

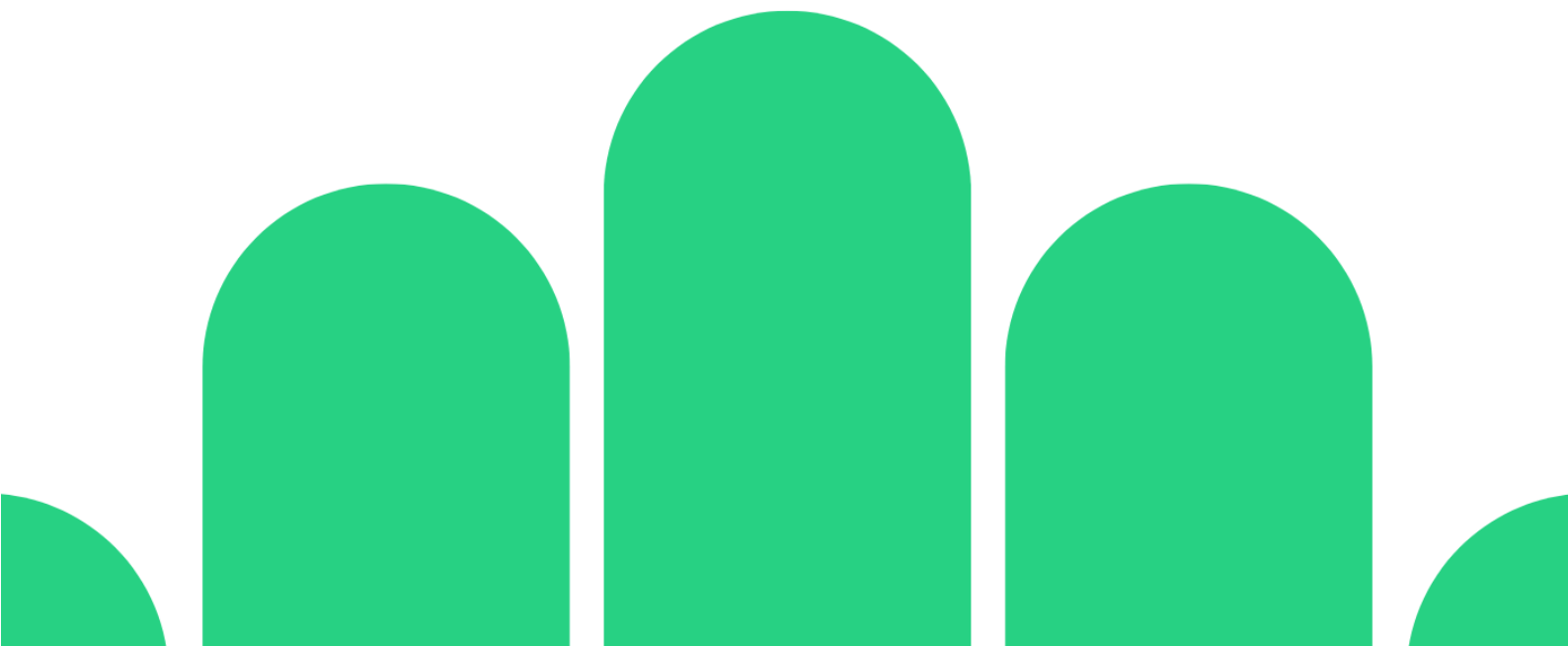


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OUT-DOOR PROJECT

BLENDED OUTDOOR LEARNING FOR FOSTERING THE EMPLOYABILITY OF
NEWLY GRADUATES

MODULE 7: OUT-DOOR ACTIVITIES





PROJECT INFORMATION

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Consortium

- Politechnika Łódzka (Poland)
- Universidade de Vigo (Spain)
- FEMXA (Spain)
- Università del Salento (Italy)
- Kaunas University of Technology (Lithuania)
- Universidade dos Açores (Portugal)

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OUT-DOOR MODULE 7: OUT-DOOR ACTIVITIES

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1. Introduction

1.1. The OUT-DOOR project

OUT-DOOR – *Blended Outdoor Learning* is an Erasmus+ Cooperation Partnership (KA220-HED) project aimed at enhancing the employability of recent university graduates through innovative and engaging learning methodologies.

Coordinated by Lodz University of Technology (Politechnika Łódzka, Poland), the project brings together a consortium of six organisations from five European countries, combining expertise from higher education institutions and the private sector.

The partnership is composed of:

- **Politechnika Łódzka (Poland)** – Project coordinator, a leading technical university with strong experience in innovative teaching methodologies.
- **Universidade de Vigo (Spain)** – A public university recognised for its internationalisation and experience in Erasmus+ projects and employability initiatives.
- **FEMXA (Spain)** – A training company specialised in employability, e-learning and professional training programmes.
- **Università del Salento (Italy)** – A dynamic higher education institution with expertise in innovation and interdisciplinary education.
- **Kaunas University of Technology (Lithuania)** – A major technological university known for its strong links with industry and research.
- **Universidade dos Açores (Portugal)** – A dynamic and international university located in the Azores, with strong links to community engagement and sustainability.

Together, these partners contribute extensive experience from different countries and areas, combining strong academic and professional backgrounds that enable the development of innovative educational materials and methodologies.

Across Europe, there is an increasing need for individuals to continuously update their knowledge, skills, and competences in order to bridge the gap between formal education and the demands of a rapidly changing labour market. The OUT-DOOR project addresses this challenge by developing a blended learning programme that combines online learning with outdoor experiential activities, offering a more engaging and practical educational approach.



Objectives

The main ambition of the project is to equip students with key transversal competences that complement the technical knowledge acquired during their degrees. By doing so, the project aims to foster a generation of graduates better prepared for the labour market, while promoting **critical thinking, innovation, entrepreneurship, and personal development**

Ultimately, OUT-DOOR seeks to contribute to the modernisation of higher education by introducing innovative methodologies, strengthening links between education and the labour market, and supporting the development of future-ready skills aligned with European priorities.

1.2. The OUT-DOOR methodology

In this context, the project developed a MOOC (Massive Open Online Course) structured into seven modules, combining theoretical online content with practical outdoor training activities. This blended approach allows students to acquire both conceptual knowledge and hands-on experience in real-life environments.

The six theoretical modules have been designed in a dynamic and engaging way and are delivered through an online course format. This approach enables students from across Europe to acquire and develop essential soft skills in a flexible, accessible, and distance-learning environment.

Modules on the online course:

- Module 1: Learning to learn and critical thinking in real life and digital environments
- Module 2: Teamwork and communication
- Module 3: Empathy
- Module 4: Growth Mindset and Innovation
- Module 5: Safety in digital environments
- Module 6: Acting for Sustainability

These modules are aligned with key European competence frameworks and focus on developing transversal skills that are highly demanded in the labour market.

Module 7: Outdoor Activities is specifically addressed to university teaching staff and is presented through this comprehensive pedagogical resource. It has been designed to support educators in implementing outdoor learning activities that translate theoretical knowledge into practical experience.

The main objective of Module 7 is to complement and enhance the learning experience begun for students during the previous modules. The proposed activities build on the content covered in the theoretical modules and provide students with the opportunity to



put these competences into practice in real-life settings. In this way, learners can actively develop and consolidate the skills acquired during the online training. Each activity is structured to foster the simultaneous development of multiple skills, reflecting the interconnected nature of soft competences and encouraging a holistic learning experience. Each activity will cover more than one skill, to allow the group of students to experience the interconnection between skills and how to practise more than one skill at a time.

This resource offers university teachers detailed and practical guidance for organising outdoor sessions. It includes step-by-step instructions, lists of required materials, links to external resources, and practical recommendations to ensure the effective delivery of the activities. Teachers will have the opportunity to adapt the content to the needs of their group and the resources available to them, as the proposed activities and methodology are flexible.

The activities have been developed through collaboration with experts in pedagogy and university teaching, ensuring both educational quality and practical relevance. They are structured to make effective use of outdoor environments as dynamic learning spaces, promoting observation, interaction, and experiential learning.

This module includes a total of 21 outdoor learning activities, designed to support the practical application of the competences developed throughout the programme.

These activities are aligned with key European competence frameworks, which play a central role in the pedagogical approach of the project:

- **DigComp (European Digital Competence Framework):** focuses on the development of digital skills, including information literacy, communication, content creation, safety, and problem-solving in digital environments.
- **GreenComp (European Sustainability Competence Framework):** promotes environmental awareness, responsible decision-making, and sustainable thinking in personal and professional contexts.
- **LifeComp (European framework for the personal, social and learning to learn key competences):** aims to strengthen personal development, social interaction, self-regulation, resilience, and lifelong learning skills.

The integration of these frameworks ensures that the activities contribute to a comprehensive development of transversal competences, aligned with current educational priorities and labour market needs.

Overall, this document offers a comprehensive and practical guide for university professors to explore and apply outdoor learning methodologies with their students, effectively integrating outdoor activities with the development of soft skills, digital competences, and sustainability awareness.



