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# A PART OF EUROPE 2030 HANDBOOK



NON-FORMAL EDUCATION  
ACTIVITIES FOR YOUNG PEOPLE  
ON THE 17 SUSTAINABLE  
DEVELOPMENT GOALS



#ApartofEU2030 #17SDGs2030

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## Index

INTRODUCTION .....	2
USER GUIDE .....	4
SDG 1: NO POVERTY .....	6
SDG 2: ZERO HUNGER .....	13
SDG 3: GOOD HEALTH AND WELL-BEING .....	18
SDG 4: QUALITY EDUCATION.....	25
SDG 5: GENDER EQUALITY.....	30
SDG 6: CLEAN WATER AND SANITATION .....	36
SDG 7: AFFORDABLE AND CLEAN ENERGY .....	41
SDG 8: DECENT WORK AND ECONOMIC GROWTH .....	46
SDG 9: INDUSTRY, INNOVATION AND INFRASTRUCTURE .....	52
SDG 10: REDUCED INEQUALITIES .....	58
SDG 11: SUSTAINABLE CITIES AND COMMUNITIES.....	64
SDG 12: RESPONSIBLE CONSUMPTION AND PRODUCTION.....	69
SDG 13: CLIMATE ACTION .....	76
SDG 14: LIFE BELOW WATER .....	82
SDG 15: LIFE ON LAND.....	87
SDG 16: PEACE, JUSTICE AND STRONG INSTITUTIONS.....	92
SDG 17: PARTNERSHIPS FOR THE GOALS .....	97
ANNEXES.....	102

## INTRODUCTION

The A PART OF EUROPE 2030 is a project created and implemented by 5 European organizations: AMAM (Malta), ARKA (Serbia), Guaraní (Spain), IASIS (Greece) and Solidaridad Sin Fronteras (Spain). The project aims to promote the engagement of young people in the process of active citizen participation through the Agenda 2030. One of the biggest challenges facing the EU nowadays is the need to boost youth participation in civic and democratic life, specially, youth migrants, minorities and third countries nationals as these groups do not actively participate in their community due to different socio-economic, linguistic, cultural or geographical barriers. These limitations affect different dimensions of participation: social and political participation; sport and culture; voluntarism; family and training and employment.

Through the knowledge and accomplishment of the 17 SDGs, more engaged, empowered and aware societies will be achieved. As the project aims to boost active participation, young people themselves have developed, implemented and evaluated the project's own actions: in the SDGs of the 2030 Agenda, tools to promote youth participation and content creation and in dissemination techniques.

As a result of A PART OF EUROPE 2030 project, this handbook includes 17 main chapters (one per SDG), collecting activities from the 5 different areas of participation to achieve each SDG: Social & Political Participation, Participation through Sport & Culture, Participation through the family, Participation through employment & training, and Participation through Volunteerism.

The activities have been elaborated by young people, through a decision-making and active participation process. From the beginning of the project, each partner entity created a **Local Youth Council** formed by 10 youngsters and supported by 2 youth workers. First, the group received training on the Sustainable Development Goals and Non-formal education methodologies. Afterward, the young participants of the Local Youth Councils presented their activities to other youngsters at the national level in the "**National Labs**", where they evaluated and voted democratically on the activities that would be finally included in the Handbook. The activities selected were shared in the **Learning, Training, and Teaching Activity (LTTA)** in Athens, in February 2023. During this event, the participants from each country's organization shared and implemented the activities, which were validated by the rest of the participants and finally included in the "A Part of EU 2030" Handbook.

## USER GUIDE

This handbook contains a compilation of **85 non-formal education activities** to promote the knowledge and SDG advocacy of young people. It aims to favour the knowledge of young people about the importance of SDGs as well as different models of participation, and specific tools to achieve these goals in the organisations. Activities are intended to be implemented by youth workers as well as young migrants, minorities and third-country nationals, in peer-to-peer participation processes.

The activities are classified into 5 **areas of participation**; each of them represented by a symbol:



Participation through the family. The family is the place where most people learn fundamental life skills. In this handbook, this symbol indicates the activities that are implemented with youngsters and their families. Also, those ones that could be transferred to the family environment, once they have been realised and learnt by the youngsters, thus having a multiplier effect.



Participation through employment and training. Those activities that have the aim of improving knowledge, skills and competences, within personal, civic, social or employment-related perspectives.



Social and political participation. Social and political participation implies the grouping of individuals in organisations for the defence and representation of their respective interests. This symbol indicates the activities that aim to involve youngsters in social problems and promote the active engagement in society, through public denunciation, awareness raising, etc.



Participation through sport and culture. Sports, leisure and cultural activities are fundamental for socialization, as well as for good physical and mental health. This symbol indicates the recreational leisure and sports activities through which SDG issues are learnt, in a relaxed way that appeals to young people.



Participation through volunteerism. Volunteerism means the use or involvement of volunteer labour, especially in community services. This symbol indicates the activities that promote volunteerism in actions related to the SDGs, that can be implemented in the local community, with different social groups.

All the activities have the same sections, in order to make clear the organization of them inside the Handbook: area of participation, objectives, duration, requirements (material and personal requirements), description and evaluation.

Regarding the evaluation, it is necessary to clarify that general evaluation questions can be applied to most of the activities. These questions are:

- ✓ Which were the strengths of this activity?
- ✓ What could be improved?
- ✓ What did you like the most?
- ✓ Would you be willing to do this exercise again?

In the case that the activity requires other specific questions or concrete self-evaluation questions, those can be found at the end of each activity.

## SDG 1: NO POVERTY

This goal addresses not only the income-based dimension of poverty. It seeks to eradicate poverty in all its forms through access to social protection, basic services, strengthening economic resilience and equal access to resources. Poverty manifests in various facets of our society bearing in mind the effect of COVID-19 pandemic that has reversed a lot of the progress made against poverty.



### TARGETS:

1.1. By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day.

1.2. By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions.

1.3. Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable.

1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance.

1.5 By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters.

1.a Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions.

1.b Create sound policy frameworks at the national, regional and international levels, based on pro-poor and gender-sensitive development strategies, to support accelerated investment in poverty eradication actions.

## INEQUALITY AND STATUS

**Area of participation:** 

### Objectives:

- Know that there are impacts of inequality arising from unequal distribution of resources in the society.
- Showcase the impact inequality arising from poverty can have on society.

### Duration:

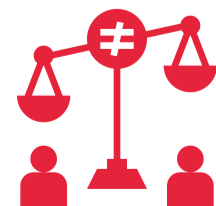
30 minutes.

### Requirements:

- Material: Money notes or vouchers, cooked egg based on the number of groups, a table to serve as the market to display merchandise, disposable diapers, bubble wrap, padded mailers, newspaper, pieces of fabrics, pieces of string.
- Personal: 1 professional, 50 youngsters maximum.

### Description:

1. Divide participants into high, middle and low-income groups.
2. Provided a fragile object such as an egg to represent a baby/ child or an infant.
3. Distribute fake currencies or vouchers.
4. Instruct participants in each group that their goal is to purchase what they need, to ensure that their egg will have the best life has to offer, regarding safety and wellbeing.
5. There will be a market where each group can purchase supply to achieve their mission:
  - At the market, supply items such as diapers (100 euro), bubble wrap (75), padded mailers 50, newspaper section 25, pieces of fabric (5 euro each).
  - Before the purchasing begins, the groups can preview items for sales. Then give each economic group one raw egg to represent a baby they are attempting to shield from harm.
6. The participants from the highest income earners make all their purchases first, followed by the middle and then the lowest income earners.
7. The groups are instructed to protect their egg with their supplies from the market by wrapping the egg to protect from danger.
8. A representative from each group is asked to stand on a chair with the wrapped egg and drop their egg to the ground. The egg most properly wrapped is most likely to be protected.



## Evaluation:

- ✓ What are the most significant lessons from this activity?
- ✓ What are the dangers of inequality in society?
- ✓ Is inequality just about income and wealth?

## Reference:

Faye, R.(2022). Inclusion of Socioeconomic Status in Psychology Curricula: Classroom Exercises: [apa.org/pi/ses/resources/publications/social-class-curricula.aspx](https://www.apa.org/pi/ses/resources/publications/social-class-curricula.aspx)  
<https://www.apa.org/pi/ses/resources/publications/baby-egg-reimers.pdf>

## THE LOLLY GAME: A DEMONSTRATION OF GLOBAL RESOURCE DISTRIBUTION

### Area of participation:



### Objectives:

- Give a means to visualize some worldwide statistics on resource distribution, access to water, and sanitation.
- Provide an avenue to discuss in detail the ramifications of those realities.

### Duration:

40 minutes.

### Requirements

- Material: Chairs, tables, 30 lollies.
- Personal: 3 professionals, 30 youngsters maximum.

### Description:

1. Request for 30 participants to participate
2. Ask the 30 participants to stand on their chairs, forming a circle representing the total world population (currently around 8 billion people).
3. Each person represents approximately 3.8% of the world's population.
4. The first 11 people should now stand on the floor. These people represent the 36% (2.6 billion people) of the world without adequate sanitation which is a major cause of illness and mortality since it entails not having a place to wash after using the restroom and a safe place to do so.
5. The first 6 people standing on the floor are to sit down on chairs, as they represent the 20% (1.4 billion people) of the world suffering extreme poverty.



6. Ask 4 of the group to sit on the ground. They stand in for the 14% of people worldwide who lack access to safe housing. Living in slums or being homeless.

7. To symbolize the 13% of people worldwide who face hunger every day and the 12% of people who lack access to clean water, ask this group to place their hands on their tummies.

8. To represent the 3.2% of the world's population who work as children, ask 1 of those who are seated on the floor to lie flat on their backs.

9. Ask 3 people who are still sitting on chairs to raise their hands in the air to symbolize the 10% of the world's population that controls the majority of its resources (ideally one female and two males).

10. Provide 30 lollies. Here lollies represent the world's wealth. Although there are 30 participants and 30 lollies, the lollies would be shared just like the wealth of the world. 25 lollies goes to the richest 10%, with more going to the male than female, and the rest of the group takes the 5 lollies: 15% to be shared between them.

A table with distribution for different class sizes. Numbers are approximate due to rounding.

Class size	10	30
Percentage of World population	10%	3,30%
Lacking adequate sanitation (37%)	4	11
Living in absolute poverty (20%)	2	6
Slum dwelling (14%), living in hunger (13%)	1	4
Child laborers (3%)	0	4
Top 10%	1	1



11. Points of discussion:

- Where do you belong e.g. Standing/sitting? Which measures? wealth, income, education & health services.
- How did those sitting feel when they were handed their 5 lollies?
- How did those standing feel?
- Did anyone think about how they were going to share them? Did anyone think about how they might get some of the larger pile of lollies? Why or why not?
- Would those standing have felt any different if they did not know that the others only got 5 to share?
- What things are happening currently in the world that may be related to this unequal distribution? What is the relationship?
- It has been argued that this level of inequality is at the core of much of the world's conflict. Do you agree/disagree?
- What might happen between countries or between people in countries that are related to this inequality?
- Is there anything we can do about it?

## Evaluation:

- ✓ What does this activity tell you about resource allocation and poverty in the society?
- ✓ What can you say about the unfairness in inequality?
- ✓ Would you link those inequalities to cultural hegemony of certain socio-economic groups?

## Reference:

R.I.C Publication (2018, October 05). National Poverty Week. World Poverty Visualization. <https://www.ricpublications.co.za/blog/post/national-poverty-week/>

<https://www.oneworldcentre.org.au/wp/wp-content/uploads/2021/06/The-lolly-game-1.pdf>

## YOU AND POLITICS

### Area of participation:



### Objectives:

- Participants learn about the role of political bodies in empowering citizens and ensuring inclusion and equality in societies.
- Suggest ways to improve the standard of living of members of a community.

### Duration:

30 minutes.

### Requirements:

- Material: marker, sticky notes, cardboards or white sheets.
- Personal: 1 facilitator; 50 youngsters maximum.

### Description:

1. The idea is that participants understand the participation through a political party. For this purpose, participants are organized into groups to come up with five suggestions at least for a political party to include in their action plan, that will be a Manifesto to eradicate poverty in all forms.

2. Suggestions can be about:

- Access to employment
- Affordable health care
- Access to free Education
- Access to leisure
- Retirement plan

3. Each group elaborate its Manifesto and present it to the rest.

## Evaluation

- ✓ Do you think young people should participate in formulation of policies and political manifestos of political parties?
- ✓ How else do you think young people can participate in the political process of their community?

## WHAT CAN YOU DO? ACT

### Area of participation:



### Objectives:

- Steer participants towards voluntary actions in the form of training that can improve socio-economic status of the society.

### Duration:

30 minutes.

### Requirements:

- Material: writing materials.
- Personal: 1 professional, 50 youngsters maximum.

### Description:

1. Participants are divided into Group 1, 2 and 3, then asked to create a plan of actions in the form of training and capacity building they can provide to members of a community as contributions towards achieving SDG 1 and its targets, e.g., Create a workshop on basic gardening.
2. Each group presents the workshop created.

### Evaluation:

- ✓ Which topic of the workshop do you find most useful?
- ✓ Is there a skill you wish to teach that is not suggested?

## USE YOUR STRENGTH

### Area of participation:



### Objectives:

- ✓ To encourage the mastery and teaching of skills in order to empower others.

### Duration:

20 minutes.



## Requirements:

- Material: writing materials.
- Personal: 2 professionals, 50 youngsters máx.

## Description:

1. Participants are given a talent sheet to record the abilities they have to share with others.
2. Each sheet is evaluated by the youthworker, in order to make a summary of the skills listed by participants.
3. Participants are encouraged to volunteer teaching the skill in a workshop organized by an NGO in their community.
4. The essence of this activity is to help participants to highlight skills they have which can benefit others by improving their earning capacity. The trainer will also focus on the fact that being aware of own skills is crucial both for finding a job and for knowing what we can contribute to society/community through voluntary activities of participation.

## Evaluation:

- ✓ General evaluation.



## SDG 2: ZERO HUNGER

This goal aims to eradicate all types of malnutrition and hunger. Additionally, it pledges to guarantee yearly access for all people to food that is secure, nourishing, and sufficient. This calls for resilient agricultural practices, equal access to markets, technology, and land, as well as global cooperation on infrastructure and technology investments to increase agricultural productivity.

2 ZERO HUNGER



### TARGETS:

2.1: By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round.

2.2: By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons.

2.3: By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment

2.4: By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters.

2.5: Maintain the genetic diversity in food production, cultivated plants and farmed and domesticated animals and their related wild species.

2.5.a: Invest in rural infrastructure, agricultural research, technology and gene banks.

2.5.b.: Prevent agricultural trade restrictions, market distortions and export subsidies

2.5.c. Ensure stable food commodity markets and timely access to market information, including food reserves, in order to limit food price volatility.

## SUSTAINABLE COOKING

Area of participation:



Objectives:

- Encourage knowledge in relation to the following topics: Sustainable cooking, Teamwork, Reduce of resources.

Duration:

1-3 hours.

Requirements/Number of professionals needed/materials:

- Material: cooking devices, materials for the recipes.
- Personal: 1 trainer and 1 facilitator; 8-20 youngsters.

Description:

1. Ask learners to watch the following videos: [Video 1](#) and [Video 2](#).
2. Then, with materials from your local supermarket, you can cook all together! Remember to be as sustainable as possible.
3. Then, reflect by groups on the whole experience:
  - What did you learn from this activity?
  - Have you understood how important it is to have a sustainable mentality while cooking? Why yes/Why no?
  - Are you going to try to perform sustainable cooking more in the future? Why yes/Why no?

Evaluation:

- ✓ General evaluation.

## THINK HOW TO END HUNGER

Area of participation:



Objectives:

- To increase awareness of youngsters on global hunger and strengthen their critical reasoning on finding solutions.

Duration:

1 hour.



### Requirements:

- Material: Annex A cards printed.
- Personal: 1 trainer, 1 facilitator; 9-12 youngsters.

### Description:

1. Divide the learning group into smaller ones (for example, 3 groups of 3 members).
2. Ask groups to read the Cards of **Annex A**.
3. Ask them to list the reasons the people are hungry.
4. Randomly give to each group 3 cards and ask them to discuss and list possible solutions behind each hunger or malnutrition.
5. Ask them to present their thoughts to the rest groups.

### Evaluation:

- ✓ Which were the strengths of this activity?
- ✓ What could be improved?
- ✓ What did you like the most?
- ✓ Would you be willing to do this exercise again?

## CHOOSE FOOD THAT DECREASES HUNGER

### Area of participation:



### Objectives:

- Increase awareness of youngsters on global hunger and strengthen their critical reasoning on changing their diet for the best.

### Duration:

1 hour.

### Requirements:

- Material: A4 and markers.
- Personal: 2 facilitators; 8-20 youngsters.

### Description:

1. Ask learners to make a daily list of food they eat.
2. Ask learners to think of diet patterns that:
  - Have zero tolerance to waste
  - Are fully nutritious and healthy
  - Achieve SDG 2

3. Once they think of a newly, more efficient diet review with them the following guide:  
<https://www.fao.org/3/CA0964EN/ca0964en.pdf>

### Evaluation:

- ✓ General evaluation.

## ZERO HUNGER CHAIRS

Area of participation:



### Objectives:

- To raise awareness about hunger while having fun.

### Duration:

1 hour.

### Requirements:

- Material: Chairs, speakers, markers, papers.
- Personal: 1 Trainer, 1 facilitator; 8-20 youngsters.

### Description:

1. Make some drawings of various types of fruit. Have several of each variety available (varieties like: apples, tropical (mangoes & bananas), citrus (mandarins, oranges, limes) etc.).
2. Each participant should have a chair, and each chair should have an image taped to it. Keeping in mind whatever fruit youngsters are, each of them has to look for a chair to sit on. The name of a fruit is then called out by the trainer or facilitator.
3. Players should aim sitting always in empty seats and they are not able to return to the ones they just left
4. Once the trainer/facilitator turns the music on, players have to be constantly moving around all the time while dancing. Once the music is off the trainer/facilitator can call out a fruit variety or several varieties.
5. Remove one chair after a few rounds in which everyone alternates chairs. Anyone who doesn't get to a chair in the following round must sit out.
6. In each following round, a chair is taken away and a player is eliminated. Up until there is just one chair left, the game goes on.
7. Discuss the reasons why there isn't always enough food to serve everyone after the game.

