



WALK

#walktheglobalwalk

**Teachers' Briefing and
Resource Pack - Wales**



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reflect the views of the European Union.

This Teacher's Briefing and Resource Pack is the result of the work of an Educational Task Force consisting of 4 different European organisations (International Institute For Human Rights And Peace – France, ActionAid Hellas – Greece, Aid Global – Portugal and Oxfam Italia Intercultura – Italy, with the support of University Of Glasgow, Unit of Global Citizenship Education - Scotland) and selected Teachers' Committees, with the cooperation of 7 other partners from Croatia, Cyprus, Wales, Bosnia and Herzegovina, Albania, Bulgaria and Romania.

As well as an essential European dimension, the pack is also full adaptable to each national context, and will contribute to developing a common European learning community.

Key competencies for sustainability

Systems thinking competency: the abilities to recognize and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty.

Anticipatory competency: the abilities to understand and evaluate multiple futures – possible, probable and desirable; to create one's own visions for the future; to apply the precautionary principle; to assess the consequences of actions; and to deal with risks and changes.

Normative competency: the abilities to understand and reflect on the norms and values that underlie one's actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-off s, uncertain knowledge and contradictions.

Strategic competency: the abilities to collectively develop and implement innovative actions that further sustainability at the local level and further afield.

Collaboration competency: the abilities to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem solving.

Critical thinking competency: the ability to question norms, practices and opinions; to reflect on own one's values, perceptions and actions; and to take a position in the sustainability discourse.

Self-awareness competency: the ability to reflect on one's own role in the local community and (global) society; to continually evaluate and further motivate one's actions; and to deal with one's feelings and desires.

Integrated problem-solving competency: the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solution options that promote sustainable development, integrating the abovementioned competences.

Acknowledgments

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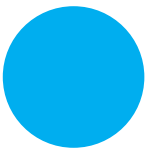
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SUGGESTED STRUCTURE

All schools to carry out the introductory lesson plan:
EXPLORING THE 17 SDGS AND SDG 11



2 (or more) lessons chosen from any of the following sections:



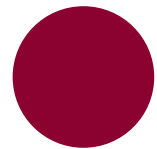
1. Social Inclusion



2. Social and Environmental
Resilience



3. Communities:
Respect for Diversity



4. Safety



What is this pack?

It is a clear and easy to use tool, intended for teachers looking to embed Global Citizenship themes and methodologies within the subjects taught at school and to develop cross-curricular lessons, collaborating with other colleagues. It provides teachers with all the information, guidance and support needed to plan the curriculum work in question and introduce some innovative pupil-led pedagogical approaches.

This Teacher's Briefing and Resource Pack (one of three to be produced annually over the project's lifetime) focuses on Sustainable Development Goal 11: *Make cities and human settlements inclusive, safe, resilient and sustainable*

The introductory lesson plan should be done by all schools involved. It is followed by 12 others grouped into four different sections each related to a different aspect of SDG 11 Sustainable Cities and Human Settlements, namely 1) Social inclusion; 2) Social and environmental resilience; 3) Communities: respect for cultural and ethnic diversity; 4) Safety. So you can choose to work with your students at different levels and carry out/adapt whichever lesson plans you feel to be most appropriate with the proviso that each school carries out as a minimum of the compulsory lesson on the SDGs right at the start plus any other two.

Each lesson plan is explained in detail and contextualized. Each contains the title, the estimated duration, the materials needed, room set up requirements, lesson objectives, skills developed, other SDGs involved, step-by-step descriptions of activities with suggested timings and advice for implementation, ideas for follow-up and extension, suggestions for adaptation for younger learners, links to other activities in this pack, and references. Possible timings are also given but these are only estimates as are the age groups suggested as this will depend on the interests and abilities of the pupils.

Global Citizenship and the School Curriculum

Using a cross-cutting, skills-based and inter-curricular approach, this Teacher's Briefing Pack will support teachers to integrate global citizenship and human rights-focused education into the school curriculum by using an innovative, inclusive and comprehensive approach.

As pointed out by the Council of Europe in their "Global Education Guidelines" (2012), "GCE methodology has to be related to the realities of the world. This means, it is first of all based on the reality, context and needs of the learning group, then the reality of the local society surrounding this group and then the reality of the global society influencing our local realities and the interconnectedness between them."

Global learning has a strong tradition in Wales. It builds upon ESDGC (Education for Sustainable Development and Global Citizenship) and the Curriculum Cymreig which fosters an understanding of an outward looking and international Wales, and is also an integral part of the Welsh Baccalaureate through the Global Citizenship Challenge. Taking part in Walk the Global Walk and using this pack will help to develop learners' skills of Critical Thinking, Problem Solving and Creativity and Innovation and provide young people with opportunities to understand and respond to global issues.

However, as the Donaldson review of the curriculum highlighted, these skills have a key role to play in developing 'ethical, informed citizens of Wales and the world' and there is a strong argument that they should be introduced at the beginning of a child's education and developed throughout their time in school rather than being left until Year 10.

Crucially global citizenship education is at the heart of the new curriculum currently being developed in Wales; one of the four statutory purposes is to develop children and young people as ‘ethical, informed citizens of Wales and the world.’ The whole curriculum will be based on these four purposes and this teaching pack will help develop aspects of several of these and have relevance for the Areas of Learning and Experience identified.

QUESTION FOR REFLECTION 1: To what extent do you already incorporate Global Citizenship Education in your teaching and learning?

Sustainable Development Goals and Global Citizenship

Your role as a teacher is crucial in helping to create a more sustainable world. All around the globe, teachers unite to promote sustainable development and global citizenship education and Walk the Global Walk is just one example. However, we are not alone: every year, in September, the UN launches the World’s Largest Lesson, providing lesson plans and materials to motivate teachers all over the world to teach about the Sustainable Development Goals (SDGs).

Seen as a whole, the SDGs are not only a framework for the political agenda but can also be used as an educational framework that invites schools not only to deepen knowledge of each SDG but also to look at interconnectedness in the curriculum. All in all, teachers of any age group can bring a broader view and a global perspective to the subjects they teach by making use of the SDGs as a reference framework.



Education holds a central place within this agenda embodied in a specific goal, SDG 4, “Quality Education” which aims to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. This goal also promotes Global Citizenship Education as a universal practice:

SDG 4 Quality Education	
Target 4.7	Indicator 4.7.1
By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, amongst others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.	Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment.

QUESTION FOR REFLECTION 2: Do you feel you have enough knowledge and confidence at this stage to incorporate Global Citizenship Education in your day to day work? What do you need to help you in this task?

For further information:

Videos:

- United National Development Programme: Transitioning from the MDGs to the SDGs
https://www.youtube.com/watch?v=5_hLuEui6ww
- United National Foundation: A Look at the Sustainable Development Goals
<https://www.youtube.com/watch?v=5G0ndS3uRdo>
- Michael Green, TED Talk How We Can Make the World a Better Place by 2030
https://www.ted.com/talks/michael_green_how_we_can_make_the_world_a_better_place_by_2030

Websites:

- <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
- Incheon Declaration Education 2030 and Framework for Action towards SDG
<http://unesdoc.unesco.org/images/0024/002456/245656E.pdf>
- Learning Cities and the SDGs: A Guide to Action
<http://unesdoc.unesco.org/images/0026/002604/260442e.pdf>

SDG 11



In the 19th century, the American Philosopher David Henry Thoreau asked: “What is the use of a house if you do not have a decent planet to put it on?”

We cannot take it for granted that each person on this planet lives in a safe, decent environment. How can we ensure that cities, towns and communities are inclusive, safe, resilient and sustainable? How can we ensure all identities are respected and cultural heritage is a positive for everyone, regardless of their origins? How can people engage in their local community in a meaningful, impactful way, and be given an equal voice and a participatory space in public discourse? How can we maximise happiness and welfare for all? How can we make sure communities are resilient to natural disasters? How will our inaction to act on climate change impact on areas that can least afford it? How can we ensure sustainable transportation and social inclusion? How can a safe environment be ensured in our local context?

Unprecedented urban growth - In recent decades, the world has experienced unprecedented urban growth. In 2015, close to 4 billion people — 54 per cent of the world’s population — lived in cities and that number is predicted to increase to about 5 billion people by 2030. Rapid urbanization has brought enormous challenges, including growing numbers of slum dwellers, increased air pollution, competition between high stake growth and sustainability, inadequate basic services and infrastructure, and unplanned urban sprawl, which also make cities and communities more vulnerable to disasters.

Energy and pollution - Sustainable energy, the levels of energy consumption and pollution are additional challenges for our planet and its inhabitants. The UN, in the document “Sustainable Cities: Why they matter”, reported that “Cities occupy just 3 per cent of the Earth’s land, but account for 60-80 per cent of energy consumption and 75 percent of carbon emissions. 95% of urban expansion in the next decades will take place in developing countries”. In 2018, the World Health Organisation stated that nine in ten people around the world breathe air containing high levels of pollution and that pollution causes as many as 7 million deaths each year.

Inequality - One of the greatest challenges faced by cities and communities all around the world today is that of inequality. According to the UN Sustainable Development Knowledge Platform (2017), “Despite some gains, the absolute number of urban residents who live in slums continues to grow, owing in part to accelerating urbanization, population growth and lack of appropriate land and housing policies. In 2014, an estimated 880 million urban residents lived in slum conditions, compared to 792 million urban residents in 2000”.

Below are the targets identified within Sustainable Development Goal 11:

SDG 11 SUSTAINABLE CITIES AND COMMUNITIES	
11.1	By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums.
11.2	By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons.
11.3	By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries.
11.4	Strengthen efforts to protect and safeguard the world’s cultural and natural heritage.
11.5	By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations.
11.6	By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management.
11.7	By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities.
11. A	Support positive economic, social and environmental links between urban, per-urban and rural areas by strengthening national and regional development planning.
11. B	By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels.
11. C	Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials.

<https://sustainabledevelopment.un.org/sdg11>

QUESTION FOR REFLECTION 3: Looking at the targets above, do you think your school is part of a sustainable town or community? Does the school already do something to contribute to some of these targets?



COMPULSORY INTRODUCTORY LESSON PLAN FOR ALL SCHOOLS INVOLVED

Lesson Plans

All schools are asked to carry out the exercise below but are free to adapt it to suit their specific context.

TITLE:	“EXPLORING THE 17 SDGs AND SDG 11”
AGE GROUP	11-18 years old (can be easily simplified for younger learners)
ESTIMATED DURATION:	60 minutes for implementation. 15 minutes for preparation (printing and cutting out).
MATERIALS:	PC, video projector, speakers or an interactive whiteboard. To be prepared in advance: Annex 1 printed in colour (or cut out the different SDGs from the Annex); Annex 2 to be shown on the whiteboard or printed, Annex 2a to be shown on the whiteboard or printed; Annex 3 to be written on flip-chart paper; Annex 4 printed (especially for the icons) or shown on the screen.
ROOM REQUIREMENTS:	Tables and chairs that can be moved around and space to work in groups.
OBJECTIVES:	<ul style="list-style-type: none"> - To learn about the 17 SDGs and understand the bigger picture; - To get an insight into SDG 11 and the role of citizens and decision makers; - To understand the interconnectedness between the 17 SDGs and the 3 different dimensions of Sustainable Development.
GCE Main Competences developed	<ul style="list-style-type: none"> ✓ Systems thinking competencies ✓ Anticipatory competency ✓ Normative competency ✓ Strategic competency ✓ Collaboration competency ✓ Critical thinking competency ✓ Self-awareness competency ✓ Integrated problem-solving competency
SDGs involved	All of the 17 SDGs SDG 11 - Sustainable cities and communities.

