



# HOW TO UNDERSTAND THE CULTURAL AND SOCIAL CONTEXT IN SDE

An introduction

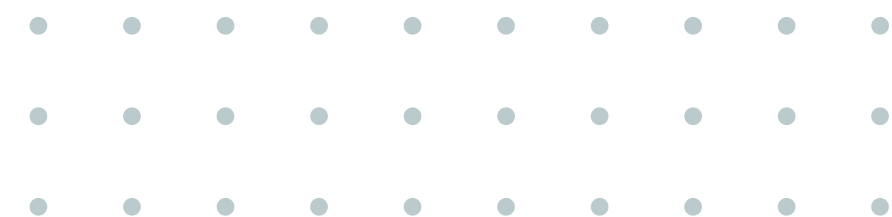


**01.** DEFINING SUSTAINABLE DEVELOPMENT EDUCATION (SDE)

**02.** CULTURAL CONTEXT IN SDE

**03.** SOCIAL CONTEXT IN SDE

**04.** BEST PRACTICES



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# HOW TO UNDERSTAND THE CULTURAL AND SOCIAL CONTEXT IN SDE

Sustainable Development Education (SDE) is an essential tool for promoting environmental stewardship, economic sustainability, and social equity.

Understanding these contexts is crucial to making SDE relevant and effective for diverse populations.





# DEFINING SUSTAINABLE DEVELOPMENT EDUCATION (SDE)



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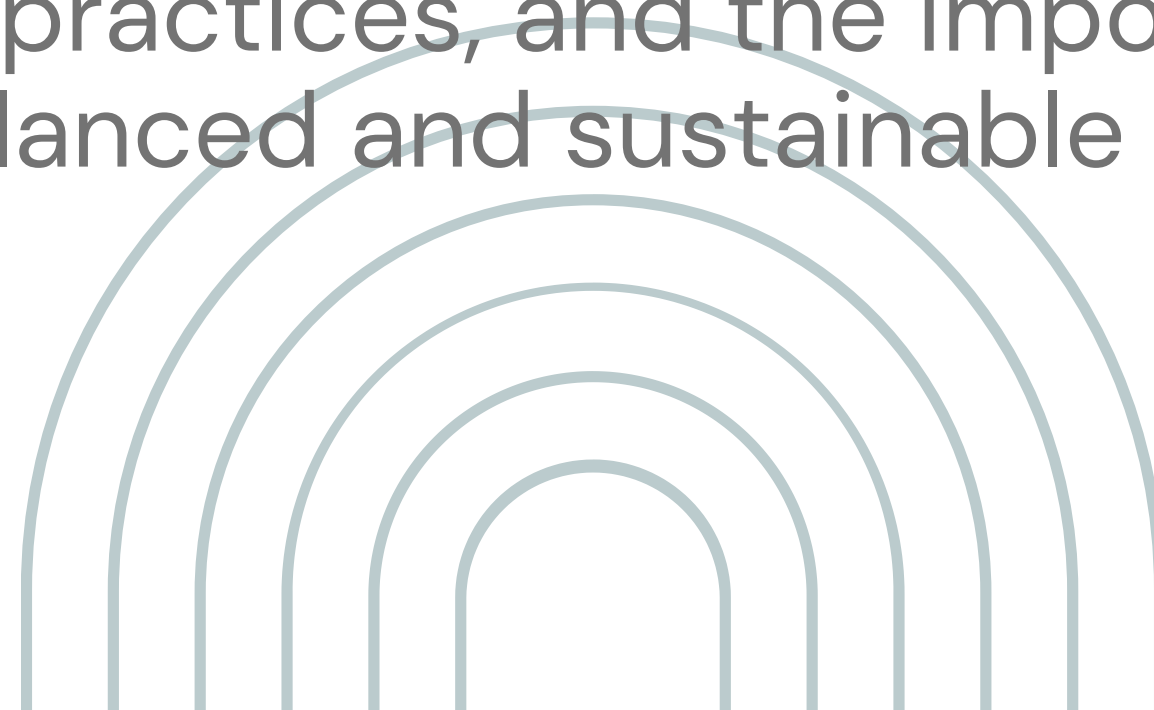


# DEFINING SUSTAINABLE DEVELOPMENT EDUCATION (SDE)

SDE aims to equip individuals with the knowledge, skills, and values necessary to foster sustainable development.

**Its objectives** include promoting environmental awareness, economic responsibility, and social justice.

**Key components** involve understanding ecological principles, sustainable economic practices, and the importance of social equity in creating a balanced and sustainable future.





# CULTURAL CONTEXT IN SDE



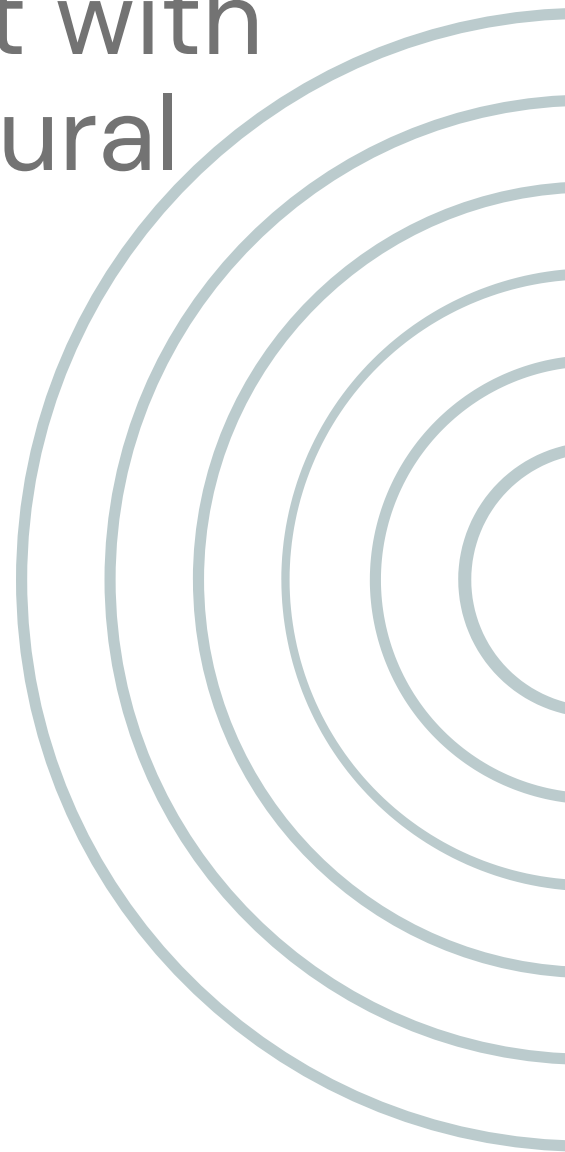
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# CULTURAL CONTEXT IN SDE

Culture refers to the shared values, norms, beliefs, and practices that characterize a group of people.

It significantly influences how individuals perceive and interact with the world, including their learning processes. For instance, cultural background can affect students' engagement, motivation, and comprehension in educational settings.



# CULTURAL CONTEXT IN SDE

To incorporate cultural awareness, trainers can:

- **Conduct Cultural Assessments:** Evaluate the cultural backgrounds of learners to tailor the curriculum.
- **Include Culturally Relevant Examples:** Use examples and case studies that resonate with the cultural experiences of the learners.
- **Encourage Cultural Expression:** Allow learners to share their cultural perspectives and experiences related to sustainability.







# SOCIAL CONTEXT IN SDE



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## SOCIAL CONTEXT IN SDE

Social context encompasses the socio-economic conditions that influence individuals' lives, such as income, education, and social status.

These factors can significantly impact learning outcomes. For example, individuals from lower socio-economic backgrounds may face barriers such as limited access to resources or educational opportunities.

# SOCIAL CONTEXT IN SDE

To address these challenges, trainers can:

- **Provide Accessible Resources:** Ensure that learning materials are accessible to all, regardless of socio-economic status.
- **Offer Support Services:** Provide additional support such as tutoring, counseling, and financial assistance if needed.
- **Create Inclusive Learning Environments:** Foster a supportive and inclusive atmosphere that acknowledges and addresses the diverse needs of learners.



