



AN IMPLEMENTATION PROPOSAL!

Presentation of an educational proposal

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Student Activation

Start with the activity: Superheroes in real life.



Inspiration and Problem Identification

Something they want to change in their own lives

Something they want to change in their school

Something they want to change in their community



FEEL: REACHING THE REAL CHALLENGE

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- **Students divided into groups study**
 - Images/videos of areas of the island of Naxos e.g.
 - A protected area (eg cedar forest) full of people and cars vs the tranquility of the landscape.
 - Fields cultivated as opposed to the same fields as built hotels with swimming pools (water consumption).
 - The dams that are emptied as opposed to the desalination plants.
 - Mountain slopes with thyme and herbs as opposed to slopes with hotels and villas.
 - Waste management in the winter and summer months.
- **Students are expected to identify**
 - The environmental burden caused by tourism, the reduction of arable land, the overconsumption of water, and the transformation of the island's character from an agricultural and livestock-based island into a tourism-oriented island.
 - To imagine what life will be like if all this changes.



FEEL: REACHING THE REAL CHALLENGE



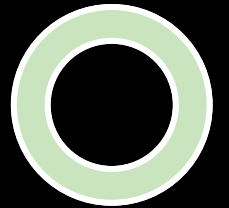
- Each group identifies and records the problem
 - At school;
 - In the neighborhood/village;
 - On the island;

That they want to address and bring about change.

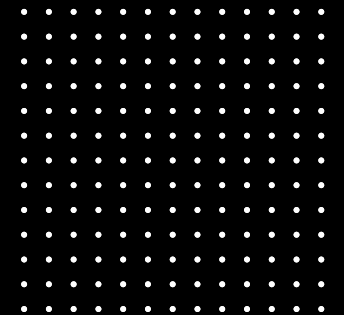
If there are different proposals, the group can either combine the ideas or put them to a vote, so that the idea chosen reflects the views of the majority of the students.



FEEL: REACHING THE REAL CHALLENGE



- Students, working in groups, conduct a brainstorming session on the different causes that create the problem they have selected.
- Each group presents its findings and in the whole-class discussion, the cause or causes they would like to address is/are selected.
- Hypothesis:
Students conclude that the focus should be on preserving the island's biodiversity.





IMAGINE: ENVISION SUCCESS

- **Group 1: The Cedars of Alykos (Artemis - Protector of Wildlife)**
- **The Myth:** Artemis protected forests while coniferous trees, such as cedar, were considered sacred trees.
- **The Problem Today: Uncontrolled Tourism & Encroachment.** The roots of cedars are afflicted by wheeled vehicles and visitors. The rare ecosystem of sand dunes is at risk.
- **Key Question:** "How can we take a vacation without destroying nature;"





IMAGINE: ENVISION SUCCESS

- **Group 2: The Potato of Naxos & Agriculture (Demeter - Goddess of Agriculture)**
- **The Myth:** Demeter blessed Naxos with fertile land (the richest island of the Cyclades).
- **The Problem Today: Crop Abandonment & Contamination.** Farmers become hoteliers. The arable area is decreasing. The Naxian potato is in danger of being replaced by imported items or cement.
- **Key Question:** "If we build all the fields, what will we eat tomorrow;"

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IMAGINE: ENVISION SUCCESS

- **Group 3: Water & Springs (Naiads - Nymphs of the Springs)**
- **The Myth:** The Nymphs lived in the springs and rivers of Naxos. If a spring dried up, the Nymph would die.
- **The Problem Today: Water Scarcity & Swimming Pools.** The overconsumption of water for tourism (swimming pools, lawns) combined with climate change, is depleting the groundwater. Water reserves are disappearing. The water is becoming brackish. Irrigation for crops is becoming prohibitively difficult.
- **Key Question:** "Water for drinking and farming or water for swimming?"





IMAGINE: ENVISION SUCCESS

- **Group 4: The Pollinators (Aristaeus - God of Beekeeping)**
- **The Myth:** Aristaeus taught the art of honey-making and how the bee sustains life.
- **The Problem Today: Loss of Biodiversity.** Deforestation and land clearing for construction eliminates the flowers and herbs that bees feed on. Without bees, plants cannot be pollinated.
- **Key Question:** "Without the 'mediator' (bee), how will fruit be produced;"



• If all students work on the same topic, the group with the most ideas wins! Otherwise, each group keeps its own idea,



IMAGINE: ENVISION SUCCESS

- Students, divided into groups, record their ideas, take notes, draw, and express their ideas in the most effective way.
- They are encouraged to express themselves freely.
- Each group presents its ideas to the whole class. Groups interact, suggest changes, and can adopt ideas from others if they agree.
- If all students work on the same topic, the group with the most ideas wins! Otherwise, each team keeps its own idea, enriched by suggestions from others.
- Students vote on the idea they want to implement. Voting follows the **QBL principle (Quick, Bold, Long-lasting)**. The idea should have QUICK IMPACT, BE BOLD and have LONG-LASTING EFFECT.

DO: MAKE THE CHANGE HAPPEN



- Students design solutions for NOW:
- **For Alyko (Group 1):** Create informative signs or digital posters with the message: “*Don’t Step on Our Roots*” for tourists visiting the cedar forest.
- **For Potato Cultivation/Agriculture (Group 2):** Conduct an interview with a local farmer: "How are crops affected by tourism and water use? Search for local seeds and create a small school garden.
- **For Water (Group 3):** Launch a water-saving campaign. Connect with farmers, tourism professionals, and municipal services to submit proposals.
- **For Bees (Group 4):** Plant aromatic herbs (oregano, thyme, lavender) in the schoolyard.



DO: MAKE THE CHANGE HAPPEN



- What do we need to do to make change happen?
 - We help children break down their plan into steps and plan how they will carry out each action step.
 - We ask the children to record the resources they will need. How will they obtain them? How many people will be needed? How much time will it take?
 - We ask the children to share the responsibilities: Who will do what? Put the plan into a timeline: By when will they achieve each task?

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SHARE: I CAN! NOW YOU CAN TOO!



- **Awareness campaign titled:** Naxos: The Hunt for Living Heritage
- **Spread through biodiversity caches.** A modern “treasure hunt” in nature, where students hide small boxes (caches) at specific points of interest or create digital points. Visitors locate them using coordinates (GPS) or maps (Google Maps) and inside they find information about the biodiversity of the area.



SHARE: I CAN! NOW YOU CAN TOO!

- Caches Ideas
- **The Artemis Cache (Wildlife / Cedars)**
- **Location:** In the cedar forest
- **Content:**
 - *Information via QR Code*
Students create a short audio message (2-minute podcast) or a digital poster. These files are converted into QR codes. The visitor scans the code and hears the students describing what they see and asking the visitor to respect the area.
 - **Mission: Instruction:** "In the notebook you found, leave a message or a drawing for the next explorer. Give them a tip on how to protect this place."

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SHARE: I CAN! NOW YOU CAN TOO!



- **Radio Broadcast / Journalistic Research (Local Media)**
- The island community listens to local radio and reads local websites.
- **Action:** The children become reporters. They organize a small broadcast (it can also be done via the European School Radio) or write an article for the local media.
- **Content:** They present the results of their research and, especially, the solutions they applied in step 3 (DO). They publicly call on the municipality, hoteliers and farmers to assume their own responsibilities towards the island's heritage.

FIDS (Feel-Imagine-Do-Share) vs Active Citizenship Framework



- **1. Investigation = FEEL**

Active Citizen: "specialization of the topic... use of various research methods... Information gathering... connecting the topic with prior knowledge". In FIDS, **Feel** is not just an emotion but observation. Students explore their surroundings to identify what concerns them. The **Investigation** stage provides the data so that **Feel** is evidence-based, not just a vague impression.

- **2. Preparation/Planning = IMAGINE**

Active Citizen: "The action is collectively planned... stakeholders are selected... a complete plan is created." In FIDS, **Imagine** starts with envisioning the ideal situation and ends with selecting the best solution. Stage "5.1.2" is the moment when the creative idea (Imagine) is "grounded" and becomes an actionable work plan.

FIDS (Feel-Imagine-Do-Share) vs Active Citizenship Framework



- **3. Implementation = DO**
- Active Citizen: "authentic experience through experiential engagement". This is the core of **Do**. Without this stage, FIDS remains theoretical. Here, students test their abilities in real-life conditions.
- **4. Communication/Dissemination & Reflection = SHARE**
- In FIDS, **Share** has a dual role:
 - a) **To show what we did.**

Active Citizen: Presentations, videos, social media, so that the action has a multiplying effect.
 - b) **To understand what we achieved (Reflection – 5.1.5).**
 - Active Citizen: “Feelings are analyzed, knowledge is recorded.”
 - In FIDS, this is the process where the student says “*I Can*” and realizes the change within themselves.

Thank you for your attention!

