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**WALK**

**THE GREEN**

**TALK**

**Better methods to engage youth on greenwashing**

**FAIR ACTION**



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The document you just opened is the workshop methodology resulting from the international Walk the green talk project. Within the Erasmus+ project, NGOs from four countries developed tools dedicated to finding better methods to engage youth on greenwashing and corporate responsibility. Are you a youth worker who wants to empower youth to influence companies, policy makers and their local communities to be more sustainable? Then this workshop methodology can serve as a guide!

We designed the workshop to be modular - meaning you can pick and choose the activities to include when preparing for a workshop, depending on your needs and interests. What you'll find if you keep reading this guide is the full version of the workshop which includes all activities and leads to all outlined workshop goals. If you would rather focus on specific themes then feel free to select one or more of the segments numbered from 1-4, and adapt the setting up (0) and wrapping up (5) parts according to your needs.

Suggestions for different durations:

1. **Identifying greenwashing (40 min):** 3. Greenwashing
2. **How the fashion industry greenwashes (70-100 min):** 2. Marketing and Consumption in the Fashion Industry + 3. Greenwashing
3. **Problems with fast fashion (120 min):** 1. Getting to know our consumption needs (and wants) + 2. Marketing and consumption in the fashion industry + 4. What can we do about it?

Segment	Activities	Target	Materials
0. Setting up (5-20 min)	<ul style="list-style-type: none"> <li>Landing and intro*</li> <li>Getting to know the group*</li> </ul>	Introduces participants to the topic of the day. Getting to know the group.	---
1. Getting to know our consumption needs (and wants) (40 min)	<ul style="list-style-type: none"> <li>What is important for me*</li> <li>What do I need*</li> <li>Needs vs. wants*</li> </ul>	Understand what drives us to shop and what needs we are trying to satisfy through consuming.	Paper and pens for writing, flipchart paper and markers, NEEDS cards
2. Marketing and consumption in the fashion industry (30-50 min)	<ul style="list-style-type: none"> <li>Video analysis</li> <li>Actors mapping*</li> </ul>	Understand the problems of the clothing industry and the workings of advertising	Projector (with sound), post-it notes and markers, video
3. Greenwashing (40 min)	<ul style="list-style-type: none"> <li>Identifying greenwashing ads and presentations</li> <li>Reflection</li> </ul>	Understand what greenwashing is, recognize the signs of greenwashing and misleading strategies in advertising.	Greenwashing advertisements printed, pens, (checklist for identifying greenwashing), FEELINGS cards
4. What can we do about it? (60 min)	<ul style="list-style-type: none"> <li>Alternative strategies for fulfilling needs*</li> <li>What next?*</li> </ul>	Learn how you can meet your needs without consuming and take action.	Large papers and markers
5. Final reflection (20 min)	<ul style="list-style-type: none"> <li>Final Reflection*</li> </ul>	Reflect on the topics covered during the workshop, deepen learning	Post-it notes, three large papers

\* The activity can be held around other topics, simply rephrase questions to reflect your chosen topic

# About the workshop



**Total time:** 240 min (4h) (time without breaks)

## Workshop goals:

- Analyze the individual and social drivers (forces) of shopping tendencies (understand what drives them to shop, who influences it, and what emotions/needs shopping appeals to)
- Understand the system of the clothing industry and advertising in it (actors and their relationships)
- Know the signs of greenwashing and recognise these deceptive and diverting strategies in advertisements
- Suggest and plan steps for how to meet needs other than by shopping

## Attachments/materials:

- [Alternatives cards](#)
- [Example actors mapping](#)
- [Fake advertisements \(greenwashing\)](#)
- [Feelings and needs cards](#)
- [Greenwashing checklist](#)
- Link to video: [How We REALLY Stop Fast Fashion by Our Changing Climate](#)

## Notes for workshop facilitators:

**When should you do a round and when is it better to go for popcorn?** In this methodology, we often use the terms round and popcorn. Both are methods of getting the group to share, but while a round starts with someone and has everyone share in a set direction, a popcorn follows a random structure as thoughts and responses pop up in the participants' minds (hence the name). In a popcorn share, some people might speak multiple times and some might not speak at all. If it's important for you to give space for everyone to share (e.g. when you want to check how an activity made people feel) or to balance out how much people speak, a round is ideal - but depending on the question and depending on the question and group size, it might last around 30 minutes or more. A popcorn is great if it's more important to you to hear all ideas rather than all voices, or if you want to give people time to make up their mind before they speak up.

## Sources of thinking / our school of thought

In order to be aligned on the ideas and transparent about our approach to the topic, it would be nice if the people leading the workshop watched at least one of these resources in preparation: [How We REALLY Stop Fast Fashion](#), [The Real Trap of Consumerism](#), or [Why Companies Need to Greenwash](#).



