

nasply

GUIDELINES WP3



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GENERATION
(CHANGE?)
YOUTH FOR A BETTER TOMORROW



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About the Project

NASPLY's general objective is to tackle the environmental and climate crisis, increase social inclusion, increase life-skills of marginalised youth and improve wellbeing through the holistic permaculture approach that focuses on building resilience in communities, answering to the needs of young people. We aim to use Social and Nature Permaculture as a theory for learning.

The term Permaculture comes from “permanent agriculture” (the design and creation of stable, long lasting and sustainable agricultural systems modelled from natural ecosystems) and permanent culture (the design of human habitats organically integrated in the natural ecosystems, which includes social aspects). Permaculture covers a wide field of knowledge and subjects, including ecological and regenerative design and engineering, integrated water resources management, environmental design and construction, agroforestry and sustainable farming, in general all the disciplines that relate to the creation of a sustainable human settlement, including economy and sociology.

Social permaculture focuses on the principles of permaculture design, extrapolated onto a societal level. It looks at creating resilient communities where people understand their worth in society, what their role is in proving this, how they can learn from nature to have a strong social ecosystem.

Session Template:

The templates for these workshops will be divided in the following way:

Aim: In this section, one can find in more detail what to expect out of the session that they will be reading about.

Time: This will be the time that the whole session will be taking

Material Needed: In this part, the facilitator will get a list of the material that would be needed for the session to take place

Methodology Used: As we will be making use of non-formal education, in the methodology used section, the facilitator will get more information on what type of non-formal education has been selected for that workshop.

Activities: These will guide you step by step on the activities that you can carry out with the young people.

Hands-on Activity: In all of the activities that will be carried out, there will be a hands-on activity, most of which will include gardening activities. These will give the opportunity to young people to put into practice what they would have been learning with regard to social permaculture.

Note to Youth Workers: Before implementing these sessions with youth, it would be ideal to read the training modules that were prepared as part of Work Package 2 and the Green Entrepreneurship Manual that was written as part of Work Package 3. This will help you to be better prepared to implement these activities.

The logo for 'nasply' is displayed in a dark green, lowercase, sans-serif font. The letters are bold and modern, with a slight shadow effect behind them. The 'y' has a unique, rounded tail.

This guidebook contains a number of sessions that can be used with young people to learn more on the topic of social permaculture, and green entrepreneurship and through the process, create a permaculture garden. The sessions are designed to be as interactive as possible and they include various tools and methodologies that make it more interesting for the young persons to be engaged and stay focused on the learning process taking place. The sessions in this guidebook have the workshop well planned for you with all the things that need to be used and prepared. The sessions were prepared for youth workers and educators working with young people between the ages of 13 -17 Years. However, you can adapt the session according to your needs and to the needs of the crowd that you will be having.

WHEN PREPARING A WORKSHOP WITH YOUNG PEOPLE KEEP IN MIND THE FOLLOWING:

- Define what the **GOAL** of the workshop is. This is the main aim of the workshop and what you want the participants to take out of it at the end of the workshop.
- Know your **TARGET AUDIENCE** so as to prepare the methodology according to your target audience.
- Be aware that there are **DIFFERENT TYPES OF LEARNERS**. There is the visual learner, the kinaesthetic learner, and the auditory learner. Make sure to prepare activities that include methodologies that have something for all types of learners.
- When it comes to **VISUAL LEARNERS** one has to keep in mind that they: Use visual aids such as diagrams, charts, and slides, they make use of a lot of colour coding, they love to read and also it is great to provide them with opportunities for reading and exposure to written content and it will also be great to incorporate videos and images to illustrate concepts.
- When it comes to the **KINESTHETIC LEARNERS** one has to keep in mind that they like to have hands-on activities and interactive exercises. It would be ideal to encourage movement during learning, like role-play or physical demonstrations, and to use -tangible objects or props to enhance understanding. It is also important to allow time for group discussions and collaborative projects.
- When it comes to **AUDITORY LEARNERS** one has to keep in mind that with the auditory learners, it is good to promote discussions, debates, and group conversations, provide verbal explanations and lectures, encourage listening to podcasts, audiobooks, and recorded lectures, and make use of rhymes, songs, and mnemonics to aid memory

- Be aware of the space that you have. The space where you will implement the workshop will also shape the way you will implement the workshop. So be aware of that and prepare accordingly.
- Prepare for the unexpected: You might plan a lot but the session might not go as planned. This is ok. The most important thing is that you are ready to adapt according to the needs and the situations that crop up.
- Create some safe space rules. It is important to list down some guidelines of what is expected from young people. Keep in mind that certain sessions will take place outside in the gardens where certain equipment is being used. Making some safety rules to make sure that everyone stays safe is essential.
- Energise the young people: When you see that the energy of the group is dwindling make use of energizers to get their energy high up again.
- Facilitate but do not control. It is important that you do not control the crowd and give them a safe space where they can actually be creative and discuss their own ideas and thoughts.
- Close the session: It's important to create a conclusion for the session and also plan what are the next steps and follow-up.



Sessions for young people are learning opportunities for the young people that you work with.

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Getting to Know Each Other



AIM: The main aim of this session is for the participants to get to know each other. The young people that are chosen to go on this journey will be working together and thus it's key to help them get to know each other and bond as a team. In social permaculture one of the main aims is that of having a group of people who create social bonds between them, thus giving birth to a community. This is what we will be doing during these sessions.



- 90 Minutes



Material Needed:

- Flip Charts
- Flip Chart Board
- Speaker
- A4 papers
- Markers
- Sticky Notes
- A tree with roots, a trunk, leaves, and fruits



Methodology: Ice-Breakers and Team building Activities.

Activity 1: Story of my Name.

The youth worker will write down his name on a flip chart or on a whiteboard. The participants have to come out one by one and write their names using letters from the names already written down. Apart from writing their names, the participants have to say where their names come from, why they decided to join this group, and what their hobbies are.

