Teacher's Toolkit

Completing UpToYou Simulation Program

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INTRODUCTION

In our rapidly changing world, as we face pressing environmental challenges, such as climate change, biodiversity loss, and resource depletion, it is essential that we equip our students with the knowledge, skills, and mindset necessary to become responsible global citizens.

To meet this demand in the project *Making Europe's Future Sustainable! A simulation-based learning program for schools*, a comprehensive game-based learning and teaching program on sustainable development for cross-curricular education in secondary schools was developed.

The learning program fosters citizens' competencies among Europe's youth, making them more aware of global challenges and encouraging them to become active changemakers. The learning program provides solutions that meet school education's requests of high quality and innovative open access digital learning resources. In order to ensure that approach, all resources was developed in cooperation with teachers and school students involving a diverse range of participants.

The program consists of a set of resources:

- The "Up to You! Simulation – digital social simulation focused on the SDGs
- Teacher`s Toolkit – practical training material for teachers
- Digital Learning Materials – digital, interactive learning materials for students
- Online Learning Platform – an open-access platform, where all materials are presented in a structured way
- "What we recommend" Manual – a policy and implementation manual

Teacher's Toolkit in the context of the project

As part of the project, we are proud to present the UptoYou Teacher's Toolkit—a comprehensive resource designed to empower educators in fostering sustainability awareness and action among their students. The Teacher's Toolkit is part of the developed tools of the project - a groundbreaking collection of educational materials, activities, and strategies tailored specifically for teachers seeking to incorporate sustainability into their classrooms. Developed by a team of passionate educators, environmental experts, and curriculum specialists, this toolkit offers a wealth of resources that seamlessly integrate sustainability principles into various subjects and grade levels for students aged 14-19.

At its core, the Toolkit aims to promote a holistic understanding of the 17 Sustainable Development Goals encompassing the environmental, social, and economic dimensions of our interconnected world. It's methods encourage students to think critically, explore complex

environmental issues, and envision a future where sustainable practices are the norm. By nurturing a sense of environmental stewardship and social responsibility, we empower students to become active agents of change, capable of shaping a greener, more equitable future - and to be ready to run a successful simulation activity in the Up to You! Simulation program.

What sets the Toolkit apart is its versatility and adaptability. Recognizing the diverse needs of educators, the Toolkit provides a wide range of resources, from lesson plans and classroom activities to multimedia materials. Whether you teach science, social studies, language, arts, or any other subject, you will find valuable materials that seamlessly integrate sustainability concepts into your curriculum and use the Up to You! Simulation effectively in class.

Additionally, the Toolkit promotes interdisciplinary learning, encouraging educators to collaborate across subject areas to tackle sustainability challenges. It offers guidance on cross-curricular projects, simulation-based case studies, and community engagement initiatives, allowing students to see the relevance and application of sustainability principles in their everyday lives.

Furthermore, the Toolkit goes beyond theory, offering practical guidance and support. It provides educators with professional development resources, training materials, and best practices for integrating sustainability education into their teaching practice. With these tools, teachers can enhance their own understanding of sustainability and confidently navigate the classroom, inspiring and empowering their students along their learning path.

Who is the toolkit for?

- teachers of students aged 14-19 (traditional and alternative secondary schools, institutions involved in integrated or inclusive education)
- teachers who want to implement new ideas in sustainability education
- teachers who have a personal interest in sustainability and want to raise their students' interest in the subject
- youth workers who share similar views
- decision-makers in the education system
- early career teachers, researchers, educators who are interested in an educational approach to sustainability

The main aim is to **shape attitudes** related to sustainability, including **systems thinking** and **responsibility**. This is best achieved through the development of **emotional and social skills** and will be linked to the 17 global goals.

In addition to shaping attitudes, we will provide a comprehensive knowledge of sustainability, and more specifically of the 17 global goals.

The Toolkit contains a set of offline and online exercises related to the simulation, which can be used to develop emotional intelligence, cooperation, environmental thinking and responsibility. The exercises can be used before, during and after the simulation and are designed to prepare participants for the simulation, help participants to shift perspectives and to process and deepen the knowledge or skills acquired.

In conclusion, the Teacher's Toolkit is a comprehensive resource designed to equip educators with the tools they need to cultivate a generation of environmentally conscious and socially responsible citizens. By using this toolkit, teachers can guide their students towards a deeper understanding of sustainability goals, foster critical thinking, and nurture the skills necessary for a sustainable future. Together, let us embark on this educational journey, empowering our students to become the change-makers our planet needs.
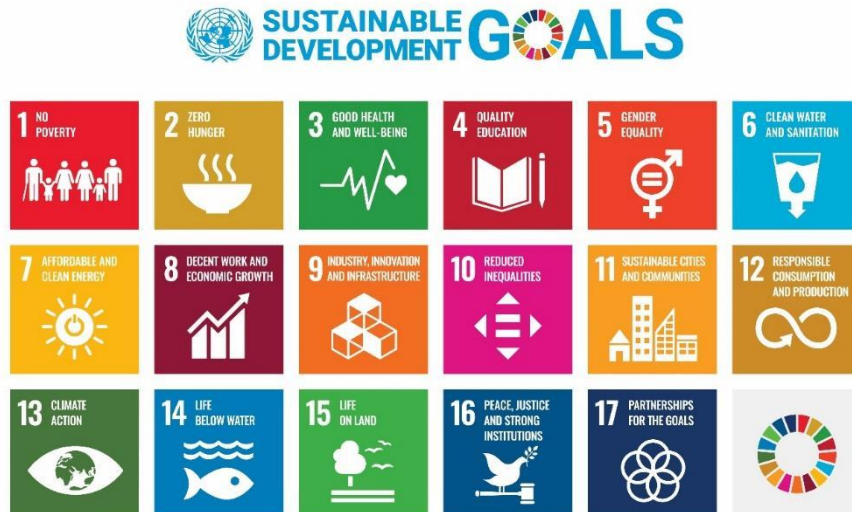
1. Figure

UNDERSTANDING THE THEORETICAL BACKGROUND OF SOCIAL SIMULATION

Making Europe`s Future Sustainable! project adopts an educational approach that aims to promote awareness and understanding of global issues and to empower students to take action to address them. It aims to develop knowledge, skills, values, and attitudes that enable individuals to become responsible and active global citizens.

At the heart of the project is the belief that individuals have a responsibility to contribute to creating a more just, peaceful, and sustainable world. UpToYou seeks to enable learners to understand the interconnectedness of global issues and to see themselves as part of a global community with shared responsibilities and interests. It emphasizes the importance of valuing diversity and promoting human rights, social justice, and sustainable development.

The pedagogical approach of Making Europe`s Future Sustainable project involves a range of teaching and learning methods that encourage active and participatory learning. This includes critical reflection, dialogue, and inquiry-based learning. We seek to engage learners in experiential and collaborative learning activities that promote empathy, understanding, and respect for others.

The key principles are:

- Understanding of global issues by develop learners' knowledge and understanding of global issues, such as poverty, inequality, climate change, human rights, and peacebuilding.
- Empowerment and agency: by empowering learners to take action to address global issues by developing their critical thinking, problem-solving, and decision-making skills.
- Promoting values and attitudes: by promoting values and attitudes that support global citizenship, such as empathy, respect for diversity, and commitment to social justice and sustainability.
- Active and participatory learning: by promoting active and participatory learning that engages learners in critical reflection, dialogue, and collaborative action.
- Integration of local and global perspectives: by integrating local and global perspectives by exploring how global issues impact local communities and how local actions can contribute to global change.
- Collaboration and partnership: by encouraging collaboration and partnership between learners, educators, and community organizations to foster collective action for global change.

By promoting values and attitudes that support global citizenship, we seek to foster a sense of responsibility and agency among learners to create a more just, peaceful, and sustainable world.

