EFDI

EN

Ecological Future
Diverse and Inclusive

CURRICULUM

EFDI – Ecological Future Diverse and Inclusive

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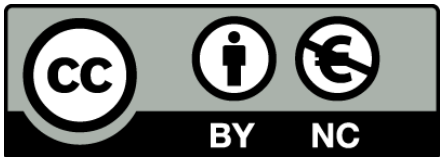


PROJECT PARTNER

LebensGroß https://www.lebensgross.at/ 

agado Gesellschaft für nachhaltige Entwicklung https://www.agado.org/ 

SIBIRKA CENTRUM SOCIÁLNYCH SLUŽIEB http://www.sibirka.sk/ 

a.t.t. fusion https://artfusion.ro 

CONTENT

EFDI CURRICULUM

FOREWORD

This Curriculum was developed as part of the project EFDI – Ecological Future Diverse and Inclusive. The project received funding from the European Commission, within the framework of ERASMUS+.

The EFDI project – Ecological Future Diverse and Inclusive – aims to make knowledge, skills and opportunities for participation on the topics of climate protection and sustainability easily accessible for people with intellectual and/or complex disabilities.
The overall aim of the project is to enable people with disabilities to have a voice and to participate in the response to climate change.

Climate Change is one of the biggest dangers for the planet. Its consequences threaten people all over the world now and endanger the life of future generations as well.
Consequences are various: the ice of the earth is melting, sea levels are rising, weather extremes are increasing and ecosystems are being destroyed.
In the year 2015 the United Nations (193 member states) adopted the "2030 Agenda for Sustainable Development" in order to provide guidance for a sustainable and equitable future.

The 2030 Agenda for Sustainable Development of the United Nations is a plan of action for people, the planet and prosperity. It defines 17 Sustainable Development Goals (SDGs) that are also part of the EU Agenda 2030 to build a better world for people and our planet. One goal is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

EFDI developed, by means of inclusive education, tailor-made offers for people with learning difficulties or intellectual disabilities and/or complex disabilities. Additionally, the project will bring benefits for many other people who depend on simple language for other reasons.

The EFDI project was carried out by four organisations from European countries:

LebensGroß GmbH, Austria is a non-profit organisation that accompanies people in different life situations. LebensGroß offers services for people of all ages, people with and without disabilities, young people, people with barriers in the labour market, people with mental illness, refugees.

agado – Association for Sustainable Development, Germany is focusing on education for sustainable development. Via projects, campaigns and events, (agado aims at empowering people to live and work increasingly sustainably.) agado aims to enable people to live and work in an increasingly sustainable way. agado informs about causes and background of global challenges and develops practical approaches for individual and societal actions.

A.R.T. Fusion, Romania is an organisation that changes the attitudes of the people in our global community, together with other society members, to find solutions on the focus of social responsibility and global responsibility. The methodology that is used includes participative arts methods, living library, street campaigning and global education.

Center of Social Services Sibirka, Bratislava works in a residential form with adults with multiple disabilities. One part of social service is a lifelong learning in the social sphere where the independence of people with disabilities is supported in self-care, and with basic social activities in cooperation with the community. The other part of the services includes work routines and opportunities for activities like elements of art therapy, music therapy and drama therapy.

RESULTS

EFDI Curriculum

The Curriculum addresses all target groups in terms of ecological knowledge and has a special focus on the needs of people with intellectual and/or complex disabilities. The curriculum covers the topics: Food, Mobility, Consumption and Biodiversity and the overarching topic Climate. It contains a collection of methods and serves as a curriculum for inclusive work.

EFDI Guidelines for Community Experiences

The Guidelines for Community Experiences offer a didactical framework in order to work on ecological topics based on experiences and studies in the community. The bridges between people with disabilities and communities that are built in this way enable them to learn and understand ecological or sustainable processes.

EFDI Campaigning Set

The Campaigning Set empowers people with intellectual disabilities to launch campaigns for a better ecological future in order to engage as active problem solvers. Therefore, it creates opportunities for people with intellectual disabilities to get active, be heard, and participate in democratic life.

EFDI Multisensory Art Book and Toolbox

The Multisensory Art Book and Toolbox provides a sensory-orientated learning edition for the topics of ecology and climate protection. It enables people with intellectual and/or complex disabilities to learn and understand on an emotional and sensory based level.

INTRODUCTION EFDI

CURRICULUM

This Curriculum assists interested and motivated trainers in introducing the topic of climate change and its connection to food, biodiversity, consumption and mobility to people with learning difficulties, to people with complex and/or intellectual disabilities and to other target groups who need accessible materials in simple language.

Various methods with regard to the basic competences of 'Education for Sustainable Development' create the basis for this goal. By applying these, people will be able to enhance their knowledge on the respective topics and will be empowered and motivated to act together with others. As one part of the process they will reflect on their own action strategies and behaviors and detect risks and uncertainties. In the end, they will be able to use their idea of justice and create new ways of action that show empathy with the people and the planet. Together they will get active towards a more sustainable future. The offered methods are specifically designed to create the space to develop these competencies at different levels, depending on the learners' abilities.

In addition to methods and learning activities, the Curriculum delivers enough background knowledge and additional materials for trainers on the topics climate change, food, biodiversity, consumption and mobility to be able to guide learners through the activities and lead discussions on future fields of action.

The Curriculum contains a general introduction to climate and climate change to give basic information necessary to link the overarching topic of climate change with four related topics: food, biodiversity, consumption and mobility. It aims to create a common ground for trainers with different levels of prior knowledge always bearing in mind the target group and its abilities. Information for information's sake is to be avoided.

Following that, trainers will find four modules on the four topics related to climate change. Each of the modules will also contain a short introduction to point out the connection between climate change and the respective topic.

In addition, the topics for each chapter are described below in simple language. In this part, which is supported by pictures, the focus is on the comprehensibility of the information and less on the amount of information. On the one hand, this second level serves to enable people with less language comprehension or learning difficulties to become active as co-trainers. On the other hand, this part can also be printed out and used as a hand-out or a summary in the workshop.

Moreover, each module contains different methods and learning activities with which trainers and clients can experience the topics in a heart, head and mind approach. Every activity is linked to the topic of the module. This connection is available in standard language and simple language. The activity's idea and objectives are set out, its necessary resources are stated and it is described in detail to guarantee easy implementation.

These activities are described at three different skill levels. The skill levels are from beginner through intermediate to advanced and are marked with leaves. The assessment is based on the complexity of the activity and whether additional support is needed to complete it.

At the end of the Curriculum, trainers will find a glossary, which contains all important specialist terms relevant for each module explained in simple language designed to be passed directly to learners.

In connection to the EFDI Curriculum, the EFDI Multisensory Art Book and Toolbox was created, which addresses especially the educational needs of people with intellectual and/or complex disabilities. It contains exclusively sensory-orientated methods and learning activities and complements the EFDI Curriculum with respect to the topics of ecology and climate protection.

FOREWORD

SIMPLE LANGUAGE

This Curriculum was developed as part of
the project EFDI – Ecological Future Diverse and Inclusive.

The EFDI project has a big goal.
The goal is to inform people with disabilities
about climate protection and sustainability.
Then people have chances
to take part in these important topics.

The main goal of the project is
that all people can participate
and raise their voice
for a healthy planet.

Climate change is a major threat to our planet.
Its consequences threaten people all over the world.
and the lives of future generations.

The consequences are manifold:
The earth's ice is melting.
Sea levels are rising.
Weather extremes are increasing.
Ecosystems are being destroyed.

The 2030 Agenda for Sustainable Development
of the United Nations is a plan of action
for people, the planet and prosperity.
It defines17 Sustainable Development Goals (SDGs)
to build a better world for people and our planet.
One goal is to ensure inclusive and equitable quality education
and promote lifelong learning opportunities for all.
The SDGs are also part of the EU Agenda 2030.

EFDI – Ecological Future Diverse and Inclusive is a European project.
It targets people with learning difficulties and disabilities.
The project enhances ecological competences and knowledge.
Many other people will also benefit from
easy to understand language activities and materials.
The EFDI project supports organisations in their work for sustainability.

The 4 partners of the project are:

Organisations for people with disabilities:

- **LebensGroß GmbH, Austria**
  assists and accompanies
  people with and without disabilities,
  people with barriers in the labour market,
  people with mental illness and refugees.
- **Center of Social Services Sibirka, Bratislava**
  works in a residential form with adults with multiple disabilities.
  People with disabilities get the opportunity:
  to social activities in cooperation with the community
  to exercise work routines and
  to make use of art therapy, music therapy and drama therapy.

Organisations for sustainable development and global responsibility:

- **agado – Association for Sustainable Development, Germany**
  is focusing on education for sustainable development.
  agado organises projects, campaigns and events and
  empowers people to live and work increasingly sustainably.
- **A.R.T. Fusion, Romania** aims to change the attitudes
  of the people, together with other society members.
  It helps find solutions to social and global challenges.
  The methods are participative such as living library
  and street campaigning.

Results of the EFDI project are:

- **EFDI Curriculum** covers following topics:
  climate, food, mobility, consumption, biodiversity.
  Biodiversity means a variety of plant and animal life.
  Mobility means going by bus, tram, bicycle or walking.
  The curriculum contains a collection of methods and activities.

- **EFDI Community Guidelines** offer learning possibilities on ecological topics. They are based on experiences and studies in the community.

- **EFDI Campaigning Set** helps people with learning disabilities to launch campaigns for a better ecological future.
  They can develop ideas and practical suggestions for campaigning.

- **EFDI Multisensory Art Book and Toolbox** provides learning materials for ecology and climate protection.
  The learning materials are sensory-orientated.

INTRODUCTION EFDI CURRICULUM

SIMPLE LANGUAGE

The curriculum covers the topics of
food, mobility, consumption and biodiversity
and the overarching topic of climate.
The curriculum contains a collection of
methods for the work with people with disabilities.
It aims to inform people about a healthy planet
climate change and climate protection.

The methods come from the UNESCO Campaign
"education for sustainable development".
Participants expand their knowledge on all topics.
They are motivated to act together.
At the end, the participants will be able
to work together for a sustainable future.
The methods are designed
according to the participants' abilities.
In addition to the methods and learning activities,
the curriculum provides background knowledge and
additional materials for trainers.

The curriculum starts with a general introduction
to the topic of climate and climate change,
food, biodiversity, consumption and mobility.
It aims to create a common basis

for trainers with different levels of prior knowledge.
Each of the modules contains a short introduction to clarify
the connection between climate change and the topic.
Each module contains different methods and learning activities.
The topics are then experienced together with heart, head and mind.

All activities are described in detail
and a reference to the topic is made.
Each activity is available in three different skill levels.
The skill levels are from

BEGINNER

INTERMEDIATE

ADVANCED

The level says how easy an activity is
and if support is necessary.

At the end of the Curriculum, there is a glossary.
It contains all important terms in simple language.

For people with complex disabilities
trainers may use the EFDI Multisensory Art Book and Toolbox.
It provides sensory orientated learning materials.

CLIMATE & CLIMATE CHANGE

WHAT IS CLIMATE AND CLIMATE CHANGE?

Climate describes the average temperature at a place over a long period of time. It does not change very quickly, but stays the same for many years. In the history of the world the earth's climate has changed slowly a few times. For example, about 20.000 years ago when there was an ice age and it was freezing cold. At the moment, we can witness a climate change that moves much faster than usual.

Everything began in the 19th century when two gases started to appear more and more: **CO2** and **methane**. The gas is like air. It is neither liquid like water nor solid like ice. In addition to these two gases, **oxygen** is another important gas. Humans and animals breathe oxygen and release CO2 when they exhale. Then plants get into action. They breathe CO2 and let out oxygen.

CO2, oxygen and methane are part of a thin blanket of air that surrounds the earth. It is called the **atmosphere**. Without this blanket, life on earth would not be possible. The gases in the atmosphere stop some of the sun's rays that reach the earth to bounce them back into space. Then the earth can heat up like a greenhouse and create a climate that makes life possible. This is system is called **'NATURAL GREENHOUSE EFFECT'.**

When why this people started to burn large amounts of coal, oil and gas in factories and to fuel modern means of transport like cars, trains and airplanes a lot of CO2 was set free. Also, meat production became larger and cows, pigs and chickens give off of big amounts of methane.

Unfortunately, the more **greenhouse gases** like CO2 or methane we add to the atmosphere and the more trees and plants we destroy, the thicker the blanket grows, the less sun rays bounce back into space and the hotter it gets on earth.

► More information on human-caused climate change can be found on

https://www.dw.com/en/fact-check-is-global-warming-merely-a-natural-cycle/a-57831350

More information on causes and effects of climate change can be found on

https://www.un.org/en/climatechange/science/causes-effects-climate-change

Climate change has many effects:

- glaciers and the ice at the North and South Pole melt and flood coastal areas
- entire forests and trees burn and the stored CO2 gets into the atmosphere
- rain, storms and heat waves become stronger
- the oceans are getting warmer therefore many fish and coral reefs die because they need lower temperature
- animals are in distress because they cannot get used to the heat quickly enough and have to move somewhere else or are endangered/face extinction

The following four modules on the topics of food, biodiversity, consumption and mobility offer more information and group activities. Each module also contains a short introduction to point out the connection between climate change and the respective topic.

CLIMATE & CLIMATE CHANGE

SIMPLE LANGUAGE

Climate is the average weather in a place over many years.
It does not change very quickly,
but stays the same for many years.
In the history of the world
the climate on earth changed slowly a few times.
For example, about 20.000 years ago
when there was an ice age and it was freezing cold.
At the moment, climate changes more quickly than usual.

In the 19th century when people began using
coal, oil and gas in factories
and modern transport like cars, trains and airplanes
two gases appeared more often: CO2 and methane.
A gas is like air.
It is neither liquid like water nor solid like ice.
Oxygen is another important gas.
Humans and animals breathe oxygen and release CO2
when they exhale.
Then plants get into action.
They breathe CO2 and let out oxygen.

CO2, oxygen and methane are part of a thin blanket of air
that surrounds the earth. It is called the atmosphere.
Without this blanket life would not be possible.
The gases in the atmosphere stop some of the sun`s rays
that arrive on earth to bounce back into space.
Then the earth can heat up like a greenhouse
and create a climate that makes life possible.
This is called 'NATURAL GREENHOUSE EFFECT'.

When people started to burn large amounts of
coal, oil and gas in factories and
began to use cars, trains and airplanes
a lot of CO2 was set free.
Meat production became larger
cows, pigs and chickens give off big amounts of methane.

Unfortunately, the more greenhouse gases
like CO2 or methane
we add to the atmosphere and
the more trees and plants we destroy
the thicker the blanket grows
the less sun rays bounce back into space
and the hotter it gets on earth.

Climate change has many effects:

- glaciers and the ice at the North and South Pole melt and flood coastal areas
- entire forests and trees burn and the stored CO2 gets into the atmosphere
- rain, storms and heat waves become stronger
- the oceans are getting warmer therefore many fish and coral reefs die because they need lower temperature.
- animals are in great misery because they cannot get used to the heat quickly enough. Either they can move to another habitat or become extinct.