Activity 2: My Portrait

The participants will be given a paper and they will write their name on it. They will then have some music playing and they need to pass on the papers. When the music stops they get the paper and they have to draw the outline of the face of the person they have on the paper. When there is music, they pass it on again. When it stops, they draw the eyes of that person. They repeat the music and then when it stops draw the hair of the person. They do this in rounds until they draw the mouth, the nose, and anything else that the youth worker thinks of. In the end, they present the portrait to the owner.

The next step would be to pair the people up. Each person will draw things that represent them best on the paper and have to describe that to the person with them in the pair. They will be asked to draw a number of things like things that represent their hobbies, things that represent their family and friends, how they spend their free time, and other areas that they think represent them. After that, they will actually present each other to the whole group.

Activity 3: Expectations

It would be ideal to sit down with the young people and better understand what their expectations are from this experience.

We will present this through the “Growth Tree”. For a tree to grow it needs roots, a trunk, and leaves so that it can bear fruit.

Fruit: The fruit are the benefits that a tree gives when it grows. On the fruit, the young people will list down the learning expectations they wish to take out after this experience.

Roots: Amongst other things, roots provide a tree with some of the nutrients that it needs to grow. The young people will write what are their strengths and what contributions they can give to the group.

Trunk: The trunk is that part of the tree that keeps everything strong and upright. In this part, the young people will be sticking to ideas of how they feel they would like to be supported by the youth workers throughout the project experience.

The young people will have time to do this individually and then they will be sharing all their thoughts with the others in the group.

PRACTICAL ACTIVITY

What are their names?



1. Have a few cuttings of indigenous common plants in small jars with water.
2. Stick a black sticker, write the name of each plant, and cover it up with masking tape.
3. Present these plants to the youths.
4. Pass down one jar with a plant and possibly a leaf of a flower for them to touch, smell, and see closely.
5. Ask them to guess the name and write it down on their phones.
6. Repeat this for all the plants.
7. At the end check their guesses and reveal the names of the plants one by one with the group.
8. Ask follow-up questions;

Where does it grow?

How do we use it?

Is it edible?

How does it feel/taste/smell?





Session 2



Different Types of Farming and Permaculture



- 90 Minutes

Material Needed:

- Projector
- Screen
- Permaculture Principles papers printed
- Rough Paper for young people to write on
- Pens

Methodology: Video Forum and discussion.

Welcoming Activity:

All the participants will be sitting down in a circle. The participants will be told that they are a fruit. There will be 4 different types of fruit, for example, banana, pineapple, apple, and kiwi. There will be a person in the middle and he will say a fruit name and the people in that fruit category have to change places. The aim is to manage to sit down. The person who remains without a chair is the next person who says the next fruit's name. If the person in the middle says fruit salad, everyone has to change his/her place.

Learning Content:

In this session, the participants will get to know more about the different types of farming and then focus more on what is permaculture. One has to keep in mind that farming is not something that most young people are acquainted with. Thus, the session will start by giving an outlook of where our food comes from, what the agricultural sector is, and how it works.

Apart from that, we will also help the young people enjoy the process of growing food. When one grows their own food, they form a sort of relationship with the food and when it comes to eating the food, it will be better enjoyed due to the fact that one would have been growing it for a few months.

In the session, we highlight the impacts of industrial and conventional farming on our ecosystem.

We will then move on to learn more about permaculture and its environmentally friendly practices, and how we can use it to produce food while still protecting our environment.

More information on social permaculture can be found in Module 1

Activity 1

Show these videos of different types of Farming to the Youth

- ✓ **Different types of farming:**
https://www.youtube.com/watch?v=vflfQ_ZNszU&t=4s
- ✓ **Organic Farming:**
<https://www.youtube.com/watch?v=WhOrIUlnPo>
- ✓ **Permaculture Farming:**
<https://www.youtube.com/watch?v=QXTXNSWOAqQ>

Activity 2

Word Cafè

In this second part the youth worker should take different flip charts and on each flip chart write the following:

- Social Permaculture Farming
- Conventional Farming
- Urban Farming

The youth worker will divide the participants into three groups and each group will have to list down on the flip chart whatever comes to their mind with regards to the type of farming they have written on their flip chart. They will have 10 minutes to do that and then they change the flip chart. They will then have to see what the others wrote and add to it. They will do this until they go all over the 3 flip charts.

When they go in all of them, they will then have to present what was written on the flip charts to the whole group and discuss between themselves the different types of farming that they will have talked about.

Activity 3

Spot the Difference

The youth worker will have pictures of different types of farming. The young people will be asked to look at these pictures and say if they go under urban farming, Permaculture farming, or Conventional Farming. They will have to then spot some differences between the different types of farming.

URBAN FARMING

The youth worker can open up and ask the people what they see. In a sense what makes urban farming stand out from the others? There is the reality that urban farming takes place in cities, mostly on roofs, balconies, and other places in the cities.



CONVENTIONAL FARMING

Here is large-scale farming and one of the main differences between this type of farming and other types of farming is the use of the monocrop system. There is also the use of pesticides and fertilisers and other chemicals that end up in the environment and also some of them end up in the human body.



PERMACULTURE

There is the idea of having the farming practice going hand in hand with the environment around us so as to make sure that the balance and equilibrium in nature are respected. Here it will also be ideal to introduce and define what permaculture is.

Permaculture, short for "permanent agriculture" or "permanent culture," is an ecological design system that revolves around the core principle of sustainable farming and land management. At its heart, permaculture promotes the idea of seamlessly integrating farming practices with the natural environment to ensure that the balance and equilibrium in nature are not only respected but enhanced.



Activity 4

Permaculture Principles



The youth workers will then show the permaculture principles to the young people. They will then distribute some papers found attached in Annex 1. Participants will be asked to find out about one of the principles and then describe and give an example of this principle in front of the group. Each young person will be asked to check what the sectors of permaculture are and how they can implement some of the suggestions mentioned in each sector. They will then present this to the whole group.

