

Winner of the Erasmus Awards in the Mobility for Youth category, in the priority Environment Protection, Sustainable Development and Climate Action

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IF CLOTHES HAD A VOICE

How to fight climate change
through upcycling

Erasmus+ Youth Exchange (KA1 - Mobility of Young People)
2021-2-PT02-KA152-YOU-000037881

<https://dctr.pt/if-clothes-had-voice>



THE PROJECT

According to a 2017 report by the Ellen MacArthur Foundation, globally, the fashion industry is responsible for **10%** of all CO2 emissions. The new generations are the ones who will suffer the most from the negative impacts caused by human beings in nature, such as the pollution and destruction of habitats, the accumulation of solid waste and the rapid decline in biodiversity, which in turn cause climate change and put the planet and the human species at risk. As young people are now suffering and will continue to suffer the consequences of the previous

generations mistakes, it is urgent to seek to empower them in the face of these global (and also local) issues, making them agents of change. With DCTR increasingly moving in the field of social innovation, we designed a project that helps to re-educate habits and promote the empowerment of young people, making them more aware of the issues that we all face with climate change and how each one can contribute to the fight against it.

In total, there were 41 participants, from 6 different countries, being: Spain, Portugal, France, Turkey, Malta and Poland. The Youth Exchange took place in Ovar in Pousada da Juventude.

GOALS

MAIN:

The main goal of the project is to empower young people to be participative in European society and their local societies on climate change, by promoting greater awareness of sustainable consumption, the circular economy, upcycling and the reduction of waste production.

SPECIFIC:

- Create dynamics for the empowerment of young people and encourage active participation through NFE;
- Disseminate the results and social impacts obtained by the project with the aim of replicating its good practices in other social contexts;
- Promote the development and sharing of skills, best practices and tools among participating organizations;
- Strengthen transnational partnerships between organizations working in the field of youth, social inclusion and culture;
- Promote equal access to inclusive and participatory opportunities;
- To continue the work that DCTR has been developing at a European level and for which it is enthusiastic
- Make communities aware of the importance of combating climate change;
- Promote interculturality and dialogue.

PARTNERS

... because without them
we can't achieve anything!

VIAJE A LA SOSTENIBILIDAD (Spain)

// We focus on sustainability and social entrepreneurship and are committed to working towards a more inclusive world and thus create an equitable society through non-formal education activities with young people.

More info at: https://www.facebook.com/viaje_a_la_sostenibilidad-105254415466642/

Share Youth Association (Turkey)

// As PAYGENCER (SHARE YOUTH ASSOCIATION), sharing is the most sincere act we have known. Share means paylaşmak in Turkish and the root of sharing is 'PAY'. Sharing does not exist without its pay (share). The main purpose of our association in this field is to provide young people with opportunities to improve themselves in many areas.

More info at: <https://www.facebook.com/paygenclikdernegi/>

Jarrón Club – Asociación Juvenil (Spain)

// At the Jarrón Club Youth Association we use art in general as a tool to make the world a better place. We are interested in social circus, sports, healthy lifestyle habits and much more!

More info at: <https://www.facebook.com/jarronclub>

Proutist Universal (Malta)

// Proutist Universal Malta is based on the principles of Prout (Progressive Utilization Theory) for the welfare and happiness of all. The aim of Proutist Universal Malta is to facilitate educational, cultural, and philanthropic activities, which ensure the basic needs of people for their welfare and happiness are met.

More info at: <https://pumalta.org/>

Fundacja Centrum Aktywności Tworcze (Poland)

// Our main activities focus on supporting the development of children and young people, equal educational opportunities and dissemination of culture. We strive to shape a society that engages with its community. We take care to promote the idea of volunteering and social activity. We


pursue our goals by organizing workshops, trainings, conferences, happenings, concerts and festivals.

More info at: <https://fundacja-cat.pl/>

Rakonto (France) // The aim of this NGO is to promote the world's cultural diversity, ecological transition and social activism. Our main activity is the creation of public media

content such as photos, video, articles and other innovative digital tools to raise awareness among youth on global and local environmental, social and cultural issues. Our main goal is to tell the stories of those who are fighting for a better future in order to inspire and raise awareness.

