



WALK

#walktheglobalwalk

**Teacher's
Briefing and
Resource Pack**

3



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

Our Teacher's Briefing and Resource Pack 3 focuses on peace, justice and accountable strong institutions. To do so, we have decided to structure the activities according to these three topics, with a crosscutting approach linked to the human, environmental and economic dimensions of sustainable development. This allows you to work either on your discipline or through interdisciplinary lenses. Each dimension follows the pedagogical approach learn-think-act so it is really important to build a solid knowledge, invite students to reflect critically on it and end with some small tangible actions that involve the students, the school and/or their parents. Let's not forget that citizens play a fundamental role in making the SDGs a reality

0) Common Introductory Lesson Plan

The SDGs are all interrelated and require all people across the planet to work together to achieve them. With the first activity "Starting with the SDGs", students will become the SDGs icons and will have to pair up with their corresponding title, relying on each other for help. From the 17 SDGs, they will then focus on SDG 16 by drawing a flower representing their needs and reflecting on the consequences of COVID-19 and swinging from the personal to the collective dimension and from the local to the global one. This will be the change for them to be introduced to the SDG16 and the realities it tackles.

1) Peace

A culture of peace will be achieved when citizens of the world understand global problems, have the skills to resolve conflicts and struggle for justice non-violently, live by international standards of human rights and equity. To define peace, students will start from a 5-branch star of their individual keywords and will broaden their vision not only by discussing among themselves but also through a simulation to better understand the different forms of violence. They will reflect on the difference between peaceful and non-peaceful societies, deepening the concept of peace, violence and the link with justice. Guided by a roots-and-branches activity and a new stimulating simulation, students will work on how we can fight for peace in a nonviolent way.

2) Justice

If you look at the SDG 16 icon, you will see that "there is no peace without justice". Through this module, your students will be able to explore the human, environmental and economic dimension of justice at local and global level, critically reflect on equity and taking steps to change unjust systems. Through participatory theatre or an online comics, through real case studies and storytelling and a role play based on a new version of the privilege walk, your students will master the concepts and actions to spot unjust and unequal systems and propose changes.

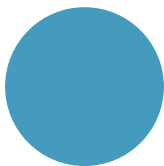
3) Strong Institutions

Through a continuous comparison between the individual and the collective level, starting from close realities, students will learn what is meant by "inclusive institutions" and the allied concepts of "effectiveness", "accountability", "diversity". We hope that students will be able to identify some of the meanings of these keywords. By the end of the lesson plan, they will be able to understand the basics of the roles and responsibilities of Inclusive Institutions and improve their own school environment.

COMMON ACTIVITY:

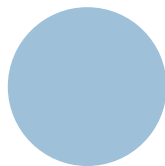
Starting with the SDGs
SDG 16 – Peace, Justice and Strong Institutions
What I missed the most?
Debriefing and link to SDG 16

LESSON PLAN 1 – PEACE



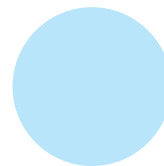
- What is peace?
- The threshold of violence
- Roots and branches
- Means of action

LESSON PLAN 2 – JUSTICE



- The sculpture of justice
- Climate justice
- The treasure of economic justice

LESSON PLAN 3 – ACCOUNTABLE STRONG INSTITUTIONS



- What are effective, accountable and inclusive institutions?
- Do we all have equal access to institutions?
- Who is power?

This Teacher's Briefing and Resource Pack is the result of an intense collaboration of an Educational Task Force consisting of 6 different European organisations (Institut international des droits de l'Homme et de la paix, France; ActionAid Hellas, Greece; University of Glasgow, Scotland; Oxfam Italia Intercultura, Italy; Carmarthenshire County Council Education Department, Wales, and Dolen Cymru, Wales and Lesotho), with the cooperation of Walk the Global Walk's partners from Portugal, Bulgaria, Croatia, Cyprus and Romania. This product reflects an essential European dimension and is also full adaptable to each national context, with the aim of developing a common European learning community.

WHAT IS THIS?

This Teacher's Briefing and Resource Pack 3 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, like you, who want to embed Global Citizenship Education and Sustainable Development Education topics and methods within your discipline and/or to develop cross-curricular lessons, collaborating with other colleagues. In fact, it provides you with all the information, guidance and support to plan curriculum work with more innovative pupil-led pedagogical approaches.

Teacher's Briefing Pack 3 focuses on "SDG 16: Peace, Justice and Strong Institutions" and follows Teacher's Briefing Pack 1, dedicated to "SDG 11: Sustainable Cities and Communities" and Teacher's Briefing Pack 2 "SDG 13: Climate Action - Take urgent action to combat climate change and its impacts".

It's drafted in 2020, while living a major shock: the Covid19 pandemic and the consequent school closure that has affected 1.2 billion children and youth in 150 countries, deepening inequalities and posing serious threats (when not violating) to children's fundamental rights. Following UNESCO's 9 ideas for public action for the "education in the post Covid19", we acknowledge that education is a common good, that it needs to be innovated with new forms of learning environments while protecting the social spaces provided by schools, that teachers are one of the biggest columns of our society and able to build resilient systems even in the middle of such an unprecedented emergency. And, finally, that it is fundamental to "promote student, youth and children's participation and rights. Intergenerational justice and democratic principles should compel us to prioritize the participation of students and young people broadly in the co-construction of desirable change." You will find this is golden thread of all the activities contained in this pack, as it also is the basis of Global Citizenship Education.

The pedagogical proposal, that you can either implement through a F2F, online or blended style, contains:

- a first common activity on Agenda 2030, the SDGs and SDG16 and Covid 19 (1 hour)
- 3 hours of lesson plans focusing on a different aspect of SDG 16, to be chosen among: 1) Peace; 2) Justice ; 3) Accountable and Strong Institutions

Therefore, you can choose to work with your students at different levels, implementing between 1 and 3 lesson plans, beyond the first activity. This way, your in-class-course can have an estimated duration between 4 and 10 hours. The curriculum is linear in nature so part 1 is set in a general framework and then progressively gets into more nuanced and specialized issues, each of them ending with important small actions to be taken

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" ³ (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://worldslargestlesson.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>	

to raise awareness on SDG 16. Even though modularity is a possibility, discussing the aspects in the order given will allow participants to gain a more complex perspective on issues that are becoming increasingly divisive and controversial. You should be aware that the lesson plans provided are "adaptable" and are not wholly prescriptive and that the learning strategies are also interchangeable. In case of a F2F implementation, when preparing materials for the activities, please consider the environmentally-friendly options if possible, like showing images on the screen rather than printing handouts.

Here is an example of the lesson plans of this Pack. Each activity includes a debriefing, which is very important both for you as a teacher and for your students. In fact, it creates important opportunities to consolidate learning, reflect and evaluate, expressing feelings, understanding what worked well and what can be improved. In general, the amount of time and attention that you put into debriefing should correspond to the length and significance of the activities implemented in class. For this reason, you can decide to ask just one or a few questions or to give students these questions to answer as an assignment or through the suggested online tools. In any case, we strongly recommend you always take some time for plenary debriefing.

The activities have been designed to be as inclusive as possible: we speak about minorities, people with migratory backgrounds, with disabilities and we have included methods that try to meet special needs. However, you know your students better than anybody else, so please bear in mind the inclusive dimension and adapt the activities if you think they may hurt someone's feelings or exclude some of your students.

To get the best out of this course, we recommend you carefully read all the sections first and then follow the tips on how to link the activities to the disciplines taught. Once again, you know what fits your discipline better than anybody else.

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.

At the beginning and at the end of the Lesson Plans you will find a simple, brief ex ante and ex post evaluation questionnaire for your students, specifically created to measure learning and change. It is very important for the partnership to receive it but it is also a useful tool for you as a teacher to have an immediate feedback. The ex ante questionnaire needs to be done before starting the introductory common lesson plan, while the ex post needs to be done after finishing the in-class-course.

GLOBAL CITIZENSHIP EDUCATION, SUSTAINABLE DEVELOPMENT, THE SCHOOL CURRICULA

Beyond worsening inequalities, the COVID-19 has also amplified the rise in incidents of hatred, discrimination and stigmatization. Against misunderstanding of others and selfishness in the context of COVID 19, according to UNESCO, its Member States need to reinforce international solidarity through the promotion of Global Citizenship Education (GCE).

“GCE has been instrumental in enabling people, young and old to develop empathy, solidarity and respect for others regardless of their race, nationality, ethnicity, gender or religion. We hope to help strengthen social trust through the transformative power of GCE. We invite everyone to join in our voice.” - Group of Friends on Solidarity and Inclusion with Global Citizenship Education, launched by UNESCO on May 26, 2020.

The COVID-19 pandemic has highlighted that we live in a complex and interconnected world, where human rights and environmental violations, inequality and poverty still threaten peace and sustainability. The global dimension is part of our daily lives and poses challenges, especially to young people who find it particularly difficult to understand, express their own informed view, their feelings and take action, with their present and future put in danger. The formal school system represents the safest, most inclusive space for students to have the opportu-

nity to learn, reflect and test new global competences that are needed in the global society they are living in. Moreover, in 2019-2020, protests break out across the globe: from Europe to Latin America and Asia, protesters demonstrated in the streets, fighting for political freedom across the world. No matter these protests stem from different causes, social, environmental and economic injustice, they have something in common: many of the demonstrators are protesting inequality and corruption, expressing discontent with governments and are made of young people.

We hope this Teacher's Briefing Pack will support your day-to-day classes to address these issues in every discipline and, possibly, through cross-curricular courses. We have chosen the term “Global Citizenship Education” to talk about this with you, as it incorporates Sustainable Development Education too.

All around the world and in Europe in particular, 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 (Global Education Network Europe) and other important organisations and networks worldwide have helped develop Global Citizenship Education and Sustainable Development 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, such as 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 and sustainable change.

The history of Global Citizenship Education shows us that it encompasses different kinds of Education: Development Education, Human Rights Education, Education for Sustainability, Education 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 discipline. For instance in school education, it must become an integral part of teaching and learning of core disciplines.”

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

QUESTION FOR REFLECTION 1:

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

The activities you will find are learner-centered, and use multiple resources and methods to meet each student's learning style, value each student's opinions, foster cooperation, problem solving, dialogue, critical thinking, and stimulate curiosity and creativity through a F2F, digital and blended style. 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 are uniting to promote Global Citizenship Education and the Walk the Global Walk project is one example. Indeed, we are not alone: every year, in September, the UN launches the World's Largest Lesson (<http://worldslargestlesson.globalgoals.org/>), a platform with lesson plans and materials to motivate teachers to teach about the Sustainable Development Goals (SDGs), also called Global Goals or Agenda 2030.

For decades the world has become increasingly interconnected politically, economically, and socially. In 2015, conscious of the interconnectedness of our world, world leaders launched the Sustainable Development Goals (SDGs), "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, stressing the concept and the actions needed for a real, sustainable development, to address a wide range of critical global issues including climate change, education, equality, hunger, justice, peace, poverty, public health, and a number of other global challenges. This cooperation has been shaped by the so called "global citizenship", "which by definition encourages nations and citizens across the world to join in common causes. Global awareness and a shared commitment to act, coordinate, and mobilize others are the hallmarks of global citizenship" (Evan Saperstein and Daniel Saperstein, Global Citizenship in a COVID-19 World, Global Citizenship Review). Lately, however, we have witnessed that several nations have switched from multi-lateralism to protectionism and nationalism (travel bans, immigration restrictions, trade barriers) and that, to limit the spread of the pandemic, "world leaders have used emergency powers to increase the size and scope of their governments". Moreover, big Institutions like the EU and the UN have struggled to maintain cohesion.

Despite this closure, the COVID-19 pandemic has shown that the solution to a global problem, in such an interconnected world, is possible only through cooperation, solidarity and unity. From the Fridays for Future Movement for climate action to Black Lives Matter to

Target 4.7	Indicator 4.7.1
<i>By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, amongst others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.</i>	<i>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</i>

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?

finally eradicate racism, people (and especially young people) have united worldwide to ask for human, environmental and economic justice, freedom and equity. They have united to ensure a sustainable development for future generations.

You, as a teacher, have the opportunity to encourage your students to reflect critically and through the lenses of global citizenship on the challenges they are confronted with, to ensure their active participation, their full inclusion, stretching from the global to the local dimension and vice-versa, enriching your teaching methods with digital tools.

As envisioned by the Agenda 2030, Quality Education (SDG 4), addressing the importance of connectivity and access to knowledge and information, needs to 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. It needs 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:

For further information:

Videos:

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

Websites:

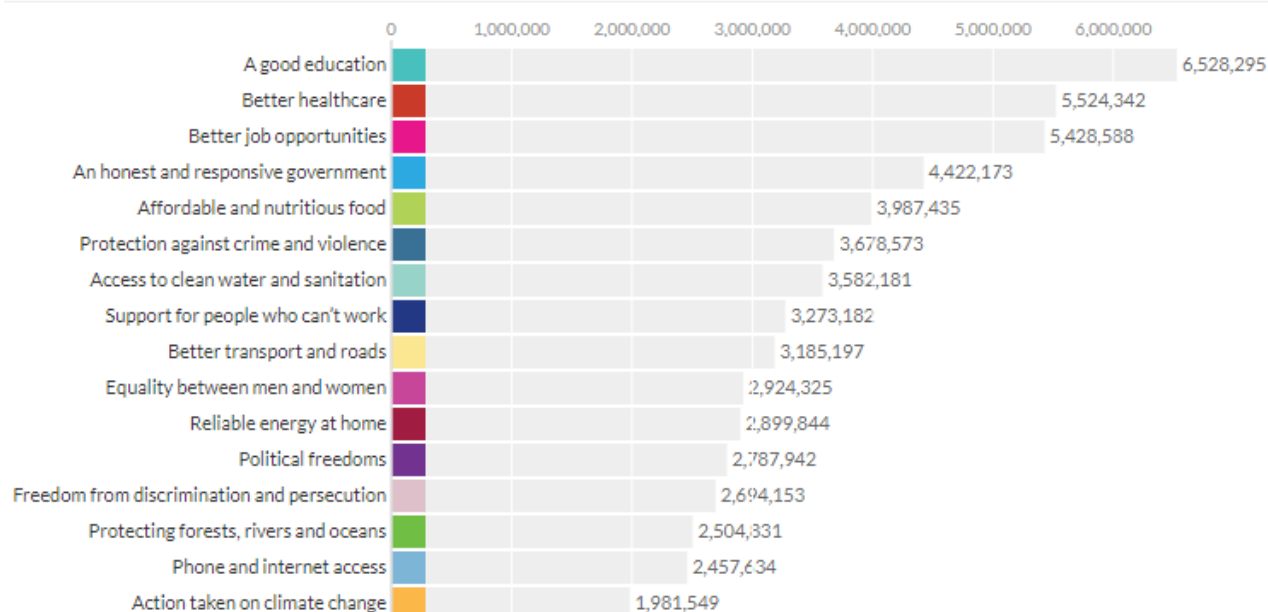
- <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
- Incheon Declaration Education 2030 and Framework for Action towards SDG <http://unesdoc.unesco.org/images/0024/002456/245656E.pdf>
- Learning Cities and the SDGs: A Guide to Action <http://unesdoc.unesco.org/images/0026/002604/260442e.pdf>

SDG 16 – Peace, justice and strong institutions

Peaceful, just and inclusive societies are necessary to achieve the Sustainable Development Goals (SDGs). People everywhere need to be free of fear from all forms of violence and feel safe as they go about their lives whatever their ethnicity, faith or sexual orientation.