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2. Activities

2.1. Activity 1: The Ideometer

 Activity format:

Group



Skills:



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- Decision making
- Digital skills
- Interpersonal communication
- Conflict management and negotiation
- Intercultural understanding
- Reflective thinking
- Critical thinking



Time required

Approximately 30 min



Related to modules:

Module 5: Safety in digital environments



Related to: (if applicable)

- ✓ GreenComp
- ✓ DigComp
- ✓ LifeComp



Learning objectives and outcomes:

- Develop self-awareness
- Express opinions and defend ideas, taking into account other people's positions and avoiding possible prejudices
- Seek information from reliable sources to support your arguments
- Maintain an open attitude, creating a willingness to listen to others' ideas and consider other perspectives



Materials needed:

- Chalk or string to mark out spaces
- Smartphones with internet connection (BYOD)



Instructions:



Whenever a debate arises on a topic, whether in person or in digital environments, in today's society, where immediacy is rewarded, we tend to make categorical statements without first reflecting and searching for information to form our opinion before taking a clear position. This activity will help you raise awareness of this fact and encourage critical thinking!

Instructions:

To begin, the facilitator gives a brief introduction, proposing a debate that will revolve around a current issue or topic of particular interest within the study framework, adding the necessary context or background information. Once the introduction is complete, the debate will begin with a trigger question, which will be answered in two phases, as detailed below:

1. The first phase of the debate begins when the facilitator draws two circles on the floor, one green for yes and one red for no. They then invite each participant to take a position within each circle, or to remain outside both circles if they have doubts or prefer not to take a definitive position. Once they have taken their positions, they are given five minutes to look for information online if they wish, without interacting with each other, using their mobile devices. Each participant is then asked if they wish to change position. The circle with the most people inside is considered the winner.
2. Next, in the second phase, the positions are reversed and, instead of two circles, a rectangle is drawn and the question is asked again, explaining that each end of the rectangle represents an absolute answer, but that this time they can be placed anywhere along the rectangle if their opinion contains nuances and they cannot remain on the sidelines. Once in position, 10 minutes of discussion and argumentation between the different positions.

At the end, they will be asked again if they wish to change their initial position and the rectangle will be divided into two halves to decide which option is the winner.

Finally, spend 5-10 minutes on a final group reflection:

- Do you think the way the winning group was chosen in the first phase was fair? How does it affect the result that those who do not take a position in absolute terms and decide to remain on the sidelines are not taken into account? How has the result been affected by the fact that the whole group was included and no one was allowed to remain on the sidelines?
- To what extent did researching online on your own or sharing arguments with others help you? How do you think the debate would have been affected if the information gathering process had been reversed, with interaction in the first phase and individual research in the second?



- In which of the two phases did you feel most comfortable changing your initial position and taking on other perspectives?



Tips for teachers:

Start the debate with a dichotomous question, similar to the following examples:

- Should minors be prohibited from accessing social media?
- Is it ethical to use generative AI to create art?
- Should only innovative learning methods be used in schools (Thinking Based Learning (TBL), project-based learning (PBL), Montessori, Waldorf, etc.)?
- Is teleworking more productive than working in person?
- Is it reliable to get information solely from social media rather than from the media (television, radio, newspapers, etc.)?

Create an environment of trust and respect where everyone involved feels comfortable sharing their thoughts without fear of judgement, moderating the debate responsibly. Provide advice and guidance when searching for information, both individually and in groups, offering tips on the reliability of sources or contributing new ideas if they get stuck at any point.

Monitor the time allocated to each phase so that it does not overrun and the activity remains engaging and fluid, with a total duration of around 30 minutes.



2.2. Activity 2: In search of lost learning



Activity format:

Individual



Skills:

- Learning strategies
- Interpersonal communication
- Critical thinking
- Analytical thinking



Time required

Approximately 45 minutes



Related to modules:

- Module 1: Learning to learn and critical thinking in real life and digital environments
- Module 2: Teamwork and communication
- Module 4: Growth Mindset and Innovation



Learning objectives and outcomes:

- Identify a complex issue and use different analytical thinking strategies to address it.
- Develop the ability to search for, interpret and compare different sources of information and points of view, using critical thinking.
- Improve the ability to ask meaningful questions and reflect on one's own understanding processes.



Materials needed:

- Paper (notebooks, sheets of paper, etc.)
- Pens
- Mobile devices for recording notes or audio



Instructions:



When a complex situation or topic arises in an academic or professional context, it can sometimes be difficult to assimilate the information. However, there are several strategies that can help you make sense of the data. To complete this task, it is also important to seek support from external figures who can help you understand the information more broadly or resolve any potential obstacles. Go out and find that lost learning!

Instructions:

To begin, each participant should choose a complex topic that they do not master, find difficult to understand, raises questions, or believe has many possible interpretations, writing the main idea in a short paragraph.

Next, they will have to find four different people who can contribute different points of view and approaches to help clarify the situation or topic selected, guiding each conversation, lasting about 5 minutes each, according to one of the following strategies:

Compare: "What other similar situation would you compare this topic to? Can you remember anything similar happening in the past?"

- Analyse: "What parts or causes do you see in this issue? What aspects do you think it consists of? What factors influence it?"
- Evaluate: "How relevant or reliable do you think this issue is? What aspects are positive or negative?"
- Summarise: "How would you explain this topic in a few words? What conclusions would you draw from your point of view?"



Tips for teachers:

Provide examples to those who are unsure about what topic to start their research on, such as the following:

- "application of artificial intelligence in education"
- "importance of sustainability versus progress and consequences of globalisation"
- "balance between personal life and professional career"
- "Is migration an effective solution to demographic ageing?"
- "What is the future of mobility (electrification vs renewable fuels)?"
- "Which urban planning solution is more efficient (megacities vs. rural areas)?"
- "The influence of political correctness on today's society (woke culture and diversity)"
- "Privacy levels in the use of digital applications"

Allow freedom of movement, but define the area to facilitate control, establishing a meeting point at a specific time.

Encourage participants to also talk to people outside the group if possible, such as campus staff, teaching staff not involved in the activity, passers-by, etc.



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If there is enough time, facilitate a brief optional debriefing at the end: How did your thinking change? What did you learn about learning?



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2.3. Activity 3: The big puzzle



Activity format:

Group



Skills:

- Problem solving
- Planning
- Teamwork
- Creative thinking



Related to modules:

- Module 1: Learning to learn and critical thinking in real life and digital environments
- Module 2: Teamwork and communication
- Module 4: Growth Mindset and Innovation



Time required

Approximately 60 min



Learning objectives and outcomes:

- Differentiate between group work (division of tasks) and teamwork (real collaboration).
- Assess the importance of active communication, mutual support and continuous coordination.
- Identify barriers and key factors that promote or hinder collaboration.



Materials needed:

- Materials for constructing the figure
- Ample outdoor space
- Devices with a camera and internet connection



Instructions:

Presentation of the activity:

In any situation in life, whether personal or professional, we need to collaborate with other people to achieve a common goal. We see this in sports, in resolving family problems, in scientific research, and in business competitions. However, there are two main ways of collaborating. On the one hand, the work is divided up and brought together in the final phase of the project, while on the other hand, it is carried out simultaneously and in a coordinated manner. The efficiency of each method depends on the complexity of the project.

Which way of working do you think will be more efficient in complex cases? Working in a group or as a team?

Instructions:

After the introduction, the activity begins by dividing the participants into two groups with a common task: to draw a human figure using materials or elements found in the environment (leaves, bags, boxes, accessories, etc.), just as was done in the art section of the television programme *Art Attack* (see the link to the video example).

In the first group, each member is assigned one of the parts of the body (head, torso, arms, legs, hands, feet) depending on the number of people in the group. They can only agree on the central theme of the figure or general aspects (profession, gender, style), but they are not allowed to communicate during the drawing and must remain in isolated or distant spaces. When each person has finished, they must take a photograph of the element they have been assigned and finally, they will have to join the parts together to form a complete human figure, like a large jigsaw puzzle.

The second group will work in a fully coordinated manner, with each person assigning themselves the tasks they consider appropriate (collecting materials, thinking about the design or sketch, coordinating roles, assembling the figure, etc.) and making any necessary corrections or comments during the process to achieve the desired result, which will be photographed.

Finally, a conversational AI will be asked to analyse and compare the photographs of both figures, focusing on their proportions, uniformity, consistency, etc., reflecting on the result obtained and how the approach to each project has influenced it, identifying any difficulties or barriers encountered during development.



Link to extra resources or tools:

Disney Jr. Latin America [@disneyjr] (2016). *Giant Rockstar Art* [Video].

YouTube. <https://www.youtube.com/watch?v=KAAtVx60le6o>



Tips for teachers:

Use real-life examples to reinforce the importance of collaborative coordination in professional settings to achieve effective and efficient results, although there may be situations where it is necessary to take on tasks individually to achieve better performance.

Observe and take note of group behaviour, ensuring that they follow instructions, emphasising that this is not a competition to see which figure is the prettiest or best executed.

Recommend that the second group assemble their figure in a place that can be observed from a high vantage point, such as the steps of a square, for example.

Also encourage reflection on how they felt as a group while carrying out their tasks (leadership, communication, task distribution, etc.) while reviewing the analysis of the figures with AI.



