Green scavenger hunt

**Summary:**When citizenship is experienced only as a set of rights and duties, people are not motivated to play an active role. So, why not making an activity like protecting the environment, by cleaning and decorating some urban areas, a game though which have fun and socialise? The aim is to combine in a creative way the knowledge concerning active citizenship and social inclusion with an activity for common good.

**Key words:** Citizenship, environment.

**Aims:** Raising awareness of the meaning of being an active citizen; increasing the will to act to take care of community aspects.

**Participants:** Trainers, teachers and students for all school levels.

**Description:** The activity can be defined as a game that can be played by small groups. The first phase consists in looking for a common area in the city that needs to be cleaned, decorated, repaired, etc., the participants will have to search for information on how to get permits and authorizations before starting the work. Once the area has been found,its space should be divided according to the number of groups taking part in the activity (the ideal would be a maximum of three groups of three members each). In the second phase the participants will go into the field to observe the area and take notes on the possible improvements to make, writing a list of the ideas and necessary tools to implement them; in the classroom they will draft a plan on how to manage the assigned area and to get the appropriate tools; furthermore, the small groups, with the supervision and help of the educators, will create cards on which they will write the questions for the scavenger hunt that should pertain rights and duties of the citizens of that country. The topics can concern politics, legality, economy, environment, sport, health, volunteering, etc. According to the level of difficulty of the questions, to each question will be assigned a score from o to 10, it’s important to make sure that each subgroup will have the possibility to reach the same score. It will be decided (by the groups or by the educator) how to reward the activity, to provide a positive reinforcement; the prizes will not be expensive, simple objects that will be returned to the participants as keepsakes will be fine, like photo taken during the activity, a poem, handmade creations, etc. When all the materials, permits, tools and participants will be ready, the cards will be hidden in the chosen areas and the activity will start; it is important to cheerfully perform this activity; an appropriate background music can help to perceive the activity as a team game rather than as hard work. At the end of the day, the group will look at everyone’s achievements, asking for opinions and for a description of what they have felt while carrying out the activity and presenting the prizes.

**Material:** block notes, pens, multimedia room.

**Method:** Cooperative learning, Problem-based Learning, Service Learning.

**Advice for Facilitators:** it's important to be informed on the procedures to ask for permits, even if the aim is to make the participants find out the answers by themselves.

**Contributor:** School administration, refugee institutions, youth welfare institutions, migrant associations.