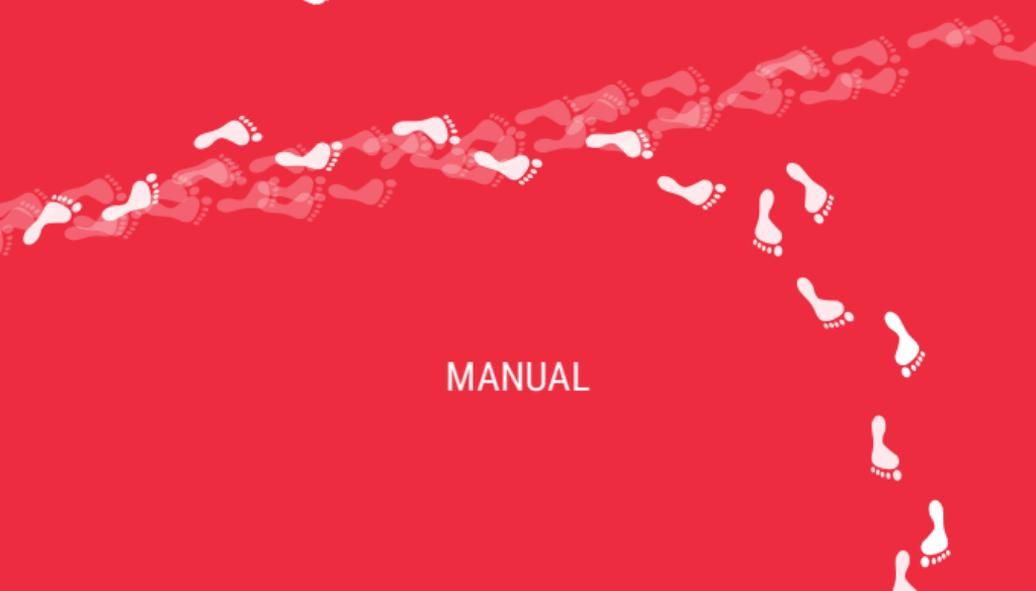


# DARE TO BE YOU

MANUAL



## Legal notice

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## Introduction

This pack of cards titled “Dare to be you” was built around the 17 Sustainable Development Goals (SDGs). The cards were designed to be open to interpretation and present various approaches, questions, problems, solutions and hopes related to the SDGs. They offer many opportunities to discuss different aspects of sustainability and encourage the players to debate their ideas on how to address and solve personal as well as global issues.

### USING THE CARDS IN EDUCATIONAL CONTEXTS

- 38 picture cards + 8 blank cards
- 12 methods for playing for groups of various sizes
- Suitable for children and teenagers ages 10 and above

There are many different ways to use the picture cards. They are suitable for moderating welcome sessions and breaking the ice when starting to work with a new group. They can also be used to ask the participants how they are feeling or to int-

roduce a given topic such as the global Sustainable Development Goals to the group.

The 12 methods proposed in this manual were in particular developed for use in foreign language teaching or when working with learners of German as a second language. However, they can also be used with other target groups. The picture cards are intended to provide points of departure for discussions about sustainability topics.

The stars indicate the **level of difficulty** of the given method:

-  ages 10 and above  
basic language user
-  ages 12 and above  
independent language user
-  ages 14 and above  
proficient language user

It can be helpful to agree on the following **rules** for using the picture cards:

- Treat each other in a respectful way.
  - Listen to each other and wait until it is your turn to speak.
  - There is no right or wrong. There is room for creative responses and unconventional opinions.
- The methods presented in this manual are just a few ways to use the cards. Feel free to come up with other ways of using the cards, adapting the methods to the needs of your group.

## THE 17 GLOBAL SUSTAINABLE DEVELOPMENT GOALS

The 17 global Sustainable Development Goals (SDGs) apply to all countries and all people around the world. They express how the world has to develop so that all people can lead a good life now and in the future.

For further information on the 17 SDGs, please download the free booklet “Zwischenstopp 2030. LehrerInnenunterlagen für die Arbeit mit Kindern und Jugendlichen von 9 bis 14 Jahren” at: [www.umweltbildung.at/Zwischenstopp2030](http://www.umweltbildung.at/Zwischenstopp2030) (in German only)



## FURTHER RESOURCES AVAILABLE FOR FREE DOWNLOAD

A book complementing the picture cards with reading material and templates (**A1** to **A5**) to be used with some of the methods are available for free download at:

[www.umweltbildung.at/empowerment](http://www.umweltbildung.at/empowerment)  
(English translation available).

We hope you enjoy the storytelling tasks, painting exercises and discussions!



