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SHIFT METHODOLOGY FOR YOUTH WORKERS

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Working together for a more sustainable fashion future and empowered youth!

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INTRODUCTION

The **SHIFT Methodology for Youth Workers** is built around 3-hour modules that focus on sustainability and use non-formal educational activities. It is designed for work with marginalized youth and ensures an interactive, inclusive way of learning. Each module follows the same structure: opening activities to set the scene, main activities with hands-on tasks and group work, and closing activities with reflection and planning for follow-up in youth work practice.

Module 1: Increasing Awareness of Textile Usage & Sustainable Fashion draws inspiration from initiatives such as “A Tale of Two Futures”, “Library of Things Europe”, and “ReFashion Now”. The opening part introduces key ideas of sustainability and textile waste through simple exercises and short discussions. The main part includes workshops and group talks on fast fashion, clothing lifecycles, repair and reuse, and local examples of sustainable fashion. The closing part invites participants to reflect on how these ideas can be used in their daily work with youth and how to adapt them to different local contexts.



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INTRODUCTION

Module 2: Digital Tools for Youth Engagement in Sustainability focuses on basic digital skills that help youth workers involve young people in green topics. Building on experiences from projects such as “NEET-IDEA”, “Digital Story” and “YouthMedia”, the opening activities introduce simple digital platforms and safe online behaviour. In the main part, participants practise planning and creating basic digital content, such as short podcast episodes, social media posts, or simple visual stories that spread messages on sustainable fashion and climate-friendly habits. The closing reflection looks at how these tools can be used with marginalized youth to give them a stronger voice and support their participation in local sustainability actions.

Module 3: Building the SHIFT Community (Face-to-Face and Virtual) aims to support youth workers in creating and maintaining youth-led communities around sustainability. Drawing from practices in projects like “Youth Power”, “Virtual Youth Communities” and “Green Youth Circles”, the opening activities introduce basic ideas of community building, inclusion, and peer support. The main part includes role-plays, small group tasks and planning exercises that help participants design both offline and online spaces where marginalized youth can meet, share ideas, and co-create small green initiatives. The closing session focuses on reflection and concrete next steps for setting up or strengthening such communities in each partner country.



INTRODUCTION

In sum, the SHIFT Methodology gives youth workers clear, ready-to-use modules that connect sustainability with simple digital tools and community building. Through structured opening, main and closing activities with reflection in each module, it supports meaningful work with youth and helps them become active, informed participants in local sustainability efforts.



How to Use the SHIFT Methodology

The SHIFT methodology is designed as a flexible set of practical tools for youth workers. It includes **energizers, main activities (3 modules), reflection exercises** and **good practice examples** that can be used when working with young people on sustainable fashion, digital skills and community action.

Youth workers are invited to select the activities that best match their group's learning needs, age, experience and available time. The methodology does not have to be followed in a fixed order. Instead, the activities can be combined into short workshops, longer training sessions or full learning programmes.

Each session can start with an energizer to help participants feel more comfortable and active. The main activities can then be used to build knowledge, develop skills and encourage group work. Reflection exercises help participants think about what they have learned, how they feel about the topic and how they can apply new ideas in their daily lives or communities.

Good practice examples are included to inspire youth workers and show how similar activities or ideas can be applied in real settings. By using these materials, youth workers can create meaningful and practical learning sessions that respond to the needs of their own youth groups.



ENERGIZER 1. CHANGE PLACES IF...

Materials: chairs in a circle, one chair fewer than the number of participants

STEP-BY-STEP

| | |
|--------|--|
| Step 1 | Prepare the room. Place chairs in a circle. There should be one chair fewer than the number of participants. One person stands in the middle. |
| Step 2 | Explain the rules. The person in the middle says a sentence starting with "Change places if...". The sentence must also be true for the person who says it. |
| Step 3 | Give an example. For example, the person in the middle may say: "Change places if you have ever bought second-hand clothes." This means that the person saying the sentence has also bought second-hand clothes before. |
| Step 4 | Participants change places. Everyone for whom the sentence is true stands up and finds a new chair. Participants cannot sit back in the same chair. |
| Step 5 | A new person goes to the middle. Because one chair is missing, one participant will be left without a seat. This person goes to the middle and says the next "Change places if..." sentence. |
| Step 6 | Link the game to the topic. After several rounds, the trainer asks a short reflection question, for example: "What did we notice about our clothing habits?" This connects the activity with sustainable fashion awareness. |

Tips for Youth Workers: Keep the pace fast and friendly. Do not ask participants to explain personal answers unless they want to. The aim is to open the topic, not to judge anyone.



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ENERGIZER 2. WASHING MACHINE

Materials: chairs for all participants and small cards with 3–4 clothing item names, for example dress, trousers, socks or T-shirt.

STEP-BY-STEP

| | |
|--------|--|
| Step 1 | Prepare the materials. Place chairs in a circle, one chair for each participant. Prepare small cards with 3–4 clothing item names, for example: dress, trousers, socks, T-shirt. Each clothing item should appear on several cards. |
| Step 2 | Give each participant a card. Ask participants to pick one card without looking. They should read their clothing item but not show it to others. |
| Step 3 | Explain the rules. Tell participants that when they hear their clothing item, they must stand up and change places with another participant who also has to move. |
| Step 4 | Call out clothing items. The facilitator calls out one clothing item, for example “socks”. All participants with “socks” stand up and change seats. The youth worker can also call out two items, for example “dresses and trousers”. |
| Step 5 | Use “all clothes”. When the facilitator says “all clothes”, everyone stands up and changes places. This makes the activity more active and helps mix the group. |
| Step 6 | Use the new seating for group work. After several rounds, stop the activity. Participants will now be sitting next to different people. The facilitator can ask them to work with the people sitting closest to them for the next task. |

Tips for Youth Workers: Before the activity, think about the group’s age, culture and comfort level. Select clothing item names that are simple and safe for everyone. Avoid words that may sound too personal, funny in the wrong way or embarrassing, such as underwear. The aim is to create movement and mix the group, not to make anyone feel uncomfortable.



ENERGIZER 3. STYLE IT - WALK IT

Materials: a variety of second-hand clothes and items, number equal to the group size

STEP-BY-STEP

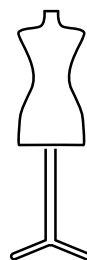
| | |
|--------|---|
| Step 1 | Randomly distribute the items and ask the participants to find 3 ways to style them in 5 minutes. |
| Step 2 | Each participant presents their item and their styling, as if they were a clothes designer presenting their newest creation. |
| Step 3 | End the activity with a catwalk of all participants together (they choose their favourite way to style the item out of the 3 they presented). |

Tips for Youth Workers:

If there are time limitations and larger groups, participants can be asked to only find one way to style the item, in under 1 minute.

Make sure to have a variety of sizes (for clothes), so everyone feels included. The goal of the activity is to provide ideas for different uses of the same item. If there is enough time, you can have 3 catwalks, with all 3 styling methods for each item.

If the participants agree and feel comfortable, you can take a video or photos of the catwalk and share it with the group.



ENERGIZER 4. RE-STYLE IT OR LEAVE IT

Materials: A5 papers or cut-out paper cards, pens, markers OR Photos of the participants' clothes and items that they no longer wear but don't want to donate (on a projector/laptop screen – 1 item per participant)

STEP-BY-STEP

| | |
|--------|--|
| Step 1 | Ask each participant to write down a piece of clothing or an item they no longer wear or use, but they do not want to donate OR ask participants to send you photos of those items in advance. |
| Step 2 | Shuffle the cards/papers OR present the photos submitted on a projector. |
| Step 3 | The group has 1 minute to write down ideas about restyling this item or using it in a different way (i.e. turning a worn-down t-shirt into a tote bag, styling a shirt in a different way, etc). Then, they have 2 minutes to discuss their ideas. |
| Step 4 | If the person the item belongs to gets inspired to use it again, they vote for the best idea. If they still cannot find a way to use it, they agree to donate it. |

Tips for Youth Workers:

Don't pressure participants to donate an item, even if they don't find new ideas on how to use it – some items carry significant emotional meaning. In any case, the participants will not have their items with them, so no decision is final.

You can also plan this and ask participants to bring their items with them, but this is mainly suggested for smaller groups and for relatively small items. At the end of the activity, the participants who decided to donate their item can swap, if they wish, items with the rest of the group.

The goal of the activity is to help participants declutter their wardrobe and/or find new ways to use their items.



ENERGIZER 5. SUSTAINABLE FASHION CHARADES

Materials: a list of sustainable & fast fashion terms/relevant words (i.e. TikTok trend, upcycle, buy, clothes swap, recycle, repair, etc).

STEP-BY-STEP

| | |
|--------|---|
| Step 1 | Show the list to the participants and ask them to add more terms/words, if they wish. Let them have a quick look at it and then take it back. |
| Step 2 | One by one, participants get up and act out one of the terms/words for 1 minute. |
| Step 3 | Then, the group tries to guess what it was (2 minutes). |

Tips for Youth Workers:

Do not pressure participants to take part in the acting out part of the activity - they may feel more comfortable staying on the guessing part.
For bigger groups, you can split participants into groups.



