



Teacher's Briefing and Resource Pack



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COLOPHON

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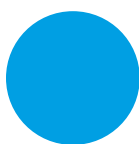
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STRUCTURE OF THE EDUCATIONAL COURSE



3 hour stand alone proposal Choose one or more for an estimated duration of 4 to 13 hours



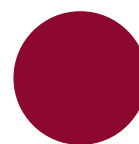
SOCIAL INCLUSION



**SOCIAL AND
ENVIRONMENTAL
RESILIENCE**



**COMMUNITIES: RESPECT AND
VALORISATION OF CULTURAL
AND ETHNIC DIVERSITY**



SAFETY

Key competencies for sustainability

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

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

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

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

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

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

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

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

This Teacher's Briefing and Resource Pack is the result of an intense collaboration of an Educational Task Force coming from 4 different European organisations (International Institute For Human Rights And Peace in France, ActionAid Hellas - Greece, Aid Global in Portugal and Oxfam Italia Intercultura - Italy, with the support of University Of Glasgow, Unit Of Global Citizenship Education - Scotland) and selected Teachers' Committee, with the cooperation of the 7 other partners (from Croatia, Cyprus, Wales, Bosnia and Herzegovina, Albania, Bulgaria and Romania). For its own nature, this product reflects its essential European dimension and also envisions full adaptability to each national context, aiming to develop a common European learning community.

WHAT IS THIS?

This Teacher's Briefing and Resource Pack is part of Walk the Global Walk's comprehensive educational programme supporting teachers and school students (primarily aged 11-18 years) to critically engage with current global trends and issues through the Sustainable Development Goals (SDGs).

It is a simple and clear tool, which is intended for teachers who want to embed Global Citizenship Education's topics and methods within the subject taught at school and to develop cross-curricular lessons, collaborating with other colleagues. In fact, it provides teachers with all the information, guidance and support to plan curriculum work with more innovative pupil-led pedagogical approaches.

In particular, Teacher's Briefing Pack 1 focuses on "SDG 11: Sustainable Cities and Communities".

The curriculum is linear in nature so that part 1 deals within grand framework and progressively gets into more nuanced and specialized issues. Even though modularity is a possibility, discussing the subjects in the order given will allow participants to gain a more complex perspective on increasingly more divided and conflictual issues. Teachers should be aware that the lesson plans provided are signposted as being "adaptable" and are not wholly prescriptive and learning strategies can also become interchangeable.

TITLE:	I Participate
AGE GROUP:	15-18 years old
ESTIMATED DURATION:	60 minutes
MATERIALS:	Computer, data show, sound columns, blank paper, pens, flipchart, stickers and images
ROOM REQUIREMENTS:	Movable tables, movable chairs and space to work in groups
OBJECTIVES:	To sensitive to the importance of incorporating the voice of young people into policies and actions
GCE Main Competences developed	<input type="checkbox"/> Systems thinking competencies <input type="checkbox"/> Anticipatory competency <input type="checkbox"/> Normative competency <input type="checkbox"/> Strategic competency <input type="checkbox"/> Collaboration competency <input type="checkbox"/> Critical thinking competency <input type="checkbox"/> Self-awareness competency <input type="checkbox"/> Integrated problem-solving competency
SUBJECTS	Citizenship Education and Portuguese
00:00 – 00:15	Participation is... <ul style="list-style-type: none"> • Invite each learner to write in a small paper what it is for him/her to participate in the society. • Join in pairs and discuss what mean for them to participate in the society. They both write the resumed idea in another paper. • Join 2 pairs (groups of 4) and do the same exercise. • Ask groups to present their definitions/ideas to all participants. • Resume the shared ideas and present the definition of participation according to the European Charter on the Participation of Young People in Local and Regional Life (2003): "The active participation of young people in decisions and actions at local and regional level is essential if we are to build more democratic, inclusive and prosperous societies. Participation in the democratic life of any community is about more than voting or standing for election, although these are important elements. Participation and active citizenship is about having the right, the means, the space and the opportunity and where necessary the support to participate in and influence decisions and engage in actions and activities so as to contribute to building a better society."
IDEAS FOR FOLLOW-UP AND ACTIONS <ul style="list-style-type: none"> • Complement the "Ladder of participation" activity and give each learner stickers with different themes: "Poverty", "Hunger", "Health", "Inclusion of refugees", "Environment", "Gender Equality", "Human Rights" and "Peace". Ask them to choose 2 of the themes that are most important for them and invite to place those themes near the step of the ladder they would like to be involved in terms of participation (example: Inclusion of refugees – step number 7). Share thoughts and opinions. • Watch videos about initiatives made and promoted by young's towards Human Rights and Sustainable Development, for example "Florida shooting: students walk out of schools to call for gun control" (2 01) of North American students that mobilized for a protest against the free access of guns 	
ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS <ul style="list-style-type: none"> • Instead of using a ladder of participation, spend more time sharing and debating the ways of participation in the society, showing images and videos. 	
LINKS TO OTHER TBP ACTIVITIES <ul style="list-style-type: none"> • ALL THE OTHER ACTIVITIES OF THE LESSON PLANS • 1.1 "I PARTICIPATE", 1.2 "BE INCLUSIVE", 1.3 "I BELONG" 	
REFERENCES <p>The activity "The colours of a sustainable world" is inspired by http://worldlargestlesson.globalgoals.org/introduce-the-global-goals/.</p> <p>The "Let's build Sustainabilityland" is inspired by the North South Center of the CoE's activity https://www.coe.int/en/web/north-south-centre</p>	

Each activity foresees a debriefing, for which sometimes there is a very limited amount of time allocated. You can decide to ask just one or few questions or to give students these questions to be answered as an assignment. In any case we strongly recommend you to always take some time for plenary debriefing. The activities have been built to be as much inclusive as possible: we speak about people with migratory background, with disabilities, we speak about minorities. Teachers know their students better than anybody else, so please keep in mind the inclusive dimension and adapt the activities in case you think they may hurt someone's sensitivity or feelings.

To implement this course at its best, we recommend teachers carefully read all the sections first and then to follow the tips on how to link the activities to the subjects taught.

You will also find some QUESTIONS FOR REFLECTION at certain points in the document – these are designed to help frame your thinking and planning in relation to the learning and teaching opportunities.

GLOBAL CITIZENSHIP EDUCATION, SUSTAINABLE DEVELOPMENT AND THE SCHOOL CURRICULA

It is increasingly evident that we live in a complex and globalised world, with new global trends, issues and inputs. The global dimension is part of our daily lives and poses some challenges, especially to young people who find it particularly difficult to understand, express their own informed view and take action. The formal school system represents a safe space for students to have the opportunity to learn, reflect and test new global competences which are needed in the global society they are living in.

All around the world and in Europe, civil society and the education institutions have come together to make steps forward in applying Global Citizenship Education in formal contexts. The Council of Europe, the UNESCO, GENE and other important organisations and networks worldwide have helped develop GCE strategies and practices in collaboration with national and local governments.

Defined in 2002 by the Maastricht Global Education Declaration as *"the education that opens people's eyes and minds to the realities of the globalized world and awakens them to bring about a world of greater justice, equity and human rights for all"*, it develops transversal global citizenship competences. These competences, like critical thinking, problem solving and public speaking, are essential for young people to understand, think and act upon the local and global interconnectedness of today's world and become catalysts for transformational change.

The history of Global Citizenship Education shows us that it encompasses Development Education, Human Rights Education, Education for sustainability, Educa-

tion for Peace and Conflict Prevention, Intercultural Education and Citizenship Education. However, as highlighted by the UNESCO in the document “Education for Sustainable Development Goals – Learning Objectives (2017), Global Citizenship Education *“has to be integrated in all curricula of formal education [...] It should not, first of all, be seen as an adjectival education or an isolated stand-alone subject. For instance in school education, it must become an integral part of teaching and learning of core subjects.”*

By using a cross-cutting, competence-based and inter-curricular approach, this Teacher’s Briefing Pack aims to support teachers and educators to integrate global citizenship related subjects and human rights-focused education into the school curriculum by using an innovative, inclusive and comprehensive approach.

QUESTION FOR REFLECTION 1:

To what extent do you already incorporate Global Citizenship Education in your learning and teaching?

The activities you will find are learner-centered, use multiple resources and methods to meet each students’ learning style, valuing each student’s opinions, fostering cooperation, problem solving, dialogue, critical thinking, stimulating curiosity and creativity. They always have a local-global, micro-macro approach and provide information from all around the world, starting reflective processes from the personal to the collective dimension and including emotional and rational aspects.

The transversal competences that need to be developed by the learners are aligned with the UNESCO key-competences for sustainability, outlined in

the document “Sustainable Development Education. Learning Objectives” <http://unesdoc.unesco.org/images/0024/002474/247444e.pdf>

They also fit the PISA Global Competences identified by the OECD in the document “Preparing our youth for an inclusive and sustainable world. The OECD PISA global competence framework” (2018) <http://www.oecd.org/pisa/Handbook-PISA-2018-Global-Competence.pdf>

GLOBAL CITIZENSHIP EDUCATION AND SUSTAINABLE DEVELOPMENT GOALS

Your role as a teacher is crucial to create a more sustainable world. All around the globe, teachers unite to promote Global Citizenship Education and Walk the Global Walk project is one example. Indeed, we are not alone: every year, in September, the UN launches World Largest Lessons (<http://worldslargestlesson.globalgoals.org/>), a platform with lesson plans and materials to motivate teachers as much as possible to teach about the Sustainable Development Goals (SDGs), also called Global Goals or Agenda 2030.

Conscious of the interconnectedness of our world, world leaders launched the SDGs in 2015, “a plan of action for people, planet and prosperity” to be fulfilled by 2030. The SDGs provide clear quantitative targets, expected outcomes and have a global scope.

Education holds a central place within the Agenda 2030: it is a goal itself and a transversal way sustainable development can be attained, as the only way to break the circle of poverty and facilitate social advancement is to guarantee quality education for everyone. Education, indeed, should equip citizens with a set of knowledge, values, attitudes and skills that can be used in any field of work, in any part of the world.

For this reason, SDG 4 “Quality Education” aims to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. More specifically, it also promotes Global Citizenship Education as a universal practice:

Last but not least, it needs to be acknowledge that by envisaging a world in which the needs of the most vulnerable are met, the 2030 Agenda can contribute substantially to the realization of Human Rights.

Target 4.7	Indicator 4.7.1
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.	Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment

QUESTION FOR REFLECTION 2

Do you feel you have enough knowledge and confidence at this stage to incorporate Global Citizenship Education in your day to day work?

For further information:

Videos:

- United National Development Programme: Transitioning from the MDGs to the SDGs

https://www.youtube.com/watch?v=5_hLuEui6ww

- United National Foundation: A Look at the Sustainable Development Goals

<https://www.youtube.com/watch?v=5G0ndS3uRdo>

- Michael Green, TED Talk How We Can Make the World a Better Place by 2030

https://www.ted.com/talks/michael_green_how_we_can_make_the_world_a_better_place_by_2030

Websites:

- <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

- Incheon Declaration Education 2030 and Framework for Action towards SDG <http://unesdoc.unesco.org/images/0024/002456/245656E.pdf>

Learning Cities and the SDGs: A Guide to Action <http://unesdoc.unesco.org/images/0026/002604/260442e.pdf>

LINK TO THE SCHOOL NATIONAL CURRICULUM AND THE SUBJECTS – graphic connection or explanation?

To be drafted when the product is finished. Each partner to draft it.

LENGTH: 1 page

Seen as a whole, the SDGs are not only a framework for the political agenda but can also be used as an educational framework that invites schools not only to deepen each SDG but also to look at the interconnectedness in the curriculum. Teachers and students, in partnership with the local community can promote global citizenship competences through didactic learner-centered and experiential strategies. All in all, teachers can bring a broader view and a global perspective on their subjects by making use of the SDGs as a reference framework and not as an additional subject to teach. Teachers are not only working with learners but also with young global citizens who need more knowledge, abilities and competences to play an active role in the global societies.

SDG 11 Explanation of the SDG with additional resources and link to our TBP

In the XIX century, the North American Philosopher David Henry Thoreau asked: "What is the use of a house if you do not have a decent planet to put it on?". This question highlights 2 of the 3 dimensions of Sustainable Development: the human-social and the environmental one (the third one being the economic one).

However, should we take for granted that each person on this planet lives in a safe, decent environment? In addition, how can we make sure that cities, towns and communities are inclusive, safe, resilient and sustainable? How can we make sure all identities are respected and cultural heritage is an added value for everyone, no matter your origins? How can people engage in their local community in a meaningful, impactful way, being granted an equal voice and a participatory space in the public discourse? How can we maximise happiness and welfare for all? How can we make sure communities are resilient to natural disasters? How will our inaction to act on climate change will unevenly impact areas that can least afford it? How can we ensure sustainable transportation and social inclusion? How can a safe environment be ensured in our local context?

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

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

Inequality - Inequality in our cities and communities has so many different aspects that we may not realise the need for sustainability but, actually, these issues affect every citizen, everywhere in the world.

Below you can read the targets and indicators identified within the Sustainable Development Goal 11

	TARGETS	INDICATORS
11.1	By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums	Proportion of urban population living in slums, informal settlements or inadequate housing
11.2	By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons	1.2.1 - Proportion of population that has convenient access to public transport, by sex, age and persons with disabilities
11.3	By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries	11.3.1 - Ratio of land consumption rate to population growth rate 11.3.2 - Proportion of cities with a direct participation structure of civil society in urban planning and management that operate regularly and democratically
11.4	Strengthen efforts to protect and safeguard the world's cultural and natural heritage	11.4.1 - Total expenditure (public and private) per capita spent on the preservation, protection and conservation of all cultural and natural heritage, by type of heritage (cultural, natural, mixed and World Heritage Centre designation), level of government (national, regional and local/municipal), type of expenditure (operating expenditure/investment) and type of private funding (donations in kind, private non-profit sector and sponsorship)
11.5	By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations	11.5.1 - Number of deaths, missing persons and persons affected by disaster per 100,000 people 11.5.2 - Direct disaster economic loss in relation to global GDP, including disaster damage to critical infrastructure and disruption of basic services
11.6	By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management	11.6.1 - Proportion of urban solid waste regularly collected and with adequate final discharge out of total urban solid waste generated, by cities 11.6.2 - Annual mean levels of fine particulate matter (e.g. PM2.5 and PM10) in cities (population weighted)
11.7	By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities	11.7.1 - Average share of the built-up area of cities that is open space for public use for all, by sex, age and persons with disabilities 11.7.2 - Proportion of persons victim of physical or sexual harassment, by sex, age, disability status and place of occurrence, in the previous 12 months
11.A	Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning	11.A.1 - Proportion of population living in cities that implement urban and regional development plans integrating population projections and resource needs, by size of city

11.B	By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels	11.B.1 - Proportion of local governments that adopt and implement local disaster risk reduction strategies in line with the Sendai Framework for Disaster Risk Reduction 2015-2030a 11.B.2 - Number of countries with national and local disaster risk reduction strategies
11.C	Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials	11.C.1 - Proportion of financial support to the least developed countries that is allocated to the construction and retrofitting of sustainable, resilient and resource-efficient buildings utilizing local materials

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

QUESTION FOR REFLECTION 3

Looking at the indicators above, is your school part of a sustainable city/town/community? Does the school do anything to contribute to these indicators already?

Logical Framework for the curriculum (increasing complexity – linear progression)

- 1. Social inclusion** - This provides a framework of the benefits of being engaged and active in local community by outlining the issue of agency and stakeholder as decisions are made on their absence
- 2. Social and environmental resilience** - Taking stock of GLOCAL challenges, mainly climate change and migration and its impact in the global scale and in our local community. How to prepare for it and which route is the better one (do we know who will have to move? Collaboration vs completion, open vs closed)
- 3. Communities** - Respect and valorisation of cultural and ethnic diversity; More people with diverse skills apply the mental faculties, using personal interactions and technological progress to solve community problems. This resource cannot be used if they are excluded from having a voice and a stake in the success of our community

- 4. Safety** - The ideal is that everyone will have access to a long term safety from environmental/social challenges/accommodating differences/conflict resolution and everyone is allowed to pursue their individual road of happiness by utilizing collective platforms of support (infrastructure/opportunities)

COMMON ACTIVITY:

- 1 - "EXPLORING THE 17 SDGS AND SDG 11"

LESSON PLAN 1 – SOCIAL INCLUSION

- 1.1 – I PARTICIPATE
- 1.2 – BE INCLUSIVE!
- 1.3 – I BELONG

LESSON PLAN 2 – SOCIAL AND ENVIRONMENTAL RESILIENCE

- 2.1 – MAKE A (HI)STORY
- 2.2 – MESSAGE IN A BOTTLE
- 2.3 – SUSTAINABLE TRANSPORTATION

LESSON PLAN 3 – COMMUNITIES: RESPECT AND VALORISATION OF CULTURAL AND ETHNIC DIVERSITY

- 3.1 – STEREOTYPES AND PREJUDICES AS A BARRIER TO CULTURAL DIVERSITY
- 3.2 – INTERACTION AMONG MEMBERS
- 3.3 – IDENTITIES AND CULTURAL DIVERSITY

LESSON PLAN 4 – SAFETY

- 4.1 – SAFE AND ADEQUATE HOUSING
- 4.2 – AIR POLLUTION
- 4.3 – WATER DISASTERS

LINK TO THE SCHOOL NATIONAL CURRICULUM AND THE SUBJECTS – graphic connection or explanation?



LESSON PLANS

COMMON ACTIVITY

COMMON ACTIVITY	
TITLE:	"EXPLORING THE 17 SDGS AND SDG 11" – ACTIVITY 1
AGE GROUP	11-18
ESTIMATED DURATION:	60 minutes for the implementation. 15 minutes for preparation (printing and cutting).
MATERIALS:	Pc, video projector, speakers or an interactive blackboard. To be prepared in advance: Annex 1 printed in colours in advance (or else, cut the different SDGs from the Annex); Annex 2 to be shown on the e-board or printed, Annex 2a to be shown on the e-board or printed optionally; Annex 3 to be written on a flip-chart paper; Annex 4 printed (especially for the icons) or shown on the screen.
ROOM REQUIREMENTS:	Movable chairs and tables and space to work in groups.
OBJECTIVES:	<ul style="list-style-type: none"> To learn about the 17 SDGs so as to understand the bigger picture; To get an insight of SDG 11 and the role of citizens and decision makers; To understand the interconnectedness among the 17 SDGs and the 3 different dimension of Sustainable Development.
GCE Main Competences developed	<input checked="" type="checkbox"/> Systems thinking competencies <input checked="" type="checkbox"/> Anticipatory competency <input checked="" type="checkbox"/> Normative competency <input checked="" type="checkbox"/> Strategic competency <input checked="" type="checkbox"/> Collaboration competency <input checked="" type="checkbox"/> Critical thinking competency <input checked="" type="checkbox"/> Self-awareness competency <input checked="" type="checkbox"/> Integrated problem-solving competency
SUBJECTS	All subjects
SDGs involved	All of the 17 SDGs SDG 11 - Sustainable cities and communities, in particular.
Description of the activities:	
00:00 – 00:15	The colours of a sustainable world <ul style="list-style-type: none"> Tell learners they will start a journey all around our sustainable world, cities and communities. Divide the class into groups of 3 people and pairs so that at least 2 students work on 1 Sustainable Development Goal. The SDGs are 17 and they have all to be covered. The initial cards with the SDGs were modified so that they just see the colours and the icons related to them, with no title (Annex 1). 5 min Give each pair/group the card with 1 SDG (randomly) and ask them to carefully look at it and discuss: What do they think each icon represent? You will find the cards in Annex 1. 5 min Quickly ask them to share their assumption. After every group/pair has spoken, ask them: do these cards have something in common? 10 min Show the video https://www.youtube.com/watch?v=9-xdy1Jr2eg 5 min They all should have their answers now. Make a little recap by asking these simple questions: what are the SDGs? When was this "pact" signed and by whom? Provide them with the right definitions provided in the Introductory part "Global Citizenship Education and Sustainable Development Goals".

