

GLOBAL PERSPECTIVES

A Collection of Global
Education Activities
for Teachers



COLOPHON

Global Perspectives:

A Collection of Global Education Activities for Teachers

The toolkit Global Perspectives: A Collection of Global Education Activities for Teachers has been developed as part of the Global Education Teacher's Club project.

Edited by partners organisations:

anthro polis

ANTHROPOLIS EGYESÜLET,
Hungary



ARPOK, o.p.s.,
Czech Republic



**HUMANITAS – CENTRE FOR GLOBAL
LEARNING AND COOPERATION,**
Slovenia



MONDO,
Estonia

Authors:

Alma Rogina
Balázs Nagy
Dávid Bán
Johana Krajčířová
Lenka Pánková
Maria Sakarias
Mari Jõgiste

Editorial Board:

Alma Rogina
Dávid Bán
Johana Krajčířová
Maria Sakarias
Mari Jõgiste

Editor of the English version:

Johana Krajčířová

Design and illustrations:

Dalibor Kazija

Proofreading:

Tadej Turnšek

Publisher:

GETC consortium

2024

Thank you to everyone for valuable and stimulating comments and feedback.

Licence:

CC BY: The toolkit is licensed under the Creative Commons Attribution 4.0 International (CC BY 4.0) Licence. You are allowed to use this material freely. You must give appropriate credit, provide a link to the licence, and indicate if changes were made.

Downloadable annexes can be found at:



Co-funded by
the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

ANNEXES



TABLE OF CONTENTS

INTRODUCTION	4
HOW TO USE THE TOOLKIT	5
INTRODUCTION TO GLOBAL EDUCATION	6
FACILITATION TIPS FOR INTRODUCING GLOBAL EDUCATION IN THE CLASSROOM	10
ACTIVE LEARNING AND CRITICAL THINKING	13
ICEBREAKER ACTIVITIES IN GLOBAL EDUCATION SETTINGS	18
MAPS AND PERCEPTIONS OF THE WORLD	21
LESSONS:	
01 My Personal Climate Story Climate change	24
02 The Climate Web Climate change	28
03 #IShareHerPower Climate change	31
04 A Migrant's Experience Migration	35
05 Building a Village Migration	39
06 I Create the World, Too Responsible consumption	42
07 Tropics in the Kitchen Responsible consumption	46
08 Under the Palm Tree Responsible consumption	52
09 "One Day, I Will..." Human rights	60
10 Journey to the Land of Equality Gender	64
11 Visualisation Tools for Analysing Documentaries Global issues, Universal	69
12 Development Compass Rose Global issues, Universal	73

GLOBAL PERSPECTIVES

A Collection of Global Education Activities for Teachers

The toolkit you are about to explore was developed jointly by representatives of organisations in Slovenia (Humanitas), the Czech Republic (Arpok), Hungary (Anthropolis), and Estonia (Mondo). It provides teachers with high quality materials for the integration of Global Education into their teaching practice. This toolkit offers a wide range of learning activities aimed at tackling key global challenges in the classroom. We are confident that it will prove invaluable to educators who want to bring a global perspective to their teaching and empower their students to develop the essential global competencies needed in today's rapidly changing world.



**Global Education
Teachers' Club**

Global Education Teacher's Club is an informal space, where educators interested in global learning can meet, learn, and share their experiences on a regular basis. The Club was established in January 2018 in Slovenia and since then it has also been established in three other European countries – Estonia, Hungary and the Czech Republic.

The Club's initiative was also recognised by the Global Education Network Europe – GENE, where it was awarded as one of the most innovative practices of Global Education in Europe for 2018.

ORGANISATIONS

ANTHROPOLIS EGYESÜLET, Hungary

<https://anthropolis.hu>

ARPOK, o.p.s., Czech Republic

<https://arpok.cz/english>

**HUMANITAS – CENTRE FOR GLOBAL
LEARNING AND COOPERATION**, Slovenia

<https://www.humanitas.si>

MONDO, Estonia

<https://mondo.org.ee/en>



HOW TO USE THIS TOOLKIT

In this toolkit you will find a mix of materials that you can use to integrate Global Education into your classroom. In the materials you will find basic information about Global Education, facilitation tips on how to create a safe space for the proposed lessons, information on how to foster critical thinking or how to stimulate students' interest in global issues with some useful icebreakers.

Following an introduction and general information about Global Education, the toolkit presents a series of **12 lessons** that can be used in a variety of subjects and represent good practice in integrating global issues into the school curriculum.

Each lesson is divided into an introductory section (with subsections Short description, Age of students, Materials needed etc.), step-by-step guide, resources, additional tips and annexes. The annexes contain materials that support the activities. You are encouraged to print them out whenever you want to implement an activity in the classroom or to develop your own resources based on those provided.

The lessons presented are only suggestions on how to use them. Activities can be adapted, skipped, rearranged, etc. according to the needs of the teacher and the students. However, each activity, especially when not used as a whole lesson, should be followed by reflection on how the activities have affected the participants' emotions, values, etc.

You can choose a lesson based on your preferred topic (climate change, gender, inequality, etc.), your chosen subject or the preferred difficulty and depth of the global topic (indicated by chilli peppers).

THE DIFFICULTY AND COMPLEXITY OF THE LESSON

The number of chillies indicates whether the lesson is easy, medium or difficult. The activities are mainly intended for the final years of primary and secondary school, but can also be adapted for younger students.



Easy: Basic introduction to the topic, you do not need any special knowledge about the topic, work with basic competences, use methods like watching a documentary, asking questions, etc.



Medium: A broader introduction to a global topic, working with deeper competences such as reading and writing with deep understanding, designing own solutions, using methods such as role playing, graph analysis, etc.



Difficult: The lesson tries to show the complexity of the global topic, it is based on different perspectives, requires knowledge of the topic and uses methods such as argumentation, deep critical thinking, active involvement, project days, etc.

ANNEXES

Downloadable annexes can be found at this link:



ANNEXES



INTRODUCTION TO GLOBAL EDUCATION

THE IMPORTANCE OF GLOBAL EDUCATION

Global Education is an active learning process grounded in universal values such as solidarity, equality, justice, inclusion, cooperation and non-violence. It aims to raise awareness of global issues such as poverty, inequality caused by the unequal distribution of resources, environmental degradation, violent conflicts, and human rights violations. Global Education helps us to understand our interconnectedness with the environment and with other living beings. It challenges us to rethink our cultural viewpoints and attitudes by reflecting on the impact of our choices on the lives of others and the future of our planet. It enables us to recognise the advantages and disadvantages of globalisation and prepares us for the daily challenges we face both locally and globally. Global Education focuses on sharing information and taking responsibility to create a world where all people have the opportunity to live a dignified life in accordance with their aspirations, and where the natural environment is protected.

There are different definitions of Global Education, but most emphasise not only the promotion of critical thinking to address global challenges, but also the active component of learning: global citizenship that encourages action. One of the most recent definitions is described in the European Declaration on Global Education to 2050: *"Global Education is education that enables people to reflect critically on the world and their place in it; to open their eyes, hearts and minds to the reality of the world at the local and global level. It empowers people to understand, imagine, hope and act to bring about a world of social and climate justice, peace, solidarity, equity and equality, planetary sustainability, and international understanding."*

It involves respect for human rights and diversity, inclusion, and a decent life for all, now and into the future. Global Education encompasses a broad range of educational provision: formal, non-formal and informal; life-long and life-wide. We consider it essential to the transformative power of, and the transformation of, education" (The Dublin Declaration, 2022).

However, we can draw inspiration from many other definitions, such as that of the Global Education Centre in Peru.

"The priority for life and education is balance: to act with wisdom, to balance material consumption, to learn to focus on sacred spiritual relationships, to work together with the different gifts of each one of us, with a sense of oneness. Our purpose is to learn, learn and learn again (in many lives) to become better beings. There is no complete knowledge, we all teach, learn and keep changing: it is a path without an end. There is knowledge that can be known and described, there is knowledge that can be known, but not described and there is knowledge that cannot be known or described" (Global Education Principles, The Apu Chupaqpata Global Education Centre, Peru, 2012).

WHY DOES GLOBAL EDUCATION MATTER?

As our world becomes increasingly interconnected, the lives of people everywhere influence and are influenced by others around the world. In order to navigate and positively shape these connections, it is essential for young people to understand the processes behind our "global village". Global Education goes beyond mere understanding of global issues – it provides

a platform for developing key competencies vital to quality education in the 21st century, preparing students to tackle contemporary challenges within the global context of our local lives and fostering the ability to take informed action. Young people often encounter global issues through social media or at home. Global Education nurtures their curiosity by bringing discussions about current global issues into the school environment. By expanding the scope of topics discussed in the classroom, adding a global dimension and using different methods for different learning styles, all students are given the opportunity to actively participate, including those who have not previously participated.

KEY ELEMENTS OF GLOBAL EDUCATION

→ Global interconnectedness and interdependence

Students understand the interconnectedness and interdependence of people, places, economies and the environment. They are aware that these interdependencies shape local and global relationships, which are influenced by history and have implications for the future. They are aware that their everyday choices affect other people and the environment, both locally and globally.

→ Understanding cultural identity and preventing discrimination

Students recognise that while the basic needs of people around the world are universal, there are diverse methods and means of meeting them. They understand that culture, religion, ethnicity, gender, sexuality, language, and status shape our identities. Students are aware of their own privileges stemming from age, gender, social background or ethnicity, and actively reflect on these advantages. They are vigilant against all forms of discrimination, using inclusive approaches and respectful language, and critically examining biases. These efforts promote a more inclusive and equitable environment and teach young people to recognise and combat discrimination.

→ Broadening our perspectives

Living in Europe can often lead us to view the world through a Eurocentric lens, which can limit our understanding of the world. Global Education encourages us to recognise and take into account non-Eurocentric perspectives, to become aware of our own biases, and to question assumptions we take for granted. For example, from a European viewpoint, people from the Global South are often perceived as passive and in need of our help and advice. The goal of global education is to show that people around the world live and work in diverse environments and, like people in Europe, contribute significantly to global development. In order to overcome stereotypes and prejudices, it is crucial to present the lives of people from other parts of the world through engaging in a mutually respectful dialogue with them, giving them a voice rather than merely talking about them.

→ Social justice, equality and human rights

Students are aware of global injustices and inequalities arising from social and political systems, including the unequal distribution of power, wealth and resources within and between countries and regions. They understand that global inequalities have significant historical origins, particularly through the impact of colonialism. Colonial powers, predominantly European, exploited and continue to exploit countries in the Global South. This exploitation takes various forms, the most obvious being the extraction of natural resources leading to environmental degradation through pollution, the exploitation of cheap labour and human right violations. Global Education encourages students to critically examine how historical injustices, such as racism and exploitation during colonial times, persist today and affect people's dignity, opportunities and quality of life.

→ Environmental awareness and sustainability

Students are aware our choices and lifestyles impact both our immediate and distant environments. The production of our everyday goods involves sourcing materials from natural resources around the world, often leading to over-exploitation, pollution

and human rights violations. Similarly, the waste we generate has direct environmental consequences, even if they are not immediately visible. Global Education raises awareness of these impacts and encourages more sustainable behaviour, and works to ensure that young people understand that sustainable practices are necessary if we are to continue to live on the planet Earth and preserve it for future generations.

GLOBAL EDUCATION METHODOLOGY

The aim of Global Education is not merely to teach students about current global issues. It is a process of collaborative teaching and learning, and a process of reflection on the contextual conditions under which this process takes place. There is a necessary unity between the content, the form and context in which the learning process takes place. In Global Education, it is important that methodology is not only considered in relation to specific learning activities, but as the framework of a continuous learning process related to the main objectives of education and in dynamic interaction with the evaluation process (North-South Centre of the Council of Europe, 2012).

Preparing students to think critically about global issues and to participate actively in society requires more than just rational thinking. Global Education therefore promotes a variety of interactive, inclusive and experiential methods that encourage participants to “step out of their comfort zones”, “learn to unlearn” and “think outside the box”. Global Education is thus a holistic, transformative and lifelong learning process that works at the levels of the head (knowledge), heart (feelings) and hands (action). To stimulate learning at all three levels, it uses a variety of methods, such as role-playing, visualisation, improvisation, group discussions, theatre techniques, the use of photographic and video material, simulations, storytelling and many others.

According to A. Cabezudo, transformative learning involves *“a deep, structural shift in the basic premises of thoughts, feelings and actions; this implies a real change in perspective towards*

a radical interconnectedness and a real sense of the possibilities of social justice and peace. She defines the three key elements of transformative learning as: *a) a critique of the dominant culture’s formative appropriateness; b) a vision of what an alternative to the dominant form might look like; and c) a process of change to create a new cultural form that is formally appropriate*”. The main aim of this type of learning is to “develop connections between people in order to globalise peace, solidarity and empathy”. By fostering cooperative and solidarity-driven connections rather than perpetuating divisions through competition, conflict, fear, and hatred, global education can effectively confront challenges such as selfishness, greed, inequality, and over-consumption (A. Cabezudo, 2011).

In Global Education, reflection is a key part of the learning process. Individual and group reflection enables students to think critically and thoughtfully and helps them to process experiences and outcomes more effectively. This not only deepens their understanding of the topics covered, but also enhances their learning. By sharing their reflections, students can compare their experiences with those of their peers, broadening their perspectives and stimulating further discussions and a collaborative learning environment.

GLOBAL COMPETENCE

Global competence can be defined as “the ability and willingness to understand and act on issues of global importance” (Boix Mansilla, 2016). As promoted through Global Education, it focuses on equipping students with essential skills and values that are crucial for navigating today’s interconnected world. These include critical and creative thinking, effective communication, analytical skills, and the ability to resolve conflicts peacefully. Together, these skills enable young people to make informed and responsible decisions. Moreover, Global Education nurtures important values such as solidarity, justice, empathy, equality, respect, and responsibility. It also cultivates cultural and environmental awareness. These values are essential for promoting harmonious coexistence in a world marked by diversity and rapid change. As our world becomes increasingly globalised, there is a growing need for global competence,

which emphasises the importance of understanding, engaging with and contributing positively to global issues and communities. Through Global Education, young people are better prepared to thrive and contribute meaningfully in a dynamic and interconnected global society. The Organisation for Economic Co-operation and Development (OECD) has defined the global competence as “a multidimensional capacity”. The description of global competence is, in fact, the same as the description of the main goal of Global Education: “Globally competent individuals can examine local, global and intercultural issues, understand and appreciate different perspectives and worldviews, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being” (OECD, 2018).

THE ROLE OF GLOBAL EDUCATION TEACHERS

Teachers in the 21st century face a complex environment shaped by globalisation, technology, information, policy changes and the changing needs of new generations of students. Adapting to these changes requires flexibility, creativity and a commitment to supporting students on their educational path. By incorporating Global Education into their teaching practices, educators play a crucial role in enhancing the competencies young people need to tackle the challenges of the modern world. This approach supports students in developing a deeper understanding of global social and environmental processes. It equips them with the skills and knowledge needed to navigate and contribute positively to an interconnected world. Thus, integrating Global Education into teaching not only enriches the educational experience but also prepares students to engage thoughtfully with the complexities of the 21st century.

SOURCES

Cabezudo, A. (2011). *Global Education as a Transformative Learning*. *Global Education Magazine*.

In: <https://globaleducationmagazine.com/global-education-transformative-learning>

North-South Centre of the Council of Europe. (2012). *Global Education Guidelines. Concepts and methodologies on global education for educators and policy makers*.

In: <https://rm.coe.int/prems-089719-global-education-guide-a4/1680973101>.

Boix Mansilla, V. (2016). *Global thinking. An id-global bundle to foster global thinking dispositions through global thinking routines*. In: https://pz.harvard.edu/sites/default/files/Global%20Thinking%20for%20ISV%202017%2006%2023_CreativeCommonsLicense.pdf.

GENE. (2022). *The European Declaration On Global Education To 2050*.

In: <https://static1.squarespace.com/static/5f6decace4ff425352eddb4a/t/65cbd5b4dbd08357e1f86d56/1707857361786/GE2050-declaration.pdf>.

OECD. (2018). *Preparing our youth for an inclusive and sustainable world. The OECD PISA global competence framework*.

In: <https://gisigpl.wordpress.com/wp-content/uploads/2017/12/global-competency-for-an-inclusive-world.pdf>.

BRIDGE 47. (2019). *Transformative Learning Journey – Tackling the Root Causes of Global Crises*.

In: http://www.worldwiseschools.ie/wp-content/uploads/2020/02/TLJ2_Workshop2_Documentation.pdf.

FACILITATION TIPS FOR INTRODUCING GLOBAL EDUCATION IN THE CLASSROOM



When introducing global education issues into the classroom, it is vital to provide a safe and fair environment where issues can be discussed freely, but where it is also recognised that freedom of expression must be tempered by human rights values. Promote cultural sensitivity and respect for diverse viewpoints throughout the lessons or activities. Ideally, it is good to plan carefully for teaching a difficult topic and to spend time building relationships and the

ground rules with the students you are working with. However, controversy can also arise unexpectedly on the playground or outside the classroom and it is important to deal with such issues as they arise. It is important to set the boundaries for an inclusive discussion in which all young people can participate. We can achieve this by establishing ground rules in collaboration with the students.

THERE ARE SOME GROUND RULES FOR COOPERATION WITHIN THE GROUP

1. Only one person can speak at a time.
2. Challenge ideas, not people.
3. Use appropriate language.
4. Offer reasons for views.
5. Listen to others.
6. Show respect for the views of others.
7. Everyone should be able to express their views.

