

New approaches through creativity and experiential learning

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DER FORSCHUNG | DER LEHRE | DER BILDUNG

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Please see course Compendium for full reading list

Pathway 1: Emotional Literacy

- E. Murray, M. P. Poto, V. Russo (2022). Follow Your Heart. The School For Multipotentialites, Bussola, Isbn 979-12-5474-218-1, pp. 100
- Poto M., Murray E., Vita L., (2024) Chapter 3, Methodological Steps Toward Ecological And Emotional Education And Research Fostering Multipotentiality, In Panieri G., Poto, M. P., Murray E. M. (Ed. By) (2024) Emotional And Ecological Literacy For A More Sustainable Society, Springer Nature Sdgs Series, Isbn: 978-3-031-56771-1, pp. 15.

Pathway 2: Ocean Literacy

- Poto, Margherita Paola And Murray, Emily Margaret (2024). "Achieving A Common Future For All Through Sustainability-Conscious Legal Education And Research Methods" Global Jurist, 2024. <https://doi.org/10.1515/Gj-2023-0122>, pp. 22
- Poto M., Panieri G., Murray, E. M., Peftieva, O., Bertolotto B., G., Chapter 1, The Agenda 2030 And The Imperative For Research And Education For The Climate And The Oceans, In Panieri G., Poto, M. P., Murray E. M. (Ed. By) (2024) Emotional And Ecological Literacy For A More Sustainable Society, Springer Nature Sdgs Series, Isbn: 978-3-031-56771-1, pp. 10.
- L. VITA, M. DABBAH, A. ANTA, A. M. MONOGA, E. M. MURRAY, S. E. QUIST, J. HAYDEN-NYGREN, O. PEFTIEVA, D. AHMED, S. HECKMAN, A. PORRONE, G. PANIERI, I. ANGELES, J. ZIMMERMANN, M. POOLADI, S. W. NYANDA, CHAPTER 8: ACTIVITIES FOR OCEAN LITERACY, in M. P. POTO, L. VITA (eds) (2024) The Ocean Incubator Network Learning Toolkit, accepted by Palgrave MacMillan, Gold Open Access, endorsed by UNESCO The Ocean Decade for Sustainable Development, forthcoming 2024-2025, 20 pp.

PLANETARY HEALTH RELATED CHALLENGES



PATHWAY 1

Emotional Literacy (SDG 3, 4, 11, 13, 16, 17)

PROJECT 1: Community Green Spaces

SDGs Addressed:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education

Challenge: Design and create an implementation plan for a community green space that promotes mental and physical health and an educational hub where community members can learn about emotional literacy and environmental sustainability. The challenge involves:

- **Planning:** Design a space that incorporates elements beneficial for mental health, such as quiet zones, therapeutic plant species, and areas that can be used for physical health.
- **Educational Integration:** Developing workshops and programs that teach emotional literacy through outdoor activities, emphasizing the connection between nature and emotional well-being.
- **Community Engagement:** Ensuring the space is accessible and inviting to all community members, fostering a sense of ownership and collective responsibility.

PLANETARY HEALTH RELATED CHALLENGES



PROJECT 2: Increasing Eco-Mindfulness

SDGs Addressed:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education

Challenge: Create a strategy to increase eco-mindfulness for the general population that offers eco-mindfulness exercises combining teachings in emotional literacy with actions that benefit the planet. This challenge involves:

- **Content Development:** Produce engaging multimedia content that explains the concepts of emotional literacy and its relation to environmental health.
- **Interactive Features:** Develop interactive features that guide users through mindfulness practices focused on deepening their connection to the natural world.
- **User Engagement:** Consider how to increase and maximise engagement with the public. This could include encouraging daily practice, progress tracking, rewards for consistency, and community challenges.

PROJECT 3: Planetary Resilience Program

SDGs Addressed:

- SDG 3: Good Health and Well-being
- SDG 4: Quality Education

Challenge: Develop a comprehensive program that integrates emotional literacy and planetary health into educational curriculums. This program should:

PLANETARY HEALTH RELATED CHALLENGES



- **Curriculum Integration:** Work with educators to embed emotional literacy and environmental sustainability into existing curriculums across various subjects. Consider the context where this would be most appropriately integrated.
- **Training:** Provide training for teachers/educators/facilitators on how to effectively deliver lessons that combine emotional literacy skills with planetary health concepts, additionally it needs to consider how approaches would change based on the age & stage of the learners.
- **Student Projects:** Encourage students to undertake projects that require them to apply emotional literacy in real-world contexts, such as community clean-up events or initiatives to improve school sustainability.

PATHWAY 2

Ecological Literacy and Ocean Literacy (SDG 3, 4, 5, 11, 13, 14)

PROJECT 1: Ocean Health Awareness Campaign

SDGs Addressed:

- SDG 3: Good Health and Well-being
- SDG 14: Life Below Water

Challenge: Develop a public awareness campaign that educates the community about the interconnections between ocean health and human health. This project should contribute to:

- **Information Dissemination:** Create informative materials (videos, brochures, social media content) that explain how ocean health affects food security, climate regulation, and overall well-being.
- **Community Involvement:** Organize beach clean-up events and workshops on sustainable seafood choices to actively engage the community in ocean conservation.

PLANETARY HEALTH RELATED CHALLENGES



- **Health Monitoring:** Implement a program to monitor and report on local seafood safety and its impacts on community health.

