GLOBAL RESPONSIBILITY EDUCATION

A MANUAL FOR YOUTH WORKERS

Education for
Global Responsibility

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PREFACE

In 1972, Donella Meadows and her colleagues warned through the book "The Limits to Growth" that resources of our planet are finite and based on delicately balanced and complex systems.

Since the 1980's experts and governments have increasingly recognised a need to strike a balance between our continued economic development, our social equity, and the earth that we share.

Yet it is clear, we are taking more than what nature can provide, and yet poverty, inequality, and injustice persist.

We, today, need to find a way in which we can both live within the limits of our planet and ensure wellbeing and equality amongst our species, human beings – we need to be globally responsible – we need to look beyond our immediate needs and wants, and see ourselves as part of a common solution.

The contents of this Manual offer youth workers and other educational stakeholders practical guidance upon how we can inspire and kick-start an era of global responsibility framed around the United Nation's 17 Sustainable Development Goals.

The Manual contains 46 methods to teach young people about the 17 Sustainable Development Goals, a suggestion of a training module targeting young people, and other 11 best practices to promote and practice Global Responsibility, collected by the partners of the project.

ACKNOWLEDGMENTS

Asser Mortensen,
Director, InterCollege Aps

The project was implemented by InterCollege ApS (Denmark) in cooperation with the following organisations:

InterCollege (UK) Ltd, United Kingdom

InterBildung e.V., Germany

Center for Education and Development, North Macedonia

Trend-Prima, Slovenia

Cosvitec Societa Consortile Arl, Italy

Semper Avanti, Poland

Learning Center for Youth, Cyprus

Asociatia de Dezvoltare a Europei prin Tineri – Adept, Romania

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LEGEND

AGE GROUP
This symbol refers to the suggested age group of participants required for the method.

GROUP SIZE
This symbol refers to the approximate amount of participants required for the method.

TIME
This symbol refers to the approximate amount of time in minutes required for the method.

CUT ALONG DASHED OUTLINES
Printed handouts marked with this symbol can be cut along the dashed outlines.

PHOTOCOPY AND CUT
Handouts marked with these icons can be photocopied and cut.

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Handouts marked with this icon need to be photocopied only.
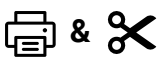
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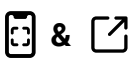
SCAN AND OPEN
Materials marked with these icons can be accessed online only.

ACTIVITIES & METHODS

GOAL 1:
THE GLOBAL STATUS

An activity in which the participants pose questions to each other based on question cards and learn about the status of poverty worldwide.

13-25 **30** **80"**

THEMATIC AREA

Poverty around the world

SCHOOL SUBJECTS

▶ Humanities

MATERIALS

▶ Question Cards

OBJECTIVES

Behavioural competences

▶ To recognise the importance of ending poverty.

▶ To take actions towards achieving no poverty.

Reflections

▶ To reflect upon the status of poverty worldwide.

▶ To reflect upon the problems caused by poverty.

▶ To reflect upon the causes of poverty.

▶ To reflect upon the importance of ending poverty.

PREPARATION

Print and cut the *"No Poverty - Question Cards"* *(see Handouts)*

GLOBAL RESPONSIBILITY EDUCATION

INSTRUCTIONS

1. STEP Start the activity by briefly informing the participants that the activity will address Goal 1 - No Poverty. You may choose to play a short video to introduce the topic *(see Further Information)*. **(15 min)**

2. STEP Give each participant a question card together with the corresponding answer. Allow the participants 20 minutes to walk around, find a pair and pose to each other the question on their card. Explain to the participants that some questions may be difficult, and it is ok to not know the answer. Explain that everyone should try and give an answer, but that the correct answer should be shared if the wrong answer is given. When both participants in the pair have answered the questions, they should swap the cards and find a new partner **(25 min)**

3. STEP When the time is up, bring the participants in a circle to debrief. **(40 min)**

DEBRIEF

Conduct a debrief around the questions below:

1. What information do you remember most from the activity?

2. What information surprised you the most?

3. Where do you think that the world stays in terms of poverty?

4. Is there poverty there where you live? In what form/forms?

5. Why does poverty exist?

6. Why is ending poverty important?

7. Why is poverty an issue of global responsibility?

8. To which other Sustainable Development Goals is ending poverty relevant?

9. Who is responsible to ensure that poverty is eradicated?

10. What can you do?

NO POVERTY

FOLLOW UP SUGGESTIONS

Write on a board/flip-chart those statements that the participants were the most surprised by. Divide participants in groups of 4-5. Assign each of the groups 1-2 statements and ask them to reflect on sustainable and/or developmental recommendations to these. Gather the groups in plenary to present their findings.

FURTHER INFORMATION

If you need to update some of the Question Cards, check the latest information provided by:

▸ Food Security Information Network, "Global Report on Food Crisis", *https://www.fsinplatform.org*

▸ United Nations, "SDG 1 No Poverty", *http://www.un.org/ sustainabledevelopment/poverty/*

▸ United Nations, "Ending Poverty", *https://www.un.org/en/sections/ issues-depth/poverty/index.html*

▸ UNDP, "Goal 1: No Poverty", *https:// www.undp.org/content/undp/en/ home/sustainable-development- goals/goal-1-no-poverty.html*

Useful videos to introduce the goal/theme:

▸ United Nations, "Sustainable Development Goals Explained: No Poverty", *https://www.youtube.com/ watch?v=R6L2hFs4agg*

▸ United Nations, "Ending Poverty and Hunger", *https://www.youtube.com/ watch?v=j7KKZ6v5o34*

▸ Rotterdam School of Management, Erasmus University, "SDG1: Explaining no poverty", *https://www. youtube.com/watch?v=LVco1o01I6U*

▸ TED, "Jacqueline Novogratz – An escape from poverty", *https:// www.ted.com/talks/jacqueline_ novogratz_an_escape_from_ poverty?language=en*

Scan the QR Code with your smartphone to download ***NO POVERTY - QUESTION CARDS*** *in a printable PDF format.*

1.

HANDOUTS

NO POVERTY - QUESTION CARDS 6/30

Which of the following is a target of SDG1 – No Poverty?

A. Implement social protection systems.
B. Increase the number of people with relevant skills for financial success.
C. Ensure responsive, inclusive and representative decision/making.

Correct Answer: A

Fact: The goal of SDG1 is to End Poverty in all its forms everywhere, which is to be achieved by seven targets including building resilience to environmental, economic and social disasters, or implementation of programmes and policies to end poverty.

Do all working people stop being poor?

A. Yes, because they start earning money.
B. No, it depends on the conditions of the job.
C. It depends on the family's savings.

Correct Answer: B

Fact: 8% of employed workers and their families worldwide lived in extreme poverty in 2018. Ensuring social protection is critical to reduce poverty.

What tendency had the global extreme poverty rate been showing in the last 20 years?

A. Decreased
B. Increased
C. Stagnated

Correct Answer: A

Fact: There has been a decrease in global poverty in the previous decades, but due to the Covid-19 pandemic the poverty rate began to grow again.

What is the average number of people per household in developing countries?

A. 2-4 persons
B. 4-6 persons
C. 6-9 persons

Correct Answer: C

Fact: The highest numbers of people living in one household are in Mauritania, Pakistan, Yemen and Oman.

How many children were living in poverty in the world's richest countries in 2019?

A. 1 in 5
B. 3 in 5
C. None

Correct Answer: A

Fact: No matter where they are, children who grow up impoverished suffer from poor living standards, develop fewer skills for the workforce, and earn lower wages as adults.

How many women worldwide are illiterate due to poverty?

A. 84 million
B. 584 million
C. None

Correct Answer: B

Fact: Literacy rate is lower for women due to lack of equal education opportunities.

2.

NO POVERTY - QUESTION CARDS 11/30

Which group is more vulnerable to sexual exploitation, including trafficking, due to poverty?

A. Women and girls

B. Men

C. Men and women

Correct Answer: A

Fact: Poverty is among the root causes of sexual violence. For every 10 victims detected globally in 2018, about five were adult women and two were young girls.

How many percent of the global poor live in economies affected by fragility, conflict and violence?

A. Less than 20%

B. More than 40%

C. None

Correct Answer: B

Fact: The number is expected to rise to 67% in the next decade.

Because of climate change, conflicts and food insecurity, extreme poverty is a challenger especially in?

A. Europe

B. South America

C. Sub-Saharan Africa

Correct Answer: C

Fact: Sub-Saharan Africa is considered the most vulnerable to the impacts of climate change because of its low capacity for adaptation and reliance on agriculture, which is highly sensitive to weather conditions.

Is it mostly men or women who live in extreme poverty?

A. Mostly men

B. Mostly women

C. It depends on the continent

Correct Answer: B

Fact: Due to gender inequality, women are lower-paid or unpaid, and lack decent work. In no country have women achieved economic equality with men.

Which African country was the most developed country in 2020?

A. Morocco

B. Niger

C. Seychelles

Correct Answer: C

Fact: Even though some people in Seychelles live in extreme poverty, the rate of poverty is quite low compared to other African nations.

3. **HANDOUTS**

NO POVERTY - QUESTION CARDS 16/30

Climate change and conflicts can cause of poverty. According to the UN, how many people will be in need of assistance by 2022 due to climate change and conflicts?

A. More than 50 million

B. More than 100 million

C. More than 200 million

Correct Answer: C

Fact: Climate change is increasing people's vulnerability to humanitarian crises. The world's eight worst food crises are all linked to both conflict and climate shocks

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Which European country was the least developed in 2018?

A. Bulgaria

B. Moldova

C. Romania

Correct Answer: B

Fact: As a result of poverty and few employment opportunities, it is estimated that between one quarter and a third of Moldovans live and work abroad and send money home to their family.

Which country had the highest level of economic inequality in 2020?

A. Lesotho

B. Norway

C. USA

Correct Answer: A

Fact: That is due to a large urban-rural divide, public-private sector wage gaps, and inequalities in educational attainment.

A person living in "extreme poverty", lives on how many US dollars a day?

A. Under $0.90 a day

B. Under $1.90 a day

C. Under $5.90 a day

Correct Answer: B

Fact: The poverty line is the universal standard for measuring global poverty. As the cost-of-living increases, poverty line increases too. By living with less than $1.90 a day, a person's minimum nutrition, clothing, and shelter needs cannot be met.

In 1990, 36% of the world's population lived in extreme poverty. What is the percentage now?

A. 10%

B. 20%

C. 30%

Correct Answer: A

Fact: 750 million people worldwide live in extreme poverty, with 383 million in Africa, and 327 million in Asia, and the rest all over the globe.

4.

NO POVERTY - QUESTION CARDS 21/30

How many people were pushed into extreme poverty in 2020 due to Covid-19?

A. 10 million people or more

B. 22 million people or more

C. 71 million people or more

Correct Answer: C

Fact: The two countries with the highest projected number of the new poor due to Covid-19 are India and Nigeria.

How much of the world's wealth is owned by the richest 1% of the world's population?

A. About 10%

B. About 30%

C. More than 50%

Correct Answer: C

Fact: The 22 richest men in the world have more wealth than all the women in Africa.

Niger is one of the world's poorest countries. How much of its population lives under the poverty line of $1.90 per day?

A. A little less than a half

B. About a fourth

C. None

Correct Answer: A

Fact: Niger is extremely vulnerable to climate shocks and suffers from multiple droughts a few arable areas. It has one of the fastest growing populations in the world and 20% suffer from hunger.

Since 1990, the number of people living in poverty has fallen worldwide. In which country of the world have we seen poverty dropping the most?

A. Ethiopia

B. Tanzania

C. India

Correct Answer: B

Fact: Tanzania recorded sustained economic growth and a persistent decline in poverty, thanks to reducing income poverty, increasing access to basic necessities and improving government infrastructure.

How many children are living in extreme poverty worldwide?

A. Nearly 150 million

B. Around 250 million

C. Over 350 million

Correct Answer: C

Fact: Children are more than twice as likely as adults to live in extreme poverty. The effects of poverty are most damaging to children.

5. HANDOUTS 🔪 & ✂️

NO POVERTY - QUESTION CARDS 26/30

Based on current trends, what proportion of the world´s children in extreme poverty will live in Sub-Saharan Africa by 2030?

  A. 4 in 10
  B. 7 in 10
  C. 9 in 10

Correct Answer: C

Fact: Sub-Saharan Africa has both the highest rates and the largest share of the world's extremely poor children.

What are the three biggest poverty-related diseases?

  A. Bronchitis, Ebola, chicken pox
  B. HIV/AIDS, malaria, tuberculosis
  C. Whooping cough, Zika, measles

Correct Answer: B

Fact: HIV/AIDS, malaria and tuberculosis account for nearly 18% of all diseases in the world´s poorest countries. Each one is treatable, yet millions of people die each year because they cannot afford medical care.

Over the past 20 years, the gap between the rich and poor has been...

  A. Slowly rising
  B. Slowly declining
  C. Stagnating

Correct Answer: A

Fact: Rich countries have gotten richer while poor countries still struggle to provide the most basic services to their people.

What are the three major challenges to poverty reduction?

  A. Covid-19, GDP, and agriculture
  B. Covid-19, climate change, and conflict
  C. Armed conflict, gender inequality, and migration

Correct Answer: B

Fact: Three factors driving the current crisis and will extend its impact into the future are: a pandemic (Covid-19 and the associated global economic recession, which are reversing poverty decline trends rapidly), violent conflict (whose effects have been steadily building in recent years), and climate change (a slowly accelerating risk that will potentially drive millions into poverty).

What percentage of the world´s population did not benefit from any form of social protection in 2016?

  A. 35%
  B. 45%
  C. 55%

Correct Answer: C

Fact: Social protection both reduces poverty and prevents people from falling into poverty.

6.

NO POVERTY - QUESTION CARDS 30/30

True or false: Women and children make up more than 70% of the poorest people in the world.

A. True

B. False

Correct Answer: True

Fact: Continuing gender inequity means poverty hits women and their children the hardest.

True or false: Adult workers are more likely to be living in extreme poverty than young workers.

A. True

B. False

Correct Answer: False

Fact: Working poverty rate of young workers is double that of adult workers.

How many children die every year due to poverty-related causes?

A. 10,000

B. 15,000

C. 20,000

Correct Answer: B

Fact: Common poverty-related deaths include (but are not limited to) malaria, malnutrition, diarrhea, restricted access to clean water, etc.

What percentage of the poor aged 15 and older have no schooling or only some basic education?

A. 30%

B. 53%

C. 70%

Correct Answer: C

Fact: The educational profile of the global poor highlights the difficulties of eliminating extreme poverty by 2030 without rapid, significant, and substantial policy action.

GLOBAL FOOD INEQUALITY

A simulation game that aims to make the participants reflect on poverty and raise awareness on unequal distribution of food around the world.

13-21 **10-25** **130"**

THEMATIC AREA

Unequal access to resources; Multi-faceted nature of poverty.

SCHOOL SUBJECTS

▸ Arts and Design

▸ Humanities

MATERIALS

▸ Potato/corn chips

▸ Candies (e.g. jellybeans)

▸ Fruit

▸ Bowls

▸ Bottles/jugs of clean and dirty water

▸ Chairs

▸ Tables

▸ Paper

▸ Pens

OBJECTIVES

Behavioural competences

▸ To value available resources and use them responsibly.

▸ To engage in actions to raise awareness of poverty.

Reflections

▸ To reflect upon the multifaceted nature and consequences of poverty.

▸ To reflect upon the disparity in the distribution of wealth and resources in the world.

▸ To reflect upon the difference between charity and capacity building.

PREPARATION

Set up the room with four stations:

1. The first station has a bowl with only 3 chips and a bottle of dirty water.

2. The second station has chairs, a bowl with 16 chips and a bottle of clean water.

3. The third station has chairs, a table, a bowl with a lot of chips and several bottles of clean water.

4. The fourth station has chairs, a table, bowls with lots of chips, fruit and candies, and several bottles of clean water.

These instructions are for a group of 25 participants. If the number of participants is higher or lower than 25, please check the table in *Further Information* to see how to divide the group. You can also opt to assign the role of observer to the extra participants.

INSTRUCTIONS

1. STEP

Ask the participants to stand and form a circle representing the total world population of over 7 billion people. Explain that each person represents about 4% of the world's population or approximately 286 million people. **(5 min)**

2. STEP

Ask 3 participants to sit on the floor around the first station and serve themselves. Say: *"You represent the approximately 1 billion people of the world who live on less than $1.25 per day and who do not get enough food to be healthy and lead an active life. You are undernourished and often sick. Many of your children will die before their fifth birthday. Many of your children will either never attend school or will attend only a few years of primary school. You and your children may be forced to work in dangerous conditions. Some of you will die of hunger this year."* **(5 min)**

3. STEP

Ask 8 participants to sit around the second station and to serve themselves. Say: *"You represent the approximately 2.2 billion people of the world who live on about $2 per day. Many of you are frequently hungry. You spend long hours working to produce or purchase the food you have. Your children may go to primary school for a few years but only some will finish or go on to secondary school. You and your family are vulnerable to illness. You could easily loose the little you have."* **(5 min)**

4. STEP

Ask 10 participants to sit around the third station and to serve themselves. Say: *"You represent the people of the world who are not extremely poor but who also don't live in a country with a very high level of development. You earn enough to provide for your family. Your children go to school. You are generally healthy. But you are vulnerable. For many of you, losing crops to natural disasters, or a serious illness, or rapid increases in the price of food could throw you into poverty. You may not have savings or government support systems like welfare benefits to protect you."* **(5 min)**

5. STEP

Ask 4 participants to sit around the fourth station and to serve themselves. Say: *"You represent the approximately 1.2 billion people of the world who live in countries with a very high level of development. You are able to afford a nutritious daily diet. The majority of you have money to spare and it's easy to access a wide variety of food. As a group, you consume the majority of the world's food. Since many of you eat more than your daily requirement of calories, you face health problems such as heart disease and diabetes however your average life expectancy is still 77-83 years which is above the global average of 68-73 years."* **(5 min)**

6. STEP

Provide a sheet of paper and pen for each group to write down how they feel about this global distribution of food and the group they are in **(10 min)**

7. STEP

Lead a group discussion, allowing each group to share their thoughts and feelings. **(15 min)**

8. STEP

After all groups have shared their thoughts and feelings, proceed to debriefing. **(40 min)**

DEBRIEF

Bring the participants back in a circle and conduct a debriefing around the following questions (40 min):

1. How did you feel being part of the group assigned? Did anything surprise you?

2. How was it to serve yourself from the resources available at your station? Have you got enough? What questions does this cause you to ask?

3. How do you feel about the way global food resources are distributed?

4. Does everyone receive a fair share? Why this might be the case? Where do most people in your country fit in this share? Note: recognise that not all in a More Economically Developed Country are equally wealthy and not all in a Less Economically Developed Country are equally poor. Nations have people in each of these groups.

5. How are wealthy and poor countries connected to each other?

6. Why is poverty eradication an issue of global responsibility?

7. To which other Sustainable Development Goals is poverty eradication relevant?

8. How can unequal access of resources and poverty be addressed?

9. Who is responsible to ensure that resource inequality and poverty is addressed?

10. What can you do? Ask the participants to consider the difference between capacity building and charity actions.

Conclude by explaining that our world produces enough food for everyone; but that it is not spread out evenly, so some people have more than they need while others struggle to survive.

FOLLOW UP SUGGESTIONS

You can follow-up on this activity with a session wherein you ask the participants to discuss the statement: "Freedom from poverty is much more than access to wealth" (Council of Europe).

The following questions could aid their reflection:

▸ What is meant with this statement?

▸ How can poverty be measured? Is it important to include variables such as life expectancy, education, and standard of living? Why is that?

▸ Who has the responsibility to ensure freedom from poverty?

FURTHER INFORMATION

▸ This method could also be used to discuss SDG 2 (Zero Hunger) and SDG 10 (Reduced Inequalities).

▸ Council of Europe, "Poverty", *http://www.coe.int/en/web/compass/poverty*

▸ World Vision, "Famine and hunger", *https://www.worldvision.com.au/global-issues/work-we-do/famine*

▸ Food Security Information Network, "Global Report on Food Crisis", *https://www.fsinplatform.org*

▸ United Nations, "SDG 1 No Poverty", *http://www.un.org/ sustainabledevelopment/poverty/*

▸ World Vision, "40 Hour Famine", *https://www.worldvision.com. au/40hf-landing*

Below is a table showing distribution using different group sizes 50, 30, 25 or 10 participants. Depending on the size of the group, change the number of participants for each station accordingly.

Note for step 1 of the activity *:

▸ 2% world population = 143 million

▸ 3.3% wp = 239 million

▸ 4% wp = 286 million

▸ 10% wp = 716 million

* NOTE: As of 2020. The numbers are rounded.

STEP	50	30	25	10
1	2%	3.3%	4%	10%
2	7	4	3	1
3	15	9	8	3
4	20	12	10	5
5	8	5	4	1

People living in extreme poverty = 736 mln

1 person – 526 mln

DISCLAIMER: *This method is based upon the method of the same title by World Vision Australia. World Vision Australia, "Global Food Inequality – Simulation Game," 2015, https://www.worldvision.com.au/docs/default-source/school-resources/ global-food-inequality---simulation-game-instructions.pdf?sfvrsn=0*

HOROSCOPE OF POVERTY

An activity that combines knowledge and creative composition to explore issues about the consequences of poverty and the opportunities in life which are denied to the poor.

13-25 **< 28** **90"**

THEMATIC AREA

Poverty cycle; Causes and consequences of poverty; Unequal life opportunities.

SCHOOL SUBJECTS

▸ Languages

▸ Humanities

MATERIALS

▸ 2 Horoscope cards *(see Handouts)*

▸ 12 Life cards *(see Handouts)*

▸ One sheet of paper and a pencil for each participant

▸ Flipchart or board

▸ Markers or chalk

▸ Tape

OBJECTIVES

Behavioural competences

▸ To recognise inequal access to life opportunities and be appreciative of the opportunities available.

▸ To treat people equally

▸ To engage in actions to raise awareness of poverty and inequality

Reflections

▸ To reflect upon the disparity of life opportunities available to people in different parts of the world.

▸ To reflect upon how poverty can be a cycle

▸ To reflect upon the multifaceted nature of poverty

▸ To reflect upon poverty in relative terms

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NO POVERTY

PREPARATION

1. Print the 12 *"Horoscope Cards"* and the 12 *"Life Cards"*.

2. Cut out the cards and divide them into three sets of four life cards with their corresponding horoscope cards. Put each set in a separate envelope so that they do not get mixed up.

INSTRUCTIONS

1. STEP

Introduce the activity. Talk briefly about horoscopes in general. Pose the participants the following questions **(10 min):**

- Do you ever read horoscopes?

- Do they believe them?

- What sorts of information do they usually give?

2. STEP

Divide the participants into four groups of 3-4 and give each group a set of three Life Cards together with the corresponding Horoscope Cards. **(5 min)**

3. STEP

Give the groups 15 minutes to write fantasy horoscopes for the three lives on their cards. They should use their imagination, intuition, and general knowledge to foretell what will happen to the people in the coming year. Stress that there are no right or wrong answers, but that they should try to make the predictions within the scope of reality. **(15 min)**

! NOTE

Make it clear to the students that there is no need to know something about the characteristics traditionally attributed to the signs of the zodiac. Rather, they should focus on the details given in the life stories on the cards and use their own general knowledge and knowledge of history, economics and sociology.

! NOTE

The "love" item in the horoscope cards should be taken to refer not only to the love life of the individual, but also their relationships with family and friends.

When the time is up, call the groups to come together in plenary. In turn, ask each group to present their work. Ask them to first read out the information on the life cards so everyone is introduced to the different characters, and then to read out the horoscopes. **(15 min)**

4.
STEP

5.
STEP

Ask each group to tape the life cards and the horoscopes onto the large sheet of paper/flipchart/board to make a wall chart. **(5 min)**

Bring the participants in a circle to debrief **(40 min)**

6.
STEP

DEBRIEF

Start the debrief by asking each group to explain how they decided the future of each of their characters.   Continue by leading a discussion around the questions below:

1. Was there anything that surprised you in the activity? What can you remember most from the activity?

2. What is poverty? How can it be defined? Can someone be regarded as "rich" if they lived in one country and 'poor' if they lived in another? In other words, is poverty relative?

3. What do you think of people who are poor? What imagine do you have on them? Are these stereotypes? How well-founded are these images? Where do these images come from?

4. Poverty often goes hand in hand with poor health, hunger and malnutrition, lack of education, poor work skills and unemployment. Is it a coincidence or are they connected? If so, what are the connections?

5. How easy is it for people who are poor to break the circle of poverty? In other words, how hard is it for someone born into a poor family not to be poor as an adult?

6. What opportunities do people have when they are rich?

7. What opportunities do people have when they are poor?

8. Whose fault is that people are poor? Their own fault, their fate, or social, political, and economic forces?

9. Why is poverty eradication an issue of global responsibility?

10. To which other Sustainable Development Goals is poverty eradication relevant?

11. Who is responsible to ensure that poverty is addressed?

12. What can you do?

FOLLOW UP SUGGESTIONS

Conduct a session wherein the participants divided in smaller groups are asked to express artistically their views on the questions below:

▸ To what extent is education a key to reducing poverty in your country?

▸ In almost every country of the world, the gap between rich and poor is increasing. The gap is also increasing between countries. What are the consequences of this in Europe?

▸ What sort of social policies lead to the best opportunities for life for all citizens?

They can use any form of art e.g. creative writing, theatre etc.

FURTHER INFORMATION

▸ United Nations, "SDG 1 No Poverty", *http://www.un.org/sustainabledevelopment/poverty/*

▸ Council of Europe, "Poverty," *http://www.coe.int/en/web/compass/poverty*

DISCLAIMER: This method is from Compass. A manual for Human Rights Education with Young People (Council of Europe, 3rd edition, Council of Europe Publishing, 2007, page 145), here reproduced with some adjustments.

Scan the QR Code with your smartphone to download HOROSCOPE OF POVERTY - LIFE AND HOROSCOPE CARDS in a printable PDF format.

HANDOUTS

HOROSCOPE OF POVERTY - LIFE CARDS 7/12

MARIA is a single mother with three children, lives in a very poor suburb in Madeira, Portugal. Her latest companion has just left her. She works as a maid for a wealthy family, but for how much longer? Someone recently stole an expensive ring from the lady of the house, who suspects one of the maids. They can't find out who is guilty, so all the maids are going to be sacked and replaced. Maria is Capricorn.

AMINA is from Turkey. She lives in a small village in one of the poorest regions of the country. She is 12 years old and her parents - very poor peasants - are talking about looking for a husband for her. But she does not want to get married; instead she decides to run away from home and travel to the capital where she hopes to have a brighter future. Amina is Gemini.

MISHA is from Tomsk in Siberia. He has been unemployed for many months and he does not know what to do. His wife is very ill and has to stay in bed all day. He has four children aged 20, 18, 10 and 8 and the two youngest are disabled. Misha is Virgo.

YURIY lives with his parents and three younger brothers in Tomsk in Siberia. He is twenty years old and a very promising ice-hockey player. His uncle in America has offered to try to find him a scholarship to study in an American college. Yuriy's father, Misha, has been unemployed for many months and at the moment, the only source of family income is from odd jobs that Yuriy does. Yuriy does not know what to do. His mother is ill, two of his younger brothers are disabled and the family relies on him. Yuriy is Cancer.

BENGT is a young Swedish skinhead. He has been arrested twice this year for violent behaviour. He has been out of work for two years now and despite this, refuses all the offers that have been made to him. He prefers to spend his time training his dog, a pit bull terrier, doing body-building and being in the streets with his mates, who have been linked to several recent racist incidents. Bengt is Aries.

RICARDO lives on his own in Barcelona, Spain, in a tiny apartment he can hardly afford. He has been ill for many months and lives off social security payments from the government. He used to work doing odd jobs. His wife took the children away and abandoned him when she heard that he has AIDS. He is Libra.

ABDOUL came from Mauritania many years ago to look for work in the French capital, Paris. He spent the first years alone but was later able to bring over his wife and four sons as well as his grandparents. They all live in one apartment in a poor area of Paris. For a while things went well, especially when Abdoul's wife gave birth to twins, but it has proved a struggle to bring the children up to keep the Mauritanian traditions. The twins are now 12 years old. They are having lots of problems at school and often refuse to obey their parents. Recently, Abdoul lost his job because of the general economic downturn. Abdoul is Leo.

8. **HANDOUTS** ✂

HOROSCOPE OF POVERTY - LIFE CARDS 12/12

THE TWINS, MOKTAR AND OULD, were born in Paris in France. They are the children of Abdoul, a migrant worker, originally from Mauritania. The whole family, their parents, four older brothers as well as their grandparents all live in one apartment in a poor area of Paris. The twins are now 12 years old and have lots of problems at school. They refuse to study, skip classes very often to hang around with their friends in the suburbs of Paris and refuse to obey their parents, with whom they fight a lot, sometimes violently. Reports from school show that they are becoming increasingly aggressive. Moktar and Ould are Aquarius.

KRISTA, 20 years old, rents a tiny flat in a very poor suburb of Prague and dreams of living in Germany. She has read an advertisement offering jobs in Berlin. She called the number and met a man who promised to get her out of poverty saying that she will easily find a job in Berlin. She decides to trust the man and to take the chance to go to Germany. Krista is Sagittarius.

JANE is an elderly widow who lives in Scotland. Her husband was an alcoholic and hardly ever worked. She survives on the very small state pension but now needs extra care as her health is worsening. Jane is Pisces.

BELLA lives together with her sister, Angelica, in Palermo in Italy. Their parents died when the girls were sixteen and seventeen, which meant that they had to leave school and work to support themselves. They are now twenty-two and twenty-three. Bella has two jobs; she works as a maid during the day and as a cleaning lady in a hospital at night. She also looks after Angelica, who is a drug addict. Bella refuses to let her sister down because she knows how much her sister suffered from their violent father. Bella has problems with her own hot temper, that she finds hard to control and which has caused her to lose her job on two recent occasions. Bella is Taurus.

ANGELICA lives together with her sister Bella in Palermo in Italy. Their parents died when the girls were sixteen and seventeen, which meant that they had to leave school and work to support themselves. They are now twenty-two and twenty-three. Bella has two jobs and she also looks after Angelica, who is a drug addict. Angelica often steals her sister's wages to buy drugs. She has been on and off drugs for many years but finds it very difficult to control her addiction. Angelica is Scorpio.

HANDOUTS

HOROSCOPE OF POVERTY - HOROSCOPE CARDS

AQUARIUS - Moktar and Ould
21 Jan - 19 Feb

Love:

Work:

Health:

PISCES - Jane
20 Feb - 20 March

Love:

Work:

Health:

ARIES - Bengt
21 March - 21 April

Love:

Work:

Health:

TAURUS - Bella
22 April - 21 May

Love:

Work:

Health:

GEMINI - Amina
22 May - 21 June

Love:

Work:

Health:

CANCER - Yuriy
22 June - 22 July

Love:

Work:

Health:

LEO - Abdoul
23 July - 22 August

Love:

Work:

Health:

VIRGO - Misha
23 August - 22 Sept

Love:

Work:

Health:

LIBRA - Ricardo
23 Sept - 22 Oct

Love:

Work:

Health:

SCORPIO - Angelica
23 Oct - 22 Nov

Love:

Work:

Health:

SAGITTARIUS - Krista
23 Nov - 21 Dec

Love:

Work:

Health:

CAPRICORN - Maria
22 Dec - 20 Jan

Love:

Work:

Health:

GOAL 2:
THE GLOBAL STATUS

An activity in which the participants pose questions to each other based on question cards and learn about the status of hunger in the world.

THEMATIC AREA

Hunger around the world

SCHOOL SUBJECTS

▸ Humanities

13-25 **< 30** **80''**

MATERIALS

▸ Question Cards

OBJECTIVES

Behavioural competences

▸ To recognise the importance of ending hunger.

▸ To take actions towards ending hunger.

Reflections

▸ To reflect upon the status of hunger worldwide.

▸ To reflect upon local and global problems caused by hunger.

▸ To reflect upon the causes of hunger.

▸ To reflect upon the importance of ending hunger.

PREPARATION

Print and cut the *"Zero Hunger - Question cards"* *(see Handouts)*

INSTRUCTIONS

1. STEP Start the activity by briefly informing the participants that the activity will address Goal 2: Zero Hunger. You may choose to play a short video to introduce the topic *(see Further Information)*. **(15 min)**

2. STEP Give each participant a question card together with the corresponding answer. Allow the participants 20 minutes to walk around, find a pair and pose to each other the question on their card. Explain to the participants that some questions may be difficult, and it is OK to not know the answer.

! NOTE Explain that everyone should try and give an answer, but that the correct answer should be shared if the wrong answer is given.

3. STEP When both participants in the pair have answered their questions, they should swap the cards and find a new partner. **(25 min)**

4. STEP When the time is up, bring the participants in a circle for debrief. **(40 min)**

DEBRIEF

Conduct a debrief around the questions below:

1. What information do you remember most from the activity?

2. What information surprised you the most?

3. Where do you think that the world stays in terms of hunger?

4. Is there gender equality where you live, go to school etc?

5. Why does hunger exist?

6. Why is ending hunger important?

7. Why is it hunger an issue of global responsibility?

8. To which other Sustainable Development Goals is ending hunger relevant?

9. Who is responsible to ensure that hunger is eradicated?

10. What can you do?

FOLLOW UP SUGGESTIONS

1. Write on a board/flipchart those statements that the participants were the most surprised by.

2. Divide participants in groups of 4-5. Assign each of the groups 1-2 statements and ask them to reflect on sustainable and/or developmental recommendations to these.

3. Gather the groups in plenary to present their findings.

FURTHER INFORMATION

If you need to update some of the Question Cards, check the latest information provided by:

▸ Food Security Information Network, "Global Report on Food Crisis", *https://www.fsinplatform.org*

▸ United Nations, "SDG 2 Zero Hunger", *https://www.un.org/sustainabledevelopment/hunger/*

▸ United Nations, "Food", *https://www.un.org/en/sections/issues-depth/food/index.html*

▸ UNDP, "Goal 2: Zero Hunger", *https://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-2-zero-hunger.html*

Useful videos to introduce the goal/theme:

▸ Erasmus University "SDG2: Explaining zero hunger", *https://www.youtube.com/watch?v=NCaRSKgnMV8*

▸ The Global Goals "Zero Hunger Film – Global Goals ", *https://www.youtube.com/watch?v=iteCytv0RqY*

▸ TED, "Josette Sheeran – Ending hunger now", *https://www.ted.com/talks/josette_sheeran_ending_hunger_now*

*Scan the QR Code with your smartphone to download **ZERO HUNGER - QUESTION CARDS** in a printable PDF format.*

10.

ZERO HUNGER - QUESTION CARDS 5/30

By which year does the Sustainable Development Goal 2 aims to eradicate hunger in the world?

- A. 2030
- B. 2040
- C. 2050

Correct Answer: A

Fact: But, due to the COVID-19 pandemic, the world is not on track to achieve Zero Hunger by 2030. If recent trends continue, the number of people affected by hunger would surpass 840 million by 2030.

Since 2014, hunger in the world has:

- A. Decreased
- B. Increased
- C. Stagnated

Correct Answer: B

Fact: Hunger has been growing in step with the global population. Among many pressing challenges connected to hunger, climate change plays a large role.

How many people globally are estimated to suffer from hunger?

- A. About 69 million
- B. More than 690 million
- C. No one - nowadays

Correct Answer: B

Fact: After decades of steady decline, world hunger has slowly been on the rise since 2015. Today, 8.9% of the world population lives in hunger.

What are the main objectives of the World Food Programme (WFP)?

- A. Improve food quality
- B. End with the waste of food in EU
- C. Provide food assistance & control food emergencies

Correct Answer: C

Fact: WFP was awarded the Nobel Peace Prize in 2020 for its efforts to combat hunger and prevent the use of hunger as a weapon of war and conflict.

What is the name of the UN organisation with the objectives to help eliminate hunger, food insecurity, and malnutrition?

- A. UNICEF
- B. FAO
- C. UNESCO

Correct Answer: B

Fact: Food and Agriculture Organization of the United Nations is also working towards more productive and sustainable agriculture.

11.

ZERO HUNGER - QUESTION CARDS 10/30

How much of the produced food worldwide is wasted?

A. One quarter

B. One third

C. One half

Correct Answer: B

Fact: An estimated 1.3 billion tonnes of food is wasted globally each year. SDG Target 12.3 is to cut food loss and waste in half by 2030.

How many people worldwide die from hunger every day?

A. 10,000

B. 25,000

C. 35,000

Correct Answer: B

Fact: Each year, hunger and hunger-related diseases cause deaths of around 9 million people, from which 3.1 million are children.

What does it mean to be "undernourished"?

A. Lack of vitamins, proteins, and fibre you need on a daily basis

B. When you do not eat enough meat

C. When you do not get enough calories

Correct Answer: A

Fact: Countries with the largest share of population that is undernourished are in Sub-Saharan Africa and North Korea.

Who made the following statement while addressing a Make Poverty History rally in 2005: "Like slavery and apartheid, poverty is not natural. It is man-made and can be overcome and eradicated by the actions of human beings."?

A. Bono

B. Nelson Mandela

C. Hillary Clinton

Correct Answer: B

Fact: Apart from pressing an agenda to eradicate poverty and hunger everywhere. Nelson Mandela championed policies supporting women and children, enhancing access to education, health care, clean water, and more

Which continent has the largest population of undernourished people in the world?

A. Asia

B. Latin America

C. Africa

Correct Answer: A

Fact: : 1 in 9 people around the world are undernourished. Two thirds (513.9 million) are in Asia. There are 256.1 million undernourished people in Africa and 42.5 million in Latin America and the Caribbean.

12.

ZERO HUNGER - QUESTION CARDS 15/30

Which proportion of deaths among children under five is caused by hunger?

A. About one fourth

B. Almost half

C. None

Correct Answer: B

Fact: Deaths are caused mainly due to under-nutrition (wasting, stunting, underweight) and mostly occur in low- and middle-income countries.

In 2015, all the countries in the world agreed on 17 goals to achieve a better and more sustainable future for all. What goal was set in the fight against hunger?

A. Zero Hunger

B. Half as much hunger

C. Continue fighting hunger at the rate we do now

Correct Answer: A

Fact: The target of SDG2 is to end hunger, achieve food security and improved nutrition and promote sustainable agriculture.

Globally, there are more people who are...

A. Overweight

B. Underweight

C. Neither. There is about an equal amount of each.

Correct Answer: A

Fact: Most of the world´s population live in countries where overweight and obesity kills more people than underweight.

At what age is prevention of undernutrition most critical in a child's life?

A. 0-2 years of age

B. 2-5 years of age

C. 5-10 years of age

Correct Answer: A

Fact: The first few years of a child's life are crucial to its overall growth and development.

Proteins are important for your body, as they help it grow and repair itself. Which of the following food contains the greatest amount of protein?

A. Rice

B. Peanuts

C. Spinach

Correct Answer: B

Fact: Peanut-based paste is used for treatment of severe acute malnutrition.

13.

ZERO HUNGER - QUESTION CARDS 20/30

Which country in Latin America has the highest prevalence of stunting in children under 5?

  A. Guatemala

  B. Chile

  C. Bolivia

Correct Answer: A

Fact: At 46.5% nationally, the stunting rate climbs up to 70% in some areas, with peaks as high as 90% in the hardest hit municipalities.

Food security refers to...

  A. Guaranteed food production

  B. A new food policy

  C. Food availability and physical access to food

Correct Answer: C

Fact: Food security is considered to be the reliable access to affordable and sufficient food and nutrient value.

Where is the world's most diverse collection of food crop seeds being kept?

  A. Norway

  B. Canada

  C. Russia

Correct Answer: A

Fact: The Svalbard Global Seed Vault is a long-term seed storage facility, built to protect crop seeds from the challenges of natural and man-made disasters in order to secure the future of agriculture.

What are, among others, the typical primary food products for UNICEF's RUTF (Ready-to-use therapeutic food)?

  A. Chicken, rice, vegetables

  B. Potato, fat, beef

  C. Peanuts, oil, milk powder

Correct Answer: C

Fact: RUTF is used to help the millions of children threatened by acute malnutrition worldwide. It´s ready to eat, so no mixing with potentially contaminated water is required.

How many people could post-harvest food losses in Sub-Saharan Africa feed per year?

  A. 28 million people

  B. 38 million people

  C. 48 million people

Correct Answer: C

Fact: Inefficient processing and drying, poor storage, and insufficient infrastructure are instrumental factors in food waste in Africa.

14.

& ✂

ZERO HUNGER - QUESTION CARDS 25/30

At what stage does most food loss occur?

A. Harvest, storage, and transportation
B. Food processing
C. Consumption
D. All of the above

Correct Answer: A

Fact: Food loss is the decrease in the quality or quantity of food resulting from decisions and actions by food suppliers in the chain, excluding retailers, food service providers and consumers.

What percentage of women make up the labour force in the agricultural sector?

A. 23%
B. 43%
C. 63%

Correct Answer: B

Fact: Women work in agriculture as farmers on their own account, as unpaid workers on family farms and as paid/unpaid labourers on other farms and agricultural enterprises.

Which country achieved one of the fastest growing reductions in child underweight and stunting prevalence in recorded history?

A. Benin
B. Senegal
C. Bangladesh

Correct Answer: C

Fact: Bangladesh´s pro-poor economic growth helped boost agricultural production, establish a vibrant NGO sector, and expand nonfarm opportunities. They also improved access to education, health and family planning services, and water and sanitation.

What is the world´s #1 cause of hunger?

A. Man-made conflict
B. A shortage of food at the global level
C. Natural disasters

Correct Answer: A

Fact: Out of the 13 most significant global food crises, 10 are driven by conflict and violence.

When conflict hits, hunger is quick to follow. Which of the following solutions does the WFP use to break the cycle?

A. Immediate food assistance
B. Ensuring students have access to school meals
C. Specialized meals to boost nutrition in women and children
D. All of the above

Correct Answer: D

Fact: WFP works on the frontlines to break the deadly cycle of conflict and hunger.

15.

ZERO HUNGER - QUESTION CARDS 30/30

Educating women and girls is one of the most important ways we can solve hunger. What is WFP doing to increase school enrolment for girls living in poverty?

  A. Training parents on home-school techniques
  B. Providing school meals
  C. Giving rides to school
  D. All of the above

Correct Answer: B

Fact: Free school meals have been proven to significantly boost enrolment for girls. Each year, WFP provides school lunches to over 18 million children across more than 70 countries.

True or false: One out of every nine people suffer from a weakening lack of food.

  A. True
  B. False

Correct Answer: A

Fact: Hunger and malnutrition kills more people than malaria, tuberculosis, and AIDS combined, and it is a widespread issue.

Agriculture provides employment and livelihoods for how many % of today´s global population?

  A. 20%
  B. 40%
  C. 60%

Correct Answer: B

Fact: Agriculture is the single largest employer in the world and the largest source of income and jobs for poor rural households. Investing in smallholder women and men is an important way to increase food security and nutrition for the poorest.

What food source high in vitamins, proteins, calcium, zinc and iron is increasingly being farmed to complement the fight against severe malnutrition in south-east Asia?

  A. Crickets
  B. Snakes
  C. Mushrooms

Correct Answer: A

Fact: "Crickets are nutritious, and their farming is sustainable for the environment. It's a win-win situation for the consumer and the planet," Sridhar Dharmapuri, FAO

Which one of the most common natural disasters causes lack of food in the world?

  A. Drought
  B. Earthquakes
  C. Floods

Correct Answer: A

Fact: Drought reduces agricultural production (massive crop failures and loss of livestock) which leads to food insecurity.

2 ZERO HUNGER

THE HUNGER OBSTACLE COURSE

An activity in which the participants are encouraged to identify solutions for various hunger-related issues.

13-21 **16-32** **140"**

THEMATIC AREA

Hunger related issues

SCHOOL SUBJECTS

▸ Humanities

MATERIALS

▸ Flipchart Papers

▸ Markers in different colours

OBJECTIVES

Behavioural competences

▸ To encourage problem-solving for global and community hunger.

▸ To encourage taking action against hunger.

Reflections

▸ To reflect upon hunger-related issues.

▸ To reflect upon ways of ending hunger.

▸ To raise awareness about hunger-related issues.