- Show them the 17 SDGs (See Annex 2) and ask them to write the name of the SDG on the card. You can keep them in the room, sticking them on the walls! *If you want them to realise the comprehensive dimension of SDGs, you can show them the image contained in Annex 2a, that provides a new understanding on where each goal exist in a macroscopic level.*
5 min

00:30 – 00:60**Let's build Sustainabilityland**

- Tell the learners that they are now going to live in Sustainabilityland, a special city that is being built through a very participatory approach (as it should always be!): citizens will propose what they want to have in their neighbourhood. The city is divided into 6 neighbourhoods. Each learner is an inhabitant of the city (see an example in Annex 3).
 - Put the flip-chart paper, prepared in advance, on the floor and ask learners/citizens to mingle around the room until you clap your hands. As soon as they hear your "clap" they have to stop in correspondence to the nearest neighbourhood. Each neighbourhood should have the same amount of citizens. In case they are not balanced from a numerical point of view, ask them to move to another neighbourhood. *Depending on time availability, you can tell citizens they can create their logo, identity, give their block a name.*
 - Give each group a list of all the infrastructures they want to build in the city to the learners/citizens. You can find the list in Annex 4. *Alternatively, instead of the written list, print the images, still contained in Annex 4. This could be an option also for younger students.*
 - Tell the learners/citizens that each neighbourhood needs to choose 10 infrastructures, structures or services that they would like to have in their neighbourhood. On the other hand, they need to be realistic and will need to choose also 5 structures that may damage the beauty, the health and the quality of life of the citizens (all contained in Annex 4). Each group can propose an infrastructure that was not proposed by the teacher.
15 min
 - Collect the proposals from each neighbourhood by writing them on the blackboard. What are the common proposals?
 - Now ask them to collectively agree on 10 infrastructures for the whole city, numbered 1 to 10 according to priorities and providing concrete explanations. Cut the items you have chosen from the list and stick them on the flip-chart paper. Keep the poster in your classroom! The other activities may be connected to it. *Introduce the concept of scarcity of resources as well as collaboration and transportation between neighborhoods (car sharing and so on), so learners reflect on sharing resources with neighbours, breaking the idea of factionalism and reaching a consensus through discussions.*
 - Debriefing: Is your city sustainable? What makes your city sustainable? What is important for you to have or do in your city? Why? Which of the infrastructures you chose may be a danger for sustainability? Was there common priorities between the teams? What were there? Is it by luck? What did you decide to leave out of your choice? Why? Are you satisfied with the result obtained? How was working in teams? Which moments were easier and which were harder where you were in your neighbourhood? How did citizens behave? *Create a link with the next activity by asking: Do you think it is important that people have their say when it comes to making decisions about the place they live? Do you think this happens? Do you know of any example where this has happened*
-  Take a picture of the final poster and share it on the platform.
-  Also, use the e-board or the fl for the Debriefing's notes, save them and upload them. Otherwise you can take notes on the blackboard (or ask students to do so) and upload pictures on the platform.

IDEAS FOR FOLLOW-UP AND ACTIONS

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

- Tell the learners that they are now going to live in Sustainabilityland, a special city that is being built through a very participatory approach (as it should always be!): citizens will propose what they want to have in their neighbourhood and the Major and her/his counsellors will discuss about it. The city is divided into 6 neighbourhoods. Each learner is an inhabitant of the city but can become the Major or the counsellor. Start the polls and elect the Major and the Counsellors (at least 3 of them).
 - Put the flip-chart paper, prepared in advance, on the floor and ask learners/citizens to mingle around the room until you clap your hands. As soon as they hear your “clap” they have to stop in correspondence to the nearest neighbourhood. In case they are not balanced from a numerical point of view, ask them to move to another neighbourhood. Depending on time availability, you can tell citizens they can create their logo, identity, give their block a name.
 - Each group of citizens needs to elect a Representative who will be speaking to the Major and the Counsellors.
 - The Major and the Counsellors give a list of all the infrastructures they want to build in the city to the citizens. You can find the list in Annex 4. Depending on time availability, you can tell citizens they can create their logo, identity, give their block a name.
 - Each neighbourhood needs to choose 10 infrastructures, structures or services that they would like to have in their neighbourhood. On the other hand, we need to be realistic and they will need to choose also 5 structures that may damage the beauty, the health and the quality of life of the citizens (all contained in Annex 4. Each group can propose an infrastructure that was not proposed by the Local Authorities.
 - The proposals of the different neighbourhoods will be presented in the first Citizens’ Assembly where the Major and the Counsellors will talk with the representative of each neighbourhood.
- 25 min**
- The Major and the Counsellors collect the proposals and ask each neighbourhood to agree on 10 infrastructures, numbered 1 to 10 according to priorities and providing concrete explanations.
 - The Major asks the blocks’ citizens if they want to change their representative through new internal elections. The activity goes on.
 - The Assembly: the Counsellors and the Representatives discuss about the regulatory plan of Sustainabilityland.
 - Debriefing: Is your city sustainable? Which of the infrastructures you chose may be a danger for sustainability? What did you decide to leave out of your choice? Why? Are you satisfied with the result obtained? How was working in teams? Which moments were easier and which were harder where you were in your neighbourhood? How did citizens behave?
- 35 min**
- **Go around your city or community and notice:** Have diverse people had their voices heard? does it have the infrastructures of the activity? Where are they located? Do you have any in your area? What is your school surrounded by? Do you think your city/community is sustainable? Why is it important for the place where you live to be sustainable?
 - **Look on the internet for the most sustainable cities in the world.** What have they promoted? What did they decide to leave out? How could they propose these solutions? What changes did they have to make around the city? Do they invest in future visionary projects that might not have full support now?

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

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

LINKS TO OTHER TBP ACTIVITIES

- ALL THE OTHER ACTIVITIES OF THE LESSON PLANS
- 1.1 “I PARTICIPATE”, 1.2 “BE INCLUSIVE”, 1.3 “I BELONG”

REFERENCES

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

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

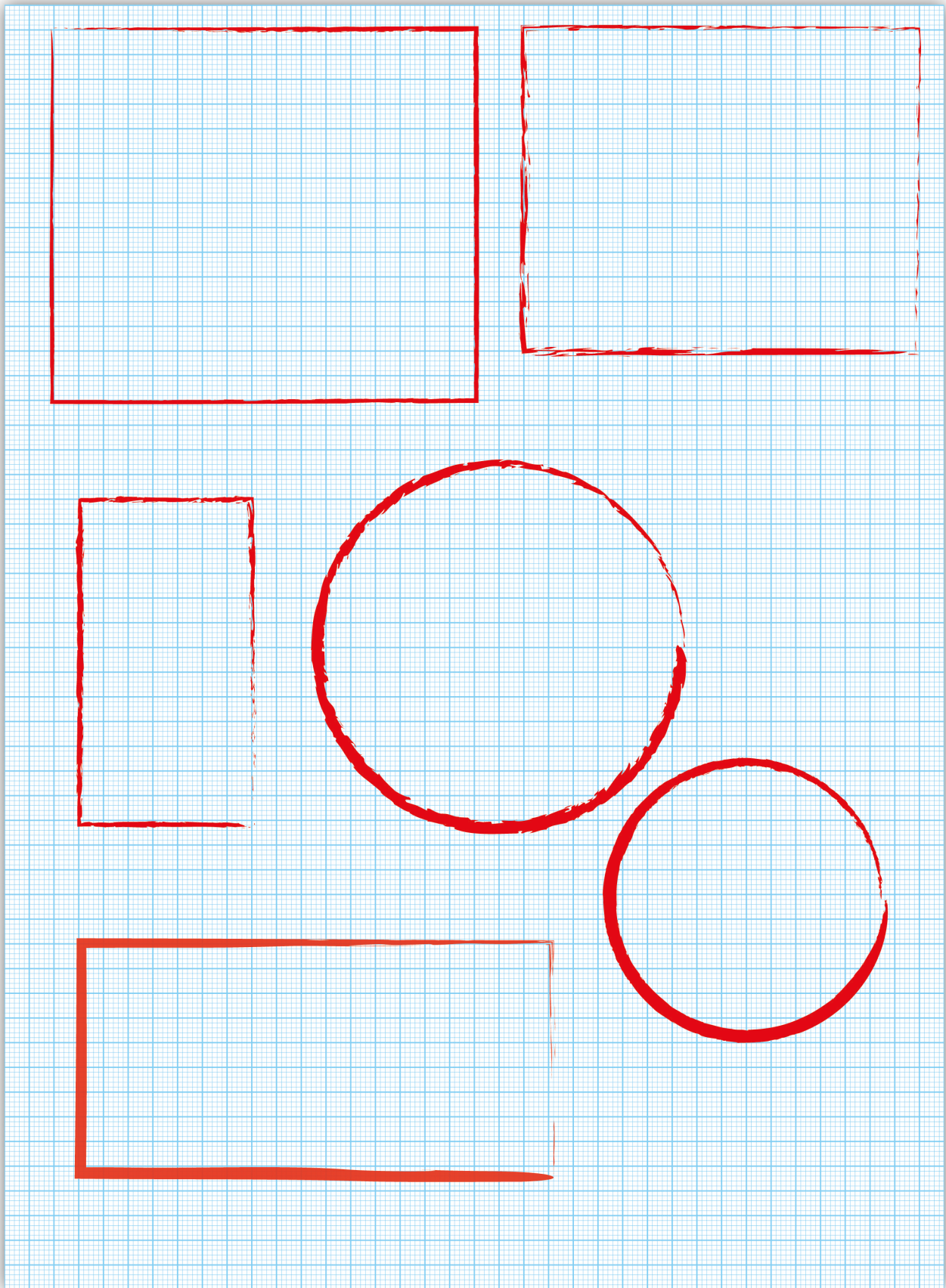


THE GLOBAL GOALS

For Sustainable Development







- Townhall
- Youth Center
- House of cultures where people from all over the world and the city can receive information, services, language classes, afterschooling, trainings to develop employment skills, etc.
- Center for People with special needs
- Hospital
- Supermarket
- Local Farmer Market
- Shopping center/Mall
- Concert Hall
- Discos and bars
- Business District
- Office spaces
- Post office
- Public gardens
- Restaurants area
- Waste management center
- Cemetery
- Roma Camp
- Highway
- Cycle track
- Primary and Middle School
- Secondary School
- University
- Cabling for broadband (high-speed internet)
- Fair trade shop
- Railway station
- Bus station
- Underground
- Tram station
- Public spaces for associations to work together
- Police office
- Church
- Mosque
- Other kind of worship places
- Factory
- Electric car stations
- Prison
- Public activity spaces (skaters, basketball, football, running)
- Library
- Museums
- Street art spaces





LESSON PLANS 1

SOCIAL INCLUSION

LESSON PLAN 1	SOCIAL INCLUSION
TITLE:	I PARTICIPATE – ACTIVITY 1.1
AGE GROUP	11-18 years old
ESTIMATED DURATION:	60 minutes for the implementation. 15 minutes for preparation (printing and cutting).
MATERIALS:	Pc, video projector, speakers or an interactive blackboard, blank paper (possibly recycled), pens, flipchart, Annex 5 and items with examples of participation. To be prepared in advance: print the ladder of participation or draw it on a flip-chart paper, print the content of the stairs or write them on A4 recycled papers, write the participation items on A4 recycled papers.
ROOM REQUIREMENTS:	Movable tables, movable chairs and space to work in groups.
OBJECTIVES:	<ul style="list-style-type: none"> • To learn about the different levels of participation; • To reflect on what participation is; • To raise awareness on the importance of incorporating the voice of young people into policies and actions.
GCE Main Competences developed	<input checked="" type="checkbox"/> Systems thinking competencies <input checked="" type="checkbox"/> Anticipatory competency <input checked="" type="checkbox"/> Normative competency <input checked="" type="checkbox"/> Strategic competency <input type="checkbox"/> Collaboration competency <input checked="" type="checkbox"/> Critical thinking competency <input checked="" type="checkbox"/> Self-awareness competency <input type="checkbox"/> Integrated problem-solving competency
SUBJECTS	
SDGs involved	SDG 4 – Quality Education SDG 11 – Sustainable cities and communities SDG 16 – Peace, Justice and Strong Institutions
00:00 – 00:15	Participation is... <ul style="list-style-type: none"> • Invite each learner to write in a small paper what it is for him/her to participate in the society. • Ask them to discuss in pairs what it means for them to participate in the society. They both write the resumed idea in another paper. • Join 2 pairs (groups of 4) and do the same exercise. • Ask groups to present their definitions/ideas to all participants. • Resume the shared ideas and present the definition of participation according to the European Charter on the Participation of Young People in Local and Regional Life (2003). "The active participation of young people in decisions and actions at local and regional level is essential if we are to build more democratic, inclusive and prosperous societies. Participation in the democratic life of any community is about more than voting or standing for election, although these are important elements. Participation and active citizenship is about having the right, the means, the space and the opportunity and where necessary the support to participate in and influence decisions and engage in actions and activities so as to contribute to building a better society." 15 min

00:15 – 00:30

Democratic schools?

- Ask learners if they feel they participate in the school policies and if so to identify the spaces of participation. The answers can be drafted in a table that systematize the information debated. Possible answers are below:

School			
Class	Class Council	School direction	Other
Projects	Inclusion of the class leader opinions/suggestions into the class decisions	Meetings with the school director	...

- Promote the reflection about learner's current levels of participation and how they can make their voices heard.
15 min

00:30 – 00:45

Ladder of participation

- Explain briefly the model of the ladder of children participation (from Roger Hart, adapted to youth context) previously drawn in a flipchart or printed in A3 (see image in Annex 5).
- Remember the previous activity **"Democratic schools?"** and ask learners to identify in which level of the ladder of participation they feel they are engaged in terms of school policies/activities. Ask them to share their ideas and to register in the flipchart the level of participation they would like to be.
15 min

00:45 – 00:55

My voice is heard

- Spread in the floor images papers with the examples of participation in the society (write or print each of them in a recycled A4 paper or a smaller one). Ask learners to walk around the papers and choose the one they feel more related to. Invite them to share their thoughts about the selected image.

Examples of forms of participation
Sign a petition
Promoting a debate in the school about a specific issue
Acting in a group of Theatre of the Oppressed
Voting
Participating in a Municipal citizens assembly
Joining a political party
Joining a social or sports non-profit organization
Spreading social causes in the social networks
Promoting a flash mob about a specific issue
Writing a letter to a company or to the Government when there is something against Human Rights or other theme
Participating in a pacific public manifestation

10 min

00:55 - 00:60

DEBRIEFING :

- Do you think it's important to participate?
- Do you want to participate in a higher level that you're doing nowadays?
5 min

 Upload 1. Some of the selected pictures of the activity "My voice is heard" and 2. A picture of the ideas shared in the activity "Democratic schools?".

IDEAS FOR FOLLOW-UP AND ACTIONS

- **Complement the “Ladder of participation” activity and give each learner stickers with different themes:** “Poverty”, “Hunger”, “Health”, “Inclusion of refugees”, “Environment”, “Gender Equality”, “Human Rights” and “Peace”. Ask them to choose 2 of the themes that are most important for them and invite to place those themes near the step of the ladder they would like to be involved in terms of participation (example: Inclusion of refugees – step number 7). Share thoughts and opinions.
- **Watch videos about initiatives made and promoted by young people towards Human Rights and Sustainable Development**, for example “Florida shooting: students walk out of schools to call for gun control” https://www.youtube.com/watch?time_continue=114&v=zsAOQG-MB5M (2’01) of North American students that mobilized for a protest against the free access of guns.
- **Arrange a visit to seat of regional or national government to see democracy in action**

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

- Instead of using a ladder of participation, spend more time sharing and debating the ways of participation in the society, showing images and videos. Alternatively, use the ladder of participation but resume it in the following categories: “My voice isn’t heard and other people take decisions for me” | “My voice is heard” | “My voice is heard and considered into decisions” | “I initiate projects which idea was mine and work together with adults”.

LINKS TO OTHER TBP ACTIVITIES

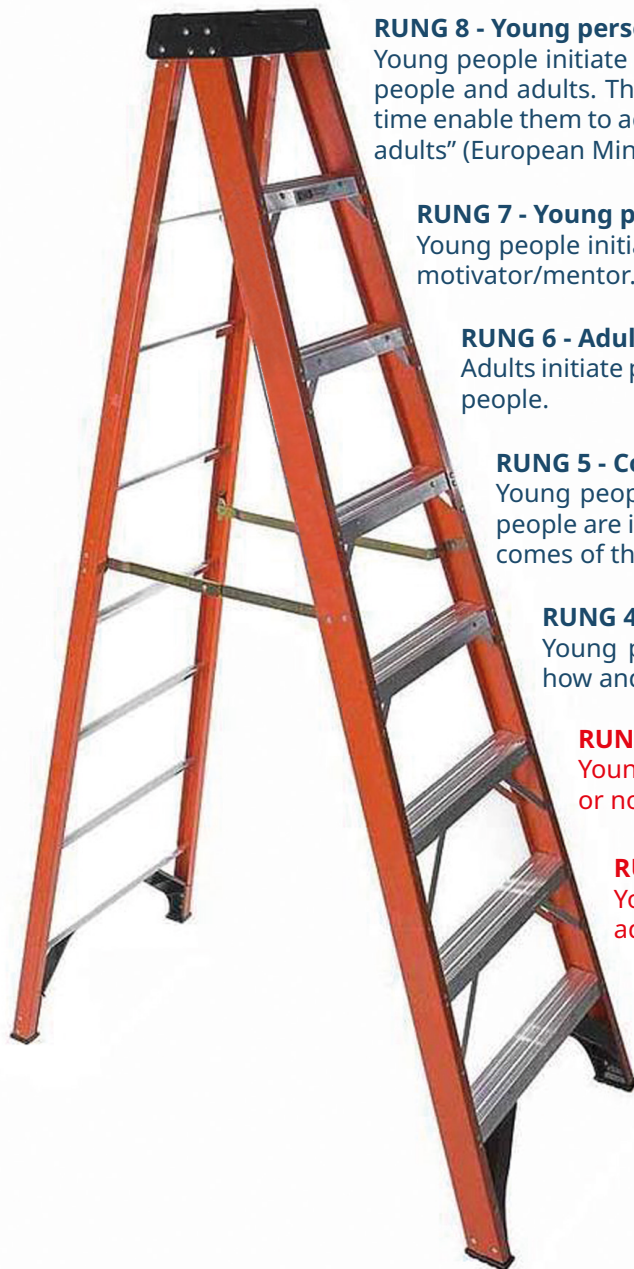
- 1. “EXPLORING THE 17 SDGS AND SDG 11”;
- 3.2 “INTERACTION AMONG MEMBERS”;

REFERENCES

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

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

ROGER HART'S LADDER OF PARTICIPATION



RUNG 8 - Young person led, shared decisions with adults

Young people initiate projects and decision-making is shared between young people and adults. These projects empower young people while at the same time enable them to access and learn from the life experience and expertise of adults" (European Minority Social Inclusion, 2016).

