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COORDINATORS:

LAURA BURAVCOVA

MIHAELA ŢURCANAŞU

DORIN FISCUTEAN

Eco-Friendly Outdoor Activities

Methodological Guide

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COORDINATORS:

Laura Buravcova **Mihaela Țurcănașu**

Dorin Fiscutean

TRANSLATORS:

Ioana-Ștefania Diaconița

Sabina Sabău **Alina Crăciun-Ștefăniu**

EDITORS:

Emilia Florea **Ana-Roxana Coțofrea**

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CLIMATE ACTION STARTS FROM LOCAL LEVEL
2023-1-RO01-KA220-SCH-000154832

FOREWORD

by Mihaela Cornelia Fiscutean

Within the Erasmus + project, no. 2023-1-RO01-KA220-SCH-000154832, Climate Action starts from Local Level, we set out to develop this methodological guide to environmentally friendly outdoor activities to encourage movement and other outdoor activities, to stimulate children's love of nature and, implicitly, responsibility for its protection. These activities are more necessary than ever, because nature "cries" for help, and man, increasingly absorbed by digital networks and technology, disconnects from the natural environment. Returning to nature through practical and creative experiences not only revives the emotional connection with the environment, but also stimulates pro-ecological behaviors that are essential for protecting and restoring ecosystems, for increasing environmental sustainability and conserving biodiversity. Moreover, these activities can help reduce stress and improve well-being, counteracting the negative effects of a life excessively connected to the digital environment. These activities can also be sources of inspiration for projects carried out within programs such as "School Differently" and "Green Week" or in other extracurricular activities.

Children feel very happy in nature, but as they grow up, the time spent outdoors decreases, and their connection with nature weakens in favor of various attractive devices that keep them captive in their comfort zone. The proposed activities have different degrees of difficulty and varying periods of time in order to be adapted to the age characteristics of the participants.

The guide includes a variety of creative activities, which consist of practical experiences that help children develop essential skills for a sustainable life and cultivate their interest in sustainable development and care for the environment. At the end of each activity there is a section dedicated to introspection, critical thinking, reflective, through which participants are encouraged not only to value and protect local ecosystems more, but also to become more empathetic, to have an open mindset and to be more attentive to the needs of those around them.

This guide is not just a list of activities, but a tool for transforming nature into a holistic learning space, where formal education is complemented by practical, non-formal experiences and real interactions with nature. Thus, it stimulates the personal and social development of students, preparing them for life's challenges.

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1. Plastic is not fantastic

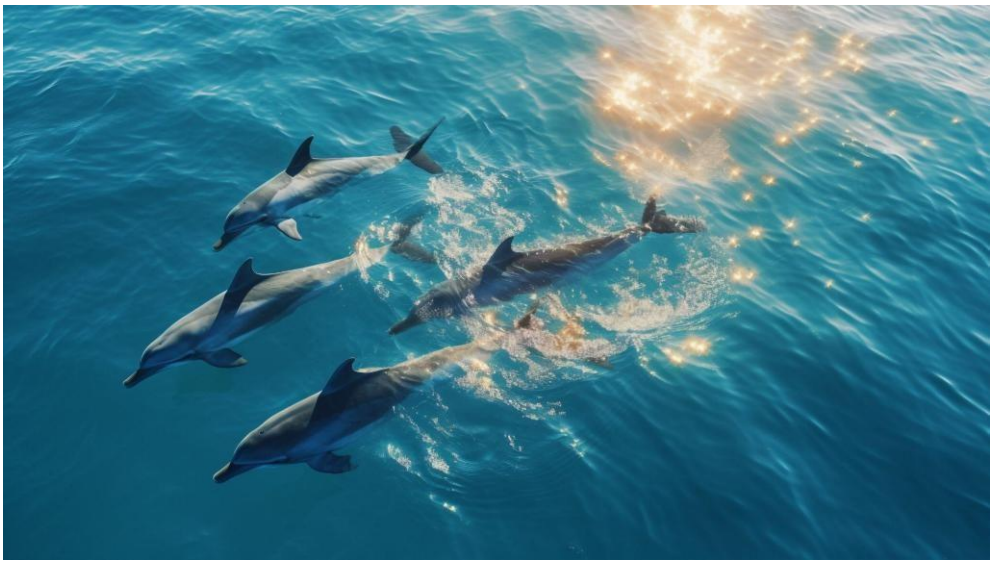
Saving the sea animals from plastics

The specific theme of this game: The problem that sea animals (the sea turtles Caretta caretta, the dolphins and generally the fish) deal with the consumption of plastic.

The purpose of the game is to raise awareness among the young generation and all people for the protection of the sea animals.

Caretta caretta is a species that is identified in the Mediterranean and especially in the Greek seas.

Generated by Freepik



Dolphin is also a species-symbol that is found in the Mediterranean and the Greek seas.

Generated by Freepik

It is widely known that Amvrakikos Gulf constitutes a residential and at the same time a development area for both of these species. The area that the gulf is situated and its form create a protected sea that has a variety of activities. However, due to various factors, dolphins and caretta caretta are in danger.

In this day and age, the enormous sea pollution because of the plastics constitutes one of the most important environmental problems. Approximately, more than ten million tones of plastic end up in the seas and in the oceans. According to researches, the young turtles are more vulnerable to those and that phenomenon is considered as one of the main causes of their death. It is widely known that a great amount of these plastics are consumed by dolphins and the sea turtles. Scientists claim that micro plastics are found in the breathing of dolphins and that the discovery of them in the body of the sea animals increase the possibility of the death to 50%.

Generated by Freepik

Preparation of the game: Select 3 small balls and 10 big ones. The 5 big balls must have different color from the other 5 balls.

The summary of the activity: We select a specific place (a good idea could be on the sand of a beach) to put the 3 small balls that represent the sea turtles, the dolphins and the fish. Ten people are divided in two teams. The first team takes 5 big balls (the people that are responsible for the pollution of the sea and everyone that does not care about the phenomenon) and tries to hit or get close to the 3 small balls by throwing from a certain distance their balls. Then, the second team (people who protect the sea animals) throws their balls in order to remove the other ones that are considered as a threat to the small ones. Purpose of the 1st team is to throw plastics and create a problem to the sea animals, meanwhile purpose of the second team is to save the animals.

The first team wins, if they manage to have their balls next to the 3 balls (they get one point for each one of their 5 balls that is next to a small ball)

The second team wins, if they manage to drive away the opponents' balls.

This game is a variation of the Petanque game and it is very polular in the city of Preveza and other regions of Greece. It is played with iron balls. Other names of the game are Bulles or Bocce or Abali

Designed by brgfx / Freepik

Activity created by Thania Stavridi, Kalliopi Katogianni

2. Saving the forests from the fires

The specific theme of this game: The problem that is caused to the forests due to the fires.

The purpose of the game is to raise awareness to the people and especially to the youngest generations about the importance of the protection of the forests.

Greece has the richest flora in all over Europe proportional to its area. Greece has a satisfactory variety due to the geographical position of the country.

The fires create many problems at atmospheric level, in health and at the same time are a big ecological problem. The forest is the planet's "oxygen factory" and its destruction combined with the smoke that pollutes the atmosphere has negative consequences for public health. Especially in Greece, the fire hazard is increased due to the high temperatures. In addition, the strong winds make difficult the extinguishing of

the fires. As a result, there is a destruction of many acres of forest and greenery every year.

Preparation of the game: A ball is needed

The summary of the activity: Six people are inside a specific area and they represent the forests. Two people are outside of that area, opposite the one from the other carrying one ball (they represent the responsible ones for this problem). They throw the ball from the one side to the other, in order to hit the 6 people inside the area. If they manage to hit someone, that person sits down, representing that this forest is burned. If anyone catches the ball, though, one of the people that sit down, rise up (which means that people after the fire, try to restore it, do a refosteration).

In the end, when only 1 person representing the forests is left, the others have 10 attempts to hit him with the ball and burn him.

If the 2 people manage to hit/burn all six people, then they are the winners. Otherwise the six people representing the forests win.

Activity created by Artemis Tsekoura, Kalliopi Katogianni

3. Saving the turtle's eggs

The specific theme of this game: The problem that the sea turtles deal with their eggs.

The **purpose of the game** is to raise awareness among young people about the protection of the sea turtle

Caretta caretta is a species - symbol of the Mediterranean and Greek seas. Greece is home to approximately 60% of Mediterranean nests

It has also been known for several years that the Amvrakikos Gulf is an important development area for Caretta caretta. In fact, finding rich food in the Gulf, the turtles grow

steadily and when they reach adulthood they go to breed in Zakynthos, the Cypriot Gulf and other beaches in Preveza.

The threats facing the caretta caretta in Greece are:

- Degradation of beaches and ecosystems
- Collisions with boats
- Plastic pollution in the sea
- Light pollution & noise pollution
- Climate change
- Hydrocarbon mining
- Trapping in fishing gear

Generated by Freepik

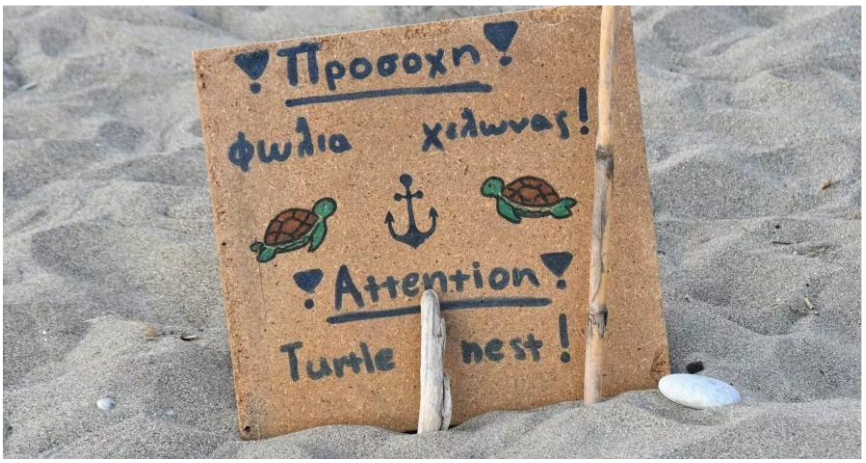
https://www.worldwildlife.org/pages/controlling-sand-temperatures-for-sea-turtles-in-the-choco-region-of-colombia?device=mobile

Sea turtles are reptiles that spend their whole lives in the sea. Only the female ones come out to the shore and lay their eggs in nests in the sand. The female return to give birth on the same beaches where they were born.
40-60 days are requested for their hatching. When the procedure is done, small turtles are coming up a little bit, during the night and this lasts from 1 to 7 days. Numerous are the cases where the lights of settlements disorientate the small turtles in a direction away from the sea, which is often responsible for their death. In addition, tourists who approach the shore to swim destroy the eggs.

Under optimal conditions, their chances of survival are minimal, as it is estimated that only one in a thousand young turtles will survive to adulthood.

https://www.worldwildlife.org/pages/controlling-sand-temperatures-for-sea-turtles-in-the-choco-region-of-colombia?device=mobile

Preparation of the game: Select a beach. Use stones that represent the eggs.



https://www.cretalive.gr/eida-akoysa/1i-folia-helonas-kareta-kareta-stin-kriti

The summary of the activity: In the center of the beach there are the stones-eggs. Three people around a certain area are responsible for their security (the organizations and people who care about the eggs), meanwhile six people try to invade and steal the stones-eggs (everyone that does not care about the egg's safety or develops business activities that contribute to the creation of a distraction when they hatch). The protectors have a ball, with which, in case they realize that they try to enter in that area, they hit them. If they manage to do that, the "thieves" go out and they don't participate at the game anymore. The goal of the three people is to save the eggs-stones, the pursuit of the six to harm them.

