



# **INTERACTIVE LEARNING PROGRAM FOR THE DEVELOPMENT OF SUSTAINABILITY COMPETENCES AND PRO-ENVIRONMENTAL ATTITUDE AND BEHAVIOR**





# - Guide for Trainers -



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# Introduction

It is widely accepted that climate change and environmental degradation are an **existential threat** to Europe and the world. Relevant policy initiatives and actions target the need to **create awareness of sustainable development** among people around the world and to promote a healthy lifestyle in response to research evidence supporting the growing connection between environmental issues and individual human behaviour and attitude.

Yet, awareness-raising alone has proved insufficient as the value-action gap persists across the EU. It seems that Europeans, even though they think that climate change is a serious problem in their country which is impacting their lives, they display lower or little commitment to change certain behaviours and habits. These social patterns negatively affect the perspectives and habit formation of children, whose environmental attitude and behavior starts to stabilize and consolidates, according to research, between 10 to 14 years old.

Therefore, **children's pro-environmental attitude and behaviour** need to be proactively addressed for them to become green change agents, adopting sustainable individual habits, preferences and lifestyles as early as possible. They need to be aware about environmental and climate change challenges and equipped with the necessary tools that enable sustainable individual preferences, consumption habits and lifestyles. Investing in children's education regarding sustainability is viewed as a promising public investment, including their contribution to a sustainable development of societies.

In this respect, the **VRGreen Adventure learning program** aims to support children in engaging in pro-environmental behaviours and in achieving an environmentally friendly lifestyle by establishing an enhanced degree of motivation, willingness, autonomy, and commitment.

**This teachers' manual** aims at providing the necessary information and step by step methodology for the effective implementation of the VRGreen Adventure learning program with the students. It is designed for teachers to inspire and guide their students in engaging in pro-environmental behaviours in the 7 thematic areas: recycling, waste reduction, energy conservation, water conservation, reuse-circular economy, green products consumption and sustainable transport. It includes an overview of the structure of the learning program and further activities and questions for reflection for further practice per thematic area.

Teachers are encouraged to adapt the activities to meet their students' needs. They are also welcome to reproduce any part of this guide for distribution to students and other educators.

### ***Structure of learning program***

The VRGreen Adventure learning program includes interventions in 7 thematic areas that are linked to environmental issues:

1. Recycling
2. Water conservation
3. Energy conservation
4. Reusing – circular economy
5. Waste reduction
6. Green products consumption
7. Sustainable transportation – mobility

For each thematic area, the scope is to organize an in-classroom workshop, that could last 1 or 2 school hours, divided in the 3 following sections:

#### **a) Video presentation**

The teacher will present to the students the video that the consortium has created. The video includes an introduction to the topic, provides information about the current situation and suggests ideas and ways to engage in actions that promote pro-environmental behaviour. Each video is short, about 5 minutes and is used to trigger thoughts and to further enable dialogue with students.

#### **b) Discussion after video**

After the presentation of the video, the teacher will engage students in an interactive conversation in the classroom about the topic, based on a set of predefined questions.

#### **c) Classroom activities**

For each thematic area, there are proposed 1-2 activities to be implemented in classroom, in order to further engage students in sustainable behaviours in an interactive and playful way. Teachers can choose among the suggested activities the one that better fits their students' needs, characteristics e.t.c.

After each activity, students will be encouraged to discuss their experience and to develop an ***individual plan*** with the actions they are willing to take.

Apart from the above-mentioned sections to better assist students in engaging and establishing the new behaviour, it is necessary to use daily (or every 2 days) **reminders** for 1 or 2 weeks after the workshops. Some flyers, notes, or brochures in a central place in the classroom could be used to remind students of their “duties” towards the environment protection. Short oral reminders, such as questions like “how your individual plans are going?”, “did you manage to recycle, reuse... yesterday?” etc. could also fit our purpose.

Finally, to evaluate the effectiveness of the implemented program and how well students have worked towards the environment’s protection we should take some time to collect **feedback on the program**. After the implementation of the workshops, the students will be invited to discuss on their progress, what are the new behaviours they have established, what are the difficulties they have faced in their attempt to follow their personal plan and further proposals on how to keep acting pro-environmentally.

# Learning material per thematic area

## 1. Recycling

i. Video link: <https://vrgreen.eu/recycling/>

### ii. Discussion after video

The questions that can be used in order to further discuss on the topic of recycling are as follows:

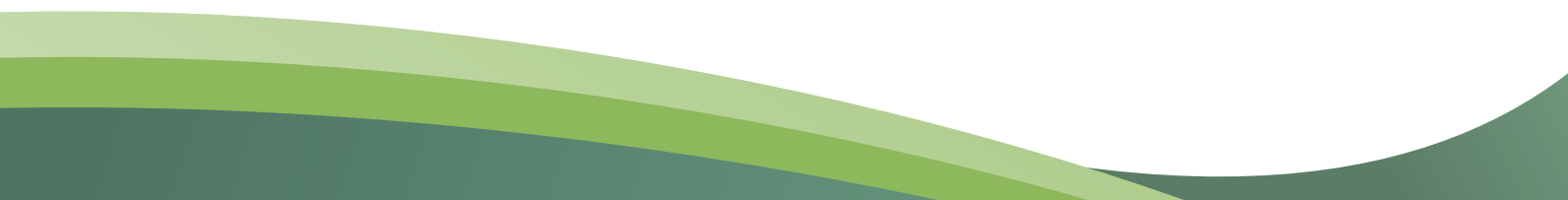
- What did you learn on this video that you want to share with someone else?
- Who will you share it with?
- What is recycling about?
- Are you familiar with it?
- Why is it important?
- How do you feel about recycling?
- What kind of items in your house/ classroom could be recycled?
- Are you used in recycling items?
- Is there anything you would like to learn more about this topic?

### iii. Recycling activities

Teachers must choose 1 activity to implement in the classroom with their students.

#### A. PUT IT IN THE RIGHT BIN

- **Target group** (age group): all students.
- **Materials needed:** fotos of several recyclable and non-recyclable items, such as plastic bottles, bottles of shampoo, glass bottles, batteries, newspaper, food cans, soda cans, food waste, eggshells, broken glass bottles, magazines, cardboard, pc, mobile phones, dirty pizza packages, diapers, lamps, straws e.t.c. 7 boxes.
- **Aim -learning goal of the activity:** Students are expected to learn and further practice recycling sorting, being able to recognize which items can be recycled and which should be in the waste bin.

- **Detailed description of the activity:** In each of the 7 boxes we put a label: a. plastic, b. metal, c. paper, d. glass, e. organic/food waste, e. electronic devices, f.batteries, g. Trash. After having watched the video, we discuss with students on the items that can be recycled and the ones that cannot be and the categorization of them. Then we show students the fotos with the recycled and non-recycled items and we invite them to put each of them in the right box. When the process is finished, we discuss if they have recognized the recyclable and the non-recyclable items.
  
  - **Additional ideas - alternatives:** We can also choose to make the activity a little more competitive, dividing students in teams and giving them earning point for each right answer, or we could use time competition with groups for speed and accuracy, or 4 teams of students that compete and a 5th group of students who check the sorting.
  
  - **Questions for reflection:**
    - o What did you learn on this activity?
    - o Was it easy to recognize which items can be recycled and which are not?
    - o Share with your classmates some other items that cannot be recycled.
    - o Personal plan: Write down what kind of activities you are going to implement in the next 7 days referring to recycling.
- 

## B. RECYCLING BROCHURE CREATION

- **Target group** (age group): all.
- **Materials needed:** fotos of recycled materials, internet to search for fotos of recyclable materials, pc to work on the design of the brochure and a design application, such as canvas[1] etc.



- **Aim -learning goal of the activity:** Students are expected to further practice on recycling by separating the items into the 7 categories and further making their families and other classmates familiar with the recycling process.
- **Detailed description of the activity:** Invite students to create a brochure to share with their friends, families, other students in school that will depict the rules of recycling, including the different categories of recycling materials and the items that cannot be recycled. The students can be divided in 3 groups. One group will be responsible for collecting fotos of the items that will be included in the brochure, one will write the texts and the 3rd will create the final brochure in the designing application. For each of the groups you could give names according to their roles, such as photographers, copy editors (for text creation) and layout managers. Before starting the activities, they will agree on the content and the structure of the brochure. When the brochure will be ready, they can share it electronically with their friends, families, social media, etc. or they can make 1-2 copies of it and pin them in their classroom or in the entrance of their school.
- **Additional ideas - alternatives:** Instead of a brochure, the students could create a tik- tok video
- **Questions for reflection:**
  - a. What did you like most on this activity?
  - b. How can you incorporate what you learned in your school, your everyday life, your home?
  - c. Personal plan: Write down what kind of activities you are going to implement in the next 7 days referring to recycling.



