



# GROWING GREEN COMMUNITIES: EMPOWERING YOUTH FOR A MORE SUSTAINABLE FUTURE



TOOLS AND RESOURCES FOR  
CO-DESIGN AND EXPERIENTIAL  
LEARNING ACTIONS



Co-funded by  
the European Union



# Growing Green Communities



**Crossing Borders**

**Comparative  
Research  
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Università  
della  
Svizzera  
italiana



UNIVERSITY OF  
COPENHAGEN

SaluTerre



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All the open source materials can also be found in their digital printable version on the [website of the project](#)







A collage of four hands, each wearing a grey sleeve, set against a solid blue background. The hands are arranged in a circular pattern, interacting with small, dark, teardrop-shaped objects. The top-left hand is reaching down towards a small object held by the top-right hand. The bottom-left hand is holding a small object, while the bottom-right hand is reaching up towards it. The overall composition suggests a cycle of giving and receiving.

# INTRODUCTION

# INTRODUCTION

There are 1.2 billion young people aged 15 to 24 years living today, accounting for 16% of the global population. This is not only the largest generation of youth in history, but also the most willing to take control of their future, which has become very uncertain due to many factors, especially climate change. Young people of today are increasingly aware of the risks and challenges presented by climate change, but as we will further discuss in this handbook, most of the time information and knowledge is not enough. Young people must be empowered to change things. This often means changing their role from victim of older generations inaction or climate unfriendly actions to being active contributors of positive climate actions and agents of change for a healthier planet, or at least to slow or stop the negative effects of previous actions. Listening to young people, understanding their needs, and giving them the right information and tools can lead to long-term behavior changes and to the creation of a general sense of having a say about their future and our planet.

## THE PURPOSE

This handbook was created in close collaboration with young people and experts of different sectors. The SURF Handbook aims to equip young people and their educators with the knowledge, tools, and resources that can create the knowhow needed to participate in local, regional, and global climate actions and advocate for change with real solutions. The SURF Handbook aims to provide clear, concise, and easily understandable information on climate action, its implications, and the possible ways to tackle it. In chapter 3, we present a toolkit composed of games, group activities, and educational approaches and lessons that can be implemented by schools and educators. The GGC project strongly believes that the role of school and educators is fundamental in order to positively influence young people's behavior and actions. All tools included in this handbook have been tested with students of different ages in different countries and are therefore appropriate in a range of settings and age-ranges.

## PROJECT PARTNERS

For the purpose of knowledge, experience, and best practice exchange and sharing, the project partners include: Crossing Borders in Denmark, Comparative Research Network in Germany, Kalevan Lukio High School in Finland, SaluTerre in France, University of Copenhagen in Denmark, and University of Lugano in Switzerland.

**Crossing Borders** served as the lead coordinator and has over 25 years of international experience in empowering youth and youth workers, non-formal education, and climate actions.

**Comparative Research Network** is an experienced adult and youth education provider with experience in assessing smart practices and creating and publishing educational resources and green transition.

**Kalevan Lukio High School** in Tampere Finland is a highly respected upper secondary school in Tampere, Finland, has a strong history of implementing projects that continue to a more sustainable future and active citizenship.

**SaluTerre** is a non profit social organization in Bordeaux that assists local authorities and other stakeholders in the creation of food and landscaping projects and is experienced in civic education, health, sustainable and green education approaches.

The Department of Geosciences and Natural Resource Management at **University of Copenhagen** has expertise and experience in providing knowledge, mentoring and education to help address some of the challenges of urban food systems transformation and the consequences of climate change and increased pressure on natural resources.

The **BeCHANGE** research group of the Institute of Communication and Public Policy at the **University of Lugano** has expertise in understanding determinants of behavior and social problems and testing ways in which to change such behaviors, and in educating young people ranging from bachelors to doctoral students .

## THE PROJECT ACTIVITIES

The GGC project activities comprised exchanges and the generation of relevant knowledge that could feed into cross-sectional and co-creative processes. Educational institutions have direct access to the target groups and so are prime settings to transfer evidence into actions and at the same time collect data that can be translated into relevant uptodate knowledge. For this purpose, the activities conducted in the project include capacity building in local communities to allow the partners to meet and co-create together with our target groups. Some activities included a three-day stand at the green market at the Roskilde festival in June 2022, Food Science conferences in Roskilde, Denmark, school food conferences at the municipality of Frederiksberg, Denmark, a conference at the University of Copenhagen, Bornholm festival in Denmark, plus green gardening at the municipality of Gladsaxe North of Copenhagen, Denmark. This has formed the creation of a Training Module, which was tested in training workshops in France and Finland. The results were synthesized into this Smart Urban Regional Food Strategies (SURF) handbook. Another output of the project is a website ([GrowGreen.com](http://GrowGreen.com)) where project activities are documented and resources are available as open sources for public access.





# HOW TO USE THIS HANDBOOK

## INPUT SESSION

In the Input Session section you can deepen the different methodologies that are at the core of Growing Green Communities approach. Here you can understand What they are about and Why we think they can play a pivotal role in empowering young people on sustainability themes.

## HOW TO TOOLS

This handbook is a hands-on tool for teachers, educators, trainers, community leaders that are interested in implementing practical activities in their youth communities. For each activity you can find a very practical How To that can help in planning and carrying out the activities.

### **Workshop materials:**

At the end of this handbook, we provide worksheets and templates that can be used when conducting the various workshops and activities.



# APPROACH AND METHODOLOGIES

# APPROACH AND METHODOLOGIES FOR GROWING GREEN COMMUNITIES

In the development and implementation of this SURF Handbook and of the Training Model of Growing Green Communities project, the consortium followed approaches and methodologies such as Human Centered Design, Design Thinking and Experiential Learning. The introduction of these education methodologies allowed us to create an interactive learning program, which informed the content of the project through learning-by-doing activities and on-hands projects.

## HUMAN CENTERED DESIGN

Human Centered Design plays a pivotal role in community-centered projects by prioritizing the needs, values, and experiences of individuals within the community. This methodology focuses on understanding the unique challenges and opportunities that arise in the community of reference, allowing for the development of tailored solutions that address specific issues. By actively involving community members in the design process through methods such as interviews, workshops, and co-creation sessions, these projects ensure that the resulting solutions resonate with the community's needs and aspirations. This approach fosters a sense of ownership and empowerment among community members, leading to more sustainable outcomes that are not only effective but also socially and culturally relevant. Ultimately, human-centered design methodologies enable communities to drive positive change towards a more sustainable future, fostering collaboration, innovation, and resilience along the way.

## DESIGN THINKING APPROACH

The Design Thinking Approach offers numerous benefits to project implementation and design processes. First, it fosters a deep understanding of user needs and preferences through empathy-driven research, ensuring that solutions are tailored to meet real-world challenges effectively. By encouraging a collaborative and iterative approach, design thinking enables teams to explore a wide range of possibilities and innovate creatively, leading to more innovative and impactful outcomes. Additionally, its emphasis on prototyping and testing, ensures that final solutions are user-centered and relevant. Furthermore, design thinking promotes a culture of continuous improvement and adaptability, as teams remain open to feedback and are willing to refine their solutions based on evolving requirements and insights. Overall, the design thinking approach not only enhances the quality and relevance of project outcomes but also fosters a more engaging and fulfilling process for all stakeholders involved.

## EXPERIENTIAL LEARNING

Experiential Learning is a transformative approach that goes beyond traditional classroom settings, providing numerous benefits. By immersing learners in hands-on experiences, such as field trips, simulations, and real-world projects, experiential learning fosters deeper engagement and understanding. Through active participation, students gain practical skills, critical thinking abilities, and a deeper appreciation for diverse perspectives. This approach encourages autonomy and self-directed learning, as individuals take ownership of their educational journey and learn through reflection on their experiences. Experiential learning also promotes collaboration and social interaction, as students work together to solve problems and achieve common goals. Moreover, by bridging theory with practice, this approach enhances the relevance and applicability of knowledge, preparing learners for success in a rapidly evolving world. Overall, experiential learning in non-conventional education empowers students to become lifelong learners and adaptable problem-solvers, equipped to thrive in a variety of contexts.



A collage of four hands in grey gloves. The top two hands are positioned to hold a small dark object between their fingers. The bottom two hands are positioned to hold a small dark object in the palm. The background is a solid purple color.

# TRAINING TOOLKIT

# FOODSCAPING: MAPPING THE ENVIRONMENT

## WHAT

Foodscape Walkabout is an ethnographic methodology for assessing the food environment in urban settings. It can be used as a class activity in the vicinity of the school, aligning with various school curriculum, ranging from the home economics, food systems, consumer behavior, urban planning, health studies, social marketing, health policy, among others. Foodscaping requires participants to engage in a walkabout to map food activities, foster an understanding of local food ecosystems and potential business opportunities in the local neighborhood, and envision ways to enhance their community's food landscape that promote human and planetary health. By mapping local foodscapes, students gain insights into food accessibility, and generate ideas for improving community well-being. Ultimately this empowers them to create a foundation for further understanding the role of food environments in growing green communities.



## WHY

There is an increasing interest in emphasizing the role of the local food environment in terms of how supportive it is for healthier eating and more sustainable consumption. This understanding is crucial to evaluate how they can create opportunities to practice a healthy diet. The learning objective of this activity is to evaluate the current status, assess affordances and possibilities, and support healthier, more sustainable consumption in the local context. Importantly, it seeks to identify paths for change and improvement of local food systems. Students can generate ideas for innovative food businesses benefiting the local community and consider educational programs required for pursuing these ventures and contributing to shaping local food systems in the future.



## HOW

The execution of Foodscape Walkabout is based on the idea of participants exploring local food systems, understanding ecosystems, and identifying contributions to Growing Greener Food Communities by exploring the local area. Over a few hours to a few days, groups of 2-4 pupils walk around their community to view first hand the food environment, they document what they see through photographs, drawings, and or mapping and then after understand what exists and where, they discuss potential improvements. Optional involvement of local food community representatives can be engaged to enrich the insights of executing the learnings.