### Evaluation:

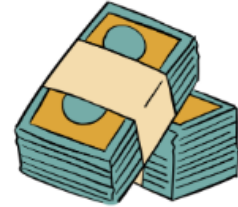
- ✓ Which were the strengths of this activity?



- ✓ What could be improved?
- ✓ What did you like the most?
- ✓ Would you be willing to do this exercise again?

## NO MONEY, NO HONEY

Area of participation:



Objectives:

- Increase awareness about global hunger because of poverty.

Duration:

2 hours.

Requirements:

- Material: Internet access, A4 papers, markers.
- Personal: 1 trainer, 1 facilitator; 8-20 youngsters.

Description:

1. Ask youngsters to work in groups of 3 or 4 members.
2. They must create a shopping list of ingredients that will enable them to prepare a day's worth of healthful meals for one person. They will only have 3 EUR in their possession, nonetheless.
3. In some developing countries, people earn less than 3 EUR per day. Ask them to think if it is possible to make a full daily healthy meal plan with just that amount of money. Imagine now they will have to feed a family with this amount of money.
4. Ask them now to make a full daily healthy meal plan with no budget limitation. How much more money do they need now?

Evaluation:

- ✓ General evaluation.



## SDG 3: GOOD HEALTH AND WELL-BEING

This goal takes into account all of the top health concerns, including access to safe, effective, high-quality, and reasonably priced medications and vaccinations for everyone as well as reproductive, maternal, and child health as well as communicable, non-communicable, and environmental diseases. Additionally, it calls for improved health spending, more research and development, and strengthened capacity for health risk management and reduction across the board for all nations.

### 3 GOOD HEALTH AND WELL-BEING



#### TARGETS:

3.1 By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births.

3.2 By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births.

3.3 By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases.

3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being.

3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol.

3.6 By 2020, halve the number of global deaths and injuries from road traffic accidents.

3.7 By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes.

3.8 Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all.

3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination.

## PODCASTS FOR MENTAL HEALTH

Area of participation:



Objectives:

- Promote creativity, teamwork, collaboration.
- Help people work with large teams.
- Raise awareness on mental health.

Duration:

4-8 hours.

Requirements:

- Material: Smart phones/Laptops, voice editing application, scripts and questions for the interviews.
- Personal: 1 trainer, 1 facilitator; 20-24 youngsters.

Description:

1. Split the team into 2-3 groups of 8 people, depending on their number. Ask each team to divide responsibilities (screenwriter, camera operator, director, interviewer, interviewee, etc.). Then, explain the task of this exercise: The teams should film a podcast (up to 10 minutes) in the form of an interview, talking about personal experiences of mental health issues. They can also invite a member of their family, in case they have faced any difficulty with their mental health, in order to be the interviewees.

2. Procure the equipment - microphones, the script and a laptop.

3. Teams will have time to write down their questions for the interviews. Then, the Teams will create the podcasts/interviews based on the scenario and the questions they have.

4. Upload all podcasts on a common internal storage area at the end of the exercise and listen to them as a unique team.

5. People can now share their feelings around how important mental health is, as well as to discuss on the following questions:

- Have you ever had any mental health difficulties?
- How did you feel listening to the personal stories of these people?
- Did you feel empathy for them?

Evaluation:

- ✓ General evaluation.



## I HAVE MORE POSITIVES THAT I CAN THINK SO

Area of participation:



Objectives:

- Build resilience
- Identify own strengths

Duration:

2 hours.

Requirements:

- Material: Annex B printed in A4, markers and pens.
- Personal: 1 trainer, 1 facilitator; 4-8 youngsters. This activity is appropriate for all ages and works best when done in small groups of 4 people.

Description:

1. Introduce the concept of seeking out the positives by asking young people to recall one pleasant event from the previous day. Explain how having an optimistic or pessimistic mindset may become ingrained in your mind, which can impact your mood and levels of happiness.
2. Describe how this activity helps to equalize how sometimes we all have a tendency to notice the bad things more than the good.
3. Distribute the template (**Annex B**) and explain that the participants must write a word in each form, such as I am surrounded by kind and trustworthy people, I am a wonderful friend, and I can ask for assistance when I need it. For each form, they can write two or three and consider how each one makes them feel.
4. Explain to the group some of your personal characteristics and how they make you feel. Allow everyone who offers to share one of theirs to do so. Ask the youth to keep their bedding secure and to periodically remind themselves of their possessions.
5. Go back to this exercise later so that youngsters may add to their list of assets.

Evaluation:

The facilitator will review the templates made and the results that the young people complete and present directly from the activity.



## PROGRESSIVE MUSCLE RELAXATION TO EVERYONE

Area of participation: 

### Objectives:

- Be able to practice Progressive Muscle Relaxation.
- Reduce stress.
- Control anxiety.

### Duration:

2 hours.

### Requirements:

- Material: drawings, models, or diagrams of human muscles (to assist participants in recognizing and visualizing the various muscle groups before an activity).
- Personal: 1 trainer, 1 facilitator; 8-12 youngsters.

### Description:

1. The trainer explains the idea that relaxing is a useful strategy for lowering stress. Inform the youth that the action they will perform will help them relax by contracting and releasing various muscle groups in their body. People are permitted to sit or lie on their backs (depending on space). This is a group activity where 8-12 people can participate.

2. Prepare young people for involvement by demonstrating or modeling each stage. Then, twice for each direction, read the instructions and demonstrate them to your students as follows:

1. Raise your eyebrows and wrinkle your forehead. Try to touch your hairline with your eyebrows. Hold for 5 seconds...and relax.
2. Make a frown. Hold for 5 seconds...and relax.
3. As tightly as you can, close your eyes. Lips sealed, pull the corners of your mouth back. Hold for 5 seconds...and relax.
4. Open your eyes and your mouth as wide as you can. Hold for 5 seconds...and relax. Feel the warmth and calmness in your face.
5. Stretch your arms out in front of you. Close your fist tightly. Hold for 5 seconds...and relax. Feel the warmth and calmness in your hands.
6. Stretch your arms out to the side. Pretend you are pushing against an invisible wall with your hands. Hold for 5 seconds...and relax.
7. Bend your elbows and make a muscle in your upper arm. Hold for 5 seconds...and relax. Feel the tension leave your arms.
8. Lift your shoulders. Try to make your shoulders touch your ears. Hold for 5 seconds...and relax.
9. Arch your back away from the back of your chair (or off the floor). Hold for 5 seconds...and relax.
10. Round your back. Try to push it against the back of your chair (or against the floor).

Hold for 5 seconds...and relax. Feel the tension leaving your back. 11. Tighten your stomach muscles. Hold for 5 seconds...and relax.

11. Tighten your hip and buttock muscles. Hold for 5 seconds...and relax.
12. Tighten your thigh muscles by pressing your legs together as close as you can. Hold for 5 seconds...and relax.
13. Bend your ankles toward your body as far as you can. Hold for 5 seconds ...and relax.
14. Curl your toes under as far as you can. Hold for 5 seconds...and relax. Feel the tension leave your legs.
15. Tighten all the muscles in your whole body. Hold for ten seconds...and relax. Let your entire body be heavy and clam. Sit quietly (or lie quietly) and enjoy this feeling of relaxation for a couple of minutes.

### Evaluation:

Self-evaluation questions:

- ✓ What did I learn through this activity
- ✓ Did it help me reduce/control my stress?
- ✓ Will I use it again in the future?

## STRENGTHS, OPPORTUNITIES, ASPIRATIONS, RESULTS

Area of participation:



Objectives:

- Acknowledge own strengths.
- Increase potential and aspiration.

Duration:

1:30 hours.

Requirements:

- Material: Annexes C and D printed in A4 papers, markers.
- Personal: 1 trainer, 1 facilitator; 8-12 youngsters.

Description:

1. Provide the SOAR Template.
2. Ask the participants to identify their present Strengths in terms of Skills and list them in bullet points on the Present Me body drawing. After that, students must highlight the abilities they hope to possess and do the same on the Future Me body drawing.
3. Once everyone is completed, have them meet in pairs to go over their writing. The information must be discussed and exchanged among all participants. Participants are required to select people they share many traits and interests with in the interim, and to talk about after class what they need to do to realize their goals.

4. The major goal of the present exercise is not to be intrusive, but to increase participants' awareness of their talents and help them identify a partner with similar goals so that they may work together to come up with a plan of action. Ask participants to join up with individuals whose aims they found fascinating if they cannot locate anybody else with comparable goals. If more than two individuals have the same aspirations, they are free to form a group with other people.

### Evaluation:

The trainer at the end of the activity can ask reflective questions, such as:

- ✓ Did you enjoy the activity?
- ✓ Did you learn anything about yourself?
- ✓ Do you plan to talk with your partner about your aspirations after the class?

## SELF-CARE EVALUATION

### Area of participation:



### Objectives:

- Learn about self-care
- Recognize areas of own life that need attention
- Maintain self-care
- Raise awareness about social and mental health



### Duration:

30 minutes.

### Requirements:

- Material: Annex D printer in A4 papers, markers.
- Personal: 1 trainer, 1 facilitator; 8-12 youngsters.

### Description:

1. Provide the Self-Care Questionnaire to the participants (**Annex E**).
2. Before participants fill the answer, the facilitator has to employ a relaxation technique:

Start with a relaxation exercise to make participants feel comfortable. The exercise goes as follows:

“Get in a very comfortable sitting or lying position. Make sure you are warm enough but not too warm and that you will not be interrupted by the phone, doorbells or needs of others. Start at a spot above your head on the ceiling. Take a deep breath into a count of 8, hold it for a count of 4, let it out for a count of 8. Do that 2 more times.

Now close your eyes but keep them in the same position they were in when you were staring at the spot on the ceiling. Breath in to a count of 8, hold for a count of 4, breathe out for a count of 8.

Now focus on your toes. Let them be completely relaxed. Now move the relaxation slowly up your legs, through your heels and calves to your knees. Now let the warm feeling of relaxation move up your thighs. Feel your whole lower body relaxing. Let the relaxation move very slowly through your buttocks, lower abdomen and lower back. Now feel it moving, very slowly, up your spine and through your abdomen. Now feel the warm relaxation flowing into your chest and upper back.

Let this relaxation flow from your shoulders, down your arms, through your elbows and wrists, out through your hands and fingers. Now let the relaxation go slowly through your throat, up your neck, letting it all soften and relax. Let it now move up into your face. Fill the relaxation, fill your jaw, cheek muscles, and around your eyes. Let it move up into your forehead. Now let your whole scalp relax and feel warm and comfortable. Your body is now completely relaxed with the warm feeling of relaxation filling every muscle and cell of your body.

3. Now give participants 20 minutes to fill the questionnaire.

### Evaluation:

This phase is crucial. You can ask reflective questions as:

- ✓ Do you feel you learned something about yourself?
- ✓ Are you going to do anything?
- ✓ Do you feel motivated?





## SDG 4: QUALITY EDUCATION

SDG 4 aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

4 QUALITY EDUCATION



### TARGETS:

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among 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.

4.A. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.

4.B By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing states and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.

4.C By 2030, substantially increase the supply of qualified teachers, including through international co-operation for teacher training in developing countries, especially least developed countries and small island developing states.

## DESIGN A CAMPAIGN POSTER

**Area of participation:**



**Objectives:**

- Raise awareness regarding the importance of quality education.

**Duration:**

30 minutes.

**Requirements:**

- Material: drawing materials
- Personal: 1 facilitator, 50 youngsters máx.

**Description:**

1. Participants are divided into groups of 5 persons and asked to create a poster that will be shared during a social gathering they will be attending. The poster should highlight:

- What does Quality education mean?
- Who should benefit from quality education?
- Ways to contribute towards achieving quality education.

2. Allow each group 1-2 minutes to share their posters and what they learnt with the rest of the audience.

**Evaluation:**

- ✓ What is your impression of this activity?
- ✓ Does the activity present an opportunity to reflect on what you consider quality education?

## MATCH THE TARGET

**Area of participation:**



**Objectives:**

- Familiarize participants with the targets and actions that can achieve SDG goal 4.

**Duration:**

15 minutes.

**Requirements:**

- Material: pictures printed on A4 or , a projector and a computer, WiFi.

- Personal: 1 facilitator, 50 youngsters max.

### Description:

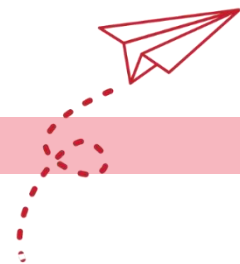
1. The participants are divided into two groups and presented with the targets of SDG 4.
2. The Trainer shares a picture connected to one of the targets of SDG 4 and requests each group to present a representative.
3. Each nominee says the target that is related to the picture shown or scenario described by the picture shared and explain briefly why they think so.
4. The game ends when all the targets have been covered.

### Evaluation:

- ✓ Do you think this activity brings you toknow the targets of SDG 4?

## FLY YOUR OWN IDEAS

### Area of participation:



### Objectives:

- Share ideas about the best way to do volunteering activities.
- Promote volunteering in the community as a contribution towards achieving the SDG.

### Duration:

30 minutes.

### Requirements:

- Material: paper planes, markers, writing materials.
- Personal: 4 facilitators; 50 youngsters max.

### Description:

1. Participants are given paper airplanes.
2. Beginning with the first target participants are asked to write down an idea or a course on their airplane for which they would like to volunteer in implementing the first target of SDG 4.
3. Announce to the participants “We are about to launch these airplanes. When you catch a plane, read what is written on it and add to it. Try to think differently and add a creative or unusual idea. Then launch the airplane again!” Count to three and launch the airplanes!
4. After several “launchings”, request each participant to retrieve an airplane.
5. In turn, randomly selecting a participant to read aloud what is written in each plane.
6. Create a list of potential projects that participants can work on.

### Evaluation:

- ✓ Do you think this activity gives the opportunity for young people to show a multi-dimensional perspective on SDG 4?

## PICK A MEAL

Area of participation: 

### Objectives:

- Ensure that everyone takes part in achieving the SDGs, this is why this activity is to engage all members of the family at the table.

### Duration:

30 minutes.

### Requirements:

- Material: chairs, tables, bowls, cups, cutleries, action elements.
- Personal: 2 facilitators, 10 youngsters max.



### Description:

1. The participants are divided into two families (a family of 5 each). A family dining setting is prepared.
2. Each dining setting has a bowl containing the actions that support Goal 4 in different ways.
3. Each family is to dish the meal they prefer most.
4. Each action represents a meal. Actions are: Early education, Encourage non formal mode of education, Attend School events and support your children positively, Go to any school-wide activity, Provide pleasant atmosphere, Give constructive criticism, Help with home assignment, Prepare them for tests, Reward them for results, Go on educational trips, Maintain parent teacher relationships, Monitor learning, Spend time with kids, Devise fun ways to learn, Prioritize child's learning, Speak with your child, Encourage active learning.
5. At the end of the activity the facilitator checks the plates of each member of the family to see what they considered an ideal meal.
6. Facilitator asks: Now, think about each element on your plate. How do they affect the SDG 4?

### Evaluation:

- ✓ Does this activity engage every member of a family and stir desire to contribute towards achieving the SDG?

## PAPER SHAPE COMMUNICATION

**Area of participation:** 

### Objectives:

- Show the importance of clear communication as a relevant skill for employment, decent job and entrepreneurship.

### Duration:

15 minutes.

### Requirements:

- Material: colored A4 papers.
- Personal: 2 facilitators; 10 youngsters max.

### Description:

1. Each participant is given a letter-sized or A4 piece of paper.
2. Both the facilitator and the participants would carry out the activity simultaneously.
3. The facilitator will be reading out the instructions about what to do with the paper.

Instructions:

- Everyone holds their paper and closes their eyes.
  - Fold each sheet of paper in half.
  - Tear off the upper left-hand corner.
  - Fold it in half one more and tear off the upper right hand corner of the sheet.
  - Fold it in half again and tear off the lower left hand corner of the sheet of paper.
4. Participants now open their eyes and inspect what they came up with.
  5. The facilitator holds up his/her own outcome and highlights the difference from what the participants produced even though the instructions were the same.

### Evaluation:

- ✓ Do you think the results would have been better if the participants engaged in two ways communication and asked questions?
- ✓ Of what importance do you think two-way communication is in the workplace?



## SDG 5: GENDER EQUALITY

This goal aims to achieve gender equality and empower all women and girls. Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world. There has been progress over the last decades, but the world is not on track to achieve gender equality by 2030.



### TARGETS:

- 5.1 End all forms of discrimination against all women and girls everywhere
- 5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
- 5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation
- 5.4 Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate
- 5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life
- 5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences
- 5.A Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws
- 5.B Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women
- 5.C Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

## USE YOUR VOICE FOR GENDER EQUALITY

**Area of participation:**   

### Objectives:

- Raise awareness on all forms of violence against women and girls.
- Empowering women to tell their stories.

### Duration:

2 months in total. 1 month course on storytelling and 1 month on social media campaign.

### Requirements:

- Material: Venue, laptops and projectors, office supplies.
- Personal: 3 facilitators; 10 youngsters max.

### Description:

Use your voice is a campaign that gives an opportunity to young women who suffered from some type of violence to share their stories. It is conceived as a campaign with two parts.

1. First of all, a workshop about storytelling will be organized. In this workshop women will find out what storytelling is and which skills are necessary for the best way to tell a story with a goal of empowering other young women and raising awareness on gender-based violence. In order for the workshop to be conducted it is necessary to hire experts in fields such as activism/ feminism, mental health and journalism/ literature. All of them will have roles as mentors and will provide different types of support.