## 2. Water conservation

1. Video link: <https://vrgreen.eu/water-conservation/>

### 2. Discussion after video

The questions that can be used to further discuss on the topic of water conservation are the following:

- What did you learn on this video that you want to share with someone else?
- Who will you share it with?
- What is water conservation about?
- Are you familiar with it?
- Why is water conservation important?
- How do you feel about it?
- How could you save water in your house or classroom?
- Are you used in water conservation?
- Is there anything you would like to learn more about this topic?

### 3. Water Conservation Activities

#### A. LESS IS MORE

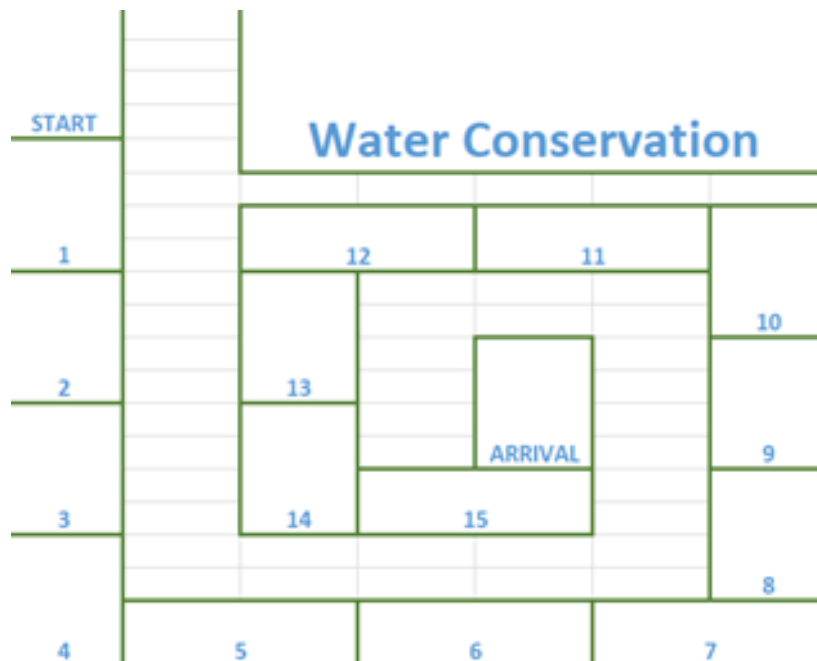
- **Target group:** 10 to 14 years
- **Estimated time requirement:** 2 hours

- **Tools / Materials needed:**

·Wire, ·Scissors, ·White sheet, ·Paint roller, ·Old dish sponge, ·Pencil/Stick/Tree Branch, ·Green paint can, ·Blue paint can, ·Sheet of paper to cut in A7.

- **Preparation steps:**

Lay the sheet on the floor and using the paint roller and green paint, draw squares in the shape of a snail, the first being the departure, the penultimate being the 15th and the last being the arrival.



- Cut a square from the old dish sponge;
- With the yellow part facing up, tie the string to the pencil/tree branch;
- Using the brush you just created, draw the start, the numbers and the arrival using blue paint.
- Think of 15 questions about the use of water in everyday life.
- Cut the sheets of paper into 15 A7-sized cards.
- Number these cards from 1 to 15 and write down questions about water use.

- **Questions to use in the game:**

- Do you usually brush your teeth using a cup or do you use the faucet?

Correct Answer: Cup

- Should you put a bottle of water inside the flusher?

Correct Answer: Yes

- While you brush your teeth do you have the faucet running?

Correct Answer: No

- Do you usually wash dishes by hand or in the machine?

Correct Answer: Machine

- In your house, do you wash the car with buckets or a hose?

Correct Answer: Buckets

- Do your parents water the garden during the hottest time of the day?

Correct Answer: No

- In your house, do you only use the dishwasher and washing machines when they are full?

Correct Answer: Yes

- Do you take a bath or shower?

Correct Answer: shower

- Do you take advantage of the bath water, reusing it for the toilet or to wash the floor?

Correct Answer: Yes

- Do you use the water from washing food to water the plants?

Correct Answer: Yes

- Did you see the faucet dripping and did nothing?

Correct Answer: I closed it

- Did you take a shower and turn off the faucet while soaping?

Correct Answer: Yes

- Do you always turn off the faucet while soaping your hands?

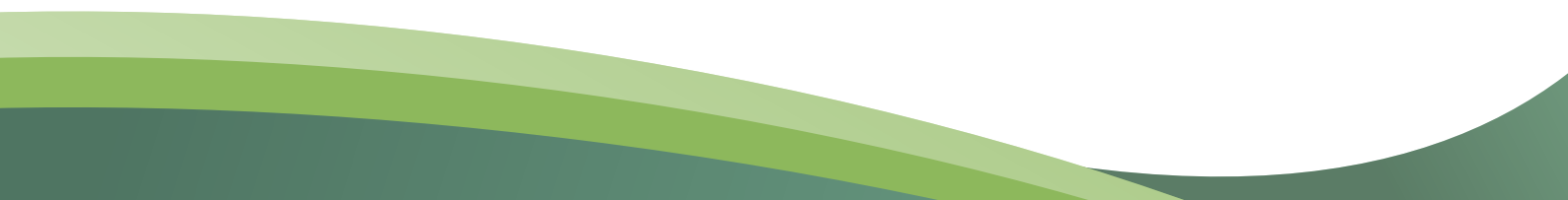
Correct Answer: Yes

- Did you see that the flusher was losing water and you didn't do anything?

Correct Answer: I fixed it

- When you help wash the car, you turn off the faucet?

Correct Answer: Yes



- **Detailed description of the activity:**

The activity can also take place on World Water Day, March 22, so that the impact of these issues is greater.

- Divide the class into two groups.
- Each group chooses a representative of the team who will play the role of pawn on the sheet.
- The cards initially created must be shuffled.
- Through the game Rock, Paper, Scissors, they decide who will be the first team to play (the pawns of each team will do it).
- The aim of this game is to stay as close as possible to the starting point.
- The two pawns must place themselves next to the sheet.
- One member of the starting team must choose a card and read the question.
- The answer given should be in line with common practice in your day-to-day life.
- If it agrees with the correct answer, the pawn remains in the same place.
- If the answer is incorrect, the pawn must advance one space.
- The questions should be read by all group members, one at a time.
- After reading the card, it goes down.
- After all the elements of the group have read questions or if any of the pawns reach the finished square, the game ends.
- The group closest to the start wins.
- The prize could be a reusable bottle.

- **Card with instructions for students:**

**STEP-BY-STEP  
DESCRIPTION OF THE ACTIVITY**

1  Create groups.	6  Read the question.	11  After reading the card, it goes to the bottom of the deck.
2  Choose the pawn.	7  Answers should be according to day-to-day life.	12  After reading all questions or if any of the pawns reach the finished square, the game ends.
3  Shuffle cards.	8  The pawn remains in the same place.	13  Whoever stays closest to the starting point wins.
4  Decide who will be the first team to play.	9  The pawn must advance one square.	 The prize could be a reusable bottle. 
5  Pawns on the starting point.	10  Questions should be read by all group members, one at a time.	

- **Questions for reflections**

1. List how many times you turned on the faucet yesterday.
2. Tell how many times you could have avoided turning on the tap and you didn't.
3. Do you think you follow the recommendations to save water?
4. If yes, which actions and why is it easy to do them?
5. If not, what actions and why is it difficult to do them?
6. When asked to save water, do you feel limited?
7. If yes, what specifically?
8. Why is saving water, specifically in your home, so important?
9. Why is saving water in general important in your community, your city and the world?
10. After this activity and conversation, do you think you will be able to implement more and more water saving guidelines in your home? If not, why not?
11. Personal plan: Write down what kind of activities you are going to implement in the next 7 days referring to save water. Do you think that you are going to face any difficulties? If yes, what kind and how are you going to address them?

