



# SUPERHEROES Programme

## Document Identity

Project nr: KA220-SCH-05AD2AC1

Co-funded by the  
Erasmus+ Programme  
of the European Union



*This project has been funded with support from the European Commission.  
This publication (communication) reflects the views only of the author, and  
the Commission cannot be held responsible for any use which may be made  
of the information contained therein.*

<b>Recipients</b>	Superheroes partners
<b>Confidentiality Status</b>	Public

### Document Versioning

Version	Date	Authors
V1		
V2		
V3		
V4		

This document may change without notice.

All rights reserved.

### COPYRIGHT

© Copyright 2022 Superheroes

**Partner Members:**



# Table of content

SUPERHEROES Programme	1
Table of content	3
Introduction	4
Topic 1 - What are SDGs?	5
1.1 Lesson Plan	6
Topic 2 - Brainstorm about local SDGs	8
2.1. Ideation process	9
2.2. How to identify relevant stakeholders	9
<b>Topic 3 – How to present the challenge to foreign students &amp; upload it</b>	<b>12</b>
3.1. Storytelling Approach	12
3.2. Writing Skills	14
3.3. Upload the narrative to the SuperHeroes Platform	16
<b>Topic 4 - Think about solutions, test your solution</b>	<b>17</b>
4.1. How to come up with a solution	18
4.2. How to test your solution.	19
4.3 Test your solution at an organization	19
4.4 Upload the solutions	20
<b>Appendix</b>	<b>21</b>
<b>Appendix A: Useful links and materials</b>	<b>21</b>
Topic 1	21
Topic 3.2	21
Sources topic 4:	21
<b>Appendix B: Brainstorm ideas</b>	<b>22</b>
How to brainstorm effectively	22
Creativity Techniques - Ideation	22
<b>Appendix C: Listening and feedback skills</b>	<b>26</b>
Subtopic 1: Developing “active listening” skills and giving	26
Subtopic 2: Giving positive feedback	28
Subtopic 3: Giving positive feedback to other students’ projects	32

# Introduction

The SUPERHEROES is developed as part of a two-year Erasmus+ funded collaboration involving six partners in four countries: Latvia, Bulgaria, Spain, and the Netherlands.

SUPERHEROES is a programme which is aimed to increase the knowledge of environmental and social issues among youngsters. The project targets teachers, students from 12 to 16, and those interested in the development of these youngsters.

The specific objectives of SUPERHEROES are to:

1. Increase awareness on environmental and issues in your own region
2. Increase awareness on environmental and social issues across Europe
3. Increase the active citizenship among students between 12 and 16 years old
4. Develop/improve intercultural skills among students between 12 and 16 years old
5. Increase level of English speaking among students between 12 and 16 years old
6. Develop an innovative learning approach towards challenge identification and problem solving in the field of the SDGs.

With the lesson plan before you, you can implement teachings about the SDGS in your classes, while also intertwining it with other topics.

# Topic 1 - What are SDGs?

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.

The 17 SDGs are integrated—they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability.

Countries have committed to prioritize progress for those who're furthest behind. The SDGs are designed to end poverty, hunger, AIDS, and discrimination against women and girls.

The creativity, knowhow, technology and financial resources from all of society is necessary to achieve the SDGs in every context.

Links to further information on SDGs in appendix A.

## Expected learning outcomes

- students will know 17 sustainable development goals;
- students will find connection/relation between SDG and their lives;
- students will participate in discussion about SDG;



# SUSTAINABLE DEVELOPMENT GOALS



## 1.1 Subtopic 1 Lesson Plan

**Materials for lesson:** 1) old/new magazines, newspapers, A1 poster, glue OR laptop/phone for everyone, internet connection, prepared online document where they can post their pictures/photos; 2) A4 leaflet with SDG icons cut in pieces OR 17 SDG icons in online document

**Amount of lessons/amount of time needed:**

80-100 minutes

**Related school subjects**

Social sciences, geography, English

**Short explanation of activities**

Classes could be divided in groups if the class is bigger than 15 students.

1) The teacher proposes to imagine what your (students') life will be like in 2030-2035! Then you will be around 25 to 30 years old. Think about the economy, environment, and social aspects (jobs, working spaces, salary, nature, sources of energy, living space, community, etc.).

2) Take magazines and find photos, pictures, and texts representing your life in 2030-2035 - what will be your profession? What will your workplace look like? Where will you live - city, town, countryside, etc.? What will you use as a source of energy for houses, and cars? What will you eat? What will you do with your waste? How will your parents, and grandparents live? etc. Cut them out and place them in front of you. (it takes about

20 minutes) **OR** if you work online or with laptops students choose their photos/texts from internet resources and put them in the online document the teacher has prepared before the lesson.

3) Put your findings on an A1 poster – it will be a poster that represents your society's life. (20-25 minutes). Students present their model of society. **OR** put your photos in one document=online poster, 1-3 pictures per student.

4) Short info from teacher – teacher needs to cut an A4 leaflet with 17 SDG icons in 17 pieces for each group. The teacher reads a big goal and explains a bit if needed and students find where it is represented on their poster and post the icon of SGD close to the photo or text. (20-25-30) minutes **OR** working online - students can write or put a number of goal on the picture in their poster.

5) Conclusion - discussion about the question “Will we have reached the SDGs in 2030 or not?” questions for discussion: 1) Choose 2-3 goals which are relevant to your current situation - explain your point of view; 2) choose 2-3 goals that are irrelevant to you - justify your choice.

## Topic 2 - Brainstorm about local SDGs

Now that you have a deeper understanding of the SDGs set by the UN in its Agenda 2030, and how they potentially relate to your teaching activity and the education of new generations, this topic aims to provide tools and ideation strategies to reflect on local challenges linked to the SDGs in your community, and on how to explore your (students') ecosystem to find out relevant actors and stakeholders.

