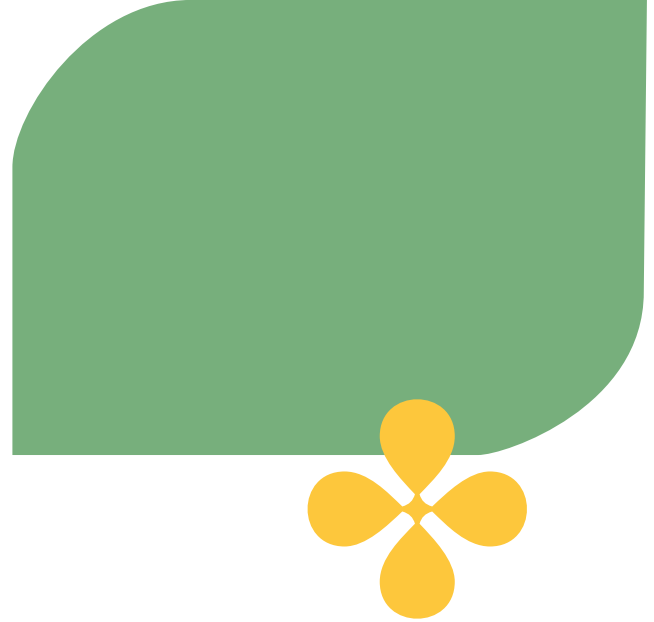


GAME AND DRAMA BASED
CLIMATE EDUCATION
TOOLBOX
FOR YOUTH WORKERS



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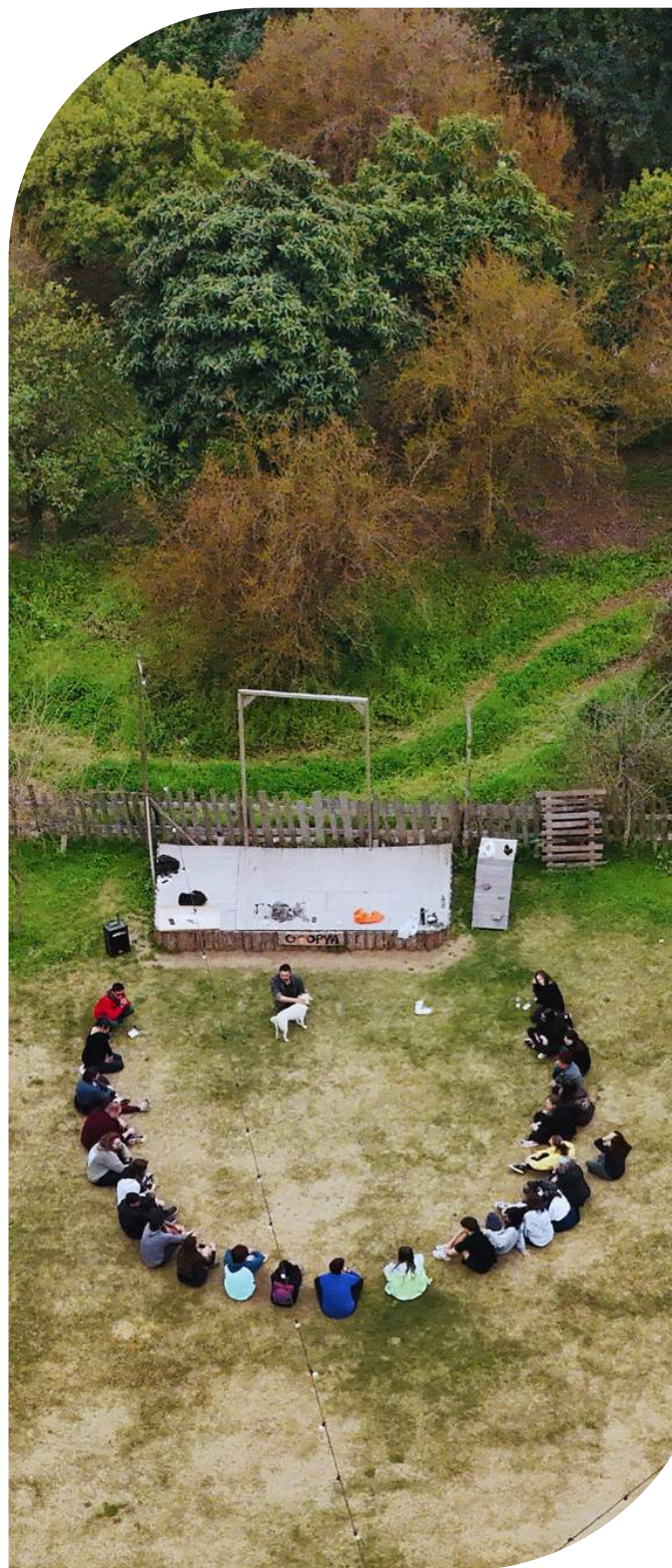
ABOUT PROJECT

"Act for Climate Change" Project is a mobility project for youth workers coordinated by Oba NGO. This project with the code 2023-1-TR01-KA153-YOU-000134597, is funded by the Turkish National Agency under the Erasmus+ program.

