



## **Personal Green Skills in Higher Education**

# Methodology



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# Methodology and process for the improvement of green skills



Personal Green Skills in  
Higher Education

Principles

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competences

Hope

Cultivating  
hope

Action

Enabling  
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## **Personal Green Skills in Higher Education**

# Principles

# PRINCIPLES of Personal Green Skills

## Methodology

- Derived from the Bicycle pedagogy ,Green pedagogy, GreenComps and findings of the Best Practices survey (May 2024).
  - Also, the results of EduSTA have been used.
- The methodology brings together knowledge, future orientation and hope

Value clarification

methodological variety for the promotion of autonomy, participation, joint responsibility

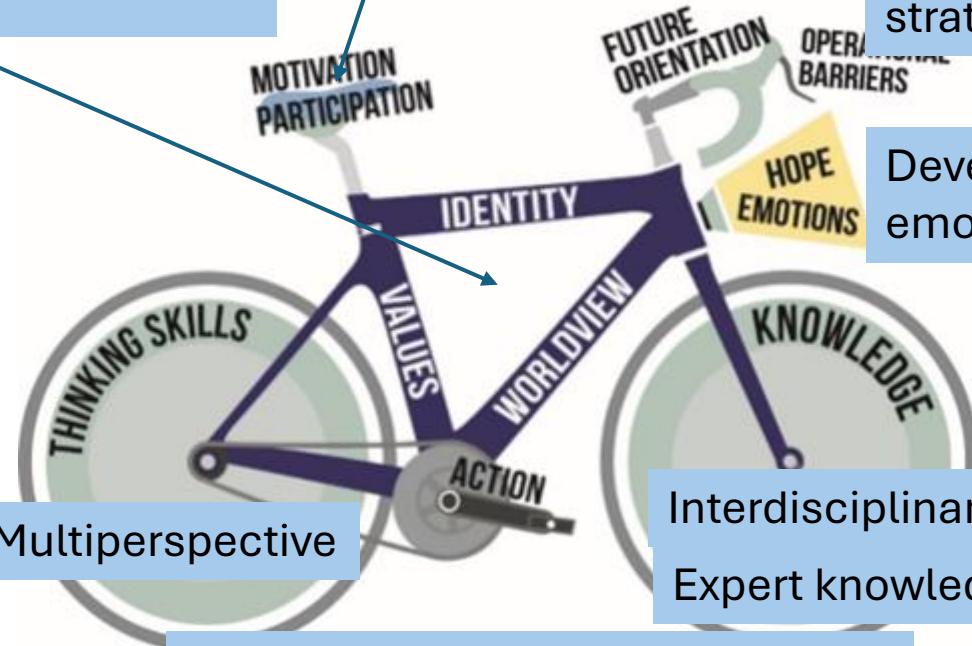
Futures thinking

Cultural sensitivity, value orientation

Future solutions

Process oriented strategies

a metacognitive handling of openness and contradictions



Development of emotions

Action for sustainability

Multiperspective

Interdisciplinary Expert knowledge

Embracing complexity

the coupling of disciplinary and pedagogic knowledge with practice

Systems thinking

Key to the model

GreenComps

Principles of Green Pedagogy

Sources:

# Hope, action and future orientation

Short descriptions of these as principles

# Hope in GreenComps

- The concept of hope is embedded in GreenComp through the competence area "**Envisioning sustainable futures**". This area encourages students to imagine and work toward better futures, fostering a proactive and optimistic mindset. It includes three key competences:
  - Futures Literacy – the ability to understand and anticipate different future scenarios.
  - Adaptability – the capacity to adjust to change and uncertainty.
  - Exploratory Thinking – the skill to creatively explore new possibilities and solutions.
- These competences collectively promotes a hope by empowering students to visualize alternative futures, embrace uncertainty, and actively seek sustainable solutions.
- Rather than being passive, hope in GreenComp is framed as an active, imaginative, and strategic force for sustainability.

# Action in GreenComps

- The fourth competence area in GreenComp is titled "**Acting for sustainability**", which emphasizes the transition from awareness and planning to concrete, responsible action. This area includes three interrelated competences:
  - Political Agency – the ability to participate in democratic processes and influence sustainability-related decisions.
  - Collective Action – the capacity to collaborate with others to achieve sustainability goals.
  - Individual Initiative – the motivation and ability to take personal responsibility and act independently for sustainability.
- This competence area reflects the belief that sustainability requires empowered individuals and communities who are capable of initiating and sustaining change. It encourages students to move from understanding and envisioning to doing, fostering a sense of responsibility and capability to act in diverse contexts.

# Futures Thinking in GreenComps

- The third competence area in GreenComp is titled "**Envisioning sustainable futures**", which directly incorporates the concept of futures thinking. This area includes three competences that help students imagine and prepare for sustainable futures:
  - Futures Literacy – the ability to imagine different future scenarios and understand the implications of choices made today.
  - Adaptability – the capacity to cope with uncertainty and change, and to adjust one's thinking and actions accordingly.
  - Exploratory Thinking – the skill to creatively investigate new ideas and possibilities, fostering innovation and resilience.
- This competence area encourages students to think beyond the present, to explore alternative pathways, and to develop the mindset needed to navigate complex sustainability challenges. Futures thinking in GreenComp is not just about prediction—it's about empowerment, imagination, and strategic foresight.