2. Young women who are ready to join this project and publicly talk about their experience will have a chance to enroll through a public call on social media. The goal of the second part of the campaign is promoting stories that were created in the previous workshop. For the purpose of this it is important to contact different organizations which deal with the question of gender equality and connect with them in order to use their channels of communication. Activists and influencers with a significant number of followers on social media can be contacted, so that the visibility of the campaign could be increased.

### Evaluation:

- ✓ Have you felt empowered after participating in this activity?
- ✓ What has changed at a personal level? And at a social level?



## STREET HOUSEHOLD

**Area of participation:**



**Objectives:**

- Raise awareness about unpaid work and gender role stereotypes:

**Duration:**

45 minutes.

**Requirements:**

- Material: Set (scenography), costumes, approval of using a public space.
- Personal: 1 director, 1 facilitator; 15 youngsters máx.

**Description:**

The activity will be a flash-mob where the participants are young volunteers that will apply through a public form for this event. A flash mob is a group of people who assemble suddenly in a public place, perform for a brief time, then quickly disperse, often for the purposes of entertainment, satire and artistic expression. It would be set in the city center where most of the town's population will most likely be.

1. At the start it would look like a group of young people that are casually walking around the city.
2. Out of the blue there will be a set up that represents an average city apartment. This would be assembled by local artists. They should show how an average couple lives in a traditional, patriotic time.
3. There would be three different couples (husband and wife) they would switch around and act in different scenes: 1. couple- the husband is expecting his lunch after work, made by his wife, who also has a full-time job. 2. couple- the husband doesn't take care of his child- the child is crying. The wife is taking care of the child as best as she can while her husband is staring at his phone. 3. The husband refuses to do house chores because he thinks that that is a woman's job.
4. Every scene takes about 10 minutes and has a target to motivate and inspire the local people to think about how discrimination within the roles in doing household chores and childcare.

**Evaluation:**

- ✓ How have you felt performing the scenes?
- ✓ Do you think these kinds of actions can increase people's awareness on the topic?



## THE PAY GAP

**Area of participation:**



**Objectives:**

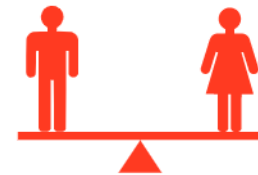
- Confront the participants with the reality of the labor market and the appearance of unequal distribution of economic resources.

**Duration:**

90 minutes.

**Requirements:**

- Material: Stickers with the amount of salary.
- Personal: 1 facilitator, 15 youngsters max.



**Description:**

The activity is conceived as a workshop that is carried out within the career centre at the university.

1. Give the participants the task to imagine that they are workers and that they need to do some work for their employer (leader) (examples of work: make a paper airplane, bring coffee, send an email, etc.). They should not worry; everyone will be paid.
2. Distribute stickers on which workers are marked by gender, age and level of income (stickers such that women are paid less).
3. When the tasks are completed, ask the participants to line up (in line) for payment. Pay each person according to their age and gender as listed on the worker pay list. You should count the money out loud, so that everyone can hear you and everyone knows how much others are getting.
4. If participants start to ask questions or complain, briefly give "reasons."
5. Only after the payment start discussing the following questions:

How did you feel when you received less (or more) money than others, although you all did exactly the same work? Why did some get more (or less) than others? Why did this happen? How did you feel when you got more than others? How did you feel when you received less than others? Does this form of discrimination occur in workplaces in your country? Can a different salary, when paid to a man or a woman, be justified? Why? Why not? When? What if a man does a job better than a woman? Is that reason enough to pay a woman less? If a man is better qualified than a woman, should he be paid more? Do you think there are jobs that should only be done by men? Why? Why not? If yes, which jobs? Do you think there are jobs that should only be done by women? Why? Why not? If yes, which jobs? Do you think that the practice of affirmative action (or positive discrimination) can be justified in order to change social attitudes?

### Evaluation:

- ✓ General evaluation.



## THE PLAY

### Area of participation:



### Objectives:

- Spread awareness about discrimination towards women through a play.

### Duration:

20 minutes.

### Requirements:

- Material: A stage/venue, a chair.
- Personal: 1 facilitator; 10 youngsters max.

### Description:

The activity is imagined to be short and to consist of scenes about real-life experiences. The set-up would be very simple and everything would be presented through monologues. The participants can be amateur actors. The stories can be narrated in the first or third person. The point is to represent the dangers women go through in the modern world. The stories can be from the lives of the participants or they may be from the news. It would be a good idea to have professionals that are experts in the field of play directing.

1. The professional would talk to the actors before coming up with the script. They would gather all of their experiences and ideas. In addition to that they would analyze stories from the news that could be used as well.
2. The professional would create the script.
3. The actors would have a few rehearsals with the director.
4. After that, they would play it in schools or amateur theaters in town. For that it is crucial to cooperate with directors of those institutions.

### Evaluation:

- ✓ General evaluation.

## WORKSHOP ABOUT REPRODUCTIVE HEALTH FOR PARENTS

**Area of participation:**  

### Objectives:

- Raise awareness about the importance of parents talking about reproductive health with children.

### Duration:

8 hours.

### Requirements:

- Material: Venue, office supplies, projector, laptop
- Personal: 4 facilitators (2 professionals and two young peer educators); 20 youngsters max.

### Description:

1. This activity is conceived as a one-day workshop dedicated to the reproductive health of young people. Parents often avoid talking about this theme with their children because they don't know a good way to approach it. That's why it is important for parents to find out why is reproductive health important, why they must not avoid this topic, which types of protection exist, what is the percentage of unwanted pregnancies and frequent situations in which they happen. They will have an opportunity to learn from professionals such as a doctor or some other expert.

2. The next part of the workshop will be led by young people who are peer educators on this topic. Since they have experience in talking with children, they could point to the most accessible way to talk about this and mistakes they have noticed parents make.

3. After that, there is a role play part of the workshop where one person pretends to be a child and the other is a parent talking about reproductive health.

4. Besides this, menstrual hygiene and poverty will be covered as a second theme. Parents will learn how to talk about menstruation with children, how to prepare girls on what to expect when they have their first menstruation and what are some innovative menstrual products, for example menstrual cups.

5. At the end, parents could tell their doubts, ask questions and share experience if they have it.

### Evaluation:

- ✓ Do you consider that you have more knowledge about reproductive health than before participating in the activity?

## SDG 6: CLEAN WATER AND SANITATION

This goal aims to ensure availability and sustainable management of water and sanitation for all. Billions of people will lack access to these basic services in 2030 unless progress quadruples.



### TARGETS:

6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all.

6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations.

6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally.

6.4 By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity.

6.5 By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate.

6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes.

6.a By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies.

6.b Support and strengthen the participation of local communities in improving water and sanitation management.

## DIRTY WATER

Area of participation:



Objectives:

- Learn about the concepts of sanitation and hygiene.
- Do an experiment about water purification.

Duration:

45 minutes.

Requirements:

- Material: water with soil, two transparent containers,
- Personal: 1 facilitator, 20 youngsters max.

Description:

1. The facilitator will explain the SDG 6, focusing on the concepts of sanitation and hygiene and its importance for human health.

2. After that, s/he will explain that they are going to carry out an experiment to make dirty water drinkable. To do so, participants will get into groups of 3-5 people. The facilitator will explain the instructions to the groups.

3. Instructions: The first thing they will do is to put an empty container, cover it with a cloth and hold it with a rubber band. Pour the mixture of water and soil that we have in a glass. We will see how little by little the water filters out the water and prevents large organic debris such as stones, leaves or soil from passing through. We will have to wait a little while, until the lees that have been left behind settle at the bottom of the glass and the water at the top becomes cleaner. Now take a coffee filter and do the same procedure again. Then we add chlorine, the chlorine will kill the bacteria in the water so that they do not pass to our water.

4. At the end, the facilitator will tell the group the possibility to organize this activity with children, so participants have the opportunity to be peer educators/trainers.

## LITRES OF WATER

Area of participation:



Objectives:

- Raise awareness of the efficient use of water.

Duration:

30 minutes.



## Requirements:

- Material: blackboard, cardboard, pencil, sheet of paper, pen, markers, masking tape, tape.
- Personal: 1 facilitator, 5-10 youngsters.

## Description:

1. Facilitator prepares a billboard and writes different daily home activities that require water.
2. Each participant places a card containing the litres of water s/he thinks are used for each activity.
3. After that, all the participants can give their opinions and they can agree to change the cards, if necessary.
4. The facilitator will correct the allocation of litres to each task and participants will comment on it, sharing their ideas to reduce the quantity of water. The facilitators will encourage the participants to tell the information and tips to save water to their families, in order to make changes.

## WATER, BLUE GOLD

### Area of participation:



### Objectives:

- Raise awareness of the importance of water as a resource for life.

### Duration:

35 minutes.

## Requirements:

- Material: projector/screen, speakers, blackboard.
- Personal: 1 facilitator, 30 youngsters max.

## Description:

1. Facilitator will start by saying that they are going to work on what they call "blue gold". S/he will ask: do you know what we are talking about? And then why do we think that water is called blue gold?
2. They will watch the following video: [The Story of Bottled Water](#) (8:04 minutes).
3. After the screening, a discussion will take place, starting with the following questions: What does the short film tell us about? What struck you? What conflicts in relation to water do you detect? What solutions do they propose? What can we do to contribute to the good use of this vital resource?
4. Facilitator will take note of key ideas that will help him/her to make a brief conclusion on the importance of using water responsibly and what can be done about it.

## Evaluation:

- ✓ General evaluation.

## Reference:

Training and Research Group "Tejiendo Redes". URL: <http://prodiversaods.eu/project/ods-6-asegurar-la-disponibilidad-y-la-gestion-sostenible-del-agua-y-el-saneamiento-para-todas-las-personas>



## WHEN THE WATER DOES NOT COME OUT OF THE TAP

### Area of participation:



### Objectives:

- Raise young people's awareness of the issue of universal and fair access to and management of water in the world.
- Know, use and reflect on concepts such as water stress, pollution, inequitable distribution of water resources and alternative renewable freshwater.

### Duration:

1:30 hour.

### Requirements:

- Material: Papers, writing material.
- Personal: 1-2 facilitators, 30 youngsters max.

### Description:

1. First, the group will brainstorm about what they think is causing the Earth to be thirsty despite having so much water. These ideas will be collected on a flipchart or on the blackboard.
2. The class will then be divided into groups of no more than 4 students.
3. Each team will have to select one of the causes (diseases) that came up in the initial debate (water stress, unfair distribution of water resources, pollution, drought...) and then they should organise themselves to search for and compare the data relating to the different symptoms of the Earth disease that the group has decided to work on (percentages, graphs, etc.). With all the data extracted, you will have to answer the following questions questions:
  - Is there any difference between different parts of the world with regard to this disease?
  - Is there a relationship between population numbers and water use?
  - Could water be the engine of change for the world?

## Evaluation:

At the end of all the presentations, students will be asked to individually go through the following thinking routine, as a reflection, in order to synthesize their ideas and to be aware of what they have learnt: Before I thought \_\_\_\_\_ / Now I think \_\_\_\_\_.

## ART ON THE WATER

### Area of participation:



### Objectives:

- Reflect about the social problems caused by the lack of water, hygiene and sanitation.
- Foster creativity.

### Duration:

3 hours.

### Requirements:

- Material: writing and drawing materials (cardboard, marker pens, paints, etc.)
- Personal: 1 facilitator; 20 youngsters max.

### Description:

1. Participants will be asked to reflect individually about what water means for them. Facilitator will encourage the reflection with the following questions: what are the first words that come to your mind when you think about “water”? How would you experiment the “water” with each of your senses?
2. After that, participants will do a common brainstorming about the problems caused by the lack of water, hygiene and sanitation in other parts of the world.
3. They will be asked to create an artistic work to express their feelings/thoughts about water (1st phase) and/or to raise awareness about the problems caused by lack of water, hygiene and sanitation (2<sup>nd</sup> phase). They can do any type of artistic work (drawing, podcast, dance, video, etc). They can do it individually or in pairs or small groups.
4. The works will be presented, to the extent that they could have been finished.

### Evaluation:

- ✓ General evaluation.



## SDG 7: AFFORDABLE AND CLEAN ENERGY

SDG 7 aims to ensure access to affordable, reliable, sustainable and modern energy for all. Access to electricity and clean cooking fuels has improved in many parts of the world, but 675 million people are yet to be connected to the grids and 2.3 billion are still cooking with unsafe and polluting fuels. To ensure access to energy for all by 2030, it is necessary to accelerate electrification, increase investments in renewable energy sources and invest in improving electricity grids.

7 AFFORDABLE AND  
CLEAN ENERGY



### TARGETS:

7.1 By 2030, ensure universal access to affordable, reliable and modern energy services.

7.2 By 2030, increase substantially the share of renewable energy in the global energy mix.

7.3 By 2030, double the global rate of improvement in energy efficiency.

7.1 By 2030, enhance international cooperation to facilitate access to clean energy research and technology, including renewable energy, energy efficiency and advanced and cleaner fossil-fuel technology, and promote investment in energy infrastructure and clean energy technology.

7.b By 2030, expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries, in particular least developed countries, small island developing States, and land-locked developing countries, in accordance with their respective programmes of support.

## RECYCLE AND CREATE

Area of participation: 

### Objectives:

- Give objects a second life while raising awareness on recycling.
- Raise awareness about the environmentally harmful waste.
- Involve parents in activities with their children.



### Duration:

1:30 – 2 hours. One week of tasks at home.

### Requirements:

- Material: Scissors, glue sticks, paper, markers, plastic bottles, pencils and erasers, any recycled object or materials they can find at home.
- Personal: 1-2 facilitators, 10-20 youngsters.

### Description:

1. To introduce the activity, the facilitator will explain a bit about the global garbage and waste situation and the damage they cause to the environment. S/he will focus on the importance of the 4 R to decrease the impact of the consumption: Reduce, Reuse, Recycle and Recover.
2. After that, facilitator will present them a series of examples of different projects to create objects and make crafts with recycled materials, that the students will have to do at home with their families. For example: A centipede with an egg container or vases made with bottles.
3. Participants will be given one week to work on the project at home with their families and collect the materials. One week later, on a date set, the participants will bring their creations and present them to the others. They can freely develop their imagination by presenting their own ideas.

### Evaluation:

- ✓ General evaluation.

## TRAINING AND AWARENESS ON AFFORDABLE AND RENEWABLE ENERGIES

Area of participation: 

### Objectives:

- Promote knowledge about renewable energies and energy transition.

### Duration:

1 hour.

### Requirements:

- Material: Internet access.
- Personal: 2 facilitators; 20-30 youngsters.



### Description:

1. A young volunteer (previously trained by a professional on the topics to be treated) will give a workshop on energy efficiency and sustainability to primary and secondary school students, specifically from vulnerable environments.
2. Learners will get acquainted with different forms of energy production (e.g. fossil fuels, wind energy, solar energy) and their associated technologies, and the reasons why different forms of energy production are best used in different geographies and contexts.
3. They will learn to monitor their own energy consumption, including in the classroom setting, thereby equipping themselves with the right tools to adapt their daily living habits and behaviours towards models of sustainable living.
4. The facilitator will also show best practices of renewable energy initiatives at their local context and will encourage participants to share the ones they know.
5. S/he will give 20 minutes to the participants to search for good practices and present them to the others.

### Evaluation:

- ✓ General evaluation.

## WHAT WOULD YOU DO

### Area of participation:



### Objectives:

- Get participants to reflect on different situations that may occur in real life in relation to renewable energies.
- Reach a less harmful solution for the parties involved.

### Duration:

15 minutes.

### Requirements:

- Material: papers.
- Personal: 1-2 facilitators; 10-20 youngsters.

## Description:

This activity is intended to be used as a short energizer between other activities such as a lecture, a workshop, etc.

1. The facilitator leading the activity writes different dilemmas related to energy consumption on pieces of paper and hands out one to each participant.
2. He/she will then ask the young people to start walking randomly around the room. When the monitor says "stop," the participants will have to find a partner. Then, taking turns, each member of the pair will have to pose the situation to his or her partner to come up with the best solution.
3. The pair of participants will have 1 minute each to propose and solve each dilemma. Once they finish, they will exchange roles between them.
4. After about 2/3 minutes, the facilitator will ask the young people to walk around the room again and the goal is for them to face the different situations, without repeating.

Some examples of dilemmas can be:

- You are thinking about buying a new car, you have several options in mind, but you can't make up your mind. The first one is a combustion car that costs 5.000€ and pollutes, but is cheaper to maintain. The second option is a 30.000€ electric car that does not pollute, but is more expensive to maintain, which of the two would you buy?).
- There is one new policy in your city: people cannot enter the city center with the most polluting cars, unless they pay 20€. Is it fair? Is it ethical?

## Evaluation:

- ✓ General evaluation.

## LEARNING ABOUT SDG 7

Area of participation:



## Objectives:

- Learn about SDG 7 and its goals.
- Learn how to contribute to achieving SDG 7.

## Duration:

1 – 1:30 hours.

## Requirements:

- Material: none.
- Personal: 1-2 facilitators; 20 youngsters max.



### Description:

1. A facilitator will give a workshop on SDG 7. The main objective of this workshop is for youth to learn about Sustainable Development Goal 7: its short, medium and long-term objectives and what they can do to contribute to the achievement of this goal.
2. After the theoretical explanation, facilitator will introduce in an easy way the sustainable energy policies at the international, European, national and/or regional level, also in comparison with those of other nations with the aim of bringing about institutional improvements; highlighting the positive or negative results of such policies. Special emphasis will be done on the following dilemmas: use of nuclear energy, consequences of the installation of windmills and solar panels, etc.
3. After that, a debate will take place, in which participants will also be able to generate proposals or improvements to energy sustainability policies.

### Evaluation:

- ✓ General evaluation.

## THE BOX CHALLENGE

### Area of participation:



### Objectives:

- Strengthen the knowledge of the SDGs.
- Exercise physically and mentally.

### Duration:

20 minutes.

### Requirements:

- Material: boxes, post-it notes of two different colors, pens, a bag and objects for an obstacle course (chairs, tables, ropes, etc.).
- Personal: 1-2 facilitators, 10-20 youngsters.