The four modules on the topics
food, biodiversity,
consumption and mobility
offer more information and group activities.
Each of the modules contains a short introduction
to point out the connection
between climate change and the topic.

CLIMATE & FOOD

For more interesting numbers on food production please see:

https://www.nytimes.com/interactive/2022/dining/climate-change-food-eating-habits.html

Every year, 500 kg of food is consumed per person. This is about as much as a polar bear weighs. Growing, processing and transporting food consume a lot of resources. For example, growing and harvesting apples requires land, trees, sun, farm work and water. In the end, about 820 litres of water are used per kilogram of apples. This is about as much as five bathtubs. It takes even more resources to bake a loaf of bread. In addition to sun, water, time and hard work of farmers, millers and bakers about 80 square meters of fertile land are needed to produce enough bread for 4 people a year. This is as big as an average sized flat. Also, the production of cheese consumes many resources: soil for grazing cows, fodder/animal feed, sun, water, farmers' time and labour.

However, not only the production of food has an impact on our planet. Processing, packaging and transportation of vegetables, fruits, cheese, milk and meat uses resources as well and emits a lot of CO2 gas, which intensifies climate change as stated in the introduction.

Although food production takes a lot of time, effort and resources, a third of it is wasted globally every year. If food waste was a country, it would be as big as China. While the food currently wasted only in Europe could feed 200 million people.

To reduce climate change everybody can follow this simple 5-step shopping guide:

regional - seasonal - organic - vegetarian - less processed

- **Step 1 & 2:** Regional and seasonal foods reduce long transport routes and the use of heated greenhouses. The local economy is supported and typical cultural landscapes like meadows and orchards are preserved. Farming fresh fruit and vegetables also supports diverse and healthy lifestyle.

- **Step 3:** Organic farming is more climate friendly, because it does not use chemical pesticides and fertilizers, requires less animal breeding and uses regionally produced animal feed.

- **Step 4:** Animal products like meat, milk and eggs have a bigger impact on the environment than vegetables and fruits. Animals need space to live and farmers need space to grow their feed. Due to the space needed, very often rain forests are cut down, which releases a lot of stored CO2. Also, animals release methane during digestion, which is a very strong greenhouse gas as well.

- **Step 5:** Eating and cooking fresh whole fruits and vegetables saves on production, packaging, transportation and gives the opportunity to use them creatively to your liking.

Within the 'EFDI Curriculum' this module focuses on the connection between climate change and food. It suggests activities, which can create an understanding of the basic processes of food production.

The following recommendations for action offer participants the possibility to learn about the connection between climate change and food, experience different aspects of it through various methods and sensory experiences and empower them to take an active part in change.

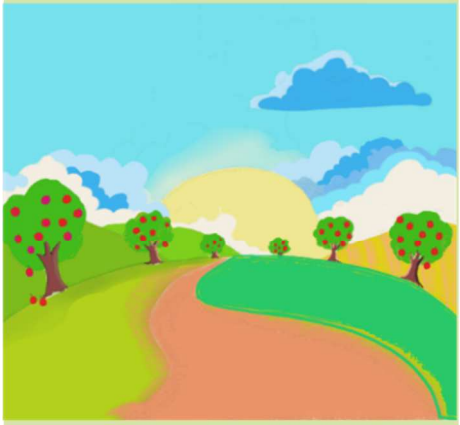
By getting to know different climate friendly varieties and learning how to integrate them into their diet, participants enter the 'Circle of Change' which is an important concept in the field of empowerment. As soon as people care for something, they seek to learn more about it and are more likely to act, even if these actions are uncomfortable to carry out.
Therefore, the suggested activities are fun group activities that reveal information in the process of acting together in a group with friends. Methods in this module mostly rely on head, heart and hands activities according to the concept by Pestalozzi to both get to know interesting facts about food production and experience simple ways to have a positive impact on the climate and the planet.

CLIMATE & FOOD

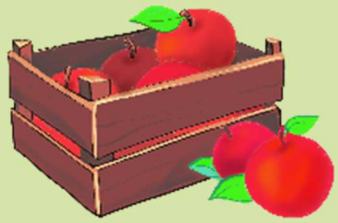
SIMPLE LANGUAGE

Every year, each person
eats about 500 kg of food,
which is as much as an ice bear weighs.

When we grow, process and transport
this food, we produce a large amount
of greenhouse gases.
This is the weight of 4 cows.
About a quarter of greenhouse gases
come from the food sector.



For example, to grow and harvest an apple,
we need land, trees, sun, labour and water.
For one kilogram of apples,
we need about 820 litres of water.
That makes five bathtubs.



We need many resources for bread.
If we produce bread
for 4 people for one year.
We need about 80 square metres
of fertile soil.

If we produce cheese we need many

resources such as soil, cows, fodder, sun, water, time and the labour of the farmers.

Processing, packaging and transporting goods, consumes precious resources.
This has a direct impact on our planet.
Many carbon dioxide gases are emitted, that accelerate global climate change.
You can follow a simple 5-step shopping guide which helps
to slow down the global climate change.

Step 1: **Buy from regional producers.**

If you buy regional food
this leads to shorter transport routes.
Hence less carbon dioxide gases
are released.

Step 2: **Buy seasonal products.**

Seasonal products such as fruits and vegetables are grown and harvested in a certain season.

Step 3: **Buy products from organic farming.**

Organic farming is an environmentally friendly method.
Products and food from organic farming

are healthy.
They are not sprayed with chemical substances.

Step 4: **Eat vegetarian more often.**
A balanced vegetarian diet is good for people's health.
This protects our environment and resources because less methane gases are emitted.

Step 5: **Avoid processed products.**
When you eat and cook fresh, whole fruits and vegetables, you save on production packaging and transportation costs.
You will even discover new tastes and eating experiences
You can create meals the way you like them.

What can participants learn by doing the activities?

The participants learn with these activities how climate change and food are connected.

Different methods are offered to them.
Hence, they can actively contribute
to a positive change.

The suggested activities are
fun group activities.
The relevant methods are mainly based
on head, heart and hand activities.
Pestalozzi's concept is
the basis for these methods.
The participants learn interesting facts
about food production.
They also learn simple ways to influence
the climate and planet.

► More information
about the concept by
Pestalozzi:

http://head-heart-
hand.org/default.aspx?n

HOW TO PIMP YOUR TAP WATER

CONNECTION CLIMATE CHANGE & TAP WATER

DIDACTICAL ADVICE ◄

Buy 2 bars of chocolate and cashew nuts to demonstrate the weight of the CO2 emissions.

For more information on the water industry please see: ◄

https://thewaterproject.org/bottled-water/bottled_water_wasteful

Every year, on the **22nd of March** people around the earth celebrate **World Water Day** to highlight the importance of water for our daily life. The earth AND every human equally consist of about 70% water. Without it, we are in trouble. Climate change directly endangers/threatens our world-wide water supplies. Warmer temperatures lead to increased evaporation followed by heavy rainfall events and floods. Also, droughts and heat waves are more common, rivers are at times experiencing extremely low water levels and groundwater levels are falling.

Drinking tap water instead of bottled water is one of the easiest ways to protect the climate and prevent the changes that are already taking place. Firstly, it saves CO2 emission caused by the production of bottled water and its transportation. Bottled mineral water is, believe it or not, responsible for about 200 grams of CO2 per litre, which is as much as two bars of chocolate.

Tap water on the other hand only releases 0,35 grams of CO2, which is less than a cashew nut. Secondly, it saves on oil and energy during production. Not to mention the amount of years a plastic bottle takes to decompose - 1000 years!

TIME FRAME: 60 MINUTES

SKILL LEVEL: BEGINNER – ADVANCED

ACTIVITY IDEA AND OBJECTIVES:

The idea is to make drinking tap water more interesting, fun and delicious, so it has the chance to become the preferred natural refreshment choice. Participants get the opportunity to learn about the importance of tap water for active climate protection and are able to give examples why it makes sense to stick to tap water. They can turn tap water into a creative drink

and are able to think and talk about their possibilities to take an active part in climate protection.

NECESSARY RESOURCES:

Food: tap water, herbs, citrus fruits, berries, ginger, edible flowers etc.

Other: glass bottles

WHAT TO DO:

BEFORE

- read the introduction to this activity and make sure you know some reasons why pimping tap water can be considered an activity to promote conscious food intake and how it can be connected to act against climate change
- get together and talk about the importance of water for human life on earth and the problems that are caused by the production of bottled water. To visualise the numbers, you can use glass marbles or pulses.

DURING

- fill the glass bottles with tap water and add herbs, fruits and flowers to your liking. Let the water get infused by the different ingredients and start a water tasting. Everybody can then choose their favourite flavour and make an affirmation like '*From now on I will drink tap water every day' or 'I will only buy bottled drinks once a week'*. Hang them in the institution's kitchen or somewhere prominent as a reminder for everyone.

HOW CLIMATE CHANGE AND TAP WATER ARE CONNECTED

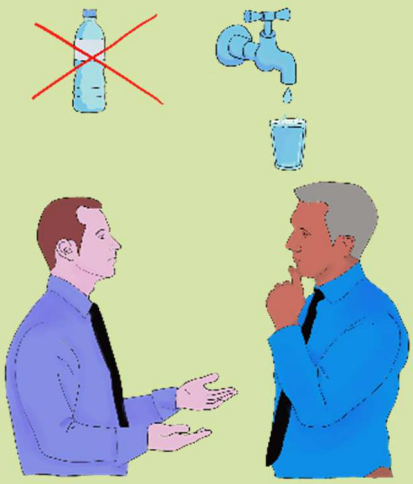
On the 22nd of March, people celebrate World Water Day.
The earth and every human being consist of about 70 percent of water.
Without water, we would be in trouble.
Climate change puts our global water supplies at risk.

The easiest way to protect the climate is
To drink tap water instead of bottled water
Less carbon dioxide gases are released.
Important resources are saved as well.
For example, a plastic bottle can take 1000 years to decompose.

ACTIVITY: How to pimp up your tap water

The idea is to make drinking tap water more interesting, fun and tasty.
It should become the preferred natural refreshment.

The activity is suitable for ALL learners.
Everything and every step of how the exercise is done
is explained in detail to the participants.
Herbs and pieces of fruit are placed in jugs and then filled with water.
In addition, to stimulate the senses,
you can also taste the fruit pieces and fruits before preparation
and the taste variety of the ingredients
can be discussed.



HOW TO SAVE YOUR LOCAL FOODS

CONNECTION: HOW CLIMATE CHANGE & FOOD SAVING

Along the entire food supply chain from cultivation to our plates, about a third of the food produced for human consumption is lost worldwide.

Half of it gets thrown away by consumers at home. As agriculture and food production causes one-third of greenhouse gas emissions it only makes sense not to let all the resources, energy and love put into it go to waste. Reducing food waste and appreciating food is in fact the third most effective way to take action when it comes to climate protection. You do not need any money, you can make a difference and it is fun! As bread, fresh fruits like bananas or apples and veggies are mostly thrown out although still edible, it can be a good start to experiment with recipes saving these foods.

TIME FRAME: 60 MINUTES

SKILL LEVEL: BEGINNER – ADVANCED

ACTIVITY IDEA AND GOALS:

The idea is to dive into a multi-sensory activity, which gives participants ideas on how to use leftovers or other fresh produce to prevent throwing it away. Participants get the opportunity to learn about the problem of food waste and get to know the concept of food appreciation. They try out a recipe with leftover foods and are able to think and talk about their possibilities to take an active part in climate protection.

NECESSARY RESOURCES:

Food: old bread, olive oil, garlic, salt, dried herbs

Other: knives, baking tray, parchment paper

WHAT TO DO:

BEFORE

- read the introduction to this activity and make sure you know some reasons why pimping tap water can be considered an activity to promote conscious food intake and how it can be connected to act against climate change
- organise leftover bread and the rest of the ingredients
- organise all other necessary resources

DURING

- cut or break bread into small pieces
- season it with oil, garlic and herbs to your liking
- bake at 180 degrees for 15-20 minutes

ADDITIONALLY

- if bread, fruit or veggies are no longer fresh and edible consider composting. There are various different methods suitable for any location and surroundings

► For more information on methods of composting please see:

https://www.gardensthatmatter.com/infographic-best-compost-method/

HOW CLIMATE CHANGE AND SAVING FOOD ARE CONNECTED

Most of the food that we produce is wasted.
The consumers throw away
half of the food at home.

Agriculture and food production cause
one third of greenhouse gas emissions.
Energy, resources and food
should not be wasted.
Wasting no food is an effective way
to protect the climate.

Bread, fresh fruits and vegetables are often
thrown away, even if they are still edible.
A good start is
to use recipes that save food.

THE ACTIVITY: Bread and herbs

The idea is to dive into a multisensory activity.
We offer ideas and solutions for
a better use of leftovers or products.
The goal is that we don’t throw them away.
We also offer information about food waste.

And you learn to appreciate the products.
New recipes are developed and
we get actively involved in climate protection.

The activity is suitable for ALL learners.
Everything and every step of how the exercise is done
is explained in detail to the participants
During this activity students need support as help with baking and cutting.
Access to food preparation is especially important for all of us.
We all need to feed ourselves every day.
As this activity is guided step by step, it is easy to apply.

HOW TO PLAY 'PASS THE MEAT'

CONNECTION CLIMATE CHANGE & 'PASS THE MEAT'

Agriculture is with a third of all greenhouse gas emissions one of the main contributors to climate change. Livestock farming contributes to it by about 70%. Not only because of the methane emitted from cows but also by nitrous oxide due to extensive fertilization of farmland. Methane and nitrous oxide are even more dangerous than CO2. Also, deforestation of rainforests for soy production as animal feed, the conversion of grasslands to cropland and drainage of wetlands are major contributors to global warming.

But, if everybody decided to renounce from meat consumption once a week, each person could save 100 kg CO2 a year. This is about the weight of a male orangutan. In Europe, we could save more than 37 billion kg CO2, which would take us 18 million times around the earth. Therefore, getting to know the facts around CO2 emissions during the production process of fruits, vegetables and animal products is a perfect start to raise awareness and be able to gather ideas for change in daily meal plans.

For more information on the impact of agriculture and meat consumption on climate change please visit:

https://www.greenpeace.org.uk/news/why-meat-is-bad-for-the-environment/

TIME FRAME: 30-45 MINUTES

SKILL LEVEL:

INTERMEDIATE – ADVANCED

ACTIVITY IDEA AND OBJECTIVES:

The idea is to playfully raise awareness about the various CO2 emissions from different foods and therefore their joint impact on climate change. Participants will be able to realise that animal products have the most impact on climate change because of their CO2 emissions and landmass usage. Naturally, meat is the least popular card in the game and will be avoided at all costs After the game, participants can discuss the fruits and vegetables on their cards, sort them according to CO2 emission when

desired or link them with the different resources needed to produce them. This gives opportunity to start discussing new possibilities and get active.

