

Activities – Student Eco-workshop

This resource outlines activities suited for secondary student engagement during a full-day workshop. Each activity description includes group arrangement, facilitation tips and materials needed to conduct the activity. You may mix n’ match activities to suit the needs of your workshop.

Activity	Description/Facilitation	Materials needed
<p>ACTIVITY 1: Team building</p> <p>What are the characteristics of a great EcoTeam?</p> <p>Goal: engage students, facilitate networking, focus on team building</p>	<p><u>Group arrangement</u> – Hand out small pieces of coloured paper and ask each participant to pick one (make sure that there are enough for each group; if you want 5 groups and have 25 students, make sure you have 5 pieces of paper per colour). Ask students to gather in their colour groups by moving to the corresponding colour-coded table (ex: all students that pick a purple piece of paper move to the table with a purple cone).</p> <p><u>Questions:</u> Part I. An effective EcoSchools program requires a great EcoTeam. What are the characteristics of a great EcoTeam? Give 5-7 minutes. Part II. Choose one or two characteristics. How do you develop these characteristics in your EcoTeam? Give 5-7 minutes.</p> <p><u>Debrief options</u> Each group presents their top 2 characteristics to the larger group. After all have presented allow students to get back into school groups and use the tips and ideas to develop their own EcoTeam’s skills as leaders.</p>	<p>Powerpoint with questions on slides</p>
<p>ACTIVITY 2: Card game/ info review</p> <p>Linking Questions</p> <p>Goal: energizing group, transferring information in a fun activity.</p>	<p><u>Group arrangement:</u> in school groups at tables</p> <p><u>Facilitation:</u></p> <ul style="list-style-type: none"> • Hand out a package of cards to each group. • Explain that there is a question and answer on each card, but that these do not match. • Tell the groups to spread out the cards on their table with answer side up. Starting with the question on the ppt slide ask the students to find the answer. Once they found the answer they flip it over to get the next question, they then try to find the answer to that question and once they have found the corresponding card they flip over the card to find the next question and so on until all cards are linked. • Ask the students to line up the cards down the middle of their table in the order that they found them and raise their hands when they are finished. 	<p>Linking questions cards</p> <p>Linking questions instructions</p>

	<ul style="list-style-type: none"> • In order to win, the students will have to tell the facilitator the answer to the final question (there is no card). • If the students have ended with the correct question-answer combo then they have most likely linked the questions correctly and there is no need to take up the questions. The facilitator may however want to take up the questions so that other teams can participate. 	
<p>ACTIVITY 3: Brainstorming/ problem solving</p> <p>Hot Seat</p> <p>Goal: To allow schools to voice challenges, network with other schools and brainstorm potential solutions to their challenges in a positive manner.</p>	<p><u>Group arrangement:</u> two school groups at one table facing each other (if groups are big, you may choose to form a circle with one school on one half of the circle and the other school on the other half).</p> <p><u>Facilitation:</u></p> <ul style="list-style-type: none"> • The facilitator instructs that each team is going to have 2 minutes to describe a challenge they have come across in their school which they would like some suggestions for. • While the 1st team is sharing their challenge, they should give details about their school, the population, culture, diversity, development of environmental initiatives at their school, etc. to give context to the challenge. • The 1st team talks uninterrupted for 2 minutes (the facilitator can provide ‘Hot Seat’ signs which indicate that the person holding the sign is the only person talking). At the end of the 2 minutes, the 2nd team can ask clarifying questions. • Then the 2nd team takes the ‘Hot Seat’ card and brainstorms creative suggestions to the 1st team’s challenge. It may be helpful to review the steps to good brainstorming (ie: all suggestions are valid, no criticism, the more creative the better, build on what others share, etc.). • When the 2nd team is brainstorming solutions/suggestions, the 1st team should be taking notes on what is shared and does not speak or critically analyze the suggestions (this will affect the creativity of the brainstorm). At the end of the brainstorm, the 1st team can identify solutions that they thought were helpful. • This process is repeated with the 2nd team has 2 minutes to describe their challenge and the 1st team offers solutions. <p><u>Alternative brainstorming options:</u> The facilitator can organize another round for Success stories, where each team shares a success story and the other team can ask questions and advice on how the initiative was implemented and why it was successful.</p> <p><u>Option:</u> debrief as larger group to highlight what worked well.</p>	

<p>ACTIVITY 4: Planning exercise</p> <p>Nuts and Bolts</p> <p>Goal: to facilitate identifying the elements of a good environmental campaign</p>	<p><u>Group arrangement:</u> options – mixed groups of students from different schools or in school groups</p> <p><u>Facilitation:</u></p> <ul style="list-style-type: none"> • As an introduction to designing and implementing a good campaign, use an example (Quit smoking campaign given in pdf) and explain how you might go about getting the student population of a school motivated to participate in the campaign. • Hand out the Nuts and Bolts worksheet and ask students in their group to choose a topic from the list. Students will be working in energy or waste and designing a campaign. • The facilitator may want to give out large pieces of paper where students can map out the process of planning for a campaign. Encourage students to give timelines and specific launch dates for key elements to the campaign. • Give students time to complete their campaign and offer support to groups by circulating and chatting about strategies. • Option debrief: have students present their campaigns and collect them to send out to the schools via email after the workshop. 	<p>Nuts and Bolts worksheet</p>
<p>ACTIVITY 5: EcoTeam planning time</p> <p>Planning time</p> <p>Goal: to give EcoTeams time to plan their EcoSchools program for the year.</p>	<p><u>Group arrangement:</u> in school groups at table</p> <p><u>Facilitation:</u></p> <ul style="list-style-type: none"> • The facilitator will want to set the groups up for planning time by providing the timeline planner and explaining how it can be used as well as sparking ideas about how the time might be best allocated (see question starters below). <ul style="list-style-type: none"> ○ What are we going to do around teambuilding? ○ How are we going to build capacity? Or sustainability of our program? ○ What existing meetings, assemblies, events can we attach ourselves to, to promote awareness of our group/program? ○ Timeline and action plan: what are key times of the year to implement our strategies? When are students most available to take action? ○ What are our success indicators? 	<p>Student Timeline Planner Worksheet</p>
<p>ACTIVITY 6: Reflection activity</p> <p>EcoSchools Goal letter</p> <p>Goal: To give students time to reflect on the</p>	<p><u>Group arrangement:</u> in school groups at table</p> <p><u>Facilitation:</u> Hand out the “Student EcoSchools goal letter” worksheet/letterhead and explain that they will write themselves a letter specifying one action item they will complete before a certain date. When they are finished they will seal up the letter, address the envelope to themselves and hand it to the facilitator or their teacher. No one else will see this letter. Their</p>	<p>Student EcoSchools goal letter</p>

day's activities and to set goals for action.	teacher will give it back to them about a month before the date specified.	
<p>ACTIVITY 7: closing/ reflection</p> <p>Closing – Earth ball toss</p> <p>Goal: a fun reflecting activity, group building.</p>	<p><u>Group arrangement:</u> big circle</p> <p><u>Facilitation:</u> students make a big circle. The facilitator asks the students what inspiration, motivation, information, ah ha moments, and pledges that they have gathered from the day. Start with a facilitator and then if the student wants to share they raise their hand and pass the ball.</p>	
<p>ACTIVITY 8</p> <p>Feedback</p>	<p>Before students leave the workshop, be sure to get their feedback on what they thought was useful, not useful, inspiring and informative.</p>	<p>Customizable feedback form</p>