## Relevant Teaching Materials, Resources, and References:

- Caitlin E. Caspi, Glorian Sorensen, S.V. Subramanian, Ichiro Kawachi, The local food environment and diet: A systematic review, Health & Place, Volume 18, Issue 5, 2012, Pages 1172-1187, <https://www.sciencedirect.com/science/article/pii/S1353829212001037>
- Lyseen, A.K.; Hansen, H.S.; Harder, H.; Jensen, A.S.; Mikkelsen, B.E. Defining Neighbourhoods as a Measure of Exposure to the Food Environment. Int. J. Environ. Res. Public Health 2015, 12, 8504-8525. <https://www.mdpi.com/1660-4601/12/7/8504>
- Lytle, LA & Sokol, RL Measures of the food environment: A systematic review of the field, 2007-2015, Health & Place, Volume 44, Pages 18-34, <https://www.sciencedirect.com/science/article/pii/S1353829216300843>
- Lytle, L. & Myers, A. Measures Registry User Guide: Food Environment. Washington (DC): National Collaborative on Childhood Obesity Research, January 2017. [http://nccor.org/tools-mruserguides/wp-content/uploads/2017/NCCOR\\_MR\\_User\\_Guide\\_Food\\_Environment-FINAL.pdf](http://nccor.org/tools-mruserguides/wp-content/uploads/2017/NCCOR_MR_User_Guide_Food_Environment-FINAL.pdf)[http://nccororgms.wpengine.com/tools-mruserguides/wp-content/uploads/sites/2/2017/NCCOR\\_MR\\_User\\_Guide\\_Food\\_Environment-FINAL.pdf](http://nccororgms.wpengine.com/tools-mruserguides/wp-content/uploads/sites/2/2017/NCCOR_MR_User_Guide_Food_Environment-FINAL.pdf)

## Relevant Teaching Materials, Resources, and References:

- Mikkelsen BE. Images of foodscapes: Introduction to foodscape studies and their application in the study of healthy eating out-of-home environments. *Perspectives in Public Health*. 2011;131(5):209-216. <https://journals.sagepub.com/doi/10.1177/1757913911415150>
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- Mikkelsen; BE (2016): Participation, creativity and co-creation – a synthesis of five iterations of methods for urban foodscape development. Conference: 10th Annual Summit of UNESCO Creative Cities Network (14-16 September 2016). [https://www.researchgate.net/publication/339875739\\_Participation\\_creativity\\_and\\_co-creation - a synthesis of five iterations of methods for urban foodscape development](https://www.researchgate.net/publication/339875739_Participation_creativity_and_co-creation_-_a_synthesis_of_five_iterations_of_methods_for_urban_foodscape_development)
- Monteiro et al 2018: Quoted from: <https://tinyurl.com/NOVA2016WN> That article and the Brazilian Dietary Guidelines (from <http://tinyurl.com/BRdietary>), which also are informed by NOVA, were used to compile this reference document for use with your journals. Food, Nutrition & Fitness I: The Digestion Journey Begins with Food Choices 1 of 4 Compiled in 2018 by EduChange with guidance from NUPENS, Sao Paulo.
- Vonthron S, Perrin C, Soulard C-T (2020) Foodscape: A scoping review and a research agenda for food security-related studies. *PLoS ONE* 15(5): e0233218. <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0233218>
- Widener, MJ; Farber, S; Neutens, T & Horner, MW (2013) Using urban commuting data to calculate a spatiotemporal accessibility measure for food environment studies, *Health & Place*, Volume 21, 2013, Pages 1-9, <https://www.sciencedirect.com/science/article/pii/S1353829213000105>



# FOODSCAPE WALKABOUT

EXPERIENTIAL ACTIVITY

## GOAL OF ACTIVITY

The goal is to introduce the topic of Growing Greener Food Communities to pupils by engaging them into discovering the local food system. Participants will gain an understanding of how a local food ecosystem comprises the local food environment and identify businesses that can thrive within it. They will also be able to reflect on how they, in the future, can contribute to this ecosystem.



## PARTICIPANTS & DURATION

- Several groups of 2-4 pupils
- 280 min in 2 days; (one lesson 140 min a day)

## MATERIALS, SPACES, RESOURCES

### List of materials:

- Instructions and glossary
- printed map of the area
- printed tables 1-4
- pens, pencils, markers, color pens
- paper/notebook
- mobile phone
- access to Internet and Google Maps
- projector
- laptops



### Setting of the space

- Outside – walkable, local area in the vicinity of the school
- Inside – wrap up of the activity in the school

## Human Resources

- *School staff – teacher + optionally representatives from local community food actors*



## PREPARATION

Introduce the local food system to the pupils - “Why are local foodscapes interesting?”. Ensure that all the physical materials are printed, and pupils have access to maps, have a clear idea of the area to be mapped, especially of different zones.

## STEP-BY-STEP

1. **Introduction:** Intro to the activity. Why are local foodscapes interesting. What can you see when you are promenading. Talking to people – do’s and don’ts.
2. **Practicalities:** Setting the groups of 3, getting ready for the walkabout
3. **FoodScape Walkabout:** Exploration of the area to discover variety of food opportunities in the local area. Documentation of those: taking notes and photos, marking those on the map.
4. **Return to school:** work in groups: discussion on the findings and ecosystems that already exist with what could be improved/developed, preparation of output (ex. PPT)
5. **Wrap-up:** summary of the activity, debrief of the discussions, presentation of pupils’ outputs and most desirable futures pupils came up with.

## ALTERNATIVE USE

Alternatively, the activity can be implemented by supplementing it with the invitation of representatives from the local food community to share their experiences, reflections on educational and business opportunities.

# STRATEGIES FOR CHANGE: ELEMENTS OF SOCIAL MARKETING

## WHAT

Changing Behavior requires more than providing information. Decades of history, science and experiences have demonstrated that knowing what is harmful for us and for our planet have a very small influence on people's behaviors. Information is indeed not enough. And here is where social marketing comes into play in its effort to influence behavior that benefits individuals, communities, and the planet for the greater social good. Social Marketing practice is guided by ethical principles and it is audience-oriented. That means we must listen to people, in this case young people, to understand what people want and value and why they do what they do before we know how to support them to change their behaviors.

## WHY

The main learning objectives of this session are to understand determinants of behaviors and how to change sustainable food consumption and behaviors. For young people to take effective actions in advocating greener communities, they must know what determines people's behavior before designing strategies for changing behaviors. In fact, social marketing is different from other approaches because it does not just try to change attitudes and enhance awareness, but instead works to generate demand for greener communities and to empower people to change their behaviors by understanding their values, capabilities, opportunities, and motivations. In a global perspective, this approach is extremely important because it can be used both at micro (individuals), at meso (communities, organizations) and at macro (policy) levels separately or in combination. Therefore it has a short-term initial and restrained impact and long-term lasting and sustainable impact.

# THINK LIKE A SOCIAL MARKETER: PLAN YOUR OWN CAMPAIGN TO MAKE YOUR COMMUNITY GREENER

WORKSHOP

STRATEGIES FOR CHANGE

## GOAL OF ACTIVITY

After exploring their surroundings (see food scaping activity), participants should have an idea of what issues are holding their community back from becoming greener and more sustainable. The main goal of this game is to transform the observed problems into concrete plans for action aimed at/focused on creating a community behavioral change for a healthier planet.



## PARTICIPANTS & DURATION

- 4 to 60 persons
- 2 hours for 6 groups: 1 for preparation and 1 for discussion

## MATERIALS, SPACES, RESOURCES

### List of materials:

- Table of reference – see QR code
- Pens and paper
- Projector (if participants create a PPT for their presentation)

### Human Resources:

- School staff
- External expert on social marketing only if possible

### Setting of the space

- Participants should be divided in groups (2 to 4 persons per group) and each group needs one desk where to work together



## PREPARATION



We suggest holding the food scaping activity before, so that participants can explore and get to know their own community. Moreover, some basic information about Social Marketing should be given – refer to social marketing PPT.

## STEP-BY-STEP



1. **Explanation of the activity.** Project (or print for each group) the table of reference, available through the QR code. This will guide participants through the different steps of the game and their own project construction.

2. **Project construction.** Each group will have around 1 hour to build its own project/idea following the guidelines. It is important that participants work in groups and brainstorm the different ideas before deciding the project focus.

3. **Project discussion.** Each group will have 5 minutes to present their project. The expert/school staff will have another 5 minutes to comment on each work/project and discuss strengths and weaknesses of the project idea.

## ALTERNATIVE USE



If there is the possibility to base this game on your school activities, the best idea/project could be further developed by the whole participants to be presented to the rector as a real social marketing campaign/project.

## REFERENCES AND TEACHING MATERIALS:

- Baby carrots example as a successful campaign  
[<https://www.fastcompany.com/1739774/how-carrots-became-new-junk-food>]
- Teaching materials for a basic social marketing class- in Workshop Material section



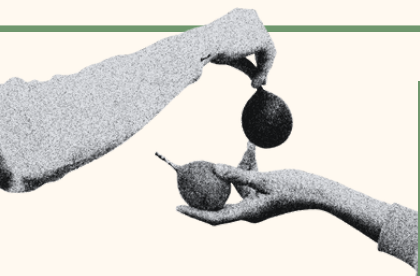
# FOOD AND CLIMATE CHANGE: HEALTHY DIETS FOR A HEALTHIER PLANET

EXPERIENTIAL ACTIVITY

ENVIRONMENTAL ISSUES

## GOAL OF ACTIVITY

What we eat, and how the food we choose to eat is processed, transported, distributed, and disposed of, are all factors that influence our CO2 footprint. The main goal of this activity is to make participants aware of how much their diet affects climate change, which products have a larger impact, and what best-practices we should apply in our daily life.



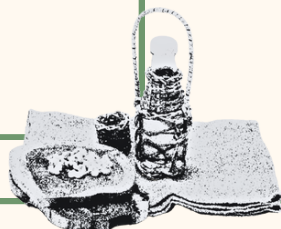
## PARTICIPANTS & DURATION

- 4 to 60 persons
- 15 to 25 minutes, depending on how the results of the game are assessed

## MATERIALS, SPACES, RESOURCES

### List of materials:

- Game cards (Scan the QR code to get the cards)
- Info on elements which can influence food's climate impact – see PPT and useful links.

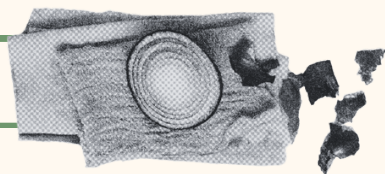


### Setting of the space

- Participants should be divided in groups (2 to 4 persons per group) and each group needs one desk where to put the cards.

### Human Resources:

- School staff



## PREPARATION



Print and cut the materials (cards) and prepare a short overview of the elements that influence the food's climate impact (e.g. production, transportation, etc.). You can refer to the provided social marketing PPT to have this information or to the suggested links.

