

Fit 4 Green

FIT4GREEN MANUAL IN ACTION



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IMPRESSUM

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YOUR 6-STEP JOURNEY FROM INSPIRATION TO ACTION

HOW TO CO-CREATE AND DELIVER A GREEN YOUTH SPORT EVENT

Welcome to the Fit for Green Manual in Action!

This guide accompanies you through the process of turning sustainability ambitions into practical steps within sport and youth work. It is designed for sport organisations, educational institutions and youth organisations that wish to bring environmental thinking into their everyday activities in a way that feels natural, achievable, and meaningful.

Rather than presenting sustainability as a distant ideal, the manual focuses on what you can do now, with the resources and people you already have.

It offers a clear pathway for planning, delivering, and maintaining youth-led and environmentally responsible sport events and campaigns that promote sports participation and health-enhancing physical activity.

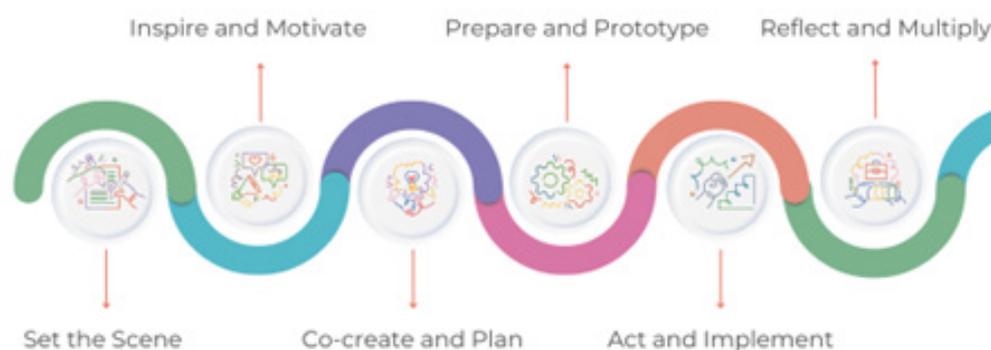
Along the way, you will find examples of how we approached our journeys, and how we strengthened youth engagement, encouraged cooperation, and gradually embedded greener habits into our organisations.

Think of this manual not as a set of instructions, but as a companion. It invites you to reflect, explore, and adapt ideas in a way that suits your community.

The Fit4Green Project in a Nutshell

The Fit4Green project (June 2024-November 2025) aimed to raise environmental awareness and promote sustainable lifestyles by using grassroots sport events as practical learning tools. Activities in Austria, Slovenia and Latvia combined co-creation workshops, student-led event planning and green campus sport events to support behavioural change and strengthen sustainability competences among young people.

FIT4GREEN MANUAL IN ACTION (Y)OUR 6-STEP JOURNEY FROM INSPIRATION TO ACTION



1. SET THE SCENE



Theme: Preparation of the team

Objective: Set expectations, define the change you are aiming for, define goals and set up your team

Focus: Creating a level playing field for your team, clarify roles, timelines, and practical needs early

Message: “Strong foundations create strong outcomes, start by aligning people, purpose, and intention.”

Design your initiative for people

Every journey begins with a moment of clarity. A natural starting point is to look at the issue you want to address. It may be something very concrete (*a campus that fills with litter after busy days, a lack of movement among younger students, or a sense that environmental topics feel distant or abstract*).

Naming the issue gives it shape. It also helps you notice who is affected: *the students who walk through the space every day, the young people who would benefit from more activity, or the wider campus community that wishes for a cleaner, calmer environment*.

From here, turn your attention to those you need to work with. Sometimes it is peers. Sometimes teachers, coaches, parents, or local partners. When you understand both who is affected and who can help, the initiative begins to take on a more human form.

Imagine the future you want to create

Once the issue is visible, it helps to pause together and picture the future you hope to see. This moment is often surprisingly powerful. People begin to describe scenes:

“Imagine a campus where students naturally pick up after themselves.”

“Imagine a school where movement and nature are a normal part of the day.”

“Imagine a place where sustainability feels easy rather than burdensome.”

When the group shares this imagined future, a sense of direction appears. People understand not only what they want to do, but also why their involvement matters.

Walk backwards from your vision

With a picture of the future in mind, you can work gently backwards. Instead of asking what tasks you should complete, ask what needs to change for that future to become possible. *If littering is the concern, perhaps habits need to shift. If you want more young people to lead, perhaps they need experiences that help them step forward*. Often the answers are human rather than technical: shifts in habits, a clearer sense of responsibility, or more opportunities for young people to take initiative.

This backwards way of thinking helps you plan from the desired results to the best activities for your target groups. The actions you design this way feel more grounded, easier to explain, and more meaningful for everyone involved. By following this result-based approach, you learn to see change as a series of steps that build on one another. This approach creates clarity and avoids rushing into activities that may not support your true intention.

Lay the groundwork for understanding your impact

As your intention becomes clearer, it is helpful to think about how you will recognise progress. A simple framework for monitoring and learning can support you in staying connected to your goals.

You might ask yourselves: *How will you recognise progress along the way? What would show us that our efforts are moving in the right direction? How might we observe that change happens?*

Some indicators reflect participation, knowledge, skills or engagement, others relate to everyday behaviours, such as reduced waste or more active forms of transport. Establishing a modest baseline with a short survey or reflection at the beginning makes later developments easier to understand. When evaluation becomes a consistent companion throughout your work, you gain insight, adjust more thoughtfully, and can show others what your efforts have achieved.

Bring the right skills together

Once your direction becomes visible, so do the people you need. Each person brings something different (a practical mindset, a talent for communication, a sense of organisation, or simply enthusiasm). Discussing roles and expectations early makes cooperation easier and creates a relaxed working atmosphere. When everyone knows how they contribute, the group can move forward with confidence. Preparing together in this way forms the foundation on which all later steps can grow.

Questions for reflection

- What do we want to achieve, and why does it matter?
- Who is affected by this issue and who should be involved in addressing it?
- What future do we imagine?
- What needs to change in our habits, practices, or environment for this future to be possible?
- How will we recognise progress along the way?
- What would show us that our efforts are moving in the right direction? How might we observe that change happens?
- Who should be part of our team, and what strengths does each person bring?

Tools:

- Theory of Change Canvas + MEL framework tool
- Fit4Green Quantitative Assessment Framework

2. INSPIRE AND MOTIVATE



Theme: Awareness-raising and motivation for young people

Objective: Spark curiosity, inspire young people, learn from others

Focus: Create emotional connection. - Present relatable good practice. - Build collaboration. - Involve experts

Message: “Inspiration drives change. Connect minds and hearts before planning.”

Offer moments of inspiration through collaboration and expertise

Before ideas turn into activities, people need to feel a connection to the theme. Offering small, thoughtful moments of inspiration can open this door. A film evening, a story from a local organisation, or a short talk by someone whose work resonates with young people allows the topic to become familiar. These experiences do not need to be elaborate; their value lies in the shared reflection they invite.

Once the first impressions settle, curiosity often emerges on its own. Young people begin asking questions, comparing experiences, or imagining what could be done differently. This curiosity forms the bridge between being interested and becoming engaged. Motivation grows quietly when young people feel encouraged to explore ideas without pressure.

Build collaboration and bring in expertise

Inspiration becomes more tangible when supported by collaboration and relevant expertise. Inviting an expert to share insights, showing relatable examples, or connecting with organisations that have already tried similar approaches helps broaden understanding. These exchanges bring practical knowledge into the room and show young people that they are part of a wider effort. Learning happens almost naturally in these moments, through conversation rather than instruction.

Working with partners such as environmental groups, sport associations, or local professionals offer practical insights and show young people that they are part of a wider community working towards similar goals. Over time, these collaborations build confidence and provide a steady source of inspiration for the steps that follow.

Questions for reflection:

- What moments of inspiration could help our group connect with the topic?
- Which stories or examples would feel relatable to young people in our context?
- How can we create space for curiosity to emerge naturally?
- Who could we invite to share insights or offer a fresh perspective?
- Which local organisations, environmental groups, or youth initiatives could enrich our understanding of sustainability?
- Are there sport clubs, trainers, or athletes whose experience could inspire young people through real-life stories?
- Which professionals or educators could help us see the topic from a new angle without overwhelming the group?

FIT4GREEN GOOD PRACTICES

2. Eco Month: Regenerative Economy

(11 February 2025, University of Ljubljana)

An online seminar explored the principles of regenerative economics, demonstrating how businesses can prioritise environmental and human well-being while remaining viable. Expert input connected circular economy models with sustainable business practices. Key sustainability themes included energy, waste, and biodiversity. The event encouraged participants to adopt sustainable thinking and apply these concepts to their own future professional and personal actions.

4. Eco Month: What You Can Do for a Zero-Waste World

(18 February 2025, University of Ljubljana)

This online workshop introduced over forty practical tips for reducing waste and making sustainable lifestyle changes. Partnering with the NGO Ecologists Without Borders, the session addressed issues like plastic pollution, fast fashion, and food waste. Sustainability topics covered energy, water, and materials. Participants left equipped with actionable steps to reduce personal waste, promoting a shift toward everyday environmental responsibility.

5. Eco Month: Movie Night - David Attenborough: A Life on Our Planet

(19 February 2025, University of Ljubljana)

A film screening and discussion provided a powerful look at human impact on the planet. Through Attenborough's testimony and vision for the future, participants reflected on biodiversity loss and the urgency of conservation. The event promoted environmental awareness in an engaging and accessible way, inspiring students and staff to adopt more sustainable behaviours.

13. Rookie Ride Film Screening

(20 May 2025, Holztechnikum Kuchl)

A film evening featuring alumnus and endurance cyclist Dominik Meierhofer showcased sustainable sports and perseverance. The event inspired students through direct dialogue with the athlete. The collaboration bridged generations, connected sport and sustainability, and motivated participants to pursue personal goals responsibly.

14. Interview with Dominik Meierhofer, World and European Champion Ultracyclist

(25 June 2025, Holztechnikum Kuchl)

Following the Rookie Ride film event, students conducted a recorded interview with Meierhofer on sustainability in sports. The conversation, supported by staff, addressed mobility, catering, and waste topics. The well-prepared interview demonstrated student initiative, technical skill, and the potential of storytelling in sustainability education.

18. POW Tour Kuchl

(3 June 2025, Holztechnikum Kuchl & Fachhochschule Salzburg)

A joint film evening with Protect Our Winters (POW) introduced students to climate advocacy in sports. Featuring a world champion guest, the event combined inspiration with education about glacier loss and climate action. It

strengthened environmental commitment among students and promoted collaboration between school and university communities.

21. Fit4Green Project Introductory Activity

(15 September 2024, Latvian University Sports Federation)

An introductory event engaged students in understanding environmental sustainability through sport. Combining International Students' Day celebrations with project launch activities, participants created recycled-material puzzles and received eco-friendly sports bags. The event promoted awareness, teamwork, and creative reuse.

22. Erasmus+ Fit4Green Introduction Segment

(16 December 2024, Latvian University Sports Federation)

During a webinar, the Fit4Green project was introduced to highlight its goals, youth engagement, and environmental mission. The short segment used sustainable materials and digital tools, encouraging collaboration and interest in eco-conscious sports initiatives across institutions.

30. Tree Planting Campaign

(14 May 2025, Holztechnikum Kuchl & Austrian Federal Forests)

Students and teachers planted around 550 trees in the Taugltal near Bad Vigaun to restore local forests and learn about sustainable forestry. Using saplings provided by the Austrian Federal Forests, the event promoted biodiversity, hands-on learning, and community collaboration in environmental protection.

3. CO-CREATE AND PLAN



Theme: co-creation and event planning with young people

Objective: Build ownership through co-creation and participatory planning

Focus: Apply inclusive co-creation methods for idea development.

Message: “When people plan together, they act together, so co-create for ownership and success.”

Invite young people into the process

After motivation has grown, it feels natural to bring young people into the heart of the planning. Their perspectives make the initiative relevant and lively. They recognise issues adults may overlook and express what would engage their peers. When they help shape the event from the beginning, ownership emerges without being forced.

Co-creation transforms planning into a collaborative exploration. Workshops, group discussions, and small creative sessions help young people express ideas and consider what a green sport event could look like in their community. In this environment, planning becomes a gradual unfolding rather than a fixed task list. The process is enriched by every voice around the table.

Use co-creation as a method, not a moment

To provide orientation in this process, the Cynefin framework can be introduced as an accessible tool. It distinguishes between situations that are clear, complicated, complex, chaotic, or simply uncertain and suggests effective decision-making techniques for each situation.

By exploring their ideas through different lenses along the Cynefin domains, young people can better understand whether a challenge requires straightforward action, further research, or creative experimentation. *For instance, some aspects of a green event may be clear and easy to organise, while others, such as shaping environmentally responsible behaviour, may feel more complex.* The framework helps groups recognise this difference and respond accordingly.

