Co-funded by the European Union

2024-1-NL02-KA210-YOU-000253183

GUARDIANS OF TRUTH

Empowering Youth Against

Greenwashing

Toolkit - Part 4

Equipping the Youth

About greenwashing in Bulgaria, Germany, the Netherlands and Turkey - practices and possibilities in education, empowerment and engagement of young people against greenwashing.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Guardians of Truth Erasmus+ KA210 Youth Project © 2025 by The Tree Party is licensed under CC BY 4.0. To view a copy of this license, visit https://creativecommons.org/licenses/by/4.0/

About the Project

This report comes from the "Guardians of Truth" Erasmus+ KA210 Youth Project, which kicked off in September 2024. It's funded by the European Union, and the goal is to make young people and youth workers stronger against greenwashing.

Our project is a joint effort by four awesome organizations:

- Alternativi International from Blagoevgrad, Bulgaria
- Impactgrid e.V. from Berlin, Germany
- Stichting The Tree Party from Utrecht, The Netherlands
- Nicea Culture and Education Association from Iznik, Turkey

WHAT'S IN THIS MATERIAL?

MATERIAL 1:

- Understanding the concept and types of greenwashing
- Curriculum and awareness deficiency
- Advertising and social media tactics that mislead consumers

MATERIAL 2

- Difficulty identifying greenwashing
- Greenwashing in key sectors (fashion, food, energy, cosmetics)
- Impact of greenwashing on climate change and sustainability

MATERIAL 3

- Fragmented education and lack of national strategy
- Developing critical thinking and fact-checking skills

MATERIAL 4

- Urban-rural divide and low trust
- Equipping youth with tools to become sustainable and responsible consumers

MATERIAL 4

Learning Objectives

- To Identify key gaps and inconsistencies in how greenwashing is currently addressed in education, policy, and media across their country and To Explain what “greenwashing” means and differentiate it from genuine environmental communication or CSR practice.
- To Map existing educational efforts (formal, non-formal, and informal) related to sustainability and analyze where fragmentation occurs, to Discuss and evaluate the social and environmental consequences of the absence of a national / international anti-greenwashing strategy, And to Co-create practical recommendations or awareness actions that could strengthen coherence between schools, NGOs, and policy institutions.
- To Recognize persuasive language techniques, imagery, and emotional framing commonly used in greenwashing.
- To Apply basic fact-checking and source-verification tools (e.g., media bias checkers, NGO databases, carbon footprint calculators).
- To Critically assess the credibility of environmental claims in ads, social media posts, or product labels. To Formulate independent, evidence-based opinions about environmental information encountered online or offline and to Collaborate in creating a short awareness output (poster, poem, spoken word, video, etc.) that exposes or corrects a misleading “green” message.

After reading the material, the participants will be able to:

- Be critically aware of systemic and societal impacts
- Improve media literacy and analytical competence
- Enhance capacity for collaborative action and creative advocacy

Fragmented Education About Greenwashing

a) What Is Greenwashing?

Greenwashing refers to the practice of misleading the public about environmental practices or benefits, usually by companies, institutions, or political actors, to appear more sustainable than they truly are.

It often uses symbolic actions (like planting trees or using green colors in marketing) to distract from unsustainable realities.

b) Why Fragmentation Matters

In many countries, education about greenwashing is inconsistent. Schools, NGOs, and media outlets provide partial messages about sustainability, but there is no national framework ensuring coherence or critical literacy.

This leads to:

- Confusion among citizens and learners.
- Superficial understanding of sustainability concepts.
- Difficulty distinguishing between authentic and deceptive environmental claims.

c)The Role of Education in Combating Greenwashing

Education has the power to:

- Clarify environmental terminology and accountability.
- Empower learners to question sustainability claims.
- Bridge different sectors (schools, NGOs, policymakers).

Key theoretical insight:According to UNESCO's Education for Sustainable Development (ESD) framework, sustainability education should include critical thinking, systemic analysis, and participatory learning – all of which are missing when education is fragmented.

d) Linking National and International Perspectives

Countries with strong anti-greenwashing strategies (e.g., clear labeling rules, school curricula on media literacy, or government communication guidelines) show:

- Higher public trust,
- Greater environmental participation, and

Reduced misinformation.

