

Save the Children.

SKILLS TO SUCCEED
GREEN MINDSET FRAMEWORK TOOLKIT

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Introduction

Youth with a Green Mindset are aware of the world's most challenging environmental problems, including climate change, their personal impact, and they are motivated to take action to find solutions in their personal, professional, and civic lives. Youth with a Green Mindset understand that they can together make big environmental impacts with small actions in their daily lives. They understand that environmental sustainability is vital to all life on earth and its interconnectedness with environmental health, social equity, and economics. Youth with a Green Mindset contribute to thriving, healthy, diverse, and resilient communities for this generation and the next.

Developing a Green Mindset is a transformative process that involves developing an ecological world view, self-awareness, long-term thinking, and the ability to think from both a local and global perspective.

By developing a Green Mindset, youth will grow their ability to be more mindful of their present and future impact on the environment. Youth will become motivated to create a sustainable world for their future and the future of their community.

> "BY DEVELOPING A GREEN MINDSET, YOUTH WILL GROW THEIR ABILITY TO BE MORE MINDFUL OF THEIR PRESENT AND FUTURE IMPACT ON THE ENVIRONMENT."

Developing a Green Mindset requires youth to be thoughtful and reflective of their impact on the environment, which requires them to think strategically about how to create a more sustainable future. A Green Mindset transforms youth's thoughts, behaviors, and actions to become acquainted with the interconnectedness of human action and environmental impact. Youth will become motivated problem solvers, who are both action and solutions oriented.

A Green Mindset will motivate youth to practice sustainable consumption in their daily life and engage in green jobs rather than jobs that don't contribute to environmental sustainability. Moreover, youth will be more motivated to engage in environmental activism within their communities to demand lasting change. Overall, this new mindset will help adolescents and youth contribute to the shift to a greener economy.



Olt is a 17-year-old climate activist from Prizren – a small city in Kosovo surrounded by mountains. Olt is a member of a child-led group supported by Save the Children called Respect Our Rights, which has 24 members in Kosovo. As a group member, Olt takes part in and helps to organise activities that promote environmental awareness.

Photo: Save the Children

Green Mindset and Skills to Succeed (S2S)

S2S equips adolescents and youth, who experience the most inequality, with the skills and job linkages they need to find decent jobs or build their own businesses and break the intergenerational cycle of poverty. S2S offers employability, entrepreneurship and vocational training, digital skilling, on-the-job training, career counselling and mentoring, business start-up services, and job linkages to young women and men aged 15-24.

The digital transformation happening in the economy combined with the widespread adoption of sustainable economic production and consumption are changing the nature of work, and thus the skills required of many workers. At the global level, employment is forecast to grow by 3 per cent between 2022 and 2030. The number of young people in employment is expected to rise by 8 per cent. Due to the implementation of green and blue policy measures, the 2022 ILO Youth employment trends estimates an additional 8.4 million jobs for young people could be created by 2030 . However, a lack of the skills needed to meet the requirements of changing and newly emerging occupations impedes green economic development. Disadvantaged groups such as women, lesbian, gay, bisexual, transgender, queer, and/or questioning (LGBTQ+) youth, people with disabilities, migrant youth, and other vulnerable groups are currently hampered by unequal economic opportunities. Women's participation rate in the labor force is 49%, 75% for men1, while 80 to 90% of people with disabilities are unemployed in developing countries. Prioritizing training for disadvantaged groups and addressing barriers to inclusion is needed to generate a just and sustainable society.

> "THE S2S PROGRAM EQUIPS YOUNG WOMEN AND MEN, WHO EXPERIENCE THE MOST INEQUALITY AND DISCRIMINATION, WITH EMPLOYABILITY, TECHNICAL AND GREEN SKILLS TO SUCCESSFULLY PURSUE DECENT WORK AND ECONOMIC GROWTH."

The S2S program equips young women and men, who experience the most inequality and discrimination, with employability, technical and green skills to successfully pursue decent work and economic growth. Furthermore, these young women and men will be equipped with the attitudes, knowledge, and values to develop a sustainable and resource-efficient society. This aligns with the United Nations' Sustainable Development Goal (SDG) #8, "Promote inclusive and sustainable economic growth, employment and decent work for all".

The knowledge, skills, and attitudes that youth adopt for a Green Mindset give them the power to have an active role in the transition to a just and sustainable world. Youth who develop a Green Mindset are better prepared to capitalize on the opportunities created by the green economy and reclaim their right to a clean, healthy, and sustainable environment as a human right. A Green Mindset can transform how youth think about employability skills by bringing their awareness to the importance of environmental sustainability within jobs and in business. We see having a Green Mindset as a critical priority for youth in the S2S program. It enhances our existing employability skills training by better preparing youth for future employment opportunities and introducing new pathways to green jobs.



S2S Definition of Green Skills, Green Jobs, and Green Mindset:

The S2S Program uses Save the Children (SC)'s definition of Green Skills:

The knowledge, abilities, attitudes and behaviors needed for adolescents and youth (A&Y) to access and perform green jobs, realizing their rights, as well as to make sustainable consumption and lifestyle choices every day, contributing to sustainable development and a low-carbon economy.

The S2S Program uses SC's definition of Green Jobs.

Decent jobs, including self-employment and wage employment, which are accessible to A&Y most impacted by inequalities and discriminations, contribute to the realization of their rights, promote gender equality, and have the primary objective to preserve or restore the environment (including the climate) through a) the provision of products or services that directly benefit the environment or b) production processes or service delivery mechanisms with reduced negative, or even positive, environmental impact. Jobs that help adapt to the effects of climate change are also considered green jobs. Overall, green jobs for A&Y contribute to a sustainable, circular, right-based and socially-inclusive, low-carbon economy and society.

Developing a Green Mindset.

Youth with a Green Mindset are aware of the world's most challenging environmental problems, including climate change, and they are motivated to take action to find solutions in their personal, professional and civic lives. Youth can use the Green Mindset competencies and Green Skills (both at the personal and professional level) to act and contribute to the solutions.



Rozaf is a 15-year-old high school student studying medicine in Kosovo. He is a member of a child-led group supported by Save the Children called Respect Our Rights (ROR).

Rozaf believes that participating in environmental awareness activities such as climate protests is important because it is up to young people to fight for the future they deserve. He believes that more voices will influence adults in positions of power to take children's ideas about climate change seriously and, in doing so, the future will look brighter.

Photo: Save the Children

Overview of the Green Mindset Framework:

The Green Mindset Framework equips youth to develop the skills, attitude, and knowledge needed to live and promote a more sustainable life. Developing a Green Mindset is a transformative process that leads youth to live a more sustainable lifestyle. Personal development and transformative learning facilitates mindset change in individuals. Individuals learn to notice the lens through which they see the world, revise it, explore its ups and downs, and identify alternative green solutions. A Green Mindset is transferable to the different areas of youth's lives including: personal, professional, and civic.

The Green Mindset Framework focuses on three major phases that are meant to be taught consecutively:

PHASE 1	PHASE 2	PHASE 3.0	PHASE 3.1	PHASE 3.2
Ecoliteracy	Environmental Problems	General Competencies for Environmental Solutions	Actions at the personal and civic level	Actions at the professional level



As a passionate climate activist, Oriana* says that people don't look after the environment in her village. She says that people throw litter on the ground and rubbish is everywhere. Oriana* believes that protecting the environment is crucial to maintaining a healthy planet for this generation, and the next generation.

Photo: Save the Children



Photo: Save the Children

The Three Phases of the Green Mindset Framework

The Green Mindset Framework is divided into three phases of competency development. Within the three phases are 16 identified core competencies, two optional competencies, and one advanced competency that make up the transformational process of developing a Green Mindset.

PHASE 1

Ecoliteracy

Youth are introduced to the key environmental concepts for understanding environmental sustainability, and its impact on the environment. Youth will develop their knowledge of environmental concepts that will transform their perceptions of how they can contribute to the transformation to a sustainable and resource efficient society. Youth will be empowered to act with greater autonomy, judgement, and personal responsibility to create a more sustainable world through the stewardship and preservation of the planet's limited resources. With an expanded ecological worldview, youth will build their agency for effective environmental action. Understanding the state of the planet allows a more complete awareness of the challenges involved, the complexity of their interrelation, and how we feel about them.

Competencies:

- Knowledge of environmental and sustainability concepts
- Knowledge of the concept of environmental impact and risk, what drives environmental impact and sustainability criteria

PHASE 2

Environmental Problems

Youth will gain an understanding of the major environmental problems both their planet and local community face. Youth will use their new perspective on environmental challenges to better comprehend their personal impact and contribution to the world's environmental problems. This realization is where youth begin to recognize how to change their behaviors to create a positive impact on the environment.

Competencies:

- Understanding the main environmental challenges, causes, and consequences
- Awareness of personal impact
- Optional Competency: Understanding environmental challenges in key economic sectors

PHASE 3

Environmental Solutions with a Focus on Action in the Different Areas of a Young Person's Life

Youth will first gain an understanding of key concepts related to environmental solutions, such as sustainability and its three dimensions, green skills, climate change mitigation and adaptation, and the role of technology and nature-based solutions. Youth will take on a sense of respect for the natural world and stewardship for the future of the environment. Afterwards, youth will then identify actions they can take to create solutions to environmental problems they learned about in phase 2 at both the personal and community level. Youth will be motivated to create behavior change in their daily lives, community, and professional and/or academic life. Finally, youth will become effective change agents in the transition to a green economy through green jobs and green businesses.



Photo: Save the Children

Competencies:

3.0 General Competencies for Environmental Solutions

- Understanding the three dimensions of sustainability
- Understanding green skills
- Compassion, empathy and respect for the preservation of the natural world and planet's species
- Knowledge on climate change mitigation and adaptation
- Knowledge of the role of technology and nature-based solutions

3.1 Actions at the Personal Level and Civic Engagement

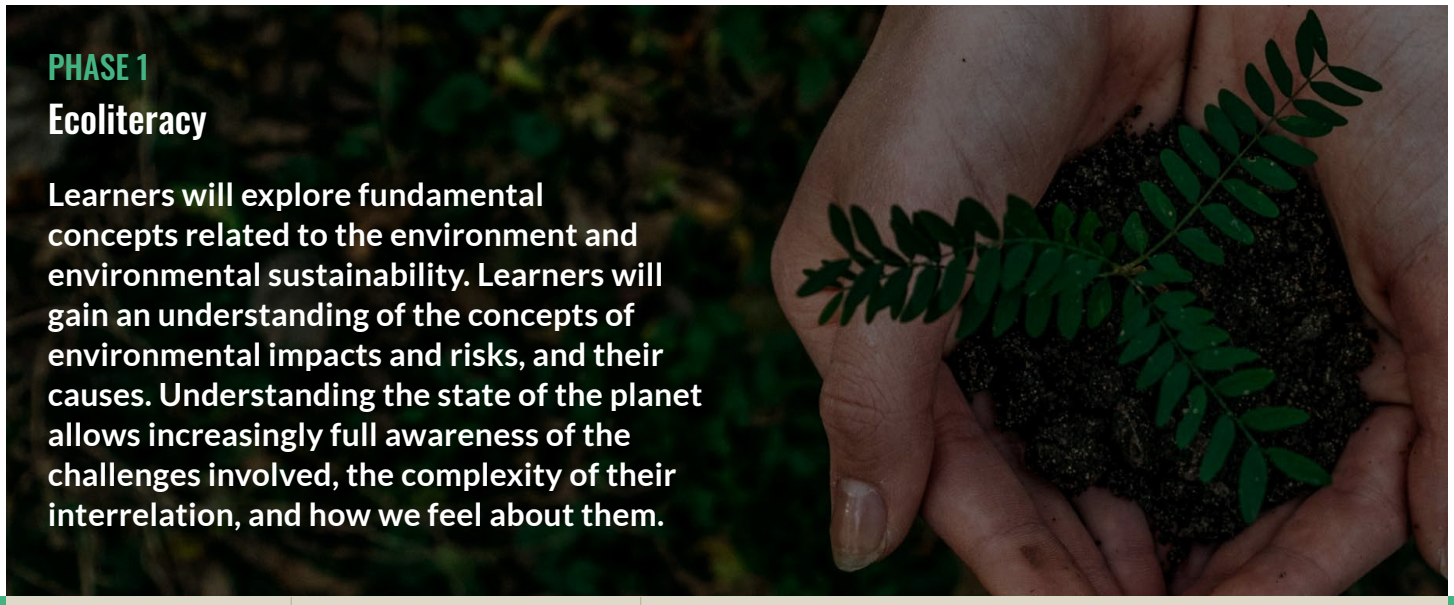
- Personal motivation and commitment to live within planet boundaries and create positive environmental impacts
- Community-minded and sense of interconnectedness
- Conscious consumerism
- Involvement in youth-led environmental and climate action
- Optional Competency: Service-Learning

3.2 Actions at the Professional Level

- Applying a Green Mindset in my profession or occupation
- Understanding the green economy and my role in it
- Developing traits of a green entrepreneur
- Advanced Competency: Understanding the New Economy

Green Mindset Framework

Youth with a Green Mindset are aware of the world's most challenging environmental problems, including climate change, and are motivated to take action to find solutions in their personal, professional, and civic lives.