2.4. Activity 4: Treasure hunt



Activity format:

Group



Skills:

- Time management
- Problem solving
- Interpersonal communication
- Team
- Conflict management and negotiation
- Intercultural understanding
- Creative thinking
- Analytical thinking



Related to modules:

- Module 1: Learning to learn and critical thinking in real life and digital environments
- Module 2: Teamwork and communication
- Module 3: Empathy
- Module 4: Growth Mindset and Innovation



Time required

Approximately 20 min



Learning objectives and outcomes:

- Identify the elements of the communication process (sender, receiver, channel, message, feedback, context, and noise).
- Differentiate between types of communication and recognise their advantages and limitations.
- Experience and analyse common barriers to communication and how they affect understanding and teamwork.



Materials needed:

- Objects to hide
- Materials to create barriers (blindfolds, cards, masks, writing sheets, voice distortion apps, pictograms, maps, etc.)
- Stopwatch or clock
- Large, safe, enclosed space (campus, park, square)
- Optional: vests or distinctive items for informants



Instructions:

Presentation of the activity:

During our professional and academic careers, we are often set goals without a clear path to achieve them. Therefore, we need to seek additional support and information from those who set the goals, as there is likely to be more important information to consider than what is initially provided or can be obtained through a request to another party involved in the project. This experience focuses on learning how to overcome potential communication barriers that hinder this task and how to work collaboratively to achieve the established objectives.

Instructions:

One person in the group will act as the treasure hunter, while the others will decide on a place to hide the agreed object within a defined area (the campus, a park, a square, a street, etc.), for which they will have 5 minutes.

Once hidden, those who know its location will act as informants, positioning themselves at different points around the area. When the person searching arrives at their meeting point, each informant will have only 30 seconds to give them a clue or piece of information to help them find it, but they can only communicate in limited or distorted ways.

The person in charge of finding the treasure has a time limit of 15 minutes to find the object and hand it over to the activity leader.



Link to extra resources or tools:

- <https://www.tiktok.com/es/>
- <https://translate.google.es/>
- <https://peneira.cesga.es/app/>, in this app, the teacher can propose the challenge and the students can upload the pictures and locate the treasures found.



Tips for teachers:

Assign communication barriers to those who hide the object, ensuring there is variety within the group, for example:

- One person can only communicate through mime;
- Another can only speak in a foreign language (they can use a translation app with a voice synthesiser, speak a language they don't fully master, etc.);
- Another can only communicate through videos with filters that modify their face and voice (like TikTok);
- Another can only communicate through audio at triple speed or very slow speed;
- Another can only draw;
- Another has to speak while biting a stick with their teeth;
- Another can only speak using one vowel;
- Another can signal, but with her eyes blindfolded from the moment she takes her position.
- Another has to clap loudly while speaking;
- Another cannot come within two metres and can only vocalise so that her lips can be read.

Help the group manage frustration and facilitate creative solutions.

If the group is large, increase the number of seekers and the number of objects to hide. Take notes on positive or unsuccessful communication strategies to discuss later. During planning, reflect on the importance of communication (listening, adapting, interpreting and adjusting according to the context and available channels) and of working as a team to gather different clues that will help achieve the objective (the more clues you can decipher, the easier it will be to find the treasure).

If the activity takes place in a busy area, reflective vests or other distinctive items can be provided to help locate each informant.

If the environment does not allow the object to be hidden very well, include elements such as false clues or additional obstacles to increase the challenge and observe the communication dynamics.



2.5. Activity 5: Reimagining your environment



Activity format:

Group



Skills:

- Problem solving
- Interpersonal communication
- Decision making
- Analytical thinking
- Creative thinking



Related to modules:

- Module 3: Empathy
- Module 4: Growth Mindset and Innovation
- Module 6: Acting for Sustainability



Related to:

- ✓ GreenComp
- ✓ DigComp
- ✓ LifeComp



Time required

Approximately 35 min



Learning objectives and outcomes:

- Experience physical or sensory limitations to develop deep empathy.
- Observe the environment from a different perspective than usual.
- Identify opportunities for improving existing products or services.
- Design empathetic solutions that respond to real needs that are not always obvious.



Materials needed:

- Cards with different limiting conditions or detailed profiles
- Materials to simulate or illustrate the limiting conditions
- Dirty glasses or glasses covered with cellophane to distort vision, grey wig, thick gloves or mittens, bandages, walking sticks, silicone or wax earplugs, etc.



- Mobile device for recording notes or videos with an internet connection
- App or notebook for sketching and including design notes



Link to extra resources or tools:

Focux [@focux6969] (2022). *What is Design Thinking? Methodology, Phases and Examples*

[Video]. YouTube. <https://www.youtube.com/watch?v=vnsN6Nm4C28>

<https://copilot.microsoft.com/>

<https://peneira.cesga.es/app/>, in this app, participants can upload pictures of non-accessible places and locate them on the map of the region they are working on.



Instructions:

Presentation of the activity:

In most professional contexts, the ultimate goal of our tasks is to design or implement a solution (object, service, space, experience, etc.) for a user with specific needs and limitations. Approaching this task with empathy, using techniques such as empathy simulations or interviews, can help you improve or come up with new proposals to make it more accessible to any user, regardless of their limitations.

Instructions:

Each student is randomly assigned a simulated limiting condition, such as low vision, sensory confusion, poor manual dexterity, reduced mobility, etc.

Once the profiles have been distributed, each participant must look for an everyday task to perform in their environment (campus, park, pedestrian street, square) of their choice (using an ATM, entering a shop to ask for information, consulting a café menu without a mobile device to scan QR codes, trying to reach a landmark using signs and directions without using any apps, etc.), assuming the limitations of their profile.

In addition, it is recommended to briefly interview other people who may experience similar situations or the staff offering the product to find out if they have experienced any related complications, with questions such as:

- What difficulties did you encounter when purchasing or using this product/service?
- What parts of the current design do you think were exclusionary?
- Do you know of any more accessible alternatives for people with this type of limitation or difficulty?
- What emotions did you feel? (frustration, insecurity, dependence, etc.)

After making the necessary observations, each person presents their profile, the task they intended to perform, and the testimonials they collected to the group.



Then, by consensus or vote, one of the options is chosen and a brief brainstorming session is held to find proposals that improve the selected product or service, taking into account the profile from which it was approached.

Finally, the most suitable or feasible proposals will be selected and a detailed joint proposal will be drafted, which will be sent on behalf of the group to the social media profile or corporate email address of the brand or company to which the product or service belongs as a suggestion for improvement.



Tips for teachers:

Emphasise that the activity is a responsible simulation, not a mockery or dramatisation, and that it respectfully addresses a difficulty that many people face in their daily lives. Vary the level of detail in the profiles according to the desired objective, from generic profiles that only indicate one characteristic to complete profiles or profiles with several difficulties combined.

Include limiting conditions that can be simulated (using accessories or "disguises"), for example:

- Sensory confusion (noisy headphones, loud music, reduced vision, etc.)
- Language barriers (foreign language, complexity of information, generation gap or lack of digital skills)
- Reduced mobility (walking with a cane, wheelchair, with an arm tied behind the back, thick gloves or mittens, etc.)

Ensure that immersion takes place in safe conditions (avoid busy streets or high-risk areas) and set time limits to keep the activity dynamic.

Interviews with potential users and professionals from establishments can be conducted by recording video testimonials, always requesting prior consent. Validating the emotions that arise, such as frustration and sadness, is also part of the learning process. Before the brainstorming session, provide guidance on the Design Thinking method, especially the empathy phase (see video in additional resources), taking the opportunity to show real examples of empathetic designs, such as buses with ramps, silent nightclubs, easy-to-read documents, traffic lights with audible signals, etc.

To send the proposal to the brand or company, you can create a sketch of the product/service with the added improvements using generative AI (Copilot).



2.6. Activity 6 : Voices from the past



Activity format:

Individual



Skills:

- Critical thinking
- Analytical thinking
- Reflective thinking
- Observation skills
- Information literacy



Related to modules:

- Module 1: Learning to learn and critical thinking in real life and digital environments
- Module 2: Teamwork and communication
- Module 3: Empathy
- Module 4: Growth Mindset and Innovation



Time required

Approximately 15 min



Learning objectives and outcomes:

- Develop the ability to understand other people's ideas, values and emotions.
- Contrast historical perspectives with the present to foster intercultural and intertemporal empathy.
- Strengthen observation, open-mindedness and respect for different world views.



Materials needed:

- Mobile device with internet access (Google Lens or browser)
- Notebook or app for taking notes
- Access to an environment with visible historical elements (old campus, square, historic centre, etc.)



Instructions:

Presentation of the activity:

Products and services, as well as art and even certain behaviours, cannot be treated as isolated events; they all have a context and specific motivations.

Empathy consists precisely of this: being able to understand how other people think, live or feel, even if we cannot always share or justify their experiences in our own context or current situation.

Instructions:

Each student should take a short walk to explore their surroundings and choose a monument, commemorative plaque, sculpture or historic building in the area.

Using Google Lens to scan and identify it, conduct a brief online search on the results obtained about:

- The period when it was built or its historical significance
- What it represented at the time
- Who it was intended for or who promoted it
- What values, beliefs or emotions did it evoke in its original context?
- How did people at that time think or live in relation to that element?