## STEP-BY-STEP



1. Distribute the cards. Each group should receive the cards representing a Canteen Menu (Monday to Friday). The cards should be cut by meal (following the dotted lines) and grouped by day.
2. Explain the rules. Participants must order the dishes of each day from the one that has the highest to the one that has the lowest climate footprint. Be careful to not mix the days.
3. Give 10 minutes to participants to discuss and put the cards in order.
4. Once the time is over, check together the correct order and discuss why a certain food has the lowest impact compared to others with a higher one. The results and implications to calculate the CO2 impact are visible in the same QR code of the cards.



## ALTERNATIVE USE

Alternatively, the activity can be implemented by supplementing it with instead of printed cards, online tools can be used (e.g. Qualtrics).. You can also base the game on the menu of your School Canteen.

## REFERENCES AND TEACHING MATERIALS:

### • Useful Links:

<https://www.un.org/en/climatechange/science/climate-issues/food>

### • Teaching Materials

- input sessions lessons- ppt. social marketing class - - downloadable as open source materials on the website of the project



# DRAWING AS TOOLS TO (RE)IMAGINE GREEN SPACES

EXPERIENTIAL ACTIVITY

ENVIRONMENTAL ISSUES

## GOAL OF ACTIVITY

Imagination plays vital roles in our life and allows individuals to explore new ideas, envision possibilities, and generate innovative solutions. The main goal of this game is exactly this: transform words into an idea and see how we would change, re-design, or improve something already existing with the power of our imagination.



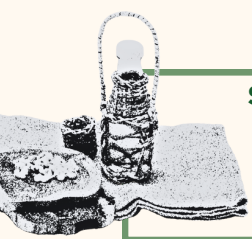
## PARTICIPANTS & DURATION

- 2 to 18 (more if you include more case studies)
- 1 hour (20 minutes draw and 40 minutes discussion)

## MATERIALS, SPACES, RESOURCES

### List of materials:

- Pens, colors, and paper, projector

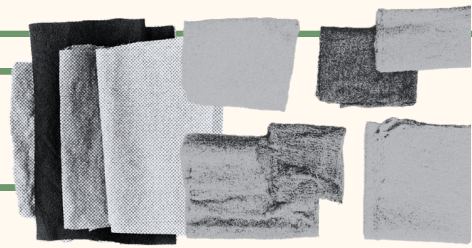


### Setting of the space

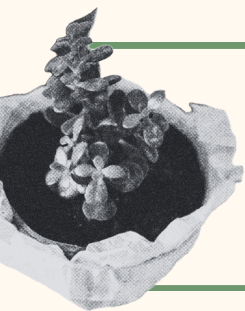
- Participants should be divided in groups (2 per group, or more if necessary). Each group needs a desk where to draw

### Human Resources:

- School staff



## PREPARATION



Participants must be informed about the concept of urban green spaces and their significant health benefits. Before the activity the school staff must choose the case studies on which to focus and print them. For more info please refer to the suggested links.

## STEP-BY-STEP

1. **Start.** Each group will receive the description of an urban space (from the chosen case studies) but will NOT see the picture of the final result.
2. **Draw.** Based on the description, each group will imagine and draw the urban space. The more details are included, the better.
3. **Description and comparison.** Once the draw is finished, each group will describe their space and then the school staff will show them the already existing one.
4. **Discussion.** Now it's time to see the differences and discuss them. What can be improved in the already existing space? What participants did not think about when designing their space?



## ALTERNATIVE USE

The activity can also be based on case-studies and urban spaces existing in your own community.

## REFERENCES AND TEACHING MATERIALS:

- **Useful Link:**

<https://www.eea.europa.eu/publications/who-benefits-from-nature-in/who-benefits-from-nature-in>

- **Teaching Materials**

input session (PPT) - downloadable as open source materials on the website of the project

# COMMUNITY MAKING: ELEMENTS OF COMMUNITY ORGANIZING AND CO-DESIGN

## WHAT

Community organizing and co-design elements can be used to foster a wide communal approach to sustainability topics . By actively involving diverse community members, including students, teachers, local residents, in the design process, we tap into a wealth of perspectives and experiences. This collaborative approach ensures that educational initiatives resonate with the specific needs and cultural contexts of the community, making sustainability topics more accessible and relevant. Through community organizing, we empower students and teachers to actively engage in shaping their educational environment, fostering a sense of ownership and commitment to sustainable practices. In this way, the educational system becomes a dynamic space where shared values and local knowledge converge, laying the foundation for a more interconnected and sustainable approach.

## WHY

The learning objective of this session is to understand the importance of community as a physical entity but also as an approach. To reflect on the necessity of a communicable vision and the importance of shared decision making actions. Students will reflect on the conformations and needs of the communities that surround them, in order to develop more focused and relevant activities around sustainability topics. This session aims to emphasize the importance of diverse perspectives, their specific cultural relevance, and how to create targeted actions in order to active community engagement.





# COMMUNITY CREATION CANVAS

WORKSHOP

STRATEGIES FOR CHANGE

## GOAL OF ACTIVITY

The goal of the Activity is to have a clear and wide vision of the identity, structure and experience of the community we want to create around a sustainability project/campaign.

To reflect on the different roles, activities, spaces and resources that will enable us to create a project which is relevant for the people that are gonna take part in it.

The Canvas will let the group visualize the different elements and needs of their community- both from the side of the final audience and on the side of the working group.



## PARTICIPANTS & DURATION

- min. 4 participants; no defined max. number per group
- between 1h and 2h

## MATERIALS, SPACES, RESOURCES

### List of materials:

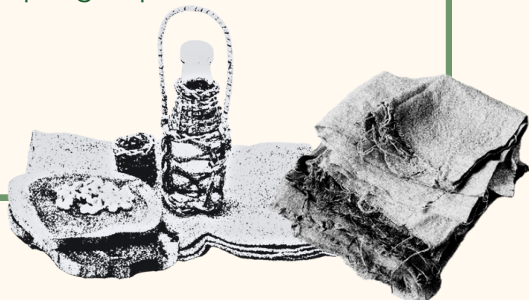
- Printed Canvas Template,
- Post-it
- Pens
- Markers

### Human Resources:

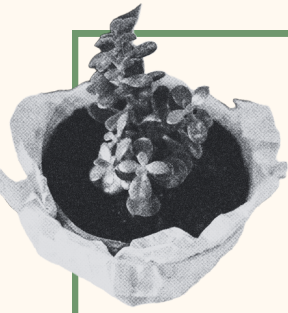
- At least one facilitator

### Setting of the space

- Inside/outside, one table per group



## PREPARATION



Before starting the activity, be sure to have printed the Canvas (one for each group - n. of groups based on n. of participants).

Prepare the room being sure that you have one table for each work group. Place post-it, markers and pens on each table.

## STEP-BY-STEP

1. To start, have a short introduction of what is community making and why is important, introduce the concept of co-design.
2. Introduce the tool: give a first overview of the Canvas and then describe each section with the help of the “leading questions” that are attached in the online “manual” version of the tool. If possible, leave the “manual” version open on the screen
3. Divide the students in groups
4. Give them the timing (on the basis of the length of the workshop- 45 min. maximum) / Tell them when it's 10 minutes left
5. Give each group 5 minutes to present the Canvas to the other groups. Ask the other groups to do at least 2 questions to the group who is presenting



## ALTERNATIVE USE

The activity can be held also online through the Miro version of the Canvas. The activity can be held also in a more interactive way, by using the public space as a canva and drawing the different parts of the tool of the ground with chalk.

## REFERENCES AND TEACHING MATERIALS:

### • Useful Link:

- input sessions lessons [ppt. “What We Talk About When We Talk About Community Making”] - downloadable as open source materials on the website of the project
- Template Community Creation Canvas- in Workshop Materials section

# COMMUNITY MAPPING

COMMUNITY MAKING

EXPERIENTIAL LEARNING

## GOAL OF ACTIVITY

Community Mapping aims to understand the needs of a community through the creation of a map representing the participants' experiences, resources, challenges and aspirations. It is a participatory research methodology destined to gather relevant data and analyze it to identify patterns, trends and priorities in this community.



## PARTICIPANTS & DURATION

- 10-12 participants
- from 1 hour up to 3 hours



## MATERIALS, SPACES, RESOURCES

### List of materials:

- maps
- GPS devices
- paper
- pens
- computers
- GIS software

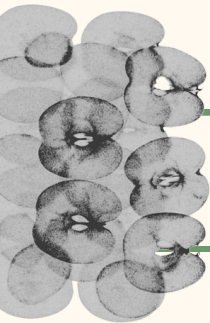
### Setting of the space:

- tables
- chairs

### Human Resources:

- a facilitator who knows the Community Mapping methodology well, who can lead the activity and guide the participants through it.





## PREPARATION

Identify the community you want to involve, inform and engage the participants, prepare materials (maps, computers, etc...) to collect data

## STEP-BY-STEP

1. Start with an Icebreaker - Map me Happy: participants enter a place they liked on a map in a specific area and then answer questions about the “happy place”
2. Present the project, the different fields of integration, the local events, what the participants can learn from this method and exchanging with their peers
3. Revisit the Map me Happy icebreaker : categorize the different chosen places by field of inclusion
4. Make the participants fill out the most positive thing about the place and what could be better
5. Repeat the Map me Happy activity, but this time in pairs, to fill the map (with both positive and negative experiences)



## ALTERNATIVE USE

The activity can be done online as well as with other target groups.

## REFERENCES AND TEACHING MATERIALS:

- [Include E-Boook](https://www.includateproject.eu/materials/) : the e-book contains information about both community mapping and community reporting, and an application of those methods in different cities, with different communities. Download it here: <https://www.includateproject.eu/materials/>

# CASE STUDY- FOOD FOR CHANGE PROJECT

COMMUNITY MAKING

EXPERIENTIAL LEARNING

## GOAL OF ACTIVITY

The Food For Change Project aims to gather the marginalized youth (18-30 years old) at risk for social exclusion around a nice meal to discuss specific topics. The discussion's objective is for this youth to share their experiences, thoughts and stories, and thus to connect with other people and foster social cohesion.