Integrating global education into the curriculum requires a complex approach. It is important to know why and how we want to bring global issues into the classroom. A range of facilitation techniques and tools can help us to do this.

FACILITATION TIPS TO ENSURE SUCCESSFUL IMPLEMENTATION

1

Start with clear objectives

Define the goal: Clearly outline what you are trying to achieve with the lesson/project.

2

Engage and inspire students

Interactive classes: Use interactive methods such as group discussions, role-playing and simulations to keep students engaged.

Real-world examples: Incorporate real-world case studies and examples to illustrate global concepts and issues.

3

Encourage collaborative learning

Group work: Encourage teamwork and collaborative projects to help students learn from each other's perspectives.

Peer learning: Facilitate opportunities for teachers to share best practices and resources with each other.

Intergenerational learning: We are all learning from each other all the time, even teachers are learning from their students (especially now with all the digital information).

4

Use diverse resources

Multimedia tools: Use videos, podcasts, and online articles to provide diverse perspectives and engage different learning styles.

Guest speakers: Invite experts from different fields to provide insight and first-hand experience of global issues.

5

Promote critical thinking

Questioning techniques: Use open-ended questions to promote critical thinking and a deeper understanding of global issues.

Debate and dialogue: Encourage debate and dialogue on controversial or complex global issues to stimulate critical analysis.

6

Emphasise global citizenship

Global responsibility: Teach students about their roles and responsibilities as global citizens.

Action projects: Encourage students to get involved in projects that have a positive impact on global issues, such as environmental conservation or social justice.

7

Customise teaching materials

Tailored content: Adapt teaching materials to suit the specific needs and contexts of the students.

Localised examples: Use examples and case studies that are relevant to the local context while highlighting global connections.

8

Assessment and reflection

Formative assessments: Use quizzes, reflections, and discussions to assess understanding and provide feedback.

Reflective practices: Encourage students to reflect on what they have learned and how it applies to their lives and the wider world.

ROLE OF THE TEACHER

While it may seem common sense that teachers should be neutral, the reality is that this is almost impossible to achieve. We will always reveal our perspective through the tone, language and body language we use especially if we have strong views on an issue.

It can also be valuable to acknowledge that sometimes issues are complex and it may take time to think and respond, thereby modelling for the class that it is OK to be unsure or to change your viewpoint.

We can play five possible roles when dealing with difficult conversations in the classroom. It is important to be flexible in the choice of approach as well as to be clear about why a particular method is being used on a particular occasion. Each of these roles may be appropriate depending on factors such as the topic, the age of the young people and any prior learning.

THE ROLES

Neutral or impartial facilitator – You never express a personal view. You provide a fair and balanced representation of a wide range of perspectives.

Declared interest – You state your position on an issue so that your students know where you stand.

Devil's advocate – You deliberately express a view contrary to that of the class in a situation where there is consensus among the students.

Official view – You take the official view, representing the views of the school or community.

Ally – You support the views of the students who hold a minority view in the class.

THINGS TO REMEMBER

Dealing with sensitive global issues in the classroom can be potentially challenging and difficult for teachers. Here is a summary of things to remember.

- **Agree ground rules within the class.**
- **Encourage young people to think.**
- **Build a relationship with your students before discussing sensitive global issues.**
- **Prepare yourself for a given topic.**
- **Distance yourself from an emotional response.**
- **Respond to hate speech and discuss why it is not appropriate.**
- **Be ready to follow up if necessary.**
- **Refer to the values, do not discuss facts, do not criticise opinions.**

SOURCES

Dzięciołowska K., Wojtych A. (Editors). *Global Learning in Subject Teaching: Framework and Toolkit*. 2020. Warsaw. Global Issues Global Subjects project. ISBN 978-83-66150-68-3. In: <https://www.humanitas.si/wp-content/uploads/2022/09/Global-Learning-in-Subject-Teaching-FrameworkToolkit.pdf>.

ACTIVE LEARNING AND CRITICAL THINKING



Many teachers are trying to change their practices to support reading and writing for critical thinking. They want to challenge their students not only to memorise, but also to question, investigate, create, solve, interpret, and discuss the material in their courses. Studies show that active classes, as long as they are purposeful and well organised, are often the ones in which students learn the material most fully and usefully. Learning fully and usefully means that students can reflect on what they have learned, apply it in real situations or to further learning, and can continue to learn independently (Gardner 1993; Marzano 2001).

Some years ago, the Swiss psychologist Jean Piaget showed that we learn by making sense of the world in terms of the concepts we already have. And in the process of making sense of the world, we change our old concepts, thereby expanding our capacity to make even more sense of our future encounters with the world.

There are three phases, corresponding to the learning activities identified by Piaget and his followers.

In this text, we use a three-phase teaching model used by the Reading and Writing to Critical Thinking Project. The phases of the lesson are: **Evocation**, **Realisation of Meaning** of new information, and **Reflection (RWCT)**. These terms were introduced by Jeannie Steele and Kurt Meredith (1997). The learning model is called the **ERR model**.

Students learn by using the knowledge they already have, so teachers should begin a lesson by drawing out students' prior concepts, and getting them ready to learn by asking questions and setting learning goals. This phase of learning is called **Evocation**.

- **Evocation** is the first stage of the learning process.
- Students recall what they think about the topic they are about to study, what they know for sure, what they believe, what questions they have about it.
- What learners have in their minds at the start of learning and what they recall is structured in the process of recall (evocation), so that in the next phase the new information can be placed in the appropriate place in the minds of those who are learning.
- In the process of recall, an intrinsic motivation for learning is triggered (in other words – curiosity about what it is really like; the need to acquire new information to solve a question; the desire to experience or try something to confirm or refute one's hypothesis, etc.).
- At this stage, students are already learning (it is not just about preparing to learn).

Since students learn by making sense – that is, by exploring and inquiring – teachers should encourage students to inquire. And since inquiry is an activity that can be improved, teachers should show students how to inquire, question, seek and examine information. This phase of learning is called **Realisation of meaning**.

- **Realisation of meaning** of new information is the second stage of the learning process.
- Students actively process the source of new information by going through a new experience.
- Students make connections between new information coming from an external source at this stage (text prepared by the teacher, video projection, experiment, field trip...) and the information they have recalled and sorted in the first phase of the learning process.

Finally, since the act of learning changes our old ideas and expands our capacity to learn new things, teachers should encourage students to reflect on what they have learned, to examine its implications, to apply it in some useful way, and to modify their old ways of thinking about the topic. This phase of learning is called **Reflection**.

- **Reflection** is the third stage of the learning process.
- Learners review the learning process they have just gone through and formulate their new image of the topic or problem (what they now know about it, what they have confirmed, what they have corrected, what questions remain unanswered, what they would like to learn about the topic next time).

The **ERR model** of learning is used by the teacher to plan their lessons in such a way as to retain as many features of natural learning as possible, which is most effective. There are many models and tools for lesson planning. We consider the ERR model to be both simple and effective. Like all models, it should not be used dogmatically, but in such a way that it serves the teacher rather than the teacher serving it.

EXAMPLES OF RWCT METHODS

These methods can be used in the different phases of the learning process (ERR model).

- **Five-leaf Clover** (evocation, reflection)
- **Double-Entry Journal** (realisation of the meaning)
- **INSERT** (realisation of the meaning)
- **Free writing** (evocation, reflection)

FIVE-LEAF CLOVER

A method used in **evocation** or **reflection**. It requires the student to synthesise their knowledge and opinions. It develops the student's ability to summarise information concisely and to select the most relevant information.

Example:

1st line	READING
2nd line	INTERESTING / AMUSING
3rd line	SHOWS / TEACHES / LEADS
4th line	I LIKE MY BOOKS
5th line	LEARNING

The structure of the Five-leaf Clover:

- The first line is the name of the topic written in one word, usually a noun.
- The second line describes the topic, usually two adjectives.
- The third line is three verbs related to the topic (e.g. what it does).
- The fourth line is a sentence with four words.
- The last line is a one-word association or synonym related to the topic.

DOUBLE-ENTRY JOURNAL

This method is well suited to the stage of realising the meaning of new information. The student responds in writing and in full sentences to the text they have read. They link it to their knowledge, questions, associations, assumptions – to themselves – and express their opinions about it. The method can be used with texts of any length, including whole books.

Example:

Quotation from the text

If you have ever moved house, you will know it is normal to pack up your belongings and take them with you. Refugees usually leave their homes in a hurry so they do not have time to pack. Most have nothing left to remind them of home.

Comments

What does it mean to pack the essentials in your backpack? What would I pack? What reminds me of home? It's the people around me, I don't put them in my backpack, but I can pack photos. I can pack my favourite book or toy.

The step-by-step method:

- The teacher hands out the text and asks the students to choose a few parts of the text that they find interesting, appealing, surprising, want to comment on or know more about as they read it individually. It is a good idea to give the students a minimum expected number of these parts.
- Students divide the page of the workbook vertically into two sections:
 - In the left-hand section, the students write down (in the form of quotations) the parts of the text they have read (passages, sentences, ideas and individual words) that caught their attention – and which they want to comment on in the second section.
 - In the right-hand section of the notebook, the students write their comments. (They can write their comments in agreement and disagreement, they can elaborate, ask questions, formulate hypotheses, write their aspirations and sighs, their summaries, additions, generalisations and concrete examples...)
- The teacher works in parallel with the class – reading the text, transcribing the statements, as well as writing their comments in the right column.

INSERT

This is one of the basic methods of critical thinking. It can be used when reading a scientific text, as part of the phase of **realising the meaning of new information** and reflection. The reader takes an active part in the work by recording the marks with which they express their attitude to the information contained in the text.

INSERT means

I Interactive
N Noting
S System for
E Effective
R Reading and
T Thinking.

The step-by-step method:

- The teacher gives the students a text (it can be a combination of text, pictures, maps, diagrams, etc.) of a length and difficulty appropriate to their age.
- The teacher introduces a system of four signs (✓, +, ?, –) and posts it in a visible place.

- ✓ I know the information, it is consistent with my previous knowledge.
- +
- ? The information is new to me, I accept it.
- ?
- I do not understand the information, it is unclear to me, I need to elaborate on it, I want to make it more specific, I want to know more.
- The information contradicts what I know from before.

- The student's task is to read the text individually within a given time limit and to mark it with the symbols mentioned. It is a good idea for the teacher to give the students a non-binding limit on the number of marks per paragraph (they will then not vary so much in the time they take to work). It is therefore not necessary for students to mark every piece of information contained in the text.
- While the students are working, the teacher also reads the text, but focuses mainly on the symbols ? and –. In this way, they will also get an idea of the time needed by the students.
- Sharing in the class: When the time is up, the teacher asks the students to go individually to the four flipcharts (each with one of the four markers) on the classroom walls and write in their own words a brief selection of the most important ones for them. (This forces the students to convert parts of the text they have received into their own written expression.) If a student finds that their point has already been written on the flip chart by someone else, they add a comma/strike to the relevant point. (This gives both teacher and students an overview of the most frequently annotated parts of the text. For example, students who write “?” or “–” more than once, will learn from the commas next to their point that they are not alone.) When the student has written everything they wanted to write on the walls, they sit down again.
- Variation of sharing: instead of working with flipcharts, work with the INSERT table – the students each individually make a table in their notebook with four columns (✓, +, ?, –) and select from the text for each marker the information they consider most important, most essential, most pressing. This option is less time-consuming.
- The students enter the text they have read in their notebooks with their own comments, the flipcharts on the classroom walls are filled in and the teacher can summarise the most basic information from the topic at the end of the lesson.

FREE WRITING

This is a method used in **evocation** or **reflection**. Free writing helps to deepen the ability to think about the given topic. The aim is not to write stylistically, but to present a coherent unit of thought. It is about finding new associations or an original understanding of the topic. It is a time-limited activity (usually two to ten minutes). While writing, students are not allowed to stop writing until the time is up and to return to what is already written. Students do not have to think about grammar. When the time is up, they read their texts to their partners in pairs. They try to find the points where they have got the same ideas. Then the pairs share their work voluntarily with the whole class.

Other methods can be found in the **Useful sources** section.

SOURCES

Crawford, A., W. Saul, S. R. Mathews. (2005). *Teaching and learning strategies for the thinking classroom*. New York: The International Debate Education Association.

Gardner, H. (1993). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

Marzano, R., D. Pickering, and J. Pollock. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Washington, DC: Association for Supervision and Curriculum Development.

KYNCL, Libor. (2024). *Metody RWCT*. In: <https://liborkynclustranky.cz/clanky/metody-rwct>.

HAUSENBLAS, Ondřej a KOŠŤÁLOVÁ, Hana. Co je E-U-R? *Kritické listy. Čtvrtletník pro kritické myšlení ve školách*. Jaro 2006, č. 22, s. 54–58. ISSN 1214-5823.

USEFUL SOURCES

Temple, Ch. (2001). *Reading & Writing for Critical Thinking in Higher Education: Critical Thinking Across the Curriculum*. In: http://www.thinkingclassroom.org/uploads/4/3/9/0/43900311/rwct_for_he_english_pdf_all_pages_final_18apr2018.pdf.

ICEBREAKER ACTIVITIES IN GLOBAL EDUCATION SETTINGS

The benefits of using icebreaker games in global education settings are numerous and impactful. These activities facilitate introductions in an engaging and enjoyable way, moving beyond the usual routine of simply stating names and roles. Icebreaker games help students remember each other's interests and names (if needed), initiate conversation and create a positive atmosphere.

When used effectively, icebreakers can quickly build a sense of community, set the appropriate tone for the upcoming lesson, and empower students to take ownership of their learning experience. They provide an excellent opportunity for students to share their expectations and for teachers to seamlessly introduce the day's topic. These activities enable students to activate and share their previous knowledge and experience of the topic (see the "Evocation" phase above), as well as to listen to input from others in the group.

Moreover, icebreaker games help students to relax, to understand each other better and to enhance collaboration. They energise the group, ensuring everyone is focused and ready to engage in the learning process. In a global education setting, these benefits are particularly valuable, as they help to bridge cultural differences and create a cohesive learning environment.

Below are some suggestions for icebreaker activities that can be helpful in initiating global education classes:

GLOBINGO GAME

This activity works well with both small and large groups, helping students to mingle and make connections effortlessly. It also helps to facilitate discussion and experience-sharing on the topic of the lesson.

1. Print out Globingo cards (**Icebreakers – Annex 1**) for each student. You can use the template provided in the Annex or create your own version. It is easy to adapt this activity to fit the topic of the lesson. You can make a Globingo card on any topic, such as migration, climate change, cultural diversity, activism etc. You can also adjust the number of questions on your card depending on how much time you have for this activity.
2. Hand out the Globingo cards and pens to the students.
3. Explain that the group will have 15 minutes (or whatever time is available) to get to know each other. During this time, they should introduce themselves to each other and find people who match the traits on the Globingo card.
4. Once they have found the person with the correct trait, they must put the person's name in the corresponding box or have the person sign the appropriate square. Usually, each person's name can only be written once.
5. The game continues until the first person to fill in all the boxes calls out "Globingo".

Commutes to school by bicycle or public transport	Knows where their clothing items were manufactured	Can name a principle of fair trade	Knows what SDGs are
Likes to watch documentaries	Has participated in a climate strike	Prefers plant-based and/or local food on a daily basis	Composts their biodegradable waste
Has supported the work of a charity or environmental organisation	Knows a book/film/song by a non-Western author	Has signed a human rights petition	Has grown some of their own food (herbs, vegetables etc.)
Can explain what global issues are	Their mobile phone is more than 3 years old	Has participated in a beach or park clean-up	GLOBINGO

Picture – Globingo card.

FRUIT SALAD

This is a good icebreaker activity that gets people moving and creates lots of laughter and fun. It is easy to play and requires little preparation. This activity requires chairs and enough room to place them in a circle.

1. Have everyone sit in a circle of chairs facing inwards. Select one person to stand in the middle and remove their chair from the circle.
2. Explain the rules: The person in the middle must say something that applies to at least 2 people in the circle. These statements should be related to the topic of the lesson. For example, “Anyone who recycles rubbish”, “Anyone who uses public transport”, “Anyone who had coffee this morning”, “Anyone who wears clothes made in Bangladesh”. If the person’s statement applies to someone sitting in the circle, that person must get up and move to another chair. If the person says “fruit salad”, everyone must move to another chair.
3. The person in the middle tries to sit down. There will be one person left without a chair – that person will be the next person in the middle of the circle. The standing person starts a new round by saying a different statement.

Note: People cannot move to seats to their immediate left or right. For example, a person is allowed to sit two seats away, but they cannot move to the left or right of their current seat (unless the statement only applies to two people sitting next to each other, in which case it is OK).

GROUP MAP

This activity is particularly useful for lessons with students from diverse backgrounds. It facilitates getting to know each other and sharing personal stories and values.

1. Invite the students to position themselves on an imaginary map placed in the room representing their home country. Then, ask them to share one internal value they have learnt from their upbringing and explain its significance to them.
2. Encourage the students to share a short story if they wish. Discussing customs and values from childhood fosters greater understanding and helps to build stronger bonds within the group.
3. Alternatively, you can ask the students to stand on the map in places where they have lived or travelled.

PASSIONS TIC TAC TOE

The aim of this icebreaker game is to help students get to know each other at the beginning of an event and to identify their values, interests, and actions to make a positive impact, which can be shared later.

