Call2Nature

MANUAL of "disconnected" activities

WP3, A3.2

PROJECT REFERENCE NUMBER:
2022-1-IT03-KA220-YOU-000085032

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Introduction

This document constitutes a detailed Manual on implementing educational activities with young learners, towards promoting environmental awareness and fosterirng direct (re)connection to the natural environment.

Its main goal is to provide all interested stakeholders with a valuable tool that will support them to develop and deliver activities to young persons without the use of digital tools and technologies (such as smartphones).

Building on the results of the first phase of the Call2Nature project, (assessing the needs and perceptions of youth regarding their digital practice and use of technology), and by integrating the main elements of the EU's **GreenComp** and **DigComp Frameworks**, the Call2Nature partners have identified four main competence areas:

1. Green tech essentials
2. Sharing multiple worlds
3. Envisioning sustainable futures
4. Act for sustainability

A detailed set of replicable "disconnected" activities has been developed under each area (25 in total) and are included in this document.

The Manual is targeted at youth organisations, NGOs, non-formal education providers and education stakeholders working with young people in the fields of environmental protection, sustainability education and digital literacy.

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Non-Formal Education for young people

Definition

Non-formal education (NFE) refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. Non-formal education is what happens in places such as youth organisations, sports clubs and drama and community groups where young people meet, for example, to undertake projects together, play games, discuss, go camping, or make music and drama. Non-formal education achievements are usually difficult to certify, even if their social recognition is increasing. Non-formal education should also be:

- voluntary
- accessible to everyone (ideally)
- an organised process with educational objectives
- participatory
- learner-centred
- about learning life skills and preparing for active citizenship
- based on involving both individual and group learning with a collective approach
- holistic and process-oriented
- based on experience and action

Key characteristics

In general, non-formal education is based on **active participation** (doing, experiencing). A central part of the learning process is *self-reflection*. Non-formal education activities are of an **experiential** nature (for example, simulations and role-plays) and input will always be **interactive** (a product of the facilitator and participants; they contribute with their experiences and knowledge). (*adapted from Manual for facilitators*)

Some tips to consider when developing NFE activities within youth projects include:

- Make sure there is a **logical link** between the issues young people face, the educational process you propose and the impact of your activity for

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participants and wider communities. Think about what your activity will change in your context.

- Identify **learning needs and learning outcomes** for your participants.
- **Match your objectives with the types of activities** you propose, the time available, the needs of your participants, and the number of participants.
- **Plan and structure your educational process**, in a way that sessions link to each other and young people learn something meaningful in a step-by-step manner.
- Prepare your activity sessions, so that you know what you will be doing, how, and who from your project team is responsible.
- In the educational activities, provide **enough time** to explore and engage with relevant topics. Do not rush learning and do not try to discuss too many different topics in too short a time. Ensure time for reflection, and not just experiencing. Through reflection, participants will consolidate their learning.
- If participants are expected to deliver **follow-up activities**, dedicate time for them to plan and equip your participants with the adequate skills for their follow-up.
- If the activity includes the exploration of complex or sensitive issues, **ensure sufficient time** and appropriate methods for participants to engage with them.
- **Active learning**: avoid too many frontal presentations, as participants may disengage or get demotivated. Vary your methods and adapt your content to your participants. Don't forget to consider participants' emotions, minds, and bodies.
- Consider as much as possible **accessibility needs,** to ensure everyone's participation in your activity. If your participants experience barriers that exclude them from taking part in your activity, actively seek ways to increase inclusion (for example, by removing participation fees, or by ensuring that all your participants can fully take part in each activity).
- The methods you use should allow participants to **share and learn** from their own experiences and the experiences of others in the group.
- If you are not sure you have within your organisation sufficient experience or expertise on the topic you wish to explore, **search for a trainer or facilitator externally or cooperate with other entities.**
- Ensure your project team includes a person responsible for the educational process and that most of the people in the team are young (under 30).
- Provide time for participants **to get to know each other and to develop trust within your group of participants.**
- **Evaluate your activities.** Adapt the evaluation method to your group of participants. Remember that in NFE, evaluation is done for your

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organisation to learn how to improve its activities and to have an indication of whether you reached the objectives set.

The Call2Nature Approach

The Call2Nature training approach aims to increase environmental awareness, promote the responsible use of technology and smartphones as well as to foster a deeper connection to nature among young people.

In order to achieve the above, in the context of the Call2Nature training programme, neither the facilitators nor the participants (young learners) will rely on the use of smartphones or the usual digital tools such as slideshow presentations, laptops etc. for the sessions.

Instead, a set of specific "disconnected" educational activities have been developed following non-formal and outdoors education approaches and methods as listed below:

Experiential Learning

Encouraging hands-on experiences and direct interaction with nature. This can include field trips, outdoor activities, and nature exploration sessions to allow young participants to directly engage with the environment. This approach can support them in order to observe in-depth, understand and reflect on ecological processes.

Project-Based Learning

By working on real-world projects through researching, designing, and implementing environmental initiatives, such as community gardens, recycling programs, or conservation campaigns, young people can actively contribute to environmental protection and develop a sense of ownership and responsibility.

Gamification

Incorporate game elements into the training program to make learning interactive and enjoyable. Use environmental-themed games, simulations, or role-playing activities that promote problem-solving, critical thinking, and teamwork. This approach can engage participants and enhance their understanding of environmental concepts in a fun and memorable way.

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Dialogue and Discussion

Facilitation of open discussions and debates on issues related to the use of technology and on environmental issues. Creation of a safe, inclusive space where participants can express their opinions, share experiences, and learn from one another. This approach promotes critical thinking and the exploration of multiple perspectives, fostering a deeper understanding of complex challenges.

Peer-to-Peer Learning

Encourage participants to learn from one another through peer-to-peer interactions. Foster a collaborative learning environment where young people can share their knowledge, experiences, and ideas. This approach promotes active engagement, strengthens communication skills, and builds a supportive network of like-minded individuals.

Arts and Creativity

Incorporate arts-based activities, such as drawing, photography, storytelling, role play/dramatization, to explore Call2Nature themes. Encourage participants to express their emotions, thoughts, and ideas through artistic media. This approach allows for personal interpretation and expression, nurturing a deeper connection to nature and fostering creative problem-solving skills.

Community Engagement

Involve the local community in the training program. Organize environmental awareness campaigns, clean-up drives, or volunteering activities that allow young people to actively engage with their surroundings and contribute to the well-being of their community. Collaborating with local organizations and experts can provide valuable insights and resources.

Learning Objectives

In every non-formal education programme it is key to define a clear set of reachable, achievable and measurable learning objectives.

In the framework of Call2Nature and after a thorough needs assessment including consultations with young people and youth trainers, the overall learning objectives have been defined as such:

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- Promote in-depth observation of the natural environment.
- Foster curiosity, empathy and respect
- Increase basic knowledge of climate action and sustainable development goals.
- Raise awareness about the impact of the use of digital technologies on environmental and personal wellbeing.
- Increase transversal skills such as teamwork, collaboration, leadership, and sense of initiative.

Each “disconnected” activity developed by the consortium partner in the framework of the project, and presented in detail in this document, has its own learning outcomes which are directly linked to the above objectives.

Competence Areas

The Call2Nature consortium has defined four main competence areas under which, 25 individual topics have been formulated. Those were built on the results of the research phase of the project and by combining two detailed Competence Frameworks, as defined by the EU: GreenComp and DigComp.

The structure of the targeted competences is outlined below:

AREA	TOPIC
GREEN TECH ESSENTIALS	1. Green tech glossary
	2. The journey of digital devices
	3. Sustainability in tech shopping
	4. Fix or buy? Culture of repairing
	5. Environmental impact of technology usage
	6. Harmful effects of technology

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	7. The benefits of technology
	8. 4Rs (Recycle, Reuse, Repair, Reduce)
SHARING MULTIPLE WORLDS	9. Step out of your bubble
	10. Be kind online
	11. Watering seeds of curiosity
	12. Spotting Fake News
	13. Spotting greenwashing
	14. Green open data lovers
ENVISIONING SUSTAINABLE FUTURES	15. Active scrolling for global change
	16. Navigating the dynamics of sustainability
	17. Encouraging problem solving across different factors
	18. Crowdfunding for sustainable projects
	19. Social hackathons
ACT FOR SUSTAINABILITY	20. Smart second hand
	21. Browse and plant
	22. Choose your actions
	23. Inclusive online campaigning

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	24. Sustainable usage of digital devices
	25. Exposing “Greenwashing”

Indicative techniques & examples for facilitators

The role of the organising institution as well as the facilitator’s role is to provide a “**safe space**” for participants. Facilitators have an important responsibility in this respect: they need to be aware and fully respect safety and security rules, as well as abide by the principles and norms applying to human dignity in a workplace and make all the necessary efforts to be a role model in this respect for other participants.

Especially when it comes to implementing activities during which the use of digital tools such as smartphones is prohibited by young learners, this could make them feel insecure. Empathy and the use of learner-centred approaches are key skills for the facilitators in Call2Nature educational contexts.

The following recommendations of techniques to be used during the delivery of youth training sessions when interactive activities and/or open discussions are foreseen have taken into account the scope, aims and objectives of the Call2Nature project.

This chapter serves as a guide for inspiration for facilitators in order to more effectively foster a participatory discussion on the topics of environmental awareness, responsible use of technology and connection to nature.

Fishbowl Conversation

The fishbowl technique can be used to organise constructive and participatory discussions on a given topic. In this technique, at any given time, a group of people will be actively debating while the rest of the group listens in and takes notes of various viewpoints. Through an iterative process, many participants will get to listen and talk about a topic.

The general idea is that rather than a large group having an open discussion about digitalization and its impact on sustainable tourism, which can be difficult to handle and often only benefits a few active participants, a smaller group (ideally

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3 – 6 people) is isolated to discuss while the rest of the participants sit around the outside and observe without interrupting.

The advantage of the fishbowl technique is that it lessens the distinction between the speakers and the audience, while allowing many people to voice their views. It is ideal for large groups.

Objective

Apply the fishbowl conversation technique to get many people in a large group share their ideas about a given topic while keeping the discussion manageable and under control.

Implementation

A large area is needed. Place five or six chairs in a central area. Surround this with chairs in a circular fashion for the rest of the audience. All chairs look inward. You can have more than one outer circle if you have many participants.
One chair in the centre is for a moderator and the rest is for participants who are considered to be in the fishbowl.

Pick a topic with no obvious answers (ex: what do you thing are the challenges that we need to overcome in order to integrate digitalization for sustainable tourism?).

Prepare a number of carefully constructed guided questions for this topic to use during the debate so you can help the participants cover all areas.

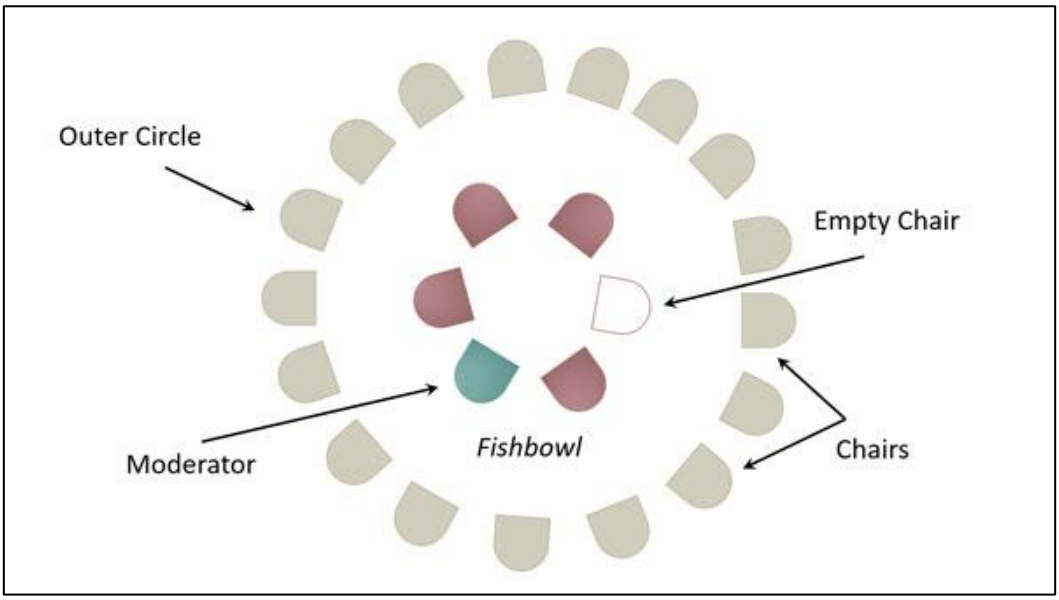

Figure 1 Fishbowl Activity

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Setup

The moderator can sit in the central area but should not participate in the debate and instead focuses on making sure the debate runs smoothly and guides it.

As the moderator, present the topic and provide any background to prepare the participants on what to discuss.

Select four or five people and get them to sit in the centre. They will form the fishbowl and will be debating the topic. Ideally, these participants must be well-versed in the topic and be able to articulate their views well. This helps to give the debate a solid start aiming to set a high standard.

Ask the participants in the fishbowl to actively discuss the topic. They will be providing logical arguments and demonstrating their knowledge about the topic.

Participants in outer circles cannot participate in the discussions. They will be evaluating the arguments raised and reflect on new insights gained, especially when it comes from opposing viewpoints.

Use your prepared guided questions to moderate the discussions. Only those in the fishbowl can participate in the discussions.

The observers in outer circles can take notes on what is discussed and compose a critique or summary of the discussions. Some participants learn best when they observe while others might prefer to engage in discussions. As such, the fishbowl technique is designed to engage everyone.

There are two main modes:

- Open Fishbowl

In this mode, one chair in the centre is left empty. At any point during the discussion, any member of the audience in the outer circles can approach the centre and join the fishbowl. When a new person joins, a current member of the fishbowl must voluntarily leave which frees a chair. The discussion continues as participants enter and leave the fishbowl.

- Closed Fishbowl

In this mode, all chairs are filled. The people in the fishbowl continue with the discussion until a pre-set timer runs out. At this point all members of the fishbowl leave to the outer circles and a new group from the audience enters the fishbowl. The discussion then continues. Iterate until many or all members have participated in the fishbowl.

Timing

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Moderators need to carefully time the session and keep it organised. The fishbowl session is always concluded by summarising the key points discussed.

- Explaining the Exercise: 5 minutes
- Activity: 30 - 40 min
- Summary and Group Feedback: 5 min

Summary

One of the most important roles of the moderator is to regularly take notes during the participants' discussion. It is easy to lose track of what has been covered. Many interesting and important points might be raised and if not captured can be easily lost.

After the end of the discussion, the moderator will summarise all main points discussed in front of the whole group. This summary will help everyone benefit from the session and will also be useful for future reference.

Indicative Icebreakers

Whenever you have a group of people participating in a meeting, project, or event, they need to get to know each other to be comfortable working together. This does not only mean just memorizing names, but also involves getting the facilitator of the session familiar with everyone and getting a read on the energy of the room. One of the other major benefits of the following ice-breaking games is in allowing group members to break free from dry or boring introductions and get to know each other more meaningfully.

1) Speed Dating Icebreaker

The goal of this game is to have a succession of very rapid conversations in an extremely short amount of time with as many people as possible. Have people sit in pairs, with colleagues that they don't directly work with on a day-to-day basis. Determine the time limit (say 3 minutes for each conversation) and set a timer. When it starts, each pair has to start speed networking & find out as much professional info about the other as possible.

While it's natural for group members to want to spend time with people they know, encouraging your team to mix is an important step to improving team cohesion. This activity is great for starting that process!

2) Blind Mimics Game

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Game is set with 3 people. The aim is to build teamwork and trust. Decide who is going to be blindfolded, who will be doing the mimics and who will be directing the blindfolded person without seeing the blindfolded person.
Hide an object from the blindfolded person, person who is directing the blindfolded person has his back toward blindfolded person at all times. He is directing by looking at the mimics of the mime, who is not allowed to speak. Goal is to direct the blindfolded person to the object.

Purpose:
Teamwork, trust, using different communication styles, getting out of the comfort zone

Reflection:
1. What role was the most difficult?
2. What would you do differently?
3. How can you apply it in the real life situations?

3) Passions Tic Tac Toe

The goal of this icebreaker game is to help the participants to get to know each other at the beginning of an event or to help identify their values during the later part of a training session.
Create a 3 x 3 grid for each participant and have them fill in each block with a different personal passion randomly. After the individual work, have everyone walk around the room and compare notes. When they find the same passion listed in both grids, ask them to sign for each other in the appropriate square. The winner is the participant who manages to have other people's signatures on three lines (vertical, horizontal, or diagonal). You can continue the game to have as many winners as you possibly can.\
Materials
A blank 3 x 3 tic tac toe grid for each participant
A clipboard or some other hard writing pad that allows the participants to write as they walk
Gifts for the winners
Instructions
Brief the participants. Ask them to spend a few minutes to fill in all nine spaces in their grid with different personal passions. Give some examples of your passions. Explain that the participants can write each of their passions in any random space in the grid.

