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The EcoMystery Project:

Interactive Escape Rooms for Climate Crisis
Awareness and Civic Engagement in School

WP3

Escape the Climate Crisis' Coursework

Module 5: Community Action for a Clean Future

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Module 5: Community Action for a Clean Future

The EcoMystery Project: Interactive Escape Rooms for Climate Crisis Awareness and Civic Engagement in School Education

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Module 5: Community Action for a Clean Future

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Module 5: Community Action for a Clean Future

Module 5 - Community Action for a Clean Future

Have you ever wondered what difference *one person* can make in creating a cleaner, healthier planet? The truth is – every small action counts when people come together for a common purpose. Communities are the heart of positive environmental change. Whether it's a neighborhood recycling drive, planting trees in a schoolyard, or designing a campaign to save energy, *community action* transforms ideas into impact.

This module invites you to become a changemaker in your own environment. You'll explore how citizens, schools, and organizations can work together to solve real problems – like reducing waste, saving energy, and protecting local green spaces. You'll also discover how your actions connect to global efforts such as the **European Green Deal** and the **United Nations Sustainable Development Goals (SDGs)**, especially:

- **SDG 11 – Sustainable Cities and Communities**
- **SDG 12 – Responsible Consumption and Production**
- **SDG 13 – Climate Action**
- **SDG 15 – Life on Land**

Through creative, collaborative, and community-based activities, you'll learn how individual responsibility grows into collective empowerment. Each project – whether a school eco-campaign, a recycling plan, or a workshop – is a step toward building a cleaner, more sustainable future.

Remember: real change starts locally, and *you* are part of the solution.

Learning objectives

After completing this module, students will be able to understand how local community action can contribute to a cleaner, healthier, and more sustainable future. They will learn to identify environmental challenges in their school or community and connect them with wider global issues, including the Sustainable Development Goals and the European Green Deal.



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Students will also develop the ability to design and present practical solutions, such as eco-campaigns, zero-waste actions, restoration plans, SDG challenges, speeches, or future news reports. Through these activities, they will strengthen their collaboration, communication, creativity, critical thinking, digital literacy, and civic responsibility. Most importantly, students will reflect on how their own choices, habits, and voices can inspire others and create positive change.

Time required

The full module requires approximately **14–18 teaching hours**, depending on the number of activities selected and whether optional community implementation, outdoor investigation, or dissemination activities are included.

A shorter version of the module can be completed in approximately **8–10 teaching hours** by selecting three or four key activities. A longer project-based version may take **20+ teaching hours** if students implement their campaigns, cooperate with local partners, organise exhibitions, publish outputs online, or present their work to the wider community.



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Unit 1 - Civic engagement

Every person has the power to make a difference – but when people join **forces**, their impact grows stronger. That's the idea behind community action: people working together to solve problems that affect everyone, from pollution and waste to energy use and climate change.

Civic engagement means taking part in activities that improve your community – such as volunteering, organizing events, or raising awareness about important issues. It is about being an active citizen, not just observing problems, but helping to fix them. When students, families, and neighbours work together, they build not only a cleaner environment but also trust, cooperation, and hope.

For example:

- A class that organizes a recycling campaign inspires others to follow.
- A group that plants trees or creates a small garden helps clean the air.
- A youth team that speaks up about water waste can help shape better local policies.

Key Takeaways!

These are all examples of civic engagement in action – *small steps with big impact*.

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Unit 2 - Acting for a shared planet

Environmental challenges are global, but solutions begin locally. Governments, communities, and individuals share responsibility.

At the global level, the **United Nations Sustainable Development Goals (SDGs)** encourage countries to protect the planet while ensuring a fair and safe future for all.

At the European level, the **EU Green Deal** is the European Union's action plan to make Europe the first climate-neutral continent by 2050. It supports initiatives that:

- Reduce pollution and greenhouse gases;
- Promote renewable energy;
- Protect natural habitats and biodiversity;
- Encourage a circular economy, where resources are reused instead of wasted.

At the local level, cities and schools often create sustainability plans – projects to save energy, manage waste, or make transport greener. These plans work best when citizens get involved. Students, teachers, and families can all play a part.

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Unit 3 - From “Someone should” to “We can”

Empowerment means believing that your voice and your actions matter. Sometimes people think that environmental problems are too big for them to solve. But every collective change begins with individuals who act – by learning, sharing ideas, and taking initiative.

In this module, you'll explore how empowerment leads to change through:

- **Knowledge** – understanding local and global environmental issues;
- **Action** – designing and carrying out community projects;
- **Reflection** – evaluating what works and inspiring others to join.

When citizens are empowered, communities become more resilient, creative, and responsible. Together, they can build a cleaner, greener future – starting with one school, one street, one action at a time.

Connected SDGs:

- SDG 11 – Sustainable Cities and Communities
- SDG 12 – Responsible Consumption and Production
- SDG 13 – Climate Action
- SDG 15 – Life on Land



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Classroom activities

- Design a school/community eco-campaign.
- Action planning: recycling drive, energy-saving initiative, tree-planting.
- Peer-led workshops: students share practices from their families.