More info at: <https://www.rakontoassociation.org/>

A large group of diverse young people, including men and women of various ethnicities, are posing for a group photo in front of a modern, multi-story building with large windows. Many of the people are making peace signs. The scene is outdoors with trees and a paved area.

"I loved the project from the first day and in all its form: the activities were great and well organized and the location very comfortable. In particular, I loved the letter's moment to the person that we will in the future, the Shambhu's meditation, the intercultural nights, the creation of own "azulejo" and bag. The documentary was another very interesting moment. THANKS!!"

ACTIVITES

YOUTH EXCHANGE (15th-19th may 2022)

We want to share our real time-table (we mean, after the implementation of the YE because, as we know, it's always different from "paper" to the real world) as a possible tool for other NGOs. Feel free to take the ideas. Some of the activities were entirely created by us, others taken from other projects we have participated in, and others from other documents and institutions. Whenever we take the idea from another institution, we mention the source we used.



DAY 1

My Name is and I like to: Everyone in the group stands in a circle. The first person says, "My name is and I like to _____ (insert hobby and act out a motion from that hobby.)"

The rest of group then says, "(Person's Name) likes to (hobby) and acts out motion."

The next person repeats the process. The rest of group then says that person's name, hobby, and motion and the moves onto the first person's info. This continues until the last person goes, at which the entire group calls out the last person's info and moves along through the whole group and repeats everyone's info.

Speed dating: the participants draw a clock. Then, they write the numbers from 1-12, as in the hours of the clock. After it, the idea is to schedule "speed dates" with the other participants, by writing the name of each other right next to the same hour. Then the facilitator asks the participants to go to their date at 01:00 and gives them 2min to talk about a specific theme (like music, books, etc). To be even funnier, instead of choosing themes like favorite movies, the facilitator can give the groups funny and deep questions like "what is your favorite sleeping position and why?" and "who inspires you the most?"

Reflection and debate about the expectations of each one about the project: Each one writes their expectations for this exchange on paper, signs it, and puts it in a box. Guided by the questions: "What do I want to learn? How can I contribute to the achievement of these learnings? What are my expectations? How can I contribute to the achievement of my expectations?" Before putting it in the box, share it with the rest of the group.

Coffee break

8 key competences and Youthpass: With the group, discuss ways to develop each of them in this ye. Each participant must draw a wheel of life/pizza (circle with 8 "slices")

Debriefing: Did this activity help you understand the 8 key competences? Can you clearly see what competences you need to improve and the ones in which you are more comfortable with.

Lunch

Energizer: the group is in a circle, and everyone says their name by order. Repeat a few times. Then, the same

participant starts and, one by one, each participant goes behind someone else. When one participant goes behind one person, that person need to go behind someone else that wasn't picked already. This way the group creates 2 patterns: the name and the movement. The second level is to put them together: while moving, and always repeating the same pattern, the names should continue to be said by the participants exactly in the same order as they were right in the beggining.

Introduction to upcycling and sustainable consumption, promoting reflection on the ecological footprint of the textile industry: each participant will bring a piece of clothing that they no longer wear; all the clothes will be placed in the center and each participant, one by one, takes off a piece of clothing and gives it a story. Ex. "I came from China, traveled thousands of kilometers to be here, and I was used twice". Where and when was I purchased? Where was I made? What types of damage/consumption have I brought to the environment? Why am I no longer used?

Quiz game in kahoot about the textile industry:

<https://create.kahoot.it/share/quizz-about-the-textile-industry/e750dd0d-cfe9-4e98-8fa7-814d6aa1f007>

Coffee break

Watching some videos that explore the textile industry:

<https://youtu.be/2F5nOEfttlk>

<https://youtu.be/tLfNUdO-8ts>

How can we reduce our fashion environmental impact?

the group leaves their answers in the flipchart. They will say things like buy second-hand, donate the clothes (...) Try to make them at least reach the following:

Buy less

Buy clothes from sustainable brands

Buy better quality

Think twice before throwing out your clothes

Buy second hand, swap and rent clothes

Keep an eye on your washing

<https://www.sustainyourstyle.org/en/reducing-our-impact>

Reflection: Guide with the questions: What did I learn today? What changes did I noticed in me? What can I do more tomorrow to be even better

DAY 2

Energizer - Clap and point

Participants form a circle. The facilitator sends a clap all the way around the circle, first in one direction, then in the other direction. The facilitator then shows participants how they can change the direction of the clap, by pointing the clapping hands in the opposite direction. Repeat this until the clap is running smoothly around the group and changing direction without missing a beat. Finally, show how you can 'throw' the clap by pointing the clapping hands at someone across the circle

Carbon footprint calculator: Each young person will calculate their carbon footprint. Then we'll discuss its impact on global warming.

<https://climatehero.typeform.com/to/RE3q6h?source=climateherome&typeform-source=climatehero.me>

Introduction to EU's measures to fight climate change:

-climate neutrality by 2050

-By 2017, the EU had reduced its emissions by almost 22%. compared to 1990, reaching its 2020 emission reduction target three years ahead of schedule.

-at least 55% in greenhouse gas emissions by 2030 compared to 1990

-European Green Deal

-European climate law

<https://www.consilium.europa.eu/en/policies/green-deal/>

Coffee break

Greenwashing: Young people will be divided into teams, and each team will be responsible for researching and investigating the environmental conduct of a chosen company and then presenting the collected data to the rest of the young people.

Greenwashing is branding something as ecofriendly, green, or sustainable when this is not the case, misleads consumers into thinking they are helping the planet by choosing those products

Brands:

McDonald's | Coca-Cola | Ikea | H&M | Ryanair | Nestlé | Starbucks

Use as a starting point:

-<https://earth.org/greenwashing-companies-corporations/#:-:text=A%20classic%20example%20of%20greenwashing,to%20reduce%20the%20emissions%20level>

-<https://thesustainableagency.com/blog/greenwashing-examples/>

Lunch

Visit to Ovar:

Reflection: Guide with the questions: What did I learn today? What changes did I noticed in me? What can I do more tomorrow to be even better

DAY 3

Energizer: Head's Up

In a circle, people look at the ground. When you say "heads up", they have to look into someone else's eyes. If two people are looking at each other, they scream and are both out.

What is upcycling and downcycling? Upcycling represents a variety of processes by which "old" products get to be modified and get a second life as they're turned into a "new" product. <https://youmatter.world/en/definition/upcycling/>

Downcycling: is a recycling practice that involves breaking an item down into its component elements or materials. Once the constituent elements or materials are recovered, they are reused, if possible.

Group dynamic: divide into groups with the task to find and present the most original example of upcycling that they can find.

Coffee break

By going back to the actions that the participants defined in the previous day, with regards with how we can reduce the fashion industry, in small groups, each one develops an A3 poster about it.

Lunch

Howdy howdy

Participants stand in a circle. One person walks around the outside of the circle and taps someone on the shoulder. That person walks the opposite way around the circle, until the two people meet. They greet each other. The two people then race back, continuing in opposite directions around the circle, to take the empty place. Whoever loses walks around the outside of the circle.

Sewing workshop: Young people will learn upcycling techniques and make their own tote bag using the garment they brought (reusable bags: bread, groceries, etc.)

<https://climatehero.typeform.com/to/RE3q6h?source=climateherome&typeform-source=climatehero.me>

Coffee break

Sewing workshop: Young people will learn upcycling techniques and make their own tote bag using the garment they brought (reusable bags: bread, groceries, etc.)

Reflection: Guide with the questions: What did I learn today? What changes did I noticed in me? What can I do more tomorrow to be even better

DAY 4

Energizer | Hi Ho Ha

<https://vimeo.com/538843014>

Cinema session: Seaspiracy (documentary). Debate after watching it

Coffee break

Cinema session: Seaspiracy (documentary). Debate after watching it

Lunch

Energizer: The group must count to 20 with different speakers. If someone says the number at the same time, they're out.

Sewing workshop: Young people will learn upcycling techniques and make their own tote bag using the garment they brought (reusable bags: bread, groceries, etc.)

