

Ecological Future
Diverse and Inclusive



GUIDELINES

for Community Experiences

EFDI – Ecological Future Diverse and Inclusive

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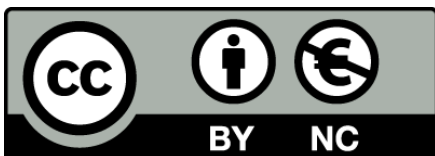
<https://efdi-project.eu/>

Illustrations: Desislava Königsberger



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PROJECT PARTNER

LebensGroß

<https://www.lebensgross.at/>



<https://www.agado.org/>



<http://www.sibirka.sk/>



<https://artfusion.ro>



CONTENT

Introduction EFDI Guidelines	7
Good practice collection	17
Food	26
Biodiversity	35
Consumption	41
Mobility	49
Sources	56

FOREWORD

The Guidelines for Community Experiences were developed as part of the project EFDI – Ecological Future Diverse and Inclusive. The project received funding from the European Commission, within the framework of ERASMUS+.

The EFDI project – Ecological Future Diverse and Inclusive – aims to make knowledge, skills and opportunities for participation on the topics of climate protection and sustainability easily accessible for people with intellectual and/or complex disabilities.

The overall aim of the project is to enable people with disabilities to have a voice and to participate in the response to climate change.

Climate Change is one of the biggest dangers for the planet. Its consequences threaten people all over the world now and endanger the life of future generations as well.

Consequences are various: the ice of the earth is melting, sea levels are rising, weather extremes are increasing and ecosystems are being destroyed.

In the year 2015 the United Nations (193 member states) adopted the "2030 Agenda for Sustainable Development" in order to provide guidance for a sustainable and equitable future.

The 2030 Agenda for Sustainable Development of the United Nations is a plan of action for people, the planet and prosperity. It defines 17 Sustainable Development Goals (SDGs) that are also part of the EU Agenda 2030 to build a better world for people and our planet. One goal is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

EFDI developed, by means of inclusive education, tailor-made offers for people with learning difficulties or intellectual disabilities and/or complex disabilities. Additionally, the project will bring benefits for many other people who depend on simple language for other reasons.

The EFDI project was carried out by four organisations from European countries:

LebensGroß GmbH, Austria is a non-profit organisation that accompanies people in different life situations. LebensGroß offers services for people of all ages, people with and without disabilities, young people, people with barriers in the labour market, people with mental illness, refugees.

Agado - Association for Sustainable Development, Germany focuses on education for sustainable development. Through projects, campaigns and events, agado aims to empower people to live and work

increasingly sustainably. agado provides information about causes and background of global challenges and develops practical approaches for individual and societal actions.

A.R.T. Fusion, Romania is an organisation that collaborates with other members of society to transform attitudes of the people in our global community with a focus on social responsibility and global responsibility. The methodology employed includes participative arts methods, living library, street campaigning, and global education.

Center of Social Services Sibirka, Bratislava operates in a residential setting, working with adults with multiple disabilities. One aspect of their social service is a lifelong learning in the social sphere where they provide support for the independence of people with disabilities in self-care, and basic social activities, in collaboration with the community. The other aspect of their services includes work routines and opportunities for activities such as elements of art therapy, music therapy and drama therapy.

RESULTS

EFDI Curriculum

The Curriculum addresses all target groups in terms of ecological knowledge and has a special focus on the needs of people with intellectual and/or complex disabilities. It covers the topics: food, mobility, consumption and biodiversity and the overarching topic of climate. This curriculum contains a collection of methods and serves as a curriculum for inclusive work.

EFDI Guidelines for Community Experiences

The Guidelines for Community Experiences provide a didactical framework in order to work on ecological topics based on experiences and studies within the community. The bridges between people with disabilities and communities that are built in this way enable to learn and understand ecological or sustainable processes.

EFDI Campaigning Set

The Campaigning Set empowers people with intellectual disabilities to launch campaigns for a sustainable ecological future, enabling them to actively engage as problem solvers. Therefore, it creates opportunities for people with intellectual disabilities to become active participants, have their voice heard and take part in democratic life.

EFDI Multisensory Art Book and Toolbox

The Multisensory Art Book and Toolbox provides a sensory-orientated learning approach for the topics of ecology and climate protection. It enables people with intellectual and/or complex disabilities to learn and understand these subjects on an emotional and sensory level.

INTRODUCTION EFDI GUIDELINES

The Guidelines center around community and community experiences in the context of climate protection and knowledge transfer. We focus on lifeworld-based non-formal learning of ecological competence.

Relationships and communities hold immense significance for all people. People with disabilities and those facing social disadvantages may encounter barriers to accessing communities and their associated activities. It is therefore all the more important that the EFDI project contributes here, because non-formal learning within the context of positively experienced social encounters is valuable and sustainable for the entire community. Community activities serve as bridges connecting different people and fostering the inclusion of people with intellectual and/or complex disabilities within their communities and their (living) environment. Combining social participation and learning also empowers participants to take an active role in their communities.

Another important impact is the establishment of new relationships with community members. A positive byproduct is the sensitisation of existing community initiatives, such as repair cafés, and their encouragement to become inclusive and expand their services accordingly.

The Guidelines address five key themes: climate, food, mobility, consumption, and biodiversity. The didactic framework contains suggestions for different activities tailored to different target groups. These groups not only encompass people with disabilities but also teachers, trainers, carers and social workers who act as facilitators, guiding them through these activities. The framework provides ideas and recommendations on how these settings can serve as a basis for "learning on the ground". It creates opportunities for non-formal learning and application of knowledge. The activities are designed to inspire people to develop their own ideas and to adapt the activities to suit local conditions in communities.

The Guidelines start with a collection of good practice examples from the partner countries participating in the EFDI project. The aim is to cover the overarching theme of climate and climate protection. The guiding question is: "How can the community contribute to addressing climate change?" All community activities are interconnected to this theme and show positive examples of collaborative responses to climate crisis together.

In the following, instructions for community activities are given for the topics of mobility, biodiversity, food, and consumption. Explanations of these individual topics can be found in standard language as well as in simple language located at the end of the respective chapters. (Note: For more detailed information on the individual topics, please refer to the EFDI Curriculum.) The Guidelines also include illustrations to support people with intellectual disabilities who need visual learning support to minimise accessibility challenges.

A short introduction to each topic is followed by two activities, which are described step by step. This description includes the objectives, the required resources, and the time frame. The activities are described in three different skill levels, from beginner to intermediate to advanced, and are marked with leaves.

They need to be adapted by the trainers to the participants' diagnosis and possibilities.

For trainers with little or no experience in inclusive activities, the following tips are intended:

- Gather information in advance about specific needs of your participants that are important for planning your activity, such as movement restrictions or allergies.
- Make sure that the place where your activity is to take place is barrier-free accessible.
- In online and offline communication, use icons appropriate to the type of disability, including the easy reading icon. When sending the invitation for the activity, follow the accessibility rules (AltText for images, using easy-to-read language, and incorporating icons, and social story).
- Communicate strongly that everyone is welcome, regardless of abilities/disabilities, origin, age, gender etc. The message "everyone is welcome" is never redundant.
- A social story introduces participants with disabilities to what will happen, step by step, the people they will meet (trainers) and the location. Use pictures as suggestive as possible and simplified text. The social story can be in PDF or video format. It is sent to participants in advance (email, Facebook event, website).
- Adjust the time for the activity to match the attention span of the participants - breaks every 20 minutes are recommended. Allow participants to work while standing up or walking around the room.
- Adapt the tools to the mobility of the participants such as using scissors with two hands, soft crayons, glue stick, etc.
- Incorporate as many movement games as possible.
- Pay attention to the sensory stimuli in the room: for example olfactory (disinfectant), auditory (construction work nearby or the strong wind through leaves), visual (walls adorned with pictures or the presence of light coming through the curtains). Provide soothing items such as headphones, sensory objects for anxiety, and beanbags. If possible, ensure there is a quiet room nearby.
- Allow participants to come 20-30 minutes before the activity starts or to visit the location a few days before.

FOREWORD

SIMPLE LANGUAGE

These Guidelines for Community Experience were developed as part of the project EFDI – Ecological Future Diverse and Inclusive.

The EFDI project has a big goal.
Its aim is to support people with disabilities.

They can learn about protecting the environment and being sustainable.

This way, they have the chance
to take part in these important topics.

The main aim of the project is:
Everybody can join in, share their thoughts,
and help to fight climate change.

Climate change is a big problem for our planet.
It's causing problems for people all over the world.
It also endangers the lives of future generations.

There are many different problems:
The ice on earth is melting.
The sea levels are rising.

Weather extremes are happening more often.

Ecosystems are being destroyed.

The United Nation's 2030 Agenda

is like a roadmap

to help people, planet and prosperity.

There are 17 goals called Sustainable Development Goals.

These goals improve people's lives and our planet.

One goal is to provide inclusive
and equitable quality education.

Another goal is to promote lifelong learning.

These goals are part of
the European Union's plan for 2030.

Ecological Future Diverse and Inclusive is a European project.

It targets people with learning difficulties and disabilities.

The project also enhances ecological competences and knowledge.

Many other people will also benefit from
easy understandable language activities and materials.

The project supports organisations in their sustainability work.

