

# LEARNING HOW TO LEAD STUDENTS IN CLIMATE ACTION PROJECTS

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## PART I

**OPEN: WIDE MINDS WILL FIND ECOVIRTUAL STEAM  
SOLUTIONS TOWARDS CLIMATE CHANGE!**

**2022-1-R001-KA220-SCH-000084942**



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The main goal of this meeting is to share practical tools to guide young people in climate action projects, helping them to become transformative leaders in their communities, fostering teamwork, collaboration among students and also how to secure funding and resources for climate action projects



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# INTRODUCTION

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Leading students in climate action projects requires competencies in collaborative leadership, environmental education, and project management, as well as creating an environment that motivates young people to get involved and take responsibility.

When leading, the teacher must focus on empowering students to become agents of change.

Effective leadership is not just about guiding, but inspiring and empowering!



## SPECIFIC OBJECTIVES

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- Guide teachers, students and community members to develop climate action projects aligned with the Sustainable Development Goals (SDGs) with a focus on Barcelos.
- To lead participants to understand the importance of the SDGs and their local application.
- Know practical examples of school and community projects.
- Acquire tools to implement actions in their own schools.





# TO REFLECT...



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**"ACT IN SUCH A WAY THAT THE EFFECTS  
OF YOUR ACTION ARE COMPATIBLE WITH THE  
PERMANENCE OF A HUMAN LIFE  
AUTHENTIC ON EARTH"  
HANS JONAS**



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A medium shot of António Guterres, the 9th Secretary-General of the United Nations, speaking. He is an older man with grey hair, wearing a dark blue suit, a white shirt, and a red tie with a small white pattern. He is looking slightly to his right with a serious expression. To his left is a large blue flag with the white United Nations emblem. The background is slightly out of focus, showing a modern interior with a large window and some green plants.

**Obrigado por se reunirem nesta importante assembleia para enfrentar a crise ambiental que enfrentamos.**



# **GUIDELINES FOR DEVELOPING EFFECTIVE CLIMATE ACTION PROJECTS IN SCHOOLS**



To develop effective climate action projects in schools, it is essential to structure activities strategically, involving the school community, promoting practical learning and encouraging collective action.



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# WHAT IS THE BIGGEST CHALLENGE IN ENGAGING YOUNG PEOPLE IN CLIMATE ACTION?

LACK OF COMMITMENT?

LIMITED RESOURCES?

LACK OF TECHNICAL KNOWLEDGE?

LACK OF LEADERSHIP?



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# LEADING STUDENTS



Climate action projects require a diverse set of leadership skills because these projects involve mobilizing people, planning resources, and inspiring change.



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# **SKILLS A LEADER MUST DEVELOP TO GUIDE STUDENTS SUCCESSFULLY:**

1. Effective Communication
2. Ability to Inspire and Motivate
3. Organization and Planning
4. Teamwork
5. Technical Knowledge and Environmental Education
6. Creativity and Innovation
7. Empathy and Active Listening
8. Resilience and Challenge Management
9. Lead by Example
10. Cultural and Local Sensitivity



# ESSENTIAL SKILLS FOR YOUNG LEADERS

**Communication:** Knowing how to transmit ideas.

**Teamwork:** Valuing diversity.

**Critical thinking:** Analysis of environmental problems.

**Project management:** Organizing for results.



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The role of the teacher/leader:  
He is a guide and facilitator, helping young  
people explore ideas and find solutions.



# IT IS IMPORTANT TO DEFINE AND PLAN TO EXECUTE A PROJECT

## HOW?

- 1 Methodology of the project
- 2 PBL - Project Based Learning
- 3 Education for sustainability

# 1 . PROJECT METHODOLOGY

- **Problem identification:** Diagnosis of the most relevant climate issues in the school community (e.g. energy waste, pollution, lack of trees, etc.);
- **Planning:** Creating a plan with clear objectives, schedule and division of tasks;
- **Implementation:** Execution of planned activities, such as awareness campaigns, tree planting, recycling, etc.;
- **Monitoring and evaluation:** Measuring results (such as reducing waste or increasing student engagement);
- **Communication:** Dissemination of results and sharing of good practices with other schools or the community.