ENERGIZER 6. MY FAVOURITE

Materials: List of questions (printed or shown on a projector/phone)

STEP-BY-STEP

| | |
|--------|--|
| Step 1 | Ask participants to think about their favourite piece of clothing of all time. It can be something they still wear, or something they no longer have (2 mins). |
| Step 2 | <p>One by one, participants share their story. They answer to the following questions (hand them out a list):</p> <ol style="list-style-type: none"> What is the item? Do you still wear it? How does/did it make you feel like wearing it? Why did you pick it? If you still have it but you no longer wear it, what can you do to wear it/use it again? |

Tips for Youth Workers:

Feel free to modify the questions – you could also create the list together with the participants, in the start of the activity.

Do not pressure the participants to answer all questions – some items hold an emotional meaning.



ENERGIZER 7. IF WARDROBES COULD TALK

Materials: papers, colourful markers, pens, pencils

STEP-BY-STEP

| | |
|--------|---|
| Step 1 | “What would your wardrobe say, if it could talk?” Pose this question to the group and ask them to draw their wardrobe as if it were a living organism/world. Ask them to think what their wardrobe would say as well. |
| Step 2 | One by one, participants share their drawing and wardrobe’s story. |
| Step 3 | Discuss with the group what they could change to make their wardrobes happier (ie. decluttering session, cleaning etc). |

Tips for Youth Workers:

Do not pressure participants to share their drawing or story if they don’t feel comfortable.



ENERGIZER 8. SUSTAINABLE SPEED DATING

Materials: Timer (phone or stopwatch), chairs arranged in two circles/lines

STEP-BY-STEP

| | |
|--------|---|
| Step 1 | Ask participants to form two circles/lines (one inside, one outside), facing each other. |
| Step 2 | Explain the rules. Each pair has 2 minutes to discuss one question. After 2 minutes, the outer circle rotates one position to the right. |
| Step 3 | Introduce a new question for each rotation. |
| Step 4 | Continue until all questions are discussed. |
| Step 5 | <p>Optional: short plenary reflection at the end.</p> <p>Questions can be:</p> <ul style="list-style-type: none"> • What does sustainability mean in your country? • Have you ever felt pressure to follow fashion trends? • What is one habit you want to change? • What job would you like to have in the future related to impact? |

Tips for Youth Workers:

For smaller groups, do it in one circle with one “floating” participant.
 For deeper reflection, increase discussion time to 3–4 minutes.
 For more energy, add music during rotations.
 You can adapt questions to focus more specifically on sustainable fashion.



ENERGIZER 9. VALUES LINE - “BUY IT OR LEAVE IT?”

Materials: open space, printed statements (optional), tape to mark “Agree” and “Disagree” ends

STEP-BY-STEP

| | |
|--------|--|
| Step 1 | Create an imaginary or taped line across the room. Mark one end as “Agree” and the other as “Disagree”. |
| Step 2 | Read one statement aloud. |
| Step 3 | Participants position themselves along the line according to their opinion. |
| Step 4 | Invite a few volunteers from different positions to briefly explain their choice. |
| Step 5 | Repeat with all statements. Statements: <ul style="list-style-type: none"> • “Fast fashion should be banned.” • “Sustainable fashion is too expensive.” • “Individual actions matter more than big companies.” • “Trends are more important than sustainability.” • “I would pay more for ethical clothing.” |

Tips for Youth Workers:

Remind participants there are no right or wrong answers.
 Allow participants to change positions if persuaded.
 For a quieter group, let them discuss first in pairs before positioning.
 Replace statements with more provocative or context-specific ones if needed.



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ENERGIZER 10. TREND STORM

Materials: chairs (one fewer than participants), open space

STEP-BY-STEP

| | |
|--------|---|
| Step 1 | Arrange chairs in a circle (one less than number of participants). |
| Step 2 | Explain the rules. One person stands in the middle. The person in the middle shouts: "The new trend is... GREEN SHOES!" Everyone matching the description must stand up and change places. The person in the middle tries to sit in a free chair. The participant left standing becomes the new caller. |
| Step 3 | After 2-3 rounds, change themes: <ul style="list-style-type: none"> • "Oversized jackets!" • "Vintage style!" • "Sustainable brands!" |
| Step 4 | Debrief briefly with reflection questions. <ul style="list-style-type: none"> • How fast do trends move? • How does it feel to "chase" them? |

Tips for Youth Workers:

Use non-fashion themes if needed.
 Add faster music to increase energy.
 For safety, remind participants not to push.
 Use the debrief to link trends to consumer behaviour and pressure.



ENERGIZER 11. FASHION FOOTPRINT FREEZE

Materials: music, printed cards with roles (e.g., “Factory Worker,” “Influencer,” “CEO,” “Consumer,” “Environment,” “Garment Worker,” “Designer”), open space

STEP-BY-STEP

| | |
|--------|---|
| Step 1 | Give each participant a role card. |
| Step 2 | Play music and ask participants to move freely around the room. |
| Step 3 | When the music stops, call out a scenario (e.g., “Big Sale Day!” or “New Trend Launch!”). |
| Step 4 | Participants must freeze in a pose that shows how their role reacts. |
| Step 5 | Invite 3–4 participants to explain their pose. Repeat with different scenarios. |

Tips for Youth Workers:

Use fewer roles for smaller groups.
Add stronger emotional prompts (e.g., “Factory fire,” “Climate protest”).
For deeper reflection, ask: Who has power? Who has impact?



ENERGIZER 12. SWAP OR DROP?

Materials: 5–10 clothing-related scenario cards, open space

STEP-BY-STEP

| | |
|--------|--|
| Step 1 | Read out a scenario (e.g., “Your favourite influencer promotes a cheap fast fashion brand.”). |
| Step 2 | Participants must choose one side of the room: SWAP (change behaviour) DROP (keep current behaviour) |
| Step 3 | Continue with different scenarios. Example scenarios: <ul style="list-style-type: none"> • “You find a very cheap trendy jacket online.” • “Your friends laugh at second-hand clothes.” • “A sustainable brand is 40% more expensive.” |

Tips for Youth Workers:

Allow participants to move sides after discussion.
Make scenarios more personal or more extreme.
Use anonymous voting if the group is shy.



MODULE 1. Increasing Awareness of Textile Usage & Sustainable

Textile waste is one of the biggest global environmental problems, because clothes are produced, bought and thrown away at a very high speed. According to UNEP's 2025 materials, around 92 million tonnes of textile waste are produced globally every year. At the same time, Textile Exchange reports that global fibre production reached a record 132 million tonnes in 2024, while recycled fibres made up only 7.6% of the market. Even more worrying, less than 1% of the global fibre market came from recycled textiles, which means that most new clothes are still made from new raw materials instead of old textiles.

In Europe, the problem is also clear. The European Environment Agency reported in 2025 that in 2022, one person in the EU consumed on average 19 kg of clothing, footwear and household textiles and generated about 16 kg of textile waste. Most household textile waste was not collected separately, so reuse and recycling were much harder.

This module is important because young people are strongly affected by fast fashion, low prices, online shops, influencers, trends and peer pressure. Many young people buy clothes often, but they may not know what stands behind one T-shirt or hoodie: raw materials, water use, dyeing, transport, working conditions, packaging and waste. Module 1 helps youth workers speak about this topic in a simple and practical way. Participants look at what young people buy, how popular second-hand clothing is, why fast fashion is attractive, and what happens when clothes are no longer used. The aim is not to blame young people, but to help them ask better questions: Do I really need this item? How long will I wear it? Can I repair, swap, borrow or buy second-hand? In this way, awareness becomes the first step towards more responsible clothing habits and small real actions in everyday life.



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ACTIVITY 1. WELCOME CIRCLE AND TEXTILE OBJECT (15 MIN)

Materials: One simple textile item (for example a scarf, T-shirt, small fabric bag), chairs in a circle, name tags if needed.

STEP-BY-STEP

| | |
|--------|---|
| Step 1 | Invite everyone to sit in a circle. |
| Step 2 | Hold the textile item and say your name, your role, and one short sentence about one clothing item you are wearing today, for example where you got it or why you like it. |
| Step 3 | Pass the item to the person next to you. |
| Step 4 | Each person says their name and shares one short clothing story, habit or feeling. It can be a favourite hoodie, a school uniform, clothes from a sibling, or something they got in a second-hand shop. |
| Step 5 | Keep the tone relaxed and warm, thank each person after they share, and avoid comments that could sound like judgment. |
| Step 6 | Close the activity by saying that everyone already has a link to clothes and textiles, so this topic is close to daily life. |

Tips for Youth Workers: modifications of the activity: If the group is shy, give a simple prompt, for example “Say your name and finish the sentence: My favourite thing to wear is...”. For groups with lower language skills, allow answers in one or two words and welcome answers in more than one language. If the group is large, let them talk in pairs first and then share only some stories in the circle. If some young people feel uneasy in a big circle, let them stay seated on the side and join later when they feel ready.