Activity Plan

Compost escape room

Objective: Introduce students to composting and sustainable agriculture through an interactive learning experience.

Description:

Integrate hidden clues and tasks related to:

How to make compost.

The difference between organic and chemical farming.

Food-related issues such as malnutrition, disease, and hunger.

The importance of composting in reducing waste and improving soil health.

Tasks: assemble a compost box, interpret drawings (e.g. apple core → plant).

Expected outcome: Students understand composting principles and reflect on the link between food production, health, and the environment.

Stage 2 – data collection: Measure food waste at school and at home for one week.

Stage 3 – Planning: Create a school food waste recycling plan based on collected data.

Stage 4 – Implementation: Apply the plan and use compost for tree planting or a mini greenhouse; Compare plants grown with compost vs chemicals or no fertilizer.

Stage 5 – Dissemination: Present results to the school and community; Promote composting and sustainable practices on a larger scale.

Community Voices Podcast

Pairs interview family or local community members about sustainable habits and create a short podcast episode with the theme “Our Green Traditions.”



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Public Art for Change

Students create visual or performance art (murals, recycled sculptures, flashmob) to raise awareness of a local issue. Art is presented in a public or online exhibition.

Activity 1 - Design a community Eco-campaign	
Subject or subjects	English, Geography, Citizenship, ICT. Cross-curricular links: Media Literacy (communication strategies), Art (visual design), Environmental Science (local issues), History (local environmental heritage).
Age/Level	13–17 years old (lower to upper secondary)
Time required	Approx. 2–3 hours (optionally extended for real-life implementation)
Learning goals	• Understand how public campaigns influence behavior; identify steps for planning community action; learn persuasive and informative communication. • Develop motivation to contribute to environmental change and a sense of civic responsibility. • Design posters, record short videos, or create digital content. • Collaborate effectively in teams, negotiate ideas, and present publicly.
Prior knowledge & skills	Basic awareness of environmental challenges (e.g., pollution, waste, energy use). Basic digital literacy and ability to communicate ideas in English.
Materials, resources & settings	Computers/tablets, internet access Canva, Genially, Padlet, or poster materials SDG icons and EU Green Deal visuals Classroom / Lab / Outdoors/ Community venue / Online / Hybrid.
Community/Stakeholder Involvement (optional)	Collaboration with local NGOs (e.g., environmental groups) or municipal sustainability officer who can share examples



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	of real campaigns. Europe Direct Centre can be invited to provide EU Green Deal context.
Activity description	
Activity Description Students work in small groups to design and present a community eco-campaign focused on a local issue such as waste reduction, recycling, energy saving, or green spaces. Steps: 1. Brainstorm local environmental issues and choose one priority area. 2. Research existing initiatives (local, national, EU-level). 3. Define the target audience and key message. 4. Design campaign materials: posters, slogans, social media visuals, or short awareness videos. 5. Present campaigns in class or at a school exhibition. 6. (Optional) Implement the campaign in collaboration with the local community or publish online. Adaptation: • <i>Younger students</i> (13–14): Create posters or slogans using recycled materials. • <i>Older students</i> (15–17): Create digital campaigns, record interviews, or develop a campaign plan including goals, target groups, and evaluation criteria.	
Accessibility & Inclusion	Provide clear visual templates and sentence starters for students who need language support. Use text-to-speech tools and captioning for videos. Allow diverse roles (designer, researcher, spokesperson, writer) to include all strengths and learning profiles. Ensure all topics and images reflect diversity and inclusion.
References Bibliography	European Commission – EU Green Deal Resources: https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en UN Sustainable Development Goals: https://sdgs.un.org/goals
Assessment	

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Formative Assessment	Observe group participation, research progress, and idea generation. Use observation checklists or quick class polls to monitor engagement.
Summative Assessment (if applicable)	Evaluate final campaign materials using a rubric: clarity of message, creativity, feasibility, alignment with sustainability goals, teamwork, and presentation. Product examples: posters, campaign plan, short video, infographic.
Student Assessment Self-	Students rate themselves against success criteria: "I contributed actively," "Our campaign has a clear goal," "We used persuasive language." Reflection prompts: "What did I learn about teamwork?" "How does my campaign help the community?"
Peer Feedback	Use "Tell / Ask / Give" protocol: Tell something you liked, Ask a question, Give a suggestion.
Documentation, Evidence & Follow-Up	
Evidence to Collect	Photos of campaign posters, screenshots of digital products, student reflection sheets, peer feedback forms.
Impact Tracking	Quick indicators: number of students reached, survey on awareness levels before/after, social media engagement metrics.
Dissemination	Post results on school website, eco-board, or local media. Share through Europe Direct event or a joint eTwinning project page.
Next Steps	Partner with a local NGO to implement the campaign; evaluate its real-world effects; encourage students to propose a follow-up community challenge.
Teacher Reflection	
How well did students identify a relevant local environmental issue and connect it to the needs of their community? Did students create a clear and persuasive campaign message for their chosen target audience?	



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What evidence showed that students understood how public campaigns can influence behaviour and support environmental change?
How effectively did students use digital tools, visuals, slogans, or videos to communicate their eco-campaign ideas?



