CHANGE YOUR ROLE

Empowering young people to become change-makers

A teacher's toolkit

for sustainable community education
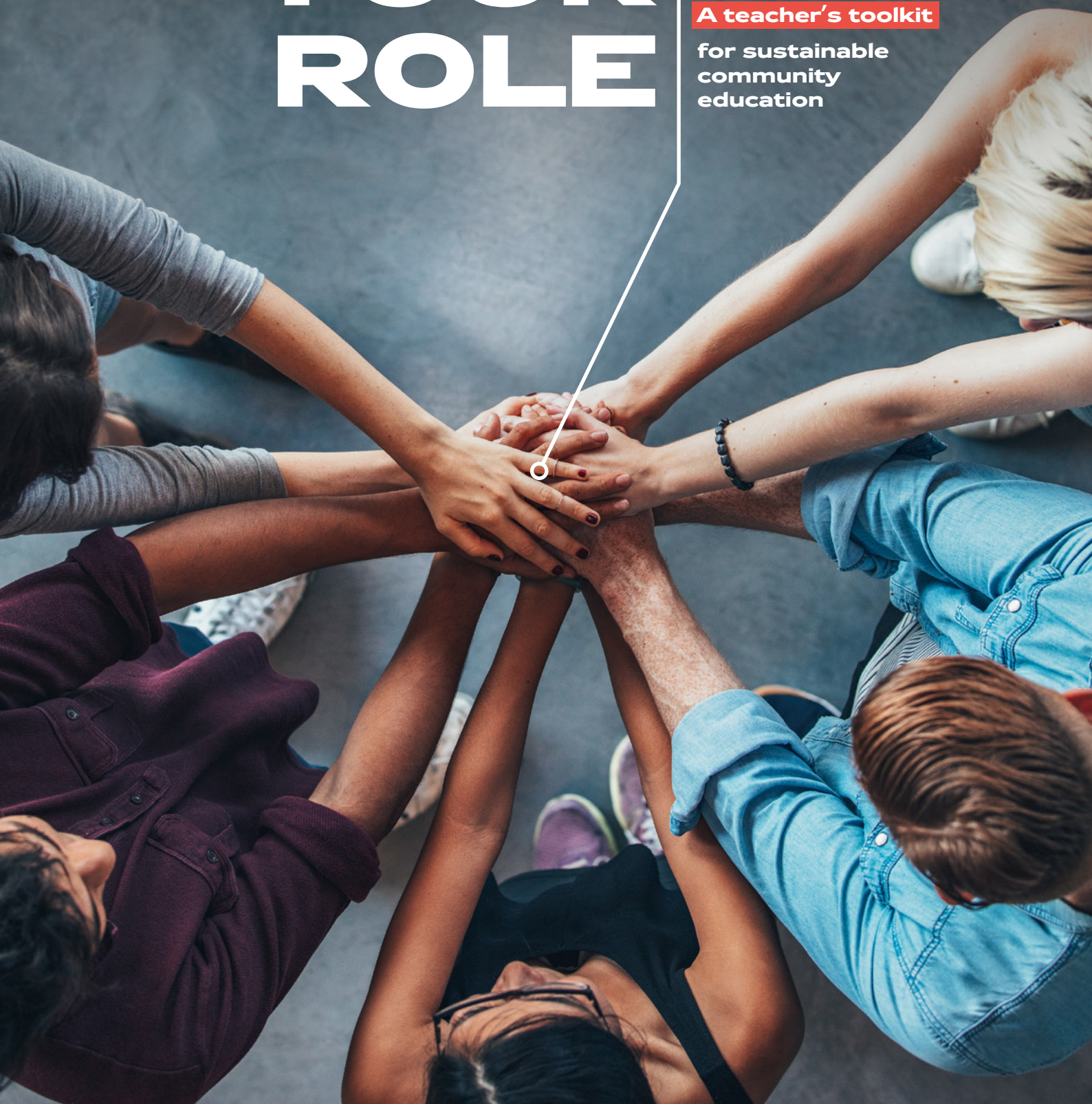
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Introduction

You are holding in your hands the hand-book created under the project "Change Your Role", co-financed by the European Union's ERASMUS+ programme, with a view to supporting and developing active citizenship education and participative learning. We are thankful to all those who took part in its preparation, especially to the teachers, mentors and students who tested the methodologies of the three partner organisations.

The handbook is intended for middle school and secondary school teachers as well as other educators who feel the need to develop their students' **active citizenship competencies essential for the 21st century**.

This material will help you make your **instruction more interesting** for your students and yourself. You will get advice on how to support your students in making independent decisions and reflecting their influence on public affairs. Your students will grow their attachment to the place where they live and go to school.

On the following pages, you will find information on active citizenship as well as tips, instructions and guidelines on developing active citizenship through participative learning activities. The guidelines contain descriptions of activities aimed at problem solving, creativity development, critical thinking, cooperation and much more.

The handbook started to be developed in mid-2019 and was finalised during the spring of 2021. In 2020 and 2021, the COVID-19 crisis posed unprecedented challenges to educational systems in all EU countries. Romania, the Czech Republic and Slovenia, the countries participating in the project, took the measure of shutting down schools and other education institutions. Teachers and other education professionals had to adapt quickly to a variety of changes in the educational process, from school closure and remote learning to teaching while following social distancing guidelines. They found themselves creating and managing virtual classrooms, communicating with students and their parents over social media platforms, and learning by doing as they provided distance education to their students affected by school closures.

In this time of crisis, it has become even more evident that citizens need to be able and willing to engage actively in defence of democracy and human rights. Civic mindedness, autonomous learning skills, analytical and critical thinking and tolerance of ambiguity are some of the competences in the model that might help learners adapt to the current crisis in a positive and constructive manner, thus avoiding the pitfalls of social fragmentation and extremism.

[Matjaž Gruden, Director of Democratic Participation, Council of Europe]

This handbook was prepared on the basis of the hard work of teachers and students in the Czech Republic, Romania and Slovenia, who tested activities, both offline and online, and offered their feedback on how to best use the methodologies of the three partner organisations. We sincerely hope that the results of our collaborative work will be inspiring for other teachers, students and educators from across the EU and beyond.

We wish you
an inspiring reading
and a lot of fun
transferring
knowledge
into practice!

Chapter 1

Why this tool?

1.1   About this handbook

The material presented herein is an outcome of the international project "Change Your Role" funded by the Erasmus+ Programme. It responds to the need to promote active citizenship education, especially in the countries involved in the project. Three partner organisations, each with a long record of implementing active citizenship programmes for students, have cooperated on the project: SEVER of the Czech Republic[1], New Horizons Foundation of Romania[2], and Društvo DOVES of Slovenia.[3]

...it focuses on active citizenship education

By sharing good practices and mutual testing and combining each other's educational methodologies, the partners have elaborated a **new set of guidelines for helping teachers get started with active citizenship education based on participative learning methodologies.** We intend to motivate teachers to focus on student participation in the life of their communities through projects that promote sustainable development. It is important for students to understand and get involved in the events taking place around them, so that they develop the so-called **"core set of 21st century skills".** Such skills are necessary for one's ability to rise to the current challenges of globalisation, digitalisation, social, health and environmental problems, and the ever-increasing pace of those changes.

...it provides new guidelines based on three proven programmes

Each organisation relies on a different educational approach. The Schools for Sustainable Living programme in Czech Republic is built on the **place-based learning** methodology, the Romanian IMPACT programme works with **service learning,** and the global Young Reporters for the Environment (YRE) programme raises awareness about environmental problems by using **tools specific to journalistic work.** Under the project, we undertook mutual testing of these methodologies, selected the best proven tools and activities for each methodology, and integrated them into a new, combined set of guidelines. Described in Chapter 4 of the present handbook, the new guidelines are based on the three educational approaches, project-based instructions, and participative methods. They provide several activities that can be implemented directly at school, either alone or consecutively. Given the logical connections between the activities, we recommend consecutive implementation for maximum impact.

...it responds to teachers' needs

In our view, teachers often do not receive consistent support for professional growth and, therefore, may find it difficult to change their educational strategies, incorporate new and effective methods or focus on interdisciplinary relations. This impacts negatively on the quality of instruction and the school culture and, as a result, students are disengaged, unmotivated, and not confident enough in their own abilities. This handbook **should assist teachers in introducing participative teaching methods, strengthen their roles as guides or coaches, and consequently**

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empower students to take initiative during instruction, make their independent choices, shape the educational process, and thus develop their active citizenship competences.

...it is relevant and up-to-date for middle school students

When students get involved in the learning process, they become confident in their own abilities, develop life skills, become motivated to cooperate with members of their community, and assume responsibility for the results of their work, as well as for their learning. During the activities presented in this handbook, the students have the opportunity to decide and change the activity's direction, topics and outcomes. While building on their knowledge and skills, they **experience the wonderful feeling of being able to make a difference in their environment.** They get motivated for an active approach to caring for the world they live in.

...it will help you get started or enrich/transform your activities

The guidelines presented here may be viewed as steps towards active citizenship and participative learning. You will **start with local-level activities and help improve community relations, yet you will provide your students with the motivation to get involved,** at a later stage in their life, in the governance of their municipalities or advocacy for public interest.

Have fun reading and applying what you have learned in this handbook!

1.2 How did we develop the handbook? The steps undertaken in our project

When we came to understand how the three methodologies work, we developed a model of intervention that includes complementary activities from each partner, created a new flow of activities, and tested it with our teachers. Below you can see the steps undertaken in our project:

1. Understanding the principles and steps of each methodology and selecting such parts of each methodology that complemented the other two.
2. Testing the selected activities from each partner with a group of at least 6 teachers in each country.
3. Getting feedback from the teachers after the testing.
4. Improving the quality of the activities according to the feedback received.
5. Writing the present Handbook for teachers including all the activities tested.
6. Creating a facilitator training module to help educators, youth workers, educational NGOs staff to train teachers in using this handbook.
7. Distributing the handbook to the teachers who would like to develop their students' active citizenship skills.

Chapter 2

Defining the terms: Getting ready for the journey of youth mobilisation

2.1 The main concepts we use in the handbook

Active Citizenship

Definition

"*Active citizenship is a broad concept, hard to define, and yet crucial to the welfare of society and its members. Many people, when asked, will say it is about 'giving something back', about recognising that we are all mutually dependent and that by making a positive contribution to the direction society takes, we are helping ourselves as well as others. In a democratic society, all individuals and groups have the right to participate in democratic practices and institutions. That seems to imply a responsibility to ensure that no one is excluded.* "[4]

Active citizenship is the glue that keeps society together, because if everyone merely focused on going to work, earning their living, and promoting their own individual interests, society would fall apart. It brings together people of different generations and different backgrounds, forging a solidarity that is becoming increasingly important for the long-term welfare of society. It is also a form of literacy because it implies being aware of what is happening around us, acquiring knowledge and understanding so as to make informed judgements, and having the skill and courage to respond in the appropriate way, individually or collectively. **Active citizenship embodies the conviction that every individual can make a difference to the community he or she lives in** – whether this is the local, national or global community.

Context

In 2015, 11.9% of the adult population in the European Union (EU) said they were active citizens in terms of attending meetings, signing petitions, or otherwise participating in activities related to political groups, associations or parties. The highest rates of active citizenship were recorded in France and the Netherlands (24.6%), while Cyprus (2.1%) and **Romania (3.6%)** registered the lowest participation rates. **The Czech Republic (4.2%) and Slovenia (6.5%)** did slightly better, but still under the average rate of the EU. [5]

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4   https://www.eesc.europa.eu/resources/docs/eesc-2011-35-en.pdf
5   Eurostat

Facilitating active citizenship is one of the European Commission's strategies for increasing social cohesion and reducing the democratic deficit across Europe. EU institutions have developed a set of Reference Frameworks to define and also measure the different competencies falling under the umbrella of "active citizenship". Terms like global citizenship education, active citizenship, education for democracy or citizenship education have been used interchangeably, and many have debated the differences and similarities between them. The unifying conclusion remains that, in a world of interdependencies, of globalisation, of limited resources, active citizenship is a concept that is becoming more and more important: **"*Citizenship education refers to the aspects of education at school level intended to prepare students to become active citizens, by ensuring that they have the necessary knowledge, skills and attitudes to contribute to the development and well-being of the society in which they live.*"[6] *(Eurydice, 2012: 8)"*

Sustainable development

Definition

As in the case of "active citizenship", there is no generally accepted definition of sustainable development. According to the UN World Commission on Environment and Development (1987), sustainable development "*meets the needs of the present without compromising the ability of future generations to meet their own needs*".[7] The European Parliament defines sustainable development as "*the improvement of the standard of living and welfare of the relevant populations within the limits of the capacity of the ecosystems by maintaining natural assets and their biological diversity for the benefit of present and future generations*".[8] The Organisation for Economic Co-operation and Development (OECD) defines sustainable development as "*dynamic balance between the economic, social, and environmental aspects of development in globalization, or as economically efficient, socially tolerable, and environmentally friendly development in all fields of human activity*"[9].

What the three definitions have in common are **needs, improved standards of living for the entire population, care for the future, economic, social, environmental balance, harmony**. These are also the main concepts embedded in the methodologies of all three project partners.

Context

These days, the global agenda is driven by the 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015. The document provides a shared blueprint for peace and prosperity for people and the planet, now and in future. At its heart are the 17 Sustainable Development Goals (SDGs)[10], which represent an urgent call for action by all countries – developed and developing alike – in a global partnership. They recognise the fact that ending poverty and other deprivations must go hand-in-hand with strategies to improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

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6   Citizenship Education in Europe. 2012. Brussels: European Commission. Available at: https://op.europa.eu/en/publication-detail/-/publication/ecd20d86-e56b-4635-976c-b103d49cc46c

7   http://www.un-documents.net/our-common-future.pdf

8   Regulation (EC) No 2493/2000 of the European Parliament and of the Council of 7 November 2000 on measures to promote the full integration of the environmental dimension in the development process of developing countries. Available at: https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32000R2493

9   Nováček, P. 2018. Searching for Sustainable Development and Its Purpose: The Human Story. Newcastle upon Tyne: Cambridge Scholars Publishing.

10 https://sdgs.un.org/goals

To reach this point, many other steps have been taken since the 1970s:

→ In 1983, the UN Secretary General Javier Perez de Cuellar asked the Prime Minister of Norway, Gro Harlem Brundtland, to form an international commission and came up with recommendations for enabling development for people and entire nations while preserving functional ecosystems and a healthy environment for humans. The 1987 report "Our Common Future"[11] coined "sustainable development" as its keyword.

→ In 1992, the Agenda 21 was created at the UN Conference on Environment and Development in Rio de Janeiro. The document formulated the need for worldwide cooperation based on the principles of sustainable development. It also stressed the importance of promoting education, seen as a key to our ability to launch sustainable development.

→ The eight Millennium Development Goals (MDGs) – which ranged from halving extreme poverty rates to halting the spread of HIV/AIDS and providing universal primary education by the target date of 2015 – formed a blueprint agreed to by all the world's countries and all the world's leading development institutions. They have galvanised unprecedented efforts to meet the needs of the world's poorest. The MDGs were followed, in 2015, by the SDGs, described above.

Sustainable development and active citizenship

In a world with a population of 7.9 billion (compared to 1 billion in 1800!), we cannot dissociate active citizenship education from the principles of sustainable development. Active citizenship is about using the world's resources in a way that does not permanently destroy but regenerates them. It's about society consuming and producing in a way that recognises the world's limits[12]. Sustainable development is not possible without active citizens equipped with competences that lead to concrete action.

One of the priority action areas of the Global Action Programme on Education for Sustainable Development (2018) is mobilisation of young people, as potential agents of change and pressure for sustainable solutions at local level. We need the new generation to have access to formal and/ or informal programs that develop their active citizenship competencies so we are able to live our lives in a sustainable way. Of course, governments and the economic and social domains each play their major role in this but without a significant number of young people taking action also at the grassroots level, in their communities, there is no sustainable development.

Through this handbook we hope to support teachers in starting a journey, with their students as fellow travellers, towards becoming **active citizens for sustainable development.**[13]

Come and join us in empowering young people to change the world!

11 Nováček, P. 2018. Searching for Sustainable Development and Its Purpose: The Human Story. Newcastle upon Tyne: Cambridge Scholars Publishing.

12 https://www.overshootday.org/

13 What specifically it means to be an active citizen for sustainable development and what kind of behaviors the students need to demonstrate is presented in Chapter 3.5.

2.2 How does the project fit into existing European and international frameworks?

The competencies we develop through our merged programs contribute to:

→ the key competencies promoted by the **European Reference Framework**[14] and the Reference Framework of Competencies for Democratic Culture[15]:
  – learning to learn,
  – social and civic competences,
  – sense of initiative and entrepreneurship,
  – cultural awareness and expression,
  – flexibility and adaptability,
  – conflict resolution skills;

→ some of the *21ˢᵗ century skills*[16], a broad set of knowledge, skills, work habits, and character traits that are believed to be critically important to success in today's world:
  – critical thinking, problem solving, reasoning, analysis, interpretation, synthesising information
  – research skills and practices, interrogative questioning,
  – creativity, artistry, curiosity, imagination, innovation, personal expression,
  – perseverance, self-direction, planning, adaptability, initiative,
  – oral and written communication, public speaking and presenting, listening,
  – leadership, teamwork, collaboration, cooperation,
  – entrepreneurialism,
  – global awareness, humanitarianism,
  – environmental and conservation literacy, ecosystems understanding;

→ **7 of the 24 character strengths included by the VIA Institute of Character** (www.viacharacter.org) among the necessary character strengths that any human would need to live a quality life:
  – perspective,
  – social intelligence,
  – leadership,
  – curiosity,
  – gratitude,
  – love of learning,
  – bravery.

There is an overlap between the frameworks presented above, which suggests unity and agreement in the way of understanding and measuring active citizenship and in the way the future of young people is perceived. For teachers, it is important to know the general framework/s, as they have to further transfer to their students the idea of being part of a global world, one where everything is interconnected and even the smallest action matters.

The activities presented in this guide will help teachers to start developing the competencies listed above and engage students to become active citizens in their community for a more sustainable world.

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14 https://ec.europa.eu/education/resources–and–tools/document–library/key–competences–for–lifelong–learning_en
15 https://www.coe.int/en/web/reference–framework–of–competences–for–democratic–culture
16 https://www.edglossary.org/21st–century–skills/

Chapter 2 / Defining the terms: Getting ready for the journey of youth mobilisation

2.3 What you should know before starting this journey

The learning journey we propose in the Change Your Role handbook is a combination of the tested activities selected from the three project partners' methodologies. Regardless of the activities you decide to use – the complete flow or just some of the activities –, it is important to understand some elements of the facilitation process, such as:

→ the role of teacher as facilitator,
→ how to provide motivation for learning,
→ the cycle of experiential learning.

The role of teacher as facilitator

Facilitation means 'to make easy' *(facilis* in Latin*)*. The role of the teacher when working with a group of students *is to be the glue that holds the group together, to be the one who stimulates the sharing of knowledge and ideas among group members, and to help them think and act together. Facilitation seeks to empower others to own their learning process. In everything you do as facilitator, you must think of the participation and inclusion of all students.*
Below we have gathered some practical tips on how to conduct inclusive and interactive sessions with your students:

Plan well

→ Develop and rehearse for your plan/activities in advance.
→ Prepare all your materials in advance: supplies, printouts, handouts, etc.
→ Inform students about the place, objectives, aims, and duration of your workshop.
→ Adapt the activity for your students in terms of time allocated, needs and interests of the group, location, your group dynamics, level of understanding, the flow of the activities, etc.
→ Consider any potential participation issues in advance, including gender, minority groups, or whether students have any specific access needs.
→ Think about the barriers you might face and how you will overcome them.

Co-create the flow

→ Create and project a relaxed and trusting climate in the process.
→ Observe everyone's levels of participation and engage and support those who are not participating fully.
→ Be strong about upholding the agreed principles. This will give strength to those students who might be feeling unable to participate fully and encourage others to share their concerns.
→ Help the group set ground rules which will help to reach the objectives – make a group contract.
→ Guide students to think critically: ask questions, ask students' opinions.
→ Listen to students' comments, questions and feedback without judging their answers.
→ Communicate effectively. Use simple appropriate words and tones. Maintain eye contact and practice active listening. Use appropriate non-verbal language.
→ Address the group's needs and feelings.
→ Use debriefing to wrap up and summarise the main points of your session/activity.
→ Give everyone a chance to speak. For example, give each person three matchsticks and take one of them away every time someone speaks.
→ Break your class into small groups.

Follow up matters

→ Create context for evaluating how the activities went and whether your learning objectives have been reached.
→ Draw links between the activity you have delivered and the previous/ following ones.
→ Document all the changes you have made in some activities→ your feedback can be helpful for other facilitators.

How to provide motivation for learning

There are two main types of motivation – intrinsic and extrinsic – both powerful forces in shaping who we are and how we behave. People are often moved by external factors such as reward systems, grades, evaluations, or the opinions they fear others might have of them (extrinsic motivation).