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ACTIVITY 2. SITUATION IN OUR COUNTRY (45 MIN)

Materials: Flipchart paper, markers, sticky notes, pens, tape and, if useful, access to phones for quick fact-checking. The activity can also be done without posters, using only notes and short oral presentations

STEP-BY-STEP

| | |
|--------|--|
| Step 1 | Divide participants into groups. Each group discusses the situation with sustainable fashion in the country. They should focus on what young people usually buy, whether second-hand clothing is popular, what role fast fashion plays, and what the main problems are. |
| Step 2 | Give the groups guiding questions: What is the situation with sustainable fashion in your country? What do young people usually buy? Is second-hand popular? What are the main problems? Ask them to write down only the key points, not long texts. |
| Step 3 | Each group prepares a short presentation of 3-4 minutes. They may use a small poster, notes or a simple mind map. Encourage them to include real examples, such as popular shops, online platforms, local habits, social media trends or common attitudes toward second-hand clothing. |
| Step 4 | After all groups present, lead a short group discussion using the reflection questions: Why are some countries more eco-conscious than others? What affects clothing choices most: price, culture, trends, income, information or availability? |

Tips for Youth Workers:

Encourage participants to use real examples, not only general opinions. Remind them that the aim is not to judge countries, but to understand different situations. Help groups think about both reasons and solutions: what causes the problem and what could be improved. Keep presentations short and focused.



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ACTIVITY 3. WHICH CLOTHING CHOICE IS MORE SUSTAINABLE? (45 MIN)

Materials: 3 sets of clothing cards with different examples for each group

STEP-BY-STEP

| | |
|--------|--|
| Step 1 | Divide participants into small groups and give each group a 3 set of clothing cards (see next page). Ask them to arrange the cards from the most sustainable to the least sustainable choice. Explain that they should discuss each card through three stages: what material it is made from, how it was produced, and how far it may have travelled. |
| Step 2 | In the materials stage , participants think about whether the item is natural, synthetic, recycled, organic, second-hand or upcycled. In the production stage , they discuss quality, working conditions, water and energy use, and whether the item was made to last. In the transportation stage , they think about whether the clothing was made locally, in Europe or far away, and how transport may affect the environment. |
| Step 3 | Give groups 10–15 minutes to rank the cards. After that, each group presents its ranking and explains which choices were easy, which were difficult, and where they disagreed. |
| Step 4 | Discussion questions: What was easy to rank? What was difficult? Did you disagree in the group? Which stage influenced your ranking most: materials, production or transportation? Does a sustainable material always mean a sustainable clothing choice? What matters more: where clothes are made, how they are made, or how long we wear them? |

Tips for Youth Workers:

Keep the focus on discussion, not on the “perfect” order. Ask participants to explain choices using three stages: materials, production and transportation. Encourage different opinions and respectful listening. Avoid judging personal clothing choices. Remind participants that wearing clothes longer, repairing and buying less are also important.





Linen dress
made locally in Lithuania
(natural material,
local production)



Hand-knitted wool sweater
from a local farm



Second-hand jeans



T-shirt made of organic cotton
(produced in Europe)



T-shirt made in the Netherlands
from recycled plastic



Dress by a local designer
(small collection)



Mass-produced cotton T-shirt
from Bangladesh



Sportswear made of synthetic materials
(imported from China)



Fast fashion polyester dress
(cheap, frequently replaced)



Cheap outfit bought for a one-time event
(worn once)



Trend-based clothing item made of mixed materials
(cotton + polyester, hard to recycle)

ACTIVITY 4. WHO IS RESPONSIBLE? (45 MIN)

Materials: flipchart paper, markers, sticky notes or small reflection cards

STEP-BY-STEP

| | |
|--------|--|
| Step 1 | Divide participants into four groups. Give each group one level of responsibility: individual, society, business or government. Ask them to discuss what their level can change in relation to clothing choices, textile waste, working conditions, production and consumption. |
| Step 2 | After 10–15 minutes, each group presents their ideas. The facilitator writes key points on a shared poster or board. Then the whole room discusses how these four levels are connected and why one level alone cannot solve the problem. |
| Step 3 | <p>Reflection: “I am responsible”</p> <p>At the end, each participant writes three short points: what I already do, what I could change, and what is difficult for me. Participants may share their reflections in pairs or with the whole group, but sharing should be voluntary.</p> <p>Questions for discussion:</p> <p>What can I personally change? What should companies do differently? What role does school, community or social media play? What should governments regulate or support? Which changes are realistic? Which changes are difficult and why?</p> |

Tips for Youth Workers:

Keep the discussion balanced and avoid blaming participants for their choices. Some young people may not have many options because of price, availability or family habits. Encourage practical ideas, not perfect answers. The goal is to show that small personal actions matter, but bigger change also needs business, society and government.



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MODULE 2. Digital Tools for Youth Engagement in Sustainability

Digital tools are not only for scrolling, watching videos or following trends. They can also help young people strengthen their voice and speak about the things that matter to them. In 2025, 98% of young people aged 16–29 in the EU used the internet every day, and 89.3% used online social networks, so digital spaces are already a natural part of youth life.

This module helps young people move from being passive users to active creators. They learn how to turn their ideas about sustainability, textile waste, fast fashion or second-hand clothing into short videos, posts, podcasts and digital campaigns. The aim is not to create perfect content, but to help young people say: “This is my opinion. This matters to me. I can share it with others.”

Strengthening youth voice is important because young people are often affected by decisions about the environment, digital life and society, but they are not always included in these discussions. The EU Youth Strategy encourages young people to become active citizens and say what is important to them, while the Council of Europe notes that young people are among the most active users of digital services, yet they are often left out of decisions about digital spaces.

Through video scripts, podcast planning, role-play and group work, participants learn how to build a clear message, choose the right platform, check information, stay safe online and invite others to act. In this way, digital tools become more than entertainment. They become a way for young people to express themselves, support causes they care about, involve their peers and take part in real community change.



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ACTIVITY 1. NEW TOOL PITCH (10 MINS)

Materials: Pens & papers or laptops/tablets

STEP-BY-STEP

| | |
|------------|---|
| Step 1 | Split the group in smaller teams. |
| Step 2 | Give each team 1 sustainability challenge, for example: <ul style="list-style-type: none">• Reduce textile waste• Promote cloth reuse• Plan a cloth swap event• Advocate against fast fashion. |
| Step 3 | Teams have 3 minutes to invent a new digital tool (app, website, social media campaign, game, etc.) to help with their specific challenge. |
| Step 4 | Each team delivers a 30-second lightning pitch including: <ul style="list-style-type: none">• Name of the tool• What it does• Why youth would use it• One fun feature. |
| Step 5 | Either by raising hands or by using Mentimeter, the group votes on their favourite idea. |
| extra step | If there is extra time and laptops/tablets available, the group can then use a digital tool (i.e. Canva) to create the basic design of the new tool. |



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ACTIVITY 2. KEEP IT SAFE (15 MINS)

Materials: Pens & papers or laptops/tablets

STEP-BY-STEP

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| Step 1 | Discuss the following topic: "We all spend a lot of time online, either working, studying, playing, or just scrolling on social media. What can we do to make sure we stay safe - both in terms of cyber-security and of mental health?". |
| Step 2 | <p>Ideas to explore:</p> <ul style="list-style-type: none">• What do you do to keep your passwords safe - especially with all the different platforms we all use?• Personal data protection has been a huge discussion point lately - what do you all do in regards to that?• Have you ever used a VPN - especially when connecting to a public WiFi?• Around how much time do you spend online per day? How much is for work/studying and how much for fun?• Staying online for long periods of time has negative effects on our mental health. Do you have any examples from your personal life that you would like to share?• What can we do to minimize those effects? i.e., do not go on our phone as soon as we wake up <p>(10 mins)</p> |
| Step 3 | Write down the main takeaways of the discussion. (5 mins) |



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ACTIVITY 3. WRITE YOUR VIDEO SCRIPT (30 MIN)

Materials: Pens & papers or laptops/tablets

STEP-BY-STEP

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| Step 1 | <p>Set the mission. Tell participants: “You have 30 minutes to create a script for a short video (30–60 seconds) that could actually make people change something about their environmental behavior.” Give examples of topics:</p> <ul style="list-style-type: none"> • Reducing plastic use • Fast fashion awareness • Food waste • Climate action in daily life • Local environmental issues. <p>(2.5 mins)</p> |
| Step 2 | <p>Define the message: what’s the ONE thing you want people to do or realize? (2.5 mins)</p> |
| Step 3 | <p>Choose the format, i.e.:</p> <ul style="list-style-type: none"> • Mini story (before/after) • Challenge (“I dare you to...”) • Myth-busting • Quick tips (top 3) <p>(2.5 mins)</p> |
| Step 4 | <p>Find the “hook” – something that will grab the audience’s attention in the first seconds of the video, ie. “this habit is killing the planet - and you do it daily.”</p> <p>(2.5 mins)</p> |
| Step 5 | <p>Ask participants to write the body for final script. Focus on text that is meant for speaking, not reading:</p> <ul style="list-style-type: none"> • Use short sentences • Use everyday language • Read it out loud while writing • Cut anything that sounds robotic. |



