





| **Project Acronym** | Enter the Circle |
| --- | --- |
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**Project Information**

**DOCUMENT INFORMATION**

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# ANNEX IV

## General Plan of the Module - Template

| **Module** | | Module 4: Sustainable Consumption and Production | | | |
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| **Short rationale** | | The Sustainable Consumption and Production (SCP) lesson plan is designed to provide learners with a global perspective on the strategic importance of sustainable business practices. It offers a holistic understanding of concepts like circular economy models, stakeholder engagement, and emerging trends. Through real-world application and a focus on ethical leadership, the lesson plan prepares learners to navigate the evolving landscape of sustainable business, fostering responsible global citizenship and proactive adaptation to future trends. | | | |
| **EQF level** | | 3 | | | |
| **Sub - Modules** | | 4.1: Consumer Mindset and Awareness  4.2: Customer Engagement and Trial Periods  4.3: Design and Consultation  4.4: Education and Skill Development  4.5: Embrace Innovation and Design Thinking  4.6: Collecting Information from Products by Third Parties  4.7: Third-Party Repair and Remanufacturing Companies  4.8: Future Trends in Sustainable Consumption and Production | | | |
| **Training hours** | | 8 h | | | |
| **Learning aims** | | This training aims to:  O1: Identify Key Trends and Drivers in Sustainable Consumption and Production (SCP):   * Define and recognize emerging trends and drivers shaping the landscape of sustainable consumption and production. * Explore the influence of technological advancements, consumer behaviors, and policy changes on SCP practices.   O2:Analyze the Interconnections Between Different SCP Trends:   * Examine how different trends in sustainable consumption and production interact and influence each other. * Illustrate the relationships and dependencies between trends, emphasizing the interconnected nature of SCP practices.     O3: Evaluate the Practical Implications of Future SCP Trends on Businesses:   * Assess the potential practical implications of future SCP trends on business strategies, operations, and consumer interactions. * Consider how businesses can adapt and innovate in response to emerging trends for sustainability.     O4: Develop Scenarios for Sustainable Business Adaptation:   * Engage in scenario planning exercises to create plausible future scenarios for businesses adapting to sustainable consumption and production trends. * Propose creative and informed scenarios that account for technological advancements, changing consumer behaviors, and regulatory shifts. | | | |
| **Learning outcomes** | | By the end of the training, a learner will be able to:  LO1: Students can demonstrate a comprehensive understanding of the key trends and drivers in SCP, articulating their potential impact on businesses and consumers.  LO2: Students can analyze and map the interconnections between various SCP trends, recognizing the synergies and dependencies that shape the sustainable business landscape.  LO3: Students can critically evaluate the practical implications of future SCP trends on businesses, proposing strategic approaches for adaptation and innovation.  LO4: Students can develop and present well-constructed future scenarios, showcasing their ability to anticipate challenges and opportunities for businesses navigating SCP trends. | | Link to aims  O1 - LO1  O2 -LO2  O3 - LO3  O4 - LO4 | |
| **Knowledge** | | **Skills** | | **Competences** | |
| Emerging Trends in SCP | | Trend Analysis | | Circular Economy Advocacy | |
| Circular Design Strategies | | Circular Design Implementation | | Strategic Adaptation | |
| Role of Third-Party Entities | | Stakeholder Engagement | | Innovation Integration | |
| Collaborative Strategies in SCP | | Sustainable Packaging Design | | Sustainable Decision-Making | |
|  | | Circular Business Networking | |  | |
|  | | Impact Assessment | |  | |
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| **ANALYSE OF TRAINING** | | | | | |
|  | **Topic** | **Short Description** | **Duration** | | **Materials** |
| 1 | Consumer Mindset and Awareness | Understanding the role of consumer mindset in driving sustainable consumption, exploring strategies to raise awareness, and analyzing the benefits of cultivating a sustainable mindset among consumers. | 1 h | |  |
