



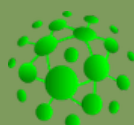
Youth For Earth

Creating micro projects
to combat eco distress
and justice fatigue

ACTION
CHANGES
THINGS

Toolbox

**From
Idea Creation
to
Actualization**



Civil Connections
Building robust communities



Polygonal



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“It was empowering to see others realise that there is something that can be done about the issues we face in our day-to-day lives.”



Youth For Earth

- YOUTH FOR EARTH PARTICIPANT

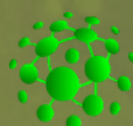
Introduction

Change does not always start with big plans or perfect ideas. Often, it starts with a question, a frustration, or a feeling that something could be different.

This catalogue shares youth-led micro-projects developed through Youth for Earth—small, concrete initiatives created by young people in Denmark and Italy who wanted to act on environmental, social, and wellbeing-related concerns in their own communities.

Alongside the project stories, you will find the tools that helped turn ideas into action. They are simple, adaptable, and meant to be used—not as a fixed method, but as support for your own process.

Whether you are looking for inspiration, practical guidance, or a place to start, this catalogue is an invitation to take the next step.



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How this project took shape

Youth for Earth brought together young people from Denmark and Italy to work on small, local initiatives connected to environmental, social, and wellbeing-related issues.

Over the course of the project, participants explored existing initiatives, shared experiences, and developed their own micro-projects. These projects were shaped by the young people themselves and adapted to their local contexts, interests, and capacities.

Some activities took place during transnational workshops, while others happened locally with support from mentors.

Not all projects followed the same path or pace, and outcomes varied depending on context and participation.

What connects the projects in this catalogue is not a single method or solution, but a shared approach: starting with what is possible, working with available resources, and learning through doing.

The projects shown here are followed by the tools that were used during the process. These tools are included to support others who want to explore similar ways of working, and can be adapted or simplified depending on need.

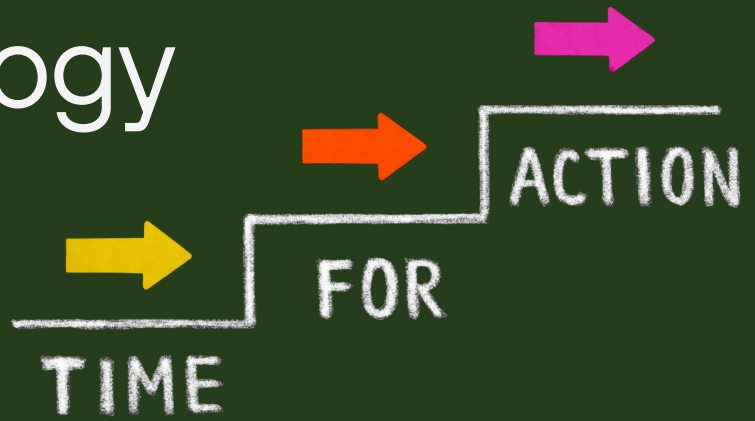
The project was supported by Erasmus+ and coordinated by Civil Connections, Denmark and Polygonal, Italy,



Youth For Earth



Methodology



WHAT NEED CHANGE?

Look at your everyday life or surroundings and identify something you think could be better.

GET INSPIRED!

Look for similar initiatives locally or elsewhere. Talk to people, visit places, and see how others have turned ideas into action.

TURN YOUR IDEA INTO ACTION

Choose one action that fits your time, energy, and resources. Keep it simple and realistic – you can always build on it later.

TEST IT AND ADJUST

Try it out, see what works, and change what doesn't. Getting started matters more than getting it right the first time.

Read on the next pages what youth in the project came up with!



TOUR DE GREEN

Location of activities: Copenhagen, Denmark and online

Mission: Tour de Green was created to make climate-friendly places in Copenhagen more visible and accessible. The project aimed to show that sustainable choices already exist in everyday urban life and can be explored in a simple, inclusive way.

Activities:

- Identification and mapping of climate-friendly places in Copenhagen
- Development of an online platform presenting the tour
- Design and testing of physical and digital tour routes
- Promotion of the tour through networks and educational settings

Project tools used:

- Problem tree, Ressource Matrix, Action plan

Input or support needed to carry out project:

You can get started on your own by exploring your city and identifying sustainable places. Create a simple, open-access webpage and reach out to the people behind the initiatives – many are happy to share their work. Test your ideas by getting feedback from people around you and adjust the tour as you go.

