



Eco Aliens Trip



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Institutional Partner



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Project Partners

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Le Partenariat produced this brochure in collaboration with the following partners:

anthro p o l i s



jovesolides
JÓVENES HACIA
LA SOLIDARIDAD
Y EL DESARROLLO



ACCESS

Active Citizenship to Cooperate for Equality, Sustainability and Solidarity, or ACCESS, is a project funded by the European Union's Erasmus+ programme. The project was developed by a consortium of non-governmental organisations from three European countries, led by the French NGO Le Partenariat.

The objective of this project is to support the inclusion of young people with fewer opportunities across Europe through Global Citizenship Education (GCE) – an alternative educational approach that fosters social cohesion and mutual understanding.

Each partner works with different groups of young people. Anthropolis collaborates with young people supported by child protection services, Jovesolides with NEET youth (not in education, employment, or training), and Le Partenariat with young people with disabilities. The project was officially launched on 16th and 17th November 2022 at Le Partenariat – Centre Gaïa.

Le Partenariat chose to collaborate with GAPAS, an organisation offering a range of support services for children and adults with disabilities, managing 40 establishments (IME, MAS, CNRHR, etc.). This partnership enabled us to engage with educators working on issues related to inclusion, accessibility, and citizenship.

Running from 2022 to 2025, the project aims to provide youth workers with ready-to-use educational activities (games), along with a toolbox on Global Citizenship Education and a toolkit for organising inclusive mobility programmes.

This booklet presents the game developed by the ACCESS teams!



The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future.

At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries—developed and developing—in a global partnership. They recognise that ending poverty and other forms of deprivation must go hand in hand with strategies that improve health and education, reduce inequalities, and promote global partnerships that support sustainable economic growth, while tackling climate change and working to preserve our oceans, forests, and biodiversity.

source: <https://sdgs.un.org/fr/goals>

The approach of Global Citizenship and International Solidarity Education

Global Citizenship and International Solidarity Education aims to change individuals' mindsets and behaviours, with the goal of contributing both individually and collectively to the building of a just, supportive, and sustainable world (source: Educasol).

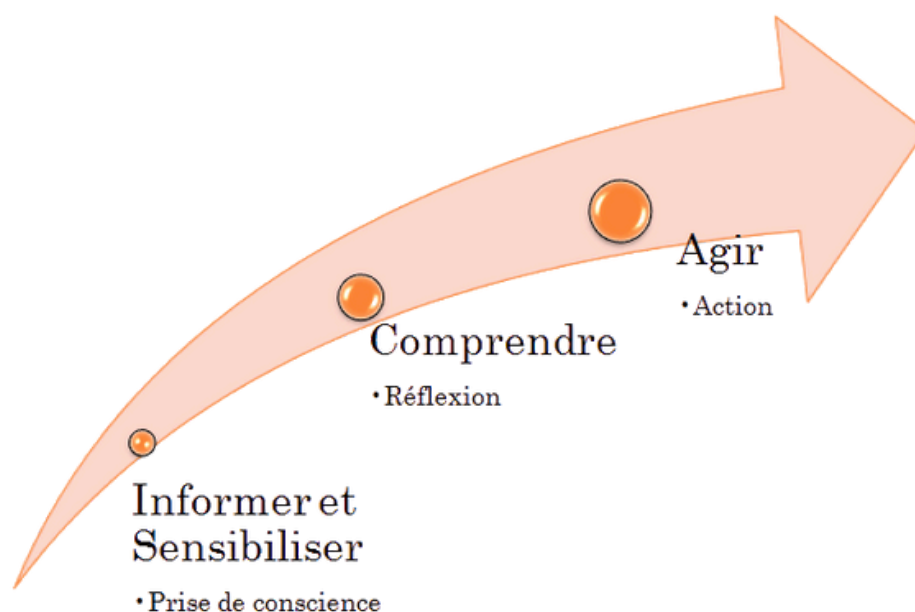
The learning framework is divided into three parts:

INFORM and RAISE AWARENESS – Helping individuals understand the connections between their own lives and those of other people in different parts of the world. Individuals become aware of certain realities concerning climate change and its impacts.

UNDERSTAND – Developing the skills, behaviours, and values needed to take action in response to climate change, by promoting cooperation, solidarity, and a sense of responsibility.