### Description:

1. Participants form two teams, between 5 and 10 people each.
2. Facilitators will have previously prepared 10-20 pieces of paper with true/false questions about data related to SDG 7 (**Annex F**). Each question has a number. In addition, facilitators prepare red and green papers with the number of each question, for both teams. That is: two red papers and two green papers with the number "1" written; two red paper and two green papers with the number, and so on.



3. Two boxes are placed right in front, on the opposite side where the two teams will be placed, so each box corresponds to each team. The facilitators will create an obstacle course between the boxes and the participants. Participants will do the obstacle course one by one.

4. A facilitator stands up and reads the questions, starting from the first one. Each team will have to answer, in the following way: if they think the question is true, they will take the green paper corresponding to the question; they will take the red paper if they think the answer is negative.

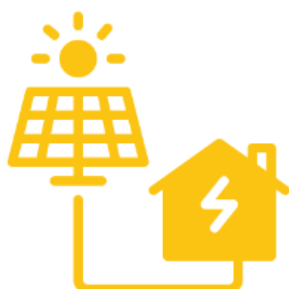
5. When the facilitator says, the first person of each team will do the obstacle course holding the paper (the answer). When s/he reaches the box, s/he will put the paper inside.

6. The participant will return to where her/his team is by going through the obstacles again to give the relay to his next teammate who will repeat the same process. The facilitator will say the question when the first one comes back to their team.

7. Once one of the two teams has finished the race, the facilitator will start count the hits and misses of each team, even if the other team has not sorted all their papers. The team with the most hits wins.

### Evaluation:

- ✓ General evaluation.



## SDG 8: DECENT WORK AND ECONOMIC GROWTH

Goal 8 is about promoting inclusive and sustainable economic growth, employment and decent work for all. The COVID-19 pandemic precipitated the worst economic crisis in decades and reversed progress towards decent work for all.



### TARGETS:

8.1 Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 per cent gross domestic product growth per annum in the least developed countries.

8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors

8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services.

8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-year framework of programmes on sustainable consumption and production, with developed countries taking the lead.

8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value.

8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training.

8.7 eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms.

8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment.

8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products.

8.10 Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all.

## STRUGGLE FOR DECENT WORK

Area of participation:



Objectives:

- Promote the importance of decent work.

Duration:

30 minutes.



Requirements:

- Material: papers with the working conditions.
- Personal: 2 facilitators, 10 youngsters max.

Description:

1. Participants are divided into several teams, from 2 to 4 members.
2. Participants will do a tournament of the game “rock, paper, scissors”. It consists of a struggle based on achieving the highest number of victories. In each victory of the group a working condition is achieved, where the working conditions are, among others:
  - Working day of 40 hours per week.
  - Vacations
  - Interprofessional minimum wage
  - Employment contract
3. Facilitator will explain that the winning groups will have fair working conditions, compared to the others.
4. After the game, each group will do quick research and will explain to the others what are the labour rights obtained and when they were achieved.

Evaluation:

- ✓ General evaluation.

## RIGHTS GAINED

Area of participation:



Objectives:

- Learn about the story of social and labor rights in European societies.
- Reflect about the working conditions in the family.



### Duration:

2 sessions of 2 hours each.

### Requirements:

- Material: none.
- Personal: 1 facilitator; 25 youngsters max.

### Description:

1. In the first session, a facilitator will give a workshop about the history of human and labour rights, focusing on the social movements and the labour changes in Europe and in their own country during the centuries.
2. The facilitator will ask the participants to ask their parents and grandparents (if possible) about their jobs and their working conditions, focusing on the changes each type of work has experienced during the years, specially related to labour rights and working conditions. Participants will have one week for this task.
3. During the second session, participants will share their family stories. A common reflection will take place. The facilitator will focus on the importance of being aware of the social and labour rights and to continue fighting for improvement of working conditions.

### Evaluation:

- ✓ General evaluation.

## ENTREPRENEURSHIP WITH RESPONSIBILITY

### Area of participation:



### Objectives:

- Encourage entrepreneurial initiative with students, share the principles of the Social and Solidarity Economy.

### Duration:

1 hour.

### Requirements:

- Material: large sheets of cardboard, colored markers, blackboard, chalk.
- Personal: 1-2 facilitators; 30 youngsters max.

### Description:

1. Facilitator will explain that participants are going to become entrepreneurs who want to generate a business that is responsible for both people and the environment. To do this, we will introduce the principles of the Social and Solidarity Economy (SSE): Equity; Work;

Cooperation; "Not for profit"; environmental sustainability and commitment to the environment.

2. Participants will be divided into groups of 5 or 6 people and each group will be given the list of SSE principles. Each group should:

- Define the company and design the logo.
- Define the product or service offered.
- How the SSE principles are implemented (How are the principles of Equity, Labour, Cooperation, "Non-profit", environmental sustainability and commitment to the environment applied).
- Prepare on flipchart or large poster board the supporting material for the presentation.
- Select a spokesperson from each group to make the presentation.

3. After the working time, they will make a presentation of the different companies and the products and services from the SSE perspective. Each spokesperson will have 3 minutes for their presentation. After each presentation, the rest of participants will be able to ask questions and make contributions.

4. After the presentations, facilitators will close the session by going a little deeper into what the SSE is and the opportunities it offers in the face of the prevailing neo-liberal capitalism.

### Evaluation:

- ✓ General evaluation.

## CREATES AND DEVELOPS

### Area of participation:



### Objectives:

- Learn about and develop proposals to achieve full and productive employment of people in risk of exclusion.

### Duration:

30 minutes.

### Requirements:

- Material: writing materials.
- Personal: 1-2 facilitators; 10 youngsters max.

### Description:

1. The facilitator will introduce the session explaining the concept of "social exclusion" and the importance of decent work to reach the inclusion of different groups in society.

2. A round table will be organized to discuss the proposals to develop such inclusion. The purpose is to reach a conclusion in the form of “Document with 10 recommendations” where participants can provide ideas for reaching the inclusion through decent work.

### Evaluation:

- ✓ General evaluation.

## SECOND-HAND MARKET

### Area of participation:



### Objectives:

- Experiment with other types of economic relations that contribute, on the one hand, to the use of our resources in times of scarcity and, on the other hand, to the sustainability of the planet, by betting on extending the life of objects of consumption.

### Duration:

3 months.

### Requirements:

- Material: second-hand objects, writing materials, foil, cardboard (for making posters)
- Personal: 1-2 facilitadores

### Description:

1. A group of volunteers is formed to organise a second-hand market in an educational centre and open to the neighbourhood, where, in addition to the exchange, the use of a social currency can be implemented.
2. To this end, a proposal is worked on with the volunteer group to present to different actors in the school (students, teachers, management, etc.).
3. The idea is to collect material for the street market over a period of two months through donations from families and pupils themselves.
4. At the end of the third month, the street market is held.
5. After the activity, the experience can be evaluated with the participants, connecting it with the contents of SDG 8.

### Evaluación:

- ✓ General evaluation.



## SDG 9: INDUSTRY, INNOVATION AND INFRASTRUCTURE

### 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



This goal aims to build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation. Inclusive and sustainable industrialisation, together with innovation and infrastructure, can unleash the dynamic and competitive economic forces that generate employment and income. These play a key role in introducing and promoting new technologies, facilitating international trade and enabling resource efficiency.

#### TARGETS:

9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all.

9.2 Promote inclusive and sustainable industrialization and, by 2030, significantly raise industry's share of employment and gross domestic product, in line with national circumstances, and double its share in least developed countries.

9.3 Increase the access of small-scale industrial and other enterprises, in particular in developing countries, to financial services, including affordable credit, and their integration into value chains and markets.

9.4 By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, with all countries taking action in accordance with their respective capabilities.

9.5 Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending.

9.a Facilitate sustainable and resilient infrastructure development in developing countries through enhanced financial, technological and technical support to African countries, least developed countries, landlocked and small islands developing countries.

9.b Support domestic technology development, research and innovation in developing countries, including by ensuring a conducive policy environment for, inter alia, industrial diversification and value addition to commodities.

9.c Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020.

## FROM YOUTH TO YOUTH: WORKSHOP ABOUT SDG 9

Area of participation: 

### Objectives:

- Learn about Sustainable Development Goal 9 and its short, medium and long-term objectives.
- Learn what youth can do to contribute to the achievement of SDG 9.

### Duration:

1 – 1:30 hours.

### Requirements:

- Material: projector or screen.
- Personal: 1-2 facilitators; 20 youngsters.

### Description:

1. A facilitator will give a training session on SDG 9. These are the topics that could be treated:

- The sustainability of information and communication technology (ICT) including supply chains, waste disposal and recycling
- The relation of quality infrastructure and the achievement of social, economic and political goals
- The need for basic infrastructure like roads, information and communication technologies, sanitation, electrical power and water.
- Inclusive and sustainable innovation and industrialization
- Sustainable and resilient infrastructure development
- Sustainable electricity: national grids, feed-in tariffs, expanding sustainable renewable sources, conflicts
- The sustainable job market, opportunities and investments
- The sustainability of the internet – from green chat groups to the ecological footprint of search-engine servers
- The sustainability of transport infrastructure.

2. Participants will answer questions about the topics using the Kahoot tool, previously prepared by the facilitator.

### Evaluation:

- ✓ General evaluation.



## SUSTAINABLE URBAN INFRASTRUCTURES

### Area of participation:



### Objectives:

- Learn about sustainable cities, sustainable urban infrastructures and their characteristics.
- Reflect on what they believe is the best model for sustainable cities and what they believe these cities would look like in the future.

### Duration:

2 hours.

### Requirements:

- Material: paper, pens, computers/tablets with internet access.
- Personal: 1-2 facilitators; 10-20 participants.

### Description:

1. The facilitators will give a brief talk (about 15 mins) about the concept of **sustainable urban infrastructures** providing some real-life examples. Emphasis in the aspects of sustainability (economic and financial, institutional, social and environmental sustainability will be done).
2. After the talk, the facilitator will divide the participants into 5 groups with between 2 to 4 participants each (it doesn't matter if one of the groups has an extra participant).
3. The facilitator will present the different **areas** the groups will work on: improved public transport networks, Initiatives and programmes for better distribution and management of energy demand, High efficiency buildings and other aspects of development that enable green building and sustainable habitat with energy efficient landscaping; protected green space areas and wildlife corridors, low impact development to protect water resources. S/he will provide the participants with examples and sources related to their area so they can research and have real-life examples.
4. The participants will work on their different areas and will make a PowerPoint or Canva presentation to show it later to the other groups. They can do research on the Internet to have more ideas and learn about its area.
5. The groups will present their proposals to the other (it should last between 10 - 15 minutes) and will receive feedback from the other after they finish it.
6. After all the groups do their presentations, participants will have created a set of infrastructures that will form part of their future city!

### Evaluation:

- ✓ General evaluation.

## CREATE YOUR OWN SUSTAINABLE HOME APPLIANCES

Area of participation: 

### Objectives:

- Increase the collaboration of families in creating a sustainable home.
- Create a sustainable appliance model with recycled objects.

### Duration:

2 – 3 hours.

### Requirements

- Material: Paper, pens, recycled materials, computers
- Personal: 1-2 facilitators; groups up to 10 members.

### Description:

1. A facilitator will give a talk on what the idea of a sustainable home and sustainable appliance is.
2. Young participants and their families will divide into teams after receiving the talk to create and discuss their ideas before actually creating it. They have to create and design a sustainable home appliance. Example: washing machine that works with kinetic energy provided by a bicycle that the owner will ride in order to wash his/her/their clothes doubles as a washing machine (only give the example if, after some time, someone asks for help for the activity).
3. They will reflect their ideas in a schematic drawing and develop what it would look like.
4. Once they all have completed their projects, they will present them to the other participants.
5. At the end, everyone will vote for what they consider to be the best idea.

### Evaluation:

- ✓ General evaluation.



## YOUTH AGAINST THE TECHNOLOGY GAP

Area of participation: 

### Objectives:

- Be aware of the digital and technological gap.
- Help elders or people in risk of exclusion that do not have knowledge or access to new technologies (Computers, mobile phones, etc.) on how to use them.

### Duration:

2 hours per day, twice a week, during a period.

### Requirements:

- Material: computers, smartphone, Internet access.
- Personal: 2 facilitators; 5-10 youngsters.



### Description:

The objective of this workshop is that young people (between 5 and 15 volunteers) can meet in public places (such as libraries or high schools) with computers and Internet access to meet with people of the most vulnerable groups in this sense and so they can teach them to cope better with new technologies. Ideally, there should be one volunteer for each participant, to make this activity more personalized.

People can teach them the general use of a computer and its basic applications (Word, Excel, Google, etc.) or help them to carry out various procedures, depending on their needs. It is also important to teach them how to identify Internet scams. Each session can focus on different areas as volunteers see fit.

### Evaluation:

- ✓ General evaluation.

## THE INNOVATION STAIRS

### Area of participation:



### Objectives:

- Acquire general knowledge about SDG 9: innovation, industry and infrastructure.
- Promote group work and participation.

### Duration:

30-45 minutes.

### Requirements:

- Material: tape or chalk
- Personal: 1-2 facilitators; 20 youngsters max.

### Description:

This activity consists of a Quiz with a total of 20 questions.

1. Before starting the game, the facilitator will make two parallel columns on the floor (separated), that will have 10 lines each, made with tape or chalk. They will be called "The Innovation Stairs".



2. The person leading the activity will divide the participants into two groups and will position them behind what we will call "Innovation stairs" (which the instructor will have previously placed on the floor, either with tape or chalk).

3. Then, the monitor will launch different questions related to SDG 9 (**Annex G**).

4. To answer the questions, the team that raises its hand first after asking the question will be the first to answer. If he/she gets it right, he/she will advance to the next line. If it fails and is in the first round the team will stay in place and the turn to answer will pass to the other team, but if they make a mistake in their answer when they have already advanced in the "stairs", they will have to go back and again, the opposite team will answer.

5. The team that reaches the last line wins. In the event that all the questions have already been asked and none of the teams has reached the end, the winner will be the team that is closest to the tenth line. If both teams are tied at the end (i.e., both teams are on the same line in their respective "ladders"), a lightning round of short questions will be asked and the first team to get it right wins.

### Evaluation:

- ✓ General evaluation.



## SDG 10: REDUCED INEQUALITIES

Reducing inequalities and ensuring no one is left behind are integral to achieving the Sustainable Development Goals. Inequality within and among countries is a persistent cause for concern.



### TARGETS:

10.1 By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average.

10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.

10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard.

10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality.

10.5 Improve the regulation and monitoring of global financial markets and institutions and strengthen the implementation of such regulations.

10.6 Ensure enhanced representation and voice for developing countries in decision-making in global international economic and financial institutions in order to deliver more effective, credible, accountable and legitimate institutions.

10.7 Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies.

10.A Implement the principle of special and differential treatment for developing countries, in particular least developed countries, in accordance with World Trade Organization agreements

10.B Encourage official development assistance and financial flows, including foreign direct investment, to States where the need is greatest, in particular least developed countries, African countries, small island developing States and landlocked developing countries, in accordance with their national plans and programmes.

10.C By 2030, reduce to less than 3 per cent the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5 per cent.

## END OF THE WORLD

Area of participation:



Objectives:

- Become aware of the importance of ending existing inequalities.

Duration:

1 hour.



Requirements:

- Material: none.
- Personal: 2 facilitators; 10 participants max.

Description:

1. The game consists on a relay race. The facilitator will explain it as a “Survival game”. There is total freedom to design the circuit.
2. Participants are divided into 2 groups.
3. Some groups will have advantages over others, representing different countries. For example, some groups will have to run on one leg, others will have to have one less player, others will be penalized by the referee during the races, while one group will be able to run with all its players and with no disadvantage. The facilitator will change the conditions by surprise, when the rounds are in progress, so that the participants do not know beforehand.
4. After all the participants have done the circuit, facilitators will say the results.
5. A debate will take place, to reflect on the advantages and disadvantages that some groups had over others. Participants will be encouraged to think of this game as a metaphor for society, and to say what inequalities they are aware of, why they occur and how they could be resolved.

Evaluation:

- ✓ General evaluation.

## THE RACE OF INEQUALITIES

Area of participation:



Objectives:

- Analyse different features of collective identity and the social burden they carry, bearing in mind that they can occur in multiple and simultaneous circumstances (gender, nationality, religion...).

## Duration:

40 minutes.

## Requirements:

- Material: blackboard and chalks.
- Personal: 1 facilitator.

## Description:

1. We will begin by explaining that we are going to work on identities and inequalities.
2. Participants stand up and start walking around the classroom. When we say 'Pairs', each person will start talking to the person next to them about aspects of their life (nationality, what they like to do, favourite sport and team...). When we say 'Change', the pairs will separate and each member will have to write down on a piece of paper the elements that identify them in relation to the other person, either by affinity or opposition (for example, if the other person is a man and we are a woman, we will write down on the paper WOMAN. This procedure will be repeated three times.
3. The facilitator asks to share the identity traits noted down by each person and write them down on the board. S/he will complete the list if we consider that important traits are missing (nationality, religion, gender, etc.) and s/he will emphasise that each person has different identity traits that are shown depending on the person they relate to (by affinity or opposition).
4. Ask the participants to stand up and form a line where everyone is at the same height. They will try, but it will soon become clear that there is not enough space. We will comment that in our society there are multiple inequalities and discrimination depending on the gender, sexual orientation, religion, ideology, nationality, etc., with which we identify or are identified. And to exemplify these inequalities, and given that we don't have space on the starting line for everyone to leave at the same time, we are going to use the traits you have identified to rearrange the starting line.



5. We will select the first trait from the list, for example, gender. If in the society in which we live they feel privileged to be identified as a woman or a man, they will take a step forward. If, on the other hand, they feel that they are discriminated against because they identify as that gender, they will take a step backwards. After the pupils have taken stock, we will ask them why they have taken a step forward or backward and we will collect their ideas on the blackboard.