DESCRIPTION OF THE ACTIVITIES:

00:00 – 00:30	<p>The colours of a sustainable world</p> <ul style="list-style-type: none"> - Tell learners they are going to start a journey all around our sustainable world, cities and communities. - Divide the class into pairs or groups of 3 so that at least 2 students work on each Sustainable Development Goal. There are 17 SDGs and they all have to be covered. <p>5 min</p> <ul style="list-style-type: none"> - Give each pair/group a card featuring one SDG and ask them to look carefully at it and discuss what they think each icon represents. You will find the cards in Annex 1. <p>5 min</p> <ul style="list-style-type: none"> - Quickly ask them to share their ideas. - After every group/pair has spoken, ask them whether they think these cards have something in common <p>10 min</p> <ul style="list-style-type: none"> - Show the video https://www.youtube.com/watch?v=9-xdy1Jr2eg <p>5 min</p> <ul style="list-style-type: none"> - They all should have their answers now. - Show them the 17 SDGs (See Annex 2) and ask them to write the name of the SDG on the card. You can keep these in the room and display them on the walls. <p>5 min</p> <p>Let's build Sustainabilityland</p> <ul style="list-style-type: none"> - Tell the learners that they are now going to live in Sustainabilityland, a special city that is being built through a very participatory approach (just as it should always be!): citizens will propose what they want to have in their neighbourhood. The city is divided into 6 neighbourhoods. Each learner is an inhabitant of the city (see an example in Annex 3).
00:30 – 00:60	<ul style="list-style-type: none"> - Put the flip-chart paper, prepared in advance, on the floor and ask learners/citizens to mingle around the room until you clap your hands. As soon as they hear this sound, they have to stop by the nearest neighbourhood. Each neighbourhood should have the same amount of citizens. In case they are not balanced from a numerical point of view, ask them to move to another neighbourhood. If there's time, you can tell citizens they can create their logo, identity, and give their neighbourhood a name. - Give each group a list of all the infrastructures they might want to build in the city. You can find a written list or a series of images in Annex 4 – use whichever is appropriate for your students. - Tell the learners/citizens that each neighbourhood needs to choose 10 infrastructures, structures or services that they would like to have in their neighbourhood. They need to choose a further 5 structures that might damage the beauty, the health and the quality of life of the citizens such as a factory (all these are contained in Annex 4). Each group can suggest an additional infrastructure that was not on the list. <p>15 min</p> <ul style="list-style-type: none"> - Collect the proposals from each neighbourhood by writing them on the board. What are the common proposals? - Now ask them to collectively agree on 10 infrastructures for the whole city and prioritise these by numbering from 1 to 10 and provide their reasons. Cut the items/pictures chosen from the list and stick them on flip-chart paper. Keep this poster in your classroom as other activities may be connected to it. Introduce the concept of scarcity of resources as well as collaboration and transportation between neighbourhoods (car sharing and so on), so learners reflect on sharing resources with neighbours. - Debriefing: <i>Is your city sustainable? What makes your city sustainable? What is important for you to have or do in your city? Why? Which of the infrastructures you chose may be a danger for sustainability? Were there common priorities between the teams? What were they? Is it by luck? What did you decide to leave out? Why? Are you satisfied with the result obtained? How did working in teams go? Which moments were easier and which were harder when you were in your neighbourhood? How did citizens behave? Do you think it is important that people have their say when it comes to making decisions about the place they live? Do you know of any examples where this has happened?</i> <p>15 min</p> <ul style="list-style-type: none"> 📷 Take a picture of the final poster and share it on the platform. 📷 Also, use the whiteboard or the flipchart paper for the Debriefing notes, save them and upload them. Otherwise you can take notes on the board (or ask students to do so) and upload pictures on the platform.

IDEAS FOR FOLLOW-UP AND ACTIONS

Here is a more complex version of “Let’s build Sustainabilityland” activity. It requires 60 minutes and not only shows the different aspects of sustainable cities and communities but also of democratic participation and processes:

- Tell the learners that they are now going to live in Sustainabilityland, a special city that is being built through a very participatory approach (as it should always be!): citizens will propose what they want to have in their neighbourhood and the Leader of the Council and her/his Councillors will discuss it. The city is divided into 6 neighbourhoods. Each learner is an inhabitant of the city but can become the Leader of the Council or a Councillor. Start the polls and elect the Leader of the Council and the Councillors (at least 3 of them).
- Put the flip-chart paper, prepared in advance, on the floor and ask learners/citizens to mingle around the room until you clap your hands. As soon as they hear this sound, they have to stop by the nearest neighbourhood. In case they are not balanced from a numerical point of view, ask them to move to another neighbourhood.
- Each group of citizens needs to elect a Representative who will be speaking to the Mayor and the Councillors.
- The Leader of Council and the Councillors give a list of all the infrastructures they want to build in the city to the citizens. You can find the list in Annex 4. Depending on time availability, you can tell citizens they can create their logo, identity, give their neighbourhood a name.
- Each neighbourhood needs to choose 10 infrastructures, structures or services that they would like to have in their neighbourhood. They need to choose a further 5 structures that might damage the beauty, the health and the quality of life of the citizens such as a factory (all these are contained in Annex 4). Each group can propose an infrastructure that was not proposed by the Local Authorities.
- The proposals of the different neighbourhoods will be presented in the first Citizens’ Assembly where the Leader of the Council and the Councillors will talk with the representative of each neighbourhood.

25 min

- The Leader of the Council and the Councillors collect the proposals and ask each neighbourhood to agree on 10 infrastructures, numbered 1 to 10 according to priority and providing concrete explanations.
- The Leader of the Council asks the citizens of each neighbourhood whether they want to change their representative through new internal elections. The activity goes on.
- The Assembly: the Councillors and the Representatives discuss the regulatory plan of Sustainabilityland.
- Debriefing: *Is your city sustainable? Which of the infrastructures you chose may be a danger for sustainability? What did you decide to leave out of your choice? Why? Are you satisfied with the result obtained? How did working in teams go? Which moments were easier and which were harder where you were in your neighbourhood? How did the citizens behave?*

35 min

- **Think about your city or community:** Have diverse people had their voices heard? Does it have the infrastructures you prioritised? Where are they located? Do you have any in your area? What is your school surrounded by? Do you think your city/community is sustainable? Why is it important for the place where you live to be sustainable?
- **Look on the internet for the most sustainable cities and communities in the world.** What have they promoted? What did they decide to leave out? How could they propose these solutions? What changes did they have to make around the city? Do they invest in future visionary projects that might not have full support at present?

Adaptation suggestions for Younger Learners

There is an alternative for the video proposed that is suitable for both younger and older students, involving Malala: https://www.youtube.com/watch?v=ry_9SU0eq9M

Links to other Activities in this pack

- All the other activities of the lesson plans
- 1.1 “I Participate”, 1.2 “Be Inclusive”, 1.3 “I Belong”

References:

The activity “The colours of a sustainable world” is inspired by <http://worldslargestlesson.globalgoals.org/introduce-the-global-goals/>

The “Let’s build Sustainabilityland” is inspired by the North South Centre of the CoE’s activity <https://www.coe.int/en/web/north-south-centre>




SECTION 1 SOCIAL INCLUSION

Lesson Plans

TITLE:	1.1 - I PARTICIPATE
AGE GROUP	11-18 years old
ESTIMATED DURATION:	60 minutes for implementation. 15 minutes for preparation (printing and cutting out).
MATERIALS:	PC, video projector, speakers or an interactive whiteboard, blank paper (preferably recycled), pens, flipchart, Annex 5 and examples of participation . To be prepared in advance: print the ladder of participation (Annex 5) or use one of the simplified versions suggested below and draw this on flip-chart paper, print the content of the “rungs” or write them on A4 recycled paper, write each of the participation examples from the list on page 16 on A4 recycled paper.
ROOM REQUIREMENTS:	Tables and chairs that can be moved about and space to work in groups.
OBJECTIVES:	<ul style="list-style-type: none"> - To learn about the different levels of participation; - To reflect on what participation is; - To raise awareness on the importance of incorporating the voice of young people into policies and actions.
GCE Main Competences developed	<input checked="" type="checkbox"/> Systems thinking competencies <input checked="" type="checkbox"/> Anticipatory competency <input checked="" type="checkbox"/> Normative competency <input checked="" type="checkbox"/> Strategic competency <input type="checkbox"/> Collaboration competency <input checked="" type="checkbox"/> Critical thinking competency <input checked="" type="checkbox"/> Self-awareness competency <input type="checkbox"/> Integrated problem-solving competency
SDGs involved	SDG 4 – Quality Education SDG 11 – Sustainable cities and communities SDG 16 – Peace, Justice and Strong Institutions

DESCRIPTION OF THE ACTIVITIES:

00:00 – 00:15	<p>Participation is...</p> <ul style="list-style-type: none">- Invite each learner to write on a small piece of paper what it means for him/her to participate in society.- Ask them to discuss this in pairs and then both should write their definition on another piece of paper.- Join 2 pairs (groups of 4) and do the same exercise.- Ask groups to present their definitions/ideas to all participants.- Sum up the shared ideas and present the definition of participation according to the European Charter on the Participation of Young People in Local and Regional Life (2003). "The active participation of young people in decisions and actions at local and regional level is essential if we are to build more democratic, inclusive and prosperous societies. Participation in the democratic life of any community is about more than voting or standing for election, although these are important elements. Participation and active citizenship is about having the right, the means, the space and the opportunity and, where necessary, the support to participate in and influence decisions and engage in actions and activities so as to contribute to building a better society." <p>15 min</p>												
00:15 – 00:30	<p>Democratic schools?</p> <ul style="list-style-type: none">- Ask learners if they feel they participate in school policies and if so, to identify where this is the case. The answers can be drafted in a table such as the example below: <table><tr><th colspan="4">School</th></tr><tr><th>Class</th><th>School Council</th><th>School Management</th><th>Other</th></tr><tr><td>Projects</td><td>Inclusion of opinions/suggestions leading to decisions</td><td>Meetings with the school head / governors</td><td>...</td></tr></table> <ul style="list-style-type: none">- Encourage reflection about the learners' current levels of participation and how they can make their voices heard. <p>15 min</p>	School				Class	School Council	School Management	Other	Projects	Inclusion of opinions/suggestions leading to decisions	Meetings with the school head / governors	...
School													
Class	School Council	School Management	Other										
Projects	Inclusion of opinions/suggestions leading to decisions	Meetings with the school head / governors	...										
00:30 – 00:45	<p>Ladder of participation</p> <ul style="list-style-type: none">- Explain briefly the model of the ladder of participation for young people (adapted from Roger Hart) previously drawn on flipchart paper or printed in A3 (see image in Annex 5). Below is a simplified version for younger children taken from Carmarthenshire's Children and Young People's Participation Strategy: https://www.carmarthenshire.gov.wales/media/4231/youth-participation-strategy-eng-16-jul-2015.pdf- 8) Young people and adults share decision making- 7) Young people start it (their ideas) and share what should be done- 6) Adults start it (their ideas) and share what should be done- 5) Young people are given information and asked for their views on what should be done- 4) Young people are given information and told what they should do- 3) Young people appear to be given a voice but in fact have little or no choice about what they do or how they participate- 2) Young people are used to help a cause but not in a direct way. They may not clearly understand the issues involved- 1) Young people are used. Adults use young people to support causes and pretend that these causes are inspired by young people- Remind learners of the previous activity, "Democratic schools?", and ask learners to identify with which level of the ladder of participation they feel they are engaged in terms of school policies/activities. Ask them to share their ideas and to record on flipchart paper the level of participation they would like to be on. <p>15 min</p>												