Youth organizations from Turkey, Romania, Italy, Spain, the Netherlands, Lithuania, Poland, and Greece, representing different geographies, countries, and ecosystems, participate in the project as partners. Activities were carried out with a total of 25 youth workers and 5 facilitators from 8 countries. Within the scope of the project, the effects of climate change in partner countries were examined, surveys were conducted, the needs of the organizations were assessed, and the living beings affected by climate change were studied. Based on the obtained results, an 8-day training course was conducted in Antalya, Turkey. This program included field investigations in large forest fire areas in Antalya, game-based and drama workshops, debates, and group work. Visits were made to areas where endangered Caretta Caretta turtles are protected. Additionally, a climate change-themed Flash Mob performance was held publicly. Local climate change workshops supported by games and drama were conducted. ACC is an Erasmus+ training course and was held in March 2024 in Antalya, Turkey.

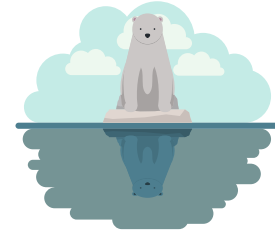
Partners: Noi Ortadini (Italy), Greentin (Romania), Back to Roots (Spain), LEVEL UP (Poland), Neapolis (Greece), Vsl "uMunthu" (Lithuania).

This handbook was produced as a collaborative work of the project participants.



INTRODUCTION

Is climate change really becoming a serious problem?



Climate change is increasingly making its effects felt day by day. In 2021, the impact of climate change was felt from the Arctic to China for the first time; climate change manifested itself globally through fires, floods, extreme heat, severe storms, and their devastating consequences with floods in Europe, typhoons in the USA, droughts in Asia and Africa. (Provisional State of the Global Climate Report). The climate crisis, affecting more and more living beings every day, causing glaciers to melt and sea levels to rise, and causing scorching heat and floods that have led to the deaths of tens of thousands of people, has become a very current topic recently. Since 1950, there has been an approximate temperature increase of 1.5 degrees Celsius worldwide, and it has been emphasized in the Paris Agreement and various other forums that necessary measures must be taken to prevent this 1.5 degree increase from reaching 2 degrees. (WWF). If this increase reaches 2 degrees, many countries and cities will face dangers, and millions of living beings will be at risk of extinction. In recent years, results such as forest fires, floods, sudden weather changes, deterioration of air quality, animal migrations, and the extinction of some plant species have started to appear in the media in many parts of Europe.

The EU is aware of the seriousness of the climate crisis and has undertaken initiatives such as the Green Deal and the Paris Agreement to increase awareness and mitigate the impacts of the climate change crisis.

The 2030 Agenda for Sustainable Development, adopted by all United Nations members in 2015, created 17 world Sustainable Development Goals. They were created with the aim of "peace and prosperity for people and the planet..." – while tackling climate change and working to preserve oceans and forests





How are young people affected by climate change?

Approximately 142 million young people live in Europe (Eurostat, 2021) and about 1.22 billion worldwide (UN, 2022). The climate crisis affects both the psychological and physical health of young people. Researchers have proven the widespread disturbing psychological issues related to the climate crisis (Hoorn and Burke 2019), as well as its negative effects on physical health, including exposure to environmental toxins and related diseases (Landrigan 2010). In a survey conducted with more than 10,000 young people, climate change emerged as the most serious and worrying issue facing the world (Amnesty International 2019). Although many youth and environmental organizations conduct activities to address climate crisis issues, the most effective global climate protests and actions began in 2018.

Greta Thunberg, a 21 year-old from Sweden, started the School Strike for Climate (Skolstrejk för Klimatet). What began as a solo initiative evolved into protests and rallies known as Fridays for Future, encompassing more than 2,500 events in over 163 countries across all continents (Resnick 2019). Greta's initiative demonstrated the significant role of youth and youth work in addressing climate change.



Advocacy and Activism: Young people are at the forefront of climate movements, advocating for stronger policies and actions from governments and corporations. Figures like Greta Thunberg have inspired millions to demand urgent climate action.