In order to advance the SDGs we need effective and inclusive public institutions that can deliver quality education and healthcare, fair economic policies and inclusive environmental protection. Governments, civil society and communities need to work together to

9,736,484 votes for All Countries & Country Groups / All Genders / All Education Levels / Age Group (All Age Groups)



implement lasting solutions to reduce violence, deliver justice, combat corruption and ensure inclusive participation at all times. Freedom to express views, in private and in public, must be guaranteed. People must be able to contribute to decisions that affect their lives. Laws and policies must be applied without any form of discrimination. Disputes need to be resolved through functioning political and justice systems. National and local institutions must be accountable and need to be in place to deliver basic services to families and communities equitably and without the need for bribes.

As you can see in the graphic below, in order to achieve the SDGs, a good education is considered a key element (#1), followed by "an honest and responsive government" (#4) that provides protection against crime and violence (#6), political freedoms (#12) and freedom from discrimination and persecution (#13). These are all aspects that are central to the SDG 16.

Facts and figures

- Among the institutions most affected by corruption are the judiciary and police.
- Corruption, bribery, theft and tax evasion cost some US \$1.26 trillion for developing countries per year; this amount of money could be used to lift those who are living on less than \$1.25 a day above \$1.25 for at least six years
- Birth registration has occurred for 73 per cent of children under 5, but only 46% of Sub-Saharan Africa have had their births registered.
- Approximately 28.5 million primary school age who are out of school live in conflict-affected areas.
- The rule of law and development have a significant interrelation and are mutually reinforcing, making it essential for sustainable development at the national and international level.

- The proportion of prisoners held in detention without sentencing has remained almost constant in the last decade, at 31% of all prisoners.

Violence against children

- Violence against children affects more than 1 billion children around the world and costs societies up to US\$ 7 trillion a year.
- 50% of the world's children experience violence every year.
- Every 5 minutes, somewhere in the world, a child is killed by violence.
- 1 in 10 children is sexually abused before the age of 18.
- 9 in 10 children live in countries where corporal punishment is not fully prohibited, leaving 732 million children without legal protection.
- 1 in 3 internet users worldwide is a child and 800 million of them use social media. Any child can become a victim of online violence.
- Child online sexual abuse reports to NCMEC has grown from 1 million in 2014 to 45 million in 2018.
- 246 million children worldwide affected by school-related violence each year.
- 1 in 3 students has been bullied by their peers at school in the last month, and at least 1 in 10 children have experienced cyberbullying.

Source: <https://www.un.org/sustainabledevelopment/peace-justice/>

Here below you can find the 12 targets set by the SDG 16 and their indicators. As you will see SDG 16 is very broad and embraces several sub-topics. Later on, in this TBP 3, you will find our pedagogical proposal to actively involve your students to learn, think, and act upon SDG 16.

	TARGETS	INDICATORS
16.1	Significantly reduce all forms of violence and related death rates everywhere	16.1.1 - Number of victims of intentional homicide per 100,000 population, by sex and age 16.1.2 - Conflict-related deaths per 100,000 population, by sex, age and cause 16.1.3 - Proportion of population subjected to physical, psychological or sexual violence in the previous 12 months 16.1.4 - Proportion of population that feel safe walking alone around the area they live
16.2	End abuse, exploitation, trafficking and all forms of violence against and torture of children	16.2.1 - Proportion of children aged 1-17 years who experienced any physical punishment and/or psychological aggression by caregivers in the past month 16.2.2 - Number of victims of human trafficking per 100,000 population, by sex, age and form of exploitation 16.2.3 - Proportion of young women and men aged 18-29 years who experienced sexual violence by age 18
16.3	Promote the rule of law at the national and international levels and ensure equal access to justice for all	16.3.1 - Proportion of victims of violence in the previous 12 months who reported their victimization to competent authorities or other officially recognized conflict resolution mechanisms 16.3.2 - Unsensitized detainees as a proportion of overall prison population

16.4	By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime	16.4.1 - Total value of inward and outward illicit financial flows (in current United States dollars) 16.4.2 - Proportion of seized, found or surrendered arms whose illicit origin or context has been traced or established by a competent authority in line with international instruments
16.5	Substantially reduce corruption and bribery in all their forms	16.5.1 - Proportion of persons who had at least one contact with a public official and who paid a bribe to a public official, or were asked for a bribe by those public officials, during the previous 12 months 16.5.2 - Proportion of businesses that had at least one contact with a public official and that paid a bribe to a public official, or were asked for a bribe by those public officials during the previous 12 months
16.6	Develop effective, accountable and transparent institutions at all levels	16.6.1 - Primary government expenditures as a proportion of original approved budget, by sector (or by budget codes or similar) 16.6.2 - Proportion of the population satisfied with their last experience of public services
16.7	Ensure responsive, inclusive, participatory and representative decision-making at all levels	16.7.1 Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions 16.7.2 Proportion of population who believe decision-making is inclusive and responsive, by sex, age, disability and population group
16.8	Broaden and strengthen the participation of developing countries in the institutions of global governance	16.8.1 Proportion of members and voting rights of developing countries in international organizations
16.9	By 2030, provide legal identity for all, including birth registration	16.9.1 Proportion of children under 5 years of age whose births have been registered with a civil authority, by age
16.10	Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements	16.10.1 Number of verified cases of killing, kidnapping, enforced disappearance, arbitrary detention and torture of journalists, associated media personnel, trade unionists and human rights advocates in the previous 12 months 16.10.2 Number of countries that adopt and implement constitutional, statutory and/or policy guarantees for public access to information
16.A	Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime	16.a.1 Existence of independent national human rights institutions in compliance with the Paris Principles
16.B	Promote and enforce non-discriminatory laws and policies for sustainable development	16.b.1 Proportion of population reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law

Source: <https://www.un.org/sustainabledevelopment/peace-justice/>

QUESTION FOR REFLECTION 3

Looking at the indicators above, is your school promoting climate actions to fight climate change? Does the school already do something to contribute to these indicators?

LINK TO SCHOOL NATIONAL CURRICULUM AND DISCIPLINES -

All partners to update this according to the national situation

La recentissima Legge riguardo la "Introduzione dell'insegnamento scolastico dell'educazione civica", approvata ad agosto 2019, contiene all'articolo 3 una delega al Miur per definire le linee guida per l'insegnamento dell'educazione civica, tenendo come riferimento alcune tematiche fondamentali, tra cui: la Costituzione; il funzionamento delle istituzioni italiane, europee e internazionali; l'educazione alla cittadinanza digitale, ambientale e allo sviluppo sostenibile, alla legalità e al contrasto delle mafie. I nuovi programmi formativi dovrebbero, quindi, affrontare molteplici temi del Goal 16. Sono state approvate anche leggi contenenti misure per una maggiore tutela delle vittime di violenza domestica e di genere e per il contrasto dei reati contro la pubblica amministrazione.

<https://asvis.it/home/46-4676/litalia-e-il-goal-16-carceri-sovraffollate-e-procedimenti-civili-tropo-lunghi#.XaWkpeczau4>

SDG 16 CHAMPION:



Shocked by George Floyd's murder on the 25th of March 2020, in Minneapolis (Minnesota), the Black Live Matters movement, joined by millions of people all around the world, filled in the streets globally with the motto "No justice, no peace". During a protest in Merrick (New York State) on June the 2nd, a man who was attending the march, shot a 15 second video of 7-year-old Wynta-Amor Rogers, of Uniondale, marching beside her mother, Lakyia Jackson. In the video, Wynta-Amor chants with the protesters, "No justice, no peace!". One June the 9th, she was standing, surrounded by 200 Black Lives Matter protesters calling for justice for George Floyd and an end to systemic racism, with a microphone in her hand.

"Wynta?" said emcee Jada Gillenwater, of "The Jada G Show," which is shown on Facebook Live on Wednesdays. "Yes, ma'am?" the girl replied without missing a beat as the crowd laughed and clapped. Why, Gillenwater wondered, was everyone there that day?

"We're fighting for justice!" Wynta-Amor shouted, to cheers and more applause. Without justice, she said, "we won't have no peace. I'm telling y'all to-day. We all gotta fight for justice." Wynta-Amor's hero, she said, is the Rev. Dr. Martin Luther King Jr. "He's the leader," she said. "He's my leader, and I'm your leader." At the June 9 rally, Wynta-Amor told the crowd that she just wanted everyone to live in peace. "Can we do that?!" she called out.

"Yes!"

"Can we do this?!"

"Yes!"


Gillenwater said that, years from now, Wynta-Amor would remember the protesters "were here for her." Our unity is our power," she said. "Our disunity serves our enemies."

Scott Scott Brinton, Herald. For the full article, you can click here: <https://www.liherald.com/stories/what-a-lit-tle-girl-is-teaching-the-world-about-racism,125677>

EX ANTE AND EX POST QUESTIONNAIRE WILL BE SENT
AT A LATER STAGE

LESSON PLANS

**COMPULSORY
INTRODUCTORY
ACTIVITY**

COMMON ACTIVITY	
TITLE:	IT STARTS HERE
AGE GROUP	11-18
ESTIMATED DURATION:	1 hour
MATERIALS:	<p>A4 paper, flipchart paper, coloured pens, sticky tape, a laptop/PC with Internet connection, speakers, and a beamer</p> <p>To be prepared in advance: Appendix 1 – Pairing SDGs Appendix 2 - SDGs Appendix 3 – Flower</p>
ROOM REQUIREMENTS:	A room big enough to allow participants to move freely and to work in groups
OBJECTIVES:	<ul style="list-style-type: none"> • To understand the aim of Agenda 2030 and the 17 SDGs • To reflect on one's own human needs and the conditions necessary to fulfil them • To critically assess issues of peace, justice, inclusion and strong institutions at local, national and global level
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 type="checkbox"/> Critical thinking competency <input checked="" type="checkbox"/> Self-awareness competency <input type="checkbox"/> Integrated problem-solving competency
Disciplines	All disciplines (since it is an introductory activity)
SDGs involved	All SDGs; focus on SDG16
Online version	<p>All the online alternatives to the F2F activities are marked by this symbol</p> 
Description of the activities:	

00:00 – 00:15

Starting with the SDGs

- Ask the participants to form a circle and then to close their eyes. If possible, play some soft music to get them into a quiet, calm atmosphere, but make sure it is still low enough for people to hear you.
- Tell them that you are going to stick a small piece of paper on their back and ask them to think silently about what it could be.
- Stick 1 SDG image or text card ([Appendix 1](#)) on the back of each participant. If the number of participants is odd you can ask one of them to act as an external observer or you could join the group and have one image/text card stuck on your back too.
- Once everybody has a card stuck on their back, explain that they are not allowed to take it off their back.
- Ask them to open their eyes and invite 2-3 people to tell their guess on what is stuck on their back. Explain that on their back there are the 17 SDGs (if the group is large enough) also known as the Agenda 2030 for sustainable development. Each participant has either one SDG pictogram or one SDG title and their task as a group is to form pairs by correctly associating each SDG pictogram to its title.
- Once they think a correct pair was formed, they have to stand next to each other. They are allowed to talk or to move around the room, but they are not allowed to look at their own paper or to take it off their back.

If you notice that they are confused and that they cannot find a solution, give them a hint by telling them that they have to rely on each other for help. (The idea is that even though you cannot see what is on your back, the others can, and they can tell you. Also, you can see what is on other people's back so once you see two people that you think form a correct pair you can tell them to stay together).

- Once they think they got the pairs right show them the image with the 17 SDGs ([Appendix 2](#)) and check them. Explain that just like they depended on each to achieve the aim of this short game, the 17 SDGs are all interlinked and depend on each other's achievement in order for the goals of Agenda 2030 for sustainable development to be achieved.



Digital adaptation

If you are doing the activity online, we suggest two options for doing this first activity of the lesson:

OPTION 1: Memory game

- Tell participants that you are going to share your screen with them.
- Run this memory game (<https://view.genial.ly/5ef754ae6c5e990d98ea3d60/game-untitled-genially>) we created for the SDGs and share your screen, including the sound if possible, with the participants.
- Explain that they are going to play a SDG memory game that has three rounds. For the first round ask them to follow the instructions on the screen and memorize the SDG pictograms and their position. Give them maximum 1 minutes and show them all 8 pictograms.
- When they are ready go to the next page and invite one of the participants to guess the position of the SDG chosen. Emphasize that the others cannot help. For the second round give participants 1 minute to prepare a strategy together, then run the second run exactly as the first one allowing the participants to talk and help each other.
- Do the same for the third round.
- You could debrief the activity, asking them if they liked it, what happened during each round and what was different once they were allowed to plan and work together. Were they more successful?
- Explain that just like they were more successful and the task was easier when they worked together, the 17 SDGs are all interlinked and depend on each other's achievement in order for the goals of Agenda 2030 for sustainable development to be achieved.

OPTION 2: Who am I?

- Tell participants that they are going to play the "Who am I game" with the SDGs.
- Explain the rules: you will choose one participant or ask for a volunteer and you will send one of the SDGs in private to him/her. Explain that the others have to ask YES/NO questions to him/her in order to guess the SDG. They are not allowed to ask directly: Are you SDG 11? You could give several examples of questions: eg. Are you related to food?
- Play as many rounds as the time allows you.
- Watch this video together to remind them what sustainable development is and what are the SDGs. If the activity is done online you could either share your computer screen and sound and play the video on your device or send the link on the chat and each participant watches it on their own device.

<https://www.youtube.com/watch?v=7V8oFI4GYMY> – 03:40 min

<https://www.youtube.com/watch?v=cBxN9E5f7pc> – 03:00 min

- Do a quick review by asking:
 - what are the SDGs?
 - when were they adopted? By whom?
 - What are the main targets

Give them correct answers with the information provided in the previous chapters of the Teachers' Briefing Pack.

00:15 – 00:35

SDG 16 – Peace, justice and strong institutions

- Explain that in order for people to thrive certain needs need to be fulfilled. For young learners explain that a need is something you cannot live without. Some of them refer to basic needs that are necessary for survival such as clean air to breathe, food, water and sleep but that we also need to feel safe, be healthy, feel accepted, protected, loved and supported in order to develop and feel fulfilled.
- Tell participants that each of them individually is going to draw a flower that contains their own needs as human being. This flower should have eight petals: basic needs, personal security, financial security, health, friendship, family, esteem and personal fulfilment. The sizes of the petals should correspond to how important they feel each of the eight needs is for them at that point in their life.
- Draw an example of the flower ([Appendix 3](#)) on the flipchart or the board as you explain but make sure you emphasize the fact that it is just an example. Each human being is unique, therefore, each person's flower will be different.
- Give paper, coloured pencils or felt tip pens and allow 7-10 minutes for the participants to draw their flowers. Explain that there are no wrong or right answers, just unique flowers that represent us as human being.
- Once everybody has finished his/her flower, invite them to think about the conditions that have to exist so that they can achieve their full potential and be complete human being.
- Ask them to draw leaves around the flower and to write key words or draw suggestive pictograms on them. You can give some examples on the flipchart („peace“, „being able to express freely“, „seeing my family as often as I want“). Give them about 5 minute to do this.



Digital adaptation

If you are doing the activity online you could send the template for the flower via chat, or you could share your screen and show an example. This activity can easily be done individually by each participant in front of the screen, just make sure you give them a few second to collect the paper and pens they need.

00:35 – 00:50

What I missed the most?

- Once everybody has finished, divide participants into groups of 3-4 people and give them about 2-3 minutes to show their creation to the rest of the group and briefly explain their flower.