Yet just as frequently, people are motivated from within, by their interests, curiosity, care, or need to act on their values. These intrinsic motivations are not necessarily rewarded or supported externally, but nonetheless they can nurture passions, creativity, and sustained efforts. The interplay between the extrinsic forces acting on persons and the intrinsic motives and needs inherent in human nature is the territory of Self-Determination Theory (SDT). Popularised by Deci and Ryan's 1985 book on the topic, SDT posits that people have three basic psychological needs:

1. **need for autonomy:** to feel that we are the masters of our own destiny and we have at least some control over our lives as well as our own behaviour,
2. **need for competence**: to build our competence and develop mastery over tasks that are important to us,
3. **need for connection**: to have a sense of belonging and togetherness with others; to feel connected, loved, appreciated.

By satisfying these three needs, we increase our chances for a high level of motivation for learning and self-determination. Self-determination is the ability or process of making one's own choices and controlling one's own life. It is a vital part of psychological well-being; of course, people like feeling in control of their own lives.

The best **description of a self-determined individual** is someone who:

1. believes he/she is in control of his/her own life,
2. takes responsibility for her/his own behaviour (taking credit and blame when either is warranted),
3. is self-motivated instead of driven by others' standards or external sources,
4. determines her/his actions based on her/his own intrinsic values and goals.

For example, imagine a student who fails an important test. If she is highly self-determined—feels responsible for her actions, believes she is in control of her behaviour, etc.—then she might tell her parents that she could have spent more time studying and that she intends to carve out some extra time to study. Her plan of action would be the same whether her parents were upset or apathetic because she herself is motivated by an intrinsic desire to be competent and knowledgeable.

If this same student is low in self-determination—feels that she is not in control of her life and that she is a victim of circumstances— then she might blame the teacher for giving a tough test that students were not ready for. She may blame her parents for not helping her study or her friends for distracting her. If she does care about her grade, it is not due to an intrinsic desire to do well but a desire to win her parents' approval, or perhaps bolster her self-image by getting the best grade in the class or impressing her teacher with her knowledge.

So what can we do to provide motivation and self-determination when working with our students in formal or non-formal contexts?

We can provide motivation by supporting the child to see the value and importance of the assignment – but that means that the child needs to see the assignment as their own choice. How can we do this?

→ **Create a sense of belonging and connection** in the class/group – play get to know each other games, conduct activities to create an atmosphere of play, fun and connection, meet more often, debrief the activities.

→ **Create the context for satisfying the need for autonomy and control** – challenge students to identify the needs of their community, plan and implement a service learning or place-based learning project or write a news story. By making group decisions on the type of intervention they desire, students fulfil their need for autonomy, thus boosting their intrinsic motivation.

→ **Satisfy the need for competence –** provide students with a context to reflect on their learning during each meeting, but also after each project implemented. Once they understand and celebrate how much they have grown in certain areas, students become even more motivated to learn.

The activities presented in Chapter 4 below respond to the needs presented above.

The experiential learning cycle

All the activities proposed in the present handbook follow the cycle of experiential learning. Developed by David Kolb, this cycle includes four learning stages: experience, reflection on the experience, generalisation, and application of lessons learned.
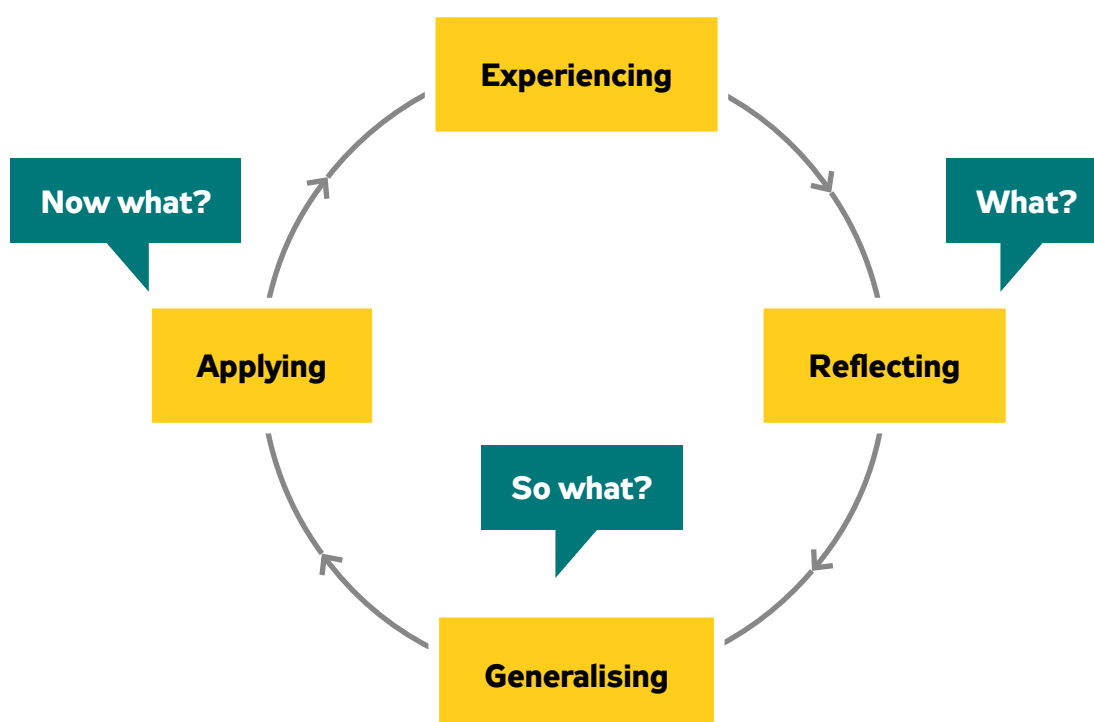
We encourage you, as facilitator, to complement these four stages with debriefing. *Debriefing* refers to a session that generally takes the form of a "sit-down circle" where the facilitator asks questions and the students process their learning through answering those questions. Debriefing helps students connect the lessons they learn in our program to real-life situations. It helps them recognise their skills, strengths, and intrinsic resources that can be used in future life situations. The practice of reflection itself is one of the most useful human skills as it leads to learning.

Experiencing

... refers to playing a game, reading a story, implementing a community project, conducting interviews or writing news stories about the environment. This is followed by debriefing questions:

Reflection

The first phase of debriefing involves some personal 'venting' of emotions, to help students work through their own feelings. The facilitator will need to be comfortable with letting this happen and patient with the students who, as new learners, might not feel comfortable doing this. If this stage is skipped, learners might remain 'stuck' on an issue, unable to move forward to the next phase of debriefing. In that next phase, learners can make sense of what happened and pick up on what went wrong or what went well. The facilitator should try NOT to give any opinions of his/her own.

Reflecting questions

→ *What did you like about this activity? What part of the activity was the hardest to do? What was the most fun about this activity? How did it feel to do this activity?*
→ *How did your group work together? What happened during the activity?*
→ *What did you observe?*
→ *What steps did you go through before you made your decision?*
→ *What kind of feelings did you have when group members were arguing?*
→ *What was the most challenging or difficult part of the activity?*

Generalisation phase

The facilitator introduces students to the process of sharing conclusions so that they may serve as catalysts to one another. In addition, the facilitator:

→ asks students to summarise what they have learned into concise statements or generalisations,
→ relates the conclusions reached and integrates them into a theoretical model,
→ makes sure that everyone who wishes to share significant insights gets a chance to contribute,
→ helps the group compare and contrast different conclusions, discerning patterns where they exist, and identifying legitimate areas of disagreement.

Generalisation questions

→ *What other situations like this have you experienced?*
→ *What did you learn about your own skill in making decisions/communicating with others etc?*
→ *What did you learn by observation?*
→ *How would you describe your skill in... ? What other skills do you need to master?*
→ *Why was this important? What did you learn?*

Application phase

Learners are then introduced to the stage in which they incorporate the lessons learned in their plans for more effective behaviour in future. Ideally, students are able to apply what they have learned immediately after the end of the learning event. Techniques to facilitate the application phase include:

→ developing individual – or team-based action plans for putting "learning into action,"
→ reviewing each other's plans, providing consultation and assistance as needed,
→ sharing one's individual plan or parts thereof with the whole group to create a sense of synergy and generate possible new ideas for others,
→ identifying other learning needs.

To summarise, by using the principles of experiential learning and tips for good facilitation, teachers will empower their students to be autonomous, learn skills and stay connected with their peers and communities. This is a first step in increasing your students' interest in and motivation for becoming future active citizens for sustainable development.

Bibliography:

→ http://www.fao.org/3/i2134e/i2134e03.pdf
→ https://selfdeterminationtheory.org/theory/
→ IMPACT Manual 2018, New Horizons Foundation

Application questions

→ *What have you learned today that you will be able to use at school or...?*
→ *How are your new skills going to help you at home?*
→ *By taking part in this process, what have you learned that will help you in the future? Describe a situation when you might need the skills/knowledge you have learned today.*
→ *What are some other situations when you will need to use the skills you have learned today?*
→ *In what other ways could you apply the skills you have developed in this activity?*

Chapter 3

Starting your journey

3.1   The combined methodologies

Our project combines three sets of methods: place-based learning, service learning and Young Reporters for the Environment. The methodologies complement one another and also introduce unique features that support your students in becoming active citizens in the field of sustainable development. The series of activities described in Chapter 4 can be combined at your discretion. We suggest that you test and apply all the activities in the following flow:

Step 1   **Prepare for your role as facilitator. Read this chapter and Chapter 2.**

Step 2   **Review the activities available in Chapter 4 and implement them with groups of 8–30 students. For a successful intervention, we recommend developing a program of 40 hours to take you through all the activities proposed.**

Step 3   **Plan and implement a service learning, place-based learning or YRE project of your students' choice.**

Step 4   **Report and disseminate the project results.**

Step 5   **Reflect and evaluate your educational intervention and learning outcomes.**

Each methodology we propose – place-based learning, service learning and YRE – provides added value in the area of active citizenship for sustainable development, as follows:

1. The place-based learning methodology (PBL)

... developed by SEVER (Czechia) helps us better understand sustainability education and seeks to build on the strong attachment people have to their places, with a view to promoting environ-

mental and cultural literacy while meeting a number of goals in the areas of nature preservation and responsible local governance. Also, PBL emphasises community cooperation and contribution while empowering students to get attached to their place.

In the project, we chose to test and promote the following PBL activities:

→ Get to know each other games
→ The Hero's Journey
→ Sensory perception
→ Community walk

→ Sustainable life
→ Vision of the place
→ Visioning – the pink glasses
→ Community meeting

2. The service-learning methodology (SL)

… developed by the NHF in IMPACT (Romania) focuses on the idea of active citizenship and creates a context for students to connect with their communities by identifying their needs and assets; supports community cooperation; focuses on the implementation and evaluation of concrete service-learning projects; and emphasises both contribution to the community and the learning outcomes for the young people involved.

We choose to test and promote the following service-learning activities:

→ What a community is & Active citizenship
→ Pre- and post- project reflection activities using VIA tools
→ Community mapping
→ Project planning
→ Experience mapping reflection activity

3. The Young Reporters for the Environment (YRE) methodology

… developed by the Association DOVES – FEE Slovenia (DOVES) provides added value in analysing, investigating, searching for solutions, and reporting on environmental or sustainable development issues that the students can identify in their community or the world. YRE methodology brings complementary support to the PBL and SL methodologies by offering concrete tools to strengthen some of their steps, such as: learning about the place (PBL) or community needs analysis (SL), celebration and dissemination of the project results (both PBL and SL).

We chose to test and promote the YRE Interview as a method of understanding a community problem, searching for solutions and/or understanding the different perspectives of the stakeholders in the community.

In Chapter 4 you can find all the activities mentioned above, presented in a logical order and described in detail for easy use. The order of the activities follows the stages of group development, helping your students to get to know each other better, develop a sense of trust among themselves and then go out and explore their communities and implement community projects. See Chapter 3.5 for a more in-depth account of the intervention we designed.

3.2 Place-based learning

"If you don't know where you are, you probably don't know who you are." [17]

Ralph Ellison

What is it?

Place-based learning can be understood as sustainability education that is based in a place and strives to go beyond the natural environment and embrace the place's cultural, historic, social, political and economic conditions. The place-based learning approach seeks to build on the strong attachment people have to their places (the communities where they live, work etc.) with a view to promoting environmental and cultural literacy while meeting a number of goals in the areas of nature preservation and responsible local governance.

Place-based learning:

→ takes advantage of all aspects of the local environment (the natural, cultural, historic and socio-political contexts) as a unifying frame for the instruction;
→ emphasises civic involvement in projects that are of practical relevance to and serve the community (so-called service projects);
→ builds social capital and supports the development of local partnerships (involving not only students).

In the late 1990s, place-based learning, as a specific educational approach, emerged at the intersection of environmental education, environmental protection and community development. [18]

In place-based learning, students join citizens, and together they get involved in the lives of their communities. Such an approach rests on democratic values and aims at convergence between educational goals and locally relevant social, economic and environmental goals.

It contributes to general adoption of such attitudes, skills and activities that are necessary for responsible governance of and care for the place. [19]

What are the principles of place-based learning?

Place-based learning works with the following basic principles[20]:

> → **LEARNING ABOUT THE PLACE – local themes and contexts** are used for learning but also serve as a basis for:
> – understanding broader contexts;
> – involvement in solving regional and global problems.

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17   Ellison, R,. 1952. Invisible Man. New York: Random House.
18   A number of scholarly, methodological and popularisation publications have emerged since then. One of the first was David Sobel's (2004) book Place-based Education: Connecting Classrooms & Communities. The edited volume referenced in the following footnote is the basic Czech-language resource.
19   For source and additional information (in Czech), see the edited volume Učíme se rozhodovat pro budoucnost [Learning to Make Decisions for the Future], SEVER & Partnerství, 2010. Available at: https://www.skolaprozivot.cz/UlozitSoubor.aspx?f=@Foto@Ke-stazeni@1018@22@1077@v1@Ucime-se-dobre-rozhodovat-pro-budoucnost.pdf (accessed 9 May 2021).
20   For additional information, see e.g. https://promiseofplace.org/what-is-pbe/principles-of-place-based-education.

→ **ON-SITE LEARNING –** as learning steps outside the school, **the community and its surroundings become the classroom.**

→ **CONCRETE CONTRIBUTION TO SUSTAINABLE LIFE IN THE LOCAL COMMUNITY AND THE WORLD –** the issue addressed by the students is a real and serious one, and **the results of their work provide a real, tangible and useful contribution to quality of life and local environment** while strengthening the role of the community in improving the world's environment.

→ **PLACE ATTACHMENT –** the learning process relies on and develops **personal attachment to one's place.**

→ **ADAPTING TO LOCAL SITUATION –** the learning process **responds** and is adapted **to local conditions and needs.**

→ **COMMUNITY PARTNERSHIP –** the learning process is supported by **partnerships with other people and entities in the community** (local organisations, businesses, administration, experts, connoisseurs, witnesses of history, etc.)

→ **INTERDISCIPLINARITY –** the learning process is interdisciplinary, with blurred and permeable boundaries between courses, helping students **understand the interrelated nature** of social and natural, local and global, past and future processes.

→ **PERSONAL RELEVANCE –** the student finds the learning process personally relevant, being able to see how it relates to their own life.

→ **ACTIVE INVOLVEMENT/PARTICIPATION OF STUDENTS –** the learning process aims at **understanding local and global problems and active involvement in solving them.** It uses participative methods based on student initiative:
– initiative and responsibility are owned by the students,
– the educator is not the source of all wisdom but a guide through a process in which he/she learns as well.

→ **REGULAR TEACHING TOOL –** place-based learning is essential for meeting the organisation's goals. Thus, the school should treat it as a **regular tool of school education,** not something extra. The educator should be clear about what they expect students to gain from place-based learning, how it all fits within the curriculum, and how it is going to be evaluated.

→ **COOPERATION** is another important aspect of place-based learning. Here, learning takes the form of group work, with **teamwork-based assignments that cannot be solved by an individual alone.**

Schools for Sustainable Living Programme

The place-based learning programme entitled "School for Sustainable Living" was developed in the Czech Republic in 2004. It helps schools work together with their communities in improving the local environment and quality of life. Students, teachers and local communities undertake practical projects to support sustainable local development, thus providing students with important life skills.

Mission

Through understanding the place, practical care for the place and active involvement in community life, the programme helps students, teachers and other citizens develop the competencies needed for sustainable living.

Goals

→ Participants develop their sustainable living competences.
→ The participants make concrete products to improve sustainable living in the place and community.

The programme consists of two project-based education courses:

1. **The first course of project-based education aims at formulating a sustainable "vision of the place"** – through mapping and in-depth understanding of the place, the students obtain, sort and interpret information about their place and propose "what kind of place they would like to have" – in what direction it should develop in the following approximately 10 years. Subsequently, they select a few projects (addressing the place's problems or needs) they can themselves implement to help fulfil their "vision of the place".

2. **The second course of project-based education aims at implementing a useful project for the place –** in common discussion with the community and local government, the students agree on a single project, explore its context in depth (investigate), sort the necessary information, plan the implementation, and implement. Thus, they make the product that contributes to fulfilling the **sustainable "vision of the place".**

3.3 IMPACT methodology (experiential service learning)

The Involvement, Motivation, Participation, Action, Community, Teens (IMPACT) Club educational model was developed in Romania by the New Horizons Foundation (NHF) in Lupeni. IMPACT's fundamental aim is to inspire youth to develop a vision of life/have a dream, and to provide them with the opportunity to live out their vision or dream through service (contribution) while developing the specific character strengths and life skills necessary for becoming active citizens.

IMPACT Clubs are groups of youngsters aged 12–14 or 15–18 who meet weekly for two hours to have fun, learn and work together in service-learning projects. The clubs are led by volunteer leaders/facilitators, who use a curriculum based on experiential learning methods to help the club cultivate competencies in active citizenship and beyond.

IMPACT has three major outcomes:

a) **Character**: IMPACT targets and develops a comprehensive set of character strengths such as respect, responsibility, kindness and gratitude; the full list of strengths is based on the VIA model (www.viacharacter.org).

b) **Contribution** via community service learning projects: Every club identifies in their community a need/problem to be solved, or an asset to be strengthened, and works together to implement projects around these needs or assets.

c) **Competencies** are also developed, covering areas like project management, communication and innovation, problem solving, HR and team management.

The IMPACT program is built on the methodology of experiential education, a learn-by-doing approach developed by David Kolb. ***Service learning*** is the main experiential learning methodology used. Here, community service projects are undertaken to achieve specific learning objectives and foster social responsibility and good moral values.

At their meetings, IMPACT Club members work together to identify community problems or assets, brainstorm possible solutions, identify community resources, and plan, implement and evaluate community service-learning projects.

An important part of the IMPACT methodology is evaluation of learning outcomes, i.e. of the competencies acquired by youth during project implementation. After each project, young people sit together and reflect on what they have learned, the skills they have improved, the values they have acquired, how they worked as a team etc.

The experiential learning activities delivered by the club leaders are included in a curriculum that follows the steps below:
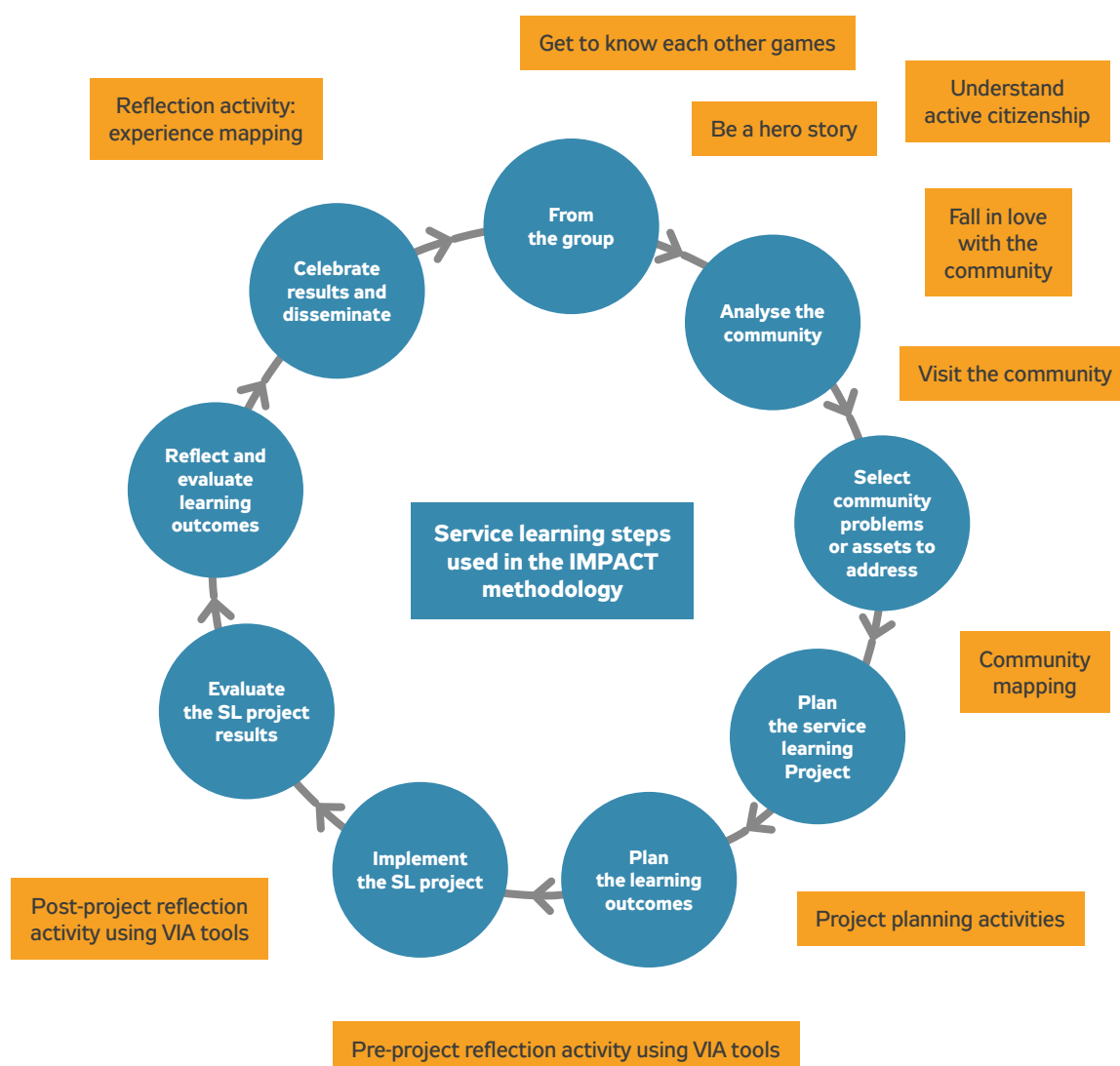
Blue fields represent the service learning steps followed by each IMPACT group, and orange fields some of the activities you can carry out to develop active citizenship skills related to sustainable development.