Innovation: Youth are uniquely positioned to create and embrace new technologies and solutions to mitigate and adapt to climate change. This includes renewable energy innovations, sustainable agriculture, and eco-friendly products.

Education and Awareness: Young people can lead by example, educating peers and their communities about climate change and sustainable practices, pushing for changes in behavior and consumption patterns.

Political Participation: Many young activists push for systemic change by engaging in politics—whether by voting, organizing campaigns, or running for office themselves.

Sustainable Lifestyles: Adopting sustainable habits—such as reducing waste, minimizing carbon footprints, and supporting sustainable businesses—can set the tone for societal changes that mitigate climate change impacts.

In summary, youth are both affected by climate change and essential to the global response. Their energy, innovation, and advocacy are crucial to driving the systemic changes needed to combat the climate crisis.

Here are some resources highlighting the role of young people in climate change action:

1. UNICEF Report on Youth and Climate Change: This report emphasizes how young people are at the forefront of global movements, pushing for stronger climate policies and engaging in sustainable practices.
 - Source: [UNICEF Report on Climate Change](#)
2. Fridays for Future Movement: A global youth-led movement started by Greta Thunberg, advocating for climate justice and pressuring governments to take action on climate change.
 - Source: [Fridays for Future Official Site](#)
3. United Nations Youth and Climate Action: The UN acknowledges the role of young people in climate activism and the significance of their involvement in achieving the Sustainable Development Goals (SDGs).
 - Source: [UN Youth and Climate Action](#)

These resources highlight how young people are shaping climate action globally.



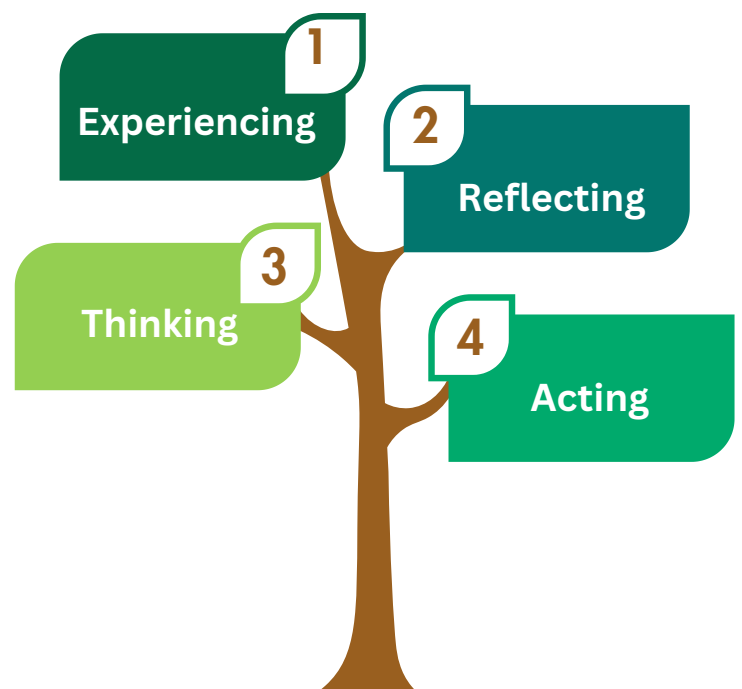
METHODOLOGY

Active participation and experiential processes are important for young people to gain realistic experiences and ensure their learning is long-term and lasting, especially when working on abstract concepts such as climate change. Active participation and experience are fundamental concepts, particularly in non-formal learning processes. Our project is designed based on the Experiential Learning Model developed by David Kolb.

EXPERIENTIAL LEARNING

Kolb Experiential Learning Theory, developed by David A. Kolb, is widely recognized and influential framework that describes how people learn through experience. Since learning is the primary process used to navigate life, people can use this process for all forms of learning, development, and change. Learning occurs in any setting and continues throughout life. The experiential learning process supports performance improvement, learning and development.

- **Experiencing** (Concrete Experience): Learning begins when a learner uses senses and perceptions to engage in what is happening now.
- **Reflecting** (Reflective Observation): After the experience, a learner reflects on what happened and connects feelings with ideas about the experience.
- **Thinking** (Abstract Conceptualization): The learner engages in thinking to reach conclusions and form theories, concepts, or general principles that can be tested



- **Acting** (Active Experimentation): The learner tests the theory and applies what was learned to get feedback and create the next experience.

How can climate change education be conducted to shift the climate crisis from a disaster scenario to a hope-focused and responsibility-promoting approach for young people ?

