# Educational Board Game

Project: 101187431 — Youth Green Compass
ERASMUS-YOUTH-2024-YOUTH-TOG

# About the Project

This Educational Board Game was developed within the framework of the **"Youth Green Compass"** project, co-funded by the Erasmus+ Programme of the European Union.

The game aims to increase players' environmental awareness, help to create sustainable habits and increase knowledge of how our behavior can cause a huge impact on climate change.

This document is the result of a collaborative process involving project partners working in the fields of youth work, education, sustainability and participatory learning.

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# Instructions

## Instructions

**Overview:** This game is designed as a tool for empowerment to be proactive about the challenges of the complex world we live in. Players are presented with daily life frustrations through *Challenge Cards*, which are drawn randomly and linked to the European Green Deal's policy areas. In each round, three *Theme Cards* are also drawn to guide the discussion, and players are encouraged to develop a short project idea that uses as many themes as possible to solve the given challenge. The idea is then pitched to a teammate within a limited time. Based on the outcome, changes are applied to *The Tower* by moving the building blocks of the tower (guided by the *Number Cards)*, which symbolizes the interconnected systems of our world. The players' success depends on how strategically their projects are created to prevent the tower from collapsing.

**Game Components:**

- 46 Blocks: 15 Nature, 15 Society, 15 Economy, 1 Pickle Block (talking stick - pickle colors) (Typically 1.5 cm × 2.5 cm × 7.5 cm)
- 36 Number Cards
- 14 Challenge Cards
- 1 Instructions Booklet
- 7 Event Cards
- 10 Theme Cards
- 1 Pen and paper to write down collected points
- An 5-minutes hourglass

The game is made for 3-4 players. The targeted age group is 15+.

**The Tower:**
In our game, we have a tower made of wooden blocks. The tower represents our world and its systems. The tower has 3 sections: Nature, Society and Economy. The wooden blocks belong to one of those sections. Their color indicates which section that they belong to. Throughout the game, the wooden blocks of the tower can be moved from their original places to the top most layer, and vice-versa. This is representing humans' interactions with the system. One way to move the blocks is through solving Challenge Cards and moving the blocks based on the Number Cards.

> *Facilitators Box: As a facilitator, you can trigger some discussions by asking what might be the reason for the order of the blocks.*

**Challenge Cards:**
Each turn, a player will be drawing a Challenge Card from the deck. These cards are cards that describe a real life situation. Throughout the game, these challenges will be discussed to come up with solutions to them. While doing that, there are some criteria that players could follow to maximize the points they gain.



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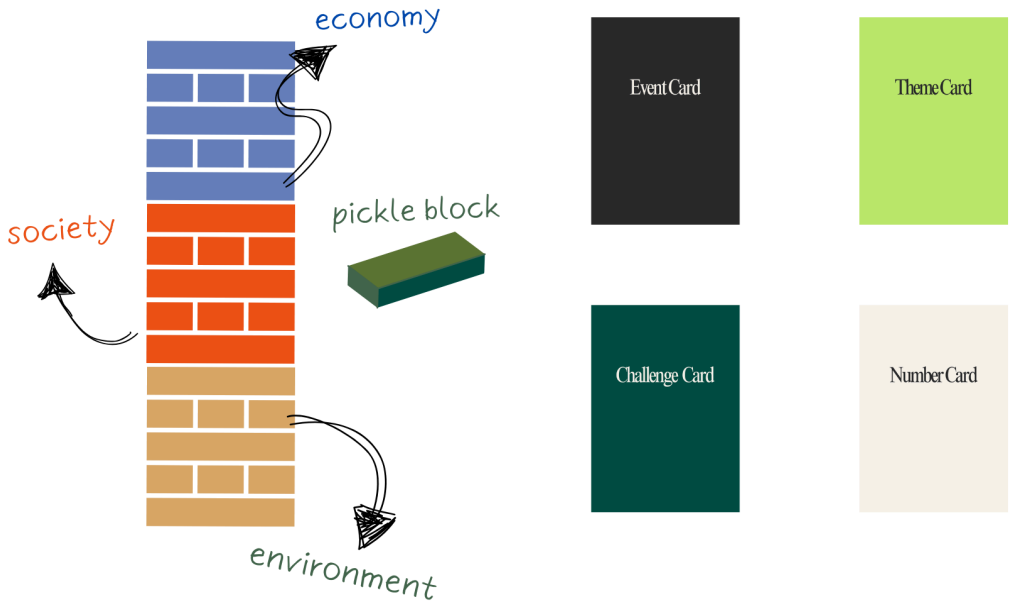
**Number Cards:**
On each number card, there are two sets of numbers to choose from. Each set represents impacts on Nature, Society and Economy which are shortened as N, S and E respectively. the impacts could be positive ( ), negative (-) or neutral (0). The numbers indicate how many blocks will be moved. Positive impact means moving a block from the top of the tower back to its original section, while negative impact means moving a block from its original section to the top of the tower. In case of 0, no moves will be made for that block type. While placing the blocks that are moved to top layers, their placement could be arbitrary. While placing them back, they have to be placed to their corresponding layers.

