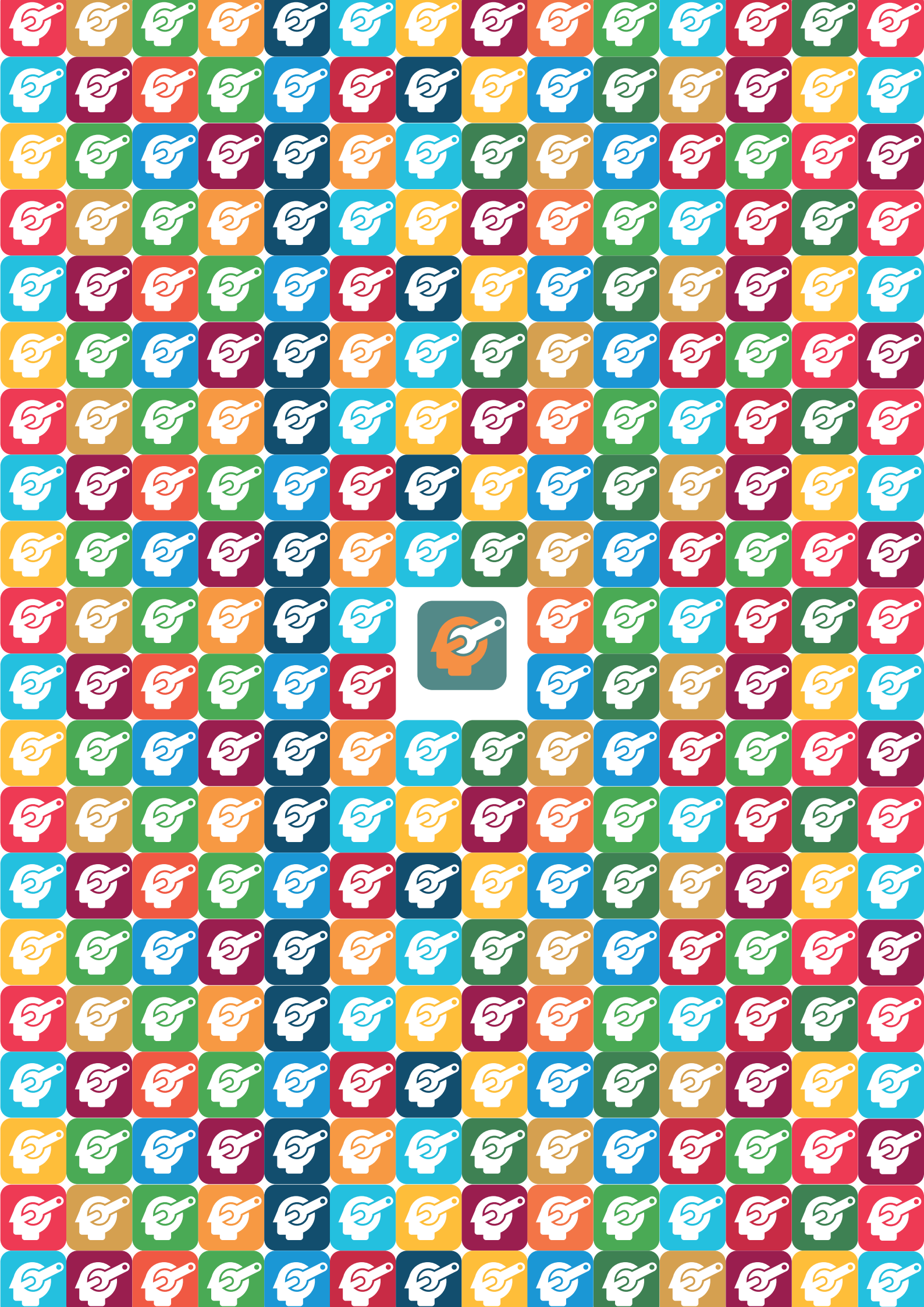




**TOOLS**  
**FOR LEARNING**  
**TOOLS**  
**FOR SUSTAINABLE**  
**DEVELOPMENT**



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Ured za udruge

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# ABOUT PUBLICATION AND THE PROJECT

“Tools for Learning – Tools for Sustainable Development” is a handbook for teachers’ modern, competence-based teaching on sustainable development. The handbook is also intended for youth workers from civil society organizations who already are or will, inspired by the handbook, become engaged in sustainable development topics.

The handbook includes a detailed description of eight innovative tools, i.e. methods for non-formal learning that have been used successfully by three civil society organizations in their youth work for many years, Green Istria (Croatia), Legambiente Lombardia Onlus (Italy) and IPoP - Institute for Spatial Policies (Slovenia). The tools are focused on three thematic areas - spatial planning, waste reduction and climate change. In the handbook you can find everything you need to know about the organization and realization of a swap party, a simulation of the UN Climate Change Conference or an urban walk. The handbook suggests how to involve young people, provides instructions for step-by-step implementation of methods, presents learning outcomes as well as methods for assessing students’ attainment of learning outcomes. It is available in printed and digital format in Croatian, Italian, Slovenian and English.

IPoP, Legambiente Lombardia and Green Istria have developed the “Tools for Learning - Tools for Sustainable Development” handbook as part of the namesake project, which started on 1 November 2020 and will last until 30 June 2022. The project is primarily aimed at empowering these partner organizations and their staff for innovative work with young people on topics related to sustainable development, environmental protection and climate change. The empowerment was achieved through the exchange of good practices, green skills and non-formal learning tools among the three organizations during three “training for the trainers”. Trainings enabled each organization to innovate its existing “green expertise” by acquiring its partners’ methods, i.e. by

creating innovative programs for better, modern and attractive work with young people in accordance with youth expectations.

Nine youth workers in the project team have thus become “catalysts” for a positive change on the level of the other two project target groups - young people and teachers.

During three workshops involving 30 young volunteers, the partners tested innovative informal learning tools in their own local communities. In doing so, they also prepared and empowered young people to act as agents of change for sustainable development, raised their awareness of environmental and climate challenges and improved, above all, their citizenship competence and green skills. Young people became more aware of how their behavior affected the environment, but also how their new skills enabled them to volunteer and work in the green sectors. This has facilitated positive changes in youth behavior, their personal preferences, consumer habits and lifestyles.

In order to strengthen cross-sectoral cooperation and contribute to school education system, the handbook, which is one of key results of the “Tools for Learning - Tools for Sustainable Development” project, will be sent to all schools in Croatia, Slovenia and Lombardy as well as to institutions relevant to school education. The partners are also organizing the handbook presentation for teachers in Pula, Ljubljana and Milan.

In order for the project to contribute to the promotion of recognition and validation of youth work as well as of non-formal and informal learning, youth workers from partner organizations will be awarded a Youthpass Certificate for their participation in trainings, i.e. the project, while young volunteers involved in the project have received this certificate and the volunteer log books.

The project supports a never-ending quest of youth workers and teachers for innovation in order to provide better quality work and inspire the change towards sustainable development within their young learners.

# **GREEN ISTRIA**

**TOOLS FOR  
WASTE  
REDUCTION AND  
CHANGE OF  
YOUTH  
CONSUMPTION  
HABITS**



We create “mountains” of waste every day. Young people who usually live in households with their parents are not excluded from this problem and considerably contribute to it.

On the other hand, young people have important environmental concerns and responsibilities. Because of their longer life expectancy, they will have to live for quite some time with the consequences of deteriorating environment left to them by their parents. That is one of the reasons why they become increasingly interested in new sustainable practices. However, there is a lack of education and opportunity to act and learn from hands-on experience which we aim to address with this handbook.

The three Green Istria’s tools described in the handbook can contribute to education and, more importantly, change attitudes and behavior concerning consumer habits and the generation of waste. They promote the 5Rs principles, especially reuse and reduction of waste.

By following the 5Rs it is possible to reduce the amount of waste we generate and at the same time raise the quality of our lives by choosing better quality products and managing our household budget more rationally.

These principles are derived from the **Zero Waste Concept**, which teaches us that it is possible to produce almost no household waste, even if it seems utopian. If we follow its five simple principles in exactly that order, we can achieve it to a great extent: 1- refuse what we don’t need, 2- reduce what we need, 3- reuse what we already have, 4- recycle what we can’t use again, and 5-compost everything we can.

## 1. REFUSE

Refuse everything you don’t need. This step involves rejecting single-use disposables such as bags, straws, cutlery, cups, as well as junk mail, promotional free items and other short-lived non-necessities.

## 2. REDUCE

Reduce your consumption by assessing the needs of your household and buy only what is truly necessary. We can help the environment by focusing on quality and experience instead of quantity and things. For example, give a movie ticket to a friend instead of an item.

## 3. REUSE

Try switching from disposable items to reusable and permanent alternatives: e.g. always use your reusable bottle, shopping bag, coffee cup... Use a product you already own for the same or a new purpose. In addition, explore alternatives to buying new items: borrow your neighbor’s tools, fix a device/piece of furniture, buy second hand or visit a swap event.

## 4. RECYCLE

If we consistently apply the previous steps, our household will become free from unnecessary things. We prudently buy only the most necessary things and reuse what we already own, and all the remaining waste can be recycled.

## 5. ROT

Biological waste from our kitchens and gardens can be composted in order to additionally reduce the amount of waste and at the same time produce precious material that contains humus for our plants.

Reducing and reusing waste is one of the first steps that can lead to a greener future. It is therefore very important that we educate young people about the ways and tools that can help them achieve it.

Before applying one of the waste reduction tools you can introduce young people to the topic by giving a short introductory lecture using relevant data from your local community (e.g. recycling rate, amount of mixed waste per capita, consumer habits of young people etc.) and by discussing their personal consumer habits. We also suggest you show one of the following videos when introducing the topic:

The Story of Stuff video, explaining the consequences of overconsumption:

[https://www.youtube.com/watch?v=9GorqroigqM&t=46s&ab\\_channel=TheStoryofStuffProject](https://www.youtube.com/watch?v=9GorqroigqM&t=46s&ab_channel=TheStoryofStuffProject)

The Story of Solutions:

[https://www.youtube.com/watch?v=cpkRvc-sOKk&t=18s&ab\\_channel=TheStoryofStuffProject](https://www.youtube.com/watch?v=cpkRvc-sOKk&t=18s&ab_channel=TheStoryofStuffProject)

Man, animated short film:

[https://www.youtube.com/watch?v=WfGMYdalCiU&ab\\_channel=SteveCutts](https://www.youtube.com/watch?v=WfGMYdalCiU&ab_channel=SteveCutts)

These tools contribute to the realization of the sustainable development goal 12 - Responsible Production and Consumption.

In order to teach young people about waste reduction, you can use the printable worksheets that we prepared at the end of each tool chapter. The worksheets help you organize the tool-related activities and involve the young from the very beginning. Divide the young people in groups of 3 or 5, hand out the worksheet and let them discuss and answer the step by step questions.



# TOOL 1:

## GIVE-BOX

A give-box is a place where people leave all sorts of things they don't need: clothes, books, DVDs, electrical appliances, toys, dishes... and take the things they need. Most often a give-box resembles a closet. Usually, it is made of recycled materials.

People give and take freely, but also give without taking and take without giving. The give-box promotes: reuse, waste reduction, sustainability, the concept of sharing, responsible consumption and production.

When introducing this tool we can focus more on the importance of the reuse principle. Reuse means to recover and reuse products or their components, it extends the life cycle of a product and saves resources. Reduction and reuse are the most effective ways to save natural resources, protect the environment, and save money.

### WHY IS THIS TOOL GOOD FOR YOUTH WORK?

The give-box tool is good for young people because it enables them to do practical things with their hands. This tool includes lots of "handy" activities, such as drawing a sketch of their desired give-box, painting and decorating, wood sanding, cutting, brushing, coloring...

### HOW TO INVOLVE YOUTH?

The best way to involve youth in the activities related to this tool is to include them from the very beginning - as volunteers that help create a give-box during a hands-on workshop. Young people like to be involved in the process: proposing and choosing the location for the give-box, writing rules about how the give-box works, bringing the first items that will be placed in the give-box, helping obtain the necessary materials and tools etc. They will also be the users of the give-box.

### INSTRUCTIONS FOR CONSTRUCTIONS AND USE OF GIVE-BOX

- reuse existing items to construct your give-box (e.g. old closets, wooden pallets, shelves, even suitcases or cardboard boxes)
- place it in a public space: youth center, school, street, park, workplace
- write guidelines/rules to explain how it works: e.g. leave only whole, functioning items in good condition
- a notebook can be attached to the give-box for people to write down their name when they leave and/or take an item

### LEARNING OUTCOMES

After being involved in the give-box construction and use, young learners will be able to:

- identify ways in which waste can be reduced by reuse
- identify types of waste that can be reused
- improve their level of manual dexterity
- apply waste reuse behavior in everyday life.

UPIŠI ŠTO  
DARUJEŠ  
I ŠTO  
UZIMAŠ





# GIVE-BOX WORKSHEET

## WHAT IS A GIVE-BOX?

Principle: reused item = waste reduction

The give box is a large, open box located in a public space where you can leave and pick up used items (clothes, books, games, comics, toys, jewelry ...). It can be an old closet, shelf, box, pallet - there are a lot of different options.