PREPARATION

1. Write on top of separate sheets of flipchart paper one statement from the *"Hunger Obstacle Cards"* (see Supportive Materials).

2. Organise eight different stations by placing the flipchart papers around the activity room (for example on tables or on walls) together with markers and extra blank flipcharts to use if necessary.

INSTRUCTIONS

1. STEP

Divide the participants into 8 groups and explain that they are on a mission to combat hunger by identifying possible solutions to eight hunger-related obstacles. Place each group at one station and agree on a way they will rotate between stations. **(10 min):**

Allow groups to spend 5 minutes at each station and find as many solutions for the obstacles as possible and write them down on the flipchart. Tell participants that they cannot repeat ideas that are already written down by another group. **(40 min)**

2. STEP

3. STEP

Once all the groups visited each station, go through the solutions proposed and discuss them in plenary **(80 min)**

You can build a discussion around such questions as:

▸ What are the most feasible ideas?

▸ Can some solutions be combined?

▸ Are any of the solution proposed unrealistic? Why?

Allow 10 min of discussion per station.

! NOTE

When the solutions on each station have been discussed, bring the participants in a circle to debrief.

DEBRIEF

Conduct a debrief around the questions below:

1. What obstacle was the hardest to find solutions for?

2. What solution surprised you them the most?

3. Which of these obstacles can be related to your local community? Which of the identified solutions could be a reality for your community?

4. Was this activity made you think differently about food?

5. What will you change in your approach to food?

ZERO HUNGER

6. Is hunger an issue of global responsibility? Why/Why not?

7. To which other Sustainable Development Goals is hunger eradication relevant to?

8. Who is responsible to combat hunger worldwide?

9. What can you do?

FURTHER INFORMATION

▸ Action Against Hunger, "The Hunger Season", *https://www.actionagainsthunger.org/hunger/the-hunger-season*

▸ NPR, "Even Poor Countries End Up Wasting Tons of Food", *https://www.npr.org/sections/goatsandsoda/2015/09/28/444188475/even-poor-countries-end-up-wasting-tons-of-food*

▸ United Nations, "SDG 2 Zero Hunger", *https://www.un.org/sustainabledevelopment/hunger/*

▸ United Nations, "Food", *https://www.un.org/en/sections/issues-depth/food/*

DISCLAIMER: *This method is based upon a method of the same name by the World Food Programme, "The Hunger Obstacle Course", https://documents.wfp.org/stellent/groups/public/documents/communications/wfp243212.pdf*

SUPPORTIVE MATERIALS

HUNGER OBSTACLE CARDS

OBSTACLE 1
There are families in your community where the adults and children often miss meals because of food insecurity.

OBSTACLE 2
Many people in your community do not know very much about the problem of hunger and do not seem to care.

OBSTACLE 3
There are poor children living in rural developing countries who could receive food at school if more donations were made. It takes 25 cents to feed a school child for one day.

OBSTACLE 4
There are families living in rural communities in Kenya who are experiencing hunger because of a serious drought this year.

OBSTACLE 5
Smallholder farmers and their families in developing countries suffer from hunger during the "hungry season". A period between harvests, in which they run out of their own surplus and have nothing to eat.

OBSTACLE 6
Your local supermarkets throw out perfectly good food.

OBSTACLE 7
There are some elderly people in your community who live alone and often don´t have healthy meals to eat.

2 ZERO HUNGER
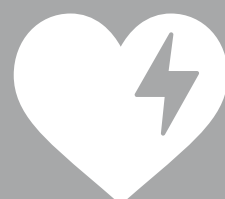
TAKE ACTIONS AGAINST HUNGER

An activity in which the participants design campaigns to raise awareness on the issue of hunger, both locally and globally, and stimulate actions to combat the problem.

13-21 **24** **300"**

THEMATIC AREA

▸ Hunger related issues

▸ Campaigning

SCHOOL SUBJECTS

▸ Arts and Design

▸ Humanities

MATERIALS

▸ Computer, projector, and audio equipment

▸ Laptops/smartphones and access to internet for the groups

▸ Handouts (Personal Assets for Actions Against Hunger)

OBJECTIVES

Behavioural competences

▸ To engage in actions to raise awareness of hunger at global and local level.

▸ To engage in actions to fight hunger at global and local level.

▸ To foster the use of personal assets in combating hunger.

Reflections

▸ To reflect upon the issue of hunger, locally and globally.

▸ To reflect upon the challenges of hunger and food scarcity and its consequences.

PREPARATION

Prepare for the activity with a basic knowledge of the World Food Programme (WFP) Set up for video projecting the following videos:

1. What Food Means: Fighting Hunger in Ethiopia video: *https://vimeo.com/232005678*

2. Waste No Food TEDTalk: *https://www.ted.com/watch/ted-institute/tedunilever/waste-no-food*

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INSTRUCTIONS   **PART ONE**

CAMPAIGNS ON ZERO HUNGER

STEP 1.

Introduce and discuss the purpose of a campaign (what kinds are there, how can they be conveyed, and why is a compelling story in a campaign important) **(20 min)**

a. Create a collective list of campaigns that the participants are aware of (e.g., marketing campaigns, political campaigns, advocacy campaigns, social media campaigns).

b. Invite the participants to consider the types of media used for campaigns in contemporary culture (answers may include media such as photographs, videos, blog posts, speeches, TEDTalks, power of hashtags, etc).

c. Discuss the power of a compelling story and how campaigns are organized to promote positive change or specific courses of action either through Top-Down approaches (e.g., messages intended for policy makers/ government agencies to take action) or Bottom-Up approaches (e.g. grassroots efforts that empower members of communities or small groups to take action).

d. Note the importance of clearly defined objectives, audience, and desired outcomes in campaigns.

STEP 2.

Discuss what Zero Hunger means by reviewing the background, targets and indicators for Global Goal 2 *(see resources in Further Information)*. **(10 min)**

STEP 3.

Discuss the work of the World Food Programme (WFP) and the Five Steps to Zero Hunger by WFP. **(10 min)**

STEP 4.

Play the World Food Programme's campaign video "What Food Means: Fighting Hunger in Ethiopia". Engage the participants in an open conversation discussing the challenges faced by Tsion, the protagonist of the film, and how those problems are representative of challenges our entire world is facing today in the areas of hunger and food scarcity. **(10 min)**

ZERO HUNGER

5. STEP

Play the video "Waste No Food TEDTalk". Discuss how has Kiran used his assets (qualities, skills, knowledge, people/resources) to accomplish his goal and what can participants take from the video. **(10 min)**

INSTRUCTIONS | **PART TWO**

CREATING PERSONAL CAMPAIGNS ON ZERO HUNGER

Divide participants in groups of four people and tell them that they will design a campaign to contribute at eradicating hunger in all its forms, by using their own assets (skills, knowledge, qualities, resources/network). **(20 min)**

1. STEP

▸ Give each group a copy of the printout "Personal Assets for Actions Against Hunger" (or project it to reduce the use of paper) and ask them to fill it out with their personal assets.

2. STEP

When the groups have identified the personal assets of their members, ask them to create a local or a global campaign in any form to help end hunger using their knowledge and available assets. **(120 min)**

▸ Mention the importance of a compelling story and themes of empathy, as well as clearly defined objectives, audience and desired outcomes when creating a campaign. For guidance in creating a campaign, refer participants to the curriculum of Rock Your World *(see resources in Further Information)*.

▸ Refer the participants to WPF' Hunger Map *(see resources in Further Information)* in order to identify a focus area for their campaign.

3. STEP

After completion, give each group 5 min to present their campaigns, including the objectives, audience and desired outcomes, as well as the personal assets implied to create the campaign. Allow extra 5 min for questions from the floor. **(60 min)**

4. STEP

After all groups have presented their campaigns proceed to debriefing.

DEBRIEF

Bring the participants back in a circle and conduct a debriefing around the following questions (40 min):

1. How did you choose the geographical area for your campaign?

2. What types of campaigns have been proposed (top down/bottom up)?

3. What personal assets have you used to create the campaign?

4. Which campaign could have the largest impact?

5. Are the campaigns proposed realistic?

6. Will you consider launching them? Why/Why not/When?

7. Why is hunger an issue of global responsibility?

8. To which other Sustainable Development Goals is hunger eradication relevant?

9. Who is responsible to ensure that hunger is addressed?

10. What can you do?

Consider selecting at least one of the campaigns and launch it at the end of the activity. Consider sharing the campaigns online and tag them with *#GlobalResponsibility; #SDGsatStakes, #TeachSDGs, #GlobalGoals, #WorldsLargestLesson.*

FURTHER INFORMATION

▸ United Nations, "SDG 2 Zero Hunger", *https://www.un.org/sustainabledevelopment/hunger/*

▸ United Nations, "World Food Programme", *https://www.wfp.org/*

▸ Rock Your World, "Creating Campaigns", *https://www.rock-your-world.org/creating-campaigns*

▸ World Food Programme, "Zero Hunger", *https://www.wfp.org/zero-hunger*

▸ United Nations, "Zero Hunger: Why it matters", *https://www.un.org/sustainabledevelopment/wp-content/uploads/2018/09/Goal-2.pdf*

▸ World Food Programme, "2020 – Hunger Map", *https://www.wfp.org/publications/hunger-map-2020*

▸ World's Largest Lesson, "Goal 2: Zero Hunger", *http://cdn.worldslargestlesson.globalgoals.org/2016/06/A-To-Do-List-for-the-Planet_Page_03_Image_0001.jpg*
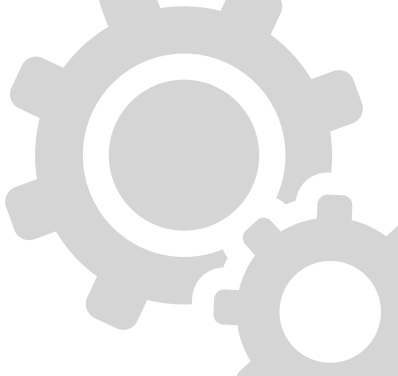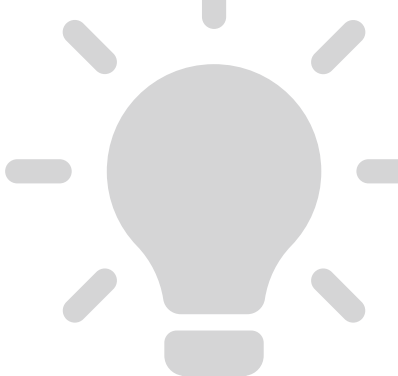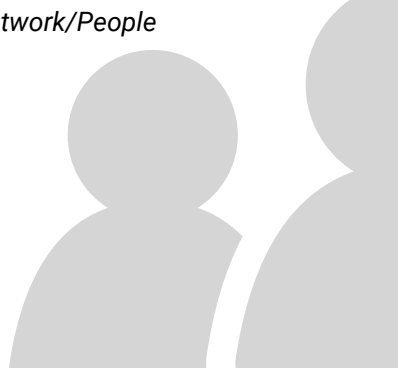
DISCLAIMER: *This method is based upon a method by World´s Largest Lesson, "Turning Assets into Action in the Fight Against Hunger",* *https://worldslargestlesson. globalgoals.org/resource/turning-assets-into-action-in-the-fight-against-hunger/*

Scan the QR Code with your smartphone to download **PERSONAL ASSETS FOR ACTIONS AGAINST HUNGER** *in a printable PDF format.*

16. **HANDOUTS**

PERSONAL ASSETS FOR ACTIONS AGAINST HUNGER

TYPE OF ASSET	YOUR ASSETS
Your Skills	*Example: Singing/Graphic Design/Video Editing*
Your Knowledge	
Your Qualities	
Your Resources/Network/People	

GLOBAL IMPACT OF DRUGS

An activity in which the participants will study and reflect upon the global impact of illicit drug use.

15-21   **< 28**   **175"**

THEMATIC AREA

Impact of drug abuse

SCHOOL SUBJECTS

‣ Science   ‣ Languages

‣ Humanities

MATERIALS

‣ Access to the Internet

‣ 1 computer/tablet/phone per group

‣ Materials for presentations (e.g., flipcharts, markers, colour paper, glue, scissors etc)

OBJECTIVES

Behavioural competences

‣ To develop a healthy attitude towards alcohol and drugs.

Reflections

‣ To reflect upon the global consequences/ impact of irresponsible drug and alcohol consumption.

PREPARATION

Inform yourself upon various types of drugs and substances and consequences of their abuse. See for example the links under *"Further Information"*.
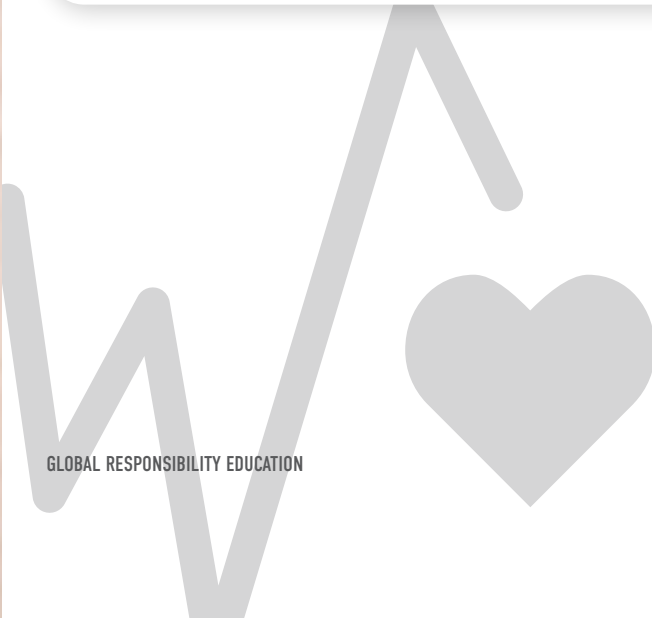
INSTRUCTIONS — PART ONE

1. STEP

Inform the participants that the activity is dedicate to Sustainable Development Goal 3 and more specifically the target 5: "Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol."

2. STEP

Conduct a 2-min buzz group discussion where participants name various drugs and harmful substances. Write the participants inputs on a flipchart/board. **(5 min)**

3. STEP

Divide the participants in groups of 3-5. Give the groups 30 min to research on a drug or harmful substance of their choice and then to make a 5-min presentation around the following topics:

▸ Where the drug/harmful substance comes from and how it is made (is it extracted from nature or chemically produced)?

▸ How it travels and where is it sold?

▸ How large is the consumption of the drug? By whom?

▸ What is the global impact of illicit drug trade?

▸ How the use of the drug impacts the body and the brain if it is addictive?

▸ What kinds of social and physical impacts an abuse of it might have? **(35 min)**

Encourage the participants to use various tools for their presentations, such as power point, poster, video, etc.

You may direct them to links provided in *"Further Information"* for their research.

INSTRUCTIONS — PART TWO

1. STEP

Invite each group to present their findings. Allow time for questions and answers. If needed, complete the group's presentations with additional information. **(45 min)**

2. STEP

Bring the participants in a circle to debrief. **(40 min)**

GOOD HEALTH

HEALTH (vertical sidebar text)

GOOD (vertical sidebar text)

DEBRIEF

Conduct a debrief around the questions below:

1. What information from the groups' presentations surprised you the most?

2. How would you summarise the consequences of the drug and substance abuse?

3. Who are the most susceptible to drug abuse? Why?

4. What makes people abuse drugs?

5. How does drug abuse emerge amongst young people?

6. Is drug abuse an issue of Global Responsibility? Why?/How?

7. To which are sustainable goals is the prevention of drug abuse related to?

8. Whose responsibility is to prevent drug and substance abuse?

9. What can you do?

SUGGESTIONS FOR ALTERATIONS

In order to save time, it might be useful to allocate each group the drugs that they should research upon. If there is time for it, it is, however, encouraged that the participants get the time to reflect and make a choice themselves.

FURTHER INFORMATION

▸ United Nations, "SDG 3 Good Health and Well-Being", *https://www.un.org/sustainabledevelopment/health/*

▸ World Health Organisation, "Alcohol, Drugs and Addictive Behaviours Unit", *https://www.who.int/teams/mental-health-and-substance-use/alcohol-drugs-and-addictive-behaviours*

▸ National Institute on Drug Abuse, "Drugs and the Brain", *https://www.drugabuse.gov/drug-topics/drugs-brain*

▸ National Institute on Drug Abuse, "Materials on drugs and drug abuse", *https://teens.drugabuse.gov/national-drug-alcohol-facts-week/order-free-materials*

▸ Bloomberg, "These Three Maps Show How Drugs Move Around the World", *https://www.bloomberg.com/news/articles/2015-06-26/these-three-maps-show-how-drugs-move-around-the-world*

PEER PRESSURE

An activity in which the participants explore the non-verbal peer pressure and discuss positive and negative peer pressure.

THEMATIC AREA

Bullying, Well-Being

SCHOOL SUBJECTS

▸ Humanities

13-21 **Any size** **60"**

MATERIALS

▸ Chairs for each participant

OBJECTIVES

Behavioural competences

▸ To distinguish between positive and negative peer pressure.

▸ To resist negative peer pressure and stand for own attitudes and values.

Reflections

▸ To reflect upon one's social environment its impact on health and wellbeing.

▸ To recognise negative and positive effects of peer pressure.

PREPARATION

Not needed.

INSTRUCTIONS

1. STEP

Start the activity with all participants sitting on chairs arranged in a circle. Find an excuse to send one participant out of the room, for example, to be bring you something. Do not just send the participant outside to wait because they will know that something is up.

2. STEP

Once the participant has left the room, inform the group that they are participating in a peer pressure activity and the individual that just left is the subject. The goal is to see if he/she resists the peer pressure or falls for it.

Ask the participants to lie under their chairs in a weird position. Instruct the participants to only answer eventual questions from the "subject" by a shrug your shoulders, or in general not pay attention to him/her. Moreover, ask the participants to behave as sitting under the chairs is a normality.

3. STEP

When the "subject" re-enters the room observe his/her reaction and response to the change. Once the "subject" has decided on a reaction (e.g., sat on his/her chair; lay under the chair as the rest etc.), call the group to sit on their chairs again.

If the "subject" returns and lies under the chair as the rest of the group, then he/she fell into non-verbal peer pressure. If not, then he/she resisted the peer pressure.

Inform the "subject" that this was an activity on peer pressure and that they were the subject of the activity.

Congratulate the individual if he/she did not succumb to the peer pressure. **(15 mins)**

! NOTE

Rules to follow and suggestions:

▸ When the "subject" returns to the activity room, pretend to be preoccupied with something, do not pay particular attention to him/her.

▸ If the "subject" asks any questions just shrug your shoulders.
Choose your one individual wisely; someone who will not be easily embarrassed or wander about.

!
NOTE

▸ You will need the "subject" to be gone for at least 2 minutes to give directions to the rest of the group and allow them time to choose their positions under the chair. Therefore, pick a distance that is not too far or too short for the one individual to go to.

▸ You will need to give your directions to the rest of the group timely, because you will only have a short time while the individual is away.

Bring the participants in a circle to debrief. **(40 min)**

4.
STEP

DEBRIEF

Questions to ask if the individual succumbed to the peer pressure:

1. Why did you lie under the chair? (The usual answer is because everyone else was)

2. Do you always do what everyone else does? Why?

Questions to ask if the individual succumbed to the peer pressure:

1. Why did you sit in your chair when everyone else was lying under the chair?

2. Why wouldn't you do what everyone else is doing?

Questions to ask the whole group:

1. Who would have laid under the chair as the rest of the group? Why?

2. Who would have sat in chairs? Why?

Tell the group that the "peer pressure" can be a direct influence on people by peers to do something wrong or against their values. However, peer pressure can also be more indirect, e.g., when people do something simply because others are doing it and they do not want to be "outside" the group.

Continue the debrief with such questions as:

1. Can you give real-life examples of peer pressure?

2. Why is peer pressure effective?

3. Is it difficult to say "no" to your peers? Why/why not?

4. How do you deal with peer pressure? Talk to your friends/parents/teachers?

EDUCATION

5. Can peer pressure have positive impact? Why/why not? Give examples.

6. How can one stand against peer pressure? Give examples from your own experience or others you know.

7. What can you do prevent peer pressure and bullying in your surroundings (e.g. at school)

8. Is peer pressure an issue of Global Responsibility? Why/why not?

9. To which other sustainable development goals can peer pressure be related to? Why?

10. Who is responsible to combat negative peer pressure?

11. What can you do?

FOLLOW UP SUGGESTIONS

1. Discuss peer pressure in relation to alcohol and drugs.

2. Divide the participants into groups and ask them to express, in an artistic way (e.g., piece of theatre play, song, drawings, collage of pictures etc), examples of positive and negative peer pressure, as well as ways of how one may resist negative peer-pressure.

FURTHER INFORMATION

▸ United Nations, "SDG 3 Good Health and Well-Being", *https://www.un.org/ sustainabledevelopment/health/*

Other relevant methods:

▸ Scholastic, "What does respect mean to you?", *http://headsup. scholastic.com/sites/default/files/ NIDA14-CDC-PTG.pdf*

▸ Scholastic, "The Science of Decision Making and Peer Pressure", *http:// headsup.scholastic.com/sites/ default/files/NIDA14-INS2-TE.pdf*

DO WE HAVE ALTERNATIVES?

A role-play activity that addresses issues of interpersonal violence and bullying.

THEMATIC AREA

Qualitative education

SCHOOL SUBJECTS

- Drama
- Humanities
- Arts and Design

13-21 **<28** **130"**

MATERIALS

- Pencils and paper
- Whiteboard or flipchart and markers

OBJECTIVES

Behavioural competences

- To stand against bullying.
- To take responsibility for ensuring one's own well-being and qualitative access to education.

Reflections

- To acknowledge various forms of bullying and recognise where it can take place.
- To acknowledge how bullying in any form can restrict one's access to qualitative education.
- To acknowledge long-term consequences of bullying.

PREPARATION

Not needed.

INSTRUCTIONS

1. STEP
Conduct a brainstorm session on the questions "What is bullying?"; "Where can it take place? In what forms?". Write the participants' inputs on a board/flipchart and conclude on a common definition. Ensure that participants understand that bullying can take place in different settings where young people meet, including online, and it can involve physical, psychological, or social harm *(see Further Information below for WHO's definition of bullying)*. **(15 min)**

2. STEP
Divide the participants into three groups and ask them to write a max. 5-min play on the issue of bullying. Give them 40 minutes to prepare and rehearse their role-plays. **(45 min)**

3. STEP
Ask each group to present their plays and allow questions and answers after each play. **(30 min)**

4. STEP
Bring the groups in plenary to debrief. **(40 min)**

DEBRIEF

Conduct a debrief around the questions below:

1. What issues were brought up in each play?

2. Do these issues interrelate? If yes, how?

3. How can bullying affect a person's wellbeing? What can be the long-term consequences?

4. Do you know anyone who has been bullied? What is the impact on that person?

5. How does bullying impact the right to qualitative education?

6. To which other Sustainable Development Goals can bullying be relevant to?

7. Why is bullying an issue of global responsibility?

8. Who is responsible to combat bullying and what can they do?

9. What can you do?

FOLLOW UP SUGGESTIONS

1. If you are implementing this method into a school context, discuss the school's anti-bullying policy. If such a policy does not exist, ask the participants to develop one and then discuss how it could be implemented at your school.

2. Present the participants the targets of Goal 3. Ask them to reflect on why this goal is important and what they themselves can do to address the targets.

SUGGESTIONS FOR ALTERATIONS

Instead of asking the groups to make a short play, you can ask them to make drawings that show their reflections on bullying. You can also let each group decide to choose by themselves the form of art they want to involve.

FURTHER INFORMATION

Definition of "bullying":

"Bullying (including cyber-bullying) is unwanted aggressive behaviour by another child or group of children who are neither siblings nor in a romantic relationship with the victim. It involves repeated physical, psychological or social harm, and often takes place in schools and other settings where children gather, and online." (World Health Organisation)

Other educational methods related to discrimination:

- Council of Europe, "My Life is Not a Show!", *https://www.coe.int/en/web/compass/my-life-is-not-a-show-*

- Council of Europe, "Responding to Racism", *https://www.coe.int/en/web/compass/responding-to-racism*

- United Nations, "SDG 4 Quality Education", *https://www.un.org/sustainabledevelopment/education/*

DISCLAIMER: *This method is from Compass. A manual for Human Rights Education with Young People (Council of Europe, 3rd edition, Council of Europe Publishing, 2007, page 111), here reproduced with some adjustments.*

EDUCATION FOR ALL?

An activity in which the participants must locate and match pairs of cards as they reflect on the inequalities of educational provisions world-wide and how to achieve the Global Goal 4.

15-21 **6-30** **150"**

THEMATIC AREA

The value of access to education

SCHOOL SUBJECTS

‣ Humanities

‣ Languages

MATERIALS

‣ A copy of the rules for each group *(see Supportive Materials A)*

‣ 1 set of the game cards for each group *(see Supportive Materials B)*

‣ 2 sheets of stiff paper or thin card (A4 size) and glue for each group

‣ 1 pair of scissors for each group

‣ Paper and pens for each group to take notes

OBJECTIVES

Behavioural competences

‣ To appreciate the value of access to education.

‣ To recognise and utilise the everyday learning opportunities.

‣ To take responsibility for ensuring one's own education and the education of others.

Reflections

‣ To reflect upon the value and benefits of education.

‣ To critically reflect upon the level of access to quality education world-wide.

PREPARATION

Familiarise yourself with the cards *(see Handouts)*. Copy/print and cut out a set of the cards for each group. Make sure to mix the cards well so that matching pairs are not adjacent.

INSTRUCTIONS **PART ONE**

THE MEMORY GAME

1. STEP
Divide the participants in groups of three-four. Give each group a set of the cards. Explain that there are twenty pairs of cards: each pair contains a statement card and a picture card. The text on the cards is related to issues concerning SDG 4 and human rights and education. The questions (in italics) are for discussion later. **(5 min)**

2. STEP
Explain the rules of the game to the participants *(see Supportive Materials)* and let them play for 10 minutes. **(15 min)**

INSTRUCTIONS **PART TWO**

REPORTING THE ISSUES

1. STEP
Ask the participants to read out the headings on the cards they won during the game (not the whole statement – just the heading) while you write them down on a flipchart or board. **(5 min)**

2. STEP
Divide the participants into groups of 3 to 4 people. Ask each group to pick two of the issues they would most like to discuss. **(5 min)**

3. STEP
When the issues have been agreed and allocated, give the groups 20 minutes to discuss their two chosen issues. The starting point for the discussions should be the question printed in italics in the cards. **(20min)**

4. STEP
After 20 minutes, call the participants into plenary to report back. Take each issue in turn. Give each group just 5 minutes to feed-back and allow no more than an extra 5 minutes for questions from the floor. **(60 min)**

5. STEP
Bring the participants in a circle to debrief. **(40 min)**

DEBRIEF

Conduct a debrief around the questions below:

1. Is there anything that surprised you by doing this exercise?

2. Is access to education equal for all? What hinders access to education?

3. What is the biggest challenge in our (your) country regarding access to education? How this can be addressed?

4. Is education lifelong or just during childhood? Do we ever finish education?

5. How far should our right to education reach?

6. To which other Sustainable Development Goals is access to education relevant to?

7. Why is education an issue of global responsibility?

8. Could access to education become equal to all? Who is responsible to assure this?

9. What can you do?

FOLLOW UP SUGGESTIONS

If you are implementing this method into a school setting, ask the participants to familiarise themselves with the targets of the Goal 4. Ask them to identify a target that they themselves as individuals can contribute to achieve it and conduct a local action in this regard, either individually or in small groups. Give them a deadline by which they should implement their actions. Ask them to document their action and present it in one of the next classes.

FURTHER INFORMATION

Check the latest progress and info on SDG4:

▸ United Nations, "SDG 4 Quality Education", *https://www.un.org/sustainabledevelopment/education/*

▸ Council of Europe, "Education", *http://www.coe.int/en/web/compass/education*

▸ United Nations – Department of Economic and Social Affairs, "Goal 4", *https://sdgs.un.org/goals/goal4*

DISCLAIMER: *This method is from Compass. A manual for Human Rights Education with Young People (Council of Europe, 2nd edition, updated in 2020, page 157), here reproduced with some adjustments.*

SUPPORTIVE MATERIALS 📱 & ↗

A: THE RULES OF THE GAME

The cards should be spread face down on the table.

In turn, the participants turn over two cards.

- ▸ If one (or both) of the cards is a statement card, then the player reads out the text to the rest of the group.

- ▸ If the cards are a pair, then the player keeps them and has another go.

- ▸ If the cards do not match, then s/he turns them over, so they lie face down again in, exactly, the same spot as they were before.

The next player then has a go to turn over two cards.

The 'winner' is the player who holds the most pairs of cards at the end of the game.

17. **HANDOUTS** 📱 & ↗

B: CARDS

Scan the QR Code with your smartphone to open and download *EDUCATION FOR ALL, MEMORY GAME*.
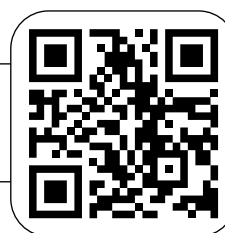
LET EVERY VOICE BE HEARD

An activity in which the participants discuss in small groups and in plenary what education is and how it meets (or does not meet) people's needs.

15-21   **<28**   **195"**

THEMATIC AREA

Access to education, Freedom of opinion

SCHOOL SUBJECTS

▸ Humanities

MATERIALS

▸ Whiteboard or flip chart

▸ 4 large sheets of paper or flipchart paper

▸ Pens and extra paper for notes

OBJECTIVES

Behavioural competences

▸ To appreciate one's own access to education.

▸ To recognise the value and benefits of education.

▸ To utilise everyday learning opportunities.

▸ To take responsibility for ensuring one's own education and the education of others.

Reflections

▸ To reflect on the education system and how it meets people's needs.

▸ To reflect on freedom of opinion and expression within quality education.

▸ To reflect on different approaches and structures with education

PREPARATION

1. Familiarise yourself with Articles 12 and 28 of the Convention on the Rights of the Child (CRC), as well as article 26 of the Universal Declaration of Human Rights (UDHR).

2. Print *"Let Every Voice be Heard - Question Cards"* (see Handouts)

EDUCATION

PART ONE

1. STEP
Start with a short discussion by asking the participants what they understand by the term "education". Tell the participants that, in accordance with article 26 of the Universal Declaration of Human Rights, to receive an education is a human right. **(10 min)**

2. STEP
Facilitate a plenary brainstorm around all the positive and negative aspects of the school system in your country (participants' countries) and note the keywords on the board. **(10 min)**

3. STEP
Together with the participants briefly review the keywords and consider why the education system is like it is with reference to some of the points listed, for instance, the curriculum, class sizes, school rules about clothing and extracurricular activities. **(15 min)**

4. STEP
Divide the participants into four groups. Assign each group one of the questions from Handouts and give them 20 min to formulate their answers. **(25 min)**

5. STEP
Come back in plenary and ask each group to present their question and answer. Once all groups have presented proceed to Part II of the activity. **(40 min)**

INSTRUCTIONS **PART TWO**

1. STEP
Ask the participants to go back into their groups and tell them that not only do they have a human right to education, but also that according to Article 12 of the Convention on the Rights of the Child, "the child has the right to express views on all matters affecting him/her and the child's views should be given due weight." **(5 min)**

2.
STEP

Ask the participants to design an ideal educational system where the pupils and the students can freely express their views. Give the participants free hands to choose the educational level they would like to address. Ask each group to consider the positive and negative aspects of having a democratically elected body, such as a student council, to make decisions about their education. **(20 min)**

3.
STEP

Come back into plenary and give each group 5 minutes to present their ideal system and allow an extra 5 minutes for questions from the floor **(40 min)**

DEBRIEF

Conduct a debrief around the questions below:

1. Why do decision-making structures and procedures need to be reviewed regularly?

2. How did the different groups' ideas of ideal educational systems compare to each other?

3. What do they cost in terms of time, effort, and money?

4. How realistic were they? (Note: it is good to have big visions, but you need to take one step at a time towards the goal!)

5. How is human rights education delivered in your school? Do you learn about human rights and the various conventions? Do you have the opportunity to get involved in projects to promote human rights in your school and community?

6. How is freedom of opinion and expression relevant to quality education?

7. How is participation in democratic decision-making at school/ club level relevant to quality education?

8. To which other Sustainable Development Goals is quality education relevant to?

9. Why is quality education an issue of Global Responsibility?

10. Who is responsible to assure qualitative education?

11. What can you do?

FOLLOW UP SUGGESTIONS

Lead a group discussion on how hunger affects students' ability to achieve an education. Emphasise on the link between article 25 (right to Adequate Living Standard) and article 26 (right to Education) of the Universal Declaration of Human Rights.

If you apply this method into a school setting, follow up with a second class in which you ask the participants to develop an action plan for establishing a Student Council. If your school has already a Student Council, ask the participants to review how it works and develop plans for how to make it work better.

FURTHER INFORMATION

▸ United Nations, "SDG 4 Quality Education", *https://www.un.org/sustainabledevelopment/education/*

▸ OHCHR, "Convention on the Rights of the Child", *https://www.ohchr.org/en/professionalinterest/pages/crc.aspx*

▸ United Nations, "Universal Declaration of Human Rights", *http://www.un.org/en/universal-declaration-human-rights/*

▸ Council of Europe Portal, "Compass: Manual for Human Rights Education with Young People", *https://www.coe.int/en/web/compass/education*

▸ The School of Life, "What´s Education For?", *http://www.youtube.com/*

DISCLAIMER: *This method is from Compass. A manual for Human Rights Education with Young People (Council of Europe, 3rd edition, Council of Europe Publishing, 2007, page 153), here reproduced with some adjustments.*

*Scan the QR Code with your smartphone to download **LET EVERY VOICE BE HEARD - QUESTION CARDS** in a printable PDF format.*

18. | HANDOUTS | ✂

LET EVERY VOICE BE HEARD - QUESTION CARDS

THE CONVENTION ON THE RIGHTS OF THE CHILD, ARTICLE 28

The Convention on the Rights of the Child, Article 28: The child has the right to education. The State shall make primary education compulsory and available and free to all and encourage the development of different forms of secondary education, make them available to every child. School discipline shall be administered in a manner consistent with the child's dignity. Education should be directed to the development of the child's personality, talents and abilities, the respect for human rights and fundamental freedoms, responsible life in a free society in the spirit of peace, friendship, understanding, tolerance and equality, the development of respect for the natural environment. .

QUESTION 1

How is the right to education implemented in your country? Is primary education available and free to all? If not, who are excluded and why?

QUESTION 2

Is the individual dignity respected in your school? Does the curriculum foster the development of everyone's personality, talents, and abilities? What is the focus, for instance on producing good citizens or a trained work force? Is human rights education included?

QUESTION 3

How are decisions made in your school? Who decides what is taught or what extracurricular activities will be arranged? How is the school administrated? How are budgetary and spending decisions made? How are policies developed and agreed? How much say do young people have?

QUESTION 4

What are the positive and negative aspects of having a democratically elected body, such as a student council, to make decisions about their education at the school level? Does your school have a school board? If not, why?

GOAL 5:
THE GLOBAL STATUS

An activity in which the participants pose questions to each other based on question cards and learn about the status of gender equality worldwide.

5 GENDER EQUALITY

THEMATIC AREA

Gender equality worldwide

SCHOOL SUBJECTS

▶ Humanities

13-25 **30** **80"**

MATERIALS

▶ Question Cards

OBJECTIVES

Behavioural competences

▶ To recognise the importance of gender equality.

▶ To take actions towards achieving gender equality.

Reflections

▶ To reflect upon the status of gender equality worldwide.

▶ To reflect upon the multidimensional façade of gender inequality.

▶ To reflect upon cause of gender inequality.

▶ To reflect upon the importance of gender equality.

PREPARATION

Print and cut the *"Gender Equality - Question Cards"* (see Handouts).
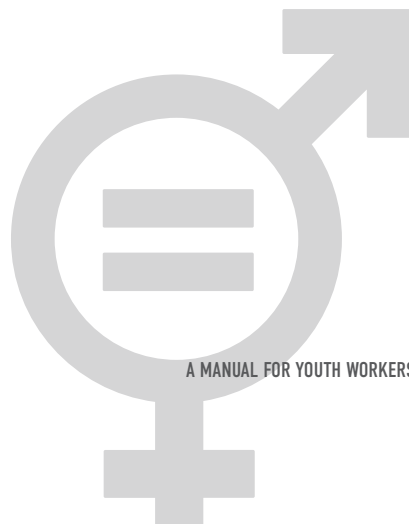
INSTRUCTIONS

1. STEP Start the activity by briefly informing the participants that the activity will address Goal 5 - Gender Equality. You may choose to play a short video to introduce the topic *(see Further Information)*. **(15 min):**

2. STEP Give each participant a question card together with the corresponding answer.

3. STEP Allow the participants 20 minutes to walk around, find a pair and pose to each other the question on their card. Explain to the participants that some questions may be difficult, and it is OK to not know the answer. Explain that everyone should try and give an answer, but that the correct answer should be shared if the wrong answer is given. When both participants in the pair have attempted to answer their questions, they should swap the cards and find a new partner. **(25 min)**

4. STEP When the time is up, bring the participants in a circle to debrief. **(40 min)**

DEBRIEF

Conduct a debrief around the questions below:

1. What information do you remember most from the activity?

2. What information surprised you the most?

3. Where do you think that the world stays in terms of gender equality?

4. What forms can gender inequality take?

5. Is there gender equality where you live, go to school etc?

6. Why do gender inequalities exist?

7. Why is gender equality important?

8. Why is it gender equality an issue of global responsibility?

9. To which other Sustainable Development Goals is gender equality relevant?

10. Who is responsible to ensure that gender equality is achieved?

11. What can you do?

FOLLOW UP SUGGESTIONS

1. Write on a board/flipchart those statements that the participants were the most surprised by.

2. Divide participants in groups of 4-5. Assign each of the groups 1-2 statements and ask them to reflect on sustainable and/or developmental recommendations to these.

3. Gather the groups in plenary to present their findings.

FURTHER INFORMATION

If you need to update some of the Question Cards, check the latest information provided by:

▶ United Nations, "SDG 5 Gender Equality", *https://www.un.org/sustainabledevelopment/gender-equality/*

▶ United Nations, "Gender Equality", *https://www.un.org/en/sections/issues-depth/gender-equality/*

▶ UNDP, "Goal 5: Gender Equality", *https://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-5-gender-equality.html*

Useful videos to introduce the goal/theme:

▶ WorldFish, "Gender Equality: Now", *https://www.youtube.com/watch?v=4viXOGvvu0Y*

▶ UN Women, "Gender equality means empowering women and girls", *https://www.youtube.com/watch?v=nbhjXK2mMe8*

▶ Maria A, "Gender Inequality – Discrimination Against Women", *https://www.youtube.com/watch?v=M8EiCCTto9U*

▶ The Guardian, "Women´s rights country by country - interactive", *https://www.theguardian.com/global-development/ng-interactive/2014/feb/04/womens-rights-country-by-country-interactive*

*Scan the QR Code with your smartphone to download **GENDER EQUALITY - QUESTION CARDS** in a printable PDF format.*

HANDOUTS

GENDER EQUALITY - QUESTION CARDS 9/30

What percentage of paid workers, in sectors other than agriculture, are women?	*41% - for total equality, this number would be 50%. However, in 1990, it was only 35%.*
From all national parliamentarians worldwide, how many percentages are women?	*25% (as of 2020)*
Which country has the highest representation of women in the national government?	*Rwanda, with around 61% (2020)*
What is the estimated number of women and girls worldwide who have experienced female genital mutilation (FGM)?	*More than 200 million (as of 2020). FGM is concentrated in 30 countries in Africa, the Middle East and Asia.*
What percentage of the world's researchers are women? Is it 80%, 30%, or 42% ?	*30% of the world's researchers are women.*
Which countries do you think are among the global top 10 in terms of gender equity?	*1) Iceland; 2) Norway; 3) Finland; 4) Sweden; 5) Ireland; 6) Rwanda; 7) Philippines; 8) Switzerland; 9) Slovenia; 10) New Zealand.*
What percentage of women worldwide are in the labour-force?	*50% - compared to 77% of men*
Which country was the first to grant women the right to vote?	*New Zealand. 1919, New Zealand gave the women the right to vote in 1893 (only the right to vote at that point. Later in women got the right to stand for Parliamentary elections too).*
What percentage of countries has at least one legal difference restricting women's opportunities?	*Almost 90% of countries worldwide (out of 143 countries studied)*

20.

GENDER EQUALITY - QUESTION CARDS 18/30

How many countries have laws that restrict the types of work that women can do?	*79 (out of 143 studied)*
Where did the Women Rights Movement begin in 1848?	*USA.*
What is the only country left where only men can vote in political elections?	*The Vatican City. (Only Cardinals can vote, and only men can become cardinals)*
What percentage of the victims of trafficking for sexual exploitation are women?	*98%.*
In how many countries is abortion illegal in all circumstances, or only permitted if to save the woman's life?	*In 53 countries.*
How many women in developing countries alone would like to stop or delay pregnancy but are not using any method of contraception?	*An estimated 225 million women. Most of these live in the 69 poorest countries on earth*
Which country has the world's highest birth rate: on average, 7 children per woman?	*Niger*
Target 5.3 of Goal 5 calls for the elimination of female genital mutilation. Which country banned the practice in 2015?	*Nigeria*
Is illiteracy equally widespread among males and females?	*No, two-third of the illiterate people in the world are female*

HANDOUTS

GENDER EQUALITY - QUESTION CARDS 25/30

True or false: educated women are less likely to die in childbirth.	*True! If all mothers completed primary education, maternal deaths would be reduced by two-thirds, saving 98,000 lives in sub-Saharan Africa, if all women completed primary education, maternal deaths would be reduced by 70%, saving almost 50,000 lives.(Source: UNESCO)*
On a global scale, what percentage of men's earnings do you think women earn?	*60-75% of men's wages. This means that in most countries - developed and developing - women earn 25-40% less than men*
Women all over the world are more likely than their male peers to work in informal employment. What percentage of women in South-Asia do you think are in informal employment?	*80% of the South-Asian women work in informal employment (based on women working in non-agricultural jobs).*
Women all over the world are more likely than their male peers to work in informal employment. What percentage of women in sub-Saharan Africa do you think are in informal employment?	*74% of the sub-Saharan African women work in informal employment (based on women working in non-agricultural jobs).*
Who does more care work, globally? Women or men?	*Women. Compared to men, worldwide, women spend 2-10 times the amount of time a day to care for children, elderly and the sick.*
If you combine paid and unpaid work, who works more in developing countries? Men or women?	*Women. This leaves them with less time for education, leisure-time, political participation and care for themselves.*
In virtually every country, who spends more time on leisure each day, men or women?	*Men, while women spend more time doing unpaid housework and care work.*

GENDER EQUALITY - QUESTION CARDS 30/30

In how many countries has there been accomplished full gender equality both economically, politically, and socially?	*None.*
What is the World average of expected years of schooling for females? What about for males?	*12,1 years for females; 12,3 for males.*
Which of the following European countries was the last to allow women to vote? Was it Liechtenstein, Poland or Spain?	*Liechtenstein. Liechtenstein allowed women to vote in 1984.*
According to UNDP, how many countries lack laws to protect women against domestic violence? Is it 19, 49 or 9? *49 countries lack laws to protect women against*	*domestic violence.*
Why does gender inequality exist?	*This is an open question. Name the possible reasons :)*

GENDER EQUALITY WHERE WE LIVE

An activity in which the participants research upon the status of gender equality in their country.

13-21 **25** **95"**

THEMATIC AREA

Nation wide status of gender equality.

SCHOOL SUBJECTS

▸ Humanities

MATERIALS

▸ Computers/Smartphones for each group

▸ Access to the internet

▸ Flipcharts for each group

▸ Markers for each group

OBJECTIVES

Behavioural competences

▸ To undertake everyday actions that foster gender equality.

▸ To be an advocate for gender equality across all levels of society

Reflections

▸ To reflect on the status of gender equality locally and globally.

▸ To reflect on how gender equality can be advanced.

▸ To reflect on one's own responsibility to advance gender equality.

PREPARATION

Not needed.