Use of social simulations

Understanding the theory behind social simulations will help you to use the Up to You! Simulation in classroom or in a workshop. Game-based learning is immersive and experiential, but participants are often initially skeptical about this method and its effectiveness in teaching and learning. It is up to the moderator to explain why this method is selected.

Moderators who understand the underpinnings of social simulations can also run debriefings more effectively. This is because knowing how social simulations work as an educational tool enables moderators to facilitate deeper, more reflective conversations.

A social simulation is an experiential process where a group of participants collectively explore a complex reality. It is *social* because it requires the participation of real people who represent different groups and organizations. We call it a *simulation* because it represents carefully selected real-world structures and processes. The experience is similar to a multi-player serious game, as it uses many game-like mechanics, but it also resembles interactive theatre by being open-ended (in the sense that it does not press participants to achieve any specific goals).[1]

2. Figure

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[1] The author of 2. figure: Bartosz Naprawa, Centre for Systems Solutions, Poland

Social simulations bring together participants with diverse backgrounds and values to interact in a shared, safe environment. In this simulated reality, they take on specific roles, representing different sectors: e.g. research, administration, business, NGOs. They have an opportunity to prioritize problems, plan and implement solutions, and solve conflicts via negotiations and dialogue. Together, they creatively experiment, test, and tinker with new ideas, after which they instantly face the outcomes of their decisions.[2]
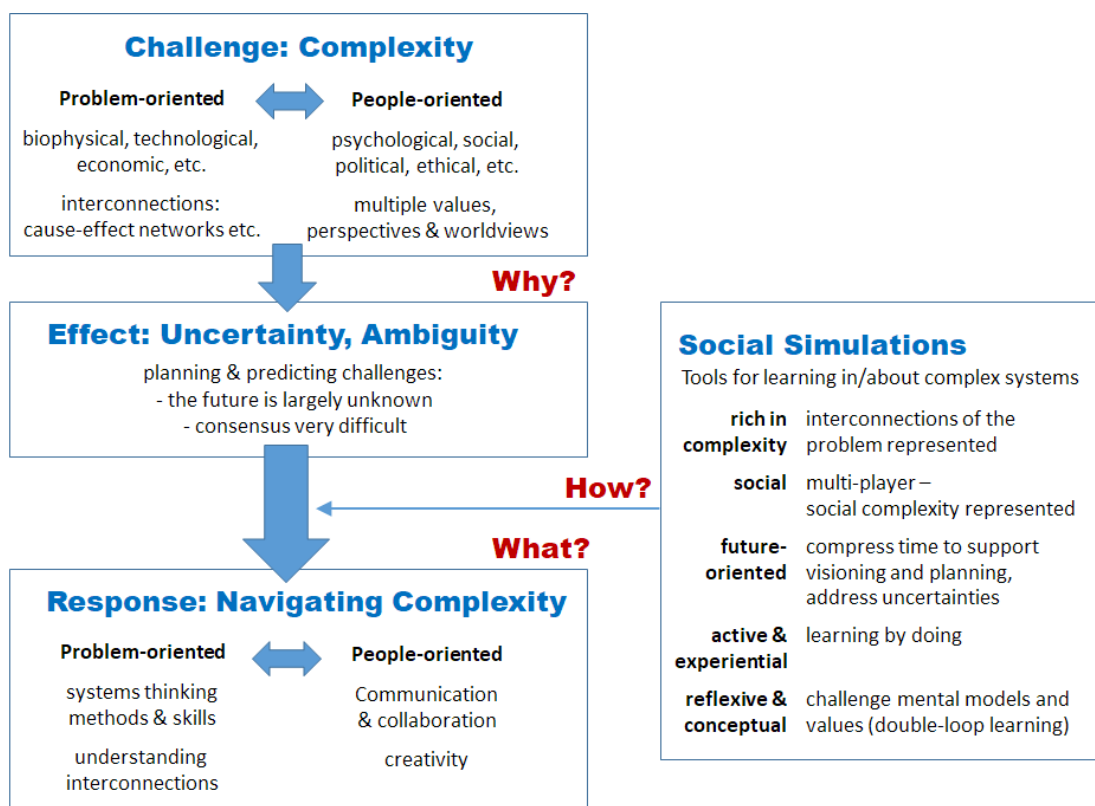
3. Figure

It is an approach that combines the benefits of experiential learning (learning through direct experience) (Kolb, 2015) and social learning, that is: "[...]a process of iterative reflection that occurs when we share our experiences, ideas and environments with others" (Keen et al., 2005, p. 9). The dialogue and exchange of ideas within social simulations removes barriers to learning (Sterman 2000) and enables participants to expand their worldviews (Mochizuki et al. 2018). The shared experience eliminates barriers between diverse parties, enhancing trust and

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[2] The author of 3. Figure: Piotr Magnuszewski, CRS, Poland

understanding. Participants find it easier to build a common language and act together towards a mutual cause. The resulting mind shift leads to creative, inclusive, and resilient solutions, as well as inspires change and action in the real world (Duke & Geurts, 2004).

Such an approach is ideal for addressing complex challenges and problems, i.e. ones where the overall system behavior cannot be reduced to a simple sum of its parts. Even a few simple parts with complex interactions can lead to surprising, emergent behavior (Holland 1992). Complex systems have been studied within many disciplines, including inanimate matter, living beings, and people (Berkes et al. 2008). In the context of sustainability, it is important to consider both problem-oriented (biophysical, technological, and economic) dimensions and people-oriented (psychological, ethical, social, and political) ones (de Vries, 2012). Systems that embrace all these dimensions simultaneously tend to be highly complex - not only is it impossible to predict its future trajectories but even interpretations of its current state are highly contested. It is the complexity of the system which tends to produce multiple perspectives and uncertain outcomes.

Olga Tokarczuk, a Nobel laureate in literature, in her acceptance speech, was asking about a new connecting story:

> *"So it could be best to tell stories honestly in a way that activates a sense of the whole in the reader's mind, that sets off the reader's capacity to unite fragments into a single design, and to discover entire constellations in the small particles of events. To tell a story that makes it clear that everyone and everything is steeped in one common notion, which we painstakingly produce in our minds with every turn of the planet."*

What challenges do we have in mind? Exploring new pathways towards sustainable development goals, adapting to and mitigating climate change, managing resources responsibly, transforming the energy sector, advancing individual and social well-being, or creating resilient communities: for all these challenges, it's up to students to collaboratively possible futures.

Social simulations & the SDGs

We want you, moderators of Up to You simulation, to understand why social simulations are great to teach about sustainability. We also want you to learn more about the foundations of the Sustainable Development Goals because this knowledge will help you answer your students' questions and run the session more capably.

Although the idea of sustainability has been around for several decades, it is only recently that it has gained mainstream traction. Sustainability is generally defined as the ability to satisfy the needs of the present without compromising the capacity of future generations to meet their own needs. It means that we are not exhausting certain resources that cannot be regenerated or destroying certain biomes that cannot be restored. It means that humans are striving to keep balance in the biosphere, even as we grow and consume more resources. For this reason, the United Nations has defined sustainable development as addressing three aspects: Inclusivity, Sustainability, and Resilience.

Development must be inclusive. Inclusive development is crucial to reduce poverty and inequality in all dimensions. Many people are excluded from mainstream development because of their gender, ethnicity, age, sexual orientation, disability, or poverty. For development to be sustainable, it must engage people from every background; it also must protect those who are most vulnerable. No one can be left behind.

