 Goal of Toolkit #2

Toolkit #2, titled "**A toolkit for trainers organising intergenerational workshops for rural seniors on sustainable and green household topics**" is an output of Work Package 4 and serves as a second user guide for the C.H.A.N.G.E.R.S.–2.0 project outcomes. It explains in simple terms potential approaches to conducting adult training on green topics specifically involving intergenerational learning activities; produced by project partners and which can be adapted and delivered to rural seniors effectively.

Toolkit #2 offers innovative training assets to trainers and rural seniors that encourage self-driven learning on green topics by offering digital resources and teaching material on green sustainability topics for younger adults, mentors, tutors, relatives of seniors/elders, etc. The intention is to provide seniors with a hands-on approach to develop basic competence and a sense of ownership in green city projects, while promoting social cohesion, civic engagement and collaboration. It also provides detailed intergeneration concepts in the teaching procedure for rural seniors and younger audiences in order to keep them engaged and motivated.

Image by pikisuperstar, Freepik.

Therefore, the aim of Toolkit #2 is to support rural seniors and trainers in providing methods and resources on engaging in intergenerational learning approaches on green city issues, while promoting creative and critical thinking, team work, and supporting civic cohesion, networking and cooperation with relevant stakeholders.

Translations of the Toolkits in the national languages of the partner countries can be found on the 'Results' page, both on the project website and on partner websites.

https://changers2.eu/?page_id=52

2. Intergenerational Learning

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2. Intergenerational Learning

This chapter provides an overview of goals and tools used in the transgenerational approach related to the project topics. Activities focused on the sustainable and green development and environmental education within intergenerational relationships. The terms intergenerational and transgenerational are being used interchangeably.

2.1 What is intergenerational training?

Intergenerational training programmes are typically intended to bring together both the young and old to share experiences that encourage cross-generational bonding, promote cultural exchange, knowledge resource sharing, and provide positive social support systems that help to maintain the wellbeing and security of the younger and older generations. Activities are aimed at goals which are beneficial for all and hence to the community in which they live, based on sharing and community building.

Intergenerational training offers unique learning opportunities that can be obtained from sharing the wealth of knowledge and experience that seniors have accrued. Similarly, seniors can learn about current green topics, sustainable options

and technologies contemporary cultural habits or trends from younger participants - keeping them connected to a fast-evolving world. A classic example is involving teenagers to teach seniors how to use smartphones and social media in order to help seniors stay connected with their loved ones, while providing youths with a mutual teaching experience and satisfaction of giving back to the community.

Such programmes can also help ease loneliness and social or physical isolation among the elderly, while providing younger individuals with a sense of purpose and opportunity to appreciate their roots. There is no doubt that engaging in intergenerational activities can also improve mental health, self-esteem and cognitive function, while younger participants can develop empathy and social skills.

Intergenerational training often shows that there is always something valuable to share and something new to learn, regardless of age, making it a vital tool for community engagement initiatives with rural seniors on green topics.

2.2 How can intergenerational training help get seniors and youth together to learn about sustainability and green development in rural areas?

Bringing together seniors and youth in a rural environment to discuss sustainability and green development is important for several reasons:

- **Intergenerational Knowledge Transfer**: Seniors often possess traditional knowledge, wisdom, and experience that have been passed down through generations. By joining them with youth, this valuable knowledge can be shared and preserved, ensuring its continuity and relevance in addressing sustainability challenges in rural areas.

- **Holistic Perspective**: Seniors and youth bring different perspectives to the table. Seniors offer historical context, insights into traditional practices, and lessons learned from past experiences. Youth, on the other hand, bring fresh ideas, technological expertise, and a deep understanding of contemporary challenges. By combining these perspectives, a more holistic and comprehensive approach to sustainability and green development can be achieved.

- **Community Engagement**: Rural communities often face unique sustainability challenges, in areas such as agriculture, water management, renewable energy, and land use. Involving seniors and young people in discussions and decision-making processes empowers the community as a whole. It ensures

that solutions are locally informed, relevant, and reflective of the community's needs, aspirations, and values.

- **Bridging the Generation Gap**: In rural areas, there can sometimes be a divide between generations due to differences in lifestyle, values, and opportunities. By creating opportunities for seniors and youth to come together, discussions around sustainability and green development can bridge this generation gap, foster understanding, and promote intergenerational cooperation and collaboration.

- **Capacity- Building**: Joining seniors and youth in discussions on sustainability and green development can serve as a platform for capacity- building. Seniors can share their knowledge and experiences with youth, empowering them to become future leaders and change agents in their communities. Simultaneously, youth can contribute their skills, energy, and innovative ideas to inspire seniors and drive positive change.

- **Sustainable Rural Development**: By involving both seniors and youth, rural communities can develop sustainable solutions that take into account the needs and aspirations of all stakeholders. This participatory approach enhances the likelihood of long-term success, as it ensures ownership, inclusivity, and a sense of shared responsibility among community members and Intergenerational.

- **Solidarity**: Engaging seniors and youth in sustainability discussions fosters intergenerational solidarity and mutual respect. It breaks down stereotypes, nurtures empathy, and strengthens community bonds. By working together towards a common goal, seniors and youth can build relationships and foster a sense of belonging and collective identity.

In summary, joining seniors and youth in rural environments to discuss sustainability and green development harnesses the strengths and experiences of both generations. It promotes knowledge sharing, community engagement, capacity building, and intergenerational solidarity, ultimately leading to more effective and inclusive approaches to sustainable rural development.

2.3 Key principles of an intergenerational approach

The intergenerational methodology being proposed by the C.H.A.N.G.E.R.S. 2.0 project considers several key components and approaches that should be ensured for success, namely:

- **Interdisciplinary Approach**: The activities incorporate various disciplines such as environmental science, social sciences, and education to provide a comprehensive understanding of sustainable and green development.

- **Experimental Learning**: Participants engage in hands-on activities, field visits, and practical exercises that allow them to experience and apply sustainable practices in real-world settings directly.

- **Collaborative Learning**: The activities carried out foster collaboration and knowledge-sharing among participants from different generations, encouraging them to work together in order to find innovative solutions and exchange experiences.

- **Intergenerational Dialogue**: The activities create a space for open dialogue and exchange of ideas between participants of different ages, promoting mutual understanding, respect, and learning between generations.

- **Project-based Learning**: Participants work on collaborative projects that address specific environmental challenges in their communities, promoting active participation and the application of sustainable development principles.

- **Mentoring and Peer Learning**: The training incorporates mentoring programs where experienced individuals guide and support younger participants, creating opportunities for intergenerational mentorship and knowledge transfer.

- **Incorporation of Technology**: Training utilizes digital tools and platforms to enhance learning and engagement, enabling participants to access online resources, share information, and collaborate virtually.

- **Long-term Engagement**: The training aims to foster long-term engagement and commitment to sustainable development by providing ongoing support, networking opportunities, and resources beyond the initial training period.

By combining these principles, the intergenerational methodology ensures a holistic and inclusive approach to the project activities that empowers individuals across generations to actively contribute to sustainable and green development while promoting environmental education.

2.4 Opportunities offered by intergenerational training

Seniors can play a vital role in working with young people on matters related to sustainable and green development. Here are some formal ways in which seniors can collaborate with young individuals, for reciprocal learning opportunities:

- **Knowledge Sharing**: Seniors can share their wealth of knowledge and experiences in sustainable practices and environmental conservation with younger generations. This can be done through informal conversations, storytelling, workshops, or mentoring programs.

- **Interdisciplinary Collaboration**: Seniors can collaborate with young people from diverse backgrounds, such as environmental science, engineering, social sciences, and education, to combine their expertise and develop innovative solutions to environmental challenges.

- **Mentorship**: Seniors can serve as mentors to younger individuals who are interested in pursuing careers or projects related to sustainable development. They can provide guidance, support, and advice based on their own experiences.

- **Interactions and Dialogue**: Seniors can engage in intergenerational dialogue with young people, creating spaces for open discussions, debates, and the exchange of ideas on sustainable development. This dialogue promotes mutual understanding, respect, and learning between generations.

- **Volunteer and Community Engagement**: Seniors can actively participate in community initiatives and organizations focused on sustainable and green development. By volunteering their time and expertise, they can work alongside young individuals on projects and activities that promote environmental education and sustainable practices.

- **Advocacy and Policy Influence**: Seniors can use their life experiences, networks, and credibility to advocate for sustainable policies and practices. They can collaborate with young activists and organizations to raise the awareness about environmental issues and push for positive change at local, national, and international levels.

- **Bridging the Generation Gap**: Seniors can help bridge the generation gap by fostering understanding and appreciation between different age groups. They can facilitate intergenerational activities, events, and workshops that encourage cooperation, empathy, and shared decision-making.

Overall, seniors have a unique perspective and valuable contributions to make in the field of sustainable and green development. By actively engaging with young individuals, they can create intergenerational partnerships that leverage their combined strengths and accelerate progress towards a more sustainable future.

3. Intergenerational Training Preparation and Content

Image by freepik

3. Intergenerational training preparation and content

This chapter is focused on proposing a recommended training programme for intergenerational learning aimed towards rural seniors interested in green topics.. The contents of the proposed modules and units were chosen to encourage interaction between participants and the mutual exchange of knowledge during the activities.

We achieve these guidelines by proposing an intergenerational training approach and programme, based on our project experience working with rural seniors and stakeholders in developing and piloting our C.H.A.N.G.E.R.S.-V2 training events and material.

3.1 Training programme preparation and contents

The recommended programme contents are structured in three thematic modules and then sub-divided into further unit topics. It is proposed that you start with a more personal exchange through the topics. The order suggested is the following, although it can be adapted according to the specific circumstances of each

implementation (schedule, sensitivity, etc.). The contents can also be adapted to the specific school curriculum.

Modules	Units Topics
1. Living sustainably	
Aim: 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	**1A - Intergenerational Responsibility** **1B – Waste** **1C - Green Economy**
2. Problems of the world today	
Aim: To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.	**2A - Adaptation to climate change** **2B - Mitigation of climate change**
3. Energy: Resources, Poverty & Sustainability	
Aim: To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.	**3A - Energy resources** **3B - Energy poverty** **3C - Energy sustainability** **3D - Sustainable mobility**

The compendium of '**Training material on sustainable and green domestic topics'** prepared by the C.H.A.N.G.E.R.S.-2.0 project, offers a set of training powerpoint materials which is not only based on this suggested structure but also takes into account the priorities of the European Green Deal[1]. Therefore, C.H.A.N.G.E.R.S.-2.0 training materials focus on the most relevant and up-to-date green and sustainability topics which might provide a particular interest for senior households.

C.H.A.N.G.E.R.S.-2.0 training materials can be used at local events and trainings, and are also suitable for distance learning or e-learning purposes.

[1] European Commission https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en

Link to the Results webpage and compendium of training power point material!
https://changers2.eu/?page_id=52

3.2 Recommend training programme

The indicative training programme and topics presented in this section can be personalised and integrated into your current programmes according to your needs and interests. You can use your own materials or find further training materials, tools and activities to cover these topics.

Module 1 1. Living sustainably

	Units Topics
Aim: 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	**1A. - Intergenerational Responsibility** **1B. - Waste** **1C. - Green Economy**

Sub-Topic: **1A. Intergenerational Responsibility**

Objectives	Description of Activities
1. Understand the impact of human activities and human attitudes in a natural resource context. **2.** Understand the consequences of the depletion of natural resources for present and future generations. **3.** Embrace the role of environmental stewards by actively caring for and conserving the Earth's natural resources. This includes responsible consumption, minimising waste, reducing carbon emissions, and sustainability of energy, transportation, and food production.	**1.** Ask the seniors to reflect on their own experiences with natural resources throughout their lives. Prompt participants to share their thoughts and memories about how they have seen the environment change over time and express their concerns and observations regarding human activities and attitudes towards natural resources. **2.** Encourage seniors to reflect on the real-world depletion of resources and the potential impact on future generations. Then divide participants into small groups and let them analyse a case study focusing on a specific natural resource issue, such as water scarcity or biodiversity loss. **3.** Use a visually engaging presentation to show examples of human activities that have had a significant impact on natural resources. Highlight the consequences of these activities, such as deforestation, pollution, and climate change and ask participants to propose potential solutions and actions that could be taken to mitigate the issue. Discuss the issue of responsible consumption.

Sub-Topic: **1B. Waste**	
Objectives	**Description of Activities**
1. Knowing the life cycle of different consumer goods **2.** Incorporate responsible consumption practices	**1.** Introduce the concept of waste and its impact on the environment and let seniors share their perceptions of waste (or examples they have encountered). Use a visually engaging presentation to explain the stages of the life cycle of consumer goods and discuss the environmental impacts associated with each stage and emphasize the importance of waste reduction and responsible consumption. **2.** Present practical tips and strategies for seniors to adopt responsible consumption habits. Then distribute worksheets or provide a whiteboard for seniors to write down their commitments (e.g., reducing single-use items, practising recycling and composting, and supporting local sustainable initiatives).

Sub-Topic: **1C. Green Economy**	
Objectives	**Description of Activities**
1. Understand the concept of green economy (including the sustainable management of natural resources and the assumption of environmentally responsible behaviours)	**1.** Use a visually engaging presentation to provide an overview of the green economy and its key principles. Present information on the significance of water conservation and the importance of soil quality for agriculture, ecosystems, and climate regulation. Then divide seniors into small groups and let them analyse a case study focusing on an aspect of sustainable resource management (e.g., water scarcity, soil erosion, or sustainable agriculture) and brainstorm solutions.

Module 2. Problems of the world today

	Units Topics
Aim: To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.	**2A. - Adaptation to climate change** **2B. - Mitigation to climate change**

Sub -Topic: **2A. Adaptation to climate change**

Objectives	Description of Activities
1. Understand the need for the adoption of adaptation measures to cope with the risks and impacts resulting from climate change **2.** Implement climate change adaptation practices in family and community contexts	**1.** Use a visually engaging presentation to show examples of climate change impacts relevant to seniors, such as extreme weather events, heatwaves, and rising sea levels and discuss potential adaptation measures that could be taken to address the identified risks and minimize the impacts (e.g., home modifications, emergency preparedness, and community engagement). **2.** Divide the seniors into small groups or pairs and provide them with worksheets. In their groups, ask seniors to brainstorm and identify specific climate change adaptation practices they can implement in their family or community contexts. Encourage participants to consider actions related to *home resilience* (e.g., install energy-efficient appliances and insulation to reduce energy consumption and lower greenhouse gas emissions, use rainwater harvesting systems to collect and utilize rainwater), *sustainable gardening* (e.g., plant native and drought-tolerant species that require less water, compost), *emergency preparedness* (e.g., stay informed about weather forecasts and warnings through reliable sources), and *community outreach* (e.g., organise neighbourhood or community-wide recycling programs, participate in local initiatives).