Lessons learned:

It is complex trying to make a tour inclusive. Many initiatives do not consider or communicate accessibility, making inclusive presentation challenging.

Inspiration:

Tour de Green was inspired by local sustainability initiatives and the idea that cities already contain many examples of sustainable practices, green architecture, green art, and food initiatives—if people know where to look.



TOUR DE GREEN



Fun and easy tour of Copenhagen
focused on climate-friendly and
sustainable initiatives





AFTER SCHOOL ACTIVITIES TO CREATE NETWORK BETWEEN YOUTH

Location of activities: FGU Nord, Gladsaxe, Denmark

Mission The project aimed to strengthen social connections and a sense of belonging among students at FGU Nord by creating regular, inclusive after-school activities. The focus was on making it easier for students to meet across classes and feel part of a shared community.

Activities:

- Development of an activity list based on students' interests and inputs
- Creation of a project plan for recurring activities
- Meetings with student council, teachers and school administration to secure support and coordination
- Promotion of activities among students
- Hosting a weekly after-school activity open to all students
- Getting initiative transferred to school to not be dependent on individual students

Project tools used:

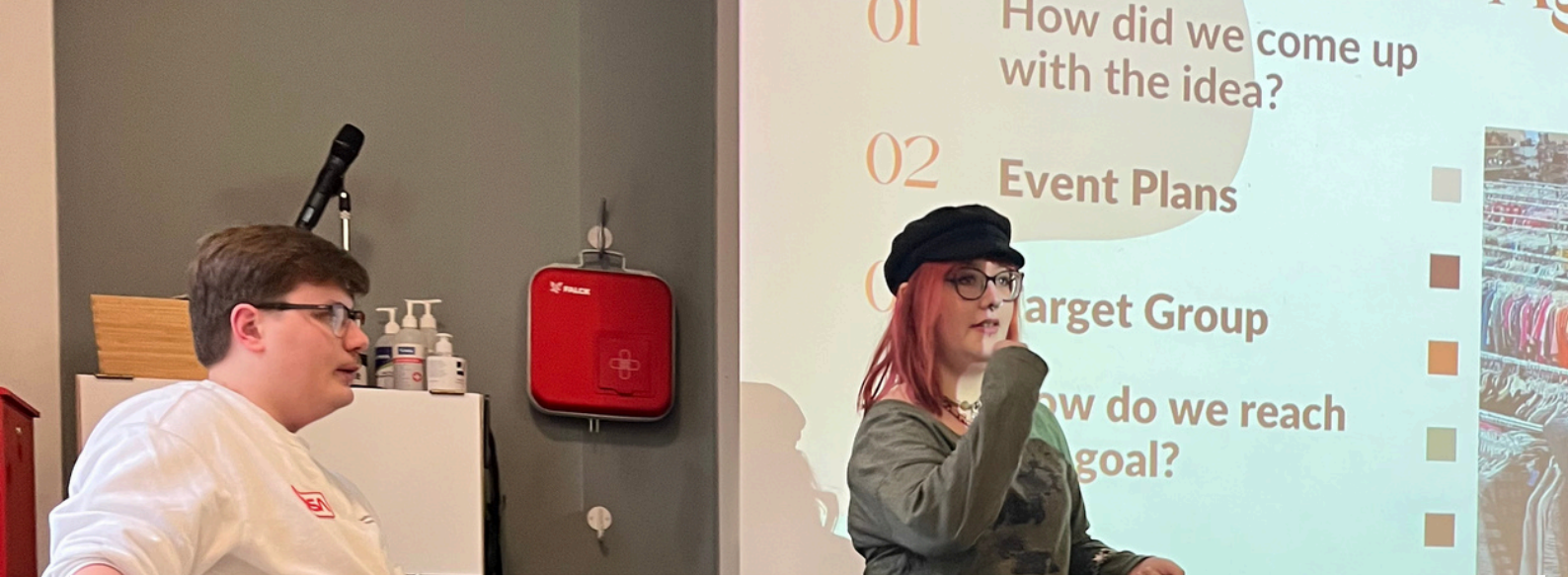
- Problem tree, Ressource Matrix, Action plan, and stakeholder analysis

Input or support needed to carry out project:

Institutional support from teachers and administration was key to aligning activities with school routines. Support from fellow students was equally important to motivate participation and get others engaged. The project also showed that inclusion needs ongoing attention, as students have different comfort levels and availability.