# THE 12 METHODS

## 1. Getting to know each other ★

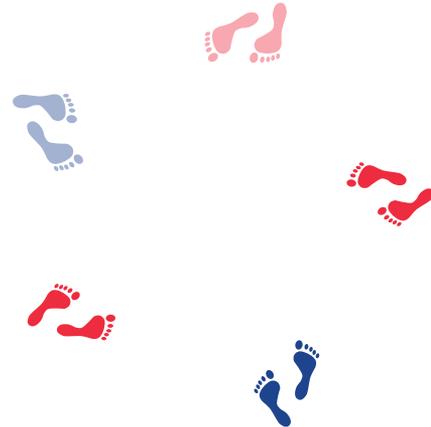
Group size	4-30 participants
Resources	-
Goals	<ul style="list-style-type: none"><li>• using language for descriptive purposes and in relation to oneself</li><li>• fostering exchange and getting to know each other</li></ul>

The picture cards are spread out on the floor. The game moderator asks a question, which the participants then try to answer.

Some examples:

- How are you feeling right now?
- Why are you here?
- What do you like doing in your spare time?
- What is your take on topic XYZ?
- What comes to your mind when you think of topic XYZ (e.g. the global Sustainable Development Goals)?
- What are you looking forward to when you think of today or next week?
- etc.

The participants are asked to choose a card which matches their answers best. They then take turns stating their names and describing what the card they selected means or symbolises to them. The card is then returned to the centre.



## 2. The oracle ★

Group size	4-30 participants
Resources	-
Goals	<ul style="list-style-type: none"><li>• getting to know each other</li><li>• introducing a topic in an entertaining way</li><li>• learning about participants' expectations</li></ul>

The game moderator or one of the participants asks the group an open question, which can be adjusted according to the participants' age and language level.

Some examples:

- What is going to happen to you today?
- What will you have learnt about the topic XYZ at the end of the day?
- What kind of problem are you going to solve today?
- Which one of your wishes is going to be fulfilled today?
- etc.

The participants then take turns drawing an “oracle card” and briefly interpreting it to the others, giving an answer to the opening question. At the end of the workshop, everyone can check for himself or herself whether or not the oracle has spoken the truth.<sup>1</sup>



<sup>1</sup> OH-cards – Quick Start guide:  
[www.oh-cards-institute.org/introduction/oh-cardsquick-start-guide](http://www.oh-cards-institute.org/introduction/oh-cardsquick-start-guide)

### 3. Find the correct card ★

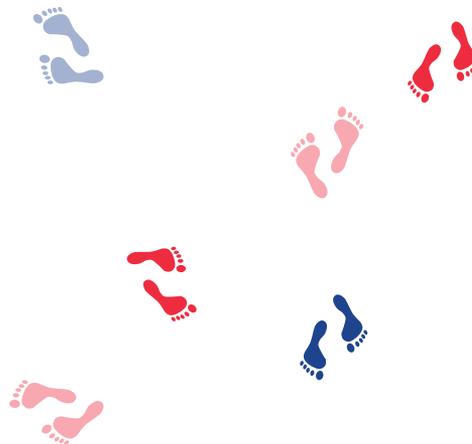
Group size	flexible
Resources	if possible, device for playing music
Goals	<ul style="list-style-type: none"><li>• deepening listening comprehension</li><li>• practising different ways of describing pictures</li><li>• energizing activity/movement</li></ul>

The game moderator places a number of picture cards (depending on the group size) throughout the room. The players move through the room (for instance to the tune of a song), taking a close look at the picture cards. Prompted by a cue or when the music stops, the game moderator describes one of the picture cards he or she chose without telling the others. Now the players have to find the respective card as quickly as possible.

When the given card has been found, the game is continued, with or without music. This time, the player who found the previous round's card selects

a card to describe on the agreed cue or when the music stops.<sup>2</sup>

**TIP:** make this exercise more challenging by describing only the feeling or message the card conveys rather than its content in full detail.



<sup>2</sup> Topuz Ö. & Blome S. (2017): Spiele (fast) ohne Worte. Landesjugendring Berlin e.V.



## 4. My perspective – your perspective ★

Group size	4-30 players
Resources	cards on which specific terms were written
Goals	<ul style="list-style-type: none"><li>• introducing new topics</li><li>• learning new terms</li><li>• collecting associations with given terms</li></ul>

Every player receives one to three picture cards, depending on the group size. The remaining cards go to the draw pile. Then the game moderator puts one of the cards that have a term written on them (e.g. self-confidence, friendship, environmental protection) in the middle. He or she explains the term briefly and, if necessary, gives examples.

