



Funded by  
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# Green Game

Psychoeducational material for  
classroom activities to promote pro-  
environmental behavior change

## Teacher's Manual



## Green Game: Manual for the teacher

The Green Game intervention focuses on the notion that individual decisions in everyday life can have either a positive or a negative impact on the environment. Especially, if an individual learns, commits, and engages in environmentally friendly behaviours from a young age, this enhances the possibility of becoming an environmentally conscious adult following a sustainable way of living.

The main message is: However small, every action matters and we all play a role in creating a more sustainable future. Furthermore, different lifestyle choices, that affect the environment that we live in, are interrelated:

For example, how we consume and what we consume affects world water supplies, world energy reserves and eventually life on the planet. This is something important to keep in mind, since it reinforces the message that every action matters and affects the environment in many and different ways.

The aim of Green Game is to trigger thoughts, begin a discussion with students and motivate them to explore further these ideas.

This manual offers guidelines to implement step by step the Green Game psychoeducational programs in the classroom.

The program focuses on 7 topics that are linked to environmental issues:

1. Choosing and consuming green products
2. Conserving water
3. Saving electricity
4. Using sustainable or eco-friendly means of transportation (public, transportation, bike, walking)
5. Reusing
6. Recycling
7. Properly disposing of non-recyclable waste

For each topic you will find:

A short presentation in video format to watch with students. The video introduces the topic, provides facts and information, triggers ideas and invites students to offer their own.

A set of questions to promote interactive conversation in the classroom about the topic, after the video.

A classroom activity suitable for students 10-14 years old that promotes further learning, critical thinking, opinion making, problem solving in a engaging and playful way.

A set of questions to draw the main conclusions and ideas about how to best address the environmental issue in question.

A mindfulness practice to gather attention and concentration inwards, to thoughts and feelings that were brought up by all the above (video, activities, discussion) and to offer a space to think in silence, personal commitment and change.

My personal commitment plan: Establish a commitment to follow 1-3 changes for the next week (or longer if it is more suitable for your class, but do not exceed a limited period of 15 days) and keep a weekly record of the progress.

#### A Reminder

A set of follow up questions to review progress

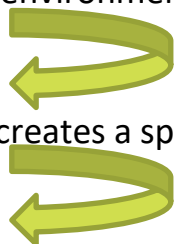
All the above, aim to make sustainable lifestyles and pro-environmental choices more accessible, attractive, fun and acceptable by peers. Mostly, they aim to lead to willingness and personal commitment to start from small steps to make changes.

The intervention is implemented step – by – step:

First, students are presented with a video that discusses an environmental issue giving facts, but also proposing the idea of simple changes in everyday life habits and behaviors

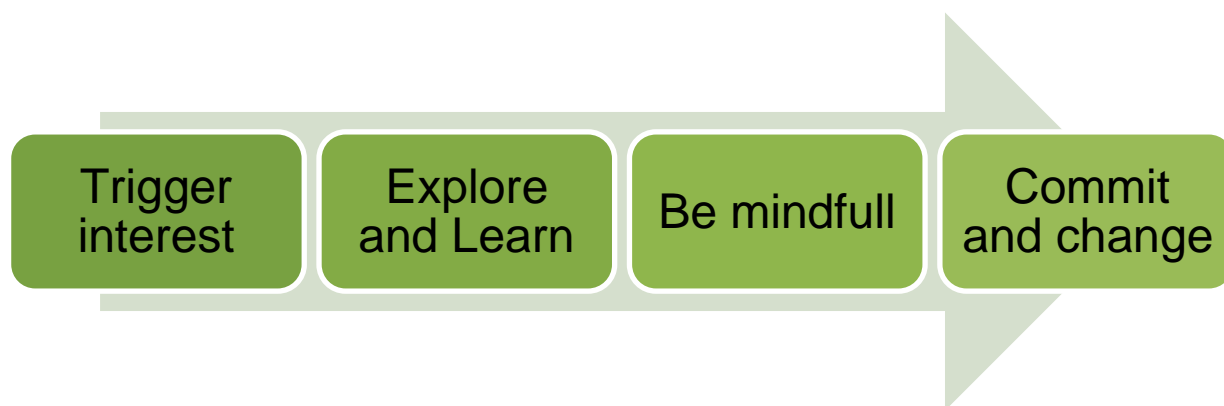


Then, discussion and activities are used for exploration and learning. Based on their ideas, problem solving skills, creativity, collaboration and peer support, students articulate what individuals can do to address each environmental issue



Then a short mindfulness practice creates a space for self-reflection and

Then each student decides what is their part in the solution and how they are going to contribute starting from simple, everyday life changes, and willingly committing to them.



In more detail:

**Video:** It is the introduction to the topic as it presents the main subject of discussion and offers ideas for behavior change. It gives you the opportunity to trigger thoughts, ideas, and classroom discussion about a specific environmental issue. All videos offer some facts and ideas to explore further. You will find questions to help you encourage the discussion after the video presentation. All videos end with a true, simple and easy to remember message: *“The planet needs a rest, to renew itself, so ... ”*

The idea is for students to discover their part in this necessary process of allowing our planet to rest and renew.

**Activities:** For every topic there is a proposed activity. The main aim is to continue to engage students in elaborating the environmental issue, in an interactive, creative, and playful way. You can adjust the activities in any way that suits time limitations and needs of your students more. For example, you will find activities such as **“The Green influencer”** or **“TikTok video”** that can be adjusted to all the topics, by changing the main theme and adjusting the questions. Others are specific to a topic.

Some activities are suitable for students 10-14 years old. Others are offered dividing students in two groups: 10-11 (or 12) and 12-14. Read both options and decide which is more suitable for your class.

All the activities can be implemented using simple and sustainable materials.

After every activity, encourage students to discuss their experience and their findings and to explore more their thoughts and feelings. Summarize the most important ideas and help them develop and verbalize the suggested actions they are willing to take.

Please read any requirements before implementing the activity, such as materials needed (e.g., pens, paints, etc.). Also, read if you need to notify students prior to the activity or prior to the mindfulness practice to bring something from their home (e.g., an item they want to swap or a small fruit).

All the activities are time-limited so that you can implement them during maximum 2 school hours. The aim is to bring the environmental issue in student's everyday lives. Not as an event that ends, but as something to work on and reflect on every day and on a weekly basis. Additionally, you will find suggestions to continue working with your class and develop further their ideas, engaging school and family.

To support you, there are some recommended sites that you can visit.

**Mindfulness practices:** Mindfulness is the skill to connect with our experience in the present moment and notice without judgment what takes place inside of us. All the above (video, activity, discussion) create a certain experience which is important to help students explore. Mindfulness practices are short and invite students to turn their attention inwards and investigate with interest and curiosity what they think and feel. This exploration is supported by some suggested reflective questions or imagery, especially for certain topics.

**Personal commitment and action plan:** At the end of this process, invite students to think 1-3 behaviors that they are willing to engage the following week (or maximum 2 weeks). Offer them a weekly record to check and write their progress.

**Reminder:** Materials that were used during the activity or something symbolically connected to the topic is used as a reminder. Put it in a place so all students can see it and encourage them to keep it in mind to refresh their commitment to their personal goals.

**Follow up:** After a week (or 2) discuss with students their progress. Give them feedback. Encourage them to continue, by engaging them in reflecting on their initial commitment plan. A set of questions offers the opportunity for reflection and for further commitment.

If they are willing, take the idea further and organize a school event based on the concept that you worked with them.

After completing one topic, set the stage for working on the next

Finally, throughout the intervention it is important to maintain an attitude of interest in the students' ideas and discoveries, combined with optimism. In particular, encourage students to discuss ways to solve environmental problems. This means you need to ask them frequently what they think would be an optimal solution to the problem and their part in it. Encourage them to express as many solutions as possible, foster collaboration and creativity, and remind them that the most important changes start from small but steady steps, from this moment on.

