Welcome to the **Handbook of Supplementary Activities for Climate Change and Environmental Education**, a companion designed to enrich and complement our e-curriculum.

This handbook responds to the shared commitment of teachers, learners, and stakeholders to foster a deeper understanding of climate change and environmental education through an engaging and multidisciplinary vision.

Our e-curriculum provided a strong foundation with structured e-modules and an accessible e-learning platform. Now, this handbook takes the journey further, offering users an immersive experience to connect knowledge with creativity, collaboration, and critical thinking.

Building upon the dynamic process of developing our e-curriculum—shaped by literature reviews, study visits, research, focus groups, surveys, and workshops—this handbook integrates creative, interactive, and experiential learning activities. It includes a selection of extracurricular artistic, athletic, and scientific activities organised and hosted by partner countries.

We have selected the activities in a way that exemplifies the extracurricular:

1. Creative art projects to express environmental awareness through visual and performing arts.
2. Games and interactive challenges to foster teamwork and problem-solving skills.
3. Hands-on (science) experiments to explore environmental concepts in action
4. Sports and outdoor activities to connect physical well-being with environmental stewardship.

Respectively, LeMoon's Handbook presents:

1. Le_Moon Hackathon Event
2. Le_Moon Photovoice Exhibition
3. Le_Moon Quiz Show
4. Le_Moon International Youth Forum
5. LeMoon Dark Dialogue and other expeditions
6. Planting the LeMoon's Tree,
7. LeMoon Orienteering Event
8. LeMoon's Traditional Games for your use.

1. Le_Moon HACKATHON EVENT

What is a hackathon?

A hackathon, a contraction of the terms "hack" and "marathon", refers to a limited, collaborative work period during which participants develop a production in response to an initial problem or challenge.

How does a hackathon run?

1. Discovery of the problem/challenge
2. Team building
3. Creativity phase: time for clarifying the project, "deconstructing the subject", proposing an inventory of possible strategies and making choices in order to define specifications.
4. Operationalization phase: time to structure and set up the project, especially allocating roles and tasks, developing readjustment strategies, etc.
5. Creation or production phase: time to create the deliverable.
6. Feedback and exchange

Rules of a hackathon:

- Collaborate: work together
- Innovate: be creative
- Produce: you have to finish your creations on time

- Self manage: free to move, to sit, to stand, to go out, to have break, ask help to your animators, etc.

OUR CHALLENGE

The Earth could experience an average temperature rise of 1.5 degrees Celsius by 2030, with devastating consequences such as heatwaves, floods and species extinction. Every day, 9 million people worldwide die of hunger or malnutrition, while a third of all food produced is wasted. More than 265 million children worldwide still have no access to quality education, and more than half of them are girls.

Hack for Sustainable Future!

Objective: to raise awareness and mobilize young people, focusing on actions to combat climate change, end poverty, ensure healthy food, guarantee quality education and promote gender equality.

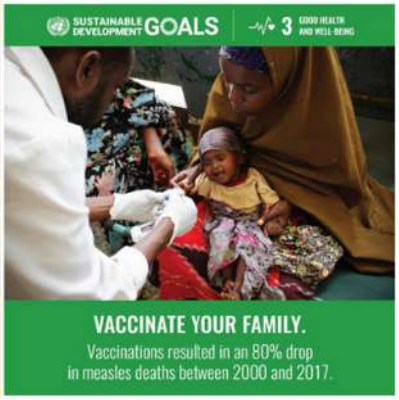
The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all.

Here are the 5 SDG chosen for the hackathon:

The chosen topics are:

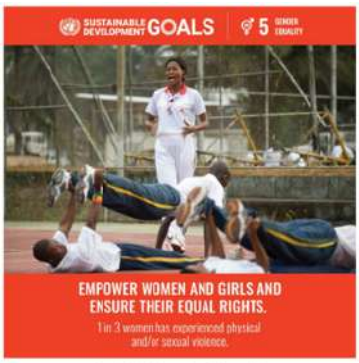
Goal 1: No Poverty

Goal 2: Zero Hunger



Goal 3: Good Health and Well-Being

Goal 4: Quality Education



Goal 5: Gender Equality

Creation participants had to do in groups

- a 3D printed object
- an object made with a laser cutter
- a work of art chosen from the online museum
- a video documentary (3-5') to raise awareness
- any other possible addition: poster, audio, real work of art