This combination of structured thinking and open exchange gives the co-creation process both direction and flexibility. It supports young people in making sense of their ideas and helps the team understand where more attention or support may be needed.

Shape ideas into practical event concepts

As the workshops begin to produce ideas, take a moment to reflect on them with your team. Ask simple guiding questions: *What is the intention behind this idea? How does it relate to our purpose? What would it offer our community?* These questions allow the group to identify which ideas hold potential and how they might develop further.

Once an idea feels promising, look at what it would require. Some activities need particular spaces, materials, or coordination; others may depend more on communication and involvement. Consider what opportunities each idea

opens, what resources it needs, how it fits your budget, and what message it conveys.

Choose your sustainability focus with intention

Sustainability consists of many possible themes, but not all will be equally relevant for every context. *Mobility, waste, materials, water, energy, biodiversity*, and catering are all important areas, yet it is rarely helpful to address everything at once.

Look at your local situation and your team's interests. *Which sustainability topics feel most meaningful for our organisation/community? Where can you have a tangible effect?*

By focusing your efforts, clarity emerges and the work becomes more manageable. A few well-chosen steps often create more impact than trying to cover everything at once.

Planning does not need to be complicated. A clear intention, open communication, and manageable responsibilities create a steady rhythm for the group. When everyone contributes according to their strengths and the plan remains flexible enough to adapt, the initiative grows with ease and confidence.

Questions for reflection

- How can we ensure young people take an active role in shaping the event?
- Which ideas feel most relevant to our purpose and community?
- What kind of situation are we facing (clear, complicated, complex, chaotic, or uncertain) and what kind of approach does each idea require?
- Which sustainability topics should we prioritise, given our context and resources?
- What resources, skills, or partners do we need to move forward?
- How can we keep planning flexible while maintaining a clear sense of direction?

FIT4GREEN GOOD PRACTICES

1. Defining Event Goals and Organisational Team Setup

(November 2024, University of Ljubljana)

A preparatory meeting at Športna dvorana Rožna Dolina focused on defining event goals, team roles, and key partners to integrate sustainable principles into every stage of planning. Originating from the Fit4Green project, this co-creation session used basic resources like computers and phones. The discussion centred on mobility and sustainability-focused programming, resulting in an actionable plan and improved clarity in team organisation.

10. Preparation of the Cynefin Framework

(November 2024, Holztechnikum Kuchl)

Internal workshops prepared staff to adapt the Cynefin framework for student co-creation sessions. The process clarified how to guide 14-19-year-olds effectively in participatory planning. Conducted with minimal resources, the preparation improved facilitation skills and simplified future workshop processes, ensuring greater engagement and structure for upcoming Fit4Green activities.

11. Co-Creation Workshops

(Nov 2024-Feb 2025, Holztechnikum Kuchl)

A series of student workshops applied the Fit4Green methodology to generate ideas for campaigns and the main sport event. Eye-level dialogue encouraged creativity, participation, and ownership among students. The approach produced innovative ideas and strong motivation, though scheduling outside examination periods was identified as key to maintaining full engagement.

20. Project Planning - Upcycled Bags

(28 June 2025, Latvian University Sports Federation)

A workshop defined an action plan for designing and producing recycled and upcycled bags. Participants finalised roles, goals, and design directions while focusing on sustainable materials. The meeting ensured clear coordination and set the foundation for a tangible, creative sustainability output.

Tools:

- Fit For Green Methodology For Youth Engagement
- Fit4Green Programme Plan + Template

4. PREPARE AND PROTOTYPE



Theme: Creative awareness campaigns and green youth initiatives for peers

Objective: Transform youth's ideas into pre-event awareness campaigns and practical prototypes

Focus: Experiment through learning by doing - Encourage teamwork, creativity, and entrepreneurial mindset

Message: "Test it, tweak it, make it yours: innovation grows through doing."

Learning by Doing that Encourages Exploration and Creativity

This is the stage where imagination meets reality. Small-scale tests allow young people to explore their ideas with the freedom to fail and without the pressure of perfection. These early attempts help them see what works in their environment and what may need refinement. Each test brings insight, strengthens confidence, and adds to the sense of progress.

Preparing and prototyping invite a natural sense of creativity. Young people can try out playful approaches where learning happens by doing: observing reactions, adjusting quietly, and discovering what resonates. This practical experience strengthens teamwork and nurtures an entrepreneurial mindset open to new solutions.

Use different approaches depending on the situation

As your group begins to prepare and test ideas, you will notice that not all activities require the same type of response. Some are straightforward and can be carried out immediately, while others call for more thought, collaboration, or simply patience. Adjusting your approach to the situation based on the Cynefin framework helps keep preparation steady and manageable.

Implement existing ideas when things feel clear

Some activities will already be well understood, either because they follow good practice or because the group has seen similar work done before. When ideas belong to this category, there is no need to complicate them. Choose familiar steps that create a sense of confidence and help the group move forward without unnecessary effort.

FIT4GREEN GOOD PRACTICES

6. Eco Month: Clothing and Sports Equipment Exchange

(25 February 2025, University of Ljubljana)

This campus event encouraged circular economy thinking by facilitating the exchange of used clothing, accessories, and sports gear. Participants gave items a second life instead of discarding them. Emphasising sustainable materials and waste reduction, the event promoted conscious consumption and social interaction, illustrating how small-scale community initiatives can make sustainability tangible.

17. Food-sharing Initiative

(March-May 2025, Holztechnikum Kuchl)

Students collaborated with local supermarkets within the framework of a food-sharing programme to rescue surplus food and prepare meals on campus. The activity included a training and raised awareness of food waste and responsible consumption. It required minimal resources and fostered teamwork, learning, and appreciation for food value, illustrating sustainability through everyday action.

31. Planting the Raised Bed

(26 June 2025, Holztechnikum Kuchl)

Students and staff replanted an existing raised bed with herbs, salads, and berries using reused plants and donated materials. The initiative strengthened teamwork, environmental awareness, and local greening. The project's long-term value lies in its continuous contribution to a sustainable campus environment.

Seek expertise when things feel complicated

Sometimes young people suggest activities that need a closer look, such as selecting suitable materials or shaping an educational element. In these moments, it helps to pause, compare options, and look for the knowledge that is missing. Inviting someone with relevant experience can clarify what is possible and point out details the group may not yet see. This allows young people to learn simply by being part of the exchange, not through formal instruction. Expert input enriches the process, shaping the activity with greater confidence and insight.

FIT4GREEN GOOD PRACTICES

3. Eco Month: Plant Adoption and Pot Decoration

(12 February 2025, University of Ljubljana)

A hands-on workshop invited students to adopt or exchange indoor plants and creatively decorate reused pots from the Reuse Centre. The event promoted nature connection, creativity, and sustainable consumption. Cooperation with the University's Botanical Garden ensured plant diversity and reuse of materials. The activity raised awareness about biodiversity and waste reduction while fostering well-being and community spirit among students.

9. Plant Adoption and Pot Decoration

(15 April 2025, University of Ljubljana)

A continuation of the earlier plant adoption initiative, this campus workshop again engaged students in sustainable living practices through plant exchange and reuse of materials. Cooperation with the Botanical Garden and Reuse Centre strengthened environmental awareness. The event fostered creativity, biodiversity, and well-being while providing a visible reminder of sustainability in daily student life.

19. Corporate Sustainability in the Forestry and Timber Industry

(Oct-Nov 2025, Holztechnikum Kuchl)

Workshops explored how sustainability principles can be integrated into forestry-related business models. Students examined biodiversity, climate change, and circular material use. The sessions produced practical ideas for responsible

management and raised awareness of sustainability as a core business strategy.

Allow solutions to emerge when the path is complex

Some environmental questions do not lend themselves to quick answers. When this happens, it is helpful to give the group room to try things out. Small experiments, a simple activity, a short test with peers, a new way of presenting an idea, offer a practical way to learn by doing. By observing what works and adjusting gently, the group begins to recognise patterns that feel promising. Innovation often arises in this exploratory space, where ideas grow step by step and take a shape that suits the local context.

FIT4GREEN GOOD PRACTICES

7. Eco Month: Eco Pub Quiz

(26 February 2025, University of Ljubljana)

An engaging pub quiz tested participants' knowledge of ecology and sustainability through friendly competition. Using minimal resources, the event combined learning with entertainment. Covering topics from waste and energy to biodiversity, the quiz strengthened environmental literacy among students and staff while highlighting that sustainability can be both educational and enjoyable.

12. Collecting Garbage on the Mountain and Paragliding into the Valley

(24 June 2025, Holztechnikum Kuchl)

Students and local partners created a short video combining hiking, litter collection, and paragliding to raise awareness about waste in nature. The project highlighted mobility and waste management themes. Enthusiastic student involvement and collaboration with professional paragliders and video editors made it impactful, despite minor filming challenges due to weather.

23. Me - Nature - Sports Activity

(4 March 2025, Latvian University Sports Federation)

This hybrid workshop encouraged participants to engage in outdoor activities such as hiking, running, or yoga while reflecting on their connection with nature. Through photos and presentations, students explored links between health, environment, and creativity. The project strengthened awareness of sustainability and well-being through experiential learning.

24. Presentation Summary - Me - Nature - Sports

(25 March 2025, Latvian University Sports Federation)

Over sixty participants presented eco-challenges and creative solutions developed during a two-week programme. Activities included recycling, waste reduction, and creating games from reused materials. The results showcased how youth can blend environmental responsibility with innovative and engaging practices in sport.

Create stability when things become chaotic

At times, the group may find itself in a situation that feels chaotic: several tasks competing for attention, time running

short, or plans shifting unexpectedly. When this happens, it helps young people to pause, reassess what is most important, and choose one simple step that brings the situation back into focus. Such moments, although challenging, offer valuable learning opportunities for young people to adapt, to manage small risks, and to navigate uncertainty.

Fit4Green Example

In Ljubljana at the event day, a sudden shift in the weather forecast meant that several planned elements could not be carried out. The University of Ljubljana team had prepared activities that would have brought playful sustainability learning to the campus, including using the city's free water fountains, inviting students to blend their own smoothies on an energy generating bike, and offering a small bike repair corner. Although these ideas had to be set aside, they remain valuable inspiration for future events.

Make evaluation part of the experience

One element that should never be forgotten is data collection. A few simple questions asked at the right moment - immediately after an activity, during cool-down, or at a friendly exit point - can offer valuable insights without placing pressure on participants. Short surveys, quick voting cards, or other gentle and innovative methods help capture impressions while they are still fresh. When this becomes part of the rhythm of the day, evaluation feels almost effortless.

Questions for reflection

What small tests or early versions can we try to see how our ideas work in practice?

What good practice could we implement simply?

Where do we need more information or advice before moving ahead?

Which unexpected moments or challenges helped us see the idea differently?

What have we learned so far that should guide our next steps?

How can we encourage creativity, entrepreneurial mindset, experimentation, and cooperation during this stage?

Tool: Post-Campaign Reflection Toolkit

5. ACT AND IMPLEMENT



Theme: Green Sport Events for youth by youth

Objective: Deliver a sustainable, youth-led, and health-focused event

Focus: Combine physical activity, fun, and environmental practice. - Apply eco-friendly and sustainable practices. - Encourage community participation.

Message: “Bring your vision to life. Make sustainability visible, fun, and active.”

8. Running Event: Tek od faksa do faksa (15 April 2025, University of Ljubljana)

29. Green Sport Event (30 June 2025, HTK)

YOUR JOURNEY FROM PLANNING TO ACTION

When the day arrives, your planning turns into experience. Youth-led events have a particular atmosphere where everyone feels included, and sustainability becomes part of that atmosphere when it is woven naturally into the day: choosing venues that are easy to reach, offering refill stations, keeping materials reusable, and guiding waste sorting in a simple and friendly way, etc. None of these steps require perfection. They simply show that your group has considered the environment while planning an enjoyable day for others.

What matters most is awareness. When participants see sustainability practised in an encouraging and practical way, the event becomes more than a day of activity: it becomes a shared learning moment.

FIT4GREEN GOOD PRACTICES

Austria

In Austria, the Fit4Green Sports Day transformed the final week of school into a celebration of movement and environmental awareness. The entire school community came together for a day of tournaments - beach volleyball, football, table tennis - and a special “alternative pentathlon” featuring games that taught waste reduction and upcycling in playful ways. The event took place on school grounds, allowing all students to reach the location by walking or cycling.

Students were deeply involved: they co-created environmental awareness challenges, prepared homemade sustainable snacks (such as granola bars and elderflower juice), and communicated expectations like “bring your own bottle” well before the event. The school’s kitchen provided local, mostly plant-based meals, and the entire event stressed reducing waste through reuse and minimal printing. It served not only as a sports festival but also as a living demonstration that sustainability can be joyful, collective, and practical.