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Activity 2 - Eco-Detectives: The Case of the vanishing green spaces	
Subject or subjects	English, Geography, Environmental Science, ICT, Civic Education. Cross-curricular links: Data literacy (Math), Local History (how the area changed over time).
Age/Level	13–17 years old (lower to upper secondary)
Time required	3–4 hours (divided into two 90-minute sessions + optional outdoor investigation)
Learning goals	• Analyze real environmental data and local changes; draw conclusions about sustainability challenges. • Foster curiosity, empathy, and a sense of responsibility toward community spaces. • Develop critical thinking, collaboration, problem-solving, digital research, presentation, argumentation. • Create visual/digital reports and evidence boards.
Prior knowledge & skills	Basic understanding of environmental issues (deforestation, pollution, urbanization); ability to use online maps or data visualization tools (Google Earth, Canva, etc.).
Materials, resources & settings	Digital tools: Google Earth, Padlet, or Canva Printable “Detective File” worksheets Local area maps (current and past images) Internet access, camera/phones for field photos Setting: Classroom, outdoors (local park, schoolyard, or neighborhood)
Community/Stakeholder Involvement (optional)	Collaboration with local environmental NGOs , urban planning offices, or Europe Direct to provide historical aerial photos or explain urban greening efforts. Optional guest: municipal environmental officer who shares data about land use changes.



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Activity description

Activity Description

Students become **eco-detectives** investigating a “mystery”: *Why have some local green spaces disappeared or become polluted over the last decade?*

Step-by-step process:

1. Briefing (10 min): Teacher introduces the “case” with dramatic flair — students receive a *Detective File* showing photos of the same local area from 2010 and today.
2. Investigation:
 - Teams compare old vs new satellite images using **Google Earth** or local archives.
 - They identify possible causes (construction, pollution, neglect, etc.).
 - They collect “evidence” — screenshots, photos, interviews, or short surveys.
3. Analysis:
 - Students create an evidence board showing causes, consequences, and possible solutions.
 - They discuss who in the community could help reverse the trend.
4. Action:
 - Teams propose a *Community Restoration Plan* (e.g., adopt-a-park project, replanting day, awareness campaign).
 - They present findings in the format of a “Press Conference” or *Eco-Courtroom Hearing*.

Adaptation:

- *Younger students* can investigate the schoolyard or nearby park instead of larger areas.
- *Older students* can include digital data (GIS, CO₂ maps, or local statistics) and present policy proposals

Accessibility & Inclusion

Provide simplified Detective Files with visual clues for students with reading difficulties.
Use team roles (Detective, Researcher, Designer, Presenter) to ensure participation from all.
Offer digital or physical tools depending on device access.
Ensure the topic choice (green spaces, not private property) respects students’ emotional comfort.



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References Bibliography	UN SDG 11: Sustainable Cities and Communities Google Earth Education Resources: https://earth.google.com/education
Assessment	
Formative Assessment	Observe group interaction, evidence collection, inquiry strategies. Use a “Detective Progress Log” checklist to track engagement and accuracy.
Summative Assessment (if applicable)	Evaluate the final Eco-Investigation report or Press conference presentation using a rubric: relevance of evidence (30%), creativity and clarity (30%), proposed solutions (40%).
Student Self-Assessment	Students complete a <i>Detective Debrief Sheet</i> : “What did I discover? What surprised me most? How can we make change happen?”
Peer Feedback	Use “The Jury Method”: after presentations, other teams act as the community jury and provide feedback (“We find your evidence convincing because...”).
Documentation, Evidence & Follow-Up	
Evidence to Collect	Maps, photos, screenshots, interviews, and digital posters.
Impact Tracking	Before/after attitude survey: “How do I see my city now?” “Will I take care of our green spaces?”
Dissemination	Exhibit the <i>Eco-Detective Case Files</i> in a school corridor, share digital reports on the school website, or present at a Europe Direct event.
Next Steps	Encourage students to propose a <i>Green Space Restoration Day</i> or collaborate with a local youth council to implement their solutions.
Teacher Reflection	



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What evidence showed that students understood the possible causes and consequences of disappearing or polluted green spaces?

Did the detective-style format increase students' curiosity, engagement, and motivation to investigate local environmental issues?

How effectively did students collaborate in their roles, such as Detective, Researcher, Designer, or Presenter, during the investigation and presentation?

What would I change next time to help students develop stronger evidence-based solutions or more realistic Community Restoration Plans?



ECO-DETECTIVES EVIDENCE BOARD

Investigate. Analyze. Find Solutions. Protect Our Planet!

 Case Title: _____

 Date: _____

 Detective Team: _____



1. PROBLEM

What is the environmental problem we are investigating?





2. CAUSES

What are the main causes of this problem?

- _____
- _____
- _____
- _____
- _____





3. EVIDENCE

What evidence have we collected?
(photos, data, observations, documents, etc.)







4. PEOPLE AFFECTED

Who is or will be affected by this problem?
How are they affected?









5. SOLUTIONS

What solutions can help solve this problem?

- _____
- _____
- _____
- _____
- _____





6. ACTION PLAN

What actions will we take?
Who will do what? When?

ACTION	RESPONSIBLE	WHEN?