Developing Critical Thinking & Fact-Checking Skills

a) Understanding Persuasive Techniques

Greenwashing thrives on language manipulation and visual framing.

Common techniques include:

- Vague language: "eco-friendly," "natural," or "green" without proof.
- Symbolic visuals: leaves, water droplets, or forests unrelated to the product.
- Emotional appeal: guilt, pride, or belonging ("Join the green revolution!").

Visual aid: A word cloud of typical greenwashing terms (eco, natural, green, planet-safe, sustainable choice) – contrasted with real measurable terms (certified, verified, traceable, carbon footprint).

b) The Critical Thinking Process

Critical thinking involves questioning assumptions, evaluating evidence, and making independent judgments.

In the context of greenwashing, this means asking:

- Who is communicating this message?
- What evidence supports the claim?
- Who benefits if I believe this message?
- What alternatives are not shown?

c) Applying Creative Learning

Critical thinking should lead to creative expression and civic voice.

Participants can transform their findings into:

- Posters or memes that expose misleading claims.
- Spoken word or poetry that reclaims truthful language.

Short videos showing "real vs. fake green."

Interconnection Between the Two Themes

Concept	From Fragmentation	To Critical Thinking
Awareness	Recognizing inconsistencies	Understanding manipulation
Skills	Mapping actors and policies	Applying verification tools
Reflection	Evaluating impacts	Questioning messages
Action	Proposing systemic solutions	Creating awareness outputs

This theoretical foundation equips young people, trainers, youth workers and even a more general audience to find and (de)code environmental information, connect fragmented educational systems, and use creativity and curiosity as a tool for critical citizenship.

It combines environmental education, media literacy, and civic engagement- trains you to map the institutions - search for what is there and what is still missing – empowering youth to grow into informed, active participants in the green transition, and to make greenwashing a thing that belongs in a museum!

Guardians of TRUTH

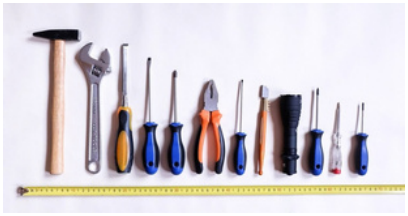
5 ACTIVITIES TO BETTER UNDERSTAND THESE INFORMATION

A1: SPOT THE SHADE OF GREEN

- Icebreaker and team-building exercise
- Visual analysis (gallery walk / ad deconstruction)
- Small group collaboration and creative design
- Reflection circle and peer feedback
- Self-assessment and group evaluation

To strengthen participants' critical thinking, fact-checking skills, and awareness of fragmented education about greenwashing through experiential, creative, and collaborative learning.

- Flipchart / whiteboard
- Markers, pens, colored paper
- Projector or laptop for visual materials
- Printed ads, product labels, or screenshots of green marketing campaigns
- Access to internet or fact-checking tools (optional: mobile phones or tablets)
- Stickers or post-it notes for feedback



- Collect 5–7 examples of "greenwashed" advertisements or claims – printed or projected (from products, social media, or political communication).
- Prepare 1–2 examples of authentic, evidence-based environmental communication for contrast.
- Prepare a fact-checking cheat sheet (a one-page guide with questions like "Who says this?", "What proof?", "Who benefits?").
- Set up stations around the room ("Gallery Walk" style) with each example displayed.
- Prepare reflection space (circle or semi-circle with chairs).

A1: SPOT THE SHADE OF GREEN

Icebreaker : "Green or Not?"

- Divide participants into two sides of the room: "Green" and "Not Green."
- Show quick slides or hold up cards with various brand slogans (e.g. "100% natural!", "Eco-style fashion", "Certified organic cotton").
- Participants move to one side depending on whether they think the claim is genuine or greenwashing.
- Briefly discuss: What made you choose that side? What clues did you use?

Main Activity Part 1- Gallery Walk & Analysis

- Divide participants into small groups (3–4 people).
- Give each group sticky notes and a "fact-checking question card."
- Groups rotate around each station and analyze each example for:
  - What message is being communicated?
  - What language, symbols, or emotions are used?
  - What facts are missing?
  - What evidence supports or contradicts the claim?
- Participants stick comments and colored notes next to each example:
  - Green = trustworthy claim Yellow = unclear / needs checking Red = misleading / greenwashing

Main Activity Part 2

- Each group chooses one example of greenwashing they found most interesting.
- Their task: "Rewrite or redesign this ad/message to make it truthful, transparent, and educational."
- Use poster paper, markers, or digital tools to recreate it – include:
- Corrected message or facts.
- Honest visual or slogan.
- Educational takeaway.
- Groups present their redesigned versions in a short 2-minute pitch.