- **Potential barriers**

Difficulties in answering more specific or complicated questions such as “When asked to save water, do you feel limited? Or “Why is saving water, specifically in your home, so important?”

- **Additional activity ideas**

Twice a week, students must record their changes in water saving actions. For each action, students will get 1 point. The three students with the most points at the end will receive a prize offered by the school. (e.g. reusable water bottle, recycled notebook)

• **Free resources and recommended sites**

1. World Water Day – Wikipedia
2. [World Water Day – Wikipedia, the free encyclopedia \(wikipedia.org\)](#)
3. Tips to SAVE WATER - Let's save the planet
4. [Tips to SAVE WATER - Let's save the planet - Environment for kids - YouTube](#)
5. Water with metering bill
6. [WATER WITH ACCOUNT AND MEASUREMENT !\[\]\(849840539e55921a3851a4ff96d7400d\_img.jpg\) - YouTube](#)
7. Águas do Algarve – The Water Challenge
8. [Águas Sem Fronteiras – The water saving challenge \(desafiodaagua.pt\)](#)
9. Waters of the Tagus Atlantic – Game - let's save water
10. [Game 2 Save Water-22May \(adp.pt\)](#)
11. How to make a brush out of an old sponge?
12. [How to make a sponge brush - YouTube](#)
13. Rock, Paper, Scissors game
14. [Rock, paper, scissors – Wikipedia, the free encyclopedia \(wikipedia.org\)](#)

## B. WATER WEEK CHALLENGE



- **Target group:** 10 to 14 years

**Estimated time requirement:** 1 week

- **Required material:**

- Posters or drawing materials to illustrate the challenge
- Flyers or leaflets on water conservation to be distributed
- Paper and pen to record water consumption
- Water measuring cup (optional)

- **Activity preparation:**

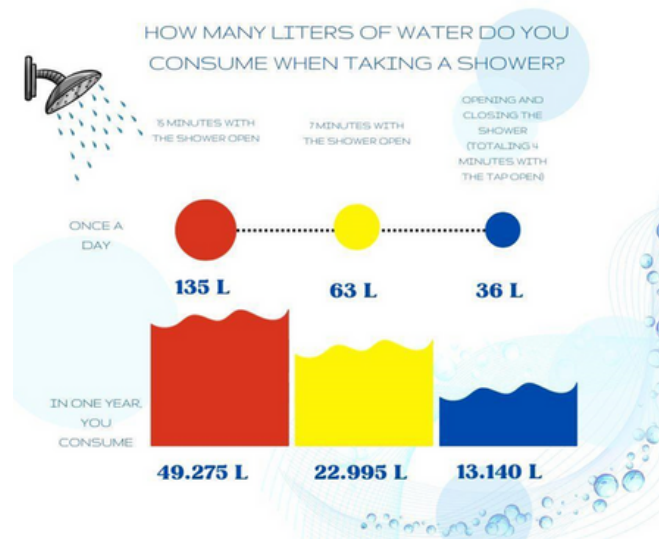
1. Plan the activity in advance, deciding what will be done during each day of the week.
2. Prepare the necessary materials and make sure there are enough for all the students involved.
3. Make a presentation explaining what the water week challenge is, its rules, objectives, and the importance of water conservation.

- **Detailed description of the activity:**

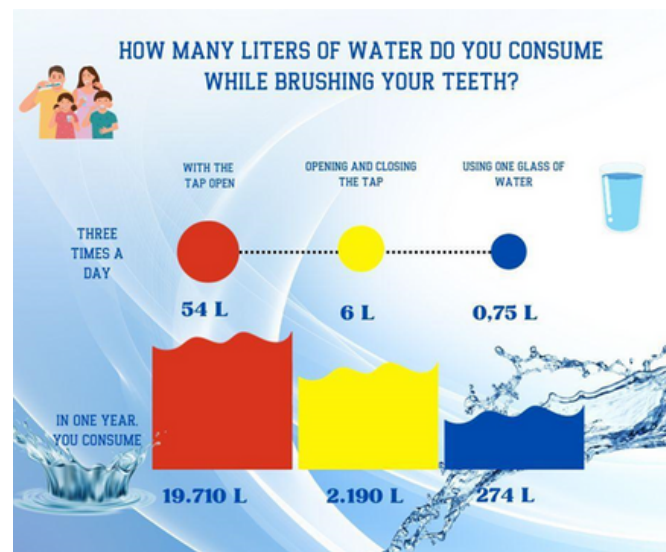
During the week, students will be challenged to save water in their daily activities, creating new conscious consumption habits. Each day of the week, a different challenge will be proposed, and students will be encouraged to record their water consumption in a table, noting the volume of water used in each activity. 5 points will be given for each activity accomplished. Daily challenges can include:

- Monday: Quick Shower Challenge: shower in less than 5 minutes

o Monday: Quick Shower Challenge: shower in less than 5 minutes.



o Tuesday: Turn off the tap challenge: remember to turn off the tap when brushing your teeth.



- o Wednesday: Plant a garden (or a plant in a vase) challenge: create a small garden with plants that don't need a lot of water (example: succulents).
- o Thursday: Drink Water Challenge: drink only tap water during the day.
- o Friday: Collect the running water: while waiting for the shower water to get hot, place a basin or bucket to collect the water instead of wasting it down the drain. Later, you can reuse it for washing dishes or watering plants.



MONDAY		<b>QUICK SHOWER CHALLENGE</b> Shower in less than 5 minutes.
TUESDAY		<b>TURN OFF THE FAUCET CHALLENGE</b> Remember to turn off the faucet when brushing your teeth.
WEDNESDAY		<b>PLANT A GARDEN (OR A PLANT IN A VASE) CHALLENGE</b> Create a small garden with plants that don't need a lot of water(example: succulents).
THURSDAY		<b>DRINK WATER CHALLENGE</b> Drink only tap water during the day.
FRIDAY		<b>COLLECT THE RUNNING WATER</b> While waiting for the shower water to get hot, place a basin or bucket to collect the water instead of wasting it down the drain. Later, you can reuse it for dishes or watering plants.



This activity is a fun and creative way to teach students about the importance of water conservation and to encourage behavioral changes to save water at home. In the end, all the result will be analyzed and the best three scores will be awarded with a certificate – “The Water Guardian”

- **Questions for reflection:**

- \* How was the experience of participating in the water week challenge?
- \* What did you learn about water conservation during this activity?
- \* What were the biggest challenges you faced during the week?
- \* Do you think you could continue to practice some of the challenge activities in your day-to-day life?
- \* Personal plan: Write down what kind of activities you are going to implement in the next 7 days referring to water conservation. Do you think that you are going to face any difficulties? If yes, what kind and how are you going to address them?

- **Potential barriers:**

- Some children may not have access to all proposed activities, such as planting a garden.
- Some established habits can be difficult to break, especially when it comes to cutting down on bath time.
- Some children may need extra encouragement or coaching to fully participate in the activity.

- **Additional activities ideas:**

- Arrange a visit to a local water treatment plant to learn more about the water treatment process.
- Conduct research on how water shortages affect other parts of the world.
- Create a wall with drawings or pictures related to water conservation.
- Watch a documentary about water shortage or the importance of conservation

- **Recommended websites:**

- Portuguese Environment Agency: <https://apambiente.pt/index.php/agua>
- Call for Nature Protection: <https://www.lpn.pt/temas/agua/>
- Águas de Portugal: <https://www.adp.pt/pt/ambiente/sustentabilidade/agua>
- European Environment Agency: <https://www.eea.europa.eu/themes/water>
- European Commission - Environment:  
[https://ec.europa.eu/environment/water/index\\_en.htm](https://ec.europa.eu/environment/water/index_en.htm)

### 3. Energy conservation

- **Video link:** <https://vrgreen.eu/energy-conservation/>

- **Discussion after video**

The questions that can be used to further discuss on the topic of energy conservation are the following:

- What did you learn on this video that you want to share with someone else?
- Who will you share it with?
- What is energy conservation about?
- Are you familiar with it?
- Why is it important?
- How do you feel about energy conservation?
- How could you save energy in your home or classroom?
- Are you used in saving energy?
- Is there anything you would like to learn more about this topic?