00:45 – 00:55	<p>My voice is heard</p> <ul style="list-style-type: none">- Write or print the examples of participation below on recycled A4/A5 paper and scatter these over the floor. Ask learners to walk around the papers and choose the one they feel relates most to them. Invite them to share their thoughts about the selected image. <table><tr><th>Examples of forms of participation</th></tr><tr><td>Signing a petition</td></tr><tr><td>Taking part in a debate in school about a specific issue</td></tr><tr><td>Voting</td></tr><tr><td>Joining a political party</td></tr><tr><td>Being a member of a school group working to bring about positive change e.g. Eco School Committee</td></tr><tr><td>Joining a social or sports non-profit organization</td></tr><tr><td>Highlighting social causes via social media</td></tr><tr><td>Taking part in a flash mob about a specific issue</td></tr><tr><td>Writing a letter to a shop about stocking fairtrade products</td></tr><tr><td>Participating in a peaceful public demonstration</td></tr></table> <p>10mins</p>	Examples of forms of participation	Signing a petition	Taking part in a debate in school about a specific issue	Voting	Joining a political party	Being a member of a school group working to bring about positive change e.g. Eco School Committee	Joining a social or sports non-profit organization	Highlighting social causes via social media	Taking part in a flash mob about a specific issue	Writing a letter to a shop about stocking fairtrade products	Participating in a peaceful public demonstration
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Taking part in a debate in school about a specific issue												
Voting												
Joining a political party												
Being a member of a school group working to bring about positive change e.g. Eco School Committee												
Joining a social or sports non-profit organization												
Highlighting social causes via social media												
Taking part in a flash mob about a specific issue												
Writing a letter to a shop about stocking fairtrade products												
Participating in a peaceful public demonstration												
00:55 – 00:60	<p>Debriefing: <i>Do you think it is important to participate? Do you want to participate at a higher level than you are doing at present?</i></p> <p>5 min</p> <p> Upload 1. Some of the selected pictures of the activity “My voice is heard” and; 2. A picture of the ideas shared in the activity “Democratic schools?”.</p>											

IDEAS FOR FOLLOW-UP AND ACTIONS

- **To complement the “Ladder of participation” activity, give each learner stickers with different themes:** “Poverty”, “Hunger”, “Health”, “Inclusion of refugees”, “Environment”, “Gender Equality”, “Human Rights” and “Peace”. Ask them to choose 2 of the themes that are most important for them and invite them to place those themes on the appropriate step of the ladder in terms of participation (example: Inclusion of refugees – step number 7). Share thoughts and opinions.
- **Watch videos about initiatives led by young people for Human Rights and Sustainable Development**, for example “Florida shooting: students walk out of schools to call for gun control”
https://www.youtube.com/watch?time_continue=114&v=zsAQQG-MB5M (2`01) featuring North American students who demonstrated against free access to guns.
- **Look at the activities being carried out by young people in Lesotho with support from Help Lesotho to address gender-based challenges and empower girls and women** <http://girl4ce.org/>
- **Arrange a visit to the Senedd or Westminster to see democracy in action**

Adaptation suggestions for younger learners

Instead of using a ladder of participation, spend more time sharing and debating different examples of participation in society, showing images and videos. Alternatively, use the ladder of participation but reduce it to the following categories: “My voice isn’t heard and other people take decisions for me” | “My voice is heard” | “My voice is heard and considered into decisions” | “I initiate projects from my own ideas and work together with adults”.

Links to other teacher’s briefing pack activities

- 1. “EXPLORING THE 17 SDGS AND SDG 11”;
- 3.2 “INTERACTION AMONG MEMBERS”;


References

European Charter on the Participation of Young People in Local and Regional Life (2003) - Available at <https://www.salto-youth.net/downloads/4-17-1510/Revised%20European%20Charter%20on%20the%20Participation%20of%20YP.pdf>

European Minority Social Inclusion (2016) - Available at <https://minorityinclusion.files.wordpress.com/2016/02/roger-hart-s-ladder-of-young-people-s-participation.pdf>

TITLE:	1.2 - BE INCLUSIVE!
AGE GROUP	11-18 years old
ESTIMATED DURATION:	60 minutes for implementation. 10 minutes for preparation of recycled materials.
MATERIALS:	PC, video projector, speakers or an interactive whiteboard, blank paper (preferably recycled), pens, markers To be prepared in advance: materials to build the “recycled house”.
ROOM REQUIREMENTS:	Movable tables, movable chairs and space to work in groups.
OBJECTIVES:	<ul style="list-style-type: none"> - To learn about inclusive cities; - To reflect on special needs and how to provide citizens with all the services they are entitled to; - To raise young people’s awareness of the importance of an inclusive city, especially in terms of meeting the needs of people with disabilities.
GCE Main Competences developed	<input checked="" type="checkbox"/> Systems thinking competencies <input checked="" type="checkbox"/> Anticipatory competency <input checked="" type="checkbox"/> Normative competency <input type="checkbox"/> Strategic competency <input type="checkbox"/> Collaboration competency <input checked="" type="checkbox"/> Critical thinking competency <input checked="" type="checkbox"/> Self-awareness competency <input type="checkbox"/> Integrated problem-solving competency
SDGs involved	SDG 4 – Quality Education SDG 10 – Reduced Inequalities SDG 11 – Sustainable Cities SDG 16 – Peace, Justice and Strong Institutions

DESCRIPTION OF THE ACTIVITIES:	
00:00 – 00:20	Building a House <ul style="list-style-type: none"> - Invite one or two learners to act as observers. Divide the rest of the learners into 4 or 5 groups and ask them to make a house with recycled materials, glue and wire (provide exactly the same quantity and type of materials to all groups) . Explain that in each group, there have to be 3 people simulating these conditions: one cannot see, another cannot use their hands and another cannot speak. Give learners 10 minutes to build the house. N.B. Be sensitive in case someone in the class has one of the above conditions and emphasize that this is a simulation. <p>Debriefing: <i>How did the work go? How did it feel to be physically unable to do the same as the colleagues? Were the people with disabilities integrated by the group? If so, how? Ask the observers to share their views on how the colleagues with physical disadvantages were or weren’t included in each group.</i></p> <p>20 min</p>
00:20 – 00:30	Participation of all <ul style="list-style-type: none"> - Show the video “Inclusion of people with disabilities”(2`30) and reinforce the importance of being able to deal with difference and include everyone in decision-making processes and implementation of activities. The video is available here: https://www.youtube.com/watch?v=rjluLV1F-UI and has subtitles in many languages. <p>10 min</p>

00:30 – 00:55	Inclusive Communities <ul style="list-style-type: none"> - In groups, learners answer the question: “What is an inclusive community?” and then share their ideas in a plenary session. An inclusive city has been defined as follows: “It is a place where everyone, regardless of their economic means, gender, race, ethnicity or religion, is enabled and empowered to fully participate in the social, economic and political opportunities that cities have to offer” (UN-Habitat 2001). An inclusive community creates a “safe, liveable environment with affordable and equitable access to urban services (water supply, sanitation, solid waste management, housing, and transport facilities), social services (health, education, culture, and public space), and livelihood opportunities for all the city residents and other city users to promote optimal development of its human capital and ensure the respect of human dignity and equality.” (Adapted from Asian Development Bank, 2017) - Based on Common Activity 1 “Exploring the SDGs and SDG 11”, invite learners to assume the role of an architect and design an inclusive city, in 10 minutes, considering places - school, gardens, hospitals, city hall, faith spaces –, people – children, youngsters and older people with and without physical and mental health problems, having different cultures, different sexual orientation,... – and areas of intervention – poverty, hunger, rights, environment. They can take their inspiration from the Common Activity but this time they should make full use of their imagination and build up a completely different city. - Ask some learners to share their drawings and to show in which ways their cities are inclusive. 25 min
00:55 – 00:60	Wrap-up: Ask learners to sum up how cities could be made more inclusive. 5 min <p> Upload 1. Drawing of the activity “Inclusive Cities”.</p>

IDEAS FOR FOLLOW-UP AND ACTIONS

- Watch the video “Stoplights Don’t Stop Us!” (5’23) about a group of people that joined together to make their city more inclusive; the video is available here: https://www.youtube.com/watch?time_continue=315&v=BQEf-y08-To and has subtitles automatically translated in many languages; Make an exhibition in school of the students’ drawings; Invite learners to explore and take pictures of different places in their community they think should become more inclusive. Share these pictures in class and create projects (advocacy, sensitization, etc.) in order to contribute to that improvement.

Adaptation Suggestions for Younger Learner

Invite a specialist to share some ideas of how a city can be inclusive.

Links to other Teacher’s Briefing Pack Activities

- 1. “Exploring the 17 SDGs and SDG 11”;
- 4.1 “Safe and Adequate Housing”.

REFERENCES

The “Building a house” activity is inspired by the manual “Global How? Facilitating Global Learning – A Trainer’s Manual” (page 62), available at http://aidglobal.org/userfiles/FINAL_Manual_global_how_2pages_online-reading.pdf

Adapted from Asian Development Bank - available at <https://www.adb.org/sites/default/files/institutional-document/223096/enabling-inclusive-cities.pdf>

TITLE:	1.3 - I BELONG!
AGE GROUP	11-18 years old (this activity would need a lot of simplification to be suitable for 11 yr olds)
ESTIMATED DURATION:	60 minutes for implementation. 5 minutes for preparation (printing and cutting out).
MATERIALS:	PC, video projector, speakers or an interactive whiteboard, blank paper (preferably recycled), pens, markers To be prepared in advance: Annex 6 to be printed and cut out.
ROOM REQUIREMENTS:	Tables and chairs that can be moved about and space to work in groups.
OBJECTIVES:	<ul style="list-style-type: none"> - To explore the different dimensions of social inclusion; - To empathise with people from different social situations; - To raise young people's awareness of the importance of Social Inclusion.
GCE Main Competences developed	<input checked="" type="checkbox"/> Systems thinking competencies <input checked="" type="checkbox"/> Anticipatory competency <input type="checkbox"/> Normative competency <input checked="" type="checkbox"/> Strategic competency <input checked="" type="checkbox"/> Collaboration competency <input checked="" type="checkbox"/> Critical thinking competency <input checked="" type="checkbox"/> Self-awareness competency <input type="checkbox"/> Integrated problem-solving competency
SDGs involved	SDG 4 – Quality Education SDG 10 – Reduced Inequalities SDG 11 – Sustainable Cities and Communities SDG 16 – Peace, Justice and Strong Institutions

DESCRIPTION OF THE ACTIVITIES:	
00:00 – 00:15	Social what? <ul style="list-style-type: none"> - Write “Social Inclusion” on the board or on flipchart paper and brainstorm what this means: ideas, projects, problems that come to learners’ minds when they think about those words. Social inclusion is defined as a “process which ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in economic, social, political and cultural life and to enjoy a standard of living that is considered normal in the society in which they live”. (...) It “ensures that vulnerable groups and persons have greater participation in decision making which affects their lives and that they can access to their fundamental rights” (European Union, 2010). 15 min
00:10 – 00:15	Would you stop? <ul style="list-style-type: none"> - Show the video “Would you stop if you saw this little girl on the street? UNICEF” (3`05) and ask what they feel about what they saw. The video is available at https://www.youtube.com/watch?v=MQcN5DtMT-0 5 min