**Theme cards:**
Theme cards are cards that contain some solution approaches. By incorporating those approaches to your solutions, you can gain extra points, one point per card, a maximum of 3 per turn.




**Setting up the game:**

1) Remove 4 Nature, 4 Society and 2 Economy blocks in a random order and stack them on the tower.
2) Shuffle the Challenge Cards and place the deck back side up.
3) Shuffle the Number Cards and place the deck back side up.
4) Shuffle the Event Cards and place the deck back side up.
5) Shuffle the Theme Cards and place them back sides up.
6) Draw 3 Challenge Cards and lay them side by side front sides up.
7) Find and group the blocks based on their type. There should be 15 of each type. (Nature, Society and Economy) Stack the blocks in groups of three within their corresponding type. Stack the groups of three on top of each other, each layer 90



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degrees with each other as shown on the picture. On the bottom there should be Nature blocks, then Society, and Economy.

**Scenario:**

It is the year 2025. There are wars going on around the globe. Climate catastrophe is happening and due to the biodiversity crisis entire ecosystems collapse often irreversibly. Some tipping points Although there is still hope. There are many organizations working on solutions to address these issues, and people are getting organized to take action. You are a part of this process as citizens, every action you take matters. Take actions to find your way to contribute and witness the change and don't let the system collapse.

*Facilitators Box: As a facilitator, you can trigger some discussions by asking questions as follows: Are there any organizations they know that are contributing? Why do you think there are different wordings such as climate catastrophe, climate crisis, climate change, global warming and global heating? Have you heard of tipping points? What is biodiversity and why is it important? What are ecosystems and why do you think collapse of ecosystems is often irreversible?*

**Game Flow:**

1) The person who likes pickles the most starts the game. You can be creative if you need proof. The person who starts the game holds the pickle block and hands over it to the next player once their turn ends.
2) The game continues clockwise.
3) The person with the pickle block draws a Number Card and 3 Theme Cards from the corresponding decks and reads them out loud.
4) The person with the pickle block suggests one of the three Challenge cards that are laying open. Players discuss it and decide on one. Once that card is chosen, it is locked in and cannot be changed throughout the turn. (The purpose of each turn is to come up with a solution to the **Challenge card.** The solution must be fitting to one of the number sets on the drawn number card. If a solution cannot be found before the time runs out, no points are earned)
5) The player with the pickle block initiates a discussion by asking some questions or suggesting some solutions. The players improve the suggested solution approach until they agree that the numbers and the solution match. While it isn't a must, players could build the solution based on the **Theme Cards** to earn extra points. In the end, the player with the pickle block pitches the idea to the player on their left and explains why the idea matches with the numbers and if applicable with the theme cards. If there are no objections, the challenge is considered solved successfully. For this entire step the players have 5 minutes. Use a 5-minute hourglass or a timer to keep track of the time. When the time is up if there is no clear solution, the challenge is failed, no points are earned and no blocks are moved. Once the 3rd challenge card is failed, the game ends immediately.
6) If the Challenge is solved, the moves corresponding to the numbers on the number card would be made by the person with the pickle block without others' help. If a section is complete and you cannot move a block because of that, ignore it and proceed with the rest of the actions.



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7) After the moves, a1) the resolved Challenge Card must be stacked on the side back side up and the number of incorporated Theme Cards should be written down for later for the end game, a2) the failed Challenge Card must be stacked on the side front side up b) the Theme Cards should be put back into their deck and the deck should be shuffled and 3 Theme Cards should be drawn and placed side by side front sides up. c) the Pickle Block should be passed to the next player. d) After every 3rd solved Challenge Card, draw an event card and implement the instructions on the card. This isn't counted as a turn.
8) The game ends when 6 Challenge Cards are played or the tower collapses.

