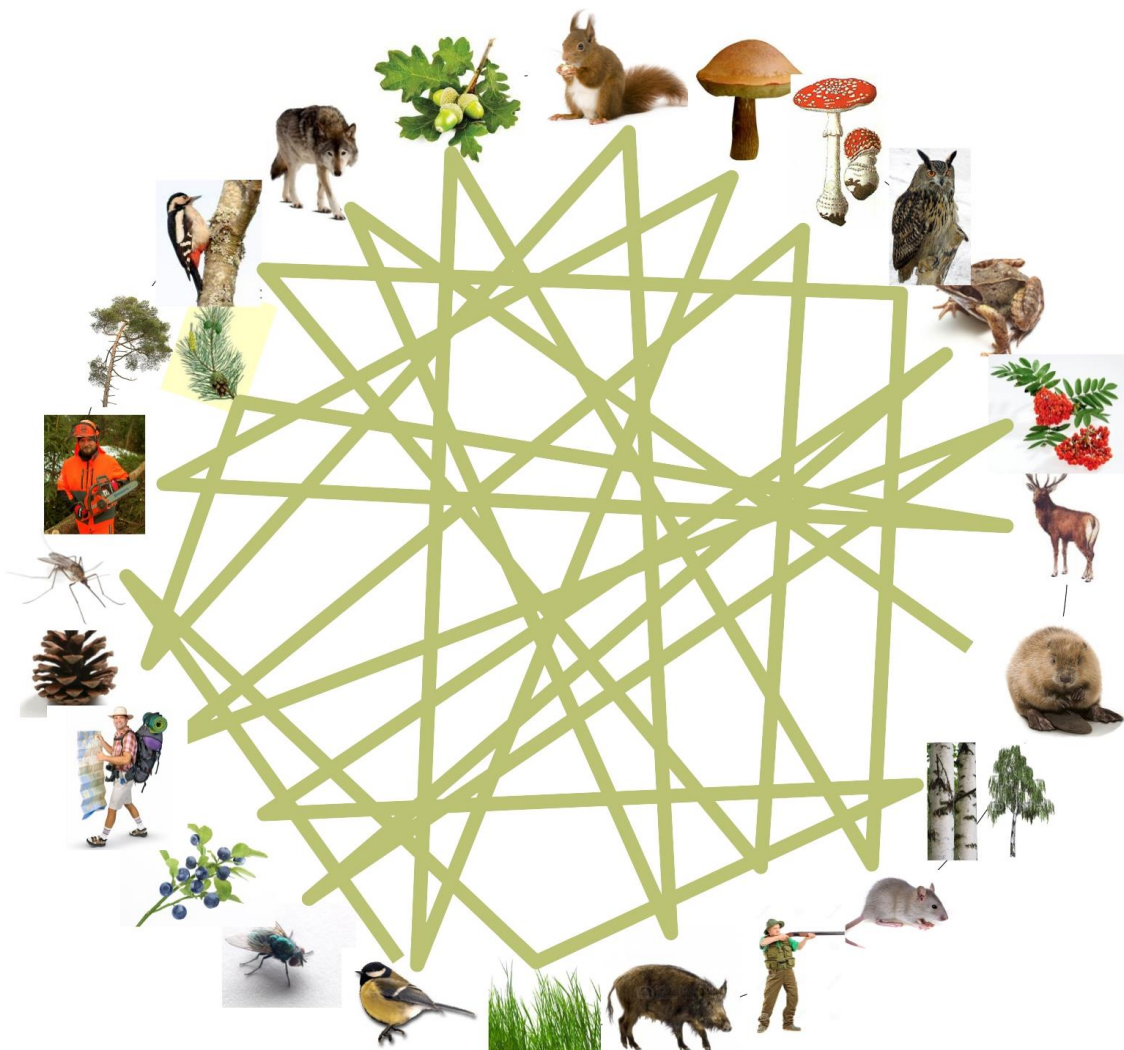


## PART 1. FOREST the IDEAL FACTORY (70 minutes + 20 minutes break)

### PART 1.1 Ice breaker “What the forest is?”

**Aids:** 25m rope, plants and animals small images , glue tape

**Activity:** Ice breaker : Game with ropes. Participants are parts of the forest – each gets a picture to fix on their forehead. Firstly, each participant has to work out what plant or animal they are. Then participants form a circle, and they have to find connections/links with others and pass a rope to the other person with whom they find a connection and so on. The rope will form stable stretched net of connections – the same way the connections between different plants and animals form in the real forest – even if only 1 element is missing that will cause the net to break down. The net can be tested by volunteers who can take turns lying down on the net and the participants holding the ropes can lift them up.



## PART 1.2 Forest - the ideal factory

**Aids:** A4 sheet of paper, permanent marker

**Activity:** I ask participants an open question: “What does the forest give us?”. How do we, human beings, benefit from the forest, in material and immaterial way? Everyone will provide their example like: „timber”, oxygen, and so on. The trainer will summarise calling forest “the ideal factory”.

