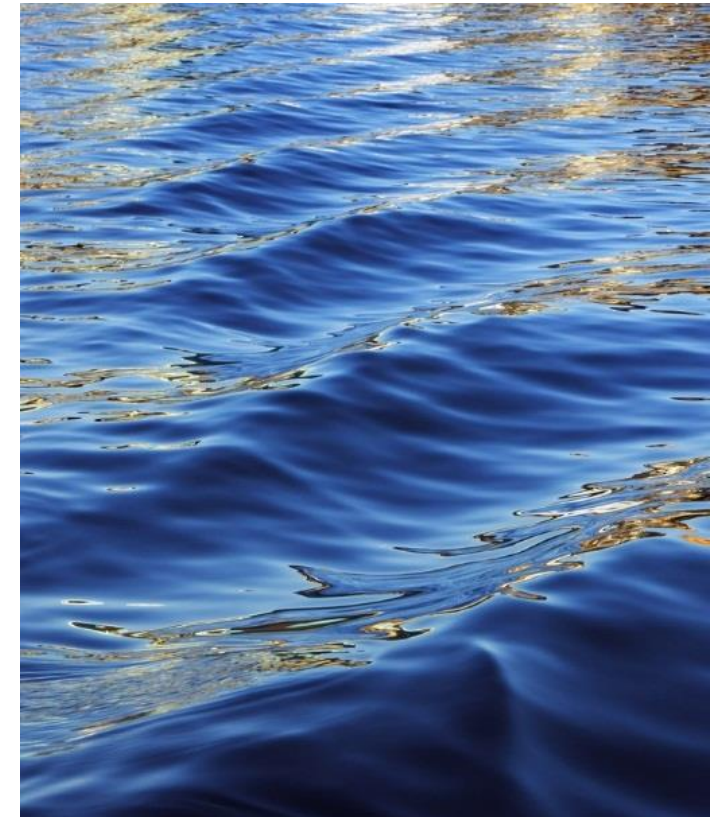


Cultivating Sustainability: Empathy and Collaboration for High School Students

SUSTAINABLE TEAMWORK
COMPETENCIES

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The objective of this game is to enhance empathy and understanding of sustainability challenges by engaging in empathy mapping exercises. Players will work collaboratively to gain insights into the perspectives of those affected by sustainability issues and develop innovative and sustainable solutions to address their needs.

Empathy and collaboration: This competency involves valuing and respecting the perspectives of others, actively seeking to understand their viewpoints, and working collaboratively to achieve shared objectives. Team members with this competency are good listeners who can communicate effectively with others. They can build relationships based on trust and mutual respect and can constructively resolve conflicts.



Target group(s):

Young people from 16
to 20 years old

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- Duration: Approximately 30 minutes

- Materials Needed:

Chart paper or whiteboard

Markers or whiteboard markers

Handouts (optional)

- Introduction (5 minutes):

Begin the lesson by discussing the significance of sustainability in addressing global challenges such as climate change, environmental degradation, and social inequalities.

