

METHODOLOGICAL GUIDE SCHOOL CLIMATE ASSEMBLIES



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The methodological guide for the organisation of school climate assemblies presented in this document is the result of the work of a multidisciplinary team of educators and researchers from Universitat Rovira i Virgili.

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1 THE NEED TO PROMOTE EDUCATION FOR SUSTAINABILITY

The last decade has witnessed a growing recognition and political agreement on the role of education as a key agent in transforming society towards sustainability. In 2015, the United Nations adopted the 17 Sustainable Development Goals (SDGs) of the 2030 Agenda. SDG4 Target 4.7 - Quality Education, specifically addresses Education for Sustainable Development (ESD) and related teaching-learning processes. ESD is based on values of justice, equity, tolerance and responsibility, and on processes of collaboration and dialogue, critical thinking, the use of innovative methodologies and active and participatory learning processes.



To promote new ways of life and sustainable social practices, people and communities need to be able to engage in transformative and community learning processes that promote environmental awareness and action, as well as the acquisition of new knowledge and skills in sustainability. It is in this context that citizen science and community learning oriented towards sustainability have gained strength in recent years as strategies to help advance scientific research, and to increase citizens' environmental knowledge and awareness. Citizen science is a collaborative research process carried out by ordinary citizens to help answer questions that scientists cannot answer alone. To measure the level of adoption of the SDGs in local communities, new non-traditional sources of information are needed and processes that involve people in the social transformation towards sustainability need to be promoted.



The active participation of citizens and communities in climate action and sustainability offers unique learning opportunities for well-being and personal fulfilment, and more sustainable lifestyles. It promotes the active participation of society, creativity and innovation and encourages behavioural change at individual and collective levels. It enables citizens to be better informed and more autonomous and active in addressing current societal challenges such as climate change, sustainable development and environmental protection to achieve the green transformation of society, the United Nations 2030 Agenda for Sustainable Development, the Spanish Law on Climate Change and Energy Transition (Law 7/2021), the Decarbonisation Strategy of the Spanish Economy, the Strategy for the sustainable development of Catalonia and the European Green Deal for a climate-neutral country and continent by 2050.

In turn, evidence of the potential of students and young people as agents of change within their societies is plausible through the emergence of youth social movements related to sustainability and climate change such as Fridays for Future (Biasutti, 2015; Deisenrieder et al., 2020). Thus, citizen science and community learning gain strength as means to help advance scientific research in sustainability, as well as increase public understanding and awareness of climate change and sustainability challenges, while fostering sustainability behaviors and competencies among citizens (Cebrián et al., 2020; Fritz et al., 2019; Hsu et al., 2014).

The EDU4CLIM project focuses on strengthening environmental awareness and empowering young people through education, recognising their potential to become ambassadors and agents of change for climate action and sustainable development in their environment, sharing knowledge and experiences with their families, local communities and policy makers. It is in this social and political context that this methodological guide for the creation and implementation of school climate assemblies in schools is presented.



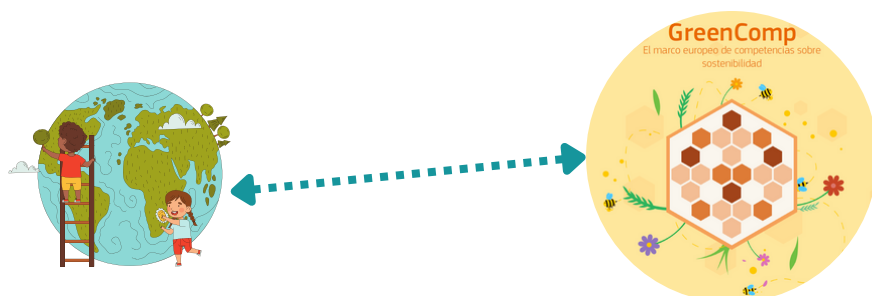
2 CONNECTION WITH THE GREENCOMP FRAMEWORK

In 2022, the European Commission published the GreenComp, a European lifelong learning framework of key sustainability competences (Bianchi et al., 2022). GreenComp proposes 12 sustainability competences organised in 4 areas (embodying sustainability values, embracing the complexity of sustainability, envisioning sustainable futures and acting for sustainability). GreenComp aims to be a reference framework for Member States and different educational actors, providing a common basis for the integration of sustainability competences in educational systems, the review of educational programmes, the design of teacher training programmes, self-reflection, policy formulation, certification, assessment, monitoring and evaluation, and at all educational levels.



Source: extracted from Bianchi et al. (2022, p. 3)

School climate assemblies are proposed as an innovative educational activity, which promotes the development of sustainability competencies from the European GreenComp framework, especially Collective Action, which focuses on acting for change in collaboration with others and promoting the capacity and willingness of learners to participate in democratic processes to jointly co-create more sustainable societies (Bianchi et al., 2022).