| 2 | Customer Engagement and Trial Periods | Exploring the concept of customer engagement, the role of trial periods, and real-world case studies showcasing successful customer engagement strategies promoting sustainable consumption. | 1 h | |  |
| 3 | Design and Consultation | Examining the significance of involving consumers in the design process, methods to incorporate preferences and feedback, and the impact of consumer-driven design on product adoption and sustainability. | 1 h | |  |
| 4 | Education and Skill Development | Understanding the importance of educating consumers about sustainable practices, exploring ways to develop consumer skills in repair, maintenance, and reuse, and showcasing case studies of successful initiatives. | 1,5 h | |  |
| 5 | Embrace Innovation and Design Thinking | Exploring the role of innovation and design thinking in driving sustainable production, understanding how innovative product designs enhance product lifespan and recyclability, and analyzing the impact of embracing innovation on consumers and businesses. | 1 h | |  |
| 6 | Collecting Information from Products by Third Parties | Recognizing challenges and importance of collecting information from products by third parties, exploring EU ecodesign regulations' implications on Original Equipment Manufacturers (OEMs), and analyzing how accessible product information facilitates maintenance, repair, and reuse. | 1 h | |  |
| 7 | Future Trends in Sustainable Consumption and Production | Exploring emerging trends in SCP practices, analyzing how technological advancements and changing consumer behaviors shape the future landscape, and anticipating potential impacts on businesses and consumers. | 1,5 h | |  |
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| 9 |  |  |  | |  |
| 10 |  |  |  | |  |
| **Assessment Methods** | | Here you should write down the assessment methods you would like to add. The assessment should evaluate the overall knowledge of the learner. The level should be easy-medium since we want to approach beginners. | | | |
| **List of References / Additional Recommended Reading** | | **References:**  Ellen MacArthur Foundation. (2019). "Circular Economy Foundations." Available at: <https://www.ellenmacarthurfoundation.org/resources/apply/circular-economy-foundations>  European Commission. (2021). "Study on Circular Economy and Green Jobs." Available at: <https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8193>  United Nations Environment Programme (UNEP). (2016). "Global Waste Management Outlook." Available at: <https://www.unep.org/resources/report/global-waste-management-outlook>  Business for Social Responsibility (BSR). (2017). "Circular Economy: A Playbook for Business Leadership." Available at: <https://www.bsr.org/reports/BSR_Circular_Economy_Playbook.pdf>  Ellen MacArthur Foundation. (2015). "Towards the Circular Economy: Accelerating the Scale-Up Across Global Supply Chains." Available at: <https://www.ellenmacarthurfoundation.org/assets/downloads/TCE_Ellen-MacArthur-Foundation_9-Dec-2015.pdf>  World Economic Forum. (2020). "The Global Competitiveness Report 2019." Available at: <http://www3.weforum.org/docs/WEF_TheGlobalCompetitivenessReport2019.pdf>  **Recommended Reading:**  Hawken, P., Lovins, A., & Lovins, L. H. (1999). "Natural Capitalism: Creating the Next Industrial Revolution." Little, Brown and Company.  McDonough, W., & Braungart, M. (2002). "Cradle to Cradle: Remaking the Way We Make Things." North Point Press.  Elkington, J. (1997). "Cannibals with Forks: The Triple Bottom Line of 21st Century Business." Capstone.  Bocken, N. M., de Pauw, I., Bakker, C., & van der Grinten, B. (2016). "Product Design and Business Model Strategies for a Circular Economy." Journal of Industrial and Production Engineering, 33(5), 308-320.  Stahel, W. R. (2016). "The Circular Economy." Nature News, 531(7595), 435.  Ghisellini, P., Cialani, C., & Ulgiati, S. (2016). "A Review on Circular Economy: The Expected Transition to a Balanced Interplay of Environmental and Economic Systems." Journal of Cleaner Production, 114, 11-32. | | | |

# ANNEX V

## Plan of each Sub-Module

| **Module** | | Sustainable Consumption and Production | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of Sub-Module** | |  | | | | | | |