RUNG 7 - Young person led and directed

Young people initiate and direct a project. Adult role is supportive as motivator/mentor.

RUNG 6 - Adult led, decisions are shared with young people

Adults initiate projects but the decision-making is shared with young people.

RUNG 5 - Consulted and informed

Young people are consulted on adult initiated projects. The young people are informed about how their input will be used and the outcomes of the decisions made by adults.

RUNG 4 - Assigned, but informed

Young people are given a specific role and informed about how and why they are being involved.

RUNG 3 - Tokenism

Young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate.

RUNG 2 - Decoration

Young people are used to strengthen a cause, although adults do not pretend that the cause is young person led.

RUNG 1 - Manipulation

Adults use young people to strengthen a cause and pretend that the cause is young person led.

LESSON PLAN 1	SOCIAL INCLUSION
TITLE:	Be Inclusive! - Activity 1.2
AGE GROUP	11-18 years old
ESTIMATED DURATION:	60 minutes for the implementation. 10 minutes for preparation of the recycled material.
MATERIALS:	Pc, video projector, speakers or an interactive blackboard, blank paper (possibly recycled), pens, markers To be prepared in advance: materials to build the “recycled house”.
ROOM REQUIREMENTS:	Movable tables, movable chairs and space to work in groups.
OBJECTIVES:	<ul style="list-style-type: none"> To learn about inclusive cities; To reflect on special needs and how to provide citizens with all the services they are entitled to; To raise awareness among youngster on the importance of an inclusive city, especially in terms of meeting the needs of people with disabilities.
GCE Main Competences developed	<input checked="" type="checkbox"/> Systems thinking competencies <input checked="" type="checkbox"/> Anticipatory competency <input checked="" type="checkbox"/> Normative competency <input type="checkbox"/> Strategic competency <input type="checkbox"/> Collaboration competency <input checked="" type="checkbox"/> Critical thinking competency <input checked="" type="checkbox"/> Self-awareness competency <input type="checkbox"/> Integrated problem-solving competency
SUBJECTS	
SDGs INVOLVED	SDG 4 – Quality Education SDG 10 – Reduced Inequalities SDG 11 – Sustainable Cities SDG 16 – Peace, Justice and Strong Institutions
00:00 – 00:20	Building a House <ul style="list-style-type: none"> Divide learners into 4 or 5 groups and ask them to make a house with recycled materials, glue and wire (provide exactly the same quantity and type of materials to all groups). Explain that in each group there have to be 3 people simulating these conditions: one blindfolded, another with the hands tied up and another can't speak. Invite one or two learners to be outside of the groups and act as observers. Give 10 minutes to build the house. Please be extra sensitive in case someone blindfolded or not able to speak is in the class and take into consideration that this is a simulation. <p>Debriefing: How did the work go? How did it feel to be physically unable to do the same as the colleagues? How were the people with disabilities integrated by the group (or were they not)? Ask the observers to share their view on how the colleagues with physical disadvantages were or weren't included in each group.</p> <p>20 min</p>
00:20 – 00:30	Participation of all <p>Show the video “Inclusion of people with disabilities”(2`30) and reinforce the importance of being able to deal with the difference and to include everyone in decision-making processes and implementation of activities. The video is available here https://www.youtube.com/watch?v=rjluLV1F-UI and has subtitles automatically translated in all languages.</p> <p>10 min</p>

00:30 - 00:55 Inclusive Communities

- In groups, learners answer the question: “What is an inclusive community?” and then share their ideas in plenary. **An inclusive community has been defined as the one that promotes growth with equity. “It is a place where everyone, regardless of their economic means, gender, race, ethnicity or religion, is enabled and empowered to fully participate in the social, economic and political opportunities that cities have to offer” (UN-Habitat 2001). An inclusive community creates a “safe, liveable environment with affordable and equitable access to urban services (water supply, sanitation, solid waste management, housing, and transport facilities), social services (health, education, culture, and public space), and livelihood opportunities for all the city residents and other city users to promote optimal development of its human capital and ensure the respect of human dignity and equality.” (Adapted from Asian Development Bank, 2017)**
- Based on the Common Activity 1 “Exploring the SDGs and SDG 11”, invite learners to assume the role of an architect and design an inclusive city, in 10 minutes, considering places - school, gardens, hospitals, city hall, faith spaces (churches,...) –, people – children, youngsters and elders with and without physical and mental health problems, having different cultures, different sexual orientation,... – and areas of intervention – poverty, hunger, rights, environment. They can take inspiration from the Common Activity but this time they can use all their imagination and build up a completely different city.
- Ask some learners to share their drawings and to show in which ways their cities are inclusive.
25 min

00:55 - 00:60 Wrap-up:

- Ask learners to sum-up how cities can be more inclusive.
5 min

IDEAS FOR FOLLOW-UP AND ACTIONS

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

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

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


LINKS TO OTHER TBP ACTIVITIES

- 1. “EXPLORING THE 17 SDGS AND SDG 11”;
- 4.1 “SAFE AND ADEQUATE HOUSING”.

REFERENCES

- “Building a house activity is inspired in the manual “Global How? Facilitating Global Learning – A Trainer’s Manual” (page 62), available at http://aidglobal.org/userfiles/FINAL_Manual_global_how_2pages_online-reading.pdf
- Adapted from Asian Development Bank - Available at
- <https://www.adb.org/sites/default/files/institutional-document/223096/enabling-inclusive-cities.pdf>

LESSON PLAN 1	SOCIAL INCLUSION
TITLE:	I BELONG! – ACTIVITY 1.3
AGE GROUP	11-18 years old
ESTIMATED DURATION:	60 minutes for the implementation. 5 minutes for preparation (printing and cutting).
MATERIALS:	Pc, video projector, speakers or an interactive blackboard, blank paper (possibly recycled), pens, markers To be prepared in advance: Annex 6 to be printed and cut.
ROOM REQUIREMENTS:	Movable tables, movable chairs and space to work in groups.
OBJECTIVES:	<ul style="list-style-type: none"> To explore the different dimension of social inclusion; To empathise with people from different social situations; To raise awareness among youngsters on the importance of Social Inclusion.
GCE Main Competences developed	<input checked="" type="checkbox"/> Systems thinking competencies <input checked="" type="checkbox"/> Anticipatory competency <input type="checkbox"/> Normative competency <input checked="" type="checkbox"/> Strategic competency <input checked="" type="checkbox"/> Collaboration competency <input checked="" type="checkbox"/> Critical thinking competency <input checked="" type="checkbox"/> Self-awareness competency <input type="checkbox"/> Integrated problem-solving competency
SUBJECTS	
SDGs INVOLVED	SDG 4 – Quality Education SDG 10 – Reduced Inequalities SDG 11 – Sustainable Cities SDG 16 – Peace, Justice and Strong Institutions
00:00 – 00:15	Social what? <ul style="list-style-type: none"> Write “Social Inclusion” in the board or in a flipchart and promote a brainstorm on what does that means: ideas, projects, problems that come to learners’ minds when they think about those words. Underline that “social inclusion is a “process which ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in economic, social, political and cultural life and to enjoy a standard of living that is considered normal in the society in which they live”. (...) It “ensures that vulnerable groups and persons have greater participation in decision making which affects their lives and that they can access to their fundamental rights” (European Union, 2010). 15 min
00:10 – 00:15	Would you stop? <ul style="list-style-type: none"> Show the video “Would you stop if you saw this little girl on the street? UNICEF” (3’05) and ask what they feel about what they saw. The video is available at https://www.youtube.com/watch?v=MQcN5DtMT-0 5 min
00:15 - 00:50	Participatory Assembly <ul style="list-style-type: none"> Divide the class into the following 5 groups, each one representing a character, contained in Annex 6. Please consider that characters can be changed according to your preference. For example, you can choose a female Mayor and so on. Give each group a card with their character and present the following situation: “Stephen, Maria, Mario, Susan and Peter were chosen to represent their associations/entities in a Municipality meeting about social local policies. The city mayor announced a programme of 50 million euros to

	<p><i>promote Social Inclusion. He/She asked for their opinion about the measures they think should be implemented/reinforced in the Municipality to reach the needs of the most vulnerable groups of the society and which money should be dedicated to each one of those measures."</i></p> <ul style="list-style-type: none"> • Ask the groups to think of which measures they would propose to promote Social Inclusion and to identify which amount (from the 50 million) they need for those measures. • Invite them, one group at a time, to share their ideas and the money they need, but first they have to present themselves, saying who they are, where they volunteer/work and telling about the challenges they faced (each group chooses a representative). • The facilitator resume the ideas in the board or in the flipchart and sum all the proposed values, acting as the city mayor. If the amount is above 50 million euros ask groups to adjust their measures in order to meet the 50 million euros. • Facilitate the debate in order to promote cooperation among all groups and to reach a common conclusion on the main measures and distribution of money. Create the proper atmosphere for the role play putting the tables and the chairs in "U" format, using props, etc. • Debriefing: What did you feel assuming the role of their character? Did you make connections with real cases of people you know? <p>35 min</p>
00:50 - 00:55	<p>Challenging the crisis</p> <ul style="list-style-type: none"> • Show the video "A Story about Social and Solidarity Economy by Challenging the Crisis" (4'40). It is available here https://www.youtube.com/watch?v=a6fTpAyqSpk and has subtitles in all languages. <p>5 min</p>
00:55 - 00:60	<p>Debriefing:</p> <p>Why is it important to promote Social Inclusion? What (lesson) did you take from this activity?</p> <p>5 min</p> <p> Upload some pictures of learners debating in the activity "Participatory Assembly".</p>

IDEAS FOR FOLLOW-UP AND ACTIONS

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

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

Change the last film with a motivational story "World Best Motivational Videos for Students" (3'03) explaining that our daily actions are important but if the society all together participates in associations, political parties and other collective entities our individual power increases and change can happen in a higher scale. The video is available at <https://www.youtube.com/watch?v=Tjnj5StX68g>

LINKS TO OTHER TBP ACTIVITIES

1. "EXPLORING THE 17 SDGS AND SDG 11";
- 3.3 "IDENTITIES AND CULTURAL DIVERSITY";
- 4.1 "SAFE AND ADEQUATE HOUSING".

REFERENCES

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

1

STEPHEN IS A FORMER DRUG ADDICTED AND GOT RECOVERED WHEN A LOCAL ASSOCIATION, WITH A STATE FUNDED PROGRAMME, HELPED HIM WITH DETOXIFICATION AND FINDING A JOB AFTER HIS RECOVERY. HE IS NOW A VOLUNTEER IN THE ASSOCIATION THAT HELPED HIM.

2

MARIA WAS AN ALCOHOLIC FOR 20 YEARS, LIVING ON THE STREETS AND COULD ONLY RECOVER WHEN THE NEIGHBORHOODS CONTACTED AN ASSOCIATION THAT HAD A PROGRAMME CONSISTING IN PSYCHOLOGICAL SUPPORT. AT HER WORK, SHE IS NOW RESPONSIBLE FOR A SOCIAL RESPONSIBILITY PROJECT THAT GIVES SUPPORT TO THE EMPLOYEE'S FAMILIES WHENEVER THEY ARE STRUGGLING WITH HEALTH PROBLEMS AND HAVE LACK OF MONEY.

3

MARIO, 80 YEARS OLD, USED TO SPEND ALL HIS DAYS LONELY UNTIL A LOCAL CHURCH CREATED A DAY CENTER AND PROMOTED SYNERGIES WITH SCHOOLS, ALLOWING CHILDREN TO VISIT THE CENTER AND MAKE ACTIVITIES WITH ELDERS. MARIO IS NOW HELPING THE TEAM OF THE DAY CENTER, AS VOLUNTEER, TO ENGAGE MORE SCHOOLS OF THE MUNICIPALITY.

4

SUSAN IS A REFUGEE AND WHEN SHE WAS 8 WHEN CAME WITH HER FAMILY TO EUROPE (SPECIFY A COUNTRY) IN ORDER TO ESCAPE FROM THE RELIGIOUS PERSECUTION THAT THREATENED HER LIFE. THE ONLY WAY SHE STARTED TO FEEL WELCOME AND INTEGRATED IN THE HOST SOCIETY WAS AFTER HER SCHOOL IMPLEMENTED LANGUAGE, CULTURAL AND ANTI-BULLYING PROGRAMMES ALLOWING EVERYONE IN THE SCHOOL (FROM STUDENTS TO TEACHERS) TO UNDERSTAND HER CULTURE AND TO GIVE SUPPORT TO HER NEEDS LIKE COMMUNICATING. SUSAN IS NOW A TEACHER AND IN HER SCHOOL SHE'S IN CHARGE OF A SOCIAL PROGRAMME TO HELP REFUGEE AND MIGRANT FAMILIES.


5

PETER HAD MENTAL HEALTH DISEASES AND LIVED IN THE STREETS FOR 6 YEARS. HIS PARENTS NEVER HAD MONEY FOR SPECIALIZED TREATMENTS AND THERE WASN'T ENOUGH EDUCATIONAL SUPPORT IN HIS FIRST YEARS OF SCHOOL. FORTUNATELY, AT SOME POINT THE GOVERNMENT CHANGED AND THE POLITICAL PARTY THAT WON IMPLEMENTED LOTS OF NEW POLICIES IN FAVOR OF PROVIDING SCHOOLS WITH SUFFICIENT SPECIAL NEEDS TEACHERS AND UNITIES OF SUPPORTED INDEPENDENT LIVE FOR MENTAL HEALTH PEOPLE THAT ALLOWED HIM TO GAIN HIS INDEPENDENCE AND TO FIND A SUITABLE JOB. PETER IS NOW AN ACTIVIST IN A NATIONAL ORGANIZATION THAT PROMOTES THE IMPORTANCE OF VOTING.

LESSON PLANS 2

SOCIAL AND ENVIRONMENTAL RESILIENCE

LESSON PLAN 2	
SOCIAL AND ENVIRONMENTAL RESILIENCE	
TITLE:	MAKE A (HI)STORY – ACTIVITY 2.1
AGE GROUP	11-18 years old
ESTIMATED DURATION:	60 minutes for implementation. 2 minutes for printing.
MATERIALS:	2-3 white sheets of paper for each student (possibly recycled), crayons, pencils, markers. To be prepared in advance: 1 copy of the unfinished story “The big seesaw of the planet” (Annex 7) for each group..
ROOM REQUIREMENTS:	A classroom, optionally for better impact, a cozy space with pillows and music.
OBJECTIVES:	<ul style="list-style-type: none"> To introduce and approach the concept of sustainability; To be concerned about their role for a sustainable planet; To imagine, visualize and be inspired for a more sustainable planet.
GCE Main Competences developed	<input checked="" type="checkbox"/> Systems thinking competencies <input checked="" type="checkbox"/> Anticipatory competency <input type="checkbox"/> Normative competency <input type="checkbox"/> Strategic competency <input checked="" type="checkbox"/> Collaboration competency <input checked="" type="checkbox"/> Critical thinking competency <input checked="" type="checkbox"/> Self-awareness competency <input checked="" type="checkbox"/> Integrated problem-solving competency
SUBJECTS	
SDGs involved	SDG 2 – Zero Hunger SDG 12 – Responsible consumption and production SDG 13 – Climate Action SDG 14 – Life below water SDG 15 – Life on land SDG 17 – a Partnerships for the goals
Description of the activities:	
00:00 – 00:05	<ul style="list-style-type: none"> Explain that you will narrate a story. <i>If you use a cozy space, encourage learners to sit comfortably on a pillow, put on some music, dim the lights and ask them to close their eyes.</i> Read the story “The big seesaw of the planet” (Annex 7) Point out that the story does not have an end and we must find one! 5 min
00:05 – 00:10	<ul style="list-style-type: none"> Hand out to each learner some white papers (possibly recycled), crayons, markers and one pencil. Explain that you will repeat the story and this time they can keep notes or draw on the papers whatever they are thinking, feeling or whatever impressed them, while you are narrating the story. <i>When you read, make some pauses in order to give time to the learners to write or draw.</i> 5 min
00:10 – 00:25	<ul style="list-style-type: none"> Divide the learners into groups of four or five depending on the total number of learners. Encourage them to share their ideas, thoughts and drawings in the group Ask them to work together and make up a shared end for the story and write it down! 15 min

00:25 – 00:35	<ul style="list-style-type: none"> Each group reads their ending of the story. 10 min
00:35 – 00:60	<p>Debriefing</p> <ul style="list-style-type: none"> Why did you pick up this ending to the story? Which ending sounds more sustainable? Evaluate all the endings on a scale from 1-5. You need to justify your answers with strong arguments! Which was the motivation of the human to be higher than the other creatures of the Forest? Make a list on the board and continue the discussion. Give some examples from real life, of how balance has been disrupted on earth (socially, environmentally, economically) because of the above motivations you mentioned. What can we do in order to maintain and promote balance/sustainability? 25min <ul style="list-style-type: none">  Upload Learners can upload their endings of the story, starting with the more sustainable and finish with the less sustainable. Share the notes from the debriefing on the platform. You can use the e-board, save them and upload them. Otherwise you can take notes on the blackboard (or ask students to do so) and upload pictures of the platform

DEAS FOR FOLLOW-UP AND ACTIONS

- The learners create a comic or an illustrated book of the story “The big seesaw of the planet” with their endings.**
- The learners make the story into a theatrical play.** Even better they can play the story without their endings and involve the audience to come up with new endings (refer to techniques of Forum Theatre).
- The learners look for pictures, articles, videos or short movies that show imbalance.** They also look for good examples of communities which are promoting balance and sustainability. Provide their class with all the explanations, paying attention to reliable information resources, the author of the picture, article or video and the message behind it. Then discuss about these different type of life and the impact on people's lives.

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

There is no need for an adaption for younger learners.

LINKS TO OTHER TBP ACTIVITIES

- 1. “EXPLORING THE 17 SDGS AND SDG 11”;
- 1.1. “I PARTICIPATE”;
- 4.1 “SAFE AND ADEQUATE HOUSING”.

REFERENCES

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

For the techniques of Forum Theater indicatively: <https://dramaresource.com/forum-theatre/>)

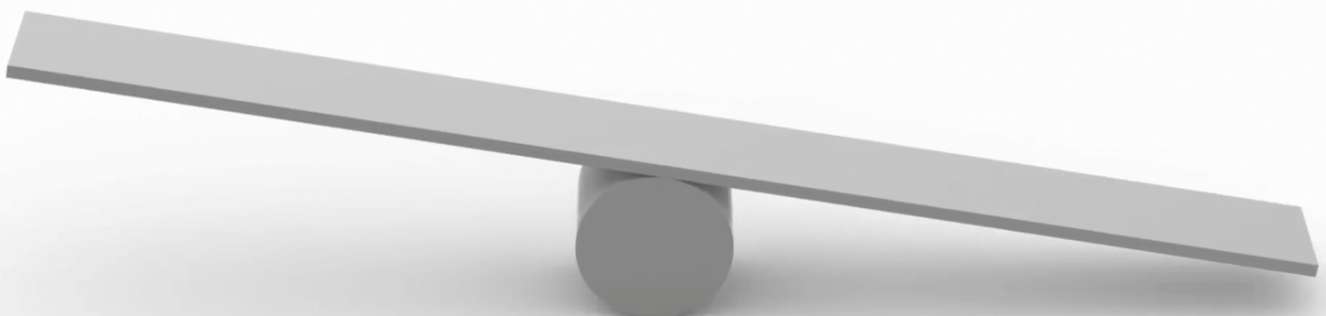
Games for Actors and Non Actors, Augusto Boal, Routledge, London and New York, 2002

The story



The big seesaw of the planet

When it all started, it was kind of like this ... Next to the Luna tree there were a lot of other trees, other small and other bigger, others tufted, others tall and slender, but all together they made the Big Forest. In the Forest, of course, a lot of other creatures and creaturelike lived, others were chanting, others were groaning, others as they flowed left a grim sound, and others spoke like us. Their favorite game of all was the seesaw. And because they could not decide who would be trampled by who, they decided to make a seesaw that fit them all. So one day you could find an owl, a chestnut tree, a man and a flower in the seesaw. The other day you could see a stream, with a hawk, a stone and a fawn. All together they made up a new way of playing the seesaw. They tried to succeed the absolute balance. They gave to each other what each one really needed, with no one being deprived of anything. This made the seesaw totally balanced. It was truly impressive how easily the seesaw was balanced and that made it known beyond the borders of the earth.