The four partners of the project are:

Organisations for people with disabilities:

- **LebensGroß GmbH, Austria**

helps and supports a diverse group of people,
including those with disabilities,
those facing employment barriers,
people with mental illness and refugees.

- **Center of Social Services Sibirka, Bratislava**

The center provides residential services
for adults with multiple disabilities,
offering them the chance to:

engage in social activities within the community
develop work routines
benefit from art therapy, music therapy and drama therapy.

Organisations for sustainable development and global responsibility:

- **agado – Association for Sustainable Development, Germany**

promotes sustainable education
through projects, campaigns, and events.

They empower people to live and work sustainably.

- **A.R.T. Fusion, Romania**

changes the attitudes of the people,

works with society members, to find solutions on the focus of social responsibility and global responsibility.

They use participatory methods like living library and street campaigning.

They address social and global challenges.

Results of the Sustainable Development Goals project are:

EFDI Curriculum covers these topics:

Climate, Food, Mobility, Consumption, Biodiversity.

Biodiversity means a variety of plant and animal life.

Mobility means going by bus, tram, bicycle or walking.

The curriculum contains a collection of methods and activities.

EFDI Community Guidelines offer learning possibilities on ecological topics. They are based on experiences and studies in the community.

EFDI Campaigning Set helps people with learning disabilities to launch campaigns for a better ecological future. They can develop ideas and practical suggestions for campaigning.

EFDI Multisensory Art Book and Toolbox provides learning materials for ecology and climate protection. The learning materials are sensory-orientated.

INTRODUCTION EFDI GUIDELINES

SIMPLE LANGUAGE

The Guidelines focus on learning
in communities and community experiences.

They demonstrate how to collaborate
on climate protection efforts.

Relationships and communities
are very important for everyone.

People with disabilities and disadvantaged people
may not always have easy access
to the community and its activities.

Learning in and with the community
is valuable and sustainable for all.

Community activities unite different people
and promote inclusion.

Active participation in the community
empowers everyone.

The project facilitates mutual learning processes
between EFDI target groups
and community members
through meetings and activities.

The Guidelines address five themes
climate, food, mobility, consumption and biodiversity.
They start with examples of good practices
from EFDI project partner countries.
All good practice examples show
how the community can
contribute to tackling climate change.

You will get tips for activities in the community
related to mobility, biodiversity, food, and consumption.
You can also find explanations of the individual topics
in standard language and in simple language.
For more detailed information
check out the EFDI Curriculum.

The Guidelines also include illustrations
to help people who benefit from visual learning.

After the topic introduction
you will find detailed description of the activities.
Each activity offers three different skill levels.
The skill levels are

BEGINNER 

INTERMEDIATE 

ADVANCED 

The level says how easy an activity is.

It also shows whether support is necessary.

These tips are intended for trainers,

who have little or no experience with inclusive activities:

- Gather information in advance
about specific needs of your participants
for activity planning.
- Choose a barrier-free and accessible place
for the activity.
- Ensure that the invitation for the activity is
easy to understand and accessible for all.
Use icons in both online and offline communication.
- Communicate strongly that everyone is welcome,
regardless of abilities/disabilities, origin, age, or gender.
- Provide the participants with a step by step
description of what will happen
who and where they will meet,
use vivid pictures and simplified text.
Use a PDF or video format.
Send it to participants in advance

via email, Facebook events or your website.

- Adjust the time for the activity

to the needs of the participants.

Breaks every 20 minutes are recommended.

Allow participants to work while standing

or walking around the room.

- Adapt the tools to the mobility of the participants.

Use scissors with two hands, soft crayons, glue stick, etc.

- Include plenty of movement-based games.

- Avoid strong sensory stimuli in the room

such as strong smells or loud noises.

Avoid visual stimuli

such as walls with too many pictures.

Provide calming objects such as headphones

or objects that can be touched.

These objects help manage anxiety.

Ensure that a quiet room is nearby if possible.

- Allow participants to come 20-30 minutes before the activity starts

or to visit the location a few days before.

GOOD PRACTICE COLLECTION

AUSTRIA

DATE OF GOOD PRACTICE

A mobile ecological garden was created for a community in Graz.

The activity was launched in 2021 and is a longer-term activity in the district.

The project was initiated by a neighbourhood-initiative (Grätzelinitiative Margaretenbad: <https://www.margerl.at/willkommen> [11.08.2022]).

The neighbourhood -initiative is an association working with members and volunteers to deliver a range of activities. The offered activities improve and promote wellbeing and health in the district, including advice and information, activities for children, leisure and recreation. The offers and events are free of charge, financed by voluntary contributions and the active involvement of the members. The association is committed to sustainability and equality.

The association that initiated this project aims to increase the quality of life in the community in the district and tries to improve neighbourly encounters and communication in the long term. The sustainable concept is supported by a *funding of the Austrian Klima- und Energiefond Österreich* (climate fund).

The mobile ecological garden enables a greener and sustainable development in the district and fosters the use of eco-friendly cargo bikes.

The project was supported by participants of an employment project for socially disadvantaged people.

All local residents are also invited to actively participate and contribute to the project.

The bike used in the project is a used is a second-hand cargo bike that has been refurbished for sustainable use and transformed into a mobile garden.

At the beginning, the participants of the employment project planted strawberries, rosemary, sage and basil. The bike was gradually expanded to include peppers, nasturtiums and various other plants. The community takes care of the weeding and watering.

With its green appearance, the mobile garden not only positively influences the environment, but also changes society in a sustainable way. It shows how one can collectively contribute to a sustainable society. When the community works together and takes care of the garden, every citizen benefits not only from fresh herbs and

vegetables, but also from a beautiful view. It provides also a good place for relaxation, whether it's reading a book or chatting with friends and neighbours.

TARGET GROUPS

Participants from a non-profit employment project in Graz actively helped with the planting of the cargo bike. This project aims to provide employment for socially disadvantaged people with learning difficulties. They are introduced to certain areas of employment through transitional workplaces. Within the framework of this project, the participants receive pedagogical support.

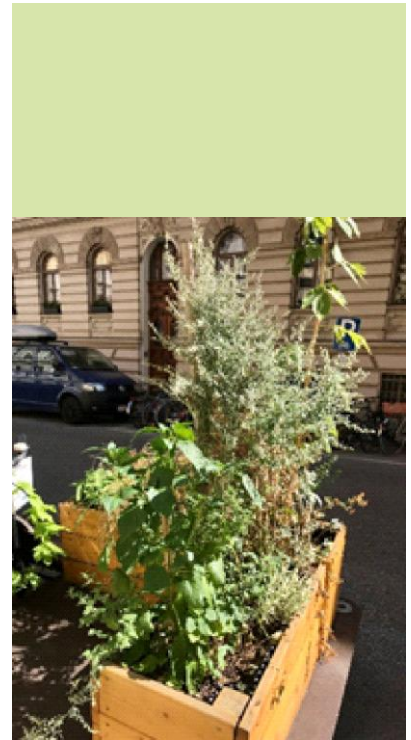
FACTORS OF SUCCESS

The project ensures its success through the funding it receives and the involvement of the local community who support the project by operating the bicycle and tending to the plants.

SUSTAINABILITY AND TRANSFERABILITY

Sustainable and communal gardening is of great importance for every neighbourhood of a city or community. Special places are created that make a valuable contribution to the community in a sustainable way. This project is practical to implement and promotes local community solidarity.

The project can be implemented in all regions, depending on the weather and specifics of the region. One only has to choose the plants, herbs, fruits and vegetables. Different target groups can participate in this project, and it can be optimised to accommodate all.



GERMANY

TIME PERIOD AND BACKGROUND OF THE ACTIVITY

The activity 'Training of Environmental Scouts' took place within the framework of the project '*Climate Protection and Inclusion*' by the 'Friedehorst' foundation in Bremen. It was funded by the German Federal Ministry for the Environment, Nature Conservation and Nuclear Safety as part of the National Climate Initiative NKI and lasted from 2017 to 2019.

211 events, 161 workshops, 23 climate cooking events, 9 campaigns, 7 excursions, 6 festivals, 3 lectures and 2 theatre performances were the results of the '*Climate Protection and Inclusion*' project. The main topics were "gardening", "climate protection", "nutrition", and "waste (consumption)". "The idea was that young and old people with disabilities from Friedehorst and the neighbourhood learn how they themselves can contribute to climate protection every day," said Gabriele Nottelmann, Head of Corporate Communications, explaining the basic idea behind the concept. "They apply their new knowledge and take it to families and neighbourhoods' in an easy-to-understand form."

The training of environmental scouts was planned and implemented together with Environmental Consulting Bremen. They developed a training consisting of six to ten modules, which were looked at on three days.

INFORMATION ON IMPLEMENTING ORGANISATION AND SHORT DESCRIPTION

For over 70 years, the diaconal institution 'Friedehorst' has been offering competent assistance, trustworthy attention, and individual support to children, young people and adults. Its extensive campus provides a multiplicity of different offers for a variety of people. As it is very enclosed, one of the foundation's main goals is to open up the campus to the neighbourhood in the future. This was also a focus when planning the '*Climate Protection and Inclusion*' project.

