

# GLC; GREEN



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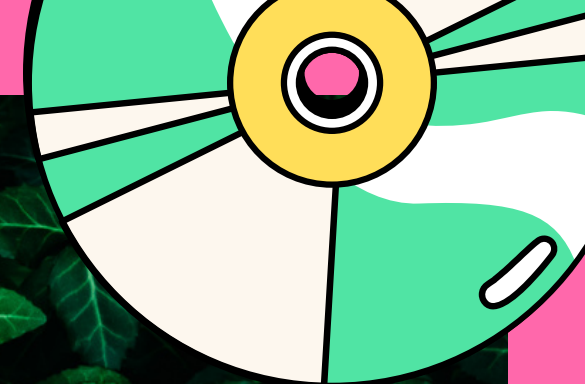
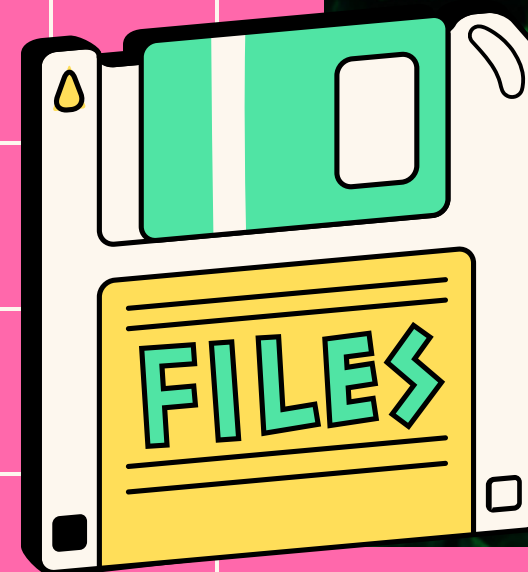
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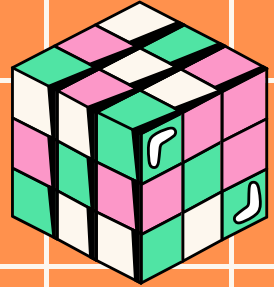
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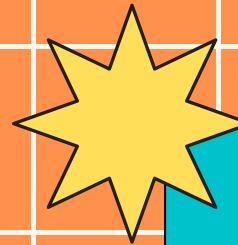
Produções Fixe  
Formação / Criação de Jogos Educativos

BLUE  
ROOM  
INNOVATION





# KEY COMPETENCES



**CREATIVITY**



**CRITICAL  
THINKING**

**DIVERSITY**

**EMPATHY**

**EMPLOYABILITY**

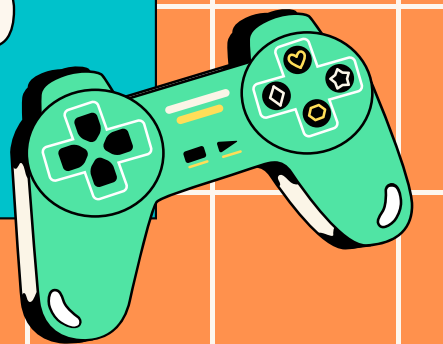
**GREEN**

**LEARNING**

**MENTAL  
HEALTH**

**TEAM  
WORK**

**VALUES**



# THE PROJECT GAMED

This series of 10 educational and thematic booklets is one of the 4 tangible intellectual outputs that resulted from an international partnership forged between 6 partners from 3 European countries (Portugal, Romania, Spain). A cross sectoral consortium combining different educational sectors was the base for the creation of different rich educational multi-layered interventions.

While working with young people, we identified the lack of efficient and adequate tools to support our learner-centred educational approach, particularly in the domain of adequate key competences in today's reality.

The 10 thematic booklets with Gamified Learning Content (GLC), aim to introduce, support and develop the capacity of professionals working with youth in non-formal and formal education contexts. They have a clear focus on improving the quality of educational programs which aim at the development of key competencies leading to a successful life and in the same time instill in youth core values of fairness, social justice, non-discrimination and involvement in the community.

Each GLC booklet stands on itself, yet they are all interlinked in order to create the opportunity and possibility to easily transfer them to the different realities the young people find themselves in. The GLC booklets can be easily used in all the different spheres the young people are active within: youth work, education, families and peer groups.

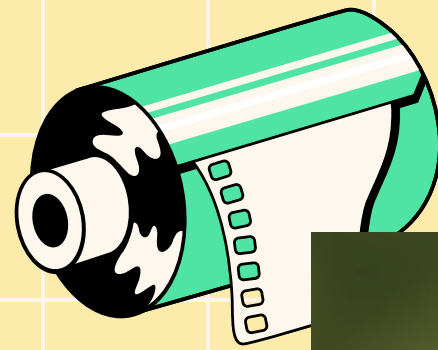
The educational activities are aimed at young people from 13 years to 30 years. Clearly, it is beneficial and desirable to adjust the emphasis and complexity level of the exercises towards the age group you engage with.