Sub -Topic: **2B. Mitigation to climate change**	
Objectives	**Description of Activities**
1. Understand the importance of adopting attitudes, behaviours, practices and techniques leading to the reduction of greenhouse gas emissions. **2.** Participate in an integrated manner with different social actors, at school and in the family, in actions minimising the impact, at local level, of human activities on climate change.	**1.** Provide each senior participant with a carbon footprint assessment worksheet or an online calculator. Guide participants through the process of calculating their carbon footprint, considering factors such as energy use, transportation, diet, and waste generation. Encourage them to reflect on their results and identify areas where they can make changes to reduce their carbon footprint. **2.** Divide the seniors into small groups and assign each group a specific social actor, such as schools, families, or community organizations. In their groups, ask seniors to brainstorm and generate ideas for collaborative climate change mitigation actions involving their assigned social actor. Encourage participants to consider actions that are feasible, practical, and relevant to the local context. Provide prompts to guide their discussions, such as energy-efficient initiatives, environmental education programs, or community outreach events.

Module 3. Energy: Resources, Poverty & Sustainability

	Units Topics
Aim: To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.	**3A - Energy resources** **3B - Energy poverty** **3C - Energy sustainability** **3D - Sustainable mobility**

Sub -Topic: **3A. Energy resources**	
Objectives	Description of Activities
1. Know the different energy sources and advantages/ disadvantages of their use.	**1.** Distinguish renewable energy sources from non-renewable energy sources. Give examples of renewable energy sources and non-renewable energy sources. Let participants research advantages and disadvantages of using renewable and non-renewable energy sources. Help seniors understand the need for efficient and sustainable use of natural resources to ensure their viability on an over time scale adequate for their recovery.

Sub -Topic: **3B. Energy poverty**	
Objectives	Description of Activities
1. Evaluate the social and environmental implications of the different energy models based on the use of fossil fuels.	**1.a** Facilitate a discussion to help seniors recognize that the world's dependence on fossil fuels will lead to the depletion of current reserves. Present the implications of fossil fuel exploitation namely oil and natural gas, in many wars and conflicts between countries. Let them identify environmental impacts resulting from the use of fossil fuels, namely the increase of greenhouse gases in the atmosphere and research alternatives to reduce dependence on fossil fuels. **1b.** Divide the seniors into small groups and provide them with case studies or scenarios related to energy poverty and its impacts.

	In their groups, ask seniors to analyse the social and environmental implications of the current energy model presented in the case studies. Encourage critical thinking and discussion on topics such as energy access, affordability, health disparities, environmental degradation, and potential solutions.

Sub -Topic: **3C. Energy sustainability**	
Objectives	Description of Activities
1. Recognise the use of renewable energy and the promotion of energy efficiency as two fundamental pillars for energy sustainability. **2.** Participate in actions to promote energy efficiency.	**1a.** Relate energy efficiency to the use of technologies and processes that reduce as much as possible the waste of energy at all stages. Start a discussion and help participants identify behaviours that promote the "Rational Use of Energy" and consequent reduction of energy waste. Use a visually engaging presentation to show them a) how the optimization of energy use for a given task/process associates responsible behaviour with technologies that allow reduce energy waste, and b) relate the increase of energy efficiency in a given process/task with the decrease in consumption of non-renewable energy resources (in useful for mankind). **1b**. Let seniors reflect on how the use of renewable energy allied to energy efficiency enables a more sustainable management of energy resources locally and globally. Let participants research concrete examples of adoption of behaviours, practices and technologies that promote energy efficiency. **2.** Discuss the possibility of seniors promoting information and awareness campaigns for the efficient use of energy and taking part in initiatives that promote the efficient use of energy. Let participants conduct a simplified energy audit (identify behaviours/ habits in the surrounding community that lead to energy waste; Collect data Identify causes and consequences; Identify the different actors and places where the waste of energy is more significant; Point out possible solutions leading to a more rational use of energy and consequently to greater energy efficiency). Then distribute worksheets or provide a whiteboard for seniors to write down their plan to promote energy efficiency (set goals and indicators of achievement; evaluate results and implementation; evaluate the results and

	disseminate them to the local community using various communication strategies and media).

Sub -Topic: **3D. Sustainable mobility**	
Objectives	Description of Activities
1. To relate sustainable mobility with the preservation of natural resources and quality of life. **2.** Intervene with the competent authorities, namely the municipalities, with proposals conducive to the promotion of sustainable mobility.	**1.** Facilitate a discussion to help participants identify behaviours that promote sustainable mobility (including talking about e-mobility) and investigate the effects on health and the environment of the increasing use of individual transport. Let participants research the weight of the transport sector in the total energy consumption of their country and in the emission of greenhouse gases. **2.** Let seniors search at local level for concrete examples of adoption of behaviours and practices promoting sustainable mobility. Help participants understand that sustainable mobility requires a combination of behavioural changes and environmentally sound policies, namely in public and private transport. Inform them how to participate in: a) awareness-raising campaigns for the promotion of sustainable mobility, and; b) the development of a plan, at local level, with measures leading to sustainable mobility and make it available in a participatory way to the competent authorities (e.g., a parish council or a town council/municipal council).

4. Organising intergenerational training

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4. Organising intergenerational training sessions

This chapter offers some key components of organising intergenerational training sessions, how to make sure everyone feels involved and to increase their willingness and needs to participate in training events.

Always keep in mind that trainers must offer safe and flexible learning patterns which consider the different generations' memory and engagement, allow time for spontaneous oral discussions.

Reminder: For more details on how to actually organise age-friendly local events, specific to rural seniors, please refer to:
Toolkit # 1. A toolkit for trainers organising workshops for rural seniors on sustainable and green household topics *is intended to support stakeholders and trainers with recommendations and tools for organising local events with rural seniors. It includes event structures and plans, evaluation templates and questionnaires, guidance on how to interact with seniors and how to use the teaching material developed in WP4.1 for workshop activities.*

4.1 Briefing sessions

These are the topics you should address during your first session in order to properly brief the senior and youth students about the intergenerational training being offered.

1. Explain the goal of the training session and why an intergenerational learning approach is being used.
2. Share what you expect from the 'students', and what they can expect from you and the training.
3. Explain the sustainability topic you wish to discuss during the activity and discuss with the participants what they would like to do.
4. Agree on the next steps together with the students, the timeline for them to complete the activity outline and the materials to prepare for the activity.
5. Explain the expected outcomes of the session and manage expectations.
6. Allow enough time for discussions at every step of the way, and make sure there is enough time for debriefing and discussion at the end of the event.

You should aim to have a short debriefing with each of the groups that are involved.

Take the final ten minutes of the activity to discuss their impressions of intergenerational training on green topics worked out for them in general, and how they feel about it.

Use the questions mentioned below to discuss how the students experienced the activity.

- Do they feel the training impacted their willingness to contribute to green cities and sustainability issues?
- Do the seniors/youth feel they know more about the green topics they discussed together?
- Did the pupils learn something about the importance of intergenerational dialogue?
- How did the international students feel after facilitating the activity in the classroom?
- What did the younger students learn about the points of view of their older peers through this activity; and vice versa?
- What is their point of view on discussing this with someone from a different generation?

Important: disseminate the CHANGERS 2.0 exit survey to better understand the learning and need for improvements. Please refer to Toolkit #1 for a template.

Also, ask other trainers attending the training or organising events to exchange their impressions and get feedback from him/her after the activity is over. Typical questions to discuss include:

- Were the learning objectives that were discussed up front met?
- How did the logistical preparation go?
- Would the school be interested in repeating another intergenerational activity?
- What would they change and how can the programme and material be improved?

Do not forget to include a small slot for the recognition and celebration of participants' contributions from different generations. Recognising the efforts and achievements of participants reinforces their engagement, and motivates their continued involvement in intergenerational green training events. This can include certificate giving, small memory gifts, awards, public acknowledgments, or celebratory events.

4.2 Activity tools

This section provides some practical examples of tools, games and indoor or outdoor activities that can facilitate intergenerational engagement in a more informal setting. We introduce partners, trainers, senior organisations, and municipalities to a few potential resources they can use to reach out to both seniors and youths - motivating them enough to participate, since this is often a difficult task that requires more effort.

Memory Games

Play memory games together, such as matching pairs or trivia games that challenge participants to recall events, facts, or personal memories. This promotes cognitive stimulation and encourages intergenerational bonding through shared experiences.

Board Games and Card Games

Engage in board games or card games that are suitable for different age groups. Classics like chess, Scrabble, Uno, or card games like Rummy or Go Fish can provide enjoyable and interactive experiences that bridge generational gaps and promote friendly competition.

Storytelling Activities

Encourage seniors and youths to share stories with each other. This can involve storytelling sessions where seniors recount their childhood experiences, family

history, or cultural traditions. Likewise, youths can share their own stories, experiences, or imaginative tales, fostering mutual understanding and strengthening the bond between generations.

Arts and Crafts

Engage in arts and crafts activities that allow seniors and youths to create something together. This can include painting, drawing, knitting, or making handmade crafts. Such activities promote creativity, mutual learning, and the exchange of skills and knowledge between generations.

Cooking and Baking

Involve seniors and youths in cooking or baking sessions. They can prepare family recipes together, share cooking tips, or experiment with new dishes. This not only promotes intergenerational bonding but also helps pass down culinary traditions and skills, and allows all to discuss sustainability.

Puzzles and Brain Teasers

Solve puzzles or brain teasers as a group activity. This can include jigsaw puzzles, crossword puzzles, or riddles. Such activities stimulate cognitive abilities, encourage teamwork, and provide opportunities for seniors and youths to support each other.

Music and Dance

Engage in music and dance activities that span different generations. This can involve listening to and discussing music from different eras, teaching traditional dances, or even learning to play musical instruments together. Music and dance promote self-expression, creativity, and cultural appreciation.

Outdoor Adventures

Plan outdoor adventures that encourage physical activity and exploration. This can involve nature walks, gardening, birdwatching, or organizing picnics. These activities provide opportunities for shared experiences, fostering a sense of connection with nature and promoting active lifestyles. Pay attention to participants with reduced mobility.

Community Garden

Establish a community garden where seniors and youth can work side by side to grow organic produce. This activity promotes sustainable agriculture practices, knowledge sharing about gardening techniques, and the importance of locally sourced food.

Workshops on Energy Efficiency and Renewables

Organise workshops on energy efficiency and conservation. Seniors can share their experiences in sustainable energy practices, while youth can contribute their knowledge on renewable energy technologies. Participants can learn, inter alia, about energy-saving habits, solar panels, energy-efficient appliances, and the benefits of reducing energy consumption.

Nature Walks and Conservation Arrange nature walks or guided hikes in local natural areas. Seniors can provide insights into the history and biodiversity of the region, while youth can highlight the importance of conservation and environmental protection. Participants can engage in discussions on preserving ecosystems, wildlife habitats, and the role of sustainable tourism.

Recycling and Waste Management Initiatives Collaborate on recycling and waste management projects. Seniors can share their understanding of traditional waste reduction practices, while youth can contribute their knowledge of modern recycling techniques. Together, they can organise recycling drives, implement composting programs, and educate the community on waste reduction strategies.

Traditional Crafts and Skills Encourage seniors to share their traditional crafts and skills related to sustainable practices. This can include activities like weaving, pottery, basket-making, or woodworking using local and eco-friendly materials. Youth can learn from seniors, preserving cultural heritage while exploring sustainable production methods.

Water Conservation Campaigns Develop campaigns on water conservation and management. Seniors can discuss traditional water-saving techniques and local water sources, while youth can introduce modern water-saving technologies. Together, they can organise workshops, create educational materials, and promote responsible water usage in the community.

Environmental Art and Murals Collaborate on creating environmental art and murals in public spaces. Seniors can contribute their artistic skills and knowledge of traditional art forms, while youth can bring in contemporary techniques and themes related to sustainability. The art pieces can serve as visual reminders of the importance of protecting the environment.

Trainers can refer to the section on ***Activity Tools*** in Chapter 5 for concrete activities that were used during the implementation of the pilot project are showcased. These practical tools include examples of card, board and comic games that may inspire facilitators and seniors who intend to use intergenerational learning in their activities.

4.3 Assessment

It remains important that trainers evaluate training programme's implementation during and after a training event - both in terms of the learning logistics, process, results and feedback received. This section offers a proposal for the evaluation of any intergenerational programme, which also takes into account the workload of trainers.

The essential elements that trainers implementing the intergenerational programme should consider for a basic evaluation of the programme include[2]:

a) Continuous assessment by the teacher during the implementation of the different sessions; the development of students' skills; the extent to which the activities are linked with the curriculum; changes introduced before or during the sessions, the class mood, student participation if the tools used work, etc.

b) On-going assessment during the training meetings which allows for mutual reflection on the strengths and weaknesses, or overall direction, of the previous session.

c) Assessment through a questionnaire at the end of the training programme of the youths and seniors' satisfaction and reflection about the training event. This would give an indication of the overall satisfaction with the training, reflections on what they have learned or what they would have liked to learn more about, perceived strengths and weaknesses of the training and how have they have contributed personally or would like to contribute further. A template of an exit survey used in the pilot training of the CHANGERS 2.0 project can be found in **Toolkit #1**.

d) Analysis of the changes in attitudes of participants in order to identify changes that might have occurred thanks to the interactions between the young and seniors.

[2] Sharing Childhood 2 (2018). Guidelines on Implementing Intergenerational Learning Programmes Based on the SACHI 2 Project experiences.
https://gifes.uib.eu/digitalAssets/560/560338_SACHI2_OI1-Guidelines_ENGxx.pdf

5.
Further reading and Activity tools

5. Further Reading and Activity Tools

Image by Freepik.

Do you want to learn more about organising intergenerational learning activities for seniors?