- **Energy Conservation Activities**

#### A. SAVING ENERGY AT HOME

- **Target group:** all students
- **Aim -learning goal of the activity:** By the end of this activity, students will be able to:
  - identify common items at home and in the classroom that use electricity
  - explain how they can conserve electricity in their homes and at school; and
  - brainstorm ideas and actions for saving electricity.
- **Required material:** A to Z electronic devices list, whiteboard
- **Detailed description of the activity:**

Before starting the activity, share with your students the following information:

Each year there are more and more electrical devices introduced into mainstream society requiring electricity even when they are turned off. Even though many appliances today are more efficient than those in the past, increasing the sheer number of appliances you use may cancel out any potential savings.

When you walk around your house at night, you will probably observe several obvious appliances using energy (e.g., refrigerator running, night light glowing, radio playing), but how many digital clocks and green, red, or blue charger lights do you see? All of these itty-bitty lights are drawing electricity even when the appliance is off. There are several names for this phenomenon, including leaking watts, phantom load, and appliance vampires. It is important to try to minimize these leaking watts to help conserve energy and save money. It may not cost a whole lot to keep one projector always plugged in, but if hundreds of small appliances, like projectors, are left plugged in, constantly drawing power, it can be noticeable on a school's electric bill.

Taking inventory of the electrical devices, including phantom loads, in your home and school can help bring attention to the appropriate use and overuse of electricity.

After having talked about the phantom load ask students if they have ever walked into a dark room and seen little green, red, or blue lights on the appliances? Why are they glowing? How do they turn them off?

The start the activity as follows:

1. Introduce the concept of electricity, what it is, where it comes from, and how you know if something uses it.
2. Hand out a **A to Z Electrical Devices** to each student, or pair of students, and ask them to list items that use electricity next to the appropriate letter.
3. Have students list things that are found in their home, their classroom, then items located in other classrooms they've been in, and then things they might find in other parts of the school.
4. For each letter of the alphabet, have a different student (or group of students) read their lists. Correct any mistakes and ask others if they can add anything to the list. Identify which items listed are found in their classroom. Write these items on a whiteboard or flip chart paper.
5. Once the list of possible classroom appliances has been generated, add any major items that may have been overlooked (e.g., computer, TV, DVD player, LCD projector, desk lamp, refrigerator, aquarium, radio).

6. Ask the students the following questions:

- What senses can you use to tell if these devices and appliances are on or off?
- Do any of these appliances need to be left on all the time, or can some of them be turned off when they are not being used?
- Do you think it is important to turn off appliances when they are not needed? Why or why not?
- Do any of these appliances look like they are still on even when they are turned off? How can you tell? (Stand by lights might be on even if appliance is turned off.)

7. Ask students, in groups, to search and estimate the electricity usage of some of the big items identified at home or in the classroom. Compare the average electricity usage and the phantom load.

Search term ideas: Phantom Power, Phantom load, electricity usage of appliances...

- **Questions for reflection:**

Why is it important to turn off or unplug electrical appliances that weren't being used?

Do the little red or green lights look different now that you know what they mean?

- o Now that all the appliances in your classroom that use electricity have been identified and the electricity use estimated, what steps can the class take to reduce electricity consumption in the classroom? And at home?

- o Personal plan: Write down what kind of activities you are going to implement in the next 7 days referring to energy saving. Do you think that you are going to face any difficulties? If yes, what kind and how are you going to address them?

**Useful resources:**

Repsol. "What is Phantom Power? The silent expense in the household":  
<https://www.repsol.com/en/energy-and-the-future/future-of-the-world/phantom-power-consumption/index.cshtml>

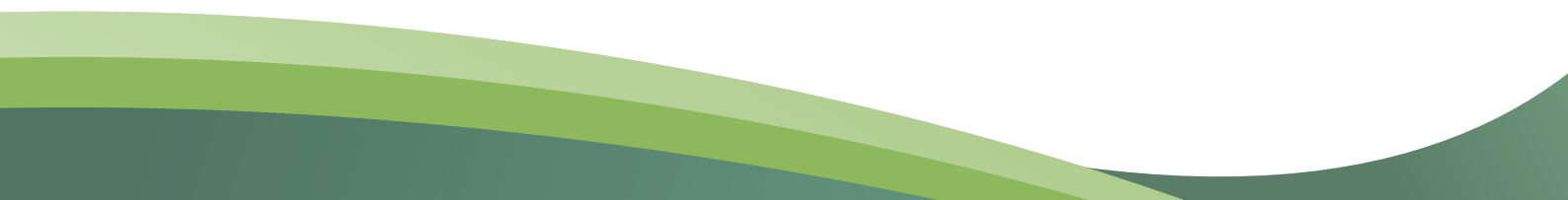
Endesa. "How can you calculate the electricity a house consumes?":  
<https://www.endesa.com/en/blogs/endesa-s-blog/light/calculate-electricity-house-consumption>

Myth busting on electrical consumption:  
<https://view.genial.ly/650d8d4ad1f8640010c702ed>

**Additional activities ideas**

Have one student leave the classroom temporarily while you and the other students turn off and/or unplug all the electrical appliances except for one.

Then have the student come into the room and try to identify which appliance is still on.



## B. FROM THE SUN TO THE LIGHT BULB

- **Target group:** 10-14 y.o
- **Aim -learning goal of the activity:** Students will learn about photovoltaic solar energy, which is a system of technology that serves to take advantage of solar radiation and convert it into electricity, through devices called solar cells, grouped in solar panels.
- **Required material:** 40 balls and a Basket
- **Detailed description of the activity:**

We will play a game: our mission is to convert solar radiation into electricity to run the school.

We will have the help of photovoltaic panels and conductors, but beware! The clouds will try to prevent it.

1. Game preparation. Divide the roles and place yourself in the starting position:

- **SUN** (1 person): he will take the balls he can load from the starting basket. It moves along a trajectory, always in the same direction. Along his route, he will have to throw the balls into the PLATES at the cry of "radiation!" When it reaches the end of its trajectory, it becomes SHADOW.

- **SHADOWS** (at the beginning of the game, there is no one): they are held by the waist and only move in the space between the sun and the PANELS. They must prevent the balls from reaching the PLATES with their body.

- **PLATES** (10-15 people): they sit and only move their arms to catch the balls thrown at them the sun. When a PANEL gets a ball, it must shout "electricity!" and put yourself in the first place of the row of the CONDUCTORS.

- **CONDUCTORS** (10-15 people): They are in a straight perpendicular line from the PLATES to the basket that is the LIGHT BULB, which hands on each other's waist. When a ball comes to them, they must shout and they must pass it forward over their heads without turning, until the last person who must deposit it in the identified basket as "LIGHT BULB". The latter runs to replace the SUN.

2. Start the game! Everyone will play their role to achieve his particular mission.

3. End of the game: the game ends when all the balls are in the basket "Light bulb".

**Questions for reflection:** Reflect on each character's role in the game and compare them with the elements of a photovoltaic installation.

- o What difficulties you did you find on the way?
- o What characters have helped you achieve your mission? Who have prevented it?
- o How could we do the whole process more efficient?
- o Personal plan: Write down what kind of activities you are going to implement in the next 7 days referring to energy saving? Do you think that you are going to face any difficulties? If yes, what kind and how are you going to address them?



## 4. Reusing- circular economy

- **Video link:** [https://youtu.be/OE0M\\_iuaTXM?si=F6YrNio9D6jIC9d](https://youtu.be/OE0M_iuaTXM?si=F6YrNio9D6jIC9d)

- **Discussion after video**

The questions that can be used to further discuss on the topic of recycling are the following:

- What did you learn on this video that you want to share with someone else?
- Who will you share it with?
- What is circular economy about?
- Are you familiar with it?
- Why is reuse important?
- How do you feel about reusing?
- What kind of items in your house/ classroom could be reused?
- Are you used in reusing items?
- Is there anything you would like to learn more about this topic?

- **Reuse Activities**

Teachers can choose 1 among the 2 suggested activities, according to their students' profiles.

### A) USE YOUR IMAGINATION

- **Target group (age group):** all students
- **Materials needed:** List or fotos of several reusable items, a whiteboard.