Aspects of sustainable development

Inclusive	Sustainable	Resilient

4. Figure

Development must be sustainable. Many say that any exploitation of natural resources is unsustainable. However, for development to be sustainable, it requires the practice of maintaining world processes of productivity indefinitely—natural or man-made—by replacing resources used with resources of equal or greater value without degrading or endangering natural biotic systems. This can be difficult in practice – the consumption of rare-earth metals or old-growth forests is not easily replaceable, and their use can have irreparable effects on natural systems.

Finally, development must be resilient. This is related largely to adaptation. When we face unpredictable problems that vary in scope and size, we must be flexible enough to adapt to

them. We should invest in infrastructure and human resources to be able to withstand increasingly severe weather events and other disasters.

To this end, the United Nations adopted the 2030 Agenda for Sustainable Development and defined 17 Sustainable Development Goals which cover most aspects of development. Each is defined by several subgoals and related targets so that each country can measure its progress towards achieving them. All in all, there are 169 targets for each state to achieve, from poverty reduction to infrastructure resiliency, to human and climate health.

This is the first time that we have a clearly articulated, linked set of global aspirations for human development (an end to poverty, hunger, and exclusion), environmental sustainability (climate, ecosystems, oceans, land), and enabling systems and processes (water, energy, cities, economic growth) relevant to all nations, in a way that can be measured, modelled, and evaluated.

> You can read more about the Sustainable Development Goals at the UN's SDG webpage and even take free online courses on individual SDGs through the SDG Academy, part of the Sustainable Development Solutions Network.

However, the scope and complexity of interactions across these goals exceed the current capacity of the science community to provide coherent guidance. In this chapter, we show an initial mapping of the major interactions between the 17 SDGs, and the essential elements of the coupled human-earth system relevant to assessing potential future pathways and make the case for taking a systems approach (rather than looking at each individual SDG separately or treating them independently of the others).

Fig. 5 presents three systems that are always in play during the Up to You simulation, and the various interconnections between them. Let's take a look at the Earth system first. Its resources, such as energy and minerals, are used by the Production system. Its ecosystem services, such as forests, are used by both the Production system and the social system.

The Earth system also contains multiple subsystems, located either above, on, or under the ground. Together with various by-products, such as waste and emissions, they influence how the system functions.

The Production system contains two major subsystems: Production Factors, which determine what you need in order to begin production in the first place, and Production itself, which is the actual process of producing. Both of these sub-systems generate waste and emissions on the one hand, but also provide essentials to the social system.

The Social system also contains multiple, interconnected subsystems: income determines lifestyle, which determines educational outcomes. Lifestyles determine consumption, which determines health status, etc. These generate demand from Production and waste to Earth.

These are further connected to the Sustainable Development Goals.

Fig. 5 also shows the connections between the system modelled in Up to You! (which is based on our own world) and each SDG. This demonstrates the complexity of the goals all of us are trying to reach.
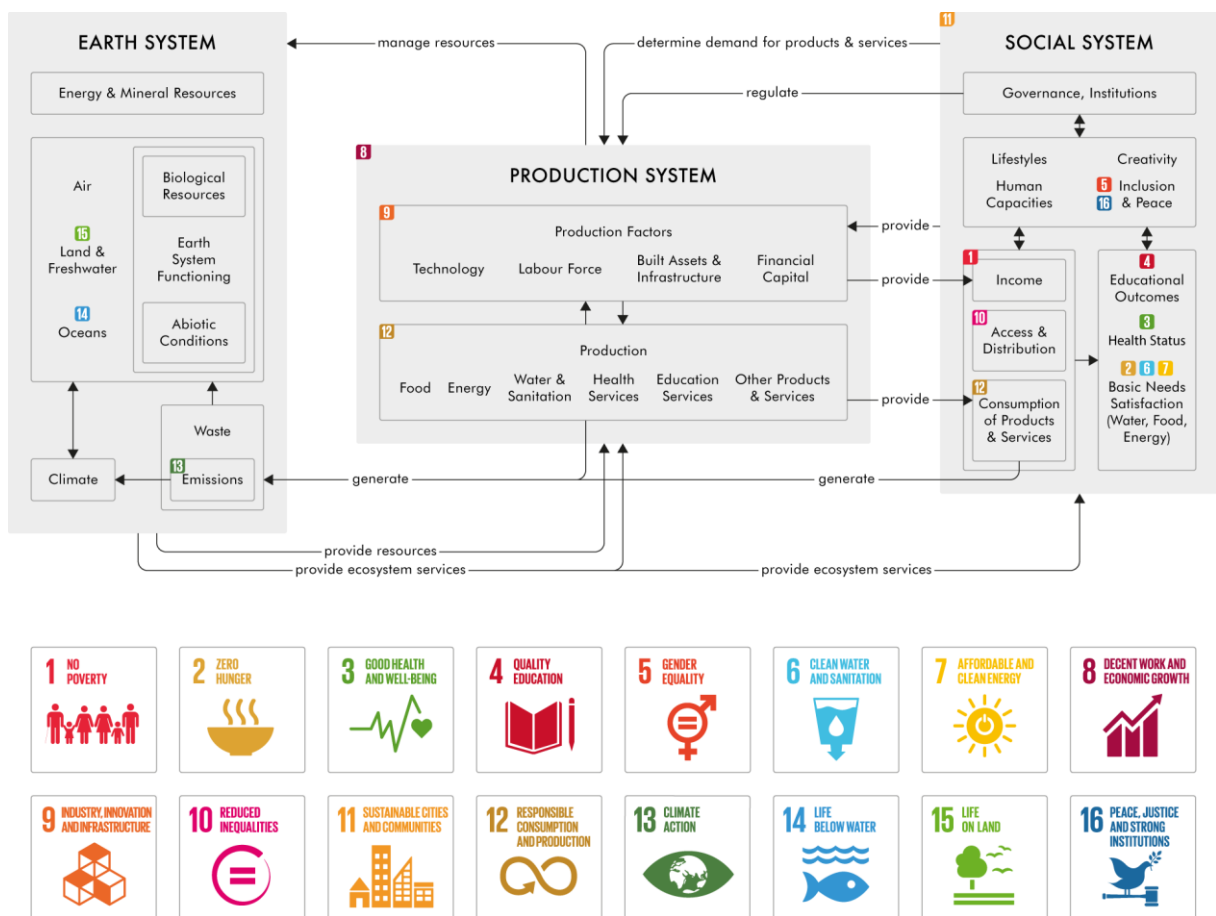
5. Figure

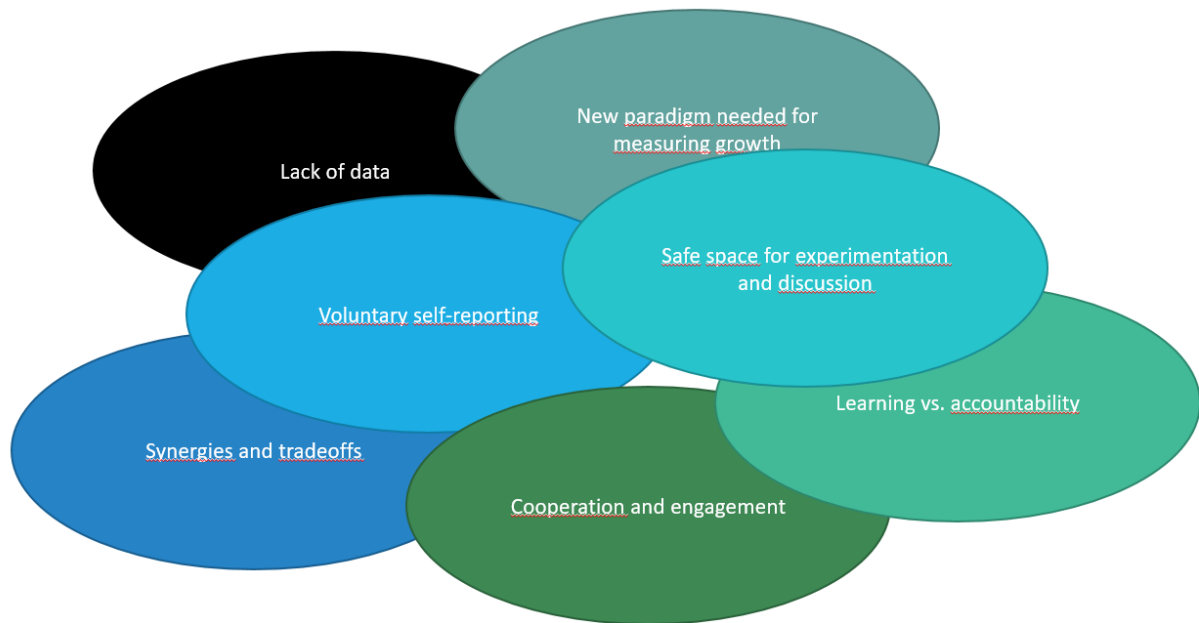As you can imagine, achieving the goals doesn't happen overnight. The 2019 report indicated a strong progress in improving access to energy and in children's health outcomes, but almost no progress at all in curbing greenhouse gas emissions.

