



ECOactivity Manual

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GOOD ENERGIES ALLIANCE
IRELAND



2017

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INTRODUCTION

«Tell me and I forget,
teach me and I may remember,
involve me and I learn»

Benjamin Franklin

The idea of organising environmental workshops for children in Youth Café Drumshanbo was born in September 2016 when GEAI EVS volunteers were trying to get communities involved in environmental protection.

Youth Café Project started as an idea to bridge the gap between the NGO, Good Energies Alliance Ireland, and young people. GEAI is an environmental NGO based in Ballinaglera Co. Leitrim. Initially, its main focus was on the campaign against fracking; however, as it grew, its attention turned towards sustainability and energy efficiency as well as how to engage communities with it.

GEAI also hosts young people with relevant education across Europe to work together, share experiences and achieve their goals. This is an Erasmus+ initiative and they are called EVS (European Voluntary Service) volunteers.

GEAI has a wide knowledge of environmental topics but it is mostly shared in social media. Therefore, what EVS volunteers tried to do through this project was to bridge the gap between knowledge and implementation.

After exploring the idea of community in Ireland and in accordance with GEAI purposes, EVS volunteers Kate and Andrea, in co-operation with one of the directors, Aedin McLoughlin, had the great idea of trying to collaborate with a Youth Centre. The Youth Café Drumshanbo seemed to be ideal because the volunteers were living in Drumshanbo village and it would be a great opportunity to engage local people in environmental issues.

In their first visit to the Café, they spoke with Mary Taylor, Youth Connaught Project coordinator. After the introductions, they explained her about the GEAI project and the idea of raising awareness of climate change, renewable energy and sustainability in youth groups. Workshops, fun games and non-formal learning approaches were mentioned as part of the programme. She suggested to start with a group of children from 10-12 years old on Wednesday afternoons. Mary made some suggestions of potential activities they could organise but she was open-minded to any method they were keen on developing. After the conversation, EVS volunteers Kate and Andrea were happy to start a new environmental education project with a community based in the area they were working and living. It had such a positive outcome!

1 ICE-BREAKER AND ISLANDS ACTIVITIES.

Our first session took place on 9th November in the Youth Centre (Drumshanbo), the first of many sessions that took place in order to raise awareness of the issue of environmental protection. The target group was children between 10-12 years old.

Purpose: This first session allowed us to understand what they know about environment and what are they interested in.

Goal: To arouse their interest about environmental protection.

PROGRAMME

3.45 p.m NAME GAME: We used this game as an ice-breaker. The kids had to say their names and something that they like. As an example: My name is Andrea and I like apples! We used sticky labels in order to get familiar with their names.

3.55 p.m ISLANDS GAME: Whose Land is it anyway? : We used this game as a way of examining issues of land grabbing and how communities can develop resilience. It consists in laying pieces of paper in the ground pretending that they are pieces of land. The participants begin walking around them while the music is playing, when it stops they must try to stand on a piece of land. Those not on land after five seconds are out of the game. Remove pieces of land after each round, while players are moving around, announcing that there has been a flood, war, earthquake... and now fewer pieces of land are available for them. Anybody on the last piece of land is the winner. After that ask them why is having land so important? What might the impact be on those who lose their land?

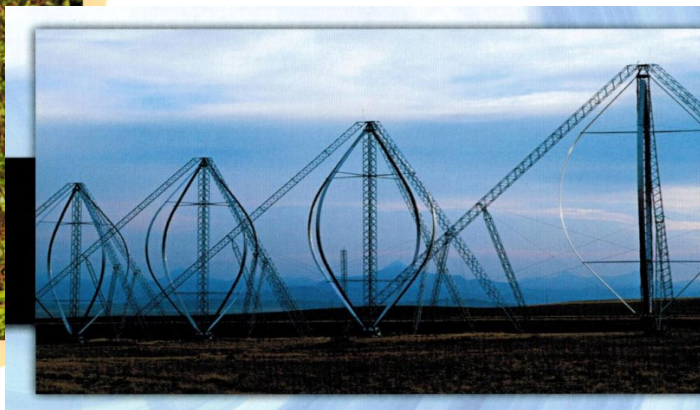
4.10 p.m IMAGES AND DISCUSSION: We used this game to extract information. We wanted to know what they are interested about and what they actually know about environmental topics. We used 19 pictures all related to the environment: landscapes, pollution, wildlife, renewable energies, recycling...

Lay the pictures on the ground and ask them one by one to talk about one of them, the one which really has grabbed his/ her attention. After the kids' contribution, discussion/feedback about the pictures they have chosen.

PHOTOS used for discussion.



Anna and her mum made a bird table at home. The birds like to eat household scraps.



This wind farm uses A Darrieus turbine to capture wind energy from all directions.



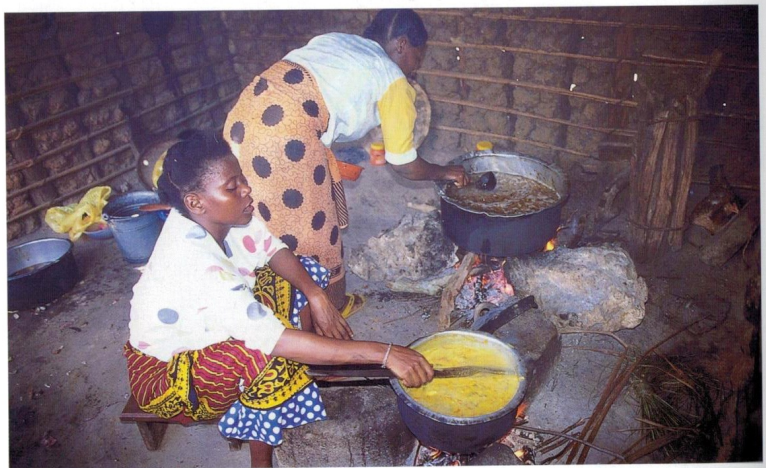
Global warming may make some places hotter and drier, but others may become cooler and wetter. Farming will be affected so that less food will be grown.



We can save water in many ways, such as by taking a shower instead of a bath, or by turning the tap off while cleaning our teeth.



During the eighteenth and nineteenth centuries, people discovered how to burn coal, oil and gas to produce energy. These are called fossil fuels. Some coal mines are a long way underground. Others are on the surface of the land.



Using less energy

Think of ways to use less energy at home or at school.

Many people in the world do not have modern machines in their homes, but they would like to have them. What we can do to use less energy?

- turn off lights that are not needed
- switch off machines that are on standby..



Jim and Oliver collect bottles and jars and take them to the bottle bank to be recycled.



If we want to make a short journey, to school or the shops, we could walk or ride a bike. Sean and Natalie's mum always rides her bike with them to school.



Is nature's energy free?

Do you like how landscape looks with this? Wind turbines can be an eyesore as well as being noisy.

