



INSTRUCTIONS FOR THE FACILITATOR

1. Print the eight stops/ tasks in this file (pages 4–14). This original is A3 size.
2. Decide eight locations where the tasks can be attached.
3. At the last stop, there should be colorful paper, markers or pens, scissors, tape, and a wall where participants can tape up the promises they make.
4. Create a map or a list of locations (see another option below). To make the activity more challenging, include extra numbers on the map or list (see the next pages), so there will be numbers from 1 to 15. Do not change the numbers assigned to the tasks—the correct answers will give directions to the task according to the numbers. For example, task 1A should be placed at location 1, and task 1B at location 7, as indicated in the list on the next page.
5. Divide the participants into groups of 2–5. Every group should have at least one smartphone. Give each group the map or list with all 15 numbered locations.
6. Send the groups out one at a time to solve the tasks, allowing a couple of minutes between each group.

ANOTHER OPTION:

Ask groups to come to you after each task. They tell you the location number they have got when they have answered right. If they give the right number, you can tell them the next location.

Correct answers to the tasks:

1A: 4

1B: any

2A: 52143

2B: A8, B7, C6, D5, E11, F2, G4,
H9, I3, J1, K10

3A: any

3B: 37

4A: 1c, 2b

4B: any

The location number participants get after the correct answer:

1A: 7

1B: 2

2A: 13

2B: 6

3A: 15

3B: 5

4A: 10

4B: END



LOCATIONS

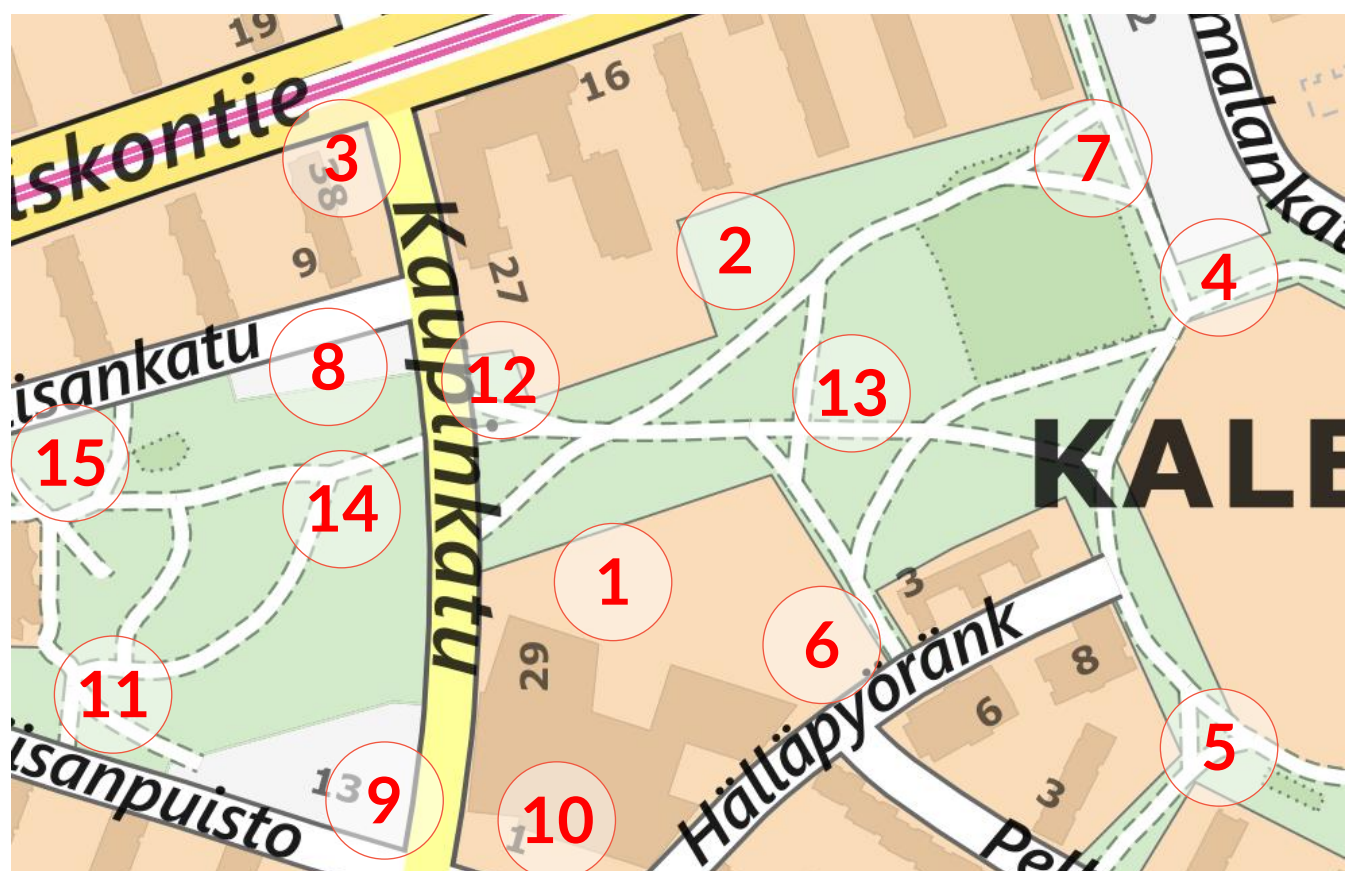
(FOR THE FACILITATOR)