| **Basic Concepts** | | **Sustainable Consumption and Production (SCP):** The foundational concept focusing on responsible resource use, waste reduction, and environmental and social considerations throughout the product lifecycle.  **Circular Economy:** An economic model designed to minimize waste and make the most of resources, emphasizing reuse, repair, and recycling to create a closed-loop system.  **Consumer Mindset and Awareness:** Understanding how individual beliefs, values, and attitudes influence purchasing decisions and the importance of raising awareness about the impact of consumer choices.  **Customer Engagement and Trial Periods**: The involvement of consumers in sustainability initiatives, the role of trial periods and pilot programs in encouraging sustainable choices, and real-world case studies illustrating successful engagement strategies.  **Design and Consultation:** Involving consumers in the design process, incorporating preferences and feedback, and analyzing the impact of consumer-driven design on product adoption and sustainability.  **Education and Skill Development**: The critical role of education in promoting sustainable practices, fostering consumer skills in repair and reuse, and real-life case studies of successful consumer education initiatives.  **Embrace Innovation and Design Thinking:** The significance of innovation and design thinking in sustainable production, the impact of innovative product designs on product lifespan and recyclability, and the influence of embracing innovation on consumers and businesses.  **Collecting Information from Products by Third Parties**: The challenges and importance of gathering product information from third parties, the implications of EU ecodesign regulations, and the facilitation of maintenance, repair, and reuse by third parties.  **Third-Party Repair and Remanufacturing Companies:** The role of third-party entities in the circular economy, benefits of collaboration with OEMs, and case studies showcasing successful partnerships between different stakeholders.  **Future Trends in Sustainable Consumption and Production:** Exploring emerging trends, the impact of technological advancements and changing consumer behaviors, and anticipating the potential effects of these trends on businesses and consumers. | | | | | | |
| **EQF Level** | | 3 | | | | | | |
| **Sub - Modules** | | 4.1: Consumer Mindset and Awareness  4.2: Customer Engagement and Trial Periods  4.3: Design and Consultation  4.4: Education and Skill Development  4.5: Embrace Innovation and Design Thinking  4.6: Collecting Information from Products by Third Parties  4.7: Third-Party Repair and Remanufacturing Companies  4.8: Future Trends in Sustainable Consumption and Production | | | | | | |
| **Training Hours** | | 8 h | | | | | | |
| **Learning Aims** | | This training aims to:  O1: Identify Key Trends and Drivers in Sustainable Consumption and Production (SCP):   * Define and recognize emerging trends and drivers shaping the landscape of sustainable consumption and production. * Explore the influence of technological advancements, consumer behaviors, and policy changes on SCP practices.   O2:Analyze the Interconnections Between Different SCP Trends:   * Examine how different trends in sustainable consumption and production interact and influence each other. * Illustrate the relationships and dependencies between trends, emphasizing the interconnected nature of SCP practices.     O3: Evaluate the Practical Implications of Future SCP Trends on Businesses:   * Assess the potential practical implications of future SCP trends on business strategies, operations, and consumer interactions. * Consider how businesses can adapt and innovate in response to emerging trends for sustainability.     O4: Develop Scenarios for Sustainable Business Adaptation:   * Engage in scenario planning exercises to create plausible future scenarios for businesses adapting to sustainable consumption and production trends. * Propose creative and informed scenarios that account for technological advancements, changing consumer behaviors, and regulatory shifts. | | | | | | |
| **Learning Outcomes** | | By the end of the training, a learner will be able to:  LO1: Students can demonstrate a comprehensive understanding of the key trends and drivers in SCP, articulating their potential impact on businesses and consumers.  LO2: Students can analyze and map the interconnections between various SCP trends, recognizing the synergies and dependencies that shape the sustainable business landscape.  LO3: Students can critically evaluate the practical implications of future SCP trends on businesses, proposing strategic approaches for adaptation and innovation.  LO4: Students can develop and present well-constructed future scenarios, showcasing their ability to anticipate challenges and opportunities for businesses navigating SCP trends. | | | | | Link to aims  O1 - LO1  O2 -LO2  O3 - LO3  O4 - LO4 | |