I



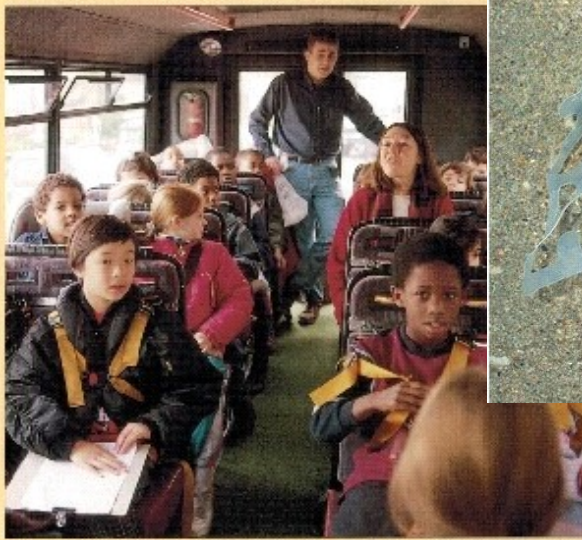
These long snakelike machines will soon be used to provide wave energy in Portugal. Each one is about four train cars in length. Waves enter the chamber and turn the rotor.



Samantha always keeps her sweet wrappers in her pocket until she finds a bin to put them in.



How can we save fuel?



All types of environmental pollution have negative impact on animal's health. Animals can die by getting themselves entangled in many of the litter items which people dump into our environment.

We can save fuel by using public transport. One train or bus moves more people than lots of cars. We can also share car journeys with people we know.



Waste: Dangers of Landfills! Certain products take hundreds of years to break down and during this time they contribute to land, air and water pollution.



Importance of Recycling: Recycling gives products a new chance and give landfills a big break.

Identify recycable goods: biodegradable (they break down quickly (fruits, vegetables) and non biodegradable (metals, plastics, papers, boxes).



Air pollution: gases and particles are introduced into the atmosphere in a way that makes it harmful to humans, animals and plants.

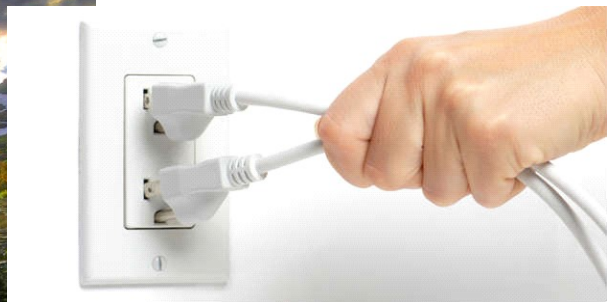
The Earth is surrounded by a blanket of air called atmosphere which protects Earth and allow life to exist.



How important are plants for the environment. They purify planet's air taking carbon dioxide and releasing oxygen



Nature and Wildlife: ocean, lakes, forests and animals! The Earth is our home and we need to keep it clean!



Saving Energy at home! Different tips:

Unplugging electronic devices when we are not using them to kill standby

RESULTS AFTER FIRST SESSION

The first session was a great opportunity to get to know the group and to encourage young people to think about the world they live and its resources.

They had fun during the Name Game and Islands Game and they were curious about us asking questions such as: Where are you from? Why are you in Ireland?

After the photos activity we could say that they were engaged during it, all of them took part and it allows us to understand what they know about the environment.

Recycling is a familiar topic to them. They know that we need to use different bins depending on the type of rubbish, they can recognise which bin is suitable for each kind of waste, the recycling symbol...

The group is familiar with the different kinds of pollution that exists: water, soil, air...

The topic they know the least is energy. They are quite familiar with wind turbines but not with other sources of renewable energy and neither with tips for saving energy.

After this first session our conclusion was that they would like to have more sessions with us, Mary Taylor asked them and all of them raised their hands (except one who wanted to play *Play Station* games)

We understood that for the next session we need to combine learning and fun. They are coming from school and the need something dynamic. For instance a game such as musical chairs with environmental questions or doing some art workshop with used cans and bottles; something more active which allows them to enjoy and learn at the same time.

2 .MUSICAL CHAIRS ENERGY GAME

Based on the game of "Musical Chairs" kids will answer questions based on energy subject areas.

Materials:

- CD/cassette player
- GEAI Volunteers asking questions

Plan:

1. Based on the game of musical chairs, there will be one less chair than kids to start the game.
2. Have the music playing while they are going around the room. When the music stops, each kid must find a chair.
3. The one who is standing must answer the energy question (based on energy). They have 10 seconds to answer the question. If they answer it incorrectly, they remain out, and the game will resume with one less chair than children. If the child answers the question correctly, he/she may stay in. The game continues like this until one person is remaining.

QUESTIONS

1. Name five different sources of renewable energy
2. Global warming focuses on an increase in the level of which gas in the atmosphere?
 - a) ozone
 - b) sulphur dioxide
 - c) carbon dioxide
3. Which sector of the Irish economy consumes most fossil fuels?
 - a) residential
 - b) industrial
 - c) transport
4. Most of the energy we use originally came from:
 - a) the sun
 - b) the air
 - c) the soil

5. Gasoline is produced by refining which fossil fuel:

- a) natural gas
- b) coal
- c) petroleum

6. Electricity is the movement of:

- a) atoms
- b) molecules
- c) electrons

7. Classify these energy sources in:

-RENEWABLE

-NON RENEWABLE

Biomass, solar, wind, oil, coal, hydropower

8. Solar, biomass, wind and hydropower are all renewable sources of energy. They are called renewable because:

- a) they were formed from buried remains of plants and tiny animals
- b) can be replenished by nature in a short period of time

9. What is it?

A black rock full of energy which pollutes a lot.

10. Natural gas is transported mainly by:

- a) trucks
- b) pipelines
- c) ships

11. Select three tips for energy saving:

- Switch to CFL light bulbs
- Carpool
- Leave the door open while the air conditioning is on

- Set the thermostat very high so you can wear shorts inside
- Leave the TV on in the room while you are eating in the kitchen
- Turn off the lights
- Leave your computer running all night
- Open the shades and use sunlight instead of a lamp

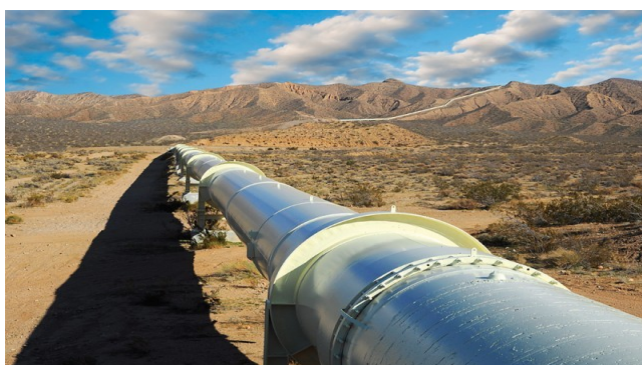
12. Select the objects that burn fuel to move:

- Bicycle
- Car
- Airplane
- Kayak
- Skateboard
- Tractor
- Lawnmower



Most of the energy we use originally came from:

- a) the sun b) the air c) the soil



- Gas is transported mainly by:

- a) trucks b) pipelines c) ships



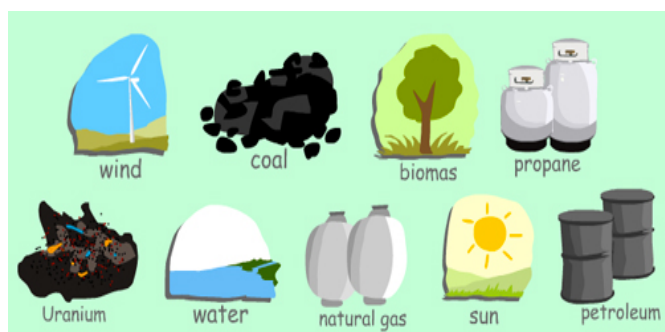
Global warming focuses on an increase in the level of which gas in the atmosphere?

- a) ozon b) sulphur dioxide c) carbon dioxide



What is it?

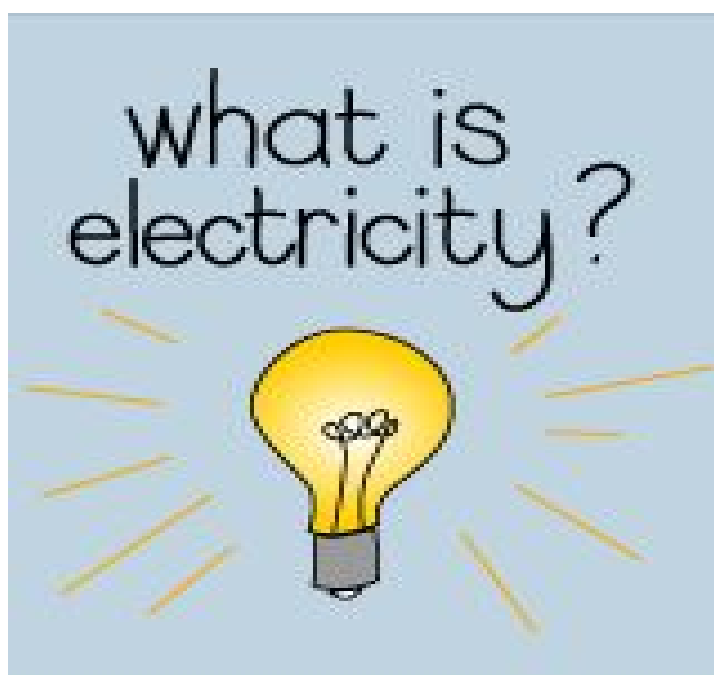
A black rock, full of energy which pollutes a lot.



Renewable or non renewable?



- Which one consumes more fossil fuels?
a) house-heating b) industries c) transport



- Electricity is the movement of:

a) atoms b) molecules c) electrons

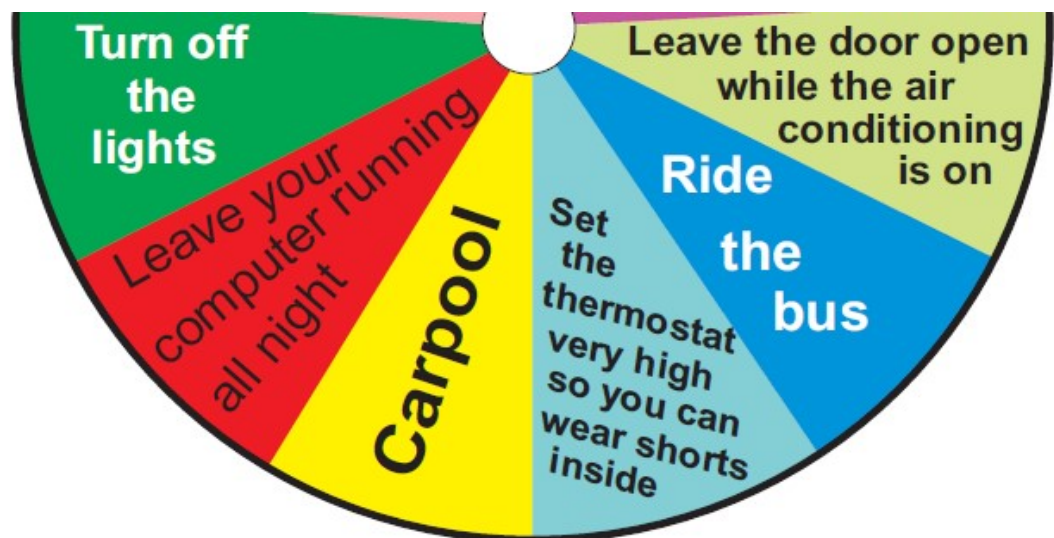
- Why do we use the word "renewable" for renewable energies?

a) they are formed from buried remains of plants and animals

b) they can be replaced by nature in a short period of time



- Name five different sources of renewable energy



- Which ones are energy saving tips?



- Which ones burn fuel to move?

RESULTS AFTER MUSICAL CHAIRS ENERGY GAME

After musical chairs energy game, we understood that they love to play dynamic games. It was great fun and they were involved during the whole session. The only changes we had to make in our initial plan was to split the group into smaller groups. They were sixteen kids and we considered that it would be quite messy to start the game with sixteen people. We played first with a group of eight children and after we did the same with the second group. They understood the game perfectly and we didn't hear any negative opinion related to it. When we finished with the first group they were quite excited and some of them asked us to play again with the second group, we explained that it wasn't possible because they've already known the answers of the energy game.

After the session we had a feeling of satisfaction. Some of the comments we heard : " This game is great fun" "Let's play again" "I love this game"

3 *ART FROM RUBBISH*

After that, we had our last session with them before Christmas. Our EVS volunteers, in cooperation with Drumshanbo local pubs, collected recyclable rubbish to create Christmas decorations.

The idea was to show a simple example of sustainability and recycling through art.

METHOD

GEAI volunteers, Andrea, Kate and Alex went to Drumshanbo's pubs and asked the staff to keep caps and cans from non alcohol beverage during the weekend. They collected a lot of bottle caps and cans. Using them Kate and Andrea showed the group of children how to create a snowman as an example of Christmas decorations.

The children were excited! They created different kinds of snowmen using cans, caps and other materials.

It was really enjoyable. During the weekend they sold their snowmen in Drumshanbo local Christmas market.

We were delighted to collaborate with Youth Café staff members and we are really thankful to the pubs. We know this weekend was profitable for our sustainable little group.