REMEMBER: Every clue brings us closer to a cleaner, greener future!





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Activity 3 - Mission Zero Waste: Escape the trash trap!

Subject or subjects	English, Science, Citizenship, ICT. Cross-curricular links: Mathematics (puzzle-solving), Art/Design (poster creation), Ethics (responsibility and decision-making).
Age/Level	13–17 years old (lower to upper secondary)
Time required	90 minutes – 2 hours
Learning goals	• Understand the principles of waste reduction, recycling, and circular economy. • Increase motivation to adopt eco-friendly habits through immersive, collaborative learning. • Develop collaboration, communication, creative problem-solving, digital literacy, time management. • Handle physical puzzle props or interactive digital tools.
Prior knowledge & skills	Basic understanding of waste sorting and recycling symbols; basic ICT skills.
Materials, resources & settings	Printed puzzle clues or digital versions via Google Forms / Genially Recycled materials for props (cardboard boxes, bottles, newspaper, etc.). Stopwatch or timer, envelopes, QR codes. Devices with internet connection (phones/tablets). Setting: Classroom or an indoor environment
Community/ Stakeholder Involvement (optional)	Local recycling company or waste management authority can provide real data or visuals about local waste statistics. Europe Direct Centre can share materials on the EU Circular Economy Action Plan.
Activity description	



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Activity Description

The classroom is transformed into a **“Waste management crisis room.”** Students are told that their town’s recycling system has crashed due to poor waste sorting – and they have **60 minutes** to save the community by solving sustainability puzzles and “escaping” the trash trap before pollution levels rise too high!

Game structure:

1. **Introduction (5–10 min):** Teacher (as “Mission Commander”) briefs students and divides them into teams of 4–6.
2. **Puzzle stations:**
 - Station 1: Code the bin – Students match waste items to correct bins using QR codes; correct answers reveal a secret word.
 - Station 2: The Recycling equation – Math-based puzzle (e.g., find how many plastic bottles = 1 recycled jacket).
 - Station 3: Eco-choices maze – Scenario cards: choose between everyday actions (“takeaway coffee” vs “reusable cup”) to unlock the next clue.
 - Station 4: Trash to treasure – Teams use recycled materials to build a small object (symbol of renewal).
3. **Final mission:** Teams assemble all the codes to unlock a *“Safe Planet Certificate”* or digital badge.
4. **Debrief (15 min):** Discussion about real-world waste issues, lessons learned, and local applications.

Adaptation:

- *Younger students:* Simplify puzzles and focus on sorting waste correctly.
- *Older students:* Include sustainability data analysis.

Accessibility & Inclusion	Provide both digital and physical puzzle formats for different abilities and device access. Assign diverse roles (Puzzle solver, Researcher, recorder, Designer) to involve all learners. Include visual cues and color-coded tasks for clarity. Avoid time pressure for students who need more processing time.
References Bibliography	<i>European Commission – Circular Economy Action Plan:</i> https://environment.ec.europa.eu/strategy/circular-economy-action-plan_en <i>UN SDG 12: Responsible Consumption and Production</i>