NECESSARY RESOURCES:
Other: game cards from ADDITIONAL MATERIAL document (2-4 players), paper, pen, resources cards for after the game

WHAT TO DO:

BEFORE

- read the introduction to this activity and make sure you know some reasons why “pass the meat” can be considered an activity to promote conscious food intake and how it can be connected to action against climate change
- print out the game cards and laminate them after printing, if needed. Cut them out.

DURING

- Shuffle the cards and hand them out to all players. Whoever already finds a pair in their cards is allowed to place it on the table
- Then, the player with the most cards begins and draws a card from his or her left neighbour. If it is possible to build a new pair with the card, he or she is allowed to put it on the table
- Then, the game continues counterclockwise until one player is left with the ‘Meat Card’, which does not have a pair. Now it is time to add the points (-6 for the ‘Meat Card’, +2 for milk and cheese, +5 for all the rest).
- Of course, you can play this game for as many rounds as you like and sum up the points in the end to crown your ‘Veggie Winner’! Or you do not add up points and just call out the player who ended up with the ‘Meat Card’.

AFTERWARDS

- Open up a discussion about why different cards earn different amounts of points. Use the resources buttons also added in the ADDITIONAL MATERIAL document to make clear what resources are needed to produce vegetables, milk and cheese or meat. For further clarification see the attached example sheet

HOW CLIMATE CHANGE AND MEAT ARE CONNECTED

Agriculture especially contributes
with about 30 percent
greenhouse gas emissions
to climate change.
Livestock farming adds to it by 70 percent.
Global warming is caused as well by:

- Deforestation of rainforests
- The conversion of grassland
  and arable land
- The draining of wetlands

We can give up eating meat once a week.
Each person could make a contribution.
About 100 kg of carbon dioxide
could be saved per year.
That would be the weight of an orangutan.

It is important
to get information on global warming.
Carbon dioxide is released

- when fruits and vegetables
  are produced
- when we produce animal products

This activity raises awareness.
New ideas can be created for the daily menu.

THE ACTIVITY: Pass the Meat

The idea is to raise awareness
with play way methods.
You can get an idea about
carbon dioxide emissions
of foods and the related impact
on climate change.
After the game the participants can discuss
the fruits and vegetable varieties.
They can sort them
according to carbon dioxide emissions.
They can link them
to the different resources.

This game fits learners with learning disabilities.
To ensure that all learners benefit fully,
the cards should be colour-coded: red for meat,
yellow for milk and cheese, green for fruit
and vegetables.
Count, how many pairs of each colour
the players were able to collect.
Discuss about the game.
This is an added value to the game.
Taste the fruits and vegetables at the end.

HOW TO EXPLORE YOUR SENSES

CONNECTION CLIMATE CHANGE & HOW TO USE YOUR SENSES

For more information on the benefits of fresh, regional and organic fruits and vegetables please see:

https://www.fao.org/organicag/oa-faq/oa-faq6/en/

Human beings are creatures of habit. Very often they choose the easy or well-known paths and diet is no exception. From birth, they tend to like fat and sweet foods because this is what breast milk or formula tasted like when they were small. Also, people tend to dislike bitter foods as this is nature's way to warn us of dangerous or poisonous varieties. However, good, healthy, climate friendly taste can be learned. We need to try a specific type of food six to eight times before we can know for sure whether we really like it or not. So let's go on a food exploration! Especially, because expanding our food knowledge, challenging our senses and including more fresh, regional and organic fruits and vegetables into our diet can spice up our lives, enhance our health AND cool down the climate.

TIME FRAME: 60 MINUTES

SKILL LEVEL: BEGINNER – ADVANCED

ACTIVITY IDEA AND OBJECTIVES:

The idea is to get to know fresh fruits and vegetables according to season on a very basic level and in an exploratory way. Participants can experience their taste, texture, smell and sound and learn to recognise old and new varieties by using and focusing on their senses. In the process, participants with different abilities can focus on their strengths and present it to others. In the end, they will be able to name different fruits and vegetables and can describe how they smell, taste and feel. During the discussion or while cooking, they reflect on their preferences and get inspired to expand their food palette.

NECESSARY RESOURCES:

Food: different fruits and vegetables that are in season

Other: fabric bags, plates, knives, toothpicks, glass jars, sleeping masks, pens, printed 'Use your senses' sheets from annex (optional)

WHAT TO DO:

BEFORE

- arrange the table with the following equipment:
  - fabric bags with fragrant fruits or vegetables to smell
  - plates with cut fruits and vegetables to taste, toothpicks, and sleeping masks
  - fabric bags filled with fruits and vegetables with different forms
  - covered glass jars filled with grains, pulses or vegetables that make a sound
- print out the 'Use your senses' sheet, if suitable for your participants and hand them out with a pen.

DURING

- let your participants walk around the tables, let them sense the foods and make notes on their sheets. If needed, guide them and ask them questions on the sheets.

AFTERWARDS

- take all used vegetables and pulses to cook a delicious soup. Cut up all fruits to have a fruit salad for dessert.

► DIDACTICAL ADVICE

You can also make it very easy by offering a choice of three different answers at each station. For example, if a banana is in the feeling bag, put an apple, a banana and an orange beside it to point to.

► To find a recipe for a vegetable soup please see: https://www.cookingclassy.com/vegetable-soup/

HOW CLIMATE CHANGE AND USE YOUR SENSES ARE CONNECTED

SIMPLE LANGUAGE

All people have habits.
People very often choose the easiest way.
This is also the case when it comes to food.
From birth, people tend
to like fat and sweet foods.
They need fat and sweet foods to survive.
They learn from an early age
how food tastes.
But you can learn tastes anew.
We have to try foods several times.
Only then we know if foods taste nicely.

Let's go on a discovery journey.
We expand our knowledge about food
and sharpen our senses.
We are changing our menu.
In future we choose fresh, regional
and organic foods.
We thereby improve our health
and the climate.

THE ACTIVITY: How to explore your senses

The idea is to get in touch with fresh fruits
and vegetables according to the season.
Participants can experience the taste,
texture, smell and sound
of fruits and vegetables.
They get to know old and new varieties.
They can sharpen their senses.
In the end they will be able to name
and describe different fruits and vegetables.

The activity is suitable for ALL learners.
Everything and every step
of how the exercise is done
is explained in detail to the participants.
Learners with learning difficulties
can do the exercise independently.
With guided support
all learners can do this exercise.

CLIMATE & BIODIVERSITY

Biodiversity sounds like a complicated word, yet the meaning is quite easy – **all kinds of life on earth in all its forms and colours**. When talking about biodiversity, we can divide it into three areas: diversity within **species**, diversity within **genes** and diversity within **ecosystems**.

Diversity in species

Foxes, ice bears or giraffes are called species. They all look different and cannot make babies among each other. Almost 9 million different animal and plant species live on our planet. This number shows the huge **diversity within** species among which we live.

Diversity in genes

When looking closer, every giraffe for example is different as well. Some might be taller, bigger or gentler than others. Tiny **genes** in their bodies determine what each giraffe will look and how their characters will be like. Thus, genes are like very small pieces of paper on which information about the giraffe is written on. All pieces of paper together form a giraffe building construction plan.

- The whole construction plan is called 'genome'.

Humans also have these genes in their body, which is why we all look different, have different strengths, like different kinds of food or are interested in different kinds of leisure activities. Thus, **diversity in genes** guarantees that every animal, plant or human being is special and can contribute something unique to the world.

Diversity in ecosystems

Of the around 9 million estimated species on earth about 1.7 million species have been determined until now. They all live together in special living environments. These are called ecosystems.

- Animals, plants and fungi are called biocenosis, whereas the living environment is called biotope. Both of them together build an ecosystem, which is connected and works together.

Coral reefs, oceans, meadows, forests, lakes or deserts are ecosystems for example. Within its system every single species is important, they all interact with each other and make sure ecosystems pursue their missions.

- All these missions are called 'Ecosystem Services'

WHAT IS BIODIVERSITY GOOD FOR?

Firstly, ecosystems provide nutrition, water, construction material and natural medication.

Secondly, ecosystems balance the environment out whenever it faces extreme conditions. Rivers and streams are responsible for cleaning our water when it is polluted. Forests pick up CO2 from the atmosphere, store it and change it to oxygen for us to breathe when airplanes, cars and factories have produced too much of it. Also, swamps and large meadows with healthy soil provide a safe area after flooding and store groundwater. Moreover, oceans, large forests and swamps store CO2 for hundreds of years.

- These storage units are called carbon sinks.

Finally, bees and other insects provide the pollination of trees and plants.

Thirdly, ecosystems provide a place of recreation, where we can relax or find some kind of spiritual fulfillment.

Unfortunately, people have changed 75% of all landmass and 66% of all marine area since living on earth. This had and still has a huge impact on ecosystems and biodiversity in general.

NOW plants and animals directly suffer from water pollution through pesticides, plastic or mineral oil, for example when it leaks from transport pipes. Also, in consequence of extensive logging, overfishing or hunting, animals at risk like elephants, rhinoceros or lions, are losing their living environments or face extinction.

Pesticides are used to protect crops from insects, snails, rodents or unwanted plants, which could hinder the growth. To be able to protect the plants most pesticides are poisonous and harmful to the environment and to people.

Furthermore, animals and plants are also indirectly endangered due to rapid climate change to which they cannot adapt quickly enough. In the general introduction to the Curriculum, we already described human

activities that fire cause rapid climate change. As a consequence, animals and plants lose their living environments, have problems securing their population or lose important partners in the net of their ecosystem.

All these human interferences with nature have already led to the extinction of many species. The 'International Union for Conservation of Nature' has published a list, which says that animals like turtles, sharks, gorillas, pandas or rhinoceros are probably going to die out soon.

Also, one in four mammals, 13% of all birds, 30% of all conifers, 33% of all corals and almost every second amphibian are going to share the same destiny.

Within the 'EFDI Curriculum' this module focuses on the connection of 'Climate Change & Biodiversity' and would like to suggest activities, which can strengthen the connection between participants and their co-inhabitants on earth. By getting to know different species, learning about their lifestyle and acting to protect them, participants enter the 'Circle of Change', which is an important concept in the field of empowerment. As soon as people care for something, they seek to learn more about it and are more likely to take actions, all the more when these actions are uncomfortable to carry out.

More information about the concept by Pestalozzi:

http://head-heart-hand.org/default.aspx?navigation_id=74

Therefore, the suggested activities are fun group activities that reveal information in the process of acting together in a group with friends. With regard to methods this module mostly relies on head, heart and hands activities according to the concept by Pestalozzi to both get to know biodiversity but also create spaces for biodiversity to thrive.

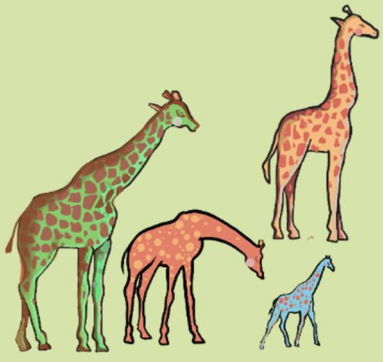
CLIMATE AND BIODIVERSITY

SIMPLE LANGUAGE

Biodiversity sounds like a complicated word.
But a simple explanation can be:
Biodiversity is all life on earth in all its **forms and colours.**
We can divide biodiversity into three fields:

1. diversity within **species**
2. diversity within **genes**
3. diversity within **ecosystems**

Diversity in species
Foxes, ice bears or giraffes
are examples for species.
They all look differently
and cannot make babies together.
There is a huge number
of different animal and plant species.
Almost nine million of them live on our planet.
This number shows the huge
diversity within species.



Diversity in genes
To understand diversity in genes
we can take a closer look on giraffes.
Every giraffe is different.

Some giraffes might be taller, bigger or gentler than others.

Genes are found in every cell of the body.
They determine how a giraffe looks or acts.
Genes are like very small pieces of paper.
The information about a giraffe is written on it.

Every human being also has genes.
We all look differently because of our genes.
For example, we have different strengths.
We like different kinds of food.
We have different hobbies.

Diversity in genes guarantees that
every animal, plant or human being is special.
They can contribute something unique
to the world.

Diversity in ecosystems

There are about nine million species on earth.
About 1.7 million species
have been discovered so far.

They all live together in **ecosystems,**
meaning special living environments.

For example, coral reefs, oceans,
meadows, forests, lakes or deserts.
Every single species is important.
All species interact with each other.
They make sure ecosystems do their jobs.

What is biodiversity good for?

Firstly, ecosystems provide
nutrition, water, construction material
and natural medication.

Secondly, ecosystems balance the environment
whenever it faces difficult conditions.

Rivers and streams clean water
when it is polluted.

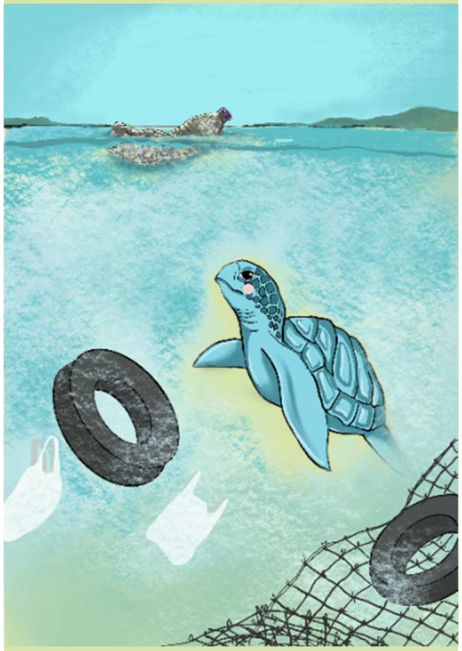
Forests absorb polluted air and store it.
They produce oxygen for us to breathe.

Swamps and large meadows with healthy soil
are a safe area after flooding
and store groundwater.

Oceans, large forests and swamps also store
carbon dioxide for hundreds of years.
Bees and other insects pollinate
trees and plants.

Thirdly, ecosystems provide
a place of recreation.
We can relax or find spiritual fulfillment there.

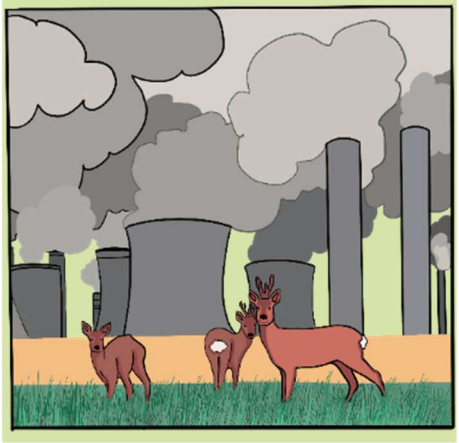
People have changed 75 percent of all land
and 66% percent of all marine area.
This has had a huge impact on ecosystems
and biodiversity in general.