3 CLIMATE CITIZEN ASSEMBLIES

Climate assemblies are conceived as innovative democratic processes to learn, deliberate, make informed decisions and seek solutions to address climate change and promote local and regional sustainability, promoting the active participation of young people and their communities.

In recent years, citizen climate assemblies have gained recognition as forums for citizen participation to share knowledge, as well as to identify and discuss proposals to advance the response to the climate emergency and sustainability (Stack & Griessler, 2022). They have emerged as powerful instruments to promote broader democratic engagement to seek innovative sustainability-related solutions.

In 2020, France and the United Kingdom were pioneers in organizing citizen climate assemblies to give voice and involve a broad representation of citizens in the proposal of measures and recommendations to address climate change at a national level (Capstick et al., 2020; Climate Assembly UK, 2020). In 2021, the Spanish Government also launched its first climate assembly with the participation of 100 citizens representing the diversity of Spanish society. The citizens' assembly for the climate is one of the priority lines of action of the Declaration on the Climate and Environmental Emergency in Spain, enshrined in the Law on Climate Change and Energy Transition, and opens a new path to strengthen public participation: it allows knowledge to be shared, and proposals to be identified and debated to advance the urgent response to climate change.

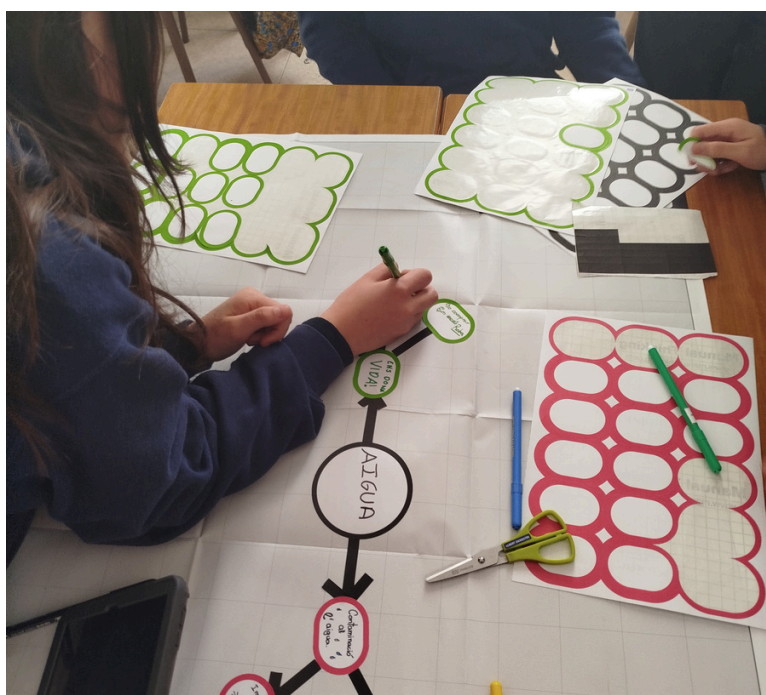
At a regional level, between 2023 and 2024, the Government of Catalonia organised the Citizens' Assembly for the Climate, where, through a participatory process, 100 people deliberated on the different challenges and climate change policies in Catalonia related to renewable energies and the food model for the future.

Citizens' climate assemblies are an innovative process in themselves. The climate assemblies that have taken place so far have mainly been organised by governments or municipalities.



Citizens' climate assemblies usually bring together between 20 and 150 people to deliberate and make informed decisions on actions and priorities at local, regional or national level on climate change and sustainability. Members are randomly selected based on a profile that reflects the diversity of the population. After sharing ideas and opinions among themselves and listening to a series of experts and external speakers, participants agree on a set of recommendations.

The guide presented in this document aims to promote the creation and implementation of climate assemblies in the school context to give voice, empower and involve young people in climate action and in the search for solutions towards sustainability, recognizing their key role in the social transformation towards sustainability.



4 SCHOOL CLIMATE ASSEMBLIES

GOALS AND SCOPE

School climate assemblies aim to offer educational communities greater involvement and active participation in learning, deliberation, decision-making and the search for solutions to address climate change and promote local and regional sustainability. The main objectives of the assembly are:

- Increase environmental knowledge and awareness among the educational community (students, teachers, management team and families).
- Empower and engage citizens in achieving the SDGs and developing action plans and policy recommendations to address the SDGs at local and regional levels.