Latvia

In Latvia, Fit4Green took the form of a series of nature-based activities rather than a single event day. The programme encouraged students to explore outdoor sport and physical activity while reflecting on their connection to the environment. The core activity, “Me - Nature - Sports,” invited students to spend two weeks engaging in hiking, running, cycling, yoga in nature, or other outdoor activities. Each participant documented their experience and shared stories on how nature influenced their mindset, well-being, and ecological awareness.

Alongside this, Latvian universities organised a major student clean-up effort: riverbanks, forest edges, and coastal areas were cleaned, and divers even removed waste from underwater areas. Students also developed creative upcycling solutions, such as Tic-Tac-Toe games made from collected plastic bottles. The Latvian model highlighted practical environmental responsibility, personal reflection, and nature protection. It provided a valuable counterpoint to

the one-day event models by showing how sustainability and sport can be integrated across time and multiple actions.

Slovenia

Slovenia's flagship event was a large, university-wide running celebration. Students, staff, alumni, and local communities participated in a relaxed, non-competitive run connecting the 25 faculties and academies of the University of Ljubljana. The run emphasised enjoyment, well-being, and community spirit rather than speed or performance.

What made the event exceptional was its strong sustainability backbone. Participants were encouraged to arrive by bus, on foot, or by bike, supported by a partnership with Ljubljana Public Transport that offered 1000 free rides for runners. A strict zero-waste approach was applied: water refill stations replaced plastic bottles, reusable UL-branded glasses were provided, and volunteers helped sort waste responsibly. Before and during the event, students took part in eco-workshops, clothes exchanges, and awareness activities. The event demonstrated how a large-scale sport activity can adopt realistic sustainability measures without complicating the participant experience.

PRACTICAL GUIDANCE FOR BRINGING YOUR GREEN EVENT TO LIFE

CHOOSE A PLACE THAT SUPPORTS SUSTAINABLE MOBILITY

A well-chosen venue can already set the tone. A location that people can reach by walking, cycling, or public transport reduces the need for cars and immediately makes the event feel more accessible. If the programme requires movement between locations, try to keep everything close together so that travel stays simple and light. Where transport cannot be avoided, consider offering information about carpooling or local bus links. You can also consider partnering with local public transportation services. These small steps create a friendly invitation to choose low-impact travel.

FIT4GREEN GOOD PRACTICES

Austria

The event was located directly on school grounds, allowing students to move easily between stations on foot. Routes for walking and cycling were communicated in advance so that active mobility became the natural choice.

Latvia

Activities were placed in natural outdoor environments where no car travel was required. Participants were encouraged to respect existing paths and move gently through the landscape.

Slovenia

The organisers partnered with Ljubljana Public Transport so participants could travel by bus free of charge. Secure bike storage was provided, and the running route was designed to pass by each campus building, making movement on foot intuitive and pleasant.

REDUCE WASTE THROUGH THOUGHTFUL PREPARATION

Waste prevention often begins long before the event itself. By choosing reusable plates, cups, or tools, you avoid creating unnecessary rubbish. Communicating this early helps participants prepare. Many are happy to bring their own bottles or bowls when they understand the reason. During the event, simple and clearly marked bins make sorting straightforward for everyone. If your team has the capacity, volunteers can help guide the process in a friendly way.

FIT4GREEN GOOD PRACTICES

Austria

Students were encouraged to bring their own bottles and plates, and clearly marked recycling points were set up across the event. Waste sorting became part of the programme through small games included in the alternative pentathlon.

Latvia

Clean-up activities and plogging runs were integrated into the event, connecting physical movement with care for the environment.

Slovenia

A zero waste approach shaped the event. Refill stations replaced plastic bottles, reusable cups were purchased for continued use, and printing was kept to a minimum. Student volunteers helped ensure that waste separation was carried out carefully and in a supportive way.

USE MATERIALS THAT REFLECT YOUR VALUES

When it comes to equipment, the most sustainable choice is often to borrow or rent. Youth groups, sport clubs, or community centres are usually happy to lend items. If something must be purchased, choosing durable materials ensures that the item can be used again in future events. Promotion can be handled digitally, reducing the need for printing. A small number of printed materials (e.g. QR codes) can still be used, but aim to keep them simple and purposeful.

FIT4GREEN GOOD PRACTICES

Austria

The event relied on equipment created by students and on borrowed items from the school. Only essential materials were printed using QR codes, keeping resource use low.

Latvia

Games and workshop tools were made from recycled and reused materials, including playful versions of Tic-Tac-Toe crafted from found plastics.

Slovenia

Reused signage and digital communication reduced the need for new materials, supporting a resource mindful approach to event organisation.

MAKE HYDRATION AND CATERING ENVIRONMENTALLY THOUGHTFUL

Water is essential for sport events, and providing refill stations is an easy way to support both health and sustainability. If you offer drinks or snacks, consider simple options that create little waste and use locally sourced ingredients. Plant-based or vegetarian options often require fewer resources and suit most participants. When planning quantities, think carefully to avoid over-ordering. If there are leftovers, your team can plan ahead to donate or reuse them thoughtfully.

FIT4GREEN GOOD PRACTICES

Austria

The event was held during daylight to avoid unnecessary energy use, and most electricity used came from green sources. Students prepared homemade snacks and plant-based meals in the school kitchen, avoiding packaging waste. A food sharing approach was adopted to ensure that no edible food was thrown away.

Latvia

During outdoor activities, participants were encouraged to avoid disposable packaging and to refrain from using soap or chemicals near natural water bodies.

Slovenia

Refill stations supported healthy hydration without single-use bottles. Seasonal fruit and local snacks were offered, reducing transport emissions and aligning catering with the values of the event.

RESPECT NATURE WHEN YOU USE OUTDOOR SPACES

If your event is held in nature, preparation also includes care for the environment. Select routes and activity spaces that avoid sensitive habitats, ensure that the event does not disturb wildlife, and plan to restore the site afterwards. A short closing routine — collecting forgotten items, returning borrowed materials, and leaving the area as you found it — strengthens the message that environmental responsibility is part of the event's identity.

FIT4GREEN GOOD PRACTICES

Austria

Routes and activity areas were chosen with care so that wildlife and habitats were not disturbed. School grounds and a nearby lake offered safe and stable locations for movement.

Latvia

Participants were encouraged to stay on marked paths and to avoid sensitive areas. Activities were planned outside breeding seasons to ensure minimal disturbance to wildlife.

Slovenia

Eco workshops introduced biodiversity topics and encouraged respect for urban green areas through simple nature-friendly practices.

SUPPORT SMOOTH ORGANISATION WITH CLEAR COMMUNICATION

Registration is an opportunity to share the spirit of the event. Including a short note about the sustainability goals helps set expectations early. Participants can also be invited to make small commitments, such as using public transport or bringing their own bottle. After the event, a short feedback form helps your team understand what went well and what could be improved next time. These simple steps create a continuous learning cycle.

FIT4GREEN GOOD PRACTICES

Slovenia

When participants registered, they received the Sustainability Action Plan and confirmed their agreement with it. This helped align expectations early and created a sense of shared responsibility from the beginning.

MAKE EVALUATION PART OF THE EXPERIENCE

Data collection should feel like a natural part of the day. A few simple questions asked at the right moment - immediately after an activity, during cool-down, or at a friendly exit point - can offer valuable insights without placing pressure on participants. Short surveys, quick voting cards, or other gentle and innovative methods help capture impressions while they are still fresh. When integrated into the flow, evaluation becomes effortless and helps you later understand what the event achieved.

Tool: Post-survey questionnaire

Questions for reflection

- What can we do to make the event environmentally conscious and welcoming to both active and less active young people?
- How can we help participants understand and join our sustainability efforts?
- How can young organisers create an atmosphere where movement feels enjoyable rather than competitive?
- How do we show that physical activity, healthy lifestyles, and environmental responsibility belong together and can support one another?
- How can we support young organisers so they feel confident in their roles?
- What gentle, simple methods can we use to collect feedback and impressions during the day?

FIT4GREEN GOOD PRACTICES

8. Running Event: Faculty Run - Tek od faksa do faksa

(15 April 2025, University of Ljubljana)

This large-scale running event connected all university faculties through routes of various lengths, promoting health, inclusion, and sustainability. Co-created under the Fit4Green project, it integrated zero-waste practices, public transport collaboration, and reusable materials. Despite weather challenges, the event achieved strong participation, community engagement, and high environmental standards through partnerships with NGOs and local organisations.

15. Snacks for the Green Sport Event

(May-June 2025, Holztechnikum Kuchl)

Students prepared homemade muesli bars for distribution at the Green Sport Event. Using organic ingredients and minimal packaging, the activity promoted healthy nutrition and waste avoidance. The smooth process and positive feedback highlighted the practicality of sustainable catering at youth-led sports events.

16. Juice for the Green Sport Event

(May-June 2025, Holztechnikum Kuchl)

Students produced homemade elderflower juice to replace bottled drinks during the Green Sport Event. Using collected blossoms and reusable bottles, the initiative reduced plastic waste and demonstrated sustainable catering practices. The juice was well received and encouraged participants to adopt simple waste-reducing habits.

27. Snus and Rubbish Collection

(24 June 2025, Holztechnikum Kuchl)

Students cleaned the school campus, collecting litter and promoting waste awareness. The initiative demonstrated responsibility and community pride. Recruiting students with previous disciplinary issues turned into a learning opportunity for civic engagement, showing how simple actions can shift behaviour toward sustainability.

28. QR Codes for Green Sport Event

(30 June 2025, Holztechnikum Kuchl)

To reduce paper waste, QR codes were introduced for displaying event schedules and information. Easy to implement and well-received, this digital solution eliminated printed materials entirely. It illustrated how technology can directly support sustainable event management practices.

29. Green Sport Event

(30 June 2025, Holztechnikum Kuchl)

The culminating Green Sport Event brought together all student-led ideas from the Fit4Green project into a large-scale, waste-free multi-sport competition. Featuring alternative games, reusable catering, and sustainable transport, it demonstrated that major youth events can be both fun and environmentally responsible. The event received outstanding participation and engagement.

25. Eco-Challenge Clean-Up Day - We Are Nature! We Are Latvia!

(26 April 2025, Latvian University Sports Federation)

Latvian universities participated in a national clean-up day to promote environmental stewardship. Students collected litter and recycled materials for creative reuse in future project activities. The initiative fostered community spirit, environmental responsibility, and practical engagement with sustainability at a local level.

26. Student Design Contest: Create Your Own Tic-Tac-Toe

(8 June 2025, Latvian University Sports Federation)

A creative design competition invited students to create their own version of the Tic-Tac-Toe game using recycled materials. The activity promoted eco-design thinking, creativity, and sustainable production. It provided recognition opportunities while embedding environmental awareness in academic and artistic practice.

Tool: Fit4Green Programme Plan + Template

6. REFLECT AND MULTIPLY



Theme: Lessons Learned, Legacy Building, Mainstreaming for organisers

Objective: Turn experience into learning and embed sustainability practices into organisational culture

Focus: Reflect collectively. - Share feedback and insights from the team. - Identify what worked/not worked and why. - Integrate sustainability into organisational culture and yearly activities. - Share good practices across networks and partners.

Message: “Share what you’ve learned, because every reflection fuels the next green action.”

Take time to understand what you have achieved

Once the event has ended, it helps to look at each activity with fresh but gentle attention. Start with the simple indicators you defined early in the process. These may be numbers - *how many people took part, how they travelled, how much waste was avoided* - or they may take a qualitative form, such as comments collected through short surveys or brief conversations at the end of an activity. You might also return to your baseline and compare it with what you see now. *Has awareness shifted? Did participants respond positively to the ideas you introduced?* Looking at these questions helps the group understand where change has taken place. These observations are valuable not only for learning but also for demonstrating impact to funders.

Reflect together on what the project has taught you

Beyond the activities themselves, it is equally important to step back and reflect on the project as a whole. Bringing the team together for a conversation or an anonymous survey often reveals insights that would otherwise remain unspoken. You might explore how your cooperation developed, what surprised you, and what felt easier or more challenging than expected.

By talking openly about these experiences, your team can recognise its own lessons learned and identify which practices could become part of your organisation’s regular routine. As you look back, you will naturally notice certain practices that worked well, can feel easy to maintain or can be repeated without effort. When these small routines become part of how your organisation works, this gives young organisers a sense that their contribution has lasting value.

Share your story with others

Multiplying your impact begins with sharing. This can be done in many gentle ways: *a short post on your website, a small collection of photos, a conversation with partners, or participating in a joint event such as the final conference.* Sharing is not about presenting a polished narrative; it is about offering what you tried, what surprised you, and what you learned.

When young people describe their involvement, they often see their own development more clearly. These stories encourage others to begin their own initiatives and help small actions connect across networks. By sharing, you help create a wider community of practice in which organisations learn from one another and young people see that their efforts extend beyond one event.

Carry learning into the future

Lessons learned, adopting practices and sharing good examples form a small cycle that supports continuous improvement. Each new group of young organisers builds on what the previous group discovered. Sustainability becomes a thread that moves through your organisation, shaping habits and broadening awareness.