The 10 different educational booklets follow the same philosophy, a similar structure and a consistent visual image. Each booklet also contains valuable links and references for further thematic deepening.

We hope this booklet and its content will inspire you to explore further.

‘gamED: Gamification for Developing Essential Competences in Youth Work’ is a Key Action 2 project co-funded by the Erasmus+ Youth in Action Programme of the European Union under reference number 2020-3-RO01-KA205-095067. The content does not obligatory reflect the vision and opinion of the European Commission.





# GREEN

The concept of sustainability first appeared in 1987 in the report Our Common Future, better known as the Brundtland report<sup>1</sup>, drafted by the World Commission on Environment and Development which was set up by the United Nations Assembly in 1983.

This report defines sustainable development as that which «meets the needs of present generations without compromising the ability of future generations to meet their own needs».

Subsequently, sustainable development was officially adopted as the target to aim for at the Conference on Environment and Development in Rio de Janeiro in 1992, where representatives of 179 countries in the world signed an agreement to try to halt the unsustainable degradation of the planet and reduce inequality among its inhabitants. The application of this agreement was the central issue at the first World Summit on Sustainable Development, held in Johannesburg, in 2002.



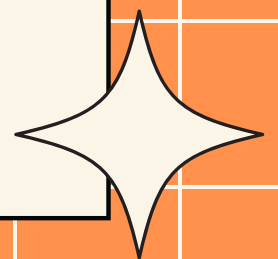
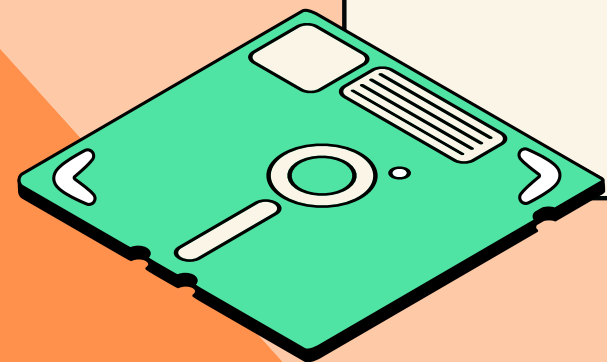
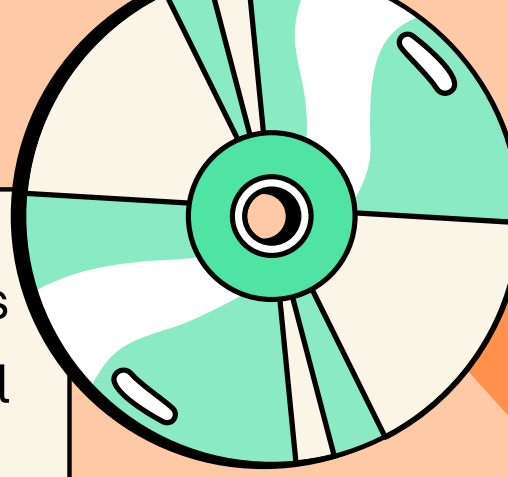


The idea of sustainability comes from the realisation that the Earth's natural resources are finite and that our activities can compromise the viability of the planet and life as we know it. In this sense, it was noted that the way industrial societies currently work and the effects of increased consumption (may) endanger the long-term survival of the planet.

Therefore, when we look at the issues that affect the objectives of sustainability, a great many aspects and subject areas are involved, all of which are interrelated. It is also clear that certain actions have greater environmental, social or technical impacts, so complexity as well as equality and accountability are fundamental concepts in any analysis of sustainability and the measures needed to achieve it.

Thus, the idea of sustainability brings together all the complex social, economic and ecological aspects (Fusco, L.) (\*2) so that: a) people, as well as different cultures, can live together with equal rights and responsibilities; b) economic activity provides a fair distribution of wealth that will cover people's basic needs and optimise the use of resources and c) all life forms are respected and biodiversity is preserved. Furthermore, a balance needs to be found between the development of human societies and the dynamics of natural cycles.

Therefore, to talk about sustainability, any intervention must be analysed from the economic, social and ecological perspectives. Any activity may spring from one of these three areas, but if the other two are not integrated - if the activity is incoherent with any of the three areas - then it cannot be a case of sustainable development.





Acting in a sustainable way, then, means re-educating ourselves as individuals and as professionals, so that we acquire the ability to:

- a) Make universal values prevail - values such as dialogue, solidarity (among and between generations) and respect for all life forms.
- b) Create and innovate in order to find both short and long-term solutions to the complex challenges thrown up by the existing system.

The concept of education for sustainability implies a new way of thinking about the world which combines these ecological, social and economic dimensions into one great array of understanding, of knowledge and of practical skills that goes far beyond the usual parcelling out of knowledge.