Once the research is complete, each participant should reflect and respond individually to the following questions:

- What differences exist between that time and the present with regard to that monument or its message?
- Which ideas from that time remain intact in the current context and which do not?
- What emotions or worldviews can help us empathise with that era?



Link to extra resources or tools:

- <https://lens.google/intl/es/>
- <https://peneira.cesga.es/app/>, use the app to locate the monument and also upload the text or more pictures explaining the context, etc.



Tips for teachers:

Before starting, encourage the group of students not to prejudge, but to put themselves in the shoes of those who lived at that time, to end up reflecting on what other factors can change the context of a product, work or behaviour (culture, religion, values, socioeconomic level, etc.).

If you have more time, close the activity with a couple of general questions: "What current beliefs do you think will be viewed with surprise in 100 years?" "What current behaviour would be considered inappropriate in a culture other than your own?"

Reflect on the concept of historical empathy and contextual thinking, providing examples of aspects that have changed over time or depending on culture, such



as old films to which warnings have been added about their discriminatory context towards certain groups. Prohibition of advertising certain substances such as tobacco (which used to be aimed even at minors), customs and traditions of other countries (monogamy vs. polygamy), etc.

Relate the activity to the importance of understanding the context and motivations of the people we interact with when collaborating in work environments, before judging their decisions or behaviours and reacting accordingly.



2.7. Activity 7: Challenge unlocked



Activity format:

Group activity



Skills:

- Problem solving
- Learning strategies
- Planning
- Teamwork
- Interpersonal communication
- Analytical thinking
- Creative thinking



Related to modules:

- Module 1: Learning to learn and critical thinking in real life and digital environments
- Module 2: Teamwork and communication
- Module 3: Empathy



Related to:

- ✓ GreenComp
- ✓ DigComp
- ✓ LifeComp



Time required

Approximately 30 min



Learning objectives and outcomes:

- Understand the difference between a fixed mindset and a growth mindset.
- Identify the benefits of adopting a growth mindset in professional settings.
- Experience how we react to mistakes, challenges and criticism.
- Encourage creativity and resilience in the face of obstacles and difficulties.



Materials needed:

- Any additional objects or materials needed to complete the challenges designed or proposed.
- Stopwatch or clock to keep track of time.
- 3 challenge cards or trophies per group (optional)



Link to extra resources or tools:

<https://www.youtube.com/watch?v=dvKPwU98bV4>

<https://www.wrike.com/es/blog/12-estupendos-juegos-para-fomentar-el-espiritu-de-equipo-que-nadie-odiara/>

<https://www.youtube.com/watch?v=FeLzMUWqdEY>

<https://www.esquire.com/es/actualidad/libros/a40836661/acertijos-logicapensar-adivinanzas-respuestas/>

<https://www.marketingdirecto.com/actualidad/checklists/el-test-de-la-creatividad-5-retos-clasicos-para-poner-a-prueba-sucerebrohttps://>

www.orientacionandujar.es/2025/03/06/10-fun-challenges-toexercise-creative-thinking/

<https://www.esquire.com/es/actualidad/libros/a45585490/adivinanzas-dificilesadultos-respuestas/>

<https://www.youtube.com/watch?v=ARWZhO4vsds>

<https://www.youtube.com/watch?v=1wOGhpQSqo>



Instructions:

Presentation of the activity:

As a professional, you will face numerous physical, logical or creative challenges every day, in which you will undoubtedly make many mistakes or could approach things more efficiently. The most important thing in today's job market, and what is most valued, is learning from these mistakes, which are often unavoidable, through reflection and continuous improvement. The important thing about falling is getting up quickly!

Instructions

Begin the activity by explaining that mistakes and obstacles are part of learning and that during challenges, the process is valued more than the final result.

Then, form groups of 3-5 people who will rotate through 3 stations where they will be presented with different types of challenges outdoors:

- Physical challenge: physical activity with a high level of difficulty or athletic demand.
- Logical challenge (mental activity): a trick question or riddle that challenges established logic.



- Creative challenge (artistic activity): carrying out a task that requires creativity to find the solution.

At each station, the participating group establishes a turn to try to overcome the challenge individually (the rest cannot help the person trying to solve it). If the attempt fails, another person comes in to help and they try again, receiving a card with a "growth mindset clue" with key information to solve it. The group remains at the challenge until they solve it and unlock the challenge (they may be given a card or trophy) or the facilitator shows them the solution if time runs out (max. 10 minutes) or they run out of attempts (as many as there are people in the group), moving on to the next station.



Tips for teachers:

At the beginning, reinforce the idea that 'not knowing' is not a flaw, but the beginning of learning and growth through experimentation and collaboration.

Propose challenges that are difficult to complete in one attempt or by one person (in the links section, there are some videos and articles that may serve as inspiration), but that are simplified when carried out by several people or with additional information, for example:

- Physical challenge: reach an object hanging from a branch, which can be picked up with the help of another person or by trying to lower the branch from another point instead of picking up the object; carry a balloon from one place to another without using your hands.
- Logical challenge: the wolf, sheep and carrot game; mathematical or double meaning riddles.
- Creative challenge: place several objects in a box and find the odd one out (the odd one has no connection with the others); provide cards with names of objects (e.g. insect) and look around for something related (e.g. a stick, for insect-stick).

Observe carefully how groups react to mistakes, who proposes solutions, who gets frustrated, and transfer this to real-life situations with examples and discuss the best way to manage them, conveying that with a growth mindset and a high capacity for collaboration, it is easier to overcome the challenges we face.

Use inspiring quotes or real-life examples of professionals who failed before innovating (Thomas Alva Edison experimented with more than 1,000 combinations of materials before finding the ideal one for his light bulb: "I didn't fail, I just found 999 ways not to make a light bulb").



2.8. Activity 8: Take a walk



Activity format:

Individual or group settings



Skills:

- Time management.
- Problem solving.
- Digital competence.
- Creative thinking.



Related to modules:

- Module 1: Learning to learn and critical thinking in real life and digital environments
- Module 3: Empathy
- Module 4: Growth Mindset and Innovation
- Module 6: Acting for Sustainability



Related to:

- ✓ GreenComp
- ✓ DigComp
- ✓ LifeComp



Time required

Approximately 15 min



Learning objectives and outcomes:

- Apply divergent thinking to redesign or reinterpret situations under pressure.
- Understand that innovation also arises from simple, everyday things.
- Encourage openness to new ways of seeing and solving practical needs.
- Value the creative process as an exercise in empathy, observation and mental play.



Materials needed:

- Mobile devices with internet access for taking photos (optional)
- Notebooks or sheets of paper for notes and sketches.
- Pencils, pens, markers, etc.



Link to extra resources or tools:

<https://app.leonardo.ai/image-generation>



Instructions:

Presentation of the activity:

Throughout history, many products and services have been redesigned to find better ways to achieve their purpose, or were created with a very different purpose than the one they ultimately served. Would you be able to rethink one of the concepts around you and give it a creative and innovative use under time pressure? Think fast!

Instructions

After the presentation of the activity, each student goes out to explore (approx. 10 minutes) their immediate surroundings (campus, square, shopping centre, urban park, industrial area, etc.) with the aim of applying divergent thinking and innovation based on a common object. To do this, they have two options:

- Redesign an object or add a new function to it, while preserving its original function.
- Give an object a new function while retaining its original design.

When they find their inspiration for innovation, they should reflect on a brief justification (approx. 5 minutes) of why their proposal is useful, aesthetic, or innovative, making a prototype or sketch of their new product:

- A photo of the original object, modified using generative AI (e.g. Leonardo.ai).
- A quick sketch on paper.
- A detailed description of its features in text.



Tips for teachers:

To introduce the purpose of the activity, you can use different examples:

- Redesign objects while retaining their original function: orange juicer by Philippe Starck (as a creative exercise, ask the group to guess what it is by showing them a



photo, without telling them it is a juicer) ; three-wheeled



motorcycles ; “flat” Christmas trees





, bladeless fans

, etc.

- Original suggestions for alternative uses: ladders as towel racks



, a



breakfast cup as a pencil holder

, jeans as everyday clothing (they were



originally work clothes during the gold rush in the 19th century)

; Galician "ugliness": bathtubs as drinking troughs for



animals

, bed bases as farm gates



, car



wheels as hose holders

, etc.

Encourage people to look beyond the obvious, with the eyes of a child (a box can be a spaceship), where an object does not end with its intended function and can be used for a thousand different things.

Celebrate crazy or seemingly useless ideas: many innovations are born this way.

Emphasise that innovation does not always involve technology: it can be looking at something from a different perspective.

If there is time, a group collaboration space can be included to develop one of the individual options cooperatively.



2.9. Activity 9: Good Apptitudes



Activity format:

Individual



Skills:

- Planning
- Digital skills
- Interpersonal communication
- Analytical thinking
- Critical thinking



Related to modules:

- Module 1: Learning to learn and critical thinking in real life and digital environments
- Module 2: Teamwork and communication
- Module 4: Growth Mindset and Innovation
- Module 5: Safety in digital environments
- Module 6: Acting for Sustainability



Time required

Approximately 35 min



Learning objectives and outcomes:

- Critically analyse the use of digital apps in everyday life, evaluating their implications for personal well-being and the environment in general.
- Apply real data collection tools to detect patterns of technology use and transform them into practical reflections.
- Connect individual digital habits with broader impacts, such as environmental sustainability or risks on a social scale.



