



Co-funded by
the European Union

EcoTruth 101: Decoding Greenwashing

Non-Formal Education Program and Toolkit



YOUTH POWER
Germany



PANNONIA
CONSULTING

Document Information

Project: GreenGuard - Mobilizing Digital Solutions for Genuine Environmental Progress

Project Coordinator: Contextos - Cooperativa para o Desenvolvimento e Coesão Social, CRL (Portugal)

Deliverable: WP2 - A.2.5. EcoTruth 101: Decoding Greenwashing - Non-Formal Education Program and Toolkit

DOI: 10.5281/zenodo.17724767

Output Leader: Contextos - Cooperativa para o Desenvolvimento e Coesão Social, CRL (Portugal)

Contributing Beneficiaries: Istituto ad ordinamento universitario Scuola Superiore Carolina Albasio (Italy); Youth Power Germany EV (Germany); Pannonia Consulting D.O.O. (Croatia)

Document History

Date	Version Nr	Deliverable Version and Changes
31-07-2025	v.01	1st Version

Acknowledgement & Disclaimer

This publication is a result of the project GreenGuard: Mobilizing Digital Solutions for Genuine Environmental Progress, co-funded by the Portuguese National Agency Erasmus+ under Key Action 2 - Cooperation partnerships in youth, Grant Agreement 2023-2-PT02-KA220-YOU-000177013. The support of the European Commission for the production of this publication does not constitute an endorsement of the contents which reflect only the views of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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I. Introduction

This publication research was developed as part of the project GreenGuard - Mobilizing Digital Solutions for Genuine Environmental Progress, co-financed by Erasmus+ Cooperation Partnerships in Youth, coordinated by Contextos - Cooperativa para o Desenvolvimento e Coesão Social, CRL (Portugal), in partnership with Istituto ad ordinamento universitario Scuola Superiore Carolina Albasio (Italy), Youth Power Germany EV (Germany) and Pannonia Consulting D.O.O. (Croatia). GreenGuard project (2024-2026) aims at contributing to counteract greenwashing by investigating greenwashing practices in partner countries, raise public awareness to the topic, develop prevention guidelines, empower youth and organizations through educational programs, and design user-friendly tech solutions to support better informed environmental choices by consumers.

This publication - EcoTruth 101: Decoding Greenwashing - Non-Formal Education Program and Toolkit is the third publication of GreenGuard project. It offers an interdisciplinary non-formal education program, that aims to equip young people and youth workers with the skills and knowledge to recognize and counteract greenwashing, and to become leaders in promoting environmental sustainability. The program aims to be adaptable for various organizations and contexts, serving as an educational tool for Youth Workers, Teachers and others involved in Youth Education. Towards this goal, the EcoTruth 101 program is aligned with the [European GreenComp Framework \(European Commission, 2022\)](#) thus ensuring that the learning outcomes are compatible with EU-level benchmarks for sustainability education. Through this alignment, we aim to promote transferable competences and foster young people's capacity to act as informed changemakers. GreenComp is the European Reference Framework of Sustainability Competences, defining 12 competences across 4 key areas, and is better presented in Chapter II.

This document presents the following main structure:

- II - Concepts and Contextualization: Includes the definition of greenwashing and references to previous publications developed within the GreenGuard project. It also presents the European GreenComp Framework (2022), which is used in this publication as a reference to validate the gained competences, and the progressing Greenwashing Directive of the European Commission (2024).
- III - Program and Toolkit: A modular five-day program and toolkit designed as a youth educational tool to recognize and counteract greenwashing and promote environmentally sustainable choices.

II. Concepts and Contextualization

This chapter presents the concept of greenwashing, based on definitions and insights from previous GreenGuard project publications. It then presents the European GreenComp Framework (2022), which is used in this publication to assess and validate the competences acquired through the EcoTruth 101 Non-Formal Education Program and Toolkit presented in Chapter III. In addition, the chapter introduces the ongoing and upcoming Greenwashing Directive of the European Commission (2024), as an important step forward in the current European policy framework regarding greenwashing.

2.1. About Greenwashing

Greenwashing is a deceptive practice wherein companies falsely portray their products or activities as environmentally friendly or sustainable (Chudinovskikh et al., 2024). Companies engage in greenwashing to create a false impression of environmental consciousness, often exaggerating or misrepresenting their eco-friendly efforts. This misleading tactic has become increasingly present in today's market and negatively impacts consumer choices and the environment and society at large.

One common strategy involves using vague terms such as "eco-friendly" or "natural" without providing any concrete evidence to substantiate these claims (Edwards, 2024; CarbonBetter, 2024). This lack of clarity often confuses consumers who are attempting to make environmentally responsible purchasing decisions. Another method is using evocative imagery that implies sustainability, such as nature scenes or green colors, to suggest that a product is environmentally safe: such an approach can mask the company's harmful environmental practices, a tactic known as "greenlighting". For example, a firm may heavily promote its recyclable packaging while failing to address larger, more significant issues like pollution from its manufacturing processes (CarbonBetter, 2024). Companies may also employ fake certifications or misleading labels to falsely assure consumers of their environmental claims. These unverified claims undermine trust in legitimate eco-certifications and make it harder for consumers to distinguish truly sustainable products from those only posing as such (Investopedia, 2024). Some companies may engage in "greenhushing," where they deliberately downplay their sustainability efforts to avoid scrutiny, which also prevents transparency and informed consumer choices (CarbonBetter, 2024). These deceptive practices have serious consequences, including loss of consumer trust and potential lawsuits for false advertising. Responsible companies, on the other hand, provide verifiable data and certifications from credible third-party organizations to substantiate their environmental

claims, offering consumers the transparency they need to make informed decisions (Edwards, 2024).

To better understand the concept of greenwashing, its practices, and the negative effects it poses, consult GreenGuard's first publication, [Greenwashing Index: A comparative research of greenwashing practices in Portugal, Italy, Germany and Croatia](#). To complement your reading, you can also access the second publication, [Sustainable Practices Guidelines – Guidelines for Organizations Working with Youth to Transition Towards More Sustainable Practices](#), which provides practical guidelines and tracking tools for organizations in the areas of water, energy, air, waste, and biodiversity, helping to enhance the sustainable adoption of habits in youth sector organizations as well as others that may wish to use this resource.

2.2. Europe Taking Action Against Greenwashing

Although this subject encompasses a wide range of relevant aspects, this chapter will focus on two key European initiatives. First, it presents and contextualizes the European GreenComp Framework (2022), which serves in this publication as a reference benchmark for the validation of the competences developed through the non-formal education program and toolkit. Second, it examines the Greenwashing Directive of the European Commission (2024), currently under development, which represents an important step towards regulating environmental claims, increasing transparency, and protecting consumers from misleading information in Europe. These initiatives reflect the European Union's commitment to combat greenwashing and promote sustainability.

2.2.1. European GreenComp Framework 2022

The [European GreenComp Framework \(2022\)](https://joint-research-centre.ec.europa.eu/) is the reference framework for sustainability competences developed by the European Commission, available for free download in various European Union languages at <https://joint-research-centre.ec.europa.eu/>, official website of the European Union. It provides a common ground to learners and guidance to educators, trainers advancing a consensual definition of what sustainability as a competence entails. It responds to the growing need for people to improve and develop the knowledge, skills and attitudes to live, work and act in a sustainable manner. It is designed to support education and training programs for lifelong learning. It is written for all learners, independent of their age and their education level and in any learning setting - formal, non-formal and informal.

The GreenComp framework is organized in four Competence Areas that encompass the concept of sustainability:

- 1. Embodying sustainability values
- 2. Embracing complexity in sustainability
- 3. Envisioning sustainable futures
- 4. Acting for sustainability

These four areas are further divided into 12 individual competences which, when combined, create a complete set of sustainability skills. Each competence is accompanied by a descriptive text outlining its scope. The table of GreenComp areas, competences, and descriptors is presented next:

AREA	COMPETENCE	DESCRIPTOR
1. Embodying sustainability values	1.1 Valuing sustainability	To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.
	1.2 Supporting fairness	To support equity and justice for current and future generations and learn from previous generations for sustainability
	1.3 Promoting nature	To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems.
2. Embracing complexity in sustainability	2.1 Systems thinking	To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.
	2.2 Critical thinking	To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.
	2.3 Problem framing	To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems.
3. Envisioning sustainable futures	3.1 Futures literacy	To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.

3. Envisioning sustainable futures	3.2 Adaptability	To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.
	3.3 Exploratory thinking	To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.
4. Acting for sustainability	4.1 Political agency	To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.
	4.2 Collective action	To act for change in collaboration with others.
	4.3 Individual initiative	To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.

Table 1. GreenComp areas, competences, and descriptors - adapted from [GreenComp: The European sustainability competence framework - EN \(European Commission, 2022\)](#), pages 14-15.

Designed for lifelong learning, GreenComp framework transcends age and educational background, catering to all learners across formal, non-formal, and informal settings. Its comprehensive structure, comprising four competence areas and twelve specific competences, acts as the building blocks for fostering an universal understanding and practical application of sustainability. Each competence is precisely defined by a descriptor, ensuring clarity and consistency in its interpretation and application. By providing this robust and universally applicable guide, GreenComp empowers educators, trainers, and learners alike to navigate the complexities of sustainability, fostering a citizens equipped to drive the essential transformations towards a greener and more equitable future. It is, therefore, an indispensable tool for integrating sustainability deeply into education and training, ultimately enabling individuals to contribute meaningfully to a sustainable world. By adopting this framework to our EcoTruth 101 Non-Formal Education Program and Toolkit we aim to promote transferable competences and foster young people's capacity to act as informed changemakers.

2.2.2. The Greenwashing Directive of the European Commission 2024

The European Union has been actively addressing greenwashing through various legislative initiatives and publications. This is a significant area of focus due to studies finding that in the EU (European Commission, 2025)¹:

- Over half (53%) of environmental claims provide vague, misleading, or unsubstantiated information;
- 40% of green claims lack any form of supporting evidence;
- 50% of all eco-labels have weak or no verification processes in place;
- There are 230 sustainability labels and 100 green energy labels in the EU, which vary greatly in terms of transparency and reliability.

Here we highlight the following key developments and publications in the EU regarding greenwashing:

1. Key Legislations and Directives: [Directive \(EU\) 2024/825 of the European Parliament and of the Council of 28 February 2024 - “Greenwashing Directive”](#) - Adopted in February 2024, this directive aims to protect consumers from misleading marketing practices, particularly those related to environmental claims to limit unfair commercial practices and restore trust and credibility in environmental labeling. It brought amends and strength to the UCPD (Unfair Commercial Practices Directive, 2005/29/EC) by introducing more specific rules on sustainability and environmental claims to ensure consumers receive reliable information about the environmental impact of products and services, namely by applying the following:

- Prohibits generic environmental claims (e.g., “eco-friendly,” “natural,” “biodegradable,” “climate neutral”) without clear and verifiable proof.
- Prohibits claims that a product has a “neutral,” “reduced,” or “positive” environmental impact due to emissions offsetting, unless proven with solid evidence and verified by independent bodies.
- Requires sustainability labels to be based on official certification schemes or established by public authorities. Self-created labels are generally prohibited.
- Targets false or unfounded claims about product durability, promoting reuse and repair.
- Covers a wide range of environmental or “green” claims related to the circulation, sustainability, repair, or reuse of a product, brand, company, or service.

¹ European Commission (2025) - https://environment.ec.europa.eu/topics/circular-economy/green-claims_en?utm_source=chatgpt.com

On 22 March 2023, the European Commission put forward a proposal for a [Green Claims Directive](#) that complements the “Greenwashing Directive” by establishing more specific requirements for explicit environmental claims to address the need for reliable and verifiable information for consumers and would require companies to substantiate the voluntary green claims they make in business-to-consumer commercial practices by complying with a number of requirements regarding their assessment (e.g., taking a life-cycle perspective). In the Parliament, the file was jointly allocated to the Committees on Internal Market and Consumer Protection (IMCO) and on Environment, Public Health and Food Safety (ENVI). The Parliament adopted its first-reading position on 12 March 2024, and the Council approved a general approach on 17 June 2024. Interinstitutional negotiations are now about to begin. The directive has been undergoing trilogue negotiations between the European Commission, Parliament, and Council and is currently paused. The initial trilogue meeting took place on January 28, 2025, where co-legislators outlined their respective negotiating positions. This session empowered the technical teams to initiate detailed work. A second trilogue, held on April 24, 2025, focused on key areas including environmental claims, labels, and associated schemes, consumer information, verification processes, and frameworks for access to justice and penalties. However, the third trilogue, which had been set for June 23, 2025, did not proceed as planned and the process is currently on pause.²

2. Previous EU Commission Work and Possibilities for the Future: Through recent years, the European Commission has been conducting work highlighting the prevalence of greenwashing and the importance of sustainable practices, reinforcing the need for new legislative measures.

- **European Green Deal in 2019**

The [European Green Deal](#) in 2019 set out the EU's overall political ambition to become the first climate-neutral continent by 2050. Although not exclusively referring to greenwashing, the Green Deal emphasis on sustainable production and consumption patterns implicitly highlighted the need to combat misleading environmental claims that could undermine these objectives. It reveals the importance of ensuring that consumers receive reliable, comparable, and verifiable information to make more sustainable and conscious decisions. There is also an intention for the

² Euronews (2025) - <https://www.euronews.com/my-europe/2025/06/20/commission-moves-to-withdraw-greenwashing-proposal-in-another-blow-to-green-deal>

Commission to require environmental claims to be substantiated based on the environmental impacts throughout the life cycle of products.

- **New Consumer Agenda in 2020**

The [New Consumer Agenda](#) launched by the European Union in 2020 Agenda outlined the EU's vision for consumer policy in the coming years with the aim of strengthening consumer resilience for a sustainable recovery, further emphasizing the need to combat misleading practices. It specifically identified greenwashing as an obstacle to informed consumer choices and committed to combating misleading environmental claims. It reiterated the Commission's intention to empower consumers to play an active role in the green transition by ensuring that they have accurate information and are protected against unfair commercial practices.

- **European Consumer Protection Cooperation Network and Future Trends**

The [European Consumer Protection Cooperation Network](#), established in 2004, includes national consumer protection authorities, and has launched coordinated actions against companies making potentially misleading ecological claims. A notable example is the crackdown on airlines regarding their claims of “climate neutrality” or offsetting. This case study was explored on GreenGuard publication Greenwashing Index.

Companies that fail to comply with the new regulations could face significant penalties, including fines (up to 4% of annual EU turnover for serious violations, especially those with cross-border impacts), confiscation of revenues obtained from infringements, and temporary exclusion from public contracts or restrictions on market access. Increased risk of legal action by consumer groups and environmental organizations.

The new legislative framework of **Greenwashing Directive** currently on pause, if/when in force, is expected to lead to an increasing number of greenwashing-related lawsuits across the EU, with NGOs and consumer organizations actively monitoring companies' claims. The emphasis is now firmly on requiring companies to substantiate all environmental claims with clear, verifiable, and scientifically sound evidence, considering the entire product life cycle. If and when it enters into force, Member States will have 24 months to transpose the Greenwashing Directive into their national legislation. However, some Member States, such as France, Germany, and the Netherlands, are expected to implement these rules earlier, as their regulators, NGOs, consumer organizations, and courts have already begun taking action against greenwashing, demonstrating both the potential measures European countries may adopt independently and the role that organizations and civic awareness and education can play.

III. Program and Toolkit: EcoTruth 101: Decoding Greenwashing

The non-formal education program EcoTruth 101: Decoding Greenwashing is a five-day program that aims to equip young people and youth workers with the skills and knowledge to recognize and counteract greenwashing in their daily lives and in their organizations, and to become leaders in promoting environmental sustainability. It aims to equip youth and youth workers with critical analytical tools to discern and counteract greenwashing, thereby fostering sustainability. Resources that complement the implementation of the proposed program can be found at the Annexes of this publication. The EcoTruth 101 program is designed to be modular and adaptable, allowing organizations to adjust it to their specific contexts and needs. While a general structure and flow of activities is proposed, the sequence can be rearranged, and activities can be balanced across the days. Some activities are presented as optional or extra, to be used when time and group dynamics allow. Trainers, Facilitators or others implementing these activities are encouraged to adapt the content and level of complexity according, namely, to participants' prior knowledge, age group, and group size - keeping in mind that larger groups will generally require more time to complete the activities. We advise always connect EcoTruth to your local reality, making the program meaningful and relevant to participants.

The overall framework of EcoTruth 101: Decoding Greenwashing program is the following:

Day 1	Day 2	Day 3	Day 4	Day 5
What is greenwashing and why does it matter?	Where is greenwashing?	Assessing greenwashing	How to counteract greenwashing?	A more sustainable future

Day 1 - What is greenwashing and why does it matter?

For comprehensive one-day training on this topic, we recommend choosing 3 to 5 of the following activities (Note: if participants are not familiar with each other, facilitators must ensure that sufficient presentation, ice-breaking, and team-building dynamics are included at the beginning of the program):

- Activity 1.1 - Opening Circle and Group Dynamic Game: "Green Identity Bingo"
- Activity 1.2 - What is Greenwashing?
- Activity 1.3 - Systems Thinking: Ripple Effect Mapping
- Activity 1.4 - What Does True Sustainability Mean to Me?

- Activity 1.5 - Greenwashing Court
- Activity 1.6 - Personal Action Commitment: My Greenwashing Radar

Day 2 - Where is greenwashing?

For comprehensive one-day training on this topic, we recommend choosing 3 to 4 of the following activities:

- Activity 2.1 - How do I see greenwashing
- Activity 2.2 – Demystifying GreenComp
- Activity 2.3 – Spot the Greenwashing!
- Activity 2.4 – Global Greenwashing Roleplay

Day 3 - Assessing greenwashing

For comprehensive one-day training on this topic, we recommend choosing 3 to 5 of the following activities:

- Activity 3.1 - Behind the Narrative: Dissecting Eco-Stories
- Activity 3.2 - Deconstructing Eco-Emotion: The Psychology Behind Greenwashing
- Activity 3.3 - Building the Greenwashing Detection Toolkit
- Activity 3.4 - Eco-Claim Deconstruction Lab: Toolkit in Action
- Activity 3.5 - Greenwashing Arena: Debating the Ethical Limits of Eco-Claims
- Activity 3.6 - Youth Action Brief: Guidelines to Resist Greenwashing

Day 4 - How to counteract greenwashing?

For comprehensive one-day training on this topic, we recommend choosing 3 to 5 of the following activities:

- Activity 4.1 - Where are we at?
- Activity 4.2 - Museum of Critical Thinking
- Activity 4.3 - Greenwashing around us
- Activity 4.4 - Greenwashing Fact Check Tools
- Activity 4.5 - Greenwashing Cafe

Day 5 - A more sustainable future

For comprehensive one-day training on this topic, we recommend choosing 3 to 5 of the following activities (Note: the final activity - Evaluation - must always be included):

- Activity 5.1 - Fake vs. Fact Design Sprint
- Activity 5.2 - Greenwashing Tribunal: Youth vs. Industry
- Activity 5.3 - Personal Reflection: The GreenWall of Change
- Activity 5.4 - Evaluation of the Training Course Youthpass Ceremony

As referred, although EcoTruth 101 is designed as a five-day program, its modular structure allows it to be adapted for shorter training formats in schools, clubs, or other local settings. Implementation can follow an intensive format (e.g., 1 to 3 consecutive days) or a periodic format (e.g., 10 weekly half a day sessions or similar arrangements). For shorter or periodic formats (e.g., 1-3 days or weekly sessions), select activities across different modules to ensure a balanced and coherent learning experience.

3.1. EcoTruth 101 - Day 1: What is greenwashing and why does it matter?

<p>Objectives:</p>	<ul style="list-style-type: none"> ● To create a supportive group atmosphere, encouraging communication, mutual respect, and active participation among participants. ● To introduce the concept of greenwashing, providing a clear definition, historical background, and examples of its tactics. ● To initiate personal reflection on the meaning of true sustainability and participants' own experiences with environmental messaging. ● To connect greenwashing to wider systems (business, media, politics), introducing the concept of systems thinking ● To reflect on ethical dimensions of sustainability and the importance of values such as honesty, integrity, and ecological responsibility ● To build initial critical thinking skills, preparing participants to assess environmental claims more thoughtfully.
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	<ul style="list-style-type: none"> To motivate participants for active engagement in the next steps of the training, setting the stage for exploration, analysis, and action.
Duration (h):	6 working hours
Min-Max of participants:	12-25
Preparing the space:	<ul style="list-style-type: none"> Ensure the room is spacious enough for participants to move freely. Arrange chairs in a circle for easy communication and interaction. Set up a clearly visible area for the Expectations Wall. Place materials (bingo sheets, pens, balls, flipchart, markers, sticky notes) in an accessible location. Check technical equipment (sound system, projector if needed) in advance. Ensure background music playlist is prepared for use during activities.