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Ask participants to interact. After a suitable pause, tell the participants to walk around the room, pair up with each other, and compare their passions. When they find the same passion listed in both grids, ask them to sign for each other in the appropriate square.
Reward the winner. Announce a 5-minute discussion period. Ask the observer to keep track of time.
Change roles. The winner is the participant who manages to have other people's signatures on three lines (vertical, horizontal, or diagonal). Continue the game until you have identified five winners.

4) Name Game

Use this ice breaker activity at, or very near, the start of a course, workshop or meeting where people don't know each other to help get to know everyone's names. Have the group sit in a circle where everyone can see the others. The first person says their name. The next person continues, but after saying their own name, they repeat the first person's name. This continues with each person repeating one more name. Reassure people towards the end that it's ok if they get stuck & encourage the others to jump in to help if anyone is lost.

Instructions:
Use the exercise at, or very near, the start of a course, workshop or meeting where people don't know each other.
Have the group sit in a circle where they can all see each other. The exercise works best with groups from ten to twenty people.
Say to people "This is a light-hearted exercise that will help us all remember each other's names".
You say to the person next to you, "I would like you to say your name to the group and then mine" so she says "I am Mary and this is Fred (say)".
Then the next person says "I am Bill and this is Mary and this is Fred"
Repeat until you get to the end of the group, "I am Xavier and this is Yolande ....and this is Bill and this Mary and this is Fred"
Before you get this far the people at the end of the line will be panicking, so reassure everyone that it is Ok to help if anyone gets stuck.
You can expect lots of laughter which relieves tension about the exercise and the course as well.
Most people will have no difficulty as there is enough repetition for them to remember.

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Evaluation & Impact Assessment

The evaluation strategy that will be followed for assessing the impact of the Call2Nature Training Programme will be twofold: both formative and summative.

1) A dedicated timeslot for the formative evaluation of each "disconnected" activity is foreseen.
Moreover, at the beginning of each day, the trainers will investigate expectations and prior knowledge on the topics to be discussed. At the end of each day, participants will be invited to reflect on what they learned and on the overall experience. It is very important to have open discussions with participants in order to better identify and reflect on the impact of Call2Nature activities.

For realizing the open discussion for evaluation, some of the techniques mentioned in this Manual can be used by the moderators (ex: the fishbowl activity) The moderator (or one of the moderators) should regularly take notes during the open discussion, as the points raised will feed into the upcoming Evaluation Report.

2) A dedicated Evaluation Questionnaire (see Annex 1) will be used in order to quantitatively and qualitatively assess the short-term impact of the training on the participants. In addition to questions related to assessing of participants' satisfaction with the overall organization, the evaluation will use the Linkert scale (1 to 5) in order to assess the extent to which the training reached its objectives.
Keeping the questionnaire short, simple and efficient, including both multiple choice and open questions is key towards motivating the participants' to be engaged and fill it in immediately after the end of the training.

The questionnaire will be anonymous and will be administered to all participants. Google Forms can be used as a more sustainable solution than printing it in paper form, as it will be also easier for the upcoming data analysis.

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List of Activities

THE SUSTAINABLE GEEK

Competence Area	1. Green tech essentials		
Topic	*2. The Journey of Digital Devices*		
Transversal competence(s)	○ TEAMWORK ○ CRITICAL THINKING	○ EMPATHY & RESPECT	○ SENSE OF INITIATIVE
Name of the activity	***Digital Deep Dive***		
Learning Outcomes	Improved understanding of the process a digital device goes through all the way from raw material to waste, along with the impact this causes at an environmental level.		
Duration	60 minutes		
Recommended Group Size	• Groups of 5		
Method(s) Used	• Peer-to-Peer Learning • Dialogue and Discussion		
Step By Step Description	• To enhance the feeling of open discussion and participation, the trainer can go around the group and ask whether anyone is familiar with any situations in which peer-to-peer communication and learning can be implemented to improve capacities and understanding.		

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	• Activity start: Trainer hands out small bags to each group with phrases detailing parts of a digital device's journey. • Each group will be given 10 minutes to develop their digital journey stories, building a story through the journey of digital devices and their materials • Participants can add and introduce more steps or information to the journey to further their story. • After this, participants can discuss how they would improve the journey other group created, or their own, and openly discuss things they learned from the activity
Required Materials	• Bags • Flashcards (provided by trainer)
Learning Setting	• Flexible, though outside is preferable for a more relaxed environment to take in nature while participating
Activity Evaluation/ Reflection	To reflect on the points discussed, an informal session will be held at the end of the activity to cover the main points; what participants learned from the activity, whether the peer-to-peer format helped or hindered their thought process, etc.

Competence Area	Green tech essentials		
Topic	*3. Sustainability in Tech Shopping*		
Transversal competence(s)	□ CRITICAL THINKING	□ SUSTAINABLE DEVELOPMENT GOALS	□ SENSE OF INITIATIVE

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Name of the activity	***Sustainable Shopping List***		
Learning Outcomes	Increased understanding of the factors to look for when shopping for more sustainable options in tech and digital devices.		
Duration	60 minutes		
Recommended Group Size	Multiples of 5 (the number can vary, but smaller groups of 5 offer a good balance of differing opinions and perspectives without too many voices at once)		
Method(s) Used	• Dialogue and Discussion • Peer-to-Peer Learning		
Step By Step Description	• The trainer will introduce the activity by going over the impact the consumerist culture has on purchasing (and therefore creating demand for) devices made using unsustainable practices, as well as how this can be improved through raised awareness of not just what we are buying, but what we are supporting by buying it. • Participants will be asked to share some of their knowledge on sustainability in regards to tech and purchasing devices once divided into groups. Do they know the origin of the materials in their devices? Is it something they take into account when they shop for a new phone, computer or other device? • To start the activity, groups will make their "sustainable shopping lists" with the "ingredients" needed to make a more sustainable choice in buying tech. (Ingredients can be steps, such as purchasing second-hand, or processes such as checking materials used		

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	in production). Initial shopping lists can be made on sheets of A4 paper (or smaller sticky notes if necessary), as they will then be transferred to the larger poster. • Participants can add as many or as few ingredients as they think are needed to make a more sustainable choice. • After (approx.) 15-20 minutes of discussion and note-taking among members, the groups will design their shopping lists on the poster-sized sheet (and be encouraged to include some visual material such as drawings/cutouts of material if available) • Once all teams have their shopping lists, they will switch their shopping lists with another group. • Once all groups have another's shopping list, they will have 5 minutes to analyse before presenting their shopping list to the wider group. They will be encouraged to mention things they would add or remove to the shopping list and elaborate on the reasons (as well as elaborate if they don't change anything). Each group will have 5 minutes to present the shopping list. • (Optional) To finalise, groups will vote for the most effective shopping list to shop sustainably. • After the activity, evaluation will be realised through group reflection.
Required Materials	• Pens or Markers • Paper to take notes • Poster-sized Paper sheet • Old Newspapers/Magazines for cutouts (Optional) • Scissors and glue (optional, only necessary if including cutouts)
Learning Setting	• Outdoors • Conference/Meeting Room

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Activity Evaluation/ Reflection	An open non-formal evaluation will take place in the form of a roundtable between groups on the content learned from the activity, as well as evaluating the validity of the activity. Questions for the trainer to ask: • Did you learn anything you weren't already aware of in the activity regarding sustainable shopping? • How likely are you to be more aware when purchasing your next phone or computer? • Do you think the capability for change in the culture of tech shopping is possible? Or do you think consumerism is too prevalent? • Did any member of your group or another help you learn something new? If so, here's a chance to share with the wider group!

Competence Area	1. Green tech essentials		
Topic	*5. Environmental Impact of Tech Usage*		
Transversal competence(s)	○ CRITICAL THINKING ○ OBSERVATION OF NATURE	○ EMPATHY & RESPECT ○ BIODIVERSITY ○ SUSTAINABLE DEVELOPMENT GOALS	○ SENSE OF INITIATIVE ○ LEADERSHIP
Name of the activity	***Natural Balance***		
Learning Outcomes	Improved knowledge and understanding of the harm the harvesting of raw materials and disposal of tech waste has on the environment.		
Duration	60 minutes		

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Recommended Group Size	4-6 People
Method(s) Used	• Gamification • Arts and Creativity
Step By Step Description	• Participants gather in their groups on the beach/natural area and collect stones or rocks. Before beginning the activity, a brief introduction will be made to inquire how much participants know about the strain the usage, production and disposal of tech products has on the world, and the effects it can have on everyday life. • Participants take turns collecting rocks and/or materials, naming an adverse effect of raw material harvest or tech waste disposal (can be anything from destruction of natural environments, all the way to pollution from the generation of electricity), and adding it to a tower of natural consequences. Upon adding a layer to the tower, participants will discuss how they think this adverse effect can impact everyday life. • This process will continue until the tower can no longer sustain itself, representing the harm done to the environment through tech development and usage, helping participants gain perspective through insight and analogies instead of lecturing.
Required Materials	• Stones or rocks
Learning Setting	• Outdoors • Conference Room

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Activity Evaluation/ Reflection	To evaluate, a simple open discussion will be had as to whether participants felt this activity improved their knowledge and/or empathy on the subject, and if they benefitted from the visual and interactive representation of the harm that is done to the environment every day.

Competence Area	1. Green tech essentials	
Topic	*6. Harmful Effects of Technology*	
Transversal competence(s)	□ CRITICAL THINKING	□ SENSE OF INITIATIVE
Name of the activity	***Digital Detox***	
Learning Outcomes	Improved awareness of the natural world, and how our relationship with technology can sometimes obstruct our relationship with the natural environment, as well as how it enriches it.	
Duration	60 minutes	
Recommended Group Size	5 People	
Method(s) Used	• Experiential Learning • Arts and Creativity	

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Step By Step Description	• The trainer will introduce with a quick opening on the common downsides technology can bring to our lives (feeling disconnected from nature, social issues, environmental etc.) despite its significant positive impact on society. • In following this, participants will discuss and share some of the impacts technology can have on people that they know of before the activity starts. This can include things such as improved accessibility of knowledge and information, as well as the increase in digital interactions and less face-to-face discussion, as well as environmental topics such as waste, pollution, etc. • To start the activity, participants will be taken to an outdoors setting, such as a forest, beach, etc. for a walk to absorb nature • The trainer will ask participants to take notes (mentally or with pen and paper) of sensations and feelings they notice, such as sights, smells and tactile sensations. • Participants should give a particular focus to things they don't usually notice, especially due to distractions or the use of tech devices. • After the walk through the natural setting, participants will go to a prepared area with their A2 card and materials. • Participants will be asked to draw or create an art piece that represents the sensations they felt and the way these connect to the obstacles and harmful effects technology introduces to our relationship with the natural world • The drawing can also represent not only our relationship, but the harmful impact technology has on the natural world we experience, such as pollution, deforestation, waste management, etc. • After 15/20 minutes, groups will present their artwork to the wider group to openly discuss their ideas and inspiration.

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	• After seeing all artwork, groups will vote for a winner. • Once the activity is over, a non formal discussion to evaluate the activity and its value will be had, as well as to share thoughts and ideas.
Required Materials	• Pen and paper for note-taking • Markers and colourful crayons • A2 card for drawing • Visual materials (magazines for cutouts, decorations, etc.) • Scissors • Glue
Learning Setting	• Outdoors • Outdoors or conference room for second part (availability of table is important)
Activity Evaluation/ Reflection	An open non-formal evaluation will take place in the form of a roundtable between groups on the content learned from the activity, as well as evaluating the validity of the activity. Questions can include: • Overall, do we consider technology a negative or positive in society? Or is it a tool as many others, instead of something so black and white? • Were you aware of most of the consequences or negative effects of technology discussed? What about the positive impacts? • What do you think of the widespread use of tech in young people? Is it good that the age people are introduced to technology is getting younger and younger? • Did this discussion help offer you a new perspective, or do you feel you helped others learn more?

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Competence Area	4 Act for Sustainability		
Topic	*24. Sustainable Use of Digital Devices*		
Transversal competence(s)	○ CRITICAL THINKING	○ EMPATHY & RESPECT	○ SENSE OF INITIATIVE ○ LEADERSHIP
Name of the activity	Sustainable Pledge		
Learning Outcomes	By realizing this activity, participants will better understand ways to us devices sustainably and become more aware of their actions in the digital world.		
Duration	60 minutes		
Recommended group size	Groups of 5/6 people.		
Method(s) Used	• Experiential Learning • Arts and Creativity		
Step By Step Description	To start the activity, the trainer will bring up some points regarding digital devices and their sustainability in day-to-day use. - Do you think our digital world is compatible with sustainable relationships with nature? - In what ways do you think we can improve the sustainability of how we use devices? - Is sustainability only relevant to the environment, or is a sustainable use also applicable to us? What would be a more sustainable use on a personal level? Through these prompts, participants will be encouraged to create a "Sustainable Pledge"; a		

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	commitment to change in which they feel they can achieve a more sustainable relationship with digital devices and technology. - Participants will be provided with a blank card on which to design their pledge, including a name, a description, and a design that they feel represents their pledge and/or its importance to them. - For 15 minutes, participants will design their pledge and pledge card with assistance when needed from trainers. - The idea of these pledges is to not only focused on the environmental impact, but also a more sustainable personal use geared towards improving our relationship with the digital world. - Once participants have developed their pledges, each person will read out their pledge and explain their choice to the group to discuss any additional ideas and allow an open discussion. After discussion, participants will be encouraged to keep their pledge card with them and try to integrate these pledges into their everyday life, as well as encourage others to do the same.
Required Materials	• Pre-cut card paper (one per participant) • Drawing materials (pen/highlighters/colouring materials) • (Optional) Glue • (Optional) Decorational material (glitter, decorations, etc.)
Learning Setting	• Conference room with tables, set up in a roundtable style for each group if there is more than one.
Activity Evaluation/ Reflection	A questionnaire should be prepared, whether informal or in a survey, to value the insight participants gained from the activity, along with if they are interested in incorporating these pledges into everyday life and spreading the intentions to others.

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GREEN TO KNOW!

Competence Area	1. Green tech essentials		
Topic	***1 "Green Tech Glossary"***		
Transversal competence(s)	□ OBSERVATION OF NATURE	□ EMPATHY & RESPECT □ SUSTAINABLE DEVELOPMENT GOALS	□ SENSE OF INITIATIVE
Name of the activity	**"Green Tech Scavenger Hunt"**		
Learning Outcomes	• Develop a deeper understanding of green technology and its impact on the environment. • Foster empathy and respect for nature and the importance of sustainable practices. • Promote awareness of Sustainable Development Goals related to environmental sustainability. • Encourage initiative and teamwork.		
Duration	3-4 hours		
Recommended group size	4-6 participants per group (can be adjusted based on the total number of participants)		
Method(s) Used	• Experiential Learning • Gamification		

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	• Community Engagement
Step By Step Description	**Step1: Introduction (15 minutes)** • Start with a brief discussion about the importance of green technology and its role in addressing environmental issues. • Form groups of participants and assign each group a "Green Tech Scavenger Hunt" list (prepared in advance). **Step 2: Scavenger Hunt (2-2.5 hours)** • Provide each group with a list of green technology-related items, facts, or challenges they need to find or complete without using mobile phones. • Examples of tasks/items could include finding a reusable item in nature, identifying a local renewable energy source, or learning about a nearby community garden. • Participants must work together to complete these tasks and document their findings with photos or notes. **Step 3: Debriefing (30 minutes)** • Bring all the groups back together and have each group share their experiences and findings. • Discuss the challenges faced and the importance of green technology in today's world. **Step 4: Reflection and Discussion (30 minutes)** • Facilitate a discussion on how the scavenger hunt changed their perspective on green technology and environmental sustainability. • Connect the activity to specific Sustainable Development Goals (e.g., Goal 7: Affordable and

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	Clean Energy, Goal 13: Climate Action) and discuss their relevance.
Required Materials	• Green Tech Scavenger Hunt lists for each group • Notebooks or paper • Cameras or smartphones (only for taking non-phone photos) • Pens/pencils
Learning Setting	• This activity can be conducted outdoors in a park, nature reserve, or any green area. Alternatively, it can be adapted for an indoor setting with appropriate tasks related to indoor green technology.
Activity Evaluation/ Reflection	Ask participants to write a short reflection on what they learned during the scavenger hunt and how it impacted their understanding of green technology and sustainable practices.
Useful Resources **(not mandatory)**	Sustainable Development Goals (SDGs) information and materials: - https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals - https://www.undp.org/sustainable-development-goals - https://en.unesco.org/themes/education/sdgs/material Local environmental organizations or experts who can provide guidance and information about green technology in your area.

