



GLOBAL EDUCATION

Tools for Trainers and Facilitators



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Introduction to Global Education tools

From the Maastricht Declaration on Global Education (2002) that quotes: Global Education as an education that opens people's eyes and minds to the realities of the globalized world and awakens them so that they can contribute to the construction of a world of greater justice, equity and human rights for all.

Some other steps to further invent a new strategy to promote similar activities, are made, such as the Brussels Conference on Global Education expressing the belief that, to promote the growth of countries, it is necessary to invest in education.

It becomes fundamental to understand and make understand that it is in ignorance e in the social exclusion that are found and feed the extremisms, which feed on the problems caused by social and economic inequalities and prejudices. This must be achieved through an educational process, in where obviously the school plays a fundamental role in training the youngest.



How can we promote Global Education?

Firstly, we need to accompany Global Education objectives to a individual and personal development, pursuing the following aims in order to help individuals find their better way to the activities:

- 1 | Strengthening individual or group identity not in opposition, but in communication with others;
- 2 | Develop a curious, attentive, available, democratic, sensitive, respectful personality;
- 3 | Becoming capable of reflecting on oneself, on others, on stereotypes and prejudices, demonstrating self-critical skills;
- 4 | Become aware of the complexity and relativity of the points of view and therefore be able to change the own;
- 5 | To be able to constructively accept and coexist with the different; recognizing their rights.

Secondly we need to program that can be methodologically feasible, at different levels, and develop specific competences in order to share and spread knowledge on Global Education.

Which competences we need?

we need to deeper the knowledge of the history and philosophy of universal concepts of humanity - human rights, democracy and good governance, economy, social justice, fair trade, gender equality, peace and conflict transformation, citizenship, diversity, intercultural dialogue and interreligious, sustainable development, health and equal access to the results of scientific and technological progress - and the knowledge of common elements and differences regarding lifestyles, cultures, religion, in order to develop a conscious respect for diversity.

Which level do we have to interact?

Global Education, as a transformative learning, offers systemic tools to produce changes at local level in order to influence global change. Learning to know and respect the local space - its own little corner of the world - is fundamental for defining the common spaces of global citizenship and will create a real impact, both on formal and non-formal education, with enormous potential to bring people to better understand their real power to determine the future.

Which methodological approaches and which practices?

Educators must support cooperation based learning (cooperative learning), discussion and problem solving (problem-based learning), encourage those who learn to ask and answer questions. They must invite learners to ask and answer questions, to reflect on questions that do not have absolute answers or easy developments and that reflect the complexity of real-world situations:

this opens the way to an active approach.

Dialogue-based learning is the most important method in Global Education: dialogue creates oral interactions among participants and seeks to stimulate the exchange of ideas.

Dialogue helps to develop communication and listening skills, which is why it promotes the understanding of different issues and points of view.

Main issues addressed by Global Education

The main topic addressed by Global education can be defined as following:

- **Interdependence and globalization:**

an understanding of the complex social, economic, environmental and political links between people and the impact that changes have on each other.

- **Identity and diversity:**

an understanding and respectful of self and others cultures, physical and mental abilities, gender and identities.

- **Social justice and human rights:**

an understanding of the impact of inequality and discrimination, the importance of standing up for our own rights and our responsibility to respect the rights of others.

- **Peace building and conflict resolution:**

an understanding of the importance of building and maintaining positive and trusting relationships and ways conflict can be prevented or peacefully resolved.

- **Sustainable futures:**

an understanding of the ways in which we can meet our current needs without diminishing the quality of the environment or reducing the capacity of future generations to meet their own needs.