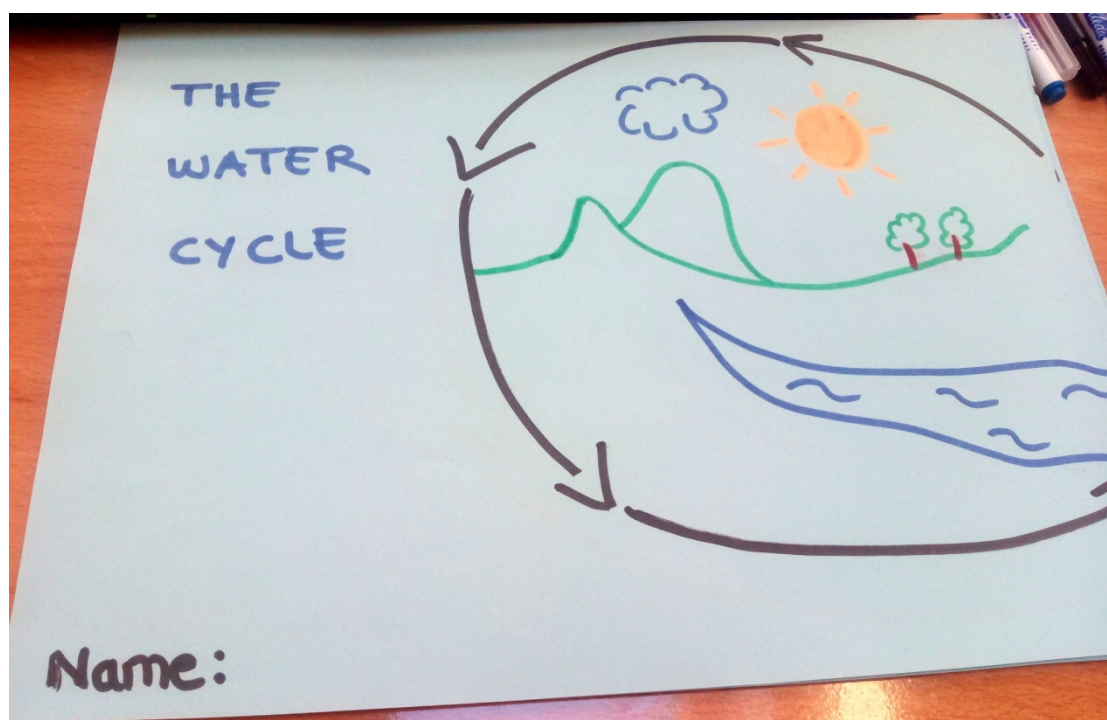




4 WATER CYCLE ACTIVITY

This activity increased their understanding of the water cycle. First they sat in a circle. Each child received a drawing with an incomplete water cycle. They wrote their name on it. In one minute, they had to complete the cycle drawing and writing the key words: evaporation, condensation, precipitation, transpiration ... To help them, the key words were stuck on the wall. After one minute they needed to stop drawing. They passed the drawing to the person who was sitting besides them on their right side. They had again one minute to complete the drawing. After that the game was finished. Each child took his own drawing and we had a little discussion about it.

The Drawing



Key Words

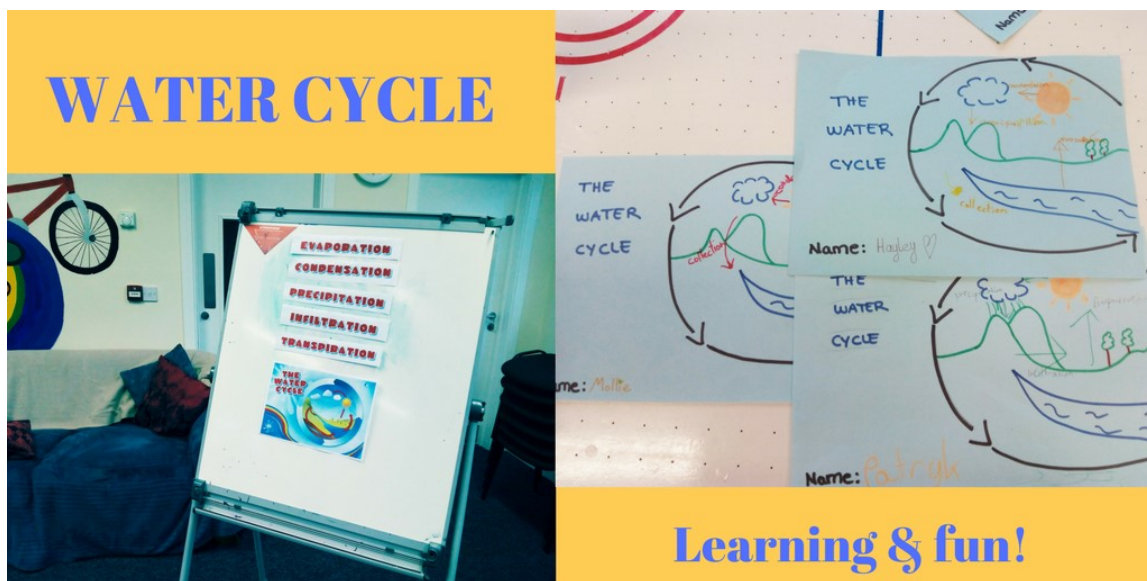
Evaporation: Water is converted from liquid to vapor (Sun)

Condensation: Water vapor gets cold in the air and changes back into liquid forming clouds.

Precipitation: Water falls back to Earth: rain, snow, hail

Infiltration: Water is absorbed by the soil and moves from the surface into rocks.

Transpiration: Discharge of water vapor from the leaves of plants into the atmosphere.



RESULTS AFTER WATER CYCLE ACTIVITY

After the water cycle activity, we discovered that they had learned about the water cycle at school. At the beginning it was quite hard to get their attention, they were a group of eighteen kids, they came from school and they wanted to move and to do something dynamic. After explaining them it was going to be a short drawing activity about the water cycle they decided to participate. We realised the way they have learned about it in Geography, they use the initials ECPC: Evaporation, Condensation, Precipitation and Collection.

Practically all of them wrote the words in the correct place and drew the missing items to complete the cycle (arrows, rain...)

After the activity we had a feeling of having strengthened their learning. In addition, we explained the meaning of the words infiltration and transpiration. Hopefully they have learned two new key words to complete the water cycle.

5 *HOPSCOTCH GAME*

Based on the game Hopscotch kids answered questions based on water subject area.