## 1. Consumption of Green Products

Step 1: Watch the video together with the students and afterwards invite a short discussion

Questions to elicit thoughts and promote dialogue

- *“What have you heard about...?”*
- *Which are the main consequences?*
- *Which consequences affect us in the present moment?*
- *What is the prognosis for the future?*
- *Which different aspects of the issue are highlighted in the video?*
- *What do you know and what do you think about this issue?*
- *Is it something that you are familiar with? Or something that you don't know and want to learn more?*
- *Ask and investigate how students feel about this environmental issue (Hopeful? Helpless?)*

*Keep the dialogue short and mainly as an introduction to the topic. Summarize main conclusions. Students will have the opportunity to discuss further during and after the activity.*

## Step 2: Activity and constructive dialogue

<b>Main objective</b>	Trigger thoughts, ideas and personal goals towards a more sustainable diet and food choices by engaging students to pick basic concepts of the topic and suggest specific actions, based on creativity, imagination, and teamwork.
<b>Title of activity</b>	“The Green Products” advertisement maker “The Green Products Influencer”
<b>Recommended age group</b>	10-12 “The Green Products” advertisement maker 13-14 “The Green Products influencer”
<b>Estimated time requirement</b>	65’
<b>Supplies / materials</b>	No materials needed
<b>Preparation steps</b>	No preparation needed. It is optional to rearrange the classroom for students to work in groups of maximum 5 persons.
<b>Step by step description of the activity</b>	<p>Invite students to form groups of 4 to 5 persons. Then ask them if they know what an advertisement maker (or influencer) is? What is his/her main activity? How does he/she achieve the desired outcome?</p> <p>If they do not know, have a brief discussion to explain that an advertisement maker creates advertisements to influence people towards certain items and behaviors and an influencer is a person that many people follow on social media.</p> <p>Explain to them that they are going to imagine that they are advertisement makers (or influencers), and their goal is to make a video about green product consumption. An advertisement maker (and an influencer) by making videos on specific subjects, influences people’s opinions, behaviors, and choices.</p>

Invite students to discuss making the scenario of an imaginary video on eating green products: what would they say, what would they do...how would they direct the video?

Every group chooses one representative to make the presentation of the imaginary video in the classroom any way they prefer. The rest of the group helps by acting, dancing, singing, drawing, etc.

The instructions for making the scenario of the imaginary video are:

1. The imaginary video must be short (up to 1 minute).
2. Must give basic info of the subject and propose one (1) specific action to take.
3. Should be appealing to young people.
4. Be creative!

Inform students that they have 40' minutes to prepare before the presentation.

After the 40' have each team present their imaginary video and then start a discussion. Each group has 5-6 minutes to present their idea

**Recommended questions for promoting dialogue after the activity**

Ask teams to give feedback on another team's ideas reminding them to be polite and focus on constructive criticism.

Help students give feedback by asking them:

- What impressed you in your classmates' video?
- What did you learn in your classmates' video?
- After watching the video, would you engage in this specific action for a whole week?
- Why is green eating important for us and for the environment?
- What was new for you about green products consumption?
- What things can you do to encourage local and seasonal consumption individually or in your family and in your school?
- What are you going to do differently starting from today?



	<ul style="list-style-type: none"> <li>-Are there some barriers or difficulties that you think you are going to face?</li> <li>-How are you going to address the difficulties? (Encourage students to think as many solutions as possible using their creativity and imagination)</li> <li>-Why do you think some people don't engage in these actions? What would help them to start?</li> <li>-What do you want to learn more about this topic?</li> <li>-How can you incorporate what you learnt from this activity in your daily life, in your family and in your school?</li> <li>-What did you learn that you want to share with someone else? Whom will you share it with?</li> </ul>
<p><b>Potential barriers</b></p>	
<p><b>Additional activity ideas</b></p>	<p>You may propose to students to continue working with their group during the week and take the idea further by making an actual video to present afterwards in the classroom. In such a case, make sure to have the parents' written consent for their children to participate in a video. You may need to prepare a form of consent that will inform parents that the video is for educational reasons and will be presented in the classroom only.</p> <p>Alternatively suggest to students, by keeping the same groups, to make research online on interesting videos on the topic of green products and make a presentation in the class after a week.</p>
<p><b>Free resources and recommended websites</b></p>	<p>Explore Seasonal Fruit and Vegetables in Europe   Eufic We Eat Responsibly  <a href="https://www.foodcarbon.co.uk/carbon_emissions.html">https://www.foodcarbon.co.uk/carbon_emissions.html</a>  <a href="http://www.foodemissions.com/foodemissions/Calculator">http://www.foodemissions.com/foodemissions/Calculator</a>  <a href="http://www.eatlowcarbon.org/">http://www.eatlowcarbon.org/</a>  <a href="https://myemissions.green/food-carbon-footprint-calculator/">https://myemissions.green/food-carbon-footprint-calculator/</a></p>

### Step 3: Mindfulness Practice – “The journey”

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Ask students, the previous day, to bring with them several fruits or vegetables. For the practice you will need a small part from each fruit or vegetable. For example, a tangerine will be divided so students can have a slice of it. So, for the purpose of the practice one tangerine is going to be given to 5 students. Or an apple can be divided in slices also to 4-5 students. So, ask a specific number of fruits or vegetables, given the total number of your students. Make sure you have them clean and divided in slices before you begin.

Offer students a slice from the fruits or vegetables. Invite them to sit comfortably on their chair and keep it in the palm of their hand.

Ask them to explore it with a site. What do they see? Invite them for a few moments to explore with interest colours, shapes, details, differences in colours on the surface or under light.

Pause for a few seconds.

Then ask them to explore how it feels in their hands, its temperature, its texture...

Pause for a few seconds.

Now invite them to bring the slice of fruit/vegetable gently near to their nose and if they feel comfortable to close their eyes. Invite them to explore its smell and aromas.

Ask them to see in the mind's eyes what images, thoughts and feelings are present.

Invite them to think about its journey, from a small seed, growing under the surface of earth.

The person that took care of it while growing. Imagine its journey as seasons changed. The cold winds, the rain, the bright sun... Imagine it while growing...

Pause for a few seconds.

Invite them to imagine the journey from earth to the palm of their hand. How many people are involved? How much effort does it take? Imagine the travel...people, machines, vehicles...

Pause for a few seconds.

Then, invite students to bring it inside the mouth and explore their experience. See how it feels on their teeth, on their tongue and then take a bite and notice feelings and sensations as they consume it...

Pause for a few seconds. And then ask students to open their eyes.

After the activity, you may want to initiate a reflection on the experience by using open questions such as:

1. What did you notice during the activity?
2. What were your feelings?
3. What thoughts came to mind about the fruit or vegetable and its journey from earth to you?

### Step 4: Goal setting

Ask students to close their eyes (or lower their gaze) for a few moments. Guide them, with a calm tone of voice, to bring in mind the whole experience: Starting from watching the video, the activity, the main points that came out from the discussion, the mindfulness practice. Then, you may say the following and ask a reflective question:

*“As you have this experience in your mind and heart, what are some things that you can do the following week to eat more sustainably?”*

Afterwards, invite them to open their eyes and write down 1-3 things that they feel they can commit themselves to do the following week to contribute to the aim of a more green and sustainable diet.

Show them an example of a weekly record to follow their progress. Adjust the following if students are willing to commit for 2 weeks.

My personal commitment plan	Behaviour 1	Behaviour 2	Behaviour 3
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

### Step 5: Reminder

Plant together with your students some seeds. Put them near a window. Decide how you will take care of them. Who will water the seeds, how will they collect the water (e.g., you can have a team collecting water from rain, or from water that students brought to school and would otherwise spill when they would return home).

Invite them to explore daily its journey to life and keep it as a reminder for their commitment to a sustainable diet.

### Step 6: Short discussion after one week

After a week (or two) come back to your previous topic by firstly connecting the students with it. You can simply show them the reminder of the topic, and kindly ask them to close their eyes, take a breath and notice what thoughts and feelings come up now about it.

After a short pause, ask them to take another breath and invite them to open their eyes and share their thoughts.

You can encourage the discussion and sharing by making questions like:

*What did you notice during the week that followed our activities and discussion about choosing a sustainable diet?*

*Did you do something differently?*

*Did you follow your personal goals and if not, what difficulty did you experience?*

*Did you try to get over these difficulties and how? (You can invite students to brainstorm, and problem solve depending on the difficulties. Invite them to help each other by sharing ideas)*

*Do you wish to add something new to your list of personal goals or make some changes to it to be workable?*

*How do you wish to continue?*

Finally, set the stage for exploring the next topic and encourage them to see how it complements the previous one.