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	Books, articles, or documentaries about green technology and its benefits. **Books** - "The Sixth Extinction: An Unnatural History" by Elizabeth Kolbert - "Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming" edited by Paul Haw **Articles** - The Impact of Green Technology Innovation: https://www.scirp.org/journal/paperinformation?paperid=119179 **Documentaries** - "Before the Flood" (Disney +)

Competence Area	1. Green tech essentials		
Topic	4. Fix or buy? Culture of repairing		
Transversal competence(s)	○ CRITICAL THINKING	○ EMPATHY & RESPECT ○ SUSTAINABLE DEVELOPMENT GOALS	○ SENSE OF INITIATIVE
Name of the activity	***Repair or Rethink: Sustainable Decision-Making***		

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Learning Outcomes	• Foster critical thinking about consumer culture and its environmental impact. • Promote empathy and respect for sustainability principles. • Raise awareness of Sustainable Development Goals related to responsible consumption and production (SDG 12).
Duration	180 -210 minutes
Recommended group size	4-6 participants per group (can be adjusted based on the total number of participants)
Method(s) Used	• Dialogue and Discussion • Project-Based Learning • Community Engagement
Step By Step Description	**Step 1: Introduction (15 minutes)** Begin with a discussion about the impact of consumer culture on the environment and the importance of responsible consumption. **Step 2: Consumer Analysis (45 minutes)** - Form small groups and assign each group a common consumer product (e.g., smartphones, clothing, kitchen appliances). - Ask each group to research and present information about the environmental impact of producing, using, and disposing of that product. **Step 3: Sustainable Alternatives (45 minutes)** - In the same groups, have participants brainstorm and present sustainable alternatives or choices related to their assigned product.

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	- Encourage them to think creatively and identify ways to reduce environmental impact. **Step 4: Group Discussion (30 minutes)** - Facilitate a discussion about the presented products and sustainable alternatives. - Discuss how these choices align with Sustainable Development Goal 12 (Responsible Consumption and Production). **Step 5: Sustainable Decision-Making Game (45 minutes)** - Introduce a game where participants are presented with various consumer scenarios, each with different choices and consequences. - Participants must discuss and make choices that reflect responsible consumption. **Step 6: Action Plan (30 minutes)** Have each group create an action plan outlining how they will make more sustainable choices in their everyday lives and how they can promote responsible consumption within their communities.
Required Materials	**IMPORTANT:** Information on consumer products and their environmental impact (can be prepared in advance) - Sustainable decision-making game scenarios (prepared in advance) - Whiteboards or flip charts for group presentations
Learning Setting	This activity can be conducted in a classroom or community center suitable for group discussions and presentations.

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Activity Evaluation/ Reflection	Ask participants to reflect on their understanding of responsible consumption and how they plan to implement sustainable choices in their lives.
Useful Resources **(not mandatory)**	- Information about Sustainable Development Goal 12: Responsible Consumption and Production. Link:https://sdgs.un.org/goals/goal12 - VIDEO: Environmental Impacts of consumer products: https://youtu.be/rH8DTc7Mqog?si=aQ5qsT-RBGvEopQb - VIDEO: Planned obsolescence sucks. Here'0s why it still exists: https://youtu.be/wzWU7D0S9_8?si=oG48R6Ygm6s8E1L2

Competence Area	1. Green tech essentials		
Topic	8. 4Rs (Recycle, Reuse, Repair, Reduce)		
Transversal competence(s)	□ CRITICAL THINKING	□ EMPATHY & RESPECT □ SUSTAINABLE DEVELOPMENT GOALS	□ SENSE OF INITIATIVE
Name of the activity	***Eco-Innovators Challenge***		
Learning Outcomes	- Develop critical thinking skills by identifying environmental challenges and finding creative solutions.		

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	- Foster empathy and respect for the environment and the need for sustainable practices. - Gain awareness of the Sustainable Development Goals and their relevance to everyday life. - Cultivate a sense of initiative by taking responsibility for environmental issues and actively seeking solutions.
Duration	210 minutes
Recommended group size	4-6 participants per group
Method(s) Used	• Project-Based Learning • Gamification • Dialogue and Discussion
Step By Step Description	**Step 1: Introduction (15 minutes)** - Explain the concept of the 4Rs (Recycle, Reuse, Repair, Reduce) and their importance for sustainable living. - Discuss the Sustainable Development Goals related to environmental sustainability. - Form small groups and assign each group a specific environmental challenge to address. **Step 2: Brainstorming (60 minutes)** - Instruct each group to quickly brainstorm ideas to address their assigned environmental challenge. - Encourage participants to think creatively and generate as many ideas as possible within a limited timeframe.

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- Emphasize the importance of considering the 4Rs and sustainability principles in their ideas.

Step 3: Solution Development (90 minutes)

- Instruct each group to select one or two ideas from their brainstorming session.

- Provide a template or worksheet for each group to outline their chosen solution(s), including the steps to implement it and the resources required.

- Encourage participants to think critically about the feasibility and potential impact of their solutions.

Step 4: Presentation and Evaluation (45 minutes)

- Give each group 10-15 minutes to present their chosen solution(s) to the rest of the participants.

- Allow for questions, feedback, and brief discussions after each presentation.

- Evaluate the solutions based on their innovation, practicality, and alignment with the Sustainable Development Goals.

SOME EXAMPLES OF ENVIRONMENTAL CHALLENGES THAT YOU CAN ASSIGN TO THE YOUTH GROUP TO WORK ON:

1. Plastic Waste: Develop a solution to reduce plastic waste in their community, such as promoting reusable alternatives, implementing recycling programs, or organizing awareness campaigns.

2. Energy Conservation: Create an initiative to reduce energy consumption in homes, schools, or public spaces by implementing energy-efficient practices or renewable energy sources.

3. Water Conservation: Devise strategies to conserve water, such as promoting water-saving techniques,

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	designing rainwater harvesting systems, or raising awareness about water pollution and its impact on ecosystems. *4. Urban Green Spaces: Develop a plan to increase green spaces in urban areas, such as creating community gardens, rooftop gardens, or vertical gardens to improve air quality and provide habitats for wildlife.* *5. Food Waste: Find innovative ways to minimize food waste, like establishing composting systems, promoting food donation programs, or educating the community about smart shopping and meal planning.* *6. Sustainable Transportation: Propose solutions to encourage sustainable modes of transportation, such as promoting biking, carpooling, or using public transportation, and reducing reliance on fossil fuel-powered vehicles.* *7. Ecosystem Preservation: Identify local ecosystems that require protection, such as forests, wetlands, or marine habitats, and develop plans to restore and conserve them.* *8. Pollution Reduction: Address specific types of pollution, like air pollution, water pollution, or noise pollution, by devising strategies to reduce their sources and raise awareness about their impact on human health and the environment.* *9. Biodiversity Conservation: Create projects to protect and restore biodiversity, including initiatives to preserve endangered species, establish wildlife corridors, or create habitat enhancements.*

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	10. Sustainable Consumption: Find ways to promote sustainable consumption patterns, such as reducing single-use items, supporting local and ethical products, or organizing clothing swaps and second-hand markets.
Required Materials	- Whiteboard or flipchart - Markers and pens - Presentation materials (slides, posters, or handouts) for each group's solution
Learning Setting	• A classroom or a spacious room where participants can collaborate comfortably. • Sufficient seating and writing surfaces for group discussions and presentations.
Activity Evaluation/ Reflection	- Evaluate the groups' presentations and solutions based on predetermined criteria, such as innovation, practicality, and alignment with sustainability goals. - Allow a brief reflection session where participants can share their thoughts and insights on the activity and the solutions generated. - Encourage participants to consider how they can implement these ideas in their daily lives or engage with relevant organizations to make a difference.

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Useful Resources **(not mandatory)**	*- United Nations Sustainable Development Goals: https://sdgs.un.org/* *- Environmental Protection Agency (EPA): https://www.epa.gov/*

Competence Area	4 Act for Sustainability		
Topic	20 Reconnect with the nature		
Transversal competence(s)	□ OBSERVATION OF NATURE	□ EMPATHY & RESPECT □ SUSTAINABLE DEVELOPMENT GOALS	□ SENSE OF INITIATIVE
Name of the activity	**Nature Immersion Adventure**		
Learning Outcomes	- Develop observation skills by connecting with the natural environment. - Foster empathy and respect for nature and the importance of its preservation. - Gain awareness of the Sustainable Development Goals related to environmental conservation. - Cultivate a sense of initiative by engaging in nature-based activities and taking responsibility for the environment.		

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Duration	Half-day (4-5 hours)
Recommended group size	4-6 participants per group
Method(s) Used	• Experiential Learning • Dialogue and Discussion • Peer-to-Peer Learning
Step By Step Description	**Step 1: Introduction (30 minutes)** - Facilitate a group discussion about the importance of connecting with nature and the benefits it provides to individuals and the environment. - Discuss the Sustainable Development Goals related to environmental conservation and the role of youth in achieving them. - Emphasize the purpose of the activity as an opportunity for participants to immerse themselves in nature without the use of mobile phones or the internet. **Step 2: Nature Exploration (2-3 hours)** - Guide the group to a nearby natural area, such as a park, forest, or nature reserve. - Instruct participants to observe and interact with the natural environment without the use of digital devices. - Encourage them to use their senses to explore and appreciate the sights, sounds, smells, and textures of nature.

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	- Provide prompts and questions to stimulate observation, such as identifying different plant species, animal tracks, or natural phenomena. **Step 3: Reflection and Discussion (1 hour)** - Gather the group in a designated area and facilitate a reflective discussion about their nature immersion experience. - Allow participants to share their observations, emotions, and newfound connections with nature. - Guide a conversation about the importance of preserving and protecting the natural environment. **Step 4: Nature-Based Activity (1 hour)** - Engage participants in a nature-based activity that encourages interaction and creativity, such as creating nature-inspired art, building natural sculptures, or engaging in a guided nature walk with a focus on specific elements (e.g., birds, trees, or flowers). - Encourage collaboration and peer-to-peer learning during the activity.
Required Materials	- Notebooks or sketchpads for participants to document their observations and reflections. - Writing materials (pens, pencils) for note-taking and drawing. - Nature-inspired art supplies (if applicable to the chosen nature-based activity).

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Learning Setting	• An outdoor natural area, such as a park, forest, or nature reserve, that provides opportunities for exploration and observation. • Access to a gathering area or designated spot for reflective discussions and the nature-based activity.
Activity Evaluation/ Reflection	- Assess the success of the activity based on participants' engagement, depth of observation, and active participation. - Encourage participants to reflect on their personal connection with nature and how the experience influenced their perceptions and attitudes toward environmental conservation. - Facilitate a group discussion to explore ways in which participants can integrate nature connections into their daily lives and advocate for environmental stewardship.
Useful Resources (not mandatory)	TED Talk - The importance of connecting Youth with Nature by Nate Wilbourne TED Talk - Repairing emotional isolation by reawakening deep nature connection | Jon Young | TEDxGrandPark

THE GREEN DETECTIVE

Competence Area	2 Sharing Multiple Worlds

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Topic	*12. Spotting Fake news*		
Transversal competence(s)	☒ CRITICAL THINKING	☒ EMPATHY & RESPECT	☒SENSE OF INITIATIVE ☒ LEADERSHIP
Name of the activity	***Whispers of Deception: Exposing Fake News***		
Learning Outcomes	• Develop Critical Thinking Skills • Enhance Media Literacy • Strengthen Research and Fact-Checking Skills • Increase Awareness of the Impact of Fake News		
Duration	150 minutes		
Method(s) Used	• Experiential Learning • Gamification • Dialogue and Discussion		
Step By Step Description	**Introduction and Role Assignment (15 minutes):** a. Welcome participants and explain the objective of the activity: to expose fake news through critical thinking and role-playing. b. Distribute the role cards to each participant, ensuring that they keep their roles secret from others. c. Provide a brief description of each role and the objectives in the game. **Setting the Scene (15 minutes):** a. Set up a fictional scenario, such as a small town facing a series of controversial events or a media company dealing with false information. b. Explain the context and background to the participants, setting the stage for the game. **Fake News Discussion Rounds (60 minutes):** a. Divide the participants into small discussion groups of 4-6 members.		

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	b. Provide each group with a fake news article (prepared in advance) related to the scenario. c. Instruct participants to read and analyse the article within their groups, discussing its authenticity and identifying any red flags. d. Encourage participants to engage in critical thinking, question the sources, and consider the credibility of the information presented. **Role-Playing Discussions (60 minutes):** a. Bring the participants back together as a whole group. b. Set a timer for each round (e.g., 5 minutes) and allow participants to engage in role-playing discussions. c. During the discussions, participants will use their assigned roles to persuade, question, or challenge the information presented in the fake news articles. d. Encourage participants to actively listen, respond, and question each other's perspectives. Reflection and Discussion (30 minutes): a. Facilitate a group discussion after each round, allowing participants to reflect on the discussions, strategies, and insights gained. b. Discuss common red flags or techniques used to identify fake news. c. Highlight the importance of critical thinking, credible sources, and fact-checking in combating fake news. **Conclusion and Wrap-up (10 minutes):** a. Thank the participants for their active engagement and contributions. b. Discuss the key takeaways from the activity and how they can be applied in real-life situations.
Required Materials	• Role cards for each participant • Written fake news articles (prepared in advance). • Writing materials (pens, pencils, markers). • Flipchart paper or whiteboard with markers. • Timer or stopwatch. • Prize or recognition for participants (optional).

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Learning Setting	• Outdoors • Conference Room • Classroom
Activity Evaluation/ Reflection	Participant Feedback: • Evaluation form to gather participants' feedback on the activity. (Annex 3) Facilitator Reflection As the facilitator, take time to reflect on the activity and your facilitation techniques. Consider whether the activity achieved the intended learning objectives and if the timing and flow of the session were appropriate. Reflect on the level of participant engagement, the effectiveness of the discussion, and the overall dynamics of the group. Identify any challenges or unexpected outcomes encountered during the activity.
Useful Resources **(not mandatory)**	*https://www.canva.com/design/DAFkkNza8WU/EW-CZo2X7vBazwjV5XkAPw/edit*

Annexe 1. Example Scenario

Title: Guardians of the Wild: Protecting Endangered Animals

Step-by-Step Instructions

1. **Introduction (15 minutes):**

a. Welcome participants and introduce the objective of the activity: to develop critical thinking skills and enhance awareness about endangered animals through a role-playing game.

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b. Explain that participants will be part of a conservation task force dedicated to protecting endangered animals in a threatened ecosystem.
c. Distribute role cards to each participant, assigning roles such as Citizen, Reporter, Politician, Fact Checker, Environmental Activist, Investigator, Scientist, and Community Organizer.

2. Setting the Scene (15 minutes):

a. Describe a fictional ecosystem teeming with diverse and endangered animals facing various threats, such as habitat destruction, illegal poaching, pollution, or climate change.
b. Discuss the importance of conservation efforts and the shared responsibility of the task force in safeguarding these magnificent creatures.

3. Fake News Discussion Rounds (60 minutes):

a. Divide participants into small discussion groups of 4-6 members, ensuring a mix of roles in each group.
b. Provide each group with a fake news article related to a specific endangered animal or a conservation challenge.
c. Participants should read and analyze the article within their groups, discussing its authenticity and identifying any red flags or misleading information.
d. Encourage participants to engage in critical thinking, question the sources, and consider the credibility of the information presented.

4. Role-Playing Discussions (60 minutes):

a. Bring the participants back together as a whole group.
b. Set a timer for each round (e.g., 5 minutes) and allow participants to engage in role-playing discussions.
c. Each role has specific discussion points during the rounds:
    - Citizen: Express concerns, and personal experiences, and seek support for the conservation of the endangered animal.
    - Reporter: Investigate and report on the challenges faced by the animal, gather diverse perspectives, and ask probing questions.

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- Politician: Discuss policy implications, advocate for stronger legislation, and address the need for government support in conservation efforts.
- Fact Checker: Examine the accuracy of claims made in the articles, verify information, and challenge false or misleading statements.
- Environmental Activist: Advocate for the protection of the animal, raise awareness, and mobilize support through campaigns or initiatives.
- Investigator: Dig deeper into the claims made in the articles, uncover hidden motives or conflicts of interest, and seek the truth behind fake news.
- Scientist: Provide scientific insights into the animal's biology, ecological significance, and the potential consequences of its extinction.
- Community Organizer: Facilitate discussions, ensure equal participation, and encourage collaboration among roles.

