

Alien Invasion

Objectives:

- Reflect on the territory from different points of observation by putting oneself in the other's shoes
- Stimulate creativity and imagination
- Reflect on the theme of environmental sustainability

STEP BY STEP

BEFORE STARTING

The teacher introduces the definition of sustainability and proposes the following stimulus question:

What does sustainable living mean?

Sustainability - development that ensures that the needs of the present generation are met without compromising the ability of future generations to meet their own needs.

ALIENS: HOW DO YOU SEE THEM?

The teacher prompts the class to engage their imaginations by asking them to envision an alien being.

What comes to mind? - This question not only sparks the class' imagination and creativity, but also serves as

a gateway to a deeper discussion about diversity and perspective.

As the students ponder their extraterrestrial creations, they consider how these aliens might perceive humanity.

What would an alien find strange or fascinating about our world? - This reflection encourages them to think critically about our differences and similarities.


After a brief brainstorming session, the students are asked to work sketching their imagined aliens. Each student must include the following essential details:

NAME, PLANET OF ORIGIN, AGE, ONE OR TWO EXTRATERRESTRIAL POWER

PRESENTATION OF SCENARIOS

At this point, the teacher divides the class in two groups and presents two scenarios:

a) *An alien has to leave his own planet because it has become unsustainable. He arrives in your country in search of strategies, tools, advice, so that he can return to space and help other aliens improve life on the planet.*

b) *In your country you choose to contact an alien from a perfectly sustainable country to come and give advice and help your fellow citizens improve sustainability* 

THE EARTH LANDING

After creating their aliens and considering the two scenarios, the groups now turns their attention to selecting a suitable landing site for their alien. They discuss several critical factors:

- *Is the space sufficiently large for a safe landing?*

- Are there any obstacles that could hinder the landing process?
- What vulnerable elements might the alien need to avoid during descent?
- Could the alien's superpower help mitigate its vulnerabilities to specific features of the terrain?
- Are there any non-alien vehicles, such as helicopters or planes, currently landing in the area that could pose a **risk**?

- **Sustainability**: What are some of the daily actions we can take to protect our environment and ensure a sustainable future?
- **Creativity**: How can imagination and creativity help us find innovative solutions to environmental problems?
- **Individual impact**: How do you think you can contribute to change in your community from your personal behavior?

THE DISCOVERY OF THE TERRITORY

The **first group** focuses on gathering information that the alien will find interesting and useful to take back to their homeland, the space. They have to highlight positive aspects of their town, like waste separation and the use of bicycles for transportation. They also will think about potential risks to the alien's landing, such as pollution or traffic issues.

The **second group** considers how the alien could help improve life on Earth. They brainstorm ways the alien might teach the Earth how to save water and reduce waste. They also discuss possible challenges the alien might face when landing and how to overcome those risks to ensure a positive impact on the community.

At the end of the journey the extraterrestrial character returns to space. What does they bring back with them? The two groups share the information they have gathered after their brainstorming.

CONCLUDING THOUGHTS

Acting with the aim of making everyday activities sustainable is a good strategy to reduce the **vulnerability** that each of us can bring to bear on a daily basis and share with others to help them be more sustainable.

The teacher can suggest the following stimulus questions to conclude the activity:

