



Call2Nature

WP4 Connected Activity Navigating the dynamics of sustainability

PROJECT REFERENCE NUMBER:
2022-1-IT03-KA220-YOU-000085032



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The idea of the Connected Activities is to complement the modules developed, as well as mirror WP3's manual to provide trainers and young people with material to embrace the digital world as a tool to do good in the physical world. These "activities" can be an adaptation of your WP3 activities to the digital world when possible, and reflect on the way the natural world and disconnection from the digital world in WP3 can lead to an improved knowledge on how to employ the digital world as a method to promote nature and change our attitudes in WP4.

Competence Area	Green Networker		
Topic	Navigating the Dynamics of Sustainability		
Transversal competence(s)	x TEAMWORK x CRITICAL THINKING ☐ FUNDING ACQUISITION	☐ EMPATHY & RESPECT ☐ BIODIVERSITY x SUSTAINABLE DEVELOPMENT GOALS	☐ SENSE OF INITIATIVE ☐ LEADERSHIP ☐ INNOVATION
Name of the activity	Unveiling Product Life Cycles		
Learning Outcomes	• Understanding of the concept of sustainability and its application in product life cycles. • Ability to research and analyze the environmental impact of different products. • Critical thinking skills in evaluating the sustainability of various products and their life cycles. • Collaboration and presentation skills through group work and presenting findings to the class. • Awareness of consumer choices and their impact on environmental sustainability.		



Methodologies used

- Project-Based Learning
- Dialogue and Discussion
- Peer-to-Peer Learning

Step By Step Description

Step 1: Introduction

Introduce the concept of sustainability and its importance in today's world. Briefly discuss the idea of product life cycles and how they can impact sustainability.

Step 2: Research and analyze

- Divide students into smaller groups
- Instruct each group to research and analyze the life cycle in terms of sustainability of one of the following products:
 - Organic cotton
 - Plastic bag vs. tote bag
 - Internationally produced veg. & fruits
 - Fruits and veg. wrapped in plastic vs. without
- Instruct each group to analyze the entire life cycle of their product, including raw material extraction, production, distribution, use, and disposal.
- Each group should answer the following questions by looking into the concepts of circular economy & doughnut economy: How can the life cycle of a product be more sustainable? And who is responsible for the different steps (companies, politicians, individuals etc.)?
- Provide students with resources (see further down)
- Encourage students to consider factors such as resource use, energy consumption, greenhouse gas emissions, waste generation, and social impact throughout the life cycle.

Step 3: Presentation

- Bring the groups back together and have each group present their analysis and key findings to the class.
- Encourage groups to use visual aids such as charts, graphs, and diagrams to illustrate their points.



	• After each presentation, facilitate a brief discussion on the key findings and any surprising insights uncovered by the analysis. • Encourage questions and comments from the class to create dialogue.
Required Materials	• Access to internet and computers to carry out research • Projector or screen to display presentations
Activity Evaluation/ Reflection	Ask students to reflect on what they have learned about the sustainability of different products and their life cycles. Encourage students to consider how they can apply this knowledge to make more sustainable consumer choices in their own lives.
Useful Resources	Website about life cycle assessment: https://ecochain.com/blog/life-cycle-assessment-lca-guide/ https://sustainabilityguide.eu/methods/life-cycle-assessment/ https://www.kateraworth.com/doughnut/ https://www.ted.com/talks/kate_raworth_a_healthy_economy_should_be_designed_to_thrive_not_grow https://www.youtube.com/watch?v=Ziw-wK03TSw&t=45s





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