Digital adaptation

If you are doing this activity online use a platform that allows you to split the participants into smaller groups (on the Zoom platform you have the option to split participants into breakout rooms).

- Next, invite them to reflect together on what they missed the most during the Covid19-pandemic and the special measures taken by governments all over the world during this period. Encourage them to think of all the petals and the threats they felt during this time related to all eight needs.
- They should discuss them as a group and write down the threats they agree they all had by adding thorns to their flower or just by writing them on another piece of paper.
- You can again give some examples on the flipchart: „not being able to see my family“, „fear or getting ill“. Give them about 7 minutes to reflect on this.



Digital adaptation

If you are doing this activity online use a platform that allows you to split the participants into smaller groups (on the Zoom platform you have the option to split participants into breakout rooms). While they are in their small group you can either broadcast a message to all or hop on to each group and give the instructions.

- Ask participants to think of other global threats that could „damage“ one's petals.
- Invite them to look at the SDGs if they need inspiration. Are there any threats that we have never thought of but that people in other parts of the world experience on a daily basis? Give them 5 minute to think of this.

00:50 – 1:00

Debriefing and link to SDG 16

Invite participants to come back to the plenary group (if the activity is done online make sure everybody is back in the big discussion group) and start the debriefing. You could lead the process using these questions:

- Did you enjoy this activity? Why? Why not?
- Was there anything you felt was difficult when you had to draw the flower?
- How did you decide which petal is more important to you?
- Were there other needs that you felt were not represented on the petals?
- Once you started sharing with the other in the small groups, were you surprised to find certain similarities or differences?
- What did you find could damage certain petals?
- What are the consequences for the individual to have damaged petals?
- What is needed to protect the different petals?
- Are there any connections between what you wrote on the leaves and the SDGs?
- Were there things you felt we take for granted here where we live but are not a reality for people living in other parts of the world? What things?

This is a good opportunity to introduce SDG 16 and explain that in most part of Europe peace, justice and being protected by state institutions governed by laws are things we take for granted. However, this is not the case for people all over the world. Use the “Facts and figures” chapter to give some information about SDG16 and the realities it tackles. Explain that dignity, equality and the inalienable rights of all human beings are the foundation of freedom, justice and peace in the world (preamble to the UDHR).

Show this video to help the participants understand SDG 16 better.

<https://www.youtube.com/watch?v=us85Bu38KuY> – 01:18 minutes



If the activity is done online you could either share your computer screen and sound and play the video on your device or send the link on the chat and each participant watches it on their own device.

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

- Adapt the “Facts and figures” to a more child-friendly version or use photos to explain them
- Rephrase concepts such as needs, personal fulfilment or use this short video to explain the difference between needs and wants: https://www.youtube.com/watch?time_continue=62&v=j8P3sCooGg0&feature=emb_logo
- Invite participants to draw the petals and skip the next steps. Start a group discussion about conditions we need to have those needs met, threats that can damage our petals and things we take for granted.
- Invite participants to download the SDG in Action app <https://sdgsinaction.com/> and explore the 17 SDGs in depth.

LINKS TO OTHER TEACHER'S BRIEFING PACK 2 ACTIVITIES

All activities

LINKS TO OTHER TEACHER'S BRIEFING PACK 1 ACTIVITIES

All activities

REFERENCES: the activity is inspired by the “Flower Power” activity of the Manual for Human Rights Education with Young People “Compass” of the Council of Europe



1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY	6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES	2 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION	14 LIFE BELOW WATER	15 LIFE ON LAND	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	17 PARTNERSHIPS FOR THE GOALS	




SUSTAINABLE DEVELOPMENT GOALS





LESSON PLANS 1

PEACE

LESSON PLAN 1	PEACE
TITLE:	A PEACEFUL SOCIETY: WHAT IS IT?
AGE GROUP	11-18
ESTIMATED DURATION:	1 hour and 30 minutes
MATERIALS:	Paper and pens To print : Appendix 4 (diamond, one per group) Appendix 5 : situations - one per group Appendix 6 for follow-up actions
ROOM REQUIREMENTS:	Make sure students can move in the class for the second part of the activity and that students can gather in groups
OBJECTIVES:	<ul style="list-style-type: none"> To understand what does peace mean To understand the different types of violence To critically think on the gravity of different types of violence
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
DISCIPLINES	History, geography, Science, Citizenship education. Each partner indicates the different disciplines related according to your national curriculum
SDGs involved	SDG 16 Peace Justice And Strong Institutions SDG 1 No Poverty – SDG 2 Zero Hunger – SDG 5 Gender Equality – SDG 6 Clean Water and Sanitation - SDG 8 Decent Work and Economic Growth - SDG 10 Reduced Inequalities - SDG 11 Sustainable Cities And Communities - SDG 17 Partnerships For The Goals
Online version	All the online alternatives to the F2F activities are marked by this symbol 
Description of the activities:	
00:00 – 00:10	What is a peace? <ul style="list-style-type: none"> Ask participants to take a paper and draw a 5 branches star on a sheet of paper. On each branch of the star they have to write one word or expression that comes to their mind when they hear the word “peace”. They do it individually.
00:10 – 00:25	<ul style="list-style-type: none"> Then, ask them to go check the others’ results and write down their name on others’ stars if they answered the same. Allow 15 minutes so they have time to meet as many classmates as possible.
00:10 – 00:35	Debriefing: <ul style="list-style-type: none"> Did you like the activity? Have you been surprised by some words/expressions that your classmates wrote? Which ones? Are there some words you did not understand? Do you think some words are missing? What were the most present ideas? At which level did you think of “peace” (local, global scales). What big themes did you think about? (for examples they may have think of definitions, concrete examples of non-peaceful situations, symbols that represent peace, persons/originations that promote peace, means of achieving peace, Human Rights...). How can we define peace? Is there a right to peace? Is it relevant to guarantee a right to peace to citizens? Make sure students understand peace not only as war but as the absence of conflicts and/or violence among citizens.



Digital adaptation

If you cannot do this activity in-class with your students, you can make it happen online. Here are two websites which will allow you to do it. The first one does not need registration. The second does but is more complete.

<https://answergarden.ch/> : Just share the link you will create with your students and let them write their ideas!

Do a screenshot of the website and share it on the European platform to compare it with European students.

Step-by-step use of AnswerGarden:

- 1- Click on *Create Answer Garden* (<https://answergarden.ch/create/>)
- 2- In the section "Topic (required)" write the question "*what does the word "peace" make you think about?*"
- 3- Click on the "Brainstorm" mode, that way, students can propose as many propositions they want and different students can have the same answer. We recommend you limit them to 5 propositions each.
- 4- You can click on "on" in the section SpamFilter, that way unwanted answers such as bad words would not pass the Filter.
- 5- Click on Create and share the link to your students!

Alternatively, you can use *mentimeter.com* to create a Word Cloud which will upload automatically the answers of your students on your shared screen of the video call.

- 1- Register and on your home page, click on *New presentation*.
- 2- Name your presentation to organize your Home page as you wish
- 3- On the left column "type" click on Word Cloud
- 4- In the "Content" tab, type "your question": What do you think about when you hear "peace"?"
- 5- Put up to 5 entries per participants
- 6- It is ready! Click on present on the top right corner to have the link to your presentation and save it somewhere.
- 7- Launch the video call with your students, and tell them to go on menti.com and use the code which is on the top of your presentation. The question will appear and they will be able to answer.
- 8- Share your screen so their answers will appear as they do the exercise.

00:35 – 00:50

The threshold of a peaceful society

- Now that you have defined peace with your students, tell them you are going to give them some situations ([Appendix 5](#)) that they will have to classify from the most violent to the less violent.
- Give each group the diamond in [Appendix 4](#) and explain them that for each number on the diamond they have to put one situation on the top, from the most violent (numbers 1) to the less violent (number 4). Explain them that the same numbers represent the same level of violence:
 - They have to choose the two most violent, and put them on numbers 1;
 - three situations of more or less equal violence to put on the three "2";
 - three situations of more or less equal violence to put on the three "3";
 - And finally, the least violent will be placed on number 4 at the bottom of the diamond.

00:50 – 1:00

- Once they have done the classification on their diamond, ask them think of what a peaceful society looks like.
- Ask them to draw a line on their diamond to separate the situations which are tolerable in a peaceful society and which are not. Above the line would be the situations which according to them lead to a non-peaceful society. Under it, the situations which can be present even in a peaceful society. Let them also some time to compare with the others' classification.

1:00 - 1:20

Debriefing:

Did you like the activity? Was it easy to classify the situations? Based on which criteria did you prioritize the situations? Did you all agree on the classification? Why? How did you solve disagreement? What type of violence did you identify? Is there a type of violence which is worse than the others? Did any children's rights were affected by the situation?



Is it forbidden to do those situations? What do we risk? Is it justified? Do you think all situations arose to a situation which is not peaceful? Why? When does violence amount to a non-peaceful society?

Digital adaptation

ask your students to do the activity individually and then ask them to explain and discuss their choice with others.

Alternatively, you can also create an online quiz for them to rate the situations: still using Mentimeter, select Ranking on the left column.

In each item, right situation 1, 2, 3... depending on the number of situations you want to use.

Send the situations to your students for them to read them and understand them. Then tell them to go on menti.com and use the code on the top of your presentation. Ask them to rank the situations from the most violent (1st) to the least. Lead the debates and discussions in the plenary video call.

Tips for facilitators: you can easily adapt the situations regarding your local context, or any situation you would like to bring with your students. As they can identify to some of them, make sure you have enough information and resources to answer their questions. For example, you can have with you the penal charges that can be pressed against the perpetrator, what can the victim do, the free child protection phone number...

IDEAS FOR FOLLOW-UP AND ACTIONS

Where do we meet peace?

- Ask your students to think about a place, situation, building, moment...something which represents peace in their daily life.
- Ask them to take a photo of this and share it with the European students on the platform, explaining why they see it as a representation of peace in their daily life.

"No Justice, no Peace"?

- Ask your students to do some researches on the penalties that can be encountered by perpetrators of the situations in the second activity.
- Does what they put as the worst type of violence is the worst possible punishment?
- Should we trial the perpetrators of the situations which are under the line they draw in the activity?
- What sentence would be justified for those situations?
- What do they think Justice brings to the victims?
- Can we have peace without Justice?

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

What is a peace?

- Instead of starting from nowhere and asking students what they think about when they think of Peace, give them photos/images to find inspiration to answer. The cards from the game Dixit are really interesting for this purpose: they are very colorful and will help students develop their imagination and interpretation.

The threshold of violence

You can change the situation to make them easier to understand, or with theme which are easier to approach and talk about. Overall, those activities are suitable for 11-18 learners. You know your students more than us and you surely have a better understanding of what they can understand and the topics they can address. Never hesitate to adapt an activity. Here are a few suggestions If you decide to adapt the situations used in this one:

- Keep in mind that you need to address a broad variety of situations, from a local to a global dimension – you can refer to the Bronfenbrenner's ecological model (Appendix 6)
- Students will relate more to a situation which put in light a child of their age. Make sure to include, not exclusively but mainly, situations involving children.
- Try not to be stereotypical in the choosing of situations. If it is true that some of the Regions of the world are keener to a particular type of violence, they can appear elsewhere. Try to challenge the representations of your students.
- Use true situations! This way, students will be able to learn something that is happening somewhere in the world and you can have more information ready to give them if they are interested in.

LINKS TO OTHER TEACHER'S BRIEFING PACK 1 ACTIVITIES

- Introductory activity - Let's build SustainabilityLand
- Lesson plan 3 – Social inclusion


LINKS TO OTHER TEACHER'S BRIEFING PACK 2 ACTIVITIES

Lesson plan 1: the human dimension – part 2: in their shoes

REFERENCES:

Who are I? – Compass <https://www.coe.int/en/web/compass/who-are-i->

SAYING IT WORSE, Bookmarks, Council of Europe: <https://rm.coe.int/bookmarksen2020-web2/16809e5789>

LESSON PLAN 1		PEACE	
TITLE:		A PEACEFUL SOCIETY: LET’S CREATE IT	
AGE GROUP		11-18	
ESTIMATED DURATION:		1 hour and 30 minutes	
MATERIALS:		Papers and pen To write/draw/print: different means of actions Stories to read	
ROOM REQUIREMENTS:		Students need to be able to move to different part of the room.	
OBJECTIVES:		<ul style="list-style-type: none">• To understand causes of violence• To identify consequences of violence• To realise how different situations call for different actions and find ways of acting as a student	
GCE Main Competences developed		<ul style="list-style-type: none"><input checked="" type="checkbox"/> Systems thinking competencies<input checked="" type="checkbox"/> Anticipatory competency<input checked="" type="checkbox"/> Normative competency<input checked="" type="checkbox"/> Strategic competency<input checked="" type="checkbox"/> Collaboration competency<input checked="" type="checkbox"/> Critical thinking competency<input checked="" type="checkbox"/> Self-awareness competency<input checked="" type="checkbox"/> Integrated problem-solving competency	
DICIPLINES		History, geography, Science, Citizenship education. Each partner indicates the different disciplines related according to your national curriculum	
SDGs involved		SDG 16 Peace Justice And Strong Institutions SDG 1 No Poverty – SDG 2 Zero Hunger – SDG 5 Gender Equality – SDG 6 Clean Water and Sanitation - SDG 8 Decent Work and Economic Growth - SDG 10 Reduced Inequalities - SDG 11 Sustainable Cities And Communities - SDG 17 Partnerships For The Goals	
Online version		All the online alternatives to the F2F activities are marked by this symbol 	
Description of the activities:			
	00:00 – 00:30	Roots and branches <ul style="list-style-type: none">• Ask students to think about a situation where they met violence. It does not necessary mean as a victim/perpetrator, but it can be anything they have seen, heard... if they are not comfortable with talking about a personal experience.• Put the students in groups. Tell them they are going to draw a tree in which their situation is in the center. The roots will represent the causes of the situation. Participants are exploring answers to the question “why does this happen’. They should fill the roots with as many reasons as possible.• Give them an illustration of how one cause will have their own causes. The consequences will be put in the branches. Here, participants explore the possible consequences of the situation. Ask them what could happen to an individual or to a group which lives this situation.• You can let students access internet to find causes and consequences. In that case, the activity will probably last longer. Let them 20 minutes to complete their tree and then let them present their tree to the rest of the class.	
	00:30 – 00:50	Debriefing: <ul style="list-style-type: none">• Did you like the activity? How easy/difficult was it to find the causes? What helped you find them? What were the main issue with your situation? Why did it happen? How far did you go finding the roots? Do you know other reasons why conflicts/violence exist? How easy/difficult was it to find consequences? pean platform.	