**Teachers' competences**

- Teachers' competences describe what teachers should be able to do in order to help students achieve the competences.
- These descriptions are based on the development of teachers' sustainability competences in Academy for Sustainable Future Educators – EduSTA Teacher Academy coordinated by TAMK and of the Green Pedagogy of HAUP.
- Short descriptions of: Cultivating hope, Enabling action and Catalysing futures thinking

# Cultivating Hope

The teacher cultivates hope by:

- Considering emotions and maintaining hopefulness when guiding change.
- Encouraging students to envision sustainable futures and explore alternatives.
- Designing learning processes that build futures thinking and agency.
- Facilitating reflective dialogue on values, emotions, and contradictions.
- Supporting students in identifying and connecting personal values to sustainability goals.

# Cultivating Hope during the Train the trainer workshop

- Train-the-trainer workshop for teachers fostered hope through reflection, empathy, and value-based dialogue. Participants engaged in reflective learning, exploring their personal attitudes toward sustainability and education.
- The Value Circle and constellation exercise revealed different perspectives, helping educators appreciate diversity as a strength.
- By sharing experiences and discussing authentic versus superficial sustainability practices, participants reconnected with their motivation and belief in their ability to make change.
- This atmosphere of openness and trust nurtured hope as a professional stance and laid the emotional foundation for transformative learning.

# Enabling Action

The teacher enables action in students by:

- Facilitating collaborative action to address sustainability challenges.
- Designing learning opportunities that encourage students to take initiative beyond the classroom.
- Supporting students in identifying relevant partners inside and outside the institution.
- Acting as both a collaborator and facilitator to strengthen student agency and real-world impact.

# Enabling action during the Train the trainer workshop

- During the Train-the-trainer workshop, hope was translated into action through collaborative, experiential, and creative learning formats.
- In group sessions, participants re-designed their own learning settings using Green Pedagogy and Willi Linder's six-step process.
- The Market of Possibilities allowed educators to exchange, test, and refine ideas for implementation in their institutions. The visit to WU Vienna and practical case work connected theory to reality.
- These hands-on, participatory activities empowered participants to take initiative, develop concrete teaching tools, and integrate sustainability as active practice in higher education

# Futures Thinking Catalyser

The teacher supports futures thinking by:

- Designing learning processes that build students' capacity to imagine and shape sustainable futures.
- Using methods and environments that foster reflection, critical questioning, and transformative learning.
- Encouraging students to apply future insights in present decisions.
- Strengthening students' ability to envision alternative futures and navigate change with confidence.

# Catalysing Futures Thinking during the Train the trainer workshop

- During the Train-the-trainer -workshop the Futures thinking was cultivated through systemic reflection and institutional awareness.
- Expert presentations on Austrian and European frameworks — including the ECO-Label and sustainability policies — offered insights into the structures shaping higher education. The session on organisational development and bottom-up change encouraged teachers to envision their role as agents of transformation. T
- hrough discussion and scenario thinking, participants explored how authentic sustainability practices can guide the evolution of their institutions. This future-oriented perspective connected pedagogical innovation with long-term cultural and structural change.

# Pedagogical approaches

# Activities for Cultivating Hope

- Tulee Stephanielta

# Pedagogical Methods for Cultivating Hope

- **1. Futures Thinking Activities**
  - Method: Use scenario-building, visioning, and speculative storytelling.
  - Application: Use e.g. Future telling, Future headlines, Futures projection
  - Why? It encourages agency and optimism by visualizing positive change.
- **2. Dialogic Teaching**
  - Method: Facilitate structured conversations around values, sustainability dilemmas, and emotions.
  - Application: Use circle discussions, Socratic questioning, or empathy mapping. Practice open-ended questioning.
  - Why? It builds emotional resilience and shared understanding.
- **3. Empathy and Values-Based Learning**
  - Method: Engage students in activities that explore personal and societal values.
  - Application: Use reflective journaling, role-play, or ethical dilemma analysis.
  - Why? It strengthens emotional connection and moral engagement.
- **4. Action-Oriented Learning**
  - Method: Design real-world sustainability projects with community partners.
  - Application: Students plan and implement initiatives, then reflect on impact.
  - Why? It links learning to tangible change and reinforces belief in agency.
- Based on [the A Rounder Sense of Purpose](#) framework

# Activities for Enabling Action

- Tulee Stephanielta

# Pedagogical Methods for Enabling Action

- **1. Action Competence Framework** • Method: Engage students in real-world sustainability challenges. • Application: Students identify a local issue (e.g. waste, biodiversity). Design and implement a solution in collaboration with community partners. Reflect on the process and impact. • Why? It builds ownership, initiative, and practical problem-solving skills.
- **2. Project-Based Learning with Community Engagement** • Method: Students work on interdisciplinary projects with external stakeholders. • Application: Use co-design methods and participatory planning. Include stakeholder interviews, fieldwork, and public presentations. • Why? It connects academic learning to societal transformation.
- **3. Human-Centered Design Thinking** • Method: Apply design thinking to sustainability challenges. • Application: Use tools like the Design Kit. Guide students through empathy, ideation, prototyping, and testing. • Why? It encourages creative problem-solving and iterative learning.
- **4. Living Labs and Hybrid Learning Configurations** • Method: Create experimental learning environments where students test sustainable solutions. • Application: Use the Living Labs. Facilitate collaboration between students, researchers, and practitioners. • Why? It provides authentic contexts for innovation and impact.
- Based on [the A Rounder Sense of Purpose](#) framework