INSTRUCTIONS

1. STEP

Divide the participants in five groups and assign each group a question from Handouts. Give each group 25 minutes to make an answer to their question. They can present their answers in any way of their choice (e.g., power point, drawings etc.). A Useful resource for the participants might be the chart "Women Rights - Country by country", developed by The Guardian *(see Further Information)*. **(25 min)**

When the time is up, invite each group to present their findings. Allow a 5-minute presentation, including questions and comments from the floor. **(30 min)**

2. STEP

3. STEP

Once all the group have presented their findings, bring participants in a circle to debrief.

DEBRIEF

Conduct a debrief around the questions below:

1. What information surprised you the most?

2. How can gender equality be defined? Is "equal opportunities" the same as "equality" ?

3. What is the status/progress in terms of gender equality in our country?

4. In which areas do we excel at gender equality? Where do we lag behind?

5. What factors can lead to gender inequality? What can contribute to gender equality?

6. Why is gender equality important?

7. Why is it gender equality an issue of global responsibility?

8. To which other Sustainable Development Goals is gender equality relevant?

9. Who is responsible to ensure that gender equality is achieved nationally?

10. What can you do?

FURTHER INFORMATION

▶ The Guardian, "Women´s rights country by country - interactive", *https:// www.theguardian.com/global-development/ng-interactive/2014/feb/04/ womens-rights-country-by-country-interactive*

▶ United Nations, "SDG 5 Gender Equality", *https://www.un.org/sustainabledevelopment/gender-equality/*

Useful videos to introduce the goal/theme:

▶ Ultralized, "The Story of Human Rights", *https://www.youtube.com/ watch?v=oh3BbLk5UlQ*

▶ United Nations, "Gender Equality: Sustainable Development Goal 5", *https://www.youtube.com/ watch?v=MsbAETRE7b4*

▶ WorldFish, "Gender Equality: Now", *https://www.youtube.com/ watch?v=4viXOGvvu0Y*

▶ UN Women, "Gender equality means empowering women and girls", *https://www.youtube.com/ watch?v=nbhjXK2mMe8*

▶ Maria A, "Gender Inequality – Discrimination Against Women", *https://www.youtube.com/ watch?v=M8EiCCTto9U*

DISCLAIMER: *Questions based on "Gender Revolution. A Discussion Guide for Teachers and Parents", National Geographic, January 2017.*

*Scan the QR Code with your smartphone to download **GENDER EQUALITY WHERE WE LIVE - QUESTION CARDS** in a printable PDF format.*

23.

GENDER EQUALITY WHERE WE LIVE - QUESTION CARDS

QUESTION 1

What is gender equality in terms of parental leave in your country? How important is parental leave for fathers? To the child? To the parents? How do parental leave policies in your country compare with those of other nations?

QUESTION 2

Skim through the pages of two magazines (or pages of online magazines), one aimed at male readers and one at female readers. What are the values to which the advertising in each magazine appeals? How much do they have in common? How are the values different? How does marketing reflect cultural understandings of gender? Or does it serve to influence or exaggerate them?

QUESTION 3

What kinds of pressures do contemporary young women face compared with young women in past decades? How does society impose its vision of ideal body image and what effect does that have on young women? Do young men face similar expectations?

QUESTION 4

Economists have noted what they call a "pink tax"— that is, similar products marketed to men and women often cost more for women. For example, dry-cleaning a woman's blouse is usually more expensive than dry cleaning a man's shirt; women's deodorant is more expensive than a similarly sized men's deodorant. What causes this differential? What can be done to bring about reasonable parity in this area?

QUESTION 5

What do you consider the most pressing gender issue today in your country?
What can be done about it?

EQUALITY IN THE PAST

An activity in which the participants present and discuss their interviews with an older family member about earlier generations' experiences of equality. The activity requires prior preparation and is best done with an international/multicultural group of participants.

13-21   **24**   **120"**

THEMATIC AREA

Gender equality in the past and present: Gender Equality movements

SCHOOL SUBJECTS

‣ Humanities

MATERIALS

‣ Projector and laptop

‣ Flip chart or whiteboard

OBJECTIVES

Behavioural competences

‣ To be appreciative of genders and their role in global development.

‣ To undertake everyday actions that foster gender equality.

Reflections

‣ To reflect on how gender equality can be advanced.

‣ To reflect on one's own responsibility to advance gender equality.

PREPARATION

Several days before the activity:

1. Assign participants in groups of 3-4 people, e.g., based on their nationalities, cultural backgrounds, community etc.

2. Ask the groups to prepare and make and record a 5-min interview with an older family member or acquaintance about earlier generations' experiences of gender equality. Give the participants the suggested questions in the Handouts.

3. Inform yourself about movements or events that may have influenced/advanced gender equality in the countries where your participants are coming from.

4. Prior to the activity, make a big timeline on a board/flipchart.

GLOBAL RESPONSIBILITY EDUCATION

INSTRUCTIONS

1. STEP Ask each group to present their interview. For each interview mark on the timeline any year/period that is referred to/concerns the situation and a few keywords about it. **(40 min)**

2. STEP Conduct a discussion about similarities and differences in opinions expressed in the interviews. Ask the participants to identify the decade each interviewee is speaking about and then identify national and international events, artistic and literary waves that took place in the same decade. Mark these on the timeline with keywords. **(30 min)**

3. STEP Bring the participants in a circle to debrief. **(40 min)**

DEBRIEF

Conduct a debrief around the questions below:

1. What surprised you the most?

2. How the perception on gender equality evolved? What is different today than a few decades ago?

3. What has influenced the evolution of gender equality?

4. What do you consider as the most pressing gender issue today?

5. Are we on the way to achieve full gender equality? What obstacles are there?

6. Why is gender equality an issue of Global Responsibility?

7. To which other Sustainable Development Goals is gender equality related? How?

8. Who is responsible to ensure that gender equality is achieved nationally?

9. What everyday actions can you do to advance gender equality?

GENDER EQUALITY

*Scan the QR Code with your smartphone to download **EQUALITY IN THE PAST - INTERVIEW QUESTIONS** in a printable PDF format.*

FURTHER INFORMATION

▸ United Nations, "SDG 5 Gender Equality", *https://www.un.org/sustainabledevelopment/gender-equality/*

Useful videos to introduce the goal/theme:

▸ Ultralized, "The Story of Human Rights", *https://www.youtube.com/watch?v=oh3BbLk5UlQ*

▸ United Nations, "Gender Equality: Sustainable Development Goal 5", *https://www.youtube.com/watch?v=MsbAETRE7b4*

▸ WorldFish, "Gender Equality: Now", *https://www.youtube.com/watch?v=4viXOGvvu0Y*

▸ UN Women, "Gender equality means empowering women and girls", *https://www.youtube.com/watch?v=nbhjXK2mMe8*

▸ Maria A, "Gender Inequality – Discrimination Against Women", *https://www.youtube.com/watch?v=M8EiCCTto9U*

24. HANDOUTS

EQUALITY IN THE PAST - INTERVIEW QUESTIONS

INTERVIEW QUESTIONS

1. When you were young…:

    a. What did you experience as the biggest difference between the genders?

    b. Was there anything that women/girls were not allowed to do?

    c. Have you experienced gender-based discrimination?

    d. Where there any events at the time that influenced the debate on gender equality?

2. Is gender equality important?

3. What do you think is the biggest barrier to gender equality today?

4. What are your hopes for gender equality?

GOAL 6:
THE GLOBAL STATUS

An activity in which the participants learn about the global status of clean water and sanitation by posing questions to each other.

THEMATIC AREA

Clean water access; Importance of Sanitation; Responsible water consumption.

SCHOOL SUBJECTS

▸ Sciences

▸ Humanities

13-25 **<30** **80"**

MATERIALS

▸ Question Cards

OBJECTIVES

Behavioural competences

▸ To be appreciative of the water resources available

▸ To use water resources sustainably.

Reflections

▸ To reflect upon the scarcity of water resources

▸ To reflect upon the importance of sanitation

PREPARATION

Print and cut the *"Clean Water and Sanitation - Question Cards"* (see Handouts).

INSTRUCTIONS

1. STEP
1Start the activity by conducting a buzz discussion. Ask the participants to buzz in how they use the water resources available to them. Write their inputs on a flipchart/board. **(15 min)**

2. STEP
Give each participant a question card together with the corresponding answer.

3. STEP
Allow the participants 20 minutes to walk around, find a pair and pose to each other the question on their card. Explain to the participants that some questions may be difficult, and it is ok to not know the answer. Explain that everyone should try and give an answer, but that the correct answer should be shared if the wrong answer is given. When both participants in the pair have attempted to answer their questions, they should swap the cards and find a new partner. The activity will continue in the same manner until the time is up. **(25 min)**

4. STEP
When the time is up, bring the participants in a circle to debrief. **(40 min)**

DEBRIEF

Conduct a debrief around the questions below:

1. What information do you remember the best?

2. What information surprised you the most?

3. Based on the information acquired, how would you evaluate the global status of clean water and sanitation?

4. In which parts of the world do we see the most people affected by a lack of water resources and sanitation? Why so?

5. How would you evaluate your access to water resources and sanitation? What reflections this gives to you?

6. Is there something in your use of water resources that can be changed? What will you do differently from now on?

7. Why is the access to clean water and sanitation for all important?

8. Why is it an issue of global responsibility?

9. To which other Sustainable Development Goals is Clean Water and Sanitation relevant?

10. Who is responsible to ensure that SDG6 is achieved?

11. What can you do?

End the debrief by showing the following video to consolidate the learning from the activity:

"We live in an era of technological miracles. We are on track to create reusable space rockets, driverless cars, robot workers and artificial intelligence…. So, how is it possible that we are off track to ensure that everyone in the world has sustainably managed water and sanitation?"

Ambitious, but not rocket science: SDG #6 - YouTube

FOLLOW UP SUGGESTIONS

1. To follow up on the activity, you can write on a board/flipchart those statements that the participants were the most surprised by.

2. Divide participants in groups of 4-5. Assign each of the groups 1-2 statements and ask them to reflect on sustainable and/or developmental recommendations to these.

3. Gather in the groups in plenary to present their findings.

FURTHER INFORMATION

If you need to update some of the Question Cards, check the latest information provided by:

▸ United Nations, "SDG 6 Clean Water and Sanitation", *https://www.un.org/sustainabledevelopment/water-and-sanitation*/

▸ World Health Organization and the United Nations Children's Fund, WASH in health care facilities: Global Baseline Report 2019, WHO and UNICEF, Geneva, 2019. Licence: CC BY-NC-SA 3.0 IGO

Scan the QR Code with your smartphone to download **CLEAN WATER AND SANITATION QUESTION CARDS** *in a printable PDF format.*

25.

CLEAN WATER AND SANITATION QUESTION CARDS 5/30

What are 'water borne diseases?'

A. Diseases that make water accumulate in the body.
B. Diseases that are transmitted through polluted water
C. Diseases that come from animals living in water

Correct Answer: B

Fact: Examples of water borne diseases include salmonella and other intestinal infections that cause diarrhea and other stomach issues.

What percentage of the world's population has access to clean drinking water?

A. 79 percent
B. 89 percent
C. 98 percent

Correct Answer: C

Fact: Lack of access to clean water still affects almost 10% of the world's population. Lack of clean water often causes illnesses

How much of the water on Earth can be used as drinking water?

A. 0.3%
B. 3%
C. 30%

Correct Answer: A

Fact: The world is a closed system. This means that the same water exists today as did millions of years ago.

Approximately how much of the human body is water?

A. 30-40 percent
B. 40-50 percent
C. 50-60 percent

Correct Answer: C

Fact: Because of this high number, water is essential to humans' health.

What percentage of diseases in developing countries are caused by poor water conditions?

A. 60 percent
B. 80 percent
C. 100 percent

Correct Answer: B

Fact: About a third of all deaths in developing countries are caused by poor water conditions or lack of clean water.

HANDOUTS

CLEAN WATER AND SANITATION QUESTION CARDS 10/30

How much bigger is the water usage now compared to 50 years ago?

A. 2 times as big

B. 3 times as big

C. 4 times as big

Correct Answer: B

Fact: If this consumption pattern continues, the world population will experience water shortage within this century.

Worldwide, how many people did not have access to safe drinking water in 2019?

A. 780 million

B. 1 billion

C. None

Correct Answer: A

Fact: SDG 6 has a target to achieve universal and equitable access to safe drinking water for all by 2030

Is groundwater a renewable resource?

A. Yes; the amount of ground water increases significantly every time it rains

B. No; new groundwater is not produced

C. Yes and no; groundwater is currently being used more quickly than it is being produced.

Correct Answer: C

Fact: It takes up to a couple hundred years for new groundwater to be produced.

Which of the following diseases can be caused by drinking contaminated water?

A. Hepatitis

B. HIV

C. Tuberculosis

Correct Answer: A

Fact: There are different types of hepatitis. One of the ways that type A transmits is through water and food contaminated by human feces. This is one reason why washing your hands after going to the bathroom is so important – and a reason why clean water for sanitation is crucial.

Which of the following diseases can be caused by drinking contaminated water?

A. Malaria

B. Cholera

C. Meningitis

Correct Answer: B

Fact: The bacterium that causes cholera is usually found in food or water contaminated by feces from a person with the infection. This is one of the many reasons why access to clean drinking water is essential.

27.

CLEAN WATER AND SANITATION QUESTION CARDS 15/30

Contaminated water can be made into drinking water by boiling it or by...?

    A. Adding chlorine tablets

    B. Adding calcium tablets

    C. Pouring it through a coffee filter

Correct Answer: A

Fact: Chlorine tablets are used in many poor areas to prevent the transmission of waterborne diseases.

How many litres of water are needed to produce one person's daily food intake?

    A. At least 20 litres

    B. At least 200 litres

    C. At least 2000 litres

Correct Answer: C

Fact: On average, between 2000 and 5000 litres of water are used to produce the food that you eat in a day.

How much of the water that is used world-wide is used for food production?

    A. 20 percent

    B. 50 percent

    C. 70 percent

Correct Answer: C

Fact: Only about 10 percent of the water that is used globally is used in households. The rest is used for industries and food productions.

As of 2017, what percentage of the world population had hand washing facilities, with soap and water in their home?

    A. 80 percent

    B. 70 percent

    C. 60 percent

Correct Answer: C

Fact: Handwashing is one of the cheapest, easiest and most effective ways to prevent the spread bacteria and viruses. But in 2017, only 60 per cent of people around the world had a basic handwashing facility with soap and water at home.

According to UNICEF, Malaria is the illness that kills most children under the age of 5, world-wide. What illness kills second-most?

    A. The flu

    B. Diarrhea

    C. Mononucleosis

Correct Answer: B

Fact: Diarrhea causes dehydration, a weak immune-system, and malnutrition – this kills 500,000 children a year. In most cases, diarrhea can be treated with water, sugar and salt.

28.

CLEAN WATER AND SANITATION QUESTION CARDS 20/30

Can a lack of clean water and toilets prevent a child from going to school?

A. Yes

B. No

Correct Answer: A

Fact: A lack of clean water and toilets exposes us to diseases, which can prevent a child from going to school. Furthermore, in some cultures, boys and girls are not supposed to share a bathroom, so if there are not enough bathrooms at the school for them to be gender-divided, the girls will not be able to go to school.

How many litres of tap-water does the average European use a day?

A. About 100 litres

B. About 150 litres

C. About 200 litres

Correct Answer: B

Fact: Every time we shower or flush the toilet, we use more water than what is accessible to one of the hundreds of millions of people living in urban slum areas or dry areas in developing countries.

What percentage of the world population has access to proper toilets and a proper sewer-system?

A. 29 percent

B. 39 percent

C. 49 percent

Correct Answer: B

Fact: 68 percent of the world population has no access to proper sanitation conditions. In 1990, that number was 54 percent. Despite this progress, there are still large differences between urban and rural areas; and in the areas where progress is happening, they are often not benefiting the poorest citizens.

What is the primary reason for why many water-projects in developing countries fail?

A. Lack of maintenance

B. Corruption in the country

Correct Answer: A

Fact: Many places, the locals are not being involved in the projects or instructed in how to maintain the system – this leads to a lack of maintenance.

According to the UN projection, how many people will be displaced in 2030 due to water scarcity?

A. 700 million

B. 70 million

C. 7 million

Correct Answer: A

Fact: Climate change has caused disrupted rainfall, rising temperatures, and other ecological impacts that are already creating water crises. Over the past decade, the number of recorded water-related conflict and violent incidents increased by 270 per cent worldwide

CLEAN WATER AND SANITATION QUESTION CARDS 25/30

What percentage of the wastewater around the world goes into waterways without adequate treatment?

A. 40 percent

B. 60 percent

C. 80 percent

Correct Answer: C

Fact: The availability of safe and sufficient water supplies is inextricably linked to how wastewater is managed. Increased amounts of untreated sewage, combined with agricultural runoff and industrial discharge, have degraded water quality and contaminated water resources around the world.

How many people worldwide had no water service at their health care facility?

A. 4 min

B. 40 minutes

C. 4 hours

Correct Answer: C

Fact: In many developing countries, individual houses do not have water installed. Instead, water is collected from wells and lakes.

According to the UN, how much clean water does a person need per day to cover their basic daily needs (i.e., for drinking, sanitation, dishwashing, etc.)?

A. 5-10 litres a day

B. 10-30 litres a day

C. 20-50 litres a day

Correct Answer: C

Fact: The average European uses about 150 litres a day (while this number is much higher in many individual European countries).

What is the biggest threat to groundwater?

A. Climate changes: less rain means less groundwater.

B. Population growth: There are more and more people who need to share a limited amount of groundwater.

C. Agriculture and industry: Insecticides and chemicals pollute the groundwater.

Correct Answer: C

Fact: The biggest threat to groundwater is pollution from substances that are thrown, wasted, or sprayed on the ground level of the earth

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On average, how many litres of water does a person living in a developing country have access to?

A. 20 litres per day

B. E0 litres per day

C. 60 litres per day

Correct Answer: A

Fact: In comparison, the average European uses about 150 litres of water per day

30.

CLEAN WATER AND SANITATION QUESTION CARDS 30/30

Is new groundwater produced?

A. Yes

B. No

Correct Answer: A

Fact: Groundwater is produced when rainwater and water from irrigation seeps through the underground. This seepage is part of a hundred-year long cycle of precipitation, evaporation, and condensation.

What percentage of schools around the world do not have any toilet at all?

A. 6%

B. 23%

C. 17%

Correct Answer: B

Fact: Schools without toilets can cause girls to miss out on their education. Without proper sanitation facilities, many are forced to miss school when they are on their period.

How can you improve the drinking-water in polluted areas?

A. Fertilize the ground with calcium so it seeps through and purifies the groundwater.

B. Plant trees with deep roots.

C. Once the groundwater is polluted, it is too late to do anything.

Correct Answer: B

Fact: This is called rain gardens. These are gardens of specifically chosen native plants that are placed in the right place to prevent excessive polluted runoff. The runoff will no longer flow to the streams and lakes, but will be buffered by these gardens and trees that will act as sponges and absorb the water and pollutants.

In 2019, we were about 7.7 billion people on Earth. How many people did not have basic sanitation facilities such as toilets or latrines?

A. About 260.000 people

B. About 2 million people

C. About 2 billion people

Correct Answer: C

Fact: Toilets and sewerage are good ways to lead the harmful bacteria from human stools away from people. Lack of proper sanitary toilet facilities is so fatal that it kills a child every 20 seconds. That is 135 children in a 45-minute period.

How many developing countries does The Food and Agriculture Organization of the United Nations (FAO) believe will lack water before the end of 2030 ?

A. 1 in 5 developing countries

B. 1 in 3 developing countries

C. Every developing country

Correct Answer: A

Fact: The reason for this is not only that developing countries generally have fewer water resources. Developing countries also do not have the same financial and technological opportunities to exploit the existing water resources as the industrialized nations.

INVISIBLE WATER

An activity that raises awareness amongst participants about the water footprint of various everyday products.

13-25 **9-24** **110″**

THEMATIC AREA

Water footprint, Responsible water consumption

SCHOOL SUBJECTS

▸ Science

MATERIALS

▸ Flip chart paper or a whiteboard and markers

OBJECTIVES

Behavioural competences

▸ To adopt behaviours that reduce everyday water consumptions.

▸ To engage in activities that promote responsible water consumption.

Reflections

▸ To reflect on one's water footprint.

▸ To reflect on global water scarcity.

PREPARATION

1. Familiarise yourself with the concept of "water footprint": see materials in "*Further Information*".

2. Prepare to play the video "Where is water", *https://www.youtube.com/watch?v=b1f-G6v3voA&feature=emb_logo*

3. Divide one flipchart paper/a whiteboard in two parts. On the left side write the list of products and on the right side – the amount of water *(see Supportive Materials)*.

INSTRUCTIONS

1. STEP

Discuss with the participants what they understand by "water footprint" and agree on a common definition e.g., "a measure of the direct and indirect freshwater used in producing products and/or services" (Science Direct). Explain that water footprint can be expressed in three different components:

▸ Blue water footprint: The volume of surface and groundwater consumed throughout the production of a good or service.

▸ Green water footprint: The volume of rainwater consumed throughout the production of a good or service. For agricultural and bio-based products, the green water footprint refers to the total rainwater evapotranspiration and additional rainwater that may be incorporated into the biomass.

▸ Gray water footprint: The volume of freshwater that is required to dilute the load of pollutants, such that the resulting water meets or exceeds existing ambient water quality standards (Science Direct). **(15 min)**

2. STEP

Tell the participants that you have a list of products and a list showing the water footprint related to those products, but you need their help to match them. Take item by item and ask the participants to indicate the match, without checking any resources. Draw the line as per the participants answers. When you reach the end of the list, ask the participants if they want to make any amendments. Reveal the correct answers *(see Supportive Materials)*. **(20 min)**

3. STEP

Play UNESCO's video "Where is water". Tell the participants that whilst some of us take water for granted, according to UN, 3 in 10 people in the world lack access to safely managed drinking water services.

▸ Ask the participants if they are aware of any campaign to raise awareness on water consumption. Introduce the campaign "4 litre challenge" by DIGDEEP. Tell the participants the campaign calls people to use for 24 hours just 4 litres of a water (the estimated amount of water per day needed to survive) for everything they do. **(10 min)**

CLEAN WATER

4.
STEP

Divide the participants in groups of 3 people. Give the groups 5 minutes to reflect on common daily activities they do for which they consume water (e.g., brushing teeth, taking a shower, drinking coffee, washing dishes etc.). When the time is up, ask the groups to imagine that they have just 4 litres of water available for the next 24 hours. Give the participants 20 minutes to brainstorm in their groups how they will use the water resources available given the list of activities they do daily and that they need to drink 2-3 litre a day from it to stay hydrated. What will they prioritise? **(25 min)**

5.
STEP

Bring the participants in a circle to debrief.

DEBRIEF

Conduct a debrief around the questions below:

1. What surprised you the most during this activity?

2. How was it to distribute 4 litres of a water a day for the usual activities you do? Did you have to compromise? How did you prioritise?

3. Is it realistic for anyone to live with 4 litres of water a day? For how long could you live with this amount of water?

4. Would you engage for real in the "4 litre challenge"? Why/Why not?

5. Who owns water? Is water a right or a privilege?

6. Should water be privatised? What are the advantaged/disadvantages?

7. Why is access to clean drinking water a matter of Global Responsibility?

8. To which other Sustainable Development Goals is access to clean water related to? How?

9. Who is responsible to ensure that the everybody has access to clean water resources?

10. What can you do?

Conclude by inviting participants to take up the "4 litre challenge" next time they are home and make a post about it using the hashtags *#4liters; #SDGsatStake; #GlobalGoals; #globalresponsibility*

FURTHER INFORMATION

- United Nations, "SDG 6 Clean Water and Sanitation", *https://www.un.org/sustainabledevelopment/water-and-sanitation/*

- Water Footprint Network, "Product Water Footprint", *https://waterfootprint.org/en/water-footprint/product-water-footprint/*

- Water Footprint Network, "Product Gallery", *https://waterfootprint.org/en/resources/interactive-tools/product-gallery/*

- Source to handouts: Water Print Network, Food Gallery, *https://waterfootprint.org/en/resources/interactive-tools/product-gallery/*

- Science Direct, "Water Footprint", *https://www.sciencedirect.com/topics/engineering/water-footprint*

- UNICEF, "Water, Sanitation and Hygiene (WASH)", *https://www.unicef.org/wash*

- Human Rights Careers, "10 Facts about Water Scarcity", *https://www.humanrightscareers.com/issues/facts-water-scarcity/*

- DIGDEEP, "The #4liters Challenge", *https://www.digdeep.org/4liters*

SUPPORTIVE MATERIALS

HOW MUCH WATER? - ANSWERS

A 4	B 8	C 11	D 1
E 3	F 2	G 6	H 14
I 16	J 5	K 10	L 13
M 12	N 15	O 9	P 7

HOW MUCH WATER? - EXERCISE SHEET

A glass of wine (125 ml)	1		A	1849 litres
1 kg of rise	2		B	1700 litres
One pizza marguerita	3		C	125 litres
1 kg of dry pasta	4		D	109 litres
1 kg of bovine leather	5		E	1259 litres
1 egg (60 grams)	6		F	2497 litres
1 cup of coffee (125 ml)	7		G	196 litres
100-gram chocolate bar	8		H	237 litres
1 kg of beef meat	9		I	2500 litres
1 kg of chicken meat	10		J	17093 litres
1 apple (150 gram)	11		K	4325 litres
1 cup of tea (250 ml)	12		L	1040 litres
1 kg of potato chips	13		M	27 litres
1 kg of lettuce	14		N	8000 litres
One pair of jeans	15		O	15415 litres
One cotton shirt	16		P	132 litres

UNDER PRESSURE

An activity in which the participants make posters to raise awareness about different kinds of pressure on water resources.

THEMATIC AREA

Pressure on water resources

SCHOOL SUBJECTS

▸ Sciences

▸ Art and Design

13-21 16-20 160"

MATERIALS

▸ Whiteboard or flip chart

▸ Flipchart papers

▸ Markers

▸ Aquarelle/Crayons

▸ Scissors

▸ Old magazines (preferably related to environment)

OBJECTIVES

Behavioural competences

▸ To engage in actions that raise awareness about pressures on water supply.

Reflections

▸ To reflect upon different types of pressure on water resources.

▸ To reflect upon consequences related to different types of pressures on water resources.

▸ To reflect on one's own role to raise awareness about pressures on water resources.

PREPARATION

Inform yourself about different types of pressures on water supply *(see Further Information for examples)*.
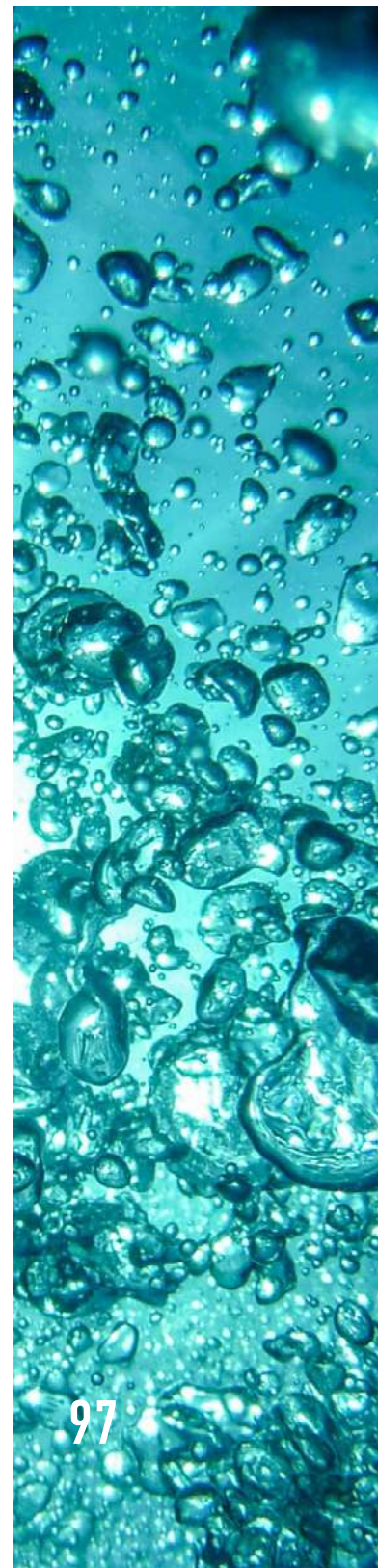
1. STEP

Start by asking the participants what they understand by "pressure on water resources". Ask the participants to identify driving forces affecting water resources. Write the participants' inputs on a whiteboard/flipchart paper. Supplement the participants inputs if needed (e.g., population, urbanization, climate change, poor management). Highlight at least four pressures that the participants consider the most urgent to address. **(20 min)**

2. STEP

Divide the participants in four groups. Let the groups choose one of the one of the driving forces affected water resources earlier highlighted and give them 1 hour to create a sketch, painting and/or collage poster about that type of pressure. Ask them also to create a "one-line message" together with their poster. **(60 min)**

3. STEP

When the time is up, invite each group to present in 5 minutes the pressure they worked on, their poster and the message. Allow 5 minutes for questions from the floor. **(40 min)**

4. STEP

When all the groups have presented, bring them in a circle to debrief.

DEBRIEF

Conduct a debrief around the questions below:

1. What have you learnt from this activity?

2. What surprised you the most?

3. What are the most the biggest driving forces/factors that affect water resources?

4. Are these factors interconnected? How? What or who contributes to these driving forces?

5. Are any activities that you do daily that can put a pressure on water resources? Which ones? What can do to change that?

6. Why is clean water an issue of Global Responsibility?

7. To which other Sustainable Development Goals is clear water related to?

8. Who is responsible to ensure that enough clean water is available now and in the future?

9. What can you do?

Conclude the activity by asking the participants to take pictures of their posters and share them on social media together with their messages using the hashtags *#GlobalResponsibility; #SDGsatstake, #GlobalGoals,* etc.

FOLLOW UP SUGGESTIONS

You can follow-up on the activity by taking the participants to clean a river, a beach, or any other water resource.

FURTHER INFORMATION

▸ United Nations, "SDG 6 Clean Water and Sanitation", *https://www.un.org/sustainabledevelopment/water-and-sanitation/*

▸ United Nations, Food and Agriculture Organisation, Water. Challenge Badge, "Water Scarcity", page 43-46, *http://www.fao.org/3/a-i3225e.pdf*

▸ European Environment Agency, "Water use and environmental pressures", *https://www.eea.europa.eu/themes/water/european-waters/water-use-and-environmental-pressures*

▸ Green Facts, "Water Resources", *https://www.greenfacts.org/en/water-resources/index.htm#1*

▸ UNESCO, "Water Security", *https://en.unesco.org/themes/water-security*

▸ ScienceDaily, "Water News", *https://www.sciencedaily.com/news/earth_climate/water/*

▸ The World Bank, "Water Resources Management", *https://www.worldbank.org/en/topic/waterresources-management*

RENEWABLE VS NON-RENEWABLE

An activity in which the participants will learn about the advantages and disadvantages of different types of energy sources.

15-21 **25** **110"**

THEMATIC AREA

Energy sources; Renewable energy; Energy Consumption; Future of Energy; Energy Usage

SCHOOL SUBJECTS

▸ Science

MATERIALS

▸ Flipcharts

▸ Markers for each group

OBJECTIVES

Behavioural competences

▸ To reduce energy consumption on individual basis

Reflections

▸ Reflect on fossil fuels and their harmful effects on the environment and on vulnerable communities.

▸ To reflect upon alternative more sustainable sources of energy.

PREPARATION

Print a copy of the *"Renewable vs Non-Renewable - Worksheet"* *(see Handouts)* for each group. Alternatively, you can choose to project the Worksheet.

GLOBAL RESPONSIBILITY EDUCATION

INSTRUCTIONS

1. STEP Start the activity by conducting a short plenary discussion on what the participants understand by renewable and non-renewable sources of energy and ask them to give some examples for each category. **(10 min)**

2. STEP Divide the participants in five groups and give each group a copy of the Worksheet, a flipchart paper and markers (alternatively, project the worksheet).

▸ Ask the groups to use the handout as a guide to discuss and note down types of available energy sources, categorize them into renewable and non-renewable sources and then to elaborate on the advantages and disadvantages of these energy types.

▸ Ask the groups to use the flipchart paper to make a visual presentation of the type's benefits, and disadvantages of the energy types discussed. **(30 min)**

3. STEP Invite each group to present their findings in plenary. Encourage the groups to raise questions and comments to each other's presentations. **(30 min)**

4. STEP After all groups have shared their findings, bring the participants in a circle to debrief. **(40 min)**

DEBRIEF

Conduct a debrief around the questions below:

1. What types of energy are most frequently used in your household/country? Why?

2. How would you define sustainable energy sources? Why are they important?

3. Is nuclear power a sustainable source of energy? Why? Why not?

4. What advice could you give to someone to use the energy efficiently? Do you yourself practice these?

5. Are you aware of any government regulations or development plans for shifting from non-renewable to renewable energy sources (in your country)?

6. What types of energy do you think will be used in the future? Why?

CLEAN ENERGY

7. Why is affordable and clean energy an issue of global responsibility?

8. To which other Sustainable Development Goals does it relate?

9. Who is responsible to ensure that we have affordable and clean energy?

10. What can you do?

FURTHER INFORMATION

▸ United Nations, "SDG 7 Affordable and Clean Energy", *https://www. un.org/sustainabledevelopment/ energy/*

▸ University of St.Gallen, "The Energy Revolution", *https://www.youtube. com/watch?v=5lcgGs3UUg4*

Scan the QR Code with your smartphone to download **RENEWABLE VS NON-RENEWABLE WORKSHEET** *in a printable PDF format.*

31. HANDOUTS

RENEWABLE VS NON-RENEWABLE WORKSHEET

TYPE OF ENERGY	Is it currently being used? To what extent?	Benefits of this type of energy	Disadvantages of this type of energy

HOME CONSUMPTION

An activity in which the participants reflect upon the energy consumption in their house/apartment.

13-21 **<30** **105"**

THEMATIC AREA

Personal Energy Consumption

SCHOOL SUBJECTS

▸ Science

MATERIALS

▸ Paper and pens

▸ Calculators

▸ Handouts

OBJECTIVES

Behavioural competences

▸ To adopt more sustainable energy consumption habits.

▸ To take conscientious choices about one's own lifestyle.

▸ To appreciate that energy is not for free.

Reflections

▸ To reflect upon personal consumption habits.

▸ To reflect upon which personal habits could be sacrificed for the benefit of more sustainable lifestyles.

▸ To reflect upon the existence of inequality in energy access.

PREPARATION

Print out the *"Calculate How Much Electricity You Use - Guidance Sheet"* *(see Handouts)* – one per pair of participants.

GLOBAL RESPONSIBILITY EDUCATION

INSTRUCTIONS

1. STEP Divide the participants in pairs and ask them to discuss all the different ways they use energy at home. Ask them to write down as many examples of their energy consumption habits as they can. **(10 min)**

Ask the participants to calculate their monthly energy consumption and their monthly energy bill by using the formulas and guidance in the print-out. If they use devices in their home that are not included on the printout, ask them to search online for the wattage of the device. **(30 min)** **2. STEP**

3. STEP Once all pairs have calculated their consumption, ask them to share the results, and see which pair has the lowest and highest consumptions. **(5 min)**

▸ Then ask the participants to review their daily habits and see which ones they can change in order to reduce their consumption and expenditure. Ask them to recalculate how much energy and money they can save if they improve upon their consumption habits and to compare the difference with the first results. **(15 min)**

Let the participants know that "it takes about half a kilogram of coal to generate one kilowatt hour (kwh) of electricity." (source: *http://www.coaleducation.org/lessons/twe/ctele.htm*) **4. STEP**

▸ Ask them to calculate how many kilograms of coal they can save if they adopt their revised consumption habits. **(5 min)**

5. STEP Bring the participants together in circle to debrief. **(40 min)**

DEBRIEF

Conduct a debrief around the questions below:

1. What surprised you during this activity?

2. Based on the results of the activity, how would you describe your current consumption habits?

3. Is it difficult to reduce our energy consumption?

Scan the QR Code with your smartphone to download **CALCULATE HOW MUCH ELECTRICITY YOU USE** *in a printable PDF format.*

4. Why is it important to reduce our energy consumption?

5. What alternatives to coal and gas exist already? Why are they not more widely used?

6. Are you aware of any government regulations or development plans for shifting from non-renewable to renewable energy sources?

7. Is there equal access to energy around the world?

8. If you had limited access to energy, what would you prioritise to use it for?

9. How long could you manage without access to energy?

10. What types of energy do you think will be used in the future? Why?

11. Why is affordable and clean energy an issue of global responsibility?

12. To which other sustainable development goals is affordable and clean energy related to?

13. Who is responsible for ensuring affordable and clean energy? What can/should you do?

FURTHER INFORMATION

Articles for further reading and reference:

▸ United Nations, "SDG 7 Affordable and Clean Energy", *https://www.un.org/sustainabledevelopment/energy/*

▸ The Guardian, "Can nudges help to cut household energy consumptions?", *https://www.theguardian.com/sustainable-business/behaviour-change-energy-consumption*

▸ The Guardian, "Sustainable business", *https://www.theguardian.com/uk/sustainable-business*

▸ The Guardian, "The real problem with your Netflix addiction? The carbon emissions", *https://www.theguardian.com/commentisfree/2020/feb/12/real-problem-netflix-addiction-arbon-emissions*

Infographs and Animation:

▸ Eurostat, "Renewable energy statistics", *https://ec.europa.eu/eurostat/statistics-explained/index.php/Renewable_energy_statistics*

32.

CALCULATE HOW MUCH ELECTRICITY YOU USE

CALCULATE HOW MUCH ELECTRICITY YOU USE

1.
STEP

Find the wattage for each electrical device you use in a typical day and calculate how many watts each device uses per day:

Device wattage (watts) x Hours used per day = watt-hours (Wh) per day

EXAMPLE: *PlayStation used for two hour a day is 140 watts x 2 hours = 280 Wh. TV used whilst playing the PlayStation is 200 watts x 2 hours = 400 Wh.*

2.
STEP

In order to see how much your electricity consumption costs, we need to convert it from watt-hours to Kilowatt-hours (KWh) as follows.

Device usage (Wh) / 1000 = device usage in KWh

Example: *Using the PlayStation and TV for two hours -> 680Wh / 1000 = 0.68KWh.*

3.
STEP

Now let's calculate how much electricity you consume in a month.

Your total daily usage (KWh) x 30 days = your approximate monthly usage (KWh/month)

EXAMPLE: *If you play the PlayStation for 2 hours a day -> 0.68KWh x 30 days = 20,40 KWh/months.*

4.
STEP

How much does your consumption cost?

In the EU, electricity on average costs 0,21€ per KWh

EXAMPLE: *If you play the PlayStation for 2 hours a day, it costs 20,40 KWh x 0,21€ = 4,28€ per month*

Coffee maker	900 watts	Air conditioner	700 watts
Microwave	750 watts	Laptop	50 watts
Toaster	800 watts	Computer monitor	150 watts
Dishwasher	1200 watts	Computer tower	120 watts
Kettle	1200 watts	Television	200 watts
Washing Machine	500 watts	PlayStation	140 watts
Tumble dryer	1800 watts	Hair dryer	1500 watts
Iron	1200 watts	Vacuum Cleaner	1000 watts
Ceiling fan	65 watts	Smart Phone recharge	6 watts

NEOCLEAR INC.

A simulation activity exploring different opinions on nuclear energy and sustainability.

15-25 · **10-20** · **135"**

THEMATIC AREA

Sustainability and nuclear energy

SCHOOL SUBJECTS

▸ Science

MATERIALS

- ▸ A large space that can be arranged as a municipal hall for a public hearing, with the possibility of separate spaces for work in small groups
- ▸ Copies of role cards and sheets of paper for name tags
- ▸ A watch or clock
- ▸ A small bell for the mayor of Floville
- ▸ Paper and pens

OBJECTIVES

Behavioural competences

- ▸ To encourage participants to further research pros and cons regarding nuclear energy.

Reflections

- ▸ To explore social, economic and environmental concerns relating to nuclear energy.
- ▸ To explore energy transitions and their costs and impact on society.

PREPARATION

Divide the roles or prepare for a lottery. Note that the role of the mayor is a demanding one, and the person playing it will need to feel confident about facilitating the meeting and – if necessary – cutting people short in order to allow everyone to speak.

INSTRUCTIONS

1. STEP

Read out the description of the problem. Explain that all participants (except the representatives of the Windland Parliament) are citizens of Floville and are troubled by the problem of whether the nuclear plant not far from the city should close down. **(5 min)**

Announce the participants of their roles, if you have divided the roles beforehand, or run the lottery. Hand out the role cards and the description of the problem.

2. STEP

▸ Explain the rules of debate that will be used during the meeting. If possible, display these in a prominent place.

▸ Explain that there will be 30 minutes before the actual meeting so that people can meet other citizens, prepare what they want to say and decide how they want to vote. Tell them that the Town Council Meeting will last 40 minutes, and that there may be very little time for actual speeches because of the number of people attending. For that reason, they should try to prepare just 1 or 2 points that they want to make.

▸ Indicate where people and groups can meet up beforehand, and where the Town Council Meeting will take place later on. **(15 min)**

3. STEP

Use the preparation phase to set up the space for the council meeting. Ideally, people should sit in a semi-circle or horseshoe shape, with the mayor at the front, in a slightly elevated position. Parties or groups should be able to sit together, and you should place their name tags on the tables in front.

You may need to go through the task with the participant playing the role of mayor before the actual simulation. However, during the simulation, you should try to play no active role, both in order that the person playing the mayor feels trusted by you, and in order that other participants respect his/her decisions rather than looking to you. **(30 min)**

! NOTE

4. STEP

After 30 minutes, call the citizens for the meeting (or ask the mayor to do so). He/she should remind people of the basic rules of debate and give a short speech to introduce the meeting. **(40 min)**

CLEAN ENERGY

5.
STEP

At the end of the meeting, after 40 minutes, the mayor should call for a vote. When the votes have been counted and the result declared, announce the end of the activity. **(5 min)**

6.
STEP

Bring the participants in a circle to debrief. **(40 min)**

DEBRIEF

Start the debrief by greeting everybody by their real names or use another technique to enable participants to give up the roles they had during the simulation. People need to try to detach themselves from the role they played in the activity in order to be able to reflect properly on what they have been through. You should help them to look back on the simulation with their normal "hats" on rather than in their assumed roles.

Gather some feelings from participants about the process, before going on to discuss issues raised by the activity. Conduct the debrief on based on the questions suggested below:

1. Were you surprised by the result of the vote, and did it reflect the position of the person you were playing?

2. Did interaction with other people or groups make you alter your approach or your attitude towards the problem?

3. What were the most persuasive arguments for you?

4. How easy was it to identify with your role? Why or why not? Do you think that this role play was realistic?

5. Could a similar case happen in your community? Can you think of examples where it has?

6. How would you react if there was a proposal to build a nuclear energy plant in your town/place of residence? Did the activity alter your attitude at all?

7. What do you understand by living in a clean environment, or living in a sustainable world?

8. What can we all do to reduce the amount of energy we use, or to influence the sources of energy?

9. Why affordable and clean energy is an issue of Global Responsibility?

10. To which other Sustainable Development Goals is clean and affordable energy related to?

11. Who is responsible to assure that there is access to clean and affordable energy?

12. What can you do?

FURTHER INFORMATION

▸ United Nations, "SDG 7 Affordable and Clean Energy", *https://www.un.org/sustainabledevelopment/energy/*

▸ Kurzgesagt – In a Nutshell, "Nuclear Energy Explained: How does it work?", *https://www.youtube.com/watch?v=rcOFV4y5z8c*

▸ Nuclear Energy Institute, "What is Nuclear Energy", *https://www.nei.org/fundamentals/what-is-nuclear-energy*

▸ Debating Europe, "Arguments for and against nuclear power", *https://www.debatingeurope.eu/focus/infobox-arguments-for-and-against-nuclear/#.Wo1yXXxG1aR*

DISCLAIMER: *This method is from T-KIT 13. Sustainability and youth work (European Union – Council of Europe youth partnership, 2018, page 72), here reproduced with some adjustments.*

SUPPORTIVE MATERIALS

▸ List of Participants in the meeting

▸ Rules of the Debate

33. **HANDOUTS** 📱 & ⬈

SCENARIO AND ROLE CARDS

Role Cards and List of Statements **- PAGE 75-77 ONLY!**

*Scan the QR Code with your smartphone to open and download **NEOCLEAR INC. - SCENARIO AND ROLE CARDS**.*

8 DECENT WORK AND ECONOMIC GROWTH

CHILD LABOUR

An activity wherein the participants discuss issues related to child labour.