Activity created by Thania Stavridi, Kalliopi Katogianni

4. Hunt

Required:

List of objects and objects to be found.

Workflow:

Give each student a list of things to look for. It is advisable to make the list on durable paper and laminate it so that it does not get wet and can be used repeatedly.

Methodological instructions:

Ideas for the hunt:

- a feather,
- three seeds,
- something smooth, something fragrant,
- something beautiful,
- something round, an indication that an animal has been here,
- five signs that a person has been here.

https://www.redzet.lv/photo/meza-piles-spalva-Da-060-19-AM

Remind everyone to collect only those things that can be put back in place in nature.

Activity created by Laura Buravcova, Ilze Graudiņa

5. Word circle

A perfect game for a young group of people to remember each other's names. Choose one player to start the game and name an adjective that starts with the same letter as their name and their own, for example, SMART SAM.

https://femena.net/2023/08/08/why-self-care-and-collective-well-being-are-critical-to-winning-change/

The next player to the left must name the previous player's combination of words and add their own. The further in the circle, the harder it is to remember, but this is a good brainteaser.

Activity created by Laura Buravcova, Ilze Graudiņa

6. How Close?

This game allows people to become not only good observers of nature, it helps them feel alive. Tourists often quickly lose their orientation in a forested or other such area. Thick fog, snowstorms, darkness can also be a reason for getting lost. How Close? Blindfolded, players use their senses of touch, smell and smell to discover nature and this will help them safely go to an open field or meadow.

Necessity:

1. Head bandages.
2. Eye bandages.

Workflow:

1. Find a large field or meadow where you can walk safely. If possible, find a meadow with small hills or sloping ground to provide variety in the surroundings. Divide the group into pairs. One is the guide, the other is the blindfolded walker (or the one who keeps his eyes closed).

https://www.schuhhaus-thiele.de/leistungen/kinderorthopaedie/

2. The players line up, the leader steps back 20 meters across an open area. When the leader is ready, he waves his headband to the group. All the walkers look at the leader's location. Then they close their eyes or are blindfolded. The walkers try to walk in a straight line forward and stop as close as possible to the leader.

3. The guide walks along and makes sure that the walker is safe. The guide should not interfere with the walker in any way if there is nothing dangerous in the way. When the leader is reached, the guide taps them lightly on the shoulder, which means a "stop" signal. In order for each walker to reach the leader of the game, they stretch their arms out to the sides, thus imagining a line and the goal of the walk.

4. Before the first group starts walking, ask "What natural phenomena (such as wind, sun, illness, and bird songs) can help you complete this part of the walk?" Explain that those who have finished the game must behave quietly so that other players can make way.

5. When all the walkers reach the imaginary line (where the leader stands), they walk to the leader without a blindfold, placing one foot behind the other, counting how many feet are left to the leader.

6. The one who has the fewest steps to the leader is the winner.

Methodological instructions:

- Orientation perception
- Day and an open field.

The players are surprised at how challenging walking in a line can be. I have noticed that after the game the players become much more modest, more attentive and enthusiastic about learning orienteering skills.

Activity created by Laura Buravcova, Ilze Graudiņa

7. Forest Recipe

If you wanted to create your own forest, what would it look like? This activity will help children think about sustainability and beauty using their imagination.

Required:

- Drawing paper,
- cards,
- pencils
- mats.

Workflow:

Give each child a couple of square kilometers of land. On this primeval plot of land, they will be allowed to create their own dream forest. It will have as many trees, animals, mountains and rivers as each person wants. Let the children's imagination run wild. To encourage truly creative work, you can give the children some direction.

Tell the participants: “Since a forest must maintain itself year after year, it needs such essential ingredients as soil, water, sunlight, trees, fungi, bacteria, ground cover and animals.

Encourage the children to create not only a sustainable but also a wonderful forest. Perhaps they want to draw beautiful birds, huge, ancient trees, people who love the forest, a waterfall, a hurricane or a rainbow - whatever they want.

Encourage children to write the components of their imaginary forest on cards and then draw them and group them together. This game is a great follow-up to the other games about trees in this book.

https://openclipart.org/detail/218867/september-in-the-forest

Finally, discuss whether the forests they have created will last a long time. And whether, for example, they have not forgotten any link in the food chain: herbivores, plants and decomposers (decomposers) such as ants, fungi and bacteria. Do not let children forget important factors such as soil and climate.

Methodological instructions:

Interconnectedness, sustainability, imagination. Day, anywhere.

Activity created by Laura Buravcova, Ilze Graudiņa

8. The Water Race

Objective: Reflect on the importance of not wasting water.
How to play:

- The students, divided into teams, must transport water from a full bucket to an empty one using containers with holes (e.g. glasses, jars, bowls).
- The team that manages to transport the most water without wasting it within a certain time wins.

Materials: containers with holes (buckets, glasses)

https://poolcups.com/products/bucket-cups-mega-pool-cup-package?variant=31746963243066

Activity created by Laura Buravcova, Ilze Graudiņa

9. Ecological Orienteering Hunt

Objective: To educate about the importance of nature and biodiversity.
How to play:
The students divided into teams
• Each team has to identify and find natural elements in the park (e.g. Find a broad-leaved tree or Look for a pollinating insect).
• The winner is the team that completes the game by collecting the most information within a certain time
Materials: phone to take pictures, notebook.

10. Mission: Plant a Tree

Objective: Plant trees or seeds to help the environment.
Materials: seeds, gardening tools (trowels, watering cans, etc.)
How to Play:
Each team receives a bag of seeds and a designated area or pot with soil
They must plant correctly, prepare the soil, and care for the plant.
You can make the game competitive by timing the process or awarding points for completing the work accurately and creatively.

11. Eco-Adventure Treasure Hunt

Description: Organize a treasure hunt with challenges related to sustainability. Teams must solve
riddles or complete activities to find the treasure such as a kit of seedlings or seeds to plant.
Materials: Maps, printed riddles, objects for separate waste collection
Examples of challenges:
- Identify plants or trees in a park.
- Collect waste following the rule of separate waste collection.
- Solve quizzes on renewable energy or pollution.

12. Eco Art Gallery Under the Open Sky

Objective:
Creatively express environmental issues and promote ecological awareness through art.
Materials Needed:

- Collected natural or recyclable materials (leaves, twigs, sand, litter from nature).
- Natural paints (made from soil, water, plants).
- Cameras or phones to capture the artworks.

Activity Flow:

1. **Preparation:**
   Each student group receives an ecological theme related to a global issue (e.g., plastic pollution in oceans, deforestation, air pollution).
2. **Creative Task:**
   Using natural or found recyclable materials, students create outdoor artworks—these could be mosaics, sculptures, or temporary ground paintings.
3. **Exhibition:**
   An improvised "gallery" is set up where each group presents their artwork and explains its environmental message.
4. **Documentation:**
   The installations are photographed or filmed, with the potential for use in an environmental campaign at school or on social media.

Activity created by Justinas Sasnaukas

13. Eco-Hike and Nature Scavenger Hunt

Activity Overview:

Combine the fun of a hike with the educational value of a scavenger hunt to create an engaging and eco-friendly outdoor activity. This activity will teach students about local flora and fauna, environmental conservation, and the importance of preserving natural habitats.

Objectives: Promote physical activity and appreciation for nature.
Educate students about local ecosystems and biodiversity.
Foster teamwork and observational skills.

Materials Needed: Scavenger hunt lists (with pictures and names of local plants, animals, and natural features)
Notebooks and pencils
Reusable water bottles
Trash bags and gloves for litter pick-up
Cameras or smartphones (optional, for taking pictures)

Preparation: Select a local park, nature reserve, or forest trail that is safe and accessible for students. Prepare a list of items for students to find during the hike. Include a variety of plants, animals, insects, and natural features that are common in the area. You can categorize items based on difficulty or point value to make the hunt more interesting. Emphasize the importance of respecting nature: no picking plants, disturbing wildlife, or leaving trash behind. Explain safety guidelines and ensure students stay on marked trails.

https://www.seventhgeneration.com/blog/mental-health-climate-change

Activity Steps:

Introduction: Begin with a brief talk about the importance of nature conservation and what students can expect to see on the hike. Hand out the scavenger hunt lists, notebooks, and pencils. Start the hike, guiding students along the chosen trail. Encourage students to observe their surroundings and mark off items they find on their lists. Take breaks to discuss interesting finds and allow students to share observations. During the hike, encourage students to pick up any litter they see using the provided gloves and trash bags. Discuss the impact of litter on wildlife and ecosystems. At the end of the hike, gather students to share their findings and discuss what they learned. Reward teams or individuals who found the most items or demonstrated good environmental stewardship. Have students write a short reflection in their notebooks about their experience, what they learned about the local environment, and how they can contribute to conservation efforts. Consider organizing a classroom discussion or project based on the hike, such as creating posters about local wildlife or researching ways to protect natural habitats.

This eco-hike and nature scavenger hunt not only gets students outdoors and active but also instills a sense of environmental responsibility and appreciation for nature. It's a fun, educational activity that can be easily adapted to different locations and seasons.

https://eu.blueridgenow.com/story/news/education/2022/10/12/fernleaf-students-have-annual-educational-hike-on-bearwallow-mountain/69557602007/

Activity created by Milena Krutulyte

14. Eco-Trackers: Wildlife Observation Challenge

The **Eco-Trackers: Wildlife Observation Challenge** is an outdoor eco-activity designed for students to explore local wildlife and ecosystems. In this activity, students act as nature detectives, observing and documenting the behaviors, tracks, and signs of animals in their natural habitats. Through this experience, students gain an understanding of local biodiversity, develop environmental stewardship skills, and connect with nature.

Objective:

The goal of the **Eco-Trackers: Wildlife Observation Challenge** is to encourage students to observe wildlife in their natural habitat, identify animal tracks and signs, and learn about the behavior of different species. This activity fosters an appreciation for local biodiversity and teaches students the importance of protecting wildlife and ecosystems.

Participants Involved:

- **Target Group:** 5th-8th grade students (can be adapted for older or younger students)
- **Number of Students:** 10-30 (can be divided into smaller teams or work individually)
- **Facilitators:** 1-2 teachers or environmental educators to guide the activity and provide information

Materials Needed:

- Wildlife observation guides (to help identify animal tracks, signs, and species)
- Notebooks or field journals for students to document their findings
- Pencils or pens
- Cameras (optional, for documenting animal sightings)
- Magnifying glasses (optional, for closer inspection of tracks or signs)

- Binoculars (optional, for bird watching)
- Markers to highlight key locations or features in the area

https://stockcake.com/i/sunset-wildlife-observation_1471900_1050068

Rules and Instructions:

1. **Preparation:**
    - Select a local park, nature reserve, or schoolyard that is known to have wildlife and a variety of plant species.
    - Prepare a list of animals that are likely to be seen in the area, including common species of birds, mammals, insects, and reptiles. Provide students with guides or resources for identifying animal tracks, scat, feathers, nests, and other signs of wildlife.
    - Organize students into small teams of 3-5 members, ensuring that each group has a field journal, pens, and a copy of the wildlife observation guide.
2. **Introduction to the Activity:**
    - Explain that students will become "wildlife trackers" for the day. They will search for animal tracks, signs, and other evidence of wildlife in the natural environment. Emphasize that they must be quiet and respectful while observing animals to avoid disturbing them.
    - Introduce the concept of animal tracks, scat, and signs—what they are and how they provide valuable information about the animals that live in the area.
3. **Observation Challenge:**
    - Teams will head into the designated area and begin their wildlife search. Each team must use the guide to identify tracks, animal scat, feathers, nests, and other signs that indicate the presence of wildlife.
    - Students will document their observations in their field journals, including detailed descriptions, drawings, and any photos they take (if allowed). They should note the location of their findings and try to identify the animal responsible.
    - Encourage students to work together, share observations, and support one another in identifying signs and tracks.