Every player checks his or her hand of cards and decides whether one of his or her cards depicts something connected to the given term. If so, the player briefly explains why this card is linked to the given term and puts it next to the “term card” in the middle. Keep in mind that there is no right or wrong, as every player has different associations based on

different experiences. When the player has finished explaining his or her associations, he or she draws a new picture card from the draw pile.

After at least three comments have been made about the term in the middle, the “term card” and the picture cards which were put next to it are put away. The game moderator presents another card with a term written on it, puts it in the middle and the game continues.



## 5. Think outside the box ★★

Group size	flexible
Resources	template <b>A1</b> for every participant, coloured pencils/ crayons, adhesive tape
Goals	<ul style="list-style-type: none"><li>• making associations with and finding creative solutions for a given topic</li><li>• using pictures to support language learning</li></ul>

The game moderator gives a printout of template **A1** to every participant. Every participant then picks a picture card from the pack of cards and pastes it in the blank frame on the template sheet. He or she designs the surroundings of his or her card using crayons or coloured pencils. The following questions can guide the creative process:

- What would the picture look like if it were just a small piece of a bigger picture?
- What is going on in the surroundings?
- What could be done to contribute to solving the problem shown on the card (if there is one)?

When the participants have completed their pictures, they take turns showing and describing it to the others.

Questions for reflection:

- What does the picture show? What kind of problem or which circumstances does it point out?
- Which emotions does the picture evoke in you (before and after you painted the surroundings)?
- Did your surrounding artwork change the overall message of the picture?



## 6. Translating words into pictures ★★

Group size	flexible
Resources	sheets of paper, pencils
Goals	<ul style="list-style-type: none"><li>• practising language skills and self-evaluation</li><li>• practising different ways of describing pictures</li></ul>

Everyone receives a sheet of paper and a pencil. Then the game moderator (or a player) picks a picture card, which he or she does not reveal to the others. He or she then describes the card providing as many details as possible for two minutes.

The players draw pictures according to the description given. At the end, the picture card is shown around and everyone can check if and to what degree his or her drawing resembles the actual picture.

This exercise can be repeated several times using different picture cards. Alternatively, players can pair up and describe picture cards to each other.

**TIP:** this exercise is also suitable for training com-

munication skills and attentive listening in groups with a shared first language. Increase the level of difficulty of this exercise by describing only the lines to be drawn in the first round. Then give a more concrete description of the objects depicted in the picture card. At the end, players compare their drawings with the actual picture card.



## 7. Taking turns telling stories ★★

Group size	5-30 players
Resources	template <b>A2</b> (or cards on which sentence starters have been written)
Goals	<ul style="list-style-type: none"><li>• learning about the structure of a story and practising story-telling techniques</li><li>• making creative associations with the picture cards</li></ul>

In this task, all players join forces to tell a story. To start, everyone draws a picture card. The first player begins telling the story by using his or her picture card and the respective sentence starter (see template **A2**).

The players continue telling the story clockwise.

- The first person starts the story using the phrase **Once upon a time...**, adding the setting and characters of the story
- The second person starts his or her sentence with the phrase **Every day...**

- The third person starts his or her sentence with **One day, however.../ All of a sudden...**
- The next players continue with the following sentence starters, which can be used as many times as necessary: **For this reason, .../Nevertheless, .../Therefore, ...**
- The person telling the story second to last starts his or her sentence using the phrase **Finally, .../ At long last, ...**
- The last person finishes the story using the phrase **To this day, ...**

Instead of telling one long story together as a group, the players can also break up into smaller groups and tell several shorter stories.

**TIP:** when using this method for the first time, it can be a good idea to use only one card. In this case, the player who begins telling the story is the only one to draw a picture card. The other players continue telling the story using the sentence starters but without drawing picture cards.

## 8. From problem to solution ★★

Group size	5-30 players
Resources	-
Goals	<ul style="list-style-type: none"><li>• practising different ways of describing pictures</li><li>• using language creatively</li><li>• finding solutions to problems (related to sustainability topics)</li></ul>

Each player receives one to seven picture card(s), depending on the group size. The game moderator or any of the players then picks one of the picture cards which, in his or her opinion, deals with a problem. He or she describes the problem and puts the picture card in the middle so that everyone can see it.

**Example: the issue of food waste:** the production of high-quality food uses scarce resources and costs a lot of money. Nevertheless, tons of edible food are discarded every year. What could be done to tackle the problem of food waste?

Now the players check their hands of cards and pick one of their cards which they think represents a solution to the given problem. Each player then shows his or her picture card to the moderator or the player who introduced the problem and explains why his or her card represents a possible solution. The problem is solved when at least three solutions have been proposed and presented with matching picture cards, which are put on the “problem card”. The solutions can be realistic or very imaginative. To conclude this round, remove the pile of cards from the middle. Then the next player picks one of his or her picture cards and describes the problem this card represents.