Expected learning outcomes:

- Students will learn how to brainstorm
- Students will enhance creative thinking and lateral thinking
- Students work together
- Students will understand how to identify (potential) stakeholders

You will potentially need one (or two) session(s) to effectively brainstorm about SDGs and scan one particular challenge, and another one to come up with relevant stakeholders and actors to engage with.

### Assignments:

1. Ideation activity with your students on different local SDGs & brainstorm about 1 or 2 challenges in particular, that they want to work on more in detail. For
2. Brainstorm about stakeholders - how to identify relevant actors within their community and acquaintances.

Expected Knowledge of the students:

This topic will help students to discover and apply creativity techniques, which they can then use for different purposes, and also to enhance their lateral thinking skills. Within SuperHeroes, these creativity techniques will be used to explore local challenges and SDGs in your community.

Students will also learn more about how to identify relevant stakeholders in their environment/community and how to mobilise their ecosystem.



## 2.1. Ideation process

**Assignment 1:** pick up 1 or 2 techniques that suit your needs (appendix B) and organise a joint session with your students to carry on a brainstorming process. We recommend you following this work plan:

- 1) Investigate further on the opportunities that each creativity/ideation technique brings to the table and select the ones that might work better with your students.
- 2) Set up half-a-session to brainstorm about local challenges related to SDGs as a whole in order to explore them with your students, and to come up with a common field of interest (i.e., green energy in your local area). You can use a classical brainstorming activity for this.
- 3) Students discuss the local SDGs from the brainstorming session. Use the other half of the session to encourage students to further explore in depth the specific local challenge. Think of the Six Thinking Hat or the 5 Ws & H techniques in order to do so. Further elaborate by answering the following questions:
  - a. *Which of the SDGs does this challenge belong to and what is the importance of it?;*
  - b. *What is the influence of this challenge on the direct living environment?;*
  - c. *Why would you (students) choose this challenge in particular?;*
  - d. *How much do you (students) know about the challenge/SDG at the moment?*

In case you have the time to use 2 sessions instead of 1, then your students would be able to deepen more on brainstorming about local challenges and their connection to the SDGs, as well as to further explore them to pick up the one they'll be finally working on in detail.

## 2.2. How to identify relevant stakeholders

Now that you all have a better idea about the local challenge/SDG your students want to work on or that feels relevant to the community (e.g. what are its causes, possible solutions, who does it affect/benefit, why do you feel particularly identified with it, etc.), it is time to identify stakeholders already relevant to the challenge within the students' community or ecosystem.

Let your students know that relevant stakeholders can be, among others: family members, friends, peers, other teachers or educational professionals, professionals in fields of activity relevant to the SDGs, etc.

Encourage your students to reflect on potential "stakeholders" within their community and closer circle. Asking questions about a given topic or SDG challenge to relatives, friends or other teachers might work as a great asset for their work.

**Assignment 2:** ask your students to part into a collaborative brainstorming session trying to come up with possible stakeholders who could bring experience, expertise, possible partnerships, etc. to their work with the chosen challenge. To do this, you can use the following strategic roadmap that you can present to your students as a model to follow.

### Strategic Roadmap to identify relevant stakeholders

#### 1. Analyse and define your targeted SDG

- *What is the SDG we are interested in addressing with stakeholders in our ecosystem?*
- *What do we want to achieve by involving other stakeholders in the process?*
- *Set the objectives of the work, and the aims of their involvement*

#### 2. Evaluate the causes to the challenge

- *In what context does the problem, challenge or opportunity to exploit an SDG appear?*
- *What are the main external factors affecting and contributing to this situation?*
- *Who is primarily affected and who would potentially benefit from its resolution? You can identify as many direct and indirect groups as you see fit.*

#### 3. Identify potential solutions or paths to action

- *What solutions could be implemented to overcome this situation?*
- *How could the positive impact of the work be maximised?*
- *What resources are needed to devise and implement solutions?*
- *Why is it relevant to involve the community in this process?*

#### 4. Reflect on what profiles would add value to the process / solution

Now that there is enough information to establish a solid starting point and you all know who are the main groups (direct and indirect) that can be affected by or contribute to the challenge/SDG you want to work on, it's the time to reflect and identify potential profiles in your ecosystem (or outside it) that contribute value.

Completing a table such as the one below may be useful to better organise the information:

Name	WHY? Brief description of his/her profile	HOW could he/she add value?	CONTACT (i.e., phone number, mail address, etc)	AVAILABILITY (YES/NO)

**5. Contact them and ask to join, whether:**

- a) They want to be actively involved in it;
- b) They might be able to provide mentorship;
- c) They can provide resources and/or relevant networking contacts.

As a teacher, you can access more information on the topic here: [Stakeholder Engagement: A Road Map to Meaningful Engagement](#)

# Topic 3 – How to present the challenge to foreign students & upload it

Once the challenge linked to a particular SDG in the community for which your students want to develop a solution have been identified, it is necessary to know how to adequately communicate the message to be conveyed.

Therefore, the objective of this topic is to guide teachers and students in the development of meaningful narratives, and to propose simple action plans to present these messages to other students or members of the educational community.

## Expected learning outcomes:

- Students will learn how to craft meaningful stories
- Students will understand how to apply storytelling techniques
- Students will improve their written communication skills

For this, you might need at least 1 session with the students. Crafting the narrative for the challenge(s) can take longer than expected, so maybe you can schedule one extra session to upload the challenges to the platform.