Why is that? A number of interconnected reasons.

In the years since the SDGs were adopted, countries are beginning to understand a few key points about their implementation:

- There is insufficient data on many of the goals. It is impossible to measure progress if data isn't being collected.

- A new paradigm for measuring growth and development is necessary. The use of Gross Domestic Product (GDP) has defined growth in the past, but its limitations, like the lack of focus on sustainability, inequality, and other factors affecting health outcomes and ecosystems, mean that it alone cannot be used to define successful growth in the future. However, there is no simple alternative statistic yet that would take into account those other factors.

- The goals are deeply interconnected. This means that achieving a goal may lead to an improvement in one area but a setback in another.

- Observers question whether voluntary self-reporting is enough to keep countries accountable for achieving the goals. Will they be fully transparent? What is their incentive for doing so? Is there an independent way of verifying the self-reported data? Right now, we don't have answers to these questions.

- Cooperation and engagement between groups are essential for making progress. Politicians and policymakers don't have all of the answers at hand – and they don't always have the right connections to people on the ground to make the changes they want. They need advisers and partners who can suggest better ways forward and support them in implementing the chosen initiatives. This requires cooperation and engagement between a lot of people who may or may not see eye to eye.

- Politicians and policymakers need a safe space for experimentation and discussion of challenges. Achieving the SDGs requires a broad understanding of a complex system, as well as deep knowledge of different levers of change. One person cannot have all the answers, and there must be space for countries to address the challenges they're facing without being attacked for having the problems in the first place.

- Finally, as countries change the way they pursue growth and development, there has to be time for learning what works and what doesn't without immediately being held accountable. Some would say that this is where voluntary self-reporting and cooperation are most essential; however, some argue that without accountability, countries have no incentives to make progress.

New paradigm needed for measuring growth

Lack of data

Safe space for experimentation and discussion

Voluntary self-reporting

Learning vs. accountability

Synergies and tradeoffs

Cooperation and engagement

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6. Figure

These are not easily solvable challenges, but these provide the context for the creation of Up To You! Simulation.

As simulation designers, we asked ourselves what needed to be present in the simulation for addressing these myriad challenges.

- Challenge 1: How could you provide a safe space for experimentation and discussion when there is so much pressure to make the right decision right now?
- Challenge 2: How could you get people to cooperate if they hardly know each other or have wildly opposing worldviews?
- Challenge 3: How could you get people to adopt a learning mindset but provide the accountability necessary for them to internalize their decisions?

And finally,

- Challenge 4: how can you address the very real problem of insufficient data and appropriate frameworks for measuring progress and growth?

What was developed was the Up to You! Simulation.

HOW TO RUN A SIMULATION SESSION

Before the simulation

Plan before playing the simulation

It is recommended to plan the whole occasion for the group well. The more details are planned, the bigger the probability of the development of the group. It is necessary to evaluate the situation for the preparation. Please consider the following topics to plan your session with the group:

- **Behavior:** What are the behavioral patterns in the group? How is your group behaving now?

  Before you start, consider the usual and actual behavior of your groups.

- **Goal**: What is the goal of the session? What is the aim of the group?

  Choose exercises that are in line with the objectives of the group.

- **Development** level: What stage of group development is the group at?

  Over time, the group changes. Choose an exercise that suits the current developmental level of the group.

- **Physical** state: What is the physical state of the group? What does the group's body language say?

  Before choosing exercises, consider whether their physical condition makes them suitable to do the exercise.

- **Emotional** state: What is the mood of the group?

  The emotional state of the group or one of its members may influence whether they are fit to do the exercise at that moment.

- **Readiness**: Are they ready to start? Do they need anything else to start? Consider whether you and the group are ready for the exercise. If anything is missing or needed, get everything ready to start.

The attitude of the facilitator – your role

When leading the exercises, you are asked to be the **facilitator of the group**, not the group leader. The facilitator's role is not to guide the group to success or to provide good ideas in decision-making situations. The facilitator's role is to **create a learning situation** for the group as a whole and for all its members. It is important **not to compare** the group or its performance

to other groups or to our expectations. The group should follow its **own learning path** and value what it has learnt during the exercise, even if it does not correspond to our previous plans. In order to ensure a learning situation, ask participants **open questions**. Closed questions are quick to answer, less likely to make the respondent think and often contain statements. As a facilitator, it is your responsibility to ensure that participants **do not qualify** each other or themselves, and if possible, express **feelings, emotions, and lessons learned**.

For further tips on facilitation, please check out the Up To You! Handbook.

Activities to engage students

The following activities serve as effective tools to initiate and foster positive communication in various social and professional settings. In a classroom these activities are designed to break down initial barriers, create a relaxed atmosphere, and encourage interaction among participants. This gives a great base to make the best out of running the simulation with students.

Icebreakers

Icebreakers are engaging and interactive activities designed to help individuals or groups get to know each other better and establish a comfortable, open atmosphere. These are typically used at the beginning of workshops to break the initial awkwardness and promote communication and camaraderie among participants. Icebreakers encourage participants to relax, engage in conversation, and build connections, making them valuable tools for team building and fostering a positive group dynamic.

- **Human Bingo**: Find the bingo cards from the appendix with different interesting facts or attributes in each square. Teens need to mingle and find people who match the criteria, and they can ask questions to discover commonalities. Feel free to mix and match these characteristics or customize them based on the interests of the teenagers you're working with. The goal is to have fun while learning interesting facts about each other.

- **Emoji Charades**: Compile a list of popular emojis and their meanings. Divide the group into teams, and each team takes turns acting out an emoji without using words. The other teams guess the emotion or concept being portrayed.

- **Escape Room Mini-Challenge**: Organize a simplified, physical escape room experience. Divide teenagers into teams of 4-5 and give each a set of puzzles to solve and a question to be answered within a 5min time limit. This encourages teamwork, problem-solving, and a bit of adventure.

- **Wordless Introduction**: Have each participant introduce themselves to the group without using any words. They can only use gestures, body language, and facial expressions to convey their name and something about themselves. This activity encourages non-verbal communication and observation skills.

- **Reverse Charades**: In this fun twist on traditional charades, the entire group acts out a word or phrase, while one person guesses. This game fosters teamwork and creativity as everyone tries to convey the same idea simultaneously.

- **Back-to-Back Drawing**: Pair up participants and have them sit back-to-back. Give one person a picture or a simple image, and the other person a blank piece of paper and a pen. The person with the picture must describe it to their partner without revealing what it is, and the partner must try to draw it based on the description. It's a test of effective communication and listening skills.