| **Knowledge** | | **Skills** | | | | | **Competences** | |
| Emerging Trends in SCP | | Trend Analysis | | | | | Circular Economy Advocacy | |
| Circular Design Strategies | | Circular Design Implementation | | | | | Strategic Adaptation | |
| Role of Third-Party Entities | | Stakeholder Engagement | | | | | Innovation Integration | |
| Collaborative Strategies in SCP | | Sustainable Packaging Design | | | | | Sustainable Decision-Making | |
|  | | Circular Business Networking | | | | |  | |
|  | | Impact Assessment | | | | |  | |
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| **Prerequisites** | | Educational Level: None specifically required, but participants should have a basic understanding of business concepts and environmental issues.  Age: 18- 30 Years.  Experience: None required, but participants with prior experience in entrepreneurship, business management, or environmental sustainability may benefit more.  Knowledge: A basic knowledge of business principles and environmental sustainability concepts is helpful but not mandatory. | | | | | | |
| **Supported material** | | Youtube Videos, Websites, Tools or other resources | | | | | | |
| **Activities/Actions** | | Brainstorming, Case Study Review, Group Discussion, | | | | | | |
| **Analyse of Sub-Module** | | | | | | | | |
| **Title of Sub-Module** | | | | 4.1: Consumer Mindset and Awareness | | | | |
| **Name of the Activity** | | | | Activity 1: Understanding Consumer Mindset | | | | |
| **Number of People Required** | | | | 6+ | | | | |
| **Total duration of the Activity** | | | | 30 min | | | | |
|  | **Step** | **Description of each step** | | | | **Duration** | | **Materials** |
| 1 | Introduction | Start with a brief overview of the importance of consumer mindset in sustainable consumption.  Emphasize that understanding the motivations and thought processes behind consumer choices is crucial for promoting eco-conscious behavior. | | | | 5 min | |  |
| 2 | Group Discussion | Divide the participants into small groups.  Assign each group a specific aspect of consumer mindset (e.g., values, beliefs, attitudes).  Instruct groups to discuss how these aspects influence purchasing decisions and how they can contribute to sustainable consumption. | | | | 10 min | | Whiteboard and markers  Flip chart or paper for group discussions  Handouts with key concepts on consumer mindset |
| 3Εικόνα που περιέχει ομίχλη, τοπίο, βουνό, φύση  Περιγραφή που δημιουργήθηκε αυτόματα | Group Presentations | Each group presents their findings to the class.  Encourage discussions and questions from other groups to foster a deeper understanding. | | | | 10 min | |  |
| 4 | Reflection | Facilitate a brief class discussion reflecting on the insights gained from group discussions.  Discuss the potential challenges in influencing consumer mindset for sustainability. | | | | 5 min | |  |
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| **Name of the Activity** | | | | Activity 2: Strategies for Raising Consumer Awareness | | | | |
| **Number of People Required** | | | | 6+ | | | | |
| **Total duration of the Activity** | | | | 30 min | | | | |
|  | **Step** | **Description of each step** | | | | **Duration** | | **Materials** |
| 1 | Case Study Analysis | Present case studies showcasing successful strategies for raising consumer awareness (e.g., educational campaigns, labeling systems).  Discuss the effectiveness of these strategies in influencing consumer behavior. | | | | 10 min | |  |
| 2 | Brainstorming Session | Facilitate a brainstorming session where participants generate ideas for innovative awareness-raising strategies.  Encourage creativity and out-of-the-box thinking. | | | | 10 min | | * Presentation slides with case studies * Whiteboard and markers * Flip chart or paper for brainstorming * Handouts with key concepts on awareness-raising strategies |
| 3 | Group Activity – Design Your Strategy | Divide participants into small groups.  Instruct each group to choose one innovative strategy and outline its key components. | | | | 5 min | |  |