15-21   <24   120"

THEMATIC AREA

Child labour in palm oil plantations

SCHOOL SUBJECTS

▸ Humanities

MATERIALS

▸ Handout materials
▸ Flipchart paper/board and markers

OBJECTIVES

Behavioural competences

▸ To consume more sustainably with consideration to fair trade.

▸ To encourage personal actions that promote decent work conditions.

Reflections

▸ To reflect upon labour rights and child labour.

▸ To reflect upon the problems related to child labour.

▸ To reflect upon ways to end child labour.

▸ To reflect how personal consumption and lifestyle affects someone on the other side of the world.

▸ To reflect upon the production environment of the products we consume.

PREPARATION

1. Print a copy of the *"Child Labour - Crossword"* each for group *(see Handouts)*.

2. Print a copy of the *"Child Labour - Worksheet"* for each group *(see Handouts)*.

3. Prepare to play the video "Fruits of their Labour", *https://www.youtube.com/watch?v=Rl7es73vC4s.*

4. Flipchart paper/board & markers.

GLOBAL RESPONSIBILITY EDUCATION

INSTRUCTIONS

1. STEP

Facilitate a brainstorm about child labour. What comes into the participants' mind when they hear the term? Which industries uses child labour the most? In which regions of the world child labour occurs most frequently? Why child labour exists?

▸ Write key works on a flipchart paper/board.

▸ Agree with the participants on a definition of "child labour", e.g., "work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development" (International Labour Organization). **(20 min)**

2. STEP

Divide the participants in six groups and give each group a copy of the "Child Labour Crossword". Allow the groups 5 minutes to complete the crossword. In plenary, verify the groups answers. Continue by asking the participants to feed in other words that can be associated with child labour. **(15 min)**

3. STEP

Play the video "Fruits of their labour" and ask participants to take notes so they are able to answer questions afterwards. Ask the participants the following questions: **(20 min)**

▸ What are the main problems for people working in palm oil plantations identified in the video?

▸ What is the name of the Palm Oil production company mentioned in the video?

▸ In what country are the palm oil plantations featured in this video?

▸ How are women workers discriminated against on the palm oil plantations?

▸ Why are toxic chemicals used in producing palm oil?

▸ What are the risks to people working with those chemicals?

▸ How old are the children who work on the palm oil plantations?

▸ Name six products that contain palm oil.

▸ Name four companies that use palm oil in their products.

▸ What is Amnesty International asking people to do to help fix the problems for the people who work on palm oil plantations?

Have the participants working in the same groups. Assign each group one of the following statements:

4. STEP

- ▸ Child labour will never be eliminated until poverty disappears.

- ▸ Children are better suited for some work than adults.

- ▸ Education is crucial to put an end to child labour.

- ▸ Being a responsible consumer can help end child labour.

- ▸ Children are cheaper and cost less to hire.

- ▸ Child labour is a valuable part of children's early childhood education.

Give each group a copy of the Worksheet and ask them to formulate an answer to the three questions in worksheet. **(20 min)**

5. STEP

Allow 5 minutes per group to present their answers. Allow for questions from other groups. **(30 min)**

6. STEP

Once all the groups have presented, bring the participants in a circle to debrief. **(40 min)**

DEBRIEF

Conduct a debrief around the questions below:

1. How extended do you think the problem of child labour is?

2. How does our lifestyles lead to child labour?

3. What human rights are violated through child labour?

4. Why is ending child labour important?

5. Is there child labour where you live, in what form?

6. Why is child labour an issue of Global Responsibility?

7. To which other Sustainable Development Goal does child labour relate to?

8. How can child labour be eliminated?

9. Who is responsible to ensure that child labour is eliminated?

10. What can you do?

FOLLOW UP SUGGESTIONS

Divide the participants in groups. Ask them to research and select one industry/sector that uses child labour (e.g., chocolate industry, commercial sexual exploitation, use of children in armed conflicts, cotton industry etc.), then make a 10 min presentation upon it.

Ask the participants to make posters or short videos that raise awareness on child labour in various industries. Share the posters/videos on social media by using the hashtags *#GlobalResponsibility; #SDGsatStake; #GlobalGoals.*

Watch the documentary "Bitter Chocolate" by Deutsche Welle, *https://www.youtube.com/channel/UCW39zufHfsuGgpLviKh297Q*

FURTHER INFORMATION

- United Nations, "SDG 8 Decent Work and Economic Growth", *https://www.un.org/sustainabledevelopment/economic-growth/*

- International Labour Organization, "What is Child Labour?", *https://www.ilo.org/ipec/facts/lang--en/index.htm*

- International Labour Organization, "Child Labour", *https://www.ilo.org/global/topics/child-labour/lang--en/index.htm*

- Unicef, "Child Labour", *https://www.unicef.org/protection/child-labour*

- United Nations, "World Day Against Child Labour, 12 June", *https://www.un.org/en/observances/world-day-against-child-labour/background*

DISCLAIMER: *This method is developed based upon a mix of two methods: Amnesty International, "Child Labour Lesson Plan", https://www.amnesty.org.au/wp-content/uploads/2017/01/Child-Labour-Lesson-Plan.pdf; and International Labour Organization, "One Hour Against Child Labour", https://www.ilo.org/wcmsp5/groups/public/---europe/---ro-geneva/---sro-moscow/documents/genericdocument/wcms_347002.pdf .*

Scan the QR Code with your smartphone to download **CHILD LABOUR CROSSWORD AND WORKSHEET** *in a printable PDF format.*

CHILD LABOUR - CROSSWORD

WORDS TO CHOOSE FROM:

- *abnormality*
- *exploitation*
- *toxic*
- *accountable*
- *criteria*
- *hazardous*
- *scrutiny*
- *labour*
- *sustainable*

DOWN:

1. Work or workers
2. Required to report, explain, or justify something.
3. A rule or principle for evaluating or testing something.
4. Something unusual.
5. Able to be maintained or kept going through reuse of resources
6. Poisonous.

ACROSS:

1. Using workers without fair pay and conditions.
2. Very risky or dangerous.
3. A close and searching look at something.

35.   **HANDOUTS**

CHILD LABOUR - WORKSHEET

STATEMENT FOR DISCUSSION: _____

INSTRUCTIONS:

▸ Choose a person to take notes for the group.

▸ Each participant in your group should take a minute to say what the statement means to them.

▸ Everyone in the group should discuss the responses to the three questions on this worksheet.

▸ Try to summarize the key points and write them down so later your group can present them in plenary.

QUESTIONS:

1. What points does everyone agree with in relation to the statement?

2. What, if anything, do group members disagree with in relation to the statement?

3. What actions should you take to address the issues raised in your discussion?

WASTE GOLD

An activity to encourage a creative reflection on how waste products could be used as input for new businesses.

13-21 **12-24** **180"**

THEMATIC AREA

Creative use of waste

SCHOOL SUBJECTS

▸ Science

MATERIALS

▸ Pens and markers in different colours

▸ A copy of the Cards *(see Handouts)*

▸ A copy of the Business Model Canvas for each group *(see Handouts)*

▸ Flipcharts and or a projector for the pitching part

OBJECTIVES

Behavioural competences

▸ To think creatively in finding solutions for turning waste into resources.

▸ To be inspired to explore and observe opportunities for creatively using waste products.

Reflections

▸ To reflect upon potential business models for using waste as a resource.

▸ To reflect upon the role of entrepreneurship in sustainable economic growth.

▸ To reflect upon the role of a sustainable economy.

▸ To reflect upon the production environment of the products we consume.

PREPARATION

1. Print a set of the *"Business Potential Cards"* (see Handouts)

2. Print a copy of the *"Business Model Canvas"* (see Handouts) for each group *(or project the template)*

3. The method takes a point of departure in that participants are familiarised with the Business Model Canvas. Otherwise, please consult "Further Information" for inspiration on how to introduce the model. In this case, consider that you will need to allocate extra time to conduct the activity.

INSTRUCTIONS

1. STEP

Divide the participants in groups of 3-4 people. Let each group to randomly choose a card. The card describes one waste product from an industry.

2. STEP

Ask the groups to brainstorm as many ideas as possible on how the waste product on their card can be used as a resource/input for a business.

▸ Make sure that the participants understand that it can be a business in the same sector (reuse) but also something totally different. Make it clear that there are no bad business ideas. Some of the most profitable businesses were once considered stupid or utopic. **(10 min)**

3. STEP

After 10 minutes of brainstorming, invite each group to present their ideas in plenary and write these on a flipchart.

▸ Depending on the profile of your participants, you can consider making it as a competition and give a small prize to the group that generates the most ideas. **(10 min)**

4. STEP

Ask each group to deliberate and choose one idea proposed, either from their own suggestions or from those of other participants. **(10 min)**

5. STEP

Ask the participants to work in their groups to further develop their chosen idea into a business model by developing a Business Model Canvas *(see template in Handouts)*. **(60 min)**

6. STEP

Invite each group to present their business models. Allow max. 5 minutes per group and an extra 5 minutes from questions/comments from the floor **(45 min)**

▸ Encourage the participants to not judge the business ideas, but to ask questions that further clarifies the business model or give input for reflection.

DECENT WORK

7. STEP

Ask the participants to take pictures of their business models and share them on social media using the hashtags *#GlobalResponsibility, #SDGsatStake* and *#Global Goals.* **(5 min)**

▸ Following the photographs, ask participants to come together and proceed to the debrief.

Bring the participants in a circle to debrief. **(40 min)**

8. STEP

DEBRIEF

Conduct a plenary debrief around the questions below:

1. Which ideas from the groups' presentations surprised you the most? Why?

2. Do feel that it is typical for entrepreneurs and business owners to consider waste as a resource? Why/why not?

3. In its current form, is it sustainable for the economy to grow to have more entrepreneurs and more businesses?

4. Do feel that it is typical for entrepreneurs and business owners to consider waste as a resource? Why/why not?

5. What happens in the case that more entrepreneurs do not consider using waste as a resource?

6. In its current form, is it sustainable for the economy to grow - to have more entrepreneurs and more businesses?

7. Is it important that the economy continues to grow? Why/why not?

8. Why is economic growth an issue of global responsibility?

9. To which other Sustainable Development Goal does economic growth relate to?

10. Who is responsible to ensure that economic growth can be sustainable?

11. What can you do?

FURTHER INFORMATION

▸ To introduce the participants to the Business Model Canvas, see "Equal Start. Guide for Entrepreneurial Education", page 19, *http://intercollege.info/wp-content/uploads/2020/02/Equal-Start.-Trainers-Guide-to-Entrepreneurial-Education.pdf*

▸ United Nations, "SDG 8 Decent Work and Economic Growth" *https://www.un.org/sustainabledevelopment/economic-growth/*

DISCLAIMER: *This activity is based upon the method with the same name from "Sustainable Entrepreneurship. A collection of non-formal educational methods", Fora Copenhagen, 2017, http://intercollege.info/wp-content/uploads/2018/11/Non-formal-Education-for-Sustainable-Entrepreneurship.pdf*

Scan the QR Code with your smartphone to download **BUSINESS MODEL CANVAS AND BUSINESS POTENTIAL CARDS** *in a printable PDF format.*

36.

## BUSINESS POTENTIAL CARDS

BIG BAGS

In the construction sector, sand or stones are sold in Big Bags. After use, companies are throwing big bags out. The bags are very strong and water resistant. One big construction company will be able to supply you with 20-50 bags per week. Do you see a business potential?

PALLETS

Some pallets are recycled (Europallets), whereas others are used only one time. Companies are not recycling those, and the wood is just sent to garbage. Do you see other options?

BEDDING

Hospitals are allowed to wash the bedding 200 times, after that it cannot not be used at the hospital anymore. Could you use it?
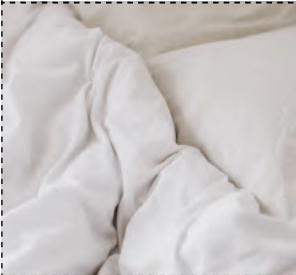
COFFEE GROUNDS

Every day, cafés are throwing out kilos of coffee grounds. Could you use it for something?

OLD TIRES

The auto mechanic workshops are changing a lot of tires, especially in the Spring and Winter. The tires might be too old and not safe to reuse on another cars. Could they be input in other businesses?

BOTTLE CAPS AND CORKS

Bars, hotels, and restaurants are weekly opening a lot of bottles. Recycling systems for bottles might be in place but the bottle caps and corks are just ending up in the bin. Find ways to give them new life!

BUSINESS MODEL CANVAS

RIGHT SIDE (FRONT STAGE): VALUE

1 Customer Segment
- For whom are we creating value?
- Who are our most important customers?

4 Customer Relationship
- What type of relationship does each of our Customer Segments expect us to establish and maintain with them?
- Which ones have we established?
- How are they integrated with the rest of our business model?
- How costly are they?

3 Channels
- Through which Channels do our Customer Segments want to be reached? How are we reaching them now? How are our Channels integrated?
- Which ones work best?
- Which ones are most cost-efficient?
- How are we integrating them with customer routines?

2 Value Proposition
- What value do we deliver to the customer?
- Which one of our customer's problem do we help solving?
- What bundles of product and services are we offering to each customer segment?
- Which customer needs are we satisfying?

5 Revenue Streams
- For what value are our customers really willing to pay?
- For what do they currently pay?
- How are they currently paying?
- How would they prefer to pay?
- How much does each Revenue Stream contribute to overall revenues?

LEFT SIDE (BACKSTAGE): EFFICIENCY

6 Key Activities
- What key activities do our value proposition requires?
- Our distribution channels?
- Customer relationships?
- Revenue streams?

7 Key Resources
- What Key Resources do our Value Propositions require?
- Our Distribution Channels? Customer Relationships?
- Revenue Streams?

8 Key Partners
- Who are our key partners?
- Who are our key suppliers?
- Which key resources are we acquiring from partners?
- Which key activities do partners perform?

9 Cost Structure
- What are the most important costs inherent in our business model?
- Which Key Resources are most expensive?
- Which Key Activities are most expensive?

REDUCE, REUSE, RECYCLE

An activity in which the participants put forward creative ideas to handle and reuse waste.

13-21 **16-24** **100"**

THEMATIC AREA

Reuse, Waste, Recycling

SCHOOL SUBJECTS

▸ Arts and Design

MATERIALS

- ▸ Used packaging materials (bottles, cereal packaging, milk cartons, etc.)
- ▸ Scissors, sharp knives, and tools to cut and punch holes in the material
- ▸ Paint and brushes

- ▸ Wire
- ▸ Metal rings
- ▸ Glue
- ▸ Other materials for creative projects, as available

OBJECTIVES

Behavioural competences

- ▸ To think creatively in order to re-use and recycle waste rather than to throw it out.
- ▸ To take measures to minimise waste from personal consumption.
- ▸ To consider sustainability when making choices as a consumer

Reflections

- ▸ To reflect upon the role of innovation in developing globally sustainable industry and infrastructure.
- ▸ To reflect upon the concept of linear economy verses circular economy.

PREPARATION

1. Collect plastic bottles and other forms of packaging (e.g., cereal, milk cartons) and bring the activity.
2. Pile all the packaging brought in a designated area in the activity room.

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GLOBAL RESPONSIBILITY EDUCATION

INSTRUCTIONS

1. STEP

Divide the participants in groups of four. Ask the groups to select at least two different items from the pile. Then ask them to transform the item so it has another use. **(30 min)**

2. STEP

Give each group 2 minutes to present in plenary their new products and their use. Allow time for questions and comments. **(15 min)**

3. STEP

When all the groups have presented their products, briefly introduce the idea of circular economy versus linear economy by drawing a straight line and a circle on the whiteboard/flip chart.

▸ Explain that the line represents a linear economy of **take, make, use, dispose, waste, and pollute.**

▸ Explain that the circle represents a circular economy where the amount of waste is firstly reduced through repair and recycling, and secondly, the remaining waste re-enters the economy as a resource.

▸ You may wish to support the explanation with a short YouTube video such as "Circular economy v1" by the Ellen MacArthur foundation *(see Further Information)*. **(15 min)**

4. STEP

Bring the participants in a circle to debrief. **(40 min)**

DEBRIEF

Conduct a debrief around the following questions:

1. Are any of these new items usable in real-life settings? Would you use any of them?

2. Can any of these items be further developed? How?

3. Could these items be used in any other ways then presented today?

4. Can you think of any other waste products from our everyday life that can be reused or upcycled? Could they re-enter a circular economy as resource for the production of something new? How?

5. Can you think of any items that we might not be able reuse, either in its current form or as a raw material for something new? Can we avoid using such items?

INNOVATION

6. Do you have any arrangements at home that help you Reduce, Reuse and Recycle? Are there any arrangements in your local community, school etc.?

7. Why is it important to Reduce, Reuse and Recycle? To which other Global Goals is the responsible and sustainable consumption related to?

8. What is it needed to strengthen the practice of reducing, reusing, and recycling? Who is responsible for this?

9. What can you do?

Conclude the activity by take pictures of the new products and share them on social media using the hashtags *#GlobalResponsibility; #SDGsatStake; #GlobalGoals* to raise awareness and inspire others to Reduce, Reuse and Recycle.

FOLLOW UP SUGGESTIONS

▸ Conduct the activity "Waste Gold", under Global Goal 8.

▸ Set the participants a task to identify some examples of products and companies that are encouraging circular economy practices.

FURTHER INFORMATION

▸ The Ellen MacArthur Foundation, "Circular Economy V1", *https://www.youtube.com/watch?v=lbbQaBM846Q&list=PLXT_ozykGVakV38sna_tXQDvbyrgF-4vw*

▸ United Nations, "SDG 9 Industry, Innovation and Infrastructure", *https://www.un.org/sustainabledevelopment/infrastructure-industrialization/*

▸ The Ellen MacArthur Foundation, "What is Circular Economy?", *https://www.ellenmacarthurfoundation.org/circular-economy/what-is-the-circular-economy*

TIME FOR ACTION

An activity that encourages participants to reflect upon the negative impacts of their daily habits as a basis for identifying opportunities for creative intervention through innovative thinking and sustainable entrepreneurship.

THEMATIC AREA

Sustainability, Entrepreneurship

SCHOOL SUBJECTS

▸ Humanities

▸ Social Science

13-25 9-24 160"

MATERIALS

▸ A sheet of A3 paper for each participant

OBJECTIVES

Behavioural competences

▸ To be creative and innovative in finding solutions and alternatives to unsustainable daily habits and routines.

▸ To adopt more sustainable daily habits and routines.

▸ To make conscious choices in daily habits and routines.

▸ To recognise how innovation and sustainable industry could help to promote and support more sustainable lifestyles.

Reflections

▸ To reflect upon the global impact of everyday habits and routines.

▸ To reflect upon the global impact of unsustainable industry and businesses.

▸ To reflect upon the potential for sustainable entrepreneurship to address global challenges and needs.

▸ To reflect upon the importance of innovation in developing more sustainable industry.

▸ To reflect upon one own potential to be sustainable entrepreneurs.

PREPARATION

Not needed.

INSTRUCTIONS

1. STEP
Ask the participants to individually reflect upon their daily routine. Using the template *(see Supportive Materials)*, ask the participants to draw a flow-chart of their daily routine - ask them to write one activity they do at each of the hours during a typical day. **(20 min)**

2. STEP
Ask the participants to reflect up the potential global impact (negative/positive) of each of their daily activities, and to note it down on their flow chart, as per the example template. **(20 min)**

3. STEP
Ask the participants to reflect upon their activity, why they make particular choices, and whether or not those choices are avoidable. Ask the participants to think of one service or product that could help them to make a more sustainable choice/reduce the negative global impact of their activity, and to note it down on their flow chart, as per the example template. **(20 min)**

4. STEP
Ask the participants to make groups of 3 or 4 persons. In their groups ask the participants to present to each other their daily routines and ideas for services or products. Ask them to identify similarities between each other's diagrams. Ask the groups to conclude by agreeing upon one idea that they wish to take forward. **(20 min)**

5. STEP
Ask the groups to further develop the idea and prepare and pitch for their product/service. **(20 min)**

6. STEP
Ask each group to pitch their idea to the rest of the groups within **(20 min)**

7. STEP
After all groups have presented, conduct a debriefing. **(40 min)**

DEBRIEF

Conduct a debrief around the following questions:

1. Would you like to do the business in reality? What keeps you from doing it? Why did nobody do it before? What help/support would you like to have?

2. 2What types of businesses do you think there will be in the future? Why?

3. How would you define innovation?

4. How would you define sustainable industry?

5. Do you think industry is generally sustainable or unsustainable? Why? Can you give some examples?

6. What could help to make industry more sustainable?

7. Why is innovation and sustainable industry an issue of global responsibility?

8. To which other Sustainable Development Goals does it relate?

9. Who is responsible to ensure that we innovate and develop more sustainable industry?

10. What can you do?

FURTHER INFORMATION

▸ United Nations, "SDG 9 Industry, Innovation and Infrastructure", *https://www. un.org/sustainabledevelopment/infrastructure-industrialization/*

Other educational methods related to sustainable entrepreneurship:

▸ InterCollege, "Sustainable Entrepreneurship – A collection of non-formal education methods", *https://www.un.org/sustainabledevelopment/infrastructure-industrialization/*

SUPPORTIVE MATERIALS

REDUCE, REUSE, RECYCLE FLOW CHART

TIME	ACTIVITY	IMPACT	SOLUTION
07 00	Eat a banana for breakfast.	Banana is imported from Costa Rica.	Fresh, locally grown fruit delivery service on bicycle.
09 00	Go for a run afterwards, take a shower.	Use a lot of water.	Smart shower head that can be controlled with an App, to turn off automatically to prevent overconsumption.
11 00			
13 00			
15 00			
17 00			
19 00			
22 00			
24 00			

HEALTH INEQUALITIES

A role-play in which the participants reflect on the complexity of health reforms and inequalities within healthcare systems.

THEMATIC AREA

Healthcare dilemmas

SCHOOL SUBJECTS

▸ Humanities

15-25 **21-31** **195"**

MATERIALS

▸ Computer and Projector for the Media group *(see Handouts - Role Cards)*

▸ Alternatively, flipchart papers and markers

OBJECTIVES

Behavioural competences

▸ To engage in activities that could mitigate various type of inequalities.

Reflections

▸ To reflect on different types and dimensions of inequalities within a society and within countries.

▸ To reflect on one's own circumstances and how environment, identity and social status can influence access to various opportunities.

▸ To reflect on the "economics" of health care.

▸ To reflect on complexities of health reforms and why is it difficult to make health reforms.

PREPARATION

1. Print and cut a copy of the *"Health Inequalities - Scenario"* for each group *(see Handouts)*.

2. Print and cut the *"Health Inequalities -Role Cards"* *(see Handouts)*.

INSTRUCTIONS

1. STEP

Start the activity by introducing the Sustainable Development Goal 10 and ask the participants to give examples of inequalities within their society and between countries in general. **(15 min)**

2. STEP

Tell the participants that today's activity concerns healthcare inequalities. Ask them go give examples of healthcare inequalities in their society. Ask them to describe the healthcare system in their country and if they are aware of any other healthcare systems. **(15 min)**

3. STEP

Tell the participants that they are about to have a debate regarding health-care reforms. Introduce them to the scenario *(see Handouts - Scenario)*.

▸ Explain that they will participate in a Stakeholder Meeting organised by the Government and led by a representative from the Prime Minister's Office.

▸ The meeting will be conducted in two parts: the Debate part **(60 min)** and the Voting part. **(15 min)**

▸ Delegate the roles to the participants (either divide the roles yourself beforehand or make a lottery).

▸ Explain that before the meeting, the participants will have 30 minutes to deliberate in their groups and propose a model for the healthcare reform as per their role cards. The groups should also prepare a speech of no more than 2 minutes arguing for their position. They should also use the time to meet other stakeholders for lobbying.

▸ Explain the rules of the debate *(see Handouts)*.

▸ Hand out the role-cards and the description of the problem. Additionally, handout the Rules of the Debate to the representative of the Prime Minister's office *(see Handouts)*.

▸ Indicate where and when the Stakeholder Meeting will take place. Allow the participants 30 minutes to prepare their position and speeches. **(20 min)**

4.
STEP

Whilst the groups are preparing to propose a reform model and their speeches, set up the space for the meeting. Ideally, the meeting should be organised as a round table discussion. Place the stakeholders' nametags on the tables. **(30 min)**

5.
STEP

When the 30 min have passed, have the representative of Prime Minister's office to call the stakeholders for the meeting. At the start of the meeting, the representative of the Prime Minister's Office makes a speech introducing its purpose and reminds the rules of the debate. He/she then allows each stakeholder to make their speeches one by one and present their reform model.

▸ When all the stakeholders have presented their positions, the representative of the Prime Minister's office opens the floor for open discussions during which stakeholders can put questions to each other and/or comment on their reform models.

▸ The representative of the Prime – Minister's office can break the open discussions twice allowing 10 minutes each time for bilateral negotiations. Stakeholders should use this time to negotiate amongst themselves and, if the case, propose new reform models. **(60 min)**

6.
STEP

After 60 minutes, the Prime Minister's office stops the debate and summarises the reform models proposed and calls the stakeholders to vote for each one of them.

▸ The representative of the Prime Minister's office announces the reform model that gathered the most votes and reminds the stakeholders that this model will be proposed for voting the Parliament. Furthermore, the representative thanks everyone for their participation and contribution and closes the meeting. **(15 min)**

7.
STEP

Bring the participants in a circle to debrief. **(40 min)**

DEBRIEF

Before starting the debrief it is important to stress to the participants that the role-play is over,they are no longer in their roles, and they are back in the real self. Stress to the participants that they should answer the debrief questions from their own perspective and not from the perspective of their roles.

*Scan the QR Code with your smartphone to download **HEALTH INEQUALITIES - SCENARIO AND ROLE CARDS** in a printable PDF format.*

Conduct the debrief around the following questions:

1. Was there anything that you found difficult or challenging during the role-play?

2. How did you feel about representing your specific group?

3. What did you find interesting/controversial in the other group's speech and why?

4. How did the populist movement contribute to the discussion?

5. How was the debate affected by the media presence?

6. What are the advantages/disadvantages of open discussion on subjects like this?

7. Disregarding the role that you played, what reform model from those proposed today do you think is better? Why?

8. How does the lack of access to healthcare affect disadvantaged groups?

9. Can life be measured in money? Can we exclude economy from the debate?

10. Is it important if the scenario took place in a developed or in a developing country?

11. Could an unequal access to healthcare lead to other inequalities? Which? How?

12. Why reduced inequalities, and especially reduced inequalities to healthcare is an issue of Global Responsibility?

13. Who is responsible to reduce any kind of inequalities?

14. What can you do?

FURTHER INFORMATION

▸ United Nations, "SDG 10 Reduced Inequalities", *https://www.un.org/sustainabledevelopment/inequality/*

▸ United Nations, Department of Economic and Social Affairs, Statistics Division, "Reduce inequality within and among countries", *https://unstats.un.org/sdgs/report/2019/goal-10/*

▸ World Health Organization, "Health inequities and their causes", *https://www.who.int/news-room/facts-in-pictures/detail/health-inequities-and-their-causes*

▸ Ayn Rand Institute, "Yaron Answers: What's Wrong with Free Health Care?", *https://www.youtube.com/watch?v=DAQu-_FxO38&ab_channel=AynRandInstitute*

HANDOUTS

HEALTH INEQUALITIES - SCENARIO, ROLE CARDS 1/12

SCENARIO

The government in your country has got elected upon a promise to ensure health-care for all. After the election, the government has calculated that, if they are to uphold their electoral promise, the income tax should be increased with 15-25% or the company taxes - with 20-30% depending on the healthcare model chosen.

Today the healthcare in your country is entirely private.

The government has organised a Committee of Stakeholders to design a health-care reform that will later be proposed to the Parliament. The Committee meets today to make a joint proposal for the new reform in the health care system. The conclusion of the meeting is advisory; however, the broader the consensus is, the more likely is it that the proposal will pass in the Parliament.

THE PRIME MINISTERS OFFICE   👤 1 PARTICIPANT

You are opening and leading the debate. Your task is to steer the process to a conclusion. You need to achieve a conclusion and your interest is to show the public that you are doing everything possible to reach an agreement that fulfil the electoral promise.

▶ Open the Stakeholder Committee meeting with a speech where you remind the purpose of the meeting and its importance. Then remind the stakeholders the rules of debate.

▶ The meeting will run for 1h and 15 min and is divided in two part: the Debate part **(60 min)** and the Voting part **(15 min)**.

▶ During the meeting, you should try to give everyone the opportunity to speak - and should not allow anyone to speak for too long!

For the Debate part, allow each stakeholder two minutes to introduce themselves and present their position and proposal for the reform model. When all of the stakeholders have presented their positions, allow open discussions wherein stakeholders can comment on each other's reform models or pose questions. Comments should be brief and should not exceed 2 minutes as to allow everyone to speak.

You can break the open discussions at any point for 10 minutes to allow the stakeholders to negotiate with each other privately. You can break the meeting two times. After the break, ask the stakeholders if they want to introduce for debate another reform model. Should the case be, allow the stakeholders to debate on the new models proposed.

▶ After 60 min, close the Debate part. Summarise the reform models proposed and open the open the Voting part.

▶ Take each model one by one and ask the stakeholders to vote for and against. Announce the model that gathered most of the votes and say that this model will be proposed for voting in the Parliament.

▶ Thank everybody for their involvement and close the meeting.

39.

HEALTH INEQUALITIES - ROLE CARDS 7/12

GOVERNMENT - MINISTRY OF HEALTH
2+ PARTICIPANTS

You want to pass a reform because you believe it would improve the overall health of the population and give everybody access to healthcare. You think that the best solution will be to build a 100% public healthcare system, but you have to be cautious to stay loyal to your colleagues in the Ministry of Finance and respect the authority of the Prime Minister's office. You are worried about the public opinion and what the media writes about you.

GOVERNMENT - MINISTRY OF FINANCE
2+ PARTICIPANTS

You want to pass the reform because this is the policy of your government and because it was promised in the electoral campaign . However, you fear financial impacts. You would prefer a model where people enrol in private insurance schemes that will pay for medical costs. The state could in addition make a program to pay the private insurance for low-income groups or people without an income. You find it important to make a fixed low price for the state paid insurances. You, however, have to be careful to remain loyal to your colleagues in the Ministry of Health and respect the authority of the Prime Minister's office. You are worried about the public opinion and what the media writes about you.

ASSOCIATION OF PRIVATE HOSPITALS
2+ PARTICIPANTS

You want the hospitals to remain private and not to have any public alternatives. You consider public hospitals as unfair competitions that will destroy the businesses of your members. You are in favour of a public insurance scheme, or a private scheme supplied with a public scheme for low-income groups, but you want to be sure that the insurances come with no limits and that the payment from the state is fast and advantageous.

ASSOCIATION OF DOCTORS
2+ PARTICIPANTS

You want the hospitals to remain private. If the hospitals are public, they will not compete against each other. You think this would impact quality and it will limit the chances of your members to swap jobs in order to increase their salaries.

ASSOCIATION OF NURSES AND CARE WORKERS
2+ PARTICIPANTS

You feel that the hospitals today are more about making money that health. You want the hospitals to be public so it can solely focus on public health and not on profit. If hospitals remain private with public or private insurance schemes, then there should be no limit on the upper insurance sum.

ASSOCIATION OF INSURANCE COMPANIES
2+ PARTICIPANTS

You want the hospitals to remain private and all insurances to be private. You are very much against any type of public insurance as it will be unfair competition to your members. You support that public authorities are paying for the private insurance for low-income groups. You, however, know from your statistics that some low-income groups get more often ill and get more serious and long-term medical needs. It is, therefore, important that the members can freely set the price and can make a ceiling on the insurance sum.

40. HANDOUTS ✂ & ✂

HEALTH INEQUALITIES - SCENARIO, ROLE CARDS 12/12

NETWORK OF HEALTH NGOS   👥 2+ PARTICIPANTS

You think health is the responsibility of the state and that it should never be subject to commercial thinking. Therefore, the only solution you see is a fully public runed and paid public healthcare system. Everybody has the right to healthcare and the state has the responsibility to ensure that.

LIBERAL THINK TANK   👥 2+ PARTICIPANTS

Fundamentally, you believe that competition among private actors is the way to assure quality. You are against any suggestion that will increase public spending because this will lead to higher taxes. You think that higher taxes will weaken your countries competitiveness and take away people's motivation to work. You think that all the other representatives forget to think about the money, and you may ask "who should pay for that" or "how do you suggest financing that". If proposed that income taxes will be raised, you will point out that it will create poverty among people with lower income. If a progressive tax system is proposed (the higher income the higher percent tax), you argue that it will mean that people will not be motivated to work extra and that it will lower the productivity of society. On top of that, higher taxes will make the best expert fly from the country. Taxes on companies are, however, the worst suggestion in your opinion as it will make companies move out from the country which will lead to more unemployment and less income.

POPULIST MOVEMENT   👥 2+ PARTICIPANTS

You are for everything popular and against anything unpopular. You are for healthcare for all, anything that will be free for most people and anything that will sound as a good result towards the public. You are strongly against any taxes on "normal people" but can accept that the larger companies pay. You are very worried about the public opinion and what the media writes about you. You would do anything to make positive headlines about you.

MEDIA   👥 3+ PARTICIPANTS

You each represent different media outlets that have a particular view or bias. You do not say anything during the meeting, but on a flipchart or on a projector you each make critical headlines based on statements from the participants in debate, e.g., "Ministry of Finance: we cannot afford to treat your mum for cancer" or "Liberal Think tank: if you cannot pay, you can as well just die". When the game ends, you present the conclusions with a critical statement, e.g., "Negotiations failed because of ..." or "... is blocking for a reform", "Government break their promise to the people" or "reform will make you lose your job" etc.

RULES OF THE DEBATE

▸ The meeting will be chaired by the representative of the Prime Minister's Office

▸ After all stakeholders have introduces their proposals the reform model, the floor will be open for debate.

▸ If you wish to speak, you should raise your hand and obtain permission from the representative of the Prime Minister's Office. Comments should be brief and should not exceed 2 minutes.

▸ The debate will close after 60 minutes, after which the stakeholders will be called for voting.

▸ Anyone attending the meeting is entitled to speak in the debate (Except representatives of media).

PATH TO EQUALITY-LAND

An activity in which the participants explore issues of inequality and discrimination against people due to their age, sex, disability, race, ethnicity, origin, religion or economic or other status.

13-21   **<28**   **215"**

THEMATIC AREA

‣ Discrimination

‣ Inequality

SCHOOL SUBJECTS

‣ Humanities

‣ Arts and Design

MATERIALS

‣ 1 A4 sized sheet of paper and 1 pencil per small group for the brainstorm

‣ 2 large sheets of paper (A3 size) or flipchart paper per small group

‣ Marker pens of different colours, enough for all small groups

‣ A map, preferably a hiking map or any other sort of map that shows physical features, for instance, mountains, valleys, rivers, forests, villages, bridges, etc.

OBJECTIVES

Behavioural competences

‣ To meet other people on equal terms (disabled, other gender, other sexuality, other nationality, other religion etc.)

‣ To observe inequalities and act upon them.

Reflections

‣ To reflect on various types of inequalities that exist.

‣ To reflect on obstacles to reduce inequalities and identify possible mitigation measures.

‣ To reflect on one's own role in reducing existing inequalities locally and globally.

PREPARATION

1. Familiarise yourself with the map and the symbols used.

2. Prepare examples of discrimination and inequality in your country.

GLOBAL RESPONSIBILITY EDUCATION

INSTRUCTIONS **PART ONE**

DEFINING THE PROBLEMS AND BRAINSTORMING SOLUTIONS

1. STEP

Start the activity by telling the participants that the target 10.2 of SDG 10 – Reduced Inequalities aims by 2030 to "empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status."

Discuss what inequality is. Ask the participants to give examples of discrimination based on people's status and any kinds of inequalities that exist in your country. **(15 min)**

2. STEP

Divide the participants into groups of 3-4. Explain that in this activity they will be drawing a fantasy map of how to travel to Equality-land, a country where there is true equality. It will exist in the future, but at present it only exists in people's imagination.

Hand out one sheet of paper and pens to each group. Tell them to draw 3 columns of equal width down the paper. Remind people that in Equality-land, there is complete gender equality. Ask participants to brainstorm and list concrete examples of what this country would be like. One person in the group notes down the list in the first column. **(15 min)**

3. STEP

Now ask the groups to think about how life is today, to reflect on each point in column 1 and to discuss what steps need to be taken to get from the present to their future Equality-land. Ask the participants to write these steps in the second column. **(15 min)**

4. STEP

Next, ask people to reflect on the obstacles they might encounter on the path to Equality-land and how they would overcome them. Write these down in the third column. **(15 min)**

INSTRUCTIONS **PART TWO**

DRAWING THE MAP

1. STEP

In plenary briefly review what a map looks like. Point out the ways that contours are drawn, the shading for mountains and rivers and the symbols that are used for forests, moorland, buildings, power cables, etc.

1.
STEP

Ask the participants if they know of any folk tales or other stories that use the metaphor of a person going on a journey to present moral ideals. Talk about the way a dark forest, for instance, may be used as a metaphor for evil or a red, rosy apple may be used to represent temptation. The traveller may show moral strength swimming across a fast-flowing river or humility helping a distressed animal. **(15 min)**

2.
STEP

Hand out the large sheets of paper and the markers. Ask each group to make their own fantasy map to represent the landscapes of the present and the future together with a path that runs between the two. They should make up their own symbols for the geographical features and for the obstacles and facilities that lie along the path.

Give the groups 40 minutes to draw their maps. Remind them to make a key for the symbols they have used. **(45 min)**

3.
STEP

Give each group 5 minutes to present their maps and answer questions from the floor. **(35 min)**

4.
STEP

Bring the participants in a circle. Start with a discussion about the way the participants worked and how they made decisions about what to represent and about the way they drew the map. Then go on to talk about what Equality-land might look like in reality, and the obstacles to reaching it. **(20 min)**

5.
STEP

Lead the discussion to a natural conclusion and proceed to debrief. **(40 min)**

DEBRIEF

Facilitate a debrief around the questions below:

1. Which of the three questions was the easiest to brainstorm upon? Which was the hardest? Why?

2. What were the main features of Equality-land?

3. What are the main obstacles which prevent the present society from being the ideal Equality-land?

4. What needs to change in order to build a society where there is equality?

5.   In relation to the right not to be discriminated against, can policies of positive discrimination be justified as measures to boost equality?

6.   If you had to rate your country amongst all the countries of the world for equality of opportunity for both men and women, how would you rate it on a scale of 1 to 10? 1 is very unequal, 10 is almost ideal equality.

7.   What form of inequality are there in your country? Who are the most affected?

8.   Which groups are discriminated against in your society? How is this manifested? Which human rights are being violated?

9.   How can disadvantaged groups be empowered to claim their rights?

10. What role has education to play in empowerment?

11. Why is reducing inequalities an issue of Global Responsibility?

12. To which other Sustainable Development Goals is reduced inequalities relevant to?

13. Who is responsible to advance equality?

14. What can you do?

FOLLOW UP SUGGESTIONS

Watch the documentary film Inequality for All by Jacob Kornbluth (2013) and conduct a debrief afterwards.

FURTHER INFORMATION

▸ United Nations, "SDG 10 Reduced Inequalities", *https://www.un.org/sustainabledevelopment/inequality/*

▸ United Nations, "Why Reducing Inequality Within & Among Countries Matters - Sustainable Development Goal 10", *https://www.youtube.com/watch?v=P-xWg3WZUHw*

▸ UNSW eLearning, "Sustainable Development Goal 10 - Reducing Inequalities - Jinki Trevillian", *https://www.youtube.com/watch?v=UXZcLINRGw0&list=PLHSlfioizVW14SYhHbQA9-umdzQ5khYl3&index=9*

▸ Universal Declaration of Human Rights, *http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf*

▸ Council of Europe, "Discrimination and intolerance", *http://www.coe.int/en/web/compass/discrimination-and-intolerance*

▸ United Nations Conference on Trade and Development, "Target 10.2: Social, economic and political inclusion", *http://stats.unctad.org/Dgff2016/prosperity/goal10/target_10_2.html*

▸ European Commission, "Goal 10. Reduce inequality within and among countries", *https://ec.europa.eu/sustainable-development/goal10_en#target-10-2*

MAPPING MY NEIGHBOURHOOD

An activity in which the participants draw their journey from home to school, reflecting upon the safe and healthy choices they make, how their environment affects their wellbeing, and, conversely, how their actions affect the environment.

13-18 **<25** **155"**

THEMATIC AREA

Effects on the environment, Wellbeing

SCHOOL SUBJECTS

▸ Humanities

▸ Arts and Design

MATERIALS

▸ A3 (or bigger) paper/card

▸ Pencils/pens

▸ Paint/coloured pencils/crayons

OBJECTIVES

Behavioural competences

▸ To recognise the benefits of social/cultural and natural assets in urban environments.

▸ To be active in ensuring sustainable communities and urban environments.

Reflections

▸ To reflect upon one's own role in ensuring sustainable communities and urban environments.

▸ To reflect upon the dangers of losing social/cultural and natural assets in urban environments.

PREPARATION

Not needed.

GLOBAL RESPONSIBILITY EDUCATION

INSTRUCTIONS

1. STEP Start by telling the participants that the activity concerns the Global Goal 11. Introduce the Goal and several of its targets. See the links provided in *"Further Information"* for input to your preparation. **(15 min)**

2. STEP Ask the participants to close their eyes and picture their journey to school from the moment they leave their home to when they arrive to school (or another journey they do often). **(5 min)**

3. STEP Ask the participants to turn to their neighbour on the right and talk about their journey: how do they travel, what notable things/places to they pass through, which parts do they enjoy/not enjoy. **(5 min)**

Hand out to each participants a sheet of paper and pencils/pens.

4. STEP Ask the participants to draw their home at one corner of the paper and their school at the other corner. Explain that they can draw the buildings however they wish. Then ask the participants to draw their typical journey from home to school, drawing details of any specific points of interest. **(30 min)**

Ask the participants to put their names on the drawings.

5. STEP After 30 min, ask the participants to take a look at their drawings and reflect upon what parts and elements of their journey do they like or dislike, are there any parts that feel unsafe or make them happy? **(5 min)**

6. STEP Ask the participants to turn to their neighbour on the left to present their drawings and describe the details on their drawings, how and why they have chosen them. **(5 min)**

7. STEP Ask the participants to add further details to their drawings according to any places that they feel are dangerous, pose a risk, or have a negative impact on their mood, are there any busy roads? They may choose colours as representation – e.g., red as danger.

7. STEP
Ask the participants to add further details to their drawing according to any places that they feel are safe, calming, energising or have a positive impact. They may choose colours as representations of positive feelings. **(30 min)**

8. STEP
Ask the participants to find a peer to pair with and present their elaborated drawings and explain the new details. **(5 min)**

9. STEP
Ask two-three volunteers to present their drawings to the rest of the group, then bring everybody in a circle for debrief. **(15 min)**

INSTRUCTIONS

Conduct a debrief around the questions below:

1. What "positive" elements have you identified on your route from home to school? What makes them "positive"? What feelings/experiences do they give you?

2. What "negative" elements have you identified on your route from home to school? What makes them "negative"?

3. Could you change your route, or means to travel to the school, to avoid the any areas or experiences that have a negative impact upon you, or poses a risk?

4. Are there any risk areas/or negative areas that are unavoidable on your route to school?

5. Is there anything you do that can contribute to the negativity of a place?

6. How would you define sustainable cities and communities?

7. What is it needed for your route from home to school to become "sustainable"? What could be changed to make them more positive places?

8. Who is responsible to make these changes? What can you do?

9. Why is important to develop sustainable cities and communities?

10. To which other Sustainable Development Goals is Global Goal 8 related to?

Allow the participants 5 minutes to add last thoughts on their drawings as inspired by the debrief.