A1: SPOT THE SHADE OF GREEN

Reflection & Evaluation: "The Clothesline of Truth"

- Hang a string (the "truth line") across the room.
- Each participant writes on a small card:
  - One thing they learned
  - One thing they will question differently from now on
- Attach all cards to the line with clothespins.
- Facilitator leads short reflection:
  - How do you feel after analyzing these messages?
  - What role should education play in preventing greenwashing?
  - How can we take this awareness back to our communities?
- Participants: 15-25
- Duration: 90 mins

- Self-assessment reflection cards (used on the truth line).
- Peer feedback during the presentation round (each group shares one "insight" from another group's work).
- Facilitator observation checklist, focusing on:
  - Participation and collaboration
  - Use of critical questioning
  - Ability to distinguish real vs. misleading information

Optional digital tool: Mentimeter or Padlet for instant group reflections ("What did you learn about greenwashing today?").

Handouts

- "Fact-checking Questions" mini guide (Who says this? What's the proof? Who benefits?)
- One-page infographic: "6 common types of greenwashing"
- Worksheet: "Reclaim the Message!" with a step-by-step creative process. (To be developed)

Trainer Tips

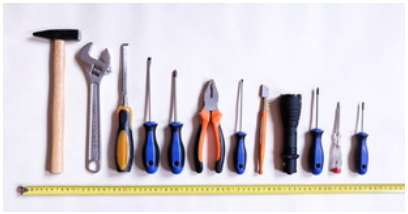
- Maintain a safe, non-judgmental atmosphere – participants may initially feel defensive about brands they like.
- Encourage critical curiosity, not cynicism – the goal is awareness and empowerment.
- Prepare local or regional examples of greenwashing for relevance.
- Use humor and creativity to keep the atmosphere engaging.
- End with an invitation to action: "How will you share this awareness in your community?"

A2: BRIDGING THE GREEN GAPS

- Icebreaker & team-building
- Participatory mapping (Power Mapping or Systems Mapping)
- Group discussion and analysis
- Creative solution prototyping (visual poster or action plan)
- Reflection circle

To help participants understand and visualize the fragmentation in education, media, and policy about greenwashing, and to co-create strategies and recommendations for a more coherent, collaborative approach to sustainability education.

- Flipcharts or large sheets of paper (A1)
- Markers, sticky notes (different colors), masking tape
- Rope or yarn (for visual connections between actors)
- Printed icons/logos of institutions (ministries, schools, NGOs, media, businesses, etc.)
- Sticky dots or pins for voting/prioritization
- Timer and soft background music (optional)



- Prepare cards with the names/logos of key stakeholders (e.g. Ministry of Education, Political Parties, NGOs, schools, Activists, Universities, civil servants, Greenpeace International, Consumer Associations, for Profit Companies, parents, designers of educational material.).
- Prepare a large wall or floor space for mapping
- Prepare guiding questions for analysis:
- Who educates about greenwashing now?
- What methods are they using?
- Which Institutes, Type of People or Organizations are missing?
- Where are the overlaps or contradictions?
- Prepare blank posters, colored markers, templates for strategy ideas.

Icebreaker: "Green Connections"

- Participants form a circle.
- One person holds a ball of yarn and names one actor in sustainability education (e.g. "schools, parents, friends, youth centres, The Tree Party Foundation, Universities, companies, teachers, Greenpeace, Ministry of Education, Ministry of the Environment, local green NGO XY").
- They toss the yarn to another person who adds another actor ("An NGO like ..."), holding their part of the string.
- Continue until everyone has contributed.
- You'll see a web of connections forming – discuss briefly:
- What do you notice about this web?
- Are some actors more central than others?
- What happens if one link breaks?