## PARTICIPANTS & DURATION



- Between 8 and 12 people
- Duration:
  - 1 day to identify the topic of the discussion + prepare the set of questions + think about an icebreakers and energizers
  - Cooking time: 2 hours (note that the time depends on what you want to cook, how much you want to cook, etc...)
  - Duration of the discussion/meal in itself : about 2 hours

## MATERIALS, SPACES, RESOURCES

### List of materials:

- Question cards or question sheet for the facilitator to lead the discussion
- Pens to make notes during the discussion
- Speaker for the music if needed

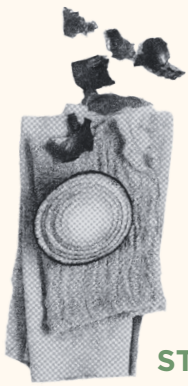
### Setting of the space:

- The activity can be set inside. Make sure you have enough chairs, tables, cutlery and food for 8-12 people
- To set up a nice atmosphere, prepare a soothing/chill music playlist to play during the discussion

### Human Resources:

- Facilitator who can lead the discussion through a set of questions





## PREPARATION

- Choose a topic for the discussion and prepare a set of questions to ask the participants
- Choose the different meals you want to cook
- Send invitations around to young people, post on social media, print invitation posters to put around universities...

## STEP-BY-STEP

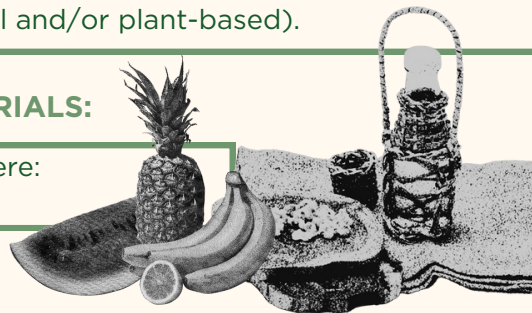
1. Welcome the participants, explain a little bit about the project, and start with an ice-breaker so that everyone can get to know each other and feel more comfortable
2. Before starting, make sure to have a disclaimer : everyone can feel free to share or not their thoughts, stories and experiences
3. Start the discussion related to the chosen topic while eating ; there can be breaks during the discussion to leave space for more casual chatting, as well as other energizers
4. After the meal, check-in with everyone to know they're feeling
5. Write down your impressions on how the conversation went (e.g was it smooth, were the participants able to connect with one another through their shared stories, was there any conflict etc)
6. Reflect on what worked and what didn't : is there anything that could be improved in terms of planning, timing, ways of handling the discussion and the atmosphere ?
7. Reflect on the meal's preparation in itself : was it sustainable ? (plant-based, use of plastic, food waste, use of energy and resources, etc)

## ALTERNATIVE USE

This activity can be set outside as well, for a picnic, for example. The activity can also be organized in a restaurant, so that the organizers don't necessarily have to cook. In that case, it is relevant to make sure you eat in a sustainable restaurant (e.g local and/or plant-based).

## REFERENCES AND TEACHING MATERIALS:

- Discover the project and the outputs here:  
[www.https://foodforchange.eu/](https://foodforchange.eu/)



# EXPERIENTIAL LEARNING: PRACTICAL ACTIVITIES FOR YOUNG PEOPLE

## WHAT

Experiential learning holds significant pedagogical importance, particularly in the realm of education focused on sustainable practices. By immersing students in hands-on experiences and real-world scenarios, experiential learning fosters a deeper understanding and appreciation for sustainable principles.

Through activities such as community clean-up projects, organic farming, or renewable energy workshops, students not only grasp theoretical concepts but also develop practical skills and a sense of environmental stewardship.

This approach encourages critical thinking, problem-solving, and collaboration, empowering students to become proactive agents of change in addressing pressing environmental challenges. Furthermore, experiential learning cultivates empathy and a holistic understanding of the interconnectedness between human actions and environmental health, instilling lifelong values of sustainability and responsible citizenship.



## HOW

In this session we want to propose some experiential activities useful to teach sustainability principles through practical workshops.

All activities had been tested as part of the project during the GGC Training or by the single organizations in their professional experience in other contexts.

# GARDENING WORKSHOP:

## SOIL FERTILITY

ENVIRONMENTAL ISSUES

WORKSHOP

COMMUNITY MAKING

### GOAL OF ACTIVITY

By learning to observe the soil more closely and recognize living organisms, we concretely reconnect with the concepts of biodiversity and fertility. We establish a link between agriculture and what ends up on our plates in a friendly and playful manner.



### PARTICIPANTS & DURATION

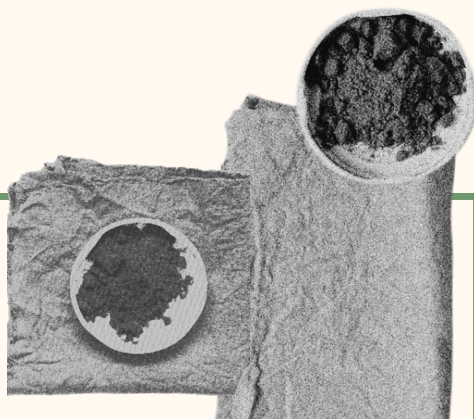
- from 2 to no limits depend on how many animators can be there. For 1 animator, max 10 participants.
- 1 hour to lead the workshop

### MATERIALS, SPACES, RESOURCES

#### List of materials:

*For a simple observation:*

- a small shovel
- some soil
- a bottle of water
- If you want to test the soil acidity, you can also use vinegar, baking soda, etc.



#### Human Resources:

- One animator who knows some basic things about how we can recognize a soil.

## PREPARATION

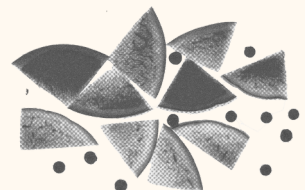
- Inform the participants: informing students before, involving adults, co-designing the workshop with animators

## STEP-BY-STEP

1. Welcome & Introduction: Greet participants, highlight the green theme, and introduce experts.
2. Brainstorming with asking for the participants the question “what is a soil” or “for you what come to your mind when we say “fertility of a soil”
3. Take a bit of soil on a shovel and give it to the participants to touch, feel, and observe the texture
4. Discussing concepts such as clayey, loamy, sandy soil, acidity, as well as how gardening practices, taking into account the soil type, can impact the taste of fruits and vegetables, plant growth, and connecting it to what we put on our plates
5. Knowing this soil, we proceed by gardening using the desired technique to work the soil (digging, aerating with a soil cultivator, or lasagna gardening), while applying the necessary amendments based on the soil diagnosis (organic matter amendment, compost, manure, clays, etc.

## ALTERNATIVE USE

Can be done in schools, on public spaces, on the streets, in community gardens etc.  
Can't be done online.



# FIRST STEPS INTO FORAGING

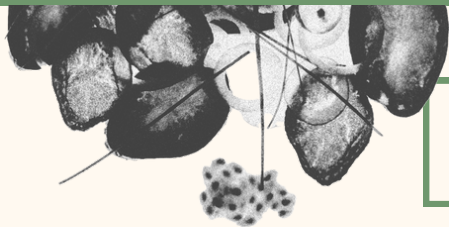
EXPERIENTIAL ACTIVITY

WORKSHOP

RESEARCH

## GOAL OF ACTIVITY

The goal of this activity is to take initial steps towards a more self-reliant lifestyle by learning to safely identify a selection of common wild edible plants. This will allow you to diversify your diet with free, organic and locally sourced ingredients that are more nutritious than cultivated plants grown in greenhouses.



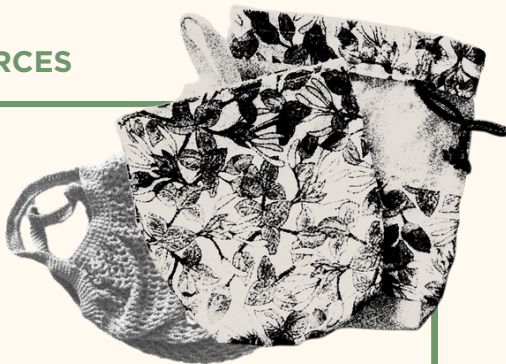
## PARTICIPANTS & DURATION

- Any number of participants
- Duration: at least 2 hours, up to a full day

## MATERIALS, SPACES, RESOURCES

### List of materials:

- well-ventilated baskets or paper bags
- garden gloves (optional)
- scissors

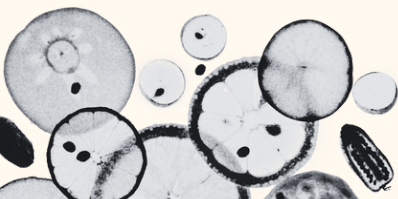


### Human Resources:

- Wildcrafting expert

### Setting of the space:

- outside





## PREPARATION

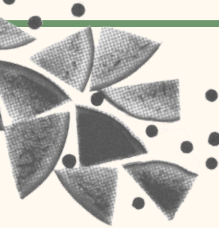
- Contact a local association or accreditation organization to find expert.
- Choose a clean surrounding which is suitable for picking wild herbs. Avoid areas like roadsides or pesticide-treated fields.
- Wear appropriate clothes and shoes and shield from the sun. Bring a basket or paper bags and your own water bottle.



**Keep in mind:** The country, season and weather conditions determine what you can forage. **Nettles** and **ground elder** are suitable for beginners, as they are easy to recognise, are widely distributed and can be harvested over a long period

## STEP-BY-STEP

1. Gather to pick wild edible plants in early spring in the morning in good weather.
2. Only pick healthy and clean plants.
3. Clean and separate the plants as you pick them. Wash the plants or leave them on the table for a while to let the little bugs walk off.
4. Starting from the plants you collect, make participants reflect on: similar looking species, different growth stages. Know the plant's smell and taste and at what stage it can be used and which parts of it.
5. If you are unsure, leave the plant where it is. There are also poisonous plants that can be mistaken for edible ones, potentially causing harm.
6. Do not pick endangered or rare plants, even if they are edible. Make sure you know the laws and whether you need the permission of the landowner to forage.
7. Take it slowly, one step at a time. Learn one or two plants per year and in a decade, you'll be a knowledgeable forager.
8. Be aware of potential risks like parasites and follow safe usage guidelines



## ALTERNATIVE USE

Gradually expand your palate to new flavors and textures. Experiment with various recipes and conserving methods like drying, pickling or fermentation.



## REFERENCES & TEACHING MATERIALS

Plants "identity cards"- in Workshop Materials section

# COOKING WORKSHOP

ENVIRONMENTAL ISSUES

WORKSHOP

COMMUNITY MAKING

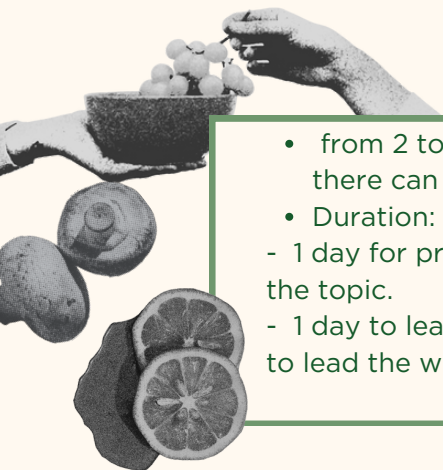
## GOAL OF ACTIVITY

Cooking together is an excellent practice to create a convivial environment which helps to raise awareness about the general food system but also on the local foodscapes. To grow green communities, it's an ideal environment to talk and share with young people, or elderly about their stories, representations and food practices, while we wash, peel, cut, cook, and eat.