We believe that incorporating engaging tools such as drama and game-based learning into climate education can create a more hope-centered and enjoyable experience, thereby capturing the interest of young people. Research has shown that experiential learning methods, particularly those that involve creative expression and collaboration, enhance student engagement and retention of complex concepts. By fostering a playful and imaginative atmosphere, these approaches not only make the learning process more dynamic but also empower youth to envision and contribute to solutions for climate change.

CREATIVE DRAMA

Creative drama is an educational tool that involves the use of improvisation, role-playing, and storytelling to explore ideas, emotions, and social issues. It is a process-oriented form of drama where participants engage in a collaborative and imaginative experience to enhance their understanding of complex concepts. In creative drama, the focus is on the process of exploration rather than the production of a performance.

Why Creative Drama is Useful for Climate Change Education for young people?

Active Engagement: Young people participate actively, deepening their understanding of climate change through hands-on experiences.

Empathy Building: Role-playing helps participants connect emotionally with those affected by climate change, fostering empathy.

Critical Thinking: Participants analyze complex issues and develop solutions through simulated scenarios related to climate impacts.

Collaboration and Communication: Drama activities enhance teamwork and communication skills, crucial for climate activism.

Empowerment and Agency: Young people see themselves as agents of change, gaining confidence in their ability to address climate issues.

Long-Term Learning: Engaging creatively leads to deeper, long-lasting retention of climate change concepts.



GAME BASED LEARNING



Game-Based Learning (GBL) is an educational approach that uses games or game-like elements to engage students and promote active learning. It emphasizes problem-solving, decision-making, and interaction, making learning more dynamic and enjoyable.

Why GBL is Suitable for Young People:

Engagement: Games naturally appeal to young learners, increasing motivation and participation.

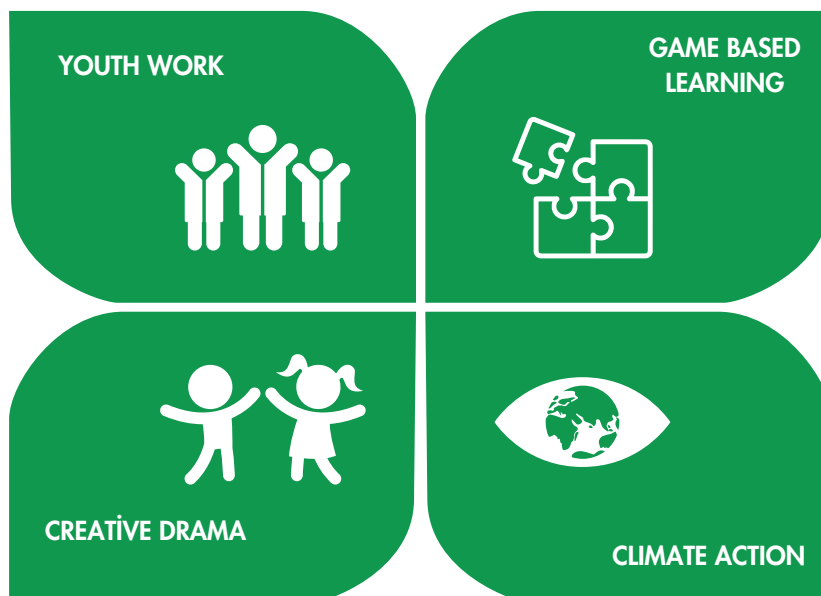
Active Learning: Students interact with content, improving retention and understanding.

Instant Feedback: Games provide real-time feedback, allowing students to learn from mistakes and adjust strategies.

Critical Thinking: GBL fosters problem-solving and critical thinking skills.

Safe Environment for Failure: It encourages a growth mindset by allowing students to fail and try again without real-world consequences.

Overall, GBL is effective for young people as it aligns with their interests, enhances learning outcomes, and builds essential skills like collaboration and resilience. Game-Based Learning is an effective tool for young people because it taps into their natural interests and learning preferences, encourages active participation, and fosters important life skills such as collaboration, critical thinking, and resilience. By making learning more engaging and interactive, GBL not only enhances knowledge retention but also helps students enjoy the learning process, making it an ideal approach for the modern educational landscape.



ACC PROJECT KEYWORDS

ACTIVITIES

Building Animal in Groups

AGE: 7+
MATERIALS: not required
GROUP SIZE: 8+ participants
DURATION: 10 minutes



EXPLANATION



The participants should split into groups of 4-5 people. Each group receives an animal that they should imitate using their bodies and take a picture to document their work. The aim of this game is to introduce the participants to new species and to unleash their creative thinking.