Sustainability involves the collective development of codes of interpretation and of behaviour on the basis not only of new, greener technologies, but more especially, the development of a new ethics that can steer the human capacity to act in the right direction (Geli, 2002) [and which can also, we would add, promote solidarity among and between generations].

To incorporate sustainability into any reality, study area or professional and/or educational activity, one needs to find the point of convergence, or integration, between the economic aspect (satisfying basic needs, stability, efficiency), the ecological aspect (integrity of the ecosystem, biodiversity, efficient management of resources) and the social aspect (intra and intergenerational equality, social cohesion, gender equality, cultural identity). In all cases, finding this meeting point will lead to a certain degree of sacrifice in terms of meeting all the objectives of each aspect.

We invite you to use the proposed educational activities in this GLC Booklet 'Green' as a valuable and meaningful introduction into more sustainability within your context.



# GREEN ACTIVITIES

THE COMMISSION  
OF MIGRATION



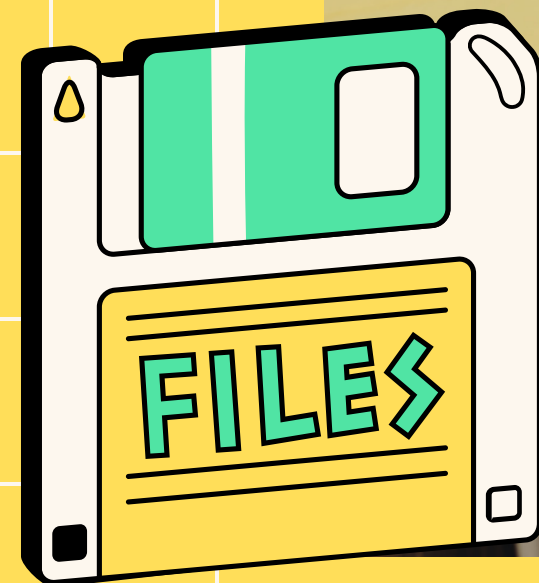
PLASTIC  
STATISTICS





# THE COMMISSION OF MIGRATION

Lets to make a proposal







## DURATION

50 minutes (10+30+10)

## GROUPSIZE

Groups of 4 people

## COMPLEXITY LEVEL

Medium



## OVERVIEW

This is role playing. The educator gives the definition of the situation and hands out the roles to be played by each member of the group. Each group must produce a conclusion about the topic (sustainability of an inclusive society).



# OBJECTIVE

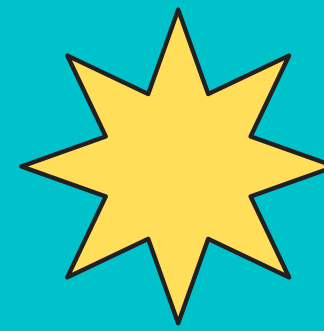
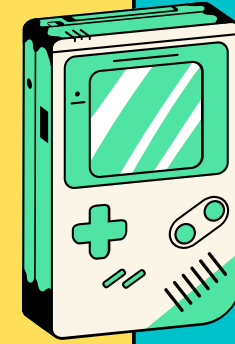
As youthworker, you can use this activity to

To manage the main concepts about migration and its consequences.

To share with colleagues the personal point of view.

Discovering the richness of employability opportunities.

Focus on the value of integration.



# MATERIALS

**THE DESCRIPTION OF THE SITUATION.**

**THE DEFINITION OF ROLES.**



**PAPER AND PENS.**





# STEP BY STEP

1

The educator presents the activity, based on the introductory text of this booklet: the concept and the importance of sustainability, and the three main pillars of it: economics, social and environment.

2

The educator presents a concrete and fictioned situation: “You are the four members of an expert commission of the government with the mission to make a proposal about the politics and criteria of migration. Each of you will play a different role in a meeting of the commission that must be celebrated immediately. The objective of the commission is to make a proposal based upon consensus, to the government about the criteria of migrants admittance to the country.”

3

Els participants fan el joc de rols durant 30 min. aproximadament.

4

The participants do the role playing for 30 min. approximately. In the meantime, the educator approaches each group to collect opinions about its progress.

5

Pooling of the results. Each group, through a representative, explains the result and summarises the process.

6

Start the debriefing (see below a suggested order)

7

Closure of the activity by the educator, highlighting the understanding of the concept sustainability.

# THE ROLES ARE:



## **A.-"You are a member of the right wing party.**

Your objective: To close the doors and ban the entrance of migrants.

Few examples of your possible arguments:

- Migrants will take the work of the autochthonous, and we need these jobs.
- Migrants have no money, no house, ... they constantly ask for help. We must provide our resources. First the natives; after the newcomers.

Your objective in the meeting: to propose, as commission, the minimum number of migrants per year. Better 0 than 1, better 1000 than 2000,... THIS MUST BE A CONSENSUS. THE ENTIRE COMMISSION MUST AGREE THE FINAL DECISION. YOU HAVE TO NEGOTIATE AND ARRIVE TO A CONSENSUS NUMBER."