4. **Reflection and Sharing:**
    - After the observation time, gather the students and ask each team to present their findings. Have them share:
        - The signs or tracks they found.
        - Their best guesses on which animals were responsible.
        - Any interesting behaviors they observed or facts they learned about local wildlife.
    - Facilitate a group discussion on the importance of preserving wildlife habitats and what can be done to protect the animals in their local environment.
5. **Debriefing:**
    - Reflect on the activity by discussing the types of animals students were able to identify and the signs they discovered. Talk about the role of wildlife in ecosystems and how these animals contribute to the balance of nature.
    - Discuss how students can help protect wildlife by reducing their impact on the environment, supporting conservation efforts, and being mindful of animal habitats.

What This Activity Teaches:

1. **Wildlife Identification:** Students will learn to identify the signs and tracks of different wildlife species, gaining a deeper understanding of the animals living in their local area.
2. **Ecosystem Connections:** By observing and tracking wildlife, students will learn about the role animals play in ecosystems and how each species contributes to the overall balance of nature.
3. **Conservation and Stewardship:** The activity teaches students the importance of protecting wildlife habitats and the environment. It emphasizes the idea that human actions can impact animals and the need for conservation.
4. **Observation and Critical Thinking:** Students will develop their observation skills by closely examining tracks, signs, and habitats. They will also learn to think critically about the behaviors of animals and how they adapt to their environments.

Competences Developed:

1. **Environmental Literacy:**
   Students will learn to recognize the interconnectedness of ecosystems, the behavior of animals, and the importance of preserving biodiversity.
2. **Scientific Inquiry and Observation Skills:**
   The activity enhances scientific observation skills, as students actively engage in collecting data and making hypotheses about wildlife.
3. **Teamwork and Collaboration:**
   Students will work in teams, practicing collaboration and effective communication while sharing information and solving problems together.
4. **Problem-Solving and Critical Thinking:**
   The task of identifying tracks, signs, and animal behaviors encourages students to use critical thinking and reasoning to figure out what animals they may have encountered.
5. **Respect for Nature:**

Through observing wildlife in its natural habitat, students will develop a greater respect for animals and the environment, learning the importance of not disturbing animals or their habitats.

Benefits for Students:

1. **Enhanced Connection to Nature:** By actively engaging in wildlife observation, students will develop a stronger connection to nature and gain a deeper appreciation for local ecosystems and wildlife.
2. **Improved Scientific and Analytical Skills:** The activity helps students develop their scientific inquiry skills by encouraging them to observe, document, and analyze data in a real-world setting.
3. **Increased Environmental Responsibility:** As students learn about wildlife, their behavior, and the importance of conservation, they become more aware of their role in protecting the environment and preserving biodiversity.
4. **Collaboration and Social Skills:** Working in teams fosters collaboration, communication, and problem-solving skills, which are valuable in both academic and social settings.
5. **Physical and Mental Health Benefits:** Spending time outdoors in nature improves students' physical well-being through walking and exploration. It also provides mental health benefits by reducing stress and increasing feelings of well-being.

Activity created by June Juodaityte

15. Global Climate Challenge – Interactive Orienteering Game

Objective:

Understand the impact of climate change on different world regions and explore solutions to combat it.

Materials Needed:

- Cards with climate issues from different parts of the world (e.g., glacier melting in the Arctic, desertification in Africa, deforestation in the Amazon).
- Interactive tasks for each checkpoint.
- Compasses, maps, or a GPS app (for a modern version).
- Notebooks and pens for notes.

https://shopeverbeam.com/blogs/news/7-tips-for-orienteering-with-kids-making-outdoor-adventures-fun-and-safe

Activity Flow:

1. **Preparation:**
   The area (e.g., a park, forest, or schoolyard) is set up with 5–7 checkpoints, each representing a different climate issue. At each checkpoint, students will find a challenge or task related to that issue.
2. **Gameplay:**
   Students are divided into groups and, using their orienteering skills, must locate all checkpoints. At each station, they face a challenge—for example, creating a mini action plan to stop desertification or building a symbolic "dam" from natural materials to protect animal habitats from flooding.
3. **Reflection:**
   After the game, teams gather to discuss their experiences and reflect on real-world solutions that could address these climate issues.

Activity created by Evita Jasinauskaite

16. World Ecosystems Escape Room in Nature

Objective:
Learn about the world's ecosystems by solving tasks and challenges.
Materials Needed:

- Task cards with questions about different ecosystems.
- Natural objects (leaves, stones, water samples) representing various habitats.
- Coded clues or "locks" (e.g., math puzzles, hidden QR codes).

Activity Flow:

1. **Preparation:**
   Four to five ecosystem zones are set up outdoors (e.g., jungle, tundra, coral reefs, savanna), each containing hidden clues or tasks that must be solved to "escape."
2. **Teamwork:**
   Each team receives an initial clue and, using their biological knowledge and logic, solves ecological challenges—such as how to protect an endangered species, prevent a forest fire, or reduce pollution.
3. **Final Challenge:**
   The last task requires teams to combine all gathered knowledge and propose a global ecological solution.

The specific themes of the game: biodiversity,endangered, vulnerable and threatened species, deforestation, climate, environment, land grabbing,

Activity created by Simona Navikaite

17. Musical chairs

Everyone has probably played this game, but it's still pretty fun if you play it yourself. The participants stand in a circle, and in the middle of the circle are placed one less chair than the number of participants (if there are 10 participants, then 9 chairs).

https://www.incsr.eu/resource/praktiski-padomi-darba-devejiem-ka-ierobezot-covid-19-izplatisanos-darba-vide/

Then music is played and all the participants walk in a circle around the chairs, as soon as the music stops, the participants try to find a free chair to sit on. The participant who is left without a chair leaves the game and takes one chair with him. The winner is the one who gets to the last chair. It is recommended to play short pieces of music so that people don't get tired.

18. Melting ice

The specific **themes** of the game: climate change, the environment, the disappearance of animal species - polar bears, upcycling waste (cardboard) **Soft skills** to achieve: problem solving, communication, adaptability, critical thinking, time management, Interpersonal etc.

The **summary** of the activity:
A man walks out of a house that has four walls all facing South. What does he see:
a. An insect
b. A bird
c. A mammal

What do you think is the answer? Let us tell you: a mammal (more precisely a polar bear since we are at the North Pole).
There are 2 teams of students, and each team had 3 pieces of cardboard (representing the ice cubes on which the polar bears move) at their disposal. The two teams had to cross the ocean (the alley of the park/forest) using these pieces of cardboard. However, as in the wild, there are predators! Two students played the role of orcs, who when a piece of cardboard was not occupied by any "polar bear" stole it.
The parallel with the reality:
What is the lesson of this game? We must act as soon as possible!! In this game we learned to cooperate and synchronize. We must proceed in exactly the same way when we act on slowing down global warming and recycling.

Activity created by Miruna Onofrei and Cătălina Rusu

19. Mushroom forest

The game leader first creates a playing field – the size of the field is ~3x3m and places empty plastic bottles or cans in it. The number of fields depends on the number of teams.

Each team chooses one player who will be the mushroom picker and will go into the forest, this player is blindfolded and given a bag.

The other players, on the other hand, will be outside the fenced area and will help find the mushrooms (bottles) with voice commands. The team that picks all the mushrooms the fastest wins.

20. Paraquat - banned in Europe, on sale in Indonesia

Game format: RPG

The specific themes of the game: deforestation, climate, agribusiness, human rights, the environment, land grabbing, health issues, pesticides.

The summary of the activity: The players are seated in a circle. Everyone will have a role card that must remain secret. The game is organized in two camps: environmental activists, people who fight against palm oil monocultures and extensive use of pesticides, and the opponents, multinational corporations that own oil palm plantations. During their work hours, people have to endure toxic substances which affect their overall health. Even though

they go to the plantation's doctor, they are told that there is nothing to worry about. Moreover, not only are there humans who suffer, but also the ecosystem is almost permanently affected by these ruthless businesses. The destroyers drive people out of the land during the night so they can prepare pesticides without being caught.

How does the game work?

1. **Introduction**

The arrangement of players in a circle. The narrator can move freely inside the circle to share the cards.
The launch of the situation by the narrator.

B. Night phase

1. Only on the first night - The partners of the Terra Solidar Association and the Terra Solidar Association wake up and they look at each other. From this moment on they know that they are in the same camp. Their role is to help the villagers to regain their power over their own land and fight against environment-destroying enterprises.
2. Only on the first night - The Palmoil enterprise wakes up. This is a manufacturing company that produces palm oil. Palmoil is faced with a dilemma: it needs more pesticides in order to continue to develop rapidly. Adopting an ethical production would imply a decrease in Palmoil's income. The player can choose between helping the workers who suffer or siding with the destroyers (they are also called "wolves").
3. Every night - The guardian of the environment wakes up. He has a strong persuasive power and can bring a player on the side of the protectors of the land. If the chosen player has the role of wolf, he becomes a worker (innocent). If the chosen player is already a worker, he keeps his attributions. The guardian can use his ability only once per game.
4. Every Night- Terra Solidar Association wakes up. Only once per night they have the power to protect a player from a wolf attack.
5. Every Night- The wolves of the pesticide business wake up (the wolf syndicate and the wolf boss included). They name a player who they will drive out of the forest.
6. Every Night- The wolf syndicate wakes up. He can pick a player who will not have the right to vote in the next round or he can keep his ability, which can only be used once every round.
7. Only once a game- The wolf boss wakes up. They can pick a player to convert into a wolf of the pesticide business or he can keep his ability for later.
8. Every Night- The journalist wakes up. He can pick a player to find out his role.
9. Every Night- The United Nations is woken up. There are 3 options from which only one must be chosen. a) saving the wolf`s victim b) drive an additional victim out of the forest c) no impact.

Everyone wakes up!

C. Day Phase- the night was not so calm as we could have believed, there were X people driven from the land this night. The land's inhabitants are reuniting and must vote to try to chase away a wolf and thus to protect his land.

1. Summary of the night - it is announced if there were any players eliminated (chased away from the land) and their identity is revealed (their role). If the Wolf Syndicate activated its ability the player who can neither participate in the debate nor vote is announced.
2. Debate - the narrator does not express his point of view, but he has the role of moderator. If the debate is too long (1-5 minutes maximum) it is his responsibility to put a stop to it.
3. The Vote- the result is based on the relative majority. In case of a tie, the president distributes the votes. The eliminated player's card is revealed.
4. Little Greta's ability- if he activates his power (only once per game) triggers a second vote. Thus, an additional player is eliminated at the end of the day.
5. Announcement of results or votes.

The game continues according to the model of the night-day sequence.Roles that have already been eliminated and those who have activated their special power (the ones that can only be used once per game) don't need to be mentioned.

Debriefing and debating

Ask the players to regroup according to their card. Then, ask them to arrange themselves in ascending order by the power their roles had in the game.

Ask the players which camp is the strongest.

- In your opinion, what is the strongest camp? Why?
- What did you feel like during the game?
- Do you think that the game is asymmetric?
- What's the way to win the game? Why?

The parallel with the reality

Ask the players what they know about the excessive use of pesticides in Indonesia:

- Who has heard something about the situation of the Indonesian people?
- What have you already heard about it?
- Do you think that the situation presented in the game is any similar to the one in Indonesia and part of Asia?
- What are the causes of deforestation?
- What are the connections between deforestation and climate change?
- What are the effects of using pesticides in excess?

