



Concept Multiplier Training “become a GREEN life trainer”



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Day 1: Introduction to Sustainable Development Goals (SDGs)

Topic	Goal	Content	Method	Materials	Time (minutes)
Getting started	Getting to know each other Arriving, first orientation	Who is here? What are your names?	Group conversation Get to know each other game	Attachment 0 Games	30
	Getting to know the SDGs		PPP Introduction (UN conference) Pass out 17 SDGs, bring them in the right order, everyone says: This is my SDG (I'm holding). Afterwards the SDGs are pinned on a wall	Attachment 1.1 PowerPointPresentation SDG-Symbols printed in A3 https://www.un.org/sustainabledevelopment/news/communications-material/ https://unric.org/en/sdgs-in-your-language/	20
			Which picture belongs to which SDG? Discuss and assort in small groups	Attachment 1.2 pictures (see file folder) SDG Icons (printed small, see link above)	30



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Topic	Goal	Content	Method	Materials	Time (minutes)
		SDGs and the 5 P: People, Planet, Partnership, Peace, Prosperity	All together, sorting SDGs to 5 P	SDG Icons (printed small, see link above) Attachment 1.3 SDG_5P	20
		SDG network: group game	See Att. 1.4	Attachment 1.4 SDG cards small, 17 clothes pegs, ball of wool/ string	15
Additional information		SDG Comic		Attachment 1.5 Poster Attachment 1.6 Global Goals Comic	



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Day 2: Climate and Climate Change

Topic	Goal	Content	Method	Materials	Time in min.
(Morning) Group meeting	Orientation	Overview of daily/ weekly programme	Building a circle Posters with daily schedule are being presented	Posters with daily schedule (one for every topic and day) Pictograms for different activities and topics, e.g.: https://www.metacom- symbole.de/metacom_en.html Breakfast Morning circle / group People inside the house Learning stations/ research Crafting stations Coffee break Lunch/ Dinner Making music (percussion) Shopping Excursion Bus/ Train Break/ resting Cooking	30



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Topic	Goal	Content	Method	Materials	Time in min.
Climate change and the greenhouse effect	Teaching the basics	How does the greenhouse effect work? What is climate change?	Video on the greenhouse effect (in German, automatic subtitles available)	Attachment 2.1 or Videolink: https://youtu.be/03LIhhIxLjQ?feature=shared Projector, notebook	20
Climate change and the greenhouse effect	Deeper understanding of the greenhouse effect		Rebuilding the model from the video with the materials	Attachment 2.2 Materials for model of greenhouse effect	30
Impacts of climate change - scientific perspective	Consolidation using a practical example	Ice melting experiment	Experiment	Attachment 2.3 Transparent cup stones, lamp that gets a little warm when turned on, non-permanent pen for marking water level Water Small houses (for example from „Monopoly“-game) 3 ice cubes Optional: Smartphone for taking Pictures/ time lapse video	30



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Topic	Goal	Content	Method	Materials	Time in min.
Impacts of climate change worldwide - social perspective	Change of perspective, promotion of empathy	Climate change consequences quartet	Card game in small groups (max. 4 Players)	Attachment 2.4 Quartet Cards in national language	30
Outdoor activities		- Sensory boxes	Alone or with a partner: Sense and guess what is inside the box	Boxes (e.g. made from old shoeboxes) with an opening hole, big enough to fit in with a hand (but not look inside), natural materials that feel different	
		- Tree faces with clay	Create faces from clay and stick them onto tree trunks or rocks, decorate with natural materials	Clay, leaves, sticks, other gathered natural materials	
		- Decorating postcards with natural materials	Stick natural materials on double-sided tape	Postcards (any thick paper or cardboard will do), double-sided tape (one strip on each card)	



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Day 3: Waste avoidance and recycling

Topic	Goal	Content	Method	Materials	Time in min.
(Morning) Group meeting		Morning circle: - Assigning the SDG to the theme of the previous day - Introducing the topic and programme for the day	Group conversation	SDG pictograms	30
Waste avoidance and recycling	Query knowledge level and learn sorting Importance of recycling - why do we sort?	Introduction to the topic: - Sorting waste	There is a piece of rubbish under each chair. There are 5 small bins in the centre of the circle: - Residual waste - packaging - glass - compost - paper	<ul style="list-style-type: none">- Pieces of rubbish according to the number of participants- Small rubbish bins	20



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Topic	Goal	Content	Method	Materials	Time in min.
			Each person decides in turn where the piece of rubbish under the chair belongs and puts it in the bin. Then everything is sorted we look at each bin and the group decides, if everything is correct. If not, we discuss the correct bin.		
Recycling systems in different cities/facilities	Recognising differences and similarities		The individual participants report on how waste is separated in their cities/facilities. Participants stick the pictures they have brought with them about waste separation in their cities/facilities on a large, prepared poster.	Pictures of waste sorting	20
Waste (avoidance) and recycling	Get to know different aspects of recycling, raise	Learning Stations – Knowledge			60