Materials needed:

- Mobile device with Google Forms or app to record survey data with internet connection
- Template for taking notes (if there is no connection)



Link to extra resources or tools:

Google Forms



Instructions:

Presentation of the activity:

In today's society, everyone is constantly accompanied by a set of mobile apps that perform different functions from the moment they wake up until they go to bed, and even while they sleep. How do current usage patterns affect us?

Instructions:

Each student is randomly assigned a different category of apps (coordinated in class so that there are no duplicates), for example:

- Social media
- Games and entertainment
- Finance and digital banking
- Health and sports
- Utilities (calendars, scanners, maps)
- Education/training

Then, each student must design a short form (Google Forms) with 10 key questions related to digital wellbeing, in terms of security, privacy and usage habits.

Each student conducts individual interviews, lasting about 20 minutes, and records the answers on their form. If they do not have an internet connection, they can use a simple record sheet to take notes of the answers.

Once the interviews are complete, interpret the results in terms of digital and environmental impact, reflecting and publishing a brief conclusion online about the following questions:

- Is the use mainly recreational or productive? Were these tools originally intended for this purpose?
- What is the level of security and privacy measures?
- Is there any awareness of the energy consumption of excessive use or the risk of loss of privacy?
- What impact would transferring this data on a global scale have?



Tips for teachers:



Assign or review app categories beforehand to ensure variety in the data collected, even changing app categories for the most popular apps in an app store ranking (Android or iOS).

Review the forms before going live to ensure they are clear, complete, brief and respectful, with questions such as:

- *"How many times a day do you use apps of this type?"*
- *"What percentage of your app usage is for this type of app compared to other apps?"*
- *"What do you mainly use them for? (leisure, work, study, etc.)"*
- *"How much time do you spend on average with these apps each day?"*
- *"Do you have any kind of usage or digital wellbeing controls (focus mode, time limits, alerts)?"*
- *"Do your profiles on these apps usually have two-factor authentication or a strong password?"*
- *"How do you feel when using them?"*

Encourage participants to maintain a friendly and non-invasive tone during the interviews, introducing yourself as follows:

- *"Hello, I am a student conducting a short survey on how we use mobile apps as an academic practice. Would you mind taking a couple of minutes of your time to answer a few simple questions?"*

Set a target of at least five interviews with people in your environment (campus, park, neighbourhood, cafés, etc.).

Connect with real data on digital sustainability (energy consumption, emissions, and water usage for server cooling for systems such as artificial intelligence, streaming, data mining, etc.) and cybersecurity (security breaches, attack statistics, massive personal data leaks, etc.) to facilitate large-scale calculations.

2.10. Activity 10: Spot the difference



Activity format:

Group



Skills:

- Learning strategies
- Digital skills
- Interpersonal communication
- Reflective thinking
- Critical thinking



Related to modules:

- Module 1: Learning to learn and critical thinking in real life and digital environments
- Module 2: Teamwork and communication
- Module 5: Safety in digital environments



Time required

Approximately 25 min



Learning objectives and outcomes:

- Recognise how easily an image can be digitally manipulated, losing its value as objective evidence.
- Develop observation and visual analysis skills to detect possible digital fraud or deception.
- Understand the social and psychological impact of information manipulation on public perception, opinion, self-esteem, or polarisation.



Materials needed:

- Mobile device (preferably a Tablet or laptop, to display images and work comfortably)
- App for AI photo manipulation
- Items that can be used as symbolic points to be awarded for each correct answer (badges, fake coins, stickers, etc.)



Link to extra resources or tools:

AI image editors (VeniceAI; SnapSeed; Pixlr; etc.)



Instructions:



Presentation of the activity:

Have you ever wondered how many of the posts you see on social media are real? More and more videos are being manipulated and, consciously or not, even reliable or general media outlets are echoing them and giving them more coverage. These images or videos are often created or edited for recreational purposes (humour, entertainment, etc.), but many others are made with the intention of manipulating or generating certain currents of opinion that favour specific interests. Don't be fooled!

Instructions:

Each group should explore a nearby area and take between 3 and 4 photos in recognisable or striking locations (sculptures, buildings, murals, signs, etc.).

From these photos, they should choose 2 or 3 to modify digitally in a subtle way (with the help of AI editing apps), but as realistically as possible, as is the case with social media or manipulated news.

After selecting and editing the photos, each group takes turns presenting their photos (modified and real) to the rest of the participants, who decide whether each image is 100% real or has been edited (identifying what has been modified). The group presenting the photos gets a symbolic point for each time they manage to fool their audience.

Finally, if there is enough time, a group reflection can be held on the key issues of the exercise.



Tips for teachers:

Encourage participants to prioritise realism and moderate creativity, rather than exaggerated visual effects, for example:

- Remove a real object or element (e.g., delete a traffic sign, a person, a poster, etc.)
- Add something that wasn't there (a pigeon, a person, text, a symbol, etc.)
- Borrow something real from a passer-by to play with perception (jacket, glasses, scooter, backpack, etc.), or even ask people to pose in strange ways in the background.
- Change the colour or position of an object.
- Insert an external element in a believable way (e.g., a flag, a mascot, etc.).

Provide previous examples of famous manipulated images, such as photos of altered crowds in political campaigns or misleading advertising.

Ensure that people in the environment are treated with respect, whether or not their interaction is requested.

Encourage collaboration in editing so that the whole group can participate (not just those who are proficient with the app).

End with key questions:



- Was it easy or difficult to detect the modifications?
- Which editing techniques fooled us the most?
- What implications does this have in real life (fake news, deepfakes, visual propaganda, etc.)?
- How much visual editing do we see every day without realising it?
- How can we protect ourselves from visual deception on social media?
- What legal measures would be effective in trying to prevent these deceptions?



2.11. Activity 11: Tourism potential



Activity format:

Group



Skills:

- Problem solving
- Planning
- Digital
- Team
- Analytical
- Critical thinking
- Reflective thinking



Related to modules:

- Module 1: Learning to learn and critical thinking in real life and digital environments
- Module 2: Teamwork and communication
- Module 4: Growth Mindset and Innovation
- Module 5: Safety in digital environments
- Module 6: Acting for Sustainability



Time required

Approximately 40 min



Learning objectives and outcomes:

- Apply critical thinking to the urban or tourist environment in order to identify unsustainable practices.
- Foster a sense of belonging to the environment and responsibility for its preservation in the face of tourism.
- Use digital tools to communicate proposals for sustainable change in a visual and persuasive way.



Materials needed:

- Mobile device with camera and internet connection.
- Sheets of paper or notebooks and pens for taking notes (optional).



Link to extra resources or tools:

- Google Maps or My Maps to geographically locate the points.
- Mobile phone camera to take 2-3 photos of the selected locations.
- Canva, Pixlr, Snapseed or Photopea, among others, for image editing.
- WhatsApp, Telegram or social media to share the posters (publicly or privately).
- <https://peneira.cesga.es/app/s> to create a collaborative map supervised by the teacher.



Instructions:

Presentation of the activity:

The democratisation of mobility, globalisation and the viral spread of trends on social media have led to certain areas of our environment experiencing unsustainable tourism (overcrowding, waste, noise, deterioration of heritage). Are there alternatives to visiting the places that interest us?

Find out!

Instructions:

After presenting the activity, participants are divided into two groups, taking on the role of advisory teams for their local tourism council. They will then have to explore their local area in search of potential tourist attractions that could be promoted, such as a sculpture, a historic or picturesque neighbourhood, a landmark building, a beach, a river, etc. Once they have selected the place or tourist attraction they will be working on, they will have to take one or more photographs of it and use them to create two versions of promotional posters.

The first version (team 1) will consist of a tourist promotion with a 'bad tourism' approach, highlighting bad practices, such as:

- Excessive signage or visually intrusive souvenirs
- Overcrowding or poorly managed capacity
- Excessive environmental noise in natural areas
- Lack of green spaces or adequate public furniture, such as large car parks replacing a green area.
- Degradation of cultural or natural heritage
- Areas with visible waste
- Over-exploitation, prioritising economic performance over cultural or natural Interests

The second version (team 2) will be digitally modified to show a realistic sustainable improvement of 'Good Tourism', for example:

- Add trees or vegetation to a grey or hot area.



- Replace visually aggressive signs with cultural signage.
- Display accessible bins or recycling containers.
- Limitations or restrictions on access or any protective barriers for the element, if necessary.
- Remove polluting elements (vehicles, noise, excessive fast fashion shops or souvenir shops).
- Include more conscious tourism: bikes, cultural guides, alternative routes, etc.

Finally, share the posters created with the slogan: "Good tourism" or "Bad tourism", either in a private group made up of those participating in the activity or by starting a campaign on social media, posting the posters made by each group with the hashtags #TourismPotential and #GoodTourism or #BadTourism, accompanied by a brief reflection on their proposal, with the problems detected and their sustainable proposal.



Tips for teachers:

Encourage students to look beyond the visual: to also think about the social, cultural and economic impact of poorly planned tourism on neighbourhoods and the people who live there all year round.