## 2 . PBL - PROJECT BASED LEARNING

In the school environment, this methodology involves:

- Choose a climate-related problem question, such as: “How can we reduce our school’s carbon footprint?”;
- Work as a team to investigate, find creative solutions and create practical actions;
- Promote presentations and exhibitions to share discoveries and impact the community.



# **PRACTICAL EXAMPLE**

## **CLIMATE ACTION PROJECT IN BARCELOS**

If a school in Barcelos plans a project such as reforestation on the banks of the Cávado River, the leader must:

- Teach students about the ecological importance of trees for climate balance (technical knowledge).
- Divide students into teams responsible for different tasks (teamwork and organization).
- Arrange site visits to create an emotional and practical connection (empathy).
- Invite experts to inspire and deepen knowledge (motivation).

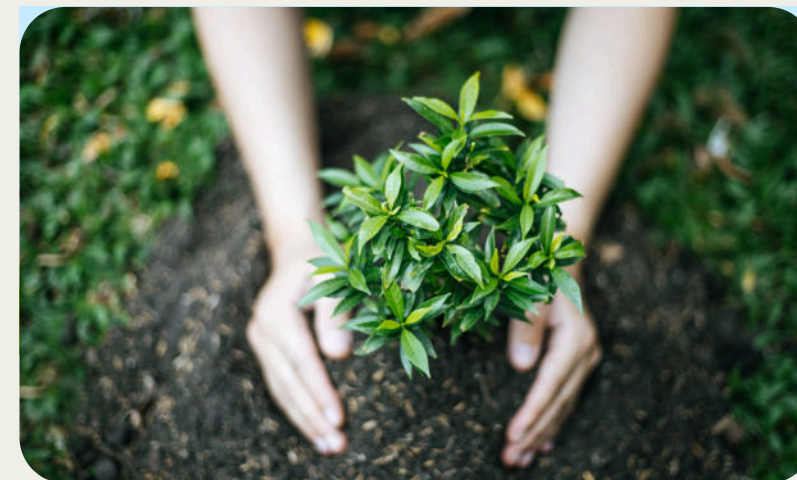


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# PROJECT AT BARCELOS SECONDARY SCHOOL - ARBORETUM

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Planting native trees can help reduce carbon emissions in Barcelos and revitalize local biodiversity



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# ARBORETUM



- The Barcelos Arboretum is integrated into the green spaces of the Barcelos Secondary School. It was designed in late 1985 and began to be planted in the fall/winter of 1986/1987.
- It is a themed botanical garden because it specifically includes woody plants and because it is restricted to the flora of mainland Portugal.



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# ARBORETUM



- Its objectives are of a didactic nature, such as supporting elementary and secondary school curricula; educational, as a permanent incentive to defend the natural environment; and promoting knowledge and defense of native Brazilian flora.



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# 3 . EDUCATION FOR SUSTAINABILITY

It is important to integrate sustainable principles into the school:

- **Awareness:** Create educational sessions on climate change;
- **Local Action:** Implement small actions such as school gardens or renewable energy;
- **Partnerships:** Collaborate with local environmental organizations to obtain resources and training.