The assemblies aim to be a participatory and co-creation tool for adaptation measures that help mitigate climate change in order to advance the achievement of the SDGs at local and regional levels, while increasing the capacity of citizens, especially youth, teachers and school management teams, to face the challenges posed by climate change and sustainability and promote the development of competencies and the change in behaviour necessary to achieve a positive social transformation towards a more sustainable society, through responsibility and collective action.



Key aspects of a school climate assembly are:



Learning about the topics covered through expert presentations, group dynamics and exercises designed to help participants share, discuss and debate ideas.



Process of debate and deliberation; input from experts, with opportunities for participants to ask questions; facilitation of discussion; voting on key recommendations and decisions; and an advisory or oversight group to ensure rigor and transparency.



Broader involvement of citizens, the educational community and the local community. They offer the opportunity to explore the opinions of a wider sample of people in a fair and equitable way through the participation of community members, entities and social agents in the territory.



Improved political understanding of how young people and the community believe action should be taken to address climate change and promote local and regional sustainability.

AGENTS OF A SCHOOL CLIMATE ASSEMBLY

STUDENTS

- The young participants are at the heart of this deliberative democratic process.
- Organizers must ensure that all individuals and groups can participate equally.



COORDINATING AND PROMOTING GROUP

- The coordinating or promoting group is made up of a team of impartial people who lead the assembly.
- This may be a group formed by teachers, members of the school management team or external collaborators to the school.
- It is the group responsible for inviting experts, community members, political representatives, stakeholders and facilitators.

EXPERTS AND OTHER STAKEHOLDERS

- Experts, stakeholders and community agents may be invited to the assembly to provide specific knowledge on the topics discussed.
- Contributions can be made through talks in person, videoconferencing, video recordings or in writing.



