

FURTHER EDUCATIONAL ACTIVITIES

At this section we are going to introduce several different activities which you can use in your class, after the simulation is over. These are not necessarily directly connected to the simulation session: you can even lead them at another time if you want to further emphasize the social / emotional aspects of their experience, or you want to deepen their knowledge about sustainability.

The activities collected here are not only engaging but enhancing communication and cooperation. Activities are divided according to the areas to be developed (thematic breakdown): to develop emotional intelligence, to develop cooperation, to develop responsibility, to develop ecological thinking. Most of them with online playable versions.

Within the Teacher's Toolkit, it's important to recognize that the simulation is a component of a broader educational journey. Accordingly, you may find it valuable to include an introductory section on the topic of sustainability. Additionally, consider incorporating strategies to inspire students to approach their learning in novel and creative ways, departing from their usual methods.

Activities to build relationships, enhancing Emotional Intelligence

The following exercises are an effective way to introduce children and young people to the world of emotions and empathy: they help them to build relationships, tune in to each other, learn about emotions and decode them. The more people in the group reveal about themselves and the more personal information they learn about others, the friendlier and safer the community becomes.

In order to engage with the environment and sustainability, it is necessary to feel at home in our own communities and to have positive emotions about them. This is how common issues become important, and an important prerequisite for this is the creation of a safe and sustainable environment in which individual and common goals can be achieved.



1. The emotional thermometer

Level of difficulty: a simple exercise for both the facilitator and the participants.

Method: individual practice

Length of the exercise: Less than 5 minutes -but worth to repeat at the end of the common time.

Tools: Board, pens, maybe post-it for every participants.

Instructions:

- Draw a thermometer on the board. You can choose to represent 0-10 degrees or scale from minus 5 to plus 5. The highest value indicates the most positive mood, the lowest the real gloom. It is important to stress that fatigue does not equal negative emotions.
- At the beginning of the lesson or school day, everyone should mark where they feel on the emotional thermometer with a sign or an initial. (To speed up the exercise, participants can get post-its on which they can draw their own sign or write their name and just stick it on the board.)
- Those who wish can also briefly explain why they drew themselves there.
- At the end of your time together, repeat the exercise: has anything changed on your thermometer?

Online version: create an emotional thermometer on a site that supports online drawing collaboration. Indicate which emotional temperature is represented in which area. Ask participants to place small tags at the beginning and end of the meeting according to how they are feeling.

You can use a Google Jamboard, Padlet, or other platform.

2. The emotional ladder

Level of difficulty: a simple exercise for both the facilitator and the participants.

Method: groupwork

Length of exercise: 15-20 minutes

Tools: Paper, pen for the group

Instructions:

- Form groups.



- Each group gets a basic emotion (joy, sadness, anger, wonder, fear, disgust).
- Find synonyms for them and write them down. Then put them in order: which one is the mildest? How do they increase to the strongest?
- They can also make a sculpture of themselves for each degree.
- Let the teams show each other what they have achieved.

Online version: choose a platform for the activity where you can organize small groups. It is important that online groups are usually smaller than in the case of face-to-face cooperation - for this exercise, the online group should consist of 2-3 people. Instead of full-figure sculptures, participants can make portraits for the emotion in question.

3. Emotional buzz

Level of difficulty: Rules are easy, but participants need to understand the task and come up with their own ideas.

Method: Group exercise

Length of exercise: 5-8 minutes

Tools: Not required.

Instructions:

- We are standing in a circle.
- Each participant thinks of a simple one-sentence situation, which could be an everyday situation or something else in life. It's important not to choose a situation from your own life, but a situation that could involve any imaginable character (e.g. new student on the morning of the first day at school / competitor loses the final match after a year of hard training / X catches his best friend in a lie / Y gets lost in town but is guided by a kind stranger, etc.).
- Someone steps into the middle of the circle and explains the situation. The others, one by one, enter the circle and, by touching the shoulders, each name an emotion that might be in the character's mind in the situation (excitement, fear, relief, anger, etc.) If they cannot think of a specific emotion, they can express what the character might be thinking in a typical sentence, so that they can better identify the emotion. In this way, we can collect the



number of different emotions/thoughts that can accumulate in a situation.