# EXAMPLES OF ACTIONS:

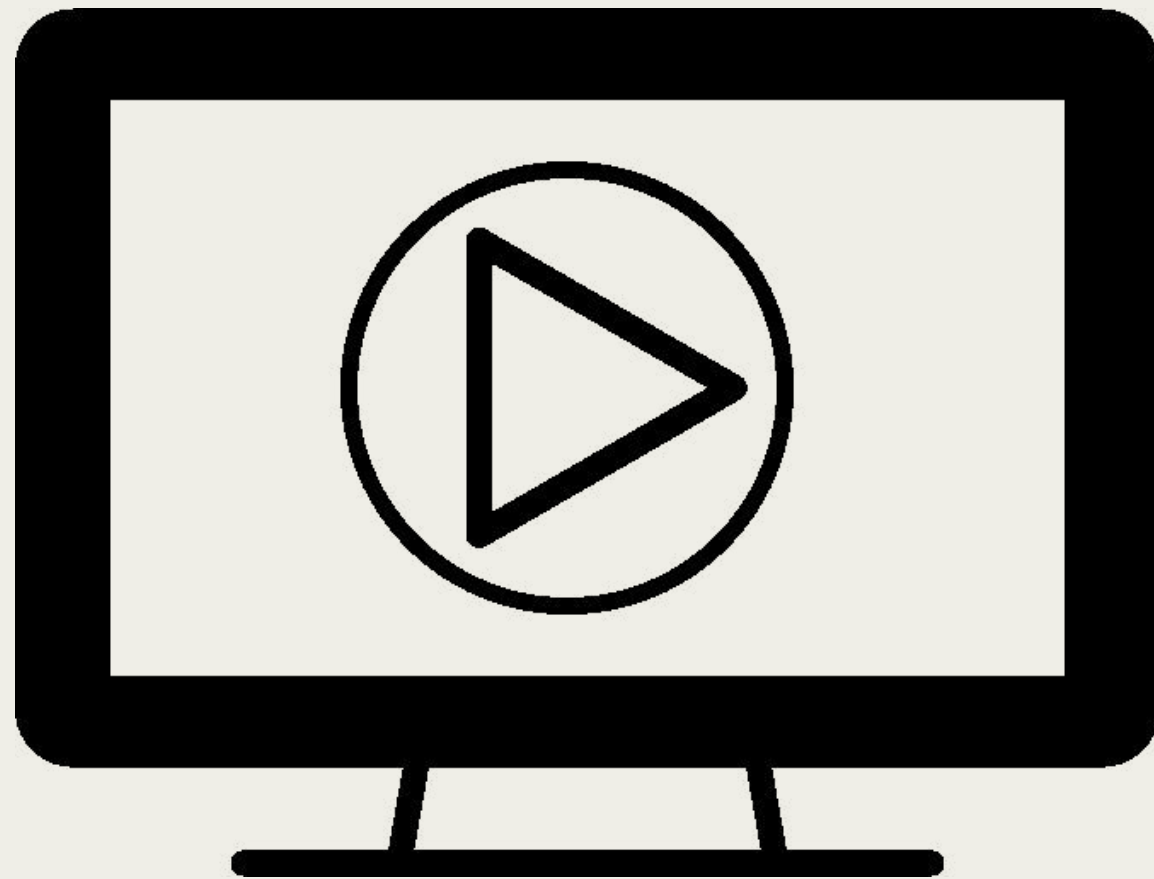
- Tree planting campaigns in the schoolyard.





# EXAMPLES OF ACTIONS:

- Information panels on the conscious use of resources.





# EXAMPLES OF ACTIONS:

- Installation of compost bins to transform food waste into fertilizer for school gardens.









# EXAMPLES OF ACTIONS:

- Creation of green clubs to promote regular climate-related activities.



Incorporating these methodologies into a teaching plan will not only promote a positive environmental impact, but also the engagement of students, teachers and the community. Thus, schools become active agents in the fight against climate change.



## 2. DEFINING GOALS AND OBJECTIVES, ALIGNING PROJECTS WITH CLIMATE NEEDS





Schools play an essential role in achieving the Sustainable Development Goals (SDGs) defined by the UN 2030 Agenda, as they are a privileged space for training conscious citizens who are capable of facing global challenges.



# THE 17 UN SUSTAINABLE DEVELOPMENT GOALS (SDGs)

The SDGs, especially Goal 13 (Climate Action), are an excellent framework for integrating climate action into the educational context.

Examples of activities include:

- Adopt practices to reduce carbon emissions at school;
- Organize debates or research work on the impacts of climate change;
- Create a "Climate Week" with themed workshops.





# ACTIVITY

Lead students to reflect on the need to preserve the waters of the Cávado River in Barcelos and the identity of a council linked to sustainable crafts: pottery, figurines, sieve embroidery, weaving, wood and iron work. Students must think of solutions so that these activities and a river with clean water reach future generations.



cleaning the Cávado River



Sustainable crafts





“The 17 Sustainable Development Goals are our shared vision for humanity and a social contract between world leaders and peoples. They are a list of things to do on behalf of the people and the planet and a plan for success.”

Ban Ki-moon (former Secretary-General of the United Nations))

# ACTNOWFILM

## Youth Climate Leaders as Agents of Change



A PROJECT BY:



UNIVERSITY OF  
CAMBRIDGE

CAMBRIDGE  
ZERO

IPR  
Institute for  
Policy Research



UNIVERSITY OF  
BATH

A PRODUCTION OF:

drummer**tv**

By educating students about global challenges and their ability to contribute to a more sustainable world, the school helps to train agents of change. For this to be effective, it is essential that schools work in an integrated manner, involving teachers, students, families and the community in general.