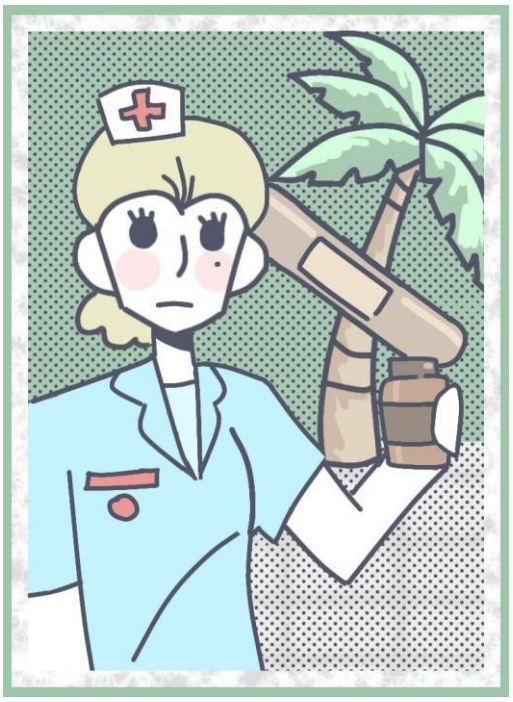
Ecologist

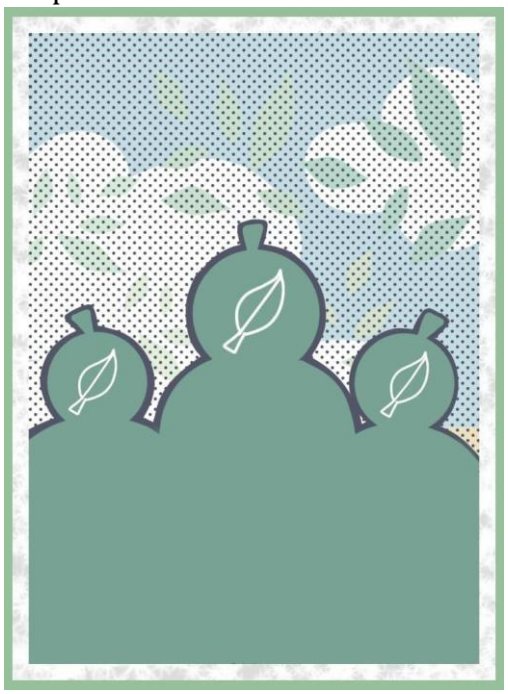
Ecosystem

Worker

Reverse card

Corporate


Doctor


Environment Security

Activity created by Ilinca Ciobanu and Eliza Brătuleanu

21. Rondonia Forest - a lung of the Earth

The specific themes of the game: climate injustice, deforestation, climate, agribusiness, human rights, the environment, land grabbing.

The summary of the activity: The players are seated in a circle. Everyone will have a role card that must remain secret. The game is organized in two camps: protectors of the forest, mostly Amazonian villagers, and its destroyers, mostly the wolves from agribusiness. During the night, the wolves drive the villagers out of the forest in order to be able to develop their agribusiness, without suffering any consequences. During the day, the villagers organize themselves in order to drive away the wolves infiltrated among them and regain power over their forest. But how can the werewolves be distinguished from the villagers, once the day arrives?

How does the game work?

A. Introduction

The arrangement of players in a circle. The narrator can move freely inside the circle to share the cards.

The launch of the situation by the narrator.

B. Night phase

1. Only on the first night - The partners of the Terra Solidar Association and the Terra Solidar Association wake up and they look at each other. From this moment on they know that they are in the same camp. Their role is to help the villagers to regain their power over the forest.
2. Only on the first night - The Chocopalm enterprise wakes up. This is a manufacturing company that produces chocolate spreadable cream. which uses palm oil. Chocopalm is faced with a dilemma: to continue to develop rapidly thanks to palm oil or to change the recipe for less palm oil and more peanuts. Adopting an ethical production would imply a decrease in Chocopalm's income. The player can choose between helping the villagers in the forest or siding with the destroyers.
3. Every night - The guardian of the forest wakes up. He has a strong persuasive power. and can bring a player on the side of the protectors of the forest. If the chosen player has the role of werewolf, he becomes a villager. If the chosen player is already a villager, he keeps his attributions. The guardian can use his ability only once per game.
4. Every Night- Terra Solidar Association wakes up. Only once per night they have the power to protect a player from a wolf attack.
5. Every Night- The wolves of agribusiness wake up. (the wolf syndicate and the wolf boss included). They name a player who they will drive out of the forest.
6. Every Night- The wolf syndicate wakes up. He can pick a player who will not have the right to vote in the next round or he can keep his ability, which can only be used once every round.

7. Only once a game- The wolf boss wakes up. They can pick a player to convert into a wolf of agribusiness or he can keep his ability for later.
8. Every Night- The journalist wakes up. He can pick a player to find out his role.
9. Every Night- The United Nations is woken up. There are 3 options from which only one must be chosen. a) saving the wolf`s victim b) drive an additional victim out of the forest c) no impact.

Everyone wakes up!

C. Day Phase- the night was not so calm as we could have believed, there were X people driven from the forest this night. The Amazonian inhabitants are reuniting and must vote to try to chase away a werewolf and thus to protect his forest.

1. Summary of the night - it is announced if there were any players eliminated (chased away from the forest) and their identity is revealed (their role). If the Wolf Syndicate activated its ability the player who can neither participate in the debate nor vote is announced.
2. Debate - the narrator does not express his point of view, but he has the role of moderator. If the debate is too long (1-5 minutes maximum) it is his responsibility to put a stop to it.
3. The Vote- the result is based on the relative majority. In case of a tie, the president distributes the votes. The eliminated player's card is revealed.
4. Little Greta's ability- if he activates his power, (only once per game), triggers a second vote. Thus, an additional player is eliminated at the end of the day.
5. Announcement of results or votes.

The game continues according to the model of the night-day sequence.Roles that have already been eliminated and those who have activated their special power (the ones that can only be used once per game) don't need to be mentioned.

Debriefing and debating

Ask the players to regroup according to their card. Then, ask them to arrange themselves in ascending order by the power their roles had in the game.

Ask the players which camp is the strongest.

- In your opinion, what is the strongest camp? Why?
- What did you feel like during the game?
- Do you think that the game is asymmetric?
- What's the way to win the game? Why?

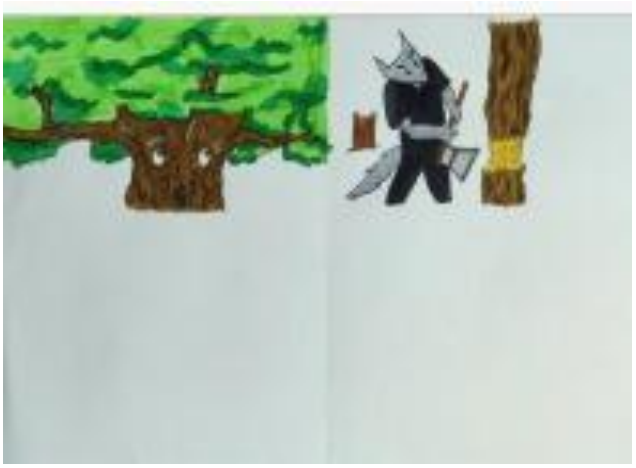
The parallel with the reality

Ask the players what they know about the Amazonian Forest:

- Who has heard something about the situation of the rainforest?
- What have you already heard about it?
- Do you think that the situation presented in the game is any similar
- to the one in the Amazonian Rainforest?

- Why do we call it ‘the lungs of our planet’?
- What are the causes of deforestation?
- What are the connections between deforestation and climate change?

proposed by Tudor Cionca and Anemona Luchian



Activity created by Tudor Cionca and Anemona Luchian

22. Hiking stick

Required:
Balls of yarn in different colors.
Work progress:

- Children find a tree branch/stick about 50 cm- 1 m long.
- Invite children to collect various objects (leaves, branches, cones, plants, mint, flowers, etc.) during the hike, being careful about nature, and tie them to the stick with woolen yarn. These objects will remind them of the places they have been.
- At the end of the hike, the collected objects can be used to talk about their impressions of the hike.

Activity created by Laura Buravcova, Ilze Graudiņa

23. Classification game

This activity can be both a short version as an icebreaker game, and a longer one as a strategic exercise. We will look at the short version. All participants in the game are divided into two large groups. Each of these groups must be able to classify its participants into subcategories within a certain time. It sounds complicated, but here is an example - participants are divided into two large groups (teams) and are given the task of classifying themselves into two subcategories. One of the teams starts a conversation to understand what unites and distinguishes them. Within a minute, the team comes to the conclusion that half of them are larks (people who like to get up early, feel energetic in the morning hours), and the other half are owls (people who go to bed late, and whose energy and creative surge is delayed in the evening hours).

https://www.chessjournal.com/advanced-french-defense/

They could also be classified by, for example, hobbies, eating habits, etc. One of the possible rules of the activity - there should be an even distribution. For example, if there are six members in a team and the task is to classify them into three subgroups, then two members

should be, for example, basketball fans, two football fans, and two hockey fans. The goal of this activity is to promote mutual communication, the ability to find commonalities, as well as the understanding that every team includes people with different interests and habits, etc. However, this does not prevent cooperation and winning. The task completion time is three minutes. The team that completes the task first wins. There is an opportunity to have several rounds.

24. Blind constructors - team building games

A very interesting activity that will require a large space. You will also need to prepare wooden blocks in advance, or, if these are not available, other raw materials, such as fanta cans, chocolate bars, matchboxes, etc. All participants in the activity are divided into several small teams, each with three to four participants. One of them must become the team captain on his own initiative. The rest must be blindfolded - so that nothing is actually visible. You will need one more set of raw materials than there are teams. For example, if the participants are divided into five teams, then you will need six sets of raw materials, each containing identical objects.

https://www.linkedin.com/pulse/what-qlearly-does-wrong-sai-ramachandran

After the participants in the game, except for the team captains, are blindfolded, the activity leader creates a structure in the center of the room - a stack of raw material objects. This will be a model of the structure for the team captains, and they will have to create an identical structure in a specially designated place. Apart from the model construction, the raw materials for all the other sets are arranged in a chaotic manner throughout the room. The team captain is not allowed to build anything himself – he must guide his blind teammates with his voice. One team member is allowed to carry and place one object. When this is done – the next team member must be guided. This continues until one of the teams has created an identical construction to the one created by the activity leader in the center of the room. This

activity perfectly improves the captain's leadership skills, as well as the ability to solve problem situations and make decisions quickly.

25. Ocean and plastic

Game Themes: Pollution, Plastic in the Oceans

Activity Summary: The players are divided into two teams. One team will represent the ocean, while the other team will represent the plastic. The goal of this game is to illustrate the problem of water pollution with plastic materials. Millions of tons of plastic end up in the oceans every year, coming from fishing or improper waste management on land. These materials do not decompose and severely affect marine life, with animals getting trapped in plastic nets or ingesting dangerous fragments. Through fishing, plastics ingested by fish can also enter the food chain, negatively impacting human health.

https://www.reusethisbag.com/articles/countries-that-pollute-most-ocean-plastics

How does the game work?

The players are divided into two equal groups. Each group will draw a card, assigning them a role: the ocean team or the plastic team. The members of the ocean team will choose a number between 10 and 20, without being heard by the other team. After choosing the number, the members of the ocean team will form a circle and begin counting. During this time, the members of the plastic team must sneak in and out of the circle, without staying in one place for more than 2 seconds.

The ocean's tendency will be to reject the plastic, which it can no longer assimilate in a healthy way when present in huge quantities. When the ocean team reaches the chosen number, the members will join hands, trying to capture as much "plastic" as possible inside the circle. However, the plastic has a chance to escape, and the ocean earns a number of points equivalent to the number of plastic team members remaining outside the circle.