DESCRIPTION OF THE ACTIVITY

The idea of the activity was to train people, both with and without physical or intellectual disabilities collectively as 'Climate Teamers/Scouts'. These scouts were equipped with enough information and gain knowledge on climate change topics to enable them to organise workshops and trainings for groups in kindergartens, schools, or at festivals.

The beginning of the training focused on the basics of climate change and its impact on both the environment and humanity. Further on, the training wanted to give hands on advice and ideas on climate protection on an everyday basis. Therefore, five topics were put in focus: energy saving, nutrition, consumption, water and plastic reduction. Environmental Consulting Bremen ensured that each topic was conveyed in a very practical matter using clear and focused inputs by experts, games and puzzles as well as experiments with ammeters and humidity meters.

Two days of training were organised at the 'Friedehorst' premises and one in the city center of Bremen to try out what was learned before.

After completing the three-day course, participants received a certificate, which recognised them as trained 'Climate Team Members'.

In addition to that, participants were encouraged to brainstorm and plan workshops, activities, or events, that they could design and perform themselves. During this process they were supported by the project coordinator as well as 'Friedehorst' staff.

TARGET GROUPS AND PARTICIPANTS

The target audience included people from the neighbourhood as well as staff and clients, which were physically and intellectually disadvantaged.

SUCCESS FACTORS

According to the new project coordinator, self-empowerment and shared responsibility as well as godparenthood were three of the major outcomes of the project.

Two key factors for success were, the diligent and professional preparation by Environmental Consulting Bremen, and secondly, the formation of small groups (8-10 people) as well as the inclusion of many breaks. Training sessions alternated between exercises and input phases, emphasizing practical activities that engaged all senses.

SUSTAINABILITY AND POSSIBLE TRANSFER

Although not all activities by trained 'Climate Team Members' were followed up on, the new project coordinator can confidently say that the multiplier effect was significant, ensuring the sustainability of the activity and the project itself.

ROMANIA

GOOD PRACTICE DESCRIPTION

ONE.shirt- Timisoara, Romania

DATE OF GOOD PRACTICE

ONE.shirt is a social enterprise born of a desire to reduce consumption in the textile industry and repurpose textile waste into garments. ONE.shirt started in 2020 and is a long-term business.

DATA OF THE IMPLEMENTING ORGANISATION

The project was initiated by Andreea Iager Tako, together with colleagues from two organisations involved in social integration of people from vulnerable social groups: the PLAI festival (focused on community interaction) and AMBASADA, a local cultural centre that brings together social entrepreneurs, creative people and NGOs advocating the rights of people with disabilities. Website: <https://oneshirt.eu/>

ONE.shirt is a social enterprise financed from European funds through the Social Start-Up project (ID 128491) within the Human Capital Operational Program 2014 - 2020.

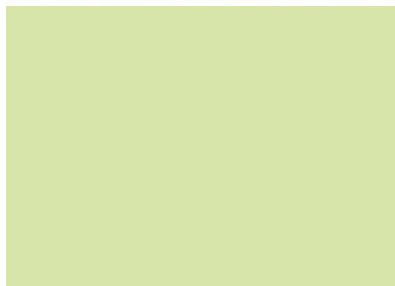
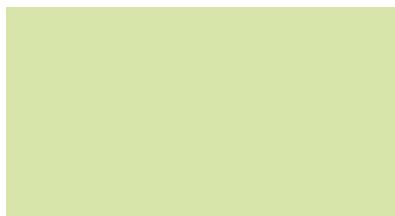
The project comprises two major components:

- reducing consumption in the textile industry and transforming waste and the pieces you want to keep into a new shape and a timeless product.
- creating flexible and adaptable jobs for people from vulnerable social backgrounds, including those with disabilities who have successfully undergone the de-identification process and community integration.

The project partners are two associations directly involved in the social integration of people with intellectual and psychosocial disabilities who have been deinstitutionalized: Un loc and Ceva de spus.

DATA OF GOOD PRACTICE

The textile industry is the second largest global polluter. The idea for this project emerged during the pandemic, and it is structured as a social enterprise. In a small workshop, textile scraps collected from the community are



transformed into cool new garments. The workforce includes people from vulnerable background, such as adults with disabilities and those with institutional backgrounds. For many of them, this marks their first paid job.

The process begins at a workshop in the city of Timișoara (Romania), where old clothes and textiles are collected. These items include items that are no longer in use and those with great sentimental value, which the owners want to transform into something new, to wear for a long time

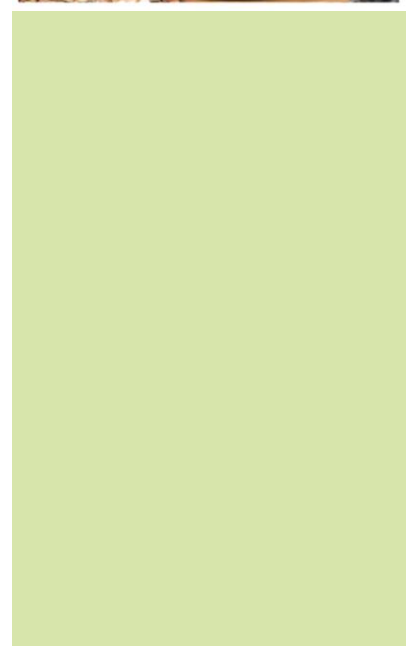
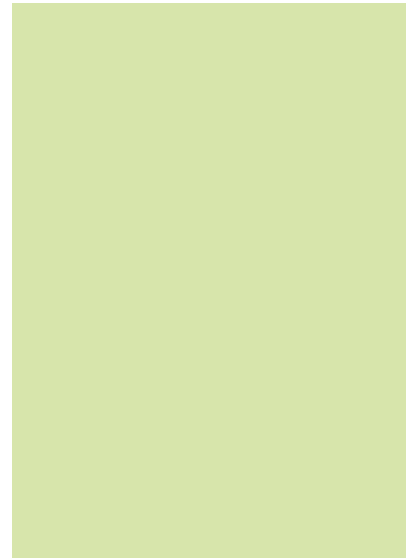
In the workshop, women from disadvantaged backgrounds or people with intellectual disabilities, who have a life-time institutional background, are employed. They receive their training in the craft from a master tailor. For many of them, this experience marks the first time in their lives when they feel valued and believe they have something meaningful to contribute to the community they are now part of.

Each garment is transformed either into a new piece of clothing or repurposed into different objects such as bean bags, bags, and more.

The process starts with the collection of used textiles, which are then washed, disinfected, cut into triangles, and sewn together to create bigger textile pieces. These pieces are subsequently used to make clothes or various objects. They are sold online or at various local fairs, where people have the opportunity to share their stories and advocate for social inclusion, upcycling, and sustainability.

Through the online shop and participation in fairs, the project advocates for a shift in the textile industry's consumption patterns, turning the waste and the pieces you want to keep into a new timeless products.

The project focuses on the creation of flexible and adaptable jobs, the reuse and repurposing of textiles, and creating unique stories. As a social enterprise, its mission is to engage in conversations about people, with people and the environment they live in. Everyone involved in the process of transforming old textiles into new items becomes an advocate for sustainability, inclusion and long-term community care.

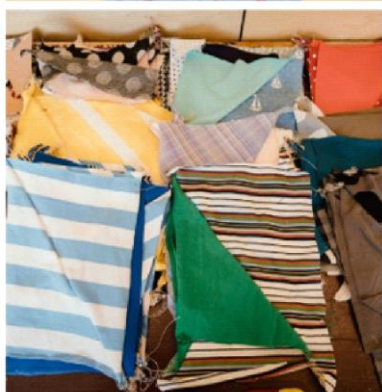




TARGET GROUPS

ONE.shirt is a social enterprise where people with disabilities who have a history of living in public residential institutions, single mothers or women from other vulnerable groups are employed.

This workshop is an alternative to institutionalized care, and provides an opportunity for community life. It is an inclusive workplace.



FACTORS OF SUCCESS

The project offers people a community based inclusive alternative to learn new skills. ONEshirt provides support and adaptable jobs to socially vulnerable people, emphasizing the reuse and repurposing of textiles.

Both the community and buyers can contribute by donating used textiles, purchasing new created products, and requesting custom shirts.



SUSTAINABILITY AND TRANSFERABILITY

The project can be implemented in other social groups, and its structure can be replicated in other small industries.

It involves a process broken down into small production steps, so that all team members can collaborate based on their skills.



SLOVAKIA

GOOD PRACTICE DESCRIPTION & DATE

Bird Feeders

September 2022 – one – off activity

DATA OF THE IMPLEMENTING ORGANISATION

Early intervention Sibirka supportive social service for families with disabled children:

<http://www.svi.sibirka.sk/>

<https://www.facebook.com/SVI.Sibirka/>

DATA OF GOOD PRACTICE

- Participants gathered in response to invitations sent out by the coordinator.
- The meeting point, indicated in the invitations, was in a natural and accessible location for everyone.
- The material needed for the production of feeders was brought by the early intervention employees
- At the beginning of the meeting, we presented the task and why we are doing it, in a way that children could understand.
- Following the instructions, we made feeders together and hung them on the trees.