| 4 | Group Presentations | Each group presents their designed awareness-raising strategy.  Encourage discussions and feedback from the class. | | | | 5 min | |  |
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| **Title of Sub-Module** | | | | 4.2: Customer Engagement and Trial Periods | | | | |
| **Name of the Activity** | | | | Activity 3: Understanding Customer Engagement | | | | |
| **Number of People Required** | | | | 6+ | | | | |
| **Total duration of the Activity** | | | | 30 min | | | | |
|  | **Step** | **Description of each step** | | | | **Duration** | | **Materials** |
| 1 | Introduction to Customer Engagement | Briefly introduce the concept of customer engagement and its importance in promoting sustainable consumption.  Highlight that engaged customers are more likely to embrace sustainable practices as part of their lifestyles. | | | | 5 min | | * Whiteboard and markers * Flip chart or paper for group discussions * Handouts with key concepts on customer engagement |
| 2 | Group Discussion | Divide participants into small groups.  Assign each group a key aspect of customer engagement (e.g., involving customers in sustainability initiatives, promoting awareness).  Instruct groups to discuss how these aspects contribute to fostering a connection between businesses and consumers. | | | | 10 min | |  |
| 3 | Group Presentations | Each group presents their findings to the class.  Encourage discussions and questions from other groups to explore different perspectives. | | | | 10 min | |  |
| 4 | Reflection | Facilitate a class discussion reflecting on the insights gained from group discussions.  Discuss the potential challenges and benefits of implementing customer engagement strategies for sustainability. | | | | 5 min | |  |
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| **Name of the Activity** | | | | Activity 4: Case Study Analysis - Successful Customer Engagement Strategies | | | | |
| **Number of People Required** | | | | 6+ | | | | |
| **Total duration of the Activity** | | | | 30 min | | | | |
|  | **Step** | **Description of each step** | | | | **Duration** | | **Materials** |
| 1 | Case Study Presentation | Present the case studies of Tesla's Electric Vehicle Test Drives, IKEA's Circular Services, and Patagonia's Worn Wear Campaign.  Highlight the key elements of customer engagement in each case. | | | | 15 min | | * Presentation slides with case studies * Whiteboard and markers * Handouts with key concepts on customer engagement strategies |
| 2 | Group Discussions | Divide participants into groups and assign each group one of the case studies.  Instruct groups to discuss the specific customer engagement strategies employed by the company and their impact on sustainable consumption. | | | | 10 min | |  |
| 3 | Group Presentations and Discussion | Each group presents their analysis to the class.  Facilitate a class discussion comparing the different strategies and their effectiveness. | | | | 5 min | |  |
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| **Title of Sub-Module** | | | | 4.3: Design and Consultation | | | | |
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| **Name of the Activity** | | | | Activity 5: Significance of Consumer Involvement | | | | |
| **Number of People Required** | | | | 6+ | | | | |
| **Total duration of the Activity** | | | | 30 min | | | | |
|  | **Step** | **Description of each step** | | | | **Duration** | | **Materials** |
| 1 | Introduction to Consumer Involvement | Present an overview of the significance of involving consumers in the design process.  Emphasize how it contributes to product relevance and sustainability. | | | |  | | * Presentation slides with case studies * Whiteboard and markers * Handouts summarizing the significance of consumer involvement |
| 2 | Case Study Analysis | Provide case studies illustrating successful consumer involvement in product design.  Discuss the positive outcomes in terms of product relevance and sustainability. | | | |  | | Case Study Examples: Nike's Considered Design, LEGO Ideas Platform, Procter & Gamble's "Connect + Develop" Program |
| 3 | Group Discussion | Divide participants into small groups.  Instruct each group to discuss the potential benefits and challenges of involving consumers in the design process. | | | |  | |  |
| 4 | Group Presentations | Each group presents their findings to the class.  Facilitate a brief class discussion to compare different perspectives. | | | |  | |  |