## Setting up



*Italicized parts = suggestions for what to say for introducing or contextualizing activities.*

### >> **Landing and intro (10)**

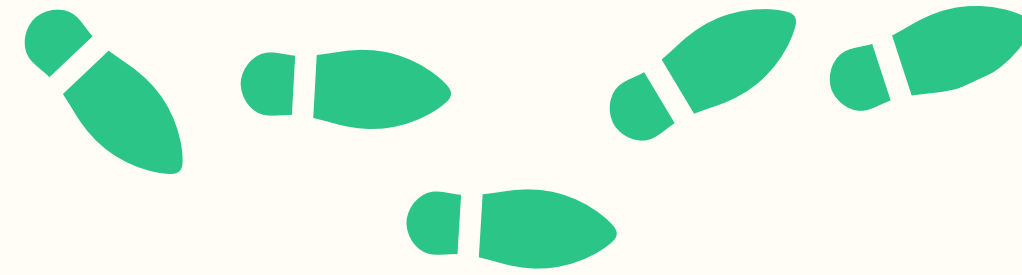
Welcome the participants. Explain what's going to happen today and introduce yourselves.

Explain why you're here today: how you got here - e.g. via the teacher, someone from the group, as well as why this topic brought you here (clothing is something close to all our hearts and everyday lives) and what you want to achieve with the workshop (the aims).

Get the participants to create name tags using tape (or do this before the workshop starts). Go through some ground rules, for example:

- Let's call each other by name on the name tag, including the facilitators
- If you need to eat, drink, pee → do it, no need to ask (take care of your basic needs)

Give the participants some pointers about the space, if it's not familiar to them.



### >> **Getting to know the group (10)**

Choose one of these five options:

- **Round:** name, how am I doing today or what I'm entering the space with
- **“Temperature check”:** how much are you feeling like getting into the topic ( → input information for the energy of the group)
  - A temperature check is done by asking people a question and then asking them to raise their hand high if they agree/identify with the statement, drop their hand low if they disagree/do not identify, and hold their hand somewhere in the middle if they have mixed feelings or no strong preference.
- **Spatial scale:** let's line up across the room according to how long we have travelled here today (shortest travel time at one end of the room and longest on the other). Then everyone shares their name and time of travel (or you can do other simple scales, such as birth month, hair length)
- **Sharing in pairs or in a circle:** how do you relate to today's topic? OR Why do I like fashion/why do I care about it?
  - using cards - e.g. Life is life, Dixit (or any cards that are symbolic and open to interpretation)
  - Do a sharing round in a group of maximum 12 people
  - Otherwise, answer in pairs - with the possibility of letting a few voices be heard in the group afterwards: what you heard from the other person and found interesting / want everyone to hear

# Getting to know our consumption needs (and wants)

1



## >> What is important for me (15)

Materials: papers and pencils for writing, sound instrument (for time-keeping), flipchart paper and markers

First, let's look at what's important to us when buying clothes: *Think about the last three pieces of clothing you've recently added to your wardrobe. What was important to you when buying them? (What did you consider when choosing them?).* Give them a minute to think and write it down.

The participants will then be divided into pairs. Before they do, give them instructions: In pairs, feel free to share what you have bought, but most importantly, talk about what was important when choosing your clothes. You will each have a minute to share.

Keep track of the time and after a minute ring/tell them to switch.

## **Sharing in the group (10)**

Ask the group to share the criteria they've just shared in the pairs. As they share, write the criteria on a flipchart and cluster similar things together (e.g. things revolving around the look, the utility and physical needs, group dynamics, etc.).

## >> What do I need (10)

Materials: needs cards, flipchart and markers

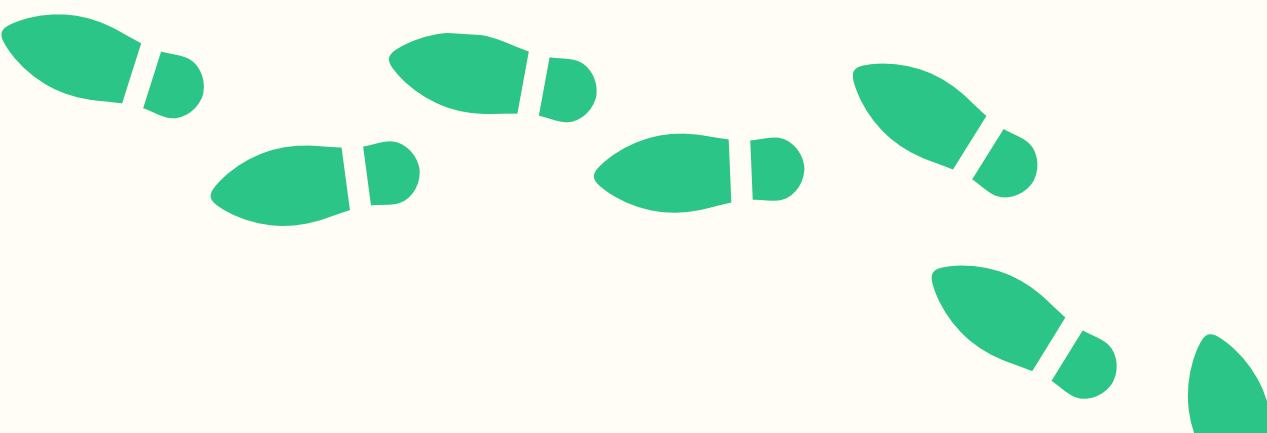
*We started with what's important to us when buying clothes, now we're going to go a little deeper and look at what needs are fulfilled by buying clothes.*

Spread out the need cards in the space - several sets, if possible (ideally done during the previous activity to save time).