And through this cycle, the event becomes more than an isolated moment. It becomes part of a longer journey: one that grows through learning, is strengthened through collaboration, and continues through the people who carry the experience forward.

Questions for reflection

- What do our indicators tell us about participation, awareness, and behaviour change?
- How do the results compare with our baseline or expectations?
- What surprised us, challenged us, or taught us something new?
- Which practices felt meaningful and realistic enough to keep in future events or adopt in our organisation?
- How can we share our learning with others in a simple way?
- How did young organisers grow through this experience, and what support might they need next time?
- What steps can we take to carry our learning into future activities or yearly routines?

FIT4GREEN GOOD PRACTICES

Lessons Learned Survey

The project team carried out an anonymous lessons learned survey to understand how team members experienced planning, communication and collaboration across the entire project. The responses offered a candid view of what worked well, where expectations differed and how internal processes could be improved. This reflection helped the partnership strengthen its collaborative culture and refine its approach for future initiatives.

Impact Assessment, Project Evaluation Report, and Sustainability Plan

Throughout the project, partners used a structured impact assessment and a reflective evaluation process to understand how activities shaped students, staff and institutions. Pre and post surveys, team reflections and evidence from partner countries offered a clear picture of how awareness, habits and teamwork evolved, and where methods could be strengthened. Building on these insights, the sustainability plan gathered the most effective practices and outlined how they would remain part of everyday routines, ensuring that Fit4Green continued beyond the project as a practical and meaningful approach to youth-led environmental action.

Fit4Green Final Conference

(18 October 2025, European University Sports Association)

The project concluded with a joint conference hosted by EUSA at the Ljubljana Marathon Expo, where more than 19,000 runners arrived to collect their race numbers. Amid the energy of the fair, participants from across Europe gathered for presentations and a youth-led panel that brought fresh perspectives to the discussion. The setting created a vibrant meeting point where sport, learning, and sustainability came together and where the voices of young organisers were heard with clarity and confidence.

Fit4Green website

The project website served as a simple and accessible space where activities and tools are shared. As an open resource, it continues to support anyone wishing to organise youth-led and environmentally conscious sport events.

Tools:

- Fit4Green Lessons Learned Questionnaire
- Impact Assessment, Project Evaluation Report and Sustainability Plan
- Final Conference Programme
- Fit4Green website: <https://fit4green.eusa.eu>

LIST OF GOOD PRACTICE

FIT4GREEN GOOD PRACTICES STORY CARDS

1. Defining Event Goals and Organisational Team Setup

(November 2024, University of Ljubljana, Slovenia)

When we first gathered in the sports hall in Rožna Dolina, the aim was simple: to understand what kind of event we wanted to create and who needed to be involved. The atmosphere was informal at first - a handful of phones, laptops, cups of tea - but gradually the room settled into purposeful conversation. We spoke openly about what mattered to us: reducing waste, choosing activities that encouraged movement, and creating an event where sustainability did not feel forced, but woven into every small decision.

As we mapped our roles, the structure slowly took shape. It became clear that the early clarity made everything easier later, when challenges arose, we could return to this first shared understanding. Mobility emerged as a key priority; students had raised concerns about traffic and accessibility, so we aligned our goals accordingly. Out of this meeting came not only a working plan but also a sense of shared responsibility. By the time we left the room, every person knew what part they would play and how their contribution connected to our wider intention.

Innovation insight: A simple, early conversation can anchor an entire event: building ownership, trust, and a shared sustainability focus from day one.

Story Card Format

| | |
|----------------------------------|--|
| Narrative | At our first meeting in the sports hall, the atmosphere was relaxed but filled with intention. We gathered with simple tools and open minds, discussing what kind of event we wanted to create. Through conversation, ideas took shape: weaving sustainability into every decision, prioritising mobility, and creating a sense of shared responsibility. This early clarity set the tone for all later steps. |
| What we did | Defined goals, discussed roles, set priorities, created an initial plan. |
| What we learned | Clarity at the start makes every later decision smoother. |
| Why it is a good practice | Shows how early co-creation builds ownership, teamwork, and ecological focus. |

2. Eco Month: Regenerative Economy

(11 February 2025, University of Ljubljana)

This online seminar surprised us with how quickly participants connected to ideas that at first seemed abstract. The guest expert spoke calmly about regenerative economies (systems that repair rather than deplete) and students leaned in, curious about how such ideas could apply to their own fields. What stayed with people was not the technical definitions but the stories: examples of companies redesigning production cycles, farmers restoring soil, communities

finding new ways to share resources.

As the discussion unfolded, the chat filled with reflections. Students began asking how these principles could translate into their daily habits or future professions. Even after the call ended, smaller conversations continued, which was a sign that the seminar had opened a door rather than delivered a finished lesson. For many, it was the first time they realised sustainability is not a restriction, but a chance to rethink how we live and work.

Benefit: Shows how expert-led storytelling can gently push students to connect sustainability concepts with their own future paths.

Story Card Format

| | |
|----------------------------------|--|
| Narrative | The online seminar surprised us with how quickly students connected to the ideas. Stories of regenerative business models and circular thinking opened new perspectives. As the expert spoke, students began imagining how these principles could shape their future studies or work. The session became less about economics and more about rethinking relationships between people, nature, and resources. |
| What we did | Hosted an expert talk on regenerative economics. |
| What we learned | Abstract concepts become approachable when grounded in real examples. |
| Why it is a good practice | Encourages sustainability thinking linked to employability and responsible citizenship. |

3. Eco Month: Plant Adoption and Pot Decoration

(12 February 2025, University of Ljubljana)

This workshop began with a simple idea: give a plant a new home, decorate a pot, and spend a moment with something living. Yet the room quickly filled with a warm, almost playful atmosphere. Students arrived carrying reused pots from the Reuse Centre, some chipped, some plain, all waiting for a second life. The Botanical Garden had prepared a selection of indoor plants, each with its own story: resilient shade plants, herbs that scented the air, small green shoots ready to grow.

As we spread out paints and brushes, conversations drifted from study stress to memories of childhood gardens to what it means to care for something. Sustainability here felt immediate and personal. People exchanged tips, swapped pots, offered small compliments. By the end, the tables were covered in colour, and students left not only with plants, but with a quiet sense of connection: to nature, to one another, and to the idea that reuse can be joyful rather than limiting.

Innovation insight: When sustainability is offered through hands-on creativity, it becomes an experience rather than a concept and young people respond with enthusiasm.

Story Card Format

| | |
|----------------------------------|---|
| Narrative | The room filled with reused pots, fresh plants, and soft conversation. Students painted, exchanged tips, and shared stories while decorating their pots. Creativity unfolded naturally, and sustainability felt tangible and personal. Many said their new plant gave them a sense of calm during busy weeks. |
| What we did | Organised a hands-on workshop with reused materials and adopted plants. |
| What we learned | Creativity and nature connection make sustainability engaging and accessible. |
| Why it is a good practice | Combines well-being, reuse, and environmental awareness in a simple format. |

4. Eco Month: What You Can Do for a Zero-Waste World

(18 February 2025, University of Ljubljana)

This workshop unfolded like a conversation between friends, even though it was held online. The speaker from Ecologists Without Borders shared everyday stories: a reusable container carried in a bag, a neighbour repairing old clothes, a small composting experiment on a balcony. These stories grounded the more than forty practical tips offered throughout the session, making the long list feel manageable rather than overwhelming.

Participants shared their own ideas in the chat, comparing tricks for reducing plastic, avoiding food waste, and repairing instead of replacing. What struck us was how quickly small ideas multiplied into a sense of collective agency. People left the session not with a feeling of obligation, but with curiosity: What could I try next? What would be easy to change in my own life?

The workshop reminded us that zero-waste journeys begin with everyday choices, the kind that quietly reshape habits over time.

Benefit: A gentle, action-oriented introduction to sustainable living that any youth organisation can adapt with minimal resources.

Story Card Format

| | |
|----------------------------------|---|
| Narrative | The online session felt like a conversation between friends. The speaker shared everyday stories that grounded the practical tips, making the list feel manageable. Participants shared their own ideas in the chat, creating a sense of collective agency. |
| What we did | Hosted an online workshop with over forty practical zero-waste tips. |
| What we learned | Small everyday choices multiply into a sense of collective power. |
| Why it is a good practice | A gentle, action-oriented introduction to sustainable living |

5. Eco Month: Movie Night - David Attenborough: A Life on Our Planet

(19 February 2025, University of Ljubljana)

Film nights have a special atmosphere, the lights dim, people settle in, and the story carries everyone for a moment. This screening was no different. Attenborough’s voice filled the room with calm urgency, guiding us through landscapes damaged and restored, ecosystems fragile yet resilient. Students watched in stillness. Some quietly taking notes; others simply absorbing the images.

The discussion afterwards unfolded slowly. No one wanted to rush into solutions; instead, people exchanged impressions (sadness, motivation, a sense of responsibility). Someone remarked how strange it felt that one documentary could reshape their understanding of biodiversity. Another shared that it made them appreciate small local actions more deeply.

Innovation insight: Film can open emotional space for reflection, making sustainability tangible even for those who might not engage through lectures or workshops.

Story Card Format

| | |
|----------------------------------|--|
| Narrative | As the lights dimmed, the film guided us gently through landscapes at risk and stories of regeneration. Students watched in thoughtful silence. The discussion afterward was soft and sincere. Many shared how the film awakened a deeper understanding of biodiversity loss and responsibility. |
| What we did | Screening and discussion of a nature documentary. |
| What we learned | Film opens emotional space for reflection more effectively than lectures. |
| Why it is a good practice | Creates strong awareness through accessible storytelling. |

6. Eco Month: Clothing and Sports Equipment Exchange

(25 February 2025, University of Ljubljana)

This exchange began with simple tables set up on campus, but very quickly transformed into a lively meeting point. Students brought clothes, sports shoes, jackets, and forgotten gear from dorm cupboards. One person arrived with climbing shoes they no longer used; another brought a stack of T-shirts collected over the years.

As people browsed, exchanged, and chatted, the event revealed how circular practices can feel social and enjoyable. The atmosphere was relaxed, with students swapping stories along with items. What mattered most was the sentiment: these objects still had life in them, and passing them on avoided waste while strengthening the sense of belonging on campus.

By the end, very little remained on the tables. Almost everything had found a new owner, a new story. Sustainability happened quietly, through community rather than instruction.

Benefit: A low-effort, high-impact activity that blends reuse, social connection, and participation in sport.

Story Card Format

| | |
|----------------------------------|--|
| Narrative | Simple tables transformed into a lively meeting point. Students swapped clothes and gear, sharing stories about the items. The atmosphere was relaxed and social, proving that circular practices can be enjoyable and strengthen belonging. |
| What we did | Organised a campus exchange for clothes and sports equipment. |
| What we learned | Circular practices are most effective when they are social and fun. |
| Why it is a good practice | A low-effort, high-impact activity blending reuse and community |

7. Eco Month: Eco Pub Quiz

(26 February 2025, University of Ljubljana)

The idea for the Eco Pub Quiz grew from a simple wish to bring people together in a relaxed setting and explore sustainability in an enjoyable way. When the first teams gathered around tables, the atmosphere was friendly rather than competitive. Students chatted as they waited for the first question, some curious, others amused by the idea of testing their ecological knowledge in such an informal format.

As the quiz unfolded, the room filled with small moments of discovery. A question about biodiversity sparked laughter when a team realised they had underestimated the number of local species. Another question about energy use led to a short exchange between tables, as university students compared habits and admitted to small everyday contradictions. What mattered most was the openness. People learned without feeling they were being instructed. The event showed us that sustainability education can feel welcoming when connected to conversation, humour, and community.

Innovation insight: A low cost and low pressure format that makes environmental learning accessible and enjoyable.

Story Card Format

| | |
|----------------------------------|--|
| Narrative | The quiz felt more like a friendly gathering than a competition. Students laughed at unexpected answers and exchanged ideas between rounds. Learning happened naturally as groups discussed biodiversity, energy, and waste without pressure or formality. |
| What we did | Hosted a sustainability themed quiz event. |
| What we learned | Informal learning environments reduce barriers and spark curiosity. |
| Why it is a good practice | A fun way to build environmental understanding in youth communities. |

8. Running Event: Tek od faksa do faksa

(15 April 2025, University of Ljubljana)

The running event that linked university faculties was created with the intention of making movement visible and enjoyable for the entire academic community. Planning the routes required careful thought. We wanted distances that felt inviting rather than intimidating, and we worked closely with local partners to ensure safety and accessibility. On the morning of the event, even the uncertain weather could not dampen the atmosphere when students arrived. Once the runners set off, the city seemed to open up around them. The route connected different faculties in a way that made the campus feel united. Organisers encouraged participants to use public transport or arrive on foot, and this intention was reflected in the eco-conscious character of the day. Reusable materials replaced disposable ones, and volunteers ensured waste was handled responsibly. Despite the scale of the event, what stood out was its sense of community. People cheered for one another, waited at finish points, and shared small refreshments afterwards. It became clear that a sport activity can carry a message of sustainability simply by being organised with care and attention to detail.

