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ZERO WASTE IN PRACTICE

The module is devoted to the issue of "zero waste" and changing the way the environment of young people is organized according to the 4R principle: refuse, reduce, reuse, recycle. In the course of their studies students will learn to define zero waste and the 4R principle, they will also learn about what action businesses can take to implement a zero-waste policy, finally they will become familiar with the benefits of changing the way resources are managed according to the 4R rule. Using an inquiry-based learning method, the module will allow learners to formulate critical conclusions concerning the way their environment works. Dedicated to social project management, the workshop will develop project management skills, these in turn will be developed through group work using the Hackathon as a teaching tool. This will allow for the strengthening of social competences: skills and understanding in communication, empathizing, leadership, and collaboration.

Title of the module	Refuse, reduce, reuse, recycle: live zero waste!
Thematic area	<p>The content area of this module is related to the following SDG goals:</p> <p>SDG 11: Make cities inclusive, safe, resilient and sustainable</p> <p>SDG 12: Ensure sustainable consumption and production patterns</p> <p>SDG 13: Take urgent action to combat climate change and its impacts</p> <p>And also indirectly:</p> <p>SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation</p> <p>SDG 8 - Sustained, inclusive and sustainable economic growth, full and productive employment and humane working conditions for all</p>
Learning goals	<p>To make students aware of a sustainable way of life and the possibility of designing solutions that work in harmony with their surroundings according to the zero-waste principle.</p> <ul style="list-style-type: none"> The student will know what the zero-waste principle and the 4R concept are and also learn about the benefits of their practical application in everyday life and business.

	<ul style="list-style-type: none"> The student will acquire the skills necessary to manage social projects dedicated to the introduction of zero-waste solutions into the organizational environment. The student will develop the competences of analysing his/her environment, conduct a normative evaluation of the solutions existing within it, apply problem solving methods and also improve their communication and teamwork skills.
Key competencies	Systems thinking competence, strategic action competence, interpersonal competence, partly normative competence
Duration	<p>Total duration: 3 months (12 weeks)</p> <p>Proposed schedule:</p> <p>1 integration meeting (1st week)</p> <p>4 mini-lecture meetings (2nd and 3rd week)</p> <p>2 masterclasses with employees (4th and 5th week)</p> <p>1 workshop (6th week)</p> <p>Hackathon and group project (weeks: 7th-12th)</p>
Number of participants	20
Prerequisites	The module is designed for high-school and university students. No previous knowledge of sustainability issues is necessary. Initial community activists, school or student government activists should be encouraged to participate.
Teaching methods recommended	Group work (project-based learning), masterclass, mini-lectures, inquiry-based learning, problem-based learning.
Recommended methods for competency-level verification before and after taking the module	A simple knowledge pretest and post-test is recommended in the form of close ended questions. The level of competence is also measured by evaluating the final projects including their degree of preparation for the funding application process.
References	<p>Greyson, J. (2007). An economic instrument for zero waste, economic growth and sustainability. <i>Journal of Cleaner Production</i>, 15(13–14), 1382–1390. https://doi.org/10.1016/j.jclepro.2006.07.019</p> <p>Jelonek, M., & Urbaniec, M. (2019). Development of Sustainability Competencies for the Labour Market: An Exploratory Qualitative Study. <i>Sustainability</i>, 11(20), 5716. doi: http://dx.doi.org/10.3390/su11205716</p> <p>Marmolejo Rebellon, L. F. (Ed.). (2012). <i>Waste Management—An Integrated Vision</i>. InTech. https://doi.org/10.5772/3150</p>

Neefjes, K. (2000). Project management and environmental sustainability. Neefjes, K.(Ed.). *Environments and livelihoods*. London: Oxfam

Zaman, A., & Ahsan, T. (2019). *Zero-Waste: Reconsidering Waste Management for the Future*. Routledge.

MINI LECTURES MEETING AND DISCUSSION

The mini lecture (with moderated discussion) is a format that should be applied at the beginning of the module. Its aim is to provide participants with a basic knowledge of the zero-waste concept and 4R principle. The lectures also aim to provide students with inspiration to encourage them and to make changes to their environment and create solutions using the 4Rs concept.

Title of the activity	4R for life: Refuse, Reduce, Reuse, Recycle. What does it mean in our lives?
ARD area	Zero waste
ARD module	Refuse, reduce, reuse, recycle: Zero waste for life!
Key competencies	Systems thinking competence, strategic action competence, interpersonal competence, partly normative competence.
Thematic area	<p>The content area of this module is related to the following SDG goals:</p> <p>SDG 11: Make cities inclusive, safe, resilient and sustainable,</p> <p>SDG 12: Ensure sustainable consumption and production patterns,</p> <p>SDG 13: Take urgent action to combat climate change and its impacts.</p> <p>And also indirectly:</p>

	<p>SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation,</p> <p>DG 8 - Sustained, inclusive and sustainable economic growth, full and productive employment and humane working conditions for all.</p>
Learning goals	The goal is to learn about the meaning of the zero-waste concept and its principles in the organization of human life and the environment.
Knowledge	<p>Participant knows:</p> <ul style="list-style-type: none"> • The principles of the zero-waste concept and its importance in addressing environmental challenges, • The roles of innovation, community action, and practical strategies in promoting and sustaining zero-waste practices, • Individual and collective actions can contribute to waste reduction and environmental sustainability.
Skills	<p>Participant can:</p> <ul style="list-style-type: none"> • apply zero-waste principles in their personal and professional lives in order to minimize waste, • analyse and implement innovative solutions that support a zero-waste lifestyle, • organize and lead community initiatives that promote zero waste and environmental stewardship.
Competences	<p>Participant will be able to:</p> <ul style="list-style-type: none"> • provide support and inspire others to adopt zero-waste practices, • collaborate efficiently with others to develop and implement sustainable solutions, • engage in informed discussions about the global impact of waste and the strategies required to address it.
Duration	4 meetings, 1-2 hours for each one