Activity 1 – Opening Circle and Group Dynamic Game: "Green Identity Bingo"	
Duration (min):	60 min.
Resources/materials/equipment:	<ul style="list-style-type: none"> Printed Green Identity Bingo cards (one per participant) (Annex 1. "Green Identity Bingo") Pens or pencils Small prizes or symbolic "green awards" (optional) Tennis or other balls Flipchart and markers (to note key reflections if needed) Small symbolic prizes (optional)

<p>Step by Step:</p>	<p><u>Welcome and Opening (5 min)</u></p> <ul style="list-style-type: none"> • Trainer welcomes participants. • Briefly introduces the day's objectives (understanding greenwashing, building group dynamic). • Emphasize the importance of trust, openness, and participation in the coming days. <p><u>Participant Introduction (Name)/Energizer:</u></p> <p><u>Sustainability Ball Toss (10 min)</u></p> <ul style="list-style-type: none"> • The trainer starts by tossing a soft ball to someone across the circle. Each participant should introduce their name and relate it to one word associated with nature. This helps create a fun and memorable connection between names and natural elements. <p>Suggestion for name association:</p> <ul style="list-style-type: none"> • "One word you associate with nature" (e.g., "Daniel – Green Leaves") • "A product you believe is truly green" (e.g., "Sarah – Bamboo Toothbrush") <p>The catcher/participant answers quickly with their name + nature-related word, then tosses the ball to someone else.</p> <p>Continue until the whole group has been introduced.</p> <p><u>Expectation Setting (15 min):</u></p> <ul style="list-style-type: none"> • Give each participant a sticky note (or small piece of paper) and a pen. • Ask them to quickly write down their personal expectation for the training in one or two
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	<p>sentences.</p> <p>Examples of questions to guide them:</p> <ol style="list-style-type: none"> 1. <i>"What do you hope to learn or experience this week?"</i> 2. <i>"What would make this training a success for you?"</i> <ul style="list-style-type: none"> ● Once finished, participants stick their notes on a prepared Expectations Wall (flipchart, poster board, or blank wall space). ● Trainer briefly comments that the expectations will be revisited at the end of the training to reflect on whether they were met. <p><u>Group Building Game: Green Identity Bingo (15 min)</u></p> <ul style="list-style-type: none"> ● Each participant receives a Bingo sheet. The Bingo sheet is a grid (like a 5x5 table) where each box has a statement related to sustainability. <p>(Example of statements in boxes:</p> <ol style="list-style-type: none"> 1. "I always use a reusable shopping bag." 2. "I have planted a tree." 3. "I have been part of a beach clean-up." 4. "I prefer second-hand clothes." 5. "I know the meaning of 'carbon footprint.'") <ul style="list-style-type: none"> ● The goal of the game: Participants walk around and talk to each other. When they find someone who matches a statement (for example, someone who has planted a tree), they ask that person to sign their name in that box.
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	<ul style="list-style-type: none"> ● Rule: One person can only sign once on your bingo sheet. (This forces participants to talk to many different people, not just their friends.) ● The winner can be the first to complete: <ul style="list-style-type: none"> - A line (horizontal, vertical, or diagonal), OR - Fill as many boxes as possible in a limited time (for example, 10–15 minutes). ● Play energetic background music if possible to keep movement lively. <p><u>Debrief and Group Reflection (15 min)</u></p> <ul style="list-style-type: none"> ● Gather participants in a circle after Bingo. ● Ask a few reflection questions: <p><i>"What commonalities did you discover?"</i></p> <p><i>"What new or surprising thing did you learn about others?"</i></p> ● Open quick discussion about group spirit and shared values. ● Optionally: Together, agree on basic group principles for the week (e.g., respect, active participation, openness).
<p>Tips & Tricks for Facilitators /References (Links)</p>	<ul style="list-style-type: none"> ● Set a welcoming tone from the first second: smile, show enthusiasm, and be relaxed. Your energy will set the atmosphere for the group. ● Model participation: if you want participants to be open and active, show it yourself — share your own answers during the Energizer and Bingo! ● Encourage movement: During Bingo, motivate participants to move around the entire space, not just stay close to their seat.

	<ul style="list-style-type: none"> ● Observe interactions: Use the time during the game to notice which participants might be shy, nervous, or isolated — plan small supports for them during the day if needed. ● Be inclusive: Make sure the Bingo prompts are diverse and not too difficult. Everyone should be able to fill several boxes (avoid very specialized statements like "I have built a solar panel").
<p>Possible modifications for virtual environment:</p>	<ul style="list-style-type: none"> ● Digital Bingo Cards: Utilize interactive digital bingo cards through platforms like Google Jamboard, Padlet, or specialized virtual Bingo websites. Participants can mark or type their names in virtual squares, maintaining the activity's interactive nature. ● Breakout Rooms for Interaction: Divide participants into smaller breakout rooms (groups of 3-4) to facilitate more personal and meaningful interactions. Rotate the breakout groups after a set time (e.g., every 5 minutes) to ensure participants meet and engage with a variety of peers. ● Virtual Ball Toss: Replace the physical ball toss with a virtual alternative—participants can "toss" questions by nominating another person directly in video conferencing software, or use interactive platforms like Mentimeter or Slido to collect rapid responses to sustainability questions. ● Virtual Expectation Wall: Create a virtual Expectations Wall using digital collaboration tools (like Google Slides, Padlet, or Miro)

	<p>where participants post their expectations anonymously or openly. This digital wall remains accessible throughout the training and facilitates revisiting expectations in the final reflection session.</p>
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// Coffee Break //

Activity 2 – What is Greenwashing?	
Duration (min):	60 min.
Resources/materials/equipment:	<ul style="list-style-type: none"> Printed cards with different advertisements, brand slogans, product labels (real or fictional) (Annex 2. “Exploration Activity: “Real Green or Greenwashed?”) Flipchart and markers Prepared short presentation (Mini-lecture visuals — optional projector)
Step by Step:	<p><u>Introduction by Trainer (5 min)</u></p> <ul style="list-style-type: none"> Start by asking participants: <i>“When you hear the word greenwashing, what comes to your mind?”</i> Collect 2–3 spontaneous answers (without correcting them yet) to activate thinking. <p><u>Exploration Activity: “Real Green or Greenwashed?” (25 min)</u></p> <ul style="list-style-type: none"> Preparation: Trainer prepares 8–12 cards, each showing an advertisement, slogan, or product package. Some should be examples of true sustainability efforts, others clear examples of greenwashing.

	<ul style="list-style-type: none">● In small groups (3–4 participants): Each group gets 3–4 cards. Their task: Discuss each example and decide together:<ul style="list-style-type: none">○ Is this genuine sustainability or greenwashing?○ How did they decide?○ What clues did they look for?● Trainer moves between groups, listening, asking supportive questions if needed ("<i>What makes you trust or distrust this message?</i>"). <p><u>Group Reflection and Sharing (15 min)</u></p> <ul style="list-style-type: none">● Bring everyone back into the large group.● Each group presents one example they discussed:<ol style="list-style-type: none">1. <i>Was it greenwashing or genuine?</i>2. <i>What made them decide?</i>● Trainer writes key points on the flipchart (e.g., "Vague claims," "No proof," "Good certification," "Emotional appeal without facts"). <p><u>Mini-Lecture: Defining Greenwashing (15 min)</u></p> <ul style="list-style-type: none">● Now the trainer gives a short structured input, building directly on the group's discoveries:<ul style="list-style-type: none">● Define greenwashing formally.● Briefly explain its history (origin of the term by Jay Westerveld, 1986).
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	<ul style="list-style-type: none"> ● Summarize common tactics (based on what participants already mentioned + add new ones they missed): <ul style="list-style-type: none"> ○ Vagueness ○ Hidden trade-offs ○ Irrelevant claims ○ Fake certifications ○ Lesser of two evils marketing ● Visual support: show a few slides or real-world examples if available. ● Connect it to Systems Thinking: <i>"Greenwashing is not random — it fits into how businesses, media, and politics interact with society."</i> <ul style="list-style-type: none"> ● Close with a motivating sentence: <i>"Understanding greenwashing is the first step to fighting for real sustainability."</i>
<p>Tips & Tricks for Facilitators /References (Links)</p>	<ul style="list-style-type: none"> ● Select realistic examples for the card activity some that are tricky, so they provoke debate! ● Stay neutral during groupwork — let participants discover mistakes themselves, don't correct immediately. ● Use participants' words during the mini-lecture: connect your points to what they said ("As Ana noticed earlier, some ads only focus on emotions, not facts..."). ● If groups are stuck, guide them gently with open questions ("<i>What proof is missing?</i>", "<i>Who says this is eco-friendly?</i>").
<p>Possible modifications for virtual environment:</p>	<ul style="list-style-type: none"> ● Use breakout rooms for small group work.

	<ul style="list-style-type: none"> ● Share ad examples digitally (Google Drive folder, Miro board). ● Use an online poll after group sharing (e.g., "Is this greenwashing or not?").
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// Coffee Break //

Activity 3 – Systems Thinking: Ripple Effect Mapping	
Duration (min):	60 min.
Resources/materials/equipment:	<ul style="list-style-type: none"> ● A4 sheets or large papers (1 per group) ● Markers, colored pens ● Flipchart and markers ● Printed example greenwashing cases (Annex 3. "Ripple Mapping")
Step by Step:	<p><u>Introduction by Trainer (5 min)</u></p> <ul style="list-style-type: none"> ● Short explanation: <ol style="list-style-type: none"> 1. <i>"Greenwashing doesn't only trick consumers — it affects the whole system."</i> 2. <i>"Today, we will explore how one greenwashing action creates many 'ripples' across different areas — just like throwing a stone into water."</i> ● Visualize it quickly by drawing ripples on a flipchart: small center → expanding circles. <p><u>Group Work: Ripple Mapping (40 min)</u></p> <ul style="list-style-type: none"> ● Participants form small groups (3–5 people). ● Each group receives: <ol style="list-style-type: none"> 1. One case/example of greenwashing (real or fictional - e.g., H&M Conscious collection,

	<p>"biodegradable" plastic bags, green gas campaigns).</p> <p>2. Large paper and markers.</p> <ul style="list-style-type: none"> ● Task Instructions: <ol style="list-style-type: none"> 1. Write the greenwashing action in the center (e.g., "H&M promotes 'Conscious' collection without real eco-proof"). 2. Draw 3-4 layers of ripples outward: <p>First ripple: Immediate impacts (e.g., Consumers misled, buying products they think are eco-friendly).</p> <p>Second ripple: Secondary impacts (e.g., Ethical brands lose market share).</p> <p>Third ripple: Broader system impacts (e.g., Environmental damage continues, public trust in sustainability declines).</p> <p>Optional fourth ripple: Long-term consequences (e.g., Policy regulations delayed, society becomes more skeptical).</p> <ul style="list-style-type: none"> ● Encourage creativity - drawings, keywords, arrows showing relations. <p><u>Group Presentations and Discussion (15 min)</u></p> <ul style="list-style-type: none"> ● Each group presents their ripple map in 3–4 minutes. ● Trainer guides quick feedback: <ol style="list-style-type: none"> 1. <i>"What surprised you about the ripple effects?"</i> 2. <i>"Were some consequences unexpected?"</i> 3. <i>"Which systems (economy, environment, politics, media) were affected?"</i> ● Trainer summarizes:
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	<p><i>"One greenwashing act can create many unseen consequences across different systems. This is why understanding greenwashing is not just about marketing — it's about sustainability at every level."</i></p>
<p>Tips & Tricks for Facilitators /References (Links)</p>	<ul style="list-style-type: none"> ● Encourage systems thinking: push participants to go beyond "consumer buys wrong product" think about economy, environment, laws, culture. ● Celebrate diversity of maps: there is no "perfect" ripple effect. Different groups may imagine different chains — that's great! ● Manage timing: Give groups regular time warnings (e.g., "15 minutes left," "5 minutes left") so they complete their map. ● If participants struggle: Give prompts like <i>"How does this affect the environment? Media? Political pressure?"</i>
<p>Possible modifications for virtual environment:</p>	<ul style="list-style-type: none"> ● Groups can create ripple maps using an online whiteboard (e.g., Miro, Jamboard). ● Present maps by screen-sharing and explaining in breakout rooms.

// LUNCH //

<p>Activity 4 – What Does True Sustainability Mean to Me?</p>	
<p>Duration (min):</p>	<p>80 min.</p>
<p>Resources/materials/equipment:</p>	<ul style="list-style-type: none"> ● A4 paper or notebooks for each participant ● Pens or colored markers ● Calm background music (optional) ● Flipchart for closing discussion (optional)

<p>Step by Step:</p>	<p><u>Energizer – "Greenwashing Detective" (10 min)</u></p> <ul style="list-style-type: none"> ● Preparation: <p>Trainer says:</p> <p><i>"Let's wake up and test our detective skills — quickly! I will say a short situation or claim. If you think it sounds like greenwashing, make a 'detective lens' with your hand (gesture with fingers). If you think it sounds real sustainability, cross your arms like an 'X'."</i></p> <ul style="list-style-type: none"> ● How to Play: <p>Trainer reads quick statements (one sentence at a time). Participants must quickly react with the correct gesture:</p> <p>Hand as detective lens = smells like greenwashing Crossed arms = seems genuine sustainability</p> <ul style="list-style-type: none"> ● Keep it fast, lively, no deep analysis — it's about body movement and instinct. ● Example Statements to Read: <ol style="list-style-type: none"> 1. <i>"A company says they are 'green' but doesn't explain how."</i> → (Greenwashing) 2. <i>"A product has a real independent eco-certification."</i> → (Genuine) 3. <i>"An airline says 'eco-friendly flights' with no data provided."</i> → (Greenwashing) 4. <i>"A small brand shows full transparency about its production process."</i> → (Genuine) 5. <i>"Plastic bottles labeled 'eco' without any recycling program."</i> → (Greenwashing) 6. <i>"Company donates 1% of profits to real conservation programs and shows results."</i> → (Genuine) ● Wrap up Quickly:
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After 8–10 examples, stop and say:

*"You're already thinking like greenwashing detectives!
Let's now dive deeper into real examples and see how
to recognize them together."*

Introduction to Reflection (5 min)

- Trainer explains the importance of **personalizing the learning:**

*"Now that we understand what greenwashing is and
how it affects systems, it's time to reconnect with our
own values. What does true sustainability mean for
each of us personally?"*

- Emphasize:
 - No right or wrong answers.
 - This is about individual feelings, beliefs, and visions.

Individual Work: Guided Reflection Writing (25 min)

- Participants receive a reflection sheet (or plain paper).
- Trainer presents **3 guiding questions** on a flipchart or projector:
 1. *"What does 'true sustainability' mean to me personally?"*
 2. *"How do I feel when I realize a product I trusted was greenwashing?"*
 3. *"What role do I want to play in promoting real sustainability?"*
- Participants work individually, writing freely for 25 minutes.

	<ul style="list-style-type: none"> • Optionally: invite them to draw symbols, mind maps, or metaphors if they prefer non-verbal expression. • (Play soft instrumental music in the background if you want to create a calmer atmosphere.) <p><u>Sharing in Pairs or Trios (15 min)</u></p> <ul style="list-style-type: none"> • After writing, participants are invited (but not forced) to pair up or form small groups of 3. • They can share parts of their reflection if they feel comfortable. • Guiding suggestion: "Share one feeling or one image you wrote about." <p><u>Closing Group Circle (5 min)</u></p> <ul style="list-style-type: none"> • Bring everyone back together. • Invite voluntary sharing in the big group: <i>"Would anyone like to share a sentence, an idea, or a word that came up during your reflection?"</i> <ul style="list-style-type: none"> • Trainer summarizes: <ul style="list-style-type: none"> - Highlight the diversity of perspectives. - Emphasize that true sustainability is both personal and collective.
<p>Tips & Tricks for Facilitators /References (Links)</p>	<ul style="list-style-type: none"> • Create a safe atmosphere: Reflection is personal. Always say sharing is voluntary. • Normalize all feelings: Even anger, frustration, or sadness toward greenwashing are valid and important. • Respect silence: Some participants might need quiet time; don't force quick reactions.

	<ul style="list-style-type: none"> ● Celebrate different styles: Some may write long texts, some may draw — both are good!
Possible modifications for virtual environment:	<ul style="list-style-type: none"> ● Use an online form or shared document for reflection writing. ● Small group sharing can happen in breakout rooms. ● Participants can post one word describing their feeling in the Zoom/Teams chat if time is limited.

// Coffee Break //

Activity 5 – Greenwashing Court (Role-Play and Critical Thinking)	
Duration (min):	1h40
Resources/materials /equipment:	<ul style="list-style-type: none"> ● Printed or projected examples of advertisements, product packaging, sustainability claims (real examples or mock-ups) ● Flipchart or whiteboard ● Pens and paper for each group ● Prepared “Greenwashing Checklist” (criteria to help participants analyze examples) (Annex 4. “Greenwashing Court”)
Step by Step:	<p><u>Introduction: Welcome to the "Greenwashing Court"</u></p> <p><u>(5 min)</u></p> <ul style="list-style-type: none"> ● Trainer sets the scene playfully: <i>"Today, you become lawyers, defending or attacking environmental claims in our Greenwashing Court!"</i> <p>Explain the goal: practice argumentation, critical thinking, and seeing both sides.</p>

	<p>Group Preparation (20 min)</p> <ul style="list-style-type: none">• Participants divide into pairs or small trios.• Each pair/trio receives a case - a real or fictional sustainability claim.• Randomly assign each team:<ol style="list-style-type: none">1. <i>Defense Team</i>: Argue that the company is genuine and sustainable.2. <i>Prosecution Team</i>: Argue that the company is greenwashing and misleading.• In their small groups, teams prepare:<ol style="list-style-type: none">1. 2–3 strong arguments supporting their side.2. Optional: a catchy slogan or final statement. <p>Give them printed examples of typical greenwashing tactics to help them build arguments.</p> <p><u>Mini-Trials: Court Sessions (35 min)</u></p> <ul style="list-style-type: none">• Each "case" is presented in front of the whole group:<ul style="list-style-type: none">- Defense team speaks first (2–3 minutes).- Prosecution team responds (2–3 minutes).- 1–2 minute open floor: any participant can ask one question to either side.• Trainer or selected volunteers act as jury and vote at the end: "<i>Which side had the stronger arguments?</i>" <p><u>Debrief and Reflection (15 min)</u></p> <ul style="list-style-type: none">• After several mini-trials, bring the group together:<ol style="list-style-type: none">1. "<i>How easy or hard was it to defend or attack?</i>"2. "<i>What tricks were used by defenders?</i>"
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	<p>3. <i>"What evidence helped prosecutors?"</i></p> <ul style="list-style-type: none"> Trainer summarizes: <ol style="list-style-type: none"> Critical thinking means looking behind claims, asking questions, demanding proof. Greenwashing relies on emotional language real sustainability shows clear facts and impact.
<p>Tips & Tricks for Facilitators /References (Links)</p>	<ul style="list-style-type: none"> Keep the atmosphere playful: "We're not a real court we're learning!" Encourage good sportsmanship: even if participants strongly disagree, keep it respectful and curious. Manage time tightly: 5–7 minutes per trial maximum. If needed, prepare 2–3 backup cases to keep the flow.
<p>Possible modifications for virtual environment:</p>	<p><u>Set the Scene Online:</u></p> <ul style="list-style-type: none"> Welcome everyone and introduce the idea of the "Greenwashing Court." Remind participants that the goal is playful debate, not "winning" at all costs. <p><u>Divide into Breakout Rooms:</u></p> <ul style="list-style-type: none"> Assign participants randomly into pairs or trios. Assign each group: A greenwashing case. A role: Defense (company) or Prosecution (activists). Give them 10–15 minutes in breakout rooms to prepare 2–3 arguments. <p><u>Online Mini-Trials:</u></p> <ul style="list-style-type: none"> Bring everyone back into the main room.

	<ul style="list-style-type: none"> Each team presents live: Defense team presents first (2 minutes). Prosecution responds (2 minutes). Trainer moderates. Optional: open the chat for 1–2 short comments or questions from other participants ("jury"). <p><u>Jury Voting:</u></p> <ul style="list-style-type: none"> Use a quick Zoom poll, Mentimeter, or simple hands-up voting to decide which team made the stronger case for each trial.
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// Coffee Break //

Activity 6 – Personal Action Commitment: My Greenwashing Radar	
Duration (min):	45 min.
Resources/materials/equipment:	<ul style="list-style-type: none"> A5 or A4 paper ("My Greenwashing Radar" template) or blank sheets Pens, markers Flipchart for optional collective reflection Calm background music (optional)
Step by Step:	<p><u>Setting the Scene (5 minutes)</u></p> <ul style="list-style-type: none"> Trainer introduces the activity: <i>"Today we explored greenwashing, its effects, and how to recognize it. Now it's time to focus inward: how will I apply what I learned? How can I strengthen my personal 'greenwashing radar' in everyday life?"</i> Emphasize that action doesn't have to be huge small steps matter. <p><u>Individual Work: "Build Your Radar" (20 minutes)</u></p> <ul style="list-style-type: none"> Each participant creates their own Greenwashing Radar on a piece of paper:

	<ul style="list-style-type: none"> - Center: Draw themselves (stick figure, symbol, name). - First circle: Write how I will personally recognize greenwashing (e.g., "I will check for certifications," "I will question vague claims"). - Second circle: Write what actions I can take when I recognize greenwashing (e.g., "Choose a different brand," "Share awareness on social media," "Talk to friends about it"). - Third circle: Write what positive sustainability actions I will support (e.g., "Support local eco-brands," "Join clean-up campaigns") <p>(Optional)</p> <p>Encourage creativity: colors, drawings, symbols are welcome!</p> <p><u>Sharing in Small Groups or Pairs (10 minutes)</u></p> <ul style="list-style-type: none"> ● In pairs or trios, participants share parts of their Greenwashing Radar: <ul style="list-style-type: none"> - One action they plan to take - One thing they learned today that surprised or motivated them <p>This step reinforces social learning and builds peer motivation.</p> <p><u>Collective Closing Reflection (10 minutes)</u></p> <ul style="list-style-type: none"> ● Bring everyone back together. ● Trainer invites voluntary sharing: <p><i>"Would someone like to share one personal action or insight from today?"</i></p>
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	<ul style="list-style-type: none"> ● Write a few key actions/words on the flipchart, creating a "Collective Action Wall" (even if it's just keywords). ● Close with a motivational message: <i>"Every conscious choice matters. By strengthening your greenwashing radar, you are already making a real difference."</i>
<p>Tips & Tricks for Facilitators /References (Links)</p>	<ul style="list-style-type: none"> ● Celebrate small commitments: not every action has to be revolutionary. ● Model openness: share your own "radar" if participants are shy. ● Create a calm, reflective atmosphere and play quiet music, dim lights if appropriate. ● Respect boundaries: allow private reflection if someone doesn't want to share.
<p>Possible modifications for virtual environment:</p>	<ul style="list-style-type: none"> ● Participants create their "Radar" digitally (Google Jamboard, Canva, or draw on paper and share photos). ● Sharing in breakout rooms. ● Collective closing can happen via shared documents or chat posts.

Debriefing questions for the day:

- What is one insight or idea you are taking away from today?
- How has your understanding of greenwashing changed since the start of the day?
- What was the most surprising example or fact you learned about greenwashing?
- In which activity did you feel the strongest group connection or teamwork? Why?
- What moments today challenged your assumptions about sustainability?
- How do you see now greenwashing affecting not only consumers but also wider systems like politics, media, or the environment?

- How do you think you'll keep applying your "greenwashing radar" in your daily life?

The European GreenComp Framework competences:

1.1 Valuing Sustainability

Encouraging participants to reflect on personal values and sustainability behaviors.

1.2 Supporting Fairness

Linking greenwashing to broader issues of justice and future generations.

2.2 Critical Thinking

Training participants to analyze information critically and recognize misleading environmental claims.

2.1 Systems Thinking

Guiding participants to visualize how one greenwashing action creates widespread social, environmental, and economic impacts.