Assessment

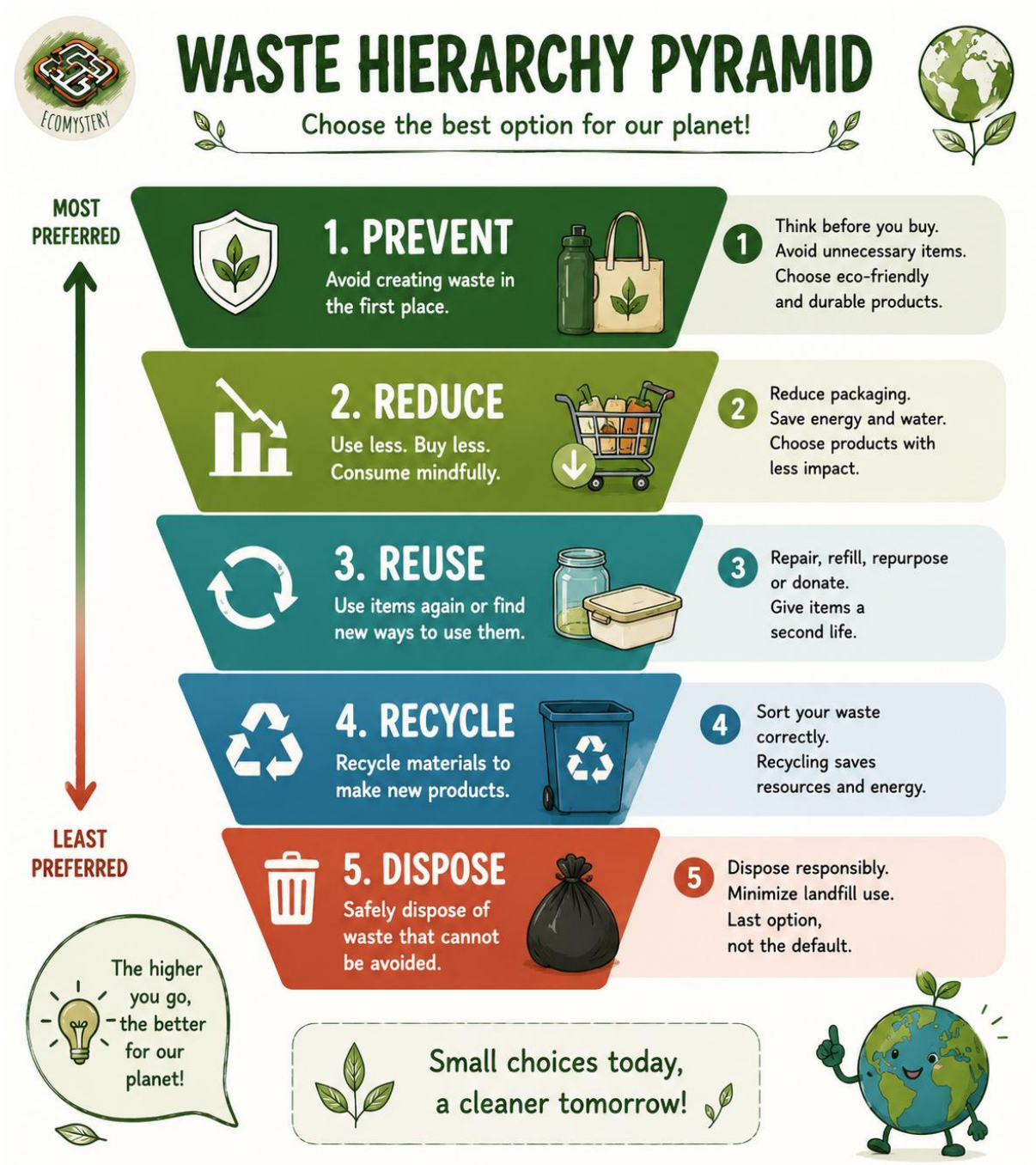


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Formative Assessment	Monitor collaboration, problem-solving approaches, and communication. Use observation checklist (team roles, participation, reasoning).
Summative Assessment (if applicable)	Optional rubric for “Escape performance” based on teamwork, creativity, accuracy, and reflection quality. Students can submit their <i>Eco-Action reflection sheet</i> explaining how they can reduce waste personally and as a group.
Student Self-Assessment	Reflection prompts: “Which challenge did I solve best?” “What did I learn about teamwork and sustainability?” “Which eco-action will I adopt at home?”
Peer Feedback	After the game, teams exchange “Mission debrief cards” noting one strength and one suggestion (“Your teamwork was great when... You could improve by...”).
Documentation, Evidence & Follow-Up	
Evidence to Collect	Photos/videos (with permission), puzzle sheets, team reflection notes, digital posters.
Impact Tracking	Quick post-activity survey: “How likely are you to recycle more carefully now?” “Which habit will you change first?”
Dissemination	Showcase “Mission Zero Waste” highlights on school website, at Eco Week, or through local media. Invite a Europe Direct representative to award certificates.
Next Steps	Students can design their own digital quiz to teach other classes about recycling. Schools can turn the best version into an annual sustainability challenge.
Teacher Reflection	
How effectively did the escape-room format help students understand waste reduction, recycling, and circular economy principles? What evidence showed that students could apply correct waste-sorting knowledge and make more sustainable everyday choices? Did the puzzle stations support collaboration, communication, creative problem-solving, and time management among students?	

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Were all students able to participate meaningfully through different roles, physical props, digital tools, or visual clues?





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Activity 4 - Speak for the planet: SDG Power pairs challenge

Subject or subjects	English / Citizenship Education / Environmental Science / ICT
Age/Level	15–18 years old (upper secondary); adaptable for 13–14 with extra scaffolding
Time required	2–3 × 45-minute lessons
Learning goals	• Identify and explain the causes and effects of one Sustainable Development Goal (SDG). • Construct persuasive arguments linking local actions to global impact. • Build confidence, empathy, and civic responsibility through public speaking. • Develop collaboration, communication, creativity, critical thinking, digital literacy. • Deliver an effective, engaging short speech using body language and voice control
Prior knowledge & skills	Basic understanding of SDGs. Prior exposure to presentation or speech-making helpful but not required. Optional short warm-up on persuasive speaking techniques (ethos, pathos, logos).
Materials, resources & settings	SDG icons (https://globalgoals.org/resources/#icons-for-the-goals) Internet access, projector or smartboard Optional tools: Canva, PowerPoint, Padlet, Genially Classroom
Community/ Stakeholder Involvement (optional)	Invite a local journalist, municipal representative, or NGO member as guest judge. Possible collaboration with Europe Direct Centre or debate club .



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Activity description

Activity Description

Step 1 – pairing & SDG choice (15 min): Students work in pairs and select one SDG (6, 11, 12, 13, 14, 15).

Step 2 – research causes & effects (20 min): Each pair identifies 3 main causes and 3 effects of their issue, creating a cause-effect map (digital or on paper).

Step 3 – speech development (30 min): Pairs write a 3-minute persuasive speech with structure: Hook → Problem → Impact → Solution → Call to Action. They design one support slide/poster.

Step 4 – rehearsal (15–20 min): Students practice delivery, focusing on eye contact, gestures, and tone.