Questions for reflection:

- Which of the proposed solutions are ones everyone can contribute to? Why (not)?
- Which of the problems did you find particularly hard to tackle and why?

## 9. Make up your mind! ★★★

Group size	3-20 players
Resources	-
Goals	<ul style="list-style-type: none"><li>• improving listening comprehension</li><li>• sharing facts and arguments related to a problem</li><li>• practising creative ways of finding solutions</li></ul>

Depending on the group size, the game moderator deals two to five picture cards to every player and stacks the remaining cards. A player starts by putting one of his or her picture cards into the middle, describing an individual or societal problem which he or she thinks is represented by the card.

Then the other players look for a solution in their hands of cards. Two of them choose one of their picture cards as a solution to the given problem and put it next to the “problem card”.

The player who presented the problem then decides which of the two proposed picture cards is the better solution. He or she puts the respective card

away together with the problem card. The second “solution card” remains in the middle. Now the player who put this card in the middle thinks of another problem represented by this card.

The game proceeds in this way until all cards have been played.



## 10. The global Sustainable Development Goals ★★★

Group size	5-30 players
Resources	template <b>A3</b> (cut out icons in advance)
Goals	<ul style="list-style-type: none"><li>• learning about the global Sustainable Development Goals (SDGs)</li><li>• sharing facts and arguments related to the SDGs</li></ul>

To prepare the players for the exercise, give a short introduction to the global Sustainable Development Goals and put the icons (template **A3**) representing the various SDGs on the floor. Then every player receives one to three picture card(s), depending on the group size. The players then take turns matching each of their picture cards with an SDG. Every player decides for himself or herself which of the SDGs matches his or her picture card(s) best, giving a reason for his or her choice. Keep in mind that there is no right or wrong in this game. Different players will interpret their cards differently. The

game ends when at least one picture card has been placed next to each of the SDGs.

**Example:** this card shows a snowman whose nose is made of a strawberry. I think this represents the opposite of responsible consumption because in winter, strawberries are usually imported from countries in the south. This is why I matched the card with the SDG 12 “Responsible consumption and production”.



**TIP:** conclude this exercise by discussing other possible matches between the SDGs and the picture cards and which of the SDGs have a positive impact on each other and which contradict each other.

## 11. Draw a comic for the world! ★★★

Group size	flexible
Resources	template <b>A3</b> (one printout) and template <b>A4</b> (one printout per participant), coloured pencils
Goals	<ul style="list-style-type: none"><li>• in-depth learning about the global Sustainable Development Goals</li><li>• finding creative solutions to global problems</li></ul>

To prepare for the game, print out the SDG icons (template **A3**) and place them on the floor. Every participant picks a picture card which he or she thinks matches one of the SDGs and states reasons for his or her choice.

Then everyone receives a printout of template **A4**. Depending on what the picture card shows – a problem or a solution – it is placed (or its content drawn by hand) in the first, second or third panel printed on the template. Every participant then

draws a comic about the Sustainable Development Goal he or she has chosen by drawing pictures in the panels based on the following questions:

- 1<sup>st</sup> panel: which problem does the card represent?
- 2<sup>nd</sup> panel: what would be the first step in tackling it?
- 3<sup>rd</sup> panel: what would the world look like if the problem was solved?

The pictures can be drawn in detail or as sketches, depending on the time allotted to this exercise. The participants then take turns presenting their comics.

To conclude this exercise, collect all comics on a pin board or a poster.



## 12. Design your own picture cards! ★★

Group size	flexible
Resources	template <b>A5</b> , felt pens (suitable for drawing on the cards)
Goals	<ul style="list-style-type: none"><li>• in-depth understanding of the global Sustainable Development Goals</li><li>• expressing ideas visually</li></ul>

Every player receives one of the blank cards and a sufficient number of felt pens in different colours. Then everyone draws an instruction card, which he or she does not reveal to the others, and reads what he or she should paint in his or her picture card (see template **A5**).

Some examples:

- Paint a picture of an unfair situation which you believe needs to be changed.
- Paint a picture of something you would wish for in our world.
- Paint a picture of a sustainability problem and its solution.

- Paint a picture of something which could contribute to a good life for everyone.
- etc.

When the players have finished their pictures, they place the cards in the middle for everyone to see. The game moderator then shares the instructions that were drawn with the whole group. The players take turns presenting their self-made picture cards, letting the others guess which instructions they followed in their pictures.



[www.umweltbildung.at/empowerment](http://www.umweltbildung.at/empowerment)