The game repeats until the problem of water pollution is highlighted, emphasizing that if no action is taken, it will become increasingly severe, affecting aquatic ecosystems everywhere.

https://www.newyorker.com/news/news-desk/where-does-all-the-plastic-go

Activity created by Maria Sfecliș and Elena Calistru

26. Organizing a "Treasure Hunt" on Green Energy

Hosting a "Treasure Hunt" with a green energy theme is a fun and educational way to raise awareness about renewable energy sources and sustainable development. Here's an example of a game that you can adapt to your needs:

Game Title: "Discovering the Sources of Green Energy"

Objective:
Teams will solve riddles and complete activities related to green energy, gradually leading them to the "treasure," which can be a symbolic prize or educational material.

Preparation:
Choosing a Location: Select a venue such as a park, school, or garden where game stations will be set up.
Creating Stations: Set up 5-7 stations, each representing a different green energy source (e.g., solar, wind, hydroelectric, geothermal, biomass).
Riddles & Activities: Design riddles or activities at each station related to the corresponding energy source. The players must answer the questions in order to proceed the game and go to the next station. You can choose some of those questions at each station.

https://marketintel.gardiner.com/the-10-point-plan-a-summary

Example Stations & Riddles:

Solar Energy Station 1:
Riddle: "It turns sunlight into energy for your home. It is green, renewable, and clean. What is it?"
Answer: Solar panel and solar energy.
Question: What are some common uses of solar energy in everyday life?
Answer: solar panel, solar water heaters, solar-powered calculators, solar-powered fans, Electric Vehicles with Solar Charging: solar powered Electric Bicycles and Scooters: Solar-powered Gadgets, solar cooking, solar desalination, solar-powered security systems.

Wind Energy Station 2:
Riddle: "It uses the wind to generate electricity. What is it?"
Answer: Wind turbine.
Question: What are the main components of a wind turbine?
Answer: A wind turbine consists of the blades, rotor, nacelle (which houses the generator and gearbox), tower, and foundation
Question: How does a wind turbine generate electricity?
Answer: The wind turns the turbine's blades, which rotate a shaft connected to a generator. The generator then converts the mechanical energy into electricity.
Question: What are the advantages of wind energy?
Answer:

- It produces no air pollution or greenhouse gases.
- It has low operating costs after installation.

Question: What are the disadvantages of wind energy?
Answer:

- Wind energy is intermittent (it depends on wind availability).
- Wind turbines can affect local wildlife, like birds and bats.
- They require a large land area to be effective.

Activity: Build a small windmill with bricks.

Hydroelectric Energy Station 3:
Riddle: "I harness the flow of water to produce energy. What am I?"
Answer: Hydroelectric dam.

Question: **How does hydroelectric power compare to fossil fuels in terms of environmental impact?**

Answer: Hydroelectric power does not produce greenhouse gases like fossil fuels, but it can impact ecosystems and river flows, affecting fish and plant life.

Question: **What is the role of water flow in generating hydroelectric power?**

Answer: The movement of water provides kinetic energy, which spins the turbine and generates electricity through the generator.

Question: **Why are rivers and waterfalls good locations for hydroelectric power plants?**

Answer: They provide a natural flow of water with high energy potential, which can be harnessed efficiently for electricity generation.
Activity: Math & Physics: Calculate Hydroelectric Power Output
Objective: Use physics equations to determine how much power a hydroelectric dam produces.
Formula:
$P=\eta \cdot \rho \cdot g \cdot h \cdot Q$
Where:

- P = Power (Watts)
- η = Efficiency of the turbine (typically 80-90%)

- ρ = Density of water (1000 kg/m^3)
- g= Gravity (9.81 m/s^2)
- h = Height of water drop (meters)
- Q= Water flow rate (m^3/s)

1. Give students real-world dam data (e.g., Hoover Dam: **h = 220m, Q = 650 m^3/s**).
2. Have them calculate the total power output.
3. Compare results with actual dam data.

Geothermal Energy Station 4:

Riddle It is a type of energy that comes from heat within the Earth, turning steam into power. It is sustainable and reliable. What is it?
Answer: Geothermal energy.
Question: How is geothermal energy produced?
Answer: Geothermal power plants extract heat from underground reservoirs of hot water and steam. This heat is used to turn turbines, which generate electricity.
Question: Where is geothermal energy found?
Answer: Geothermal energy is found in areas with high volcanic activity, hot springs, geysers, and tectonic plate boundaries. Examples include Iceland, the U.S. (California), and the Philippines.
Question: Is geothermal energy renewable? Why?
Answer: Yes, geothermal energy is renewable because the Earth's heat is continuously replenished by natural processes.
Experiment: Underground Temperature Stability
Objective: Learn how underground temperatures remain stable.
Materials:

- Two thermometers
- One cup of soil
- One cup of air
- A timer

Activity Steps:

1. Place one thermometer in the cup of soil and the other in the open air.
2. Record the temperature every 5 minutes for 30 minutes.
3. Compare the results: **Does the soil maintain a more stable temperature?**
4. Discuss why geothermal systems work well for heating and cooling.

Activity: Geothermal Hotspot Mapping
Objective: Explore where geothermal energy is used globally.
Activity:

1. Use your mobile phones.
2. Have students research and mark **geothermal hotspots** (e.g., Iceland, Japan, the U.S., Indonesia).
3. Identify **tectonic plate boundaries** and **volcanic regions** where geothermal energy is more accessible.
4. Discuss why some regions have more geothermal potential than others.

Biomass Energy Station:
Riddle: "It turns organic waste into energy. What is it?"
Answer: Biomass

Question: What are common sources of biomass?
Answer: Biomass sources include:

- Wood and wood waste (firewood, sawdust)
- Agricultural crops and residues (corn, sugarcane, wheat straw)
- Animal manure
- Algae
- Organic waste (food scraps, yard waste)

Question: Is biomass energy renewable?
Answer: Yes, biomass is renewable because plants and organic materials can be regrown.
Question: What are the main types of biofuels?
Answer: The two main types are:

- **Ethanol** (made from corn, sugarcane, or other crops; used as a gasoline additive)
- **Biodiesel** (made from vegetable oils or animal fats; used in diesel engines)

Activity 1: Discuss composting benefits and demonstrate a small composting bin.
Activity 2: **Carbon Footprint Challenge**
Objective: Compare carbon emissions of biomass vs. fossil fuels.

1. Students **calculate their carbon footprint** using an online tool.
2. Research how **switching to biomass energy** (biogas, biofuels, wood pellets) would change their footprint.

<u>Game Instructions:</u>
1. Team Formation: Divide participants into teams of 4-6 people.
2. Providing a Map: Give each team a map marking the station locations.
3. Rules Explanation: Explain the game rules, including environmental respect, teamwork, and fair play.
4. Game Start: Provide teams with the first clue or riddle leading them to the first station.
5. Progression: At each station, teams must solve a riddle or complete an activity to receive the next clue guiding them to the next station. According the students' age and the difficulty of question, students can use their mobile phones to find information.
6. Finish: The first team to complete all stations and reach the final destination wins the "treasure."

Tips:
Adjust Difficulty: Adapt the complexity of riddles and activities to suit participants' ages and knowledge levels.
Encourage Learning: Use the game as an opportunity to discuss each energy source and its benefits.
Make it Interactive: Incorporate hands-on activities to make the learning process engaging and memorable.

Activity created by Kalliopi Katogianni, Ioannis Anogiatis, Konstantinos Giannakis

27. Hide and Seek Game Instructions: "The Battle for Wildlife"

A fun and educational hide-and-seek game with three teams, each with a different role: Endangered Animals, Hunters, and the Environmental Rescue Organization.
This game is not only fun but also teaches the importance of protecting endangered species!
You can find information about endangered animals at the following link:

https://www.worldwildlife.org/species/directory?direction=desc&sort=extinction_status

Objective of the Game:
Endangered Animals try to hide and survive until the end of the game.
Hunters attempt to find and "capture" as many animals as possible.
The Environmental Rescue Organization helps animals escape from hunters and reach safe "sanctuaries."

Preparation:
1. Choosing a Location: Ideally, a park or a large open area with plenty of hiding spots.
2. Dividing into Teams:
Endangered Animals (e.g., tigers, wolves, pandas) – 40% of the players.
Hunters – 30% of the players.
Environmental Rescue Organization – 30% of the players.
3. Setting Up Zones:
A playing area with good hiding spots.
Sanctuaries where animals are safe from hunters.
A Hunter's Base where captured animals are taken.

Game Rules:
The game begins with Animals running to find hiding spots.
Hunters start searching after 1-2 minutes.
Rescue Team Members can move freely and help animals reach sanctuaries.
If a Hunter touches an animal, they must take it to the Hunter's Base.
Rescue Team Members can "rescue" an animal by touching it at the Hunter's Base and guiding it to a sanctuary.
The game ends when:

a. All animals are either in a sanctuary or captured by hunters

Or

b. The time limit (e.g., 15-20 minutes) runs out.
   At this occasion animal allies (Rescue Team & Animals) win if at least 50% of the animals reach the sanctuaries. Hunters win if they capture more than half of the animals.

Additional Challenge Options:
Special Abilities:
Hunters can have a "net" (rope or colored tape) that they can use only 3 times to "trap" an animal.
Rescue Team Members can use "magic vaccines" (paper cards) to give an animal, making it resistant to one hunter's touch.

Activity created by Effrosyni Tziafou, Orfeas Nanos, Vasileios Kyrlas

28. Endangered Species

The specific themes of the game: biodiversity,endangered, vulnerable and threatened species, deforestation, climate, environment, land grabbing,

The summary of the activity: The players are seated in a circle. Everyone will have a role card that must remain secret. The game is organized in two camps: environmental activists, people who fight against palm oil monocultures and extensive use of pesticides, and the opponents, multinational corporations that own oil palm plantations. During their work hours, people have to endure toxic substances which affect their overall health. Even though they go to the plantation's doctor, they are told that there is nothing to worry about. Moreover, not only are there humans who suffer, but also the ecosystem is almost permanently affected by these ruthless businesses. The destroyers drive people out of the land during the night so they can prepare pesticides without being caught.

How does the game work?
The game involves a certain number of young people (N), who are divided into two equal teams (N:2). Each team will take turns, depending on the ticket drawn. The first team will form a circle around another circle made up of the same number of chairs (N:2). The music starts on the penguin dance (https://www.youtube.com/watch?v=Gnnn3PqL6pA) , so that everyone dances the same way and pays attention to the dance steps. At a certain point, a chair is drawn from the circle of chairs and the music stops. The dancers will have to sit on the chairs without touching the floor/ground. The game continues in this way until at least one dancer touches the floor/ground. The score will be given by the number of chairs, and will be all the more valuable, the smaller the number of chairs the dancers manage to sit on, which will illustrate good collaboration, solidarity, empathy, efficiency, organization, etc.

Raising awareness moment
To raise awareness among the dancers, at the end they will watch the video
https://www.youtube.com/watch?v=5SvC8ViDa2A&list=PLLw-vZ11XZ3hPK75uP1ff4PdgOpU77YtC
Just as dancers have struggled to occupy fewer and fewer seats, there are countless species of animals and plants in the world that are struggling to survive. What is in our power to simplify their difficult lives?

Questions that encourage reflection
There are critically endangered species,as: African forest elephant, Amur Leopard, Black Rhino, Bornean Orangutan, Cross River Gorilla, Eastern Lowland Gorilla, Hawksbill Turtle, Javan Rhino, Orangutan, Saola, Sumatran Elephant, Sumatran Orangutan, Sumatran Rhino, Sunda Tiger, Vaquita, Western Lowland Gorilla, Yangtze Finless Porpoise.

Of the 1,677 endangered European species, the most threatened are snails, mussels and fish *https://www.europarl.europa.eu/topics/ro/article/20200519STO79424/speciile-pe-cale-de-disparitie-din-europa-fapte-si-cifre-infografic)*

There are also plant species on the verge of extinction.
More than half of Europe's endemic trees, including the horse chestnut/wild chestnut, Heberdenia Excelsa and mountain ash, are threatened with extinction, and around a fifth of amphibians and reptiles are endangered.
Recently, plants with curative properties have been discovered, due to the alkaloids they contain, for example. What will we do in the future if these species disappear before we can analyze and identify their medical potential?