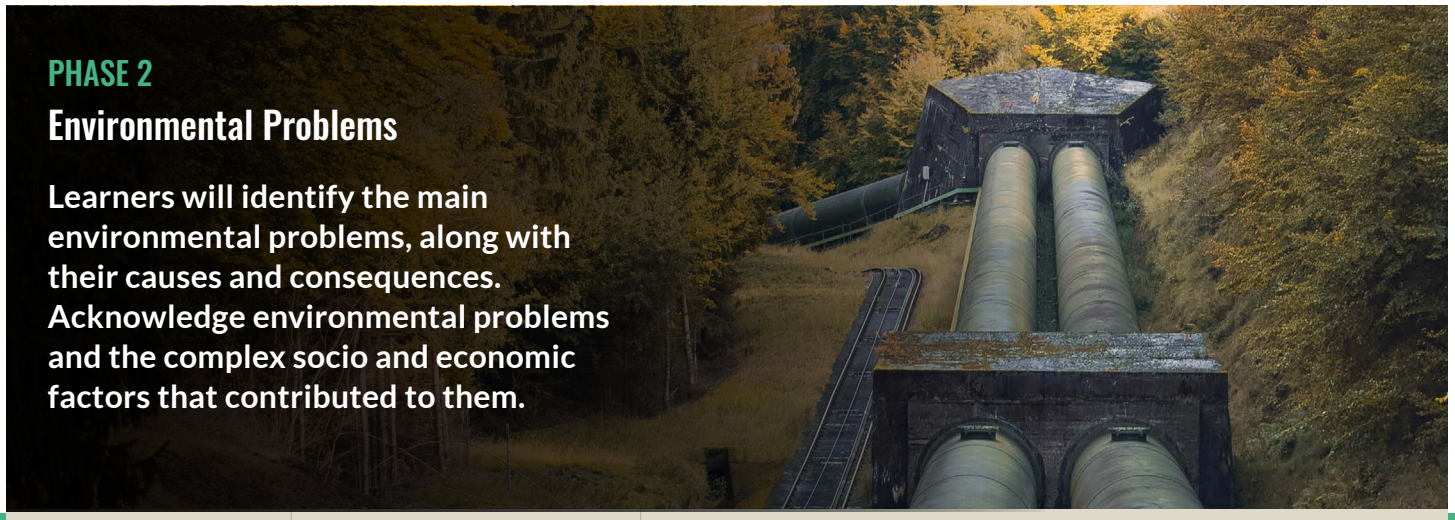
PHASE 1

Ecoliteracy

Learners will explore fundamental concepts related to the environment and environmental sustainability. Learners will gain an understanding of the concepts of environmental impacts and risks, and their causes. Understanding the state of the planet allows increasingly full awareness of the challenges involved, the complexity of their interrelation, and how we feel about them.

Photo:Unsplash

Competency	Definition	Learning Outcomes – *The learner is able to:*
Knowledge of environmental and sustainability concepts	Define what a Green Mindset means. Understand the main environmental and sustainability concepts. Develop confidence in one's personal environmental knowledge.	• I am confident in my understanding of basic environmental and sustainability concepts, and I can identify examples of these concepts in my community. (Concepts examples include: environmental components, climate change, environment vs. climate change, disasters risk reduction, environmental sustainability, environmental footprint, the precautionary principle) • I am able to explain what a Green Mindset is and why it is important for me to develop it.
Knowledge of the concept of environmental impact and risk, what drives environmental impact and sustainability criteria	Describe the concept of environmental impact and risk, main causes of environmental impact, and provide examples of each.	• I am able to explain the concept of environmental impact and risk. • I am able to describe the main causes of environmental impacts (extraction of natural resources, changes in land use, emissions, liquid and solid waste, etc.) • I am able to describe the environmental sustainability criteria related to environmental impact (e.g., regeneration rate, absorption rate, etc.).



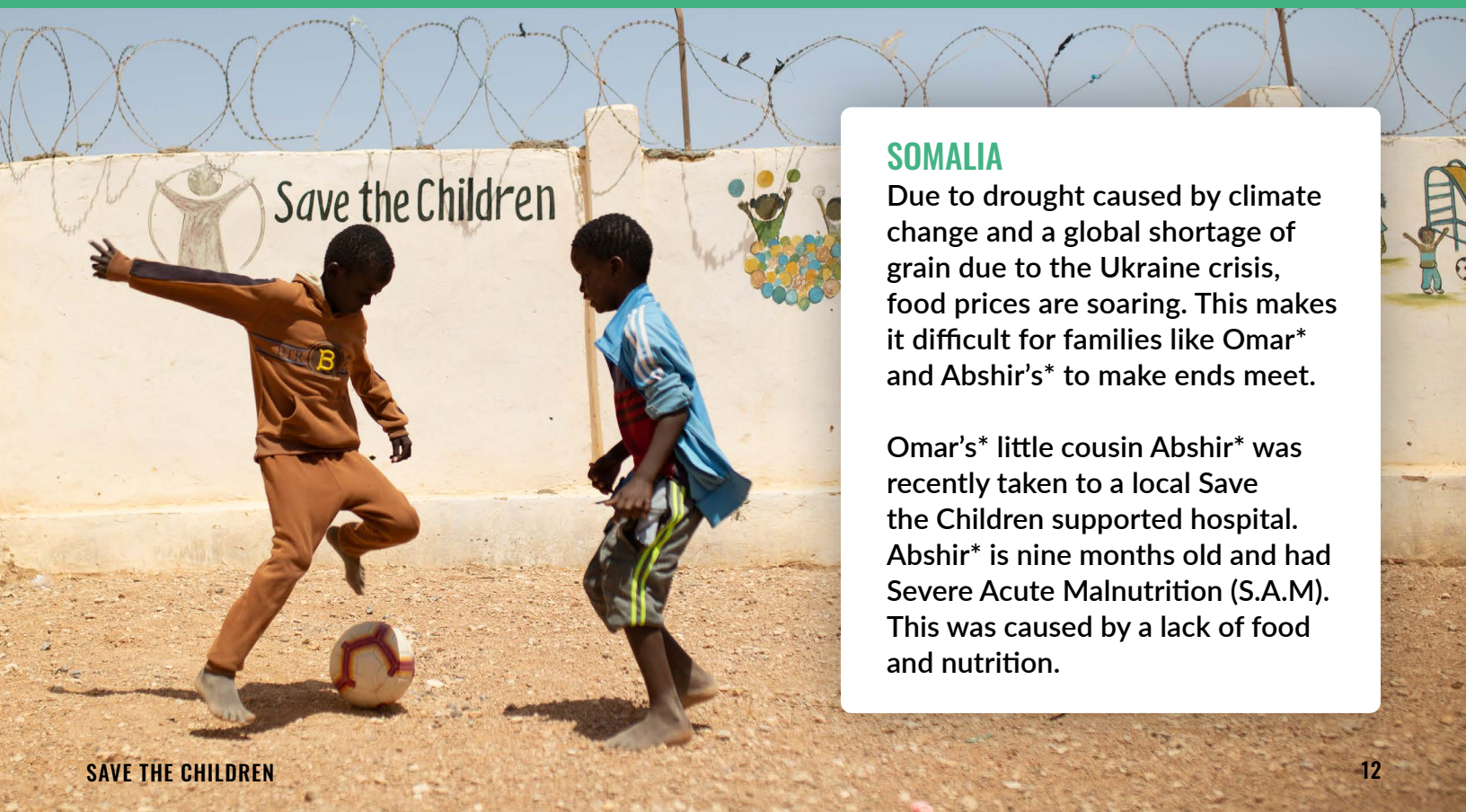
PHASE 2

Environmental Problems

Learners will identify the main environmental problems, along with their causes and consequences. Acknowledge environmental problems and the complex socio and economic factors that contributed to them.

Competency	Definition	Learning Outcomes – *The learner is able to:*
Understanding the main environmental challenges, causes, and consequences	Understand global and local environmental problems, causes, and consequences .	• I can describe the main environmental problems at the global and local level: environmental degradation, climate change, desertification, biodiversity loss, natural resource scarcity and depletion, plastic pollution, etc. • I am aware of the causes and consequences of these environmental problems, and how they affect me, my community, and the rest of the species, including environmental displacement or migration. • I am able to explain the implications that both the current human population and growth trends have on the environment. • I can identify the impacts and effects of climate change in my community. • I feel an emotional connection to the state of the planet, including its environmental and social challenges. **Advanced learning outcome** I am aware of the roles and responsibilities towards the environment: governments, private sector, civil society, academia, etc.

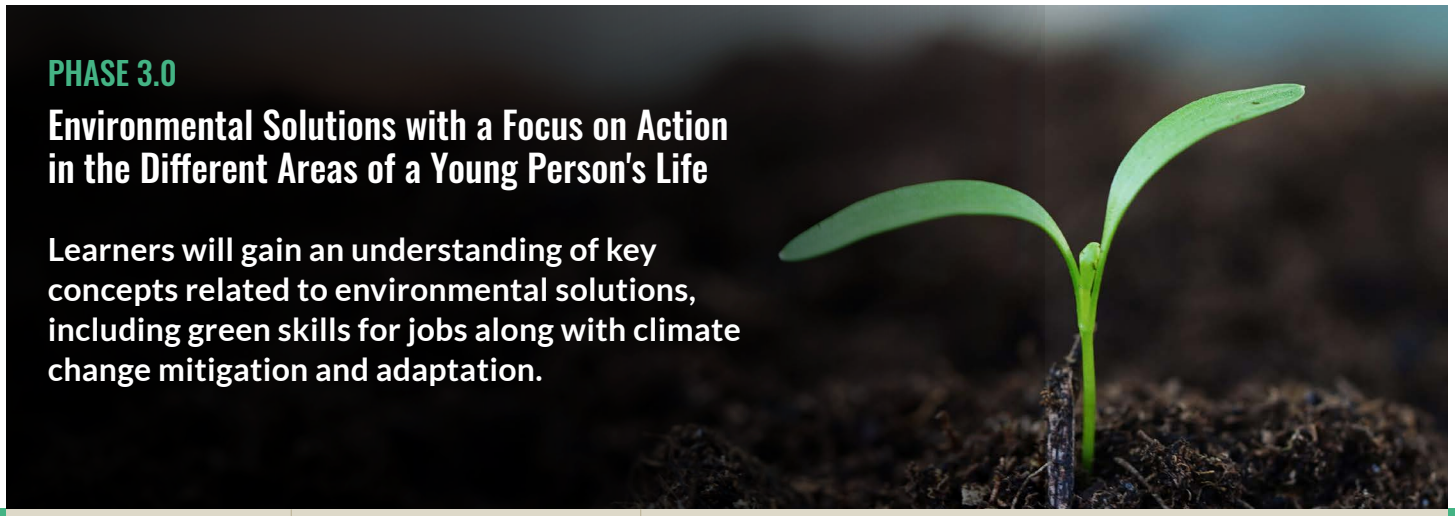
Competency	Definition	Learning Outcomes – *The learner is able to:*
Awareness of my personal impact	Awareness and understanding of the way in which we each personally contribute to environmental problems. Develop an expanded world view of one's personal role in the impact on the environment.	• I can identify the ways in which I am contributing to environmental problems. • I realize the importance of considering the long-term impacts of my decisions and behaviors. • My worldview is expanding to include how I impact the environment.
Optional competency: Understanding environmental challenges in key economic sectors	Understanding how the main economic sectors impact the environment.	• I am able to describe the environmental impacts and problems caused by the main economic sectors: Energy, Construction, Transportation, Food and Agriculture, Urban Development, Tourism, etc. • I can identify how the main economic sectors are present in my community. • I can give examples of environmental problems caused by the main economic sectors on both the community and global levels.



SOMALIA

Due to drought caused by climate change and a global shortage of grain due to the Ukraine crisis, food prices are soaring. This makes it difficult for families like Omar* and Abshir's* to make ends meet.

Omar's* little cousin Abshir* was recently taken to a local Save the Children supported hospital. Abshir* is nine months old and had Severe Acute Malnutrition (S.A.M). This was caused by a lack of food and nutrition.



PHASE 3.0

Environmental Solutions with a Focus on Action in the Different Areas of a Young Person's Life

Learners will gain an understanding of key concepts related to environmental solutions, including green skills for jobs along with climate change mitigation and adaptation.

Photo:Unsplash

Competency	Definition	Learning Outcomes – *The learner is able to:*
Understanding the three dimensions of sustainability	Describe sustainability and its three dimensions and how they should be taken into account to promote sustainable development.	• I can describe the three dimensions of sustainability and how they should be balanced to achieve sustainable development. • I can describe how a Green Mindset contributes to the betterment of the environment and overall sustainability. • I'm able to incorporate social and economic elements and considerations when developing and applying solutions to environmental problems.
Understanding Green Skills	Understand the meaning of green skills and how they contribute to a sustainable society. Develop personal green skills and gain perspective on how they can benefit your daily environmental impact.	• I can describe what green skills are and how they contribute to a sustainable society. • I can utilize green skills in my everyday life to create a more sustainable future for the world. • I am motivated to strengthen my green skills which will help me to improve the environmental solutions I apply in both my personal life and work or occupation.

Competency	Definition	Learning Outcomes – *The learner is able to:*
Compassion, empathy, and respect for the preservation of the natural world and all species on the planet	Recognition that all natural life and all species are unique and special to the world and are worth preserving. Show awareness of the invaluable biodiversity of the planet's life forms.	• I recognize the importance of respecting and protecting the natural world and all living species. • I believe that all plants, animals, insects, and mammals deserve protection, respect, and a healthy earth . • I feel a sense of stewardship for the environment and all life on earth. • I believe it is my responsibility to protect the world's natural life through actions and behaviors that aim to preserve and conserve. • I believe in redefining my personal relationship with nature.
Knowledge on climate change mitigation and adaptation	Understand the meaning of climate change mitigation and the process of adjusting to the current and future effects of climate change. Review the SDGs.	• I can describe what climate change mitigation is. • I can describe climate change resilience and how to adapt and adjust to the current and future effects of climate change. • I understand what the SDGs are and I am committed to meeting thems.
Knowledge of the role of technology and nature-based solutions	Describe the role of technology in reducing environmental impact and the role of nature-based solutions.	• I am able to understand the role of technology to reduce environmental impacts, and when it should be promoted. • I am able to identify examples of good technology practices. • I am able to describe what natural based solutions are. • I am able to identify how natural processes and dynamics can help reduce environmental impacts or contribute to enhancing the state of the environment. • I am able to provide examples of nature-based solutions.