- **Personal Timeline**: Ask each participant to draw a personal timeline on a piece of paper or a whiteboard. They should include significant life events and milestones without any words. After everyone has drawn their timeline, have the group try to guess each person's story based on the drawings.

- **Random Object Story**: Place a variety of random objects (e.g., a rubber duck, a spoon, a toy car) in a bag or box. Each participant takes turns reaching into the bag, selecting an object without looking, and then crafting a brief story or explanation about how that object is related to their life or personality. The catch is to make the connection as creative and entertaining as possible.

Fun ways to form pairs / groups

Creating pairs in a fun and engaging way can add an element of excitement to group activities. Here are some fun methods to form pairs:

- **Puzzle Pieces**:

Provide each participant with a puzzle piece when they enter the room. The pieces should be part of a larger puzzle. The goal is for participants to find the person with the matching piece to form a pair . Once the puzzle is complete, all group are formed. (The number of pieces forms the same number of people into a group)

- **Playing Card Match**:

Assign each person a playing card as they enter, ensuring there are as many of each card as we need in a group. Participants must find the person with the same card suit or number to form a pair / group. This method adds an element of surprise as they discover their partner.

- **Animal Sounds**:

Assign each participant an animal name as they enter the room. The list should include a variety of animals. Participants must make the sound (using any body parts eg. hands) of their assigned animal and find their matching pair / group by sound alone. This can be a hilarious and memorable way to form pairs / groups. Can be played with elements of nature: wind, rain, thunder, breaking ice, volcano erupt...

- **Music Shuffle**:

When participants enter, have music playing. Instruct them to walk around the room and, when the music stops, they must find a partner with whom to form a pair. You can make it even more fun by playing different styles of music each time the music stops.

- **Lucky Charms Draw**:

Place a selection of small items (e.g., lucky charms, small toys, or symbols) in a bag. Each participant draws an item from the bag and must find the person with the same item to create a pair. This method can lead to interesting conversations about the significance of the items.

These creative methods not only form pairs / groups, but also inject an element of playfulness and excitement into group activities. If you have less time, these can even be used as mini-icebreakers.

During the simulation

As for how to run the simulation from a technical standpoint, please check the Up To You! Handbook.

Facilitating a group activity in class involves creating an environment that encourages active participation, collaboration, and engagement among students. Remember, effective facilitation involves balancing structure with flexibility and promoting an environment where students feel empowered to actively participate and contribute to the learning process.

When running the simulation, keep in mind to:

1. **Set Clear Objectives:**

    Clearly communicate the purpose and objectives of the group activity. Ensure that students understand what is expected of them and the goals they are working towards.

2. **Create a Positive Atmosphere:**

    Foster a positive and supportive environment where students feel comfortable expressing their ideas without fear of judgment. Encourage a culture of inclusivity and respect.

3. **Establish Group Norms:**

> Collaboratively set ground rules for the group activity. This can include guidelines for active listening, equal participation, and constructive feedback. Having agreed-upon norms helps maintain a productive atmosphere.

4. **Random Grouping:**

> Consider using random grouping to encourage students to work with different classmates. This helps break cliques and encourages diverse interactions.

5. **Provide a Clear Task:**

> Clearly explain the task or challenge the students are working on. Ensure that the instructions are easy to understand, and students know what is expected of them.

6. **Offer Choice:**

> Whenever possible, provide students with choices in how they approach the task. This can foster a sense of autonomy and ownership over their learning.

7. **Rotate Roles:**

> If the group activity is ongoing, consider rotating roles within the group. This can include leadership roles, note-taking responsibilities, or timekeeping. It keeps everyone engaged and responsible.

8. **Encourage Active Listening:**

> Emphasize the importance of active listening. Encourage students to listen attentively to their peers, ask questions, and seek clarification when needed. This enhances communication within the group.

9. **Provide Timely Feedback:**

> Offer constructive feedback during and after the group activity. Positive reinforcement and guidance can help students improve their collaboration skills and stay motivated.

10. **Use Energizers:**

> Integrate short energizing activities or brain breaks to keep students focused and energized. These can be quick, fun exercises that help reset their attention.

11. **Promote Reflection:**

> Allocate time for reflection at the end of the activity. Ask students to share their thoughts on what worked well, what challenges they faced, and how they can apply their learning in future situations.

12. **Be Flexible:**

> Be open to adapting the activity based on the needs of the students. Flexibility allows you to respond to emerging ideas, challenges, or opportunities for deeper exploration.

13. **Celebrate Achievements:**

> Acknowledge and celebrate the achievements of the groups. This can include recognizing successful problem-solving, effective collaboration, or innovative solutions.

14. **Encourage Creativity:**

> Stimulate creativity by incorporating activities that allow for diverse perspectives and unconventional thinking. This can inspire students to think outside the box.

After the simulation

The simulation session is always followed by the debriefing and that you may read more about it in the Moderator Handbook. All the additional activities listed here, should follow the debriefing.

After the simulation is over, it is very important to support students in understanding their experience. This can help them step out of the simulation's world, share / air out their emotions, while also providing an opportunity for reflection on a cognitive level, supporting their learning.

So as a debriefing session, right after the simulation gives an opportunity to the students to (in this order):

- Air out emotions
- Reflect on their experiences during the simulation
- Find the connections between the simulation and dynamics of the real world

Some groups/students are more ready to verbalize their emotions/experiences, while in other groups its worth considering using activities to promote their sharing.

Airing out emotions

After an intense group experience with teenagers, firstly, we need to give them an opportunity to share their emotions. Some people might be upset, others proud, others still overexcited, etc. We need to let these emotions shared, so they are able to move forward. It can be beneficial to include some "cool-down" or "chill-out" activities to help everyone wind down. Here are five activities that can help teenagers relax after an active gaming session:

- **Meditation and Mindfulness Session**:
Lead the group in a short meditation or mindfulness exercise to help them relax and refocus. There are many apps and online resources designed for meditation and relaxation that can be used for this purpose.

- **Storytelling Circle**:
Sit in a circle and have each teenager take turns sharing a short, lighthearted story or personal anecdote. This can be a great way to encourage open communication and laughter.

- **Board Games or Card Games**:
Transition to a calmer activity like board games or card games. Games like Uno, Apples to Apples, or Pictionary can provide a more relaxed and social atmosphere.

- **Art and Craft Activities**:

Set up an art and craft station with supplies for activities like coloring, painting, or crafting. This can be a great way for teenagers to express themselves and unwind.

- **Music and Karaoke**:

Put on some music and allow teenagers to unwind by singing along or even having a mini karaoke session. Music is a great way to uplift spirits and create a relaxed atmosphere.

Reflection on experiences

These post-game activities are designed to provide a smooth transition from the excitement of group games to a more relaxed and calm state, allowing teenagers to understand what happened during the simulation. The following questions are ideas you can ask the group to support their reflection. (see "leaving the magic circle in Moderator's Handbook)

Reflective questions can help teenagers process their experiences and learning after playing a game in class. Here is a list of reflective questions suitable for this context:

1. Think about the role you played in the team. How did your strengths contribute to the overall performance, and what areas could you improve upon?
2. Were there effective communication and collaboration within your team? How did teamwork impact the outcome of the game?
3. Did you notice any patterns or strategies employed by other teams that you found interesting or effective?
4. In hindsight, is there anything you would do differently if you were to play the game again? Why?
5. How did the game promote critical thinking and problem-solving skills? Can you give specific examples?
6. Were there any moments where you had to make quick decisions under pressure? How did you handle those situations?
7. Reflect on the importance of teamwork in the context of this game. How did the dynamics of the team contribute to the overall experience?
8. Did you find yourself relying on specific skills or knowledge that you have acquired in other areas, such as school subjects or extracurricular activities?
9. What did you learn about yourself and your peers through this game? Were there any surprises or discoveries?
10. Consider the connection between the game and real-life   situations. How might the skills and lessons from the game be applicable in your daily life or future endeavors?