In Chapter 4 of the present Handbook, we describe in detail experiential learning activities for most of the service learning steps; when facilitated in this order, they can develop active citizenship competencies.

3.4 Young Reporters for the Environment (YRE) programme

What is it?

The Young Reporters for the Environment (YRE) programme encourages and supports youngsters in giving a voice to sustainability and sustainable development. Through the programme, youngsters get educated about sustainable development and gain knowledge and skills for active involvement in sustainable development challenges as well as solutions through creative and constructive environmental journalism. The programme is implemented as a global network of mentors and young people in 45 countries, under the supervision of the Foundation for Environmental Education (FEE).

Who is engaged?

YRE engages participants aged 11–25 in environment-focused citizen journalism, looking at issues, problems, and solutions, and reporting on them in the form of articles, photos, or videos disseminated through different communication channels.

The programme develops participants' knowledge about environmental issues and proposing solutions and enhances related skills of communication and citizenship, individual initiative, teamwork, critical analysis, social responsibility, and leadership.

Methodology and principles

YRE uses a practically tested and proven four-step methodology:

Step 1 – Investigate

Investigate a local environmental problem or issue:

→ Identify, define and communicate a local environmental problem/issue.
→ Investigate (look up, compare, interpret, evaluate) relevant information from primary and secondary sources.
→ Identify key individuals and groups and find out about their different perspectives on the issue, their approaches to resolving it, and their assumptions and goals.
→ Conduct original research, such as surveys/questionnaires, and interview key individuals or groups to obtain first-hand information.
→ Cover relevant historical, economic, social and/or political implications and possible consequences of the problem or issue.
→ Link the local environmental problem/issue to the bigger picture (a global problem).

Step 2 – Research solution

Research solutions to your local environmental problem or issue:

→ Identify a possible solution formulated by experts/stakeholders and evaluate its likely effectiveness, giving reasons for and against it (pros and cons).
→ The solution presented has to be thoroughly explained, well-argued and justified.

Step 3 – Report

Produce a journalistic **report** on your local environmental issue and its possible solution targeting a local audience:

→ Identify your target audience and choose the best way to reach and communicate with them, i.e. which media do they read/watch/listen to.
→ Plan how you will report on the problem/issue (who needs to be informed? how? when?) and use the appropriate journalistic format and style.
→ Create an article, photograph, or video that documents the environmental problem/issue; where possible you should suggest a solution formulated by experts/stakeholders.
→ Take a positive approach to inspiring change and finding a solution.

Step 4 – Disseminate:

Disseminate to the local audience:

→ Share your work through the media, e.g. a newspaper, magazine, radio, television, social media, exhibition, film show, local events, etc.

How is it implemented?

Nationally, the programme is implemented in each participating country through a network of schools and individuals. Each participant decides about the topic investigated and media used. It is recommended that young reporters:

→ focus on one or more local environmental/sustainability issues and link them to the global level;
→ link the issue to one of the SDGs, preferably SDGs 11-14.
Young reporters use their national language.

As an international programme, YRE holds an annual international journalistic competition for programme participants. The purpose of this competition is to engage youth on environmental issues and problems and also to disseminate great work produced by enthusiastic youth, sharing their thoughts and ideas with the network and an international audience.

The YRE international competition serves to motivate participants and give them an opportunity to learn from one another. In order to participate, however, the Young Reporter must reside in a country where the YRE programme is currently implemented. Every submission to the international competition must first go through a national-level evaluation process.

Sources:

→ **YRE global website: www.yre.global**
→ **YRE Exposure:** https://yrecompetition.exposure.co/
→ **YRE Hub** https://yrehub.global/
→ Young Reporters For the Environment Handbook for the students & educators

3.5 Developing active citizenship competences for sustainable development

Active citizenship education

Competences are defined as a combination of *knowledge, skills and attitudes/values* applied appropriately to a context in order to achieve a desired outcome. The desired outcome of implementing the combined methodologies is to support students in taking an active role as citizens in their communities and contributing to their sustainable development.

But what does it specifically mean for us to be active citizens for sustainable development – what kind of behaviours do the students need to demonstrate?

Given the abundance of definitions or indicators found in literature, we have compiled a detailed list of knowledge, skills and attitudes that your students can develop while experiencing the mix of activities selected from Schools for Sustainable Living, IMPACT and Young Reporters for the Environment.

By applying the activities suggested in this Handbook (Chapter 4), your students can develop the following active citizenship competences:

Competences	Knowledge and skills	Activities from the three organisations
Environmental literacy	Have an overview of the place where students live Describe what sustainable development is for a community and define its characteristics	The hero's journey Interview
Personal expression	Perceive the different emotions the place/community elicits in them Formulate and explain their own opinions using arguments	Sensory perception VIA reflection activities Experience mapping
Critical thinking	Recognise local problems and needs Realise what kind of skills are needed to address the community's needs Reflect on the learning experience gained from involvement in the activities	Community mapping Community walk Active citizenship VIA reflection activities Experience mapping Interview
Reasoning, analysis, interpretation	Identify the positive strengths of their community without minimising its needs Create a map of community assets and needs	Community mapping Interview Community walk
Creativity, innovation	Name the necessary changes to the community Create a vision of the future of the local community	Place visioning Sustainable life
Problem solving	Create a vision of the future of the local community Assess solutions for community needs in terms of community sustainable development	Community mapping Project planning Interview
Cooperation, collaboration, teamwork	Cooperate with their local community in addressing its needs and strengths Work together to plan and implement a community project	All group activities
Research skills and practices, interrogative questioning	Apply research methods in sustainable development initiatives or projects Apply reporting methods in sustainable development initiatives or projects	Interview Community mapping Community walk
Oral and written communication, public speaking and presenting, listening	Apply reporting methods in sustainable development initiatives or projects Communicate the results of their work to community members and officials	Interview Community meeting Project work
Planning	Plan and implement a community project	*All activities presented*

The following core values/attitudes are promoted throughout the combined methodologies' activities:

→ ***Social intelligence:***
  – Be open to get to know fellow students better.
  – Respect diversity and the needs of other people in your community.
  – Work with and reflect on other people's opinions.

→ ***Leadership:***
  – Be inspired to play an active citizenship role in your community.
  – Seek practical ways of responding to community needs through community projects.

→ ***Perspective:***
  – Reflect on new sensations of your place/ community.
  – Look at your community as a whole, in a way that makes sense to you and other people.

→ ***Gratitude:*** Be grateful for the strengths and values of your community.

→ ***Curiosity:*** Manifest an interest in your community and its needs/problems.

→ ***Bravery:***
  – Be motivated to proactively look for solutions to community needs/problems, present them to community members.
  – Start a dialogue with public officials and advocate for more sustainable communities.

→ ***Love of learning:***
  – Be open to reflecting on the lessons learned during the activities you have been involved in.

Chapter 4

Activities

4.1 Getting to know each other   Schools for Sustainable Living

Activity Goal

To get students to meet one another and/or to improve relations within their group. The activities also serve as an introduction before the work on a common project begins.

Learning Objectives*

After this activity, the students will...
→ (K) be able to describe the purpose of cooperative games
→ (K) be able to list the advantages of cooperation and mutual assistance in meeting common goals.
→ (S) have realised, through experience, that mutual assistance and cooperation are essential for successful completion of every project.

Key Concepts:

→ **Cooperation:** a fundamental form of social interaction. It is a common effort aimed at an achievement that benefits all those participating. Finding common solutions stimulates a broader outlook and the ability to view things from different angles. It sheds light on the importance of respect, listening to different opinions, critical thinking, decision-making, and responsibility to others.

Activity name	Method name	Time needed	Materials
1. A–Z Line	Teambuilding game		Rope/bench/street curb
2. I Count on Your Help	Teambuilding game	10–20 min per activity 1–3	Adhesive labels, marker
3. Armchairs	Teambuilding game		Chairs/booster seats for every student
4. Reflection	Discussion	15 min	Flipchart and markers
Total time estimated: 40–80 minutes			

* Reference: K – Knowledge, S – Skills, V – Values

Description of Activity

A–Z Line

Ask your students to stand up on a bench (or a log, street curb, rope etc.). Then ask the group to form a line in alphabetical order, by first names, in a way that no one touches the ground or steps off the bench. If someone touches the ground, they are required to return to their original place and start again from there. Therefore, the students need to agree how they are going to order themselves and help one another in "going around" without falling.

Finish by performing a check: ask your students to say their names and step down, one person at a time. Once they are done, a more difficult version of the activity may be introduced: from now on, the students must remain silent, cannot use verbal communication. They are to order themselves by a criterion other than first name (surname, age, month and day of birth).

During debriefing, the participants may be asked how they felt in physical contact with other people (personal space) or whether they noticed anyone coordinating the activity (group roles).

I Count on Your Help

The task of your class is to form groups of three so that the numbers on their foreheads add up to 100. Start by asking your students to form a circle and close their eyes. Then walk around the circle and attach a numbered adhesive label to each student's forehead. When all labels have been placed, the students may open their eyes and start working on their task – again without talking, showing the numbers, using finger alphabet or any other way of finding out what they have on. At first, the students typically stare at one another and do not know what to do, but then there will be someone who starts assigning one person to another. Make sure to notice how who is doing it (one or several individuals). Another important moment is a deadlock that may occur especially with larger classes, namely that not all participants can be assigned to groups even if the groups of three add up to a total of 100. Then it is necessary to hint that one of the groups needs to be split and other groups formed instead. Alternatively, the lecturer may give cues like "This group is correct" or "This group is incorrect". When all groups have been formed, check the numbers and facilitate a brief discussion. Ask your students how they found forming the groups, what was needed for the different groups to emerge etc. Work together to reveal the game's principle: for a group to emerge, it was necessary for an outsider to bring three members together. Thus, each group depended on the help of somebody else. This is why the game is entitled, "I Count on Your Help". Additionally, the students may be asked whether they noticed who uncovered the principle of the game – who was the first to assign people to one another.

Note: Two numbers in every group are always the same:
5 + 5 + 90, 10 + 10 + 80, 15 + 15 + 70, 20 + 20 + 60, 25 + 25 + 50, 30 + 30 + 40, 35 + 35 + 30, 40 + 40 + 20, 45 + 45 + 10, 50 + 50 + 0, etc.

Armchairs

In a delimited larger space (classroom, sportsground), place the same number of chairs as there are players (including the teacher) so as they do not all face the same direction. Each player sits down on a chair, facing wherever the chair is turned to. The teacher's chair remains empty. The teacher takes a standing position in an area opposite to the empty chair. The teacher's task is to take any vacant chair. The students are supposed to prevent him/her from it by taking the chair faster than the teacher sits down on it.

The lecturer slowly walks at a constant pace towards the empty chair while making a quacking sound (like a duck). Once a student rises from his/her chair, someone else has to take it. This produces an interesting chaotic movement of the class.

Rules:

→ Once a student has risen from a chair, he/she may not return to it.
→ While the duck may not accelerate, everyone else may move as fast as they want.
→ Chairs must not be moved; they must remain in the same position all the time.

Play one or two rounds with the students. Give them five minutes to agree on a strategy to keep the duck in the game for as long as possible. Then repeat the game.

Reflection

We recommend to ask pupils some of the following questions:

→ *How did you feel at the beginning of the activity – did you think it was possible to complete it?*
→ *What was crucial for the activity to be successful?*
→ *What was the strategy?*
→ *Who was helping the most?*
→ *What could have been done even better?*

Bibliography:

→ http://www.leadershipgeeks.com/adult-team-building-activities
→ Vasquez, M. (2015). *Trénink mistrů improvizace* [Training the Masters of Improvisation]. Praha: Grada. Pp. 96–97.

4.2 Hero's Journey Schools for Sustainable Living

Activity Goal

Inspire students to take "the hero's journey": to make their dreams come true and help in ways that are sustainable for them and their environment.

Learning Objectives

After this activity, the students will...

→ (V) be motivated to take an interest in their surroundings, the community and its needs/problems,
→ (K) describe what kind of skills are needed to address the community's needs/problems.

Key Concepts

→ **Curiosity**: Exploring and seeking for its own sake; taking an interest in all experiences; finding subjects and topics fascinating.
→ **The Hero's Journey** can be seen in every project, demanding process or transformative life event. People find their inner strength when confronted with the unknown or with a demanding task. The journeys of all heroes are the same in principle: the hero is faced with a challenge to undertake an adventure (change), prevails over unexpected difficulties, gathers important information/objects or makes friends, realizes that he/she needs some help from others, masters new experience, and having overcome the challenge, continues using the experience for the benefit of him/herself or the community.

Activity name	Method name	Time needed	Materials
1. The Hero's Journey	Video, discussion	40 min	Projection equipment (video projector, projection screen, computer with internet access)
Total time estimated: 40 minutes			

Description of Activity

Set up and facilitation:

The educator plays the video entitled "Soar" to students (at http://www.teachingideas.co.uk/video/Soar).

→ Pause the video at 0:59 and ask the students:
  – *What do you think the story is going to be about, what's going to happen next? Why do you think so?*
→ Pause the video at 4:01 and ask the students:
  – *Do you recall how the bag fell down at the beginning of the movie? What do you think will be inside the bag?*
  – *What is going to happen when the little man opens it?*
→ When the video ends, allow students three minutes for taking notes:

- *What do you think was the main idea of the video? What was the story about?*
→ Ask students to share their ideas with the class. Summarize their ideas; if they have trouble formulating, you may contribute your own idea of what the story is about: when one is not afraid and has enough endurance, one can help, one can create amazing big things one has never even dreamt of.
→ Continue asking questions:
  - *What were some of the qualities of the lead character?*
  - *What was she able to achieve?*
  - *Would you call her a hero and why?*
  - *Do you know other people who have achieved extraordinary things? What are some of their qualities?*

Recommendations:

All the schools piloting this activity made use of "Soar". If, however, the video seems too infantile or is already familiar to your students, here is what you can do:

→ Ask students to find and bring to school a picture of a person or a character who they believe has the courage to change something, who is a kind of little hero.
→ Ask the following questions: *Do you know a young, minor person who has been able to change something or achieve something outstanding? Who is it? This can be someone around you or an example you have heard of. What was this about?*
→ Go on to discuss the pictures brought in by students: *Whom are you contributing and why? What was the outstanding thing your character achieved? Assign students to groups of four and ask them to share. Then inquire: What kind of skills do these personalities need to be able to achieve something positive or outstanding?*

A similar video can be used that depicts the hero's journey in more detail at:
https://www.youtube.com/watch?time_continue=27&v=Hhk4N9A0oCA&feature=emb_title

Bibliography:

→ http://cestahrdiny.net/

4.3 What is a community & active citizenship? IMPACT

Activity Goal

Participants should walk away from this activity being able to define what active citizenship and community are.

Learning Objectives

After this activity, pupils will be able to...

→ (K) Define what active citizenship is in the context of the project.
→ (K) Describe the main aspects of a community.
→ (V) Look at their community as a whole, in a way that makes sense to themselves and other people. *(Perspective)*

Key Concepts

→ **Community**[1]: A social unit of any size that shares common values or that is situated in a given geographical area (e.g. a village or town). It is a group of people who are connected by durable relations that extend beyond immediate genealogical ties, and who usually define that relationship as important to their social identity and practice. Although communities are usually small, "community" may also refer to large groups, such as national communities, international communities, and virtual communities.
→ **Perspective**[2]: Ways of looking at the world that make sense to oneself and to other people.

Activity name	Method name	Time Needed	Materials
1. Community and active citizenship (in 3 steps)	Story, Group work and facilitated discussion	60 min.	Printed version of the story, flipchart paper, markers, annexes
Total time estimated: 60 minutes			

Description of Activity

Step 1: Ubuntu story

→ *Note:* This story is meant to introduce pupils to the topic of understanding community.
→ *Set up:* Announce the pupils that you are going to read a story out loud, and it is important to pay attention to the details of the story because you are going to discuss after.
→ *Facilitation:* Read the story below aloud. After reading, close with a debriefing discussion using the questions below.

> *An anthropologist studying the habits and customs of an African tribe found himself surrounded by children most days. So, he decided to play a little game with them. He managed to get candy from the nearest town and put it all in a decorated basket at the foot of a tree.*

Then he called the children and suggested they play the game. When the anthropologist said 'Go!' the children had to run to the tree, and the first one to get there could have all the candy to him/herself.

So the children all lined up, waiting for the signal. When the anthropologist said 'go,' all of the children took each other by the hand and ran together towards the tree. They all arrived at the same time, divided up the candy, sat down, and began to happily munch away.

The anthropologist went over to them and asked why they had all run together when any one of them could have had the candy all to themselves. The children responded: 'Ubuntu. How could anyone of us be happy if all the others were sad?'

Ubuntu is a philosophy of some African tribes that can be summed up as *'I am what I am because of who we all are.'* Bishop Desmond Tutu gave this explanation in 2008: 'One of the sayings in our country is Ubuntu – the essence of being human. Ubuntu speaks particularly about the fact that you can't exist as a human being in isolation. It speaks about our interconnectedness. You can't be human all by yourself, and when you have this quality – Ubuntu – you are known for your generosity. We think of ourselves far too frequently as just individuals, separated from one another, whereas you are connected and what you do affects the whole world. When you do well, it spreads out; it is for the whole of humanity.'

Debriefing questions:

→ What is the story about?
→ What were the most interesting things in the story?
→ What impressed you the most in this story?
→ What does Ubuntu mean?
→ What is the connection between the story and the idea of being a community?What are some of the characteristics of the community that are seen in the story?
→ What is sharing? What is the significance of sharing in the community?
→ How does togetherness express the meaning of community?
→ Where do you see the "Ubuntu" principle happening in your own life?

Step 2: What is a community

Set up and facilitation: Ask the pupils to form a circle, facing in, looking at each other. Explain that they will now play a game in order to brainstorm what a community is. Tell the groups that there are just two rules: first, the ball should not be thrown two times to the same person until it has been thrown to every person; and second, once an idea has been said it should not be repeated.

Start by asking, "What is a community?" and inviting the participants to share their ideas. On a flipchart paper or chalkboard, write their ideas until you arrive at a good definition of community which includes the following characteristics:

→ A group of people
→ Situated in a given geographical area (usually)
→ Sense of identity and belonging to that group and their area
→ Relate to each other, interact, share common values and norms
→ Participate in life together

In case the participants need help in arriving at the definition above, you can ask more specific questions such as the ones above or came with extra explanations in the annex:

→ Who is in the community? People? Buildings?
→ Are the people the same or different?
→ Do they have something in common? What?
→ Does it matter where they live?
→ Can people who don't live near each other form a community?

Step 3: What is active citizenship and global citizenship?

Set up and facilitation: Ask the pupils what they understand by active citizenship, now that they understand what is a community. Gather as much information that you can from them on a flipchart paper and then explain in the information below in the annex about active citizenship according to the project and partners understanding.

Bibliography

→ [1] K., George. 2012. "A Story of Ubuntu." *Support Sages.* Retrieved April 26, 2016 (https://www.supportsages.com/blog/2012/05/a-story-of-ubuntu-i-am-what-i-am-because-of-who-we-all-are/).
→ [2] Active Citizenship Curriculum, New Horizons Foundations, Module 1 – Me and my community, 2018, IMPACT Program
→ [3] Active Citizenship Global Toolkit 2017-2018 British Council

Handout

What is community? The most common use of the word 'community' is a group that shares a geographic locality and have shared interests in the quality and opportunities of that locality. It can also mean a group of people who have a shared set of values and interests.