Conclude the activity by asking the participants to exhibit their drawings on a wall in the activity room and visit each other's works.

INSTRUCTIONS

▸ United Nations, "SDG 11 Sustainable Cities and Communities", *https://www.un.org/sustainabledevelopment/cities/*

▸ UNFPA, "Sustainable cities and sustainable growth", *https://www.youtube.com/watch?v=kJP__FF5cGY&feature=emb_title*

▸ World Bank, "Catalyzing a Sustainable Urban Future for All", *https://www.youtube.com/watch?v=G46cRAfVJj4*

URBAN PUZZLE

An activity in which the participants work in teams to plan an urban area, and in doing so, prioritise various city functions.

15-25 **12-30** **120"**

THEMATIC AREA

Dilemmas in city planning

SCHOOL SUBJECTS

‣ Earth Science

‣ Social Sciences

MATERIALS

‣ Greenburg City Map *(Handouts)*
‣ City Functions *(Handouts)*

OBJECTIVES

Behavioural competences

‣ To be conscious of personal actions that impact the sustainability of ones' cities and communities.

Reflections

‣ To reflect upon the dilemmas in urban planning.

‣ To reflect upon the economic, social, and ecological impact of choices made in urban planning.

PREPARATION

1. Print a copy of the *"Greenburg City Map"* for each group *(see Handouts)*.

2. Print a set of *"City Functions"* for each group *(see Handouts)*.

GLOBAL RESPONSIBILITIE EDUCATION

INSTRUCTIONS

1. STEP

Start the activity with a plenary discussion on what the participants understand by "sustainable cities and communities". **(10 min)**

2. STEP

Divide the participants in groups of 4-6 people and tell them that they are a team of urban planners from the municipality of Greenburg and they were tasked to design a new city.

Read the Scenario. Stress that the land area is not big enough to accommodate all the city functions that the municipality would like to have, therefore, some compromises may need to be made. **(10 min)**

3. STEP

Give each group a copy of the Greenburg City Map and a set of the City Functions. Tell the groups that they have 20 minutes to plan the new city. **(20 min)**

4. STEP

When the time is up, invite each group to present their city and ask the other groups to identify weaknesses of the design. Allow 5-10 min per group.

The participants will have to leave some city functions out or extend the urban area. Question the groups about the impact of their choices and, in particular, the impact of the city functions left out. *(See Supportive Materials)* **(40 min)**

5. STEP

Bring the participants in a circle to debrief. **(40 min)**

DEBRIEF

Conduct a debrief around the following questions:

1. What reflections did the exercise give you?

2. What was the most difficult to prioritise?

3. What priority was the easiest to make?

4. Is it possible to do urban planning without having to prioritise?

5. What stayed at the base of your choices?

6. Would you make any changes to your planning based on the criticism from the other groups?

7. What will be the ideal model of a sustainable city? Is this model realistic? What would it require to have it practices?

8. What factors creates unsustainable cities and communities? Could any of your daily activities contribute to unsustainable/sustainable communities? Which ones? How?

9. What are the biggest issues in your city/town/community? How these could be addressed?

10. What is the impact of unsustainable cities/communities?

11. Why are sustainable cities/communities a matter of global responsibility?

12. To which other sustainable development goals are sustainable cities/communities relevant to?

13. Who is responsible to assure that there exist sustainable cities/communities relevant?

14. What can you do?

FURTHER INFORMATION

▸ United Nations, "SDG 11 Sustainable Cities and Communities," *https://www.un.org/sustainabledevelopment/cities/*

▸ UNSW eLearning, "Sustainable Development Goal 11 - Sustainable Cities and Communities", *https://www.youtube.com/watch?v=Awu3JJC3A0k&list=PLHSIfioizVW14SYhHbQA9-umdzQ5khYl3&index=10&t=6s*

▸ UN Environment Programme, "Sustainable Cities", *https://www.unep.org/regions/asia-and-pacific/regional-initiatives/supporting-resource-efficiency/sustainable-cities*

▸ DownToEarth, "The unsustainable city", *https://www.downtoearth.org.in/blog/the-unsustainable-city-26375*

▸ Planet Experts, "Unsustainable Cities Are Bankrupting the Planet's Resources", *http://www.planetexperts.com/unsustainable-cities-bankrupting-planets-resources/*

*Scan the QR Code with your smartphone to download **URBAN PUZZLE - SCENARIO, GREENBURG CITY MAP AND CITY FUNCTIONS** in a printable PDF format.*

SUPPORTIVE MATERIALS

After the debrief, you can ask the groups to re-plan their cities and see if they would make any changes.

Ask the groups to make photographs of their city plans and share them on social media using the hashtags *#GlobalResponsibility; #SDGsatStake; #GlobalGoals*.

Expropriation of agricultural land

▸ What will that mean for the food supply?

▸ What will be the ecological impact of transporting food over longer distances?

▸ What economic impact do you think this will have (prices for products and for land expropriation)?

Land Reclamation

▸ What will be the ecological impact of building all the way to the reef?

▸ How could the climate change impact your choice?

▸ What is the economic impact of this choice?

Lift of nature protection

What is the ecological impact of your choice?

Homeowner housing

▸ What will the consequences of this be for the composition of the population?

▸ What economic impact does this have for your municipality?

Social housing

▸ What are the social consequences of your choice?

▸ Where should the low-income groups stay?

▸ If you have no space for low-income groups who will then take care of their functions in society?

Office and industry

▸ What will be the impact of the choice?

▸ What about workplaces and economic growth of the municipality?

Shops, hotels, bars etc.

▸ What will be the impact of the choice?

▸ What about workplaces and economic growth of the municipality?

▸ How will the wellbeing of your citizen be impacted?

41.

URBAN PUZZLE - SCENARIO

SCENARIO

You are the urban planners of the municipality of Greenburg. Your municipality is surrounded by the municipality of Distantville that is 4 hours away by train, and the municipality of Urbania that is 2½ hours by car on badly maintained dirt roads. Transport time to Urbania could be reduced to 1 hour if you construct a new highway through the protected nature area.

Within the area of your municipality there used to be a town, but because it was far away from the nearest city everybody moved out 50 years ago. Five years ago, the whole town was demolished by a great fire and the remaining private areas was bought by the municipality. This have given you the possibility to build a new city from scratch.

The economy of your municipality is very tight, and you have accumulated a large debt over the years. Recently there has been a lot added to the debts when you did expropriation of the remaining private land.

You, as urban planners, now must prioritize the use of the territorial resources. How the different facilities of the city are placed is, for now, not important. That detailed design will happen on a later stage.

The area foreseen for the city is surrounded by the sea, agricultural land and a public owned protected nature area that is habitat for several endangered animals and insects.

You have the possibility to extant the area of the city by:

▶ Making expropriation of the agricultural land to the West.

▶ Dam in a part of the sea to the north (until the reef), also called land reclamation.

▶ Lifting the protection status of the nature area in East.

However, all of those will have economic and/ecologic consequences.

To afford expropriation of agricultural land or land reclamation, you will need to finance that by establishing at least one homeowner living area (area of privately owned accommodation) per area you gain.

GREENBURG CITY MAP

REEF

SEA   SEA

AGRICULTURAL LAND

PROTECTED NATURE

1	9
2	10
3	11
4	12
5	13
6	14
7	15
8	16

AGRICULTURAL LAND

PROTECTED NATURE

HANDOUTS
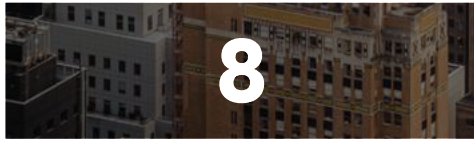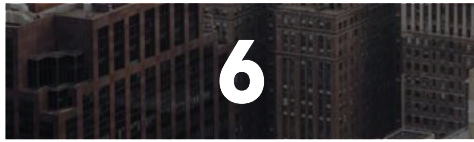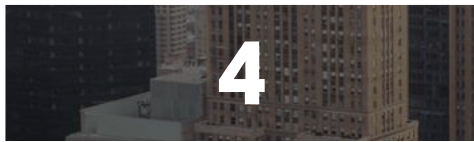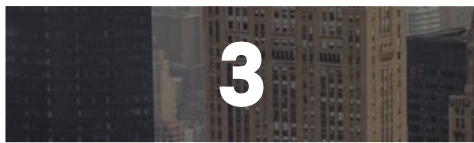
GREENBURG - CITY FUNCTIONS

URBAN PUZZLE

PRIVATE APARTMENTS (10.000 PEOPLE)	**INDUSTRY**
PRIVATE APARTMENTS (10.000 PEOPLE)	**OFFICE BUILDINGS**
PRIVATE APARTMENTS (10.000 PEOPLE)	**SHOPS**
PRIVATE VILLA DISTRICT (2.000 PEOPLE)	**ROAD INFRASTRUCTURE INSIDE THE CITY**
PRIVATE VILLA DISTRICT (2.000 PEOPLE)	**BICYCLE PATHS**
PUBLIC SOCIAL LIVING (15.000 PEOPLE)	**CULTURAL INSTITUTIONS**
PUBLIC SOCIAL LIVING (15.000 PEOPLE)	**HOSPITAL AND MEDICAL FACILITY**
PARKS AND RECREATION	**NURSING HOMES FOR THE ELDERLY**
POLICE STATION	**RELIGIOUS INSTITUTION**
UNIVERSITY	**GRAVEYARD**
STUDENT DORMITORIES (15000 STUDENTS)	**HOTELS, PUBS, BARS AND RESTAURANTS**
SCHOOLS AND CARE FACILITIES FOR CHILDREN	**YOUR IDEA!**
FIRE STATION	**SUPERMARKETS**

WHAT'S IN YOUR CLOSET?

An activity in which the participants explore what they have in their closet and examine their consumption habits.

THEMATIC AREA

Overconsumption

SCHOOL SUBJECTS

▸ Humanities

13-21 **6-30** **105"**

MATERIALS

▸ Projector and laptop with access to internet

▸ Video "How Your T-Shirt Can Make a Difference", National Geographic, *https://www.youtube.com/watch?v=xEExMcjSkwA*

▸ Flipchart paper or whiteboard.

▸ Paper and pens for participants

OBJECTIVES

Behavioural competences

▸ To adopt behaviours that lead to a sustainable consumption.

▸ To reuse, recycle and transform waste in other usable goods.

Reflections

▸ To acknowledge its own consumption pattern.

▸ To reflect on the consequences of its own consumption pattern.

▸ To identify ways to consume sustainably.

▸ To understand the benefits of reusing and recycling.

PREPARATION

1. Prepare to show the video *"How Your T-Shirt Can Make a Difference"* (see Supportive Materials)

2. Draw the *"What is in your closet - Worksheet"* (see Supportive Materials) on a flipchart paper or make it on a computer and project it.

INSTRUCTIONS

1. STEP
Read the text "Did you know…" *(see Supportive Materials)* or make a presentation based on it. **(10 min)**

2. STEP
Draw on a flipchart paper or whiteboard, the worksheet "What's in your closet?" *(see Supportive Materials)*. Give each participant a pen and a paper. Ask them to divide the paper as shown in the worksheet, and then fill it out by recalling from memory what is in their closet and listing the articles (clothes and shoes) they have in the correct columns. **(20 min)**

3. STEP
Ask each participant to tell you how many articles they have in each category. Write the number in the corresponding rows and then sum-up for the whole group. **(10 min)**

4. STEP
Discuss the pattern resulted. In which category are there more articles? Why so? In which category are there less? Why so? What can there be said about the group's consumption pattern? What factors can explain this pattern? **(25 min)**

5. STEP
Show the 2-minute video "How Your T-Shirt Can Make a Difference" *(see Supportive Materials)* by National Geographic and proceed to debrief.

DEBRIEF

Conduct a debrief around the following questions:

1. What is responsible consumption?

2. Why is responsible consumption important?

3. How are consumption patterns born?

4. What agendas can the different political parties have in terms of consumption? What conflicts of interests can arise? How about manufacturers?

5. Could a society in which all of us reused be a reality?

6. How can we be a responsible consumer and still allow for a functioning economy?

7. Why is sustainable consumption of an issue of Global Responsibility?

8. To which other Sustainable Development Goals is sustainable consumption related to?

9. Who is responsible to assure a sustainable consumption amongst consumers (politicians, producers, individual consumers etc)? How?

10. What can you do to foster responsible consumption?

FURTHER INFORMATION

▸ United Nations, "SDG 12 Responsible Consumption and Production", *https://www.un.org/sustainabledevelopment/sustainable-consumption-production/*

Other videos as inspiration:

▸ Development Education, "Action on (over) consumption", *https://www.youtube.com/watch?v=M3rXtb_Y2qc*

▸ Unilever, "#GlobalGoals 12: Responsible Consumption and Production - Can you make it happen?", *https://www.youtube.com/watch?v=EdkDiUAAeGY*

▸ TEDxTalks, "Responsible consumption -- the soft power of storytelling: Guido Palazzo", *https://www.youtube.com/watch?v=j7c9b9A2AHc*

SUPPORTIVE MATERIALS 📱 & ↗

WHAT'S IN YOUR CLOSET - DID YOU KNOW..?

DID YOU KNOW..?

Did you know that in the fashion industry it is said that since the mid-1980s, fashion has become "fast fashion"? That means that it takes a very short amount of time for the clothes you see on the catwalk to reach the low-priced chain-stores. Thereby, the fashion industry has accelerated: some brands now produce 18 collections a year! With fashion trends changing so quickly, consumers also have to be quick to follow them – meaning that they will either need to change or add to their wardrobe frequently.

The issue with the trend of "fast fashion" is that cotton, which is the most pesticide-treated agricultural crop, makes up 5% of the world's agricultural area and has to be transported to all over the world to end up in your closet –this emits a lot of CO2.

One of the reasons for these big changes in fashion consumption is that the price of clothing has decreased significantly; and because the trends now change so quickly, most do not want to spend a lot of money on clothes that will soon be out of style anyways. For example, only 2% of Americans' clothing budget is spent on repairing their clothes. According to Cambridge University, people in the United Kingdom on average throw out about 30 kg of clothing a year, which is the equivalent of 150 t-shirts. According to BBC, 30% of the clothes owned by the British is never used, and on average, a piece of clothing is only used 6 times before it is thrown out. According to a study done by UCL, people in Britain only frequently use 37% of their clothing.

The production of one pair of jeans emits about 40 kilos of CO2. So, if they are only used for one day, this means that they have emitted 40 kg CO2 per day they are used. However, if they are worn on 300 days, that same number will be 133 grams per day they are used. On the long-term, using/wearing things more often reduces the CO2 emission.

(Translated from: http://sustainable.dk/forbrug-og-baeredygtighed/5-forbrugssamfundets-klimapa-virkning/)

Scan the QR Code with your smartphone to watch **HOW YOUR T-SHIRT CAN MAKE A DIFFERENCE** in your browser.

SUPPORTIVE MATERIALS

WHAT'S IN YOUR CLOSET - WORKSHEET

OLDER							
2 YEARS OLD							
1 YEAR OLD							
SIX MONTHS OLD							
NEW (NEVER WORN)							
SECOND HAND							

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

WHAT'S FOR DINNER?

An activity in which the participants "prepare" a meal and then calculate the distance travelled by all the products used in the meal.

13-21 **24** **120"**

THEMATIC AREA

Ecological footprint

SCHOOL SUBJECTS

▸ Humanities ▸ Science

MATERIALS

▸ Projector, speakers & laptop

▸ A flipchart paper for each group

▸ Markers for each group

OBJECTIVES

Behavioural competences

▸ To adopt behaviours that foster responsible consumption patterns.

▸ To make choices that supports responsible consumption.

Reflections

▸ To reflect upon one's own consumption pattern.

▸ To reflect on ways in which to consume responsibly.

PREPARATION

1. Prepare a list of least 10 most common products available in your stores (e.g., rice, pasta, different kinds of vegetable and fruits, meat, fish, dairy products, drinks) and check where they were produced.

2. Using the www.foodmiles.com, calculate for each product the total miles "travelled" by each product from the country where it was produced to your country.

3. Prepare a photo collage of these products and ingredients.

4. Prepare a list of the products selected, country of origin and total miles travelled from their country to your country.

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INSTRUCTIONS

1. STEP

Divide the participants in groups of four people. Tell them that each group represents a family/a circle of friends and they should prepare dinner for tonight from available products in their local stores.

Project the collage of the products that you have selected before the activity. Tell participants that all of these products are available in their local store, and there is sufficient quantity of each. **(5 min)**

2. STEP

Ask the participants to decide what they will prepare for dinner, what products from the store they will use and in which quantity. Furthermore, ask the groups to draw their meal on a flipchart paper. **(15 min)**

3. STEP

Give each group 1 minute to present their meals, why they made that choice and what is their shopping list. Display all the drawings in the activity room. **(10 min)**

4. STEP

Tell the participants that one of the Global Goals is SDGs 12: Responsible Consumption and Production. Ask the participants what they understand to be "responsible consumption and production". Facilitate a brainstorm and agree on a common definition. Write the definition out on a flipchart paper/whiteboard. **(15 min)**

5. STEP

Based on the definition agreed, ask the participants to rate each of the meals "prepared" by them on a responsible consumption scale from 1 to 6 (if you have 6 groups), where 1 is a meal that meets the least the criteria for "responsible consumption" and 6 - the highest. Write the attributed number on each drawing. **(10 min)**

6. STEP

Tell the participants that all the products they have used to make their meals are not locally grown, but they come from different other countries, some closer, some further away.

CONSUMPTION

6.
STEP

Explain that the distance our food travels to reach us, is often referred to as "food miles". Show the participants the list of countries where your chosen products come from and the miles travelled. Tell them that the distance travelled is a rough estimation; as a point of departure it is calculated from capital to capital and does not include the transportation to the supermarket.

Ask the participants to calculate the total miles "travelled" by their meal and write the distance on their drawings. **(15 min)**

7.
STEP

Together with the participants, see how the meals scale in terms of distances travelled (food miles). Do the earlier ratings align with the final? **(10 min)**

Bring the participants in a circle to debrief. **(40 min)**

8.
STEP

DEBRIEF

Facilitate a plenary debrief around the following questions:

1. What products in our stores travel the longest? Is this surprising you? Why? / Why not?

2. What consequences arise from our food travelling long distances?

3. Why do we tend to purchase food products that have travelled long distances? (Price? Choice?)

4. Are there alternatives? Which ones? /Why not?

5. Is there anything that you could change to the meal that you have just "prepared"?

6. Could there be any negative consequences if we completely stopped buying food products that have travelled from other countries?

7. Aside from food miles, can you give any examples of other sustainability implications that could be considered when making food choices?

8. How can we be a responsible consumer and still allow for a functioning economy?

9. Why is sustainable consumption of an issue of Global Responsibility?

10. To which other Sustainable Development Goals is sustainable consumption related to?

11. Who is responsible for ensuring sustainable consumption (politicians, producers, individual consumers etc)? How?

12. What can you do to foster responsible consumption?

FURTHER INFORMATION

▶ United Nations, "SDG 12 Responsible Consumption and Production", *https://www. un.org/sustainabledevelopment/ sustainable-consumption-production/*

▶ Other videos as inspiration upon how to introduce the Global Goal 12: Responsible Consumption and Production:

▶ Development Education, "Action on (over) consumption", *https://www. youtube.com/watch?v=M3rXtb_Y2qc*

▶ Unilever, "#GlobalGoals 12: Responsible Consumption and Production - Can you make it happen?", *https://www.youtube. com/watch?v=EdkDiUAAeGY*

▶ TEDxTalks, "Responsible consumption - the soft power of storytelling: Guido Palazzo", *https://www.youtube.com/ watch?v=j7c9b9A2AHc*

BEAUTIFUL FRUIT

An art activity that involves the participants in researching and analysing fast food/junk food campaigns against the reality of such food, and concurrently reflecting upon the beauty of locally sourced fruits in their taste and natural appearance, and their benefit as a health food choice.

13-21   24   185"

THEMATIC AREA

Sustainable Consumption; overconsumption, healthy eating, value/supply chain of food products

SCHOOL SUBJECTS

‣ Art and Design

‣ Languages *(see Suggestions and alternatives to the method)*

MATERIALS

‣ Large wall/board for exhibition/collage

‣ Scissors

‣ Glue/tape

‣ Fast food

‣ Locally grown fruit

Various art materials depending upon availability:

‣ Paints

‣ Pencils

‣ Clay

‣ Paper

OBJECTIVES

Behavioural competences

‣ To make healthy and sustainable food choices.

‣ To consider the origins of food products when making food choices.

‣ To consider the environmental impact of different food products when making food choices.

‣ To avoid overconsumption of food and resources.

Reflections

‣ To reflect upon the value/supply chain of the products we consume.

‣ To reflect upon overconsumption of food and resources.

‣ To reflect upon the biophysical limits of human consumption.

‣ To reflect upon the advantages of consuming naturally and locally grown products.

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GLOBAL RESPONSIBILITY EDUCATION

PREPARATION

1. Collect six sets of advertisements for fast-food and junk food (from newspapers, internet, magazines etc).

2. Buy at least 6 pieces of burgers/fries from a fast-food outlet (one for each group) for the participants to paint/draw/sculpture.

3. Bring several fruits that are local to your region/country.

INSTRUCTIONS   PART ONE

1. STEP

Divide the participants in groups of 4 and give them a set of advertisements. Ask the participants to cut out the fast-food advertisements and put them on the wall/board. **(20 min)**

> **! NOTE**
>
> You could make a template so that the advertisements make a collage, for example, spelling the word "JUNK".

2. STEP

Ask the groups to look at the different advertisements and pay attention to the adjectives used to describe the food presented. Lead a plenary discussion on the different adjectives used to describe how the food is being presented. **(10 min)**

3. STEP

Present the "real" fast-food you have purchased, placing one example in front of each group. Ask the participants to discuss the difference in how the fast food is presented in the advertisement and how it is in reality, and what adjectives they may use to describe the "real" fast food. **(10 min)**

4. STEP

Give the groups the task to make artwork depicting the fast food. Give the groups the option to create one common piece of artwork or individual artworks by each group member.

▸ The groups shall decide upon the type of art/media that they will use (paint, pencil, clay sculpture). **(30 min)**

CONSUMPTION

5. STEP

Remind the participants that when creating their art, they should create art that represents the fast food in its real form, as they see it in front of them, and according to the adjectives they discussed.

6. STEP

When the time is up, ask each group to present in plenary its artwork(s) and then to exhibit it on a dedicated area. **(15 min)**

INSTRUCTIONS   **PART ONE**

Give each group one local fruit that you brought.

1. STEP

Ask the groups to study their piece of fruit, its colour and form, texture, markings. Ask the groups to take a bite from the fruit, to observe its taste and texture. **(5 min)**

2. STEP

Ask the groups to describe in 30 sec. their fruit to the other groups (what it is, how it grows, colour, form, taste, texture etc). **(5 min)**

3. STEP

Give the groups the task to make artwork depicting the beauty of their fruit. They should decide themselves the type of art/media that they use (paint, pencil, clay sculpture). **(30 min)**

Give the groups the option to create one common piece of artwork or individual artworks by each group member.

Remind the participants that when creating their art, they should create art that represents the fruit in its beauty, as they see it in front of them, and according to how it tastes and how it was grown naturally.

4. STEP

When the time is up, ask each group to present in plenary its artwork(s) and then to exhibit it on a dedicated area. **(10 min)**

5. STEP

Allow the participants to visit the two exhibitions. **(10 min)**

6. STEP

Proceed to debrief.

DEBRIEF

Bring the participants back in a circle and conduct a debriefing (40 min):

Begin the debrief by explaining to the participants that:

▸ To produce one beefburger, roughly 66 litres of water, 6 kilograms of animal feed, and 6 square meters of land is needed. *(https://www.businessinsider.com/one-hamburger-environment-resources-2015-2?r=US&IR=T).*

▸ 2 billion people globally are overweight, whilst another 2 billion people globally are hungry or undernourished. *(https://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-12-responsible-consumption-and-production.html)*

Ask the participants the following questions:

1. What did you feel about fast food and fruit before the task? Are you buying fast-food? What makes you buy fast-food?

2. What have you learned from seeing the fast-food advertisements and the "real" product? Why do you think the local products are not advertised in the same way? What are the consequences?

3. Do you think the amount of resources it takes to produce the burger is worth it?

4. Do you think that there is enough water, animal food, and land available in order to produce enough burgers for everyone globally?

5. Do you overconsume in any way, not just in terms of what you eat? Can you give an example? Can you think of a way to change it?

6. Do you think that people in all parts of the world overconsume?

7. What factors can lead to overconsumption? What can contribute to more responsible consumption?

8. Why is responsible consumption important?

9. Why is responsible consumption an issue of global responsibility?

10. To which other Sustainable Development Goals is responsible consumption?

11. Who is responsible to ensure that people consume responsibly?

12. What can you do?

Conclude by encouraging the participants to reflect upon their consumption over the next week, and to explore and take note of the variety of locally sourced, healthy food options available.

Take pictures of the participants artwork and share them on social media using the hashtags *#GlobalResponsibility; #SDGsatstake, #GlobalGoals.*

FOLLOW UP SUGGESTIONS/ALTERATIONS

1. **LANGUAGES/CREATIVE WRITING ALTERNATIVE** -An alternative could be to do the activity as described but instead of giving the participants the task to create pieces of art, they could instead compose poems about the junk food and the fruit.

2. **AS A FOLLOW-UP ACTIVITY**, you could ask the participants to consider the global impact on importing food. Set the participants to research upon the effects of transporting fruits and vegetables across the globe. Ask them questions such as: what is the impact on the environment to transport fruits and vegetables across the globe (e.g., from Latin America to Europe)? How is the quality of the product (fruit or vegetable) affected by the travel?

FURTHER INFORMATION

▸ United Nations, "SDG 12 Responsible Consumption and Production", *https://www. un.org/sustainabledevelopment/ sustainable-consumption-production/*

▸ Sustain, "Children´s Food Campaign", *https://www.sustainweb. org/childrensfoodcampaign/*

▸ BBC, "What does junk food do to your body?", *http://www.bbc.co.uk/ newsround/32017582*

▸ BBC, "Half of kids don't eat veg each day", *http://www.bbc.co.uk/ newsround/32009740*

▸ Healthy Schools Campaign, "National Policy", *https:// healthyschoolscampaign.org/policy/ national-policy/*

▸ Business Insider, "15 of the healthiest fast-food menu items", *https://www.businessinsider.com/ healthy-meals-at-chipotle-panera-shake-shack-2016-4?r=US&IR=T*

▸ BBC, "Healthy eating: What school children need", *https://www. bbcgoodfood.com/howto/guide/ nutrition-middle-years-5-13-years*

Information on short food supply chains:

▸ European Parliament, "Short food supply chains and local food systems in the EU",*http://www.europarl.europa.eu/thinktank/en/document.html?reference=EPRS_ BRI(2016)586650*

▸ FoodPrint, "Local and Regional Food Systems", *https://foodprint.org/issues/local-regional-food-systems/*

TO MEAT OR NOT TO MEAT

A role-play in which the participants reflect upon the dilemmas of regulating meat production as a means to combat climate change.

THEMATIC AREA

Climate change, Meat consumption

SCHOOL SUBJECTS

▸ Humanities

15-25 **7-25** **180"**

MATERIALS

- ▸ A large space that can be arranged for a panel debate, with the possibility of separate spaces for work in small groups
- ▸ Copies of Role Cards, Scenario and Rules of the Debate (alternatively, a projector and a laptop to project the Rules of the Debate)
- ▸ Sheets of paper for name tags
- ▸ A watch or clock
- ▸ A small bell for the Government Representative
- ▸ Paper and pens

OBJECTIVES

Behavioural competences

- ▸ To consume more environmentally friendly.
- ▸ To advocate for more sustainable consumption.

Reflections

- ▸ To reflect on opportunities and limitations, in terms of animal welfare, in a market-driven production.
- ▸ To reflect upon the dilemmas of regulating meat production.
- ▸ To reflect upon the environmental footprint of one's own consumption.

PREPARATION

1. Divide the roles, alternatively, prepare for a lottery *(see Supportive Materials)*. Consider that the role of the Government Representative is demanding, and the person playing it will need to feel confident about facilitating the meeting.

2. Print and cut a copy of the *"To Meat or not to Meat - Scenario"* for each group *(see Handouts)*.

3. Print and cut the *"To Meat or not to Meat - Role Cards"* *(see Handouts)*.

4. Print and cut the *"To Meat or not to Meat - The Rules of the Debate"* *(see Handouts)* for each group. Alternatively, prepare to project them or write them on a whiteboard/flipchart paper.

5. Make table nametags for each group.

INSTRUCTIONS

1. STEP Start the activity by introducing Global Goal 12, *(see Further Information for inspiration)* **(15 min)**

2. STEP

Tell the participants that they are about to have a debate regarding meat production and climate change. Introduce them to the scenario *(see Handouts – Scenario).*

▸ Announce the participants of their roles or run the lottery.

▸ Introduce participants the programme of the debate *(see Scenario).*

▸ Introduce participants to the rules of the debate *(see Handouts – Rules of the Debate).* **(15 min)**

3. STEP Indicate where and when the Panel Debate will take place and allow the groups 20 minutes to prepare their statements. Use the preparation phase to set up the room. You can for example arrange the table as for a round table discussion and put labels with the stakeholders' names. **(20 min)**

4. STEP

After 20 minutes, have the Government Representative to call the stakeholders for the Panel Debate. Let the simulation run accordingly. **(90 min)**

5.
STEP

At the end of the debate, bring the participants in a circle to debrief. **(40 min)**

DEBRIEF

Start the debrief by greeting everybody by their real names or use another technique to enable participants to give up the roles they had during the simulation.

Emphasise to the participants that they should look back on the role-play with their normal "hats" on rather than in their assumed roles.

Conduct a debrief around the following questions:

1. What is your personal opinion about the dilemma raised in this activity?

2. Were you surprised by the result of the vote? Did it reflect the position of the person you were playing?

3. IF AN AGREEMENT HAS BEEN REACHED - Could this be a realistic proposal that you personally could agree on?

   IF NO AGREEMENT HAS BEEN REACHED - Why do you think it was difficult to reach an agreement?

4. Did interaction with other people or groups make you alter your approach or your attitude towards the problem? What were the most persuasive arguments for you?

5. How easy was it to identify with your role? Why or why not? Do you think that this role play was realistic?

6. How would you react if a similar proposal would come from your Government? What do you think is the best compromise?

7. What is responsible consumption? What can contribute to more responsible consumption?

8. Why is responsible consumption important?

9. What do you think is the environmental footprint of your own consumption? Are there any room of improvements?

10. Why is responsible consumption an issue of global sustainability?

11. To which other Sustainable Development Goals is responsible consumption relevant?

12. Who is responsible to ensure that people consume responsibly?

13. What can you do?

FURTHER INFORMATION

▸ United Nations, "SDG 12 Responsible Consumption and Production", *https://www.un.org/sustainabledevelopment/sustainable-consumption-production/*

Useful videos to introduce the goal/theme:

▸ Development Education.ie, "Action on (over) consumption", *https://www.youtube.com/watch?v=M3rXtb_Y2qc*

▸ Uniliver, "#GlobalGoals 12: Responsible Consumption and Production – Can you make it happen?", *https://www.youtube.com/watch?v=EdkDiUAAeGY*

▸ TEDs Talks, "Responsible consumption – the soft power of storytelling: Guido Palazzo at TEDxLausanne", *https://www.youtube.com/watch?v=j7c9b9A2Ahc*

Scan the QR Code with your smartphone to download **TO MEAT OR NOT TO MEAT - SCENARIO, RULES AND ROLE CARDS** *in a printable PDF format.*

SUPPORTIVE MATERIALS

LIST OF PARTICIPANTS IN THE PANEL DEBATE FOR THE LOTTERY

▸ The Government Representative . . . . 1 person

▸ The Average Consumers Association. . . . . 1 to 4 persons

▸ The Association of Conventional Meat Producers . . . . 1 to 4 persons

▸ The Climate Activist Group . . . . 1 to 4 persons

▸ Vegans Movement . . . . 1 to 4 persons

▸ Association "Macro-Finance Stability" . . . . 1 to 4 persons

▸ The NGO "Animal Rights" . . . . 1 to 4 persons

PLEASE NOTE that whilst one person can play the role of the Government Representative, you can allocate more people in all the other groups. It is, however, recommended that you have an equal number of participants in each of these groups. If you have remaining participants, you can assign them the role of observers or media reporters.

44.

TO MEAT OR NOT TO MEAT - SCENARIO AND RULES

SCENARIO

Your national government is short on measures to reach their climate goals. Acknowledging that meat production contributes to climate change, the Government has established a panel to discuss a strategy for reducing meat consumption and production. Representing your groups, you should discuss and negotiate a proposal for the Government.

Programme of the Debate

a. **Preparation, 20 min:** Before the actual meeting, the stakeholders will have 20 minutes to prepare a max. 2-min statement as per their role cards.

b. **Statements and plenary discussions, 30 min:** The Panel debate will be opened by the Government Representative. The stakeholders will first present their statements, then the floor will be opened for comments and questions.

c. **Negotiations, 30 min:** the stakeholders will meet in an informal meeting to lobby and negotiate amongst themselves a recommendation for the Government.

d. **Agreements, 30 min:** after 30 min of negotiations in informal meetings, the Panel Debate will be reopened for plenary discussions. The stakeholders will present their recommendations, and these will be discussed one by one, then finally voted for.

THE RULES OF THE DEBATE

The meeting will be chaired by the Government Representative.

Anyone attending the meeting is entitled to speak in the debate.

If you wish to speak, you should raise your hand and obtain permission from the Government Representative. Your comments should be brief and not exceed 2 min.

▸ The panel discussion will be open by the Government representative. He/she will then invite each stakeholder one by one to present their statement.

▸ After all stakeholders have presented their statement, the floor will be open for debate wherein each stakeholder will have max. 2 minutes to make a comment or respond to a question/comment. The debate will end after 30 minutes.

Once the debate is closed, the stakeholders will have 30 minutes to meet in informal meetings to lobby and negotiate a recommendation for the Government. When the time is up, the stakeholders will return to the plenary discussions.

▸ The Government Representative will re-open the plenary discussion that shall not exceed 30 minutes. He/ she will ask the stakeholders if they have any recommendation to put forward. Each recommendation will be discussed one by one. Comments should be brief and not exceed 2 min. The last 5 minutes of the plenary discussions should be allocated to voting.

▸ The Government representative will seek to reach a consensus recommendation, but if that is not possible, he/she will accept a recommendation supported by a **simple majority.**

45. **HANDOUTS** ✂ & ✂

TO MEAT OR NOT TO MEAT - ROLE CARDS 2/7

THE GOVERNMENT REPRESENTATIVE 👤 1 PARTICIPANT

You are asked by the Government to steer the Panel and lead the debate. Your highest priority is to reach a common recommendation that will not affect the public finances or affect them as little as possible. At the same time, the recommendation of the Panel should have the largest possible impact on the climate.

You do not participate in the negotiation directly but will try indirectly to safeguard the public finances. You will remind the participants that if the recommendation will not be financially feasible, it will never be considered by the Government and then the work will be wasted.

At the start of the meeting, you will make a 2-minute speech reminding participants abouts its purpose and the rules of the debate. You will then invite the stakeholders one by one to present their statements.

You should make sure that everybody speaks and get an even time for this. Ask people to be concreate with their suggestion, e.g. "How do you suggest that this is financed?" or "How do you propose that this should enforced?"

You would prefer to make a consensus recommendation but if that is not possible, you would at least want to make a recommendation supported by a simple majority. Remind people that it is important to compromise, and that no recommendation will be the worst situation for all.

Remind people about the time left, e.g., "If we do not reach an agreement in the next 17 min, we will fail to give a recommendation, and we will all have lost our chance to influence the process."

THE AVERAGE CONSUMERS ASSOCIATION 👥 1-4 PARTICIPANTS

You are against a ban on meat or meat production. You want to be able to eat as you always did and without any extra cost for the consumers. You acknowledge the climate goals and the need to address them but if the Government wants to make changes, they will have to find the finances without increasing the taxes or prices for the consumer. You are keen on making a compromise and reach a common agreement. If no agreement is made you fear that the Government will go ahead with a much worse solution.

Some of your arguments could be:

▸ Meat tastes good, and it is an important part of our diet.

▸ Humans have always eaten meat – since we were hunters to present. It is in our nature to eat meat.

▸ Alternatives to meat are more expensive and complicated to cook, they are not available to everyone in our society.

▸ Most of my favourite dishes include meat, why should I stop eating them?

▸ The traditional dishes of my culture include meat. Not eating meat would erase a central part of my culture.

▸ Meat is a healthy way to get the proteins we need.

▸ Of course, we would not oppose responsible production, but we would oppose higher prices on our food. The same goes for animal welfare.

▸ One more person eating meat, or not, will not make any difference. The responsibility lies with the producers of meat and the politicians.

46.

⬡ & ✂

TO MEAT OR NOT TO MEAT - ROLE CARDS 4/7

THE ASSOCIATION OF CONVENTIONAL MEAT PRODUCERS
👥 1-4 PARTICIPANTS

You are against any ban on meat or meat production. Any regulation will affect your business. If you will be forced to produce the meat unconventionally, you will only be able to produce half the amount. To earn the same as you do today, the price of the meat will have to be double. You are keen on making a compromise and reach a common agreement. If no agreement is made, you fear that the Government will go ahead with a much worse solution.

Some of your arguments could be:

▸ Meat production is an old and traditional occupation, and an important part of our culture that we must preserve.

▸ Meat production is a big source of employment for our country and globally.

▸ Ending/decreasing meat production would be detrimental to the individual farmers that would lose everything.

▸ Ending/decreasing meat production would hurt our economy.

▸ We need to produce so we can export and, thereby, stand strong in the global market.

▸ Meat is a healthy and necessary part of our diets.

▸ Eating less meat does not mean less pollution – we also eat meat to avoid wasting parts of the animal that we use anyway for leather bags and boots, clothing, furniture, etc.

THE CLIMATE ACTIVIST GROUP
👥 1-4 PARTICIPANTS

You find it essential for the climate to reduce meat consumption and production. You know also that a stop for production will lead to an increased import and you are, therefore, open for all suggestions that will reduce the production and consumption as much as possible. You are keen on making a compromise and reach a common agreement. If no agreement is made, you fear that nothing will happen. Less is better than nothing.

Some of your arguments could be:

▸ Agriculture in general and meat production, in particular, are some of the very biggest causes of pollution.

▸ Meat production emits more greenhouse gasses than all cars, trucks, airplanes, ships, and all other methods of transportation – combined!

▸ A cow produces 250-500 litres of methane gas a day! Methane gas from cows is 23 times more damaging to our climate than the carbon dioxide produced by cars!

▸ Pollution and climate changes are global issues, and global responsibilities.

▸ 450 g. of beef takes 1670 litres of water to produce! Why are we telling people to take shorter showers, when they could just eat one less steak a week?

▸ We are not necessarily entirely opposed to eating meat, but we believe that our meat consumption must be sustainable, which it is not today. Sustainable meat production may cost more, short-term, but continuing to pollute as we do today will cost us much more.

▸ Not all meats pollute equally – eat meats that pollute less (light meats).

▸ It is important that we as country show the way in any climate actions. If no one dares to move first, the climate challenge will never be solved.

47.

TO MEAT OR NOT TO MEAT - ROLE CARDS 6/7

VEGANS MOVEMENT
1-4 PARTICIPANTS

Eating animals is cruel. You want a complete ban on meat production and import of meat. You are keen on making a compromise and reach a common agreement but not at any price. However, you also know that if no agreement is made no changes will happen.

Some of your arguments could be:

▸ We cannot wait for the politicians and meat producers to take responsibility; we must take it ourselves.

▸ We know how harmful to the environment meat production is, and we believe we have a responsibility not to contribute to this pollution.

▸ The meat producers do not want to waste money – the lower the demand for meat, the less they will produce.

▸ If you do not need to kill an animal to be full, why would you?

▸ Meat-alternatives are healthier – people in the Western world have more illnesses caused by eating too much protein/meat, rather than not enough. The proteins you need are available in vegetables and legumes

▸ It is estimated that the crops that are used just to feed livestock (mainly the animals that are to become meat for humans to eat) could feed 4 billion people instead. Why should people go hungry if this is the case? We have a global responsibility to assure that as many people as possible get food from the resources we have. Every time we eat meat, someone else goes hungry to bed.

▸ We can just as well start the transformation to meat free life now, it is the future.

▸ There can be economical advances in being "first movers" within vegan living.

THE NGO "ANIMAL RIGHTS"
1-4 PARTICIPANTS

Conventional meat production is cruel. You want a complete ban on conventional meat production and import of meat produced conventionally. You acknowledge that a responsible meat production is connected to extra cost. You think that this price should be paid by the consumers but you are open to public spending for the purpose. You are keen on making a compromise and reach a common agreement. If no agreement is made, you fear that the Government will go ahead with a much worse solution.

Some of your arguments could be:

▸ If we are to produce meat, it has to be done responsibly with respect for animals and our planet.

▸ All production of meats should change from conventional production to organic production.

▸ We need rigid minimum requirements for e.g., the amount of space each animal has, usage of medication, distance of transportation, etc. At the same time, we need to be able to punish farmers/companies who do not comply.

▸ Animals are living beings like you and me. They feel physical pain and stress – why hurt and kill them if you do not need to?

▸ Being ethical is more important than money.

▸ Ethics are more important than the consumers' habits.

▸ It is beyond the animals' welfare– it is the wellbeing of our planet and all of us.

48. HANDOUTS ✂ & ✂

TO MEAT OR NOT TO MEAT - ROLE CARDS 7/7

ASSOCIATION "MACRO-FINANCE STABILITY" 👥 1-4 PARTICIPANTS

For you, the economy of the country is more important than achieving the climate goals. You are against any suggestion that will make meat more expensive for the consumers or for the Government. You are keen on making a compromise and reach a common agreement. If no agreement is made, you fear that the Government will go ahead with a much worse solution.

Some of your arguments could be:

▸ The economy of our country needs a strong agricultural sector.

▸ Agriculture is an old and traditional occupation that we wish to preserve in our country.

▸ Agriculture and meat production create a lot of employment in our economy.

▸ The need to produce meat goes beyond our own consumption – it is part of our export as well.

▸ The export of meat is important on the global market.

▸ People will not just stop eating meat – and as long as people eat meat, this should be produced in our country; this is what is best for our economy and our environment.

▸ Shorter transportation for the meat is better for the environment.

▸ Of course, our production must be as responsible as possible, but we still need to be able to compete on the global market.

▸ If we, as a country, are poorer, we cannot afford to solve all our problems, including the other climate related problems.

▸ Our production of meat is neglectable in a global context. If we produce the meat or if it is produced in our neighbour country, will not make a difference for the environment.

REPORTING TO BASE - CLIMATE EXPRESSIONS

A warm-up activity that uses the treasure hunt approach to activate participants' understanding on various expressions related to climate.

13-21 **12-30** **75"**

THEMATIC AREA

Climate and related themes

SCHOOL SUBJECTS

‣ Sciences

‣ Humanities

MATERIALS

‣ Projector & Laptop (optional)

OBJECTIVES

Behavioural competences

‣ To boost participants interest in climate related themes.

‣ To inspire participants to deepen their understanding on specific climate related themes.

Reflections

‣ To reflect on different climate related terminology.

‣ To reflect on one's own understanding on climate related terminology.

PREPARATION

1. Print a copy of the *"Expression Post"* *(see Handouts)* and cut them. Choose a larger area outside the activity room and distribute each post. You may want to mark the post, for example with a flag.

2. Print a copy of the *"Definition Worksheet"* for each group. *(see Handouts)*

3. On a whiteboard draw the *"Climate Expression Board"* *(see Supportive Materials)*, alternatively, make the board on a computer and project it.

4. Define a base for each group in the activity room.

INSTRUCTIONS

1.
STEP

Divide the participants in groups of three. Give each group a copy of the "Definition Worksheet" *(see Handouts)* and show them to their base.

Tell the groups that there are 25 posts in the area, each containing a climate expression that matches the definitions/descriptions on the Worksheet. Inform the groups about the boundaries of the chosen area.

Continue by explaining that the groups will compete against each other to find as many climate expressions as possible and match them with the corresponding definition/description.