Number of participants	1 group of 20 students
Prerequisites	No prerequisites
Required materials	Computers/laptops, flipchart/blackboard
Teaching methods recommended	Lecture, discussion
Methods for learning outcome verification	Learning outcomes will be verified based on practical tasks performed at the end of the module as well as a short quiz after each lecture.
Detailed activity plan	<ol style="list-style-type: none"> 1. Introduction to the topic provided by the facilitator (00:10h). 2. Mini - lecture (00:20 h). 3. Discussion moderated by the facilitator (00:20 h). 4. Summary (00:10 h) <p>Lecture topics:</p> <p>First meeting</p> <ol style="list-style-type: none"> 1. Why do we need to live the zero-waste ideal? <p>Second meeting</p> <ol style="list-style-type: none"> 2. What Innovations Do We Need to Live a Zero-Waste Lifestyle? <p>Third meeting</p> <ol style="list-style-type: none"> 3. What Can We Do to Organize Our Lives to Care for the Planet? <p>Fourth meeting</p> <ol style="list-style-type: none"> 4. Are We Alone in the Fight to save the Planet? Building a Zero-Waste Community
Tips for facilitators	This activity is part of a module which is expected to produce the result of participants designing their own zero-waste solutions that can be applied in their immediate environment (home, school, university, student organization). The lecture should draw particular attention to the pressing need to bring about changes in individual human behaviour as well as to organizations as whole. Inspiring examples of solutions are proposed, these are related both to the way in which an individual leads his or her life and also to the way in which organizations do business. Participants should be

encouraged to ask questions, discuss, and form their own opinions. It is important to create an atmosphere of trust and freedom of expression: participants should be given freedom of direction in the discussion, with the main purpose of the class being highlighted.

MASTERCLASSES WITH EMPLOYEES

The masterclass is a format that should be applied after the master lectures have already been conducted, at that point the participants will have a basic knowledge of the zero-waste concept and the 4R principle. During the masterclass, students will be introduced to the perspective of employers concerning the meaning of a zero-waste policy in business and will also gain valuable knowledge about the solutions which may be implemented in companies to build an environment of responsibility with regard to the consumption of local resources.

Title of the activity	Zero-waste business. What solutions can businesses introduce?
ARD area	Zero waste
ARD module	Refuse, reduce, reuse, recycle: live the zero-waste ideal!
key competencies	Systems thinking competence, strategic action competence, interpersonal competence, partly normative competence
Thematic area	<p>The content area of this module is related to the following SDG goals:</p> <p>SDG 11: Make cities inclusive, safe, resilient and sustainable,</p> <p>SDG 12: Ensure sustainable consumption and production patterns,</p> <p>SDG 13: Take urgent action to combat climate change and its impacts,</p> <p>And also indirectly:</p> <p>SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation,</p>

	DG 8 - Sustained, inclusive and sustainable economic growth, full and productive employment and humane working conditions for all.
Learning goals	The goal is to learn about the perspective of employers concerning the meaning of a zero-waste policy in business and the possibility of implementing this concept in an organization.
Knowledge	Participant knows what the employers' perspective is concerning: <ul style="list-style-type: none"> • waste management and its costs, • a zero-waste policy in business, • the role of business as a leader in implementing environmental policy change, • solutions implemented in organizations wishing to reduce resource consumption.
Skills	Participant can: <ul style="list-style-type: none"> • critically interpret the importance of business and its efforts to manage waste, • identify organizational efforts to move towards a zero-waste model
Competences	Participant is able to: <ul style="list-style-type: none"> • include and respect different perspectives in view of the same problem, • construct independent normative judgements, • participate in discussions and communicate their opinions.
Duration	2 meetings, 2-3 hours for each one
Number of participants	1 group of 20 students
Prerequisites	Participant has participated in mini-lectures, has basic knowledge of the zero-waste concept and the 4R principle
Required materials	Computers/laptops, flipchart/blackboard
Teaching methods recommended	Masterclass, discussion
Methods for learning outcome verification	Learning outcomes will be verified based on practical tasks performed at the end of the module.
Detailed activity plan	<ol style="list-style-type: none"> 1. Introduction to master-class provided by the moderator (0.5h). 2. Presentation of employee perspective (0.5 h).

	<p>3. Debate moderated by moderator (1-2 h).</p> <p>Master-classes topics:</p> <p>Proposed topics that should be selected and agreed upon in collaboration with the business environment of the organization running the Academy:</p> <ul style="list-style-type: none"> • <i>Business for Closing the Plastic Packaging Loop,</i> Sector/Industry: Circular Economy, Sustainable Packaging, Recycling Industry • <i>Inside an Eco-Incinerator: Turning Waste into Energy,</i> Sector/Industry: Waste-to-Energy, Environmental Management, Renewable Energy • <i>From Waste to Resource: Upcycling and Sustainable Product, Design</i> Sector/Industry: Sustainable Manufacturing, Upcycling, Circular Design • <i>Zero-Waste Retail: Innovations in Sustainable Shopping,</i> Sector/Industry: Retail, Sustainable Consumer Goods, Zero-Waste Stores, • <i>Composting as a Business: Transforming Organic Waste into Value</i> Sector/Industry: Waste Management, Composting, Agriculture • <i>Reducing Waste in Food Production: Strategies for Sustainable Agriculture,</i> Sector/Industry: Agriculture, Food Production, Sustainable Farming Practices, • <i>Corporate Zero-Waste Strategies: How Companies Can Eliminate Waste,</i> Sector/Industry: Corporate Sustainability, Environmental Management, Waste Reduction Solutions.
<p>Tips for facilitators</p>	<p>This activity is part of a module that is expected to result in participants designing their own zero-waste solutions that can be applied in their immediate environment (home, school, university, student organization). The activity should be conducted with the awareness that we are teaching participants that business is a part of their immediate environment which has the capacity to generate innovative ideas that can be applied in other organizations. The masterclass should be conducted through the presentation of examples from the operation of the business,</p>

anecdotes relating to the assigned topic, contributions from company employees. Students should be encouraged to ask questions, discuss, form their own opinions. Various tools are recommended for this purpose: individual speeches, pair or group discussions, debates (of the Oxford or Lincoln Douglas type). It is important to create an atmosphere of trust and freedom of expression: participants should be given freedom of direction in the discussion with the main purpose of the class being highlighted.

WORKSHOP ON THE MANAGEMENT OF SOCIAL PROJECTS

The workshop is a format that should be carried out after the first activities (master lectures and masterclasses with business representatives) have already been conducted, at that point the students will have a basic knowledge about the zero-waste concept and the 4R principle and also be aware of the existence of the need to change the current practice of resource management and consumption patterns. This particular activity will give participants the knowledge required concerning social projects, this may be applied during the final activity.