11. In what ways did the game encourage creativity or out-of-the-box thinking?
12. How did the game contribute to a sense of community or unity within the class?
13. What feedback or suggestions do you have for improving the game or similar activities in the future?
14. How can the experiences from this game be applied to your academic or personal development?
15. What skills or qualities do you think are essential for success in this type of game, and how can you further develop them?

Feel free to adapt these questions based on the specific game played and the learning objectives you want to emphasize. Encourage students to share their thoughts openly and consider how the game experience relates to broader aspects of their lives.

Follow ups – sharing

As mentioned earlier, it can be difficult for some people to verbalize their emotions, thoughts. In case the group needs some more support for sharing, you can find some activities here:

1. **Circle Share – cards of emotions**

   Have the teenagers sit in a circle and take turns sharing their thoughts and feelings about the game – give them a set of emotion cards to choose from or set of pictures. Encourage them to show the card and talk about what they enjoyed, what challenged them, and what they learned. This open format allows for personal reflection and group discussion.

2. **Small Group Discussions**:

   Divide the participants into smaller groups (same small groups they worked) in and assign each group a specific discussion topic related to the game. Afterward, each small group can share their insights with the larger group. This method promotes focused conversation and diverse perspectives.

3. **Write and Share**:

   Provide each teenager with a notecard or piece of paper and ask them to write down one thing they liked about the game and one thing they found challenging. Then, invite them to share their responses with the group. This allows for reflection and the opportunity to express thoughts in writing or verbally.

4. **Pair and Share**:

   Pair up the students and have them share their experiences with their partner. Encourage them to discuss their highlights, struggles, and any strategies they used during the game. Afterward, pairs can share interesting insights with the entire group.

5. **Visual Reflection**:

   Provide art supplies and ask the teenagers to create a visual representation of their experience during the game. This can include drawings, diagrams, or even a collage of images and words. After everyone has created their visuals, they can present and explain them to the group.

Sharing experiences in a fun and engaging way can be an excellent strategy to keep teenagers involved and excited. Here are five fun ways to share experiences in a group of teenagers after a game:

6. **Team Skits**:

- Divide the group into teams and assign each team a specific aspect of the game (e.g., the funniest moment, the most challenging part, or a memorable victory).
- Challenge each team to create a short skit or play that humorously depicts their assigned aspect. This not only encourages creativity but also provides a light-hearted way to share experiences.

7. **Photo Booth Storytelling**:

Set up a makeshift "photo booth" area with props and costumes.

- Encourage teenagers to take pictures that represent their game experiences and feelings.
- Afterward, each participant can use their photos to create a short story or explanation about their game journey while showcasing the images.

8. **Reverse Roles**:

- Have the teenagers switch roles with the game facilitator or instructor.
- Let them explain the game from their perspective, highlighting what they observed, what they liked, and what they found challenging. This role reversal can be quite amusing.

9. **Emoji Reflections**:

- Provide a list of emojis and ask teenagers to select a few that best represent their feelings and experiences during the game.
- Invite them to create emoji stories or posters to share their emotions and highlights, using the chosen emojis.

10. **Tug-of-War Insights**:

- Use a metaphorical approach by setting up a visual representation of a "tug-of-war."
- Ask participants to place tokens or objects on either side of the "rope," representing their positive and negative game experiences.

- As a group, discuss what factors contributed to the game's "tug-of-war."

These fun sharing methods not only make the post-game experience enjoyable but also encourage creative expression and lighthearted reflection.

Draw connections between the simulation and the real world

Closing off the section, you might want to draw your students' attention to the connection between their experiences and how these dynamics can appear in the rea world. This can enhance their factual knowledge and support their cognitive learning.

Based on what areas you want to work with (e.g. economic imbalances between countries; the race for resources; the effect on industry on nature; different interests of different actors; etc.), check out the UpToYou Learning Platform, where you can find videos and teaching materials in these topics.

FURTHER EDUCATIONAL ACTIVITIES

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

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

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

Activities to build relationships, enhancing Emotional Intelligence

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

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

1. The emotional thermometer

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

Method: individual practice

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

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

Instructions:

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

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

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

2. The emotional ladder

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

Method: groupwork

Length of exercise: 15-20 minutes

Tools: Paper, pen for the group

Instructions:

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

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

3. Emotional buzz

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

Method: Group exercise

Length of exercise: 5-8 minutes

Tools: Not required.

Instructions:

- We are standing in a circle.

- Each participant thinks of a simple one-sentence situation, which could be an everyday situation or something else in life. It's important not to choose a situation from your own life, but a situation that could involve any imaginable character (e.g. new student on the morning of the first day at school / competitor loses the final match after a year of hard training / X catches his best friend in a lie / Y gets lost in town but is guided by a kind stranger, etc.).

- Someone steps into the middle of the circle and explains the situation. The others, one by one, enter the circle and, by touching the shoulders, each name an emotion that might be in the character's mind in the situation (excitement, fear, relief, anger, etc.) If they cannot think of a specific emotion, they can express what the character might be thinking in a typical sentence, so that they can better identify the emotion. In this way, we can collect the number of different emotions/thoughts that can accumulate in a situation.

- Not everyone has to express themselves, it is important that it is voluntary to enter the circle.

- If there are no more contributors entering the circle, everyone should stand back in the circle and the next round can start by naming the next situation.

- Do not play more than 5 or 6 rounds at a time, or the exercise will become tedious and exhausting.

- If for some reason it is challenging for the participants to think of situations, the game leader can come up with several scenarios in advance.

4. Emotion cards

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

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

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

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

Instructions:

- Choose an emotion card that represents your current emotional state (it is important that the facilitator is part of the circle and chooses a card).
- The simplest version of the exercise is for everyone to explain in a few sentences why they chose that card.
- We can also make a statue of ourselves to represent the emotion. In this case, we do not show the card to the others, but our own sculpture. To develop empathy, each of us should take the posture shown to experience for a few moments how the partner feels.
- Another version: draw an emotion card in pairs. Ask them to tell their partner about a time in their own life when they felt the emotion depicted on the card. (In this and the following versions, the game leader should no longer participate.)
- In small groups, you can use the emotion cards to create stories. Give 2-3-4 emotions for the groups to make up an interesting story about. Write them down and listen to each other's stories.
- The previous version can also be given as individual homework.
- You can also discuss emotions as a whole group using the cards. We can start the discussion with two contrasting cards. When sadness turned to relief? What did it take?)

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

5. The body and emotions

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

Method: Small group work.

Length of exercise: 25-35 minutes.

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

Instructions:

- Form small groups of 3-5 people.

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

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

6. Emotional music - emotions in music

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

Method: Whole group, small group or individual exercise.

Length of exercise: 15-30 minutes.

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

Instructions:

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

7. Scene making

Level of difficulty: For a well cooperating group, this is not a difficult task. It is important that the facilitator manages time well. It may happen that the groups are not ready at the same time, one is bored and the other is nowhere near ready. If there is only one group to wait for,

have the teacher help them to cut the story short. This slow group is likely to improvise without rehearsal at the presentation.

Method: Small group exercise.

Length of exercise: 15-20 minutes.

Tools: Emotion cards or tags with emotions.

Instructions:

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

Activities to improve cooperation

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

1. Leading in pairs

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

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

Length of exercise: 15-20 minutes including discussion.

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

Instructions:

- Make pairs.
- Each pair gets a small ball, a pen, or a piece of spaghetti.

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

2. Effective cooperation

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

Method: Whole group exercise.

Length of exercise: 15-20 minutes.