6. We will read two or three more identity traits (ethnicity, age, religion, etc.), specifying that the exit point will always be the last place they are (i.e. no return to square one).
7. We will ask the students what happened and why did the starting line change? Discuss with the students what they experienced and how they felt.
8. We will close the dynamic by reflecting on whether a person can have multiple identity traits and whether each identity trait can be a source of inequality. In order to assess the degree of

vulnerability of a person, it is necessary to take into account how different forms of inequality intersect in the same person.

### Evaluation:

- ✓ General evaluation.

### Reference:

Grupo de Formación e Investigación Social Tejiendo Redes. URL: <http://prodiversaods.eu/project/ods-10-reducir-la-desigualdad-entre-y-dentro-de-los-paises>

## PHOTOVOICE

### Area of participation:



### Objectives:

- Become aware of the importance of ending existing inequalities

### Duration:

2 hours.

### Requirements:

- Material: Computer, projector, video, loudspeakers.
- Personal: 1-2 facilitators; 10 participants max.

### Description:

1. The facilitator will encourage participants to define the term “inequality” and to do a brainstorming about the different forms of inequality that we can find today in our societies (sexism, racism, economic inequality, etc.).

2. Participants will be divided into groups of 2-3 members. Each group will choose an inequality and they will search for short videos/documentaries on the Internet that show the chosen social problem (inequality).

3. Participants will watch the materials and each group will dynamize a short discussion about the videos (5 minutes).

4. After that, participants will undertake to repeat the same activity with their families, thus passing on the information acquired in the workshop.

### Evaluation:

- ✓ General evaluation.

## PLAYING WITH DISADVANTAGE

### Area of participation:



### Objectives:

- Promote volunteering in order to raise awareness of inequality.
- Value cultural diversity as an enriching resource in the classroom.

### Duration:

1 hour.

### Requirements:

- Material: dice.
- Personal: 1 facilitator (to organize the group of volunteers); 10 youngsters max.

### Description:

1. A group of volunteers will be organized previously, in order to implement this activity in schools, with children from 8-12 years old. So, in this activity, young participants will act as facilitators.

2. 1. We will put all the students in pairs.

2. The game will consist of a dice battle in pairs, one person will have two red dice and the other will have only one white die. If they have two dice we will call them REICH (rich in German). And if they have only one die we will call them ARM (poor in German). The meanings of the names will be told at the end of the game.

3. The game will consist of having the highest score in ten rounds, i.e. the one with the highest total score up to round ten will be the winner.

4. Logically, the person who has two dice has a much better chance of winning than the person who has only one. That is the key, explain to them that all people do not have the same means and opportunities.

5. The player who has only one die will have two additional advantages, if his or her die coincides with one of the opponent's dice, his or her dice will be cancelled and he or she will only be able to add with one die. The same applies if you roll the same number as your partner, even if you have two dice, you can only count the die that is not repeated.

6. At the end of the ten rounds, they will be asked for the result and see how many people have won out of those with two dice and how many have won out of those with only one. There we will be able to see that always or almost always those who have more resources will win, sometimes those who have less can win, although they will have to work much harder or it will simply be a matter of luck like the dice.

7. A discussion about the results will take place and participants will look for solutions by providing real-life examples.

### Evaluation:

- ✓ What do you think the names of the REICH and ARM groups mean?
- ✓ Do you now know the meaning of inequality? Could you be able to explain it to your friends?

## AN IMAGINARY PLANET OR A JUST WORLD?

Area of participation: 

### Objectives:

- Raise awareness of the importance of equal opportunities and the right to a dignified life for all people.

### Duration:

3 hours.

### Requirements:

- Material: writing materials.
- Personal: 1-2 facilitators; 24 youngsters max.

### Description:

1. The facilitator will explain that they are going to reflect on the unfair distribution of wealth in the world. S/he will ask the group: "if planet Earth is reduced for a moment to the room where we are: How many inhabitants would be in extreme poverty? How many would be unemployed? How many would be illiterate? Participants will share their thoughts.

2. The group will reflect on opportunities and they will write, individually: that first chance that someone gave us and changed everything. The facilitator will explain that many people have been lucky enough to have this opportunity throughout their lives, while others, for various reasons, have not been able to access it: "Do you think it is a question of luck, does it depend on external factors, does it depend on the person?". A discussion will take place.

3. After that, participants will be divided into groups of 4. They will research on the indicators that measure a country's wealth and specifically situations of poverty, unemployment and illiteracy and they will elaborate simple graphics. After that, each group will propose 4-5 measures for reducing inequalities at international level.

### Evaluation:

- ✓ General evaluation.



## SDG 11: SUSTAINABLE CITIES AND COMMUNITIES

SDG 11 aims to make cities and human settlements inclusive, safe, resilient and sustainable. Cities grow fast; hence their rising population demands more resources for surviving. On the other hand, resources are limited so accommodating urban development to sustainable and responsible usage plays a crucial role in shaping the future of cities.



### TARGETS:

**11.1 Safe and affordable housing:** By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums.

**11.2 Affordable and sustainable transport systems:** 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 Inclusive and sustainable urbanization:** By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries.

**11.4 Protect the world's cultural and natural heritage:** Strengthen efforts to protect and safeguard the world's cultural and natural heritage.

**11.5 Reduce the adverse effects of natural disasters:** 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 Reduce the environmental impacts of cities:** 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 Provide access to safe and inclusive green and public spaces:** 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 Strong national and regional development planning:** Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning.

**11.b Implement policies for inclusion, resource efficiency and disaster risk reduction.**

**11.c Support least developed countries in sustainable and resilient building.**



## TURN THE PEDAL TOWARDS THE MURAL

Area of participation:



Objectives:

- Raise awareness about healthy lifestyles in families through bicycling and improve knowledge of local cultural heritage.

Duration:

1 day (8 hours).

Requirements:

- Material: Bikes (own or rented), safe equipment (e.g. helmets)
- Personal: 2 facilitators (tour guide and an artist/historian); 50 participants max.

Description:

This activity engages whole families to spend a day together touring their city by bicycle on *International Family Day* (May 15th) or *World Bicycle Day* (June 3<sup>rd</sup>).

Multiple families form a group who visit cultural spots/murals-graffiti around the city, led by a tour guide and/or an expert (artist). The idea of joint biking is to bring attention to the decrease in air pollution through green means of transport (such as bicycles) for everyone regardless of their age and sex. Moreover, the activity brings attention also to the cultural heritage of the local community which engages families to get to better know the history of their city, which they often forget about and have no time to visit when using their car.

Activity could have a registration fee for participants, which would be exclusively used for humanitarian purposes. It is expected that at the end of such activity, participants increase their mood due to having physical activity, get to know each other better, are introduced to other families (making friends and contributing to the society) so the whole event would have a positive effect on mental health and social interaction.

Evaluation:

- ✓ General evaluation.

## YOUNG PEOPLE ARE ALSO IN CHARGE

Area of participation:



Objectives:

- Empower young people to engage into youth policy in order to start a dialogue with their local stakeholders through identifying a local problem and discussing joint solutions.

### Duration:

3 months.

### Requirements:

- Material: Venue, stationary, projector with a screen, computer.
- Personal: 2 facilitators (a youth policy expert and an activist/mentor for the realization of the idea); 20 youngsters max.

### Description:

1. 10-15 young people in certain cities who will be trained through interactive workshops. The workshops would be led by experts in the field of youth policy and through the workshops young people will learn how they can implement youth policy in their local community (for example: what are initiatives, petitions, public actions, protests, etc.).
2. After the workshops, each group should identify a problem in their local environment, related to urban issues, and determine what their town's needs are (park protection, planting trees, etc.), get in touch with their local stakeholders and organize a meeting to discuss the problem/issue and potential solutions.

### Evaluation:

- ✓ General evaluation.

## BEAUTY INCITED BY VOLUNTEERING

### Area of participation:



### Objectives:

- Engage young people in simple actions that contribute to beautifying and preserving their city.

### Duration:

One full day or half day.

### Requirements:

- Material: Gloves, bags, eco-friendly cleaning chemicals, eco-friendly paint, face masks, paint brushes, tree seedlings, shovels.
- Personal: n° of facilitators depends on the group (e.g. a representative from an institution/organization/other can be present if needed).

### Description:

This activity presumes a group of active volunteers / individuals who are keen on doing simple actions such as painting the park benches, planting new trees, installing more trash bins around the city or cleaning a public space. The group would be led by a local NGO/youth

leader(s) who would prepare and buy all necessary materials for the action and invite others to join them. They could extend the invitation to local authorities and institutions such as local youth offices, local youth councils, public utility companies, youth associations, schools.

## UPGRADE YOUR CITY!

Area of participation:



Objectives:

- Understand the importance of SDG 11 and the concept of sustainable cities through the game.

Duration:

Unlimited.

Requirements:

- Material: Internet and IT equipment.
- Personal: 2-3 IT experts (software developers).



Description:

1. It would be a game similar to The Sims, with “eco-conscious” Sims. Each participant would have their own online avatar, whose main purpose is to live a sustainable life in this virtual city. With small notes popping up on the screen from time to time, the game would teach the avatar what they could do in order to decrease their carbon footprint and save the environment. For example, if the avatar would like to go downtown, the game would ask them if they would like to take a bike, electric scooter, car or metro/train, and show how much CO2 emissions each means of transport has. Another example of the game teaching users/participants would be that the avatar would throw out the garbage, and the system would pop up a small quiz of waste recycling and waste sorting through which the user/participant would learn why we sort paper, plastic, glass and aluminum

2. By doing each ‘green action’ the user collects ‘green points’, and compares with other participants (but does not compete because their points are accumulated together in order to present the degree of their city’s sustainability). The game goal is to be 100% eco-friendly city with 100% renewable energy, clean waste management, at least 50% of green spaces around the city territory, etc.

## A DAY IN THE LIFE OF...

Area of participation:



Objectives:

- Understand how specific needs of different social groups impact the city design and urban planning.

## Duration:

90 minutes.

## Requirements:

- Material: Flipcharts, papers, markers, pens, printed handouts, old magazines, crayons.
- Personal: 1 facilitator; 15 youngsters max.

## Description:

1. Divide participants into groups so they come from the same or similar neighborhood/city/region/country.
2. Ask them to draw/create a map of a city that is similar to the cities or places where they currently live (20 min).
3. Now distribute to each group the printed handout (**Annex H**): i.e. a character that recently moved to their city/place (Alicia, Chao Fah & Artit and Aminata & Julius). As a group they will use their map and the characters' stories to take their character through their city. The guiding questions are:

- What are the needs of your character?
- In what ways is your city (in)accessible for them?
- Based on what you've learned so far, what would be needed in terms of urban planning and accessibility for them to improve their current situation?

Time for this exercise is 30 min. While they are doing the exercise, the facilitator introduces speed bumps from time to time (events that change their character's day), asking the group to review what would be needed to add into the city.

Speed bumps (give to each group individually):

- Alicia: Once a week, Alicia has to go to the medical center and get physical therapy. Once a month, on Sundays, Alicia and her family go visit their grandparents who live in the next town and take inter-city transport.
- Chao Fah and Artit: Today Chao Fah came down with a really bad cold and doesn't feel like he can go to work. Chao Fah and Artit love music and they heard of a really good free concert happening in the main museum.
- Aminata & Julius: Julius wheelchair breaks. Aminata is offered a job as a waitress twice a week.

## Evaluation:

After the exercise ends, have a short debrief (20 min) with the following guiding questions:

- ✓ How was this experience for you? What did you learn?
- ✓ What made it hard for your character to go through their day?
- ✓ What already existed that supported them to go through their day?
- ✓ What new realizations or understandings do you have after this activity?
- ✓ Are you thinking about anything new that you hadn't considered before?



## SDG 12: RESPONSIBLE CONSUMPTION AND PRODUCTION

This goal focuses on sustainable patterns of consumption and production. SDG 12 emphasizes on resource and energy efficiency, sustainable infrastructure, access to basic services, the creation of green and well-paying jobs, and raising the standard of living for all.



### TARGETS:

12.1 Implement the 10-Year Framework of Programmes on Sustainable Consumption and Production Patterns, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries.

12.2 By 2030, achieve the sustainable management and efficient use of natural resources.

12.3 By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses.

12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment.

12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse.

12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle.

12.7 Promote public procurement practices that are sustainable, in accordance with national policies and priorities.

12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.

12.a Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production.

12.b Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products

12.c Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption.

## RUN - RECYCLE - RUN AGAIN



### Area of participation:



### Objectives:

- Increase environmental consciousness.
- Promote recycling.

### Duration:

4-8 hours.

### Requirements:

- Material: Computer, projector, video, loudspeakers.
- Personal: 1-2 facilitators; 10 participants máx.

### Description:

1. First, the space must be prepared: place the six cardboard boxes representing a recycling bin next to each other. The bins are: Organic recycling, Aluminum, Glass, Paper, Plastic, Other recyclables. Then place the five boxes 1 meter apart in front of the bins.

2. The large group is divided into 4 groups of 5 people and forms a straight line. In front of each line at a distance, a basket corresponding to each team is placed. Each basket contains 10 cards. Each card will represent one everyday material. The materials are: glass perfume bottle, plastic water bottle, Cardboard from a toilet paper roll, Glass vase with flowers, Battery, T-shirt, Banana peels, Burger, Paper towel, Tree Branch, Leaf, Coffee filters, Keyboard, Lamp, Medicine, Face towel, Glass jam jar, Glass wine glass, Magnifying glass, Glass salt container, A4 paper, Box of shoes, Paper Box of milk, Cereal box, Newspaper, Journal.

3. The facilitator explains that each team must run through the basket in front of their team and unfold a piece of paper that has a recyclable material written on it. The participant then decides which bin (cardboard box) their material should go into and throws it in.

4. The participant runs back to the group and taps the hand of the next participant in line to start.

5. After all teams have finished with cards from their basket, the first stage of the game is over.

6. The trainer takes all the cards out of the bins. The large group then decides together if the materials really belong in the bins they came from or put them back in the real bin they belong in if they have been misplaced.

The correct distribution is:

- Organic recycling: Banana peel, Burger, Paper towel, Branch, Leaf, Coffee filters.
- Aluminum: Coca Cola Can, Clear Aluminum Foil, Key, Tomato Paste Can, Tuna Can.
- Glass: Glass flower vase, Glass perfume bottle, Glass jam jar, Glass wine glass, Magnifying glass, Glass salt shaker.

- Paper: Cardboard from a toilet paper roll, A4 paper, Box of shoes, box of milk, Cereal box, Newspaper, Book, Wrapping paper.
- Plastic: Plastic water bottle, Shampoo bottle, Detergent bottle, Plastic yogurt box, Plastic for coffee, Plastic bag, Plastic CD case.
- Other recyclables: Battery, T-shirt, Keyboard, Lamp, Medicine, Face towel, Shoe.

7. At this final stage, the Trainer provides an educational presentation of recycling and how it works, as part of the training process of this exercise.

### Evaluation:

Finally, the trainer calls the participants into a circle and asks some questions to assess the impact the exercise had on the participants. For example:

- ✓ What do you think this activity was about?
- ✓ Did you know how to recycle all these materials? What type of recycling did you discover for the first time today?
- ✓ Do you recycle often? Do you think turning recycling into a game might encourage you to recycle more often?

## ECO-FASHION SHOW

### Area of participation:



### Objectives:

- Learn about best recycling practices
- Learn about the relationship between fashion, creativity and reusage

### Duration:

2 hours.

### Requirements:

- Material: Several used clothes that are not needed, including jeans, shirts, skirts, sweatpants, shorts, hoodies, etc; Several fabrics and textiles in different colors, 10 scissors, 5 glues, light sewing consumables.
- Personal: 1-2 facilitators; 12-16 participants.

### Description:

1. Divide your learning group into 4 groups of 3-4 learners. The first three groups will get the role of the eco-fashion designer and model while the last group will be the Jury.
2. In 3 sticky notes write the existing concepts: “dinner”, “cleaning a beach”, and “joking”.
3. The three eco-fashion groups have to randomly pick one sticky note that will reflect the concept they have to stick with.

4. Provide to the eco-fashion groups the Upcycling Box and give them 1 hour to design their unique ecological line of clothing that represents their concept.

5. Ask the groups to showcase their design, cross the catwalk and state an ecological quote to the Jury.

6. The Jury will evaluate and assign the highest score to the group based on their creativity, the relevance of the upcycled clothing to the concept and the power of the ecological quote.

### Evaluation:

- ✓ What would you change in this activity?
- ✓ What did you learn from this activity?
- ✓ Is upcycling an open and easy process for everyone
- ✓ Will you recommend upcycling to others?



## INTERMEDIATE UPCYCLING

### Area of participation:



### Objectives:

- Enable participants to develop a variety of implicit skills, such as creativity, focus, patience, determination, fine motor skills, precision, hand-eye coordination, and other cognitive abilities, while also bringing to light the environmental implications of upcycling.

### Duration:

1-2 hours.

### Requirements:

- Material: Four 40-centimeter-long cylindrical sticks, eight wooden hangers, nails, and a hammer.
- Personal: 1-2 facilitators; 8-20 participants.

### Description:

You can find directions for making a "Dish Rack" with by-products below. This exercise is a perfect illustration of how upcycling can progress and that the more work you put in, the greater the reward. You may print the instructions and give them to youngsters so they can work in teams or alone. Give the youngsters some time to themselves when each work is finished and encourage them to share their feelings.

1. To remove each metallic hook from a hanger, unscrew it.
2. 5 hooks should be spaced 10 cm apart in a straight line.
3. Connect them by using one of the wooden sticks. Position the stick in the hangers' slots by making use of them. The stick should be fastened to each hanger with a nail.



4. Repeat on the opposite hanger side.
5. To provide more stability to your dish rack, place another stick between the hangers by their inner section. It is fastened with nails.
6. On the other side, repeat the procedure.
7. The remainder of the hangers may now be added. Place one behind the first hanger, the other behind the last, and the third one in the middle after flipping them over (by the third one). They can also be fastened using nails. Using these hangers will give you more stability and the ability to set mugs or glasses down.

### Evaluation:

- ✓ What would you change in this activity?
- ✓ What did you learn from this activity?
- ✓ Are you willing to upcycle items on your own? Do you feel able to do so?

## ADVANCED UPCYCLING

### Area of participation:



### Objectives:

- Enable learners to develop a variety of implicit skills, such as creativity, focus, patience, determination, fine motor skills, precision, hand-eye coordination, and other cognitive abilities, through the advanced creation of a by-product while also bringing to light the environmental implications of upcycling.

### Duration:

6-8 hours.

### Requirements:

- Material: Bicycle inner tubes, a cutter, Velcro, thread and a sewing machine.
- Personal: 1-2 facilitators; 8-20 participants.

### Description:

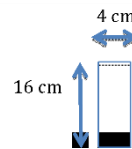
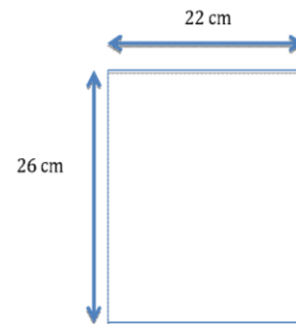
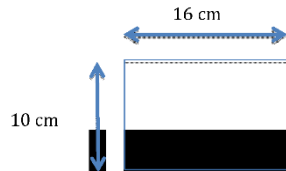
Directions for making a "Table Case" with by-products can be found below. This exercise is a perfect illustration of how upcycling can progress and that the more work you put in, the greater the reward. Facilitators may print the instructions and give them to youngsters so they can work in teams or alone. Give the youngsters some time to themselves when each work is finished and encourage them to share their feelings.

1. Since the inner tubes' typical sizes are 19 cm x 14 cm, and the case you're building is 26 cm x 22 cm, you'll need to combine more than one inner tube.

2. Use a moist cloth to wipe the inner tubes.

3. As you sew the tubes together, you should have two pieces that have the following sizes:

4. If desired, add a front pocket. These are the measurements:

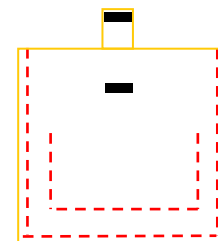
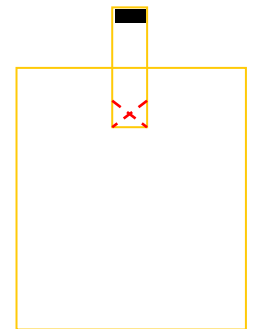


5. Create a fourth part that will act as the fastener:

6. On the last component, sew a Velcro piece. After that, sew the little piece to the top portion of one of the bigger sections.

7. Sew the second piece of velcro into the large piece you haven't yet used. It must be sewed in the middle, 8 centimeters from the top border.

8. Sew the pocket-forming component to the larger piece using velcro (the one that you have just done). The two large parts must then be stitched together to complete your case.



### Evaluation:

- ✓ What would you change in this activity?
- ✓ What did you learn from this activity?
- ✓ Are you willing to spread your knowledge to your friends/peers? Would you assist them to upcycle their own clothes? Why?

## SOCIAL ENTREPRENEURSHIP

Area of participation:

### Objectives:

- Develop Social Entrepreneurship Action Plan.

### Duration:

1 hour.

### Requirements:

- Material: Computer, projector, video, loudspeakers.
- Personal: 1-2 facilitators; 10 participants máx.

### Description:

1. Participants will watch this video about Social Entrepreneurship <https://www.youtube.com/watch?v=aTo0qtdVMpM>.
2. By groups, they will create their own social entrepreneurship idea that promotes responsible consumption by taking 30 minutes to fill the template of **Annex I**.
3. Without a SWOT Analysis, a suitable Action Plan isn't really a plan. SWOT analysis is a strategic planning approach for identifying strengths, weaknesses, opportunities, and threats in relation to the project planning. They can fill the template of the **Annex J**.
4. Each group will discuss their idea with the rest of the learners and trainers.

### Evaluation:

- ✓ What are my thoughts now after the completion of this Action Plan?
- ✓ Was it easy?
- ✓ Is my idea effective and relevant to the social needs out there?
- ✓ How will I raise responsible consumption through my idea?



## SDG 13: CLIMATE ACTION

### 13 CLIMATE ACTION



This goal seeks to take urgent action to combat climate change and its effects. The world is on the brink of a climate catastrophe and current actions and plans to address the crisis are insufficient. Without transformative action starting now and within this decade to reduce greenhouse gas emissions deeply and rapidly in all sectors, the 1.5°C target will be at risk and with it the lives of more than 3 billion people.

#### TARGETS:

13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries.

13.2 Integrate climate change measures into national policies, strategies and planning.

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

13.a Implement the commitment undertaken by developed-country parties to the United Nations Framework Convention on Climate Change to a goal of mobilizing jointly \$100 billion annually by 2020 from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalize the Green Climate Fund through its capitalization as soon as possible.

13.b Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities.

## STARTING WITH ME

Area of participation: 

### Objectives:

- Raise awareness of the impact of individual actions on the environment.
- Improve individual daily actions to care for the environment.
- Raise awareness of the importance of climate action movement.

### Duration:

1 week (2 hours the first day and the last day; 1 hour in the middle week)

### Requirements:

- Material: Sheets of paper, pens, questionnaires, weekly plans, printer, projector and screen.
- Personal: 1-2 facilitators; 10-20 participants.

### Description:

This activity aims to raise environmental awareness through self-education and empowerment in order to promote the autonomy of the participants (young people and their families).

The activity consists in the adoption or progressive improvement of daily actions aimed at caring for the environment and fight against climate change on the basis of a weekly plan to be filled in by the participants.

1. On the first day, 1 hour of the workshop will be dedicated to the importance of changing habits as a contribution of each person to the care of the environment and to the daily actions that have the greatest impact on environmental protection; during the 2nd hour, each participant will be able to establish a weekly plan based on what they have learned in the 1st hour. Then they themselves have to pass on to their families what they have learnt in the workshop in the way they consider most appropriate and establish together the change of habits they want to bring about in the household.

2. In the middle of the week there will be a virtual follow-up (1 hour) of the participants' progress.

3. On the last day, the results achieved by the participants will be shared as well as the difficulties they have encountered during the implementation of the activity.

\*Examples of everyday actions that could be taken: selective waste collection, water saving (turning off the tap), use of aluminium bottles instead of plastic ones, use of public transport, reduction of plastic use in all aspects, etc.

### Evaluation:

The evaluation will consist of 2 questionnaires at the beginning and at the end of the activity with questions such as What did I know, How



did I learn it, What do I know now, which qualitatively measure the progress of the participants; in this way they will also be able to develop a self-assessment of their individual progress at both knowledge and behavioural level.

## RUN, RUN, RUN!

Area of participation:



Objectives:

- Increase knowledge About SDG 13.
- Promote physical activity.

Duration:

20-30 minutes.

Requirements:

- Material: Handkerchief or similar, pieces of paper, pen or pencils, Internet access.
- Personal: 1-2 facilitators; 2 teams composed of a minimum of 4 people.

Description:

1. The facilitator explains the importance of SDG 13: “Climate change is one of the great environmental challenges that we must face, without further delay, in the coming decades. We are becoming more and more familiar with this concept and its implications. This game, this “test”, aims to challenge you to discover how much you know about SDG 13. You will surely discover new things!

2. Two teams will be created with the same number of youngsters in each team, and they will organize themselves by giving each player a number, for example from 1 to 5. If the number of participants is unequal, the team with fewer players can have a youngster with two numbers.

3. The space is divided in two parts and the teams line up on the opposing sides. A line is drawn at the height of the “caller”, who stands at one end with his arm outstretched and the handkerchief in his/her hand. The youngsters stand in two rows at the same distance from the handkerchief.

4. The "caller" (who will be a professional) randomly calls out a number. Both of the players with that number sprint to the center in an effort to be the first to seize the handkerchief. The first to seize the handkerchief and return to his/her line will have to answer a question related to the SDG “Climate Action” (Annex X). The person of each team whose number corresponds must run to the center and, without crossing the line, pick up the handkerchief and return to the starting line with their group. If the player from the other team is the first to finish, the person must chase him/her to try to catch him/her before he/she returns to the starting line. If she or he catches up, he wins and come back to the group.



5. When the person come back to the team with the handkerchief, the facilitator will ask a question for ALL THE TEAM. If they answer correctly, they will have 2 points. If the fail, the other team have the opportunity to answer, because the goal is to learn about the answers, but this team Will only get 1 point. If he/she answers it correctly, his/her team will score 1 point, if not, the other player will have the opportunity to answer the same question. If he/she answers it correctly, his/her team will score 1 point, if not, both teams will score 0 points.

6. The professional will call the next number randomly.

### Evaluation:

- ✓ General evaluation.

## WORKSHOP ABOUT SDG 13. CLIMATE CHANGE AND NATURAL DISASTERS

Area of participation: 

### Objectives:

- Learn about Sustainable Development Goal 13, its short, medium and long-term objectives and what they can do to contribute to the achievement of this goal.
- Raise awareness about the consequences of climate change.
- Raise awareness about the necessity of fighting climate change.

### Duration:

1:30 - 2 hours.

### Requirements:

- Material: computer, projector.
- Personal: 1-2 facilitators, apart from the expert; 20 youngsters max.

### Description:

1. An expert (can be an academic or a local activist, for example) will give a training session on the next topics to students:

- Address all climate risks.
- Consequences of climate change.
- Cooperation: no country can succeed alone.
- Green transition: investments must accelerate the decarbonization of all aspects of our economy.
- Green jobs and sustainable and inclusive growth.
- Green economy: make societies and people more resilient through a transition that is fair for all and leaves no one behind.
- Invest in sustainable solutions: fossil fuel subsidies must disappear and polluters must pay for their pollution.

2. After the theoretical explanation, participants will do research on the natural disasters that have characterised the past year 5 years. It will be carried out in heterogeneous groups of 3-5 people who will have to focus on the description, causes and consequences of the environmental catastrophe they have decided to investigate. At the end of the research, each group will have to prepare a Power Point presentation on the chosen natural disaster, which they will then present to the other participants.

3. At the end of all the presentations, there will be a discussion on how to identify, reduce or eliminate environmental risks through collective action and new policies and jobs.

### Evaluation:

- ✓ General evaluation.

## RUN AND CLEAN!

Area of participation:



### Objectives:

- Be aware of the quantity of waste that human being produces.
- Take action to fight against pollution and climate change.

### Duration:

1 hour.

### Requirements:

- Material: paper, pens, bags.
- Personal: 1 facilitator; 16-20 youngsters.

### Description:

1. A professional will gather the participants to create 4 groups of 3 people who will divide the recyclable waste into plastic, paper/cardboard and others... each group will have its own waste.
2. Each team will take a piece of paper on which they will write the type of waste to be recycled.
3. When the teams are ready, they will be taken to an area where they will be able to collect waste and classify each team in the corresponding bag.
4. After they have collected the residues, the professional will talk to them about the different problems of each material (which ones are more damaging for the planet, the recycling process, alternative materials that could be used instead, etc.).

### Evaluation:

- ✓ General evaluation.



## ROLEPLAYING

Area of participation:



Objectives:

- Be aware of the effects of climate change for human societies
- Recognize the need for international agreements, plans and programs against climate change.

Duration:

2-3 hours.



Requirements:

- Material: Sheets of paper or notebooks. Pencil or pen.
- Personal: 2-3 facilitators; 20 youngsters max.

Description:

The activity consists of the development of a role-playing game, recreating an international meeting on climate change. The simulation must have an expert in international meetings (the person in charge of directing the activity) to neutrally control the times and interventions, encourage and motivate people to speak, redirect the topic, help to make clear each participant's position (in favor or against), reinforce the arguments given by the participants in the meeting, etc. The people who will intervene are:

1. Two representatives of companies that produce electricity. companies that produce electricity.
2. Two people representing environmental groups.
3. Two environmental scientists.
4. Two people representing rich countries.
5. Two people representing developing countries.
6. Two people representing poor countries.
7. Two persons representing oil companies.
8. Two people representing gas production companies.
9. Two people representing renewable and sustainable energy sustainable energy companies.

Once the roles have been assigned, each representative will have the necessary time to prepare the intervention, in reference to climate change and the position of being in favor or against when it comes to taking measures to control it. After the preparation time has elapsed, the international meeting will begin. The person in charge of directing the activity will introduce the representatives and the interventions, generating a debate on the topic and agreements on climate change. The activity will end with the reading of the agreements reached at the meeting.

Evaluation:

- ✓ General evaluation

## SDG 14: LIFE BELOW WATER

This goal aims to conserve and sustainably use the oceans, seas and marine resources. Healthy oceans and seas are essential to human existence and life on Earth. They provide food, energy and water and absorbs around one quarter of the world's annual carbon dioxide (CO<sub>2</sub>) emissions.



### TARGETS:

14.1 By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution.

14.2 By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans.

14.3 Minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels.

14.4 By 2020, effectively regulate harvesting and end overfishing, illegal, unreported and unregulated fishing and destructive fishing practices and implement science-based management plans, in order to restore fish stocks in the shortest time feasible, at least to levels that can produce maximum sustainable yield as determined by their biological characteristics.

14.5 By 2020, conserve at least 10 per cent of coastal and marine areas, consistent with national and international law and based on the best available scientific information.

14.6 By 2020, prohibit certain forms of fisheries subsidies which contribute to overcapacity and overfishing, eliminate subsidies that contribute to illegal, unreported and unregulated fishing and refrain from introducing new such subsidies, recognizing that appropriate and effective special and differential treatment for developing and least developed countries should be an integral part of the World Trade Organization fisheries subsidies negotiation.

14.7 By 2030, increase the economic benefits to Small Island developing States and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism.

14.A Increase scientific knowledge, develop research capacity.

14.B Provide access for small-scale artisanal fishers to marine resources.

## LEARNING TO CARE FOR THE SEAS

Area of participation:



Objectives:

- Promote the conservation and sustainability of the seas and oceans among students.

Duration:

1h.

Requirements:

- Material: Pens, flipcharts, coloured markers, whiteboard and markers or chalk, computers and internet access, projector, speakers and screen.
- Personal: 1-2 facilitators; 30 participants max.

Description:

1. In 4 working groups the participants will prepare a presentation on SDG 14 for lower secondary school students. So they have to explain it in a simple way. Each group will be assigned one of the following questions:

- What are the SDGs?
- Why is it important to protect the seas and oceans?
- What is harming the conservation of oceans and seas?
- What can we do to protect them?

2. To do this, they will consult information about SDG 14 on the internet.

3. In addition, they can look for materials to project during the explanation (videos, images, etc.) and create a powerpoint or prezzi or a paper mural to present it. They will also have the blackboard for the presentation.

4. The presentation will be staged in the given order of the questions. During the presentations, the rest of the participants will play the role of primary school students and will present any doubts they may have.

Evaluation:

- ✓ General evaluation.

## PLASTIC INNOVATION TO SAVE THE SEA

Area of participation:



Objectives:

- Reflect on how plastic pollution affects the sea and oceans.
- Create new ways to recycle and reuse plastic materials.



### Duration:

1:30 h.

### Requirements:

- Material: office supplies, computers, painting and drawing materials, a projector and plastic materials.
- Personal: 1-2 facilitators; 12 participants max.

### Description:

1. The facilitator will explain, showing data, the sea pollution caused by plastics. S/he will also explain the 7 different types of plastic and will show examples, previously collected.
2. Participants will be divided into two groups of 6 people each. Each group, with the help of a professional and with the available materials, will have to propose a new way to recycle or reuse some plastic material.

### Evaluation:

- ✓ General evaluation.

## OVERFISHING

### Area of participation:



### Objectives:

- Raise awareness about the danger of overfishing.



### Duration:

30 minutes.

### Requirements:

- Material: space; red, green, yellow and blue colored stickers; ball.
- Personal: 1 facilitator; 13 participants.

### Description:

1. The activity is a game in which there will be two groups (same number of members): one of fishermen/women and other one of fishes, made up of types of fishes in danger of extinction due to overfishing. Inside the “fish group” participants will be divided into 4 different types, shall be identified with a sticker:

- Red – tuna.
- Green - monkfish.
- Yellow - cods.
- Blue – sharks.

2. The game follows the rules of “[Dodgeball](#)”, a team sport in which players on two teams try to throw balls and hit opponents while avoiding being hit themselves. The aim of the game is to eliminate the opposing team by either hitting them with a ball or catching one of their throws. Main elements of the game are the following:

- Getting Out: If a player is hit by a thrown ball and it touches them, they're out. If a player catches a thrown ball, the thrower is out and one of the catching team's players can re-enter the game.
- Boundaries: Players must stay within their own half of the playing area. They can't step over the centerline. In this case, the space will be divided into “port area” (where the team of fishermen/women are) and the sea (space for the fishes’ team).
- Throwing: Players can throw the ball at opponents from their side of the court. Throws must be underarm and not too forceful.
- Dodging: Players can move around to dodge incoming balls. They can also use the balls they're holding to block incoming throws.
- Winning: The team that eliminates all players from the opposing team wins. If a time limit is set, the team with the most players left at the end wins.

3. After the game, the facilitator will explain the situation of the overfishing and its effects of the fish species. S/he will also ask participants what can be done to avoid this situation and protect the seas.

### Evaluation:

- ✓ General evaluation.

## SAVING THE COASTS

### Area of participation:



### Objectives:

- Raise awareness of the good use of coastal zones, flora, fauna and marine habitats.

### Duration:

30 minutes.

### Requirements:

- Material: cards to write down the questions.
- Personal: 1-2 facilitators; 12 participants max.

### Description:

1. Participants will be divided into 4 groups.
2. The activity consists of asking one question per turn to each group. Questions will be definitions related to the coast and sea. The questions will have several definitions but only one will be true. Teams will have 5 seconds to answer.

3. If the group answer correctly, they will gain 1 point; if the team answers wrongly, that same question goes to the next group. The winner will be the one who obtains the highest score.