# Activities for Catalysing Futures Thinking

- Tulee Stephanielta

# Pedagogical Methods for Catalyzing Futures Thinking

- **1. Scenario Building** • Method: Students construct multiple future scenarios based on current sustainability challenges. • Application: Use prompts like “What might the world look like in 2040 if we act/don’t act?” Encourage exploration of social, environmental, and technological dimensions. • Why? It helps students develop futures literacy and understand the consequences of choices.
- **2. Backcasting** • Method: Start from a preferred future and work backward to identify steps needed to reach it. • Application: Students define a desirable sustainability outcome. Map out milestones and actions required to achieve it. • Why? It encourages strategic thinking and agency.
- **3. Visioning Workshops** • Method: Facilitate group sessions where students imagine ideal futures for their communities or disciplines. • Application: Use visual tools like drawing, collage, or digital storytelling. Include reflection on values and emotions tied to those futures. • Why? It builds emotional engagement and hope.
- **4. Futures Wheel** • Method: A visual brainstorming tool to explore ripple effects of a change or innovation. • Application: Place a central idea (e.g., “carbon-neutral campus”) and map out first-, second-, and third-order consequences. • Why? It encourages systems thinking and anticipation.
- **5. Role-Playing Future Stakeholders** • Method: Students take on roles of future citizens, policymakers, or scientists. • Application: Simulate debates or decision-making processes in imagined future contexts. • Why? It enhances empathy, criticality, and long-term thinking.
- Based on [the A Rounder Sense of Purpose](#) framework

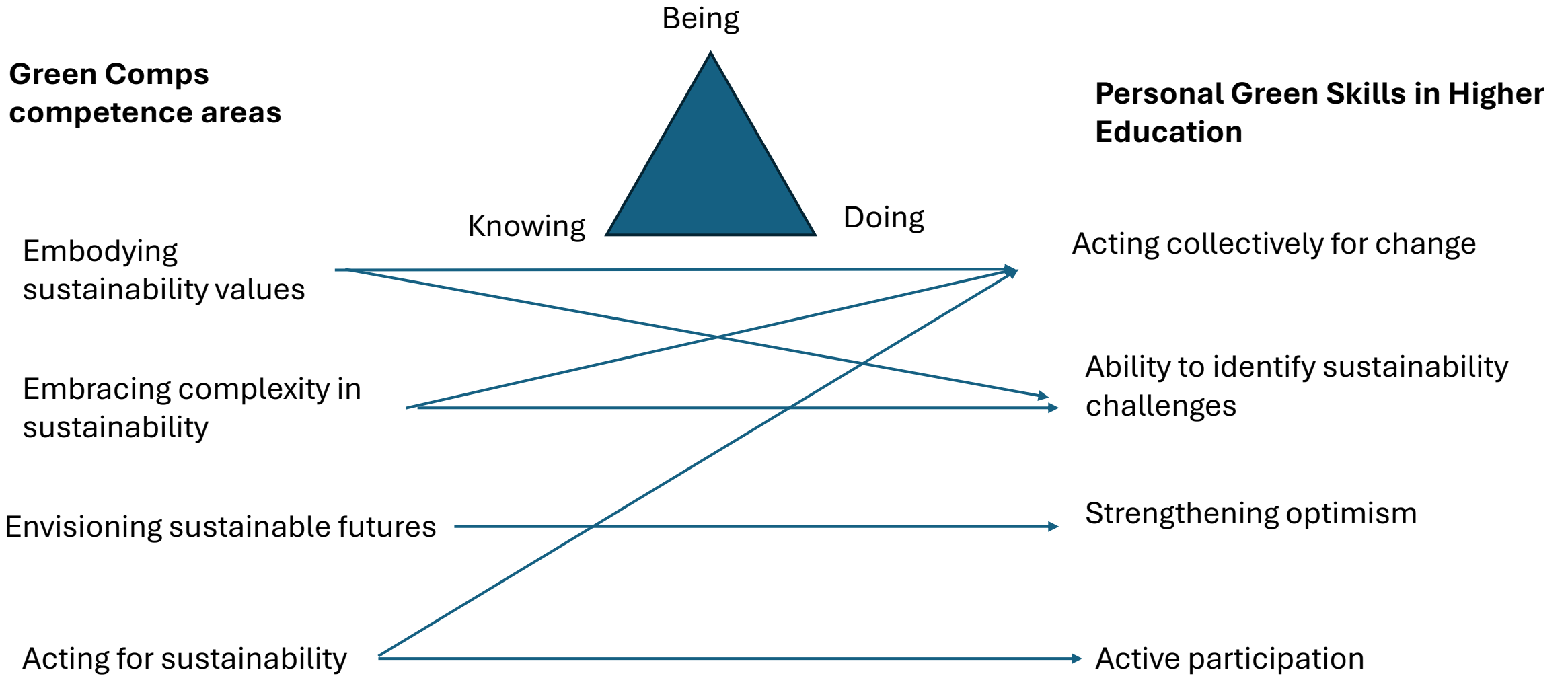
# Activites for teachers (based on TTT)