00:15 – 00:50	Participatory Assembly <ul style="list-style-type: none"> - Divide the class into the following 5 groups, each one representing a character, contained in Annex 6. - Give each group a card with their character and present the following situation: <i>“Stephen, Maria, Mario, Susan and Peter were chosen to represent their associations in a council meeting about social local policies. The leader of the council announced a programme of 50 million pounds to promote Social Inclusion. He/She asked for their opinion about the measures they thought should be carried out in the Municipality to reach the needs of the most vulnerable groups of the society and how much money should be dedicated to each one of those measures.”</i> - Ask the groups to think of which measures they would propose to promote Social Inclusion and to identify which amount (from the 50 million) they need for those measures. - Invite them, one group at a time, to share their ideas and the money they need, but first they have to introduce themselves, saying who they are, where they volunteer/work and speak about the challenges they face (each group chooses a representative). - The facilitator records the ideas on the board or flipchart and adds up all the proposed amounts, acting as the leader of the council. If the amount is over 50 million euros ask groups to adjust their amounts in order to meet the 50 million euros. - Facilitate the debate in order to promote cooperation among all groups and to reach a common conclusion on the main measures and distribution of money. Create the proper atmosphere for the role play putting the tables and the chairs in a horseshoe format, using props, <p>Debriefing: <i>What did you feel when you took on the role of your character? Did you make connections with real cases of people you know?</i> 35 min</p>
00:50 – 00:55	Challenging the crisis <ul style="list-style-type: none"> - Show the video “A Story about Social and Solidarity Economy by Challenging the Crisis” (4`40). It is available here https://www.youtube.com/watch?v=a6fTpAyySpk and has subtitles in many languages. 5 min
00:55 – 00:60	<p>Debriefing: <i>Why is it important to promote Social Inclusion? What (lesson) did you take from this activity?</i> 5 min</p> <p>📷 Upload some pictures of learners debating in the activity “Participatory Assembly”.</p>

IDEAS FOR FOLLOW-UP AND ACTIONS

- **Divide the class into two groups and ask one to research existing local political programmes that promote Social Inclusion** and support for people with drugs, alcohol and mental health problems, and another to research organisations that give support at local level for those kind of situations. After gathering the information, the groups share the results with the whole class. Promote critical thinking, debating around this question: considering the existing needs, are these programmes/organisations sufficient? Help the class to identify types of actions they can promote (campaigning, writing letters to politicians, signing petitions, participating in an association...). Ask learners to choose one theme and one action (example: writing a letter to the leader of the council asking for more support for homeless people) and implement it in the community.

Adaptation Suggestions for Younger Learner

Instead of the last-mentioned video, show one with a motivational story “World Best Motivational Videos for Students” (3`03). You can add that while our daily actions as individuals are important, when society participates together in associations, political parties and other collective entities, our individual power increases and change can happen on a much higher level. The video is available at <https://www.youtube.com/watch?v=Tjnq5StX68g>

Links to other Teacher’s Briefing Pack Activities

- 1. “Exploring the 17 SDGS and SDG 11”;
- 3.3 “Identities and Cultural Diversity”;
- 4.1 “Safe and Adequate Housing”.

REFERENCES

Social Inclusion, European Union – Available at http://ec.europa.eu/employment_social/esf/docs/sf_social_inclusion_en.pdf



SECTION 2 – SOCIAL AND ENVIRONMENTAL RESILIENCE

Lesson Plans

TITLE:	2.1 - MAKE A (HI)STORY
AGE GROUP	Most appropriate for younger pupils
ESTIMATED DURATION:	60 minutes for implementation. 2 minutes for printing.
MATERIALS:	2-3 white sheets of paper for each student (preferably recycled), crayons, pencils, markers. To be prepared in advance: 1 copy of the unfinished story “The planet’s big seesaw” (Annex 7) for each group.
ROOM REQUIREMENTS:	A classroom, optionally for better impact, a cosy space with cushions and music.
OBJECTIVES:	<ul style="list-style-type: none"> - To introduce and approach the concept of sustainability; - To be concerned about their role in achieving a more sustainable planet; - To imagine, visualize and be inspired for a more sustainable planet.
GCE Main Competences developed	<input checked="" type="checkbox"/> Systems thinking competencies <input checked="" type="checkbox"/> Anticipatory competency <input type="checkbox"/> Normative competency <input type="checkbox"/> Strategic competency <input checked="" type="checkbox"/> Collaboration competency <input checked="" type="checkbox"/> Critical thinking competency <input checked="" type="checkbox"/> Self-awareness competency <input checked="" type="checkbox"/> Integrated problem-solving competency
SDGs involved	SDG 2 – Zero Hunger SDG 12 – Responsible consumption and production SDG 13 – Climate Action SDG 14 – Life below water SDG 15 – Life on land SDG 17 – a Partnerships for the goals

DESCRIPTION OF THE ACTIVITIES:

00:00 – 00:05	Social what? <ul style="list-style-type: none"> - Explain that you will narrate a story. If you have a cosy space, encourage learners to sit comfortably on a cushion, put on some music, dim the lights and ask them to close their eyes. - Read the story “The planet’s big see-saw” (Annex 7) - Point out that the story does not have an end and we must find one! 15 min
00:05 - 00:10	<ul style="list-style-type: none"> - Hand out to each learner some sheets of paper (possibly recycled), crayons, markers and one pencil. - Explain that you will repeat the story and this time make some pauses so they can make notes or draw on the papers whatever they are thinking, feeling or whatever impressed them, while you are narrating the story. 5 min
00:10 - 00:25	<ul style="list-style-type: none"> - Divide the learners into groups of four or five depending on the total number of learners. - Encourage them to share their ideas, thoughts and drawings in the group - Ask them to work together to make up an ending for the story and write it down! 15 min
00:25 - 00:35	<ul style="list-style-type: none"> - Each group reads their ending of the story. 10 min
00:35 - 00:60	<p>Debriefing: <i>Why did you choose this ending to the story? Which ending sounds more sustainable? Rate all the endings on a scale from 1-5 and justify your answers with strong arguments. Why did the human want to be higher than the other creatures of the Forest?</i></p> <p>Give some examples from real life, of how balance has been disrupted on earth (socially, environmentally, economically) because of the reasons mentioned. <i>What can we do in order to maintain and promote balance/sustainability?</i></p> <p>25min</p> <ul style="list-style-type: none"> 🗣️ Learners can upload their endings of the story, starting with the more sustainable and finishing with the less sustainable. - Share the notes from the debriefing on the platform. You can use the e board, save them and upload them. Otherwise you/ the students can take notes on the blackboard and upload pictures of the platform.

IDEAS FOR FOLLOW-UP AND ACTIONS

- **The learners create a comic or an illustrated book of the story “The planet’s big see - saw” with their endings.**
- **The learners make the story into a theatrical play.** All the better if they can act out the story without their endings and involve the audience in coming up with new endings
- **The learners look for pictures, articles, videos or short movies that show imbalance.** They also look for good examples of communities which are promoting balance and sustainability. Provide their class with all the explanations, paying attention to reliable information resources, the author of the picture, article or video and the message behind it. Then discuss these different types of life and the impact on people’s lives.

Adaptation Suggestions for Younger Learner

There is no need for an adaption for younger learners as this is an appropriate activity for them.

Links to other Teacher’s Briefing Pack Activities

- 1. “Exploring the 17 SDGS and SDG 11”;
- 1.1. “I Participate”;
- 4.1 “Safe and Adequate Housing”.

REFERENCES

The whole activity and the story “The big seesaw of the planet” is part of the book “Active citizen inside and outside of the classroom” ActionAid Hellas, written by Despoina Kardogerou, Dimitra Deroyianni, Mariza Tsachali, publications Patakis, Athens 2016

For the techniques of Forum Theatre see: <https://dramaresource.com/forum-theatre/> Games for Actors and Non Actors, Augusto Boal, Routledge, London and New York, 2002

TITLE:	2.2 - MESSAGE IN A BOTTLE
AGE GROUP	11-18 years old
ESTIMATED DURATION:	60 minutes for implementation. 15 minutes for preparation, namely collecting rubbish and writing data on labels (Annex 8). Consider additional preparation time to look up other data to write on the labels if you want to use statistics relevant to your own country.
MATERIALS:	PC, video projector, speakers or an interactive whiteboard, blank paper (preferably recycled), pens, markers. To be prepared in advance: Rubbish to be scattered around the room (i.e. water bottles, aluminum cans, plastic or other packaging, plastic bags, glass bottles, broken plastic toys, plastic cups, etc). Labels with statistics that show information on waste disposal to be placed on the rubbish (See Annex 8). Printed artwork by Chris Jordan in case you don't have a projector: http://www.chrisjordan.com/
ROOM REQUIREMENTS:	A typical classroom – no need for special set up
OBJECTIVES:	<ul style="list-style-type: none"> - To learn about waste amounts and management all around the world; - To reflect on the impact of waste disposal. - To appreciate the importance of sustainable waste management
GCE Main Competences developed	<input checked="" type="checkbox"/> Systems thinking competencies <input checked="" type="checkbox"/> Anticipatory competency <input checked="" type="checkbox"/> Normative competency <input type="checkbox"/> Strategic competency <input checked="" type="checkbox"/> Collaboration competency <input checked="" type="checkbox"/> Critical thinking competency <input checked="" type="checkbox"/> Self-awareness competency <input checked="" type="checkbox"/> Integrated problem-solving competency
SDGs involved	SDG 3 – Good health and well-being SDG 6 – Clean water and sanitation SDG 10 – Reduce inequalities SDG 12 – Responsible consumption and production SDG 13 – Climate action SDG 17 – Partnerships for the goals

DESCRIPTION OF THE ACTIVITIES:

00:00 – 00:25	Preparation before the activity: <ul style="list-style-type: none"> - Write each item of statistical information on a piece of paper and glue them on each rubbish item. Scatter the items around the classroom. You want to create a sense that the classroom is full of rubbish like a dirty street. Project an artwork of Chris Jordan's on the board and wait for the learners to enter the classroom. You might want to start with his artwork depicting water bottles, which is one of the most common waste items http://www.chrisjordan.com/gallery/rtn2/#water-bottles - Begin the lesson like any normal day. Learners enter the classroom and you start teaching without mentioning anything about the rubbish on the floor. - Explain to learners that you will start the day with art. Tell them that you are very excited and impressed with the work of artist Chris Jordan. - Ask them to look at the picture on the board and try to understand what it depicts and how it was made. Zoom in slowly to unveil the rubbish the artist used. Once clearly seen, discuss what kind of message he wants to convey. - Whenever the learners ask about the rubbish on the floor, respond: Why are you so surprised? The whole planet is full of rubbish like this. It is just that you don't see it. If you don't believe me, just pick up an item and read the label. 25 min
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00:25-00:40	Debriefing: <i>What impressed you the most from what you read? How many of the rubbish items do you use daily? Yourself, your family, in school? Would you like to live in an environment full of rubbish? There are many places around the world where people literally live in rubbish. Do you know what happens to our waste?</i> 15 min
00:40-00:60	<ul style="list-style-type: none"> - Discuss with the learners the following: Items thrown away are often transported to a landfill where they remain intact for a very long time or the trash is burned in an incinerator and the ash is sent to a landfill. Some items may travel to a recycling facility in our countries or outside the EU. - Give the example of China and watch this video https://www.youtube.com/watch?v=sfeHsl4F-TE In January 2018 China banned the import of 24 types of waste for recycling from European countries. Debate: Why do you think China took this decision? What do you think the impact will be on European countries? How are they going to recycle their waste? What kind of waste management solutions would you propose for your country? - Think about how recycling is tackled in your home, your street, your school, town/village, local authority, Wales as a whole. What should the priorities be? Underline that, prior to considering recycling, it is very important to reduce waste. 20 min <ul style="list-style-type: none"> 📷 Upload a picture of the classroom setting with the students 📷 Share the notes from the final propositions. You can use the e-board, save them and upload them. Otherwise you can take notes on the board (or ask students to do so) and upload pictures of the platform.