One day a human thought of what it would feel like if he was a bit higher than the others in the seesaw. The next day he tried it and he liked it. The rest of the creatures saw it but did not say anything. The human liked it so much that the next time he was in the seesaw, he climbed even higher and stayed longer. The rest of the creatures saw it again, but continued to say nothing. In this position he felt so nice, that he started dreaming about how she could reached the top and stayed there forever. And yes! He liked this idea very much. In order to achieve this, he started climbing more and more frequently on the seesaw and take much more than he needed without giving. He cut more trees (though he did not know what to do with them), he was fishing for more fish (though he could not eat them all) and he was scraping the earth with fury to give him whatever the earth had. And the days passed and became years, and nobody ever talked about the balance of the seesaw. Nobody or maybe ...



LESSON PLAN 2	
SOCIAL AND ENVIRONMENTAL RESILIENCE	
MESSAGE IN A BOTTLE – ACTIVITY 2.2	
TITLE:	
AGE GROUP	11-18 years old
ESTIMATED DURATION:	60 minutes for implementation. 15 minutes for preparation, namely collecting rubbish and writing data on labels (Annex 8). Consider additional preparation time if you want to look on other data to write on the labels.
MATERIALS:	<p>Pc, video projector, speakers or an interactive blackboard, blank paper (possibly recycled), pens, markers.</p> <p>To be prepared in advance: Rubbish that will be scattered around the room (i.e. water and soda bottles, aluminum cans, plastic or other packaging, plastic bags, glass bottles, broken plastic toys, plastic cups, etc). Labels with statistics that show information on waste disposal to be placed on the rubbish (See Annex 8).</p> <p>Printed artwork of Chris Jordan in case you don't have a projector: http://www.chrisjordan.com/</p>
ROOM REQUIREMENTS:	A typical classroom – no need for special set up
OBJECTIVES:	<ul style="list-style-type: none"> To learn about waste amounts and management all around the world; To reflect on the impact of waste disposal. To appreciate the importance of sustainable waste management methods.
GCE Main Competences developed	<input checked="" type="checkbox"/> Systems thinking competencies <input checked="" type="checkbox"/> Anticipatory competency <input checked="" type="checkbox"/> Normative competency <input type="checkbox"/> Strategic competency <input checked="" type="checkbox"/> Collaboration competency <input checked="" type="checkbox"/> Critical thinking competency <input checked="" type="checkbox"/> Self-awareness competency <input checked="" type="checkbox"/> Integrated problem-solving competency
SUBJECTS	
SDGs involved	SDG 3 – Good health and well-being SDG 6 – Clean water and sanitation SDG 10 – Reduce inequalities SDG 12 – Responsible consumption and production SDG 13 – Climate action SDG 17 – Partnerships for the goals
Description of the activities:	
00:00 – 00:25	Preparation before the activity: <ul style="list-style-type: none"> Write each statistic information on a piece of paper and glue them on each rubbish items (using paper tape, for example). Scatter items around the classroom. You want to create a sense that the classroom is full of rubbish like on a dirty street. Project on the board an artwork of Chris Jordan and wait for the learners to enter the classroom. You might want to start with his artwork depicting water bottles, which is one of the most common waste items http://www.chrisjordan.com/gallery/rtn2/#water-bottles Begin the lesson like a normal day. Learners enter the classroom and you start teaching without mentioning anything about the rubbish on the floor. Explain to learners that you will start the day with art. Tell them that you are very excited and impressed with the work of artist Chris Jordan.

	<ul style="list-style-type: none"> Ask them to look at the picture on the board and try to understand what it depicts and how he made it. Zoom in slowly to unveil the rubbish the artist used. Once clearly seen, discuss what kind of message he wants to convey. The sequence of the activities might change depending on when the learners ask about the rubbish on the floor. Whenever the learners ask about the rubbish on the floor, respond: Why are you so impressed? The whole planet is full of rubbish like this. It is just that they don't see it. If you don't believe me, just pick up one item and read the label. The statistics in the annex is indicative. You can research and add interesting facts from your country and depending on the rubbish you choose to display. <p>25 min</p>
00:25 – 00:40	<p>Debriefing:</p> <p><i>What impressed you the most from what you read? How many of the rubbish items do you use daily? Yourself, your family, in school? Would you like to live in an environment full of rubbish? There are many places around the world where people literally live in rubbish. Do you know what happens to our waste?</i></p> <p>15 min</p>
00:40 – 00:60	<ul style="list-style-type: none"> Discuss with the learners the following: Items thrown in the trash are often transported to a landfill where they remain intact for a very long time or the trash is burned in an incinerator and the ash is sent to a landfill. Some items may travel to a recycling facility in our countries or outside the EU. Give the example of China and watch this video https://www.youtube.com/watch?v=sfeHsl4F-TE In January 2018 China banned the import of 24 types of waste for recycling from European countries. Debate: <i>Why do you think China took this decision? What do you think is the impact on European countries? How are they going to recycle their waste? What kind of waste management solutions would you propose for your country?</i> Make propositions for each of the following category: Personal choices, School life, Companies and manufactures, Governments. Underline that, before moving to recycling, it is very important to reduce waste. <p>20 min</p> <ul style="list-style-type: none">  Upload a picture of the classroom setting with the students  Share the notes from the final propositions. You can use the e-board, save them and upload them. Otherwise you can take notes on the blackboard (or ask students to do so) and upload pictures of the platform.

IDEAS FOR FOLLOW-UP AND ACTIONS

- Watch "Trashed" by Jeremy Irons** <https://www.youtube.com/watch?v=bKkRD9I8KII> (This is in Italian, please find the version either in EN or in your language, if available)
- Investigate your area or your country's waste management system.** How is rubbish collected? Visit a recycling plant. Interview a rubbish man. Try to find what is the most thrown away rubbish that could be recycled.
- Look at developing countries.** Do they all have a waste management system? If so, which waste management system do they have? Find some interesting information here: <https://www.oxfamitalia.org/documento/waste-management-capacity-building-ekurhuleni-south-africa/>
- How does the waste management system work in refugee camps?** Have a look at this technical briefing <https://policy-practice.oxfam.org.uk/publications/domestic-and-refugee-camp-waste-management-collection-and-disposal-126686> and watch this video to see how waste management can be linked to resilience <https://www.youtube.com/watch?v=4rcWLy2MgDQ>
- Investigate how much time is needed for different items to break down** Make a list with two columns, 1 with the time you thought and 1 with the actual time each item needs to be degraded. Choose items that are commonly thrown away.
- Organize a zero waste or plastic free day or picnic.**
- Use the rubbish from the ground to create recycled work of arts.** Get inspired by Mohamed Sulemain, a Saharawi refugee https://www.youtube.com/watch?v=zVLUbj_F23k&feature=youtu.be
- Organize a day out in which you do community service.** Choose an area and collect the waste cleaning the area! Network with other associations of your area that work in this, together we are stronger!

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

Focus on a specific waste category i.e. paper or plastic for the entire activity.
Focus only on personal and school life sustainable solutions

LINK TO OTHER TBP ACTIVITIES

- 1. "EXPLORING THE 17 SDGS AND SDG 11";
- 4.2 "AIR POLLUTION";
- 4.3 "WATER DISASTERS" - You can illustrate the work of art Hurricane "In Katrina's Wake: Portraits of Loss from an Unnatural Disaster (2005)" <http://www.chrisjordan.com/gallery/katrina/#reddoor> to talk about water disasters in the western world.

REFERENCES

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

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



ANNEX 8 - LABELS with statistics

LABELS with statistics

- One million plastic bottles are bought around the world every minute and the number will jump another 20% by 2021
- The world's beer and soda consumption uses about 200 billion aluminium cans every year. This is 6,700 cans every second - enough to go around the planet every 17 hours
- One ton of food waste prevented can save 4.2 tons of CO2 equivalent.
- We use 5 trillion plastic bags per year! That's 160,000 a second! And over 700 a year for every single person on the planet.
- 50% of the waste of businesses is composed of paper.
- Paper accounts for 25% of landfill waste and 33% of municipal waste.
- We consume almost 560 million tons of paper products every year.
- In 2015, 167 kg of packaging waste was generated per inhabitant in the EU (varying from 51.2 kg per inhabitant in Croatia and 222.2 kg per inhabitant in Germany).
- From 2006 to 2015, paper and cardboard was the main packaging waste material in the EU



LESSON PLAN 2		SOCIAL AND ENVIRONMENTAL RESILIENCE	
TITLE:		SUSTAINABLE TRANSPORTATION – ACTIVITY 2.3	
AGE GROUP		11-18 years old	
ESTIMATED DURATION:		60 minutes for implementation. 2 minutes for preparation (printing).	
MATERIALS:		Pc, video projector, speakers or an interactive blackboard, blank paper (possibly recycled), pens, markers. Table “When we move” (Annex 9), Scheme of sustainability (Annex 10) to be shown on the screen. To be prepared in advance: Print the cards of 3 champion cities (Annex 11).	
ROOM REQUIREMENTS:		Movable tables, movable chairs and space to work in groups.	
OBJECTIVES:		<ul style="list-style-type: none">• To reflect on what “sustainable transportation” means• To come up with ideas and proposals about their city/community and promote a low carbon approach at the local level.• To feel responsible for the environmental and social impacts of their own individual lifestyle.	
GCE Main Competences developed		<input checked="" type="checkbox"/> Systems thinking competencies <input checked="" type="checkbox"/> Anticipatory competency <input type="checkbox"/> Normative competency <input checked="" type="checkbox"/> Strategic competency <input checked="" type="checkbox"/> Collaboration competency <input checked="" type="checkbox"/> Critical thinking competency <input checked="" type="checkbox"/> Self-awareness competency <input type="checkbox"/> Integrated problem-solving competency	
SUBJECTS			
SDGs involved		SDG 7 - Affordable and clean energy SDG 9 - Industry, innovation and infrastructure SDG 13 - Climate Action SDG 17 - Partnerships for the goals	
Description of the activities:			
00:00 – 00:20		Mapping our transportations and their impact <ul style="list-style-type: none">• Ask the learners to draw a table in their notebooks according to the template “When we move” (Annex 9). Ask them to fill in the table according to the way they and their family move in a typical day. Encourage them to add transportations not only to and from school, but also to other every day typical activities (extracurricular activities, going out, excursions, parents going to work etc).• You can use this online calculator to find the CO2 emissions of every movement they make. Do learners know what CO2 emissions are? Try to have them explain the concept. <i>Otherwise, provide them with the explanation.</i>(You can use this definition https://study.com/academy/lesson/carbon-dioxide-lesson-for-kids-definition-facts.html). https://calculator.carbonfootprint.com/calculator.aspx.• Ask the learners to share with the class some of their transportations and write all the different ways the learners and their families move on the board or on a flipchart.• Make a poll on how most of the learners usually come to school (how many with car/on foot/bus/bike or scooter etc). Write on the board the outcomes of the poll.• Now ask the students: <i>Which of the ways of transport written on the board do you think is the most sustainable? (bridge question)</i> 20 min	

00:20 – 00:50	Discovering what “sustainable transportation” is <ul style="list-style-type: none"> • Write on the board the phrase “sustainable transportation” and ask the learners to make an initial brainstorm on that. You can use the scheme of the sustainability (economy, society, planet) in Annex 10 to encourage the learners to come up with ideas around these areas. • Split the learners in 3 groups and hand out one card of “The champion cities” in each group (Annex 11). Explain that in each card there is a city which is a champion in the field of “sustainable transportations” according to the Mobility Index 2017 https://www.arcadis.com/assets/images/sustainable-cities-mobility-index_spreads.pdf • Ask the learners to read the cities’ card in groups and after to fill in the initial brainstorming with all the new ideas that came up after studying the best practices of other cities. • <i>How does sustainable transportation contribute to SDG 11?</i> Reflect on that and write your thoughts on the board or on a flipchart. • You can also come back to all the ways of transport the learners and their families have written on the board and make a hierarchy starting from the less “sustainable” way of transport to the most explaining your reasons. 30 min
00:50 – 00:60	Debriefing: <ul style="list-style-type: none"> • <i>Why is it important to reduce CO2 emissions? How sustainable do you think is the way we move in our community/city/country? Which of the practices that are adopted from other countries or proposed by you, would be possible to be implemented in our community?</i> 10 min <p> Upload a picture while students are doing “The champion city” activity.</p> <p> Share the answers from “How does sustainable transportation contribute to SDG 11?” reflections. You can use the e-board, save them and upload them. Otherwise you can take notes on the blackboard (or ask students to do so) and upload pictures of the platform</p>

IDEAS FOR FOLLOW-UP AND ACTIONS

- **Do a “Walk to school campaign”** or any other “walk” or “cycle” campaign depending on your findings.
- **Make a survey in all your school about how students and their families move** in their everyday lives. Make a poster to promote more sustainable ways of transport.
- **Make my city a champion!** Write a letter to your local authorities and propose them to design a strategy for more “sustainable transportation” in your city.
- **Ask learners to think about developing countries.** Do you think they produce the same amount of CO2? How do they move? What differs from your country? Who has the same carbon footprint?

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

Choose less columns from the table “When we move...” Investigate one category at a time. Make short summaries for the 2 champion cities.

LINK TO OTHER TBP ACTIVITIES

- 1. “EXPLORING THE 17 SDGS AND SDG 11”;
- 1.2 “BE INCLUSIVE”;
- 4.1 “SAFE AND ADEQUATE HOUSING”;
- 4.2 “AIR POLLUTION”

REFERENCES

See all the links above.

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The 3 pillars of sustainability

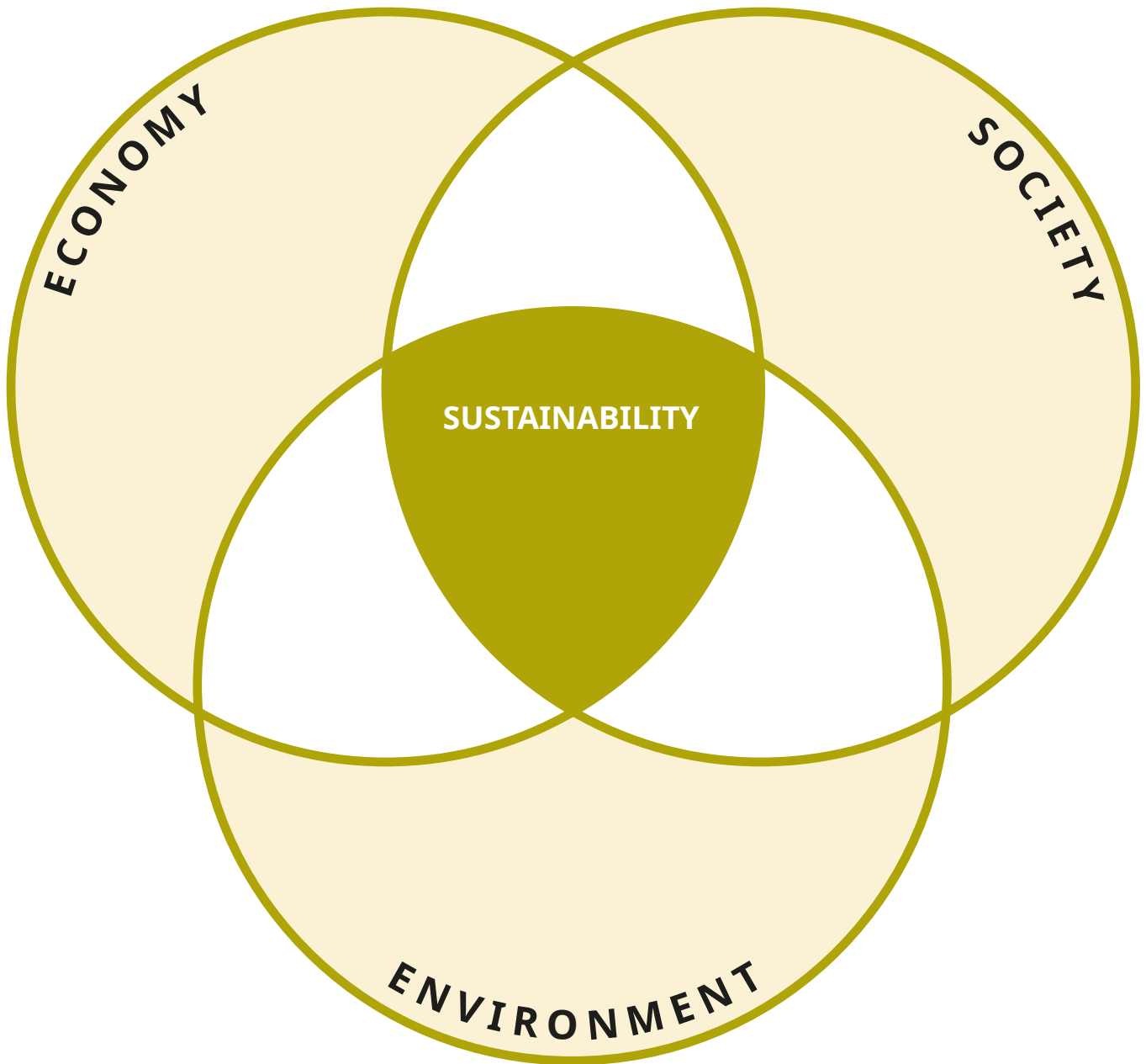




Photo: <https://commons.wikimedia.org>

HONG KONG

(1st for People)

get around town – and you get a fabulous view as well.

Interesting facts

- Less than one fifth of people in Hong Kong own a car
- Compared to European cities, commuting by bicycle is rare. This is partly due to Hong Kong's climate and topography, but the city has done little to encourage the uptake of cycling.

Hong Kong is one of the planet's most densely populated cities. But, it faces unique challenges in providing an efficient transportation system to meet the needs of its 7.3 million people. Hong Kong's public transportation system oversees approximately 12.6 million passenger journeys every day and the Mass Transit Railway recognized as one of the most efficient in the world.

Public transport is relatively cheap compared to other world cities and is considered to be excellent! There are trains, trams, buses and taxis to choose from, and each is clean, efficient, fast, and most importantly, on time.

Trains Mass Transit Railway is made up of three different train systems. These are the underground (subway), over-ground and light rail.

The system covers all of the major districts in Hong Kong, and is certainly one of the most efficient ways to get around. Bus and Minibuses: Bus routes cover virtually all of Hong Kong. Slightly cheaper than the MTR, the Hong Kong buses are a great way to



Photo: <https://commons.wikimedia.org>

ZURICH

(1st for Profit)

<https://en.reset.org/blog/zurich-transportation-going-sustainable-way-10212014>

Zurich is the largest city in Switzerland, providing a home to 415,000 people, significantly more than the official capital Bern. The number of residents is exceeded by the number of people working in Zurich (450,000) and by the population of the metropolitan region Zurich (over one million).