Lessons learned: The project showed that it is harder than it seems. Keeping momentum and continuing over time requires ongoing effort and commitment.

Inspiration: The project was inspired by the need for informal, safe spaces where students can connect without pressure. The idea grew from conversations with peers and inspiration from local community projects, where creating meaningful spaces for young people had reduced crime and negative activities.



CLOTHES COLLECTION AND EXCHANGE MARKET

Location of activities: FGU Nord, Gladsaxe, Denmark

Mission: The project aimed to create a clothes collection and exchange market at FGU Nord in cooperation with a neighbour school to promote sustainable consumption, reduce textile waste, and create an informal social space for students. The initiative was intended to make sustainability tangible in everyday school life while strengthening community and participation among students.

Activities:

- Planning a clothes collection and exchange event at the school
- Mapping practical needs such as space, timing, and logistics
- Engaging students and staff from both schools to contribute clothes and participate
- Creating a welcoming, inclusive format where students could exchange clothes freely

Project tools used: Problem tree, Ressource Matrix, Action plan, and stakeholder analysis

Input or support needed to carry out project: The project required access to suitable space at the school, coordination with teachers and administration, and support to organise logistics such as storage, sorting, and event timing. Engagement from students was also essential to ensure participation and ownership of the initiative.

Lessons learned: The project was not realised due to circumstances that could not be planned for. Participants reflected that not completing a project does not equal failure. Instead, the process highlighted how external factors can affect what is possible. The experience reinforced that learning also happens through attempts that do not lead to implementation, and that “getting the ball rolling” can still be a meaningful outcome.

Inspiration: The idea was inspired by a more social school life and the wish to make sustainability visible and accessible in a familiar setting. It drew on examples of clothing swaps.



INSANIA FESTIVAL

Location of activities: Cori, Italy

Mission The festival was designed as an open, community-based event that invited participation across generations. Insania Festival aims to raise awareness about mental health by exploring the topic beyond a purely medical perspective. The initiative focuses on the social and cultural dimensions of mental health and seeks to challenge stigma by presenting human vulnerability and madness as part of shared human experience.

Activities:

- Thematic workshops for adults and children
- Book presentations and public discussions
- Parades celebrating madness through the streets of the town
- Concerts and theatrical performances

Competences needed to run the initiative:

- Creativity and problem-solving
- Flexibility and stress management
- Ability to work in multidisciplinary teams
- Attention to inclusion and environmental sustainability



Support or input needed

The overall festival was carried out in a cooperation between youth and the two organisations: Polygonal and Collettivo Primo Contatto

Opportunities:

The initiative creates strong social opportunities by fostering inclusion, dialogue, and awareness around mental health within the local community. It also offers educational opportunities by promoting learning, creativity, and wellbeing through cultural and artistic expression.



PLASTIC FREE! LET'S CLEAN UP THE BEACH OF LATINA!

Location of activities: Latina Beach, Italy

Mission: To promote respect for the environment and the protection of marine areas

Activities:

- Collection of plastic waste along the Latina coastline
- Delivery to the municipal waste management service
- Shared lunch, and discussion on how to better raise awareness about protecting the beach

Competences needed to run the initiative:

- Creativity and problem solving
- Attention to inclusion and environmental sustainability.

Support or input needed

It is an activity that you can do without any inputs. Take a walk alone or with friends and collect the garbage you find on the way. Protect the nature, get some exercise, and keep the place nice.

You can talk to local organisations or authorities if you want to borrow gear for the cleaning.

Opportunities:

A Plastic Free event gives participants the chance to protect the environment, connect with others, and promote awareness about marine conservation.



HACK THE BRAIN DRAIN!

Location of activities: Latina, Italy

Mission: to transform ideas and skills into concrete projects, connecting young talents, innovators, and local businesses. The event aims to encourage people to challenge themselves by acquiring the skills needed to turn their ideas into concrete projects, as well as to learn how to work in teams and find solutions together.

Activities:

- Workshop **Problem tree, mind mapping, smart objectives writing**
- **ustainability, sustainable tourism, role of young people in hospitality**

Competences needed to run the initiative:

- Knowledge of the local context and its challenges, Sustainability and sustainable tourism, Networking and cooperation, Capacity building

Support or input needed

It is an activity that you can do without any inputs. Take a walk alone or with friends and collect the garbage you find on the way. Protect the nature, get some exercise, and keep the place nice.