A set of shared values and interests might be created by:

→ employment, for example professional associations, unions, informal communities of practice
→ shared religious faith
→ people of the same ethnic background
→ people of the same sex and/or sexuality
→ interest in leisure activities: sport, music
→ pursuit of specific causes, e.g. climate change, child rights and gender equality.

Some communities are 'elective' or 'intentional', meaning that members have made a conscious decision to be part of the community, and others are based on circumstance and history. An individual may belong to several communities, with each community having a strong influence over the values and choices that individual makes.

What is active citizenship?

Citizens are members of an organized state or country. Their 'citizenship' can describe their status and by implication the rights and duties they have in relation to their country. For example, a citizen might have the right to have a passport issued by the state and the duty to pay taxes to the state.

From this definition the term 'citizenship' has developed further to denote the process of participating in the common life of a community. Our program uses this broader definition:

'Active Citizens' are those people who look beyond the above basic legal duties and are further engaged in activities that somehow affect positively the public life of their community on a local or global level.

The "Change your Role" project focuses on a particular aspect of **active citizenship**: supporting **sustainable development**. In this sense we propose a vision of the project, which is: **We build a world where pupils are empowered to engage peacefully with others in the sustainable development of their communities.**

What is global citizenship?

As well as being citizens of their state or country, people inhabit a global community that is increasingly interdependent through trade, politics and intercultural exchange via mass communication. Active citizens are those who understand the interdependencies of their communities with those in other places and engage in activities whose outcomes have a positive impact beyond their own country, or that bring a global perspective to their own situation such that the outcome relates to the global 'greater good' (such as justice, peace and sustainability).

This program works towards more globally conscious active citizens but in the first instance invites participants/pupils to practice their insights about sustainable development in a local setting.

4.4 Pre-project reflection activities using VIA tools IMPACT

Activity Goal

Participants should walk away from this activity being able to self-assess some of their character strengths they believe they have now, and identify two-character strengths they would like to work on during the duration of the Change your role workshops.

Learning Objectives

After this activity, pupils will be able to...

→ (V) Honestly and openly share about their strengths and areas for growth in the field of character. *(Judgment)*
→ (V) Express openness to personal growth and developing new values. *(Love of Learning)*

Key Concepts

→ **Love of learning**[1]: Constantly developing new skills and knowledge; mastering new topics, whether on one's own or formally.
→ **Judgment**[2]: Seeing things objectively and fairly, from all sides.
→ **Self-awareness**: A clear perception and understanding of your own personality, including strengths, weaknesses, thoughts, beliefs, motivations, and emotions.
→ **Character**: The sum of characteristics possessed by a person, especially referring to moral qualities, ethical standards, principles, and values that a person puts into action in daily life.

Activity name	Method name	Time Needed	Materials
1. VIA-character strengths self-assessment	Individual and group work	50 min.	Printed versions of the VIA hand-out
Total time estimated: 60 minutes			

Description of Activity

My Character (50 minutes)

→ *Note: The goal of this exercise is for pupils to self-assess their own character (based on a set of 24-character strengths from Values in Action). It is important to stress that everyone has both strengths and weaknesses – areas where we excel and areas where we can grow. This activity can be done before going deeper into the Change your Role activities.*

→ *Set-up:* Print out copies of the *Character Strengths* handout and give one to each participant, along with a writing utensil and 4 sticky notes. Prepare two large flipcharts, one that says "I can offer inspiration and support in..." and the other which says "I need inspiration and support in..." and put them out of sight.

→ *Facilitation:* Explain that the list of character strengths they hold in their hands is an amazing list – it was developed over 30 years by many different psychologists from all around the world, whose goal was to discover what are the universal marks of good character that make for a good life. The Values in Action classification of character strengths shows the 24-character strengths that they discovered, which are organized into 6 broad categories called virtues. These virtues are universally valued; they produce many positive effects in our own lives and in the people around us when we live them out. Every single person has all of these character strengths to varying degrees – some are more natural and developed in our lives, and others we can work on improving to make our lives better and happier. But doing this requires self-awareness.

Now, have the participants take a few minutes to read through the handout, and to ask any clarifying questions they may have. Explain the character strengths that are more complicated. Once everyone is sure they understand what each of the 24 character strengths means, explain that now is time for some self-awareness and reflection! Put on some soothing music and give the group 5-10 minutes to reflect on the character strengths they see in themselves. Have them write notes on the handout while they are thinking. Ultimately, each member should select two character strengths that they consider their greatest strengths and two that they consider areas to grow in during the workshops and this project, and write each of those four on a separate sticky note.

As the participants are writing, lay the two flipchart papers on the floor in the middle of the room. Invite the participants to take turns one by one coming to the flipcharts and posting their sticky notes, explaining briefly out loud why they think they are strong in the two areas they chose as stronger and why they think they can improve in the two areas they chose as weaker. Be sure to encourage an atmosphere of openness, kindness, and honesty during this exercise – maybe by choosing to go first yourself. Remind the group that this is a time for self-awareness and self-assessment; it is not a time for others to make comments!

Once everyone has shared, explain that the group has time for an "open market" in which they can go searching for someone who they would like to learn from. For example, if Maria said one of her areas for growth is teamwork, because she prefers to work alone rather than risk collaborating with others, and Toni said one of his areas of strength is teamwork because he is loyal to others and enjoys being with those who are different from him, then Maria could ask Toni to tell her more about that character strength. Each participant should find one person to talk to about a strength they want to develop more, between now and the next workshop.

To close the activity, invite the participants to fold up their handouts in an envelope. Then have them seal the envelope and collect them in a safe place. Explain that you will save these envelopes for later in the reflection workshops and give them back to the participants in order to assess their growth! *(Please note that if any of the participants would rather keep their envelopes so that they can use the handouts to monitor their own ongoing progress, that is fine too!)*

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→ [1] Active Citizenship Curriculum, New Horizons Foundations, Module 1 – Me and my community, 2018, IMPACT Program
→ www.viacharacter.org

Handout: Values in Action

VIA INSTITUTE ON CHARACTER

The VIA Classification of 24 Character Strengths

ViaCharacter.org

WISDOM	**CREATIVITY** • Originality • Adaptive • Ingenuity	**CURIOSITY** • Interest • Novelty-Seeking • Exploration • Openness	**JUDGMENT** • Critical Thinking • Thinking Things Through • Open-mindedness	**LOVE OF LEARNING** • Mastering New Skills & Topics • Systematically Adding to Knowledge	**PERSPECTIVE** • Wisdom • Providing Wise Counsel • Taking the Big Picture View
COURAGE	**BRAVERY** • Valor • Not Shrinking from Fear • Speaking Up for What's Right	**PERSEVERANCE** • Persistence • Industry • Finishing What One Starts	**HONESTY** • Authenticity • Integrity	**ZEST** • Vitality • Enthusiasm • Vigor • Energy • Feeling Alive	
HUMANITY	**LOVE** • Both Loving and Being Loved • Valuing Close Relations with Others	**KINDNESS** • Generosity • Nurturance • Care & Compassion • Altruism • "Niceness"			**SOCIAL INTELLIGENCE** • Aware of the Motives/Feelings of Self/Others • Knowing what Makes Other People Tick
JUSTICE	**TEAMWORK** • Citizenship • Social Responsibility • Loyalty			**FAIRNESS** • Just • Not Letting Feelings Bias Decisions About Others	**LEADERSHIP** • Organizing Group Activities • Encouraging a Group to Get Things Done
TEMPERANCE		**FORGIVENESS** • Mercy • Accepting Others' Shortcomings • Giving People a Second Chance	**HUMILITY** • Modesty • Letting One's Accomplishments Speak for Themselves	**PRUDENCE** • Careful • Cautious • Not Taking Undue Risks	**SELF-REGULATION** • Self-Control • Disciplined • Managing Impulses & Emotions
TRANSCENDENCE	**APPRECIATION OF BEAUTY & EXCELLENCE** • Awe • Wonder • Elevation	**GRATITUDE** • Thankful for the Good • Expressing Thanks • Feeling Blessed	**HOPE** • Optimism • Future-Mindedness • Future Orientation	**HUMOR** • Playfulness • Bringing Smiles to Others • Lighthearted	**SPIRITUALITY** • Religiousness • Faith • Purpose • Meaning

Chapter 4 / Activities

4.5 Sustainable life Schools for Sustainable Living

Activity Goal

Play a simulation game to present to students the meaning of sustainability, the fundamental pillars of sustainable development, and how to consider them in local development planning. The students will also try out ways to engage with the public space. The game will help them realise that our activities have their effects not only on ourselves or the place where we implement them but also on the world around us. It is therefore at this step that the pillars of sustainable development will be presented to the students.

Learning Objectives

After this activity, the students will be able to...

→ (K) explain he pillars and the concept of sustainable development and how to apply them to a place,
→ (K) explain what public space is and how it should be engaged with,
→ (K) explain how, through the lens of sustainable development, the local and the global are fundamentally interconnected.

Key Concepts

→ Sustainable development – while there are many definitions, one of the most frequently used ones has been coined by the Brundtland report: sustainable development "meets the needs of the present without compromising the ability of future generations to meet their own needs."

In our activities, we also often talk about sustainable living. In the context of our project, we treat the terms sustainable living and sustainable development as synonyms.

Activity name	Method name	Time Needed	Materials
1. Playing Fishermen	Physical activity	20 min	Approx. 500 small objects (e.g., puzzle pieces, cut up pieces of paper, pebbles), approx. 3 m of rope
2. Pillars of Sustainable Development	Puzzle learning	30 min	Sheets with descriptions of the pillars of sustainable development
3. Urban Design Competition	Simulation game	45 min	Definition of the local community's problem, map of the imaginary town, worksheet
Total time estimated: 95 min			

Description of Activities

Playing Fishermen

This very short game can take place either inside or outside.

→ Create a starting point at the end of the classroom where all the students shall stand. On the other side, use a rope to create a "little lake" on the floor. In the lake, place around 120 pieces of a jigsaw puzzle – which symbolize fish. 120 = 6 pieces per student x 20 students.

→ Explain to the students that we are going to play a short refreshing game. They have become poor fishermen who have to work hard every day to feed their families. Every morning they go fishing to the "little lake" (catching a fish is nothing difficult in this game, just pick up a puzzle piece). Your task is to have enough to eat to survive each round! You need to catch three fish to eat just enough. It is not forbidden to take more if one wants, but three is enough for each fisherman to survive.

→ Explain to the students what each round is going to look like:
  – there is a time limit, so if someone does not catch at least three fish in that time, they are out. The teacher measures the time, around 40–50 secs per round (depending on how far the lake is, but always allow enough time so the fastest students can potentially catch even more than three fish)
  – after each round, the teacher checks who survived and also – as the fish reproduce – the teacher doubles the amount of fish left in the lake (when there are 20 fish left, the teacher adds another 20)
  – then another round can be played
  – let everyone see who survives or makes a better living

→ As the students will usually catch more than three, the number of fish will decrease round by round and eventually there will be a round in which the fishermen will not be able to feed themselves and survive → they were fishing unsustainably, greedily, more than they really needed.

→ After the game, we can discuss what "sustainable" means in terms of the game and in terms of our lives.

Online version of very similar game can be found on this link: http://fishgame.cloudinstitute.org. (rules described at https://cloudinstitute.org/fish-game)

Pillars of Sustainable Development

Note: To motivate your students with a game first, you can opt for the Marshmallow Challenge, https://tinkerlab.com/spaghetti-tower-marshmallow-challenge – ask students to build a stable tower with the least possible number of pillars. The tower can be stable with three pillars, i.e. as many as sustainable development has. If a pillar were removed from the tower, it would collapse. Likewise, our development efforts, too, must rest on three pillars without preferring any one of them only.

Divide your students into three groups. Each will work on one of the pillars of sustainability (economic, social and environmental). Supply each group with several sheets describing their respective pillar. Ask them to read the descriptions individually and then work in groups to extract a few central pieces of information about the pillar to pass on to the other groups. After that step, reshuffle your students: ask them to form groups of three with each student representing a different pillar. Ask the students within each group to present to one another the meaning and contents of the different pillars. Then reinstate the original groups and ask the students to clarify what kind of information about both new pillars they obtained. Your work can be concluded with a discussion in which the groups ask "test questions" of one another.

Urban Design Competition

Step 1: Present to students the problem of the community of Whiteridge – a derelict forest park. Form groups of three and supply each group with a worksheet including a presentation of Whiteridge, a map and a task description.

Step 2: Ask students to design a solution to the problem while using what they learned about the pillars of sustainable development (and possibly during the Marshmallow Challenge).

Step 3: Each group obtains three sticky notes, one for each pillar. Ask students to write down on the sticky notes how specifically the pillar is reflected in their design.

Step 4: Group presentation – ask each group to write down which of the other groups' ideas they liked and to give feedback to the presenting groups as to how interconnected their pillars are.

Bibliography

→ KELLER, Jan. Přemýšlení s Josefem Vavrouškem [Thinking with Josef Vavroušek]. Praha: G plus G, 1995. 175 pages. ISBN 80-901896-1-X.

Handout:
Descriptions of the three pillars of sustainable development

Sustainable development means improving people's living conditions at present without doing so at the expense of future generations. A development is not sustainable if all the resources are depleted now and nothing is left for the next generations. Sustainable development means to cooperate, think harder about others, and respect the environment.

The sustainable development of a municipality or place can be depicted as three pillars: **economic** and **social** development while keeping a healthy **environment**. Sustainable development is where these three pillars intersect.
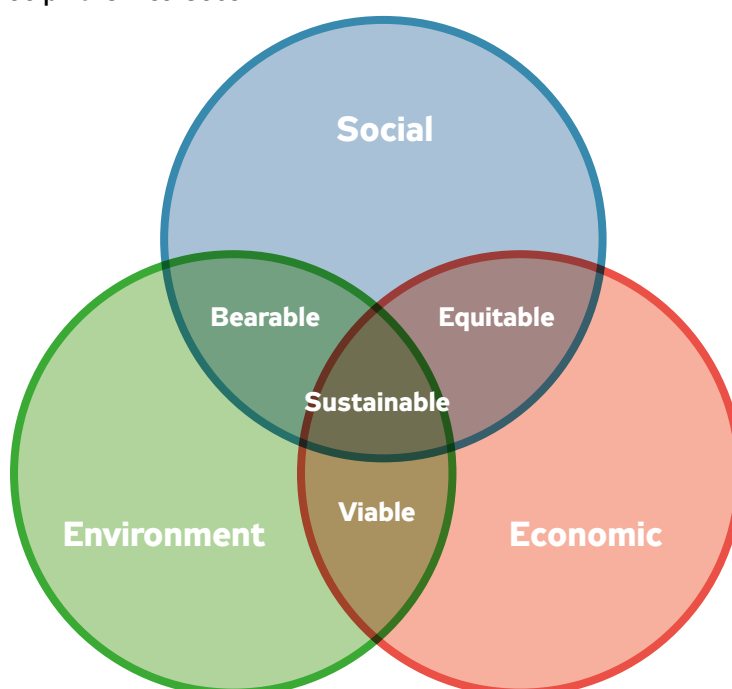
Economic pillar

The role of the economic pillar is to provide jobs (employment) and enough money (economic growth) for all. People in today's society need to earn money to be able to live. However, gainful activities directly depend on natural resources and people – their quality of life and thus also the kind of access they have in their community to amenities, relations, education, health care, shopping or other basic services.
Economic growth (earning money) should take place in a way to make the least negative impacts on nature, the local community, and people around the world. Only by earning money with respect to the other pillars can we reach sustainable development.

Example: Several local small businesses have their shops on the square. People like coming here as they meet one another shopping and start conversations. The square "is alive". Nevertheless, some people (investors) successfully push through their purely economic self-interest and build a local supermarket. When people start shopping at the supermarket, the square becomes empty. Local entrepreneurs are losing business and have to give up their shops and search for new ways to earn their living. Unfortunately, the supermarket was also built on a place that was important for the replenishment of a groundwater reservoir for the entire community. As a result, the community is now at risk of not having enough drinking water in future.

This was a **simplified** example. The real problem is far more complex. What is important to realise is that if the community had taken sustainable development into consideration instead of merely preferring the economic pillar, it would have certainly found a suitable solution for the local businesses, the nature and the investors alike.

Social pillar

Sustainable social development respects the needs of all people. This pillar inspires us to balance out inequalities between people (groups as well as individuals). Its fundamental principle is to eliminate poverty not only in the world but also in concrete communities and regions. It is necessary to provide equal access to basic sanitation, education and health care. Other activities focus on fighting abuse (of adults as well as children), discrimination (due to the colour of one's skin, religion, political views etc.), and exclusion of seniors or disabled people.
Sustainable social development should rely on the principle of solidarity (togetherness) with those in need, realisation of one's own effect on the world, responsible choices (Do I really need all that I stumble upon to be happy in my life?) etc.

Example: There are enough shops in the community. In spite of that, the economic self-interest of a few people has been pushed through and a supermarket has been built. An old people's home was to be located on the same site and now there is no suitable local site left to build it. A small clinic was also to be included in the building. As a result, locals must travel to cities located 20 km or farther away to see their doctors. Some people, especially those elderly or with a chronic illness, find it very problematic, for example due to their difficulty moving. Moreover, seniors who must reside at distant retirement homes are torn apart from their families and friends because they cannot be visited as often as if they resided locally.

This was a **simplified** example. The real problem is far more complex. However, it is important to think about whether my need is above the need of other people; whether money is what decides, or another pillar should be taken into consideration.

Environmental pillar

The purpose of this pillar is to protect the environment and use natural resources prudently. One should realise that the Earth is not an inflatable planet and consequently, its natural resources are limited. The nature and its ecosystems are invaluable to humanity. This is why one should not only know how nature works but also think about the impacts of one's activity upon it. The environmental pillar overlaps both with the social level (people's quality of life) and with the economy (money).

One of the principles of the environmental pillar is to protect biodiversity (the existing variety of animal and plant species) in all its forms and shapes. Preserving biodiversity is necessary for the stability of ecosystems (balance in nature). Nature provides humans with many products that are indispensable to them, including medicines, energy sources, clothing, building materials etc. This pillar also inspires us to take care of inanimate nature – water (as a source of drinking water and a home to animals and plants), clean air, soil, non-renewable sources (oil, mineral gas) etc.

Example: A supermarket has been built in the community. Unfortunately, the site where it now stands was essential to water collection. The new supermarket works as a "plug" preventing surface water from infiltrating into the soil. As a result, groundwater reservoirs cannot be replenished and there is a risk that in a few years, the community will not have enough both service water (for irrigation, production at the local plant etc.) and drinking water.

This was a **simplified** example. The real problem is far more complex. What is important to realise is that if the community had taken sustainable development into consideration, it would not be faced with a lack of drinking water in future.

Handout: Worksheet – includes local map, problem definition and task description

The Community of Whiteridge

A disused park people no longer visit is the problem. Whiteridge has been called "the curve before the tourist destination of Yortown" – while crowds flock to Yortown, they only rush through Whiteridge. The community of 4000 residents does not pride itself in any place of interest or historic site. Young people tend to run away because there are no amenities and no place for leisure activities. Tourists do not come here and there is no industry or a plant with jobs for local people. As there are only small businesses and farmers, the community is not very rich. In terms of generations, most local people are middle-aged or elderly while young people are hard to find.

In a near-central location, there is a not-so-well-kept park – the only green space in the community. Therefore, local councillors have been thinking of either selling the plot with the park to a rich businessman or reconstructing it for community purposes. The time has come for citizens to present their proposals on how to use the area sustainably.

Task:

Your task is to design a solution to the problem while using what you have learned in building the tower and during your work in home groups and expert groups. Attach a stripe of coloured paper to each pillar of your tower and add information on how specifically the pillar is reflected in your design. Each pillar has its own colour, the same as in your work with the texts before.

4.6 Sensory perception Schools for Sustainable Living

Activity Goal

To experience different senses, views and perspectives and prepare students for perceiving their environment, from individual experience of the detail to collective perception. To develop and unleash students' ability to observe their environment.

Learning Objectives

After this activity, the students will be able to:

→ (K) List the 5 basic skills they use in their day-to-day life
→ (K) Understand the importance of learning about places around them by using their senses
→ (S) Discover places around them by using their senses and reflecting on the emotions they experience .
→ (V) Obtain new sensations of their places

Key Concepts

→ **Sensory perception –** using one's five senses to obtain knowledge and experience. The capacity of focused perception, distinction and comparison forms the basis of other cognitive skills and processes, namely one's ability to use imagination, entertain fantasies and perform cognitive operations. Sustained intentional focus on observing specific traits of reality, selecting what is and what is not relevant to a situation, is the foundation of not only successful schoolwork but also good orientation in other walks of life.