# BEST PRACTICES



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## BEST PRACTICES

- **Conduct Surveys and Focus Groups:** Gather information on the cultural backgrounds, languages spoken, and socio-economic conditions of your learners. This data helps tailor educational content to meet their specific needs.
- **Participate in Local Events:** Attend local cultural events and activities to immerse yourself in the community's cultural practices and social dynamics.
- **Adapt to Learners' Needs:** Continuously assess and adapt the curriculum to meet the evolving needs of learners.
- **Promote Active Participation:** Encourage learners to actively participate and contribute to the learning process.



# DISCUSSION AND CREATING SAFE SPACE ON POLARISED TOPICS

An introduction

**01. GUIDELINES FOR FACILITATING POLARIZED DISCUSSIONS**

**02. ESTABLISH GROUND RULES**

**03. ENSURE INCLUSIVITY**

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# GUIDELINES FOR FACILITATING POLARIZED DISCUSSIONS



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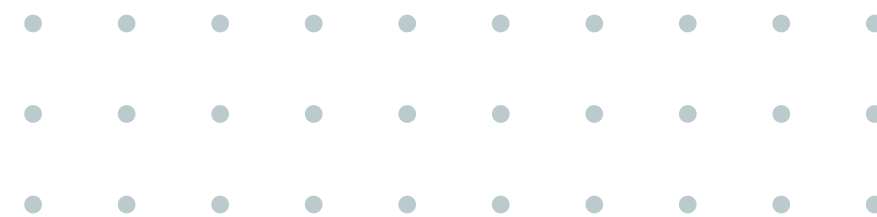


# GUIDELINES FOR FACILITATING POLARIZED DISCUSSIONS

Facilitating discussions on polarized topics requires creating a safe and inclusive space where participants feel respected, heard, and valued. It's essential to:

- establish ground rules
- manage power dynamics
- foster constructive dialogue

Let's have a look at some guidelines





# ESTABLISH GROUND RULES



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## ESTABLISH GROUND RULES

In order to foster a constructive and inclusive environment for discussions on sensitive topics, it is crucial for trainers to establish clear **ground rules for respectful communication**.

Emphasizing the importance of **active listening, empathy, and mutual respect** underscores the need for participants to engage in dialogue with openness and understanding, valuing **diverse perspectives** while refraining from personal attacks, derogatory language, or aggressive behavior.

# ESTABLISH GROUND RULES

Some rules to set at the beginning can be written on a poster and hung in the classroom for everyone to remember.

Ex:

Mutual respect 🌈

This is a safe space (no judgment) ❤️

Trusting the learning process 💡

We build the knowledge together 👧👦

No one has the truth 🖋️

Listen actively 👂





# ENSURE INCLUSIVITY



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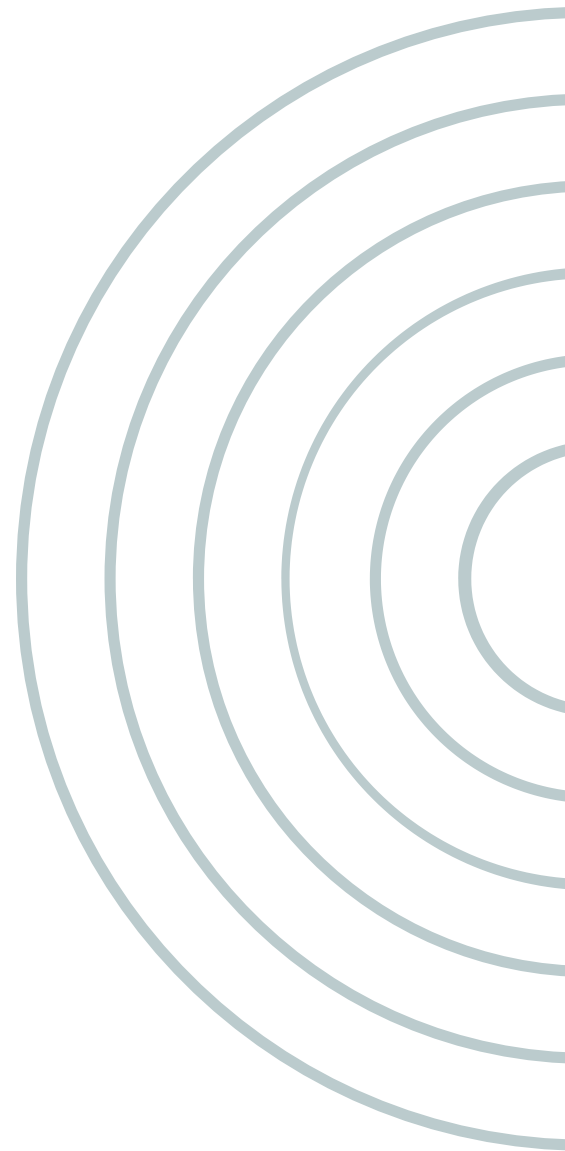


# ENSURE INCLUSIVITY

Create an inclusive environment where all voices are valued and heard.

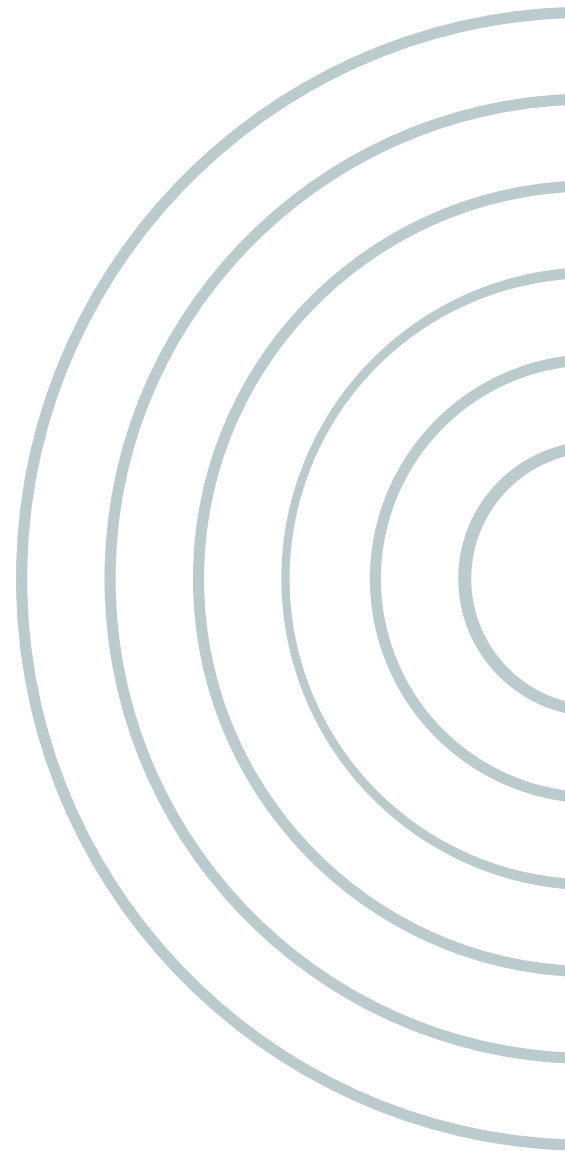
To create an inclusive environment, it's important to establish norms that prioritize **respect and openness** to diverse perspectives.

- Actively listen to participants and **validate their contributions**, regardless of whether you personally agree with them;
- Encourage a culture where individuals feel **comfortable** expressing themselves without fear of judgment or reprisal;
- Use **inclusive language** and **gestures** that signal acceptance and appreciation for everyone's input;



# ENSURE INCLUSIVITY

- Encourage participation from **all individuals**, including those who may hold minority viewpoints or feel marginalized.
- Be mindful of **power dynamics** that may inhibit certain individuals from speaking up
- Use **inclusive facilitation techniques**, such as small group activities, to ensure that everyone has an opportunity to share their thoughts and perspectives.
- Validate and affirm the contributions of individuals with minority viewpoints, acknowledging the importance of their perspectives in enriching the discussion.





# MANAGE POWER DYNAMICS



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# MANAGE POWER DYNAMICS

Power dynamics can influence how individuals engage in discussions, with some feeling more confident to express their opinions while others may hesitate or feel marginalized.

