

AN EXAMPLE SET-UP

The workshop described below was facilitated with combined groups of first-year students (in both the Dutch and English tracks) as part of the Tourism Mobility module within the Academy for Tourism at BUas.

This activity directly contributes to the BUas Climate & Sustainability Intended Learning Outcomes, by having students discuss specific climate and sustainability issues and starting to analyse the interdependencies between these issues (ILO 1) and then starting to reflect on their own role in tackling such societal challenges (ILO 2).

Alexandra Jahnke and Isabella Forchini, the co-founders of Climate Streamers, could be approached to provide a short, personal introduction to the game, sharing their personal reflections on this topic and their motivation behind the initiative. This could be in-person, via livestreaming, or via a pre-recorded video message.

Following the introduction, the facilitator could show the cards to the class and provide a short demonstration. The class could then be split into small groups to play the game. An ideal set-up is to have 5 students per group, with at least one facilitator per 20 students. Having more facilitators is considered beneficial if this is an option. Including a warm-up exercise at the start can be helpful for easing the students into the space, creating good energy and making a safer environment for the conversations to take place more easily. Incorporating an element of self- and group reflection after playing the game enriches the learning experience.

It may be helpful, depending on what issues come up during the session, to allow some time in a follow-up session to re-visit some of the sensitive/challenging elements of the conversations which arise.

Below you can find a suggestion for a 2-hour workshop design around playing the game.

Possible workshop design		
20 mins	Welcome & introduction	<ul style="list-style-type: none">• Introduction and short presentation about the Climate Streamers game. Outline purpose and structure of the workshop.
15 mins	Warm-up exercise	<ul style="list-style-type: none">• Ask students to think of a moment in their life when they <u>felt</u> the impact of

		<p>climate change or environmental change (e.g., extreme weather, drought, flooding, heatwaves, food shortages etc.). (If they really struggle to think of a personal moment, they could share a story of a friend/family member/neighbour or news article they remember).</p> <ul style="list-style-type: none"> • In pairs or small groups, they briefly share their “snapshot” — what happened, where, and how it made them feel. • Optionally, invite a few volunteers to share with the whole group.
40 mins	Play the game	<ul style="list-style-type: none"> • Divide participants into smaller groups (+/- 5 students per group). • Discuss and agree ‘rules of play’ together within small groups (<i>This is an important part of creating a safe space for the conversations to be held</i>). • Play the game: participants follow game instructions to start conversations, following the pace of each group. • The game can be played several times over. After each game, students are invited to note down for themselves any points of interest which have arisen and any insights they have gained.

10 mins	<i>Break</i>	
25 mins	Reflection in small groups	<ul style="list-style-type: none"> • Randomly shuffle the students around to form new groups. • In their new groups, students are asked to share their personal reflections/insights from their game play. (<i>Allow 5 mins for students to gather their thoughts before sharing</i>). Possible reflection questions: <ul style="list-style-type: none"> ○ What is the most meaningful insight you learned today from the people around you? Can you relate it to the climate crisis? ○ Did playing the game change how you think about climate action? If so, in what way? ○ What is one small action or mindset shift you'd like to take away with you from this experience? • Students in each group could take it in turns to be the 'scribe' and write down

		each other's insights on post-it notes.
10 mins	Reflection with whole class	<ul style="list-style-type: none"> • Facilitator(s) harvests all the post-its on the wall/white board and could share a few with the whole class. • Invite students to reflect on their own positionality, for example by asking: How did it feel to listen to different perspectives on climate change? Did anything challenge your views or make you reflect differently?
Total workshop length: 2 hours		