1. Provide each student with a 3 x 3 grid (**Icebreakers – Annex 2**) and ask them to fill each square with a different personal passion. Encourage them to include passions related to the environment (such as hiking or litter picking), community improvement (such as volunteering), or global causes (such as activism or donating).
2. After completing their grids, have students go around the room and compare notes. When they find a matching passion in both grids, they should sign each other's corresponding square.
3. The winner is the student who collects signatures to form three lines (vertical, horizontal, or diagonal). You can continue the game to allow more than one winner.

SOURCES

Cserti, R., & Cserti, R. (2024). *61 Ice breaker Games [That your team won't find cheesy] / SessionLab*. SessionLab. In: <https://www.sessionlab.com/blog/icebreaker-games>.

Harper, H. (2023). *Ice Breaker bingo & how to play it with your team*. QuizBreaker. In: <https://www.quizbreaker.com/icebreaker-bingo>.

Great group games. (2019). *Fruit salad*. Great group games. In: <https://greatgroupgames.com/fruit-salad>.

MAPS AND PERCEPTIONS OF THE WORLD

How can maps shape the way we see the world? We offer a short reflection that you can use in your own reflection on global issues or as a lesson for your students.

How to do it?

ASK QUESTIONS...

10–15 minutes

Open the topic by asking questions:

- Why is north always up and south always down on maps?
- Why does the zero meridian pass through Greenwich and not through Bangkok?
- Who drew the maps and why?
- What associations come to mind when you hear the words “south” and “north”?
- Why do you think you came up with these associations?

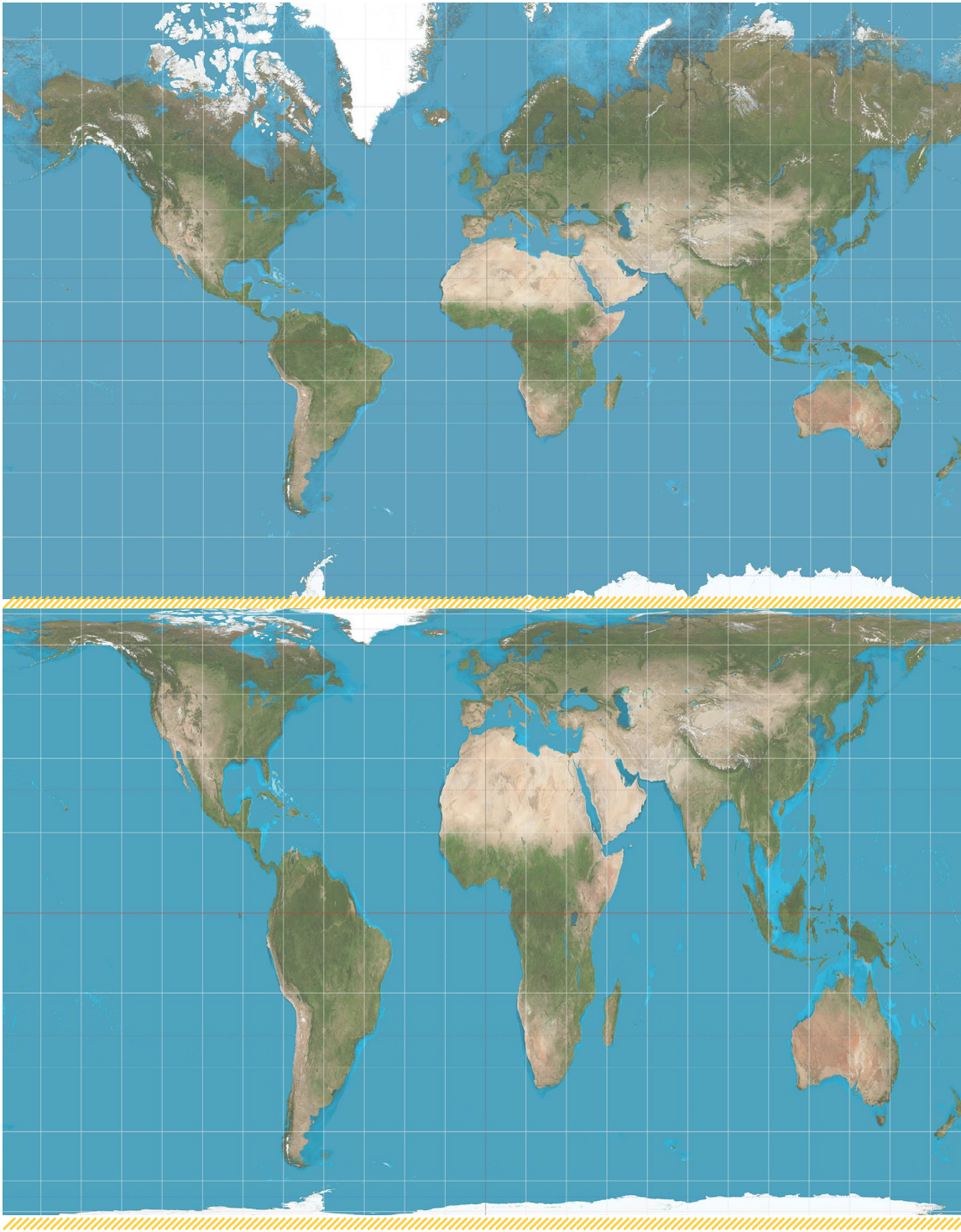
IS THE MAP AN ACCURATE REPRESENTATION OF THE WORLD?

25 minutes

Invite the students to look at the different maps/representations of the world on the maps below and write down their answers to the questions:

- How are these maps different? How are they oriented, which country is in the centre, how are the areas of each continent shown?
- Can a map affect our perception of the world in any way? How?





Source: Strebe, 2011. Wikimedia Commons

WHICH MAP IS THE MOST ACCURATE?

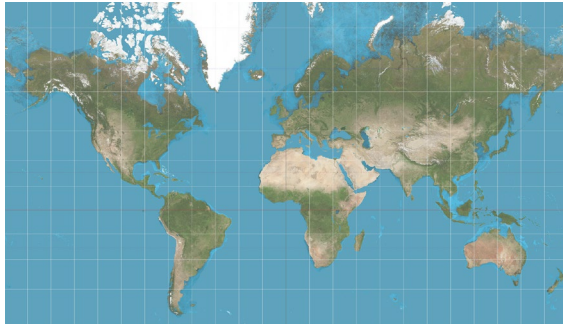
15–25 minutes

Use the video “Gall-Peters Perspective” (<https://www.youtube.com/watch?v=vVX-PrBRtTY>, length 3:59 minutes, English with English subtitles) as a basis for thinking about how maps and representations of the world can influence our perceptions.

Discuss the questions raised by watching the video (or working with the transcript). Discussing issues of anthropocentrism can raise many questions and emotions. There should be a space to share emotions, students' views, values and attitudes (this can also be used with other tools such as the Philosophy for Children and Communities method, e.g. SapereP4C, 2024; <https://p4c.com/website-samples/>, <https://p4c.com/wp-content/uploads/2016/07/Philosophy-for-Children-how-to-4.pdf>).

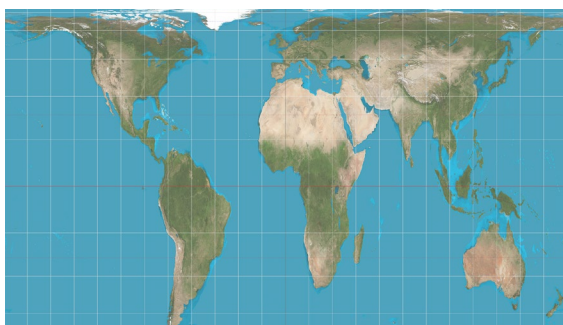
INFORMATION

Mercator projection of the world: a map of the world with correct angles and distances between continents.



The surface of the Earth at the equator is shown very accurately, while the size and shape of the polar regions are greatly distorted. The map does not show the correct proportions between the areas of the continents – these increase as you move away from the equator towards the north and south poles. The greater the latitude of a country, the more its actual size is distorted. The map was created in 1569 by the Flemish cartographer and geographer Gerardus Mercator to help sailors navigate and plan their voyages around the world.

Gall-Peters projection shows the world with the correct proportions of the continents.



The areas of the continents are shown at the correct size no matter where they are on the map. In other words, a square metre is a square metre no matter whether it's at the equator or the North Pole. On this map, the areas near the equator are shown stretched out, while areas near the North and South poles are shrunk. The map was published in 1974 by the German historian and cartographer Arno Peters, who based on earlier work by the Scottish scientist James Gall in the mid-19th century. The Gall-Peters projection is the official map of the United Nations, and more and more schools around the world are starting to use it. Do you use it at school as well?

If we only look at the world from one perspective – for example, we only use the Mercator projection on maps – we will only be able to interpret the world from one perspective – that of our own culture, which for us is the centre of the world. So we can talk about an ethnocentric worldview, which is problematic because we perceive all other cultures as “other”, different, we evaluate them from the perspective of our own culture, and this usually leads us to perceive them as inferior.

It is therefore important to take into account other perspectives, other views and interpretations of the world than one's own, and to accept that all are true and equal – one's own view is always correct for the individual, which is understandable, but it is important to acknowledge this possibility for others.

“Ethnocentrism’ is the term used for a cultural or ethnic bias (whether conscious or unconscious) whereby an individual views the world from the perspective of their own culture, identifying their in-group as archetypal, and evaluating all other groups in terms of this ideal. This form of tunnel vision often leads to:

(1) an inability to adequately understand what is important to a person, (2) value judgments that privilege the in-group and assert its superiority, thus linking the concept of ethnocentrism to multiple forms of chauvinism and prejudice, including nationalism, racism, and even sexism and disability discrimination” (Baylor, 2012).

SOURCES

FREE WORLD MAPS. (2023). Physical world map. In: <https://www.freeworldmaps.net/world/america-centric/physical-world-map.jpg>.
 DESJARDINS, Jeff. (2020). Mapped: Visualizing the True Size of Africa. In: <https://www.visualcapitalist.com/map-true-size-of-africa>.
 BAYLOR, Elizabeth. (2012). Ethnocentrism, Oxford Bibliographies Online. DOI: 10.1093/OBO/9780199766567-0045. In: <https://www.oxfordbibliographies.com/display/document/obo-9780199766567/obo-9780199766567-0045.xml>.
 Strebe. Wikimedia Commons. (2011). Map_GallPeters projection. In: https://cs.m.wikipedia.org/wiki/Soubor:Gall%E2%80%93Peters_projection_SW.jpg.
 Strebe. Wikimedia Commons. (2011). Map_Mercator projection. In: https://cs.m.wikipedia.org/wiki/Soubor:Mercator_projection_Square.JPG.

LESSONS: **CLIMATE CHANGE**

MY PERSONAL CLIMATE STORY



01 MY PERSONAL CLIMATE STORY

“My personal climate story” is an engaging activity that harnesses the potency of personalised narratives and storytelling. Through this exercise, students/participants gain insight into the universal impact of global challenges, demonstrating how these issues affect individuals on a personal level. It also enables them to articulate their own experiences. The activity draws inspiration from the Digital Storytelling method, which typically revolves around personal anecdotes. However its simplified format makes it more accessible and conducive to classroom settings.



Indication of the complexity level



Min/max number of participants

10–40



Age group

12+



Duration

90–120 minutes

AIM, GOALS, SKILLS

Aim:

Students find, articulate and make others understand the impact of climate change on them using their own tools. Sharing stories helps students to realise that everyone can feel the impacts of climate change.

Skills:

Students write a story that follows basic dramaturgical rules and then identify the key elements of the story, which they create in visual form (storyboard) and present to their peers. Students develop linguistic and visual competences.

CONNECTION WITH SCHOOL

SUBJECTS

Geography, Biology, History, Ethics, Languages

MATERIALS (INCLUDING ANNEXES)

- large screen/projector and sound system for film screening
- flipchart paper (or other bigger paper format e.g.: wrapping paper)
- pens/markers
- the student's smartphone

INSTRUCTIONS

STEP 1

10 MINUTES

First, the teacher presents some digital stories (short videos based on personal experiences, told by the storyteller) as food for thought.

Some useful examples:

- https://www.youtube.com/watch?v=shP92B8F-bQ&ab_channel=AnthropolisEgyes%C3%BClet
- https://www.youtube.com/watch?v=FltpaNol6qg&ab_channel=AnthropolisEgyes%C3%BClet

STEP 2

20–30 MINUTES

Students form smaller groups, ideally 5–6 people per group. Ensure that the groups are far enough apart to avoid bothering each other.

The groups sit in small circles, and they can discuss the content of the videos they have watched.

The teacher asks the students to share their experiences about similar issues they face in their lives in relation to climate change.

***Tip** – For this part it is important that students already have some experience with the topic of climate change and how it affects their environment, for example from previous lessons or projects at school. They can also do some homework to do research on weather changes in their country, they can ask their parents or grandparents what they think are signs of climate change / weather changes in their area.

STEP 3

40–60 MINUTES

The teacher asks the students to write a story of no more than one page based on their personal experience of how they have faced climate change in their country/region. The teacher should give some practical and dramaturgical advice for writing the story (see below).

Each group starts to write a story (one story/group) based on their personal experiences.

When the stories are ready, the teacher asks the students to find 8–10 key points/elements of the story.

The students should make a visualisation of these key points/elements. They can draw all the elements of the story, one element per paper. Or they can use a paper roll and draw the elements side by side, forming a kind of filmstrip.

STEP 4

20 MINUTES

In the end, the groups share their stories, reading them out loud and presenting the visual results. Students should be reminded that this activity is not only about story-telling, but also *story-listening* – we should listen attentively.

Teacher asks about the stories presented:

- ➔ What were the key points of the story?
- ➔ What is the importance of the story?
- ➔ How do the other students feel? Have they had the same/similar experiences?
- ➔ How does it relate to climate change?
- ➔ etc.

The teacher should facilitate the discussion and then conclude the session.

INFO CORNER

Storytelling has always been an integral part of human history; it structures the language, it helps individuals to make sense of the reality surrounding them, it enables communication and exchange. It is a practice shared by all cultures and traditions. Autobiographical storytelling helps individuals to develop a greater self-awareness as well as an understanding of their life experiences, following a two-way trajectory towards the self and towards the other.

Through stories, students can gain insights into different cultures, perspectives, and historical contexts. This exposure fosters empathy and broadens their worldview, helping them to appreciate diversity and develop a more inclusive mindset. Understanding different cultural narratives helps students connect with peers from around the world and promotes global citizenship. Storytelling encourages critical thinking and problem-solving skills.

Another important part of storytelling is the sharing of stories between participants. Listening to another person's story inevitably creates connection between individuals. They can see the effect of their own story on the other participants and they can also experience the effect of sharing their often very personal stories or future plans with others.

Stories often evoke emotions and help students to connect with their own feelings and those of others. This emotional engagement supports social development by improving empathy, emotional intelligence, and interpersonal skills. Through storytelling, students can explore and express their own experiences and emotions in a safe and structured way.

ADDITIONAL SOURCES

Some advice for writing the stories:

- Stories should be written in a language that is easy to understand: "Write as you speak, avoid literary expressions."
- What is your story about? – Answer in one sentence!
- Personal approach, unique perspectives.
- The story should be about 180–320 words.
- The story should have an arc and structure.

ADDITIONAL SUGGESTIONS

If there is more time for the activity and technical interest or capacity the participants can make a digital version of their story:

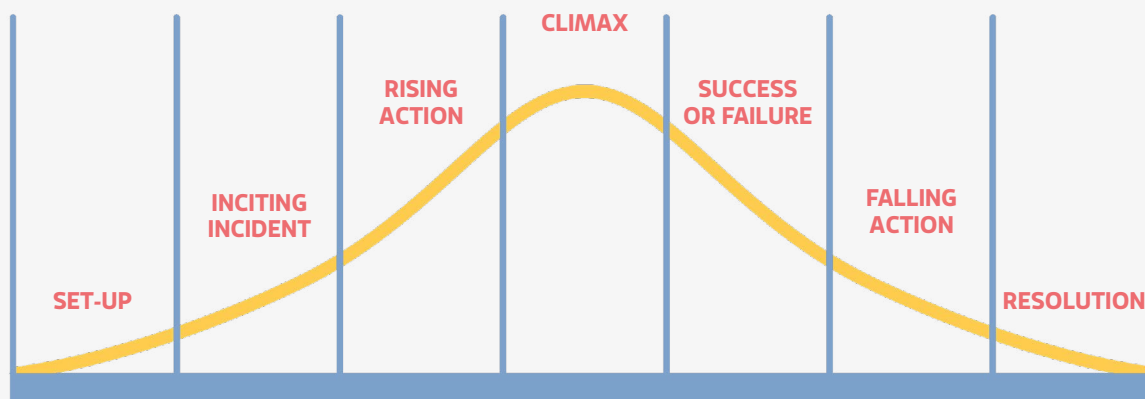
- record the story told by one of the authors,
- make digital images (photos and/or scanned version of the drawings made earlier),
- edit the story using one of the free editing software or apps (e.g. DaVinci Resolve for laptops or CapCut video editor app),
- organise a joint screening for the whole group. You can discuss the short videos produced, but don't evaluate them.

SOURCES

Picture: Story arc (Anthropolis, 2024)

STORY ARC

NARRATIVE ARC



Picture: Story arc (Anthropolis, 2024)

LESSONS: **CLIMATE CHANGE**

THE CLIMATE WEB



02 THE CLIMATE WEB

This activity aims to introduce the topic of climate change into the classroom. Students look for connections (causes and effects) between selected concepts and the topic of climate change. It can be done with the whole class or with small groups of students



Indication of the complexity level



Min/max number of participants

10–25



Age group

12+



Duration

20 minutes

AIM, GOALS, SKILLS

Aim:

Students look for connections between specific concepts, identify causes and effects of climate change.