Benefit: A strong example of how physical activity, teamwork, and environmental responsibility can be combined at scale.

Story Card Format

| | |
|----------------------------------|--|
| Narrative | On the morning of the run, the campus felt united. Students gathered in lively clusters as the route connected faculties across the city. Despite the weather, everyone stayed positive. The focus on reusable materials, responsible waste handling, and eco-friendly transport created an event that felt both active and mindful. |
| What we did | Organised an inclusive community running event with sustainability measures. |
| What we learned | Large sport events can remain joyful while integrating eco practices. |
| Why it is a good practice | A strong model for combining physical activity with environmental care. |

9. Plant Adoption and Pot Decoration

(15 April 2025, University of Ljubljana)

This second plant adoption activity felt like a familiar ritual on campus, yet each time it created its own atmosphere. Students arrived with pots gathered from the Reuse Centre or brought from home. The Botanical Garden once again provided plants that were straightforward to care for, making the experience inclusive even for those new to gardening.

As students painted and decorated, the conversations were relaxed. The activity encouraged responsibility in a very human way. Caring for a plant became a symbol of caring for the environment. Students often mentioned later that the plant on their desk reminded them to think more consciously about waste and consumption.

The activity's value was not only in the object participants took home, but in the experience of reuse, creativity, and community that unfolded during the workshop.

Innovation insight: An accessible entry point to sustainability that appeals to well-being, creativity, and personal responsibility.

Story Card Format

| | |
|----------------------------------|--|
| Narrative | The second edition carried the same warmth as the first. Students arrived with reused pots and a relaxed willingness to create. The simple act of decorating and caring for a plant continued to strengthen their sense of responsibility for their environment. |
| What we did | Ran a second creative reuse and plant adoption workshop. |
| What we learned | Repetition reinforces habits and deepens engagement. |
| Why it is a good practice | Blends creativity, well-being, and ecological thinking. |

10. Preparation of the Cynefin Framework

(November 2024, Holztechnikum Kuchl, Austria)

Preparing the Cynefin framework for student workshops required a quieter kind of work. The team met several times, reflecting on how to translate the framework into language and examples suitable for young people aged fourteen to nineteen. At first, the material felt abstract, but as we discussed concrete situations students might encounter, the framework became more approachable.

Staff explored how to guide discussions without steering them too strongly. They practised ways of asking questions, listened to one another, and identified which examples would help students understand the difference between a simple problem and a more complex challenge. The process strengthened confidence among educators and helped create a shared approach for the upcoming co-creation workshops.

By the end of the preparation phase, the team felt better equipped to support students. The framework became not a technical tool, but a way to help young people make sense of their ideas and decide how to move forward.

Benefit: Builds facilitator confidence and ensures participatory workshops run smoothly and meaningfully.

Story Card Format

| | |
|----------------------------------|--|
| Narrative | During preparation meetings, staff explored ways to help students navigate different kinds of challenges. Conversations circled gently from theory to practice, shaping examples that young people would relate to. By the end, the team felt ready to guide thoughtful co-creation. |
| What we did | Trained educators to use a sensemaking framework in youth workshops. |
| What we learned | Good facilitation requires time, reflection, and shared understanding. |
| Why it is a good practice | Supports schools in preparing structured, meaningful co-creation with youth. |

11. Co-Creation Workshops

(November 2024 to February 2025, Holztechnikum Kuchl)

These workshops marked a turning point in how students engaged with the project. From the moment they entered the room, the atmosphere felt different. Chairs were set in circles instead of rows, and materials were placed on tables to encourage hands-on participation. The aim was to give students space to explore ideas in an environment that recognised their voices.

Discussions unfolded at a natural pace. Some students spoke quickly, sharing suggestions for campaigns and event activities. Others preferred to think quietly before offering their thoughts. The variety of perspectives made the sessions richer. Over time, ideas took shape: games that could encourage movement, creative ways to reuse materials, small awareness actions that could become part of the main event.

What impressed the organising team most was that the equal-level connection with young people allowed a new kind of educational perspective. Co-creation proved its value by showing that young people do not need to be told what to do; they simply need space, structure, and trust.

Innovation insight: Demonstrates how students, when given the opportunity, naturally take responsibility for shaping activities in meaningful ways.

Story Card Format

| | |
|----------------------------------|--|
| Narrative | The workshops quickly became the heart of the project. Chairs in circles and materials on tables set the tone. Ideas emerged slowly at first, then grew with confidence as students listened, built on one another's thoughts, and shaped concepts they felt proud of. |
| What we did | Facilitated student-led idea generation sessions. |
| What we learned | Young people take ownership when given space, trust, and structure. |
| Why it is a good practice | A replicable method for inclusive, meaningful youth engagement. |

12. Collecting Garbage on the Mountain and Paragliding into the Valley

(24 June 2025, Holztechnikum Kuchl)

This activity began as a simple clean-up on a mountain trail and ended as a piece of storytelling that captured the imagination of the entire school. Students hiked together, collecting litter along the way. The work was practical and grounded. They noticed things they might otherwise have ignored: small pieces of plastic in grass, abandoned wrappers near viewpoints, traces of previous visitors left behind.

What transformed the experience was the creative idea to document the activity and finish with a paraglider descent into the valley with the garbage bags. With support from a local paraglider and a video editor, the students produced a short film that combined physical activity, environmental care, and a sense of adventure.

When the final clip was shared, the response was enthusiastic. It showed nature through students' eyes and conveyed a message of responsibility without using grand statements. The project demonstrated how creative formats can bring environmental action to life.

Benefit: A memorable example of combining outdoor physical activity with creative communication and environmental awareness.

Story Card Format

| | |
|----------------------------------|---|
| Narrative | This activity began as a simple clean-up on a mountain trail and ended as a piece of storytelling. Students hiked, collected litter, and documented the journey. The final film, featuring a paraglider descent with the waste, captured the imagination of the whole school. |
| What we did | Facilitated a clean-up hike combined with creative video storytelling. |
| What we learned | Creative formats bring environmental action to life. |
| Why it is a good practice | Combines outdoor activity, creativity, and environmental awareness. |

13. Rookie Ride Film Screening

(20 May 2025, Holztechnikum Kuchl)

The idea for the Rookie Ride screening began with a simple question: how can we bring students closer to the lived experience of sustainable sport. When Dominik Meierhofer, an alumnus known for his endurance cycling, agreed to join the event, the plan gained new energy. On the evening of the screening, the room filled gradually with students curious to hear from someone who once walked the same corridors as they do now.

The film followed Dominik through long roads, changing landscapes, and the kind of quiet perseverance that endurance sport demands. Students watched with a mix of admiration and curiosity. What stayed with them was not only the physical achievement but the way he spoke about caring for nature, choosing slow travel, and respecting the places he moves through.

After the screening, Dominik answered questions with honesty. He spoke about mistakes he made when he was younger, how he learned to travel lighter, and why sustainability matters deeply to him as an athlete. The conversation felt genuine and engaging. Many students said later that hearing these reflections from someone so relatable made them think differently about their own habits.

Innovation insight: A personal story shared by a former student can bridge generations and make sustainable sport feel both possible and meaningful.

Story Card Format

| | |
|------------------|---|
| Narrative | The film screening began quietly, with students settling into their seats as they waited to hear the story of an alumnus who had cycled across long and challenging distances. As the film unfolded, students saw not just determination, but also a gentle respect for nature and the places travelled through. The conversation afterward was sincere and open, bridging generations and encouraging students to reflect on what sustainable sport can mean in their own lives. |
|------------------|---|

| | |
|----------------------------------|---|
| What we did | Screened a documentary and held an informal discussion with an alumnus endurance cyclist. |
| What we learned | Personal stories have a unique power to inspire motivation and reflection. |
| Why it is a good practice | Connects sport, resilience, and sustainability in a relatable way. |

14. Interview with Dominik Meierhofer, Ultracyclist, European Ultracycling Champion 2025

(25 June 2025, Holztechnikum Kuchl)

Following the Rookie Ride Film Screening, students proposed conducting a recorded interview with Dominik. They wanted to explore the intersection of sport and sustainability in more depth. The organising team stepped back at this point, allowing students to take the lead. They prepared questions, arranged the setting, managed the technical equipment, and created a good atmosphere for the conversation.

Dominik spoke openly about topics that are often overlooked in sport: the impact of travel choices, the role of nutrition, the challenge of minimising waste during long rides. The final recording captured more than information. It showed students stepping confidently into the role of communicators, shaping the narrative themselves. When the interview was shared, it resonated strongly among their peers. It felt authentic because it was created by young people, for young people.

Benefit: A powerful reminder that youth-led media can make sustainability messages more relatable and credible.

Story Card Format

| | |
|----------------------------------|---|
| Narrative | Following the film event, students took ownership by preparing a recorded interview with the athlete. They drafted questions, arranged the setting, and handled the technical details. The conversation touched on mobility, nutrition, and reducing waste in sport. Students discovered how thoughtful questions can open meaningful discussions about sustainability. |
| What we did | Supported students in conducting and recording an interview with a role model. |
| What we learned | Youth-led communication builds confidence and strengthens understanding. |
| Why it is a good practice | A simple format that encourages dialogue between young people and athletes. |

15. Snacks for the Green Sport Event

(May to June 2025, Holztechnikum Kuchl)

In preparation for the Green Sport Event, students suggested preparing healthy snacks rather than relying on packaged food. The idea seemed simple at first, yet it became an engaging learning moment. Groups gathered in the school kitchen, measuring oats, chopping nuts, stirring honey, and shaping muesli bars by hand. The room filled with the scent of toasted grains and warm spices.

The intention behind the activity was twofold. First, to offer nutritious food that supported physical performance. Second, to avoid the piles of wrappers that often accompany outdoor events. Students experimented with different recipes, discussing what ingredients were local, what could be bought in bulk, and how to reduce leftover materials. On the day of the event, the homemade bars were arranged in reusable containers. Participants were delighted by the care put into this small detail. For many, the snacks became a memorable symbol of the event: simple, thoughtful, and practical.

Innovation insight: A small initiative that demonstrates how sustainable catering can be achieved with modest means and enthusiastic hands.

Story Card Format

| | |
|----------------------------------|---|
| Narrative | Students gathered in the school kitchen to prepare homemade muesli bars. They mixed ingredients, discussed nutritional value, and worked out how to avoid waste as they prepared food for all participants. The scent of baked oats filled the room and created a feeling of shared purpose. On event day, the snacks were appreciated not only for their taste but for the care behind them. |
| What we did | Prepared healthy, homemade snacks using sustainable ingredients. |
| What we learned | Simple catering choices can model sustainable food practices. |
| Why it is a good practice | An accessible way to integrate health and sustainability into events. |

16. Juice for the Green Sport Event

(May to June 2025, Holztechnikum Kuchl)

In the same spirit, students volunteered to prepare a natural drink to replace bottled beverages. Elderflowers were collected carefully from nearby bushes when they were in full bloom. Students worked together to rinse the blossoms, prepare the syrup, and bottle the final juice in containers that could be reused throughout the event. There was a quiet satisfaction in seeing the process through from gathering the flowers to offering the finished drink to participants. The juice was refreshing and well received, but it carried more meaning than that. It encouraged everyone to think differently about consumption and to notice how small local resources can replace mass-produced products. The activity also opened conversations about water use, packaging, and how simple traditions from earlier generations can still offer valuable alternatives today.

Benefit: A hands-on example of sustainable and health conscious catering that speaks to both practicality and tradition.

Story Card Format

| | |
|----------------------------------|---|
| Narrative | Students and employees collected elderflowers and worked together to prepare fresh syrup. Bottling the juice in reusable containers created a quiet satisfaction. On event day, the drink was not just refreshing but a conversation starter about local resources and water use. |
| What we did | Produced homemade elderflower juice to replace bottled drinks. |
| What we learned | Traditional, local recipes can offer modern sustainable alternatives. |
| Why it is a good practice | Connects health, nature, and waste reduction practically. |

17. Food-sharing Initiative

(March to May 2025, Holztechnikum Kuchl)

The food-sharing initiative emerged from students who were troubled by the amount of edible food discarded in local shops. They contacted nearby supermarkets, explained the idea, and gradually built relationships that allowed them to collect unsold but safe products. Every week, students sorted the items and prepared simple meals in the school kitchen.

The activity encouraged a different awareness. Students began to see food as something that carries value and effort, rather than something that can be easily replaced. Discussions about food waste turned into conversations about supply chains, nutrition, and cultural habits around shopping and cooking.

The initiative created a sense of community. Students who rarely cooked at home found themselves learning new skills. Those who already enjoyed cooking shared techniques and recipes. The meals created from rescued food became a shared experience that connected sustainability to everyday life.