#### **List of reusable items:**

- o Plastic bottles
- o Cans
- o Old t-shirt
- o Newspapers
- o Egg cartons
- o Toilet Roll Inner
- o Food take-out plastic containers
- o old toothbrushes

- **Aim -learning goal of the activity:** The aim of the activity is to make students think over different uses of several materials that otherwise they would throw away. In that way they could learn that an item can be used several times even for different uses that it was firstly designed.
- **Detailed description of the activity:** Divide students into small groups of 5-6 persons. Give them the list of reusable items (or the fotos) and invite them to use their imagination and come up with 3-5 ideas on the new uses of those items. Encourage them to be creative and innovative. When all groups have finished, present all ideas for each of the items and invite students to vote for the most imaginative one.

We could also have the reusable items in the class and the students could try to build one product of their proposals. Or the students could bring an item or photo of one item they have at home to reuse and search the internet for ideas, or the students can choose an item from their school and propose ideas how they can reuse[1] it  
i.e.

Before



After

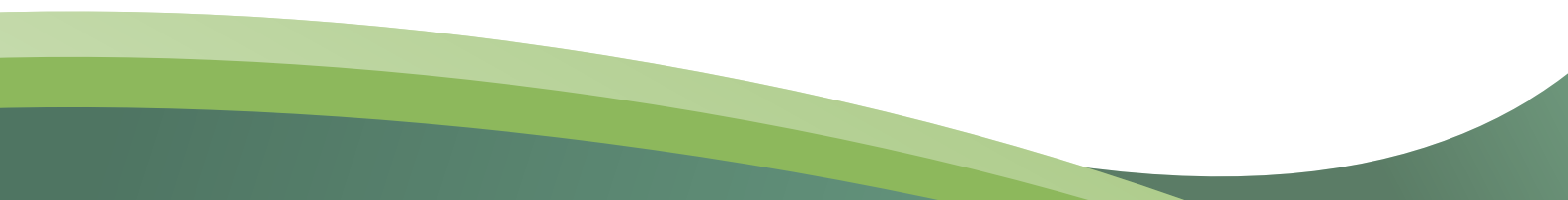


- **Questions for reflection:**

- o What are your thoughts after completing this activity?
- o What was interesting in this activity?
- o Have you got inspired on how to use your old items?
- o How can you incorporate what you learned from the activity in your school, your everyday life, your home?
- o Personal plan: Write down what kind of activities you are going to implement in the next 7 days referring to reuse.

- **Useful resources:**

Craft ideas:

- o 17 Marvelous DIY Ideas For Upcycling Old Clothes: <https://www.youtube.com/watch?v=yLZgrSpCAVs>
  - o Empty plastic bottle craft idea: <https://www.youtube.com/watch?v=0ZLEJ8QXDrA>
  - o How to reuse Shoe Boxes at home: <https://www.youtube.com/watch?v=y1r0c-V7Gik>
  - o 3 SMART TIN CANS IDEAS!: <https://www.youtube.com/watch?v=eVefpKprgl8>
  - o Clever Ideas To Reuse Almost Everything: <https://www.youtube.com/watch?v=iucWZY4VmAc>
  - o Old Clothes! 12 DIY Clothes Reuse Hacks: <https://www.youtube.com/watch?v=-WHY0vLPc50>
- 

## B) MAKE NEW PRODUCTS OUT OF TRASH

- **Target group (age group):** all
- **Materials needed:** old T-shirts, cans, shoe boxes, plastic bottles, colours, scissors, glue, ribbons, newspapers, etc.
- **Aim -learning goal of the activity:** Students are expected to see in practice how they could transform an old useless item into a new useful one.
- **Detailed description of the activity:** Divide students into 3-4 groups. Assign to each group a different main “old item” (T-shirt, shoe box, can, plastic bottle) and invite them to be creative and transform it into a new one, as they wish.

*If they have difficulties in coming up with new ideas, they can search on youtube videos on how to transform the item they have been assigned with. They could also make a tik- tok video on how they transform the old item and share it in social media.*

- **Questions for reflection:**

- o What are your thoughts after completing this activity?
- o What did you like most on this activity?
- o Have you got inspired on how to use your old items?
- o How can you incorporate what you learned from the activity in your school, your everyday life, your home?
- o What did you learn that you want to share with someone else? Whom will you share it with?
- o Personal plan: Write down what kind of activities you are going to implement in the next 7 days referring to reuse. Do you think that you are going to face any difficulties in reusing? If yes, what kind and how are you going to address them?

## 5. Sustainable transportation –mobility

- **Video link:** <https://vrgreen.eu/sustainable-transportation-mobility/>

- **Discussion after video**

The questions that can be used to further discuss on the topic of recycling are the following:

- What did you learn on this video that you want to share with someone else?
- Who will you share it with?
- What is sustainable transportation about?
- Are you familiar with it?
- Why is it important?
- How do you feel about sustainable transportation?
- Are you used in using sustainable means of transportation?
- Is there anything you would like to learn more about this topic?

- **Sustainable Transportation Activities**

*Teachers can choose 1 among the 2 suggested activities, according to their students' profiles.*

### A. TRANSPORT JOURNEY TRUE AND FALSE AND JOURNEY MAP

- **Target group (age group):** 10-14
- **Materials needed:** Link to true false game/ or printed list with questions
- **Aim -learning goal of the activity:** Students are expected to reflect upon their daily use of different transports and to map the environmental impact of their journeys.
- **Detailed description of the activity:** The activity refers to a true-false game. Students are going to play a true or false game with statements about sustainable transport (to be created in [genial.ly](https://genial.ly)).

Steps: To reflect and map your transport journey

- 1.Start the activity with the question: "What is transport?"
- Ask students to identify and discuss different types of transport.
- 2.Play a true a false game with statements about sustainable transport Link to T/F on [Genialy](https://genial.ly).
- 3.Present how different transport options affect other people and the environment.
- 4.What's the solution? Ask students to think about different solutions.

5. Talk about the positive solutions and benefits in different areas of Europe.

6. How can you help? Have students talk in small groups about how they can make their journeys more sustainable and what they need to make these changes.

7. Map your journey - Model mapping a journey. You may wish to use a satellite image, road map or encourage the students to draw their own maps of the area. If students are finding it difficult to use sustainable transport, they can map what they would like their route to be.

- **Additional activity ideas:** Students could travel their route before mapping it. This could be done as a whole group activity within a session or set as homework.

- **Questions for reflection:**

- o What are your thoughts after completing this activity?

- o What did you like most on this activity?

- o How can you incorporate what you learned from the activity in your everyday life?

- o What did you learn that you want to share with someone else? Whom will you share it with?

- o Personal plan: Write down what kind of activities you are going to implement in the next 7 days referring to sustainable transportation. Do you think that you are going to face any difficulties? If yes, what kind and how are you going to address them?

## B. TRANSPORT DIARY

- **Target group (age group):** 10-14
- **Materials needed:** The transport diary sheet[1] , The journey map[2]
- **Aim -learning goal of the activity:** Students are expected to make a diary of the transports used individually or as a family during the last 5 days and calculate the environmental impact.
- **Detailed description of the activity:**

Students are going to prepare a diary of their transports. Invite them to fill in their diary[3] according to the given questions:

Imagine during just one day, all the transportation that you, your family members, your teachers and others in your community or city choose to get from one place to another. Today you might have seen other students being driven to school by a parent or riding a bus or metro. Some students might have walked or biked to school. Students and families who walked or biked are using their own “energy” to transport them.

- How did you get to school today? What are some transportation choices you have made this last week?

o Directions: Record on the chart some ways you got from one place to another during the past five days. [https://drive.google.com/file/d/1OK8JRxKhxU94fl0H\\_4CZ4vPz-gk9G3eb/view?usp=drive\\_link](https://drive.google.com/file/d/1OK8JRxKhxU94fl0H_4CZ4vPz-gk9G3eb/view?usp=drive_link)

o In the first column note the starting point for each journey.

o In the second column write the destination.

o In the third column record the transportation method you used for each of the five trips.

o Write in the last column the fuel that was used for these trips.

- Discuss and compare in small groups the environmental impacts of the transportation method you used.

- Identify the most green-friendly transportation methods.

- **Additional activity ideas:** Optional extension: using a carbon-footprint calculator – use the transport diary to calculate a transport footprint using online calculators (<https://calculator.carbonfootprint.com/calculator.aspx?tab=6>)

- **Questions for reflection:**

- o What are your thoughts after completing this activity?

- o What did you like most on this activity?

