

A PICTURE SPEAKS A THOUSAND WORDS

What do I want to find out?

Students' assumptions about development; attitudes to people from developing countries.

What do I need?

- Set of SDGs icons, each mounted on card.

What do I do?

- Review previous discussions about the SDGs and their aim to end all forms of poverty, fight inequality and tackle climate change. Emphasise that the goals apply to all countries.
- Brainstorm: *Can you think of ways to raise awareness of the SDGs in your school community?* Make a note on flipchart.
- Discuss: *How useful are the icons in the campaign? How can they be improved?* Make a note of ideas.
- Suggest use of photos if students do not arrive at the idea themselves.
- Divide into pairs and distribute all the icons.
- Ask the pupils to search the internet for five photos that might communicate their goal more effectively. Download and print their selection. Mount their icon and photos on a piece of flipchart paper.
- Ask each pair to note down the pros and cons of each photo and highlight their final choice and the reasons for choosing it.
- Display the posters and ask the group to look at their ideas. Make a record.

Discussion

- Was it difficult to find appropriate images? Why?
- Was it easier to find images for some goals?
- Did they use images from both developing and developed countries?
- Look at the set of posters produced by the UN which also include a target: www.un.org/sustainabledevelopment/sustainable-development-goals.
- What are the differences /similarities with your own choices?
- Does the target make it easier to understand the goal and see how it is relevant to you?

How do I analyse the results?

- Use the response sheet to categorise photos and pros and cons of images chosen.
- Keep a record of the students' discussion points, especially which goals were most/least relevant to them and attitudes to people in the images.

How do I measure the change?

- Repeat the activity after your awareness raising campaign and check how far types of photo changed, eg more images from developed countries, use of non-stereotypical images from under-developed countries.
- Evaluate whether students are more confident discussing the goals, particularly their relevance to their own lives.

Follow-up activity

- Ask students to devise their own set of posters for each goal using their own photos taken in their locality.
- Alternatively take a selfie holding an icon in a context that relates to that goal.

goal	images used	students' comments
1 No Poverty		
2 Zero Hunger		
3 Good Health and Well-being		
4 Quality Education		
5 Gender Equality		
6 Clean Water and Sanitation		
7 Affordable and Clean Energy		
8 Decent Work and Economic Growth		
9 Industry, Innovation and Infrastructure		
10 Reduced Inequality		
11 Sustainable Cities and Communities		
12 Responsible Consumption and Production		
13 Climate Action		
14 Life Below Water		
15 Life on Land		
16 Peace and Justice Strong Institutions		
17 Partnerships to achieve the Goals		

BLUEPRINT FOR A SUSTAINABLE FUTURE

What do I want to find out?

Level of awareness of SDGs; attitudes to shared needs and aspirations.

What do I need?

Icon sheets, one for each pair. Poster of all SDGs.

What do I do?

Explain that in 2015 the United Nations (UN) adopted the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs). Countries agreed to mobilise efforts to end all forms of poverty, fight inequality and tackle climate change. The goals apply to all countries.

Brainstorm: Can you think of any goals that would apply to all countries? Make a note on flipchart.

Explain that the UN have devised a set of icons to represent each goal.

Divide into pairs and give each a copy of the icons.

Ask the pupils to match each icon with a goal.

Discussion

Go through the icons and ask groups which goals they thought might fit. Why? Groups should mark which they got correct on their sheet.

Which icons were a good/poor fit with their goal? Why?

Which colours fitted the goal?

Display the poster of all the SDGs.

Which SDGs matched their own goals from the brainstorm?

Do they think the poster would be an effective way of increasing awareness of the SDGs in their school or community?

What other media could they use to raise awareness?

Collect the pupil response sheets.

How do I analyse the results?

Review the pupils' response sheets. Make a note of goals and the number of correct answers.

Keep a record of the students' own goals and the discussion points, especially which goals were most/least relevant to them.

How do I measure the change?

Repeat the activity after your awareness raising campaign and check whether recognition of the icons has increased.

Evaluate whether students are more confident discussing the goals, particularly their relevance to their own lives.

Follow-up activity

Ask students to devise their own icons that could be used in all countries or a set that would fit their own town or country.