**End Game:**

Count 1 point for each resolved Challenge Card. Count one point for each Theme Card that was incorporated into the solutions based on your notes. Check your placement on the point table that can be found on the last section of the Instructions.

**General Rules:**

- You may use your second hand to hold the tower while arranging the blocks
- Only one person can touch the tower at once except if it is an event situation
- During an event, many blocks may need to be changed. All players can touch the tower and move the blocks during events.
- Blocks could be only moved up from their original sections (Nature, Society & Economy) to the topmost layers, and they could be moved down only to their corresponding original sections.
-

**Point Table:**
1-10: Enthusiast
11-14: Triggering Whisperer
15-22: Event Organizer
23-31: Zealous Activist
32-34: Keen Campaigner
35-40: Expert Advocate

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**Cards**

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**Theme Cards:**

| **Solution Themes / Approaches** | **Definitions** |
|---|---|
| Collective Action | Collective action is when people come together to work on a problem that affects everyone, like climate change or clean air. While everyone benefits if the problem is solved, individuals often don't feel like their small contribution matters. To |



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| | motivate people, groups, or countries to actually participate, some rules, rewards, or shared responsibilities can be organized. Also working in smaller groups, and creating social pressure could be some strategies. (M. Olson, 1989) |
| Local and Indigenous Knowledge Systems (LINKS) | Dynamic bodies of integrated, holistic, social and ecological knowledge, practices and beliefs pertaining to the relationship of living beings, including people, with one another and with their environments. (IPBES, 2021) |
| Human Rights-Based Approach | We are all born with rights, If so, development should make these rights a reality for all. This should not be seen as charity, but as an obligation. People shouldn't be seen as just beneficiaries, but as agents of change and as architects of their own futures. The indicators are based on people's experience of how their lives have improved, not only for some but for all. Focus on: 1) Enhance capacities of Governments (duty-bearers) in terms of meeting human rights obligations. 2) Enhance capacities of all people (rights-holders) to claim their rights. (UNSDG, 2020) |
| Circular Economy and 7Rs | “The circular economy is a model of production and consumption.” “This is a departure from the traditional, linear economic model, which is based on a take-make-consume-throw away pattern.” (European Parliament, 2023)<br>This means a lot more than recycling, including 9 steps: Refuse, Rethink, Reduce: Smarter product use and manufacture. Reuse, Repair, Refurbish, Remanufacture, Repurpose: Extend lifespan of product and its parts. Recycle, Recover: Useful application of materials Adapted from Potting et al., 2017 |
| Nature-Based Solutions | Nature-based Solutions (NbS) is suggesting an approach that leverages nature and the power of healthy ecosystems to protect people, optimize infrastructure and safeguard a stable and biodiverse future. Nature-based solutions address societal challenges through actions to protect, sustainably manage, and restore natural and modified ecosystems, benefiting people and nature at the same time. They target major challenges like climate change, disaster risk reduction, food and water security, biodiversity loss and human health, and are critical to sustainable development. It is created by IUCN, and is a standard that consists of 8 Criteria and 28 Indicators. |
| Biomimicry | For challenges in all fields and industries, the living world has countless models that humans can learn from. Putting our species into better harmony with the rest of nature, these solutions show us the way to meet our needs and create new possibilities. By emulating these time-tested forms, processes, and ecosystems, humans practicing biomimicry can unleash a regenerative future where humans help to create conditions conducive to all life. (Biomimicry Institute, n.d.) |
| Leave No One Behind : Inclusion & Accessibility | Recognizing that people are often economically, socially, geographically and/or politically excluded for example, due to gender, ethnicity, race, age, disability, or a combination of these leading to multiple, often-compounding discriminations. These aren't happenstance. It's the result of policies and practices. For many, their situation is not even acknowledged, let alone measured and addressed. Reaching out and listening is critical for progression. (UNSDG, 2020) |
| Health & Wellbeing | Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community. Mental health is fundamental to our collective and individual ability as humans to think, emote, interact with each |



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| | other, earn a living and enjoy life. On this basis, the promotion, protection and restoration of mental health can be regarded as a vital concern of individuals, communities and societies throughout the world. (WHO, n.d.) |
| Resilience | The ability of a system, community or society exposed to hazards to resist, absorb, accommodate, adapt to, transform and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions through risk management. (UNDRR, 2017) |
| Advocacy for Change | Advocacy is about using your voice actively to influence decisions, policies, attitudes, or behaviors to bring about a desired social, environmental, or political change individually or collectively, to shift power or create change. Advocacy has to have clear goal(s) and strategies to achieve its goal. |