Ask the group a question: What needs does buying clothes fulfill for you? Allow them two minutes to read the cards and reflect.

Then have the group share their needs popcorn-style - write these down on a flipchart. Again, it is useful to cluster the needs that are related (needs regarding relationships with others, needs related to self-expression, appreciation from others/being seen, physical needs) - in the Infobox no.2 (p.15) you will find a list of needs categorized for inspiration.

Feel free to ask if their purchases filled any needs that were missing from the cards (typically a physical need for warmth). You can even address that we are deliberately looking for "higher order needs" though of course clothing often fills the 'basic' ones too.



## >> Needs vs. wants (15)

Materials needed: A4 papers where you write the definition of needs and wants

Needs are not the only factor that guides our decisions (when shopping). Ask the group: *what is the difference between wanting something and needing it?*

Let a few voices be heard and then bring your input. Name that you are doing this based on non-violent communication (Marshall Rosenberg, psychologist) - if you want to know more or to lean on the visual iceberg metaphor for explanation, look at Infobox 1 (p.14). As you speak, post a paper on the wall or on the flipchart with a definition of needs and then strategies so they are in sight during the workshop.

Needs: are the basic driving force in a person and the motivation for action. Everything people do is driven by a conscious or unconscious effort to fulfill universal human needs that are essential for a healthy, fulfilling and meaningful life. All people share the same needs, but at different times they feel the same needs with different intensities.

- explain why something is important to us
- are always present, but activated to different degrees at different times;
- are not tied to a specific person, event, place or time;
- there are many ways to fulfill every need;

Ask the group if they can think of some examples of needs. If they say something that sounds like a strategy, ask them to go deeper - why is this thing important? (typically the family, which is a strategy of fulfilling needs like love, connection, security)

**Strategies: specific ways of fulfilling needs.**

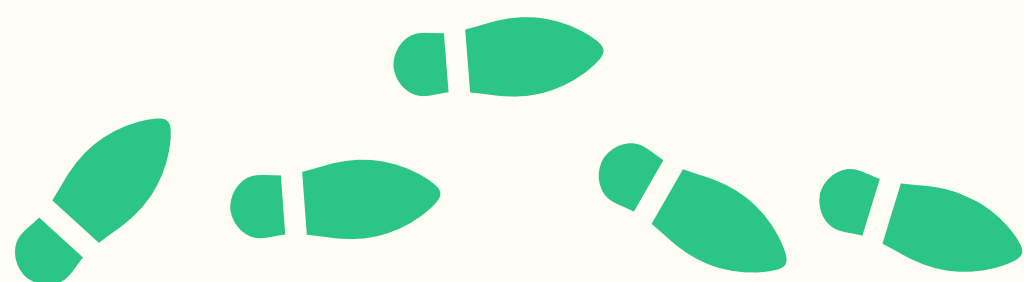
Different people meet their needs with different strategies, while at the level of universal needs people can more easily find understanding.

**Strategies:** what we want, usually tied to a specific person, place, event, time, or subject

Ask the group to name some examples of strategies for the needs they mentioned before. (If the group cannot think of examples, here's one that might be relatable: There are many ways you can rest (need) during breaks at school. However, not all of them will suit everyone. Someone wants to read at break time, but their classmates will be throwing a ball over their head (also relaxing). Everyone relaxes in between studying, but the ways of relaxing may not always fit together.)

*A useful metaphor for thinking about needs and strategies is the **iceberg**: if we imagine each person as an iceberg and us floating together in the sea, what we can observe about other people "above sea level" are their actions and words = the strategies they choose for fulfilling their needs. Below sea level, there are the emotions people feel, and below those are the underlying needs people have - the emotions and needs are not directly observable to us. This is where nonviolent communication comes in and helps us talk about the needs and emotions we have, as well as to cultivate empathy for others and what might be going on "beneath the surface".*

Then look at the flipchart with the criteria and needs from the previous section. With the group, underline the ones that are needs (based on what you just explained). It is good to be aware of our wants, in order not to be wholly controlled by them, and to explore the needs behind them and the different ways in which these can be fulfilled.