- o How can you incorporate what you learned from the activity in your everyday life?

- o What did you learn that you want to share with someone else? Whom will you share it with?

- o Personal plan: Write down what kind of activities you are going to implement in the next 7 days referring to sustainable transportation. Do you think that you are going to face any difficulties? If yes, what kind and how are you going to address them?





## 6. Waste reduction

- **Video link:** <https://vrgreen.eu/waste-reduction/>

- **Discussion after video**

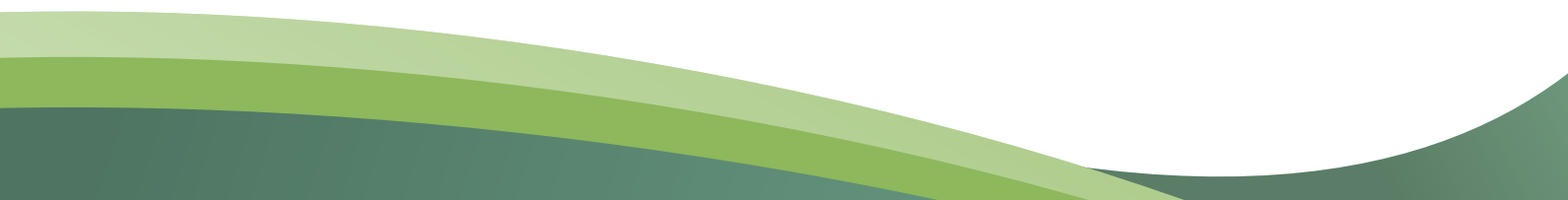
The questions that can be used to further discuss on the topic of waste reduction are the following:

- o What did you learn on this video that you want to share with someone else?
- o Who will you share it with?
- o What is waste reduction about?
- o Are you familiar with it?
- o Why is it important?
- o How do you feel about waste reduction?
- o Are you used in reducing waste in your daily life?
- o Is there anything you would like to learn more about this topic?

- **Waste Reduction Activities**

Teachers can choose 1 among the 2 suggested activities, according to their students' profiles.

### A1. REUSABLE SANDWICH WRAP CREATION

- **Target group (age group):** 10 - 12 years
  - **Materials needed:** Fabric (cotton, canvas or other similar materials), Scissors, Ruler or measuring tape, Fabric glue or sewing machine, Parchment paper, Iron
  - **Aim of the activity:** The aim of this activity is to engage students in critical thinking about the environmental impact of their choices regarding packaging materials. By making their own reusable sandwich wraps, they will learn how to create a sustainable alternative to aluminum foil wrap and how small changes in their daily routines can make a big impact on the environment.
- 

- **Description of the activity:**

1. Present the materials—aluminum foil and reusable sandwich wrap—to the students. Students will explore two different paths related to packaging materials, as their breakfast.

### **Option 1: Aluminum Foil**

Explain that the first path involves using aluminum foil as a packaging material. Engage the students in a discussion about what might happen to aluminum foil once it's thrown away, focusing on its disposability and decomposition rate. Encourage students to share their thoughts and ideas about the environmental consequences of using aluminum foil.

### **Option 2: Reusable Sandwich Wrap**

Introduce the second path, which involves using a reusable sandwich wrap instead of aluminum foil. Facilitate a short brainstorming session to gather ideas from students about the advantages of using a reusable wrap, such as waste reduction and resource conservation. Then encourage students to think critically about the positive impacts of this choice on the environment and their daily lives.

In **the reflective discussion** that you create in class, you have to:

- Compare and contrast the two paths and their consequences.
- Explore the advantages and disadvantages of each choice, considering factors such as waste generation, resource consumption, and long-term environmental impact.
- Encourage students to share their reflections on how their individual choices can contribute to a more sustainable future.

2 .Engage students in a **hands-on project** where they design and create their own reusable packaging alternatives using sustainable materials. Show the children the materials and explain how to create the reusable sandwich wraps.

a. Have them choose their fabric and measure out a piece that is 35 x 35 cm. Once they have measured out their fabric, have them cut it to size using scissors. They can use pinking shears for a decorative edge.

b. Next, have them fold over the edges of the fabric by 0,5 cm and press them down with an iron\*. This will create a clean edge and prevent the fabric from fraying.

c. They can now fold the fabric in half, with the right sides facing each other. Use fabric glue or a sewing machine to sew around the edges, leaving a small gap to turn the wrap right side out.

d. Once the wrap is sewn, turn it right side out through the gap. Use a pencil or chopstick to push out the corners and ensure it is fully turned.

e. Finally, have them fold the wrap in half and use parchment paper and an iron to create a crease in the center. This will make it easier to wrap sandwiches and other food items.

\*Instead of using an iron and parchment paper to create a crease in the center, the children could use a simple folding method to make their sandwich wrap easier to use. They can fold the wrap in half and press it down firmly with their hands, using the edge of a table or other flat surface to help create a sharp crease. Students can illustrate their wrap and make some kind of exhibition to the school.

You can check these videos as an example of how to do a similar sustainable sandwich wrap. The first one is very similar to our option but you should change the sewing machine for a manual needle. The second video is quite different but it is also an idea to do a simple sandwich wrap.

- **Questions for reflection:**

- o How does using reusable sandwich wraps help the environment?
- o What other single-use plastics can we replace in our daily lives?
- o How did you feel while making your own sandwich wrap?
- o What other creative ideas can you come up with to reduce waste and single-use plastics?
- o Personal plan: Write down what kind of activities you are going to implement in the next 7 days referring to waste reduction. Do you think that you are going to face any difficulties? If yes, what kind and how are you going to address them?

## A2. REUSABLE SANDWICH WRAP CREATION

- **Target group (age group):** 12-14 years or more advanced kids.
- **Aim/Learning Goal:** To teach teenagers about the principles of sustainable design and the use of technology to create a reusable lunch box using a 3D printer.
- **Materials:** 3D modeling software (such as Tinkercad or Fusion 360), 3D printer and printing materials (such as PLA filament), Scissors, Ruler or measuring tape

- **Detailed description of the activity:**

1. Explain that creating a reusable lunch box using a 3D printer is an innovative way to reduce waste and promote sustainability.
2. Show the teenagers how to use a 3D modeling software (such as Tinkercad or Fusion 360) to design their own reusable lunch box, using precise measurements and considering the ergonomics of the design.
3. Assist the teenagers in converting their 3D model into a format suitable for 3D printing.
4. Demonstrate how to use a 3D printer to print their reusable lunch box using PLA filament or similar materials.
5. After printing, show the teenagers how to assemble their lunch box by cutting and fitting a piece of foam or other suitable material to create a secure and comfortable interior.
6. Encourage the teenagers to decorate their lunch boxes with markers or paint to make them unique and personal.
7. Allow the lunch boxes to dry completely before using them.
8. Students can illustrate their wrap and make some kind of exhibition to the school

- **Questions for Reflection:**

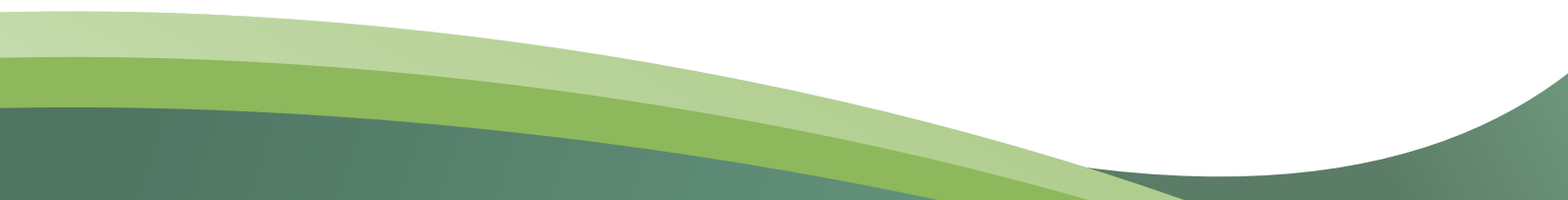
- o How does creating a 3D printed reusable lunch box promote sustainability and reduce waste compared to using disposable plastic containers?
- o What other items can we create using technology and sustainable design principles to promote sustainability and reduce waste in our daily lives?
- o How does reducing waste through sustainable design contribute to the health of the environment and our communities?
- o Personal plan: Write down what kind of activities you are going to implement in the next 7 days referring to waste reduction. Do you think that you are going to face any difficulties? If yes, what kind and how are you going to address them?