**Challenge Cards:**

| European Green Deal Focus Areas | Glossary |
|---|---|
| **Climate** | |
| You are a high school student. On social media, you come across content regarding climate change being fake, and some popular politicians and celebrities confirm this. You are concerned about the issue of media literacy, and you want to do something about it. | Media literacy is the ability to access, analyze, evaluate, create, and act using all forms of communication. It empowers people to be critical thinkers and makers, effective communicators, and active citizens. (namle.org) |
| You are a group of university students. You know that beef production has an extreme negative impact on climate. But you also are aware that culturally, changing eating habits is challenging including yourselves. But still, you want to create a positive impact. What is your strategy? | Climate change refers to long-term shifts in temperatures and weather patterns. Such shifts can be natural. But since the 1800s, human activities have been the main driver of climate change, primarily due to the burning of fossil fuels like coal, oil and gas. (UN, n.d.) |
| **Environment & Oceans (Biodiversity and Ecosystems)** | |
| You are secondary school students. You heard of biodiversity gardens, which shelters many life forms and allows them to live together in harmony. You love this concept and are very excited about it. You want to create one in your school and let everybody know about this concept. What is your plan? | Biodiversity refers to the variety of all life on Earth, encompassing genetic, species, and ecosystem diversity, and is crucial for human survival and planetary health. Biodiverse systems are also more resilient to sudden changes. |
| You are a biology student. You saw the documentary: Oceans and learnt how trawling destroys the entire ocean floor and the ecosystems with it. You want to create an impact to contribute to stopping this practice. What is your strategy? | Trawling is a common fishing practice. |



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| **Transport** | |
| You are a parent and you have a 13 year old child. You are living in a large city, and your daily commute is stressful and takes a long time for yourself and your child. You observe that others suffer from the same issues, the traffic is intense, air is polluted and there are too many cars. You want to organize people around you to create a solution to this, what is your approach? | |
| You are working in an international company. You know that air travel is extremely bad for the climate, but you observe that within the company, there are a lot of business flights happening, also involving you. You want to change this, what is your approach? | |
| **Research & Innovation** | |
| You are 13 years old. You learn that developing new medicines can take many years and costs billions, so most companies only focus on the ones that will make big profits. That means diseases that mostly affect poor people are often ignored. What do you think you can do, even as a young person, to raise awareness about forgotten diseases? Maybe by learning about them, sharing stories, or supporting groups that push for fairer research. It may feel small, but every time you talk about it, you help put pressure on the system to care about more than just money. | |
| You are 14 years old. You find out that many inventions we use today like the internet, GPS, or even touchscreens were first created with public money from universities or governments. But later, private companies make huge profits from them, while ordinary people don’t always benefit as much. What do you think you can do to make sure inventions serve everyone? Maybe you can learn how to use free and open-source tools, share knowledge with your friends, or join projects that promote technology for the public good. It may feel small, but the more people demand open and fair access, the harder it becomes for companies to keep discoveries locked away. | |
| **New European Bauhaus** | |
| You are working in civil society about designing new spaces in the city. You see that many people are concerned about biodiversity loss, but they don't know what to do about it in their daily lives to create a positive impact. You want to come up with a project concept to address this issue, what is your approach? | |
| **Energy** | |
| You are 12 years old. You learn that the energy we use to produce anything we use everyday is usually produced in a way that is really bad for the environment and health.But you also learn that there are clean and renewable energy sources such as | |



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| solar, wind and thermal. But you don't understand why we insist on the bad ways. You want to raise this question, learn about it and let others know too. What is your strategy? | |
| You are 15 years old. You find out that the biggest part of energy use doesn't actually come from houses or schools but from huge factories that make steel, cement, and chemicals. These industries burn enormous amounts of coal, oil, and gas, so much that even if every household saved energy, it wouldn't solve the whole problem. What do you think you can do as a consumer to reduce the impact of these industries? It may seem that you are too small to change something, but keep in mind that these factories run as long as and as much as they profit. | |
| **Agriculture** | |
| You just started university. You know that a lot of research in farming is about increasing the yield, even if that means using more chemicals that pollute the soil and water, and harm biodiversity. But smaller farmers, who care about soil and nature, often don't get research support, even though their ideas could be better for the planet. What do you think you can do as someone who eats food every day? | |
| You're in the mood for something sweet, but you just learned about how the cocoa industry can be unfair for farmers and workers, and harm biodiversity. What is your strategy? | |
| **Industry** | |
| You have a pile of old electronics at home: phones, laptops and chargers that you no longer use. Some of them don't work, some of them do but they are just old. As an environmental engineer, you know that extracting raw resources from mines are extremely resource intensive and you know electronics use many kinds of valuable ores. To prevent more extraction, you want to contribute with your own items, and you are thinking of ways of spreading this thought. What do you do? | |