A2: BRIDGING THE GREEN GAPS

Main Activity: Mapping the Gaps & Building Bridges

- Divide participants into 4–5 small groups (4–5 people each).
- Each group receives A1 paper, stakeholder cards, markers, sticky notes and yarn.
- Groups create a visual map showing who influences public understanding of greenwashing in their country. They place stakeholder cards (e.g. schools, NGOs etc.) on the paper and connect actors who influence or cooperate with each other using arrows or yarn.

Connections can be marked with colors:

Strong cooperation Weak or unclear connection Missing or conflicting messages

On sticky notes, groups write gaps, contradictions or missing actors they notice.
Facilitators walk around, ask guiding questions and support groups if needed.

- Each group briefly presents their map (1–2 sentences). Emphasize that there are many actors involved and that cooperation is often fragmented.
- Groups stay together and move to the solution phase. On a new poster they design three practical ideas that could improve cooperation between sectors (for example collaborations between schools, NGOs, youth organisations, companies, media or public institutions).
- Each group presents their ideas in a 2–3 minute pitch.
- Participants vote for the most impactful ideas using 6 voting dots, which they can distribute freely among the proposals.
- Briefly discuss which ideas received the most votes and why, thank participants for their work, and conclude the activity.

Participants: 15-25
Duration: 120 mins

- Visual evaluation: observe how group maps evolve (connections, clarity, creativity).
- Verbal reflection: through guided debriefing questions.
- Self-assessment cards: participants rate their understanding of "who educates about sustainability and how coherent it is" (scale 1–5).
- Group feedback wall: "What will you remember?" sticky notes.

- Template for stakeholder mapping ("Name / Role / Connection / Strength of Link").
- Example of a completed "Bridge Builders" poster.
- Summary sheet: "6 Steps Toward Coherent Sustainability Education."

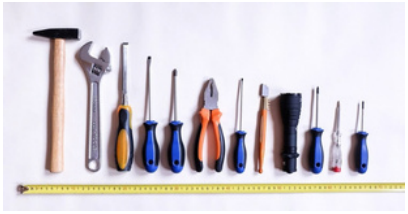
Required materials: https://docs.google.com/document/d/1DHc2fpwIXKATVFJKex_BUkn8_EPp1DxcckjfBcbbFuo/edit?usp=share_link and https://drive.google.com/file/d/1U0ZoXAOVHWU1GCSqPbWeVWA67eOWfL65/view?usp=share_link

A3: THE PUZZLE OF GREEN LEARNING: PUTTING THE PIECES TOGETHER

- Creative visual co-creation (arts-based learning) - making your own puzzle.
- Group discussion and storytelling -sharing about past learnings and sources of knowledge.
- Embodied and spatial learning
- Gallery walk and reflection
- Cooperative learning

To help participants experience and reflect on the fragmentation in sustainability education (that also focuses on greenwashing) and the need for a coordinated, national strategy – by co-creating a shared "education puzzle" that visualizes missing connections, contradictions, and opportunities for collaboration.

- Large puzzle-shaped paper pieces (cut from A4/A3 paper) – about 25–30 pieces
- Markers, colored pencils, glue, scissors, tape
- Flipchart or whiteboard, markers
- Stickers or post-its
- Music and timer (optional)



- Cut out large puzzle pieces from colored paper (you can print templates or hand-draw them).
- Label five tables or wall areas as Education, Media, NGOs, Business, Government, and Citizens/Youth.
- Prepare guiding questions for each station:
- Who teaches or communicates about sustainability here?
- What kind of messages are spread?
- What is missing or misunderstood?
- How do they connect with others?
- Stick one or two blank puzzle pieces at each station.
- Prepare one large open space (floor or wall) where all puzzle pieces can later be assembled.

Icebreaker : "Who Taught You Green?"

Participants are asked to think about where they first learned about sustainability or greenwashing.
Different corners of the room are labeled school, family, social media, friends, NGOs, and other. Participants move to the corner that best represents their answer and short discussion follows. Participants briefly share what kind of messages they received.

A3: THE PUZZLE OF GREEN LEARNING: PUTTING THE PIECES TOGETHER

Main Activity : "The (Inter?)National Puzzle"

Participants are divided into small groups of 3–5 people. Each group receives several blank puzzle pieces and is assigned a stakeholder sector such as education, media, NGOs, business, government, or citizens/youth. Using the puzzle pieces, groups visually represent what their sector currently communicates about sustainability and greenwashing, what this sector does well, and what may be missing, unclear, or contradictory. Participants can express their ideas using words, drawings, symbols, or short slogans, and creativity is encouraged.