# HOW TO DEFINE IMPORTANT GOALS?

For targets to be effective, they must be aligned with key climate challenges.

Therefore, it is important:

- **Analyze local needs:** identify environmental problems in the school or community (pollution, lack of recycling, deforestation, etc.);
- **Consider global contexts:** relate local goals to global initiatives, such as the UN Sustainable Development Goals (SDGs), especially SDG 13 (Climate Action);
- **Listen to stakeholders:** Engage students, teachers, parents and the community to understand priorities and generate commitment.



Securing funding and resources for climate action projects within schools is an effective way to engage communities, educate about sustainability and drive practical change.



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# Thank you!



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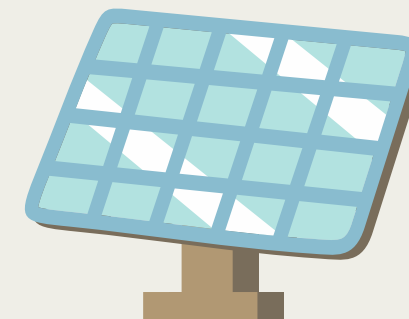
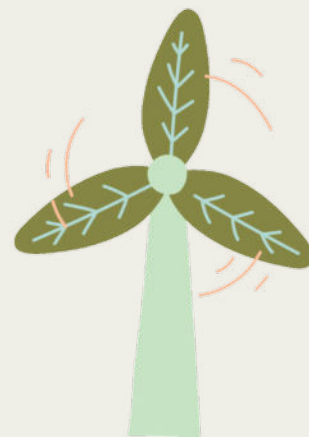
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# **EXAMPLES OF ALIGNED GOALS AND OBJECTIVES TO CLIMATE NEEDS**



# GOAL 1: REDUCE ENERGY WASTE AT SCHOOL

- **Objective 1:** Raise awareness among students about energy efficiency with an information campaign in 2 weeks;
- **Objective 2:** Install light sensors in 50% of rooms in 3 months;
- **Objective 3:** Monitor and reduce electricity consumption by 15% by the end of the year.



## GOAL 2: IMPROVE RECYCLING PRACTICES

- **Objective 1:** Create a waste separation system with recycling points in all classrooms by the end of the semester;
- **Objective 2:** Train students to monitor and report recycling levels monthly;
- **Objective 3:** Increase the rate of recycled waste at the school from 20% to 50% in 6 months.



# GOAL 3: MITIGATE THE IMPACTS OF CLIMATE CHANGE

- **Objective 1:** Organize a group to plant trees in the school community in 2 months;
- **Objective 2:** Create a sustainable community garden project, reducing dependence on processed foods;
- **Objective 3:** Implement a composting program to reduce organic waste by 30% in 1 year.





# INVOLVEMENT AND DIVISION OF RESPONSIBILITIES

- **Delegate Tasks:** Divide objectives between specific teams (example: recycling, energy, awareness);
- **Engage Students:** Encourage students to lead parts of the project, developing leadership and responsibility;
- **Local Partnerships:** Collaborate with environmental organizations for technical support and resources.



# MONITORING AND ADJUSTMENTS

To ensure that goals and objectives are achieved:

- **Establish success indicators:** such as the amount of recycled waste, reduction in energy consumption, or number of participants in campaigns;
- **Review progress regularly:** Hold monthly or quarterly meetings to evaluate and adjust strategies;
- **Celebrate achievements:** Celebrate milestones to stay motivated.

# LONG-TERM IMPACT

In addition to achieving immediate goals, projects must create a lasting culture of sustainability:

Educating for the future: including environmental issues in school curricula;

Document the project: record steps and results to inspire other schools;

Scaling initiatives: expanding successful projects to other classes or communities.

By aligning goals and objectives with climate needs, we create practical and effective solutions, contributing to a positive environmental impact locally and globally.



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# RELEVANT SDG FOR BARCELOS AND CLIMATE ACTION PROJECTS



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The city of Barcelos, known for its strong cultural, historical and environmental connections, has great potential to link school climate action and sustainability projects to the Sustainable Development Goals (SDGs). Below are project ideas that can be implemented in schools, directly related to local challenges and the promotion of the SDGs.