## Assignments:

1. Create a plot for the message to cony applying storytelling techniques
2. Write your story according to the audience
3. The challenge(s) is uploaded to the SuperHeroes platform

## Expected Knowledge of the students:

This topic will help young learners to better understand why stories are powerful tools in conveying messages, and how they can use storytelling to create and deliver their own message to a new audience.

In addition, this process should be supported by training in writing skills.

### 3.1. Storytelling Approach

One of the best strategies to deliver a convincing narrative that manages to connect with the audience, in this case with mainly others (foreign) students and members of the education ecosystem, is the application of storytelling resources.

Storytelling can be understood as a more conscious and planned art of telling stories with meaning and a specific purpose, beyond simple information, using elements of sensory language, stylistic embellishments or predetermined structures. In this sense, storytelling also allows us to communicate a message in an entertaining way that captures the attention of listeners and encourages their engagement with the story, while building up a sense of community and belonging among listeners.

**Assignment 1:** Ask your students to craft their own presentation on the SDG based on the following structure:

1. Goals: *What and why do you want to communicate?*
2. Focus: *Who is your audience? Why should the challenge/SDG feel also relevant to them?*
3. Breadth: *What will be the core of the narrative?*
4. Scope: *How big will it be? What do you want to convey?*
5. Plan: *How will you carry out its communication and engagement efforts?*

The idea is to develop a plot based on the challenge and the message to deliver.

Storyboards are tools that might help the students to better organise the data and decide on its structure. According the 5-part skeleton method, if the narrative takes the form of a traditional story, then it should count on:

1. Opening (setting) – Every day.....
2. Rising action (theme, desired state) – But one day....
3. Climax (change) – Until finally.....
4. Falling action (real transformation) – Because of that .....
5. Ending (conclusion, insight, desired state achieved) – And that is why....

#### **Storytelling Checklist:**

- Story conveys the necessary information regarding the SDG
- Story holds powerful meaning
- Story inspires
- Story tries to connect with purpose
- Story relates to your audience need and specifies
- Story listens as much as it tells (see next section on active listening)

## 3.2. Writing Skills

(Creative) writing skills are technical skills that, like any other skills, can be worked on to improve and include, among other aspects to consider, the following: grammar, lexis, structure of the composition, clarity, research, documentation and accuracy,...

Therefore, these are some of the aspects you will have to take into account when supervising and guiding your students' writing process.

Link to more writing strategies in Appendix A.

Besides, here you have some tips which can help you guide the assignment:

- Review the crafted plot for the local challenge and apply changes if necessary - your students should be strategic about the information to be included
- Ask them to proofread the produced output paying special attention to:
  - English grammar and lexical range
  - Be concise - if something can be said using fewer words, then summarise.
  - Reflect on the structure of the text and make sure it makes sense to an external reader
  - Does the production align with its audience?
- If possible, it would be great to be able to ask for feedback (you can learn more on it on the next SuperHeroes topic).

**Assignment 2:** Once they have decided on the story and know what the main structures are, it is worth focusing on the proper way to reflect and depict the messages, i.e., the storytelling process itself which follows these steps:

- Formulate the main message aiming to convey with the presentation. Make a constructive storyline compiling all the information wanted to be delivered.

Considering the focus of the writing challenge, you can advise your students to include a flow of events similar to the proposed 5-part skeleton allowing them to be creative with their writing, but the important thing is that the following questions are answered:

- *One-liner description on the challenge*
- *How the local challenge relates to one or more SDGs*
- *Case development:*
  - *What the environment is about - provide a good picture*
  - *What's the problem to be tackled*
  - *Why the challenge is relevant to the local community and how it can be relevant also at national/European level*
- *Who are the main stakeholders related to the local challenge and what role does their involvement play in the potential resolution of the challenge?*
- *Any other relevant points to be included*

- Develop a suitable story flow to engage with the audience, pay special attention to both the opening and closing - provide food for thought when possible and, if it feels necessary, we recommend trying to include amusing elements to the speech!
- We also would recommend to include personal connections to attract the other students' and readers' attention when relevant.
- Attached materials - such as pictures or videos - are highly recommended in order to make the presentation more appealing online, and also as a relevant tool to provide feedback on the narrative itself.

### ***3.3. Upload the narrative to the SuperHeroes Platform***

The crafted narrative on the local challenge(s) connected to one or more SDGs is ready and should be uploaded to the SuperHeroes platform.

Assignment 3: enter the SuperHeroes platform at <https://app.localsuperheroes.eu/> and ask your students to fill out the online form for their local challenge.

Bear in mind that, as a European project and platform, all materials should be uploaded in English. Also, it may happen that you need to plan 1 session for your students to upload their challenges in case they are working individually or in small groups, as it may take longer. On the other hand, you will make sure all of them can access tech resources for the task.

In case you know for sure that all the students/groups have internet connection and devices at home, you can ask them to do it at homework once the group has thoroughly worked on the narratives of their local challenges.

As a teacher, you might want to make sure all the challenges are correctly uploaded online after the assignment.



# Topic 4 - Think about solutions, test your solution

Results: The last topic to discuss in this lesson plan is how to find solutions and test them. In the previous part we discussed how you can analyse a problem and gain more information; in this part we will help you to think about solutions to these problems. Once you have thought about these solutions, you also want to know if they work. So, the second part of this chapter is how to test your solution. After this topic your students will be able to think about solutions, but also know how to use giving feedback as a way to come up with a solution. If you have the time and have applicable organisations in your area, your students will also be able to talk with them and test their solutions.

## Expected learning outcomes:

- Students will understand how to think of solutions
- Students will learn to test solutions.
- Students will learn how to talk with organisations (extra)

Amount of lessons / amount of time needed:

- At least two lessons
  - First lesson with assignment to have a week to think about a solution
  - Second lessons with discussion about the different solutions everybody has thought of.
  - Possible third lesson.