TO BE CONSIDERED



If the participants don't have their phones they can present it in front of others. It can be dangerous if the participants try to do difficult actions (e.g. climbing each other)



Photo Frame (Climate Change)

AGE: 5+
MATERIALS: not required
GROUP SIZE: 16+ participants
DURATION: 20 minutes for preparation,
 5 minutes for showing each team
 and comments



EXPLANATION



Leader splits participants into groups of 4+ people. The aim of the game is to present three different frames (still positions) connected to climate change (e.g. weather phenomenon in the time span of 100 years ago, present, 100 years in the future). Coordination takes an important role in this game as it is not allowed to speak during the presentations and the team should create a sound to understand when they need to change the frame. Props are allowed to present a clearer explanation of the scene but are not required. First 20 minutes of explanation and preparation (participants can talk during that time) then 5 minutes of showing (talking not allowed) and guessing the topic by other teams.

TO BE CONSIDERED



During presentation it is important not to move in each time frame. Also not talking is crucial as the leader of the group should be the only one making a one time sound. Finally, it should be taken into account that the topic can be interpreted as the participants wish and creativity is highly appreciated.



Climate Change Machine

AGE: 2+

MATERIALS: not required

GROUP SIZE: 5-30 participants

DURATION: 20 minutes



EXPLANATION



Machine making is a role-playing technique. It is an alternative for participants to present their ideas on a topic as a group. It describes an input and output process, which is used as a practical technique to study cause-and-effect relationships.

The players are creating a machine with their movements and sounds. Two players start and the others join one by one adding something NEW. The aim is to create a climate-related machine whose output is influencing climate. At the end of the performance, the group evaluates the process with the leader. The topic intended to be conveyed, along with its cause and effect relationships, is assessed. In the machine exercise conducted on the climate crisis, the causes and effects of the climate crisis are addressed.

TO BE CONSIDERED



- Avoid big groups with small kids;
- Delimited space.



Survivor

AGE: 7+

MATERIALS: not required

GROUP SIZE: 10+ participants

DURATION: 15 minutes



EXPLANATION



The animator presents 4 different weather phenomena (flood, tornado, heat wave, fire). When the game begins the animator shouts one weather phenomenon, e.g. flood - they must get in the imaginary boat according to the number the animator states (e.g. flood 4) and start paddling. If someone is not in the boat, they are out of the game. Tornado - participants need to hold hands (tornado 3 - 3 participants) if someone is not holding hands, they are out of the game. Fire - players must run in opposite direction of the one indicated by the animator, if they run in the wrong direction, they are out of the game. Heat wave - participants bend down on the ground and hide their heads in their hands. If they don't, they are out of the game. Continue the game till there's only one survivor.

TO BE CONSIDERED



This game should be played outside, where there's a lot of space.



Animal Chain

AGE: 8+

MATERIALS: not required

GROUP SIZE: 10+ participants

DURATION: 10-15 minutes



EXPLANATION



There is a leader and minimum 10 participants.

- The leader divides the participants into small groups;
- The leader assigns different animals to each group;
- Participants make a mixed circle all together (animals have to be mixed);
- Participants create a cross handed chain;
- The leader says the name of one animal assigned previously to one of the groups;
- Participants with that animal assigned, try to sit down;
- The rest of the participants have to remain standing, holding the others without breaking the chain;
- Process can be repeated until the chain breaks.

TO BE CONSIDERED



Be careful not to hurt yourself while attempting to sit down. This game should be played on soft ground. In the final round the leader can assign the same animal to all groups for fun!



Dixit

AGE: 10+

MATERIALS: Dixit cards

GROUP SIZE: 10+ participants

DURATION: 15 minutes



EXPLANATION



1. There is a leader that gives explanation and guides the game;
2. The game can be played either in teams or individually;
3. The leader proposes a topic related to the environment, climate change, animals, nature, flora or fauna;
4. Each team or individual player takes an amount between 4 to 6 cards;
5. The players have to choose between the given cards, that or those related to the assigned topic;
6. The team or the player presents the chosen cards and explains the reason and the relation between the topic and the cards;
7. Discussion on the cards and topics will follow.

TIP



Be creative! Use your imagination!



Animals & Emotions

AGE: 5+

MATERIALS: not required

GROUP SIZE: 3+ participants

DURATION: 5-15 minutes



EXPLANATION



1. The leader asks the participants to choose an animal that represents them;
2. Afterwards she/he asks the participants to start acting according to the animals they have chosen;
3. The players are required to interact with the other animals as if they all were part of an ecosystem; For example, same species/looking for food/weather conditions.
4. After a while, the leader starts changing the emotional state of the animals; For example, asks the animals to interact as hungry, angry, sad, happy, etc.
5. After a few minutes the players are required to stop acting.
6. Then the leader opens a conversation of reflection. For example, asks questions like: How did you feel when you were looking for food? How did you feel when attacked by other animals? etc.

