

G: A: 2 Sustainable development

Method 1: Sustainable steps

This worksheet is intended for helping leaders plan and implement sustainable development activities. You can also use it with the ecological footprint calculation exercise, so that participants understand the concept of sustainable development better and for them to understand how their choices affect the environment and what they can do to reduce their impact.

Tool: Sustainable choice

Exercise goal:

Understand how different personal decisions and activities affect sustainable development and the environment. Through interactive game, participants will connect their choices with wider ecological and social consequences.

Preparation:

- Prepare cards or paper with different scenarios (e.g. transportation modes, food choices, energy production, resource use).
 - Each card should have one concrete example (e.g. "traveling by plane" or "buying seasonal food").
 - Put up a board or poster with a marked "green" (sustainable) and "red" (unsustainable) areas
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Method of implementation:

Introduction: The leader explains the basic concepts of sustainable development and how everyday choices can affect the environment, society and economy. Emphasize that through this exercise, participants will think about how their choices create a chain of consequence.

Division into groups: Participants are divided into smaller groups. Each group gets a set of cards with different scenarios.

Sorting the cards: Each group should sort cards according to whether they think the activity contributes to sustainable development (green card) or is not sustainable (red card). For example:

- Traveling by travel - green card (because it reduces CO2 emissions).
- Buying fast fashion - red card (because it contributes to the pollution and exploitation of resources).
- Use of solar panels - green card (because it uses renewable energy sources).
- Import food - red card (because it contributes to pollution due to long supply chains).

Discussion: After the groups finish sorting the cards, the leader encourages discussion:

- Which activities did you consider sustainable, and which not? Why?
- What factors have influenced your decisions?
- How would it be possible to improve "red" activities to become more sustainable?

Connectivity Activity: After the discussion, each group should link their activity with concrete consequences on the environment and society. For example, the decision to buy water in plastic bottles can have a negative impact on the oceans, while using reusable bottles can help preserve resources and reduce pollution.

Reflection and conclusion: At the end of the exercise, the participants consider together how they could change their habits to become more responsible in their decisions. The leader encourages participants to share the concrete steps they will take to reduce their environmental footprint.

Exercise Results:

- Participants gain a better understanding of how everyday choices affect the environment, society and economic systems.
- They develop critical thinking about sustainability and understand the importance of changes in their own lives.
- They are encouraged to actively recognize and apply sustainable practices in everyday decisions.

Preparing cards with consequences

1. Ways of transportation

Card 1: Traveling by car

- **Consequences:** Increased CO2 emissions, air pollution, traffic crowd.
- **Category:** Red (unsustainable)

Card 2: Traveling by train

- **Consequences:** Lower CO2 emissions compared to cars, less pollution, energy can be from renewable sources.
- **Category:** Green (sustainable)

2. Choosing food

Card 3: Buying seasonal food

- **Consequences:** A smaller ecological footprint, lower CO2 emissions due to shorter transportation.
- **Category:** Green (sustainable)

Card 4: Shopping of imported food (e.g. exotic fruits)

- **Consequences:** A higher ecological footprint, high transport costs and pollution due to long supply chains.
- **Category:** Red (unsustainable)

3. Energy production method

Card 5: Energy production from fossil fuels

- **Consequences:** Increasing greenhouse gas emissions, air and water pollution, long-term negative effects on the environment.
- **Category:** Red (unsustainable)

Card 6: Energy production from solar panels

- **Consequences:** Sustainable energy production, reduction of CO2 emissions, environmentally friendly.
- **Category:** Green (sustainable)

4. Use of resources

Card 7: Excessive water consumption (e.g. unthrifty in households)

- **Consequences:** Reducing the availability of drinking water, depletion of natural resources, negative impact on ecosystems.
- **Category:** Red (unsustainable)

Card 8: Water saving (e.g. using a water recycling system)

- **Consequences:** Preservation of natural resources, reduction of negative impact on the environment.
- **Category:** Green (sustainable)

Card 9: Shopping fast fashion

- **Consequences:** High consumption of resources (water, energy), chemical pollution in production, poor working conditions in countries with low labor costs, rapid use of clothing that contributes to increasing waste at landfills.
- **Category:** Red (unsustainable)

5. Production of packaging

Card 10: Plastic packaging

- **Consequences:** Plastic production requires large amounts of fossil fuels, contributes to sea and soil pollution and creates a large percentage of waste. Considering the slow decomposition of plastic, its accumulation in the environment represents a serious environmental problem.
- **Category:** Red (unsustainable)

Placing a board or poster

Draw two areas on the board or poster:

- **Green space** (sustainable activities)
- **Red space** (unsustainable activities)

Participants will move on the card board and place each card into the appropriate space (green or red), discussing the consequences of each selection.

At the end, you can organize a discussion about why certain choices are sustainable or unsustainable and what changes you could make in your daily life to become more sustainable.