## Short explanation of the activities:

- Activity 1: Think about a solution.
  - a week's time to think about it.
  - at home
  - no material needed.
- Activity 2: Test the solutions.
  - One lesson needed.
  - During class
  - No material needed.
- Activity 3: Test the school in practice (extra)
  - A week or lesson (dependable if you give it as homework or organisations are near enough to access during school hours)
  - During class or after class
  - Material for the students to take notes

### **Expected Knowledge of the students:**

This topic is based on students who did not learn about solution-based thinking yet. If they did learn about solution based thinking you can skip the theory and go to the first activity.

### ***4.1. How to come up with a solution***

To come up with a solution, ask students to think freely about the problem presented to them. To stimulate this we walk you through solution based thinking and we will give you some examples of assignments you can do in class to help stimulate the solutions students can come up with.

It is important to help students think freely, so even make sure that they think about solutions outside the class you are teaching. For example if you are teaching English, make sure they do not feel bound by language options, but make sure the students are aware they can also think about a technical solution.

To help the students develop a solution we will use solution based thinking, instead of thinking of the problem, you think of a possible solution. For example, if you are stuck in a tree and you cannot jump out, do not think about not being able to jump out, but try to think about what you would need to get out of the tree. This can help you think of the options you can create to get out of the tree.

Points to help your students shape out their idea are:

- Outline your goal and your deadline.
- Outline what needs to be done before this deadline
- Schedule the dates for all your subtasks and their due dates
- Get started = work backwards until the job is complete

A good way to practise this is to start doing it in class and giving the students a week to think about a solution. Instead of wondering what a possible solution is to a problem, try to think of a solution and how you can reach this.

Depending on the time you have in this class you can also do a small introductory assignment in class. You can give them an assignment like the tree and how to get out. While this is a more limited timeframe, which can stop creativity, it helps to make the students understand the assignment.

Assignment: To connect this with the SDGs, the students can choose a topic from the platform. To promote different input on the ideas, it is important that they choose one from a different country/area than their home country. We would advise you to give the students a week to think about a possible solution. While you can start doing it in class, creativity is promoted when not actively thinking about it. A question like producing a creative solution in ten minutes will most likely result in a non-creative answer, so it is important to give the students some time. In case you fear your

students will not think about it and you have a class in between it can be good to discuss it shortly again during this class. This should not take longer than 15 minutes.

#### ***4.2. How to test your solution.***

All your students have thought about possible solutions for the problem they've chosen. Within the week the creative skills you promoted in the previous lesson should come into action. The next step is to discuss these solutions in the class and ask what other students think about the solutions. To help you start out we have a list of a few questions to start the discussion. You can also use questions you feel are more suitable for your students. Keep in mind not to steer too much but ask open questions. You can also have a look at the previous chapter and look at how to give feedback.

- How would this work in another country?
- Are there counterarguments?
- What would change the narrative?
- What would cause a problem for this solution?
- How does this look from a different perspective? For example, to battle loneliness you make it obligatory that everyone must live with at least one person, but what if you are an introvert and enjoy your solitude most of the time?

Once you have had a fruitful discussion let the students refine their solutions based on the discussion. Now you can choose two options. Let the students upload their solution on the platform or two promote the students to go to organisations. We will explain both the next subchapters. If you do not have time to let your students go to an organisation you can go to 4.4.

#### ***4.3 Test your solution at an organisation***

Now that your students have developed a solution and had a critical look at it, it would be nice to test the solution at an organisation or at least propose the idea to an organisation. This is an extra possibility if you have the time in your curriculum and there are options for organisations nearby. This can be companies, NGOs, Healthcare institutions, even schools.

To do so you can create a list of suitable organisations and ask for their willingness to work with your students. Another possibility is for the students to look for organisations themselves. During this meeting between the students and the organisation, the students should pitch their ideas to the organisation. In the previous lesson they already thought about counter arguments so this is something they should be prepared for.

If you decide to do this step your students can upload the solution to the platform after they intertwined the reaction of the organisation in their solution. If they spoke with an organisation they should also provide a short summary of the organisation.

#### ***4.4 Upload the solutions***

Your students have come up with a solution. Now they can share it on the platform. For this, the same rules apply as with uploading the problem. Be as clear as possible, keep in mind cultural differences, what might be obvious to you might not be for another country.

# Appendix

## Appendix A: Useful links and materials

### *Topic 1*

Materials:

SDG in English and more explanation and info

<https://sdgs.un.org/goals>

SDG in Latvian language -

[ANO Ilgtspējīgas attīstības mērķi | Pārresoru koordinācijas centrs \(pkc.gov.lv\)](http://ano.gov.lv)

SDG in Dutch language - <https://www.sdg nederland.nl/>

SDG in Spanish language - [Objetivos y metas de desarrollo sostenible / Objetivos y metas de desarrollo sostenible / ODS Objetivos de Desarrollo Sostenible | Pacto Mundial ONU](#)

SDG in Bulgarian language -

[Цели за устойчиво развитие 2030 | Национален статистически институт \(nsi.bg\)](#)

### *Topic 3.2*

[11 Writing Strategies for Effective Communication | Indeed.com](#)

### *Sources topic 4:*

<https://hatrabbits.com/en/solutions-focused-thinking/>

<https://medium.com/@qoshibotu/week-2-of-design-thinking-for-entrepreneurship-solution-based-thinking-8e51f3e6d316>

<https://duurzaamonderwijs.com/2017/05/18/5-manieren-om-creatief-denken-op-school-te-bevorderen/>

<https://www.plasticsoupfoundation.org/>

# Appendix B: Brainstorm ideas

## *How to brainstorm effectively*

An ideation process can be defined as the creative process by which innovative ideas are generated, developed and/or disseminated on a specific topic or on a specific challenge to be solved.