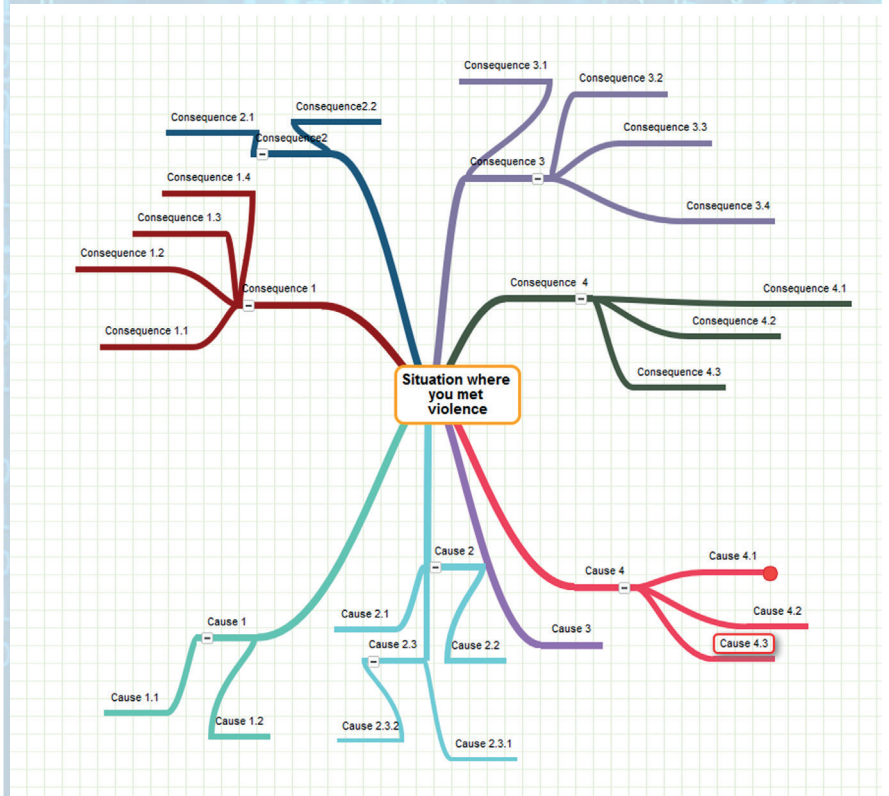


- How do the consequences affect Humans? Environment? Economy? Which SDGs are affected by the non-achievement of SDG 16? Which Human Rights are at risk? Where should we act to prevent/answer this situation (causes or consequences)? Why? Have a look at [Appendix 2](#) to check again the SDGs and here (https://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf) to read the Universal Declaration of Human Rights.

Digital adaptation

You can use any mindmap online tools to do it, such as <https://www.mindmaps.app/#>

- Write your situation in the “central idea” box.
 - Then, using the red dot, create the roots and branches and write the causes and consequences of your problem!
- Ask the students to do a screenshot of their tree and post it on the European platform.



Alternatively, you can ask students to do it on a sheet of papers and then to share their tree online on the platform with other students.

00:50 – 1:15 Means of actions

- On walls of the room, put photos representing different means of acting towards peace (you can also write it on draft papers):
 - Social media
 - Firearms
 - Peaceful protests
 - Petition
 - Talk to an authority
 - Tribunal
 - Police
 - Other
 - Do nothing
- Read the situations in the [Appendix 7](#) and ask students to move next to the mean of action they will use to answer the situation.
- Once they are all next to a sign, ask participants who are volunteers to explain to everyone why they choose one mean instead of another. Tell students that they are free to change their position whenever they want.

1:15 – 1:30

Debriefing:

Did you like the activity? What is difficult or not to choose a way of acting? Which criteria did you choose to choose how to respond? Why did some of you (if relevant) were influenced by the choices of others? (no judgment, it is just important to underline that sometimes it is hard to stand up for your ideas) Would you have acted differently if your skin color was different? Age? Situation? Role in the society? Is it easy to act when your life is at risk? Do you think we can use violence as a way of achieving peace? Can we use illegal means to achieve peace? Do you know people/organization who/which act towards peace? How? What do you think of the way they chose to answer conflict? Can we act as students? How? Where? Which issues are more relevant to you?

IDEAS FOR FOLLOW-UP AND ACTIONS

A lot of people and organizations in the world act towards a peaceful society, fighting for our Freedoms, Human Rights and Sustainable Development Goals. Each year, the Freedom Prize awards one of them, by asking children and young people (from age 15 to 25) who do they want to be the laureate.

Ask your students to think about or look for a person or organization that has acted at least once between 2018 and 2021, in accordance with the principles of the UN charter. When responding to the call for proposals "Our Freedom Prize 2021", your students will be encouraged to provide information, to present arguments and to summarise the nature and the context of the nominated fight, the freedom(s) at stake, the action taken and its impact on Peace in the world.

Closure date to participate is 18th of January 2021.

<https://forms.zohopublic.eu/institutinternationaldesdroits/form/FreedomPrizePrixLibert2021LanguageLanguage/formperma/X1dPVTdYR0RmhFQhbkIjo8o0t5ufYoxYPrHOursbBog>

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS**Roots and branches**

If you think it is too difficult for your young students to do the activity roots and branches you can come up yourself with different non-peaceful actions. For example, tell them to find causes and consequences of "cyber-bullying", "discrimination", ethnic conflicts" ...

Means of actions

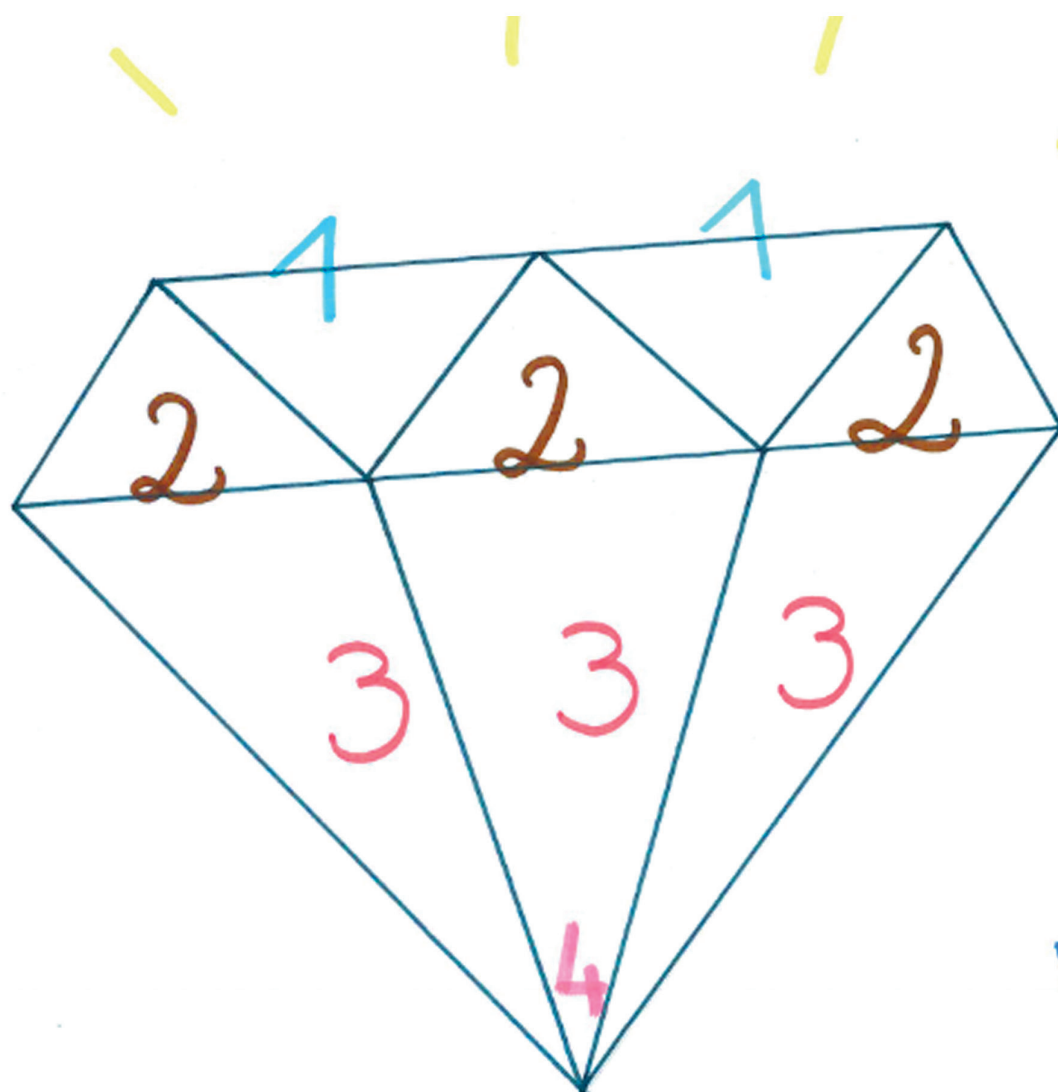
You can adapt the stories in the last activity to a younger audience. If you think a debate is not suitable for your students, print all the means of actions as many times as you have stories. For each story, ask students, in groups, to match with the best way to act. Leave a blank card instead of the "other" sign so they can express themselves.

LINKS TO OTHER TEACHER'S BRIEFING PACK 1 ACTIVITIES

Lesson plan 3 – "the local council"

LINKS TO OTHER TEACHER'S BRIEFING PACK 2 ACTIVITIES

REFERENCES: Roots and branches in Bookmarks, Council of Europe : <https://rm.coe.int/168065dac7>

**WALK**

Situations:

1: During a riot happening in the capital, your country has decided to send armed forces to protect the bystanders building from any outbursts. However, they did happen and strikers started to throw rocks at police officers, who answered by shooting gas bombs to dispersed the people. Two strikers have been severely injured.

2: Sabrina is a 17 years old high school student. As she comes home from high school, an older man passes in his car and yells at her "hey bitch I put you in my bed whenever I want".

3: A couple of young married just have their first daughter, named Nengah, in Indonesia. According to the traditions, they want to practice female circumcision very soon. They have called a traditional Indonesian birth attendant to practice it. Once her sexual parts removed, Nengah will be pure and all the family will celebrate it.

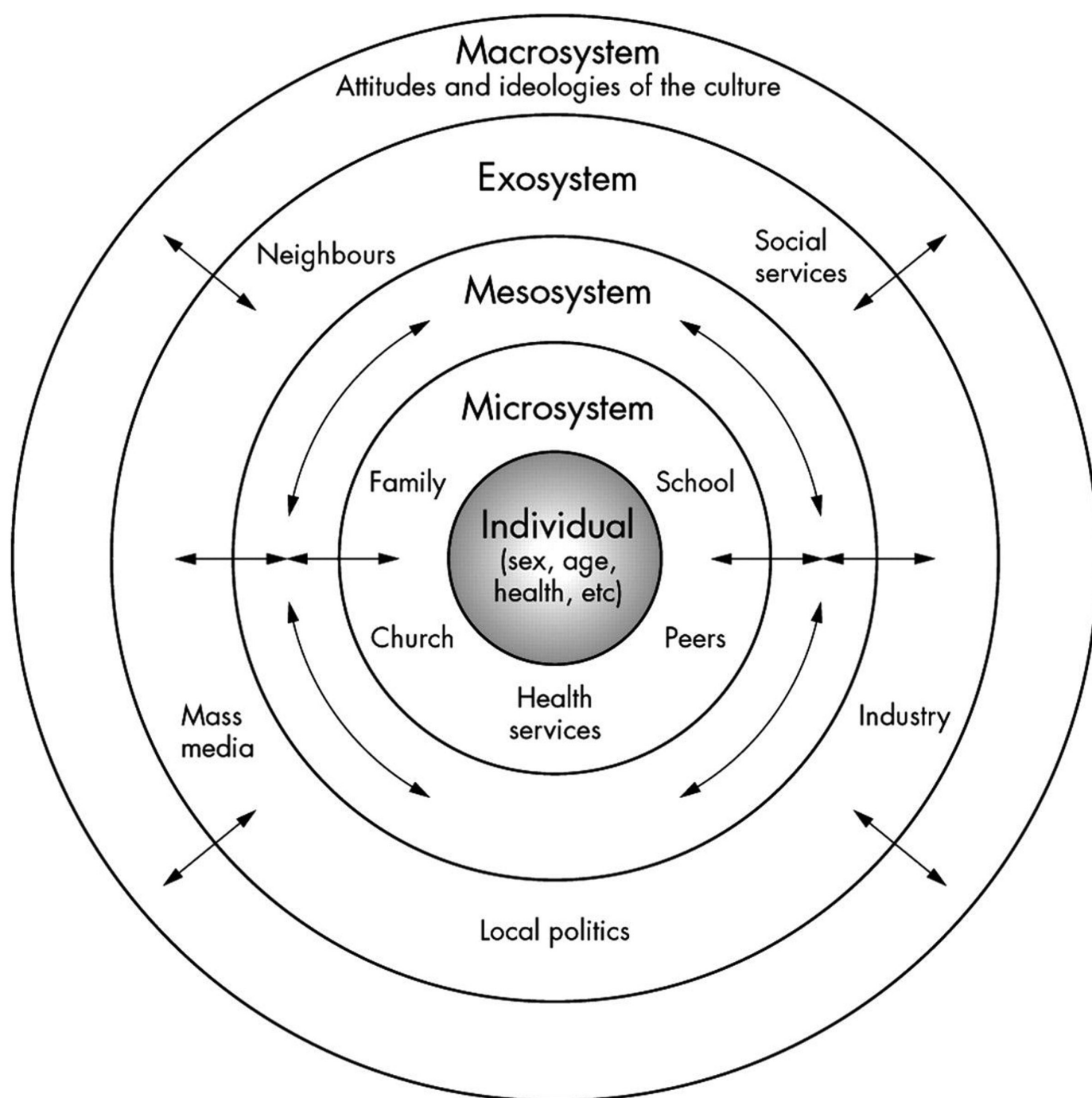
4: Halan is a 10 years old student whose family is refugees from Syria. In class, he has trouble getting included, and his classmates have recently started sending him texts daily to go home to "his" country.

5: Peter recently confessed to his high school best friend Mark that he is gay. Mark disgusted by the news decided to send a message to all his contacts' list revealing Peter's sexual orientation against his will.

6: Lezmond Mitchell is a 37 years old American who has committed a crime when he was younger. During the stealing of a car with violence, he killed a girl and her grandmother. At 20 he has been convicted to death penalty and should be executed soon despite advocacies from non-governmental groups.

7: Lionel is 11 and lives in Central African Republic. Soldiers from another ethnic group gunned down his community members, including his parents. They tortured them and killed them. Lionel run and hid and when the soldiers of his community came found him, they asked him to join the soldiers, he thought "I don't want to be a child soldier, but the opposition killed my family. I have to join to keep myself alive and protected".

8: Chusmiza and Usmagama communities leave peacefully in Chile. A few years ago, the Government decided to sell the access to water to a big company which will give them benefits through taxes. This agreement led the two communities to be deprived from their water source, where they have been living for centuries.



Situations to read and show to students:

You are a journalist. You have been jailed twice for expressing your opinion on your Government's political statement on the treatment of homosexuals in your country. Yesterday, your Government passed a new law that will punish to death penalty everyone who is homosexual. What do you do?

You are a student who is the witness of the bullying of a foreign student in your school by a group of elder students. What do you use to act?

You are a Human Rights activist in Guatemala and member of an organization founded to safeguard the natural resources and human rights of your people against the expansion of the mining and farming industries in the land. Your people has been subject to a genocidal campaign made of rapes, death, cultural alienation and the grab of their lands during the civil war of Guatemala (1960-1996). Last July, you see a logging truck transporting wood without a license on your lands. What do you do?

Learn more:

<https://en.gariwo.net/righteous/the-righteous-biographies/holocaust/exemplary-figures-reported-by-gariwo/aura-lolita-chavez-19643.html>

You are a black student in the USA. Over the years, the world as noticed police violence against black people to increase. You want this to end, what do you do?


You are a young activist for climate action. You are very motivated to save the planet, but your Government does not seem to feel the same way. You want your Government to show responsibility and take actions against climate change now. What do you do?