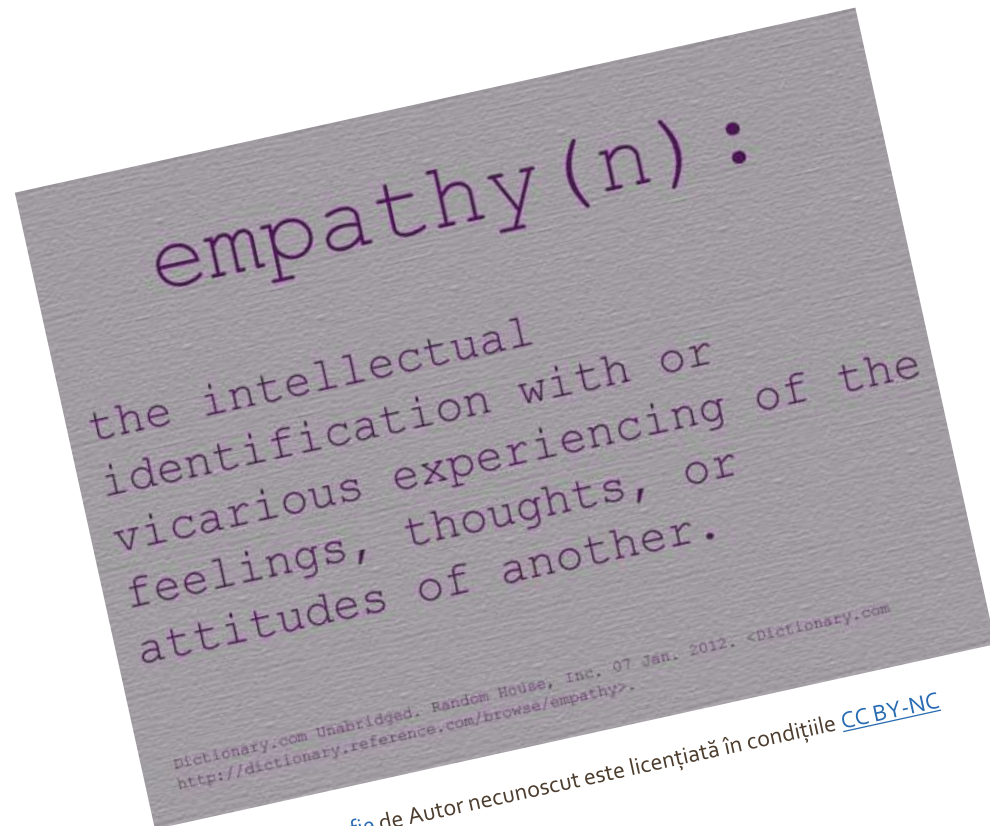
Explain that sustainability involves meeting present needs without compromising the ability of future generations to meet their own needs.

Emphasize the role of empathy and collaboration in developing sustainable solutions and creating a more equitable and resilient world.



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Description/structure



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Activity 1: Empathy Mapping (10 minutes):

1. Explain the concept of empathy by highlighting its importance in understanding the needs and experiences of others, including people and the environment.
2. Introduce the idea of empathy mapping, which involves putting oneself in another's shoes to gain a deeper understanding of their thoughts, feelings, and concerns.
3. Divide students into small groups of 3-4 members.
4. Provide each group with a large sheet of paper and markers.
5. Assign each group a specific stakeholder affected by sustainability issues (e.g., endangered species, marginalized communities, future generations, ecosystems).
6. Instruct the groups to create an empathy map for their assigned stakeholder, considering their needs, challenges, aspirations, and emotions.
7. Encourage students to think critically and creatively, using both their imagination and research if needed.
8. Once the empathy maps are complete, ask each group to present their stakeholder's map to the class, explaining the insights gained and the potential impact of considering their perspectives.

Description/structure



Activity 2: Collaborative Sustainability Solutions (15 minutes):

1. Write the following headings on the chart paper or whiteboard: Energy, Waste Management, Water Conservation, and Community Engagement.
2. Divide the students into new groups, ensuring each group has a mix of perspectives and strengths.
3. Assign each group one of the headings and ask them to brainstorm sustainable solutions or initiatives under that category.
4. Encourage students to think beyond individual actions and consider collective efforts that involve collaboration within their school or community.
5. Provide a time limit of 5 minutes for brainstorming and idea generation.
6. Afterward, ask each group to share their ideas with the class, allowing for open discussion and exchange of thoughts.
7. Facilitate the discussion by highlighting the importance of collaboration in implementing sustainable solutions and the potential positive impact on the environment and society.
8. Summarize the activity by emphasizing that sustainability requires collective action, cooperation, and shared responsibility.

