

## IV.11. HEAL THE WORLD

Physical activity game about the participant's knowledge of environmental protection

THEMES	Environment
Group Size	15-30
Complexity	3
Age Range	18-30
Time	90 minutes

### OVERVIEW

This exercise will teach participants about environmental protection using the active outdoor activity. It involves 15 to 30 participants where 2 of them have roles of catcher and doctor. Participants that are caught and brought to doctor will answer questions on the topic of environment and if they can answer the question they can re-join the game. The participants who don't know the answer should design a poster that will present to the rest of the group once when the game is finished.

### OBJECTIVES

- Teaching participants about environmental protection through active physical activity.
- Understanding different learning styles and explaining education through sport as one of them.
- Involving participants into first steps of Education through Sport by debriefing the exercise and answering the question about how do they find the methodology.

### MATERIALS

- Papers with written questions for the participants who are caught
- A bib for the one that is catching others
- Objects to mark the running field – marker cones
- Area for the questions from the doctor
- Colourful markers and flipcharts for posters (preferably from recycled paper)

### PREPARATION

Prepare the questions for the doctor to ask the participants.

There should be one facilitator that would explain the rules and one that will follow who is tagged, who is dead and who is healed. Facilitators should share the roles in preparation phase.

### INSTRUCTIONS

- Instructions from facilitator to participants (10 minutes)
- Exercise played (30 minutes)
- Poster designing additional (15 minutes)  
some of the participants will start to design posters while game is still on
- Poster presentation (15 minutes)
- Debriefing and evaluation (20 minutes)

The facilitator should choose one participant from the group that will be the catcher to tag the other participants. Another participant will be chosen to have the role of the “doctor” (they can also apply voluntarily).

Facilitator to give the instructions to the group that the “catcher” has a task to run after participants and catch them. Once a participant is caught they are “frozen” and they have to lie on the ground.

“Catcher” continues to run after others. The rest of participants that are not tagged have to carry/help the “frozen” one to the hospital where the “doctor” will make them a question connected with environmental protection. While they are carrying the “frozen” person they are protected from the “catcher”. The “frozen” person can be carried from the side by a maximum 4 people.

In hospital the “doctor” will read them a question. If they answer the question correctly they will be “healed” and back in the game. If they don't reply correctly they have the task to design a poster with the answer, which they will get from the “doctor”, that they will share later with the group.

## INSTRUCTIONS

Examples of questions the “doctor” should ask:

- How many kilograms of toxic chemicals that end up in the air can be filtered through one tree per year? (Answer 30kg)
- How many litres of oxygen a tree can produce in one hour averagely?(Answer 1200 litres)
- How many sheets of paper can be produced from one average sized tree?(Answer 90.000)
- Which metal can be recycled endlessly?(Answer Aluminium)
- Which country in the world is the highest in amount of recycled waste? It recycles 90% of its own waste?(Answer Japan)

## DEBRIEF AND EVALUATION

This exercise can use the ORID method of debriefing where in different parts questions should go as follows:

O

OBJECTIVE OBSERVATION (state of obvious facts)

- What happened in the game? Explain the game and how did you find it.
- Was your task of doctor, catcher or participant hard and did you wish to play another role?
- Was the game physically hard for you?

R

REFLECTION (CONNECTION WITH EMOTION)

- How did you feel when you were caught and you could/couldn't answer the question?
- Did you feel enough support from the rest of the team?
- Did the team take care of “frozen” people enough or did they just try to avoid being caught (connect the question with team work and team spirit within the team)?

## DEBRIEF AND EVALUATION

I

INTERPRETATION (ASSESSMENT & EVALUATION)

- Did you learn something anything during this exercise?
- Do you think you have more knowledge about environmental protection after now?
- Do you think that methodology of the exercise was correctly chosen?

D

DECISION (ACTION/NON ACTION)

- Do you think that after getting the information you can do something more about environmental protection?
- Do you think that your personal acts might influent general picture in environmental protection?
- What do you think that might be your next step you could take in decreasing your personal footprint?

## TIPS FOR FACILITATORS

Think up the questions that will be adjusted to the level of the knowledge of the team. If you work with environmental engineers or youngsters with fewer opportunities it would make a difference in decision of which questions you should ask.

Try to make the questions relevant and have a mix of easy and hard questions.

It will be good to get a wide variety and more posters at the end of the exercise so more participants can present explanations and learn about environmental facts.

## ADDITIONAL INFORMATION

The game can be modified on many different topics very easy, just by changing the questions that doctor would make and last part of debriefing.