## WHEN PLANNING A GIVE-BOX CONSTRUCTION:

1. Determine the location for placing your give-box.
2. Think about the materials you can use for your give-box construction. What do you have at home? What can you find at the youth center/school/workplace? Make a list of those materials.
3. Design the look of your give-box. Draw a sketch.
4. What other materials and tools do you need (paints, varnishes, glues, fabrics...)? Who can lend you tools and/or materials? Who can help you?
5. Plan how, when and where you can have the give-box construction workshops. At home, at work, in groups?
6. How will you present/advertise the give-box and the rules for using the give-box? Will you use social networks or a poster or a flyer?
7. Write/design a text to present the give-box and the rules for its use.
8. Prepare a notebook in which give-box users can write down their names when they bring things. Where are you going to put it, how will you attach it to the give-box?
9. Determine how many volunteers you need? Assign tasks to everyone.

## A GIVE-BOX RULES EXAMPLE:

We only have one planet!

**If we reuse things - we reduce waste**

You can leave the things you don't need in this give-box (books, clothes, comic books etc.).

You can also take whatever you need.



# TOOL 2:

## SWAP PARTY

A swap party is a community exchange event that promotes the reuse of products and waste reduction. It gives youth the perfect opportunity to get rid of the products they don't want anymore and, on the other hand, to get free products that are still in good condition. In addition, swaps are also fun, social events and often include food, music and crafting. As such, this non-formal learning tool is very attractive for the young. A swap party could be organized regularly based on a specified frequency. Additionally, the highest quality items that do not find a new owner can be donated to other organizations. A swap party serves for the promotion of the reuse principle, as one of the 5Rs.

### INTRODUCTORY LECTURE

This tool is especially connected to the problem of the textile industry because the majority of the items swapped are usually clothes. We propose that teachers and youth workers cover this topic through an introductory lecture, before the organization of the event. We suggest different methods for this lecture - group work, watching a movie or a debate.

Fast fashion industry has a great influence on everyday lives of the young and their consumption habits. According to statistics and research there is a connection between their lifestyle attitudes and their approach to "fast fashion". In connection to the image of "fast fashion", the research shows that the young place a relatively high degree of importance on attributes such as "low-priced", "casual", "approachable" and "fashionable." On the other hand, as the young are concerned about the environment, education and information campaigns can change their attitudes and lifestyle.

Living sustainably is the new cool, while digital influencers also play a major role in changing the perception. The infamous "haul" videos<sup>1</sup>, that used to

be very popular among young YouTube viewers, are now losing their appeal, as content creators are starting to give up binge shopping in favour of slow fashion. 2019 took off with the #byebuychallenge hashtag trending on Instagram, which invited users to buy less and make the most out of the clothes they already have. At the same time, more and more influencers that appeal to youth collaborate with ethical fashion brands, which shows in market trends. As an increasing number of fast fashion companies struggle, the focus falls on ethical ones, which are gaining mainstream popularity among the young generation.

We suggest that youth workers and teachers use information and data from these web pages or videos in their introductory lecture:

#### **Fashion Revolution movement:**

<https://www.fashionrevolution.org/>

**Sweatshop, Deadly Fashion,** documentary about three young fashion bloggers who spend a month working in a Cambodian sweatshop:

[https://www.youtube.com/watch?v=E2HnFr8jgCQ&ab\\_channel=JavaDiscover%7CFreeGlobalDocumentaries%26Clips](https://www.youtube.com/watch?v=E2HnFr8jgCQ&ab_channel=JavaDiscover%7CFreeGlobalDocumentaries%26Clips)

**The problem with fast fashion:** [https://www.youtube.com/watch?v=iq0--DfC2Xk&ab\\_channel=TeenVogue](https://www.youtube.com/watch?v=iq0--DfC2Xk&ab_channel=TeenVogue)

### WHY IS THIS TOOL GOOD FOR YOUTH WORK?

This tool is good for youth because it gives them the opportunity for a "hands on" approach. They learn by doing and they develop different skills - from organization and logistics to communication.

<sup>1</sup> In their haul videos young people would often show and speak about numerous items that they bought. The issue related to haul videos was the promotion of unnecessary overconsumption.

## HOW TO INVOLVE YOUTH?

The best way is to include youth in the organization of the event. You can suggest that young people organize the event in a public space, youth club, school or in their neighborhood or their own house with a group of close friends.

## LEARNING OUTCOMES

After being involved in the organization of a swap party young people will be able to:

- identify ways in which waste can be reduced by reuse
- identify types of waste that can be reused
- develop the skill of organizing a public event for the promotion of the reuse principle, but also of organizing different raising public awareness events related to other topics, but waste
- apply waste reuse behavior in everyday life
- analyse and respond to arguments about overconsumption.







# SWAP PARTY WORKSHEET

## 1. WHAT IS SWAP?

What is a swap event? It is an event very similar to a flea market. The only difference is that things are exchanged and there is no charge! Something we don't need anymore can be perfect for someone else and vice versa! The exchange is not direct - we leave the things we give away and choose the things we need from the entire offer. The highest quality items that do not find a new owner can be donated to other organizations. A feature of the swap event also includes good company with music and drinks.

## 2. SWAP RULES

Upon arrival, leave the items you want to donate at the info point, no more than a dozen. You will receive a coupon/exchange voucher for each item. You can exchange coupons for the desired items from the offer. In the last hour, the exchange will be possible without coupons - until stocks run out. You can bring clothes, books, board games, toys, small household appliances etc. Please bring things that are preserved, clean, without stains and in proper working condition.

## STEP BY STEP INSTRUCTIONS AND QUESTIONS FOR IMPLEMENTATION

1. Determine the date, time and location of your event.
2. Come up with an event name.
3. How many participants do you anticipate?
4. Determine the number of tables/stalls you need, and where to get them.
5. What types of items do you want to exchange? List them. Who will write the signs with the types of items that can be exchanged (e.g. clothes, shoes, toys...) and what will the signs look like?
6. Do you want to enrich the event with music or snacks? Who will play the music and how? What equipment is necessary? Who will bring snacks? How will you serve them?
7. Do you need exchange vouchers? How will you make them? How many? Who will make them?
8. How will you invite participants? Via social networks or a poster? Do you need a flyer?
- 8 a. Write the text of the event announcement.
9. How many volunteers do you need to organize the event? Divide the roles.
10. How will you explain the rules to the participants?
11. If you have things left after the exchange, who will you donate them to or how will you properly dispose of them?

# TOOL 3:

## COOKING WITH LEFTOVER FOOD EVENT

The goal of this event is to raise awareness of the amount of food that is unnecessarily thrown away and of ways in which that can be avoided. The central part of the event is public cooking with leftover food.<sup>2</sup> In addition to cooking, the event can also display the amount of food the average citizen throws away. During the event young people can give information about food waste to visitors (handing out flyers and talking to visitors).

Before organizing the event with the youth, they need to be motivated and understand the local and global food waste-related issues. It is therefore necessary to conduct an introduction to the topic.

### INTRODUCTION TO FOOD WASTE ISSUE

The introduction can be done in two different ways:

1. A short lecture during which the teacher/youth worker presents the most important food waste-related information.
2. Young people conduct their own food waste research in pairs or groups.

Each group researches a different topic/question related to food waste which they present to others - e.g. How much food do we waste? Why do we waste so much food? What are the impacts of food waste? What can we all do to help reduce food waste?

### HOW MUCH FOOD DO WE WASTE?

Food waste is a big and growing problem - around one third of all food produced in the world for human consumption every year - approximately 1.3 billion

tonnes - gets wasted. At the same time, the United Nations estimates that one in nine people in the world do not have access to sufficient food to lead a healthy life. In the European Union 20% of the total food produced is lost or wasted, while 33 million people cannot afford a quality meal every second day! Every EU citizen throws away around 90 kilograms of food annually.

### WHY DO WE WASTE SO MUCH FOOD?

#### ... IN SUPERMARKETS:

- Unnecessarily strict sell-by dates mean that food is disposed of when it could still be eaten.
- Promotional offers like “buy one, get one free” encourage us to buy more food than we need.
- Demand for cosmetically perfect food means that irregularly shaped produce gets thrown away.
- Poor storage can result in produce having to be disposed of.

#### ... IN HOUSEHOLDS:

Households generate more than half of all food waste in the EU - 47 million tonnes!

Household waste happens because:

- we buy too much food
- we don't eat it on time
- we don't understand the difference between date labels “use by” and “best before”
- we don't store the food properly
- we prepare or serve too much food

<sup>2</sup> Before organizing this kind of public events, inquire how they are regulated in your country with regards to sanitary and health conditions.



## WHAT ARE THE ENVIRONMENTAL IMPACTS OF FOOD WASTE?

Food production accounts for approximately 25 percent of greenhouse gas emissions that cause climate change and one third of the emissions are caused by the production of food that eventually gets wasted. Additionally, food waste that ends up in landfills produces a large amount of methane – a more powerful greenhouse gas than even CO<sub>2</sub>.

With agriculture accounting for 70 percent of the water used throughout the world, food waste also represents a great waste of freshwater and groundwater resources. It is said that a volume of water roughly three times the volume of Lake Geneva is used annually just to produce food that is not eaten. By throwing away just one apple, you are wasting 115 litres of water that was used in its production. In the same way, nearly 1000 litres of water are wasted when you pour one glass of milk down the drain.

If you look at land usage, around 1.4 billion hectares of land, which is roughly one-third the world's total agricultural land area, is used to grow food that is wasted. Millions of gallons of oil are also wasted every year to produce food that is not eaten. And all this does not even take into account the negative impacts on biodiversity due to activities like monocropping and converting wild lands into agricultural areas or the amount of insecticides that unnecessarily pollute the environment and have a negative impact on soil, ecosystems and human health.

## WHAT CAN WE DO TO REDUCE FOOD WASTE?

Follow the waste hierarchy:

- **reduce:** only buy the food you will eat
- **reuse:** make sure you understand date labels (don't throw away food which is still good and safe); eat leftovers the next day
- **recycle:** prepare a new dish with leftovers
- **rot:** compost food waste

## RESEARCH (FOR FOOD WASTE DISPLAY):

- How much food does an average person in your country waste annually? (There are considerable differences: the EU average is about 90 kg, whereas the amount in Croatia is just over 70 kg per person.)
- What is the distribution of food waste? Try finding

information about the food waste distribution between different food types.

In Croatia the distribution is the following:

- 46% fruit and vegetables
- 9% bread and pastries
- 8% potatoes
- 7% meat
- 4% milk and dairy products
- 4% rice
- 4% pasta
- 3% fish
- 3% cooked/already prepared food
- 3% cakes and biscuits
- 3% processed fruit and vegetables
- 9% other food groups

## POSSIBLE FOLLOW UP ACTIVITIES:

1. Cooking workshops
2. DIY compost workshop
3. Leftover food cookbook

## WHY IS THIS TOOL GOOD FOR YOUTH WORK?

This tool is good for youth because it gives them the opportunity to learn by doing, i.e. to learn about organizing a public event by being involved in the process of the event planning and delivery. This tool also gives the youth an opportunity to develop skills - from organization and logistics to communication.

## HOW TO INVOLVE YOUTH?

The best way to involve youth in the activity is to include them in the event organization, as volunteers who help with all the details of the event. They can also be the target group of the cooking with leftover food event.

## LEARNING OUTCOMES

After organizing and participating in a cooking with leftover food event, the young people will be able to:

- describe the global consequences of food waste
- identify ways in which food waste can be reduced and how to reduce food waste
- organize a cooking with leftover food event
- apply food waste reduction behavior in everyday life.









## WHAT IS A COOKING WITH LEFTOVER FOOD EVENT? / WORKSHEET

With this event we want to demonstrate the shocking and alarming problem of food that is unnecessarily thrown away. We also want to show practical tools which point to the solution, as there are ways to avoid food waste! The central part of the event is public cooking with leftover food.<sup>3</sup> During the event we can raise the awareness of visitors about the food waste issue and how to overcome it, learn a bit about how to cook with leftover food and taste delicious food prepared by a local chef!

### EVENT ORGANIZATION - STEP BY STEP INSTRUCTIONS AND QUESTIONS FOR IMPLEMENTATION

1. Determine the date, time and choose a location of the event. A busy location, for example a green market, is great if the event is for the general public; a location like the one in front of a youth center, youth club or school is great if the event is targeting youth.

Distribute the tasks - Who can help with asking local authorities for permit for the occupation of public space? Who will visit the location prior to the event? Who will communicate with stakeholders that help with organization (e.g. if a public company manages the location, to see if the company can provide market stalls, check if any electrical equipment such as extension cords is needed and ensure it is accessible)?

2. Think about all the cooking appliances you need for the cooking event.

Decide who will bring a portable induction cooker, pots, cutlery, cutting boards, knives or aprons to the event? Who will obtain reusable/compostable cutlery and dishes, as we avoid producing single-use plastic waste?

3. Think about who might be the local famous chef to assist in the cooking. Who will contact

the chef before the event? How many volunteers do you need to help with assisting the chef, distributing cooked food to the public/youth or talk to visitors or distribute leaflets about the food waste issue?

4. Make a plan to buy and demonstrate food that the average citizen throws away annually. Who can help with making the shopping list of everything that is necessary for the event and with the shopping itself?
5. Find simple, easy to make leftover food recipes for the demonstration.

Who will ask family members such as grandparents, neighbors or other community members for the leftover food recipes? Who will help choose the recipes that will be made during the event? Discuss how the recipes might be accepted by the target audience.

6. Decide about some info materials - leaflets with facts and tips or info boards.

Who will think of the content, the facts that will be included in the leaflet/info board? Who will design it? Will you print it, in how many copies?