You can review a map app from the starting point to select possible locations if you need to keep track of group locations or shorten travel times to avoid delays caused by having to travel to different locations in search of the destination. Provide real examples of both aspects, such as unsustainable tourism and overcrowding at certain sites such as the Trevi Fountain in Rome or the rubbish on Mount Everest, including details such as villages where generic souvenirs are sold that lack the identity of the place. On the other hand, show sustainable tourism transformations in cities such as Palma de Mallorca, Amsterdam or Barcelona, as well as examples of well-managed tourism promotions, such as microgroup visits to natural parks or rural tourism with cultural exchanges. Encourage participants to think of simple and realistic solutions or promotions, not impossible changes or alternatives.



2.12. Activity 12: Shades of green



Activity format:

Individual



Skills:

- Learning strategies.
- Time management.
- Interpersonal communication. Critical thinking.
- Reflective thinking.



Related to modules:

- Module 1: Learning to learn and critical thinking in real life and digital environments
- Module 2: Teamwork and communication
- Module 6: Acting for Sustainability



Time required

Approximately 20 min



Learning objectives and outcomes:

- Raise awareness about the importance of self-awareness and tools for making more responsible and conscious consumption decisions.
- Apply communication and digital skills in the production of useful content for citizens.



Materials needed:

- Cards with different profiles for the draw.
- Mobile device with sound recording and internet connection.



Link to extra resources or tools:

<https://www.greenpeace.org/chile/blog/issues/contaminacion/greenwashing-que-es-y-por-que-es-una-trampa-para-los-consumidores-responsables/>

Suggested recording tools: Vocaroo (online and no account required); mobile phone recorder;

Anchor, Podomatic, or Audacity (if you want to edit later);



Tools for uploading the podcast: iVoox, Anchor (now Spotify for Podcasters), and SoundCloud.



Instructions:

Presentation of the activity:

We live surrounded by messages that claim to be 'green', 'sustainable' or 'eco-friendly'. Brands, cities and even the people who make up this society dress themselves in nature to convince us that we care for the planet, but does our green have dark shades that are only carried away by the "eco" wave, or is it a light green in its intentions, with genuine and consistent sustainability values? Go outside and find out how green people really are!

Instructions:

Each student takes an individual tour of their surroundings (urban area, campus, park, etc.) to find people with different profiles (by lottery or at random) to interview in podcast format.

The interview, lasting between 10 and 15 minutes, should focus on how green this person considers themselves to be (level of commitment to the environment), dark green or light green, based on their everyday practices in this regard.

Finally, the podcast will be uploaded to a specific platform to raise awareness about sustainability and ecology.



Tips for teachers:

Start the activity by showing real examples of commercial greenwashing, such as a smoothie with an 'eco-friendly' paper straw wrapped in plastic or 'organic' farm products that are transported thousands of kilometres in highly polluting ships from other continents.

Although commercial examples are shown, shift the debate from podcasts to the fact that even individuals display a certain ecological irony in their lives.

Before starting the interview, briefly explain to the interviewees what greenwashing is and the dynamics of the interview, clarifying the concepts of dark green (low commitment) and light green (high commitment).

To begin the interview, ask the person to introduce themselves briefly (name, age, gender, academic background, profession or occupation, etc.) and continue with questions similar to the following to guide the podcast:

- *How would you rate your overall level of commitment to the environment? Dark green or light green?*
- *In what ways do you think you could be greener? (truly sustainable and ecofriendly actions)*



- *Have you ever felt that you were more dark green when doing something just to clear your ecological conscience or because of social pressure? (actions that appear to be ecological but are not really or have minimal impact)*
 - *What would be the hardest things for you to give up in order to live a more sustainable lifestyle? To what extent do you think this depends solely on you or on external factors?*
 - *What major measure would you implement if you had total power for a day?*
 - *Can you think of any clear examples of commercial or political greenwashing?*
 - *What initiatives do you think have the most power to change the world? Raising awareness in society to implement small sustainable habits such as recycling or legal restrictions on certain practices by large brands, governments or wealthy individuals?*
- Encourage the podcast to be clear, direct and accessible, as well as engaging and dynamic, like a conversation, not just questions and answers, allowing for comments, contributions and constructive criticism based on facts and without resorting to personal judgements.

Create an account on a podcasting platform that can be managed by teaching staff, uploading all recorded podcasts from a single group profile.

2.13. Activity 13: Empathic theatre



Activity format:

Group



Skills:



- Effective communication
- Collaboration and teamwork
- Empathy and problem solving
- Flexibility and adaptability
- Critical thinking



Related to modules:

- Module 1: Learning to learn and critical thinking in real life and digital environments
- Module 2: Teamwork and communication
- Module 3: Empathy



Related to:

✓ LifeComp



Time required

Approximately 1 hour



Learning objectives and outcomes:

- Develop empathy and understanding in diverse contexts.
- Encourage flexibility and adaptability in unexpected situations.
- Identify conflict resolution strategies and effective communication.
- Reflect on the impact of roles and emotions on human interaction.
- Apply critical thinking to analyse behaviours and reactions.



Materials needed:

- A large outdoor space for pairs to interact.
- Cards with scenarios (may include emojis, colours or QR codes).
- Paper and pens for notetaking (optional).
- Items to mark off areas (ropes, cones, chalk) (optional)



Instructions:

Presentation of the activity:

In university and professional settings, the ability to put oneself in other people's shoes, adapt to changing contexts and manage complex situations is essential



for effective communication and meaningful collaboration. This activity proposes a series of short simulations in pairs, in which different roles and scenarios are assumed, fostering empathy, flexibility and critical analysis of human interactions. Through role-playing, students will be able to explore emotions, reactions and communication strategies in a variety of situations.

Instructions:

Divide participants into pairs. If the group is odd numbered, you can form a rotating trio or assign an observer role.

The teacher will prepare a list of at least 5 varied scenarios that participants will have to act out. For example:

- You have a conflict with a classmate or colleague.
- You have just landed your dream job.
- You have to fire an employee.
- You are a public figure surrounded by fans.
- You are in a job interview for a position you are passionate about.
- You are in an argument with your flatmate about household chores.
- You are in a meeting with your boss to ask for a raise.

Activity

The group will go to a large outdoor space, where pairs will stand facing each other, 2–3 metres apart.

The first scenario is announced. Each pair interacts for 60 seconds.

After each round, there is a group reflection guided by questions such as:

- What emotions arose?
- Was it easy to take on the role?
- What barriers arose in communication?
- How did physical distance influence interaction?

The process is repeated with the following scenarios.

Final discussion and reflection

The group reflects on what they have learned, their observations and the strategies used.

Group discussion

- Which scenario was the most challenging?
- What skills did you use without realising it?
- How did you feel when playing a role that does not represent you?
- What did you learn about yourself and others?

Critical analysis

- Which communication strategies worked best?
- What prejudices or assumptions arose?
- How can this experience be applied to the workplace or academic environment?

Summary and conclusions



Each participant summarises a key learning point.

Brainstorm ideas on how to improve empathy in the university environment.



Tips for teachers:

Tips for teachers:

- Create a safe and respectful environment for participants to express their emotions.
- To make the activity more personalised, adapt the scenarios to the academic or professional context of the group.
- Encourage creativity and use of space.
- Observe communication dynamics and offer constructive feedback.
- Promote active participation and empathetic listening during reflections.
- Provide a brief introduction on the importance of empathy in academic and work environments.



2.14. Activity 14: Password compromised



Activity format:

Individual



Skills:

Digital Skills



Related to modules:

- Module 5: Safety in digital environments



Related to:

✓ DigComp



Learning objectives and outcomes:

To help participants realize that the passwords that we use on online site could have been compromised and that they need to change them for more secured ones



Materials needed:

A computer or smartphone with Internet connection



Instructions:

Presentation of the activity:

Explain to the participants that sometimes online sites suffer security breaches and that our password could have been compromised

Instructions:

- They are several webs where we can check if our passwords have been compromised, we are going to use <https://haveibeenpwned.com/>
- Ask participants to enter the webpage and put their email address
- Ask them to check on how many security breaches their account have been involved and, if they haven't changed the password since the data of the breach, suggest them to do it as soon as possible



Link to extra resources or tools:

Web page <https://haveibeenpwned.com/>



Tips for teachers:

Reinforce the idea of the need of having a strong password and a different password for each online site, so if one is compromised, only the password for that site could be revealed, not the password for all the sites.



2.15. Activity 15: Guiding the Blind Team



Activity format:

Group activity



Skills:

- Communication
- Teamwork
- Leadership



Related to modules:

- Module 2: Teamwork and communication
- Module 3: Empathy



Related to:

✓ LifeComp



Time required

Approximately 30 min



Learning objectives and outcomes:

- Build trust within the team.
- Reflect on different leadership styles.
- Understand the impact of leadership and communication on team performance.



Materials needed:

- Masks (something like sleep masks)
- Bracelets or fabrics in two different colors. Alternatively, color labels to be added to the masks.



Instructions:

Presentation of the activity:

Activity for building trust among team members, and for becoming aware of the type of leadership exercised and the consequences for team development

Instructions:

Divide the group into two teams, and ask each team to name a leader.

- All team members will wear a bracelet or scarf of the same color tied around one of their arms.