Once the pieces are ready, all groups bring them to a large space on the wall or floor and begin placing them together to form a shared puzzle. Participants try to connect pieces where cooperation or influence already exists, such as NGOs collaborating with schools or media influencing citizens. While assembling the puzzle, participants observe whether some pieces are difficult to connect, whether there are visible gaps, or whether certain sectors appear stronger or more dominant than others. The facilitator guides the observation and encourages participants to reflect on how this visual map reflects the fragmentation of environmental education and communication about greenwashing.

After discussing the current situation, each group receives two or three additional puzzle pieces labeled "Missing Links." On these pieces they create ideas for connections or collaborations that could strengthen the system. These may include new partnerships, joint campaigns, shared educational initiatives, or strategies that connect different sectors. The new pieces are then added to the puzzle, gradually transforming the fragmented structure into a more connected and cooperative system.

Participants: 15-25

Duration: 90-100

- Visual evidence: The evolution of the puzzle itself (before vs. after adding missing links).
- Reflection questions: Participants write on post-its:

"One thing I learned about fragmentation…"

"One connection I'd like to strengthen…"

- Optional digital survey: Participants rate confidence in identifying educational gaps (1–5).

Handouts:

- Puzzle templates.
- Stakeholder role sheets with guiding questions.
- Reflection sheet: "From Fragments to Frameworks"

Trainer Tips:

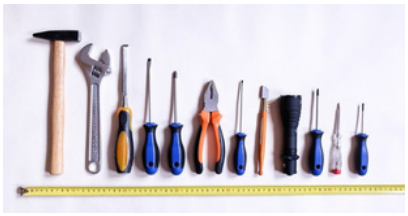
- Encourage visual expression – this method works best when people draw, not just write.
- Don't explain "fragmentation" at the start – let participants discover it themselves during the activity.
- Ensure balance – if one group dominates (e.g., media), gently ask: "Who else should be here?"
- End positively: emphasize that complexity = opportunity for connection.
- Keep photos of the final puzzle – it can become a visual output for reports or exhibitions.

A4: BEHIND THE GREEN CURTAIN

- Theatre and role-play
- Forum theatre (Augusto Boal method)
- Group creation and improvisation
- Reflective discussion and peer feedback
- Visual brainstorming

To help participants understand and critically analyze greenwashing techniques by embodying the roles of companies, consumers, and media – using theatre and role-play to explore how misleading sustainability messages are created, perceived, and challenged.

- Open space for acting (chairs arranged in a semi-circle)
- Flipcharts and markers
- Basic props (cardboard signs, scarves, reusable bags, product boxes, etc.)
- Stickers or colored cards for audience voting
- Optional: projector or printed ad images for inspiration



Required information:

https://docs.google.com/document/d/1ZavbVIRVFE9TCg7i3mxA7K8vojyyXqk-sV-2c5xBBKY/edit?usp=share_link

Icebreaker & Warm-up: "Slogans in Motion"

- The facilitator shows several real-life "green" slogans (e.g. "Clean diesel," "Plastic-neutral," "100% natural").
- Participants respond with a quick freeze-frame or gesture showing how the slogan makes them feel (e.g. proud, skeptical, confused). This is repeated with 4–5 slogans.
- Afterwards, the group briefly discusses which reactions felt genuine and what emotions the slogans triggered.

A4: BEHIND THE GREEN CURTAIN

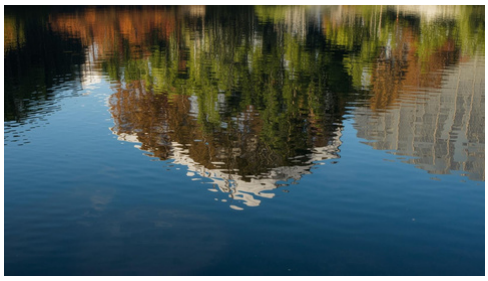
Main Activity: Greenwashing Role Play

Participants are divided into 4–5 groups and each group receives a role such as company, consumer, journalist, activist, or regulator, together with a short greenwashing scenario.