It's important to be aware of these dynamics and take steps to create an environment where everyone feels **empowered** to participate. This can involve:

- Actively **monitore participation levels** and intervening if certain individuals are dominating the conversation;
- Encourage **inclusive participation** by inviting quieter voices to speak up and validating their contributions.

# MANAGE POWER DYNAMICS

- Avoid favoritism or bias in moderating the discussion and ensure that all participants have equal opportunities to contribute;
- Actively engage with all participants, regardless of whether you agree with their viewpoints, and encourage a balanced exchange of ideas;
- Upholding principles of fairness and impartiality, helping create a more inclusive and constructive dialogue;
- Intervene if you observe instances of dominance or intimidation



# ENCOURAGE CONSTRUCTIVE DIALOGUE



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# ENCOURAGE CONSTRUCTIVE DIALOGUE

Foster a culture of constructive dialogue by encouraging participants to engage in **critical thinking, evidence-based reasoning, and logical argumentation**. Constructive dialogue involves engaging with ideas and arguments in a thoughtful and analytical manner:

- Encourage participants to approach discussions with an **open mind**;
- Emphasize the importance of basing opinions on **factual information** and logical reasoning rather than personal beliefs or emotions;
- Encourage participants to support their arguments with evidence and to consider counter arguments;

# ENCOURAGE CONSTRUCTIVE DIALOGUE

- Facilitate **respectful exchanges of ideas** and perspectives by asking open-ended questions, encouraging active listening, and promoting reflective thinking;
- Encourage participants to express their thoughts and perspectives openly while **listening attentively** to others with empathy and respect.
- Foster active listening by paraphrasing and summarizing others' points of view to demonstrate understanding and validation.
- Encourage **reflective thinking** by asking participants to consider the implications of their arguments and the perspectives of others.



# MANAGE EMOTIONS AND CONFLICT



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## MANAGE EMOTIONS AND CONFLICT:

Emotions can run high when discussing sensitive or controversial topics, and it's essential to recognize and validate participants' feelings throughout the discussion:

- Acknowledge the **emotional significance** of the topic at hand and create a space where participants feel comfortable expressing their emotions without judgment;
- Validate their concerns by acknowledging the **legitimacy of their feelings** and the importance of addressing them in the discussion.

## MANAGE EMOTIONS AND CONFLICT:



- Provide **emotional support** and **empathetic listening** to individuals who may feel distressed or triggered by the discussion;
- Demonstrate **empathy and compassion** towards individuals who are experiencing emotional distress, and offer reassurance and validation of their feelings;
- Practice active listening by attentively and empathetically **engaging with their concerns**, allowing them to feel heard and supported;
- Address conflicts or tensions that arise during the debate with patience and sensitivity;
- Remain calm and composed as the moderator, and strive to de-escalate conflicts.





# DEBRIEF AND REFLECT



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## DEBRIEF AND REFLECT

A debriefing session provides an opportunity for participants to **reflect** on their experiences and insights gained from the discussion:

- Facilitate a structured debriefing session where participants can collectively **review** the process and outcomes of the debate;
- Encourage participants to **share** their observations, thoughts, and reactions to the discussion, focusing on both positive aspects and areas for improvement;
- Use **probing questions** to stimulate reflection and deepen participants' understanding of the issues discussed;

## DEBRIEF AND REFLECT



- Encourage **open and honest** communication during the debriefing session by inviting participants to share their thoughts and feelings about their experience in the discussion;
- Prompt participants to **reflect** on what they learned from the debate, including new insights gained, perspectives considered, and areas of personal growth;
- Invite participants to **identify challenges** they encountered during the discussion, such as communication barriers, emotional reactions, or conflicts, and discuss strategies for overcoming them in future discussions.

# CONCLUSION

By following these guidelines, trainers can create a supportive and inclusive environment for facilitating polarized discussions on sensitive topics, allowing participants to engage in meaningful dialogue and constructive debate while feeling safe and respected.





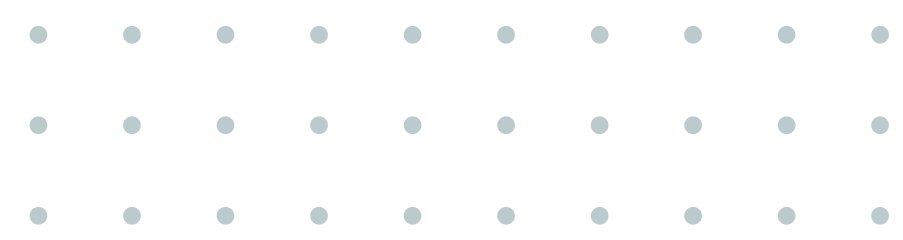
# BASICS OF TEACHING WITH GAMIFICATION



- 01. INTRODUCTION
- 02. MAIN OBJECTIVES
- 03. PRACTICAL EXAMPLES
- 04. GAMIFICATION AND TRANSVERSAL SKILLS
- 05. CASE STUDIES
- 06. PROSPECTIVE FUTURE
- 07. CONCLUSIONS



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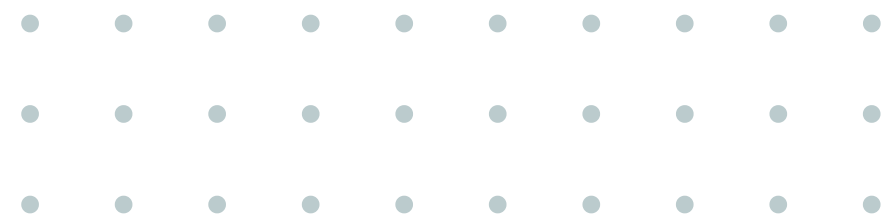


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# INTRODUCTION

Gamification introduces game-like elements such as scoring, badges, levels, and challenges into educational settings, transforming learning into an engaging process that stimulates student curiosity. This approach makes education more interactive and captivating, encouraging active participation and increased motivation to learn.







# MAIN OBJECTIVES



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# MAIN OBJECTIVES

The primary goals of gamification in education are to boost student motivation and participation by creating a dynamic learning environment that facilitates concept comprehension, enhances satisfaction, and improves overall learning outcomes.

The aim is to make learning a **positive and rewarding experience**, fostering greater student **involvement** and **commitment**.



# FUNDAMENTAL PRINCIPLES

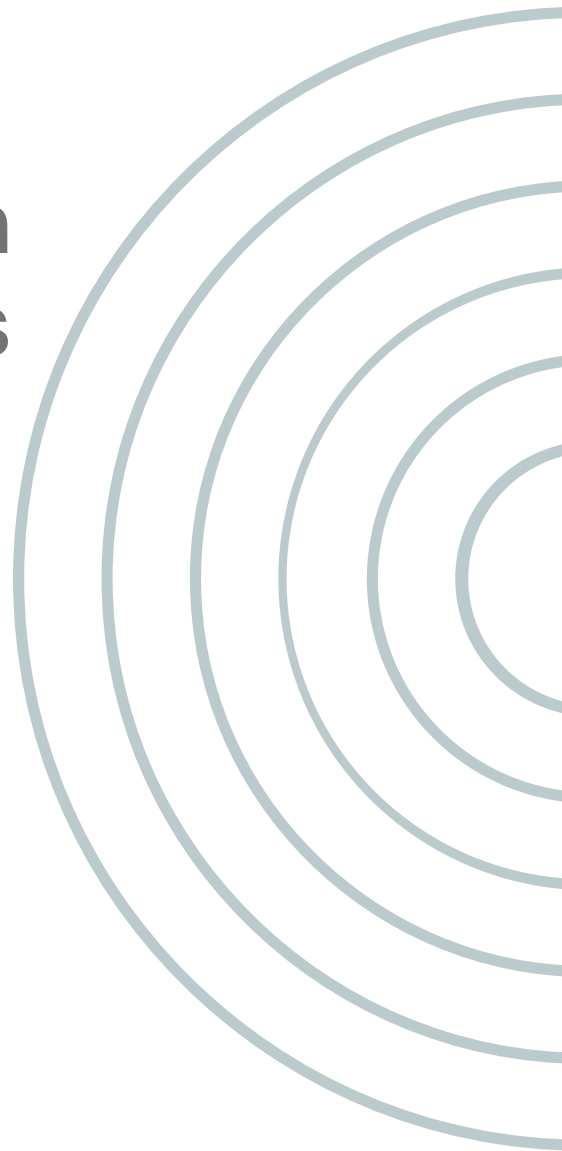
The use of gamification in learning is based on game principles designed to enhance motivation, competition (especially in terms of personal improvement), and feedback. Gamification motivates students through objectives and challenges that promote new levels of learning, tailoring content to their interests and abilities. The scoring and badge system rewards progress, while immediate, personalized feedback helps students better understand concepts and improve performance. Motivated students are more likely to engage actively in learning.