Step 5 – speak for the planet event (45 min): Pairs deliver speeches; peers and guests vote for *Most Inspiring*, *Best Delivery*, *Most Actionable Solution*. Use Mentimeter or Kahoot for gamified voting.

Step 6 – reflection & follow-Up (15 min): Students reflect: “What did I learn?”, “What skills improved?”, “Which idea could become real?”

Optional: Winning ideas can evolve into mini eco-projects or awareness campaigns.

Accessibility & Inclusion

- Mixed-ability pairs support peer learning.
- Students with anxiety may record speeches instead of presenting live.
- Multiple formats (poster, slides, cue cards) support different learning styles.
- Encourage participation by valuing **message clarity** over perfect English.

References / Bibliography

UN Sustainable Development Goals: <https://sdgs.un.org/goals>

Assessment

Formative Assessment

Monitor: teamwork, clarity of ideas, argument structure, speaking confidence.

Tools: checklist, peer notes, teacher observation grid.



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Summative Assessment (if applicable)	Product: 3-minute speech (graded with rubric below). Rubric: • Content accuracy (5) • Persuasiveness & structure (5) • Creativity & originality (5) • Delivery: voice, eye contact, gestures (5) • Teamwork & equal participation (5)
Student Self-Assessment	Reflection prompts: • “Did I speak clearly and confidently?” • “Did we explain our SDG’s causes and solutions effectively?” • “How can I improve my public speaking next time?”
Peer Feedback	Tell/Ask/Give protocol: <i>Tell</i> one strong point. <i>Ask</i> a question about the idea. <i>Give</i> one improvement suggestion.
Documentation, Evidence & Follow-Up	
Evidence to Collect	speech videos (with consent), visuals, self-assessment forms, peer feedback notes.
Impact Tracking	pre/post survey on public speaking confidence and SDG awareness.
Dissemination	upload best speeches to school website, TwinSpace, or Europe Direct event.
Next Steps	• Organize an annual “SDG Speaking Day.” • Invite local schools or partners to join an interschool “Speak for the Planet” competition. • Implement top 3 ideas as student-led community actions.
Teacher Reflection	
How well did students explain the causes and effects of their chosen SDG and connect them to real local or global environmental issues? What evidence showed that students were able to build persuasive arguments using a clear structure: Hook → Problem → Impact → Solution → Call to Action?	



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Did the activity help students develop confidence, empathy, civic responsibility, and public speaking skills?

Were all students able to participate meaningfully, including those who needed support with English, presentation anxiety, or public speaking?



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Activity 5 - The SDG Mystery quest – Unlock a better world

Subject or subjects	English, Geography, Citizenship, ICT Cross-curricular links: environmental science (climate & waste), maths (codes & puzzles), art (design clues & posters), ICT (digital escape tools).
Age/Level	14–18 years old (adaptable for middle or upper secondary).
Time required	2 × 45-minute sessions
Learning goals	• Identify links between SDGs and real-world challenges; use reasoning and deduction to solve SDG-related problems. • Foster motivation, curiosity, teamwork, and responsibility. • Develop Collaboration, leadership, communication. • Manipulate digital or physical puzzle materials, create visual or coded responses.
Prior knowledge & skills	Basic familiarity with the SDGs; ability to use QR codes, internet search, and logical reasoning.
Materials, resources & settings	Printed riddles or digital tasks (via Genially / Google Forms / Lockee), QR codes, envelopes, SDG posters, projector, optional physical “locks” or boxes. Setting: Classroom, hall, or hybrid.
Community/ Stakeholder Involvement (optional)	Collaboration with Europe Direct or local environmental NGO to provide “real-life missions” at the end (e.g., recycling challenge). Judges or mentors may attend the debrief.
Activity description	
Overview: Students become <i>Sustainability Agents</i> who must solve a series of riddles and tasks to “unlock” a sustainable future by restoring balance to the planet. Step 1 – Mission briefing (10 min): The teacher introduces a narrative: “A mysterious hacker group has encrypted the world’s SDG data. Only your team can restore the goals!” Students form groups of 4–5 and receive their first riddle.	

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Step 2 – SDG Riddle hunt (40 min): Each riddle corresponds to an SDG and leads to the next clue. Example riddles:

- *"I'm clear, I'm blue, I'm vital for you. Waste me and you'll rue. Which goal am I?"* → SDG 6: clean water and sanitation
- *"If you waste me, trees will fall; use me twice and save us all."* → SDG 12: Responsible consumption
- *"Cities smart and green we seek – bikes not cars, that's the tweak."* → SDG 11: Sustainable cities

Each correct answer unlocks a QR code with a mini-challenge (video quiz, puzzle, or mini-game). Teams record answers on a digital scoreboard (Padlet or Google Sheet).

Step 3 – The final code (20 min): Each clue gives part of a final password (letters or numbers). Teams combine them to unlock a final digital lock (Lockee/Genially). The last page congratulates them and invites them to design one simple action for their community (poster, slogan, mini campaign).