- Parking spaces in the city have been kept minimal since 1996, when the city capped those spaces for the use of people but not their automobiles.
- Restrictive parking policy in the city centre, also achieved through direct referendum and now limited to only 1 parking space per 1,200 sq meters.
- Europe-leading levels of public transport use, low-cost transport infrastructure, and limited car use even in the midst of high affluence.
- (a) service to residential areas through zone buses, (b) high frequency of departures, (c) coverage throughout day and night, (d) extensive geographic coverage, (e) integrated public transport travel passes, (f) targeted reduced fares, (g) customer-needs research, and (h) extensive communication to citizens through a wide range of media including direct marketing.

While trams, buses, city trains, and even ships and cableways already form a tight and efficient public transportation network, there is still room for further development. More tram and train lines are planned, and the entire network of the Züricher Verkehrsbetriebe will be expanded with the construction of additional lines.

Other measures designed to improve the environmental sustainability of the system include replacing diesel buses with trolleybuses and supporting car-less households.

The system has been so effective that it even has fallen under criticism for favoring pedestrians and public transit. On the positive side, it has been able to keep the car ownership in the city below 50 percent, which surely is acknowledgeable.

FRANKFURT

(1st for Planet)



Thanks to its position at the crossroads of several European trade routes, Frankfurt is an international financial and trade center and is home to several major European institutions. Consequently, the number of commuters is considerable: roughly 360,000 people come to Frankfurt for work, raising the city's population to almost one million.

Roughly half of Frankfurt's surface area is "green", according to the city's environment department, which notes that 52 percent of the city area has been set aside for recreation and to offset climate change. It consists of parks, woodland, farmland, orchard meadows, grassland, allotments and hobby gardens, roadside grass verges and bodies of water.

In the past 25 years, the city has set up its own agency for energy and is a founding member of the Alliance Climate European Cities, pledging to reduce its emissions of carbon dioxide by 10% each year, which means that it will reach an emission reduction of 50% by 2030.

The municipality aims for all energy consumed to come from renewable sources by 2050, which means a 95% reduction in emissions.

A closer network with higher frequency is being developed for public transportation, with expansion to existing train lines and the creation of new lines being planned. Circular railways and tangential lines will be created in the hope of decentralizing traffic, and stations will be enlarged to open them up to regular city-trains and long-distance traffic. The city also aims to reduce road traffic by limiting the number of new parking spaces created in the city center and implementing a parking system favoring tenants over commuters. The city is also following an e-mobility strategy which not only supports electric vehicles, but also encourages the use of their bicycle equivalents; more charging stations are being built for both.

LESSON PLANS 3

**COMMUNITIES:
RESPECT AND
VALORISATION OF
CULTURAL AND ETHNIC
DIVERSITY**

LESSON PLAN 3	SOCIAL INCLUSION
TITLE:	STEREOTYPES AND PREJUDICES AS A BARRIER TO CULTURAL DIVERSITY – ACTIVITY 3.1
AGE GROUP	11-18 years old
ESTIMATED DURATION:	60 minutes for implementation. 5 minutes for printing.
MATERIALS:	Board, paper, pen, sticky tape, blu tac, Annex 13 and 14 to show. To be prepared in advance: print and cut the paper with the different words to draw (Cultionary) so that they look like small pieces of paper (cards), print individual and group version of the activity “Eurorail” (See Annex 12)
ROOM REQUIREMENTS:	Movable tables, movable chairs and space to work in groups.
OBJECTIVES:	<ul style="list-style-type: none"> • To learn about the different levels of participation; • To reflect on what participation is; • To raise awareness on the importance of incorporating the voice of young people into policies and actions.
GCE Main Competences developed	<input checked="" type="checkbox"/> Systems thinking competencies <input type="checkbox"/> Anticipatory competency <input checked="" type="checkbox"/> Normative competency <input type="checkbox"/> Strategic competency <input checked="" type="checkbox"/> Collaboration competency <input type="checkbox"/> Critical thinking competency <input checked="" type="checkbox"/> Self-awareness competency <input type="checkbox"/> Integrated problem-solving competency
SUBJECTS	
SDGs involved	SDG 4 – Quality Education SDG 5 – Gender Equality SDG 10 – Reduced Inequalities SDG 16 – Peace, justice and Strong Institutions
Description of the activities:	
00:00 – 00:20	Activity “Cultionary” <ul style="list-style-type: none"> • Ask learners to form teams between 4 and 6 people. • Tell the teams to collect several sheets of paper (possibly recycled) and a pencil and to find somewhere to sit so they are slightly isolated from each other. • Give to each group a set of cards with the words from the list below to guess and explain that they can only read cards one at a time and only when the facilitator tells the groups to start. You can give some words in common to the different groups. Then learners will be able to compare the different interpretation of a same word. • Rules: Tell learners to choose a first representative who will draw the word while the other team members try to guess it. They can only draw images; no numbers or words can be used. No speaking except to confirm the correct answer. The rest of the team can only say their guesses, they may not ask questions. It is important to let the group run and self-facilitate this activity and not to judge what they draw. This approach will be useful within the debriefing process. • When the word is guessed correctly, ask the team to choose another member to be the drawer. The new drawer looks at the next card. Be aware that people who consider themselves poor artists may think this will be difficult for them. Reassure them that you are not looking for works of art and encourage everyone to have a go at being the drawer. Simplicity is the key: keep it simple! • Ask the drawer, after each round, to write on their picture, whether finished or not, what the word was.

- Ask the teams, at the end of the game, to pin up their pictures so that the different interpretations and images of the words can be compared and debated. Discuss why they decided to draw a certain word exactly in that way.

Example of words (The list of words can be adapted according to the national/local context):

- Racism
 - Difference
 - Education
 - Discrimination
 - Anti-Semitism
 - A migrant
 - Conflict
 - European
 - A national (from the country where the activity is taking place)
 - Environment
 - Sustainability
 - Equality
 - A peasant
 - Poverty
 - A Muslim
 - A Muslim woman
 - A Homosexual person
 - Culture
 - Peace
 - Justice
 - Diversity
 - An HIV positive person
 - A Roma person
 - A Japanese
 - A Russian
 - An African
 - An American
 - Human Rights
 - Media
 - A Tourist
 - A Foreigner
 - Solidarity
 - A Refugee
 - A blind person
 - Love
 - An Arab
 - A Moldovan
 - A Housework person
- This activity is likely to raise the most immediate and generalized stereotypes we have about other people, including foreigners or minorities. It is very creative and lot of fun. However, it is very important that the activity does not stop at the drawings but promotes the reflection on the risks of stereotyping and, especially, where we get our images (reflecting our stereotypes) from. Everybody needs stereotypes in order to be able to relate to the environment and the people around us. All of us have, and carry stereotypes, this is not only inevitable but also necessary. Therefore, any judgements about the stereotypes participants have should be avoided. What the evaluation and discussion should promote is that we need to be aware that stereotypes are just that: images and assumptions which often have little to do with reality. Being aware of stereotypes and of the risks that relying on them entails is the best way to prevent prejudice that leads to discrimination. Please take into consideration that deconstructing stereotypes is, in itself, a lesson on its own and needs to be dealt with care in order, as is already stated, to avoid strengthening stereotypes.

20 min

00:20 – 00:50

Activity “Eurorail à la carte”

- Give a copy of the activity sheet to each learner (See Annex 12, individual form).
- Describe briefly the scenario and tell them to read the descriptions of the people.
- Ask learners to individually select their three first choices of the people they would most like to stay with and the three they would least like to stay with. Give them 7 minutes to do this.
- Create, then, groups of 4-5 people and give them the paper dedicated to groups (See Annex 12, group form).
- Ask them to share their choices and discuss the reasons that led to their decisions. Then ask learners to try to come to a consensus on a common list of the three most favoured and the three least favoured companions. Give them 12 minutes for this part of the activity.
- In plenary, each group presents its conclusions. Discuss the major factors that determined their decisions as individuals and as a group. Promote the reflection about the following questions, adjusted according to the group choices: Gender/sexual orientation/religion/profession/health status,... can define a person? Is a person “better” or “worse” depending on the above mentioned issues”? Does our background (experiences, knowledge,...) influences our perspectives about others?
- The aim for participants is to reflect on the prejudices that are linked to the stereotypes.


30 mins

00:50 – 00:60

Debriefing:

Did you like the activities? What did you like the most? How did you draw the pictures? And why did you choose or not some words? Who is concerned by stereotypes? Think about your city in particular What are the consequences of stereotypes and prejudices for cultural diversity? What are the risks of lack of cultural diversity within a city? After this debrief, you can illustrate the process that leads from representation to discrimination with the pyramid of hate (See Annex 13) and the mechanism of segregation (See Annex 14).

10 min

-  Upload 1. Pictures of the some selected words and images to show stereotypes and 2. A picture of the debriefing reflections (in case you used the blackboard) or a document containing them.

IDEAS FOR FOLLOW-UP AND ACTIONS

- **Students can collect some examples within their context** (school, association, their city, etc.) that spread stereotypes (images, newspaper, videos, etc.). Propose them to upload on the platform the chosen media with a comment/positive message to fight the stereotype that the media spread. Who tend to be victims of these prejudices and stereotypes the most?
- **You can write a letter to the media suggesting they should avoid using stereotypes** or you could rewrite the article taking away the stereotypes: how does it look? Send it to the media!
- **Ask students to pretend to be journalists for newspapers in your country that tend to spread stereotypes. Ask them then to write a short article in a similar style to encourage readers to love witches or to dislike fairies.**

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

Choose easier words for the “culturalary”.

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

LINK TO OTHER TBP ACTIVITIES

- 1. “EXPLORING THE 17 SDGS AND SDG 11”;
- 1.2 “BE INCLUSIVE!”
- 1.3 “I BELONG”

REFERENCES

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

INDIVIDUAL FORM

Name :

"Global warming has unfortunately bad consequences on many cities in the world. Your city has been flooded (adapt to your context) after really violent rains. You and most of the people of your city/village cannot go home. The city mayor decided to create a camp in the surrounding area for the flood victims. He announced that inhabitants won't be able to reach their city before 1 week! The city provides several tents, but they must be shared by several persons. You have to choose the 3 persons you want to stay within the tent and the 3 you don't want to stay with. "

1. A soldier.
2. A Swiss financial banker
3. An Italian disc-jockey who seems to have plenty of dollars.
4. An African woman selling leather products.
5. A young artist who is HIV positive.
6. A Roma man (Gypsy or traveler)
7. A man who just released from jail.
7. A nationalist who travels regularly to Russia.
8. A German rapper living a very alternative life-style.
9. A blind accordion player from Austria.
10. A Ukrainian student who doesn't want to go home.
11. A middle-aged Romanian woman who has no visa and a 1-year old child in her arms.
12. A skinhead from Sweden ostensibly under the influence of alcohol.
13. A Polish prostitute from Berlin.
16. A French farmer who speaks only French and has a basket full of strong cheese.

You have 7 minutes :

I would like to stay with :	I would not like to stay with :

GROUP FORM

Names :

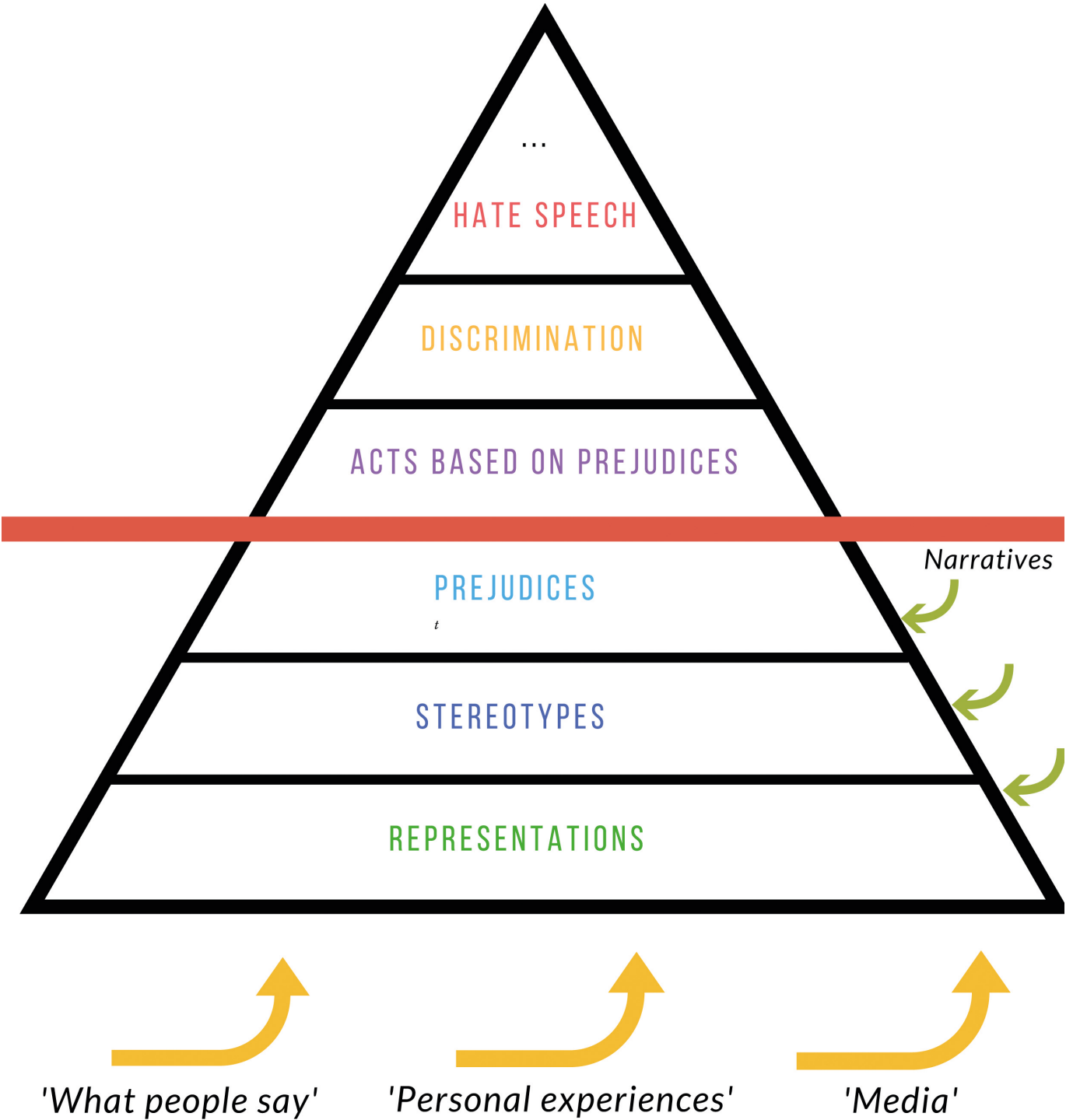
"Global warming has unfortunately bad consequences on many cities in the world. Your city has been flooded (adapt to your context) after really violent rains. You and most of the people of your city/village cannot go home. The city mayor decided to create a camp in the surrounding area for the flood victims. He announced that inhabitants won't be able to reach their city before 1 week! The city provides several tents, but they must be shared by several persons. You have to choose the 3 persons you want to stay within the tent and the 3 you don't want to stay with. "

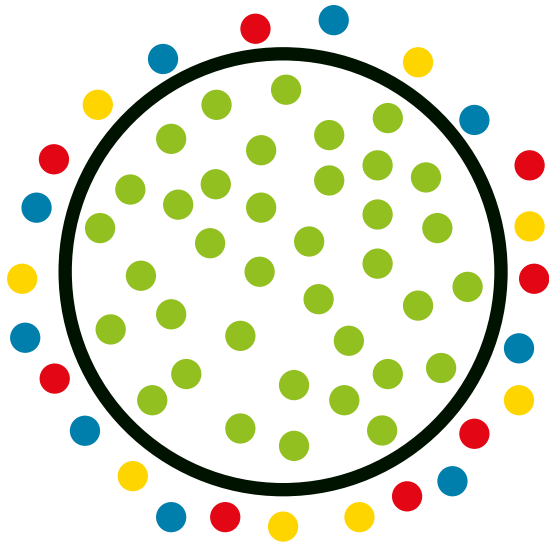
1. A soldier.
2. A Swiss financial banker
3. An Italian disc-jockey who seems to have plenty of dollars.
4. An African woman selling leather products.
5. A young artist who is HIV positive.
6. A Roma man (Gypsy or traveler)
7. A man who just released from jail.
7. A nationalist who travels regularly to Russia.
8. A German rapper living a very alternative life-style.
9. A blind accordion player from Austria.
10. A Ukrainian student who doesn't want to go home.
11. A middle-aged Romanian woman who has no visa and a 1-year old child in her arms.
12. A skinhead from Sweden ostensibly under the influence of alcohol.
13. A Polish prostitute from Berlin.
16. A French farmer who speaks only French and has a basket full of strong cheese.

You have 12 minutes :

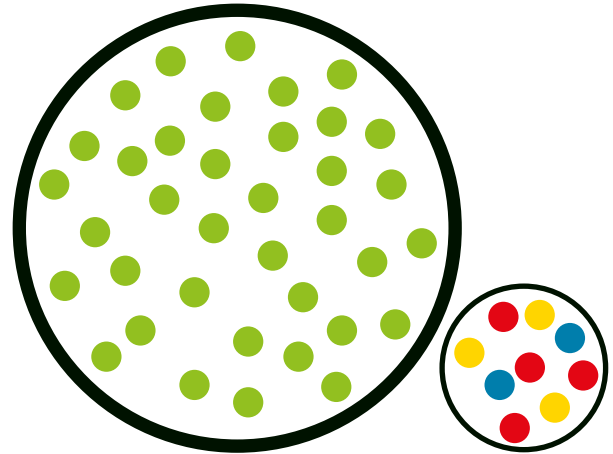
I would like to stay with :	I would not like to stay with :

PYRAMID OF HATE

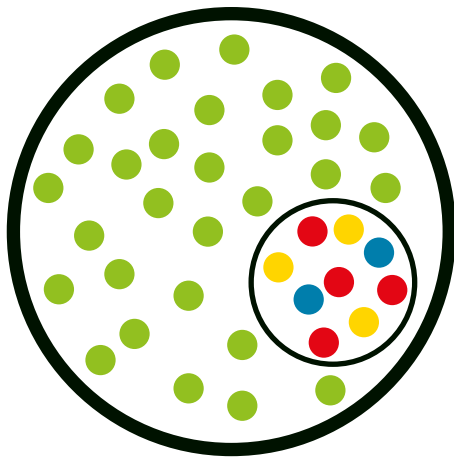




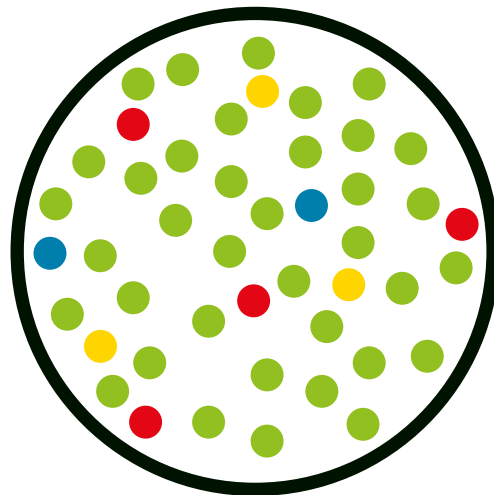
Exclusion



Segregation



Integration



Inclusion

LESSON PLAN 3	
SOCIAL INCLUSION	
TITLE:	INTERACTION AMONG MEMBERS - ACTIVITY 3.2
AGE GROUP	11-18 years old
ESTIMATED DURATION:	60 minutes for implementation. 2 minutes for printing.
MATERIALS:	Board, paper (possibly recycled), pen, a box for the urn and special paper for voting (i.e.: coloured papers) To be prepared in advance: print the situations contained in Annex 15 for groups
ROOM REQUIREMENTS:	Movable tables, movable chairs and space to work in groups.
OBJECTIVES:	<ul style="list-style-type: none"> To introduce the importance to allow freedom of expression and understand the strengths of citizenship; To raise the importance of cooperation and understanding of other's identity and culture as a way to achieve sustainability.
GCE Main Competences developed	<input checked="" type="checkbox"/> Systems thinking competencies <input checked="" type="checkbox"/> Anticipatory competency <input checked="" type="checkbox"/> Normative competency <input checked="" type="checkbox"/> Strategic competency <input checked="" type="checkbox"/> Collaboration competency <input checked="" type="checkbox"/> Critical thinking competency <input checked="" type="checkbox"/> Self-awareness competency <input checked="" type="checkbox"/> Integrated problem-solving competency
SUBJECTS	
SDGs involved	SDG 4 – Quality Education SDG 10 – Reduced Inequalities SDG 13 – Climate Action
Description of the activities:	
00:00 – 00:15	“The local council” <ul style="list-style-type: none"> Divide your learners into small teams between 4 and 11 people, according to the size of your group. Do not ask your class to work on more than 3 situations, ideally 2 situations, otherwise there won't be enough time to present all the arguments (see Annex 15) Explain to each team that they are part of a local council and they will have to discuss an issue (1 different situation per team) that appeared in a city/community (see the situations Annex 15): Facilitators can adapt the different situations to their local context and the topic they teach. Tell them that they will have time to prepare their arguments, then they will debate with the other team to confront their views, and finally, the rest of the class (other teams) will represent the citizens and will vote for the most convincing arguments. Explain to each team that they will defend 2 different opinions/positions and that they should decide who is on one side and who is on the other side. So, each team will be divided in 2 sub-groups. Everyone team will assume a role regardless of their personal ideas. Give to each sub-group 10 minute to prepare their arguments. 15 mins
00:15 – 00:45	<ul style="list-style-type: none"> Gather all the learners in plenary and tell them that each situation will be read and that each sub-group of representatives will have to present their arguments in front of each other before the vote of the citizens. (Citizens are students who worked on another situation than the one presented).