## 2. Saving Electricity

Step 1: Watch the video together with the students and afterwards invite a short discussion

## Questions to elicit thoughts and promote dialogue

- *“What have you heard about...?”*
- *Which are the main consequences?*
- *Which consequences affect us in the present moment?*
- *What is the prognosis for the future?*
- *Which different aspects of the issue are highlighted in the video?*
- *What do you know and what do you think about this issue?*
- *Is it something that you are familiar with? Or something that you don't know and want to learn more?*
- *Ask and investigate how students feel about this environmental issue (Hopeful? Helpless?)*

*Keep the dialogue short and mainly as an introduction to the topic. Summarize main conclusions. Students will have the opportunity to discuss further during and after the activity.*

## Step 2: Activity and Constructive dialogue (option for students 10–12 years old)

<b>Main objective</b>	Trigger thoughts and ideas for wiser use of electricity in everyday activities and work towards setting goals for energy saving
<b>Title of activity</b>	Two challenges are better than one: care and save
<b>Recommended age group</b>	10-12
<b>Estimated time requirement</b>	45 minutes
<b>Supplies / materials</b>	<ul style="list-style-type: none"> <li>• A dice</li> <li>• 10 questions written on paper for the teacher to ask students</li> </ul> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. In order not to spoil the food that has just come out of the oven, should I immediately put it in the fridge? (No, otherwise it takes extra energy for the fridge to cool it down)</li> <li>2. I can fill up the kettle up to the top when boiling water? (No, it's better to fill it with just the amount of water you need because this way you stop the unnecessary electricity you need for heating water you will waste).</li> <li>3. When you leave your home you should only turn off the lights? (No, you should also turn off all the electrical appliances)</li> <li>4. You can leave your computer on when you are not using it (No, it consumes energy if you leave it on)</li> <li>5. Is it best to reheat a soup using the stove or the microwave? (The microwave because it reheats the soup in less time)</li> <li>5. Is it better to open the fridge door intermittently 6 times in a row for 10 seconds each time, or leave it open for one minute straight?</li> <li>6. Is it the teacher's responsibility to turn off the lights in the classroom? (No, everybody has this responsibility, and all can contribute)</li> <li>7. Ideally, the school hallway lights should always be on, so students don't fall (No, we can turn them off depending on the circumstances)</li> </ol>

8. Do I save energy if I use triple chips?
9. Should I use the microwave to defrost food?
10. Is it enough to disconnect the charging cable from the mobile phone when charging is finished?
11. How do we save more electricity from TV? Placing it on standby mode or turning it off?
12. What should you do with the curtains in the winter? (Close them because a lot of heat can be lost through windows or if it is a sunny day open them to use sunlight as much as possible).
13. What should you do with the curtains in the summer (open them to use sunlight as much as possible)





**Preparation steps**

- You have several format/options you can choose to play the game:
  - Board Game (made with cardboard) to play on a table
  - Board Game (made with cardboard) to play on the floor
  - Board Game made with chalk to play on the floor for example of the schoolyard
  - Alternatively, you can also arrange chairs in a row (2 rows = 2 groups) so that students can move from one chair to another depending on their correct answers (in this case you don't need a board game).



**Step by step description of the activity**

- Divide the class into 2 groups
- Each group selects its representative who will be the team pawn
- Any member of the group that is playing can answer
- Both teams roll the dice to see who starts the game
- The teacher asks the question regarding the game board number (square) where the student ended up
- If the pawn/group answers correctly, they roll the dice again; if they don't get it right, it moves to the other team/pawn and so on until the end of the game
- There should be a symbolic prize for the winning team – for example becoming responsible for watching the use of lights in the classroom for the next week (turn them off if it's sunny, turn them off when class finishes etc.)

<p><b>Recommended questions for promoting dialogue after the activity</b></p>	<ul style="list-style-type: none"> <li>• List how many times you used electricity the previous day.</li> <li>• List what you should have done and did not do to save electricity.</li> <li>• Do you think that you follow the recommendations for saving electricity on a day-to-day basis?             <ul style="list-style-type: none"> <li>- If yes, what are your specific actions? How do you manage to follow them?</li> <li>- If not, what are the specific actions you could, but you miss? What are the reasons?</li> </ul> </li> <li>• When asked to save electricity, do you feel restricted? Does it prevent you from doing things?             <ul style="list-style-type: none"> <li>• If so, in which activities do you feel restricted?</li> </ul> </li> <li>• Why is saving electricity, specifically at your house, so important?</li> <li>• Why is saving electricity, in general, important in your community, in your city and around the world?</li> <li>• After this activity and conversation do you think you'll be able to implement more and more electricity saving guidelines at your house?</li> <li>• If not, why not?</li> </ul>
<p><b>Potential barriers</b></p>	<p>Difficulties in answering more specific or tricky questions like “Do I save energy if I use triple chips?” or understand why standby equipment or plugged even if not at use, also consumes energy. Teacher should be prepared to help and explain.</p>
<p><b>Additional activity ideas</b></p>	<p>You can invite students to use their daily records for a whole month and organize a “saving electricity” competition. Winner is the student that records daily (or weekly) the higher number of desired behaviors. Think of a symbolic prize.</p>
<p><b>Free resources and recommended websites</b></p>	<p>What is electricity/Where does it comes from: <a href="https://www.youtube.com/watch?v=t09pAwLICC4">https://www.youtube.com/watch?v=t09pAwLICC4</a> How to save electricity: <a href="https://www.youtube.com/watch?v=h4RmNNve3lc">https://www.youtube.com/watch?v=h4RmNNve3lc</a> Environmental Footprint: <a href="https://www.youtube.com/watch?v=p9cCFBcVRO4">https://www.youtube.com/watch?v=p9cCFBcVRO4</a></p>

## Step 2: Activity and Constructive dialogue (option for students 12-14 years old)

This is an alternative activity for teenagers (you can offer it to students younger if they are familiar with TikTok)

<b>Main objective</b>	The same as in activity 1
<b>Title of activity</b>	TikTok Electric Shock – Make the most energizing video!
<b>Recommended age group</b>	12-14
<b>Estimated time requirement</b>	65' minutes
<b>Supplies / materials</b>	
<b>Preparation steps</b>	
<b>Step by step description of the activity</b>	<p>Invite students to form groups of 4 to 5 persons.</p> <p>Explain to them that they are going to make the scenario for a video that is going to be uploaded on TikTok. The theme is saving electricity and their aim is to make the most catchy and trendy video. A video that will influence others of the same age.</p> <p>Invite students to discuss making the scenario of the TikTok video: what would they say, what would they do...how would they direct the video? Which music or song would they choose? How is it going to be presented?</p> <p>Invite them to brainstorm ideas: The video can be a song created by them (rap, hip-hop, etc.), a choreographed dance, theater, or whatever suits best as long as the content draws attention to the topic</p> <p>After defining the style of the video, create the scenario and the script while choosing both the protagonists and the extras.</p>

Every group chooses one representative to make the presentation of the TikTok video in the rest of the classroom. Then all group members present their idea any way they prefer.

The instructions for making the scenario of the TikTok video are:

- It should be short (up to 5 minutes).
- Must give basic info of the problem and propose at least 3 specific actions to take.
- Should be appealing to young people.
- Should aim for many visits, likes, and positive comments.

Inform students that they have 40' minutes to prepare before the presentation.

Then they will have 5-6' minutes for every group to present their imaginary video.

### Recommended questions for promoting dialogue after the activity

- Ask teams to give feedback on another team's ideas reminding them to be polite and focus on constructive criticism. Help students give feedback by asking them:
  - What impressed you in your classmates' video?
  - What did you learn in your classmates' video about saving electricity?
  - After watching the video, would you engage in the proposed actions for a whole week?
  - Why is saving electricity important for us and for the environment?
  - What things can you do towards the aim of saving electricity in your family and in your school?
  - What are you going to do differently starting from today?

	<ul style="list-style-type: none"> <li>-Are there some barriers or difficulties that you think you are going to face?</li> <li>-How are you going to address the difficulties? (Encourage students to think as many solutions as possible using their creativity and imagination)</li> <li>-Why do you think some people don't engage in these actions? What would help them to start?</li> <li>-What do you want to learn more about this topic?</li> <li>-How can you incorporate what you learnt from this activity in your daily life, in your family and in your school?</li> <li>-What did you learn that you want to share with someone else? Whom will you share it with?</li> </ul>
<b>Potential barriers</b>	
<b>Additional activity ideas</b>	
<b>Free resources and recommended websites</b>	<p><a href="http://www.greeneducationfoundation.org/green-energy-challenge-menu/curriculum-and-activities/energy-activities.html">http://www.greeneducationfoundation.org/green-energy-challenge-menu/curriculum-and-activities/energy-activities.html</a></p> <p><a href="https://www.footprintcalculator.org/home/en">https://www.footprintcalculator.org/home/en</a></p> <p><a href="http://energiafantasma.pt/quiz-energia-fantasma/">http://energiafantasma.pt/quiz-energia-fantasma/</a> (PT only)</p>

### Step 3: Mindfulness Practice – “My daily journey”

Ask students to sit comfortably and close their eyes or lower their gaze. Invite them to bring to mind a typical day. Imagine themselves waking up. What do they do? What activities need electricity? Do they move from bedroom to bathroom forgetting to turn off the lights? Do they keep the refrigerator open for a lot of minutes, searching for something for breakfast? Do they throw away water because they heated more than they needed? Do they leave the boiler on more than needed? Do they take long showers? Do they leave their computer on?...

Ask them to follow themselves throughout the day till night when they go to sleep. Do they turn off devices they don't use? Do they leave TV on Standby? Do they fall asleep in front of the TV?

Now ask them to follow themselves throughout the day, from waking up till falling asleep. This time invite them to imagine that they remember to do all the things they miss or forget. Give them examples, such as: «Now watch yourself filling the kettle with just one cup of water...” .... “Now see yourself turning off the TV before going to sleep” ...

### Step 4: Goal setting

As they have their eyes closed (or lowered gaze) guide them, with a calm tone of voice, to bring in mind the whole experience: Starting from watching the video, the activity, the main points that came out from the discussion, the mindfulness practice.