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# PROJECTS FOCUSED ON SDG 3: GOOD HEALTH AND WELL-BEING

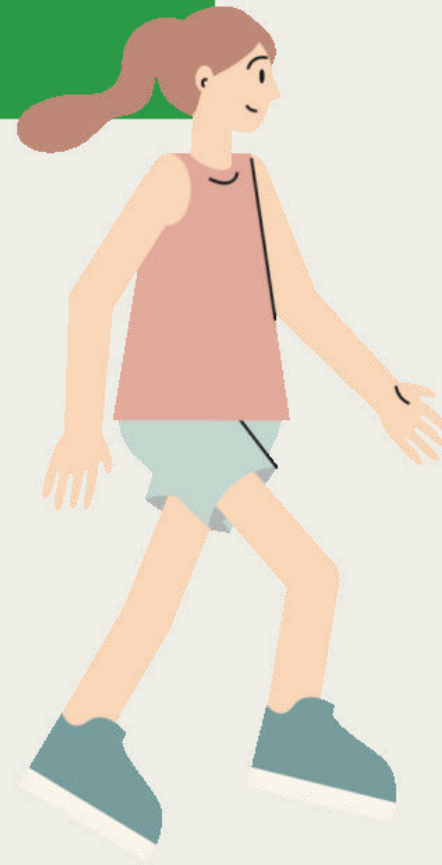
## LOCAL CHALLENGES:

Promoting healthy lifestyles and combating pollution.

## Project Ideas:

"Walk for Health and Climate": organize walks or runs in favor of sustainability, with the aim of raising awareness about the need for healthy public spaces.

- Healthy and Local Food: encourage the consumption of food produced in Barcelos, reducing transport emissions and supporting local farmers.



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# SDG 4: QUALITY EDUCATION

- What to do: incorporate environmental education into school curricula in Barcelos, promoting knowledge about climate change, local biodiversity and natural resource management;
- Suggestion: create workshops on the importance of the Cuiabá River for the environmental sustainability of Barcelos, raising students' awareness about the human impact on rivers.



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# SDG 6: CLEAN WATER AND SANITATION QUALITY

- Objective: to promote the efficient use of water in schools and raise awareness about the quality of water resources in the region;
- Project: monitoring water use in Barcelos schools and installing rainwater collection systems for irrigating school gardens.



# **ACTIVITY DEVELOPED IN BARCELOS SECONDARY SCHOOL**

To mark World Sanitation Day, which was celebrated on November 19, the companies of the Águas do Norte Group carried out a major online awareness campaign with the motto “Monsters vs. Aliens”.

During the activity, experimental workshops were held to educate and raise awareness about the waste that invades the sanitation network and compromises public health.

The 9th grade class at Barcelos Secondary School participated enthusiastically in the different activities proposed.



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# SDG 11: SUSTAINABLE CITIES AND COMMUNITIES

## LOCAL CHALLENGE

Urban growth and the need to preserve green spaces.

Project Ideas:

Mapping Green Spaces: encourage students to identify and document green areas in Barcelos, promoting their preservation.

Vertical Gardens and Green Roofs: create projects to install vertical gardens in schools or city buildings, helping to combat urban heat islands.



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# SDG 12: SUSTAINABLE CONSUMPTION AND PRODUCTION

Objective: implement sustainable practices in the consumption of food and materials;

Project: create organic school gardens that can provide part of the food for the canteen, reducing dependence on industrialized products;

Connection with Barcelos: engaging local artisans to teach about material reuse and sustainable production of school items.





# SDG 13: CLIMATE ACTION

Objective: to promote mitigation and adaptation to climate change in the school community;

Project: organize a campaign to plant native trees in Barcelos, such as oak and cork oak, to restore local ecosystems and offset carbon emissions from schools.



# **TREE AND NATIVE VEGETATION PLANTING PROJECT AT THE BARCELOS SECONDARY SCHOOL ARBORETUM, DEVELOPED BY STUDENTS**



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# SDG 14: LIFE ON WATER

- Objective: to protect local aquatic resources, including the Cuiabá River, essential for the biodiversity of Barcelos;
- Project: monitor the water quality of the Cuiabá River, involving students in practical analyses and the creation of solutions to improve the health of the river ecosystem.