## Marketing and consumption in the fashion industry

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2

### >> Video analysis (20)

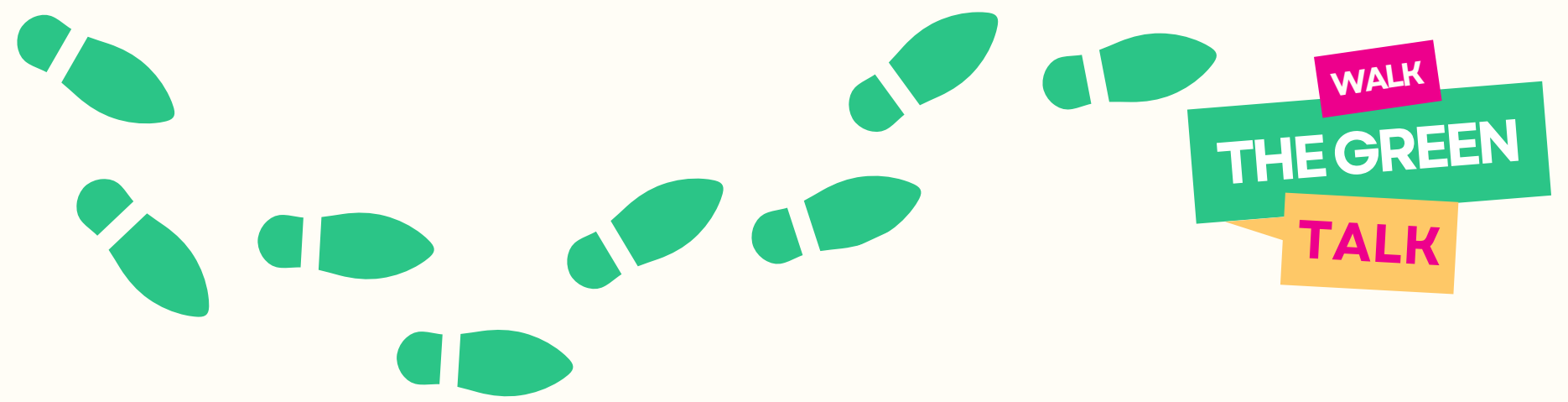
Materials: projector (with sound)

#### Watching the video (5)

Understanding the difference between these concepts will play an important role when we look at how the current economic system based on mass consumption works. We will watch a short video that captures how the clothing industry works with needs and wants.

Put on the video - a 4-minute selection from the How we really stop fast fashion video by Our Changing Climate (among the workshop attachments). Before starting the video, note that the snippet we'll watch is part of a longer video talking about how the textile industry has evolved into fast fashion.

**Alternatively:** You can also watch The Story of Stuff (the snippet from 8:11 - 16:46 covers our topics and lasts about 8 minutes). It's more accessible, but less precise and less systemic and not directly about clothes. If you do choose to use this video instead, please let us know (we want to compare the reflections to see if anything different happens).



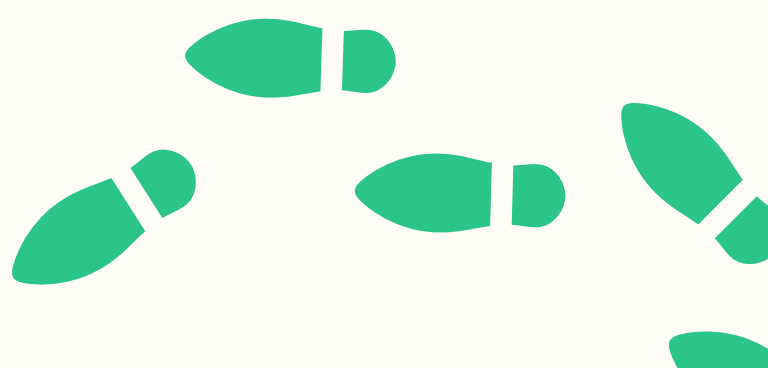
#### Discussion (15)

First, ask if there are any questions or uncertainties about the content of the video that need clarifying.

Then ask the group a question: *Why do companies need to manufacture/create what we want? How do they do it?* (appeal to our needs, values, ascribe emotional value to products, etc.) Have the participants discuss this in pairs or small groups first and then give space for a few voices to share in the big group.

Next, ask *Why should we care?* Discuss in the whole group.

If you have more time or a group that has highly developed critical thinking, you can also ask *What needs are not being met in the current system?*



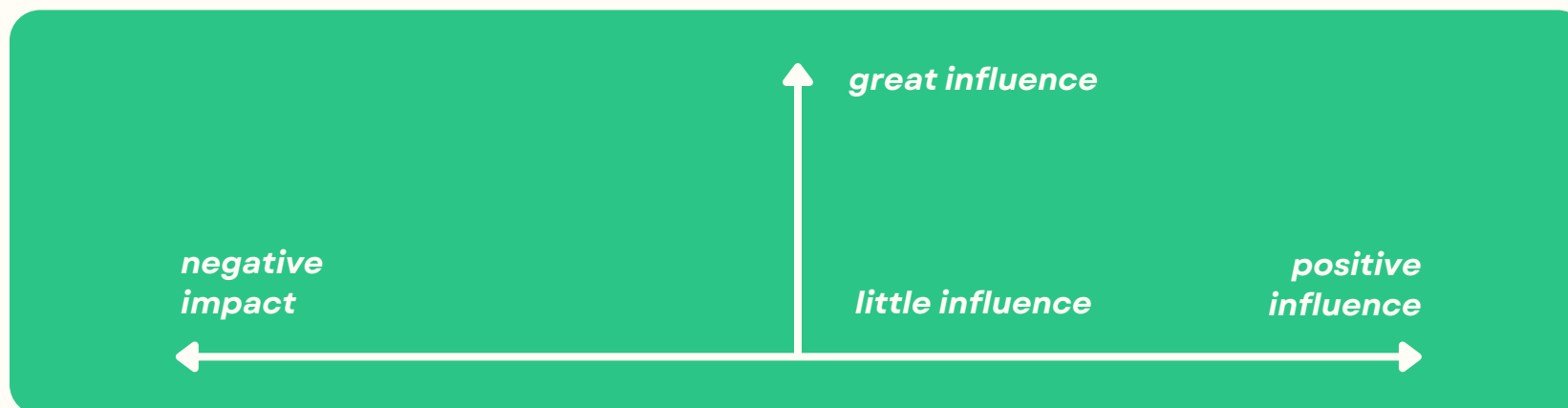
## >> Actors mapping (35/10)