Then, you may say the following and ask a reflective question:

*“As you have this experience in your mind and heart, what are some things that you can do the following week to save electricity in your daily life?”*

Afterwards, invite them to open their eyes and write down 1-3 things that they feel they can commit themselves to do the following week to contribute to the aim of wise use of electricity and energy saving.

Show them an example of a weekly record to follow their progress. Adjust the following if students are willing to commit for 2 weeks.

My personal commitment plan	Behaviour 1	Behaviour 2	Behaviour 3
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

### Step 5: Reminder

Ask students to decide a phrase or a word that would function as a reminder of their daily goals the following week. They can choose the more inspiring or the funniest one. It may be something that came up as a motto from the TikTok activity (if you choose this one for your classroom). Write it on a piece of paper and have them all sign it.

Put it on a spot where everybody can see it. Remind them daily to look at it.

### Step 6: Short discussion after one week

After a week (or two) come back to your previous topic by firstly connecting the students with it. You can simply show them the reminder of the topic, and kindly ask them to close their eyes, take a breath and notice what thoughts and feelings come up now about it.

After a short pause, ask them to take another breath and invite them to open their eyes and share their thoughts.

You can encourage the discussion and sharing by making questions like:

*What did you notice during the week that followed our activities and discussion about wise use of electricity and electricity saving?*

*Did you do something differently?*

*Did you follow your personal goals and if not, what difficulty did you experience?*

*Did you try to get over these difficulties and how? (You can invite students to brainstorm, and problem solve depending on the difficulties. Invite them to help each other by sharing ideas)*

*Do you wish to add something new to your list of personal goals or make some changes to it to be workable?*

*How do you wish to continue?*

Finally, set the stage for exploring the next topic and encourage them to see how it complements the previous one.

### 3. Saving Water

Step 1: Watch the video together with the students and afterwards invite a short discussion

Questions to elicit thoughts and promote dialogue

- *“What have you heard about...?”*
- *Which are the main consequences?*
- *Which consequences affect us in the present moment?*
- *What is the prognosis for the future?*
- *Which different aspects of the issue are highlighted in the video?*
- *What do you know and what do you think about this issue?*
- *Is it something that you are familiar with? Or something that you don't know and want to learn more?*
- *Ask and investigate how students feel about this environmental issue (Hopeful? Helpless?)*



*Keep the dialogue short and mainly as an introduction to the topic. Summarize main conclusions. Students will have the opportunity to discuss further during and after the activity.*

### Step 2: Activity and Constructive dialogue (option for students 10–11 years old)

<b>Main objective</b>	Trigger thoughts and ideas for a wiser water consumption in everyday life and work towards setting goals for saving water by understanding the concept of personal water footprint.
<b>Title of activity</b>	“A postcard to remember!” For a very forgetful friend
<b>Recommended age group</b>	10-11 years old
<b>Estimated time requirement</b>	60minutes
<b>Supplies / materials</b>	Cartons to make a large postcard, colored pens, stickers etc.
<b>Preparation steps</b>	It will be useful to read prior to the activity about the concept of water footprint <a href="https://waterfootprint.org/en/">https://waterfootprint.org/en/</a>
<b>Step by step description of the activity</b>	<p>Ask all students to contribute to a discussion about everyday activities that they think are related to water consumption and how these affect water savings worldwide.</p> <p>Write them on a whiteboard, so all students can see.</p> <p>Connect these activities with the concept of personal water print</p> <p>Divide students in small groups (3-4 students each).</p> <p>Explain that the purpose of the project is to write a postcard and send it to a friend on the World Water Day celebrated every 22 of March.</p>

Invite them to collaborate and brainstorm on what should be the content of the postcard. They have 40 minutes to think and write the content.

Give them clues such as:

- Why is it important to save water?
- How life would be if there is no drinkable water
- Ways to save water in everyday life
- Ways to save water in school

Invite them to be creative, don't just mention things they already heard. They can think of their own households, habits, and everyday routines. Encourage them to think and offer solutions to their friend, if he might face challenges such as: - He/she doesn't have a dishwasher at home, or it is not working

Finally, invite students to think of ways to help their friend remember what is important to do, because he has good intentions, but is extremely forgetful.

Make the card attractive, so that he/she would like to keep it.

Also, consider the space: messages should be short, direct, motivational, since they cannot write a very lengthy text.

After finishing the card, each group gives theirs to another group.

Students read each other's cards and are invited to make some comments about why this card is interesting, fun etc. Remind them to be polite when giving and receiving feedback.

<p><b>Recommended questions for promoting dialogue after the activity</b></p>	<p>-What impressed you in your classmates' cards?</p>
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de Gerabense (S. Cosme), Valóris e Boaviz

	<ul style="list-style-type: none"> <li>-What did you learn by reading their cards?</li> <li>-After reading them, would you engage in the proposed actions for a whole week?</li> <li>-Did you find the reminders to the forgetful friend helpful? In what way?</li> <li>-Why is saving water important for us and for the environment?</li> <li>-What was new for you about learning ways to reduce water waste?</li> <li>-What things can you do to support less water waste individually, in your family and in your school?</li> <li>-What are you going to do differently starting from today?</li> <li>-Are there some barriers or difficulties that you think you are going to face?</li> <li>-How are you going to address the difficulties? (Encourage students to think as many solutions as possible using their creative and imagination)</li> <li>-Why do you think some people don't engage in these actions? What would help them to start?</li> <li>-What did you learn that you want to share with someone else? Who will you share it with?</li> <li>-What do you want to learn more about this topic?</li> <li>-How can you incorporate what you learnt from this activity in your daily life, in your family and in your school?</li> </ul>
<p><b>Potential barriers</b></p>	
<p><b>Additional activity ideas</b></p>	
<p><b>Free resources and recommended websites</b></p>	

## Step 2: Activity and Constructive dialogue (option for students 12-14 years old)

<b>Main objective</b>	The same as in activity 1
<b>Title of activity</b>	“Water is everywhere: Let’s do the Math!”
<b>Recommended age group</b>	12-14
<b>Estimated time requirement</b>	35 - 45 minutes
<b>Supplies / materials</b>	Internet access <a href="https://www.watercalculator.org/">https://www.watercalculator.org/</a>
<b>Preparation steps</b>	The teacher should explore the idea of indirect (virtual) water use to help students understand the interconnectedness between everyday lifestyle choices and wise use of water and water saving. Watch prior to the presentation in class the video: Where is water? The water rooms UNESCO World Water Rooms <a href="https://www.youtube.com/watch?v=b1f-G6v3voA&amp;t=338s">https://www.youtube.com/watch?v=b1f-G6v3voA&amp;t=338s</a>
<b>Step by step description of the activity</b>	<p>Divide class into groups of 3-5 students to discuss how they use water daily. Ask them to write down all the activities that they think are related to water consumption.</p> <p>Ask each group to share their conclusions.</p> <p>What did students include in their answers? It is expected to give answers about domestic use, such as: cooking, cleaning, teeth brushing, bathing, flushing the toilet, watering lawn, etc.</p> <p>This is the direct water use (the obvious one).</p> <p>But are they aware of indirect (virtual) water use in their everyday choices and activities? (The hidden one).</p> <p>If they are, ask them to explain how they understand the concept: indirect (virtual) water use</p> <p>If not, set the question: What do you think is indirect (virtual) water use? Is it important? Why?</p> <p>Ask groups to share.</p> <p>It is important to understand that we need water for everything we do, from transportation to electricity, to what we wear, to cook, clean etc.</p> <p>Write on board:</p>

Personal water footprint = Obvious (Direct) + Hidden (Virtual)

Invite them to discover theirs by providing some facts.  
“Perhaps you all have heard about the need to reduce our water consumption. But where do you consume it?”

Apart from the obvious use (drinking, showering, cooking), did you know that one kg of cotton takes around 20,000 liters of water? This amount of cotton is enough to make one t-shirt and one pair of jeans!

Now, how many T-shirts and jeans are we wearing right now?  
Write on board the number.

“What does it mean in terms of liters?”

Calculate and write on board the total amount in liters.

Continue: “How many T-shirts and jeans do you have at home? On an average?” Again calculate.

“What does it mean in terms of liters?”

Calculate and write on board the total amount in liters.

“Have you ever thought how much water is needed to grow the food that comes in our plate? For example: Did you know that a burger needs 3,000 liters to be made. How often do you eat burgers? Your friends? Family?”

Even the fuel we use to travel needs water in the making process. How often do you travel every day? Your family? Let’s do the math!”

After giving these facts, invite students to work again in groups and discuss:

How do foods we eat, products we buy, means of transportation affect freshwater resources? Make a list of habits they have, products they buy, or foods that need water. Add them to the list they made above (water for obvious domestic use).