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# LOCAL PARTNERSHIPS AND IMPACT

To integrate school projects with the SDGs in Barcelos, it is essential to collaborate with local partners. Here are some suggestions:

- Barcelos City Hall: work with municipal sustainability programs, such as energy efficiency and environmental protection initiatives.
- Local Companies: involve organizations such as the Associação Amigos da Montanha, which already works on local environmental preservation.



# LOCAL PARTNERSHIPS AND IMPACT

- Universities or Research Centers: collaborate with institutions for technical guidance on projects such as water quality monitoring;
- Craft Community: Take advantage of the rich tradition of local crafts to develop sustainable solutions (example: reusing materials in creative projects).





# INDICATORS TO MEASURE IMPACT

Projects must be monitored by indicators that assess their success:

- SDG 6 (Water): percentage reduction in water consumption in schools.
- SDG 7 (Energy): amount of energy saved with new practices.
- SDG 11 (Urban sustainability): number of students who adopted sustainable transport.
- SDG 12 (Consumption): amount of waste reduced or recycled.
- SDG 13 (Climate): number of trees planted and amount of CO<sub>2</sub> offset.
- SDG 14/15 (Life below water and on land): observed improvements in local biodiversity.



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These projects not only educate young people, but also directly contribute to the preservation of natural resources and the fulfillment of the SDGs in Barcelos, creating more aware and active citizens in transforming the world.



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### 3. FOSTER TEAMWORK AND COLLABORATION AMONG STUDENTS



Fostering teamwork and collaboration among students in the context of leading climate action projects is essential to creating positive impact and developing interpersonal and leadership skills.

Films and documentaries can be very useful in encouraging students, together with the teacher, to reflect and discuss the topic of climate change.



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# OBJECTIVES

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Develop interpersonal and leadership skills:

Enable students to work cooperatively, respecting different perspectives and valuing diversity.

Promote creative problem solving:

Stimulate the exchange of ideas and innovative thinking to address real climate challenges.

Encourage a sense of collective responsibility:

Show students that group actions have the greatest impact in the fight against climate change.



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# OBJECTIVES

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Strengthening communication and conflict management:

Teach strategies to resolve disagreements productively and build consensus.

Creating a collaborative learning environment:

Promote a climate of mutual support and knowledge sharing within teams.



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# DIVERSIFIED STRATEGIES TO PROMOTE TEAMWORK

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- Creation of Diverse Working Groups
- Delegation of Functions and Responsibilities
- Using Digital Tools for Collaboration
- Promoting Group Dynamics and Reflections
- Partnerships with Local Organizations
- Recognition and Celebration of Results



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# STRATEGIES



## Creation of Diverse Working Groups

Objective: To encourage the formation of teams with members of different interests, skills and perspectives.

How to implement: Propose that students choose colleagues from different areas of study or interests to enrich the solutions created in climate projects.

Benefit: Diversity of ideas contributes to more creative and comprehensive solutions.



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# STRATEGIES



## Delegation of Functions and Responsibilities

Objective: Promote participatory leadership and hold all team members accountable.

How to implement: Create clear roles (e.g., project leader, communications officer, resource manager) to ensure each student actively contributes.

Benefit: Helps develop individual skills and strengthen teamwork



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# STRATEGIES

## Using Digital Tools for Collaboration

Objective: To facilitate the sharing of ideas and remote project planning.

How to implement: Introduce platforms like Google Workspace, Trello, or Miro to manage tasks, share documents, and track project progress.

Benefit: Improves organization and allows students to develop digital skills.



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# STRATEGIES



## Promoting Group Dynamics and Reflections

Objective: Develop empathy and strengthen bonds within the team.

How to implement: Carry out activities such as debates on climate issues, collaborative brainstorming and structured feedback moments to reflect on the progress of the project.

Benefit: Builds trust and encourages healthy conflict resolution.



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# STRATEGIES



## Partnerships with Local Organizations

Objective: To provide students with opportunities to collaborate outside of the classroom.

How to implement: Involve environmental associations, NGOs or local authorities in school projects, allowing students to collaborate with community leaders.

Benefit: Strengthens the sense of purpose and reinforces the importance of working as a team to achieve real change.



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# STRATEGIES



## Recognition and Celebration of Results

Objective: To motivate students to continue working as a team on future projects.