Proposed hackathon schedule

- 10:30 – 10:45 → site visit
- 10:45 – 12:00 → creativity phase (brainstorming)
- 12:00 – 12:30 → operationalization phase (who does what & how?)
- 12:30 – 19:30 → creation phase
- 19:30 – 20:30 → finalizing creations
- 20:30 – 21:00 → final presentation

- 21:00 – 21:30 → site tidiness

Some photos


JUMP
THE ROPE
RAISE
THE HOPE
ZERO
HUNGER
HUNGER COEXISTS
WITH
DARKNESS
Quality education for everyone

2. PLANTING Le_Moon's TREE

PLANT A TREE, GROW A FUTURE, SAVE OUR PLANET

OBJECTIVE:

To raise awareness among high school students about environmental sustainability and climate change by actively engaging them in tree-planting activities. The project aims to foster responsibility, teamwork, and ecological consciousness while contributing to greener surroundings.

PARTICIPANTS:

- High school students (ages 14–18)
- Teachers, educators, and school staff
- Local environmental organizations (optional)
- Parents (optional)

TIMING:

- Total duration: 1 day (approximately 3–4 hours)
- Suggested timeframe: Spring or early Autumn for optimal planting conditions

PROCEDURE:

1. **Preparation Phase (Week Before Activity):**
    - Inform students about the project and its importance.
    - Organize groups of 3–5 students for teamwork.
    - Assign roles (e.g., planters, water carriers, material collectors).
    - Secure permission and identify a planting site (school yard, park, or community space).
    - Gather materials (saplings, shovels, gloves, watering cans, compost).
2. **Activity Day: Introduction (20–30 minutes):**
    - Welcome participants and explain the schedule.
    - Provide a short educational session on tree planting, climate change, and biodiversity.

TREE PLANTING (2–3 HOURS):

- Demonstrate the planting procedure:
    1. Dig a hole twice as wide as the root ball.
    2. Place the sapling into the hole and gently fill it with soil.
    3. Press the soil firmly and water the plant generously.
- Supervise teams as they plant their trees.

WRAP-UP AND REFLECTION (30 MINUTES):

- Gather students to discuss their experiences.
- Allow participants to share thoughts on how this activity contributes to environmental care.
- Take group photos to document and celebrate the event.

EXPECTED RESULTS:

- Increased awareness of environmental issues among students.
- Development of teamwork and practical skills.
- Planting of 20–30 trees, contributing to local biodiversity and sustainability.
- Strengthened bonds within the school and community through shared environmental action.

NOTES:

- Ensure safety measures are in place (first aid kit, gloves, hydration).
- Collaborate with local environmental organizations or gardening experts for guidance.
- Follow up on the growth of planted trees through periodic checks.
- Encourage students to take responsibility for caring for their trees.

Let's make a difference – one tree at a time!

Co-funded by the European Union

Erasmus Project: **Le MOON**
2021-1-CZ01-KA220-SCH-000034484

LOVE EARTH

SOME MORE PHOTOS FROM PLATING A TREE IN THE CHATEAU GARDEN IN KROMERIZ IN CZECHIA

3. Le_Moon's PHOTOVOICE EXHIBITION

Section 1.	Climate change photovoice exhibition	
Topic: Maps of climate change	Hólabrekkuskóli, Móðurmál samtök um Rús.tvityngi, Iceland	
Apríl 2024	Teachers Ludmila Zadorozhnya, Yevgen Kurylyekh	
Students from 13-18 Years old	Number of students present 50 people	Number of teachers present 10
Learning Objectives to achieve (according to project work Le_moon)	In search of information: 1.Understand the basic information of continuous and non-continuous texts, extract the main and secondary information. 2.Use different types of reading, including search, use paroxysmal,terms, allegory, anaphoras, inversion.	
Goals of the teaching	All students will be able to: Understand the main content of the text, determine the theme of the text.	
	Most students will be able to: extract the main and secondary information.	
	Some students will be able to find and distinguish between terms, use lexical units.	