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ACTIVITY 3. WRITE YOUR VIDEO SCRIPT (30 MIN)

Materials: Pens & papers or laptops/tablets

STEP-BY-STEP

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| | <p>Add pattern interrupts - change something every 3-5 seconds:</p> <ul style="list-style-type: none">• Cut camera angle• Add text on screen• Use a gesture• Switch tone. <p>This keeps viewers watching longer. (5 mins)</p> |
| Step 6 | <p>End with a clear call - to - action, i.e.:</p> <ul style="list-style-type: none">• "Comment one eco habit you're starting today."• "Which one will you try first? Tell me below."• "Drop a 🌱 if you care about the planet."• "What's your biggest sustainability challenge?"• "Tag someone who should see this." <p>(5 mins)</p> |
| Step 8 | <p>Feedback session & finalization. Ask the group to provide comments for the script and review them all together. Discuss what changes should be done and edit the text accordingly. The video script is now ready! (10 mins)</p> |

Tips for Youth Workers: the main issue with this activity is any time restrictions you might have, as it is easy to go overboard. If you are on a tight schedule, try to keep the group on track, i.e. by starting a timer for each step of the activity.



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ACTIVITY 4. SHOOT YOUR VIDEO (30 MIN)

Materials: video script (check Activity 1 of this Module), smartphones, video-shooting equipment (if available)

STEP-BY-STEP

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| intro | If you have video shooting equipment available, have an extra 10 - minute session at the start of the activity, to present the equipment and explain how it works. |
| Step 1 | <p>Ask the group to record the video, using their phones or other available equipment (10 mins).</p> <p>Encourage:</p> <ul style="list-style-type: none"> • natural lighting • clear sound • short, punchy sentences • real emotion or humor. |
| Step 2 | <p>To select how the video will be edited, have a group discussion: what digital tools do you usually use to edit your own videos? Focus on free, easy-to-use online tools. Examples:</p> <ul style="list-style-type: none"> • Adobe Express • CapCut • Canva. <p>Ask the group to vote on the tool they want to use. Then, edit the video. (5 mins)</p> |
| Step 5 | <p>Once the video is complete, watch it together. Ask the group to decide which would be the most suitable platform to post (TikTok, Instagram, YouTube, Blue Sky etc) it and write the caption, the hashtags etc. Be clear and precise - don't overload it with information. (5 mins)</p> |



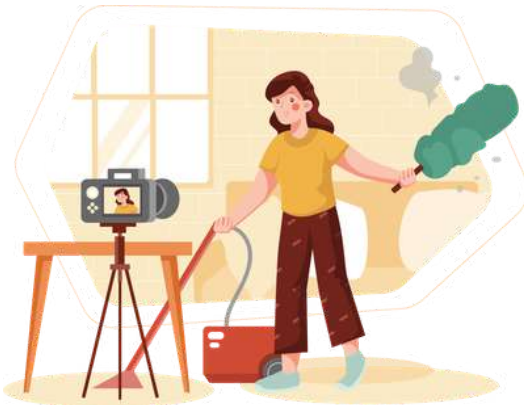
ACTIVITY 4. SHOOT YOUR VIDEO (30 MIN)

Materials: video script (check Activity 1 of this Module), smartphones, video-shooting equipment (if available)

STEP-BY-STEP

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| Step 6 | Group discussion: main takeaways – how can this be translated into real-world action? (10 mins) |
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Tips for Youth Workers: as with the previous activity, it is very easy to go above the time limit here as well, so if you are on a tight schedule try to keep the group on track. You can use a timer and/or give them time “warnings”.



ACTIVITY 5. PLAN YOUR PODCAST (35 MIN)

Materials: pens & papers or laptops/tablets

STEP-BY-STEP

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| Step 1 | <p>Split the group into smaller teams and ask them to have a quick brain-storming session about a topic they would love to talk about in a podcast. The topic should be relevant to sustainable fashion, and their target group should be their youth peers. (5mins)</p> <p>Then, each team quickly presents their idea. (5 mins)</p> |
| Step 2 | <p>Ask participants to vote for their favourite idea, using either hand-raising or Mentimeter (or another relevant digital tool). Now that you have the main topic, ask the (whole) group to come up with the podcast "script":</p> <ul style="list-style-type: none">• the main structure (what sub-topics are they going to discuss?)• the total time and the time they would want to approximately dedicate to each sub-topic• the number of speakers. <p>Tip: organize the text in bullet points (15 mins)</p> |
| Step 3 | <p>Feedback round: read the final script to the group and ask them to provide comments and ideas for any changes. Then finalize the script. (10 mins)</p> |



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ACTIVITY 6. ROLE-PLAY TIME (40 MIN)

Materials: podcast script (check Activity 3 of this Module), pens & papers or laptops/tablets

STEP-BY-STEP

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| intro | If you have podcast-recording equipment available, have an extra 10 - minute session at the start of the activity, to present the equipment and explain how it works. |
| Step 1 | <p>Discuss the following topic: “what digital tools and what equipment would you use to record your podcast?”</p> <p>Discussion point ideas:</p> <ul style="list-style-type: none"> • easy to use and free tools (i.e. Audacity, OBS) • necessary equipment (i.e. XLR console, microphone, PC) • does anyone have experience with recording podcasts? <p>(10 mins)</p> |
| Step 2 | <p>Role-play time: POV (point of view).</p> <p>Ask participants to stand to the left, to the center, or to the right of the room according to what role they prefer: left: the hosts, center: the guests, right: the listeners.</p> <p>Split the 3 groups and ask them to prepare to record their podcast (following the script produced in Activity 3). Each group has to prepare for their specific role. For the role-play, the length of the podcast should be 10 minutes.</p> <ul style="list-style-type: none"> • Hosts: main points, guiding the discussion, keeping the timetable • Guests: responding to the questions • Listeners: what do they expect to hear? (list) <p>(10 mins)</p> |
| Step 3 | And... action! |



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ACTIVITY 6. ROLE-PLAY TIME (30 MIN)

Materials: podcast script (check Activity 3 of this Module), pens & papers or laptops/tablets

STEP-BY-STEP

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| | <p>Now it is time to act out the “podcast recording”. Let the hosts run the “recording”, with the guests joining the discussion, while the listeners observe and take notes. (10 mins)</p> |
| Step 4 | <p>In the end, the listeners present their notes. What did they like? What could be improved? Have a discussion with all participants and find practical solutions. (10 mins)</p> |

Tips for Youth Workers: do not force participants to get an active role in the role-play activity. They can still help their group in the preparation phase and in the final discussion.



MODULE 3. Building the SHIF Community

What is community building?

Community building is the process of bringing people together to create a shared sense of belonging, trust, and responsibility. In youth work, it focuses on empowering young people to actively shape their social environment, support one another, and work collectively towards common goals. A strong community does not appear automatically, it is built intentionally through participation, dialogue, and shared experiences.

At its core, community building is about relationships. It involves creating safe and inclusive spaces where diverse voices are heard, differences are respected, and cooperation is encouraged. Effective community building strengthens social cohesion, increases civic engagement, and helps young people develop confidence, leadership skills, and a sense of ownership over their community.

Community building is a shared responsibility involving several key actors:

Community building is a shared responsibility involving several key actors:

- Young people - the central drivers of the community. Their ideas, energy, and initiative shape the community's values, activities, and direction.
- Youth workers and facilitators - guide the process by creating safe frameworks, encouraging participation, and ensuring inclusion and well-being.
- Community leaders and peer mentors - motivate others, support newcomers, and help sustain engagement over time.
- Organisations and institutions - NGOs, schools, and local authorities that provide resources, legitimacy, and structural support.
- Partners and networks - local and international actors who contribute expertise, inspiration, and opportunities for cooperation.

When these actors work together, community building becomes a powerful tool for social change, enabling youth-led, inclusive, and sustainable communities.



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Tips for building a community from zero

Building a community from scratch can feel challenging, but focusing on a few core principles makes the process manageable and effective:

1. Start with people, not structures: focus first on relationships and trust before rules, roles, or formal frameworks. Communities grow through connection.
2. Create a clear shared purpose: define why the community exists and what unites its members. A simple, inspiring goal helps people feel motivated and involved.
3. Ensure safe and inclusive spaces: establish clear values of respect, openness, and non-judgment. Inclusion should be intentional, especially for marginalised or less confident youth.
4. Encourage participation from the beginning: involve members in decision-making early on. Even small choices like activities, names, rules, this will help to build ownership and responsibility.
5. Start small and grow gradually: begin with manageable activities and realistic expectations. Consistency matters more than scale in the early stages.
6. Use shared experiences to build bonds: interactive activities, teamwork challenges, and informal moments are essential for building trust and group identity.
7. Promote shared leadership: avoid one-person control. Rotate roles, encourage peer facilitation, and recognise different strengths within the group.
8. Communicate clearly and regularly: transparent communication helps prevent misunderstandings and builds trust, both in face-to-face and digital communities.
9. Celebrate progress and contributions: acknowledge efforts, milestones, and successes, even small ones to maintain motivation and positive energy.
10. Stay flexible and responsive: communities evolve, be open to feedback, adapt to changing needs, and allow the community to shape its own future.