# INTRINSIC AND EXTRINSIC MOTIVATORS

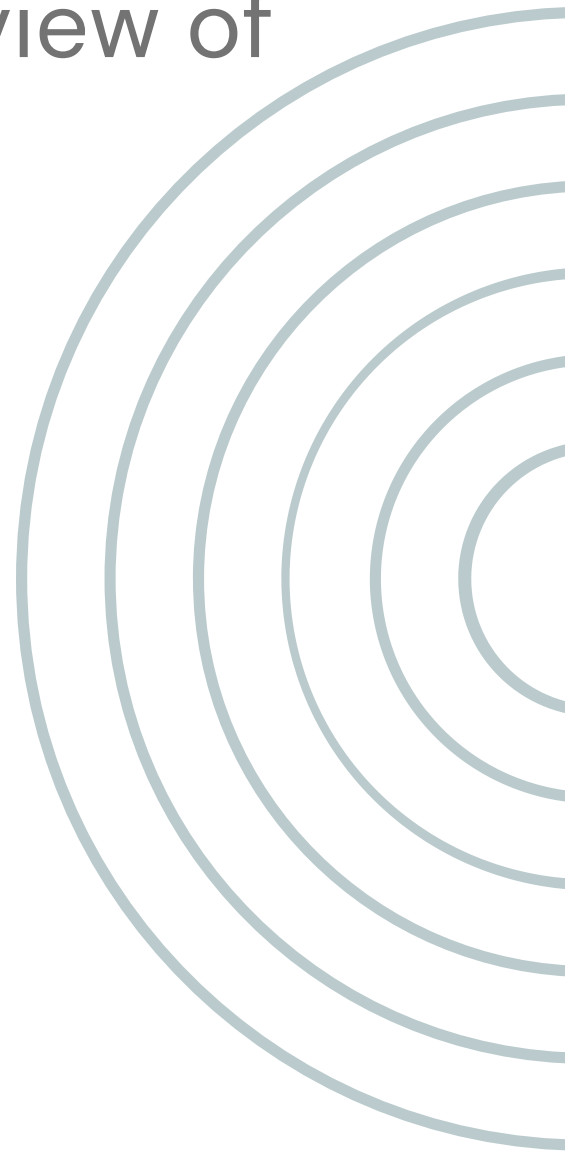
Gamification employs intrinsic motivators, derived from the internal satisfaction of studying, and extrinsic motivators, such as points and badges, to foster long-lasting learning.

While intrinsic motivators stem from the pleasure and satisfaction inherent in learning, extrinsic motivators may include tangible rewards and recognition that further incentivize student effort.



# PROGRESS AND FEEDBACK

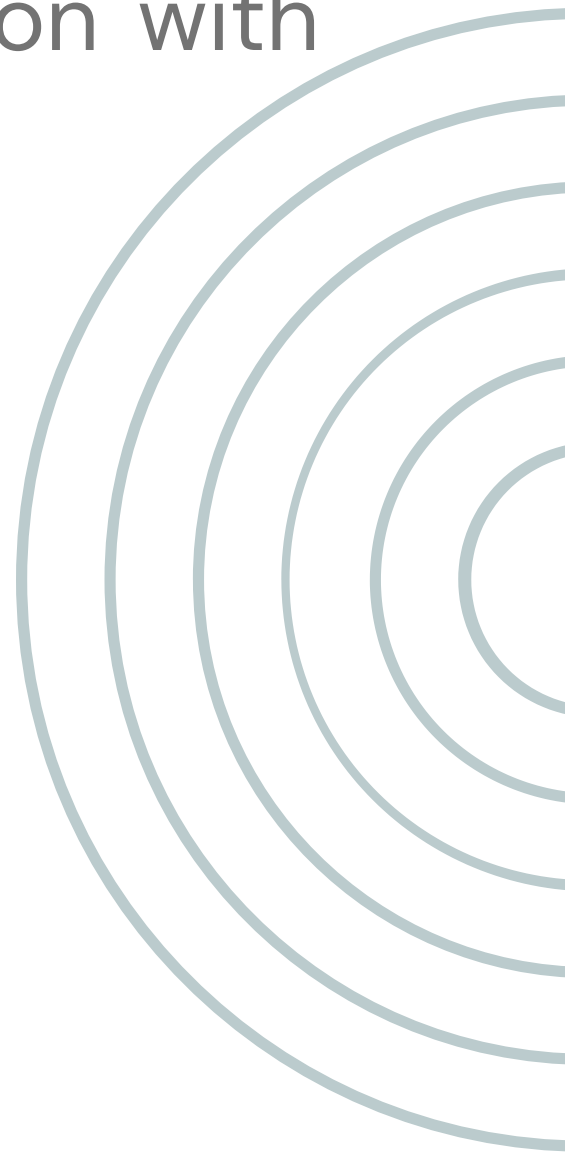
The system of tracking progress and providing immediate, personalized feedback helps students identify strengths and weaknesses, adjusting their learning strategies accordingly. This approach gives students a clear view of their progress and timely guidance on how to improve, creating a continuous cycle of enhancement and learning.



# COMPETITION

Healthy competition stimulates engagement and participation. Through leaderboards, tournaments, or group challenges, gamification encourages students to improve and collaborate with peers, balancing competition with teamwork.

This can drive students to surpass themselves and foster a sense of belonging and collaboration within the classroom group.





# PRACTICAL EXAMPLES



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# PRACTICAL EXAMPLES

Here are some practical applications of gamification in daily study:

- **Tracking Progress and Providing Immediate Feedback:**

Use platforms offering real-time feedback, allowing students to monitor their progress and receive improvement suggestions.

- **Creating Points or Badge Systems:**

Reward the completion of study activities or the achievement of specific goals with points, badges, or other recognitions that stimulate motivation.

- **Using Apps like Duolingo:**

Learning apps that provide immediate feedback and track student progress, maintaining high motivation through challenges and daily goals.

- **Introducing Healthy Competition:**

Participate in study challenges or tournaments with friends or classmates to improve performance and encourage greater commitment.



# PRACTICAL EXAMPLES

- **Using Narratives to Make Study Engaging:**

Imagine being the protagonist of a story while studying, facing missions and overcoming obstacles that make learning more memorable and interesting.

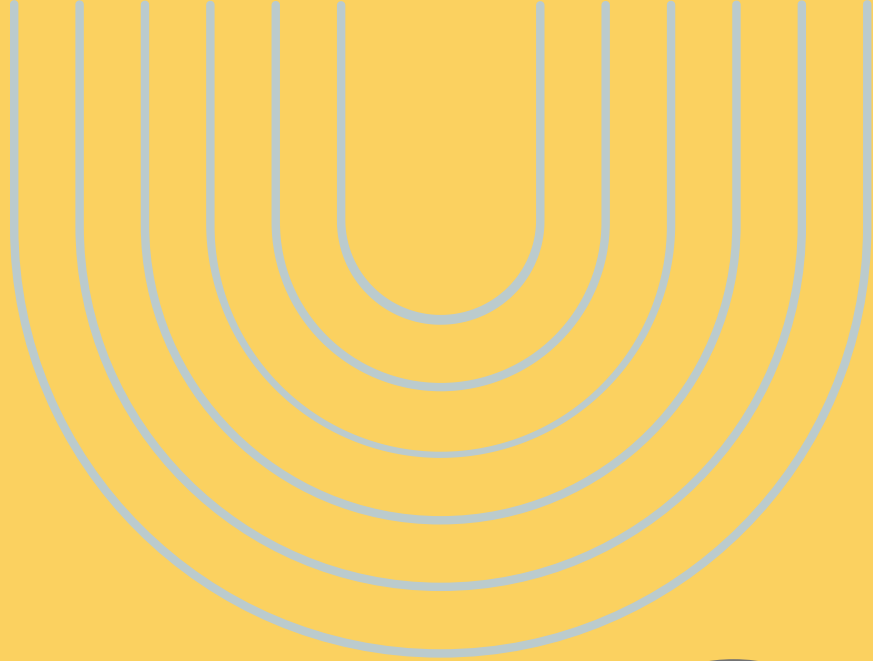
- **Making Study Materials Visually Attractive:**

Utilize videos, images, and charts to make texts and presentations more inviting, creating a more enjoyable and modern study environment that aligns with our daily social and technological environment.