NOW plants and animals suffer
from water pollution.
It is caused by pesticides, plastic or mineral oil
when it leaks from transport pipes.

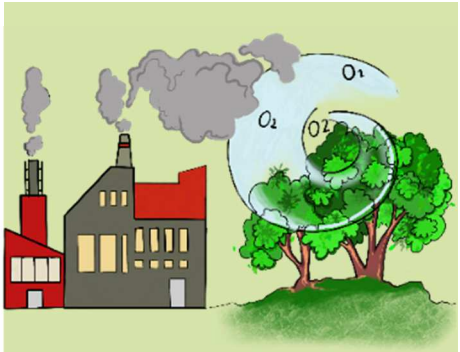
Pesticides are poisons that kill pests.
Pests are insects of fungi
that can harm plants or trees.

Elephants, rhinos or lions also loose
their living environments or face extinction.
This is the result of extensive cutting of trees,
overfishing or hunting.



We have already described activities
by humans
that fire rapid climate change.

All these human interventions in nature have led to the extinction of many species.
The ‘International Union
for Conservation of Nature’
has published a list of animals.
For example, turtles, sharks, gorillas, pandas or rhinoceros might die out soon.



The same fate will be suffering:
one in four mammals,
for example, tigers, rhinos, hippos…
13 percent of all birds
30 percent of all conifers
33 percent of all corals and
almost every second amphibian,
for example frogs, salamanders…

When we learn about different species,
we act to protect them.
Thus, we enter the ‘Circle of Change’.

Therefore, we suggest fun group activities.
New things can be learned together.

This module relies on head, heart
and hands activities.

It is based on the concept by Pestalozzi.

This module aims at:

getting to know biodiversity

creating spaces that biodiversity can exist.

HOW TO MAKE SEED BALLS

CONNECTION CLIMATE CHANGE & SEED BALLS

The Japanese rice farmer Masanobu Fukuoka developed seed balls almost 100 years ago. They are small balls made of soil and filled with seeds. Back then, there were not enough farmhands to till the fields after World War 2, when many people had died. This is why he had to come up with another idea. So, he threw his soil balls filled with rice seeds out of an airplane. In the 1970s, people in the United States of America took his idea to start a revolution of greening their cities and creating spaces for bees and butterflies. Nowadays, building more and more apartments, streets and shopping businesses, lead to loss of green areas. At the same time fields in the countryside are sprayed with pesticides. Both developments made life for birds and all sorts of insects very hard. As a consequence, seed balls are undergoing a revival to intentionally recapture nature, provide living spaces for insects and create more biodiversity in species.

TIME FRAME: 60 MINUTES

SKILL LEVEL: BEGINNER – ADVANCED

ACTIVITY IDEA AND OBJECTIVES:

The idea is to dive into a sensorial activity and learn how to make seed balls. During this process participants get to know the three most important ingredients for a green environment: soil, seeds and water. They join together as a team, create seed balls and throw them around their surroundings later on. In the end, when they observe their plants to grow, they will have developed a feeling of self-efficacy and realise that they can change the future of their surroundings.

NECESSARY RESOURCES:

Other: 250 ml clay, 250 ml compost or potting soil, 1 teaspoon of seeds, 60 ml of water (this will give about 20 seed balls), mixing bowl or pot, old egg crates

► If you would like to learn more about the meaning of seed balls as an instrument to encourage and create biodiversity please visit:

https://www.conserve-energy-future.com/seed-balls.php

- You can use the seeds to your liking. Wild flowers for bees or butterflies are especially useful in the context of small green areas in between living areas. You can also show pictures of grown plants to connect the activity with future reality.

WHAT TO DO:

BEFOREHAND

- read the introduction to this activity and make sure you know some reasons why seed ball making can be considered an activity to promote biodiversity and how it can be connected to act against climate change. Inform yourself via the suggested links, if you feel the need to gain more insight
- get all ingredients ready
- prepare an area outside or inside in a way that activities with soil and dirt will not matter

DURING

- gather with your participants
- measure all ingredients
- mix all ingredients together in a large mixing bowl or pot
- form seed balls that are neither too small, as they could get cracks, nor too big, as they could get mouldy before they are dried (about 3-4cm diameter).
- then, let them dry in old egg crates for 2 to 4 days
- in the end, take a walk and throw them on sunny places with open soil

ADDITIONALLY

- if this fits the schedule of your institution produce more seed balls than needed, put them in accordingly designed paper bags to give out at an open house day, a festival or for Easter or spring festivities

HOW TO MAKE SEED BALLS

SIMPLE LANGUAGE

HOW CLIMATE CHANGE AND SEED BALLS ARE CONNECTED

The Japanese rice farmer Masanobu Fukuoka
developed seed balls almost 100 years ago.

The small balls are made of soil,
filled with seeds.

Fukuoka threw soil balls filled with rice seeds
out of an airplane.

Nowadays many buildings are built
and fields in the countryside
are sprayed with pesticides.
Pesticides are poisons
that are meant to kill pests.
This makes life for birds
and all sorts of insects very hard.

ACTIVITY IDEA:
The idea is to dive into an activity for all senses.
Participants will learn how to make seed balls.
They will get to know what is important

for a green environment.
They will watch their plants grow.

1. soil
2. seeds
3. water

The activity is suitable for ALL learners.
Everything and every step of how the exercise is done
is explained in detail to the participants.
Some learners may need support in shaping the seed balls.

HOW TO HEAR DIVERSITY IN SPECIES

CONNECTION CLIMATE CHANGE & ANIMAL VOICE BET

Have you ever heard of the European Pond Terrapin? The Otter? Or the rare Black Grouse maybe? No? Perhaps because these are animal species already facing extinction before you even got the chance of getting to know something about them, not just in our regions. All around the planet, animals deal with poachers or other life-threatening changes. Scientists listed all possible dangers to animals and put them into 5 categories. Firstly, living environments get destroyed due to climate change, the agricultural industry, the extension of human settlement and deforestation. Secondly, invasive species enter ecosystems and thus become competitors for survival to native species for example with respect to food supply. Also, increasing pollution through plastic, microplastic, pesticides, radioactivity, gene modification or noise pollution are threats to many animals in different regions. Finally, over- population and the extensive fishing, hunting, factory farming or resource consumption in general increase on a daily basis. So, come on, get to know your fellow inhabitants and help protect them!

TIME FRAME: 30-45 MINUTES

SKILL LEVEL: INTERMEDIATE – ADVANCED

ACTIVITY IDEA AND OBJECTIVES:

The idea is to give animals facing extinction a voice and allow participants to connect them with the images in their heads. Participants will learn that extinct animals are not just a number, but do actually exist and have a life like we all do. With the help of a fun game, they get to know them, connect to them on a sensory level and are more likely to help protect them in the future.

NECESSARY RESOURCES:

Other: animal voice recordings

(e.g. freeanimalsound.org/ https://rareearthtones.org/ringtones/index.html), animal cards, coloured stones/marbles/pearls/game chips to place the bets

WHAT TO DO:

BEFOREHAND

- read the introduction to this activity and make sure you know some reasons why getting to know the sounds of wild animals can be considered an activity to promote biodiversity and how it can be connected to act against climate change.
- print out the animal cards from the ADDITIONAL MATERIAL document and cut them out or print out the quiz sheet (depending on your participants' skills)

- download the corresponding animal sounds from the website www.efdi-project.eu (or more from freeanimalsound.org/ https://rareearthtones.org/ringtones/index.html) and put them on a device suitable for your institution (e.g. mobile phone, laptop, MP3 player etc.)
- make yourself familiar with the sounds and make sure you know the name of the animal of each sound file
- collect 10 small stones for each of your participants and colour them differently/mark them with different symbols to make them distinguishable or use differently coloured pearls or game chips

DURING

- sit at a table and put the animal cards in the center for each participant to see
- start explaining the rules: You will play an animal sound, then each of them will have the chance to put as many stones on the animal picture they think makes this kind of sound. After everyone has placed their bets you will dissolve the mystery. All who bet on the wrong animals will lose their stones to the winner. If there is more than one winner, the loser's stones will be distributed equally amongst them.

ADDITIONALLY

- play this game at different times with different animal sounds. The more animals we know and care about, the more we are ready to act and start protecting them.

DIDACTICAL ADVICE ◄

You can also make it easier by only playing a guessing game using the quiz sheet

HOW TO HEAR DIVERSITY IN SPECIES

HOW CLIMATE CHANGE AND ANIMAL VOICE BET ARE CONNECTED

All around the planet animals are exposed to poachers or other life-threatening changes.
Poachers are hunters who do not have a permit.

Many animal species are in danger. For example, the European pond terrapin, the otter and the black grouse, a bird. They are facing extinctions.

Scientists took a closer look at dangers for animals.
They learned about **4 types of dangers**:

1. **Living environments are destroyed because of:**
   - climate change
   - the agricultural industry
   - settlements of humans need more space
   - deforestation, the clearing of forested land

2. **Invasive species enter ecosystems of other species.**
   - Foreign species become competitors for native species.
   - They make food supplies difficult.
   - It will be difficult to survive for native species.

3. **Increasing pollution**
   - Examples of threats to many animals are:
   - Plastic, microplastic, pesticides, radioactivity, gene modification or noise pollution
   -

4. **Increasing population**
   - More and more people live on earth.

- This leads to extensive fishing, hunting, factory farming or resource consumption.

Let's get to know your fellow inhabitants!

Let's help protect them!

ACTIVITY IDEA AND OBJECTIVES:

Help the participants match the voices with the images of different animals.

They can get to know the animals when playing a fun game.

They get to know the animals with their sense of hearing.

This activity is also suitable for learners with learning difficulties.

The simpler version is to guess the animal voices with a quiz sheet.

HOW TO TASTE DIVERSITY OF GENES

CONNECTION CLIMATE CHANGE & APPLE TASTING

Apples are the second most eaten fruit in the EU, right after bananas. Throughout the world, there are around 20.000 varieties. However, only about 100 are cultivated and only about 20 are offered in supermarkets around Europe. Initially, many apples and also other fruits like cherries, pears or plums grew dispersed in meadow orchards. They were an important part of the cultural landscape, gave space to wild growing trees and provided a home for thousands of plants, animal and insect species. For the last 50 years governments in many European countries preferred plantation cultivation over meadow orchards because it is cheaper, less time-consuming and more profitable. Unfortunately, this led to a clearing of old apple tree populations and an increased planting of varieties useful for plantations, for example varieties with shorter trunks so apples can be picked without ladders. As a result, meadow orchards are headed south and with them not only many apple varieties but also living environments for plants and animals.

TIME FRAME: 60 MINUTES

SKILL LEVEL: BEGINNER – ADVANCED

ACTIVITY IDEA AND OBJECTIVES:

The idea is to explore the concept of biodiversity in genes, which is usually quite hard to grasp. With the help of apples this can be done very easily. When tasting and observing the different apple varieties, participants will learn that, although they are all apples, they look and taste differently. They can start a discussion on strengths of each variety and come up with recipe ideas. In the end, the discussion can be extended to people as well and appreciation of variety in general.

NECESSARY RESOURCES:

Food: 4-5 different varieties of apples

Other: plates according to number of varieties, knives, small paper cards and pens (see ADDITIONAL MATERIAL document), magnifying glasses to allow a closer look

WHAT TO DO:

BEFOREHAND

- read the introduction to this activity and make sure you know some reasons why tasting different apple varieties can be considered an activity to promote biodiversity and how it can be connected to act against climate change

- cut the apples in small pieces so each of your participants will be able to taste a piece of each variety
- place them on different plates
- place the cards, the pens and the apple plates on a table

DURING

- come together as a group and explain to your participants what they can see
- the task now will be for each of them to try a piece from every plate, chew slowly and take its flavour in
- afterwards, participants will have to write one adjective, which fits the look, taste or texture on a small card and place it around the respective plate. Examples for adjectives can be: red, green, brown, sweet, sour, dry, fruity, hard, soft, …
- adjective cards from ADDITIONAL MATERIAL document can also be used

ADDITIONALLY

- explain the concept of genes based on the activity. Although the participants have eaten 'only' apples, they could still see and taste very different characteristics, which are a result of the different gene pools.
- next start a discussion with your group: Which was your favourite variety? Do we need so many varieties of apples? Why do we need them? What are each variety's strengths? Which variety would you use for which meal?
- also, you can extend the questions to the participants themselves: What are my special characteristics? What are my strengths? What do other people appreciate me for?

HOW TO TASTE DIVERSITY OF GENES

HOW CLIMATE CHANGE AND APPLE TASTING ARE CONNECTED

Most people in the European Union eat apples.
Throughout the world, there are about
20.000 types of apples.
Initially, many fruits grew in meadow orchards.
For example, apples, cherries, pears or plums.
These fruits were an important part
of the cultural landscape.
They helped wild trees to grow.
They were the home for thousands of plants
and animal and insect species.

For the last 50 years governments in many
European countries
preferred plantation cultivation
over meadow orchards.
They say it is cheaper, saves time
and makes more money.
Unfortunately, they mainly planted fruits that
were useful for plantations.

That's why we have fewer old apple trees now.
For example, these new varieties of trees have shorter trunks.

So, it is easier to pick apples without ladders.
But this is not useful for meadow orchards.
Now the meadows are headed south.
The living environments for plants and animals are headed south as well.

ACTIVITY IDEA:
The idea is to explore biodiversity in genes.
This can be done with the help of apples.
Participants can taste different apple varieties:
They will learn that all apples look
and taste differently.

The activity is suitable for all learners.
Talking about the many varieties
of apples is fun.

HOW TO USE NATURE′S PHARMACY

CONNECTION CLIMATE CHANGE & NATURE′S PHARMACY

For thousands of years people have relied on deep collective knowledge and used plants and herbs when they were ill to provide relief to stomach aches, soar throats or insect bites. Nature was their pharmacy. Still, thousands of plants and herbs growing around the world are used in modern drugs produced by pharmaceutical companies. Due to climate change, the diversity in forests and gardens, home to essential ingredients for natural remedies, are threatened to become extinct. The main problem is, that partly on the basis of rising temperatures, foreign plants from warmer climate zones move north and become competitors to native plants and herbs.

- These foreign plants are called 'neophytes' because they are new to the territory.

On the one hand, these are pushed away from sunlight. On the other hand, the decreasing nutrients in the soil lead only to survival of the strongest plants and herbs. But, new plants are not interwoven with other native plants or animals, might additionally be poisonous to living beings in the ecosystem or lead to the complete change of a whole ecosystem.