## **B.-"You are a member of a left wing party, part of the government.**

Your objective: to admit a reasonable number of migrants. The number that the economy of the country can absorb. The technical indicators say 1500. You also propose to help the migrants economically and socially in order to build a sustainable society, with respect to each other, combining capacities, culture and focusing on the same objectives.

Few examples of your possible arguments:

- Each person has the same right to live, to welfare, to a house. Doesn't matter the origin. This is the duty of developed countries.
- Unallowing the entrance of migrants leads to illegal migration, and the consequent problems of coexistence in our streets.

Your objective in the meeting: To propose, as commission, the technically possible number of migrants per year: 1500.

THIS MUST BE A CONSENSUS. THE ENTIRE COMMISSION MUST AGREE THE FINAL DECISION. YOU HAVE TO NEGOTIATE AND ARRIVE TO A CONSENSUS NUMBER."





**C.-"You are a representative of the collective of NGOs.**

Your objective: to admit the maximum number of migrants. You believe that the "technical maximum of 1500 migrants per year" is miscalculated and must be revised. You also propose, besides this maximum, to build a task force to support every migrant in the difficulties in their transit, in the sea, in the camps of refugees,... you propose the preparation of a plan in this direction.



Few examples of your possible arguments:

- The right to life of everybody, and the duty of wealthy countries to help migrants until their installation, offering financial aid, work, education, basic social and health attention.
- We need to work for social sustainability as part of planet sustainability. Society, economics and environment are in the same package for humans.

Your objective in the meeting: to propose, as commission, the technically possible number of migrants per year. To revise the technical report that gives this number and to start the forming of a task force which supports migrants in danger.

THIS MUST BE A CONSENSUS. THE ENTIRE COMMISSION MUST AGREE THE FINAL DECISION. YOU HAVE TO NEGOTIATE AND ARRIVE TO A CONSENSUS NUMBER."

**D.- You are a migrant installed in the country many years ago, and member of an association of migrants.**

Your objective: to permit the entrance of 3000 people/year, as a challenge of the country, and to help them by different steps: first install them in collective buildings and, step by step, when possible, give to them more and more support. Your organisation is at the disposal of the government to participate in the plan.

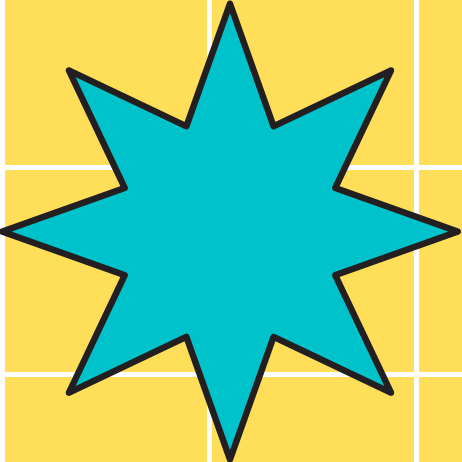
Some examples of your possible arguments:

- Nobody leaves their country voluntarily. Only under pressure; pressure of hunger and necessity. Nobody chooses their origin nor their circumstances. People who have everything have no right to deny the minimum to those who have nothing.
- We have to understand social sustainability at a planetary level; if not, it does not exist.

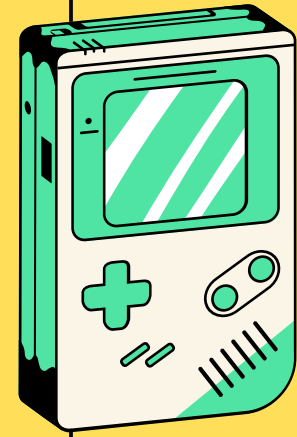
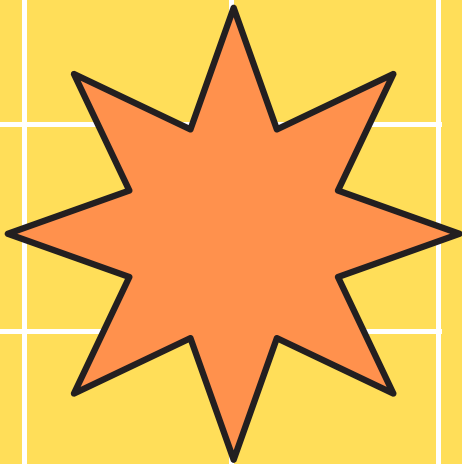
Your objective in the meeting: to propose, as commission, the challenge of 3000 migrants per year.

THIS MUST BE A CONSENSUS. THE ENTIRE COMMISSION MUST AGREE THE FINAL DECISION. YOU HAVE TO NEGOTIATE AND ARRIVE TO A CONSENSUS NUMBER."