Through gameplay, participants become aware of environmental issues. They develop critical thinking and reflect on the impact of their choices.

ACT – Learning to be a citizen at a local level (in school, in one's neighbourhood, in one's city), as well as at an international level, because we are all responsible for the future of the planet.



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Help Da, De, Do, and Du travel around the world and understand what has happened by answering questions and exploring the different continents. The first team to complete the journey wins!

Game Principle: Divided into four teams, each group of participants represents a different alien and moves around a large game board. Players travel around the world by taking turns answering questions, team by team.

At the end of the game, a group reflection is held on climate change and its impacts around the world.

Target:

- Secondary school pupils
- High school students
- People with mild to moderate cognitive disabilities

Duration of animation:

1h-1h30

Pedagogical objectives:

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

- Discover the world: geography (continents, poles), cultures
- Understand the causes and consequences of climate change
- Imagine solutions to combat climate change



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Preparation session

To use this teaching tool, participants need to already have some knowledge of the location of continents and climate change.

We therefore recommend an introductory session on these topics.

We've prepared introductory material on the continents, including the following elements: The best-known countries on the continent; the different landscapes to be found; the most recurrent natural disasters on the territory.

These supports are designed to accompany participants throughout the activity and help them better understand the issues related to each region of the world.

They can also be used to stimulate discussion, stimulate reflection or guide responses in the event of deadlock. Feel free to adapt them to the age, level of understanding or specific needs of young people with disabilities, to ensure active and equitable participation by all players.



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The board game

Setting up the room (you can set up the teams as you wish, this is an example).



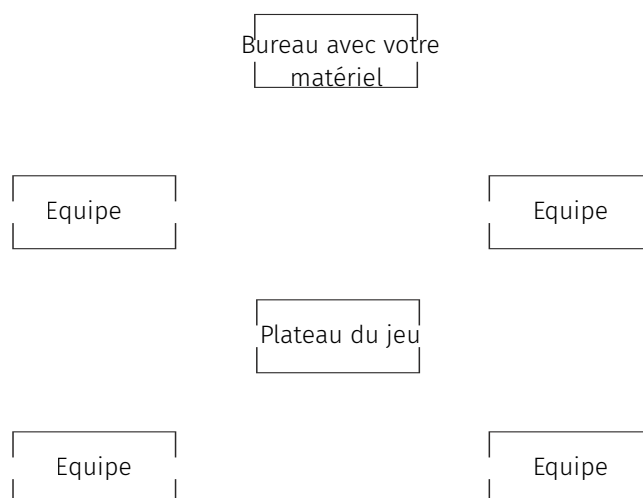
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Material for the whole game:

- * Game board
- * 1 dice with 1,2,3 faces
- * 4 figurines (one for each group, representing Da, De, Do and Du)
- * 124 question cards (divided by continent and pole)

Set-up:

- 1 Place the game board on a table in the center of the room.
- 2 Place the four teams at their respective tables, around the central table on which the game board is located.
- 3 Shuffle the question cards and place them in separate piles for each continent and for the poles.
- 4 Place the continent booklets on the four tables where the teams are seated. One booklet per table.
- 5 Each group/player chooses a figurine and places it at the starting point.



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Introduction

- Ask young people about the location of continents
- Define climate change collectively

Game principle

“You are divided into 4 teams. Each group represents an alien. You move around the squares by rolling a dice on a giant planisphere-shaped board. Each time you stop on the orange squares, you'll be given a question to answer as a team, and you can only move forward if the answer is correct.

Several times, you'll come across blue squares. These are safe places where nothing happens.

Finally, you'll also come across pink boxes. These are teleportation slots where you have to move to the North or South Pole and answer a question.

As you progress across the board, you'll cross borders. When a team crosses a border, a common time is given to read the content presentation, materialized by the booklets on each table.”



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- Reading of the letter from the Martians entitled “The Martians visit Earth”.

“They were really excited!

Da, De, Do and Du, the happy siblings from Mars, were finally landing on Earth.