4.3 Individual Initiative,

Empowering participants to commit to specific sustainable actions in their personal lives. Throughout the day, ethical discussions on fairness and responsibility also support

Activities in the Annex:

- To view Activity 1: "Opening Circle and Group Dynamic Game, access the **Annex 1. "Green Identity Bingo".**
- To view Activity 2: "What is Greenwashing?", access the **Annex 2. "Exploration Activity: "Real Green or Greenwashed?"**
- To view Activity 3: "Systems Thinking: Ripple Effect Mapping", access the **Annex 3. "Ripple Mapping".**
- To view Activity 5: "Greenwashing Court (Role-Play and Critical Thinking)", access the **Annex 4. "Greenwashing Court".**

3.2. EcoTruth 101 - Day 2: Where is greenwashing?

Objectives:	<ul style="list-style-type: none"> ● Set a common understanding of Greenwashing concept. ● Reflect individually and in groups on the concept of Greenwashing. ● Introduce the GreenComp Framework and promote an understanding between Greenwashing and GreenComp. ● Understand how greenwashing manifests in daily life from local to global contexts. ● Recognize and evaluate misleading sustainability claims. ● Connect consumer, producer, and systemic roles in perpetuating or counteracting greenwashing.
Duration (h):	6 working hours
Min-Max of participants:	12 – 25
Preparing the space:	<ul style="list-style-type: none"> ● Prepare all tables and chairs with materials at the disposal of participants. ● Round circle of chairs for a plenary discussion. ● Room with space for breakout group work ● Circular layout for plenary discussions ● stations for ad analysis with printouts/materials ●

Activity 1 – How do I see greenwashing	
Duration (min):	90 min.
Resources/materials/equipment:	<ul style="list-style-type: none"> ● Tables and Chairs for all participants ● Flipchart ● A4 sheet of paper, Pens, Markers ● Step forward Activity – Sentences (Annex 5. “Sustainability Step by Step”)

Step by Step:	<ul style="list-style-type: none">● In small groups of 3-4 participants, each group writes on an A4 sheet of paper their idea about the definitions of Greenwashing.● In group, everyone discuss and try to come up with a definition of Greenwashing.● The trainer asks each group to share their ideas (nominate a group leader), and the trainer writes down on Flipchart the ideas so that they can come up with a generally agreed definition of Greenwashing.● The different definitions are shared in plenary, and the discussion is opened around them in order to set a common understanding for the whole group of greenwashing (possibility of coming up with a joint definition) (40min).● After that, participants are asked to stand on a single, imaginary line across the room. This is their starting point.● The trainer reads a series of statements, each designed to provoke thought on sustainability and greenwashing. The key is that the statements aren't simple yes/no questions but rather scenarios or propositions.● After each statement is read, participants are instructed to take a physical step forward if they believe the statement is true for them or if they are willing to take that action. They can take a small step.● Participants who do not agree or are not willing to take the action remain on the line.
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	<ul style="list-style-type: none"> • After a few statements, the trainer facilitates a discussion. The trainer can ask, "What made some of you step forward on that last statement?" or "Why did some of you decide to stay on the line?" This opens up the conversation to reveal underlying beliefs, challenges, and motivations. The physical distance between participants visually represents their different perspectives, which can serve as a powerful talking point. • The trainer should encourage participants to reflect on the distance they have traveled from the starting line. The discussion is also an opportunity for participants to justify their actions or explain their inaction, fostering empathy and understanding (45min.).
<p>Tips & Tricks for Facilitators /References (Links)</p>	<ul style="list-style-type: none"> • More important than achieving a joint definition of greenwashing is to be sure that all participants have a clear idea about the concept that will be used throughout the training. • Mediate the discussion in a way that allows all the participation diverse opinions and points of view. • Create an environment where everyone can share ideas and discuss openly without judgment.
<p>Possible modifications for virtual environment:</p>	<ul style="list-style-type: none"> • Can use Zoom/ Google Meets/Teams Platform for the training. • Can use Miro/Jamboard (Optional)

// Coffee Break //

Activity 2 – Demystifying GreenComp	
Duration (min):	90 min.
Resources/materials/equipment:	<ul style="list-style-type: none"> ● Tables and chairs for a small group (3-4 pp.) ● Strip of paper with information about GreenComp with the name and definition of the competences (Annex 6. “Demystifying GreenComp Competences”) ● 6 colored envelopes ● Whiteboard ● Markers ● Laptop, Projector ● Internet Connection
Step by Step:	<ul style="list-style-type: none"> ● In the activity room, there will be 6 colored envelopes, distributed at each point, in which each group has the task of collecting the envelopes with the color it has been assigned. ● Once the small groups have collected the envelopes, they sit down at their tables and try to match the name of the competence to the definition (12 names, 12 competences). <ul style="list-style-type: none"> - <i>Valuing sustainability</i> - <i>Supporting fairness</i> - <i>Promoting nature</i> - <i>Systems thinking</i> - <i>Critical thinking</i> - <i>Problem framing</i> - <i>Futures literacy</i> - <i>Adaptability</i> - <i>Exploratory thinking</i> - <i>Political agency</i> - <i>Collective action</i> - <i>Individual initiative</i>

	<ul style="list-style-type: none"> ● Each envelope has a definition, competencies that may or may not match. ● After all groups finish, we compare answers and disclose the GreenComp Framework with practical examples for each competence, and the trainer gives most of the examples.
<p>Tips & Tricks for Facilitators /References (Links)</p>	<ul style="list-style-type: none"> ● Keep the exercise engaging by avoiding direct answers, but asking participants to reflect and share about the reasons for their choices. ● Set the environment to a gamification one in order to keep participants curious. ● The trainer prepares practical examples for each skill beforehand. For example: “Given the apparent tensions between sustainability and consumerism based on the use of natural resources, everybody should be able to contemplate what impact buying fast fashion or taking a flight for a weekend getaway would have at system level (SDG 12)”, following the information from <u>GreenComp The European sustainability competence framework, Science for Policy report by the Joint Research Centre (JRC) consulted in https://publications.jrc.ec.europa.eu/repository/handle/JRC128040</u>
<p>Possible modifications for virtual environment:</p>	<p>Can use Zoom platform, with breakout rooms, and the Jamboard to work on different whiteboards, with post-its that correspond or do not correspond to the name and definition of the competencies, and,</p>

	finally, the trainer shares the screen of the Jamboard in plenary and a moment for discussion is opened.
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// LUNCH //

Resources/materials/equipment:	<ul style="list-style-type: none"> ● Flipcharts, markers, post-its, printed real-world ads/products/logos (good + greenwashed examples) ● Role cards (laminated if possible) ● Printouts or projections of GreenComp framework ● Video clips or ad snippets (e.g., fossil fuel or fashion brands) ● Projector and speakers ● Printouts of fact-checking guidelines ● World map (physical or digital) ● Timer/clock
Preparing the space:	<ul style="list-style-type: none"> ● Room with space for breakout group work ● Circular layout for plenary discussions ● Tables or stations for ad analysis with printouts/materials ● Roleplay circle/chairs for simulation setup

Activity 3 – Spot the Greenwashing!	
Duration (min):	90 min.
Resources/materials/equipment:	<ul style="list-style-type: none"> ● Printed sets of advertisements and product packaging (real examples from fashion, food, energy, cosmetics) (Annex 7. “Fact-Checking Sheet Is This Greenwashing”) ● Color printer and scissors (to prepare the ad sets in advance)

	<ul style="list-style-type: none"> ● Fact-checking sheets (one per group) ● Flipchart paper (one per group) ● Markers, pens, post-its ● Projector and speakers (for intro video) ● Laptop with internet access (for video and optional live research) ● A4 paper for note-taking ● Tape or pins (to hang group work on walls) ● Timer or stopwatch (to manage group analysis time)
<p>Step by Step:</p>	<p>Introduction – 10 minutes</p> <p>Welcome the group and briefly explain that today's session is about learning to recognize greenwashing — the practice of making misleading sustainability claims. Tell participants that they will explore how this shows up in everyday life, using real advertisements and product labels. <i>“These examples look impressive at first — but are they real sustainability, or just smart marketing? That’s what we’ll investigate together.”</i></p> <p>Show this short video to grab attention: https://youtu.be/DfVceaeCuSk?si=sFuFkrCd6_5rx8kF</p> <p>Group Setup – 5 minutes</p> <p>Split the group into 4–5 smaller teams. Each team should gather at their own table or station. Give each group:</p> <ul style="list-style-type: none"> ● 5–6 printed ads or product claims (examples below) ● One fact-checking sheet with criteria for analyzing greenwashing ● Flipchart paper and markers for their findings

	<p>Explain the task: <i>“Each group will become investigators. You’ll look at real-world ads and product labels to find out: Is this genuine sustainability or greenwashing?”</i></p> <p>Claim Analysis – 30 minutes</p> <p>Each group should:</p> <ul style="list-style-type: none"> ● Examine each ad/claim: What is it selling? What sustainability message does it send? ● Use the checklist to rate the credibility of each claim: <ul style="list-style-type: none"> ○ Is the claim vague? ("eco-friendly", "green" without details) ○ Are certifications mentioned (real or fake)? ○ Does the company have a bad track record? ○ Are the visuals emotional or manipulative? ● Rank the claims from “authentic” to “likely greenwashing” and write why. <p>Facilitator should walk around, ask questions, support analysis.</p> <p>Encourage: <i>“Don’t rush — slow down and be critical. Think about how this would influence your own buying decision. You’re building real consumer awareness here.”</i></p> <p>Presentations – 10 minutes</p>
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	<p>Each group presents one or two of the most interesting ads they investigated. Ask them to:</p> <ul style="list-style-type: none"> • Show the ad • Explain why they trusted or distrusted the claim • Mention what evidence they used (or lacked) <p>Summarize common tactics seen across groups: vague wording, emotional visuals, or misleading labels.</p> <p>Debrief – 5 minutes</p> <p>Ask the group:</p> <ul style="list-style-type: none"> • “Was anything surprising?” • “Did you trust any of the claims at first?” • “How will this change how you view ads?” • “How this activity might affect your behavior in daily life or influence how you teach others?” <p>Reinforce:</p> <p><i>“Greenwashing isn’t just about tricking consumers — it slows down real progress. You now have tools to see through it.”</i></p>
<p>Tips & Tricks for Facilitators /References (Links)</p>	<p>References for Ads & Examples</p> <ul style="list-style-type: none"> • Greenwashing Examples (2024–2025) – Sustainable Agency • ClientEarth Fossil Fuel Greenwashing Gallery • YouTube: What is Greenwashing (3min) <p>To facilitate “Spot the Greenwashing” effectively, the trainer’s main goal is to create a space where participants feel curious, confident to question, and empowered to think critically. Begin the session not</p>

by diving into definitions, but by showing a few striking examples—short videos, product labels, or social media posts—and let the participants respond instinctively. This sets the tone: they are not here to pass a test, but to become investigators. Reassure them: “You don’t need to be an expert—just a good observer.”

Before dividing participants into groups, explain that the activity is not just about identifying what is right or wrong, but about understanding the how and why behind sustainability messaging. Select a rich mix of materials for analysis: some ads that are obviously greenwashing (such as fossil fuel companies promoting “net zero”), some that sit in a grey area (like green-colored packaging or nature imagery without clear proof), and a few that demonstrate genuine transparency and measurable action. This mix ensures the discussion stays nuanced and realistic.

Once in groups, move around and observe. Avoid giving them the “answers”—instead, guide them through open-ended questions: “Do you think this wording is precise or vague?” “Is there proof of impact?” “Would you trust this product more because of how it looks?” Encourage participants to work through the Fact-Checking Sheet together, ticking boxes and discussing their justifications out loud. If any group finishes early, ask them to pull up a real product or ad from their phone and do a quick live analysis.

	<p>During presentations, keep the energy reflective but interactive. Ask the other groups to weigh in or challenge what they hear. Invite disagreement. Remind everyone that even experts sometimes disagree on where to draw the line between marketing and manipulation. Write down recurring words on a flipchart—like “eco,” “natural,” “green,” or “clean”—and ask what those really mean when there’s no context or data to support them.</p> <p>By the end of the session, ask participants how this activity might affect their behavior in daily life or influence how they teach others. The trainer role is to help them realize they now hold a simple but powerful tool: the ability to pause, question, and demand clarity in a world flooded with green claims.</p>
<p>Possible modifications for virtual environment:</p>	<ul style="list-style-type: none"> ● Use Zoom or Microsoft Teams breakout rooms for group work and discussions. ● Share advertisement examples as a shared Google Drive folder or via screen sharing. ● Replace physical fact-checking sheets with a shared Google Doc or editable PDF for each group. ● Use collaborative tools like Miro, Jamboard, or Padlet for group brainstorming and presentations. ● Participants can present their findings by sharing their screens or uploading visuals to a common platform. ● Use polls (e.g., Mentimeter or Zoom Polls) to rate claims as “authentic,” “unclear,” or “greenwashing.”

	<ul style="list-style-type: none"> ● Encourage participants to find and share greenwashing examples from their own social media feeds during the session. ● Record the plenary discussion for asynchronous participation if needed.
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// Coffee Break //

Activity 4 – Global Greenwashing Roleplay	
Duration (min):	90 Min.
Resources/materials/equipment:	<ul style="list-style-type: none"> ● Printed role cards (1 per participant or group) – pre-prepared with brief character profiles (Annex 8. “Global Greenwashing Role Cards”) ● Name tags or badges for participants to write their role (optional, but helps during roleplay) ● Flipchart paper and markers (for small group prep and visual mapping during debrief) ● Pens, post-its, notebooks for notes and character reflection ● Open space or circle of chairs for the roundtable simulation ● Tape, string, or cards for creating a system map on the floor or wall ● Timer or clock to manage each phase of the activity ● Laptop and projector (optional) to show a short introductory video or reference material before starting <p>Optional additions:</p>

	<ul style="list-style-type: none"> ● Printed handouts with basic info on greenwashing and fashion industry impacts (for less experienced groups) ● Access to real brand sustainability pages or marketing examples (to inspire deeper character prep)
<p>Step by Step:</p>	<p>Introduction – 10 minutes</p> <p>The session begins by transitioning from individual awareness to a broader, systemic understanding of greenwashing. Participants are invited to reflect on the social, economic, and environmental dimensions of sustainability claims. The focus shifts from analyzing products and advertisements to exploring the perspectives of people involved at different points in the global supply chain. This sets the foundation for understanding how greenwashing affects not only consumers but also workers, producers, and activists across various contexts. The activity introduces roles that embody these diverse viewpoints, preparing participants to explore the interconnected realities behind sustainability narratives.</p> <p>Stepping Into Global Roles</p> <p>Each participant receives a role card representing one individual connected to the global fashion industry. The roles include:</p> <ul style="list-style-type: none"> ● a cotton farmer from the Global South, ● a garment worker in a low-wage factory, ● a fashion brand designer or marketer, ● an environmental activist or NGO representative,

- and a consumer from the EU.

Each card contains a brief character profile outlining this person’s context — where they live, what their daily life might look like, the challenges they face, and how sustainability claims impact them directly or indirectly. Participants are invited to read their role carefully and take a few quiet moments to reflect on it. They are encouraged to imagine this person's perspective: what they value, what they fear, and how greenwashing may shape their reality.

The goal is not to perform or act, but to step into someone else’s world, and prepare to speak honestly and thoughtfully from that point of view during the upcoming discussion.

Small Group Role Preparation – 30 minutes

Participants now form small clusters based on shared roles or stay in mixed-role groups if the group size is small. Their task is to embody their assigned character and prepare to speak from that perspective. This is not about performing or acting, but stepping into a viewpoint different from their own.

Groups are asked to develop a short reflection or “message” from their character’s point of view:

- What are this person’s values or priorities?
- How does greenwashing affect them — economically, emotionally, or politically?
- What would they want the public, brands, or institutions to understand?

They can write this as a speech, a personal letter, a social media post, or a simple spoken message. The

facilitator walks between groups, listening and occasionally prompting reflection:

“Does this person have a voice in the system?”

“Are they forced to make compromises?”

“What do they believe about ‘sustainability’ — and what do they not trust?”

Encourage groups to be honest and even provocative.

They don’t need to present perfect arguments. Real tension and complexity are welcome here.

Roundtable Simulation – 30 minutes

- Back in the main circle, the facilitator frames this part as a fictional global summit on sustainable fashion. Each participant now speaks “in character” to the others. There’s no fixed script — some speak from emotion, others from strategy or critique. The key is to create a space where all perspectives are respected, but no one escapes being questioned.
- After each character speaks, other roles are invited to respond or challenge — still in character. The conversation may get tense — that’s a good sign. The facilitator helps keep the space safe but alive by moderating gently and ensuring equal voice. If the discussion slows or becomes one-sided, a prompt can be introduced:

“Imagine a fashion giant just launched a new green product line with vague claims. How would your character react?”

	<ul style="list-style-type: none"> ● Participants stay in role but speak freely. The goal is to surface how greenwashing affects different people — not just from a consumer point of view, but from labor, justice, and environmental standpoints too. <p>Debrief and Reflection – 20 minutes</p> <p>The facilitator invites participants to “step out of role” with a small gesture — removing their badge or role card, taking a breath, or briefly stretching. This physical cue helps shift the mindset gently.</p> <p>The group is now invited to reflect together, this time as themselves. Key questions include:</p> <ul style="list-style-type: none"> ● “What did you learn from the character you inhabited?” ● “Did anything feel uncomfortable or surprising?” ● “Where did you notice tension — and between whom?” ● “How are power, responsibility, and credibility distributed in this system?”
<p>Tips & Tricks for Facilitators /References (Links)</p>	<ul style="list-style-type: none"> ● Focus on 2-3 interventions from each role in the roundtable to prevent the discussion from becoming scattered. ● Support emotional safety. Some roles in this simulation touch on sensitive issues like exploitation, inequality, or injustice. Prepare the group by emphasizing that this is not theatre, but a space for empathy and exploration. Check in with participants who

	<p>may seem overwhelmed or withdrawn during the reflection.</p> <ul style="list-style-type: none">● Encourage honest interpretation, not acting. Participants don't need to "perform" their role — it's more valuable if they <i>reflect</i> authentically. Let them speak as that person might, using their own voice, informed by the context.● Balance power in the circle. Help ensure that dominant voices don't take over the discussion. If one role (e.g., the brand) starts to dominate, direct follow-up to less-heard voices (e.g., workers, farmers) to restore balance.● Let tension emerge, but manage when needed. If participants disagree or express discomfort with the system, let it unfold - this shows they are engaged and processing. Hold the space where complexity can be seen. Nevertheless, if needed, if stronger tensions arise, the Trainer can ask participants to take a breath and repeat in their own words what the previous person said, reinforcing understanding, active listening, and empathy before responding.● Use visual mapping. During debriefing, a simple web of roles and arrows (on flipchart or floor) helps participants visualize who influences whom, and where responsibility is concentrated. This brings Systems Thinking (GreenComp 2.1) to life. Using a large flipchart or simple floor cards, participants map out the
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	<p>relationships between roles. Lines and arrows show who has power, who is affected, and who gets to speak. This quick systems-mapping exercise visually reinforces how global sustainability narratives are constructed - and who is left out.</p> <p>Helpful References / Further Reading</p> <ul style="list-style-type: none"> ● The True Cost (Documentary on Fashion Supply Chains) – ideal as a pre- or post-session film ● ClientEarth: Greenwashing and Fossil Fuels – real cases for critical comparison ● Fashion Revolution Transparency Index – overview of how brands disclose supply chain and sustainability information ● GreenComp: EU Framework for Sustainability Competences – use this to anchor the session’s outcomes in European educational goals
<p>Possible modifications for virtual environment:</p>	<ul style="list-style-type: none"> ● Use breakout rooms in Zoom, MS Teams, or Jitsi for small group role preparation. Share role cards via email, chat, or Google Docs beforehand. ● Replace printed role cards with digital cards or slides. You can also assign roles using private messages or breakout room names. ● For the roundtable, bring everyone back to the main room. Use “Speaker View” to help participants focus on one voice at a time. Ensure clear speaking order by calling names or using a

	<p>digital queue (e.g., Zoom’s “Raise Hand” feature).</p> <ul style="list-style-type: none"> ● Use collaborative tools (Jamboard, Miro, or Padlet) to create a digital role map during the debrief. Participants can drag and drop role icons or draw connections between roles. ● Encourage participants to turn on cameras and use virtual backgrounds or name tags indicating their role to support immersion. ● If time zones are a barrier or participants are asynchronous, collect role reflections via short video or voice notes, then host the “roundtable” as a live discussion reacting to pre-recorded inputs.
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Debriefing questions for the day:

- What was your initial individual definition of greenwashing, and how did it change or evolve through the group discussion?
- During the Step Forward activity, what was a sentence that challenged your perspective the most? What made some of you step forward on that last statement? or Why did some of you decide to stay on the line?
- How does the GreenComp framework's approach - matching competences to definitions - compare to your prior understanding?
- Can you think of an example of greenwashing we discussed today that directly relates to one of the GreenComp competencies, such as “Critical Thinking” or “Valuing Sustainability?”
- How does introducing the GreenComp framework help you understand not just what greenwashing is, but also what a sustainable, genuine action looks like?
- What did you discover today that you hadn’t noticed before about greenwashing in your daily life? (Encourages personal reflection and critical thinking)

- Was there any moment where you felt unsure if something was truly sustainable or misleading? Why? (Stimulates awareness of uncertainty and need for deeper analysis)
- How do power and privilege influence who gets to define 'sustainability' in global systems? (Links roleplay insights to systems thinking and fairness)
- Which role did you find easiest or hardest to relate to in the simulation? What does that tell you? (Deepens empathy and perspective-taking)
- What surprised you about how greenwashing affects people beyond your local context? (Expands scope from local to global)
- How will you apply what you learned today in your role as a youth worker, activist, or citizen? (Bridges reflection to responsibility and future action)
- How will the knowledge and reflection from today's activities influence how you view or react to sustainability claims in the future?
- What support or tools do you think young people need to resist greenwashing and promote real sustainability? (Opens space for solution-oriented thinking)

The European GreenComp Framework competences:

1.1 Valuing sustainability

Reflection on personal values; identify and explain how values vary among and over time, while critically evaluating how they align with sustainability values.

1.2 Supporting Fairness

By embodying diverse roles and listening to underrepresented voices in the sustainability conversation (e.g., workers, farmers), participants practice equity-minded engagement and empathy.