- According to the number of situations developed in your class, give more or less 10 minutes per situation. Give 1 minute per sub-group to stand for their opinion one at a time. Keep 2 minutes for the vote after each debate. **Observe who speaks within the group and who does not.**
- Ask to learners who were not working on this situation to vote for the most convincing arguments.
- Once each situation has been treated, count the votes for each of the situation and discuss the results.

30 mins

☑ This activity can also be done online. Identify another class from your country or a European partner country. Each class will represent one of the opinions involved and prepare their arguments. Plan a meeting online and process to the "local council". Each class will design 2 representatives. Then ask the 2 classes to write the different arguments and share them on the project platform in order to ask students from all the project countries to vote for the argument they want to value.

00:45 – 00:60**Debriefing:**

Did you like the activity? Was it difficult to represent an opinion? How did you do? Did all the representatives talk? What do you feel when your voice is heard? Which issues were raised? What were SDG's and Human Rights involved in the different debates? Was it easy to vote for one of the different interests? Why? In real life, does everyone can raise its voice within the city political structures? Where? Who can be excluded? From what? How important is it to take into consideration the different opinions within a city?

15 mins

📁 Upload 1. Pictures of the debates and voting moments.

IDEAS FOR FOLLOW-UP AND ACTIONS

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

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

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

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

Example of sentences:

- "It's more important to have a roof over your head than to be able to say what you like"
- "Protecting cultural goods is not a priority for a city"
- "People with disabilities have more rights than other people"
- "Food processor make women's lives easier"

LINK TO OTHER TBP ACTIVITIES

- 1. "EXPLORING THE 17 SDGS AND SDG 11";
- 1.1 "I PARTICIPATE";
- 2.1 "MAKE A (HI)STORY";

REFERENCES

SITUATION 1 : You are on a small Island. One of the last statues is on the top of a cliff. This is an invaluable cultural legacy for the Youkou tribe. An elected official wants to make this cultural and touristic place accessible to disabled people by building a bridge to the top of the cliff. Indeed, the steps dug by the ethnic group over the years do not allow to visit this place for people with reduced mobility. The population is very divided: accessibility for disabled people or protection of cultural good? Citizens will have to vote. They want to hear your arguments before !

Group 1:

You support the construction of the bridge. Everyone must have access to this place. You prepare the arguments that you will present to your fellow citizens at the next local council to convince them to give their voice in favor of your opinion.

Group 2:

You are against the construction of the bridge, you want to keep this place intact to preserve the heritage of your ancestors Youkous. You prepare the arguments that you will present to your fellow citizens at the next local council, to convince them to vote for your opinion.

SITUATION 2 : An extraordinary envelope of 10,000 euros will be allocated to one and only one association in your city. The mayor hesitates between 2 structures to assign the grants to: An association who is involved for migrants' protection and wants to create a reception centre for migrants in the city. An association which wants to create in your city a firm that respect 100 % gender equality. The population is very divided: the project for migrants or for equality between men and women? Citizens will have to vote. They want to hear your arguments before !

Group 1:

You are in favor of the association that wants to create a center for migrants. Dignity of human being is essential. You prepare the arguments that you will present to your fellow citizens at the next local council, to convince them to vote for your opinion.

Group 2:

You are in favor of the association that wants to create a company that is respectful of gender equality. Unemployment is high in your city and gender equality is essential for the future. You prepare the arguments that you will present to your fellow citizens at the next local council, to convince them to give their voice in favor of your opinion.

SITUATION 3 : Your city just changed all the signs to promote the cultural goods and touristic interest sights. Nevertheless, the signs are only written in the language of the majority, called Yakal. Many citizens in the city speak another language, called Maliny. They are angry and protest because they want the signs to be also in their language. The mayor is annoyed because the signs have already been paid by the municipality. Change all the sign and pay again could be dangerous for the financial sustainability of the city.

Group 1:

You are in favour of the modification of the signs. It is essential for all the languages spoken in your city to be represented. You prepare the arguments that you will present to your fellow citizens at the next local council, to convince them to vote for your opinion.

Group 2:

You want to keep the signs as they are. It is doesn't worth the money to jeopardize the financial sustainability of your city for a question of signs. You prepare the arguments that you will present to your fellow citizens at the next local council, to convince them to vote for your opinion

SITUATION 4 : Your municipality plans to create a museum dedicated to human rights in the field of an ancestral tribe of one of the minority groups, the Yayas. The mayor is convinced that it is a good idea to create a place to promote human rights in such a symbolic place. Moreover, there are not many empty spaces in the city to build the museum somewhere else. The minority Yayas feels really offended and wants its field to remain as it is now, empty! The population is divided: build the museum or let the cultural field empty ? Citizens will have to vote. They want to hear your arguments before!



Group 1:

You are in favour of the construction of the museum. It is essential to create spaces for culture and promote human rights. You prepare the arguments that you will present to your fellow citizens at the next local council, to convince them to vote for your opinion.

Group

2: You are not in favour of the museum. It is essential to protect the cultural heritage of the Yayas community. You prepare the arguments that you will present to your fellow citizens at the next local council, to convince them to vote for your opinion

LESSON PLAN 3	
SOCIAL INCLUSION	
TITLE: IDENTITIES AND CULTURAL DIVERSITY - ACTIVITY 3.3	
AGE GROUP	11-18 years old
ESTIMATED DURATION:	60 minutes for implementation. 2 minutes for printing.
MATERIALS:	Board, paper, pen, pictures (optional), papers To be prepared in advance: print or cut recycled papers with star-shape.
ROOM REQUIREMENTS:	Movable tables, movable chairs and space to work in groups.
OBJECTIVES:	<ul style="list-style-type: none"> To introduce the cultural diversity and create connections among the groups; To link identity and cultural diversity; To raise awareness that cultural diversity is everywhere around us within a city (through food, clothes, music, shops, etc.) and that this diversity is a strength and must be protected.
GCE Main Competences developed	<input type="checkbox"/> Systems thinking competencies <input checked="" type="checkbox"/> Anticipatory competency <input type="checkbox"/> Normative competency <input checked="" type="checkbox"/> Strategic competency <input checked="" type="checkbox"/> Collaboration competency <input checked="" type="checkbox"/> Critical thinking competency <input checked="" type="checkbox"/> Self-awareness competency <input type="checkbox"/> Integrated problem-solving competency
SUBJECTS	
SDGs involved	SDG 4 – Quality Education SDG 5 – Gender Equality SDG 10 – Reduced Inequalities SDG 17 – Partnerships for the Goals
Description of the activities:	
00:00 – 00:30	“Who are I?” <ul style="list-style-type: none"> Ask learners to pretend that they are strangers and to introduce themselves to each other. Invite them, before they start, to reflect what is interesting or important to know about someone else when you first meet them, and brainstorm the general categories of information. For example name, age, sex, nationality, family role, religion, age, gender, ethnicity, job/study, taste in music, hobbies, sports, general likes and dislikes and more. Hand out the paper and pens and explain that the first step is for each of them to draw a representation of their identity. They should think of themselves like stars and identify those aspects of their identity that radiate out into their society and community. Ask people to consider the eight most important aspects of their identity and to draw their personal star. Tell people to go around , have a look at the other stars and compare them. When they find someone else with whom they share a beam or ray, they should write that person's name near the beam. (For example, if Jan and Parvez both have a “rapper” beam, Jan writes his name on Parvey's beam where it's written “rapper” and the same process for Parvey). It is important that learners write their name close to the dedicated beam and not anywhere in the star. Allow 15 minutes for this. Ask people, on plenary, to talk about how unique each individual is. You could ask: <i>Which aspects of identity do people have in common and which are unique? How similar and how different are people in the group? Do people have more in common with each other than they have differences?</i> Finally, do a group brainstorm of the aspects of identity that people choose and those that they are born with. 30 mins

00:30 – 00:50	“Diversity within the city” <ul style="list-style-type: none"> • Explain to learners that they will reflect on the different places and situation we observe diversity within a city in the daily life. • Ask them to gather in small groups (3 or 4 people each) and to think of their daily lives, what do they eat, which kind of clothes do they wear, the kind of music they listen to, the shops they go, the flowers they see movies they watch, etc. • Give them a paper where they can draw and write everything that reflects diversity in their daily lives. They can draw characters, buildings, shops, food, clothes, vegetables, music, ... • Hook the different drawings to the wall and ask give the opportunity to the participants to look at others’ production. 20 mins
00:50 – 00:60	Debriefing : <i>Did you like the activity? What are the strengths of cultural diversity? Where does cultural diversity stands in your city? Did you think about that before? What kind of innovation or action could improve the representation and interaction among the different communities?</i> 10 min <ul style="list-style-type: none">  Upload the draws of the activity “Diversity within the city”.  You can go further and ask participants to design the city and one or several of its inhabitants on an application or specific software. Then, they can send their production to other students via the platform

IDEAS FOR FOLLOW-UP AND ACTIONS

- **Ask students to take pictures within their city of symbols of the cultural diversity.** Give them a space during a future course to share their pictures.
- **They can create a photomontage** students can share on the platform with other European students.
- **Ask your students to imagine/create an action in order to foster the dialogue and connections among the different cultures in their city.**
- **Students can place their character on the “Sustainabilityland” map** they have worked on in the first activity.
- **In case you know associations that are hosting refugees or asylum seekers, you can invite them** to school and do this activity together.

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

Instead of words, give the opportunity to learners to draw or even pick pictures among a selection you prepare in order to give them inspiration. It is also possible to reduce the number of branches of the star: from 8 to 6. In order to make easier the reflection on the cultural diversity in the city, hand out a drawing already started to give inspiration to learners (Example in Annex 16).

This session might last a bit longer than 1 hour.

LINK TO OTHER TBP ACTIVITIES

- 1. “EXPLORING THE 17 SDGS AND SDG 11”;
- 1.3 “I BELONG”;

REFERENCES

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

SITUATIONS: Facilitators can adapt the different situations to their local context and the topic they teach.

SITUATION 1	<p>You are on a small Island. One of the last statues is on the top of a cliff. This is an invaluable cultural legacy for the Youkou tribe. An elected official wants to make this cultural and touristic place accessible to disabled people by building a bridge to the top of the cliff. Indeed, the steps dug by the ethnic group over the years do not allow to visit this place for people with reduced mobility.</p> <p>The population is very divided: accessibility for disable people or protection of cultural good? Citizens will have to vote. They want to hear your arguments before!</p>
Group 1	<p>You support the construction of the bridge. Everyone must have access to this place.</p> <p><i>You prepare the arguments that you will present to your fellow citizens at the next local council to convince them to give their voice in favor of your opinion.</i></p>
Group 2	<p>You are against the construction of the bridge, you want to keep this place intact to preserve the heritage of your ancestors Youkous.</p> <p><i>You prepare the arguments that you will present to your fellow citizens at the next local council, to convince them to vote for your opinion.</i></p>
SITUATION 2	<p>An extraordinary envelope of 10,000 euros will be allocated to one and only one association in your city. The mayor hesitates between 2 structures to assign the grants to:</p> <ul style="list-style-type: none"> • An association who is involved for migrants' protection and wants to create a reception centre for migrants in the city. • An association which wants to create in your city a firm that respect 100 % gender equality. <p>The population is very divided: the project for migrants or for equality between men and women? Citizens will have to vote. They want to hear your arguments before!</p>
Group 1	<p>You are in favor of the association that wants to create a center for migrants. Dignity of human being is essential. <i>You prepare the arguments that you will present to your fellow citizens at the next local council, to convince them to vote for your opinion.</i></p>
Group 2	<p>You are in favor of the association that wants to create a company that is respectful of gender equality. Unemployment is high in your city and gender equality is essential for the future. <i>You prepare the arguments that you will present to your fellow citizens at the next local council, to convince them to give their voice in favour of your opinion.</i></p>
SITUATION 3	<p>Your city just changed all the city signs to promote the cultural goods and touristic interest sights. Nevertheless, the signs are only written in the language of the majority, called Yakal. Many citizens in the city speak another language, called Maliny. They are angry and protest because they want the signs to be also in their language.</p> <p>The mayor is annoyed because the signs have already been payed by the municipality. Change all the sign and pay again could be dangerous for the financial sustainability of the city.</p> <p>The population is divided: Change all the sign in order to include Maliny language or let the signs as they are in order not to put the financial stability of the city in danger. Citizens will have to vote. They want to hear your arguments before!</p>
Group 1	<p>You are in favour of the modification of the signs. It is essential for all the languages spoken in your city to be represented. <i>You prepare the arguments that you will present to your fellow citizens at the next local council, to convince them to vote for your opinion.</i></p>
Group 2	<p>You want to keep the signs as they are. It is doesn't worth the money to jeopardize the financial sustainability of your city for a question of signs. <i>You prepare the arguments that you will present to your fellow citizens at the next local council, to convince them to vote for your opinion</i></p>
SITUATION 4	<p>Your municipality plans to create a museum dedicated to Human Rights in the field of an ancestral tribe of one of the minority groups, the Yayas. The mayor is convinced that it is a good idea to create a place to promote Human Rights in such a symbolic place. Moreover, there are not many empty spaces in the city to build the museum somewhere else. The minority Yayas feel really offended and want its field to remain as it is now, empty!</p> <p>The population is divided: build the museum or let the cultural field empty? Citizens will have to vote. They want to hear your arguments before!</p>
Group 1	<p>You are in favour of the construction of the museum. It is essential to create spaces for culture and promotion of Human Rights.</p> <p><i>You prepare the arguments that you will present to your fellow citizens at the next local council, to convince them to vote for your opinion.</i></p>
Group 2	<p>You are not in favour of the museum. It is essential to protect the cultural heritage of the Yayas community.</p> <p><i>You prepare the arguments that you will present to your fellow citizens at the next local council, to convince them to vote for your opinion.</i></p>

LESSON PLANS 4

SAFETY

LESSON PLAN 2	SOCIAL AND ENVIRONMENTAL RESILIENCE
TITLE:	Safe and adequate housing – ACTIVITY 4.1
AGE GROUP	11-18 years old
ESTIMATED DURATION:	60 minutes for implementation. 10 minutes for preparation (printing).
MATERIALS:	Pc, video projector, speakers or an interactive blackboard. To be printed in advance: Print Annex 17 with pictures (colours) and descriptions for groups, Print Annex 18 with Diamond 9 and characters for groups..
ROOM REQUIREMENTS:	Movable tables, movable chairs and space to work in groups.
OBJECTIVES:	<ul style="list-style-type: none"> To learn about safe and adequate housing in developed and developing countries To reflect on the basic requirements and the different needs of different categories of people and the human rights connected to this To take action to better understand local needs and answers from local authorities
GCE Main Competences developed	<input checked="" type="checkbox"/> Systems thinking competencies <input checked="" type="checkbox"/> Anticipatory competency <input checked="" type="checkbox"/> Normative competency <input checked="" type="checkbox"/> Strategic competency <input checked="" type="checkbox"/> Collaboration competency <input checked="" type="checkbox"/> Critical thinking competency <input checked="" type="checkbox"/> Self-awareness competency <input type="checkbox"/> Integrated problem-solving competency
SUBJECTS	
SDGs involved	SDG 1 – No poverty SDG3 – Good health and well-being SDG 5 – Gender Equality SDG 6 – Clean water and sanitation SDG 10 – Reduced Inequalities SDG 13 – Climate Action
Description of the activities:	
00:00 – 00:40	<p>What does “house” mean to me ?</p> <ul style="list-style-type: none"> Ask learners what it the first thing that comes to their mind when they think about the word “house”. Note all the words down on the blackboard. Alternatively, prepare a flip chart with the word “house” written in the center and give each student a post-it. 5 mins Cluster the words and share with the learners the different dimensions they have covered (from the emotional and the personal one). Is safety included in this? Explain that International human rights law recognizes everyone’s right to an adequate standard of living, including adequate housing. Despite the central place of this right within the global legal system, well over a billion people are not adequately housed. Millions around the world live in life- or health threatening conditions, in overcrowded slums and informal settlements, or in other conditions which do not uphold their human rights and their dignity. Adequate housing was recognized as part of the right to an adequate standard of living in the 1948 Universal Declaration of Human Rights and in the 1966 International Covenant on Economic, Social and Cultural Rights. 5 mins