Coffee break

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Reflection: Guide with the questions: What did I learn today? What changes did I noticed in me? What can I do more tomorrow to be even better

DAY 5

Energizer: The students are standing in a circle facing each other. One person is staying in the middle of the circle. That person chooses one person from the circle and point at her/him. The two people on the side of that person need to run around the circle in opposite directions, meeting halfway and give a hug/kiss on the cheek continue running. The person in the middle will take one of the places of the people who are running and the one who runs faster will get the space that is left. The one who didn't get a place will go into the middle and choose another person

Final reflection: Each participant, on an A4 sheet, writes and/or draws 5 daily habits that they want to change to more sustainable ones (or new habits to acquire)

Coffee break

Delivery of the Youthpass certificate. Reflection on the eight skills developed. Reflection on the path of each one up to the moment and the change of the project in its social reality.

Participants review what they put in their box/bottle (messages with reflections from each day) to assist in this process

Letter to yourself: Every participant writes a letter to themselves to be read 1 year later.

Evaluation

Lunch

Visit to the beach in Furadouro. Gargabe picking on the way to the beach.

Coffee break

Free time

IMPACT

71% of the participants say that they totally recognize the importance of E+ projects and the importance of the EU in promoting social inclusion;

80% of the participants want to participate again in another Erasmus+ project.

54% of the participants totally recognise the role that they can have in society and how they can contribute to the fight of climate change.

8 key competences

Most developed ones: Personal, Social and Learning to Learn, Citizenship, Multilingual and Cultural awareness and expression.

What changes did you notice in your life after this project?

"I've replaced traditional clothes shops with second-hand ones"

"I reduced my consumption of meat and especially fish. I've reduced my fast fashion consumption and I'm more thoughtful when I think about buying clothes."

Links

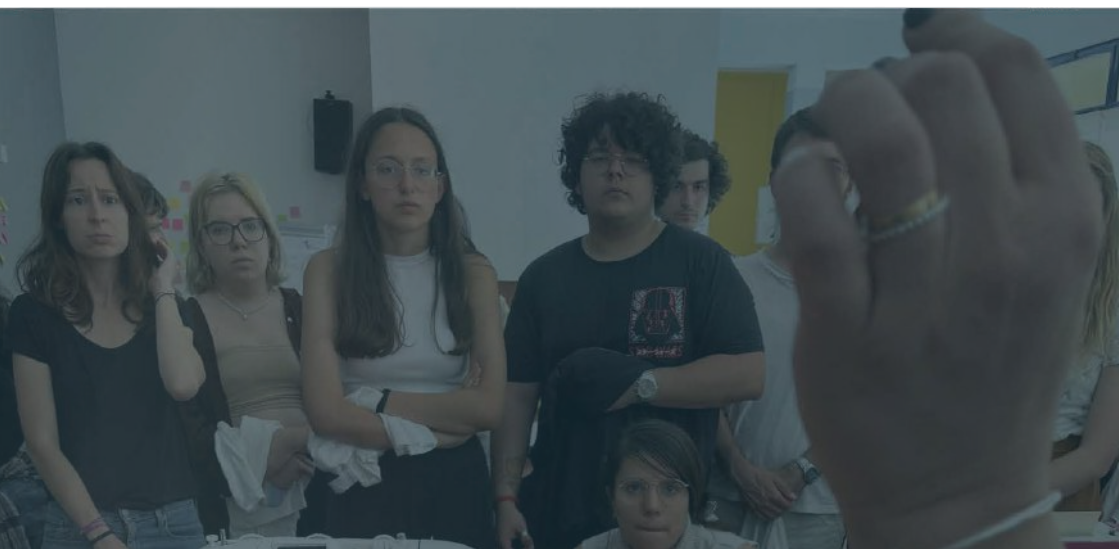
Website: <https://dctr.pt/if-clothes-had-voice>

Links to the social media posts from this project:

<https://www.instagram.com/p/Cdoa5Dios8Q/>

<https://www.instagram.com/p/CdtkjLMqtu7/>

<https://www.instagram.com/p/CdyulanKnXS/>



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