ACTIVITY 1. COMMUNITY DNA MAPPING

Materials: Flipchart paper, markers, sticky notes, tape or wall space.

STEP-BY-STEP

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| <p>Step 1</p> | <p>Introduction - What Is Community DNA? (5 minutes)</p> <p>Start by explaining that, just like people, communities have a DNA - a combination of values, behaviours, and rules that shape how people interact.</p> <p>Every strong youth community has its own DNA. It defines how people feel inside the group, how decisions are made, and whether everyone feels welcome and safe. Explain that participants will now identify the core elements of a healthy, inclusive youth community, both offline and online. Draw three DNA strands linked in a spiral shape, like a twisted ladder.</p> |
| <p>Step 2</p> | <p>Small group discussion and idea generation (15-20 minutes) Divide participants into small groups of 4-6 people. Give each group sticky notes and markers.</p> <p>Ask them to discuss the following guiding questions and ask to write them on a flipchart or slide:</p> <ul style="list-style-type: none">• What values should guide a youth community?• What behaviours help people feel safe and motivated?• What roles are important in a community?• What communication rules are needed (offline & online)?• How can we ensure inclusion and participation of everyone? <p>Instruct groups to:</p> <ul style="list-style-type: none">• Write one idea per sticky note• Use short words or phrases• Produce as many ideas as possible, no judging at this stage, just brainstorming <p>Facilitator/s move between groups, offering support and clarifying questions if needed.</p> |



Module 3: Building the SHIFT Community (Face-to-Face and Virtual)

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| Step 3 | <p>Sharing & clustering (10 minutes) Bring everyone back together. Ask each group to come to the flipchart and briefly present their ideas, placing their sticky notes on the wall. As groups present, facilitate clustering:</p> <ul style="list-style-type: none">• Group similar ideas together• Ask the group for help deciding where notes belong• Name each cluster clearly <p>Encourage participants to notice common patterns across groups.</p> |
| Step 4 | <p>Agreeing on core principles - building community DNA (5 minutes) Once clustering is complete, guide the group to select 6-8 core principles in each category that best represent their shared vision of a healthy youth community. You can ask:</p> <ul style="list-style-type: none">• Which principles feel essential for everyone?• Which ones would we not want to lose?• Which apply both offline and online? <p>Circle or highlight the final principles and title the flipchart: as SHIFT Community DNA Explain that this DNA will:</p> <ul style="list-style-type: none">• Guide behaviour during the programme• Serve as a reference during conflicts or challenges• Be used in later modules and activities |

Tips for Youth Workers: If participants struggle to start, give examples such as trust, safety, fun, or shared responsibility. For online groups and to make the workshop more eco-friendly, use a shared digital board (Miro, Jamboard, Padlet). For groups with low confidence, allow them to first think individually before sharing in groups.



ACTIVITY 2. HUMAN BINGO

Materials: Pre prepared human bingo sheets printed out or digital, pen or marker

STEP-BY-STEP

Step 1

Give each participant a Human Bingo sheet with statements such as: has participated in a youth exchange; Is active in an online community; cares about sustainability; feels confident speaking in a group. Participants move around the room and find people, get to know each other and try to find people who match different statements, writing their names in the boxes. The goal is to complete a row or the whole sheet (diffends how hard and interactive you want to make an activity). After the activity, gather participants and briefly reflect on similarities and diversity within the group.

Tips for Youth Workers: For online groups, use breakout rooms and ask participants to write names in a shared document or chat. Adapt statements to the group's background and sensitivities.



ACTIVITY 3. COMMUNITY BUILDERS VS. COMMUNITY BREAKERS

Materials: Printed scenario cards, role cards or digital ones, flipchart paper, markers.

STEP-BY-STEP

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| Step 1 | <p>Introduction (5-10 minutes)</p> <p>Explain to participants that communities can grow stronger or weaker depending on how challenges are handled. Introduce the concepts of:</p> <ul style="list-style-type: none">• Community breakers - behaviours or situations that weaken trust, participation, or inclusion.• Community builders - actions that restore dialogue, safety, and cooperation. <p>Emphasise that this is a learning exercise, not a judgment of real people.</p> |
| Step 2 | <p>Group work and first role play - Community Breakers (20-30 minutes)</p> <p>Divide participants into small groups of 4-6 people. Give each group one scenario card describing a realistic youth community challenge.</p> <p>Ask them to:</p> <ol style="list-style-type: none">1. Read the scenario together.2. Assign roles3. Act out the situation showing how the problem escalates or remains unresolved. <p>The role-play should be short, about 3-5 minutes per group.</p> <p>Example of scenarios and roles</p> <p>Scenario 1: The silent group</p> <p>Situation: In a youth group, the same 2-3 people always speak and make decisions. Others feel ignored and stop participating.</p> <p>Roles:</p> <ul style="list-style-type: none">• Dominant speaker• Quiet participant• Facilitator who avoids intervention• Observer (community member) |



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| <p>Step 2</p> | <p>Scenario 2: Online conflict Situation: A disagreement in a group chat turns into personal attacks. Some members leave the group without saying anything. Roles:</p> <ul style="list-style-type: none"> • Person posting aggressive messages • Person being targeted • Silent bystander • Group admin who is unsure how to react <p>Scenario 3: Exclusion of new members Situation: New participants join a youth activity but feel excluded because the group uses inside jokes and informal rules. Roles:</p> <ul style="list-style-type: none"> • Long-term group member • New participant • Informal leader • Neutral observer |
| <p>Step 3</p> | <p>Second Role Play - Community Builders (20-30 minutes) Ask the same groups to replay the same scenario, but this time:</p> <ul style="list-style-type: none"> • Participants can change roles • Anyone can pause the scene and step in as a community builder. <p>Community builders introduce positive actions such as:</p> <ul style="list-style-type: none"> • Active listening • Setting clear rules • Encouraging quieter voices • Addressing conflict respectfully <p>Encourage creativity and experimentation.</p> |
| <p>Step 4</p> | <p>Reflection and debrief (10 minutes) Bring everyone back together. Use a flipchart and guide reflection with questions such as:</p> <ul style="list-style-type: none"> • What made the situation worse in the first role play? • What actions helped improve the situation? • Which community-building behaviours can we use in real life? • How does this apply to both offline and online communities? <p>Summarise key community-building principles identified by the group.</p> |



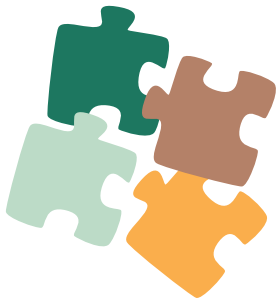
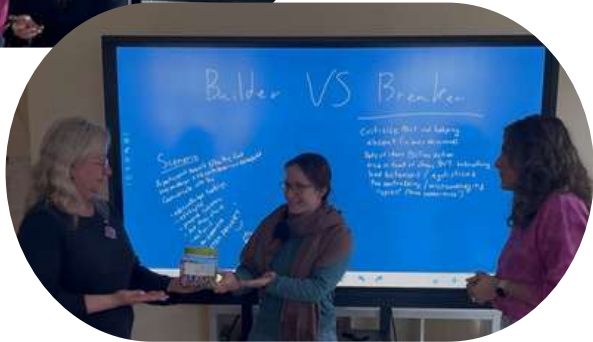
Tips for Youth Workers: If role-play feels uncomfortable, allow groups to describe actions instead of acting them out.

For sensitive or trauma-informed groups, avoid aggressive language in scenarios and focus on mild conflicts.

For online settings, use breakout rooms and ask groups to verbally describe scenes or act them out on camera voluntarily.

For mixed-experience groups, assign the role of observer to participants who prefer not to perform.

Optional extension: ask groups to write one community builder rule inspired by the activity and add it to the SHIFT Community Charter.