5. **Reflection and Discussion (30 minutes):**

a. Facilitate a group discussion after each round, allowing participants to reflect on the discussions, strategies, and insights gained.
b. Discuss common red flags or techniques used in the fake news articles and the importance of critical thinking in distinguishing between accurate information and misinformation.
c. Emphasize the impact of fake news on conservation efforts and the role of responsible media consumption in protecting endangered animals

Article 1

False Claims Threaten the Survival of Majestic Tigers

In a shocking turn of events, recent reports suggest that the global tiger population is on the rise, casting doubt on the need for extensive conservation efforts. The study claims that tiger numbers have rebounded significantly, challenging the widely accepted notion that they are endangered.

According to the misleading information, increased protection measures have led to a surplus of tigers, making conservation efforts unnecessary and diverting resources from other urgent priorities. This contradictory viewpoint argues that

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the public has been misled about the actual status of tigers, perpetuating unnecessary panic and wasteful spending on their preservation.

However, experts in the field strongly dispute these claims. They emphasize that the study cherry-picks data and fails to account for the complexity of tiger conservation. The truth remains that tigers continue to face significant threats, including habitat loss, poaching, and illegal trade in their body parts.

Conservationists urge the public to remain vigilant and support ongoing efforts to protect these magnificent creatures. It is crucial not to be swayed by misleading information that undermines the importance of preserving the world's remaining tiger populations.

Article 2

Controversial Study Claims Whales Thrive in Captivity

A groundbreaking study has emerged, challenging the long-standing belief that whales suffer in captivity. According to the research, captive whales are thriving and living longer, healthier lives compared to their wild counterparts.

The study suggests that whales in marine parks enjoy access to consistent food sources, medical care, and protection from natural threats, resulting in improved overall well-being. It claims that the negative impacts of captivity, such as limited space and restricted movement, are exaggerated and fail to consider the positive aspects of a controlled environment.

These findings have sparked a heated debate between conservationists and animal welfare advocates. While some argue that marine parks contribute to education, research, and conservation initiatives, others contend that whales should be free in their natural habitats, undisturbed by human interference.

Experts, however, caution against accepting these claims at face value. They stress that the physical and psychological needs of whales are not fully met in captivity, leading to increased stress, health issues, and reduced lifespan. They urge the public to critically evaluate the study's methodology and consider the ethical implications of keeping intelligent and social creatures confined for human entertainment.

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Article 3

Debunking the Myth: Ivory Trade Benefits Elephant Populations

A controversial report challenges the long-standing consensus on the ivory trade, asserting that it can actually benefit elephant populations and conservation efforts. The study claims that legalizing the trade would generate funds to support anti-poaching initiatives and incentivize local communities to protect elephants.

According to this viewpoint, lifting the ban on the ivory trade would reduce the demand for illegal poaching and create a sustainable market. The study argues that the funds generated from the regulated sale of ivory could be reinvested in conservation efforts, thereby protecting elephants in the long run.

Conservationists and wildlife experts, however, vehemently oppose these claims. They argue that legalizing the ivory trade would only fuel demand, leading to increased poaching and further endangering elephant populations. The reality is that illegal ivory markets are still thriving, and lifting the ban would complicate law enforcement efforts and blur the lines between legal and illegal trade.

It is crucial to understand that elephant populations are already under immense pressure due to habitat loss, human-wildlife conflicts, and the illegal wildlife trade. The focus should remain on implementing stricter anti-poaching measures, enhancing international cooperation, and combating the demand for ivory to safeguard these majestic creatures.

Remember to create additional articles to address other endangered animals or conservation challenges, keeping in mind the target audience's interests and engagement.

Annex 2: Role Cards

(Citizen, reporter, politician, conspiracy theorist, fact checker, social media influencer, public relations specialist, editor, scientist, investigator, government official, environmental activist, educator, farmer, community organiser, youth representative, facilitator)

Can be found in accompanying PDF

Annex 3: Questionnaire for evaluation

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Introduction and Role Assignment:

How well did the welcome and explanation of the activity convey the objective of exposing fake news through critical thinking and role-playing?
a. Very well
b. Well
c. Neutral
d. Poorly
e. Very poorly

Were the role cards distributed effectively, and did you understand your assigned role and objectives in the game?
a. Yes, very much
b. Yes
c. Neutral
d. No
e. No, not at all

Setting the Scene:

How engaging was the fictional scenario and the background provided for the game?
a. Very engaging
b. Engaging
c. Neutral
d. Not engaging
e. Very unengaging

Did the scenario effectively set the stage for the fake news exposure game?
a. Yes, very much
b. Yes
c. Neutral
d. No
e. No, not at all

Fake News Discussion Rounds:

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How well did the small discussion groups function in analyzing the fake news articles and identifying red flags?
a. Very well
b. Well
c. Neutral
d. Poorly
e. Very poorly

Were the instructions for critical thinking, questioning sources, and considering credibility clear and helpful during the discussion rounds?
a. Very clear
b. Clear
c. Neutral
d. Unclear
e. Very unclear

Role-Playing Discussions:

How effective was the role-playing aspect in the discussions, with participants using their assigned roles to persuade, question, or challenge the information?
a. Very effective
b. Effective
c. Neutral
d. Ineffective
e. Very ineffective

Were the timer-based rounds and the encouragement for active listening and questioning each other's perspectives helpful in facilitating discussions?
a. Very helpful
b. Helpful
c. Neutral
d. Unhelpful
e. Very unhelpful

Reflection and Discussion:

Did the group discussions after each round effectively allow participants to reflect on the discussions, strategies, and insights gained?
a. Very effectively

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b. Effectively
c. Neutral
d. Ineffectively
e. Very ineffectively

How valuable was the discussion on common red flags and techniques used to identify fake news?
a. Very valuable
b. Valuable
c. Neutral
d. Not valuable
e. Not at all valuable

Conclusion and Wrap-up:

On a scale of 1 to 10, how would you rate the overall effectiveness of this fake news exposure activity? (1 being least effective, 10 being most effective)

Any additional comments or suggestions for improving this activity?

Competence Area	Sharing Multiple Worlds		
Topic	*13. Spotting greenwashing*		
Transversal competence(s)	☒ TEAMWORK ☒ CRITICAL THINKING ☒ OBSERVATION OF NATURE		☒SENSE OF INITIATIVE
Name of the activity	***Unmasking Greenwashing: Nurturing Nature's Detectives***		

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Learning Outcomes	• Develop critical thinking skills • Increase awareness of greenwashing practices • Enhance environmental literacy • Foster collaborative skills • Promote responsible decision-making • Encourage active engagement with nature • Cultivate ethical awareness
Duration	150 minutes
Method(s) Used	• Experiential Learning • Dialogue and Discussion • Peer-to-Peer Learning • Arts and Creativity
Step By Step Description	**Icebreaker (20 minutes):** a. Divide participants into small groups. b. Provide each group with a list of natural items to find in the surrounding area. *Examples of items for different settings can be found in Annex 1.* c. Instruct the groups to search for and collect as many items as they can within a given time frame. d. Gather the groups and have them share the items they found and why they think they are important to nature. **Main Activity (90 minutes):** a. Explain the concept of greenwashing and its potential impact on the environment. b. Divide participants into smaller teams and provide each team with a set of product packages or advertisements from different companies. c. Instruct the teams to analyze the provided materials and identify any potential signs of greenwashing, such as exaggerated claims, vague language, or misleading images. d. Encourage the teams to discuss and debate their findings, collaborating to spot the most common greenwashing techniques.

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	e. Facilitate discussions and provide guidance as needed, ensuring participants engage critically with the materials and the topic. f. After the analysis, ask each team to present their findings and discuss the specific techniques they identified as potential examples of greenwashing. **Reflection (40 minutes):** a. Facilitate a group discussion about the main activity. b. Encourage participants to share their thoughts, insights, and challenges they faced during the activity. c. Discuss the potential consequences of greenwashing and how it can impact individuals, communities, and the environment. d. Engage in a brainstorming session on how participants can personally combat greenwashing in their daily lives and make more informed choices. e. Allow time for participants to reflect individually and jot down their personal action plans or commitments. **Wrap-up (20 minutes):** a. Summarize the key points discussed during the reflection. b. Provide additional resources, such as websites or documentaries, for participants to further explore the topic of greenwashing. c. Conclude the session by expressing gratitude for their active participation and emphasizing the importance of critical thinking when it comes to environmental claims.
Required Materials	Icebreaker: • Printed lists of natural items for each group to find during the nature scavenger hunt. • Pen and Paper Main Activity: • Printed or digital copies of product packages or advertisements from different companies for each team to analyze. • Pen and Paper Reflection: • Large flipchart paper or a whiteboard with markers

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	• Pen and Paper Wrap-up: • Handouts summarizing key concepts or tips on how to spot greenwashing.
Learning Setting	• Outdoors
Activity Evaluation/ Reflection	Participant Feedback: • Evaluation form to gather participants' feedback on the activity. (Annex 2) Facilitator Reflection As the facilitator, take time to reflect on the activity and your facilitation techniques. Consider whether the activity achieved the intended learning objectives and if the timing and flow of the session were appropriate. Reflect on the level of participant engagement, the effectiveness of the discussion, and the overall dynamics of the group. Identify any challenges or unexpected outcomes encountered during the activity.
Useful Resources **(not mandatory)**	https://www.greenwashingindex.com/

Annex 1. Examples of Natural Items for the Icebreaker

1. A place near the beach:
   - A seashell of any size or shape.
   - A smooth, rounded stone from the shore.
   - Seaweed or a piece of driftwood.
   - A feather from a coastal bird.

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- A dried piece of sea sponge.

2. A place in a forest:
   - A fallen leaf from a deciduous tree.
   - A pinecone or pine needle.
   - A piece of tree bark with an interesting texture.
   - A small mushroom or fungus.
   - A sprig of evergreen foliage.

3. A place in a mountain:
   - A small rock or pebble with unique patterns.
   - A wildflower or alpine plant.
   - A pinecone or spruce cone.
   - A piece of mountain grass or moss.
   - A mini pine branch or juniper twig.

4. A place in a valley:
   - A leaf from a deciduous tree found in the valley.
   - A wildflower or flowering plant.
   - A small stream or river stone.
   - A piece of moss or lichen from a shaded area.
   - A feather from a bird commonly found in valleys.

5. A more urban place:
   - A leaf from a tree in the city park.
   - A piece of urban graffiti or street art.
   - A small flower or plant growing in a crack or crevice.
   - A city insect or urban-dwelling bird feather.
   - A small piece of litter or recyclable item to raise awareness of environmental impact.

6. A place near a farm:
   - A dried corn husk or corn cob.
   - A small bundle of hay or straw.
   - A feather from a farmyard bird (e.g., chicken or duck).
   - A wildflower or flowering plant found near the farm.
   - A small twig or branch from a fruit tree.

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Annex 2. Participants' Evaluation Survey

1. Overall, how would you rate your experience with the activity?

- Excellent
- Good
- Average
- Below Average
- Poor

2. How well did the activity align with your expectations?

- Completely Aligned
- Mostly Aligned
- Somewhat Aligned
- Not Aligned
- Not Sure/Not Applicable

3. Did the activity enhance your understanding of greenwashing and its impact?

- Yes, significantly
- Yes, to some extent
- No, not really
- Not Sure/Not Applicable

4. How engaging was the activity for you?

- Very Engaging
- Somewhat Engaging
- Neutral
- Not Very Engaging
- Not Engaging at All

5. Were the instructions for the activities clear and easy to follow?

- Very Clear and Easy to Follow
- Mostly Clear and Easy to Follow
- Somewhat Clear and Easy to Follow
- Not Clear and Difficult to Follow

Not Sure/Not Applicable

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6. Did the materials provided support your learning and understanding?

- Yes, they were very helpful
- Yes, to some extent
- No, they were not helpful
- Not Sure/Not Applicable

7. How well did the facilitator manage the group discussions and interactions?

- Very Well
- Adequately
- Could be Improved
- Poorly
- Not Sure/Not Applicable

8. What aspects of the activity did you find most valuable or interesting?

9. What aspects of the activity could be improved or changed?

10. Do you feel more equipped to spot greenwashing after participating in this activity?

- Yes, definitely
- Yes, to some extent
- No, not really
- Not Sure/Not Applicable

11. Any additional comments or suggestions for improving the activity?

Annexe 2: Questionnaire for evaluation

Icebreaker:

How effective was the icebreaker in fostering group interaction and engagement?
a. Very effective
b. Effective
c. Neutral
d. Ineffective

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e. Very ineffective

Did the list of natural items provided for the icebreaker enhance your awareness of the surrounding environment?
a. Yes, significantly
b. Yes
c. Neutral
d. No
e. No, not at all

Main Activity:

How well did the explanation of the concept of greenwashing contribute to your understanding of the topic?
a. Very well
b. Well
c. Neutral
d. Poorly
e. Very poorly

Were the provided materials for analyzing greenwashing clear and conducive to team discussions?
a. Very clear
b. Clear
c. Neutral
d. Unclear
e. Very unclear

How effective was the facilitation in guiding teams to critically analyze the materials and identify potential signs of greenwashing?
a. Very effective
b. Effective
c. Neutral
d. Ineffective
e. Very ineffective

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Did the team presentations contribute to a deeper understanding of greenwashing techniques?
a. Yes, significantly
b. Yes
c. Neutral
d. No
e. No, not at all

Reflection:

How valuable was the group discussion about the main activity?
a. Very valuable
b. Valuable
c. Neutral
d. Not valuable
e. Not at all valuable

Did the brainstorming session on combating greenwashing provide practical and applicable insights?
a. Very practical
b. Practical
c. Neutral
d. Impractical
e. Very impractical

How well did the individual reflection time contribute to your understanding of personal action plans or commitments?
a. Very well
b. Well
c. Neutral
d. Poorly
e. Very poorly

Wrap-up:

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On a scale of 1 to 10, how would you rate the overall effectiveness of this environmental awareness activity? (1 being least effective, 10 being most effective)

Any additional comments or suggestions for improving this activity?

Competence Area	4 Act for Sustainability		
Topic	*21. Browse and Plant*		
Transversal competence(s)	☒ TEAMWORK ☒ CRITICAL THINKING		☒SENSE OF INITIATIVE
Name of the activity	***Digital Footprint Quest***		
Learning Outcomes	• Develop Awareness of Digital Footprint • Strengthen Sustainable Online Practices • Increase Ethical Online Engagement		
Duration	150 minutes		
Method(s) Used	• Experiential Learning • Project-Based Learning • Gamification • Dialogue and Discussion • Peer-to-Peer Learning • Arts and Creativity • Community Engagement		

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Step By Step Description	**Introduction and Token Distribution (15 minutes)** • Welcome the participants and explain the concept of digital footprint and its impact on the environment. • Introduce the game: participants will earn and manage digital footprint tokens to engage in various online activities. • Distribute a set amount of digital footprint tokens to each participant (e.g., 50 DF Tokens). **Challenge Round (60 minutes)** • Display the Challenge Cards on a table or board. • Explain that participants can complete challenges to earn additional digital footprint tokens. • Each challenge card should have a token value assigned to it (e.g., 5 DF Tokens, 10 DF Tokens, 20 DF Tokens). • Participants choose challenges they want to complete and record their names next to the chosen challenges. • Allow participants to work individually or in teams to complete the challenges within the given time frame. • Provide writing materials for participants to document their progress or outcomes for each challenge. • After completing a challenge, participants should present their work or findings to a facilitator who verifies the completion. • Award the corresponding digital footprint tokens to participants for each completed challenge. **Activity Marketplace (60 minutes)** • Display the Activity Cards on a separate table or board. • Explain that participants can use their earned digital footprint tokens to "buy" online activities. • Each activity card should have a token cost assigned to it. • Activities can include online shopping, watching videos, social media browsing, online gaming, etc.

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	• Participants can choose and "buy" activities using their digital footprint tokens by handing over the required amount of tokens to a facilitator. • Participants can use their personal devices (if allowed) or engage in role-playing scenarios to simulate the chosen online activities. • Monitor the time participants spend on each activity to ensure fairness and equal opportunities for everyone. • Encourage participants to reflect on their online habits, considering the impact of each activity on their digital footprint. **Reflection and Discussion (30 minutes)** • Gather all participants together for a reflection and discussion session. • Facilitate a conversation on the challenges faced, insights gained, and changes in perspective regarding their digital footprint. • Discuss strategies for reducing digital footprint, such as using eco-friendly search engines, optimizing device settings, and minimizing online presence. • Encourage participants to share their personal commitments to adopting sustainable online practices beyond the activity. **Conclusion and Wrap-up (10 minutes)** • Summarize the key takeaways from the activity, emphasizing the importance of sustainable surfing and mindful online habits. • Thank the participants for their active engagement and contributions. • Remind participants to apply their learnings and positively impact the environment through their digital footprint.
Required Materials	• Digital Footprint Tokens (prepared in advance) - Small paper tokens representing a specific value of digital footprint (5 DF Tokens, 10 DF Tokens, 20 DF Tokens).