Materials: papers and markers for group work, flipchart paper with an empty actors map (draw a copy of the picture below)

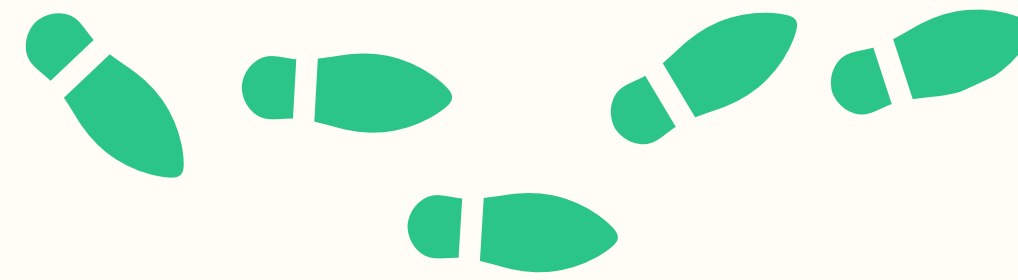
### Actors mapping (35)

Now let's look at the video again. In small groups, based on the video and your ideas, your task will be to map the actors (individuals, organizations, institutions, groups...) that have an impact on the increasing consumption in the clothing industry. [show the mapping tool using a large flip chart] With the group, write your map on paper, then we will share it in the whole group.

- positive effect: increasing consumption, negative effect: decreasing/not increasing



Gradually collect and write the actors from the groups on the flip chart map. Cross-reference the example map or the one you filled out for yourself and if any actors are missing on the flip chart, add them at the end.



### Actors mapping (10) - simplified version

Let's look a bit more closely on who influences the clothing industry. Based on the video, let's brainstorm the actors (individuals, organizations, institutions, groups...) that have an impact on the increasing consumption in the clothing industry.

For two minutes, have the group brainstorm a list of actors and write it down on a flipchart or pieces of paper. Then, go through the list and have a participant sign up to represent the actor for the next activity. If you have more participants than actors, multiple participants can represent one actor, or some can take the role of observers.

Then, have the participants stand on a line in space, with one end of the room being "great influence" and the other end being "little influence". Give the participants some time to think and position themselves on the line based on how much influence/power their actor has over changing the systems of consumption (in the clothing industry).

Finally, ask which actor the participant represents and why they chose this position on the scale. Based on how much time you have, either ask a few participants to share or go through the whole group.

This activity could be lengthened to make room for a bigger discussion - do the participants agree with the positions others chose for their actors? Why yes/why not?

### >> Greenwashing ads (30)

#### Materials:

- matches with dyed ends to split participants into groups (or you can split them up by numbers/another method, we like this one because to some extent it also functions as an energizer)
- the fake advertisements printed on larger papers (so participants can write in the margins); a different ad for each group → look at the ads ahead of time and identify the greenwashing in them to support the participants later
- handout: Greenwashing check-list

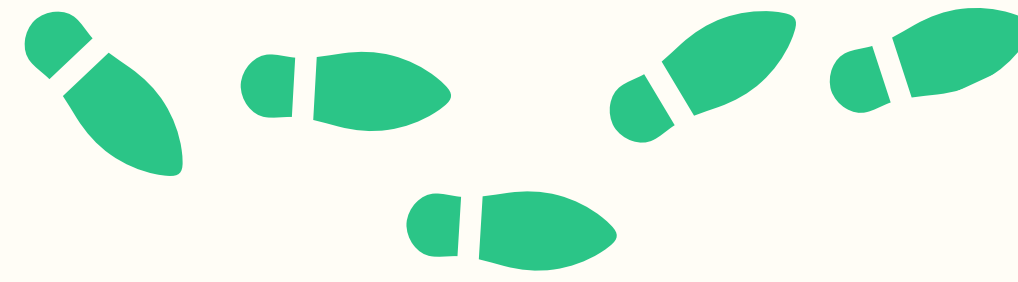
Follow up with the fact that for today you want to further address the phenomenon of greenwashing, because in the previous part we have identified that companies have a lot of power over the consumption in the fashion industry, usually a negative one (they want us to consume more at the expense of the environment). Greenwashing is one way the companies are trying to avoid being responsible, and it feels particularly pressing given the state of the environment (without any aim to diminish the gravity of the other issues identified).