# DEBRIEFING EVALUATION



FOLLOWING QUESTIONS CAN BE ASKED  
IN THE SUGGESTED ORDER.

What would be your own opinion about the questions treated during the exercise?

What are your strengths and weaknesses in such a group process?

Imagine ways to improve your capacity to work in a group.

How did you feel about this activity? At the start and now?

Did your group reach a decision by consensus? How easy or hard was this?

How did you experience entering in the 'given role'?

If so, were there any surprising moments during the activity?  
Which ones?

How would you link this activity to the topic of 'sustainability'?

How real is this activity, compared to reality?



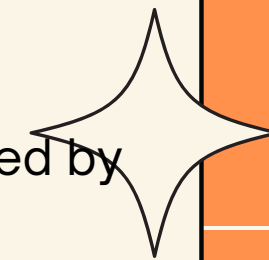
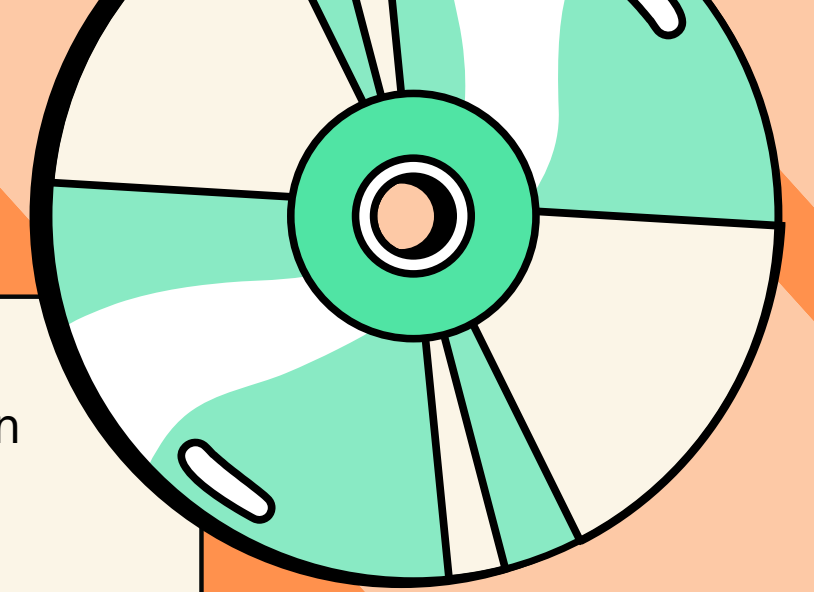
# POSSIBLE ADAPTATIONS

You can have the opportunity to go in depth of the operation of the groups: how they work, which real roles have been played (a leader has appeared or not, level of participation of the members, lessons learned in case this exercise is repeated,...).

When you have several groups engaged in this activity, you can offer them a different newsflash after 15 minutes of debate. Ask them to randomly take one of the following information (print the below on different small paperslips):

- The news reports that a recently arrived refugee has been killed in a conflict by extreme right wing supporters.
- The news reports that a local young girl has been sexually assaulted by a recent arrived immigrant.
- The news reports that elections are planned for next month, after the annual country budget has not been approved by a governmental majority.
- The news reports that the country has reached by the middle of the year the degree of sustainable consumption for the entire year.
- The news reports that children in a refugee camp nearby are seriously threatened by disease and hunger, leading to eventually lifelong disabilities.
- The news reports that 'refused refugees' are the cause of a massive deforestation in the area where they are based in order to survive the winter. Future ecological consequences are considered very severe.

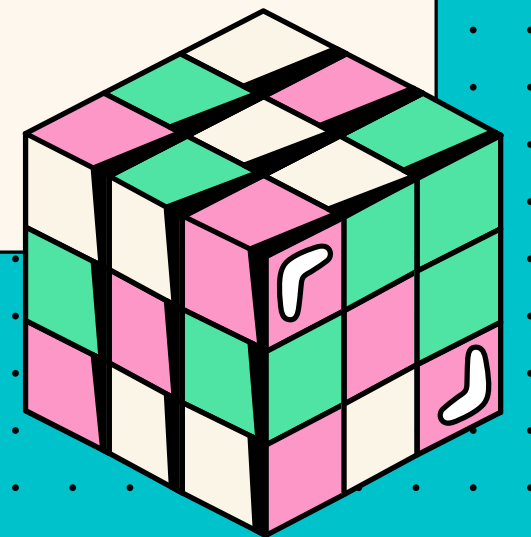
During the debriefing, explore together how these newsflashes might have had an influence on the final decision taken by each group. Analyse what power the news can have, with positive and negative consequences.

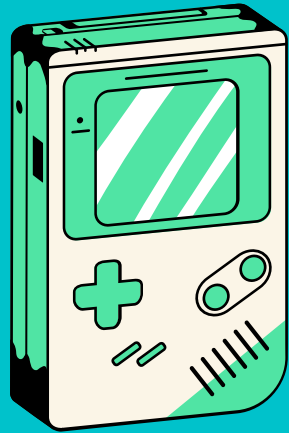


Be careful during the meeting, especially in case you have people with less ability to participate. Support them if necessary during the activity and talk with them after. Act as a coach.