Innovation insight: A meaningful demonstration of how social and environmental values can come together in a simple, practical activity.

Story Card Format

| | |
|----------------------------------|---|
| Narrative | Students worked with local supermarkets to rescue unsold food that was still perfectly usable. Back at school, they cooked meals together, turning rescued items into nutritious dishes. The initiative sparked conversations about waste, value, and responsibility. It also brought students together around a shared experience of preparing and enjoying food with intention. |
| What we did | Collected surplus food and used it to prepare meals on campus. |
| What we learned | Hands-on experiences make the issue of food waste tangible and emotional. |
| Why it is a good practice | A meaningful combination of social engagement and environmental learning. |

18. POW Tour Kuchl

(3 June 2025, Holztechnikum Kuchl and FH Salzburg)

The Protect Our Winters tour brought a different kind of energy to campus. Students from the school and the nearby university gathered for a joint screening and discussion about climate advocacy in winter sports. The event featured a world champion athlete whose calm and grounded presence captivated the room.

Through film clips and personal stories, he described the changes he had witnessed in mountain environments: shrinking snow seasons, unstable ice, and the delicate balance of alpine ecosystems. Students listened quietly, many of them active in winter sports themselves. The conversation that followed was thoughtful and sincere. They asked about personal responsibility, the role of athletes as role models, and how small actions might influence larger systems. The collaboration between the two institutions broadened the event’s impact. Students left with a clearer understanding that sport and climate are deeply connected, not as a dramatic message, but as a reality they can already observe in their own surroundings.

Benefit: An engaging doorway into climate advocacy that links sport, identity, and environmental responsibility.

Story Card Format

| | |
|----------------------------------|--|
| Narrative | The event brought students together for a film and conversation with a world champion athlete. The discussion focused on climate changes in mountain environments. Students recognised the connection between their sporting passions and the need to protect the landscapes they enjoy. |
| What we did | Hosted a film screening and talk on climate advocacy in sport. |
| What we learned | Sport is a powerful entry point for environmental advocacy. |
| Why it is a good practice | Helps young people explore climate issues through a familiar context. |

19. Corporate Sustainability in the Forestry and Timber Industry

(October to November 2025, Holztechnikum Kuchl)

These workshops unfolded slowly, shaped by conversations about forests, materials, and the long arc of ecological responsibility. Students entered the sessions expecting technical information. What they encountered instead was a deeper reflection on the connection between their future profession and the landscapes around them.

Working with teachers and industry partners, they explored how forestry businesses can operate within ecological boundaries. Discussions moved from biodiversity protection to climate impacts to the importance of circular material cycles. The students mapped supply chains, debated local versus global sourcing, and considered how decisions made in an office or workshop can influence entire ecosystems.

Small group exercises invited them to imagine real-life scenarios: choosing sustainable alternatives, reducing waste, or designing more durable products. By the end, many commented that they had not realised how many choices a single company could make that influence climate, soil, and community well being.

The workshops helped students see sustainability not as an external requirement, but as part of professional competence.

Innovation insight: Shows how vocational education can integrate sustainability in a thoughtful, practice-oriented way.

Story Card Format

| | |
|----------------------------------|---|
| Narrative | Students entered expecting technical information but found a deep reflection on their future profession. Mapping supply chains and debating local sourcing helped them see how business decisions influence ecosystems. They realised sustainability is a core professional competence. |
| What we did | Held workshops on sustainability in the forestry business. |
| What we learned | Vocational education can integrate sustainability practically. |
| Why it is a good practice | Links professional skills with ecological responsibility. |

20. Project Planning: Upcycled Bags

(28 June 2025, LUSF)

What began as a simple idea quickly turned into a lively design meeting. The organising team gathered with students in a classroom that soon filled with samples of old textiles, sketches, and half-formed concepts for upcycled bags. Everyone sat together to decide which direction to take, who would be responsible for which task, and what materials were worth rescuing from storage rooms and donation boxes.

The conversation moved between practical concerns and creative impulses. Students debated how sturdy the bags needed to be, how to ensure a clean design, and what message they wanted the final product to carry. Through this shared planning, they learned not only about sustainable materials but also about coordination, roles, and pacing a small project.

By the end of the session, a clear plan had emerged. Students knew what to collect, how to divide the work, and which elements could be adjusted later during the creative process. The meeting gave them a sense of direction and the confidence that their idea was both meaningful and workable.

Benefit: Encourages teamwork and sustainable design thinking through a tangible and creative output.

Story Card Format

| | |
|------------------------|---|
| Narrative | Students gathered around a table scattered with fabric scraps, sketches, and early prototypes. The conversation flowed between design ideas and practical needs. They assigned roles, discussed material choices, and shaped a plan for creating upcycled bags. The meeting created a sense of ownership and excitement for a shared creative output. |
| What we did | Planned a student-led upcycling project with clear roles and tasks. |
| What we learned | Coordinated planning builds confidence and teamwork. |

Why it is a good practice

Combines creativity, environmental responsibility, and practical skills.

21. Fit4Green Project Introductory Activity

(15 September 2024, LUSF)

The introductory event took place during International Student Day, which added a festive feeling to the school yard. Between music, conversations, and welcoming activities, the organisers set up small stations where students could try creative challenges using reused materials. One table invited them to assemble puzzles from recycled cardboard, while another offered eco-friendly sports bags made from repurposed textiles.

The simplicity of the activities helped create an open atmosphere. Students who had not met before worked together to complete the puzzles, laughed when pieces did not fit, and shared small moments of success when they finally finished. The event also introduced the Fit4Green project, explaining in gentle terms how sport, creativity, and environmental responsibility can shape the coming months.

By the end of the day, students carried their new bags, a few recycled puzzle pieces as souvenirs, and an understanding that sustainability can be part of celebration rather than a separate topic.

Innovation insight: A welcoming entry point that combines play, creativity, and environmental awareness.

Story Card Format

| | |
|----------------------------------|--|
| Narrative | Amidst the music and celebration, students gathered at small stations to solve recycled cardboard puzzles and receive eco-friendly bags. The simplicity of the games broke the ice, allowing students to learn about the project while having fun. |
| What we did | Integrated sustainability games into a larger student celebration. |
| What we learned | Sustainability can be part of a festive celebration, not just a lesson. |
| Why it is a good practice | A welcoming entry point combining play and awareness. |

22. Erasmus Fit4Green Introduction Segment

(16 December 2024, LUSF)

This short online session introduced the Fit4Green project to students and teachers who had not yet encountered it. The tone was friendly and informal. Organisers presented the goals of the project, highlighted the focus on youth involvement, and explained how environmental thinking would be threaded through sport activities in the months ahead.

Participants appreciated the clarity and brevity of the introduction. Digital tools were used efficiently, demonstrating how sustainability and communication can align without excessive materials or long meetings. Students asked a few questions at the end, curious about how they could take part and what the next steps might be.

In its simplicity, the event strengthened connections between institutions and helped establish a shared understanding before the programme began.

Benefit: A light and effective way to raise awareness and invite participation using digital communication.

Story Card Format

| | |
|----------------------------------|--|
| Narrative | This online session introduced the project to students across campuses. The tone was simple and welcoming. It explained the goals and invited young people to take part in upcoming activities. The short format made it easy for participants to understand how they could join the wider effort. |
| What we did | Held a digital introduction to the project. |
| What we learned | Short online events can effectively reach and inform large groups. |
| Why it is a good practice | An accessible and efficient way to build early awareness. |

23. Me - Nature - Sports Activity

(4 March 2025, LUSF)

This hybrid activity invited students to choose an outdoor movement practice that suited them. Some went hiking in nearby forests, others ran along familiar routes, and a few practised yoga in quiet corners of the campus. The aim was to help them reconnect with nature and observe what movement feels like when it happens outdoors rather than inside a gym.

Students were encouraged to document their experience using photos or short notes that captured what they noticed: the play of sunlight on trees, the sound of water, or simply the sense of calm that comes from being outside. When they returned to the workshop later, they shared these impressions in small groups.

The activity revealed something subtle but important. Many students said they had forgotten how restorative outdoor movement could be. The combination of fresh air, gentle exercise, and reflection made the connection between health and environment feel natural rather than theoretical.

Innovation insight: A thoughtful way to blend physical activity, reflection, and environmental awareness.

Story Card Format

| | |
|----------------------------------|--|
| Narrative | Students chose their own way to move outdoors - hiking, running, or yoga. Documenting their experience with photos helped them notice the small details of nature. Later, they shared how the fresh air and green surroundings made movement feel restorative. |
| What we did | Facilitated independent outdoor physical activity and reflection. |
| What we learned | Nature deepens the connection between movement and well-being. |
| Why it is a good practice | Blends physical activity with environmental appreciation |

Narrative

24. Presentation Summary: Me - Nature - Sports

(25 March 2025, LUSF)

Two weeks after the outdoor activity, more than sixty participants gathered to share what they had created. Students presented eco challenges they had taken on, from reducing waste at home to designing small games with reused materials. The room buzzed with conversation, curiosity, and pride.

Participants placed their creations on tables: handmade board games, upcycled objects, small artworks made from recycled items. Each piece told a story about effort, creativity, and the willingness to try something new. The presentations were friendly and informal, with students encouraging one another and reflecting on what had surprised them during the challenge period.

The event showed how learning deepens when students move from experience to reflection. Sharing their work helped them recognise not only what they had achieved, but how their thinking had shifted along the way.

Benefit: Demonstrates how experiential activities become more meaningful when paired with collective reflection and storytelling.

Story Card Format

| | |
|----------------------------------|--|
| Narrative | Students were invited to spend time outdoors in a way that suited them, whether hiking, stretching, or running. They captured moments with photos or notes and later shared their impressions in a workshop. Many said they rediscovered the calming effect of movement in nature and recognised how well-being and environment are connected. |
| What we did | Combined outdoor activity with reflective sharing. |
| What we learned | Nature encourages both movement and renewed attention. |
| Why it is a good practice | Strengthens the link between physical activity and environmental appreciation. |

25. Eco Challenge Clean-Up Day: We Are Nature! We Are Latvia!

(26 April 2025, LUSF)

On a bright spring morning, students from several Latvian universities joined a national clean-up day. They arrived with gloves, bags, and a quiet sense of purpose. The activity was straightforward: collect litter, sort materials, and return nature to a cleaner state. Yet the impact went beyond the task itself.

As students moved through forests, parks, and riversides, they noticed details they had overlooked before. A piece of plastic trapped under a branch. A bottle worn smooth by weather. A cluster of forgotten wrappers near a footpath. These discoveries sparked conversations about habits, responsibility, and how easily waste can accumulate when no one is watching.

Back on campus, the collected materials were sorted and some were saved for future creative activities. The day reinforced a sense of community and demonstrated that environmental care can be both practical and collective.

Innovation insight: A simple activity that builds awareness, responsibility, and community identity.

Story Card Format

| | |
|----------------------------------|--|
| Narrative | Students from several universities joined a nationwide clean-up initiative. They collected litter from parks and riversides, noticing small details that often go unseen. Back on campus, the collected materials were sorted and prepared for creative reuse. The effort built a strong sense of community and respect for shared spaces. |
| What we did | Participated in a national clean-up with litter sorting. |
| What we learned | Direct action helps students recognise their role in environmental care. |
| Why it is a good practice | Encourages responsibility and community spirit. |

26. Student Design Contest: Create Your Own Tic-Tac-Toe

(8 June 2025, LUSF)

This design contest invited students to create their own version of the Tic-Tac-Toe game using only recycled materials. What began as a playful challenge soon revealed considerable imagination. Some students used wood scraps from workshops, others repurposed fabric, buttons, or stones. The results were colorful and inventive. The contest encouraged students to think about materials differently. They discussed durability, texture, and aesthetics, realising that sustainability can inspire creativity rather than limit it. When the designs were displayed, students walked around the room sharing comments and learning from one another's approaches. The activity blended art, design, and environmental awareness in a way that felt natural and enjoyable. It also gave students the satisfaction of creating something tangible that could be used during future events.

Benefit: A gentle introduction to eco design that fosters creativity and shared learning.

Story Card Format

| | |
|----------------------------------|---|
| Narrative | Students used wood scraps, fabric, and stones to create personal versions of the game. The contest sparked imagination and discussions about material durability. The display of finished games became a celebration of how sustainability inspires creativity. |
| What we did | Ran a design contest using only recycled materials. |
| What we learned | Sustainability constraints can actually boost creativity. |
| Why it is a good practice | An enjoyable entry point into eco-design and reuse. |

27. Snus and Rubbish Collection

(24 June 2025, Holztechnikum Kuchl)

This clean-up action focused on the school campus. The organisers invited students, including those who had previously shown less interest in school activities, to join the effort. The group walked through the grounds collecting discarded snus packets and other litter that had accumulated in hidden corners and along pathways.