Present the groups the competition rules:

a. The members of each group must stay together at all times during the race. They cannot separate, they cannot divide tasks.

b. The Definition Worksheet should remain at all times at the base.

c. The groups should find one post at a time. Once a group finds a post, they pick up the climate expression and return to the activity room.

d. Once in the activity room, the group should pass first by the Climate Expression Board and place a tick sign next to the post identified. This will allow everyone to know how many posts are left to be identified and when to stop the search. The group should then move to its base.

e. At the base, the group should match the climate expression found with a definition/description on their worksheet and place the climate expression on the corresponding slot. The groups are not allowed to use any source of information.

f. Once the match has been identified, the group returns to find another post. The race will run until all expressions have been found, but not more than 25 minutes.

g. The group with the highest number of correct matches wins.

Agree with the participants a sign that you will give so to indicate that the race is now over and all the groups should return to the activity room (for example, by the ring of a bell). Alternatively, have a member of each group to set a timer on their phone. **(15 min)**

2.
STEP

Give the start of the race. Allow it to run until all the climate expressions have been found or for a maximum of 25 min. Announce the end of the race by the sign agreed, if relevant. **(25 min)**

CLIMATE ACTION

3. STEP

Once all the participants are back in plenary, ask each group to tell how many climate expressions they found, and which are their match. Ask the groups if they agree or not with the match suggested. In case of a wrong answer, allow other groups to give the correct answer. Let the groups count their correct matches and acknowledge the winner. **(15 min)**

4. STEP

Bring the participants in a circle to debrief. **(20 min)**

DEBRIEF

Conduct a debrief around the following questions:

1. Was there any climate expression that you did not know before?

2. Were there climate expressions that you heard before but did not know what is meant or had a different understanding about it?

3. Did any of the definitions/descriptions of the climate expressions surprised you?

4. Are there any climate expression that are more widely used then others? Which? Why do you think it is so?

5. Are there any climate expressions that could create confusion? Which/Why?

6. Why is it important to be familiarised with various climate expressions and their correct meaning?

7. Are there any climate expressions from those presented today that you would like to learn more about? Why?

FURTHER INFORMATION

▸ United Nations, "SDG 13 Climate Action", *https://www.un.org/ sustainabledevelopment/climate-change/*

Scan the QR Code with your smartphone to download ***CLIMATE ACTION - CLIMATE EXPRESSION POSTS AND DEFINITION WORKSHEETS*** *in a printable PDF format.*

49.

CLIMATE EXPRESSION POSTS 15/25

A POST **SDG 13**	**B** POST **Fossil Fuel**
C POST **CO² Quotas**	**D** POST **Ozone**
E POST **Weather**	**H** POST **Biodiversity**
F POST **The Rainforests**	
G POST **Renewable Energy**	
J POST **CO²**	**K** POST **Climate**
I POST **Sustainable Developments**	
L POST **Climate Refugees**	
O POST **C.O.P**	**U** POST **El Niño**
M POST **Anthropogenic Climate Change**	

50. **HANDOUTS**

CLIMATE EXPRESSION POSTS 25/25

N POST	**Climate Change**
Q POST	**Greenhouse Gasses**
R POST	**The Kyoto Protocol**
S POST	**Global Warming**
T POST	**Methane Gas**
V POST	**Food Insecurity**
W POST	**Tipping Point**
X POST	**Paris Agreement**
Y POST	**Glacier**

51. HANDOUTS   ✂

CLIMATE ACTION - DEFINITION WORKSHEET PAGE 1

D1
DEFINITION

(POST) is the variability among living organisms from all sources, including terrestrial, marine, and other aquatic ecosystems and the ecological complexes of which they are part; this includes diversity within species, between species, and of ecosystems.

WHICH POST ?

D2
DEFINITION

(POST) have the ability to catch and emit (some of) the infrared (long-waved) radiation while they allow most of the ultraviolet (short-waved) radiation to pass through. (POST) catches the heat from the sun and allows some of it to reach the Earth. Thereby, the amount of (POST) in the atmosphere influences the average temperature on Earth.

WHICH POST ?

D3
DEFINITION

(POST) comes from the burning of materials that contain carbon, like fossil fuels and other organic materials, when there is enough oxygen present. Plants absorb (POST) during photosynthesis, and plants use both (POST) and water to produce energy in the form of sugar. The concentration of (POST) has increased by 40% since the beginning of industrialisation.

WHICH POST ?

D4
DEFINITION

(POST) stands for "Conference of Parties" and is the supreme decision-making body of the UN's Convention on Climate Change.

WHICH POST ?

D5
DEFINITION

(POST) is a natural climate phenomenon that affects the weather in most parts of the world. (POST) describes a period with unusual high temperatures of surface waters in the central and Eastern Pacific Ocean. This influence ocean streams in and atmospheric streams over the Pacific Ocean. (POST) often hits poor countries and threatens their food security.

WHICH POST ?

52. HANDOUTS ✂

CLIMATE ACTION - DEFINITION WORKSHEET PAGE 2

D6
DEFINITION

(POST) is the situation in which people lack secure access to sufficient amounts of safe and nutritious food for normal growth and development and an active and healthy life. There are many causes for **(POST)**, but some can be droughts and floods – of which we see an increase due to climate changes.

WHICH POST ?

D7
DEFINITION

During the last 100 years, 22% of the "…" in Bhutan have melted. When the "…" are gone, the Bhutanese population will lose their water reserve for times outside the rain-season.

WHICH POST ?

D8
DEFINITION

(POST) is the long-term heating of Earth's climate system observed since the pre-industrial period (between 1850 and 1900) due to human activities, primarily fossil fuel burning.

WHICH POST ?

D9
DEFINITION

Corporations that have to reduce their emissions of greenhouse gasses can purchase "…".

WHICH POST ?

D10
DEFINITION

(POST) is an international agreement to reduce the emission of greenhouse gasses. This agreement was reached in 1997.

WHICH POST ?

53. **HANDOUTS**

CLIMATE ACTION - DEFINITION WORKSHEET PAGE 3

D11
DEFINITION

(POST) is the second-largest villain when it comes to greenhouse gasses. **(POST)** is mainly emitted from agriculture and is responsible for 15-17% of global warming.

WHICH POST ?

D12
DEFINITION

Coal, oil and natural gas are types of **(POST)** that produce CO2 when burnt.

WHICH POST ?

D13
DEFINITION

(POST) once covered 14% of the Earth's surface – today that number is 6%. **(POST)** are sometimes referred to as the lungs of the Earth, which is why it has terrible consequences for the world when they are threatened, and biodiversity is knocked out of balance.

WHICH POST ?

D14
DEFINITION

(POST) is the UN's goal concerning the climate. It urges all the countries of the world to collaborate in order to decrease CO2 emissions.

WHICH POST ?

D15
DEFINITION

(POST) is a term often mentioned in the climate debate. It describes that moment when the climate changes caused by human activities can no longer be reversed.

WHICH POST ?

54.

HANDOUTS

CLIMATE ACTION - DEFINITION WORKSHEET PAGE 4

D16
DEFINITION

(POST) is found in relatively small quantities in the atmosphere but plays an important role. It is considered pollution when **(POST)** is found at ground-level, and high concentrations of **(POST)** are harmful for humans. In the upper atmosphere, **(POST)** functions as a filter that protects living things on Earth against the sun's high-frequency ultraviolet radiation.

WHICH POST ?

D17
DEFINITION

(POST) is the development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

WHICH POST ?

D18
DEFINITION

(POST) is an international treaty on climate change that aims to limit global warming to well below 2, preferably 1.5 degrees Celsius, compared to pre-industrial levels.

WHICH POST ?

D19
DEFINITION

(POST) is the long-term regional or even global average of temperature, humidity and rainfall patterns over seasons, years or decades.

WHICH POST ?

D20
DEFINITION

(POST) is the temporary conditions of the atmosphere, the layer of air that surrounds the Earth

WHICH POST ?

55.

CLIMATE ACTION - DEFINITION WORKSHEET PAGE 5

D21
DEFINITION

(POST) refers to human displacement occurring as a result of climate change. However, the term is not recognised by any international law.

WHICH POST ?

D22
DEFINITION

(POST) is alternative energy based on solar, wind, hydroelectric, biomass, and geothermal power.

WHICH POST ?

D23
DEFINITION

(POST) is human-induced climate change occurring as a result of emissions of greenhouse gases, emissions of aerosols and changes in land cover.

WHICH POST ?

D24
DEFINITION

(POST) is the process of capturing and storing carbon dioxide (CO2) before it is released into the atmosphere. The technology is considered by some to be of essential importance in tackling global climate change.

WHICH POST ?

D25
DEFINITION

(POST) is a long-term shift in global or regional climate patterns.

WHICH POST ?

SUPPORTIVE MATERIALS

CLIMATE EXPRESSION BOARD AND ANSWERS

Place a tick sign (✔) next to the post you found and write the number (name) of your group.

POST A	
POST B	
POST C	
POST D	
POST E	
POST F	
POST G	
POST H	
POST I	
POST J	
POST K	
POST L	
POST M	
POST N	
POST O	
POST P	
POST Q	
POST R	
POST S	
POST T	
POST U	
POST V	
POST W	
POST X	
POST Y	

ANSWERS

D1	Biodiversity
D2	Greenhouse gasses
D3	CO2
D4	C.O.P
D5	El Niño
D6	Food insecurity
D7	Glaciers
D8	Global Warming
D9	CO2 quotas
D10	The Kyoto Protocol
D11	Methane gas
D12	Fossil Fuel
D13	Rain forests
D14	SDG 13
D15	Tipping Point
D16	Ozone
D17	Sustainable development
D18	Paris Agreement
D19	Climate
D20	Weather
D21	Climate refugees
D22	Renewable energy
D23	Anthropogenic Climate Change
D24	Carbon capture and storage (CCS)
D25	Climate Change

TAKE A STEP FORWARD

An activity in which the participants take on roles and move forward depending on their chances and opportunities in life.

THEMATIC AREA

Climate Change

SCHOOL SUBJECTS

▸ Humanities

15-21 **10-30** **60″**

MATERIALS

▸ Role cards

▸ A large open space (a corridor, large room or outdoors)

▸ A hat or a bowl

OBJECTIVES

Behavioural competences

▸ To foster empathy and solidarity with vulnerable people.

▸ To be conscious about how personal actions contribute to climate change.

Reflections

▸ To reflect upon the effects of environmental degradation on people's living conditions and particularly of climate change.

▸ To reflect about the connection between unsustainable practices in the developed countries and social and environmental injustice worldwide.

PREPARATION

1. Open and print the *"Take a Step Forward - Role Cards and List of Statements"* by scanning the QR Code on the next page.

2. Review the list of "situations and events" and adapt them, if necessary, for the group that you are working with.

3. Copy and cut the cards. Fold them in half and put them in a hat/bowl.

Role Cards and
List of Statements
PAGE 91-93 ONLY!

Scan the QR Code with your smartphone to download **ROLE CARDS AND LIST OF STATEMENTS** *in a printable PDF format.*

INSTRUCTIONS

1. STEP Create a calm atmosphere with some soft background music or ask the participants for silence.

2. STEP Ask participants to take a role card out of the hat. Tell them to keep it to themselves and not show it to anyone else.

3. STEP Invite them to sit down (preferably on the floor) and read their card carefully.

4. STEP Now ask them to begin to get into character. To help, read out some of the following questions, pausing after each, to give people time to reflect and build up a picture of themselves and their lives.

- ▸ What is your everyday life like now?
- ▸ Where do you socialise?
- ▸ What do you do in the morning, in the afternoon, in the evening?
- ▸ What sort of lifestyle do you have?
- ▸ Where do you live?
- ▸ What do you do in your leisure time?
- ▸ What you do during your holidays?
- ▸ How much time do you spend in nature or outdoors?

5. STEP Now ask people to remain silent as they line up beside each other (as if at a starting line).

6. STEP Tell them that you are going to read out a list of situations or events. If they think that their character can answer "yes" to a statement, they should take a step forward. Otherwise, they should stay where they are and not move.

7.
STEP

Read out the situations one at a time. Pause between each statement to allow people time to step forward. Remind them to look around (silently) at where others are standing.

When you have read out all the statements, invite participants to take note of their final positions in comparison to the rest of the group. Ask each participant to briefly reveal their roles.

8.
STEP

Call them back to the circle and bring them out of character before debriefing the activity in plenary. You can bring them out of character, for example, by telling them to shout out their real names on the count of 3.

9.
STEP

Bring the participants in a circle to debrief. **(40 min)**

DEBRIEF

Conduct a debrief around the following questions:

1. How did you feel when you took a step forward – or when you did not?

2. For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as you were?

3. Did anyone feel that the situation was not fair?

4. How easy or difficult was it to play your role? What made it difficult?

5. If you were in your own (real) character, would you have stepped forward differently?

6. Are you surprised by the difficulties that environmental issues are having on people's everyday lives?

7. Were you aware of this before the activity?

8. Does the exercise mirror life in any way? Why, or why not?

9. Why is climate change an issue of Global Responsibility?

10. To which other Sustainable Development Goals is climate change relevant to?

11. Can you think of any steps that could be taken to address some of these issues?

12. Who is responsible to address the issues presented today?

13. What can you do?

EQUALITY AT RISK?

An activity in which the participants identify how climate change is a threat for various regions in the world and engage in a discussion on how actions happening in one corner of the world can have an impact thousands of miles away.

13-21 **24** **160"**

THEMATIC AREA

Climate and related themes

SCHOOL SUBJECTS

▸ Sciences

▸ Humanities

MATERIALS

▸ Projector

▸ Flipchart papers

▸ Markers

▸ Any other available stationery for creative work

OBJECTIVES

Behavioural competences

▸ To adopt behaviours with respect to climate action.

▸ To engage in activities that promote climate actions.

Reflections

▸ To reflect upon consequences triggered by climate change in various parts of the world.

▸ To reflect on one's personal contribution to climate change.

PREPARATION

Not needed.

GLOBAL RESPONSIBILITY EDUCATION

INSTRUCTIONS

1. STEP

Divide the participants in six groups. Assign each groups a region from the list below threatened by climate change:

▸ Tuvalu

▸ Mongolia

▸ Kiribati

▸ Lagos (Nigeria)

▸ Bangladesh

▸ Maldives

Give the groups 1,5 hours to research and then make a 5-min presentation on how climate change may affect the region they were assigned. In their presentations the participants should:

a. Present the region: its geographical placement, its people, elements of its culture and traditions.

b. Present specific challenges/consequences connected to climate change.

c. Make a 30-seconds pitch about why their region should be protected from climate change.

Allow the participants to choose themselves the style of their presentation e.g., PowerPoint, animation, poster, poem, song etc. Encourage the participants to be creative and make engaging presentations. **(60 min)**

2. STEP

When the time is up, invite each group to make their presentation. Allow 5 minutes for questions from the floor for each group. **(60 min)**

3. STEP

Bring the participants in a circle to debrief

DEBRIEF

Conduct a debrief around the following questions: (40 min)

1. What did you know about these regions prior to this activity?

2. What information have you retained today?

3. Was there any information that affected you in a special way or triggered in you a particular reflection? Which? How did it affect you/What reflection was triggered?

CLIMATE ACTION

4. It is widely claimed that it is the industrialised countries that foster climate change, whereas it is the small developing countries, such as those discussed today, that take the consequences. Do you agree? Why/Why not?

5. To which degree to you think you contribute to the climate change in the regions discussed today? Which individual actions may lead to that?

6. Are countries in the word equally exposed to consequences of climate change? Why/Why not?

7. Who should carry the responsibility of tackling consequences of climate change that occur in one part of the world, but are triggered miles away, in another side of the world?

8. Does climate change challenge human rights? Which human rights? How?

9. Why is climate change an issue of Global Responsibility?

10. To which other Sustainable Development Goals is climate change related? How?

11. Who is responsible alleviate climate change?

12. What can you do?

Ask the groups to record their pitch speeches and share them on social media with the hashtag *#GlobalResponsibility; #SDGsatstake; #GlobalGoals.*

FURTHER INFORMATION

▸ United Nations, "SDG 13 Climate Action", *https://www.un.org/ sustainabledevelopment/climate-change/*

▸ United Nations, "Climate Action: One World, One Agreement", *https://www. youtube.com/watch?v=otD3ieuZa8M*

GOAL 14:
THE GLOBAL STATUS

An activity in which the participants pose questions to each other based on question cards and learn about the oceans and seas.
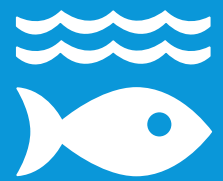
THEMATIC AREA

Oceans and Seas

SCHOOL SUBJECTS

▸ Humanities

13-25   30   80"

MATERIALS

▸ Question Cards

OBJECTIVES

Behavioural competences

▸ To recognise the importance of healthy oceans and seas.

▸ To take actions towards ensuring conservation and sustainability of life below water.

Reflections

▸ To reflect upon the state of the oceans.

▸ To reflect upon the problems caused by marine pollution, overfishing, or destruction of ecosystems.

▸ To reflect upon the causes of polluted oceans.

▸ To reflect upon the importance of healthy oceans and seas.

PREPARATION

Print and cut the *"Life Below Water - Question cards"* (see Handouts)

INSTRUCTIONS

1.
STEP
Start the activity by briefly informing the participants that the activity will address Goal 14 - Life Below Water. You may choose to play a short video to introduce the topic *(see Further Information)*. **(15 min)**

Give each participant a question card together with the corresponding answer. Allow the participants 20 minutes to walk around, find a pair and pose to each other the question on their card. Explain to the participants that some questions may be difficult, and it is ok to not know the answer. Explain that everyone should try and give an answer, but that the correct answer should be shared if the wrong answer is given. When both participants in the pair have attempted to answer their questions, they should swap the cards and find a new partner. **(25 min)**
2.
STEP

3.
STEP
When the time is up, bring the participants in a circle to debrief. **(40 mm)**

DEBRIEF

Conduct a debrief around the following questions:

1. What information do you remember most from the activity?

2. What information surprised you the most?

3. Where do you think that the world stays in terms of healthy oceans and seas?

4. What causes marine pollution?

5. What problems arise with unhealthy oceans and seas? What are the occurring consequences for the ocean ecosystem?

6. What can be the impact of unsustainable use of oceans, seas, and marine resources for human beings? Is everyone equally affected? Why/Why not?

7. Why is protecting our oceans important?

8. What do you understand by "sustainable use of oceans, seas and marine resources"?

9. Why is the sustainable use of oceans, seas and marine resources an issue of global responsibility?

10. To which other Sustainable Development Goals is the sustainable use of oceans, seas and marine resources relevant?

11. Who is responsible to ensure a sustainable use of oceans, seas and marine resources?

12. What can you do?

FOLLOW UP SUGGESTION

Write on a board/flipchart those statements that the participants were the most surprised by. Divide participants in groups of 4-5. Assign each of the groups 1-2 statements and ask them to reflect on sustainable and/or developmental recommendations to these. Gather the groups in plenary to present their findings.

FURTHER INFORMATION

If you need to update some of the Question Cards, check the latest information provided by:

▶ UNDP, "Goal 14: Life Below Water", *https://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-14-life-below-water.html*

▶ United Nations, "Oceans and the Law of the Sea", *https://www.un.org/en/sections/issues-depth/oceans-and-law-sea/index.html*

▶ National Geographic, "Latest Stories", *https://www.nationalgeographic.com/*

▶ WWF, "The Ocean", *https://explore.panda.org/oceans*

▶ United Nations, "SDG 14 Life Below Water", *https://www.un.org/sustainabledevelopment/oceans/*

Useful videos to introduce the goal/theme:

▶ Erasmus University, "SDG14: Explaining life below water", *https://www.youtube.com/watch?v=ZU_wQsaMLDc*

▶ United Nations, "Plastic Ocean", *https://www.youtube.com/watch?v=ju_2NuK5O-E*

*Scan the QR Code with your smartphone to download **LIFE BELOW WATER - QUESTION CARDS** in a printable PDF format.*

56.

& ✂

LIFE BELOW WATER - QUESTION CARDS 5/30

Which is the primary threat to ocean's ecosystem?

A. Dirty water

B. Plastic

C. Unsustainable fishing

Correct Answer: C

Fact: 90% of the world's fisheries are already fully exploited or overfished, while billions of unwanted fish and other animal die needlessly each year.

The Ross Sea is...

A. A sea that will be gone by 2025

B. The last intact marine ecosystem

C. The most salted sea in the world

Correct Answer: B

Fact: Its nutrient-rich waters are the most productive in the Antarctic, leading to huge plankton and krill blooms that support vast number of fish, seals, penguins and whales.

The Citarum River is the most polluted river in the world. In which country is it?

A. India

B. Indonesia

C. China

Correct Answer: B

Fact: Some 9 million people live in close contact with the river. Most people living along the Citarum river have to rely on contaminated water to wash themselves and their clothes, and for drinking and cooking.

What is the main source of pollution in the Citarum River in Indonesia?

A. Automobile industry

B. Food industry

C. Textile industry

Correct Answer: C

Fact: More than 2.000 companies, mostly textile, were built near the river because they need large quantities of water. They have been discharging an enormous amount of chemical waste directly into the river.

How many marine species are considered critically endangered?

A. Over 40

B. Over 200

C. Over 300

Correct Answer: C

Fact: The most endangered sea mammal and one of the most endangered animals in the world is vaquita. There is only around 10 left.

✂

57.

LIFE BELOW WATER - QUESTION CARDS 10/30

By which year is it estimated that plastic in the oceans will outweigh fish?

A. 2050

B. 2080

C. 2090

Correct Answer: A

Fact: It is estimated that the oceans are already filled with about 165 million tons of plastic.

Which country launched the first fully electric car ferry?

A. Canada

B. New Zealand

C. Norway

Correct Answer: C

Fact: Electric car ferry reduces about 95% of CO2 compared to a conventional diesel ferry.

The oceans act as a natural filter. How much CO2 do they absorb?

A. 10%

B. 30%

C. 50%

Correct Answer: B

Fact: Oceans help reduce the impact of climate change thanks to absorbing carbon dioxide produced by humans. Unfortunately, this causes big problems for marine species like corals.

How many people depend on costal and marine biodiversity for their livelihoods?

A. 1 billion

B. 3+ billion

C. None

Correct Answer: B

Fact: Small-scale fisheries contribute to 70% of the global fish catch and employ nearly 90% of fishers and fish workers worldwide.

One of the SDG14 targets was to conserve at least 10% of coastal and marine areas by 2020, how much of the oceans are protected today?

A. Less than 10%

B. More than 10%

C. More than 30%

Correct Answer: A

Fact: The goal has not been met and the vast majority of the world's few marine parks and reserves are protected in name only.

LIFE BELOW WATER - QUESTION CARDS 15/30

What percentage of the ocean is heavily affected by pollution, depleted fisheries, loss of coastal habitats and other human activities?

A. 20%
B. 30%
C. 40%

Correct Answer: C

Fact: SDG14 aims to conserve and assure a sustainably use the oceans, seas and marine resources for sustainable development.

What percentage of the Earth´s surface is covered by the ocean?

A. 71%
B. 75%
C. 80%

Correct Answer: B

Fact: The ocean represents 99% of the living space on the planet by volume.

Which of the following is NOT a target of the SDG14 – Life Below Water?

A. Increase economic benefits of sustainable fisheries management, aquaculture and tourism for the least developed countries.
B. Prevent and significantly reduce marine pollution, in particular from land-based activities.
C. Subsidise industrial fishing to achieve maximum efficiency

Correct Answer: C

Fact: The UN has agreed to stop subsidies for unsustainable fishing and in particular to strengthen the rights of poorer island states, which live from fishing.

How many people does marine fisheries employ directly or indirectly?

A. Nearly 60 million people
B. Over 200 million people
C. Around 500 million people

Correct Answer: B

Fact: Marine fisheries bring significant employment and economic benefits for local coastal communities. Around 60 million people were employed in fisheries and aquaculture in 2016 and some additional 200 million direct and indirect jobs occur along the value chain.

How many of sea turtles are lost each year to overharvesting and illegal trade?

A. Tens of thousands
B. Less than ten thousand
C. None

Correct Answer: A

Fact: Sea turtles have covered vast distances across the world´s oceans for more than 100 million years, filling a vital role in the balance of marine habitat. Today, they are endangered.

59.

LIFE BELOW WATER - QUESTION CARDS 20/30

Are the oceans the world's largest ecosystem?

A. Yes

B. No

Correct Answer: A

Fact: The number of marine ecosystems is actively debated. Although there is some disagreement, several types of marine ecosystems are largely agreed on: estuaries, salt marshes, mangrove forests, coral reefs, the open ocean, and the deep-sea ocean.

Do we have an international agreement to improve the protection and sustainable use of the world's oceans?

A. Yes.

B. No. The countries of the world cannot yet agree on it

Correct Answer: A

Fact: The United Nations Convention on the Law of the Sea (UNCLOS) was signed in 1982, in order to define coastal and maritime boundaries, to regulate seabed exploration not within territorial clams, and to distribute revenue from regulated explorations. 167 countries committed to the agreement.

What does "overfishing" mean?

A. Fishing more than needed

B. Too many fish are caught, so the fish do not manage to replenish themselves

C. Use of bigger and bigger fishing boats

Correct Answer: B

Fact: The earliest overfishing occurred in the early 1800s, when humans, seeking blubber for lamp oil, decimated the whale population.

What is the estimated market value of marine and coastal resources and industries in $ per year?

A. $1 trillion

B. $2 trillion

C. $3 trillion

Correct Answer: C

Fact: That is about 5% of the global GDP.

How many of all existing marine species do we think we have identified so far?

A. Around 200.000

B. Around 350.000

C. Around 500.000

Correct Answer: A

Fact: More than 80% of the ocean has never been mapped, explored, or even seen by humans, the actual number of marine species may therefore lie in the millions.

60.

LIFE BELOW WATER - QUESTION CARDS 25/30

Where is the largest "Dead Zone" in the world?

A. In the Gulf of Mexico
B. In the Arabian Sea
C. In the Baltic Sea

Correct Answer: B

Fact: Dead zones are low-oxygen, or hypoxic, areas in the world's oceans and lakes. Because most organisms need oxygen to live, few organisms can survive in hypoxic conditions.

What is the "Ganges"?

A. A river in China
B. A river in India and Bangladesh
C. The Chinese word for water pollution

Correct Answer: B

Fact: The sacred, over 2.500km long, river Ganges is the most populated river basin in the world. It is crucial for India, culturally, economically and environmentally.

What is the #1 cause of ocean pollution?

A. Bathing and camping on the beach
B. Fishing, shipping, and general boat traffic
C. Trash along beaches and within rivers

Correct Answer: C

Fact: Every year, an estimated 5 to 12 million metric tonnes of plastic enters the ocean. About 89% of plastic litter found on the ocean floor are single-use items like plastic bags.

If climate change and greenhouse gas emissions continue at the current rate, when will the world's coral reefs be gone?

A. 2050
B. 2080
C. 2100

Correct Answer: A

Fact: Reefs, often referred to as the rainforests of the oceans, provide habitat for a million species, including a fourth of the world's fish. They also protect coastlines against erosion from tropical storms and act as a barrier to sea-level rise.

What percentage of the world´s fisheries are fully exploited?

A. 33%
B. 43%
C. 53%

Correct Answer: C

Fact: Several important commercial fish populations have declined to the point where their survival is threatened.

61. HANDOUTS & ✂

LIFE BELOW WATER - QUESTION CARDS 30/30

What is extremely dangerous for turtles?

A. Fishermen

B. Plastic

C. Tourists

Correct Answer: B

Fact: At least 1.000 turtles die each year from being tangled in plastic waste.

Why is plastic so dangerous to turtles?

A. They mistake it for food

B. They play with it and get hurt

C. It is not dangerous to them

Correct Answer: A

Fact: There is a 22% chance that a turtle will die by ingesting just one plastic item. Sharp plastics can rupture internal organs and bags can cause intestinal blockages resulting in starvation.

Where is the planet's richest centre of marine and coral diversity?

A. The Great Barrier Reef

B. The Coral Triangle

C. The Mesoamerican Reef

Correct Answer: B

Fact: The Coral Triangle is the global centre of marine biodiversity with 76% of the world's coral species, 6 of the world's 7 marine turtle species and at least 2.228 reef fish species.

How many percent of oxygen production on Earth comes from the ocean?

A. 20-40%

B. 40-60%

C. 50-80%

Correct Answer: C

Fact: At least half of Earth's oxygen comes from the ocean. The majority comes from oceanic plankton.

What does "bycatch" mean?

A. A fish or other marine species caught unintentionally

B. A fish or other marine species caught intentionally

C. Illegal fishing method

Correct Answer: A

Fact: A staggering amount of marine life (including turtles, dolphins and juvenile fish) is hauled up with the intentional catch, and then discarded overboard. Animals that are discarded often die and cannot reproduce, impacting marine ecosystems.
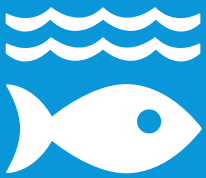
FISHING GAME

This activity is a simulation of the fishing trade to explore reasons for the decline in fish populations. Participants then explore ways of making fisheries more sustainable both for animals and the people who depend on them.

13-21 **10-30** **120"**

THEMATIC AREA

Sustainable fishing

SCHOOL SUBJECTS

▸ Earth Sciences

MATERIALS

▸ 2 different types/shapes of small biscuits, sweets, or some other small object to represent the different fish

▸ About 100 "goldfish" per small group

▸ About 50 "turtles" per small group

▸ About 100 pieces of popcorn per small group, to represent "other fish"

▸ 1 serving bowl or dinner plate per small group

▸ 1 small cup per participant

▸ Spoons, 1 per participant

▸ Spatulas, 1 per group

▸ Tongs or chopsticks, 1 per group

▸ A stopwatch, for timing the activity

▸ Fishing logs *(see Handouts)*, 1 per participant

OBJECTIVES

Behavioural competences

▸ To appreciate the ways in which individuals can address the problem of declining in fish populations.

Reflections

▸ To understand environmental concerns related to over-fishing.

▸ To construct explanations and design solutions for maintaining healthy oceans.

PREPARATION

1. Make a copy of the *"Fishing Logs"* *(see Handouts)* for each participant.

2. Make an "ocean" for each group of 5-7 participants: put 60 "goldfish", 30 "turtles", and 60 pieces of popcorn ("other fish") in a bowl.

GLOBAL RESPONSIBILITY EDUCATION

INSTRUCTIONS **PART ONE**

TRADITIONAL FISHING (30 MIN)

STEP 1.
Tell participants that 1 billion people around the world depend upon seafood for their primary source of protein. Explain that today we will be going fishing!

STEP 2.
Divide the participants into groups of 5-7 people and give each group an ocean. They can choose a name for their ocean.

STEP 3.
Give every participant their own "boat" (cup), "net" (spoon) and fishing log. Tell them they are fishers whose livelihood depends on catching fish. They need to catch seafood that they can sell at the seafood market.

STEP 4.
Introduce them to the different types of fish in their oceans:

▸ Goldfish are the fish they need to catch

▸ Turtles (and other endangered species) are "fish" whose populations are endangered

▸ Popcorn represent all other fish

STEP 5.
 Talk through or display the fishing rules:

▸ When the fishing season starts, use your "net" (spoon) to catch "fish" from the "ocean" (bowl). Deposit your catch into your "boat" (cup);

▸ You can only use your net! Fingers, hands, or anything else are out of play; – goldfish are the target fish: these are the ones you can sell at the seafood market;

▸ If any unwanted fish – popcorn or turtle crackers – end up in your net, you cannot return them to the ocean;

▸ If you do not catch at least five goldfish in a fishing season, you will not be able to survive to the next one. You will have to miss the next season;

▸ There will be at least four fishing seasons in total.

6. STEP

Announce the start of Fishing Season 1 and give participants 20 seconds to fish. Then announce the end of the season. Participants must stop fishing promptly!

! NOTE

If participants are not depleting their oceans, increase the "season" to 30 seconds.

7. STEP

Ask everyone to count their goldfish catch, other fish catch (popcorn), and endangered by-catch (such as sea turtles) and then calculate what is left in the ocean. This information should be recorded in the fishing logs.

8. STEP

While participants are recording their catch, and before the start of the next season:

▶ Go around each ocean adding a new goldfish for each one left in the ocean; a new endangered fish for each one left, and the same for the other fish. Explain that this represents natural reproduction of the remaining fish in the sea;

▶ Ask if anyone caught less than five goldfish, and tell them that they must miss the next season if so;

▶ Give 1 fisher in each group a spatula and tell them that this represents trawling, and they can use it in Season 2 instead of the spoon. You can give it to a different participant for Season 3.

9. STEP

Announce the start of Season 2, and repeat the same procedure as for Season 1:

▶ Fish for 20-30 seconds;

▶ Fill out the logs;

▶ Add to the oceans: one more of each kind of fish for each one remaining;

▶ Give a spatula to one participant in each group (only for Seasons 2 and 3).

10. STEP

Run Season 3 the same way as Season 2.

11. STEP

For Season 4, take away the spatula and give 1 participant in each group a set of tongs or chopsticks. This represents a hook and line.

! NOTE

Add extra seasons after Season 4, if needed, until all (or most) groups fish out their ocean.

12. STEP

If, or when a group fishes all the creatures in their ocean, allow it to "invade" other oceans. It may spread out to different oceans or go as one group to a single ocean. Do not tell participants in advance that they can do this!

13. STEP

Bring the whole group together and conduct a plenary discussion about what happened and what participants observed. **(15 min)**

Use such questions as:

▸ Which oceans ran out of fish?

▸ What were the main reasons?

▸ Which fishing methods caught the most fish?

▸ Which fishing methods resulted in most by-catch (fish other than the target fish)

▸ Can you describe what happened in your ocean, over the full four seasons, with reference to your logs?

▸ What were you trying to do: were you thinking about catching as many fish as possible, or did you consider what it would mean if all the fishers tried to do that?

▸ How much of the activity represented the real fishing industry: which bits are realistic, and what might be missing from the model?

INSTRUCTIONS **PART TWO**

SUSTAINABLE FISHING

1. STEP

Divide participants back into their "ocean" groups and ask them to brainstorm how they might protect their ocean. They need to think about how to maintain healthy populations of fish that can continue to reproduce over generations to come, while still allowing fishers to make a living – and providing sufficient fish to those who survive on a diet of fish.

Give the groups 20 min each group to write out its proposals and draw up a set of rules. **(25 min)**

2. STEP

Fill up the oceans again and ask the participants to try out their ideas. Run the same number of seasons as previously. **(15 min)**

3. STEP

Bring the participants in a circle to debrief. **(40 min)**

DEBRIEF

Start the debrief by discussing the differences between last round and the first.

1. Did you have more or less fish left in the ocean at the end?

2. Did you reduce the amount of by-catch?

3. Did all your fishers "survive" all seasons?

4. How did your own state of mind differ: were you more or less anxious to catch more fish?

Ask the groups to briefly outline the proposals they came up with.

5. Do you think your proposals were effective? Would you change anything in another game?

6. Do you think these proposals would work in real life?

7. Do you think the activity was a true reflection of reality?

8. How aware were you about the problem of overfishing? Why is this a problem?

9. What is sustainable fishing? Could there occur any dilemma with sustainable fishing? Which ones? How can they be addressed?

10. How is overfishing a problem of global responsibility?

11. To which other Sustainable Development Goals is overfishing related to?

12. Who is responsible to assure that sustainable fishing practices are put in place and respected?

13. What can you do?

FOLLOW UP SUGGESTION

Divide the participants in groups of 3-4 people. Ask each group to research and choose a problem related to overfishing. Ask the participants to make a 5-min presentation about the problem and its environmental and social impact.

FURTHER INFORMATION

▸ United Nations, "SDG 14 Life Below Water," *https://www.un.org/sustainabledevelopment/oceans/*

▸ Greenpeace, "Greenpeace Criteria for Sustainable Fisheries", *https://wayback.archive-it.org/9650/20200405132416/http://p3-raw.greenpeace.org/international/en/campaigns/oceans/seafood/what-is-a-sustainable-fishery/*

DISCLAIMER: *This method is from T-KIT 13. Sustainability and youth work (European Union – Council of Europe youth partnership, 2018, page 44), here reproduced with some adjustments.*

Scan the QR Code with your smartphone to download **FISHING GAME - FISHING LOG** *in   a printable PDF format.*

FISHING GAME - FISHING LOG

Fisher's Name: _____

After each season, record the numbers of target fish, by-catch and fish left in the ocean.

PART 1

Season	Nr. of goldfish left	Nr. of endangered species left	Nr. of other fish left
1.			
2.			
3.			
4.			
5.			
6.			

PART 2

Season	Nr. of goldfish left	Nr. of endangered species left	Nr. of other fish left
1.			
2.			
3.			
4.			
5.			
6.			

GOAL 15:
THE GLOBAL STATUS

An activity in which the participants pose questions to each other based on question cards and learn about the status of life on land worldwide.

THEMATIC AREA

Ecosystems, terrestrial life

SCHOOL SUBJECTS

▸ Humanities

13-25   30   80"

MATERIALS

▸ Question Cards

OBJECTIVES

Behavioural competences

▸ To recognise the importance of protecting and restoring life on land.

▸ To take actions towards protecting and restoring life on land.

Reflections

▸ To reflect upon the global status of terrestrial ecosystems.

▸ To reflect upon the causes of land degradation, desertification, and biodiversity loss.

▸ To reflect upon the problems caused by deforestation, loss of natural habitat and land degradation.

▸ To reflect upon the importance of protecting and restoring life on land.

PREPARATION

Print and cut the *"Life on Land - Question cards"* *(see Handouts)*

INSTRUCTIONS

1. STEP

Start the activity by briefly informing the participants that the activity is about Goal 15 – Life on Land. Play a short video to introduce the topic *(see Further Information)*. Discuss what the participants understand by "sustainable use of terrestrial ecosystems". **(15 min)**

2. STEP

Give each participant a question card together with the corresponding answer. Allow the participants 20 minutes to walk around, find a pair and pose to each other the question on their card. Explain to the participants that some questions may be difficult, and it is ok to not know the answer. Explain that everyone should try and give an answer, but that the correct answer should be shared if the wrong answer is given. When both participants in the pair have attempted to answer their questions, they should swap the cards and find a new partner. **(25 min)**

3. STEP

When the time is up, bring the participants in a circle for debrief. **(40 min)**

DEBRIEF

Conduct a debrief around the following questions:

1. What information do you remember most from the activity?

2. What information surprised you the most?

3. Where do you think that the world stays in terms of life on land?

4. Are there any problems with deforestation, loss of natural habitat and land degradation there where you live? In what forms?

5. What causes land degradation, desertification, and biodiversity loss?

6. What problems arise as a results of land degradation, desertification, and biodiversity loss?

7. How do think the world will look like in 30 years?

8. Do you think you contribute to land degradation, desertification, and biodiversity loss through your daily activities? How?

9. Why is sustainable use of terrestrial resources on land an issue of global responsibility?

10. To which other Sustainable Development Goals is Goal 15 - Life on Land relevant?

11. Is there any viable solution to combat land degradation, deforestation, biodiversity loss?

12. Who is responsible to ensure that life on land is protected and restored?

13. What can you do?

FOLLOW UP SUGGESTIONS

Write on a board/flipchart those statements that the participants were the most surprised by. Divide participants in groups of 4-5. Assign each of the groups 1-2 statements and ask them to reflect on sustainable and/or developmental recommendations to these. Gather the groups in plenary to present their findings.

FURTHER INFORMATION

If you need to update some of the Question Cards, check the latest information provided by:

▸ United Nations, "SDG 15 Life on Land", *https://www.un.org/sustainabledevelopment/biodiversity/*

▸ UNDP, "Goal 15: Life on Land", *https://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-15-life-on-land.html*

▸ National Geographic, "Latest Stories", *https://www.nationalgeographic.com/*

▸ WWF, "Forests", *https://explore.panda.org/forests*

▸ WWF, "Wildlife", *https://explore.panda.org/wildlife*

Useful videos to introduce the goal/theme:

▸ Erasmus University, "SDG15: Academic insight into life on land", *https://www.youtube.com/watch?v=0S0XYYy-iDo*

▸ United Nations, "[UN Stories #1] South Africa: Rhinos Under Threat", *https://www.youtube.com/watch?v=27OCXBdk9vg*

*Scan the QR Code with your smartphone to download **LIFE ON LAND - QUESTION CARDS** in a printable PDF format.*

63.

LIFE ON LAND - QUESTION CARDS 5/30

Where is the most biodiverse place on Earth?

A. The Amazon rainforest
B. The Mediterranean Sea
C. The Russian Tundra

Correct Answer: A

Fact: Over 3 million species live in the rainforest, and over 2,500 tree species (or one-third of all tropical trees that exist on earth) help to create and sustain this vibrant ecosystem.

Which of the following animals is in serious danger of extinction due to Climate Change?

A. Birds
B. Black Bears
C. Polar Bears

Correct Answer: C

Fact: Polar bears rely heavily on sea ice for traveling, hunting, resting, mating and, in some areas, maternal dens. But because of ongoing and potential loss of their sea ice habitat resulting from climate change their existence being threatened.

What is the loss of arable lands and pastures called?

A. Land reclamation
B. Land degradation
C. Land declaration

Correct Answer: B

Fact: Globally, around 25% of the total land has been degraded. Land is being destroyed due to increasing agricultural and livestock production, urbanization, deforestation and extreme weather events.

Which of the following is a collapsed ecosystem?

A. The Amazon rainforest
B. Caribbean Coral Reefs
C. The Aral Sea

Correct Answer: C

Fact: The Aral Sea was once a lake lying between Kazakhstan and Uzbekistan. It was once the world's fourth largest body of inland water but has now largely disappeared. The Aral Sea´s ecosystem was destroyed mainly due to increased salinity, testing of weapons and fertilizer and pesticides run offs.

What is biodiversity?

A. Intra species genetic variation
B. The difference between species
C. The variety and variability of life on Earth

Correct Answer: C

Fact: We do not know how much biodiversity there is on a global scale, since only a small part has been discovered so far. It is estimated that only 1.2 million species have been identified out of around 8.7 million species of plants and animals in existence.

64.

HANDOUTS

LIFE ON LAND - QUESTION CARDS 10/30

What is the main driver of forest declination?

A. Agricultural expansions
B. Building football fields
C. Construction of shopping malls

Correct Answer: A

Fact: Globally, around 10 million hectares of forest are destroyed each year, mainly due to agricultural expansion.

What is the multilateral treaty that supports target 15.6 (Promote Access to Genetic Resources and Fair Sharing of the Benefits) called?

A. Convention on Biological Diversity
B. Cartagena Protocol
C. The Gran Canaria Declaration

Correct Answer: A

Fact: The Convention on Biological Diversity has three main goals: the conservation of biological diversity, the sustainable use of its components, and the fair and equitable sharing of benefits arising from genetic resources.

Where is the Great Green Wall being built?

A. Asia
B. Africa
C. Latin America

Correct Answer: B

Fact: The Great Green Wall is an African-led movement with the aim to restore 100 million hectares of currently degraded land, sequester 250 million tons of carbon and create 10 million green jobs by 2030. When finalised, the Great Green Wall shall span the entire width of Africa from Senegal to Djibouti, meaning 8000 km.

The mass extinction of animal species taking place in present day is primarily caused by...

A. An increase in the number of predators
B. Human activities
C. Inbreeding

Correct Answer: B

Fact: Human activities are creating the Earth´s sixth mass extinction crisis with around 30,000 species being driven to extinction per year.

What is "poaching"?

A. A specific promotion within military ranks
B. A method of cooking an egg
C. The illegal hunting of animals

Correct Answer: C

Fact: Wild animals are being poached on a massive scale, with millions of individual animals of thousands of species worldwide killed or captured.

65.

LIFE ON LAND - QUESTION CARDS 15/30

A community of living organisms and non-living components that interacts as a system is called a...

A. Ecolife

B. Ecosystem

C. Organic life

Correct Answer: B

Fact: Healthy terrestrial ecosystems are vital for human welfare and survival, as they provide us with essential products and benefits.

How do trees help prevent accidents, damage, and potential harm?