IDEAS FOR FOLLOW-UP AND ACTIONS

- **Watch “Trashed” by Jeremy Irons** <http://www.trashedfilm.com/> N.B. the whole film lasts 1 hour 24 mins so suggest you just show the start.
- **Investigate your area or your country’s waste management system.** How is rubbish collected? Visit a recycling plant. Interview a waste disposal man/woman. Try to find what is the most commonly thrown away item of rubbish that could be recycled.
- **Look at developing countries.** Do they all have a waste management system? If so, which waste management system do they have? Find some interesting information here: <https://www.oxfamitalia.org/documento/waste-management-capacity-building-ekurhuleni-south-africa/>
- **If you have a partner school in Lesotho,** ask how that school/community manages their waste and if they engage in any entrepreneurial activities using recyclable materials e.g. making jewellery from sweet wrappers, toys from drinks cans etc.
- **How does the waste management system work in refugee camps?** Have a look at this technical briefing <https://policy-practice.oxfam.org.uk/publications/domestic-and-refugee-camp-waste-management-collection-and-disposal-126686> and watch this video to see how waste management can be linked to resilience <https://www.youtube.com/watch?v=4rcWLy2MgDQ>
- **Investigate how much time is needed for different items to break down.** Make a list with two columns, one with the time you thought and one with the actual time each item needs to be degraded. Choose items that are commonly thrown away.
- **Organize a zero waste or plastic free day or picnic.**
- **Use rubbish from the ground to create recycled work of arts.** Get inspired by Mohamed Sulemain, a Saharawi refugee https://www.youtube.com/watch?v=zVLUbj_F23k&feature=youtu.be
- **Organize a day out in which you do community service.** Choose an area and collect the waste cleaning up the area! Network with other local associations such as [Keep Wales Tidy](#) that work on this, together we are stronger!

Adaptation Suggestions for Younger Learner

Focus on a specific waste category i.e. paper or plastic for the entire activity.

Focus only on personal and school life sustainable solutions.

Links to other Teacher's Briefing Pack Activities

- 1. "Exploring the 17 SDGs and SDG 11";
- 4.2 "Air Pollution";
- 4.3 "Water Disasters" - You can illustrate the work of art "In Katrina's Wake: Portraits of Loss from an Unnatural Disaster (2005)" <http://www.chrisjordan.com/gallery/katrina/#reddoor> to talk about water disasters in the western world.

REFERENCES

Mediterranean Food, Michael Scoullou-Vasiliki Malotidi, educational material, Historical, Environmental, Health & Cultural dimensions, Athens 2007.

Waste in our life, Michael Scoullou-Dimitris Papadopoulos, Argyro Alampei & Vasiliki Malotidi, educational material, Learner's book, Athens 2007.

TITLE:	2.3 - SUSTAINABLE TRANSPORTATION
AGE GROUP	11-18 years old (might need extending for post 16 pupils)
ESTIMATED DURATION:	60 minutes for implementation. 2 minutes for preparation (printing).
MATERIALS:	PC, video projector, speakers or an interactive whiteboard, blank paper (preferably recycled), pens, markers. Table "When we move" (Annex 9), Scheme of sustainability (Annex 10) to be shown on the screen. To be prepared in advance: Print the cards of 3 champion cities (Annex 11).
ROOM REQUIREMENTS:	Tables and chairs that can be moved about and space to work in groups.
OBJECTIVES:	<ul style="list-style-type: none">- To reflect on what "sustainable transportation" means- To come up with ideas and proposals about their city/community and promote a low carbon approach at local level.- To feel responsible for the environmental and social impacts of their own individual lifestyles.
GCE Main Competences developed	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Systems thinking competencies<input checked="" type="checkbox"/> Anticipatory competency<input type="checkbox"/> Normative competency<input checked="" type="checkbox"/> Strategic competency<input checked="" type="checkbox"/> Collaboration competency<input checked="" type="checkbox"/> Critical thinking competency<input checked="" type="checkbox"/> Self-awareness competency<input type="checkbox"/> Integrated problem-solving competency
SDGs involved	SDG 7 - Affordable and clean energy SDG 9 - Industry, innovation and infrastructure SDG 13 - Climate Action SDG 17 - Partnerships for the goals

DESCRIPTION OF THE ACTIVITIES:

00:00-00:20	<p>Mapping our transportation and its impact</p> <ul style="list-style-type: none"> - Ask learners to draw a table in their notebooks according to the template “When we get about” (Annex 9). Ask them to fill in the table according to the way they and their family get about in a typical day. Encourage them to add transportations not only to and from school, but also to other everyday typical activities (extra-curricular activities, going out, excursions, parents going to work etc). - You can use this online calculator https://calculator.carbonfootprint.com/calculator.aspx to find the CO2 emissions of every movement they make. There is a useful definition of carbon emissions here https://study.com/academy/lesson/carbon-dioxide-lesson-for-kids-definition-facts.html - Ask the learners to share with the class some of their transportation and record all the different ways the learners and their families get about on the board or on a flipchart. - Make a poll on how most of the learners usually come to school (how many with car/on foot/bus/bike or scooter etc). Write on the board the outcomes of the poll. - Now ask the students: <i>Which of the ways of transport written on the board do you think is the most sustainable?</i> <p>20 min</p>
00:20-00:50	<p>Discovering what “sustainable transportation” is</p> <ul style="list-style-type: none"> - Write on the board the phrase “sustainable transportation” and ask the learners to make an initial brainstorm on that. You can use the scheme of sustainability in Annex 10 to encourage the learners to come up with ideas around these areas. - Split the learners in 3 groups and hand out one card of “The champion cities” to each group (Annex 11). Explain that in each card there is a city which is a champion in the field of “sustainable transportations” according to the Mobility Index 2017 https://www.arcadis.com/assets/images/sustainable-cities-mobility-index_spreads.pdf - Ask the learners to read the city cards in groups and then add to their initial brainstorm with all the new ideas that came up after studying the best practices of other cities. - <i>How does sustainable transportation contribute to SDG 11?</i> Reflect on that and write your thoughts on the board or on a flipchart. - You can also come back to all the ways of transport the learners and their families have written on the board and make a hierarchy starting from the less “sustainable” way of transport to the most explaining your reasons. <p>30 min</p> <p>Debriefing: <i>Why is it important to reduce CO2 emissions? How sustainable is the way we move in our community/city/country? Which of the practices that are adopted from other countries or proposed by you, would it be possible to implement in our community?</i></p> <p>10 min</p> <ul style="list-style-type: none"> 📷 Upload a picture while students are doing “The champion city” activity. 📷 Share the answers from “How does sustainable transportation contribute to SDG 11?” reflections. You can use the e-board, save them and upload them. Otherwise you can take notes on the board (or ask students to do so) and upload pictures of the platform.

IDEAS FOR FOLLOW-UP AND ACTIONS

- Do a **“Walk to school campaign”** or any other “walk” or “cycle” campaign depending on your findings.
- **Do a whole school survey on how students and their families get around** in their everyday lives. Make a poster to promote more sustainable ways of transport.
- **Make my city a champion!** Write a letter to your local authority offering to design a strategy for more “sustainable transportation” in your city.
- **Ask learners to think about developing countries.** Do you think they produce the same amount of CO₂? How do they get around? What differs from your country? Who has the same carbon footprint? If you have a partner school in Lesotho, you could ask them to carry out a transport survey and compare this and the resulting carbon footprint with your school's.

Adaptation Suggestions for Younger Learner

Choose less columns from the table “When we move...” Investigate one category at a time.

Make short summaries for the 2 champion cities.

Links to other Teacher’s Briefing Pack Activities

- 1. “Exploring the 17 SDGS and SDG 11”;
- 1.2 “Be Inclusive”;
- 4.1 “Safe and Adequate Housing”;
- 4.2 “Air Pollution”

REFERENCES

See all the links above.



SECTION 3 COMMUNITIES: RESPECT AND VALORISATION OF CULTURAL AND ETHNIC DIVERSITY

Lesson Plans

TITLE:	3.1 - STEREOTYPES AND PREJUDICES AS A BARRIER TO CULTURAL DIVERSITY
AGE GROUP	11-18 years old
ESTIMATED DURATION:	60 minutes for implementation. 5 minutes for printing.
MATERIALS:	Board, paper, pen, sticky tape, blu tac, Annexes 12a and 12b, 13 and 14 to show. To be prepared in advance: make sufficient copies of pictures and labels (Annex 12a) so these can be divided amongst groups of 4-6 pupils and then cut these up. Print individual and group versions of the activity “Eurorail” (Annex 12b)
ROOM REQUIREMENTS:	Tables and chairs that can be moved around and space to work in groups.
OBJECTIVES:	<ul style="list-style-type: none"> - To introduce the topic by reflecting on different cultures and minorities and on perceptions of these; - To work with the representations we have of minority groups and confront the different values and stereotypes of participants; - To understand how stereotypes function and reflect on their impact in a multicultural society.
GCE Main Competences developed	<input checked="" type="checkbox"/> Systems thinking competencies <input type="checkbox"/> Anticipatory competency <input checked="" type="checkbox"/> Normative competency <input type="checkbox"/> Strategic competency <input checked="" type="checkbox"/> Collaboration competency <input type="checkbox"/> Critical thinking competency <input checked="" type="checkbox"/> Self-awareness competency <input type="checkbox"/> Integrated problem-solving competency
SDGs involved	SDG 4 – Quality Education SDG 5 – Gender Equality SDG 10 – Reduced Inequalities SDG 16 – Peace, justice and Strong Institutions

DESCRIPTION OF THE ACTIVITIES:

