

Worksheet

Target group: students of all levels from primary and secondary schools

Group size: one class

Total time commitment: work spread over several months, usually one school year

Material equipment for the implementation of the Programme: this depends on the nature of the selected project; see the [methodological guide](#)

Programme structure and instructions: the Programme layout, objectives of individual blocks and their time allocations, instructions for the facilitator, and instructions for the students

Students begin by working to set-up a safe classroom environment, defining the rules of working together, and finding their strengths to put to use in their projects. Students should then map their perceptions of their project settings through their own feelings and by beginning to gather some initial information about the place.

Students then engage in activities that lead to a more comprehensive understanding of climate change or sustainable development. Through a simulation game, students review what situations they might encounter and what solutions could help. They will learn how a place can be mapped and what are, for example, the adaptation and mitigation measures. They look at the measures and solutions that will be needed at the individual and community-level and they will consider the difficulty or ease of the implementation.

Students will use their experiences to map their communities and, with the aid of various tools, create a vision of what their place should look like in terms of sustainability or preventing climate change and adapting to its impacts.

They will then take their plan and discuss it with representatives from the local government, organisations, associations, businesses, parents, and the public. After a debate and the incorporation of community comments, the second project cycle should begin with the selection of implementation of measures. In the second cycle of their projects, students will learn to plan, assign roles, be responsible for their tasks, improvise, negotiate, and often, work physically. At the end of this phase, they will celebrate and evaluate what they have achieved and suggest changes on what could be done differently the next time; then, they will reflect on what to do next.