This Chapter offers the opportunity to project partners, senior organisations and municipalities to learn more about teaching seniors on green and sustainable household topics locally, and using intergenerational learning approaches. Besides the resources developed in the CHANGERS 2.0 project, the following are sources of external resources developed by related EU co-funded projects and initiatives that aim to increase and promote learning opportunities for adults and seniors via the implementation of intergenerational training programs towards sustainability.

5.1 External Resources and Websites

- SMALEI - Sustainable Matrix for Adult Education Institutions https://eaea.org/our-work/projects/sustainability-matrix-for-ale-institutions-smalei/
- Seniors for Education https://seniorsforeducation.eu/

- Dreamlike Neighbourhood - Older people are making meaningful connections in their communities.
  https://www.dreamlike-neighbourhood.eu/
- TALE Project – Transforming Adult Learning for Green Transition
  https://kansanvalistusseura.fi/en/hankkeet/tale/
- TSITour – Training on Social Inclusion in Tourism, by including elderly people as local storytellers for the Tourism Industry
  https://tsitour.eu/
- SEN4CE – Seniors for Circular Economy
  https://sen4ce.eu/
- Green Erasmus
  https://www.greenerasmus.org/
- EPALE – Electronic Platform for Adult Learning in Europe
  https://epale.ec.europa.eu/en

5.2 External guidelines and toolkits

A number of excellent other toolkits and guidelines are available from other external resources. Some of the following publications can help immensely towards organising targeted intergenerational programmes that are more specific to your particular training needs and audience.

Climate action in language education Activities for low resource classrooms.
British Council (2024).

Climate change in the classroom: UNESCO course for secondary teachers on climate change education for sustainable development.
UNESCO (2013).

Place-Making with Older Adults: Towards Age-Friendly Cities and Communities.

PLACE-AGE (2019).

People-Smart Sustainable Cities. Sustainable and smart cities for all ages.
United Nations (2020).

Intergenerational Training Course for Trainers and Practitioners. Edition 2.
Generations Working Together (2019).

Generations Working Together. Learning through intergenerational Practice.
Generations Working Together (2013).

Enhancing lifelong learning through intergenerational learning. Erasmus+ 60 cooperation partnership p.

Erasmus+ 60 cooperation partnership p (2023).

Guidelines on Implementing Intergenerational Learning Programmes Based on the SACHI 2 Project experiences.

"Sharing Childhood 2" (2018).

Bringing Together Seniors and Children in the Community. INTERGENERATIONAL ACTIVITIES PROGRAMMING GUIDE Families Canada (2020).

Together Old and Young – An Intergenerational Approach: A Handbook for Tutors and Course Developers.

TOY-PLUS Consortium (2018)

Image by Freepik

5.3 C.H.A.N.G.E.R.S-2.0 Activity Tools

In the following Annexes, you can find concrete activities that were used during the implementation of the pilot project. These practical intergenerational tools are intended to inspire facilitators and trainers who would like to use intergenerational approaches to train rural seniors.

Here are some examples of tools and games that can facilitate intergenerational engagement in a more informal setting:

5.3.1 Card Mapping Games

Ideas Mapping Game for Green City Obstacles and Solutions (**PiM**)

NAME OF ACTIVITY	
CONTEXT	Climate change is happening. Impacts are projected to become increasingly severe across the world. Seniors and youth can also participate in the issues that are and will afflict int the near future, and it is important to have their opinions and ideas heard, while bring them on board for meaningful change.
OBJECTIVES	Mapping obstacles to a more sustainable living, sparking off ideas for greener cities, teaming along those ideas and elaborating them. This activity helps intergenerational participants in identifying, elaborating and mapping green city solutions that bring the community towards a more sustainable future.[3]
MATERIAL NEEDED	▪ Pin board or flip chart; ▪ presentation cards for idea brainstorming; ▪ cards to designate categories; ▪ green/yellow/orange sticky note cards for prioritisation levels.
HOW TO RUN THE ACTIVITY	1) (**05 min**.) Introduce yourself; explain the aims of the game; ask each participant to think of potential obstacles and solutions to a greener community and more sustainable city. 2) (**15 min**.) Participants are given time to brainstorm about ideas they want to work on and are asked to capture their idea with a few notes on a sticky note card: on the front side they write down a meaningful keyword representing the idea. On the backside they describe the idea in max. 3 sentences, they define a target group (with..., for...) and write down their name. 3) (**05 min**. for each participant). Ask each participant to introduce him/herself and present his/her suggestions for the mapping.

[3] Adapted from 'Toolkit for Practitioners Engaging older people in creating an age-friendly environment' - an Intellectual Output developed in the Erasmus+ project Mobility Scouts. Engaging older people in creating an age-friendly environment. http://www.mobility-scouts.eu/wp-content/uploads/2018/05/Toolkit.pdf

	Ideas to be collected on a flip chart by the Trainer, and clustered according to emerging themes. 4) (**30 min**). Participants should start thinking of concrete issues/solutions proposed by all, and find other people who want to work on the same idea and project. People are asked to cluster along ideas and find team members. This is done in an informal setting during a break. Thus, people can get into conversation more easily and check out different potential team members. 5) (**15 min**.) Brainstorm in small focus groups on the obstacles/ suggestions collected and find consensus found on the specific areas to be elaborated further; include identification of the potential major stakeholders. Ideas to be noted on sticky notes and a flip chart by the Trainer, and clustered according to emerging themes. 6) (**10 min**.) Trainer summarises the main identified obstacles and solutions. 7) (**15 min**.) After a quick break and conversation time, teams are fixed with the help of the trainer to brainstorm on 2 possible solutions for each identified obstacle on the basis of the group discussions. 8) (**10 min**. each group). Reconvene in plenary with each group reporting back on the identified proposed solutions. Find consensus on the agreed proposed solutions. 9) (**10 min**.) Draft policy recommendations for the local decision makers. 0) (**05 min**.) Agreement on next steps and meetings to discuss a way forward.
DURATION TIPS & TRICKS FOR TRAINERS NAME OF ACTIVITY	**190 minutes** ▪ The activity can be divided into two different workshop sessions or days so that people have more time to think about ideas they want to work on. ▪ Project teams shouldn't just be built along ideas, it is also important that team members get along well. That is why an informal setting (break) offers the possibility to 'check out' potential team members.

Word Search Games (CAM)

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Waste

WORD SEARCH

Can you find the words hidden in the puzzle?

B	X	W	T	L	P	O	L	A	Y	I	X	N	E	R
X	V	O	R	A	L	C	B	G	X	R	S	C	B	E
Q	R	V	D	N	A	U	J	M	G	D	O	I	U	C
K	H	C	G	D	S	O	U	F	T	L	M	N	F	Y
L	M	M	C	F	T	O	M	R	A	G	D	G	M	C
M	M	I	H	I	I	D	L	B	E	E	K	J	L	L
R	M	P	E	L	C	E	E	L	H	D	Y	S	Y	I
H	C	P	V	L	L	L	Q	F	H	W	U	Q	D	N
G	R	E	E	N	W	A	S	H	I	N	G	C	P	G
X	E	U	P	C	Y	C	L	I	N	G	H	A	E	G
Z	U	G	E	O	X	H	E	X	C	Q	P	X	W	V
I	S	H	D	G	L	A	S	S	F	E	U	R	D	V
W	E	Z	G	R	E	S	O	U	R	C	E	S	M	E
X	W	C	U	Q	M	V	J	D	P	F	P	A	B	I
C	I	R	C	U	L	A	R	E	C	O	N	O	M	Y

CIRCULAR ECONOMY
ECOLABEL
GLASS
GREENWASHING
LANDFILL
PAPER
PLASTIC
RECYCLING
REDUCE
RESOURCES
REUSE
UPCYCLING

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Waste

WORD SEARCH

SOLUTION

B	X	W	T	L	P	O	L	A	Y	I	X	N	E	R
X	V	O	R	A	L	C	B	G	X	R	S	C	B	E
Q	R	V	D	N	A	U	J	M	G	D	O	I	U	C
K	H	C	G	D	S	O	U	F	T	L	M	N	F	Y
L	M	M	C	F	T	O	M	R	A	G	D	G	M	C
M	M	I	H	I	I	D	L	B	E	E	K	J	L	L
R	M	P	E	L	C	E	E	L	H	D	Y	S	Y	I
H	C	P	V	L	L	L	Q	F	H	W	U	Q	D	N
G	R	E	E	N	W	A	S	H	I	N	G	C	P	G
X	E	U	P	C	Y	C	L	I	N	G	H	A	E	G
Z	U	G	E	O	X	H	E	X	C	O	P	X	W	V
I	S	H	D	G	L	A	S	S	F	E	U	R	D	V
W	E	Z	G	R	E	S	O	U	R	C	E	S	M	E
X	W	C	U	Q	M	V	J	D	P	F	P	A	B	I
C	I	R	C	U	L	A	R	E	C	O	N	O	M	Y

CIRCULAR ECONOMY GREENWASHING PLASTIC RESOURCES

ECOLABEL LANDFILL RECYCLING REUSE

GLASS PAPER REDUCE UPCYCLING

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House Renovations

WORD SEARCH

Can you find all the 12 words hidden in the puzzle?

T	E	M	P	E	R	A	T	U	R	E	Q	J	S	G
V	A	I	R	L	E	A	K	S	V	T	P	K	V	Z
U	P	O	A	E	W	V	Q	B	C	T	Y	C	Y	L
I	N	C	H	U	T	X	G	E	Z	C	G	O	W	I
P	B	O	A	P	P	L	I	A	N	C	E	S	F	G
G	P	A	I	V	M	H	C	E	J	W	Y	H	C	H
T	W	G	Y	T	S	H	I	M	J	I	B	B	O	T
C	V	M	P	D	P	C	Q	U	C	N	P	C	S	B
W	O	R	T	G	I	M	W	A	C	D	S	O	T	U
I	X	M	R	F	N	G	U	F	F	O	Y	O	S	L
P	R	I	F	I	H	I	M	S	A	W	N	L	A	B
Y	P	E	Y	O	G	U	T	N	N	S	C	I	V	S
Y	I	N	E	O	R	V	C	A	K	O	G	N	I	U
B	I	N	O	N	Q	T	A	U	E	C	C	G	N	U
I	N	S	U	L	A	T	I	O	N	H	P	R	G	L

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CHANGERS - 2.0

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Renewables

WORD SEARCH

Can you find the words hidden in the puzzle?

R	J	V	L	U	J	C	V	S	U	N	N	F	R	B
S	O	L	A	R	P	A	N	E	L	T	N	D	Z	A
E	L	M	L	V	O	G	T	K	K	N	Y	B	W	X
J	Y	A	L	B	Q	W	P	E	D	G	H	H	L	P
X	P	P	M	R	A	I	O	J	U	M	E	Z	T	H
B	B	F	O	R	U	T	B	I	R	R	A	T	S	O
K	O	Q	J	D	E	I	T	E	J	R	T	V	S	Z
X	L	I	Z	N	O	H	W	E	B	O	P	V	I	Q
W	O	I	L	M	S	O	T	I	R	T	U	Y	D	I
O	Y	A	A	E	P	P	O	O	E	Y	M	K	J	V
O	E	S	C	O	R	F	A	B	E	Q	P	B	P	Y
D	S	R	R	M	U	Y	Y	B	K	G	T	V	S	K
O	Q	D	A	E	M	H	V	J	B	F	P	B	G	G
K	Y	E	L	W	I	N	D	T	U	R	B	I	N	E
H	K	W	M	F	D	H	D	E	X	C	J	A	Q	O

BATTERY **BOILER** **HYDROPOWER** **WIND TURBINE**

BIOFUEL **GEOTHERMAL** **SOLAR PANEL** **WOOD**

BIOMASS **HEAT PUMP** **SUN**

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House Renovations

WORD SEARCH

SOLUTION

T	E	M	P	E	R	A	T	U	R	E	Q	J	S	G
V	A	I	R	L	E	A	K	S	V	T	P	K	V	Z
U	P	O	A	E	W	V	Q	B	C	T	Y	C	Y	L
I	N	C	H	U	T	X	G	E	Z	C	G	O	W	I
P	B	O	A	P	P	L	I	A	N	C	E	S	F	G
G	P	A	I	V	M	H	C	E	J	W	Y	H	C	H
T	W	G	Y	T	S	H	I	M	J	I	B	B	O	T
C	V	M	P	D	P	C	Q	U	C	N	P	C	S	B
W	O	R	T	G	I	M	W	A	C	D	S	O	T	U
I	X	M	R	F	N	G	U	F	F	O	Y	O	S	L
P	R	I	F	I	H	I	M	S	A	W	N	L	A	B
Y	P	E	Y	O	G	U	T	N	N	S	C	I	V	S
Y	I	N	E	O	R	V	C	A	K	O	G	N	I	U
B	I	N	O	N	Q	T	A	U	E	C	C	G	N	U
I	N	S	U	L	A	T	I	O	N	H	P	R	G	L

AIR LEAKS
APPLIANCES
COOLING
COMFORT
CONSUMPTION
COST SAVING
EFFICIENCY
HEATING
INSULATION
LIGHT BULBS
TEMPERATURE
WINDOWS

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Renewables

WORD SEARCH

Can you find all the 11 words hidden in the puzzle?

R	J	V	L	U	J	C	V	S	U	N	N	F	R	B
S	O	L	A	R	P	A	N	E	L	T	N	D	Z	A
E	L	M	L	V	O	G	T	K	K	N	Y	B	W	X
J	Y	A	L	B	Q	W	P	E	D	G	H	H	L	P
X	P	P	M	R	A	I	O	J	U	M	E	Z	T	H
B	B	F	O	R	U	T	B	I	R	R	A	T	S	O
K	O	Q	J	D	E	I	T	E	J	R	T	V	S	Z
X	L	I	Z	N	O	H	W	E	B	O	P	V	I	Q
W	O	I	L	M	S	O	T	I	R	T	U	Y	D	I
O	Y	A	A	E	P	P	O	O	E	Y	M	K	J	V
O	E	S	C	O	R	F	A	B	E	Q	P	B	P	Y
D	S	R	R	M	U	Y	Y	B	K	G	T	V	S	K
O	Q	D	A	E	M	H	V	J	B	F	P	B	G	G
K	Y	E	L	W	I	N	D	T	U	R	B	I	N	E
H	K	W	M	F	D	H	D	E	X	C	J	A	Q	O

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CHANGERS - 2.0

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Renewables

WORD SEARCH

Can you find all the 11 words hidden in the puzzle?