Housing safety around the world

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

30 mins**00:40 – 00:60****Diamond 9: housing needs and rights**

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

```



      1
    2 2
  3 3 3
  4 4
    5
  
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15 mins**Debriefing:**

Ask each group to share with the class their character/category and the "shape" of their diamond. Do their diamonds differ? Is there a requirement that was in the same position for everybody? What do all the "characters" have in common? Did they add some requirement? Why? Last but not least, how do you think the character feels? They are now able to see how complex "housing safety" is. Point out that also the United Nations Committee on Economic, Social and Cultural Rights has underlined that the right to adequate housing should not be interpreted narrowly.

Rather, it should be seen as the right to live somewhere in security, peace and dignity. Moreover, since we saw cases of vulnerable people, it should be highlight that every human being is entitled to equal and non-discriminatory access to equal housing. Last but not least, remind that the right to adequate housing ins broader than the right to own property, as it addresses rights not related to ownership and it is intended to ensure that everyone has a safe and secure place to live in peace and dignity, including non-owners of the property.

5 mins

-  Take a picture of the different Diamond 9 associated to the different characters and upload it on the platform
-  Take notes about the Debriefing and share them on the platform. You can use the e-board, save them and upload them. Otherwise you can take notes on the blackboard (or ask students to do so) and upload pictures on the platform.

IDEAS FOR FOLLOW-UP AND ACTIONS

- **Invite students to think about their future.** They might want to go to University or to move to a bigger city to leave there. What do they need to make sure they can actually be able to do so? For example, does the University of a city nearby offer accommodation? Which are the requirements?
- **Ask students to observe what happens in their city or village:** are there homeless people? Where are they located? Where do they sleep? Where do they eat? Where do they shower? Are there empty houses? Some of them are to rent? How much is the rent? How much is an average wage?
- **Which is the responsibility of the local authorities in guaranteeing safe housing? Invite an expert or a LLAA member in your class and ask them to explain their safe and adequate housing plan. How do they protect vulnerable citizens?**

Remind that the right to housing covers measures that are needed to prevent homelessness, prohibit forced evictions, address discrimination, focus on the most vulnerable and marginalized groups, ensure security of tenure to all, and guarantee that everyone's housing is adequate. These measures can require intervention from the Government at various levels: legislative, administrative, policy or spending priorities.

- **Explore the consequences: if you do not have a safe house, which may be the impact on your life? Use the "chain" method. I.e.:** My apartment does not have proper heating. I get cold very often. I need medicines very often. My health condition can get very bad. I may run the risk of having to go to the hospital. I could spend a lot of time at the hospital and miss school. I may lose the school year and need to start over the following year.
- **Explore how the right to adequate housing apply to specific groups** like women, children, slum dwellers, homeless persons, persons with disabilities, displaced persons and migrants and indigenous peoples. Have a look at: "The Right to Adequate Housing" – UN HABITAT – Fact Sheet No. 21/Rev 1, http://www.ohchr.org/Documents/Publications/FS21_rev_1_Housing_en.pdf
- **Learn more about the people who were living in the Grenfell Towers:** <https://www.theguardian.com/uk-news/ng-interactive/2018/may/14/lives-of-grenfell-tower-victims-fire?INTCMP=grenfell-thrasher>

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

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

LINKS TO OTHER TBP ACTIVITIES

- 1. "EXPLORING THE 17 SDGS AND SDG 11";
- 1.2 "BE INCLUSIVE";
- 1.3 "I BELONG";
- 2.1 "MAKE A (HI)STORY";
- 2.3 "SUSTAINABLE TRANSPORTATION".

REFERENCES:

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

SITUATION 1 GRENFELL TOWERS, LONDON (UK)

Grenfell Tower was a 24-storey residential tower block in North Kensington in London, England. It was completed in 1974, as part of the first phase of the Lancaster West Estate. The buildings' storeys consisted of 127 flats and 227 bedrooms. In 2015-2016 it underwent a refurbishment during which it received new windows and new cladding with thermal insulation.

A fire on 14 June 2017 caused major damage to the building and the death toll was eventually confirmed as 71. The fire started in a Hotpoint fridge freezer, but police said it was not started deliberately. Footage has shown the fire spreading up one side of the building externally, before engulfing the entire block.

The cladding - installed on Grenfell Tower in a recent renovation - has come under scrutiny, with experts saying a more fire-resistant type could have been used. Both the cladding and insulation on the outside of the building failed all preliminary tests by the police. The insulation samples burned more quickly than the cladding tiles. Documents obtained by the BBC suggest the cladding fitted during its refurbishment was changed to a cheaper version. They show the zinc cladding originally proposed was replaced with an aluminium type, which was less fire resistant, saving nearly £300,000. Cladding can create cavities which in some cases can cause a chimney effect, drawing flames up the cavity if there are no fire barriers. The Department for Communities and Local Government (DCLG) said composite aluminium panels with a polyethylene core should not be used as cladding on buildings over 18m high.

Furthermore, after the accident, tests were conducted on doors from flats at the west London tower block and they showed that doors could hold back a blaze for 15 minutes, despite being designed to last half an hour.

Text adapted from 2017

<http://www.bbc.com/news/uk-england-london-40272168>

<http://www.dailymail.co.uk/news/article-5504137/Grenfell-Tower-door-hold-fire-15-minutes.html>

Pictures from

<http://www.bbc.com/news/uk-england-london-40272168>

http://www.repubblica.it/esteri/2017/06/17/foto/incendio_londra_grenfell_tower_pompieri_-168362436/1/#9

SITUATION 2 ISCHIA ISLAND (ITALY)

On August 21, Ischia – a small Italian volcanic island located in the Tyrrhenian Sea (northern end of the Gulf of Naples, 30 kms from the city of Naples) was struck by a 4.2 Richter magnitude scale earthquake. The island is considered to have an especially fragile ground for its own nature, but can we blame the territory for the damages? In fact, despite the moderate magnitude, several buildings and a church collapsed and two women died.

The day after the earthquakes, experts raised a major issue: the low-quality materials houses are built with, which do not correspond to the current laws. Experts, politicians and the public opinion started talking about prevention and the right for citizens to know the safety state of the house where they live or work. Governments were asked to take prevention measures. Abusivism, disrespect for the building laws and lack of earthquake testing were identified as some of the main causes for such a damage. As Sandro Simoncini, a Urbanistic and Environmental Legislation Professor at La Sapienza University in Rome, pointed out, houses were built in forbidden places and – often – low quality, not earthquake resistant materials were used. This phenomenon is called property speculation.

Citizens want to build new houses and politicians want consensus, but this put people's lives at risk.

There is a huge need for citizens to understand that laws and rules have to be respected for their own safety. Italy spends more than 3 millions of euros a year to repair damages caused by earthquakes and has 10 million houses in the so-called 1 and 2 seismic zones (high priority) that need safety works.

Text adapted from 2017

http://www.repubblica.it/cronaca/2017/08/22/news/terremoto_ischia_morire_per_scossa_di_bassa_magnitudo-173587827/?refresh_ce

Pictures from

<http://www.lettera43.it/it/articoli/cronaca/2017/08/21/terremoto-scossa-di-magnitudo-40-a-ischia/213098/>

http://www.repubblica.it/cronaca/2017/08/22/news/terremoto_ischia_morire_per_scossa_di_bassa_magnitudo-173587827/?refresh_ce

SITUATION 3 SHANTI TOWN, MANILA (PHILIPPINES)

On the 26th of April 2010, a huge fire sweeping through a shantytown outside the Philippine capital left around 7,000 people homeless and destroyed at least 300 houses.

Firefighters in Manila were tackling the intense fires which razed homes to the ground in Quezon city. Fuelled by strong winds and scorching temperatures, the fire spread rapidly throughout the slums.

At least 2 people were injured in the fire that began around 3 pm local time and kept on burning at nightfall. Liquid petroleum, sold in several stores in the shantytown, had further fueled the flames. Firefighters struggled to penetrate alleys, which were clogged by people trying to save their belongings and douse the flames themselves. Residents wept as they watched their burning house. One homeowner, Glen Sardon, said: "We failed to save anything except our clothes". Quezon City Mayor Feliciano Belmonte said the De Los Santos College is being used as a temporary evacuation center for the affected residents. Slum areas in the Philippine capital are vulnerable to fires because the houses, often made from salvage wood, are built close together, sometimes even piled on top of one another.

Text adapted and pictures taken from 2010

<http://www.dailymail.co.uk/news/article-1268741/Thousands-homeless-sweeps-Philippine-slum.html>

A note on slum-dwellers, taken from "The Right to Adequate Housing" – UN HABITAT – Fact Sheet No. 21/Rev 1, http://www.ohchr.org/Documents/Publications/FS21_rev_1_Housing_en.pdf:

Slums are blighted by a lack of durable housing, insufficient living space, a lack of clean water, inadequate sanitation, etc. Due to the informal nature of their settlements, slum-dwellers often lack tenure security, which makes them vulnerable to forced evictions, threats and other forms of harassment. UN-Habitat reports that around 2 million people, most of them slum-dwellers, are forcibly evicted every year. The effects of forced evictions on slum-dwellers are often disastrous, leaving them homeless and forcing them deeper into poverty. Authorities—national or local—are often reluctant to extend basic services to slums precisely because they are informal. As a result, slum-dwellers rarely have access to safe drinking water, adequate sanitation or electricity, and refuse collection is limited or non-existent. As slums are not connected to the piped water systems, slum-dwellers often end up paying 5 to 10 times more for water than higher-income urban residents.

DIAMOND 9 (for students)

An accommodation in the city center	Enough space for each member of the family/of the flat	A safe building
Drinking water, energy for cooking, Heating, lighting	A functioning toilet and adequate sanitation	A cheap rent
A safe neighbourhood that offers services and opportunities	A property/rent contract	No architectural barriers

CHARACTERS (for students)
CHARACTER 1
A migrant family

You are a family with migration background composed by 7 people: mum, dad and 5 kids (14, 12, 9, 5 and 1 year old). In the family, dad is the only working right now and mum needs to look for a new job because she was fired when she got pregnant with the younger kid.

CHARACTER 2
A newly arrived refugee from Nigeria

You are a 23 newly arrived girl from Nigeria. You requested the asylum in the country you are currently living in and received the refugee status because you were a victim of human trafficking. You need somewhere safe and cheap to stay, as you are currently doing a paid internship as a hair stylist.

CHARACTER 3
A young person going to University

You are starting your first year of University in the capital of your country. You have no fixed income (you just work as a waiter/waitress on weekends from time to time) and can rely on your parents only for half of your rent cost.

CHARACTER 4
An old person

You are a 80 year old person who is moving from the countryside because you cannot drive your car anymore and need more facilities and services around. You can just rely on your retirement pension, which is minimum.

CHARACTER 5
Young single mother

You are a young single mother who is looking for a job and needs a kindergarden for her 3-year-old kid.

CHARACTER 6
A disabled person

You are a 25 year old young man on a wheel chair. You have a job you really love at a local association, just outside the city center, and you earn an average wage. You want to become independent from your family and needs to find a small studio or apartment

EXPLANATION OF THE REQUIREMENTS OF SAFE HOUSING (for teachers)

An accommodation in the city center	Everyone has the right to choose one's residence, to determine where to live and to freedom of movement
Drinking water, energy for cooking, Heating, lighting, A functioning toilet and adequate sanitation	Housing is not adequate if its occupants do not have safe drinking water, adequate sanitation, energy for cooking, heating, lighting, food storage or refuse disposal (availability of services, materials and infrastructure).
A cheap rent	Housing is not adequate if its cost threatens or compromises the occupants' enjoyment of other human rights (affordability)
Enough space for each member of the family/of the flat A safe building	Housing is not adequate if it does not guarantee physical safety or provide adequate space, as well as protection against the cold, damp, heat, rain, wind, other threats to health and structural hazards (habitability).
No architectural barriers	Housing is not adequate if the specific needs of disadvantaged and marginalized groups are not taken into account (Accessibility).
A safe neighbourhood that offers services and opportunities	Housing is not adequate if it is cut off from employment opportunities, health-care services, schools, childcare centres and other social facilities, or if located in polluted or dangerous areas (location).
A property/rent contract	The right to security of tenure - housing is not adequate if its occupants do not have a degree of tenure security which guarantees legal protection against forced evictions, harassment and other threats.

THE LINK BETWEEN THE RIGHT TO ADEQUATE HOUSING AND OTHER HUMAN RIGHTS

(partners can decide whether to translate it or not)

Human rights are interdependent, indivisible and interrelated. In other words, the violation of the right to adequate housing may affect the enjoyment of a wide range of other human rights and vice versa.

Access to adequate housing can be a precondition for the enjoyment of several human rights, including the rights to work, health, social security, vote, privacy or education. The possibility of earning a living can be seriously impaired when a person has been relocated following a forced eviction to a place removed from employment opportunities. Without proof of residency, homeless persons may not be able to vote, enjoy social services or receive health care. Schools may refuse to register slum children because their settlements have no official status. Inadequate housing can have repercussions on the right to health; for instance, if houses and settlements have limited or no safe drinking water and sanitation, their residents may fall seriously ill.

Forced evictions can have implications for the enjoyment of several human rights, including the right to education and the right to personal security. Forced evictions often result in children's schooling being interrupted or completely stopped. The trauma experienced following a forced eviction can also impair a child's capacity to attend classes. During forced evictions, people are frequently harassed or beaten and occasionally even subjected to inhumane treatment or killed. Women and girls are particularly vulnerable to violence, including sexual violence, before, during and after an eviction.

At the same time, the right to adequate housing can be affected by the extent to which other human rights are guaranteed. Access to housing is most at risk for those denied the right to education, work or social security. Improving housing conditions and protecting against forced evictions are often dependent on claims made by those affected. Where the rights to freedom of expression, assembly or association are not respected, the possibility for individuals and communities to advocate better living conditions is significantly reduced. Human rights defenders working to protect the right of individuals and communities to adequate housing have been subjected to violence, arbitrary arrest, and arbitrary and prolonged detention.

THE RIGHT TO ADEQUATE HOUSING IN INTERNATIONAL HUMAN RIGHTS LAW

The right to adequate housing is a human right recognized in international human rights law as part of the right to an adequate standard of living.

One of the first references to it is in article 25 (1) of the Universal Declaration of Human Rights. The International Covenant on Economic, Social and Cultural Rights, widely considered as the central instrument for the protection of the right to adequate housing, refers to the right of everyone to an adequate standard of living for himself and his family, including adequate food, clothing and housing, and to the continuous improvement of living conditions (art. 11).

As mentioned above, the Committee has adopted general comments on the right to adequate housing and housing-related issues which provide authoritative guidance on the Covenant's provisions, in particular its general comments Nos. 4, 7 and 16. Other international human rights treaties have addressed the right to adequate housing in different ways. Some are of general application while others cover the human rights of specific groups, such as women, children, indigenous peoples, migrant workers and members of their families, or persons with disabilities.

Other international human rights treaties that recognize the right to adequate housing

- The 1951 Convention Relating to the Status of Refugees (art. 21)
- The International Labour Organization's 1962 Convention No. 117 concerning Basic Aims and Standards of Social Policy (art. 5 (2))
- The 1965 International Convention on the Elimination of All Forms of Racial Discrimination (art. 5 (e)(iii))
- The 1966 International Covenant on Civil and Political Rights (art. 17)
- The 1979 Convention on the Elimination of All Forms of Discrimination against Women (arts. 14 (2) and 15 (2))
- The 1989 Convention on the Rights of the Child (arts. 16 (1) and 27 (3))
- The International Labour Organization's 1989 Convention No. 169 concerning Indigenous and Tribal Peoples in Independent Countries (arts. 14, 16 and 17)
- The 1990 International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (art. 43 (1)(d))
- The 2006 Convention on the Rights of Persons with Disabilities (arts. 9 and 28)

If you want further information on "How the right to adequate housing apply to specific groups", please go to page 16 of the Taken from "The Right to Adequate Housing" – UN HABITAT – Fact Sheet No. 21/Rev 1, http://www.ohchr.org/Documents/Publications/FS21_rev_1_Housing_en.pdf


LESSON PLAN 2	
SOCIAL AND ENVIRONMENTAL RESILIENCE	
TITLE: AIR POLLUTION – ACTIVITY 4.2	
AGE GROUP	11-18 years old
ESTIMATED DURATION:	60 minutes for implementation. 15 minutes for preparation (printing and cutting), especially of Annex 20.
MATERIALS:	Pc, video projector, speakers or an interactive blackboard. To be prepared in advance: Print Annex 19 and Annex 20
ROOM REQUIREMENTS:	Movable chairs and desks (possibly a big empty space for the second part of the session)
OBJECTIVES:	<ul style="list-style-type: none"> To learn about air pollution worldwide; To reflect on the different consequences of air pollution on the human health, the property, ecosystems and the economy; To understand the role of each citizen and of decision makers.
GCE Main Competences developed	<input checked="" type="checkbox"/> Systems thinking competencies <input checked="" type="checkbox"/> Anticipatory competency <input checked="" type="checkbox"/> Normative competency <input type="checkbox"/> Strategic competency <input checked="" type="checkbox"/> Collaboration competency <input checked="" type="checkbox"/> Critical thinking competency <input type="checkbox"/> Self-awareness competency <input checked="" type="checkbox"/> Integrated problem-solving competency
SUBJECTS	
SDGs involved	SDG 3 – Good health and well-being SDG 9 – Industry, Innovation and Infrastructure SDG 10 – Reduced Inequalities SDG 13 – Climate Action SDG 15 – Life on Land
Description of the activities:	
00:00 – 00:20	Have a guess on air pollution <ul style="list-style-type: none"> Divide the classroom into groups of 5-6 students each and give each group the AIR POLLUTION QUIZ handout (see Annex 19). Each group has to find the right answers within the quiz. Those who finish first become the winners: this is a competition! <i>It is always a good idea to have a prize or a reward for the winners. Find the best one for your students!</i> When checking the answers, go through each of them and provide answers and data. Once you have gone through all the answers, ask your students: is there anything they would like to have more information on? If so, write them on the blackboard (See Ideas for Follow-up and actions) 20 mins
00:20 – 00:40	Find your pair in the room <ul style="list-style-type: none"> Make sure you prepare the material from Annex 20 in advance, by cutting the handout and creating separate cards. Mix the topics with the explanations so that everyone will find his/her pair during this activity. You will have to repeat some of the words and explanation, according to the number of students in your class. <i>This activity foresees two different resources according to the age and preparation level of your students (both contained in Annex 3). It also requires space for students to move, so make sure the room is set up correctly</i>

- Distribute one piece of paper (either with the definition or the explanation) to each student and ask them to mingle.
- Once they have found their pair, they need to read each other the content and underline words or concept they do not understand.
- Then, ask each couple to read out loud their topic and explanation. In case more than a couple has the same topic, ask one couple to read the topic and to the other to read the explanation. **Point out that air pollution impacts different dimensions: health, property, the ecosystem and even the economy.**
20 mins

00:40 – 00:60**DEBRIEFING**

- *Ask the learners: What did you learn? Did you think that air pollution was such a global phenomenon? What can everyone do to reduce air pollution? What is the role of decision makers in saving 7 million people's lives a year?*
10 mins

 Take a picture of the students mingling and collaborating for the activity "Find your pair in the room"

 Take notes about the Debriefing and share them on the platform. You can use the e-board, save them and upload them. Otherwise you can take notes on the blackboard (or ask students to do so) and upload pictures on the platform.

IDEAS FOR FOLLOW-UP AND ACTIONS

After "Have a Guess on Air Pollution" activity, students can carry out researches with their own group to find out more about the questions they still have. They can follow the guidelines provided to have an accurate research (see Annex 21) and you can give them space in your following class, starting a peer to peer learning process. Ask them to think about an activity to raise awareness on the topic. One idea could be to create a sort of "fortune cookie" with tips on how to pay attention to air pollution and to ask students from all the school, during the daily break, to pick one.