7. Think about the target public. Will you invite youth clubs/organizations to visit the event? Find volunteers to send out invitations or visit in person and talk about the event.
8. Can you provide cooking aprons and hats and set up a photo point for the visitors to use and, if they wish, post their photos on their social media with the hashtag #stopfoodwaste? Who will take care of the photo point during the event?
9. Decide about the name of the event and write the text for event promotion.
10. Who will write and send to the media a press release for the event? Who will make a Facebook event, who will promote the event via social networks?

<sup>3</sup> Before organizing this kind of public events, inquire how they are regulated in your country with regards to sanitary and health conditions.

# **LEGAMBIENTE LOMBARDIA**

**TOOLS FOR  
INVOLVING  
YOUTH IN  
CLIMATE  
ACTION**

Climate change caused by human activity is increasingly spreading throughout the world. Scientists have pointed out the unprecedented nature of current changes. Their numerous effects will be irreversible for thousands of years. UN Secretary-General António Guterres commented on the latest IPCC report (August 2021) as a “code red for humanity. Alarm bells are deafening and the evidence is irrefutable”. Unless urgent, rapid and comprehensive measures are taken to reduce greenhouse gas emissions, it will be impossible to limit the global temperature rise to 1.5 °C or 2 °C above pre-industrial levels. Scientists say the effects of climate change will be increasingly evident in the coming decades: a global rise by 1.5 °C (current global average temperature has already risen by 1 °C from pre-industrial levels) will prolong warm seasons, shorten cold ones and cause intense heat waves; an increase by 2 °C will cause extreme heat waves and reach critical thresholds for agriculture and health.

The rise of temperature is not the only problem: climate change leads to changes in humidity, dryness, winds, snow and ice, the coastal area and the ocean. It affects and will affect life on the planet as well as people by creating imbalances that humanity will have to face.

The above data have a negative effect on anyone who becomes aware of them, causing many people to reject the problem and put it aside, it can even cause anxiety and psychological stress. A global study<sup>1</sup>, conducted by academics from the British University of Bath and the American Stanford Center for Innovation and Global Health shows, for example, that approximately 50 percent of 10,000 young people interviewed in 10 countries feel anxious about climate change in their everyday life: children and adolescents fear for the future and are disappointed with the inaction of governments. All this creates a mental state of permanent discomfort.

What young people are demanding in the Fridays For Future movement is actually climate justice and the possibility of restoring confidence in the future that previous generations had. Acting and engaging is a great way to overcome a growing environmental

anxiety: it channels the anger and the feeling of betrayal experienced by young people and strengthens hope for achieving tangible results. Activism can also lead to real concrete solutions, as evidenced by the participation of 400 young people from around the world in the Youth4Climate - Driving Ambition, the first youth conference on climate, held from 28 to 30 September 2021 in Milan. During the event, young people confronted their opinions and drafted a document that was addressed by the Italian and British governments at the final summit. The event was held on the occasion of the Pre-COP, preparatory events for COP 26 in Glasgow 2021. The COP, the Conference of the Parties to the UN Framework Convention on Climate Change (COP UNFCCC) is the annual official meeting of the signatories of the Framework Convention, whose aim is to assess progress in the fight against climate change and negotiate binding tasks for the future.

In order to get young people involved, it is necessary to raise awareness of the climate crisis as a pre-existing and worrying phenomenon affecting our lives. They also need to be made aware that solutions already exist. Environmental protection associations have a great responsibility in this regard, and their activities spread environmental literacy among young people and other stakeholders. For this reason, Legambiente Lombardia regularly carries out activities for young people in and out of school. It uses non-formal learning methods that actively involve youth, arouse their interest and encourage them to think and deepen their knowledge on a particular topic.

The methodology of learning in a relaxed atmosphere is extremely important in conducting activities: fun is key to making participants feel involved and then develop an interest in taking actions towards climate change mitigation.

In this handbook, we present two simple tools used by Legambiente in its work with high school students in Lombardy, Italy: the World Climate Simulation Game and Kahoot! climate change quiz.

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1 <https://www.cnn.com/2021/09/14/young-people-say-climate-anxiety-is-affecting-their-daily-life.html>

# TOOL 1:

## WORLD CLIMATE SIMULATION GAME

The World Climate Simulation Game created by Climate Interactive (a non-profit think-tank from the MIT Sloan School of Management in Cambridge, USA) is a role-playing game on the UN climate negotiations. Through the simulation, participants have the opportunity to experiment and explore methods and strategies of action taken by nations in the fight against climate change. The essence of the game is the use of C-ROADS, an interactive model that allows the analysis of the role play results in real time by simulating the short-term and long-term effects of UN countries' decisions to reduce greenhouse gas emissions.

### WHY IS THIS TOOL GOOD FOR YOUTH WORK?

Once young people adopt the theory of climate change, the game is great for deepening knowledge on the subject. Namely, it is necessary to clearly understand the effects of the climate crisis and the need to stop it urgently. Theory alone, however, is often not enough to see what really useful measures the countries of the world need to adopt and how much of the earthshaking change is necessary to change the course of the crisis. Thanks to the simulator, participants will be able to understand the scale of the challenge and the need to start a process of cooperation between all countries. The way in which the space and roles are organized will also allow us to consider a different “weight” of developed and developing countries when it comes to mitigating emissions. Before the simulation starts, it is necessary to explain to the participants the meaning of the COP, i.e. the UN Conference on Climate Change, which they will simulate.

### HOW TO INVOLVE YOUTH?

A simulation game on climate change can be organized in the school or in a non-formal learning environment, for example as the final event of a series of meetings dedicated to climate change.

The very fact that it is a “game” and not a lecture, can facilitate the involvement of young people outside the school environment. Cheerful, relaxed and hospitable atmosphere in a pleasant space will contribute to the inclusion and participation of young people.

### LEARNING OUTCOMES

After participating in a climate change simulation game, young people will be able to:

- identify the problems caused by the climate crisis in different parts of the world;
- describe the complex COP negotiation mechanisms;
- respond to arguments about climate change and develop their own communication and negotiation skills;
- identify what the state can do to help reduce greenhouse gas emissions.





## STEP BY STEP INSTRUCTIONS FOR IMPLEMENTATION

Depending on the level of participation, group collaboration and enthusiasm, the teacher or the youth worker will be able to assess the level of awareness of climate change and the complexity of the solutions young people adopt to deal with the problem. If deemed necessary, this work method may be introduced into the school curriculum and assessed as appropriate. The best way to play the game is to involve the whole class or even two classes together: the simulation works best with 20-50 people, but can involve even more people, up to a few hundred. Most simulations take 2-3 hours, but it is possible to organize short versions of 45 minutes.

It is impossible to organize simulated negotiations without a facilitator as a key person, taking on the role of the UN Secretary-General. The facilitator can be a teacher or a person who will direct the game as

well as two people who can also take on this role: the ideal solution is for one facilitator to focus on using C-ROADS and explain how it works, and the other on group dynamics and learning. It would be advisable for the facilitator to read the Facilitator's Guide<sup>2</sup> and to listen to the webinar<sup>3</sup>.

Participants will take on the role of delegates representing the nations of the world as well as the task - to limit global warming to a maximum of 2 °C above the pre-industrial global average temperature.

Their role is to propose solutions to reduce greenhouse gas emissions. The facilitator will listen to the group's suggestions, insert them into the C-ROADS simulator and a specific scenario will emerge. Based on the C-ROADS scenario, the group will negotiate and propose new solutions. The simulator will restart.

- 2 Facilitator 's Guide can be downloaded on: <https://img.climateinteractive.org/wp-content/uploads/2020/12/World-Climate-Facilitator-Guide-v38.pdf>
- 3 Webinars and other useful materials, including the Facilitator's Guide, available free-of-charge on: <https://www.climateinteractive.org/ourwork/world-climate-trainings/>





This process can be repeated several times to ensure that the goal of achieving a global warming rise below 2 °C above pre-industrial levels is attained.

At the beginning of the simulation, participants are divided into groups, and each group is given a role description sheet. There are two standard ways to divide the groups:

- 6 regions: a version for large groups (more than 18 people). Participants are divided into 6 groups representing China, the United States, the European Union, India, other developed regions, other developing regions.<sup>4</sup>
- 3 regions: a version for smaller groups (6–18 people) and less available time. Participants are divided into developed countries, developing countries (group A) and developing countries (group B).<sup>5</sup>

Two different forms will be handed out to each group: the Briefing Statement and the Proposal Form<sup>6</sup>. The Briefing Statement form provides basic information to help simulation participants fit into the role. The Proposal Form is used by each group to present their own proposal for the reduction of greenhouse gas emissions.

The game can also be played online.<sup>7</sup> For playing the game in the room, the following is recommended:

- a projector and a computer with an access to C-ROADS and game slides
- chairs and a desk for each group. Each desk should be labeled with a group name and have the above mentioned documents. In order for the game to be more successful, it is necessary to distinguish the materials that are distributed to each group. To a group of the most developed countries (European Union, USA and other developed countries) put a bouquet of flowers, pencils, paper pads, snacks in the middle of the desk. For middle-developed countries, provide chairs, but not a desk. Other

negotiators from developing countries will work sitting on the floor, while the group leader may sit in a chair. This will make it easier for participants to identify with the role, and the game will be more interesting.

- provide a suit for the person in the role of UN Secretary-General. The facilitator should wear the suit only during the role play.

Below is a typical plan of activities:

1.	Introduction	5 – 15 minutes
2.	Group tasks	10 – 15 minutes
3.	Preliminary presentation of UN summit	10 – 20 minutes
4.	Round one – group meetings	10 – 20 minutes
5.	Round one – plenary presentations	15 – 30 minutes
6.	Round two – group meetings and negotiations	15 – 30 minutes
7.	Round two – plenary presentations	10 – 20 minutes
8.	Additional rounds and games	10 – 20 minutes
9.	<i>Debriefing</i>	30 – 60 minutes
Total		2 – 4 hours

Details of the entire activity, as already mentioned, can be found in the Facilitator’s Guide. It is important that participants understand the importance of debriefing, reflect on the experience, feelings, and hopes they have experienced through the role play, and draw conclusions before leaving the event. Debriefing is short but very useful for participants to gain meaningful experience.

4 The full list of the countries is in the Facilitator’s Guide appendix: <https://img.climateinteractive.org/wp-content/uploads/2020/12/World-Climate-Facilitator-Guide-v38.pdf>

5 Ibid

6 <https://www.climateinteractive.org/programs/world-climate/facilitator-resources/>

7 Instructions can be found on: <https://img.climateinteractive.org/wp-content/uploads/2020/07/WCS-Game-Tips-for-Online-July-2020.pdf>

# TOOL 2:

## KAHOOT! CLIMATE CHANGE QUIZ

Kahoot! is a game-based learning platform used mainly in schools or other educational institutions. Registered users of the platform can write their own quizzes (called “Kahoots”) and use the various tools offered by the site. Participants can access the quiz on a smartphone and participate in an interactive learning game by looking at and answering questions on their device.

### WHY IS THIS TOOL GOOD FOR YOUTH WORK?

The game is a great introduction to discussing climate change or other important environmental topics. It is based on the prior knowledge of the participants and, through questions, it offers starting points for an in-depth analysis of the topic that can take place during the quiz or later, after the game. In addition to introducing the topic, Kahoot! can also be used as a tool for checking the knowledge acquired during education and for repeating what has been learned in order to reinforce the acquired information. Young people’s knowledge of the climate crisis is often very superficial, which is why they are less involved in activism, privately or publicly, and why they are indifferent and it is difficult to get them engaged for the benefit of the climate. Learning, albeit in a relaxed and participatory way, allows young people to truly understand why it is important to act and work hard to witness a pivotal global change in a few years. The aim of this change is to significantly reduce emissions that have an adverse effect on the climate and maintain the threshold of global temperature rise below 1.5 °C above pre-industrial levels.

### HOW TO INVOLVE YOUTH?

Young people can take part in group or individual quizzes during specific events organized in a non-formal educational context or in a school setting. Given the complexity of the topic and the need for smartphones, it is recommended to use the Kahoot!

quiz with high school and college students. Teachers or event organizers can organize a meeting as part of a lesson or as an afternoon or an evening event, in collaboration with local institutions and in places where young people get together, such as youth clubs. Kahoot! is a simple and fun tool, easy to use in an informal context when solving important issues in a simple way, even with people who are seemingly uninterested in environmental issues. We at Legambiente use it in all of these contexts: at school, in climate change meetings, as an introduction to a variety of topics; during theme evenings in youth clubs, to involve clients in a fast and fun game that offers the opportunity to learn; during trainings organized by other associations.

What we expect from the use of this tool is to engage young people in the presented topics, to make them think about some climate crisis-related issues in an interesting and interactive way without having a direct lecture about it.