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	• Challenge Cards (prepared in advance) - Each card represents a challenge that participants can complete to earn digital footprint tokens. • Activity Cards (prepared in advance) - Each card represents an online activity (e.g., online shopping, watching videos) with a token cost. • Writing materials (pens, pencils).
Learning Setting	• Outdoors • Conference Room • Classroom
Activity Evaluation/ Reflection	Participant Feedback: • Evaluation form to gather participants' feedback on the activity. (Annex 2) Facilitator Reflection As the facilitator, take time to reflect on the activity and your facilitation techniques. Consider whether the activity achieved the intended learning objectives and if the timing and flow of the session were appropriate. Reflect on the level of participant engagement, the effectiveness of the discussion, and the overall dynamics of the group. Identify any challenges or unexpected outcomes encountered during the activity.

Competence Area	4 Act for Sustainability		
Topic	*25. Exposing "Greenwashing"*		
Transversal competence(s)	☒ TEAMWORK ☒ CRITICAL THINKING		☒SENSE OF INITIATIVE

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Name of the activity	***Unmasking Greenwashing***		
Learning Outcomes	Develop critical thinking skills to identify and analyze greenwashing tactics. Enhance awareness of the impact of deceptive environmental marketing on consumer choices. Foster creativity in envisioning sustainable alternatives to greenwashing. Encourage collaboration and peer-to-peer learning.		
Duration	90 minutes		
Method(s) Used	• Experiential Learning • Project-Based Learning • Dialogue and Discussion • Arts and Creativity •		
Step By Step Description	1. Introduction (15 minutes): Briefly explain the concept of greenwashing and its implications. Discuss the importance of critical thinking in evaluating environmental claims. Introduce the learning outcomes and the activity's purpose. 2. Group Formation (10 minutes): Divide participants into small groups to encourage teamwork. Mix students with diverse backgrounds to promote varied perspectives. 3. Research Phase (20 minutes): Provide a list of real-life examples of greenwashing for each group.		

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	Instruct each group to research their assigned greenwashing case, focusing on the deceptive tactics used. 4. Creation Phase (30 minutes): Ask each group to create their own greenwashing campaign for a fictitious product or service. Emphasize the use of misleading language, imagery, or claims to appear environmentally friendly. Encourage creativity in designing promotional materials. 5. Peer Review and Discussion (15 minutes): Each group presents their greenwashing campaign to the class. After each presentation, open the floor for discussion: What tactics were used in the campaign? How did the campaign make them feel as consumers? What elements of the campaign were particularly deceptive?
Required Materials	• Flipcharts or whiteboards • Markers, pens, and paper • Poster boards, magazines, scissors, glue for creating campaign materials
Learning Setting	• Classroom
Activity Evaluation/ Reflection	Participant Feedback: • Evaluation form to gather participants' feedback on the activity. (Annex 1) Facilitator Reflection As the facilitator, take time to reflect on the activity and your facilitation techniques.

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	Consider whether the activity achieved the intended learning objectives and if the timing and flow of the session were appropriate. Reflect on the level of participant engagement, the effectiveness of the discussion, and the overall dynamics of the group. Identify any challenges or unexpected outcomes encountered during the activity.

Annex 1

1. Understanding Greenwashing:

The activity helped me understand the concept of greenwashing.
1: Strongly Disagree
2: Disagree
3: Neutral
4: Agree
5: Strongly Agree

2. Critical Thinking:

The activity enhanced my critical thinking skills in evaluating environmental claims.
1: Strongly Disagree
2: Disagree
3: Neutral
4: Agree
5: Strongly Agree

3. Teamwork:

Working in small groups was effective in promoting teamwork and collaboration.
1: Strongly Disagree
2: Disagree
3: Neutral
4: Agree
5: Strongly Agree

4. 4. Creativity:

The activity allowed me to express creativity in designing a greenwashing campaign.
1: Strongly Disagree
2: Disagree

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3: Neutral
4: Agree
5: Strongly Agree

5. Peer-to-Peer Learning:

Learning from my peers' presentations was valuable and interesting.
1: Strongly Disagree
2: Disagree
3: Neutral
4: Agree
5: Strongly Agree

6. Real-life Application:

I can see how the concepts learned in this activity apply to real-life situations.
1: Strongly Disagree
2: Disagree
3: Neutral
4: Agree
5: Strongly Agree

7. Duration of the Activity:

The length of the activity was:
Too short
Just right
Too long

8. Activity Facilitation:

The facilitator(s) effectively guided the activity.
1: Strongly Disagree
2: Disagree
3: Neutral
4: Agree
5: Strongly Agree

9. Overall Enjoyment:

I enjoyed participating in this activity.
1: Strongly Disagree
2: Disagree
3: Neutral

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4: Agree
5: Strongly Agree

10. Additional Comments:

Please share any additional thoughts or suggestions for improvement.

THE GREEN ACTIVIST

Competence Area	3 Envisioning Sustainable Futures		
Topic	*15. Active scrolling for global change*		
Transversal competence(s)	☒ CRITICAL THINKING ☒ OBSERVATION OF NATURE		☒SENSE OF INITIATIVE
Name of the activity	***Sustainable thinkers***		
Learning Outcomes	• Develop Awareness on the different ways through which digital technologies can be used • Enhance creative thinking of young people • Increase online engagement of social bubbles		
Duration	120 minutes		
Recommended group size	4-6 per group		
Method(s) Used	• Experiential Learning • Gamification • Dialogue and Discussion • Peer-to-Peer Learning • Arts and Creativity		

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Step By Step Description	Introduction (15 minutes) The tutor introduces the concept of scrolling addiction by young people as a form of disease. The tutor can mention: - it can put a strain on relationships and take away time from your responsibilities. - it can make you lose attention etc. The tutor asks about this practice, and what young people think. Passive scrolling (15 minutes) The tutor divides the participants in group (any technique can be used) and asks each group that they can go around, and detect as many objects as possible, whatever they like, for no particular reason, or for some story they connect them to, etc.. Creative scrolling (60 minutes) The tutor welcomes participants back, and explains that now it is time to make sense of the messy scrolling we have done. The tutor explains how in the first part they were not really thinking of anything in particular, as they were lazily scrolling around, and now it is time to be active scrollers! The tutor explains that they have to create something that holds all those objects together – it can be a logo, it can be a representation, or a participated story, or it can be a creative story, etc. Sharing & debriefing (30 minutes) Each team will show the logo/story etc. made of natural materials & explain the values behind it, and what was inspiring by them.

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Required Materials	• Flipchart • Magazines (possibly old ones) x 10 • Scissors (1 per group) • Glue • Paper tape
Learning Setting	• Outdoors • Classroom
Activity Evaluation/ Reflection	• How do you normally perceive your scrolling time? • How was the creative process? Was it complicated? • How do you believe you can make informed decisions?
Useful Resources (not mandatory)	*Websites :* *https://www.businessinsider.com/cure-screen-time-social-media-phone-addiction-app-one-sec-2023-3?r=US&IR=T*

Competence Area	3 Envisioning Sustainable Futures		
Topic	*17. Encouraging problem solving across different factors*		
Transversal competence(s)	☒ CRITICAL THINKING ☒ OBSERVATION OF NATURE	☒ SUSTAINABLE DEVELOPMENT GOALS	☒SENSE OF INITIATIVE
Name of the activity	***Eco-champions!***		

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Learning Outcomes	• Think of environmental issues at different levels • Learn about the complexity of problems looking from different angles
Duration	120 minutes
Recommended group size	4-6 people per group
Method(s) Used	• Project-Based Learning • Gamification • Dialogue and Discussion • Peer-to-Peer Learning • Arts and Creativity
Step By Step Description	**Introduction** The youth worker introduces a scenario. In the vibrant town of Ecoville, four young friends – Alex, Maya, Liam, and Sofia – found themselves facing a growing concern about the impact of their daily choices on the environment. Together, they formed the "Eco-Champions," a group dedicated to exploring ways to reduce their carbon footprint and lead more sustainable lives. One afternoon, the Eco-Champions gathered in Alex's cozy backyard, surrounded by blooming flowers and chirping birds. As they sat on a patchwork of eco-friendly cushions, they began discussing their everyday routines and habits. Maya shared her worry about the excessive packaging used for online shopping deliveries, which led to a mountain of cardboard boxes and plastic waste. Liam mentioned the frequent use of energy-hungry gadgets and appliances that contributed to high electricity consumption in their homes. Sofia expressed concern about the city's transportation system, which heavily relied on gas-guzzling vehicles, resulting in air pollution and traffic congestion.

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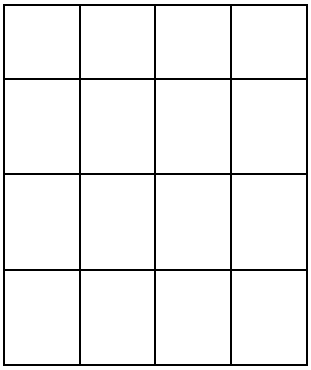
The Eco-Champions also talked about the impact of their food choices, from the carbon emissions associated with meat production to the excessive use of single-use materials in takeaway meals. They realized that even though they wanted to be environmentally conscious, it was challenging to navigate through the city's convenience-driven lifestyle.

As the sun began to set, the Eco-Champions knew they had a shared mission ahead – finding realistic ways to cut their carbon footprint and make their lives more sustainable. They understood that their individual actions could have a collective impact on Ecoville's future and beyond.

Preparation

The tutor has to read a story scenario, as the one proposed here.
Before the game starts, the trainer prepares a square 4x4 like the following one with the masking tape.

Ideally, you can make it 4 m x 4 m.



The game:

Around the square, position two teams – team A and team B (be creative: ask participants to give themselves a name!). Ideally, each team should

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	simulate the Eco-Champions group. Each team is identified with one colour. On the squares, position one sticker or card of the same colour. Each post-it should define an action. The stickers must be equal per each team's colour, so, for example, there must be 8 red stickers and 8 blue stickers. Planning choices on the post-its or on cards should comprehend (you can readapt them according to the scenario): 2 X choose a main topic of action: assess local data 2 X review their technology habits 2 X make sure to have green energy providers 2 X find alternatives to their mobility 2 X share new practices about food/alternative diet 2 X set up an environmental club with others 2 X set a social page to engage others 2 X Reuse/upcycle materials for what you want to do

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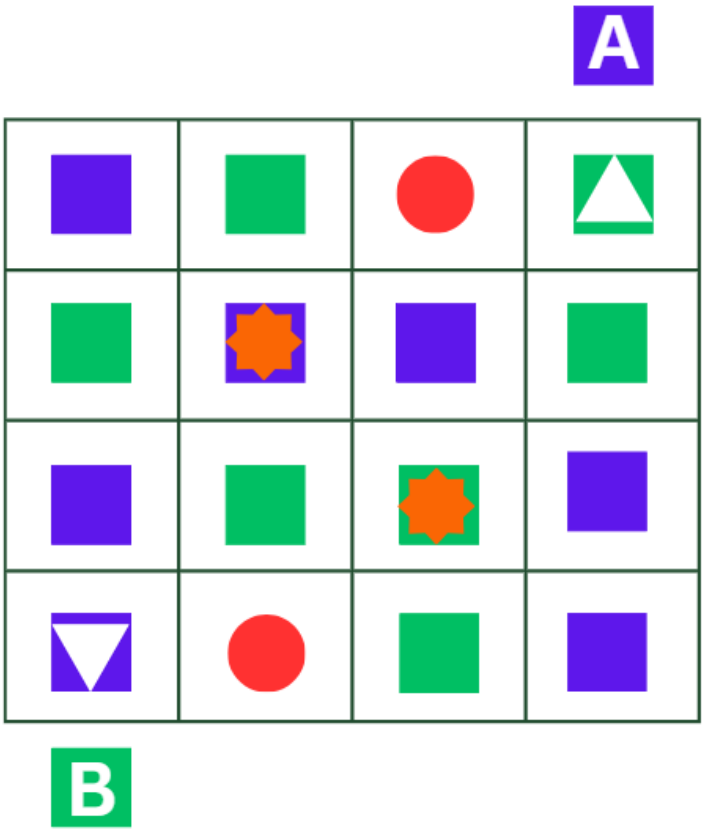
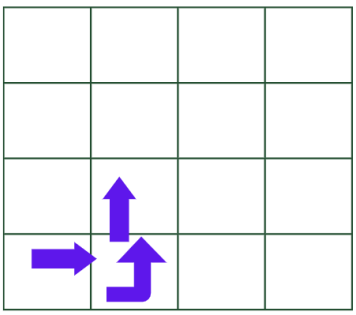


Instructions:

1. Each team has as possible moves only straight, left, right and turn left or right. For example, if you need to turn left, the moving sequence is: forward, turn left, forward. If you need to go back from the square you are standing in, you need to turn yourself 180° left or 180° right, so it means: turn twice. See the example below.



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2. The moves on the squares depend on the number of the face appearing on the dice.
3. Each team can play simultaneously and can move freely according to point 1.
4. Each team positions a person on the starting square.
5. Two players can occupy the same square simultaneously.
6. The team A has to collect all the stickers of its colour before reaching the final arrival point. Earlier, it cannot touch that square.
7.  symbol means the random element of choice – it stops the moving strategy of the team and gives a random direction. Throw the dice, and if it is odd, it is 'left direction' (so the person on the square has to turn left while remaining on the square), and if is even, it is 'right direction' (so the person on the square has to turn right while remaining on the square)
8.  symbol means: the player has to start again from the departing point
9.  arrival point for team B
10.  arrival point for team A
11. Who wins: the team which collects the most of the stickers in a given time (be flexible!) or which collects all the stickers and reaches the arrival point

The post-game phase:

Each team will develop its strategy to respond and reflect to the issues presented by the youth worker in

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	the short story. How will you make the Eco-Champions act?! Each team can sketch the story on a blank paper and tell it.
Required Materials	• Tape mask • Dice • Coloured cards or post-its (two different colours) • Pens/felt pens • White papers
Learning Setting	• Outdoors • Classroom
Activity Evaluation/ Reflection	Tips for the trainer - The hints they have got are to guide their strategy, which is still free and according to their thoughts and ideas to solve the scenario - Ask participants to add further details to the story which make it more credible and logical - Ask participants to structure a planning timeline, defining priorities and possible options that are attached to real life cases. - They have only a limited amount of time to solve or try to solve the case – give time according to your specific training session. Some guiding questions: - Why have you decided that this choice is better than…? - Have you considered that if you do this, then…? - How do you think it is feasible to change one's habit in this time…?

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Competence Area	3 Envisioning Sustainable Futures		
Topic	*18. Crowdfunding for sustainable projects*		
Transversal competence(s)	x TEAMWORK		x SENSE OF INITIATIVE x LEADERSHIP
Name of the activity	***The fundraising genius***		
Learning Outcomes	• Learn about the main topics and concepts about a crowdfunding campaign • Connect the objectives of a crowdfunding campaign		
Duration	120 minutes		
Recommended group size	10-20 people		
Method(s) Used	• Dialogue and Discussion • Peer-to-Peer Learning		
Step By Step Description	Prior to the training: • Based on the size of the group, select three to six words that represent important topics related to crowdfunding and fundraising and write each of them in the middle of a separate sheet of paper, leaving most of the surface free. Some ideas for the words to use: audience, crowdfunding goal, platform, crowdsourcing, creative project, network,		

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partners, added value, collaborations, support, subscriptions, rewards

- Create islands in the room by putting the papers on the floor or on tables, allowing space around each paper so that several participants can approach them at the same time. Each concept should be related to numbers: 1, 2, 3, 4 etc as they will have to correspond to the labels of the participants' groups. If you want to be more creative, you can use the name of the fruit, or any natural element etc

Exercise:

- Present the setting of the room and ask participants to walk around individually in the room, in silence.
- Prior to the walking session, divide the group in numbers e.g. 1s, 2s, 3s etc. Ask the people labelled '1' to remember their number, ask the people labelled '2' to remember their number and so on.
- Differently use names of fruits, etc

Tell them to:

- approach the different papers in a random order and write or draw on them any association, comment or question they have regarding this concept or topic;
- comment on anything that is on the paper, meaning the main concept but also the comments and questions of other participants;
- move on to the next paper when they are done.

