



Classroom activities

Activity 1

- Think of a place you love and write it down. Try to pick a place that you know really well – it could be somewhere indoors, like school or your bedroom, or outdoors like your local park, somewhere you do sport or somewhere you enjoy going for a walk.
- Then spend ten minutes thinking about the best possible future for it and write down your ideas (it doesn't have to be full sentences, it can be bullet points or whatever works for you). You can use your imagination as much as you want to think about how it could become better in your eyes, e.g. more environmentally friendly or more accessible for different kinds of people or maybe there's robots living alongside people.
- Then spend another ten minutes thinking about what needs to be done to get to that future. What steps could you take to start moving this place towards the future you've imagined? These could be big or small. Again, you can use your imagination! It doesn't have to be 'realistic' – this is about play and imagining.
- Try writing down some of the things you could do to make this future happen in a haiku poem. This is a form of poetry where there are three lines; the first line has five syllables, the second line has seven syllables and the third line has five syllables. Traditionally, haikus in Japan related to the seasons; the weather is one of the main ways we see environmental change happening in our everyday lives.

Activity 2

- Spend five minutes making a list of the things that make you happy. They could be big things or small things, things you get to do often or things you might only do sometimes or would like to try. Write down as many as you can.
- Then spend five minutes making a list of the things that you'd like to change about the world around you. These could be related to your local area, like more green spaces, or to the whole country, like ending homelessness.
- Have a look at the two lists together side by side. Can you make any connections? For example, you might be happy when you're playing football but wish that you felt safer where you live. Or you might be happy when watching documentaries but want to change racism in

Scotland. They might not seem immediately connected but can you use what makes you happy to start thinking about how you can make positive change? For example, you could think about ways to document problems you see around you or think about whether there's a way you could use the things you love to make connections with people you wouldn't normally spend time with.

- Keep making connections between your two lists. Think about how you can do this physically to make it into a piece of art (if you're working on a computer you might need to print it out or use your screen creatively). Can you cut bits out of one list and stick it onto the other to make a collage? Can you use different colours to try lines between different parts? This kind of process of experimentation and play can be really helpful in making connections and showing you what actions you could take.

Activity 3

- Make a list of three things you like about yourself e.g. 'I'm a good listener' or 'I love drawing' or 'I'm really organised'.
- Pick one of these things and think about how it impacts your relationship with the natural world. For example, if you're a good listener you might notice sounds like birds singing or water running.
- Spend five minutes writing about an outdoor place you know well. It doesn't have to be somewhere stereotypically 'wild' – it could be your street or a local park or the playground. Describe the place from your own perspective, thinking about how the thing you like about yourself shapes your perspective.
- If you want, you can go back and do this with the other things you picked, adding them in and seeing how paying attention to them shifts your perspective.