You can talk to local organisations or authorities if you want to borrow gear for the cleaning.

Opportunities:

A Plastic Free event gives participants the chance to protect the environment, connect with others, and promote awareness about marine conservation.



Mapping inspiration

As part of Youth for Earth, participants mapped social and environmental initiatives locally and globally to understand how ideas are translated into action. Young people explored initiatives related to sustainability, mental wellbeing, and community engagement, reflecting on purpose, impact, and accessibility.

The mapping helped participants see what already exists and identify forms of action for inspiration for own projects.

The initiatives were compiled into an open-access Google map used as inspiration throughout the project and beyond. [See the mappings here!](#)

MAPPING EXAMPLES:



PROJECT OUTSIDE

This organisation focuses on mental health and health access, housing crisis, social inclusion, orientation, counselling, political activism, and advocacy.



A.S.B.U.C. OF GIULIANELLO

Dedicated to social, cultural, and welfare initiatives, fostering community involvement and support. Through workshops with local schools and beyond, it promotes inclusion, raising awareness among all generations from youth to elders.



FOOD BOX - MADBOKS

Madboks is a volunteer organization that saves and redistributes food waste at three centers across Copenhagen weekly.

Problem Tree

A Problem Tree helps you explore the causes and effects of a problem. It shows how different issues are connected and helps you identify where your project can make a difference.

How it works

1. Start with the main problem, you are trying to solve

Write the core issue you want to address in the center of the paper. This is the “trunk” of your tree.

2. Identify causes

Ask: Why is this problem happening?

Write the causes under the trunk – these are the “roots.”

Some causes may have deeper causes beneath them.

3. Identify effects

Ask: What happens because of this problem?

Write the effects above the trunk – these are the “branches.”

4. Discuss connections

Look for patterns:

- Which causes are most important?
- Which effects impact the community the most?
- Are there causes or effects that link together?

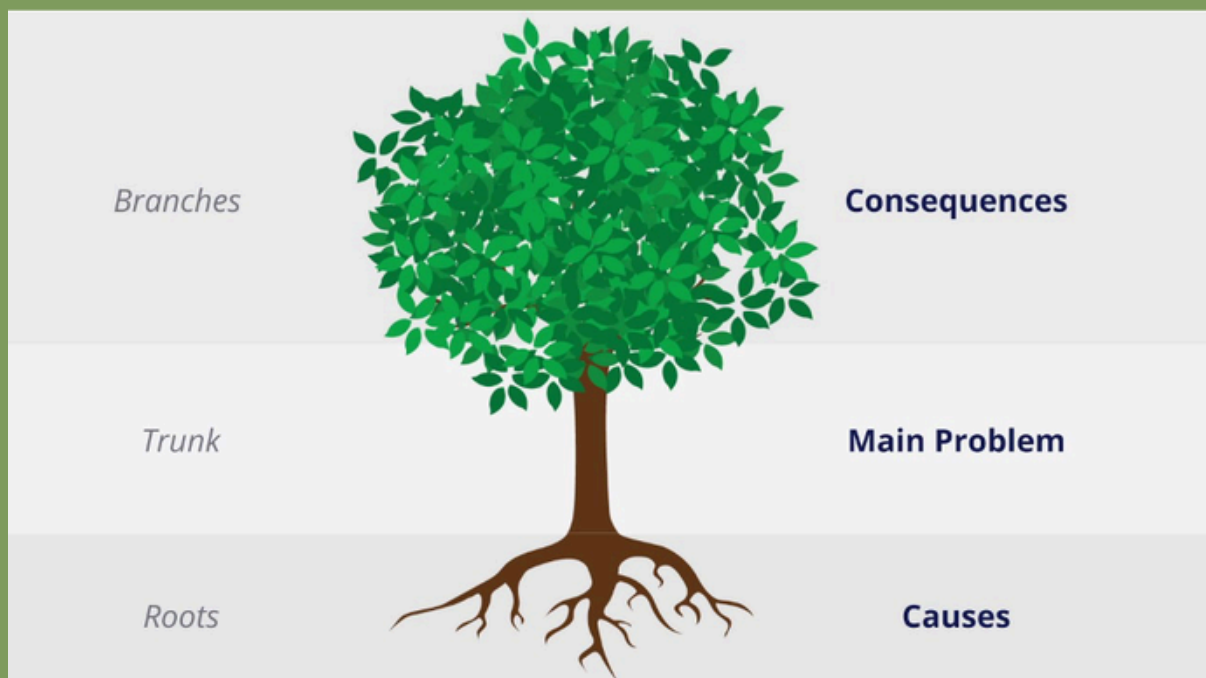
5. Use the tree to plan action

The roots show where you can intervene.