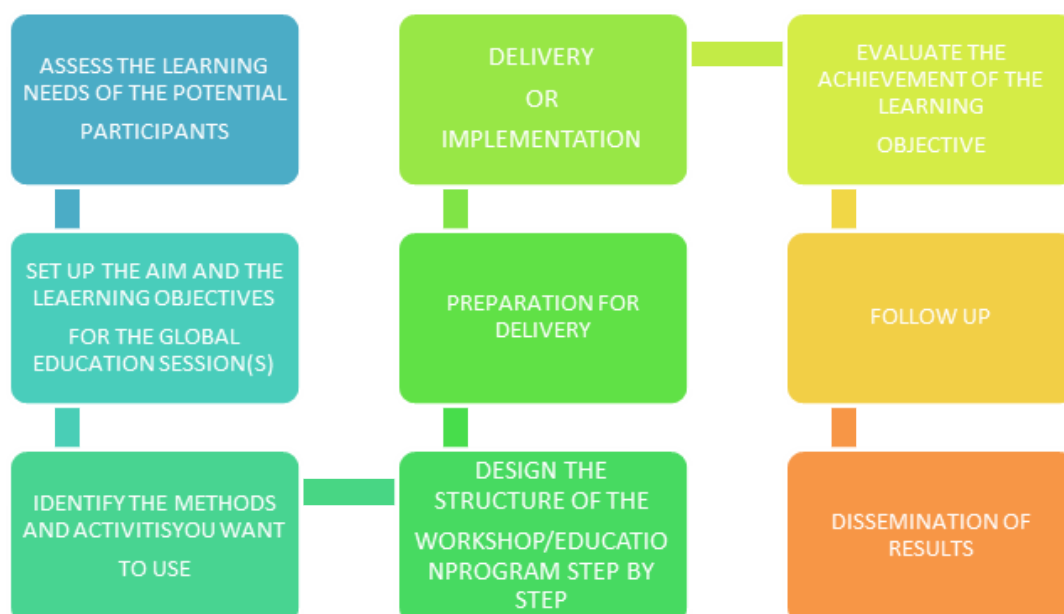
Examples on how to implement Global Education

Before starting the activities

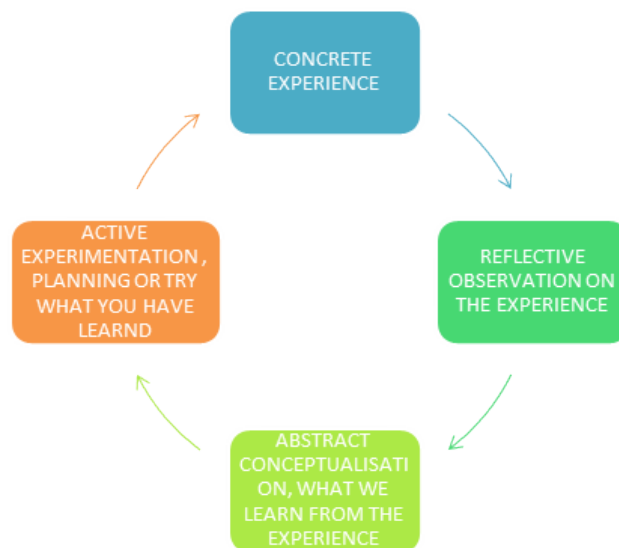
The below activities are examples of activities that educators can implement in their local youth communities or during Youth Exchanges.

Before starting is important to know that each activities should be adjust according target group analysis and needs, they can also be a starting point to build new and customized actions.

To help we have summarized the main step a youth worker should take into account before planning and realize an activity.



To have an effective impact we suggest to adopt the Experiential Learning Cycle of Dr David Kolb. The experiential learning style theory is typically represented by a four-stage learning cycle:



*" Effective learning is seen when a person progresses through a cycle of four stages: of (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalizations (conclusions) which are then (4) used to test hypothesis in future situations, resulting in new experiences."*¹

Several experiential learning methods allow young people to find themselves in a situation from a different perspective. These activities should include a moment of final reflection or debriefing to let the participants explore the feelings experienced during the activity, and then have the resources to evaluate the impact on themselves thinking about which lessons they can learn from their experience in relation to their life, community and global context.

The group needs time to finish the activity and get out of the role played before taking part in the discussion of what happened.