For years they have read about Earth in their grandparents’ diaries. They have absorbed the detailed description of nature and of the peculiar humans, and they have analyzed for hours the photos folded within the pages. Their grandparents visited Earth multiple times in the 1920s and 1930s, and explored different locations. But they fell in love with a medium-size gorge, relatively close to Valencia in Spain. “The crystal clear cold water, running down from the mountain, the diary would read, brings a magical fresh air and feeds the thick vegetation with oxygen and hope”. On Mars, the water is never crystal clear and there is no vegetation whatsoever, so that description really impressed the Martian siblings and made their imagination fly.

They have planned this trip to the smallest detail based on the information they have encountered in the diaries and have programmed that their spaceship will land in the same gorge where their grandparents spent many days and nights enjoying Earth.

But the excitement quickly turned into astonishment, and then to horror. As they were stepping out from the spaceship, they found very little of what their grandparents described. In fact, the scenery in front of them resembled more the hostile deserts of Mars, than what their grandparents had called “paradise”.

The water was gone. The dry gorge was partly polluted with construction debris and partly destroyed for mining. The sun was harsh, the temperature unbearable and almost no plants were left to hide under: the rich vegetation had disappeared along with the water.

After checking again the coordinates and reassuring themselves that they were in the right place, the Martial siblings made a decision that they need to understand what has happened on Earth in the last 100 years and how the paradise was lost. So they embarked on a journey around the world. But to make it more fun, they decided to split and see who will make the trip faster.”



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Game procedure for the animator

One person from each team rolls the dice to determine which team starts playing first. The team with the highest score gets to start.

teams take turns. Let's take the example of Team Da. It rolls the dice, moves forward the number of squares indicated by the die. If they turn on an orange blob, the host reads a question card corresponding to the container the team is on. The team answers the question collectively. If the answer is correct, the team moves forward two squares. If the answer is incorrect, another group/player can answer. If they answer correctly, you and the other group/player move forward two squares.

Once the other teams have finished playing, Team Da throws the dice again and lands on a blue square. Nothing happens. On the next turn, Team Da crosses a border. Each team is asked to listen to the presentation of this new continent. The team arrives at the pink square. In this case, they must answer a question: North Pole or South Pole.

The first group/player to enter a new continent reads the history map of that continent.

The winning team is the one with the most points. The host announces the rankings.



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Conclusion

- Read the letter from the Martians

Da, De, Do and Du came back together on their spaceship, which was patiently waiting near the dry gorge in the South of Spain, once the favorite place of their grandparents.

Each of them shared what they had discovered: the race was fun, but they were more interested in collecting knowledge, than in coming in first.

They talked until dark, shared stories, talked about how complicated humans tend to make things while it seems really clear what needs to be done: they must stop killing the planet, which is their only home.

But they did not hate humans. On the opposite, they cared for them even more now that they have seen the threat to their climate, and have gotten to know some of their realities. So they decided to leave a letter behind, for all humans to read. The letter said:



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Conclusion

Dear humans,

We come from Mars. And we are terrified by the current situation on Earth. We are scared for your nature and we are scared for your lives. We do not know everything about you, but we have seen enough. And we ask you to consider:

- Leave politics behind and make sure that the whole world comes together to save the planet. (GLOBAL COOPERATION)
- Stop producing THINGS which are neither vital for humans, nor needed in such quantities. Produce only what is NEEDED and not WANTED (CONSUMERISM)
- Produce food so you can feed the whole world, rather than overproducing stuff for the rich, while the poor stay hungry (SOCIAL JUSTICE)
- Take example from our spaceship and use the power of the sun and gravity, along with the other powers of nature. (STOP BURNING FUELS)
- If you read this letter, show it to at least 10 other people. Spread the word. Take a stand (EDUCATION, ACTION).

Love,

Da, De, Do and Du



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To bring the mission to a close, here are a few questions to ask participants to review the discoveries made during the game and to anchor essential knowledge:

- What are the main causes of climate change observed on different continents?
(Examples: pollution, deforestation, excessive use of fossil fuels, intensive agriculture...)
- What consequences have been identified in different parts of the world?
(Examples: rising sea levels, drought, fires, storms, species extinction...)
- Are all countries affected in the same way? Why are some regions more vulnerable?
(Examples: economic inequalities, lack of infrastructure, already extreme climate...)
- And you, earthlings, what can you do on your own scale to fight climate change?
(Examples: Adopt eco-responsible daily gestures, raise awareness around you, consume differently...)



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Play materials

Play materials