Activity name	Method name	Time needed	Materials
1. **Motivation, introduction**	Imagination	5 min	Mobile phone, handout picture of the senses
2. **Set of sensory perception mini-activities**	Sensory perception	5–20 min per mini-activity	According to mini-activity selected, see below
3. **Reflection**	Discussion	15 min	

Total time estimated: 60–90 minutes (depending on number of miniactivities selected)

Description of Activity

Note: The activities take place outside. They can be performed in sequence, one after the other, or one can set up several "activity points" with students switching between them at regular intervals.

Setup and facilitation:

<div style="background:orange">**Motivation, introduction – entering the fantasy**</div>

Ask students to form a circle and start telling the story: "*I wonder if you know that some absolutely unbelievable things tend to happen at this place. You can see those things if you transfer yourselves to the reality of a slightly different world. I have a special device here on me...*" Produce the mobile phone, ideally some extremely outdated model, "*... which is going to help us transfer to that special world. Now please close your eyes, extend your arms, and when the signal sounds, we will be transferred to the world of unbelievable.*"

Then activate one of the phone's ringtones or signals. "*Now we have the opportunity to experience things around us in a completely different way, through all our senses.*"
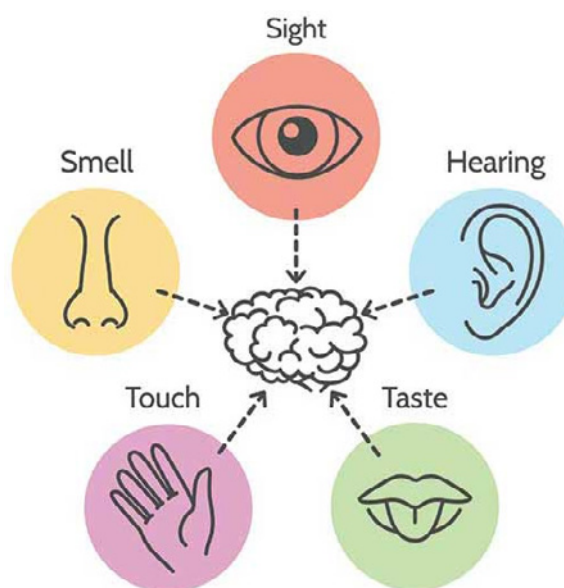
You can use the following picture to illustrate and recall the different senses humans have. The picture can be used repeatedly during each mini-activity. We recommend exercising all five senses.

Set of sensory perception mini-activities

<div style="background:orange">**Sensations**</div>

Hearing: The Tune of the Place

Duration: 5 minutes for instructions, 10 minutes for the activity, 10 minutes for reflection

Materials: Clipboard, pencil, sheet of paper, booster seat

Procedure: Distribute clipboards, paper and pencils. Ask each student to find a nice place in the area where they won't be disturbed by others, go to their places and sit down on their booster seats. Ask the students to close their eyes and listen attentively to the sounds offered by the landscape around them. To enhance their perception, they can use paper to make a conic "receiver". Ask the students to use their pencils and draw the sounds they hear on paper. The goal is not to depict the sounds visually but to record their amount and intensity.

Reflection (strive to enhance insights into what is key to perception in the activities to follow; we are going to recall those insights repeatedly):

→ *What was it like for you?*
→ *How many sounds did you hear? Which ones did you find surprising? Which ones were the quietest? Which ones occurred the most often?*
→ *Do you normally perceive that many sounds? How come you were able to hear that many sounds? What helped you perceive them?*
→ *Next time you want to perceive nature with your other senses, what is going to help you enrich your perception?*

Sight: The Path

Duration: 5 minutes to prepare, 2 × 10 minutes to implement, 5 minutes to reflect

Materials: Monoculars made of toilet paper tubes or rolled paper sheets, wooden skewers with (or without) flags

Procedure: Pick a diverse plot of natural landscape about 4 metres long. Ask students to spend 10 minutes slowly crawling on all fours across the plot and examining it with their paper tubes, striving to discover objects of interest and unexpected little "treasures". Each discovery should be flagged (distribute four skewers per student). Subsequently, ask students to form pairs and guide each other as tourists on a tour of the beauties of their land, narrating and observing through their monoculars the different points of interest along their "educational path". In addition to the monoculars, mouth mirrors can be used to inspect details. It is recommended to end the exercise with a sharing session: ask the students what they saw and what they found surprising.

Land Art

Duration: 15 minutes

Materials: Natural objects (no need to pre-collect if the activity takes place outdoors).

Procedure: Ask students to work individually or in small groups. Their task is to create a 3-D piece of art on the ground (any theme or one related to the previous activities) using only natural objects found in the area.

Touch: Connection with Nature

Duration: 2 minutes for instructions, 2 × approx. 10 minutes for the activity

Materials: One blindfold for each pair of students (not essential)

Procedure: Ask students to form pairs and put a blindfold on one person in each pair. Ask the sighted students to guide, in complete silence, the other person through the terrain. At a certain spot, they should knock on the other person's shoulder. The other person should keep the blindfold on and set out to discover the different surfaces and how they differ in shape, structure, roughness and wetness. Weather permitting, invite the students to take off their shoes and guide each other, with a blindfold on, through diverse terrains such as the forest, the meadow or the path. Ask the paired students to switch after 10 minutes. At the end, ask them to share their feelings and discoveries.

Barefoot Trail

Duration: 10 minutes to prepare, 10 minutes to implement

Materials: 4–8 kinds of natural materials (conifer cones, moss, branches, conifer needles, stones, leaves, grass etc.), several longer sticks for trail marking

Procedure: Use the sticks to mark a trail (about 50 cm wide, length up to your fantasy) and divide it into several sections made of ("paved by") different natural materials. Ask students to walk the trail barefoot. "*People are used to wearing their shoes and many don't know any more what it's like to feel the grass or leaves under their feet...*"

Smell: Aromatic Cocktail

Duration: 5 minutes to prepare, 10 minutes for the activity

Materials: A cup or a glass

Procedure: Ask students to bring their own cups and venture outdoors to collect natural objects whose smell they find nice or intriguing. Before they set out, show them that some natural objects must be run through the fingers to smell more strongly. Then discuss with them the different places smells can be found and what can help them find smells. Ask students to mix their aromatic objects and come up with a name (e.g., the forest fragrance, the mushroom mix etc.) Finally, ask students to let their peers smell their "aromatic cocktails" and share: Which natural object surprised them with their smell?

Taste

Some schools may find it problematic for students to taste things around them, but whenever possible, educators are encouraged to try tasting fruits or plants, whether from the school garden or from the outdoors. In addition to traditional herbs (ones that can be used for tea), examples include the wild garlic (*Allium ursinum*), the red dead-nettle (*Lamuim purpureum*), the red clover (*Trifolium pratense*), the ribwort plantain (*Plantago lanceolata*), or the lady's mantle (*Alechemilla xanthochlora*). Those who choose not to taste stuff directly from nature can organize a tasting of local products, for instance.

Reflection

Ask students to close their eyes because we are about to play a sound that will transfer us back to the everyday reality. After some noisy rummaging about, say in a low voice, annoyed: "*Heck, it must be broken, it's not working. But never mind, actually. As you have experienced yourselves, this world is a magical and unbelievable one; and I'm sure you won't mind if we stay in this world and take our perceptiveness home to our daily lives...*"

Then ask the students to form a circle and give everyone the opportunity to respond:

→ *How did I feel? What was it like for me to perceive nature?*
→ *What are some of the key things I found in the process? What kind of interesting things did I see? Did anything catch my attention? Did I notice anything new? Did I discover something I had not noticed before?*
→ *How do you perceive this place after the activity?*
→ *What helped me perceive nature during the different activities? Was it hard?*
→ *How would you use the lessons you learned in this programme during your next walk in the outdoors or through the town?*

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Handout: Other alternative mini-activities

Mirrors

Get a mirror as big as possible. Walk with it through different environments – the meadow, the forest – while tilting it in various directions and examining the views and perspectives. Students can be asked to hold on to another person's arm. The other person will guide them while they can focus on observation.

Thousand Shades of Spruce Needles

Underneath spruce trees, pick a large amount of brown needles (alternatively, collect grass, purchase black sesame seeds etc.) Sit down, focus on their colours and sort them into at least five groups, from the brightest shade to the darkest one. Finally, use the sorted needles to create a mandala.

Painter's Palettes

Cut painter's palettes out of cardboard or thick paper and cover them with double-sided tape. Ask students to venture outdoors. They are now artists in the process of creating their painter's palettes. The goal is to create a palette as colourful as possible by attaching natural objects of different colours to one's cardboard palette.

Finger Framing

Ask students to move through the terrain in silence, observe various places and try to find a detail of interest. They should form a rectangle with the index fingers and thumbs of both their hands as a frame to assist their observation. Ask them to use their cameras, mobile phones or tablets to take a picture of their detail of interest.

Creating an Assemblage Together

Ask students to set out on a group tour or walk individually through an area. Without speaking at all, they should collect ten little things that catch their attention while walking. When time is up or the teacher instructs them so, the students should form a circle. Distribute blank sheets of paper and ask students to place them in front of them inside the circle. Without speaking, each student should create an assemblage (picture) of the materials brought. Reserve enough time for the artistic process and subsequent viewing of all the assemblages.

Guiding

Ask students to form pairs. One person in each pair should be blindfolded and the other person should be their guide. The guide should present the place in a different way, by letting the other student touch the different objects of interest, listen to them, smell them, put their arms around them, or to inspect them with other senses. After ten minutes, ask the guide to bring their partner to the "starting line" and ask the students to switch.

4.7 Community walk IMPACT

Activity Goal

Participants should walk away from this activity with a more complete understanding of their community's strengths, resources, and needs, and feel excited to serve their community in a specific way.

Learning Objectives

After this activity, pupils will be able to...

→ (K) Describe different ways to identify community problems, needs, and resources.
→ (V) Identify the positive strengths of their community without minimizing its needs. (***Judgment***)
→ (V) Describe the strengths and values that their community offers. (***Gratitude***)

Key Concepts

→ **Community walk**[1]**:** A participatory, on-the-ground method used to collect information about a neighborhood's resources and dynamics.
→ **Community problems**: Realities in the community that have a negative impact on humans or the environment, whether tangible or intangible.
→ **Judgment**[2]: Seeing things objectively and fairly, from all sides.
→ **Gratitude**[3]: Knowing, feeling, and being thankful for all the good things in life.

Activity name	Method name	Time Needed	Materials
1. Community walk (step 1)	Facilitated discussion	15 min.	Flipchart paper, markers
2. Community walk (step 2)	Group activity	60 min.	Routes, observation guides, paper, pens, photo camera or phones
Total time estimated: 60 minutes			

Description of Activity

Community walk – step 1 Learning About Our Community (15 minutes)

Note: In the conception phase of any community project one of the most important steps is to do community analysis. There are many different ways to do community analysis. Through this activity the pupils will get familiarized with different ways to do community analysis.

Set up and facilitation: On a flipchart, write the question: "What are some ways we can learn about needs in our community?" and invite participants to brainstorm ideas. Write down their contributions on the flipchart.

After a few minutes, summarize their ideas and add some of the following (if they were not already mentioned by the participants):

→ Reflections and discussion at the group level, where participants can share their thoughts
→ Direct observations in the community (community walk)
→ Surveys, questionnaires, polls
→ Analysis of mass media articles about different community issues
→ Analysis of community projects done by other organizations or group
→ Inviting community members to share their opinions about different issues in the community
→ Interviewing people from the community

Explain that these are some practical ways to collect information about the community. For today, the group will have the opportunity to practice one of these methods: a community walk

Community Walk-step 2 (60 minutes)

Note: Depending on the time of year, weather, and location of your activity, this activity might face some challenges. However, actually taking a walk into the community can be a really fun and practical way to help the pupils "see" their community. Please also note that in a large city, this activity should be done in a selected area or neighborhood – you do not need to cover the entire city! Try to choose an area where the pupils have expressed familiarity and interest in serving, such as the neighborhood near their school or an area where many of them live. If you cannot go for a walk, consider inviting some community members to come to this part of your meeting to share their experiences in the community and express different points of view.

Set up: Before the activity, write down a few walking routes in the community that can be walked in about 45 minutes from the location you are. Write down directions for those routes. Try to create a route that goes through residential areas, business districts, recreational spaces, and industrial spaces – including places that the pupils themselves may not have been. Only create as many routes as there are facilitators/teachers available to help; one facilitator should go with each group.

If you have access to digital cameras, you can also consider asking them to bring cameras to document things they see on their walk. If you choose this option, be sure to discuss with the pupils the importance of being respectful of the people around them when they take pictures.

Facilitation: Explain that even though they may have lived in their community for their whole lives, today you are inviting them to see their community with new eyes: the eyes of someone coming to serve!

Remind them that every community already has many wonderful attributes (even if they don't notice them often), and that community members themselves – and the resources they have available – can be the biggest help for the group to do a community project. On their walk, encourage them to look for assets and resources and keep a list of the positive things they notice about the community.

It's also true, however, that every community also has problems/challenges – some of which are easy to see, and others which are hard to see on the surface. Tell the group to be looking for both the obvious and not-so-obvious problems on their walk and keep a list of these areas that need improvement.

Encourage the group to talk to people in the community as they walk – to explain what they are doing and the fact they are looking for ideas of ways to serve and resources that can help

them. They might be surprised at the insights shared by a child at the park, an elderly woman on a bench, or a waiting taxi driver!

Synchronize everyone's watches or cell phones and set a gathering time when everyone must be back at the meeting place. Give the groups 45 minutes to go walking. Make sure everyone has the *Observation Guide* handout for note-taking, a writing utensil, and a camera for documenting what they see (if possible). Then split the group into small groups, give each group a different route, and (together with leaders), head out for a walk!

Safety note: Be careful to plan a walking route that is not too dangerous and remind pupils to be alert and careful when crossing busy roads, etc. Try to create a balance between exposing pupils to new (and perhaps less safe or clean) areas of the community and the obvious need for safety and caution.

Debriefing questions:

→ Did you enjoy this activity?
→ What seems to be the community's biggest challenges/Needs/Problems?
→ What are the community's most obvious assets?
→ What is most striking about the community?
→ What is most unexpected?
→ Are you struck by the aesthetics of the community either positively or negatively?
→ What would make your community a better place?
→ Are there things you would like to improve or change?

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→ [1] Burns, Janice C., Pudrzynska, Dagmar Paul, and Silvia R. Paz. 2012. *Participatory Asset Mapping: A Community Research Lab Toolkit.* Advancement Project. Retrieved April 27, 2016 (http://www.communityscience.com/knowledge4equity/AssetMappingToolkit.pdf).
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Handout: Community walk – Observation Guide Observation Guide

Instructions:

As you walk through the community, make observations and take notes on the following things (or anything else you find interesting). Note both strengths and weaknesses in these categories and anything else you find interesting.

→ *Housing.* What is the age and condition of housing in the neighborhood you're surveying? Are houses and apartment buildings kept up, or are they run-down and in need of repair? Any other observations?
→ *Other buildings.* Are the buildings mostly or fully occupied? Do public and commercial buildings seem accessible to people with disabilities – ramped, street level entries, etc.? Any other observations?

→ *Public spaces*. Are there public spaces where people can gather? Are they well kept up? Do they have seating areas, trees and plants, attractive design, cafes or food vendors, or other features meant to encourage people to use the space? Who uses these spaces? Is there diversity? Any other observations?

→ *Parks*. Are parks used by a variety of people? Are they well kept up? Are there sports facilities? Are there places for children to play?

→ *Culture and entertainment*. Are there museums, libraries, theaters, restaurants, clubs, sports stadiums, historic sites, etc.? Are they accessible to all parts of the community (centrally located, reachable by public transportation)? Do they reflect the cultures of community members?

→ *Streetscape*. The streetscape is the environment created by streets and the sidewalks, buildings, trees, etc. that line them. Are there trees and/or plants? Are there sidewalks? Are building facades and storefronts attractive and welcoming? Are the streets and sidewalks relatively clean? Are there trash cans? Is there outdoor seating?

→ *Commercial activity*. What kinds of businesses are there? Are there boarded-up or vacant storefronts? Is there a mix of large and small businesses? Are there grocery stores and supermarkets, pharmacies, and other stores that provide necessities in all parts of the community?

→ *Traffic*. How heavy is traffic in the community? Is it mostly commercial and industrial – vans, trucks, etc. – or mostly private cars? Is there ever gridlock? Is there much bicycle traffic? Are there bike lanes?

→ *Environmental quality*. How much usable green space is there, and is it scattered throughout the community? Is there smog or haze? Does the air smell of smoke, garbage, car exhaust, chemicals, industrial waste, etc.?

→ *Community and public services*. Are there identifiable community service providers and organizations in the community – mental health centers, food banks, homeless shelters, welfare offices, etc.? Are they concentrated in a particular area? Are they easy to reach by public transportation?

→ *Political activity*. Are there signs or other indications of political activity? Is it clear that political activity is allowed and/or encouraged? Are there protests or demonstrations?

→ *Community organizations*. What evidence is there of organizations in the community? Are there service clubs? Are there other organizations centered around community issues, the environment, sports or leisure pursuits, socialization, etc.?

→ *The "feel" of the community*. What is your overall impression of the community? Is it a place you find attractive?

→ Other observations, strengths or weaknesses?
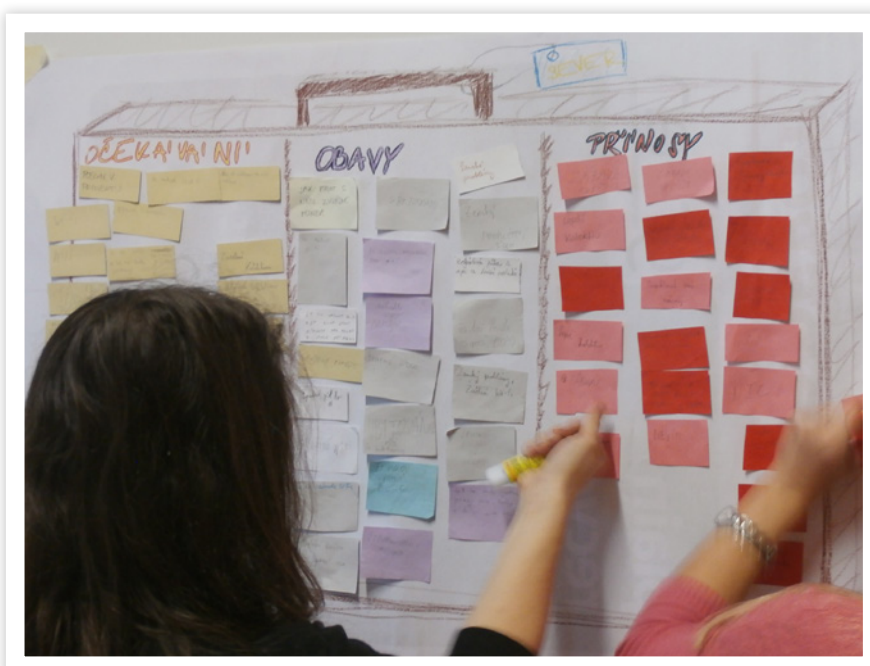
4.8 How and why to conduct a questionnaire
Young Reporters for the Environment

Activity Goal

Participants should be able to collect opinions about the same question/issues from more individuals or stakeholders and use the questionnaire as a method of investigation, researching solutions, reporting or dissemination.

Learning Objectives

After this activity, the students will be able to...

→ (K) Recognise the questionnaire as a method and form of investigation, researching solutions, reporting or dissemination.
→ (S) Prepare and administer the questionnaire as a journalistic form.
→ (V) Use the questionnaire as a method to collect opinions/perspectives of a diverse range of individuals or stakeholders in the community about one specific question.
→ (V) Recognise different perspectives on a question/topic and related interests among individuals in a community.

Key Concepts

→ A **questionnaire** is an instrument focused on one question but addressed to more stakeholders and individuals within one or more communities. The key element is one question that should be clear and it should not change even if asked by a team of interviewers. The questionnaire allows for gathering different opinions in a relatively short time. It can also be a method to activate students for involvement in a sustainability issue and can be implemented as individual or group work.

Activity name	Method name	Time needed	Materials
1. Preparation	Individual and/or group work, research, field work	30+ min	Pen, notebook, laptops, voice recorders, mobiles
2. Implementation	Individual or group work	45+ min	
3. Questionnaire dissemination	Individual or group work	30+ min	
4. Reflection	Individual or group work	15+ min	
Time estimated: 120 minutes minimum			

Description of Activity

1. Preparation

→ Choose a subject and define a question. It should be clear.
→ Identify how the questionnaire is going to be implemented (face-to-face, video, audio recording) and plan the time and place of implementation.
→ Plan how to approach and address your interviewees.

2. Implementation

→ Approach the interviewees. Introduce yourself, kindly introduce the subject and ask a question.
→ Write answers down immediately or even better – make recordings (audio, video). Take a photo of each interviewee and write down their names.
→ Let the interviewee express their own opinion and collect their answers. Thank them for their answers and cooperation. Do not react or express your opinion or give guidelines or hints on any correct or desirable answers.
→ Once you have gathered all the answers, present the findings of your questionnaire in journalistic form.
→ Your title should be interesting and short; for example, the question, a part of the question. It should be formulated in a way that attracts attention.
→ Include the answers (with no changes), prepare a podcast or make a video. Use photos to accompany the written and video formats.