Invite them to use the water footprint calculator (<https://www.watercalculator.org/>) to calculate how much water they consume on a daily basis. Let them explore the idea of **personal water footprint**. No need to make a final estimation,

	<p>just to become aware of the amount of water they use. Invite them to explore further by using the calculator again at home.</p> <p>Finally, set a team goal: to lower your water footprint as much as possible: “From where will you start? Brainstorm!” Ask them to be creative and produce as many ideas as possible.</p> <p>Ask groups to share and write on a whiteboard/blackboard the ideas.</p> <p>Vote for the most fun and creative.</p> <p>Vote for the most realistic, ones that they can implement starting from today</p>
<p><b>Recommended questions for promoting dialogue after the activity</b></p>	<ul style="list-style-type: none"> <li>-How could we rethink our water consumption habits to create a more sustainable future?</li> <li>-What actions can we take to help conserve freshwater resources directly? Focus on domestic use (changes that can be made when using water to brush teeth, shower, clean a plate etc.)</li> <li>-What actions can we take to help conserve freshwater resources indirectly?</li> <li>-How will this affect the freshwater supplies for people in countries where these are limited?</li> <li>- How can I lower my personal water footprint? My family’s? My school’s?</li> <li>-Are there some barriers or difficulties that you think you are going to face?</li> <li>-How are you going to address the difficulties? (Encourage students to think as many solutions as possible using their creativity and imagination)</li> <li>-Why do you think some people don’t engage in these actions? What would help them to start?</li> <li>-What did you learn that you want to share with someone else? Who will you share it with?</li> <li>-What do you want to learn more about this topic?</li> <li>-How can you incorporate what you learnt from this activity in your daily life, in your family and in your school?</li> </ul>



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<b>Potential barriers</b>	
<b>Additional activity ideas</b>	
<b>Free resources and recommended websites</b>	<a href="https://www.watercalculator.org/wfc2/">https://www.watercalculator.org/wfc2/</a> <a href="https://waterfootprint.org/en/resources/interactive-tools/personal-water-footprint-calculator/personal-calculator-extended/">https://waterfootprint.org/en/resources/interactive-tools/personal-water-footprint-calculator/personal-calculator-extended/</a> <a href="https://www.waterwise.org.uk/save-water/">https://www.waterwise.org.uk/save-water/</a>

### Step 3: Mindfulness Practice – “A drop of water”

Ask students to sit comfortably and close their eyes or lower their gaze. Take a few deep breaths.

Guide them with a calm and steady tone of voice to imagine the life cycle of water.

“Bring in mind the clear, blue sea. Take a breath and imagine a small drop of water from the sea, evaporating to the sky. Becoming part of a white cloud. (Pause)

Imagine the cloud traveling in the vastness of the sky, taken away by the wind. (Pause)

As seasons change, the clouds become dark and rain starts to pour down. (Pause)

The small drop becomes a drop again and reaches the soil.

Feeding the ground.

Feeding the food that comes into your body. Becoming water that you drink to refresh yourself. (Pause).

This little drop of water becomes a part of you. (Pause)

### Step 4: Goal setting

As they have their eyes closed (or lowered gaze) guide them, with a calm tone of voice, to bring in mind the whole experience: Starting from watching the video, the activity, the main points that came out from the discussion, the mindfulness practice.

Then, you may say the following and ask a reflective question:

*“As you have this experience in your mind and heart, what are some things that you can do the following week to save water in your daily life?”*

Afterwards, invite them to open their eyes and write down 1-3 things that they feel they can commit themselves to do the following week to contribute to the aim of wise use of water and water saving.

Show them an example of a weekly record to follow their progress. Adjust the following if students are willing to commit for 2 weeks.

<b>My personal commitment plan</b>	Behaviour 1	Behaviour 2	Behavior 3
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

### Step 5: Reminder

Bring again in front of students the seeds you planted with them. Observe them as they grow. Let it become once more a reminder for the coming week for their daily goals. They can choose how they are going to save water to water it.

Put it on a spot where everybody can see it. Remind students daily to look at them and observe them, every little change, every little detail. Remind them of the importance of every little drop of water, and its contribution in life.



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## Step 6: Short discussion after one week

After a week (or two) come back to your previous topic by firstly connecting the students with it. You can simply show them the reminder of the topic, and kindly ask them to close their eyes, take a breath and notice what thoughts and feelings come up now about it.

After a short pause, ask them to take another breath and invite them to open their eyes and share their thoughts.

You can encourage the discussion and sharing by making questions like:

*What did you notice during the week that followed our activities and discussion about saving water and wise use of water in our everyday activities and lifestyle choices?*

*Did you do something differently?*

*Did you follow your personal goals and if not, what difficulty did you experience?*

*Did you try to get over these difficulties and how?* (You can invite students to brainstorm, and problem solve depending on the difficulties. Invite them to help each other by sharing ideas)

*Do you wish to add something new to your list of personal goals or make some changes to it to be workable?*

*How do you wish to continue?*

Finally, set the stage for exploring the next topic and encourage them to see how it complements the previous one.

## 4. Transportation

Step 1: Watch the video together with the students and afterwards invite a short discussion

### Questions to elicit thoughts and promote dialogue

- “What have you heard about...?”
- Which are the main consequences?
- Which consequences affect us in the present moment?
- What is the prognosis for the future?
- Which different aspects of the issue are highlighted in the video?
- What do you know and what do you think about this issue?
- Is it something that you are familiar with? Or something that you don't know and want to learn more?
- Ask and investigate how students feel about this environmental issue (Hopeful? Helpless?)

Keep the dialogue short and mainly as an introduction to the topic. Summarize main conclusions. Students will have the opportunity to discuss further during and after the activity.

### Step 2: Activity and Constructive dialogue

<b>Main objective</b>	Trigger thoughts and ideas concerning the impact of transportation on the environment. Work towards setting goals for eco-friendly transportation and lowering personal carbon footprint.
<b>Title of activity</b>	“If it was a color”
<b>Recommended age group</b>	10-14
<b>Estimated time requirement</b>	50' minutes
<b>Supplies / materials</b>	<p>Pictures of means of transportation that students will work on, glue, colored markers, a piece of cardboard to make a poster</p> <p>Internet access to search for information</p> <p>Online calculator to calculate amount of CO2 released by individuals and households <a href="https://www.carbonfootprint.com/calculator.aspx">https://www.carbonfootprint.com/calculator.aspx</a></p>
<b>Preparation steps</b>	

<p><b>Step by step description of the activity</b></p>	<p>Divide students in groups of 3-5. Each group is responsible to make a presentation about a mean of transport:</p> <ol style="list-style-type: none"> <li>1. Airplane</li> <li>2. Ship</li> <li>3. Train</li> <li>4. Bus</li> <li>5. Bicycle</li> <li>6. Walking</li> <li>7. Car</li> </ol> <p>Group members work collaboratively to find information about each means of transport: its history, pros and cons, and consequences for the environment. Invite them to calculate the CO<sub>2</sub> when using it (Online calculator).</p> <p>When ready, each group makes a presentation about a particular means for transport. The presentation should make clear why to use it, and when. When to avoid it and how.</p> <p>If green is the color that represents the one with no or less carbon footprint and black the color that represents the one with the largest amount of carbon footprint, what color would describe the best each mean of transport.</p> <p>Use glue and put the pictures of each means of transport on the cardboard inside of three circles: green, gray, black depending on the above conclusions.</p> <p>Invite students to reflect on the information gained from watching the video and listening to the presentations. What are some conclusions?</p>
<p><b>Recommended questions for promoting dialogue after the activity</b></p>	<p>-How could we rethink the way we travel to create a more sustainable future?</p>

	<p>-Why are the means of transport important for us and for the environment?</p> <p>-What was new for you concerning means of travel and environmental problems?</p> <p>-What things can you do to support an eco-friendly way of travel and transportation individually, in your family, in your school?</p> <p>-What are you going to do differently starting from today?</p> <p>-Are there some barriers or difficulties that you think you are going to face?</p> <p>-How are you going to address the difficulties? (Encourage students to think as many solutions as possible using their creativity and imagination)</p> <p>-Why do you think some people don't engage in these actions? What would help them to start?</p> <p>-What did you learn that you want to share with someone else? Who will you share it with?</p> <p>-What do you want to learn more about this topic?</p> <p>-How can you incorporate what you learnt from this activity in your daily life, in your family and in your school?</p>
<b>Potential barriers</b>	
<b>Additional activity ideas</b>	
<b>Free resources and recommended websites</b>	<ul style="list-style-type: none"> <li>• <a href="https://ourworldindata.org/ghg-emissions-by-sector">https://ourworldindata.org/ghg-emissions-by-sector</a></li> <li>• <a href="https://ourworldindata.org/co2-emissions-from-aviation">https://ourworldindata.org/co2-emissions-from-aviation</a></li> </ul> <p><a href="https://www.epa.gov/transportation-air-pollution-and-climate-change/carbon-pollution-transportation">https://www.epa.gov/transportation-air-pollution-and-climate-change/carbon-pollution-transportation</a></p>

### Step 3: Mindfulness Practice – “A mindful walk”

Ask students to follow you outdoors. Choose a place in the school yard where you will have some quiet space for this activity. If the weather conditions don't allow you to go outdoors,

stay in the classroom but ask students to help you rearrange the furniture so that there is some free space to walk.