00:00 – 00:20	<p>Activity “Who are they ? ” adapted from « Show Racism the Red Card »</p> <ul style="list-style-type: none"> - Ask learners to form teams of between 4 and 6 people. - Distribute sets of pictures and sets of labels (Annex 12a), ask ‘What label goes with which photo?’ Ask them to work together and encourage them to consider reasons behind their decisions. Ensure you go round the groups and listen in to some of the conversations so you can pick up on issues raised later. - Let the groups suggest their answers and then give them the correct answers as follows: <ol style="list-style-type: none"> 1. Mesut Özil is a footballer who plays for Arsenal and Germany. He is a practising Muslim. 2. Danyanti Gupta was the first female engineer at the Ford Motor Company in the US. 3. Timothy McVeigh was responsible for the Oklahoma bombing which killed 168 people in 1995, the deadliest act committed by a domestic terrorist in US History. 4. Charlotte Tumulty is a trained teacher but was sent home on her first day at a Catholic primary school due to objections to her tattoos. 5. Fauja Singh is over 100 years old. He is a British Sikh and took up running in his 80s. He is thought to be the world’s oldest marathon runner. 6. Folorunso Akija is a Nigerian business woman involved in fashion and oil industries. She is a billionaire and one of the richest black women in the world. 7. Rita Ora is a popular singer. She was born in Yugoslavia to Albanian parents and came with them as a refugee to England. 8. Romelu Lukaku is a footballer who plays for Manchester United and Belgium. He is a practising Christian. - Ask ‘What does this activity say about our ability to judge someone solely based on what we see?’ - Facilitate a discussion on each group’s choices and question their decisions, offer counter views to challenge their thoughts. - Ask “How did you choose? Where did you get your ideas from? Are your opinions about these groups based on fact?” - Explore stereotypes and how these are connected to racism and prejudice. Emphasise that a Stereotype doesn’t allow for any individual characteristics. Ask if we can really generalise about an entire group of people just because they have one thing in common? <p>We all tend to stereotype but being aware of this and of the risks that relying on them can produce, is the best way to prevent the prejudice that leads to discrimination.</p> <p>20 min</p>
00:20 – 00:50	<p>Activity “Eurorail à la carte”</p> <ul style="list-style-type: none"> - Give a copy of the activity sheet to each learner (See Annex 12, individual form). - Describe briefly the scenario and tell them to read the descriptions of the people. - Ask learners to individually select their three first choices of the people they would most like to stay with and the three they would least like to stay with. Give them 7 minutes to do this. - Create, then, groups of 4-5 people and give them the paper dedicated to groups (See Annex 12b, group form). - Ask them to share their choices and discuss the reasons that led to their decisions. Then ask learners to try to come to a consensus on a common list of the three most favoured and the three least favoured companions. Give them 12 minutes for this part of the activity. - In plenary, each group presents its conclusions. Discuss the major factors that determined their decisions as individuals and as a group. Promote reflection about the following questions, adjusted according to the group choices: can gender/sexual orientation/religion/profession/health status define a person? Is a person “better” or “worse” depending on the above-mentioned issues”? Does our background (experiences, knowledge,...) influences our perspectives about others? <p>The aim for participants is to reflect on the prejudices that are linked to the stereotypes.</p> <p>30 mins</p>

00:50 – 00:60	<p>Debriefing: <i>Did you like the activities? What did you like the most? Who is concerned about stereotypes? Think about your community in particular. What are the consequences of stereotypes and prejudices for cultural diversity? What are the risks of lack of cultural diversity within a community?</i></p> <p>After this debrief, you could illustrate the process that leads from representation to discrimination with the pyramid of hate (See Annex 13) and the mechanism of segregation (See Annex 14).</p> <p>10min</p> <p>📁 Upload 1. Pictures of pupils doing the activities 2. A picture of the debriefing reflections (in case you used the board) or a document containing them.</p>
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IDEAS FOR FOLLOW-UP AND ACTIONS

- **Students can collect some examples within their context** (school, association, their city, etc.) that spread stereotypes (images, newspaper, videos, etc.). They can upload these on the platform in their chosen media but must include a comment/positive message to fight the stereotypes that the media spread. Who tend to be the most common victims of these prejudices and stereotypes?
- **Invite an organization such as Show Racism the Red Card** <http://www.theredcard.org/wales> to run a workshop with pupils in your school
- **You can write a letter to the media suggesting they should avoid using stereotypes** or you could rewrite the article taking away the stereotypes: how does it look? Send it to the media!
- **Ask students to pretend to be journalists for newspapers in your country that tend to spread stereotypes.** Ask them then to write a short article in a similar style to encourage readers to love toads or to dislike angels for example.

Adaptation Suggestions for Younger Learner

You can use pictures instead of names for the activity “Eurorail à la carte” and reduce the number of characters.

Links to other Teacher’s Briefing Pack Activities

- 1. “Exploring the 17 SDGS and SDG 11”;
- 1.2 “Be Inclusive!”
- 1.3 “I Belong”

REFERENCES

Activities from this session have been adapted from the education pack “All different, all equal” of the Council of Europe. <http://www.eycb.coe.int/edupack/>

TITLE:	3.2 - INTERACTION AMONG MEMBERS
AGE GROUP	11-18 years old
ESTIMATED DURATION:	60 minutes for implementation. 2 minutes for printing.
MATERIALS:	Board, paper (preferably recycled), pen, a box for the urn and special paper for voting (i.e. coloured papers) To be prepared in advance: print the situations contained in Annex 15 for groups.
ROOM REQUIREMENTS:	Movable tables, movable chairs and space to work in groups.
OBJECTIVES:	<ul style="list-style-type: none"> - To introduce the importance of allowing freedom of expression and understanding the strengths of citizenship; - To raise awareness of the importance of cooperation and understanding of other's identity and culture as a way to achieve sustainability.
GCE Main Competences developed	<ul style="list-style-type: none"> ✓ Systems thinking competencies ✓ Anticipatory competency ✓ Normative competency ✓ Strategic competency ✓ Collaboration competency ✓ Critical thinking competency ✓ Self-awareness competency ✓ Integrated problem-solving competency
SDGs involved	SDG 4 – Quality Education SDG 10 – Reduced Inequalities SDG 13 – Climate Action

DESCRIPTION OF THE ACTIVITIES:

00:00 – 00:20	<p>“The local council”</p> <ul style="list-style-type: none"> - Divide your learners into small teams between 4 and 11 people, according to the size of your group. - Explain to each team that they are part of a local council and they will have to discuss an issue (1 different issue per team but don't choose more than 3 issues or you'll run out of time) that appeared in a city/community (see the situations Annex 15). N.B. You can adapt the different situations to their local context and the topic they teach. - Tell them that they will have time to prepare their arguments, then they will debate with the other team to confront their views, and finally, the rest of the class (other teams) will represent the citizens and will vote for the most convincing arguments. - Explain to each team that they will defend 2 different opinions/positions and that they should decide who is on one side and who is on the other side. So, each team will be divided in 2 sub-groups. Every team will assume a role regardless of their personal ideas/standpoint. - Give each sub-group 10 minute to prepare their arguments. <p>15 mins</p>
00:15 – 00:45	<ul style="list-style-type: none"> - Gather all the learners in plenary and tell them that each situation will be read and that each sub-group of representatives will have to present their arguments in front of one other before the citizens' vote. (Citizens are students who worked on a different situation to the one being presented). - According to the number of situations developed in your class, give about 10 minutes per situation. Give 1 minute per sub-group to stand for their opinion one at a time. Keep 2 minutes for the vote after each debate. Observe who speaks within the group and who does not. - Ask learners who were not working on this situation to vote for the most convincing arguments. - Once each situation has been aired, count the votes for each situation and discuss the results. <p>30 mins</p> <p>✓ This activity can also be done online. Identify another class from your country or a European partner country. Each class will represent one of the opinions involved and prepare their arguments. Plan a meeting online and proceed to the “local council”. Each class will designate 2 representatives. Then ask the 2 classes to write the different arguments and share them on the project platform and ask students from all the project countries to vote for the argument they most value.</p>
00:45 – 00:60	<p>Debriefing: <i>Did you like the activity? Was it difficult to represent an opinion? How did you do? Did all the representatives talk? What do you feel when your voice is heard? Which issues were raised? What were the SDGs and Human Rights involved in the different debates? Was it easy to vote for one of the different interests? Why? In real life, can everyone can raise their voice within a city's political structure? Where? Who can be excluded? From what? How important is it to take into consideration the different opinions within a city/community?</i></p> <p>15 mins</p> <p>📷 Upload 1. Pictures of the debates and voting moments.</p>

IDEAS FOR FOLLOW-UP AND ACTIONS

- Students can write a summary of their arguments and publish it on the platform.
- You can also invite students to assist in local consultation on the decision making process.

Adaptation Suggestions for Younger Learner

It is only possible to deal with one situation with your entire class. Thus, groups will have to indicate clearly representatives for the confrontation of views before the vote.

Instead of representing a “local council”, divide the room in two sides: one is “I agree” and the other “I disagree”. Read some sentences and ask learners where they stand. Learners can take intermediate positions and change their point of view any time of the debate.

Examples of sentences:

- “It’s more important to have a roof over your head than to be able to say anything you like”
- “Protecting a language is not a priority for our community” NB. You can replace the word language with for example a local monument, sport, tradition etc.

Links to other Teacher’s Briefing Pack Activities

- 1. “Exploring the 17 SDGS and SDG 11”;
- 1.1 “I Participate”;
- 2.1 “Make a (Hi)Story”;

REFERENCES

TITLE:	3.3 - IDENTITIES AND CULTURAL DIVERSITY
AGE GROUP	11-18 years old
ESTIMATED DURATION:	60 minutes for implementation. 2 minutes for printing.
MATERIALS:	Board, paper, pen, pictures (optional), papers To be prepared in advance: print or cut recycled paper in star shapes.
ROOM REQUIREMENTS:	Tables and chairs than can be moved around and space to work in groups.
OBJECTIVES:	<ul style="list-style-type: none"> - To introduce cultural diversity and create connections among the groups; - To link identity and cultural diversity; - To raise awareness that cultural diversity is everywhere around us within a city (through food, clothes, music, shops, etc.) and that this diversity is a strength and must be protected.
GCE Main Competences developed	<input type="checkbox"/> Systems thinking competencies <input checked="" type="checkbox"/> Anticipatory competency <input type="checkbox"/> Normative competency <input checked="" type="checkbox"/> Strategic competency <input checked="" type="checkbox"/> Collaboration competency <input checked="" type="checkbox"/> Critical thinking competency <input checked="" type="checkbox"/> Self-awareness competency <input type="checkbox"/> Integrated problem-solving competency
SDGs involved	SDG 4 – Quality Education SDG 5 – Gender Equality SDG 10 – Reduced Inequalities SDG 17 – Partnerships for the Goals

DESCRIPTION OF THE ACTIVITIES:

00:00 – 00:30	<p>“Who are I?”</p> <ul style="list-style-type: none"> - Ask learners to pretend that they are strangers and to introduce themselves to each other. - Invite them, before they start, to reflect what is interesting or important to know about someone else when you first meet them, and brainstorm the general categories of information. For example name, age, sex, nationality, family role, religion, age, gender, ethnicity, job/study, taste in music, hobbies, sports, general likes and dislikes and more. - Hand out the paper and pens and explain that the first step is for each of them to draw a representation of their identity. They should think of themselves like stars and identify those aspects of their identity that radiate out into their society and community. Ask people to consider the eight most important aspects of their identity and to draw their personal star. - Tell people to go round, have a look at the other stars and compare them. When they find someone else with whom they share a beam or ray, they should write that person’s name near the beam. (For example, if Jan and Parvey both have a “rapper” beam, Jan writes his name on Parvey’s beam where it’s says “rapper” and the same process for Parvey). It is important that learners write their name close to the dedicated beam and not just anywhere in the star. Allow 15 minutes for this. - Ask people, at plenary stage, to talk about how unique each individual is. You could ask: <i>which aspects of identity do people have in common and which are unique? How similar and how different are people in the group? Do people have more in common with each other than they have differences?</i> - Finally, do a group brainstorm of the aspects of identity that people choose and those that they are born with. <p>30 mins</p>
00:30 – 00:50	<p>“Diversity within the city/community”</p> <ul style="list-style-type: none"> - Explain to learners that they will be reflecting on the different places and situations where we observe diversity within a city/community in daily life. - Ask them to gather in small groups (3 or 4 people each) and to think of their daily lives, what do they eat, which kind of clothes do they wear, the kind of music they listen to, the shops they go, the flowers they see, movies they watch, etc. - Give them a paper where they can draw and write everything that reflects diversity in their daily lives. They can draw characters, buildings, shops, food, clothes, vegetables, music, ... - Put up the different drawings on the wall and ask the participants to look at others’ productions. <p>20 mins</p>
00:50 – 00:60	<p>Debriefing: <i>Did you like the activity? What are the strengths of cultural diversity? Where does cultural diversity stand in your city/community? Did you think about that before? What kind of innovation or action could improve the representation and interaction among the different communities?</i></p> <p>10 min</p> <ul style="list-style-type: none"> 📁 Upload the drawings of the activity “Diversity within the city/community”. 📁 You can go further and ask participants to design the city/community and one or several of its inhabitants on an application or specific software. Then, they can send their productions to other students via the platform.