# Students' Personal Green Skills

= Green Skills Map

# Describing the students' skills

- The following Personal Green Skills were identified during the baseline study
  - Active participation
  - Acting collectively for change
  - Ability to identify sustainability challenges
  - Strengthening optimism
- The PGSEs relate to Green Comps as described in the next slide
- Each PGS is structured as knowing, doing and being. These form also the criteria of the competence levels. The GreenComp definitions have been used to formulate the competence levels.



# Active participation

Description	Knowing /beginner	Doing /actor	Being / advocate
<p>Student takes action and demands action from those responsible to make change happen.</p>	<p>Knows about the policies and other guiding documents defining the sustainability goals and actions in his/her community.</p> <p>Student knows what kinds of possibilities she/he has to take action in his/her community.</p> <p>Identifies relevant stakeholders in his/her community to address a sustainability problem.</p>	<p>Participates actively individually.</p> <p>Demands action from relevant stakeholders.</p>	<p>Seeks actively possibilities to participate and organises new possibilities for others to participate in actions promoting sustainability.</p> <p>Proposes new practices or policy changes in his/her community.</p>

# Acting collectively for change

Description	Knowing /beginner	Doing /actor	Being / advocate
The student values sustainability and acts together with others in order to promote changes.	Knows the main views of sustainability and the pillars of sustainable development. Is aware of (societal) structures of decision making and possibilities to act collectively.	Can articulate and negotiate sustainability issues and values constructively. Participates in collective sustainability actions in his/her communities (university, housing...)	Initiates discussions and actions that promote change for sustainability collectively.

# Identifying sustainability challenges

Description	Knowing /beginner	Doing /actor	Being / advocate
<p>The student uses systemic and critical thinking to identify, frame and scale complex sustainability challenges as actionable problems or cases.</p>	<p>Knows how wellbeing, health and security depend on the wellbeing of nature Identifies (some) environmental, social and economic impacts of human actions Is aware of the contradictory nature of information on sustainability</p>	<p>Participates actively in processes to identify and frame sustainability challenges Makes informed decisions for sustainability and is able to explain his/her judgements.</p>	<p>Proposes processes to identify and frame sustainability challenges in his/her context.</p>

# Strengthening optimism

Description	Knowing /beginner	Doing /actor	Being / advocate
The student is actively future-oriented. She/he visualises alternative future scenarios and identifies present and future actions to achieve a sustainable future.	Student knows the difference between expected, preferred and alternative futures. Student knows examples of how sustainability challenges have been previously tackled.	Participates constructively in activities / workshops on future scenarios. Constructs alternative future scenarios for him/herself.	Helps others to cope with uncertainty of futures and strengthens their optimism by listening actively and providing information that cultivates hope.

Activities for students

## BIP in promoting Personal Green Skills

<p>Green Skill to be developed</p> <p>Strengthening Optimism</p>	<p>Level - choose one of these: beginner, actor, advocate</p> <p>beginner and actor</p>	<p>Activity type: Mixture of games, projects, visits and reflecting activities.</p>	<p>To be considered (circumstances, equipment, group size, time...)</p> <p>It is important to take care of the group processes.</p>
<p>Aims</p> <p>A Blended Intensive Programme serves as a platform for learning how to collaborate for sustainability with people from different professional and ethnic backgrounds. At the same time, it allows for self reflection and finding new forms of agency.</p>			<p>References /links</p> <p><a href="#">Guidance for organising Blended Intensive Programmes</a></p>
<p>Description of the activity</p> <p>A Blended Intensive Programme contains one weeks' intensive exchange programme with on-line activities before and after the intensive week. Games, projects, visits, introductory lectures and different kinds of workshops can be combined to provide an inspiring learning environment to develop students' personal green skills.</p> <p>All the activities included in this methodology have been used in the BIP organised in spring 2025, but they can be used also be embedded in the curriculum as separate activities.</p>			

## Digital kick-off and orientation of the BIP Personal Green Skills in Higher Education

Green Skill to be developed	Level (beginner, actor, advocate)	Activity type (according to the most impactful activities)	To be considered (circumstances, equipment, group size, time...)
Active participation	Beginner	Introduction and information, group-building	Online meeting in Zoom as the participants are situated in their home countries.
<p>Aims: Orientating the students both to the aims, content and methodology of the Blended Intensive Programme (BIP). Introducing the project work concept and guiding in choosing the project topic. Introducing the e-learning platform and repository environment. Getting to know each other and form first groups.</p>			Prepare a detailed guide in PDF-format that contains all important points. Provide a pre-BIP survey, explain its importance and set a dead-line for completion of the survey.
<p>Digital kick-off and orientation before implementation ensures that participants are prepared and informed, and they can have a chance to get to know each other and the teachers who are providing the course / project. It also allows teachers to learn about the students' present understanding of sustainability and about their personal green skills prior the BIP.</p>			Approximately 2 hours.
<p>Description of the activity: Providing information about the BIP's aims, content, methodology and practicalities. Answering students' questions. Getting information about students' knowledge base and attitudes towards sustainability prior the BIP.</p>			References /links: Report of the Erasmus+ KA2 project Personal Green Skills in Higher Education, "Sustainability at HEIs: Mapping Good Practices"