TO BE CONSIDERED



It is important to take off the role when the game ends (role shower).



Cat & Mouse

AGE: 6+

MATERIALS: not required

GROUP SIZE: 8-10 participants

DURATION: 5-15 minutes



EXPLANATION



1. One of the players holds the role of the cat and one of the mouse.
2. The rest of the participants get divided into pairs that hold each other cross-handed and they spread in the designated area.
3. The cat starts running after the mouse, passing between the rest of the paired players.
4. The mouse has the ability to find a pair to cross-hand with in order to get saved from the cat. However, at the same moment the mouse pairs on the one side, the player of the other side immediately becomes the new mouse to be caught.
5. When the cat touches the mouse, the mouse becomes a cat.

TO BE CONSIDERED



Game is better to be played in open space.



Hunter & Prey

AGE: 4+

MATERIALS: not required

GROUP SIZE: 4+ participants

DURATION: 5-15 minutes



EXPLANATION



1. The leader takes the role of the hunter and the rest of the participants are the preys.
2. Preys can be all kinds of animals. The hunter tells the preys which part/parts of their body can touch the ground in order for them to be kept safe. (E.g.: On the ground stays one knee and one elbow.)
3. He counts from 3 to 0 for the preys to hold their position.
4. The animal that does not hold the position loses.
5. The rest continue the game until the last animal.

TO BE CONSIDERED



Game is better to be played in open space.



Island game

AGE: 5+

MATERIALS: Any materials to “create” the islands (blankets, tatami, yoga mats, anything that can be folded and reduced)

GROUP SIZE: 3+ participants

DURATION: 5-15 minutes



EXPLANATION



We split the participants in groups of 4 - 6 people.

The pieces of material are the islands and between the islands there is only water.

All the group members are inhabitants of the islands and they have the task to all fit on the island. Specify that the group has 60 seconds to create a strategy. Every round they have to stand on the island at list 10 seconds. Play the first round.

In the second round, they are told that the water level rose and now the island is half the original size. The group task is to fit on the island. The group that fails to fit on the island leaves the game. We play more rounds, until only one group stays on the island.

Questions to support debriefing:



- How did you feel during the game?
- Which strategy helped you the most?
- Does what happened during the game resemble the real world?



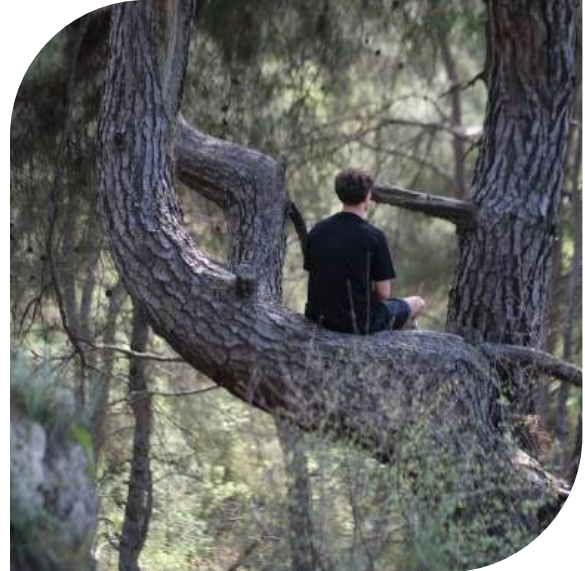
Forest Bathing

AGE: 5+

MATERIALS: not required

GROUP SIZE: 3+ participants

DURATION: 15 minutes



EXPLANATION



The exercise is done individually, with each person sitting in a comfortable position, with eyes closed. The task is to pay attention to the nature around them: sounds, sensations. The lengths of the game can be longer for groups that are older. For small children, the duration could be 5 minutes. We play more rounds, until only one group stays on the island.

Key Aspects of Forest Bathing:

1. **Mindful Presence:** It involves walking slowly and mindfully, paying attention to the details of the forest, such as the rustling leaves, the scent of pine, or the feel of tree bark.
2. **Sensory Engagement:** Engaging all five senses is a critical part of the practice. This helps reduce stress, improve focus, and promote relaxation.
3. **Health Benefits:** Research has shown that spending time in nature can lower stress hormones, reduce blood pressure, improve mood, boost the immune system, and enhance cognitive function.

Questions to support debriefing:

- How did it feel to be part of nature, with eyes closed?
- Was it uncomfortable to have the eyes closed?
- What were the sounds that you heard?
- What else did you feel in your body?
- Imitate one of the sounds that you heard around you.