The forest – the ideal factory: gives us plenty of material benefits, it provides us with space for leisure and recreation, and it also produces oxygen without causing any pollution. Use your imagination: “If all factories in the World could be like forest....”

How does the forest do all of this?

We stop for a moment to ask participants questions to consider and moderate their answers

How does the forest produce oxygen?

I show a piece of paper with “CO<sub>2</sub>” written on. I tear the paper in the way that one piece has the letter “C” left on and the other has “O<sub>2</sub>”. There is following explanation provided: The oxygen returns to the air and we can breathe that in, but what happens with the carbon? The participants answer – it gets incorporated into the wood.

Where does the forest get energy from to do all of this?

The participants answer – from the Sun! Then I ask participants to look at the tree leaves and comment: Look, the leaves are solar panels that trees have been using for millions of years. We have only just recently discovered how to use solar energy but trees have been doing that forever.



Matching tiles with corresponding continents (with assistance of the presenter/teacher)

When all participants have their tiles we ask them to think about the matters they got allocated – working individually or in teams [2-5 minutes]

When the time is up we ask the first volunteer to explain which continent they decided to allocate their tile to and why.

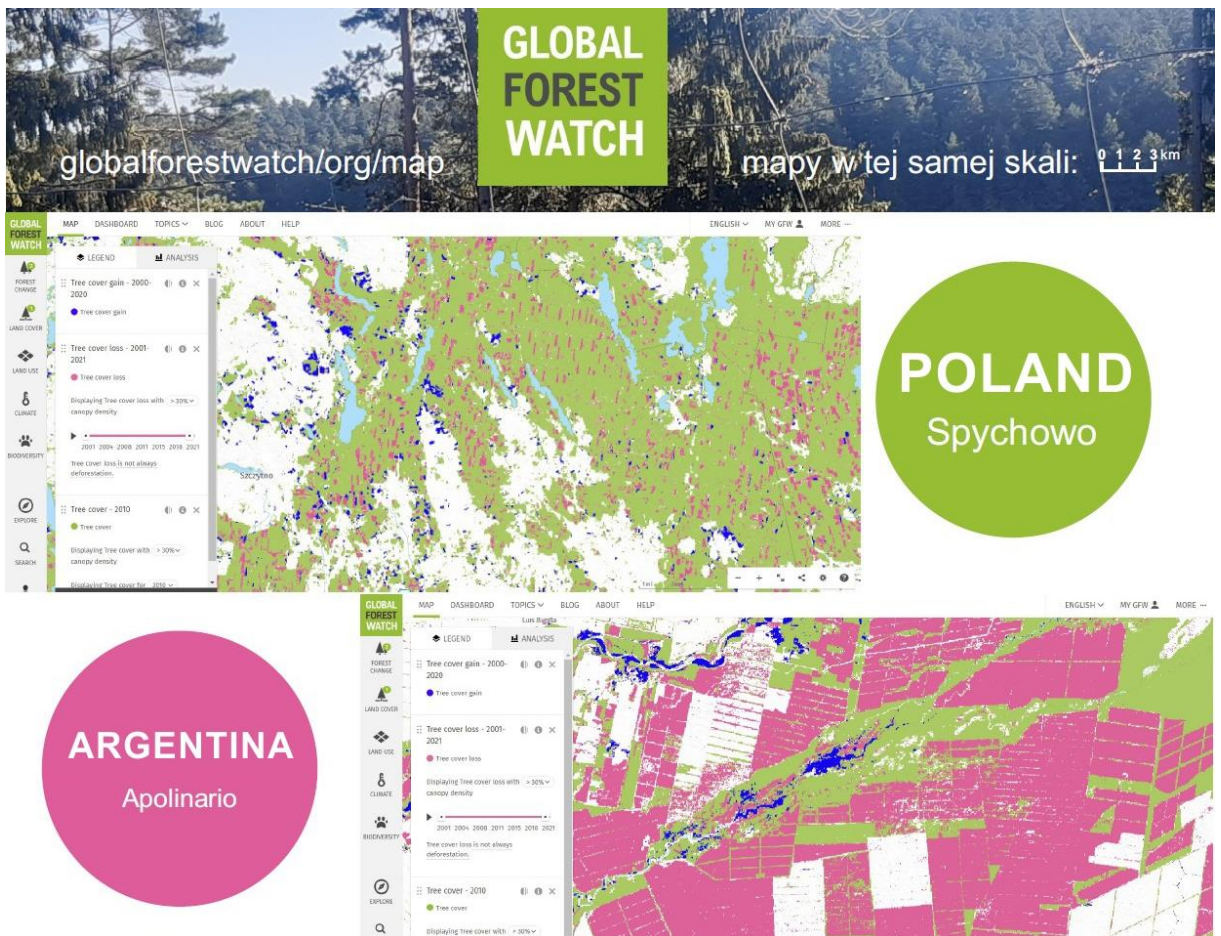
It is recommended that the trainer/teacher provides further information and comments on the subject, regardless whether the answer provided by the participant was correct or not. If the participant has correctly allocated the tile it is important to provide more in depth information and wider context.