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	• After some time, when several ideas are written/drawn on each paper, invite participants to come back to sheets they have already been at and see if there are some new comments from others they want to react to. Let them continue writing for a few more minutes. • Ask to be creative, and add drawings Ending • When the papers are getting full or there is a feeling that participants have expressed most of what they had to say, ask to group 1 to review concept 1, group 2 to review concept 2 etc. to take one marker each and go around the papers again, this time with the task of highlighting what resonates or is relevant for them on each paper regarding the topic. It can be a phrase, a word, a drawing, a question or a whole essay. It can be 10 things on one paper and nothing on another paper; it's based just on their judgment • Each group will debrief the things written by the crowd. Then they will discuss each content with the tutor.
Required Materials	• Different printed concepts (and screenshots of different websites) • Three to six A2 or flip chart papers. • A marker or pen for each participant.
Learning Setting	• Outdoors or Conference Room
Activity Evaluation/ Reflection	• After the exercise, the tutor asks participants whether they know any crowdfunding or fundraising initiative, or if they have tried to

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	gather money in any way in their past life, even not connected to the artistic elements. • The tutor asks about the main difficulties, how they succeeded or why participants did not manage to conclude their crowdfunding actions. If yes, what they have learned about it. If nobody has ever participated as a crowdfunding initiator, the tutor if anyone is a subscriber of someone, or participates in a crowdfunding campaign. • If yes, the tutor can inquire why they supported the campaign, and what caught them the most. If not, why, and what was not working well according to them. Considerations: If the group is a new one, it would be good to add a human bingo technique at the beginning. As a tutor you may readapt a table with main questions about "participation", "funding support", "risky initiative", "social media activism", "audience", etc. and make everyone know each other game.

Competence Area	4 Act for Sustainability		
Topic	*22. Choose your actions*		
Transversal competence(s)	x CRITICAL THINKING	x EMPATHY & RESPECT	x SENSE OF INITIATIVE

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Name of the activity	***Upcycled fishbowl***
Learning Outcomes	• critically reflect on actions and topics about sustainability and about the different implications of each topic • Strengthen the capacity of young people to debate and reflect on their current actions
Duration	60 minutes
Recommended group size	10-20+
Method(s) Used	• Dialogue and Discussion • Peer-to-Peer Learning • Community Engagement
Step By Step Description	Preparation: The fish bowl tool enables the facilitation of large group dialogue by focusing on a small group discussion in an inner circle while the rest of the group listens and observes from the outer circle. It can be used as an alternative for traditional debates or panel discussions and offers a highly dynamic setting to discuss controversial issues and share expertise. When the people in the middle are public officials or other decision-makers, this technique can help bring transparency to the decision-making process and increase trust and understanding about complex issues. Sometimes the discussion is a “closed conversation” among a specific group. More often, one or more chairs are open to “visitors” from the outer circle who want to ask questions or make comments. An open fish bowl enables the dynamic participation of the entire group.

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	Before the activity starts, the youth worker prepares a flipchart ready, with the main topics listed on a paper, so that participants will be able to read them. It will be useful to attach the post-its later during the activity roll-out. Introduction (15 minutes): The youth worker introduces the above information to the participants, introducing the concept of fish bowl. After a general introduction on the fish bowl technique, the youth worker introduces the gig: • The inner circle is made of four to five young people who actively participate in the discussion. They are instructed to debate on a given topic or open-questions (in our case, read above), while a facilitator makes sure every participant gets a chance to speak their mind. • Depending on the size of the group, the inner circle can consist of two, three, four, or five young people. • The outer circle consists of all the other young people in the room. Only young people in the inner circle talk, while young people from the outer circle are instructed to listen and take notes actively. • Participants in the outer circle are invited to fill post its • The facilitator should make sure the outer circle always observes silently. They can prepare questions and comments so that they are ready to move into the inner circle. • Participants are allowed to switch between the inner and outer circle to either contribute or observe. • Define a timing at the beginning, as a facilitator you could use a clock (possibly a mechanical one), so that everyone is aware of the time passing by. • Once the time (or the topics) allocated have been covered, the facilitator should summarize the discussion and open the floor for a

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	debriefing, after removing the inner circle of chairs. • Alternatively, participants can stand instead of using chairs in case you are running the activity in a garden.
Required Materials	• Materials and setting • A few chairs in an inner circle, surrounded by larger circle(s) of chairs • Try to enable easy access to inner and outer circle • Flip charts to write key issues can be helpful
Learning Setting	• Conference Room • Classroom
Activity Evaluation/ Reflection	During the debriefing, the youth worker reviews key points, interesting comments and the group's feelings regarding particular issues. Participants must be allowed to develop their own conclusions and express themselves freely. Providing the participants with an overview document of the lessons learned and a list of key resources can be helpful after the exercise has ended.
Useful Resources **(not mandatory)**	*https://www.betterevaluation.org/methods-approaches/methods/fishbowl-technique*

THE GOOD GARDENER

Competence Area	1. Green tech essentials

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Topic	*7. The benefits of technology*		
Transversal competence(s)	O TEAMWORK O CRITICAL THINKING O OBSERVATION OF NATURE	O SUSTAINABLE DEVELOPMENT GOALS	O SENSE OF INITIATIVE
Name of the activity	***Wheat & Bread***		
Learning Outcomes	- Develop a deeper understanding on the challenges and benefits related to sustainable food production - Develop critical thinking skills by identifying the impact of technology on sustainable food production - Observe natural processes and comprehension on how those relate to human societies - Gain awareness of the Sustainable Development Goals, especially when it comes to food production and food waste. - Cultivate a sense of initiative by being engaged in hands on activities - Foster teamwork and intercultural communication skills		
Duration	150 minutes		
Recommended group size	15-25		

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Method(s) Used	• Experiential Learning • Project-Based Learning • Dialogue and Discussion
Step By Step Description	**<u>INTRODUCTION (40')</u>** Today we will discuss about the wheat and the bread. - Why is bread important? - What does it offer us? We all know that it has many beneficial ingredients; it offers us energy, strength and vitamins. Bread is the essential food of all humans. It is so important to our diet that we see that there is always bread in our homes. The tradition of all different peoples and cultures includes bread in their diet; from Asia to Europe and from Africa to America. They all use the same ingredients to make it, what changes is the shape of the bread. - What shapes of bread do you know? Examples: in Greece we eat the loaf of bread, in France the baguette, in Arabia the bread looks like a pie etc. - What is the main ingredient of bread? → The **flour**. - Where does the flour come from? → From the **wheat**. - What is the wheat? - Where do we find it? - How do we cultivate it? - How do we make flour? Let's go see. Get all one wheat grain to your hands. Observe and process the grain! Is it hard, what color is it? How is the grain made into flour? **AGRICULTURE AND HUMAN HISTORY** The cultivation of **wheat** in Europe and Western Asia, **rice** in Eastern Asia and **corn** in the Americas fueled the **agricultural revolution** which allowed humanity to prosper by creating larger societies and civilizations,

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evolving from hunter/gatherers' communities. This propelled humans to innovate both socially and technologically for sustaining societies which grew larger and eventually lead to urbanization. New institutions for the division of labour and new tools for agricultural efficiency lead humans to thrive. **Producing food has always been a difficult task** and societies until recently have been dedicating most of their resources, time and labour to it.
The relationship between plants and humans was the main reason of the emergence of human civilization as we know it today across the globe.

HOW DOES THE GRAIN CHANGE?
One wheat grain → Ear → Many wheat grains → Flour

DEMONSTRATION OF TRADITIONAL AGRICULTURAL TOOLS + PHOTOS

- How does the farmer cultivate the wheat grains and with what tools and objects?

In the fields, in the villages. Observe the objects! [at the same time show photos]

1. The farmer **ploughs** and **sows** the wheat grains in October
2. The cultivation of the wheat grains produces **ears** [show the plant morphology: stalk-seeds-mustache]
3. The farmer **harvest** the ears with a **sickle** in June
4. **Threshing board** – **threshing**: The farmer stands on the wooden surface of the threshing board and led the animals (mule-horse) around the **threshing floor** and the stones threshed the wheat
5. The farmer uses the **pitchfork** or **hay fork** and with the help of the wind separates the **straw** from the grain and the **hay**. The hay, which is light, goes backwards and the grain, which is heavier, falls down. Here we mention that the farmer uses the hay afterwards, for animal food.
6. Now we have many **wheat grains**

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7. The procedure of the **millstone** for **grinding** the wheat* (If I have a millstone, I tell them that we will see the procedure later, if not I give them the information that is written below).
8. With the grinding the **flour** is produced
9. Finally, the chef uses the **shift flour** for sifting, to pass only the flour powder

CARDS - ACTIVITY

- In what order do the cards go in?

Plough → Sow → Harvest → Thresh → Separate → Gather → Grind → Shift

*** <u>MILLSTONE (15')</u>**

- How do we transform the wheat into powder and eventually it becomes flour?

Instructions for the millstone:
I explain the parts of the stone mill: two large stones, the bottom stone is bigger than the top one. We will turn the top stone with our hands and the bottom stone stays still. Look where we put the wheat and from where the flour comes out. The aim of the stone mill is to break the grain of the wheat into small pieces until it becomes powder. The wheat powder is the flour.

- How do we call the process? → **Grind**.

The wheat: from seed, it melted and became powder. Here we created coarse flour, imagine a mill with giant stones grinding so much harder that the flour comes out completely as a powder.

<u>FLOUR TO BREAD (45')</u>

It's time to **knead** our own bread!

- What ingredients do we need?
- What do we put in so that we can mix it and make it a **dough**?

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Flour, water, salt (to make it tasty) and... **sourdough** (it's a piece of dough of the previous day, which helps the bread to rise... so it becomes fluffy and soft).
*If someone wears a ring, he takes it off!
Bread production process and instructions:

1. **I share ingredients**: bowls, small shifts flour (1:2 adults) and bags with flour
2. **They shift the flour** (2 persons working together in pairs) into the bowl.
3. **I gather** empty bags and shifts flour to continue.
4. **I put salt and gradually I add water**.
5. One hand holds the bowl and the other hand **mixes the material** to reach a doughy state.
6. Dough is good for kneading when you can grab it all and lift it without it sticking to your hands or the bowl. When the dough becomes a ball then **knead with both hands**. Pick up all the material from your fingers and the bowl! Try to leave your bowl as clean as possible! The goal is not to waste any dough. Your dough will get bigger and bigger...
7. **I add the sourdough**.
8. **Knead using your fists**. Our goal is to **open** and **fold** the dough repeatedly and for a long time to achieve absolute homogeneity in the dough mass. We also want the dough to collect air in it, which helps the bread to rise.
9. **I gather** the bowls.
10. They **shape** their dough into whatever shape they want. If they see that the shape, they give won't fit in the box afterwards, I show them a box saying this is where it will go next and we want it to fit in so they can see it and understand.
11. Now we will **leave the dough** like this to rise a little, with the help of the piece of sourdough that we mixed.

GROUP DISCUSSION (15')

- Where else is dough used besides bread, what other foods do we make with the dough?

Pizza, pies...

- What ingredients did we use?

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	- If we wanted to, what other ingredients could we use? Raisins, nuts, fruits etc. Instructions for baking the bread at home: We put the dough on a metal surface that has been floured so it doesn't stick, bake at the right temperature for a long time (35-40 minutes at 180 degrees, depending on the shape of the bread: if it's thin like a pie it needs less). Keeping the dough per person in a box. Pass by each "group" (4-5 persons) and give boxes [I put some flour inside] Sticker "the bread belongs to..." and write the name on each box. Hand washing. Reward for effort.
Required Materials	- Wheat grains - Ears - Photos with the steps of the farmer (colored and laminated) - Traditional agricultural tools - 8 Cards (colored and laminated) with the words: Plough, Sow, Harvest, Thresh, Separate, Gather, Grind, Shift - 25 Bowls - 15 small shifts flour - 25 small bags with flour - 25 plastic boxes - 25 stickers
Learning Setting	• Outdoors (for breadmaking and for demonstration of tools) & • Classroom for introduction and Reflection

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Activity Evaluation/ Reflection	**<u>TECHNOLOGY REFLECTION (15')</u>** How many of you have been ordering bread-based food (pizzas, pies, burgers etc) online through a delivery app? How many of you have been annoyed by a delay for your food delivery? How sustainable is this type of food production and distribution? Did you find the bread making activity easy? Have you ever considered the difficulties in the food making process? What happens with the excess of food? Did the activity changed your perspective? How?

Competence Area	2 Sharing Multiple Worlds		
Topic	*11. Watering seeds of curiosity*		
Transversal competence(s)	□ TEAMWORK □ CRITICAL THINKING	□ SUSTAINABLE DEVELOPMENT GOALS	□ SENSE OF INITIATIVE □ LEADERSHIP
Name of the activity	***Performing Sustainability***		
Learning Outcomes	• Foster interest and participation in sustainable development through means of art • Identify relevant questions and concepts that define environmental sustainability and/or are		

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	relevant for the responsible use of smartphones by youth • Design and perform theatrical scripts related to sustainability concepts and societal issues by utilizing creativity and imagination • Recognize, analyze and imagine alternative ideas, potential solutions and concepts related to the responsible use of smartphones and sustainable development • Develop an argument based on the scientific process and it creatively • Develop soft skills such as teamwork and communication skills as well as a sense of initiative
Duration	120 minutes
Recommended group size	15-20
Method(s) Used	• Experiential Learning • Project-Based Learning • Dialogue and Discussion • Peer-to-Peer Learning • Arts and Creativity • Community Engagement
Step By Step Description	**INTRODUCTION (10')** Participants identify issues and challenges related to the theme, they observe problems, they try to empathise with those affected and make a plan of action based on scientific evidence. In this process creativity and imagination plays an important role, as is the intersection of science and arts. The activity assumes that the participants have a basic prior knowledge on the main themes of the topic. The

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facilitator summarises the main characteristics of sustainability, sustainable development concepts and the questions and challenges regarding the impact of the irresponsible use of smartphones on young people's and on societies' wellbeing.

Then the facilitator will start an open discussion on the differences between arts and science. Participants will point out their opinions and the facilitator will synthesize them. The main point is to highlight the universality of both and to point out that the scientific process is the ideal means of analysing a problem and formulating a valid argument while the artistic process is the ideal means of communicating.

The activity is structured on the seven steps of the **inquiry-based** science education methodology.

1. QUESTION (15')

Participants are divided into groups. Each group will decide on posing a specific question related to sustainability and the impact of the irresponsible use of smartphones by young people. Through discussion and collaboration participants select one of the issues/challenges that were presented in the sessions preceding the activity for further exploration. The trainer only facilitates the process and potentially provides examples of straightforward questions.

2. EVIDENCE (15')

At this stage, individual and teamwork plays an important role, aiming at finding and gathering the necessary information about the main inquiry question that has been asked. It is also important to strengthen and empower participants to produce

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individual queries and discuss the evidence they found in the various sources they sought to look for. Access to information on the exploratory question, either via the internet (eg. YouTube videos, information from scientifically valid websites, etc.) or through printed material books. The main aim is to coordinate the group of participants in terms of searching and collecting the necessary information related to the issue in question.

3. ANALYZE (15')

The main characteristic of this phase is the organization and analysis of the data collected during the previous phase and the dialogue between the participants to categorize the data. Importantly, the students need to link this analysis to their project. Which data can be useful in the development of potential solutions/ideas for tackling the issue? How could those be integrated into an effective and scientifically valid theatre script? Tutors at this point act as facilitators, as the creativity and critical thinking of participants is fostered. Participants make a first attempt to capture the idea and create the scenario on which their theatrical performance will be based. Improvisation also plays an essential role in this step as they attempt to set up a basic skeleton of their performance in a spontaneous way.

4. EXPLAIN (15')

A key feature of this phase is the dialogue between participants in order to extract and decide on the possible explanations and answers for the exploratory question that have been raised and which make sense to the participants themselves. Participants collaborate and talk about making decisions about the basic explanations they will adopt to answer the

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question they have asked and then proceed with the creation of their theatrical performance.

5. CONNECT (20')

This step constitutes the dramatization phase. Each group will proceed with the dramatization of the given explanation: short story/script will be developed with characters, dialogues or pantomime. Key feature of this phase is interdisciplinarity, as students conquer scientific concepts and knowledge by interconnecting them with various forms of art. To achieve this, each group should allocate specific tasks to each member according to their interests and talents, as theatre is a collaborative art practice and requires teamwork and coordination from different fields (script, acting, directing, music, etc). Participants use all their imagination and creativity to achieve the best possible result and produce the final products in each category. Personification (turning concepts into human beings) and other narrative techniques proposed by the facilitator can be used.

6. COMMUNICATE (10')

Each group will then perform the developed story in front of the audience. Both during their rehearsals and during their final theatrical performance, participants communicate through their bodies and through various gestures the scientific concepts and issues that they have explored throughout the process. After the end of the performance they will present their draft outreach strategy plan on how to communicate the developed solutions/ideas to citizens.