- Not everyone has to express themselves, it is important that it is voluntary to enter the circle.
- If there are no more contributors entering the circle, everyone should stand back in the circle and the next round can start by naming the next situation.
- Do not play more than 5 or 6 rounds at a time, or the exercise will become tedious and exhausting.
- If for some reason it is challenging for the participants to think of situations, the game leader can come up with several scenarios in advance.

4. Emotion cards

Level of difficulty: It is simple to manage. Players participate at a level appropriate to their current emotional intelligence.

Method: Whole group, small group, pair and individual exercises.

Length of exercise: from 5-6 minutes to a whole lesson - depending on the pedagogical goal and the situation.

Tools: Emotion cards (e.g. the Catcards developed by the Rogers Foundation or a collection of smiley faces or postcards of landscapes or artwork, etc.)

Instructions:

- Choose an emotion card that represents your current emotional state (it is important that the facilitator is part of the circle and chooses a card).
- The simplest version of the exercise is for everyone to explain in a few sentences why they chose that card.
- We can also make a statue of ourselves to represent the emotion. In this case, we do not show the card to the others, but our own sculpture. To develop empathy, each of us should take the posture shown to experience for a few moments how the partner feels.
- Another version: draw an emotion card in pairs. Ask them to tell their partner about a time in their own life when they felt the emotion depicted on the card. (In this and the following versions, the game leader should no longer participate.)



- In small groups, you can use the emotion cards to create stories. Give 2-3-4 emotions for the groups to make up an interesting story about. Write them down and listen to each other's stories.
- The previous version can also be given as individual homework.
- You can also discuss emotions as a whole group using the cards. We can start the discussion with two contrasting cards. When sadness turned to relief? What did it take?)

Online version: the last four variations can be played online. Use screen sharing, breakout rooms and chat. Share or send the cards you want to be used by pairs or small groups. You can also initiate a whole group discussion online.

5. The body and emotions

Level of difficulty: It is a complex exercise in which it is important that the teacher leads point by point. It is important for the participants to understand that they are not expected to use just any saying or proverb.

Method: Small group work.

Length of exercise: 25-35 minutes.

Tools: Paper, pens, colored pencils or crayons, flipchart paper or wrapping paper.

Instructions:

- Form small groups of 3-5 people.
- Collect verbal expressions that describe the physical symptoms of emotions. Explain exactly which emotion they refer to (e.g., stomach cramps - anxiety, backache - fear).
- Have each group draw a human figure on large wrapping paper. Indicate on the drawing where the emotions collected in the expression are felt in the body, which parts of the body are affected by the emotion. Use the colors that best express the emotion you are feeling to draw.
- Read the expressions and show each other the drawings. Point out that not everyone feels each emotion in the same way, there may be individual differences in decoding - we should accept them all as valid.





Online version: the activity also works online, using Jamboard or Padlet. Young people can draw funny shapes of people on these interfaces, and they can add notes with a choice of colors.

6. Emotional music - emotions in music

Level of difficulty: The following variations will help you choose the right exercise for your group.

Method: Whole group, small group or individual exercise.

Length of exercise: 15-30 minutes.

Tools: Movie clips, player, projector and accessories for the presentation, loudspeaker.

Instructions:

- Show the group an emotionally rich film scene with the music muted (you could use a scene from Zeffirelli's Romeo and Juliet, for example).
- If time is short or the group is not usually very active, the teacher can show music with different moods. Discuss which music expresses what the scene, what the music adds, what is missing. Which music best fits the scene?
- If you want to devote more time to the activity and offer more group work to the participants, find music in small groups that fits the emotional background of the scene. Have the groups show each other the versions and then discuss them. Finally, watch the original film scene with your own music.
- You can also give the music search as homework, in which case make sure that everyone who wants to can present their own version.

7. Scene making

Level of difficulty: For a well cooperating group, this is not a difficult task. It is important that the facilitator manages time well. It may happen that the groups are not ready at the same time, one is bored and the other is nowhere near ready. If there is only one group to wait for, have the teacher help them to cut the story short. This slow group is likely to improvise without rehearsal at the presentation.