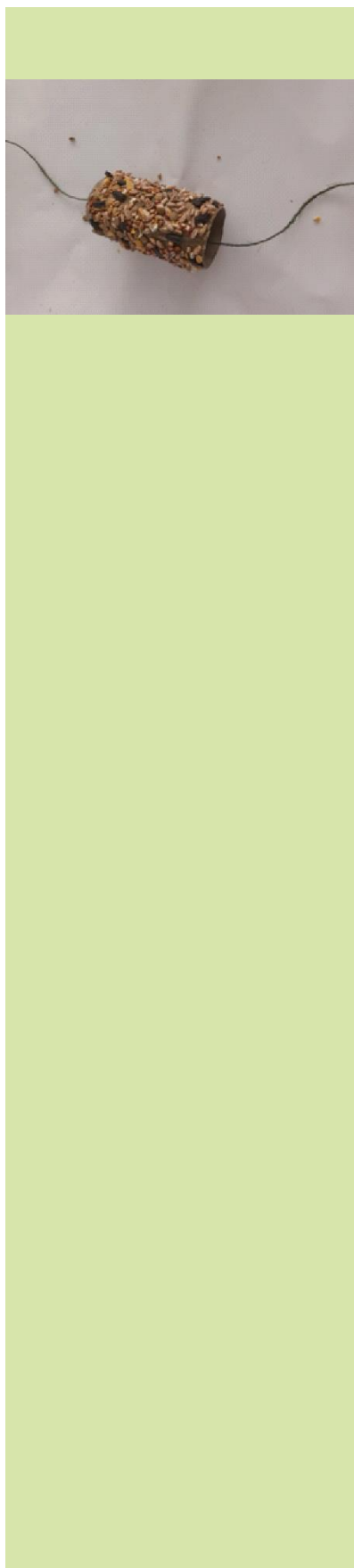
WHAT YOU NEED

- peanut butter, toilet paper roll, wooden knife, twine, paper plate and bird seeds
- coat the paper roll with peanut butter
- sprinkle bird seeds
- thread the twine through the roll

TARGET GROUPS

The participants of the classes were families of disabled children and families from the nearby community.





FACTORS OF SUCCESS

- the success was due to the interest of families in this activity
- fifteen families participated, including eight children with autism
- we showed parents how they could spend meaningful time with children in nature
- in this way, participants learned how to help forest birds in winter.

SUSTAINABILITY AND TRANSFERABILITY

- parents can regularly engage in this activity with their children and friends in nature
- the activity is suitable for adults with disabilities and for people in wheelchairs – the location just needs to be adjusted to the participants

FOOD

Every year, an average of 500 kg of food is consumed per person. What we eat, and how that food is produced, not only affects our health but also the environment. Food needs to be grown and processed, transported, distributed, prepared, consumed, and sometimes disposed. Each of these stages releases greenhouse gases that trap the heat of the sun and contribute to climate change.

Roughly one-third of all human-caused greenhouse gas emissions are linked to the food industry. Agriculture occupies half of the world's habitable land which excludes ice-covered and desert regions. Furthermore 70% of global freshwater withdrawals are used for agriculture. Although food production takes a lot of time, effort and resources, a third of the world's food supply is wasted globally annually.

As we gradually realize the connection between the foods we eat and impact on our environment, our communities, and ourselves, a paradigm shift is underway. Grassroots movements are seeking alternatives to the mass-produced industrial food that harms both our planet and our health. Through community initiatives and changes in our individual consumer behaviour, we can play a vital role in countering these developments.

One example is the Slow Food movement, originally established in Italy, which spread all over the world. Slow Food is about more than just food, it represents a way of life. The movement offers taste education, workshops, and school collaborations, aiming to bridge the gap between food producers and consumers.

THIS MEANS SLOW FOOD HELPS BY:

- Forming and maintaining seed banks to preserve local crops and food systems
- Promoting small-scale food processing
- Preserving family farms
- Supporting organic farming

Read more about Slow Food ◀
movement here:

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

Find more information on climate
and food in the EFDI Curriculum.

- Providing consumer information
- Lobbying in opposition of genetic engineering and the use of pesticides
- Encouraging buying in local marketplaces
- Protecting endangered food products
- Defending agricultural biodiversity around the world

FOOD

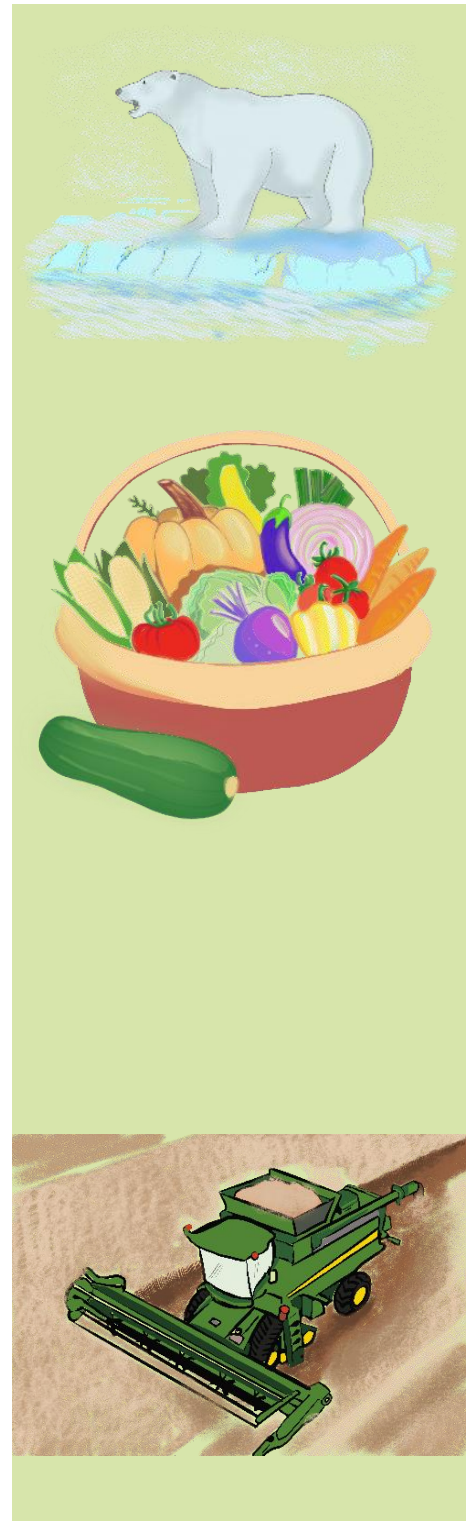
SIMPLE LANGUAGE

500 kg of food
is eaten by a person in one year.
That is as much as a polar bear weighs.

What we eat and how that food is made
affects our health and the environment.
Food has to be grown and processed
transported, distributed, prepared, consumed
and sometimes thrown away.
Each of these steps creates greenhouse gases
that contribute to climate change.

A third of all human-caused
greenhouse gas emissions
are connected to food.
Half of the world's habitable land
is used for farming.
This is the land,
that isn't desert or covered in ice.

70 percent of global freshwater withdrawals
are used in agriculture.





Although food production takes a lot of time,
effort and resources,
a third of it is wasted globally every year.

We are gradually recognizing the connection
between the foods we eat
and the health of our environment,
our communities, and our own well-being.
There is a shift in thinking.
Community movements
and our own consumer behaviour
can contribute to counteract these developments.

One example is the Slow Food movement,
Which started in Italy
and spread all over the world.
Slow Food is a kind of lifestyle.
The movement offers workshops
and school collaborations
to connect food producers and consumers.

This means Slow Food helps by:

- Saving and sharing of seeds of local plants
- Promoting small-scale food production
- Keeping family farms alive
- Supporting organic farming

- Giving people information about their food
- Fighting against changes to plants with genes and the use of pesticides
- Encouraging buying in local markets
- Protecting endangered food products
- Protecting different kinds of food from around the world

Find more information on climate and food in the EFDI Curriculum.

► Read more about Slow Food movement here:

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

ACTIVITIES

HOW TO UNDERSTAND SLOW-FOOD CONCEPT - PLANTING AND HARVESTING YOUR OWN VEGETABLES.

TIME FRAME: A FEW WEEKS

SKILL LEVEL: BEGINNER – ADVANCED  --   

ACTIVITY AND GOALS:

The main goal of the activity is for participants to learn the concept of slow-food, realizing that every food they eat takes time to grow. Through this activity, they will be more aware of the phenomenon of consumerism and more respectful of the natural rhythms that provide us with food.

The activity should be organised in a public place, in partnership with the local community and not at a centre dedicated to people with disabilities. This approach aims to facilitate social inclusion and could take place in various locations, such as a neighbour's garden, the garden of a small restaurant in the community, etc. The active involvement of the local community should be encouraged from the beginning of the project.

Participants will plant their own vegetables in clay pots or in a small garden which may include lettuce, tomatoes, peppers, or just aromatic herbs if space is limited. They will meet regularly to water and tend to their plants, observing the gradual growth of the crops over several weeks. Finally, they will have the opportunity to harvest the vegetables. The community will be invited to a communal lunch, where they can enjoy the salad made from the slow-growing vegetables.

NECESSARY RESOURCES:

Small and large pots or a small garden plot, soil for planting, organic vegetable and herb seeds, labels to mark what has been planted, gardening tools; cardboard, pencils, etc. for invitations or posters to promote lunch together; dishes and utensils for community lunch

WHAT TO DO?

BEFORE

- Help the participants in becoming familiar with the space where the activity will take place and introduce them to the new people they will meet and work with in the upcoming weeks.