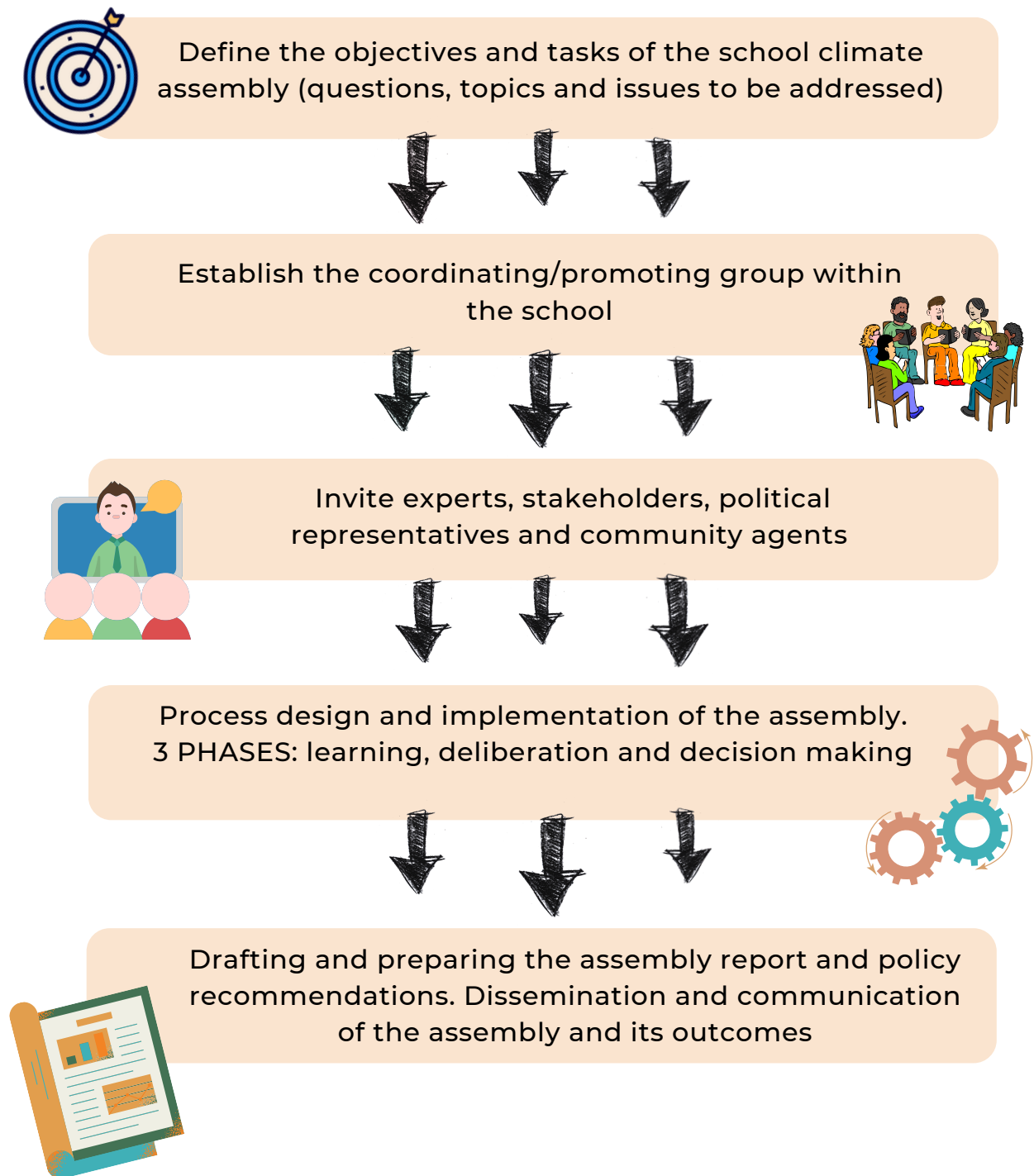
FACILITATOR TEAM

- A team of facilitators can be established to ensure that the different working groups or teams conduct their deliberations.
- Representatives of teachers or students themselves may take on the role of facilitator if the functioning and responsibilities of this role are previously established.



KEY STEPS

The key steps to consider when designing and implementing a school climate assembly are:



THE 3 PHASES OF THE ASSEMBLY

School climate assemblies adopt a three-phase process: learning, deliberation and decision-making, supported by a team of facilitators who guide participants through the process to promote active participation (Ferejohn, 2008; Grewin, 2018).

Learning phase

- Create a dynamic learning environment by encouraging critical thinking
- Various learning formats
- Intervention of invited experts
- Preparatory educational/training materials before the assembly (optional)

Deliberation phase

- Inclusive, balanced and comprehensive deliberations.
- Establish ground rules, structure and clear frameworks for debate and discussion.

Decision-making phase

- Voting and prioritization of actions and recommendations arising from the assembly.
- Consensus can also be promoted through negotiation between the groups.

An online forum can be created to facilitate the participation of the entire educational community, as well as citizens who may be interested.

THE FACILITATION PROCESS

The facilitation process is essential to the success of school climate assemblies, as it should enable groups to work cooperatively and effectively together, emphasizing the active and meaningful participation of all individuals.



This role focuses on:

- Help participants use and share the knowledge and ideas they collectively possess.
- Guide the group with clear methods and processes (e.g. active listening, questioning, constructive questions, respect for speaking turns, opinions and contributions of others).
- Be neutral with regard to the content and debate that is generated, intervening mainly in the process.
- Be aware of and mitigate potential differences in participation between group members, promoting active and equal participation of all people.
- Ensure compliance with the work and deliberation guidelines previously established by the members of the assembly.

Facilitation is one of the most important aspects of any deliberative process. It involves managing everyone who happens during the assembly within the room or classroom, group cohesion, and promoting critical thinking and shared learning in a neutral manner.

TOOLS FOR LEARNING AND DELIBERATION

Below are some tools that can be used to promote learning, communication and deliberation during the school climate assembly (Shared Future, 2020):



Combine formal and informal strategies



Visits to innovative projects or experiences



Poetry, music and art-based learning methodologies



Use photographs and images to present or visualize concerns, desires, etc.



Role-playing games, theatrical techniques, etc. to explore different views and perspectives



Imagination exercises such as writing a letter, making a drawing, a news story of the sustainable city in 2050



Participatory mapping of barriers and opportunities in the neighborhood or municipality



Problem tree metaphor to identify the roots - causes of environmental problems

5 EDUCATIONAL RESOURCES AND PREPARATORY ACTIVITIES

This section presents different educational resources and preparatory activities prior to school climate assemblies, to work with students on topics related to climate change, sustainability and the Sustainable Development Goals (SDG).



United Nations: Sustainable Development Goals (SDG)

<https://www.un.org/sustainabledevelopment/es/sustainable-development-goals/>

An explanation of each Sustainable Development Goal is provided, as well as data, the main challenges and links of interest to delve deeper into each one.



UNESCO (2017). Education for the Sustainable Development Goals: learning objectives

<https://unesdoc.unesco.org/ark:/48223/pf0000252423>

Document prepared by UNESCO that shows the learning objectives of Education for the SDGs.

For each SDG, a series of topics to work on and examples of learning approaches and methods are suggested.



Climate Kids Nasa

<https://climatekids.nasa.gov>

Website for students that explains the history of our planet through the eyes of NASA missions that study the Earth. Games, activities, crafts, videos and articles to understand climate science.



Real time-data to work in classroom

<https://datainthe classroom.noaa.gov>

Online educational resource where students use historical and real-time data to explore today's most pressing environmental issues.

PREPARATORY ACTIVITIES

Varios preparatory educational activities for school climate assemblies are presented, which can be carried out before the assemblies to promote prior work and reflection on the different environmental issues to be addressed. A set of activities based on active and participatory pedagogy are outlined that promote students becoming active agents in their own learning.