R	J	V	L	U	J	C	V	S	U	N	N	F	R	B
S	O	L	A	R	P	A	N	E	L	T	N	D	Z	A
E	L	M	L	V	O	G	T	K	K	N	Y	B	W	X
J	Y	A	L	B	Q	W	P	E	D	G	H	H	L	P
X	P	P	M	R	A	I	O	J	U	M	E	Z	T	H
B	B	F	O	R	U	T	B	I	R	R	A	T	S	O
K	O	Q	J	D	E	I	T	E	J	R	T	V	S	Z
X	L	I	Z	N	O	H	W	E	B	O	P	V	I	Q
W	O	I	L	M	S	O	T	I	R	T	U	Y	D	I
O	Y	A	A	E	P	P	O	O	E	Y	M	K	J	V
O	E	S	C	O	R	F	A	B	E	Q	P	B	P	Y
D	S	R	R	M	U	Y	Y	B	K	G	T	V	S	K
O	Q	D	A	E	M	H	V	J	B	F	P	B	G	G
K	Y	E	L	W	I	N	D	T	U	R	B	I	N	E
H	K	W	M	F	D	H	D	E	X	C	J	A	Q	O

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Renewables
WORD SEARCH

SOLUTION

R	J	V	L	U	J	C	V	S	U	N	N	F	R	B
S	O	L	A	R	P	A	N	E	L	T	N	D	Z	A
E	L	M	L	V	O	G	T	K	K	N	Y	B	W	X
J	Y	A	L	B	Q	W	P	E	D	G	H	H	L	P
X	P	P	M	R	A	I	O	J	U	M	E	Z	T	H
B	B	F	O	R	U	T	B	I	R	R	A	T	S	O
K	O	Q	J	D	E	I	T	E	J	R	T	V	S	Z
X	L	I	Z	N	O	H	W	E	B	O	P	V	I	Q
W	O	I	L	M	S	O	T	I	R	T	U	Y	D	I
O	Y	A	A	E	P	P	O	O	E	Y	M	K	J	V
O	E	S	C	O	R	F	A	B	E	Q	P	B	P	Y
D	S	R	R	M	U	Y	Y	B	K	G	T	V	S	K
O	Q	D	A	E	M	H	V	J	B	F	P	B	G	G
K	Y	E	L	W	I	N	D	T	U	R	B	I	N	E
H	K	W	M	F	D	H	D	E	X	C	J	A	Q	O

BATTERY **BOILER** **HYDROPOWER** **WIND TURBINE**

BIOFUEL **GEOTHERMAL** **SOLAR PANEL** **WOOD**

BIOMASS **HEAT PUMP** **SUN**

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Sustainable Food

WORD SEARCH

Can you find all the 12 words hidden in the puzzle?

O	V	E	R	C	O	N	S	U	M	P	T	I	O	N
Y	Y	Q	I	M	J	O	A	T	H	F	G	L	N	N
E	Z	T	D	A	I	C	N	U	D	O	I	F	T	Q
R	G	D	I	L	E	E	H	E	V	O	Y	J	L	F
W	E	K	A	S	I	Q	S	B	S	D	P	Z	C	O
Y	X	Q	O	R	R	A	N	J	A	W	T	M	B	O
U	U	O	T	L	B	E	C	T	M	A	K	D	Y	D
H	J	U	S	T	C	I	V	X	Y	S	O	W	X	S
E	N	N	N	G	N	F	A	I	R	T	R	A	D	E
X	U	A	O	A	V	M	V	F	D	E	Y	G	E	C
G	L	P	G	K	W	B	G	D	C	O	E	L	R	U
P	Q	R	D	Y	R	B	M	T	W	O	I	C	T	R
L	O	C	A	L	F	A	R	M	E	R	S	B	G	I
E	R	V	H	T	R	N	X	M	V	C	F	F	P	T
M	E	A	T	L	G	A	R	D	E	N	I	N	G	Y

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Sustainable Food WORD SEARCH

Can you find the words hidden in the puzzle?

O	V	E	R	C	O	N	S	U	M	P	T	I	O	N
Y	Y	Q	I	M	J	O	A	T	H	F	G	L	N	N
E	Z	T	D	A	I	C	N	U	D	O	I	F	T	Q
R	G	D	I	L	E	E	H	E	V	O	Y	J	L	F
W	E	K	A	S	I	Q	S	B	S	D	P	Z	C	O
Y	X	Q	O	R	R	A	N	J	A	W	T	M	B	O
U	U	O	T	L	B	E	C	T	M	A	K	D	Y	D
H	J	U	S	T	C	I	V	X	Y	S	O	W	X	S
E	N	N	N	G	N	F	A	I	R	T	R	A	D	E
X	U	A	O	A	V	M	V	F	D	E	Y	G	E	C
G	L	P	G	K	W	B	G	D	C	O	E	L	R	U
P	Q	R	D	Y	R	B	M	T	W	O	I	C	T	R
L	O	C	A	L	F	A	R	M	E	R	S	B	G	I
E	R	V	H	T	R	N	X	M	V	C	F	F	P	T
M	E	A	T	L	G	A	R	D	E	N	I	N	G	Y

BIODIVERSITY **FOOD WASTE** **MEAT** **OVERCONSUMPTION**

FAIR TRADE **GARDENING** **NUTRIENT** **PLANT-BASED**

FOOD SECURITY **LOCAL FARMERS** **ORGANIC** **SOIL**

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Sustainable Food

WORD SEARCH

SOLUTION

O	V	E	R	C	O	N	S	U	M	P	T	I	O	N
Y	Y	Q	I	M	J	O	A	T	H	F	G	L	N	N
E	Z	T	D	A	I	C	N	U	D	O	I	F	T	Q
R	G	D	I	L	E	E	H	E	V	O	Y	J	L	F
W	E	K	A	S	I	Q	S	B	S	D	P	Z	C	O
Y	X	Q	O	R	R	A	N	J	A	W	T	M	B	O
U	U	O	T	L	B	E	C	T	M	A	K	D	Y	D
H	J	U	S	T	C	I	V	X	Y	S	O	W	X	S
E	N	N	N	G	N	F	A	I	R	T	R	A	D	E
X	U	A	O	A	V	M	V	F	D	E	Y	G	E	C
G	L	P	G	K	W	B	G	D	C	O	E	L	R	U
P	Q	R	D	Y	R	B	M	T	W	O	I	C	T	R
L	O	C	A	L	F	A	R	M	E	R	S	B	G	I
E	R	V	H	T	R	N	X	M	V	C	F	F	P	T
M	E	A	T	L	G	A	R	D	E	N	I	N	G	Y

BIODIVERSITY
FOOD WASTE
MEAT
OVERCONSUMPTION
FAIR TRADE
GARDENING
NUTRIENT
PLANT-BASED
FOOD SECURITY
LOCAL FARMERS
ORGANIC
SOIL

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Sustainable mobility WORD SEARCH

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Can you find all the 10 words hidden in the puzzle?

D J Q F R G S C O O T E R M Q
C A R P O O L I N G I I M A B
E L E C T R I C C A R U M W J
C S D V G E P W Q K R P A B W
F G F Q N N F H D W E M Z J O
D A Y E Y O I Q N T Q M C I O
H A C L E N B R L I J N J H H
P U B L I C T R A N S P O R T
C E E R A O D Y A H G L M K H
A U F J V W A L X C S A Y A L
E K A U X W S C K S W E B U D
P I N G L S X G W M W O K O R
Y Z D I P C C G X X U Q L I C
S H A R E D M O B I L I T Y B
D R B U S Q B I C Y C L E H C

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CHANGERS - 20

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Sustainable mobility WORD SEARCH

Can you find the words hidden in the puzzle?

D	J	Q	F	R	G	S	C	O	O	T	E	R	M	Q
C	A	R	P	O	O	L	I	N	G	I	I	M	A	B
E	L	E	C	T	R	I	C	C	A	R	U	M	W	J
C	S	D	V	G	E	P	W	Q	K	R	P	A	B	W
F	G	F	Q	N	N	F	H	D	W	E	M	Z	J	O
D	A	Y	E	Y	O	I	Q	N	T	Q	M	C	I	O
H	A	C	L	E	N	B	R	L	I	J	N	J	H	H
P	U	B	L	I	C	T	R	A	N	S	P	O	R	T
C	E	E	R	A	O	D	Y	A	H	G	L	M	K	H
A	U	F	J	V	W	A	L	X	C	S	A	Y	A	L
E	K	A	U	X	W	S	C	K	S	W	E	B	U	D
P	I	N	G	L	S	X	G	W	M	W	O	K	O	R
Y	Z	D	I	P	C	C	G	X	X	U	Q	L	I	C
S	H	A	R	E	D	M	O	B	I	L	I	T	Y	B
D	R	B	U	S	Q	B	I	C	Y	C	L	E	H	C

BICYCLE **CARPOOLING** **PUBLIC TRANSPORT** **SHARED MOBILITY**

BIKE-SHARING **ELECTRIC CAR** **RAILWAY**

BUS **LOW CARBON** **SCOOTER**

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Sustainable mobility WORD SEARCH

SOLUTION

D	J	Q	F	R	G	S	C	O	O	T	E	R	M	Q
C	A	R	P	O	O	L	I	N	G	I	I	M	A	B
E	L	E	C	T	R	I	C	C	A	R	U	M	W	J
C	S	D	V	G	E	P	W	Q	K	R	P	A	B	W
F	G	F	Q	N	N	F	H	D	W	E	M	Z	J	O
D	A	Y	E	Y	O	I	Q	N	T	Q	M	C	I	O
H	A	C	L	E	N	B	R	L	I	J	N	J	H	H
P	U	B	L	I	C	T	R	A	N	S	P	O	R	T
C	E	E	R	A	O	D	Y	A	H	G	L	M	K	H
A	U	F	J	V	W	A	L	X	C	S	A	Y	A	L
E	K	A	U	X	W	S	C	K	S	W	E	B	U	D
P	I	N	G	L	S	X	G	W	M	W	O	K	O	R
Y	Z	D	I	P	C	C	G	X	X	U	Q	L	I	C
S	H	A	R	E	D	M	O	B	I	L	I	T	Y	B
D	R	B	U	S	Q	B	I	C	Y	C	L	E	H	C