Activity created by Corina Bunău and Darius Zaiț

29. Water Filtration Experiment

General Purpose:
This experiment shows how water can be cleaned using natural materials. It helps us understand how nature filters water and why clean water is important.

Summary:
We will use simple materials like sand, gravel, and cotton to filter dirty water. After filtering, we will compare the water before and after to see how much cleaner it becomes.
https://www.fizzicseducation.com.au/articles/science-experiments-for-preschoolers-with-water/

Materials:
- An empty plastic bottle or a funnel
- Cotton or a coffee filter
- Small stones (gravel)
- Sand
- Activated charcoal (optional)
- Dirty water (water with soil and leaves)
- A clean glass for the filtered water

Steps:
1. Prepare the Bottle: Cut the bottom of the plastic bottle and turn it upside down. If you have a funnel, you do not need to cut a bottle.
2. Add the Filter Layers:
Bottom layer: Cotton or a coffee filter (stops small dirt pieces).
Next layer: Activated charcoal (removes bad smells and chemicals).
Next layer: Sand (catches small dirt particles).
Top layer: Small stones (stops big pieces of dirt and leaves).
3. Pour the Water: Pour dirty water slowly into the filter. Watch how the water changes as it moves through the layers. If the water is still dirty, pour it again to make it cleaner.
4. Check the Results: Compare the water before and after filtering. Talk about how real water filters work in cities.

What We Learn:
How natural filters clean water.
How different materials remove dirt from water.
That filtering water more times makes it cleaner.
Why it is important to protect clean water.
This experiment is especially useful for survival skills and environmental awareness.

Activity created by Necmettin Ulaş ,Piraye Nimet Tekgöz

30. Make Your Own Paper

Goal:
Recycle old materials to create handmade paper and promote sustainability.

https://images.app.goo.gl/LLdAya64XtzDrNfY6

Materials:
- Old newspaper or scrap paper
- Water
- Large bowl
- Blender (optional)
- Fine mesh strainer or frame
- Towel or sponge
- Heavy book or press

How to Do It?

1. Prepare the Paper: Tear old paper into small pieces.
2. Make Pulp: Soak the paper in water until soft, then blend into a paste.
3. Shape It: Spread the pulp onto a fine mesh strainer or frame.
4. Remove Water: Press out excess water using a sponge or towel.
5. Let It Dry: Place the pulp on a flat surface, press with a heavy book, and leave to dry.

Result:
Eco-friendly paper recycling
Unique handmade paper designs
A fun and educational experience

Activity created by Necmettin Ulaş, Piraye Nimet Tekgöz

31. Nature-Inspired Meditation

Purpose:
This meditation helps to calm the mind and relax the body using the sounds, smells, and textures of nature. It allows participants to connect with nature, reduce stress, and improve mindfulness.

https://images.app.goo.gl/6eox6o1p1U4zMrV6A

Summary:
Sitting or lying down in a natural place (park, garden, forest, beach), participants focus on their surroundings. Breathing exercises and sensory awareness techniques are used to relax and feel present.

How to Do It? Materials:
Comfortable clothes

A quiet natural space (park, garden, forest, beach, etc.)
An eye mask or scarf (optional)
A meditation cushion or mat (optional)

Step-by-Step Instructions:
1. Find a Comfortable Spot:
Sit under a tree, on grass, or on a rock.
You can also lie down if you prefer.
2. Close Your Eyes and Focus on Your Breathing:
Inhale deeply through your nose, hold for a few seconds, and exhale slowly.
Notice the natural scents (soil, flowers, trees).

3. Activate Your Senses:
Hearing: Listen to birds, wind, and rustling leaves.
Touch: Feel the ground, stones, or tree bark with your hands.
Sight (if your eyes are open): Observe nature's colors, light, and shadows.

4. Clear your Mind:
Focus on the present moment instead of the past or future.
Feel like you are a part of nature.
5. Express Gratitude and Finish:
Thank nature before ending the meditation.
Slowly open your eyes and observe your surroundings.

Benefits:
Calms the mind and reduces stress.
Improves mindfulness and focus.
Strengthens the connection with nature.

32. Make Your Own Ink

Main Goal:
Create ink using natural materials for a sustainable and creative experience.

Materials:
- Natural sources (walnut shells, beetroot, blackberries, coffee, etc.)
- Water
- Pot
- Strainer or cheesecloth
- 1 teaspoon vinegar (for durability)
- 1 teaspoon salt (to prevent spoilage)
- Small bottle
- Toothpick, quill pen, or fine brush

https://images.app.goo.gl/veXZKVDNRJuwm1aX6

How to Make It?
1. Preparation: Chop or crush the selected material.
2. Boiling: Boil it with water for 15-30 minutes.
3. Straining: Strain the mixture to separate the liquid.
4. Preservation: Add vinegar and salt, then mix.
5. Usage: Pour the ink into a bottle and try writing with it!

Result:
Natural, eco-friendly ink production
Discovering ancient writing techniques
A creative and fun experience

Activity created by Necmettin Ulaş, Piraye Nimet Tekgöz

33. Nature-Inspired Music and Rhythm

Goal:
Create music and rhythm using natural materials, enhance creativity, and connect with nature.

Materials:
Tree branches (as rhythm sticks)
Stones (as percussion instruments)
Seashells or walnut shells
Water-filled containers (for different sounds)
Dry leaves or small pebbles (for sound effects)

How to Do It?
1. Collect Materials: Find natural objects that produce different sounds.

https://www.gettyimages.fr/detail/photo/seashells-on-sanibel-island-florida-image-libre-de-droits/medwt24070

2. Explore Sounds: Tap stones together, beat rhythms with branches, or rustle leaves.
3. Create a Rhythm: Choose a simple beat and repeat it.
4. Sync with Nature: Follow natural sounds like birds or the wind.
5. Make Music: Combine different materials to create a melody or rhythm.

Result:
Discover rhythm with natural instruments
Develop sensitivity and a sense of rhythm
Enjoy a fun and creative experience

Activity created by Necmettin Ulaş, Piraye Nimet Tekgöz

34. Discover How Climate and Socio-Political Changes Have Affected the Historical Monuments of Iași – Treasure Hunt

Professor: Mihaela Țurcanașu
This is an extracurricular and complex activity aimed at developing and strengthening competencies within the disciplines of History, Arts, and Geography. The activity is considered to have a medium level of difficulty, as students must independently discover the urban route they need to follow by solving a series of riddles. These riddles will guide them toward identifying the main historical monuments in a specific area of the city and analyzing how these monuments have been affected by climate and socio-political changes.

Resources Required for This Activity
1. Human Resources

A group of approximately 20 student volunteers was selected, coordinated by a teacher. These volunteers prepared documentation sheets on the historical monuments in the Copou area of Iași and identified sponsors. The documentation sheets were provided to representatives of the Kre@tivIS association, who drafted the riddles leading participants to the next historical monument. The volunteers formed checkpoints in front of each of the nine monuments, providing participants with the next riddle.

2. Material Resources

With the help of sponsors, prizes and necessary materials were provided for both participants and volunteers, including water, paper, and badges.

3. Time Resources

The preparation phase lasted approximately two weeks, requiring around 10 hours from the coordinating teacher and 10 hours from the volunteer team. The actual duration of the activity was of medium length, approximately 4 hours

Treasure Hunt Activity Plan – Discover the Old Structures of Iași
Target Group: Middle school students from Colegiul Național Iași
Interdisciplinary Activity: History, Arts (Architecture), Civic Education, Geography
Activity Title: "Treasure Hunt – Discover the Old Structures of Iași"
Organizer: Colegiul Național Iași in partnership with Kre@tivIS and Civica associations
Activity Coordinator: Prof. Mihaela Țurcănașu, History Teacher, Colegiul Național Iași

General Competencies

1. Identifying the effects of climate and socio-political changes on historical monuments.
2. Applying time and space coordinates in various contexts.
3. Critically and reflectively using specialized language and historical sources.
4. Demonstrating civic behavior by valuing historical experiences and socio-cultural diversity.

Specific Competencies

- 1.1 Orienting in space by identifying historical monuments in the Copou area of Iași.
- 2.1 Extracting information from sources related to historical events using critical thinking.
- 3.1 Completing teamwork-based tasks (research, writing, identifying) during the treasure hunt, incorporating knowledge about climate and socio-political changes.
- 3.2 Gaining knowledge and appreciation of local history and Iași's monuments.
- 4.1 Identifying messages from informational sources on historical and geographical topics.

Values and Attitudes

- Appreciation of local historical monuments.

- Awareness of the impact of climate and socio-political changes on historical structures.
- Teamwork and spatial orientation skills.

Didactic Strategies – Methods and Procedures

- Treasure hunt competition
- Conversation
- Demonstration
- Explanation
- Game-based learning
- Problem-solving
- Independent work
- Verbal instruction and assessment

Material Resources

- Informational sheets about the selected historical monuments
- Morse code and symbols sheets
- Parental consent forms
- Question sheets for each monument
- Diplomas and prizes

Human Resources

- Two volunteers at each selected monument
- One coordinating teacher
- Representatives from partner associations

Time Resources

- 2 hours for selecting information about the 9 monuments and creating participant questions.
- 1 hour for training volunteers and launching the event on social media, including promotional posters.
- 3 hours for conducting the treasure hunt and awarding prizes.

Activity Organization

1) Project Description

The activity aimed to promote Iași's historical monuments and engage students in an outdoor learning experience that combines local history discovery with urban navigation and teamwork. The treasure hunt followed a predefined route, including 9 significant monuments, starting at Colegiul Național Iași and ending in Copou Park.

Participants received information about each monument along the route and had to answer questions or solve riddles to find the next location. This encouraged curiosity about their

city's history and raised awareness of how climate and socio-political changes have impacted these monuments.

All participants completed a registration form and obtained parental consent, in accordance with OMENCŞ no. 3637/12.04.2016 on organizing extracurricular activities.

2) Project Objective

The Treasure Hunt Project aimed to:

- Educate young people about significant historical monuments in Iaşi affected by climate and socio-political changes.
- Promote these monuments through interactive learning and competition.

3) Team Formation

- Teams of up to 4 participants registered via a Google Forms application to ensure smooth organization.

4) Selection of Monuments

The route focused on monuments needing restoration and increased public awareness, including:

1. Ghika House
2. M. Ciucă Hygiene Institute
3. Nicolae Gane House
4. Mihail Kogălniceanu House
5. Vălescu House
6. Racoviță House (Micul Trianon) – now the French Cultural Center
7. The Cavalryman Statue in Attack
8. Bust of King Ferdinand I
9. Mihail Sadoveanu House

5) Route Organization

- Start Point: Colegiul Național Iași, where teams received a unique identification number and their first clue.
- End Point & Award Ceremony: Copou Park.

6) Volunteer Recruitment

- Volunteers were students from grades IX–XI, who signed up via Google Forms.
- They were assigned a monument and provided support at checkpoints, ensuring smooth competition flow.
- Volunteers also helped promote the event online, draft the contest rules, and prepare diplomas.

7) Riddle Creation

- The Kre@tivIS association designed riddles based on historical information compiled by volunteers about the 9 monuments.

8) Awarding Prizes

- Thanks to sponsors identified by volunteers, all participants received books, stationery, sweets, and diplomas at the end of the event.

Activity Execution

1. Teams started from Colegiul Național Iași.
2. At each monument, volunteers provided a new riddle leading to the next location.
3. 6 out of the 9 monuments also provided a puzzle piece, forming a final message at the last monument to reveal the prize location.
4. Participants engaged in teamwork, physical movement, historical recognition, urban navigation, and discussions on climate and socio-political impacts on monuments.