During debriefing and evaluation the topics should be discussed in this order:

- What happened during the activity and how participants felt during the process;
- What the participants learned about themselves;
- What the participants learned about the subject matter;
- How participants can use what they have learned in society and what they can do in the future in relation to the subject matter.

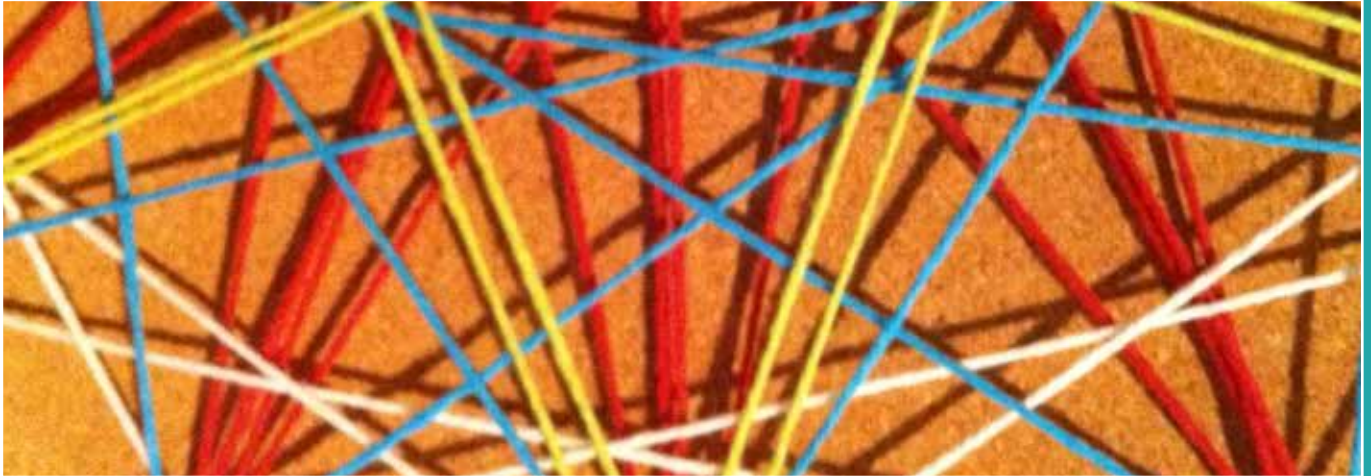
When preparing the activities it is important to always consider a minimum of 15 minutes for debriefing (for a big group 30/40 minutes) and prepare some guide questions considering the above scheme.

To go in-depth on this topic check this information websites:

www.ece.nl/what-is-experiential-learning
www.sfyouth.eu

¹ McLeod, S. A. (2017). Kolb - learning styles. Retrieved from www.simplypsychology.org/learning-kolb.html

Interdependence and globalization



String Web

N° of participants | Min 10 to 30 people

Time | 40 min

Aim | Introducing the concept of interdependence in an individual and social perspective

Description

Facilitator provide each participant with a role card (or explaining the role by voice) (eg Chilean farmer, WTO member, oil, a poor student, water etc.).

Participants will present one at a time and will have to decide with which one of the others character are connected, they can be united to more people.

To connect, a ball of wool will be thrown and a large network will be formed, which will give the idea of the interdependence between different phenomena in the world.

The facilitator will ask what can damage the network everyone must give an example, at this moment which of these events is possible or is being realized, what element would be affected by this change.

The element mentioned must drop the thread in this way participants can visualized the effects of one events in multiples directions.

Debriefing

The facilitator will ask how they felt, if something is missing to the network, if what, what elements that are missing are essential for the wellbeing of the network, what the network represents for you, is a healthy network.

Materials

Characters card, ball of wall/rope/long string

Chain of consequences

N° of participants | Min 10 to 30 people

Time | 90 min

Aim | To explore the importance of human rights and of living the values of collaboration;

To reflect on diversity, fairness, inclusion, responsibility and acceptance;

This activity can help participants to reflect on their own behaviour and thinking and possibly change their perspective on their own personal life and actions.