Materials:

- Dice
- Paper sheets with numbers on them
- Water quiz

Plan:

1. Based on the game Hopscotch we put paper sheets on the floor with different numbers from 1-11.
2. The group of kids was divided into two different ones. The first group chose one person to throw the dice and start playing. They answered the water question associated with the number that the die just showed.
3. If the answer was correct they keep throwing the dice and playing. If the person chosen reach the End paper sheet, a new member of the group started playing. If they answered incorrectly, the other team started playing.
4. The purpose of the game was that all the team members reach the end paper sheet. The group which first did it was be the winner.

Aim

To have fun and learn about the water subject.



QUESTIONS.

1. Rain is a form of:
 - a. Condensation
 - b. Evaporation
 - c. **Precipitation**
2. What percentage of the Earth's water is available to humans as drinking water?
 - a. 10%
 - b. 25%
 - c. **Less than 1%**
3. Water is used over and over again in a never-ending cycle. How does it call?
 - a. The Water Recycling Cycle
 - b. The Rain Cycle
 - c. **The Water Cycle**
4. How much water does the human body contain?
 - a. 10%
 - b. 50%
 - c. **80%**
5. How much marine life lives in the shallow water near the coast?
 - a. **90%**
 - b. 50%
 - c. 30%
6. Humans can live without water, true or false?
 - a. True
 - b. **False**
7. The energy generated from water is called:
 - a. Solar Energy
 - b. **Hydroelectric Energy**
 - c. Wind Energy
8. What percentage of the Earth is covered by water?
 - a. 10-15%
 - b. 50-60%
 - c. **70-80%**

9. Which of these activities contributes to water pollution?

- a. Street runoff
- b. Farming runoff
- c. Sewers
- d. **All of the above**

10. There are mountains in the oceans, true or false?

- a. **True**
- b. False

11. In which of these places can water be found?

- a. On the Earth's surface
- b. Under the ground
- c. In the air
- d. **All of the above**

RESULTS

While playing, we found out that they paid attention to every answer, just in case the question could be repeated again. They were engaged with the game, trying to do their best. They have learned that the energy generated from water is called hydroelectric, that almost 80% of the Earth is covered by water however, less than 1% of it is available to drink. It was great to develop the activity with them! They would like to play hopscotch again! It is amazing to see how a popular game mixed with a learning activity can amuse them.

6 *THE SEA IS ROUGH GAME*

This activity consists in combining biodiversity topic and a popular game. Kids had to describe through mime and sounds marine animals which usually live in Irish coastline.

Materials:

- CD/Cassette player
- GEAI volunteers acting as moderators
- Pictures of different marine animals in Ireland

Plan:

The group of kids move around the room while music is playing, simulating they are swimming in the Irish sea. At the same time GEAI volunteers said "The sea is rough one, two, three..." When the music stopped, they said "Stop swimming in the Irish sea!" at that precise moment children froze. They couldn't move and the one who first moved had to pick a picture and represent the animal on it. The description was through mime and sounds. The rest of the kids needed to guess which animal was it.

The purpose of the game was to get them familiar with Irish marine biodiversity.





THE PICTURES

Dogfish



Seal



Dolphin



Turtle



Whale



Lobster



Octopus



Porpoise



Sea-horse



Dogfish

RESULTS

It was interesting to see the effort they made to represent the animal correctly. They asked different questions about their habitat, size, diet... At the end we were pleased to discover that they have learned about Irish biodiversity while they had fun. Look forward to the next activity!

7 ***STEAL THE GLOVE ENVIRONMENTAL GAME***

Pick a referee and divide the group of kids into two smaller ones. Each team lines up on one side of the room. The referee is in the middle. Have each team count off so each member of the team has a number- one, two, three and so on.

The referee will start the game by calling out one number, for instance: Three! Number three of each time has to pay attention to the GEAI volunteer. She will read some statements related to a specific environmental topic: waste management, energy, biodiversity.... At the moment they hear a **FALSE** statement they have to run and try to steal the FlingSock without being tagged by the other player. If you are tagged while stealing, the other team receives the point. At the end the team which has more points will be the winner.

STATEMENTS

Turning off the lights is an energy saving tip **T**

Burning coal is a renewable source of energy **F**

The water cycle consists of: Evaporation, Condensation, Precipitation and Collection **T**

Rain is a form of Evaporation **F**

Humans can live without water **F**

It's impossible to find water under the ground **F**

Wind energy is a renewable source of energy **T**

Leaving your computer running all night saves energy **F**

It's impossible to find whales and sea horses in the Irish coastline **F**

Hydro power station produces electricity using the natural flow of water **T**

A tractor doesn't burn fuel to move **F**

An octopus has one heart **F (3)**

The energy generated from the sun is called wind energy **F**



THE RESULT

Both teams were competitive until the last minute. They wanted to win and they were concentrated on the statements. They discussed between the team members if they were true or false. It was interesting to hear their reasoning. After the game we were happy to conclude they remembered what we explained them in previous workshops. It was a great session!

8 *MUSICAL CHAIRS RECYCLING GAME*

23th March 2017, we organised a recycling game in Youth Café. It was based on musical chairs but the aim was learning more about good recycling habits.

We had developed this game before with an energy quiz and it was a complete success that's why we decided to do it again. The main idea was dancing around while the music was playing and try to find a chair when it stopped. The kid who was standing because he/she wasn't able to find an available chair, had to answer a recycling question.

A correct answer meant the kid could continue playing, however an incorrect answer meant he/she was out of the game.



RECYCLING QUESTIONS

1. What is the best thing to do with old newspapers?
 - A. Read them and then throw them in the organic bin
 - B. **Do something fun with them, like make paper boats, or throw them in the recycling bin.**
 - C. Nothing, paper is really boring.
2. How can the energy that we use at home be produced?
 - A. **Through solar power stations wind and hydro electric power stations**
 - B. Through turning on the lights in a room
 - C. It just come through the wall in houses
3. How should you use soap and detergents?
 - A. Moderately, because otherwise mum and dad get mad
 - B. As much as I want!

C. As **little as possible**, because they can harm animals in the lakes and the sea

4. What happens with all the rubbish that we throw away?

A. It is sent up in a space ship to Mars

B. It is put in a container and then it disappears

C. **It is taken to a place where it is burned or buried deep down in the soil.**

5. What is the best thing to do with rubbish?

A. **Take it to recycling centres where different things (plastic, paper, glass) go into different containers.**

B. Get rid of it as fast as possible, because it smells bad.

C. Throw it away, far away from town.

6. What should you do with old batteries?

A. Just throw them in the organic bin

B. **Throw them in a special container that is for old batteries**

C. Throw them anywhere outside, where no one can see them.

7. What can you do with your old clothes?

A. **Take them to the recycling centre so they can be reused for children in need**

B. Throw them to the organic bin

C. Take them back to the shop where you bought them.

8. Who can recycle?

A. Your teachers

B. **Everyone**

C. Your best friend

D. You

E. Your mom

9. What ways can you help save our earth?

A. Re-use your plastic bottles and bags

B. Reduce the amount of waste you produce

C. Plant a tree

D. Recycle

E. **All of the Above!**

10. Which of the following can be recycled?

A. Milk cartons

B. Plastic water bottles

C. Glass containers

D. Paper bags

E. **All of the Above**

RESULT

It was great! They took their time to think and they chose their answers carefully. At the end we concluded that our previous recycling workshops were effective because they have pretty clear what a good recycling habit is.