- **Setting Challenging but Achievable Goals:**

Break down study goals into smaller, manageable milestones, celebrating intermediate successes to keep motivation high along the way.

All these elements are included in the CoCo Game and can be adapted to the specific needs of the target audience, modifying rules and game modes to change the game time (from 30 minutes to several hours), mode (collaborative, competitive, team tournaments), and depth of the topics proposed. This flexible approach allows for the use of different gamification strategies based on the type of audience and their learning preferences.



# GAMIFICATION AND TRANSVERSAL SKILLS



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# GAMIFICATION AND TRANSVERSAL SKILLS



Gamification supports the development of students' transversal skills:

- **Effective Communication:**

Promotes knowledge sharing and clear expression of ideas. Students learn to communicate effectively both within and outside the group, enhancing their social and presentation skills.

- **Creativity and Initiative:**

Stimulates creative thinking and the exploration of innovative solutions. Designing and developing gamification experiences encourages students to experiment with new ideas and take initiative.

- **Time Management and Organization:**

Teaches how to prioritize and organize activities efficiently. Many educational games require effective time management, helping students develop these fundamental skills.

- **Collaboration and Teamwork:**

Encourages cooperation and respect for roles. Through group activities and collaborative challenges, students learn to work together effectively, coordinating efforts and valuing each other's contributions.

- **Critical Thinking and Problem Solving:**

Develops analysis, problem-solving, and mental flexibility skills. Many educational games require students to analyze situations, identify creative solutions, and make informed decisions.



# CASE STUDIES



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# CASE STUDIES



**Gamification has demonstrated improvements in learning, especially in STEM, with applications such as:**

- **Duolingo:**

Uses points, gems, leaderboards, and challenges to motivate language learning, showing significant improvement in test scores. Regular users are more likely to pass foreign language exams due to the app's game-like structure.

- **DragonBox:**

Teaches math and algebra through characters and stories, improving student outcomes in algebra tests. Students using DragonBox have shown significant improvement in their math skills compared to control groups.

# CASE STUDIES

In our direct experience, we can provide several examples of gamification applied to topics that may seem distant from traditional gaming, such as:

- **EURBANITIES:** An innovative educational project that uses gaming to explore and understand urban dynamics and citizen engagement. The project aims to facilitate active citizen participation in urban planning through simulations and interactive scenarios. Participants take on different roles within a city, such as local administrators, urban planners, activists, and citizens, addressing real challenges related to urban planning, public space management, environmental sustainability, and social cohesion.
- **RURALITIES:** Uses gaming to explore rural dynamics and promote sustainable development. The project aims to raise awareness among participants about the challenges and opportunities of rural communities through interactive simulations. Participants take on roles within a rural community, such as farmers, local administrators, and entrepreneurs, facing challenges like natural resource management, economic development, and social cohesion.





## CASE STUDIES

- **I'M ALSO AN EUROPEAN DEPUTY:** A project that uses the simulation of the European Parliament to raise awareness among young people about the importance of active participation and debate on supranational issues. The game is based on training materials from Compass and European institutions, designed to promote active citizenship among young people. Participants simulate the life of the European Parliament, taking on the role of European deputies, discussing, negotiating, and making decisions on topics of great interest, such as environmental policies, human rights, and the economy.

These case studies demonstrate how gamification can be effectively used in educational contexts unrelated to traditional gaming. Through realistic and interactive simulations, participants develop a deep understanding of urban, rural, and supranational dynamics, promoting active participation and the development of essential transversal skills.



# PROSPECTIVE FUTURE



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# PROSPECTIVE FUTURE

Future prospects include using **Artificial Intelligence (AI)** to personalize learning and **Virtual Reality (VR)** and **Augmented Reality (AR)** to create immersive experiences. AI can adapt content and challenges to individual needs, while VR and AR can offer practical simulations and collaborative environments. AI can analyze student learning data and tailor content and challenges to their individual needs, creating personalized learning paths.

Additionally, integrating virtual and augmented reality can lead to even more immersive and engaging learning experiences, allowing students to explore complex concepts interactively.





# INTEGRATION OF VR AND AR IN GAMIFICATION

VR and AR technologies can be integrated into educational gamification to make learning more engaging and interactive:

- **Immersive Learning Environments:** VR and AR can create realistic virtual environments that transport students to new worlds, facilitating the learning of complex concepts.
- **Simulations and Games:** VR and AR can create simulations that allow students to apply learned concepts in a practical and safe context.
- **Collaborative Environments:** These technologies can create virtual spaces where students can work together, regardless of their physical location.
- **Immediate and Personalized Feedback:** AI can provide immediate and personalized feedback, helping students quickly improve their performance.
- **Learning Analytics:** AI can provide detailed data on student performance, helping teachers further customize their teaching methods.
- **Practical Learning:** All these technologies offer practical training opportunities in fields like medicine and engineering, allowing students to gain experience in a controlled environment.
- **Sensory and Cognitive Engagement:** These technologies can stimulate both sensory engagement and critical and creative thinking in students.



# CONCLUSIONS



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## CONCLUSION

Gamification represents an innovative approach to enhancing learning by increasing student motivation and engagement. With the integration of advanced technologies, gamification can reach new levels of effectiveness and engagement. Adopting these technologies in the educational context promises to revolutionize learning, creating a more stimulating and personalized environment that meets individual student needs.



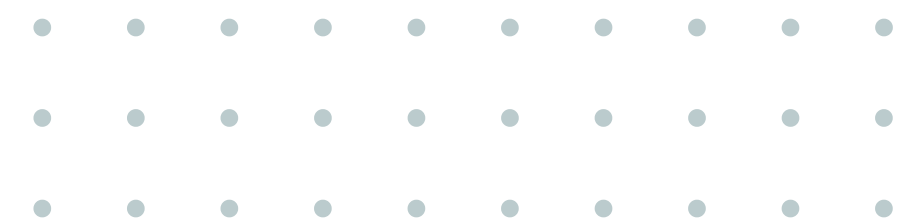
# HOW TO EMBED THE COCO GAME IN THE TRAINING



01. INTRODUCTION
02. WHY CARD GAMES ARE AN EFFECTIVE TOOL
03. IMPORTANCE OF THE FACILITATOR
04. PREPARATION PHASE
05. INTRODUCTION PHASE
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# INTRODUCTION



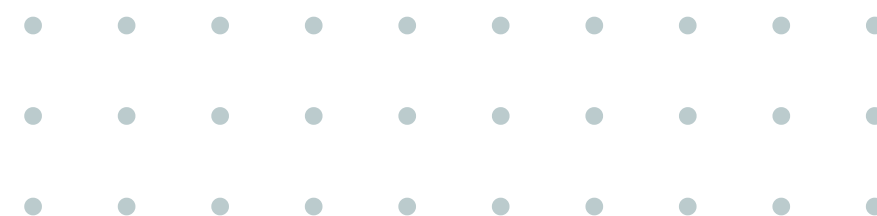
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# INTRODUCTION

The CoCo Game, developed as part of the Conscious Consumption project, is an innovative educational tool designed to promote conscious consumption through gameplay. We aimed to create a game that utilizes one of the oldest gaming systems—cards—which have been prevalent in Western culture for centuries. Think of tarot cards, which were a divination system before becoming a game.