Additionally, you can also decide to have groups of 5 participants, where the 5th member is acting as 'journalist'. This is then the person to share their observations and conclusions of the group's discussion to all the groups at the end of the activity.

# TIPS FOR FACILITATOR





## SUGGESTIONS FOR FOLLOW UP

It can be interesting to take the opportunity to propose future discussions about other topics, real or fictional, with the learnings in this activity as a starting point, and with the aim to improve the operation of the groups.

## IDEAS FOR ACTION

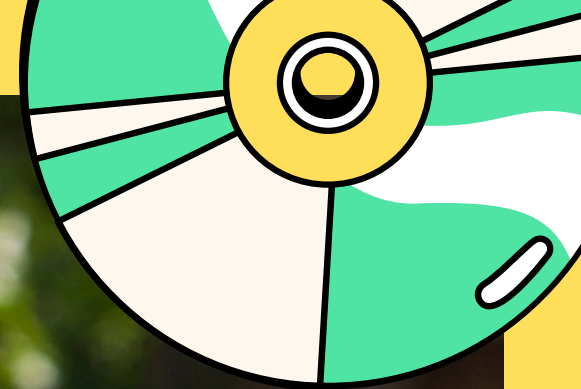
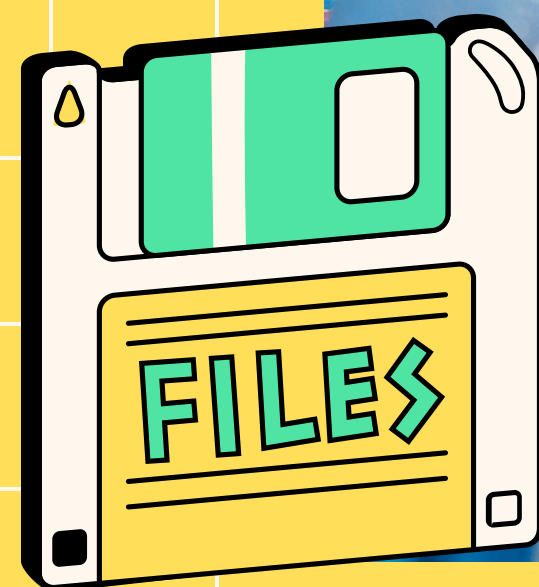
Specially useful connected to the daily news. Very often this topic is in news. Explore together how present this topic is in social media and how we can react to different information in a sustainable perspective.





# PLASTIC STATISTICS

Our consumption of plastic





## DURATION

Over time of one week  
(few minutes per day at home + 30  
minutes in the full group)

## GROUPSIZE

Groups of 4-5 people

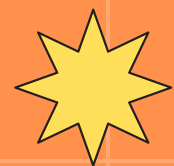
## COMPLEXITY LEVEL

Low



## OVERVIEW

Analysis of my own habits of recycling and reusing.





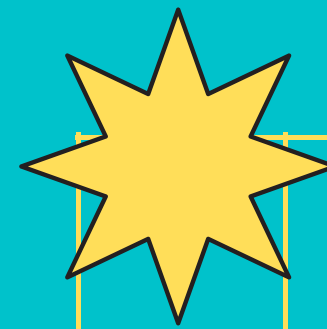
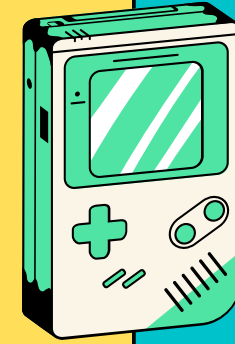
# OBJECTIVE

As youthworker, you can use this activity to

To analyse your own habits of consumption.

To compare your own consumption with European data.

To describe possible alternatives of your own consumptions.



# MATERIALS

**1 FLIPCHART (OR A3) WITH A STATEMENT (WRITTEN BY HAND OR PRINTED ON A SMALLER PIECE OF PAPER)**



**MARKERS IN DIFFERENT COLOURS**

**SETTING: FOR EACH CREATED SUBGROUP: A TABLE WITH 4 TO 5 CHAIRS. PLACE ON EACH TABLE A DIFFERENT STATEMENT AND A FEW PENCILS.**





# STEP BY STEP

1

The educator presents the activity to the participants starting from the main ideas exposed in the presentation of the unit, if it has not been done before.

2

Tell: “We will analyse our own consumption of plastic. The objective is not to compare the consumption between members of the group, it is rather to become aware of our habits and consider ways to improve it to support the planet's life.”