According to the Design Thinking process, ideation can be understood as part of the divergent thinking process, aiming to generate as many new ideas as possible to address a given problem or solve a previously identified challenge. Afterwards, the convergent thinking phase is the one focused on filtering out the different ideas and fine tuning the final one to be applied, which will be applied to pick up the challenge to work on later down the road.

The following are some brainstorming and creative techniques that you can use to work with your students on the SDGs brainstorm. Dedicate at least one full class session to reflect and generate new ideas with your students, who can work individually or in groups. However, we recommend forming groups or working collaboratively to encourage students to exchange opinions, think critically and think laterally, in a multidisciplinary approach that includes different topics.

## *Creativity Techniques - Ideation*

### **BRAINSTORM**

This is probably the most widely known ideation technique today, it is also one of the easiest to carry out and is ideal for working with large groups, with an expected duration of 30 minutes approx.

This method was devised by Alex F. Osborn in 1939 especially to favour collaborative ideation, as he understood that the joint interaction of the different members of the group favours creativity. However, in order for this creativity to be correctly focused, it will be necessary to determine at the beginning of the session what the objective of the ideation is: *to identify local challenges, to generate innovative solutions?* (Note that any of these techniques can also be applied when working on developing solutions for the identified challenges - Topic 5).

It is important to remember that in order to carry out an effective brainstorming session, the quantity of ideas should be prioritised over their quality, and to encourage the participation of other colleagues or students, a collaborative atmosphere should be created in which everyone feels free to express their ideas without feeling judged.

To carry out a digital brainstorming session, you can use tools such as:

- <https://ideaboardz.com>
- <https://miro.com/login/>

### **3-12-3 BRAINSTORMING**

This is a variant of traditional brainstorming in which participants in a group share their ideas with each other and these are written down on a shared whiteboard or document for later evaluation.

This version of brainstorming proposes that the technique is carried out in three phases of varying length:

1. INDIVIDUAL IDEATION (3 minutes) - the members of a group spend three minutes individually thinking and writing down ideas about the problem to be solved or possible solutions to be implemented. After this time, the moderator collects the papers and shuffles them, and then randomly distributes them again.
2. TEAM DISCUSSION (12 minutes) - working groups are then formed and an equal number of papers with ideas are distributed among them. These groups will have 12 minutes to discuss among themselves and come up with a single concept from the ideas contained in the papers they are working with.
3. DEBRIEF (3 minutes) - during this final phase, each of the previous groups presents their main ideas and concepts to the others after the reflection period.

As an exercise that does not develop the ideas generated, this method can be used as an approach ideation tool, being the creative generation of new ideas and approaches and collaborative learning on the challenge to be addressed the main focus.

Follow-up activities will then need to be carried out to use this pool of ideas and knowledge to further refine the relationship of the challenge to a specific SDG or to identify concrete action plans.

### **BRAINWRITING**

This is another variant of traditional brainstorming that is particularly suitable in cases where participants do not have much time or when group members may be reluctant to share their ideas out loud with others.

In this case, the group should individually write down all the ideas they come up with on a particular topic on a piece of paper. As in traditional brainstorming, it is advisable to set a time limit for ideation. Afterwards, it is recommended to carry out a brief debrief to share some of the ideas generated. It should not be forgotten that the ideation phase is intended for the generation of ideas, and not so much for their in-depth evaluation.

### **6-3-5 METHOD**

This is a variation, in this case, of the structured and group brainwriting technique that seeks to generate the maximum number of ideas possible in 30 minutes.

To carry out this technique, it is necessary to establish the topic to be worked on beforehand, as well as the objectives of the ideation and the mechanics to be followed.

In addition, it is recommended to prepare in advance the template to be distributed among the members of the group so that the ideas can be written down.

Working groups of 6 members should be organised (as many groups of 6 people as necessary), and the process to be followed is as follows:

1. Hand out the worksheets.
2. During a period of 5 minutes, each participant should write down 3 ideas, each in a different row of the worksheet.
3. After this first round, participants should pass their templates to their partner on the left (or on the right, depending on the arrangement of the working group, among other factors). They are then asked, in this second round, to read the ideas written down by their partner and react to them by generating 3 new ideas.
4. This process is repeated 6 times, for a total duration of just over 30 minutes.

By asking participants to react to their partner's 3 original ideas, 108 ideas are generated in each group from the 18 original ideas on the same topic, enriching the perspectives of all participants.

If you are working with more than one group, i.e. more than 6 people, it would be advisable to set aside some time at the end of the session to facilitate a discussion to share the ideas and impressions of all of them.

## **SIX THINKING HATS**

This technique, developed by Edward de Bono in 1983, allows you to explore a topic or analyse a challenge from six different perspectives, i.e. under the approach of the six coloured hats that give it its name.

It is thus a group creativity technique, so you can organise the participants in groups of 6 (each of which will take on a particular hat) or in six groups (each of which will have to represent the same hat), depending on the number of students/colleagues with whom you are going to work.

The implementation of this activity is simple. Explain what it consists of and what each colour represents:

- White - represents the objective and neutral perspective possible, i.e. it states the facts as they are, without giving subjective opinions.
- Black - is the colour of pessimism, so it represents and shares everything that is a barrier or everything that could go wrong.
- Red - is the hat of emotions and feelings, so it represents the most visceral opinions and ideas about the problem.
- Yellow - represents the positive outlook on the problem.
- Green - this is the creativity hat, responsible for coming up with the most creative (or outlandish) solutions to the situation being debated.
- Blue - this is the moderator, controlling the other hats and leading the orderly debate. He/she will also be in charge of conducting the debriefing phase at the end of the exercise.