Explain to the leaders that:

- All team members will be blindfolded.
- People will be randomly distributed throughout the room.
- Their mission will first be to gather their team.
- Once gathered, and only when everyone is together, must they get their team to evacuate the room.
- The team that does it in the shortest time wins, provided everyone leaves unharmed and wears their colored bracelets.

Each leader will have three minutes to explain the evacuation game to their team and decide how they will organize themselves to meet and leave the room together.

After the three minutes are up, everyone puts on their masks, checks that they cannot see, and spreads out around the room.

The game begins by resetting the timer, in two stages:

- Team gathering
- Evacuation

The game ends when both teams manage to leave the room.

The times achieved are written on a whiteboard.



Tips for teachers:

- Monitor safety at all times
- Assist participants who are disoriented or stuck
- Use the experience for reflection afterward



2.16. Activity 16: The Circle of Influence



Activity format:

Group activity



Skills:

- Growth mindse
- Self-efficacy
- Personal responsibility
- Resilience
- Reflective thinking



Related to modules:

- Module 1: Learning to learn and critical thinking in real life and digital environments
- Module 2: Teamwork and communication
- Module 3: Empathy
- Module 4: Growth Mindset and Innovation



Related to:

✓ LifeComp



Time required

Approximately 60 min



Learning objectives and outcomes:

Objectives:

- To help participants understand the difference between internal and external control.
- To strengthen their sense of personal agency.
- To promote growth-oriented attitudes.
- To develop resilience in challenging situations.

Learning Outcomes:

By the end of the activity, participants will be able to identify what they can and cannot control, reflect on their reactions, and apply a growth-oriented perspective in challenging situations



Materials needed:

- Ropes or cones to create the circles
- Cards or small sheets of paper
- Markers
- Simple objects or natural materials for the cooperative challenge
- Timer
- Outdoor space



Instructions:

Presentation of the activity:

This outdoor experiential activity helps participants explore how they perceive control in challenging situations.

Through movement and guided reflection, participants learn to distinguish between what is outside their control, what they can influence, and what depends on them. Through movement, group interaction, and guided reflection, participants learn to distinguish between what is outside their control, what they can influence, and what depends directly on them. The activity supports the development of a growth mindset, self-efficacy, and personal responsibility.

Instructions:

Prepare an outdoor space (such as a park, courtyard, or garden) by creating three concentric circles using ropes, cones, or natural objects.

Outer circle → “Outside my control”

Middle circle → “I can influence it”

Inner circle → “It depends on me”

Phase 1 – Activation (15 minutes)

The facilitator presents a series of challenging situations (e.g. failing a test, receiving criticism, facing unexpected problems).

Participants position themselves in the circle that best represents their perception of control.

Some participants are invited to explain their choices.

Phase 2 – Experiential Challenge (15 minutes)

Participants take part in a short cooperative activity (e.g. building something with natural materials, transporting an object with constraints, completing a small task). During the activity, an unexpected change is introduced (new rule, time constraint, additional difficulty).



At the end, participants reposition themselves in the circles based on how they reacted to the change.

Phase 3 – Reframing (10 minutes)

Each participant writes a typical sentence they might say in a difficult situation (e.g. “I can’t do it”, “It’s not my fault”).

They then reformulate it using a growth mindset (e.g. “Not yet”, “What can I do differently?”).

Participants read their new sentence while standing in the central circle.

Phase 4 – Reflection (20 minutes)

The facilitator guides a discussion about:

- The difference between events and reactions
- Perception of control
- The link between internal control and motivation
- How reframing influences confidence



Tips for teachers:

- Avoid explaining theoretical concepts before the activity.
- Observe participants’ spontaneous reactions and interpretations.
- Encourage the shift from “I can’t” to “What can I do?”
- Focus on the learning process rather than the outcome of the challenge.
- Create a safe and supportive environment where mistakes are seen as learning opportunities.



2.17. Activity 17: The Tourist Effect



Activity format:

Group activity



Skills:

- Critical thinking
- Collaborative work
- Communication and argumentation
- Problem-solving
- Decision-making
- Environmental and social awareness



Related to modules:

- Module 1: Learning to learn and critical thinking in real life and digital environments
- Module 2: Teamwork and communication
- Module 4: Growth Mindset and Innovation
- Module 6: Acting for Sustainability



Related to:

✓GreenComp



Time required

Approximately 25 min



Learning objectives and outcomes:

- Identify positive and negative impacts of different tourist profiles.
- Analyse the interaction between tourism and sustainability.
- Propose sustainable strategies to mitigate negative effects and enhance benefits.
- Collaborate in interdisciplinary idea creation.
- Map socio-economic and environmental impacts



- Create and justify sustainable strategies.
- Assess the feasibility of solutions from other groups.
- Contribute to a shared final insight on sustainable tourism in the destination.



Materials needed:

- 6 Tourist Profile Cards
- 6 A3 sheets divided into “Impacts” / “Solutions”
- Markers (different colour per trio)
- Dot stickers (2 per participant)
- Projector
- Tape for displaying group work



Instructions:

Presentation of the activity:

The activity begins with a striking photo depicting overtourism in the Lecce region, introducing the topic and raising awareness. The facilitator explains the aim: analysing impacts and proposing sustainable strategies for different tourist profiles.

Instructions:

0–5 min — Briefing & Group Formation

- Projection of introductory photo
- Formation of diverse trios
- Distribution of materials

6–12 min — Round 1

- Identify 1 positive and 1 negative impact
- Propose 1 strategy to enhance the positive impact
- Propose 1 strategy to mitigate the negative impact

12–17 min — Round 2

- Rotate sheets
- New trio adds two more strategies using a different marker colour

17–21 min — Showcase & Vote

- Sheets are displayed on the wall



- Each participant votes with 2 dot stickers on the most effective solutions

21–25 min — Wrap Up

- Highlight the most voted ideas
- Final hands-up vote on feasibility
- Collective synthesis of outcomes



Tips for teachers:

- Manage time strictly
- Use a powerful visual to trigger reflection
- Ensure diversity in each trio
- Encourage concrete and realistic strategies
- Guide an active and thoughtful gallery walk
- Reinforce the role of sustainability in decision-making



2.18. Activity 18: Greenwashing: Green or Greed?



Activity format:

Group activity



Skills:

- Critical thinking about sustainability and communication.
- Ability to analyse marketing messages.
- Informed decision-making.
- Collaborative work in small groups.
- Presentation and argumentation skills.
- Environmental literacy and responsible consumption



Related to modules:

- Module 1: Learning to learn and critical thinking in real life and digital environments
- Module 2: Teamwork and communication
- Module 6: Acting for Sustainability



Related to:

✓GreenComp



Time required

Approximately 35 min



Learning objectives and outcomes:

Objectives and learning outcomes:

Participants will be able to:

- Understand what greenwashing is and why it matters.
- Identify misleading environmental messages.
- Use a structured checklist to assess sustainability claims.
- Rephrase or improve misleading statements.
- Engage in critical discussion about green marketing practices



By the end of the activity, participants will:

- Distinguish legitimate environmental communication from greenwashing.
- Justify decisions using clear analytical criteria.
- Propose improved, transparent environmental claims.
- Discuss ambiguities and challenges in assessing green messages.

Recognise typical greenwashing tactics (vagueness, lack of proof, irrelevance, trade-offs, lack of transparency, misleading imagery, exaggerated claims)



Materials needed:

- Printed or digital examples of ads, labels, or environmental claims.
- Flipcharts or whiteboards (one per group).
- Markers or pens.
- Copies of the “Greenwashing Detection Checklist”.
- Projector or screen (optional).



Instructions:

Presentation of the activity:

The facilitator introduces:

What greenwashing is: false or misleading environmental claims.

Why it matters: it misleads consumers and undermines genuine sustainability efforts.

The aim is clearly stated: to learn how to identify, analyse, and discuss greenwashing practices.

Instructions:

0–5 min — Introduction

- Explanation of greenwashing and its implications.

5–30 min — Group Activity: Analyse and Spot

Each group receives 3–5 examples.

Tasks:

- Determine if each example is greenwashing or legitimate.
- Explain the reasoning using the checklist.
- Suggest corrections or improvements.
- Groups present findings on a flipchart.



30–45 min — Group Presentations & Discussion

- Groups share their most interesting example and verdict.
- Facilitator leads reflection:
- What was surprising?
- What was difficult to assess?

45–50 min — Wrap Up

- Summary of main takeaways: tactics, critical awareness, verification.



Tips for teachers:

- Choose diverse examples to ensure rich discussion.
- Keep groups small for active participation.
- Encourage evidence-based reasoning.
- Acknowledge borderline/ambiguous cases.
- Use the checklist as an anchor for structured analysis.
- Use the suggested variation: redesign a misleading ad.