*How we see the situation: environmental and climate change impacts are intensifying and people are realising that the problem is linked to irresponsible mass production. (Alternative link: One of the actors we identified in the previous activity was the consumers, who are increasingly realizing that what we produce and buy has environmental impact. This recognition transforms into values which in turn inform consumption choices.) Companies are responding in different ways - in some cases by reducing their environmental impact, but more often by ignoring demands for change or by greenwashing. And it is greenwashing that we are going to look at now. Knowing how to spot it is necessary to be able to take any action against it.*

Ask the group *What do you think of when you hear the term greenwashing?*

If no one knows the term, provide a general definition (the act of making false or misleading statements about the environmental benefits of a product or practice, most often done by companies but also institutions) and then ask if the participants have encountered it or can think of any examples.





### Group work (10)

In smaller groups, you will work with a specific ad. In the groups, try to identify possible places where the advertisement "paints something green", or seems misleading or problematic to you. Highlight these places and write why you think they are examples of greenwashing. You will have 5 minutes to do this. Choose one person from the group to present your poster to the others.

Divide the participants into groups (depending on the size of the whole group, 3 - 5 people in each group) and measure 5 minutes.

### Presentations and checklist (15)

Then each group will present their commercial and the greenwashing in it. Depending on the number of groups, adjust the time for the presentation - in total it should not take more than 10 for all groups combined. The presentations should focus on the concrete examples of problematic statements and why they're problematic.

As the groups are presenting, try to draw out general characteristics/traits of greenwashing (similar to the sins) from what they're saying and write them on a flipchart (you don't need to record the exact wording the participants used, you can generalize). Then add your commentary: *You've identified some common characteristics and tools of greenwashing that you can now look out for. However, there are some additional methods of greenwashing that I want to add, drawing on a greenwashing checklist (I can give you a handout after the workshop if you're interested)*. Explain and add to the flipchart the things that the participants haven't mentioned and ask if they see this in any of the ads they've worked with, or if they can think of another example - or, if you're short on time, you can just provide the examples yourself as you're speaking.

### >> Reflection (10)

Materials: post-its and markers, feelings cards

Put up the two flipcharts with the questions around the room:

1. What have you learned about how and why the economy pushes us to constantly consume?
2. What does seeing greenwashing in specific ads do to you? How does it make you feel?

Give participants five minutes to think and write down their answers on the post-it. While they are thinking, spread the feeling cards around the space.

Depending on how you're doing with time and on the size of the group, either to do a sharing round where everyone says one thing that's most "alive" in them right now or that they want the group to hear. Or have the participants turn to their neighbour and give each of them 2 minutes to share what they wrote. Then, collect the post-its (might be useful to look at during the break, or to keep for your pedagogical reflection/the project's narrative reporting).

## What can we do about it? (60 min)

4

### >> **Alternative strategies for needs fulfillment (35)**

Materials: flips or large papers and markers for the groupwork, Alternatives cards (multiple copies so there's one set for each group)

*At the beginning of the workshop, we identified some legitimate needs we have and which deserve to be met (point to the flipchart), but unfortunately companies are trying to take advantage of these by appealing to our deep desires and needs in their marketing, which also happens in greenwashing (selling to consumers who care). Before, we talked about why we should care about these marketing practices, and one other piece of that puzzle is that on our planet with limited resources, constantly buying new clothes is not a sustainable strategy for meeting our needs (and it also benefits the companies that are devastating the planet). Therefore, we want to look for other ways to meet our needs and create our self-image - to increase our resilience/immunity against the influence of greenwashing.*

#### **Group work (20)**

In groups, you will now look for the answer to the question: How can we meet these needs we've identified differently than buying new clothes?

*You will have 15 minutes to brainstorm and suggest different ways and solutions. Please record them on paper - in words or visually. Also include the needs that the ideas address.*

Write the question on a flipchart so the participants have it on sight when working: How can we (leave empty space here) meet these needs in ways other than buying new clothes? After 5-7 minutes of group work have passed, add "collectively" to the question (how can we collectively meet) on the board. Then go around the groups and tell them something like this:

*The society we live in often pushes us to solve things on an individual level and independently, as if we were independent of others - which is an illusion. On the other side of this illusion is the power of coming together and finding collective solutions. So try to think of ways we can meet our needs together, not via individual solutions (even if they're done en masse) - it might be easiest to imagine what you can do with a group or collective you're already part of.*

#### **Gallery (10) - shorten if running out of time**

Instruct the groups to lay out their flipcharts on the ground. Add the alternatives cards to the flipcharts and tell the group that they will now have about ten minutes to walk around and read what the others came up with. Tell them you also added some more cards of existing collective solutions, just for inspiration.

### >> **What next? (25)**

Materials: flipchart, tiny post-its/stickers for voting

Now everyone will have 5 minutes to walk around the flipcharts and vote on the ideas that they think are the best and most applicable in their context (in the sense that they could be implemented immediately/easily). Everyone has 3 votes that they stick directly on the flipchart. Select the 3 most popular ideas.

#### **Group work (20)**

The participants will divide into groups according to which idea they want to work on now. In groups they will then have 15 minutes to discuss what needs to happen for this idea to be implemented and to identify the first 3 steps they can take together to implement the idea after the workshop. If the group is composed of random people who don't know each other well or don't share a long-term space together, reframe the question: the first 3 steps they can take in their communities/collectives to implement the idea + who they can work with to do so.