Language goals	Students can: enter into a dialogue and participate in a dialogue, express and substitute their opinion using lexical units.	
	Key words : Climate, climate change, terrain, continent, Climate types, human impact.	
	Useful phrases for dialogue/letters: colloquial, scientific, journalistic.	
	Questions for discussion: What unites pictures and video materials? What's the difference? How and why do changes in nature occur? What characteristics every season in your area? What season is your favorite?Why? Is there a connection between weather and climate.	
	Can you tell me why..?	
	Written hints: Temperate climate, small and big temperature difference, lots of precipitation, solar energy.	
Consolidation of knowledge	Repetition of the material, knowledge about the properties of the weather, about changes,about weather reports	
Value greeting	Respect for a different culture and nationality, a healthy lifestyle, love and protect nature.	
Interdisciplinary connection	Literature, geography, art, music	
Plan		
Planned time	**Planned actions**	**Resources**

Beginning of motivation work (awakening interest in work) 2. Informational (calling “to the surface” of existing knowledge.	1. Choose stickers. On the back of the sticker are words, and divide them into groups. **Warm, hot, sunny, rainy**. Instructions for working in groups (speaker, time manager) 2. Method "Illustration"  Pictures are projected on the screen. **П Reading 1. Strategy "Introductory reading"** 1. Task Look at the pictures, watch the video “A Year in 45 Seconds”, answer the questions. 2. Read the non-continuous text on page 18 (from the textbook) “Types of climate”, identify the differences between the types of climate. What do the pictures and the video have in common? What is the difference? Where and when can you observe rapid weather changes? How and why do changes occur in nature?	Stickers icture via blogon line.ru video online video cutter com Students Nazar Kalinichenko Karolina Prozhoha

<table>
<tr>
<td></td>
<td>What characterizes each season in your area? You sometimes hear: “We have such a harsh \cold\ hot climate,; “This climate does not suit me.” What does the word climate mean in these sentences?

<table>
<tr><th>Criteria</th><th>Keyword</th></tr>
<tr><td>1.They determine the main idea of a non-continuous text..</td><td>1. Look at the pictures and watch the video material.</td></tr>
<tr><td>2.1.They define the main idea.
2.Able to answer a question, substantiates his opinion.</td><td>2. Reads a non-continuous text from a textbook
3. Reads questions and discusses them in pairs.</td></tr>
<tr><td></td><td></td></tr>
</table>

FO. Mutual assessment between groups.</td>
<td></td>
</tr>
<tr>
<td>Middle

30 minutes</td>
<td>Musical break (1 minute)
Listen to the musical piece “October. Autumn Song” from the cycle “The Seasons” by P.I. Tchaikovsky.
Reading "Search reading" (combines types: introductory, argumented, for specification of details)
Students work individually, then in a group, discuss topic issues, compare diagrams, clarify, add to them.
Speak on a group basis.
The teacher distributes texts to groups.
Texts to read in groups: "The Climate of Iceland", "The Subarctic Climate", "The Climate of Great Britain", "The Climate of Africa".
Task.

1. Read the texts in groups, determine the main idea, and compare specific details with the diagram.
2. Explain using the diagram how climate affects human life.
3. Determine the role of the highlighted words in the text and explain the meaning</td>
<td>https://petamusic.ru/</td>
</tr>
</table>

climate	housing	Clothes, food	Business activities

Criteria

1. Determine the main idea of the text.
2. Find specific details.
3. Retell the text according to the diagram.
4. Knows the meaning of terms, lexical units.

Keyword

1. Read the text.
2. Identify the main and secondary information.
3. Relate the information to the diagram..
4. Identify the meaning of the highlighted words.

Feedback. Students present in groups.

Feedback

Question: Does the climate, the weather affect your condition, your mood? What feelings does the change of climate.

Group 1: Climate of Iceland

Maritime, moderately cool, with strong winds, humid and changeable.

Climate The country has a predominantly subarctic maritime climate, which is moderated on the coast by the warm Gulf Stream. Therefore, there is a relatively mild, damp winter (average temperature in January is -1°C) and a cool, cloudy summer (average temperature in July is +10… +12°C).

Iceland actually has a much milder climate than its name suggests. This is partly because the Gulf Stream flows along the west and south of Iceland, bringing warmth from the Caribbean! The national average temperature was 0.1°C colder than the 1991-2020 average, and 0.4°C colder than the average over the past decade. The start of 2023 and March were particularly cold, although June was exceptionally warm in the north and east.