**Event Cards:**

**Energy Blackout**

A major power grid fails, leaving millions without electricity for days. Hospitals and emergency services struggle, but communities rally by sharing resources, and interest in renewable microgrids and home solar grows. **N:**2 **S:**-4 **E:**-4

**Climate Migration**

Rising seas and extreme weather force millions to leave their homes. Host regions face pressure on housing and jobs, but new cultural exchange enriches communities and sparks discussions about global responsibility. **N:**-2 **S:**-1 **E:**-4



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**Supply Chain Breakdown**
A global crisis disrupts shipping routes and trade. Supermarket shelves empty in some regions, while local producers gain importance. Communities rethink dependence on global supply chains. **N:**+2 **S:**-1 **E:**-2

**Resource Conflicts**
Competition for minerals critical to renewable energy (like lithium and cobalt) sparks disputes, often in Global South countries. While renewable projects expand worldwide, local communities face displacement, protests, and calls for fair trade. **N:**+1 **S:**-5 **E:**+2

**Broken Promises**
Wealthy countries pledge billions for climate finance but deliver little. Vulnerable regions face floods, droughts, and hunger without support. Pressure builds from youth, NGOs, and Global South leaders for accountability. **N:**-2 **S:**-4 **E:**-2

**Just Transition**
As fossil fuel industries decline, millions of jobs are lost worldwide. Without planning, inequality grows. But some regions retrain workers for renewable energy, agroecology, and care economies, showing another future is possible. **N:**+3 **S:**-2 **E:**-4

**Cultural Loss**
Rising seas swallow coastal villages and ancestral lands. Traditions, languages, and cultural identities are threatened, but displaced communities find new ways to keep their heritage alive and share it with others. **N:**-2 **S:**-4 **E:**0

**Number Cards:**

| | Environment | Society | Economy | SUM |
|---|---|---|---|---|
| **Card 1** | **-2** | **2** | **-2** | **-2** |
| | **2** | **-2** | **-2** | **-2** |
| | | | | |
| **Card 2** | **-2** | **2** | **-1** | **-1** |
| | **-2** | **1** | **0** | **-1** |
| | | | | |
| **Card 3** | **-2** | **2** | **0** | **0** |
| | **2** | **0** | **-2** | **0** |
| | | | | |
| **Card 4** | **-2** | **0** | **1** | **-1** |
| | **-2** | **-1** | **2** | **-1** |
| | | | | |



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|---|---|---|---|---|
| **Card 5** | **-2** | **2** | **1** | **1** |
| | **-2** | **1** | **2** | **1** |
| | | | | |
| **Card 6** | **-2** | **0** | **2** | **0** |
| | **-1** | **2** | **-1** | **0** |
| | | | | |
| **Card 7** | **-2** | **2** | **2** | **2** |
| | **-1** | **2** | **1** | **2** |
| | | | | |
| **Card 8** | **-1** | **2** | **-2** | **-1** |
| | **-1** | **1** | **-1** | **-1** |
| | | | | |
| **Card 9** | **-1** | **0** | **-1** | **-2** |
| | **-1** | **-1** | **0** | **-2** |
| | | | | |
| **Card 10** | **-1** | **1** | **0** | **0** |
| | **-1** | **0** | **1** | **0** |
| | | | | |
| **Card 11** | **-1** | **-2** | **1** | **-2** |
| | **0** | **-1** | **-1** | **-2** |
| | | | | |
| **Card 12** | **-1** | **-2** | **2** | **-1** |
| | **0** | **1** | **-2** | **-1** |
| | | | | |
| **Card 13** | **-1** | **-1** | **2** | **0** |
| | **0** | **2** | **-2** | **0** |
| | | | | |
| **Card 14** | **-1** | **0** | **2** | **1** |
| | **0** | **2** | **-1** | **1** |
| | | | | |
| **Card 15** | **-1** | **2** | **2** | **3** |
| | **0** | **2** | **1** | **3** |
| | | | | |
| **Card 16** | **0** | **0** | **-2** | **-2** |
| | **0** | **-2** | **0** | **-2** |
| | | | | |