# Final Reflection

5



## >> Final reflection (20)

Materials: post-its, 3 flip charts - one for each question

### Individual reflection (5)

Put up the three flipcharts with the questions around the room:

1. What am I taking away from today?
2. How can I contribute to a smaller impact of greenwashing around me? What steps can I take right away?
3. One of two options about what they want to explore further:
  - a. What question do I want to explore further?
  - b. for groups that are part of a long-term community together (such as a class or a youth group): After this workshop, what topic would I like to be more discussed at school?

Ask the participants to write the answer to each question on a separate post-it and then stick it on the flip dedicated to the question. This should take around 5 minutes.

### Sharing round (10)

In the final round, each person shares one step they want to take after the workshop and one thing they realized.

### Feedback forms + participants lists (5)

Thank the participants for the workshop.

For those interested in taking the materials home, give out the printed alternatives and the greenwashing checklist. This is also a great time to give out any stickers you have as the participants are leaving the workshop/handing in the signed lists and forms (if needed).



## Notes and info boxes

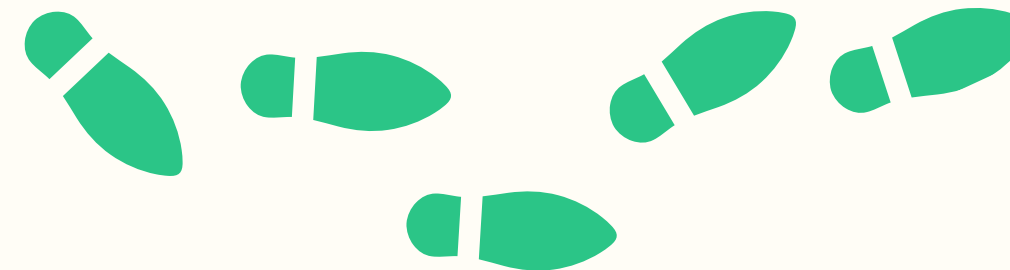


\* This video accessibly illustrates why individual solutions based on changing consumption decisions are not enough and why we need to look for systemic, collective solutions.

### Info box no.1

#### Needs, feelings, non-violent communication

**Abraham Maslow**, in his theory of human motivation, described needs as relatively fluid - a person has multiple needs at the same time. He further formulated the so-called pyramid of needs - hierarchical relationships between needs that determine the tendency to order the fulfillment of needs (1. physiological needs, 2. needs for safety and security, 3. needs for love and belonging, 4. needs for respect and recognition, 5. needs for self-actualization). However, later Maslow himself, but also for example Ed Diener and Louis Tay in their research (Needs and subjective well-being around the world) point out that the conditioning of the order in which we fulfill needs is not automatic. The order in which they are fulfilled does not significantly affect a person's satisfaction. Thus, people living in material deprivation (poverty, concentration camps) may perceive their lives as fulfilled, for example, by having their relational needs met.



According to **Marshall Rosenberg**, a Rogersian psychologist and founder of nonviolent communication, distinguishing between needs and specific ways of fulfilling them, which Rosenberg calls strategies, is important for transforming conflicts and finding solutions to them. Conflicts arise at the level of specific strategies by which different people meet their needs, whereas at the level of universal needs people can more easily find understanding. Shifting the focus from strategies (what we want) to needs (why it is important to us) that we seek to fulfill helps the parties in a conflict to figure out a solution - to find a strategy that does not come at the expense of the needs of the opponents, or that fulfills the needs of both parties.

Needs: they are the basic driving force in a person and the motivation for action. Everything people do is driven by a conscious or unconscious effort to fulfill universal human needs that are essential for a healthy, fulfilling and meaningful life. All people share the same needs, but at different times they feel the same needs with different intensities.

- explain why something is important to us
- are shared by all people;
- are always present, but activated to different degrees at different times;
- are not tied to a specific person, event, place or time;
- there are many ways to fulfill every need;