The CoCo Game brings this concept into a modern context, where elements like scoring, challenges, and mechanics akin to modern card games (from Monopoly to Magic) make learning an engaging and interactive process. This chapter is intended for educators and facilitators, providing guidance on how to integrate the game into training programs for young people, disadvantaged individuals, and those with low levels of education to spark curiosity and facilitate learning about conscious consumption.







# WHY CARD GAMES ARE AN EFFECTIVE TOOL



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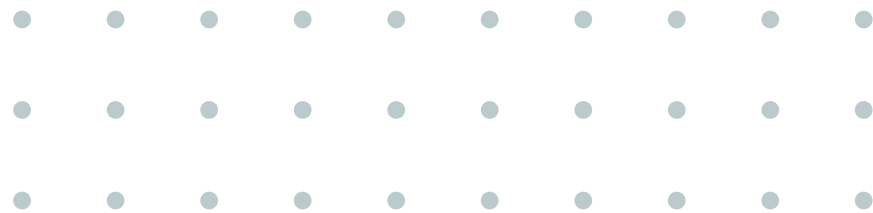


# WHY CARD GAMES ARE AN EFFECTIVE TOOL

A card game like the CoCo Game proves to be an effective educational tool for several reasons. The variety of cards, which are divided into different types and categories, integrates fun dynamics and stimulates cooperation.

The Character cards introduce elements of storytelling and role-playing. These cards offer narratives that make the game more engaging, helping participants immerse themselves and better understand the concepts being addressed.

Additionally, the need to collaborate to achieve goals promotes teamwork and critical thinking, thereby fostering the development of crucial soft skills in contemporary learning models.





# IMPORTANCE OF THE FACILITATOR



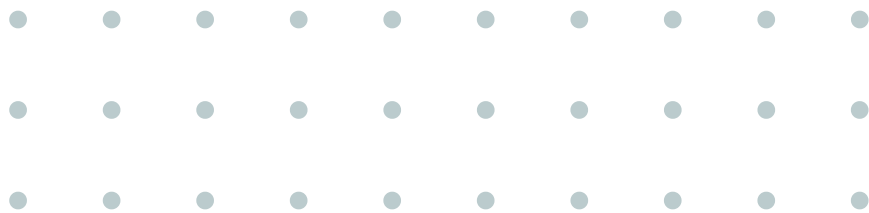
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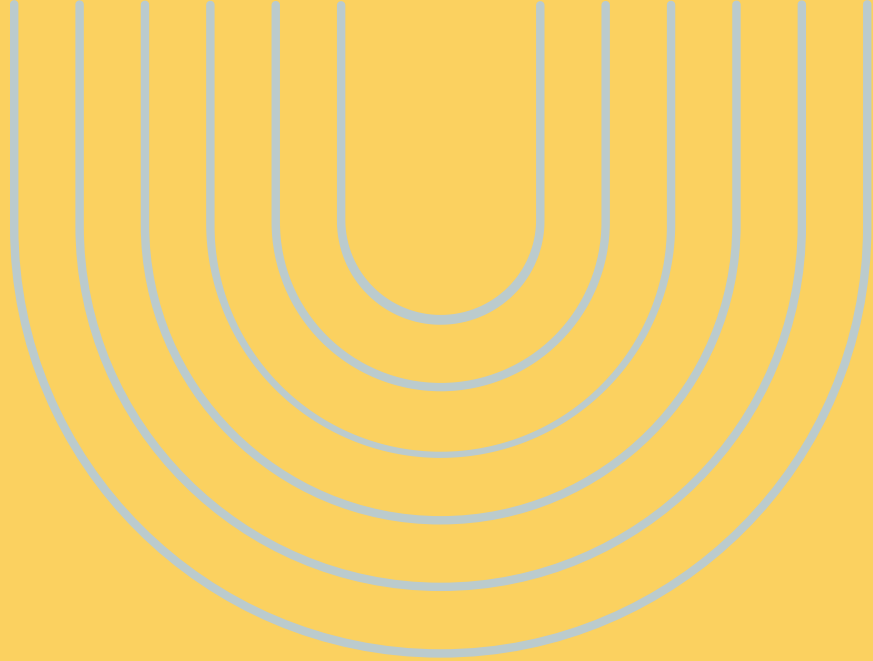


# IMPORTANCE OF THE FACILITATOR

The facilitator plays a crucial role in the success of the CoCo Game as an educational tool. Knowing the rules, understanding the mechanics and dynamics of the game, is essential to stimulate interest in the topics covered and teach effectively; intervening at appropriate times to pause the game or suggest further exploration.

The facilitator's training should include not only mastery of the game but also the ability to manage groups, stimulate discussions, and foster a positive and collaborative learning environment. The facilitator's attention and empathy are essential to keep participants engaged and motivated. Here we propose a training model divided into different phases, providing detailed definitions and descriptions to ensure effective and engaging training.





# PREPARATION PHASE



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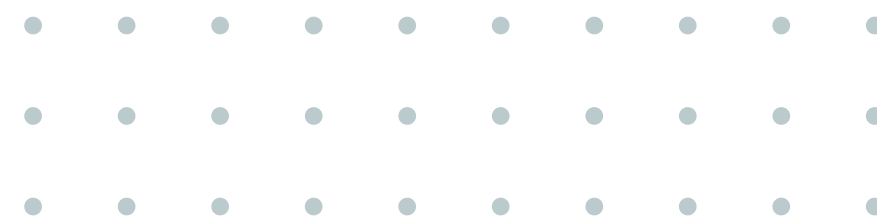


# PREPARATION PHASE

## Understanding the game

Before introducing the CoCo Game, trainers must familiarize themselves with the rules and components. It's useful to conduct one or more game sessions among trainers to gain competence and confidence in managing the game and understanding the dynamics that can arise among players.

Knowing the rules and understanding game mechanics and dynamics is essential for teaching them effectively and identifying the right moments to intervene, suggest further exploration, or correct players' behavior positively, steering them towards collaboration and dialogue.

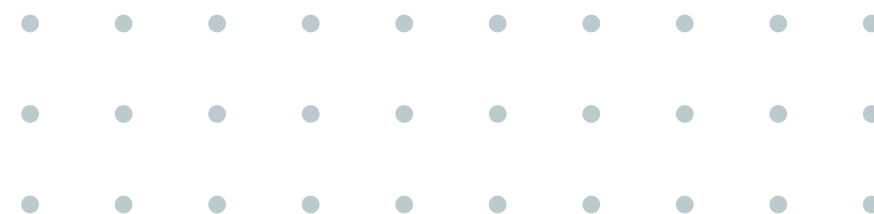


# PREPARATION PHASE

## Defining learning objectives

Clearly establish which concepts of conscious consumption you want to convey to participants based on their social and cultural background, defining which to explore further and which to overlook.

Objectives include waste reduction, efficient resource use, and the importance of sustainability, all embedded in the game's goal cards, divided into categories such as Food, Furniture, Clothing, and Energy, all linked to environmental pollution.



# PREPARATION PHASE

## Preparing materials

Ensure all game materials are available and in good condition.

Prepare the card decks, score sheets, rules, and ensure the AR app is functional and accessible to all participants.





# PREPARATION PHASE

## Additional materials

Consider using final quizzes, learning assessments, videos, and presentations as supplementary materials to enrich the learning experience. These tools can help consolidate the knowledge acquired during the game.

For example, a final quiz might include questions like:

- What are the benefits of responsible consumption?
- How can we reduce the environmental impact of our daily choices?
- How can energy savings affect household bills?
- What responsible consumption practices do you know and apply in your daily life?
- How can we encourage others to reduce food waste?
- What are the effects of pollution on the environment and human health?
- How can recycling contribute to a more sustainable environment?
- What are the differences between renewable and non-renewable energy sources?
- How can we reduce plastic use in our daily habits?
- What are strategies for more conscious and economical food shopping?



# INTRODUCTION PHASE



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# INTRODUCTION PHASE

## Game presentation

Start with a brief introduction to the CoCo Game, explaining its purpose and how it relates to conscious consumption topics. Use concrete examples to make concepts more accessible, also using the cards as support.

For instance, discuss global warming and energy savings starting with the “Light Bulb” goal card, which suggests replacing old filament bulbs with new energy-efficient ones, and explain how, despite the initial investment seeming prohibitive, the benefits from reduced consumption are significant both economically and environmentally.