To close the session, the youth workers can give some more information on the importance of social permaculture. More information can be found in the training Modules written as part of Work Package 2.

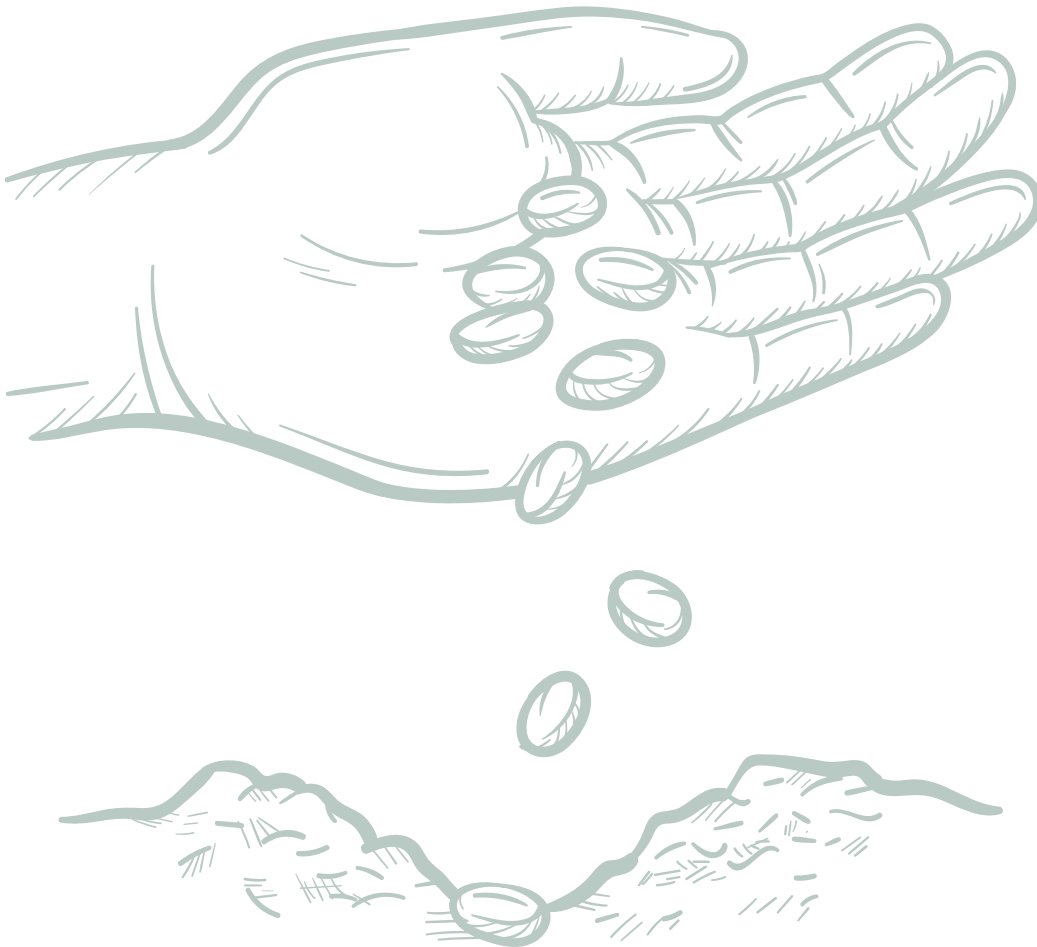
Debriefing

The facilitator will ask the following for debriefing:

- Now that you have seen different types of farming, what are the new things that you have learned about farming and agriculture
- What is your understanding of permaculture now?
- Do you feel that social permaculture is the way forward for our planet and if yes why?

Hands-on Activity -Seeds of Hope Activity

The idea is to take the participants out in the garden and they will have different seeds that are in season. They will have different containers and they will have some time to sow these seeds in these containers and in other places in the garden where they will be doing their gardening activities along the project.



Session 3

Designing our Space



Main Aim: The main aim of this workshop session is to help young people better understand how to design their own permaculture garden.



- **90 Minutes**

Material Needed:

- *Projector*
- *Laptop*
- *Screen*
- *Paper*
- *Pencils*
- *Colouring colors*
- *An actual space that can be turned into a permaculture garden*



Activity 1

Learning more about Permaculture



The youth worker will have a Kahoot activity that will introduce certain important elements that make up a permaculture garden.

What is Permaculture?

- A new line of hair products
- A new term to define culture in society
- The latest craze on Tik Tok
- A whole-systems approach to sustainable, regenerative agriculture

How many Ethics are involved in Permaculture Design?

- 12
- 3
- 8
- 10

How many principles are involved in the permaculture design?

- 3
- 8
- 12
- 10

Who created the philosophy of permaculture?

- Morris Petterson
- Tim Read & Sam Hibbins
- Mark Taylor
- Bill Mollison & David Holmgren

Some examples of companion plants are:

- Garlic
- Basil
- Dill
- All of the above

Compost is a vital ingredient in Permaculture

- True
- False

List down why mulch is such an essential element in permaculture.

They can write any of the following:

- Increasing soil moisture/ the length of time moisture is stored (the mulch acts as a barrier to evaporation)
- Decreasing weeds.
- Regulating soil temperature (less fluctuation)
- Increasing biological activity within the soil.
- Morris Petterson
- Tim Read & Sam Hibbins
- Mark Taylor
- Bill Mollison & David Holmgren

Composting helps in a number of ways. List down a number of ways how compost can help

They can write any of the following:

- Improves the structure and health of your soil by adding organic matter
- Helps the soil retain moisture and nutrients.
- Attracts beneficial organisms to the soil and reduces the need for pesticides and fertilisers.
- Reduces the potential for soil erosion.