How to implement: Organize public presentations of the results or award prizes and certificates of participation.

Benefit: Reinforces the impact of initiatives and values collective effort.



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# 4. SECURE FUNDING AND RESOURCES FOR CLIMATE ACTION PROJECTS



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"Investing in knowledge always yields the best interest"

Benjamin Franklin



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We know that schools play an essential role in building a more sustainable future, not only as learning spaces, but as centers of social and environmental transformation.

Here, we will explore together how to secure the funding needed to implement initiatives that combat climate change, promote sustainable practices, and engage students, teachers, and communities in concrete action. We will address:

The main sources of funding available to schools, including partnerships with the public and private sector;

Tips for developing attractive and viable projects;



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# GENERAL OBJECTIVES

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Promoting School Sustainability.

Ensure that schools implement concrete actions to mitigate and adapt to climate change, such as recycling, sustainable gardening and the use of renewable energy.



Mobilizing Financial and Material Resources.

Identify and obtain sources of funding, partnerships and resources that make climate action projects viable in the school environment.

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# SPECIFIC OBJECTIVES

- Raising Awareness of the Importance of Climate Finance.
- Train Schools in Project Development.
- Establishing Partnerships with the Private Sector and NGOs
- Involving Students and the School Community
- Implementing Sustainable Actions
- Monitor and Evaluate the Impact of Projects
- Disseminate Results and Good Practices



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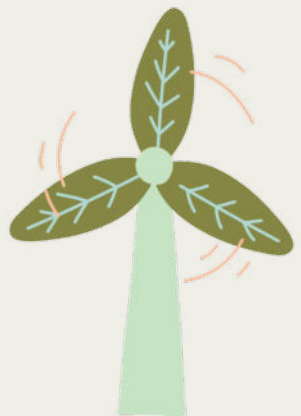
# STRATEGIES



## Mobilization of Public Resources

Government funds: Pressure local, national and regional governments to prioritize climate action in their budgets.

Tax incentive laws: Propose legislation that facilitates investments in clean technologies, renewable energy projects and environmental conservation.



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# STRATEGIES

## Partnerships with the Private Sector

Corporate sponsorships: Companies committed to the environment can finance actions such as school reforestation, installation of solar panels or workshops on renewable energy.

Local Green Bonds: Encourage local companies to invest in climate projects in schools as part of their social responsibility.

Partnerships with green technology startups: Working with innovative companies to implement solutions in schools, such as recycling and energy efficiency technologies.



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# STRATEGIES

## School Community Proactivity

School Crowdfunding: Mobilizing the school community to finance climate initiatives through crowdfunding platforms.

Fundraising at events: Organize fairs, bazaars or artistic presentations with proceeds going towards financing sustainable projects.

Contribution from parents and guardians: Create voluntary programs for families to support financially or with donations of resources and equipment.



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# STRATEGIES



## International Support and Cooperation

International organizations: Request support from NGOs and foundations such as WWF, Greenpeace or UNESCO, which often have calls for proposals focused on environmental education.

Inter-institutional partnerships: Connecting the school with programs like the Climate Reality Project or UNICEF, which offer resources and training for sustainability projects



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# STRATEGIES



## Training and Monetization of Activities

Production of sustainable materials: Implement vegetable gardens and gardens whose products can be sold, reverting the value to new projects.

Creative reuse (upcycling): Create workshops that use recyclable waste to make handmade or decorative products for sale.

Paid classes and workshops: Host educational events about climate change that are open to the public, charging small registration fees.



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# EXAMPLES OF SCHOOL PROJECTS THAT CAN ATTRACT FUNDING

- Community gardens and vertical gardens.
- Rainwater collection and reuse.
- Installation of solar panels or other renewable energy.
- Waste recycling and composting campaigns.
- Sustainability courses for students and the community



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# CONCLUSION

Through collaborative initiatives, practical tools such as SMART goal setting, and partnerships between schools, NGOs and local government, it is possible to create an ongoing movement of environmental and social transformation. This effort not only benefits the environment, but also educates and inspires future generations to lead responsibly and innovatively.

By connecting school actions with the SDGs, we create a path not only to mitigate the impacts of climate change, but also to cultivate a culture of sustainability that strengthens Barcelos' identity as a city truly committed to the future.



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