A. People can stand underneath them for shelter

B. They can be used to build houses

C. They help prevent desertification, floods, mudslides, etc.

Correct Answer: C

Fact: Trees reduce flood risk from the top to bottom. Lots of raindrops that land on leaves evaporate straight into the air, making less water reach the ground and roots create little passages in the soil as they grow, so when it rains water flows into those instead of flowing straight into the river and bursting its bank.

When did the western black rhinoceros go extinct?

A. 2011

B. 1954

C. 1921

Correct Answer: A

Fact: There´s only 67 Javan rhinos and less than 80 Sumatran rhinos remaining in the world.

On which continent do most people live?

A. Africa

B. Asia

C. Latin America

Correct Answer: B

Fact: Asia is home to almost 60% of the world´s population (4.7 billion). With Asia´s high population growth, the size of its population is estimated to increase to 5.3 billion people by 2050.

Which of the following has the highest value per kilo?

A. Rhino horn, which is always harvested illegally

B. Beef, which is most often harvested legally

C. Gold, which is rarely harvested legally

Correct Answer: A

Fact: At least one rhino is poached every day because of exploding illegal Asian demand for its horn. Highly sought as a status symbol, the horn is also mistakenly believed in Vietnam to cure cancer.

66.

LIFE ON LAND - QUESTION CARDS 20/30

What´s the estimated tiger population in the wild?

A. 220

B. 3.900

C. 10.000

Correct Answer: B

Fact: Tigers in the wild live in a few patches of forest in Asia. Around 5000 tigers are living in captivity in the US.

Which of the following regions of the world is experiencing the highest population growth rate?

A. South Asia

B. Sub-Saharan Africa

C. The Middle East

Correct Answer: B

Fact: Even though the population growth rate is the highest in the world, it has declined by 0.10% in the last decade.

How many of the world´s land-based plant and animal species live in forests?

A. 20%

B. 50%

C. 80%

Correct Answer: C

Fact: Forests provide habitat for a vast array of plants and animals, many of which are still undiscovered. However, the world lost 3.3 million hectares of forest areas in the last 5 years.

Forests are important in our fight against climate change, because...

A. Trees provide shelter during extreme weather

B. Trees absorb CO2 and produce oxygen

C. We need trees and wood to make products

Correct Answer: B

Fact: If an area the size of the United States would be restored as forests, it would erase nearly 100 years of CO2.

How much of the human diet is provided by plants?

A. 40%

B. 60%

C. 80%

Correct Answer: C

Fact: Humans rely on agriculture as an important economic resource and 2.6 billion people depend on it for a living. The three most eaten crops are corn, rice and wheat.

67.

LIFE ON LAND - QUESTION CARDS 25/30

How many percent of the Earth´s land is covered by forests?

- A. 30%
- B. 45%
- C. 60%

Correct Answer: A

Fact: Forests provide vital habitats for millions of species, and important sources for clean air and water, as well as being crucial for combating climate change.

Which of the following is a target of the SDG15 – Life on Land?

- A. Promote universal understanding of sustainable lifestyles
- B. Protect biodiversity and natural habitats
- C. Protect and restore marine ecosystems

Correct Answer: B

Fact: Action to reduce degradation of natural habitats, halt the loss of biodiversity and protect endangered species.

What is "deforestation "?

- A. Human-driven loss of trees
- B. Natural loss of trees
- C. Human-driven and natural loss of trees

Correct Answer: C

Fact: 1.3 million km² of forest were lost between 1990 – 2016, that is an area larger that South Africa. Deforestation can directly lead to biodiversity loss, which can result in extinction of animal species due to their lost habitat.

What are "Invasive Alien Species" (IAS)?

- A. Problematic species not native to an area
- B. Type of insect
- C. Species with extremely high impact on a particular ecosystem relative to its population

Correct Answer: A

Fact: IAS are the most common threat to amphibians, reptiles, and mammals. They may lead to changes in the structure and composition of ecosystems detrimentally affecting ecosystem services, human economy, and wellbeing. An example is a Killer Algae, which is replacing native plants and depriving marine life of food and habitat.

How much of forests are lost every year?

- A. 7 million hectares
- B. 13 million hectares
- C. 21 million hectares

Correct Answer: B

Fact: Lost forests, together with degradation of drylands, disproportionately affects poor communities.

68.

LIFE ON LAND - QUESTION CARDS 30/30

 True or false: The water sources of half of the world's population depend on mountain ecosystems.

A. True

B. False

Correct Answer: A

Fact: Mountains play a critical role in the water cycle by capturing moisture from air masses; when this precipitation falls as snow, it is stored until it melts in the spring and summer, providing essential water for settlements, agriculture, and industries.

What does the SDG15 target in regard to protected species of flora and fauna?

A. To reduce poaching and trafficking to half

B. To decrease poaching and trafficking

C. To end poaching and trafficking

Correct Answer: C

Fact: Wildlife poaching and trafficking not only erodes biodiversity, but creates insecurity, fuels conflict and feeds corruption.

What is "Zoonosis"?

A. Disease or infection naturally transmissible from animals to humans

B. Branch of biology studying animal life

C. Type of disease affecting animals

Correct Answer: A

Fact: Zoonosis represents a major public health problem around the world due to our close relationship with animals in agriculture, as companions and in the natural environment. The new coronavirus may have been transferred to people by pangolins.

How many people depend on forests for their livelihoods?

A. Around 970 million people

B. Around 1.6 billion people

C. Around 2.3 billion people

Correct Answer: B

Fact: For millions of people living in poverty, forest and tree resources provide food, fuel for cooking and heating, medicine, shelter, and clothing, and they function as safety nets in crises or emergencies.

New land can be created from oceans, seas, riverbeds, or lake beds. What is this process called?

A. Land economy

B. Land grabbing

C. Land reclamation

Correct Answer: C

Fact: Land reclamation is mostly used in China, where almost 12,000 km² were already reclaimed, followed by Netherlands, with almost 7,000 km² of reclaimed land.

15 LIFE ON LAND

CONSEQUENCES OF CONSUMERISM

An activity in which the participants reflect upon the importance of nature, how irresponsible consumption is destroying the Earth, the consequences of these destructions and what small changes can do to change the pattern of overconsumption.

13-21   **28**   **140"**

THEMATIC AREA

▸ Overconsumption

▸ Ecosystems

SCHOOL SUBJECTS

▸ Humanities   ▸ Languages

▸ Sciences

MATERIALS

▸ Projector   ▸ Pens and paper

▸ Whiteboard or flipchart

Videos:

▸ Conservation International, "Nature Is Speaking – Kevin Spacey is The Rainforest", *https://www.youtube.com/watch?v=OHecqE1LaBY*

▸ Joe Smith, "How to Use a Paper Towel", *https://www.ted.com/talks/joe_smith_how_to_use_a_paper_towel*

OBJECTIVES

Behavioural competences

▸ To make conscious choices regarding personal consumption considering the production chain of the items purchased.

▸ To take personal actions to protect life on land (forests, lakes, flora and fauna).

Reflections

▸ To reflect upon the effects of deforestation.

▸ To reflect upon the importance of nature.

▸ To reflect upon the responsibility for the future generations.

▸ To reflect upon the consequences of consumerism.

PREPARATION

Not needed

GLOBAL RESPONSIBILITY EDUCATION

INSTRUCTIONS

1. STEP

Divide the participants in groups of 3-4 people and ask them to reflect on their consumption habits and then to make a list of at least 10 things that they could do to change these (e.g., save paper, recycle, save electricity). **(20 min)**

2. STEP

When the time is up, give each group 5 min to present their lists of actions, including questions from the floor. **(40 min)**

Write all the examples on flipcharts/whiteboard. When all groups have presented their ideas, go through the lists and emphasise the actions that are repeating.

3. STEP

Play the video clip "Nature Is Speaking – Kevin Spacey is The Rainforests. Discuss the video by posing such questions as:

▸ What is the video's message?

▸ What do the participants think about this message?

▸ Why is nature important? Why are forests important? Why deforestation is a problem? **(20 min)**

4. STEP

Play the video "How to Use a Paper Towel". Discuss the video by posing such questions as:

▸ What is its message?

▸ What do the participants think about this message?

▸ How do the participants use paper towels? **(20 min)**

5. STEP

Bring the participants in a circle for debrief.

DEBRIEF

Conduct a debrief around the following questions (40 min):

1. What is the impact of overconsumption on the environment?

2. How overconsumption affects the animal habitat?

3. Where overconsumption occurs? What do we overconsume?

4. What individual actions can be taken to reduce consumption?

5. Regarding the actions presented today, are they realistic? Can they be taken at individual level?

6. Will you adopt any behaviour from the lists presented today? Which? Why this? Starting from when?

7. Why is overconsumption an issue of Global Responsibility?

8. To which other Sustainable Development Goals is overconsumption related to?

9. Who is responsible to combat overconsumption? What can political and sector level stakeholders do to make production and consumption more sustainable?

10. What can you do to prompt actions at a political and sector level?

FOLLOW UP SUGGESTIONS

1. Ask the participants to keep a diary over a week where they make entries everyday showing how in that day they have reduced their personal consumerism. Follow-up with participants in a week. Discuss what changes the participants can make on a long-term basis to reduce their consumerism.

2. Ask participants to plan and conduct a campaign on reducing consumerism, share them online and tag them with *#GlobalResponsibility; #SDGsatStakes, #TeachSDGs, #GlobalGoals.*

FURTHER INFORMATION

▸ United Nations, "SDG 15 Life of Land", *https://www.un.org/sustainabledevelopment/biodiversity/*

▸ United Nations, "Life on Land: Why it Matters", *http://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/15_Why-it-Matters_Goal15__Life-on-Land_3p.pdf*

▸ PBL Netherlands Environmental Assessment Agency, "How sectors can contribute to sustainable use and conservation of biodiversity", CBD Technical Series No 79, 2014, *https://sustainabledevelopment.un.org/content/documents/1981cbd-ts-79-en.pdf*

▸ Joe Myers, "It's only August – and we've already used up all of this year's natural resources", World Economic Forum, 9 August 2016, *https://www.weforum.org/agenda/2016/08/it-s-only-august-and-we-ve-already-used-up-all-of-this-year-s-resources/?utm_content=buffer78fcf&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer*

▸ Mathy Stanislaus, "Resource efficiency: lessons from Henry Ford on doing more with less", World Economic Forum, 2016, *https://www.weforum.org/agenda/2016/03/resource-efficiency-henry-ford-manufacturing/*

LIFE on LAND

THE HIDDEN INGREDIENT

An activity in which the participants identify palm oil as an ingredient in household products.

THEMATIC AREA

▸ Conscious choices

▸ Nature

SCHOOL SUBJECTS

▸ Humanities   ▸ Languages

▸ Sciences

13-21   12-24   80"

MATERIALS

▸ Cards *(see Handouts)*   ▸ Glue, Scissors

OBJECTIVES

Behavioural competences

▸ To make conscious choices regarding personal consumption

Reflections

▸ To reflect upon the variety and quantity of raw materials/ingredients in the products we consume.

▸ To reflect upon the negative impact on nature of raw materials/ingredients used in the products we consume.

PREPARATION

1. Prepare a short presentation of 10 minutes, to introduce participants to the production of palm oil and its effects on nature. *(see Further Information for input).*

2. Print the cards out, fold the paper along the horizontal marking and glue together the opposing sides. After that, cut out the individual cards.

INSTRUCTIONS

1. STEP

Make a short presentation to introduce participants to the production of palm oil and its effects on nature. **(15 min)**

2. STEP

Ask the participant to sit together in a circle. Take from the pile one card at a time and ask who from the group consumes/uses that product represented.

Ask one of the participants answering "yes" if he/she thinks that this product contains palm oil. Give the participant the card and ask him her to read the text on the back of the card. Continue in a similar way until no cards are left. **(15 min)**

3. STEP

Conclude by presenting the participants how they can recognise if a product contains palm oil or its derivatives. See the "Ingredients list" *(see Supportive Materials)*. Ask the participants if they would typically check the ingredients of the products they consume, and whether they can usually recognise/understand the ingredients that are listed **(10 min)**

4. STEP

Bring participants in a circle to debrief.

DEBRIEF

Conduct a debrief around the following questions (40 min):

1. Was there something that surprised you?

2. How many of the products presented today do you use in your everyday life?

3. Do you think you are directly contributing to the destruction of tropical forests?

4. Do we have a responsibility to reduce palm oil production even though this product is not common in our country/households?

5. Is there something you will do different from today? What/Why/Why not?

6. Is sustainable palm oil really sustainable? Why/Why not?

7. Why is the production of palm oil a matter of Global Responsibility?

8. To which other Sustainable Development Goals is the production of palm oil related to?

9. Who is responsible to take actions as to combat the negative effects of palm production?

10. What can you do to advance others in their role to protect nature?

FURTHER INFORMATION

▸ United Nations, "SDG 15 Life of Land", *https://www.un.org/ sustainabledevelopment/biodiversity/*

▸ United Nations, "Life on Land: Why it Matters", *http://www.un.org/ sustainabledevelopment/wp-content/uploads/2016/08/15_Why-it-Matters_ Goal15__Life-on-Land_3p.pdf*

▸ Read about palm oil production and its effects on: *https://www.saynotopalmoil. org/*

IMPORTANT: *Make sure to fold and glue the cards handout before cutting them individually!*

Scan the QR Code with your smartphone to download **THE HIDDEN INGREDIENT CARDS** *in a printable PDF format.*

SUPPORTIVE MATERIALS

INGREDIENTS LIST

INGREDIENTS: Vegetable Oil,Vegetable Fat, Palm Kernel, Palm Kernel Oil,Palm Fruit Oil, Palmate, Palmitate, Palmolein, Glyceryl, Stearate, Stearic Acid, Elaeis Guineensis, Palmitic Acid, Palm Stearine, Palmitoyl Oxostearamide, Palmitoyl Tetrapeptide-3, Sodium Laureth Sulfate, Sodium Lauryl Sulfate, Sodium Kernelate, Sodium Palm Kernelate, Sodium Lauryl Lactylate/Sulphate, Hyrated Palm Glycerides, Etyl Palmitate, Octyl Palmitate, Palmityl Alcohol

CONTAINS: PALM OIL

HANDOUTS

THE HIDDEN INGREDIENT CARDS

COOKIES	BIODIESEL	SOAP	PACKAGED BREAD

ICE CREAM	DETERGENT	MARGARINE	CHOCOLATE

LIPSTICK	PIZZA DOUGH	INSTANT NOODLE	SHAMPOO

FOLD & GLUE

GLUE
FOLD &

WHY?
Palm oil is used in lipstick as it holds color well, doesn't melt at high temperatures, and has a smooth application and virtually no taste

WHY?
Palm oil is added to both frozen and fresh pizza dough to stop it from sticking together and to enhance texture.

WHY?
Palm oil is up to 20% of the weight of a pack of instant noodles. It's used to pre_cook the noodles so that all you have to do is add hot water.

WHY?
Palm oil is used as a conditioning agent that helps restore the natural oils of the hair that are stripped away by most shampoos.

WHY?
Palm oil makes ice cream smooth and creamy.

WHY?
Palm oil is refined to create soaps, washing powder and other cleaning products.

WHY?
Palm oil is used in margarine because it is solid at room temperature and is free of trans fats.

WHY?
Palm oil helps create a smooth and shiny appearance in some chocolate and keeps it from melting.

WHY?
Semi-solid at room temperature, palm oil is used to give baked goods to creamy taste and texture.

WHY?
Palm oil can be used to produce biodiesel and biofuel.

WHY?
Palm oil is used for its ability to remove oil and dirt from hair and skin as well as moisturize.

WHY?
Palm oil is now widely used to make bread because it is sold at room temperature, easy to bake with and inexpensive.

FIRST Fold&Glue, THEN Cut

HUMAN RIGHTS, YOUR RIGHTS ?

An activity that uses pantomime in which the participants must choose the most important rights from the Universal Declaration of Human Rights to live peacefully after they have ended-up on a deserted island.

THEMATIC AREA

▸ Human rights

SCHOOL SUBJECTS

▸ Humanities

13-25　**10-30**　**120"**

MATERIALS

▸ Computer/laptop

▸ Sound system

▸ Relaxed and cheerful music

▸ Sound effects of a thunder, calm waves, and whistle

▸ A copy of the Universal Declaration of Human Rights for each group *(see Handouts)*

OBJECTIVES

Behavioural competences

▸ To foster everyday action with respect to Peace, Justice and Strong Institutions.

Reflections

▸ To reflect on the notion of Peace, Justice and Strong Institutions.

▸ To reflect upon the importance of dialogue and compromise in peace building.

PREPARATION

1. Prepare the sound effects. Have them ready to play at the right time as you read the story.

2. Read the story several times before the activity to practice the totality and the sound effects.

3. Print enough copies of the Universal Declaration of Human Rights. Place them in a designated area in your activity room. You may want to put a sign for the area that states for example "Here is buried an important treasure for any civilisation" etc.

4. Set the activity room in a vivid manner, e.g., dim the lights, project an image of a shipwreck, bring in the activity room other elements of your choice that could create an evocative atmosphere.

INSTRUCTIONS

1. STEP

Have the participants standing all together in the middle of the activity room. Tell them that you will read a short script and they should mimic what they hear being said. Explain the participants that they are not allowed to talk whilst you read, except when explicitly invited. This will allow that everybody hears the story and are able to follow it.

Explain the participants that you will stop the story at some points, time in which they will have to do some tasks as revealed by the story. They can speak whilst solving the tasks. **(5 min)**

2. STEP

Start playing a cheerful music. Ask the participants to close their eyes and breath deep for a few seconds. Allow the participants to open their eyes and start reading the story *(see Supportive Materials)*. Pause where necessary and change the sounds effects as the story evolves, see instructions in the story. **(75 min)**

3. STEP

Bring the participants in a circle to debrief.

DEBRIEF

Conduct a debrief around the following questions (40 min):

1. Was it difficult to choose only three rights from the Universal Declaration of Human Rights? Why/Why not?

2. How did you cooperate? Did you take any specific role during the negotiations? Why? Why not?

   ▸ **IF THE GROUPS DID NOT REACH A RESOLUTION:** Why was impossible for you to reach a resolution at the end?

   ▸ **IF THE GROUPS REACHED A RESOLUTION:** How did you reach your resolution at the end? Was it difficult? What compromises did you need to make? On what did you base on your decision? Why did you make the selection you made?

3. Could there be any consequences for your civilisation on the island that you left behind the rest of the Human Rights? What consequences? To which human right are they related?

4. What does goal number 16 have to do with Human Rights?

5. What is "Peace"? What is necessary to be put in place for peace to prevail?

6. What is "Justice"? Can justice be universal (can justice for someone mean injustice for someone else? Give examples?)

7. How should justice for all be assured?

8. What is "Strong Institutions"? Are they important? Why/why not?

9. Are supranational institutions such as UN, EU, important to assure peace, justice and strong institutions? Why/Why not?

10. How would the world look like without supranational institutions?

11. In what areas of our lives is Goal 16 relevant?

12. Why should peace, justice and strong institutions be a matter of sustainable development?

13. To which are Sustainable Development Goals is goal 16 relevant to?

14. Who is responsible to assure that there is peace, justice, and strong institutions?

15. What can you do?

FURTHER INFORMATION

▸ United Nations, "SDG 16 Peace, Justice and Strong Institutions", *https://www.un.org/sustainabledevelopment/peace-justice/*

▸ European Union, "The EU in Brief", *https://europa.eu/european-union/about-eu/eu-in-brief_en*

Video suggestions to introduce the goal/theme:

▸ NowThis World, "How Effective Is the United Nations?" *https://www.youtube.com/watch?v=ATkJe8iADhc*

▸ History, "The United Nations Is Created", *https://www.youtube.com/watch?v=FnQESSTouNU*

▸ NowThis World, "How Does the UN Work?", *https://www.youtube.com/watch?v=tlmYtJiUK00*

70. **HANDOUTS**

*Scan the QR Code with your smartphone to download **THE UNIVERSAL DECLARATION OF HUMAN RIGHTS** in a printable PDF format.*

SUPPORTIVE MATERIALS

THE SITUATION

You are now aboard a ship *(pause for a few seconds)*. You are having good time and interact with the people aboard. You visited a few beautiful port cities and enjoyed many beautiful cultures *(let the participants walk around for about 30 sec)*. You are now setting off to your last destination, a group of uninhabited islands in the middle of the ocean, after which you will finally return home after a month of adventures and exciting experiences. You look forward to seeing what the last destination has to offer, especially that not so many cruises reach there.

Pause for a few seconds then play the sound of a thunderstorm and let it run in background whilst you read further.

Unfortunately, a terrible storm is coming, chaos occurs *(pause for a few seconds)* and, sadly, it ends with a shipwreck.

Stop the thunderstorm, play the sound effect of calm waves.

Luckily, everyone aboard is safely ashore on an island…. yet spread across the island in pairs *(the participants should get together in pairs and spread across the activity room).*

Fortunately, there is both fresh water and food, but soon conflicts arise between the pairs. The reasons are various and multiple: some pairs want a bigger island area for themselves, other pairs take more food than others, some pairs skip they turn to keep the campfire up, some pairs make a lot of noise, whilst others need a bit more silence.

There are no signs of a rescue mission and the conflicts on the island make it even more difficult to bear your situation. So, you acknowledge the necessity to agree on a few general rules in order to live together without serious conflicts. But how?... What should be your starting point?...

One day, while wandering on the island, you found a treasure! See it there (…) *(indicate here the location where you placed the copies of Universal Declaration of Human Rights)*. It is the Universal Declaration of Human Rights! How did it get there? No one knows…, but there are enough copies for each pair! Take one.

After many talks and disagreements, it works for all the pairs to finally meet in the middle of the island *(all pairs come together in the middle of the activity room)*.

Chaos emerged again, everybody talks on top of each other… *(pause)* but, eventually, the pairs succeeded to agree that each of them will look in the Universal Declaration of Human Rights adopted in 1948 as a consequence of the Second World War, select and argue for three most crucial articles that should be the basis of their peaceful co-existence.

The pairs agree to come back to the middle of the island at the sound of a whistle and each of them will have two minutes to speak. The pairs return to their basis and start their discussions.

Allow 20 minutes for the pairs to make their selection, after 20 min, play the whistle sound and continue reading.

You heard a sudden whistle, and you know that now is the time to return to the middle of the island, present your selection of the three most important articles and argue for your position.

You are so eager to share your selection with the other pairs and you all think that you made an incredibly good choice. But have the pairs chosen identically? Let's hear from each pair one by one, but there is not much time for you to present as the night is approaching and you would better get back to your base to stay safe. Remember to keep your speech for max 2 minutes!

The pairs one by one present their choices and arguments. Allow max 2 minutes per pair. Continue after all the pairs have presented.

Everybody has worked hard to make a selection and argue for it. But are the choices identical? Are there disagreements? Perhaps. What will you do? You now have 20 minutes to react. Will you continue to live in chaos and conflicts? Or will you perhaps find a solution? I will come back in 20 minutes to see how the story developed. You will know that the time has passed by the sound of a whistle.

Stop the reading. For the next 20 minutes observe the group and their actions – do they cooperate to find a common ground? Do they try to convince each other that their choice is the best, do they start some sort of negotiations, is there a leader?

After 20 minutes, play the whistle sound and continue reading.

Time is running. You are probably still hoping for a passing ship to catch a sight of you and take you back to the civilisation you came from. But how will you live until then? Have you managed to conclude? Let's hear from you.

Allow the groups to tell what the is situation and then continue reading.

I see *(choose one of the options below to end the story, depending on the participants' resolution).*

A. I am so pleased to see that you managed to come to a conclusion. Who knows when a rescue mission will reach you? I hope though that it will happen soon. Until then, it seems that you have some ground to live peacefully. Keep your strengths!

B. It doesn't seem that you could reach a conclusion… Who knows when a rescue mission will reach you? Will you be able to live peacefully on the island until then, or there will be increasing conflicts? Keep up your good spirits though!

Put the sound of a strong thunder for a few seconds then stop it and play a cheerful melody. Continue reading.

Ah, it is morning again *(yawn)*. What a dream did you have! Did you believe it was real? Ahh, no. You were not on a deserted island, likely, you are yourself! Close your eyes for a few seconds *(pause).* Open your eyes and see to your right neighbour. Tell your names to each other. That was good! Let's now all come in a circle so we can talk about your dream.
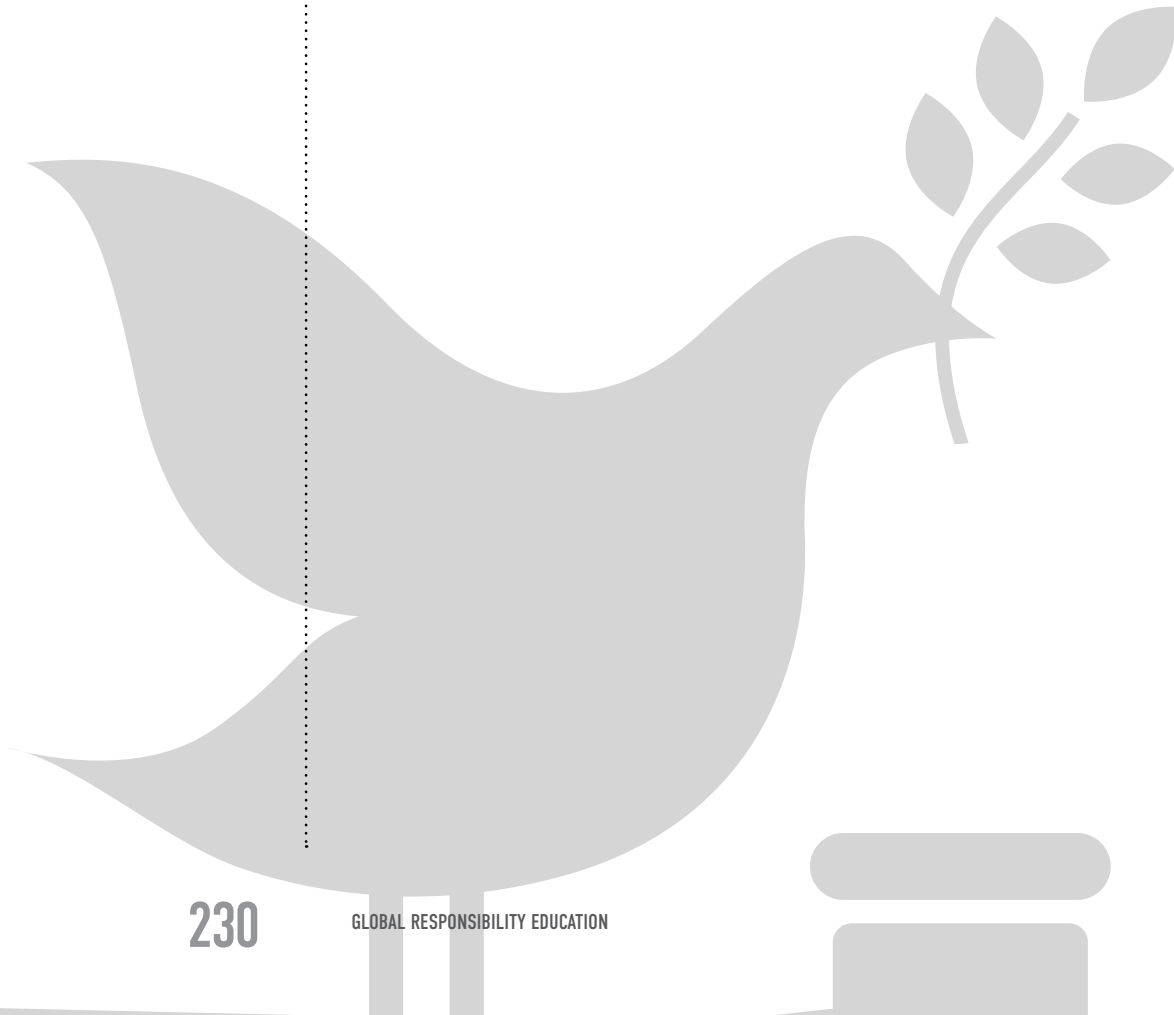
THE WORLD AT WAR

An activity in which the participants discover forgotten/unreported armed conflicts that are ongoing in the world and make a media coverage about them.

THEMATIC AREA

▸ War and conflict

SCHOOL SUBJECTS

▸ Humanities   ▸ History

15-25   10-30   170"

MATERIALS

▸ Projector and laptop

▸ Whiteboard

▸ Flipchart paper

▸ Pins/sticky dots (stickers)

▸ Video camera

OBJECTIVES

Behavioural competences

▸ To engage in actions that promote the need of global peace.

Reflections

▸ To reflect upon and understand the variety of causes behind armed conflicts.

▸ To reflect on the need of international cooperation and strong institutions to ensure global peace.

PREPARATION

Prepare to project a world map and a map showing the current armed conflicts in the world *(see for example the map from Statista in Further Information for the later, but also check for an updated map)*. Ideally the two maps would be identical, the only difference being the markers on the second map.

INSTRUCTIONS

1. STEP

Project the world map on a whiteboard/flipchart paper. Ask the participants to name countries where there are currently ongoing armed conflicts. Mark each named country with a pin or a dot sticker. Ask the participants to count how many countries they have named. **(10 min)**

2. STEP

Once the participants can no longer pinpoint any other country, project over the same whiteboard/flipchart paper the map showing all the ongoing armed conflicts in the world. Ask the participants to name all the remaining countries affected by armed conflicts and mark them on the flipchart with a pin or a dot sticker.

Ask the participants to count how many ongoing armed conflicts are currently in the world. **(15 min)**

3. STEP

Conduct a plenary discussion by asking the participants the following questions:

▸ How many armed conflicts are currently going on worldwide? How many were you aware of?

▸ Are there armed conflicts that are more important to deal with than others?

▸ Why the public is more aware of some conflicts then others?

▸ Why there is a bigger media attention on some conflicts than on others? What factors could determine this attention or the lack of it?

4. STEP

Divide participants in groups of 3-4 people. Ask the groups to choose one of the armed conflicts that they were not aware of or there is less or no media coverage on. Ask the groups to research on the conflict, e.g., when did the conflict start, what are its roots, who are the belligerent parts, what are the consequences for the civilians, what is the reaction of the international world. Based on the information they find, ask the groups to make a 5-min media coverage for the conflict. The coverage could be in the form of an interview, news report, debate, reportage etc. **(1 hr)**

5. STEP

Have each group present their media coverage and allow max 5 minutes for questions from the floor. Record the participants presentations or have one participant to do so. Then head to debrief. **(45 min)**

DEBRIEF

Conduct a debrief around the following questions (40 min):

1. What surprised you in this activity?

2. What did you learn from this activity?

3. How would you describe the worldwide peace status?

4. Why do armed conflicts still arise? What are the most common roots of an armed conflict?

5. Are there any factors that make countries to be more prone to armed conflicts than others?

6. Could armed conflicts be avoided? What would it take to end armed conflicts and no longer have them?

7. Could international cooperation prevent armed conflicts? How/Why not?

8. Are you aware of any institution/organisation that was funded to ensure that war does not occur? Expect EU and UN as answers. How do they work to ensure regional and global peace?

9. Why are armed conflicts an issue of Global Responsibility?

10. To which other Global Goals is peace worldwide relevant to? How?

11. Who is responsible to ensure national, regional, and global peace?

12. Is there something you can do? What?

At the end of the debrief, share on social media the video recordings of the groups' presentations with the hashtags *#GlobalResponsibility; #SDGsatStake; #GlobalGoals*.

FURTHER INFORMATION

▸ Statista, "The World at War in 2020", *https://www.statista.com/chart/21652/countries-with-armed-clashes-reported/*

▸ The New Humanitarian, "Today's wars. On one map", *https://www.thenewhumanitarian.org/maps-and-graphics/2017/04/04/updated-mapped-world-war*

▸ ACLED, "Global Conflict and Disorder Patterns: 2020", *https://acleddata.com/2020/02/14/global-conflict-and-disorder-patterns-2020/*

▸ United Nations, "Maintain International Peace and Security", *https://www.un.org/en/sections/what-we-do/maintain-international-peace-and-security/index.html*

▸ European Commission, "Resilience, peace and security", *https://ec.europa.eu/international-partnerships/topics/resilience-peace-and-security_en*

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

MODEL UNITED NATIONS

A role-play simulating the UN Climate Conference in Copenhagen in 2009 – COP15. The participants represent the interests of different countries that take part in the negotiations and experience what it is like to participate in international negotiations.

15-25 **32-62** **300"**

THEMATIC AREA

▸ The workings of United Nations

SCHOOL SUBJECTS

▸ Humanities   ▸ Sciences

MATERIALS

▸ Projector and Computer

▸ A4 papers and pens for each participant

▸ A bell for the Executive Secretary

OBJECTIVES

Behavioural competences

▸ To foster a positive attitude towards supranational institutions and acknowledge their role in peace building and global cooperation.

Reflections

▸ To reflect on the complexity of decision-making process at local, national, and global level.

▸ To reflect on the importance of supranational institutions to handle regional and global problems.

▸ To reflect on importance of regional integration to assure successful cooperation and peace.

IMPORTANT

This activity requires thorough preparation in advance. It is recommended that the activity is **conducted by two facilitators.**

GLOBAL RESPONSIBILITY EDUCATION

This activity requires that the facilitators and the participants prepare themselves in advance. Here is a summary for the preparation steps:

1.
PREP

Read thoroughly all the materials adjacent to this activity *(see Supportive Materials and Handouts):*

1. The Educators' Guide

2. MUNCC Scenario

3. MUNCC Position Papers

4. The Rules of Procedures

2.
PREP

Divide the roles beforehand. The are 17 roles as follows:

▸ Executive Secretary *(1 person)*

▸ The Vice-Executive Secretary *(1 person)*

▸ Delegates of 15 countries participating in the Conference *(2-4 people).*

It is recommended to distribute the role of Executive Secretary to a participant who has previously participated in a similar role-play. Alternatively, this role can be played by one of the facilitators.

It is recommended that the role of Vice-Executive Secretary is played by a facilitator as this person cannot participate in the debate.

3.
PREP

Inform the participants about their roles several days before the activity.

Give them the Scenario, their respective Position Paper, and the Rules of Procedures *(see Handouts – Appendix 1, 2 and 3).*

Ask them to read thoroughly these documents, reflect on their countries position in regard to each of the three issues that will be addressed during the Conference and prepare a 1-min speech to present their position.

Ask the participant who got the role of Executive Secretary to prepare a 1-min opening speech.

4.
PREP

Ask the participants to inform themselves about the United Nations work and structures. You can direct the participants to the resources in Further Information.

PEACE AND JUSTICE

5.
PREP

Ask the participants to dress formally for the activity.

6.
PREP

Print a copy of the Points and Motions for each country delegation *(see Handouts – Appendix 4).*

7.
PREP

Print and cut the Country Nametags *(see Handouts – Appendix 5).*

8.
PREP

On the activity day, arrange the tables in horseshoe format so everybody can see each other *(see Supportive Materials - Guide for Educators).*

Assign the Members a place at the table in alphabetical order. Place the nametags and a copy of "Points and Motions".

INSTRUCTIONS

1.
STEP

Introduce shortly the MUNCC Scenario and the scope of the Conference. Tell the participants that the goal of the conference is to agree on a statement for each of the three critical issues presented in the Scenario but satisfying their countries position on these issues.

Brief the participants on the Rules of Procedures. Clarify any questions from the floor. **(20 min)**

2.
STEP

Give the start of the simulation and let it run for four hours. **(4 h)**

3.
STEP

At the end of the debate, bring the participants in a circle to debrief. **(40 min)**

DEBRIEF

Conduct a debrief around the following questions (40 min):

1. Before starting the debrief it is important to stress to the participants that the role-play is now over, and they no longer represent the position of the role they played. Stress to the participants that they should answer the debrief questions from their own perspectives.

2. Conduct a debrief around the following questions:

3. Have you managed to agree on a draft Statement?

4. If yes, How? What did it take to reach an agreement? If not, Why not?

5. What dilemmas were raised during the simulation? How is the key to handle such dilemmas?

6. Do you think the debate would have looked different if the panel was composed differently?

7. Do you think there is a connection between the degree of regional integration and peace/cooperation?

8. How aware were you before this activity about the decisions making processes within the UN? What did you learn about the complexity of adopting international policies?

9. What other supranational institutions are you aware of? What is the scope of their work?

10. Are supranational institutions important to handle global challenges?

11. Can supranational institutions handle regional/national problems? How? Can you think of any concrete example?

12. How do you think the work would look like without supranational institutions such as UN?

13. To which are Sustainable Development Goals is goal 16 relevant to?

14. Who is responsible to assure that there is peace, justice, and strong institutions?

15. What can you do?

Consider sharing the Statements on social media using the hashtags *#GlobalResponsibility; #SDGsatStake; #GlobalGoals.*

DISCLAIMER:
All materials for the Model United Nations Climate Conference were developed by the School Service of the Danish United Nation Association and DanMUN.

FURTHER INFORMATION

▸ United Nations, "SDG 16 Peace, Justice and Strong Institutions", *https://www.un.org/sustainabledevelopment/peace-justice/*

▸ United Nations, "Model United Nations", *https://www.un.org/node/44556*

▸ European Union, "The EU in Brief", *https://europa.eu/european-union/about-eu/eu-in-brief_en*

▸ United Nations, "About the UN", *https://www.un.org/en/about-un/*

Video suggestions to introduce the goal/theme:

▸ NowThis World, "How Does the UN Work?", *https://www.youtube.com/watch?v=tlmYtJiUK00*

▸ NowThis World, "How Effective Is the United Nations?", *https://www.youtube.com/watch?v=ATkJe8iADhc*

▸ History, "The United Nations Is Created", *https://www.youtube.com/watch?v=FnQESSTouNU*

71. HANDOUTS

Scan the QR Code with your smartphone to open **MODEL UNITED NATIONS HANDOUT FOLDER**

INCLUDES:

1. MUNCC Scenario
2. MUNCC Position Papers
3. Rules of Procedures
4. MUNCC Points/Motions
5. Country Nametags

SUPPORTIVE MATERIALS

Scan the QR Code with your smartphone to open *MODEL UNITED NATIONS SUPPORTIVE MATERIALS FOLDER*

INCLUDES:

6. Speech of Ex. Secretary
7. Guide for Educators

ROGER THAT!

An activity in which the participants get to know terminology related to the United Nations and reflect upon the need of cooperation to achieve a common goal.

THEMATIC AREA

▸ United Nations terminology

SCHOOL SUBJECTS

▸ Humanities

15-21 **9-30** **120"**

MATERIALS

▸ 2 telephones per group (or walkie talkies)

OBJECTIVES

Behavioural competences

▸ To engage in local/national/international actions that seek to achieve the Sustainable Development Goals.

▸ To engage in activities that promote the need of cooperation to achieve the Sustainable Development Goals.

Reflections

▸ To reflect on the importance of cooperation in achieving the Sustainable Development Goals.

▸ To reflect upon the role of local, national and international institutions to achieve the Sustainable Development Goals.

▸ To reflect on the personal role in achieving the Sustainable Development Goals.

PREPARATION

1. Chose a relatively large area outside the activity room.

2. Print a copy of the *"Roger That - Control Points"* *(see Handouts)* and place them randomly in the area chosen.

3. Make a simplified map over the area and plot in the different control points – make it simple, but not so simple that it does not require communication to find the different control points. Make a copy of the map for each group.

4. Print a set of *"Base Commander Worksheet and Multiple Choise Test"* for each group. *(see Handouts)*

INSTRUCTIONS

PART ONE

RACE

1.
STEP

Divide the participants into groups of 3-4 people. Ensure that in each group there two telephones. Explain to the groups they are in a competition to find terms related to United Nations and match these with the correct description. Tell the group that you have created 10 control points in the area, each containing the description of a UN related term.

Explain to the participants the rules of the competition:

1. Each group will choose a base commander who will remain in the activity room, whilst the other members will go in search for the control points. The group and its base commander will communicate via telephone (walkie talkie) during their search.

2. The base commander will receive a map of the searching area and the list of terms that are to be found.

3. The base commander will guide its group members to each control point via the telephone (walkie talkie). Once the group reached a control point, they should contact the base commander and, collaboratively:

   ‣ Figure out which of terms on the Base Commander's Worksheet matches the description at the respective control point.

   ‣ Agree on a sentence summarising the description of the respective control point. The base commander will write the sentence on their worksheet and the name of the control point next to the corresponding match.

4. The base commander will then guide its group to another control point. The steps above will repeat until all the control points were identified.

5. The description found at the control point is to be left at the control point so other groups can find it too.

6. The groups are not allowed to use any source of information during the search. The telephone can only be used for communication between the group and base commander.

7. The first group to find and match all the control point wins.

2.
STEP

3.
STEP

Ask the groups to choose a name and a base commander. Ask the members of the groups to leave the activity room, except their base commanders.

GLOBAL RESPONSIBILITY EDUCATION

4.
STEP

Handout to each base commander a map of the area and a copy the "Base Commander Worksheet". Ask them to choose their "base" in the activity room so they are not close to each other. **(15 min)**

5.
STEP

Give the start of the competition by asking the base commanders to call their team and give instruction for their first control point. Ensure that each team starts with a different control point to avoid all teams meeting at the same time at the same point.

6.
STEP

Run the activity until all the groups have identified the control points and made the matches and return to the activity room. **(25 min)**

7.
STEP

Once all the groups are back, acknowledge the winning group. In plenary, take one team at a time and control the accuracy of their answers. **(20 min)**

| INSTRUCTIONS | PART TWO |

TEST

1.
STEP

Let the participants be seated in the same groups and handout each group a copy of the Multiple-Choice Test *(see Handouts)*. Give the groups 10 minutes to answer the questions.

When the time is up, read question by question and let each present their answer. Reveal the correct answer. Let each group to tell the end how many questions they got right. **(20 min)**

2.
STEP

Bring the participants in a circle to debrief. **(40 min)**

| DEBRIEF |

Conduct a debrief around the following questions (40 min):

1. How did you work in your teams to complete the task you were given?

2. Did the base commander make your task any easier? How would your search have been impacted if you would not have had a base commander?

3. What reflection did the activity gave you?

4. Nations have decided to include in Agenda 2030, Goal 17 – Partnership for the Goals. Why so?

5. Is it totally impossible to achieve the Goals if each country would just work for itself? How?/Why not?

6. Who should be the parts in this Partnership? What is their role?

7. Do you as an individual have a role in this Partnership? Which role?

8. Who should promote the need of cooperation in order to achieve the Sustainable Development Goals?

9. What actions can you do to promote this need?

FOLLOW UP SUGGESTIONS

Divide the participants in groups of 4-5 people. Ask the groups make a poster promoting the need of cooperation in achieving the Sustainable Development Goals. Share the posters on social media with the hashtags *#GlobalResponsibility; #SDGsatStake; #GlobalGoals.*

FURTHER INFORMATION

▶ United Nations, "SDG 17 Partnerships for the Goals", *https://www.un.org/ sustainabledevelopment/ globalpartnerships/*

▶ United Nations, "Partnership for the Goals", *https://www. un.org/sustainabledevelopment/ globalpartnerships/*

Scan the QR Code with your smartphone to download **ROGER THAT! - CONTROL POINTS, BASE COMMANDER WORKSHEET AND MULTIPLE-CHOICE TEST** *in a printable PDF format.*

DISCLAIMER: *Prepared by the Danish United Nation Association.*

SUPPORTIVE MATERIALS

ANSWERS TO METHOD "ROGER THAT!"

RACE - ANSWERS			
General Assembly	D	UNICEF (United Nations Educational, Scientific and Cultural Organization)	H
The 3 Aims	F	UNHCR (United Nations High Commissioner for Refugees)	C
Security Council	J	UNDP (United Nations Development Programme)	G
Blue Helmets	E	UNESCO (United Nations Educational, Scientific and Cultural Organization)	A
WHO (World Health Organization)	I	WFP (World Food Programme)	B

MULTIPLE CHOICE TEST - ANSWERS			
Question 1.	B	Question 8.	C
Question 2.	A	Question 9.	A
Question 3.	C	Question 10.	C
Question 4.	A	Question 11.	C
Question 5.	A	Question 12.	B
Question 6.	B	Question 13.	C
Question 7.	C	---	

72.

ROGER THAT! - CONTROL POINTS / A-E

A C.P.