Flowers clustered into clumps of one species will attract more pollinators than individual plants scattered through the habitat patch.

- True False

Activity 2

Zones

The youth worker will start by showing the 5 different zones. This can be projected on a screen. These can be easily found in Module 2 Unit 1 (Slide 17). Here the youth worker explains a bit more what is included in each zone and the importance of each zone.

After this explanation by the youth workers, the young people will go outside and they will have a task to carry out. They will be divided two or three times and they will be asked to redesign the space that they will be using for permaculture. They will redesign it with zones according to what they have just learned.

Presentation: Later they will present what they prepared to the group.

Hands-on Activity: Design the garden to open up.

Session 4

Smoothie Time



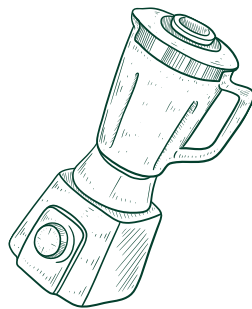
Aim: The aim of this session is to have the participants realise where our food is coming from, what the carbon footprint is that we are leaving while growing our food, and also the importance of growing our food close to us.



- 90 Minutes

Material Needed:

- Blender
- Reusable cups
- Fruit



Methodology Used: Hands-on. Learning by doing.

Activity 1

The participants will be given the task of thinking of smoothies that they usually do at home or that they order. They will be asked to find the recipes of such smoothies and check out the ingredients that make up that particular smoothie.

After that, they will present the recipe and the ingredients to the whole group. Then, a discussion will follow. The youth workers can make use of the following questions for the discussion or also come up with other questions that they deem appropriate.

Questions:

- Which was the best smoothie?
- How did it feel doing the smoothies?
- Why did you choose the fruit you chose for the smoothie?
- What do you understand with the term 'farm to fork'?
- How can we reduce our carbon footprint?
- Now that you know, what would you do differently?





Session 5

Composting



Main Aim: The main aim of this session is to help the participants to better understand the importance of compost and also to learn how to do it and actually prepare it themselves.



- **90 Minutes**

Material Needed:

- Outdoor space where to carry out the activity
- Laptop
- Screen
- Projector
- Compost Bin
- Some material for composting.



Activity 1

In the first part, the youth workers will create a question on mentimeter. This question will be about what the participants think composting is. The participants will answer from their phones and then the answer is projected on the screen.

Activity 2

In this activity the youth worker will make a presentation on what compost is highlighting its importance within our permaculture garden. This presentation is ready and can be found in the Google Drive

Link:

<https://docs.google.com/presentation/d/1Sh6P0cjIELHCHLkBm5fvdZNiFVvNcq7e/edit?usp=sharing&ouid=107396604517803691552&rtpof=true&sd=true>

Activity 3

In this second activity, the youth workers will show a number of pictures. These pictures will depict a number of materials, some of which can go to the compost bin and others that cannot.

Things that can be composted



Things that cannot be composted



Debriefing Questions:

- What are the elements that make compost such a vital material that should be added to the soil?
- Name three things that can be listed as green and three that can be listed as brown in composting.
- Why is it important to turn the compost pile every now and then?

Hands-on Activity

The ideal gardening activity related to this session will of course be a composting session. It would be optimal if at the offices and at the places of work, we start keeping some material that can be composted from some days before so that the young people can have some things to compost. It would also be ideal to have a small compost bin for this so as to control any bad odours.

In the first part of the activity, it would be helpful to have the young people go around and collect organic matter that can be composted like dry leaves, papers, dry grass, straw, cardboard etc.

To increase the hype a bit more you can divide the participants into two or three groups and give them a fixed time, say 15 minutes, and see which group brings the most compostable material in that time frame.

The next step will be to gather everything and check that all the material is okay to be composted. After that, put everything into the container that you will use for composting. Here tell participants about the need to balance the green and the brown. Tell them to also add water so as to keep the moisture levels good.

It would also be great to make a rooster who will check the level of moisture of the compost and who wands when will make sure to turn it and make sure that it has all the needed requirements to keep forming.

Close the container and let nature do its work.

Session 6

Preparing our Spaces



Main Aim: The aim of this session is to get to know more about the plant cycle and how everything is connected in nature and how one thing leads to another



- 90 Minutes

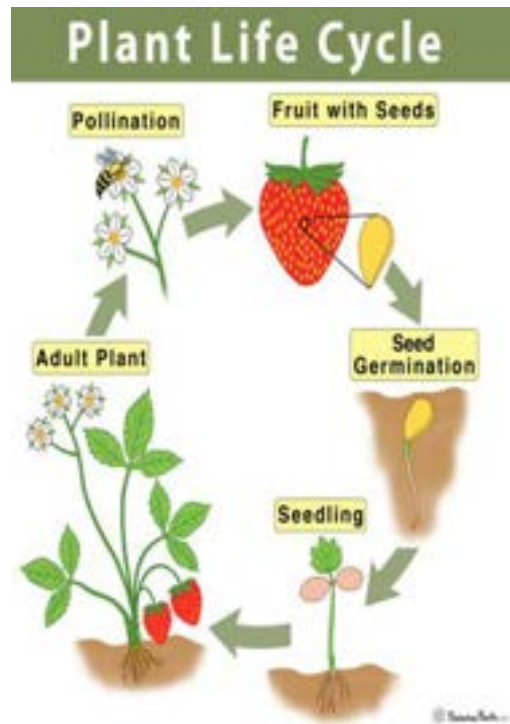
Material Needed:

- Outdoor space where to carry out the activity
- Cardboard
- Water
- Compost
- Gloves
- Shovels
- Mulch



Activity 1

The Plant Cycle



It would be ideal for the youth workers to draw the different stages of the cycle. They will ask the participants to put each part of each other and describe according to them what happens in every stage. After that, the youth workers can say if the stages are correct and if not, arrange them and add any information that was missed.