## PARTICIPANTS & DURATION

- from 2 to no limits depending on how many animators there can be. For 1 animator, max 10 participants.
- Duration: 2 days:
  - 1 day for preparation, buying local products, and identifying the topic.
  - 1 day to lead the activity: 1 hour for the installation, 3 hours to lead the workshop and to share a meal, 1 hour for cleaning.



## MATERIALS, SPACES, RESOURCES

### List of materials:

- The kitchen equipment required for the identified sub-theme for the collective cooking workshop. Examples include pots, pans, knives, forks, cutting boards, dishwashing areas.

### Setting of the space:

- Tables
- Chairs

### Human Resources:

- One animator who already experienced a collective cooking activity in public spaces is necessary. No need for a professional or a chef cooking.





## PREPARATION

- Inform the participants: informing students before, involving adults, co-designing the workshop with animators.

## STEP-BY-STEP



1. Welcome & Introduction: Greet participants, highlight the green theme, and introduce experts.
2. Ingredient Exploration: Discuss locally sourced, seasonal items to be used, promoting sustainability.
3. Hands-On Cooking: Guided preparation of eco-friendly recipes, emphasizing green practices.
4. Expert Guidance: sharing insights during cooking
5. Community Interaction: Foster connections, discussing green living, and sharing ideas.
6. Dining Together: Enjoy the prepared meals, reinforcing the sense of community.
7. Output Presentation: Showcase collective achievements, celebrate sustainable cooking success.



## ALTERNATIVE USE

Can be done in schools, on public spaces, on the streets, in a community garden etc.

## REFERENCES AND TEACHING MATERIALS:

\_ Books, websites, researches

<https://www.greeninclusion.eu/post/cooking-workshop>



# PLANT ME!

EXPERIENTIAL LEARNING

ENVIRONMENTAL ISSUES

## GOAL OF ACTIVITY

Selecting plants and their future location if you are designing or planning a garden. Educating the participants about plants, their characteristics and the best location for planting them.



## PARTICIPANTS & DURATION

- 5 to 50 persons / Age: 5 or above
- Duration:  
60 to 120 min, depending on the number of participants, their previous expertise and the size of the site.



## MATERIALS, SPACES, RESOURCES

### List of materials:

- Printed observation cards for note-taking
- Printed plant cards
- Pens, pencils
- Mobile phones (for research)
- If appropriate, small signs bearing the name of the plant, which you can stick in the ground


### Setting of the space:

- A green space (garden, part of a park, field or forest).

### Note:

- Be aware that there are laws and regulations governing planting in public spaces (property damage!) if you decide to use real plants. Guerilla gardening might be tolerated if considered an embellishment.





Select the plants you want to use and collect information on them. The method works best for trees and shrubs. Create printed cards listing their scientific and common name(s), their characteristics that determine their best location (height, width, light, soil, water, companion or competing plants, etc.) and add a photograph of the plant. You can find below the link to a template. Prepare observation cards for note-taking (Optional) Prepare signs that can be used in place of the plants to indicate the desired location.

## STEP-BY-STEP




1. Explain the rules and goals of the activity.
2. Divide the participants into small groups of two to five persons and hand out an observation card to each of them.
3. Ask participants to explore the site and note their observations. The time allocated for this task will depend on the size and complexity of the site.

Guiding questions could be:

- Which places receive direct sunlight, which are shadowy?
- Which locations are dry, which ones wet?
- Which ones are exposed to the wind or protected against it?
- What kind of basic soils are present at the site (sandy, silty, loamy)?

If appropriate, explain how to do a quick soil test, e.g. by squeezing the moist soil with the hand, then opening it and observing its texture or by digging a small hole, filling it with water and observing how fast the soil is draining).

- What plants are already growing there?
4. Ask participants to assemble and share their observations and experience.
- 

5. Hand out a plant card and a plant, or sign with the plant name, to each participant who is then asked to identify with the plant and look for the „perfect“ location on the chosen site by using the information presented on the plant card. Briefly explain the principle of companion

planting and resource competition if necessary.

Guiding questions are:

“How do I want to grow?”

“How big will I grow?”

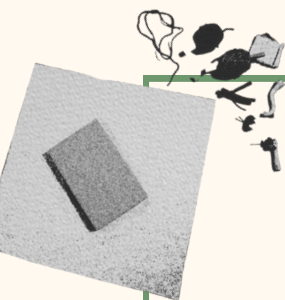
“What neighbours do I get along with?”

“How competitive am I?”

6. Gather the participants who will explain reasons for their choice and how they arrived at it. Jointly discuss their findings by raising objections or making suggestions. Generally, it takes no more than 15 to 30 min to place some 20 trees and shrubs.



## ALTERNATIVE USE



- Create cards for annual plants and vegetables.
- Co-designing a herb layer. Designate small areas and set out trays with plants best fit for polyculture. Small groups of participants (3 or 4 persons) are then asked to create their own herb layer design.
- If your aim is co-designing a garden, include locations for other garden elements (tool shed, garden beds, etc.)

## REFERENCES AND TEACHING MATERIALS:

Content and idea: Skogsträdgårdsboken

Philipp Weiss & Annevi Sjöberg

Game layout: Anne Franze-Jordanov

[https://www.canva.com/design/DAFNfwlc2g8/g4MhooGdGQZ798\\_xnpq3w/editutm\\_content=DAFNfwlc2g8&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFNfwlc2g8/g4MhooGdGQZ798_xnpq3w/editutm_content=DAFNfwlc2g8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)





# COOK WITH WILD EDIBLE PLANTS

EXPERIENTIAL ACTIVITY

WORKSHOP

RESEARCH

## GOAL OF ACTIVITY

Learn to cook simple and delicious meals with nettles and ground elder. Get used to the flavors and textures of these common wild edible plants and discover how you can replace greens from the supermarket with these local, organic and free superfoods. If you have excess nettles, you can dry them for future use.



## PARTICIPANTS & DURATION

- Participants: 20 max
- Duration: 3 hours

## MATERIALS, SPACES, RESOURCES

### List of materials:

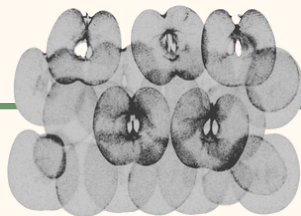
- Recipes (printed/digital) - one per group of participants
- suggested recipes with Ground Elder and Nettle

### Setting of the space:

- Normally equipped kitchen and dining area

### Human resources:

- Foraging expert





## PREPARATION

Find a suitable kitchen with the possibility to dine. Make sure you have all the required kitchen utensils. Forage fresh nettles and ground elder and have all the other ingredients ready.

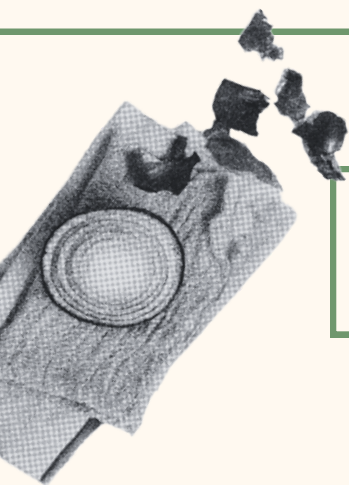
## STEP-BY-STEP

1. Divide students into groups of 4-5. Two groups make ground elder pie while 2 groups make nettle soup.
2. With the Foraging expert, highlights the nutritional benefits of nettles and ground elder, emphasizing their versatility in cooking and the advantages of replacing supermarket greens with these wild edible plants.
3. Start with washing the wild edibles. Remove infested parts, dirt, bugs, and other plant material. Each group then focuses on its own recipe.
4. The groups gather together and eat each other's dishes in a communal meal.
5. Once the meal is done, with the Foraging expert reflects on how to preserve the best ingredients the participants used in their recipes.

**When consuming wild herbs, moderation and variety are crucial. Avoid excessive and prolonged use of a single herb. Consult a foraging expert for safe harvesting and consumption guidelines.**

## ALTERNATIVE USE

Experiment with nettle recipes like omelets, chips, and ways to use seeds. Add nutritional value and flavor to dishes. Preserve finds through drying, freezing, or fermenting.



# BUILD CARBON-SMART GARDEN BEDS

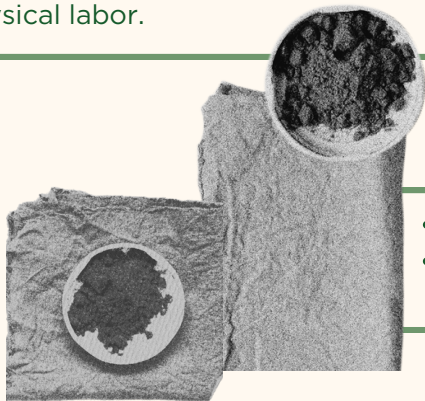
EXPERIENTIAL ACTIVITY

WORKSHOP

RESEARCH

## GOAL OF ACTIVITY

Participants will learn the benefits of embracing the no-dig method and building garden beds that aid in carbon sequestration, a crucial step in combating climate change. By increasing organic matter in the soil, these beds not only store carbon but also enhance soil fertility, biodiversity, water retention, and erosion-resistance. This approach rewards gardeners with a bountiful harvest while saving time and physical labor.



## PARTICIPANTS & DURATION

- Participants: 8-20
- Duration: A full day in spring and a full day in the following autumn.

## MATERIALS, SPACES, RESOURCES

### List of materials:

- Mulch composted horse manure
- Digging forks,
- Shovels,
- Rakes,
- Garden gloves,
- Garden soil,
- Garden lime

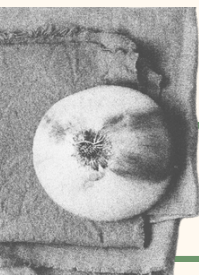


### Setting of the space:

- Outside - setting a suitable plot of land.

### Human resources:

- Gardening expert



## PREPARATION

Find a suitable plot of land where you can build your garden beds. Find a group of young people that you can work with twice within 6 months.