Method: Small group exercise.

Length of exercise: 15-20 minutes.

Tools: Emotion cards or tags with emotions.



Co-funded by
the European Union

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

Instructions:

- Form groups of 5-8 people.
- Each group should draw an emotion card or give the groups a slip of paper with an emotional state written on it.
- Have the groups come up with a short story that describes the emotion. First guess what is going to happen in the scene, then divide it into roles and act it out for themselves.
- Have the groups present their scenes. The audience guess what emotion they saw.
- At the presentation, use a convention sign to indicate when the performance begins and ends (e.g. one participant claps).
- A more complex version of the former is when two emotions are given to each group: switch from one to the other scene.

Activities to improve cooperation

To address sustainability effectively, we need cooperation and teamwork. We need to learn to think together with others, to build a common strategy and to compromise on common goals. This requires the realization that, although we are different, we can accept others - we can act together. We all have skills that we can use to work together.

1. Leading in pairs

Level of difficulty: It is not an easy exercise, as the participants are in almost physical contact while listening to each other. First choose a pair freely, then randomly pair up. Play a maximum of three rounds in one session, but you can repeat the exercise at a later session.

Method: Practice in pairs, then you can do it in a whole group.

Length of exercise: 15-20 minutes including discussion.

Tools: Two small balls or pens or 2-3 dozen spaghetti strands per pair.

Instructions:

- Make pairs.
- Each pair gets a small ball, a pen, or a piece of spaghetti.
- They raise their hands and, with their palms facing each other, place the object between their palms so that the two of them hold it together.



- Their common goal is to keep the object from falling throughout the exercise. Of course, they will fall off sometimes, the spaghetti may break, but pick it up and continue (get a new strand of spaghetti).
- The pair will decide who will be the leader and who will be in control. The leader moves his hand while the other must follow his movement so that the object does not fall. First, they should move their hands only, and once they can do this, they should move in space.
- After a few minutes switch roles and have the other member of the pair lead the movement.
- Again after a few minutes, form new pairs. Repeat the exercise.
- Encourage the pairs to try more complex movements. Use space, try to get down to the floor, move faster or slower, etc.
- At the end, have a discussion: who felt comfortable, what was difficult, what was easy.
- When you are relatively good at the pair's version, go round in a circle. Put your hands at shoulder height and place an object between each of the two adjacent palms. Try to move together. Have a designated leader at first, but if the group is very skillful you can try it without a designated leader. Don't leave a long time for the whole group version.

2. Effective cooperation

Level of difficulty: The facilitator must be very careful to follow the rules and stop the activity as soon as more people are inside the circle. In some groups there may be only one or two active players and the others passively bored - this situation needs to be managed.

Method: Whole group exercise.

Length of exercise: 15-20 minutes.

Tools: Rope, letters written on a 10x10 cm piece of paper (the letters of the phrase "effective cooperation"), stopwatch, writing tablet.

Instructions:

- The letters of the phrase "effective cooperation" are placed mixed together in a circle marked with a spacer. The task is to get the letters out of the circle in the correct order and to get the word out of the circle as quickly as possible. If you like, you can repeat several times, trying new methods.



- Before the stopwatch starts, the most important part of the game takes place: you have to agree on a common strategy.
- Once they have agreed, they test how well it works and how long it takes to implement.
- The times are recorded on the board by the referee.
- If you feel the time could be shorter, work out another camel.
- It is important that they should only beat their own results and until they are satisfied with the speed of the team.
- The game ends with a joint analysis and discussion of the experience.
- Important rules to be followed in every round:
 - The letters must come out of the round in the correct order.
 - The words "effective cooperation" must be posted in a straight line outside the circle.
 - Only one person (or even one body part) can be inside the circle at a time (including in the air). The moment there are more than one person inside, stop the clock and start that circle over.

3. From circle to square

Level of difficulty: A simple, relatively short activity. If it gets long, it can get boring.

Method: Whole group exercise.

Length of exercise: 5-15 minutes, including discussion.

Tools: Not needed.