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

Instructions:

- The letters of the phrase "effective cooperation" are placed mixed together in a circle marked with a spacer. The task is to get the letters out of the circle in the correct order and to get the word out of the circle as quickly as possible. If you like, you can repeat several times, trying new methods.
- Before the stopwatch starts, the most important part of the game takes place: you have to agree on a common strategy.
- Once they have agreed, they test how well it works and how long it takes to implement.

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

3. From circle to square

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

Method: Whole group exercise.

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

Tools: Not needed.

Instructions:

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

4. Strategic Chair

Level of difficulty: A very exciting activity, but not an easy one. The facilitator has to perform many tasks at the same time: watching the group, timing, recording the time and playing the role of "robot". If feasible, it is advisable to pass on the role of "robot", but only an outsider should be used, no one in the group should be singled out for this role.

Method: Whole group exercise.

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

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

Instructions:

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

5. Triple unit

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

Method: Whole group exercise.

Length of exercise: 5-8 minutes.

Tools: Not needed.

Instructions:

- We are standing in a circle. Someone stands in the middle, takes a frozen position and says who they are impersonating. It can be anything, an object, a person, a building, a concept, etc. He or she becomes the first element of our triple unit.

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

Activities to improve responsibility

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

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

1. Rickshaw

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

Method: Play in pairs.

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

Tools: Perhaps a scarf for half the group.

Instructions:

- The group forms a circle in a large space (it's not a problem if there is furniture, but there must be enough room to move freely).
- Everyone chooses a partner to start the exercise with. One member of the pair will be blindfolded.
- The facilitator will give the instructions:

- This is a non-verbal game in which no talking (or making any sound) is allowed.
- One member of the pair is the leader: he will be the leader of the "tuk-tuk" (rickshaw) while the other member of the pair will be the "tuk-tuk".
- The leader puts his hand on his partner's shoulder, thus guiding the tuk-tuk as it moves through space, avoiding some obstacles.
- After a minute and a half, the referee says "substitution", at which everyone stops. The leaders exchange tuk-tuks in silence. The tuk-tuk won't know who is behind him and will experience a loss of control.)
- Repeat the pair swap again - every minute and a half. That is, each tuk-tuk will have three different controllers, two of whom it will not know the identity of.

- After the third round, sit in a circle and discuss the experience. First the tuk-tuks tell us how they felt, then the leaders.
- Then the second game begins: the leaders become tuk-tuks, and vice versa. After the pair swaps, there is another discussion.
- Questions: As a tuk-tuk, could you trust your leader? How did it feel to be a leader and take responsibility for the other?

2. A guide to humans for aliens

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

Method: Small group exercise.

Length of exercise: 35-60 minutes.

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

Instructions:

- Imagine that aliens visit Earth. They are very curious about humans and our habits.
- Form small groups of 4-5 people. In the groups, collect the basic rules that all people should follow when living together, for example in a family, class or other human community. Formulate and write down 8-10 rules that you think are the most important.

- Then have the groups share the results with each other.
- Based on the groups' reflections, make a big, shared list. We can discuss which of the rules we have collected are the ones that our classroom community follows.

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

3. Privilege walk

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

Method: whole group exercise

Length of exercise: 35-60 minutes

Tools:

- This is an exercise to experience what it is like to be privileged and how privilege works in society.
- Give each participant a role card (see tools). Allow time to think about the role - imagine what it would be like to be that person.
- Ask them to stand in a straight line at the back of the room (so there is enough space to move forward several steps).
- Read out the following instructions:
  - *Let the person who feels the statement is true for him or her in the role step forward one step.*
  - *Whoever is uncomfortable with the knowledge that the statement is true for him, should not step forward.*
  - *No one will ever know if something is true for that role or not.*

- The facilitator reads the statements aloud, one after the other, with short pauses.
- After the last statement is read, ask the participants to note where they stand in the room in relation to the others.
- Form a circle and discuss the experience of the exercise, based on the following questions:
  - How did it feel to participate in such an exercise?
  - How do you feel about the position you ended up in?

- Were there any new factors you hadn't considered before?
- Were there any statements that were particularly difficult (for your character)?
- What do you wish people knew about you (your character)?
- What do you think would have happened if you had used your own real experiences during the exercise?
- How do you think knowing more about privilege would help your current relationships?

Call for action

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

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

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

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

Activities to improve ecological thinking

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

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

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

1. Me and nature

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

Method: Individual work; can also be done online.

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

Tools: Paper and art supplies for everyone.

Instructions:

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

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

2. Storytelling

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

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

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

Tools: Not needed.

Instructions:

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

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

3. Tags

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

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

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

Tools: Mobile phones / cameras, internet access.

Instructions:

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

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

4. Thematic photos

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

Method: Individual or pair exercise.

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

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

Instructions:

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

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

5. Making a paper theatre

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

Method: Small group exercise.

Length of exercise: 70-90 minutes at least.

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

Instructions:

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

- Hold the presentation, have the groups watch and listen to each other's work.

6. Poster making

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

Method: Small group exercise.

Length of exercise: 25-45 minutes.

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

Instructions:

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

7. City-building

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

Method: Small group exercise.

Length of exercise: 40-60 minutes.

Tools: Building bricks or Lego in large amounts.

Instructions:

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

- floods
- extreme drought
- earthquake
- extreme and prolonged heat
- blizzards, snowstorms
- shortage of drinking water

8. Five-finger exercise

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

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

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

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

Instructions:

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

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

9. Envisioning the future

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

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

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

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

Instructions:

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

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LESSON PLANS

Methodological recommendations

The lesson plans and tasks recommended for working on the SDGs do not necessarily build on each other. As the sustainability subject itself is diverse, it gives the teacher the opportunity to select topics that have already been covered in previous lessons in the subject or, for example, because related events are currently happening in the world.

The lesson plans and exercises below are therefore only a starting point for the teacher to develop lessons on his/her own from the topics that arise.

Some of the exercises are not directly linked to one Sustainable Development Goal but are primarily related to the topic - some are interconnected and have to be developed as such. This is also reflected in the methodological recommendations here: often the aim is precisely to get children or the teacher to do research on certain related topics beforehand.

The primary methodological aspect is to support learning through personal experience, including the collection of information.

1. TOPIC: WATER ISSUES

Development objective: to promote solution-focused thinking, developing solution strategies.

SDG: No 6, No 14

Duration: 1 lesson + ca. 2 hours homework

Preparation activity: (1 big jug and students' own bottles / mugs needed)
creating a personal experience of what it's like not to have easy access to water.

Visualization exercise: (2min, with eyes closed)
"What would it be like to live in a world without enough water? Imagine living in an area where there is a temporary water shortage. There is an important burst pipe, which simply cannot be repaired quickly for technical reasons, and so for the following weeks the whole village has to go to an alternative water source, a well 5 kilometers away, to fetch water. Water has to be boiled at home before consumption to make it safe."

Put a large jug of water on the teacher's desk. Have the students walk to the jug with a full backpack. Do not discuss who will leave when. Fill their mugs and glasses with water and go back to their seats.

Discussion: (whole class)

How much water did you get? How did it feel to go and stand in line for water with a heavy load on your back? What thoughts do you have about this exercise? What can it be like to live in a world where getting enough water is a daily challenge?