## STEP-BY-STEP

1. Build the garden bed directly on the lawn. Suffocate lawn with 20 cm of mulch, using grass clippings and leaves. Avoid thick layers of sticks to allow water to rise from underneath.
2. For persistent weeds like ground elder or quick wheat, remove with a shovel. Alternatively, add mulch for up to 2 years to eliminate weeds.
3. Avoid using cardboard, newspapers, or landscape fabric to cover vegetation. These materials can disrupt soil gas exchange and prevent water from rising. Landscape fabric breaks down to microplastic.
4. Establish your garden bed on the prepared patch by adding a layer of composted horse manure and garden soil.
5. When preparing soil for gardening, consider mixing your own or purchasing clean soil. Before ordering, inquire about fertilization and pH levels. If the soil is already fertilized, avoid adding more fertilizers like manure to prevent over-fertilization.



## ALTERNATIVE USE

### BUILDING GARDEN BEDS FROM PALLETS

- Fill them completely with soil. Confirm the pallet is full once the soil settles. Inadequate soil levels can create unfavorable microclimates for plant growth. Ensure the soil is in contact with the ground for water absorption.
- Avoid bare soil in your garden beds. Cover with grass clippings or sow plants like clover, which fertilizes soil. Cut clover before it seeds to prevent spreading.

# RESCUE GARDEN SURPLUS

EXPERIENTIAL ACTIVITY

WORKSHOP

RESEARCH

## GOAL OF ACTIVITY

Connect with local gardeners to gather surplus harvests. Engage students in hand-picking fruits/veggies, then use them in cooking classes to create meals, preserves, and juices. This activity promotes sustainability by reducing food waste, decreasing supermarket purchases, and providing fresh, seasonal food for consumption and storage throughout the school year.



## PARTICIPANTS & DURATION

- Participants: any number
- Duration: whole day

## MATERIALS, SPACES, RESOURCES

### List of materials:

- buckets or baskets
- kitchen utensils

### Setting of the space:

- Inside & outside - kitchen

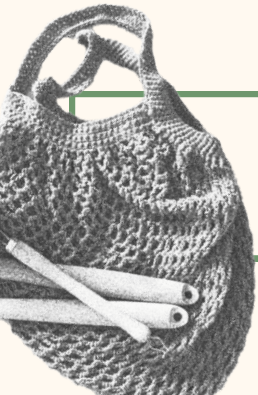
### Human resources:

- Home economics teacher



## PREPARATION

Find a suitable kitchen, plan logistics for vegetable collection and transportation, assign tasks for picking and timing, and gather necessary kitchen utensils.





## STEP-BY-STEP

1. Introduce purpose of workshop: to appreciate existing resources, become aware of the advantages of clean, locally grown food, and work towards reducing food waste and fostering shorter food supply chain
2. Highlight the ecological implications of home gardening extending beyond water usage to include land use, energy consumption, fertilizer and pesticide use and biodiversity impacts.
3. Plan a communication strategy to connect young people with local gardeners through social media and word of mouth to find gardeners with surplus produce to share
4. Identify the types of produce available and plan accordingly.
5. Schedule the workshop: choose a date and time that works for participating gardeners and students. Ensure necessary equipment and materials are available, such as containers, utensils, and cleaning supplies.
6. Set up a workspace: designate an area for sorting, cleaning, and preparing the surplus produce.
7. Host a party to share the bounty, preserve food for later use, or have students prepare small samples to take home.
8. Document the workshop: take photos and notes to track progress and share on social media.

### HERE ARE SOME SUGGESTIONS OF RECIPES WE EXPERIMENTED IN OUR WORKSHOPS

- Gooseberry marmalade
- Seabuckthorn cake
- Red - and Blackcurrant juice
- Flatbread with root vegetables
- Apple puree
- Black root soup
- Rhubarb compote









# WORKSHOP MATERIALS



# FOODSCAPE WALKABOUT FORM

The guide is for you and your classmates with whom you are in a group and want to learn more about your local Food Environment. It should be used when going on a trip and looking at the "edible" surroundings - the **Foodscape walkabout**. The idea is to map, what "food" related things are there and most importantly - imagine what could be there - a kind of **imaginative fantasy journey**. You probably know it from yourself. Occasionally, you sit at home or in the classroom and dream that your classroom or your room could be painted different colors or put a small vase on the window with tomato on it. That's the mental state and the mode needed in the Foodscape walkabout.

**Walk, See, and Observe** what is there and how it is. Then, try to Envision What it could be. Try to divide your observation and imagination into two tracks: The way we **buy and consume food** and the way we **produce it**. Then you probably think yes, but surely, we can leave the latter to the farmers. And that's true. So, it used to be, but in modern society, cultivation is moving quietly into the city. So, when you go for a walk, think of two things. Firstly, how we buy or eat Food as consumers, alone or with our families - home or out of the house. And secondly, how we produce.

**1. Food Spaces:** Look for what types of stores exist. Start by registering them on the map and the table. Preferably use a city map so you can see where things are. Give them the same number in the Map and Table. You can also make your own abbreviations: one for petrol stations, one for mini markets/kiosks, one for grill bars/fast Food, one for supermarkets, one for ice cream parlours, one for restaurants and so on. In the next column, write what they sell. And last, what would you like them sale? And on the empty table write ideas for stores, outlets, and points of sale.

**2. Cultivation and Green Spaces:** When it comes to cultivation and cultivation possibilities, you should look for unused areas. It could be an empty plot of land, concrete pathways, empty roof tops, buildings and so on. Draw them on the map and record what is found on the site. You must imagine that you could grow something in those areas. And what could it be, and who could organize it?



# FOODSCAPE WALKABOUT FORM

## BEFORE YOU GO FOR A FOODSCAPE WALKABOUT:

1. Read the instructions carefully. You are welcome to bring the instructions and glossary with you.
2. Decide on the area where you want to go for the Foodscape Walkabout.
3. Do a walkabout for an hour or more.
4. Print the Map of the area or bring the already existing map.
5. Print table 1 & 2 to register your Mapping.
6. Print table 3 & 4 to write your reflection and Ideas.
7. Remember to bring a pen, pencils, markers, color pens and so on to write and draw.
8. Bring a recording device for photos, video, and audio. Your mobile device is well suited for all.

## INSTRUCTIONS TO REGISTER MAPPING OF FOODSCAPE WALKABOUT:

1. Put a mark on the map and give numbers to the place. You can color code and symbolize the location differently. For example: Restaurant with Red dot, park with green circle, supermarket with purple square, long stretch of trees with green lines and so on.
2. Correspond those location into the Tables. Fill in information in the respective table cells.
3. Table 1: Food Spaces: What are food spaces? Its Examples.
4. Table 2: Green Spaces: What are Green Spaces? Examples.
5. Table 3: Reflection of your observations from Table 1 and Table 2.

**TABLE 1: OBSERVATION OF  
FOOD SPACES**

A: What exists? Mark on a map and fill in the form				
Location on the Map	What exists? (eg. Restaurant, café, etc)	What is sold? (fruits, cake, pizza etc)	What is missing (what could be sold?	Remark (Journalism)

**TABLE 2: OBSERVATION OF  
CULTIVATION AND GREEN SPACES**

A: What exists? Mark on a map and fill in the form				
Location on the Map	What exists? (eg. Gardens, vertical farmi ng, trees, empty lots)	What is grown? (apple tree, flower, spices etc)	What is missing (what could be grown?	Remarks (Journalism)



**TABLE 3: REFLECTION OF YOUR  
OBSERVATIONS**

A. What could be found? Write and talk about your ideas and who you want to involve.

Location on the map	What did you find interesting?	What could you improve?	What could be there?	Whom could you approach to improve?

# VISUALIZATION OF YOUR IMAGINATION

**THIS IS YOUR CREATIVE SPACE. DRAW OR SKETCH  
YOUR OBSERVATION, OR YOUR NEW IDEAS.**



# OUTPUT

**Once you are done, you will go back to your groups, reflect, and prepare a presentation. It could be a slide show, video, or role-play. The idea is to communicate your findings to the audience in a Fun and Reflective way.**

## **How to create an output:**

1. Powerpoint and slide show
2. Video
3. Sketch or Draw
4. Role-play
5. SoMe Videos

## **Guiding Questions:**

1. Look at the map, drawing, and all the form you filled out.

What is striking about the marked places on the maps? What did you do?

What is interesting about the places? Why is this place important or interesting to you? What could be done?

2. Calibrate with your pictures, sketch, or drawings.

What other new information than you talked about in Question 1?

3. How would you categorize the locations? Food oasis, food Deserts & Food Swamps.

4. Go back to the map. What would you change and why? Whom and how would contact?

## **Glossary**

**Food Oasis:** The term Food Oasis is used to describe an area with good access to food outlets, supermarkets and vegetable shops and markets selling fresh foods such as fruit and vegetables.

**Food Deserts:** The term Food Deserts refers to an area or community with limited or non-existent access to nutritious and affordable food, in particular, fresh fruits and vegetables, due to the absence of grocery stores within convenient travelling distances.

**Food Swamps:** The words food Swamps is used to describe a community where fast-food chains and convenience stores are abundant. This means that neighborhoods are overexposed to unhealthy eating options rather than healthy eating choices.