Instructions:

- Let's stand in a circle.
- Ask everyone to close their eyes.
- The participants' task is to create a square from the original circle while keeping their eyes closed. They are allowed to talk.
- When they think they are done, they can open their eyes.
- Discuss the experience.



4. Strategic Chair

Level of difficulty: A very exciting activity, but not an easy one. The facilitator has to perform many tasks at the same time: watching the group, timing, recording the time and playing the role of "robot".

If feasible, it is advisable to pass on the role of "robot", but only an outsider should be used, no one in the group should be singled out for this role.

Method: Whole group exercise.

Length of exercise: 35-60 minutes including the discussion.

Tools: One more chair than the number of people in the group, stopwatch, whiteboard with writing utensils.

Instructions:

- In the space, we place as many chairs as there are people in the group: they fill the space, standing in as many different directions as possible. Make sure you can fit between them.
- The position of the chairs does not change during the game.
- The facilitator's chair remains empty, and he or she is positioned at the point furthest away from it.
- At the beginning the facilitator starts in the role of "robot". He moves at a steady, slower pace than the players and aims to sit down in the empty seat.
- The players' objective: to prevent the "robot" from sitting down. The only way to do this is for one of them to sit on the seat targeted by the "robot". To do this, however, they must leave their own chair free. The "robot" will then change direction within the limits of its ability to move in a straight line, and this chair will now be its target - and so on.
- Once someone has got up from their chair, they cannot sit back in the same chair, they have to sit in another chair.
- Players can move between chairs at any pace.
- Time each round. It is good if the group sets a common goal: how long they want to prevent the "robot" from sitting down. The goal can, of course, be changed during the game.
- An important part is to formulate a common strategy. To do this, the group should have a tactical meeting before each round to be more effective.



Co-funded by
the European Union

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

- Provide an opportunity for a discussion at the end: this activity usually brings up many questions from the groups, ranging from barriers to efficient operation to issues of group dynamics. Allow time for these to be clarified and, if necessary, manage tempers.

5. Triple unit

Level of difficulty: It's simple. Can be played over and over for months, as many times as you like. Some groups get really fond of it and improvise really creative solutions.

Method: Whole group exercise.

Length of exercise: 5-8 minutes.

Tools: Not needed.

Instructions:

- We are standing in a circle. Someone stands in the middle, takes a frozen position and says who they are impersonating. It can be anything, an object, a person, a building, a concept, etc. He or she becomes the first element of our triple unit.
- Another player joins him and adds a new element to join the previous one.
- They are joined by a third who also adds to the collective picture.
- When the triple unit is formed, the first player chooses one of the other two elements displayed and leaves the circle with him.
- The player who is left in repeats his or her name out loud. He can then be joined by two more players, forming a completely new picture - and so on.
- For example: A: I am the house. B: I am the window. C: I am the curtain on the window. "A" (house) takes "B" (window) out of the circle, and the curtain becomes the starting element of our next picture. A: I am the curtain. B: I am the stage. C: I am the lamp that illuminates the stage.



Activities to improve responsibility

Taking sustainability into account means taking on a high degree of responsibility, a commitment to the fact that individuals are not only responsible for their own well-being. Ideally, this sense of responsibility is fostered from an early age by the family, but if the young person is not so fortunate, it can be developed with the support of school and other communities.

To help them do this, we recommend the following activities.

1. Rickshaw

Level of difficulty: Not an easy one. Some people don't like to close their eyes, so it's important that the quarterbacks pay attention to their partner and try to move at their controlled pace. For this, we need to prepare the participants: play some warm-up, concentration and relationship-building exercises beforehand.

Method: Play in pairs.

Length of exercise: The game itself is 5-6 minutes, but you can expect a long conversation afterwards. In total about 20-45 minutes.

Tools: Perhaps a scarf for half the group.

Instructions:

- The group forms a circle in a large space (it's not a problem if there is furniture, but there must be enough room to move freely).
- Everyone chooses a partner to start the exercise with. One member of the pair will be blindfolded.
- The facilitator will give the instructions:
 - This is a non-verbal game in which no talking (or making any sound) is allowed.
 - One member of the pair is the leader: he will be the leader of the "tuk-tuk" (rickshaw) while the other member of the pair will be the "tuk-tuk".
 - The leader puts his hand on his partner's shoulder, thus guiding the tuk-tuk as it moves through space, avoiding some obstacles.