Skills:

Students listen to their classmates, and formulate their opinions on given concepts.

Students discover the links between climate change phenomena and the interconnectedness of the elements.

CONNECTION WITH SCHOOL SUBJECTS

Geography, Biology, Ethics, Languages

MATERIALS (INCLUDING ANNEXES)

- ball of wool or string
- stick-on labels

INSTRUCTIONS

STEP 1

1–5 MINUTES

Teacher writes words related to climate change on stick-on labels and distributes them to the students standing in a circle. Each student gets one word, and sticks it on their chest (like a name tag).

Examples of words: drought, industry, ice melt, hurricane, conflicts, flooding, road transport, food waste, coastal erosion, terrestrial biodiversity, agriculture, migration, chemical fertilisers, marine biodiversity, forest fire, sea level rise, water shortage, animal husbandry, diseases, agriculture, CO₂, famine, oceans, animals, pollution, deforestation.

STEP 2

2–25 MINUTES

The teacher explains the activity: *“You have been given words that can be linked to climate change. Keep tossing the ball and explain the relationship between the word you have and the word of the person you are tossing the ball to, holding the string tight in your hands all the time.”*

The person who starts (anyone standing in the circle) holds the end of the string and throws the ball to another player, precisely explaining the relationship between them.

The next person holds the string and throws the ball again to someone that they are related to in one way or another.

Students can receive the ball several times, but they cannot throw it twice to the same person.

Throughout the game, each player keeps the string in their hands so that the group ends up with a complex web representing the interdependence between the causes and effects of climate change. When everyone has had the ball and a web has formed in the circle, the teacher asks the students to stop throwing the ball and to keep the string tight and still. They then walk to any point on the web and pull the string. The teacher could ask “What do you feel?” (as each point of the net begins to vibrate) and “What do you conclude?”.

ADDITIONAL SUGGESTIONS

Tip – If students are doing this activity for the first time, it is advisable to form smaller groups and choose simple words/concepts and fewer words.

Taking it further

In a second phase, the teacher could ask the students to search for images representing the words and to create a fresco showing the causes and consequences of each item. Using both words and pictures makes the activity more visual.

It is also possible to throw the ball back in reverse order to make it easier to recreate the ball of wool or string.

LESSONS: **CLIMATE CHANGE**

#ISHARE- HERPOWER



03 #ISHAREHERPOWER

Students will learn about the work of female environmental activists from the Global South countries and/or indigenous communities. They will then research the work of an activist of their choice and develop a street art sticker design to share the activist's message.



Indication of the complexity level



Min/max number of participants

10–25



Age group

12+



Duration

20 minutes

AIM, GOALS, SKILLS

Goals:

Students discuss the role of women in environmental activism and leadership. They understand the interconnections between climate change, human rights, gender equality, etc., and therefore grasp the basic meaning of climate justice.

Students create street art stickers that raise awareness of the work of these leaders and inspire others to take action.

Skills:

Students gain a broader perspective on the topic of climate change (from inspirational leaders of indigenous and/or Global South origin) by creatively representing the issue.

CONNECTION WITH SCHOOL

SUBJECTS

Social Sciences, Geography, Art, History (Herstory).

MATERIALS (INCLUDING ANNEXES)

A4 paper, markers, pens, pencils, white sticker paper (A5–A6), computer, projector and internet connection to watch videos, smartphones for participants to do research.

Annexes:

- Annex 1 – Presentation
- Annex 2 – List of activists

INSTRUCTIONS

STEP 1 – INTRODUCTION

15 MINUTES

The teacher begins by briefly introducing the theme of the workshop – celebrating powerful female activists who are working for climate and environmental justice (see Info corner). One possible way to get the students thinking about this topic is to ask them to identify female leaders they know and admire.

The teacher asks students to name some keywords and emotions that come to mind when they think about climate change.

The teacher then asks students whether they have heard the term “climate justice” before and what it means to them. After students have shared their perspectives, the teacher can elaborate on their answers by using the definition of climate change on the presentation slide. The teacher explains that the activists who they will learn about are all fighting for the cause of climate justice and, in the case of other environmental challenges, environmental justice.

The teacher shows short video clips or interviews with a selection of activists like Wangari Maathai, Berta Cáceres, Rigoberta Menchu, Vandana Shiva, Autumn Peltier or others (see links in the annexes). The teacher can choose 1–2 videos for the class to watch together.

After each video, the teacher facilitates a short discussion with the students about the role these women played in their communities and globally, the reasons for their activism, their achievements and the obstacles they faced.

STEP 2 – RESEARCH TIME

20 MINUTES

The teacher provides students with a list of these activists (Annex 2) or encourages them to choose a female leader they find inspiring.

The teacher allocates up to 15 minutes for students to research and gather information about the life, achievements and challenges of their chosen activist.

STEP 3 – INTRODUCTION TO STREET ART STICKERS

5 MINUTES

The teacher briefly introduces street art stickers, explains their popularity as a form of expression

and activism, shows examples of street art stickers and shares cases where stickers have been used to inspire change and convey messages.

Emphasise the idea of using stickers as a creative way to share the stories and messages of powerful female activists.

STEP 4 – STICKER CREATION

35 MINUTES

If necessary, the teacher provides students with art materials such as paper, markers, coloured pencils, and sticker paper and asks them to create a street art sticker dedicated to the female leader they have researched.

The sticker should include the leader's name, the hashtag #IShareHerPower and elements that represent her ideas, work, portrait, or a meaningful quote.

STEP 5 – SHARING AND DISCUSSION

15 MINUTES

Each student is invited to share their street art sticker with the group.

The teacher facilitates a discussion about why they chose a particular leader, what they learned during their research and what message their sticker conveys.

The teacher invites students to share the stickers responsibly and encourages students to paste them in suitable locations to raise awareness.

The teacher encourages students to reflect on how they can apply similar activist practices to their own lives, for example by getting involved in local or global initiatives (writing letters to local government officials or community leaders to advocate for the issues raised by the activists).

Students could also be encouraged to set personal goals or action plans for how they will continue to support the causes championed by the activists they have studied, inspiring them to become the next generation of climate and environmental justice leaders.

STEP 6 / SOCIAL MEDIA CAMPAIGN

(OPTIONAL)

The teacher invites students to share their creations on social media using the hashtag #IShareHerPower, extending the impact of the lesson beyond the physical space.

INFO CORNER

The lesson uses the terms Climate justice and Environmental justice because many of the activists work on broader environmental issues, not just climate change, and the term climate justice would be too narrow in their case. At the same time climate justice is a more concrete example of the topic for the students.

→ About climate justice:

One possible definition of climate justice is: “The impacts of climate change will not be borne equally or fairly, between rich and poor, women and men, and older and younger generations. Climate change is not only an issue of environmental conservation, but also an issue of justice and human rights. While those most responsible for climate change are relatively insulated from its impacts, it is those who have contributed least that are likely to feel the effects most significantly.” (UN, 2019).

→ About Sticker Art:

Sticker art, also known as slaps, is a form of street art in which images or messages are publicly displayed using stickers. These stickers can promote political agendas, comment on issues, or serve as a subcategory of graffiti. Sticker artists draw their work by hand, using home printers, or commercial printing services, and often trade or sell their creations. Unlike traditional graffiti, stickers are portable before use, allowing for wide distribution and exchange, sometimes globally, through graffiti shops and online stores. Sticker art is also collectible, with some collections reaching tens of thousands of stickers. Exchanges encourage collaboration between artists and promote the display of received stickers. Projects like Cristina Vanko's “I am Coal” use sticker art to raise awareness of issues such as climate change, exemplifying its role as “smart vandalism” (Wikipedia, 2024).

→ About Herstory:

History considered or presented from a feminist viewpoint or with special attention to the experiences of women.

ADDITIONAL SUGGESTIONS

- Before pasting the stickers, the teacher explains to the students the **ethics of street art**: that it is made to convey important and inspiring messages and should always add aesthetic value to the space rather than take it away. It is also possible to discuss the environmental aspects of street art etc. The inspiration can be found here: <https://linkedframe.com/blogs/news/the-ethics-of-street-art-vandalism-or-public-service>.
- The teacher can scan the stickers and print more of them on sticker printer paper.
- Alternatively, students could draw a comic strip about the life of a female activist. (This activity will take longer and might take several lessons).
- Examples of the inspirational stories: The Goldman Environmental Prize, <https://www.goldmanprize.org>.

SOURCES

Goldman Environmental Prize. (2024). *The Goldman Environmental Prize*. In: <https://www.goldmanprize.org>.

Cerguta, E. (2024). *The ethics of street art: vandalism or public service?* Undefined. In: <https://linkedframe.com/blogs/news/the-ethics-of-street-art-vandalism-or-public-service>.

Wikipedia contributors. (2024). *Sticker art*. Wikipedia. In: https://en.wikipedia.org/wiki/Sticker_art.

UN. (2019). *Climate justice*. United Nations Sustainable Development. <https://www.un.org/sustainabledevelopment/blog/2019/05/climate-justice>.

Merriam-Webster Dictionary. (2024). *Herstory*. In: <https://www.merriam-webster.com/dictionary/herstory>.

LESSONS: **MIGRATION**

A MIGRANT'S EXPERIENCE



04 A MIGRANT'S EXPERIENCE

The lesson focuses on exploring the migrant experience. Students create profiles of migrants, looking at the reasons for migration, details of the journey and potential impacts on countries of origin and destination. Students engage in group discussions through questions about pull and push factors, the nature of migration, and the social/economic effects. The lesson encourages critical thinking, empathy, and understanding of global perspectives. The aim is to raise awareness of the complexities of migration and to encourage reflection on personal and societal implications. The lesson is in line with the Sustainable Development Goals of promoting inclusive education, reducing inequalities and fostering global partnerships.



Indication of the complexity level



Min/max number of participants

5–35



Age group

15+



Duration

75 minutes

(for shorter lessons, assign homework for students to prepare a migrant profile)

AIM, GOALS, SKILLS

Aim:

The aim of the lesson is to provide students with a comprehensive understanding of migration by recognising its types and reasons.

Goals:

Students examine the socio-economic factors that shape migration and deduce the potential impact on both countries of origin and destination.

Students describe the adaptation process of migrants and consider the support needed.

Skills:

Students integrate acquired knowledge with personal experiences and external influences, thus fostering a holistic perspective on migration and its multifaceted implications.

Students develop critical thinking, empathy, and understanding of global perspectives.

CONNECTION WITH SCHOOL

SUBJECTS

Social Studies, Geography, English

MATERIALS (INCLUDING ANNEXES)

Worksheets (annex), projector, internet connection

Annexes:

→ Annex 1 – Worksheet

INSTRUCTIONS

STEP 1 – INTRODUCTION

5–10 MINUTES

Teacher asks students:

- What motivates people to leave their countries?
- Why are some countries more popular as migration destinations than others? (The so-called push and pull factors of migration)
- Do students know anyone who has migrated from or to their home country?
- What is the difference between voluntary and forced migration?

STEP 2 – INDEPENDENT WORK

25 MINUTES

Students form groups of 3–4 members and each group is given a worksheet.

Students create their own migrant profile by answering the questions on the worksheet so that everyone in the group can imagine the person they have created.

The teacher asks the groups to briefly introduce their character and describe their migration journey from the first-person perspective (1 minute per group). It is possible to use a stopwatch to make sure that the groups stay within the allotted time (10 minutes in total).

STEP 3 – GROUP WORK AND CLASS DISCUSSION

35 MINUTES

The teacher forms 5 new groups of students so that the representatives are mixed in the new groups. Each group is given one question to explore. For the discussion, students can use the stories they created for their migrant profiles and additionally study the [infographics on migration](#) (p 10–11) to gain better understanding of the societal and economic impact of migration.

The groups note down 3 most important ideas they have discussed.

After the group discussion, each group reads out their question and shares three most important things they have learned with the whole class.

Questions for group discussion:

- 1. What factors cause people to migrate?**
Students could discuss topics such as: types of migration (including educational, family, work-related, and escape, etc.); pull and push factors (demographic, economic, conflict-related, environmental, family or community-related, personal, well-established migration channels/connections with the destination country, etc.).
- 2. What influences people's decision to migrate?**
Students could discuss topics such as: means of travel; duration of the journey; safety; cost; legal or illegal channels used; health problems encountered, etc.
- 3. What happens when more people with similar profiles arrive in a country?**
Students could discuss topics such as: does the migrant work, pay taxes, create new jobs or fill existing ones that are hard to find among locals, depend on social support, consume public services and goods, etc.
- 4. How does emigration affect the countries of origin?**
Students could discuss topics such as: brain drain, the migrant alleviates unemployment, sends money back home, conveys new knowledge to the home country, motivates fellow countrymen to migrate, etc.
- 5. What can migrants do to make their impact on both the new host country and the country of origin more positive?**
Students could discuss topics such as: integration into the local community, participation in the economy, cultural diversity, exchange of knowledge, etc.

Additional resource: Students can use these infographics to answer the question: https://maailmakool.ee/randekool/wp-content/uploads/sites/3/2022/12/IAE_infograafikud_veeb_ENG.pdf (page 10 – Economic impact of migration, page 11 – Impact of migration on society).

STEP 4 – CONCLUSION

5 MINUTES

The teacher and students discuss together:

- What feelings did thinking about the journey of the character you created evoke in you? Was it interesting, frightening, anxiety-inducing, etc.?
- Did any opinions about migration change during the lesson?

INFO CORNER

- Migration School Course texts in English:
https://maailmakool.ee/randekool/wp-content/uploads/sites/3/2022/03/randekool_tekstid_ENG.pdf.
- Migration School Infographics in English:
https://maailmakool.ee/randekool/wp-content/uploads/sites/3/2022/12/IAE_infograafikud_veeb_ENG.pdf.

SOURCES

MTÜ Mondo. (cit. 2024). Mondo Rändekool.
In: <https://maailmakool.ee/randekool>.

ADDITIONAL SUGGESTIONS

As preparatory homework, students can explore stories of migrants from different sources in their national or international media. Each student chooses two stories of migrants and presents them to the class. It's important to critically analyse the messages these media stories convey about migrants.

- As a follow-up activity, students could watch a documentary about actual migrant stories or do an interview with someone they know who has migrated. It would be particularly beneficial if students could interview a migrant with a similar profile to the one that they have created.
- Inviting one or more people with a migrant background to speak to the class would also be a useful follow-up activity.
- Students can decide which profile to create independently or alternatively the teacher can (randomly) assign them general profiles (age, gender, country of origin) written on paper.
- It is possible to use the "step forward" activity before this lesson.

LESSONS: **MIGRATION**

BUILDING A VILLAGE



05 BUILDING A VILLAGE

In the “Building a Village” lesson, students create a model village using modelling clay. Working in groups, each with a unique set of instructions, they complete tasks in silence and build a village with a unique set of traditions. Later, when a natural disaster forces the inhabitants of one village to move, all the villages must work to integrate new members. The activity encourages participants to consider marginalised minorities, fostering empathy and communication skills. The debrief explores feelings and reflections on societal relevance, emphasising inclusivity and understanding differences.



Indication of the complexity level



Min/max number of participants

12–24



Age group

15+



Duration

90 minutes

AIM, GOALS, SKILLS

Aim:

The lesson aims to promote understanding of differences, inclusivity and awareness of marginalised minorities, developing participants' interpersonal skills and environmental and cultural sensitivity.

Goals:

Students experience the challenges of integrating new members into a group through the practical activity of building a village.

Skills:

Students promote teamwork, communication and empathy, and encourage reflection on feelings and societal implications. Students emphasise non-verbal communication through the silent completion of tasks.

CONNECTION WITH SCHOOL

SUBJECTS

Social Science, Geography

MATERIALS (INCLUDING ANNEXES)

Modelling clay (each group gets a different colour), instruction sheets (annex)

Annexes:

→ Annex 1 – Village descriptions

INSTRUCTIONS

STEP 1 – GROUPS

10 MINUTES

Students form 4 groups of 3–5 members (the teacher ensures that each group has at least one person who is different from the others in the group, according to the instructions (i.e., men–women; wears glasses–does not wear glasses).

Each group receives the instruction sheet for the Task 1 – square, round, pyramid or flat roof (5 mins). Everyone should have 2–3 minutes to read the instructions and ask any questions.

- The teacher emphasises that students have to complete the task in complete **silence**.

STEP 2 – TASK 1

25 MINUTES

Groups have 20 minutes to complete Task 1.

- This will give them enough time to familiarise themselves with the rules and develop a routine.
- The teacher goes around the groups to “police” them and make sure they are following the rules as written on their instruction sheets.

After 20 minutes, the teacher explains to the students that due to a natural disaster, all the villages have been damaged by storms and floods and the food sources have diminished. The government has decided to relocate one person from each village to ensure an equal distribution of resources. The teacher will decide how to relocate the participants. They choose one student from each group and ask them to move to the village next to them. Each student who has to move can take their house with them to the other village. Each group is given an instruction sheet for Task 2 (5 mins).

STEP 3 – TASK 2

25 MINUTES

The groups have 20 minutes to complete Task 2.

- This will give them enough time to “integrate” (or not) the new person into their group.
- The teacher goes around the groups to “police” them and make sure they are following the communication restrictions listed on their instruction sheets from Task 1.
- The teacher gives the groups about 5 minutes to tidy up before gathering in a circle for debriefing.

STEP 4 – DEBRIEFING

35 MINUTES

Students have 5–10 minutes to reflect individually on the activity and write their reflections on post-its.