Fill in the locations on the next page (write beside each number, for example, “by the front door” or “behind the biggest tree in the yard”) or prepare a map with 15 numbered locations (8 locations include a task, and 7 locations have descriptions but are empty).

Make sure that the tasks are placed at the correct locations according to the numbering in the list below.

- 1.** 1A
- 2.** 2A
- 3.** x
- 4.** x
- 5.** 4A
- 6.** 3A
- 7.** 1B
- 8.** x
- 9.** x
- 10.** 4B
- 11.** x
- 12.** x
- 13.** 2B
- 14.** x
- 15.** 3B

An example of a map:





LOCATIONS

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.



ENGAGED WITH SUSTAINABILITY?

Europe and the whole international community are engaged in promoting sustainability in education.

The next objectives are copied from official documents signed by governments

- except one. Which of the following is not a true objective??

1. By 2030, ensure that **all learners** acquire the knowledge and skills needed to promote sustainable development through education for sustainable development and sustainable lifestyles. <https://sdgs.un.org/goals/goal4>
2. Participatory skills that empower youth to **act as change agents** become a specific focus of education programmes. <https://unesdoc.unesco.org/ark:/48223/pf0000246270>
3. Education for Sustainable Development is **integrated** into national, regional and international policies related to education and sustainable development. <https://unesdoc.unesco.org/ark:/48223/pf0000259719>
4. Every school and student in Europe has **exactly the same** kind of good practices for sustainability. <https://en.unesco.org/sites/default/files/esdfor2030-berlin-declaration-en.pdf>
5. When taking action to address climate change, the Paris Agreement affirms the **importance of education**. <https://unfccc.int/process-and-meetings/the-paris-agreement>
6. Providing learners, from the time they are in pre-school, with opportunities to **understand, engage with and value** the natural world and its biodiversity, create a sense of curiosity and wonder and learn to act for sustainability, individually and collectively. <https://education.ec.europa.eu/news/learning-for-the-green-transition-and-sustainable-development>
7. Strengthening, including through financial support, **high-quality lifelong learning** for the green transition and sustainable development. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32022H0627%2801%29>

Reply here (one reply /group)

<https://forms.gle/2q4uhFRMFz6ZdvgAA>





WHAT MOTIVATES?

Different people are motivated by different things concerning environmental issues. Tell me what you are like, and you will find out your best opportunities to be a friend of the environment.