- **A** Affordable and Clean Energy
- **B** Clean Water and Sanitation
- **C** Climate Action
- **D** Decent Work and Economic Growth
- **E** Gender Equality
- **F** Good Health and Well-being
- **G** Industry, Innovation and Infrastructure
- **H** No Poverty
- **I** Life Below Water
- **J** Life on Land
- **K** Partnerships to achieve the Goals
- **L** Peace and Justice Strong Institutions
- **M** Quality Education
- **N** Reduced Inequality
- **O** Responsible Consumption and Production
- **P** Sustainable Cities and Communities
- **Q** Zero Hunger

Fair or Unfair?

What do I want to find out?

The definition of what is *fair* and what is *unfair* is not always clear cut. People will have different views, opinions and criteria in their judgements. This activity explores what pupils understand by the terms *fair* and *unfair*, and how developed their understanding of social justice is.

What do I need?

- An opinion scale:

Very unfair	Unfair	Neither	Fair	Very fair
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- Choose one set of statements to explore a particular theme (one statement per card)

- **In the Classroom**

The teacher spends the same amount of time with each pupil	Prizes are given to those pupils who work the hardest	Prizes are given to those pupils who are the cleverest
Prizes are given to those pupils who score the highest marks.	All pupils get the same prize.	All pupils get the same grade.
The teacher spends extra time with pupils that need more help.	All pupils get a prize if the whole class passes. No pupil gets a prize if even one pupil fails.	The teacher spends extra time with pupils that are well behaved

- **Climate change**

Climate change refers to a range of phenomena that affects the global weather systems and climate, including a rise in temperatures and the pollution of the air, water and soil. The high rate of burning fossil fuels in modern times contributes significantly to climate change.

A very small percentage of the world population contributes most to climate change.	Climate change will affect the lives of the poorest regions and people of the world first.	People should be able to fly whenever they want, regardless of the impact on the climate.
People should be encouraged to buy less and buy local to reduce their climate impact.	Companies that contribute to climate change should have to take the necessary steps to make their businesses climate friendly/environmentally friendly.	Governments should invest in public transport to reduce carbon emissions.

- **Wealth / Poverty**

There are wealth disparities between groups of people within countries and between countries.

The top 10% of wealthy people in the world have about the same wealth as the bottom 90% of the world.	There should be a limit to the amount of wealth a person can accumulate.	All people should have access to housing, sanitation, food, education and healthcare.
Some poorer people work harder than some wealthy people.	All wealth should be shared out equally.	Wealthy people create more pollution and damage to the climate.
Wealthy people should help poorer people out of charity.	Wealthy people should help poorer people because it is fair.	Wealthy people have no responsibility for poorer people.

- **Fair / Unfair Global Trade**

Chocolate is made from cocoa beans. 85% of the world's cocoa is produced in West Africa (The Ivory Coast, Ghana, Cameroon and Nigeria)

In producing countries, cocoa plantation workers often earn as little as 1 Euro a day.	In producing countries, some children work on cocoa plantations in unsafe and unhealthy conditions.	In producing countries, most children working on cocoa plantations have never tasted chocolate.
Europe (10% of the world's population) consumes 40% of the chocolate produced in the world.	In producing countries, children working on cocoa plantations, miss out on school education.	The chief executive of a European chocolate company typically earns a 10 million Euro salary.

What do I do?

Overall Timing: 40/60 minutes

- Put the pupils into groups of 3-5 and give each group a set of statement cards, and a copy of the opinion scale. Ask pupils to share their opinions with the group and try to agree a place for each statement along opinion scale.
You give each group the same set of cards or different sets of cards.
- Record the allocation of each statement for each group. Note any opinions that were widely agreed upon, and any opinions that were controversial.
- Share the results with the whole group and ask them to give reasons and justifications for the most agreed upon and most disagreed upon opinions.

How do I analyse the results?

- Review the results from each group to give a score for each statement: very unfair (1), quite unfair (2), neither fair or unfair (3), quite fair (4), very fair (5).
- Consider whether the pupils' discussions correspond to the scores.
- Consider whether pupils' give different scores for situations that are more / less familiar. Which statements have the highest / lowest scores? Do any patterns emerge? For example, pupils may have different views on wealth distribution when considering the national context compared to the global context.

How do I measure the change?

- You can repeat the activity exactly or with additional different / modified statements.
- Do pupils distinguish between ideas of fairness and equality?
- Do pupils show an understanding of the concepts of “rights” and “justice”?
- Are pupils able to express ideas about how unfairness can be reduced?
- Are pupils able to show willingness to take action, or do their responses suggest they believe injustice to be inevitable?

What teaching interventions can I make?