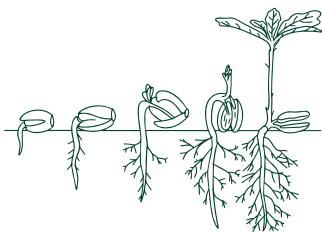
They could describe each stage as follows:



- **Pollination:** Pollination is the act of transferring pollen grains from the male anther of a flower to the female stigma. The goal of every living organism, including plants, is to create offspring for the next generation. One of the ways that plants can produce offspring is by making seeds. Here it would be great to emphasise the importance of pollinators like bees.



- **Fruit with seeds:** The fruit is what attracts animals like birds to come and eat the fruit and also swallow the seeds which are then transported to other distant places.



- **Seed Germination:** If excreted in the right conditions these seeds can germinate and start slowly growing into new plants.
- **Seedling:** They become new plants and once they get out of the soil they start carrying out photosynthesis and thus they will start making their own food which will sustain the continuous growth of the plant.
- **Adult Plant:** Once the adult plant is strong and big enough it will start working to produce flowers that attract bees and help in the germination process and like this, the process will start all over again.

In the second activity, the participants will play a Kahoot game that will tell them more about the soil, the organisms that live within the soil, and how the plant gets its food.

Questions:

PLANTS NEED SOIL SO AS TO:

- Get Dirty
- Get nutrients**
- Get sunlight
- Hold on

MOST SEEDS CONTAIN ENERGY IN THE FORM OF:

- Starch**
- Glycogen
- Fructose
- Glucose

LIVING ORGANISMS PRESENT IN SOIL INCLUDE:

- Archaea
- Bacteria
- Fungi and algae
- All of the above**

THE THREE MAIN NUTRIENTS FOR A PLANT TO GROW ARE:

- Nitrogen (N), phosphorus (P) and potassium (K).**
- Magnesium, Sodium, and Iron
- Iron, Sulphur, and Aluminium
- Zinc, Copper, and Nitrogen

PHOTOSYNTHESIS IS THE WAY THAT THE PLANTS TURNS THE SUN ENERGY INTO GLUCOSE:

- True**
- False

Hands-on Activity

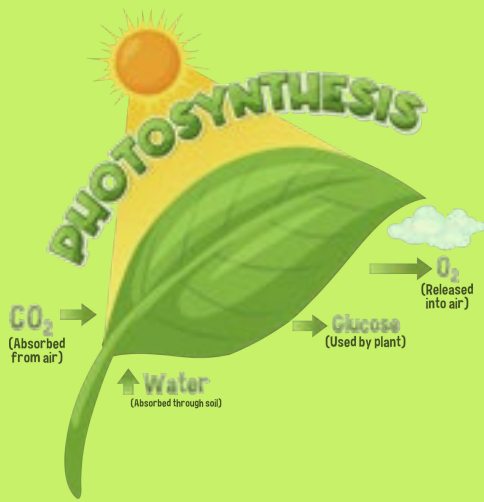
In the first part, once young participants choose the site, the facilitator will focus more on how to actually prepare the area. The group will learn how to prepare the growing medium that will be used, and how to choose and prepare the containers that they will actually use.

The group will go to the chosen area and they will trim any overgrown grass without ploughing or unearthing. The next step is to clean the cardboard boxes. Ideally, young people are asked to bring themselves the cardboard boxes from home. This creates a greater sense of responsibility and belonging as well.

The next step would be to wet all the cardboard boxes well and then put compost on it and evenly distribute it all along the cardboard. The garden is now ready to receive its first seasonal crops. It is important to check what is in season in that particular month when you are planting.

Debriefing Questions:

- How did it feel preparing the gardening space today?
- What are the most important things that are needed when preparing a permaculture garden?
- How do you think you can implement this type of gardening at home?



Session 7

Energy Cycles in Nature



Main Aim: The aim of this session is for the participants to learn more about energy how energy is stored in nature, and also the cycle of energy in nature and how energy is transformed.



- 90 Minutes

Material Needed:

- Projector
- Screen

Activity 1

The participants will be divided into two groups and they will have to do some research and present to the group. Each group will be searching in more detail on the different types of energies that we find around us in nature. They will be researching the following:

- Energy from the sun
- Energy from the water
- Energy from biomass

They will have to prepare a presentation for the others. This presentation can tackle some of the following questions:

- What type of energy comes from this source?
- How can we harness this energy?
- How can we store this energy?
- How do we use it in daily life?
- They will be also asked to find real-life examples where people are harnessing these types of energies and using them in everyday life.

They will then have time to present to others.

Activity 2

In the second part, the youth workers will discuss the patterns of nature and how everything has a pattern within nature. The youth worker can also share some photos with the young people in this regard.

Hands-on Activity

The activity is related to the actual patterns in nature. The participants will use their smartphones to find 5 patterns in nature take a photo of each of them and bring them back so that we will then show them to the others.

It would be ideal if the youth workers knew the area well and what flora and fauna exist so that when they present the patterns, youth workers can provide more information about that organism.

It would be great if each participant posted one of the photos that they took on Instagram adding some information about it.



Session 8

Green Entrepreneurship and Green Entrepreneurs



Main Aim: The aim of this session is for the participants to better understand what green entrepreneurship is and also what kind of skills entrepreneurs should have.



- 120 Minutes

Material Needed:

- Small balls (can be juggling balls)
- Deck of playing cards
- Projector
- Screen



Activity 1

Traits of an Entrepreneur

In the second part of the session, the participants will have the opportunity to discuss more the traits that make an entrepreneur. To learn more about this, they will first play some games. In these games, various skills that are needed by an entrepreneur will be used. After the games, participants will then come up with the different entrepreneurial traits that entrepreneurs should have. It is important to keep in mind that most traits that are found in an entrepreneur are also found in a green entrepreneur.