You are on your social media before going to bed, and you have seen that tomorrow in your city, there will be a protest to evict the Roma people living on a land of your city. The photo of the event says "no one wants you go home". What do you do?

You are a high school student very involved in the life of your city. The skatepark you like to go to has not be renewed since you were born. You decided to send a letter two months ago to the city mayor, asking her to do some work for safety reasons and for young people of your city to enjoy this place. The letter has been left without answers. What do you do?

LESSON PLANS 2

JUSTICE

LESSON PLAN 1	JUSTICE
TITLE:	SOCIAL JUSTICE: THE SCULPTURE
AGE GROUP	11-18
ESTIMATED DURATION:	1 hour (optional 1,5 hours)
MATERIALS:	Appendix 8 , bed sheet
ROOM REQUIREMENTS:	As much space as possible. An empty room with some chairs would be ideal
OBJECTIVES:	<ul style="list-style-type: none"> To understand experientially the concept of justice on a personal and social level (human dimension) To understand the consequences (exclusion, discrimination) in the society of a state without justice To envision a peaceful, inclusive society for all
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
DICIPLINES	Each partner indicates the different disciplines related according to your national curriculum
SDGs involved	SDG 16 Peace Justice And Strong Institutions SDG 1 No Poverty – SDG 2 Zero Hunger – SDG 3 Good Health And Well-Being – SDG 4 Quality Education – SDG 5 Gender Equality – SDG 11 Sustainable Cities And Communities - SDG 13 Climate Action – SDG 17 Partnerships For The Goals
Online version	All the online alternatives to the F2F activities are marked by this symbol 
Description of the activities:	
00:00 – 00:10	1st Step- The Sculptors This activity introduces the methodology and the main concepts as well as multiple interpretations of the concept of justice from the members of the group <ul style="list-style-type: none"> Ask participants to split into pairs. If the number of participants is single, create a group of 3 persons. Ask the pairs to decide, who will be the A and who will be the B. In the case of group of 3, one will be the A and 2 will be the B. Explain that for the next few minutes all A will be the sculptors and all B will be the clay, with which the sculptors will make their sculptures. Continue by explaining that as soon as you call “<i>Change</i>” the roles between pairs will change. In the case of the group of 3 persons, shout out <i>Change</i> more quickly, so that all 3 members can go through the role of sculptor. Explain, also, that sculptors will create their sculptures without using speech, but only by using their hands without touching their clay! Their hand, and in particular their palm, will act like a magnet, which will magnetize the body part that wants to move e.g. if the sculptor wants to raise his partner’s hand high, he approaches with his/her palm the hand of his clay and shows him, in essence, the movement he must make. Alternatively, sculptors can touch their clay, but without using speech. Finally, give the instruction that the themes for the sculptures will be given by you and each sculptor will have 30 seconds to recreate them. Do not forget to stress how important facial expression is in sculptures!

- Start with A in the role of sculptor and give every 30 seconds to create sculptures with the following themes: *dancer, footballer, collaboration, solidarity, freedom, justice*.
- Shout out Change and couples change roles. Start the 2nd round of the game, giving the same themes to the 2nd sculptor.

00:10 – 00:20 **2nd Step- Social Sculptors - Group Sculpture 1 (optional)**

This step deepens the familiarity with the methodology and preparation of the team for the basic activity

- Divide the team into group of 5 people and ask to be placed in the space away from each other because they will work in parallel.
- Each team decides who the sculptor will be, who with the same technique as in the previous game, will make a group sculpture
- The themes will be given again by you, which will be: cooperation, peace, justice (you can choose, in relation to your time, whether the sculptor will remain the same for all 3 themes or change).

00:20 – 00:40 **3rd Step- From Injustice to Equality (Group Sculpture 2)**

This step offers an experiential understanding of concepts of equality and justice

- Ask 3 volunteers from the team to make a group sculpture
- with your help. Facilitator will be the sculptor in this case.
- Show the picture (1) below only to these 3 members, discuss with them a little bit about which message the picture wants to “pass” and ask them to represent it in a group sculpture. For the difference in the heights of the people in the picture you can give to the volunteers the following instructions: one stands upright, one stands on his knees and one sits squatting. Help the final image of the group sculpture by emphasizing, except for the body and facial expression. Use a bed sheet for the fence and make sure it is fastened from both sides (or use 2 other team members to hold it).

Please show Picture 1 in Appendix 8

- After the sculpture is complete, start a discussion with the rest of the group-audience by asking the following:
 - *Who would like to describe what you are seeing?*
 - *What do you think the sculpture shows? What do you think the theme of the sculpture is?*
- Starting from the students' answers suggest the game of “Thought detection”, which serves to identify the theme of the sculpture, and learn how heroes feel or think. The instructions of the game are: anyone who wants from the team-audience can get up and go touch one of the heroes of the group sculpture in the shoulder. The one whose the shoulder is touched, comes alive and with 2-3 phrases says what the hero, which he represents, thinks, or feels right now.
- Then, ask the team-audience if they have any new idea of what the subject of the group sculpture might be or whether the heroes' answers reinforced a pre-existing idea.
- Go on, explaining to the whole team that it will take 1 minute to change something in the group sculpture. Then, give in the 3 heroes, 3 identical chairs to reproduce the picture below (2), which you show only to the members of the group sculpture. Emphasize the need to change their facial expression, according to the new situation experienced by heroes.

Please show Picture 2 in Appendix 8

- Follow the same procedure as detecting the thoughts of heroes as described above.

00:40 - 00:50 **4th Step- From Equality to Justice – Investigative: Hot Chair**

This step is fundamental for deepening and diversifying the concepts of equality and justice experientially

- Ask the heroes of the group sculpture to sit on the chairs with their backs to the rest of the group-audience and withdraw the sheet.

Explain to the rest of the team-audience that they have the right to "interrogate" the heroes to learn how they felt in both situations who experienced and what their general thoughts were born. Help the interrogation process with the following indicative questions:

-I ask the hero on the left/right/in the middle (it is necessary to start the questions with this phrase since the heroes are back to the rest of the team-audience) how did he feel in both situations?

-I ask the hero on the left/right/in the middle what thoughts were born for the other two heroes of the group sculpture?

-I ask the hero on the left/right/in the middle what feelings he was born to his neighbors?

- Complete the interrogation process by asking yourself (if not asked by the rest of the group) the following question:
 - I ask all three heroes of the group sculpture whether they seem to be a sign of equality sharing the same chairs with all three and why?
- Make the most of the answers and ask the last question of the interrogation process:
 - I ask all three heroes of the group sculpture whether you believe that sharing the same chair with all three is also a sign of justice and why?

00:50 – 1:00 **5th Step- Social Justice -Interviews (optional)**

Let's dive further into introspection on the concept of social justice

- After all, three heroes answer in your last question, abruptly stop the interrogation process and ask the participants to become pairs.
- Explain that they will have 5 minutes to interview each other with 2 central questions: 1. What is justice for him/her on a personal level? 2. What is justice for him/her at social level (social justice)?

1:00 – 1:20 **6th Step - Social Justice and active citizens – Reflection**

This step focuses on a deep reflection on the concept of social justice *(at the reflection stage, the experiential memory of the participants and what they said or did on the previous games shall be recalled, where appropriate)*

-Ultimately, what is it for you (and for your interviewers, if you have conducted the interviews) justice on a social level or otherwise social justice?

-How do you understand the description of Objective 16 for society, "as an inclusive peaceful society" and how this description is linked to social justice?

-What can be the impact, the consequences in a society, when there is no social justice in it?

-What can be the link of the concepts to the following slogan "No justice, no peace" and why?

-In which areas of society do you think changes need to be made to ensure a peaceful and inclusive society (give participants examples of some of the targets of SDG16 (p XX of the pack this depends on your TBP, please add it later)?

- Who do you think must have the willing and the power to bring these changes in the society? What do you think might be your role for a society in this direction?

(In the context of experiential reflection, implement the following, optional)

- Give participants some time to think about everything that has been done and said so far.
- Ask everyone to think as sculptors who want to create the group sculpture of social justice, "correcting" the previous group sculptures (picture 1,2).
- Encourage participants to test their ideas for this new group sculpture. Some of the solutions/ideas could be as follows:

Please show Picture 3 and 4 in Appendix 8

- Give the team time and after completing its ideas, show the Appendix 8 in the group.

The above procedure, if you choose not to do it experientially, can be done by discussion in plenary.

- Discuss the "solutions" proposed by participants or in pictures 3,4 on the the basis what ultimately means equal and what is fair and just and how these two can be combined to have an inclusive society?

IDEAS FOR FOLLOW-UP AND ACTIONS

Fishbowl conversation

1. Invite students from other classes to play the Fishbowl conversation game. Explain that the topic of the conversation is related with the topic of equality and justice.
2. Set up the room where the discussion will take place. Take as many chairs as the participants in the discussion and place them in 2 (or more) concentric circles. The inner circle should be smaller (up to 5 chairs).
3. The students that will sit in the inner circle will participate in the discussion, while the rest of the students that will sit in the outer circle(s) will observe the discussion and keep notes.
4. The discussion begins, coordinated by the facilitator (could a student or a teacher). The facilitator starts telling one of the quotes (see Appendix 2 but you can add more) and helps the conversation to develop e.g what are you thinking about this quote. (It would be a good idea for the facilitator to prepare the question regarding the quotes he/she already choose).
5. Observers in the outer circle keep notes of things that impress them and things that they want to be mentioned again in the plenary session.
6. To make the process more interactive, you can put an empty chair in it inner circle. Anyone from the outside circle(s) who wants to enter in the discussion, goes and sits in the empty chair in the inner circle and someone else participating in the inner circle moves voluntarily to the outer circle, so that there is again an empty seat in the inner circle. Another idea in order the hole process to be more participatory is everyone how wants to take part to the conversation can touch the shoulder of one of the participants and take his/her place
7. It is up to the facilitator when he/she will tell the new quote, considering the interest of the team and the time.
8. At the end of the process all participants together discuss their impressions.



Online version

You can conduct this activity online by using a video conferencing software.

1. Organise a call and invite participants to join it.
2. At the beginning of the conversation agree who is sitting in the inner virtual "circle". Only these will be the people in the call that will be unmuted.

If a person from the outside "circle" wants to join the conversation he/she posts his/her request in the chat, a person already in the conversation mutes himself/ herself to grant his/her virtual seat in the inner cycle and the person now joining the cycle himself/ herself.

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS (F2F AND ONLINE VERSION)



A comic book about justice! (individual activity- main idea)

- Step 1: participants are given the pictures in Appendix 8.
- Step 2: participants are asked to think about the meaning, the message of the pictures and create a comic. What do the heroes say in the 4 pictures? Why and how does the 'solution' come into the last picture? These are just some of the ideas that participants can come up with to make the scenario (story board) and finally the comic book story. Participants can also use for "food for thought" and be inspired by the quotes of justice, said or written by various thinkers (see Appendix 9).



- Step 3: it is recommended to use a simple Word page, with bubble speeches (Insert/Shapes from the tool bar). For participants who would like to be more interested in creating the comic book, you recommend using free applications on the internet, such as photo comic:

<https://play.google.com/store/apps/details?id=gr.gamebrain.comica&hl=en> <https://www.common-sense.org/education/top-picks/classroom-friendly-websites-and-apps-for-making-comics> or free frames/ templates for comics that are easily found in the search on the internet, such as: <https://www.printablepaper.net/category/comics>

- Step 4: it is recommended that participants create "The poster of justice" using the free Pic Collage app and upload it the platform of the project Walk the global walk or/and in social media they are using. <https://play.google.com/store/apps/details?id=com.cardinalblue.piccollage.google&hl=en>


LINKS TO OTHER TEACHER'S BRIEFING PACK 2 ACTIVITIES

- LESSON PLAN 1- THE HUMAN DIMENSION OF CLIMATE CHANGE

LINKS TO OTHER TEACHER'S BRIEFING PACK 1 ACTIVITIES

- LESSON PLAN 1-SOCIAL INCLUSION- Activities: 1.2, 1.3
- LESSON PLAN 3-COMMUNITIES: RESPECT AND VALORISATION CULTURAL AND ETHIN DIVERSITY- Activities: 3.1, 3.2
- LESSON PLAN 3-SAVITY Activities: 4.1, 4.2

REFERENCES: <https://www.cultofpedagogy.com/social-justice-resources/>

LESSON PLAN 1	JUSTICE
TITLE:	CLIMATE JUSTICE
AGE GROUP	11-18
ESTIMATED DURATION:	1 hour
MATERIALS:	Appendix 10 (Collection Climate Strikes) and Appendix 11 (Case Studies), board or flipchart
ROOM REQUIREMENTS:	Computer or smart board for the videos
OBJECTIVES:	<ul style="list-style-type: none"> To understand and reflect on what climate justice is To investigate the reasons behind climate injustice in the local and global level To create links between climate, social, economic justice and be motivated to action for climate justice
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
DICIPLINES	Each partner indicates the different disciplines related according to your national curriculum
SDGs involved	SDG 16 Peace Justice And Strong Institutions, SDG 1 No Poverty - SDG 3 Good Health And Well-Being – SDG 6 Clean Water and Sanitation – SDG 8 Decent Work and Economic Growth – SDG 10 Reduced Inequalities - SDG 11 Sustainable Cities And Communities - SDG 13 Climate Action – SDG 14 Life Below Water – SDG 15 Life on Land
Online version	All the online alternatives to the F2F activities are marked by this symbol 
Description of the activities:	
00:00 – 00:20	<p>What is climate justice?</p> <ul style="list-style-type: none"> The educator hangs on the board/or projects the collection “Climate Strike 2019” that you can find in Appendix 10 In plenary you discuss what is depicted in the pictures and which is the common ask/theme of the people during the Climate Strike When you all agree that the main ask is “Climate Justice” write this phrase on the board and start to brainstorm on this. <p>Brain storming activity: Climate Justice</p> <p><i>Tips for the brainstorming:</i></p> <ul style="list-style-type: none"> The answers can be phrases, questions, or ideas Write down everything the students mention, in small phrases or questions. When the ideas are over, you can recap what it has been written and start a group discussion Starting from their brainstorming, try to define with the students what is climate justice. The following definitions could help you: <i>“Climate justice is a term used to frame global warming as an ethical and political issue, rather than one that is purely environmental or physical in nature. This is done by relating the effects of climate change to concepts of justice, particularly environmental justice and social justice and by examining issues such as equality, human rights, collective rights, and the historical responsibilities for climate change.</i>

An important concern related to climate justice is that those who are least responsible for climate change suffer its gravest consequences. The term climate justice is also used to mean actual legal action on climate change issues. In 2017, a report of the United Nations Environment Programme identified 894 ongoing legal actions worldwide” (Source: Wikipedia)

- Reflect on what on the definition proposed and try to find links between SDG 16 (peace, justice, institutions) and climate justice.