BICYCLE **CARPOOLING** **PUBLIC TRANSPORT** **SHARED MOBILITY**

BIKE-SHARING **ELECTRIC CAR** **RAILWAY**

BUS **LOW CARBON** **SCOOTER**

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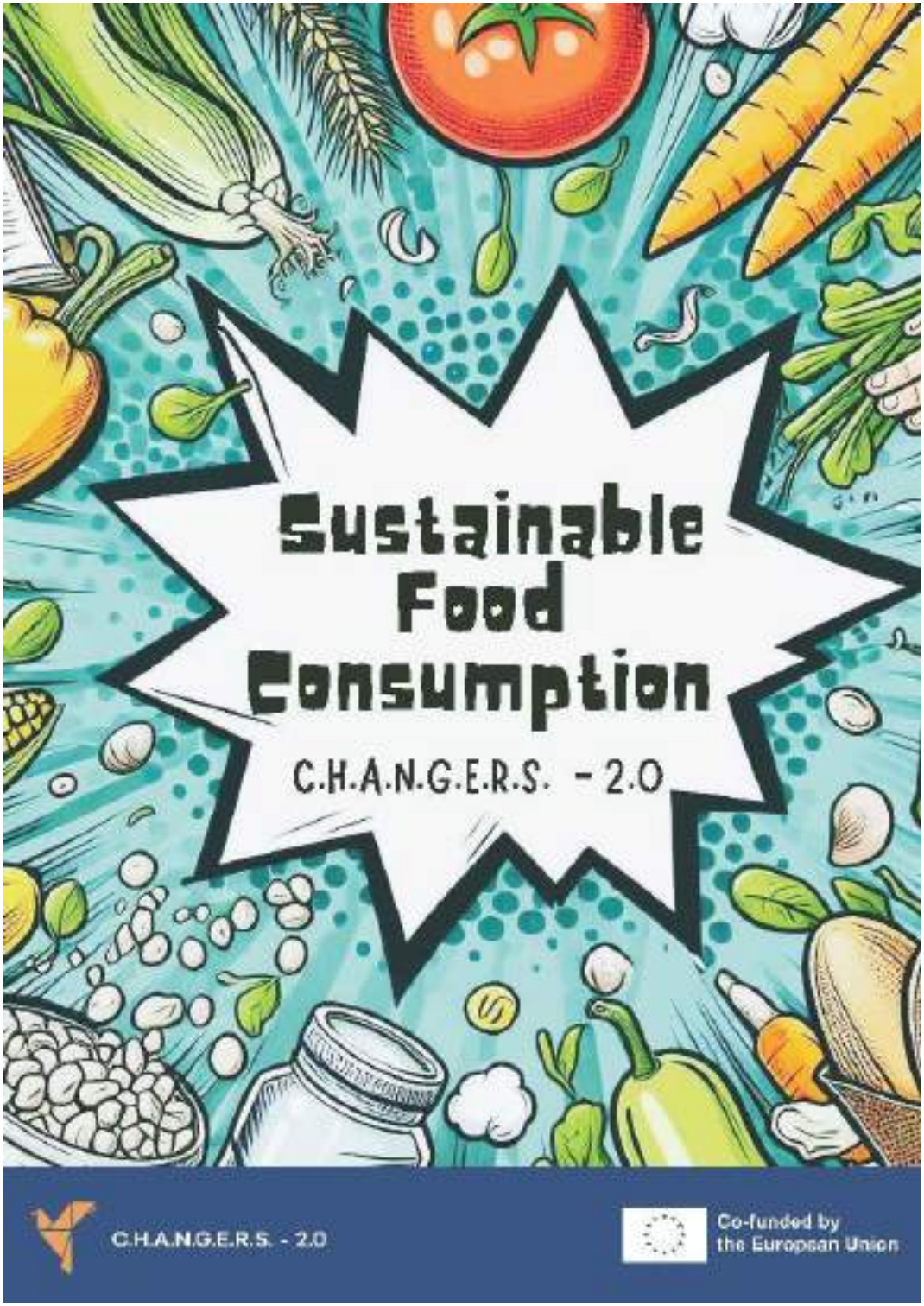
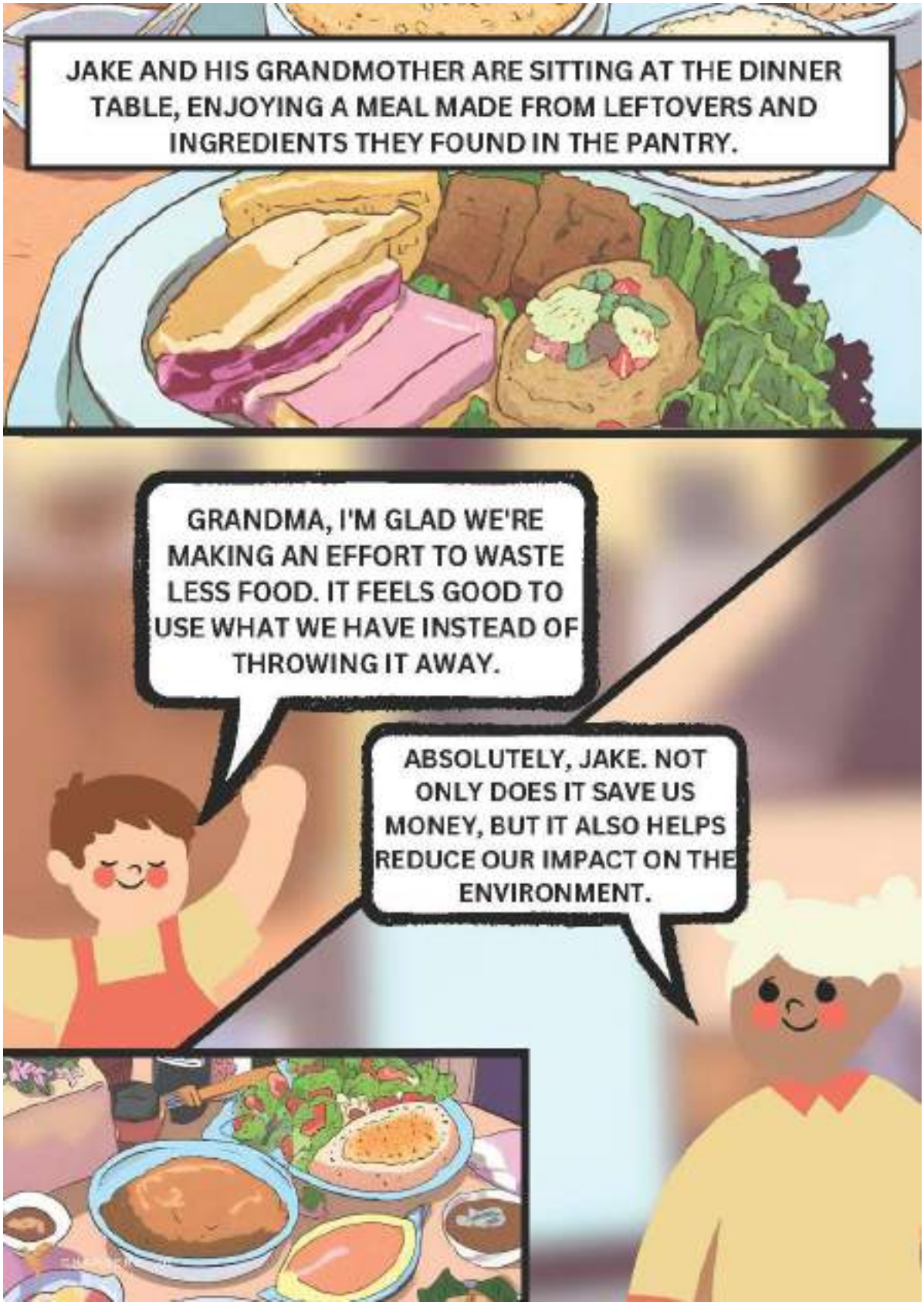
5.3.3 Comic Games

Sustainable Food Consumption Comic Storyline




WE SEE A KITCHEN IN A RURAL HOUSEHOLD. A YOUNG BOY NAMED JAKE IS LOOKING INTO THE REFRIGERATOR, DISMAYED BY THE AMOUNT OF FOOD WASTED.
I KNOW, JAKE. IT'S A BAD HABIT WE NEED TO CHANGE.
WE OFTEN BUY MORE THAN WE NEED AND END UP WASTING A LOT OF FOOD.
GRANDMA, WHY DO WE ALWAYS THROW AWAY SO MUCH FOOD?

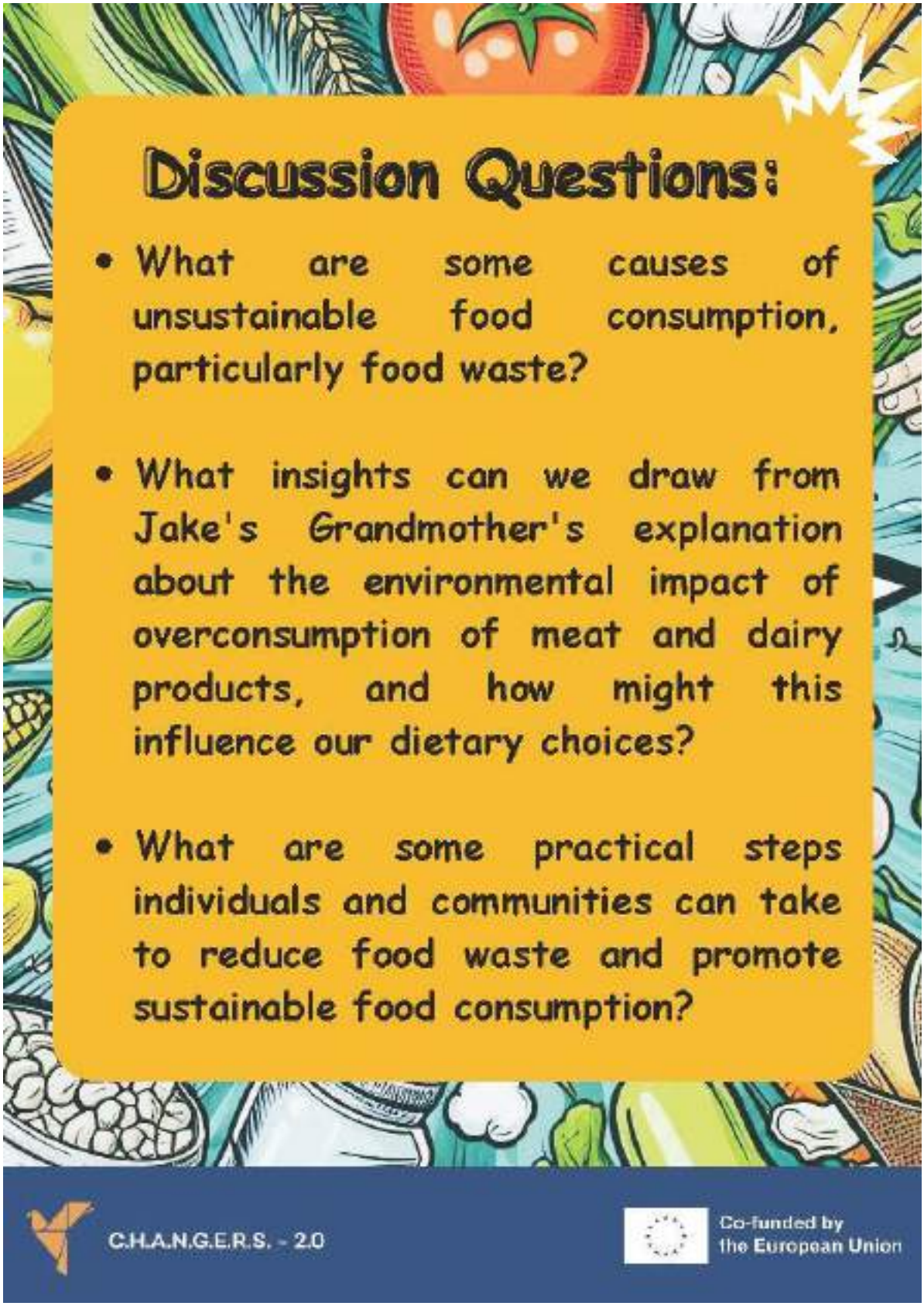

THEY BEGIN TO ORGANIZE THEIR PANTRY, NOTICING SEVERAL ITEMS NEARING THEIR EXPIRATION DATES.
WE NEED TO BE MORE MINDFUL OF WHAT WE BUY AND HOW MUCH WE USE.
LET'S TRY TO REDUCE OUR FOOD WASTE FROM NOW ON BY EATING THE LEFTOVERS TOO


JAKE AND HIS GRANDMOTHER ARE SITTING AT THE DINNER TABLE, ENJOYING A MEAL MADE FROM LEFTOVERS AND INGREDIENTS THEY FOUND IN THE PANTRY.
GRANDMA, I'M GLAD WE'RE MAKING AN EFFORT TO WASTE LESS FOOD. IT FEELS GOOD TO USE WHAT WE HAVE INSTEAD OF THROWING IT AWAY.
ABSOLUTELY, JAKE. NOT ONLY DOES IT SAVE US MONEY, BUT IT ALSO HELPS REDUCE OUR IMPACT ON THE ENVIRONMENT.


AS THEY FINISH THEIR MEAL, JAKE NOTICES THAT THERE'S NO MEAT OR DAIRY ON THE TABLE.
WELL, JAKE, WHILE I WAS READING ABOUT SUSTAINABLE FOOD CONSUMPTION TO REDUCE FOOD WASTE, I FOUND OUT THAT THE OVERCONSUMPTION OF MEAT AND DAIRY PRODUCTS CAN HARM THE ENVIRONMENT.
GRANDMA, WHY AREN'T WE HAVING MEAT OR DAIRY WITH OUR MEAL TONIGHT?


GRANDMOTHER PULLS OUT A CHART SHOWING THE ENVIRONMENTAL IMPACT OF MEAT AND DAIRY PRODUCTION, INCLUDING DEFORESTATION, GREENHOUSE GAS EMISSIONS, AND WATER POLLUTION.
THE HIGH DEMAND FOR MEAT AND DAIRY CONTRIBUTES TO DEFORESTATION, GREENHOUSE GAS EMISSIONS, AND WATER POLLUTION. THAT'S WHY WE'RE TRYING TO EAT MORE PLANT-BASED MEALS TO REDUCE OUR ECOLOGICAL FOOTPRINT.


JAKE LOOKS AT THE CHART WITH INTEREST, REALIZING THE IMPACT OF THEIR FOOD CHOICES ON THE ENVIRONMENT.
I DIDN'T KNOW THAT, GRANDMA. I WANT TO HELP REDUCE OUR IMPACT ON THE PLANET TOO.
THAT'S GREAT, JAKE. EVERY SMALL CHANGE WE MAKE CAN MAKE A BIG DIFFERENCE.
WOW!