Invite students to stand and take a few deep breaths.

Then ask them to close their eyes and take one mindful step. That means to focus their attention on the details of this one single move. So, ask them to lift their foot from the ground slowly, observe the motion in their whole body, feel sensations and then place the foot on the ground.

Ask them to open their eyes and continue this way with the next step.

Invite them to explore how it feels to walk with all their attention on the experience of walking.

Notice every detail of this experience and especially how they feel when walking in the open space. Invite them to feel the air on their face, the sun on their skin.

Invite them to be open to sounds.

Allow them to continue by themselves following a short path for a few moments.

### Step 4: Goal setting

When you return to class, if you were outdoors, ask students to close their eyes (or lower their gaze) and guide them, with a calm tone of voice, to bring in mind the whole experience: Starting from watching the video, the activity, the main points that came out from the discussion, the mindfulness practice.

Then, you may say the following and ask a reflective question:

*“As you have this experience in your mind and heart, what are some things that you can do the following week towards choosing an eco-friendly mean of transportation and lowering your personal carbon footprint?”*

Afterwards, invite them to open their eyes and write down 1-3 things that they feel they can commit themselves to do the following week to contribute to the aim of sustainable and eco-friendly transportation.

Show them an example of a weekly record to follow their progress. Adjust the following if students are willing to commit for 2 weeks.

My personal commitment plan	Behaviour 1	Behaviour 2	Behaviour 3
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

### Step 5: Reminder

Place the cardboard from the activity in a spot that every student can see. Invite them daily to look and use it as a reminder for the following week for their daily goals.

## Step 6: Short discussion after one week

After a week (or two) come back to your previous topic by firstly connecting the students with it. You can simply show them the reminder of the topic, and kindly ask them to close their eyes, take a breath and notice what thoughts and feelings come up now about it.

After a short pause, ask them to take another breath and invite them to open their eyes and share their thoughts.

You can encourage the discussion and sharing by making questions like:

*What did you notice during the week that followed our activities and discussion about choosing eco-friendly transportation and lowering your personal carbon footprint?*

*Did you do something differently?*

*Did you follow your personal goals and if not, what difficulty did you experience?*

*Did you try to get over these difficulties and how?* (You can invite students to brainstorm, and problem solve depending on the difficulties. Invite them to help each other by sharing ideas)

*Do you wish to add something new to your list of personal goals or make some changes to it to be workable?*

*How do you wish to continue?*

Finally, set the stage for exploring the next topic and encourage them to see how it complements the previous one.

## 5. Reusing

Step 1: Watch the video together with the students and afterwards invite a short discussion

### Questions to elicit thoughts and promote dialogue

- “What have you heard about...?”
- Which are the main consequences?
- Which consequences affect us in the present moment?
- What is the prognosis for the future?
- Which different aspects of the issue are highlighted in the video?
- What do you know and what do you think about this issue?
- Is it something that you are familiar with? Or something that you don't know and want to learn more?
- Ask and investigate how students feel about this environmental issue (Hopeful? Helpless?)

Keep the dialogue short and mainly as an introduction to the topic. Summarize main conclusions. Students will have the opportunity to discuss further during and after the activity.

### Step 2: Activity and Discussion

<b>Main objective</b>	Trigger thoughts, ideas, and personal goals towards reusing items and reducing waste
<b>Title of activity</b>	“Organize a swap shop”
<b>Recommended age group</b>	10-14
<b>Estimated time requirement</b>	45’ – 60’
<b>Supplies / materials</b>	Various items that students would enjoy swapping (e.g. clothes, CDs, DVDs, toys, books etc.) in good condition, not broken or dirty.
<b>Preparation steps</b>	<p>Inform students about the swap shop and encourage them to collect items that they don't need any more and they would like to swap.</p> <p>You must decide when students should start collecting items to bring in, how many students should be in the “shop” at a time and how the swapping will take place.</p>



	<p>Plan where remaining items will be distributed. To a charity? Or back home with the students who brought them. Make sure everyone knows this and agrees.</p>
<p><b>Step by step description of the activity</b></p>	<p>Make an introduction about the importance of reusing items and waste reduction.</p> <p>Assign students and volunteers to help organize items.</p> <p>Invite them to see the number of items that otherwise would go to waste.</p> <p>Illustrate in action how items they no longer use, can give joy, and be used by others, contributing to waste reduction.</p>
<p><b>Recommended questions for promoting dialogue after the activity</b></p>	<ul style="list-style-type: none"> <li>- How do you feel and what thoughts do you have after completing this activity?</li> <li>- Why is this issue (overconsumption, reduction of waste) important?</li> <li>- What are some new ideas or discoveries concerning the issue?</li> <li>- What needs to be done to reduce the amount of waste we produce daily (encourage students to think of as many solutions as possible using their creativity and imagination)? If it's overwhelming to think about the issue on a global scale, think about what could be done individually, in their homes, schools?</li> <li>- How can you incorporate what you learned from the activity in your school, your everyday life, your home?</li> <li>- Why do you think some people don't engage in these actions? What would help them to start?</li> </ul>

	<ul style="list-style-type: none"> <li>- What did you learn that you want to share with someone else? Whom will you share it with?</li> <li>- What do you want to learn more about this topic?</li> </ul>
<b>Potential barriers</b>	-In case that more students want the same item, consider doing a raffle to avoid conflicts.
<b>Additional activity ideas</b>	<ul style="list-style-type: none"> <li>• Organize in the long term a charity bazaar with items in good shape that students do not need and would otherwise throw away. Offer the items at a very reasonable price, so that students can buy something that they like from another fellow student. Donate the amount to a charity of students' choice or for an environmental cause.</li> <li>• Offer the idea to exchange as presents (e.g. for Christmas, Easter, a day dedicated to the environment such as Earth Day) items that students do not use any more (a sweater that does not fit anymore, a book that they have read). Wrap the presents in recyclable materials (cloth, paper). Make a lottery, and each student chooses a number. Give them the option to swap if the present does not fit them.</li> </ul>
<b>Free resources and recommended websites</b>	<p><a href="https://www.epa.gov/recycle/reducing-and-reusing-basics#ideas">https://www.epa.gov/recycle/reducing-and-reusing-basics#ideas</a></p> <p><a href="https://lessismore.org/materials/30-reuse-tips/">https://lessismore.org/materials/30-reuse-tips/</a></p>

### Step 4: Mindfulness Practice – “Do I really need this?”

Ask students to close their eyes (or lower their gaze) for a few moments. Ask them to take a few deep breaths.

Now, ask them to bring to mind something that they want to buy, although they already have a similar item. It may be a new phone, a new bag, or a new sweater.

Invite them to ask themselves: Why is this new item so important to me? What are the reasons that I want to have it? Do I really need this? Why?

### Step 4: Goal setting

Continuing from the previous exercise, and as students have their eyes closed, guide them, with a calm tone of voice, to bring in mind the whole experience: from watching the video, the discussion, the activity, the main points that came out, the mindfulness practice.

Then, you may say the following and ask a reflective question:

*“As you have this experience in your mind and heart, what are some things that you can do the following week to contribute to the aim of reusing and reducing waste?”*

Afterwards, invite them to open their eyes and write down 1-3 things that they feel they can commit themselves to do the following week to contribute to the aim of reuse and lower their personal waste.

Show them an example of a weekly record to follow their progress. Adjust the following if students are willing to commit for 2 weeks.

My personal commitment plan	Behaviour 1	Behaviour 2	Behaviour 3
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

### Step 5: Reminder

Bring from your home an item that you no longer need, and you would throw away. Place it in a spot that every student can see. Invite them to write on a piece of paper all the different ways it can be reused. Ask them to be creative and use their imagination. Invite them daily to look and use it as a reminder for the following week for their daily goals.

### Step 6: Short discussion after one week

After a week (or two) come back to your previous topic by firstly connecting the students with it. You can simply show them the reminder of the topic, and kindly ask them to close their eyes, take a breath and notice what thoughts and feelings come up now about it.

After a short pause, ask them to take another breath and invite them to open their eyes and share their thoughts.

You can encourage the discussion and sharing by making questions like:

*What did you notice during the week that followed our activities and discussion about reusing and lowering our waste?*

*Did you do something differently?*

*Did you follow your personal goals and if not, what difficulty did you experience?*

*Did you try to get over these difficulties and how? (You can invite students to brainstorm, and problem solve depending on the difficulties. Invite them to help each other by sharing ideas)*

*Do you wish to add something new to your list of personal goals or make some changes to it to be workable?*

*How do you wish to continue?*

Finally, set the stage for exploring the next topic and encourage them to see how it complements the previous one.