Everyone takes the test independently:

QR code →

or link: <https://testimato.com/fi/test/135819/perform>



Discuss with your group, what kind of profiles did you get and why. You will find the way to the next task here



<https://forms.gle/QFZcnDRPDcpCXUwY8>

Sitra, Finland's innovation fund, has created the motivation profiles used in the test based on research. Sitra is a public organisation whose work is guided by Finnish law. It operates independently of political and financial interests.

Find out more about the motivation profiles and Sitra →





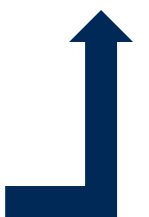
WHAT DOES IT MATTER?

**What is the importance of individual choices
in relation to carbon emissions?**

**Compare the emissions savings (tCO₂e/ year) from various
individual actions and rank them in order from highest to lowest
emissions.**

- 1 - Plant-based diet**
- 2 - Buy green energy**
- 3 - Recycle**
- 4 - Replace gasoline with hybrid car.**
- 5 - Avoid one transatlantic flight**

**You can find justification for the order in a research article
<https://iopscience.iop.org/article/10.1088/1748-9326/aa7541>
and its graph here**



**Write here the numbers of actions in order from
highest to lowest emission savings, and you will
find your way to the next task.**



<https://forms.gle/CcY3eN6gSC9TpTXd6>



EVERYTHING IS CONNECTED TO EVERYTHING

All subjects teach important things from the perspective of ecological sustainability. Match the teaching content (letter) and the subject (number).

- A.** Long-term developments of societies and their relationships with natural resources.
- B.** Human–environment interactions at global and regional levels.
- C.** The importance of diversity from the cellular level to the biosphere.
- D.** The environmental impact of chemicals.
- E.** Finding one’s creativity, which is needed for creative thinking and is important for sustainability.
- F.** International interaction on sustainability issues.
- G.** Understanding sustainable energy production methods.
- H.** The role of religions and beliefs as ethical value systems.
- I.** Mathematical models suitable for solving problems related to sustainable development.
- J.** Argumentation and interaction skills needed for promoting sustainability.
- K.** Using muscular power instead of engines for more sustainable mobility.

- 1.** Mother tongue
- 2.** Foreign languages
- 3.** Mathematics
- 4.** Physics
- 5.** Chemistry
- 6.** Biology
- 7.** Geography
- 8.** History
- 9.** Ethics and religion
- 10.** Physical Education
- 11.** Art and music

One answer/group



<https://forms.gle/nDyRvD68M69DkvXV7>



YOU ARE PART OF THE SOLUTION!

**Sustainability skills are essential in
the future of working life
across almost all fields.**

**What could your future job in sustainability be, and
what kinds of sustainability competences would you need
to achieve your goals?**

**You may refer to these job vacancy announcements,
or you can come up with a suitable job yourself.**

Tips for job searching: <https://r.jyu.fi/GreenComp>

APPLICATION

Which job are you applying for?

Sustainability competences needed:

Send your answers here:



<https://forms.gle/XJk9aZj2VD6pxbJw7>

Sustainability Consultant

Sustainability and responsibility are key principles in today's and future business operations and construction. The expertise of sustainability consultants is needed to reduce the carbon and ecological footprint of companies and construction projects.

As a sustainability consultant, you design impactful actions to promote sustainability in collaboration with your team and clients. You need knowledge of environmental impacts and legislation, as well as skills in argumentation and collaboration.

Environmental Lawyer

The job market in the environmental sector is growing rapidly, and experts in environmental legislation are needed in many workplaces. As an environmental lawyer, you will work on challenging and diverse projects and supervisory tasks related to environmental law. In your role, you oversee the implementation of environmental laws, participate in the investigation of environmental crimes, and act as an expert in environmental legislation in various problem-solving situations.