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Topic	Goal	Content	Method	Materials	Time in min.
	awareness of the problem of waste in nature, expand knowledge				
		- Compost earthworm	What does the earthworm like?	Attachment 3.1 Paper earthworm with magnet and different objects	
		- Plastic in nature	Sorting different pieces of garbage by the amount of time they need to decompose in nature	Attachment 3.2 Garbage pieces, piece of string	
		- Plastic in the water	Experiment: watch a piece of styrofoam and a piece of cornstarch packing material in water	Attachment 3.3 Styrofoam, corn starch material, 2 cups with water	
		- Waste memory	Sorting objects, finding the pairs: One thing will reduce waste, the other one does not	Pairs of objects <i>Examples:</i> Paper Towel/ Kitchen Towel (cloth) Paper Cup/ real cup Aluminium foil/ lunch box	
Upcycling-Workshop		Workshop stations - Action			



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Topic	Goal	Content	Method	Materials	Time in min.
		- Making Boxes from tetrapak-material		How to: https://www.graumitweissensternchen.de/?p=1376 Empty milk or juice cartons, cleaned Scissors/ cutter knife Glue/paint/ colours for decorations	
		- Making Tawashi-cleaning sponges from old socks		Attachment 3.4 Old socks (bring your own) Weaving board made of wood and nails Scissors	20-40
		-Making T-Shirt bags		Attachment 3.5 Old t-shirt (bring your own – nice colour or print) Scissors	15-30
		-Making beeswax-wrapping sheets		How to: In the oven: https://homesteadandchill.com/diy-homemade-beeswax-wraps/ Using an iron: https://deesbees.nz/blogs/news/how-to-make-beeswax-food-wraps-the-iron-method Pieces of cloth Beeswax (pellets) Baking sheets Iron (old, it should not be used for clothes afterwards) Table with heat resistant top	20



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Topic	Goal	Content	Method	Materials	Time in min.
Excursion	Deepening Knowledge, Best Practice Examples	Excursion : Recycling place			
		Excursion: Second-Hand Store			
		Percussion workshop	For this activity it would be helpful to have a person leading the workshop with experience in instructing music workshops.	Attachment 3.6 Recycled objects to make different sounds: glass bottles, buckets, ...	



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Day 4: Smart use of electricity, heat, water and energy

Topic	Goal	Content	Method	Materials	Time in min.
(Morning) Group meeting		Morning circle: - Assigning the SDG to the theme of the previous day - Introducing the topic and programme for the day	Group conversation	SDG pictograms	30
Energy	Thematic introduction	Energy is part of all things	Sensory game	Attachment 4.1 As many objects as persons participating, e.g.: Light bulb, battery, pen, bicycle pedals, a piece of bread, a stone, a piece of wood, coal, empty shampoo bottle, handkerchiefs, charging cable, headphones, lighter, solar cell, propeller,... Two signs to mark the spaces on the floor: „Energy“ – „No Energy“	20-30



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Topic	Goal	Content	Method	Materials	Time in min.
Production of electricity	Observe power generation with steam	How does a steam engine work	Demonstration of the model (while waiting for the machine to build up heat: group discussion about the different ways energy is produced – what do participants know already?)	Steam engine – Model , e.g. https://www.wilesco-shop.de/stationaere-dampfmaschinen/dampfmaschine-d105-licht-edition.html Videolink: https://www.youtube.com/shorts/k_dbX-RJbjA Long video in German: https://www.youtube.com/watch?v=bsNQwgFADw0	20
Smart use of electricity, heat, water and energy	Get to know different aspects of energy, expand your knowledge of electricity use and water consumption	Knowledge on different aspects of energy	Learning Stations	See below (Attachment 4.2 – 4.7)	60
Electricity	Gain knowledge on different ways how	Information on power sources	Electric quiz	Attachment 4.2 Electric quiz	



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Topic	Goal	Content	Method	Materials	Time in min.
	electricity is produced				
Electricity	What alternatives are there to electrical appliances?	Energy memory	Sort real objects	Different objects in pairs/ or pictures of objects Examples: Hair dryer/ towel Electric Drill/ Screwdriver Electric toothbrush/ normal toothbrush Gaming device/card game or board game e-book reader/ book	
Energy for heating water	Learn how water can be heated in an energy-efficient way	Boil water using different methods:	Comparison of electric kettle, gas cooker and hob with saucepan	Attachment 4.3 (worksheet) Different cooking devices, water, stopwatch	
Heat conduction	Experience heat conduction using different materials	Compare surfaces	Feel and measure the surface temperature of different materials with a thermometer	Attachment 4.4 (worksheet) Various materials as slabs (about big enough to fit a hand on): Tiles metal cork wood carpet Digital thermometer	



