



## 11. Annex

### Activity 1

<b>Name of the activity</b>	<b>The sustainable genius</b>
<b>Topic Covered</b>	<ul style="list-style-type: none"> <li>• Sustainable lifestyle</li> <li>• Review of the zero waste concept</li> </ul>
<b>Learning Outcomes and Competences that can be acquired</b>	<ul style="list-style-type: none"> <li>• Raise awareness on what sustainable lifestyle is</li> <li>• Analyse main actions for sustainability</li> <li>• Review one's ecological footprint</li> </ul>
<b>Duration</b>	1.5 hours
<b>Kind of Method</b>	<ul style="list-style-type: none"> <li>• Non-formal education</li> <li>• Interactive discussion</li> <li>• Mind mapping</li> </ul>
<b>Required Materials</b>	<ul style="list-style-type: none"> <li>• flipcharts</li> <li>• Post-its</li> <li>• Projector</li> <li>• Felt pens/ pens</li> </ul>
<b>Learning Setting and Activity Description</b>	<p>Introduction:</p> <ol style="list-style-type: none"> <li>1. The trainer introduces the concept of sustainability and lifestyle introducing some pictures and asking why/why not they are sustainable activities. Pictures can be: a technology recycling station, kids playing with plastic toys, someone planting a tree, someone investing in green bonds, etc. Questions that can be done:             <ul style="list-style-type: none"> <li>- Why do we think/don't think of them as sustainable?</li> </ul> </li> </ol>



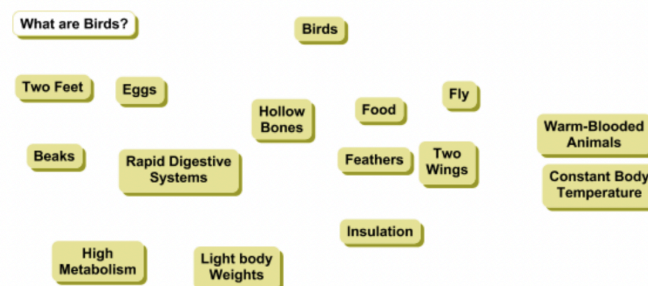


- What is the overlying concept linking the ones that are sustainable? And are they really so?
  - What is the limit of sustainability of each question?
2. The trainer introduces the concept of Overshooting and the Zero Waste philosophy. The educator goes through all the main concepts as reported in paragraph 3.
  3. Now, the trainer asks to map individual actions and see how they influence the environment and how we can act on sustainability. Especially, the educator asks to define a map divided to reflect on everyday actions done by everyone when it comes to food, mobility, housing, household goods, and tech appliances, and other actions (advocacy, communication etc).

The educator divides participants in groups (3-4 people each), and they will reflect about their everyday lives as a concept map by using the Cmap strategy.

The educator will make an example. What are birds?

Participants can fill in many concepts that might cover the following ones:



By the usage of arrows and linking verbs, participants might rewrite such concepts like this:





	<p>Using the same approach, groups can reflect in linking the different concepts by using action verbs/expressions and have a deeper understanding about sustainability.</p> <p>Participants may have up to 30-45 minutes to cooperate in groups. They are encouraged to make it as creative as possible.</p> <p>At the end, each group can present it to the rest of the groups and jointly discuss.</p>
<p><b>Activity Evaluation/ Reflection</b></p>	<ul style="list-style-type: none"> <li>• Have you ever thought of all your actions so interconnected?</li> <li>• Do you think that sustainability is something immediately related only to the environment? Why/why not?</li> </ul>
<p><b>Materials needed</b></p>	<p>Presentation with the main concepts of mindmapping</p> <p>Further reading: <a href="https://cmapcloud.ihmc.us/">https://cmapcloud.ihmc.us/</a></p>