Moreover it serves as a demonstration of how one consequence can lead to another, sometimes resulting in chain reactions, but also that some consequences come about through intent and others not.

Description

To stimulate a debate on values and ethics in matters relevant to Global Learning, the facilitator begins with a quote from John Rawls' 2005 study "A Theory of Justice".

Social and economic inequalities are to satisfy two conditions. First, they must be attached to offices and positions open to all under conditions of fair equality of opportunity; and second, they must be to the greatest benefit of the least advantaged members of society.

The group is divided into small groups (depending on the number of participants).

Each group is asked to identify a chain of consequences for different situations, e.g.: throwing a plastic bottle in a river, a group's inaction in the face of an act of violence; a right extremist party coming to power; etc.

The participants are encouraged to identify as many consequences as possible for the actions or events in question.

Debriefing

The facilitator will ask how they felt, if something is missing in the chain, if they never thought about the consequences of a single action, what they think are the bad and good side of this interconnection.

Materials

Flipchart, papers, markers

Crossing Borders

Objectives

To highlight intercultural differences;

To demonstrate the difficulties faced by people entering new environments (such as refugees, migrants and asylum speakers);

To explore the solutions to these difficulties.

Method

The Group (18 – 30) will be split into 6 teams of 3-4 with 3 referees (we may have observers also).

There will be 3 games of football occurring at the same time on 3 mini pitches.

The normal rules of football apply.

There is no goalkeeper and the goals are smaller than normal.

The game will be refereed by the participants.

The games must be played in absolute silence.

The winning team will rotate to another pitch for the next game...and so-on.

There will be 3-4 games.

Each team will be given a set of rules to study before the first game. Before the game starts, they will hand the rule sheet back to the facilitator.

They will not be able to read this again.

There will be a different set of rules for each pitch as follows:

PITCH 1

Two-touch football;

Right-foot only.

PITCH 2

Maximum of 3 passes before shooting;

The team that score restarts the game at halfway.

PITCH 3

Player must play with their left-foot only;

Teams must get at least 5 passes before scoring.

Debriefing

How are you?
 How do you feel?
 What happened?
 What did you observe?
 What does it mean?
 How can we transfer the learning into life?
 What conclusions do we take?
 How could this be relevant to global education?

NOTE: This game can be played with any similar field sport/game to football such as handball, basket ball, hockey, rugby etc.

SDG Web

Objectives

To increase understanding of the SDGs;
 To explore the interconnectivity of the SDGs.

Method:

This method is suitable for groups of about 8-24. As there are 17 SDGs this is the perfect number but the facilitator can be flexible.

The activity begins with the group in a circle and the 17 SDG cards placed randomly on the floor. The participants are asked to select an SDG and pick it up.

There must be no more than 1 person at each SDG. If there are more than 17 people, add extra SDG cards to ensure everyone has one.

Ask the participants to form a circle and show their SDG cards to the group.

Introduce some thread to begin the SDG Web.

Start with a random person or ask for a volunteer.

The person will hold the thread and select another person who is holding an SDG which they think is related to their own.

When they explain the connection, they will keep hold of some thread and pass the rest of the thread across to the person they have selected.

This process should continue until everyone has some thread.

If at any stage the participants cannot see the connection between SDGs, the facilitator can help or ask for suggestions.

The activity ends when the thread returns to the first person.

After the activity, the facilitator can ask the group to observe what they see.

They should see a web-like pattern in the circle.

A discussion can then continue asking what this means in relation to the SDGs and why it is important to recognise how interconnected the goals are.

For more information check:

A fair Globalization

www.ilo.org/legacy/english/fairglobalization/download/toolkit/module1.pdf

Globalization and education, Unesco

www.unesdoc.unesco.org/images/0014/001492/149295e.pdf

Education for Sustainable Development toolkit

www.unesdoc.unesco.org/images/0015/001524/152453eo.pdf

Identity and diversity



LGBTI+ stereotypes goes wrong

N° of participants | Min 10 to 30 people

Time | 2 hours

Aim | Develop empathy towards LGBTI+ people and skills for handling homophobic/transphobic/biphobic/etc, incidents;

Participants to:

- Learn how to discern stereotypes for LGBT people;
- Enhance their empathy about different experiences of LGBT people;
- Develop their arguments towards being LGBT allies;
- Foster their skills in handling homophobic incidences.