Wikipedia

Group 2 :"Climate is subarctic"

Subarctic climate is a certain type of weather conditions. The described zone passes through the northern part of Canada, the

	Alaska Peninsula, the Scandinavian Peninsula, the Far East and Siberia. The average temperature in July is no more than +12 °C, winter is long. The pole of cold (the lowest temperature) was recorded in the Republic of Sakha (Yakutia), in the village of Oymyakon. Here the subarctic climate is especially severe: the lowest temperature was recorded at -71 °C. The average winter temperatures of the Oymyakon Valley are -50 °C. This territory is considered the northernmost inhabited region. Adaptation of people to the subarctic climate takes a long time and is difficult. In the permafrost zone and frozen ground it is difficult to build houses, especially urban ones. The climate also has an effect on humans has a detrimental effect: constant frosts and cold winters expose the body to frequent colds and other viral diseases, and long periods of polar nights have a negative effect on the nervous system Human life in the subarctic zone is completely dependent on nature: in the short summer period, people gather berries, mushrooms, and herbs. The taiga is rich in game and other animals, and there are a lot of fish in the water bodies. The characteristics of the subarctic climate make it clear that growing plants in such conditions can sometimes please, and in other cases, upset. For this reason, the amount of food is not a constant factor, a rich harvest in the summer can be replaced by a meager one in the winter. For this reason, large industrial cities are not built within the subarctic belt; people live in a few villages in which they can feed themselves. In recent years, man has been constantly challenging nature, and what was previously considered impossible is now becoming a reality. High technology helps solve the problem of building houses suitable for living in these harsh regions, and the possibility of rapid transportation provides people in the far north with the products that they lack (fruits, vegetables and plants) **Group 3 "Climate of Africa"**	

	During evolution, people have populated almost the entire globe. Due to the body's ability to change, to adapt to the natural environment, a person is able to live both in very cold climatic conditions and in very hot places on the planet, in places with high humidity or, conversely, arid areas. At the same time, the body acquires such qualities that contribute to the most comfortable life in a particular area. For example, the inhabitants of the African continent have very dark skin and dark curly hair. Dark skin, due to the increased content of melanin, more easily tolerates the effects of ultraviolet radiation. Curly hair easily passes air to the scalp, providing micro-ventilation. The inhabitants of Africa are tall and thin, since they have the opportunity to move a lot without being constrained by heavy warm clothes, thinness is due to the fact that it is harder for a full person to tolerate a hot climate. The diet of people from Africa: contains much less meat than the diet of people from continents with colder climates. There are several reasons for this: firstly, it is almost impossible to store meat in a hot climate; secondly, digesting meat requires more energy and less mobility. Also, due to the consumption of a large amount of raw plant food, Africans have larger teeth than those people who are accustomed to eating boiled soft food.Thus, living conditions are of primary importance for the formation of the genotype and features of a person's appearance. 4 group **"Climate in Great Britain"** The length of daylight varies significantly throughout the year. The longest daylight hours are on June 21: on this day the sun rises at 5 am and sets below the horizon at 9 pm. What to be prepared for in the UK Despite the fact that the climate in England is quite mild, there are still a few things to remember: - on sunny and hot days, be sure to cover the areas of your body that are not protected by clothing with sunscreen. Even if it seems to you that it is not hot outside, your skin can quickly get sunburned. It is also a good idea to cover your head with a hat to avoid heat stroke, and be sure to drink plenty of water;	www.Grandars.ru

	- on cold and snowy days, it is recommended to adhere to the following rules: * Dress in several layers of clothing at once, it is highly recommended to wear a warm coat, scarf and gloves on top to maintain body temperature. In rural England, you need to be prepared for any changes in the weather. Even if the forecast predicts sunny weather, you can encounter heavy fog, wind or rain during the day. Therefore, it is necessary to take care of comfortable, waterproof shoes, waterproof outerwear and a warm sweater in advance. If you are going on a hike or walking tour in remote parts of England, be sure to take a compass, a good map and food supplies, and be sure to warn your friends where you are going.	

Final task	Organization of a photo exhibition on tNGE	Hólabrekkuskóli is
	Extracurricular activity on Saturday.	

Additional information

Differentiation – how will you provide more support? What tasks will you give to more capable students?	Assessment – how do you plan to track students' progress/knowledge	Interdisciplinary links Health and safety ICT support Values
The objectives of the training are aimed at organizing differentiated work. When working with students, maximum support was provided in the form of a diagram, pictures, and the use of lexical units.	To determine the achievement of students' knowledge, I used criteria-based assessment. Formative assessment helps to determine at what stage the student experiences difficulties, which serves to adjust further work. Achieving success is tracked using a criterion and a descriptor, mutual assessment.	To achieve the learning objectives, interdisciplinary connections, connections with the relevance of life, and support for all tasks with ICT are implemented.
Reflection Were the learning/lesson objectives achievable? What did the students learn today? What was the learning environment like? Were the tasks to differentiate between students successful? Did I stick to the timeline? What deviations from the plan did I make and why?	We use this space to record our observations I believe that the objectives of the lesson were achievable. In the lessons on this topic: Climate Change, students learned to extract primary and secondary information, to relate specific details to the diagram. They exchanged opinions and justified them. The tasks were selected taking into account age-related characteristics. Yes, we adhered to the time schedule. No deviations from the plan were allowed. **The photo exhibition reinforced students' knowledge and interest in protecting and appreciating nature and leading a healthy lifestyle.**	





4. Le_Moon CULTURAL EXPEDITIONS – DARK DIALOGUE

Below is a description of some cultural visits and out-of-curriculum activities hosted and organized by Austrian partner ACD-Agency for Cultural Diplomacy president and art_educator Tatjana Christelbauer in collaboration with local partners, Vienna Institute for Blind BBI.