Description/structure

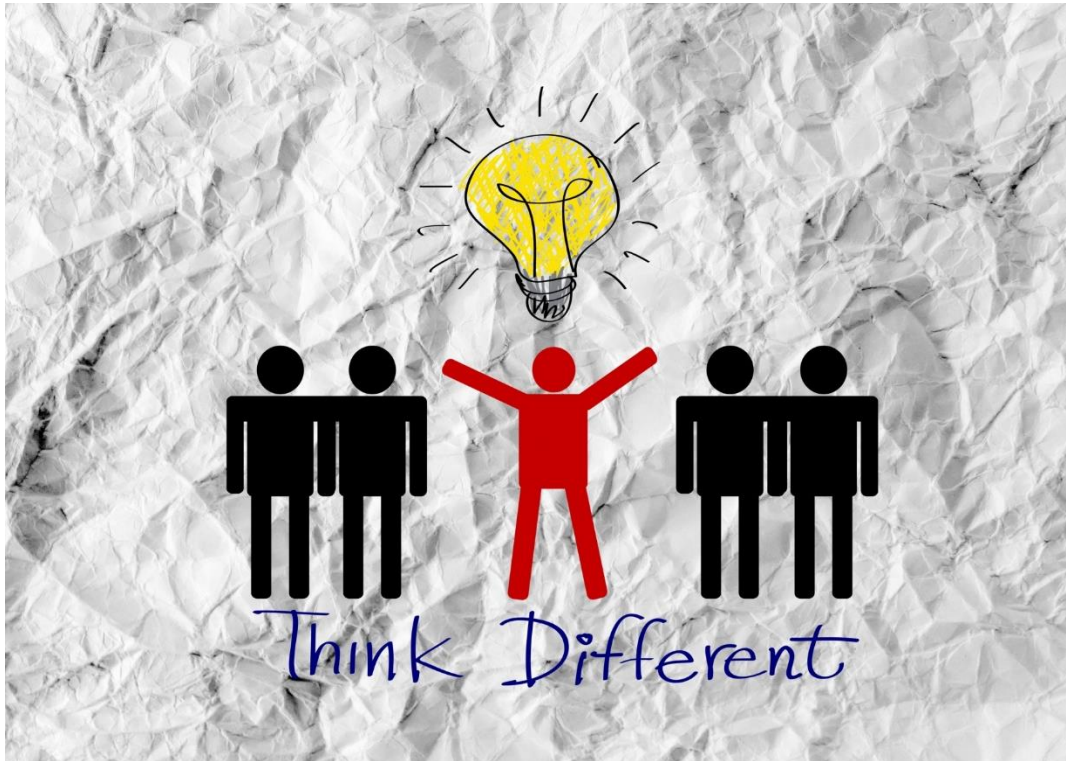


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Conclusion (5 minutes):

1. Recap the key points covered in the lesson, emphasizing the significance of empathy and collaboration in promoting sustainability.
2. Encourage students to incorporate empathy and collaboration into their daily lives, considering the needs of others and working together to create positive change.
3. Highlight that sustainability is not limited to environmental issues but encompasses social and economic dimensions as well.
4. Challenge students to identify one sustainable action they can take individually or collectively to contribute to a more sustainable future.
5. Conclude by expressing optimism about the potential impact of their efforts and the role they can play in creating a better world.
 - Note: Adjust the duration and activities based on the available time and resources. Consider incorporating additional resources, videos, or case studies to enhance student engagement and understanding of sustainability.

Why are you suggesting it? What can be used to prepare our materials?



1. **Empathy Development:** The game fosters empathy as players immerse themselves in the perspectives of those affected by sustainability challenges, promoting a deeper understanding of their needs and concerns.
2. **Collaboration:** Players work together in teams, fostering collaboration, effective communication, and teamwork skills.
3. **Critical Thinking:** Players develop critical thinking skills by analyzing and synthesizing the community's experiences, and exploring the complexity of sustainability challenges.
4. **Innovative Solutions:** The game encourages players to think creatively and develop innovative, sustainable solutions tailored to the needs of the community.
5. **Awareness and Engagement:** Players become more aware of various sustainability challenges through gameplay, promoting active engagement and a sense of responsibility.

The game is flexible and can be adapted to different sustainability topics, age groups, and educational settings. It provides an engaging and interactive way to develop empathy, collaboration, and critical thinking competencies while fostering a deeper understanding of sustainability issues and promoting sustainable solutions.