Title of the activity	Zero-waste business. What solutions can business introduce?
ARD area	Zero waste
ARD module	Refuse, reduce, reuse, recycle: live the zero-waste ideal!
Key competencies	Systems thinking competence, strategic action competence, interpersonal competence, partly normative competence
Thematic area	<p>The content area of this module is related to the following SDG goals:</p> <p>SDG 11: Make cities inclusive, safe, resilient and sustainable,</p> <p>SDG 12: Ensure sustainable consumption and production patterns,</p> <p>SDG 13: Take urgent action to combat climate change and its impact.</p> <p>And also indirectly:</p>

	SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation, DG 8 - Sustained, inclusive and sustainable economic growth, full and productive employment and humane working conditions for all.
Learning goals	The goal is to learn about the perspective of employers concerning the meaning of a zero-waste policy in business and the possibility of implementing this concept in the organization.
Knowledge	Participant knows what the employers' perspective is concerning: <ul style="list-style-type: none"> • waste management and its costs, • a zero-waste policy in business, • the role of business as a leader in implementing environmental policy change, • solutions implemented in organizations wishing to reduce resource consumption.
Skills	Participant can: <ul style="list-style-type: none"> • critically interpret the importance of business and its efforts to manage waste, • identify organizational efforts to move towards a zero-waste model.
Competences	Participant is able to: <ul style="list-style-type: none"> • include and respect different perspectives in view of the same problem, • construct independent normative judgements, • participate in discussions and communicate their opinions
Duration	2 meetings, 2-3 hours for each one
Number of participants	1 group of 20 students
Prerequisites	Participant has participated in mini-lectures, has basic knowledge of the zero-waste concept and 4R principles
Required materials	Computers/laptops, flipchart/blackboard
Teaching methods recommended	Masterclass, discussion
Methods for learning outcome verification	Learning outcomes will be verified based on the practical tasks performed at the end of the module.

<p>Detailed activity plan</p>	<ol style="list-style-type: none"> 1. Introduction to masterclass provided by the moderator (0.5h). 2. Presentation of employee perspective (0.5 h). 3. Debate moderated by moderator (1-2 h). <p>Masterclasses topics:</p> <p>Proposed topics that should be selected and agreed upon in collaboration with the business environment of the organization running the Academy:</p> <ul style="list-style-type: none"> • <i>Business for Closing the Plastic Packaging Loop,</i> Sector/Industry: Circular Economy, Sustainable Packaging, Recycling Industry, • <i>Inside an Eco-Incinerator: Turning Waste into Energy,</i> Sector/Industry: Waste-to-Energy, Environmental Management, Renewable Energy, • <i>From Waste to Resource: Upcycling and Sustainable Product,</i> Sector/Industry: Sustainable Manufacturing, Upcycling, Circular Design, • <i>Zero-Waste Retail: Innovations in Sustainable Shopping,</i> Sector/Industry: Retail, Sustainable Consumer Goods, Zero-Waste Stores, • <i>Composting as a Business: Transforming Organic Waste into Value</i> Sector/Industry: Waste Management, Composting, Agriculture, • <i>Reducing Waste in Food Production: Strategies for Sustainable,</i> Sector/Industry: Agriculture, Food Production, Sustainable Farming Practices, • <i>Corporate Zero-Waste Strategies: How Companies Can Eliminate Waste,</i> Sector/Industry: Corporate Sustainability, Environmental Management, Waste Reduction Solutions.
<p>Tips for facilitators</p>	<p>This activity is part of a module which is expected to result in participants designing their own zero-waste solutions which can be applied in their immediate environment (home, school, university, student organization). The activity should be conducted with the awareness that we are teaching participants that business is a part of their immediate environment which has the capacity to generate innovative ideas that can be applied in</p>

	other organizations. The masterclass should be conducted through examples from the operation of the business, anecdotes relating to the assigned topic, contributions from company employees. Students should be encouraged to ask questions, discuss, form their own opinions. Various tools are recommended for this purpose: individual speeches, pair or group discussions, debates (of the Oxford or Lincoln Douglas type). It is important to create an atmosphere of trust and freedom of expression: participants should be given freedom of direction in the discussion with the main purpose of the class being highlighted.
Welcome to the participants and presentation	
TIME:	00:10 h
OBJECTIVES:	Participant knows the objective of the workshop. Participant understands the programme of the workshop
RESULTS:	Participants will understand the goal and programme of the workshop. Increased engagement and awareness of the participants regarding the workshop topic.
MATERIALS:	Presentation of the workshop programme. Schedule for the participants hung on the wall/flipchart in a place visible to all participants.
INSTRUCTIONS:	<ol style="list-style-type: none"> 1. Welcome the participants. 2. Introduce yourself and briefly describe your professional experience and competencies that qualify you to conduct the workshop 3. Present the workshop objective: "The objective of this workshop is to teach participants about managing social projects." 4. Present the schedule on a board or in a presentation.
DEBRIEFING AND EVALUATION:	<p>Ask participants if they understand the workshop's objective and programme.</p> <p>Ensure that participants feel comfortable with what they will learn and achieve during the workshop.</p>

	Encourage participants to independently determine what their goal for the workshop is; encourage them to share it with the group.
TIPS FOR FACILITATORS:	<p>Be friendly and open.</p> <p>Present your experience and competencies in creating social projects. This will make the group more receptive and more willing to engage with the workshop.</p> <p>Ensure all participants understand the programme and objective of the workshop.</p>
ONLINE FORM:	Prepare an online presentation of the workshop programme to display on a screen. Conduct the workshop using an online communication platform.

Introduce the topic of the management of social projects by introducing a mini case - study	
TIME:	00:20 h
OBJECTIVES:	<p>Welcoming the participants.</p> <p>Presenting the objective and programme of the workshop.</p>
RESULTS:	<p>Participant knows what social projects are.</p> <p>Participant is able to point to examples of local social projects based on zero waste.</p>
MATERIALS:	<p>A mini case study of a social project.</p> <p>Presentation or handout materials.</p>
INSTRUCTIONS:	<ol style="list-style-type: none"> 1. Introduce the topic of social project management. 2. Discuss the mini case study: describe the problem, objective, activities, and results of the project. 3. Discussion and questions session.
DEBRIEFING AND EVALUATION:	Ask participants to summarize the key principles of social project management that they have learned.

	Encourage participants to reflect on the importance of the case study and how it applies to their own experiences.
TIPS FOR FACILITATORS:	<p>Choose interesting and diverse case studies in order to engage with participants. They should originate from the surroundings of the participant - familiar local activities or large supra-local activities.</p> <p>Be prepared for questions and possible discussions.</p>
ONLINE FORM:	Share the case study as a PDF or online presentation. Conduct the workshop using an online communication platform.