3. Interview publication and dissemination

→ Post or publish your questionnaire results (article, video, audio/radio) in a pre-selected or agreed media outlet:
→ printed: magazine (school, local, national),
→ TV,
→ radio,
→ online.

4. Reflection

→ Ask yourself or the team:
→ Was the questionnaire the right form to address or highlight the issue?
→ How has it contributed to the subject or issues?
→ What was the most interesting or relevant information gathered (if any)?
→ What was the most valuable part of the process?
→ What could it be improved?
→ Has it stimulated any (positive) reactions?
→ What follow-up steps should be taken next?
→ Plan your next YRE activity (interview, comment, report).

Bibliography

→ [1] Resources from YRE Slovenia workshops for teachers and students
→ [2] YRE website https://www.yre.global/

4.9 How to conduct an interview
Young Reporters for the Environment

Activity Goal

Participants should be able to collect various information on a specific topic, select the focus/main issue and an interviewee, and conduct an interview as a form of investigation or reporting.

Learning Objectives

After this activity, the students will be able to…

→ (K) Recognise interviewing as a form of research or reporting on a specific topic.
→ (K) Identify the role of different stakeholders related to a specific sustainability problem, issue or subject.
→ (S) Prepare for and conduct an interview as a journalistic form.
→ (S) Use interviewing as a form of reporting that could contribute to promoting the specific sustainability issue, solving the problem, raising awareness or stimulate a change in the community.

Key Concepts

→ An **interview** is essentially a structured conversation where one participant asks questions and the other provides answers. In common parlance, the word "interview" refers to a one-on-one conversation between an *interviewer* and an *interviewee*. The interviewer asks questions to which the interviewee responds, thus usually providing information. When interviewing is used as a method to activate students for sustainable development, it can also be conducted as teamwork, particularly when producing a video.

Activity name	Method name	Time needed	Materials
1. **Research, preparation**	Individual and/or group work, research, field work	90+ min	Pen, notebook, laptops, voice recorders, mobile phones
2. **Conducting the interview**	Individual or group work	60 min	
3. **Interview dissemination**	Individual or group work	30+ min	
4. **Reflection**	Individual or group work	20+ min	
Time estimated: 200 minutes minimum			

Description of Activity

Research, preparation

→ Choose a subject and a topic or an issue within a subject.
→ Thoroughly research the background, use sources from the local and global contexts.
→ For any type of interview, it is very important to prepare your questions and know exactly what kind of information you need from each person in advance.
→ Prepare your questions in advance but be prepared to adjust.

Approaching the interviewees

→ Choose your interviewees. There must be a good reason for speaking to them. Are they a real expert in a scientific field? A reliable eye witness? Someone with a stake in the story? You will find many people to be happy to do an interview but that does not make them the right person for the job.
→ There are several types of interview:
  a) Interviews with people with first-hand knowledge (e.g. experts) or experience (witnesses/ stakeholders) of an event or subject who have no reason to mislead you.
  b) Interviews with people who have first-hand knowledge or experience of an event or subject but because of their stake in it, they are biased or subjective and may wish to mislead or 'spin' the story.
  c) Interviews with members of the public or officials who have no particular knowledge or expertise but whose opinion you wish to gauge to offer balance or a variety of perspectives.

Conducting the interview

→ Prepare notes with facts and statistics on the subject that you can use to debunk any misinformation.
→ Create a logical sequence for the questions you ask, much like a lawyer would in cross-examining a witness. Know what kind of information you want in advance and use the questions to get it.
→ Start with easier questions to help your interviewee relax.
→ Take brief notes as they speak in case there is something you want to come back to (if they contradict themselves, for example).
→ Imagine the answers in advance and have your options prepared for follow-up questions.
→ Do not let the interviewee control the interview and do not hesitate to politely interrupt them.
→ Always listen carefully to the answer and be ready to improvise another question if they say something unexpected.

Putting everything together and writing

→ Now that you have your interview notes and footage, you can start the process of writing and editing. You should begin by transcribing the footage.
→ Go through your transcription and capture all the best soundbites you want to use. Timecoding them can be useful so you know where they are in the recording and how long they are.
→ Start writing. Summarise the most important or pertinent information your report will cover on the first line (You would use your top line when pitching a story to your editor.) This is also a way to attract your reader's attention and make them want to read/hear/see more.
→ Do not forget to add at least one photo of your interviewee.

Interview publication and dissemination

→ Post or publish your interview (article, photo, video) in a pre-selected or agreed media outlet:
→ printed: magazine (school, local, national, expert),
→ TV,
→ radio,
→ online.
→ If possible, encourage feedback on your contribution.

Reflection

→ Ask yourself or the team:
  – What are the lessons learnt about the subject and the stakeholder(s) interviewed?
  – What could be improved?
  – Has the interview reached its target audience?
  – Has the interview caused any reactions from the target group(s) or the general public?
  – What next steps could be taken – from the perspective of students as active citizens?
→ Make a plan for the next interview or another YRE activity (questionnaire, comment, report etc.).

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→ [1] Wikipedia
→ [2] YRE webinar. "In the field – mobile journalism", James O'Hagan, 2020
→ [3] Young Reporters For the Environment Handbook for Students & Educators
→ [4] YRE website https://www.yre.global/

4.10   Place visioning   Schools for Sustainable Living

Activity Goal

To join students and plan what their city should look like in future; at the same time, to formulate key local needs or problems.

Learning Objectives

After this activity, the students will be able to…

→ (K) formulate their own opinions and substantiated them with arguments
→ (S) work with and reflect on other people's opinions,
→ (S) recognize local problems and needs and assess their solutions in terms of sustainable development.

Key Concepts

→ A **local vision** is an elaborated and formulated plan of how a local community should ideally develop, what it should look like. The plan can be presented to and debated with members of the local administration.

Activity name	Method name	Time needed	Materials
1. **Motivation, introduction**	Discussion, individual work	20 min	"Our Community: A Vision in 10 Years" worksheet, flipchart sheets with names of areas
2. **Developing a vision together**	Group work	60 min	A4 paper sheets, writing supplies
3. **Reflection, conclusion**	Discussion	10 min	
Total time estimated: 90 minutes			

Description of Activity

Motivation, introduction

Briefly summarize what we know about our community, recall the previous activities' outputs. Then ask students to work with their worksheets on "Our Community: A Vision in 10 Years" (see below) and complete them on an individual basis. They should use the first column to provide a short description of the current situation in the given area, and the second column to outline any desirable changes in the area and its ideal condition in 10 years. The students should also complete the third column for each area by stating the reasons why they want such changes.

Before the assignment is completed, post flipchart sheets around the classroom, each for one thematic area of the vision. We selected 6 areas (People, Economy, Nature and History, Buildings and Public Areas, Cooperation with the Outside World, Local Administration) but you can adapt it or select different ones, however it should be based on an official document on sustainable living.

Developing a vision together

Ask students to form small groups (3–5 people) and share their ideas (their discussions may give rise to new ideas as well). Ask them to agree on a few statements about the future shape of their community for presenting to others. Ask them to use markers or thick crayons to write each agreed statement on a separate sheet of paper large enough (such as A4) so that the text is well-legible from across the classroom, and to attach them to the respective area flipchart sheets.

Ask the groups to take turns presenting to others their proposals for the future shape of the place. Gradually cover all areas. The groups should take turns in circle so that each presents one of its proposals at a time. The proposals should be made visible on the flipchart sheets. If there are highly similar proposals, ask their authors for permission to merge them instead of addressing them separately (alternatively, discuss the similar proposal and then use it to complete an existing one). None of the proposals should be ignored or changed without their authors' permission. If possible, facilitate the formulation of new proposals during the discussion, for example when students are inspired by another proposal or find that an area is not well-covered.

Reflection, conclusion

Conclude by re-reading the statements and ideas for each area. Modify or complete their wording whenever necessary, making sure a consensus has been reached. It is recommended to work together and use the statements to compile a general summary for each area (see "Our Community: A Vision in 10 Years" worksheet below). You may invite students to come up with a "motto" for their shared vision (e.g., Aldeburgh, the Town of Dreams), whether in class or by voting on homework proposals. We highly recommend to present the final vision to the community and ask for their feedback.

Handout: "Our Community: A Vision in 10 Years" worksheet

Area	General summary of current situation	Our community in 10 years	Why I want this
People			
Economy			
Nature and History			
Buildings and Public Areas			
Cooperation with the Outside World			
Local Administration			

4.11   Visioning – the pink glasses   Schools for Sustainable Living

Activity Goal

To support and unleash students' imagination about their town and to inspire a closer look at its condition.

Learning Objectives

After this activity, the students will be able to…

→ (K) name necessary changes to the place they live in
→ (S) recommend how the place should look like

Key Concepts:

Activity name	Method name	Time needed	Materials
1. Place Visioning	Story work	15 min	Story handouts (see below)
2. Pink Glasses	Visioning, discussion	20 min	Markers, flipchart paper
Total time estimated: 35 minutes			

Description of Activity

Visioning the Town/Place I Want

Secure the area where you are against disturbance (e.g., by placing a notice on the door's outside), close any open windows, switch off your phones, possibly also pull the curtains and dim the lights. "Sit up with your back straight and do not lean back. Relax. Your feet are on the floor. Close your eyes if you can. Now we are going to try together, as heroes, to walk through the town of our dreams, all the way to its centre. This is going to take us about seven minutes. During that time, please remain silent and imagine yourselves walking through the town following my instructions."

Slowly read out the following text, pausing occasionally:

"*Imagine sitting at a square in your town, sometime in future. A lot of things have happened over the years and the place did change a little. Maybe you wouldn't even recognize it. As you're sitting, you can feel the touch of your bench and you want to enjoy that touch properly. That's why you're going to make yourselves comfortable on that bench… Around you, you can hear the voices of people passing by. On your skin, you can feel a gentle breeze blowing and the sun shining. You find this very comfortable… As you're looking at the buildings around you, have you noticed how big, broad and amazingly colourful they are? Look at their fronts. Which ones do you find the most inviting to enter and check out what's inside? But there is more than just buildings. Look around thoroughly to see a number of other interesting things… As you are inspecting this place dreamily, you can hear the voices of your friends and you set out to join them. You are walking through the winding streets, feeling the sun peeking through. Footing the beautiful old pavement, you are examining the trees planted next to it. You are passing storefronts, the bus stop, and gardens*

until your curvy path takes you to a mysterious place... The place is a kind of hidden centre of the town where you often meet with friends; you feel good in this place. There is a secret hidden in this centre. It has a plenty of things you need in your life. As you are looking around slowly, you are inspecting those things, the buildings, the areas and the trees, you are crawling through the hollows and you are enjoying every moment. This place provides you with everything you need. What is it actually? Look around carefully to see what the place is like. Examine it as a whole... And also look at the details: there may be some things you have never noticed before, what are they? As you're slowly sitting down on the bench, you can feel the sun shining, you're enjoying the beautiful weather and you're having a good time... When you have enjoyed this feeling, you can slowly open your eyes."

Immediately after the visioning exercise, ask students to express in a single word: *What was it like for you? How did you feel?*

The Pink Glasses

In the previous step, you took a "walking tour" of the town of your dreams. Now form groups of approximately four people and together try to think of the way your dream town should look like. Each of you should put on a pair of pink glasses through which you will be able to see the truly ideal town, one that has everything you need, is not affected by any issues, one in which you are happy. Use the flipchart paper to draw or describe your dream town.

When students are finished, discuss the contents of their flipchart sheets with them:

→ *What should such a town look like? What should life in it look like?*
→ *What is interesting about your dream towns?*
→ *What were the important things in your visions?*

Recommendations

For now, your students can "dream" of virtually anything in their envisioned town. You can return to their ideas later, when getting ready to select the goal of your service learning project. Pick those ideas that you can actualize on your own or with minor assistance from other members of your community.

4.12 Community mapping IMPACT

Activity Goal

Participant should walk away from this activity with a more complete understanding of their community's strengths, resources, and needs, building a community map and getting excited in doing a community service-learning project.

Learning Objectives

After this activity, pupils will be able to...

→ (K) Explain what a community map is and how it can be used in the process of developing a community service-learning project.
→ Create a map of community assets and needs.
→ (V) Identify the positive strengths of their community without minimizing its needs. (***Judgment***)
→ (V) Describe the strengths and values that their community offers. (***Gratitude***)

Key Concepts

→ **Community map**: A visual representation or inventory used to identify the resources or assets available in a specific neighborhood or community.
→ **Judgment**[2]: Seeing things objectively and fairly, from all sides.
→ **Gratitude**[3]: Knowing, feeling, and being thankful for all the good things in life.

Activity name	Method name	Time Needed	Materials
1. Community mapping	Facilitated discussion	60 min.	Flipchart paper, markers, colored paper, glue, paper scotch
Total time estimated: 60 minutes			

Description of Activity

Community Mapping (60 minutes)

Note: This exercise is a planning tool that will help pupils to put on paper their community's strengths and assets, as well as its problems, needs, and deficiencies – a way of collecting the information they discovered during their walk.

Set up: Ask the pupils to divide back into their small groups from the walk. Provide each group with a flipchart paper and various art supplies (markers, colored pencils, pens, etc.). Invite each group to draw a map of the part of the community where they walked earlier. (If the club members are not familiar enough with the area and would rather draw a map of a different part of the community, that is fine too.) For this exercise encourage them to start by thinking geographically, although later there may be room to identify non-geographically-bound communities that exist in that area as well.

Facilitation: Once the small groups have identified which geographical community they will map, invite them to draw it on their paper. Include all important features, such as boundaries of the community; roads, paths, bridges, and ports; houses, schools, health centers, monasteries, churches, other institutions and organizations; stores and markets; parks and entertainment spots; etc. Invite them to identify the assets and strengths that these institutions, structures, and people provide for the community, and to mark those assets in a specific color.

Once the map is drawn and its positive features identified, invite the groups to add to the map the less pleasant aspects and problems the community is confronted with. (This could include not just the presence of certain problems, but also the *absence* of certain strengths – for instance, perhaps the map will reveal that there is no green space in a certain residential area, thus making it difficult for citizens to spend time outdoors. They should mark these needs in a different color.

Finally, ask the participants to look at their map as a whole and reflect on the following questions:

→ Which of the needs in our community would we like to get involved in as a group?
→ Why is that problem a priority?
→ What are some of the strengths/assets in the community that might help us work on this problem?

Facilitator's note: Be sure to clarify that not all needs or weaknesses are problems. Problems are actively harmful. However, even if a community has no actively harmful problems, it still might have areas that could be improved!

Once the groups have finished the exercise, invite them to gather back together and present their maps and conclusions to each other. Each small group should explain why they chose the issue they did as a priority, and why they thought it would result in a good community. Allow the large group to discuss the merits of each proposal and, if possible, to settle on an idea for their project. However, be sure to remind the group that the club will have to go through several stages in order to accomplish a community service-learning project, and this is only the first stage.

(Note: You should also make sure that the pupils select a problem that they can realistically address in some way, based on the assets available and abilities they have as a group.)

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→ 1] Burns, Janice C., Pudrzynska, Dagmar Paul, and Silvia R. Paz. 2012. *Participatory Asset Mapping: A Community Research Lab Toolkit.* Advancement Project. Retrieved April 27, 2016 (http://www.communityscience.com/knowledge4equity/AssetMappingToolkit.pdf).
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4.13 Emotions mapping Schools for Sustainable Living

Activity Goal

To examine and reflect on different feelings about the place where we live among both our students and other target members of the community. To record those feelings in an emotion maps that help us understand different views of the place mapped.

Learning Objectives

After this activity, the students will be able to...

→ (K) obtain an overview of the community's views of the place where they live,
→ (V) perceive the different emotions the place elicits in them,
→ (V) perceive and respect diversity and the needs of other people in the community.

Key Concepts

→ An **emotion map** is an instrument for active involvement of citizens in gathering information and opinions about places where they live. The results can inform the process of formulating a vision of the place, investment planning or strategic governance. They can also inspire the students' community service project.

Activity name	Method name	Time needed	Materials
1. **Fun Survey**	Group exploration	35 min	Sheets of paper, pencils, questions for the students (see handout)
2. **Emotion Mapping**	Emotion mapping	45 min	Map of the place of interest (possibly drawn by the students themselves), crayons, paper, pencils
3. **Reflection**	Group discussion	20 min	
Total time estimated: 100 minutes			

Description of activity

Fun Survey

Start by conducting a personal survey of the students. Print out the "questions about the community" sheet below and cut it into individual questions. Provide each student with one question Each question will be assigned to more than one student. Ask students to obtain answers to their respective questions from 3–5 peers and write them down on a sheet of paper. Then ask students with the same questions to work together and compile a shared list. Group presentations follow:

→ *Ask each group to agree which of the answers obtained (up to 2) were the most interesting or surprising.*
→ *Each group should appoint a speaker to present the list by briefly stating what was said and highlighting the selected most interesting or surprising answers.*
→ *Record all places/answers on a flipchart sheet or a large-scale map for the class.*
→ *Always invite the other students to add other answers that were not gathered and presented. At this point, make sure to actually record any such feelings and views of your students that deviate from what was said.*

Subsequently, the students can go out and survey other schoolmates or community members for additional answers.

Questions about the community: *Which local places do you like and why? Which places do you dislike and why? Which local places are you proud of and why? What makes our community unique, well-known? (A product, an event, a personality, a building, a nature site etc.) Which place do you find dangerous and why?*

Emotion Mapping

When your students are done surveying, ask them to work in groups and create the emotion maps of the community. The underlying map should be printed out or drawn by the students first. Different views are represented by colours (crayons, coloured pins, coloured sticky notes) or labels (e.g., smileys). Formulate the following task for the students: "Use colours to mark places in the map in line with the key".

Example key (educators may adapt the typology of places):

→ use brown colour to mark places that are ugly;
→ use green colour to mark places that are nice;
→ ... places of significance;
→ ... places that are dangerous;
→ ... places where we spend our time.

Ask the students to record primarily their views; in addition, though, they may reflect the results of their Fun Survey in the map as well.

Reflection

Compare the different groups' maps for reflection. Try to identify and explain the differences found for each point. In the final discussion, work with the students to summarize the most fundamental aspects (e.g., the different places they like/dislike and why). You can stop at selected problematic or, in contrast, nice places to explore them in more detail. Alternatively, use flipchart paper to compile a list of problematic places for future reference in planning your community service project.

Bibliography

→ https://www.pocitovemapy.cz/

4.14 Service learning project planning IMPACT

Activity Goal

Pupils should walk away from this meeting understanding what community service-learning projects are and what makes this approach to service unique.

Learning Objectives

After this activity, pupils will be able to...

→ (K) Describe a project and a community service-learning project.
→ (K) Define the steps of a community service-learning project.
→ (A) Differentiate between community service and service-learning projects.
→ (V) Manifest interest in the community and its needs/problems and seek practical ways to respond to those needs through community service-learning projects. *(Curiosity)*

Key Concepts

→ **Community Service[1]:** A not-for-pay activity that is performed by someone or a group of people for the benefit of the public or its institutions.
→ **Community Service-Learning Project:** A community service project that also includes and prioritizes learning with and from the community.
→ **Service-Learning[2]:** A learning method that combines civic engagement of students with cognitive learning. Service-learning always consists of two important components: 1) service for other people or the community, where students address real community needs; and 2) learning, where the civic engagement is connected to acquiring new knowledge, skills, and values. This learning happens inadvertently through doing the project, and also through a process of reflection after the service is completed.
→ **Curiosity[2]:** Exploring and seeking for its own sake; taking an interest in all experiences; finding subjects and topics fascinating.

Activity name	Method name	Time Needed	Materials
1. **What is a service-learning project**	Facilitated discussion	40 min.	Flipchart paper, markers, colored paper
Total time estimated: 40 minutes			

Description of Activity

What is a Service-Learning Project? (40 minutes)

Note: This activity introduces the pupils in more detail to service-learning projects and what they are all about.

Set up and facilitation: On a flipchart, write the question, "What is a service-learning project?" and invite pupils to share their ideas with the group. Write their responses on the flipchart. After all the contributions have been shared, synthesize them to share an organized definition such

as "a piece of planned work or an activity that is finished over a period of time and intended to achieve a particular purpose." Be sure to emphasize the following points about projects[5]:

→ Projects are designed to do something or make a change
→ Projects have a starting and ending point
→ Projects can last hours or months or years
→ Projects are not routine; they are special and unique

After coming to a definition of a project, ask participants if they can give practical examples of projects from their daily life. After the pupils share a few ideas, divide the pupils into four groups. Give each group a piece of flipchart paper and markers. Assign each of the groups one of the four situations below and ask them to analyze each of the practical steps that need to be done in order to accomplish the purpose of the project:

→ Organizing a party
→ Cooking dinner
→ Organizing a trip
→ Building a cupboard

Give the groups ten minutes to work, and then invite each of them to briefly present their results to the rest of the group. After each group makes its presentations, summarize the main steps of a project (you can write them on a flipchart or chalkboard ahead of time if you want):

1. Conception (when you envision what the project will look like and what needs it will address)
2. Planning (when you figure out the details of how, when, and who will accomplish the project)
3. Implementation (when you actually do the project)
4. Evaluation (when you finish the project and try to see if you have done it as you planned)
5. Celebration (when you enjoy your accomplishment)

Explain that there are different types of service-learning projects they could do if they want:

→ **Direct projects** tackle a need directly – they are hands-on, usually one-time, and the service is done directly by p. (Example: A pupils clean-up day.)
→ **Indirect** projects find an indirect solution to a need; pupils serve as a conduit for another actor who is then directly involved in solving the problem. (Example: the group pays someone to clean up the park every month.)
→ **Advocacy** projects tackle a need through changing policies and/or laws related to that need in order to affect the system in a way that enables more lasting change. (Example: Petitioning the mayor to institute a littering fine in the park.)