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|---|---|---|---|---|
| **Card 17** | **0** | **0** | **-1** | **-1** |
| | **0** | **-1** | **0** | **-1** |
| | | | | |
| **Card 18** | **0** | **1** | **-1** | **0** |
| | **0** | **-1** | **1** | **0** |
| | | | | |
| **Card 19** | **2** | **-2** | **0** | **0** |
| | **0** | **-2** | **2** | **0** |
| | | | | |
| **Card 20** | **0** | **1** | **0** | **1** |
| | **0** | **0** | **1** | **1** |
| | | | | |
| **Card 21** | **0** | **-2** | **1** | **-1** |
| | **1** | **0** | **-2** | **-1** |
| | | | | |
| **Card 22** | **0** | **-1** | **2** | **1** |
| | **1** | **2** | **-2** | **1** |
| | | | | |
| **Card 23** | **0** | **1** | **2** | **3** |
| | **1** | **2** | **0** | **3** |
| | | | | |
| **Card 24** | **1** | **-1** | **-2** | **-2** |
| | **1** | **-2** | **-1** | **-2** |
| | | | | |
| **Card 25** | **1** | **1** | **-2** | **0** |
| | **-1** | **0** | **1** | **0** |
| | | | | |
| **Card 26** | **1** | **-1** | **-1** | **-1** |
| | **-1** | **-2** | **2** | **-1** |
| | | | | |
| **Card 27** | **1** | **1** | **-1** | **1** |
| | **-1** | **2** | **0** | **1** |
| | | | | |
| **Card 28** | **1** | **2** | **-1** | **2** |
| | **1** | **1** | **0** | **2** |
| | | | | |



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|---|---|---|---|---|
| **Card 29** | **1** | **-1** | **1** | **1** |
| | **1** | **-2** | **2** | **1** |
| | | | | |
| **Card 30** | **1** | **0** | **1** | **2** |
| | **1** | **-1** | **2** | **2** |
| | | | | |
| **Card 31** | **2** | **-1** | **-2** | **-1** |
| | **2** | **-2** | **-1** | **-1** |
| | | | | |
| **Card 32** | **2** | **0** | **-2** | **0** |
| | **2** | **-1** | **-1** | **0** |
| | | | | |
| **Card 33** | **2** | **1** | **-2** | **1** |
| | **2** | **0** | **-1** | **1** |
| | | | | |
| **Card 34** | **2** | **2** | **-2** | **2** |
| | **2** | **1** | **-1** | **2** |
| | | | | |
| **Card 35** | **2** | **2** | **-1** | **3** |
| | **2** | **1** | **0** | **3** |
| | | | | |
| **Card 36** | **2** | **-1** | **0** | **1** |
| | **2** | **-2** | **1** | **1** |



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# Challenge Card

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YOUTH
green
COMPASS

# Climate 1

You are a high student. On social media, you come across to content regarding climate change being fake, and some popular politicians and celebrities confirm this. You are concerned about the issue media literacy, and you want to do something about it.

*Media literacy is the ability to access, analyze, evaluate, create, and act using all forms of communication. It empowers people to be critical thinkers and makers, effective communicators, and active citizens. (namle.org)*

# Climate 2

You are a group of university students. You know that beef production has an extreme negative impact on climate. But you also are aware that culturally, changing eating habits is challenging including yourselves. But still, you want to create a positive impact. What is your strategy?

*Climate change refers to long-term shifts in temperatures and weather patterns. Such shifts can be natural. But since the 1800s, human activities have been the main driver of climate change, primarily due to the burning of fossil fuels like coal, oil and gas. (UN, n.d.)*

# Environment & Oceans 1

You are secondary school students. You heard of biodiversity gardens, which shelters many life forms and allows them to live together in harmony. You love this concept and very excited about it. You want to create one in your school and let everybody know about this concept. What is your plan?

*Biodiversity refers to the variety of all life on Earth, encompassing genetic, species, and ecosystem diversity, and is crucial for human survival and planetary health. Biodiverse systems are also more resilient to sudden changes.*

# Environment & Oceans 2

You are a biology student. You saw the documentary: Oceans and learnt how trawling destroys the entire ocean floor and the ecosystems with it. You want to create an impact to contribute stopping this practice. What is your strategy?