Afterwards, a debate is encouraged in which each representative or group should contribute their ideas from the perspective of the colour of their hat.

If you want to make this activity more fun or interactive, you can use real coloured hats or coloured stickers that identify each of the roles to be assumed. Or you can set up a rotation system whereby every 10 minutes, the members of a working group exchange hats, so that everyone takes on different perspectives on the problem to be addressed and develops ideas under different frameworks.

This is also a very useful pedagogical tool for developing the lateral thinking of young students.

### **5Ws & H**

This is a technique essentially used in journalism, where it originated, and, like the Six Thinking Hats, it seeks to explore different perspectives on a problem by answering the following questions:

- What?
- Who?
- When?
- Where?
- Why?
- How?

Considering that these questions cannot simply be answered with a "yes" or "no", but require a deeper understanding of the problem to be addressed, they allow for a better understanding of the problem to be tackled, thus facilitating the ideation of solutions.

In addition, it can be equally useful to apply this tool to the analysis of a new idea or potential solution, so that it develops more extensively and in a more cross-cutting manner.

This technique can be used individually or in groups, depending on the characteristics and needs of the group or the issue to be addressed.

### **MINDMAPPING**

The development of mind maps is probably a creativity tool best suited to individual work, although thanks to tools such as Miro it is also possible to create collaborative digital mind maps.

Mind maps try to organise the relationships established between a specific issue/problem/challenge and its main elements, seeking also to establish interrelationships (causes-consequences, beneficiaries-solutions, influences, etc.).

# Appendix C: Listening and feedback skills

## **Expected learning outcomes/skills:**

The students will learn to listen actively, will improve their communication skills and functional literacy- listening comprehension, skills for giving positive feedback, presentational skills and showing empathy.

**Amount of lessons** - 3 lessons of 45 minutes

## **Short explanation of activity-**

Lesson 1: Active listening

Lesson 2: Giving positive feedback

Lesson 3: Giving positive feedback to other students' projects

**Subjects suitability** – As these lessons are designed to develop listening and communication skills as well as positive attitude towards their peers, they are adaptable and suitable for all subjects

**Expected knowledge** – The students will become familiar with the different social and environmental problems the SDGs are based on .

## ***Subtopic 1: Developing “active listening” skills and giving***

Talking about empathy, we mean attitude towards others. When we aim to teach students to show empathy towards other peoples' problems, the first step is to teach them how to listen actively, therefore the first lesson starts with this. Active listening or listening comprehension is actually an “empathic listening”. This kind of listening will help you achieve a deeper and better understanding of your classmates and extend your own sense of commitment.

## ***Lesson 1: Active listening – 45 minutes***

### **Part 1 –The teacher presents the methodology of “active listening”– 20 minutes**

The teacher presents the “active listening” techniques. Active listening skills are one of the main skills you need as they have a great impact on how efficient your work is and how successful you are when communicating with other people. For example:

- We listen to obtain information.
- We listen to understand.
- We listen for pleasure.
- We listen to learn.

When you become a better listener, you will be able to achieve higher efficiency and become more influential and convincing at negotiations on one hand and will be able to avoid conflicts and misunderstandings, on the other. All of this will lead you to your future success! You can improve your listening skills simply by practising “active listening”. This means to consciously try to listen to not only the words the other person is saying but also what is even more important to understand the whole

message. In order to achieve this you have to pay attention to the other person and what he or she has to say to you. If you find it difficult to follow what the other person is saying, try to repeat his or her words in your mind. By doing this simple thing you will enhance their message and this will help you stay focused.

There are five key “active listening” techniques you can use in order to become a better listener:

### **1. Pay attention**

Listen very carefully to your speaker and confirm their message. Keep an eye contact. Do not let anything distract you from your conversation. Do not think about your reply nor any kind of questions. Avoid any external distractions from the surrounding environment. Observe the body language the speaker is using..

### **2. Show that you are listening**

Use your own body language and gestures to show that you are totally engaged in the conversation. Nod your head from time to time, smile and use your facial expression. Make sure that your posture shows that you are open and interested.

### **3. Provide feedback**

Sometimes our own beliefs, opinions and assumptions may distort our understanding of what we are hearing. Your task as an active listener is to understand what exactly is being said. In order to achieve this you might need to ask additional questions or reevaluate the just said. You have to carefully think over the information you have received and paraphrase by using “ It sounds to me as if you are saying that....”or “ What I hear is ....”. You can ask questions to clarify certain aspects in your conversation. Then use something like “What did you mean by saying.....?” or “ Is that what you had in mind?”

### **4. Delay the decision**

Interruption is a waste of time. This disappoints the speaker and interferes with the right conveying of the message. Allow the speaker to complete his or her speech before you ask any questions. Do not interrupt with providing counter-arguments.

### **5. Reply appropriately**

The purpose of active listening is to promote respect and mutual understanding. The rule here is to treat the other person the way you want to be treated.

### **Active listening DOES NOT involve:**

- interrupting the speaker to object his ideas;
- asking questions in the middle of a sentence. Wait for a suitable moment.;
- correcting your interlocutor.
- listening without maintaining eye-contact;
- yawning, looking impatiently at your watch or mobile phone, showing restlessness and eagerness for the conversation to end. Here you need self-control;
- talking to other people while pretending to be listening to the speaker;

### ***Part 2 - Exercise***

<https://www.un.org/sustainabledevelopment/student-resources/>

The teacher chooses two students from the class. The first one will be the reader or presenter, while the second one will be the listener. The presenter is given a text the teacher has prepared in advance, connected with one of the SDGs, to be presented in 3-5 minutes. The reader will have 5 minutes to become familiar with the text and to read it. Meanwhile the teacher explains the task to the listener and the audience in the class.