We will see them next week!

9 *RELAY RACE WITH WELLINGTON BOOTS*

Divide the group of kids into two smaller groups. Each team queues on the same side of the room in parallel. Besides each team, one pair of Wellington boots and a box with different items which could be organic, recyclable or non recyclable. Each team member needs to pick an item and hold it. On the other side of the room three different boxes with the labels: organic, recyclable and non recyclable. At the moment they hear GO, the first in the queue of each team has to put on Wellington boots and start running holding the item in order to put it in the correct box. After doing it, he/she has to run back to his/her team, take off Wellington boots and the second in the queue starts playing. The action repeats until the last team member finishes. The winner team is the one which will do it quicker and correctly, it means to put the item in the correct box. One point per item in the correct box plus one point for the quicker team.

The purpose of the game is to learn about recycling.

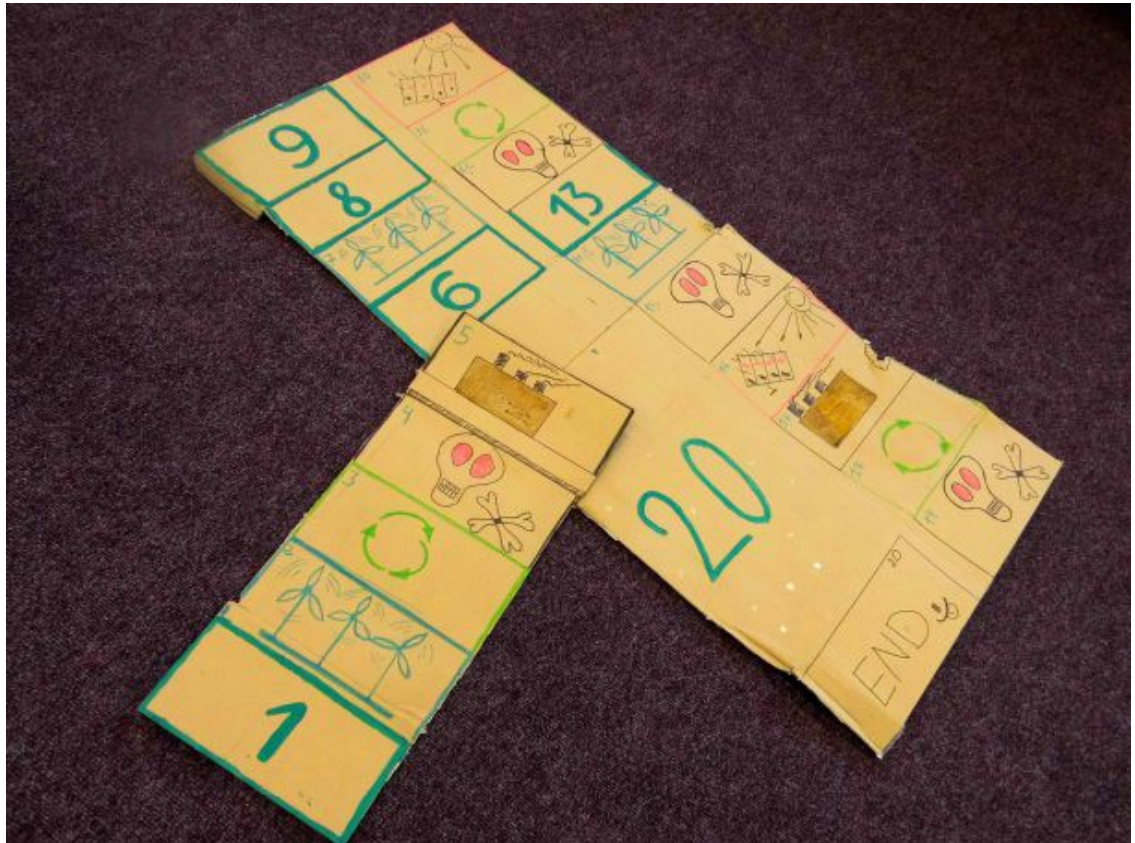


10 *ENVIROACTIVITY*

On 29th March 2017, we developed an innovative activity. The main purpose was to remember and learn about fossil fuels, renewable energy and recycling while the kids were playing a competitive game.



THE GAME



We decided to create something different, a game they could enjoy and which could encourage them to learn more about environment. At the same time we all know kids love competition, therefore based on these ideas, we created our game.

Using recycling materials, cardboard in this case, we designed a board with different squares from number 1 to number 20. There are three different kinds of squares on the game: **numbers** which have associated an specific task (sing a song, introduce yourself in a different language...), **toxicity** squares (with a skull on them) which mean a missing turn and the third type **wind energy, solar power, fossil fuels** and **recycling** squares which have associated an environmental question related to those topics .

We divided the group of kids into two teams. A player for each team started the game, they had to throw the die, go to the related square and complete the associated task. If they did it correctly they could continue playing. When the player reached the last square, number 20, a new player started. The purpose of the game was that every player reached the end square as soon as possible. The team in which all players did it before, was the winner.

The questions



- Choose a friend and sing a song you like

2.



- In order to make electricity from wind, energy companies use large windmills called wind tu_____

3.



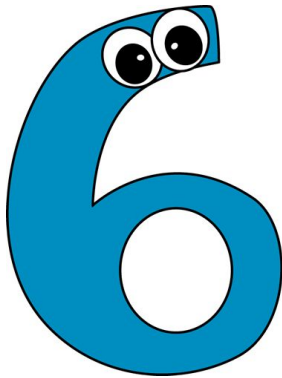
- All g_____ products like bottles and jars can be recycled

4. Toxicity

5.



- Natural gas, oil and c_____ are called fossil fuels



Introduce yourself in a different language

7.

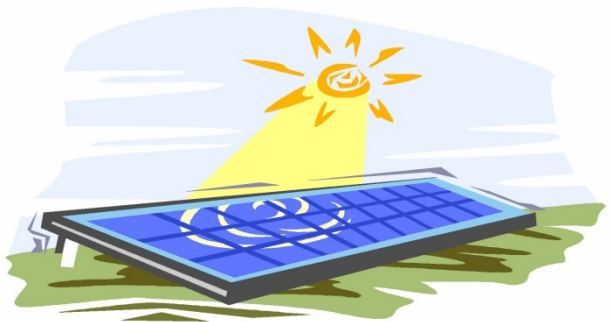


Wind turbines are usually located on high h _ _ _ s



Describe a country you like, without saying the name, your team has to guess it!