PARTICIPATORY MAPPING

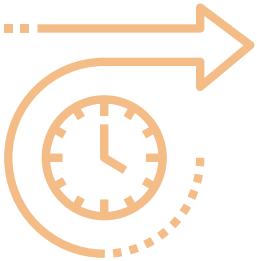
It is proposed that students identify different areas in the school that are more vulnerable to climate change, and that from their point of view would need some specific action or adaptation.



They can be classified by impacts such as: hot thermal sensation, cold thermal sensation, flooding, etc. and subsequently jointly propose different actions or adaptations to be carried out such as increasing green areas, water collection systems, cross ventilation, increased natural and artificial shade, and materials that cover the building.

Finally, a group vote can be held on the most vulnerable areas, improvements detected and adaptation proposals, and presented to the rest of the members of the educational community.

VISUALIZING THE FUTURE THROUGH THE USE OF THE ARTS

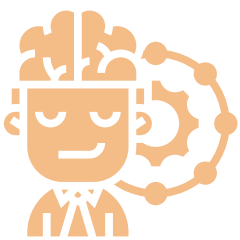


Visualizing the future or visioning techniques offer new ways to make climate change-related issues explicit to students, to foresee possible solutions and to promote sustainable habits and environmental action at individual and collective levels.

This exercise can be carried out through different artistic expressions such as drawing, painting, dance, etc. For example, students can be asked to express how they imagine their town, neighborhood or city would be in 10 years in a context of climate change.

Then draw how you would like your town, neighbourhood or city to adapt to climate change in 10 years. The differences between the two drawings can be discussed in groups, the implications and limitations of own visions and decide together what should be done in the town, neighbourhood or city to adapt to climate change.

ACTIVE LEARNING

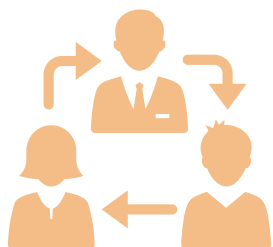


This type of pedagogy encourages learning by doing and is generally aimed at delving into real situations by solving a real challenge or problem. A series of actions that promote sustainability can be shared with students through videos, images or by inviting a professional in the field who manages environmental projects to explain how, for example: to reduce the use of plastics in a neighborhood, plastic pollution in the sea, the use of water, the promotion of sustainable mobility, responsible consumption, etc.

Students can be asked to carry out a research to address one of the identified problems, based on a real problem in the school, neighborhood or municipality.

ROLE PLAYING

These activities are usually oriented towards environmental dilemmas where ethics plays a very important role. For example, an environmental dilemma could be raised such as the management of a park where a shopping centre is to be built.



At first, you could work in teams to see the pros and cons of building the shopping centre. Later, you could promote a debate with different pre-established roles and clear rules, such as maintaining active listening by paying attention to the arguments without interrupting, maintaining respect for colleagues and their points of view at all times and promoting logical and well-founded argumentation.

Students can be invited to imagine that they are on a television programme to discuss the pros and cons. Finally, it is important to conclude the activity to gather the reflections, contradictions and emotions that this activity generates in the students.

PROBLEM TREE

This technique can be very useful to address more complex issues in a graphic way. One possibility is to work on it in teams, explaining to them that they have to make a problem tree considering, for example, four areas where they can see the effects of climate change that could occur in their town or city: water, air, tourism and energy or link it to the SDGs. The tree consists of the root (causes), the trunk (problem) and the branches (impact).



To close the activity, the work done by the different teams can be shared with the class group, reflecting on each of the trees made. For example, this activity could be related to SDG 11 “Sustainable cities and communities”, choosing the theme of air. The roots could include greenhouse gas emissions, air pollution from vehicles and the burning of fossil fuels. The trunk could represent air quality and climate change. The branches could illustrate the impacts on public health, biodiversity and quality of life.

6 SCHOOL CLIMATE ASSEMBLIES IN EDU4CLIM PROJECT

The school climate assemblies proposed by the EDU4CLIM project are divided into 3 sessions organized by class group.

FIRST SESSION: DEFINITION AND CONCRETION OF ACTIONS

AIMS

- Actively participate and empower young people in climate action.
- Jointly identify environmental challenges and problems present in the environment.
- Propose actions for sustainability at local and regional levels.



3 hours

The Manual Thinking tool is used as a procedure to develop the full potential of individuals and teams through hands-on thinking and creativity. This tool facilitates the creative work of the group to create and organize ideas to co-create a conceptual map with the challenges and socio-environmental problems and actions to address these problems that young people perceive as priorities in their environment, at an individual level, at the school, in the neighborhood, town or city and at a regional level.