2.1 Systems Thinking

Through pattern recognition across diverse product categories (fashion, food, energy), participants start understanding how greenwashing is not isolated but embedded in broader market systems. Participants engage in a simulation that exposes the interconnectedness of global actors: consumers, workers, marketers, farmers, and activists. This helps them visualize how decisions and narratives in one part of the system affect others.

2.3 Critical Thinking

Participants critically assess sustainability claims in advertisements. They question vague wording, misleading visuals, and emotional manipulation, learning to distinguish between genuine sustainability and greenwashing. They are challenged to question sustainability claims from multiple, sometimes conflicting perspectives. The roleplay sharpens their ability to think beyond surface-level information.

3.1 Responsibility

By evaluating how marketing influences consumer decisions, participants reflect on their own roles as buyers and how personal responsibility intersects with systemic problems.

Promote a deep reflection on ethical responsibility — not only individual but also institutional and collective — in the context of sustainability.

4.3. Individual Initiative

Participants identify their own potential for sustainability and to actively contribute to improving prospects for the community and the planet.

Activities in the Annex:

- To view Activity 1: “How do I see greenwashing”, access the **Annex 5. “Sustainability Step by Step”**.
- To view Activity 2: “Demystifying GreenComp”, access the, **Annex 6. “Demystifying GreenComp Competences”**.
- To view Activity 3: “Spot the Greenwashing!”, access the **Annex 7. “Fact-Checking Sheet Is This Greenwashing”**.
- To view Activity 3: “Global Greenwashing Roleplay” access the **Annex 8. “Global Greenwashing Role Cards”**.

3.3. EcoTruth 101 - Day 3: Assessing greenwashing

Assessing Greenwashing: From Narrative Tactics to Youth-Led Action

Objectives:	<ul style="list-style-type: none"> ● To build participants' ability to critically assess environmental messaging by exploring how language, visuals, and emotional cues are framed to construct misleading "green" narratives. ● To decode common psychological and rhetorical techniques used in sustainability communication and understand how they affect consumer perception and trust. ● To develop analytical tools that help participants question, categorize, and challenge eco-claims across different media and sectors. ● To explore the ethical boundaries of green messaging through multi-perspective debate and stakeholder roleplay. ● To co-create youth-driven strategies for identifying and resisting greenwashing, culminating in a shared manifesto and reflection on sustainable action.
Duration (h):	6 working hours
Min-Max of participants:	12-25
Preparing the space:	<ul style="list-style-type: none"> ● Arrange the room into breakout pods of 3–5 participants. ● Prepare one "analysis station" per group, with toolkits and visual materials. ● Ensure visibility for projection and wall displays. ● Reserve wall or board space for a collective "Radar Wall" or "Manifesto Gallery."

Activity 1 – Behind the Narrative: Dissecting Eco-Stories	
Duration (min):	60 min.

Resources/materials/equipment:	<ul style="list-style-type: none"> ● “Eco-Narrative Decoder” worksheet (one per group) (Annex 9) ● Sample corporate sustainability narratives or brand “About Us” sections (printed or digital) ● Colored index cards or post-its (for identifying rhetorical patterns) ● Projector and speakers (for video stimulus) ● Flipchart and markers
Step by Step:	<p>1. Introduction & Stimulus (10 min)</p> <p><i>“Yesterday, we explored where greenwashing appears and what it looks like in practice. Today, we go deeper by learning how to dissect those claims systematically. You’re moving from detection to evaluation—this is the first step toward building your own credibility toolkit.”</i></p> <ul style="list-style-type: none"> ● Trainer plays a short corporate video or reads a sample eco-narrative aloud (e.g., a company describing its “mission to protect the planet through innovation”). Ask: <ul style="list-style-type: none"> ● “What story is being told here?” ● “What emotions does it trigger?” ● “What is missing?” <p>Write initial keywords on a flipchart (e.g., legacy, innovation, purity, circularity, community).</p> <p>2. Mini-Input: Framing & Cognitive Bias (10 min)</p> <p>Trainer gives a short talk:</p> <ul style="list-style-type: none"> ● Framing: How language and story structure shape perception (hero/villain, problem/solution, cause/effect)

	<ul style="list-style-type: none"> ● Cognitive biases involved: Halo effect, confirmation bias, status quo bias ● Explain that companies often present a <i>narrative of change</i> rather than real change. <p>Link to GreenComp:</p> <ul style="list-style-type: none"> ● Problem Framing (2.2): How the story defines what is “good,” “normal,” or “sufficient” ● Valuing Sustainability (1.1): What values are being implied? <p>3. Group Task: Eco-Narrative Deconstruction (25 min)</p> <p>In groups of 3–4, participants receive one sample eco-narrative (text excerpt or About Us page). Using the Eco-Narrative Decoder worksheet, each group identifies:</p> <ul style="list-style-type: none"> ● What framing techniques are used? (e.g., solutionism, nostalgia, utopian language) ● What values are emphasized or downplayed? ● Is there evidence, or just storytelling? ● What biases might affect the reader? <p>Color-coded post-its help map key parts of the narrative (e.g., blue = emotional trigger, green = implied change, red = missing info). Groups prepare a short visual breakdown on flipchart paper.</p> <p>4. Gallery Walk (10 min)</p> <p>Each group posts their decoded narrative and briefly presents it (1–2 minutes). Peers move around and leave comments or emoji stickers for:</p> <ul style="list-style-type: none"> ● “Most biased phrasing”
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	<ul style="list-style-type: none"> • “Biggest logical leap” • “Best exposed narrative tactic” <p>5. Reflection & Bridge to Activity 2 (5 min)</p> <p>Prompt:</p> <ul style="list-style-type: none"> • “Did the story seem convincing at first?” • “How does narrative impact trust?” <p>Transition:</p> <p>“Next, we’ll go deeper into the emotional hooks that make such stories work — even when facts are missing.”</p>
<p>Tips & Tricks for Facilitators /References</p>	<p>Choose real brand narratives from diverse sectors (tech, fashion, energy) for variety.</p> <p>Emphasize narrative literacy as a powerful tool for decoding—not just emotional reaction.</p> <p>Make it interactive by inviting participants to dramatize a rewritten “honest version” of the narrative if time permits.</p>
<p>Possible modifications for virtual environment:</p>	<p>Use shared Google Docs for collaborative decoding.</p> <p>Present narratives via screen share or links to About Us web pages.</p> <p>Participants can highlight text using collaborative tools (Miro, Jamboard) to identify bias or manipulation.</p>

// Coffee Break //

<p>Activity 2 – Deconstructing Eco-Emotion: The Psychology Behind Greenwashing</p>	
<p>Duration (min):</p>	<p>60 min.</p>
<p>Resources/materials/equipment:</p>	<ul style="list-style-type: none"> • Flipchart or whiteboard • Emotion cards or visuals (e.g., images representing fear, pride, hope, guilt, nostalgia)

	<ul style="list-style-type: none"> • Sample ad slogans and screenshots (real and fictional) • “Emotional Hooks Decoder” handout (describing common psychological tactics) (Annex 10.”Emotional Hooks Decoder – Trainer Handout”) • Markers, sticky notes, pens • Optional: projector for displaying ad videos or images
<p>Step by Step:</p>	<p>1. Emotional Hook Introduction (5 min)</p> <p>It’s not just what green claims say—it’s how they make us feel. This session helps you recognize how emotional design, guilt framing, and ‘feel-good’ language can bypass critical thinking. Understanding these tactics is essential before we begin resisting them tomorrow.</p> <p>Then, trainer goes on with a provocation: “Greenwashing works—not because we’re uninformed, but because it speaks to our emotions.”</p> <p>Ask participants: “What emotion do you think is used most often in eco-marketing?”</p> <p>Write keywords (e.g., hope, guilt, pride, fear) on the board.</p> <p>2. Mini-Input: Why Emotion Sells (10 min)</p> <p>Give a short talk or draw a diagram on the flipchart:</p> <ul style="list-style-type: none"> • The role of pathos vs. logos • The ‘halo effect’ of green imagery • Examples: “Because you care,” “Save the planet,” “Join the movement”

	<p>3. Emotion Mapping in Groups (15 min)</p> <p>Distribute emotion cards and matching ad slogans to groups (3–4 per group).</p> <p>Task: For each pair, answer:</p> <ul style="list-style-type: none"> • What emotion is being triggered? • Is the ad using facts or feelings? • Does this increase or decrease your trust? <p>Groups note emotional strategies and post their answers on a board or share briefly.</p> <p>4. Pair Work: Feelings vs. Facts (20 min)</p> <p>Each pair receives two claims:</p> <ul style="list-style-type: none"> • One emotionally appealing but vague (e.g., “Planet-Friendly Shampoo”) • One factual but less engaging (e.g., “Certified to reduce plastic waste by 30%”) <p>Tasks</p> <ul style="list-style-type: none"> • Which feels more compelling at first glance? • Which is more credible after analysis? • What would you be more likely to buy—and why? • Each pair briefly shares insights with the group. <p>5. Wrap-Up Reflection (10 min)</p> <p>Return to the main group. Prompt discussion: “Were you surprised by your reactions?”</p> <ul style="list-style-type: none"> • “Can emotion ever be used ethically in sustainability communication?”
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	<p>Trainer summarizes:</p> <p>“Emotion isn’t the enemy—but we need to recognize when it replaces truth. In the next activity, you’ll build a toolkit to protect yourselves from this kind of manipulation.”</p>
<p>Tips & Tricks for Facilitators /References</p>	<ul style="list-style-type: none"> • Emphasize that emotional reactions are valid—this session is about awareness, not blame • Mix types of emotion: not just fear/guilt, but also pride and community belonging • Use ad examples that participants might have seen in their daily lives • Encourage them to reflect on their own experiences of being “moved” by a green message
<p>Possible modifications for virtual environment:</p>	<ul style="list-style-type: none"> • Use shared whiteboards (Miro, Jamboard) for emotional mapping • Send ad slogans/emotion cards via chat or collaborative Google Slides • Conduct pair work in breakout rooms, followed by report-outs • Use polls (e.g., “Which ad do you trust more?”) to collect responses in real time

// Coffee Break //

Activity 3 – Building the Greenwashing Detection Toolkit	
Duration (min):	60 min.
Resources/materials/equipment:	<ul style="list-style-type: none"> • Flipchart paper or large A3 worksheets (1 per group) • “Greenwashing Radar Criteria Reference Sheet” based on GreenGuard indicators (Annex 11.) • Sticky notes or color-coded cards

	<ul style="list-style-type: none"> • Markers, pens • Optional: projector for showing sample toolkit formats or guiding questions
<p>Step by Step:</p>	<p>1. Recap and Purpose (5 min)</p> <p>Trainer summarizes insights from previous activities: “You’ve seen how greenwashing works visually and emotionally. Now we’ll co-create a toolkit—a set of critical questions and red flags—to help anyone detect misleading eco-claims in the real world.”</p> <p>Explain: This is not a checklist for today only, but a legacy tool they can share, use, and even evolve after the training.</p> <p>2. Radar Orientation: What Should We Look For? (10 min)</p> <p>In plenary, brainstorm as a group:</p> <ul style="list-style-type: none"> • What made you doubt a claim earlier? • What info was missing? • What felt emotionally manipulative? <p>Trainer guides the brainstorm by writing keywords linked to the six GreenWashing Index indicators:</p> <ul style="list-style-type: none"> • Clarity • Certification • Alignment • Transparency • Consistency • Lifecycle consideration <p>3. Group Creation: Radar Design Lab (25 min)</p> <p>Split into 3–4 small groups. Each group receives a</p>

	<p>large sheet and is tasked with designing their own Greenwashing Radar Toolkit.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Include at least 6 critical questions mapped to the six indicator domains • Use a creative format: radar chart, color-coded matrix, or mind map • Add group name or motto (e.g., “EcoRadar Crew”) • Include visual cues: green = reliable, red = suspicious, yellow = unclear <p>Sample guiding questions:</p> <ul style="list-style-type: none"> • “Does the claim refer to a third-party certification?” • “Is the message about the whole product—or just one part?” • “Is the language emotionally persuasive or factually supported?” • “Can you verify the sustainability data?” <p>4. Presentation Carousel (15 min)</p> <p>Each group presents their radar for 2–3 minutes. Peers walk around, view designs, and give feedback via sticky notes:</p> <ul style="list-style-type: none"> • “What was your favorite question?” • “What design helps you remember the red flags?” <p>Facilitator collects overlapping points to synthesize a “Master Radar Toolkit” on a central flipchart or projected slide.</p>
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	<p>5. Wrap-Up (5 min)</p> <p>Trainer summarizes:</p> <p>“You’ve now built tools that are both analytical and practical. In the next activity, you’ll put your radar into action by deconstructing new claims under time pressure.”</p>
<p>Tips & Tricks for Facilitators /References</p>	<ul style="list-style-type: none"> • Encourage creativity—different visual formats help reinforce memory • Push for clarity in language: questions should be simple and accessible • Use real examples to illustrate how each indicator applies • Consider photographing and compiling the radars into a shared digital booklet later in the week
<p>Possible modifications for virtual environment:</p>	<ul style="list-style-type: none"> • Use collaborative whiteboards (Jamboard, Miro) with pre-set templates for radar layouts • Google Docs with a color-coded matrix or drag-and-drop sticker symbols • Use emoji-based voting (e.g., 👍 👎 ?) to rate the usefulness of each question/tool • Breakout rooms for design phase; screen-share for carousel presentations • Optional: use Canva for visual polish if time allows

// LUNCH //

Activity 4 – Eco-Claim Deconstruction Lab: Toolkit in Action	
Duration (min):	90 min.
Resources/materials/equipment:	<ul style="list-style-type: none"> • Projector or printed ad sets (6–8 real or fictional ads from diverse sectors: fashion, travel, food, tech) • Copies of each group’s Radar Toolkit and the Master

	<p>Radar (Annex 12. “Eco-Claim Deconstruction Lab: Toolkit in Action”).</p> <ul style="list-style-type: none"> • Flipchart sheets, markers, pens, sticky notes • Timer or bell for rounds • Optional: small prizes for creativity (e.g., “Most Devious Greenwasher”)
<p>Step by Step:</p>	<p>1. Introduction: Activate the Radar (5 min)</p> <p>Let’s put your toolkits to the test. In this lab, you’ll apply your Radar to evaluate a variety of real-world green claims under pressure. This is not just analysis—it’s practice for what you’ll need when making everyday choices or advising others.</p> <p>Trainer sets the scene:</p> <p>“Now that you’ve built your detection tools, it’s time to become full-scale Greenwashing Investigators, moving from observation to formalized evaluation using the Radar. In teams, you’ll apply your radar to judge which claims hold up—and which deserve a red flag.”</p> <p>Clarify: Teams will work in timed rounds, then present their analysis to the group for comparison.</p> <p>2. Team Setup and Roles (5 min)</p> <p>Participants form teams of 3–4. Each team chooses or is assigned roles:</p> <ul style="list-style-type: none"> • Reader – presents the ad to the group • Note-Taker – fills in flipchart with analysis • Presenter – summarizes findings to others • Optional Timekeeper – keeps the group on track <p>Each team receives their first ad and a flipchart sheet for recording:</p>

- Claim summary
- Radar points triggered
- Verdict: Green / Greenwashed / Grey Area

3. Deconstruction Rounds (30 min)

Each round follows a rhythm:

- 7 minutes – Teams analyze a new ad using their radar toolkit
- 3 minutes – One team presents their verdict
- 2 minutes – Peers and facilitator give quick comments or raise questions

Use 3–4 rounds to allow comparison across different product sectors

Encourage comparative reflection: “Was this ad stronger or weaker than the last?”

4. Bonus Round: Rewrite the Message (10 min)

Each team picks one of the ads they analyzed and chooses to either:

- Rewrite it to make it truly sustainable
- Exaggerate it into a parody of greenwashing

Teams then briefly present their creative version to the group.

This encourages both deeper insight and humor, reinforcing learning.

5. Debrief and Reflection (10 min)

Bring everyone back to plenary. Ask:

- Which ad was the hardest to judge?
- Did your toolkit hold up? Was anything missing?
- What does this tell you about the line between persuasion and manipulation?

	<p>Conclude: “The more we analyze, the sharper our radar becomes—and the more confidently we can demand truthful sustainability communication.”</p>
<p>Tips & Tricks for Facilitators /References</p>	<ul style="list-style-type: none"> • Select a mix of obvious and subtle cases to stimulate critical comparison • Use known controversial campaigns (e.g., “carbon-neutral” airlines or fast fashion “eco lines”) • Encourage respectful challenge between groups—peer learning is key • Offer symbolic awards to maintain energy (e.g., “Sharpest Eye”, “Most Creative Rewrite”)
<p>Possible modifications for virtual environment:</p>	<ul style="list-style-type: none"> • Assign ads digitally and host rounds in breakout rooms using shared slides or docs • Teams share verdicts via screen share or uploaded slides • Use emojis or polls for “Green / Greenwashed / Grey” feedback • For Bonus Round, invite meme submissions to a shared Padlet or Miro board

// Coffee Break //

<p>Activity 5 – Greenwashing Arena: Debating the Ethical Limits of Eco-Claims</p>	
<p>Duration (min):</p>	<p>90 min.</p>
<p>Resources/materials/equipment:</p>	<ul style="list-style-type: none"> • Printed or projected case cards featuring real or fictional environmental claims • Stakeholder role cards (e.g., Consumer, Marketing Director, NGO Activist, Journalist, Policy Advisor, Employee, Local Resident) • Greenwashing Radar Toolkit (from Activity 3) for reference

	<ul style="list-style-type: none"> • Flipchart or whiteboard for tracking arguments and ethical dilemmas raised • Pens, notepads, timers
<p>Step by Step:</p>	<p>1. Setting the Arena (5 min)</p> <p>Trainer introduces the activity with a simple premise: “Today, we step inside the Greenwashing Arena—not to judge who’s right or wrong, but to explore how different actors experience the same green claim. You’ll step into different shoes and debate what makes an environmental message credible, misleading, or ethically grey.”</p> <p>Emphasize: the goal is not to ‘win’ but to understand the perspectives and pressures shaping green communication.</p> <p>2. Case and Role Assignment (10 min)</p> <p>Participants are divided into small groups (6–8 people each). Each group receives:</p> <ul style="list-style-type: none"> • A case scenario (e.g., a company launching a new product with eco-labels and vague slogans) • One role per person representing a different stakeholder viewpoint <p>Sample roles include:</p> <ul style="list-style-type: none"> • Consumer who trusted the brand • Marketing Director defending the campaign • NGO Representative criticizing the claims • Sustainability Consultant • Journalist covering the controversy • Local Resident impacted by the company’s operations

	<p>Each participant prepares their position using the Radar Toolkit as a support tool and their character's values.</p> <p>3. Stakeholder Debate Round (25 min)</p> <p>Groups conduct their internal debate as a structured dialogue:</p> <ul style="list-style-type: none"> • Opening statements (1–2 minutes per participant) • Open round for moderated discussion (10–12 minutes) • Final statements and recommendations (1 minute each) <p>Facilitators circulate to observe, prompt deeper questioning, or help manage timing.</p> <p>Optional twist: allow a “joker card” participant in each group who must switch positions mid-debate to challenge fixed thinking.</p> <p>4. Ethical Verdict Wall (10 min)</p> <p>After each group concludes, participants reflect and vote as themselves (not in character):</p> <ul style="list-style-type: none"> • Was this campaign ethical? Misleading? Mixed? • What values were most at stake? <p>Responses are recorded on a flipchart or wall divided into three zones: ETHICAL, GREY AREA, GREENWASHING</p> <p>Facilitator summarizes key tensions and patterns from the votes and statements.</p> <p>5. Plenary Reflection (10 min)</p> <p>Back in plenary, ask:</p> <ul style="list-style-type: none"> • What made this debate difficult?
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	<ul style="list-style-type: none"> • Which stakeholder had the hardest position to defend? • What would you recommend to improve the transparency or ethics of the campaign? <p>Trainer wraps up by reinforcing that ethical sustainability communication requires accountability, empathy, and systems thinking—not just catchy slogans.</p>
<p>Tips & Tricks for Facilitators /References</p>	<ul style="list-style-type: none"> • Encourage participants to stay in character as long as possible to develop empathy for real-world tensions • Use case studies adapted from actual controversies (e.g., fashion green labels, airline carbon offsets) • Model open-ended questions like “What makes this claim believable to you?” rather than “Is this a lie?” • Track ethical dilemmas on a flipchart and return to them in Day 6’s youth-led guideline writing.
<p>Possible modifications for virtual environment:</p>	<ul style="list-style-type: none"> • Assign stakeholder roles via email or chat in advance, and use breakout rooms for group debates • Set up a shared Miro board or Google Jamboard for the Ethical Verdict Wall • Use polls or emoji reactions for live voting on the perceived ethics of each claim • Encourage “character cam” where participants rename themselves with their role during the session

// Coffee Break //

<p>Activity 6 – Youth Action Brief: Guidelines to Resist Greenwashing</p>	
<p>Duration (min):</p>	<p>60 min.</p>

Resources/materials/equipment:	<ul style="list-style-type: none"> • “My Takeaways” reflection slips or small cards for each participant • Flipchart paper or large poster boards for manifesto drafting (1 per group) • Colored markers, pens, sticky notes • Examples of advocacy statements (optional) • Projector or visual wall (for compiling key points)
Step by Step:	<p>1. Setting the Purpose (5 min)</p> <p>Trainer welcomes participants to the final session of the day and introduces the goal:</p> <p>“To close our assessment day, you’ll move from insight to impact. What can youth do to resist greenwashing? What standards do we want to set and share? The guidelines you create here will be part of tomorrow’s counter-strategies and Friday’s future vision.”</p> <p>Highlight that participants will co-develop a Youth Action Brief rooted in their own values, experiences, and the greenwashing radar they’ve developed.</p> <p>2. Personal Reflection Prompt (10 min)</p> <p>Distribute “My Takeaways” cards. Ask participants to write or draw a response to one or more of these prompts:</p> <ul style="list-style-type: none"> • What have I learned about greenwashing that I didn’t know before? • What do I now feel responsible for? • What one thing do I wish every consumer or company understood about sustainability? <p>Participants may keep their reflections private or prepare to share a line aloud.</p>

3. Small Group Drafting: Manifesto Creation (25 min)

Split participants into groups of 3–4. Each group receives a blank manifesto sheet and is tasked with writing a section of the Youth Action Brief. Suggested sections include:

- What greenwashing is and why it matters
- How to recognize false sustainability claims
- What we expect from companies and institutions
- What youth will do to resist misleading messaging
- What support we need from educators, communities, or media

Encourage groups to use language that is direct, creative, and youth-centered. They can use slogans, lists, drawings, or manifesto-style paragraphs. Trainer circulates to assist and prompt deeper thought.