► If you would like to learn more about the consequences of neophytes please visit:

https://www.ardalpha.de/wissen/natur/neophyten-pflanzen-eingewandert exoten-invasive-arten-pflanze-100.html

TIME FRAME: 120 MINUTES

SKILL LEVEL:

INTERMEDIATE – ADVANCED

ACTIVITY IDEA AND OBJECTIVES:

The idea is to get in touch with one very specific ecosystem service: providing medicine. Participants will go out and collect medicinal plants, process them into ointment and cough drops and learn to use nature's offerings for practical areas of application. They will enjoy some time outside, feel the plants, then work together and strengthen their abilities

to follow instructions. In the end, they are able to try out what they made from collected plants and thus get the chance to increase their appreciation for the plants around them. This will then lead to entering the cycle of change as explained in the introduction.

NECESSARY RESOURCES:

Ribwort Ointment for Insect Bites

Food: ribwort leaves, 100 ml olive oil/ almond oil, 12 grams of beeswax

Other: 2 jars, pot, hotplate, small glasses or cream jars

WHAT TO DO:

BEFORE

- read the introduction to this activity and make sure you know some reasons why using native plants can be considered an activity to promote biodiversity and how it can be connected to act against climate change
- take a walk with your participants and collect ribwort leaves
- prepare a table with the hot plate and all other necessary equipment to have everything within easy reach

DURING

- heat up a pot with a little bit of water to prepare a water bath
- take a glass container and put in the ribwort leaves and 100ml of olive oil or almond oil
- heat up the mixture and let it sit under constant observation for 20 minutes
- take out the leaves and put the mixture in a new jar
- bring the water to a boil again
- reheat the oil mixture
- add beeswax while stirring constantly
- fill mixture right away in cream jars to cool off

AFTERWARDS

- clean jars right away with a clean dry cloth towel to get rid of oily and waxy residues

DANDELION SYRUP

Food: 3-4 handfuls of dandelion flowers, 750 ml water, 750 g sugar, juice of one lemon

Other: pot, spoon, hotplate, parchment paper, spoons, glasses

BEFORE

- read the introduction to this activity and make sure you know some reasons why using native plants can be considered an activity to promote biodiversity and how it can be connected to act against climate change
- take a walk with your participants and collect sage leaves or buy some at the market
- prepare a table with the hot plate and all other necessary equipment to have everything within easy reach

DURING

- pluck the petals from the dandelion flowers and wash them.
- pour boiling water over them and leave to infuse for a day.
- strain the decoction through a cloth into a pot
- add sugar and lemon juice
- boil down to a thick syrup
- then fill hot into boiled glasses
- the syrup tastes good in tea, on buttered bread or pancakes

HOW TO USE NATURE'S PHARMACY

HOW CLIMATE CHANGE AND NATURE'S PHARMACY ARE CONNECTED

For thousands of years nature served as a pharmacy.
People used plants and herbs when they were ill.

They used plants to treat these health troubles:

- stomach aches
- soar throats
- insect bites

Thousands of plants and herbs are still used.
Pharma companies use them to produce modern drugs.

Plants from forests and gardens are used as natural remedies.
Due to climate change these plants might disappear.

The main problem is rising temperatures.
That is why foreign plants leave warmer climate zones.
They move north of the globe.
They take the place of plants and herbs
which usually grow there.

More plants consume more nutrients in the soil.

More plants consume more nutrients in the soil.
So, the soil does not have many nutrients anymore.
Only the strongest plants and herbs will survive.
New plants might be poisonous
for animals, birds, or insects.

ACTIVITY IDEA:

The idea is to learn how nature offers medicines.
Participants will collect plants outdoors.
They will produce ointments and syrups.
They will learn to use nature's gifts in a practical way.

This activity is also suitable
for learners with learning difficulties.
The heating and boiling of the syrup
should be done with support.

CLIMATE & CONSUMPTION

In 2023, the Earth Overshoot Day occurred on the 27th of July. This date marks the day when humanity has used all the renewable resources such as wood, soil or water that the earth can regenerate within one year. Twenty years ago, this day fell on September 25th, and 50 years ago it was even on December 25th. This indicates that humanity has transitioned from using up the resources of one earth in a year to nearly two earths in a year over the course of 50 years.

Certainly, in order to survive we all need to consume certain essentials, like food or clothes. However, when we start buying many things, that we probably do not really need, problems arise. Almost all consumer goods have an impact on climate and climate change whether directly or indirectly. This applies to Austria, Germany, Slovakia, Romania and also to many other countries as the production of goods is increasingly globalised.

The production of consumer goods requires the extraction of resources such as wood, fossil fuels or water. This leads to loss of forests and to the decline of freshwater reserves. For example, while an individual already uses about 120 litres of fresh water a day to wash and drink, in addition 4,000 litres are consumed daily for the production of consumer goods.

- 4.000 litres of water are about as much as 20 bath tubs.

Moreover, production requires land for growing crops, raising animals or building factories. Both aspects contribute to the destruction of natural habits such as rainforests and wetlands resulting in a loss of biodiversity. When we use products like cars or plastic bottles, we generate harmful emissions such as carbon dioxide and produce waste. In general, wealthier households tend to consume more. It means that poor countries and people suffer the consequences of excessive consumerism in wealthy countries.

But, why do we buy things in the first place? Scientists have identified several reasons. A few of them can easily be adapted to a more sustainable and climate friendly lifestyle

Firstly, we buy to give back. This could be because we feel guilty and want to get rid of this feeling by giving presents or because we would like to return a favour in form of a present. In these cases, we can consider making homemade presents, writing gift cards or planning activities together instead of buying items.

Secondly, we buy because others are buying too. This is often an automated habit that can be difficult to break. Many purchasing decisions are made spontaneously in the store, without much prior planning. However, we can challenge ourselves to take a few nights to think before buying a new piece of clothing or the latest mobile phone, to ensure that it's not an impulsive purchase. Additionally, creating shopping lists and sticking to them can be helpful.

Thirdly, we buy when we are bored, feel sad and want to feel happy again or as a reward for something hard we have done.
The advertising industry's main objective is to convince us that we can only enjoy our lives and be happy if we spend money on products that are supposed to make us feel good. Nowadays, society is wired to view shopping as a form of entertainment and self-indulgence. Meeting up in the city, visiting shops, making purchases, and having coffee afterwards has become one of the prevalent ways of spending time. But what if we come up with alternative ideas to treat ourselves: taking a walk in nature, cooking something, or playing games with friends? Wouldn't that also bring joy?

In the end, spending one less Euro means less impact on the environment and climate. Therefore, every Euro counts. An important formula to start saving money and conserving the earth's resources is:

reduce – reuse – recycle

This slogan represents a lifestyle that focuses on resisting the temptations of advertising and thus minimized consumption of the world’s resources and products. For example, it encourages owning 5 T-shirts instead of twenty, and using a mobile phone until it stops working instead of buying a new one every year.

DIDACTICAL ADVICE ◄
Feel free to check the Artbook & Toolbox for an activity on recycling.

Additionally, the slogan promotes the idea of reusing items as long as possible. For example, using a plastic bag until it is completely worn out instead of using it once and throwing it away after. Furthermore, if we minimise and reuse the things we need in life and eventually have to dispose of them, we should ensure that the resources used in producing these items can be recycled by completely dismantling the product.

Within the 'EFDI Curriculum' this module focuses on the connection between climate change and consumerism. It suggests activities, which can create an understanding of why we consume and what the effects of massive consumerism are.

The following recommendations for action offer participants the possibility to learn about the connection between climate change and consumerism, experience different aspects of it through various methods and sensory experiences and empower them to take an active part in change.

By getting ideas on how to reduce consumerism with fun, participants enter the 'Circle of Change' which is an important concept in the field of empowerment. As soon as people care for something, they seek to learn more about it and are more likely to act, even if these actions are uncomfortable to carry out.

Therefore, the suggested activities are fun group activities that reveal information in the process of acting together in a group with friends. Methods in this module mostly rely on head, heart and hands activities according to the concept by Pestalozzi to both get to know interesting facts about climate and consumerism and experience simple ways to have a positive impact on the climate and the planet.

More information about the ◄ concept: https://en.heinrich-pestalozzi.de/

CLIMATE AND CONSUMERISM

SIMPLE LANGUAGE

In 2023, Earth Overshoot Day fell on 27 July.
Earth Overshoot means: earth overload.

This date marks the day in a year, when:
The human beings have used up
all the biological resources,
which the earth can provide in one year.
Biological resources are: wood, land or water.
This date has changed a lot in the last 50 years.
It is now very early in the year.

All people need things to live,
that includes clothes and food.
But when we start buying things
that we don't really need,
problems arise.

Many things we consume have an impact
on the climate and on climate change.

The production of these different goods
requires the extraction and consumption
of resources such as water,
wood and fossil fuels.
This behaviour leads to the loss of forests and
the loss of water resources.

Example:
A person uses 120 litres of water per day
for washing and drinking and
4.000 litres of water for consumer goods.
4.000 litres of water is about 20 bathtubs full of
water.

4000 Liters of water

The production of goods also consumes land.
For example: Land for growing fruits
keeping animals,
and building factories.

This leads to the destruction of
natural habitats such as
rainforests or wetlands.
When we destroy natural habitats,
we lose biodiversity.

For example, products like plastic bottles,
produce harmful emissions and waste.

In general, richer people buy more.
Poorer countries suffer as a result.
But why do we buy?
Scientists have found many reasons.:

1. We buy to give something to someone
   or to give something to ourselves.
   May be because we want to show our gratitude.
   We could also do this without buying.
   Here we can think about
   producing the presents on our own.
   Some ideas: making cards, inviting someone.

2. We buy because other people buy too.
   This is an automatic habit.
   Often, we have not planned the shopping at all.
   Here it could be helpful to take
   your time when you decide to buy something
   or to write shopping lists.

3. We buy because
   - we are bored
   - we are sad,
   - we want to be rewarded,
   - we want to feel happy.
   - we are also strongly influenced by advertising
   to buy something.

Here it would be helpful to come up with other things.
For example:
Going for a walk,
cooking or playing with friends.

In summary: spending less money
means less impact
on the environment and the climate.

To save the earth's money and resources,
there is a formula:
Reduce waste, reuse and recycle.

Using this formula, people think
about their consumer behaviour.
Example:
Use a mobile phone until it is broken.
Use a plastic bag until it is broken.
Reuse things we need to live.

This part of the curriculum deals with
the connection between climate change
and consumer behaviour.
What can participants learn
by doing the activities?

Participants learn with these activities
how climate change and consumer behaviour
are connected.
Different methods are offered.
The participants make sensory experiences.
The suggested activities
are fun group activities.
In a play full way, the participants learn
for example, how they can reduce
their consumption.

If participants are interested.
Tell them more about the issue.
Participants are then more willing to act
or to change something.
Even if these measures are unpleasant.
The method relates to the “circle of change”.
The activities are fun group activities.
The learners study together with friends.
The idea to learn with head, heart and hands
comes from Pestalozzi's concept.
getting to know interesting facts
and actively making experiences
lead to a positive impact
on the planet and the climate.

► Didactical Advice:
In the Artbook & Toolbox
you will find an activity
on recycling.

ACTIVITIES: HOW TO SHARE AND CARE

CONNECTION CLIMATE CHANGE & SWAP SHELF

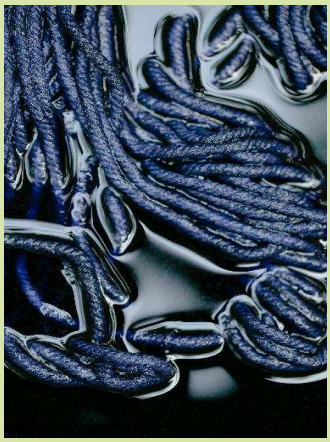
Every day, the advertising industry works hard to persuade us that we absolutely need the latest "ultra-stylish" pair of shoes or that our lives would be incomplete without the newest "top-of-the-line" gaming console. However, it's important to recognise that consumerism, which refers to excessive and widespread consumption, can have negative effects on the environment and climate.

- Consumerism is massive and extensive consumption.

For example: The Fast Fashion industry is a major contributor to environmental harm. It produces twice as much carbon dioxide (CO_2) emissions as aviation and shipping combined. Additionally, textile dyeing alone accounts for 20% of global wastewater pollution. These statistics highlight the significant impact of consumerism, particularly in the fashion industry, on our environment and natural resources.

- Fast Fashion is a word to describe cheap clothing that is only produced to quickly meet new trends.

Unfortunately, from the 200 billion pieces of garment people worldwide buy every year, one garbage truck full of clothes is thrown away every second. This is particularly tragic considering that producing a single T-shirt requires 2,700 liters of water, which is enough drinking water to sustain one person for 2.5 years. The situation isn't much better when it comes to electronics. The world produces around 50 million tonnes of electronic and electrical waste annually, surpassing the combined electrical waste generated by all commercial airliners ever made. Sadly, only 20% of this waste is properly recycled.



► More information on the Fast Fashion Industry can be found on: https://www.greenpeace.org/static/planet4-international-stateless/2018/01/6c356f9a-fact-sheet-timeout-for-fast-fashion.pdf

Additionally, the ◄ environmental and social impact of mining rare earth minerals in countries of the global south, such as in Oro Verde, is devastating. You can find more information on the effects of mining on: *https://www-regenwald--schuetzen-org.translate.goog/verbrauchertipps/bodenschaetze/folgen-des-abbaus?_x_tr_sl=de&_x_tr_tl=en&_x_tr_hl=en&_x_tr_pto=sc.*

DIDACTICAL ADVICE ◄
This activity is especially recommended for residential groups.

DIDACTICAL ADVICE ◄
You can even create a closed shelf and install it outside in the neighbourhood to inspire the community as well.

DIDACTICAL ADVICE ◄
Use this step to make a short trip with your participants and connect with the community.

However, we are not powerless victims of consumerism. We have the ability to change our habits and shape the future. One helpful question to ask ourselves before making a purchase is: Do I love and need it or do I just like and want it? Another way to change habits is to focus on 'reusing' items by for example giving them away or donating them and thus give other people the chance to do so as well. Let's take action together! Share and Care!

TIME FRAME: 60-90 MINUTES

SKILL LEVEL:

INTERMEDIATE – ADVANCED

ACTIVITY IDEA AND OBJECTIVES:

The idea behind this activity is to work together on a bigger project that will last long term. Getting materials and building a swap shelf requires concentration and the will to overcome obstacles and finish something together. Participants get the opportunity to learn about the problem of massive consumerism and get to reflect on what they themselves have and what they use or do not use. They are creating a swap shelf to make sure all products are used regularly. In this manner, they make sure no resources are wasted. The fixed installation of the swap shelf within the institution acts as a constant reminder to buy consciously and share what you have with others.

NECESSARY RESOURCES:

Other: used fruit or wine boxes (alternatively palettes or collected wood), nails & hammer or
screws and cordless screwdriver, paint, brushes, cord, craft paper

WHAT TO DO:

BEFORE

- Read the introduction to this activity and make sure you know some of the reasons why building a swap shelf can be considered an activity to promote conscious consumption and how it can be connected to acting against climate change

- visit your local market and ask them for empty fruit or wine baskets.
- organise the rest of the resources

DURING

- assemble the boxes according to your vision of a shelf
- screw together the boxes,
- paint the boxes creatively to attract users
- create a sign that says 'Swap Shelf' and attach it to your shelf

AFTERWARDS

- let the participants search for items that they do not need anymore and that could be placed in the swap shelf for the next person to use.

