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## Subunit 1: Face-to-Face setting

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| ***Description of the Learning Activities*** | ***Timing (minutes)*** | ***Materials/ Equipment Required*** | ***Assessment/ Evaluation*** |
| Workshop Opening:   * Welcome, introduction, presentation of agenda   Activity 1: Who is the greenest?   * In this self-awareness exercise, the trainer hands out the handout GL1 to each participant and asks them to answer the 20 questions on the sheet honestly. They will have 5 minutes to do this. * Next step, the trainer writes down the scoring guide on the flip chart/white board and explains how to add up the Score as:   2 points for each Always answer  1 point for each Sometimes answer  0 point for each Never answer  Then further explains:  If there’s a good reason why you can’t do something (use public transport/car-share for work, for example, because no-one lives in your direction and there’s no bus service, then choose Sometimes rather than Never as your answer for that question.   * Based on the scoring system, participants will add up their scores and announce their final score. The trainer will write all the scores next to the names on the flip chart/white board. * Person/s with the highest score will be announced, will get the Green Badge/Sticker, and everyone will clap and cheer for them. | 5 minutes  15 minutes | Training venue with IT equipment;  Flipchart and markers;  Sign-in sheet;  Pens and note-taking materials for participants  Handout GL1  Green badge/sticker  **PPP** | Participants will engage in all group activities |
| Presentation: carbon footprint, Reducing carbon footprint, 3Rs, Considerations at home, green habits   * Input by the trainer. Elaborating on each slide on the PPP. | 20 minutes | Training venue with IT equipment;  Flipchart and markers.  **PPP** |  |
| Activity 2: One Man’s Trash another Man’s Treasure – Case Study and Reflection   * Input by trainer * Trainer distributes the handout GL2 and asks the participants:  1. What do they think about the case study they have just learned about? 2. Have they been doing some of the upcycling that Majid does? 3. Can they think of any other benefits brought by Majid’s Green Lifestyle to him? | 10 minutes | Training venue with IT equipment;  Flipchart and markers;  Pens and note-taking materials for participants  Handout GL2  **PPP** | Participants will engage in all group activities |
| Presentation: Fashion Carbon Footprint   * Input by the trainer | 5 minutes | Pens and note-taking materials for participants  PPP |  |
| Activity 3: Any other ideas: Brainstorming   * Brief input by the trainer * The trainer asks the participants: What are some other ways to live a green lifestyle? * The trainer puts the participants in groups of 3 or 4 and sets a timer to 5 minutes and the participants can collect as many ideas as they can. This can either be done with sticky notes or the trainer hands out a flipchart paper to each group and they can take a note of their brainstormed ideas down on that.   After 5 minutes, the trainer reviews the contributions of learners and shares them with the class. | 10 minutes | Training venue with IT equipment;  Flipchart and markers;  Pens and note-taking materials for participants  **PPP** | Participants will engage in all group activities |
| Presentation: Promoting green lifestyle in community   * Input by the trainer * The trainer asks the participants if they have previously been influenced by someone in the community and taken up a good habit | 5 minutes | Training venue with IT equipment;  Flipchart and markers;  Pens and note-taking materials for participants  **PPP** |  |
| Activity 4: what are the challenges of green options and how to overcome them? : Mind mapping   * Brief theory input and then a group activity. * Participants will form groups of 3 or 4. * Each group will be given a flip chart paper and 2 different coloured marker pens. * They need to mention at least 2 challenges for leading a green lifestyle and then in the form of a mind map to think of at least one solution to each. * The timer is set to 5 minutes. * A representative of each group to present the results. | 10 minutes | Training venue with IT equipment;  Flipchart and markers;  Pens and note-taking materials for participants  **PPP** | Participants will engage in all group activities |
| Workshop Closing   * The trainer takes 5 minutes to summarize the material presented and ask the participants how they feel? Did they find the exercises helpful? * The trainer should answer any open questions * The trainer gives an outlook and instructions on the self-directed learning phase | 10 minutes | Training venue with IT equipment;  Flipchart and markers;  Pens and note-taking materials for participants  **PPP** | Participants will engage in all group activities |
| **Total duration of the sub-module** | **1/5 hours** |

## Subunit 2: Self-directed online learning

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| Self-directed learning exercise  LearningApps quizzes   * Participants should do internet research to learn about carbon footprint and greenhouse gas emissions by referring to Wikipedia <https://en.wikipedia.org/wiki/Carbon_footprint> and then use the following links to do the quizzes: * <https://learningapps.org/watch?v=pt64tzsi322> * <https://learningapps.org/watch?v=p3pofp7ot22> | 60 minutes | Device with internet access (PC, notebook, tablet, smart phone) |  |
| **Total duration of the sub-module** | **1 hour** |

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