4. Gallery Share and Collective Editing (15 min)

Each group posts their manifesto section around the room. Participants walk around, read the guidelines, and add sticky-note comments or enhancements. Facilitator invites 2–3 groups to read a short excerpt aloud. Encourage cheering or applause to build collective pride.

5. Closing Circle: One Line to Carry Forward (5 min)

Form a standing circle. Invite each participant (optionally) to share one word or phrase from the day they want to remember or act on. Trainer wraps up with a reflection on **today's analysis about** collective agency and the importance of maintaining a “greenwashing radar” beyond the workshop.

<p>Tips & Tricks for Facilitators /References</p>	<ul style="list-style-type: none"> • Frame this not just as a wrap-up but as a legacy output—the guidelines can be printed, posted, or digitized. • Offer optional prompts or sentence starters for those less comfortable with free writing. • Encourage the inclusion of positive calls-to-action alongside critiques. • Take photos of each group’s output and compile into a digital Manifesto after the session.
<p>Possible modifications for virtual environment:</p>	<ul style="list-style-type: none"> • Use collaborative documents or Jamboard for each group’s manifesto section • Participants submit “My Takeaways” via anonymous forms or chat • Screen share final manifesto pieces and create a digital compilation for distribution • Use virtual whiteboards or breakout rooms for collective drafting and sharing.

Debriefing questions for the day:

Reflection on Learning and Skills

- What new skill or insight did you gain today that you didn’t have this morning?
- Which activity challenged your thinking the most? Why?
- How confident do you feel now in identifying greenwashing in real life?
- What part of today’s training will be easiest to apply outside of this room?

Critical Thinking & Emotion

- Did you ever feel emotionally persuaded by a green message even after realizing it might be misleading? What was that like?
- How can emotions help us—rather than harm us—when assessing environmental messages?

- Which toolkit question or debate argument made you pause or rethink your assumptions?

Application and Impact

- How might you use today's "Greenwashing Detection Toolkit" in your everyday choices (e.g., shopping, activism, online)?
- Who in your community could benefit from what you learned today?
- What kind of support would you need to share these tools with others?

Values and Responsibility

- Is it always wrong for companies to "simplify" their sustainability messages? Why or why not?
- What values should guide responsible environmental communication?
- How can youth workers and educators help others develop their critical lens?

Personal Action and Future Steps

- What is one habit or mindset you plan to change after today?
- How will you talk about greenwashing with your friends, family, or community?
- If you had to explain today's training in one sentence, what would you say?

The European GreenComp Framework competences:

1.1. Valuing sustainability

To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.

2.2 Problem Framing

Identifying how sustainability challenges are defined.

2.3 Critical Thinking

Evaluating credibility of sources and spotting manipulation.

4.2 Collective Action

Engaging in group-based response and advocacy.

Activities in the Annex:

- To view Activity 1: “Behind the Narrative: Dissecting Eco-Stories”, access **the Annex 9. “Eco-Narrative Decoder Worksheet”**.
- To view Activity 2: “Deconstructing Eco-Emotion: The Psychology Behind Greenwashing”, access the **Annex 10. “Emotional Hooks Decoder – Trainer Handout”**.
- To view Activity 3: “Building the Greenwashing Detection Toolkit”, access the **Annex 11. “Greenwashing Radar Criteria Reference Sheet”**.
- To view Activity 4: “Eco-Claim Deconstruction Lab: Toolkit in Action”, access the **Annex 12. “Eco-Claim Deconstruction Lab”**.
- To view Activity 6: “Youth Action Brief: Guidelines to Resist Greenwashing”, access the **Annex 13. “Youth Action”**.

3.4. EcoTruth 101 - Day 4: How to counteract greenwashing?

Objectives:	<ul style="list-style-type: none"> ● Bridge the gap between Greenwashing identification and against Greenwash. ● Reflect on and develop critical thinking skills. ● Discover different Greenwashing counteracting tools. ● Provide tools and strategies for fact-checking sustainability claims in order to take informed action against greenwashing.
Duration (h):	6 working hours
Min-Max of participants:	12 - 25
Preparing the space:	<ul style="list-style-type: none"> ● For Where are we at?: The space will take the form of a cinema to watch the Documentary. Check that the space is suitable

	<p>in terms of sound and image. Prepare the laptop, a stable internet connection and good projection of the documentary.</p> <ul style="list-style-type: none"> ● For Museum of Critical Thinking: Use a large space, free of chairs and tables, where various stations will be set up and the participants will move around. ● For Spot Greenwashing: Explore the venue and surroundings, and identify real-world examples that participants consider to be Greenwashing. Use the main room to reflect in plenary. ● For Greenwashing Fact Check Tools: The space is organized with tables and chairs for teamwork in pairs. ● For Greenwashing Café: Organize the space with 3-4 tables and chairs, each table has a Flipchart and one A4 sheet of paper, with questions, pens, markers to write, and/or add contributions.
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Activity 1 – Where are we at? - Exhibition of a documentary	
Duration (min):	60 min.
Resources/materials/equipment:	<ul style="list-style-type: none"> ● Chairs ● Documentaries links ● Laptop, Projector, Speakers ● Internet connection
Step by Step:	<ul style="list-style-type: none"> ● The trainer prepares the room in cinema format, asks the participants to remember and make the connection with the previous days activities in terms of the individual perspective of Greenwash (15 min.).

	<ul style="list-style-type: none"> ● The trainer presents a documentary to be chosen, (two or three options are given as a choice, for a duration of 20-40 minutes). <p>Documentary links:</p> <ol style="list-style-type: none"> 1. Greenwashing: The Climate Killer Seed Documentary <ul style="list-style-type: none"> ● After viewing the documentary, a Debriefing is held in plenary in a circle, and where we discuss and connect with the previous day. <p>Questions for the Debriefing:</p> <ul style="list-style-type: none"> - What are the first sensations that the documentary aroused? - Can you identify a moment of the documentary that had a greater impact on you? - Do you know similar cases to the ones you saw in the documentary? - Who do you think has the power to make changes? - What do you think is the power of individuals to counteract greenwashing?
<p>Tips & Tricks for Facilitators /References (Links)</p>	<ul style="list-style-type: none"> ● Make sure you have access to the internet, download the documentaries. ● Confirm that the documentary is the right one for the activity within the theme and watch the documentary from start to finish and select the one that best suits. ● Have the links to the documentaries saved. ● Adapt the space to the activity. ● Check that the space is suitable in terms of sound and image.

<p>Possible modifications for virtual environment:</p>	<ul style="list-style-type: none"> • Can use the Zoom platform, the trainer chooses the link to the shortest documentaries (10 min.), shares the link in the chat for everyone, and the person themselves copies the link so they can watch it on their laptop/mobile phone. <p>Short videos links:</p> <p>How these companies tried to greenwash their plastic waste</p> <p>Engage to counter Greenwashing! – [in English]</p> <ul style="list-style-type: none"> • After watching the documentaries, the participants return to the room and are placed in breakout rooms to debate among themselves (in small groups of 3-4 people). • Return to the plenary on time as set by the trainer, and each group shares the highlights of the groups.
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// Coffee Break //

<p>Activity 2 – Museum of Critical Thinking</p>	
<p>Duration (min):</p>	<p>100 min.</p>
<p>Resources/materials/equipment:</p>	<ul style="list-style-type: none"> • Copies of Critical Thinking activities (including information, questions, challenges, reflection....) (Annex 14. Museum of Critical Thinking) to use at different stations throughout the room/space. • Preferably use an outdoor space.

<p>Step by Step:</p>	<ul style="list-style-type: none"> ● Prepare all the museum stations beforehand, self-explanatory instructions that each pair must follow (10 min.). ● Invite the participants to form pairs (randomly). ● Explain to them that they have the great privilege of attending an exclusive interactive exhibition where they can engage with the different masterpieces in order they select and tell them that although they don't have to pass by all the stations they are strongly invited to do so (90 min.). ● At the end, the trainer brings the pairs together in a big group in plenary and opens up a time for debriefing for the different emotions and thoughts that participants had during the museum visit and how it can be linked to Greenwashing (20min.). ● Debriefing: <ol style="list-style-type: none"> 1. After visiting the stations, what would you say is the main characteristic of an act of Greenwashing? What patterns did you find that helped you identify it? 2. Considering what you learned, how can Greenwashing affect your ability to make conscious decisions as consumers and citizens? What dangers does it expose to the environment? 3. From now on, what are the three main things you will look for or question in products and campaigns to avoid being misled by Greenwashing?
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<p>Tips & Tricks for Facilitators /References (Links)</p>	<ul style="list-style-type: none"> ● Have the material prepared in advance and available to the participants. ● Pairs are selected by the participants, with colleagues they are comfortable with or with whom they have not yet had contact. ● Between the previous activity and this one the room/space needs to be without participants so the museum can be settled, with the stations organized in the space. ● The more emphasis you give to role-play, “you are very lucky that this is a museum, which has been created by various artists from all over the world, so that you can appreciate it, take your time at each station, this is a visit that opens the door to knowledge.....” during the invitation the more engaged participants will be.
<p>Possible modifications for virtual environment:</p>	<ul style="list-style-type: none"> ● Can use the Zoom Platform, and/or Metaverse. ● The participants stay in pairs in the breakout room and remain in the same room during the activity, where the facilitator shows them the station and the different activities they can do. ● Only the trainer moves from room to room. ● As soon as the participants have finished a station, they communicate in the chat so that the trainer knows and can assign a new station. ● When everyone has completed all the stations, the trainer brings the participants

	into the main room to share their experiences based on their emotions and thoughts .
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// Coffee Break //

Activity 3 – Greenwashing around us	
Duration (min):	50 min.
Resources/materials/equipment:	<ul style="list-style-type: none"> • The Venue, The Hostel, The Hotel • A4 sheet of paper, Pens
Step by Step:	<ul style="list-style-type: none"> • Divided into teams, participants explore the venue and surroundings, and find real examples that they consider to be Greenwashing. • They reflect on what makes these examples greenwashing and how they could be changed in order to stop being Greenwashing. • Back in the main room in plenary, the participants share the examples they have identified and together conclude whether it is Greenwashing or not.
Tips & Tricks for Facilitators /References (Links)	<ul style="list-style-type: none"> • The trainer goes around the venue, identifies some elements of greenwashing and presents them as examples. • Distributes A4 sheets of paper and pens to the small groups.
Possible modifications for virtual environment:	<ul style="list-style-type: none"> • The activity can be carried out on the Zoom platform initially so that the trainer can introduce the activity to the participants. • Then, individually at the place where the participants are, they will look for, identify and write down examples of Greenwashing.

	<ul style="list-style-type: none"> • After the time set by the trainer, the participants return to the plenary to share their examples.
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// LUNCH //

Activity 4 – Greenwashing Fact Check Tools	
Duration (min):	60 min.
Resources/materials/equipment:	<ul style="list-style-type: none"> • Laptop, Projector and Speakers • Links from legitimate websites • Internet connection • Timer
Step by Step:	<ul style="list-style-type: none"> • The trainer explains and presents existing tools through legitimate websites. • This is an expository activity, using research on websites suggested by the trainer and a checklist. • Participants get into pairs. • The trainer allocates a specific time for the participants to research some examples and the trainer complements. <p>Examples:</p> <p>https://www.ecolabelindex.com/</p> <p>https://www.ethicalconsumer.org/</p> <p>https://www.projectcece.com/</p> <p>https://ethicalmadeeasy.com/</p>
Tips & Tricks for Facilitators /References (Links)	<ul style="list-style-type: none"> • The trainer researches information and websites beforehand. • Distribute the Checklist to each pair.

	<ul style="list-style-type: none"> • Manage the time
Possible modifications for virtual environment:	<ul style="list-style-type: none"> • Can use the Zoom Platform, participants are grouped in pairs into breakout rooms. • The trainer gives the pairs time to search for information, search directly on the websites provided. • The trainer communicates when the time is up. • The trainer puts all the groups in the plenary to share what they find.

// Coffee Break //

Activity 5 – Greenwashing Cafe	
Duration (min):	90 min.
Resources/materials/equipment:	<ul style="list-style-type: none"> • 3 or 4 tables • Chairs for all participants • Coffee menu - Questions • 1 Flipchart per table • A4 sheets of paper, pens, markers • Timer
Step by Step:	<p>Setup and Introduction (5-10 minutes)</p> <ul style="list-style-type: none"> • Set up multiple "café tables" in the room. The number of tables should match the number of small groups. • On each table, place a large Flipchart with a coffee menu related to Greenwashing that will guide the discussion at that table, and an A4 sheet of paper. • For example:

	<p>Table 1: “What are the most common signs of Greenwashing you’ve seen in advertisements?”</p> <p>Table 2: “How does Greenwashing affect consumer trust and purchasing habits?”</p> <p>Table 3: “What are the differences between genuine sustainability and Greenwashing?”</p> <p>Table 4: “How can we, as individuals, hold companies accountable for Greenwashing?”</p> <p>Introduce the activity, explaining the World Café method as a collaborative conversation. Explain that each group will rotate between the tables, and their main task is to build on the ideas of the previous group.</p> <p>The First Round (10 minutes)</p> <ul style="list-style-type: none"> ● Ask participants to form groups of 2-3 participants and choose one table. ● The trainer instructed the groups to read the question on the Flipchart. For the next 10 minutes, they should discuss the question and write down their initial thoughts on the Flipchart. The participants can also use the A4 sheet of paper to draw diagrams, mind maps, or write down key concepts to start the conversation. <p>The Rotation (15 minutes per round)</p> <ul style="list-style-type: none"> ● After 10 minutes, give a clear signal for the groups to stop and rotate.
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	<ul style="list-style-type: none"> ● New Table, New Ideas: Instruct each group to move to the next table. ● At their new table, each group must first read the notes left by the previous group on the A4 sheet and the Flipchart. Their task for this 15-minute round is to add their own answers and insights, expanding on the previous group's work. The groups should continue to fill the Flipchart. <p>Repeat this process of rotating and building upon the previous groups' work until each group has visited all the tables.</p> <p>Group Debriefing (15-20 minutes)</p> <ul style="list-style-type: none"> ● Once all groups have rotated, bring everyone back to a plenary session. ● Open the plenary for a final group discussion, guided by questions like: <ol style="list-style-type: none"> 1. What were the most surprising things you read or discussed on the Flipcharts? 2. Did your understanding of Greenwashing change after seeing the ideas of other groups? 3. What are the main takeaways or actions you will now consider in your daily lives?
<p>Tips & Tricks for Facilitators /References (Links)</p>	<ul style="list-style-type: none"> ● Organize the space with tables and chairs. ● The activity material is available for the groups. ● As the trainer, you can walk around to each table and read aloud the key points, questions,

	<p>and insights that have accumulated on the Flipcharts.</p> <ul style="list-style-type: none"> ● Guide groups through the activity to encourage them to add information based on what is proposed. ● Manage the time.
<p>Possible modifications for virtual environment:</p>	<ul style="list-style-type: none"> ● Can use Jamboard by creating several links/slides with questions. ● The groups go through all of them to give their contributions. ● And finally, the trainer shares the screen of the Jamboard in plenary, and a moment for discussion is opened.

Debriefing questions for the day:

- “Thinking back to the previous day's activities, which focused on individual perspectives, how do you see today’s training building on that foundation to help you take action?”
- What is one specific challenge you face in your daily life or work when trying to counteract greenwashing?
- “How did the activity highlight the importance of collective action in counteracting Greenwashing?”
- (Activity 1), “Following the documentary and our discussion, how has your understanding of the broader context of greenwashing changed? What was one key insight you gained that you hadn't considered before?”
- (Activity 2): “During the ‘Museum of Critical Thinking’ activity, what emotions or thoughts did you experience? How can you apply the critical thinking skills you used in the museum to a real-world greenwashing example?”
- (Activity 3): “When we explored the venue of ‘Spot Greenwashing’, what was the most surprising or difficult part of identifying a real-world example?”
- “What made you conclude that it was greenwashing, and how might it be changed to no longer be misleading?”

- (Activity 4): “After using the 'Greenwashing Fact Check Tools,' what are the two most useful resources you discovered?”
- “How confident do you feel now about using these tools to verify claims you encounter?”
- (Activity 5): “In the ‘World Café,’ what was a new perspective or idea you gained from another group?”
- “Thinking about all of today's activities, from the documentary to the world café, how have they helped you bridge the gap between identifying greenwashing and being able to actively counteract it?”

The GreenComp Framework competences:

2.2. Critical thinking

To reflect on how personal, social and cultural backgrounds influence thinking and conclusions.

3.3. Exploratory thinking

To cultivate interconnected thinking by exploring and forging connections between various fields, environments engaging innovative ideas, using creativity and experimental approaches.

4.1. Political agency

To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.

4.3. Individual initiative

To recognize own capacity to contribute to sustainability and proactively work towards enhancing the well-being of both society and the planet.

Activities in the Annex:

- To view Activity 2: “Museum of Critical Thinking”, access the **Annex 14**.

3.5. EcoTruth 101 - Day 5: A more sustainable future

Objectives:	<ul style="list-style-type: none"> ● Consolidate critical thinking and systems understanding by applying knowledge through creative and role-based tasks. ● Challenge participants to distinguish between fake and real sustainability strategies. ● Support personal responsibility and future-oriented action by making individual commitments towards change.
Duration (h):	6 working hours
Min-Max of participants:	12–25
Preparing the space:	<ul style="list-style-type: none"> ● For the Design Sprint: Arrange tables in small group clusters with art supplies in the center. Reserve one wall or board space for brand posters. Keep the atmosphere energetic and informal, like a creative studio. ● For the Tribunal: Restructure the room to simulate a courtroom or debate space. One side can be for “industry,” another for “activists,” and a neutral center for the jury or moderators. Leave space for observers or media roles. Ensure everyone has visibility and space to move. ● For the GreenWall Reflection: Transform the room into a calming, intimate environment. Dim the lights slightly, play soft music, and lay out cushions or a circle of chairs. Prepare a visible wall or hanging structure where participants will attach their commitment cards — ideally in a central place everyone will pass by before they leave the space.

Activity 1 – Fake vs. Fact Design Sprint	
Duration (min):	60 min.

Resources/materials/equipment:	<ul style="list-style-type: none"> ● A3 Brand Design Templates (printed, 1 per team – for both greenwashed and sustainable brand designs) (Annex 15. “Brand Design Template”). ● Buzzword Bank (printed or in envelopes – collection of vague green terms) (Annex 16. “Buzzword Bank Vague Green Marketing Terms”) ● Colored markers, scissors, glue sticks, post-its ● Recycled magazines, flyers, or packaging for collage-style design ● Optional visual prompts (e.g. printed examples of real brand ads or claims) ● Tape or pins for presenting posters on the wall ● Flipchart or whiteboard for collecting key terms during discussion ● Timer or bell to manage design and presentation phases ● Optional: speaker or soft background music for creative focus
Step by Step:	<p>Creative design and brand-building simulation (35 Minutes)</p> <p>Participants are divided into teams of 3–5 and take on the role of brand creators. Each team receives a workspace with basic materials: A3 paper, brand design templates, markers, sticky notes, scissors, glue, recycled magazines, and a “buzzword bank” of vague green marketing terms. Their task is to create two fictional fashion brands:</p> <ol style="list-style-type: none"> 1. A greenwashed brand, using typical misleading sustainability claims

	<p>2. A genuinely sustainable brand, rooted in ethics, transparency, and measurable actions.</p> <p>The workshop begins with teams designing the greenwashed brand. They are encouraged to think critically and creatively:</p> <ul style="list-style-type: none">● How can a company <i>appear</i> sustainable without actually being so?● What visuals, language, and emotional cues can they use to mislead? Teams often lean on imagery (leaves, nature, minimalism), green tones, and ambiguous language (e.g. “inspired by nature,” “planet positive,” “conscious collection”). <p>After 15–20 minutes, teams shift to creating the real brand — one that communicates meaningful sustainability. They are prompted to be specific and credible: showing real supply chain practices, third-party certifications, fair wages, material sourcing, and transparency. Teams can even include “imperfections” — explaining what the brand is still working to improve.</p> <p>Throughout the workshop, the facilitator moves between groups, asking reflective questions and helping teams deepen their thinking:</p> <ul style="list-style-type: none">● “What makes this claim sound convincing?”● “How would a customer perceive this message?”● “What does this brand hide or reveal?”● “How do we define real sustainability today?”
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	<p>This creative design process transforms abstract understanding into embodied insight. Participants begin to grasp how manipulation and authenticity look side-by-side — and why one is easier to market than the other.</p> <p>Presentation & Discussion (25 minutes)</p> <p>Sharing, debriefing, and critical conversation</p> <ul style="list-style-type: none">● Each team is invited to present their two brands to the group. They show their designs — either posters or short verbal pitches — and explain how they built both identities.● During presentations, the audience is encouraged to engage actively: noticing what visuals, slogans, or claims made the fake brand sound convincing, and how the real brand was framed differently. The facilitator can use a flipchart to collect keywords or phrases repeated across fake examples (e.g. “clean,” “green,” “natural,” “neutral”) and ask:<ul style="list-style-type: none">● “How often do you see these in real life?”● “What do they <i>actually</i> mean — if anything?” <p>To close the segment, the facilitator encourages a brief reflection:</p> <ul style="list-style-type: none">● “What did you learn about how greenwashing works?”● “What should we start looking for when we see ‘eco’ on a product?”● “How can we communicate real sustainability in our own work?”
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	<p>This activity blends creativity with critique, and offers a high-energy, high-engagement start to the final day — setting the tone for collective action and future thinking.</p>
<p>Tips & Tricks for Facilitators /References (Links)</p>	<ul style="list-style-type: none"> ● Guide with subtlety. This is not just a fun branding task - it's a deep learning process about how perception can be shaped through visual and linguistic manipulation. Let teams experiment, but gently push them to go beyond surface aesthetics. ● Avoid telling them what's right. Let teams discover the differences between fake and real by contrasting both versions. If they're unsure, ask: "Would this convince your grandmother? Would this stand up to fact-checking?" ● Encourage playfulness. Satire and exaggeration work well for the greenwashing part. A bit of humor helps participants reveal how absurd or empty many real-world claims sound. ● Highlight contradictions. During presentations, ask groups to reflect on what was easier to design: the fake or the real brand? This often leads to key insights about how seductive but shallow green marketing can be. ● Use visual synthesis. Collect repeated buzzwords or symbols on a flipchart during presentations to visualize how common and empty many greenwashing strategies are. ● The Facilitator should be prepared to manage time and, if necessary, limit the number of participants per group presenting to ensure a

	<p>more in-depth discussion or consider extra time for all groups to present.</p> <p>References:</p> <ul style="list-style-type: none"> ● Eco Label Index – Check credibility of sustainability labels
<p>Possible modifications for virtual environment:</p>	<ul style="list-style-type: none"> ● Use collaborative slides (e.g., Google Slides or Canva templates) for each team to design their fake and real brand pages. ● Replace physical materials with a Buzzword Bank slide or digital random buzzword generator (Mentimeter, wheel spinner, etc.). ● Teams work in breakout rooms, sharing screens or co-editing templates. Assign co-hosts or mentors to support each room. ● The presentation phase takes place in the main room. Use screen sharing for slide decks and visuals. ● Use a shared Google Doc or Jamboard to collect audience reactions and discussions on each brand design. ● Flipchart keywords from presentations can be replaced with a word cloud tool (e.g., Slido or WordArt.com).