DIDACTICAL ADVICE ◄
You can also organise a 'Still Useful Stuff - Swap Party'. Please see the Community Guidelines.

DIDACTICAL ADVICE ◄
You can also just use an old shelf that you have on hand, decorate it and install it at a prominent place.

DIDACTICAL ADVICE ◄
Connect this activity with one from the Mobility Module and practice silent mobility with your clients.

CONNECTION CLIMATE CHANGE & SWAP SHELF

SIMPLE LANGUAGE

Every day the advertising industry tries
to convince us,
that we need and should buy new things.

However, the consumption of many new things
is negative for our environment and the climate.

► Consumerism is massive
and extensive consumption.

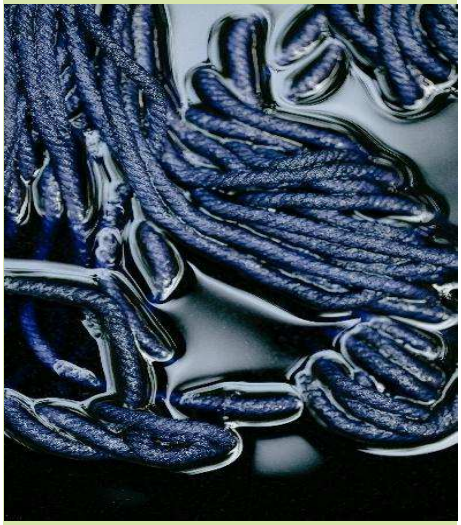
When a lot of fashion is produced and bought,
we talk about the fast fashion industry.

Fast fashion is a word
that describes cheap clothing
It is produced only to quickly meet new trends.
For more information on the fast fashion industry,
Visit: Greenpeace

People quickly throw away
a lot of the clothes they buy.
For example, 2,700 litres of water are needed

to produce one T-shirt.
That's how much water
one person needs in 2.5 years.
Electronic devices are also often thrown away
only 20 per cent of it is recycled.

We can try to change our habits.
In this way, we can change the future.



Before you buy something, you can ask
yourself the questions:
Do I need it?
Do I like it and do I want it?
What else can I do with it?

You can give or donate things
that you no longer need to others
You can share things.

THE ACTIVITY: How to share and care

A swap shelf is built.
This is a joint task over a longer period of time.
For this activity we need concentration
and patience.

In this activity, the participants
have the opportunity
to reflect on their consumer behaviour.

They will think about the things they own.
The aim of the activity is
to learn how to save resources.

This activity is suitable for learners
with learning difficulties.
It is particularly suitable for groups
or residential groups,
as it is a longer-term project.

The participants organise the material
for the swap shelf
themselves or get support to organise it.
The participants should be able
to work with tools.
They are supported
and receive detailed instructions.

ACTIVITIES: PAPER SHAPER

CONNECTION CLIMATE CHANGE AND PAPER SAVING

According to the World Wildlife Fund (WWF), industries worldwide cut down nearly every second tree to produce various forms of paper, including toilet paper, magazines, newspapers, wrapping paper, and kitchen towels, among others. In the European Union (EU), each person consumes over 125 kilograms of paper annually. To put this into perspective, it's roughly equivalent to the weight of a gorilla.

- The WWF, also known as the World Wildlife Fund, is a global conservation organisation based in Switzerland, dedicated to environmental protection efforts worldwide.

Unfortunately, cutting down many trees is very harmful for the climate. As trees inhale CO2 and create oxygen in exchange, trees are very important when it comes to creating fresh air and easing global warming. Also, they are one of the most important carbon sinks on the planet.

- Carbon sinks are areas that can store more carbon from the atmosphere than they release.

Therefore, it is the best to use as little paper as possible on the one hand and on the other hand make sure it comes from sustainable sources and it gets properly recycled afterwards.
By doing so, we can help protect our valuable forests, preserve carbon sinks, and reduce our impact on the climate.

TIME FRAME: 120 MINUTES

SKILL LEVEL:

INTERMEDIATE – ADVANCED

ACTIVITY IDEA AND OBJECTIVES:

The idea of this activity is to experience the process of paper production via a multi-sensory activity. Participants get the opportunity to learn about the problem of massive paper usage and get to reflect on their own consumption behaviour. They recycle paper themselves and therefore get a better understanding about what is going to happen and how much work is involved when they throw used paper in the recycling bin later on. In the end, they are able to think and talk about their possibilities to take an active part in climate protection within their institution.

NECESSARY RESOURCES:

Other: used silk tights, a hand blender, a big casserole dish or a bucket, water, colouring pens, paint, old picture frames, waste paper, towel or newspaper paper, red dots

WHAT TO DO:

BEFORE

- Read the introduction to this activity and make sure you know some of the reasons why paper recycling can be considered an activity to promote conscious consumption and how it can be connected to acting against climate change
- Tear all waste paper apart into little pieces and put them in the casserole dish or the bucket
- Add water and let it sit for an hour until the paper is very soft

DURING

- Cut off one leg of the tights and pull it over the picture frame
- Make a knot on both ends
- Grind the paper and water mixture to a paste with a hand blender

► Find more information on seals on:

https://www.ispo.com/en/news-know-how/31-sustainability-seals-you-need-know

- Add a little more water if needed
- Now scoop the paper with your self-made scoop frame
- You can also colour the paper with paint or put dried flowers to decorate
- Then place the scooped paper on the towel to dry. Squeeze it well so that the water comes out

AFTER

- As soon as the paper is dry you can create cards and other creative artworks as you please
- Also, walk around your institution and put stickers, for example in the form of red exclamation marks or smileys, next to paper usage places. This will remind everyone to save paper in the future.

DIDACTICAL ADVICE ◄

Be careful when it comes to the noise of the hand blender. Some of your participants might be sensitive to sound.

CONNECTION CLIMATE CHANGE AND PAPER SHAPER

SIMPLE LANGUAGE

WWF means World Wildlife Fund and is
a worldwide conservation organisation.
Experts of the WWF say:
Every second tree that is felled is made into paper.
There are different forms of paper:
Toilet paper, magazines, newspapers,
wrapping paper, kitchen rolls.
In Europe, one person consumes
125 kilogrammes of paper a year.
That is about as much as a gorilla weighs.

Cutting down trees is very harmful to the climate.
Trees are very important for the production
of fresh air.
They inhale CO2 and thus produce oxygen.

It is important to use as little paper as possible.
Paper must also be properly recycled.

THE ACTIVITY: Paper Shaper

In this activity we will recycle paper ourselves
To get a better understanding of the topic
the participants will learn more about paper consumption

Participants will notice that paper production requires a lot of effort.
The aim of this activity is to raise awareness on how they
can actively participate in climate protection.

This activity is suitable for people
with learning disabilities.
To ensure that all learners benefit fully,
the topic is discussed in detail.
This exercise is intended to contribute to a better understanding.
It is done together with support.
It is a multi-sensory activity.

ACTIVITIES: HOW TO LOOK FOR THE SPECIAL DELICACIES

CONNECTION CLIMATE CHANGE AND AFTER CROPPING

In autumn, harvest is one of the most important events in Europe and it keeps farmers busy. They put a lot of work and love into growing their crops and caring for them throughout the year. Yet, a lot of crops still remain on the field after harvest. On the one hand because they could not be harvested, as fruits and vegetables were too small for the harvesting machines. On the other hand, because they are not usable to sell to the shops. Although there are no regulations on the size and shape of fruits and vegetables in the European Union anymore, supermarkets still prefer and often buy, only the most perfectly shaped ones. As soon as farmers prepare their fields for the next crops, the left-overs get back into the soil. This massive food waste does not have to happen. People all over Europe get active, visit their local farmers and save left-over crops directly from the field. Join them!

TIME FRAME: 120 MINUTES

SKILL LEVEL: BEGINNER – ADVANCED

ACTIVITY IDEA AND OBJECTIVES:

The idea of this activity is to go on a trip and get in touch with the community. Also, this activity offers the possibility to connect all EFDI topics: Food, Biodiversity, Consumerism and Mobility. Participants will get the chance to save local crops from being wasted and cook something nurturing and delicious from them. Moreover, they will experience the ecosystems around agricultural fields like hedges or forests and connect the field trip to the topic of mobility in case the group is able to get to the field by using silent transportation. During the cooking party when back in the institution participants can talk about their impact on saving the climate by looking at consumption in a different way.

► DIDACTICAL ADVICE

Please check the weather before you start and decide according to your participants whether a visit during challenging weather conditions makes sense.

► DIDACTICAL ADVICE

Check out the module 'Mobility' and combine activities.

NECESSARY RESOURCES:

OTHER: BAGS OR BASKETS, WORK GLOVES, WEATHER APPROPRIATE CLOTHES,

PICNIC BLANKETS TO REST, SOMETHING TO DRINK AND A SNACK

WHAT TO DO:

BEFORE

- Read the introduction to this activity and make sure you know some reasons why saving left behind crops can be considered an activity to promote conscious consumption and how it can be connected to act against climate change
- Contact a local farmer and ask them whether they would agree on your group collecting left behind veggies after the harvest
- Plan a trip to visit the farm

DURING

- Explain the activity to your participants
- Make sure everyone has the necessary resources with them
- Start the trip
- Have fun on the field!

AFTER

- Cook something delicious using the left behind veggies you collected

CONNECTION CLIMATE CHANGE & HOW TO LOOK FOR SPECIAL DELICACIES

SIMPLE LANGUAGE

Autumn is the harvest season,
the most important event for farmers.
Throughout the year, they invest a lot of work and care into growing and caring for their crops.

Every year, a lot of fruit and vegetables
are left behind in the fields.
There are several reasons for this:
Often the fruits and vegetables are too small
to be harvested by machines.
Sometimes the harvest does not meet the needs
for sale in the shops.

People in Europe can become active and
visit their farmers in the neighbourhood.
Then they can harvest the leftovers directly from the field.
In this way they support the farmers
and prevent food waste.

THE ACTIVITY: How to look for the special delicacies

The activity is a community action.
Participants have the opportunity
to save crops in the region.
This helps to avoid waste.
The saved food can be used
to prepare delicious dishes.

In this exercise, participants learn about ecosystems.
They also learn about agricultural fields.
It is also possible to combine this activity
with another topic.
For example, with the topic of mobility.
A group can go on an excursion together,
i.e. an outing with a thematic focus.

The activity is suitable for ALL learners.
Everything is done together.
Each step is described in detail.

ACTIVITIES: APPROACH YOUR HEAD

CONNECTION CLIMATE CHANGE AND APPROACH YOUR HEAD

Now that you have learned a lot, not only about the effects of massive consumerism but also about the impact of food production on the environment, about food waste, about the loss of biodiversity and the chances that silent mobility offers, it is time to share your knowledge with the world. Get creative and start with the head of your institution. Convince them to follow your lead in changing the institution's impact on the environment and act against climate change. When it comes to global challenges like climate change, we can only create change together. You and your fellow participants in the programme became experts in the field of environmental and climate protection. Therefore, you are able to teach others, show them that it is fun to act and that you are able to create change.

TIME FRAME: 120 MINUTES

SKILL LEVEL: INTERMEDIATE - ADVANCED

ACTIVITY IDEA AND OBJECTIVES:

The idea of the activity is to collect the knowledge acquired so far and to present it in a transformative way at decision-making positions in the institution. Participants will become ambassadors for climate friendly living and will encourage others to act according to the Sustainable Development Goals of the United Nations. It is a multi-sensory activity in which the participants feel self-effective. In the process of creating a presentation, they continue talking about the topics dealt with before and reflect on the changes that have happened within themselves so far.

► The Sustainable Development Goals (SDGs) belong to a plan that wants to make our world a better and fairer place by 2030. There are 17 goals that all countries should achieve. The goals were defined by the United Nations. The United Nations are an association of almost all countries of the world.

NECESSARY RESOURCES:

OTHER: POSTERS, CRAFT PAPER, PENS, PAINT, BRUSHES, STICKERS, OTHER CRAFT MATERIALS TO YOUR LIKING

WHAT TO DO:

BEFORE

- Read the introduction to this activity and make sure you know some reasons why convincing the head of your institution to think and buy more sustainably and fairly can be considered an activity to promote conscious consumption and how it can be connected to act against climate change
- Make an appointment with your institution's head
- Think about a suitable structure for the presentation according to the skills of your clients and according to the activities you have done so far with them

DURING

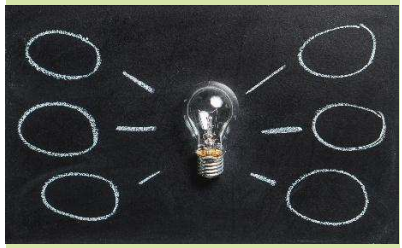
- Sit together with your clients and remind each other of the activities you have done so far
- Plan what you would like to tell your institution's head
- Think about the words and sentences you would like to put on the posters
- Get creative and support your words with painted images, crafted speech bubbles or cut out animals and fruits to support your speech visually
- Practice who says what and how
- Hold your presentation in front of the institution's head

AFTER

- Follow up on your presentation and define concrete changes, even if they are small, with the head of your institution
- Keep your clients informed about the process of change to ensure the feeling of self-efficacy

► DIDACTICAL ADVICE

as a basic structure you can build your presentation along some question words like: What did we do? Why did we do it? Who helped? What do we request/wish for now?



► DIDACTICAL ADVICE

If you have very outgoing and creative clients, encourage them to even act out their parts with facial expressions and gestures.

CONNECTION CLIMATE CHANGE & APPPOACH YOUR HEAD

SIMPLE LANGUAGE

You learned lot about consumption,
how food production affects nature
about wasting food
and about losing different kinds of plants and animals.
It's time to share what you know with everyone.

We take action against climate change:
- you can teach others and
- show them that it can be enjoyable to take action
- and make a difference.
- You can share your knowledge with organisations
- We should all work together for our planet.

THE ACTIVITY: How to look for the special delicacies

The activity is suitable to bring the
acquired knowledge into the organisation, a class a group of people.
The participants become active climate ambassadors.
They present and reflect on their knowledge.
They also tell how they came about it.
They can prepare the presentation with
the following questions, for example:

What did we do?
Why did we do it?
Who helped us?
What do we want?

The activity is suitable for people
with learning disabilities.
It is necessary to do this activity
at the end of the workshop.
Each step is described in detail.

CLIMATE & MOBILITY

'**Mobility**' means flexibility in your thinking, in your body and, in some cases, flexibility with respect to your living place or job. Another way to use the word is in the sense of getting from one point to another. This idea can also be called '**transportation**'. When you walk, use a wheelchair or cycle, use public transport systems, drive a car, scooter, motorbike or even fly in a plane, you transport your body from one point to another.