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Topic	Goal	Content	Method	Materials	Time in min.
Physical aspects of heat	Recognising that heat rises	Water volcano	Experiment with warm and cold water	Attachment 4.5 (worksheet) Big transparent bucket filled with cold water (red) ink Small glass Electric kettle (to heat water) 2 digital thermometers	
Water usage	Learning how much water is used and awareness for water saving	Understanding how much water is used for what in everyday life	Sort Pictures of everyday activities using water and columns representing the amount of water used	Attachment 4.6 (worksheet + solution) Pictures of everyday water usage Columns representing the amount of water (using a blue floating noodle/ pool noodle cut in pieces)	
Solar power	Experiencing solar power	Making a solar carousel	Decorating with feathers and beads	Prepared carousel with solar cell and wire Purchase here: https://www.reichelt.de/de/de/shop/produkt/klassensatz_solarantrieb_20_stueck-255722	
Everyday Options for action	Awareness for energy and water saving in everyday life	Identify places to save energy around the house Make and install information signs	Tour around the facility/ house/ flat	Attachment 4.7 Paper/ Printer for information signs	



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Day 5: Nutrition

Topic	Goal	Content	Method	Materials	Time in min.
(Morning) Group meeting		- Assigning the SDG to the theme of the previous day - Introducing the topic and programme for the day	Group conversation	SDG pictograms	30
Nutrition		Learning stations			60-120
Fair Trade	Learn about fair trade, empathy for others	Fairtrade chocolate	Sorting pictures with texts into two categories: fair – not fair	Attachment 5.1 Cards with pictures and texts describing the life of two children in Ghana	
CO ₂ -emissions in food	Learn the different CO ₂ Footprints of meals with meat and plantbased meals	Co ₂ in food	Weighing the CO ₂ -equivalents in bags, group discussion	Attachment 5.2 Pictures of different meals, bags with weight of ingredients in CO ₂ -equivalents Scale	
Animal welfare		Chicken – keeping conditions	By putting chickens in differently sized coops experience the different living conditions	Attachment 5.3 Boxes („cages”) and plastic chickens, red ribbon attached to the box marks	



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Topic	Goal	Content	Method	Materials	Time in min.
				the space the chickens have for freeranging. Information on the numbers on the eggs (EU standards 0-3)	
Food rescue		Cooking: banana waffles		Attachment 5.4 Recipe, ingredients, waffle maker Flour Egg (10) - Oat flakes Chocolate flakes -	
Regional and seasonal, food saving		Fruit salad		Fruit from Foodsaving (See: Excursion to grocery store) Cutting boards and knives, big bowl	
		Fair Trade chocolate spread		Attachment 5.5 Recipe Ingredients: - coconut oil - Icing sugar - Cocoa powder - Cinnamon Lemon / Orange Grater for lemons, oranges Bowls, spoons Small jars for filling, labels	



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Topic	Goal	Content	Method	Materials	Time in min.
Fair consumption	options for action using the example of consumption		Scavenger hunt in different supermarkets for labels, taking pictures of products Can be done together with grocery Shopping for the above recipes	Attachment 5.6 Pictures of different labels (organic/fair trade)	
Excursion: Grocery store	Learn about and practice food saving, building networks	Food saving in grocery store	Organize contact with grocery store and visit to save fruit that cannot be sold anymore	Bags or boxes	
Excursion: community gardening project	Learn about local community gardening projects – take part or adapt to own facility		Organize contact and guide to gardening project Visit		
Further idea		Food waste	Watch short video on food waste	For example (in English, Australia): https://www.youtube.com/watch?v=wqLuXvtaLyQ	
Further idea		Making apple juice from (collected) apples	Wash and cut the apples and make juice using a shredder and pressing machine	Apples, water buckets, cutting boards and knives, shredder, pressing machine	



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Topic	Goal	Content	Method	Materials	Time in min.
				<i>If this is not possible in your region, you could plan a different activity to preserve seasonal fruit or vegetables from you region: Making jam, fermenting,...</i>	
Further ideas	Celebration, tasting plant based food	Vegetarian barbecue		Plant based sausages and/ or vegetables Barbecue	



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Day 6: Conclusion

Topic	Goal	Content	Method	Materials	Time in min.
(Morning) Group meeting		Morning circle: - Assigning the SDG to the theme of the previous day - Introducing the topic and programme for the day	Group conversation	SDG pictograms	30
Reflection	Visualization of learning process and achievements	In small groups: 1. What will you tell (in) your facilities/ families/ friends about the training? 2. What did you learn? 3. Which activities/ experiments/ games would you like to repeat for others? 4. Which new ideas did you come up with? What topics would you like to work on in the future?	Poster creation With scraps, painting, writing	Big paper/Posters, old magazines, colourful pens	60
Exchange of perspectives and ideas	Getting different perspectives on the training and new ideas for implementing activities	Every group presents their poster, celebrating and acknowledging what we have learned during the training	Presentation, discussion	Pinboard	45



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