3

During one week, each participant individually makes a list of the products containing plastic he or she consumes or buys at home or outside, both, using a three column table: date, product (bottle of water, bottle of other beverages, yogourt, pack of meat, or any kind of aliment,...) number of units, weight (if participants can weight each type of plastic consumed. If not, use weights of reference.

4

After this week, we make the calculations: (SEE NEXT PAGE)

# MAKE CALCULATIONS

**4.1. Each participant calculates their own weight of consumed plastic, using the data of the list made last week. If some participants don't have the weight of the products, these references can be used:**

- Bottle of water (1'5 liter): 30 gr.
- Wrap of 6 eggs: 20 gr.
- Wrap of meat (600 gr.): 19 gr.
- Packaging of yogourt: 5 gr.
- Bag of supermarket: 27 gr.

**4.2. Sum the consumption of all the members of the group. Make the average.**

**4.3. Make a five column group table: Type of product, total consumed by the group during the week, maximum consumption among the group members, minimum among the group, average yearly consumption (average x 52 weeks per year).**

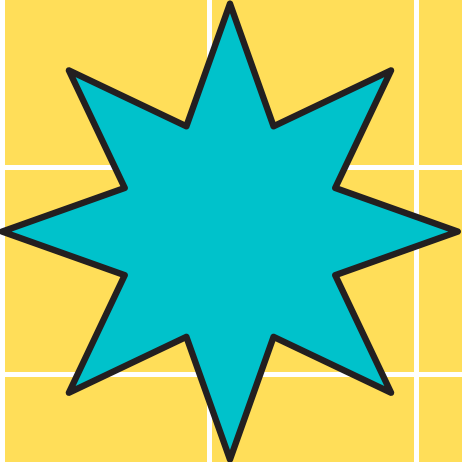
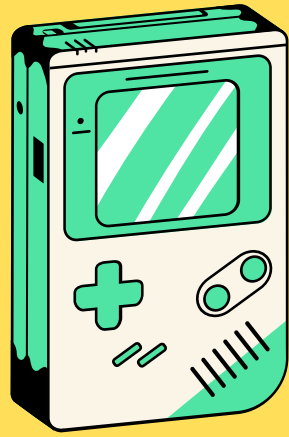
**Calculate, in the last row of the table, the totals to be compared.**

<https://monplaneta.cat/ho-sabies/plastics-habitant-europeu-3162/>

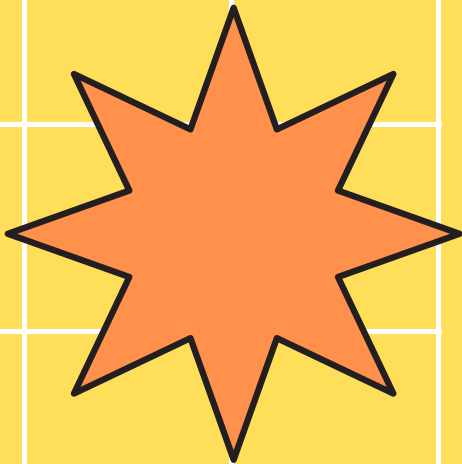
Compare these numbers with the Europe numbers (Approx. 40 Kg/person/year depending on the country. See the map above.) and make conclusions together.

- With which product do you consume more plastic, individually and in groups?
- Do you consume more or less plastic than the European average?
- What do you know about the effect of plastics against the environment? (invite people to research online)
- How conscious are we concerning the amount of plastics we consume?
- Make in your group a list of actions you can do to reduce your consumption of plastics.





# DEBRIEFING EVALUATION



**FOLLOWING QUESTIONS CAN BE  
ASKED IN THE SUGGESTED ORDER.**

How strict was you in making the list of your plastics? In part, the results of the exercise depend on it.

Did you have an idea of the weight of plastics you consume? Before this exercise you thought that it was bigger or smaller?

Was this exercise just an exercise or does it encourages you to change something?

How did you feel about this activity at the start? How do you feel now about the activity, after one week?