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| **Title of Sub-Module** | | | | 4.4: Education and Skill Development | | | | |
| **Name of the Activity** | | | | Activity 6: Sustainable Choices Debate | | | | |
| **Number of People Required** | | | | 6+ | | | | |
| **Total duration of the Activity** | | | | 40 min | | | | |
|  | **Step** | **Description of each step** | | | | **Duration** | | **Materials** |
| 1 | Introduction | Briefly review key concepts from the lesson on consumer mindset and awareness.  Introduce the debate topic: "The Influence of Consumer Mindset on Sustainable Choices." | | | | 5 min | |  |
| 2 | Debate Preparation | Divide participants into two groups: one supporting the positive impact of consumer mindset, and the other arguing potential challenges.  Each group researches and prepares key points to present during the debate. | | | | 15 min | |  |
| 3 | Debate | Allow each group to present their arguments, with designated speakers taking turns.  Encourage active participation and counterarguments.  Use a timer to ensure equal time for each group. | | | | 20 min | |  |
| 4 | Group Reflection | Facilitate a group discussion where participants reflect on the debate and share personal insights.  Encourage consideration of opposing viewpoints. | | | | 10 min | |  |
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| **Name of the Activity** | | | | Activity 7: Sustainable Product Design Workshop | | | | |
| **Number of People Required** | | | | 6+ | | | | |
| **Total duration of the Activity** | | | | 60 min | | | | |
|  | **Step** | **Description of each step** | | | | **Duration** | | **Materials** |
| 1 | Introduction | Recap the importance of consumer involvement in the design process.  Briefly explain the workshop: "Designing a Sustainable Product." | | | | 5 min | |  |
| 2 | Brainstorming Session | Discuss key elements of sustainable product design.  Ask participants to brainstorm eco-friendly features and consumer preferences. | | | | 10 min | |  |
| 3 | Group Work | Divide participants into small groups.  Assign each group a product category (e.g., electronics, clothing).  Participants design a sustainable product within their category, considering consumer preferences. | | | | 15 min | |  |
| 4 | Presentation | Each group presents their designed product, explaining how it incorporates sustainable features and addresses consumer needs.  Encourage creativity and innovative thinking. | | | | 15 min | |  |
| 5 | Group Discussion | Facilitate a discussion on the challenges and benefits of involving consumers in product design.  Discuss how these considerations contribute to sustainability. | | | | 10 min | |  |
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| **Title of Sub-Module** | | | | 4.5: Embrace Innovation and Design Thinking | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of the Activity** | | | | Activity 8: Sustainable Product Redesign Challenge | | | | |
| **Number of People Required** | | | | Number 6+ | | | | |
| **Total duration of the Activity** | | | | 60 min | | | | |
|  | **Step** | **Description of each step** | | | | **Duration** | | **Materials** |
| 1 | Introduction | Begin with a brief overview of the importance of innovation and design thinking in creating sustainable products.  Explain the activity: "Sustainable Product Redesign Challenge."  Emphasize that the goal is to reimagine a common household product with a focus on enhancing sustainability. | | | | 5 min | | Assorted materials for prototyping (recyclable materials, paper, cardboard, etc.).  Scissors, glue, and markers. |
| 2 | Product Selection | Provide a selection of common household products (e.g., water bottles, packaging, etc.).  Each participant or group selects a product they want to redesign for improved sustainability. | | | | 5 min | |  |
| 3 | Brainstorming Session | Participants brainstorm ideas for redesigning the selected product.  Encourage considering eco-friendly materials, energy-efficient features, and waste reduction. | | | | 10 min | |  |
| 4 | Design Planning | Participants plan the design of their sustainable product, sketching key features and components.  Discuss the importance of user-centric design thinking in this phase. | | | | 10 min | |  |
| 5 | Prototyping | Distribute assorted materials for prototyping (paper, cardboard, recyclable items, etc.).  Participants create a physical prototype of their redesigned product.  Encourage creativity and problem-solving during the prototyping process. | | | | 20 min | |  |