The first student presents the text connected with one of the SDGs to the class. The second student observes the audience's reaction while the class is listening.

- **Reader:** What was the feeling while he or she was reading? Did he/she feel the audience's support? Which behaviour made him or her feel good and which made him or her feel nervous or uncomfortable?
- **Observer:** Did the audience listen actively by looking at the speaker, showing their engagement, not interrupting? Was there any demonstration of the "Don'ts" in active listening like yawning, watching one's watch or mobile, fidgeting and showing impatience for the conversation to end sooner or lack of contact.
- **Audience:** What was the topic presented and what were the key points in it? Do they think they were listening actively and how in their opinion did the speaker feel? Was there anything that might have bothered him or her during the presentation or was there anything that actually supported the speaker, questions, advice, how did they feel while listening and what did they find most difficult in active listening and why.

Text suggestion Clean water is everything. Without water, we have no life - 21-year-old Nagat | UNICEF Sudan. A topic can be chosen from STORIES

After the presentation of the text the students are given 5 minutes to answer the assignments given. Next comes a discussion where they can freely share their answers/feelings (a few students are chosen from the audience in number according to the time left or they can be asked to summarise in 5 minutes their answers in groups in order for more opinions to be heard). The whole discussion lasts 5-10 minutes after which the students are asked which SDG this problem can be connected to and the teacher makes a brief summary of the topic of active listening.

### *Subtopic 2: Giving positive feedback*

#### *Lesson 2 – Positive feedback – 45 minutes*

The lesson starts with a quick reminder of the previous one about active listening, using an exercise for about 15 minutes. The teacher shows a short video (up to 5 minutes

<https://ed.ted.com/lessons/fresh-water-scarcity-an-introduction-to-the-problem-christiana-z-peppard> ) dedicated to a problem connected with one of the SDGs, it could be taken from TED education. The students are given some questions in advance like: What is the problem presented in this video? What is the speaker's aim? Who is the target group of this video? What activities should be carried out? Who has to take action? How did I feel while watching this video? What did you like the most in the

video? What questions came to your mind while watching? Make suggestions on how to improve the situation for the better.

This exercise is a transition to the second part of the lesson of giving positive feedback, showing a positive attitude towards the other person's work and mutual understanding. The teacher introduces the students to the ways to give positive feedback. The materials provided are optional and it is necessary for each teacher to prepare this lesson according to his or her individual purposes using these materials. *It is advisable to prepare a short text to be read at the end of the lesson in order for the students to be encouraged to use the methodology of giving a positive feedback-compliment, suggestion or correction.*

Each student incorporates a lot of effort, time and perseverance in his or her preparation, which explains why they get so emotional when presenting it, accepting they have done their best and any kind of criticism will be severely opposed to or felt as an assault and mere rejection. Negative feedback might lead to negative feelings, disappointment, lack of motivation for further work, low self-esteem and lack of trust in one's abilities. Therefore, it is of utmost importance to properly estimate our peer's work. Here comes the significance of active listening as a skill, which will help them understand correctly the other person's point of view, to acknowledge their work and their different attitude towards the problem, to give positive feedback and attitude.

### Types of roles.

#### 1. **Presenter:**

- Present your own work.
- Focus your listeners to specific details.
- Ask your audience for answers.
- Listen.
- Do not interrupt the person giving feedback.
- Put an emphasis on your strong points and ask for help for the wear ones.
- Be open to the possibility for change.

#### 2. **Listener:**

- General rule: Treat the others like you want to be treated!
- Listen.
- Do not interrupt the presenter.
- Pay attention by keeping eye-contact and body language.
- After the presentation:
  - Answer to the presentation in general
  - Always start with the strong points
  - Focus...
  - Sentence structure
  - Description

#### 3. **Avoid**

- Killing comments
- Monopolization of the discussion
- Being irrelevant

## Asking the presenter positive questions

### 1. *The clarifying questions are simple factual ones. Examples:*

- Is that what you said...?
- What resources were used for this project?
- If I have heard you correctly you said...?
- Have I correctly understood what you meant by saying...?
- What kind of criteria did you use to...?
- Have I heard correctly that you said...?
- Have I correctly paraphrased your words?

### 2. *The exploring questions aim to help the presenter think more deeply about the subject. Examples:*

Why do you think so?

- What do you think will happen if...?
- In your opinion what influence could/would...?
- In what other ways could ?
- How did you decide...?
- How did you determine...?
- How did you conclude...?
- What is the connection between ...and...?
- What if the opposite is also true? Then what?
- How does this differ from...?

## Steps for feedback

### 1. Compliment

- The first rule for the LISTENER is to STAY POSITIVE!
- Do not forget that you are helping somebody to change his or her work for the better. Before giving advice think about how you would feel if your work is being commented on.
- ALWAYS start your feedback with a compliment!
- Tell the presenter what you think he or she has done well:
- "I really liked your topic."
- "I think that you have used very good details."
- "I liked it when you used the word\_\_\_\_\_".
- "My favourite part was \_\_\_\_\_, because...."
- "This was really interesting to read, because... ."
- " I really like the way \_\_\_\_\_..."

### 2. Suggestions

- To make suggestions means you have to give ideas to the presenter how to improve his or her work
- Remember – stay positive and specific!
- Instead of „It was pointless“, say „ If you add more details to this sentence it will become more understandable.“

- Instead of „Your choice of words was boring“, say “Instead of using the word “good” you could substitute it with “exquisite” or “exceptional”.
- Here are some areas where you might want to make suggestions about:
- Word choice– Did the author choose the right word?
- Organisation – Do you understand the message the presenter is trying to convey? Is the sequence the right one?
- Sentences – Are the sentences too long or too short?
- Topic – Is the presenter’s work relevant to the chosen topic or not?