GAME 1

Ball Pass through the Air

- 1 The first step is to divide the people into teams. There should be around 5 people each time and each team should have the same number of people if possible.
- 2 The next step would be to give the instructions to the groups.

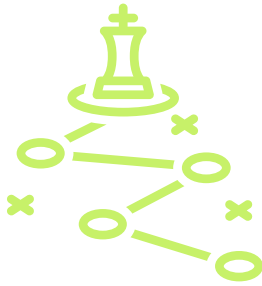
The instructions are the following:

- The ball must always travel through the air.
- Each team needs to make 10 rounds.
- Each round consists of the people passing the ball to every person in the group. So each person must touch the ball once per round.
- They cannot pass the ball to their neighbours.
- If the ball falls and touches the ground, they start from zero again.

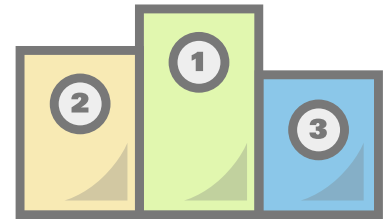
The aim is to have the teams make 10 rounds in the shortest time possible.

The facilitators will give them time to train and make a strategy of how they will actually play the game and then make them compete against each other to see who does it in the shortest possible time.

Entrepreneurial Traits that will come out:



- Leadership
- Strategy
- Competitive spirit



Note to facilitator: This is just one example of a game that one can use. There are many more games that can be used to bring out the entrepreneurial traits in people.

DEBRIEFING

To conclude, the facilitator will gather the group in a circle and create a discussion by asking a number of questions.

- The teams will be asked to speak about how they approached the games as a team
- How did everyone get along in the group?
- What could have they done better?
- What was the strategy that they implemented in each activity?
- Did they notice if there were roles that stood out within the group?

Activity 2

In the next activity, the participants will be given some examples of companies that are following the green entrepreneurship principles. They now need to search a bit more online about them. Some Green enterprises that one can use are the following:



TESLA, INC

Founded by Elon Musk in 2003, Tesla is a well-known example of green entrepreneurship. The company is focused on producing electric vehicles (EVs) and clean energy products. Tesla's electric cars have become popular for their performance and environmental benefits, driving the adoption of clean transportation.



PATAGONIA

Patagonia is an outdoor clothing and gear company founded by Yvon Chouinard in 1973. The company has been a leader in promoting sustainability in the fashion industry. They use recycled materials, support fair labor practices, and encourage customers to repair and recycle their products. Patagonia's commitment to environmental and social responsibility has earned them a strong brand reputation.



BEYOND MEAT

Beyond Meat, founded by Ethan Brown in 2009, is a pioneer in the plant-based meat industry. The company produces meat substitutes made from plant-based ingredients, offering a more sustainable and environmentally friendly alternative to traditional meat products. Beyond Meat's products have gained popularity among consumers looking to reduce their environmental impact.

ECOVATIVE DESIGN



Ecovative Design, founded by Eben Bayer and Gavin McIntyre, is a biotechnology company that produces sustainable packaging and materials. They have developed an innovative material called "Mycelium" that uses mushroom roots to bind agricultural waste and create eco-friendly packaging and building materials.

GRAMEEN SHAKTI



ECOVER



BULB ENERGY



Grameen Shakti, founded by Nobel laureate Muhammad Yunus, is a social enterprise that promotes renewable energy solutions in rural Bangladesh. The company installs solar panels in remote villages, providing clean energy access to off-grid communities. Grameen Shakti's efforts have significantly improved the quality of life for many rural households while reducing carbon emissions.

Ecover is a Belgium-based green cleaning products company founded in 1980. They manufacture and sell biodegradable and eco-friendly cleaning products, reducing the environmental impact of household cleaning. The company's commitment to sustainability and innovation has made them a prominent player in the green cleaning market.

Bulb Energy, founded by Amit Gudka and Hayden Wood, is a UK-based renewable energy supplier. The company provides 100% renewable electricity and carbon-neutral gas to its customers, promoting the transition to cleaner energy sources and offering competitive pricing.

TASK

The participants will have to:

- Go on and research what these companies do and then present it to others.
- Speak about why these companies are green enterprises. What are the things that they do that make them a green enterprise?

Activity 3

What is Entrepreneurship?

In this part, we will be using mentimeter.com for the participants to put in what they understand entrepreneurship is. The facilitator will look at what they wrote and together they try to come up with a final definition of what they think entrepreneurship is. Then the facilitator can explain to them the definition of entrepreneurship.

Entrepreneurship Definition: Entrepreneurship refers to the process of creating a new enterprise and bearing any of its risks, with the view of making a profit. The person who creates a new enterprise and embraces every challenge for its development and operation is known as an entrepreneur. Here the youth worker also differentiates between conventional and green entrepreneurship.

Activity 4

Long-Term Income Plan for your Garden

In this part, the participants will be asked to make a long-term income plan for their garden. It is important to note that this doesn't mean just how to monetize the situation but rather how to make it sustainable and break even.

They have to think about the following:

- ✓ Things that they need for the garden but that they can get for free or upcycle for free so that they do not need to buy:
- ✓ Things that they can sell for some profit from their garden if possible:
- ✓ Activities that they can do in the garden that leaves some profit:
- ✓ How to make the garden more economical?

Optional Activity: Participants will get the opportunity to learn more about the **Business Model Canvas** and actually make it for their garden.

The youth worker will share with the young people a **Business Model Canvas** and present it to them and then the young people will fill it in either individually or in groups and think of ways to make their garden profitable.

Step 1: Define Your Goals:

Start by clarifying your long-term goals. What level of income do you want to achieve? What are your aspirations for financial security and independence? Outline clear objectives and set specific, measurable, achievable, relevant, and time-bound (SMART) goals. What do we want to achieve from our garden?