1.Visit to Vienna Spittelau Waste Incineration Plant

The Spittelau waste incineration plant processes around 270,000 tonnes of household waste every year to produce green heating and electricity.

The Spittelau waste incineration plant makes a key contribution to Vienna's waste management system. Around 50 percent of the energy produced every year from waste incineration comes from biogenic or renewable sources. The environmentally friendly heating produced at Spittelau is enough to heat more than 60,000 households in Vienna in a year. 30,000 households can be supplied with electricity every year.

Aim of the visit, insights

This excursion integrated cultural education with insights into sustainable waste management, offering a multifaceted learning experience.

The visit began with a digital presentation about the Spittelau facility, highlighting its functional role in Vienna's waste management system. We learned that the plant processes approximately 270,000 tonnes of household waste annually, converting it into environmentally friendly heating and electricity. Impressively, the facility produces enough green energy to heat over 60,000 households and supply electricity to 30,000 homes each year, with about 50% of the energy derived from biogenic or renewable sources.

Our group toured the plant's operational units, observing the processes of waste selection and incineration. These behind-the-scenes insights underscored the critical role of innovative technology in achieving sustainable urban living.

An intriguing aspect of the visit was learning about the falcon birds that nest on the Spittelau tower. Designed by Friedensreich Hundertwasser, the plant incorporates spaces for falcons on its towers and rooftops, aligning with his philosophy of harmony between nature and architecture. The presence of falcons is also a vital indicator of clean air, symbolizing the environmental success of the facility.

Additionally, we explored an exhibition dedicated to the renowned environmental artist Hundertwasser, whose vision of ecological harmony and artistic expression is reflected in the plant's unique design. Hundertwasser's philosophy of ecological harmony and artistic expression was evident in every aspect of the plant's design, transforming it into a functional

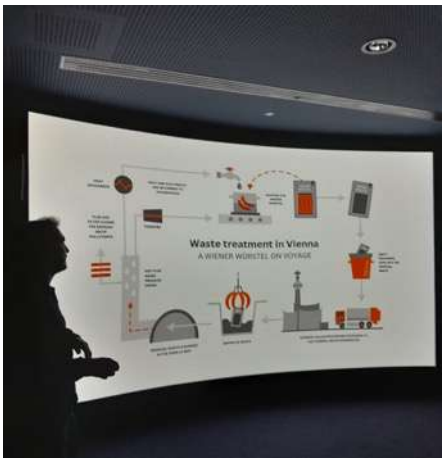
piece of art that serves as an emblem of Vienna's commitment to sustainability. The Spittelau waste incineration plant stands as both a functional piece of art and a testament to Vienna's commitment to sustainability.

The visit concluded on the terrace, offering a reflective view of the city's integration of art, ecology, and urban infrastructure.

This experience not only enhanced our understanding of Vienna's sustainable practices but also demonstrated how environmental awareness can be interwoven with cultural education. Such activities align closely with the goals of the Erasmus+ project LeMOON, fostering cross-disciplinary learning and inspiring innovative approaches to environmental education through environmental arts.

Weblink Vienna Energy, Spittelau:

https://www.wienenergie.at/privat/erleben/standorte/muellverwertungs-anlage-spittelau/



Dialogue in the Dark

Anyone who has ever wanted to know how blind people perceive the world now has the opportunity to learn about it in Vienna's Seestadt during "Dialogue in the Dark". Guests can experience day-to-day situations such as road traffic, shopping or a visit to a bar and have to master them "blind". Assorted sounds, wind or different types of floor enrich the range of perceptions.Blind and partially blind guides lead visitors through everyday situations - in complete darkness.

The blind and the sighted exchange roles for an hour in Dialogue in the Dark. This immersive experience provided profound insights into the daily lives of visually impaired individuals while emphasizing multisensory awareness. The centerpiece of the visit was an hour-long immersive journey guided by blind host.