Social projects around me	
TIME:	1 h
OBJECTIVES:	<p>Participant can identify local social problems.</p> <p>Participant can analyse and evaluate social initiatives in terms of their social value.</p> <p>Participant understands the impact of social projects on the local community</p>
RESULTS:	<p>Participants will be able to identify local social problems and propose solutions.</p> <p>Participants will be able to evaluate the social value of projects.</p>
MATERIALS:	<p>Descriptions of local social initiatives.</p> <p>Forms for answering questions.</p>
INSTRUCTIONS:	<ol style="list-style-type: none"> 1. Divide participants into pairs. 2. Distribute descriptions of local social initiatives.

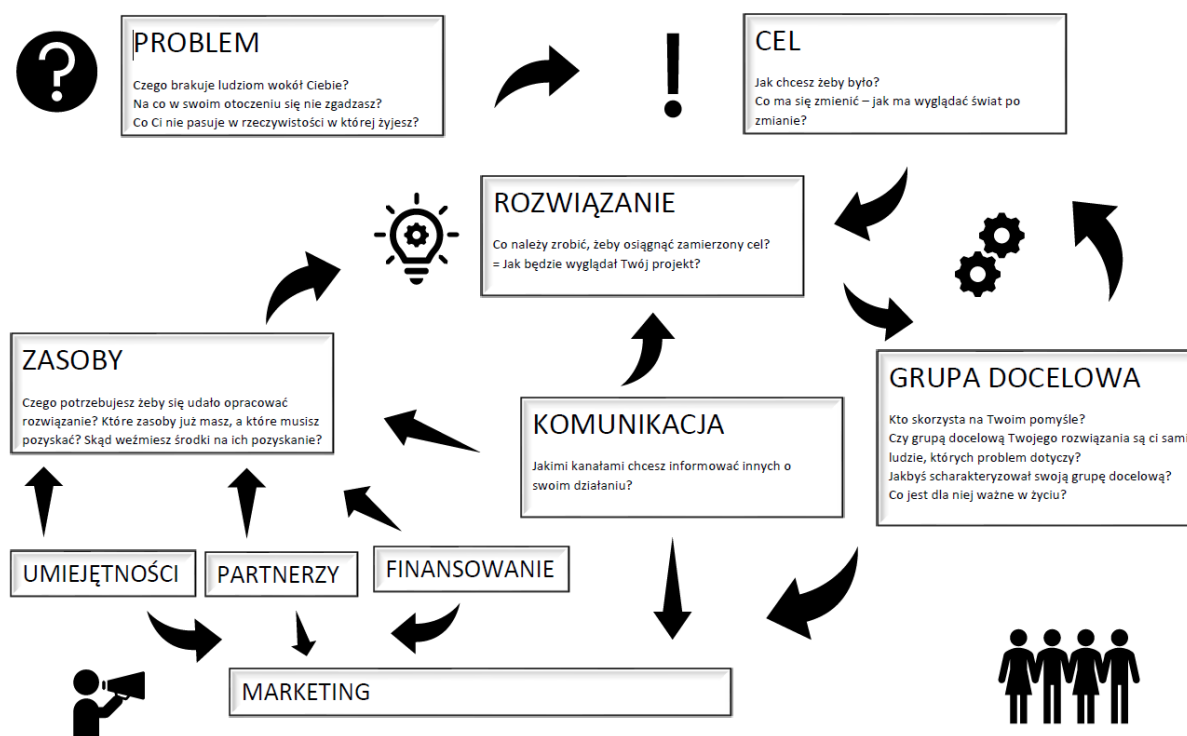
		<p>3. Ask pairs to answer the following questions:</p> <ul style="list-style-type: none"> • What social problem does the project address? • How does it solve this problem? • What values does the project highlight? • Who is the target beneficiary of this project? <p>4. Pairs present their answers to the group.</p> <p>5. Facilitate a short moderated discussion summarizing the diversity of initiatives and the social values they generate.</p>
DEBRIEFING EVALUATION:	AND	Ask the participants to choose one main social value, which they believe is highlighted by the project they are discussing. Write down all of the values mentioned in a place visible to the group as a summary of this section.
TIPS FACILITATORS:	FOR	<p>Ensure that the descriptions of the initiatives are diverse, interesting and comprehensible for everyone in the group.</p> <p>Moderate the discussion so that all participants have an opportunity to speak.</p> <p>Share materials online to fulfil zero-waste aims.</p>
ONLINE FORM:		Share descriptions of initiatives online and provide tools for collaborative online work. Conduct the workshop using an online communication platform.

Presentation and discussion of the social project model in the form of a mini - lecture led by the facilitator

TIME:	(0:30 h)
OBJECTIVES:	<p>Participant knows the structure of a social project.</p> <p>Participant understands the key elements of a social project model.</p> <p>Participant is able to apply a social project model in practice.</p>

		Participant understands the impact of social projects on the local community.
RESULTS:		Participants will understand the structure of a social project. Participants will be able to apply the model in practice.
MATERIALS:		Descriptions of local social initiatives. Forms for answering questions.
INSTRUCTIONS:		1. Present the social project model (see Annex). 2. Discuss individual elements of the model: identifying a social problem, defining it, formulating an objective, selecting the target group, key activities, key resources, channels to be used to reach the target group. 3. Encourage participants to ask questions and discuss.
DEBRIEFING AND EVALUATION:	AND	Ask participants to identify the key elements of the social project model presented. You can use a round-robin approach to list the elements they can recall.
TIPS FOR FACILITATORS:	FOR	Prepare visual aids to support the discussion about the model. Be open to expanding upon this point and adjust the language and pace of information delivery to the group's level. After the lecture, suggest a short break to the participants.
ONLINE FORM:		Share the model as a PDF or online presentation. Conduct the workshop using an online communication platform.