Step 2: Assess Your Current Situation:

Take stock of your current financial situation, including income, expenses, assets, and debts. Here the youth can list down what are the expenses that they have and that they will have to run the garden. Some examples are: buying new crops, buying tools, paying for water etc. This has to be carried out step by step together with the youth worker.

Step 3: Identify Sustainable Income Streams:

Look for income opportunities that align with sustainability principles and your interests. What can we sell? Where will our money come from? What are the products that we can sell? Are we going to sell fresh products or maybe we will first pickle them and then sell them? What are the products we will put out there in the market?

Step 4: What are the skills of the team

See what are the skills of your team and in which area can each person help?

Step 5: Marketing Strategy

What is the marketing strategy that you will make use of? How will you make your product known? If people do not know of your product they will not buy it. So how will you make yourself known?

Step 6: Focus on Long-term Value:

Look for opportunities that provide long-term value rather than quick gains. Sustainable income plans often involve gradual growth, but they offer stability and lasting impact.

Along the way keep in mind to monitor and adjust your plan. Regularly review your income plan and financial progress. Track your income streams, expenses, and investments. Adjust your plan as needed to adapt to changing circumstances or opportunities.

Also, keep in mind to be patient and persistent: Building a sustainable and self-sufficient income plan may take time. Stay patient, stay focused on your goals, and be persistent in your efforts.

It will be ideal that the young people start this work here and continue it at home, and then present it at the next session. This is due to the fact that it takes time to make a business plan.

Hands-on Activity: General Garden Care. Participants will go to a garden and see what work needs to take place.

Session 9



Taking Care of the Well-being of our Garden

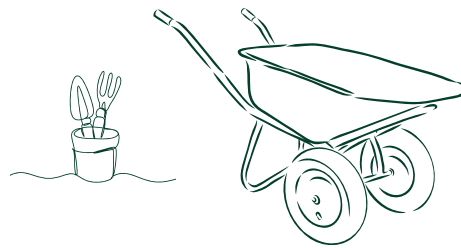


- 90 Minutes

Material Needed:



- Seeds for some companion plants like garlic, basil, dill, radish, carrot, cucumber, corn
- Flower seeds
- Water
- Wheelbarrow
- Garden tools



Methodology: Word Cafè

Main Aim: The aim of this session is to help the participants to better understand how, now that they have crops growing in their garden, they can make sure that it is well-maintained: a garden that has an equilibrium, so as to make sure that beneficial organisms are attracted, while pests are kept under control.

Activity 1

The youth workers will write 4 important things that are needed to have an equilibrium in our garden. These will be written on a flip chart. Participants will be in different groups and they will be passing from one flip chart to another. Here they will be writing why they believe that what is written on the flip chart is important for creating an equilibrium in a permaculture garden and how these targets can be reached. They also have to give examples of companion plants, or examples of natural pest control, or which plants would be great for the pollinator patches etc.

The phrases or words that the young people would have to write more about are:

- Companion Plants
- Water and Nutrients
- Pollinator Patches
- Natural Pest Control

Once each group goes through all the flip charts, they will present what was written on them.

The youth worker can then close this part by speaking in more detail about the natural systems in our environment and how such equilibrium is being kept. For more information on this, you can check **“Module 2- Unit 1 - Topic 1: Natural systems”**

Hands-on Activity: Introduction to Beekeeping

It would be ideal that if possible and if you have the contacts it is ideal to actually contact someone who is actually in beekeeping for this session.

It would be ideal to talk about the importance of the bees to our ecosystem and how large of a percentage of pollination is done thanks to pollinators including bees. This will automatically highlight the importance of such bees in our areas. It will be ideal to go into beekeeping basics like recognizing the queen when to know if the honey is ready. II. Beekeeping Basics (15 minutes).

It would be ideal to speak about the three types of beehives that exist. It would also be ideal to speak and explain to the young people what is the protective equipment that is used by the season taking care of the bees and how each piece of equipment protects you. In the process, it will be great to have the young people wearing and trying out the equipment and then also have the opportunity to go and try and harvest honey themselves.

The instructor explaining about beekeeping can then move on and explain how to actually set up a hive, from how to choose a location, to how to introduce the bees into their new hive and moving on to explain how to check on the bees and make sure that they are healthy and what cure to give if need be. This description will have to include the fact that one also has to take care not just of the hive but also of creating a good environment around the bees from where they can actually collect honey to make pollen. The instructor can explain that depending on the type of flower that there is around the bees there will be a different type of honey produced and thus that is why it's important to see what type of flora there is around.

When speaking about pollination it's ideal that the instructors will speak about the importance of bees in agriculture and how they are a must for human existence and without them our race will cease to exist.

Moving on, the instructors will speak more on how bees communicate between themselves and then give the youth a deeper description of how to check for signs that the hive is a healthy hive. The next step would be to actually go and open a hive and see all the activity that is taking place there with the instructor showing what they spoke about in reality and also showing how to make a honey collection

To close down the instructor can speak about how we can actually help in bee preservation in our daily life.



Activity 2

Making Candles



This hand on activity will serve as a replacement for the “Bee Keeping Activity” for organizations that do not have the opportunity to carry out this session with youth. As wax is a byproduct of bees this session can still be used so as to introduce the topic of bees to the participants and then move on to do something hands on the topic.

Material Needed:

- Bees Wax (Sheets or Pellets)
- Container
- Fragrance (optional)
- Color (optional)
- Skewers or Popsicle sticks
- Heat-resistant containers or molds (glass jars, silicone molds, etc.)
- Wick holders or adhesive to secure wicks in containers



Instructions:

- Find a clean, flat surface to work on. Cover it with newspaper or a cloth to protect it from wax drips.
- If you are using jars or containers for your candles, make sure they are clean and dry.
- Place a wick in each container, ensuring it’s centered. You can use a small amount of melted wax to secure the wick to the bottom of the container.
- Use scissors to trim the excess wick at the top of the candle, leaving enough to light.
- If you want scented candles, add a few drops of essential oil to the melted beeswax and stir well to distribute the fragrance evenly.