10.



• **Solar power is created when light from the s _ _ is turned into electricity**



Squat ten times!

11.



What does the symbol mean?

12. Toxicity

13

Mime an animal you like, your team has to guess it

14.



- True or false?
Wind turbines could be installed on the sea

15. Toxicity

16.



- What do we use to collect the sunlight from the sun?
solar p_____

THE RESULT

It was a complete success! Children were engaged and they experienced a real competition. They tried to do their best for the team. We concluded that our board game was an original idea to encourage them to learn more about environment.

17.



- When fossil fuels are burned they release:
- a) oxygen b) water
- c) carbon dioxide

18.



Bring a non recyclable item

19. Toxicity

20. FINISH!

11 PASS THE BOX LEARNING GAME

It was a simple game with the purpose of learning about water and energy saving tips. First of all we took sheets of paper and we wrote statements which could be energy/water saving tips or not. Some of the statements were true and some were false.

The kids needed to queue in a circle with their legs apart, the box had to pass between their legs while music was playing, when music stopped the person who had the box in her/his hands or between her/his legs needed to pick up a paper and read the tip. He/She had to decide if the statement was actually a tip to save water/energy or not. If the answer was correct they continue playing if it was not they were out. Some of the papers contained the message: Out of the game! which meant you couldn't continue playing.

The last player who remained in the game was the winner.





STATEMENTS

1. Replace regular light bulbs with a compact fluorescent light bulb (CFL)
2. Turn your thermostat down 2°C
3. Use as much hot water as you want
4. Run your dishwasher when it is practically empty
5. Recycle
6. Plant a tree
7. Choose energy efficient devices when making new purchases.
8. Do not install solar panels
9. Buy locally grown and produced food
10. Buy heavily packaged products
11. Avoid cycling and walking is bad for your health
12. Start a carpool with your co-workers
13. Don't unplug items when you are not using them
14. Eat less meat, it consumes a lot of water and fossil fuels in its production
15. Turn off the lights
16. Dry your clothes in the drier even when its sunny
17. Buy recycled paper products.
18. Choose a fuel efficient car

RESULT

After all the excitement, we concluded they were familiar with practically all of the tips and even they explained us what they usually do to save water and energy. They learned that eating less meat saves water and energy, that supporting local markets helps the environment and cycling and walking instead of driving are good practices to avoid pollution. We were delighted to share our game with them. We will come up with new ideas for next week!

12 *WHO IS ON YOUR BACK?*



Rules of the game

We prepared sticky labels with the names of well-known animals on it. For instance: whale, rabbit, snake and so on. Then we stuck the labels on everyone's back without letting them know «who they were». Each member had to find out who was on their back by asking questions to the others in the team. Questions were asked in such a way that the answers could be just «Yes» or «No». The player could ask no more than two questions then it was other's player turn. Once they found out who they were they could play again with another animal on their backs.

THE RESULT

It was a useful game to develop children's communication skills and attention. They were listening to each other carefully and with interest. The environmental outcome of the game showed that children are really curious about Irish wild life and they guessed the answers very quickly. It was great craic!

13 ENVIRONMENTAL OBSTACLE RACE

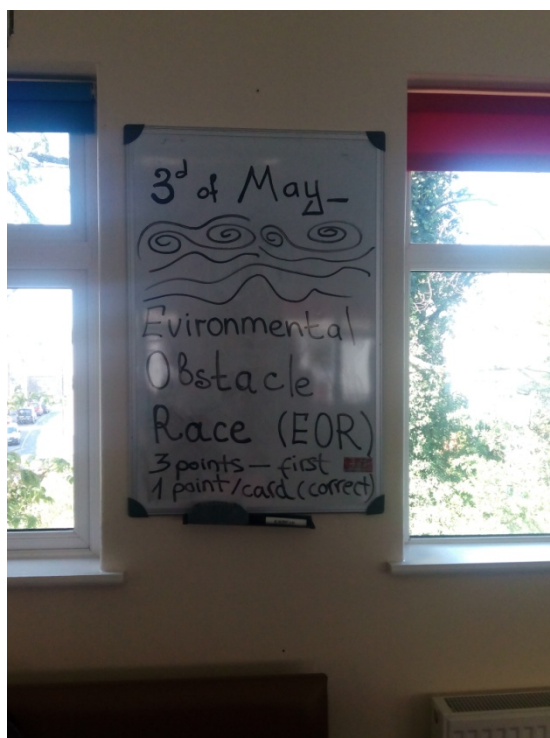
We divided the group of kids into two teams. The first team is called Alex the Lion and the second team Pink Cowboys. The game is based on an obstacle race. We create the same gymkhana for both teams. We have two sets of cards with different images related to biodiversity, renewable energy and environmental disasters. Each set contains the same 14 cards (same images). We face down the cards on a table besides each team. At the end of each gymkhana there is a cardboard on the wall divided into three sections: biodiversity, renewables and environmental disasters.

Each team has to queue at the beginning of the gymkhana. When they hear GO! the first player has to take a card, wear the team hat, think about the correct section, pass the obstacles without destroying them and place the card in the correct section. If he/she does it correctly, the next player starts, if not they have to build the obstacle and start playing again. The team which first places the 14 cards on the different sections gets 3 points. Each correct placed card means one point. At the end the teams which got more points was the winner.