Groups prepare a 2–3 minute improvised scene (for example a product launch or media event) showing how sustainability claims are presented and questioned.

Each group performs their scene. After the performance, the audience identifies possible greenwashing and suggests how the message could be improved. Volunteers can step into the scene to challenge claims or ask critical questions.

Groups then briefly rewrite the campaign message in a clearer and more transparent way and present their improved version (as a short scene, radio spot, or social media message).



Reflection & Closing

Participants discuss what they noticed about persuasion techniques and misleading messages, and how they can recognize or challenge greenwashing in real life.

For a quick self-assessment participants choose a colored card:

I can better recognize greenwashing

I am learning to question claims

I still find it confusing

The session ends with participants sharing one word about what they learned.

Participants: 15-25

Duration: 120 mins

- Observation grid: engagement, teamwork, critical reasoning during role-play.
- Audience reflection: what changes made messages clearer or more honest.
- Self-assessment cards: quick feedback on personal learning.
- Facilitator notes: documenting key discussion points.

Handouts:

- Cue cards with role and scenario descriptions.
- Short guide: “Common Greenwashing Tactics” (vague claims, irrelevant labels, etc.).
- Reflection handout: “From Story to Strategy – What Did We Learn?”

Trainer Tips:

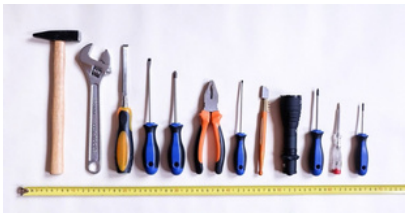
- Keep it safe – clarify that the goal is learning about communication, not mocking brands.
- Invite creativity – encourage using humor, songs, jingles, or mimicry.
- If the group is shy, start with smaller duo improvisations before full scenes.
- Debrief gently – emotional intelligence and reflection are as valuable as analytical thinking.
- Remind participants that theatre = reflection in action – they are exploring social truths, not performing for judgment.

A5: THE MISSING LINK: DESIGNING A NATIONAL GREENWASHING STRATEGY

- Role-play simulation game
- Group negotiation and problem-solving
- Visual mapping (systems thinking)
- Reflection circle
- Peer feedback

To help participants understand the consequences of fragmented education about greenwashing and to simulate the creation of a coherent national strategy through experiential learning, negotiation, and creativity.

- Role cards for different stakeholders
- Flipcharts, markers, post-it notes
- Large paper or wall space for mapping connections
- Timer or bell for timed rounds
- Stickers or colored dots for voting
- Optional: name tags, props (microphones, badges, etc.) for immersion



Required information:
https://docs.google.com/document/d/1ZavbVIRVFE9TCg7i3mxA7K8vojyyXqk-sV-2c5xBBKY/edit?usp=share_link

Icebreaker: "Same Planet, Different Agendas"

Participants answer the question: "Who educates you about sustainability – and what is missing?"
They write ideas on post-its and place them on a wall (e.g. schools, influencers, NGOs, media, government, companies).
The facilitator briefly groups them into categories such as education, policy, private sector, and civil society.
The activity concludes by highlighting that sustainability education often comes from many actors who do not always communicate with each other, creating fragmentation.

A5: THE MISSING LINK: DESIGNING A NATIONAL GREENWASHING STRATEGY

Main Activity: The Missing Link Simulation

Participants are divided into small groups, each representing a stakeholder such as government, company, NGO, media, or youth/citizens.

The facilitator introduces the scenario:

"Your country wants to fight greenwashing and must design a national strategy on green education and communication."

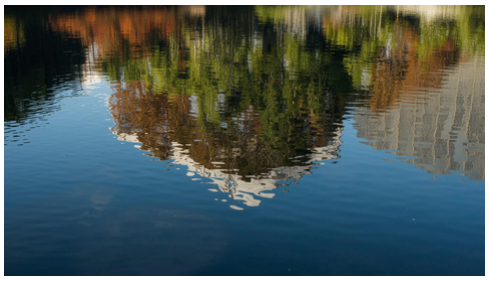
Groups first discuss their priorities and interests, then briefly present who they are, what they want from the strategy, and what they can contribute.