6. REFLECT (10')

Participants reflect on the performance in relation to the theme and their project. Most importantly

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	participant's reflection, as initiated by the tutors is focused on the process and how this approach to educational and learning practices can be relevant for sensitising and raising the awareness of young people on sustainability issues and on the responsible use of technology.
Required Materials	• 5 A3 papers • 20 pencils • 15 coloured markers • Post its • Flipchart • Internet access (optional)
Learning Setting	• Outdoors • Conference Room • Classroom • *(A spacious premise is recommended so that the teams will be comfortable in working separately)*
Activity Evaluation/ Reflection	What aspects of the process did you find the most interesting? What and how did you learn about the theme? Was the intersection between science and art efficient for you? In what way? How will the activity impact local societies?

Competence Area	2 Sharing Multiple Worlds
Topic	14. Green open data lovers

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Transversal competence(s)	O TEAMWORK O CRITICAL THINKING O OBSERVATION OF NATURE	O BIODIVERSITY O SUSTAINABLE DEVELOPMENT GOALS	O SENSE OF INITIATIVE O LEADERSHIP
Name of the activity	***The Planet is Breathing***		
Learning Outcomes	- Foster teamwork and communication skills for collectively solving problems - Enhance critical thinking especially on the topic of human induced impact on the environment -Learn to observe and be curious about nature -Raise awareness and interest on preserving biodiversity -Get familiarized with Sustainability principles - Foster sense of initiative and leadership		
Duration	120 minutes		
Recommended group size	10-20		
Method(s) Used	• Experiential Learning • Gamification • Dialogue and Discussion • Peer-to-Peer Learning • Arts and Creativity • Community Engagement		

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Step By Step Description	**1. INTRODUCTION (5')** (*In the entrance of the forest*) Welcome to Pefkias Forest! Pefkias is a pine forest that stretches along the Corinthian Gulf in the area of Xylokastro, covering 243,500 acres. Its natural vegetation is composed of various species: Pines, mastic trees, myrtles, chasteberries, cedars, kermes oak, thyme and many other. With the human intervention it was also planted with other species; like other kind of pines, eucalyptus, maples, poplar, cypresses, strawberry trees, oleanders, carob trees, planes, olives and other. It is a very rich botanic garden that contains 83 different species of flora! Let's discover that "living" pine tree forest! **2. SEPARATION OF GROUPS (10')** (*As soon as we enter the forest*) - What is a plant? - How would you describe it? Some of the things you said are the parts of plants and some other their characteristics. - What categories of plants do you know? There are four categories: • Flowers • Trees • Shrubs or Bushes • Grass So, we're going to be divided in that 4 groups, so that we can move on safely and work together to discover the flora of the forest! **3. LIVING ORGANISM - ROOTS (15')** (*Having moved on a little on the forest*) That forest contains thousands of living organisms! As we already said it contains 83 different species of flora. A great number of trees, shrubs plus flowers and

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grass! Some of them are due to natural vegetation and some other planted by human intervention.

- But are plants living organisms?
- What are the needs of a living organism?

It needs: food, water, air and a place to live and grow.

- Where do plants feed from?
- Do they have a mouth?

They feed from their **roots**, which hold all the nutrients provided by the soil and water.

- But what happens when plants burn?
- Are their roots destroyed?
- What happens in this case?

The roots can no longer hold water → The forests are flooded → The water flows into the inhabited areas.

Activity I

«Each group becomes the roots of a tree. The roots need to spread out to hold as many nutrients and water as they can from the soil».

The persons of each group (one at a time) sit in a line and try to make a grid with their hands and feet - always touching the ground. The other groups throw balls (i.e., nutrients and water) towards the roots.

The team's goal is to hold as many as they can with their "roots" - without moving.

As we go along, we observe the trees and every group count how many cypresses it sees.

4. CHARACTERISTICS: LEAVES & TRUNK (20') (*Halfway*)

- What are these trees called? → **Pine trees!**

The pine family is the largest conifer family and there are currently 818 named cultivars.

In Pefkias and generally in Mediterranean thrives mostly the **Aleppo pine**.

- How did you know that these trees are pines?

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- What helped you? **Their features!**
- What are the characteristics of a tree, of a plant?

The **foliage** (φύλλωμα) (color, shape), the **trunk** (height, texture, color) and the **fruits**.

- What were the factors that determined the characteristics of each plant?

The climate, the threats (e.g., the animals that had it as food – rose and thorns).

Leaves

- So, what is the most distinctive feature of a pine tree? → Their **leaves**! They look like needles.

As we know, the leaves are the primary sites of photosynthesis, so they manufacture food for plants. Also, from the leaves the plants breathe. They have tiny "mouths" from which they breathe.

Activity II

There are some parts of the plant that we can take with us without harming the plants and at the same time we will help the forest!
We can collect dry leaves for making an herbarium (plant book) and taking it with us!
I distribute herbariums to each one to collect leaves.
You can write the names of the leaves you know!

Trunk

Another main feature of trees is the **trunk**, which distributes nutrients and water to all its parts.
From the trunk we can find the age of the trees! For finding the age its not necessary to cut the tree and count the rings inside, we can just hug it!

Activity III

Tree trunks grow on average about 3 cm each year. So, if we hug the tree and then measure the opening of

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our hug with a tape measure, we will have the diameter of the trunk... and therefore the age of the tree!
We cross-check the measurements of the groups (e.g., if 185 cm, is about 60 years old).

5. OBSERVATION – IDENTIFICATION (10') (*Towards the end*)

- How many living organisms do you see around you?
- If we look at nature a little closer, will we be able to find more living organisms?
- And even if we go even closer?

Activity IV

I distribute to each group: magnifying glasses, papers and pencils.
I designate a space for each group's exploration.
The goal of each group is to discover, identify and record as many living organisms as they can.

While we are walking towards the end point, they can collect other leaves for their herbariums.

6. POTECTION - PLANTING (15') (*At the end point*)

- After all, what is a garden, a park, a forest?

It is a space for

- the development of life
- entertainment
- a shelter for humans and animals

For all the above reasons we need to protect it!

- How can we protect it?

It needs...

- to keep it clean
- to cut only those plants that are sick or prevent the growth of others

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	• to protect it from fire • to notify the Fire Department when we notice a fire • to plant new plants where the old ones burned - So, what we can do together in order to enhance the prosperity of this forest is to plant a tree! **Activity V** *If we have the permission to do that, we plant all together a small tree at the end of Pefkias.*
Required Materials	• 4 tape measures • 4 magnifying glasses • 25 herbariums • 25 pencils • 25 papers A5 • 30 colorful balls • a small tree • a shovel • a bottle of water
Learning Setting	• Outdoors
Activity Evaluation/ Reflection	Are there forests like this close to where you live? How often do you hike in nature? Has the natural environment in your area been changed the last few years? What are the dangers that forests like these face? To what extent will this activity change your habits and how?

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Competence Area	3 Envisioning Sustainable Futures		
Topic	*19. Social hackathons*		
Transversal competence(s)	□ TEAMWORK □ CRITICAL THINKING	□ SUSTAINABLE DEVELOPMENT GOALS □ EMPATHY & RESPECT	□ SENSE OF INITIATIVE □ LEADERSHIP
Name of the activity	***Design Green Action***		
Learning Outcomes	• Increase interest and motivation in addressing sustainability related issues • Identify and explore potential solutions to specific issues/challenges faced by young people • Design and develop initiatives that will drive the sustainable transition by young people • Develop a sense of initiative and entrepreneurship skills while designing engagement campaigns targeted at young people • Develop soft skills such as teamwork, communication, problem solving skills and critical thinking		
Duration	120 minutes		
Recommended group size	15-20		
Method(s) Used	• Experiential Learning • Project-Based Learning • Dialogue and Discussion • Peer-to-Peer Learning		

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	• Community Engagement
Step By Step Description	**INTRODUCTION (10')** The activity is structured on the phases of the Design Thinking process according to which communities can act as co-creation knowledge hubs that propose solutions to specific social issues. The aim is to link education, research and real-life problems. The Design Thinking phases are: 1. EMPATHISE – getting to know your users, understanding the bigger context around the challenge you would like to solve and offer solution to, and exploring market opportunities; 2. DEFINE – making sense of all the learnings of the research phase and digging into the real problem you wish to solve; 3. IDEATE – generating lots of ideas and choosing the best one to go further with; 4. PROTOTYPE – equipping you with rapid prototyping tools to test your solutions with users without major financial investment: fail fast and improve; 5. TEST – testing your prototype with users and getting feedback for your idea's further development or improvement 6. DELIVER: Deliver and/or present the final idea Participants are divided into two or three groups, each tasked with the goal to come up with an idea for a community engagement activity or campaign targeted at young people and aimed to raise awareness

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regarding environmental sustainability and responsible use of smartphones

1. EMPATHISE (30')

It is really vital to deeply understand the people to whom you will be targeting your initiative idea – not just regarding their practical matters, but also their emotions and feelings. The activity starts by getting into a creative and collaborative atmosphere, understanding the team and each other's perspectives, exploring the wider context around the chosen challenge you will be developing a solution and dive into a deep research empathizing with our potential target groups.

Each group has two A3 papers in front of them. There are also pre-designed templates with the following chapters and questions to be filled in by them:

GET TO KNOW YOUR TEAM & UNDERSTAND THE CONTEXT

-INTERESTS (What are your interests?
What do you like to do when you are not working?)

-WHY ARE YOU HERE (Why this project is interesting for you?)
-INSPIRATION (What inspires you and drives you to action? You can also give examples)

-CONCERNS (What are your concerns regarding the future and what are the most important challenges in your opinion that youth face regarding sustainability and technology)

-STRENGTHS, SKILLS AND ROLES (What are your strengths and skills? How are those complementary and what roles would you allocate among you?)

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UNDERSTAND THE CONTEXT

Your best guess about the user's problem
Has somebody tried to solve the same problem before? Did they succeed or fail and why?

List similar initiatives in the same domain

What are the opportunities to solve the problem in a different way?
Does your solution offer something in advance?

RESEARCH

At this stage, the groups are ready to dive into more thorough research of their target groups to better understand their lives and needs. Based on the following template of qualitative user research methods, they will select an interviewer (or two) among group members, who will be responsible for interviewing 3 members of the different groups.
The idea here is that you should validate the problem and co-design a solution to that problem not for the users but together with the users. During the interviews the following fields should be filled in regarding the Target Groups Needs:

NAME SURNAME
PROFESSION; AGE;
MINI LIFE STORY (personal background, family status, education, hometown etc.):
VALUES
INTERESTS AND HOBBIES
NEEDS
DREAMS
HOW COULD YOU IMPROVE USER'S EXPERIENCE?

2 DEFINE (15')

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	In this part of the design process the groups will analyze all the information you have gathered in the EMPATHISE phase and make sense of it all before moving on to understanding where lies the real problem they will be solving. Each group will draw a Problem Tree in a flipchart and will fill it in with post its/sticker notes: • Take a flipchart paper and draw a tree with roots and branches. • Write down in the trunk of the tree the main user problem you have discovered in your research. • Reflect on the causes of this problem and write them down in the roots of the tree. There may be more underlying issues under each root. Remember to ask why. • Reflect on the effects - consequences of the problem and write them in the branches of the tree. Aim: to understand where the real problem you need to solve is hidden, you will reflect on causes and effects of the seemingly most important problem you have discovered. After discussing the problem tree within your team, do you have a fresh look at the problem? Is the problem you wanted to solve the right one? Or is there a new problem you discovered when analyzing the roots of your problem tree?

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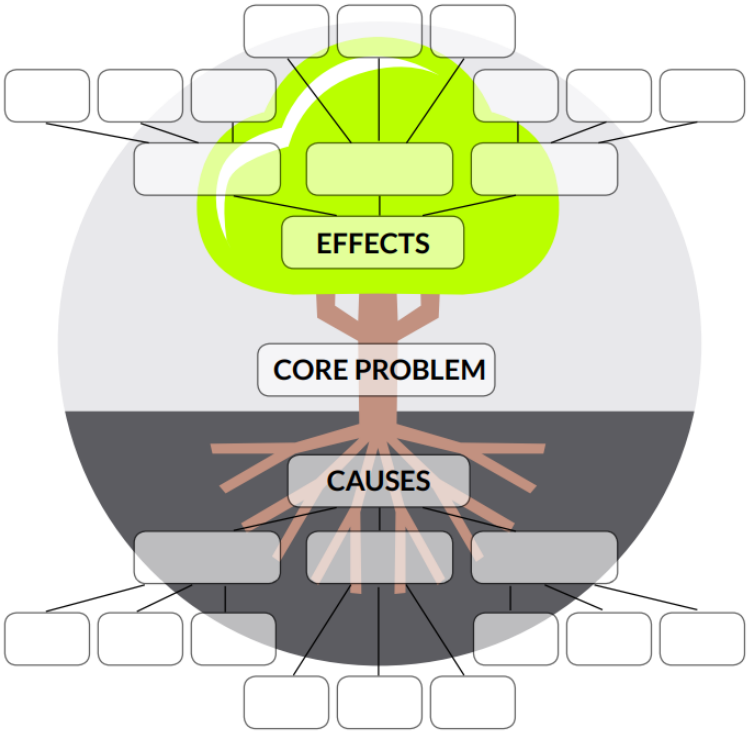

Finally write down the problem definition in the following way:
User …… needs …….. because ……

Check your problem definition: is it short, simple and concrete?

3 IDEATE (15')
This is the phase where creativity and imagination play the most important role.
At this stage it is about quantity not quality.
It is time for the craziest ideas that seem unrealistic to implement. The team will sort out the ideas and make a choice later.

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	TEAM MEMBER 1	TEAM MEMBER 2	TEAM MEMBER 3
IDEA 1			
IDEA 2			
IDEA 3			

Distribute the template to all team members.
In 5 min each team member is asked to generate 3 ideas how to solve your team's identified problem.
After the first 5 min, each participant passes the template to another team member, who reviews ideas and builds upon those ideas in the next 5 min. You can develop your colleague's ideas further or create brand new ideas.
After the following 5 min, continue passing templates around in the team and building on others ideas. Feel free to generate more than 3 ideas in 5 min. Can you come up with 5?

4 PROTOTYPE (30')

In the previous stage the groups got creative and generated loads of ideas. If they still haven't made a choice of their favourite idea to move forward with, now it is time to do that. In the following phase of the design process, which is called PROTOTYPE, you will upgrade the chosen idea and continue building it in more detail, by creating a concept, storyboarding, modelling your initiative and developing user journey map. You will also create a tangible representation of your initiative.

Each group should fill in the following:

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WRITE DOWN THE CONCEPT NAME.

WHAT IS YOUR USER'S PROBLEM.

WHAT DO YOU OFFER TO SOLVE THIS PROBLEM AND WHAT IS YOUR APPROACH. HOW DOES IT WORK? DESCRIBE IT IN DETAIL.

WHAT VALUE DOES IT BRING TO THE USER?

WHAT DIFFERENTIATES IT FROM OTHER SOLUTIONS TO THE SAME PROBLEM?

Create a detailed action scenario that you can use as the basis for the prototype:

1 As a team, choose your winning idea and express it in the form of a story: map in a linear way all the action steps that your user takes to travel through your idea.

2 Every team member (individually) writes 6 actions steps that guides your user through your idea offer.

3 If you get stuck, write the very first step your user takes, and then the last one.
Afterwards fill in the blank steps in between.

4 Every team member reads out their action steps (very quickly).

5 Each team member gets 1 dot to vote for the best sequence of steps. It will help you understand where your team is the most aligned in their thoughts.

6 Circle the winning flow. The team can have a discussion whether it is worth adding one or two actions steps from other team member's flows that didn't win.