## Student projects

Green Skill to be developed	Level (beginner, actor, advocate)	Activity type (according to the most impactful activities)	To be considered (circumstances, equipment, group size, time...)
<p><b>Active participation</b></p> <p>Identifying sustainability challenges</p> <p>Acting collectively for change</p> <p>Strengthening optimism</p>	<p>Beginner, actor</p>	<ul style="list-style-type: none"> <li>• Scenario planning and problem-solving</li> <li>• Hands-on projects and creative activities</li> <li>• Group work and collaboration</li> <li>• Intercultural exchange and community building</li> </ul>	<p>For choosing and implementing a project about 8 weeks with a workload of approx. 45 hours are foreseen. Students can work individually or in a group.</p> <p>Students will be supported and are coached by their supervisors. The supervisors schedule regular meetings. They serve as a first point of contact in case of problems or questions.</p>
<p>Working on projects gives students practical experience by recognizing and solving real challenges, while building critical thinking, teamwork, and problem-solving skills. In the context of green skills, project work helps students connect theory to practice, frame sustainability challenges, develop responsibility and action to global issues, and engage with meaningful work and actions. Project work can be implemented in teams or as individual work, but it should include feedback from other people.</p> <p>Aims in the context of BIP: The projects are <b>the key component</b> of the interdisciplinary course. Working on a topic of your own choosing leads to strong identification and an experience of self-efficacy. In this way, all four core competencies / personal green skills are addressed equally.</p>			<p>The process is also facilitated with presenting the projects to other students at different points of the process. This allows peer feedback and brings in new viewpoints.</p>
<p>Description of the activity: the students choose their own project connected to sustainability. The choice is entirely up to them. The topic of the project will not be evaluated or assessed. All projects are considered equal. Only the manner of implementation will be taken into account in the final assessment.</p> <p>Project progress will be documented in an e-portfolio, like e.g. Mahara. The current state of the projects are to be presented during the BIP to all other participants.</p> <p>After implementation the students analyse and judge the impact of their projects themselves. They summarize the results as well as the lessons-learned in a final report.</p>			<p>A suitable e-portfolio environment for documentation.</p> <p>When projects are part of BIP programme, co-operation with local supervisors and BIP organisers are needed to coordinate the process.</p>
			<p>References /links:</p>

# Serious Game Climate Fresk

<b>Green Skill to be developed</b>	<b>Level (beginner, actor, advocate)</b>	<b>Activity type (according to the most impactful activities)</b>	<b>To be considered (circumstances, equipment, group size, time...)</b>
<p>Active participation</p> <p><b>Identifying sustainability challenges</b></p>	<p>Beginner</p>	<p>Group work and collaboration</p> <p>Scenario planning and problem-solving</p> <p>Self-reflection tasks</p>	<p>Online meeting in Zoom. In total about 5 hours needed.</p> <p>The online version of Climate Fresk with Mural. Each group with ca. 7 participants, 5 groups max. (The responsible should be authorized to carry out the chosen serious game, i.e. be a so-called facilitator).</p>
<p>Gamified teamwork through games supports and help students understand complex challenges related to sustainability. It encourages active participation, critical thinking, system thinking and supports participants' skills in teamwork. Gamified work can be implemented by using physical or digital platforms and tools, and with ready frameworks like Serious Game Climate Fresk.</p> <p>General aims: Learning detailed background information about climate change. Learning to link the causes and effects of climate change and its impacts on civilization. Understanding the systemic nature of challenges. Growing courage to take an active role in tackling problems. Pondering and reflecting the course of the game.</p> <p>Aims in the context of BIP: The knowledge acquired serves as a starting point for in-depth study during the interdisciplinary course. During the collaborative serious game, participants get to know each other better. This makes it much easier for them to interact during the BIP.</p>			<p>References /links: <a href="https://climatefresk.org/world/">https://climatefresk.org/world/</a></p>
<p>Description of the activity: Introduce and explain the chosen serious game. Form groups (e.g. randomly to achieve a mix of disciplines and nationalities). Carry out the serious game. In the game Climate Fresk, for example, the participants learn about the scientific base of climate change and the interactions and feedbacks within the climate system. After the game reserve sufficient time for discussion and self-reflection. How do the participants feel about their experience? What can be done? What are possible solutions? How easy or difficult are these solutions to implement? How small or big is their impact? How do their chosen projects relate to these solutions?</p>			