# MENU PLAN FOR ONE WEEK - SWISS CANTEEN\*

\*You can also re-create this game based on your Canteen Menu

Monday (MO)	Tuesday (TUE)	Wednesday (WED)	Thursday (THU)	Friday (FR)
<b>MO: BEEF MEATBALL</b> Sin tomato sauce, with smashed potatoes, and broccoli	<b>TUE: MUSHROOM BURGER</b> Grilled mushrooms, and braised lettuce, and braised onions in a sesame bun. With dried vegetable chips	<b>WED: THAI "BUTTER"</b> BEANS Beans with Thai vegetables (squash, carrot, celery, green peas), and basmati rice.	<b>THU: SPAGHETTI ALL'AMATRICIANA</b> Pasta with cured pork cheek, pecorino cheese, grilled zucchini, tomato, and onion	<b>FR: HUMMUS PLATTER</b> Flat pita bread, hummus dips, grilled aubergine, pomegranate seeds, and salad
<b>MO: RISOTTO</b> With cheese, spinach, and roasted asparagus	<b>TUE: LAMB KEBAB</b> Lamb in a wrap (Turkish Dürüm), with potato fries and salad (lettuce, cucumber, tomato, parsley)	<b>WED: VEGGIE CARBONARA</b> Creamy pasta with zucchini, sun dried tomatoes, and parmesan cheese	<b>THU: BEEF BURGER</b> Grilled beef patty, cheese, lettuce, and braised onions in a sesame bun. Served with dried vegetable chips	<b>FR: VEGGIE CHILI</b> Quorn mince (a meat substitute), red beans, tomato sauce, and braised bell peppers. Served with white rice.
<b>MO: FISH FILLET SEABREAM</b> Marinated with ginger and lime, with quinoa, and carrots	<b>TUE: THAI CHICKEN</b> With vegetables (squash, carrot, celery, green peas) and basmati rice	<b>WED: ROASTED CHICKEN</b> With lemon, oven roasted potatoes, and green beans	<b>THU: VEGGIE SCHNITZEL</b> Soybean s-based schnitzel, with vegan tartar sauce, gnocchi, and corn salad	<b>FR: VEAL BRATWURST</b> Sausage with oven roasted potatoes, and carrots
<b>MO: FALAFEL KEBAB</b> Chickpea nuggets in a wrap (Dürüm), with potato fries and salad (lettuce, cucumber, tomato, parsley)	<b>TUE: BLACK LENTIL</b> Lentils cooked in Lebanese style, with brown rice and crispy onions. Served with roasted beetroots.	<b>WED: CHILI CON CARNEM</b> Minced beef, red beans, tomato sauce, and braised bell peppers. Served with white rice	<b>THU: NASI GORENG</b> Indonesian fried rice with vegetables (carrots, bell pepper, peas, and mushrooms), and an egg	<b>FR: FISH FILLET TILAP</b> A herb crust, with couscous and vegetables

## RESULT OF THE GAME - CORRECT ANSWER\*

From the food with highest impact to the one with the lowest one for each day of the week

Monday (MO)	kg CO2- eq/meal	Tuesday (TUE)	kg CO2- eq/meal	Wednesday (WED)	kg CO2- eq/meal	Thursday (THU)	kg CO2- eq/meal	Friday (FR)	kg CO2- eq/meal
MO: BEEF MEATBAL LS	3,22	TUE: LAMB KEBAB	3,43	WED: CHILI CON CARNE	2,65	THU: BEEF BURGER	2,49	FR:VEAL BRATWU RST	3,18
MO: FISH FILLET SEABREA M	1,08	TUE: THAI CHICKEN	1,13	WED: ROASTED CHICKEN	1,15	THU: SPAGHET TI ALL'AMAT RICIANA	0,67	FR: FISH FILLET TILAPIA	0,87
MO: RISOTTO	0,54	TUE: MUSHRO OM BURGER	1,01	WED: VEGGIE CARBON ARA	0,47	THU: NASI GORENG	0,65	FR: HUMMUS PLATTER	0,64
MO: FALAFEL KEBAB	0,36	TUE: BLACK LENTILS	0,23	WED: THAI "BUTTER" BEANS	0,28	THU: VEGGIE SCHNITZE L	0,45	FR: VEGGIE CHILI	0,54

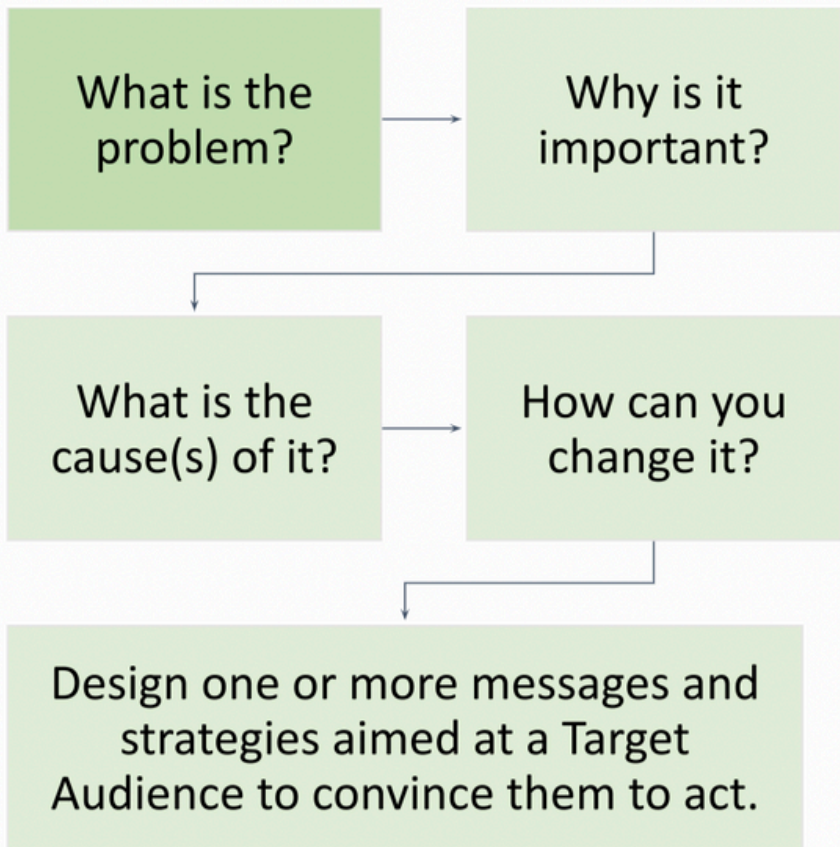
### Assumptions to calculate the kg CO2-eq/meal:

- Food chain stages from production to cooking are considered.
- Conventional agriculture (e.g. no organic) is considered.
- Meats are considered local meats.



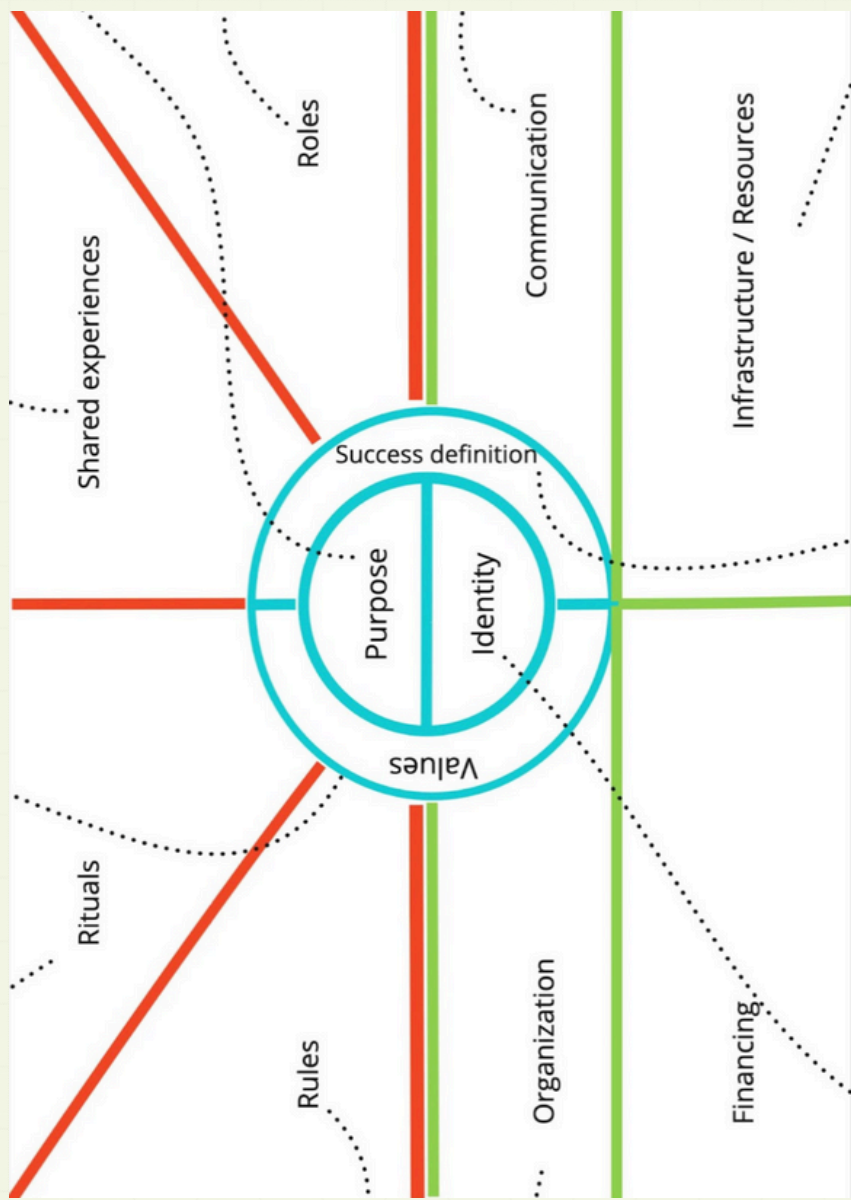
# THINK LIKE A SOCIAL MARKETER: PLAN YOUR OWN CAMPAIGN TO MAKE YOUR COMMUNITY GREENER

## TABLE OF REFERENCE - SOCIAL MARKETING GAME





# COMMUNITY CREATION CANVAS



# PLANTS IDENTITY CARDS

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## GROUND ELDER (AEGOPODIUM PODAGRARIA)



**Ground Elder**, originally introduced to Northern Europe by monks as a medicinal plant, has become a notorious weed in many gardens. Despite its pesky reputation, it is a nutrient-rich plant, particularly high in vitamin C, making it a viable edible option. The leaves have a mild taste with hints of carrot and celery, and can be used in salads, pesto, or as a spinach substitute in pies. However, it is crucial to correctly identify the plant, as inexperienced individuals might mistake it for poisonous plants like poison hemlock or deadly nightshade. Once familiar with its characteristics, Ground Elder can be harvested throughout the summer by pruning the plant and collecting the leaves as early as possible, when they are barely open.

# PLANTS IDENTITY CARDS

## NETTLES

(URTICA DIOICA SSP. SONDENII AND URTICA DIOICA SSP. DIOICA)



**Nettles** are an ideal wild herb for beginners due to their ease of recognition and use. In early summer, 10-15 cm tall plants can be used whole, but they need to be blanched to remove their stinginess. Nettles can be used like spinach, for example, in soups and pies. You can dry nettles in a place that is shielded from the sun to preserve all the minerals, trace elements, and fiber. The dried nettles can be crumbled into any food, such as sauces, porridge, yogurt, or smoothies, with a recommended amount of 1-4 tsp per day. However, it is important to note that nettles accumulate harmful nitrates, so they should not be harvested from overly rich, nitrogen-rich areas like around barns or fertilized farmlands. Additionally, nettles are rich in iron, and calcium can interfere with iron absorption; therefore, it is recommended to use a non-dairy milk such as oat milk instead of cow milk when making nettle soup to ensure optimal iron absorption. You can uncover many more ways to utilize this superplant!