### LEARNING OUTCOMES

After participating in the Kahoot! climate change quiz, young people will be able to:

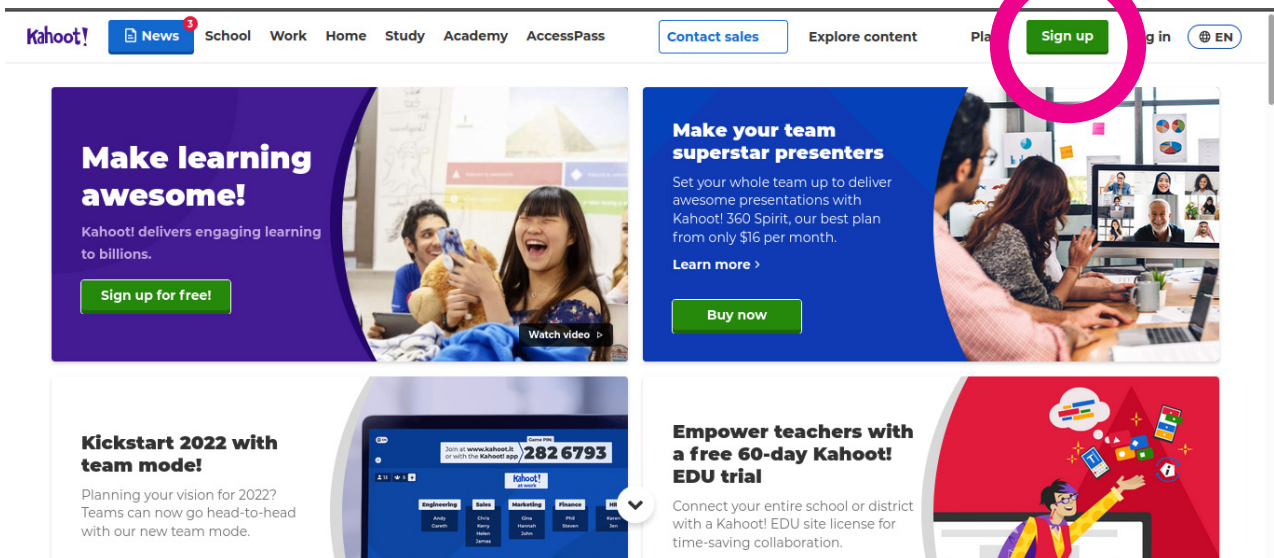
- identify different aspects of the climate crisis;
- determine the causes and consequences of the climate crisis;
- develop IT skills;
- design an interactive quiz on climate change or other sustainable development topics that can be used on other occasions;
- apply behaviors that contribute to the reduction of greenhouse gases in everyday life.



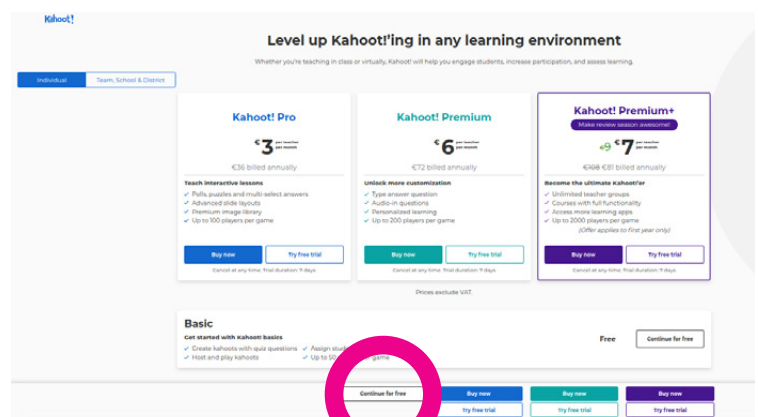
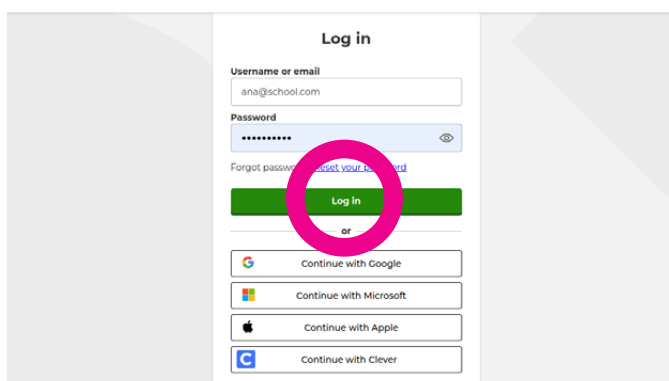
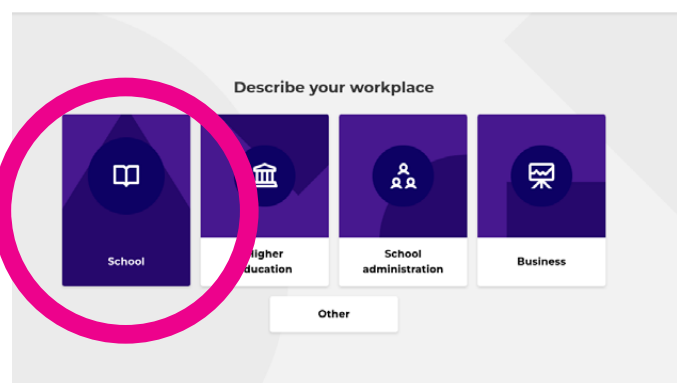
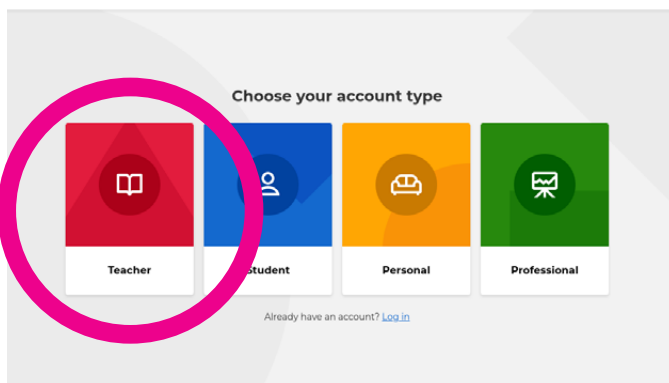
# STEP BY STEP INSTRUCTIONS FOR IMPLEMENTATION

The following is a quick guide on how to put together a quiz using the Kahoot! platform. There is a free as well as various paid versions that offer more features. In the instructions, we will look at the features available in the free version.

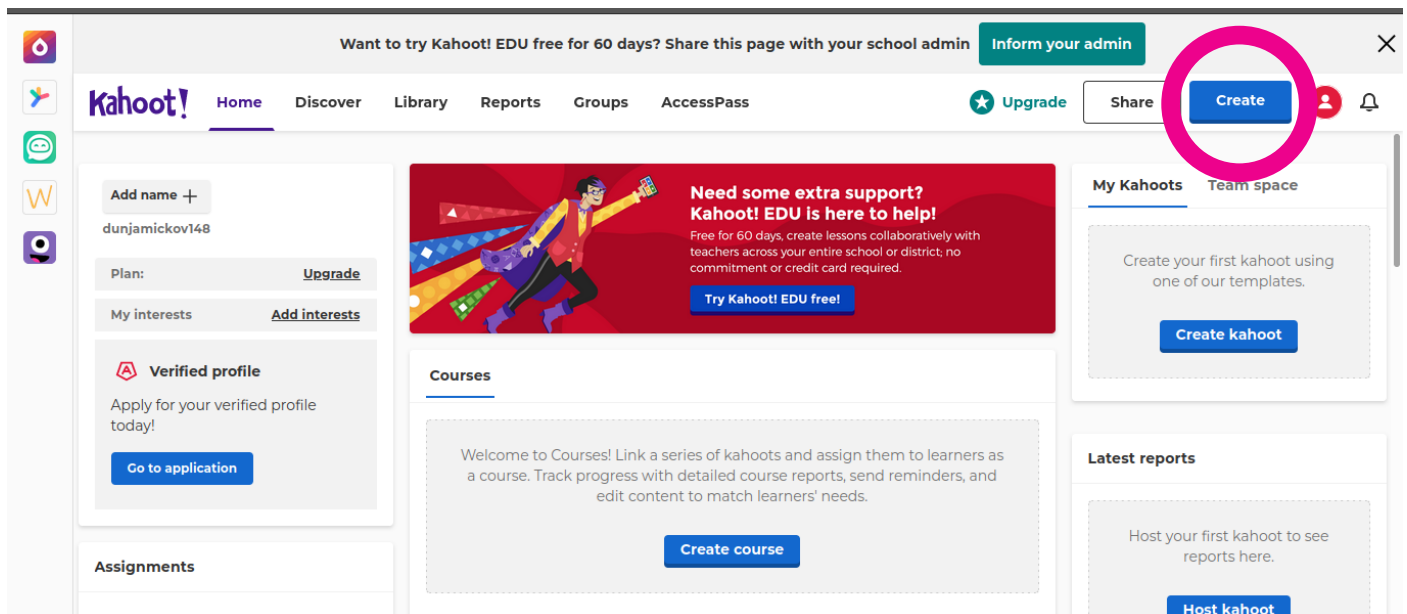
- 1) Visit <https://kahoot.com> and click “Sign up” to open the user account on the Kahoot! platform.



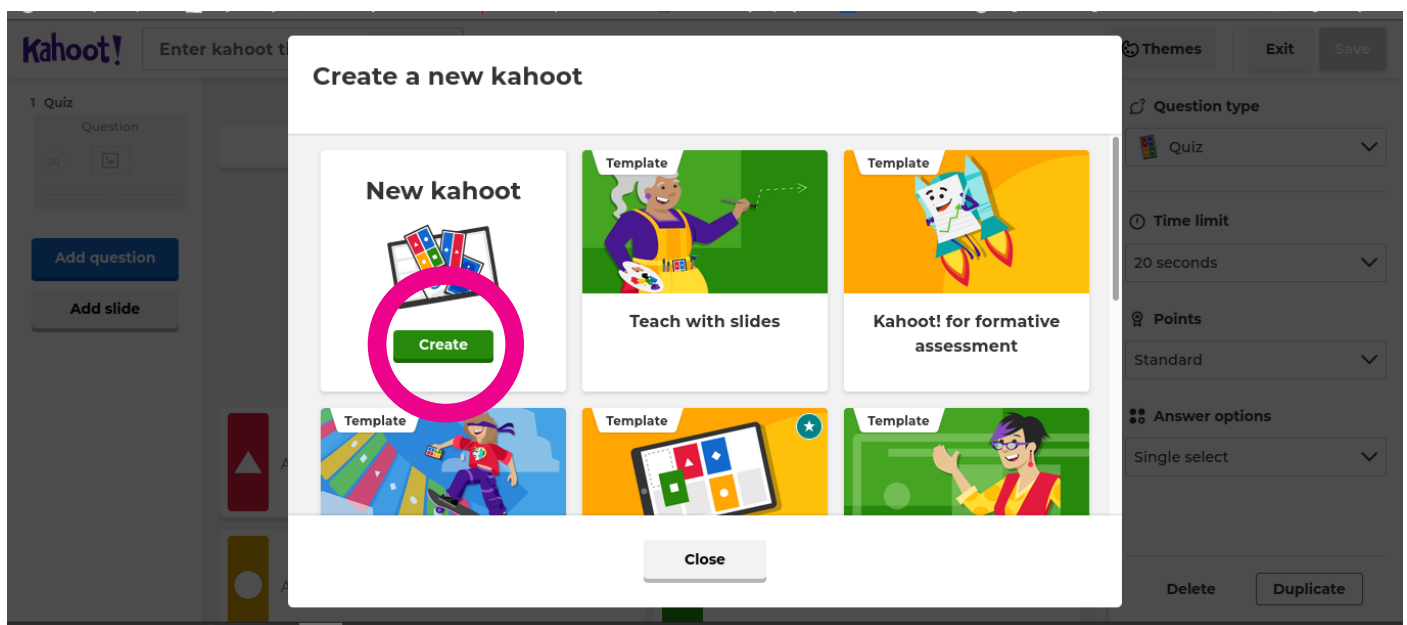
- 2) To access the free version, we recommend that you register and select the “Teacher” account that will allow you to create Kahoot! with quiz questions and play Kahoot! with up to 50 players per game.



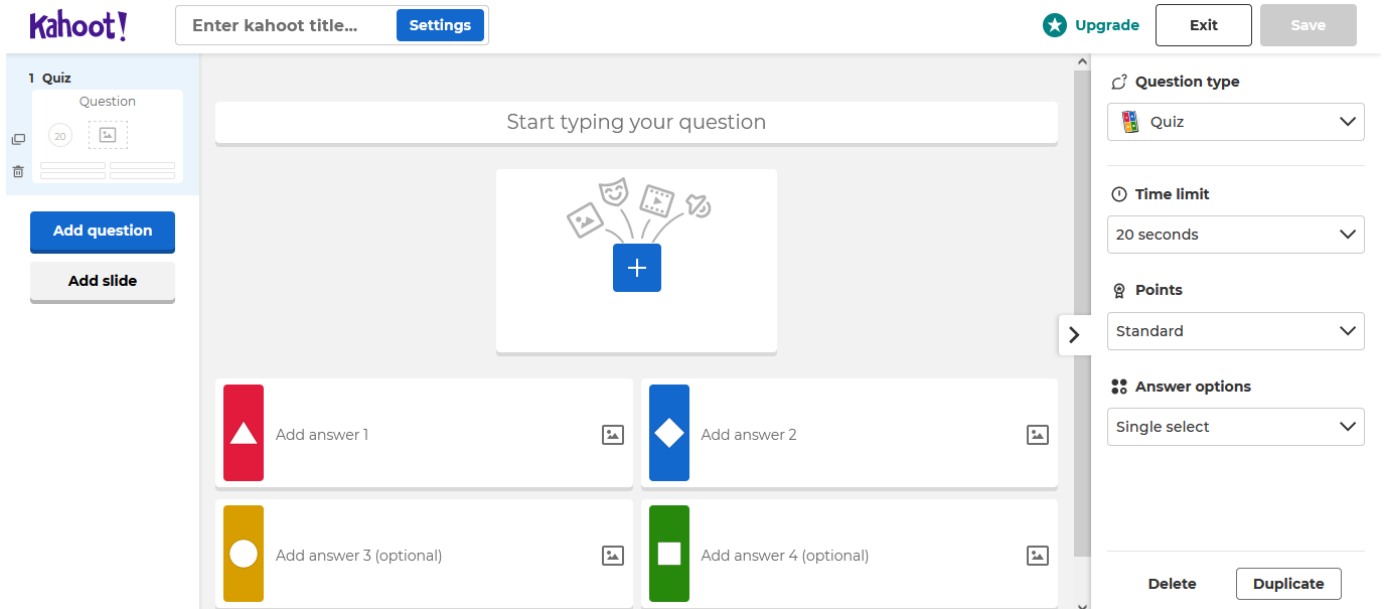
3) Click “create” for creating a new quiz.