After this the following exercise comes:

Time	Title and description of block	Tasks to be accomplished	Methodology / form of work	Tools / preparation
15 min	Lack of water - issues	Watch summary of Zero Day Capetown: https://www.youtube.com/watch?v=XxZAqswJfL4 - list restrictions that were made	practical task, whole group	internet, projector - smartboard
5 min	Collecting your own ideas for water solutions	Is water scarcity only a topic relevant for countries in the Global South? Brainstorming: what we can do to reduce water consumption	whole group	board, markers
15 min	Planning a complex solution	Choosing from the above ideas, small groups develop an action plan and present it to each other	work in small groups, presentation for whole group	wrapping paper or flipchart paper or A3 paper for posters, colored markers, writing tools
5 min	Summary, closing	Choose one action plan or put together one from the presentations that everyone in class will follow	whole group	board, markers

2. TOPIC: GREEN ENERGY

Development objective: to promote solution-focused thinking, reflecting on own community solution proposals, developing critical thinking

SDG: No 7, No 9

Duration: 1 lesson

Preparation/homework: students read an article beforehand https://www.eea.europa.eu/signals-archived/signals-2022/articles/secure-affordable-and-clean-energy - (also available in Hungarian, Polish and German)

Time	Title of block, short description	Aim of block, tasks to be carried out	Methodology/ form of work	Tools / preparation
5 min	Tune in	What are the main sources of the energy consumed in the EU? Make you guess on a flipchart	whole group discussion	Board / flipchart or online idea collection tool (e.g. mentimeter)
20 min	Energy resources	present an overview of the real share of energy sources https://www.eea.europa.eu/ds _resolveuid/ 4fdc08358bee4ea29590a68fb 0dd4b02 and discuss advantages and risks of the respective sources.	small group research	a device with internet access for all groups wrapping paper or flipchart paper or A3 paper for posters, colored markers, writing utensils
5 min	Consultation	Small groups on the same topic draw up their lists and choose representatives for a joint debate	whole group discussion	
20 min	Debate	What does a sustainable energy system look like? Is our energy mix sustainable? If not, what would have to change? Why?	aquarium	
5 min	Summary, closing	If you had 500 million HUF (150 thousand EUR), which type of energy production would you invest in?	poll, whole group	board, markers

3. TOPIC: GREEN PROFESSIONS

Development objective:
  - Develop critical thinking
  - Developing one's own vision of the future, career image

SDG: No 4, No 8, No 10, No 16

Duration: 1 lesson + 1 hour of homework beforehand:

Read and examine an overview of possible green jobs (https://eures.europa.eu/demand-green-jobs-2023-2023-06-06_en - also available in Polish, Hungarian and German). This article also suggests that there are many "green professions" beyond the most common ones. Try to list a bunch of them and also find those that sound the more interesting to you.

Time	Title of block, short description	Aim of block, tasks to be carried out	Methodology/ form of work	Tools / preparation
40 min	Presentation of green professions	Put together a list of green professions - get to know what they do; Based on the list, it is possible to assign different professions to pupils/small groups of pupils to interview people with such professions OR to find and interview people with similar professions themselves. Based on the interview, make a poster about the profession	class-level poster presentations	internet, projector
5 min	Summary: What would you choose?	Hang up the presentation posters in different parts of the room. Have each student stand by what would be their first choice if they were to choose one of these professions. A few students can then be asked why they chose to stand there	Whole group discussion	Blutack or tape to put posters on the wall

4. TOPIC: SOCIAL RESPONSIBILITY

Development objective:
  - To promote solution-focused thinking
  - Reflecting on own community solution proposals
  - Developing critical thinking
  - Developing own vision, career development

SDG: No5, No 11, No 12
Duration: 1 lesson

Time	Title of block, short description	Aim of block, tasks to be carried out	Methodology/ form of work	Tools / preparation
10 min	Understanding the concept of social responsibility.	Watch video: https://www.youtube.com/watch?v=odNTQRJ2nTQ - evaluating the concept	whole group	Projector / smartboard
20 min	What can a large company do for the community and the environment?	Overview of corporate social responsibility in specific large companies. arge corporations are more harmful or more beneficial to the community and sustainability If a large company is harming the community what can be done about them?	work in small groups	internet, smart devices
15 min	About conscious shopping	What is the role of a consumer? How can we act as conscious buyers? What do you do already and what else could be done?	Whole group activity	Flipchart / smartboard to collect and pre-sent ideas

APPENDIX NO. 1.

Bingo Card Set for Teenagers:

Card 1:
1. Plays a musical instrument
2. Speaks more than two languages
3. Has a pet cat
4. Enjoys playing video games
5. Loves reading fantasy novels
6. Has traveled to more than three countries
7. Is a vegetarian
8. Has a part-time job
9. Has a sibling in the same school
10. Enjoys photography
11. Has been to a music concert
12. Can do a cool dance move
13. Is a member of a school club
14. Has a summer job
15. Loves spicy food

Card 2:
1. Knows how to skateboard
2. Has a favorite superhero
3. Is a fan of a specific music band
4. Volunteers at a local charity
5. Enjoys drawing or painting
6. Has won a sports award
7. Has a unique hobby
8. Is a fan of a specific TV show
9. Has a job related to technology
10. Has a favorite social media platform
11. Has a fear of heights
12. Has a secret talent
13. Has a favorite book series
14. Has a favorite subject in school
15. Enjoys DIY or crafts

Card 3:
1. Is a member of a sports team
2. Has a unique nickname
3. Has a favorite movie genre
4. Can do a great impression of someone famous
5. Has a part-time job in the food industry

6. Enjoys solving puzzles or riddles
7. Has a favorite type of music
8. Can play a specific sport well
9. Has a favorite social media influencer
10. Has a sibling in a different school
11. Loves camping or hiking
12. Is part of a theater group
13. Has a unique fashion style
14. Is a morning person
15. Has a favorite school subject

APPENDIX NO. 2.

TO PRINT - Role cards ✂				
Your parents argue all the time.	You live with your mum, her husband and her husband's 2 children.	You have messy teeth.	You and your family are from Iran and have lived in Hungary for 3 years. They do not speak Hungarian.	You are dyslexic.
You are an only child.	You live in a very poor family, and at the end of the month you only have buttered bread for dinner.	You are part of a bilingual family.	You moved from a remote village to the city.	When you are nervous, you start to stutter.
You're terrified of dogs.	You were born with only four fingers on your right hand.	You are adopted.	You live in state care.	You can only get around in a wheelchair.
Your family is Muslim.	You are the daughter of the CEO of a company worth billions.	Your mother is now serving a 3-year prison sentence.	Your dad is serving in the army.	You have been selected to appear on a TV show about talented children and young people.
You live in a village 50 km from your school.	You are the captain of your school's football team.	You are the oldest of 7 siblings.	Your parents are divorced; you live with your mother.	Your parents are doctors.

APPENDIX NO. 3.

Set of situations suitable for a Privilege Walk game with teenagers:

1.   Educational Opportunities:

- Take one step forward if your parents attended college.

- Take one step back if you attended a school with limited resources.

2.   Financial Stability:

- Move forward if you have never worried about where your next meal will come from.

- Move back if you've ever had to work to support your family.

3.   Cultural Awareness:

- Step forward if you've traveled to another country for leisure.

- Step back if you've ever been teased or bullied because of your cultural background.

4.   Access to Technology:

- Move forward if you've always had access to a computer and the internet at home.

- Move back if you've ever had to share a computer or had limited access to the internet.

5.   Health and Well-being:

- Step forward if you have never faced a serious health issue.

- Step back if you or a family member has faced challenges due to a health condition.

6.   Gender and Identity:

- Move forward if you feel comfortable expressing your gender identity.

- Move back if you've ever faced discrimination based on your gender or gender identity.

7.   Family Stability:

- Take a step forward if you have two parents who are still married.

- Take a step back if you come from a single-parent household.

8.   Legal System:

- Step forward if you've never been stopped or questioned by the police without cause.

- Step back if you've ever felt unfairly targeted by law enforcement.

9.   Access to Opportunities:

- Move forward if you've had multiple extracurricular activities and opportunities.

- Move back if you've faced limitations in participating in activities due to financial constraints.

10.   Language and Communication:

- Take a step forward if you are fluent in more than one language.
- Take a step back if English is not your first language and you've faced challenges because of it.

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