- Explore the multiple ways in which fairness can be understood: equality (e.g. everyone gets the same teacher time), deservedness (e.g. those that put in effort get more rewards) and need (e.g. those pupils that are less able get more help). Use a range of familiar and unfamiliar examples to explore a range of perspectives.
- <https://www.bbc.co.uk/teach/class-clips-video/whats-fair/zh98qp3>
A teaching resource that explores the difference between fairness and equality.
- Windows - A resource for considering fair / unfair ways of making group decisions
<https://www.philosophy-foundation.org/enquiries/view/windows>
- Explore the concept of Human Rights. Use resources to explore this concept in local and global contexts. Eg. <https://www.actionaid.org.uk/school-resources/search/s/topic/0-2364>

Opinion Scale

Very unfair	Unfair	Neither	Fair	Very fair
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Statement Cards (In the Classroom)

The teacher spends the same amount of time with each pupil	Prizes are given to those pupils who work the hardest	Prizes are given to those pupils who are the cleverest
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The teacher spends extra time with pupils that need more help.	All pupils get a prize if the whole class passes. No pupil gets a prize if even one pupil fails.	The teacher spends extra time with pupils that are well behaved

Statement Cards (Climate Change)

<p>A very small percentage of the world population contributes most to climate change.</p>	<p>Climate change will affect the lives of the poorest regions and people of the world first.</p>	<p>People should be able to fly whenever they want, regardless of the impact on the climate.</p>
<p>People should be encouraged to buy less and buy local to reduce their climate impact.</p>	<p>Companies that contribute to climate change should have to take the necessary steps to make their businesses climate friendly/environmentally friendly.</p>	<p>Governments should invest in public transport to reduce carbon emissions.</p>

Statement Cards (Wealth/Poverty)

<p>The top 10% of wealthy people in the world have about the same wealth as the bottom 90% of the world.</p>	<p>There should be a limit to the amount of wealth a person can accumulate.</p>	<p>All people should have access to housing, sanitation, food, education and healthcare.</p>
<p>Some poorer people work harder than some wealthy people.</p>	<p>All wealth should be shared out equally.</p>	<p>Wealthy people create more pollution and damage to the climate.</p>
<p>Wealthy people should help poorer people out of charity.</p>	<p>Wealthy people should help poorer people because it is fair.</p>	<p>Wealthy people have no responsibility for poorer people.</p>

Statement Cards (Fair/Unfair Global Trade)

In producing countries, cocoa plantation workers often earn as little as 1 Euro a day.	In producing countries, some children work on cocoa plantations in unsafe and unhealthy conditions.	In producing countries, most children working on cocoa plantations have never tasted chocolate.
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Hopes & aspirations

□ 30min □ 9-16 SDGs •

What do I want to find out?

Are pupils able to think of other children or young people, who may live in very different places, as sharing similar needs, hopes and aspirations to themselves.

What do I need?

- Photoset and response sheets. You may want to add photos from your locality that are more relevant to your situation.

What do I do?

- Display photos on the wall.
- Divide into small groups and give each group a copy of the response sheet. Ask the pupils to look at the photos in their groups and consider the questions:
 - *What are the hopes and aspirations of the young people in the photograph?*
 - *What are the similarities and differences between you and them?*Mark the photo of the young people who are most and least like you. Write down everything you can think of on the response sheet.
- Collect the pupil response sheets.

Discussion

- Rather than working your through each group's responses, try to open up a general discussion focused on the assumptions they made about the young people in the photographs.
- Did any photos surprise or shock you? Which? Why?
- What hopes and aspirations did you think these young people had? Why?
- Which did you most/least identify with? Why?
- Which countries did you think were portrayed and what was happening? Why?
- Do you think your hopes and aspirations for your future are different from young people from different countries and cultures?
- Which group did you think was in greatest need?
- Are you affected by issues such as climate change, gender equality, security, housing and nutrition?

Are these issues in our country?

Background information

- A Security searches for high school students, Santa Fe, Texas, USA
- B Mahmoud, student on solar panel construction course for Palestinian refugees, organised by UN Relief & Welfare Agency at Wadi Seer Training Centre, Amman, Jordan
- C Homeless family waiting to be re-housed by Habitat for Humanity, Warsaw, Poland
- D Young Subanen indigenous people, Kanowanan, Mindanao, Philippines
- E Students in e-Learning lab set up by UK NGO IT Schools Africa in Lilanda Basic School, Lusaka, Zambia
- F Chess tournament funded by Jacob Zuma Foundation to provide alternatives to drugs and alcohol
- G School gardening group that aims to improve nutrition in deprived communities. Reading, UK.
- H All-girl thrash metal band, *Voice of Baceprot* ("noisy"), who promote gender equality and climate change, Indonesia
- I Hippo Water Roller holds 5 buckets of water and enables mainly women and girls to fetch clean drinking water, South Africa

● How do I analyse the results?