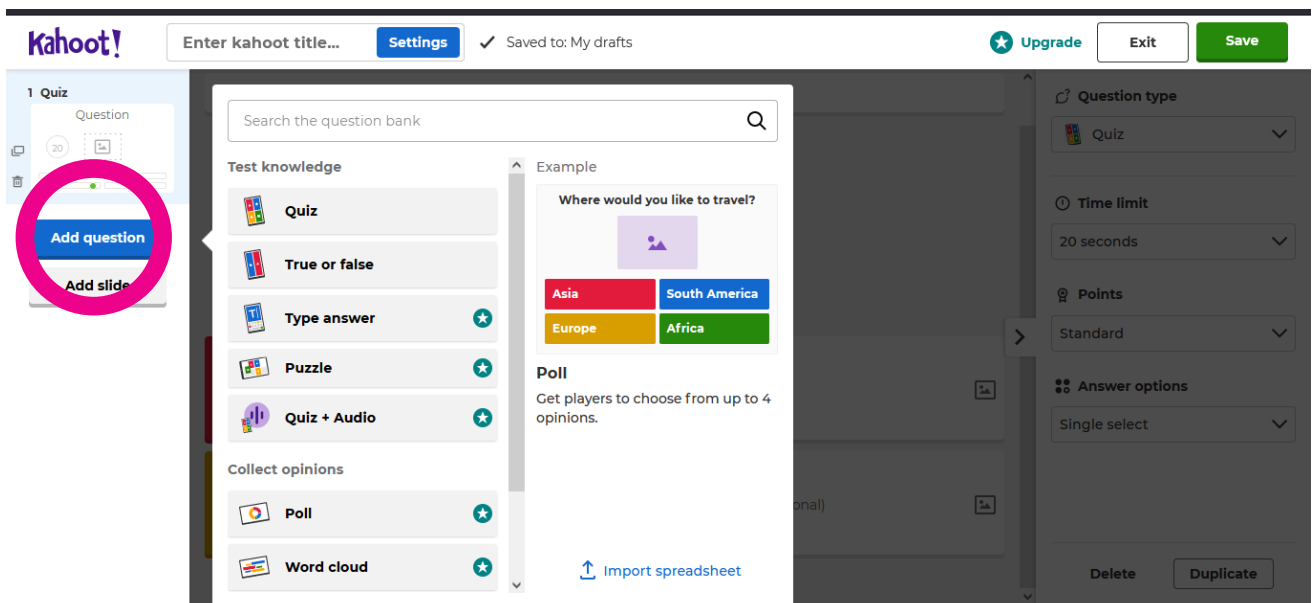
4) Click “New kahoot”



- 5) Enter the question in the space provided, and the various possible answers in the appropriate boxes. As soon as you enter the answers, the boxes will get coloured and it will be possible to choose the correct answer by placing a flag in the circle that will appear to the right of the sentence. During the game, the one who chooses the correct answer will collect more points. At this stage, it is possible to choose the type of question, the time you provide players for choosing the answer, how to score points and insert pictures, videos, and sounds.

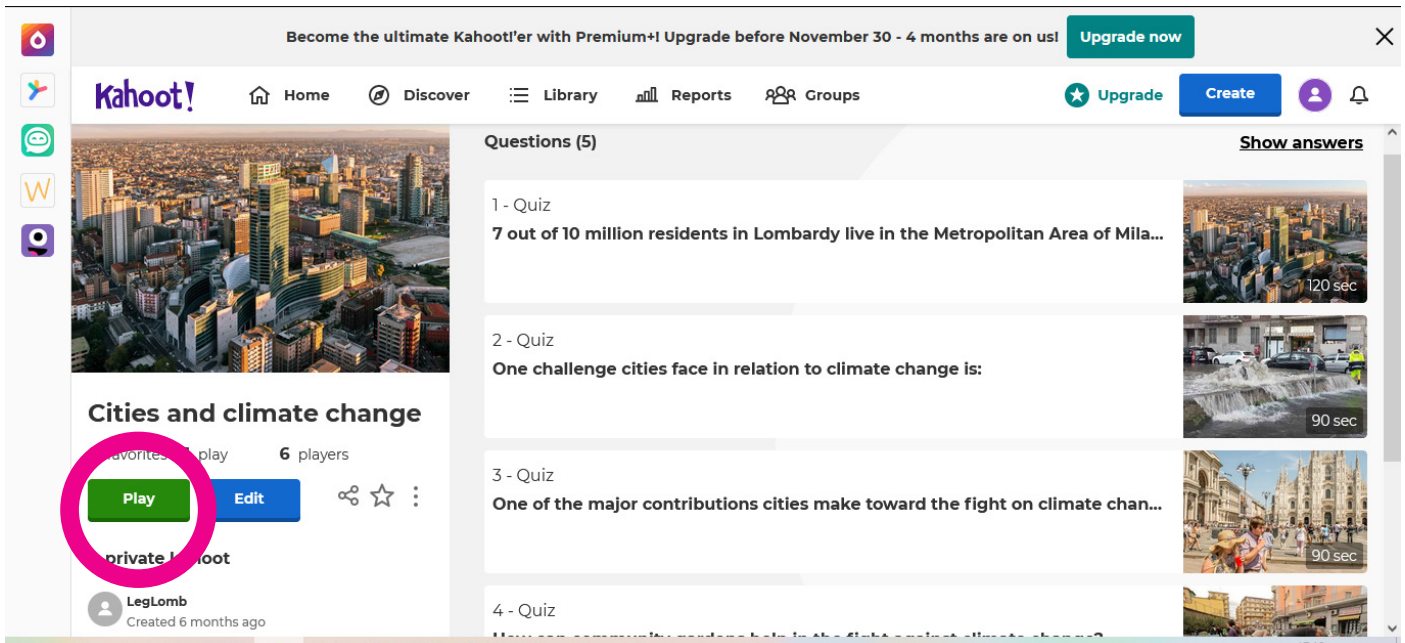


- 6) Use the “add question” button to add as many questions as you want. In the free version, you can choose between a multiple-choice and a true or false type of question.





7) When you complete the quiz, a title and a list of clickable questions will appear.



8) By clicking “play”, you can start the game with the participants. By selecting the “Classic - player vs player” option, individuals will play each other, each on their own device.

9) The following screen will appear:



Participants must access [www.kahoot.it](http://www.kahoot.it) on their device and enter the “Game pin” code in the space provided. They will be able to choose a nickname and participate in the game. Once the desired number of participants is reached, the game will start by clicking “start”. Have fun!



## EXAMPLE QUESTIONS FOR KAHOOT! CLIMATE QUIZ:

### QUIZ QUESTION (90 SECONDS)

**How do community gardens help combat climate change?**

They regulate the microclimate and support biodiversity ✓

People are more relaxed, so they don't smoke and pollute less

They can only be reached by bicycle

Growers become addicted to vegetables and no longer eat meat

### TRUE OR FALSE (30 SECONDS)

**Vegetation planted in canals helps clean pollutants from rainwater**

True ✓

False







**IPOP -  
INSTITUTE  
FOR SPATIAL  
POLICIES**

**TOOLS FOR  
YOUTH  
PARTICIPATION  
IN SPATIAL  
PLANNING**

Involving youth in spatial planning provides them with numerous opportunities to develop the knowledge and skills needed to participate in the processes of spatial planning and sustainable development. Participation in spatial planning offers young people a unique opportunity to identify and present their own space-related needs and expectations. At the same time, it increases the possibilities of incorporating youth proposals into spatial solutions, which contributes to the well-being of young people in space and their sense of acceptance and involvement in decision-making, i.e. spatial planning.

Sustainable spatial planning emphasizes the importance of social equality and environmental protection in achieving long-term harmonious and equitable development. Under the influence of climate change, efforts for sustainable development are rapidly intensifying, and a large number of people today are changing their travelling and eating habits. Likewise, many industries as well as cities themselves, are reducing their carbon footprint and advocating for climate neutrality. This brings many changes in spatial planning and requires space users and owners to cooperate and take responsibility for the use of space, environmental protection and nature preservation. Tasks involving youth in spatial planning help them understand spatial planning processes and build their knowledge, experience and confidence for taking on roles in achieving sustainable development goals.

In order to achieve sustainable development goals, it is important we all believe we are capable and responsible for implementing positive changes and for making decisions that contribute to long-term social equality, environmental protection and economic development. Therefore, knowledge about the mutual connection of human activity and the environment, as well as the skills to participate in the processes of space planning and use are required. These knowledge and skills are acquired through spatial planning tasks. Tasks help youth become aware of the connection between human activity and the condition of space as well as strengthen their ability to participate with others in the processes of space planning and use.

Involving youth in planning safe routes to school is an opportunity to discuss the impact of different types of mobility on the quality of the environment and public space, air pollution and noise in the local environment, human well-being and health, and the provision of services. In practice, when young people

participate in planning, they advocate for active and independent walking to school, for creating a walkable public space, while at the same time they learn about the positive effects of sustainable mobility on their lives and well-being, their loved ones, local community and local environment.

By involving youth in the tasks of spatial planning, they are given the opportunity to get to know spatial conditions and relations in the real environment, develop the skills of analysis and situation assessment, form a joint opinion on challenges and solutions. At the same time, they contribute to positive changes and meeting their own needs in space. In practice, this represents an exchange of knowledge, values and expectations, i.e. an opportunity to develop critical thinking and raise awareness of interconnectedness between people, activities and environment. In this way, young people become acquainted with their own role in the local community and for the common future. They understand that their opinions and actions are important for the wider society and the environment. This has a good effect on their development and self-confidence, and motivates them to be active in the future.

Schools or local authorities can encourage the involvement of youth in spatial planning, while it is most often initiated by spatial planning experts. In the first case, such involvement is mainly related to the desire of the public sector to educate young people in a practical manner about spatial planning, while in the second the experts seek to involve young people in the creation of space or its repurposing. In both cases, the involvement takes place outside the classrooms, in direct contact with the local environment and the community. In such a manner young people learn and gather new experiences in order to participate in spatial planning and sustainable development.

Safe routes to school and sustainable mobility are very current and interesting educational topics. From their own experience, young people are well acquainted with local traffic conditions and they understand the environmental (noise, polluted air) and social (safety, health and well-being) issues caused by car traffic.

At the same time, they are personally motivated to achieve active and independent mobility as well as for changes in local traffic that would enable them to obtain it. Most young people want to go to school by bicycle or scooter, and their independence in traffic depends largely on the conditions of walking, cycling and using public transport. Planning safe routes to school is therefore an ideal starting point for learning analytical methods and processes for preparing the best possible solutions for youth, the environment and the community, as well as for active participation of youth in creating changes in the planning and the use of space.

Spatial planning offers an unlimited number of current topics and tasks that enable the practical involvement of youth and their acquaintance with the principles of sustainable development planning in space. Designing and performing tasks is always a unique experience because it depends on the characteristics of space and time as well as the participants. More time allows mentors to conduct an in-depth spatial planning training. This means that they can work with youth on more complex issues, cover larger areas and explore situations from multiple perspectives.

This handbook covers three tools most commonly used in IPoP's youth work: urban walk, interview and mapping. By using them in curricular and extracurricular activities, teachers as well as youth workers can themselves, without the support of a spatial planning expert, involve young people in spatial planning tasks. By implementing these tools, we put young people in the local space and the community, we start the process of their interest in their environment, the community, the past, present and future use of space and the current state of the space. All three tools stimulate youth to use knowledge from different fields and skills, which do not necessarily come to the fore in the educational process. These include the ability to communicate, observe, perceive and record the state of the space on maps, drawings, photographs, films, descriptions and infographics. In this way, even young people who are less successful in traditional forms of education are given the opportunity to express themselves. All tools encourage collaboration with peers, mentors and other participants in space. They help young people with argumentation skills and the expression of their own views, advocating for common values and taking an active role in the process of spatial planning.



# TOOL 1:

## URBAN WALK

Urban walk is a guided group walk and talk that takes place in a specific local environment. It promotes walking as a form of sustainable mobility and explores different dimensions of the local environment. At the same time, it contributes to social integration and the strengthening of local identity.

Transport today is one of the largest sources of greenhouse gas emissions in Europe and the only sector in which emissions continue to grow. Road traffic is by far the biggest source of emissions. The goal of sustainable urban development is to refocus on walking and cycling (active mobility) as an integral part of public transportation and to create a walkable living environment.

Good walkability of cities, the term used for an urban environment suitable for walking while performing everyday tasks, i.e. for life without cars, is a key tool for reducing traffic emissions as it reduces car dependence. At the same time, a walkable environment contributes to the mental and physical health and safety of residents and the urban environment, enabling the development of intensive and diverse social relationships, while enriching the daily lives of residents. Social capital, which is a key source of local community development power, is strengthened. Walking and active mobility also encourage the development of local economy and services.

Urban walks raise awareness of local history, heritage, activities and businesses, contribute to the development of local areas and its services, and promote walking, active mobility and sustainable development.