- After a minute and a half, the referee says "substitution", at which everyone stops. The leaders exchange tuk-tuks in silence. The tuk-tuk won't know who is behind him and will experience a loss of control.)
- Repeat the pair swap again - every minute and a half. That is, each tuk-tuk will have three different controllers, two of whom it will not know the identity of.
- After the third round, sit in a circle and discuss the experience. First the tuk-tuks tell us how they felt, then the leaders.
- Then the second game begins: the leaders become tuk-tuks, and vice versa. After the pair swaps, there is another discussion.
- Questions: As a tuk-tuk, could you trust your leader? How did it feel to be a leader and take responsibility for the other?

2. A guide to humans for aliens

Level of difficulty: A long, conversational, argumentative exercise. A teacher needs to manage if there is a big difference in engagement between groups. It may be worthwhile to work out in advance who will make up a group or use a previous exercise, so this is the group's second time together.

Method: Small group exercise.

Length of exercise: 35-60 minutes.

Tools: Flipchart or wrapping paper for the groups, with writing materials, board with writing materials.

Instructions:

- Imagine that aliens visit Earth. They are very curious about humans and our habits.
- Form small groups of 4-5 people. In the groups, collect the basic rules that all people should follow when living together, for example in a family, class or other human community. Formulate and write down 8-10 rules that you think are the most important.
- Then have the groups share the results with each other.
- Based on the groups' reflections, make a big, shared list. We can discuss which of the rules we have collected are the ones that our classroom community follows.





Online version: works in the same way as the face-to-face exercise, except that you may want to form smaller groups. Work in a common platform with members of a group and then share the results with the others.

3. Privilege walk

Level of difficulty, instructions: This can be an emotionally difficult exercise, as it shows differences between opportunities people have. For this reason, we suggest using role cards to have participants distant themselves from it (facing their own underprivileged / overprivileged status in real life might have a deep impact on certain people, which can quickly become too difficult to handle in the classroom context).

Method: whole group exercise

Length of exercise: 35-60 minutes

Tools:

- This is an exercise to experience what it is like to be privileged and how privilege works in society.
- Give each participant a role card (see tools). Allow time to think about the role - imagine what it would be like to be that person.
- Ask them to stand in a straight line at the back of the room (so there is enough space to move forward several steps).
- Read out the following instructions:
 - *Let the person who feels the statement is true for him or her in the role step forward one babystep.*
 - *Whoever is uncomfortable with the knowledge that the statement is true for him, should not step forward.*
 - *No one will ever know if something is true for that role or not.*
- The facilitator reads the statements aloud, one after the other, with short pauses.
- After the last statement is read, ask the participants to note where they stand in the room in relation to the others.
- Form a circle and discuss the experience of the exercise, based on the following questions:
 - How did it feel to participate in such an exercise?
 - How do you feel about the position you ended up in?
 - Were there any new factors you hadn't considered before?
 - Were there any statements that were particularly difficult (for your character)?



Co-funded by
the European Union

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

- What do you wish people knew about you (your character)?
- What do you think would have happened if you had used your own real experiences during the exercise?
- How do you think knowing more about privilege would help your current relationships?

Call for action

- Ask participants to think at home about where they would have ended up in the walk if they had used their own experiences.
- Try to identify areas in their lives where they could improve and identify problems in their neighborhood / local community / wider environment that could be improved.
- How could the situation be improved?

If possible, please elaborate on what you have experienced in practice by creating a piece of work (e.g. essay, drawing, poem).

Please find Role cards at the end of document – appendix no2.

Read the following situations aloud. After the reading, give participants time to move forward and see where they are compared to the others.

Activities to improve ecological thinking

This part of the suggested exercises is specifically about ecological thinking and action. For these exercises, participants should already be able to feel responsible for their environment and be willing to do something about it.

Those who are emotionally connected to nature and other elements of our environment can more easily see that we have a personal responsibility to protect them. It is therefore important to be aware of positive feelings towards nature - some of the following exercises are designed to do this.