- Review the pupils' response sheets. Are there more in the *Similarities* column or in the *Differences* column?
- Look at the type of comments made. Which are observations are drawn from the photo and which are assumptions? Are they mainly, positive, negative, neutral, or a mixture? In a baseline audit it is common to see mainly observations in the *Same* column (*they like music and I like music*) and mainly assumptions in the *Different* column (*they are oppressed because they are Muslim, they're poor Africans*), while in a follow up audit there is often a greater balance of observations and assumptions in each column.
- A quick way to get a sense of the most common responses is to use wordle or tagxedo to create a word cloud where the most frequent responses appear largest. This allows for an easy comparison with follow up responses.

How do I measure the change?

- Depending on the time between first and second audit, either repeat the activity or use alternative photos based on the same criteria.
- Look out for an increase in references to the young people's personality, likes and dislikes, being part of a family or community. Pupils who have a greater understanding of our shared humanity will have as many or more responses in the *Similarities* column, as in the *Differences* column.
- Look for an increase in comments questioning the activity, for example *you can't tell what the people are like just from a photo*, and note whether pupils are less willing to make quick judgements about the child in the photograph, and able to see the broader picture behind the photo.
- Look for comments about interdependence and young people having similar threats to their well being (violence in schools, pressures to conform, climate change) and common aspirations for the future (security, getting a good education and jobs, being 'yourself').

Hopes & aspirations Recording template

- ↑ Look at the photos displayed on the wall and consider the questions:
 - *What are the hopes and aspirations of the young people in the photograph?*
 - *What are the similarities and differences between you and them?*
- ↑ Write down everything you can think of on the response sheet.
- ↑ Mark the photo of the young people who are most and least like you.
- ↑ Which country do you think they are from?

How am I connected to climate change?

What do I want to find out?

Climate change refers to a range of phenomena that affects the global weather systems and climate, including a rise in temperatures and the pollution of the air, water and soil. This activity explores what pupils think and know about the impact of their choices on climate change, and their own willingness to take action.

What do I need?

Select 9 statements from the list below, including high (H), medium (M) and low (L) priorities. Create a set of cards with one statement on each, for each group of pupils.

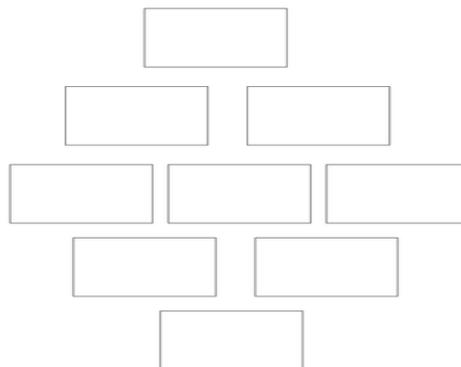
- (H) Walk, cycle or use public transport instead of a car
- (M) Share your car with others
- (H) Become vegan
- (H) Become vegetarian
- (M) Reduce your consumption of meat and dairy products
- (M) Use up leftover food
- (H) Say no to plastic bags / packaging
- (M) Support a charity that campaigns for climate change action
- (M) Organise a climate change action school strike
- (H) Buy local seasonal food
- (H) Reduce aeroplane flights
- (H) Reduce consumption / Only buy what you need (clothing, technology)
- (M) Buy products with less packaging
- (H) Campaign to the government to take climate action
- (H) Use renewable energy sources instead of fossil fuels
- (M) Reduce energy use (switch off the lights etc.)
- (M) Have a bank account with a 'green' bank
- (H) Support a charity that protects indigenous people's land rights
- (H) Protect undeveloped lands / eco systems (e.g. rainforests)
- (M) Collect rainwater for use in the garden
- (L) Give unwanted items to a charity shop

- (L) Recycle everything you can
- (M) Start a compost heap in your garden

What do I do?