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	7 The winning action flow can serve as a basis for prototype development and user tests, as you have mapped and voted for the steps that your user will potentially take 8 Now in each of the boxes of the action steps sketch a picture that represents what the user does in each step **5 TEST (15')** This will be the "rehearsal for the delivery phase. Two members of the team are taked to present the idea to the rest of the team. The rest try to point out inconsistencies or things that can get improved. After the internal feedback a reformulation of the idea is expected, and each group will ha a refined idea for an activity ready **6 DELIVER (15')** Each group will present its newly developed initiative in front of all participants from all groups. Each participant will be given a vote (1-5) to rank the activities in secret. The facilitator will gather all votes and announce the final results at the end of the activity.
Required Materials	• 5 A3 papers • 20 pencils • 15 coloured markers • Post its • Flipchart • Predeveloped Printed Templates for research phase

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Learning Setting	• Outdoors • Conference Room • Classroom • *(A spacious premise is recommended so that the teams will be comfortable in working separately)*
Activity Evaluation/ Reflection	After each presentation the facilitator asks everyone the strengths and weaknesses of each newly developed initiative. What aspects of the process did they find the most interesting? What and how did you learn about the theme? How will the activity impact local societies?
Useful Resources **(not mandatory)**	*https://ec.europa.eu/programmes/erasmus-plus/project-result-content/fcfc45c8-a87b-43da-87da-1efbdd09943a/toolkit_eng.pdf*

THE GREEN NETWORKER

Competence Area	2. Sharing Multiple Worlds		
Topic	*9. Step out of your bubble*		
Transversal competence(s)	x CRITICAL THINKING	x EMPATHY & RESPECT	x SENSE OF INITIATIVE
Name of the activity	**Arguments of the opposition**		

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Learning Outcomes	To be able to step out of one's own bubble and see the argument of the opposition. To see the nuances in any debate and to get greater understanding of people you do not agree with,
Duration	30-60 minutes
Recommended group size	Any number of individuals divided into groups of 2-5 people. Equal number of groups. Think about the size of the group - depending on the youth. It can feel safe to be in a larger group because you can choose not to be very vocal in the discussion and listen. But if it is a safe group with many outgoing youth the size of the group can be smaller to give more space for the individual to argue.
Method(s) Used	• Experiential Learning • Peer-to-Peer Learning
Step By Step Description	Game: 1. Each group is finding another group to argue with. 2. Choose a topic from the list or find your own. 3. Agree with the other team which side of the argument you will make. If you cannot agree. Draw straws on it. 4. Take 5 minutes in your group to list arguments for the side you have. 5. Choose a person in your group who will begin with argumenting. 6. Start arguments with other group. Bring in your own arguments and argue against the other team's argument. Use 5-10 minutes. 7. Go back in your own groups and discuss the 2 sides of the argument. Have you changed your opinion or have you learned something new?

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	8. Find another group and choose a new topic. Play at least 2-3 rounds. Possible topics: • Buying used electronics vs. new electronics • Phones in schools vs. a phone free environment in schools • Women in executive boards - affirmative action PRO/CON • Public transport vs. private transport • Climate change is a hoax PRO/CON • Climate action. Personal action vs. political action • Social media. Good or bad for social relations? • Hate speech on SoMe. Who's responsible? Platforms or individuals? Inclusiveness: If you pick your own topic, don't pick a topic that leads to discussions that hurt people. We need to make it a safe space for everyone. For example, do not create topics around sexism, homophobia, racism etc.
Required Materials	Paper for note taking (can be done without) Pens for note taking (can be done without) Time keeper List of dilemmas
Learning Setting	• Any setting

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Activity Evaluation/ Reflection	Reflect together in plenum how participants were affected by the exercise, and how they can apply it to other parts of their life especially their online life.

Competence Area	2. Sharing Multiple Worlds		
Topic	*10. Be kind online*		
Transversal competence(s)	TEAMWORK CRITICAL THINKING	EMPATHY & RESPECT	SENSE OF INITIATIVE LEADERSHIP
Name of the activity	***Take responsibility***		
Learning Outcomes	To create possible actions to support inclusive and non-aggressive behavior online		
Duration	20 minutes - 50 minutes (depends on the number of cases each group is going through) 10 minutes for each case in each group 10 minutes for ending reflections		
Recommended group size	Unlimited number of people divided into groups of 4		
Method(s) Used	• Dialogue and Discussion • Peer-to-Peer Learning		

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Step By Step Description	1. Print the different cases (cases are located at the end of the document). Each group gets a case. 2. Groups have 10 minutes to discuss the case. 3. Groups get a new case. Point 2 and 3 are repeated until the facilitator decides exercise is done. 4. Do reflections on why it can be difficult to intervene in a conflict, but why it is important to do it.
Required Materials	• Case cards printed matching the number of groups (it is okay if some of the groups have the same case, if there are many groups - just print cases multiple times) • Time-taker • (Paper and pen to note down)
Learning Setting	Any setting that is not windy can be used for this exercise.
Activity Evaluation/ Reflection	After the exercise; Discuss in the groups why it can be difficult to intervene in a conflict, but why it is important to do it. Talk about it in plenum. Important points: You are also part - even when you are silent! Tech-companies have responsibilities!

<u>The Facebook Post</u>

A facebook post on climate change has become very toxic in the comments. People are leaving mean and hurtful comments about others participating in the discussion. The original topic of discussion is drowning in the comments.

Divide the roles in the group. The youngest person in the group takes role 1 and so on. Let role 1 answer. When role 1 is finished the rest of the group can make additions to what role 1 can do. Then move to the person who is role 2 and so on.

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WHAT CAN YOU DO TO HELP IN THE SITUATION, if you are:

Role 1: The author of the original post on climate change

Role 2: Facebook

Role 3: You are a friend to one of the people leaving very personal and hurtful comments in the thread

Role 4: You do not know any of the people leaving bad comments but you think that the original post has some very important issues to discuss.

The SnapChat group

In a class at a school there is a snapchat group called the name of the class. 18 out of 30 students are in the group. The administrator is one of the popular students in the class.

Divide the roles in the group. The oldest person in the group takes role 1 and so on. Let role 1 answer. When role 1 is finished the rest of the group can make additions to what role 1 can do. Then move to the person who is role 2 and so on.

WHAT CAN YOU DO TO MAKE IT MORE INCLUSIVE, if you are:

Role 1: A common member of the group

Role 2: One of the students left out - and you would like to be part of the group

Role 3: The administrator of the group

Role 4: Student counselor

The messenger group

In a workplace there is a messenger group for staff, where everyone interested

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is part of the group. Funny memes and social invitations are shared in this group. Sometimes a few members in the group are leaving memes and comments that are homophobic, sexist, and/or racist.

Divide the roles in the group. The oldest person in the group takes role 1 and so on. Let role 1 answer. When role 1 is finished the rest of the group can make additions to what role 1 can do. Then move to the person who is role 2 and so on.

WHAT WILL YOU DO, if you are:

Role 1: A common member of the group.

Role 2: A common member of the group, who is also a person from one of the groups targeted with the comments.

Role 3: The administrator of the group

Role 4: HR manager at work who is not part of the group - but it has been put to your attention that the group is existing and its non-inclusive nature

The homophobic SoMe-post

There is a SoMe post being shared globally. The post is homophobic. Comments are many - some sharing the opinion of the original post - some trying to oppose the message. People trying to call out hate are being verbally abused by an army of trolls.

Divide the roles in the group. The youngest person in the group takes role 1 and so on. Let role 1 answer. When role 1 is finished the rest of the group can make additions to what role 1 can do. Then move to the person who is role 2 and so on.

WHAT ARE YOUR RESPONSIBILITIES IN THIS CASE, if you are:

Role 1: You are a friend to a person who has tried to speak up against the hate in the post. Your friend has been attacked by trolls and is being called very ugly things. Your friend is homosexual.

Role 2: The SoMe platform

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Role 3: You are a friend to one of the people leaving very hateful comments in the thread

Role 4: You do not know any of the people leaving bad comments but you are very affected by the hate speech

Competence Area	3 Envisioning Sustainable Futures			
Topic	16. Navigating the dynamics of sustainability			
Transversal competence(s)	□ TEAMWORK □ CRITICAL THINKING □ OBSERVATION OF NATURE		□ EMPATHY & RESPECT □ BIODIVERSITY □ SUSTAINABLE DEVELOPMENT GOALS	□ SENSE OF INITIATIVE □ LEADERSHIP
Name of the activity	***The informed consumer***			
Learning Outcomes	To engage students in critical thinking about the social, environmental and economic impacts of consumer choices and to encourage them to consider ethical factors when making purchasing decisions. The aim is to give the participant the understanding that consumers need knowledge and information to make informed decisions.			
Duration	30-45 minutes			

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Recommended group size	Students can work in groups of 3 (1 decision-maker, 1 devil's advocate, and 1 sustainability advocate)
Method(s) Used	• Dialogue and Discussion • Peer-to-Peer Learning
Step By Step Description	Instructions: This activity consists of 10 dilemmas related to consumer choices. The game requires that you form groups of three participants; each participant plays different roles. One participant is the consumer who makes a choice, and the other two participants represent different options; one playing the devil's advocate and the other advocating for the more sustainable choice. 1. Select one student to be the decision-maker, one as the devil's advocate, and another as the sustainability advocate. 2. The facilitator/teacher presents one of the consumer dilemmas from the list. The participants will now take their roles and discuss in their groups: The devil's advocate should argue passionately in favor of the less sustainable or unethical choice, highlighting its benefits, cost savings, or immediate gratification. The sustainability advocate should present compelling arguments for the more sustainable and ethical choice, emphasizing long-term benefits, reduced environmental impact, and ethical considerations.

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The decision-maker listens to both advocates and then makes a choice, explaining their decision and the reasoning behind it.

If desired and if there is time, you can rotate roles so that each participant has the opportunity to be the decision-maker, devil's advocate, and sustainability advocate.

Discuss and debrief after each round. Encourage students to reflect on how the arguments presented by each advocate influenced their decision. What factors ultimately swayed them?

Continue with the remaining dilemmas or create new ones for additional rounds.

Dilemma 1: **The Ethical Clothing Shopper**
You need new clothes but have limited funds. Do you buy cheap clothing from a fast-fashion brand known for exploitative labor practices or invest in a more expensive, ethically produced garment?

Dilemma 2: **The Disposable vs. Reusable Dilemma**
You're shopping for a water bottle. Do you choose a single-use plastic bottle or invest in a durable, reusable one?

Dilemma 3: **The Food Dilemma**
You're at the grocery store and have the option to buy locally grown organic produce at a higher cost or conventionally grown, cheaper produce shipped from across the country. What do you choose?

Dilemma 4: **Transportation Choices**
You're planning a trip, and you can either book a flight, which has a significant carbon footprint, or take a longer train or bus journey. Which do you pick?

Dilemma 5: **The Electronics Choice**

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	You need a new smartphone. Do you go for the latest model with more features and a higher price, or a slightly older, more affordable option with fewer features? Dilemma 6: **The Meat vs. Plant-Based Diet** You're at a restaurant, and you must choose between ordering a meat-based dish with a larger environmental impact or a plant-based one. What do you select? Dilemma 7: **Eco-Friendly Packaging** You're ordering a product online. One option comes with excessive packaging waste, while the other offers minimal or eco-friendly packaging. Which do you choose? Dilemma 8: **The Conflict Minerals** You want to buy a new electronic gadget, but one of the companies uses conflict minerals in their products, while another has a better track record. What do you do? Dilemma 9: **Fashion Trend vs. Sustainability** You want to stay fashionable, but you know that many trendy items quickly go out of style, contributing to waste. Do you buy the trendy item or opt for a more timeless, sustainable piece? Dilemma 10: **Fast Food vs. Slow Food** You're hungry and have limited time. Do you choose a quick, unhealthy fast-food meal or take more time to prepare a healthier, homemade option?
Required Materials	• A list of ethical dilemmas related to consumer choices (see step by step description).
Learning Setting	It can be either: • Outdoors • Conference Room • Classroom

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Activity Evaluation/ Reflection	Discussion where all participants can contribute to the discussion points: Discuss the concept of informed decision making: Imagine if the consumer didn't have the knowledge/argumentations from the advocates - Do you think the decisions would be different? 1. What was the most difficult dilemma, why so? 2. What was the easiest choice to make, why so? 3. Which role was the easiest to play - having to play the devil's advocate, the sustainable advocate or the decision maker?

Competence Area	4 Act for Sustainability		
Topic	23. Inclusive online campaigning		
Transversal competence(s)	□ TEAMWORK □ CRITICAL THINKING	□ EMPATHY & RESPECT □ SUSTAINABLE DEVELOPMENT GOALS	□ SENSE OF INITIATIVE □ LEADERSHIP
Name of the activity	***Sense Inclusiveness – The Ball Game***		
Learning Outcomes	To start reflecting about the topic of cultural norms, inclusiveness and exclusion.		
Duration	~ 45 minutes (incl. instructions and forming groups etc.)		
Recommended group size	-		

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Method(s) Used	• Experiential Learning • Project-Based Learning • Dialogue and Discussion • Arts and Creativity • Community Engagement
Step By Step Description	**Step 1. Establishing cultures** ~ 10-15 minutes The facilitator has the participants all stand in 3- 7 circles. Each participant has two balls. The facilitator asks the groups to; 1. Stand still in each circle in complete silence and make eye contact with each other. 2. She then tells that when she starts the music, they should start passing the balls to each other in silence creating a pattern / a dance while keeping the circle – the circle should not be broken. After 5 minutes or when the groups seem to have establish a pattern / dance the facilitators stops the music. While standing in the groups she asks what is happening. Usually, each group have distinct patterns, some of the patterns are complicated while some are more simple – notice this. The facilitator nudges the participants to see these different patterns and open up for the question of how the patterns were established. Was there a leader in the group? Was there a struggle for power? The facilitators nudges the group by introducing the concept of culture / comparing each group to different cultures / nations. **Step 2. Experiencing inclusion / exclusion**

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~ 15 minutes

The music is continued; the groups are asked to continue their established patterns / dance.

When the groups have established their patterns again, still in strict silence the facilitator tries to disrupt the cultural patterns by e.g.
- Moving one participant to the middle of the circle
- Turning a participant to face outwards.
- Tie a participant's arm behind their backs.
- Blindfold a participant.
- Set a participant sitting on the floor just outside the circle.

Step 3. Debriefing
~ 10-15 minutes
The groups are asked to sit on the ground, each group tells of their experiences.

The people who were handicapped by the facilitator tell how they felt. Did they feel that their circle / culture tried to include them or where they marginalized/ set outside / placed in position where they could not participate?

The rest of the group are asked how they felt. Did the group establish a consensus of what was importance i.e., was focus was on including all the members of the circle, changing the patterns / dance to fit everyone or was the priority on keeping the established pattern / dance going.

They can discuss how/if they experienced a shift in dynamics. Perhaps they felt that the other team players didn't live up to their expectations/noticed that others were either more or less helpful/resourceful in supporting others? Is this something they then would address in e.g. workplace/school? Or since the topic is Online Campainging; how can this be applied in online campaigning?)

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	Did the patterns rhythm / degree of complication have an effect on the choice? The facilitator writes key words up and a sheet and the very end of the session the groups coin their groups cultures – were they inclusive – how could they have been more inclusive. The game can end there or can be taken to a deeper level where the facilitator can probe with deeper inquiry questions e.g. Can a culture ever be 100 % inclusive? If not, how do we best look after each other? Draw parallels to physical world by discussing how/if some of their experiences can be applied to other situations
Required Materials	2 x small balls for each participant (preferably bean balls which don't bounce) Music – 15 minutes medium tempo A blindfold 2 x short ropes to tie a person's arms behind their backs Markers and sheet of poster paper
Learning Setting	• Outdoors • Conference Room • Classroom (The important aspect is that there has to be enough space for 5-12 participants to stand in 2 – 5 circles)
Activity Evaluation/ Reflection	The evaluation is an integrated part of the activity.

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- CoE 2021, Manual for Facilitators https://rm.coe.int/manual-for-facilitators-2022/1680a5ebc2
- GreenComp: the European sustainability competence framework https://publications.jrc.ec.europa.eu/repository/handle/JRC128040
- DigComp: https://joint-research-centre.ec.europa.eu/digcomp_en

ANNEX: Evaluation Questionnaire for Participants

1. Overall, how would you rate the training on a scale of 1 to 5, with 5 being the highest

2. Which activity or activities during the training did you find most engaging and informative? (Please specify)

3. Did the training help you gain a better understanding of the environmental topics discussed, such as sustainability, digital footprint, and responsible tech usage?

(Yes, significantly – Yes, to some extent - No, not really - No, not at all)

4. Did the training encourage you to think critically about the environmental issues and their impact on the world?

(Yes, significantly – Yes, to some extent - No, not really - No, not at all)

5. Did you feel that the training provided you with practical knowledge and skills related to sustainable living and responsible tech usage?

(Yes, significantly – Yes, to some extent - No, not really - No, not at all)

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6. Did you enjoy the outdoor activities and nature-related components of the training?

(Yes, significantly – Yes, to some extent - No, not really - No, not at all)

7. Did the training help you reconnect with nature?

(Yes, significantly – Yes, to some extent - No, not really - No, not at all)

8. Would you recommend this training program to other young people in your age group?

(Yes, certainly – Yes, with reservation - Maybe - No)

9. What did you like most about the training? (Please explain)

10. What did you like least about the training? (Please explain)

11. Do you have any suggestions for improving the training or topics to include in future sessions?

12. How likely are you to apply the knowledge and skills you gained during this training in your daily life?

(Yes, significantly – Yes, to some extent - No, not really - No, not at all)

13. Any additional comments or thoughts about the training or any other aspect you'd like to share

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Call2Nature

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A Project Implemented by:

Polygonal

SMARTUP

Green Village

Civil Connections
Building robust communities

meus

KAINOTOMIA
κέντρο διά βίου μάθησης

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