Description

Part A – Stereotypes and their impact

1 | The facilitator previews the outline of a person and they informs the participants that the person is gay and cis man, named Matthew.

Then they previews the outline of another person and they informs them that it's Angelica, a trans pansexual woman.

Finally, the facilitator previews the outline of a person and they informs the participants that the person is an asexual non binary individual named Ash.

They asks them to write down a list with 4 characteristics/adjectives that society assumes that characterize these two persons (stereotypes) - 4 statements for Matthew, 4 statements for Angelica and 4 for Ash.

2 | The participants form two lines facing each other.

In each round one of them – voluntarily – passes through the corridor and everybody is imagining that that person is Matthew, Ash or Angelica. (That person informs the rest of the group before walking they preference as to being Matthew or Angelica or Ash).

The duty for the protagonist is to stop in front of everybody and them to call them one adjective from their list.

The adjective does not have to be in a derogatory/offensive/aggressive – the facilitator gives to the participants the freedom to choose and express themselves.

3 | De-rolling and debriefing follows and the trainer poses the following questions:

- How did being Matthew/Angelica/Ash feel? Did you 'ask for' it? (follow-up on victim-blaming)
- How did you feel being the oppressor/enemy?
- Did you feel something you have not felt before and what?
- How realistic was the situation/violence? Do LGBTI+ people experience that?

Give examples (personal or of friends, etc.)

- What do you think of all these stereotypes? In what level do they reflect reality?
- Think of one specific queer person you know personally. How much does the previous stereotypical image that was presented for queer people reflects the reality of this particular person?
- Knowing what happened to Matthew, Ash and Angelica, what would you tell them to support them? ('It gets better')

Part B - Analyzing phobias towards lgbti+ people

(while some participants prepare for Theatre of the Oppressed)

The group brainstorms on homophobic/transphobic/biphobic/etc, feelings (i.e. pity, repulsion, hate etc), homophobic/transphobic/biphobic/etc, actions (i.e. bullying, violence, discrimination), and their repercussions (depression, internalizations of homophobia etc) and the facilitator writes them down.

Part C – theatre of the oppressed

The facilitator had prepared 2 or more stories which they can modify accordingly to the previous things that the participants said and the facilitator wrote down.

The 1/3 of the participants have already been given their role cards related to the 2 or more stories and they improvise them and prepare for presenting them to the Forum.

The facilitator is monitoring the improvisations. Then the process of Forum Theatre is followed.

Materials

Flipchart, markers, post-it.

Keep the circle strong

N° of participants | Min. 5 to 10 people

Time | 40 min

Aim | To acquire awareness on the diversity of different identities and how communication can help people develop empathy; To make participants collaborate and create physical contact between them; To make them know this game that they can even use in their work with young people of different cultural backgrounds in order to help them overcoming cultural / communication barriers and to facilitate group cohesion.

Description

Participants (5-10 people) stand in a circle, shoulder to shoulder wearing a scarf at their eyes.

Everyone has to stretch their right hand out into the circle and try to find another hand.

Then everyone stretch their left arm as well out into the circle and search for another hand.

Each person holds two hands, possibly not the hands of their neighbours and not two hands of the same person.

Then everyone opens their eyes and without dropping hands try to untangle themselves.

The group works together trying to untangle the knot, until they form a circle or other forms (two circles or an 8, etc.).

Debriefing

At the end of the activity the facilitator asks the group about how they felt during the activity and highlights how these kinds of games can help to pay more attention and respect to each other and how the sharing of experience of achieving goals together can help group cohesion.