| 6 | Presentation Preparation | Participants prepare a short presentation outlining the key sustainable features of their redesigned product.  Emphasize that presentations should cover design thinking considerations. | | | | 10 min | |  |
| 7 | Group Presentations | Each group presents their redesigned product to the rest of the participants.  Presentations should include an overview of the original product, the redesign concept, and the sustainability features. | | | | 15 min | |  |
| 8 | Feedback and Discussion | After each presentation, facilitate a brief feedback session where participants can ask questions and provide constructive feedback.  Encourage discussions on the feasibility and desirability of the proposed sustainable features. | | | | 10 min | |  |
| 9 | Reflection | Conclude with a reflection on the challenges faced, lessons learned, and the importance of innovation in sustainable product design.  Discuss how design choices can influence consumer perceptions and adoption of sustainable products. | | | | 10 min | |  |
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| **Title of Sub-Module** | | | | 4.6: Collecting Information from Products by Third Parties | | | | |
| **Name of the Activity** | | | | Activity 9: Information Gathering Challenge | | | | |
| **Number of People Required** | | | | 6+ | | | | |
| **Total duration of the Activity** | | | | 60 min | | | | |
|  | **Step** | **Description of each step** | | | | **Duration** | | **Materials** |
| 1 | Introduction | Introduce the concept of collecting information from products by third parties.  Discuss the challenges manufacturers may face in sharing detailed technical data. | | | | 5 min | |  |
| 2 | Group Discussion | Divide participants into small groups.  Provide examples of products with varying degrees of information accessibility.  Facilitate a discussion on the challenges faced by third parties in obtaining information and the impact on sustainable consumption. | | | | 15 min | | Product Examples:  Smartphones  Laptops/Computers  Automobiles  Power Tools  Kitchen Appliances |
| 3 | Challenges Brainstorming | Each group identifies and lists challenges faced by third parties in gathering information.  Encourage groups to consider issues such as intellectual property concerns, limited access, and the impact on repairability. | | | | 10 min | |  |
| 4 | Group Presentation | Each group presents their identified challenges to the whole class.  Emphasize the importance of overcoming these challenges for sustainable consumption and responsible product use. | | | | 15 min | |  |
| 5 | Open Discussion | Open the floor for a broader discussion on potential solutions to the challenges identified.  Discuss the role of regulations, consumer advocacy, and industry collaboration in addressing these issues. | | | | 10 min | |  |
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| **Title of Sub-Module** | | | | Number and Title of Sub-Module | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of the Activity** | | | | Activity 10: Role Play - Circular Economy Workshop | | | | |
| **Number of People Required** | | | | 6+ | | | | |
| **Total duration of the Activity** | | | | 75 min | | | | |
|  | **Step** | **Description of each step** | | | | **Duration** | | **Materials** |
| 1 | Introduction | Start the session by providing a brief overview of the importance of third-party repair and remanufacturing companies in contributing to a circular economy.  Discuss key concepts such as the circular economy, the role of OEMs, and the significance of collaboration for sustainable consumption and production. | | | | 10 min | | Role play  scenarios  Whiteboard and markers |
| 2 | Scenario Distribution | Divide the learners into two groups: Original Equipment Manufacturers (OEMs) and Third-Party Repair Companies.  Provide each group with a role play scenario. Ensure that scenarios are tailored to highlight specific challenges and opportunities in the collaboration between OEMs and repair companies. | | | | 10 min | | Scenario for OEMs:  *Challenge:* Design a new electronic device considering circular economy principles. Discuss whether to make technical information openly available to third-party repair companies or keep it proprietary.  *Objective:* OEMs aim to balance innovation, market competition, and collaboration for a more sustainable product lifecycle.  Scenario for Repair Companies:  *Challenge:* Negotiate with an OEM to gain access to technical specifications, spare parts, and training to expand repair services for a popular consumer electronic device.  *Objective:* Repair companies focus on highlighting the economic and environmental benefits of extending product lifespans through their services. |