To be considered:

Allergies, insect bites, fear of insects, snakes, lizards; appropriate cloths and shoes required.



Exploration of environment through senses

AGE: 10+

MATERIALS: Blindfolds

GROUP SIZE: 3+ participants

DURATION: 15 minutes



EXPLANATION



The participants are split in groups of two (A and B). In each pair, A will be blindfolded and B will have the task of guiding A through nature and support their experience of nature: touching different things, recognizing them, identifying shapes, smells, textures, tasting.

After 10-15 minutes, they change roles.

Try to limit the talking. The best option would be no talking at all. You can use sounds creatively to guide.

Questions to support debriefing:



- How did it feel to be part of nature, with eyes closed?
- Was in uncomfortable to have the eyes closed?
- What were the sounds that you heard?
- What else did you feel in your body?
- What was easy for you in the game?
- What was difficult?
- Which part did you prefer- when you were blindfolded or when you were the guide?
- Was it difficult to guide with limited verbal communication?
- Did you feel your partner trusted you? Did you feel trusted?

To be considered:

Participants making jokes and not ensuring the blindfolded person`s safety; accidents due to difficult surroundings where they walk.



GREEN SENSE

AGE: 5+

MATERIALS: not required

GROUP SIZE: 3+ participants

DURATION: 15 minutes



EXPLANATION



The first part is individual. Each participant has to walk around in nature, for 5 minutes.

The task is to observe:

1. yourself, your body sensations, your emotions;
2. the nature around you, using your sensations;
3. the people around you - just observing.

The important thing in the exercise is to just observe the sensations and emotions and try not to be stuck in the thoughts you have about people and things around you.

Questions to support debriefing:

- What were the sensations and emotions you experimented?
- What was easy for you in the game?

What was difficult?

The discussion will underline the difference between observing using your senses and emotions and using words and thoughts to understand the world and people around us.

Also, observation of nature, animals and people can be considered a first step to connecting to the others and having empathy towards the others.



CLIMATE FRESK

AGE: Adults and children (9+)

MATERIALS: Climate Fresk Cards

GROUP SIZE: 1 facilitator for up to 14 participants

DURATION: Up to 3 hours



Facilitator: Helene Olympe Andirir

What is Climate Fresk?

Climate Fresk is a 3-hour long workshop that summarises the Nobel prize winning IPCC climate report in an fun, interactive group activity. Climate Fresk is a powerful tool for providing a quality climate education. It is accessible to anyone and can be scaled quickly within an organisation or community. The Climate Fresk game provides support to facilitators through an online portal. By joining this platform and participating in the necessary training, you can become a Climate Fresk facilitator. On the platform, you can access the required training materials and resources.

LINK: <https://climatefresk.org/world/become-facilitator/>

TO BE CONSIDERED: The rights to the Climate Fresk game are protected. To become a facilitator and obtain the materials, it is important to complete the necessary processes on the official site, as this is essential for ethical practice.





DICTIONARY

During the climate change training, we gathered some concepts that were mentioned and can sometimes be confusing, and we shared their meanings as follows:

Anthropocene:

a proposed geological epoch dating from the commencement of significant human impact on Earth to the present

Biodiversity:

all the different types of life (animals, plants and microorganisms) that can be found in our natural world

Calcification

when organisms use calcium from their environment to build hard structures like shells or skeleton

Carbon footprint

the total amount of greenhouse gases, especially carbon dioxide released into the atmosphere as a result of specific human activities

Carbon sinks

"natural sponges" that soak up carbon dioxide from the air, helping to balance the Earth's carbon levels

Coccolithophores

single-celled organisms that assimilate carbon during photosynthesis

Denial

a statement claiming that something is not true; in the climate change context, "denial" is the statement that there is no such thing as climate change

Ecosystem

a defined geographic area where plants, animals, organisms, as well as weather and landscapes, are interdependent and interconnected

Environment

it is that which surrounds us, be it a living or non-living element; it includes physical, chemical and other natural forces

Eutrophication

a phenomenon that happens when there is an increase of nutrients, mainly from human activities, in a closed water system which causes an overgrowth of microorganisms that reduce the level of dissolved oxygen in the water and which creates a green layer on the surface of the water that doesn't allow the light to pass through it

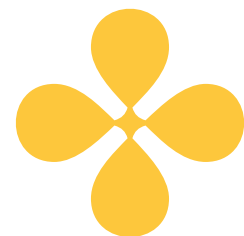
Fast Fashion

a quick change in trends that make consumers buy more clothes than needed and more often than required through the mass production of cheap clothes by the industry players



DICTIONARY

During the climate change training, we gathered some concepts that were mentioned and can sometimes be confusing, and we shared their meanings as follows:



Fire

also known as combustion or burning, it is a chemical process by which the oxygen in the air, having the proper fuel and a source of heat, ignites

Globalisation

the interdependence and interconnection of the economy, culture and the population of different countries due to cross-border trade

Greenhouse effect

when gases in the air trap heat from the sun, warming the Earth

Greenwashing

the process of conveying a false impression or misleading information about a company's products and how these are environmentally sound

Grey energy

energy produced from fossil fuels like combustion of petrol, gas, coal, etc.