As mobility affects all parts of life, it is a basic human need and is important both for participation in society and for personal development, as well as for self-determination. Even the United Nations talk about the importance of accessibility of social places and personal mobility.

◄ Please see article 9 and 20 of the https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/convention-on-the-rights-of-persons-with-disabilities-2.html.

- The United Nations are an association of almost all countries of the world. The United Nations want to secure peace, protect human rights and help people work and live together in a better way.

People can achieve mobility in many ways according to their abilities, possibilities, and needs. They can walk and ride a bike, use mass or public transportation like buses, metros, aerial cableways, subways or trains. And, they could use motorised individual transportation like cars, scooters, motorbikes or taxis.

- Individual transportation includes all means of transportation that you use on your own or with a small number of people and in which you are completely free to determine the time, route and destination of the trip.
- Mass or public means of transport carry many goods or people at the same time.

However, let's remember the greenhouse gas carbon dioxide, or CO2 for short. The more CO2 enters the earth's atmosphere, the stronger the greenhouse effect becomes. That is why we should do our best to avoid CO2 emissions. Unfortunately, in the European Union only 14% of the people use public transportation like buses, subways or trains to travel

from one place to another, which could save a lot of CO2. The car is still the most frequently used means of transport although it consumes many resources during production and causes high CO2 emissions during usage.

► It takes 70 tons of materials such as steel, plastics and rare earths for one car weighing 1.5 tons. The more cars we produce, the more resources we waste. Also 15-20% of all CO2 emissions, emitted in the lifetime of a car are generated by its production and recycling

When it comes to transportation, it is responsible for around 20% of CO2 emissions in the European Union. Motorised individual means of transportation like cars are responsible for about 60% of those emissions. Planes are even worse, being responsible for around 200 grams of CO2 per kilometer and per person. In comparison, cars are responsible for about 140 grams, trains for about 40 grams and travel buses for about 32 grams.

However, transportation is problematic, not only due to its CO2 emissions, but also because it causes significant air pollution which can lead to health problems like chronic cough or asthma. Moreover, noise pollution, especially in cities, can cause stress for many people. In terms of nature, excessive road construction impacts animals and plants, as streets divide landscapes and disrupt biodiversity in various living environments such as fields, wetlands, hedges or forests.

This is especially concerning because private motorised transportation is very unequally distributed around the world. People with high incomes tend to travel in cars or planes more often, producing more emissions and consuming more resources than people with low incomes. In the end greenhouse gas emissions, air pollution and noise pollution disproportionately affect people with low incomes who may not even have contributed to the pollution in the first place.

- The richest one percent of the world's population owns about 50 percent of the world's wealth.

Nevertheless, we can take action and choose sustainable and environmentally friendly mobility in our daily lives, according to our possibilities.

If you are able to walk and ride a bike, you can plan trips to your local shops and find interesting activities near your home. If you have access to public transportation you can use buses, metros or trains to reach your desired destinations. Even if you live in rural areas with limited options for moving around due to a poorly developed public transport network or lack of knowledge on how to use it, you can still take action.

Seek support from people to learn about the public transport system and improve your skills, or connect with others and share taxis, ride-sharing services, or cars.

- 'Mobility Poverty' describes the situation of lacking options for moving around due to various reasons.

The more people share one means of transport, the more CO2 emissions can be saved which is beneficial for the climate.

To make it easier, you can rank means of transportation in terms of their climate-friendliness as follows:

1) means of transportation without a drive unit: bikes, scooters, tandems, etc.
2) means of transportation with a drive unit for many people: buses, subways, trains, etc.
3) means of transportation with a drive unit for individuals: cars, motorbikes.

In addition, sustainable means of transport like buses, metros or subways have other advantages besides being environmentally friendly and climate - protective. With a little practice you can travel independently and be less reliant on others, and you can connect with people of your choice. Moreover, using public transportation can be cheaper, safer and space-saving as one bus can accommodate as many people as ten cars.

Furthermore, scientists have found that mobility is an important factor for physical and mental health. Soft mobility in particular, such as walking, using a wheelchair or cycling can improve and maintain your health and well-being because it allows you to slow down, move your body and expose it to the sun and fresh air.

- Soft mobility is an idea that promotes sustainable, environmentally friendly, and low-accident transportation methods, such as walking, cycling, and the use of public transport like buses or trains.

Within the 'EFDI Curriculum' this module focuses on the connection between climate change and mobility. It suggests activities, which can create an understanding of how we move around and the impacts of our mobility.

The following recommendations for action offer participants the opportunity to learn about the connection between climate change and mobility, experience different aspects of it through various methods and sensory experiences and empower them to take an active part in creating change.

By exploring ideas in how to transform our mobility, participants engage in the 'Circle of Change' which is an important concept in the field of empowerment. When people care about something, they seek to learn more about it and are more likely to take action, even if those actions may be challenging to carry out.

Therefore, the suggested activities are fun group activities that provide information while acting together in a group with friends. The methods in this module mostly rely on head, heart and hands activities, following Pestalozzi's concept, which helps participants learn interesting facts about food production and experience simple ways to have a positive impact on the climate and the planet.

► More information about the concept by Pestalozzi on

https://en.heinrich-pestalozzi.de/

CLIMATE AND MOBILITY

SIMPLE LANGUAGE

The word mobility has two meanings:

1. Mobility means being flexible in your body, thinking and living.
2. Mobility means how to travel from one place to another.
   This is sometimes called transportation.
   Whether walking, using a wheelchair, cycling, using public transport, driving a car, a scooter or motorbike, or even flying in an airplane.
   You are moving your body f rom one point to another.

Mobility is a basic human need,
Accessibility is a human right.

Mobility is important in all aspects of life.
It is a basic human need.
It is important for self-determination, personal development and participation in society.
Art 9 of the United Nations Convention on the Rights of Persons with Disabilities says:
People with disabilities should have

The United Nations are ◄ an association of almost all countries of the world. The United Nations want to secure peace, protect human rights and help people work and live together in a better way.

Please see article ◄ 9 and 20 of the United Nation's Convention on the Rights of Persons with Disabilities. See the convention here: https://www.un.org/disabilities/documents/convention/convention_accessible_pdf.pdf

better access to things in all areas of life
like for example public transport.

Mobility and its impact on climate

People's mobility has an impact on climate.
Remember:
Climate change means the long-term changes
in temperature
and weather patterns on Earth.
It is mostly caused by human activities
like by burning fossil fuels, cutting down forests,
and industrial processes.
These activities release gases into the air.
The gases hat trap heat and the Earth's
temperature rise.
This leads to negative effects for our planet.

Cars and planes, that use fossil fuels
contribute a lot to the gases
that cause climate change.
This has negative consequences
for the environment,
like rising sea levels, extreme weather events
and loss of plants and animals.

To deal with these problems
people try to find sustainable and eco-friendly
ways to get around.

This means:
promoting public transportation,
investing in electric vehicles,
supporting walking and cycling paths,
and encouraging carpooling and ride-sharing.
When people use eco-friendlier ways to travel,
we can reduce the gases that harm
the environment.

Equal access to mobility
and transport options

It is important to make sure that everyone
has equal access to transportation options.
Some people, like those with disabilities
or older adults,
or people who live in the countryside
face mobility barriers.
Transportation has to be accessible
and affordable.

This is important for the inclusion
of all people in society.
An eco-friendly and inclusive society means:

- sustainable ways to get around
- and accessible transportation for all

Different ways of mobility and transport

There are many ways people can move around depending on their abilities and needs.
Some options include walking,
using a wheelchair, biking,
using public transportation like buses, metros, and trains,
or using personal vehicles like cars, scooters, motorbikes, or taxis.

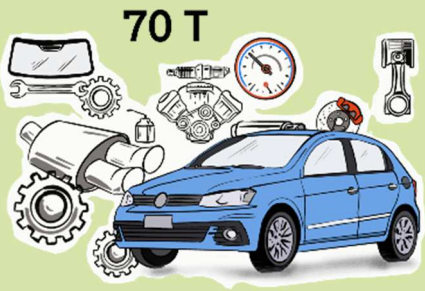
Individual transportation means
you can travel alone or with a few people
and choose when and where to go.
Public transportation carries many people
or goods at the same time.

Mobility and its effects on the climate and on people's health

However, we need to remember the greenhouse gas
called carbon dioxide (CO_2).
The more CO_2 there is in the air,
the stronger the greenhouse effect becomes.

We should try to avoid emitting CO2.
Unfortunately, in the European Union,
only 14% of people use public transportation
like buses, subways, or trains,
which could save a lot of CO2.
Cars are still the most commonly used
means of transport,
even though they use many resources
during production
and release a lot of CO2 when used.

For every car weighing 1.5 tons,
we need 70 tons of materials like steel,
plastics, or rare earths.
The rare earth elements are a set of seventeen
metallic elements.
Rare earth elements are an essential part
of many high-tech devices.



The more cars we make,
the more resources we waste.
A lot of CO2 emissions from a car
come from its production and recycling.

- Transportation is responsible
  for about 20% of CO2 emission in the

European Union.

- Transportation causes air pollution,
  This pollution lead to health problems
  like coughing and asthma.
  Noise pollution, especially in cities,
  causes stress for many people.
  Building roads can harm animals
  and plants
  by dividing landscapes
  and disrupting biodiversity
  in places like fields, wetlands, hedges,
  or forests.

The distribution of income and mobility

Private vehicles are unevenly distributed around the world.
People with high incomes often travel in cars or planes.
People with high incomes often own
large cars and more than one car.
People with higher incomes
emit more pollutants
and consume more resources than people with low incomes.
People with low incomes are very much affected by greenhouse gas emissions,

air pollution, and noise pollution,
even if they didn't contribute much to it.

Whenever it is possible
we choose sustainable ways

to travel according to our abilities.
If public transportation is available,
we can use buses, metros, or trains.

Sharing transportation with others can help reduce CO2 emissions.
Here's a ranking of transportation methods based on their climate-friendliness.
It starts with the best transportation for climate:

1. Transportation without a motor: walking or using a wheelchair, bike, scooter, tandem, etc.
2. Transportation with a motor for many people: buses, metros, trains, etc.
3. Transportation with a motor for individuals: cars, motorbikes.

Scientists have found out:
mobility is important for physical and mental health.
Activities like walking,
using a wheelchair cycling,
can improve and maintain your well-being.

They allow you to slow down, move your body and enjoy the sun and fresh air.

This part of the curriculum deals with the connection between climate change and mobility.

What can participants learn by doing the activities?
Participants learn with these activities how climate change and mobility are connected.
Different methods are offered.
The participants make sensory experiences.
The suggested activities are fun group activities.
In a play full way, the participants learn for example, how they can choose soft mobility for themselves.

If participants are interested.
Tell them more about the issue.
Participants are then more willing to act or to change something.
Even if these measures are unpleasant.
The method relates to the “circle of change”.

The activities are fun group activities.
The learners study together with friends.
The idea to learn with head,
heart and hands
comes from Pestalozzi's concept.

Getting to know interesting facts
and actively making experiences
lead to a positive impact on the planet and the climate.

ACTIVITIES: MOBILITY DIARY

CONNECTION CLIMATE CHANGE & MOBILITY DIARY

When it comes to mobility we are very much creatures of habit. For over 300.000 years we have been on the move. Nowadays the perimeter shrinks. We know where we live or where we have to go on a daily basis and pick the familiar means of transport according to our activities. To be able to change our mobility behaviour to a more sustainable one, we can look at it very closely and try to align new sustainable ways of moving with our needs and abilities. As a group - even more fun!

TIME FRAME: ONGOING

SKILL LEVEL:

INTERMEDIATE – ADVANCED

ACTIVITY IDEA AND GOALS:

The idea of this activity is to monitor the mobility behaviour of the participants over a period of time. They will learn to observe themselves and develop a routine in taking notes on their behaviour in an easy way. They will get in contact with people who do the same and support each other along the way. After the inventory, the group will discuss and get creative to find good solutions to change each participant's mobility behaviour to a more sustainable and environmentally friendly one.

NECESSARY RESOURCES:

Other: a large piece of paper (A2/A1), coloured pens, ruler, small pieces of paper, magnets or pin needles

WHAT TO DO:

BEFORE

- Read the introduction to this activity and make sure you know some reasons why monitoring your mobility behaviour can be considered an activity to promote conscious mobility and how it can be connected to act against climate change
- Prepare all materials

► DIDACTICAL ADVICE

Sometimes this process needs a lot of creativity, which is why it is recommended to start it in a group of people where each of the members can add ideas. Also, this process needs a lot of honesty with oneself, which is why it can be helpful to do this activity with people who know each other and maybe have done some other activities. together before.

► DIDACTICAL ADVICE

You can monitor a day, a week or a longer period of time depending on the abilities of your clients and on how regularly you meet with them.

DIDACTICAL ADVICE ◄
You can also create the stickers yourself in case your clients do not have the required skills or the time frame requires to prepare them in advance.

DIDACTICAL ADVICE ◄
Be sensitive when you talk with your clients about changing their routines and ways of moving around. Some might really want to be more independent and sustainable but might not be able to, for example if they live in a town that is not constructed wheelchair-friendly or if they are not able to ride a bike due to medical conditions. Come up with ideas that are suitable for them. Maybe they can ask around what other people might need before they take a taxi to the city and get their things for them, too. Moreover, they might be able to plan ahead and make sure they do not forget things when they are out and about or buy in big bulks to save trips and therefore CO2 emissions.

DURING

- Create a calendar with your clients that shows for example places to get to horizontally and the people in your group vertically. Adapt the shape of the calendar according to your needs
- Create small stickers that show available means of transportation like: car, bike, metro, subway, train, scooter, taxi etc. Talk with your clients. Maybe they use some special vehicles that you can include
    - You need as many stickers for each category as you have clients participating
    - Use each sticker to show one means of transportation
- Start a conversation with your clients. How do they usually get to the institution? Which means of transport do they use to go shopping or do other things in their private life? **Let them pin the stickers to the appropriate column.** Discuss as a group, which means of transport could be swapped for more sustainable ones? Which ways could they take more sustainably and climate friendly? What is necessary to make a change happen? Maybe you need to obtain consent or offer a training session on how to read timetables. Take notes and use them for future planning of activities in your institution.

AFTERWARDS

- Be sure to follow up on the activity and organise the sessions needed by the participants to get more secure in using soft mobility means of transportation
- Talk to your supervisors or heads in case you need support from them

CONNECTION CLIMATE CHANGE & MOBILITY DIARY

SIMPLE LANGUAGE

When it comes to moving from one place to another,
we humans tend to follow our usual patterns.
This has been the case for over 300,000 years.
In modern times, our range of movement
has become smaller.
We are familiar with our living spaces and daily destinations,
and we choose the transportation methods
that we are used to for our activities.
If we want to change our transportation habits
we need to examine them closely
and find new ways to get around
both environmentally friendly and suitable for our needs and capabilities.
And it's even more enjoyable to do this as a group!