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ACTIVITY 4. SHIFT COLLABORATION SPRINT

Materials: Timer, flipchart paper, markers, challenge cards

STEP-BY-STEP

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| Step 1 | <p>Introduction - Why collaboration matters (5 minutes)</p> <p>Explain that strong youth communities rely on collaboration, trust, and shared responsibility, especially when time and resources are limited.</p> <p>In real youth work, we often have little time, different opinions, and limited resources. This activity simulates that reality and helps us practice working together."</p> |
| Step 2 | <p>Team formation and challenge assignment (5 minutes)</p> <p>Divide participants into mixed teams of 4-6 people (mix backgrounds, experience, and personalities).</p> <p>Give each team a small, realistic challenge, for example:</p> <ul style="list-style-type: none"> • Plan a 90-minute youth community meeting • Design a simple online campaign on youth participation • Organise a small eco-action in the neighbourhood • Create an activity to engage new community members <p>Explain the rules:</p> <ul style="list-style-type: none"> • Time is limited • Everyone must contribute • Focus on clarity, not perfection |
| Step 3 | <p>Collaboration sprint (15 minutes)</p> <p>Start the timer. Teams work together to create a simple, clear plan including:</p> <ul style="list-style-type: none"> • Goal of the activity • Target group • 2-3 main steps • One person responsible per step <p>Trainers circulate to observe teamwork dynamics, communication styles, and leadership.</p> |



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| Step 4 | <p>Presentations and reflection (5 minutes)</p> <p>Each team presents their idea in 1-2 minutes.</p> <p>Guide a short reflection:</p> <ul style="list-style-type: none">• What helped your team work well?• What was challenging?• How did you make decisions quickly? <p>Emphasise learning from the process, not the final product.</p> |
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Tips for Youth Workers:

- Reduce time pressure for anxious groups.
- For online settings, use breakout rooms and shared documents.
- Assign a “timekeeper” role to support structure.
- Encourage quieter participants to take defined roles



ACTIVITY 5. YOUTH POWER SCENARIO GAME

Materials: Scenario cards, flipchart paper, markers.

STEP-BY-STEP

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| Step 1 | Introduction - Youth power in practice (5 minutes) Explain that youth participation is not automatic, that it must be built intentionally through trust, inclusion, and meaningful roles. |
| Step 2 | Problem mapping (10 minutes) Participants as a team together brainstorm about the future of the community and what kind of challenges or problems it can face in future. After brainstorming choose 3-5 the most realistic problems |
| Step 3 | Scenario analysis (15-20 minutes) Divide participants into groups and give each a realistic scenario from the previous discussions, for example: <ul style="list-style-type: none"> • Young people stop attending meetings • Marginalised youth feel unheard • Online participation is very low • Conflict between participants which broke community in two teams Groups analyse: <ul style="list-style-type: none"> • What is the root problem? • Who is affected? • What values are missing? |
| Step 4 | Solution Design (10-15 minutes) Groups design community-based solutions, including: <ul style="list-style-type: none"> • Concrete actions • Roles for young people and each member of community • Offline & online elements • SWOT analysis |



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| Step 5 | <p>Presentation and discussion (10-15 minutes)</p> <p>Groups present solutions. Facilitate discussion on feasibility, impact, and sustainability.</p> |
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Tips for Youth Workers:

- Adapt scenarios to local realities, the problems that a given community can face in future.
- Avoid sensitive political topics if the group is not ready.
- For online sessions, use shared documents or slides or tools like Mentimetri, Padlet or Miro.



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ACTIVITY 6. ECO COMMUNITY LAB

Materials: Flipchart paper, markers, sticky notes, voting card.

STEP-BY-STEP

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| Step 1 | Introduction - Eco community (5-10 minutes) Ask the questions: What associations do you have when you hear about the eco community? What are the key characteristics of a sustainable and eco-friendly youth community? |
| Step 2 | Good practices research (10-15 minutes) Divide participants in small groups of 4-6 people and give them tasks to research communities and businesses and the eco practices implemented by them in different countries. Each team should research two different countries and use flipchart or digital tools to present given practices. |
| Step 3 | Presentation of outcomes (10-15 minutes) Each team presents outcomes of their research. |
| Step 4 | Eco policy and strategy creation (20-25 minutes) Facilitate discussion on different practices presented by each team, their pros and cons and how realistic it is for your community to adopt them. Categorise practices according to priorities and then vote on adoption of each of them. Finalising discussion with the list of selected practices. |
| Step 5 | Action planning (15-20 minutes) Divide participants in mix groups, match practices to groups and give them task to create action plan on implementing given practices within our community and risk analysis |
| Step 6 | Agreement signing (5-10 minutes) After each team presents their action plans again, organize voting for adoption of the action plans and ask participants to sign each action plan as an agreement of their implementation. |



Tips for Youth Workers:

- For groups with low prior knowledge on sustainability: Provide 2-3 simple examples of eco communities or businesses at the beginning (e.g. zero-waste cafés, youth eco hubs, energy-saving schools) to support understanding and reduce anxiety.
- For younger participants or limited time: Reduce the number of countries researched to one per group and focus on 2-3 concrete practices rather than broad strategies.
- For participants with language barriers: Allow the use of visuals, symbols, drawings, or keywords instead of full written descriptions. Pair participants strategically to ensure mutual support.
- For online or hybrid settings: Replace flipcharts with shared digital boards (Miro, Padlet, Google Slides). Use breakout rooms and provide clear written instructions in advance.
- For groups with strong opinions or dominance dynamics: Use structured facilitation techniques (rounds, time limits, voting with stickers) to ensure equal participation and prevent monopolisation of discussion.
- For communities with limited resources: Emphasise low-cost and behavioural practices (waste reduction, shared transport, digital meetings) rather than infrastructure-heavy solutions.
- For action planning (Step 5): Encourage realistic planning by asking groups to identify one quick win action and one long-term goal. Support risk analysis by prompting questions such as what could stop us? and what support do we need?
- For agreement signing (Step 6): Make participation voluntary and symbolic. Explain that signing represents commitment, not obligation. For online groups, use digital signatures, names in chat, or reaction icons.
- Documentation & follow-up: Take photos or save digital copies of selected practices and signed action plans. Use them in future sessions to track progress and maintain accountability.



ACTIVITY 7. TRUST TOWER CHALLENGE

Materials: Flipchart paper, markers, sticky notes, voting card.

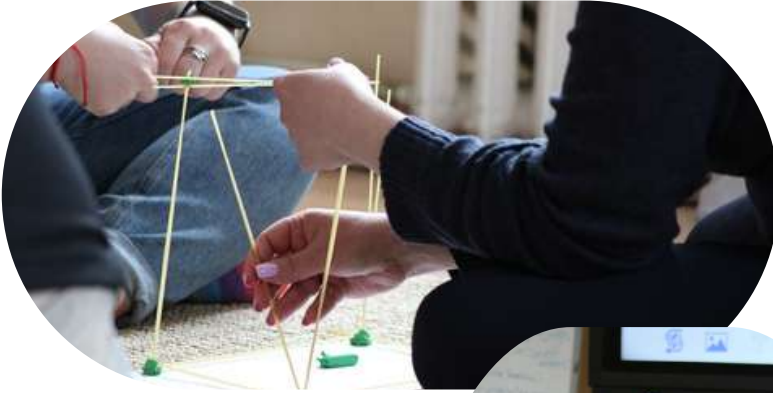
STEP-BY-STEP

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| Step 1 | <p>Introduction (5 minutes)</p> <p>Explain that the activity focuses on trust, cooperation, and collective decision-making. Emphasise that the goal is teamwork, not competition.</p> |
| Step 2 | <p>Group formation (5-10 minutes)</p> <p>Divide participants into small teams of 4-6 people using interactive energisers. Provide each team with the same set of materials.</p> |
| Step 3 | <p>Challenge briefing (2 minutes)</p> <p>Explain the task: each team must build the tallest free-standing tower using only the provided materials but you can't communicate verbally and speak between each other.</p> <p>Key rule: no one may work alone, every action must be agreed upon by the group.</p> |
| Step 4 | <p>Construction phase (15 minutes)</p> <p>Start the timer and allow teams to plan and build their towers. Observe group dynamics, communication styles, leadership, and problem-solving approaches.</p> |
| Step 5 | <p>Observation and measurement (5 minutes)</p> <p>When time is up, measure each tower. Avoid framing the outcome as winning or losing; focus on the process.</p> |
| Step 6 | <p>Reflection and debrief (5-10 minutes)</p> <p>Facilitate a group discussion using guiding questions:</p> <ul style="list-style-type: none">• How did your team make decisions?• What helped or hindered cooperation?• When did trust play an important role?• How does this reflect real community-building situations? |



Tips for Youth Workers:

- If time is limited, reduce the building phase to 10 minutes.
- For eco-focused groups, replace materials with recycled items and include a short reflection on sustainability and resource use.



REFLECTION ACTIVITY 1. WHAT WILL SHIFT IN ME?

Materials: Sticky notes or small pieces of paper, pens, flipchart or wall space

STEP-BY-STEP

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| Step 1 | Introduce the question: “What will shift in you after today?” |
| Step 2 | Explain that the shift can be: <ul style="list-style-type: none">• A habit• A mindset• A career idea• A conversation they want to have |
| Step 3 | Give participants 3–5 minutes to reflect individually and write their answer. |
| Step 4 | Invite volunteers to share their “shift” with the group. |
| Step 5 | Collect all notes on a wall under the title “Our SHIFT.” |
| Step 6 | Optionally, read a few aloud to close the session. |

Tips for Youth Workers:

Play soft background music during reflection.