Photo: Save the Children

PHASE 3.1

Actions at the Personal Level and Civic Engagement

Learners will engage in personal and civic actions to create more positive environmental impacts and reduce negative impacts.

Competency	Definition	Learning Outcomes – *The learner is able to:*

Personal motivation and commitment to live within planet boundaries and create positive environmental impacts	Identify personal ways to reduce negative impacts on the environment and identify personal ways to create positive impact. Practice environmental stewardship.
	
	Identify creative ways to solve climate change at a personal level and think critically of personal actions that can be taken to reach the goals.
		• I am eager to find ways to live a more sustainable life.
		• I am motivated to create positive environmental impacts in my daily activities.
		• I am eager to reduce environmental impacts or create positive environmental impact in my daily activities:
		  • I am committed to reduce, reuse, and recycle, to help conserve our planet's limited resources.
		  • I am committed to energy efficiency and the use of clean energy sources.
		  • I am eager to reduce the waste generated in my daily life.
		  • I am eager to restore the environment in my community (e.g. reforestation).
		  • I seek creative ways I can use technology to tackle environmental problems.
		  • I can think critically about how I can use technology for a more sustainable life and community.
		• I am able to provide examples and practices that I can implement on a daily basis to reduce the environmental impact, have a positive impact on the planet, and contribute to a more sustainable society.

Competency	Definition	Learning Outcomes – *The learner is able to:*
Community-minded and sense of interconnectedness	Cares about environmental problems and solutions in one's community. Acts with the understanding that we are all different yet connected parts of a larger whole. Decisions and actions are more inclusive and contribute to the sustainability of the whole.	• I believe in finding solutions for the environmental problems in my community, including climate change. • I am motivated to lead and engage people in my community to help seek solutions for environmental problems that affect our community. • I feel a sense of responsibility to protect the environment in my community and the world. • I have a willingness and eagerness to continue to learn about environmental challenges that affect me, my community, and the planet. • I feel a responsibility towards applying my knowledge of environmental sustainability in creative ways that better impact the environment on both a personal and community level.
Conscious Consumerism	Ability to show self-awareness, self-regulation, and reflective thinking about personal consumer habits. Ability to recognize what conscious consumerism means in daily life and how it benefits the environment.	• I am a conscious consumer and I know my purchasing power can benefit the environment and society. • I am conscious that by increasing the demand for green products or services, or products/services created with reduced or positive environmental impact, I am supporting the creation of green jobs and shift to a green economy. • I will make informed decisions when buying products and want to make an effort to choose products that are both friendly and unharmful to the environment.
Involvement in youth-led environmental and climate action	Motivation to champion environmental causes and take climate action.	• I am motivated to bring awareness of environmental problems and sustainable environmental solutions in my community. • I will advocate for sustainable solutions to environmental problems in my community. • I will actively try to be a role model of environmental stewardship for both my peers and family. • I am able to inform, inspire, and empower young people to take environmental and climate action that will lead to a more sustainable future.
Optional competency: Service-learning	Gain a perspective and stronger sense of social responsibility through volunteering and service learning in the community.	• I am able to take responsibility for my impact on the environment through service-learning and volunteering. • I am motivated to take part in volunteer activities in my community that help me learn new skills and have a positive impact on the environment.



PHASE 3.2

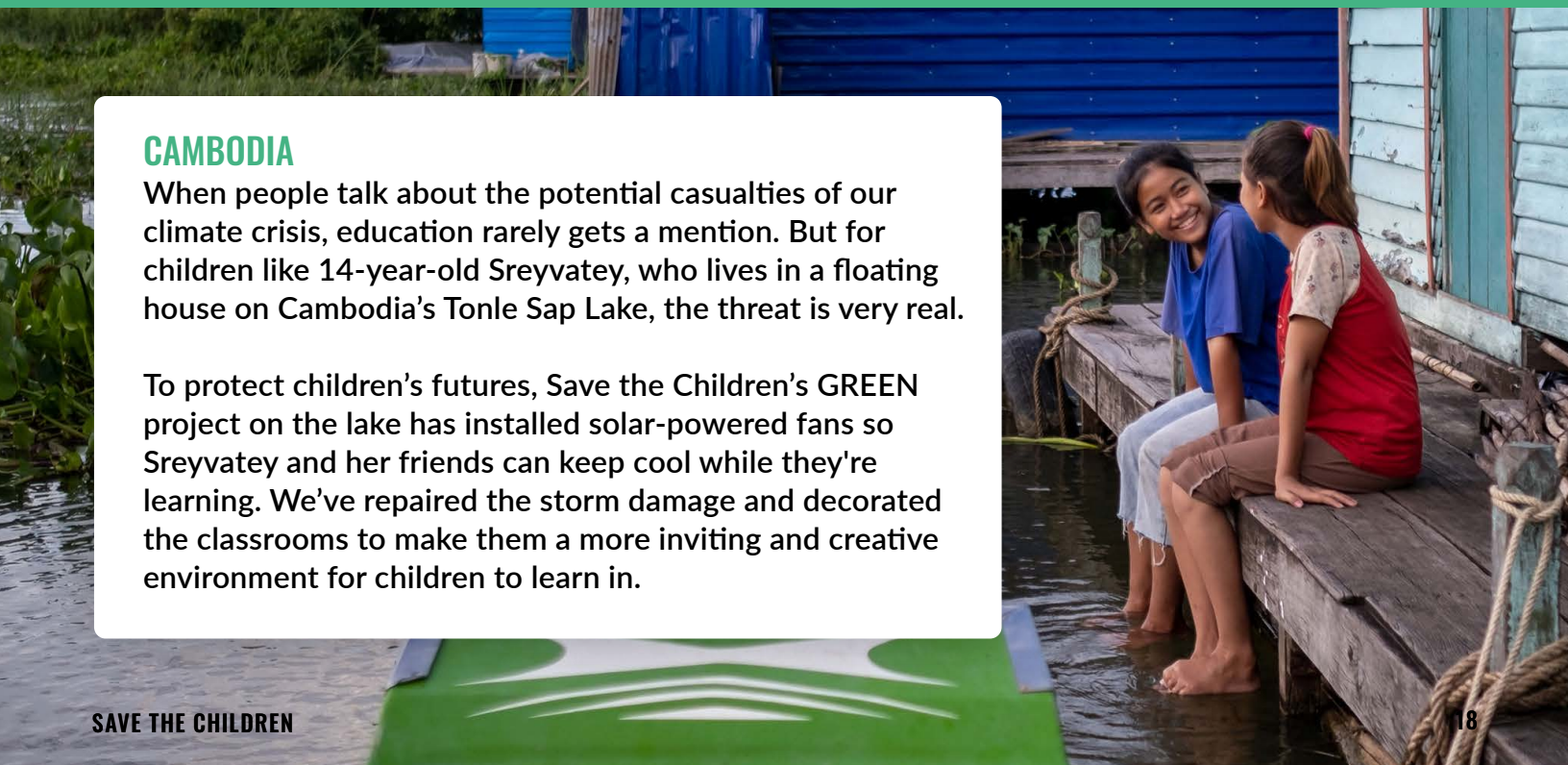
Actions at the Professional Level

Learners will gain an understanding of the steps they can take to create more positive environmental impacts and reduce negative impacts at the professional level, including the workplace.

Photo: Save the Children

Competency	Definition	Learning Outcomes – *The learner is able to:*
Applying a green mindset in my profession or occupation	Understand what a Green Mindset means at the professional level. Describe how to reduce environmental impact and create positive environmental impact in my work, business, income generating activities, etc.	• I am able to understand what it means to have a Green Mindset at the professional level: mainly engaging in the green economy (green jobs) or new economic models. I am motivated to learn the necessary green skills to engage in green jobs and the green economy. • I will think creatively about how I can improve environmental sustainability through my behaviors and actions in the workplace/ or in creating a business/or within the current business I own. • I understand that innovation is needed to create new jobs, new businesses, and new products and services that will lead to environmental sustainability.
Understanding of the green economy and my role in it	Understand the meaning and main elements of the green economy and green jobs, and what could be my role in them.	• I understand what the green economy is and how it benefits the world. • I am motivated to participate in the green economy to better the world. • I can identify employment opportunities in the green economy. • I can identify characteristics of green jobs (including wage employment and self-employment options) and give examples of green jobs I am interested in. • I can explain the concept of greenwashing and differentiate sustainable solutions from false green claims. • I can demonstrate qualities of a Green Mindset in my specific trade of training. • I am motivated to take actions in my trade related to having a Green Mindset.

Competency	Definition	Learning Outcomes – *The learner is able to:*
Developing traits of a green entrepreneur	Identify and apply qualities and skills needed to become a green entrepreneur. Recognize personal strengths and traits that make up a green entrepreneur.	• I can describe the qualities and skills I need to become a green entrepreneur. • I can identify my strengths to become a future green entrepreneur. • I can explain what defines a green entrepreneur, including the role of social innovation and eco-design, and give examples. • I am able to create business ideas or businesses that integrate innovative solutions to address environmental challenges. • Advanced learning outcomes • I can recognize the steps and process of creating a sustainable business plan and model. • I can describe how to access funding: developing proposals, identifying funding opportunities, and an elevator pitch. • I can adapt my current business model to make it more sustainable.
Advanced competency: understanding the new economy	Understand new economic models that contribute to sustainable development.	• I can identify and explain new economic models that contribute to sustainable development and center people and the planet at the heart of the economy: circular economy, regenerative economy, economy for the common good (ECG), blue economy, collaborative economy, doughnuts economics, B-corps, etc.



CAMBODIA

When people talk about the potential casualties of our climate crisis, education rarely gets a mention. But for children like 14-year-old Sreyvatey, who lives in a floating house on Cambodia's Tonle Sap Lake, the threat is very real.

To protect children's futures, Save the Children's GREEN project on the lake has installed solar-powered fans so Sreyvatey and her friends can keep cool while they're learning. We've repaired the storm damage and decorated the classrooms to make them a more inviting and creative environment for children to learn in.

ANNEX 1:
GUIDELINES FOR THE ADAPTATION OF THE GREEN MINDSET CURRICULUM OUTLINE

Summary of Green Mindset Curriculum Outline

The Green Mindset Curriculum Outline is an example of how all competencies underlined in the Green Mindset Framework can be integrated into curriculum topics and objectives. Examples of activity ideas are included with each topic along with a short description of each. The Green Mindset Curriculum Outline is meant to be followed in consecutive order. The correlating competency from the Green Mindset Framework is noted under each topic heading.

Note: **Activity ideas are just examples and they do not need to be followed.**



Recommended Timeframe

It is recommended to set aside at least 24 hours of training time for the core Green Mindset topics, but each program may work around this recommended timetable based on their overall program needs, age, experience, knowledge, and lengths.



Useful Tools and Resources included in this toolkit:

- Tool 1 Guidance Key Terms for Green Mindset Framework and Curricula: A key terms and definitions document highlighting all key terms and concepts to be included in a Green Mindset Curriculum.
- Tool 2 Training Curriculum Resources: A table of curriculum and training material resources that could aid curriculum developers.
- Tool 3 Activity Bank Ideas for Green Mindset Curriculum: An idea bank of Green Mindset activities and links to activities from curriculum resources.



Special Training Considerations

Implementation and Curriculum Design:

- 5-7 day TOT courses are recommended to cover all key topics, terms, and competencies in a Green Mindset Curriculum.
- It is recommended that both the curriculum design and training and implementation staff integrate examples of local environmental problems, as well as examples of possible solutions, into the training material created for the specific program.
- Teachers and staff are equipped with sufficient background knowledge and materials addressing each topic covered and are trained to understand all background material. Example: a curriculum could include fact sheets on what climate change is and include examples of climate change effects on both a local and global level.
- The implementation staff will need to provide research and examples of both local green jobs and how to make common jobs A&Y more environmentally friendly and sustainable.
- TOTs and refresher trainings will emphasize the knowledge of each topic, key concept, and key term covered in the Green Mindset Curriculum.

Contextualization Recommendations

It will be important for implementation staff and training designers to research the existing environmental problems, including climate change, affecting the communities the program will cover and to research possible solutions to these problems. During the Training of Trainers, teachers and staff should be made aware of the local environmental problems and possible solutions.

Teachers and staff should have a basic understanding of:

- The climate change issues affecting the local communities the program will cover. [Examples: hotter dry seasons could be killing crops and this has a negative impact on communities; poor latrine drainage or trash pile up could be making people fall ill more often during rainy seasons when water drainage is poor.]
- Other environmental problems unrelated to climate change. (Examples: water, land, and soil pollution; loss of biodiversity)
- Possible solutions that are relevant and realistic for the context. [Example: some technology-based solutions such as electric cars may not be realistic or relevant for every context.]
- Research local, regional, or national environmental heroes. Inspiring people (especially women) such as activists and environmentalists can be mentioned in stories and activities throughout Green Mindset curriculums.