Discussion Questions:
• What are some causes of unsustainable food consumption, particularly food waste?
• What insights can we draw from Jake's Grandmother's explanation about the environmental impact of overconsumption of meat and dairy products, and how might this influence our dietary choices?
• What are some practical steps individuals and communities can take to reduce food waste and promote sustainable food consumption?
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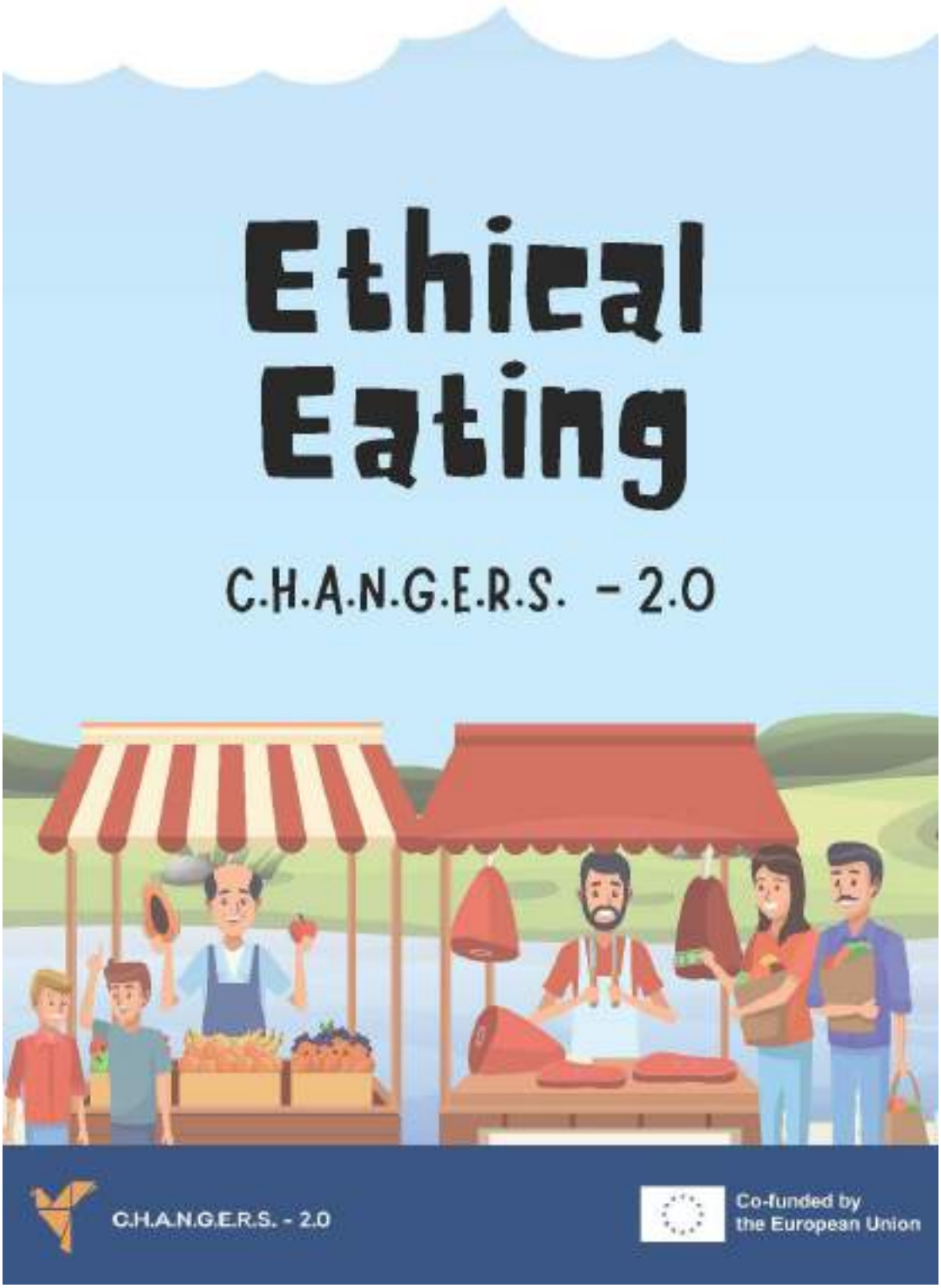
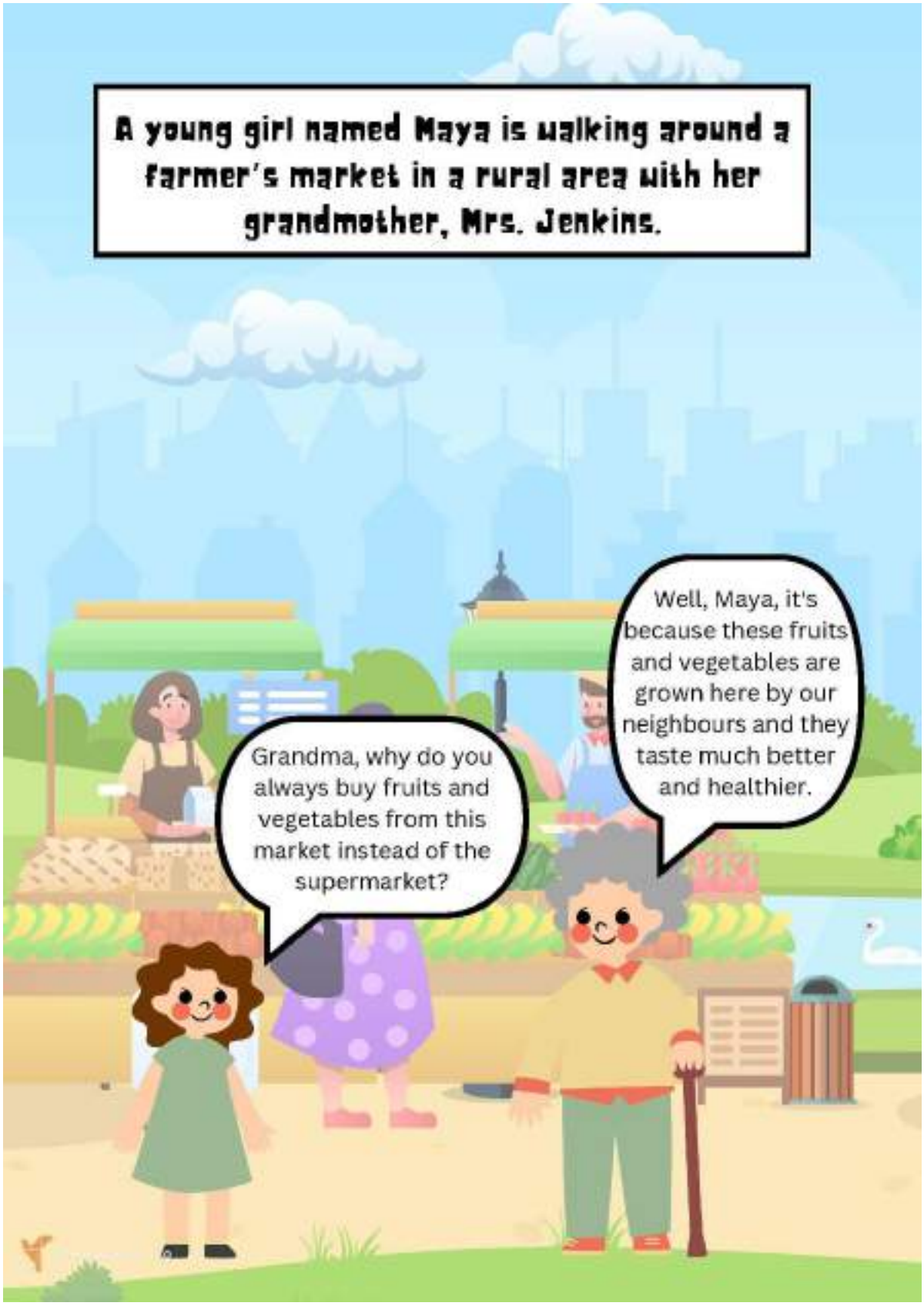
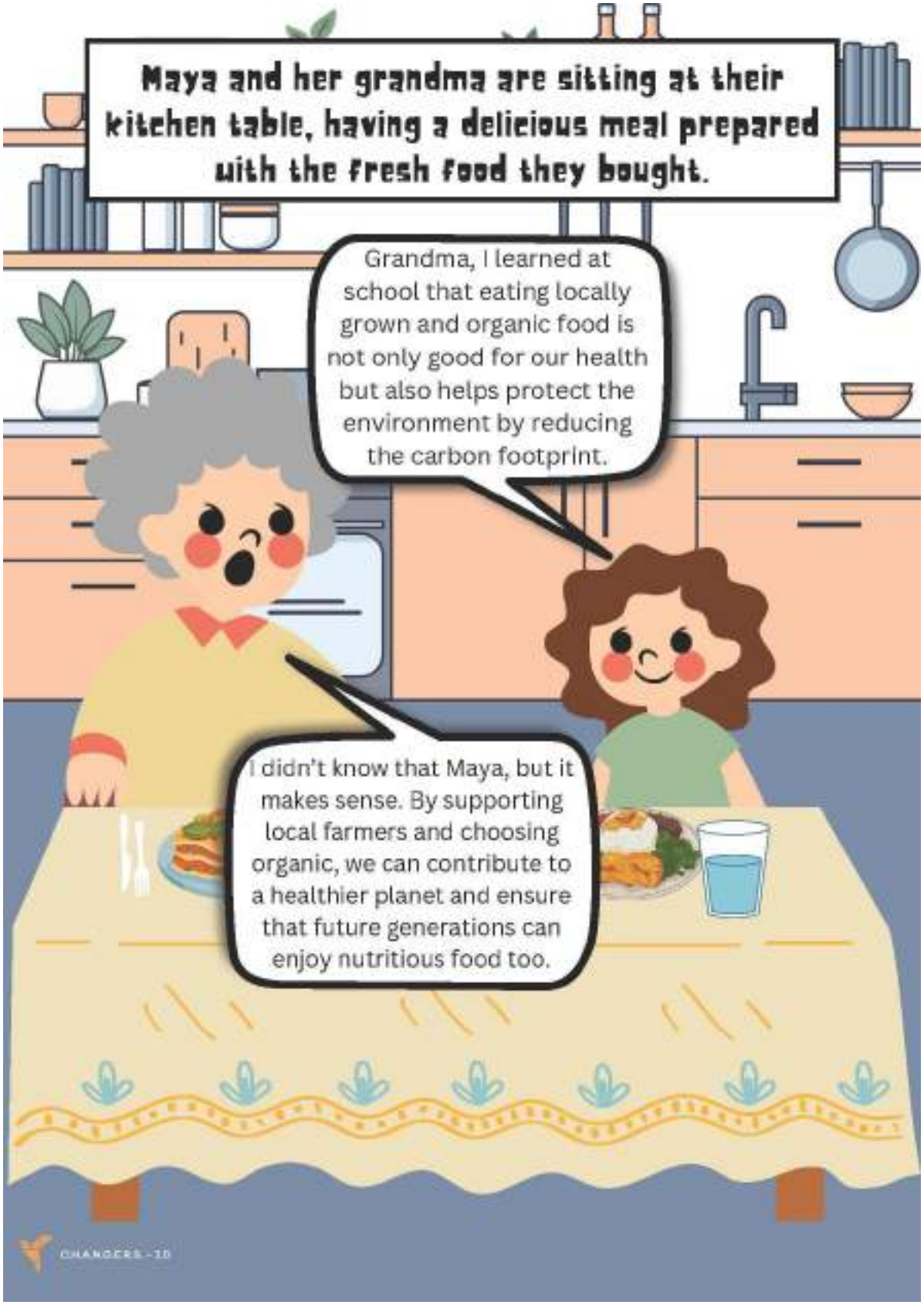
Ethical Eating Comic Storyline

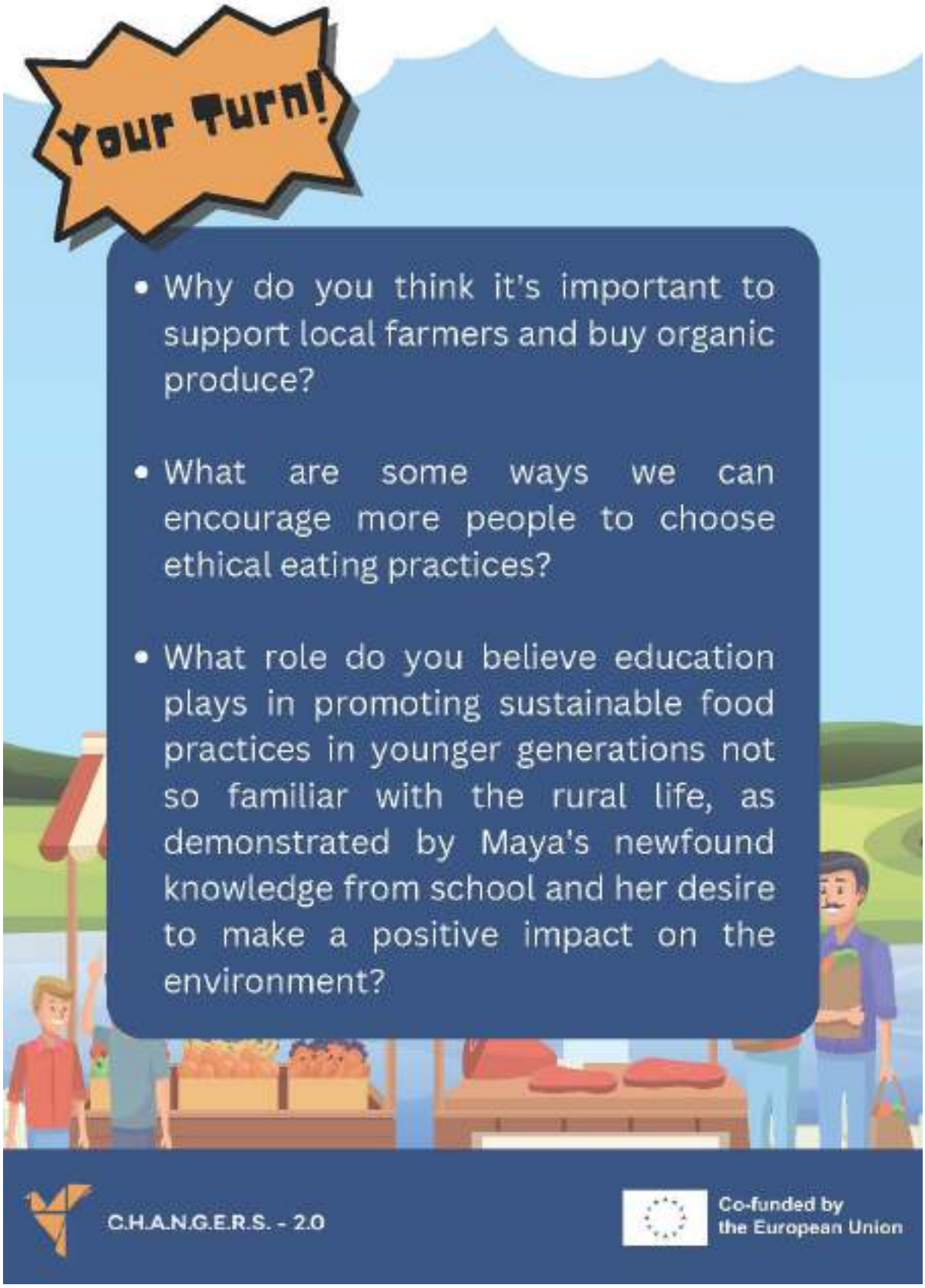



A young girl named Maya is walking around a farmer's market in a rural area with her grandmother, Mrs. Jenkins.
Grandma, why do you always buy fruits and vegetables from this market instead of the supermarket?
Well, Maya, it's because these fruits and vegetables are grown here by our neighbours and they taste much better and healthier.


Maya approaches the stall where a farmer, Mr. Smith, is selling organic fruits and vegetables.
Hi there, Maya! I grow organic food because it's better for people's health. I don't use harmful pesticides or chemicals that can harm the land or those who consume the food.
Sir, why do you choose to grow organic food?


Maya and her grandma are sitting at their kitchen table, having a delicious meal prepared with the fresh food they bought.
Grandma, I learned at school that eating locally grown and organic food is not only good for our health but also helps protect the environment by reducing the carbon footprint.
I didn't know that Maya, but it makes sense. By supporting local farmers and choosing organic, we can contribute to a healthier planet and ensure that future generations can enjoy nutritious food too.


Maya looks inspired.
I want to learn how to grow my own vegetables like Mr. Smith someday. That way, I can help take care of the environment too and eat healthy forever!


Your Turn!
• Why do you think it's important to support local farmers and buy organic produce?
• What are some ways we can encourage more people to choose ethical eating practices?
• What role do you believe education plays in promoting sustainable food practices in younger generations not so familiar with the rural life, as demonstrated by Maya's newfound knowledge from school and her desire to make a positive impact on the environment?
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5.3.1 Board Games

Green Board Game For All

Instructions:

Two to four players are needed for the Game.

Players take turns to roll the dice.

Move your token along the sustainability path and follow the instructions.

The first player to reach the last space wins the game.

START

FINISH

YOU PUT THE GREEN WASTE TO THE COMPOST. MOVE FORWARD 2 SPACES.

YOU WENT TO THE MARKET BY CAR. MOVE BACKWARD 2 SPACES.