Then the facilitator ask questions and lead the participants to think and speak about how people in real life situation is easy to just stop trying to communicate with each other and 'stop holding hands'

For more information check:

Diversity Toolkit: A Guide to Discussing Identity, Power and Privilege

www.msw.usc.edu/mswusc-blog/diversity-workshop-guide-to-discussing-identity-power-and-privilege

Getting started

cdi.ca/media/1587/toolkit-1-getting-started-diversity-and-identity.pdf

Embracing Diversity, Unesco

www.unesdoc.unesco.org/images/0013/001375/137522e.pdf

Identity & Diversity toolbox

www.salto-youth.net/downloads/toolbox_tool_download-file-941/toolbox.pdf

Social justice and human rights



Our responsibility to respect the rights of others

N° of participants | Min 10 to 20 people

Time | 1 hour

Aim | To make the participants aware that, though sometimes obvious we might fail to respect every;

Human right in some occasions due to our little knowledge on the topic;

Promote awareness of everyday actions towards the others;

Getting to know the main human rights.

Description

Participants will be divided in group of 4-5 people, facilitator will find not so obvious examples of violation of human rights. Presenting the "case" to a group and giving them 15 minutes to think if the violation is real, why it is a violation and what could be the reasons for the violator not to respect the rights of the other person.

Each group should present the case and their motivation to the other participants.

Each group will receive a card, on the cards they can find information about the moment when the violation had happened, the background on the violator and the person, whose rights weren't respected.

And more information the facilitators things are needed.

Debriefing

the facilitator will ask how they felt, if they already knew those human rights, their feelings for the victim, if this activity have change their views in regards of human rights

Materials

Cases of human rights violations, cards with the description of the cases, Universal Declaration of Human Rights - www.un.org/en/universal-declaration-human-rights

Draw-the-word

N° of participants | Min 10 to 20 people

Time | 1 hour

Aim | To develop knowledge of the UDHR, to develop team-building and creative thinking, and an awareness of how we use images, to promote solidarity and respect for diversity

Description

This is a team game in which people have to draw creatively to depict a word relating to human rights.

Related rights: The right to freedom of opinion and expression, The right to freedom of thought, Equality in dignity and rights.

Ask participants to get into small groups of four to five people and to choose a name for their team. Explain that in the activity they will be working in teams. You will give one-person in each team an

Article from the UDHR to draw.

The others in the team have to guess which right it is.

The team that guesses first scores a point.

The team with the most points at the end wins.

Tell the teams to collect several sheets of paper and a pencil and to find somewhere to sit around the room.

The teams should be spread out so they do not overhear each other.

Call up one member from each team. Give them one of the rights on your list, for example, "freedom from torture" or "the right to life".

Tell them to return to their groups and to make a drawing to represent the right while their team mates try to guess what it is.

They may only draw images; no numbers or words may be used.

No speaking is allowed except to confirm the correct answer.

The rest of the team may only say their guesses; they may not ask questions.

After each round, ask all the drawers to write on their picture what the right was, whether they finished it or not, and to put the paper to one side.

Do a second round; call new people to be the drawers and give them a different right.

Do 7 or 8 rounds.

A different person should draw in each round.

Try to ensure that everyone has the opportunity to draw at least once.

At the end, ask the groups to pin up their pictures so that the different interpretation and images of the different rights can be compared and discussed.

Debriefing

Begin by reviewing the activity itself and then go on to talk about what people know about human rights.

- Was it easier or harder than people had expected to depict human rights?
- How did people choose how to depict a particular right?
- Where did they get the images from?
- How do the different images of each right compare?
- How many different ways were there to depict and interpret the same concept?
- After all the pictures have been reviewed, ask how much - or how little - participants discovered they knew about human rights.
- Do they think human rights have any relevance to their own lives?
- Which ones?