Social project template



Mini social project	
TIME:	1:45 h
OBJECTIVES:	<p>Participant can identify social problems.</p> <p>Participant can indicate groups of people affected by social problems.</p> <p>Participant understands the importance of researching the needs of social project beneficiaries.</p> <p>Participant can generate solutions to social problems.</p> <p>Participant can evaluate the social value of the proposed solutions.</p> <p>Participant understands the differences between the problem, solution, and values highlighted in a social project.</p> <p>Participants are able to present and defend their opinion in a public forum</p>
RESULTS:	<p>Participants will be able to identify social problems, propose solutions and identify project beneficiaries.</p> <p>Participants will appreciate the value of collaboration in social projects.</p> <p>Participants will understand the differences between problems, solutions, and values highlighted in a social project.</p>
MATERIALS:	<p>Forms for listing problems and solutions.</p> <p>Board or flipchart.</p> <p>Markers, notebooks.</p>

INSTRUCTIONS:

Part 1 (00:45 h)

1. Divide participants into groups of 3-5 people.
2. Ask groups to list as many social problems as they can see.
3. Brainstorming is recommended.
4. Each group then chooses the social problem with which they identify with the most.
5. Ask groups to identify the groups of people affected by this problem.
6. Participants share their ideas with the other groups.
7. Facilitate a moderated discussion to evaluate each group's ideas.
8. Conclude this section by highlighting the importance of researching the needs of social project beneficiaries.

Short break (00:15 h)

Part 2 (00:45 h)

1. Groups exchange projects with each other.
2. Ask groups to list as many viable solutions as possible to the described problem, respond to the needs of the defined group.
3. Brainstorming is recommended.
4. Each group chooses three solutions to present to all participants.
5. Participants discuss these proposals in a guided discussion.
6. Hand over task cards to the group members from the first part of the exercise.
7. They write down the social values that the three solutions will generate.
8. Ideas are presented to the group.
9. Conclude by highlighting the differences between problems, solutions, and the values highlighted in a social project.

DEBRIEFING EVALUATION:

AND

Ask participants to list the social problems identified during the exercise.

Discuss the groups of people affected by these problems.

	<p>Reflect on the importance of understanding the needs of social project beneficiaries.</p> <p>Discuss the social value of these solutions.</p> <p>Reflect on the differences between the problem, solution, and values highlighted within the context of a social project.</p>
TIPS FOR FACILITATORS:	<p>Ensure groups are diverse and communicate well.</p> <p>Encourage creativity and diversity in approaches to social problems. If necessary, share your own experiences.</p> <p>Share materials online to fulfil zero-waste aims.</p>
ONLINE FORM:	<p>Provide forms for listing problems and solutions online and also online collaborative tools. Conduct the workshop using an online communication platform.</p>
Aims setting	
TIME:	1 h
OBJECTIVES:	<p>Participant can formulate both the main and operational objectives for social projects according to the SMART criteria.</p> <p>Participant understands both the logic of project work and the principles of prioritizing activities.</p> <p>Participant can map activities to achieve operational objectives.</p>
RESULTS:	<p>Participants will formulate main and operational objectives for selected social problems.</p> <p>Participants will understand the logic of project work and the principles of prioritizing activities.</p>
MATERIALS:	<p>Forms for writing objectives.</p> <p>Board or flipchart.</p> <p>Markers, notebooks.</p>

	Pre-prepared sets of tasks occurring in social projects (written on cards or sticky notes).
INSTRUCTIONS:	<ol style="list-style-type: none"> 1. Divide participants into groups as in Exercise 2. 2. Ask each group to formulate a main objective and operational objectives for the selected problems. 3. Each group presents their objectives to the forum. 4. Facilitate a discussion to check if the objectives meet the SMART criteria. 5. Groups work on mapping various activities to achieve operational objectives. 6. Explain the logic of project work to the participants and ask for their evaluation. 7. Help groups arrange tasks in the correct order. 8. Use pre-prepared sets of tasks, cards, or notes to facilitate group work. 9. Summarize the exercise by emphasizing the need to apply SMART principles.
DEBRIEFING AND EVALUATION:	<p>Ask participants to present the main and operational objectives they formulated.</p> <p>Discuss the logic of the project work and the prioritisation of certain activities.</p> <p>Reflect on the mapping of activities to achieve operational objectives and ensure they align with SMART criteria.</p>
TIPS FOR FACILITATORS:	<p>Ensure that the objectives are realistic and meet SMART criteria.</p> <p>Use your time: this is a difficult topic that needs to be properly addressed; if necessary, allocate more time for this exercise than indicated in the planning stages</p> <p>Encourage groups to collaborate and share ideas.</p>
ONLINE FORM:	<p>Provide forms and tools for mapping activities online. Conduct the workshop using an online communication platform.</p>
Conclusion and summary of activity	

TIME:	1 h
OBJECTIVES:	<p>Participant becomes familiar with the most important information discussed during the workshop.</p> <p>Participant understands the importance of planning in social projects.</p> <p>Participant is willing to continue working on social projects.</p>
RESULTS:	<p>Participants will achieve clarity with regard to the key concepts discussed during the workshop.</p> <p>Participants will be motivated to continue working on social projects.</p>
MATERIALS:	<p>Summary presentation.</p> <p>Notes and materials from the workshop.</p>
INSTRUCTIONS:	<ol style="list-style-type: none"> 1. Divide participants into pairs. 2. Distribute descriptions of local social initiatives. 3. Ask pairs to answer the following questions: <ul style="list-style-type: none"> • What social problem does the project address? • How does it solve this problem? • What value does the project generate? • Who is the target beneficiary of this project? 4. Pairs present their answers to the group. 10. Facilitate a short moderated discussion summarizing the diversity of initiatives and the social value they generate.
DEBRIEFING AND EVALUATION:	<p>Ask participants to summarize the key takeaways from the workshop.</p> <p>Discuss the importance of planning in social projects.</p> <p>Encourage participants to share their willingness to continue working on social projects and to apply what they have learned.</p>

	Ask the participants about their feelings with regard to meeting the workshop objectives and their individual goals which were set at the beginning
TIPS FOR FACILITATORS:	<p>Be available and open to participants' questions.</p> <p>Ensure all key topics are well summarized.</p> <p>Use your own experience to provide additional insights and practical advice.</p>
ONLINE FORM:	Provide a summary of the workshop and materials online. Offer an online feedback form to gather participants' thoughts and suggestions. Conduct the workshop using an online communication platform.