Teacher invites students to share how they felt during the workshop. They give the floor first to the villagers who had to relocate and then to the receiving communities. (25 mins)

GUIDING QUESTIONS:

- How was the activity for you?
- What were your feelings throughout the activity (during Task 1 and Task 2)?
- How does this activity relate to our own societies/ working environments?

INVITE THOSE WHO HAD TO MOVE GROUPS TO SHARE.

- How did it feel to move groups?
- What was it like to be in the new group? How were you welcomed/received by the group?
- What did you do/not do in the new group?

INVITE THOSE WHO STAYED IN THE GROUPS TO SHARE.

- What was it like to have someone new in the group?
- What did you do/not do when someone new joined the group?
- Were you welcoming to them or not?
- How did you try to communicate the “rules” of the group?

ADDITIONAL SUGGESTIONS

Another option for this lesson is to have one person from each village relocate during the second part of the lesson.

SOURCES

Tackling Discrimination: My Learning Diary: (pp. 274–289) https://maailmakool.ee/wp-content/uploads/sites/7/2021/11/My_learning_diary_110821_web.pdf

(Source credit: Adapted from the original version delivered during a Youth In Action training programme by Henk Persyn and Farkhanda Chaudhry. Debriefing guidelines provided by Amiirah Salleh-Hoddin. Current adaptation by NGO Mondo.)

LESSONS: **RESPONSIBLE CONSUMPTION**

I CREATE THE WORLD, TOO



06 I CREATE THE WORLD, TOO

Students will explore their daily habits and discover how their lives are connected to people around the world. Through critical reflection, they will realise that each of us shapes the world through our actions, which are reflected both locally and globally. The activity encourages participants to think critically about how each of our actions affects people and the environment both locally and globally. The workshop can be used as an introduction to further exploration of topics such as consumerism, social and environmental justice, climate change, global economy, human rights, etc.



Indication of the complexity level



Min/max number of participants

6–25



Age group

12+



Duration

30–45 minutes

AIM, GOALS, SKILLS

Aim:

Students learn how their habits and lifestyles are directly involved in global development and how they influence and shape life and relationships between people and nature – both locally and globally.

CONNECTION WITH SCHOOL

SUBJECTS

Ethics, Geography, History, Foreign Language

MATERIALS (INCLUDING ANNEXES)

A4 paper, pens, sticky notes, large map of the world, markers, posters

INSTRUCTIONS

STEP 1

10 MINUTES

The teacher asks the students to sit in a circle facing outwards. Teacher hands out slips of paper and pens and asks them to think about their daily routine (what they usually do from the time they wake up until they go to bed). After a minute or two, they ask them to write down 3 actions they do every day or very often (e.g. brush their teeth, drink tea, etc.).

The teacher asks the students to write down 3 items they need for these 3 actions (e.g. toothpaste, water, towel, etc.).

In the next step, the students should think about where these items are produced (in which country or region of the world). They should write the names of these countries/regions on sticky notes (one country/region per note). If they don't know where the items were made, they can check them (e.g. school bag, T-shirt, mobile phone, etc.) or write the part of the world they think the item might come from.

Brushing my teeth (Action)		
Toothbrush (Item needed)	Toothpaste	Washbasin
China (Made in)	Italy	Turkey

STEP 2

10 MINUTES

The teacher places a large map in the centre of the circle, invites the students to turn around and face the circle and asks each of them to present one or more actions they have written on the slip of paper and explain to the others what items they need to complete these tasks.

The students present the countries / regions where these items are (or could be) produced and stick the notes on the map.

The teacher then asks them to think about where the raw materials for these items come from (e.g. cotton for clothes, wheat for bread, coltan for mobile phones, etc.). They can also write these countries on sticky notes and sort them on the map.

STEP 3

10–15 MINUTES

The students look at the map and think about global interconnections and interdependencies – how they are connected to people in different parts of the world and how the production of the things they use every day affects the environment. As students look at the map, they will notice that most of the things they use every day are produced in other countries, many of them in the Global South. Continue the discussion about the pros and cons of globalisation and how each of us is involved in global processes. Help them understand how our daily lives influence and shape human life and relationships with nature, both locally and globally.

*STEP 4

(OPTIONAL):

The teacher prepares the posters. Take 4 or more posters and write the following titles on each one separately: "AT SCHOOL", "AT HOME", "IN MY FREE TIME", "WHEN TRAVELLING", etc. Place the posters randomly on the walls so that the students can write on them and put some markers of different colours next to them.

The teacher asks the students to think about how they could change some of their habits and help minimise negative impacts on the planet and people around the globe. They should also think about what could be done at a particular level (community/national/international) to actually implement the changes they would like to see.

After some time, the teacher asks them to walk around the room in silence, stopping at the posters. The students answer the following question and write their ideas on the posters:

What can I personally do to contribute to positive change – at school / at home / in my free time / when travelling, etc.?

The students should walk around the room in silence and write their ideas on the posters. They can also respond to each other's ideas by adding additional ideas/comments or "liking" (+) ideas already on the posters. They should move around the room until they have seen all the posters. When they have finished, they can write a letter with some concrete ideas and send it to the decision makers (e.g. headteacher / mayor / national MPs / prime minister / president / members of the EU Parliament, etc.).

INFO CORNER

As individuals, we are constantly developing two muscles. One can be thought of as the consumer muscle and the other as the citizen muscle. Our consumer muscle, which we constantly feed and exercise, has evolved into a strong muscle. So strong that when it comes to solving environmental and social problems, we often think first of greener and fairer products that we can buy. Meanwhile, our other civic muscle is getting a bit flabby. There is no marketing campaign to remind us of the importance of civic engagement. On the contrary, we are bombarded with lists of simple things we can buy or with which we can buy, without having to do anything different from what we are used to. Both are important and interdependent, and it is good to pay attention to both, while at the same time making sure that they develop evenly and that neither is neglected (source: <https://www.resilience.org/stories/2013-12-20/annie-leonard-on-stuff-citizen-muscle-and-what-she-s-giving-this-christmas>).

SOURCES

This lesson plan is based on the learning activity "Tudi jaz sooblikujem svet" written by Humanitas – Centre for Global Learning and Cooperation (2018).

Story of stuff Project (2024). *Story of Stuff*. In: <https://www.storyofstuff.org>.

Resilience.org. (2020). *Annie Leonard on stuff, "citizen muscle", and what she's giving this Christmas*. In: <https://www.resilience.org/stories/2013-12-20/annie-leonard-on-stuff-citizen-muscle-and-what-she-s-giving-this-christmas>.

LESSONS: **RESPONSIBLE CONSUMPTION**

TROPICS IN THE KITCHEN



07 TROPICS IN THE KITCHEN

Students will learn about tropical crops that are now a common part of our cuisine. Where, when and how did their journey to our tables begin? And where are they grown today? What are the impacts of their cultivation? The lesson presents the topic in a simple way – globalisation and interdependence of different parts of the world (economic globalisation, world trade and ethical consumerism). The lesson uses group work with discussion, an atlas and a timeline.



Indication of the complexity level



Min/max number of participants

5–30



Age group

13+



Duration

45–90 minutes

(depending on additional tips)

AIM, GOALS, SKILLS

Goals:

Students identify tropical plants that we commonly use in our kitchens to prepare food or drink, describe the historical and current journey of important tropical crops into our kitchens and the impact of their cultivation.

Students evaluate the positive and negative impacts of tropical crop production and suggest ways to avoid negative impacts.

Skills:

Students work with the map, practise group work and communication.

CONNECTION WITH SCHOOL

SUBJECTS

Civics, Geography, History, Biology

MATERIALS (INCLUDING ANNEXES)

Printed or online atlas of the world (with tropical crops)

Annexes:

- Annex 1 – Set of crop photos
- Annex 2 – Worksheet with crop overview
- Annex 3 – Map showing origin of crops
- Annex 4 – Texts on crops

INSTRUCTIONS

STEP 1 – EVOCATION

15 MINUTES

How they are grown and where they come from

* *Identification of crops from pictures, origin and location (aids: Set of photos of crops [Annex 1], for each group: a worksheet with an overview of crops [Annex 2], a map showing the origin of crops [Annex 3] and a world atlas).*

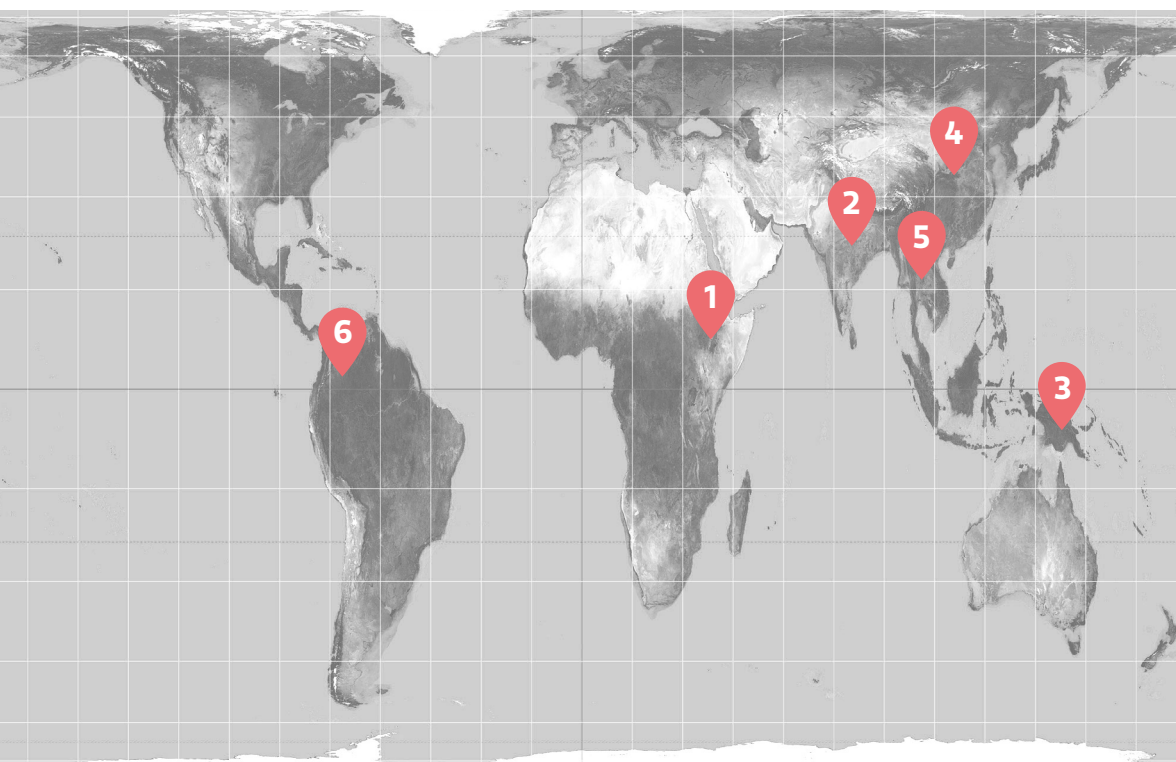
The students form groups of 4 or 5. The teacher introduces the lesson: “We are going to look at crops, most of which we know and use. We will find out where they come from, what their history is, where they are grown now, and what impact their cultivation can have on people and nature.” In the first phase, the students try to identify plants from pictures (Annex 1). The pictures can either be projected on an interactive whiteboard or passed from one group to another – the students always look at each picture and write their guess on the worksheet (Annex 2). When instructed (e.g. after 1 minute), each group passes on their picture and takes a picture from another group. Then they discuss the pictures together to find the correct solution. The

students can also discuss when they last used or saw the product of each plant and how much these crops are part of our everyday life.

The groups keep the last picture they discussed and use an atlas (physical or online) and internet articles to try to find out the origin of the plant and identify on a map where it is most commonly grown today (completed in the worksheet). The students then work together to fill in the missing information in the worksheet and on the plant origin map (Annexes 2, 3).

* If there is no map showing the areas where the crops are grown, the teacher can fill in the “Where is it grown?” column beforehand and let the students find the countries on the map. In the next step, the students examine how the plants might have spread from their place of origin to their current location, and what impact this cultivation has had.

* **Tip** – If you have more time and want to practise working with digital tools (maps, photo editors, etc.), students can create an electronic map of crop origin. The example of the tool can be found at <https://www.mapchart.net/world-advanced.html>.



- 1 **Coffe plant**
Ethiopia
- 2 **Pepper tree**
India
- 3 **Sugar cane**
New Guinea
- 4 **Rice**
China
- 5 **Banana plant**
Thailand
- 6 **Cocoa tree**
Colombia

Picture – Example of a digital map with the origin of the crops.

Crop	Name of crop	Origin of crop	Where is it grown?
A	Coffee plant	Ethiopia	Central America, Brazil, East Africa, Indonesia
B	Rice	Tropical and subtropical Southeast Asia	Mostly Southeast Asia, especially India, China, Vietnam...
C	Sugar cane	Papua New Guinea	Cuba, Brazil, Mexico, India
D	Coconut tree	Tropical Southeast Asia	India, Indonesia, Philippines
E	Pepper tree	India	India, China, Vietnam, Indonesia, Philippines, Brazil
F	Tobacco plant	Andean Region of South America	China, India, Brazil, Zimbabwe, Zambia, Malawi
G	Banana plant	Southeast Asia	Central America, Southeast Asia, for example Philippines
H	Cocoa tree	Tropical South America	Gulf of Guinea coast – Ivory Coast, Ghana, Nigeria. Central America

Example of completing the table in the worksheet (Annex 2)

STEP 2 – REALISATION OF MEANING

20 MINUTES

Working with a text

** Timeline of the history of crops, identification of positive and negative impacts of their cultivation, presentation of results (Aids: text on one of the crops for each group [Annex 4], blackboard).*

Each group is given a text with information on one of the crops (Annex 4 – worksheet). If there are more than four groups, some of them will have the same text. Based on the information in the text, each group will create a timeline showing the history of the crop and will underline in the text the impacts that growing the crop has on people and nature. The groups will then share their work and present what they consider to be the most important events in the history of the crop and the most significant impacts of its cultivation.

*** Tip** – the impacts in the texts tend to be negative; the teacher can also encourage the students to write down what they think are the positive impacts of spreading and growing the crops. However, it should be mentioned that, thanks to the principles of global trade, it is consumers and businesses rather than growers who benefit from the positive effects.

STEP 3 – REFLECTION

10 MINUTES

What can we do about it

** Feedback (what surprised the students, main take-home messages) and suggestions for possible solutions.*

In conclusion, the teacher encourages the students to think about how to ensure that neither nature nor people are harmed by the cultivation of crops and that the positive impacts of cultivation are evenly distributed. The teacher asks students to suggest possible solutions.

***Possible suggestions** may include environmentally friendly agriculture and alternatives to world trade – direct trade, fair trade, etc. (see additional information); the teacher may focus on these alternatives in future lessons.

Discussion can be stimulated by offering unfinished sentences:

- I think the cultivation of these crops is important for...

- To mitigate the negative impacts of growing crops, we can...
- The positive effects of growing these crops are...
- The negative effects of growing these crops are...

INFO CORNER

"Students will understand the origins of common foods, the impact of growing them and what plants look like where they are grown."

(Comment from the pilot lesson: Mgr. Blanka Čížková, Primary School and Kindergarten Olomouc, Nedvědova 17, Czech Republic)

"It's interesting that students work in groups and discover something, they solve a problem."

(Comment from the pilot lesson: Mgr. Eva Tomanová, Primary School Svatoplukova 7, Šternberk, Czech Republic)

Connection with the school subjects:

- **Civics** (world market, globalisation, global issues, fair trade, world inequality),
- **Geography** (world regions, world market, effects on the environment),
- **History** (causes and effects of overseas discoveries, uneven development in different parts of the world, colonisation),
- **Biology** (tropical crops, commercial crops).

What is direct trade?

Direct trade means that you buy the products directly from the person who grew them. In this case, no international institution is involved in the process to monitor or ensure the transaction and its implementation. Direct trade is based on mutual trust between the farmer and the customer and on personal contact, and all financial transactions should be transparent and verifiable. Direct trade reflects the specific situation on the market – for example, in the case of a good harvest, the price goes up because there are more buyers and the producer (farmer) earns more.

What is fair trade?

Fair trade is a way of trading that gives growers, workers and artisans in the Global South the opportunity to earn a living from their own work under decent conditions. Under the fair trade system, producers receive a purchase price for their work that reflects the cost of cultivation or

production, while also providing a decent living. Fair trade guarantees fair trading conditions, respect for human and labour rights and environmental friendliness. The basic principles of fair trade include: the purchase price that reflects the cost of sustainable production and ensures a decent living, long-term trading relations, compliance with International Labour Organisation (ILO) conventions, prohibition of forced and child labour, controlled use of pesticides and other agricultural chemicals, etc.

What is organic agriculture?

Organic agriculture is a modern form of land management without the use of chemical inputs that have adverse effects on the environment, human health and livestock health. In addition to the production of organic food, organic agriculture contributes to better living conditions for farmed animals, environmental protection and increased biodiversity.

ADDITIONAL SUGGESTIONS

(TIPS FOR FACILITATOR, VARIATIONS FOR YOUNGER/OLDER STUDENTS, ETC.)

<http://www.storyofbanana.com>

SOURCES

The lesson was prepared by ARPOK, o.p.s.
(Mgr. Lubor Navrátil, Ph.D.):

Annex 1 – Set of crop photos

Wikimedia.org. (2015). Flowers of sugar cane. In: http://commons.wikimedia.org/wiki/File:%22Flowers_of_sugar_cane%22.jpg.