Look at the map here and find your city <http://maps.who.int/airpollution/>. What are the results? Which are the less polluted areas? Why?

Explore the consequences of air pollution

COP 21 and the US exiting it: which are the consequences?

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

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

LINKS TO OTHER TBP ACTIVITIES

- 1. "EXPLORING THE 17 SDGS AND SDG 11";
- 2.2 "MESSAGE IN A BOTTLE";
- 2.3 "SUSTAINABLE TRANSPORTATION".

REFERENCES

All the data from the Air Pollution Quiz are taken from

<http://www.who.int/phe/publications/air-pollution-global-assessment/en/> (2018)

Find your Pair in the Room Activity is inspired by and data for older students are taken from

http://cleanairasia.org/wp-content/uploads/portal/files/Air_pollution_Teaching_Toolkit_0.pdf

AIR POLLUTION QUIZ FOR STUDENTS

Find the right answer. There may be more than 1 correct answer

1) When we talk about air pollution, what do we refer to?

- a) indoor pollution
- b) outdoor pollution
- c) both indoor and outdoor pollution

2) How many people are affected by air pollution?

- a) 9/10
- b) 7/10
- c) 5/10

3) How many people die worldwide every year because of air pollution?

- a) 7 million people
- b) 10 million people
- c) 3 million people

4) Who are the main victims of air pollution?

- a) everyone
- b) children and women all around the world
- c) children and women living in developing countries

5) In the past 6 years (2011 – 2017), air pollution levels worldwide:

- a) have increased
- b) have lowered
- c) have remained the same

6) Where do evidence show that there has been a slight declining concentration in air pollution?

- a) In Europe
- b) in South-East Asia
- c) In the Americas

7) Where did the WHO registered the highest ambient air pollution levels?

- a) in the Americas
- b) In Europe
- c) In the Eastern Mediterranean Region and in South-East Asia

8) Where do ambient air pollution levels are lowest?

- a) in high-income countries
- b) in low-income countries
- c) income is not related to air pollution levels

9) Are data on air pollution easy to find?

- a) Yes, each country provides exact data on air pollution every year
- b) Not at all, there are missing data on air pollution from many countries, especially from the Global South
- c) Countries are not oblige to control air pollution levels, so data are not important

AIR POLLUTION QUIZ FOR TEACHERS

1) When we talk about air pollution, what do we refer to?

- a) indoor pollution
- b) outdoor pollution
- c) both indoor and outdoor pollution

Answer: Air pollution can occur anywhere. It occurs when the environment is contaminated by any chemical, physical or biological agent that modifies the natural characteristics of the atmosphere. The stoves in the home, motor vehicles, industrial facilities and forest fires are common sources of air pollution.

Source: WHO, *Ambient Air Pollution: A global assessment of exposure and burden disease. 2018*

2) How many people are affected by air pollution?

- a) 9/10
- b) 7/10
- c) 5/10

Answer: 9 out of 10 people breathe air containing high levels of pollutants (the 90% of the world population).

Source: WHO, *Ambient Air Pollution: A global assessment of exposure and burden disease. 2018*

3) How many people die worldwide every year because of air pollution?

- a) 7 million people
- b) 10 million people
- c) 3 million people

Answer: Updated estimations reveal an alarming death toll of 7 million people every year caused by ambient (outdoor) and household air pollution.

Source: WHO, *Ambient Air Pollution: A global assessment of exposure and burden disease. 2018*

4) Who are the main victims of air pollution?

- a) everyone
- b) children and women all around the world
- c) children and women living in developing countries

Answer: "Air pollution threatens us all, but the poorest and most marginalized people bear the brunt of the burden," says Dr Tedros Adhanom Ghebreyesus, Director-General of WHO. "It is unacceptable that over 3 billion people – most of them women and children – are still breathing deadly smoke every day from using polluting stoves and fuels in their homes.

Source: WHO, *Ambient Air Pollution: A global assessment of exposure and burden disease. 2018*

5) In the past 6 years (2011 – 2017), air pollution levels worldwide:

- a) have increased
- b) have lowered
- c) have remained the same

Answer: Over the past 6 years, ambient air pollution levels have remained high and approximatively stable

Source: WHO, *Ambient Air Pollution: A global assessment of exposure and burden disease. 2018*

6) Where do evidence show that there has been a slight declining concentration in air pollution?

- a) In Europe
- b) in South-East Asia
- c) In the Americas

Answer: Over the past 6 years, ambient air pollution levels have remained high and approximatively stable, with declining concentrations in some part of Europe and in the Americas.

Source: WHO, *Ambient Air Pollution: A global assessment of exposure and burden disease. 2018*

7) Where did the WHO registered the highest ambient air pollution levels?

- a) in the Americas
- b) In Europe
- c) In the Eastern Mediterranean Region and in South-East Asia

Answer: The highest ambient air pollution levels are in the Eastern Mediterranean Region and in South-East Asia, with annual mean levels often exceeding more than 5 times WHO limits, followed by low and middle-income cities in Africa and the Western Pacific.

Source: WHO, *Ambient Air Pollution: A global assessment of exposure and burden disease. 2018*

8) Where do ambient air pollution levels are lowest?

- a) in high-income countries
- b) in low-income countries
- c) income is not related to air pollution levels

Answer: In general, ambient air pollution levels are lowest in high-income countries, particularly in Europe, the Americas and the Western Pacific.

Source: WHO, *Ambient Air Pollution: A global assessment of exposure and burden disease. 2018*

9) Are data on air pollution easy to find?

- a) Yes, each country provides exact data on air pollution every year
- b) Not at all, there are missing data on air pollution from many countries, especially from the Global South
- c) Countries are not oblige to control air pollution levels, so data are not important

Answer: Africa and some of the Western Pacific have a serious lack of air pollution data. For Africa, the database now contains PM measurements for more than twice as many cities as previous versions, however data was identified for only 8 of 47 countries in the region. Europe has the highest number of places reporting data.

Source: WHO, *Ambient Air Pollution: A global assessment of exposure and burden disease. 2018*

Pairs (for older students)

1	AMBIENT AIR	It is the outdoor air in which humans and other organisms live and breathe. The content and quality of ambient air is directly affected by the day-to-day activities of humans.
2	CARBON MONOXIDE	It is a colorless, odorless, highly poisonous gas, CO, formed by the incomplete combustion of carbon or a carbonaceous material, such as gasoline.
3	THERMAL INVERSION	In meteorology, a situation in which a layer of warm air (an inversion layer) lies over a layer of cool air.
4	NATURAL SOURCES	Forest fires, volcanic eruptions, wind erosion, pollen dispersal, evaporation of organic compounds, and natural radioactivity are all among the natural causes of air pollution.
5	VOCs	They are compounds that have a high vapor pressure and low water solubility. VOCs are often components of petroleum fuels, hydraulic fluids, paint thinners, and dry cleaning agents. VOCs are common ground-water contaminants.
6	PARTICULATE MATTER	It is the material suspended in the air in the form of minute solid particles or liquid droplets, especially when considered as an atmospheric pollutant.
7	CONTAMINANT	It is a substance, element, or compound that may harm humans (or other forms of life if released in) to the environment.
8	COMBUSTION	It is a chemical change, especially oxidation, accompanied by the production of heat and light.
9	BENZENE	It is a colorless, flammable, liquid aromatic hydrocarbon, C ₆ H ₆ , derived from petroleum and used in or to manufacture a wide variety of chemical products, including DDT, detergents, insecticides, and motor fuels.
10	NITROGEN OXIDES	Any of several oxides of nitrogen formed by the action of nitric acid on oxidizable materials; present in car exhausts.
11	PHOTOCHEMICAL PROCESS	It is a chemical reaction influenced or initiated by light, particularly ultraviolet light, as in the chlorination of benzene to produce benzene hexachloride.
12	ASBESTOS	Either of two incombustible, chemical-resistant, fibrous mineral forms of impure magnesium silicate, used for fireproofing, electrical insulation, building materials, brake linings, and chemical filters.
13	LEAD	One of the elements, a heavy, pliable, inelastic metal having a bright, bluish color, but easily tarnished.
14	OZONE	It is an unstable, poisonous allotrope of oxygen, O ₃ that is formed naturally in the ozone layer from atmospheric oxygen by electric discharge or exposure to ultraviolet radiation and also produced in the lower atmosphere by the photochemical reaction of certain pollutants.
15	OXYGEN	It is a colorless, tasteless, odorless, gaseous, gaseous element occurring in the free state in the atmosphere, of which it forms about percent by weight and about percent by volume, being slightly heavier than nitrogen.

Pairs (for younger students)

<p>PAINTS – When painting a room, be absolutely sure that the room is properly open to the air outside (ventilated) both when you're painting and when it's drying. Keep windows open to allow fresh air to circulate throughout the room and use exhaust window fans to move air from in the room to the outside. This is particularly important for very young children. Exposure to high levels of lead can affect a child's mental development, leading to learning problems.</p>	<p>Most paints give off fumes that evaporate in the air, causing a variety of symptoms, from headache to trouble breathing. The most common immediate symptoms from paint fumes include eye and throat irritation, headache, dizziness, and trouble breathing. More long-term exposure to paint fumes can lead to neurological problems (such as chronic headaches) and chronic breathing problems (such as asthma). To avoid getting sick from paint fumes, first be sure to pick a paint that does not have any lead or mercury in it. Lead was removed from paint in the late 1970s, but mercury was only recently removed. Read paint can labels carefully before making any purchases.</p>
<p>CHEMICAL FERTILIZERS - Chemical fertilizers are manufactured from synthetic material that has equal distribution of three essential nutrients: phosphorous, nitrogen, potassium. Several chemical fertilizers have high acid content. Examples of these are ammonium sulfate, ammonium phosphate, ammonium nitrate, urea, ammonium chloride and the like. A relatively small amount of the nitrogen contained in fertilizers applied to the soil is actually assimilated into the plants. Much is washed into surrounding bodies of water or seeps into the groundwater. This has added significant amounts of nitrates to the water that is consumed by the public.</p>	<p>Some medical studies have suggested that certain disorders of the urinary and kidney systems are a result of excessive nitrates in drinking water. It is also thought that this is particularly harmful for babies and could even be potentially carcinogenic. The nitrates that are contained in fertilizers are not thought to be harmful in them. However, certain bacteria in the soil convert nitrates into nitrite ions. Research has shown that when nitrite ions are ingested, they can get into the bloodstream. There, they bond with hemoglobin, a protein that is responsible for storing oxygen. When a nitrite ion binds with hemoglobin, it loses its ability to store oxygen, resulting in serious health problems.</p>
<p>HEATING SYSTEMS - Most Nepali households still use open fire places inside their homes for cooking, heating and lighting. Thus respiratory and eye diseases are wide spread, especially among women and children, as the wood used in the kitchen burns with lots of black smoke. The average daily levels of exposure to particular matters are significant higher than the international maximum allowed levels of exposure.</p>	<p>An average household in Humla uses 20 – 40 kg firewood a day for cooking, heating and lighting. Cooking in particular uses large amounts of fire wood as the traditional meal, 'daal bhat' (rice, lentil and vegetables), has to be cooked one after the other. Finally the enormous fire wood consumption in open fire places has also to be mentioned as main reason for deforestation in rural areas of Nepal. The use of efficient Improved Cooking Stoves and biogas produced from animal dung are some potential solutions to curb this problem.</p>
<p>BURNING GARBAGE - Burning open garbage creates pollution that's dangerous to human health and contaminates the air, water, and soil. Small fires mean big trouble. They produce a lot of smoke, as well as a variety of toxic substances—even burning seemingly harmless materials like paper</p>	<p>Garbage has changed. Today's household trash contains a lot of plastics and paper treated with chemicals, coatings, and inks. Smoke. Pollutants from backyard burning of trash are released primarily into the air and close to ground level where they are easily inhaled—with no pollution controls! Ash that remains contains concentrated amounts of these toxic materials that can blow away or seep into the soil and groundwater. The practices of reducing reuse, recycling and household composting of waste are the best ways to solve the problem solid waste management.</p>
<p>CAR AND MOTORCYCLES' POLLUTION</p>	<p>Regulating the flow of second-hand cars to developing countries is a crucial, but largely ignored, piece of the transport and development puzzle. If left unchecked, it could see rich economies "exporting pollution" to developing ones, urban transport experts say. While electric, driverless and connected cars are creating a buzz in the development sector: poor people in developing countries are far more likely to own a gas-belching second-hand car than an electric one. Many of these used cars emit high levels of pollution, which lead to negative health and environmental impacts linked to climate change and also respiratory conditions caused by breathing in pollution and particulate matter. Older cars are also more likely to fail safety standards and cause accidents. Sourcing spare parts can also pose a challenge, as does scrapping or recycling these older cars so that they do not continue to pollute after they are taken off the roads</p>
<p>FACTORIES POLLUTING</p>	<p>China's burgeoning manufacturing sector produced one of the biggest historical increases in power generation capacity – but this has come at a huge cost. According to analysis by the Global Burden of Disease Study, air pollution in China contributed to 1.2 million premature deaths in 2010, representing a loss of 25 million years of healthy life. We need to find a means to continue the country's expansion while reducing fossil fuel use. This means investing in a power generation network that can replace coal, including renewables, nuclear and gas, and phasing out low-efficiency generators. Progress needs to be measured by something other than GDP, which does not include environmental conditions or quality of life.</p>

LESSON PLAN 2	
SOCIAL AND ENVIRONMENTAL RESILIENCE	
TITLE:	WATER DISASTERS – ACTIVITY 4.3
AGE GROUP	11-18 years old
ESTIMATED DURATION:	60 minutes for implementation. 2 minutes for preparation (printing)
MATERIALS:	Pc, video projector, speakers or an interactive blackboard and scissors. To be prepared in advance: Annex 22 needs to be printed in advance, blackboard
ROOM REQUIREMENTS:	Movable chairs and desks (possibly a big empty space for the second part of the session)
OBJECTIVES:	<ul style="list-style-type: none"> To learn about water disasters worldwide (causes and the phenomena themselves); To reflect on the impact of these disasters on citizens To understand the roles and responsibilities of decision makers and take concrete actions to demand solutions
GCE Main Competences developed	<input checked="" type="checkbox"/> Systems thinking competencies <input checked="" type="checkbox"/> Anticipatory competency <input checked="" type="checkbox"/> Normative competency <input checked="" type="checkbox"/> Strategic competency <input checked="" type="checkbox"/> Collaboration competency <input checked="" type="checkbox"/> Critical thinking competency <input checked="" type="checkbox"/> Self-awareness competency <input checked="" type="checkbox"/> Integrated problem-solving competency
SUBJECTS	
SDGs involved	SDG 11 – No poverty SDG 3 – Good Health and well-being SDG 6 – Clean Water and Sanitation SDG 10 – Reduced Inequalities SDG 13 – Climate Action
Description of the activities:	
00:00 – 00:15	<p>When water is the cause</p> <ul style="list-style-type: none"> Write these words on the blackboard and ask your students: what do all these words have in common? <i>These inputs help start the discussion. Probably, many of them, will not know some of the words. Try to get the answers from them, otherwise give them the explanation</i> <ul style="list-style-type: none"> Hurricane Floods Typhoons Tsunami Drought Cyclone Cholera Malaria <p><i>When a disaster strikes, it usually manifests itself through water. Floods, landslides, tsunamis, storms, heat waves, cold spells, droughts and waterborne disease outbreaks are all becoming more frequent and more intense.</i></p> <p><i>The impacts and costs of these events are exacerbated by such factors as unplanned urbanization and degradation of ecosystem services. Reducing risk to, and improving the resilience of, water and sanitation services will be key to maintaining access during a climatically uncertain future.</i></p>

00:15 – 00:50

Local to global question time

- Watch the video <https://www.youtube.com/watch?v=d7TazNhkq4M>.
 - Ask the learners: What happens in the video? How do you think people feel? What do people need in these cases? Has something similar happened in your country?
 - Now divide learners in groups of 5 maximum, give each group a transcription of the video and ask the Local to Global Question Time (See Annex 22). They need to discuss and answer all the questions
 - In plenary, students share their views.
 - After hearing each groups' reflections, focus on the solutions on the personal, collective and global level. What can each of us do in his/her everyday life to fight water related disasters? Remember to address the root causes! Which solutions could the local authorities provide? And the central governments? **I.e.: Introduce better flood warning systems; Modify homes and businesses to help them withstand floods; Construct buildings above flood levels; Tackle climate change; Increase spending on flood defences; Protect wetlands and introduce plant trees strategically; Restore rivers to their natural courses; Introduce water storage areas; Improve soil conditions; Put up more flood barriers.**
- 35 minutes**

00:50 – 00:60

Send a message to decision makers. Making the right decisions in the right moment can save lives. Decision makers need to listen to citizens' requests about their safety from disasters in your country and everywhere else. However, we know that vulnerable people will always suffer more and are more at risk of dying also because of natural disasters. What would you like to tell decision makers in India, for example, and all around the world?

 Take a picture of the students doing their "Local to Global Question Time" activity and share it on the platform.

 Share on the platform at least 3 messages from students to decision-makers.

IDEAS FOR FOLLOW-UP AND ACTIONS

- What happens when communities face the opposite problem? Cape Town is running out of water
- <https://news.nationalgeographic.com/2018/02/cape-town-running-out-of-water-drought-taps-shutoff-other-cities/>
- Think about how rain water may be stored and purified. Get to know the Off Grid Box
- <https://www.offgridbox.com/> solution for drinkable water and clean energy in developing countries.
- Raise awareness in your school on how countries around the world are suffering from water disasters and drought. You could collect pictures and create a school exhibition!
- <https://www.independent.co.uk/news/uk/10-measures-that-must-be-taken-to-prevent-more-flooding-in-the-future-a6788866.html>

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS**LINKS TO OTHER TBP ACTIVITIES**

- 1. "EXPLORING THE 17 SDGS AND SDG 11";
- 2.2 "MESSAGE IN A BOTTLE".

REFERENCES

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



QUESTION FOR REFLECTION 4

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

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



QUESTION FOR REFLECTION 5

What further support and guidance do you need to take GCE forward in your work?



WALK THE GLOBAL WALK

Walk the Global Walk! is hitting the road over the next three years (2017 – 2020)!

The project, promoted by the Region of Tuscany and Oxfam Italia Intercultura and co-funded by the European Union, connects 11 European countries: Italy, France, Croatia, Cyprus, UK (Wales and Scotland), Portugal, Greece, Romania, Bulgaria, Bosnia and Herzegovina and Albania.

By providing teachers and students from middle and high school with the proper tools to include the topics and methods of Global Citizenship Education in the school curriculum, within schools and for schools' sake, in order to strengthen the partnership with Local authorities on the sustainable development issues.

The core topics addressed are going to be:

- Sustainable Cities and Communities (SDG11)
- Climate Action (SDG 13)
- Peace, Justice and Strong Institutions (SDG 16)

The **Walk the Global Walk** project turns the Global Citizenship Education into a transversal feature, providing teachers with precious opportunities for cooperation; it introduces models of active participation and leadership in schools while establishing a never-ending dialogue at global and local levels.

We offer:

- Training of teachers on the Walk the Global Walk project and the use of the Handbook, with a focus on Global Citizenship Education topics;
- Supporting teachers in the implementation of the programme in schools;
- Training of students on leaderships and active citizenship;
- Creation of groups of young leaders within schools with the task of raising the awareness of peer students;
- Organizing small awareness-raising activities in preparation for the European Sustainable Development Week;
- Participation of students to the Global Walk on sustainable development.
- Participation to the Summer School in Cyprus, Portugal and Italy decided upon an European contest

This Teacher's Briefing and Resource Pack is the result of an intense collaboration of an Educational Task Force coming from 4 different European organisations (International Institute For Human Rights And Peace – France, ActionAid Hellas – Greece, Aid Global – Portugal and Oxfam Italia Intercultura – Italy, with the support of University Of Glasgow, Unit Of Global Citizenship Education - Scotland) and selected Teachers' Committee, with the cooperation of the 7 other partners (from Croatia, Cyprus, Wales, Bosnia and Herzegovina, Albania, Bulgaria and Romania). For its own nature, this product reflects its essential European dimension and also envisions full adaptability to each national context, aiming to develop a common European learning community.

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