> Note: **It is imperative that staff designing training material for a Green Mindset understand the Green Mindset Framework and its relevant key terms and concepts.**



Photo: Save the Children

Local Research for Environmental Problems and Solutions

Below are sample questions that should be answered when designing a Green Mindset Curriculum and Training:

- What are the biggest environmental problems affecting the local communities where programs will be implemented?
- What are some signs of more extreme weather? [Examples include hotter and drier seasons, worse crops, fishing problems, and more severe cyclones]
- How is climate change affecting local communities where programs will be implemented?
- What environmental problems do you see locally? [Examples include litter, waste piles, burning trash, deforestation, pollution from factories, cook stoves, cars, etc.]
- What are the likely effects of the identified environmental problems ?
- How does climate change affect the most vulnerable populations?
- How are people with disabilities affected? [Example: cyclone occurrences could create more challenges accessing shelters]
- Are there any disaster risk reduction education and climate adaptation curriculums SC recommends using?
- What type of green jobs are currently in the local communities where programs will be implemented? If possible, conduct a Gender Responsive Labor Market Assessment with a focus on green jobs or check if SC has already conducted one.
- What are examples of ways technology is being used locally and/or regionally to combat climate change?
- What are some of the programs and initiatives that local and regional government actors and institutions are adopting to tackle environmental problems?
- What kind of curricula exists on the local, regional, and national levels, through either a formal or alternative educational system, that helps A&Y develop environmental awareness?

Green Mindset Curriculum Outline

Each Module represents a phase of the Green Mindset Framework. [Example: Phase 1 in the framework is Module 1 here.]

Each topic is connected with a competency.

The Green Mindset Curriculum follows the consecutive order of the Green Mindset Framework.

Both the Green Mindset Curriculum Outline and Green Mindset Framework should be used when designing both the curriculum and training

MODULE 1:

What is Environmental Sustainability?

- Learners will explore fundamental concepts related to the environment and environmental sustainability.
- Learners will gain an understanding of the concepts of environmental impacts, risks, and their causes.
- Learners will gain an understanding that the state of the planet allows increasingly full awareness of the challenges involved, the complexity of their interrelation, and how we feel about them.



Photo: Save the Children

Topic Name	Topic Description	Top Objectives	Activity Ideas
1.1 Concepts of environmental sustainability **Connects to the competency: Knowledge of environmental and sustainability concepts**	Define environmental sustainability and related concepts.	• Define environmental sustainability (see key concepts in Annex). • Define key environmental concepts such as environmental components (soil, air, fauna and flora, etc), climate change, environment vs. climate change, disaster risk reduction, environmental footprint, the precautionary principle, and review real life examples from the community of each concept. (See key concepts in Annex). • Discuss what it means to have a Green Mindset.	• Read stories about environmental sustainability and climate change in the local communities. Tie one definition to each story. • Interview community members who have experienced natural disasters and a changing climate. • Create a timeline of environmental, climate, or natural disasters over the last 30 years. Discuss patterns. • Introduction activity illustrating the meaning of a Green Mindset. Give a Green Mindset quiz. **Note: These are examples only, and not required for use.**

Green Mindset Curriculum Outline

MODULE 1: CONTINUED

What is Environmental Sustainability?

Topic Name	Topic Description	Top Objectives	Activity Ideas
1.2 What are environmental impacts, risks, and causes? **Connects to the competency: Knowledge of the concept of environmental impact and risk, what drives their causes environmental impact, and environmental sustainability criteria**	Describe environmental impacts, risks, and causes.	• Define environmental impact (including both the positive and negative). • Define the causes of environmental impact: resource use and extraction; physical space occupied and land use changes; emissions, and liquid and solid waste. • Define environmental risks by providing examples. • Describe the environmental sustainability criteria related to environmental impact (e.g. regeneration rate, absorption rate, etc.).	• Compare a couple of youth stories. One that shows low environmental impact in the community and another that shows high environmental impact. • Give an example scenario of one action that can spiral into very negative impacts on the environment. • Give an example scenario of one action that can generate a very positive environmental impact. (Examples include planting a tree, creating oxygen, and a home for plants and animals, etc.) **Note: These are examples only, and not required for use.**



INDONESIA

Children in Jakarta march and stretch a combined canvas more than 200 meters from children from dozens countries of four continents, speaking about the climate crisis as part of the Generation of Hope campaign.

Green Mindset Curriculum Outline



MODULE 2:

Awareness of Local and Global Environmental Problems (Including Climate Change)

- Learners will identify the main environmental problems, their causes and consequences.
- Learners will acknowledge environmental problems and the complex socio and economic factors that contributed to them.

Photo: Unsplash

Topic Name	Topic Description	Top Objectives	Activity Ideas
2.1 What are the environmental challenges, causes, and consequences globally? **Connects to the competency: Understanding the main environmental challenges, causes, and consequences**	Review the main global environmental challenges such as pollution, climate change, overfishing, deforestation, loss of animal and plant life.	• Identify the world's greatest environmental problems and challenges (climate change will be discussed in topic 2.2). • Describe the causes and consequences of these environmental problems, how they affect myself, my community, and the rest of the species. Examples include environmental displacement or migration. • Describe the implications that the current human population and its growth trends have on the environment.	• Research teams. Break into teams to learn about an environmental challenge and present it to the group. Each research team can cover a major environmental challenge and address their causes and consequences. • Read different stories highlighting environmental challenges around the world, along with their causes and consequences. • Share local news articles or articles from the country addressing environmental problems, climate change issues, and their impacts. • Example for TVET: Youth can develop their own insights addressing a relevant environmental problem as part of their Green Mindset development. Youth can develop their own problem statement using youth-led innovation methodologies.

Note: These are examples only, and not required for use.

Green Mindset Curriculum Outline

MODULE 2:

Awareness of Local and Global Environmental Problems (Including Climate Change)

Topic Name	Topic Description	Top Objectives	Activity Ideas
2.2 What is climate change? **Connects to the competency: Understanding the main environmental challenges, causes, and consequences**	Define climate change and review examples of its effects on both a global and local community level.	• Define climate change. • Review the main causes and consequences of climate change. • Share examples of how both the earth and local community are changing due to climate change.	• Watch a video explaining climate change (See resource links for ideas). • Review Google Maps time lapse of the last 30 years in your community. (Pull up Google Earth Engine time-lapse for the class: earthengine.google.com/timelapse/). • Look at the Columbia Glacier Retreat time lapse together as a class through Google Maps. • Allow time for discussion and then for students to work independently exploring three uncovered time lapses. • Guidance note: It is recommended to devote at least three hours of training time to review examples of climate change both globally and locally.
2.3 Understanding and reducing my environmental footprint **Connects to the competency: Awareness of personal impact**	Identify how we each personally contribute to environmental problems and areas where you can make an improvement.	• Discover personal ways you impact the environment. • Identify areas in your life where you can reduce your environmental impact.	• Evaluate your overall environmental impact with a quiz. • Journal activity. Write down personal goals for improving your current environmental impact. • Digital idea: Do a carbon footprint test online. Example - but this doesn't translate well to many contexts: https://8billiontrees.com/carbon-offsets-credits/carbon-ecological-footprint-calculators/kids/. **Note: These are examples only, and not required for use.**

Green Mindset Curriculum Outline

MODULE 2:

Awareness of Local and Global Environmental Problems (Including Climate Change)

Topic Name	Topic Description	Top Objectives	Activity Ideas
2.4 What are the environmental challenges, causes, and consequences in my community? **Connects to the competency: Understanding the main environmental challenges, causes, and consequences**	Research the local environmental challenges, causes, and consequences in the community. Note: There may be an overlap with examples from 2.1 (e.g. plastic pollution is both a global and local problem).	• Identify environmental problems specific to the local community through research and interviews with community leaders and members.	• Interview local community members who may be the most impacted by climate change events such as crop and animal farmers
2.5 Optional topic: Economic sectors in my community and how they impact the environment **Connects to the optional competency: Understanding environmental challenges in key economic sectors**	Review the economic sectors in the local community and share examples of how they have an environmental impact.	• Identify local economic sectors and examples of how they impact the environment.	• Carousel activity: create stations around the room showcasing the main economic sectors in the community, what they do, and examples of their environmental impact. • Read stories highlighting global issues such as oil spills, pollution from cars, and plastic in the oceans. • Homework/research activity: interview local companies to uncover environmental issues or impacts. • Map out an economic sector and draw images of their possible environmental impacts.
2.6 Advanced topic: Roles and responsibilities of stakeholders towards the environment. **Connects to the competency: Understanding the main environmental challenges, causes, and consequences**	Discuss the roles and responsibilities around environmental protection among different actors such as government, private sector, and civil society, and how they are connected.	• Identify the roles and responsibilities of these various actors towards the environment.	• Research activity: Assign each group a different stakeholder, provide examples of their responsibility towards the environment, and how they can contribute to environmental sustainability. **Note: These are examples only, and not required for use.**

Green Mindset Curriculum Outline



MODULE 3:

Green Solutions for my Community and the World
Part A: Green Solutions

- Learners will gain an understanding of key concepts related to environmental solutions including green skills for jobs, climate change mitigation and adaptation.

Photo: Save the Children

Topic Name	Topic Description	Top Objectives	Activity Ideas
3A.1 The three dimensions of sustainability **Connects to the competency: Understanding the three dimensions of sustainability**	Discuss the three dimensions of sustainability: social, economic, and environmental. Discuss gender inequality and its link to the social and economic aspects of the three dimensions of sustainability.	• Describe the three dimensions of sustainability and how they should be balanced to achieve sustainable development. • Describe how a Green Mindset contributes to the environmental dimension and overall sustainability. • Give examples of gender inequality both socially and economically within the three dimensions of sustainability.	• Discuss the meaning of all three concepts and brainstorm their overall connection. • Research activity: Create three sides of a triangle. Divide into three groups. Give each group one side of the triangle. One group is environmental health, another is social equity, and the other is economics. Each group reads a story addressing their theme then brainstorms local examples . Bring the large group back together. Each group brainstorms how their theme connects with the others. Example: Topic - Environmental health with clean and dirty water. How it connects to social equity: resource-deprived communities may have less access to clean water. **Note: These are examples only, and not required for use.**

Green Mindset Curriculum Outline

MODULE 2:

Green Solutions for my Community and the World

Part A: Green Solutions

Topic Name	Topic Description	Top Objectives	Activity Ideas
3A.2 What are Green Skills? **Connects to the Competency: UNDERSTANDING GREEN SKILLS**	Describe and define green skills. Identify both the fully developed personal green skills and the skills youth aspire to develop.	• Identify environmental problems specific to the local community through research and interviews with community leaders and members.	• Take a green skills quiz. Identify areas of green skills youth want to improve.
3A.3 How can we stop climate change? **Connects to the competency: Knowledge on climate change mitigation and adaptation**	Describe local solutions for stopping climate change and learn about global solutions that every individual can exercise.	• Identify examples of how climate change can be stopped at both the individual and community level. • Reflect on how personal changes can benefit the environment and stop climate change. (Example walking/riding bicycles with friends when going a short distance instead of taking a taxi.) • Describe the difference between climate change mitigation and adaptation.	• Create a climate change pledge of what you can do personally to stop climate change.
3A.4 The SDGs **Connects to the Competency: THE THREE DIMENSIONS OF SUSTAINABILITY**	Review the SDGs and describe their importance to the people and planet.	• Describe the SDGs, with a focus on SDG 13, and understand how they support sustainable development.	• Review each SDG and identify the environmental, social, and economic problems each works to solve. • Reflect on how the SDGs benefit both yours and your family's life. **Note: These are examples only, and not required for use.**

Green Mindset Curriculum Outline

MODULE 2:

Green Solutions for my Community and the World

Part A: Green Solutions

Topic Name	Topic Description	Top Objectives	Activity Ideas
3A.5 Technology and nature-based solutions **Connects to the competency: Knowledge of the role of technology and nature-based solutions**	Understand the role of technology and nature-based solutions in solving environmental problems.	• Review examples of how technology has been used to solve environmental problems. • Think of innovative ideas where technology can be used in your community to better the environment. • Describe the nature-based solutions and identify how natural processes and dynamics can help reduce environmental impacts or enhance the state of the environment. • Provide examples of nature-based solutions (carbon storage by forests or soils, coastal protection by mangroves, soil nutrition through compost, etc.). • Understand the benefits and limitations of using nature-based solutions vs. technology.	• Read stories of how technology has been used to help humans and the environment. Local examples are preferable if possible. Other examples such as electric cars for less gas emissions can be used, but with the inclusion of more relatable examples for small communities and remote villages. • Read stories of how nature-based solutions have been used to help humans and the environment. Local examples are preferable if possible. Other examples such as carbon storage by forests or soils and coastal protection by mangroves can be used. **Note: These are examples only, and not required for use.**

Green Mindset Curriculum Outline

MODULE 2:

Green Solutions for my Community and the World

Part A: Green Solutions

Topic Name	Topic Description	Top Objectives	Activity Ideas
3A.6 How I can respect the earth **Connects to the competency: Compassion, empathy, and respect for the preservation of the natural world and all species on the planet**	Discover why all-natural life and species are unique, special, and are worth preserving.	• Identify reasons highlighting the importance of biodiversity and why it should be respected. • Identify the value and uniqueness of all life species. • Discuss the personal and global benefits of preserving and respecting all species, whether it's a plant or an animal.	• Ask youth, either older or younger, to create a story each addressing animals, plants, insects and their uniqueness to the world. • Read a story about a tree, the life of a tree, how it is special, and its critical qualities such as providing shade and shelter. • If video technology is available, then clips of nature showcasing interesting species are a recommended watch. A fun five-minute clip to kick things off could set the tempo for a healthy set of discussions. • Pick a local animal species that is in danger of extinction. Research it and explain its uniqueness. • If possible, take a nature discovery walk and record the different life forms found. • Contemplation activity: Imagine all the species in the world disappeared. What would the world look like?