Around the world Jane's Walks, named after renowned activist Jane Jacobs, promote performing everyday activities by walking. Attention is drawn to the positive impact of walking on the local environment. By contributing to the recognition of the importance

of walking as a form of sustainable mobility for the quality of local environment, social cohesion and local economy, urban walks are a concrete way of achieving sustainable development.

Urban walks take place along a pre-selected route and usually last an hour and a half. The route connects five to eight stops, where walk leaders or interesting guests present a specific situation, a neighborhood location, an interesting story or draw attention to a specific problem. Walks also represent an opportunity for launching urban planning initiatives to make the environment more attractive and pleasant for living.

Urban walk is actually a very useful tool for various interactive thematic researches of the local environment. During the walk, we can meet guests who live or work in the area or are simply familiar with the topic that interests us. We can invite a historian, a biologist, an anthropologist or a climate activist for a walk to help us find a point of overheating and plan measures to mitigate the adverse effects of climate change on the local environment.

### WHY IS THIS TOOL GOOD FOR YOUTH WORK?

Young people are very environmentally aware. They want changes that have a long-term positive impact on the state of the environment and the society and strive to live them. During the walk, they take the role of a researcher of the state of space and of a participant involved in planning the changes in the local area. The walk is always an interesting experience for organizers and participants alike, because young people can take on the role of a conversation facilitator and present some elements of the walk, write down or present research results.







Our future and the future of generations to come depends on how successfully we all work together towards the changes in the use of natural resources, environmental protection and social inequality. Sayings (“Put your own house in order first”) as well as the ubiquitous slogans of global social movements (“Think globally, act locally”<sup>1</sup>) show us that the change must start with ourselves, in our neighborhood and instruct us to think globally. What exactly is a neighborhood? The concept is characterized primarily by a sense of belonging to a local community and the neighborly relations among residents of the area. This belonging is often associated with some recognizable part of the city or a city quarter, such as a square, street or residential area. In fact, it is a very subjective feeling that is not easily defined. When it comes to common problems and views about our local environment, it is necessary that we agree with others who live near us.

The first step on the path to improvement is getting to know one’s immediate environment. Since most of us today spend more time at work than in the neighborhood we live in, we have a lot of difficulty knowing our immediate surroundings and neighbors. The fact that we often use cars to perform our daily routines does not help either.

Urban walks open the possibility of discussing the state of the local environment, issues that the residents and other space users face, and at the same time facilitate drafting the proposals for improving the local environment and making it more attractive and pleasant for living. They have become a simple tool for learning about the local community and strengthening the sense of local belonging in many parts of the world, including Slovenia. In Maribor, for example, self-organized local assemblies<sup>2</sup>) often use them in their activities, while the City Footprints (Stopinje mesta<sup>3</sup>), which promote the connection of young hosts and visitors through urban walks also operate there.

In planning school routes, urban walk is used as a tool for involving youth in the research of local traffic conditions<sup>4</sup>. While preparing the walk, we collect opinions about the situation and analyze walking and

cycling conditions in a discussion. We then identify barriers to the sustainable mobility for children, people with disabilities and the elderly in the local community. The outcome of the discussion is an account of the situation and a concise map of problems and observations. The walk is followed by a group discussion in which we connect field information and the plan of school routes, insert dangerous places in the plan and formulate proposals for solutions. We have thus prepared analytical data that will be presented to peers, parents and the responsible staff in school and the local authorities. By means of the urban walk, we collect information, based on experience and field research, on traffic and walking-and-cycling-to-school conditions, and lay foundations for changing spatial conditions.

## HOW TO INVOLVE YOUTH?

We start by inviting young people to the starting point and agree on the details of the activity, or prepare together for a walk before going out. In both cases, good results can be achieved, but the participation of youth in the preparation has an additional value as it offers more opportunities for meaningful inclusion and gaining new experiences. Working with youth after the walk can have a similar effect as getting them involved in the preparations.

Walking in a group in which people already know each other is different and has certain advantages in comparison to a walk of randomly grouped young people. The latter requires a somewhat different preparation and a more engaged participation of the walk leaders and companions.

We invite young people for a walk / to the starting point and they receive a message (oral or written) which includes:

- the purpose and goals of the walk (what we will observe and learn and why);
- where the walk will take place (description or map of the route);
- how long it will last;
- how to prepare for a walk (what they should read, find, check);
- how they will participate (what will be their tasks) and what equipment they will need for work during the walk (paper, phone, camera, books, pictures...);

1 [https://en.wikipedia.org/wiki/Think\\_globally\\_act\\_locally](https://en.wikipedia.org/wiki/Think_globally_act_locally)

2 <http://www.imz-maribor.org/>

3 <http://stopinjemesta.infopeka.org/>

4 <https://www.aktivnovsolo.si/urbani-sprehod-z-ucenci-osnovne-sole-lucija/>



- who we will meet (does not apply if there is no guest);
- what to do in case of bad weather;
- what awaits them after the walk (presentations, reports, participation in solving other tasks...).

## LEARNING OUTCOMES

Learning outcomes of an urban walk depend on the content on which the organizer chooses to focus. After being included in the urban walk, young participants will be able to:

- identify and describe the characteristics of the space suitable for pedestrians - state what makes an open public space suitable for walking: whether it's comfortable, safe and interesting;
- define what influences and contributes to the feeling of security in space, which are dangerous parts of the route and what makes the route uncomfortable;
- explain how the traffic, activities and users in a public space contribute to the appeal and

- walkability of that space;
- identify how comfortable the route is for the elderly, parents with children in strollers, people with mobility difficulties, blind and partially sighted people and other people with disabilities;
- discuss walking conditions and possibilities for their improvement;
- establish contacts with neighbors, the local community and non-governmental organizations;
- design an urban walk aimed at researching sustainable mobility, urban regeneration or some other current topics in the field of sustainable development.





## STEP BY STEP URBAN WALK INSTRUCTIONS FOR IMPLEMENTATION

### 1. WALKING CONVERSATION

Jane's Walks are not like other guided tours of cultural heritage, but walks with conversations about the neighborhood and the ways people "live" places. Offer interesting information and be persistent in encouraging participants to share their opinions and stories. Use the space around you for illustration and inspiration. It is a good idea to do the tour with a few guides as this involves different views of the neighborhood. It is very important that the group sees you as a friendly host. If there aren't too many people, you can start by introducing all the participants, creating a more pleasant atmosphere. When speaking, make sure the group is as close as possible so that you do not occupy the sidewalk and interfere with other pedestrians. Make sure participants hear you well.

### 2. PLAN YOUR ROUTE

Make a map of your neighborhood or the neighborhood you will walk through. Lower quality maps, such as road maps, maps on *najdi.si* or Google maps, are good enough. Think about the stories, places and people you want to present and define the route. Plan an hour-and-a-half walk, with six to ten stops.

### 3. PRIORITIZE DETAILS

Jane's Walks highlight and explore walkability and discover the neighborhood potentials. The route does not need to cover a large area. It is better to focus on the area where it is easier to highlight local specific features, important details and stories. Walks can be fieldwork that opens up new perspectives about the community and the area already known to people or which the people want to get to know better.

Adapt the content of the walk to young people from the local community. Find out where they live and what prompted them to take the walk. Consider involving local opinion leaders or entrepreneurs in the walk. Talk to a street food vendor who is usually very familiar with the locals, habits, established patterns and street rhythm (the "sidewalk ballet" concept according to Jane Jacobs). You can take the group into a store or meet a

local politician and ask him/her about his/her ideas about the neighborhood. Introducing shortcuts and hidden details is always a good idea because they give people a sense of belonging to the local community. Discovering shortcuts known only to locals, hidden trails and secluded alleys will fill them with a sense of strong connection with the space. Try to achieve the best balance between walking and talking, i.e. moving between stops. It is much harder to stand still for two hours than to walk. Some participants are likely to give up at some point due to other commitments or because they need a break. If that happens, don't get offended.

### 4. HAVE FUN!

Props and performances may add a special creative flair to a walk. Ask participants to read a passage from one of the local writers or an excerpt from a daily magazine. Some guides are known for their ingenuity and hire actors in costumes to animate walkers along the route. Historical photographs or printed material that may also be found on the Internet are an excellent idea as well. Try to organize the walk so that it starts and ends near a cafe or a restaurant, which makes it easier for people to connect and continue socializing. Ask participants if they have already visited the places you are touring, how they liked it, what they were wearing, etc. Personal anecdotes are always fun and you will be surprised by what interesting things people tell.

### 5. MEET JANE JACOBS

Knowing Jane Jacobs' work is not a prerequisite for leading a walk, but we want to encourage you to get to know her key ideas. Finding information is greatly facilitated by a number of online data. Many of her ideas are largely based on *The Death and Life of Great American Cities* (1961) which became widely known over time. In this guide, she gave priority to the interests of local residents and pedestrians over the car-focused planning approach, which was then prevailing. She emphasized the advantage of renovation over the demolition of old buildings and the construction of new ones. She proved the need to make cities more compact, as opposed to their endless expansion. Get to know Jane Jacobs' ideas and use them in different ways while walking. Ask one participant to read an excerpt from the book, observe a "sidewalk ballet", discuss the meaning of "mixed use" in the environment you are occupying, and so on.

## 6. SPEAK LOUDLY OR USE A MICROPHONE

We cannot provide microphones or megaphones for individual walking guides, but we do recommend that you get your own equipment. For larger groups, such as twenty or more people, a microphone or a megaphone can be very useful. In case you don't have them, face the group when you speak. If it is noisy on the street, ask people to get as close to you as possible and speak as loudly as possible. You can direct the participants to the stairs and speak to them as if in an amphitheater, or address them by standing on an elevated object. There are many possibilities, so make sure they hear you well. Don't be shy or reserved because you are the host and the more you encourage participants to talk casually, the more successful the walk will be.

Here are some questions to help you plan your route:

- What are the important places to meet and socialize?
- Which parts of your neighborhood are you most proud of?
- What are the important green areas of the neighborhood?
- Which interesting shortcuts can you use?
- Are stores sufficiently accessible?
- How is the transport infrastructure regulated? Is it possible to walk comfortably, ride a bike or use public transport to perform everyday tasks? Is the infrastructure adapted to car traffic?
- Are any of the buildings in the neighborhood unusual or special?
- Have any of the buildings been refurbished and are now being used for other purposes?
- Where do you feel most comfortable in your surroundings?
- Are there historically significant sites in your area?
- Where do you feel unsafe? Why?
- Is there a place or space you don't like?
- Are there buildings or areas where shops, business premises and apartments are blended together?
- How are buildings connected with pedestrians on the streets?
- Do you want some spaces to change?
- What important issue or problem should we discuss during the walk?







# TOOL 2:

## INTERVIEW, QUESTIONNAIRE

An interview is a common method of data collection. Choosing an interview makes more sense when we are interested in qualitative data, because through interviews we reach fewer people than through surveys, which are more appropriate for collecting quantitative data.

### THERE ARE SEVERAL TYPES OF INTERVIEWS:

**- STRUCTURED INTERVIEW:** carried out according to a questionnaire prepared in advance; this allows us a certain quantitative analysis because all respondents answer the same questions;

**- SEMI-STRUCTURED INTERVIEW:** a part of the questionnaire is predetermined, while the remaining questions are formed on the spot; this allows us to combine the collection of qualitative and quantitative data;

**- UNSTRUCTURED INTERVIEW:** questions are spontaneous; this method is appropriate when we are not yet sufficiently familiar with the issue we are researching; a typical question in this case is *why* - by which we try to better understand a particular topic, variables, and their mutual connections.

### NEW FORMS OF AN INTERVIEW

Shortcuts are not always meaningful, but they are economical, which is why in some cases, that do not concern scientific work, it is good to use new interviewing techniques. We will describe several techniques that you can use to interview a lot of people in a short time, while simultaneously achieving quick and easy synthesis of the conversation.

What all the techniques have in common is that they are carried out in a space where there are many people, which makes interviewing more people in a shorter time possible. The disadvantage is the impossibility of

asking interviewees deeper or personal questions as the interview time is short and they can get embarrassed when heard by other people.

### WHY IS THIS TOOL GOOD FOR YOUTH WORK?

Conversations make it easier or better to understand the story, that is, to better understand the contexts in which certain variables and their interrelationship occur. When the purpose is to collect qualitative data, the key is to get an answer to the question *why*. Understanding youth culture and subculture is often a prerequisite in working with young people, so interviews are a great tool in this case.

New techniques of interviewing in public space are good because they allow the collection of data from a specific group, a community associated with a particular space. These can be residents of a certain area, skatepark users, etc. Using the technique of an interview in a specific space, we can interview a lot of people in a short time, whereby an interview is also an element of providing information. For example, by interviewing hundreds of people in front of a local store about their thoughts on the park and youth sports ground renovation, we have also included these people in the renovation process.

### HOW TO INVOLVE YOUTH?

We first talk to the young people about the purpose of the interview. What we research, what we want to find out and what we will do with the results.

Then we prepare a questionnaire, test it on several pilot respondents specific to the group we want to interview and who have not participated in the process of forming the survey or questionnaire objectives.

Then we conduct the interviews.

## LEARNING OUTCOMES

After conducting the interviews, the youth will be able to:

- plan to study the use of space and to solve problems in space by means of an interview;
- obtain and synthesize data;
- cooperate with respondents, colleagues and peers involved in the interview process;
- design and conduct an interview on various topics, focused on different target groups.