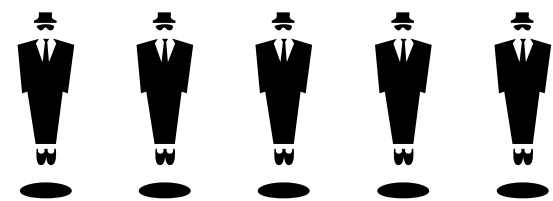
With us, you will have the opportunity to develop your advocacy skills and deepen your expertise in environmental and administrative law within a knowledgeable and supportive work community.



Designer of Sustainable Fashion

The fashion world is increasingly seeking more sustainable and responsible solutions, utilizing new fiber innovations and textile reuse. Finland is one of the leading countries in Europe in developing these solutions. The principles of sustainable fashion include minimizing the use of natural resources, water, energy, and chemicals throughout the entire lifecycle of a garment, as well as promoting human well-being. Making and using clothes is important—not just buying and owning them.

Apply to join a creative role where you'll help develop responsibly produced, long-lasting clothing made from ecologically and socially sustainable, recycled materials.



Planetary Health Doctor



Contact with diverse nature strengthens the human microbiome and helps prevent many diseases such as allergies, asthma, inflammatory bowel diseases, and diabetes. As a planetary health doctor, your task is to guide people to increase ecologically sustainable physical activity, nature contact, and to eat healthily by following a planetary diet.

Planetary health and well-being are based on the understanding that human well-being depends on the vitality of natural ecosystems. In this people-centered profession, you especially need knowledge about the well-being effects of nature and lifestyle changes, as well as interaction and problem-solving skills.



INSPIRING INNOVATIONS

No invention on the horizon can eliminate the need to consider the environment or justify unlimited consumption. Nevertheless, many partial solutions can help mitigate these challenges.

Which two of these inventions do NOT exist?

- 1.** An electric airplane that operates without fuel
- 2.** A printable solar panel that can be installed, for example, on a wall
- 3.** A net suspended in the atmosphere that converts all carbon dioxide into water
- 4.** Fuel for cars produced from non-fossil materials
- 5.** Carbon capture and storage (CCS) of carbon released in thermal power plants
- 6.** Using hydrogen in steel production instead of fossil fuels
- 7.** Pillars installed on the seabed that function like refrigerators to lower the temperature of the sea
- 8.** Utilizing artificial intelligence to optimize energy consumption
- 9.** Food protein produced from air carbon dioxide and nutrient solution using microbes and green electricity

Give your answer here:



**A TIP:
GOOGLE!**

<https://forms.gle/g42jgMS7kX85Tp9r8>



WHY DOES NO ONE DO ANYTHING?

...or do they?

In fact, a large number of professionals work full-time on environmental issues and ecological sustainability — and even more people contribute part-time. Statistical data provides insight into the scale of environmental work.

Estimate:

How many people were employed in the environmental sector in Europe (year 2022, full-time equivalents)?

- A.** 252 000
- B.** 1,2 million
- C.** 6,7 million

What is the annual economic contribution of the environmental sector in the EU?

- A.** €538 000 000
- B.** €538 000 000 000
- C.** €538 000 000 000 000

Please send one answer as a group





WHAT IS YOUR HANDPRINT?

Each of us has many options to act for sustainability.

How will you act for sustainability?

- Draw the outline of your own hand on paper.
- Cut out the handprint.
- Write on the hand, how will you act for sustainability.
- Tape your hand on the wall.