- Use social stories through photos or videos.
- Discuss the concept of slow food and consumerism. Facilitate the discussion by asking them some guiding questions: where do you get your vegetables? How often do you buy vegetables? What do you do with the ones you don't eat? If you have a craving for a particular vegetable, how soon can you get it?

DURING

- Participants will plant the seeds in pots with soil, water them and use labels to mark them, either by drawing or writing the name of the plant depending on their abilities.
- After a few weeks, the seedlings will be transplanted into larger pots or outside, in the garden.
- Participants will meet regularly water and tend to the plants, until it's time for the harvest.
- Photographs of the plants will be taken at each stage of development and an album will be created with dated entries to document their progress.

AFTERWARDS

- When the vegetables and herbs are ripe, everyone will participate in the harvest. A community lunch will be announced during which they will share a salad prepared with the vegetables they grew together.
- Discuss about the length of the time from planting the seeds until the final moment. Review the photo album.

DINING TRIP - A JOURNEY TO THE ORIGIN OF OUR FOOD

TIME FRAME: 3-5 HOURS

SKILL LEVEL: INTERMEDIATE – ADVANCED   –   

ACTIVITY AND GOALS:

The main goal for the participants is to learn who produces their food and where it is produced. They will also discover alternatives to buying food in supermarkets and its anonymity.

The idea is to get in touch with a local food cooperative and invite them accompany the participants on visits to one or more of their producers.

The participants get to know people who are aware of the negative sides of food production and sales. Consequently they organise themselves into food cooperatives, enabling them to access healthy organic food while also directly supporting producers in their efforts to engage in small-scale, organic, and sustainable production.

To learn more about food ◀
co-ops, visit this link:

[https://foodrevolution.org/blog/
what-is-a-food-coop/](https://foodrevolution.org/blog/what-is-a-food-coop/)

A food cooperative, often referred to as a food co-op, is a community of people and households who collectively buy organic products directly from local farms, market gardens, beekeepers, and other sources in larger quantities, distributing them in a self-organised way.

The participants also get in touch with producers, getting a first-hand understanding of their work and seeing where and how their food is produced. Fortunately, food co-ops are common in many cities. However, if there are none in your community, consider visiting the local farmers' market. Engage with the farmers and ask them about the possibility to visit the farm with your participants. Get in contact with the local community to spread information and invite people to join your trip.

Since the producers visited are located nearby, it is possible to make the journey environmentally friendly. You can travel by (cargo) bike, bus, or train.

NECESSARY RESOURCES:

You will need a meeting room and means of transportation, such as (cargo) bikes or a bus, if you do not travel by public transportation.

WHAT TO DO?

BEFORE

- To find a food co-op in your area, you can ask within your local community or conduct an online research, as food co-ops typically engage in extensive public marketing. Contact the food co-op and discuss the idea of a dining trip, inviting some of its members.
- Talk with your participants about food production and sales, discuss the idea of a food cooperative. Ask your participants, if they know where their food is produced and where they buy it. Ask if any of them know farmers, gardeners or beekeepers. Collaborate with them to explore alternatives to supermarket shopping.
- Organise a meeting with some members of the food cooperative and your participants to get to know each other. Welcome the food co-op members to share insights into their work and motivations. Ask that

they bring along some food for tasting and to discuss the producers. Invite them to talk about the possibilities of participating in the food cooperative.

- Organise the trip together with the food co-op. Ask them to contact a producer who is willing to host the visit. Organise transportation according to the needs of your participants.

DURING

- Enjoy the visit to the farm, garden, or beekeeper.
- Take pictures and make notes regarding topics for future discussion.

AFTERWARDS

- Talk to the participants about their experiences and review the photo album. Reflect on the visit and discuss what the participants have learned about food production.
- Collaborate on exploring the options for buying food outside the supermarket, the advantages of doing so, and how to integrate them into everyday life.

BIODIVERSITY

Biodiversity is one of the life's most important pillars, encompassing a variety of forms and colours. When talking about biodiversity, we can divide it into three main areas.

Diversity within species can for example be seen when observing a bird feeder. Blue tits, sparrows, and robins come together for a meal. **Diversity within genes** can be experienced by cutting up different apples and tasting their distinctive flavours. Finally, **diversity within ecosystems** becomes very clear when we let the eyes wander about the world and its different living environments such as forests, deserts, meadows, marshes, rivers, lakes, or oceans.

However, it's not only animals, plants, or fungi that exhibit almost countless different and diverse species, have different traits in their genes, or live in various ecosystems. Also, humans are diverse, each of them with special skills and abilities, which they contribute to society.

Housing estates, neighbourhoods and other communities are 'ecosystems' themselves, representing exceptional resources for social change. Each resident can contribute something special to their living environment. To make the most of communal living, it is essential to foster mutual understanding, get to know each other's strengths and abilities, and collectively drive change.

The following community activities focus on the urban ecosystem. As a consequence of global warming, cities are suffering considerably heat increases, posing serious health risks to the urban population. Urban trees and other plants play an important role in combating heat-related issues. They provide shade, reduce the ambient temperatures noticeably, and filter air pollutants.

Find more information on ◀
climate and biodiversity in the
EFDI Curriculum.

Biodiversity is therefore crucial in the urban environment that surrounds us. Different plants, small animals, fungi, or lichens can be found everywhere, making it both worthwhile to discover and necessary to protect them.

BIODIVERSITY

SIMPLE LANGUAGE

Biodiversity is one of the most important pillars of life.

It means variety in all its colours and forms.

Think about birds.

There are lots of different kinds of birds.

Sometimes they get together and have a meal.

We can also see diversity

in the way things taste.

This is due to the diversity of genes.

When we look at the world,

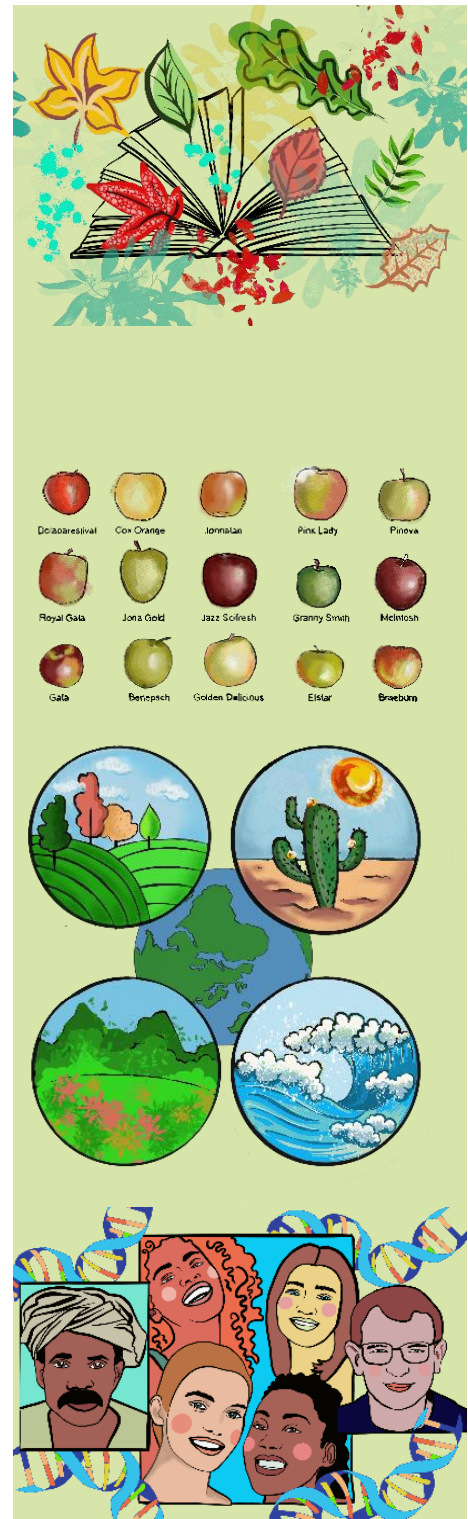
We see that ecosystems come in any types.

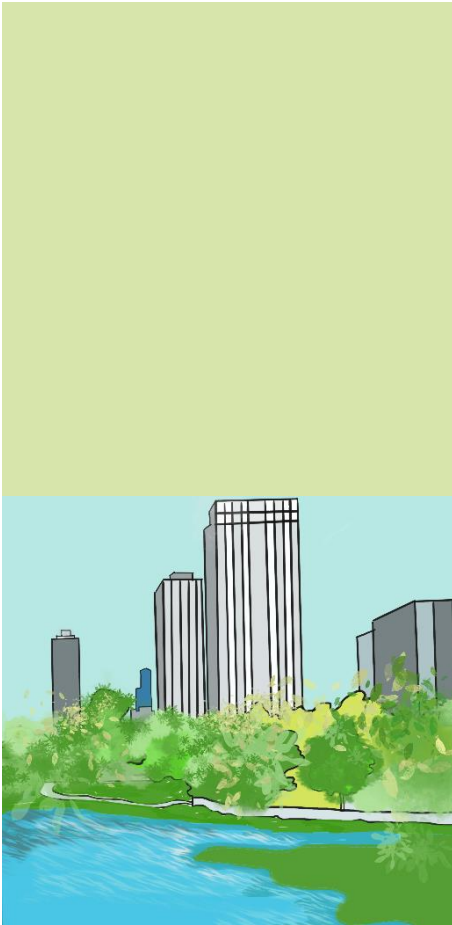
This ranges from forests, deserts, meadows, swamps, rivers, lakes to oceans.