Materials

Paper, pencils, markers, annex Universal Declaration of Human Rights

For more information check:

Play forward

[www.salto-youth.net/downloads/toolbox_tool_download-file-1766/Play Forward Booklet_OV2017.pdf](http://www.salto-youth.net/downloads/toolbox_tool_download-file-1766/Play-Forward-Booklet_OV2017.pdf)

Manual- Can Ya Makan

www.salto-youth.net/downloads/toolbox_tool_download-file-1107/Manual-Can-Ya-Makan-EN-.pdf

Human Rights Education in Volunteering

www.icye.org/wp-content/uploads/2016/08/Human-Rights-Education-Toolkit.pdf

Compasito

www.eycb.coe.int/compasito/

Peace building and conflict resolution



Faces of the World

N° of participants | Min 10 to 20 people (children age 6-13)

Time | 1 hour

Aim | To develop a positive attitude towards diversity and pluralism.

Participants will learn about movements of people from all over the world;

This goal will help them improve abilities such as self-knowledge, emotional management and social skills.

Description

Draw all continents on the floor – don't worry about the geographical accuracy!

If the activity is taking place outdoor, use chalk. If it doesn't, use tape.

With the students' help, name the continents and ask them to "visit" each one.

Make sure that they know on what continent they step on. Show them the continents on the map to help them understand how they look like.

Primary Learning Activity

Share with participants pictures of children from all around the world .

Give students some time to look at these pictures before asking questions. For example:

- How do the children in the pictures look like?
- Would you like to be friends with them?
- Why/Why not?

Materials

Pictures of children of different nationalities

(You can find a useful starting point here: <http://www.kidsacrosstheworld.com/education/>)

World Atlas

Tape or Chalk

Music

Building a house

N° of participants | Min 10 to 20 people

Time | 90 min

Aim | To learn to deal with conflict and time management ;

To learn to deal with different opinions/ working styles.

Description

Participants area split into two equal groups.

Each group chooses one spokesperson (the group representative who will also be responsible for gathering the materials) and three volunteers: one is blindfolded, another has his or her hands tied up and the third is not able/allowed to speak.

A table is placed in the middle of the room, displaying the materials that participants may use for

building the house. Each group is given one minute to agree on which materials they want to collect from the table to use. However, access to the table is limited, with each group only having 30 seconds to gather all the material they need.

After the collection phase they have 15 minutes to build the house.

Debriefing

- How did the work go?
- How did it feel to be “disabled”?
- How were the disabled participants integrated by the group (or were they not)?
- What constraints were felt in accessing the materials?
- Which were the difficulties in working with different ideas, approaches and methods?
- How can we link this “building a house” dynamic (and what was achieved in the session) with our own reality (work reality, reality of the organization)?

Materials

Flipchart, flipchart paper and markers;
Stickers;
Pens;
Post-its;
Old newspapers;
Cardboard box;
Scissors;
Scotch-tape;
Elastic bands;
Rope/ pieces of cloth/ scarves/blindfolds;
Tables.

For more info check:

Wide open window manual

[www.salto-youth.net/downloads/toolbox_tool_download-file-1466/Peace and Outdoor Educational tools -Wide Open Windows_Manual.pdf](http://www.salto-youth.net/downloads/toolbox_tool_download-file-1466/Peace%20and%20Outdoor%20Educational%20tools-Wide%20Open%20Windows_Manual.pdf)

2250 toolkit

www.unoy.org/en/2250-toolkit/

Mapping Youth Leaders for Peacebuilding

www.sfcg.org/wp-content/uploads/2014/09/Mapping-Youth-Leaders-for-Peacebuilding.pdf

Peacebuilding Toolkit for Educators

www.buildingpeace.org/train-resources/educators/peacebuilding-toolkit-educators/peacebuilding-toolkit-educators-high-school

Peacebuilding Training Toolkit

http://www.dme4peace.org/educateforpeace/wp-content/uploads/2014/05/051914_Leadership-Education-and-Peacebuilding-Training-Toolkit.pdf

Sustainable futures



The life in my community

N° of participants | Min 10 to 30 people

Time | 30 Min.

Aim | Introducing the concept of environmental impact of our lifestyle and of sustainable development;

Enables people to understand the links between their own lives and those of people throughout the world;

Increases understanding of the economic, cultural, political and environmental influences which shape our lives;

Develops the skills, attitudes and values which enable people to work together to bring about change and take control of their own lives.