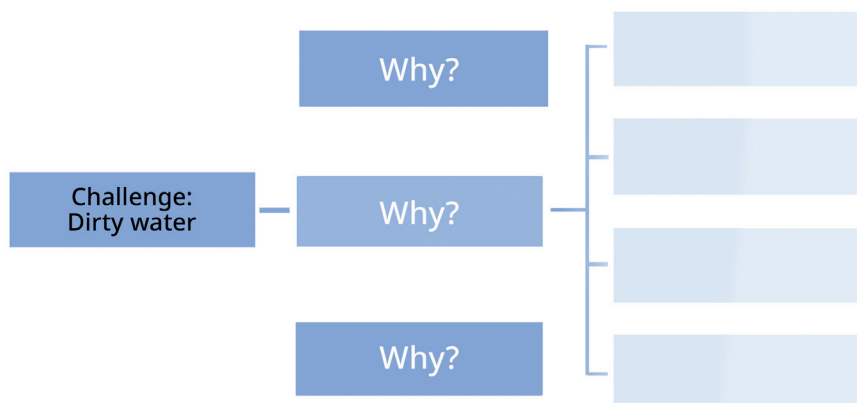
00:20 – 00:60 **Climate (in)justice around the world**

- Separate the class in two smaller groups and give to each group the 2 case studies you can find in [Appendix 11](#)
- Give the groups 15 min time to read and see the resources and then write on recycling papers 3 of the main issues/challenges that arise from what they have read.
- In plenary ask one representative of each group to present the 2 case studies and hang on the board the main points/challenges they have written. (probably they will come with some of the following challenges: *extreme weather conditions, poverty, displacement, sickness, migration*).
- Try to create a “problem tree” with the challenges and consequences.

Tips for the problem tree:

- Draw a tree on the board with roots, and branches
- On the tree you write the main problem
- On the root you can place the problems and on the branches the consequences.
- A tree can have roots that are deeper and other more superficial. Try to investigate all the levels of problems/challenges.

Alternatively, you can discover the deeper reasons behind these challenges by using the “**Why why why chain**” activity



Debriefing:

- Now think again about the young people during climate strikes asking for “climate justice”. What do you think about that?
- All the people around the world suffer the same because of climate change?
- Can you think of some examples of climate injustice in our country?
- What needs to be done to succeed “climate justice” in local and global level (think of the **Bronfenbrenner** model you can find in [Appendix 6](#))?

IDEAS FOR FOLLOW-UP AND ACTIONS


- Join the local or global movements on and use your Social Media accounts, or school blog to raise awareness about Climate change and climate justice
- Make a research about climate injustice in your community/country and raise awareness about that on your community.
- Write a poem/essay or make an #art4climate and share it as much as possible!

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

- Use CASE STUDY 1 but, before, explain the concept of land grabbing (This very short video could help: <https://www.youtube.com/watch?v=OBbRPjVb4XA>)
For the challenges and consequences, you can support your students by already identifying 1 or 2 main challenges and, through the why-why chain, build a simpler tree with your students. You may pick the challenge "access to clean water" because it is strictly linked to case study 1, which may help your students reflect critically, starting from the elements included in case study 1.

LINKS TO OTHER TEACHER'S BRIEFING PACK 2 ACTIVITIES

- This specific activity is complementary with all the activities of the Teachers Briefing Pack 2 (human, environmental and economic dimension of climate change and action)

LESSON PLAN 1	JUSTICE
TITLE:	ECONOMIC JUSTICE: THE TREASURE
AGE GROUP	11-18
ESTIMATED DURATION:	1 hour
MATERIALS:	Appendix 12, many items of a certain material (pens/pencils/plastic cups/straws/ beans etc)
ROOM REQUIREMENTS:	Chairs in a circle, tables on the side of the room
OBJECTIVES:	<ul style="list-style-type: none"> To realize inequality in the distribution of resources. To reflect on the reasons that brings economical injustice To envisage a world with more economical justice
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
DICIPLINES	Each partner indicates the different disciplines related according to your national curriculum
SDGs involved	SDG 16 Peace Justice And Strong Institutions SDG 1 No Poverty - SDG 2 Zero Hunger - SDG 4 Quality Education - SDG 11 Sustainable Cities And Communities - SDG 13 Climate Action
Online version	All the online alternatives to the F2F activities are marked by this symbol 
Description of the activities:	
00:00 – 00:10	Chairs for everybody? - Energizing game <ul style="list-style-type: none"> After all the students sit in a circle, you can ask one student to stand up and stand in the middle of the circle. His/her chair remain empty in the circle. Explain that after you give the signal “Go” he/she who stand in the middle of the circle, will try to sit in any empty chair available. The objective of the other students is to prevent the student standing to find an empty chair. The students sitting can move in any way they want (right, left, sitting in 2 chairs) in order not to let the standing student sit. Say “go” and let the game run for 3-4 minutes. When you finish the game, sit all together in the circle and start a conversation: <ul style="list-style-type: none"> How did you feel while playing the game? Ask all the group but in particular the students standing. Now forger your role in this game and as external observers of the game think how fair you think it is not to be allowed to sit, when there was an available chair. Why do you think this happened? Can you find any similarities with the real life? <p>Write down some of the inputs of the students and you can come back later, during next activity if it is needed.</p>
00:10 – 00:45	The treasure <ul style="list-style-type: none"> Ask the students to form a circle. Place in the middle of the circle many sticks (or pens/pencil/plastic caps whatever you have in quantity more than 140 and is from sustainable material)

- Explain that the markers that are in the middle represent a treasure. This treasure allows each of us to live with dignity and cover all of our basic needs and some of their desires.
- At this point you can ask the students to reflect on what is a need and what is a desire for a person who want to live in dignity. Encourage the students to think also about more abstract needs such as freedom, equality, justice etc.
- If there are very different opinions you can encourage a brief debate among students, to reach in a consensus about what they consider to be a need and what a desire. What is agreed will represent the "treasure" in the specific game.
- Give each student a role-card ([Appendix 12](#)). Allow the student to read their role without letting the others know what they have (is a secret!). As soon as you are sure that they everybody understands their role, continue by saying that in the next minutes they will become the person that is described in their card, so as to know more about their lives.
- Then, continue by explaining the game: I am going to read 14 questions. When your answer is YES then you can go in the middle of the circle and take one of the markers (pens, pencils, plastic caps etc). So if a player have 14 yes then she/he should have 14 markers in the end (make sure you have enough)
- After you have finished the questions each of the players shows to the team how many pieces of "treasure" she/he had gathered and then they all sit in the circle for the debriefing holding their treasures.

00:45 – 1:00 Debriefing

- Before we reveal the roles, can you imagine the profiles (social, economic, gender, ethnicity, place of living etc) of the roles that got the more pieces of the treasure? And can you imagine the profile of the roles that have too little or even nothing?
- Then you can ask the students to reveal their roles. You can write it on the board or even make a hierarchy from many to nothing. Reflect on the findings.

The following question can help you reflecting on the activity:

- Is there something that surprise you regarding the roles/profiles and the sources each one gathered?
- Think of the questions: all of them have to do with basic needs/ human rights (food, water, housing, health care, clothing, entertainment etc). How just do you think it is that from the X (as much as the players) students only X (the players that have more than 10 pieces) can cover their basic needs?
- Think also, how just you think it is to be more pieces in the circle, yet to be people who don't have access to it?
- Why do you think this happens?
- What could we do about this?



ONLINE VERSION

Option 1 (online call)

Step 1: ask participants to gather 14 small items such as: pencils, legumes, toothpicks, etc. (if you ask all 20 questions, they must gather 20).

Step 2: explain that you will play a game in relation to the needs and desires that one wants to cover to live his life decently.

Step 3: ask participants to say what, in their opinion, what these needs and desires may be. Record the answers (take advantage of the features that the platform you use e.g. chat gives you or you write on paper). Encourage at this point, if it arises, a small debate among participants about what the needs are and what the desires of a man who wants to have an interesting and dignified life.

Step 4: once needs and desires have been defined, explain that you will play a game to determine how many and which people in the world (by analogy) can meet their needs and desires. Then, ask participants to choose a number from 1-24.

To each one you choose, you “send” the corresponding role card (take advantage of the features that the platform you use gives you) and ask them not to reveal their role to anyone.

Step 5: follow the instructions and how to conduct the game, as described above, in the “Treasure” activity. After you finish the game, continue with the reflection questions, as described above.

Option 2 (Jamboard)

Here you can find the activity adapted on a jamboard: <https://jamboard.google.com/d/18Z2JMVQkc-x9fXmzQa4nycmxGDICD-jGMhQINdEqAsU/viewer?f=0>

And here you can copy the jamboard and adapt it to your own language: <https://jamboard.google.com/d/18Z2JMVQkc-x9fXmzQa4nycmxGDICD-jGMhQINdEqAsU/copy>

You can use the free google platform jamboard <https://gsuite.google.com/products/jamboard/> and play there the activity during on line course with students.

IDEAS FOR FOLLOW-UP AND ACTIONS + ONLINE VERSION

- Invite students to organize the treasure game with students from the whole school. Give the initiative of facilitation of the game to one or more students.
- Create new role play cards, play again the game discuss about the results, similarities – differences etc.

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

- The activities proposed should be suitable for your learners 11 – 19 years old

LINKS TO OTHER TEACHER'S BRIEFING PACK 2 ACTIVITIES

- LESSON PLAN 3: THE ECONOMIC DIMENSION OF CLIMATE CHANGE

LINKS TO OTHER TEACHER'S BRIEFING PACK 1 ACTIVITIES

- LESSON PLAN 1: SOCIAL INCLUSION- Activity 1.1
- LESSON PLAN 3: SOCIAL INCLUSION- Activity 3.2
- LESSON PLAN 4: SOCIAL INCLUSION- Activity 4.1

REFERENCES: Inspired/Based by the activity “Take a step forward”-Compass- http://www.eycb.coe.int/compass/en/pdf/compass_2012_inside_FINAL.pdf

All photos, in the order shown in the activity.

EXCLUSION



Picture 1

INCLUSION

Equality



Picture 2

Equity



Picture 3

Justice



Picture 4

Quotes... Think and inspire!

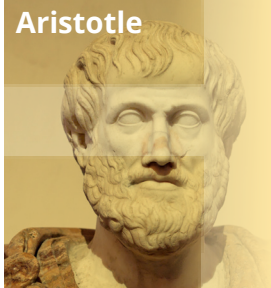
Eduardo Galeano

«The food of the minority is the hunger of the majority»

«Why are some walls so loud and others mute?»

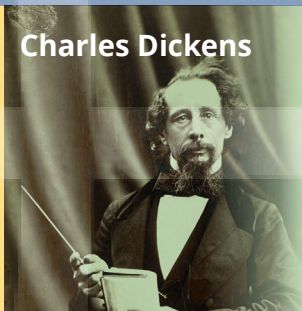
«Many small people, in their small places, doing small things, can change the world»

«I don't believe in charity. I believe in solidarity. Charity is so vertical. It goes from the top to the bottom. Solidarity is horizontal. It respects the other person. I have a lot to learn from other people.»

Aristotle

«There is nothing more unequal than equal treatment of unequals»

«Justice is Equality...but equality of what?»

Charles Dickens

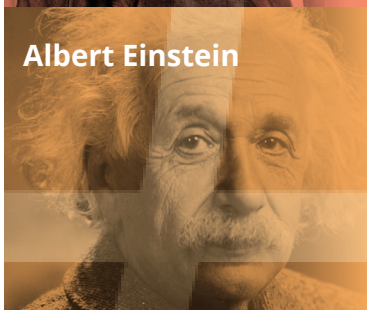
«Charity begins at home and justice begins next door»

Martin Luther King

«Injustice anywhere is a threat to justice everywhere.»

Chris Hani

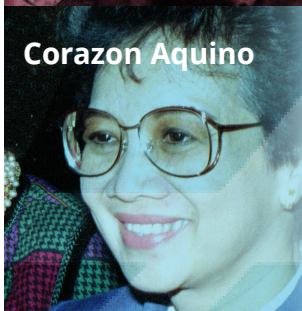
«If you want peace, then you must struggle for social justice.»

Albert Einstein

«Although I am a typical loner in my daily life, my awareness of belonging to the invisible community of those who strive for truth, beauty, and justice has prevented me from feelings of isolation».

Bertolt Brecht

«He who fights, can lose.
He who does not fight, has already lost»

Corazon Aquino

«Reconciliation should be accompanied by justice, otherwise it will not last. While we all hope for peace it shouldn't be peace at any cost but peace based on principle, on justice»



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Case Study 1: Land grabbing and migration in Guatemala

Video: <https://youtu.be/EP5CIV8FZrI>

Climate Justice (2 case studies and 2 videos, one Youtube and one file)

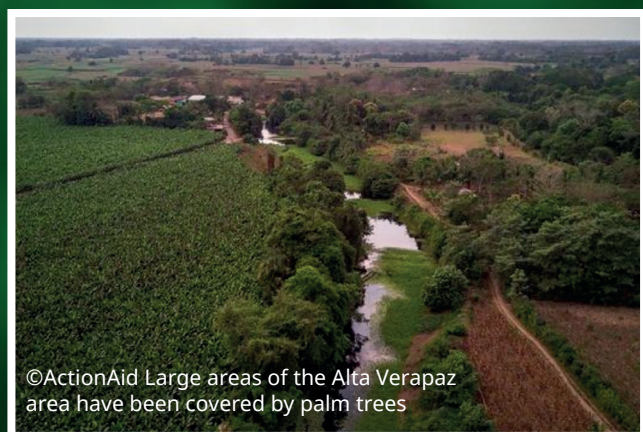
The story of Domingo

Domingo Caal Gualná lives in the Alta Verapaz region of Guatemala. He has six children. His community is completely surrounded by palm oil plantations. Out of 136 families, only 16 people have a plot of land. They have faced a lot of pressure to sell their land to the palm oil company. He himself has resisted an offer from a representative of the palm oil company who to buy his land.

He says: "I don't think about selling my land. I don't think about selling it to the plantation or the palm oil company. All I know is that gramoxone, the fertilizer they use, is poison. My life does not depend on poison."



©FABIO ERDOS/ACTIONAID



©ActionAid Large areas of the Alta Verapaz area have been covered by palm trees

"The land is for my children. It's meant to be cultivated so that they can have healthy food."

As the poisonous fertilizers that fall into the palm crops are absorbed by the soil, they end up in the water, making people sick. After all, the natives living in the rural areas of Guatemala get water directly from the springs without it having previously filtered. The people saw the water that used to be a source of life for them starting to cause the problem. With the production of palm trees constantly ex-

panding, environmental pollution is growing.

The people say: "With this water we cook, we take a bath we, quench our thirst. But we are all talking about how dirty it is. We asked the municipality to give us drinking water and we did not receive response. Our children are sick and their life is on threat because of constant diarrhea and vomiting, but we have no other source"

Case 2: Cyclone Idai survivors: Noé

(Story contributed by Daniel Jukes/ActionAid)

Video: (on google drive at the moment but will be uploaded)

https://drive.google.com/file/d/1Nwwpw1t89VQR6BDQm4Tz0HnsJ-V0T_Nd/view?usp=sharing

Noé – the Portuguese form of Noah – was born during Cyclone Idai. As the storm made landfall in Sofala province, Mozambique, heavy rains and strong winds were followed by flooding of biblical proportions, causing more than 1,000 deaths and destroying property and crops across Mozambique, Malawi and Zimbabwe.



His mother, Eugénia Caluco, 23, describes what it was like as the storm, one of the worst ever to hit Africa, struck:

"Some people were getting ready to sleep, but they never got to sleep, there was too much wind. It was raining on the walls, houses collapsed, some people ran to their neighbour's houses to stay there. They didn't take anything; all they took was their children and ran to the house next door."

Eugénia's house was destroyed by the storm and she took shelter in her mother-in-law's home nearby. Heavily pregnant and having experienced complications during the birth of her first child that meant she had to have a c-section, she worried about what would happen if she went into labour.

When she started to feel labour pains during the night, her mother and father-in-law helped her walk through the heavy rain and strong wind to a nearby health centre. But it was deserted. They sheltered there overnight before making their way to a different hospital in the morning.