- * If using pellets, fill the bottom of your double boiler or pot with water and bring it to a simmer. Place the beeswax pellets in the top of the double boiler or a heat proof container and put it over the pot of simmering water. Stir occasionally until the beeswax is completely melted. Make sure not to overheat the wax.
- Trick - You can use a clothespin to keep the wick upright
- Let it cool until it solidifies

enjoy

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Session 10

Produce No Waste



- 90 Minutes

Main Aim: The main aim of this session is to make participants more aware of the waste that we produce and how that can be reduced so as to aim for zero waste in our lives.

Material Needed:

- Flip Charts
- Markers
- Projector
- Laptop



Methodology: Case Studies

Activity 1

In the first part of the activity, the youth worker will ask the participants to make a list of waste that we produce daily at home. The youth worker will make a list of waste we produce daily and also research the average amount of waste that each person in each country produces. The participants will then have the task to go on social media and look for influencers that actually work towards a zero waste policy and they will have to see what they do and explain to the group.

Activity 2

In this part, the youth workers will divide the participants into two groups and will present a case study of a city where people have come together to reduce the waste that the city is producing; and not just reduce the waste produced, but also make use of some of the waste produced, like the organic waste.

The youth will read the case study and then prepare for the following;

- Make a summary of what happened in this case study.
- Share how people actually managed to reduce their waste.
- What did they do with the waste still produced?
- How did the city and its people benefit from such activity?
- How can this example be implemented in our communities?

Before the session, the youth workers will read some more information from Module 3 “Principle 6 Produce No Waste”. This will help the youth worker prepare more for this session and share the knowledge in that part in the concluding part of this session.

Hands-on Activity: In this hands-on activity, participants will have an upcycling session, where they will turn certain materials and products that were going to be thrown in the landfill into new equipment and furniture and maybe also decorations for their garden.

To do this activity one needs the following:

Ingredients

- 2 pounds Shea butter soap base
- 1-2 tablespoons dried orange peel
- 5-10 drops rose or orange essential oil (optional)

Tools

- Cutting board
- Chef's knife
- Double boiler or a medium saucepan with a metal bowl
- Wooden spoon for stirring
- Measuring spoons and cups
- Silicone soap molds
- Rimmed sheet pan

Instructions

- Gather the ingredients for this tutorial. Put the silicone mold(s) on a rimmed baking sheet for ease of movement and set aside. In a medium saucepan (or double boiler), add about 1 inch of water, and put a metal bowl to sit on top. Bring the water to a boil, then reduce to a simmer.
- While you bring the water to a boil, cut the soap base in squares.
- Add the squares to the bowl of the double boiler. Melt the soap base squares completely, occasionally stirring with a wooden spoon.
- When the soap base is completely melted, add the dried orange peel and optional rose or other essential oil. Stir to combine.
- Carefully pour the liquid soap mixture into the soap molds.
- Allow the soap to harden at room temperature or place it in the refrigerator to harden at a faster rate. When the soap is completely hardened, remove the soap from the silicone molds.

Enjoy!



Session 11

Visit to a Local Farm



- **The time depends on the place where the farm is, how big it is etc.**

Main Aim: The main aim of this workshop is to have the group visit a local farm that is actually practicing sustainable agricultural practices in the community.

One has to keep in mind that many young people possibly never had the opportunity to visit a farm in their life. Many of them yearn for the chance to visit such places and they actually learn a lot in these places, apart from the fact that thanks to such visits, they reconnect with nature as well, which is something that is missing in our young people.

The activity can take place on any farm that is nearby. Ideally, it would be a farm that follows sustainable agricultural practices on a small scale.

Preferably, before the visit takes place, the youth worker sits down with the group and sees what are their expectations with regard to this activity. During the farm visit, it would be great to give a number of tasks to the young people, ranging from helping in the fields and tending the crops, to helping with some animals that might be on the farm.

Once the activity is carried out, it would be good to once again sit down with the young people to reflect on what happened and see what they learned from this experience.

live
HEALTHY



Session 12

Healthy Living



- 120 Minutes

Material Needed:

- Cooking ingredients according to the recipe you will cook
- Material for cooking like pots, pans, etc.
- Yoga mats
- Laptop
- Screen
- Projector
- Ball of thread

Main Aim: The main aim of this session is for the participants to understand how to lead a healthy life. This will include things that we eat and also some other activities we can do on a daily basis.

Methodology: Kahoot + Cooking

Activity 1

In the first activity, the young people will be given the opportunity to do a yoga session. This would preferably be done outside and by someone who is a yoga instructor.

Activity 2

In this activity, the participants will have the opportunity to learn more about healthy living. How can we live healthily? The focus will mainly be on eating habits and nutrition. What are the things that should be part of our diets and why?

Hands-on Activity: In the second part of the activity, the participants will actually have the chance to prepare the food themselves. Before the actual meeting, the youth workers will ask the young people to do some research on recipes that they could make. He/she would be given the list of crops that they have and the participants would have to look for recipes that they can make with the crops/ingredients that they have so as to make use of their own produce.

They will have time to prepare this food together and enjoy it as a group.

This would actually be a nice activity to use at the end, as a closure of all the other activities.

Final Evaluation

The youth workers will ask the participants to sit in a circle. The youth workers will choose a person and throw him/her a ball of thread. The person with the ball of thread will speak about their experience during these sessions, how they felt, what they have learnt and anything that they would like to say. When they are ready they throw the ball to someone else. They would still need to keep holding a piece of the thread. When everyone would have received the thread we would have created a cobweb between us.

The youth worker can close by saying that as this cobweb shows, we have created connections and a sense of community between us. There is a strong connection and these connections are also found in nature. We must now work to preserve these connections between us and also to preserve these connections in nature.