A noticeable shift occurred during the activity. At first, some students participated quietly, but gradually conversations began. They discussed why so much waste appeared in certain spots and how habits could be changed. For students who joined reluctantly, the hands-on involvement turned into a moment of responsibility and reflection.

The clean-up ended with a simple gathering where the group looked at what they had collected. The visual impact made the message clear. The campus was cleaner, and students felt they had contributed to something shared and worthwhile.

Innovation insight: Demonstrates how simple environmental actions can support behavioural change and strengthen community bonds.

Story Card Format

| | |
|----------------------------------|---|
| Narrative | The group walked through the grounds collecting litter in hidden corners. As they worked, reluctant students began discussing why waste accumulates. The visual impact of the collected rubbish created a sense of shared contribution and pride. |
| What we did | Organised a campus clean-up involving diverse student groups. |
| What we learned | Simple environmental actions can spark behavioural change. |
| Why it is a good practice | Strengthens community bonds through direct action. |

28. QR Codes for Green Sport Event

(30 June 2025, Holztechnikum Kuchl)

To reduce printed materials for the upcoming event, the team replaced posters and handouts with digital QR codes. Students created the codes, tested them, and placed them around the school in visible locations. The change was subtle but effective.

Participants could scan a code to see schedules, maps, or instructions. The organisers appreciated how smoothly the transition worked. It avoided clutter and saved resources, while also offering a modern and efficient way to communicate.

Teachers and students noted how quickly people adapted. Many said they preferred the digital format once they tried it. The experience showed that sustainable solutions can be introduced without much disruption when they are practical and easy to use.

Benefit: A small example of how technology can reduce environmental impact and simplify event management.

Story Card Format

| | |
|----------------------------------|--|
| Narrative | To reduce printed materials, the team replaced schedules and maps with QR codes. Students created and tested the codes before placing them around the school. Participants adapted quickly, appreciating the clarity and reduced waste. The change showed that technology can support sustainability without complexity. |
| What we did | Used QR codes instead of printed documents. |
| What we learned | Digital solutions can simplify organisation and reduce waste. |
| Why it is a good practice | A small change with clear environmental benefits. |

29. Green Sport Event Kuchl

(30 June 2025, Holztechnikum Kuchl)

The Green Sport Event brought together all the ideas that students had developed during the year. The school grounds transformed into a lively and welcoming activity area. Stations offered creative games, sport challenges, and small sustainability tasks. The catering tables displayed homemade snacks and elderflower juice prepared in the weeks before.

What stood out most was the enthusiasm of the student organisers. They guided participants from place to place, explained the meaning behind each activity, and encouraged everyone to join regardless of skill or experience. Waste was carefully managed, reusable materials were used widely, and the entire event carried a sense of thoughtful planning.

Visitors remarked on the atmosphere. It felt celebratory, yet grounded in environmental responsibility. The event helped students see that they could create something joyful and sustainable at the same time. It remains one of the most memorable activities of the project.

Innovation insight: A strong example of what youth-led, environmentally conscious sport events can look like in practice.

Story Card Format

| | |
|------------------------|--|
| Narrative | The Green Sport Event brought together the ideas students had developed throughout the year. The grounds filled with creative games, activity stations, and quiet conversations. Homemade snacks and sustainable materials gave the event a welcoming and mindful atmosphere. Students guided participants with pride and helped create a truly community centred event. |
| What we did | Delivered a youth-led multi activity sport event with sustainability focus. |
| What we learned | Careful planning and student ownership create meaningful experiences. |

Why it is a good practice

A powerful example of how sport, community, and sustainability can come together.

30. Tree Planting Campaign

(14 May 2025, Holztechnikum Kuchl and Austrian Federal Forests)

This tree planting day took students to the Taugltal near Bad Vigaun, where forest workers explained how young trees are chosen and planted to restore areas affected by environmental pressures. Students listened carefully as they learned about biodiversity, soil health, and the patience required for forests to grow.

Working in pairs, they planted more than five hundred saplings. The rhythm of digging, placing, and covering created a quiet sense of purpose. Many students spoke later about how grounding it felt to contribute to something that will outlast their school years. The cooperation with Austrian Federal Forests provided valuable insight into professional forestry practices and the long-term nature of ecological stewardship.

The day connected physical activity with tangible environmental care and gave students a more intimate understanding of their local landscape.

Benefit: A meaningful opportunity to combine outdoor activity, education, and long-term environmental responsibility.

Story Card Format

| | |
|----------------------------------|---|
| Narrative | Students travelled to a nearby valley to help restore the forest. Working alongside professionals, they planted hundreds of saplings and learned about the patience required for forests to thrive. The physical activity, combined with the sense of contributing to long-term restoration, left many students with a deeper appreciation for the landscape. |
| What we did | Planted trees with guidance from forestry experts. |
| What we learned | Hands-on restoration teaches patience, responsibility, and connection. |
| Why it is a good practice | Combines physical activity with ecological stewardship. |

31. Planting the Raised Bed

(26 June 2025, Holztechnikum Kuchl)

In the final weeks of the school year, students and teachers came together to replant a raised bed on campus. They brought herbs, salads, and berry shrubs, some donated, others rescued from previous plantings. Working side by side, they cleaned the soil, arranged the plants, and talked about how the bed could be cared for in the future.

The activity was simple, yet it created a gentle moment of togetherness. Students enjoyed the hands-on work and took pride in leaving the school grounds a little greener than before. Teachers appreciated the continuity of the project, knowing that the bed would remain as a living reminder of the year's efforts.

Over time, the plants will grow, providing both food and a small sanctuary within the campus. The raised bed became a symbol of how small actions can enrich a shared space.

Innovation insight: A modest but powerful example of local greening that supports learning, well-being, and community care.

Story Card Format

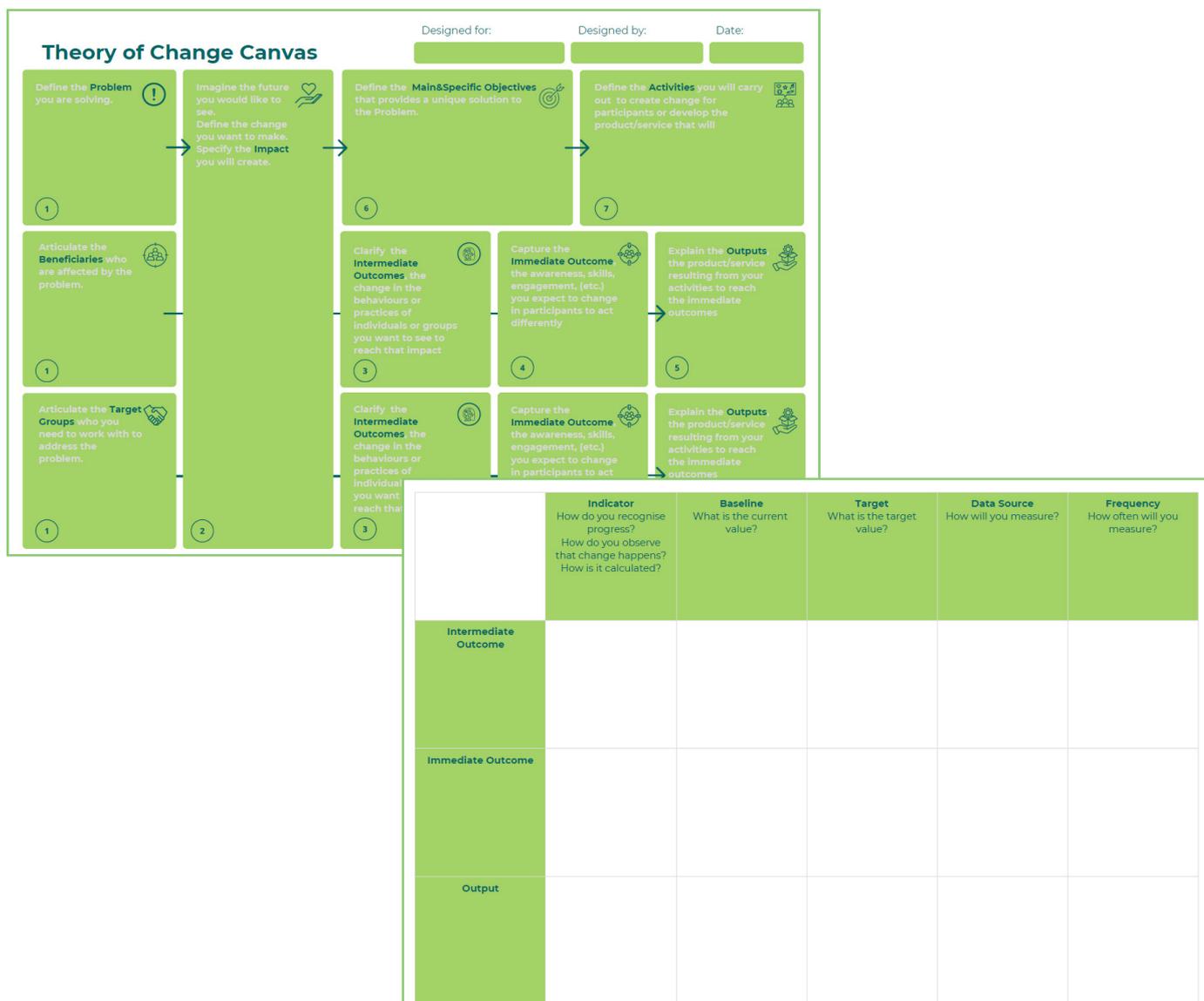
| | |
|----------------------------------|--|
| Narrative | In the final weeks of school, students and teachers refreshed the campus raised bed with herbs and berries. The simple act of digging and planting together created a moment of togetherness. The bed remains as a living reminder of their collective effort. |
| What we did | Replanted a campus raised bed with students and staff. |
| What we learned | Small, local greening actions strengthen community ownership. |
| Why it is a good practice | Supports learning, well-being, and community care. |

LIST OF TOOLS

Tools:

1. Theory of Change Canvas + MEL framework tool
2. Fit4Green Assessment Framework
3. Fit4Green Methodology For Youth Engagement
4. Fit4Green Programme Plan + Template
5. Post-Campaign Reflection Toolkit
6. Fit4Green Lessons Learned Questionnaire
7. Impact Assessment, Project Evaluation Report and Sustainability Plan
8. Final Conference Programme
9. Fit4Green website: <https://fit4green.eusa.eu>

Theory of Change Canvas + MEL framework tool



DOCUMENT LINK

Fit4Green Assessment Framework

IMPACT ASSESSMENT

Relevance of GreenComp for Impact Assessment

GreenComp recognises that systemic change toward sustainability cannot be achieved solely through regulation, finance, or technology. Long-term transformation requires **lifelong learning** and the cultivation of a **sustainability mindset**, a way of understanding and acting that aligns human behaviour with ecological and social limits.

The framework defines **four competence areas** encompassing **12 sustainability competences** that together form the foundation for developing sustainability-oriented knowledge, skills, and attitudes. These areas focus on empowering learners to:

- Embody sustainability values and reflect on their own behaviours, beliefs, and resource use;
- Embracing complexity in sustainability through thinking systemically and critically about the complex and interdependent nature of sustainability challenges;
- Envisioning alternative, more sustainable futures through creativity and imagination;
- Acting for sustainability by taking collective and individual action that drives change.

In the context of *Fit for Green*, key competences have been defined and translated into survey questions adapted to the sport event setting. The questions explore changes in students' awareness, attitudes, and perceived agency regarding sport and environmental sustainability and healthy living.

Relevant Key Competences of the Framework for Impact Assessment

At the heart of GreenComp lies the understanding that **humans are part of nature**, and sustainability requires maintaining the health of ecosystems alongside social and economic wellbeing. The most relevant competences were drawn from the first and second competence areas: **Embodying Sustainability Values** and **Embracing Complexity in Sustainability**. These were operationalised through tailored survey questions adapted to the context of university

DOCUMENT LINK

Fit4Green Methodology For Youth Engagement

FIT FOR GREEN METHODOLOGY FOR YOUTH ENGAGEMENT

INTRODUCTION

The Fit for Green project uses the planning and organisation of grassroots sport events as a chance to engage young people and provide them with a learning space towards more healthy and sustainable lifestyles. To engage young people in a systematic way, the method of co-creation is applied.

Co-creation is the practice of collaborating with target groups to guide the development process. Their input plays a central role from beginning to end, as they offer diverse insights and more holistic views of what a product or service should include. Co-creation is a collaborative activity, including facilitated workshops, in which target groups actively contribute to the content of a new product or service.

Translated into the project, the systematic engagement of young people is ensured through several ways, namely through the organisation of international and local co-creation workshops and the application of the Cynefin framework.

This document is a methodological guide for pilot organisations how to carry out local co-creation workshops with the application of the Cynefin framework.

THE CYNEFIN FRAMEWORK

The Cynefin framework is a valuable tool for making sense of complex problems and guiding decision-making. It helps decide how to act depending on the nature of a situation. It distinguishes five domains that call for different types of decision-making: (1) Clear/Simple, (2) Complicated, (3) Complex, (4) Chaotic, and (5) Confused.