(?) was created in 1945 and strives to build networks among nations by:

▸ Mobilizing for education as a fundamental human right.
▸ Building intercultural understanding: through protection of heritage and support for cultural diversity.
▸ Pursuing scientific cooperation: such as early warning systems for tsunamis or trans-boundary water management agreements.
▸ Protecting freedom of expression: an essential condition for democracy, development and human dignity.

B C.P.

(?) is the largest humanitarian agency fighting hunger. It was founded in 1961 from a vision to work for a world without hunger and with equal access for all people to the food that is needed to live an active and healthy life. It feeds over 90 million people a year, saving the lives of those affected by conflict and natural disasters.

When an emergency is brought under control, food is used to help communities rebuild damaged infrastructure and create long-term sustainable development. (?) is also working with long-term development and capacity building to assist vulnerable people to become self-sufficient and prevent hunger.

C C.P.

(?) was founded in 1950 during the aftermath of the Second World War to help millions of Europeans who had fled or lost their homes. Today, (?) is still working to protect and assist refugees around the world. (?) now has more than 9,700 members of staff who work in a total of 126 countries.

(?) has already helped over 50 million refugees to restart their lives.

D C.P.

(?) is almost what you could call a kind of world parliament. The UN consists of 193 member states – and each country has a single vote in the (?).

This is where the UN meets to discuss and try to find solutions for global challenges and problems. (?) does not have the power to force a member state to anything but it does, however, have the weight of world's governmental opinion behind it.

E C.P.

The UN peacekeepers wear the (?). The UN does not have an army and it seeks contributions of troops (including money and equipment) from the member states whenever a new mission is set up.

Unlike soldiers who often wear camouflage clothes to hide from the enemy – the UN force wears the (?) because they want to be seen easily as peacekeepers.

73. HANDOUTS

ROGER THAT! - CONTROL POINTS / F-J

F
C.P.

1. To secure international peace.
2. To eliminate poverty.
3. To protect human rights.

G
C.P.

(**?**) works to eliminate poverty. One of its main tasks is to coordinate global efforts to achieve the 17 *Sustainable Development Goals*.

(**?**) works to achieve the eradication of poverty, and the reduction of inequalities and exclusion. They help countries to develop policies, leadership skills, partnering abilities, institutional capabilities and build resilience in order to sustain development results.

H
C.P.

(**?**) started as a temporary children's fund to help the many children who had injuries after the World War II. UN chose that (**?**) should continue to help disadvantaged and vulnerable children around the world. Today, (**?**) works in 190 countries and territories is the world's largest aid organisation for children not only in connection with wars and disasters, but also regarding vaccinations and other health aid.

(**?**) also works to defend children's rights, and to help them fulfil their potential, from early childhood through adolescence.

I
C.P.

(**?**) works to strengthen healthcare systems in every country. It was established on April 7, 1948 and has its headquarters in Geneva, Switzerland. The statutes of (**?**) stipulates that its mission is to ensure people's health.

Its aims to fight diseases and coordinate international assistance to the places affected by infectious diseases, such as SARS, malaria and AIDS. Besides, (**?**) works to fight the other diseases by supplying vaccines to those who need it.

J
C.P.

(**?**) has 15 members. Five of them are permanent: USA, UK, Russia, China, and France. These members can veto the proposal in the (**?**). The other 10 members are elected for two-year terms by The General Assembly.

(**?**) is responsible for maintaining peace around the world – and can set up peacekeeping operations to help the parts to resolve their differences in a peaceful way - and help to protect civilians.

HANDOUTS

ROGER THAT! - BASE COMMANDER WORKSHEET

Nr.	Keyword	Control Point (letter)	Summary of the control point (one short sentence)
1	General Assembly		
2	The 3 Aims		
3	Security Council		
4	Blue Helmets		
5	WHO		
6	UNICEF		
7	UNHCR		
8	WFP		
9	UNDP		
10	UNESCO		

75. HANDOUTS

ROGER THAT! - MULTIPLE CHOICE TEST

Nr.	Question	A	B	C
1.	The UN consists of how many member states?	103	193	203
2.	The General Assembly tries to find solutions for...	Global challenges and problems	Financial problems	People's personal problems
3.	The 3 main aims of the UN are...	To secure international peace. To control countries. To protect human rights.	To secure international peace. To eliminate pollution. To protect governments	To secure international peace. To eliminate poverty. To protect human rights.
4.	The Security Council is responsible for maintaining...	peace around the world	access to clean water around the world	access to bank accounts around the world
5.	The Security Council consists of how many members?	15	20	25
6.	Who are the 5 permanent members in the Security Council?	USA, UK, Russia, Germany, France	USA, UK, Russia, China, France	USA, Russia, Japan, China, Iran
7.	The UN peacekeepers wear...	Camouflage helmets	Red helmets	Blue helmets
8.	WHO is...	World Happy Organisation	World Human Organisation	World Health Organisation
9.	The world's largest aid organisation for children is	UNICEF	Save the Children	Children First
10.	UNHCR was founded in 1950, during the aftermath of the Second World War and is...	The UN Human Rights Agency	The UN Cooperation Agency	The UN Refugee Agency
11.	WFP is the UN World Food Programme and every year it feeds over...	10 million people	40 million people	90 million people
12.	UN Development Programme (UNDP) works primarily to eliminate...	unsustainable companies	poverty	bad network connections
13.	This UN organisation is responsible for coordinating international cooperation in education, science, culture and communication.	UNOPS	UNIDO	UNESCO

WHOSE PARTNERSHIP?

An activity in which the participants discuss who is responsible for the achievement of each sustainable development goal.

15-21 | 12-28 | 80"

THEMATIC AREA

▸ Sustainable Development Goals

SCHOOL SUBJECTS

▸ Humanities

MATERIALS

▸ A set of SDG cards for each group

▸ One flipchart paper for each group

▸ Markers for each group

OBJECTIVES

Behavioural competences

▸ To engage in activities that promote the need of cooperation to achieve the Sustainable Development Goals.

▸ To engage in activities that contribute to the achievement of the Sustainable Development Goals.

Reflections

▸ To reflect upon the need for cooperation to achieve the Sustainable Development Goals.

▸ To reflect upon the need of supranational/international institutions to achieve the Sustainable Development Goals.

▸ To reflect upon the responsibility of private actors to achieve the goals.

PREPARATION

Print and cut a set of the *"Sustainable Development Goals"* for each group *(see Handouts)*

GLOBAL RESPONSIBILITY EDUCATION

INSTRUCTIONS

1. STEP

Divide the participants in groups of 4 people. Give each group a flipchart paper and ask them to draw a triangle that covers the whole surface of the paper, and place on its angles the three stakeholders below *(one stakeholder per angle, see also Supportive Materials)*:

▸ Private sector (companies & individuals);

▸ National Governments;

▸ United Nations.

(5 min)

2. STEP

Give each group a set of the SDGs cards. Tell the groups that they have 5 minutes to place the SDG cards on the triangle in accordance with how much responsibility each stakeholder has for each goal. **(15 min)**

! NOTE

If you evaluate that you have a group of very reflected participants that would instantly recognise that the achievement of all goals requires a broad cooperation, you can ask the groups to draw a smaller triangle or a circle in the middle of their triangle and tell them that they are not allowed to place any goals there. This will prompt the participants to place the goals towards the angles.

3. STEP

When the time is up, take a goal one by one and ask the groups where on the triangle they placed it and why. Discuss the eventual differences between the groups. **(20 min)**

4. STEP

Bring the participants in a circle to debrief.

DEBRIEF

Conduct a debrief around the following questions: (40 min)

1. Were there goals that were easier to place on the triangle than others? Which ones? Why do you think it was easier?

2. Were there goals that were harder to place on the triangle than others? Why so? What decision did you make? How did you make that decision?

3. What reflection did this activity give you?

4. What is the value of a Partnership?

5. How would you define, with your own words, the Goal 17?

6. Why was it important to include Goal 17 – Partnership for the Goals in Agenda 2030?

7. Why is it important that the private sector (individuals, private companies etc.) contribute to the achievement of the Global Goals?

8. Why is it important that governments contribute to the achievement of the Global Goals?

9. Why is it important that international organisations contribute to the achievement of the Global Goals?

10. Are you aware of any actions that your Government or local actors do to contribute at the achievement of SDGs?

11. Do you think stakeholders in your country do enough to achieve the Global Goals?

12. Who should promote the need of cooperation in order to achieve the Sustainable Development Goals?

13. What actions can you do to promote this need?

14. What is your role in achieving the Sustainable Development Goals? Where can you make a difference the most?

FURTHER INFORMATION

▸ United Nations, "SDG 17 Partnerships for the Goals", *https://www.un.org/sustainabledevelopment/globalpartnerships/*

▸ United Nations, "Transforming our world: the 2030 Agenda for Sustainable Development", *https://sdgs.un.org/2030agenda*

▸ United Nations, "Partnership Platforms for the Sustainable Development Goals", *https://sustainabledevelopment.un.org/content/documents/2699Platforms_for_Partnership_Report_v0.92.pdf*
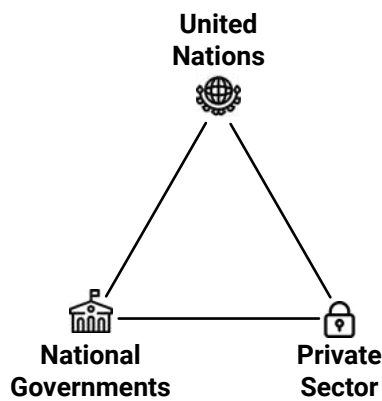
Scan the QR Code with your smartphone to download
SUSTAINABLE DEVELOPMENT GOALS *in a printable PDF format.*

SUPPORTIVE MATERIALS

THE STAKEHOLDER TRIANGLE

United Nations

National Governments

Private Sector

76.

HANDOUTS

SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY	6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION	14 LIFE BELOW WATER	15 LIFE ON LAND	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	17 PARTNERSHIPS FOR THE GOALS	Education for Global Responsibility

ACT FOR SUSTAINABILITY

An activity in which the participants work in groups to lobby amongst stakeholders to take responsibility for achieving the targets of the Sustainable Development Goals.

15-21 **12-24** **190"**

THEMATIC AREA

▸ Sustainable Development Goals

SCHOOL SUBJECTS

▸ Humanities

MATERIALS

▸ A flipchart paper and makers for each group

▸ Laptop and Projector

▸ Access to internet

▸ One smartphone/tablet per group

OBJECTIVES

Behavioural competences

▸ To engage in activities that promote the need for actions to achieve the targets of the Sustainable Development Goals.

▸ To take personal responsibility to achieve the Sustainable Development Goals.

Reflections

▸ To reflect on the individual responsibility of various stakeholders to achieve the Sustainable Development Goals.

▸ To reflect and recognise the common responsibility of various stakeholders to achieve the Sustainable Development Goals.

PREPARATION

Prepare to project a poster of the Sustainable Development Goals.

TARGETS AND STAKEHOLDERS

1. STEP

Project the Sustainable Development Goals, see for example the UN's posters at: *https://www.un.org/sustainabledevelopment/news/communications-material/*

2. STEP

Explain the participants that in this activity they will work in groups and each group will choose one Sustainable Development Goal to look closely at its targets and the stakeholders responsible to achieve each target. They will then choose one stakeholder for which they will make a short communication urging them to take responsibility or action on the target. **(5 min)**

3. STEP

Divide the participants in groups of 3-4 people. Ensure that in each group there are at least one smartphone/tablet available. Give the groups 5 minutes to discuss and agree the Sustainable Development Goal they would like to work further in this activity. Ask each group to present what Goal they have chosen and why. **(15 min)**

4. STEP

Give each group one flipchart paper and markers. Ask the groups to divide the paper in four columns and allocate a column to "Companies", "Individuals", "National Governments", and "UN".

Once the groups are done, ask them to go online and find the targets of the Sustainable Development Goal they chose, then in the next 20 minutes discuss and agree for each of the targets which of the four stakeholders has the main responsibility to achieve it. They should then write the target in the corresponding column. **(25 min)**

5. STEP

When the time is up, ask group to present the targets of their Goal, who they think is the main responsible to achieve each target and why. Discuss whether the main responsibility could be placed differently. Allocate 10 minutes per group, including discussion and eventual questions and/or comments from the floor. **(45 min)**

PARTNERSHIPS

| INSTRUCTIONS | PART TWO |

COMMUNICATION TO STAKEHOLDERS

1. STEP Ask the same groups to choose one target of their Goal and then make a communication (a message) to one of the four stakeholders that urges them to take responsibility or act upon the target. The communication can be in the form of a video, poster, or any other format they deem appropriate. A video communication should, however, not exceed 2 minutes. Allocate 30 minutes to complete the task. **(35 min)**

When the time is up, give each group 5 minutes to present in plenary their communication and explain the choice of their stakeholder. **(30 min)** **2. STEP**

3. STEP When all the groups have presented, ask them to share their communication on social media tagging the chosen stakeholder and using the hashtags *#GlobalResponsibility; #SDGsatStake; #GlobalGoals.* **(10 min)**

Bring the participants in a circle to debrief. **4. STEP**

DEBRIEF

Conduct a debrief around the following questions (25 min):

1. Was it difficult to attribute the main responsibility for achieving the targets of the your chosen goal to one stakeholder? Why/Why not?

2. What discussions did you have when choosing on whom to place the main responsibility?

3. How do you hope and expect that the stakeholder addressed through your communication will react?

4. Could you have chosen another stakeholder for your communication? What would have been the message?

5. If you should write a message to yourself concerning the target you chose, what would that be?

6. Who has the responsibility to attain the sustainable development goals?

7. What can you do?

FURTHER INFORMATION

▸ United Nations, "SDG 17 Partnerships for the Goals", *https://www.un.org/sustainabledevelopment/globalpartnerships/*

▸ United Nations, "Transforming our world: the 2030 Agenda for Sustainable Development", *https://sdgs.un.org/2030agenda*

▸ United Nations, "Partnership Platforms for the Sustainable Development Goals", *https://sustainabledevelopment.un.org/content/documents/2699Platforms_for_Partnership_Report_v0.92.pdf*

GLOBAL RESPONSIBILITY TRAINING FOR YOUNG PEOPLE

AN EXAMPLE

This is an example on how youth workers can use the methods presented in this Manual to foster a sense of global responsibility amongst young people in their communities and raise awareness about the individual and collective responsibility to achieve the 17 Sustainable Development Goals.

Ammend this training suggestion in accordance with the concrete profile of your young people. Youth workers are encouraged to no limit themselves to this example. The Manual contains 46 methods and the possibility of combining them are vast.

DAY 1: INTRODUCTION TO THE GOALS	DAY 2: GLOBAL CHALLENGES	DAY 3: PERSONAL ACTIONS
OBJECTIVES 1. To get familiarised with the Sustainable Development Goals. 2. To raise awareness upon the individual and collective responsibility in achieving the Sustainable Development Goals. 3. To recognise personal habits that may affect the planet.	**OBJECTIVES** 1. To recognise and discover local and global challenges. 2. To foster personal responsibility in addressing local and/or global challenges.	**OBJECTIVES** 1. To inspire personal actions that contribute to the achievement of the Sustainable Development Goals. 2. To inspire young people to advocate the Sustainable Development Goals towards other stakeholders.
Introduction to the Global Goals (45 min) Conduct a group discussion and/or make a presentation about the Goals using the resources in the Library). Include, a discussion about the equal importance of the goals, their interdependence, why are the Global Goals "global" etc.	**The Global Status** (1,2 hours) Conduct one of the following methods: "No Poverty - The Global Status" (Goal 1); "Zero Hunger - The Global Status" (Goal 2); "Clean Water and Sanitation - The Global Status (Goal 6); "Life on Land - The Global Status" (Goal 15).	**Personal Actions** (1,4 hours) Conduct the method "Reduce, Reuse, Recycle" (Goal 9).
Stakeholders' individual responsibility to achieve the Global Goals (3,10 hours) Conduct the method "Act for Sustainability" (Goal 17).	**Recognising global challenges** (2,3 hours) Follow-up with a method under the same Goal as chosen for the activity above, e.g., "Global Food Inequality" (Goal 1); "The Hunger Obstacles" (Goal 2); "Under Pressure" (Goal 6); "Consequences of Consumerism" (Goal 15).	**Personal Actions** (2,4 hours) Conduct the method "Time for Action" (Goal 9).
LUNCH BREAK	**LUNCH BREAK**	**LUNCH BREAK**
Personal Habits (2 hours) Conduct one of the following methods: "Invisible Water" (Goal 6); "What's in your closet" (Goal 12); "What's for Dinner" (Goal 12); "Consequences of Consumerims" (Goal 15).	**Discovering unknown global challenges** (2,4 hours) Conduct one the following methods "Equality at Risk" (Goal 13); "The World at War" (Goal 15).	**Advocating for Global Goals** (1,20 hours) Conduct the method "Whose Partnership?" (Goal 17).
Documentary (1,5 hours) Screen a documentary at your choice (e.g., "Home" by Yann Arthus-Bertrand) and debrief afterwards.	**Documentary** (1,5 hours) Screen a documentary reflecting global challenges (e.g., "David Attenborough: A life on our Planet"; "Breaking Boundaries: The Science Of Our Planet").	**EVALUATION**
Debriefing (15min)	**Debriefing** (15min)	**Summary, Evaluation and Goodbye** (45min)

BEST PRACTICES

CHAMPIONING SUSTAINABILITY

The hot noon sun is beaming down its flaming rays on the streets of Limassol, the glistening light running on the tips of the ocean waves, bouncing off the cars on the roads and piercing through every window, to finally melt into pools of light on the floor of the office of a local youth organisation - LCYouth.

The temperature of the thermostat is indicating that the temperature inside is 25 degrees Celsius. "We have an office rule that the A/C should always be set at a reasonable temperature in order to reduce energy waste" says Eleni, the president of the board of LCYouth, and adds: "In fact, did you know that every one-degree cooler in summer adds around 10% to the amount of electricity that the air conditioner uses? – That's a lot! At first, it was difficult to convince people that they do not need cooler temperatures in the office, when the weather outside is scorching hot, but we quickly found out that it's actually easily achievable, especially when you weigh in the environmental impact".

This step is only one example of the organisation's internal green strategy that aims at inspiring and establishing environmentally friendly habits among all members of staff, learners, and trainees.

Once per week a green team is composed: 1 member of staff and one learner with disabilities take up the task of being the "green police" and reminding everyone else of the importance of recycling, using less paper and plastic, switching off lights, etc.

Marina, one of the green team members of this week, tells us: "I changed the automatic setting of the printer to double-sided, so no one has an excuse for forgetting to do it themselves when they are printing documents and files. It's really such a small thing but we are saving nearly 25% of the paper we use for printing!"

To promote this strategy even further, the best green team officer of the month gets a reward. The organisation believes that enabling and encouraging your staff to be the drive for change within your office is the best way to achieving long-term positive results and establishing a sense of initiative and responsibility.

Eleni strongly believes that, albeit challenging at first, any organisation can achieve what LCYouth has: "Many organisations face resistance to change and find it difficult to root out unsustainable habits, but there are always individuals who care deeply about environmental issues – if you encourage them and give them the opportunity to spread their enthusiasm, soon the whole office will follow suit."

CYPRUS

WORK OUT THE STRESS

"One, two, three, one, two, three!" The self-appointed trainer is bending her upper body from right to left in fast-paced vigorous movements, stretching, and contracting her latissimus dorsi, her hands planted square on her hips. A group of seven is standing in a circle around her, mirroring her every move, releasing an occasional giggle, and cheering each other on. The group is in Maribor Mestni Park and they are utilising their midday break for some light exercises, before they return to the office.

This improvised activity is inspired by the international project Active Break, led by a Slovenian organisation, Institute TREND-PRIMA. "We felt we need to address today's stressful times and the need for improved physical and mental wellbeing of employees, who are sat at their desks behind bright screens, typing away eight hours every day", says Simon Wltavsky, project coordinator at Institute TREND-PRIMA. "Therefore, this project was designed with the intention to collect and share best practices to raise the level of employees' sport activity, which can contribute to their improved health and longevity."

You may wonder "doesn't that take up too much time of the working day – surely no one gets paid to do sit ups in any traditional office?!"

"It doesn't have to be every day and it doesn't have to be an organised activity that requires equipment or any resources", Simon replies. "You can really let your imagination loose and come up with creative ideas that suit the spirit and interests of your team", adds Zdenka, a project manager and head of development tasks at Institute TREND-PRIMA. "For example, our team really enjoys hiking, so we try to organise an office hiking trip every two-three months. However, on days when we have no time to chase fitness goals, because we are chasing deadlines, then we just do something simple such as taking the stairs instead of the elevator."

According to the project organisers, frequent exercises for employees can bring the following benefits: reduce the risk of work illness, improve the working atmosphere, connect, and build relationships between colleagues and increase productivity, and many more.

To find more information about this project visit *http://projectactivebreak.com/*.

SLOVENIA

HANGING COFFEE

Aleks was sipping on his hot cup of coffee at Vidae café, replenishing his energy to take on the rest of the day. He was focused on the busy sounds in the café coming from the tables around him – the clinking of utensils, the clatter of dishes and the murmur of voices. He was suddenly pulled out of his immersed state when a homeless person walked in and the waitress presented him with a free cup of coffee and a sandwich. The man thanked her graciously, as the waitress explained to him that his free lunch is actually provided through the initiative "Hanging Coffee". She pointed towards Aleks, sitting at a table by the window, and elaborated that he is one of the organisers. The homeless man nodded in gratitude and Aleks gave him a broad smile and waved his hand in a greeting gesture.

All the way back to work, Aleks carried his broad smile on his face. Back in the office he told his colleague Jakub: "I just had a cup of coffee at Vidae café and saw a man, who was receiving a hanging lunch, and you know what, I felt so proud even though my team lost the contest this year. I am already looking forward to next year's tournament."

Every year during fall, Semper Avanti organizes a tournament amongst their volunteers to raise money. This tournament usually lasts for a month, during which volunteers are divided into teams that find creative ways to raise money through crowd sourcing. The money is used to pay for coffee and lunch at selected cafes in Opole. These meals are referred to as "hanging coffee or lunch" and are given to homeless people for free during winter. At the end of the tournament, the losing team also makes lunch for the winning team.

In the previous year's tournament, the competition raised enough money to feed 560 homeless people during the winter. Announcing the winner on the last day of the tournament, Lena, one of the coordinators at Semper Avanti quoted Wayne Charisa saying that: "It takes a society to combat homelessness, and a strong nation to fight poverty".

For more information about Semper Avanti's projects and initiatives, visit *http://semperavanti.org/*.

POLAND

IT'S THE GREEN POLICE – OPEN THE DOOR!

Cristian puts on the homemade police cap and knocks the door before entering the participants apartment. Cristian is not a real police officer but a participant on a training course with InterCollege.

Since 2018, InterCollege has had a green policy and has committed to a number of climate related goals both in its daily work, as well as during international activities. On all activities, the participants elect the "Green Police" which daily monitors that the policy is respected and implemented, for example, by controlling that the heating and lights are turned off in the apartments during the activity sessions and monitoring electricity consumption.

"A normal family living in these apartments is using up to 19 KWH per day; we should as participants absolutely not need more than that", says Cristian and shows how he notes down the numbers from the electricity counter. Cristian explains that he daily monitors the electricity consumption and that the "best" apartment, meaning the apartment that consumed the least, will get a price at the end of the activity.

The Green Police also monitors the food waste from the buffet and kindly reminds the participants how to be sustainable. "If everybody takes moderate quantities and revisits the buffet more times, the flow from the kitchen to the buffet table will be also moderate. All the food that is left in the kitchen but doesn't enter the buffet can be served the next day or used in another dish", says Cristian and adds that people, in general, are good not to overfill their plates.

The participants are positive towards the Green Police. "It is not like he is a bad guy, he just friendly reminds us about all the things that we already know, and if we forgot to switch off the heating before running to the session, he is so kind to do it for us", says Maria from Spain who is a participant.

"We have only had positive feedback on this system. It is us who phrased the policy but in reality, it is done for the benefit of the whole world. It is, therefore, natural that it is not us but the participants themselves who have to enforce the policy", says Asser Mortensen, director of InterCollege and adds that for this activity all participants living in the apartment that used less energy will get a special Christmas candle to bring with them home.

The Green Policy for InterCollege activities can be seen at: *http://intercollege.info/wp-content/uploads/2021/01/Green-Policy_Slettestrand.pdf*

DENMARK

AALBORG SUSTAINABILITY FESTIVAL

Every year since 2017, Oscar participates in Aalborg Sustainability Festival. For him, it is one of the highlights of the year as he is interested in sustainability and studying towards a master's degree in Circular Business Models at Aalborg University.

The Aalborg Sustainability Festival was first held in 2013 and is organized by the Center for Green Transition in Aalborg Municipality. The purpose for the festival is to raise awareness of the many sustainable local initiatives that exist within the community and to inspire sustainable behaviours amongst its citizens.

For Oscar and a few of his school mates, the festival has provided an avenue to see how the theories they learn in school pan out in the real world. They have also been able to network with companies that are operating in their area of interest with the hopes of landing some internships or jobs after their studies.

DENMARK

But most of all, Oscar enjoys the festival because it promotes the formation of networks and partnerships between different "green" actors, raises awareness among individuals and celebrates sustainability in an engaging and innovative way.

"I bought this fantastic leather jacket during the Sustainability Festival in 2018, from a company called Better World Fashion, which is one of the companies that participates in Aalborg Sustainability festival each year. In that year they even won the Sustainability Award", says Oscar. "I also had the chance to attend some very intersecting lectures on sustainability delivered by experts in the field, test-drive electric cars, indulge in climate-friendly food and join a guided bicycle tour!"

The Sustainability Festival shows the benefits, opportunities, and inspiration of adopting of a green lifestyle. To learn more about the Sustainability Festival, visit *http://www. xn--centerforgrnomstilling-gjc.dk/in-english/the-sustainability-festival*

FIGHTING WELL IS GOOD FOR YOU

Laughter, rustling of paper, and a hubbub of children's voices are filling up the room and rushing out on the streets through the open windows, where they blend with the noise of roaring car engines on the busy roads. The ringing of the school bell, however, puts a halt to all the commotion in the classroom and silence and order ensue. The teacher walks in with a brisk step, and glances at her pupils to make sure everyone is in their place and ready to start.

Today's lesson will be dedicated to conflict management and the importance of complying with rules, a practice introduced through the project "Fighting well is good for you", organised by Cooperativa Sociale Irene 95 Onlus. The aim of the project is to increase the pupils' awareness of being active citizens and being able to deal non-violently with the inevitable conflicts that arise in community life.

"This project is in fact part of a broader initiative called "Community school", which promotes innovative policies to strengthen social cohesion and improve the condition of disadvantaged people in the Campania Region of Italy", explains Salvatore, the task organiser for the project, who is here to observe the session and guide it, if necessary.

ITALY

The teacher and the students engage in various exercises, such as role play, negotiations and discussions, in order to explore how conflicts emerge and how to resolve them with communication tools and techniques.

"We want to prepare our students for a variety of challenges that they will inevitably face in life, which will require them to have a number of soft skills", says the teacher after the class is dismissed. "Unfortunately, such skills are generally overlooked in standard school curriculums, but we still expect students to somehow acquire them, though they often lack good examples in their social and family circles. Hence, this project has really helped to shine light on the issue and is contributing to the social and cultural learning of our students."

If you wish to learn more about this project, visit *http://www.irene95.it/*.

I F*CKED IT UP :)

In a community centre in Wroclaw in Poland, a group of over 20 people are laughing and tears are running down their cheeks. In front of the group stands Pavel; he is not a stand-up comedian and he is not telling jokes. He is a young immigrant from Ukraine and has just been telling about some of his experiences with integrating in the Polish society.

Pavel and the others are a part of the project "Day of Unsuccess", organised by the local NGO "Semper Avanti".

"All immigrants have those awkward or embarrassing experiences. As you cannot grow up without doing mistakes, you also cannot be integrated without making wrong steps", says Marcin Skocz, President of Semper Avanti.

For Pavel, telling his stories and hearing others is easing up a tension. "I did some stupid mistakes here and had some serious misunderstandings, but I am not alone", he says and smile. "It feels good to laugh of my own mistakes and to share them with other, rather than to walk around and be embarrassed for myself."

The event has the participation of both young people with immigrant background and young people with Polish background.

The purpose of the event is to contribute to the wellbeing of immigrants and refugees and to strengthen their integration.

POLAND

10 DAYS OF ACTIVISM

Scampering down Ruzveltova street in the city of Skopje, Mila urged her sister: "Hurry Ana, I don't want to miss the start of the movie". The girls were not going to the cinema to watch the premier of the latest movie but were heading towards the Fun Café to watch "Moana" with a bunch of other young people. The cartoon had been chosen by the organisers of the "10 Days of Activism Campaign" to teach youth about the importance of diversity and inclusion, which was the theme for the campaign that year.

Every December since 2010, Y Peer Macedonia organises the campaign "10 Days of Activism". The aim of this campaign is to empower the youth to speak up and engage in possible solutions to youth challenges. The campaign is launched each year with a different slogan (relating to challenges facing the youth) and takes place in over 30 countries where the Y Peer International Network is present. During the campaign, there are various activities to raise awareness on the chosen issue and educate the youth on their rights and responsibilities concerning it.

Ana and her sister Mila enjoyed partaking in the campaign as they learned to take a more active role in making decisions that affect their lives, learning to be leaders, and addressing issues that are important to them.

Throughout the 10 days that the campaign lasted, there were also some fun activities, where they got to interact and meet with other young people. "Tomorrow's debate topic, Women should always have a reserved 50% vacancies in workplaces, is such a controversial issue. I am really looking forward to it", said Mila. "Yes, even though it promotes diversity in the workplace, it seems to give women an undue advantage over men, so I am also looking forward to it", responded Ana.

Other activities that usually took place during the campaign include distribution of brochures and information materials, a promotional party, and a bus campaign with a message to decision makers.

For more information on Y Peer Macedonia's "10 Days of Activism" campaign, visit: *https://youthpeer.org.mk/10-dena-aktivizam/*.

MACEDONIA

LET'S CLICK ON ROMANIA

"Online schooling. Lockdowns. Isolation. When will I ever get to go out again and play with my friends? And these online classes are killing me", thought Mihaela to herself as she crashed on the bed after a long morning of Maths, History and Literature. "And it's so annoying, I am not allowed to use or do anything on this laptop that is not related to the classes. I am tired of borrowing my aunt's laptop".

The 12-year-old girl's frustration is something that many have experienced throughout the Covid-19 pandemic, as kindergartens, schools, universities, and other public institutions remained closed for extended periods of time.

The Romanian association, Ateliere Fără Frontiere (Workshops without Borders), took note of that issue and launched a national programme "Dăm Click pe România 2020" (Let's click on Romania 2020) to collect and refurbish used computers, which are collected as Waste of Electrical and Electronic Equipment (WEEE) mainly from business companies. The collected computers are then tested, cleaned and updated by vulnerable people working within Ateliere Fără Frontiere's workshops. Ultimately, the full equipped computers are donated to schools, kindergartens, non-profit organisations, social institutions and disadvantaged families, who are in need of this equipment.

"Refurbishing and donating computers are two of Ateliere Fără Frontiere main activities since its establishment in 2008. The Covid-19 outbreak pointed out the need for computers in schools to strengthen pupils' digital skills. The need for computers is growing these days with the number of schools where learning exclusively online has become the new norm. The refurbished computers, which have a configuration compatible with the requirements of online education, reached up to 2000 students from households lacking material possibilities or facing multiple difficulties in 2020 only", says Damien Thiery, General Manager of Ateliere Fără Frontiere.

The project is part of the EduClick computer donation platform, which since 2008 has delivered over 17,000 computers to over 3,000 schools, associations and foundations, social and cultural organizations in Romania. In order to achieve their set goals, the association partners up with large companies, that are dedicated to supporting and promoting the project, such as OMV Petrom and Kaufland Romania.

To learn more about the project, visit *http://www.atelierefarafrontiere.ro/noutati/dam-click-pe-romania-2020 and https://www.educlick.ro/.*

ROMANIA

THE BICYCLE WITH A FULL BASKET

On his way out of the supermarket, Raul looked around the parking lot till he spotted a young man dressed in a T-shirt adorned with the sign "Green Revolution" on the front. He walked over to him and presented him with his receipt from the shop. "Hi there, could I please rent one of your bikes?" The young man greeted Raul with a smile, glanced at the receipt and replied: "Of course sir, you come just in time, we only have two left at this moment."

Raul picked a green bicycle from the stand and arranged carefully his groceries in the basket of the bicycle, while crosschecking every item with his shopping list, ensuring he hasn't missed anything: "Butter – check, bell peppers – check, a bottle of red wine – check, chicken fillets – check, garlic – check. That's' all then." He then hoped on the bike and rode down the busy street, manoeuvring between the vehicles on the road.

This bike renting programme was an initiative undertaken by the Romanian NGO Green Revolution in cooperation with the supermarket chain, Mega Image, in an attempt to promote alternative transportation among employees and clients of 10 Mega Image stores across the country, and thus reducing CO2 emissions.

"The bicycle with a full basket" programme took place during July 3rd – October 31st, 2013 and encouraged the use of bicycles as transportation for shopping by providing bicycles free of charge to any person that shopped in Mega Image shops for at least 40 lei (8,20 Euro). Customers of the supermarket showed a receipt to a Green Revolution promoter and, based on an identity document, filled in a form and used the bicycle, free of charge, for a maximum 24 hours. Bicycles could be rented and returned during 16:30 – 20:30, from Monday to Sunday.

"We were happy to be the partners of Mega Image in "The bicycle with a full basket" project and we hope that more and more companies and public institutions will promote the bicycle as alternative transportation in order to protect the environment and promote healthier lifestyles." Says Raluca Fiser, President of Green Revolution.

The results of the project in 2013 were as follows:

- ▸ More than 500 rentals.
- ▸ 18,041 informed persons.
- ▸ 5,862 kilometres travelled by bicycle.
- ▸ 1,735.35 tons of CO2 saved.

To learn more about the project visit *https://greenrevolution.ro* or contact *office@greenrevolution.ro*

ROMANIA
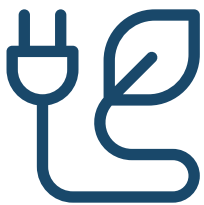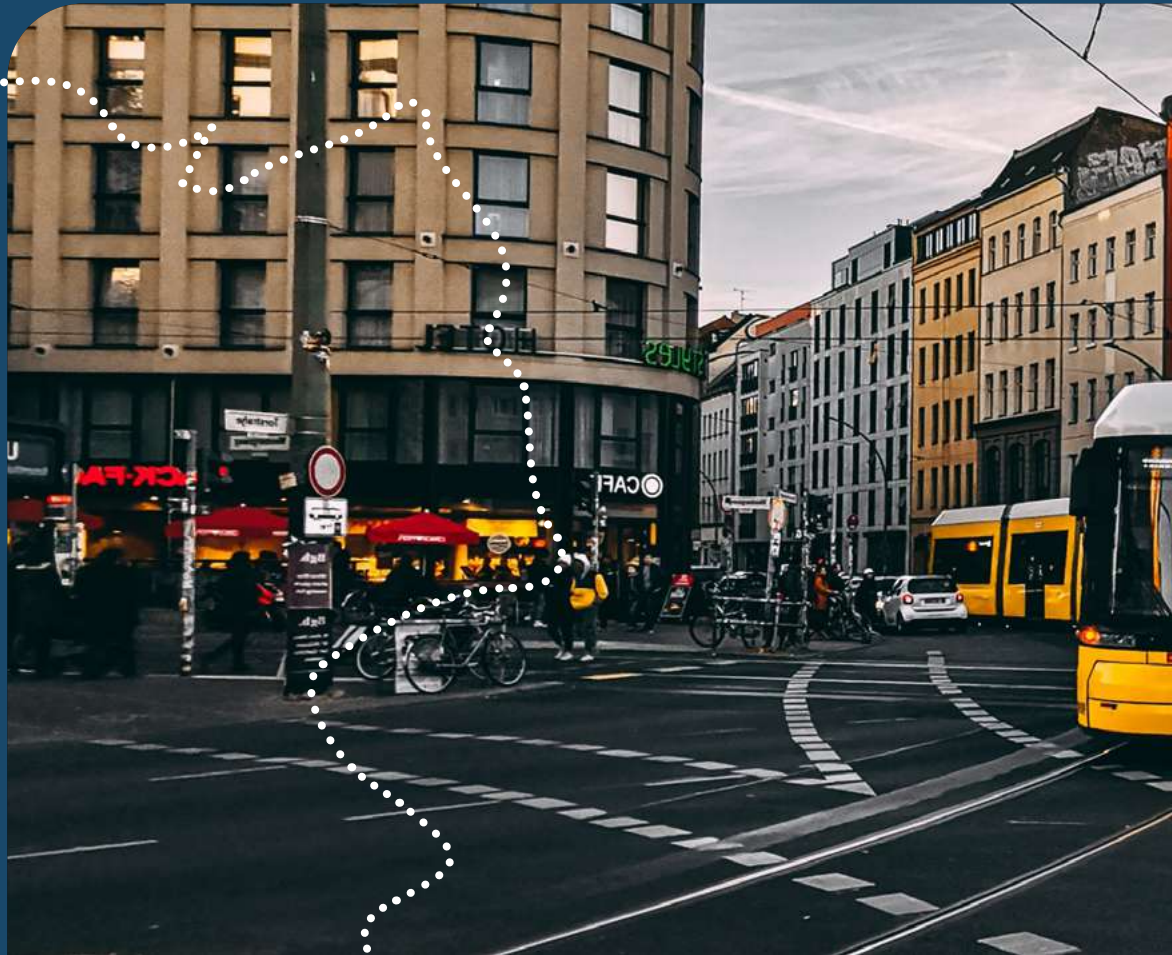
SUNCRAFTER

The afternoon sun sitting high up on the horizon was soaking the streets of Berlin with light, while the residents of the city, much like a busy ant colony, were scurrying about their daily tasks. Lena was lying on a bench in the park, legs crossed over and her nose buried in the pages of "Kafka on the shore" by H. Murakami, while her phone was plugged in a nearby charging station to replenish its battery. However, that was no ordinary charging spot as it made use only of sun energy.

This innovative sustainable technology was developed by the Berlin startup SunCrafter, who make off-grid charging stations from solar panels that they rescue from ending up in landfill. These durable, wood-encased charging stations can be used to charge smartphones and other mobile devices, as well as e-bikes, e-scooters, and e-Mopeds (or light electric vehicles).

"As an energy, solar is incredibly simple. And at the same time, it's also relatively complex. All of the team are into camping and taking road trips and we found it difficult to keep our own basic solar (Ed. charging) systems running reliably when we were on the road. That's what made us decide to develop a solar system that had all of the complicated and fragile parts removed - just keeping it really simple.

GERMANY

You wouldn't be able to do anything fancy like power washing machines or air conditioning with that kind of solar system, but all kinds of standard functions would be covered. You could charge your mobile phone, produce light, operate a cool box, a fan." Says co-founder Lisa Wendzich.

In the past, when panels became defective - after a storm, for example – someone was sent over to a plant to test the panels individually and repair and then reinstall the defective ones. Today, however, the price of panels has plummeted, and it is no longer economically viable to do that - it's just too expensive. Therefore, whole groups of panels are replaced at once, meaning that a lot of the ones that end up being scrapped are actually still working.

SunCrafter deemed illogical the practise of throwing out valuable, perfectly functional resources into the trash. Hence, they began upcycling industrial solar panels and aim to bring affordable and reliable electricity to where it is needed the most. In 2021, their main focus is sustainably powering electro-micro-mobility in European urban areas, and in the near future they are looking to expand to other cities and areas globally.

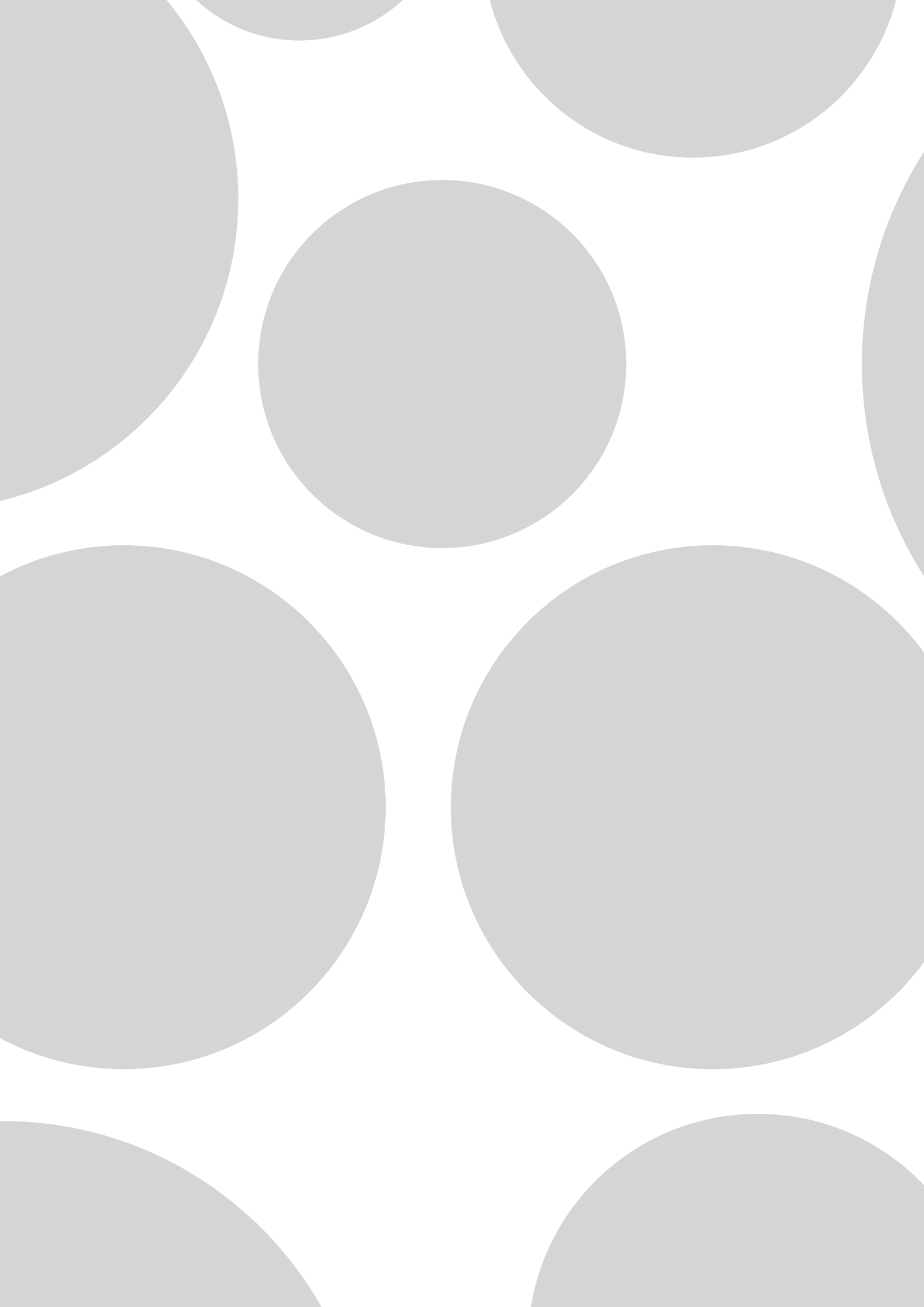To learn more about the project visit *https://suncrafter.org/en/*.

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ABOUT THIS BOOK

This Manual is the result of the project "Education for Global Responsibility II", co-funded by the European Union through the programme Erasmus+. The project was implemented between 2020 and 2022 by InterCollege ApS (Denmark) with partner organisations from United Kingdom, Germany, Italy, Poland, Slovenia, North Macedonia, Cyprus and Romania.

The Manual contains 46 educational methods that youth workers can use in their activities with young people in order to foster global responsibility and learn about the 17 Sustainable Development Goals. The Manual furthermore provides an example of a 3-day training activity with young people and other 11 best practices on promoting and advancing global responsibility collected from around Europe.

The partners of this project hope that this Manual we can inspire and foster an era of global responsibility for the benefit of our entire planet.

The project explored the results of the project "Education for Global Responsibility" implemented by the Danish United Nations Association between 2015 and 2018.