Empathy Map: Urban Community Dealing with Air Pollution

1. User: Community Members
 - Name: Vlad
 - Age: 35
 - Occupation: Office worker
 2. What they see:
 - Smog and haze in the air
 - Industrial smokestacks emitting pollutants
 - People wearing masks for protection
 - Health warnings about air quality
 3. What they hear:
 - Coughing and wheezing from respiratory problems
 - Public discussions on air pollution causes and solutions
 - News reports on the health impacts of poor air quality
 - Complaints about government inaction on reducing pollution
 4. What they think and feel:
 - Concerned about the long-term health consequences
 - Frustrated by the lack of clean air and its impact on daily life
 - Helpless in the face of a widespread environmental issue
 - Hopeful for stricter regulations and cleaner technologies
1. What they say and do:
 - Advocate for stricter emissions regulations and enforcement
 - Share tips for reducing personal exposure to pollutants
 - Seek out air quality index updates and take necessary precautions
 - Support initiatives and organizations working towards cleaner air
 2. Pains:
 - Respiratory difficulties and increased health risks
 - Limited outdoor activities and compromised quality of life
 - Concerns about the impact on children's health and development
 3. Gains:
 - Appreciation for clean air when available
 - Increased awareness of personal and collective responsibility
 - Collaboration with like-minded individuals and organizations

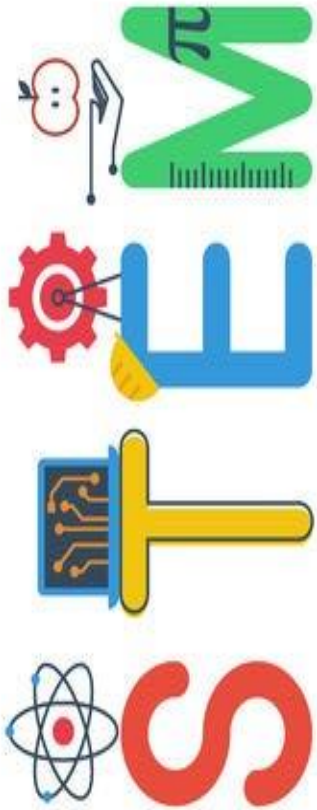


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Geography Lesson:

1. **Connection to Sustainability:** The game can be used to explore sustainability challenges related to geography, such as climate change, deforestation, water scarcity, or urbanization.
2. **Case Studies:** Students can be assigned specific regions or countries facing sustainability issues and engage in empathy mapping to understand the local communities' perspectives.
3. **Geographical Factors:** The game helps students analyze how geographical factors influence the challenges faced by communities and how they contribute to sustainability solutions.
4. **Impact Assessment:** Students can assess sustainability challenges' environmental, social, and economic impacts using empathy maps as a starting point.
5. **Policy and Planning:** The insights gained from empathy mapping can inform discussions on policy-making and planning strategies to address sustainability issues in different geographic contexts.

STEM



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Biology Lesson:

1. **Ecosystems and Biodiversity:** The game can focus on empathy mapping related to sustainability challenges impacting ecosystems and biodiversity, such as habitat destruction, pollution, or invasive species.
2. **Interactions and Dependencies:** Students explore the interconnectedness between species and their environments, understanding the consequences of sustainability challenges through empathy mapping.
3. **Conservation and Restoration:** The empathy maps can serve as a basis for discussing conservation and restoration strategies, allowing students to propose sustainable solutions to protect and restore ecosystems.
4. **Human Impact on Biodiversity:** The game highlights the human impact on biodiversity loss and helps students develop empathy for the affected species and ecosystems.
5. **Ethical Considerations:** Students can engage in discussions about the ethical implications of sustainability challenges and the responsibility to protect and preserve biodiversity.
 - In both geography and biology lessons, the empathy game provides an experiential and engaging approach to understanding sustainability challenges from a human perspective. It encourages critical thinking, empathy development, and the exploration of interdisciplinary solutions to address these challenges.