Gathering information and fact-finding as independent work can also promote the will to act. We also offer ideas for this.



1. Me and nature

Level of difficulty: Individual work, easy instructions but requires a peaceful, calm and friendly environment for the exercise. This can be facilitated by introductory games that create a sense of immersion and confidence.

Method: Individual work; can also be done online.

Length of exercise: 15-30 minutes (if you're in art class, dedicate a class period).

Tools: Paper and art supplies for everyone.

Instructions:

- Give paper and art supplies to the participants. Provide a quiet environment where they can work independently. You can also listen to soft, soothing music.
- Ask them to close their eyes for half a minute and to recall as accurately as possible a place where nature was important to them, and they had a good experience. It could be an important outdoor playground from their childhood, a place where they went on a trip, a memory of a holiday, a grandparents' country house, etc.
- If someone doesn't have such a positive memory, imagine a place they would like to go to and where they would feel safe.
- Make a drawing of this place.
- While drawing, think about why the place is important to them, what they like most about it.
- Let's exhibit the drawings, but only show the work of those who are willing to do so. Those who are happy to tell us about their drawing and their story should be given the opportunity to do so.

Online version: can give the drawing as homework and only share the results. It might be a good idea for the teacher to give everyone the scanned drawings, but to share them anonymously. Anyone who wants to can talk about their artwork and what it depicts and why the place is important to them.



2. Storytelling

Level of difficulty: Storytelling is a genre that includes many different kinds of storytelling. Since our aim is to develop eco-conscious thinking, it is best to give people the opportunity to share their own experiences. One story will bring to mind the next one, which will again bring to mind another. We can also talk about possible solutions and actions when recalling a problem. The teacher should participate in the discussion as a facilitator. It helps the process if he or she brings the opening story and prepares a few more cases.

Method: Whole group discussion; can also be done online.

Length of exercise: It is difficult to calculate how much time it will take, but most groups are happy to tell their own stories. Be prepared with supporting games. 10-60 minutes.

Tools: Not needed.

Instructions:

- Let's sit around. Invite participants to a group discussion in which anyone can tell a story that happened to them or someone they know that relates in some way to nature, an environmental issue or sustainability.
- The facilitator should tell a story that is relatable and interesting for the participants. Discuss what each person thinks about the incident.
- Allow another story to follow. If none of the young people bring in a new story, the facilitator can tell another case.

Online version: turn on the cameras and also allow to share photos or videos

3. Tags

Level of difficulty: It is an extremely instructive exercise that teaches you to think, doubt and check what you see by looking behind the surface. It can be given as an individual task or as homework, but it is more interesting when participants work in pairs or groups of 3-4. Allow enough time for all parts of the exercise, including discussion.

Method: Individual, pair or small group exercises with whole group discussion; can also be done online.

Length of exercise: 35-45 minutes for the task itself, 15-35 minutes for the discussion.

Tools: Mobile phones / cameras, internet access.



Co-funded by
the European Union

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

Instructions:

- Ask the participants to look for labels in a supermarket that advertise that by buying a given product you are reducing your environmental impact, protecting nature, that the product is organic, ecological, sustainable, etc.
- Take photos of these labels. Make a collection of at least 6-8 of these labels.
- Search for these labels in your favorite browser and check which ones are authentic and which are not.
- Write down the results, listing each tag.
- As a whole group, discuss the experience and draw lessons.

Online version: everyone collects and photographs labels on their own, then works on them in an online group. A whole group discussion also takes place online.

4. Thematic photos

Level of difficulty: It's a simple exercise, the difficult part is that you have to work on one thing for a longer period of time.

Method: Individual or pair exercise.

Length of exercise: Can be a longer project, but at least 1-2 weeks long; can be done online.

Tools: A device for taking photos of everyone, printed images or a projector with the necessary equipment.

Instructions:

- Give a theme that will also be the title of your future exhibition, e.g. Pollution, Water or Waste.
- Give a longer period of time, say 1-2 weeks, when participants are looking for photo themes related to the theme. As they go about their daily lives, they should keep their eyes open and sensitive to the sights, events and happenings related to the title.
- There are two ways to organize a presentation. Either everyone can print out the most interesting one or two pictures and have a real exhibition, or we can project the pictures and have a discussion about them. The exhibition or display can also get more publicity.