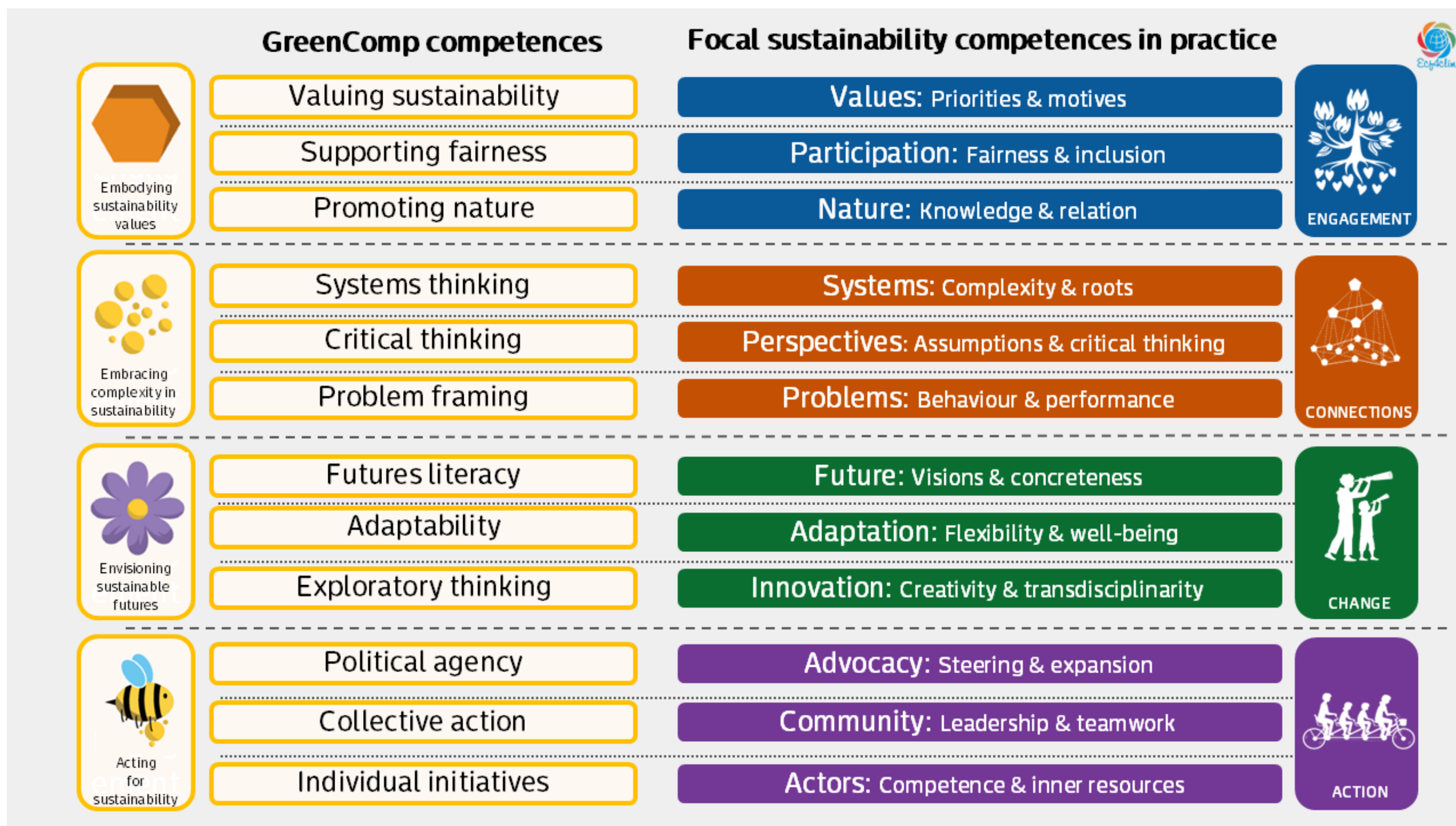
Examples of actions:

- *contact policymakers and demand policies for sustainability*
- *suggest and organize an awareness-raising campaign with your group or team*
- *talk with your peers about sustainability*
- *fix a broken item and do not buy a new one*
- *eat more vegetables*
- *choose a train or a bus instead of a flight or a private car on holiday trips*
- *walk or cycle short distances instead of taking a car or scooter*
- *or something else you have learned is best for the environment*

Send your answer also here



<https://forms.gle/dMhRnNhSUKAS3DiXA>



More about the Roadmap for Sustainability Competences:

<https://mappa.fi/en/greencomp-roadmap/>