### Evaluation:

- ✓ General evaluation.

## THERE IS A LOT UNDERWATER

### Area of participation:



### Objectives:

- Learn how to search scientific information about nature and environmental problems.
- Reflect with the members of the family on the state of the aquatic environment.

### Duration:

2 -3 hours.

### Requirements:

- Material: cards to write down the questions.
- Personal: 1 facilitator, 30 youngsters max.

### Description:

1. Prior to the activity, the facilitator will have prepared a list of oceans, rivers and lakes that can be found on planet earth.
2. Participants will be divided into groups of 3 members.
3. Each group will choose one ocean, river and lake from the list.
4. Participants will search scientific information about the animal species living in these ecosystems and the environmental problems occurring in these places today. The facilitator will emphasise the idea that they should be scientific studies or papers, and can help participants to distinguish one source of information from others.
5. After that, each group will do a short presentation (5 minutes) about the main findings.
6. To finish the activity, the facilitator will ask the participants to take this information back to their family environment during the next week, and to reflect on the subject, contributing their acquired knowledge.

### Evaluation:

- ✓ General evaluation.
- ✓



## SDG 15: LIFE ON LAND

SDG 15 aims to protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.



### TARGETS:

15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements.

15.2 By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally.

15.3 By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world.

15.4 By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development.

15.5 Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species.

15.6 Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources and promote appropriate access to such resources, as internationally agreed.

15.7 Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products.

15.8 By 2020, introduce measures to prevent the introduction and significantly reduce the impact of invasive alien species on land and water ecosystems and control or eradicate the priority species.

15.9 By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts.

15.a Mobilize and significantly increase financial resources to conserve ecosystems.

15.b Mobilize resources to finance sustainable forest management.



## TREE-CLIMBING JOBS?

Area of participation:



Objectives:

- Recognize how trees help people in your community and throughout the world support their way of life.
- Understand how forests are essential to the existence of complete ecosystems that contain a wide variety of plants and animals.

Duration:

1 hour.

Requirements:

- Material: A4 paper, markers & network access.
- Personal: 1 facilitator; 8-20 participants.

Description:

Climbing a tree is not just a fun activity to cut some fresh fruits, but is a crucial skill needed for various forms of employment or living.

1. Split the group into smaller ones.
2. Groups should discuss and make an online research on what are 3 climbing jobs or livelihoods. They should also prepare answers on the below questions:
  - a) Why is climbing trees crucial to some people for their line of work?
  - b) How do they climb the trees? Do they use any special equipment? If yes, what?
  - c) What security do they employ? Do they respect environmental rules?
3. Ask groups to present the findings to each other.

Evaluation:

- ✓ General evaluation.

## MAKE YOUR OWN DOCUMENTARY

Area of participation:



Objectives:

- Raise awareness on major environmental issues.
- Promote creativity, teamwork and collaboration.





### Duration:

4-8 hours.

### Requirements:

- Material: Cameras/Smart phones, video editing application, scripts.
- Personal: 1-2 facilitators; 20-24 youngsters.



### Description:

There is no greater medium for influencing people's hearts and minds than a documentary film in a society where visual media predominates and social media is the primary means of communication. There are various ways to support documentary films and the innumerable essential stories that are just waiting to be told. Films can change the world!

1. Split the team into 2-3 groups of 8 people, depending on their number. Ask each team to divide responsibilities (screenwriter, actors, camera operator, director, etc.). Then, explain the task of this exercise: The teams should film a short documentary on a living animal or plant they admire in their area of residence. The documentary should combine some “theory behind” e.g. the name of the species, their development, images of it, etc. which can be found through articles on the internet, as well as some experiential elements about why they chose this animal/plant. The documentary should be no longer than 5 minutes.
2. Procure the equipment - a good camera, microphones, the script and a laptop.
3. Teams will have time to write down their scripts. Then, the Teams will create movies based on the script, borrowing equipment as necessary.
4. Screen all finished movies at the end of the exercise, awarding prizes to the top picks.

## BIOARGUMENTATIVE DISCUSSION

### Area of participation:



### Objectives:

- Understand how forests support medical innovations.
- Understand the concept of bioprospecting, its benefits and challenges.
- Present ideas in an enriching argumentative discussion.

### Duration:

1 hour.

### Requirements:

- Material: A4 paper, markers, network access.
- Personal: 1-2 facilitators; 8-20 youngsters.

## Description:

Biodiversity in forests contains priceless components for pharmacological and medicinal goods. Pharmaceutical firms and research facilities are attempting to find novel natural compounds and market them (bioprospecting).

1. Split the participants in 2 groups.
2. Arguments in favour of bioprospecting should be prepared by one side, while those against it should be presented by the other. Allow 30 minutes for preparation.
3. Host a debate. Allow 5 minutes per group to present their arguments and 10 minutes for the final interactive discussion.

## Evaluation:

- ✓ General evaluation.

## FOREST DEGRADATION

### Area of participation:



### Objectives:

- Discover the elements endangering the trees of our planet.
- Recognize the larger effects that a loss of trees will have on the globe.

### Duration:

2 hours.

### Requirements

- Material: A4 paper, colourful markers, cardboard & network access
- Personal: 1-2 facilitators; 8-12 youngsters.

### Description

When people clear or thin forests to make timber or to use the area where the trees formerly stood for farming, grazing, extraction (of minerals, oil, or gas), or development as a result of population growth and migration, this is known as deforestation.

1. Split the groups into smaller ones.
2. Each team should choose a country. Ask them to analyze the country's current forest coverage and the amount of forest that has been lost over the past 50 years. Why did that take place? What impact did this forest loss have on the way of living there?
3. Each group should prepare an interactive poster that depicts the deforestation of the country of choice over the course of decades.



## Evaluation:

- ✓ General evaluation.

## REMOVE LITTER FROM FORESTS

Area of participation: 

## Objectives:

- Take part in neighborhood initiatives to protect and save forests.
- Work in collaborative communities and participate in volunteering activities.

## Duration:

6 hours.

## Requirements:

- Material: trash bags, gloves, shovels, rakes, wheelbarrows.
- 1-2 facilitators; 8-50 youngsters.

## Description:

1. Make a detailed plan on when the event will occur, who will participate, how groups will split and who go-to-person will lead each group.
2. Make a list of your supply needs and try with your students to think of ways you can get them (seeking donation, checking if someone from the group can rent/contribute with equipment).
3. Go to a forest in your neighborhood and search for trash and other debris. Garbage should be removed, and the place cleaned.
4. Organize a post-clean up party!

## Evaluation:

- ✓ General evaluation.

## Reference:

United Nations (2022). Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss. *Department of Economic and Social Affairs*. Retrieved from <https://sdgs.un.org/goals/goal15>

YUNGA (2013). Forests Challenge Badge. Retrieved from <https://www.fao.org/3/i3479e/i3479e.pdf>



## SDG 16: PEACE, JUSTICE AND STRONG INSTITUTIONS

Sustainable development continues to be seriously threatened by conflict, instability, inadequate institutions, and restricted access to justice. SDG 16 aims to promote peaceful and inclusive societies, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.



### TARGETS:

- 16.1 Significantly reduce all forms of violence and related death rates everywhere.
- 16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children.
- 16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all.
- 16.4 By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime.
- 16.5 Substantially reduce corruption and bribery in all their forms.
- 16.6 Develop effective, accountable and transparent institutions at all levels.
- 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels.
- 16.8 Broaden and strengthen the participation of developing countries in the institutions of global governance.
- 16.9 By 2030, provide legal identity for all, including birth registration.
- 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements.
- 16.a Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime.
- 16. b Promote and enforce non-discriminatory laws and policies for sustainable development.

## WHAT IS PEACE?

Area of participation:



Objectives:

- Stimulate conversation and debate around the SDG 16.
- Cause participants to reflect and discuss what peace truly means.

Duration:

30 minutes.

Requirements:

- Material: Flip chart/ board, writing materials, sticky notes, timer.
- Personal: 2-3 facilitators: 50 youngsters max.

Description:

1. Participants are divided into groups to answer the following questions on their own and write some key words and ideas from their group discussion on the board or a flip chart.

Questions:

- How would you describe “Peace”?
- Can peace mean different things for different people? Why might this be?
- Do we feel peace inside of us or outside? Maybe both?

2. Each group then presents their key words and a summary to the whole group. Participants will share their ideas and facilitators will encourage them to debate.

3. As a common conclusion, ask Participants to choose the definitions of peace they think is most accurate or that they most identify with:

- “Freedom from trouble or worry”.
- “A feeling of mental or emotional calm”.
- “A time when there is no war or a war has ended”.

Evaluation:

- ✓ General evaluation.



## PROMOTING PEACE AND JUSTICE THROUGH VOCABULARY

Area of participation:



Objectives:

- Raise awareness about important topics of discourse when it comes to the issue of Peace, Justice and Strong institutions.



### Duration:

30 minutes.

### Requirements:

- Material: Flash cards made from cardboard papers, writing materials.
- Personal: 2 facilitators; 50 youngsters max.

### Description:

1. Divide participants into groups of 5 persons each.
2. Each group picks a word from a flashcard provided on the table (**Annex K**) and checks the word on it then tries to explain their understanding of it in relation to SDG 16.

### Evaluation:

- ✓ General evaluation.



## LOOK INTO SOCIAL INJUSTICE

### Area of participation:



### Objectives:

- Have a sincere conversation around the key players in social justice among members of a group.
- Get participants to start thinking critically of social justice.
- Understand the complexity of this issue.

### Duration:

30 minutes.

### Requirements:

- Material: Worksheet, writing pens.
- Personal: 2 facilitators; 50 youngsters max.

### Description:

1. The instructor give a brief information about social justice and its many forms.
2. Participants are divided into equal groups. Each group is given a worksheet (**Annex L**).
3. The instructor explains how the worksheet is to be completed. The group has to describe in their worksheet through brainstorming, reflection and discussion a particular social injustice and describe the victims, perpetrators, bystanders, enablers who benefit from the injustice.
4. At the end of the activity each group presents the content or result of its worksheet.

5. The instructor summarizes the session by encouraging participants to take action against injustice.

### Evaluation:

- ✓ General evaluation.

## COMPARE AND CONTRAST BRIBERY AND EXTORSION

### Area of participation:



### Objectives:

- Compare and contrast concepts related to corruption.
- Comprehend the important corruption-related messages such as extortion.

### Duration:

30 minutes.

### Requirements:

- Material: writing materials.
- Personal: 2 facilitators (depending on the n<sup>o</sup> of participants); 50 youngsters max.

### Description:

1. The participants are split into groups of 5 members. They have to compare and contrast bribery and extortion using the scenario below to analyze this:
  - Doctor A and Doctor B. Doctor A requests a bribe in exchange for a specified appointment time. When a patient needs urgent care, Doctor B demands a bribe. If the patient does not give quick attention, they risk dying.
  - Questions: Who is engaged in bribery? Who is engaged in active bribery and who is engaged in passive bribery? What are the key similarities and differences between bribery and extortion in the scenario above? Who are the public victims in bribery and corruption cases? Which consequences cause these situations on democracy and peace? (Active bribery is defined as paying, offering or promising to pay a bribe. Passive bribery is defined as the receiving or accepting of a bribe).

### Evaluation:

- ✓ General evaluation.



## PREVENTING CORRUPTION

Area of participation:



Objectives:

- Develop positive actions to prevent corruption by giving equal access to jobs and training.
- Identify the ethical dilemmas, faced in day to day activities and encourage positive actions.

Duration:

30 minutes.

Requirements:

- Material: writing materials.
- Personal: 2 facilitators (depending on the nº of participants); 50 youngsters max.

Description:

1. In the debriefing session the facilitator identifies some ethical dilemmas, such as parking in a prohibited area and stealing of cable television services, taking credit for others' work, offering a client worse product for one's profiting, utilizing inside knowledge for one's benefit.
2. Participants are divided into groups or pairs.
3. Participants are asked to identify by writing the ethical challenges that they may have faced in their homes, schools and communities as a result of being in a position of being unemployed or lacking in financial resources.
4. After that, a discussion will take place, focusing on the different dilemmas, how these situations affect all parts of society (citizens, institutions, etc) and which changes should be made in society to fight poverty, inequality and corruption.

Evaluation:

- ✓ General evaluation.





## SDG 17: PARTNERSHIPS FOR THE GOALS

SDG 17 calls for a global partnership for sustainable development. The goal highlights the importance of global macroeconomic stability and the need to mobilize financial resources for developing countries from international sources, as well as through strengthened domestic capacities for revenue collection.

**17** PARTNERSHIPS  
FOR THE GOALS



### TARGETS:

- 17.1 Mobilize resources to improve domestic revenue collection.
- 17.2 Developed countries to implement fully their official development assistance commitments, including the commitment by many developed countries to achieve the target of 0.7 per cent of ODA/GNI to developing countries.
- 17.3 Mobilize additional financial resources for developing countries from multiple sources.
- 17.4 Assist developing countries in attaining long-term debt sustainability.
- 17.5 Adopt and implement investment promotion regimes for least developed countries.
- 17.6 Enhance North-South, South-South and triangular regional and international cooperation on knowledge sharing and cooperation for access to science, technology and innovation.
- 17.7 Promote sustainable technologies to developing countries.
- 17.8 Strengthen the science, technology and innovation capacity for least developed countries.
- 17.9 Enhanced SDG capacity in developing countries.
- 17.10 Promote a universal trading system under the WTO
- 17.11 Increase the exports of developing countries.
- 17.12 Remove trade barriers for least developed countries.
- 17.13 Enhance global macroeconomic stability.
- 17.14 Enhance policy coherence for sustainable development.
- 17.15 Respect national leadership to implement policies for the sustainable development goals.

## FAMILIES FOR THE GOALS

Area of participation:



Objectives:

- Promote a multicultural exchange of families from developed regions to less developed regions.
- Share good practices and experiences for reaching the SDG's

Duration:

10-14 days.

Requirements:

- Material: Venue, materials for workshops and focus groups.
- Personal: 1 facilitator per each group of families that are from the same country; 10-15 participants.

Description:

The idea is to create an opportunity for people and their families to exchange ideas and give advice to each other on certain topics (e.g. ecology, education, agenda 2030). In addition, there would be an agenda created for them with extracurricular activities for them to bond with each other.

1. Families that come from different countries will participate in the activity.
2. Various focus groups and workshops would be organized that would be dedicated to each of the Sustainable Development Goals.
3. Each group would aim to consider what activities would help the place they are in to become more sustainable for life. The needs of young people, as well as the needs of parents and older people, would be taken into account.
4. Each family will present their ideas at the same time they tell something about their culture and country. They will also encourage the others to visit their countries, if possible.

Evaluation:

- ✓ General evaluation

## IT WITHOUT BORDERS

Area of participation:



Objectives:

- Expand digital literacy in less developed areas.



### Duration:

1 month.

### Requirements:

- Material: 20 – 25 lap tops.
- Personal: 20 young professionals in the IT sector; 60 youngsters max.

### Description:

Trained young people sign up to go to underdeveloped parts of the planet and teach the locals basic digital literacy. Through the program and the opportunity to spread knowledge and the importance of digitization and why it is important, young people who are experts in technology could apply to work as lecturers of basic digital literacy through the volunteer program. They would teach young people from underdeveloped areas how to use a computer, how to use a telephone, how to use communication programs to communicate with the world, and how to use new technologies to improve their lives.

To begin with, IT camps would be created in one city in several places next to primary and secondary schools, and young people would be able to access programs that would be created specifically for them at any time. At the end, each of them would receive a certificate of successful training by which they could prove that they have acquired the skills to use and use technologies or certain programs

### Evaluation:

- ✓ General evaluation.

## YOUTH ARE PART OF THE SUSTAINABLE SOLUTIONS

### Area of participation:



### Objectives:

- Increase the youth participation in decision making processes.

### Duration:

3 days.

### Requirements:

- Material: White board, papers, workshop material, lap tops.
- Personal: 4 facilitators; 40 youngsters max.

### Description:

1. This activity would be implemented as a three-day workshop between representatives of the youth sector of developing and underdeveloped countries with representatives of decision

makers together with the UN regional team in that region or NGO's related to these topics. The idea is to make a youth declaration to achieve the goals of sustainable development.

2. Through the workshop, young people from the youth sector from areas related to the goals of sustainable development would participate.

3. The declaration would be divided into areas such as environmental protection, achieving social and social unity, economic empowerment of youth and interstate cooperation to achieve goals.

### Evaluation:

- ✓ General evaluation.

## PRACTICE MAKES IT COMPETENT

Area of participation: 

### Objectives:

- Increase the competence of young people from less developed regions.

### Duration:

6 months.

### Requirements:

- Material: none.
- Personal: 1 facilitator that will help to find the exchange opportunities; 10 youngsters max.

### Description:

Program of exchanges and paid internships at the cross-border level. Young people from underdeveloped regions will have the opportunity to try themselves in developed systems. The idea is for 10 young people to go through internships in the fields they apply for and to be more competent in the labor market after that.

One of the aspects of the exchange would be a discussion with the youth sector on how to improve public policies to improve the youth employability system.

### Evaluation:

- ✓ General evaluation.

## TO BE OR NOT TO BE -SUSTAINABLE- THIS IS THE QUESTION

Area of participation:



Objectives:

- Learn about intercultural and international relations with the aim of establishing long-lasting partnerships.

Duration:

90 minutes.

Requirements:

- Material: Handouts, tables, chairs, paper, pens.
- Personal: 1 facilitator; 20 youngsters max.

Description:

This activity calls participants to take a specific role in a simulation of international cooperation and policy making. Each participant/group of participants represents one country/entity who is attending an international event where a very important policy needs to be agreed on.

1. All participants are given a general handout explaining the rules and context of the game, as well as a specific handout related to their role in the game, all of which are prepared in advance. Each of them has their own values and beliefs as well as interests (**Annex M**).
2. Once they have their roles, they will start a discussion to exchange arguments for and against such a policy from the stance of each country/entity, build coalitions and talk cooperation and support, and see whether an international agreement on the given policy document is possible in the end.