Step 4 –Reflection (15 min): Students reflect: *"Which SDG was hardest to solve?"*, *"How did our team cooperate?"*, *"What did I learn about global issues today?"*

Accessibility & Inclusion

- Teams mix learning styles and strengths (visual, verbal, logical).
- Physical puzzles can be replaced with digital ones for students with mobility or visual impairments.
- Tasks available in bilingual format (EN + local language) for accessibility.

References Bibliography

SDG materials: <https://sdgs.un.org/goals>
Digital escape toolkits: <https://lockee.fr>, <https://www.genial.ly>

Assessment

Formative Assessment

Monitor: engagement, problem-solving strategies, cooperation, communication.
Tools: teacher observation sheet, team progress tracker, reflection journal.

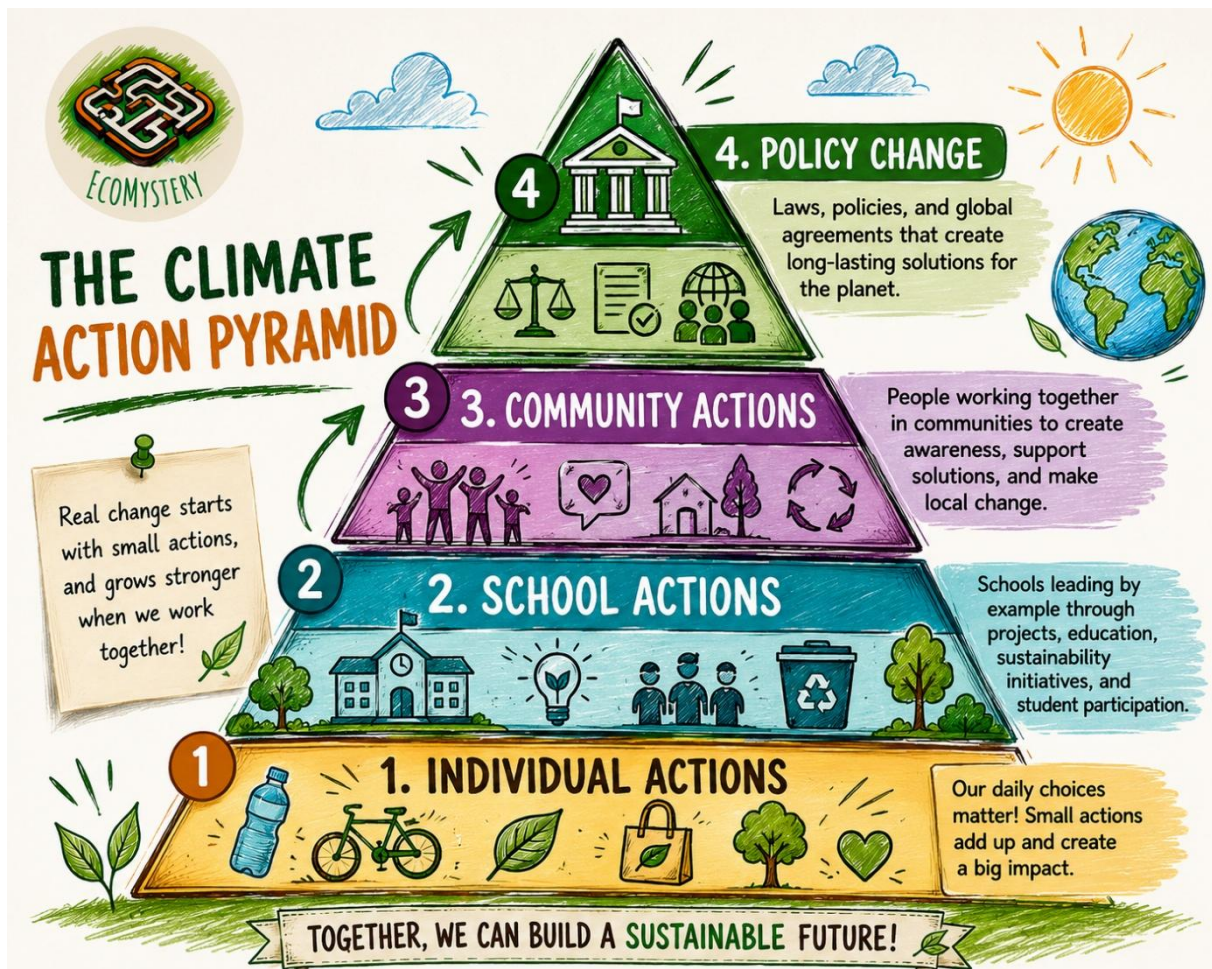


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Summative Assessment (if applicable)	<i>Product: team score + final reflection poster.</i> Rubric: • Accuracy of answers (5) • Collaboration (5) • Creativity of final solution/action (5) • Communication and teamwork (5)
Student Self-Assessment	<i>Reflection prompts:</i> • "How did I contribute to my team's success?" • "Which SDG did I connect with most?" • "What skill did I improve today?"
Peer Feedback	<i>Quick 2-minute "Team Cheer": each group praises one strength from another team. Optional "Best Detective Team" award.</i>
Documentation, Evidence & Follow-Up	
Evidence to Collect	<i>photos (with consent), screenshots of QR tasks, team posters, reflection notes.</i>
Impact Tracking	<i>pre/post survey on SDG awareness and teamwork satisfaction.</i>
Dissemination	<i>post event on TwinSpace, school site, local media.</i>
Next Steps	- Turn the riddles into a public SDG escape event for younger students. - Partner with another school to exchange riddles and play each other's version online.
Teacher Reflection	
<i>What evidence showed that students used reasoning, deduction, and problem-solving skills to complete the SDG riddles and mini-challenges?</i> <i>Did the activity support teamwork, leadership, communication, and shared responsibility within each group?</i> <i>Were the riddles, QR tasks, digital locks, and final code accessible and engaging for students with different learning styles and abilities?</i>	

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What would I change next time to improve the difficulty level, timing, clarity of clues, or final community action task?