New techniques of interviewing in space are likely to be of interest to young people as they provide a faster and more innovative way of obtaining information, although less reliable. The technique can be used by young people in various projects - the technique of interviewing in space is also used by different approaches to service design and fast (entrepreneurial) innovation.





## STEP BY STEP INSTRUCTIONS FOR IMPLEMENTATION

The duration of an interview depends on the length of the questionnaire, from several minutes to more than an hour. The most important thing is to define who we are going to interview as it affects obtained information. We think about this before conducting the interview and make sure that the respondents are sufficiently random, i.e. diverse, to represent the population. In this case, it is best to use a survey. Another possibility is to select respondents based on certain characteristics in accordance with the topic or the goal of our research. For example, if we intend to better understand youth organizations, we will talk to employees of those organizations, volunteers, users of their services, and alike.

The easiest way to conduct a technical interview is to use an audio recording and a transcript. We need a dictaphone or a phone to record the interview. Most modern phones have a sufficiently good quality sound recorder for this purpose. However, we must not record the interview without the clear consent of the respondents. We need to explain to the respondent what the recording will be used for and, if so agreed, it should be erased afterwards. After transcribing the interview, we can start the synthesis. If the purpose of the interview is to deepen the knowledge on a particular topic or to obtain new information on a particular phenomenon, then it is logical to continuously conduct the synthesis and use it as a basis for designing future questionnaires. This is the case for semi-structured or unstructured interviews. In a structured interview, it is good to question the persons who did not participate in the interviews, and then make a pilot synthesis. The primary goal is to test whether the respondents understand our questions in the same way as we do and whether the questionnaire allows the synthesis in order to answer the question we have set for ourselves. In other words, if the interview provides intended information.

When conducting interviews in a public space we can set up a stand with signs about what we are researching, why we are conducting interviews, and who we are.

We set up the stand in a well-visited location where we can get in touch with different groups of people. For example, in front of a local store. We need to persuade passers-by to take the interview, so it is best to prepare questions in advance. “Good afternoon, would you like to talk to me about the restoration of Tito’s Park?” for example. Remember to be polite and kind. No one really likes to talk to unkind people.

It is best to write down the answers. If we are going to write them down, we need to prepare questionnaires in advance. If we want people to see other people’s opinions, it is best to write the answer on a large poster visible to everyone.

Remember that the interview in space must be short, with simple questions. People can rarely spare more than a minute or two so your question needs to be concise. We suggest limiting the number of questions to three.







### KAJ VAM JE VŠEČ?

- urejenost ###I
- kiter odziv upravitkov ###III
- igrišče ###III
- fina Horror I
- veliko drek ## I
- gladek tlak III
- lokacija (opazna, K, ravna) ##I
- sosedi ##
- dobra znanost ##
- mir I
- dostopnost

### KAJ VAM NI VŠEČ?

- zgornji balkoni nivojske stene ##I
- ni LTP povezanje s šiško II
- poroča luči ne gorijo ##
- ne upoštevajo se parkirnega prostora v garaži
- slab odziv na skupne lastnine
- klozi, odpadki, kmeti, odpadki
- malo mest v bližnjih vrtov
- za hotela je to preveč

### PREDLOGI?

- označitev parkirnih mest v garaži II
- navodila za zračenje stonovaj in kleti III
- večkratno izčepnje bldov (domači živali)
- vrtovi, zelene stene, čisti, mokla
- pletalna steza III
- skupnostni vrtovi na drehtih
- splošne v garaži
- šola čim hitreje I
- izboljšanje zvočnega okolja
- več igrišče



- vrba za opuščanje
- loža na poti v verandah
- vandačepi III
- vloga v kleti
- poplava v garaži
- zvonci na delajev
- pasji iztrežki na igrišču
- izboljšanje osvetlovanja
- upravitnik
- manjši odzivi na balkanih
- odprti balkoni



### PREDLOGI

- skupne smernice za zapiranje balkonor II
- dodatna zunanja parkirišča
- nogometno igrišče
- dreški po travi za opuščanje po travi



# TOOL 3:

## MAPPING - COLLECTING DATA ON THE MAPS ABOUT THE CONDITION AND USE OF SPACE

Mapping is the collection of data and information about space, its representation on maps and the method of learning about space and studying development possibilities. The result of mapping are analytical maps and representations. In the case of spatial planning, mapping is part of the situation analysis whose purpose is to help us prepare new solutions. It leads us to action taking into account the existing situation in space and including it in new, better solutions. In this way, we also consider the physical environment, buildings and open space, infrastructure and the use of space, people and nature, the state of the environment, history, cultural heritage, memories and stories from the past. We include in the analysis everything needed to preserve the values in the space during the planning and everything that can contribute to its quality in the future. How and what we analyse is a decision we make based on the task and the space in which we plan.

Collecting data (numbers, pictures, words) and information (opinions, attitudes and derived data) about the state and use of the space on maps is a complex process. The better, more accurate and more comprehensive the data and information - the better the basis for assessing the situation and finding a solution. The involvement of residents and users of space enables the collection of data and information that is not necessarily available to spatial planning experts, and can thus significantly improve the planning basis and the quality of results.

Mapping of conditions in space is a versatile tool for involving youth in spatial planning. It can be a one-time independent task that finishes with the space condition assessment or a part of a broader planning process on the way to new solutions.

### WHY IS THIS TOOL GOOD FOR YOUTH WORK?

Mapping enables the active participation of youth in the process of situation analysis (research of and learning about the environment) and local space planning and management. With the use of collected information and data, young people can enrich planning starting points and contribute to a better recognition of their needs and expectations in spatial planning.

Early involvement of users in spatial planning is crucial for the legitimacy of the proposed solution, for the identification of users with solutions as well as for their motivation to participate in spatial management.

Young people can also collect and map various data and information in the context of other tasks, focusing on conditions, phenomena and activities in space, but also on opinions and ideas. They can make a map of historically important places, happy scenes, ugly views, suggestions for new greening of streets, for new music spaces or for installing new drinking water fountains. They can also look for spatial possibilities for developing a youth center in the city or organize a painting exhibition in the city shop windows.

When preparing school route plans, we include young people in the situation analysis because they know and observe local conditions well which makes them good partners in the planning process. Jointly developed analytical maps are the starting point for planning solutions resulting from the process. To create a plan, we need data and information that can influence the organization and the implementation of children's walk to school and sustainable commute for teachers.

We are interested in the position of walking and biking lanes in the neighborhood and what they are like, how they are interconnected, how safe they are, where they intersect with roads, how safe they are for children to walk to school alone, how steep they are, how they are maintained, the position of bus stops, *Walking school bus* (walking to school accompanied by an adult on a regular schedule) and *Bike train* stops (organized and accompanied group of pupils who ride a bike to school along regular routes and on a regular schedule), where the teachers' parking lots are and where the school drop-off point is. We are also interested in the distance between the school and the bus stop and between the school and students' homes... Some information is obtained from the municipality and the police, other by data processing, while the majority is collected in cooperation with schoolchildren, who share with us the data and information on the state and use of space as well as other observations on the space and traffic.

We are aware that the mobility of young people depends on adults. Although younger students want to go to school actively and on their own, adults are often too protective and not committed enough to provide them with everything they need to go to school on foot, by bicycle, skateboard or scooter. Involving young people in the planning of school routes and a walkable local environment and sustainable mobility greatly increases the opportunities for improved conditions of active and sustainable mobility for all participants. By mapping data and information, young people contribute to the content of the planning process, which would otherwise certainly be neglected. They give their observations on traffic, problems in the use of a certain space, the attitude of drivers towards children pedestrians, lack of shade on pedestrian paths, poorly coordinated bus timetables and similar matters. In doing so, they can take the initiative and frequently think of other participants in traffic with ease, never limiting themselves to their own needs and expectations.

Analysing the situation in space by collecting various data and information on maps is a versatile tool for involving youth in the planning of school routes and school environment. Also, for researching the local environment and getting acquainted with the planning processes and sustainable development goals. By mapping, young people can explore the local physical,

social and natural environment, record phenomena and activities while developing the skills of graphic and verbal expression, participation and creation of new knowledge and solutions.

## HOW TO INVOLVE YOUTH?

The way young people are involved depends on the task (goals and content), space, technical conditions and the number of participants.

Young people can be assigned tasks that help us create different collections and analytical presentations, or the same task can be assigned to the entire group in order to gain a broader insight into the content. In both cases, data collection is the starting point for discussing how the state of collected data affects the use and arrangement of space. In the first case, we combine data we have collected and compile a situational assessment, while in the second case data is compared and the situational assessment deepened. Both methods can be an independent exercise or an integral part of involving young people in the planning and creation of space.

Below are recommendations for carrying out mapping by using already prepared work maps. This working method does not necessarily require the cooperation of spatial planning experts or the use of computers and the Internet, and is easily feasible.

## PREPARATION

The implementation requires a prior preparation of the task (purpose and objectives, content), cartographic bases and setting of fieldwork conditions. The task is defined according to:

- possibilities (time, technique, resources, number of young people);
- possible other goals of youth action in the community (what are the goals and action plans of young people in the local community and the environment).

When defining the area, we ensure that the size of the space allows us to perform tasks during the planned time period. A youth worker or teacher should visit the area and personally check the feasibility.

It is recommended that one-time data collection does not last longer than one hour, or no more than two hours including introduction and discussion. The scope and content of mapping and the effects of education

can be expanded by repeating the work or the process that results in the creation of a starting point for space planning and creation, which requires mapping more content (types of data and information).

The task determines why and how we are interested in the situation in a particular space and directs us to the desired content (data and information). We strive for mapping to lead us to a meaningful range of the analysis. More content and data types do not necessarily result in a better approach.

## CARTOGRAPHIC BASIS - WORK MAPS

Data collection is carried out by using analogue cartographic bases. We prepare in advance the base in graphics and in a scale that allows young people to orient themselves in space and enter data onto the map. The aim is to prepare a base surface on which young people in the field can easily mark the location of included data by using a graphic symbol, dot or line. The size of the map must be practical, the A3 format at most. We also provide a hard surface to which the map can be attached with a clip.

Before we begin, we define the use of signs and mapping techniques. Dots, lines, areas, graphic signs and numbers help in labelling data and information in space. The legend explains the meaning of these signs on the map. In case of collecting additional material and information in the field, the location of this information is also marked on the map: photo, conversation recording, plant leaves, record of smell or music, users in the space.

The amount of content and the type of data are adjusted to task requirements, the size of the space and the number of young people. If the area is large, sometimes we have to divide the space into a smaller number of units that we can manage. In that case, we prepare cartographic bases for each of them. In case of numerous participants, they can be organized into smaller groups (maximum 3).

Before the work begins, it is possible to agree with young people what content and data they will collect. It requires time, but it will be good for motivation and most importantly - it will include their previous knowledge and technical skills (photograph).

Data and information can be collected in the space or from the source (*desktop research*).

In case of bad weather, we need the possibility to work indoors.

If we want to process and present data digitally, we need space and equipment to do that. We ensure equal conditions for all participants. If we do not have enough computers, we shall opt for analogue technology.

## LEARNING OUTCOMES

After being involved in the mapping, young people will be able to:

- discuss the possibilities of research of physical, social and natural environment;
- explain the difference between data and information about space;
- observe, collect and edit spatial data and information, transfer it to maps and develop spatial literacy;
- describe the relationship between spatial data and information and solve problems related to spatial planning; explain the context in which the analysis was carried out in the spatial planning process;
- explain the relationship between the conditions in space and changes and interventions in space;
- express their ideas in graphic language by using analogue and digital maps and techniques for presenting their own knowledge of the condition of space;
- organize and conduct analytical data collection for a specific purpose - define which data and information can be useful and identify the time period and number of persons who will collect them, as factors that significantly affect the collection process;
- based on their own experience of participation in the mapping, carry out a similar task focused on different topics.









## STEP-BY-STEP INSTRUCTIONS FOR IMPLEMENTATION

1. Meet with young people in the space we are mapping. This saves us time and immediately introduces us to the work environment.
2. Present the task and suggest the mapping content. Based on their response, we agree on exactly what and how we will map.
3. Agree on who will take which content.
4. Hand out the maps and explain the work process in detail, how to mark data on the map, explain the legend and check whether young people know how to navigate the map (whether they understand where they are in space, where will they move and where will they return) and whether they understand how to mark what they have seen on the map.
5. Explain the basic rules of fieldwork; behavior during data collection (kindness, consideration when collecting sensitive data, mandatory photo taking).
6. Agree on when the work should be finished, where we will meet and what follows after that.
7. Explain where and how we are available in case young people need us during their work.
8. After returning to the starting point, ensure a short break (5 minutes) and refreshments (toilets, water).
9. We spend the rest of the time presenting and discussing their collected data. Make sure that everyone speaks and that we connect collected data with the task set at the beginning. If we have the possibility, we can collect key data on a large sheet of paper or a writing board. As the work continues, we can improve and complete the analytical maps by additional mapping and data processing, and present the results to others.

Spatial planning experts usually want to be very efficient, in the way that the direction and nature of data and information we have collected with young people has been mapped and set as accurately as possible, whilst making sure they are in line with the planning task and challenge we are tackling. School route planning is usually done with a one-time task

and a combination of different content. On the other hand, with tasks related to climate change adaptation or space creation it is wise to carry out the tasks several times to deepen behavior and include a wider range of content (e.g. to record hotspots, green areas, walls and fences we can make greener, locations for new trees, etc. and gradually shape measures for climate change adaptation).