Overall Timing: 40/60 minutes

- Put the pupils into groups of 3-5 and give each group a set of 9 statement cards.
- Give a brief explanation of any cards that pupils don't understand.
- Ask pupils to arrange the 9 cards in a diamond pattern with the most important at the top and the least important at the bottom in terms of the impact on climate change. The positions of the cards can be moved around until the group is agreed on the ranking.



- Note pupils' comments and discussions as they complete the activity
- Record the final ranking of the statements.
- Share the results with the whole group and ask them to give reasons and justifications for the most agreed upon and most disagreed upon rankings.
- Repeat the ranking activity but this time ask pupils to rank the statements according to what they can and would be willing to do.

How do I analyse the results?

- Score the results as follows for each group: the card in the top row gets a score of 9, the second row a score of 7, then 5, 3 and finally the card in the bottom position gets a score of 1.
- Add together the scores for each card.
- Arrange the cards in a diamond to reflect the ranking for the whole group. Record the group ranking.
- Repeat the analysis for the second ranking activity (what pupils can and would do).

How do I measure the change?

- Repeat the activity with the same or different statement cards. Analyse the results as before.
- Compare the extent to which pupils' understanding of different actions on climate change has increased. Are they more likely to rank high priority actions at the top of the diamond, and low priority actions at the bottom?
- Are pupils more/less willing to take certain types of actions?
- Are pupils able to make connections between consumption and waste e.g. *only buy what you need* and *buy products with less packaging*?
- Are pupils able to make connections between consumption and air miles e.g. *buy local seasonal food* and *reduce aeroplane flights*?
- Are pupils able to make connections between consumption and land use e.g. *reduce consumption of meat and dairy products* and *protect undeveloped lands / eco systems*?

What teaching interventions can I make?

- Learn about the factors that contribute to climate change
<https://friendsoftheearth.uk/climate-change/what-can-i-do-to-stop-climate-change>
- Explore the role of indigenous communities and their role in protecting undeveloped land. <https://www.survivalinternational.org/tribes/brazilian>
- Explore renewable energy sources <https://www.irena.org/europe>
- Use a carbon footprint calculator to understand the impact of choices on the climate
<https://calculator.carbonfootprint.com/calculator.aspx?tab=3>
- Investigate what happens to recycling. How much goes to landfill? How much is down-cycled? How much is recycled? What are the energy costs of recycling?
<https://www.youtube.com/watch?v=s4LZwCDaoQM>

Statement Cards

Walk, cycle or use public transport instead of a car
Share your car with others
Become vegan (no animal products)
Become vegetarian (no meat)
Reduce your consumption of meat and animal products
Use up leftover food
Say no to plastic bags / packaging
Support a charity that campaigns for climate change action
Organise a climate change action school strike
Buy local seasonal food
Reduce aeroplane flights
Reduce consumption / Only buy what you need (clothing, technology)
Buy products with less packaging
Campaign to the government to take climate action
Use renewable energy sources instead of fossil fuels
Reduce energy use (switch off the lights etc.)
Have a bank account with a 'green' bank
Support a charity that protects indigenous people's land rights
Protect undeveloped lands / eco systems (e.g. rainforests)
Collect rainwater for use in the garden
Give unwanted items to a charity shop
Recycle everything you can
Start a compost heap in your garden

What would make the most difference?

What do I want to find out?

To what extent do pupils understand their potential power as consumers and as agents for change – both individually or as part of a bigger group. When pupils consider the consequences of their actions, are pupils motivated by injustice to take action?

What do I need?

- An information sheet per group on the production of a food item the pupils consume. E.g. Mexican avocados, or on the production of a consumer item the pupils purchase E.g. Mobile phone, clothes.
- Choices for action cards : Avocado

Sponsor a child in Mexico	Nothing I can do will make a difference	Ask my local shop to stock fair trade avocados	Only buy fair trade avocados
Persuade my school / town to become a fair trade school / town	Write to a supermarket chain saying I want them to only stock fair trade avocados	Join an organisation campaigning for workers' rights	Join an organisation campaigning for environmental protection
Convince other people I know to take action too	Stop buying/eating avocados	It's not my responsibility to make a difference	Something else

- Choices for action cards : Mobile phones

Sponsor a child in the DRC	Nothing I can do will make a difference	Recycle / reuse old mobile phones.	Only buy fair trade mobile phones
Reduce the frequency of phone upgrades.	Write to mobile phone manufacturers and ask them to only use fair trade coltan.	Join an organisation campaigning for workers' rights	Join an organisation campaigning for environmental and wildlife protection
Convince other people I know to take action too	Stop using a mobile phone or other technology that uses coltan.	It's not my responsibility to make a difference	Something else