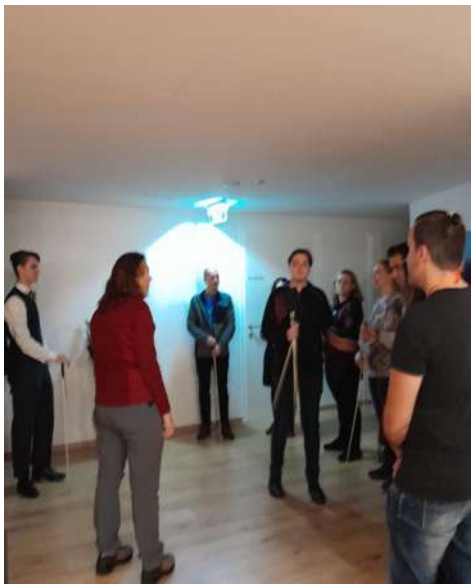
In complete darkness, we navigated through a series of everyday scenarios, including road traffic, shopping, and visiting a café. Relying solely on sounds, textures, wind, and other sensory cues, we experienced the challenges and adaptations that define daily life for visually impaired individuals.

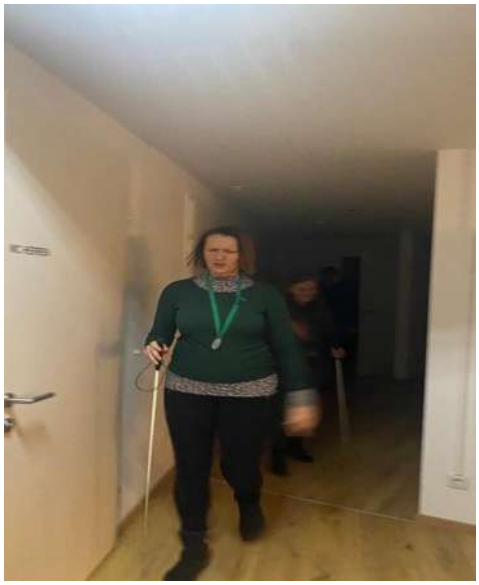
This unique experience prompted reflection on our dependence on sight and the importance of accessibility in public and private spaces. It fostered a significant *shift in perception* and highlighted how sensory reliance differs in the absence of sight, and prompted us to rethink our own abilities and assumptions. Moreover, the interactive nature of the exhibit emphasized the importance of trust-building. Through walking and communicating in darkness, we learned to trust both our guides and one another, showcasing how collaboration and understanding are vital in overcoming challenges.The interactive nature of the exhibit fostered understanding and underscored the role of empathy in building an inclusive society.

The *Dialogue in the Dark* visit aligned closely with the aims of our Erasmus+ project, demonstrating how experiential learning can bridge cultural divides and inspire innovative teaching practices. It left a lasting impression on our team, reinforcing the importance of creating environments where diverse abilities are recognized and celebrated.

Weblink: Dialoge in Dark:

https://www.wien.info/en/art-culture/museums-exhibitions/dialog-in-the-dark-344412





5. Le_Moon INTERNATIONAL YOUTH FORUM

International Forum on Urbanization and Environmental Challenges

Overview:

The International Forum on Urbanization and Environmental Challenges brought together secondary education students from different partner countries for a three-day event dedicated to addressing critical global issues. The forum aimed to foster intercultural collaboration and empower youth to take an active role in tackling environmental challenges associated with urbanization.

Structure:

The participants were organized into mixed groups comprising students from diverse nationalities. Each group formed a committee focused on one specific aspect of urbanization and its related environmental challenges. The four committees and their areas of focus were:

1. **Urbanization and Health:** This committee examined the impact of urbanization on health and habitats, focusing on issues such as carbon emissions, unplanned growth, pollution, population increase, water shortages, and the rise of epidemic diseases.
2. **Urbanization and Injustice:** This committee explored the injustices caused by urbanization, including rising unemployment, inadequate public services, income inequality, and the negative impact on women's employment in less urbanized regions.
3. **Urbanization and Disasters:** This committee addressed natural disasters resulting from overurbanization and poor urban planning. They highlighted problems such as overpopulation, rapid urban expansion, and structurally unsound buildings, which increase vulnerability to disasters and pose economic and safety risks to residents.
4. **Urbanization and Migration:** This committee investigated issues stemming from migration-driven urbanization, including urban sprawl, population growth, unemployment, transportation and infrastructure challenges, decline in agriculture and animal husbandry, and resource shortages.