Presentation and discussion of a task division scheme for the group and time management in the form of a mini - lecture led by the facilitator

TIME:	1:10 h
OBJECTIVES:	<ul style="list-style-type: none"> • Participant knows how to effectively delegate tasks within a group. • Participant understands the principles of time management within the context of social projects. • Participant is able to implement task division and time management strategies in their projects.
RESULTS:	<ul style="list-style-type: none"> • Participants will be able to structure task division schemes for their groups. • Participants will learn effective time management techniques. • Participants will improve their group process skills for developing social projects.
MATERIALS:	<p>Task division scheme examples.</p> <p>Time management techniques handout.</p> <p>Multimedia presentation.</p>

<p>INSTRUCTIONS:</p>	<p>1. Introduction (0:10 h)</p> <p>Introduce the topic of task division and time management in social projects.</p> <p>Explain the importance of these skills for the successful execution of social projects.</p> <p>2. Presentation (0:20 h)</p> <p>Present different schemes for dividing up tasks within a group.</p> <p>Discuss the advantages and disadvantages of each scheme.</p> <p>Present time management techniques relevant to social projects.</p> <p>Provide examples and practical tips on how to manage time effectively.</p> <p>3. Group Work (0:20 h)</p> <p>Divide participants into groups of 3-4 people.</p> <p>Ask each group to discuss and develop their own task division scheme for a hypothetical social project.</p> <p>Have each group also create a basic time management plan to accompany their task division scheme.</p> <p>Encourage groups to think about potential challenges and how they might overcome them.</p> <p>4. Discussion (0:20 h)</p> <p>Each group presents their task division scheme and time management plan to the larger group.</p> <p>Facilitate a discussion concerning the presented schemes and plans, highlighting best practices and innovative ideas.</p> <p>Discuss how these strategies can be applied to real-life social projects.</p>
<p>DEBRIEFING AND EVALUATION:</p>	<p>Ask participants to summarize the key points they learned about task division and time management.</p>

	<p>Discuss how they plan to apply these strategies in their own social projects.</p> <p>Reflect on the importance of effective group processes and also time management for project success.</p>
TIPS FOR FACILITATORS:	<p>Use real-life examples to illustrate task division and time management techniques.</p> <p>Be open to participants' questions and provide practical advice based on your experience.</p> <p>Adjust the language and pace of information delivery to the group's level.</p>
ONLINE FORM:	<p>Provide an online version of the task division scheme and time management handouts.</p> <p>Offer an online platform for participants to share their experiences and strategies post-workshop. Conduct the workshop using an online communication platform.</p>

HACKATHON AND GROUP WORK

The hackathon and the following group work is the final form to be implemented after all previous activities (mini-lectures, master-classes, workshop) have been completed. This is a form that will allow to apply the previously acquired knowledge to the real life situations and test the skills in practice.

This activity implements methods of working with business to address issues of sustainability. It begins with a hackathon of zero-waste projects, designed to bring about change in the participants' environment. Groups and projects are then guided by mentors using methods similar to those used in start-up acceleration until they are ready to be submitted as grants to local government.

Title of the activity	Less is more. Design a zero waste solution for your community.
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ARD area	Zero waste
ARD module	Refuse, reduce, reuse, recycle: live zero waste!
key competencies	Systems thinking competence, strategic action competence, interpersonal competence, partly normative competence.
thematic area	<p>The content area of this module is related to the following SDG goals:</p> <p>SDG 11: Make cities inclusive, safe, resilient and sustainable</p> <p>SDG 12: Ensure sustainable consumption and production patterns</p> <p>SDG 13: Take urgent action to combat climate change and its impacts</p> <p>and also indirectly:</p> <p>SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation</p> <p>SDG 8 - Sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.</p>
learning goals	The goal is to design, write and prepare in the form of a grant social project on the theme of zero waste.
knowledge	<p>Participant knows:</p> <ul style="list-style-type: none"> • design social projects on the theme of sustainability • look for sources of funding for youth social projects • manage risks in the project development process • how to align project goals with the requirements of specific funding sources • key elements of a successful funding proposal, including objectives, budget, and impact assessment
skills	<p>Participant can:</p> <ul style="list-style-type: none"> • present their social project idea in the form of a project model • construct a social project management plan • share tasks in a group • use time management tools in the project

	<ul style="list-style-type: none"> • estimate the costs involved in carrying out the project • identify the social benefit of the project • adapt their project proposal to meet specific grant requirements • develop a detailed project timeline and budget that align with grant criteria
competences	<p>Participant is able to:</p> <ul style="list-style-type: none"> • take the initiative to change their environment • the critical identification of social problems and issues in the area of zero waste • cooperate with team members • organize and lead the project development process • share tasks and manage time • present their ideas and negotiate with the group • communicate effectively with stakeholders and mentors to refine their project • prepare and deliver a compelling project presentation to potential funders
duration	<p>6 weeks,</p> <p>1st week: 1 meeting – hackathon (12 hours),</p> <p>2nd – 6th: work in group under mentors supervision (2 meetings per week x 2 hours)</p>
number of participants	<p>1 group of 20 students (it is possible to extend the audience depending on available resources) divided into project groups: size of the project group 2-4 persons</p>
prerequisites	<p>At least one member of the project group has participated in previous activities (masterclass, mini-lectures and workshop), has basic knowledge about zero waste idea, 4Rs principle, meaning the importance of organizational change for resource management and changing consumer patterns and knowledge about management social projects</p>
required materials	<p>paper sheets (A4, A3, flipchart), flipchart or whiteboard, markers (various colors), pens and pencils, notebooks, tape and glue, scissors, sticky notes, laptops (for each team), projector and screen, speakers, extension cords and power strips, internet (Wi-Fi), chargers for laptops and phones, access to communication platforms (Zoom, Microsoft</p>

	Teams), grant application templates, guides on writing funding proposals, project management tools (Trello, Asana), access to research and data on the social issue, budget documents and cost calculators.
teaching methods recommended	Group work (project-based learning), inquiry-based learning, problem-based learning.
methods for learning outcomes verification	Learning outcomes will be verified based on evaluation of the submitted group projects in the form of written grants and their presentation.
detailed activity plan	<p>1st week: 1 meeting – hackathon (12 hours)</p> <ol style="list-style-type: none"> 1. introduction to the rules of the hackathon (0.5 h) 2. group work: generation of ideas (2 h) 3. working with a mentor: verification and selection of an idea (1h) 4. group work: conceptualization of ideas (2h) 5. working with the mentor on the structure of the project (4 h) 6. group work: preparation of the presentation (1 h) 7. presentation of the projects (1 h) 8. evaluation of the projects and summary of the hackathon (0.5h) <p>2nd – 6th: work in group under mentors supervision</p> <p>This part of the activity consists of a procedure to refine the project, find funding and adapt its form to the requirements of the grant competition. In each of its parts, the group should first work without a mentor, solving the task independently and then reviewing its progress with the mentor.</p> <p>project evaluation after the hackathon (4h)</p> <p>looking for sources of funding for the project (4 h)</p> <p>adapting the project to the requirements of the grant competition (8 h)</p> <p>summary of project work/grant application (4 h)</p>
tips for facilitators	This activity consists of two forms of business work adapted to education: hackathon and working with a project group in the form of acceleration.