Not only animals and plants are diverse.

People are diverse too.

The places where they live are also different.





Housing estates, neighbourhoods
and other communities are "ecosystems".
Each resident has something unique
to add to their living environment.
To enjoy living together,
it is important to get to know each other.

These community activities
are about our city environment.
Cities are getting hotter
because of global warming.
This heat can be really bad
for people's health
and their environment.

However, urban trees and other plants
in the city are like nature's helpers
against the heat.
They give us shade
and filter air pollutants.

Nature is all around us in the city.
There are different plants, small animals,
fungi or lichens in our city.
It is worth to discover
and protect them.

Find more information on climate and biodiversity
in the EFDI Curriculum.

HOW TO SUPPORT BIODIVERSITY – WATERY STREET ART TOUR

TIME FRAME: 3-4 HOURS

SKILL LEVEL: BEGINNER – ADVANCED  –   

ACTIVITY AND GOALS

The idea is to focus on biodiversity in the city and to highlight trees and other plants along the streets, in small former or active market places, and in small city parks. During the summer, these trees and plants suffer the most as they cannot extend their roots deep enough into the soil to reach water compared to trees in forests. A whole neighbourhood can join forces to support them and all animals that live on the by initiating a watering bike tour. Participants will learn about the importance of trees and plants for the urban climate and experience self-efficacy by actively changing the situation of trees in the city. Additionally, by incorporating street art into the activity, participants can inspire others and become leaders in climate protection.

NECESSARY RESOURCES

Cargo bikes and bicycle trailers can be used to transport community members who are unable to ride a bike themselves. You can also use a cargo bike or trailer to carry a water tank, watering cans, old cloth and long sticks to design flags, as well as paint and brushes, spray chalk, and refreshments of your choice for after the event.

WHAT TO DO?

BEFORE

- Optional: consider collecting rain water in a rainwater barrel throughout the year to make this activity even more sustainable.
- Invite people via online community platforms or via any other method that suits your community.
- In the invitation, request that everybody should come with a bike or other vehicles like go-karts (or mention that people can be transported) and a watering can.
- Organise all the necessary resources.
- Plan the route for the event.

DURING

- Meet and get acquainted with your group. You can even start by playing a game to help everyone to get to know each other better. Explain the following steps of the activity.
- Start creating colourful flags that show your mission to the entire city. For example, these flags include pictures of trees, watering cans, the sun, clouds, phrases like ‘Support Your Trees’, ‘Water Your Trees’, ‘Take Action for Climate Protection’. Prepare bikes.
- Follow your planned route and make stops at every tree or plant that needs watering.
- Use the spray chalk and spray a message on the ground that will inspire local residents to follow your lead. For example: You can write messages like ‘Water your tree!’, ‘This tree needs water’.
- Afterwards, make your way to the next stop.

AFTERWARDS

- When coming back to the starting point, have some refreshments organised for participants.
- Next, gather everyone together to discuss your experiences, share feelings, and plan your next watering event.

EXPERIENCE BIODIVERSITY IN THE URBAN ENVIRONMENT

TIME FRAME: 3-4 HOURS

SKILL LEVEL: BEGINNER – ADVANCED  –   

ACTIVITY AND GOALS

The idea is to discover and experience biodiversity in the urban environment surrounding us in a low-threshold way. Through a focused walk, participants explore different species that also grow in unexpected places, such as asphalted areas, on walls, or city parks. The goal is to discover different plants, small animals, fungi, or lichens and explore them through tactile way, including touching, smelling or even tasting them (if there are fruits) and collect and document their findings to compile a summary of biodiversity at the end.

NECESSARY RESOURCES

Depending on your chosen form of documentation method, you may need paper, oil crayons or/and an instant camera and a basket or small cloth bags for collecting found objects. Additionally, consider bringing a piece of white cloth to present the found objects.

WHAT TO DO?

BEFORE

- Plan the route, considering the current season and participants' mobility. Check for special places such as parks, public fruit trees, and small flower meadows to visit. Look for a community garden or urban gardening project you could visit during the walk. Create also a simple printed map with real pictures of flowers, trees, mosses and so on to help participants focus on the purpose of the activity. For those who find maps challenging, use picture cards of leaves, cones etc.
- Consider documentation and collection methods: You can take pictures with instant image cameras, the participants could also produce frottages of tree barks and leaves and collect small objects like cones, mosses, and fruits. Provide baskets or small cloth bags for these items.
- Before the walk, brief participants on the concept of exploring nature and biodiversity in the city.

DURING

- While walking, look for different life forms such as trees, flowers, grasses, herbs, shrubs, mosses, lichens, fungi etc. Observe their locations (e.g. lichens on walls) and look for fruits, flowering trees or autumn leaves based on the season.
- The participants can experience these life forms with their senses by observing small animals like ants or beetles, touching tree bark, mosses and lichens, and smelling flowers. They make frottages and collect pieces such as leaves, cones, and grasses they find.
- As the facilitator, take photos, guide participants, and highlight interesting discoveries.

AFTERWARDS

- After the walk, display the found objects, pictures, or frottages on a table or white cloth: Marvel at variety and again feel, smell, perhaps taste the biodiversity that surrounds us in our urban environment.

CONSUMPTION

We all require essential items for our survival like food or clothing. However, when we start buying a lot of items that we probably don't really need, problems can arise.

Almost all consumer goods have a direct or indirect impact on the climate and climate change. The production of consumer goods requires the extraction of resources such as wood, fossil fuels, or water which results in deforestation and depletion of freshwater reserves. This process generates harmful emissions such as carbon dioxide, and contributes to waste production

Many purchasing decisions are made spontaneously in stores, without extensive prior planning. Shopping is seen as a form of leisure and reward by many people. The advertising industry tries to convince us to spend money on products promising happiness. For example, the fashion industry has thrived on sustaining overconsumption, resulting in substantial waste. Unfortunately, many brands' sustainability initiatives fail to address or even acknowledge the issue of overconsumption.

To navigate this situation, we need new ways of thinking, and new systems to back it up. Therefore, it is important to focus on repair, recycling and reusing. There are many consumption alternatives such as unpacked shops or farmers' markets. Additionally, buying second-hand items or repairing broken possessions rather than buying new items can contribute to sustainability. Many people often possess items that have only been used a few times but are still functional (e.g. kitchen utensils, pans, appliances, clothing...). These items can be donated to swap shops, benefiting others and providing a sense of relief through decluttering, which can be a lot of fun and makes you feel relieved.

Participating in more sustainable forms of consumption not only makes us aware of our real needs but also contributes to saving money.

Find more information on ◀
climate and consumption in the
EFDI Curriculum.

Even more importantly, these choices have significant positive effects on the environment, and they also demonstrate our support for our community through our daily consumption choices.

CONSUMPTION

SIMPLE LANGUAGE

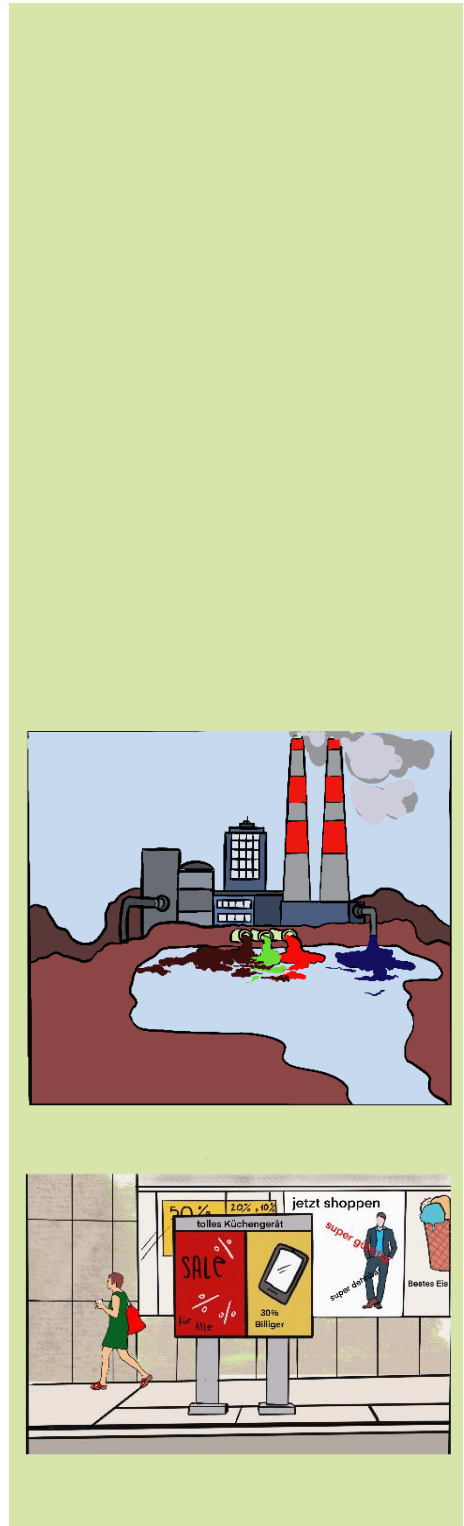
We all need to use things to live
such as food or clothes.