Wikimedia.org. (2015). La caña de Azúcar – sugar cane. In: http://commons.wikimedia.org/wiki/File:Ca%C3%B1a_de_Azucar.jpg.

Wikimedia.org. (2015). Sugar cane in Bolivia. In: http://commons.wikimedia.org/wiki/File:Sugar_cane_in_Bolivia.png.

Wikimedia.org (2015). Cocoa tree in the village of Lembo, Tana Toraja. In: http://commons.wikimedia.org/wiki/File:Cocoa_Tree,_Lembo_Village,_Tana_Toraja_1435.jpg.

Wikimedia.org (2015). Cocoa tree. In: https://upload.wikimedia.org/wikipedia/commons/e/e7/Kakao_-_Theobroma_cacao.JPG.

Photo archive of Lubor Navrátil (CZ).

Annex 3 – Map indicating the origin of crops

Blank world map. In: *deviantART* [online]. 2012. [cit. 2014-04-02]. Retrieved from: <http://aleutia.deviantart.com/art/Blank-World-Map-294127740>

Annex 4 – Texts about crops

Chládková, Alena; Chmelař, Pavel; Malířová, Eva. (2014). Strong coffee: Coffee and (un)fair trade. *NaZemi*. In: https://nazemi.cz/wp-content/uploads/2021/02/kava_2014.pdf.

Chatrná, Michala and Michaela Ježková. (2014). The bitter taste of chocolate: Cocoa and child labor. In: <http://www.nazemi.cz/sites/default/files/kakao2014.pdf>.

Štěrbá, L. and Malířová, E. *Skvrny na banánech: jak se žije s pesticidy tropickým zemědělcům*. Dotisk 2. dopl. vyd. Svět v nákupním košíku. Brno: NaZemi - společnost pro fair trade, 2012.

Hokrová, Marie; Hronová, Tereza. (2013). Cane sugar from Africa, beet sugar from Europe.

Make Fruit fair. (2023). *The story of banana*. In: <https://makefruitfair.org/where-do-bananas-come-from>.

LESSONS: **RESPONSIBLE CONSUMPTION**

UNDER THE PALM TREE



08 UNDER THE PALM TREE

This lesson plan is designed to accompany the exhibition “Under the Palm Oil – Human Rights and Environmental Threats” (Mondo, 2017), which focuses on the environmental problems and human rights violations caused by palm oil production. This lesson plan aims to educate students about the environmental and social impacts of palm oil production and consumption. Through exploration of the palm oil industry and role-playing, students will gain insight into the perspectives of various stakeholders, including plantation owners, workers, human rights activists, conservationists, and local residents. They will visit a photo exhibition, gather information, and participate in group discussions and debates to explore the central question: “Should palm oil production continue in its current form?” By the end of the lesson, students will propose solutions and understand their role as consumers in addressing the issue.



Indication of the complexity level



Min/max number of participants

5–28



Age group

13+



Duration

45–65 minutes

AIM, GOALS, SKILLS

Goals:

Students are aware of the environmental problems caused by palm oil production.

Students understand the different groups affected by palm oil production.

Students recognise their role as consumers and know how consumers can contribute to solving the problem.

CONNECTION WITH SCHOOL

SUBJECTS

Geography, Biology, Social Studies, Civics (Ethics)

MATERIALS (INCLUDING ANNEXES)

Box or cotton bag

Annexes:

- Annex 1: Exhibition
- Annex 2: Role cards

INSTRUCTIONS

PREPARATION

The teacher prepares the exhibition (Annex 1) and carefully reads the texts and additional information (Info corner).

They also print out the role cards (Annex 2) and put them in a box/cotton bag.

STEP 1

5–10 MINUTES

Students should prepare a notebook or a piece of paper and a pen, so they can take notes. The teacher asks the students to draw one role card at random (one for each student, Annex 2) and to form groups according to their cards. Depending on the number of students, 2–4 students will have the same role. Students should carefully read the description on the card they have drawn.

List of roles:

- MYSELF
- OIL PALM PLANTATION OWNER
- OIL PALM PLANTATION WORKER
- HUMAN RIGHTS ACTIVIST
- CONSERVATIONIST
- SUSTAINABLE PRODUCTION INSPECTOR
- LOCAL RESIDENT ON THE ISLAND OF SUMATRA, INDONESIA

Tip: It is advisable to review the role titles with your students before visiting the exhibition. Depending on students' prior knowledge, some roles (e.g. human rights defender, sustainable production inspector) may require further explanation.

STEP 2 – VISITING THE EXHIBITION

15–20 MINUTES

Students visit the exhibition and take notes according to their role. The question that students should be able to answer after visiting the exhibition is: ***“What are my concerns regarding palm oil production?”***

Students with the same role (obtained with a role card) get together and discuss their impressions of the exhibition. Together they formulate arguments for or against palm oil production in its current form, which they will then present to the others.

STEP 3 – PRESENTING THE ARGUMENTS

15–20 MINUTES

The teacher invites the students to sit in a circle and asks each group to present their arguments. The central question to discuss: ***“Why palm oil production should / should not continue in its current form?”*** Representatives of each group have max. 3 minutes to present their arguments. The teacher allows some time for exchanging opinions between the groups and concludes the debate by asking the students if they can come up with a common answer to the central question. There is nothing wrong if they cannot find a common answer, as the purpose of the exercise is to challenge them to argue their positions.

STEP 4 – GROUP DISCUSSION AND REFLECTION

10–15 MINUTES

Before starting the group discussion, the teacher presents 3 key facts that will help students to make informed choices as consumers:

- Large-scale certification of palm oil is unreliable, making it very difficult to truly verify the sustainable production of this crop. Whatever the production method, oil palm plantations require large areas of land, which inevitably means deforestation or the displacement of other crops to make more land available.
- Palm oil remains the most efficient crop for large-scale vegetable oil production, producing more oil per surface area than any other comparable vegetable oil crop. The same amount of alternative oils (e.g. soybean, coconut or sunflower oil) would require 4 to 10 times more land, spreading the problem to other parts of the world and threatening other habitats, species and communities.
- Reducing overconsumption plays a key role in minimising the negative impacts on the environment and people. Therefore, before buying any product, we should think carefully about whether we really need it. If we do need it, we should choose to buy a sustainably produced product.

The teacher continues the discussion by asking the students about their feelings during the activity. Then the teacher follows up with questions related to the topic covered. The following questions can help the discussion:

- How did you feel during your visit to the exhibition?
- Were you surprised by any of the information presented?
- Did you know anything about palm oil production before this activity?
- How did you feel in the role assigned to you by the card?
- Did you have any difficulties getting into your role? If so, why?
- What are the main negative impacts of palm oil production for people and nature?
- Which groups of people are most affected by palm oil production?
- Who are the other groups affected by palm oil production?
- What are the alternatives to palm oil?
- What oils are produced locally in our environment or in nearby countries?
- What can each of us do to reduce the damage caused by palm oil production?

INFO CORNER:

The story behind palm oil production: Palm oil is ubiquitous, found in around 80% of biscuits and over 50% of supermarket products. It is a common ingredient in cosmetics, personal care, and cleaning products, often listed under more than 200 alternative names. Margarine, for instance, contains an average of 21 % palm oil, often referred to as vegetable oil. Despite its popularity as a cheap and high-yield vegetable fat, used extensively in products from biofuels to groceries and cosmetics, palm oil production is deeply problematic. It leads to the widespread destruction of rainforest to make way for plantations, causing immense harm to communities in Southeast Asia. This includes the exploitation of poor people, child labour and migrant labour. The environmental impact is severe, depleting the planet's climate, destroying animal habitats, and polluting the environment. While palm oil may seem like a good and relatively healthy product, its production is extremely damaging to human well-being and the environment. The expansion of oil palm plantations has devastated communities, exploited vulnerable people and caused significant ecological damage, depriving people of their land and food sources. Global palm oil production and consumption is growing rapidly, leading to significant problems

such as the forced displacement of local communities, the destruction of family farming and the degradation of rich ecosystems. Palm oil production exposes several negative aspects of global supply chains, including the power imbalance where a few multinational companies control large segments of these chains. This concentration of power, driven by a profit-over-people philosophy, causes suffering for both people and nature.

Palm oil is used in a wide range of products around the world:

- food: over two-thirds (68%) is used in foods ranging from margarine to chocolate, pizzas, bread, cooking oils, and food for farmed animals;
- industrial applications: 27% is used in industrial applications and consumer products such as soaps, detergents, cosmetics and cleaning products;
- bioenergy: 5% is used as biofuels for transport, electricity, or heat.

While food products dominate globally, the breakdown varies from country to country. Some countries use much more palm oil for biofuels than others (e.g. in Germany, approx. 41% of palm oil is used for bioenergy and approx. 40% for food).

Key Issues of palm oil production:

- Biodiversity loss: The current rate of species extinction, driven by human activities, is comparable to past great extinction events.
- Human rights violations: In a practice known as land grabbing, indigenous peoples are being deprived of their lands that they have traditionally used for subsistence.
- Climate change: Monoculture plantations and deforestation of rainforests, often through burning, result in extremely high emissions of greenhouse gases, contributing significantly to climate change.

Brief history of palm oil production

- Origin: Palm oil, derived from the fruit of the oil palm (*Elaeis guineensis*), has been used for thousands of years, mainly in West and Central Africa. Archaeological evidence suggests that its use dates back at least 5,000 years.
- Colonial period: European explorers in the 15th century documented the widespread use of palm oil. During the 19th century,

it became a major export from Africa to Europe, used in the manufacturing of soaps, lubricants, and later, margarine.

- Early 20th century: Industrial cultivation of oil palms began in Southeast Asia, particularly in Indonesia and Malaysia, which offered favourable growing conditions.
- Post-World War II: Significant technological advances and investment led to a dramatic increase in palm oil production. Plantations expanded rapidly in response to the global demand for edible oils and fats.
- Late 20th century to present: The rapid expansion of oil palm plantations has been both economically significant and environmentally controversial. Issues such as deforestation, habitat destruction and labour practices have garnered international attention.

The largest palm oil producers (2021/2022):

1. **Indonesia**
(app. 59% of the global production),
2. **Malaysia**
(app. 24% of the global production),
3. **Thailand**
(app. 4% of the global production),
4. **Colombia**
(app. 2% of the global production),
5. **Nigeria**
(app. 2% of the global production).

The largest importers of palm oil (2022):

1. **India** (11,728.74 million USD)
2. **China** (5,942.21 million USD)
3. **United States** (2,420.58 million USD)
4. **Netherlands** (2,132.33 million USD)
5. **Italy** (1,801.04 million USD)

The largest consumers of palm oil domestic consumption by country (2023)

1. **Indonesia** 20,100 (1000 MT)
2. **India** 9,325 (1000 MT)
3. **China** 6,950 (1000 MT)
4. **EU-27** 4,600 (1000 MT)
5. **Malaysia** 3.675 (1000 MT)

Global production of palm oil: In 2023, global palm oil production was 79 million tonnes per year. As an indication of how fast palm oil production is increasing, we can look at the data from 2013 – in that year, the global production of palm oil was 59 million tonnes per year (Statista, 2024). In response to growing criticism of palm oil production and its negative

environmental impacts, as well as growing global demand for sustainably produced palm oil, the Roundtable on Sustainable Palm Oil (RSPO) was founded in 2004, and by 2022, app. 20 % of palm oil was certified. Their mission is “to transform the palm oil industry to make it sustainable” (RSPO, 2024). However, the RSPO certification system has been heavily criticised by a number of environmental and civil society organisations for failing to meet the specified sustainability targets and social objectives. Critics highlight the fact that palm oil production is undeniably destroying forests and the lives of the people where it is grown. One of the main criticisms is that the RSPO-certified supply chains have numerous violations of their own certification standards, leading to accusations of “greenwashing”. As a result, the credibility of the RSPO is still questionable and many buyers do not trust it (Environmental Investigation Agency UK, 2021). The fact that one of the world's largest multinationals, Unilever, is among the founding members of the RSPO also calls into question its credibility.

Palm oil and Fairtrade: Fairtrade International does not certify palm oil since the RSPO started its own certification process. One of the reasons for not including palm oil in Fairtrade certification is that it is very difficult or impossible to trace the origin of palm oil on such a large scale. Most oil palm plantations are managed by large companies, with only a small proportion owned by small-scale farmers. Besides, oil palm plantations require large areas of land, which inevitably means deforestation or the displacement of other crops to make more land available for their cultivation. However, there are some local initiatives for certified oil palm farming, for example [Serendipalm](#) from Ghana.

Different names for palm oil as an ingredient:

Palm oil is found in around 50% of all packaged goods, from cookies, peanut butter, and breakfast cereals to cleaning products, laundry detergents, lipsticks and body lotions. The use of palm oil is often disguised, hidden behind more than 400 different ingredient names (Ethical Consumer Research Association Ltd., 2024). Some of these names include PKO – Palm Kernel Oil, PHPKO – Partially hydrogenated Palm Oil, FP(K)O – Fractionated Palm Oil, OPKO – Organic Palm Kernel Oil, Sodium dodecyl Sulphate (SDS or NaDS), Elaeis Guineensis,

Glyceryl Stearate, Stearic Acid, etc.). A list of some of the names of ingredients derived from palm oil can be found in the article [Palm Oil's Dirty Secret: The Many Ingredient Names For Palm Oil](#) (Rainforest Action Network, 2011).

One of the most effective and efficient ways to protect forest ecosystems is “to protect the land rights of the indigenous peoples and frontline communities that depend on them. Indigenous Peoples’ and local communities’ customary territories are estimated to contain 36% of the world’s remaining intact forest landscapes. One of the best ways to keep forests standing is to secure legal recognition of the rights for customary communities to manage their forests and protect them from corporate exploitation for plantations, mines, and other development” ([Rainforest Action Network](#), 2023).

An example of a successful campaign to protect forests and land rights: The Rainforest Action Network (RAN) has been successful in its campaigns and has achieved significant milestones in recent years, including a notable reduction in deforestation in Indonesia's Leuser Ecosystem. In 2023, the Indonesian government announced plans to recognise customary land rights in Aceh, allowing local communities to legally manage their forests. In addition, Unilever, one of the world's largest multinational corporations, set a global precedent by implementing a policy to protect human rights defenders in agricultural supply chains. This move prompted RAN to urge other major consumer goods companies to adopt similar policies. These achievements highlight significant progress in protecting both forests and the communities that depend on them ([Rainforest Action Network](#), 2023).

6 facts to share with students (in addition to the information on the exhibition panels):

1. According to the European Commission, 5.5 million hectares of forest were cleared between 1990 and 2008 (almost twice the size of Belgium). Around 500,000 hectares are deforested every year in Indonesia and around 100,000 hectares in Malaysia.
2. Currently, more than 63% of Malaysian and 15% of Indonesian land is devoted to oil palm cultivation. Forest fires in Indonesia and Malaysia have also been linked to palm oil, as they are mainly caused by under-farming by local farmers.
3. To produce palm oil, the oil palms are not allowed to grow tall, as this makes it difficult to harvest the fruit, but are felled when the trees are fully alive. New palms are planted in their place and the cycle repeats.
4. Demand for palm oil affects biodiversity, as logging destroys habitats for native animals. In the last 20 years, oil palm plantations have caused the death of an estimated 50,000 orangutans. Of course, other animals such as tigers, rhinos and elephants are also at risk.
5. Logging boosts climate change, and oil extraction is harmful to the environment because of the chemicals used. The decomposition process releases CO₂ into the atmosphere and oil production increases greenhouse gas emissions. The production of palm oil violates human and labour rights due to poor working and safety conditions in the oil industry and the abuse of child labour and migrant workers (most of the cheap labour in palm oil production comes from Burma).
6. Mass production violates the land and human rights of indigenous peoples, unfairly taking land from communities and degrading their living conditions. This creates situations where communities or villagers themselves sell their land in order to enrich themselves, but lose the ability to grow their own food and have to buy it in.

ADDITIONAL SUGGESTIONS:

- Students can first explore the exhibition on their own and then form groups. If you choose this option, students with the same role should be able to discuss the information they have gathered with each other before starting a joint discussion or debate.
- After the discussion, you can play the short (1:30 min) animation “[There's a Rang-tan in My Bedroom](#)” (Mother advertising agency / Greenpeace, 2018). For homework, students can write an essay on why palm oil production is problematic.
- A possible way to introduce the topic: Ask students to bring the packaging of their favourite sweet or salty snack or cosmetic product (e.g. cream, lotion, shampoo) to

the next lesson. Together they should look at the ingredients and classify the products according to whether they contain palm oil or not. They should pay attention to the different names of the palm oil used (additional information is available in the "Info corner").

- For homework, students can study the labels of products they use frequently (e.g. cosmetics, sweets and other food products they have at home). They can also use their smart devices to research the ingredients of different products in online shops.
- Watch a documentary film such as "Green" (Patrick Rouxel, 2009) or "Invisible Hands" (Shrasi Tandon, 2018) with the students and then discuss the main issues of palm oil production and child labour with them.
- Invite students to check the sustainable production of their favourite brands and look at the "Palm Oil Scorecard" (WWF, 2024).

SOURCES AND SUGGESTIONS FOR FURTHER RESEARCH ON THE TOPIC

This lesson plan is based on the learning activity called "Palmi all" written by Kadri Kalda (Mondo, 2023).

The exhibition "Under the Palm Oil – Human Rights and Environmental Threats" (Mondo, 2017). Photographer: Liis Treimann.