1. Clear/Simple - Best Practice

- **The characteristic of the situation:** Cause and effect are obvious. The right approach is known, repeatable, and agreed upon.
- **Response/Decision-making:** Use established procedures. Communicate clearly. Follow standard routines, best practice.

[DOCUMENT LINK](#)

Fit4Green Programme Plan + Template




FIT4GREEN CAMPUS SPORT EVENTS: PROGRAM PLAN
Practical Guidance for Organising Youth-Led, Sustainable, Grassroots Sport Events

INTRODUCTION

The Fit4Green Project

The Fit4Green project (June 2024–November 2025) aimed to raise environmental awareness and promote sustainable lifestyles by using grassroots sport events as practical learning tools. Activities in Austria, Slovenia and Latvia combined co-creation workshops, student-led event planning and green campus sport events to support behavioural change and strengthen sustainability competences among young people.

About this Program Plan

This handbook highlights the most important aspects to consider when planning Fit4Green-style events. It combines real examples from Austria, Latvia and Slovenia, and provides clear explanations to help sport organisations, regard fun, inclusive, environmentally responsible, and

The document includes:

1. **A narrative overview of the Fit4Green event** to understand the character and purpose of the event.
2. **An aggregated section on sustainability** for each partner country.
3. **An operational event model**, showing how to plan and run an event in their own youth-led sustainable grassroots sport event.
4. **A Program Plan template**, providing questions to develop and refine existing event concepts.




FIT4GREEN EVENTS: PROGRAMME PLAN TEMPLATE

INSTRUCTION

This template highlights important aspects to consider when planning Fit4Green events, providing questions designed to spark ideas and enhance existing event concepts.

Please try to answer the questions, providing answers and shortly elaborating them. Please note that not all questions may be relevant for your event.

We also ask you to review the template and identify the questions you find especially interesting, helpful, or inspiring, and consider how these insights could be adapted to make not only your events more sustainable, but also be used as further resources.

YOUR SPORT EVENT IN A NUTSHELL

Please briefly describe your event:

| | |
|--------------------|--|
| EVENT TITLE | |
| OBJECTIVE | Why? / What does the event to achieve? |
| DESCRIPTION | What? What is the event about? What is the expected profile? What are the sports and activities offered? |
| OPPORTUNITY | What is the number of participants? What is the expected outcome/ impact? How will you measure it? |
| MESSAGE | What is the key message? How the event will be promoted? |
| RESOURCES | What is needed? People, tools, equipments, anything else? What is the structure and profile of key team members? |
| BUDGET | |

[DOCUMENT LINK](#)

[TEMPLATE LINK](#)

Post-Campaign Reflection Toolkit

FIT4GREEN POST-CAMPAIGN REFLECTION TOOLKIT

Introduction

Making real change starts with understanding what we've experienced. The Fit4Green project aims to spark real habits and real action towards a more sustainable future. This toolkit helps capture your thoughts, your experiences, and your ideas after taking part in a Fit4Green event.

It's designed for students like you, who are stepping up, getting involved, and shaping what's next. Your insights will help us understand what worked, what challenged you, and where we can do even better.

Reflection Journal: Your Story Matters

Take a few minutes to think about the event and answer the questions below. Be honest, be clear, and don't worry about writing perfectly – what matters is your experience.

Your Experience

- Think of a moment during the event when you saw sustainability in a new light. What happened? How did it change your perspective?
- Was there a time when you felt confused, challenged, or inspired? Tell us the story. What emotions did you experience at that moment?
- What's one action you took during the event that you feel good about? Why does it matter to you personally and to the wider cause?
- Did you notice yourself or others doing things differently compared to other events you've been part of? How did these differences show up? What did you learn from them?
- Reflect on a conversation you had during the event that stuck with you. What was it about and why was it memorable?

[DOCUMENT LINK](#)

Fit4Green Lessons Learned Questionnaire

FIT4GREEN LESSONS LEARNT QUESTIONNAIRE

INTRODUCTION

The *Fit for Green* project aimed to raise environmental awareness by using sport and physical activity as practical tools for behavioural change. The EU-funded project, running from June 2024 to November 2025 (18 months), used the organisation of grassroots sport events in Austria, Latvia and Slovenia as an educational and participatory tool to engage young people in learning and adopting healthier and more sustainable lifestyles. Young people played a central role by co-creating and delivering green campus sport events, which served not only as community activities but also as learning spaces for developing sustainability competences.

Expectations

At the project design and application phase, the consortium defined a set of indicators to measure the impact on participating organisations:

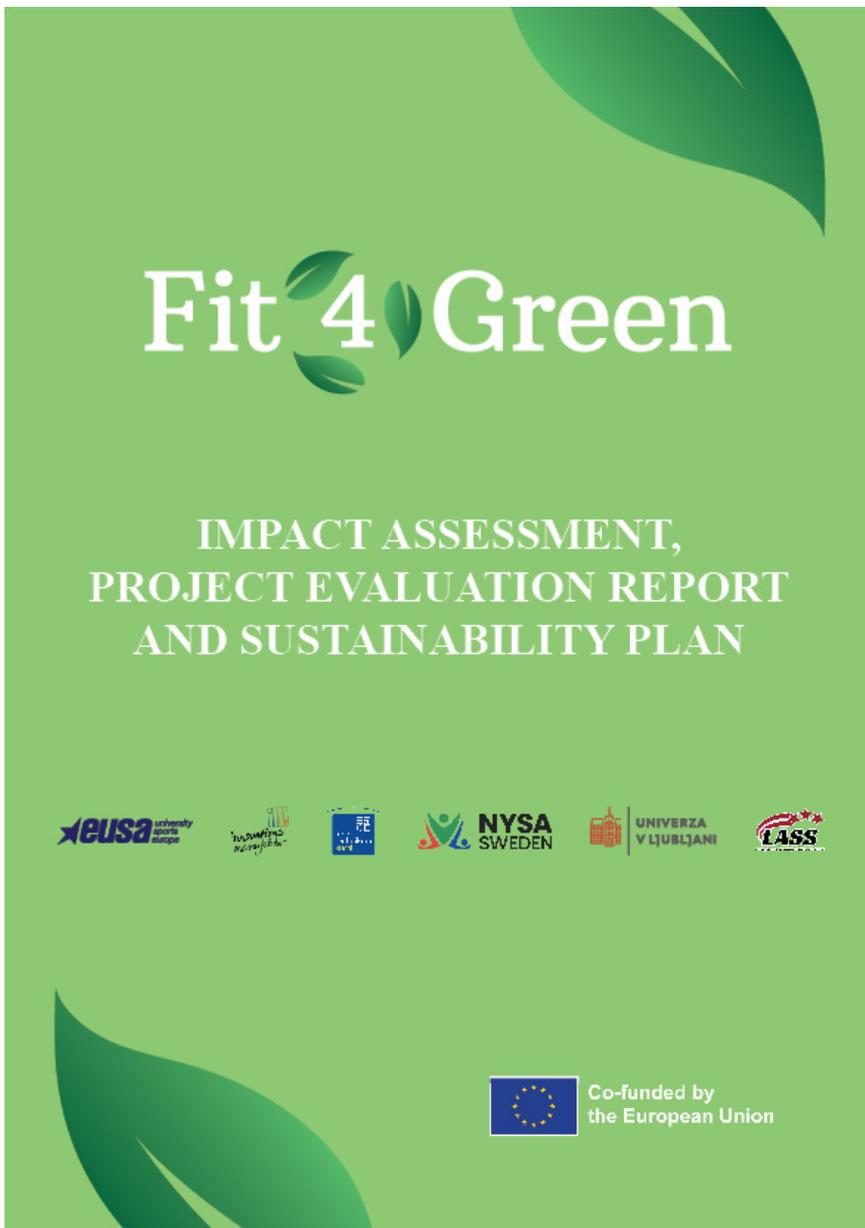
1. 60-70% of participating team members claim they have **built know-how to work transnationally** in cross-border cooperation.
2. 60-70% of participating organisations claim they have **built human resource capacity to develop eco-friendly solutions, sustainable practices** and improve the organisation.
3. **Lower level of littering and contamination on the campuses** of pilot organisations compared to initial state.
4. There are **more eco-friendly solutions and sustainable practices** (planned or developed) compared to initial state.
5. At least 10 organisations express their interest in implementing similar activities using the Concept Catalogue (final name: Fit4Green Manual in Action).

Evaluation

Evaluation is a key element of effective project management and provides a structured assessment of the project's design, coordination, implementation, and cost efficiency. In Fit4Green, the evaluation phase took place during the final months of the project to systematically reflect on experiences, identify lessons learned, and outline improvements for future cooperation. Although long-term impact is often difficult to measure quantitatively, the

[DOCUMENT LINK](#)

Impact Assessment, Project Evaluation Report and Sustainability Plan



[DOCUMENT LINK](#)

Final Conference Programme

BEYOND THE FINISH LINE – RUNNERS4ALL & FIT4GREEN CONFERENCE October 18, 2025 – Stožice Sports Hall, Ljubljana, Slovenia

15:00 – Welcome Warm-up & Group Photo
Location: Stožice Sports Hall VIP entrance

16:00 – Official Opening & Welcome

Moderated by Andreas Csonka (EUSA/Swiss Runners)

- Dejan Crnek, Vice-Mayor, City of Ljubljana
- Aleš Šolar, Project Manager, Ljubljana Marathon / Timing Ljubljana
- Matjaž Pečovnik, Secretary General, European University Sports Association - EUSA

16:15 – EU Projects as Launchpads for Change

1. Aleš Šolar, Timing: Runners4All
2. Andrej Pišl, EUSA: Fit4Green

16:30 – Case Spotlights: Local Action, Global Impact

1. Ivanka Stritar, University of Ljubljana – Faculty Run (Slovenia)
2. Marianna Pikul, University Sports Association of Poland – Cooper Test (Poland)
3. Lorenz Ursprung, ASVZ – SOLA Relay (Switzerland)

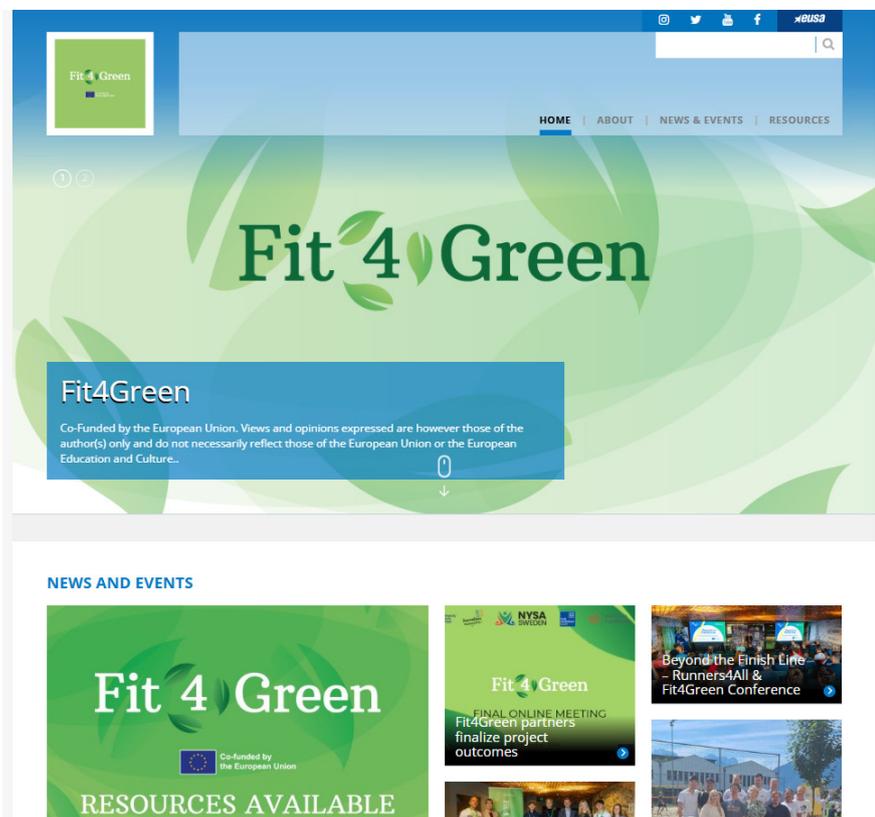
17:00 – Student Voices Roundtable

Moderated by Markus Schneider (EUSA/IM)

from Austria: Matteo Domig
from Croatia: Luka Poplašen
from Germany: Jan Huetsch
from Italy: Caterina Petroselli
from Lithuania: Anete Kasetaitė
from Poland: Ignacy Sakiewicz
from Slovenia: Blaž Grabnar

[DOCUMENT LINK](#)

Fit4Green website: <https://fit4green.eusa.eu>



Fit 4 Green

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