Make sharing optional to respect comfort levels.

Turn it into a commitment wall for the whole project.

Revisit the wall at the end of the Erasmus+ training to see what truly shifted.



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REFLECTION ACTIVITY 2. THE INVISIBLE THREAD

Materials: One ball of yarn or string

STEP-BY-STEP

| | |
|--------|--|
| Step 1 | Ask participants to stand in a circle. |
| Step 2 | One participant holds the ball of yarn and shares something meaningful from the day (a learning, feeling, or reflection). |
| Step 3 | While holding the end of the thread, they throw the ball to someone else across the circle. |
| Step 4 | The next person shares their reflection and throws the yarn to another participant, keeping hold of their part. |
| Step 5 | Continue until everyone has spoken and a web has formed. At the end, say: "Just like this web, our choices and actions are connected." |
| Step 6 | Optional: gently pull the thread to show how movement affects everyone. |

Tips for Youth Workers:

Use it as a daily reflection or final closing activity.

If the group is large, limit sharing to one short sentence.

Add a specific prompt (e.g., "One thing I will change...").

For emotional groups, allow a short moment of silence at the end.



REFLECTION ACTIVITY 3. HEAD - HEART - HANDS

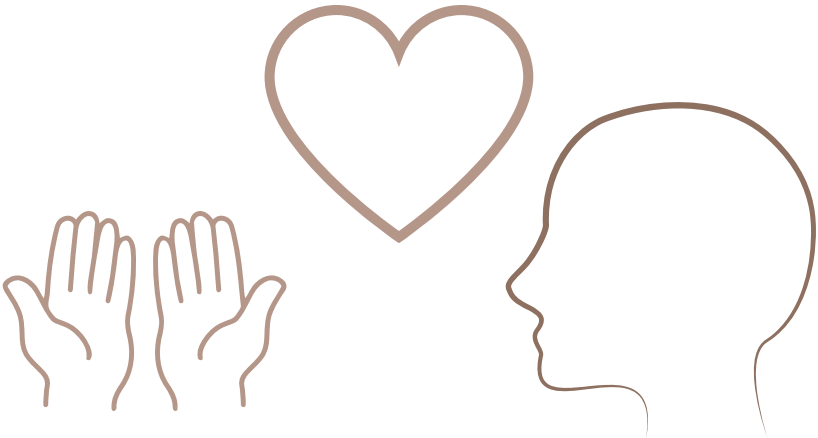
Materials: Flipchart divided into three sections, sticky notes, pens
Or use Padlet to make it more sustainable

STEP-BY-STEP

| | |
|--------|--|
| Step 1 | Draw three columns: <ul style="list-style-type: none">• Head (What I learned)• Heart (What I felt)• Hands (What I will do) |
| Step 2 | Ask participants to write one note for each category. They place notes in the correct column. |
| Step 3 | Read a few examples aloud and briefly reflect together. |

Tips for Youth Workers:

Use different coloured sticky notes for each category.
Do it in small groups first, then plenary.
At the end of the project, compare first-day vs. last-day reflections.



REFLECTION ACTIVITY 4. PAINT IT (COLOURFUL)

Materials: papers, colourful markers

STEP-BY-STEP

| | |
|--------|--|
| Step 1 | Ask the participants to draw their main takeaway from the activities, without using any text. (5 mins) |
| Step 2 | Collect the drawings and present them 1 by 1 to the group. The participants try to guess whose drawing it is, and what it represents. (10 mins) |
| Step 3 | Discuss the main takeaways with the group. (5 mins) |

Tips for Youth Workers:

do not force participants to give back their drawing to you, if they do not feel comfortable doing so.

Do not make everyone speak during the discussion, but gently encourage participation.



REFLECTION EXERCISE 5. STRENGTHEN YOUR VOICE

Materials: pens, papers, colourful markers or laptops/tablets

STEP-BY-STEP

| | |
|--------|--|
| Step 1 | Split the participants into smaller groups and ask them to discuss the following topic: how can you use what you learned today to make marginalized youth feel heard and included in local sustainability actions? Ask them to focus on practical ideas that are relevant to their community and neighbourhood. They have to be precise: what exactly they will do? What would a timeline look like? What resources would they need to make it happen? (10 mins) |
| Step 2 | Ask all groups to present their ideas . In the end, all the participants vote for their favourite idea. (20 mins) |
| Step 3 | Now discuss the idea the participants voted for: how can it be actually implemented? Find volunteers, decide on their role, and help them stay in touch and overall provide them the support they need to make this idea happen in real life. Don't forget to contact the SHIFT team for extra help! (15mins) |

Tips for Youth Workers: do not force participants to volunteer for the implementation of the idea. Provide a support structure, but also be clear about what kind of help you can offer, as well as your availability. The event should mainly be organized from the youth themselves.



REFLECTION EXERCISE 6. 5 REASONS WHY

Materials: papers, pens, pencils

STEP-BY-STEP

| | |
|--------|---|
| Step 1 | Ask the participants to write down why the activities were important/helpful to them. |
| Step 2 | Then ask “why” to the answer they gave and repeat 3 more times. |
| Step 3 | With this exercise, they will get to the essence of the activities and will pinpoint specific and practical reasons the workshop helped them and inspired them. |
| Step 4 | Collect the answers and discuss them with the group. |

Tips for Youth Workers:

Do not force the participants to get as deep as you would like – they can keep the conversation as light and funny as they prefer. This reflection exercise focuses on the positives, but do not force them to share good “reviews”.



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REFLECTION EXERCISE 7. MEMORY STICK

Materials: wooden sticks, thread or yarn, scissors, small paper cards, pens, and optional natural or recycled materials.

STEP-BY-STEP

| | |
|--------|---|
| Step 1 | At the beginning, each participant receives one wooden stick. Explain that this stick will be used during the whole session or day as a personal reflection tool. |
| Step 2 | Tell participants that after each activity they will choose one small object or write a short message on paper. This object or message should show what they learned, felt, noticed or want to remember. |
| Step 3 | After every activity, give participants a few minutes to think. Then they choose an object or write a short note and tie it to their stick with thread. |
| Step 4 | Encourage them to choose something that has meaning for them. For example, a leaf can mean calmness, a flower can mean growth, and a written word can show an important idea. |
| Step 5 | At the end, ask participants to sit in a circle. Each participant presents their stick and explains what they have added to it. Participants describe what each object means, which activity was most important for them and what they will remember from the session. Thank participants for sharing. Remind them that their stick is a personal memory of the day and of their learning. |

Tips for Youth Workers:

Explain clearly that there are no right or wrong choices. Participants should choose objects that are meaningful to them. Give enough time for quiet reflection, but do not force anyone to share very personal thoughts. This activity works well as a calm closing activity after a full day of learning.



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Textale / Looptex. A Lithuanian initiative working with textile circularity, reuse and responsible clothing habits. Textale started as a social and environmental project focused on giving textiles a longer life, while Looptex is developing a wider circular fashion system for donation, resale, repair and upcycling. Their work connects people, businesses and textile waste solutions, showing that old clothes can become part of a smarter fashion cycle instead of ending up as waste.

<https://textale.lt/>

Vinted. A Lithuanian-born second-hand fashion platform that made pre-loved clothing easy, normal and attractive for millions of people. Founded in Vilnius, Vinted connects people who want to sell, buy or exchange clothes that still have value. In this way, the platform helps extend the life of garments and supports a more responsible way of refreshing a wardrobe.

<https://www.vinted.com/>

Olesia Goes Upcycling. A Kaunas-based designer working with used clothes and creative redesign. Olesia takes garments that might be forgotten, damaged or no longer worn and turns them into new, wearable pieces. Her work is expressive, playful and very personal, showing that upcycling can be not only sustainable, but also stylish and full of character.

<https://www.facebook.com/OlesiaGoesUpcycling>

Dressedherring. A vintage and second-hand fashion project created by Augustė Barbora Budrienė. She searches for unique clothing pieces in second-hand shops, brings them back to attention and helps people see vintage fashion as something valuable, special and long-lasting. Dressedherring is not only about selling clothes, but also about changing the way people look at second-hand fashion and personal style.

<https://dressedherring.com/>

Mes2. A Lithuanian social business created by two organisations, VŠĮ „Būk su manimi“ and VŠĮ „Dirbinyčia“. In their workshop, new home products are made from reused textile and other secondary materials. Their vision is nature without textile waste, so they work to keep clothes, shoes, home textile and accessories away from general waste containers. Mes2 also brings together volunteers and local people, showing how old textile can become shopping bags, aprons, gift bags, cloths, rugs and other useful items. <https://mes2.lt/>



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Vinted. The platform for re-selling the second hand or used clothes online, where individuals can post and resell or buy

<https://www.vinted.lv/>

ZĪLE is a Latvian fashion brand striving for a more sustainable future through the concept of upcycling. The label's main resource materials are denim trousers, men's shirts and fantasy. They produce and give second life to reuse denim and create new clothes.