Note: These are examples only, and not required for use.

Green Mindset Curriculum Outline



MODULE 3:

Green Solutions for my Community and the World

Part B: How I Can Take Green Action Personally and In My Community

- Learners will engage in personal, and civic actions they can take to create more positive environmental impacts and reduce negative impacts.

Photo: Save the Children

Topic Name	Topic Description	Top Objectives	Activity Ideas
3B.1 My Commitment to a Better World **Connects to the competency: Community-minded and sense of interconnectedness and personal motivation and commitment to live within planet boundaries and create positive environmental impacts**	Discuss personal actions that can be taken on a daily basis to create a better world and environment. Share ideas on how to make a positive impact on the world.	• Identify personal actions to take daily to better the environment, reduce negative, environmental impacts, and create positive environmental impacts. • Brainstorm ideas on how youth can create a better world for their community by conserving resources, living sustainably, and thinking outside the box.	• A day in the life journal. Walk through your daily life and discover little ways to enjoy a more environmentally friendly life. • As a group, plant trees or seeds for trees. • Create a community garden. • Organize either a beach cleanup or a neighborhood trash and litter pickup. **Note: These are examples only, and not required for use.**

Green Mindset Curriculum Outline

MODULE 3:

Green Solutions for my Community and the World
Part B: How I Can Take Green Action Personally and In My Community

Topic Name	Topic Description	Top Objectives	Activity Ideas
3B.2 What is a Conscious Consumer? **Connects to the competency: Conscious consumerism**	Describe what a conscious consumer is and provide examples. Describe how being a conscious consumer benefits the environment and contributes to the green economy.	• Define what it means to be a conscious consumer and describe local examples of how to be a conscious consumer in real life. • (Examples include buying and patching used clothes and shoes). • Differentiate between the wants and needs and how they're linked to being a conscious consumer.	• Share photos of local products and decide whether they are good or not for the environment and why. Create a game out of this. • Review what you purchased within the last days/week. Decide with a partner or group whether these products are good or not for the environment. Example: a plastic bottle of soda is not good for the environment because it contributes to plastic waste. • Create lists of needs versus wants and discuss how they link to conscious consumerism.
3B.3 Solutions in my community **Connects to the competency: Community-minded and sense of interconnectedness**	Identify ways to lead and engage others in the community to find solutions for local environmental problems from natural disasters, such as drought, or caused by climate change, or litter issues in the community, and brainstorm real sustainable solutions.	• Identify ways to lead and engage people in youth's local community to help seek solutions for environmental problems that affect them. • Discuss the importance of feeling a sense of responsibility to protect the environment in youth's local communities and the world. • Collaborate on creative sustainable solutions to the problem. • Identify actions to the solutions created that can be initiated through leadership and engaging community members.	• Inventive ideas activity. Create a small contest where youth can come up with a way to use technology to better their community. Present the idea. Work alone or in pairs (inspired by innovation lab idea but meant to be a 1-2 hour activity). • Create a personal pledge poster with words and pictures of how you will help your community act on solutions for environmental problems. **Note: These are examples only, and not required for use.**

Green Mindset Curriculum Outline

MODULE 3:

Green Solutions for my Community and the World
Part B: How I Can Take Green Action Personally and In My Community

Topic Name	Topic Description	Top Objectives	Activity Ideas
3B.4 Become an Environment Champion **Connects to the competency: Involvement in youth led environmental and climate action**	Learners will share environmental causes they care about or are interested in getting involved in within their communities. Discover how to advocate for environmental causes and take action.	• Learn about stories showing examples of local environmental activism. • Brainstorm causes youth want to support within their local community. • How to advocate and take action.	• Create an action plan individually or in groups that supports sustainable environmental solutions. • Create an advocacy campaign. • Organize an earth day or another environmental awareness event in the community. • Discuss the qualities of both an environmental steward and role model. • Create climate changemaker messages then identify target stakeholders to share these messages with. • Create a community awareness event with a song, dance, and environmentally themed posters. • Write letters to local leaders on environmental issues affecting the community.
3B.5 Optional: Service Learning **Connects to the optional competency: Service- learning**	If opportunities exist within the community or nearby to organize volunteer or community projects that benefit the environment.	• Seek out service-learning opportunities with organizations, peers, and community members on projects that benefit the environment.	• Community garden. • Tree planting. • Litter pickup. • Beach cleanup. **Note: These are examples only, and not required for use.**

Green Mindset Curriculum Outline



MODULE 3:

Green Solutions for my Community and the World
Part C: Green Action in Business and the Workplace

- Learners will gain an understanding of the steps they can take to create more positive environmental impacts and reduce negative impacts at the professional level, including the workplace.

Photo: Save the Children

Topic Name	Topic Description	Top Objectives	Activity Ideas
3C.1 Green Mindset in Work and Business **Connects to the competency: Applying a green mindset in my profession or occupation**	Understand what a Green Mindset means at the professional level. Describe how to reduce environmental impact and create positive environmental impact whether at work, business, income generating activities, etc.	• Discuss how to maintain a Green Mindset in both a work and business setting. • Identify real life examples of both business and workplace practices that follow a Green Mindset.	• Group work. Come up with inventive ways of how youth can make a more positive environmental impact in the workplace. • Come up with a list of what NOT to do in either the business or workplace. • Read stories highlighting environmentally friendly actions practiced by youth at both the business and work level. Example: a small business selling shoes and clothes in a market might switch from using plastic bags to more environmentally friendly material.

Note: These are examples only, and not required for use.

Green Mindset Curriculum Outline

MODULE 3:

Green Solutions for my Community and the World
Part C: Green Action in Business and the Workplace

Topic Name	Topic Description	Top Objectives	Activity Ideas
3c.2 The green economy for a sustainable future **Connects to the competency: Understanding of the green economy and my role in it**	Understand the meaning and main elements of the green economy and green jobs, and what could be youth's role in them. Create business ideas that integrate ideas to solve environmental challenges.	• Describe what makes a job green and what the green economy is. Identify examples of green jobs. Note: see SC definition on green jobs. • Identify employment opportunities in the green economy. • Discuss green jobs youth are interested in. • Describe examples of green entrepreneurship, including local or regional examples. • Identify the good qualities of green entrepreneurs and identify personal qualities of green entrepreneurship. • TVET-specific example: Discuss the implication of future jobs in promoting environmental sustainability.	• Map out the community. Identify where the green economy might exist or can exist. • Review examples of employment opportunities that are deemed green. Share examples of sustainable ideas that ended up being unsustainable green trends. • Review what makes an idea sustainable. • Identify green jobs in the community. Identify the characteristics that made those jobs green. • Journal entry discussing your green dream job and why. • Trainee-led policy prototyping, testing, and developing alternative policy solutions at both the workplace and business. • TVET-specific example: Discuss specific industry cases relevant to future jobs held by TVET students, how they contribute and mitigate environmental vulnerability. Discuss the skills required for green transitioning and how they help them connect to purposive future jobs. • TVET specific: Identify green solutions relevant to a specific trade of training and its link to future jobs. Note: for TVET, focus on youth-led innovation methodology. **Note: These are examples only, and not required for use.**

Green Mindset Curriculum Outline

MODULE 3:

Green Solutions for my Community and the World
Part C: Green Action in Business and the Workplace

Topic Name	Topic Description	Top Objectives	Activity Ideas (Continued)
3c.2 The green economy for a sustainable future **Connects to the competency: Understanding of the green economy and my role in it**	Understand the meaning and main elements of the green economy and green jobs, and what could be youth's role in them. Create business ideas that integrate ideas to solve environmental challenges.	• Describe what makes a job green and what the green economy is. Identify examples of green jobs. Note: see SC definition on green jobs. • Identify employment opportunities in the green economy. • Discuss green jobs youth are interested in. • Describe examples of green entrepreneurship, including local or regional examples. • Identify the good qualities of green entrepreneurs and identify personal qualities of green entrepreneurship. • TVET-specific example: Discuss the implication of future jobs in promoting environmental sustainability.	• Read stories/case studies touching on businesses owned by green entrepreneurs and identify both their personal and professional qualities and skills. (Resource example: Create your • Green Business! The Workbook for Green Entrepreneurs in the Mediterranean). • Reflect as a small group on ways to improve business and business ideas by using a Green Mindset. **Note: These are examples only, and not required for use.**

Green Mindset Curriculum Outline

MODULE 3:

Green Solutions for my Community and the World
Part C: Green Action in Business and the Workplace

Topic Name	Topic Description	Top Objectives	Activity Ideas (Continued)
3C.3 How to become a Green Entrepreneur? **Connects to the Competency: Developing traits of a green entrepreneur**	Identify and apply qualities and skills needed to become a green entrepreneur. Recognize personal strengths and traits for becoming a green entrepreneur.	• Generate ideas on how to green your business or create ideas for a green business. • Identify ways to make current business greener. • Discuss ideas for creating a green business. • Discuss how to identify environmental problems for a green business to address. • Discuss how to create sustainable business models and plans.	• Group brainstorming session. Each participant presents a current business and brainstorm as a group areas where it can be more sustainable. • Each group comes up with examples showing eco-design.
3C.4 Advanced Topic: Developing a Green Business Model and Plan **Connects to the Competency: Developing traits of a green entrepreneur**	Develop a full sustainable business model and plan.	• Develop a business model and plan to develop your green business.	• Create a sustainable business plan, which includes a business idea, mission statement, vision, problems and needs, and business model. • Guest speaker: a business entrepreneur to address access to funding for green business plan ideas.
3C.5 Advanced Topic: What is the new economy? **Connects to the Advanced Competency: Understanding the new economy**	Describe new economic models that contribute to sustainable development.	• Review and explain new economic models that contribute to sustainable development.	• Review economic models such as circular economy, regenerative economy, and economy for the common good (ECG). **Guidance note:** This can be covered over multiple sessions. **Recommended duration:** 3 hours or more. **Note: These are examples only, and not required for use.**


Photo: Save the Children


Photo: Save the Children

Tool 1:
Guidance Key Terms for Green Mindset Framework and Curricula

Climate Change Adaptation:

Is the process of adjusting to current or expected effects of climate change. Climate change adaptation means altering behavior, systems, and—in some cases—ways of life to protect the world from the impacts of climate change. The more people reduce emissions, the easier it will be to adapt to the changes that are happening or that will happen in the future.

Climate change adaptation is NOT about fighting climate change or trying to reduce it but adapting to it. This adaptation is highly related or dependent on the local capacity of communities.

Climate Change Mitigation:

Means avoiding and reducing emissions of heat-trapping greenhouse gases into the atmosphere to prevent the planet from warming to more extreme temperatures. Mitigation can mean using new technologies and renewable energies, making older equipment more energy-efficient, or changing management practices or consumer behavior.

> ***A note on climate change mitigation and climate change adaptation**
>
> Climate change mitigation and climate change adaptation are not alternatives, whereby a focus on one removes attention from the other. Both courses need to be pursued in parallel, with a detailed focus on each. Mitigation is crucial and adaptation is inevitable.

Mitigation is essential because focusing on it today will reduce the impact on future generations. Adaptation is inevitable as there are inherent uncertainties in the timing and scale of climate change impacts.[1]

Environmental Components

The different elements that can be broken down in the environment are:

- Human beings
- Fauna and flora
- The soil, water, air, climate, and landscapes
- Material goods and cultural heritage
- The interaction between all components

Environmental Impact:

The change that occurs in any environmental component. This can be either negative or positive. This impact can be interpreted in human terms
(i.e. how it affects us).

Environmental Risk:

The probability (and magnitude) of an unwanted effect to occur.

Green Economy:

"UNEP defines a green economy as low carbon, resource efficient, and socially inclusive. In a green economy, growth in employment and income are driven by public and private investment into such economic activities, infrastructure, and assets that allow reduced carbon emissions and pollution, enhanced energy and resource efficiency, and prevention of the loss of biodiversity and ecosystem services".

[1] https://unesdoc.unesco.org/ark:/48223/pf0000376163

Tool 1:
Guidance Key Terms for Green Mindset Framework and Curricula

Green Jobs:

Decent jobs, including self-employment and wage employment, which are accessible to adolescents and youth (A&Y) most impacted by inequalities and discrimination. These contribute to the realization of their rights, promote gender equality, and have the primary objective to preserve or restore the environment (including the climate) through a) the provision of products or services that directly benefit the environment or b) production processes or service delivery mechanisms with reduced negative, or even positive, environmental impact. Jobs that help adapt to the effects of climate change are also considered green jobs

Green Skills:

The knowledge, abilities, attitudes and behaviors needed for adolescents and youth to access and perform green jobs, realizing their rights, daily sustainable consumption and lifestyle choices, and contributing to sustainable development and a low-carbon economy.

Precautionary Principle:

A lack of scientific certainty should not be used to avoid taking action to prevent environmental damage. In simple terms, the precautionary principle is an attempt to give the notion of precaution—understood as a form of addressing risk—legal status.

Its core elements are the need for environmental protection; the presence of threat or risk of serious damage; and the fact that a lack of scientific certainty should not be used to avoid taking action to prevent that damage (Sands and Peel, 2012).[2]

Useful resource:
https://www.iisd.org/articles/deep-dive/precautionary-principle

Sustainable Consumption:

The use of products and services in ways that minimize impacts on the environment in order for human needs to be met in the present but also for future generations.

Useful resource:
https://www.un.org/sustainabledevelopment/wp-content/uploads/2019/07/12_Why-It-Matters-2020.pdf

Sustainability Criteria:

Respecting the regeneration capacity of the environmental systems (forests, aquifers, etc) to be able to keep using the resource without depleting it or respecting the assimilation capacity of the ecosystem (for example the amount of greenhouse gases you can send to the atmosphere without generating climate change).