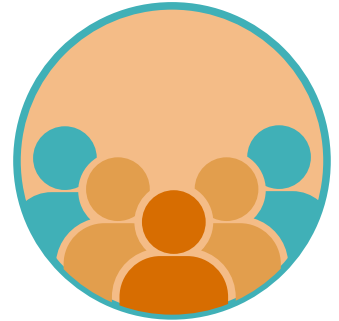
SESSION STRUCTURE

The objectives of the session and the process to be followed during the school assembly for the climate are presented, and the first session begins, which follows the following process and methodology:

STEP 1

CREATION OF GROUPS

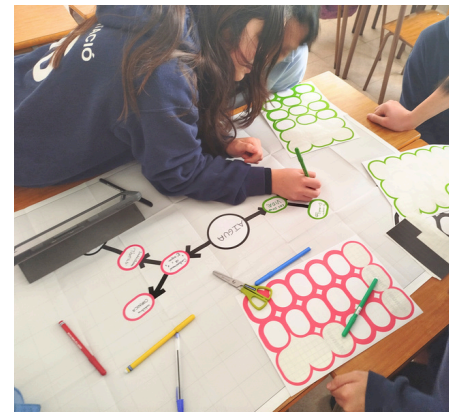
Four subgroups are created in the classroom, based on environmental topics such as: water, energy, tourism, air, biodiversity or waste.



STEP 2

BRAINSTORMING

Different images are projected to the whole group, both positive and negative, related to the different themes/environmental issues that the working groups will address throughout the session. Students are asked about what they see in the images, promoting a brainstorming session and initial reflection.

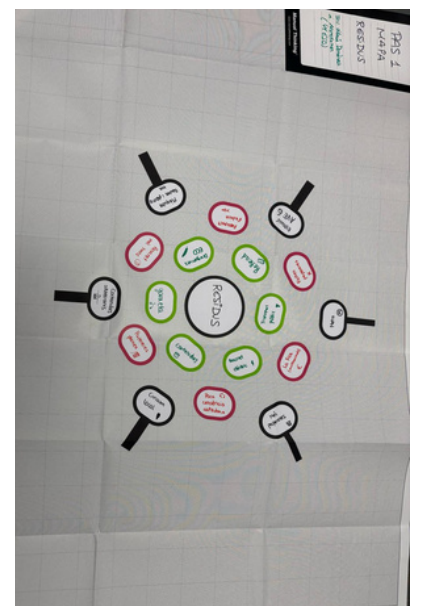


STEP 3

CONCEPTUAL MAP

Each work group draws up a conceptual map on one of the environmental themes.

Students are asked to include the socio-environmental challenges/problems that they believe exist in their neighborhood, municipality, region or province, the positive and negative aspects, as well as possible opportunities or actions to resolve these problems at the individual, school, neighborhood or municipality level.

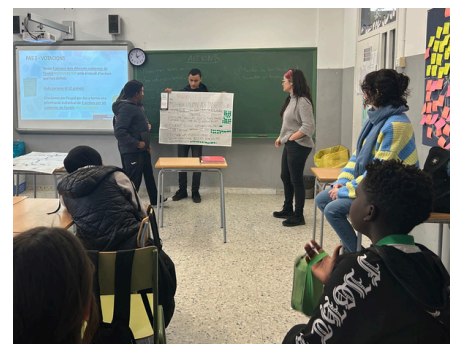
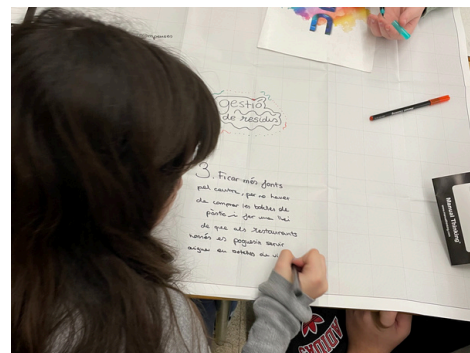


STEP 4

DECALOGUE 5 ACTIONS

Each working group selects and agrees on 5 priority actions that could be carried out to improve the environmental problems identified in STEP 3.

These actions can be proposed to be carried out by the City Council, the school or by the general public. They can include actions at the individual, collective, school or municipal or regional level that affect public buildings, lighting or means of transport, among others.

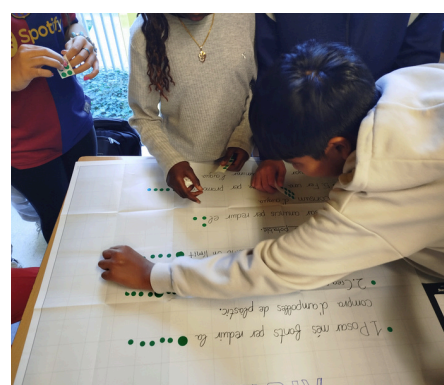


STEP 5

GROUP SHARING AND INDIVIDUAL VOTING

Once each group has drawn up their decalogue, a group discussion takes place, which includes the presentation of the conceptual map and the 10 proposed actions.