// Coffee Break //

<p>Activity 2 – Greenwashing Tribunal: Youth vs. Industry</p>	
<p>Duration (min):</p>	<p>60 min.</p>
<p>Resources/materials/equipment:</p>	<ul style="list-style-type: none"> ● Printed role cards (1 per participant or group) with descriptions and talking points (Annex. 17 - “Greenwashing Tribunal Role Cards”).

	<ul style="list-style-type: none"> ● Printed or projected EcoZara Inc. Case File (can be simplified or summarized on flipchart). ● Name tags or role labels for clarity during the simulation. ● Tables/chairs arranged to simulate a tribunal. setup (witness stand, jury area, media section) ● Timer or clock to manage each round and keep time balanced. ● Flipchart and markers for mapping role relationships or capturing powerful statements. ● Microphone or speaking object (optional, to give turns during group discussion). ● Optional: printed “jury voting” sheets or public verdict slips. ● Optional media props: press passes, fake microphones, social media post printouts, etc.
<p>Step by Step:</p>	<p>Designing the trial and assigning the roles (20 minutes)</p> <p>This roleplay activity transforms the training room into a public tribunal, where a fictional brand is being held accountable for alleged greenwashing. The goal is to let participants explore how various actors (youth, industry, media, activists) argue, justify, and challenge sustainability claims in public discourse.</p> <p>The facilitator presents the case:</p> <p><i>“A fast fashion company, EcoZara Inc., has launched a widely advertised “100% sustainable” clothing line. It uses slogans like “climate neutral fashion” and “green cotton,” but offers no third-party certifications. Meanwhile, media reports have surfaced about poor</i></p>

	<p><i>working conditions and lack of transparency in their supply chain”</i></p> <p>Participants are assigned roles such as:</p> <ul style="list-style-type: none"> ● Youth Activists (plaintiff) ● Company Executives (defense) ● Factory Workers (witnesses) ● Consumers (jury or testimony) ● Journalists (media observers) ● Lawyers (moderators or cross-examiners) ● Independent Sustainability Experts or NGOs (neutral or supportive witnesses) <p>Each group receives a role description card with basic talking points and goals for their side. These cards include sample arguments, facts to use, and questions they might expect. Participants gather in their roles to prepare their position. Youth activists build a case for why EcoZara’s campaign is greenwashing. Company representatives prepare defenses and justifications. Witnesses prepare to testify based on real or imagined experiences. Journalists and observers prepare questions and commentary.</p> <p>The preparation phase encourages argument development, systems thinking, and empathy. Participants must not only defend or attack — they must understand the motivations, power structures, and perspectives at play.</p> <p>Tribunal Simulation & Reflection (40 minutes) Public trial, active roleplay, and collective verdict</p>
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Once all sides are prepared, the tribunal begins. The room layout changes — a table is arranged at the front for the “trial panel” (activists, lawyers, company reps), with space in the middle for witness testimonies and a public audience area for the rest. One participant or the facilitator acts as a **moderator** to open the tribunal and ensure balanced time.

The trial proceeds as follows:

- Opening statements from both sides (3 minutes each)
- Questioning of witnesses (factory workers, NGO reps, etc.).
- Media/journalists ask live questions or “leak” new information.
- Public commentary and jury input (consumers can speak or vote).
- Final statements and rebuttals from both main sides.

The tone is energetic, sharp, and respectful — not scripted, but spontaneous. Laughter, outrage, and passionate challenges are part of the process. It’s important the facilitator helps manage timing and ensures everyone is heard, especially quieter voices.

After the final arguments, the group reaches a **verdict**:

- Was this campaign greenwashing or genuine sustainability?
- What could the company have done differently?

	<p>This is followed by a 10-minute group reflection, stepping out of roles. Participants are asked:</p> <ul style="list-style-type: none"> • “What roles did you find hardest or easiest to relate to?” • “Did any arguments surprise you?” • “What does this trial tell us about power and accountability in the sustainability conversation?” <p>The tribunal closes with a visual reminder: using a board or flipchart, the facilitator maps out the system — showing how roles, claims, power, and truth are interconnected. This builds naturally toward the final reflective activity of the day.</p>
<p>Tips & Tricks for Facilitators /References (Links)</p>	<ul style="list-style-type: none"> • Set the tone early. Make it clear that this tribunal is both a creative roleplay and a space for real-world learning. Participants are encouraged to explore different points of view — not to win, but to understand power, credibility, and responsibility. • Balance power and airtime. Industry roles may be more confident or outspoken. Make space for voices that tend to be less heard (e.g. workers, activists). Rotate who speaks first across different rounds. • Encourage boldness, but respect. The mock tribunal can get passionate — that’s welcome. But always remind participants to stay respectful, and that everyone is playing a role. • Use drama and spontaneity. Allow “new evidence” to emerge mid-session. For example, introduce a media leak, an activist protest, or a

	<p>consumer petition. This increases realism and keeps energy high.</p> <ul style="list-style-type: none"> ● Include a visible system map. During debrief, map the relationships: who holds power, who is impacted, and where change can happen. This helps visually connect the activity to GreenComp Systems Thinking. ● The trainer should be ready to manage the debate in case it becomes too intense or if loses focus of what’s being discussed.
<p>Possible modifications for virtual environment:</p>	<ul style="list-style-type: none"> ● Distribute role cards and case file via email, Google Docs, or a shared Drive folder ahead of the session. ● Use Zoom breakout rooms for team preparation. Assign each role to a separate room with 10–15 minutes for prep time. ● Facilitate the tribunal using Zoom main room as the courtroom. Spotlight participants when they speak. Assign a co-host to moderate time. ● Use a shared screen or Jamboard to track arguments, add surprise evidence, or record verdicts. ● Journalists/media can write “live updates” in a shared Google Doc or chat, simulating real-time press coverage. ● Consumers (jury) can vote anonymously via a Zoom poll, Mentimeter, or Google Form. ● Debrief via plenary discussion or a collaborative document where each role shares key takeaways.

// Lunch //

Activity 3 – Personal Reflection: The GreenWall of Change	
Duration (min):	60 min.
Resources/materials/equipment:	<ul style="list-style-type: none"> ● A4 Reflection Sheets with guided prompts (1 per participant) ● Green Commitment Cards (A6-sized, preferably recycled green paper – 1 per participant) ● Pens, markers, colored pencils (optional for creative expression) ● Large wall space, pinboard, or cardboard panel to build the “GreenWall” ● Sticky tack, tape, clips, or string with clothespins to hang cards ● Optional: pre-decorated wall design (e.g. a tree, Earth, mosaic grid) ● Calm instrumental background music (e.g., nature sounds, soft piano) ● Optional pillows, blankets, yoga mats, or quiet seating zones for individual reflection ● Speaker or audio device (for ambiance) ● Flipchart or blank paper (for collecting final thoughts if needed) ● Candles or soft lighting (optional, for atmosphere)
Step by Step:	<p>Individual Reflection (25 minutes)</p> <p>This final activity invites participants to slow down and turn inward. After several days of dynamic discussions, debates, and group tasks, the tone now becomes calm, reflective, and intimate. The goal is to allow each participant to consider what the learning experience has meant for them personally — and how it may influence their future attitudes, choices, and actions.</p>

	<p>The room is arranged with quiet music in the background. Lighting is softened, and participants are given a printed reflection handout (or blank A4 sheet) with simple prompts such as:</p> <ul style="list-style-type: none">● What moment from today made me stop and think?● What challenged me the most during this week?● What will I take with me from this experience?● What do I now see differently — about the world, about sustainability, or about myself? <p>Participants can choose to sit, lie down, walk silently outside, or journal privately. The space is held gently, without interruption. There is no pressure to share — this moment is for them.</p> <p>After around 15–20 minutes of writing or sketching, they are given a green card (A6 or half-sheet) on which they write one short, real-life commitment. This is not a general wish but a personal action they can begin now or soon:</p> <ul style="list-style-type: none">● “I will research before buying new clothes.”● “I will support transparent local brands.”● “I will teach my siblings about greenwashing.”● “I will check certifications before trusting climate claims.” <p>They are encouraged to keep it simple, concrete, and honest.</p> <p>Sharing in Pairs or Small Groups (15 minutes)</p>
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	<p>After the writing is complete, participants are invited to form pairs or trios for a short, voluntary sharing round. This helps them externalize their learning and gives space for personal connection. Each person can share part of their reflection or their commitment — but it is fully optional.</p> <p>Some may just sit together quietly, others will open up about transformation, struggle, or inspiration. The tone is supportive and non-judgmental.</p> <p>If preferred, this moment can also be guided as a silent gallery walk — where commitments are placed on a table or taped to the wall, and participants walk around reading them without speaking.</p> <p>Building the GreenWall of Change (20 minutes)</p> <p>The final collective act is building the GreenWall of Change. Each participant places their written card onto a prepared wall, board, poster, or large string installation. This may be designed in the shape of a tree, a wave, or simply a large grid of green paper tiles.</p> <p>One by one, they walk up and add their message to the wall — symbolizing that their learning is now rooted in action. The group can watch in silence or soft background music can accompany the moment. After the wall is complete, the facilitator invites the group to step back and look at it: a living, growing representation of their learning, their care, and their commitment to a more sustainable future.</p>
<p>Tips & Tricks for Facilitators /References (Links)</p>	<ul style="list-style-type: none"> ● Create a calm, sacred space. This activity is about inner integration. Dim the lights if

	<p>possible. Play soft instrumental music in the background. Avoid bright slides or hard transitions. The goal is to help participants slow down and reconnect with their own thoughts and feelings.</p> <ul style="list-style-type: none">● Hold silence gently. Many participants are not used to unstructured quiet time. Let them know it's okay to just sit and think, draw, or write only a few words. There's no pressure to be profound — authenticity matters more than depth.● Model presence. During reflection time, facilitators should not move around checking on people or talking. Sit silently as part of the group. Your stillness sets the tone.● Don't rush the ending. Placing cards on the wall should be slow and intentional. This isn't a mechanical task — it's a ritual of closure. Allow enough time for the moment to land.● Respect non-sharing. Some participants may not want to speak about their reflections. That's valid. Create space for voluntary sharing only.● Optional ritual gesture. If appropriate to your group, consider ending with a symbolic action: e.g., a group breath, lighting a candle, forming a circle, or a final moment of silence in front of the GreenWall. <p>References / Inspiration:</p>
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	<ul style="list-style-type: none"> ● <u>UNESCO: Education for Sustainable Development – Learning Objectives</u> – includes reflective and action-oriented pedagogy ● Be The Change Cards – Personal Commitment Toolkit (Greenpeace) – ideas for youth pledges ● <u>SALTO Toolbox – Reflection Tools</u> – search for “learning journey,” “commitment wall,” and similar tools ● <u>The Work That Reconnects – Joanna Macy</u> – deep ecology reflection methods (inspiration for tone and facilitation posture)
<p>Possible modifications for virtual environment:</p>	<ul style="list-style-type: none"> ● Use a shared digital whiteboard (e.g., Miro, Jamboard, Padlet) to serve as the “GreenWall.” Each participant adds a virtual green sticky note with their personal commitment. ● For individual reflection, share a downloadable Reflection Sheet (PDF or Google Doc) with prompts. Allow 10–15 minutes of silent writing with soft background music streamed via screen share or Spotify link. ● Encourage participants to turn off cameras and mute microphones during the reflection period to create a private, focused atmosphere. ● For sharing in pairs or trios, use breakout rooms with a 10–15 minute timer. Provide guiding questions in the chat or on a shared slide. ● During the GreenWall building moment, invite participants to share screen, type their commitment into the chat, or paste a note onto the collaborative board.

	<ul style="list-style-type: none"> ● To close, ask for voluntary voice or chat reflections, or use a Google Form for anonymous sharing. You can then display some on the shared screen for a final collective view. ● Optional: Create a shared digital GreenWall PDF or collage post-session and send it to the group as a takeaway or memory of the week.
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// LUNCH //

Activity 4 – Evaluation of the Training Course Youthpass Ceremony	
Resources/materials/equipment:	<ul style="list-style-type: none"> ● Printed Youthpass certificates (one per participant, ideally signed and prepared in advance) ● Envelope or folder to keep the certificates organized and hidden until called ● Flipchart or large paper with name list to ensure every participant is included ● A clean and quiet ceremony space with chairs in a circle or semi-circle ● Optional small stage or table to place the certificates before distribution ● Camera or phone for photographing handovers (if agreed by participants) ● Soft background music (optional) to create atmosphere ● Microphone (optional, for large groups or outdoor settings) ● Name tags (if needed to support the group guessing)
Step by Step (120 min)	Walk through the program – 20 min The session is opened with an interactive walk of participants, together with the trainers’ team, around the walking room. During the walk, the group goes

visiting each of the flipchart papers developed as part of the sessions – from the first till the last day. As part of the walk, everyone reminds themselves of how the flow of the activities went – from arriving at the venue and meeting each other on the first day, until the current session. Also – fears, expectations and contributions discussed in smaller groups on the second day of the training, are analysed and participants answer the questions:

- “Did any of these come true? How?”.
- At the end of the activity, trainers invite participants to take a seat back in the circle.

Dixit cards exercise – How do I feel about the experience of participating in this event – 30 min

- After participants had a chance to remind themselves on the program and flow of the activities during the training, trainers play some relaxing music in the background. They take Dixit cards and arrange them on the floor.
- Participants are invited to, in silence, stand up and walk around the room while looking at the different Dixit cards arranged on the floor.
- Trainer asks participants to each choose one card that reflects their personal experience of the training.
- After each participant has a card in their hand, they are invited to take a seat in the circle again.
- Trainers then ask for participants to, voluntarily, stand up and share with the group the card they have each chosen and share

	<p>how that card reflects their experience of this event. Activity is concluded once each participant had a chance to share their card.</p> <p>Written evaluation in Google forms – 30 min</p> <p>Participants are invited to fill out an evaluation form, using their devices. They are given space and time to individually reflect on the training course and fill out the online evaluation form.</p> <p>The Evaluation Questionnaire is designed to assess the implementation and effectiveness of the EcoTruth 101 program. It gathers feedback from participants to measure key indicators and impact metrics, such as knowledge increase, skill development, and potential behavior change. The questionnaire can be adapted for other contexts and serve as a benchmark for green education and sustainability programs.</p> <p>Evaluation Questionnaire:</p> <ol style="list-style-type: none"> 1. How would you rate your overall satisfaction level from the training? (1 – not at all, 5 – fully) 1.2. Please comment on your answer to the previous question. 2. What are the three most important things you learned during this training? 3. How would you rate your knowledge and skills in identifying and counteracting greenwashing? For both: a) Before the training (1 – none, 5 – fully, know a lot) and b) After the training (1 – none, 5 – fully, know a lot).
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4. How would you rate your knowledge and skills in equipping young people to identify and counteract greenwashing? For both: a) Before the training (1 – none, 5 – fully, know a lot) and b) After the training (1 – none, 5 – fully, know a lot).

5. Do you feel that your opinions and experiences were heard and valued throughout the training? (1 – not at all, 5 – fully)

6. What do you think went well? And what could we have done differently?

Sinking ship messages – 30 min

Since the training course was opened with a metaphor where the event is presented in the form of a trip in which the boat is our expectations, sails are our contributions, and sea is our fears; the official program is closed with an exercise “Sinking ship”. The name of each participant and organisational team members is written on flipchart paper, in preparation for the session. Everyone is invited to write farewell messages to each other. At the end of the exercise participants cut out parts of the flipchart paper with the messages left for them, as something they can bring back home after leaving the event.

Youthpass ceremony – 30 min

The last group activity is the Youthpass ceremony. The ceremony is organised in a format where one volunteer starts the ceremony by taking a certificate of any other participant (handed by the trainer). Then the volunteer needs to describe the participant by sharing all information learned about the individual

	<p>during the training course – without saying the name of the participant; while the group tries to guess who’s certificate that is. After the group has made a right guess, the individual gets the certificate from the volunteer. This procedure is repeated until everyone gets their certificate. Each handover of the certificate from one participant to another is photographed.</p> <p>Market of ideas for new projects and cooperation among participating organisations – 40 min</p> <p>The last 40 minutes are left for participants to discuss the ideas for future projects and cooperation. During these 40 minutes, participants have a chance to group around the different ideas shared on the previous days, and based on their interests and the interests of their organisations discuss possible future cooperation. The process of market of ideas is supported by the trainers, providing advice and information to participants when and where needed – within the smaller groups formed around the specific topics/ideas.</p>
<p>Tips & Tricks for Facilitators /References (Links)</p>	<ul style="list-style-type: none"> ● Review the reflections with the participants, as well as the integration of the concepts and lessons learned over the five days of training. ● Prepare certificates carefully in advance – make sure all names are correct, Youthpass are properly filled, and the order of handover is either randomized or known only to facilitators. ● Set a warm, ceremonial tone. This is a special moment. Dim the lights, adjust the music, invite participants to be fully present. Encourage quiet

	<p>listening and respect for each person as they receive their certificate.</p> <ul style="list-style-type: none"> ● Support the guessing game playfully. The person presenting the next certificate should share 2–3 clues (e.g., a unique contribution, a moment of connection, something funny or deep) — this encourages attention and appreciation from the whole group. ● Include those who feel shy. If someone feels uncomfortable describing another participant, allow a trainer or co-participant to step in. ● Keep time in mind. For larger groups, be mindful of pacing. Consider pre-setting an order to avoid repetition or delays. ● Celebrate with dignity. This is not a performance, it’s a recognition of growth. Make sure each person has time and attention — and feels seen.
<p>Possible modifications for virtual environment:</p>	<ul style="list-style-type: none"> ● Send personalized digital Youthpass certificates by email just before or during the session (PDF format). ● Host the ceremony live on Zoom or Teams. Prepare a shared slide deck with one slide per participant. Each slide includes their name and a short anonymous description. The group guesses who it is before revealing. ● Use a shared document or Padlet where each participant writes 2–3 lines of appreciation about another person before the ceremony. These can be read aloud before each handover.

	<ul style="list-style-type: none"> ● Ask each participant to record a short video message or reflection to be played as their name is called and certificate shown onscreen. ● Take screenshots as certificates are “handed over” (with group consent) and compile a memory slideshow or group story afterward.
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Debriefing questions for the day:

- What did you discover about your own power to influence sustainability today?
- Which activity made you reflect most on your role as a consumer or communicator? Why?
- How did it feel to create something misleading — and something authentic — during the design sprint?
- What surprised you during the tribunal roleplay? Did any role feel familiar or uncomfortable?
- What does personal responsibility mean to you after this training?
- Looking at the GreenWall of Change, how do you feel about your next steps? What do you want to stay committed to?
- How can you take what you learned here and bring it into your everyday life or your community?

The European GreenComp Framework competences:

This day synthesizes learning from the entire training course and encourages the transfer of knowledge into future action, creativity, and systems awareness. The following competences are directly activated:

III. Valuing sustainability

Participants articulate personal values and commit to action.

IV. Systems thinking

Tribunal activity and brand design both reveal interconnected systems behind greenwashing.

V. Critical thinking

Learners identify misleading claims and propose credible alternatives.

3.1 Responsibility

Youth take ownership of their role as citizens, creators, and consumers.

4.1 Strategic problem solving

Designing and roleplaying interventions encourage solution-oriented thinking.

4.3 Individual initiative

The GreenWall of Change is a direct expression of agency and forward momentum.

Activities in the Annex:

- To view Activity 1: “Fake vs. Fact Design Sprint”, access the **Annex 15. “Brand Design Template”**
- To view Activity 1: Activity 1 “Fake vs. Fact Design Sprint”, access the **Annex 16. “Buzzword Bank Vague Green Marketing Terms”**.
- To view Activity 2: “Greenwashing Tribunal: Youth vs. Industry”, access the **Annex 17. “Greenwashing Tribunal Role Cards”**.