IDEAS FOR FOLLOW-UP AND ACTIONS

- **Ask students to take pictures within their city/community of symbols of cultural diversity.** Give them a space during a future course to share their pictures.
- **They can create a photomontage** students can share on the platform with other European students.
- **Ask your students to imagine/create an action in order to foster dialogue and connections amongst the different cultures in their city.**
- **Students can place their character on the “Sustainabilityland” map** they have worked on in the first activity.
- **If you know of associations that are working with refugees or asylum seekers, you could invite them** to school and do this activity together. Swansea City of Sanctuary is a good example <https://swansea.cityofsanctuary.org/>
- **Your school could become a School of Sanctuary** <https://schools.cityofsanctuary.org/>

Adaptation Suggestions for Younger Learner

Instead of words, give learners the opportunity to draw or even pick out pictures from a selection you prepare in order to give them inspiration. It is also possible to reduce the number of branches of the star: from 8 to 6.

In order to make reflection on cultural diversity in the city/community easier, hand out a drawing already started to give inspiration to learners.

This session might last a bit longer than 1 hour.

Links to other Teacher’s Briefing Pack Activities

- 1. “Exploring the 17 SDGS and SDG 11”;
- 1.3 “I Belong”;

REFERENCES

The activity “Who are I” is adapted from ©Compass: <http://www.eycb.coe.int/compass/en/contents.html>



SECTION 4 SAFETY

Lesson Plans

TITLE:	4.1 - SAFE AND ADEQUATE HOUSING
AGE GROUP	11-18 years old
ESTIMATED DURATION:	60 minutes for implementation. 10 minutes for preparation (printing).
MATERIALS:	PC, video projector, speakers or an interactive whiteboard. To be printed in advance: Print Annex 16 with pictures and descriptions for groups, print Annex 17 with Diamond 9 and characters for groups.
ROOM REQUIREMENTS:	Tables and chairs that can be moved about and space to work in groups.
OBJECTIVES:	<ul style="list-style-type: none"> - To learn about safe and adequate housing in developed and developing countries - To reflect on the basic requirements and the different needs of different categories of people and the human rights connected to these - To take action to improve understanding of local needs and solutions offered by local authorities
GCE Main Competences developed	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Systems thinking competencies <input checked="" type="checkbox"/> Anticipatory competency <input checked="" type="checkbox"/> Normative competency <input checked="" type="checkbox"/> Strategic competency <input checked="" type="checkbox"/> Collaboration competency <input checked="" type="checkbox"/> Critical thinking competency <input checked="" type="checkbox"/> Self-awareness competency <input type="checkbox"/> Integrated problem-solving competency
SDGs involved	SDG 1 – No poverty SDG3 – Good health and well-being SDG 5 – Gender Equality SDG 6 – Clean water and sanitation SDG 10 – Reduced Inequalities SDG 13 – Climate Action

DESCRIPTION OF THE ACTIVITIES:

00:00 – 00:40 What does “home” mean to me ?

- Ask learners the first thing that comes to their mind when they think about the word “home”. Note all the words down on the board. Alternatively, prepare a flip chart with the word “home” written in the centre and give each student a post-it.
5 mins
- Group the words and share with the learners the different dimensions they have covered (from the emotional and the personal). Is safety included in this? Explain that International human rights law recognizes everyone’s right to an adequate standard of living, including adequate housing. Despite this, well over a billion people are not adequately housed. Millions around the world live in life- or health threatening conditions, in overcrowded slums and informal settlements, or in other conditions which do not uphold their human rights and their dignity. Adequate housing was recognized as part of the right to an adequate standard of living in the 1948 Universal Declaration of Human Rights and in the 1966 International Covenant on Economic, Social and Cultural Rights.
5 mins

Housing safety around the world

- Divide the class into 3 groups (or more than 3, depending on the group size). Each group receives 3 pictures concerning situation A, B or C. Pictures all refer just to 3 situations: A) the burning of the Grenfell Tower, London ; B) the earthquake in Ischia, Italy ; C) the fires in Mumbai, India (See Annex 17). If you have a big class, make more copies of the pictures so that there will be different groups working on the same situations.
- Ask each group to look at the pictures. Have they already seen that situation on the TV news, a newspaper, the internet?
- Each group needs to answer these 5W questions. Ask one question every 3 minutes and make sure they write down the answer:
 1. What can you see in the picture?
 2. Where do you think this accident happened?
 3. When do you think it happened?
 4. Who do you think were the people involved?
 5. Why do you think this happened?
- Ask the group to share their ideas in plenary. Did some of the students get close to the right answers? What were the common things? Which answers were different? Read them the story of the 3 pictures (See Annex 1)
30 mins

00:40 – 00:60 Diamond 9: housing needs and rights

- Change the groups and now form 6 different groups. Each group is associated with a different character/category and receives an envelope containing 9 cards with basic requirements (one of each card) that a safe and adequate house should have and the description of the character/category’s situation: 1. a migrant family; 2. a newly arrived refugee; 3. a young person going to University; 4. an elderly person; 5. a young single mother and 6. a young disabled boy (See Annex 18). You can also form less groups and use less characters but take into account that this will limit diversity.
- Check that all students understand the language on the cards.
- Explain that each groups has to agree which requirement is the most important and should be placed at the top of the diamond (1) taking into consideration the needs of their character/category. Then, they have to group the other requirements in descending order of importance following the shape of a diamond. The cards list 9 requirements with one additional blank card for students to draft their own requirement. If students decide to write their own requirement, one of the other nine need to be discarded. Students should carefully discuss where they place each card in their group’s Diamond 9 and be prepared to change their minds as well as stick up for what they believe in. N.B. Each card has a human right associated with it: you can either ask them to guess which human right the card refers to or you can read them the explanation contained in Annex 2

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15 mins

00:00 – 00:40	<p>Debriefing: Ask each group to share with the class their character/category and the “shape” of their diamond. Do their diamonds differ? Is there a requirement that was in the same position for everybody? What do all the “characters” have in common? Did they add some requirement? Why? Last but not least, how do you think the character feels?</p> <p>They should now be able to see how complex “housing safety” is. Point out that also that the United Nations has underlined that the right to adequate housing should be seen as the right to live somewhere in security, peace and dignity. It should be highlighted that every human being is entitled to equal and non-discriminatory access to housing.</p> <ul style="list-style-type: none"> 📷 Take a picture of the different Diamond 9 associated to the different characters and upload it on the platform 📝 Take notes about the Debriefing and share them on the platform. You can use the e-board, save them and upload them. Otherwise you can take notes on the board (or ask students to do so) and upload pictures on the platform.
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IDEAS FOR FOLLOW-UP AND ACTIONS

- **Invite students to think about their future.** They might want to go to University or to move to a city. What do they need to make sure they can actually do so?
- **Ask students to observe what happens in their town or village:** are there homeless people? Where are they located? Where do they sleep? Where do they eat? Where do they shower? Are there empty houses? Are some of them to rent? How much is the rent? How much is the average wage?
- **What is the responsibility of the local authority in guaranteeing safe housing?** Invite someone from the local authority housing department in your class and ask them to explain their safe and adequate housing plan. How do they protect vulnerable citizens?
- **Explore the problem of lack of safe and adequate housing by having learners draw an issue tree.** Working in groups they should write “Lack of safe and Adequate Housing” as the issue in the trunk of the tree, the causes in the roots, the consequences in the branches, and then draw possible solutions as the fruits
- **Explore how the right to adequate housing applies to specific groups** like women, children, slum dwellers, homeless persons, persons with disabilities, displaced persons and migrants and indigenous peoples. Have a look at: “The Right to Adequate Housing” – UN HABITAT – Fact Sheet No. 21/Rev 1, http://www.ohchr.org/Documents/Publications/FS21_rev_1_Housing_en.pdf
- **Learn more about the people who lived in Grenfell Tower:** <https://www.theguardian.com/uk-news/ng-interactive/2018/may/14/lives-of-grenfell-tower-victims-fire?INTCMP=grenfell-thrasher>

Adaptation Suggestions for Younger Learner

The texts for the “Housing safety around the world” may be complex for younger students. You can either simplify them a little bit or give learners the explanation of the more complex terms.

Links to other Teacher’s Briefing Pack Activities

- 1. “Exploring the 17 SDGS and SDG 11”;
- 1.2 “Be Inclusive”;
- 1.3 “I Belong”;
- 2.1 “Make a (Hi)Story”;
- 2.3 “Sustainable Transportation”.

REFERENCES

Diamond 9 activity is inspired by “Future Youth School Forum” project <http://fys-forums.eu/en/>, specifically by “Whole School Classroom Activities”. You can find a Diamond 9 activity on Gender Equality (SDG 5) here <http://fys-forums.eu/en/fys-toolkit/forum-curriculum/367-whole-school-classroom-activities> and on People Forced to Flee here (SDG 10) <http://fys-forums.eu/en/fys-toolkit/forum-curriculum-people-force-flee/167-whole-school-classroom-activities>. Resources are available in EN, IT, GR, PL and LI.