	<p>The hackathon is a special form of project work. Its principle is the continuous, uninterrupted work at one time and in one place by an unchanged group of participants to develop a solution to a given problem. Mentors play a key role during hackathons - they are responsible for the substantive side of the project, apply the method of learning by doing, and support participants in the group processes taking place.</p> <p>The work on the projects after the hackathon should both agnate the mentor and the project group. Participants should be encouraged to take independent action and the role of the mentor is to supervise their work.</p> <p>It is recommended to involve people who have experience in working with young people using the methods indicated.</p> <p>Mentors choose the working tools and methods according to the needs of the group. The following tools and methods can be suggested: design thinking, brainstorming, canvas models, elevator pitch, SWOT analysis, innovation spiral.</p>
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Less is more. Design a zero waste solution for your community..	
TIME:	13 hours
OBJECTIVES:	<p>Participant knows:</p> <ul style="list-style-type: none"> • How to design social projects focused on sustainability and zero waste principles • Effective strategies for sourcing funding for youth-led social projects • Techniques for managing risks throughout the project development process • How to apply project management frameworks and tools to social projects • The importance of stakeholder engagement and how to incorporate feedback into project design • Methods for evaluating the social impact and benefits of their projects
RESULTS:	<ul style="list-style-type: none"> • 4-5 social projects about zero waste problematic

MATERIALS:	paper sheets (A4, A3, flipchart), flipchart or whiteboard, markers (various colors), pens and pencils, notebooks, tape and glue, scissors, sticky notes, laptops (for each team), projector and screen, speakers, extension cords and power strips, internet (Wi-Fi), chargers for laptops and phones..
INSTRUCTIONS:	<p>The hackathon is an intense form of idea generation. Originally, it was primarily used to generate technological innovations for businesses or at their request. Nowadays, it is also employed for projects of a social nature. It has been successfully used as a tool for education and public consultation. The goal of such an event is to take the work from the generation of an idea to its establishment as a business or social project. This process involves teams composed of individuals interested in the subject matter, as well as mentors—experienced professionals and experts in the relevant field—who are there to support the teams' work. The time pressure, fatigue, and the necessity to divide tasks within the group simulate real project work conditions, enhancing the effectiveness of skill and competence development. The Zero Waste Hackathon, with its focus on sustainability and waste reduction, is structured according to the typical logic of such events, offering participants a unique opportunity to create impactful projects that contribute to a more sustainable future</p> <p>1. Introduction to the Rules of the Hackathon (00:30 h)</p> <p>The hackathon begins with a welcome session where the organizers introduce the participants to the event's objectives and outline the rules and structure of the hackathon. Participants are briefed on the timeline, the roles of mentors, and the criteria that will be used to evaluate the final projects. The importance of collaboration, creativity, and adherence to zero waste principles is emphasized. This session sets the tone for the event and ensures that all participants are on the same page before the hackathon begins in earnest.</p> <p>2. Group Work: Generation of Ideas (02:00 h)</p> <p>Participants then form teams of 4 to 5 members, and each team begins the process of idea generation. During this phase, teams conduct brainstorming sessions to identify potential zero waste challenges they want to address. They consider various aspects of waste reduction, reuse, recycling, and other sustainable practices. Teams are encouraged to think creatively and consider both local and global impacts. The goal is to generate a wide range of ideas, which will later be refined and narrowed down with the help of mentors.</p>

3. Working with a Mentor: Verification and Selection of an Idea (01:00 h)

After the initial brainstorming session, teams meet with mentors to discuss their generated ideas. Each team presents their top ideas to the mentors, who provide feedback on feasibility, potential impact, and alignment with zero waste principles. Mentors help teams critically assess their ideas, guiding them toward selecting the most promising concept to develop further. This session ensures that teams focus their efforts on ideas that are both innovative and practical.

4. Group Work: Conceptualization of Ideas (02:00 h)

With a refined idea in hand, teams move on to the conceptualization phase. During this time, they work on defining the project's objectives, target audience, and expected social impact. Teams also outline the key components of their project, such as resources needed, potential challenges, and the steps required for implementation. The goal of this phase is to turn the selected idea into a well-structured project concept that can be clearly communicated and further developed.

5. Working with the Mentor on the Structure of the Project (04:00 h)

In this extended mentor-guided session, teams focus on structuring their projects in detail. Mentors work closely with each team to refine their project plans, offering insights on project management, resource allocation, and sustainability considerations. This phase is crucial for ensuring that each project is both viable and impactful. Teams are encouraged to consider all aspects of their project, from initial implementation to long-term sustainability and potential scalability. Mentors also help teams anticipate potential obstacles and plan for how to address them.

6. Group Work: Preparation of the Presentation (01:00 h)

Once the project structure is finalized, teams begin preparing their presentations. The goal is to create a clear and compelling pitch that communicates the problem they are addressing, the solution they have developed, and the expected impact of their project. Teams may create visual aids such as slides, infographics, or mock-ups to enhance their presentations. This phase is about distilling the project into a format that can be effectively communicated to the judges and other participants.

7. Presentation of the Projects (01:00 h)

Each team presents their project to a panel of mentors, judges and the other participants. Presentations are typically 5-7 minutes long, followed by a brief Q&A session where the judges and audience can ask questions or provide feedback. The projects are evaluated based on four key criteria:

- **Social Impact:** The potential of the project to create meaningful and positive changes in the community, particularly in promoting zero waste practices.
- **Innovation:** The originality and creativity of the project, including how it introduces new ideas or approaches to existing challenges.
- **Feasibility:** The practicality of the project, considering the resources available, the proposed timeline, and the likelihood of successful implementation.
- **Coherence:** The overall structure and clarity of the project, including how well the different elements of the project work together to achieve the intended outcomes.

These criteria ensure a balanced evaluation that takes into account both the visionary aspects of the project and its potential for real-world impact.

8. Evaluation of the Projects and Summary of the Hackathon (01:00 h)

Following the presentations, the audience deliberates and evaluates each project based on the established criteria. This session is designed to assist the team working on the project. Mentors are responsible for encouraging the audience to speak up. They may ask the audience questions such as:

- What did you like the most about this project?
- What risks do you see for the execution of this project?
- What else could the team consider including in their project?