Activities:

Over the course of three days, each committee engaged in in-depth discussions, analyzing their respective topics and proposing innovative solutions. The event culminated in a formal general assembly where the committees presented their draft solution proposals. The participants delivered their presentations in smart outfits, showcasing their professionalism to an audience that included politicians, local authorities, and other invitees.

Outcome:

The forum successfully facilitated cross-cultural dialogue and cooperation among young people, highlighting the importance of youth engagement in addressing global challenges. The solutions proposed by the committees emphasized practical, forward-thinking strategies for mitigating the environmental challenges associated with urbanization.

The event not only raised awareness about these critical issues but also empowered students to think critically and collaboratively, paving the way for future leaders to contribute meaningfully to sustainable development.

6. Le_Moon ORIENTEERING EVENT: Exploring Culture and Collaboration

Overview:

The Orienteering Event was designed to foster teamwork, cultural exchange, and environmental awareness among secondary education students from various partner countries. Participants were grouped into mixed-nationality teams and embarked on a dynamic, eco-friendly journey through the host town - Plock, discovering its cultural and historical treasures.

Structure:

The event featured a series of checkpoints where teams had to locate significant plants and local landmarks, such as historical sites, sculptures, and buildings. The activity was structured as a treasure hunt with an emphasis on learning, physical activity, and environmental responsibility.

1. **Participants:**
   - Secondary education students from multiple countries.
   - Teams consisted of 4-6 members, ensuring diverse representation.
2. **Timing:**
   - The event lasted 4 hours, beginning at 9:00 AM and concluding at 1:00 PM.
   - Each team had a unique starting point to ensure smooth progress and avoid congestion.
3. **Activities:**
   - At each checkpoint, local volunteers provided the next clue and shared insights into the historical, cultural, geographical, and political significance of the location.

- Teams participated in light sports challenges, such as relay races or simple physical tasks, to earn their next clue card.

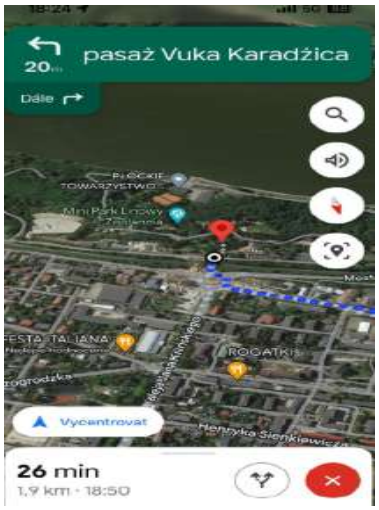
Objectives:

1. **Cultural Awareness:** To help participants learn about the host town's history, culture, and local geography through interactive and engaging activities.
2. **Team Building:** To encourage collaboration among students from different cultural backgrounds.
3. **Environmental Responsibility:** To promote eco-friendly practices by emphasizing walking as a sustainable mode of exploration.
4. **Active Engagement:** To incorporate physical activities that promote a healthy and energetic experience.

Results:

1. **Enhanced Knowledge:** Participants gained deeper insights into the cultural and historical heritage of the host town.
2. **Cross-Cultural Collaboration:** The mixed-nationality teams fostered mutual understanding and strengthened intercultural bonds.
3. **Positive Feedback:** Students reported high levels of enjoyment and engagement, citing the event as both fun and educational.
4. **Promotion of Sustainability:** By focusing on walking and eco-friendly activities, the event reinforced the importance of environmentally conscious behavior.

The Orienteering Event was a resounding success, combining learning, fun, and sustainability in a way that left a lasting impact on all participants.



7. Le_Moon QUIZ: Digital Learning In Nature

Digital Environmental Learning: Park Visit in Lithuania

Overview:

The visit to a technologically advanced park in Lithuania offered a unique opportunity for experiential learning about environmental responsibility. Participants engaged with an interactive, computerized game that combined education, fun, and self-reflection to raise awareness about sustainable practices.

Structure:

The centerpiece of the visit was a digital game designed to evaluate and enhance environmental awareness. Using a touch-screen interface, participants answered questions related to their lifestyle habits, such as dietary choices and preferred holiday destinations. The game provided instant feedback, supplying data and comparisons to illustrate how individual behaviors impact the environment.

1. **Participants:**
    - Park Visitors
2. **Timing:**

- The activity lasted approximately 2 hours, including time for instructions, gameplay, and discussions.