*Trawling is a common fishing practice.*

# Transport 1

You are a parent and you have a 13 year old child. You are living in a large city, and your daily commute is stressful and takes a long time for yourself and your child. You observe that others suffer from the same issues, the traffic is intense, air is polluted and there are too many cars. You want to organize people around you to create a solution to this, what is your approach?

# Transport 2

You are working in an international company. You know that air travel is extremely bad for climate, but you observe that within the company, there are a lot of business flights happening, also involving you. You want to change this, what is your approach?

# Research & Innovation 1

You are 13 years old. You learn that developing new medicines can take many years and costs billions, so most companies only focus on the ones that will make big profits. That means diseases that mostly affect poor people are often ignored. What do you think you can do, even as a young person, to raise awareness about forgotten diseases? Maybe by learning about them, sharing stories, or supporting groups that push for fairer research. It may feel small, but every time you talk about it, you help put pressure on the system to care about more than just money.

# Research & Innovation 2

You are 14 years old. You find out that many inventions we use today like the internet, GPS, or even touchscreens were first created with public money from universities or governments. But later, private companies make huge profits from them, while ordinary people don't always benefit as much. What do you think you can do to make sure inventions serve everyone? Maybe you can learn how to use free and open-source tools, share knowledge with your friends, or join projects that promote technology for the public good. It may feel small, but the more people demand open and fair access, the harder it becomes for companies to keep discoveries locked away.

# New European Bauhaus 1

You are working in civil society about designing new spaces in the city. You see that many people are concerned about biodiversity loss, but they don't know what to do about it in their daily lives to create a positive impact. You want to come up with a project concept to address this issue, what is your approach?

# Energy 1

You are a 12 years old. You learn that the energy we use to produce anything we use everyday is usually produced in a way that is really bad for the environment and health.But you also learn that there are clean and renewable energy sources such as solar, wind and thermal. But you don't understand why we insist on the bad ways. You want to raise this question, learn about it and let others know too. What is your strategy?

# Energy 2

You are 15 years old. You find out that the biggest part of energy use doesn't actually come from houses or schools but from huge factories that make steel, cement, and chemicals. These industries burn enormous amounts of coal, oil, and gas, so much that even if every household saved energy, it wouldn't solve the whole problem. What do you think you can do as a consumer to reduce the impact of these industries? It may seem that you are too small to change something, but keep in mind that these factories run as long as and as much as they profit.

# Agriculture 1

"You’re in the mood for something sweet, but you just learned that the cocoa industry can be unfair for farmers and workers, and that it harms biodiversity. You want to make better choices with your snacks, and you are thinking ways of spreading this thought within your capacities. What do you do?"

# Agriculture 2

You just started university. You know that a lot of research in farming is about increasing the yield, even if that means using more chemicals that pollute the soil and water, harm biodiversity. But smaller farmers, who care about soil and nature, often don't get research support, even though their ideas could be better for the planet. What do you think you can do as someone who eats food every day?

# Industry 1

You have a pile of old electronics at home phones, laptops and chargers that you no longer use. Some of them don't work, some of them do but they are just old. As an environmental engineer, you know that extracting raw resources from mines are extremely resource intensive and you know electronics use many kind of valuable ores. To prevent more extraction, you want to contribute with your own items, and you are thinking ways of spreading this thought. What do you do?

# Event Card

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# Energy Blackout

A major power grid fails, leaving millions without electricity for days. Hospitals and emergency services struggle, but communities rally by sharing resources, and interest in renewable microgrids and home solar grows.
N:2 S:-4 E:-4

# Climate Migration

Rising seas and extreme weather force millions to leave their homes. Host regions face pressure on housing and jobs, but new cultural exchange enriches communities and sparks discussions about global responsibility.

N:-2 S:-1 E:-4

# Supply Chain Breakdown

A global crisis disrupts shipping routes and trade. Supermarket shelves empty in some regions, while local producers gain importance. Communities rethink dependence on global supply chains.

N:+2 S:-1 E:-2

# Resource Conflicts

Competition for minerals critical to renewable energy (like lithium and cobalt) sparks disputes, often in Global South countries. While renewable projects expand worldwide, local communities face displacement, protests, and calls for fair trade.