However, when we start buying a lot of items
that we don't really need,
problems arise.

Almost everything we buy
affects the climate in some way,
either directly or indirectly.

Making goods needs many resources
such as wood, fossil fuels, or water.
This causes forests to disappear,
and we have less clean water.
It generates harmful emissions
such as carbon dioxide
and produce waste.

Many people make buying choices
without much prior planning.
For some shopping is a way
to have fun and treat themselves.





The advertising industry tries to convince us to spend money on products they say will make us happy.

Take the fashion industry, for example. It's all about buying too much, which leads to enormous amounts of waste.

To deal with this situation, we need new ways of thinking and new systems to back it up.

Repairing, recycling and reusing are important.

There are many shopping choices, that are more sustainable such as unpacked shops or farmers' markets.

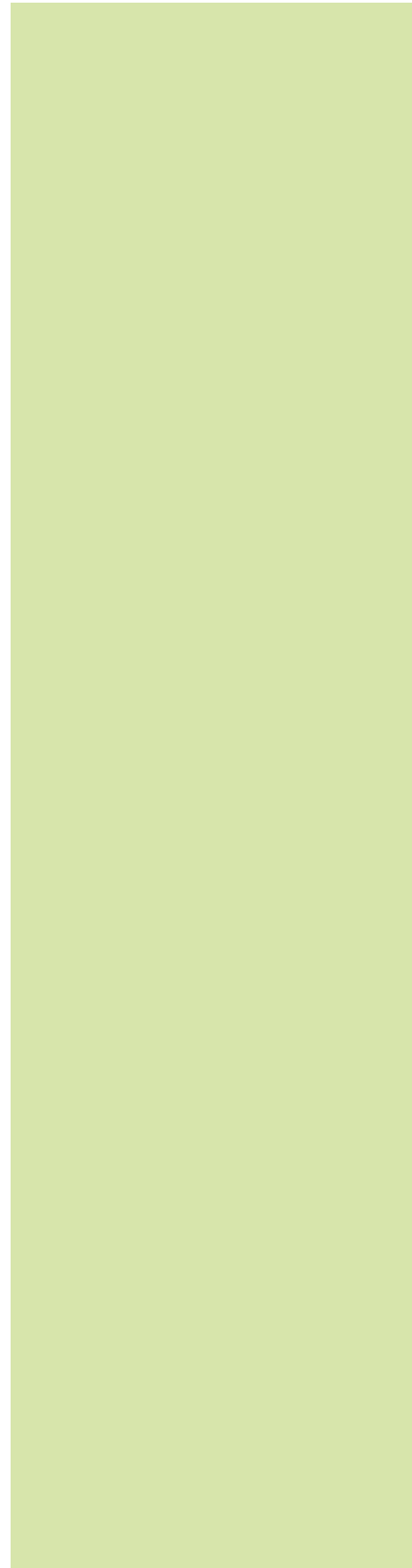
Other options include buying second-hand or repairing broken things instead of buying new ones. People often own many things like clothes and kitchen items that have only been used a few times.

Those things could be donated
to a barter shop
where they are more useful for others.
Decluttering can also be a lot of fun
and makes you feel relieved.

When we buy second-hand or
shop at farmer' s markets,
it makes us aware
what we really need
and helps us save money.

It also helps protect the environment
and supports our local community.

Find more information on climate and consumption
in the EFDI Curriculum.



ACTIVITIES

REUSE – SWAP

TIME FRAME: 3-5 HOURS

SKILL LEVEL: BEGINNER – ADVANCED  --   

ACTIVITY AND GOALS

Goal is to reduce waste and get new (used) things, that we may need or want.

There are different ways to engage in this activity:

1. Everybody can bring clothes, kitchen stuff, toys, board games, books or even their paintings and place them on the table. Then they can look for items, that they would like to have and take them.
2. Everybody can bring clothes, kitchen items, toys, board games, books or even their paintings and put them on the table with a number on it. They will receive paper tickets with the number of their table. When they find something interesting on a different table, they can give that person their number ticket for every item they take. This person can then exchange a ticket for any item from the table with the same number.
3. Facilitators of this activity collect clothes, kitchen items, toys, board games, books, and paintings and put them on tables. Invited people can bring their items and can freely exchange them with things placed on the tables.

NECESSARY RESOURCES

A spacious area, tables, some gently used items for swapping

WHAT TO DO?

BEFORE

- Spread the information in your community about date, time and address where they can participate in this activity.
- To disseminate information, use social networks, email, make informational leaflets and distribute them to people's mailboxes, and make posters.

- Prepare the space where this activity will be happening by ensuring there are enough tables. Additionally, consider having enough tables available for clothes.

DURING

- Help with the organization during the activity.
- Help people with special needs by inquiring about their specific requirements, and provide them with items they need.

AFTERWARDS

- Unwanted Items can be donated to charities, orphanages, homeless people or other relevant organizations.
- Discuss with participants the importance of reusing and recycling.

ON THE TRAIL OF MORE SUSTAINABLE CONSUMPTION IN YOUR CITY

TIME FRAME: 3-5 HOURS

SKILL LEVEL: BEGINNER – ADVANCED  –   

ACTIVITY AND GOALS

The aim is to learn about alternative forms of sustainable consumption in your city by visiting different initiatives and shops that promote sustainable consumption. These may include repair cafés, food co-ops, barter and for-free shops, second-hand shops, unpackaged shops or farmers' markets. Additionally, consider visiting consumption-free spaces such as urban gardens or city beaches to discover that a city visit doesn't necessarily have to involve consumption. This journey also involves engaging with consumer-critical and sustainable initiatives and connecting with the people behind them and finding out about opportunities to buy directly from producers or second-hand sources. Building contacts with local organisations are furthermore a good way to learn more about the society's most important issues.

NECESSARY RESOURCES

Camera or smart phone for taking pictures, writing materials for notes

WHAT TO DO?

BEFORE

- Look out for shops and initiatives in your city that promote more sustainable consumption. Get in touch with the shops or initiatives you have chosen and explain different forms of consumption with your participants.
- Plan the route with approximately 3 destinations, such as a second-hand shop, a repair café and a consumption-free public space. It is best if these destinations are within walking distance.
- Talk to your participants about their consumption habits. Ask them if they sometimes buy second hand items or if they always shop at supermarkets for groceries. Find out their opinions on repairing items and if they know of any public spaces where no purchases, including drinks or food, are necessary. Tell your participants about the trip's concept, and explain the idea behind every shop or initiative. Clarify how a repair café works and explain the difference between buying directly from producers or shopping at supermarkets. Purchase in a low-threshold way.
- Organise the trip. Consider how to get around (public transportation or by bike or cargo bike). Depending on the target group, ask in advance about barrier-free access and discuss suitable methods for communicating the concepts and ideas behind the shops/initiatives. Keep in mind to limit the number of participants to ensure a conducive learning environment.

DURING

- The participants should have the opportunity to experience the different ways of consumption: What is the atmosphere like at the farmers' market? What kind of products are available? How can one engage with a repair café?
- Talk with the people you previously contacted and ask them to explain the concept behind the initiative/shop you are visiting as well as its operational procedures to your participants. For instance, ask about the sources of recycled goods or the items that can be repaired in a repair café.
- Take pictures and notes.

AFTER

- Talk to the participants about their experiences and review the photo album.
- Explore their feelings in different consumption settings, contrasting the hustling and bustling atmosphere of a supermarket or an average shop with the places you visited together. Discuss the differences: What kind of products were available in these places? Is there a difference in quality, appearance, and other aspects?

- Ask them about their preferences and whether they intend to revisit these places for shopping. Additionally, ask if there are any obstacles hindering their return. Collaborate on finding solutions to overcome these obstacles.
- Consider the possibility of repeating the trip and perhaps visiting other shops/initiatives, thereby emphasizing to your participants that several alternatives exist.

MOBILITY

Mobility is an essential prerequisite for participation in social life. People require mobility to work, shop, enjoy leisure activities and further their education. In our society, there are quite different interpretations on mobility.

Within the climate protection movement, the rise in greenhouse gas emissions is mainly attributed to the ever-increasing traffic in Western countries. However, the distribution of emissions generated through mobility is quite unequal within society. Main contributors include mainly companies, but also people with high incomes who fly very frequently, own multiple vehicles, and consequently produce a lot of greenhouse gases.

Many people cannot afford a car or flights and are, therefore, excluded from private transport; as a result they hardly contribute anything to the high emissions caused by mobility. The at-risk-of-poverty rate (after social transfers) in the EU-27 is approximately 17%. Mobility poverty affects people who face challenges in commuting and moving between places on an everyday basis due to their financial situation, disability or availability of transport.

People with disabilities are often excluded from using public transport due to accessibility limitations. Consequently, they are often unable to engage in self-determined social participation, relying on support from escorts or taxi services for any type of mobility.

Another important aspect of mobility is the role that physical activity plays in maintaining health, well-being and quality of life. Engaging in physical activity can have positive effects on mental health by reducing loneliness and depression. For people with disabilities, physical activity can help support daily living activities and independence.

It is important to cover as many distances as possible, and especially short distances within communities or cities by walking, cycling, or using walkers or wheelchairs. This benefits the environment, physical health, and social inclusion.