The branches show what you want to change or prevent.

Guiding questions

- What is the real problem we want to solve?
- What causes it? Why? And why again?
- Who does it affect, and how?
- What happens if nothing changes?



SWOT Analysis

A SWOT analysis helps you understand your current project idea by looking at what is working in your favor and what might get in the way.

SWOT stands for:

- **S**trengths: What are you already good at?
- **W**eaknesses: What needs improvement?
- **O**pportunities: What chances exist to grow or succeed?
- **T**hreats: What could block or harm your project?

How to use it:

1. Write down your project idea.
2. Brainstorm with your group or community.
3. Fill in each category.
4. Use the results to refine your project plan.

Example guiding questions:

- Strengths: What skills or resources do we already have?
- Weaknesses: What are we missing?
- Opportunities: What positive trends or support exist around us?
- Threats: What risks or obstacles should we prepare for?

SWOT helps you make realistic, strategic decisions before starting and during implementation.



Stakeholder Analysis

Stakeholders are people or groups who have an interest in your project or can influence it. Understanding stakeholders helps you know who to involve, who to consult, and who to inform.

A useful tool for analyzing stakeholders is the Power–Interest Matrix. It organizes stakeholders based on two factors: their level of interest in your project and their level of influence or power.

How to use it:

1. **List everyone connected to your project** (e.g., youth, teachers, funders, community leaders, organizations).

2. **Place each stakeholder in one of the four quadrants:**

- If the stakeholder has a high level of power to influence your project in a bad or good way and a high level of interest in the project put them in the box “Manage closely”
- If the stakeholder has a low level of power to influence your project but a high level of interest in the project put them in the box “Keep Informed”
- If the stakeholder has a high level of power to influence your project in a bad or good way but a low level of interest in the project put them in the box “Keep Satisfied”
- If the stakeholder has a low level of power to influence your project and a low level of interest in the project put them in the box “Monitor”

3. **Use your map to plan how and when to communicate with each group**

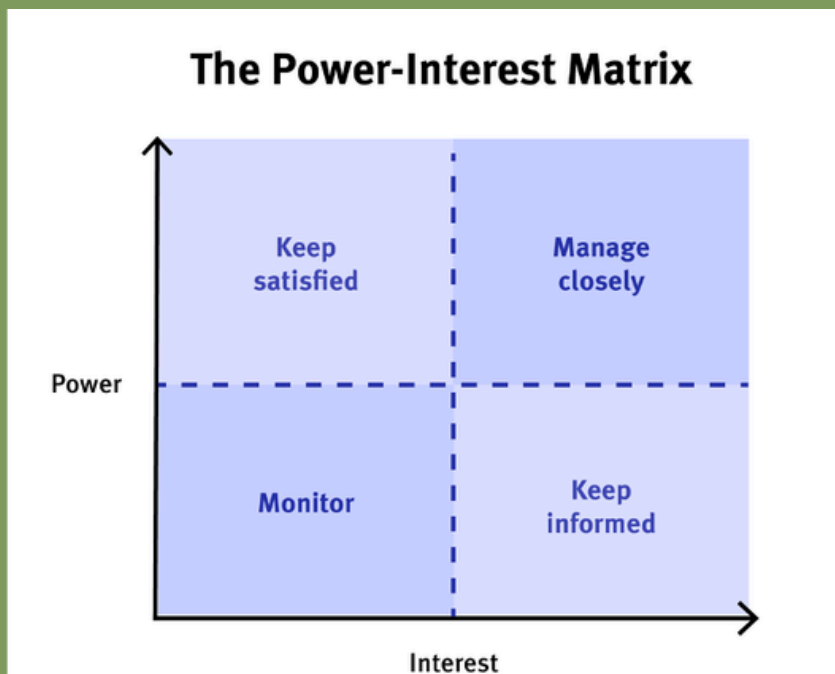
Manage closely: involve them actively. They are both interested and have power.

Keep Informed: update them regularly; they can become supporters. They are interested.

Keep Satisfied: check in occasionally; make sure they aren't negatively affected, as they have the power to affect the project.