| 3 | Role Play Preparation | Instruct each group to discuss and strategize their approach based on the given scenario.  OEM groups may focus on decisions related to designing products for repairability, sharing technical information, and providing spare parts.  Repair company groups may concentrate on negotiations for access to technical information, securing spare parts, and highlighting the benefits of their services. | | | | 15 min | |  |
| 4 | Role Play Sessions | Allow each group a specific time frame (e.g., 5-7 minutes) to perform their role play based on the given scenario.  Encourage participants to immerse themselves in their roles and engage in authentic discussions. | | | | 15 min | |  |
| 5 | Debrief and Discussion | Facilitate a debriefing session after each role play. Encourage participants to share their experiences, challenges encountered, and strategies employed.  Use the whiteboard to note down key observations, insights, and potential areas for improvement in the collaboration process. | | | | 10 min | |  |
| 6 | Reflection and Insights | Engage the entire class in a reflective discussion. Ask participants to share what they learned from the role play and how it contributed to their understanding of the collaboration dynamics.  Encourage learners to draw connections between the role play scenarios and real-world challenges in promoting a circular economy. | | | | 10 min | |  |
| 7 | Closing Remarks | Summarize the key takeaways from the role play workshop.  Emphasize the importance of collaborative efforts between OEMs and third-party entities for sustainable consumption and production. | | | | 5 min | |  |
| 8 |  |  | | | |  | |  |
| **Title of Sub-Module** | | | | 4.8: Future Trends in Sustainable Consumption and Production | | | | |
| **Name of the Activity** | | | | Activity 11: Future Scenario Planning | | | | |
| **Number of People Required** | | | | 6+ | | | | |
| **Total duration of the Activity** | | | | Number of Minutes | | | | |
|  | **Step** | **Description of each step** | | | | **Duration** | | **Materials** |
| 1 | Introduction | Introduce the concept of future scenario planning and its importance for businesses in adapting to emerging trends.  Discuss the potential impact of future trends on SCP. | | | | 10 min | | Flipcharts or large sheets of paper  Markers  Sticky notes |
| 2 | Group Scenario Creation | Divide learners into small groups and assign each group a specific future trend (e.g., circular economy, digitalization, sustainable packaging).  Instruct each group to create a future scenario considering the evolution of their assigned trend. Use markers and flipcharts to illustrate key points. | | | | 25 min | |  |
| 3 | Presentation | Each group presents their future scenario to the class, explaining how businesses and consumers might be impacted.  Encourage creativity and critical thinking in developing plausible future scenarios. | | | | 15 min | |  |
| 4 | Interactive Discussion | After each presentation, facilitate a discussion on the potential challenges and opportunities presented in the scenarios.  Encourage learners to share their perspectives on how businesses can prepare for these future developments. | | | | 15 min | |  |
| 5 | Consolidation | Summarize the key insights from each scenario and discuss common themes that emerged across different trends.  Emphasize the importance of adaptability and innovation in the face of evolving SCP trends. | | | | 10 min | |  |
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| **ANNEXES** | | | | (Here you can add any annex you think it’s needed) | | | | |
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| **Assessment Methods** | |  | | | | | | |
| **List of References / Additional Recommended Reading** | | 1. | | | | | | |
| **Differentiation** | | | Depending on the requirements of each individual student | | | | | | |
| **What is the worst that could happen with this training?** | | | | **What will you do to correct it?** | | | | | |
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