## Sharing project ideas and project status during the project.

Green Skill to be developed	Level (beginner, actor, advocate)	Activity type (according to the most impactful activities)	To be considered (circumstances, equipment, group size, time...)
<p><b>Active participation</b></p> <p>Identifying sustainability challenges</p>	<p>Beginner, actor</p>	<ul style="list-style-type: none"> <li>• Ice breaker</li> <li>• Group work and collaboration</li> <li>• Intercultural exchange and community building</li> </ul>	<p>Walls or flipcharts needed for displaying the project summaries.</p> <p>Depending on the number of participants count approx. 1h30 for this program point.</p> <p>On a regular base reserve time slots of approx. 2h duration for continued work on the projects.</p> <p>It's important to provide an open atmosphere and help students to ask questions e.g. by providing a template for presentation and some questions in beforehand.</p>
<p>General aims: Describing the chosen sustainability challenge and project idea, getting to know the other students and their projects, sharing, asking questions</p> <p>Presenting and describing projects to other participants, allows students to practice their communication and their presentation skills while getting feedback and ideas of their project. Presenting and describing projects create opportunities for sharing knowledge and inspiration from different backgrounds.</p>			<p>References /links:</p>
<p>Description of the activity: Participants prepare a short overview of their project in advance (1 page). In addition they prepare a brief personal introduction. In small, changing groups, participants introduce themselves to each other and present the current status of their project.</p> <p>During the BIP, participants have the opportunity to continue working on their projects and complete them. Time slots are regularly reserved for this purpose, during which they can work on their projects either alone or in groups.</p>			

## Connecting SDGs with the University Green Actions

<b>Green Skill to be developed</b>  Identifying sustainability challenges	<b>Level - choose one of these: beginner, actor, advocate</b>  Beginner	<b>Activity type</b>  Introduction, discussion and debate	<b>To be considered (circumstances, equipment, group size, time...)</b>  Introduction (e.g. Power Point Presentation) of 30-40 minutes to engaged the public to a subsequent debate  A Lap-top and a projector were necessary to show the presentation.  Total: 1 h.
<p>Aims Building Knowledge on SDGs and construct connections between SDGs and how to engage the people in Higher Education to participate, promote and spread SDGs in their everyday life.</p> <p>Introducing the SDGs to students helps raise awareness of global challenges. Connecting SDGS to the actions in a Higher Education institution supports students in connecting SDGs with their life and finding possibilities for impactful actions.</p>			<a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>
<p><b>Description of the activity</b></p> <p>An introductory lecture with e.g. Power Point Presentation to explain the implementation of the SDGs at the local university, and a discussion session to express the level of participation of the university community, who participates, what is necessary to engaged the people in an active way, which activities are the most successful, how can be obtain the necessary funds to make it possible ...</p>			

## Visits to shops and small-businesses that emphasise sustainability

<p>Green Skill to be developed</p> <p>Active participation</p> <p>Ability to identify sustainability challenges</p> <p><b>Strengthening optimism</b></p>	<p>Level (beginner, actor, advocate)</p> <p>Beginner, actor</p>	<p>Activity type (according to the most impactful activities)</p> <p>Excursion</p> <p>Intercultural exchange and community building</p>	<p>To be considered (circumstances, equipment, group size, time...)</p> <p>Practicalities: Contact the locations and agreeing on visits in time, Organize transportation, Provide a map with the locations of the different places, Provide enough time.</p> <p>Pedagogy: prepare activities and needed templates, group divisions etc.. E.g. collaborative learning with roles for observing different issues can be efficient</p>
<p>Aims: Students visit different places with a strong connection to sustainability. These positive examples highlight opportunities and enable a fulfilling experience.</p> <p>Visiting sustainability-related places and environments provides students with deeper understanding of real-world and working life examples on furthering sustainability. Seeing hands-on solutions strengthens optimism and helps students to connect theoretical knowledge to practical work and supports the developing understanding of how to make an impact.</p>			<p>Provide a possibility for reflection</p>
<p>Description of the activity: Visits to locations with a connection to sustainability e.g. fair-trade shop, free store, refurbished computers, sustainable consumption, environmental station, sustainable products and food.</p> <p>Lists of questions or issues to observe to focus students attention and a reflective discussion strengthen learning.</p>			<p>References /links:</p>

## Visit to community-supported agriculture e.g. solidarity farm

<b>Green Skill to be developed</b>  Active participation  Ability to identify sustainability challenges  <b>Strengthening optimism</b>	<b>Level (beginner, actor, advocate)</b>  Beginner, actor	<b>Activity type (according to the most impactful activities)</b>  Excursion  <ul style="list-style-type: none"> <li>• Intercultural exchange and community building</li> </ul>	<b>To be considered (circumstances, equipment, group size, time...)</b>  Practicalities: Contact the farm on visits in time, organize transportation, provide a map with the locations of the different places, provide enough time.  Pedagogy: prepare activities and needed templates, group divisions etc. E.g. collaborative learning with roles for observing different issues can be efficient  Plan how to share experiences and reflect.
<p>Aims: Learn about the possibilities of producing food without pesticides and in a socially responsible manner, thereby strengthening not only nature but also local structures and human coexistence.</p> <p>Visiting a solidarity farm allows students to experience community driven and sustainable agriculture. It helps them understand food systems and social and environmental sustainability. Visiting places actively furthering sustainability strengthens optimism, provides students with deeper understanding of options for sustainable choices. Seeing hands-on solutions strengthens optimism and helps students to connect theoretical knowledge to practice and supports the developing understanding of how to make an impact.</p>			
<p>Description of the activity: Students visit a solidarity farm or other form of community-driven agriculture producing socially acceptable, organic food.</p> <p>Possibility for sharing and reflection deepens learning. Collaborative learning (e.g. assigning roles) can be used to guide students' observation.</p>			<p><a href="https://www.nal.usda.gov/farms-and-agricultural-production-systems/community-supported-agriculture">https://www.nal.usda.gov/farms-and-agricultural-production-systems/community-supported-agriculture</a></p>