Each student will choose and vote on the 3 actions that they consider most important and relevant from each of the decalogues drawn up by all the groups.



SECOND SESSION: FEEDBACK AND CONSENSUS

AIMS

- Present the actions that received the most votes from students throughout the school.
- Reach a broader consensus on the most important and priority actions to be carried out in the municipality or region.
- Specify and contextualize the selected actions, identifying what need they respond to and what their possible solutions are.



1 hour 30 minutes

SESSION STRUCTURE

Prior to the second feedback session, it will be necessary to analyse and group the actions of all the Decalogues together by environmental theme, selecting the 5 most voted of each one. If the assemblies are held in more than one class group at the school, it will be necessary to carry out an analysis to group the most voted actions of the Decalogues of all the groups.

The second session of the assembly is aimed at reflecting on the actions that received the most votes in the first session, as well as promoting a broader consensus and the search for agreements at the class group level:

GROUP VOTING

The actions with the most votes in the first session are presented by environmental theme, creating a space for reflection, dialogue and group debate on the relevance of each one.

Students (the whole class at the same time) vote by show of hands for the action they consider most important. Each student can only vote for one action on each environmental topic.

The following criteria are established for voting:

- Feasibility of the action
- That is within our reach
- That can be proposed to the municipality
- More important for the municipality or region

STEP 1



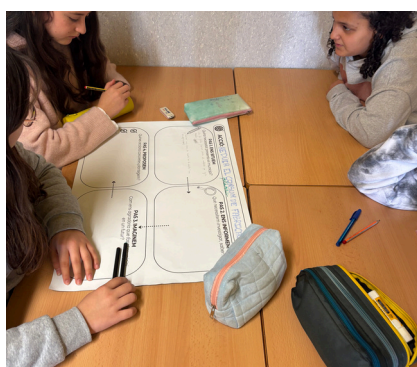
CONCRETION AND CONTEXTUALIZATION OF ACTIONS

Once the vote has been taken and an action on an environmental theme has been chosen, the class group is divided into work groups, as many groups as the number of actions chosen.

Each working group has to develop and specify an action that can be carried out in the municipality, reflecting at a group level and answering a series of questions that are included in the action table:

- Title of the action
- What need do we detect in our municipality or region?
- What do we need to know? Investigate?
- What can we do in our municipality? What do we propose?

After this session, a research project can be carried out in which the students specify the action and can, for example, meet with municipal technicians and political leaders to find out what is being done in the municipality in relation to the topic. You can decide to work on a single action at class level, or work on different actions in small groups.



ACCIÓ:	
PAS 1. ENS SITUEM <i>Quina necessitat presenta el municipi?</i> 	PAS 2. ENS INFORMEM <i>Què necessitem investigar, saber?</i> 
.....→	
PAS 4. PROPOSEM <i>Quines accions concretes plantegem?</i>    	PAS 3. IMAGINEM <i>Com ens agradaria que fos el municipi en un futur?</i>
↓←	

PREPARATION OF A DISSEMINATION ACTION

AIMS

- To pool together everything that has been worked on throughout the different sessions, in order to share it with the community.
- Present the students' proposals for action to the rest of the educational community, local community, political representatives, citizens and entities in the territory.



1 hour 30 minutes

SESSION STRUCTURE

It is proposed to carry out a dissemination activity to present and share the students' action proposals with the rest of the educational community, local community, political representatives, citizens and entities in the territory.

The idea is that students gather all the information that they have been working on collectively, where different ideas for change, actions and possible solutions have been proposed, and to develop a dissemination campaign that can take the form of an internal activity at the school level, a sustainability fair at the weekly municipal market or in an emblematic place in the municipality, a meeting with families, etc.

Students will have to organize themselves into committees or areas of 5-6 members. They will have to select the information they want to share. They will also have to decide what product they want to create: from an informative infographic to a video/short film, a magazine, information panels, a workshop, etc.

To correctly prepare the dissemination project, students have to ask themselves and answer, on a lined sheet, the following questions:

- **Define the objectives:** What do you want to achieve with dissemination? The objectives must be realistic. 
- **Think about the recipients/audience:** Who is it addressed to and how to adapt the content and format to the profile of the recipients. If there are recipients who are part of different groups, products can be developed that are appropriate for each of them (students, families, teachers, etc.).