WWF. (2024). 8 things to know about palm oil. In: <https://www.wwf.org.uk/updates/8-things-know-about-palm-oil>.

Rainforest Action Network. (2023). Big Wins for Forest and Communities. In: <https://www.ran.org/the-understory/big-wins-for-forest-and-communities>.

Rainforest Action network. (2022). Carbon bomb scandals. Big brands driving climate disaster for palm oil. Rainforest Action network, 2022. In: <https://www.ran.org/wp-content/uploads/2022/09/Rainforest-Action-Network-Leuser-Report-FINAL-WEB.pdf>.

Cooper, s. (2020). Southeast Asia's hunter-gatherers and palm oil. Dialogue Earth. In: <https://dialogue.earth/en/forests/southeast-asias-hunter-gatherers-and-palm-oil>.

Environmental Investigation Agency UK. (2021). Forests. Burning Questions. Credibility of sustainable palm oil still illusive. In: <https://eia-international.org/wp-content/uploads/Burning-Questions-2021-SPREADS.pdf>.

Guardian. (2019). How the world got hooked on palm oil. In: <https://www.theguardian.com/news/2019/feb/19/palm-oil-ingredient-biscuits-shampoo-environmental>.

Hunt, T., Ethical Consumer Research Association Ltd. (2024). Palm oil labelling. In: <https://www.ethicalconsumer.org/palm-oil/palm-oil-labelling>.

Rainforest Action network. (2024). Inside the Palm Oil Supply Chain: From Indonesia to Your Grocery Store. In: <https://www.ran.org/leuser-watch/new-video-inside-the-palm-oil-supply-chain-from-indonesia-to-your-grocery-store>.

Rainforest Action network. (2023). Keep Forests Standing. Evaluating the Brands Driving Deforestation and Human Rights Violations. In: https://www.ran.org/wp-content/uploads/2023/11/KFS_Scorecard_2023.pdf.

Statista. (2024). Leading importers of palm oil worldwide in 2022. In: <https://www.statista.com/statistics/1023677/palm-oil-importer-leading-global>.

UNDP China. (2020). Mapping the Palm Oil Value Chain. Opportunities for sustainable palm oil in Indonesia and China. In: https://www.undp.org/sites/g/files/zskgke326/files/migration/cn/Palm_oil_report_EN.pdf.

International Union for Conservation of Nature and Natural Resources. (2018). Oil palm and biodiversity. A situation analysis by the IUCN Oil Palm Task Force. In: <https://portals.iucn.org/library/sites/library/files/documents/2018-027-En.pdf>.

Serendipalm. (2024). Organic & Fair Trade Palm Oil. In: <https://serendipalm.com>.

Carin Unterkircher (Editor), GLOBAL 2000 (2017). Palm Oil – Environmental Destruction, Stolen Land. SUPPLY CHA!NGE – Make Supermarkets fair. In: https://focus.si/wp-content/uploads/2017/04/G2_216_Palmoil_REPORT_EN_WEB.pdf.

Solidaridad. (2022). Palm oil Barometer 2022. The inclusion of smallholder farmers in the value chain. In: https://www.solidaridadnetwork.org/wp-content/uploads/2022/09/Palm-Oil-Barometer-2022_solidaridad.pdf.

IndexMundi. (2024). Palm Oil Domestic Consumption by Country in 1000 MT. In: <https://www.indexmundi.com/agriculture/?commodity=palm-oil&graph=domestic-consumption>.

WWF. (2024). Palm Oil Scorecard 2024. WWF, 2024. In: <https://palmoilscorecard.panda.org>.

Ritchie, H., Our World in Data. (2014). Palm Oil. Explore palm oil production across the world and its impacts on the environment. In: <https://ourworldindata.org/palm-oil>.

The Observatory of Economic Complexity. (2024). Palm oil. In: <https://oec.world/en/profile/hs/palm-oil>.

Rainforest Action Network. (2011). Palm Oil's Dirty Secret: The Many Ingredient Names For Palm Oil. In: https://www.ran.org/the-understory/palm_oil_s_dirty_secret_the_many_ingredient_names_for_palm_oil.

Phillips, J., Dialogue Earth. (2021). An illustrated history of industrial palm oil. In: <https://dialogue.earth/en/forests/illustrated-history-of-industrial-palm-oil>.

Statista. (2024). Production volume of palm oil worldwide from 2012/13 to 2023/24. In: <https://www.statista.com/statistics/613471/palm-oil-production-volume-worldwide>.

Roundtable on Sustainable Palm Oil. (2024). Driving change with sustainable palm oil. In: <https://rspo.org/who-we-are>.

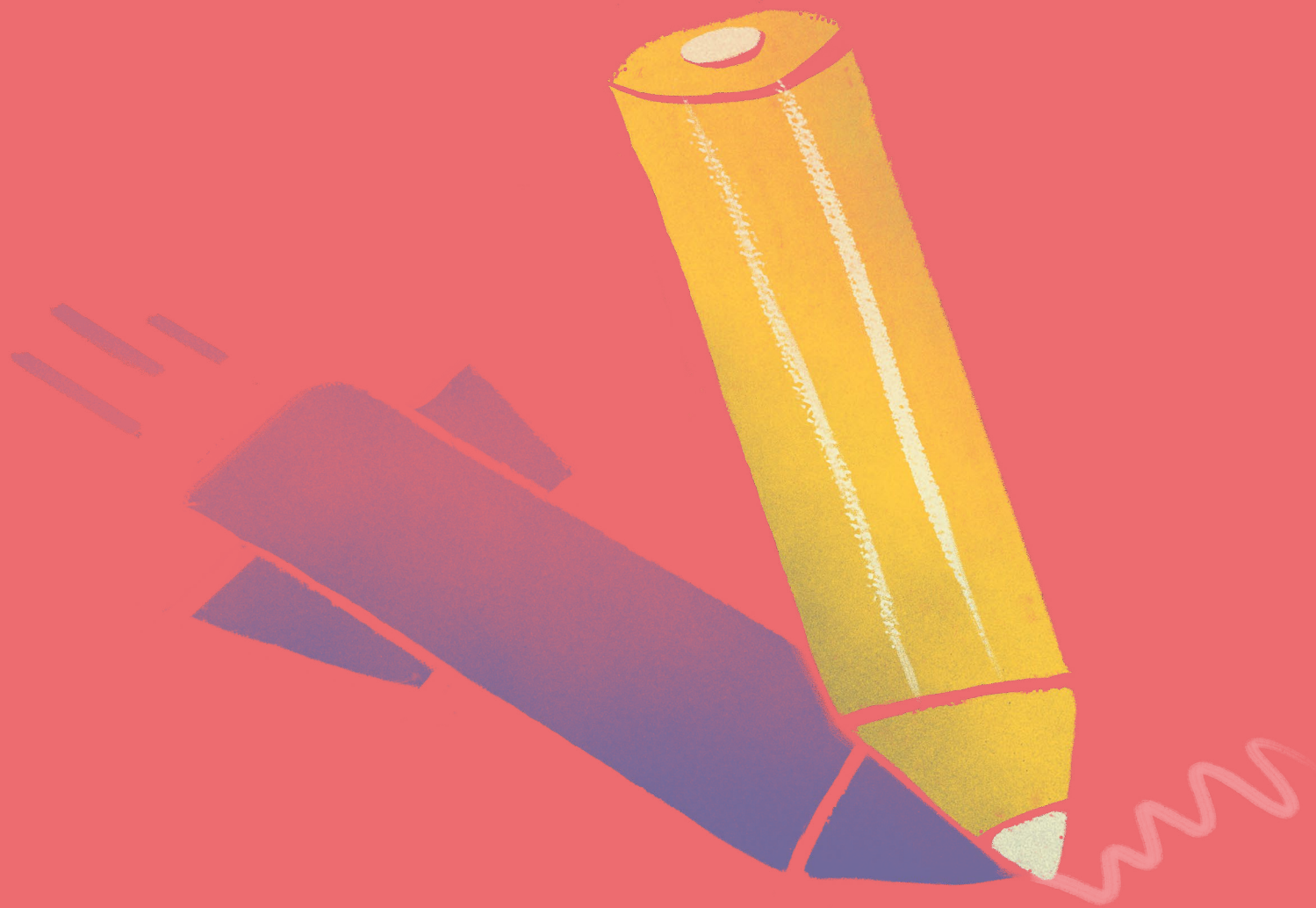
Greenpeace International. (2018). The Final Countdown. In: <https://www.greenpeace.org/international/publication/18455/the-final-countdown-forests-indonesia-palm-oil>.

Finnwatch. (2014). The law of the jungle. Corporate responsibility of Finnish palm oil purchases. In: <https://www.finnwatch.org/images/palmoil.pdf>.

Mother advertising agency / Greenpeace. (2018). "There's a Rang-tan in My Bedroom" Animation - Narrated by Emma Thompson. In: <https://media.greenpeace.org/asset-management/27MZIFJWY4WSN>.

LESSONS: **HUMAN RIGHTS**

"ONE DAY,
I WILL..."



09 "ONE DAY, I WILL..."

This English as a Second Language lesson plan entitled "One Day, I Will... Exploring Dreams and Aspirations Amidst Conflict," uses Vincent Tremeau's virtual exhibition to help students develop English language skills while exploring the dreams of children living in war and conflict zones. Through viewing photographs, vocabulary building, group discussions, and reflective writing, students will develop empathy, critical thinking and cultural awareness.



Indication of the complexity level



Min/max number of participants

5–30



Age group

14–19



Duration

60–75 minutes

AIM, GOALS, SKILLS

Goals:

Students explore and discuss the virtual exhibition "One day I will" by Vincent Tremeau, focusing on children in war and conflict zones.

Skills:

Students develop empathy, critical thinking, and cultural awareness through the analysis of photographs depicting the aspirations and dreams of children facing adversity and conflicts.

Students develop English language skills through exploration and discussion of the virtual exhibition.

CONNECTION WITH SCHOOL

SUBJECTS

English language, Arts, Visual Arts, Civics, Geography

MATERIALS (INCLUDING ANNEXES)

- Access to the virtual exhibition "One day I will" by Vincent Tremeau: <https://dokfoto.ee/vn/mondo/VincentTremeau/ENG>
- Computers, tablets or smartphones with internet access for each student (if available)
- Projector or large screen to show the exhibition to the whole class
- Writing materials and paper

INSTRUCTIONS

IMPORTANT NOTICE

Before undertaking this lesson, the teacher should take some time to think about the students in the class. If there are children in the class who have experienced life in a war or conflict zone, this activity may be re-traumatising for them. Inform the students about the topic before the class in private and let them know that it is possible to replace this activity with individual work if they wish to do so. If the students wish to participate in class, ask them to answer questions only if they have explicitly stated that they are interested in answering questions or speaking about these issues.

STEP 1 – INTRODUCTION

10 MINUTES

1. Begin by discussing the concept of dreams and aspirations, emphasising that these are universal desires shared by people around the world, regardless of their circumstances. To do this, the teacher could ask the students:

→ What are your dreams and aspirations?
Who do you want to be in the future?

The teacher could ask the students to discuss how military conflicts and war prevent children from reaching their dreams.

Ask the students:

→ What are the difficulties faced by children in places where there is military conflict or war?

2. The teacher introduces the virtual exhibition "One day I will" by Vincent Tremeau, explaining that it showcases photographs of children in war and conflict zones with their aspirations described next to the photos. The exhibition focuses on resilience and hope amidst adversity, as seen in the hopes and dreams of the children.

STEP 2 – VIEWING THE EXHIBITION

10 MINUTES

The teacher displays the virtual exhibition on a projector or large screen for the whole class to see and guides the students through the exhibition, focusing on photographs of the teacher's choice. For example it is possible to show the portraits of children of a certain age, country or with similar aspirations.

The teacher chooses 1–2 photos to analyse with the group. Students can guess who this child wants to be in the future, read out the child's aspirations and discuss the story together. It is possible to use guiding questions such as:

- Why do you think this child dreams of this particular profession?
- What does the photo make you feel and think? Why?
- In what way are these dreams similar or different to your hopes for the future?

STEP 3 – VOCABULARY BUILDING

10 MINUTES

The teacher selects key vocabulary words related to war, conflict, and resilience (e.g., conflict, resilience, adversity, courage, perseverance) and writes them on the board.

The teacher then discusses the meaning of these words with the class, giving examples and encouraging students to share their own understanding.

While explaining the meaning of the new words, the teacher links the vocabulary to the examples previously seen in the exhibition.

STEP 4 – GROUP DISCUSSION

20 MINUTES

The students form small groups and the teacher instructs them on how to navigate the virtual exhibition on their personal smart devices / computers. Each group chooses a different photo from the exhibition. The teacher can assign different rooms (Room 1, 2 or 3) to different groups or assign specific pre-selected portraits. The selection can be based on the age or country of origin of the children depicted, their gender or their dream profession.

The students should analyse the photos in their groups and discuss the following questions:

- What challenges do you think the child in the photo is facing?
- How do you think their aspirations reflect their resilience and hope?
- What can we learn from him/her about perseverance and courage?

After the discussion, each group shares their findings with the class.

The teacher supports the students in discovering similarities and differences between the children's stories.

STEP 5 – WRITING ACTIVITY

20 MINUTES, CAN BE DONE AS HOMEWORK

The teacher asks the students to choose a photo from the exhibition that resonates most with them and instructs them to write a reflective paragraph describing the aspirations of the child in the photo as well as their own thoughts and feelings about the situation.

STEP 6 – REFLECTION AND CONCLUSION

10 MINUTES, CAN BE DONE IN THE NEXT LESSON

The students can share their written paragraphs with the class if time allows.

Teacher facilitates a brief discussion on the lessons learnt from exploring the exhibition, focusing on the themes of resilience, empathy and hope.

Guiding questions for discussion:

- What did you find that the children portrayed in the exhibition had in common with you and with each other?
- What did you learn from the stories of these children?

The teacher encourages students to think about how they can support children in war and conflict zones, both globally and within their own communities.

In addition, the following question could be discussed:

- What can we do in our own communities to increase understanding and care between different groups?

ADDITIONAL SUGGESTIONS

- Students can research and share stories of children who have overcome adversity in war and conflict zones (e.g. Malala Yousafzai, Bana Alabed, Ishmael Beah, Anne Frank, etc.), either through written reports, presentations, or creative projects.
- Students can explore online resources such as the [Global Peace Index Map](#) or the [Global Conflict Tracker](#) and find out information about the conflicts in the countries featured in the exhibition.
- Students can research the culture, history, traditions and nature of the countries featured in the exhibition. Make sure to emphasise that these countries are remarkable in so many ways and should not be known only for the conflict/war that is taking place there.

SOURCES

Koolituskeskus, M. M. M. J. (2024). *Virtual exhibition "One Day, I Will" – Maailmakool*. Maailmakool. In: <https://maailmakool.ee/materjalid/100004/vn-dokfoto-vincent-tremeau>.

Global Conflict Tracker. (2024). Global Conflict Tracker. In: <https://www.cfr.org/global-conflict-tracker>.

Vision Of Humanity. (2024). *Global Peace Index Map > The most & least peaceful countries*. In: <https://www.visionofhumanity.org/maps/#>.

JOURNEY TO THE LAND OF EQUALITY



10 JOURNEY TO THE LAND OF EQUALITY

Although the world has become more equal in many respects, significant gaps remain. Women are increasingly pursuing higher education and careers, but norms around certain professions, caregiving, childcare and household work are slow to change. How can we promote and contribute to gender equality in our daily lives? This lesson encourages students to think critically about the state of gender equality at home and around the world. Using imagination and drawing, they explore issues of gender inequality, discrimination and equal opportunities.



Indication of the complexity level



Min/max number of participants

9–30



Age group

13+



Duration

90 minutes

AIM, GOALS, SKILLS

Aim:

The aim of the activity is to encourage students to think critically about the state of gender equality at home and around the world.

Goals:

Students draw a map to explore issues of gender inequality, stereotypes, discrimination, justice and equal opportunities.

Students imagine and discuss the meaning of equality for all.

CONNECTION WITH SCHOOL

SUBJECTS

Civics (Ethics), Art, History

MATERIALS (INCLUDING ANNEXES)

Sheets of paper, pencils, posters, coloured markers or crayons

Annexes:

- Annex 1 – Quiz
- Annex 2 – Voting cards

INSTRUCTIONS

STEP 1

5 MINUTES

The teacher asks the students which characteristics they think are often attributed to women and which to men (e.g. women are vulnerable, emotional, good cooks...; men are assertive, competitive, good at football...). Write examples of these characteristics on the board. Ask the girls and boys separately if they can identify with these characteristics – which ones yes, which ones no, and why.

STEP 2

10 MINUTES

The following is a short quiz on the situation of women around the world (Annex 1). The teacher distributes the voting cards (Annex 2) to the students and encourages them to answer quickly.

After reading the questions and the possible answers, the students should pick up the card with the letter they think represents the correct answer. The teacher can count the votes with the students, make a class statistic and share some opinions together about what is behind the numbers and statistics of the correct answer. This will give the students the information to create the map below. The information can then be discussed at the end of the lesson.

STEP 3

5–10 MINUTES

In this step, the teacher prepares the students for a creative group activity in which they will design an imaginary map to the “Land of Equality”, a place where true gender equality exists.

The teacher explains to the students that they will work in groups to draw an imaginary map of a place called the “land of equality.” This is a land where men and women have equal opportunities. Mention that this land exists somewhere far away and that we want to visit it to learn about gender equality from other cultures.