## GROUND ELDER PIE

1. Line a tart tin (Ø 24 cm) with shortcrust pastry.
2. Press the dough into the base and sides of the pie dish.
3. Pre-bake the base in a 200-degree Celsius oven for about 10 minutes.

### Ingredients for the filling:

- 1 onion
- 2 dl Ground Elder leaves
- 2-3 tomatoes
- 1 tbsp canola oil
- 100g feta cheese
- 2 dl sour cream
- 1 egg
- ½ tsp salt
- ¼ tsp black pepper
- ½ dl grated cheese (25-35% fat)



### Directions:

1. Peel and finely chop the onion.
2. Heat oil in a pan. Add the onions and Ground Elder. Stir until the onions are translucent.
3. Spread the onion and Ground Elder mixture and tomato slices onto the pre-baked base.
4. Mix the sour cream with an egg, spices, and grated cheese. Spread the mixture over the pie.
5. Bake the pie for about 25 minutes until set and the top has a beautiful color.

## NETTLE SOUP

- Servings: 4
- Preparation Time: 10 minutes
- Cooking Time: 10 minutes

### Ingredients for the filling:

- 2 dl of blanched nettles
- 1 liter of barista oat milk
- (2 tablespoons of wheat flour)
- A pinch of nutmeg
- 1/2 teaspoon of salt



### Directions:

1. Add the blanched nettles and seasonings to the soup.
2. When using barista oat milk, you may not need to add flour for thickening.
3. Blend the soup until smooth using a blender

## NETTLE PESTO

### Ingredients for the filling:

- 1 IL fresh nettles, blanched
- 2 cup sunflower seeds
- 1 1/4 cup sunflower oil
- 1 garlic clove
- 1/2 tsp salt



### Directions:

1. Wash the nettles thoroughly and remove any tough stems. Blanch the nettles in boiling water for 1-2 minutes until wilted. Drain and let cool.
2. In a food processor, combine the blanched nettles, sunflower seeds, garlic, salt and sunflower oil. Blend until a smooth pesto forms, scraping down the sides as needed.
3. Transfer the pesto to a jar or airtight container. Top with a thin layer of sunflower oil to prevent browning.
4. Store in the refrigerator for up to 1 week or freeze for longer storage.



# WILD HERB POWDER



Wild Herb Powder is a mixture ground or crushed from the dried leaves and flowers of plants. The green powder retains all the minerals, trace elements, and fiber of the fresh plant. Chlorophyll in the powder is rich in flavonoids.

Leaf green powder is the most natural source of trace minerals that can be used daily. It can be added as a seasoning in 1-4 teaspoons during food preparation, sprinkled on finished dishes, or mixed into porridge, yogurt, or smoothies. The powder can also help reduce the need for added salt. Dry the plants and store them protected from sunlight.

Drying the following herbs allows you to create Wild Herb Powder, a versatile seasoning to enhance dishes, especially useful during winter when fresh produce is scarce.

Nettles, fireweed (*Chamaenerion angustifolium*), lady's mantle (alchemilla), dandelion, currant leaves, kale, young ground elder leaves, marigold. Consider possible allergies when selecting herbs suitable for green powder.

A collage of four hands, each wearing a grey sleeve, arranged in a circular pattern. The hands are interacting with small, dark, teardrop-shaped objects. The top-left hand is reaching down towards a cluster of these objects. The top-right hand is holding one of the objects. The bottom-left hand is holding a small cluster of the objects. The bottom-right hand is reaching up towards a single object. The background is split horizontally into a white top half and an olive green bottom half.

# CONCLUSIONS

# CONCLUSIONS

The lessons and activities presented in this handbook illustrate one main factor: young people want to take their future in hand. They are determined not to simply be victims of climate change, but to become agents of change by taking up a leading role in advocating for responsible climate behaviors.

Adults, the so-called “old generation”, must not leave young people alone in this mission. Adults must support and encourage them, while providing them with the information needed to take the necessary steps towards new and more healthy lifestyles that will help fight climate change. In other words, we need young people to be empowered to act independently and to be well-informed on what is in their power. Only in this way young people across Europe will start their own green transition.

Therefore, we sincerely hope that adults, especially educators in schools, and young people will use this handbook to start a stimulating discussion on the proposed topics. As the handbook was created by experts, but tested and discussed with several young people, we firmly believe it will be well-received among young people. The fact that it includes activities, guidelines, and possible actions, it also makes it easy to move from the theory to the practice and adapt it to different contexts.

On behalf of the GGC team, we express our gratitude to each person who contributed to this project and to the writing and testing of its activities, especially the School of Lindevang and the schools of Læringshuset in Denmark, and the school of Kalevan Lukio in Finland. Each youth, project partner, and stakeholder contribution has been essential. By working together, we can create a healthier, more sustainable planet for ourselves and for future generations. Thank you for reading and using this handbook! We hope you find it helpful in your efforts to help young people grow greener communities.

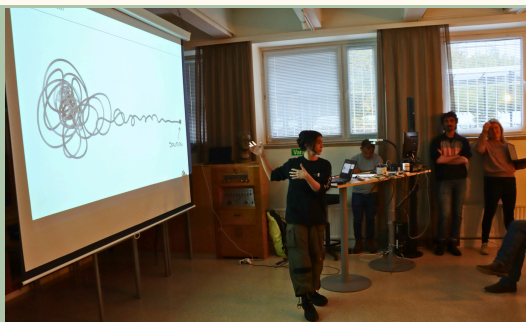
A collage of four hands, each holding a small, dark seed pod. The hands are positioned around a central green rectangular area. The top-left hand is reaching down, the top-right hand is reaching up, the bottom-left hand is holding a pod, and the bottom-right hand is holding a pod. The background is a solid light green color.

# GET TO KNOW THE PARTNERS:

# COMPARATIVE RESEARCH NETWORK



**BERLIN,**  
**GERMANY**



The Comparative Research Network was founded in 2007 and has worked since then in the field of adult education and research. The CRN Network is specialized in training activities within the fields of intercultural competences, intergenerational learning, mobilities and migration. Additionally, the CRN is specialized in creating and performing evaluation and dissemination processes.

The Comparative Research Network is based in Berlin and since 2007 active in Horizon2020, Erasmus+, REC, national and local programs.



**CENTRAL@COMPARATIVE-  
RESEARCH.NET**

## CROSSING BORDERS



COPENHAGEN,  
DENMARK



Crossing Borders (CB) is a non-profit civil society organisation. The vision of CB is a world in peace with itself in which diversity is celebrated. The mission is to create a dialogue space toward such a world and to build the capacity of youth, media workers and educators to realise the above vision. Crossing Borders started as a project in 1999 in Denmark in support of meaningful dialogue between the conflict parties in the Middle East. In response to increased activities and demands for the CB concept and services, it was transformed, in 2004, into a dynamic organisation with activities in Denmark and abroad. CB's themes focus on current global issues including climate change, migration, youth participation, and the SDGs as a contribution toward green innovation and eco-entrepreneurship for sustainable development. We educate and empower young people to become active global citizens. Across cultures and professions, we provide platforms for young people to cross-fertilise ideas and form global associations, networks, and communities worldwide. Together, we grow, and promote best practices for positive change.



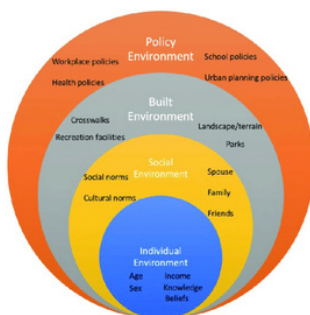
**CB@CROSSINGBORDERS.DK**





**Social Marketing:**

**What determines  
behavior?**



Established in 1996, Università Della Svizzera Italiana (USI) is a dynamic university with five faculties: Communication Sciences, Economics, Informatics, Architecture, and Biomedical Sciences. Actively engaged in national and European research programs, USI has 2800 students and 800 faculty members. Research areas include public communication, public policy, social marketing, and intercultural communication.

The Institute of Communication and Public Policies (ICPP), of which the BeCHANGE research group is part, investigates the challenges facing the world of institutions and the public sector more generally, particularly in the field of communication and governance, through a plurality of themes and perspectives. More specifically, the BeCHANGE research group has expertise in understanding determinants of behavior and social problems and testing ways in which to change such behaviors, and in educating young people ranging from bachelors to doctoral students.



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# KALEVAN LUKIO



TAMPERE,  
FINLAND



Kalevan lukio, a senior secondary school founded in 1952, is situated in the heart of Tampere, Finland. As a private institution, it adheres to the national curriculum and receives state funding, like all 'lukio' schools in the country. With over 600 students and 40 staff members, Kalevan lukio prepares its students for the matriculation examination, the school-leaving exam.

The school offers a diverse range of subjects, including compulsory courses in mathematics, sciences, humanities, arts, and a wide array of languages. Kalevan lukio is particularly renowned for its music and art programs. Home economics is a specialty at our school, which has closely partnered with the Erasmus+ Growing Green Communities project.

Kalevan lukio takes pride in its commitment to environmental issues and international exchange. The school has actively participated in projects such as the Nordic Culture Point Project "Food for thought" and the Erasmus+ "Eco Entrepreneurship" initiative, focusing on sustainable food consumption and production, among other topics.



**SOFIA.STEIGER@**  
**KALEVANLUKIO.COM**



SaluTerre is a landscape and social office created in 2004. We work for local authorities such as municipalities in order to create inclusive foodscapes:

- Gardens: Community gardens, shared gardens, allotment gardens.
- Farms: Urban farms, pedagogical farms, professional farms.
- Food systems and urban food planning

The methodology of SaluTerre is based on a process of co-construction between all the actors involved, particularly vulnerable unhabitants. Saluterre members have been involved in more than 100 community gardens in France and have created the first “shared garden” and the national network related to that since 1987.



**MEHDI.CHRAIBI@SALUTERRE.COM**



In a world undergoing rapid changes, the Department of Geosciences and Natural Resource Management (IGN) provides knowledge and education to help solve the big societal challenges, such as climate change and increased pressure on natural resources. The IGN is part of the Faculty of Science at the University of Copenhagen – the largest natural science research and educational institution in Denmark.

IGN Consists of many research groups, among which Professor Bent Egberg Mikkelsen and researcher Subash Rana are leading the research focused on Urban Food Systems Transformation with an emphasis on youth participation, education, citizen engagement and digital technology. In particular the research focuses on the role of local community empowerment in transition processes.



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**Co-funded by  
the European Union**



COMPARATIVE RESEARCH NETWORK: