**no spiral binding.
just good content.**

flip through.
er, scroll. we meant scroll.

curiosity led.
we followed.

playful learning & education

LEAP program; may 2025

oikos | PRME an initiative of the United Nations Global Compact | INDEED VERTIGO

workshop summary

in may, we planted seeds of playful learning by exploring frameworks to design impactful experiences. we cultivated curiosity through hands-on activities, reflecting together on how to grow these methods in our own teaching and learning journeys. we explored three playful education frameworks including PRME's pedagogical characteristics, holistic skills relevant to leadership, and the connect-explore-transform framework.

we hope that these seeds have started to sprout in your own learning, teaching, or facilitation.

who participated?

stages of studies
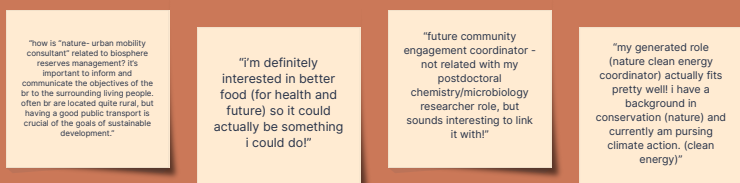**46%** masters **28%** undergraduate
14% phd **10%** other **1%** post doctoral

1%
10%
14%
27%
47%
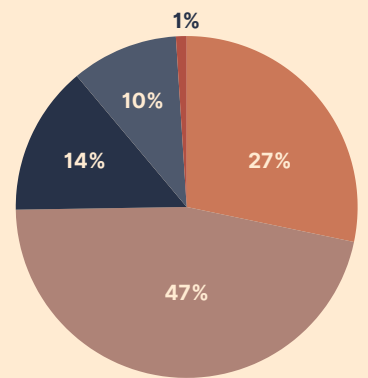
69 participants
residing in **27** countries

● **58%** female ● **39%** male ● **3%** non-binary

jobs of the future

we were buzzing about **sustainability**, **innovation**, and **AI**. some of us found that our future jobs stuck close to current roles, others shot for the stars with growth and made new connections. it's clear the future of work is getting a techy, sustainable makeover!

"how is "nature- urban mobility consultant" related to biosphere reserves management? it's important to inform and communicate the objectives of the br to the surrounding living people. often br are located quite rural, but having a good public transport is crucial of the goals of sustainable development."

"i'm definitely interested in better food (for health and future) so it could actually be something i could do!"

"future community engagement coordinator - not related with my postdoctoral chemistry/microbiology researcher role, but sounds interesting to link it with!"

"my generated role (nature clean energy coordinator) actually fits pretty well! i have a background in conservation (nature) and currently am pursing climate action. (clean energy)"

the change we want to see

we started thinking differently—becoming more **open-minded**, **reflective**, and **confident** in our ability to make a difference. we felt **seen**, **supported**, and **inspired**, surrounded by a community that encouraged **authenticity**, **empathy**, and **connection** to **something bigger than ourselves**. this workshop both **taught** and **transformed** us, motivating us to **act with intention**, embrace **collaboration**, and carry these values into the world.

game of assumptions

Game of Assumptions

Click to spi...

Create your own

or press ctrl+enter

this activity **challenged our assumptions** about **sustainability** and **opened our minds to new questions**, **diverse perspectives**, and the need for **ethical**, **collaborative leadership**. we left inspired to **imagine** and **build more purposeful, sustainable futures**.

connect-explore-transform

the skills development framework guides individuals through three stages—Connect, Explore, and Transform—to build meaningful, adaptable skills. it fosters curiosity, encourages **experimentation**, and supports **reflection**, all within a **safe**, **inclusive environment**.

through this process, individuals gain **confidence**, embrace **growth**, and take **ownership** of their **learning journey**.

connect: "be warm and welcoming, let people feel safe and heard"

explore: "create a space that is comfortably uncomfortable - challenging their views but in a non-judgemental environment"

transform: "like this: give us real-world examples of how you adapt learnings"

how do we see ourselves?

when it came to personality, LEAP participants painted a rich picture. most saw themselves as open to new experiences and thoughtful in their actions—with **openness** (average = 5.78) and **conscientiousness** (average = 5.68) scoring the highest overall. responses to **extraversion** (average = 4.47) varied more widely, showing that while some love the spotlight, others shine in quieter ways. a few distinct voices reminded us that everyone brings something unique to the table.
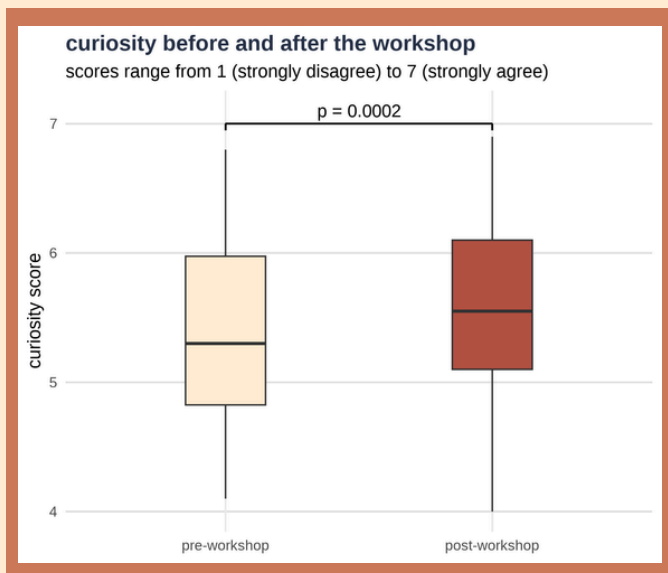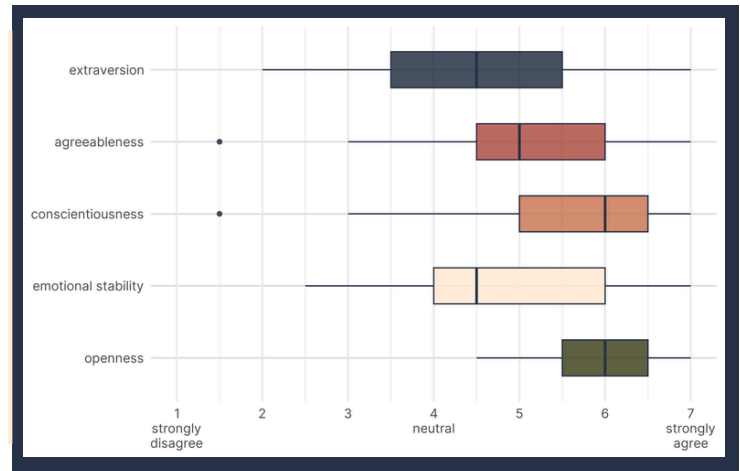
curiosity was sparked!

after the workshop, LEAP participants reported **a noticeable boost in curiosity**. on average, curiosity scores **rose from 5.38 to 5.60** on a 7-point scale. this shift was statistically significant ($p < 0.001$, $d = 0.34$), suggesting that the **playful learning activities helped fuel a deeper sense of curiosity**.

although the average increase was modest, it was consistent across the group, with few participants breaking the mold. even small shifts like these can plant seeds that grow into big ideas!

what influenced curiosity at the end of the workshop?

we looked at whether certain personality traits could help explain changes in curiosity levels after the workshop.

- students who already scored **high on curiosity before the workshop** tended to **remain curious afterward**.
- one trait stood out: those who were **less conscientious (i.e. more spontaneous or flexible)** tended to report slightly **higher curiosity** after the workshop.
- other traits like extraversion, agreeableness, emotional stability, and openness didn't show strong effects in this model.

this model explained a large portion of the differences in curiosity scores between students — about **77%** of the variation.

note: lines that don't cross zero show clearer results.