Photo: Unsplash

[2] https://www.iisd.org/articles/deep-dive/precautionary-principle

THE THREE PILLARS OF SUSTAINABILITY EXPLAINED:

The Environmental Pillar[3]

- The environmental pillar involves regulations, laws, and other tools used to deal with environmental facts and issues such as the management of land, freshwater, oceans, forests, air, natural resources, and wildlife.
- This pillar involves direct management of the environment with things like planting and preserving oxygen-producing trees and taking action on the human consumption side.
- Environmental management involves the use of environmental science and conservation biology to manage at a high level the allocation of resources such as land, water, and emissions to achieve a sustainable future.
- This process takes also into account the resilience of the ecosystems and their capacity to absorb disturbances caused by human activities.



Photo: Save the Children

The other approach is to manage the demand side of resources coming from human activities. This involves areas such as:

Energy consumption:
Incentivizing the migration towards renewable sources and improving efficiency.

Waste management:
Moving away from a linear model (where the materials end up in a landfill) and promoting a circular path, where recycling is used as much as possible to harness its benefits.

Food:
Promoting more healthy and sustainable diets, such as the Mediterranean or Japanese diets, that make less use of animal products.

Freshwater:
Eefficiency is improved by upgrading infrastructure and using new green technologies, especially in agriculture. It also manages the demand side, by educating the public on the use of this precious and limited resource.

Reducing CO2 emissions:
By making extensive use of renewable sources, improving efficiency, and upgrading to new technologies.

Population:
Statistics demonstrate that most of the world's population growth is coming from the poorest areas of the planet. While the population of the richest nations remains mostly stagnant or in slight decline. Promoting equality and better living conditions for the poor is not only ethical, but it can also contribute to reducing the global growth of the population.

Cities:
Proper planning of the urban spaces and infrastructure can help to achieve more sustainable lifestyles.

These are just some **environmental sustainability examples**. Luckily, with growing environmental awareness, we can find more and more relevant examples applied in our daily lives, helping to reduce our ecological footprint.

[3] https://sustainability-success.com/three-pillars-of-sustainability/

THE THREE PILLARS OF SUSTAINABILITY EXPLAINED:


Photo: Save the Children

The Social Pillar

The social pillar refers to initiatives, public policies, planning, and regulations supporting social issues. These include things such as fighting poverty, social justice, peace, promoting diversity, quality of living, access to healthcare, education, community development, cultural heritage, and some aspects of religion.

Unfortunately, this is the least defined and understood pillar of sustainability compared to its ecological and economic counterparts. However, the social factor influences all human activities and as such, is also strongly linked to the economic and ecological dimensions of sustainability and sustainable development.

More in detail, the main aspects of this type of sustainability are:

- Peace, security, and human rights are very important components of social sustainability. Because wars, crime, and unethical practices not only waste valuable resources through destructive activities, but are also ultimately bad for the environment. Just think about all the pollutants dispersed into the environment during wartime or from factories using unethical practices.
- Access to healthcare is a central point of the social principle. Many health-related issues are interconnected with the environment and economic aspects in general. For example, in agriculture, green improvements are also helping to improve health-related conditions. Finally, the World Health Organization is going as far as considering sustainability unachievable without accounting for health-related issues.
- Poverty and social injustice: poverty and lack of social justice also hinder societies from making long-term plans, ultimately reducing human wellbeing while simultaneously hurting the environment.
- Influence of religion and culture: cultural sustainability deals with beliefs, religion, and heritage conservation. Cultural aspects are without a doubt a driver that can help enable sustainable development. In this respect, recent years saw some important contributions on the religious side that helped attract more attention to the topic with both the Dalai Lama and Pope Francis calling for more responsibility in fighting ecological degradation and preserving the ecosystems.

These are just some social sustainability examples and how they can impact human society and quality of life.


Photo: Save the Children

THE THREE PILLARS OF SUSTAINABILITY EXPLAINED:



Photo: Save the Children

The Economic Pillar

The economic pillar of sustainability is essential for the business's existence: a business needs to be economically viable to be sustainable. At the same time, a sustainable business should look at profitability as just one component of the company's strategy.

A conscious business leader aiming at sustainability should encourage a more balanced culture, where also the social and environmental factors are taken into consideration together with profitability and economic sustainability.

Keeping in mind the limits of the planet's resources is key, especially considering that the current economic model is still based on "infinite" exponential growth.

Unfortunately, often the limited resources available in the environment are not factored in. This is the main problem faced when trying to achieve long-term economic sustainability. There can't be long-term economic growth if we deplete all the available natural resources. The capitalist system based on the free market is an incredible tool to improve the standards of living of nations, however, this must take into account the limits of our planet.

Tool 2: Training Curriculum Resources

*All materials are available sharable versions. You can acquire the link from the appropriate SC staff.

Training Curriculum Name	Strengths	Possible Age Groups	Relevant Green Mindset Module
Final Become a Climate Change Maker Resource	• Climate change maker quiz • Examples of inspiring stories highlighting youth as s climate change makers	All ages/fundamental knowledge	• Climate change mitigation and adaptation • Youth-led environmental and climate action
Adapt by Plan International, RCRC, and Red Cross Philippines	• Game-based methodology and tools • Highly interactive activities • User friendly format • Role playing • Explain differences between climate and weather • Explain the greenhouse gas effect	All ages/younger ages/ fundamental knowledge	• General environmental and sustainability concepts • Environmental impacts and risks; causes of environmental impact; environmental sustainability criteria.
Final Earth It's Everybody's Home Activity	• Uses Google Earth and Google Maps to extract visuals showing evidence of climate change • Incorporates the use of technology • Short videos highlighting examples of youth climate activism • Shows steps for google earth engine timelapse • Presents "How To" Google Earth and Voyager tutorials	All ages/ fundamental knowledge, but possibly useful for advanced topics as well.	• Explore the role of technology in the fight against climate change and environmental degradation.

Tool 2: Training Curriculum Resources

*All materials are available sharable versions. You can acquire the link from the appropriate SC staff.

Training Curriculum Name	Strengths	Possible Age Groups	Relevant Green Mindset Module
Make Space for Nature	• Strong activity for biodiversity • Includes videos • Info on making campaigns	All ages/fundamental knowledge	• Environmental challenges, causes, and consequences
Final Design Thinking Project	• Covers design thinking • Includes videos • User-friendly format • Answers the question, "How can I reuse, repair, or repurpose an object for the well-being of people from my school or community"	Older ages/ both fundamental and advanced	• Green entrepreneurship
Community Conversations for Climate Change	• Questions for inquiring community members about climate change • Good example of a youth story relevant to climate change that could be adapted	All ages	• Youth-led environmental and climate action • Environmental challenges, causes, and consequences
Stanford middle school and high school curriculums	• Somewhat comprehensive for some climate change topics, but not as user-friendly as others. • Needs a lot of contextualization if used. • Written for youth in California, USA for both middle school and high school students. Comes in two packages. • Examples of lesson plans and discussions addressing a variety of topics.	11-14 and 15-18	• General environmental and sustainability concepts • Environmental impacts and risks; causes of environmental impact; environmental sustainability criteria.

Tool 3: Activity Bank Ideas for Green Mindset Curriculum

*Below are links, resources, and ideas that can be used for creating activities that support the Green Mindset Curriculum. These ideas are meant to serve as inspiration and are not mandatory for inclusion into Green Mindset Trainings.

Tool Link or Activity name	Description
Reduce, reuse, recycle	By taking a look at their own trash, your students will learn a lot about how and why they throw things away. Students will also conduct a service-learning project, and in doing so, find ways to cut down on the waste they produce and improve how waste is managed in their community.
Peek at Packaging	Nearly everything we buy comes in some sort of package. Packaging, made from a variety of renewable and non-renewable resources, is necessary to protect an item, keep it fresh, make it tamper-proof, and easy to transport and store. In this activity, students will examine the pros and cons of different packaging strategies.
Reduce Use of Single-Use Plastics	Explore how to reduce single-use plastic to protect the environment. Up-cycle classroom scraps to create models, artwork, and projects.
Recycle Ideas Younger Youth	Try some of these animal art projects made with recycled materials.
Waste and Recycle Investigation	Engage your class in a Waste and Recycling Investigation to determine how much waste their school generates and where it goes. Encourage them to design a project to start or expand school-wide recycling and composting efforts.
Going Green: 8 Activities to Teach Youth	Activity ideas for carbon footprint, recycling, saving energy, and sustainable attitudes.
Green Teacher: Articles and Activity Ideas for Teachers and Trainers	https://greenteacher.com/
The Sustainable Development Goals	https://www.un.org/sustainabledevelopment/sustainable-development-goals
Identifying Green Business in Your Community	**Key objectives for students:** • Define and identify green businesses and products. • Provide various examples of local green businesses in your area. • Identify the impact of Corporate Social Responsibility practices and policies on large corporations. • Identify and categorize product goods and services that are labeled eco-friendly. https://learninglab.usgbc.org/module/17582/17624

Tool 3: Activity Bank Ideas for Green Mindset Curriculum

*Below are links, resources, and ideas that can be used for creating activities that support the Green Mindset Curriculum. These ideas are meant to serve as inspiration and are not mandatory for inclusion into Green Mindset Trainings.

Tool Link or Activity name	Description
Climate Change Adaptation Interactive Activities	Interactive climate change adaptation activities and a final competition. https://www.weadapt.org/knowledge-base/y-adapt/session-1-introduction
The Energy Game	Understand the energy challenges the world faces through a fun interactive game. **Chrome-extension:** https://www.epa.gov/system/files/documents/2021-08/generate-2021_instructorsguide_final.pdf
How Climate Change Impacts Mental Health	Lesson on the impacts of climate change on mental health. https://tropicsu.org/lesson-plan-climate-change-impacts-on-mental-health/
Gender and Climate Change	Lesson on gender and climate change. https://tropicsu.org/lesson-plan-gender-and-climate-change/
Climate Change Through Music Interactive Activity	Teaching climate change through rap. https://tropicsu.org/lesson-plan-climate-change-and-hiphop/
Stress and Coping with Climate Change	Lesson on stress and coping with climate change. https://tropicsu.org/lesson-plan-stress-and-coping/
The Impact of Pollution	• Spend time researching different forms of pollution. • Explore ways to reduce environmental pollution. • Develop use of descriptive and comparison words and build research skills. https://worldslargestlesson.globalgoals.org/resource/the-impact-of-pollution/


Photo: Unsplash

Contextualization Resources

Adapt the following examples to your local context:
Examples of green products or services

- Recycling solid waste (plastic, paper, metal) into new products.
- Composting food scraps into an organic fertilizer.
- Reducing food waste by developing new products from unused agricultural products.
- Developing small scale solar power generation grids.
- Education campaigns to change household behaviors such as more careful water use, capturing rainwater, or reducing use of charcoal cookstoves.
- Increase usage of organic products-household cleaners and fertilizers.
- Others?

Examples of green improvements to existing industries or processes

- Manufacturing plants will only purchase environmentally sustainable/green products for their businesses. For instance, using recycled paper or cans/bottles made from recycled material.
- Restaurants rely on organic, locally grown, and sourced ingredients.
- Identification of ways to reduce pollutants, for instance, water filters or air scrubbers
- Changes in processes that reduce waste, either in the clothing or textile industry.
- Installation of solar power for manufacturing plants.
- Refurbishing trucks to either be electric or hybrid or relying on bicycles for short-distance transportation.
- Others?

ANNEX 2:
GUIDANCE FOR THE ROLL OUT OF THE GREEN MINDSET FRAMEWORK

This document provides guidance for the roll out of Green Mindset curricula for in-school and out of school settings. This document is intended for staff and educators involved in the roll out of Green Mindset Programs.

This guidance includes:

- Recommendations of teaching methodologies.
- Recommendations for incorporating both a digital lens and a gender equal and inclusive learning environment.
- Guidance on recruitment and selection, training of trainers (TOT), continuous support, and professional development.



Staff and Educator Training:

- Staff and educators receive training on the key topics, key concepts, and key terms found in the Green Mindset Curriculum and can give relevant examples for each in both the TOT and refresher trainings.
- Staff and educators will need to have a good understanding of each topic area covered in the curriculum, including both local and global examples when appropriate.
- Staff and educators should be trained to understand each of the SDGs, but with a more heightened focus on SDG 13 that addresses climate action. They should be able to identify the key issues affecting the communities where Green Mindset Curriculum will be implemented.
- Staff and educators will understand how the impacts of environmental problems and climate change disproportionately affect vulnerable populations.
- Staff and educators should be aware of potential green jobs on a local level and ways typical jobs can be more environmentally friendly, sustainable, and inclusive.

Useful resource links:

- https://www.unwomen.org/en/news-stories/explainer/2022/02/explainer-how-gender-inequality-and-climate-change-are-interconnected
- https://unfccc.int/gender



Integration of Gender Equality and Social Justice as a Transversal Topic

- It is important for youth to recognize that environmental problems, including climate change, can impact people who experience the most inequality, including women and people with disabilities, in a disproportionate manner.
- Climate change has a greater impact on the population most reliant on natural resources for their livelihoods and/or who have the least capacity to respond to natural hazards, such as droughts, landslides, floods, and hurricanes. Since the world's majority are poverty-stricken, women commonly face higher risks and greater burdens from the impacts of climate change . Women's unequal participation in decision-making processes and labor markets compound inequalities and often prevent women from fully contributing to climate-related planning, policy-making, and implementation.[4]

Topics to consider include:

- The disproportionate way women and people with disabilities are affected during natural disasters and emergencies.
- Gender equality and how climate change is linked to gender.
- Topics on the Three Pillars of Sustainability Criteria should include discussions on gender equality and social inclusion.