<https://zile-zile.com/>

Treimane Studio. Unconventional textures and combinations and a dialogue between materials. Aleksandra Treimane is a young designer working in upcycling and zero-waste directions. After studying in the UK, she created her own design studio here in Riga with a global goal to change the attitude towards the consumption of clothing, in many ways.

As an upcycling designer, Aleksandra makes new clothes from the once-used but still very beautiful clothes (vintage, second-hand), so they don't unreasonably go to waste. Her designs are bright, catchy, bold.

<https://neighborhood.lv/en/more-than-just-design-upcycling-in-latvia/>

OTRA ELPA. People donate clothes, books, toys, home items, and accessories in good condition. The items are sorted and sold in their shops or donated to people in need.

Profits from sales are used to support charity projects, including health and social initiatives such as the Children's Hospital Foundation.

By reusing donated goods, Otrā Elpa reduces waste and promotes sustainable consumption.

<https://www.otraelpa.lv/>

Eco Baltia vide. Services of the environmental management company LLC "Eco Baltia vide" are available to every resident and company in Latvia. The company provides the widest range of environmental management services – collection of household and sorted waste, management of used packaging, construction waste and bulky waste management, cleaning of premises and territories, and different seasonal services.

<https://www.ecobaltiavide.lv/en/>



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AJ Power is one of the leading private equity groups in Latvia, specializing in the energy and waste management sectors

<https://ajpower.lv/en/about-us/>

Free Riga is an organisation promoting the temporary use of vacant and underused buildings across the city of Riga. Founded in 2013, Free Riga gained exposure through a highly successful campaign to make visible the hundreds of empty buildings that suffered from decades of neglect. Since then, the organisation has operated as a platform to help the owners of vacant properties by opening their buildings to potential users, thus bringing cultural life in different parts of Riga. One of the direction they are working is reusing the textile for renovating old buildings and also allocate space for clothe exchange platforms

<https://cooperativecity.org/free-riga-a-platform-for-temporary-use/>

Young Folks LV operated a support point at the bus station where refugees from Ukraine could receive clothes, household items, and small electronic devices donated by young people and local citizens. The initiative provided practical support to refugees while also contributing to the reuse of textiles, electronic equipment, and other donated goods.



Oratia. An organic underwear shop, reusing cloth scraps. Oratia was born from the shared vision of two young individuals committed to advancing environmental sustainability for future generations. They hold a deep commitment to crafting products that not only stand the test of time but also seamlessly integrate into everyday life. Their investment extends beyond quality materials to quality craftsmanship, all while maintaining a strong emphasis on simplicity and functionality in design.

In an era where sustainability and mindful consumption are paramount, Oratia stands as the epitome of eco-friendly fashion. Established in 2021, our brand swiftly gained recognition for its comfortable, high-quality underwear and more, all without compromising on our core values. Oratia is more than just a brand; it's a pledge to a better world, where comfort, quality, and sustainability coexist in perfect harmony.

<https://oratiashop.com/>

Fabric Republic is an innovative and comprehensive clothing management system that focuses on today's social needs, sustainability and sustainable development. Their goal is the optimization and modernization of cyclical management of excess clothing and their vision is the collective development of social and ecological consciousness for a Zero Waste reality. They collect, clean, and reuse/donate or upcycle clothing.

<https://fabricrepublic.gr/>

Fashion Revolution. The Greek department of the international initiative Fashion Revolution. It was founded by Carry Somers and Orsola de Castro in the wake of the Rana Plaza disaster in 2013. It has grown to become the world's largest fashion activism movement, mobilising citizens, brands and policymakers through research, education and advocacy.

It consists of designers, academics, writers, business leaders, policymakers, brands, retailers, marketers, producers, makers, workers and fashion lovers.

They raise awareness, provide a platform for enhanced visibility, and advocate for policy change.

<https://greece.fashionrevolution.org/gr/>



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RECYCOM, founded in 2012, is the first Greek company to implement an organized and professional system for the integrated management of used clothing and footwear. Its aim is to support a clean, healthy and sustainable environment while contributing to the Greek economy through investment and the creation of green jobs. The company's main activity is the collection, management and export of used clothing and footwear to recycling factories, as Greece does not yet have a clothing recycling center.

In cooperation with citizens, producers, supermarkets, charities, NGOs, local authorities and public organizations, RECYCOM collects items that would otherwise end up in landfills and brings them back into use. Through its stylish purple recycling bins placed across Greece, the company promotes a stronger recycling culture.

With proper management, only 2% of collected clothes end up as waste, while the rest are reused or recycled. Clothes unsuitable for reuse can be turned into cleaning cloths, work uniforms, insulation materials, car seat stuffing and other products.

RECYCOM holds the necessary permits and insurance for collecting and transporting non-hazardous solid waste, is registered in the Electronic Waste Register, and is certified under ISO 9001:2015, ISO 14001:2015 and ISO 45001:2018.

<https://www.recycom.gr/>

MiaZo is a multi-space that operates in terms of ethical, social and solidarity economy, promoting a cultural change in the face of the phenomenon of climate change. Its operation is based on the support and participation of the local community. The basic principle is saving resources and goods. It operates as a multi-space where anyone can donate, search, procure, and participate with the aim of saving resources and goods. The donated items (clothes, household items and more) can be re-donated, re-sold, repaired, upcycled, or recycled.

"MiaZo" stands for "Another Life" (Mia Alli Zoi) in Greek, which is both their name and their motto – giving discarded items another life.

<https://miazo.gr/>



A green event is a chance to bring people together and try sustainable habits in real life. The main idea is simple: waste less, reuse more and show that small choices can make a real difference. Start with one clear message: swap clothes, repair before throwing away, buy less, reuse what you have, or choose second-hand.

Choose the place carefully. Pick a location that means less travel for most participants or is easy to reach by bus, train, bike or walking. Before the event, share simple travel tips and invite participants to come together if they can. A green event is easier to join when the place is close, safe and accessible for the group.

Use less new stuff. Before buying materials, check what you already have. Ask friends, schools, youth centres or local groups if they can lend items. Old fabric, cardboard, jars, boxes, magazines and second-hand clothes can be great for creative tasks. Avoid single-use decorations, plastic gifts and too many printed papers. If you need to print something, print only what is needed and use both sides.

Make food and drinks part of the green message. Ask people to bring their own bottle or cup. Offer tap water if possible. Choose simple local snacks, seasonal food and vegetarian options. Try to avoid small plastic packages. If there is food left after the event, plan how it can be shared instead of thrown away.

Think about waste before the event starts. Put clear signs for different bins, such as paper, plastic, glass, food waste and mixed waste, depending on local rules. At the beginning, explain where everything goes in a friendly way. If someone makes a mistake, do not make them feel bad. Use it as a quick learning moment.

Let young people be part of the event, not only guests. They can welcome others, help with a clothes swap, take photos, make short social media posts, lead a small game or help sort waste. When young people have real roles, the event feels more active and more connected to them.

After the event, ask what people liked, what was difficult and what they would change next time. Count simple results, such as people joined, clothes swapped or materials reused. This helps show that small events can lead to real change.



CONCLUSIONS AND RECOMMENDATIONS

The SHIFT Methodology was created to help youth workers speak with young people about sustainable fashion in a practical, open and creative way. It brings together energizers, group activities, digital tasks, reflection exercises and good practice examples that can be adapted to different groups, ages and local contexts. The publication shows that sustainability can start from simple daily choices: a favourite hoodie, a second-hand item, a repaired piece of clothing, a short video, a podcast idea or a clothes swap.

One of the main messages of this methodology is that young people should not only learn about textile waste and sustainable fashion. They should also have space to speak, create and act. When young people are invited to share their views, build messages, work in teams and use digital tools, they strengthen their voice and begin to see themselves not only as consumers, but also as people who can inspire change in their schools, youth centres, online spaces and local communities.

Youth workers are encouraged to use the activities flexibly and keep the tone positive and supportive. Sustainable fashion should not be presented as guilt or pressure, because clothing choices are often shaped by price, trends, family habits, access and social media. The role of the youth worker is to ask questions, listen, support young people and help them find realistic steps that fit their lives.

The methodology also highlights the value of learning together. Many young people may feel that their personal choices are too small to matter, but group activities can help them see that small actions become stronger when they are shared. A discussion, a creative task, a digital campaign or a community activity can encourage young people to notice their own habits, learn from others and try new ways of acting in everyday life.

The final recommendation is simple: trust young people. Give them tools, time and space. Let them ask questions, test ideas, create messages and lead small actions. Sustainable fashion can become a way for young people to care for the planet, express who they are and build stronger communities. Very often, change starts with one young person who feels heard and decides to take the first step.





SHIFT: SUSTAINABLE HABITS INITIATIVE FOR FASHION TRANSFORMATION, LEVERAGING DIGITAL SKILLS



SHIFT METHODOLOGY FOR YOUTH WORKERS



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