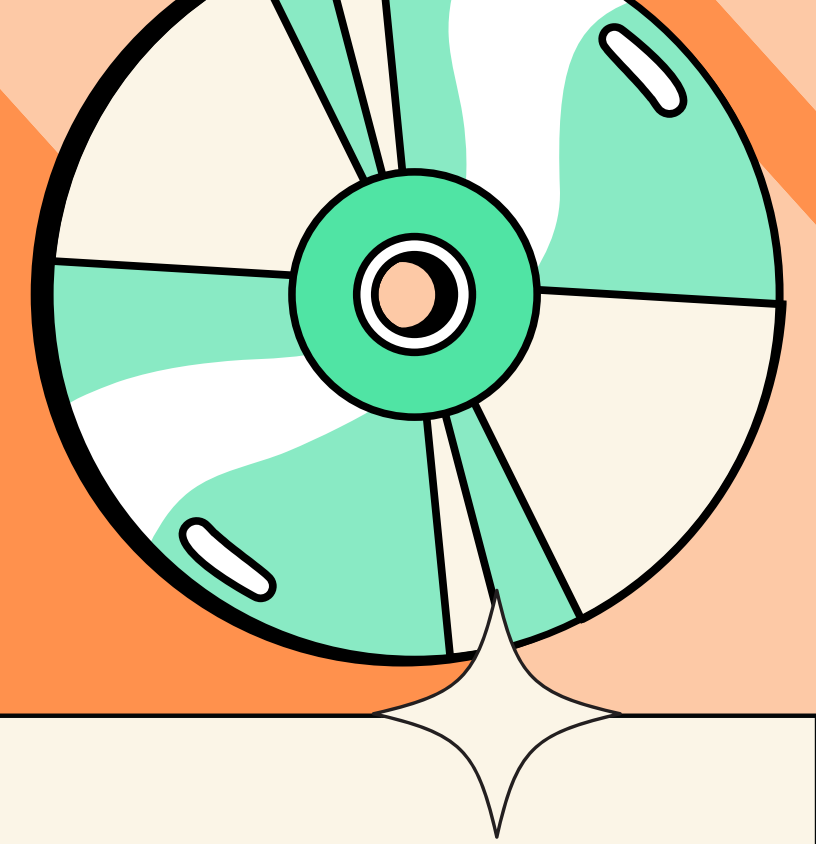
Were there any surprises for you? If so, which ones?

If we would do this activity again, would the results be different?

Did this activity make sense to you? What did your family members think about it?

What is a possible learning you take out of this activity?

# POSSIBLE ADAPTATIONS

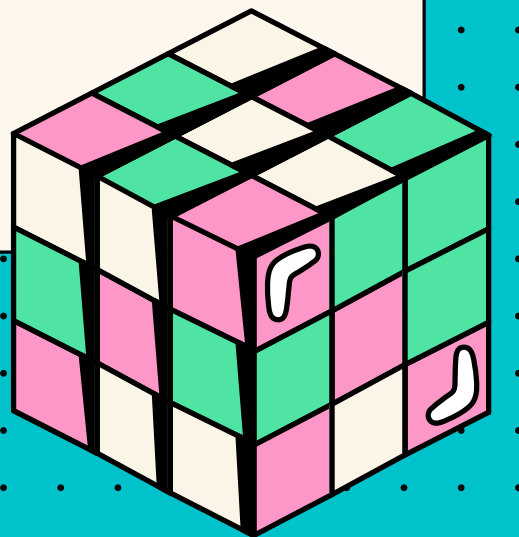


Better use the national or local data of consumption of plastic, if available.

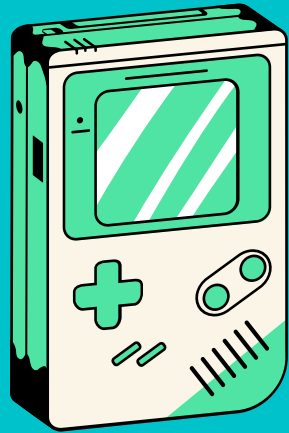
Extent the activity with a 2nd part. During the 2nd week, define together a challenge on a maximum consumption of plastic (realistic, yet ambitious). Ask everyone to keep track of how they managed to avoid using (more) plastic and which alternatives they came up with to do so. Follow the same steps and debriefing as the first week activity.

Assure calculators and access to the internet if possible.

# TIPS FOR FACILITATOR



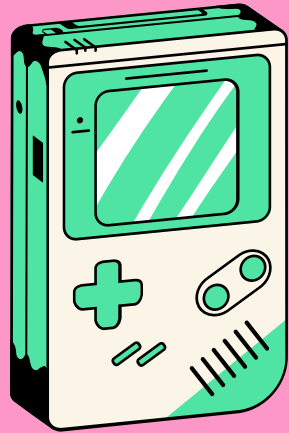




## SUGGESTIONS FOR FOLLOW UP

After some weeks you can repeat the exercise just to compare and find a tendency. See also to proposals in the ‘possible adaptations or in the concrete ideas for action.





# IDEAS FOR ACTION

Possibility to extend the “study” at the community level, just as one more exercise, eventually to be presented in local forums. (association of neighbours,...)

- Ask all the people to bring used plastic bottles: by cutting the bottles it is easy to create roof tiles. And with some warm glue to create a plastic roof for e.g. a ‘hotel of insects’. The rest can be made with old abandoned furniture e.g. a wooden closet. Much information and concrete tips can be easily found online.
- Explore in your own immediate environment (NGO, school, ...) how, with easy interventions, plastic can be reduced. E.g. replacing plastic bags with recycled/upcycled bags. And make sure the good intentions are actually translated into concrete actions.
- Challenge the people to organise each week ‘1 day without plastic consumption’. At start this might be hard, until we create a new modus operandus. Be aware of the possible pitfall: more consumption the day before the plastic free day