# INTRODUCTION PHASE

## Explaining the rules

Clearly and concisely explain the game rules, perhaps going through the rule sheet together.

It's useful to have a practical example to show how a game turn unfolds and, especially, how the scoring is calculated.

Ensure all participants understand how to use the Character, Resource, and Goal cards.



# INTRODUCTION PHASE

## Role of the facilitator

The facilitator must be active and proactive, providing support and guidance throughout the game.

They must also be authoritative; like the Game Master in role-playing games, they guide the players, ensuring the game runs smoothly because they deeply know the rules and are the only ones who can modify them.





# GAME PHASE



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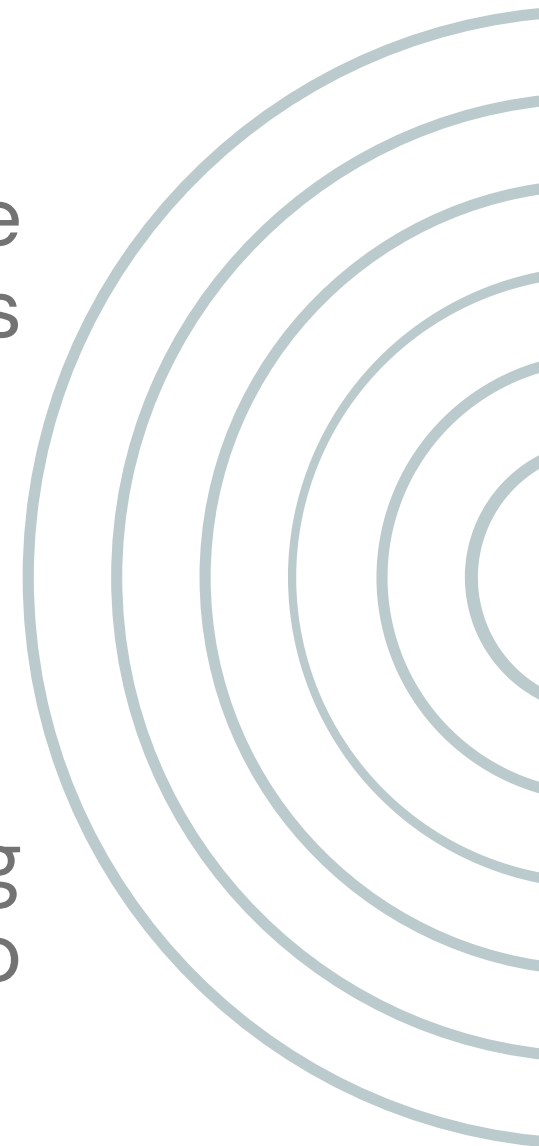
# GAME PHASE

## Starting the game

Distribute the cards and start the game according to the rules. Ensure participants understand that the goal is to collaborate to achieve objectives using the fewest resources possible.

## Monitoring and support

During the game, the facilitator should observe the dynamics among participants, offering support and clarifications when needed. It's important to maintain a collaborative and inclusive game environment.



# GAME PHASE

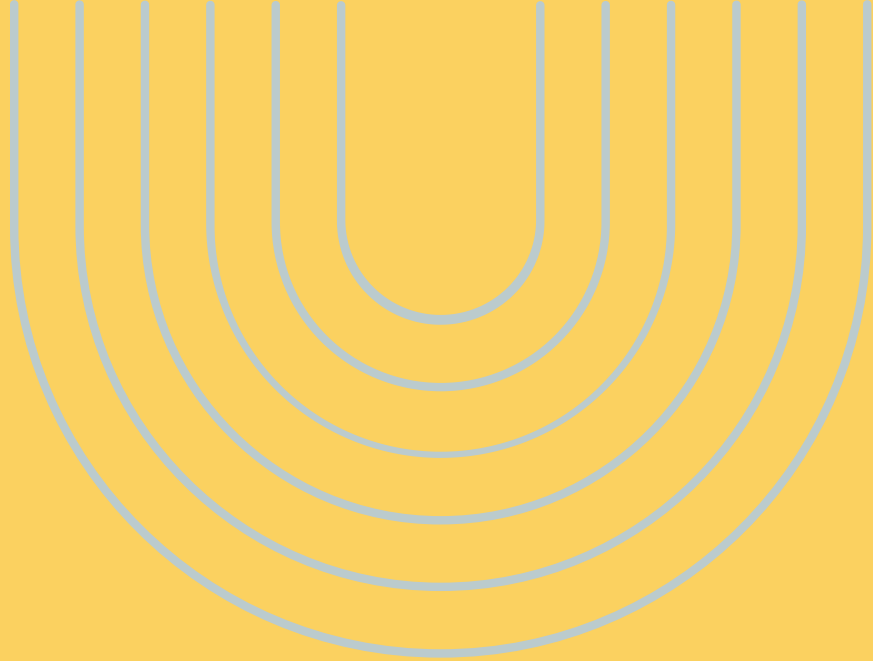
## Integrating AR content

Encourage participants to use the Augmented Reality app to explore the content of the Resource cards. This tool provides additional information and bonuses that make the game more interesting and educational.

Using the app as a digital learning tool offers a unique opportunity to delve into the concepts covered in the game, utilizing and simplifying technological tools that often seem distant because they are reserved for professionals or linked to scientific research and difficult to understand.







# REFLECTION MOMENTS



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# REFLECTION MOMENTS

## Mid-game discussion

If deemed necessary, the facilitator can take notes during the game to define reflection topics for discussion moments.

About halfway through the game, it is appropriate to pause, if not done earlier, for a brief discussion. Ask participants to share their experiences so far and reflect on how the decisions made in the game apply to real life. For example: "How can the choices made in the game be applied to reduce energy consumption in daily life?"

# REFLECTION MOMENTS

## Final feedback

At the end of the game, conduct a final reflection session. Ask participants what they learned about resource use and how they can apply these lessons in their daily lives. For example: "Which strategies did you find most effective for completing objectives with minimal resource use?"

## Analyzing the results

Analyze the final scores and discuss the strategies used to achieve the objectives. Highlight how different choices influenced the results and resource consumption. Understand why certain dynamics occurred among players and which model—collaborative or competitive—prevailed and why.



# PRACTICAL EXAMPLES OF USE



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# PRACTICAL EXAMPLES OF USE

## Training sessions for students

Use the CoCo Game in school settings to introduce concepts of sustainability and responsible consumption, and to kick off research on proposed topics.

The subjects in which such an approach can be applied are varied, from science to economics, from sociology to philosophy.

Students can learn while having fun and discuss how to apply these ideas at school and home.

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## PRACTICAL EXAMPLES OF USE

### Support programs for disadvantaged individuals

Integrate the game into training programs for disadvantaged individuals.

The game can help develop skills in resource management and collaboration, but also stimulate the development of soft skills like problem-solving, useful in both daily life and the workplace.

## PRACTICAL EXAMPLES OF USE

### Workshops for adults with low education levels

Organize workshops where the CoCo Game is used to facilitate the understanding of complex concepts through play.

What might seem like an oversimplification of complex and sometimes incomprehensible topics is actually a schematic model designed to simplify understanding. This approach can make learning more accessible and engaging.

# PRACTICAL EXAMPLES OF USE

## Example open to all

In an open session, specific game elements and dynamics can be explored depending on the audience.

- **For young people:**

Focus on the importance of recycling and sustainability. Young people may be particularly sensitive to environmental issues, so emphasizing how daily choices can impact the environment can be very effective. Use concrete examples like plastic recycling or using renewable energy to better explain these concepts.



## PRACTICAL EXAMPLES OF USE

- **For adults with low education levels:**

Simplify explanations on the benefits of responsible consumption. Use clear and direct language, avoiding complex technical terms. Practical examples like energy saving at home or reducing food waste can make concepts more understandable.

For disadvantaged individuals: Emphasize economic management and efficient resource use. Explain how conscious consumption practices can help save money and improve quality of life. For example, show how smarter shopping and using less energy can reduce bills.

- **For mixed groups:**

Create tournaments with teams competing to see who can use the fewest resources. This approach can stimulate healthy competition and make learning more dynamic and engaging. At the end of the tournament, a final learning test can be conducted to verify the knowledge acquired.