## B. STRANGE OBJECTS IN THE PLAYGROUND

Activity about finding hidden trash in the playground and brainstorming solutions to reuse and reduce.

- **Target group (age group):** 10-14 years old
  - **Materials needed:** Gloves (for safety and hygiene purposes), Garbage bags, Sorting containers (e.g., bins or buckets)
  - **Aim of the activity:** The aim of this activity is to teach children about the importance of reducing waste and finding ways to reuse materials in creative ways. By searching for hidden trash in their playground and coming up with solutions to reuse and reduce, they will learn how to become responsible and mindful environmental stewards.
  - **Description of the activity:**
    1. Present two photos of a playground area (one full of trash and another cleaned) Students will explore two different paths related to the garbage that they throw away while they are playing in the breakfast time or while they come and go out to school.
    2. Introducing the topic of waste reduction and discussing the impact of littering on the environment. Ask the children questions such as "What are some examples of litter?", "What happens when we don't properly dispose of waste?", and "How can we reduce our waste?".
    3. Provide gloves, garbage bags, and sorting containers to the children. Have them explore the playground to search for hidden trash. Encourage them to be careful and mindful of any potential hazards.
    4. Once they have collected the trash, have them sort it into categories such as recyclable, non-recyclable, and compostable. This will help them understand the different types of waste and how they can be properly disposed of.
    5. Now that they have sorted the trash, have them brainstorm ways to reuse and reduce the materials. For example, they could create artwork from plastic bottles, use old tires for a garden border, or turn cardboard boxes into a fort. Encourage them to be creative and think outside the box.
    6. Once they have brainstormed solutions, have them share their ideas with the group. Discuss the feasibility of each idea and how they can be implemented in their community.
- \* Alternative ideas: Students can take photos of the place they found the trash and make a poster with that photo and the solutions to reuse and reduce; and maybe find images or what it would be like when transformed to be reused

- ***Questions for reflection:***

- o What did you learn about waste reduction from this activity?
  - o How can we encourage others to reduce their waste?
  - o What ideas did you come up with to reuse and reduce materials? How can we make these ideas a reality?
  - o What other environmental issues do you think we should address in our community?
  - o Personal plan: Write down what kind of activities you are going to implement in the next 7 days referring to waste reduction. Do you think that you are going to face any difficulties? If yes, what kind and how are you going to address them?
- 

## C. VISITING THE SUPERMARKET: REUSE AND REDUCE

Activity about finding out the packaging of the food and the items sold in the supermarket once consumed. Come up with the idea of reuse and reduce.

- **Target group (age group):** 10-14 years old
- **Materials needed:** Worksheet: product observation, Writing tools, Camera (optional)
- **Aim of the activity:** The aim of this activity is to raise awareness of the quantity of non-recyclable products that are used to pack products and that it is very difficult to do a right recycling collection once they are consumed or used. The idea is to make the students come up with solutions to reduce the amount of waste generated by buying products like those, to be aware of the presence of them in our daily life and to connect the consuming habits with the residue production.

- **Description of the activity:**

1. Present two photos of a product from a market, like fruit (one with packaging and another without it). Students will explore two different paths related to packaging materials when they buy things, and the consequences of it.
2. The class group goes to the supermarket, and it is divided into small groups (4 or 5 students). Each team is going to be in charge of one different section of the supermarket (food, fresh products, cleaning products...)
3. Each student is going to have one observation worksheet and they will have to analyse the labels of the products or ask the shop assistant. This information should be about the packaging (materials, sizes, proportion, amount of the product...)
4. Once they come back to school again, they should put in common what they have discovered and then the teacher should guide a reflection of the quantity of waste generated by the products we can find in the supermarket in our daily life. Afterwards, the pupils should suggest different ideas to change our ordinary buying habits.

- **Questions for reflection:**

- o What did you learn about waste reduction from this activity?
- o How can we practice more sustainable buying habits?
- o How can we disseminate these sustainable habits to all our school community?
- o Personal plan: Write down what kind of activities you are going to implement in the next 7 days referring to waste reduction. Do you think that you are going to face any difficulties? If yes, what kind and how are you going to address them?

## 7. Green products consumption

i. Video link: <https://vrgreen.eu/green-products-consumption/>

### ii. Discussion after video

The questions that can be used to further discuss on the topic of green products consumption are the following:

1. What did you learn on this video that you want to share with someone else?
2. Who will you share it with?
3. What is green products consumption about?
4. Are you familiar with it?
5. Why is it important?
6. How do you feel about green products consumption?
7. Are you used in green products consumption?
8. Is there anything you would like to learn more about this topic?

### iii. Sustainable Transportation Activities

Teachers can choose 1 among the 2 suggested activities, according to their students' profiles.

#### A. GREEN FOOD CHALLENGE

- **Target group (age group):** 10-14 years old
- **Materials needed:** A list of commonly consumed foods (e.g. fruits, vegetables, grains, meat, etc.), Online resources or books about green food products and their benefits, Access to a computer or tablet for creating digital presentations (e.g., PowerPoint, Google Slides) or poster templates (e.g., Canva), Poster boards [1] or large sheets of paper, Coloured markers, crayons, or coloured pencils, Glue or tape, Scissors, Printouts of relevant images (optional), Any other art supplies you prefer for poster-making.

Note: assure that green food products and materials are age-appropriate and safe for the children to handle

- **Aim of the activity:** To raise awareness about the importance of consuming green food products and to encourage children to make eco-friendly choices.

Images in this unit can be found here

<https://drive.google.com/drive/folders/1vBnpBHthgs83cnqU9z59N-mb6g9H0BwG>



- **Description of the activity:**

1. Divide the students into small groups (3-4 students per group). Ask the students to sit in a circle or at their desks. Start the activity by discussing with the children what green food products are and why it's important to consume them. Explain the benefits of consuming eco-friendly foods, such as reducing carbon footprint, supporting local farmers, and reducing food waste. Start a brainstorming session where each student takes turns naming a green food they know (e.g., broccoli, spinach, apples, peas). Encourage creativity and provide positive feedback for each contribution.

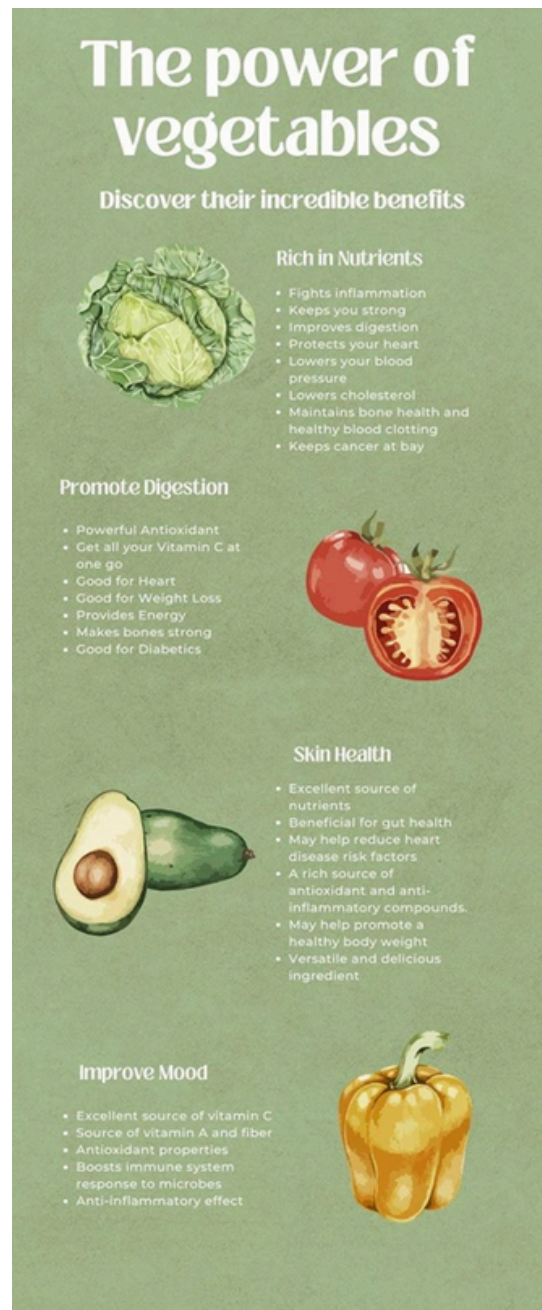
2. Next, provide a list of commonly consumed foods and ask the children to choose one or two items from the list. Ask the children to research and find information about green food products related to their chosen items. They can use online resources or books to find information about eco-friendly food production methods, organic farming, and sustainable food packaging.