The students should think of different symbols and metaphors they could use in their drawings. For example: a river full of crocodiles could represent gender stereotypes; a dark forest could symbolise something mysterious or unknown; other examples include a rough river for danger, a heart for love, or a black

cat for misfortune. The teacher can do a quick brainstorming session with the students and ask them to think of other metaphors and symbols that they know from board games, computer games, comics, books, etc. that could be used in their map.

STEP 4

10 MINUTES

The students form small groups of 3–5, trying to ensure that each group includes both girls and boys.

The teacher gives each group a sheet of paper and pencils and instructs the groups to spend 10 minutes discussing and writing down their answers to the following questions:

1. *How do you imagine a “land of equality” where women and men have equal opportunities?*
2. *What obstacles might you encounter on your way to such a country?*
3. *How will you overcome these obstacles?*

STEP 5

20–25 MINUTES

In this step, students use creative symbols and metaphors to create a visual representation of the journey to the land of equality, including obstacles and solutions they might face along the way. Each group has a poster and coloured markers or crayons.

On the map, they should draw obstacles that they (especially girls) might encounter on the way to their destination. These obstacles should be represented using metaphors and different symbols such as natural phenomena, buildings, people, animals, etc. The groups can invent their own symbols for each obstacle.

Each group should design a fictional map representing the journey to the Land of Equality.

The teacher reminds the students to include a legend in the margin or at the bottom of the map to explain all the symbols used.

STEP 6

15 MINUTES

Each group then presents their map to the others, highlighting some of the main obstacles they have encountered on the way to the Land of Equality. When the groups have finished their

presentations, post the maps in a visible place in the classroom so that all students can have a closer look at them.

STEP 7

15–20 MINUTES

After looking at all the maps in detail, the teacher invites the students to sit in a circle and discuss the group work and then the questions related to the topic of gender (in)equality. Helpful questions for discussion:

- *What were your ideas about the fictional Land of Equality?*
- *In what ways were your ideas similar and in what ways did they differ?*
- *How did you agree as a group to prepare the map?*
- *Did you identify and draw similar barriers to equality? Which ones?*
- *How can you relate your maps about the fictional Land of Equality to reality?*
- *What are the most common obstacles women face in real life? How could they overcome these obstacles?*
- *In which professions, in our country and elsewhere in the world, is gender inequality most pronounced? What do you think are the main reasons for this?*
- *How are gender stereotypes most often portrayed in advertisements / films / books / computer games, etc.?*
- *Which gender stereotypes can lead to gender bias or even gender discrimination?*
- *Do you know what the “pink tax” is?*
- *Have you ever found yourself in a situation where you were not able to put your ideas into practice because of prejudices related to your gender? What did you do?*
- *What could a true Land of Equality look like if everyone in the world worked towards gender equality?*

INFO CORNER

- **Gender equality** means that women and men participate equally in all areas of public and private life, have equal status and opportunities, and benefit equally from development (EEMW, Article 4).
- **Gender equality** also means the absence of direct and indirect discrimination based on sex. Direct discrimination occurs when a person is treated less favourably due to

their sex. Indirect discrimination happens when neutral provisions disadvantage one sex unless justified by objective reasons (EAWM, Article 5).

- **Gender stereotypes** are preconceived notions that assign roles and characteristics to individuals based on their gender, limiting their potential and opportunities. These stereotypes perpetuate sexist attitudes and hinder progress (European Institute for Gender Equality, 2024).
- **Stereotyping** is the attribution of certain characteristics to individuals based on group membership, often leading to erroneous and harmful generalisations.
- **Sexism** refers to attitudes or behaviours that neglect or devalue a particular sex, usually women.
- **Prejudice** involves holding negative beliefs or attitudes towards certain groups, often resulting in disrespect and intolerance.
- **Biological sex** is assigned at birth based on reproductive organs.
- **Social gender** refers to societal characteristics attributed to men and women, which can limit individuals based on societal expectations.
- **Gender neutrality** involves using inclusive language to avoid bias and promote gender equality, reducing stereotypes and supporting social change (European Parliament, 2018).
- **Pink tax** refers to higher prices for products intended for women and taxes on essential hygiene products.
- **Unpaid work:** Globally, women still do much more unpaid work than men, which limits their opportunities for paid employment. Men need to share household and caregiving responsibilities to achieve gender equality. Despite progress, significant inequalities remain, especially in North Africa and West Asia.

ADDITIONAL SUGGESTIONS

Introduction: It is possible to start by asking students which advertisements often feature gender stereotypes. If you have a computer, an internet connection and a projector, watch some of these ads together. Then play the video “[Labels Against Women](#)” (Pantene Commercial, 2013) and discuss it.

Drawing ideas: If students find it difficult to draw their ideas, suggest that they imagine a woman crossing the “bridge of education” over a river full of crocodiles, representing the prejudices women face in their careers. They could also imagine a man with a saintly glow working as a kindergarten teacher while other men look down on him (e.g. from a balcony). Remind them of the common gender stereotypes discussed in Step 1 or those that are prevalent in your environment.

Activity extension: In small groups, students should create a gender-neutral advertisement for a chosen product that is often associated with gender stereotypes (e.g., washing powder). The ad can be a drawing, a short video or a sketch. After presenting their ads to each other, discuss the process, the challenges and any examples of gender-neutral ads they know of that are currently on the air.

SOURCES

Uradni list RS, št. 59/2002. Zakon o enakih možnostih žensk in moških.
In: <https://pisrs.si/pregledPredpisa?id=ZAKO3418>

Ule, M. (2004). Socialna psihologija. Ljubljana: Fakulteta za družbene vede.

#to sem jaz (2024). Kakšen vpliv imajo (nate) spolni stereotipi? In: <https://www.tosemjaz.net/razisci/druzina-prijatelji-in-vrstniki/kaksen-vpliv-imajo-nate-spolni-stereotipi>.

European Institute for Gender Equality. (2024). Gender Equality Index. In: <https://eige.europa.eu/gender-equality-index/2023>.

International Labour Organization. (2024). Statistics on unpaid work. In: <https://ilostat.ilo.org/topics/unpaid-work>.

“The road to the land of equality.” YouPart (2023).

United Nations Development Programme. (2024). Gender Inequality Index. In: <https://hdr.undp.org/data-center/thematic-composite-indices/gender-inequality-index#/indicies/GII>.

UN. (2024). Convention on the Elimination of All Forms of Discrimination against Women. United Nations, Treaty Series, vol. 1249, p. 13. In: https://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-8&chapter=4&clang=_en.

UNICEF. (2024). Girls' education. Gender equality in education benefits every child. In: <https://www.unicef.org/education/girls-education>.

European Institute for Gender Equality. (2024). Gender stereotypes. In: https://eige.europa.eu/publications-resources/thesaurus/terms/1223?language_content_entity=en.

Gapminder foundation. (2024). Gapminder. In: <https://www.gapminder.org>.

European Parliament. (2018). Gender-neutral language in the European Parliament. In: https://www.europarl.europa.eu/cmsdata/151780/GNL_Guidelines_EN.pdf.

Speak With Adam. (2016). “Labels Against Women” Pantene Commercial 2013 [Video]. YouTube. In: <https://www.youtube.com/watch?v=kaB3BT9v-P4>.

LESSONS: **GLOBAL ISSUES, UNIVERSAL**

VISUALISATION TOOLS FOR ANALYSING DOCUMENTARIES



11 VISUALISATION TOOLS FOR ANALYSING DOCUMENTARIES

Visualisation tools can help students to analyse documentary movies on global issues. The 3 worksheets offer students a way to creatively capture information from the documentary. It is possible to focus on character mapping, a timeline or a specific theme. The material can be used in any situation where students are working with a documentary.



Indication of the complexity level



Min/max number of participants

5–35



Age group

12+



Duration

45–100 minutes

(depending on the length of the film)

AIM, GOALS, SKILLS

Aim:

Incorporating drawing and visualisation activities can increase students' engagement and understanding when analysing documentary movies.

CONNECTION WITH SCHOOL

SUBJECTS

Social Science, Geography, Art.

MATERIALS (INCLUDING ANNEXES)

Printed worksheets, equipment for watching a documentary.

Annexes:

- Annex 1 – Character Mapping Worksheet
- Annex 2 – Timeline Illustration Worksheet
- Annex 3 – Thematic Mind Map Worksheet

INSTRUCTIONS

STEP 1 – INTRODUCTION

5 MINUTES

The teacher presents the documentary selected for the lesson. They give a brief overview of its themes and purpose, and ask the students to share what they have seen or heard about this topic in the media and in discussions with their family and friends.

The teacher introduces the visualisation tool that the students will use during the screening (it is useful to choose a worksheet based on the chosen documentary and print copies for the students). Students can ask questions about how to record their ideas from the film into the worksheet to make sure they understand how to use it. The students can be creative when filling in the worksheet, using different colours, symbols and additional drawings.

It is possible to use one of the following worksheets:

WORKSHEET: Character Mapping

- Students use the worksheet to write down the most important information about one of the main characters in the documentary. They can choose a character on their own or the teacher can assign different characters to them. Students should include relevant information such as the character's personal information (name, age, nationality, gender, etc.), motivation, thoughts, hopes and ideas, relationships, challenges, and their development throughout the film (past and present).
- Students can use symbols, colours and annotations to represent different aspects of the character's journey.

WORKSHEET: Timeline Illustration

- Students create a timeline of key events depicted in the documentary. This can help them to understand the chronological order of events and their significance.
- Students can use symbols and images to represent key events, locations, turning points, conflicts, discoveries, or important moments in the documentary.

WORKSHEET: Thematic Mind Map

- The teacher assigns each student or group a specific theme or topic explored in the documentary (e.g., social justice, environmental issues, human rights, gender equality).
- Students create a mind map that visually represents connections between different aspects of their assigned theme, incorporating information from the documentary.

STEP 2 – DOCUMENTARY SCREENING

20–75 MINUTES

Teacher plays the documentary. If the film is too long to watch during the lesson, it can be shown in sections, focusing on key scenes that highlight characters, themes and key events.

The teacher encourages active viewing by providing guiding questions or prompts related to the visual recording worksheet.

After the end of the screening, the teacher allows extra time for students to complete their work.

STEP 3 – GROUP DISCUSSION AND SHARING

15 MINUTES

Gallery Walk:

- Students arrange their visualisations around the room for a gallery walk.
- Students can explore and discuss each other's work, noting similarities, differences and unique insights.

Group Discussion:

- Teacher facilitates a group discussion based on the visualisations, exploring how different groups interpret characters, themes and scenes.

STEP 4 – CONCLUSION AND REFLECTION

5 MINS

Students can reflect individually or in small groups on how the visualisation activities deepened their understanding of the topics covered in the documentary.

INFO CORNER

The “Vaata ja muuda” handbook (in Estonian) contains references to various documentary clips on global education topics, along with simple worksheets that support students in analysing the clips: https://maailmakool.ee/wp-content/uploads/2018/10/eesti_manuaal.pdf.

Visual Facilitation Cookbook. This resource (in English) provides tips on how to use drawing tools to analyse and systematise knowledge and content: https://www.salto-youth.net/downloads/toolbox_tool_download-file-1430/VF-cookbook-web.pdf.

“It provides tools to analyse documentary movies in a meaningful way that has more impact on students compared to just watching the movie.” (from the piloting of the lesson, teacher from Estonia)

ADDITIONAL SUGGESTIONS

(TIPS FOR FACILITATOR, VARIATIONS FOR YOUNGER/OLDER STUDENTS, ETC.)

- It may be useful to start with shorter clips to analyse so that students get used to the format of the worksheets (especially if there are students with special needs in the class). If students have difficulties in using the worksheet, the teacher can help them with the first steps.
- The worksheets can be used to facilitate teamwork in the classroom. For example, before watching the film the teacher can divide the students into different groups that represent different characters and problems of the film (by using the same or different worksheets). The groups can then make posters based on the worksheets and present the results to the rest of the class.
- The teacher can encourage the students to further develop their visualisations. For example, they could present their visualisations outside the classroom (through school exhibitions, Global Education days at the school, social media, etc.). As an added value this could motivate the students to produce high quality work and possibly develop their work further (start a youth project, enter a creative competition, etc.).

LESSONS: **GLOBAL ISSUES, UNIVERSAL**

DEVELOPMENT COMPASS ROSE



12 DEVELOPMENT COMPASS ROSE

The Development Compass Rose is a popular pedagogical tool for discovering the interrelationships of an everyday or a specific situation on a systemic level. Participants will be able to discover new perspectives, positive and negative consequences of events, phenomena or occurrences depicted in the pictures. The Development Compass Rose works just like the real one: we use it when we want to find our way in an unknown land.



Indication of the complexity level



Min/max number of participants

There is no limit to the number of participants.



Age group

12+



Duration

25–40 minutes

AIM, GOALS, SKILLS

Aim:

The aim of the activity is to explore the relationship between development and environmental issues; and to explore the commonality of issues faced by people in different parts of the world.

Goals:

Students explore the links between economic, natural, political [Who decides?] and social/cultural aspects of global issues.

Skills:

Students work in groups and formulate questions.

CONNECTION WITH SCHOOL

SUBJECTS

Geography, Ethics, English

MATERIALS (INCLUDING ANNEXES)

Flipchart paper (or wrapping paper), pictures related to global issues, pens / markers.

Annexes:

→ Annex 1 – Picture of Development Compass Rose

INSTRUCTIONS

PREPARATION

This activity can be adapted according to the teacher's needs. It can be used as an introduction to some global issues, for language teaching (creating questions), etc.

STEP 1

15–20 MINUTES

Students form smaller groups, ideally 4–5 students per group. The groups sit around a table with a flipchart paper (or a large piece of wrapping paper/or printed worksheet) on it. The teacher asks the students to draw a large cross with the four cardinal points (taking advantage of the whole surface).

Instructions:

"The four cardinal points represent different domains of sustainability. 'N' stands for Nature (the environment), 'S' for Social (social interactions), 'E' for Economy (economical aspects) and 'W' for Who decides? (power relations)."

The teacher then places a picture in the middle of the compass rose for each group. The teacher does not give the context of the picture, so the students do not have any background information about the event(s) on it.

Instructions:

"Write at least three relevant questions for each cardinal point associated with the picture you have in the middle. Questions are not always clearly related to only one aspect. In such cases, questions can be written at SE, NW and other points. If you find a question that is relevant to all four domains, put it in the middle."

STEP 2

20 MINUTES

When all the groups have completed their tasks, the groups show each other one by one the picture they have received and the 12 questions that belong to it.

Debriefing: The teacher explains which scene is shown in each picture.

INFO CORNER

The four cardinal points represent four different viewpoints:

N – Natural (questions about the environment)

S – Social (questions about people)

E – Economic (questions about money)

W – Who decides? (questions about power)

Natural: Questions about the environment: energy, air, water, soil, living things and their relationship to each other. The questions cover both the "built" as well as the natural environment.

Social: Questions about people, their relationships, their traditions, cultures and ways of life. They include questions about how, for example, gender, race, disability, class and age affect social relationships.

Economic: Questions about money, trade, aid, ownership, work, buying and selling.

Who decides: Questions about power, e.g. who makes choices and decides what happens, who benefits and who loses as a result of these decisions, and at what cost etc.

ADDITIONAL SUGGESTIONS

Teachers can adapt or develop this activity as they wish – for example, using the tip from the pilot lesson: students can create a conversation between the characters in the picture (if there are any).

Tip on the pictures: Tide – global learning unit. (2015). The Development Compass Rose. In: <https://www.tidegloballearning.net/resources/development-compass-rose-consultation-pack>

SOURCES

Tide – global learning unit. (2015).

The Development Compass Rose.

In: <https://developmenteducation.ie/wp-content/uploads/2015/12/Development-Compass-Rose-Framework-full.pdf>

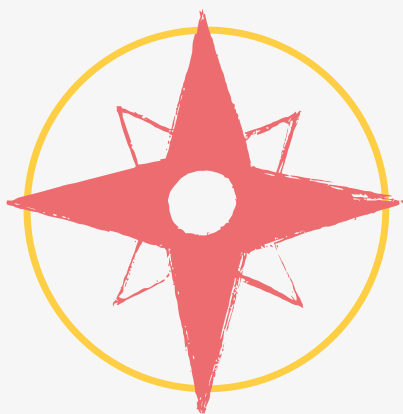
THE DEVELOPMENT COMPASS ROSE

NATURAL

These are questions about the environment – energy, air, water, soil, living things and their relationships to each other. These questions concern both the built and the 'natural' environment.

WHO DECIDES?

These are questions about power, of who makes choices and decides what happens; who benefits and who loses as a result of these decisions, and at what cost.



ECONOMIC

These are questions about money, trade, aid, ownership, buying and selling.

SOCIAL

These are questions about people, their relationships, traditions, culture and ways of life. They include questions about how, for example, gender, race, disability, class and age affect social relationships.

Picture: Development compass rose (canva.com 2024, based on Tide – global learning unit)



Global Education Teachers' Club is an informal space where teachers interested in global learning and topics such as intercultural dialogue, human rights, global inequality, migration, gender equality, consumerism, sustainable development and other global issues can meet on a regular basis to learn, share their experiences and develop ideas to promote responsible and active citizenship among young people. The Club was founded in Slovenia in January 2018 by Humanitas – Centre for Global Learning and Cooperation. In cooperation with project partners Arpok, Anthropolis and Mondo, and with the support of the Erasmus+ project, the Club was also launched in the Czech Republic, Hungary and Estonia in 2023.

We would like to invite other European organisations working in the field of Global Education to join our idea of setting up the Global Education Teachers' Club in their country. For more information and possible participation, please contact us at info@humanitas.si.