You can find an issue tree focusing on lack of safety at school here https://oxfamwebcdn.azureedge.net/-/media/Files/Education/Resources/Send%20My%20Friend%20to%20School%202018/Make_Schools_Safe_Workshop_Activity.ashx

TITLE:	4.2 - AIR POLLUTION
AGE GROUP	11-18 years old for the quiz. 14-18 years old for the ‘Find Your Pair’ activity
ESTIMATED DURATION:	60 minutes for implementation. 15 minutes for preparation (printing and cutting out), especially of Annex 19.
MATERIALS:	PC, video projector, speakers or an interactive blackboard. To be prepared in advance: Read Annex 19 and decide which of the two versions would be most appropriate for your pupils and then cut up into individual cards. Make sufficient copies of Annex 18a for your pupils. Print a copy of Annex 18b quiz answers for yourself. A small prize to give the quiz winners.
ROOM REQUIREMENTS:	Tables and chairs that can be moved about (possibly a big empty space for the second part of the session).
OBJECTIVES:	<ul style="list-style-type: none"> - To learn about air pollution worldwide; - To reflect on the different consequences of air pollution on human health, property, ecosystems and the economy; - To understand the role of each citizen and of decision makers.
GCE Main Competences developed	<input checked="" type="checkbox"/> Systems thinking competencies <input checked="" type="checkbox"/> Anticipatory competency <input checked="" type="checkbox"/> Normative competency <input type="checkbox"/> Strategic competency <input checked="" type="checkbox"/> Collaboration competency <input checked="" type="checkbox"/> Critical thinking competency <input checked="" type="checkbox"/> Self-awareness competency <input type="checkbox"/> Integrated problem-solving competency
SDGs involved	SDG 3 – Good health and well-being SDG 9 – Industry, Innovation and Infrastructure SDG 10 – Reduced Inequalities SDG 13 – Climate Action SDG 15 – Life on Land

DESCRIPTION OF THE ACTIVITIES:

00:00 – 00:20	A quiz on air pollution <ul style="list-style-type: none">- Divide the class into groups of 5-6 students and give each group the AIR POLLUTION QUIZ handout (see Annex 18a).- Each group has to find the right answers to this competitive quiz. Those who finish first are the winners!- Go through each answer (see Annex 18b) at the end.- Once you have gone through all the answers, ask your students if there is anything they would like to have more information on. If so, write these on the board (See Ideas for Follow-up and actions) 20 mins
00:20 – 00:40	Find your pair in the room <ul style="list-style-type: none">- Make sure you prepare the material from Annex 19 in advance, by cutting up the handout and creating separate cards. Mix the topics with the explanations so that everyone will find his/her pair during this activity. You may have to repeat some of the words and explanations, according to the number of students in your class. N.B. There are two different versions in Annex 19 – select the one most appropriate for your pupils.- Distribute one piece of paper (with either the definition or the explanation) to each student and ask them to mingle.- Once they have found their pair, they need to read the content to each other and underline any words or concepts they do not understand.- Then, ask each couple to read out loud their topic and explanation. In case more than one couple has the same topic, ask one couple to read the topic and the other to read the explanation. Point out that air pollution impacts on different dimensions: health, property, the ecosystem and even the economy. 20 mins
00:40 – 00:60	Debriefing: Ask the learners: <i>What did you learn? Did you think that air pollution was such a global phenomenon? What can everyone do to reduce air pollution? What is the role of decision makers in saving 7 million people's lives a year?</i> 20 mins <ul style="list-style-type: none">📷 Take a picture of the students mingling and collaborating for the activity “Find your pair in the room”📷 Take notes about the Debriefing and share them on the platform. You can use the e-board, save them and upload them. Otherwise you can take notes on the blackboard (or ask students to do so) and upload pictures on the platform.

IDEAS FOR FOLLOW-UP AND ACTIONS

- **After the “Quiz Air Pollution” activity, students can carry out research with their own group to find out more about the questions they still have.** They can follow the guidelines provided to do accurate research (see Annex 20) and you can give them space in your following class, starting a peer to peer learning process.
- **Ask them to think about an activity to raise awareness on the topic.** One idea could be to create a sort of “fortune cookie” with tips on how to pay attention to air pollution and to ask students from all the school, during the daily break, to pick one.
- **Look at the map here and find your city/community** <http://maps.who.int/airpollution/>. What are the results? Which are the less polluted areas? Why?
- **Explore the consequences of air pollution**
- **COP 21 and the US exiting it: what are the consequences?**

Adaptation Suggestions for Younger Learner

For activity “Find your pair in the room”, younger learners will find their resources in Annex 3.

Links to other Teacher’s Briefing Pack Activities

- 1. “Exploring the 17 SDGs and SDG 11”;
- 2.2 “Message in a Bottle”;
- 2.3 “Sustainable Transportation”.

REFERENCES

All the data from the Air Pollution Quiz are taken from <http://www.who.int/phe/publications/air-pollution-global-assessment/en/> (2018)

Find your Pair in the Room Activity is inspired by and data for older students are taken from http://cleanairasia.org/wp-content/uploads/portal/files/Air_pollution_Teaching_Toolkit_0.pdf

TITLE:	4.3 - WATER DISASTERS
AGE GROUP	11-18 years old (easily adapted)
ESTIMATED DURATION:	60 minutes for implementation. 2 minutes for preparation (printing)
MATERIALS:	PC, video projector, speakers or an interactive whiteboard and scissors. To be prepared in advance: Annex 21 needs to be printed in advance also copies of video transcript in Annex 21a.
ROOM REQUIREMENTS:	Movable chairs and desks (possibly a big empty space for the second part of the session).
OBJECTIVES:	<ul style="list-style-type: none"> - To learn about water disasters worldwide (causes and the phenomena themselves); - To reflect on the impact of these disasters on citizens - To understand the roles and responsibilities of decision makers and take concrete actions to demand solutions
GCE Main Competences developed	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Systems thinking competencies <input checked="" type="checkbox"/> Anticipatory competency <input checked="" type="checkbox"/> Normative competency <input checked="" type="checkbox"/> Strategic competency <input checked="" type="checkbox"/> Collaboration competency <input checked="" type="checkbox"/> Critical thinking competency <input checked="" type="checkbox"/> Self-awareness competency <input checked="" type="checkbox"/> Integrated problem-solving competency
SDGs involved	SDG 11 – No poverty SDG 3 – Good Health and well-being SDG 6 – Clean Water and Sanitation SDG 10 – Reduced Inequalities SDG 13 – Climate Action

DESCRIPTION OF THE ACTIVITIES:

00:00 – 00:15	<p>When water is the cause</p> <ul style="list-style-type: none"> - Write these words on the blackboard and ask your students what all these words have in common. You may need to explain some of them. <ul style="list-style-type: none"> • Hurricane • Floods • Typhoons • Tsunami • Drought • Cyclone • Cholera • Malaria <p>When a disaster strikes, it usually manifests itself through water. Floods, landslides, tsunamis, storms, heat waves, cold spells, droughts and waterborne disease outbreaks are all becoming more frequent and more intense.</p> <p>The impacts and costs of these events are exacerbated by such factors as unplanned urbanization and degradation of ecosystem services. Reducing risk to, and improving the resilience of, water and sanitation services will be key to maintaining access during a climatically uncertain future.</p>
00:15 – 00:50	<p>Local to global question time</p> <ul style="list-style-type: none"> - Watch the video https://www.youtube.com/watch?v=d7TazNhkq4M. - Ask the learners: What happens in the video? How do you think people feel? What do people need in these cases? Has something similar happened in your country? - Now divide learners into groups of 5 maximum, give each group a transcript of the video (Annex 21 a) and ask the Local to Global Questions (Annex 21). They need to discuss and answer all the questions - In plenary, students share their views. - After hearing each group's reflections, focus on the solutions on the personal, collective and global level. What can each of us do in his/her everyday life to fight water- related disasters? Remember to address the root causes! Which solutions could local authorities provide? And central governments? <p>For example: Introduce better flood warning systems; Modify homes and businesses to help them withstand floods; Construct buildings above flood levels; Tackle climate change; Increase spending on flood defences; Protect wetlands and introduce strategic tree planting; Restore rivers to their natural courses; Introduce water storage areas; Improve soil conditions; Put up more flood barriers.</p> <p>35 minutes</p>
00:50 -00:60	<p>Send a message to decision makers. Making the right decisions at the right moment can save lives. Decision makers need to listen to citizens' requests about their safety and learn from disasters in your country and everywhere else. However, we know that vulnerable people will always suffer more and are also more at risk of dying because of natural disasters. What would you like to tell decision makers in India, for example, and all around the world?</p> <p>10 mins</p> <ul style="list-style-type: none"> 📷 Take a picture of the students doing their “Local to Global Question Time” activity and share it on the platform. 💬 Share on the platform at least 3 messages from students to decision-makers.

IDEAS FOR FOLLOW-UP AND ACTIONS

- What happens when communities face the opposite problem? Cape Town is running out of water <https://news.nationalgeographic.com/2018/02/cape-town-running-out-of-water-drought-taps-shutoff-other-cities/>
- To increase the support given to communities in Lesotho in the wake of the devastating 2015/6 drought, Dolen Cymru Lesotho raised funds from the people in Wales and donated over £15,000 to Send a Cow. For the full report on the impact this money made follow the link to the Dolen Cymru website www.waleslesotholink.org/drought_appeal_report
- Read a report on the drought in Lesotho by the BBC Wales news reporter, Garry Owen, in English on <https://www.bbc.co.uk/news/uk-wales-36270169> / or in Welsh on <https://www.bbc.co.uk/cymrufyw/36266460> or hear his radio report on <https://www.bbc.co.uk/programmes/p03z61yx>
- Think about how rain water may be stored and purified. Get to know the Off Grid Box <https://www.offgridbox.com/> solution for drinking water and clean energy in developing countries.
- Raise awareness in your school on how countries around the world are suffering from water disasters and drought. You could collect pictures and create a school exhibition. <https://www.independent.co.uk/news/uk/10-measures-that-must-be-taken-to-prevent-more-flooding-in-the-future-a6788866.html>

Adaptation Suggestions for Younger Learner

Links to other Teacher's Briefing Pack Activities

- 1. "Exploring the 17 SDGs and SDG 11";
- 2.2 "Message in a Bottle";

REFERENCES

Local To Global Question Time activity is adapted from "Future Youth School Forum" project <http://fys-forums.eu/en/>, specifically by "Workshops". You can find Local To Global Question Time activity on Gender Equality (SDG 5) here <http://fys-forums.eu/en/fys-toolkit/forum-curriculum/374-gender-inequality-workshop-1-6> and on People Forced to Flee here (SDG 10) <http://fys-forums.eu/en/fys-toolkit/forum-curriculum-people-force-flee/131-people-forced-to-flee-workshop-1-6> . Resources are available in EN, IT, GR, PL and LI.

QUESTION FOR REFLECTION 4: Having used some or all of these resources in the classroom, what impact do you think they have had:

- On you as a teacher (knowledge, skills, confidence, values)
- On your students (knowledge, skills, confidence, values)

QUESTION FOR REFLECTION 5: What further support and guidance do you need to take Global Citizenship Education forward in your work?



Walk the Global Walk is hitting the road over the next three years (2018 – 2021)!

This project, promoted by the Region of Tuscany and Oxfam Italia Intercultura and co-funded by the European Union, connects Italy, France, Croatia, Cyprus, Wales, Scotland, Portugal, Greece, Romania, Bulgaria, Bosnia and Herzegovina, and Albania.

Walk the Global Walk is a Global Citizenship Education project for schools in partnership with Local Authorities and NGOs and focuses on the Sustainable Development Goals (SDGs) and specifically on:

- Sustainable Cities and Communities (SDG 11)
- Climate Action (SDG 13)
- Peace, Justice and Strong Institutions (SDG 16)

In Wales, the project partners are Carmarthenshire County Council and Dolen Cymru Lesotho. Both are committed to developing global learning and facilitating sustainable links between teachers and schools.

Walk the Global Walk is paving the way for Successful Futures in Wales by providing authentic learning experiences to help pupils see their connections to the wider world and develop as active, ethical and informed citizens.

The project offers:

- Teacher training on the Walk the Global Walk project and the Teachers' Briefing Pack, which focuses on Global Citizenship Education topics;
- Support for teachers in implementing the programme in schools;
- Possibility of a link with a school in Lesotho
- Training for students – Global Goalkeepers – in leadership and active citizenship;
- Support for Global Goalkeeper groups who will help raise awareness with their peers and local community;
- Support for awareness-raising activities in preparation for European Sustainable Development Week;
- Participation for students in the Global Walk in support of sustainable development.
- Possibility of participation in a Summer School in Cyprus, Portugal or Italy

Contact us to find out how you can get involved:

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WALK

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