VI. Resources

Annex 1-Green Identity Bingo

Green Identity Bingo

 <p>I always use a reusable shopping bag</p> <p>-----</p>	 <p>I have planted a tree</p> <p>-----</p>	 <p>I have been part of a beach clean-up</p> <p>-----</p>
 <p>I prefer second-hand clothes</p> <p>-----</p>	 <p>I walk, cycle, or use another sustainable option to go to school or work</p> <p>-----</p>	 <p>I use a reusable water bottle</p> <p>-----</p>
 <p>I choose to buy organic, local, and seasonal products</p> <p>-----</p>	 <p>I have reduced my meat or dairy consumption</p> <p>-----</p>	 <p>I avoid single-use plastics like straws</p> <p>-----</p>
 <p>I take shorter showers to save water</p> <p>-----</p>	 <p>I have repaired or upcycled something instead of throwing it away</p> <p>-----</p>	 <p>I separate my waste for recycling</p> <p>-----</p>

Annex 2-Real Green or Greenwashed



Solution to the cards

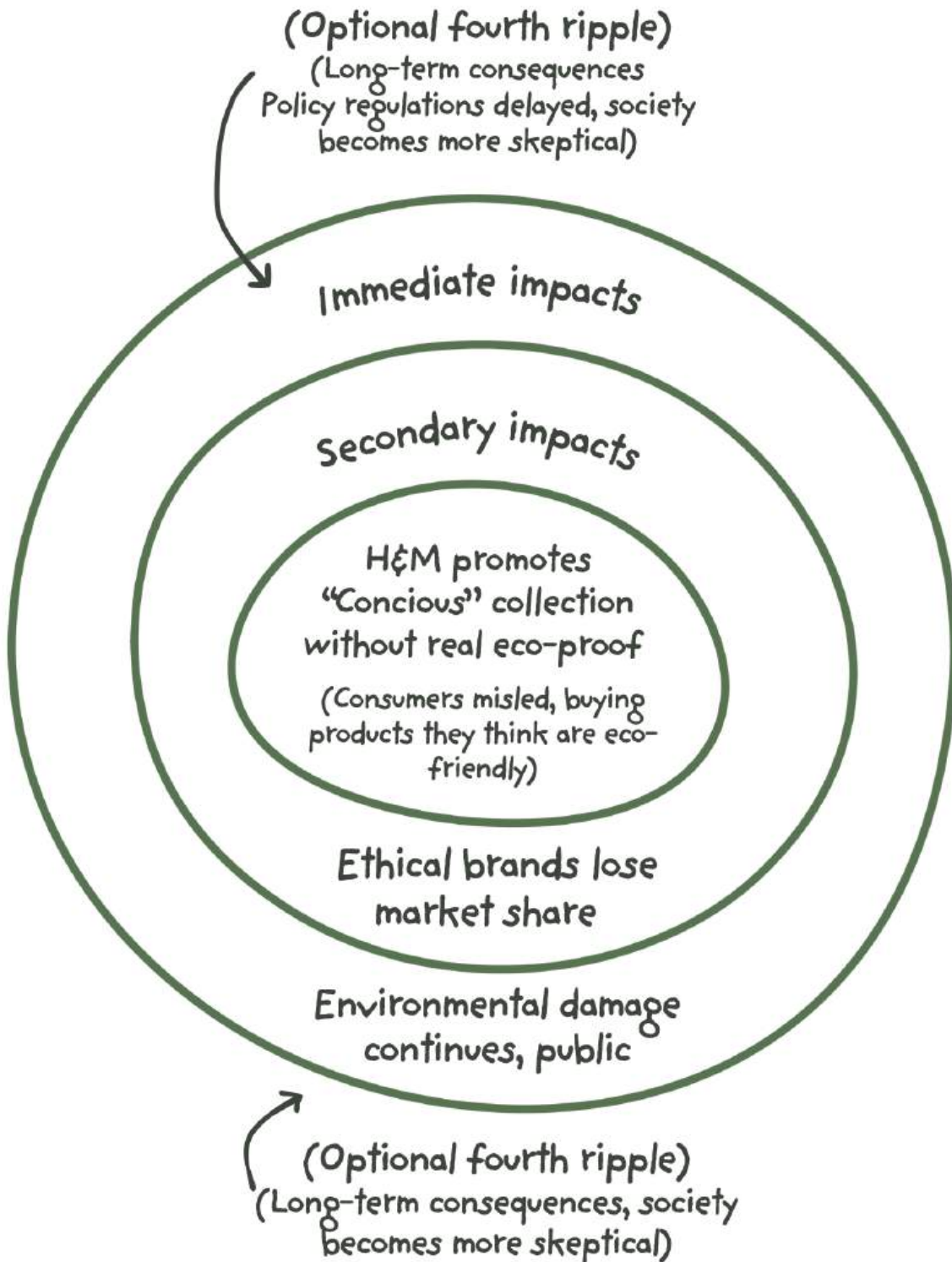
True Sustainability (REAL examples):

1. "Our T-shirts are made from 100% organic cotton, certified by GOTS (Global Organic Textile Standard)." (Clear material, independent certification – trustworthy)
2. "This bottle is produced with 100% recycled plastic and can be fully recycled again." (Real circular economy practice, full recycling transparency)
3. "We achieved carbon neutrality through Gold Standard-verified climate projects and publish annual impact reports." (Clear compensation of emissions + transparency= strong true claim)
4. "10% of our annual revenue funds local reforestation projects; results and audits are published each year." (Focus on real impact, with open reporting – not vague donations)

Greenwashing (FAKE or misleading examples):

5. "EcoSmart Shampoo – Feel the power of nature!"
(No explanation, no certification, only emotional marketing – greenwashing)
6. "Our new SUV reduces CO₂ emissions by 5% – the greenest way to drive!"
(Very small improvement presented as a big 'eco' breakthrough – misleading framing)
7. "Natural Touch Hand Cream – made with a splash of organic lavender!"
(‘Splash’ suggests minimal amount; overall product might still be harmful – exaggeration)
8. "Eco-Friendly Plastic Bags – strong, practical, and good for the planet!"
(Contradiction: no plastic bag without biodegradability or recycling plan can truly be 'eco-friendly')

Annex 3-Ripple Mapping



Annex 4-Greenwashing Court

Example 1: “EcoBottles – 100% Recyclable Plastic”

ECOBOTTLES
100% RECYCLABLE PLASTIC



CASE SUMMARY:
EcoBottles, a bottled water brand, advertises its product as “100% recyclab,” using green imagery in its ads.

Case Summary:

EcoBottles, a bottled water brand, advertises its product as “100% recyclable” and uses green imagery in all its ads. Their website highlights how switching to recyclable plastic is part of their “journey toward sustainability.”

Debate Prompt:

- Is this a sincere effort to reduce plastic pollution, or is the company distracting from its continued plastic production?
- How meaningful is “recyclable” if recycling systems are weak?

Tip for Prosecution Team:

Use the tactic “Vagueness” - claiming something is green without proof.

Tip for Defense Team:

Emphasize “better than before” improvements and realistic steps.

Example 2: “GreenGear – Sustainable Sportswear Made with Organic Cotton”

GREENGEAR
SUSTAINABLE SPORTSWEAR
MADE WITH ORGANIC COTTON



CASE SUMMARY:
GreenGear promotes itself as a producer of “sustainable sportswear made with organic cotton”.

Case Summary:

GreenGear is a popular sportswear company claiming that its new line of gym clothes is “sustainable,” thanks to its use of organic cotton. However, the rest of its supply chain—including packaging, transportation, and energy—is not addressed.

Debate Prompt:

- Is the use of organic cotton enough to label the product “sustainable”?
- Does focusing on one eco-friendly aspect distract from other harmful practices?

Tip for Prosecution Team: Use the tactic “Hidden Trade-off” - highlighting one sustainable feature while ignoring others.

Tip for Defense Team: Stress “first step in the right direction” and the market value of transparency.

Annex 5-Sustainability Step by Step






Give a step ahead if...

- ...you use your own bottle, cup, or bag instead of using single-use ones.
- ...you walk, bike, or take public transport most days to school/work
- ...you've repaired clothes, shoes, or gadgets instead of buying new.
- ...you take short showers to save water.
- ...you plan meals or use leftovers so food doesn't go to waste.
- ...you buy second-hand or swap clothes with friends.
- ...you switch off lights, chargers, or devices when not in use.
- ...you've planted a tree, flowers, or something that helps bees and nature.
- ...you buy and eat local or seasonal food whenever you can.
- ...you've joined a clean-up, tree-planting, or other environmental action in the past.
- ...you avoid over-packaged products when shopping.
- ...you use your own shopping bag when shopping.
- ...you compost food scraps at home, school, or in the community.
- ...you've encouraged friends or family to try more sustainable habits.
- ...you keep your phone or laptop for longer instead of rushing for the newest model.
- ...you share, borrow, or rent things instead of always buying new.
- ...you take part in a youth group or association that promotes sustainability.
- ...you eat at least one vegetarian or plant-based meal each week.

Annex 6-Desmystifying GreenComp Competences

AREA	COMPETENCE	DESCRIPTOR
1. Embodying sustainability values	1.1 Valuing sustainability	To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.
1. Embodying sustainability values	1.2 Supporting fairness	To support equity and justice for current and future generations and learn from previous generations for sustainability.
1. Embodying sustainability values	1.3 Promoting nature	To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems.
2. Embracing complexity in sustainability	2.1 Systems thinking	To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.
2. Embracing complexity in sustainability	2.2 Critical thinking	To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.
2. Embracing complexity in sustainability	2.3 Problem framing	To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems.
3. Envisioning sustainable futures	3.1 Futures literacy	To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.
3. Envisioning sustainable futures	3.2 Adaptability	To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.
3. Envisioning sustainable futures	3.3 Exploratory thinking	To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.
4. Acting for sustainability	4.1 Political agency	To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.
4. Acting for sustainability	4.2 Collective action	To act for change in collaboration with others.
4. Acting for sustainability	4.3 Individual initiative	To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.

Annex 7-Fact-Checking Sheet Is This Greenwashing

Fact-Checking Sheet: Is This Greenwashing?				
<p>Instructions: Use this sheet to analyze each ad, label, or product. Answer the questions, then score it on the credibility scale at the bottom.</p>				
STEP 1: Describe the Claim				
<p>What is the product or company?</p> <div style="border: 1px solid #ccc; height: 30px; margin-top: 5px;"></div>				
<p>What is the sustainability claim being made?</p> <div style="border: 1px solid #ccc; height: 30px; margin-top: 5px;"></div>				
STEP 2: Analyze the Claim				
CHECKPOINT	DESCRIPTION	YES ✓	NO ✗	NOT SURE ?
Is the claim vague or generic?	Words like “eco-friendly,” “green,” “natural,” or “sustainable” without proof	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there any certification or standard shown?	E.g., EU Ecolabel, FSC, Fairtrade, B Corp. Is it credible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the visuals misleading?	Use of leaves, trees, oceans, or soft green tones without relation to actual product impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the company’s overall record sustainable?	Do they have a history of environmental harm? Is this ad just a small “green” gesture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the claim specific and measurable?	Does it include real numbers, reductions, or goals? (“Reduced CO ₂ by 30%” instead of “eco”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the product’s core function unsustainable?	E.g., bottled water, fast fashion, fossil fuels — despite “green” messaging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the information transparent and verifiable?	Can you find more info online, or is it vague and hard to follow?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STEP 3: Final Evaluation				
<p>How credible is the sustainability claim? Circle one:</p> <p> Strong – Clear, proven, transparent, and specific</p> <p> Unclear – Some effort, but lacks details or proof</p> <p> Greenwashing – Misleading or manipulative claim</p> <p>Explain your judgment in one sentence:</p> <div style="border: 1px solid #ccc; height: 30px; margin-top: 5px;"></div>				

Annex 8-Global Greenwashing Role Cards

Each card represents a person affected by or involved in the global fashion industry. Participants should read their role and reflect on how this person might think, feel, and respond to sustainability claims and greenwashing.



**Cotton Farmer
(Global South)**

- You work on a small cotton farm in a rural area (e.g., India or Pakistan).
- You are under pressure to meet buyer demands for 'organic' production, but resources are limited.
- You rarely see the final product and have little voice in how your work is marketed.



EU-Based Consumer

- You live in a European city and regularly shop for clothing, often choosing brands that advertise as 'eco-friendly' or 'sustainable'.
- You care about the environment but are unsure which products to trust.
- You are exposed to constant marketing and labels like 'organic cotton', 'net zero', or 'conscious collection'.



**Fashion Brand
Designer/Marketer**

- You work for a large clothing brand in the EU.
- You're responsible for creating campaigns that reflect your company's sustainability values.
- You face pressure to improve public image while maintaining fast production cycles.



Garment Worker

- You sew and assemble clothing in a factory under difficult conditions, possibly in Bangladesh or Vietnam.
- Your wage is low, and there are few labor protections.
- You see the tags claiming 'sustainable' but wonder what that means for your working conditions.



**Environmental Activist/
NGO Representative**

- You campaign against greenwashing and promote true sustainability.
- You analyse marketing strategies and fight for transparency.
- You often feel ignored by companies or misrepresented by mainstream media.

Annex 9-Eco-Narrative Decoder Worksheet

Eco-Narrative Decoder Worksheet

Narrative / Brand: _____

Product/Industry Sector: _____

Step 1: Identify the Story Type

- 'We are the heroes'
- Redemption arc
- Crisis-Solution
- Community frame
- Other _____

Step 2: Spot the Framing Devices

- Emotive language
- Nostalgia
- Future pledges
- Scale without context
- Blame-shifting
- Solutionism
- Green visuals

Step 3: Biases & Omissions

1. Promoted values: _____

2. What's missing: _____

3. Audience bias: _____

Step 4: Assess Credibility

Rate: (1) (2) (3) (4) (5) Justification: _____

Step 5: Rewrite the Core Message (Optional)

Annex 10-Emotional Hooks Decoder – Trainer Handout

Trainer Handout

TACTIC	DESCRIPTION	EXAMPLE SLOGANS	LINKED EMOTION
Guilt Relief	Suggests that buying the product makes up for environmental harm.	“Make up for your carbon footprint.”	Guilt, redemption
Halo Effect	Uses green colors, trees, or animals to suggest eco-friendliness.	“Naturally powerful. Beautifully green.”	Trust, subconscious bias
Appeal to Nature	Implies that what’s natural is automatically better or safer.	“Nature-approved ingredients.”	Comfort, purity
Emotional Belonging	Encourages action as a group/community value.	“Join the movement. Go green.”	Belonging, purpose
Hope Framing	Inspires optimism without specific outcomes or data.	“The future is green — and you’re part of it.”	Hope, empowerment
Fear of Loss	Uses apocalyptic or urgency-based framing to rush a decision.	“Last chance to save the planet.”	Anxiety, urgency
Moral Self-Image	Flattering the consumer’s identity as ethical or responsible.	“You’re not just buying — you’re changing the world.”	Pride, self-affirmation
False Comparison	Makes a product seem sustainable by comparing it to a worse alternative.	“At least it’s better than plastic!”	Rationalization, relief

Suggested Sample Slogans for Emotion Cards:

These can be printed and used during group activities where participants match emotional tactics to greenwashing slogans. Pair with visuals for stronger impact.

- **Feel good about feeling green.**
- **Because you care.**
- **The planet deserves better—so do you.**
- **Nature knows best.**
- **Cleaner. Greener. Better.**
- **Plant-based. Planet-loved.**
- **Eco starts with you.**
- **Less plastic. More love.**
- **Saving Earth, one purchase at a time.**
- **Green is not a trend—it’s a lifestyle.**
- **Buy now. Heal tomorrow.**
- **Protect what you love.**
- **Inspired by nature. Powered by you.**
- **Good for you. Good for the planet.**
- **Don’t just live—leave a legacy**

Annex 11-Greenwashing Radar Criteria Reference Sheet

Greenwashing Radar Criteria Reference Sheet

This reference sheet supports Activity 3 – Co-Designing the Greenwashing Radar Toolkit. It summarizes six key domains from the GreenGuard research to help groups build their radar by developing questions and indicators aligned with each domain.

1. Clarity of Claims

Are the claims specific and measurable, or vague and broad?

- Is the claim supported by measurable data (e.g., % emission reduction)?
- Does it avoid vague language like 'eco-friendly' or 'green' with no context?

2. Third-Party Certification

Are any external eco-labels or certifications provided—and are they credible?

- Is there a recognized eco-label (e.g., EU Ecolabel, FSC, ISO)?
- Is the certification explained and verifiable?

3. Alignment with Business Practices

Do sustainability claims match how the company operates more broadly?

- Do their broader business practices support the eco-claims made?
- Is the claim consistent with the company's environmental footprint?

4. Transparency

Is verifiable information provided about the environmental impact?

- Can you find data, reports, or links supporting the claim?
- Is the information specific or just general intentions?

5. Consistency

Are the green efforts consistent across all aspects of the product or service?

- Does the company promote the same sustainability values across products?
- Are there contradictions between different parts of the marketing message?

6. Lifecycle Consideration

Does the claim consider the full product lifecycle (production to disposal)?

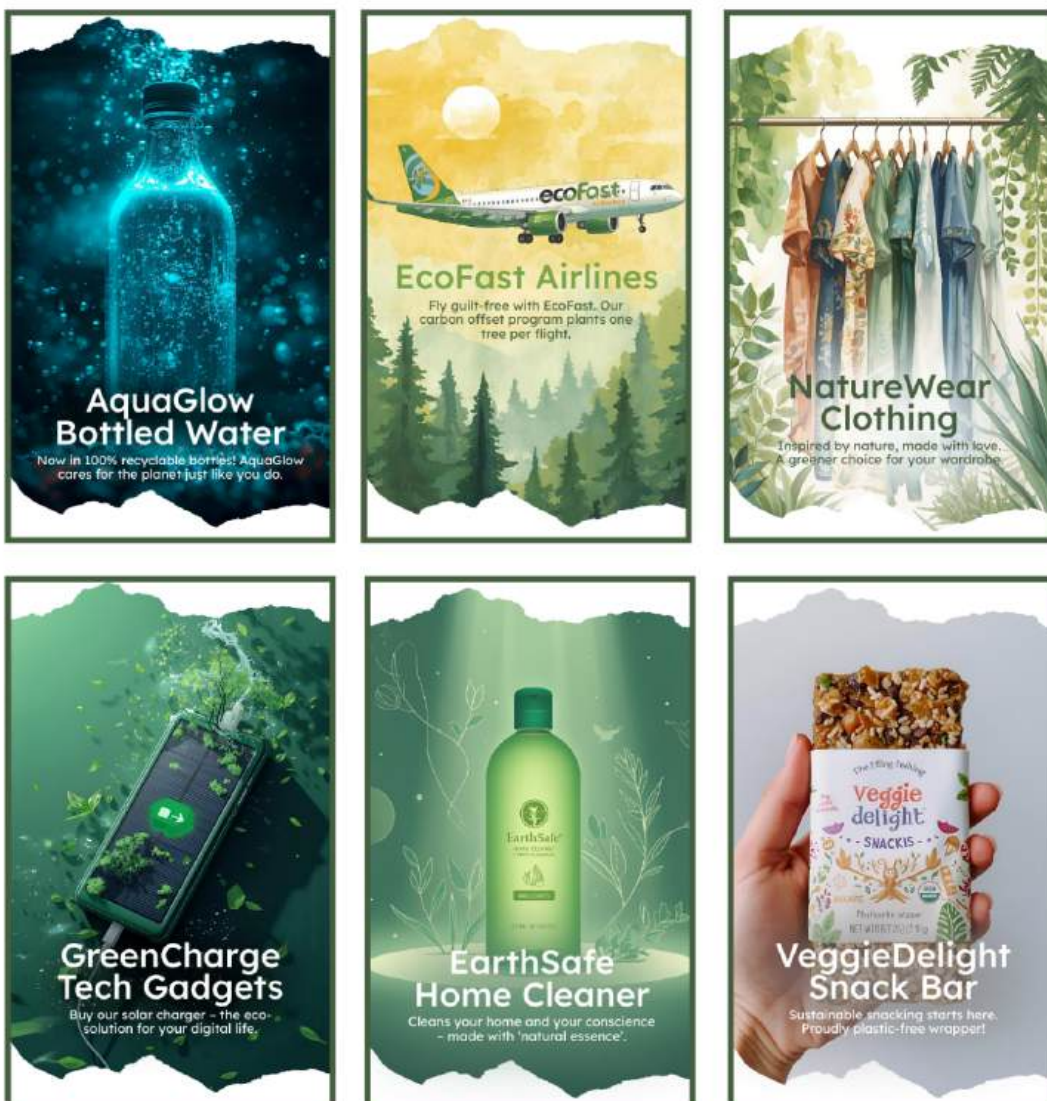
- Are sustainability efforts mentioned for all product phases (raw materials, packaging, disposal)?
- Is end-of-life impact (e.g., recyclability, biodegradability) included?

Annex 12-Eco-Claim Deconstruction Lab

Sample Ads & Templates

This document contains fictional but realistic ad samples and a flipchart analysis template to be used during Activity 4 – Eco-Claim Deconstruction Lab. The goal is to help participants apply their Radar Toolkit to analyze marketing claims and distinguish between genuine and misleading sustainability messages.

Sample Ad Claims for Deconstruction



Ad 1: AquaGlow Bottled Water

"Now in 100% recyclable bottles! AquaGlow cares for the planet just like you do."

Ad 2: EcoFast Airlines

"Fly guilt-free with EcoFast. Our carbon offset program plants one tree per flight."

Ad 3: NatureWear Clothing

"Inspired by nature, made with love. A greener choice for your wardrobe."

Ad 4: GreenCharge Tech Gadgets

"Buy our solar charger - the eco-solution for your digital life."

Ad 5: EarthSafe Home Cleaner

"Cleans your home and your conscience - made with 'natural essence'."

Ad 6: VeggieDelight Snack Bar

"Sustainable snacking starts here. Proudly plastic-free wrapper!"

Sample Ad Claims for Deconstruction

Each participant in a group receives **one role card**. These roles are designed to create a balanced debate, reflecting different values, interests, and knowledge bases in the sustainability communication ecosystem.

<p>Role: Consumer</p> <p>You believed the company's green claims and made a purchase. You now feel misled.</p> <p>Your priorities: Honest advertising, clear labeling, access to verified eco-friendly products.</p> <p>Your argument: "I trusted this label expectations."</p> <p>Your priorities: Brand image, emotional connection with consumers, staying competitive.</p> <p>Your argument: "We never claimed to solve the climate crisis. We speak to people's hopes. That's marketing, not manipulation."</p>	<p>Role: NGO Environmental Activist</p> <p>You have been monitoring this company's practices and believe the campaign is classic greenwashing.</p> <p>Your priorities: Accountability, scientific backing, public education.</p> <p>Your argument: "Vague slogans and green packaging mean nothing without action. Consumers deserve more than illusions."</p>	<p>Role: Policy Advisor</p> <p>You are considering whether stricter regulations should be applied to environmental marketing.</p> <p>Your priorities: Public trust, legal compliance, impact evaluation.</p> <p>Your argument: "This case shows why we need clear definitions and enforceable standards for environmental claims."</p>
<p>Role: Journalist</p> <p>You are covering the case and trying to balance facts with public interest.</p> <p>Your priorities: Transparency, public awareness, avoiding sensationalism.</p> <p>Your argument: "The public has the right to know the full picture. I want to see the data and hear from all sides."</p>	<p>Role: Local Resident</p> <p>You live near the company's facilities and have seen both good and bad practices.</p> <p>Your priorities: Community well-being, real change, not just talk.</p> <p>Your argument: "It's easy to put green words on a label. But are they also cleaning the river behind the factory?"</p>	<p>Optional Joker Role: Switcher</p> <p>You must switch sides mid-debate—start defending one side, then switch to the opposite.</p> <p>Your priorities: Challenge group assumptions, expose contradictions.</p> <p>Your argument: Begin with one perspective, then pivot with a surprising counterargument halfway through the debate.</p>

Annex 13-Youth Action

Youth Action Brief Toolkit

This document contains two printable tools for use in Activity 6 – Youth Guidelines Against Greenwashing: From Awareness to Action. The first is a action brief template to guide small groups in drafting their section of a Youth Action Brief. The second includes personal reflection cards titled 'My Takeaways'.