Thankfully they found a midwife who had fled the storm to shelter in the hospital building and Noé was born without any complications.

When Eugénia returned to her village after giving birth to Noé, she found Idai had left a trail of devastation and destruction.

"Some people died because of the floods. Our house here was destroyed, trees, everything was damaged, our backyard was full of water, every path was full of water. Every house was destroyed, my mother's house was the only one left," she says.

"We had nothing; we just drank hot water. We spent almost a week without eating. I was getting worried, but there was nothing we could do, all we could do was wait."

As Noé's first birthday approaches, Eugénia worries about what the future will hold.

Mozambique was hit by an unprecedented two cyclones last year, with Kenneth striking just six weeks after Idai. Hundreds of thousands of acres of farmland was destroyed, only to be hit by severe drought and recent flooding, which has left an estimate two million people facing food shortages.

"I don't feel good, because there was a lot of suffering that day, we were supposed to celebrate that day," Eugénia says.

"Now, we have nothing. All we had today was maize and water. I don't know how people are going to live."

Despite everything they've been through, Noé is a happy child, with lots of family around him, who likes splashing around in puddles.

"When there's rain and mud, he likes to play with mud, I usually tell him not to, but he doesn't listen. When he sees water, he really likes playing with water," his mother adds.

You are the daughter of the director of the National Bank. You have graduated from Harvard.	You are the son of the Ministry of Economics of Nigeria, and you have just come back from your studies abroad.
You are a tea plantation worker, owned by a large multinational company in Sri Lanka.	You are the 8-year-old daughter of the mayor of Calcutta, who attends an English-language primary school.
You are a model of African descent, living in Paris	You are a 15 years old son of a farmer, living in an inaccessible mountainous region of Bolivia.
You are a 8 years old homeless girl living in Calcutta, India.	You are a famous artist living in New York and you are HIV carrier.
You are a 25 years old woman, living in a rural area in Malawi and you are HIV carrier.	You are a 19 years old son of a farmer living in a inaccessible mountainous region of Greece.
You are 11-year-old girl from Bangladesh, working in a textile factory.	You are a 35-year-old Somali climate refugee who lives temporarily in refugee camp in Dandam.
You are an unemployed British teacher, who has just immigrated in Italy and is looking for a job.	You are a young German man, who moves with a wheelchair.
You are a boy with autism and you just graduated from primary school.	You are an unemployed single mother.
You are a 24 years old refugee from Syria.	You are a working mother of 2 children and lives in the Mexico City.
You are a 35 years old Chinese, who works in a big research center in USA.	You are 35 years old teacher in Nairobi, Kenya.
You are the owner of an import-export company in Portugal.	You are a 35 year old Special Education Teacher in Greece.
You are a 45 year old farmer in Palestinian Territories.	You are the daughter of the American Ambassador in the country where you live.

LESSON PLANS 3

STRONG INSTITUTIONS

LESSON PLAN 3**TITLE:****STRONG INSTITUTIONS****WHAT ARE EFFECTIVE,
ACCOUNTABLE AND INCLUSIVE INSTITUTIONS?****AGE GROUP**

11-18

ESTIMATED DURATION:

1 hour

MATERIALS:

Materials to design a poster (paper, pens, etc or digital version: computer)

ROOM REQUIREMENTS:

No particular requirements, tables that allow group work (poster design)

OBJECTIVES:

- To consider what is meant by "inclusive institutions" and the allied concepts of "effectiveness", "accountability", "diversity"
- To identify some of the meanings of these keywords
- To understand the basics of the roles and responsibilities of Inclusive Institutions

GCE Main Competences developed


- ☒ Systems thinking competencies
- ☒ Anticipatory competency
- ☒ Normative competency
- ☒ Strategic competency
- ☒ Collaboration competency
- ☒ Critical thinking competency
- ☒ Self-awareness competency
- ☒ Integrated problem-solving competency

DICIPLINES

Each partner indicates the different disciplines related according to your national curriculum

SDGs involved

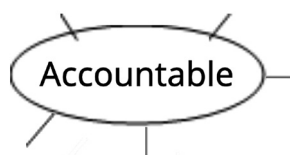
SDG 16 Peace Justice And Strong Institutions
 SDG 1 No Poverty – SDG 2 Zero Hunger – SDG 3 Good Health And Well-Being – SDG 4 Quality Education – SDG 5 Gender Equality – SDG 11 Sustainable Cities And Communities - SDG 13 Climate Action – SDG 17 Partnerships For The Goals

Online versionAll the online alternatives to the F2F activities are marked by this symbol **Description of the activities:****00:00 – 00:15**

SDG 16 aims to build effective, accountable and inclusive institutions at all levels

Activity 1: Lesson Opener - Mind mapping

- Ask students to brainstorm the meaning of 'accountable', 'effective' and 'inclusive'. This will allow you to understand pre-existing student knowledge. You could do brainstorming as a whole class activity by writing these 3 keywords on the board and asking students whether they have heard these words before and what they think their meaning is, and registering their answers on the board as show below:





If you are working with students online, or through a blended learning approach, you could use Padlet (<https://padlet.com/>), (<https://miro.com/online-brainstorm-tool/>) or another virtual learning tool already used by your school. You would still ask students to write whether they know these words and what they mean.

00:15 – 00:60

Here is a definition of the 3 keywords:

- **Accountable** - Someone who is accountable is completely responsible for what they do and must be able to give a satisfactory reason for it (<https://dictionary.cambridge.org/dictionary/english/accountable>)
- **Effective** - successful or achieving the results that you want (<https://dictionary.cambridge.org/dictionary/english/effective>)
- **Inclusive** - An inclusive group or organization tries to include many different types of people and treat them all fairly and equally (<https://dictionary.cambridge.org/dictionary/english/inclusive>)

00:15 – 00:20

Activity 2 - What are schools for? (Effectiveness)

Now you can further engage with the concept of effectiveness. The challenge associated with 'effective institutions' is that institutions might serve different purposes, different populations, and different interests. Some people might consider that the aim of schools is to prepare students for their future lives, while others might consider the role of schools to ensure not only learning but also socialisation, and the daily well-being of the students.

Tasks:

00:20 – 00:40

1. Ask students to answer individually the question 'What are schools for?'
 - Additionally or alternatively, you could ask students to consider the perspectives of different members of the school community (e.g. students, teachers, parents, school leadership) and to think what each of these groups considers to be the aim of school.

00:40 – 00:60

2. Organise students in small groups and ask them to create a poster with the title: 'What are schools for?' that would capture the different opinions of all the group members.
 - If you asked students to consider the perspectives of different members of the school community the poster should capture what they consider to be the perspectives of these different 'actors'.
 - You could support inclusive group work for students on the autistic spectrum by providing specific roles to the students, such as Facilitator, Timekeeper, Recorder, Reporter, Materials Manager.
3. Ask groups to present their Posters to the class and explain their ideas and decisions. Use this moment to explore the concept of effectiveness and how expectations from institutions may be different for different people.



If you are working with students online, or through a blended learning approach, you could ask students to use Microsoft PowerPoint online, Google Slides or another virtual learning tool already used by your school. You would ask students to collaborate to create their poster as a PowerPoint slide (or equivalent).

IDEAS FOR FOLLOW-UP AND ACTIONS

The Posters created by students could be displayed in the school common areas and the students could be encouraged to speak to the school community about the notion of effectiveness and 'What are schools for?'

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

These activities should be usable with learners from all ages and abilities.

LESSON PLAN 3**STRONG INSTITUTIONS****TITLE:****DO WE ALL HAVE EQUAL ACCESS TO INSTITUTIONS?****AGE GROUP**

11-18

ESTIMATED DURATION:

1 hour

MATERIALS:

Post-it notes, Appendix 8; if photography will be used as an output for activity 2, students must have access to a camera (e.g. on mobile phones, tablets)

ROOM REQUIREMENTS:

No particular room requirements

OBJECTIVES:

- To consider what is meant by "inclusive institutions" and the allied concepts of "effectiveness", "accountability", "diversity"
- To identify some of the meanings of these keywords
- To understand the basics of the roles and responsibilities of Inclusive Institutions

GCE Main Competences developed

- ☒ Systems thinking competencies
- ☒ Anticipatory competency
- ☒ Normative competency
- ☒ Strategic competency
- ☒ Collaboration competency
- ☒ Critical thinking competency
- ☒ Self-awareness competency
- ☒ Integrated problem-solving competency


DICIPLINES

Each partner indicates the different disciplines related according to your national curriculum

SDGs involved

SDG 16 Peace Justice And Strong Institutions
SDG 1 No Poverty – SDG 2 Zero Hunger – SDG 3 Good Health And Well-Being – SDG 4 Quality Education – SDG 5 Gender Equality – SDG 11 Sustainable Cities And Communities - SDG 13 Climate Action – SDG 17 Partnerships For The Goals

Online version

All the online alternatives to the F2F activities are marked by this symbol 

Description of the activities:**00:00 – 00:30****Activity: Who am I?**

In this session you can engage with the concepts of inclusion and inclusiveness, firstly by considering the notion of diversity. Often when referring to inclusion, we consider diversity: 'different types of people'. But, what do we mean by diversity?

The United Nations Convention on the Rights of the Child (UN CRC) (<https://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf>)

Article 2 refers to non-discrimination: The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background. SDG16 refers to sex, age, disability and population group. Usually we refer to categories such as:

- Ethnicity/ Race
- Language
- Disability
- Sex/ gender
- Age
- Religion
- Socio-economic background

Often, we are asked to describe ourselves using fixed categories. While it is easy, common and politically uncontroversial to 'celebrate diversity' (Eriksen 2006), often 'categories of difference are constructed and then transformed into systems of inequality' (Ore 2003, p.2).

According to Tracy Ore, the issue is not that 'whites and black are different, it is that whites are considered superior' (Ore 2003, p.2). This process will apply to other categories of difference such as: men/ women, disable/ non-disabled, young/ old...

Ruth Cigman asks 'To what extent should we conceptualise difference?' (2007, p.783), the issue is that if we do not conceptualise and collect data regarding 'categories of difference' we will not be able to monitor for example the 'proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions' as expected by SDG indicator 16.7.1.

00:30 – 1:00

Tasks:

1. Ask students to describe themselves individually using three words which they would write in 3 post-it notes.
2. Ask them to get up, one-by-one or in small groups, and stick their post-it notes on one of the classroom walls and to try and organise the post-it notes into themes or categories (If needed, you could support them in the task by helping them find the categories that aggregate the words used to describe themselves, possible using some of the categories identified above. Do not provide them with the categories before they had a chance to describe themselves).
3. As whole class, discuss the experience of doing the activity, for example by considering: whether it was easy/ difficult to assign themselves 3 labels; the types of labels used and whether they fit the categories usually used to describe diversity; whether they feel that the labels are negative or positive
 - You could use the quotes by Tracy Ore to support the final plenary discussion: 'Categories of difference are constructed and then transformed into systems of inequality', the issue is not that 'whites and black are different, it is that whites are considered superior' (Ore 2003, p.2)

00:30 – 00:40



If you are working with students online, or through a blended learning approach, you could use Padlet (<https://padlet.com/>) or another virtual learning tool already used by your school to capture the words that students use to describe themselves, and also to ask them to organise words into thematic groups. You could then provide them with the traditional 'categories' of diversity used internationally, and ask them to reflect and write about one or more of the suggestions for the whole class discussion indicated on number 3 above.

Activity 2

'To what extent should we treat everyone as the same?' (Cigman 2007, p.783).

One of the challenges of inclusion is the decision of when it is appropriate to treat people the same, and when to treat them differently. SDG16 refers to 'Equal access', this can be associated with 'Equality', however considers that everyone is entitled to the same and, as shown in the picture (Appendix 8), this results in social injustice. In the picture we see that the person who is taller is entitled to the same as others, even though he would not need that to watch the match. In an attempt to create 'Equal Opportunities', we often use the notion of 'equity', which considers providing different responses to different individuals, to allow them to achieve similar outcomes. The first two pictures represent institutions that are not inclusive, they have barriers to participation and try to compensate and find post-hoc solutions. The final picture represents inclusive institutions. Institutions that are open, responsive and that remove barriers to participations of all members of society.

Tasks:

1. Ask students to look at the pictures in [Appendix 8](#) and to describe what they see and explore the concepts of 'equality', 'equity' and 'inclusion' orally with them.

2. Ask the students to think, individually, of moments and situations when they have experienced or witnessed someone experiencing:
 - barriers to participation
 - feeling excluded
 - feeling included
3. Now ask students to select one/ two situations, when they experienced/ witnessed someone experiencing barriers to participation, feeling excluded, feeling included and to create an output to share it with others to raise awareness of this topic. This task could be completed by asking students to:
 - Write one/ two short Twitter format text (280 characters)
 - Take a picture that represents one of the situations identified above (This could be set as a follow-up or homework task or a challenge, e.g. a photography competition). Ideally, the pictures will be collected by the teachers and shared on WtGW social media

Agree with the students how these outputs could/ should be shared with the school community.



If you are working with students online, or through a blended learning approach, you could post the pictures on the virtual learning tool already used by your school and ask students to record their thoughts on the different pictures (through video, audio or writing). You could then ask them to identify the situations and to share their outputs (in the format of a picture, short video or 'twitter format' post).

IDEAS FOR FOLLOW-UP AND ACTIONS

Glossary


Ask students to create a collaborative class online Glossary with the key terminology used in the SDG16. Here are some of the terms that could be included:

- Accountable - Someone who is accountable is completely responsible for what they do and must be able to give a satisfactory reason for it (<https://dictionary.cambridge.org/dictionary/english/accountable>)
- Effective - successful or achieving the results that you want (<https://dictionary.cambridge.org/dictionary/english/effective>)
- Inclusive - An inclusive group or organization tries to include many different types of people and treat them all fairly and equally (<https://dictionary.cambridge.org/dictionary/english/inclusive>)
- Ethnicity/ Race
- Language
- Disability
- Sex/ gender
- Age
- Religion
- Socio-economic background

If schools decide to do this extension activity, we could provide a space on the WtGW platform, and aim to create a multilingual collaborative Glossary.

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

These activities are suitable for learners of all ages and abilities by using differentiation. For example writing could be substituted by drawing for learners who are not able to write.

LESSON PLAN 3		STRONG INSTITUTIONS
TITLE:		WHO IS IN POWER?
AGE GROUP		11-18
ESTIMATED DURATION:		1 hour
MATERIALS:		Appendix 13 and Appendix 14, connection to the internet
ROOM REQUIREMENTS:		No particular room requirements
OBJECTIVES:		<ul style="list-style-type: none"> To consider what is meant by “inclusive institutions” and the allied concepts of “effectiveness”, “accountability”, “diversity” To identify some of the meanings of these keywords To understand the basics of the roles and responsibilities of Inclusive Institutions
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
DICIPLINES		Each partner indicates the different disciplines related according to your national curriculum
SDGs involved		DG 16 Peace Justice And Strong Institutions SDG 1 No Poverty – SDG 2 Zero Hunger – SDG 3 Good Health And Well-Being – SDG 4 Quality Education – SDG 5 Gender Equality – SDG 11 Sustainable Cities And Communities - SDG 13 Climate Action – SDG 17 Partnerships For The Goals
Online version		All the online alternatives to the F2F activities are marked by this symbol 
Description of the activities:		
	00:00 – 00:30	Activity 1: Who is in power? The first indicator of whether institutions have responsive, inclusive, participatory and representative decision-making processes is the proportion of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions, and the This session will encourage your students engage with European Statistical data on Gender representation. You could also explore data on age or disability.
	00:00 – 00:10	Tasks: 1. Show students the figures in Appendix 13 and 14 (Proportions of Women and Men in public institutions, organised by country). Ask them to find the country where they live and to compare it to another country of the WtGW project. - You could also get the students to explore the country profile on: https://country-profiles.unstatshub.org/ namely the indicators for Goal 5 (Gender equality). You can click on the ‘View Dashboard’ which will give a comparison between many of the world countries: https://undesa.maps.arcgis.com/apps/opsdashboard/index.html#/c6d78d35533f4f778602b9d299b30594
	00:10 – 00:25	2. Support a discussion in which students consider the reasons for these levels of representation from different population groups and its impact. For example, if only 50+ year old males are represented in an institution decision-making body, how will they make decisions that are inclusive and support 20-30-year-old single mothers? (See Idea 2 in the follow up actions box)

Activity 2: Is our school inclusive?