YOU REUSED THE JAM JARS FOR DECORATION. MOVE FORWARD 1 SPACE.

YOU BURNT THE FALLEN LEAVES MOVE BACKWORD 5 SPACES.

YOU POURED THE USED COOKING OIL INTO THE DRAIN. MOVE BACKWARD 2 SPACES

GREEN BOARD

FAMILY GAME

TOKENS

INSTRUCTIONS

- Players take turns to roll a dice.
- Move your token along the sustainability path and follow the instructions.
- The first player to reach the last space wins the game!

C.H.A.N.G.E.R.S. - 2.0

Co-funded by the European Union

HARVEST THE PLANTED TOMATO AND MOVE FORWARD 3 SPACES.

YOU WENT BIKING WITH YOUR FAMILY ON THE WEEKEND. MOVE FORWARD 1 SPACE.

YOU USED CHEMICAL PESTICIDES INSTEAD OF NATURAL ONES. STEP BACK 2 SPACES.

YOU REPLACED YOUR OLD FRIDGE WITH AN ENERGY-EFFICIENT ONE. MOVE FORWARD 3 SPACES.

YOU HAVEN'T REPLACED THE DRIPPING TAP. LOSE A TURN.

YOUR BEE-FRIENDLY GARDEN IS BLOOMING. MOVE FORWARD 1 SPACE.

Green Board Game Pro.

Instructions:

Two to four players are needed for the Game.

Each player has a pawn, which in this case is the flag of a European country.

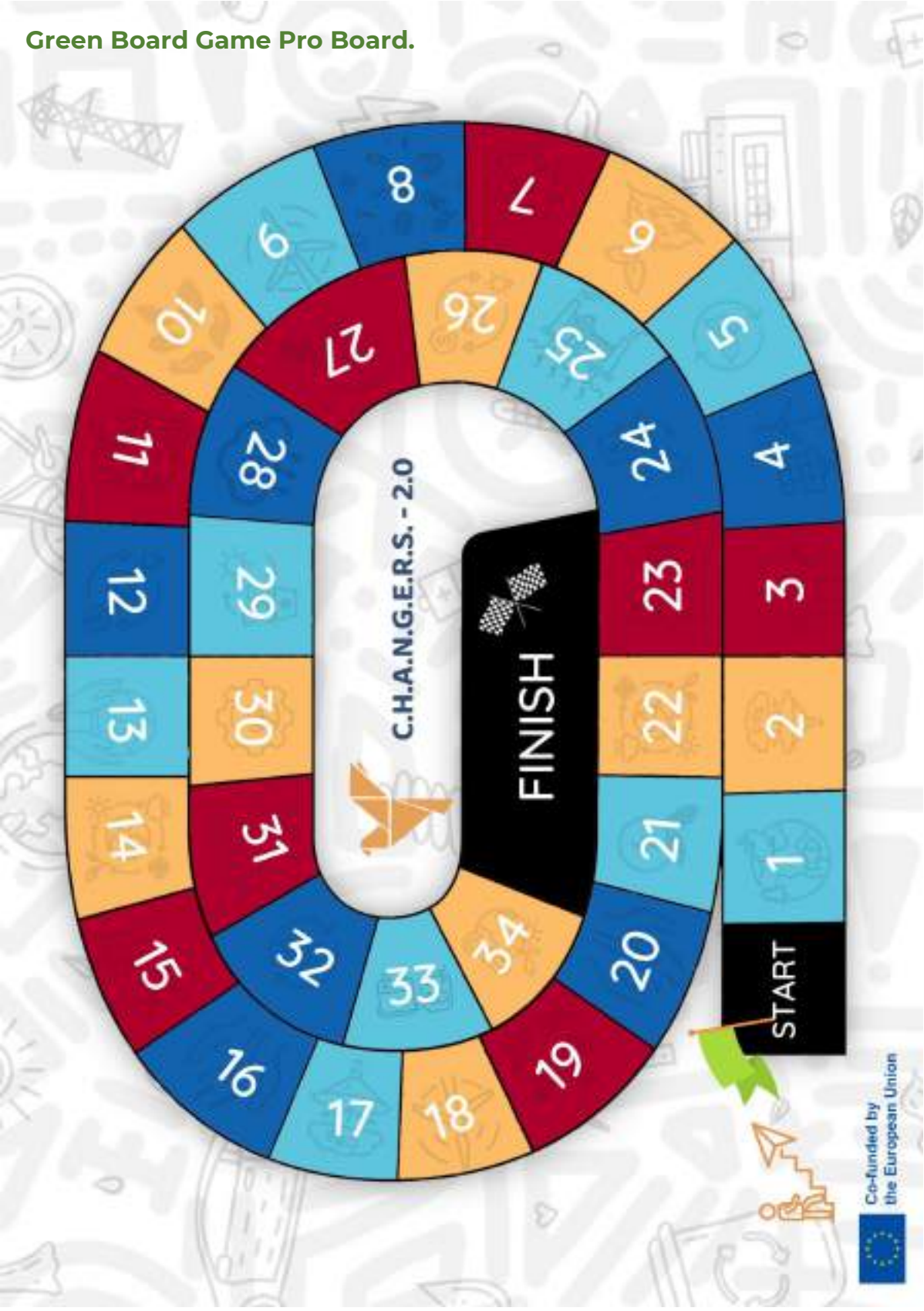
Each player rolls the die once to find out who starts, starting with the player with the highest number, and so on in descending order.

In the established order, each player rolls the die alternately and moves up the board the number of squares indicated by the die.

When they reach a square (ex: yellow), they have to answer a question from the group of yellow cards; if it's green, they have to answer a question from the green cards and so on. You only play again if you get the question right.

The aim of the game is to reach the finish line first.

Green Board Game Pro Board.



Green Board Game Pro Cards

What is sustainability?
Sustainability is the ability to meet present needs without compromising the ability of future generations to meet their own needs.

What are the three pillars of sustainability?
The three pillars of sustainability are economic, social and environmental.

What is an ecological footprint?
The ecological footprint is a measure of human impact on the environment, expressed in terms of the area of land and water needed to sustain our lifestyles.

What does the term 'reduce, reuse, recycle' mean?
'Reduce, reuse, recycle' is a sustainability mantra that promotes minimising waste, reusing materials and recycling resources to reduce environmental impact.

What are renewable energies?
Renewable energies are energy sources obtained from natural resources that regenerate naturally, such as solar, wind, hydroelectric and geothermal energy.

What is carbon neutrality?
Carbon neutrality refers to the balance between carbon dioxide emissions released into the atmosphere and emissions removed from the atmosphere through mitigation measures.

What is biodiversity?
Biodiversity is the variety of life on Earth, including genetic diversity, species diversity and ecosystem diversity.

What are ecosystems?
Ecosystems are natural systems made up of complex interactions between living organisms (biotic) and their physical environment (abiotic).

What is the goal of sustainable development?
The goal is to ensure a prosperous and equitable future for all people, while protecting the environment and promoting peace and prosperity.

What is the circular economy?
The circular economy is an economic model that aims to minimise waste and maximise resource efficiency by promoting the reuse, recovery and recycling of materials.

What is solar thermal energy?
Solar thermal refers to the harnessing of solar energy to generate thermal energy. That heat can then be converted into electricity, or to heat water or spaces within the building.

How is solar energy converted into electricity?
Solar energy is converted into electricity by photovoltaic solar panels, which capture sunlight and transform it into electric current using photovoltaic cells.

What is the main advantage of wind energy?
Wind energy is a clean, renewable energy source that does not emit greenhouse gases or atmospheric pollutants when generating electricity.

What is bioenergy?
Bioenergy is energy derived from organic materials such as agricultural waste, wood waste, energy crops and biogas produced from organic waste.

What is the main disadvantage of hydropower?
The main disadvantage of hydropower is the environmental impact caused by the construction of dams, which can alter aquatic ecosystems and the displace local communities.

What is geothermal energy?
Geothermal energy is thermal energy stored beneath the Earth's surface, which can be harnessed to generate electricity or direct heating.

How is tidal energy captured?
Tidal energy is captured through submerged turbines that are driven by the movement of tidal currents, converting it into electrical energy.

What are the main benefits of renewable energies?
The main benefits include the reduction of greenhouse gas emissions, the diversification of the energy matrix, the creation of green jobs and energy security.

Which countries are leaders in the adoption of renewable energies?
The leading countries in the adoption of renewable energies include Germany, China, the United States, India and Brazil, which have invested significantly in renewable technologies.

How do renewable energies help combat climate change?
Renewable energies contribute to combating climate change by reducing dependence on fossil fuels, which are a significant source of greenhouse gas emissions responsible for global warming.

What is sustainable mobility?
Sustainable mobility refers to forms of transport that minimise environmental impact by promoting energy efficiency, reducing greenhouse gas emissions and improving air quality.

What are examples of sustainable means of transport?
Examples of sustainable means of transport include public transport, cycling, walking, carpooling, electric vehicles and car and bike sharing.

What is cycling infrastructure?
Cycle infrastructure refers to networks of exclusive cycle paths, such as cycle lanes, cycle tracks and cycle routes, which promote cycling as a sustainable means of transport.

What role does public transport play in sustainable mobility?
Public transport offers an efficient and affordable alternative to individual motorised transport, reducing congestion and pollutant emissions.

How do electric vehicles contribute to sustainable mobility?
Electric vehicles contribute by reducing emissions of local pollutants and greenhouse gases, especially when powered by renewable energy sources.

What is carsharing?
Carsharing is a vehicle-sharing model in which several people share the use of a car, reducing the need to own a vehicle and encouraging more efficient use of resources.

What are the benefits of sustainable mobility for cities?
Benefits include reducing air pollution, reducing congestion, improving public health, saving energy and promoting social and economic inclusion.

What is sustainable urban planning?
Sustainable urban planning considers the principles of sustainability in the design and development of cities, including the promotion of sustainable forms of transport and the design of accessible and safe urban spaces.

How can walking contribute to sustainable mobility?
Walking contributes to sustainable mobility by being a non-polluting form of transport that promotes physical and mental health, as well as reducing dependence on motorised vehicles.

What are the challenges of implementing sustainable mobility?
The challenges of implementing sustainable mobility include the need for investment in adequate infrastructure, changing transport habits, financial incentives and favourable public policies

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What is climate change?
Climate change refers to long-term changes in the Earth's weather patterns, including increases in global average temperature, changes in precipitation patterns and extreme weather events.

What causes climate change?
Climate change is mainly caused by increased concentrations of greenhouse gases in the atmosphere, resulting from human activity such as burning fossil fuels, deforestation and industrial activities.

What is the main greenhouse gas responsible for global warming?
Carbon dioxide (CO2) is the main greenhouse gas responsible for global warming and is emitted mainly by burning fossil fuels

How does climate change affect the environment?
Climate change affects the environment in a number of ways, including rising global temperatures, melting glaciers, rising sea levels, ocean acidification and loss of biodiversity.

What are the impacts of climate change on society?
The impacts of climate change on society include threats to food security, increased frequency and intensity of extreme weather events, forced migration of populations and risks to public health.

What is the Paris Agreement?
The Paris Agreement is an international treaty signed in 2015 by almost all the world's countries, with the aim of limiting the rise in global temperature to less than 2°C above pre- industrial levels and endeavouring to limit the increase to 1.5°C.

What is adaptation to climate change?
Climate change adaptation refers to efforts to adjust natural or human systems in response to the expected or actual impacts of climate change, with the aim of reducing vulnerabilities and increasing resilience.

How can we reduce greenhouse gas emissions?
We can reduce greenhouse gas emissions by switching to renewable energy sources, increasing energy efficiency, protecting forests and adopting sustainable agricultural practices.

What is carbon neutrality?
Carbon neutrality refers to the balance between carbon dioxide emissions released into the atmosphere and emissions removed from the atmosphere through mitigation measures, such as reforestation and carbon capture.

What is the role of science in the study of climate change?
Science plays a fundamental role in the study of climate change, providing evidence on the causes, impacts and solutions to the problem, guiding policies and actions to tackle the global climate challenge.

Sustainability Memory Game

Instructions:

1) Players cut the provided memory cards.
2) Shuffle the memory cards, and place them face down in a grid formation on the table.
3) Players take turns drawing a memory card from the grid. The youngest player can take the first turn.
4) Any player can attempt to answer the question. If the answer is correct, the player who answered first earns the card. If all answers are incorrect, the card is returned face down to the grid.
5) The player with the most cards at the end wins the game.

All images used in the cards are designed by Freepik.

