

2) Moving Debate (15 minutes)

This activity is an engaging educational activity designed to encourage critical thinking, active listening, and respectful dialogue among participants. This method is particularly effective for exploring complex or controversial topics, such as sustainability and climate change, while fostering an open and inclusive environment for expressing diverse perspectives. The activity is rooted in participatory learning and emphasizes the development of soft skills such as argumentation, adaptability, and empathy. By physically moving to align with their chosen opinion, participants also engage in embodied cognition, enhancing the impact of their reflections.

Number of participants: 5 - 30

Duration: 20 - 30 minutes

Facilitator: teacher, youth worker

Materials:

- A4 papers with opinion expressions
- statements
- ball

How to play/conduct the activity?

The lecturer puts up A4 sheets of paper with expressions of opinion on the different sides of the place where the activity takes place:

- I totally agree
- I partly agree
- I am undecided (*in the middle*)
- I do not agree
- I absolutely disagree

The lecturer then reads the first statement/claim. Each participant chooses one expression of opinion that is true for them. The mentor hands the ball to the first participant and the participant gives their opinion on why they perceive the statement in this way. They pass the ball to each other until everyone has had their say. Anyone, while listening to the opinion of others, can move on to a different expression of opinion than the one chosen at the beginning of the game if someone convinces them otherwise with their arguments. In one discussion, we usually discuss three or four different claims, but more can be added depending on how long we want to discuss. The more controversial the statements/claims, the more interesting the discussion can be. It is important for the participants to emphasize that this is just an expression of their opinion, that everyone has their own opinion, and that every opinion is valid. In this game, participants also learn what measures can be taken to mitigate the effects of climate change.

Statements from which to choose (you can also add yours):

- The issue of hunger is more important than the issue of climate change.
- Each of us can do something to reduce global climate change and poverty.
- Our actions affect the lives of people in developing countries.
- The issue of the oceans is also important for us who live in rural areas.

- Access to clean water is more important than access to education.
- It is better to focus on local environmental issues than on global ones.
- Young people should lead the fight against climate change because they are the most affected.
- Plastic pollution is a bigger threat to the environment than deforestation.
- Developing countries should prioritize economic growth over environmental protection.
- Climate change will affect future generations more than it affects us today.
- Climate change education should be mandatory in all schools.
- People in wealthier countries have a greater responsibility to solve global problems.
- Global cooperation is necessary to solve climate change.
- Using renewable energy is more important than reducing waste.
- Youth protests like school strikes for climate are the best way to make a difference.

Competences:

- critical thinking
- argumentation and communication
- empathy and perspective-taking
- adaptability
- collaboration and respectful dialogue
- system thinking
- responsible citizenship
- decision making
- sustainability literacy
- ethical reasoning