## Expert talks

<p>Green Skill to be developed</p> <p>Identifying sustainability challenges</p>	<p>Level (beginner, actor, advocate)</p> <p>Beginner, actor</p>	<p>Activity type (according to the most impactful activities)</p> <p>Invited talk, expert lecture, discussion</p>	<p>To be considered (circumstances, equipment, group size, time...)</p> <p>Engage an <u>expert</u> in the relevant field.</p> <p>Plan reflection and / or connections to the other activities and contents of the course.</p>
<p>Inviting experts to talk on sustainability topics provides students with real world insights, different perspectives and practical examples. It support learning and connects theoretical knowledge to concrete actions. Connecting expert talks to site visits is a powerful measure to connect theory and practice and build students' agency.</p>			
<p>Examples from the BIP: Prof. Dr. Peter Breunig from the University of Applied Sciences Weihenstephan-Triesdorf gave a talk on 'Land use for sustainable global agriculture and food system' and showed different possibilities to reduce e.g. the CO2 emissions of agriculture. The BIP included also a visit to a solidarity farm. In this case students' understanding of sustainable food systems and the importance of their daily choices grew markedly.</p>			

# Workshop: How to sell the taste.

## VALMIS

Green Skill to be developed	Level - choose one of these: beginner, actor, advocate •	Activity type	To be considered (circumstances, equipment, group size, time...)
<p><b>Active participation</b></p>	<p><b>Actor</b></p>	<ul style="list-style-type: none"> <li>• <b>Group work and collaboration</b></li> <li>• <b>Creativity</b></li> <li>• <b>Decision-making</b></li> <li>• <b>Product branding</b></li> <li>• <b>Product pricing</b></li> </ul>	<p>Preparing descriptions of the products</p> <p>Organising all needed materials: pencils etc.</p> <p>Taking care of open atmosphere.</p>
<p><b>Aims</b></p> <p>Workshops where teams create appealing food packaging help students develop creativity, teamwork skills and design thinking. Additional benefits include problem solving with real products, hands-on learning, peer feedback and presentation skills.</p> <p>The goal of this workshop is to promote creativity, teamwork, and the division of labor. It also provides an opportunity to discuss suitability and sustainability of the packaging materials they used.</p> <p>In the BIP we noticed that some student groups chose natural materials and used them sparingly. They took into account issues related to packaging waste and environmental impact. Others opted for a more decorative presentation, likely believing that this would enhance the perceived value of their product.</p>			
<p><b>Description of the activity</b></p> <p>The participants are divided into small groups. Each group receives a task to design a package containing a food product along with a description of the product, including its nutritional composition. Their assignment is to create an attractive label, package the product, and set a price. Various packaging materials, color pencils, and other stationery are provided to all groups.</p>			
<p>Students are given 15 minutes to complete the task in teams. After that, each group presents their product trying to describe it in the most appealing, beautiful, and attractive way possible. This strengthens engagement and creativity of the group members. The activity builds on is creative and joy</p>			<p><b>References /links</b></p> <p>none</p>

# Serious Game on climate change: MainKassandra

<p><b>Green Skill to be developed</b></p> <p>Active participation</p> <p>Ability to identify sustainability challenges</p> <p><b>Acting collectively for change</b></p>	<p><b>Level - choose one of these: beginner, actor, advocate</b></p> <p>actor</p>	<p><b>Activity type</b></p> <p>The activity includes interactive discussions, fostering teamwork, developing creative solutions, and presenting strategic concepts.</p>	<p><b>To be considered (circumstances, equipment, group size, time...)</b></p> <p>The game should be conducted with at least 9 to 15 participants. The room should provide enough space and tables to facilitate group work. It should also be equipped with a projector and PC connection. As a digital measures catalog is used, each group requires a Windows device capable of running a .exe file. Event cards can be used either in digital or physical format. Sufficient time should be allocated for three game rounds, including the debriefing.</p>
<p><b>Aims</b></p> <p>Gamified teamwork through games supports and help students understand complex challenges related to sustainability. It encourages active participation, critical thinking, system thinking and supports participants’ skills in teamwork. Gamified work can be implemented by using physical or digital platforms and tools, and with ready frameworks like Serious Game Main Kassandra.</p> <p>Raising awareness of the economic impact of one’s actions on climate change. Motivating active engagement with climate adaptation and climate protection. Encouraging a sense of responsibility as an employee within a company.</p>			<p><a href="#">Fischer et al. 2024 Adapting to climate change through play? Didactically effective elements of a business simulation game</a></p>
<p><b>Description of the activity</b></p> <p>The simulation game is conducted in groups of 3–5 students, each assigned a fictional company role. After an initial briefing, participants are introduced to the game rules, structure, and objectives. At the start of the game, each group is placed in the fictional region of “MainKassandra,” which is affected by both direct and indirect impacts of climate change. Producing and non-producing companies (the groups) receive 1–2 event cards with specific climate-related challenges from the areas of politics, climate, and management. Participants have a limited budget and access to a digital catalog of climate protection and adaptation measures to develop a strategic plan. The goal is to protect the company from negative impacts, foster organizational development, and operate economically effectively while aligning with ecological and social objectives. The developed strategies are presented and discussed in a plenary session. After two or three rounds, a winning team is determined. In the final debriefing, participants reflect on the game events in relation to real-world situations and transfer insights to their own professional and personal contexts.</p>			