[4] https://unfccc.int/gender



Save the Children is scaling up its response to support the most vulnerable children and their parents in Zimbabwe. We are providing families with cash grants to buy food, improving existing water sources or creating new ones to ensure communities and health facilities have access to clean water and supporting with the identification and treatment of malnourished children.

Photo: Save the Children

Recommended Participatory and Experiential Methodologies

Green Mindset Design Principles and Participatory and Experiential methodologies

Participatory and experiential methodologies are a foundation for all Green Mindset lessons, where teachers and staff explain, demonstrate, and provide opportunities for A&Y to practice and apply key Green Mindset competencies.

- **Participatory methodologies** include group work and discussions, as well as adolescent-friendly activities to introduce and teach Green Mindset concepts in a participatory and interactive way, which builds off student perspectives, knowledge, and past experiences.[5] They typically involve various activities, such as simulations, role-playing, games, and always include open-ended discussions and questions at the end for students to reflect and connect what they have learned in their own life.
- **Experiential methodologies ("learn by doing")** builds A&Y experience and skills by applying project-based learning, practice-based work, and research. This approach promotes a combination of skills in a supportive environment. It allows skills to be introduced, revisited, and reinforced in a sequence that provides many chances to practice the same skills in different settings.[6]

By applying these methodologies and creating a supportive and equal learning environment, teachers and staff play a critical role in facilitating the development of a Green Mindset. Teachers must act as role models and coaches and build a genuine relationship with students based on appreciation, respect, empathy, protection, and unconditional acceptance. Key principles for teachers and staff to adopt in teaching Green Mindset skills and competencies include:

- **Listening to students** and communicating in a respectful, friendly, and empathic way by prioritizing listening over lecturing.
- **Recognizing and valuing the individual experiences of students** over a teacher's expertise
- **Building relationships with students** rather than concepts and theory.
- **Fostering open dialogue.**
- **Avoid reproducing prejudices, stereotypes, or discriminatory attitudes** in the classroom, being reflective, and working to overcome any personal limitations and biases.

[5] GPYE. (2014). Strengthening Life Skills for Youth: A Practical Guide to Quality Programming. Global Partnerships for Youth Employment, The World Bank and International Youth Foundation.
[6] Soares, F., Babbs, S., Diener, O., Gates, S., and Ignatowski, C. (2017). "Guiding Principles for Building Soft Skills among Adolescents and Young Adults," USAID's YouthPower: Implementation, YouthPower Action.

Green Mindset Methodologies

For A & Y to develop a Green Mindset, teachers and staff need to embrace and promote a Green Mindset in a way that teaches and facilitates learning for students in the classroom. Such methodologies need to be applied consistently across all Green Mindset lessons and activities. Teachers are also encouraged to remind students they can learn and grow in all aspects of their lives. Key strategies and actions for teachers to promote a Green Mindset can be broken down into three main categories: Model a Green Mindset; Celebrate a Green Mindset; and Enable a Green Mindset.[7]

Green Mindset Methodology Categories	Description	Strategies
Model a Green Mindset	Teachers themselves model the key competencies of a Green Mindset in how they live, act and work with students, and in reflecting on their own learning journey.	**Model how to be green in the classroom and in the workplace:** • Show actions and behaviors in the workplace that showcase a Green Mindset. Examples: recycling, not using plastics, and incorporating the use of less paper. **Create opportunities for youth to apply their Green Mindset in the classroom or other activities:** • Green Mindset should be applied to all youth activities with youth, including other projects or educational activities. It should not be solely limited to Green Mindset training. **Champion Advocacy:** • Encourage environmental advocacy and community involvement to solve environmental problems. **Model Conscious Consumerism:** • Be a role model for youth by leading by example and practice being a conscious consumer. **Have strong foundational knowledge in all Green Mindset Topics:** • Demonstrate knowledge and understanding of the key messages, key concepts, and key terms of the Green Mindset Curriculum and SDGs. **Create opportunities for young people to apply their Green Mindset at home or in other aspects of their lives:** • Example: give challenges to young people looking at how their homes can become greener.

[7] Adapted from: https://characterlab.org/playbooks/growth-mindset/ and https://www.tandfonline.com/doi/full/10.1080/00313831.2016.1258667?scroll=top&needAccess=true

Green Mindset Methodologies

Green Mindset Methodology Categories	Description	Strategies
Celebrate a Green Mindset	Teachers celebrate learning and when students demonstrate Green Mindset competencies. Example: when a student recycles or upcycles.	**Celebrate the process of learning:** • Praise and appreciate the fun and excitement of learning itself. **Celebrate Green Mindset competencies in students:** • Praise hard work from students • Praise youth who exhibit a Green Mindset even through small everyday actions. • Praise students for creatively thinking about solutions to environmental problems or showing their passion for environmental issues. • Encourage and celebrate students who share their green knowledge and skills with their family and friends.

Enable a Green Mindset	Enable a Green Mindset Teachers create authentic opportunities for learning	**Set learning goals and meaningful challenges:**
		• Have students set learning-to-learn goals.
		• Ask students what they want to learn.
		• Encourage process-focused thinking, which involves focusing on the steps required to achieve a task.
		• Give meaningful challenges. A TVET example of a challenge could be a youth- led innovation lab and competition, which includes:
		  • Innovation relevant to the green process
		  • Innovation for adapting materials and equipment for greening a particular trade of training
		  • Trainee-led green solution catalog
		  • Give opportunities for students to break down challenges into small steps.
		
		Give consistent support and timely, constructive feedback:
		• Give timely and constructive feedback in the form of "not yet". Examples: "you do not know this yet, or you can't do this yet".
		• Give positive reinforcements along the learning journey (ex. small wins or achievements).

Green Mindset Methodologies

Green Mindset Methodology Categories	Description	Strategies
Enable a Green Mindset	Enable a Green Mindset Teachers create authentic opportunities for learning	**Facilitate discussions on the students' Green Mindset and learning:** • Ask questions that make students reflect and explain their emotions and feelings. • Ask students to explain what they are learning and how it can be applied in their lives. • Avoid telling students what they are learning. **Provide non-judgmental and individualized learning support:** • Avoid stereotypical judgements of students and comparisons of one student to another, particularly by gender. • Learn about the individual barriers students face to learning and adapt accordingly. • Have frequent one-on-one interactions. • Create an environment in which it is understood that environmental issues affect people differently even within the same communities, and those different experiences and perceptions should be respected. **Engage local heroes:** • Research and contact local environmental heroes if doable. Invite them as guest speakers during training.

Technology-Based Methodologies and Considerations

There are a number of different ways technology can be integrated into the Green Mindset programs to teach and promote Green Mindset concepts. With technology-based adaptation and consideration, local and indigenous knowhow, creative mindsets can be important and valuable additions in coping and adapting mindset development. Four key areas have been identified, as well as specific examples of technology-based activities, for consideration. These are examples, which can support each country's curriculum adaptation process and the development of a digital learning aid strategy. However, the exact activities need to be contextualized and adapted based on what digital learning applications exist in each country.

Area for technology integration[8]	Description	Examples of technology-based activities
Classroom Management	Teachers use technology to manage the classroom as an alternative to paper-based methods.	• Track the classroom noise level through mobile applications (ex. Too Noisy). • Online class calendar class and learning schedule. • Online submission of materials. • Online sign-up forms for presentations.
Content Delivery	Teachers deliver Green Mindset content using technology.	• Present videos for mini-lessons on Green Mindset topics (ex. YouTube; TeacherTube). Note: need to source local language and adolescent-friendly videos. • *Explore Google Earth & Maps. Note: They used for a variety of Green Mindset topics. • Coordinate live video appearances with guest speakers, such as an environmental activist or specialist. • Play news clips or streams. • Play podcasts. Note: need to source local language and adolescent-friendly podcasts.

[8] Adapted from: https://www.prodigygame.com/blog/ways-to-use-technology-in-the-classroom/

Technology-Based Methodologies and Considerations

Area for technology integration[8]	Description	Examples of technology-based activities
Content Process and Application	Technology is used to assist students with processing content.	• Set up computer learning stations for group practice-based activities related to Green Mindset topics (i.e. groups watchalongs, discussions, and problem solving) • Online journals or text messages. • Online photo or quote related to what was learned. • Online anonymous surveys, polls, or quizzes addressing Green Mindset topics (ex. SurveyMonkey, Google Forms). • Online questions and discussion posts (ex. Google Classroom). • Online search for relevant information. • Critique of web content (ex. Bounce App allows users to take notes and give feedback on a website) . • Online mind map or brainstorming applications (ex. MindMeister).
Unique Learning Experiences	Technology is used as a unique learning experience both inside and outside the classroom.	• Game-based learning platform. • Virtual and augmented reality applications and simulations (ex. BecaXR). • Mobile applications (ex. Dooit). • Complete a webquest to find and source info and clues. • Makerspace activities. • Examples of green-focused apps: **Oroeco:** A fun app that allows users to help solve climate change and reduce their impact on the planet. You can choose to track your life activities – what you eat, how you live, the transportation you use – and assess your overall climate impact. https://www.oroeco.org/ **JouleBug:** Learn how to make everyday habits more sustainable and environmentally friendly. From outdoor activities, energy, and water preservation, the app encourages you to learn more about each tip, its impact with the help of How-to videos and other informative links, and share the activities with your friends.



Teacher and Facilitator Capacity-Building

The following guidance has been developed for selecting, training, supporting, and monitoring teachers and facilitators delivering Green Mindset training.

Recruitment and Selection

When recruiting and selecting teachers, it is important to design and outline a key teacher profile. Note: Using the term teacher here can also refer to trainers, facilitators, peer educators, or other teacher-like figures. This will be determined by each country's program. Some key criteria for teacher recruitment can include:

Language:

Teachers are fluent (reading, writing, and oral skills) in language of implementation.

Experience and Motivation:

Teachers have a history of youth and adolescents-focused work and/or community-building work and are motivated and committed to youth and adolescent development and success.

Note: Teachers will not be required to have prior knowledge or background in environmental education or concepts, but they must have a willingness to learn about the environmental problems and solutions, both globally and locally, and be willing to learn and understand the key concepts and terms in the Green Mindset Curriculum.

Facilitation Skills:

Teachers demonstrate strong gender-sensitive facilitator techniques and/or willingness to learn and adopt facilitator techniques in training. Note: It can be difficult to evaluate facilitation skills without observing a teacher in action. We highly encourage teams to invite more candidates than necessary to teacher trainings, and to give each an opportunity to present during the training. This way teams can select the candidates with the best facilitation skills and will also have alternative candidates available in case of absence or departure.

Basic Research Skills:

Teachers may be required to participate in finding information on environmental problems and solutions within the local communities. Local stories of how technology is being used to fight climate change, local examples of negative impacts on the environment, and local environmental preservation efforts are examples of how some research may best be suited for staff in the local communities.

Education Level:

Teachers must meet the appropriate education level based on the context. While this may not be the case in all situations, some secondary school education is usually helpful for garnering respect.



Age:

Teachers are of an appropriate age based on the context. Some programs encourage the selection of teachers between the ages of 20-35 years old. Teachers meeting this age range may show less authoritarian behaviour, which makes it easier for them to form healthy relationships with children and adolescents.

Community-Based:

Teachers hail from the local community and are accepted by community members. The reason for this preference is their trust with parents which eases their role and treatment as mentors. However, it is sometimes difficult to find good teachers locally. For this reason, teacher training and continued support are essential components of adolescent programming.

Guest Speakers:

Environmental experts and practitioners are encouraged to be guest speakers throughout the Green Mindset Program.

Gender:

Whether the training is delivered in same-sex or mixed groups, there should be a gender balance of male and female teachers.

- For mixed groups, there should be both a female and a male teacher taking turns as lead teacher and assistant.
- For same-sex groups, there should be a pair of female teachers for groups of girls and a pair of male teachers for groups of boys.

Ethnicity/Religion/Race:

In some settings, different ethnicities, religions, and races can all be present in the same community. Teacher recruitment should aim to ensure that all groups are represented equally.

Security Background Check:

Based on a country office's child safeguarding protocols, security background or relevant reference changes should be completed to ensure proper safeguarding for facilitators working directly with children.

Other guidance:

When teachers are classroom-based, work with school administrators to integrate training delivery into their job description to ensure they have the time and support to deliver trainings and enhance accountability.

Training & Ongoing Professional Development



Photo: Save the Children

Teacher Learning Outcomes

Prior to the teacher training, identify specific learning outcomes that teachers will achieve as a result of training and ongoing professional development. Note that the learning outcomes should be aligned to the content and methodologies used in the specific training delivered. See below for some suggested learning outcomes:

Domain	Learning Outcomes
Knowledge of Green Mindset	• I can identify the Green Mindset competencies and I understand the Green Mindset key terms and can provide examples of each. • I can describe why having a Green Mindset is important for A&Y. • I can adopt the skills, knowledge, and attitudes of a Green Mindset to then teach the principles to youth.
Methods and Techniques	• I use participatory and experiential learning methodologies. • I create opportunities for real-life experiences.
Understanding of Youth	• I understand methods to train youth such as encouraging participation and positive reinforcement. • I understand the barriers to youth.
Gender, Equity, and Social Inclusion (GESI)	• I understand gender-based barriers girls and boys face while in training. • I utilize gender-sensitive and inclusive facilitation techniques to ensure girls and boys feel safe and comfortable expressing their opinions, concerns, and questions.
Gender, Equity, and Social Inclusion (GESI)	• I am comfortable creating digital media that make my classes more engaging and exciting. • I can look for and find platforms, applications, and technologies that benefit my work. • I am aware of the risks that children face online, and I am able to assess the potential risk of using a digital teaching/learning aid before introducing it to children. • I can instruct children on the basic tasks of using digital technology.