# ADAPTABILITY OF THE GAME



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## ADAPTABILITY OF THE GAME

The game mode can be adapted based on the audience. In some cases, it may be useful to set up the game more competitively (card management, especially in trading, becomes similar to economic negotiation dynamics like in Monopoly). Alternatively, with a large number of players/students, a tournament can be created where different teams compete, followed by a final learning test.

## ADAPTABILITY OF THE GAME

### Using the game without a facilitator

The CoCo Game can also be played without a facilitator and outside structured learning paths. In this case, the quality and quantity of learning primarily depend on the players' interest. The game rules are designed for independent use, ensuring a valuable educational experience.

## ADAPTABILITY OF THE GAME

### Importance of links and research

During the creation of the game, partners conducted thorough research to ensure the relevance and accuracy of the content. Links included in the cards and the AR app provide additional resources that invite players to further explore conscious consumption topics. Using the app as a digital learning tool offers a unique opportunity to delve into the concepts covered in the game.

## ADAPTABILITY OF THE GAME

### Feedback and improvements

Collecting and using participant feedback is essential to improve the educational experience. Facilitators can distribute evaluation questionnaires at the end of the game to gather opinions on strengths and weaknesses. For example, a questionnaire might ask: "Which aspects of the game did you find most useful for understanding conscious consumption?" Use this information to make modifications and updates to the game.



# CONCLUSION



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## CONCLUSION

The CoCo Game represents a unique opportunity to educate on important topics like conscious consumption through a playful approach. With adequate preparation and an active facilitator, the game can become a powerful tool for stimulating reflection and promoting sustainable behaviors.

The adoption of these technologies in educational contexts promises to revolutionize learning, creating a more engaging and personalized environment that meets the individual needs of students.





# EVALUATION AND MOBILISATION METHODS



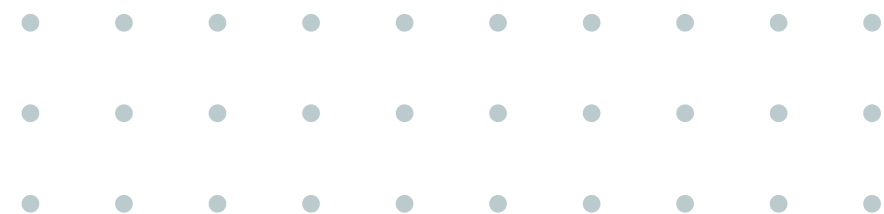


**01.** EVALUATION OF CONSCIOUS CONSUMPTION

**02.** MOBILISATION OF LEARNERS IN NON-FORMAL EDUCATION

**03.** SOME REFLECTIVE QUESTIONS TO USE WITH LEARNERS DURING THE CLASS OR INDEPENDENTLY

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# EVALUATION OF CONSCIOUS CONSUMPTION

Definition

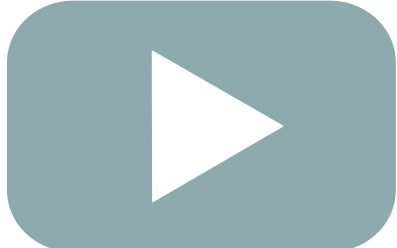


# EVALUATION OF CONSCIOUS CONSUMPTION

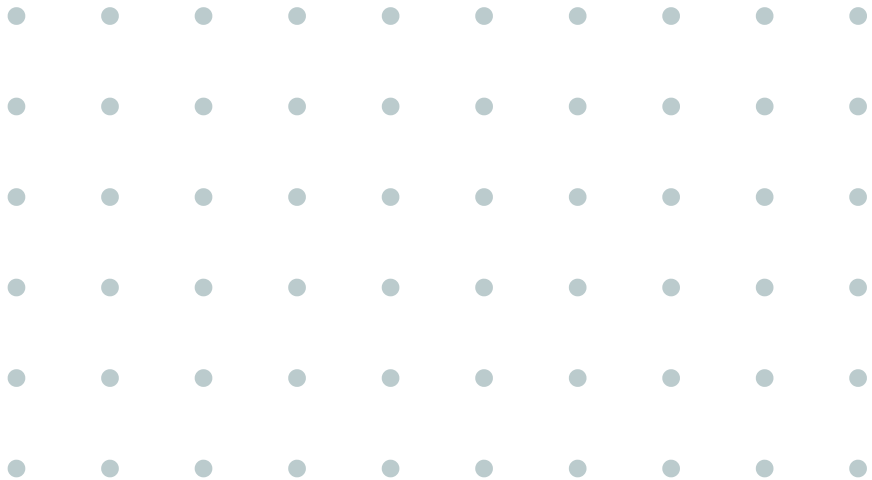
Conscious consumption involves awareness and actions regarding the environmental, social, and economic impacts of purchasing decisions. As we evaluate this kind of non-formal learning it is crucial to understand its effectiveness, validate its outcomes, and ensure continuous improvement in fostering skills and knowledge that traditional education may overlook.



# SHORT VIDEO ABOUT EVALUATION IN NON-FORMAL EDUCATION



What is Evaluation in Non-Formal Education environment?  
Process and Importance of Evaluation – YouTube



# HOW TO EVALUATE NON-FORMAL LEARNING IN CONSCIOUS CONSUMPTION?

- **The evaluation of non-formal learning** differs from formal learning in that it often emphasizes practical, competency-based assessments and flexible, learner-centered approaches rather than standardized tests and curriculum. Non-formal learning evaluations focus more on self-assessment, reflective practices, and real-world application of skills.
- **Definition of specific objectives:** Set clear, specific learning objectives related to conscious consumption, such as understanding sustainable practices, recognizing eco-friendly products, and making ethical purchasing decisions.





## SELF-ASSESSMENT

- **Self-Assessment Tools:** Use tools that help learners assess their knowledge and practices in conscious consumption, like carbon footprint calculators or ethical shopping guides.
- **Tracking Consumption Changes:** Help learners to self-measure changes in their consumption patterns, such as reductions in single-use plastics, increased use of sustainable products, or changes in purchasing behavior.
- **Real-World Applications:** How learners apply their knowledge in real-world scenarios, such as choosing sustainable brands, reducing waste at home, or influencing others to make conscious choices?

## IMPACT MEASUREMENT

You can measure the environmental and social impact of learners' changes in consumption, such as reductions in carbon footprint or support for fair-trade products.





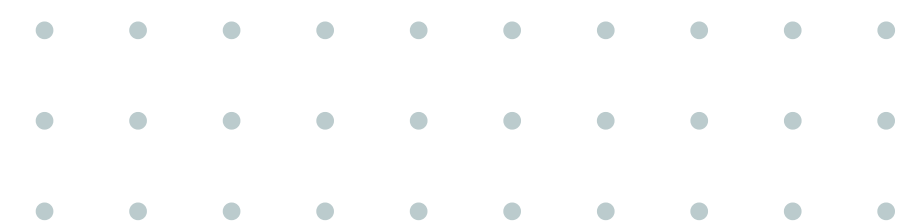


# MOBILISATION OF LEARNERS IN NON-FORMAL EDUCATION



# MOBILISATION OF LEARNERS IN NON-FORMAL EDUCATION

- To activate students in their non-formal learning of conscious consumption, we can create engaging, hands-on activities and projects that align with their interests and real-world applications.
- It would be beneficial to encourage peer collaboration and provide opportunities for learners to share their learning experiences and outcomes.
- The evaluation must be relevant to the subject matter and provide meaningful insights into learners' progress and the broader impact on sustainability.





SOME REFLECTIVE  
QUESTIONS TO USE WITH  
LEARNERS DURING THE  
CLASS OR INDEPENDENTLY



# SOME REFLECTIVE QUESTIONS TO USE WITH LEARNERS DURING THE CLASS OR INDEPENDENTLY

- How do my shopping and eating habits affect the environment, and what small changes can I make to be more eco-friendly?
- How can I encourage my friends and family to make more sustainable choices?
- How does the amount of things I buy affect the environment, and could I focus more on quality over quantity?
- What everyday items do I use that could be replaced with reusable or sustainable alternatives?
- How do my food choices impact the planet, and what can I do to make more sustainable food choices?