2.19. Activity 19: Smart Campus Data Walk: IoT for Better Decisions



Activity format:

Group activity



Skills:

- Planning
- Time management
- Problem solving
- Decision making
- Digital skills
- Interpersonal communication
- Teamwork
- Analytical thinking
- Reflective thinking
- Critical thinking
- Creative thinking
- Empathy / user perspective
- Sustainability awareness
- Ethical and privacy awareness



Related to modules:

- Module 1: Learning to learn and critical thinking in real life and digital environments
- Module 2: Teamwork and communication
- Module 3: Empathy
- Module 4: Growth Mindset and Innovation
- Module 5: Safety in digital environments
- Module 6: Acting for Sustainability



Related to:

- ✓ GreenComp
- ✓ DigComp
- ✓ LifeComp



Time required

Approximately 60 min



Learning objectives and outcomes:

Objectives:

- Practise teamwork, communication, empathy, problem solving and digital skills outdoors.
- Connect IoT and data concepts with real user needs and sustainability.
- Raise awareness of privacy, accessibility and responsible data use.

Learning outcomes:

Observe an outdoor space from a user perspective, define a problem, select useful data, place sensors on a map, adapt when constraints change, and reflect on team performance.



Materials needed:

- Outdoor space: campus courtyard, park, entrance zone, path or green area
- Printed map of the selected area
- User group cards
- Sensor/data cards
- Challenge cards
- Stickers or markers
- Pens and paper
- Timer
- Smartphones are optional
 - PENEIRA app, online survey or printed reflection sheet for self-evaluation



Link to extra resources or tools:

PENEIRA app or an online self-evaluation survey can be used to record the activity and collect students' reflections.



OpenStreetMap for a simple outdoor map: <https://www.openstreetmap.org/>

DigComp 2.2: <https://publications.jrc.ec.europa.eu/repository/handle/JRC128415>

GreenComp: <https://publications.jrc.ec.europa.eu/repository/handle/JRC128040>

LifeComp: <https://publications.jrc.ec.europa.eu/repository/handle/JRC120911>

O*NET: <https://www.onetonline.org/>



Instructions:

Presentation of the activity:

Teams act as smart campus planners. Working outdoors, they pick a real user group, identify one problem, decide what data would help, and place sensors on a map. The key rule: start from people's needs, not from technology.

Instructions:

Preparation by the facilitator:

Choose an outdoor space: courtyard, park path, parking area or building entrance.

Print a simple map of the area. Prepare three card sets: user groups (students, cyclists, visitors, people with reduced mobility, maintenance staff), sensor/data types (noise, movement, temperature, air quality, occupancy, waste level), and challenge cards (sensor failure, privacy concern, no power supply, bad weather, network outage).

Prepare a 1–5 self-evaluation form or open the PENEIRA app.

Phase 1 - Briefing and roles (10 minutes)

Teams of 4–5. Mission: “Design a simple monitoring solution for this outdoor area that helps people, saves resources or improves safety.”

Roles: user representative, data specialist, IoT planner, privacy/sustainability checker, presenter.

Phase 2 - Empathy and outdoor observation walk (15 minutes)

Each team picks one user group and observes the area from their perspective. Choose one problem to solve.

Example problems: unsafe path, dark entrance, overflowing bins, overcrowded area, inaccessible route.

Team answers: Who is affected? What data helps? Where to collect it? What data should NOT be collected (privacy)?

Phase 3 - IoT placement game (15 minutes)

Teams place sensor cards on the map and mark 1–2 gateway/controller locations.



Justify each placement: coverage, reliability, energy use, privacy, accessibility.

Phase 4 - Challenge and adaptation (10 minutes)

Each team draws one challenge card (e.g. sensor failure, privacy complaint, no power supply, bad weather).

Adapt the solution and prepare a final recommendation.

Phase 5 - Pitch, reflection and self-evaluation (10 minutes)

90-second pitch: problem, affected users, data chosen, sensor/gateway locations, main risk, expected benefit.

Self-evaluate 1–5 in PENEIRA or a printed sheet: teamwork, communication, problem solving, digital skills, empathy, sustainability.

Debrief (5 min): Did you start from technology or from people's needs? Which data was unnecessary? What was the hardest trade-off?



Tips for teachers:

Start from a real outdoor problem and a user perspective, not from IoT theory.

Ask students: "What decision will this data improve?" and "Whose need are we trying to understand?"

Keep the technical level flexible. For non-technical learners, use "data collection point". For technical learners, introduce sensors, gateways, controllers, coverage, resilience and latency.

Remind teams to collect only necessary data and to explain why some data should not be collected.

Use a short 1-5 self-evaluation after the activity to assess teamwork, communication, problem solving, digital skills, empathy and sustainability thinking.

Focus on reasoning, teamwork and reflection rather than finding one perfect technical answer.



2.20. Activity 20: User experience



Activity format:

Group activity



Skills:

- Observation and environmental awareness from multiple perspectives
- Critical thinking and reflective analysis
- Empathy and perspective-taking



Related to modules:

- Module 1: Learning to learn and critical thinking in real life and digital environments
- Module 2: Teamwork and communication
- Module 3: Empathy
- Module 4: Growth Mindset and Innovation
- Module 5: Safety in digital environments
- Module 6: Acting for Sustainability



Time required

Approximately 10-20 min



Learning objectives and outcomes:

Learning Objectives

- Develop a deeper understanding of user-centered perspectives when evaluating environments or objects
- Strengthen the ability to analyze situations from different user profiles

By the end of the activity, participants will be able to:

- Describe objects or environments from the perspective of different user groups
- Identify how needs, perceptions, and emotions vary depending on the user
- Recognize advantages and limitations of objects for diverse users
- Demonstrate empathy and awareness in interpreting user experiences
- Apply a user-centered approach to real-life, academic, or design context



Materials needed:



- Piece of paper to make notes/handout to fill in
- Pens or pencils



Instructions:

Presentation of the activity:

The activity is based on walking inside the booths of the selected group of users so as to give the possibility to understand different needs, views etc. of the users' groups

Instructions:

Individually or in the small team select one of the specific groups users (from that time you should behave as such users):

1. child under 7 years old
2. elderly person
3. pregnant woman
4. sportsman

Look at the given set of pictures. Name the objects and try to describe them.

Try to make notes concerning the following remarks:

- First impression that come up to your mind when you saw the object
- Emotions that such object brings to you
- Major advantages and disadvantages that come up to your mind

After finish you can try another group of users or look for another objects.



Tips for teachers:

If necessary, try to remind that objects should be described not according to the person performing the exercise but selected/chosen group. Exercise performers can think of their relatives neighbours etc. and their behaviours so as to easier come up with the best descriptions.

Draw attention to differences and similarities of descriptions provided in the name of different users' groups.

2.21. Activity 21: Immersion



Activity format:

Group activity



Skills:

- Accessibility awareness
- Empathy
- Adaptability



Related to modules:

- Module 2: Teamwork and communication
- Module 3: Empathy
- Module 4: Growth Mindset and Innovation
- Module 6: Acting for Sustainability



Time required

Approximately 20-30 min



Learning objectives and outcomes:

- Show the unobvious perspective by interactive means
- Increase understanding of accessibility challenges faced by visually impaired people
- Develop empathy through experiential learning
- Encourage participants to adapt their communication and behavior in inclusive ways
- Raise awareness of how environments can be designed more inclusively and safely



Materials needed:

- Blindfolds or scarfs to cover eyes
- Water, cups, chairs



Instructions:



Presentation of the activity:

The set of activities that can be performed in a series or individually that should give the possibility to immerse into the world of blind person.

Instructions:

In the teams select a person that will have covered eyes and (if necessary) the supporter (person that will be assisting the one not seeing).

The rest of the team should stay quiet and observe performing following tasks:

1. Puring the water from the bottle to 4 cups.
2. Trying to make the line of 4 chairs
3. Guiding the “blind person” across the room
4. Helping person to write message on telephone e.g. (HELLO my name is (name of writer))
5. Giving the instructions and drawing the simple picture.



Tips for teachers:

To increase the dynamics of the task members of a team can change the roles.

Depending on the space provided, tasks can be done solo by one team or simultaneously.

Task should be commented drawing attention to for example:

Trying to use different senses instead of sight (touch or sound)

Puring different amounts of water to different cups /spillages/emptying the bottle

Guiding only by voice or with touch support.

Arranging the line in different directions.

Understanding the term “simple” and the ability to reproduce size, colour, and location on the piece of paper.

3. Conclusion



By transferring the delivery of knowledge and skills from the classroom to the outdoors, this Module 7 allows professors and students to actively apply and consolidate key transversal competences essential for their personal and professional development.

The activities in this document were intentionally designed to integrate multiple competence areas simultaneously, including critical thinking, teamwork, empathy, innovation, digital safety, and sustainability. This interdisciplinary approach reflects the complexity of real-world situations, where problems cannot be addressed from a single perspective. Instead, learners are encouraged to combine analytical skills, creativity, collaboration, and ethical awareness to propose meaningful and responsible solutions in the real world. Therefore, the activities included in Module 7 are designed as practical applications of the theoretical modules, allowing students to develop multiple transversal competences simultaneously and to provide professors with new methodologies and activities to effectively help students to be prepared for their entry to the job market.

In conclusion, Module 7 Outdoor Activities is a tool for all professors who want to innovate in their teaching settings and provide their students with skills that will allow them to successfully bridge the gap between theory and practice, offering a dynamic and engaging approach to learning. It fosters holistic skill development and empowers learners to become proactive, reflective, and socially responsible individuals, capable of contributing positively to both their professional environments and society as a whole.



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