Project Impact

1. Raising Awareness: Promoted Iași's historical monuments and the need for their protection and restoration.
2. Developing Skills: Strengthened critical thinking, teamwork, urban orientation, and proactive attitudes toward protecting cultural heritage.
3. Community Engagement: Attracted public interest in the degradation of historic landmarks through:
    - A Facebook event
    - Local press coverage (e.g., *GALERIE FOTO - Treasure Hunt, a race through the historic monuments of Copou Hill* – ziarulevenimentul.ro)

Evaluation

The "Treasure Hunt – Discover the Old Structures of Iași" project concluded with:

- Prizes and diplomas
- Smiles and new knowledge
- A commitment to organizing a second edition of the event

Would you like me to refine or add anything specific?

Activity created by Mihaela Țurcănașu

35. The Water Guardians – A Battle for Sustainability

Themes

- Biodiversity
- Endangered, vulnerable, and threatened species
- Climate change
- Deforestation
- Water scarcity
- Land grabbing

Summary of the Activity

The players are seated in a circle. Each person receives a secret role card, dividing them into two teams: environmental activists (those fighting to protect water sources and prevent deforestation) and corporate exploiters (multinational companies that deplete water resources for industrial gain).

Throughout the game, players will engage in tasks to highlight the struggles communities face in conserving water. While the activists work together to secure and sustain clean water, the exploiters attempt to challenge their efforts. The challenge: maintaining three cups of water without spilling a drop, symbolizing the fragility of the Earth's natural resources.

Just as in real life, environmental activists must balance multiple responsibilities—raising awareness, taking action, and dealing with corporate opposition—all while ensuring the sustainability of their ecosystem.

How Does the Game Work?

A group of participants (N) is divided into two equal teams (N:2). The game unfolds through various tasks, emphasizing collaboration, environmental consciousness, and resilience.

1. Sing a Climate Awareness Jingle: Everyone creates and sings a short song about climate change, water conservation, or protecting nature. The goal is to inspire cooperation and set the tone for the challenge.
2. Create a Map of a Deforested Area: Players must sketch a map showing the effects of deforestation, emphasizing disappearing water sources, affected communities, and threatened wildlife.
3. Interview a Local Environmental Defender (Role-Playing): One player acts as an activist, another as a corporate executive, and a third as a journalist. The journalist asks questions about the impact of climate change and corporate activities on water sources.
4. Build an "Altar" for Water Conservation: Using natural elements, players construct a stable structure to hold three cups of water, symbolizing the need for sustainable solutions to water scarcity. A picture is taken to document their commitment to protecting water.
5. Build a Group Totem from Natural Elements: A symbol of unity, activism, and sustainability, the totem represents the players' commitment to preserving biodiversity.
6. The Water Conservation Challenge: Each player must carry three cups of water throughout the game without spilling, symbolizing the delicate balance of the ecosystem. If they spill, they must reflect on the real-world consequences of water mismanagement and climate change. From the beginning of the game, when the rules are stated, the participants are entrusted with 3 cups with the stipulation that they will always carry them with them, without abandoning/leaving them on the ground but only passing them from hand to hand, like a relay race.

7. Final Task – The Wake-Up Call: Players watch an environmental awareness video. They then reflect on the global water crisis and its impact on biodiversity, endangered species, and human communities.

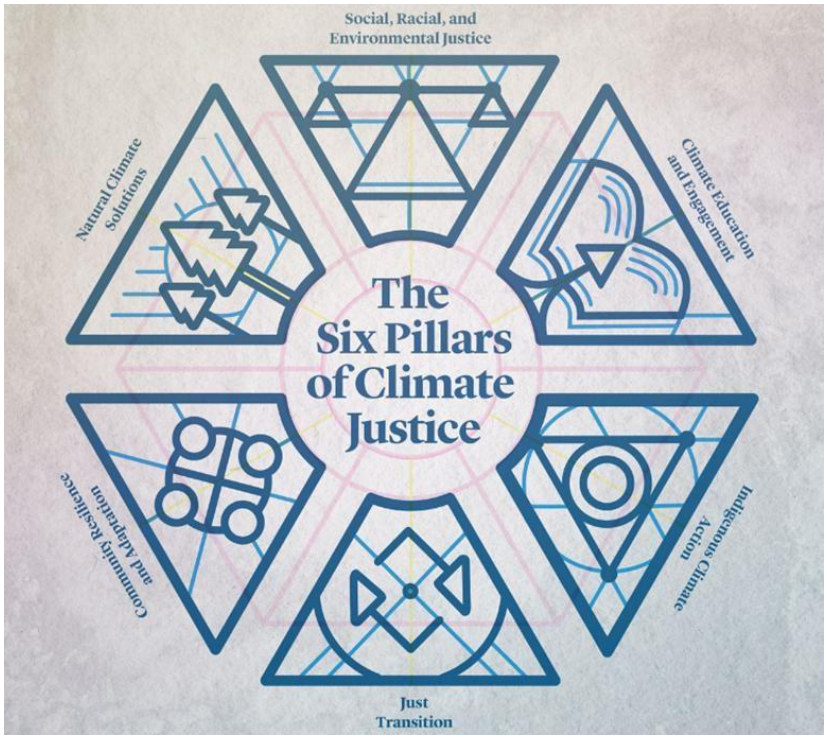
Raising Awareness Moment
The struggle to protect water mirrors the struggle of countless species fighting for survival. Just as players struggle to keep their water intact, in real life, entire ecosystems are at risk due to deforestation, pollution, and corporate greed.
Key Reflection Questions:

- How did you feel while trying to protect your water?
- What challenges did you face, and how do they compare to real-world struggles for water security?
- What are some endangered species that rely on clean water?
- How does land grabbing affect communities and biodiversity?
- What can we do to fight climate change and protect our resources?

By engaging in this activity, players will experience firsthand the difficulties of environmental activism while learning about the pressing need to take action against climate change and unsustainable practices.

Activity created by Corina Bunău, Maria Petrache and Anca Şipoteanu

36. Climate Injustice



https://centerclimatejustice.universityofcalifornia.edu/what-is-climate-justice/

This is a complex extracurricular activity that has as its main objective awareness of social and climate injustice in the world, and as secondary objectives, the development and strengthening of communication skills, collaboration, tolerance, team spirit, problem solving,

coordination, leadership, development of creativity, adaptability, empathy. The activity is considered to have a complex level of difficulty.
Resources needed for this activity

1. Human resources
A group of young people is needed, which will be divided into teams of four to six members, depending on the size of the available group. For example, the group of participants in the Erasmus CALL project was formed by 36 students from six countries, divided into six teams of six students each.
An activity coordinator is added, who will be helped by a number of assistants equal to the number of teams, so that each team has a supervisor. In our case: 6 assistants

2. Material resources
2.a – a number of sheets equal to the number of participants, A4 size (sheets that already have one page written on them can be used) for each team
2.b - a marker/pen for each team
2.c - 10 balloons
2.d - a scarf/something similar, 1m long, obtained from a used clothing item
2.e - clock faces drawn on cardboard that can be obtained from cardboard boxes
2.f - diplomas and prizes in accordance with the total number of participants

3. Time resources
The actual duration of the activity is average and can vary between 2 and 4 hours

4. Organization of the activity
1) Project description
The activity has as its main goal awareness of various aspects of social injustice in general and climate in particular, by involving participants in an outdoor learning experience that combines the discovery of natural elements and play with the development life skills such as: teamwork, open-mindedness, problem solving, readiness (availability combined with goodwill and promptness).
a. Training assistants in order to carry out the activity optimally. They will be part of a final jury that will have the mission of unfairly judging the teams by establishing a wrong hierarchy after each stage of the game. For example, although a team strives to solve the tasks correctly, in the end it finds out that it did not get a high score compared to the others, without mentioning what those scores are. Also, the successive tests of the game will have quite unclear rules, and their results will be ambiguous. The assistants (sometimes recruited from among the participants) are not told the final reason for receiving these instructions. Obviously, at the end they will learn about certain values that we should have defended during the game, such as fairness, caring for others, open-mindedness, conformity, which is often blind, without discernment in society.
b. Dividing participants into teams, using the meeting agenda method. The clocks on recycled cardboard are used – 2.e (in a number equal to the number of teams). Each clock has a specific meeting time represented with the help of languages. For example, for the 6 teams, 6 clocks are used with 6 established meeting times (e.g. 9.00, 11.00, 12.00. 14.00. 16.00. 18.00) The young people move inside an imaginary circle, on the edge of which there is an assistant with a clock face, drawn on a cardboard, possibly in the position corresponding to the time that each one represented. When they hear from the coordinator: Stop!, they stop and head

towards the nearest clock and group behind the respective assistant, without exceeding the number of 6. This will distribute the teams and assign them an assistant.
c. Participants receive information about each of the game tests
1. Propelling balloons inside a hexagon/pentagon/square, depending on the number of teams. In the experienced case, it is a hexagon because 6 teams participate. The sides of the hexagon will be represented by ropes, sticks, or will be drawn with chalk, depending on the nature of the terrain on which the activity is carried out. The members of each team will lie on their stomachs, with their heads facing the side designated by the assistant. They will be tasked with blowing towards the balloons – 2.c. located inside the polygon around which they are lying on their stomachs, so as to remove as many balloons as possible from the side designated for the team. The team that will have the most balloons close to the designated side and the closest, will have the lowest score, will be considered the last team, and in the next test will have to operate with all members having one foot in the air. The penultimate team, thus considered according to the criteria mentioned above, will work in the next round of the game, with one unavailable hand, stuck to the belly.
2. Dragon's tail. In this round, the team members are seated one behind the other, holding each other by the waist of the one in front in a line, which represents a dragon. The first member of the team, located in front of the line, will be considered the dragon's head, and the last one will wear a scarf tied to his waist – 2.b. The "dragons" will be arranged in the form of rays, starting from a sky marked with a string or pebbles/twigs or other materials found by the assistants in the forest. When the coordinator says: Start!, each "dragon" head will try to catch the tail of another dragon, respectively the scarf tied to the waist of the last participant in the line of another team. In this test, two teams will have a certain difficulty to overcome. One, considered the last team at the end of the previous test, will be composed of members who will have one foot in the air, which will slow down their movement time and reduce their chances of catching a scarf and, implicitly, of obtaining a good score. On top of that, the coordinator announces that if any of the members touches the ground with the foot that should remain in the air throughout the test, the team will be de-scored. This will entail participating in the next test with one participant less.

The other team, considered the penultimate at the end of the previous test, will be composed of members who will only hold on to the one in front with one hand, which will reduce their stability, slow down their movement and reduce their chances of obtaining a good score. In addition, the coordinator announces that if any of the members breaks away from the one in front during the test, the dragon will be considered to have disintegrated and the team will be de-scored. This will entail participating in the next test with two participants less. There will be a lot of fun, but at the end it will not be very clear who won the test, but the last two teams (called the last and the penultimate) will also be considered those with artificially created "handicap". Everyone will accept the ranking, there being circumstances favorable to failure that do not question the correctness of the assessment by the assistants. The coordinator, after consulting with the assistants, announces the scores, specifying that the last two teams in the ranking have one member and two members less, respectively
3. Taking over the baton, represented by a certain twig or other natural material. The participants will have to transfer the baton from one to another, after starting from a certain point, in front of the team, and arriving at another point, in front of the assistant. Obviously, the last and penultimate teams, having fewer members and keeping their "handicap" will have a harder time and will remain at the bottom of the ranking. But, because they tried hard, they will be granted the "favor" of choosing two members each from the other teams, and in the next test they will be able to use both hands and both legs. The last two teams will probably breathe a sigh of relief.