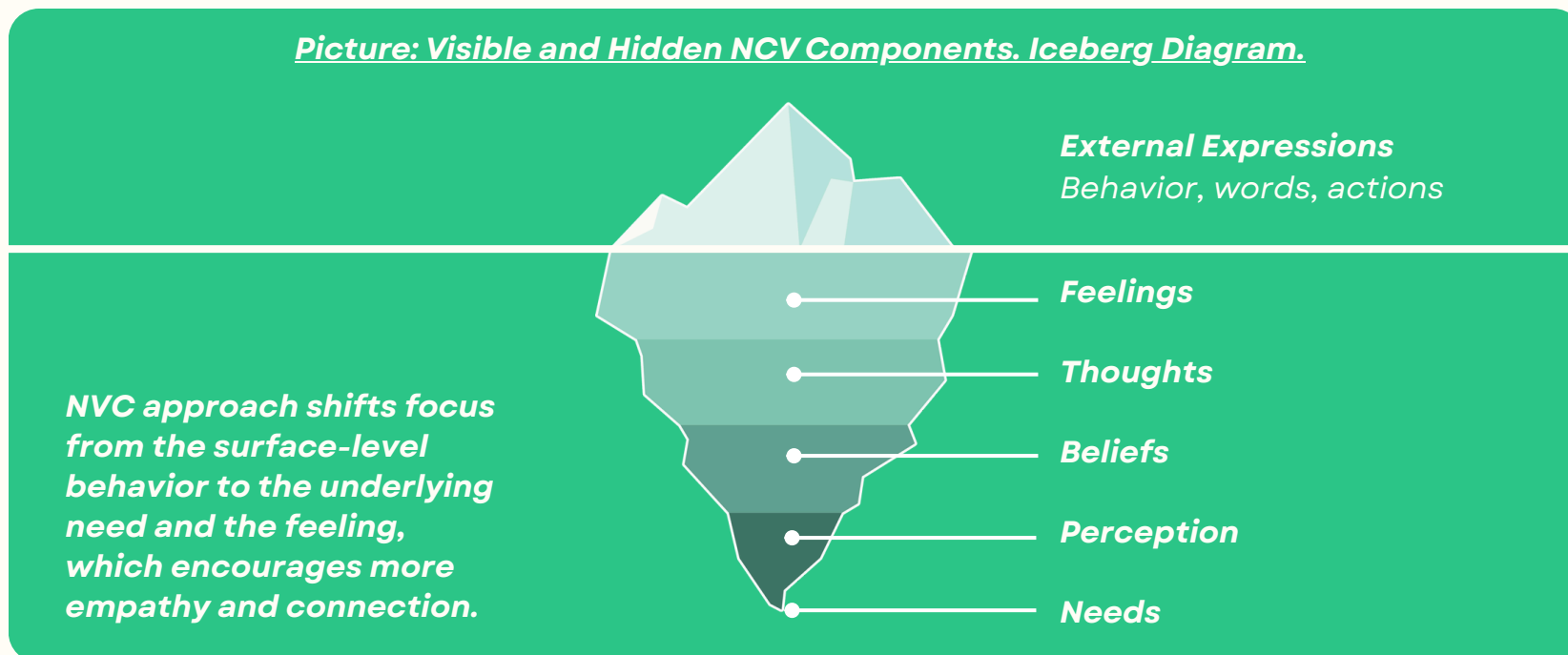
Strategies: specific ways of fulfilling needs. Different people meet their needs with different strategies, while at the level of universal needs people can more easily find understanding.

- what we want
- usually tied to a specific person, place, event, time, or subject

For example:

- There are many ways you can relax at school (need). However, not all of them will suit everyone. Someone wants to read at break time, but classmates throw a ball over it in class. Everyone relaxes in between studying, but the ways of relaxing may not always fit.
- Or we all want to feel safe (need = safety) - someone builds a house to feel safe, someone fences a garden, someone saves money, and someone's desire for safety can lead them to war.

A useful metaphor for explaining needs and strategies is the **iceberg**: if we imagine each person as an iceberg and us floating together in the sea, what we can observe with other people “above sea level” are their actions and words = the strategies they choose for fulfilling their needs. Below sea level, there are the emotions people feel, and below those are the underlying needs people have. These two things are not directly observable to others, so it’s useful to lean on nonviolent communication to both talk about the needs and emotions we have, as well as to cultivate empathy for others and what might be going on “beneath the surface”.



### Info box no.2 List of needs

<p><b>Physiological needs</b></p> <ul style="list-style-type: none"> <li>Health</li> <li>Movement</li> <li>Sleep</li> <li>Nutrition</li> <li>Touch</li> </ul>	<p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>To be understood</li> <li>To understand, to know, to be informed</li> <li>Empathy</li> <li>Clarity, orientation</li> <li>Transparency</li> </ul>	<p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>Focus</li> </ul>
<p><b>Safety</b></p> <ul style="list-style-type: none"> <li>Order, predictability</li> <li>Security, safety</li> <li>Trust</li> <li>Order</li> <li>Stability</li> </ul>	<p><b>Meaning, purpose</b></p> <ul style="list-style-type: none"> <li>Contributing</li> <li>Growth</li> <li>Effectiveness</li> <li>Challenge, adventure</li> <li>Honesty</li> <li>Overlap</li> <li>Beauty</li> </ul>	<p><b>Respect, reverence</b></p> <ul style="list-style-type: none"> <li>Recognition</li> <li>Attention</li> <li>Acceptance</li> <li>Integrity</li> <li>Competence</li> <li>Authenticity</li> </ul>
<p><b>Mutuality</b></p> <ul style="list-style-type: none"> <li>Love</li> <li>Support</li> <li>Friendship</li> <li>Cooperation</li> <li>Belonging</li> <li>Eros</li> <li>Intimacy</li> <li>Sharing</li> </ul>	<p><b>Fun</b></p> <ul style="list-style-type: none"> <li>Play</li> <li>Enjoyment, pleasure</li> <li>Calm</li> </ul>	<p><b>Autonomy</b></p> <ul style="list-style-type: none"> <li>Space</li> <li>Freedom</li> <li>Choice</li> </ul>



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**Erasmus + - “Walk the green talk, better methods to engage youth on greenwashing”**

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**FAIR  
ACTION**