Teachers and youth workers can conduct short mapping exercises, one-time or recurring, in a much more open way, by involving young people in the observation of space features and documenting the situation. In addition, they can organize reports and discussions about the conditions in space and the environment, as well as possible changes, planning improvements, new plans and alike.

# HOW TO ASSESS YOUNG LEARNERS' ATTAINMENT OF LEARNING OUTCOMES?

As this handbook aims to be a useful tool for modern, competence-oriented teaching about sustainable development, in the previous chapters we have provided a detailed description of innovative tools for non-formal learning of partner organizations, including learning outcomes. In this chapter, however, we propose simple methods for assessing the attainment of learning outcomes. We offer these methods to teachers and youth workers mostly as a reminder and inspiration, bearing in mind that they themselves certainly often use them in their work, both in and out of school.

Let's recall why competence-oriented teaching/learning is important and what these key competences are. The European Reference Framework of Key Competences for Lifelong Learning - revised in 2018 by the Council of the European Union Recommendation on Key Competences for Lifelong Learning<sup>1</sup>, sets out eight key competences: literacy competence, multilingual competence, mathematical competence and competence in science, technology and engineering, digital competence, personal, social and learning to learn competence, citizenship competence, entrepreneurship competence, cultural awareness and expression competence.

“Key competences include knowledge, skills, and attitudes needed by all for personal fulfilment and development, employability, social inclusion and active citizenship.”<sup>2</sup>

Descriptions of key competences could be translated into learning outcomes, which could be complemented by appropriate tools for assessing and evaluating competences development. That is, learning outcomes are statements that express what a student needs to know, understand and/or be able to demonstrate after completion of a learning process, and are most often expressed as knowledge, skills or attitudes. For this reason, we propose the following assessment methods of learning outcomes.

## KNOWLEDGE: TESTS, ESSAYS, SPEECHES, STICKY NOTES

To assess how much knowledge your young students have acquired after being involved in, for example, the organization of a swap party, mapping or the simulation of a Climate Change Conference, you can give them a **short test**. The assumption is, of course, that before implementing a non-formal learning tool, you have introduced the topic through an introductory lecture or a focused discussion - for example, waste reduction, active mobility or climate change. We suggest that the test related to our tools is not too complicated, and that it is used to check the acquisition of only the most important topic-related facts presented in the handbook, because the goal is not to push young people away, but to win them over - to raise awareness and make them act towards sustainable development. To make it more fun and interactive, you can test youth knowledge in the form of a quiz. To make a quiz test, you can use the Kahoot! platform, described earlier in connection with the creation of a climate change quiz, as well as Google forms<sup>3</sup>. You can award symbolic gifts to young people with the highest score.<sup>4</sup>

You can also assign young people the task of writing a school **essay or a short three-minute speech** for the purpose of convincing the reader/listener; for example on why it is important to combat climate change or on the benefits of sustainable spatial planning.

1 Recommendation on Key Competences for Lifelong Learning [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C\\_.2018.189.01.0001.01.ENG&toc=OJ:C:2018:189:TOC](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2018.189.01.0001.01.ENG&toc=OJ:C:2018:189:TOC)

2 <https://education.ec.europa.eu/focus-topics/improving-quality/key-competences>

3 Instructions and advice for creating the quiz by using Google Forms available at: <https://support.google.com/docs/answer/7032287?hl=en>

4 The teacher can use the free Canva online tool to create a diploma: <https://cutt.ly/YYlyR06>, while a youth worker can (depending on the possibilities) budget the funds for symbolic gifts awarded to top three scores in the knowledge quiz.

If you want to prepare young people for the implementation of each proposed method, or steps related to the organization itself, such as a swap party, you can divide them into groups and distribute **sticky notes with steps** which they must arrange in the correct order on a larger piece of paper (flipchart or hammer).

## **ATTITUDES/VALUES: STICKY NOTES AND DISCUSSION, SELF-ASSESSMENT QUESTIONNAIRES**

In order to assess whether young people have adopted attitudes/values after participating in the implementation of a handbook method, or how much they are willing to change their behavior to make it more sustainable in the future, we suggest the following simple method.

A teacher or a youth worker can sit the young people in a circle and give them sticky notes and ballpoint pens. They can be tasked with writing down what attitudes they have adopted after the introductory lecture or a focused discussion, or after the implementation of an event/ participation in the implementation of a handbook tool such as: “I’m not embarrassed to wear second hand clothes”, “I think that the route we took today is not accessible to the disabled or mothers with strollers”, “I am convinced of the benefits of walking rather than driving a car”, “I believe that climate change is dangerous for the humanity”. After writing their views on sticky notes, young people can stick them on a surface that is visible and accessible to everyone (such as a board or a flipchart paper). Once everyone has pasted their views, we propose an attitude-related discussion. The teacher or a facilitator can “start an avalanche” by sticking the note with his/her own attitude and explaining to young people how it came about, that is, what has changed in the way he/she views the world now and what he/she will change in his/her behavior in the future.

Young people can also take **self-assessment questionnaires** with attitudes/values offered as part of the question with preset answers (e.g. the question “I am ready to wear second hand clothes”; answer: on a scale of 1 (strongly disagree/does not apply) to 5 (I totally agree/applies)).

## **SKILLS - ORGANIZATION AND IMPLEMENTATION OF HANDBOOK METHODS**

The simplest way to assess the acquisition of skills related to the organization and implementation/ implementation participation, such as an interview or a swap party, is to involve young people in the design and implementation of such methods. Do not forget that you have to support young people because the organization of method implementation is relatively complex even for adults.

We hope that this handbook has provided you with the appropriate tools for the development of citizenship competencies in the first place as well as personal and social competencies of your young students. We remain at your disposal for any support regarding our tools!



# ABOUT US

## GREEN ISTRIA

is a non-profit citizens' association committed to the protection of the environment and natural resources, as well as to social justice. For over 20 years Green Istria has actively participated in the development of a society that is sustainable in terms of democracy, solidarity, and the environment. Green Istria is known for numerous campaigns and trainings related to separate waste collection, waste reduction and recycling, as well as for its Green Phone, a service to support citizens in solving environmental issues. In recent period Green Istria has launched innovative practices with the aim of creating a resilient community – since 2021 Green Istria has been running the Community Garden in Gregovica and the Re-Geppetto Workshop and Repair Shop, the first repair cafe<sup>1</sup> set up by a civil society organization in Croatia. It supported and led campaigns such as those against the construction of Plomin C coal-fired power plant (*Stop Plomin C*), the exploration and exploitation of hydrocarbons in the Adriatic Sea (*S.O.S. for the Adriatic*) and the privatization of motorways (*We're not giving our highways away*). It also encourages public participation in decision-making processes. It advocates for participatory forms of governance of public goods and services. Since 2008, the representative of Green Istria has chaired the Coordination of the Rojc Community Center, a body composed of three City of Pula representatives and three representatives from Rojc associations that manages the Center. It participates in two partnership councils of the City of Pula, i.e. the council for the preparation of the Strategy of Pula Urban Development and the council for the preparation of the Pula Development Plan 2021 - 2030.

[www.zelena-istra.hr](http://www.zelena-istra.hr)



<sup>1</sup> **Repair cafe** is a place where people gather to fix things together.

## IPOP - INSTITUTE FOR SPATIAL POLICIES

is a non-profit advocacy, research and consultancy organisation, established in 2006. IPOP supports communities towards sustainable urban development, inspiring others and being part of a wider movement transforming the world through changes in local environments. It is focused on four fields of action: Sustainable mobility, Empowering communities, Supporting urban governance, Resilient cities. Public participation is an underlying theme throughout IPOP's main fields of work. IPOP is part of the URBACT programme, a European exchange and learning programme promoting sustainable urban development, since 2009. Through URBACT it reaches practitioners, city officials, elected representatives and the civil society within Slovenia and beyond. IPOP initiated and since 2009 also coordinates a national network of NGOs in urban and spatial development - Mreža za prostor. Since 2015 IPOP is leading a national programme Active travel to school and healthy city co-financed by the Ministry for Health. IPOP's efforts for the common good have been recognized by the Ministry of the Environment and Spatial Planning, granting it the status of a non-governmental organization working in the public interest in the field of environmental protection in 2014 and in the field of spatial planning in 2019. Since 2008, the institute has been registered as a research organization at the Slovenian Research Agency.

[www.ipop.si](http://www.ipop.si)



## LEGAMBIENTE

is a non-profit organization consisting of a group of individuals, who came together to improve and protect the environment. **Legambiente Lombardia** performs its activities on a regional basis, with 85 local groups and in total 4400 members. Legambiente is an association best known for its campaigns: *Goletta dei Laghi*, an analysis of the health of Italian lakes for the promotion of coastline preservation; *Mal'aria*, campaign that first used white sheets to detect smog, traffic stress, noise pollution and pedestrian unfriendly cities; *Stopthefever*, which promotes real actions to reduce the emissions that can change the climate. It promotes initiatives against soil consumption and in favour of the conservation of natural resources. It gives priority attention to the issues deriving from environment and urban degradation, energy-related issues, development of the renewable energy sources and links between economy and the environment. Since 2008 Legambiente has been developing specific actions and campaigns on climate change, such as *Marcia per il Clima in Milan*, *Ecolife* or *Viviconstile* in order to raise citizens' awareness and engagement. Every year at least 5.000 young people get involved in Legambiente's campaigns such as *Festa dell'Albero* (*Tree celebration*) and *Clean up the world*, as well as in educational activities in Lombardy.

[www.legambientelombardia.it](http://www.legambientelombardia.it)

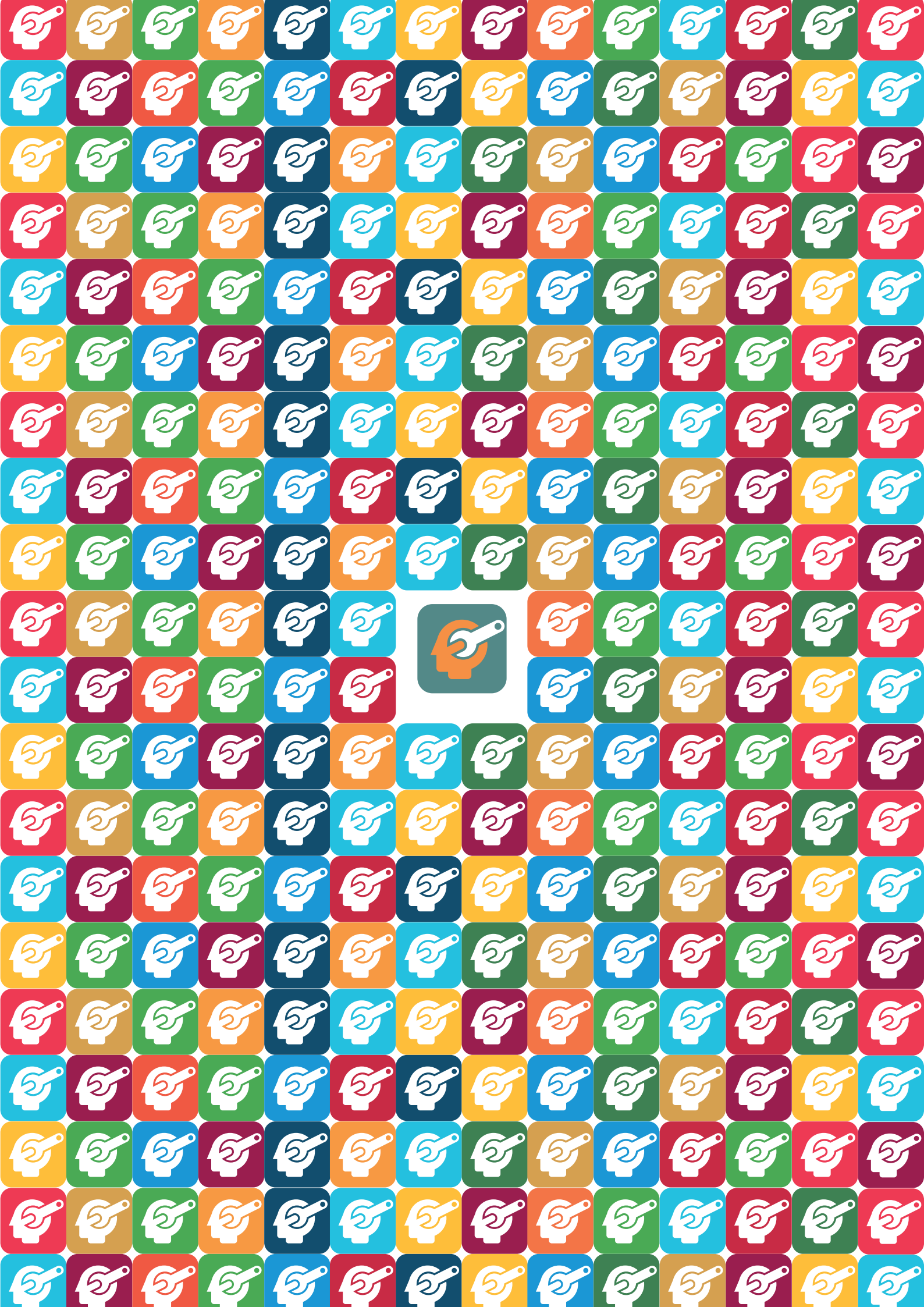


**LEGAMBIENTE**



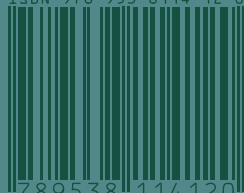
Project team gathered on the occasion of the transnational meeting, 15 July 2021, Community Center Rojc, Pula.







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