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## 6. Recycling

**Step 1:** Watch the video together with the students and afterwards invite a short discussion

### Questions to elicit thoughts and promote dialogue

- “What have you heard about...?”
- Which are the main consequences?
- Which consequences affect us in the present moment?
- What is the prognosis for the future?
- Which different aspects of the issue are highlighted in the video?
- What do you know and what do you think about this issue?
- Is it something that you are familiar with? Or something that you don't know and want to learn more?
- Ask and investigate how students feel about this environmental issue (Hopeful? Helpless?)

*Keep the dialogue short and mainly as an introduction to the topic. Summarize main conclusions. Students will have the opportunity to discuss further during and after the activity.*

### Step 2: Activity and Constructive dialogue (option for students 10–12 years old)

<b>Main objective</b>	Trigger thoughts, ideas, and personal goals towards recycling by understanding the impact of certain materials on the environment
<b>Title of activity</b>	“Recycling: Do it right!”
<b>Recommended age group</b>	10-12
<b>Estimated time requirement</b>	60' minutes
<b>Supplies / materials</b>	5 large cardboard boxes from supermarket Paper, colors, stickers, glue
<b>Preparation steps</b>	
<b>Step by step description of the activity</b>	Divide students in 5 groups

Each group searches on the internet about the different recycling symbols used for: 1. Paper, 2. Aluminum, 3. Organic waste, 4. Glass, 5. Plastic

Invite them to search for as much information as possible so that they can differentiate if an item is recyclable even if it is made from a material know that is recyclable (for example plastic).

One member from the group writes all the information and details.

All members contribute to draw on a piece of paper the recycling symbol that was assigned to them.

Ask them to make it attractive, inviting and fun by adding images and words.

Then using glue, stick the paper on the large cardboard box.

Place all five recycling boxes in a spot where all students can see and use.

Discus with all students what to do with the items they collect (who will throw the items on recycle bins outside school, what to do if there are not bins near their school)

Especially for organic waste watch together recommendations and ideas about how to decompose it (for example the video: [https://www.youtube.com/watch?v=eFlhYS\\_tpY](https://www.youtube.com/watch?v=eFlhYS_tpY))

Invite students to use the information gathered from all groups to write a leaflet to distribute to other classes.

They should include useful information about the recycling symbols and invite other students to remember to recycle and to do it right.

<p><b>Recommended questions for promoting dialogue after the activity</b></p>	<ul style="list-style-type: none"> <li>- How do you feel and what thoughts do you have after completing this activity?</li> <li>- Why is this issue (recycling) important?</li> <li>- What are some new ideas or discoveries concerning the issue?</li> <li>- What needs to be done to recycle properly on a daily basis (Encourage students to think of as many solutions as possible using their creativity and imagination)? If it's overwhelming to think about the issue on a global scale, think about what could be done individually, in their homes, schools?</li> <li>- How can you incorporate what you learned from the activity in your school, your everyday life, your home?</li> <li>- Why do you think some people don't engage in these actions? What would help them to start?</li> <li>- What did you learn that you want to share with someone else? Whom will you share it with?</li> <li>- What do you want to learn more about this topic?</li> </ul>
<p><b>Potential barriers</b></p>	
<p><b>Additional activity ideas</b></p>	
<p><b>Free resources and recommended websites</b></p>	

### Step 2: Activity and Constructive dialogue (option for students 13–14 years old)

<p><b>Main objective</b></p>	<p>The same as above</p>
<p><b>Title of activity</b></p>	<p>“Material life cycle analysis”</p>
<p><b>Recommended age group</b></p>	<p>13-14</p>



<b>Estimated time requirement</b>	45' - 60'
<b>Supplies / materials</b>	internet access, papers, pens
<b>Preparation steps</b>	
<b>Step by step description of the activity</b>	<p>Divide students in groups of 3-5.</p> <p>Each group has as a task to search and make a Material Life Cycle Analysis of materials that they encounter and use frequently: 1. cardboard delivery boxes, 2. plastic drink bottles, 3. aluminum soda cans, 4. plastic bags, 5. cling film, 6. paper, etc.).</p> <p>Ask each group to complete a Life Cycle Analysis on this material by searching on the internet for information. What they should be trying to find out is some variation of the following:</p> <ul style="list-style-type: none"> <li>➤ What natural resource is this material sourced from? (e.g., oil, ore, trees, etc.)</li> <li>➤ What is the extraction and production process like?</li> <li>➤ What effect do these processes have on the environment?</li> <li>➤ Can this product be recycled?</li> <li>➤ What is the environmental impact of recycling or landfilling this item?</li> <li>➤ What is the environmental impact of this item being littered or escaping out into the natural environment?</li> <li>➤ How many years does this material take to decompose if it is non-recyclable?</li> </ul> <p>Direct students to use their findings to organize a short presentation to the class and what they recommend regarding the use of these products in everyday life (school, home, activities).</p>
<b>Recommended questions for promoting dialogue after the activity</b>	<ul style="list-style-type: none"> <li>- How do you feel after this activity?</li> <li>- What thoughts do you have about this issue?</li> <li>- Why is this issue important?</li> <li>- What are some new ideas or discoveries concerning the issue?</li> <li>- What needs to be done to solve the environmental issue individually, in our homes or schools (Encourage students to think as many solutions as possible using their creativity and imagination)?</li> </ul>

	<ul style="list-style-type: none"> <li>- Ask and encourage to think of 1-3 concrete actions that students could take to help solve this issue.</li> <li>- Or what are they going to do differently starting from today?</li> <li>- Are there some barriers or difficulties that they think they are going to face? What is going to be difficult or confusing? How are they going to address the difficulties? (Again, encourage students to think as many solutions as possible using their creativity and imagination)</li> <li>- How can you incorporate what you learned in your school, your everyday life, your home?</li> <li>- What did you learn that you want to share with someone else? Who will you share it with?</li> </ul>
<b>Potential barriers</b>	<p>Teachers should offer help during the research of data and keep in mind the main questions to answer.</p> <p>-If time is not enough, they can explore further as homework.</p>
<b>Additional activity ideas</b>	<p>- Encourage students to make presentations to their parents, friends etc.</p>
<b>Free resources and recommended websites</b>	<p>The secret life of a smartphone: <a href="https://www.epa.gov/sites/default/files/2015-06/documents/smart_phone_infographic_v4.pdf">https://www.epa.gov/sites/default/files/2015-06/documents/smart_phone_infographic_v4.pdf</a></p> <p>The secret life of a soccer ball: <a href="https://www.epa.gov/sites/default/files/2015-09/documents/the_life_of_a_soccer_ball.pdf">https://www.epa.gov/sites/default/files/2015-09/documents/the_life_of_a_soccer_ball.pdf</a></p> <p>The life cycle of a cd or dvd: <a href="https://nepis.epa.gov/Exe/ZyPDF.cgi/P1001UU0.PDF?Dockey=P1001UU0.PDF">https://nepis.epa.gov/Exe/ZyPDF.cgi/P1001UU0.PDF?Dockey=P1001UU0.PDF</a></p>

### Step 3: Mindfulness Practice – “Compassion for nature and all beings”

Ask students to sit comfortably and close their eyes or lower their gaze. Take a few deep breaths.

Guide them with a calm and steady tone of voice to bring to mind an image of nature. It could be anything, no need to force themselves to think of something specific. Just the first image that comes to mind when they hear the word “nature”.

Invite them to feel appreciation for nature and all that it gives us. Appreciation for the sun, or the light, the sea, the vastness of the sky, the oxygen, the drinking water....

All things that nature provides us...

Pause

Now invite students to bring to mind a wild animal. No need to think of something specific, just the first wild animal that comes to mind.

Watch it as it is born, as its mother takes care of it, as it grows and matures, trying to live its life, have its babies and provide for them.

See how you and a wild animal have the same goals... to live your life, to care for your loved ones... Feel compassion for it, for the difficulties that it is going to encounter, the struggles it will give in life.

Invite students to see an image of themselves in nature. An image of themselves being close to nature. Allow them to sense the sun on their face, the cool breeze on their hair, the warmth of sand, the smell of trees and wet ground.

Stay with this image for a while.

### Step 4: Goal setting

Continuing from the previous exercise, and as students have their eyes closed, guide them, with a calm tone of voice, to bring in mind the whole experience: from watching the video, the discussion, the activity, the main points that came out, the mindfulness practice.

Then, you may say the following and ask a reflective question:

*“As you have this experience in your mind and heart, what are some things that you can do the following week to raise the number of materials that you recycle and also recycle right?”*

Afterwards, invite them to open their eyes and write down 1-3 things that they feel they can commit themselves to do the following week to contribute to the aim of recycling.

Show them an example of a weekly record to follow their progress. Adjust the following if students are willing to commit for 2 weeks.

<b>My personal commitment plan</b>	Behaviour 1	Behaviour 2	Behaviour 3
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

### Step 5: Reminder

Put on a spot where all students can see and use the boxes you made for recycling (activity 1). Ask students to use them as a reminder for their personal goals and use them daily when they are at school.