You can also mention that the topics of projects on sustainable development can be quite varied. Once this part of the discussion has been concluded, explain to the group the projects we do are not just service projects, but service-learning projects. Ask for volunteers to read the definitions of service projects, service-learning projects, and service-learning from the first page of this lesson. Then ask the following questions to open a discussion:

→ What do you think differentiates service-learning from just service or volunteering?
→ Why do you think we want you to learn real knowledge, values, and abilities through the projects we do?

After a short discussion, explain the following information to the pupils: both types of projects are designed with the intention of doing good for the community, but there are three important components that distinguish the two. They are as follows:

→ Inclusion of learning objectives into each project – that is, the group can identify what specific things they want to learn in each project.
→ Structured reflection throughout the project – that is, we will be pausing throughout the project to evaluate how well we have been working together, learning, and reaching our goal.
→ A posture of humility and willingness to learn *from* the community, not simply coming in to serve it – that is, we will ask the community to help us throughout our project.

Bibliography

→ [1] Anon. 2011. "Community service." *American Heritage Dictionary of the English Language*. Retrieved April 26, 2016 (http://www.thefreedictionary.com/community+service).
→ [2] Zentner, Sandra. 2011. "Service-learning in German schools. A promising way to get youth involved in active learning and civic engagement." *Lernen Durch Engagement.* Weinheim: Freudenberg Foundation.
→ [3] Rashid, Tayyab, and Canada Afroze Anjum. 2014. "Ways to Use VIA Character Strengths." *Values in Action.* Retrieved April 26, 2016 (http://www.viacharacter.org/resources/ways-to-use-via-character-strengths/).

4.15   How to conduct a report   Young Reporters for the Environment

Activity Goal

Participants should be able present a subject, an issue or an event with a clear and relevant message for the target audience.

Learning Objectives

After this activity, the students will be able to…

→ (K) Recognise the importance of reporting as an essential part in ensuring the visibility and recognition of an activity in local community.
→ (K) Recognise the diversity of events, opinions and interests in the local community and different levels of knowledge about a topic.
→ (S) Prepare, conduct and disseminate a report as a result of investigation and researching solutions.
→ (K, S) Prepare and conduct a report as a relevant and interesting story for the target audience (story telling).

Key Concepts

The **report** is the most basic journalistic form. It tells WHO was involved, WHAT happened, WHERE, TO WHOM, WHEN and, if possible, WHY. It starts with a summary and the most important findings. It should be supported by photos, data and graphics. It contains no personal opinions or feelings of the author. The report is also a method to activate students for involvement in a sustainability issue and can be implemented as individual or group work.

Activity name	Method name	Time needed	Materials
1. Investigation, preparation	Individual work, research, field work	90+ min	Pen, notebook, laptops, voice recorders, mobiles
2. Implementation	Individual work	60+ min	
3. Dissemination	Individual work	30+ min	
4. Reflection	Individual or group work	20+ min	
Time estimated: 200 minutes minimum			

Description of Activity

1. Preparation, investigation:

→ Choose a subject: a problem, an issue, event or a stakeholder. If you find it difficult to pick one, focus on the local level, your local community.
→ Think about how you can present the subject or event; what kind of experts or other stakeholders could be included in your report.
→ Think about how to present and report all the perspectives on the topic. Read and investigate. Thoroughly research of the background, use sources from the local and global contexts.

→ Connect the subject to the global perspective if possible.
→ Visit people and event(s), ask questions, identify different views on the same issue, also search for possible conflicts between opinions.
→ If the report will be conducted as a group work, plan in advance the roles of the students involved. Particularly when producing a video, the group might be split between reporters and technical support.
→ Think about whether a photo report could be conducted. In this case, in-depth knowledge of photography is required.
→ Plan enough time for writing, reporting, or producing your video.

2. Implementation

→ Define your key message. Include the basics: WHO, WHAT, WHERE, WHEN, WHY and HOW. If there is already too much information, choose the most relevant one – formulate the story lead.
→ Choose how all angles and perspectives will be presented and highlighted.
→ Tell it as a story; it could reflect a concrete event, situation, personal experiences (not those of the author).
→ The title is the most important part of your report. It comes at the start. It should be attractive and relevant for your target audience in order to get their attention.
→ Make sure that your report is not too long and make it interesting; not only describe the situation but also add quotes, figures, data, photos and other information.

3. Dissemination

→ Publish or broadcast your report (article, video, audio/radio):
→ printed: magazine (school, local, national),
→ TV (school, local, national),
→ radio (school, local, national),
→ online (school, local, national).
→ Practice the presentation of your report for various meetings, such as community meeting.

4. Reflection

→ Ask yourself or the team:
→ Did the report reflect the topic or issue from different perspectives?
→ Did it get attention, stimulate any reactions?
→ What are the lessons learnt for the author(s)? What could be improved and how?
→ What follow-up steps should be taken next?
→ What next steps could be taken – from the perspective of students as active citizens?

Bibliography

→ [1] Young Reporters for the Environment Handbook for Students & Educators
→ [2] Resources from YRE Slovenia workshops for teachers and students
→ [3] YRE website https://www.yre.global/
→ [4] YRE video tutorials: YRE Article Writing https://www.youtube.com/watch?v=Sf-Z8XGAd9c
→ [5] YRE video tutorials: YRE Photography 101 https://www.youtube.com/watch?v=U91Ahk7dXKg
→ [6] YRE video tutorials: YRE Videography 101 https://www.youtube.com/watch?v=bTT_TZpeNCw

4.16 Community meeting Schools for Sustainable Living

Activity Goal

To present the draft vision of the place ("Our Community in 10 Years") and selected project proposals to other community members. Subsequently, the community will provide students with feedback/comments to supplement their vision and project proposals.

Learning Objectives

After this activity, the students will be able to:
→ (S) cooperate with their local community,
→ (S) present the results of their local vision development exercise.

Key Concepts

→ **Community planning** is a method that helps us elaborate development blueprints for different areas of public life. Its characteristic traits include: involvement of all those affected by the area elaborated, dialogue and negotiation, and reaching an outcome that is accepted and supported by most participants.

This is not an educational unit but a set of instructions on how to organize a community meeting

Stages of a community meeting
1. **Preparing and organizing the meeting**
2. **Community meeting**
3. **Reflection, conclusion**
Total time estimated: Depends on the purpose.

Description of Activity

A TO-DO-LIST can be used to facilitate the preparation and implementation of the community meeting.

Preparing and organizing the meeting

What should be kept in mind and what are all the different things that need to be prepared before the community meeting? A few essentials are listed below:

Before the meeting – premeditate in advance:

Where is the meeting going to take place?
→ school (own premises, easier organization),
→ local council auditorium (may enhance the event's prestige) etc.

Which community members are going to be invited?
→ members of the local administration (responsible officials, councilmembers or councillors),
→ parents, grandparents,
→ fellow teachers and students (depending on situation),

→ members of local NGOs, engaged individuals, entrepreneurs etc.,
→ locals to whom the contents of the presentation may be of concern.

What is going to be on the invitation card?
→ date,
→ time (from/to),
→ place,
→ meeting agenda,
→ contact information,
→ RSVP slip (if necessary) etc.

How are we going to invite those selected?
→ personal invitation (most effective),
→ local press advert,
→ invitation cards mailed (or distributed in person).

How is catering going to be taken care of? For example:
→ students can prepare refreshments during their cooking lessons,
→ the school's cooks can be asked for help,
→ parents and grandparents can be asked for help.

How are students' and citizens' proposals going to be handled after the meeting?
Communicate the school's expectations to local councillors and clarify how students' and citizens' proposals are going to be handled. This is especially important so that we can inform the participants at the end of the meeting about the next steps, how we are going to work with their suggestions, and to prevent making any promises we are unable to keep.

What kind of ground rules are going to govern communication and collaboration at the meeting?
Recall the existing ground rules and see if the same rules will be applicable to communication with adults as well. If the existing rules are inadequate, prepare a suitable rule as an in-meeting addition (see below).

What about VIP guests?
→ What are they going to be tasked with? Tell them in advance.
→ Who is going to attend to them for the entire meeting?
→ Where are they going to be seated? Who is going to introduce them to their seats?

At the day of the meeting
The agenda and any additional information should be written down and posted at the auditorium:
→ the meeting's goal/rationale,
→ the agenda (including times),
→ the tasks to address.

Prepare the auditorium so that people can listen to the presentations without disturbance.
Keep the subsequent press conference in mind. Plan your transition to the World Café session.
As there will be little time for improvisation, make sure to:

→ imagine your "scene transitions" – how the room layout will be changed for different parts of the meeting and who is charged with organizing it,
→ prepare a stock of tables and chairs for the World Café session (the multiple tables layout),
→ post the outputs of your various project stages for the arriving participants to read.

Community meeting

Motivation, introduction (15 minutes)

Give a warm welcome to and introduce your VIP guests (make sure they are addressed properly and introduced in the proper order). Communicate the meeting's rationale (keep it short, as all has been written down and posted in the room):

→ event duration,
→ agenda,
→ instructions,
→ the meeting's goal and output,
→ present the ground rules and make any necessary additions,
→ icebreaker for creating a safe space.

To induce the right atmosphere and help your participants relax, prepare a set of simple questions that each participant answers by simply standing up from his/her seat. Example questions:

→ Who has been a local resident since they were born, for more than 20 years, 10 years, 5 years, who has been living here for less than 5 years?
→ Who has/had their children/grandchildren at our school?
→ Who works locally? Who works within 10 kilometres? Who commutes even further away?
→ Who likes doing/playing sports? Reading? Taking walks? Doing something else (say what in one or two words)?
→ Who is wondering what they are going to hear today, what is going to happen today?

Thank you for your answers. Without further ado, allow us to introduce the first presenters.

Sessions (120 minutes)

Student presentations (30 minutes)

→ How the project proceeded and why we are doing it (5 min)
→ Our vision of the community (10 min)
→ Selected project proposals (15 min)

Press conference (15 minutes)

The goal of the conference is to obtain feedback from the community. At this point, members of the audience should only ask questions and the students should answer them. Make sure to ask the audience not to raise comments or present their ideas just yet. Instead of providing direct feedback, the participants should ask questions and thus help the students uncover any weaknesses and organize their thoughts. The answers are provided collectively by the students (with teacher assistance as needed).

Introduce your press conference as follows:

→ Now you have heard what our students have to say about their vision. Try to think about it and ask questions to get the full picture of their vision or clarify any details that were difficult to understand.
→ The students have touched upon some of the key local needs and problems. Try to think about those and ask the students questions to help them clarify what's missing, whether they're thinking in the right direction etc.

Break for changing the room layout for the local problems debate (15 minutes)

Use the break to work with your students to arrange tables in accordance with the number of project topics/proposals (for larger audiences, prepare two or more tables per topic). Each table should obtain a flipchart sheet with one project topic/proposal, markers and a worksheet with additional questions so that the group knows what to talk about when they run out of ideas, e.g.:

→ What could arise/do I want to arise in the course of project implementation?
→ What should be kept in mind (both general and specific ideas)?
→ Who can help us with this?
→ How can I get involved (financially, materially, through work or advice, etc.)?
→ Can I think of any obstacles to implementing the project?

World Café (60 minutes – depending on the number of project proposals)

After the break, ask your audience to join the students and sit down at the tables, with given number of discussion participants at each table (ideally 4–6). Each group has 10 minutes to discuss and then should quickly move on to the next topic. One person is charged with watching the time and letting the participants know when the first 5 minutes have elapsed and when it is time to move on.

Discussion instructions:

→ Each group should appoint a clerk and a person to read the questions.
→ Start by letting all the participants speak in turns. After everyone has told their opinion, the topic can be discussed without speaking order.
→ The discussion may cover both general and specific recommendations, information, ideas and inspirations, including your personal involvement/assistance.
→ The group has 10 minutes for each topic and then moves on to the next table.
→ Use the flipchart paper on your table to record ideas and comments.
→ The paper sheets should remain at the table, only people move around.
→ At the next table, start with everyone reading what the previous group had to write and then add your own ideas.
→ Mark with a dot any of the previous group's ideas that you agree with or want to support.
→ Each group should only work on two topics. After the second topic, you should return to your first table/topic and join the group that had the same topic (if multiple tables are assigned to each topic).
→ Work together to read the flip chart sheets, agree which items are the most relevant, fundamental or interesting (10 minutes). Then present those items (3 minutes).

Reflection, conclusion

Concluding plenary session (5 minutes + cleaning)

→ Inform your participants how their ideas and comments are going to be handled next and how they can find out about the next steps.
→ Express gratitude for their participation and work at the meeting.
→ Clean the room.

In-class meeting reflection (20 minutes) – the following day at school

Reflect on the way your meeting unfolded and engage the students to develop key insights so that they can further elaborate their vision and project proposals.

Example questions:
Developing insights for further elaboration of the vision:

→ What was it like for you? How did you feel in the process?
→ What were the two key moments of the meeting for you? What did you find surprising, never-thought-of, important?
→ What was key about them? What kind of lesson have you learned from them?
→ How are you going to use it in your further work?

Developing insights on cooperation with the local community:

→ Did you find it difficult to work with unfamiliar adults?
→ How was working with adults different from working with your classmates? What did you find interesting or surprising about communicating with adults?
→ What did you do well and what went not so well?
→ How would you do it next time?

Bibliography:

→ Středisko ekologické výchovy SEVER Horní Maršov o.p.s., *Cesta labyrintem ŠUŽ: Metodika vzdělávacího programu Škola pro Udržitelný Život* www.skolaprozivot.cz]. 2019.

4.17   Post-project reflection activities using VIA tools   IMPACT

Activity Goal

Participants should walk away from this activity being able to self-asses some of their character strengths they developed after the implementation of the Change your role workshops and/or projects.

Learning Objectives

After this activity, pupils will be able to…

→ (V) Honestly and openly share about their strengths and areas for growth in the field of character. *(Judgment)*
→ (V) Express openness to personal growth and developing new values. *(Love of Learning)*

Key Concepts

→ **Love of learning**: Constantly developing new skills and knowledge; mastering new topics, whether on one's own or formally.
→ **Judgment**: Seeing things objectively and fairly, from all sides.
→ **Character**: The sum of characteristics possessed by a person, especially referring to moral qualities, ethical standards, principles, and values that a person puts into action in daily life.

Activity name	Method name	Time Needed	Materials
VIA-character strengths self-assessment (post workshops/project)	Individual and group work	50 min.	Printed versions of the VIA hand-out
Total time estimated: 50 minutes			

Description of Activity

Character strengths development (40 minutes)

Note: The goal of this activity is to re-introduce the participants to the VIA and to help them identify what values they developed after all the workshops done/ or the project they implemented that they consider most important for their lives now.

Set-up and facilitation: Pass out the *Values in Action* handout to the participants. Give them a few minutes for individual re-reading of the list of the 24 specific character strengths. Explain the values which are difficult for them to understand what it means. Then invite the participants to divide into small groups (2-3 members per group) and to choose 3-4 values from the list that they think being part of the workshops/or project they did has helped them to develop in the last period of time. Invite them to circle those values and to write in the margins a specific example of a way in which being involved in these workshops/project has helped them develop this strength. (For example, pupils who picked up trash from a river during their project and never were thanked by anyone may use this as an example of learning *kindness* – doing things for others without

requiring reciprocation.) Or, if they wrote an article and making interviews maybe they developed emotional intelligence because they had to be emphatic and talk and listen to the people.

Once the small group members have chosen 3-4 examples, re-gather the whole group and invite each small group to share their thoughts with the rest of the participants. After everyone has shared, lead a short discussion, using the following questions to get started.

If you have the envelope with the previous reflection exercise use it in the debriefing below.

Debriefing questions:

→ Was it difficult to identify 3-4 values that you have developed in this initiative? Why or why not?
→ Are these values overlapping with the ones you wanted to develop in the beginning? (See Reflection activity VIA-pre). Why/Why not?
→ Where else in your life do you develop values and learn to live them out?
→ Which of the values on the list strikes you as the most important for your life?
→ Which of the values on the list do you think you could still work on improving for being an active citizen fighting for sustainable development?
→ How do your values affect the way you make decisions in your daily life?
→ What challenges might you face when living out your values? How can you overcome those challenges? How can we help in overcoming them?
→ How do these values help you in being an active citizen in the field of sustainable development?

Bibliography:

→ [1] Active Citizenship Curriculum, New Horizons Foundations, Module 1 – Me and my community, 2018, IMPACT Program
→ www.viacharacter.org

Handout: Values in Action

(see page 39)

Meta-Value	Character Strength	
Wisdom	**Creativity**	New ways of thinking and acting.
	Curiosity	Exploring and seeking for its own sake.
	Judgment	Seeing things objectively and fairly, from all sides.
	Love of learning	Constantly developing skills and knowledge.
	Perspective	Seeing in ways that make sense and giving wise counsel.
Courage	**Bravery**	Not shrinking from threat, challenge, difficulty, or pain; acting on convictions even if unpopular.
	Perseverance	Seeing things through despite difficulties.
	Honesty	Presenting oneself in a genuine way; taking responsibility for one's feelings and actions.
	Zest	Enthusiasm for life and living.
Humanity	**Love**	Valuing, sharing, and caring for others.
	Kindness	Doing things for others without requiring reciprocation.
	Social intelligence	Being aware of how yourself and others are motivated, and acting accordingly.
Justice	**Teamwork**	Being socially responsible and loyal.
	Fairness	Treating everyone in a similar way. Being just and without bias.
	Leadership	Driving achievement while maintaining harmony.

Meta-Value	Character Strength	
Temperance	**Forgiveness**	Forgiving wrong-doers rather than seeking punishment or revenge.
	Humility	Not putting oneself above others. Letting achievements speak for themselves.
	Prudence	Not taking undue risks or doing what you will regret.
	Self-regulation	Controlling one's emotions and actions according to one's values.
Transcendence	**Wonder**	Appreciating beauty and excellence.
	Gratitude	Knowing, feeling, and being thankful for all the good things in life.
	Hope	Positively expecting the best and working to achieve it
	Humor	Enjoying laughter and making people laugh. Seeing the lighter side of life.
	Spirituality	Having coherent beliefs in a higher purpose and the meaning of life.

4.18 Reflection activities-Map of experiences IMPACT

Activity Goal

Participants should walk away from this activity being able to self-assess some of their character strengths they believe they have now, and identify two-character strengths they developed during the project they implemented.

Learning Objectives

After this activity, pupils will be able to...

→ (V) Honestly and openly share about their strengths and areas for growth in the field of character. *(Judgment)*
→ (V) Express openness to personal growth and developing new values. *(Love of Learning)*

Key Concepts

→ **Love of learning**[1]: Constantly developing new skills and knowledge; mastering new topics, whether on one's own or formally.
→ **Judgment**[2]: Seeing things objectively and fairly, from all sides.
→ **Self-awareness**: A clear perception and understanding of your own personality, including strengths, weaknesses, thoughts, beliefs, motivations, and emotions.
→ **Character**: The sum of characteristics possessed by a person, especially referring to moral qualities, ethical standards, principles, and values that a person puts into action in daily life.

Activity name	Method name	Time Needed	Materials
The map of experiences	Group work	60 min.	Markers, flipchart paper, printed or drowned areas of the map
Total time estimated: 60 minutes			

Description of Activity

The map of experiences (50 minutes)

Note: The map of experiences can be used for individual reflection, but it is best used for group reflection, after the implementation of a Service-Learning project, a place based learning project or after participating in a more complex learning experience. The map of experiences is a creative tool that stimulates reflection and communication in large groups, as well as in smaller groups (4 to 8 people); stimulates creativity and associations; helps develop the emotional intelligence of the pupils; helps pupils understand their experience and their learning process; encourages participation and perception sharing of the same experience; You can use this instrument after the completion of all the other workshops or after the completion of a project the pupils implemented.

Set up and facilitation: Having finalized a Service-Learning project or a place based learning project, propose an analysis of the most intense moments of the planning and implementation of the project, using the map of experiences.

→ Split the pupils in 3, at most 4 groups. Each group will receive a flip chart sheet, markers and post its. Place an example of a Map of Experiences on the wall and present it in short, proposing examples with the names of the areas on the map and how they can be interpreted (see the areas of the map bellow). You can draw symbols for each area. In the Handouts you have an example of the Romanian map, but you can draw your own symbols and add/remove experiences in the map.