This activity can be done in a shorter amount of time (35 minutes) if the decisions and questionnaire are prepared in advance by the teacher and the population surveyed is only the class group; or take considerably longer if the students are involved in the decision-making process and if the questionnaire is applied to a wider group. For example, the questionnaire could be distributed by the class teachers to all students in the school (or year group) and then it could be collected in a box in a common area of the school. Similarly, the analysis of the responses could be done by the teacher (to take less time) or in class by the students (possibly linking to the numeracy curriculum).

Introduce the activity to the students by explaining the ideas below, (orally/ in writing).

The second indicator of whether institutions have responsive, inclusive, participatory and representative decision-making processes is the proportion of population who believe decision-making is inclusive and responsive, by sex, age, disability and population group.

The UN Convention on the Rights of the Child (UN CRC) considers that:

- Everyone under the age of 18 has all the rights in the Convention.
- The best interests of the child must be a top priority in all decisions and actions that affect children.
- Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.
- Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

So, engagement with 'student voice' should be one of the signs of an inclusive school.

- Ask students to develop a short questionnaire to explore whether students believe decision-making in school is 'inclusive and responsive'. This could be developed as a whole group or in small groups, and could be applied only at class, year level or whole-school level.
- Depending on how much time you can dedicate to this activity, it could be started in this lesson and you could ask students to
- The key steps would be:

Tasks:

1. Deciding the participants (do you want to apply the questionnaire to the class, year group, whole school) – This can be decided previously by the teacher or with the class.
2. Deciding whether this will be done on paper (printing) or online. If online identify a platform to do it (e.g. Google Forms, Survey Monkey)
3. Designing a questionnaire: what questions do we want to ask? How do we develop 'neutral' questions that do not guide students to particular answers? (See suggestions below) and writing 1 paragraph that explains what the questionnaire is about and why you are asking the questions.
5. Collecting the data
6. Analysing the results and representing them in writing, for example through diagrams
7. Presenting the results to the community (class, school), including recommendations for improvement

Examples of possible questions:

- Age
- Gender

Consider the questions below and answer using the following scale:

- 1 Never/ Not at all
- 2 Rarely
- 3 Sometimes
- 4 Most of the time
- 5 Always/ Completely

- Do you feel you have the right to express your views, feelings and wishes 1 2 3 4 5
- Do you feel your views are considered and taken seriously 1 2 3 4 5
- Do you have any suggestions to develop inclusive and responsive decision-making in school? (Short answer)

IDEAS FOR FOLLOW-UP AND ACTIONS

Idea 1

You could ask students to research the proportions of positions (by sex, age, persons with disabilities or/ and population groups) - this could be done at the school, local authority and/or national government level. You could select a specific aspect of diversity, e.g. males versus females in an institution, versus how many of those in that same institution who hold power positions? Or by age groups, or ethnicity, etc.

For example, you could ask students to research their own school and identify support staff/ in leadership roles/ teachers/ classroom representatives by gender or ethnicity or age.

Idea 2

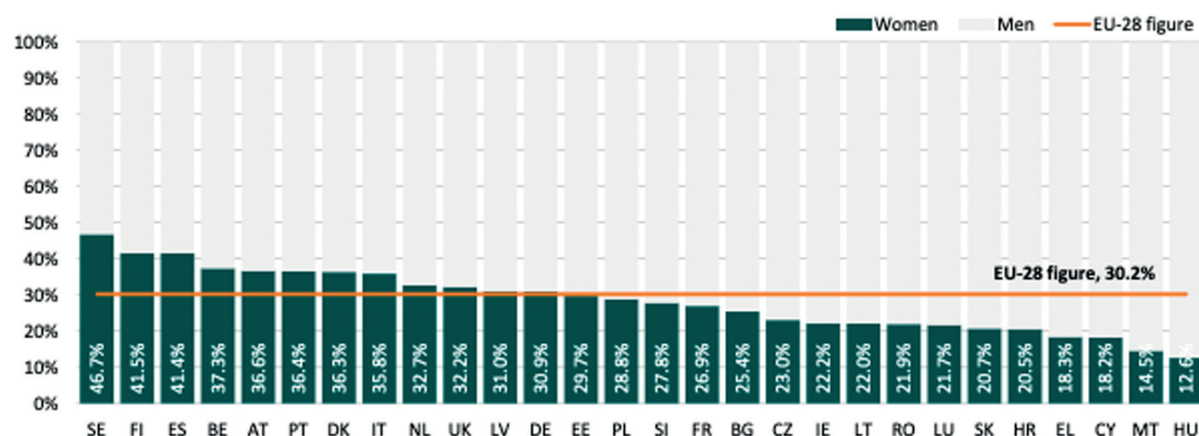
The topic of this session could be further explored through a debate between students where they would be asked to represent different population groups and discuss a topic relevant to their community and to SDG 16 (e.g. Peace, Justice).

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

The activities suggested could be done by learners of all ages and abilities by using differentiation strategies (e.g. students could count how many males/ females using a tally chart; students could answer a questions

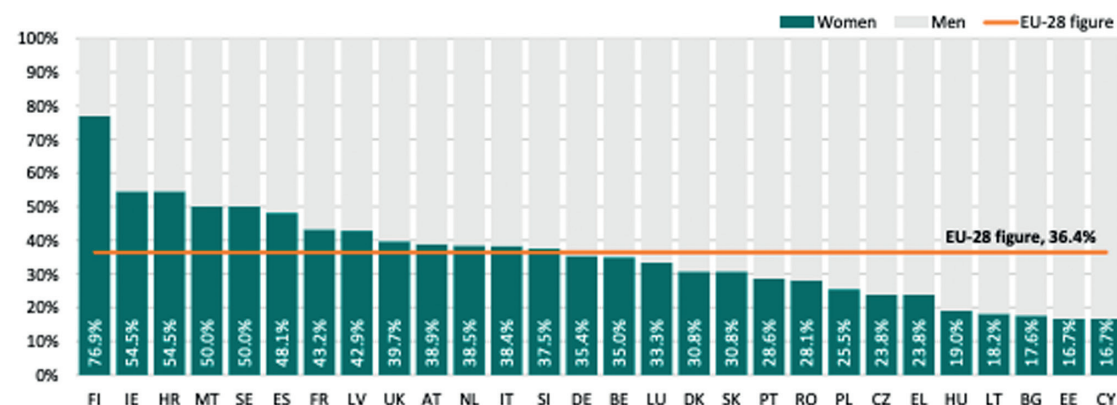
orally or could use a 'smiley face' scale (  ) instead of a 1-5 Likert type scale.

Figure 14: Proportion of women and men in single/lower houses of parliament, November 2018



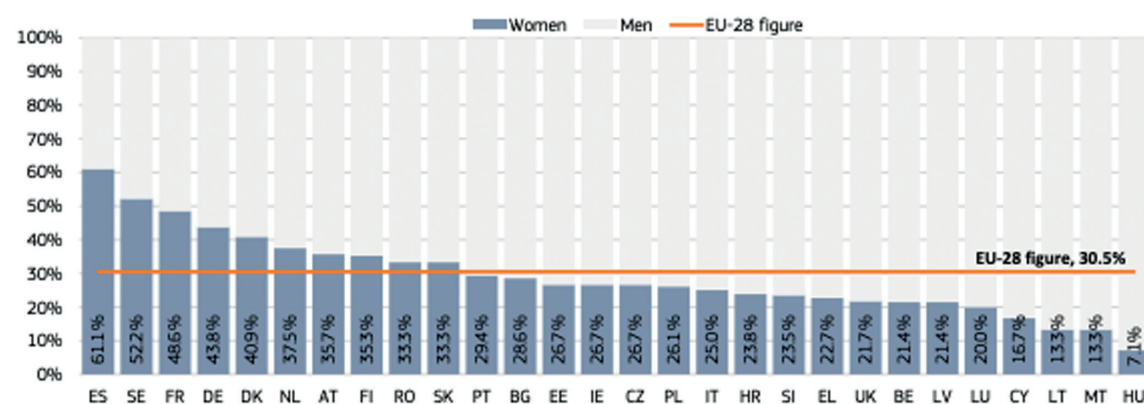
Source: EIGE Gender Statistics Database

Figure 15: Proportion of female members of the European Parliament, November 2018



Source: European Parliament

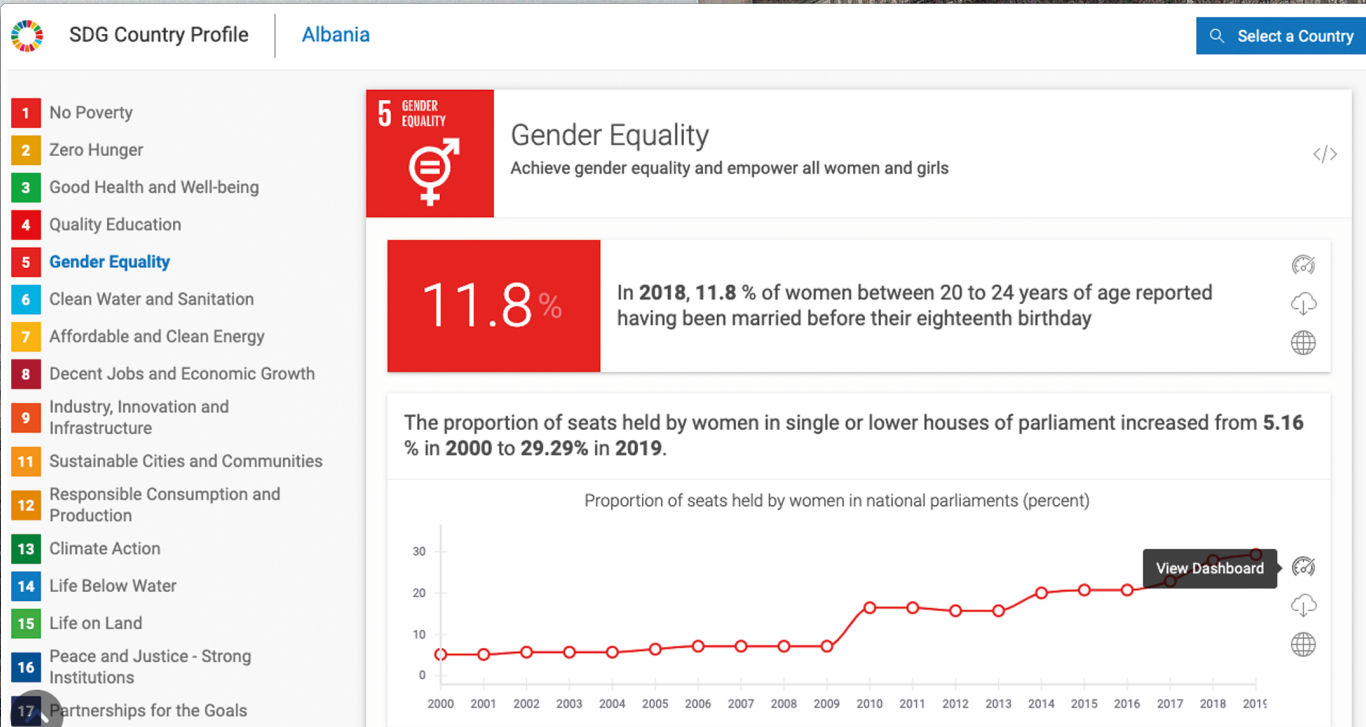
Figure 16: Proportion of women and men in governments (senior minister positions), November 2018



Source: EIGE Gender Statistics Database

Data for Latvia refers to 2018Q3, the new cabinet was not yet appointed during the 2018Q4 update.

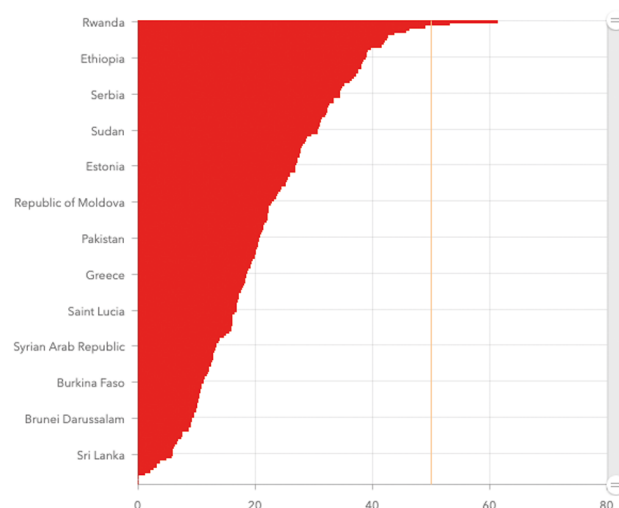
Example of Gender Equality data for Albania. Available on: <https://country-profiles.unstatshub.org/>
By clicking on the 'View Dashboard' option it will show a between country comparison (see below).



Goal 5: Achieve gender equality and empower all women and girls
United Nations Global SDG Dashboard

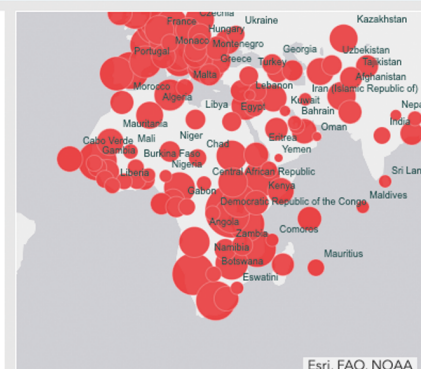
5.5.1 Proportion of seats held by women in national parliaments (percent)

Rwanda: 61.25 (in year 2018)
Bolivia (Plurinational State of): 53.08 (in year 2018)
Cuba: 48.86 (in year 2018)
Namibia: 46.15 (in year 2018)
Nicaragua: 45.65 (in year 2018)
Sweden: 43.55 (in year 2018)
Mexico: 42.6 (in year 2018)
South Africa: 42.39 (in year 2018)
Finland: 42 (in year 2018)

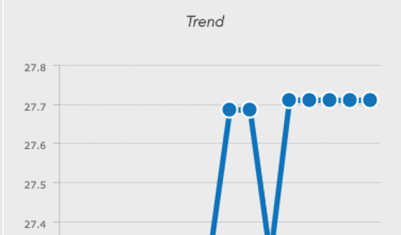


Number of geographic areas available

✓ **193**



Afghanistan: Proportion of seats held by women in national parliaments (percent)



Proportion of seats held by women in national parliaments (percent)

<https://undesa.maps.arcgis.com/apps/opsdashboard/index.html#/c6d78d35533f4f778602b9d299b30594>



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?

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