# Workshop on Sustainable Entrepreneurship

<p><b>Green Skill to be developed</b></p> <p>Main goal is to support students' agency and support their ideas how they can create more sustainable future.</p>	<p><b>Level (beginner, actor, advocate)</b></p> <p>Level of the activity was planned for beginners.</p>	<p><b>Activity type (according to the most impactful activities)</b></p>	<p><b>To be considered (circumstances, equipment, group size, time...)</b></p> <p>It is a good idea to consider varying the rhythm and environment to maintain the participant's interest.</p> <p>It is also important to have some time for participants to have time to reflect and discuss together.</p> <p>Dedicating enough time to each activity and explain why those are needed is important.</p>
<p><b>Aims</b></p> <p>Goal for the workshop is to identify students' entrepreneurial skills and understand that entrepreneurship is one way to influence and create better and sustainable future..</p>			<p><b>References /links</b></p> <p>EntreComp: The Entrepreneurship Competence Framework.  <a href="https://publications.jrc.ec.europa.eu/repository/handle/JRC101581">https://publications.jrc.ec.europa.eu/repository/handle/JRC101581</a></p> <p>Link to the workshop material:  <a href="https://app.seidat.com/presentation/shared/2hX9qS8C26EJ3Xjw2">https://app.seidat.com/presentation/shared/2hX9qS8C26EJ3Xjw2</a></p>
<p><b>Description of the activity</b></p> <p>Short lecture: sustainable entrepreneurship (environmental, social and economical aspects) and introducing the European entrepreneurship competence framework (European Commission, 2016).</p> <p>Activity: Time to reflect the entrepreneurship competence and discuss in pairs or groups.</p> <p>Short lecture: Real life example about sustainable entrepreneurship from a young entrepreneur.</p> <p>Short introduction: HUBS Sustainable business model canvas, a tool for students to design and develop their project.</p> <p>Activity: Filling in the canvases.</p>			

# Documentary Movie and Discussion

Green Skill to be developed	Level (beginner, actor, advocate)	Activity type (according to the most impactful activities)	To be considered (circumstances, equipment, group size, time...)
Identifying sustainability challenges	Beginner, actor	expert lecture, discussion	<p>Organize a suitable movie, please observe national regulations regarding copyright and the screening of films.</p> <p>Engage an <u>expert</u> on the topic for discussion.</p>
<p>Aims: Movies are effective tools for raising awareness and even for presenting complex sustainability challenges</p>			<p>References /links:</p> <p><a href="https://german-documentaries.de/en_EN/films/plastic-fantastic.21926">https://german-documentaries.de/en_EN/films/plastic-fantastic.21926</a></p>
<p>Description of the activity:</p> <p>Participants watch a movie on a current topic related to sustainability. In the subsequent discussion with an expert or facilitator, they can form their own informed opinions based on comprehensive information and reflection.</p> <p>In the BIP of the project, the chosen film 'Plastic Fantastic' addressed the issues of microplastics, waste of resources and harmful environmental pollution. After the movie, a member of the THWS faculty of Plastics Engineering and Surveying and expert in the field of plastics and nano particles - was available for discussion and contextualised the film in relation to the current state of scientific knowledge. In doing so, he was able to put some issues into perspective and make the actual dangers assessable. The detailed discussion enabled participants to engage with the film's themes on the basis of objective information and helpful context.</p>			

## **Most Impactful Types of Activity**

Students identified the following as most meaningful during the BIP:

- Group work and collaboration
- Scenario planning and problem-solving
- Presentations of the projects and expert lectures
- Intercultural exchange and community building
- Hands-on projects and creative activities
- Self-reflection tasks

# Executive summary

# How HEIs can support students personal green skills

- Teacher training
- Sharing practices
- Creating courses like the BIP (BIP-programme here)

# Project information

- The methodology was developed in Erasmus+ KA2 project Personal Green Skills in Higher Education (2023-2025)
- Project was co-ordinated by Kauno Kolegija (Lithuania) with partners Tampereen ammattikorkeakoulu (Finland), Hochschule für Agrar und Umweltpädagogik (Austria), Universidad de Málaga (Spain) and University of Applied Sciences Würzburg-Schweinfurt (Germany)
- Check the project news [in LinkedIn](#)