### 3. Correction

- The third step in our mutual editing is the actual making of corrections.
- In many cases what we say and what the other person understands are way too different. Therefore, ask the student to explain the feedback he or she has received in order to make sure that it was clearly conveyed.

## *Subtopic 3: Giving positive feedback to other students’ projects*

### *Lesson 3 - EXERCISE 45 or 90 minutes*

Giving positive feedback is a very important skill. The ability of students to provide reasonable feedback to their peers is even more important. On the other hand receiving positive feedback gives the presenter the opportunity to look at his/her own works from another perspective, to receive advice and opinion about how to improve his/her work, without feeling inferior or his/her feelings being hurt.

In order to teach students how to show empathy towards their classmate who is presenting his/her work and give positive feedback, it is of utmost importance for this whole process to be controlled and steered into the right direction.

It is advisable for the presentation and the feedback of the students’ work to be done simultaneously.

After each presentation, the students from the audience are encouraged to give feedback and to make a discussion with the presenter.

Projects connected with SDGs may be given as assignments for individual or group work. **Methodology-** the students (teams) present their work while the listeners are filling their feedback protocols. After each presentation the audience gives their feedback following the steps from the protocol- praise-question-advice. The presenter answers the questions and the advice.

#### **Depending on the following conditions:**

- Number of students in the group/class respectively number of teams
- Individual or team work on the project
- Time available for presenting the projects and giving feedback

#### **We suggest the following alternatives for application of the feedback methodology:**

1. **FIRST SUGGESTION:** In a situation where there are fewer students in the group/class and the time available is enough every presenter listens to all the listeners’ feedback and responds to their questions and advice.

2. **SECOND SUGGESTION:** Group presentation. A group of students presents while all the listeners fill in individually the feedback protocol. When the presentation is over each group has 3 minutes to make a summary of their information from the filled in protocols and to choose from 1-3 compliments, questions and suggestions.. The teacher can choose between two feedback options depending on the time left. The first way to proceed is to let all the groups read their compliments, questions and suggestions or choose between the groups one to read their compliments, another one to read their questions and a third group to make their suggestions and so on. It is obligatory for the presenter to respond after each question or suggestion.
3. **THIRD SUGGESTION:** In a situation where the students present individually their work but the time is limited, the teacher divides the class into groups of up to 5 people. One student presents his or her work while the others fill in the feedback protocol individually. After the presentation is done each group summarises the information from the feedback protocol and chooses from 1 to maximum 3 compliments, questions and suggestions. The teacher chooses his or her feedback alternatives according to the time available. Method 1 – all the groups read their selected compliments, questions and suggestions. Method 2- the teacher chooses among the groups which one will read which part for example one will read their compliments, another one their questions and a third one will give their suggestions. It is obligatory after each question or suggestion the presenter is given the opportunity to respond.

Regardless of the method chosen for the organisation of the feedback it is important for each participant to fill in their protocol and to be engaged as an active listener of the presentation. When the discussion is over all the listeners hand out their protocols to the presenter. Thus their work will help the presenters to improve their work and as a result from the positive feedback to feel more confident and motivated.

#### ***Subtopic 4: Positive feedback activity - Toss me some feedback***

**Great for:** Learning the value of providing and receiving positive feedback.

**Time commitment:** Minimum 40 minutes

##### **Needed Materials:**

- Small tennis balls
- Blindfolds
- Buckets or empty boxes
- Red or Yellow Tape

##### **Instructions:**



To start with, divide the class into teams, consisting of four participants. In each team, you will need one tosser, one retriever, one scorekeeper and one assistant. Teams earn points by having the tosser land the ball in the basket/bucket. The goal is to earn the most points. Here are the roles for each team:

*Tosser:* Blindfolded and stands behind the start line. They must attempt to throw as many balls in the bucket possible.

*Retriever:* Retrieves the balls and throws it back to the assistant.

*Assistant:* Gives the ball back to the tosser.

*Scorekeeper:* Adds up the successful tosses (score) for each round.

**Step 1.** Form teams of four. Each team gets one blindfold, one ball, and one bucket. Each team will place their box/bucket on the floor and use the tape to create a starting line at least 2,5 -3 meters away.

**Step 2.** Have the teams decide each person's role. The tosser stands behind the start line and puts on the blindfold.

**Step 3.** Play three rounds with 10 minutes each. The tosser remains the same person all three rounds. If possible, rotate roles and repeat all three rounds so each person experiences being the tosser.

### **Round 1 = No talking.**

Play the first round without talking. The tosser tries to throw the ball into the box/bucket without any feedback.

### **Round 2 = Limited Instruction or Negative Feedback**

In the second round, the tosser can ask questions. However, the other teammates can only answer with **"Yes"** or **"No"**. The negative feedback should sound like "I don't believe you have missed again" , " You can do better than that", That was an easy one, but you missed it", etc.

### **Round 3 = Full Instruction and Positive Feedback**

All the teammates are able to communicate freely in the last round. Teammates are allowed to provide specific feedback to help the tosser and encourage him or her as much as possible.

**Step 4.** Round up the teams to discuss the following questions to the tosser:

1. How challenging was it to not receive any feedback? How did you overcome the lack of support from your team?
2. Did you notice any difference in performance and see any improvements between the rounds?
3. How did you feel being blindfolded? Did you always trust your team with the feedback?
4. Can anyone identify a time in the school/project when you have observed others make a mistake and simply watched, or you have offered to support and help them?
5. What type of feedback was the most effective? What would make it more effective?
6. Did you get frustrated at any point?
7. Did you as a team get better with every new person that took up the role of tosser?
8. What's the difference between negative or no communication and effective positive communication?