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Activity 6 - Future News Flash – 2050

Subject or subjects	English / Citizenship Education / ICT / Environmental Science Cross-curricular extensions: Media Literacy (Fake News), Art (poster/video design), Ethics (social responsibility), Geography (climate change impact).
Age/Level	14–18 years old (upper secondary) – adaptable for younger pupils with scaffolding.
Time required	2 × 45-minute lessons + optional extra time for production and presentation.
Learning goals	• Understand cause–effect links between current community actions and future environmental outcomes. • Develop empathy, responsibility, and a vision for a sustainable future. • Develop collaboration, creativity, critical thinking, media literacy, digital communication. • Use of multimedia tools (video editing, poster design, voice recording).
Prior knowledge & skills	Basic understanding of environmental challenges (pollution, energy, waste) and familiarity with digital presentation tools (Canva, Padlet, or smartphone apps).
Materials, resources & settings	Internet access, smartphones or tablets Canva / Adobe Express / Genially / CapCut (or any video-editing app) Paper, markers Classroom ; optional community setting for interviews
Community/ Stakeholder Involvement (optional)	Local journalists, Europe Direct, or NGOs can “judge” the future news reports



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Activity description

Scenario:

It's the year 2050. Your town has either become a Green Paradise or a Polluted Dystopia – and your team works at the *Future News Network*. You've just received *breaking news* from your community... What happened?

Steps:

In groups of 4–5, students decide what future they will report on:

Positive headline: "Galați Becomes Romania's First Zero-Waste City!"

Negative headline: "Strada Domnească Flooded with Plastic Again!"

Each team identifies real current problems or initiatives in their community (e.g., recycling stations, public transport, tree planting).

They discuss what would happen by 2050 if citizens *did* or *didn't* act responsibly.

Students design a 2-minute news item (video, podcast, poster, or live performance).

It should include:

A catchy headline

Interviews (fictional or real)

Evidence or visuals (charts, images, props)

A call to action for today's citizens

Groups "air" their news in class or online.

Peers vote for the "Most Realistic," "Most Creative," and "Most Inspiring" news.

Students discuss:

What actions today could prevent the negative scenario?

How can we write a better future together?

Adaptations:

Younger pupils: use posters instead of video; shorter time frame.

Older pupils: create full news websites or AR/VR news experiences.

Accessibility & Inclusion

Offer roles suited to different strengths: scriptwriter, actor, editor, researcher, designer.

Allow written or recorded submissions for students with anxiety.

Subtitles or transcripts for all videos ensure accessibility.

Simplified paper version possible for low-tech classrooms.

References & Bibliography

United Nations SDGs: #13 Climate Action, #11 Sustainable Cities and Communities, #17 Partnerships for the Goals.



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Assessment	
Formative Assessment	Teacher observes participation, creativity, teamwork, and use of evidence. Tools: Collaboration checklist, mini self-reflection form, Padlet poll ("Which future feels most possible?").
Summative Assessment (if applicable)	Product: <i>Future News Flash</i> (graded via rubric: creativity, message clarity, teamwork). Optional written summary or reflection essay.
Student Self-Assessment	"What message does my news story send?" "How realistic is our future scenario?" "What can I personally do to make the positive version come true?"
Peer Feedback	Tell: one strong point Ask: one clarifying question Give: one improvement suggestion
Documentation, Evidence & Follow-Up	
Evidence to Collect	Collect videos, posters, and reflection notes. Survey before/after: "How hopeful do you feel about your community's green future?"
Impact Tracking	Organize a <i>Community Film Night 2050</i> with parents and local partners. Nominate student ambassadors for a youth sustainability council.
Dissemination	Upload the best videos to the school YouTube channel, Europe Direct event, or eTwinning TwinSpace.
Next Steps	Partner with an NGO to turn one idea (e.g., clean-up campaign, awareness week) into real action. Implement top 3 ideas as student-led community actions.
Teacher Reflection	

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How well did students connect today's community actions or problems with possible environmental outcomes in 2050?

What evidence showed that students understood the cause-effect relationship between current choices and future sustainability scenarios?

Did the news-report format help students develop creativity, media literacy, empathy, and responsibility for the future?

Were all students able to participate meaningfully through different roles such as scriptwriter, actor, editor, researcher, designer, or presenter?

What would I change next time to improve the realism, clarity, production quality, or impact of the future news reports?

EcoMystery badges





Module 5: Community Action for a Clean Future

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