Photo: Save the Children

Training of Trainers (TOT)

Teacher Learning Outcomes

Training of teachers typically starts with a Training-of-trainers (TOT) workshop. During the TOT, facilitators learn to deliver training sessions and provide real-life practice opportunities in the program. The recommended period of time is at least 5-7 days to ensure sufficient time for teachers to engage in the curricular content and observe and practice participatory methodologies. The 5-7 day duration does not need to be consecutive. However, in certain contexts the amount of time may need to be reduced due to time limitations.

The exact content of the TOT will be customized to the training and context. However, all TOT should cover the following topics:

- Green Mindset curriculum content
- Green Mindset key terms and concepts
- Participatory and experiential learning methodologies
- Gender, equity, and social inclusion (GESI)
- Child safeguarding
- Basic use of technology to save paper when possible

Online vs. In-Person Training

Both styles of training have their benefits and drawbacks. In-person training allows more personal connection and hands-on learning, while online training may be more cost effective and allow for a broader and more diverse audience.

Refresher Trainings

In addition to TOTs, refresher trainings should be provided over the course of the training. Refresher trainings are typically shorter than TOTs and cover specific topics. These may be topics that are identified by teachers themselves as areas where additional support is needed.

Ongoing Professional Development

Like youth, teachers learn best through ongoing, experiential, and participatory learning experiences tailored to their unique needs and context. Professional development should include time for observations and feedback from an expert or coach, refresher information on key concepts and key terms within the Green Mindset Framework, and time to collaborate and share local research findings on environmental topics covered within the Green Mindset Curriculum.

Monitoring

To ensure trainings are delivered in a high-quality manner, a structured monitoring system is required, including monitoring tools and feedback mechanisms.

Quality Benchmarks

The key quality benchmarks to adapt for implementing Green Mindset programs relevant to teachers are:

Input, Activity, or Process	Learning Outcomes
Teacher Recruitment, and Selection	• Gender balance of recruited female and male teachers. • Teacher selection criteria is established. • Teacher TOR is established and signed.
Teacher Capacity-Building	• Teachers are trained in participatory and experiential learning methodologies, child safeguarding, and gender equality. • Teachers are provided regular refresher trainings or learning workshops to advance skills and discuss best practices and challenges.
Training Delivery	• Teacher is organized and demonstrates effective teaching/facilitation skills. • Teacher effectively manages youth, is inclusive, and addresses all of the youth's learning needs. • Teacher effectively uses methodologies and youth-friendly training techniques. • Teacher performance is monitored regularly through regular observation and use of standardized observation tools. Frequency dependent on context.



Monitoring System and Tools

Simple and easy-to-use monitoring tools should be established per the quality benchmarks described above. One tool may be able to cover multiple quality benchmarks and be used by various stakeholders, including youth themselves to monitor and provide feedback. When designing tools, it is also recommended to include a section addressing areas for improvement and a respective action plan to follow during the next monitoring cycle.



Teacher Delivery Spot-Check or Evaluation tool

The Teacher Spot-Check Tool is a simple monitoring tool for teachers. The tool can be used both as a self-assessment tool for teachers , as well as for program staff to conduct observation checks of teachers while delivering the training. The tool is used to help ensure quality trainings and guide teachers on all the skills, techniques, and strategies to apply when delivering the training.

ANNEX 3:
GREEN MINDSET FRAMEWORK INDICATORS

EXAMPLE TEMPLATE



Competency	Example of Knowledge Indicators
Knowledge Of Environmental And Sustainability Concepts	• # of learners who can define basic environmental and sustainability concepts within the Green Mindset framework. • # of learners who are able to explain what a Green Mindset is, in line with the SC's Green Mindset curriculum framework.
Knowledge Of The Concept Of Environmental Impact And Risk, What Drives Causes Environmental Impact, And Environmental Sustainability Criteria	• # of learners who are able to explain both the concept and main drivers of environmental impact. • # of learners who are able to describe the environmental sustainability criteria related to environmental impact.



PHASE 2

ENVIRONMENTAL PROBLEMS (INCLUDING CLIMATE CHANGE)

Competency	Example of Knowledge Indicators
Understanding The Main Environmental Challenges, Causes, And Consequences	• # of learners who can identify the main environmental problems affecting them and their community, at present or in the future. • # of learners who can identify the main causes and consequences of the environmental problems affecting them and their communities. • # of learners who can identify the effects of climate change affecting them and their community. • # of learners who can describe the roles and responsibilities of the main stakeholders (government, private sector, civil society, and academia) towards the environment.
Awareness Of My Personal Impact	• # of learners who can describe how their personal actions are contributing to environmental degradation. • # of learners who are able to describe how their actions are contributing to climate change . • # of learners who are aware of the different level of environmental responsibility that highly developed countries have compared with developing countries.
Optional Competency: Understanding Environmental Challenges In Key Economic Sectors	• # of learners who can describe the environmental impacts and problems caused by the main economic sectors: Energy, Construction, Transportation, Food and Agriculture, Urban Development, Tourism, etc.



PHASE 3

ENVIRONMENTAL SOLUTIONS WITH A FOCUS ON ACTION IN THE DIFFERENT AREAS OF A YOUNG PERSON'S LIFE

Competency	Example of Knowledge Indicators
PHASE 3.0: GENERAL COMPETENCIES FOR ENVIRONMENTAL SOLUTIONS	
Understanding The Three Dimensions Of Sustainability Connection Between Environmental Health, Social Equity, And Economics	• # of learners who can describe the three dimensions of sustainability and the need to balance them to achieve sustainable development. • # of learners who can describe how a Green Mindset contributes to environmental sustainability.
Understanding Green Skills	• # of learners who can describe green skills, in line with SC's definition of green skills. • # of learners who can identify examples of green skills at both the personal and professional level, in line with SC's green skills definition.
Compassion, Empathy And Respect For The Preservation Of The Natural World And All Species On The Planet	• # of learners who can identify beneficial reasons to show compassion, empathy, and respect to the natural world and all species on the planet.
Knowledge On Climate Change Mitigation And Adaptation	• # of learners who can describe the concept of climate change mitigation, and the difference with the concept of climate change adaptation and resilience. • # of learners who can identify practices, technologies, and nature-based solutions that contribute to climate change mitigation. • # of learners who can describe practices that help adapt to the effects of climate change likely to take place in their community.
Knowledge Of The Role Of Technology And Nature-Based Solutions	• # of learners who can share examples of how technology is being used to fight climate change. • # of learners who can describe nature-based solutions to address environmental problems in their community.



PHASE 3

ENVIRONMENTAL SOLUTIONS WITH A FOCUS ON ACTION IN THE DIFFERENT AREAS OF A YOUNG PERSON'S LIFE

Competency	Example of Knowledge Indicators
PHASE 3.1: ACTIONS AT THE PERSONA LEVEL AND CIVIC ENGAGEMENT	
Personal Motivation, And Commitment To Live Within Planet Boundaries And Create Positive Environmental Impacts	• # of learners who can identify habits in their daily life that are environmentally friendly. • # of learners who can explain how they benefit from a more sustainable environment.
Community-Minded And Sense Of Interconnectedness	• # of learners who can identify solutions to environmental problems affecting them and their community.
Conscious Consumerism	• # of learners who can identify examples available to them of how to be a conscious consumer in their daily life.
Involvement In Youth-Led Environmental And Climate Action	• # of learners who can identify the benefits of engaging in youth-led environmental and climate action.
Optional Competency: Service-Learning	• # of learners who can identify service-learning activities they are interested in. • # of learners who can identify examples of service-learning and why service-learning can be beneficial to the environment.



PHASE 3

ENVIRONMENTAL SOLUTIONS WITH A FOCUS ON ACTION IN THE DIFFERENT AREAS OF A YOUNG PERSON'S LIFE

Competency	Example of Knowledge Indicators
PHASE 3.2: ACTIONS AT THE PROFESSIONAL LEVEL	
Applying A Green Mindset In My Profession Or Occupation	• # of learners who can describe what implies to have a Green Mindset at the professional level.
Understanding Of The Green Economy And My Role In It	• # of learners who can explain what the green economy is. • # of learners who can explain what a green job is, in line with SC's definition of Green Jobs for Adolescent and Youth. • # of learners who can explain the concept of green entrepreneurship. • # of learners who can explain what greening of TVET entails. • # of learners who can identify green job opportunities in their communities.
Developing Traits Of A Green Entrepreneur	• # of learners who have the competencies to become green entrepreneurs and develop green businesses or income generating activities.
Advanced Competency: Understanding The New Economy	• # of learners who are able to provide examples and describe new economic models that contribute to sustainable development that centers both people and the planet.



Many families in drought- hit communities in Somalia already faced a daily struggle to get by. After the rains failed for the fourth time in a row, crops and animals' grazing land have turned to dust. This is particularly worrying for families like Bashir's*, who keep animals for a living.

Photo: Save the Children

ATTITUDE INDICATORS

01 % of learners who believe that the natural environment is important to their futures.

02 % of learners who recognize the importance of respecting and protecting the natural world and all living species.

03 % of learners who believe that they are capable of making a positive environmental change in their local community.

03 % of learners who have and can explain a personal goal they have for being more environmentally friendly and sustainable.

04 % of learners that would like to have a green job or start a green business.



Respect Our Rights (ROR) is supported by Save the Children and has 24 members in Kosovo. The children take part in / help to organise activities that promote environmental awareness including, clean-up initiatives, recycling initiatives, marches, and protests.

Photo: Save the Children

BEHAVIOR INDICATORS

01 % of learners that have adopted new environmentally friendly actions in their daily life.

02 % of learners engaged in environmental service-learning and volunteering.

03 % of learners involved in environmental or climate change advocacy actions in their communities.

03 % of learners who have and can explain a personal goal they have for being more environmentally friendly and sustainable.

04 % of learners that would like to have a green job or start a green business.

ANNEX 4:
RECOMMENDATIONS FOR INTEGRATING THE GREEN MINDSET FRAMEWORK INTO TVET CURRICULUMS

The following document highlights recommendations for integrating the Green Mindset Framework into an introductory course for TVET institutions.

**For a comprehensive understanding of how to green TVET institutions, see the following document: (2017). Greening Technical and Vocational Education and Training: A Practical Guide for Institutions. United Nations Educational, Scientific, and Cultural Organization (UNESCO).*

The document covers:

- Overview
- Green Mindset Framework adaptation recommendations
- Recommendations for the recruitment of teachers to the Green Mindset introductory course
- Recommendations for including A&Y in the development of the Green Mindset introductory course

Overview

- The Green Mindset Framework can be used as a tool to aid in developing a generic or introductory course on developing a Green Mindset. This is recommended as a prerequisite to all TVET trainings.
- It is recommended this introductory course be mandatory for students at all TVET programs to ensure their path to developing a green mindset where they can begin applying the skills, knowledge, and attitudes of a green mindset into all future TVET coursework.
- This recommendation aligns with the process for greening TVET Institutions specifically described in step 1 of the document "Greening Technical and Vocational Education and Training A practical guide for institutions" by UNESCO. The step is titled "Understanding the Process", which can be found in "Section 1.3:Adapting a Whole-Institution Approach."

Green Mindset Framework Adaptation Recommendations

- All core competencies within the Green Mindset Framework should be covered in the Green Mindset introductory course for TVET.
- If the TVET institution offers coursework covering topics and competencies within the Green Mindset Framework, then those topics don't require duplication in the introductory course.
- It is at the discretion of the TVET institutions to include the advanced or optional topics within the Green Mindset Framework. The TVET institutions should evaluate their current coursework when deciding which topics to include in an introductory Green Mindset course.
- This recommendation aligns with the document authored by UNESCO, "Greening Technical and Vocational Education and Training: A Practical Guide for Institutions", for greening curriculum and training in TVET. Note that the document includes recommendations for greening TVET campuses, workplace, and TVET institutions.
- This recommendation also aligns with the competency highlighted in the Green Mindset Framework, "Understanding of the Green Economy and my role in it." More specifically, g TVET would create green, technical skills that would lead to the creation of green jobs.



Photo: Save the Children

Recommendations for recruitment of teachers for the Green Mindset introductory course

- It is recommended that recruited teachers are equipped with basic knowledge of environmental problems, issues, and solutions relevant to their area of expertise.
- If recruiting teachers holding desired skill sets is not possible, then the TVET institution is encouraged to support newly recruited teachers with basic knowledge and understanding of the competencies that make up the Green Mindset Framework.
- It is recommended that all teachers facilitating a Green Mindset introductory course review the Green Mindset Framework and receive basic introductory training on the topics, competencies, and concepts relevant to the framework. (See Guidelines for Roll out of Green Mindset, Guidelines for the Adaptation of Green Mindset Sample Curriculum, LS4S Comprehensive Approach)

Recommendations for including A&Y in the development of the Green Mindset Introductory course

- SC's strategic goal in youth programming is to put youth and children in the forefront of their development and elevate their voices. Children should be consulted in the design process of the Green Mindset introductory course for TVET. As an example, children can be consulted through focus group discussions addressing topics relevant to the Green Mindset Framework they are most interested in.
- Young women and children living with disabilities should also be consulted when designing the coursework. (See Guidelines for Roll Out of Green Mindset, Guidelines for the adaptation of Green Mindset Sample Curriculum, LS4S Comprehensive Approach)

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