Monitor: keep an eye on them in case their role changes. For now they are neither interested or have power.

Stakeholder roles can change during a project, so revisit your map as you go.



Resource Mapping

The community around you are already full of great resources you might be able to tap into – maybe you can get a room for free for your projects or maybe there are people who wants to help you. A resource analysis helps you identify assets that already exist and could support your project.

How to use it:

1. Think about the issue you want to address

2. Explore what resources exist in your community

3. Group what you find into resource types:

Human resources: Skills, talents, networks, volunteers, mentors

Organizational / Institutional resources: Local groups, NGOs, schools, public services, informal networks

Economic resources: Funding, savings, materials, tools, budgets

Natural resources: Land, forests, water, minerals, etc.

Physical resources (built): Buildings, roads, infrastructure, communication systems

4. Talk to different people and organisations (youth, elders, leaders, teachers, etc.) – they often know about different resources

5. Decide which resources can support your project and how to access or mobilize them

This step prevents you from starting from zero and shows what is already possible.

Resource Matrix

	What resources are available in our community that can help solve the problems identified?	How can these resources be used to improve our situation?
Human resources		
Organisational / institutional resources		
Economic resources		
Natural resources		
Physical resources		

Action Plan

An Action Plan helps you turn your ideas into real steps. It connects the problem you want to solve with the actions you will take, and helps you think about impact, resources, timing, and evaluation.

1. Problem – What do we want to solve with our action?

Start by stating the issue you want to address.

2. Action – What will we do?

Describe the action or activity you want to carry out to address the problem.

3. Positive effects – How does the action help?

This helps you understand why your action matters.

4. Possible negative effects – Can it affect us or others negatively?

Sometimes good actions can have side effects.

Planning Section

This part breaks the action down into steps, resources, and support

a. What do we do? – List the tasks needed to carry out your action.

Example: book a space, design posters, contact partners, buy materials, etc.

b. When do we do it? – Make a timeline and choose a start date for the action.

c. What do we need? – Tools & support. Eg. materials, digital tools, money, spaces, or knowledge.

d. Who can support us? – Who can assist your project (teachers, youth leaders, organizations, local authorities, etc.). They can provide skills, permissions, materials, or visibility.

Evaluation – How can you see if it made a difference?

Action plan

<p>Problem What do we want to solve with the action?</p>	<p>Planning: What do we do? Concrete steps.</p>
<p>Action What will we do?</p>	<p>When do we do it? Timeline & start date</p>
<p>How does the action affect things positively?</p>	<p>What do we need? Tools, support</p>
<p>Can it affect other things negatively for us or others?</p>	<p>Who can help or support us? teachers, management, organizations of interest etc.</p> <p>Evaluation: How and when do we see if it has made a difference?</p>

Fundraising

If you want to grow or scale your project, you may need money, materials, or support. Fundraising helps you get these resources.

1. Know what you need

Be clear about how much money or what materials you need and why.

2. Show your impact

Explain the problem you're solving and why your project matters.

3. Find potential supporters

Look for:

- Local businesses
- NGOs or youth programs
- Schools or community centers
- Crowdfunding platforms
- Grants or youth funds
- Sponsors or donors

4. Pitch and idea and get them involved

Tell supporters what they get in return (visibility, community impact, partnership, etc.).

5. Start small & build trust

Begin with people close to you (friends, family, school, local shops) and expand as you grow.

6. Keep it transparent

Show how the money or materials are used. Trust makes future support easier.



Conclusion

Youth for Earth was about doing.

Not having all the answers, not waiting for the perfect idea, but taking a step and learning along the way. The micro-projects in this catalogue show how action can start small, take different forms, and grow through practice, collaboration, and persistence.

The projects are not presented as finished solutions. They are examples of young people choosing to act on what they care about, using the time, energy, and resources they had available. Some projects focused on community, others on environment or mental wellbeing, but all were driven by the decision to move from concern to action.

The tools shared in this catalogue are included to support that same process. They are meant to be used, adapted, and changed to fit different people and contexts. You do not need to use all of them, and you do not need to follow a fixed path. What matters is starting somewhere and staying open to learning.

We would like to thank the young people who took part in Youth for Earth for their commitment, honesty, and willingness to try. We also thank the educators, partners, donors, and local communities who supported the process and made space for youth-led initiatives to happen.

If this catalogue encourages you to try something yourself – even something small – then it has done its job.

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