3. Once they gather their information, ask the children to create a presentation or poster about their chosen green food products.

They can include information about the benefits of consuming these products, their impact on the environment, and how they are produced sustainably.

4. Finally, have the children present their posters or presentations to the rest of the class. Encourage them to discuss their findings and encourage their peers to make eco-friendly choices when it comes to food consumption.

Additionally, and as a homework activity, each group could create a collaborative digital city map pinpointing local places to buy green products.



Poster example

• **Questions for reflection:**

- o What are your thoughts after completing this activity?
- o What did you like most on this activity?
- o How can you incorporate what you learned from the activity in your everyday life?
- o What did you learn that you want to share with someone else? Whom will you share it with?
- o Personal plan: Write down what kind of activities you are going to implement in the next 7 days referring to green product consumption. Do you think that you are going to face any difficulties? If yes, what kind and how are you going to address them?

## B. GREEN FOOD BINGO

- **Target group (age group):** 10-14 years old
- **Materials needed:** Bingo cards with different green food products (e.g. organic fruits and vegetables, fair trade coffee, locally sourced honey, etc.), Tokens (e.g. beans, coins, etc.) for marking off bingo squares, Information about green food products and their benefits
- **Aim of the activity:** To encourage children to learn and identify different green food products and their benefits.

Note: assure that materials are age-appropriate and safe for the children to handle.

- **Description of the activity:**

1. Start by explaining to the children what green food products are and why it's important to consume them. Provide information about the benefits of consuming eco-friendly foods, such as reducing carbon footprint, supporting local farmers, and reducing food waste.
2. Give each child a bingo card with different green food products on it. The cards can have different arrangements of products to make the game more challenging.
3. Explain the rules of the game. The caller will call out different green food products and the children will mark off the corresponding squares on their cards. The first person to mark off a line (horizontally, vertically, or diagonally) and call out "Bingo!" wins.
4. Before the game starts, provide additional information about each green food product, such as where it's produced, how it's grown, and why it's considered eco-friendly.
5. Once the game starts, the caller will call out different green food products one at a time. As the children mark off the corresponding squares on their cards, encourage them to discuss the benefits of each product and how it contributes to sustainability.
6. Once someone calls out "Bingo!", congratulate the winner and ask them to share their favourite green food product and why they chose it.

- **Questions for reflection:**

- o What are your thoughts after completing this activity?
- o What's the importance of consuming green products?
- o How did the game help you learn about different sustainable food options?
- o What did you like most on this activity?
- o How can you incorporate what you learned from the activity in your everyday life?
- o Personal plan: Write down what kind of activities you are going to implement in the next 7 days referring to green product consumption. Do you think that you are going to face any difficulties? If yes, what kind and how are you going to address them?

This card is an example of the bingo cards that teachers and students can create:



## C. GREEN FOOD SCAVENGER HUNT

- **Target group (age group):** 10-14 years old
- **Materials needed:** A list of green food products (e.g. fruits, vegetables, grains, etc.), Clues related to the green food products, Small prizes or rewards for the winners (optional), Green Food Product Cards.

Note: assure that green food products and clues are age-appropriate and safe for the children to find and handle.

- **Aim of the activity:** To raise awareness about the importance of consuming green food, products and to encourage children to make eco-friendly choices.
- **Description of the activity:**
  1. Divide the children into small groups of 3-4 and provide each group with a list of green food products and clues related to the products.
  2. The children have to find the green food products and complete the clues related to them within a set time frame, e.g. 30 minutes.
  3. Each group will have a different starting point, and they will need to follow the clues to find the green food products hidden in various locations around the playground.
  4. When they find a green food product, they need to take a picture of it with their phone or camera to show as proof of their discovery.
  5. Once all the green food products have been found, the groups need to return to the starting point and present their pictures to the facilitator. The facilitator will check the pictures and award points to the groups for each successful discovery and clue completion.
  6. The group with the most points at the end of the game wins.
  7. After the game, have a debrief session with the children to discuss the importance of consuming green food products and how it can benefit the environment and our health.

- ***Questions for reflection:***

- o What are your thoughts after completing this activity?
  - o How did the game help you learn about different sustainable food options?
  - o What did you like most on this activity?
  - o How can you incorporate what you learned from the activity in your everyday life?
  - o Personal plan: Write down what kind of activities you are going to implement in the next 7 days referring to green product consumption. Do you think that you are going to face any difficulties? If yes, what kind and how are you going to address them?
- This is the activity we need to change because it is very confusing the way it is.

## D. GREEN FOOD ADVENTURE

- **Target group (age group):** 10-14 years old
- **Materials needed:** Green food products list (e.g. fruits, vegetables, grains, etc.), grapes, spoon, cards with trivia questions, paper sheet to print, small prizes or rewards for the winners (optional)
- **Aim of the activity:** The aim of this activity is to
  - o promote healthy eating habits and encourage kids to consume more green food products.
  - o provide a fun and engaging way for kids to learn about green food products.
  - o foster teamwork, communication, and problem-solving skills.
  - o encourage kids to be creative and use social media in a positive way.
- **Description of the activity:**
  1. Before the game, the teacher or game facilitator will provide the students with a list of green food products such as spinach, kale, broccoli, cucumber, zucchini, green apples, kiwi, etc.
  2. Students, together with the teacher, should discuss the benefits of consuming these green products, where to find them in their most organic form of production and how they are related to the carbon footprint.
  3. Students will be divided into teams of 4 to 5 players; each team will choose a team name.
  4. Each team will be given a set of challenges related to green food products; the challenges will be a mix of physical challenges and trivia questions; each team must perform a set of 3 physical challenges and 3 trivia questions in sequence.
  5. The challenges can be set up in the school playground or in the school gymnasium and it could be:
    - 1 student must balance a grape on a spoon and run, in a light run, a 5 meter track; whenever the grape falls he will have to return to the beginning of the track
    - upon reaching the goal, another team member must answer a question about the consumption of green products: "Should I buy my green products: a) in a large commercial area where the quantity and diversity is greater b) buy online because they deliver to me at home in a beautiful packaging c) in a local production and trade store; If they fail the question they have to repeat the physical exercise again and answer again to the question.

- Upon reaching the goal, another team member must answer the question: “Which of the following transportation methods generally has a smaller ecological footprint when transporting products from the place of production to the place of sale?” a) Air transport b) Sea transport c) Road transport d) Rail transport; If you fail, you have to go through the track again and try until you get the correct answer
- Another student on the team will be ready for the final challenge; along the track, based on the logic of the “monkey game”, draw squares and give each one the name of a food – some green products and others not green – and the students have to walk the track to the end by placing feet only in the squares with green products; if you put your foot on a non-green product you have to start the exercise again
- When another team member reaches the goal, they must answer the question: “Which of the following practices is most aligned with the consumption of green products and the preservation of the environment?” a) Use organic farming techniques and pesticides b) Use herbicides and natural fertilizers c) Use organic farming techniques and natural fertilizers
- The team that completes the set of challenges in the shortest time wins.

This is an example of a quiz card teachers can create and print to give the students:





The game will be promoted on social media platforms like Instagram and TikTok, with the help of professors and others involved; the posts must include the team's name and the hashtag #GreenFoodAdventure.

4. The winning team will receive a prize, such as a basket of green food products or a gift card to a healthy food store.

5. Additionally, as a homework activity, teams can also earn bonus points by taking photos or videos of themselves eating or preparing green food products and posting them on social media platforms like Instagram or TikTok.

- **Questions for reflection:**

oWhat are your thoughts after completing this activity?

oHow did the game help you learn about different sustainable food options?

oWhat did you like most on this activity?

oHow can you incorporate what you learned from the activity in your everyday life?

oPersonal plan: Write down what kind of activities you are going to implement in the next 7 days referring to green product consumption. Do you think that you are going to face any difficulties? If yes, what kind and how are you going to address them?



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