Youth Action Brief Section Template

Each group will complete one of these sheets. Groups can use text, drawings, lists, or slogans to express their ideas. Encourage them to be creative and specific. They can also sign their group name at the bottom as co-authors.

1. What is greenwashing and why does it matter to young people?

2. How can we recognize false or misleading environmental claims?

3. What do we expect from companies and institutions when it comes to sustainability?

4. What actions can young people take to resist greenwashing?

5. What support do we need to take action (from schools, communities, media, etc.)?

My Takeaways – Reflection Card

Print and cut this card for individual participant use. Each card includes three reflective prompts. Participants may keep them, submit them anonymously, or share in pairs or the group.

My Takeaways Reflection Card
1. What have I learned about greenwashing that I didn't know before?

2. What do I now feel responsible for?

3. What one thing do I wish every consumer or company understood about sustainability?

Annex 14-Museum of Critical Thinking



A space indoors and outdoors containing different (12) stations to be visited organically in pairs (learning buddy).

Each station contains a provocative (generative) question/image/thing.

Credits: Activity developed by Esther Vallado, kindly shared with the GreenGuard consortium for this publication

1 The bald eagles

One of these two pictures is fake. Which one?
Why do you think that the fake one was created?
What does this tell you about the times we live in?
What are some ethical concerns that the use of AI raises?



2 The plastic spoon dilemma

What strikes you in this text?
What has brought society to this point?

THE PLASTIC SPOON DILEMMA

It is pretty amazing that our society has reached a point where the effort necessary to:



extract oil from the ground,
ship it to a refinery,



turn it into plastic,
shape it appropriately,
truck it to a store,



buy it and bring it home

is considered to be less effort than what it take to just wash the spoon when you are done with it

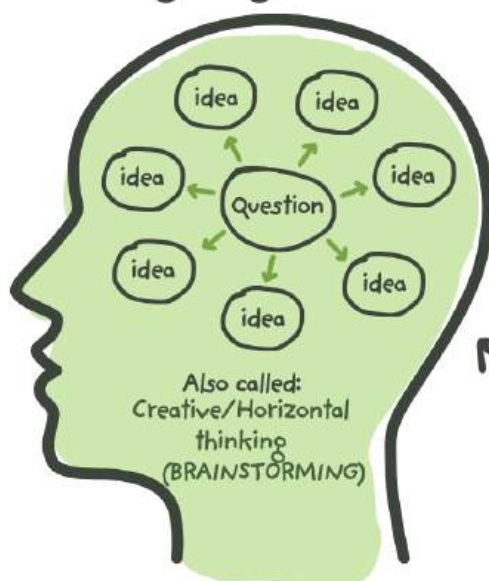


3 Convergent/divergent/lateral thinking

What type of thinking were you most encouraged to use at school/university?
What type of thinking comes more naturally to you?

Modes of Thinking

Divergent Thinking
using imagination. ☁️



Convergent Thinking
using logic ⚙️



using both

Lateral Thinking
thinking "Outside the box"

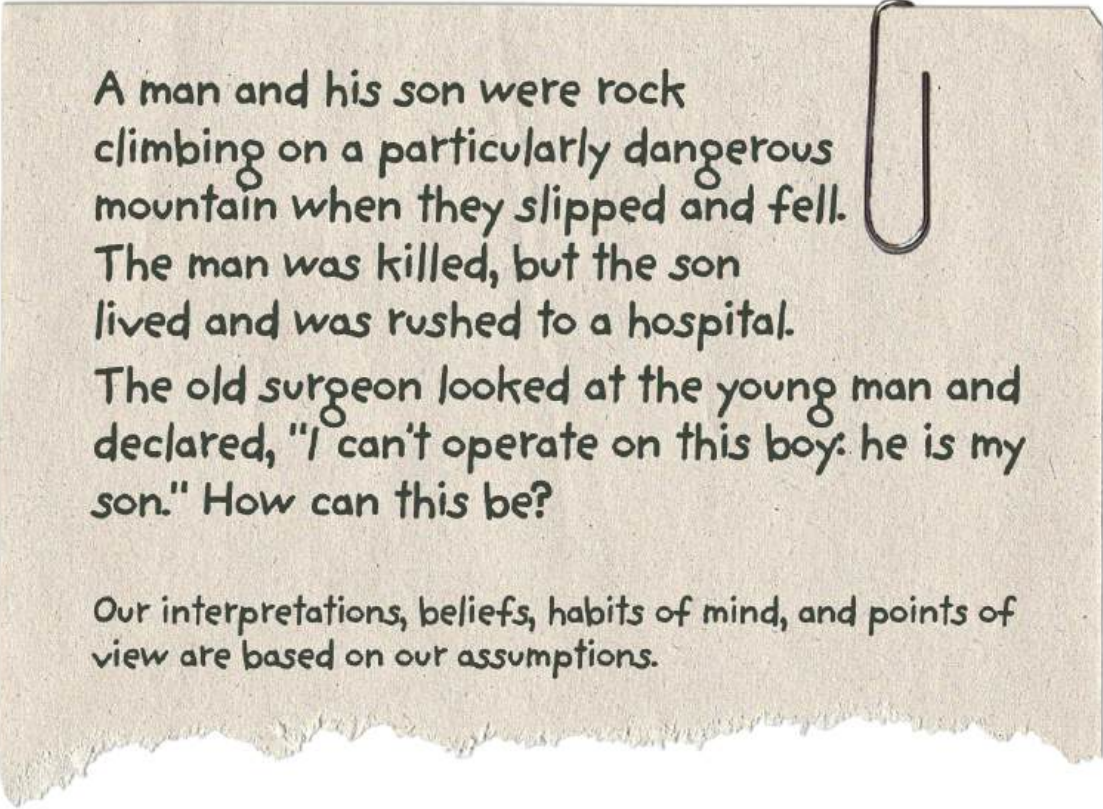
4 Assumptions

How aware are you of the assumptions you make?

What examples can you recall of situations in which you made totally wrong assumptions?

What consequences did that have?

What do assumptions keep you from seeing?



A man and his son were rock climbing on a particularly dangerous mountain when they slipped and fell.

The man was killed, but the son lived and was rushed to a hospital.

The old surgeon looked at the young man and declared, "I can't operate on this boy. he is my son." How can this be?

Our interpretations, beliefs, habits of mind, and points of view are based on our assumptions.

5 Techniques of Science Denial

How many of these techniques have you encountered in your conversations?

How do you deal with science deniers?

Visit the Cranky Uncle station to learn more about this in a fun way.

6 Building resilience against misinformation

Learn techniques of science denial through the “Cranky Uncle” app:



<https://play.google.com/store/apps/details?id=info.crankyuncle.app.game&pli=1>



<https://play.google.com/store/apps/details?id=info.crankyuncle.app.game>

7 What if the whole world went vegetarian?

If the world became vegetarian, what would be some of the positive and negative cultural, political and scientific implications?

Are you/would you consider becoming a vegetarian? Why or why not?



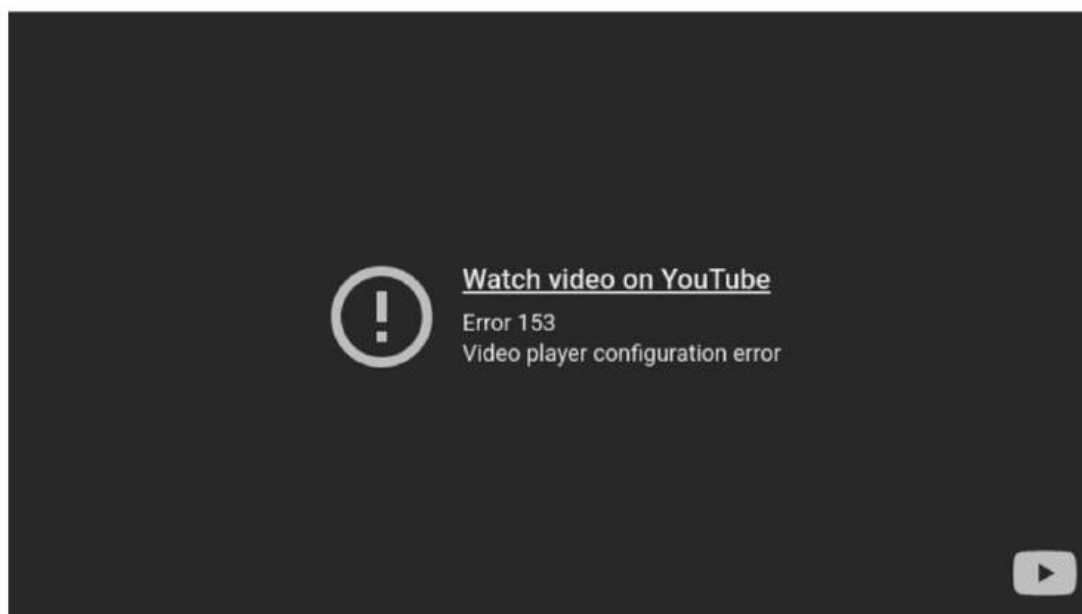
https://ed.ted.com/best_of_web/dolIWkHI#review



https://ed.ted.com/best_of_web/dolIWkHI#review

8 What people get wrong about climate change

In your perception, how predominant is anthropocentrism?
What other ways to view the world are there? (alternative to anthropocentrism)
Which one/s of them do you identify with?



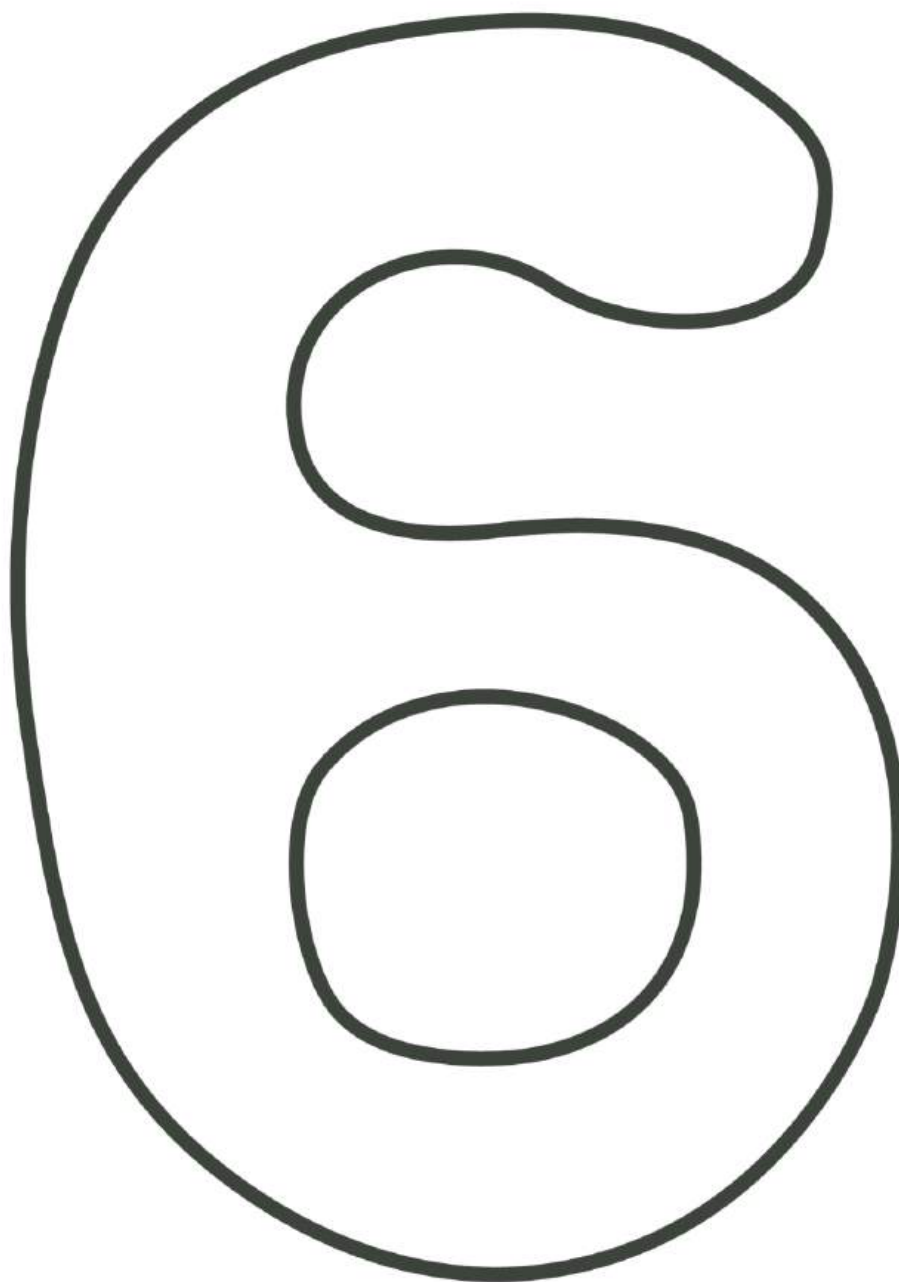
<https://www.youtube.com/watch?v=EbjKcHPmxKQ>



<https://www.youtube.com/watch?v=EbjKcHPmxKQ>

9 Perspective

What number is this?
How can we obtain a true picture of reality? Can we?



Big number 6/9 on the floor. 2 "stand here or sit here". A4s, one opposite the other.

Stand Here
or
Sit Here

Big number 6/9 on the floor. 2 “stand here or sit here”. A4s, one opposite the other.

10 Mechanistic view versus systemic view

How would a mechanistic thinker describe our pool of eco-trainers?
How would a systems thinker describe it?

Mechanistic Thinker

Approach: Breaks problems into parts and analyzes them step by step.

Mindset: Seeks clear rules, order, and predictability.

Problem-Solving: Prefers structured methods, often linear and logical.

Strengths:

- Good at efficiency and optimization.
- Reliable in stable, routine environments.
- Strong at detail-oriented tasks.

Limitations:

May struggle with ambiguity and complexity.

Can miss the "bigger picture" or relationships between elements.

Systemic Thinker

Approach: Looks at problems holistically, focusing on relationships and patterns.

Mindset: Sees interconnectedness and accepts uncertainty.

Problem-Solving: Uses feedback loops, adaptive strategies, and scenario thinking.

Strengths:

- Excellent for managing complexity and change.
- Sees unintended consequences and ripple effects.
- Encourages creativity and adaptability.

Limitations:

Can feel "too broad" or less precise.

Risk of overcomplicating simple problems.

11 The social dilemma

In which ways is social media beneficial for you, and in which ways it's not? Would you/have you considered quitting social media? What would you win? What would you lose?

In which ways is social media beneficial for human society and in which ways it's not? What problems is it solving? What problems is it creating?

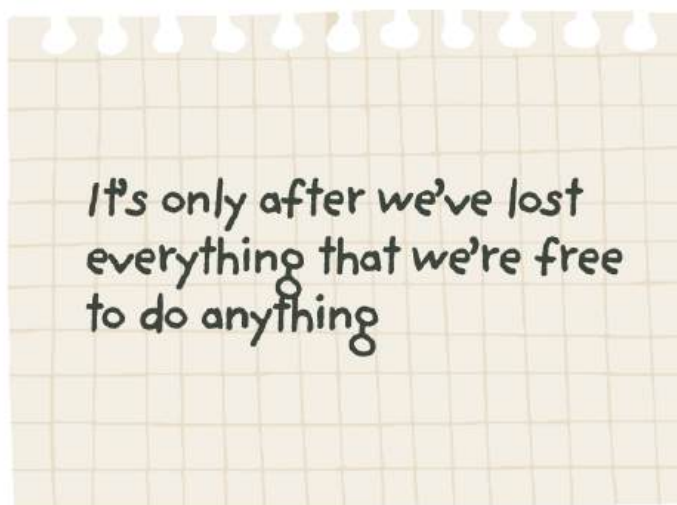
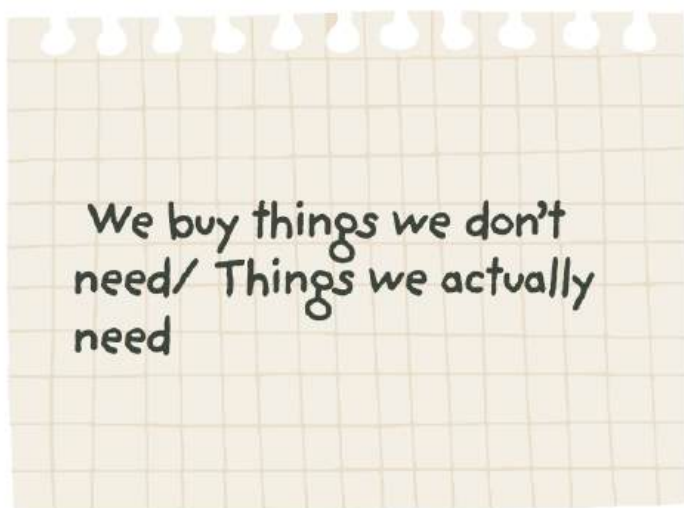
In which ways is social media beneficial for life on earth and in which ways it's not? How has the health of our planet changed since the arrival of social media and new technologies?

12 Critical Thinking?

Silent Brainstorming Flipchart

Brainwriting (= silent written ideas generation): what comes to your mind with the terms "Critical Thinking" Put your contribution in a form of a mindmap; Feel free to use words, images, drawing, (collage);

We encourage you to build on already written ideas.



Ring the bells when the time is up and announce the break. People are free to continue exploring and discussing, but the visit is officially over.

Annex 15-Brand Design Template

Use this template to design two fashion brands: one that represents a greenwashed company, and one that reflects a truly sustainable brand. Fill in the sections for both brands below.

Greenwashed Brand

Brand Name: _____

Slogan / Tagline: _____

Key Product(s): _____

Marketing Style (Visuals, Colors, Language): _____


Sustainability Claims (e.g., eco-friendly, carbon-neutral): _____

Target Audience: _____

Certifications or Proofs (real or missing): _____

What is hidden (if greenwashing) OR What is transparent (if authentic): _____

Bonus - Draw or sketch your brand logo (use space below):



Sustainable Brand

Brand Name: _____

Slogan / Tagline: _____

Key Product(s): _____

Marketing Style (Visuals, Colors, Language): _____

Sustainability Claims (e.g., eco-friendly, carbon-neutral): _____

Target Audience: _____

Certifications or Proofs (real or missing): _____

What is hidden (if greenwashing) OR What is transparent (if authentic): _____

Bonus - Draw or sketch your brand logo (use space below):



Annex 16-Buzzword Bank Vague Green Marketing Terms

Below is a list of commonly used sustainability-related terms and claims that often appear in marketing. Participants can draw from these to create their fictional greenwashed brands. These words sound environmentally responsible, but are often vague or misleading if not backed by evidence.

Buzzword Bank: Vague Green Marketing Terms



Annex 17-Greenwashing Tribunal Role Cards

Each participant or group receives one role card to prepare their arguments, questions, or testimony for the tribunal.

Youth Activists (Plaintiff)

- Argue that EcoZara's campaign is misleading and manipulates young consumers.
- Prepare evidence and call out vague claims like 'green cotton' and 'climate neutral' with no proof.
- Ask questions to expose lack of transparency and accountability.

Company Executives (Defense)

- Defend EcoZara's intentions and highlight positive steps taken (e.g., reduced packaging, in-house code of conduct).
- Argue that the campaign raises awareness and that full transformation takes time.
- Respond to attacks with confidence, justify marketing choices.

Factory Workers (Witnesses)

- Testify about working conditions, payment, and treatment in factories producing GreenGlow items.
- Describe how (or if) conditions have changed since the launch of the campaign.
- Explain your lived experience behind the clothes being sold.

Consumers (Observers or Jury)

- Ask questions and express public sentiment toward the campaign.
- Vote on whether they believe the campaign is authentic or misleading.
- Share personal feelings about trust and sustainability claims in fashion.

Journalists / Media

- Observe and ask sharp, unbiased questions to all sides.
- Write or present 'news flashes' during the trial, uncovering new info (e.g., leaked reports, social media backlash).
- Add pressure and realism to the tribunal.

Lawyers / Moderators

- Keep time, maintain order, and ensure fair speaking opportunities.
- Support each side in building strong questions and responses.
- Can take on neutral role or lean toward one side depending on facilitation needs.

Independent Sustainability Expert / NGO Representative

- Offer neutral, fact-based perspective on whether EcoZara's practices align with genuine sustainability.
- Point out what's missing: lifecycle data, third-party certifications, transparent supply chains.
- Support or critique both sides with real-world knowledge.

Case File: EcoZara Inc.

EcoZara Inc. is a global fast fashion company known for affordable prices and rapid product turnover. It recently launched a new clothing line called 'GreenGlow,' promoted as a major step toward sustainability. Their marketing campaign highlights phrases such as '100% sustainable materials,' 'climate neutral fashion,' and 'certified green cotton.' Large-scale social media ads, influencer partnerships, and in-store banners push this image aggressively. Despite these claims, independent watchdogs and journalists have reported troubling inconsistencies:

- The company has not published any third-party sustainability audits or life cycle assessments.
- There is no verification for the 'green cotton' sourcing — it appears to be self-declared.
- The production factories in South Asia are still reporting low wages, excessive overtime, and unsafe conditions.
- Carbon neutrality appears to be based on offsets, but details of the offset projects are not public.

In response to the criticism, EcoZara executives have stated that the campaign reflects 'a good-faith effort' and that the brand is 'working toward full transparency in future reports.' They claim the company has reduced packaging waste and launched an internal code of conduct with suppliers, though these documents are not publicly available.

This case has sparked controversy. Some consumers praise EcoZara for 'trying,' while others accuse the company of deliberate greenwashing. Activist groups and investigative journalists have demanded accountability, transparency, and real sustainability proof.

Key Questions for the Tribunal

1. Are EcoZara's sustainability claims credible and evidence-based?
2. Does the 'GreenGlow' campaign mislead consumers?
3. Should companies be allowed to use terms like 'climate neutral' or 'green cotton' without third-party verification?
4. What responsibilities do large fashion brands have in sustainability communication?
5. What would meaningful transparency look like in this case?

Your task is to examine this case from different stakeholder perspectives and reach a reasoned conclusion: Is EcoZara Inc. committing greenwashing, or making a genuine (if imperfect) effort toward sustainability?

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