Put on a spot where all students can see the recycling symbol (activity 2). Ask them to use it as a reminder for their daily personal goals.

## Step 6: Short discussion after one week

After a week (or two) come back to your previous topic by firstly connecting the students with it. You can simply show them the reminder of the topic, and kindly ask them to close their eyes, take a breath and notice what thoughts and feelings come up now about it.

After a short pause, ask them to take another breath and invite them to open their eyes and share their thoughts.

You can encourage the discussion and sharing by making questions like:

*What did you notice during the week that followed our activities and discussion about recycling and the importance of doing it right?*

*Did you do something differently?*

*Did you follow your personal goals and if not, what difficulty did you experience?*

*Did you try to get over these difficulties and how?* (You can invite students to brainstorm, and problem solve depending on the difficulties. Invite them to help each other by sharing ideas)

*Do you wish to add something new to your list of personal goals or make some changes to it to be workable?*

*How do you wish to continue?*

Finally, set the stage for exploring the next topic and encourage them to see how it complements the previous one.

## 7. Properly managing non-recyclable materials

Step 1: Watch the video together with the students and afterwards invite a short discussion

Questions to elicit thoughts and promote dialogue

- “What have you heard about...?”
- Which are the main consequences?
- Which consequences affect us in the present moment?
- What is the prognosis for the future?
- Which different aspects of the issue are highlighted in the video?
- What do you know and what do you think about this issue?
- Is it something that you are familiar with? Or something that you don't know and want to learn more?
- Ask and investigate how students feel about this environmental issue (Hopeful? Helpless?)

*Keep the dialogue short and mainly as an introduction to the topic. Summarize main conclusions. Students will have the opportunity to discuss further during and after the activity.*

Step 2: Activity and Constructive dialogue

<b>Main topic</b>	Education about recyclable and non – recyclable materials and how to manage each. Trigger thoughts, ideas, and personal goals towards managing wisely the use of everyday items.
<b>Title of activity</b>	“Let’s make some art!”
<b>Recommended age group</b>	10-14
<b>Estimated time requirement</b>	60minutes
<b>Supplies / materials</b>	Paints, markers, brushes, watercolors, and other painting materials you have available, old newspapers or magazines and various, seemingly useless, objects /materials that could be used in a work of art.

<p><b>Preparation steps</b></p>	<p>Ask students to bring from home items that they intended to throw away and that could be used in an art project (plastic bottles, aluminum cans, glass bottles, boxes etc).</p>
<p><b>Step by step description of the activity</b></p>	<p>Make an introduction about the difference between recyclable and non-recyclable materials. Show students the sign of recyclable materials and how important it is to search for these before deciding where to throw something.</p> <p>Invite them to explore the value of lowering their waste by using some items in an alternative way.</p> <p>Divide students into groups and ask them to use the items they brought creatively to produce works of art.</p> <p>Each group finds a title for their artwork, presents it to other groups and explains what their work symbolizes concerning the concept of managing our everyday waste.</p>
<p><b>Recommended questions for promoting dialogue after the activity</b></p>	<ul style="list-style-type: none"> <li>- Why is this issue (knowing the difference between recyclable and non-recyclable items, utilization of things in a different way, waste reduction, proper management of everyday waste etc.) important?</li> <li>- What are some new ideas or discoveries concerning the issue? (Highlight the importance of having second thoughts before throwing something away).</li> <li>- What could you do to contribute to the recycling process and, in general, to the waste reduction?</li> <li>- What are you going to do differently starting from today?</li> </ul> <p>Ask them to brainstorm</p> <p>Write on whiteboard their ideas</p> <ul style="list-style-type: none"> <li>- Are there some barriers or difficulties that they think they are going to face? What is going to be difficult or confusing? How are they going to address the difficulties? (Encourage students to think of as many solutions as possible using their creativity and imagination).</li> <li>- How can you incorporate what you learned in your school, your everyday life, your home?</li> <li>- What did you learn that you want to share with someone else? Who will you share it with?</li> <li>- Is it possible to start from this very moment? For example, what will they do with their waste during the break?</li> </ul>

<b>Potential barriers</b>	
<b>Additional activity ideas</b>	<p>You could organize a painting exhibition of the resulting works of art.</p> <p>Alternatively, the instruction to the students could be to make a poster/ infographic about a topic related to waste reduction and share what they have learned through the creation of the infographic. In this case you will need poster paper or dry erase board (one per group) and markers (one set per group). Then, each group shares and explains their infographic with the rest of the class. The activity is completed with the discussion of the need for waste reduction, at home and in the community.</p> <p>- An alternative idea could be to guide the students to take some pictures on the topic of best practices concerning recycling and proper management of non-recyclable materials and organize a photo exhibition at school. In this case you will need cameras or cell phones with cameras. Students can take realistic or more artistic pictures about this topic, and they will bring them at school where all together are going to choose the best of them. You will need a projector and a printer only for the photos chosen for the exhibition. Students can share through Instagram or other social media the best photos with appropriate hashtags to promote their work.</p> <p>A recycled art sculpture from recyclable and/ or non-recyclable materials could be another idea.</p>
<b>Free resources and recommended websites</b>	<p>Free resources and recommended websites</p> <p><a href="https://www.youtube.com/watch?v=USlstkM4fc">https://www.youtube.com/watch?v=USlstkM4fc</a></p> <p><a href="https://www.youtube.com/watch?v=7ZYIN5C0aVM">https://www.youtube.com/watch?v=7ZYIN5C0aVM</a></p> <p><a href="https://www.youtube.com/watch?v=9tfKFYmIJ-o">https://www.youtube.com/watch?v=9tfKFYmIJ-o</a></p> <p><a href="https://www.youtube.com/watch?v=HkHEJEzMKwc">https://www.youtube.com/watch?v=HkHEJEzMKwc</a></p>

### Step 3: Mindfulness Practice – “Just pause”

Ask students to sit comfortably and close their eyes or lower their gaze. Take a few deep breaths.

Guide them with a calm and steady tone of voice to bring to mind the signs of recyclable materials that they learned during the intervention.



## Pause

Now invite them to imagine that they are in front of a bin ready to throw something away. Ask them to take a deep breath and just pause.

Invite them, before doing it, to ask themselves:

*Do I know where to dispose of this, without negatively affecting the environment?*

*If possible, how could I make use of it instead of throwing it away?*

## Step 4: Goal setting

Continuing from the previous exercise, and as students have their eyes closed, guide them, with a calm tone of voice, to bring to mind the whole experience: from watching the video, the discussion, the activity, the main points that came out, the mindfulness practice.

Then, you may say the following and ask a reflective question:

*“As you have this experience in your mind and heart, what are some things that you can do the following week to properly manage non-recyclable materials?”*

Invite them to open their eyes and write down 1-3 things that they feel they can commit themselves to do the following week to contribute to the aim of properly managing non-recyclable materials.

Show them an example of a weekly record to follow their progress. Adjust the following if students are willing to commit for 2 weeks.

My personal commitment plan	Behaviour 1	Behaviour 2	Behaviour 3
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

## Step 5: Reminder

Put on a spot where all students can see the works of art that they created during the activity. Invite them daily to look and use them as reminders for committing to their personal goals.

## Step 6: Short discussion after one week

After a week (or two) come back to your previous topic by firstly connecting the students with it. You can simply show them the reminder of the topic, and kindly ask them to close their eyes, take a breath and notice what thoughts and feelings come up now about it.

After a short pause, ask them to take another breath and invite them to open their eyes and share their thoughts.

You can encourage the discussion and sharing by making questions like:

*What did you notice during the week that followed our activities and discussion about proper management of non recyclable materials?*

*Did you do something differently?*

*Did you follow your personal goals and if not, what difficulty did you experience?*

*Did you try to get over these difficulties and how? (You can invite students to brainstorm, and problem solve depending on the difficulties. Invite them to help each other by sharing ideas)*

*Do you wish to add something new to your list of personal goals or make some changes to it to be workable?*

*How do you wish to continue?*



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## *“A note to myself”*

After completing the 7 topics, spend some time discussing with your class their whole experience (videos, activities, group discussion, mindfulness practices and personal plan). Invite them to share their thoughts and feelings. Also, invite them to propose how they can continue as individuals and as a group to work towards the goal of making sustainable lifestyle choices.

Ask them what they take with them from the whole experience.

Then, ask them to stay for a few moments in silence and think what is important to remind themselves the following weeks so that they continue working towards their personal goals.

Invite them to write on a piece of paper all their thoughts and ideas to keep their motive alive. They can write it as a note to themselves, put on the date and sign it as a symbol of their renewed commitment.

Encourage them to keep it somewhere where they can see and read it regularly (such as in their school bag).

Thank all students for their hard work, contributions, and creativity!

Take a photo with all the students and include the seeds you plant together at the beginning of this intervention.

Discover after 7 weeks, how much they have grown!



Share your photo with other schools that participate in the project.