4. Metamorphosis. This is about "transforming" by distorting the initial drawing. The teams will be placed in parallel rows, one member behind another member of the team. The assistant for each team whispers a word to the last member of each team that they must represent by drawing on the back of the one in front (or have it drawn on their back). This way the message is transmitted on the back of the person in front of them, until the first player in line who will draw the drawing on the sand (or on a sheet of paper). The team that draws the closest possible word to the whispered/drawn word on the back wins.

At the end of the game, all the participants and assistants gather in a circle, and the coordinator asks them questions that invite reflection and introspection, such as:

- How did you feel during the game?
- Was it fun?
- What would you change about the rules of the game?
- Did you empathize with those in difficulty during the game?
- What problems of the contemporary world did you identify during the game?
- What solutions can we identify?

This will start the discussion about the role of this game. Although some were not sure that they deserved the highest scores, they accepted them. Although they were conditioned and restricted, certain participants complied, perhaps just for the sake of the game and fun. Everyone accepted without comment, perhaps, the sticking of labels that are difficult to peel off later, we easily fall prey to manipulation, without discerning between truth and lies. And this danger can be exponentially increasing if artificial intelligence and technology are not used appropriately, in the spirit of values, principles, morals, ethics.

And thus, the conclusion is reached that the participants behaved as adults behave in the real world, and on a macro scale, even certain countries, communities, etc. towards other states/communities. We witness helplessly or passively the injustices caused in the world from a social point of view. Thus, disadvantaged people, in difficulty, encounter even greater difficulties, entering a vicious circle, especially since they cannot express themselves, no one hears them, they have no power, no leverage. Some people, after being discriminated against for a certain reason, end up being oppressed for other reasons and even treated with disrespect. Here we can approach the concept of intersectionality. Those who could do something, do not get involved, do not get involved. Likewise, politicians fail to observe and solve the problems of those in difficulty. We are just as passive in the face of climate injustice. Palm oil is everywhere. Not only is it in the news, but it is also an ingredient in about half of the products we buy. However, it is not something that consumers can easily identify or track. In order to increase the production of this widely used oil, the areas cultivated with oil palm are expanding to the detriment of forests or pastures. Burning vegetation is a frequently used method of clearing vegetation in general and forests in particular. In addition to the disappearance of forests with multiple beneficial roles for the planet, for the environment in which we live, fires release smoke and carbon dioxide into the atmosphere, polluting the air and contributing to climate change.

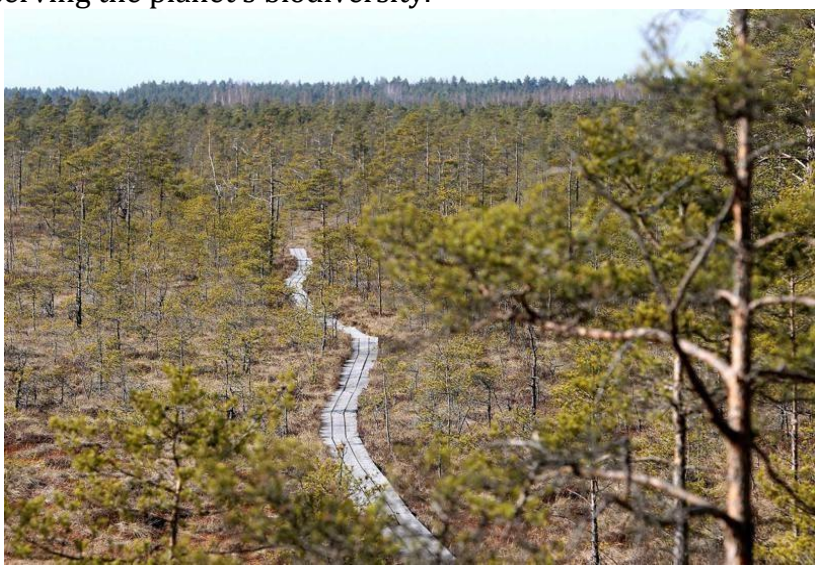
The solution would be for us all to contribute with our own forces to transform this vicious circle into a virtuous one. Let's be more careful when we purchase products, read their labels, ask ourselves if they are really useful to us.

Activity created by Cornelia and Dorin Fiscutean

37. Volunteering in conservation projects

If you are passionate about protecting the environment, consider volunteering in conservation projects. Numerous organizations work tirelessly to safeguard natural habitats, protect wildlife, and combat climate change.

Get involved in habitat restoration efforts. Your contribution will make a meaningful difference in preserving the planet's biodiversity.



https://enciklopedija.lv/skirklis/32453-Cenas-t%C4%ABrelis

https://dziedava.lv/daba/izveleta_daba.php?ftips1=88&menesis=9

Activity created by Laura Buravcova, Ilze Graudiņa, Sarmīte Norenberga, Kate Vilaua

38. Eco-friendly cycling

Cycling is not only an environmentally friendly mode of transportation but also a fantastic way to experience the outdoors.

Explore scenic routes and nature trails on your bicycle. Participate in eco-friendly bike tours that promote sustainable travel and appreciation for nature's beauty.

https://www.marupe.lv/lv/zinas/svetdien-jaunmarupe-aizvadits-latvijas-atklatais-cempionats-sosejas-ritenbrauksana-kriterija

https://www.marupe.lv/lv/zinas/jaunmarupe-notikusas-novada-velokrosa-sacensibu-libera-kauss-2019-16-09-2019

Activity created by Laura Buravcova, Ilze Graudiņa, Anete Zaldeniece

39. Birdwatching

Birdwatching offers a unique opportunity to connect with nature's avian wonders. Listen to the melodious calls of birds and observe their colorful plumage. Grab a field guide and a pair of binoculars to help identify different bird species.
Remember to remain quiet and unobtrusive, allowing the birds to continue their natural behaviors undisturbed.
Use worksheet to note birds seen in the park.

https://www.marupe.lv/lv/turisms/ko-darit/dabas-objekti/jaunmarupes-dabas-parks

Activity created by Laura Buravcova, Ilze Graudiņa, Sarmīte Norenberga, Darja Matvējeva

40. Nature photography

Nature photography is a fantastic way to preserve memories of your outdoor adventures. As you capture the beauty of nature, remember to do so responsibly.

Avoid trampling on flora, disturbing wildlife, or leaving behind any waste. Let your photographs inspire others to appreciate and protect the environment.

https://visitbaltics.net/lv/prirodnyj-park-ozero-engures/

Activity created by Laura Buravcova, Ilze Graudiņa, Anna Milgrāve

41. Beach Clean-ups

Summer is beach season, and it's important to keep our beaches clean and healthy. You can organize or participate in beach clean-ups to help reduce the amount of plastic and pollution that can harm wildlife and ecosystems. Additionally, you can try to reduce your own plastic use while at the beach by bringing reusable water bottles, opting for biodegradable sunscreen, and avoiding single-use plastic items.

Activity created by Laura Buravcova, Ilze Graudiņa, Valters Šaroks

42. Create an insect house from natural materials

The diversity of insect species, including pollinators of flowering plants, is constantly decreasing in the world. Human economic activity is destroying the habitat suitable for insects, such as natural meadows, and the pollution harmful to insects caused by chemicals used in agriculture, industry and everyday life is increasing. Not all plants need pollinators, because their pollen is carried by the wind. However, many fruits that we are familiar with cannot be obtained without the help of pollinators: apples, pears, plums, cherries, currants, cucumbers, pumpkins and others ripen only after insects have transferred pollen from one flower to another. The seeds of cabbage, carrots and beets also ripen after pollinators have visited their flowers. Even the oilseed rape crop cannot be harvested without the help of insects. In general, pollinators provide about 70% of the pollination and harvest of all crops.

To accommodate pollinators in your garden, a "multi-apartment" house is useful, placed in a sheltered, sunny place so that the entrances to the holes face southeast-south. The average thickness of the house is usually 30-40 centimeters.

Materials needed for building insect houses, intended mainly for solitary bees, but also suitable for digger wasps, hornets and others.

For bees and other insects that specialize in living in dead wood and use holes left by woodworms, suitable building materials are:

- reeds cut between the nodes of the stem and tied in a bundle; if you are making a large house, then the reeds are cut to the desired length, regardless of the nodes of the stem, then passages of different diameters and depths are formed;
- horizontally placed hollowed-out hardwood logs.

https://www.aliexpress.com/item/1005005975624252.html

Activity created by Laura Buravcova, Ilze Graudiņa, Sarmīte Norenbera, Gustavs Bemberis

43. Create drop-off points for used batteries

Activity created by Laura Buravcova, Ilze Graudiņa, Tomass Norenbergs

44. Outdoor Art

Using non-toxic materials, or recyclables, you can create some fantastic works of art inspired by nature. For example, hunt for a variety of textures and materials such as fallen leaves or petals, pebbles, and sticks or vegetables. Use them with some non-toxic paint to create a masterpiece. Use what you have, find what you need, and bring your idea to life!

Activity created by Laura Buravcova, Ilze Graudiņa

45. An Eco-Challange

The themes of the game: climate, pollution, the environment, climate change, recycling.
The summary of the activity: We will write key-words related to the game's themes on some sticky notes, such as: plastic, paper, biodegradable, recycling, pollution, emissions, renewable energy, fossil fuel, climate change, drought, wildfires, global warming, deforestation, Arctic shrinkage, extinction etc. Each participant will draw one card and will then try to provide clues for the other participants to guess the key-word. At the end, the participants will discuss some of the more interesting themes and try to provide solutions for the problems described.

How does the game work?

1. The first round: The participant will first try to mime the word written on their card, without being allowed to speak. If he or she thinks the word is too difficult to mime or the other participants are unable to guess, they can skip to the second round.
2. The second round: The participant will mime the word written on their card as before, but they are now able to guide the other participants by providing short feedback (e.g. "you're close") or answering yes/no questions. They are also able to describe their keyword with a short phrase, without making the answer too obvious (for example, if their word is "wildfires", they won't be able to use "fire" or "burning"). If the other participants are unable to guess, they can skip to the third round.
3. The third round: The participant is now able to speak fully, with certain words and phrases being off-limits, as discussed before. The game continues until someone guesses the keyword.

The end: The players will vote on some of the more interesting themes and will discuss them, providing additional information and trying to find solutions for the problems described, asking questions such as: Who has heard anything about this? What have you already heard about it? How does it affect your local community? What can we do to help stop the damage it causes? Etc.

Activity created by Bunău Corina

46. The Name Chain

The themes of the game: sustainability, eco-friendly actions, reducing waste, energy saving.
The summary of the game: This game can be a fun way to get to know each other, while also providing insights on the ways we can reduce waste, save energy and protect the environment with simple, day-to-day actions. As with the classic Name Chain, the players stand in a circle and have to memorize the names of the people to their left, before adding their own name to the list. However, in addition to stating their name, the participants should also share something they do every day to protect the environment.

How does the game work?

The players arrange in a circle. Whoever wants to go first will volunteer. The first player will state their name and share an eco-friendly activity they do every day. The second participant (the one standing to the right/left of the first participant) will first have to recite what the first player said before introducing themselves. The third participant will also have to memorize what the first and second participants said before introducing themselves. The game continues in this fashion until everyone had a chance to speak.

Activity created by Corina Bunău and Oana Păsărică

47. The Circle of Ecology

The themes of the game: sustainability, eco-friendly actions, reducing waste, energy saving.
The summary of the game: As an alternative to the Name Chain, this game also has players provide simple, day-to-day solutions related to reducing pollution, waste and increasing sustainability, while encouraging them to express their ideas in an informal, friendly environment.

How does the game work?
The players arrange in a circle. Everyone will state an idea, as mentioned above, listening carefully to what the other players said so as to not repeat the same action. After all the participants have run out of ideas, they will discuss how to implement them in their local communities.

Activity created by Corina Bunău

48. Making bird cages, feeding birds in winter

Activity created by Laura Buravcova, Ilze Graudiņa, Alvis Reinis

SUMMARY