After the presentations, groups enter a negotiation phase, discussing possible collaborations, responsibilities, and resources. They explore questions such as who creates educational materials, who funds campaigns, and how accountability can be ensured.

Finally, participants work together to create one shared poster titled "Our National Anti-Greenwashing Strategy."The poster should include:

- 3 main goals
- 3 key actions
- 3 responsible actors
- 1 campaign slogan or idea

The strategy is displayed and participants briefly review it together.



Reflection & Evaluation

Participants reflect on the simulation in a short group discussion. They consider what made collaboration easy or difficult, where communication broke down, and which actors had the most influence.

To conclude, participants write short reflections on cards:

- One insight I gained...
- One collaboration I would like to see in real life...

Participants: 15-30

Duration: 120 mins

- Observation: Level of cooperation and systems thinking during negotiation.
- Peer feedback: "Which stakeholder contributed the most to collaboration?"
- Reflection cards at the end.
- Gallery voting shows participants' understanding of coherence and feasibility.

Optional quantitative tool:

- A short self-assessment form with scales:
- I can identify key actors involved in green education.
- I understand how fragmentation creates challenges.
- I feel confident proposing actions to improve coherence.

Required information: https://docs.google.com/document/d/1ZavbVIRVFE9TCg7i3mxA7K8vojyyXqk-sV-2c5xBBKY/edit?usp=share_link and https://drive.google.com/file/d/1EHEIdCepXAhrEVYfW6NsiL9s7YhnFtDQ/view?usp=share_link

Guardians of TRUTH

MATERIAL 4 EVALUATION

1. What is the main purpose of this educational material
   a. To teach tree planting and biodiversity management
   b. To develop awareness and skills to counter greenwashing through critical thinking and collaboration
   c. To promote eco-friendly branding for companies
   d. To train teachers in formal environmental education only
2. What does "greenwashing" mean?
   a. Genuine environmental marketing
   b. Misleading the public about environmental practices to appear sustainable
   c. Cleaning products with green labels
   d. Recycling waste properly
3. According to the material, what are the three educational layers often involved in fragmented learning about greenwashing?
   a. Formal (schools), Non-formal (NGOs), Informal (media/social networks)
   b. Public, Private, and Corporate education
   c. Local, National, and Global systems
   d. Environmental, Social, and Cultural education
4. What is one key consequence of fragmented education about sustainability?
   a. Increased recycling rates
   b. Confusion and superficial understanding among citizens
   c. More scientific innovation
   d. Improved cooperation between sectors
5. Which international framework emphasizes critical thinking and participatory learning in sustainability education?
   a. European Green Deal
   b. UNESCO's Education for Sustainable Development (ESD)C) COP26 Agreement
   c. COP26 Agreement
   d. The Kyoto Protocol
6. Which of the following is NOT a common greenwashing technique?
   - A) Providing transparent and certified environmental data
   - B) Using vague terms like "eco" or "natural"
   - C) Showing irrelevant nature imagery
   - D) Appealing to emotions like pride or guilt
7. What is the first step in the critical thinking process described in the material?
   - A) Observation
   - B) Evaluation
   - C) Action
   - D) Reflection
8. Which of the following tools can help verify environmental claims?
   - A) Instagram likes and comments
   - B) EU Ecolabel, NGO databases, and carbon footprint calculators
   - C) Influencer recommendations
   - D) Product price and popularity
9. In the activity "Behind the Green Curtain," what educational method is mainly used?
   - A) Debate and written reflection
   - B) Theatre and role-play to explore greenwashing communication
   - C) Watching environmental documentaries
   - D) Group reading of research papers
10. What symbol is used in the material to represent learning growth in Non-Formal Education?
    - A) The recycling circle
    - B) A tree diagram showing roots (knowledge), trunk (skills), branches (attitudes), and leaves (action)
    - C) A triangle diagram of power
    - D) A puzzle of learning outcomes

Acknowledgements

Jannes Herman Mostert	The Tree Party - Netherlands
Georgi Kuzmanov	Alternativi - Bulgaria
İlknur GÜLER AYDEMİR	NICEA - Turkey
Vanna Vadivan Gopal	Impact Grid e.V - Germany

We thank you for your continued support in our programs.

Contact

Jannes Herman Mostert

info@thetreeparty.nl

Follow us