- **Define the product you want to produce:** for example electronic magazine, brochures, short films, workshops, etc.
- **Define the channel or channels that will be used to make the dissemination:** for example through social media, school circulars or communication channels, school email, brochures, posters, etc.
- **Determine the material that will be needed:** Computers, sheets, camera (to record videos), printer, etc.

Students have to find the information they consider necessary to prepare a good dissemination project.

IDEAS FOR FINAL PRODUCTS

Final products can be produced for the organised dissemination activity, taking into account the needs and educational level of the participating students. These products can be physical, digital or artistic representations using the body.

DIGITAL PRESENTATION



Digital presentation to explain the theme of the action to be promoted or developed in the municipality, highlighting the needs that exist in the town or city, and the proposals that would have to be carried out to achieve the chosen objective, highlighting the benefits that it would have for the population.

Resources

- Canva: <https://www.canva.com/>
- Genially: <https://genial.ly/es/>
- Power Point: <https://shre.ink/8lkW>

TRIPTYCH



Create an informative brochure about the chosen action. For example, a description of the biodiversity and natural spaces present in the town or city, a definition of the existing environmental problems, proposals for activities to be carried out, necessary resources, such as the promotion and participation in conservation actions, cleaning, etc. and promotion of biodiversity in natural spaces.

Resources

- Canva: <https://www.canva.com/>
- Microsoft Word o Google Docs



PLAY OR PERFORMANCE

Create a short play or sketch that highlights the importance of the proposed action for the environment, for example conserving water, using energy sustainably, promoting mobility or sustainable tourism, or preserving biodiversity.

Resources

- Example: <https://shre.ink/8IkQ>
-

LAPBOOK



Create a “lapbook” to include information about the chosen action, as well as the proposals for carrying it out, the environmental and social benefits that the town or city would have thanks to this action, the importance of carrying it out, etc. For example, explain why natural spaces should be protected with the collaboration of rural agents, what benefits it would bring to the environment, what role citizens would play, as well as what positive socio-environmental effects it would have on the town or city.

Resources

- Cardboard or cardboard paper, scissors and glue, paint, pictures, magazines, newspapers, etc.
-

MODEL



Prepare a model that symbolises the chosen environmental action. For example, in the case of mobility, represent cycle lanes, paths and pedestrian trails and to promote the use of cycling and walking as sustainable means of mobility.

Resources

- Cardboard or wood, paints, brushes, artifacts such as miniature plants and trees, miniature figures, recycled material, etc.
-

SONG, RAP OR DANCE



Compose an original and catchy song or rap that conveys key messages about the environmental action proposed for the municipality. You can present it in the form of a music video or live during the dissemination activity. It can be accompanied by a dance, steps or choreography.

Resources

- Example of rap: <https://shre.ink/8ITW>
- Example song water: <https://shre.ink/8IT9>



TIKTOK OR VIDEO

Prepare a TikTok/video showing and explaining the importance of carrying out the chosen environmental action, as well as the benefits for the environment and citizens. For example: in the case of water consumption and care, turning off the tap, collecting garbage from rivers, etc. Also, informative brushstrokes can be given in the form of a voice note in the video.

Resources

- Mobile phone, TikTok (filters, text, background music...) or
 - Adobe Premiere Rush (video editing)
 - Adobe Premiere Rush Tutorial <https://www.youtube.com/watch?v=rilxr2fwgiq>
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COMIC



Create a comic that visualizes a story, which represents the action that is presented as a priority. For example: a comic that highlights the benefits of solar energy, showing a character installing solar panels on the roof of his house and enjoying a lower energy bill, highlighting how this form of energy helps reduce emissions and protect the environment.

Resources

- Pixton (app to create comics): <https://www-es.pixton.com>
 - Canva: <https://www.canva.com/>
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MURAL / PAINTING



Create a mural or painting to express messages about the chosen environmental action in a visual and creative way. For example, assuming sustainable mobility is the chosen action, create a painting showing different sustainable modes of transport, such as bicycles, public transport and walking.

Resources

- Blank cardboard or canvas or wooden panel, paints, brushes, stickers, pieces of paper with messages or drawings, etc.
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DIARY



Create a diary including news about the proposed actions, information about the current situation or preparing a diary imagining what the town or city will be like in 2030 if the proposed action is carried out, what social and environmental benefits it would bring, what the city would be like, the natural spaces... You can include ideas for community projects, awareness campaigns, educational activities, actions to reduce air or water pollution, ideas for sustainable alternatives, etc.

Resources

- **Physical diary:** Notebook or diary, pens and markers, watercolors, stickers, etc.
- **Canva:** <https://www.canva.com/>
- **Online diary:** WordPress / Blogger: <https://wordpress.com/es>
<https://wordpress.com/es/>

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