PROJECT 2: Women for Oceans Initiative

SDGs Addressed:

- SDG 3: Good Health and Well-being
- SDG 14: Life Below Water
- SDG 5: Gender Equality

Challenge: Launch an initiative that empowers women to take leadership roles in marine conservation and promotes their well-being through engagement with ocean health. This project should contribute to:

- **Leadership Training:** Provide training for women in marine biology, conservation strategies, and project management.
- **Community Projects:** Support women-led projects that focus on sustainable fishing, marine pollution reduction, and coral reef restoration.
- **Health and Safety:** Address specific health challenges faced by women in coastal communities, including access to healthcare and education about reproductive health in relation to environmental pollutants.

PROJECT 3: Peaceful Waters Dialogue Fora

SDGs Addressed:

- SDG 3: Good Health and Well-being
- SDG 16: Peace, Justice, and Strong Institutions

Challenge: Facilitate dialogue fora that focus on resolving water-related conflicts through peaceful means and promoting community health. This project should contribute to:

PLANETARY HEALTH RELATED CHALLENGES



- **Conflict Resolution Workshops:** Organize workshops that teach conflict resolution and negotiation skills, focusing on water resource management.
- **Health Impact Studies:** Conduct studies and share findings on how water conflicts impact community health and well-being.
- **Policy Advocacy:** Advocate for policies that ensure equitable water distribution and contribute to peace and well-being in the community.

PROJECT 4: Climate-Resilient Oceans Program

SDGs Addressed:

- SDG 3: Good Health and Well-being
- SDG 13: Climate Action
- SDG 14: Life Below Water

Challenge: Create a program that addresses the impacts of climate change on ocean ecosystems and human health, promoting resilience in coastal communities. This project should contribute to:

- **Resilience Building:** Develop and implement strategies to enhance the resilience of marine ecosystems, such as mangrove restoration and protection of marine biodiversity hotspots.
- **Health Adaptation Plans:** Work with health professionals to create adaptation plans for communities affected by climate-related changes in marine environments, such as increased diseases or nutritional deficiencies due to declining fish stocks.
- **Education and Outreach:** Educate the community about the links between climate change, ocean health, and human health, and promote actions that individuals can take to mitigate these challenges

Cocreative PROJECT



Instructions for the Creative Project Activity: In this activity, every group will co-create a project that proposes a creative solution to your assigned Planetary Health-related Challenge. This requires integrating information from your readings, course lectures and your group's transdisciplinary knowledge base while disseminating this to your target audience. There are three components of your project (the creative, the written and the oral).

- **CREATIVE:** Each project can have the most created format, and should be preceded by a cover with the following information:
Pathway (1 or 2), Project number, Title
Members Names and who contributed to what (e.g. Laura: designer)
- **WRITTEN:** To fulfill the requirements of the written exam, you are asked to fill in the pages of this booklet, following the guidelines indicated from page 10. The booklets will have to be uploaded by February 10.
- **ORAL:** Each group member will present their part of the project on the exam day (10.2), for circa 15 minutes in total, with 10 minutes of Q&A.

Cocreative PROJECT



Reflection and knowledge integration: (250 words, 50 words per point)

1. Brief summary of insights from readings and course lectures that are relevant to your selected issue
2. What skills/experience/disciplines are represented within your group, and how can they contribute to understanding and addressing your chosen issue?
3. What additional information is relevant to include in your project to help your audience understand the issue and your proposed solution?
4. How can you create connections in your project to the 3 Core Law Principles?
5. How can your project promote the Foundational Domain of Interconnection within Nature? (*review the Planetary Health Education Framework*)

Instructor Feedback

Cocreative PROJECT



Reflection and knowledge integration - *Continued*

Instructor Feedback

Cocreative PROJECT



Reflection and knowledge integration - *Continued*

Instructor Feedback

Cocreative PROJECT



Brainstorm: 200 words (50 words per point)

Instructor Feedback

1. Brainstorm ideas for how you will approach your challenge & outline your ideas below
2. Consider how you will integrate the Foundational Domains of Systems Thinking & Complexity, The Anthropocene and Health, and Movement Building & Systems Change (*review the Planetary Health Education Framework*)
3. How does your project address principles of Equity and Social Justice? (*review the Foundational Domains from the Planetary Health Education Framework*)
4. How is your project accessible across your target audience?

Cocreative PROJECT



Brainstorm - *continued*

Instructor Feedback

Cocreative PROJECT



Brainstorm - *continued*

Instructor Feedback

Cocreative PROJECT



Methodology (100 words, 50 words per point)

1. Outline the steps taken to come up with your project
2. Explain how knowledge and insights from different disciplines were integrated into your project

Instructor Feedback

Cocreative PROJECT



Implementation (100 words, 50 words per point):

- 1.What potential barriers could your solution face, and how could these be mitigated?
- 2.Consider what a potential time-line is for implementing your solution.

Instructor Feedback

Cocreative PROJECT



Instructions for the oral Presentation:

As said above, the final presentation of your co-created project will include a 15 min group presentation followed by a 10min Q & A

You can use this space to plan the final presentation of your project
include the following:

- Pathway and project number, Introduction of your group members, the challenge and review what the challenge involves
- How does your project connect to and address the associated SDGs
- Highlight how you created connections between the 3 Core Law Principles and your project
- Share a brief review of your written components (reflection & knowledge integration, brainstorming, methodology, implementation)
- Present your co-created solution

****** As an example your group addressed Pathway 1 Project 2: Increasing Eco-mindfulness, and you decided to create a website , presenting your co-created solution would include a tour of the website addressing the different website components etc.

Cocreative PROJECT



Presentation - *continued* (free number of words, just for taking notes)

Instructor Feedback

Cocreative PROJECT



List of References (up to 10 references, following APA criteria)