→ Invite the pupils to analyze the experience of the project/workshops in groups and to draw, using the flip chart papers and the markers, their own map of experiences, as the group saw, heard, felt, lived, interpreted and concluded, but using the areas from Our Map of Experiences or adding other areas too.

→ In the end, invite each group to present their map, arguing why they chose the areas they did, what they mean to them and how they associate the image, the name of the area and what they perceived that moment of their experience until now.

While there are 18 areas on the map, they can only choose those relevant to their experience – they don't have to use all the areas and symbols. For each area they can write the name of the area or/and make also a symbol for that area. The group work duration can be between 20 and 40 minutes, according to the group size and the degree of complexity of the experience they are processing.

The group sharing duration can be between 5 and 10 minutes/group, according to the complexity of the activity and the level of reflection of the group.

The last set of questions helps us transfer the conclusions, the recently learnt lesson, in other contexts in life or in other knowledge areas: where could I use what I concluded, what could I do differently, can I make a commitment, etc.

You can ask a few supporting questions when each group presents their map to ensure that the pupils go through all the reflection steps: Analysis, Interpreting and Transfer.

Areas on the map	Potential questions to ask as facilitator during presentations
The spring of curiosity	What made you most curious? What intrigued you?
The bridge of planning	How did you plan? What did you do exactly? What challenges did you face? What accomplishments did you have?
The wind of fear	What were your main fears? Where did they come from? How did you overcome them?
The storm of emotions	What were your main emotions/feelings? Please describe them. What caused them? How did you react?
The clouds of tension	Is there anything that made you tense? What? Why do you think you were tense? Where did you get stuck most in the activity? Did you overcome this obstacle? How? What were the ingredients?
The blocking swamp	
The sun of inspiration	What inspired you? How did you use this inspiration?

Areas on the map	Potential questions to ask as facilitator during presentations
The tree of trust	What made you trusting/distrusting? How was it built? How does trust help?
The wind of change	How does this learning experience change you? How are you different from now on?
The desert of confusion	What was most confusing? Why did the confusion appear? Did you overcome it? How?
The trees of happiness/satisfaction	What were the most satisfactory and joyful moments? How and why did they appear? What did you do as a group or individually in that moment?
The river of tensions	What were the tensest moments? What caused them? How did you react to the tension? Did you overcome it? If so, how?
The lake of clarity	What brought clarity to your experience? Who and what helped bring it about? What state were you in during that moment of clarity? How did you feel?
The waterfall of solutions	What were the solutions you identified? How did you find them? How did finding them make you feel?
The avalanche of problems	What were the biggest challenges or problems you encountered? How did you feel? What did you learn from them?
The rain of similarities	What similarities did you find between your experience and other situations in your life? What did you discover during the experience – about yourselves, the others, the group, the activity, etc.?
The mountain of discoveries	What was confirmed during the experience – about yourselves, the others, the group, the activity, etc.?
The cave of the future	What will you do differently after this experience? Do you have a plan for the future?

Bibliography:

→ [1] Instrument developed by New Horizons Foundation (2018) – author Maria Butyka

Handout (Romanian sample)
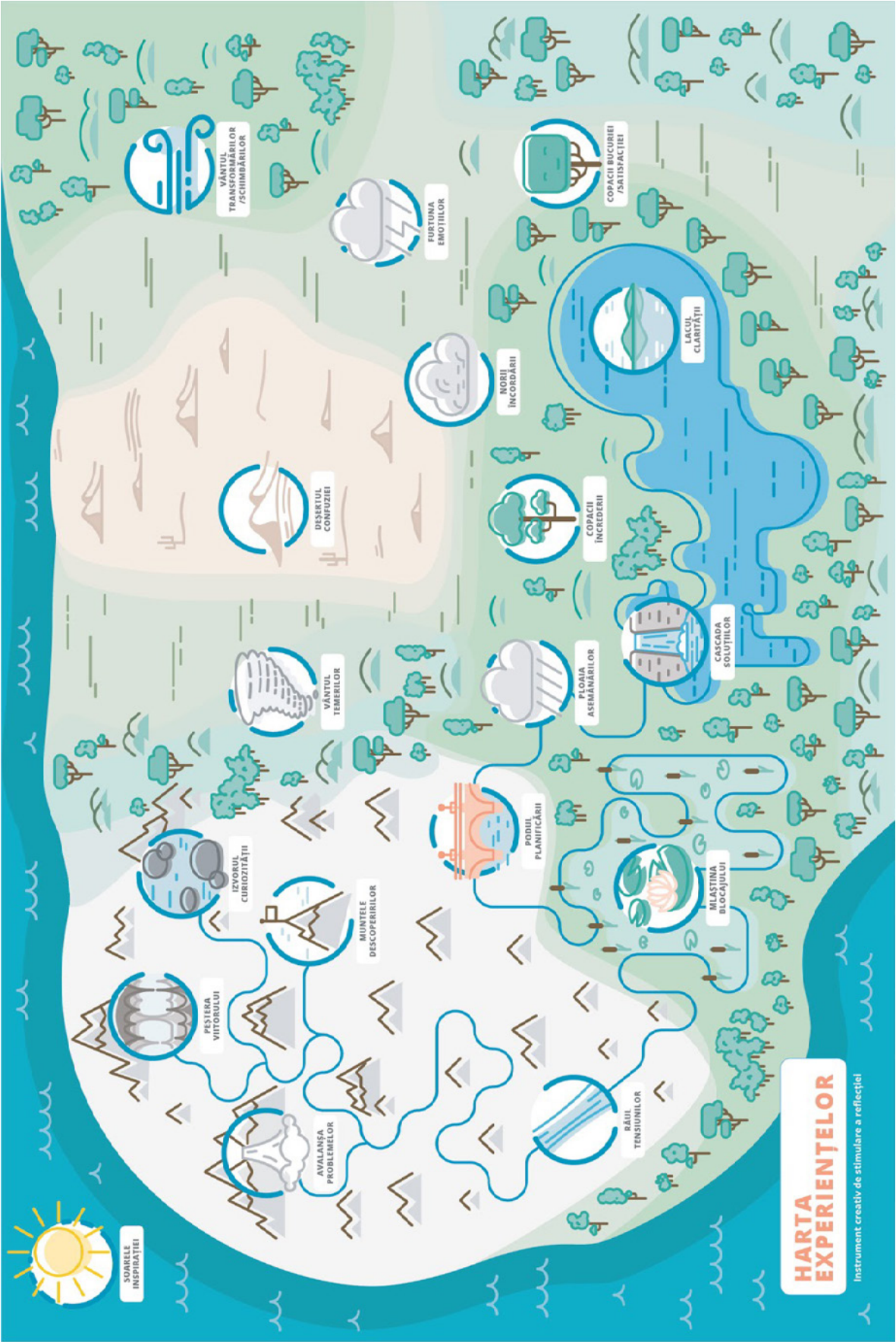
4.19   How to conduct a commentary
Young Reporters for the Environment

Activity Goal

Participants should be able to express their arguments and opinion about a specific problem, issue or solution and to propose alternatives.

Learning Objectives

After this activity, the students will be able to…

→ (K) Recognise the importance of investigation before exposing specific issues in a community and voicing an opinion about it.
→ (K) Recognise the importance of being well informed and educated for facing and addressing specific topics or issues in the form of a commentary.
→ (S) Prepare well to present their points of view, critiques etc. about specific issues or to get involved in the process of finding a solution.
→ (S) Conduct and disseminate a commentary as a journalistic form.
→ (K, S) Formulate and present one's (personal) opinion based on objective arguments.

Key Concepts

→ A **commentary** is a personal reflection on a particular topic. In the media, commentaries are written or presented by journalists who have been following the topic for a longer time and got to know it well. This form differs from a report, which also presents more sides and perspectives but stays neutral.

Activity name	Method name	Time needed	Materials
1. Preparation	Individual work, research, field work	90+ min	Pen, notebook, laptop, camera
2. Implementation	Individual work	60+ min	
3. Dissemination	Individual work	30+ min	
4. Reflection	Individual or group work	20+ min	
Time estimated: 180 minutes minimum			

Description of Activity

1. Preparation:

→ Research the issue using different – even contrary – sources in order to get acquainted and start formulating your point of view and perspective.

→ Tell the story: present different facts and aspects of the issue (as in a report) but then start defining your key thesis and arguments – take the spotlight with your personal perspective and possible solution.
→ Define how your commentary is going to be implemented: written, video, audio. Plan enough time for writing or recording.

2. Implementation

→ Write your commentary. It should be relevant, interesting and well argued.
→ It can be presented in a written, audio or video form. The commentary usually includes a photo of the author.

3. Dissemination

→ Publish or broadcast your commentary (article, video, audio/radio):
→ printed: magazine (school, local, national),
→ TV (school, local, national),
→ radio (school, local, national),
→ online (school, local, national).

4. Reflection

→ Reflection could be done individually and also in a group:
→ Was the commentary the right form to address or highlight the issue or present the solution?
→ How has it contributed to an improvement of the issue?
→ What could be improved?
→ Has it stimulated any positive reactions or measures?
→ What follow-up steps should be taken next?
→ Plan your next YRE activity (interview, questionnaire, report).

Bibliography

→ [1] Resources from YRE Slovenia workshops for teachers and students
→ [2] YRE website https://www.yre.global/

Chapter 5

Testimonials collected from the teachers involved in the project

Below you will find reflections by the teachers who tested the methodologies of the three partners, both offline and online. Though we all (i.e. the staff of the three partners and the teachers) thought, at the beginning of the pandemic, that online implementation of activities involving sensory perception, community walks, interviewing community members etc. would be impossible, we managed to continue the project online through common effort and 1000% imagination and creativity. The result was a beautiful combination of offline (small-group) and online activities and discovery of new ways of using our methodologies without affecting the results. The teachers who participated in the project inspired us with their motivation, resilience and the joy of trying new things, even in time of hardship. "Chapeau" to them all and a big Thank you!

Romania

Stage 1 with teachers – offline

Sustainable life (CZ)

After the marshmallow challenge, which revealed many facets of effective teamwork, the kids at the youth club IMPACT 36 CreActorii started to tackle the spaghetti building. They sought to build the tallest possible tower, with a minimum number of legs and a meringue at the top, from the perspective of sustainable development. Thus they understood that to be sustainable, this tower must use its resources with maximum efficiency. The minimum number of legs was three, which reminded the 8th graders of the three non-collinear points that determine a plan. This helped us draw a link to the next activity, the three pillars of sustainable development: economic, social and environmental. And because the class had just spent six hours being students, we thought of somewhat changing the roles: each group had to prepare a material, as creatively as possible, about one of the pillars of SD and to present it to everyone from the teacher's position for us all to understand what it entails.

Place visioning and/or project planning (CZ)

Although the students from the local IMPACT club had enjoyed a break from reports and tests, they did not forget where we had ended at the last meeting, and after studying, they presented to their colleagues, succinctly, creatively and very clearly, the meaning of those three pillars that support sustainable development (economic, social and environmental). Then, in the role of good advisers to the mayor of the imaginary city of Macanesti, they identified sustainable solutions for using a derelict park. To promote tourism in the old city, with its legendary largest ducks in the

world, they designed a place for bird watching sessions and outdoor movie watching, inspired by a former citizen who had invested in a such a cinema and in a film art school.

The Hero's Journey (CZ)

The students from the club loved the movie and had profound discussions about the qualities of a hero, about not giving up and learning from one's mistakes, about the desire to "fly" (achieve one's dreams). I believe the movie is a very good introduction to the active citizenship topic, motivating students to get ready for learning new things about themselves and to get involved in community projects.

Stage 2 – online

Sensory perception: As in March 2020 the COVID-19 crisis affected humanity and the educational systems across the globe, the activities with teachers in Romania were adapted in their own way. Some of the activities of the Schools for Sustainable Development and the Young Reporters for the Environment were presented online, during two webinars with teachers and students. The activities we used from Schools of Sustainable Development (CZ) were adapted versions of **Sensory Perception** and **Emotions Mapping.** From Young Reporters for Environment (SI) we presented the **Interview**, a method that students and teachers used in documenting their maps.

Though challenging, the distance learning gave us the opportunity to try new modalities of using the partners' methodologies in the online environment.

After two webinars in which we presented the (adapted) methodologies, our teachers created an online map of their communities in the format of a "community museum" and shared it with the public. The online platform they used, ArtSteps, uses the motto "Make your own VR Exhibitions".

Czech Republic

VIA characters (RO)

Our pupils really enjoyed this activity. This was perhaps the first time they thought about themselves and the qualities of their classmates. They internalised their qualities and learned that being able to know oneself and to actively use one's strengths is very important in life. I recommend doing most of the steps in small groups, not individually, as most pupils were too shy to point out their strengths, so their group did it for them.

Community mapping (RO)

This is a very attractive tool for pupils to visualise their community, its needs and problems. It brings a different point of view than verbal or mathematical description. Visualisation leads to a stronger realisation of what and where is really happening around the pupil, showing spatial connections between problems. We hope this tool will continue to be available online in the future.

Interview (SI)

Our pupils decided to write an article on their project intentions. They came up with five project ideas and wanted to add opinions of the members of the community to the article. Therefore, they decided to use the interviewing know-how and conduct some interviews in the community. This activity was done in small groups of three pupils who were interested in this topic and carefully followed the instructions. Our pupils said it helped them to feel confident interviewing members of their community. As a teacher I can say the structure is very logical and easily understood by the pupils.

Experience mapping (RO)

Thank you so much for this tool!!! Doing reflection on activities is always a challenge for me, no matter how important it is, and very often it can be boring for pupils. Not this one though! A very, very nice idea, we just adapted the geographical names and added places that are found exclusively in our village. My colleague is also going to use this tool, not for reflection but for the Czech language class.

Slovenia

What is a community & active citizenship? (RO)

The activity was adapted for online instruction but practically connected to the real situation: how to reduce waste in a local community. Students aged 13 to 14 were introduced to the story of Ubuntu and received questions to guide their analysis of the story. They developed their own views of a community based on written questions and shared their views on a virtual wall which, however, could not replace the in-person interaction between students. Thinking about the meaning of active citizenship was much more challenging and difficult. In the last part of the course, the students were invited to think/propose how to reduce waste in their community.

Students aged 15 to 18 were more confident and collaborative when sharing and shaping their definition of the community. They considered the term active citizenship to be closer to politics.

According to our experiences from both the primary school and the secondary school group, the questions and debates about active citizenship were more challenging and therefore needed to be more fully mastered. The activity does not take a lot of time to implement and thus could be included to enrich several local community projects. Above all, the activity is practical, fairly universal and relatable to many sustainable development goals. It encourages students to think and share their views, opinions and fundamental values, providing an initial impulse and eliciting the desire for positive change in a community.
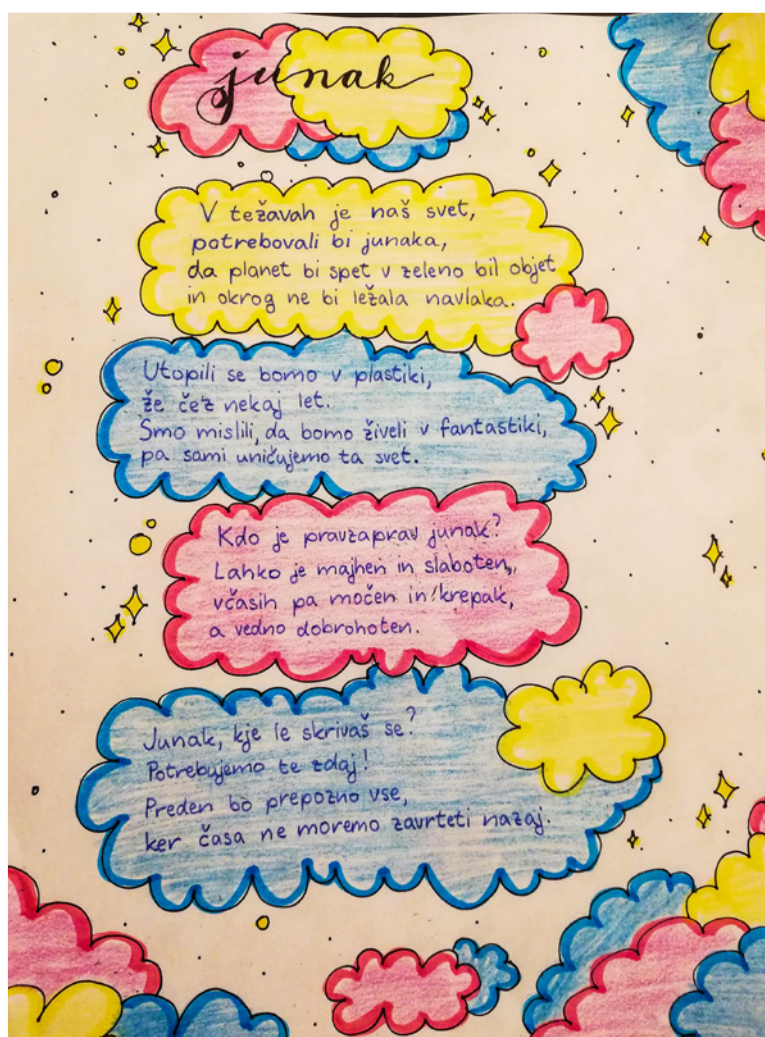
Community walk (CZ)

The instructions for the community walk were presented online to a group of students aged 13 in the context of distance schooling. Students were asked to follow instructions and work on questions related to the walk. Due to the pandemic situation, each student did the walking and community exploring by himself/herself individually. Students liked the activity because they went outside and explored their community, proposed innovations, changes etc. Surely it would be even more effective and interesting if implemented in person. The activity will be repeated as group work when schools reopen.

Place visioning (CZ)

The activity was implemented online: after it was introduced to a small group of students aged 12 and 13 as stated in the activity description, the students were invited to share their ideas and perspective of the place. At the beginning of the discussion, they needed more guidance and support as they felt mostly satisfied with the place. After a while, they started to present and share their ideas and used a spreadsheet to formulate new ideas about the community. At the end, they made interesting suggestions on how they saw their community in the next 10 years. It is advisable to support students in "thinking outside the box" and creating a future perspective of their community.

Sustainable life (CZ)

The activity seemed challenging because of its duration, the context of on-line instruction and implementation at home, as well as the fact that it was addressed to secondary school students. The first activity – Playing Fishermen – was carried out at home with the family. We decided to adapt the game by reducing the number of fishermen (to match the family size) and consequently the number of fish in the pond. We used a kitchen table for the pond and various pens (pencils, crayons, felt-tip pens) for the fish. At the Marshmallow Challenge, some students also used other materials to assemble the tower, replacing spaghetti with toothpicks or pens. Instead of pennies, they used duct tape, hot glue etc. The Pillars of Sustainable Development activity was carried out individually based on the activity description. After an initial group conversation, each student them prepared their own patterns and presentations for all three pillars. The third activity was carried out by pairs of students collaborating online, which seemed to be effective.

After finishing all three parts of the Sustainable Life activity, we estimated that it is well designed but more suitable for students younger than 15 years. We would have rather dedicated this time to the third part of the task, as it is much more extensive and therefore requires more time to complete. For that part, more concrete information about the place could be provided to make a detailed plan of the specific place. A few students drew an urban design plan in AutoCAD.

Above all, the students definitely liked the project approach, the possibility to present their work in journalistic form and to plan the development of a concrete place.

The Hero's Journey (CZ)

The students found the activity very interesting and motivating; eventually, more than 80 students from 11 to 14 years old participated during their Slovene language classes. The activity instructions were clear and simple to follow; we added questions about the environment. Our students enjoyed working in groups as they analysed and expressed their opinions, experiences, comments. They realised there are no right/wrong answers; it is more important to share one's arguments. Their engagement resulted in a series of land art works, writings, poems, drawings, and graphic presentations of their opinions.

Because of the great response elicited among students, we intend to continue using these methods to increase students' level of interest and responsiveness. They could be included in other lessons (biology, science, …). The Hero's Journey allows students to develop their own creativity in a relaxed context. It does not give the impression of classical instruction and students learn without being aware of it, which provides better and more lasting results. It also helps to develop cooperation among teachers.

Visioning – pink glasses (CZ)

Our students met three times to prepare and implement the activity as instructed. Starting with the first exercise, the students shared their ideas for visualising the place they want to live in. In the next lesson, the students pondered on what their dream home would look like. We talked about improvements, changes, additions etc. The students presented their ideas to the art teacher and additionally created wonderful artworks reflecting their vision of the place. The activity stimulates innovative and creative ways of thinking, sharing and presenting one's vision of place and community. The students were excited and happy to present a future vision of their place. Another outcome of the collaboration and student involvement was a video presenting the activity and concluding with an appeal to everyone to contribute to the vision of the place.

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SEVER
STŘEDISKO EKOLOGICKÉ VÝCHOVY

DRUŠTVO ZA OKOLJSKO VZGOJO EVROPE V SLOVENIJI
FEE DOVES

Noi Orizonturi
pentru tineri și comunitate