N:+1 S:-5 E:+2

# Broken Promises

Wealthy countries pledge billions for climate finance but deliver little. Vulnerable regions face floods, droughts, and hunger without support. Pressure builds from youth, NGOs, and Global South leaders for accountability.
N:-2 S:-4 E:-2

# Just Transition

As fossil fuel industries decline, millions of jobs are lost worldwide. Without planning, inequality grows. But some regions retrain workers for renewable energy, agroecology, and care economies, showing another future is possible.
N:+3 S:-2 E:-4

# Cultural Loss

Rising seas swallow coastal villages and ancestral lands. Traditions, languages, and cultural identities are threatened, but displaced communities find new ways to keep their heritage alive and share it with others.
N:-2 S:-4 E:0

# Theme Card

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# Collective Action

Collective action is when people come together to work on a problem that affects everyone, like climate change or clean air. While everyone benefits if the problem is solved, individuals often don't feel like their small contribution matters. To motivate people, groups, or countries to actually participate some rules, rewards, or shared responsibilities can be organized. Also working in smaller groups, and creating social pressure could be some strategies. (M. Olson, 1989)

# Local and Indigenous Knowledge Systems (LINKS)

Dynamic bodies of integrated, holistic, social and ecological knowledge, practices and beliefs pertaining to the relationship of living beings, including people, with one another and with their environments. (IPBES, 2021)

# Human Rights-Based Approach

We are all born with rights, If so, development should make these rights a reality for all. This should not seen as charity, but as an obligation. People shouldn't be seen as just beneficiaries, but as agents of change and as architects of their own futures. The indicators are based on people's experience of how their lives have improved, not only for some but for all. Focus on: 1) Enhance capacities of Governments (duty-bearers) in terms of meeting human rights obligations. 2) Enhance capacities of all people (rights-holders) to claim their rights. (UNSDG, 2020)

# Circular Economy and 7Rs

“The circular economy is a model of production and consumption.” “This is a departure from the traditional, linear economic model, which is based on a take-make-consume-throw away pattern.” (European Parliament, 2023)
This means a lot more than recycling, including 9 steps: Refuse, Rethink, Reduce: Smarter product use and manufacture. Reuse, Repair, Refurbish, Remanufacture, Repurpose: Extend lifespan of product and its parts. Recycle, Recover: Useful application of materials
Adapted from Potting et al., 2017

# Nature-Based Solutions

Nature-based Solutions (NbS) is suggesting an approach that leverage nature and the power of healthy ecosystems to protect people, optimise infrastructure and safeguard a stable and biodiverse future. Nature-based Solutions address societal challenges through actions to protect, sustainably manage, and restore natural and modified ecosystems, benefiting people and nature at the same time. They target major challenges like climate change, disaster risk reduction, food and water security, biodiversity loss and human health, and are critical to sustainable development. It is created by IUCN, and is a standard that consists of 8 Criteria and 28 Indicators.

# Biomimicry

For challenges in all fields and industries, the living world has countless models that humans can learn from. Putting our species into better harmony with the rest of nature, these solutions show us the way to meet our needs and create new possibilities. By emulating these time-tested forms, processes, and ecosystems, humans practicing biomimicry can unleash a regenerative future where humans help to create conditions conducive to all life. (Biomimicry Institute, n.d.)

# Leave No One Behind : Inclusion & Accessibility

Recognizing that people are often economically, socially, geographically and/or politically excluded for example, due to gender, ethnicity, race, age, disability, or a combination of these leading to multiple, often-compounding discriminations. These aren't happenstance. It's the result of policies and practices. For many, their situation is not even acknowledged, let alone measured and addressed. Reaching out and listening is critical for progression. (UNSDG, 2020)

# Health & Well Being

Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community. Mental health is fundamental to our collective and individual ability as humans to think, emote, interact with each other, earn a living and enjoy life. On this basis, the promotion, protection and restoration of mental health can be regarded as a vital concern of individuals, communities and societies throughout the world. (WHO, n.d.)

# Resilience

The ability of a system, community or society exposed to hazards to resist, absorb, accommodate, adapt to, transform and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions through risk management. (UNDRR, 2017)

# Advocacy for Change

Advocacy is about  using your voice actively to influence decisions, policies, attitudes, or behaviors to bring about a desired social, environmental, or political change individually or collectively, to shift power or create change. Advocacy has to have clear goal(s) and strategies to achieve its goal.

# Number Card

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