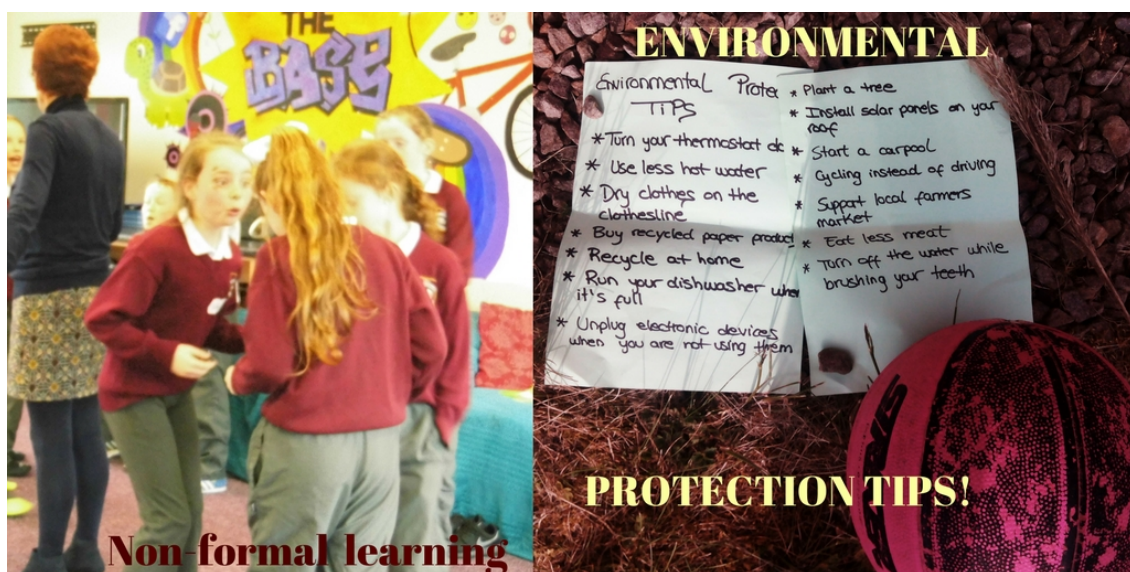






14 ENVIRONMENTAL TIPS MEMORY GAME

Based on a memory game, children had to make a circle and stand up. One started with a ball in his/her hands and had to pass it to another person shouting out his/her name. This new person had to do the same and pass the ball to another member shouting out his/her name. The first round finished when everyone in the circle had received the ball. After that, the person who received the ball had to say her/his name and an environmental protection tip, for instance: I'm Andrea and I'm turning off the lights! She had to pass the ball to another person shouting out his/her name and when this second person received the ball he/she has to do the same, for instance: I'm Thomas and I'm cycling to school. Each member had to remember the name and the environmental tip so in the next round they passed the ball to one person shouting out his/her name plus the environmental tip. If someone failed twice he/she was out of the game.



It was superb to realise they know which kind of daily actions can make a difference and protect the environment. Each of them said one environmental protection tip without over thinking. We enjoyed it and we will be glad to come back next week with a new activity!

15 *CLIMATE CHANGE FUN GAME*

This game is called climate change. We divided the group of kids into two teams. Each team had a name. Each member of the group had a card with a picture and the corresponding word. They had to memorise the word. In the room, one chair in the middle, two pairs of Wellington boots in one corner and two hats on the opposite corner. The moderator started reading a story related to climate change while children were walking around the room. By the time they heard the word they had on their cards, they had to run, put on the boots and the hat and sit on the chair placed in the middle. The first player who did it, got a point for his/her team. If they heard the word: climate change any player of each team could do it. Again the team which first did it got a point. At the end, the team with more points was the winner.

STORIES

As the planet warms, oceans get warmer too. This warming affects marine life. The most vulnerable organism is coral. When water heats up, glaciers melt and extra water is added to the ocean. Therefore, sea level is rising and coastal zones suffer huge impacts.

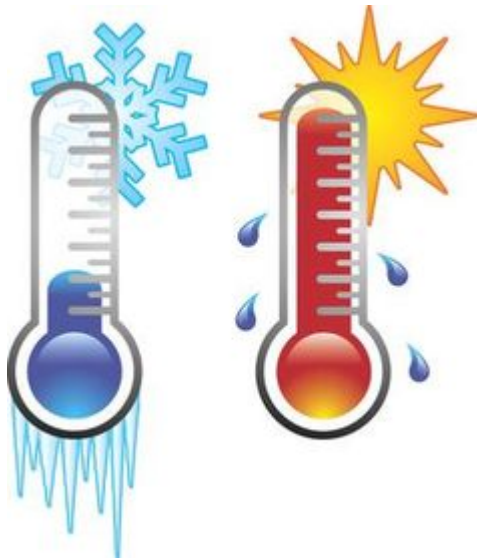
You have probably heard that climate has important impacts on ecosystems. But what is an ecosystem? An ecosystem includes all the living things: plants, animals in a given area.

Climate change affects ecosystems and species have to migrate.

As the Earth warms, more water evaporates and as a consequence more rain and snow in many parts of the world. In other higher temperatures and dry soils.

What can we expect? drought, heat waves and floods.

PICTURES



16 EVALUATION TIME



After 15 sessions of work with the group of children between 10-12 years old, it was time to evaluate our activities. 31st of May 2017, the young people received an evaluation form in which we placed different smiley faces meaning the activities were: really good, good, ok or didn't enjoy. The form also contained the following questions: "What did you enjoy most or least?" and "Have you learnt something new?"

The group was usually formed by 8- 12 children, we got nine evaluation forms and seven of them ticked the box with the "GOOD" smiley face while the other two think our activities were "OK". Therefore, we haven't received any negative feedback. The answers were different but we can say that the most popular games between them were Hopscotch and Musical Chairs. The fact of combining popular games that they have played before with environmental questions totally engaged them.

We could conclude that they have definitely learned lots of new information about environment, renewable energy sources, sustainability and recycling. One of the most interesting answers was: "I have learnt environmental stuff that I would never have known before like fracking can affect wildlife".

After discussion we have concluded that Enviroactivity was also a good game which kept them engaged and learning.

CONCLUSIONS AND RECOMMENDATIONS

- The Eco-activity project was a great opportunity for EVS volunteers Andrea and Katsiaryna from GEAI to get young people involved in environmental issues and raise awareness using a non formal educational approach. Both of the volunteers have technical background in renewable energy and environmental issues and they implemented their knowledge through eco-activities for a group of young people between 10-12 years old.
- The work with the young people during these workshops has created a good foundation for the EVS volunteers in future youth work.
- All the workshops were dynamic, creative and well-planned. Interactive materials were used and the result was generally positive. The interaction between the young people and the volunteers was very positive and the learning process took place successfully.
- The activity plan was developed to enable learning and fun at the same time. It is directed towards young people after school who therefore needed some dynamism and excitement.
- This manual can be used as a back-up learning tool to enable young people realise the importance of preserving our nature and resources. It embraces teamwork and cooperation.
- What started as a personal project for the EVS volunteers Kate and Andrea ended up being a workshop manual intended to help environmental educators in their activity plans with young people.

Recommendations.

1. For future youth work of this kind, even more attention must be paid to supporting materials such as pictures, drawings, videos, cards, diagrams... It is very important to have visual stuff to attract children and engage them.
2. Child Protection Awareness is vital to develop a good activity programme. Protecting the safety and well-being of children and young people has to take first place while working.
3. Outdoor workshops and activities are also important to give young people the opportunity to experience real examples of environmental protection. For instance going to a lake, park, seaside, explaining to them the importance of conserving our natural spaces, appreciating biodiversity, etc.
4. And of course abiding by the requirements to organise them properly (insurance, right number of supervisors, etc.)

APPENDIX 1

Evaluation forms

HELLO GUYS! date __/__/__

What do you think of this activities/games?

<input type="checkbox"/>		REALLY GOOD
<input type="checkbox"/>		GOOD
<input type="checkbox"/>		OK
<input type="checkbox"/>		DIDN'T ENJOY

● **What did you enjoy most?**

● **Can you tell us why?**

● **What did you enjoy least?**

● **Can you tell us why?**

● **Have you learnt something new? Please, give us examples.**