Online version: the photos taken individually are presented to each other in an online presentation.



Co-funded by
the European Union

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

5. Making a paper theatre

Level of difficulty: another form of storytelling as the group makes up a story together that fits the given goal, in this case eco-conscious thinking. The fictional story is then processed visually. It is a time-consuming, creative exercise, which most of the groups enjoy doing.

Method: Small group exercise.

Length of exercise: 70-90 minutes at least.

Tools: Paper, writing and drawing tools, big drawing papers.

Instructions:

- Form groups of 4-6 people.
- Each group should develop a story that raises awareness of an ecological problem. First agree on the main character (human - who? animal? object? planet? other?) and then come up with a general plot.
- Identify five or six points in the plot that could be key scenes.
- Make a drawing of each of these key scenes.
- Agree on how you will tell the story and present the drawings - as a paper theatre. You could even use sound effects.
- Hold the presentation, have the groups watch and listen to each other's work.

6. Poster making

Level of difficulty: A creative exercise that requires the cooperation of small group members. To perform the exercise, you will need materials and tools that you can ask the group to help you collect: bring cleaned litter, plastic cups, bottles, paper waste, soda cans, etc.

Method: Small group exercise.

Length of exercise: 25-45 minutes.

Tools: Cardboard paper, colored paper, scissors, glue, newspapers with cut-out pictures, drawing materials, cleaned waste.

Instructions:

- Form small groups of 3-4 people.
- Invite participants to design and create a poster or spatial artwork as a team to draw attention to an environmental problem.
- They can draw or use any materials available: pictures from old advertising clippings and waste.
- When the groups have finished, organize an exhibition of their work.



7. City-building

Level of difficulty: A creative exercise that requires the cooperation of small group members.

Method: Small group exercise.

Length of exercise: 40-60 minutes.

Tools: Building bricks or Lego in large amounts.

Instructions:

- Form groups of 3-4 people. Each group should be given an appropriate amount of building materials.
- Each group should build a village with sustainability as an important part of its design - each village should be a "green city".
- Present the models to each other.
- Then have the groups draw cards. Imagine that the natural disaster on the card is a threat to the municipality.
- Work out a strategy for protection and change the model accordingly.
- Share the results with the other teams.
- The hazard maps could be:
 - typhoon
 - floods
 - extreme drought
 - earthquake
 - extreme and prolonged heat
 - blizzards, snowstorms
 - shortage of drinking water

8. Five-finger exercise

Level of difficulty: A simple exercise. You can even give it as a homework assignment, then discuss it together.

Method: Individual exercise, followed by whole group discussion; can also be done online.

Length of exercise: 10-20 minutes for individual work, 15-35 minutes for group discussion.

Tools: Paper, writing materials for everyone, writing board with writing materials for common plans.

Instructions:

- Ask participants to draw around the palm of one of their hands.





- On each finger, write an activity they can do to help protect their environment. This can be anything small, but it should be realistic and achievable.
- Come up with a short action plan on how you can start (or continue) the action in the near future. Write about it in headlines or draw some signs of what you will do about it in the middle of the palm.
- Share ideas with each other. Look for common points, also make an action plan at group level.

Online version: same as the face-to-face version using cameras and breakout rooms.

9. Envisioning the future

Level of difficulty: A creative exercise that requires the cooperation of small group members.

Method: Small group exercise (or homework for small groups or individuals), followed by whole group discussion.

Length of exercise: Can take several lessons, at least 30 minutes for small group work, 15 minutes for group discussion.

Tools: Paper, writing materials for everyone, writing board.

Instructions:

- With your peers, you will plan a vision for the future in a selected area: for example, family, work, environment, digital asset use, deforestation rates, waste production, climate change.
- Identify sustainability problems at the local level, the cause-and-effect relationships between them, and formulate proposals for solutions, individually or in groups.
- Explore and evaluate these proposals from multiple perspectives.
- Evaluate group and individual work; justify evaluations.



Co-funded by
the European Union

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