Evaluation:

- ✓ General evaluation.

## ANNEXES

### Annex A (SDG2)

<p>“For me, availability of food is not the issue... stores are full of it, but I do not have money to buy” George, Netherlands</p>	<p>“I am starving, and I can do nothing about it. With no job, no money, no food” Kerubo, Kenya</p>	<p>“Despite how much I work, I can only afford food for my baby, and then leave myself starving” Nadiya, Russia</p>
<p>“I am an old lady and cannot work anymore. Pension is not enough” Angie, Spain</p>	<p>“I was so happy with a piece of land we had available, I could grow my own legumes, but suddenly a company took over the land to build a factory” Yating, Taiwan</p>	<p>“My only property was my farm, but it is burnt now. My plants, my farm animals, my land ... everything is burnt” Nikolas, Greece</p>
<p>“My husband is paid very little in the factory he works and I am struggling to feed my 2 children” Maria, Peru</p>	<p>“I left everything behind, I have nothing on me...” Kristina, Ukraine</p>	<p>“3 weeks now I am trying to find a new job and nothing. There’ not much food left and I do not think I can cope” Ana, Brazil</p>

### Annex B (SDG 3)

#### HOW MANY POSITIVES CAN YOU THINK OF?

Fill in the gaps with as many positives you can think of.

EX. “I am brave, kind, caring...”

#### I AM

.....

.....

.....

#### I HAVE

.....

.....

.....

**I CAN**

.....  
 .....  
 .....

**Annex C (SDG 3)**

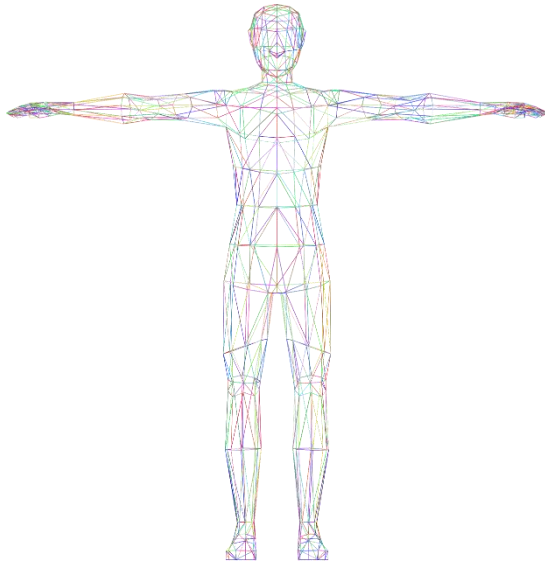
**SOAR Template**

<p><b>Strengths</b></p> <p><i>What are your strengths? Where are you good at?</i></p>	<p><b>Opportunities</b></p> <p><i>What opportunities do you have to enhance your strengths?</i></p>
<p><b>Aspirations</b></p> <p><i>What are your aspirations? What do you want to do in the future?</i></p>	<p><b>Results</b></p> <p><i>What results will tell you that you have achieved your aspirations?</i></p>

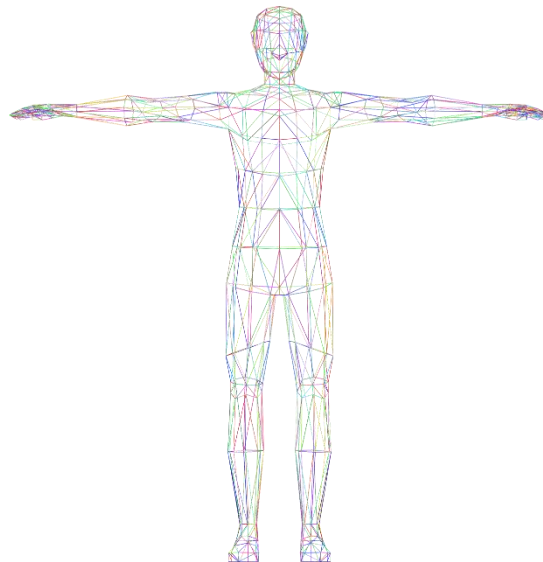
### Annex D (SDG 3)

#### Body Sketches

Present Me



Future Me



### Annex E (SDG 3)

How do you feel the last few days?	
Are you getting enough sleep?	
Are you eating well?	
Are you taking care of your health?	
Do you exercise?	
When was the last time you visited any doctor?	
If you do not feel good, whom will you inform?	
Do you have activities in your day that make you feel better?	
What do you enjoy doing?	
When was the last time you hung out with a friend?	
When was the last time you told someone you love that you really loved them?	



## Annex F (SDG 7)

1. In 2018, 789 million of people were living without electricity (T)
2. Between 2000 and 2018, the number of people with access to electricity increased from 78% to 90% (T)
3. Energy accounts for 88% of greenhouse gas emissions (F) = 73%
4. In 2022, 40% of the electricity produced in the European Union will come from renewable sources (T)
5. Non-biomass renewable sources of energy (hydropower, wind and solar) do not directly emit greenhouse gases (T)
6. Less than 20 % of all energy in USA comes from renewable energy sources (F= False. In fact, it's only 12-14%).
7. One wind turbine can generate enough power to 300 homes. (T)
8. Wind energy is a more efficient source of energy than solar energy (F).
9. In some countries, renewable energy is cheaper than fossil fuels (T).
10. Geothermal energy is energy found inside the Earth (T).
11. In 2017, share of total final energy consumption from renewables all over the world was 17,3% (T).
12. During 2022, gas generated 40% of electricity in Europe (F) = 20%, a large decrease compared to previous years.

## Annex G (SDG 9)

### 1. What percentage of the world's population does not have access to broadband network?

- A. 25%
- B. 38%
- C. **16%**

### 2. What is NOT considered infrastructure?

- A. Bridges
- B. Hospitals
- C. **Restaurants**

### 3. What should be achieved by 2020 according to SDG target 9? Provide the least developed countries with

- A. **Provide affordable access to the internet**
- B. Provide access to the markets of industrialised countries
- C. Guarantee basic health care

### 4. What innovative idea is inspiring more and more people in Bangladesh?

- A. Using the frequent floods to generate electricity
- B. Sharing solar power and building decentralised micro-grids for electricity
- C. **Capture the monsoon rains in huge basins as a reservoir for dry seasons)**

## Annex H (SDG 11)

### **HANDOUT#1: ALICIA**

Alicia is a young girl and with a physical disability. She gets around in a manual wheelchair. Her family lives in public housing and she lives in the public housing unit with her parents and three siblings. Their apartment is inaccessible, as they live in the second floor of a building with no elevator. They informed the housing authorities about Alicia's mobility needs when they applied for housing, but they were informed that they did not have accessible units available for them. Alicia needs assistance to fulfill her basic needs, such as hygiene and food. In addition, the school said they could not take Alicia because they did not have the budget to provide for a personal assistant to support her in class. Therefore, Alicia doesn't attend school like her siblings. A distant relative gave her a computer and the family has a basic internet plan.

#### **Alicia's Day**

6:00-7:00 am - her mother wakes her up and, with the help of one of her siblings, they take her to the bathroom, shower and dress her. They bring her back to her room and sit her in bed, while they all get ready for school and work.

7:00-7:30 am - Alicia's father and siblings have breakfast before they go to school and work. Alicia's mother does the dishes; she stays home because she is Alicia's main caregiver.

7:30-8:00 am - Alicia's mother gives breakfast to Alicia.

8:00-12:00 - Alicia is in her room using the computer while her mother does all the house chores. Her mother helps her once to go to the bathroom.

12:00-4:00 pm - Alicia's mother fixes and gives Alicia her lunch and they watch TV for some time. After that, Alicia goes back to her computer and also rests. Alicia's mother takes her to the bathroom again.

4:00-5:00 pm - Alicia's siblings arrive home and they carry her down the stairs so she can be outside for a little while before they have to sit down and do homework.

5:00-7:00 pm - Alicia's father arrives home and spends some time with Alicia.

7:00-8:00 pm - Alicia's parents and siblings have dinner.

8:00-8:30 pm - Alicia's mother brings her dinner and gives it to her.

8:30-9:00 pm - Alicia's father takes Alicia to the bathroom, brushes her teeth and gets her ready for bed.

### **HANDOUT #2: CHAO FAH AND ARTIT**

Chao Fah is a young man who is blind. He lives with his brother who works as a night guard and comes home at 6:00 am. Chao Fah has been working in the same factory for 5 years. When there was an opening, he convinced the boss to hire his friend Artit, a wheelchair user, who lives a block away. He told the boss that he would help Artit learn his tasks and would help him get to work, as they live next door to each other. Artit is an only child and lives with his aging parents. They receive a small pension, and with Artit's salary, they are barely able to cover their expenses. Artit cannot afford to pay for a personal assistant so Chao Fah helps him every morning. They didn't use to have any trouble with their schedule

and always arrived on time, at 9 am. But now the bus route is longer, and they have been struggling to arrive on time, which made the boss give them a warning.

### **Chao Fah and Artit's day**

6:00-7:00 am - Chao Fah wakes up, gets ready for work and has breakfast when he can.

7:00-8:00 am - Chao Fah arrives to Artit's place and helps him get showered and dressed. Artit has to take some fruit with him for breakfast.

8:00-9:00 - Chao Fah pushes Artit's wheelchair and they go to the bus stop. They usually ride on the street because the sidewalk has a lot of barriers. They always have to ask for help getting on the bus and sometimes the bus is too full, and they have to wait for the next one.

9:00-12:00 - Chao Fah and Artit work in their respective stations. Chao Fah has to take Artit to the reception desk.

12:00-1:00 pm – Usually, Chao Fah and Artit take turns bringing lunch to each other.

1:00-5:00 pm - Chao Fah and Artit work in their respective stations. At 5 pm Chao Fah picks up Artit and they get ready to take the bus home.

5:00-7:00 pm - Chao Fah and Artit go to the bus station and, again, have to ask for help to get on the bus. When they arrive, Chao Fah takes Artit home and helps him change and get in bed, because Artit's parents can't do it on their own. Artit's mother will bring him food later.

7:00-9:00 pm - Chao Fah goes home, fixes dinner and listens to free audiobooks. He goes to bed at 10pm.

### **HANDOUT #3: AMINATA AND JULIUS**

Aminata married when she was 17 years old to a man much older than her. Her husband became very abusive after they had Julius – their son - who was born with an impairment. Julius uses a wheelchair. Aminata's husband blames her for Julius' condition. He has never let her have her own money, or study; he yells at her on a regular basis and humiliates her. They have been married for 10 years and Julius is now 7 years old. She has a good friend and neighbor who gave her the number for a helpline for domestic violence. She gave her the address to the women's resource center where she could go to a support group meeting. Because she's Julius only caregiver, she hasn't been able to go to the center. Nevertheless, a month ago, her husband physically abused her and also hit Julius in the head. He threatened to kill them both. The next day, when her husband was at work, Aminata packed a bag and went to the resource center to ask for help. Unfortunately, they told her that all the shelters were full and none of them could take her with a child in a wheelchair. All they could do was give her some money for food, and connect her to legal resources. Afraid and disheartened Aminata and Julius did not return home. They were able to pay for a room for a while but are now living in the streets.

### **Aminata and Julius' day:**

6:00-9:00 am - as soon as the sun comes out, Aminata and Julius wake up so they don't get told to leave the place where they sleep. They go to the resource center every morning and they let them shower there. The guard helps her carry Julius's wheelchair.

9:00-12:00 Aminata goes to the job center to see if there are any jobs she can do but, unfortunately, none of them allow her to take Julius and the ones available are only full-

time. Other days Aminata goes to the public school to see if they accept Julius, but they won't take them without an address.

12:00 - Aminata and Julius go to a community kitchen to eat. It's far, and they don't have money to take the bus.

1:00-6:00 pm - They go around different places in the city. Sometimes to a park, and sometimes they have to beg for money.

### Annex I (SDG 12)

NEEDS	STEP-BY-STEP ACTIONS	RESOURCES AVAILABLE	OUTPUT
What are the social and environment needs of your country? You can also search online	What are the step by step actions to fill that need? What is the procedure of your country to create such an idea?	What resources will you need?	What the results will be?

### Annex J (SDG 12)

<b><u>STRENGTHS</u></b>	<b><u>WEAKNESSES</u></b>
What are the strengths of my Social Entrepreneurship? What characteristics give it advantages?	What are the weaknesses? What characteristics make it disadvantageous?
<b><u>OPPORTUNITIES</u></b>	<b><u>THREATS</u></b>
What are the external opportunities I can take advantage off?	What are the external factors that could put my ideas in danger?

## Annex K (SDG 16)

Words	Meaning
Violence	Any human action that causes harm to the life or dignity of another person
Slandering	ruining the reputation of another person by lying or spreading rumors
Bullying	treating someone abusively, either verbally or physically, or forcing someone to do something against his/her will through violence or threats of violence
Justice	
Impact of Violent Media	Increases conscience of violent behaviors, video games make other have more of an urge to be more violent
Spiral of Violence Developed by Dom Helder Camara (5 Steps)	<ol style="list-style-type: none"> <li>1. Basic Injustice</li> <li>2. Violent Response</li> <li>3. Violent-Counter Response</li> <li>4. Escalating Violence</li> <li>5. Violence Ends Temporarily</li> </ol>
Legitimate Defense	the teaching that limited violence is morally acceptable in defending yourself or your nation from an attack
Just War	must be declared by a lawful authority, there must be just cause and the right intention and weapons must be used in a way that protects the lives of innocent people
Institutions	
Comparative Justice	the good achieved through war must far outweigh the resulting loss of life and disruption to society
Legitimate Authority	only duly constituted public authorities may use deadly force or wage war

Last Resort	force may be used only after all peaceful alternatives have been seriously tried and exhausted
Deterrence/MAD Policy	if one country launched weapons the other country would immediately launch its own weapons causing catastrophic death and destruction in both countries
Arms Race	an escalating international competition to accumulate ever great numbers of weapons and to develop ever more effective and destructive weapons for armed conflicts
Arms Trade	the sale of arms or weapons within and between countries
Strategies for Peacemaking	<p>Correct Injustice</p> <p>2. Work for Solidarity</p> <p>3. Support Economic Development</p> <p>4. Promote Forgiveness &amp; Reconciliation</p>
Apartheid	racial segregation

## Annex L (SDG 16)



GROUP \_\_\_\_\_ Date: \_\_\_\_\_  
 NAME/No: \_\_\_\_\_

### Social Injustice worksheet

What social Injustice?: \_\_\_\_\_

Choose a social injustice to examine , then break it down by examining the systems involved, the people and laws

<p>Victims</p>	<p>Enablers Who benefits from the injustice</p>
<p>Perpetrator Group of person , law/regulation that causes harass</p>	<p>Bystander Person or group who witness the injustice but do nothing</p>

## Annex M (SDG 17)

### **The storyline (for all participants)**

You have been invited to a global meeting on sustainable development in which a policy document is discussed. The policy document foresees that all countries must remain fully committed to implementing the SDGs by allocating more human, financial and technological resources into joint solutions that address specific SDGs (e.g. through cross-border, regional and international joint projects). The policy document was proposed by the UN General Assembly, but it can still be changed and modified, before officially being adopted. The document will be obligatory for all participants once it is adopted. The meeting will take place in 30 minutes.

### **Role card #1 - Meeting chair (1 person)**

You are the Chair of the meeting and it will be your role, once the meeting starts, to welcome the participants and remind them of the rules of debate. During the meeting, you should try to give everyone the opportunity to speak - and should not allow anyone to speak for too long! You are very worried about whether the policy document will be adopted and if all participants will agree on its content. While you should strive towards having conclusions and agreements in the meeting, you should stay unbiased in the discussion.

### **Role card #2 - Traditionalist country (2-3 people)**

You represent the traditionalists who strongly oppose the policy document because you do not see the point in adopting it. In your opinion, it will not change anything and will not contribute to achieving sustainable development in the world. You think that no one should oblige all countries of the world to obey such a document because each country is unique and has its own capacities, resources, challenges and obstacles, so you cannot look at all the countries in the same way. The rules to achieving sustainable development should be a matter of national policy and decision making. You are worried that by adopting such a document, only high-income and highly-developed countries will benefit, while the rest will have their economies disrupted and destroyed.

### **Role card #3 - Populist country (2-3 people)**

You represent the populists and you support the general idea of having this document, as long as it does not affect the economy of your country. You see many benefits of sustainable development and international cooperation (such as free market and exchange of goods and services for the sake of building sustainable societies), but you are worried that too much regulation by this document will bring unnecessary dissatisfaction among your people, and that it will require of you to invest much more money into projects that you do not prioritize. You are also worried that if the document is adopted in its original form, you might lose political support back at home and the elections are coming up soon.

### **Role card #4 - Liberal country (2-3 people)**

You represent a liberal country that is highly developed economically, technologically, and regularly invests into cooperation with companies and NGOs, as well as in communicating with its citizens to find solutions for environmental problems. For you, green companies' and citizens' participation is key to bringing about green transition and responsible usage of natural resources. You believe that many countries are deprived of resources to implement this policy document, but you are ready to suggest ways of how to share human, financial and technological resources among participants so that everyone builds a clear path towards sustainability and prosperity.

### **Role card #5 - Private companies (2-3 people)**

You represent the private sector i.e. the companies and businesses who are making profit by selling their modern technological solutions that contribute to a greener and more just world. You joined this meeting upon the invitation of the chair to bring in your opinion on the main topic of the meeting and maybe offer your solutions to the countries who lack capacities and resources to implement the policy document.

### **Role card #6 - Youth civil society (2-3 people)**

You represent the youth voices of the world. You believe in young people's role in achieving sustainable development but you believe that young people are not given enough space to voice their concerns and ideas, to suggest ways how countries can cooperate and involve young people more in the policy and decision-making. You advocate for eco-friendly behavior of all countries. You strongly believe that all countries should invest more into implementing the SDGs. You think that companies should offer their technology free of charge to those who need it the most. You want the document to be adopted and be obligatory for all participants.