The hackathon concludes with a summary session where the organizers reflect on the event, highlight the achievements of the participants, and discuss the potential next steps for the projects. This final session also serves as an opportunity for participants to network and celebrate their accomplishments.

DEBRIEFING AND EVALUATION:	Evaluation is carried out by using practical tasks group projects - developing a social problem in the form of a design template.
TIPS FOR FACILITATORS:	<p>Use real-life examples to illustrate task division and time management techniques.</p> <p>Be open to participants' questions and provide practical advice based on your experience.</p> <p>Adjust the language and pace of information delivery to the group's level..</p>
ONLINE FORM:	<p>It is possible to conduct Hackathon in an online format, but requires different organization.</p> <p>The entire process of communication and collaboration would need to be moved to digital platforms. Participants could use tools like Zoom, Microsoft Teams, or Google Meet for meetings and mentoring sessions, as well as project management platforms like Slack or Trello to facilitate effective teamwork. To maintain participant engagement in a remote setting, regular check-ins and dynamic Q&A sessions with mentors would be necessary. Tasks that would typically be performed in a physical space would need to be adapted for online work, with the appropriate tools and technologies. It is also crucial to ensure the right technical infrastructure and IT support so that every participant can take part in the hackathon without any issues</p> <p>The preferred style of delivery is the offline format.</p>

Presentation and discussion of a task division scheme for the group and time management in the form of a mini - lecture led by the facilitator

TIME:	13 hours
OBJECTIVES:	<ul style="list-style-type: none"> The goal is to learn about the methods of social project management as well to practice tools used in the design process

RESULTS:	<ul style="list-style-type: none"> 4-5 funding formulas with social project connected to zero waste problematic
MATERIALS:	<p>paper sheets (A4, A3, flipchart), flipchart or whiteboard, markers (various colors), pens and pencils, notebooks, tape and glue, scissors, sticky notes, laptops (for each team), projector and screen, speakers, extension cords and power strips, internet (Wi-Fi), chargers for laptops and phones..</p>
INSTRUCTIONS:	<p>This activity involves group work with mentor support to turn social project ideas into complete funding proposals. Participants will refine their ideas, align them with funding criteria, and create detailed plans ready for submission. The process builds skills in project management and funding applications. The activity ends with group presentations, where participants receive feedback from guests to improve their proposals. Through mentoring, participants will refine their ideas, align them with funding requirements, and develop detailed plans ready for submission. Participants will produce complete project proposals ready for submission, gain a clear understanding of the funding application process, and enhance their skills in project management. The activity concludes with presentations, allowing for feedback from invited guests to further refine the proposals.</p> <p>It is recommended to look for simple grant applications: local government and municipal grants aimed at activating children and youth. Examples can include civic budgets or youth civic budgets</p> <p>Week 1: Establishing Collaboration and Project Evaluation (4 hours total: 1 hour with mentor, 3 hours group work)</p> <p>The first week begins with a 1-hour session where the mentor and the group establish the terms of collaboration, including communication methods, expectations, and the overall schedule for the upcoming weeks. The session then transitions to evaluating the project as it stands after the hackathon, focusing on strengths, weaknesses, and areas for improvement. The group spends the remaining 3 hours independently refining the project based on the mentor's feedback.</p> <p>Mentor's tip: Encourage participants to set clear goals for their group work, focusing on the most critical areas identified during the evaluation.</p>

Week 2: Looking for Sources of Funding (4 hours total: 1 hour with mentor, 3 hours group work)

During the second week, the mentor spends 1 hour guiding the group in identifying potential sources of funding for their project. This includes exploring different grants, programs, and sponsors that align with the project's goals. The group then uses the next 3 hours to independently research and compile a list of suitable funding opportunities, considering the mentor's input.

Mentor's tip: Suggest that the group create a funding plan that ranks potential sources based on criteria such as relevance and application deadlines.

Week 3: Adapting the Project to Grant Requirements (8 hours total: 2 hours with mentor, 6 hours group work)

In the third week, the focus shifts to adapting the project to meet the specific requirements of a chosen grant competition. The mentor spends 1 hour at the beginning of the week helping the group align their project with the grant's criteria. A second 1-hour session later in the week focuses on refining specific aspects, such as budget or measurable outcomes. The group works independently for 6 hours between these sessions to apply the mentor's feedback and make necessary adjustments.

Mentor's tip: Encourage the group to draft key sections of the proposal during their work time and bring these drafts to the second session for targeted feedback.

Week 4: Summary of Project Work/Grant Application (4 hours total: 1 hour with mentor, 3 hours group work)

In the fourth week, the mentor spends 1 hour helping the group summarize their work and finalize their grant application. This session focuses on reviewing the entire proposal, ensuring clarity, coherence, and completeness. The group then spends 3 hours independently refining and polishing the proposal, preparing it for submission.

Mentor's tip: Advise the group to perform a final peer review during their work time, focusing on any remaining areas of concern.

	<p>Week 5: Presentation of Project Proposals (2 hours total)</p> <p>At the end of Week 5, all groups present their social projects. Each presentation will include:</p> <ul style="list-style-type: none"> • Project Assumptions: The main goals and target groups established during the hackathon. • Mentor-Led Development: The process of project development over five weeks, including challenges faced. • Results of Mentor-Led Work: The final version of the project, fully prepared as a funding proposal, including budget, timeline, and success indicators. <p>It is recommended to invite political decision-makers, especially from the city or region where the project takes place, as well as representatives from NGOs that focus on zero waste. These invited guests should be asked to provide feedback after the presentations, helping participants further refine their projects and prepare strong funding applications.</p>
DEBRIEFING AND EVALUATION:	<p>The result of practical tasks in the form of prepared group projects, including the development of a financing formula, is subject to evaluation. The evaluation is qualitative.</p>
TIPS FOR FACILITATORS:	<ul style="list-style-type: none"> • Build a trust-based relationship with the group and foster a safe learning environment. • Encourage self-reflection and critical thinking among participants. • Guide mini-groups in setting realistic and achievable implemented project goals • Provide constructive feedback and help refine project ideas. • Facilitate problem-solving by asking guiding questions instead of providing direct solutions.
ONLINE FORM:	<p>An online format is possible and even recommended for maintaining regular contact with a mentor during group work. Contact with the mentor can take place online using selected forms and tools. Similarly, project consultations can be conducted online. Project presentations can be held online using dedicated tools; however, an offline format is recommended.</p>