Intensive agriculture

the overuse of land/soil without allowing it to restore its nutrients so as to shorten as much as possible the process of food production

Interconnection

the connection between factors related to climate change and how these factors affect each other's

Invasive species

species that are non-native (or alien) to the ecosystem under consideration and whose introduction causes or is likely to cause economic or environmental harm, or even harm to the human health

Natural habitat

a place where plants and animals live and interact with their environment

Permafrost

a permanently frozen layer on or under the Earth's surface, usually found in cold regions, consisting of soil, gravel, and sand



DICTIONARY

During the climate change training, we gathered some concepts that were mentioned and can sometimes be confusing, and we shared their meanings as follows:

Photosynthesis

the process by which green plants, algae, and some bacteria convert sunlight, water and carbon dioxide into oxygen and glucose

Planetary boundaries

a set of nine environmental limits (climate change, loss of biodiversity, disturbance of the nitrogen and phosphorus cycle, ocean acidification, changes in terrestrial ecosystems, changes in freshwater resources, ozone depletion, atmospheric pollution with aerosols, presence of new substances in the environment) within which humanity can safely operate to maintain Earth's stability and support human civilization; crossing these boundaries can be catastrophic and lead to a sudden change in the environment's critical aspects.

Renewable energy

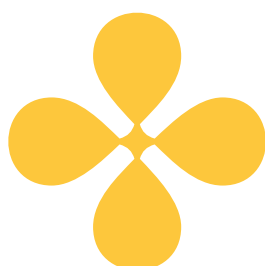
energy derived from natural sources, such as sunlight, wind, water which are constantly being replenished at a higher rate than consumed

Sea level rise

the effect of the oceans' levels getting higher because of melting ice and warmer water

Sustainability

the ability to cover our needs without the depletion of the natural resources so that future generations will also be able to cover their needs



GREEN OFFICE CHECK LIST

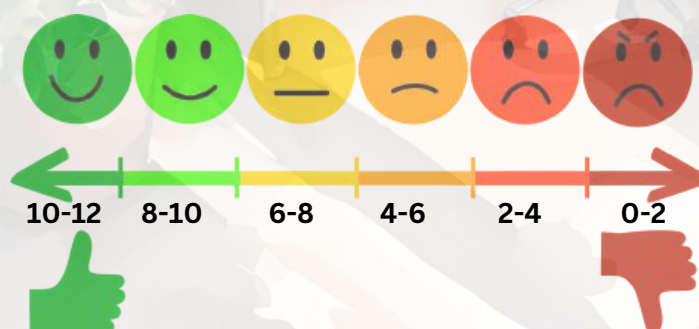


To make our offices more environmentally friendly, there are several actions we can take. Here's a checklist to evaluate how eco-friendly your office is:

- Researching the brands that you buy from – choose those that have sustainable production practices & a fair trade policy
- Using green travel options such as public transportation / bicycles / carpooling / walking to and from work; encourage others to do the same by creating a carpooling system
- Minimising the utilization of disposable items like plastic cups, plates, and similar products;
- Reducing the use of electricity (by turning off lights when no longer required) or air conditioning units;
- Improving the isolation of the building;
- Working from home when possible;
- Being mindful when consuming office supplies such as paper, pencils, post-it, rubber, staples, etc.
- Recycling and reusing materials such as paper
- Opting for reusable water bottles like aluminium ones instead of disposable plastic ones
- Eating from local producers and reducing the quantity of meals containing meat
- Using second hand electronic devices and furniture
- Organising an office swap meet (office flea market).



How environmentally friendly is your office?



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LAURA GALICIA GRACIA
IGNACIO AZAÑA CARO
AHMET ÖNCEL
HÜSEYİN ÇAĞLAR İNCE
EVİRİM ERGİN
RECEP ÖRS
BİLAL ÖTGÜN
HELENE OLYMPE
EKATERINA BARKUNOVA
AHMET UYAR
YUSUF ZIYA YILMAZ
AHMET ÖRS
MEHMET FATİH ÖNCEL

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