Climate-friendly mobility and inclusion are closely linked, because they pertain to how people move within or remain in public spaces, creating a sustainable and fair coexistence.

Essential goals for inclusive and climate-friendly mobility measures include the barrier-free design of public transportation, urban development measures incorporating many pedestrian and bicycle paths, as well as the design of public spaces.

Find more information on climate and mobility in the EFDI Curriculum.

MOBILITY

SIMPLE LANGUAGE

Mobility is necessary that we can take part in social life.

We need mobility to go to work,
Shop, and enjoy leisure activities.

In our society, mobility does not always have the same meaning.

There are very different perspectives on mobility in our society.

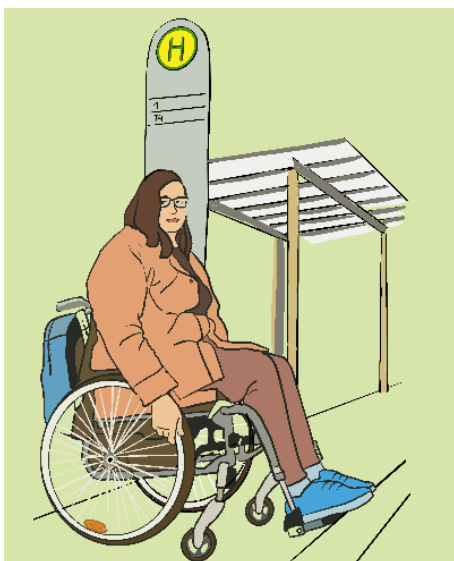
Climate protection movements attribute the increase in greenhouse gas emissions to increasing traffic.

There are big differences in society when it comes to mobility.

Many people cannot afford a car or plane travel.

Different forms of impairment also contribute to mobility barriers.





People with disabilities are often excluded from using public transport because it is not barrier-free.

This also means that they are excluded from participating in society and need the support of other people to do so.



Physical activity is important when it comes to mobility.

It increases well-being, quality of life and contributes to maintaining health.

Mental health is also improved through physical activity. And it contributes to independence.

It is important that in communities and cities many distances can be covered on foot, by bicycle, with a rollator or wheelchair.

This is good for the environment
and good for health.

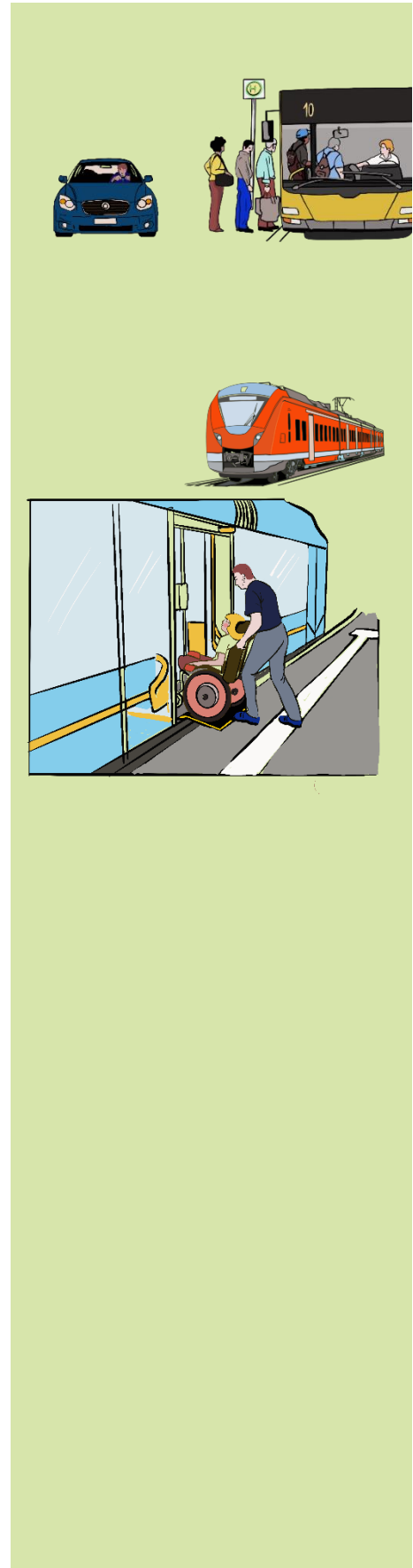
It also contributes to social inclusion.
Climate-friendly mobility and inclusion
are closely linked.

It is about how people move
and stay in public spaces.

It is about shaping sustainable
and fair coexistence.

Important goals for inclusive
And climate-friendly mobility:
Ensuring barrier-free local transport.
Creating city plans that have
lots of open spaces.

Find more information on climate and mobility
in the EFDI Curriculum.



ACTIVITIES

HOW DO WE ENGAGE FOR CLIMATE NEUTRAL MOBILITY IN COMMUNITY?

TIME FRAME: 2-3 HOURS

SKILL LEVEL: INTERMEDIATE – ADVANCED     

ACTIVITY AND GOALS

The goal is to think like an urban planner about the future of the city, municipality or one's own district and to develop creative ideas on how to promote soft mobility.

A walk explores the social space, with a focus on mobility. Participants have the opportunity to contemplate means of transport, distances and soft mobility. They try to find potential locations in their neighbourhood that could serve as a social hub, for example by setting up a bench, a public bookcase or a community garden.

NECESSARY RESOURCES

Provide a room for discussions after the walk, along with a board or flipchart where moderation cards can be attached.

WHAT TO DO?

BEFORE

Get to know the participants and the social spaces they want to explore together.

Beforehand, ask yourself about the preparation:

- Which paths do people usually enjoy walking?
- Where are streets that could be made more pedestrian-friendly?
- Are there already existing community efforts to create traffic-calmed streets or neighbourhood actions with the same goal?
- Do you have any ideas of your own that you would like to contribute to this activity?

DURING

- Before the start of the walk, explain to the participants how mobility, sustainability, and inclusion are connected.

- Whenever ideas arise, write them on cards.
- Additionally, as the facilitator, collect all ideas that come up during the walk.

AFTERWARDS

- After the walk, discuss in more detail to determine which public space design ideas should be written down.
- Emphasize the connection between public place utilization and the challenge of creating suitable mobility services.
- Additionally discuss: To whom should these observations be presented? Could the local authorities help bringing your ideas to life?
- Plan together the necessary support for participants to move forward with their ideas.
- Write down participants' ideas on the flip chart, along with the subsequent steps required to bring these ideas to life.

EXPLORING SOFT MOBILITY BIKE TOUR

TIME FRAME: 2-3 HOURS

SKILL LEVEL: BEGINNER – ADVANCED  –   

ACTIVITY AND GOALS

The aim is to engage with different forms of mobility within public space during a bike tour through the city. Participants will have the opportunity to experience soft mobility through cycling or by utilizing cargo bikes. During the tour, they will visit different places such as parking garages, train stations, and pedestrian zones, to gain insight into different forms of mobility and their impact on the environment and people.

NECESSARY RESOURCES

Cargo bikes and bicycle trailers will be used to transport participants who are unable to ride a bike independently.

WHAT TO DO?

BEFORE

- Plan the route: Prior the tour, consider the locations you intend to visit: Car park rail stations, bus terminals, tramways, and pedestrian areas. The route should encompass different areas, perhaps along busy roads with heavy traffic, along a river, through a park and more. It should include a picnic in a

suitable public place, such as a city park. Ensure there are safe spots at each stop for participants to pause.

- Prepare the picnic.

DURING

- Before the tour, make sure that every participant is safe during the transport.
- Explain the route, its single stops and the concept of engaging with different types of mobility.
- When you reach each stop, take a moment to pause and immerse yourself in surroundings: Is it noisy and busy? Quiet and calm? What scents are in the air? Engage in discussions about different forms of traffic and their impact on the environment and people.
- The picnic should take place in a public space, like a park, commonly frequented by citizens for joint activities or recreation. During this picnic, participants can observe others engaging in soft mobility like cycling or walking.

AFTERWARDS

- After returning to the starting point, engage in a short reflection with the participants to discuss their feelings during the tour and their observations.
- Ask them to share their thoughts, why other people choose to ride bikes whether for leisure or transportation.
- Explore the possibility of increasing bike usage for commuting and think about the destinations you plan to reach.

SOURCES

GOOD PRACTICE COLLECTION

AUSTRIA

1. Grätzelininitiative Margaretenbad: <https://www.margerl.at/willkommen> (23.08.2023)

ROMANIA

2. ONE.shirt: [ONE.shirt \(oneshirt.eu\)](https://www.oneshirt.eu) (23.08.2023)

SLOVAKIA

3. <http://www.svi.sibirka.sk/> (23.08.2023)
4. <https://www.facebook.com/SVI.Sibirka/> (23.08.2023)

TOPICS & ACTIVITIES

Food / Introduction

1. About a third... Food systems are responsible for a third of global anthropogenic GHG emissions | Nature Food (23.08.2023)
2. Read more about Slow Food movement here: <https://www.slowfood.com/> (23.08.2023)

Activity DINING TRIP - A JOURNEY TO THE ORIGIN OF OUR FOOD

4. Read more about food co-ops: What is a Community Food Co-op? More Than Just Groceries (23.08.2023)