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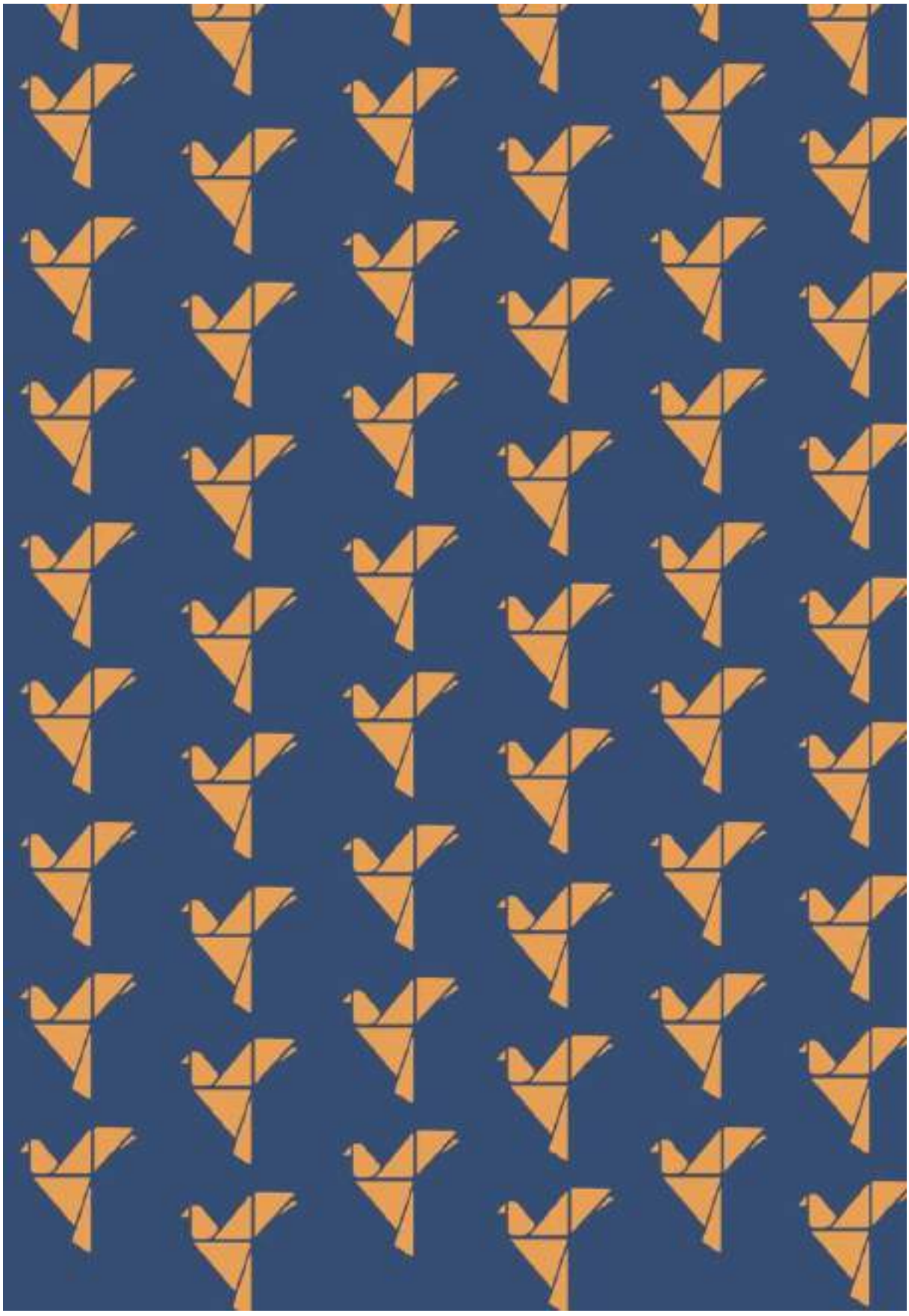
SustainAbility Memory Game

Suitable for players of all ages!

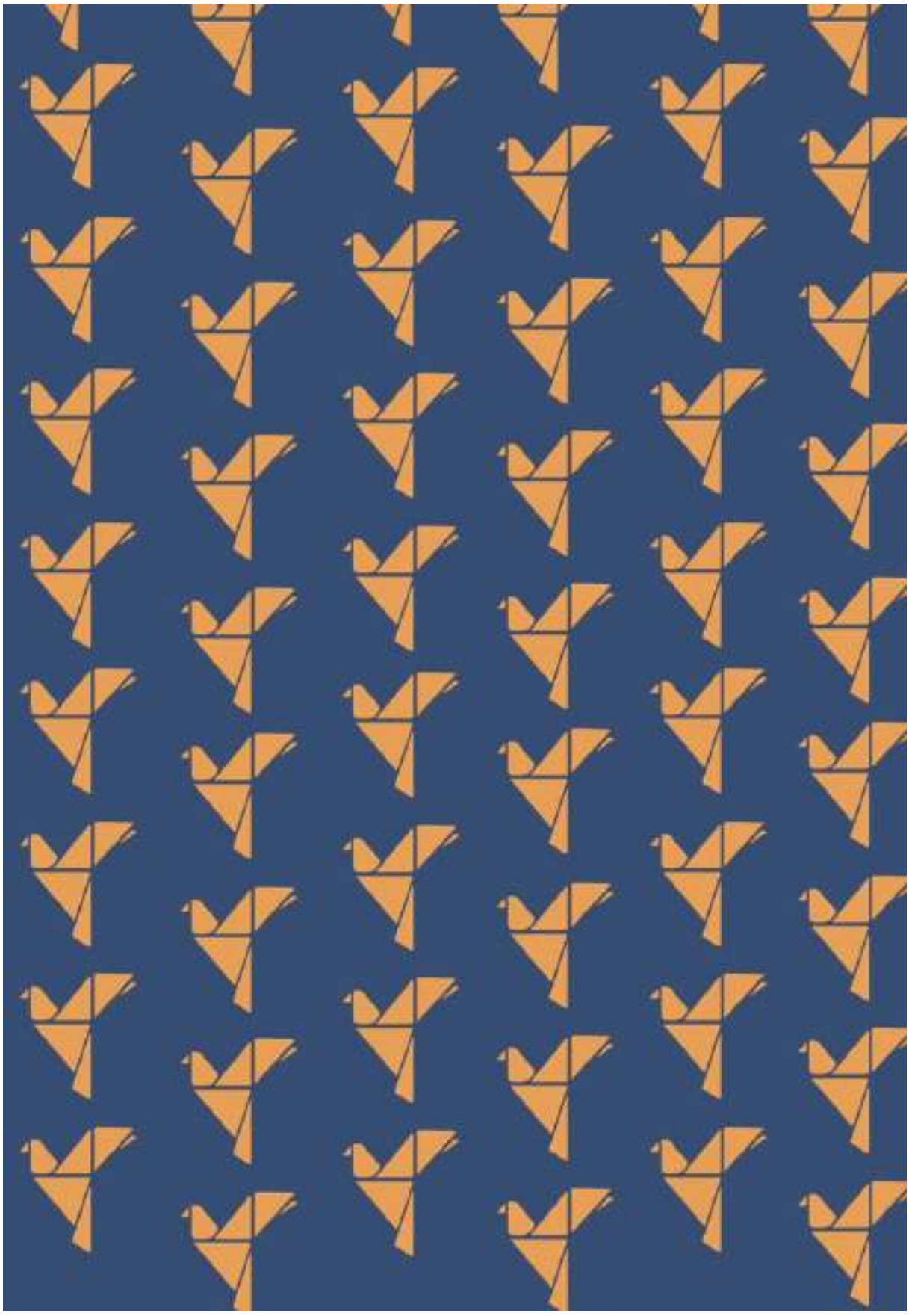
How to play

1. Players print and cut the 32 cards (p. 2-9), ensuring double-sided printing.
2. Shuffle the cards, and place them face down in a grid formation on the table.
3. The first player begins by flipping over two cards. If the two cards form a matching pair, the player collects them and then selects two more cards. If the cards don't match, they are turned face down again, and the next player takes their turn.
4. The game continues until all pairs have been matched.
5. The player with the most cards at the end wins the game.


Recycling
Ethical Eating
Water Conservation
Sustainable Mobility
Energy-saving
Carbon Footprint
Composting
Climate Action




House performance
Renewable Energy
Biodiversity
Climate Change
Zero Pollution
Circular Economy
Waste Management
Intergenerational Responsibility

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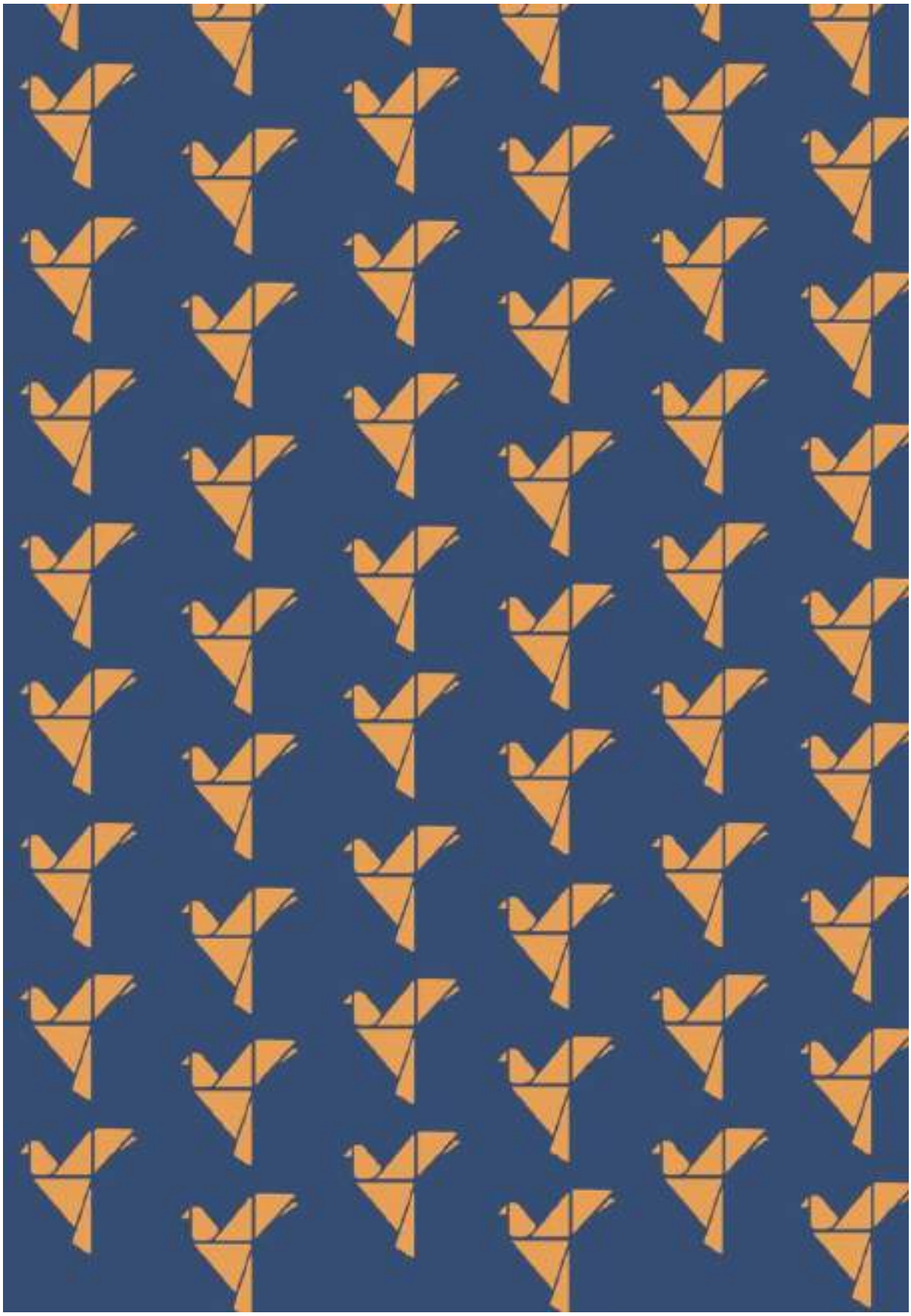


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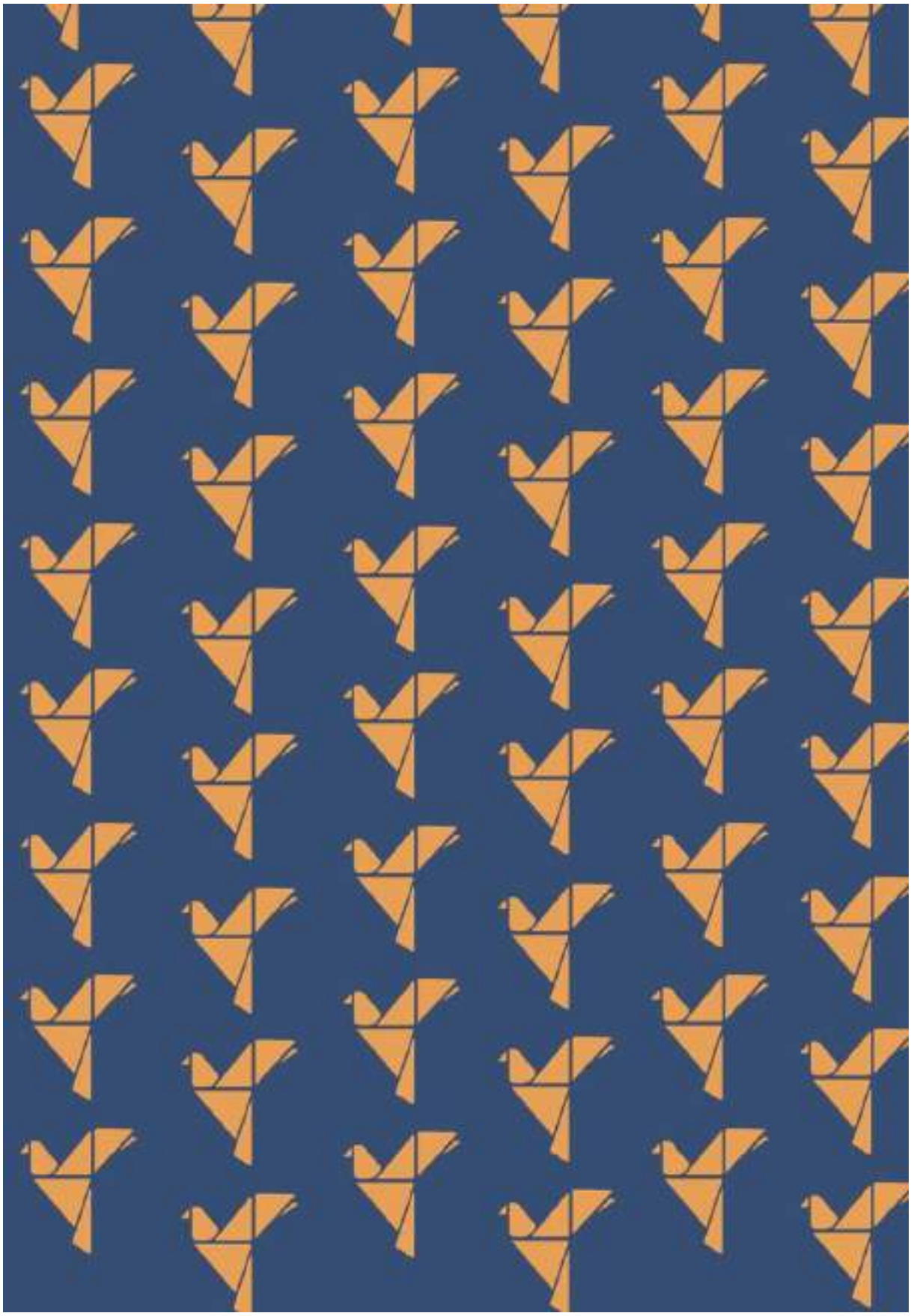

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C.H.A.N.G.E.R.S. 2.0

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