Description

The group will be divided into sub-groups that will represent different communities and will have to choose a name.

Then we will explain that each community needs resources to survive and in our case resources are represented by pieces of paper of different colours each group chooses a colour.

The resources are put in a lot and are available to all the communities, at every turn the community can take as many resources as possible but for each group there must be at least one sheet of the colour they have selected.

The facilitator takes note of all the choices of the community, after each turn he puts back inside the quantity of resources that have been taken.

After a couple of turns you will insert a number black sheets in equal number of the coloured take by participants, that represent the negative consequences of consumption (e.g. pollution) and at every turn the black sheets will multiply.

As long as there are shifts in which the communities will not be able to pick their colour and loose the game .

Debriefing

How did you feel during the game, as the decisions taken at the beginning had effects on the final performance, if the first round represents the past and the following turns future generations as you associate with today's reality.

Who do you think uses the resources and how, have you ever thought if your lifestyle is sustainable and has effects on future generations which are the solutions you can adopt

Materials

Coloured piece of paper

Black piece of paper

Who made my staff?**N° of participants** | Min. 10 to 30 people**Time** | 1 hour**Aim** | Introducing the concept of social sustainable development;

Enables people to understand the links between their own lives and those of people throughout the world;

Increases understanding of the economic, cultural, political and environmental influences which shape our lives;

Develops the skills, attitudes and values which enable people to work together to bring about change and take control of their own lives

Description

Participants will be sit in front of a flipchart with the world. Ask to check where their cloths, electronic device and everything they are made checking the labels. If there is no label they have to decide according their knowledge.

Then they will make a post it for each Item and put it in the map in the country where it was made.

Then the facilitator will ask the participants what surprise them, why they thinks items are distributes in that way, if they check the label of the products they buy.

After that facilitator will ask participants to think how the cost of some products are distributes in the product chain, the group will discuss and decide, after that the facilitator will reveal the true percentage (specify that are approximation).

The facilitator will ask what they think about this distribution, how they think is possible to change the situation

Finally divided in group participants will watch a video no more than 30 min each on the production chain.

Each group will present the problem to the whole group with a poster that should contain possible solutions.

Debriefing

It will then ask how they feel after watching the video, how they felt during the screening, how much they knew about the situation presented, which part gave the most annoyance, how much according you also apply to other companies / products.

Materials

Flipchart;

Post it;

Markers;

Pc;

Videos: BBC Panorama - Amazon The Truth Behind the Click BBC documentary behind 2013 amazon shopping, Life and Debt, Santa's Workshop, Dark side of Chocolate

For more information check:

Manual Environment, Sustainability and Youth

[https://www.salto-youth.net/downloads/toolbox_tool_download-file-1047/ManualEnvironment, SustainabilityandYouth.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-1047/ManualEnvironment,SustainabilityandYouth.pdf)

All green games

[www.salto-youth.net/downloads/toolbox_tool_download-file-1459/all green games.pdf](http://www.salto-youth.net/downloads/toolbox_tool_download-file-1459/all-green-games.pdf)

Environmental education, youth programme toolkit

www.hennepin.us/~media/hennepinus/Business/work-with-hennepin-county/environmental-education/youth-programs-toolkit-52011.pdf?la=en

Sustainable development

www.isprambiente.gov.it/contentfiles/00001500/1524-m2-u3.pdf

Environment for young Europeans

www.ec.europa.eu/environment/archives/youth/

More resources

- www.sfyouth.eu
- [www.globalaizglitiba.lv/assets/Globalaizglitiba/materiali/First-Steps-in-assessing-Global-Learning -Toolkit-EDC2015-pdf.pdf](http://www.globalaizglitiba.lv/assets/Globalaizglitiba/materiali/First-Steps-in-assessing-Global-Learning-Toolkit-EDC2015-pdf.pdf)
- Manual for Facilitators in Global Education
- Global Education & Youth Work - Toolkit for food, migration and media topics
- Global Education Manual
- www.coe.int
- www.unoy.org