The game continues until participants fill in the world map with the tiles assisted by the trainer.

Conclusions

Once all tiles are placed on the world map there is a time for conclusions and comments on the picture of the world that has been created by participants.

To show deforestation process on the World we work with [www.globalforestwatch.org](http://www.globalforestwatch.org). We can compare maps from Brazil and Europe on a smartphones or print some examples



## 2.2 Building consumer connections on the map of the World

**Aids:** Printed out strips of paper showing production cycles of 4 different products. Production cycle of each product is printed on a different colour paper. We adjust the number of printed paper to ensure that everyone participates.

For example – a shampoo:

The rainforests are cut down to make way for palm oil plantations in Indonesia.

Palm oil plantation and production of palm oil in Indonesia.

Transportation of the palm oil from a factory in Indonesia to a cosmetics factory in Germany

Production of a shampoo in German factory and transport to a warehouse in Finland

Transportation of the shampoo to shops in Finland and retail.

**Activity:** Participants randomly draw strips of paper, they arrange in order and read out loud the production cycle of their product. Then they locate themselves on the map of the world passing a thread to each other and the spool is held by the person at the end of the production cycle. After all participants are positioned on the map it is showing that it is us: Europeans who are responsible for cutting down forests in Indonesia or Brazil, as we buy the end products.



## PART 3. ECOLOGICAL FOOTPRINT AND POWER OF THE CONSUMER (70 minutes)

### **Aim:**

In this part Participants will consider their ecological footprints and brainstorm ways to reduce the ecological impact.

The aim of using images and 6R rules is to provoke reflection and to engage in discussions about the products and services we use, and to raise awareness of the options we face as consumers.

### 3.1 Ecological Footprint

**Activity:** participants measure their ecological footprint using the website <https://www.footprintcalculator.org/>



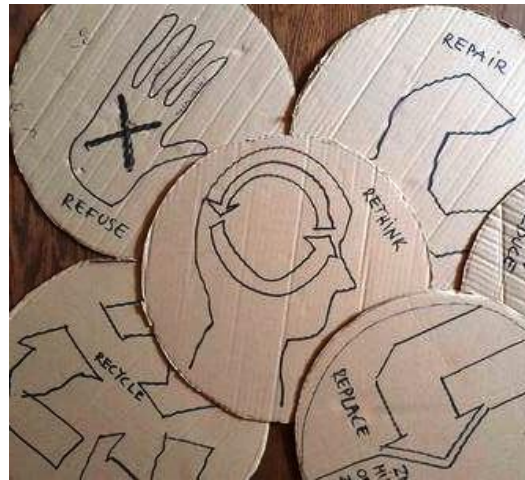
### 3.2 6R rules

**Aids:** Wheels out of cardboard, each containing a picture and one of the following 6 rules: Rethink, Refuse, Reduce, Reuse, Recycle, Repair

**Introduction** Becoming more sustainable in your everyday life can be difficult at times, but it can also be quite rewarding, knowing that thanks to a sustainable lifestyle we are doing our part in preserving the environment for future generations. One of the ways to become more environmentally friendly is to use a 6Rs in your life.

**Activity:** I divide participants into 6 groups. Each group receives 1 wheel: Rethink, Refuse, Reduce, Reuse, Recycle, Repair; I ask to think of 3 examples of how apply that rule in every day life. The participants are allowed 5 minutes to brainstorm ideas before presenting their ideas to everyone.

The whole group collectively decides whether they have come to the right conclusions and anyone can add their ideas.



### 3.3 Consumer chooses

**Aids:** Find relevant images representing various themes (examples: concrete house vs. wooden house, petroleum fuelled heater vs. wood fuelled heater, downhill skiing vs. cross country skiing, sailing vs motorboats). Each theme should have two objects or activities that are alike, but one is considered more environmentally friendly than the other.

**Introduction:** One of mankind's greatest challenges is to ensure sustainable development. Knowledge is crucial to increase environmental awareness, and perhaps more important is the understanding that we all play a role in making a change towards sustainable development. We have the power as consumers to push development of products and services towards a sustainable development, but we need to know what our options are. "Images and objects" is a teaching method which emphasizes active learning and critical thinking.

**Activity:** Each person chooses a picture, and the first task is to find the pupil who has a corresponding image. They must look at each other's photo and figure out which images belong together.

- Once all people have gathered in pairs, the next task is to figure out which picture shows more environmentally friendly item/activity. They must discuss the images and come up with one or more reasons for their decision.
- Next step is to divide the pupils into two groups, one group having the environmentally friendly image and the other group the not so environmentally friendly image.
- Each person from the environmentally friendly group stands up one by one and shows his/her photo or object and describes why it belongs to this group. The person from the other group with the corresponding image stands up and tells the reason for being in that group. Everyone decides whether they have come to the right conclusion.