THE ACTIVITY: MOBILITY DIARY

Goal of this activity is
to see how people move around for a certain period of time.
Participants will learn to pay attention to their own mobility habits
They will create a simple system
for taking notes about their mobility habits.
They will also connect with others
who are doing the same activity and provide support to one another.

Once everyone has gathered information about their mobility habits
the group will have discussions and brainstorm ideas
to find ways to make their transportation choices more sustainable
and environmentally friendly.
Participants will work together
to find practical solutions that can also be implemented

This activity is suitable for learners with learning difficulties.
It is particularly suitable for groups or residential groups,
as it is a longer-term project.

ACTIVITIES: HOW TO DRAW A MAP

CONNECTION CLIMATE CHANGE & DRAW A MAP

Monitoring your mobility behaviour is the first step towards more sustainable mobility choices. The second step can be to come up with concrete travel plans for every day errands. Visualising them in a map makes it easier to put the project in concrete terms - and to not forget about it!

TIME FRAME: ONGOING

SKILL LEVEL:

INTERMEDIATE – ADVANCED

ACTIVITY IDEA AND GOALS:

The idea can be seen as a follow-up activity to 'Mobility Diary'. As soon as clients have identified there usually taken means of transport and have come up with ideas on how to replace them with more sustainable ones, they can begin to plan. Together as a group they will come up with climate- friendly ideas on how to get around and strengthen skills such as map reading, orientating themselves or reading timetables. Colouring the ways can help them to internalise the planned-out ways to make it as easy as possible to actually implement the change.

NECESSARY RESOURCES:

Other: a large map of your institution and the surroundings, ideally also showing public transport stops and shops (you can use Google Maps and the layer for public transportation), time tables of public means of transportation, coloured pens, playing pieces, white paper, glue, cord in various colours

► DIDACTICAL ADVICE
This activity is especially recommended for people living in a residential group.

► DIDACTICAL ADVICE
It can make sense to do this activity after you have done 'Mobility Diary' and to combine the two.

► DIDACTICAL ADVICE
If you cannot get your hands on a map that shows everything at once, use separate maps and timetables and combine them.

WHAT TO DO:

BEFORE

- Read the introduction to this activity and make sure you know some reasons why drawing a map can be considered an activity to promote conscious and sustainable mobility and how it can be connected to act against climate change
- Print a large-scale map
- Organise the rest of the materials
- Create a paper where you show what colour represents which of the supply routes identified. For example: red stands for food shopping, blue for going to the institution, green for cinema, doctors, therapy and so on.

DURING

- Lay down the map and mark the starting point for each trip category
- Check the map(s) with your participants. How can they get from one place to the other? Can they walk? Where are the public transport stops?
- Use the coloured cords to mark the ways one would have to take. Stick it to the map

AFTERWARDS

- Hang up the map and remind participants to check the map before they go out next time.

DIDACTICAL ADVICE ◄
You can also just colour the path- and driveways with coloured pens.

CONNECTION CLIMATE CHANGE & DRAW A MAP

SIMPLE LANGUAGE

This idea is a continuation of the "Mobility Diary" activity.
Participants start planning together as a group.
climate-friendly ideas for getting around.
In this activity they improve skills like map reading and orientation
or timetable comprehension.

This activity is suitable for learners with learning difficulties.
It is particularly suitable for groups or residential groups,
as it is a longer-term project.

ACTIVITIES: HOW TO PLAN A SOFT MOBILITY TRIP

CONNECTION CLIMATE CHANGE & SOFT MOBILITY TRIP

DIDACTICAL ADVICE ◄
This activity can be seen as a follow-up activity to 'Draw a Map'

► DIDACTICAL ADVICE
Please visit the module 'Consumption' and find inspiration for a trip.

Soft mobility wants to encourage people to use safer, more sustainable and environmentally friendly transportation like walking, riding a bike or using public means of transportation like buses or trains. On a day to day basis, this can be manageable if we are aware and change our habits accordingly. Sometimes, going on small trips and being sustainable at the same time is a little trickier without a little bit of planning ahead. So, sit together and plan your next climate-friendly adventure!

TIME FRAME: 60 MINUTES + 120-180 MINUTES

SKILL LEVEL:

INTERMEDIATE – ADVANCED

ACTIVITY IDEA AND OBJECTIVES:

The idea of this activity is to bring all acquired knowledge and skills of the previous activities together. Ideally, participants now know the difference between climate-friendly and climate-damaging transportation. They know their region and they know how to read time tables. Together they can then plan a short trip using soft mobility means of transport. This activity can create a sense of self-efficacy and can show that everyone can get active to protect the climate, especially if the participants are included in all steps of the process.

NECESSARY RESOURCES:

Other: a large map of your institution and your region, ideally also showing public transport stops (you can use GoogleMaps and the layer for public transportation), time tables of public means of transportation, other maps useful to plan the trip

WHAT TO DO:

BEFORE

- Read the introduction to this activity and make sure you know some reasons why planning a soft mobility trip can be considered an activity to promote conscious mobility and how it can be connected to act against climate change
- Do some research in advance on possible excursion destinations within your region. Subdivide them into very close destinations, destinations in medium distance and ones further away

DURING

- Start a conversation with your participants and decide together on where you would like to go
- Check out the possibilities on how to get there. Use the traffic light system from the introduction to the module. Can you walk? Take a bike? Would a bus or metro work? Do you need a train?
- Use the time tables and maps to practice reading and understanding them
- As soon as you decided on a public means of transport, make sure to include participants in buying the necessary tickets
- Have fun on the trip!

AFTERWARDS

- Reflect on the trip. What did the participants enjoy? Were there some difficulties that could be prevented next time? Are all public transport stops inclusive? Maybe you can send a letter to your municipality with requirements for change or even visit them in person with some of your clients.

► DIDACTICAL ADVICE

Please visit the module 'Consumption' for the activity 'Approach your boss'.

CONNECTION CLIMATE CHANGE

& SOFT MOBILITY TRIP

SIMPLE LANGUAGE

Soft mobility is the transport of goods and people
using eco-friendly options such as walking, using a wheelchair
biking, or using public transportation.
We can incorporate some soft mobility options into our daily lives.
To do this, we need to become aware of how it can work.
Maybe it also needs support and we need to adapt our habits accordingly.
Sometimes we need to plan well ahead to be sustainable.
Like when we plan a day trip or a journey.
So get together and plan your next climate-friendly adventure!

In this activity all the knowledge and skills
from the other exercises are combined.
By now, participants understand the distinction
between eco-friendly and harmful mobility options.
They are familiar with their local area
and know how to read timetables.
Working together, they can plan a short trip
using sustainable modes of transportation,
such as walking, using a wheelchair, biking, or using public transit.

This activity aims to boost participants' self-confidence
and demonstrate that everyone can take action to protect the climate
especially when they are involved in every step of the process.

This activity is suitable for learners with learning difficulties.
It is particularly suitable for groups or residential groups,
as it is a longer-term project.

EFDI CURRICULUM SOURCES

MODULE FOOD

Introduction

1. Food consumption per year: https://goodseedventures.com/worldwide-food-consumption-per-capita-2/ (23.05.2023)
2. Weight of a polar bear: https://www.pbs.org/wnet/nature/blog/polar-bear-fact-sheet/ (23.05.2023)
3. Virtual water in apples: https://www.vaillant.de/21-grad/bewusst-und-sein/der-virtuelle-wasserverbrauch-eine-reale-gefahr-fuer-die-umwelt/ (23.05.2023)
4. Land needed for bread production: https://www.brotinstitut.de/brotinstitut/zahlen-und-fakten-zu-brot/
5. Food wasted can feed people: https://www.wfp.org/stories/5-facts-about-food-waste-and-hunger (23.05.2023)

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GLOSSARY

CLIMATE AND FOOD

Atmosphere

The atmosphere is a huge blanket of air surrounding the earth. Many different gases are part of it. They help to keep some of the sun rays arriving on earth within the atmosphere. Thus, a warm temperature is created to enable life on earth.

Carbon dioxide = CO2

It is a gas similar to steam. It is released when burning coal, oil or gas. You can see it coming out of exhaust pipes in cars or out of factory chimneys. CO2 appears like white smoke.

Climate

Climate is weather at a specific place over a long period of time.

Coal

Coal is brown or black and can be burnt to create heat or energy. It develops when plants die, sink into marshland or are covered with soil. This process takes millions of years.

Composting

During composting organic material is broken down by soil organisms like earthworms with the help of oxygen.

Consumerism

Consumption refers to everything we humans consume in terms of everyday things. Consumerism is massive and extensive consumption.

Coral Reef

Corals are animals who live in colonies in a fixed place in the water. The most famous corals are stone corals. They can build coral reefs when they grow and strip lime from their bodies.

Cultural Landscape

It is a landscape that is influenced, shaped or even newly created by humans.

Drought

A long period of time when there is very little rain or no rain.

Gas

Things on earth can appear in one of three states. Water for example can be liquid and you can drink it. It can also be solid ice, then you can lick it or it can be in a very light state called gaseous. This state of water can be seen as steam coming out of a kettle.

Glaciers

Glaciers are made of snow. New snow falls on old snow that has not melted and presses the underlying layers together. At the bottom of a glacier the snow has already turned into ice.

Greenhouse Effect

The natural greenhouse effect is a process:

1. sun rays arrive on earth
2. the surface of the earth reflects some of the back into the air
3. gases in the atmosphere stop these rays and keep them within the earth′s atmosphere

Ice Age

An Ice Age is a period of time in which it is much colder on earth than usual. Within an Ice Age there can be colder and warmer periods.

Methane

It is a colourless, odourless and flammable gas. It arises on rice fields, when cows fart or when natural gas is released in the atmosphere.

Million

It is a number. 25kg rice consists of around 1 million grains.

Multisensory

Something that affects more than one of the five senses: taste, smell, touch, hearing, and sight.

North Pole

It is the northmost point of the earth. Here, there is no land but only ice. The area around the north pole is called arctis.

Oxygen

It is a gas and is part of the air. Humans and animals breathe it.

Pesticides

Pesticides are poisons used to kill snails, mites, insects or weeds. As they eat crops or fight with them about water, light and nutrients, many farmers want them to disappear with the help of pesticides. For the environment and for people these are poisonous.

Resources

Resources are things with which we can achieve goals. For example, with cotton we can make T-shirts or with corn we can make Popcorn.

South Pole

It is the southmost point of the earth. The area around the south pole is called antarctica. It is a continent, which is one and a half times as big as Europe.

Square metre

A square metre is an area that is one metre long and one metre wide.

Torrential rain

A lot of rain that falls over a very long period of time.

Wetland

Wetland is a transitional living area between dry areas, such as forests and steppes, and permanently wet areas - such as the oceans, lakes and rivers. Wetlands carry water all the time.

CLIMATE & BIODIVERSITY

Amphibian

An amphibian is a group of animals that are born and live in water and live as adults mostly on land near a water source.

Atmosphere

The atmosphere is a huge blanket of air surrounding the earth. Many different gases are part of it. They help to keep some of the sun rays arriving on earth within the atmosphere. Thus, a warm temperature is created to enable life on earth.

Biocenosis

All plants, animals and fungi living in a living area.

Biodiversity

Biodiversity is all life on earth divided up into biodiversity in species, in genes and in ecosystems.

Biotope

The living environment of plants, animals and fungi.

Deforestation

To fell many trees at the same time, so the forest cannot grow back quickly enough and disappears.

Ecosystem

Both animals, plants, fungi and their living environment together are called ecosystem.

Ecosystem Services

An ecosystem service is something an ecosystem does for us. For example, providing food or being an area where we can relax.

Gene

A gene is a very small part in a body. You can imagine it like a small piece of paper where all the information about you as a person is written on.

Gene modification

It is a method to change the genes in a body. A method to change the information written on the pieces of paper. A method to change the smell of a plant or the appearance of an animal.

Genome

The genome is all genes (all pieces of paper) together. They form a whole construction plan of a human being.

Neophytes

Plants that usually live in another are but moved to a new ecosystem due to changing climate or were brought into new ecosystems by humans or animals.

Personality

The word describes the most important qualities and characteristics of a person.

Pesticides

Pesticides are poisons used to kill snails, mites, insects or weeds. As they eat crops or fight with them about water, light and nutrients, many farmers want them to disappear with the help of pesticides. For the environment and for people these are poisonous.

Radioactivity

It is a characteristic feature of a substance. It is strays that we can neither hear, see nor feel.

Scientist

A scientist is a person who researches and investigates aspects of the world to better understand how it works.

Sensory

Something that makes you feel something with one of your five senses.

Species

One kind of a living creature. For example a gorilla or a tulip.

Wetland

Wetland is a transitional living area between dry areas, such as forests and steppes, and permanently wet areas - such as the oceans, lakes and rivers. Wetlands carry water all the time.

CLIMATE & CONSUMPTION

Carbon dioxide = CO2

It is a gas similar to steam. It is released when burning coal, oil or gas. You can see it coming out of exhaust pipes in cars or out of factory chimneys. CO2 appears like white smoke.

Carbon Sink

A carbon sink is an area that can store more carbon from the atmosphere than it releases. On earth, there are many of them. The two most important carbon sinks are forests and the ocean.

Consumerism

Massive and excessive consumption.

European Union

The European Union is an association of 27 countries that belong to Europe. The EU also has a common government, the European Commission. The following countries are part of the European Union: Germany (1958), Belgium (1958), France (1958), Italy (1958), Netherlands (1958), Luxembourg (1958), Denmark (1973), Ireland (1973), Greece (1981), Portugal (1986), Spain (1986), Finland (1995), Austria (1995), Sweden (1995), Poland (2004), Latvia (2004), Lithuania (2004), Malta (2004), Slovakia (2004), Slovenia (2004), Czech Republic (2004), Estonia (2004), Bulgaria (2004), Hungary (2004), Cyprus (2004), Romania (2007), Croatia (2013).

Fast Fashion

Fast Fashion is a word to describe cheap clothing that is only produced to meet new trends. It is mostly produced in countries of the global south where workers do not get paid enough money and have to work under terrible working conditions like long hours or no safety equipment. Also, the environment gets hurt in many ways as there are either no rules to protect it or compliance with the rules is not checked.

Rare Earths

Rare earths are 17 chemical elements. They belong are metals. They are built into many devices like mobile phones in our modern life. These devices would not work without them.

Sustainable Development Goals (SDGs)

The Sustainable Development Goals (SDGs) belong to a plan that wants to make our world a better and fairer place by 2030. There are 17 goals that all countries should achieve. The goals were defined by the United Nations. The United Nations are an association of almost all countries of the world.

CLIMATE & MOBILITY

Soft Mobility

Soft mobility is an idea that wants to promote sustainable, environmentally friendly and low accident means of transport like walking, cycling and the use of public transport like bus, metro, subway and train.

United Nations

The United Nations are an association of almost all countries of the world. The United Nations wants to secure peace, protect human rights and help people work and live together in a better way.