3. **Activities:**
   - Participants responded to environmental performance questions on a digital screen.
   - The game generated numerical results and comparisons, demonstrating how habits can harm or protect the environment.
   - The post-game discussions reinforced the learning outcomes.

Objectives:

1. **Raise Environmental Awareness:** To help participants understand the direct impact of their daily habits on the environment.
2. **Promote Experiential Learning:** To leverage digital technology for an engaging and memorable educational experience.
3. **Foster Critical Thinking:** To encourage self-reflection on lifestyle choices and inspire sustainable behavior.
4. **Enhance Collaboration:** To create a shared learning environment where students could discuss and compare their results.

Results:

1. **Increased Awareness:** Participants gained a clearer understanding of the environmental consequences of their actions through numerical comparisons and visual feedback.
2. **Engagement and Fun:** The interactive nature of the game made learning enjoyable and dynamic, maintaining high levels of participant interest.
3. **Behavioral Insight:** Participants reported a newfound motivation to adopt more eco-friendly habits after seeing the tangible impact of their choices.
4. **Technological Integration:** The experience highlighted the potential of technology to enhance environmental education and communication.

The visit to the Lithuanian park was a compelling blend of technology, education, and environmental advocacy, leaving participants with lasting insights and a renewed commitment to sustainability.



We have chosen just one activity and/or event by each partner country to offer in that handbook but you may find more in the e_modules and create your own. You can utilize the suggested lesson plan and the suggested materials – stories; songs; games- to create your own extracuricular activities and events.

Suggested Lesson Plan

Lesson Plan : Renewable Energy and Sustainability

Grade Level: Secondary Education
Duration: 90 minutes
Objective: Students will explore renewable energy sources and their role in sustainable practices through engaging activities.

Activities

1. **Warm-Up: Group Discussion and Song** (10 minutes)
    - Begin with a quick brainstorming session: "What are renewable energy sources?"
    - Play a short, upbeat song about renewable energy (e.g., "Solar Power Anthem").
2. **Interactive Game: Renewable Energy Match-Up** (15 minutes)
    - Provide cards with renewable energy sources (solar, wind, hydro) and their benefits.
    - Students work in pairs to match the sources with their advantages.
3. **Outdoor Sports Activity: Solar Energy Challenge** (20 minutes)
    - Students participate in a race where they "collect sunlight" by running to retrieve yellow tokens, representing solar power.

- Discuss how solar panels collect and store energy.

4. **Art and Engineering: Windmill Building** (30 minutes)
   - Students construct small wind turbines using paper, straws, and pins.
   - Discuss how wind energy works and its environmental benefits.
5. **Reflection: Group Presentation** (15 minutes)
   - Groups present their wind turbines and discuss how they would use renewable energy in their communities.

Suggested Materials

1. Stories and Morals

(eg. The Legend of Ganga (India) ; The Rainbow Serpent (Australia, Indigenous) : The Great Kapok Tree (Brazil, Amazon Rainforest); Seasons of the Baobab (Madagascar))

2. Games

(eg. Recycle Relay (USA) ; Mangrove Adventure (Philippines) ; Seed Planting Competition (Kenya); Eco-Scavenger Hunt (Global))

3. Songs

(eg. “Earth Song” (Global, by Michael Jackson); “Rangi Taisuru” (Japan, Ainu Culture); “Wade in the Water” (USA, African-American Spiritual); “Siyahamba” (South Africa))

4. Local Environmental Practices in Games or Activities

(eg. Tree-Tying Festivals (India, Bishnoi Community) ; Whale Song Listening (Iceland); Rainstick Making (Chile))

Depending on our experiences within piloting studies, it can be said that using such materials balances learning and fun while encouraging creativity, critical thinking, and teamwork.

This handbook is crafted to support the standalone course and the e-curriculum while promoting learner engagement and interdisciplinary learning. It aims to empower students to think critically, act responsibly, and develop the skills necessary to contribute to a sustainable future.

This handbook is also a celebration of diversity, with activities adaptable to different cultural contexts and age groups. The inclusion of songs, games, and sories from countries

all over the world reflects our shared global commitment to combating climate change while honoring local traditions and practices.

Whether you are a teacher, a student, or a facilitator, we invite you to, together, inspire a generation that values the environment, nurtures innovation, and embraces the arts and sciences as tools for positive change.

Let the journey begin!

This handbook was funded by European Commission. The European Commission's support for the production of that handbook does not constitute an endorsement of its contents, which reflect the views only of the authors. The Commission cannot be held responsible for any use which may be made of the information contained therein