- Choices for action cards : Clothes

Sponsor a child in Bangladesh	Nothing I can do will make a difference	Repair / Upcycle clothing	Only buy fair trade clothing
Reduce the frequency of new clothing purchases.	Write to fashion retailers / clothing manufacturers and ask them to only ensure fair employment practices.	Join an organisation campaigning for workers' rights	Join an organisation campaigning for environmental and wildlife protection
Convince other people I know to take action too	Only buy second-hand clothing	It's not my responsibility to make a difference	Something else

What do I do?

Overall Timing: 20 minutes

- With pupils in groups of 3 – 5 give each group an information sheet and a set of choices cards.
- First ask each group to rank the choices cards in response to the question *What would make the most difference?*
- Secondly ask the pupils to respond to the question *Which am I most likely to do?* Pupils can mark their choices using coloured markers or stickers on the choices cards.

How do I analyse the results?

- Collate the ranking for each choice for action, tally the number of stickers/ marks on each choice. Review any discussion notes.
- Is there evidence that pupils are considering reducing their overall consumption?
- Is there evidence that pupils consider the consequences of their choices of action? For example, stopping/reducing consumption of produce/product that uses low-cost workers may leave workers unemployed, whereas lobbying retailers for better working conditions may have a positive impact on workers.
- Examine the number of stickers on each action card. Are pupils more likely to take some action than others? If so, discuss with them why this might be.

How do I measure the change?

- Repeat the ranking activity using an alternative information sheet and action cards and compare the result.
- Ask pupils what actions they have done on their own or with others.
- Look for increased awareness of the consequences of their choices for action on the producer, workers and environment/climate.
- Look for increased willingness to take action in the support of social and environmental justice.

What teaching interventions can I make?

- Use videos, news articles and other resources to further investigate the social and environmental consequences of other consumer products and food products.
- Examine historical campaigns that have made a difference to living and working conditions, and environmental/climate conditions both locally and globally.
- Understand the historical origins of contemporary trade relationships e.g. colonial relationships.
- Example resources: [to be added to]
 - <https://equalexchange.coop/sites/default/files/HistoryofFairTrade.pdf>

Avocado production in Mexico

Mexico supplies 45% of the international avocado market. As a result of the rise in global demand for avocados, particularly in Europe and the U.S., farmers in Mexico are influenced to increase the size of their farms. This is now leading to environmental issues including deforestation, chemical pollution of the soil, air and water, and increased greenhouse gas emissions.

Avocado growers and pickers in Mexico reported being extremely unhappy with the wages they receive, the workdays are long and hard, income is insufficient, child labour is common, and the job itself is insecure. The use of pesticides in some avocado growing regions has been linked to serious health problems for farmers and others in their communities.

Coltan mining in the Democratic Republic of Congo

All mobile phone batteries contain coltan. 80% of the world's coltan is mined in the Democratic Republic of Congo, central Africa. The country is rich in natural resources, but most of the population are living in extreme poverty. There is a civil war and many mines are controlled by armed groups. Some women and children are forced to work in the mines. Most miners are not paid enough to have a healthy life and support their families. Many miners suffer with health problems related to breathing in harmful fibres.

Huge areas of forest are cleared for the mines. With the high rate of deforestation, animals such as the chimpanzee, the bonobo and the endangered eastern lowland gorilla are in danger as their habitats are destroyed. Coltan mining also pollutes the rivers and lakes affecting local communities, animals and wildlife. Greenpeace Africa stated that if current mining practices continue, the Congo's ecosystems will no longer exist within the next 10 to 12 years.

Clothing industry in Bangladesh

40% of industrial workers in Bangladesh work in the ready-made clothing industry with nearly all garments being exported to Europe and the U.S. Despite the high profits made in the garment industry as a whole, workers wages are too low for them to have a healthy life and support their families. Many workers have 14 hour days, work in unsafe conditions and face harassment at work. Since 1990, more than 400 workers have died and several thousand more have been wounded in 50 major factory fires.

Many garment factories release untreated factory waste directly into rivers and canals. Fish stocks are dying, farming land gets polluted by toxins and those living near these sites face air pollution, stench and related health problems.

In Europe and the U.S. fast fashion results in large quantities of disposed clothing. Some of this clothing ends up in landfill, and some enters the second-hand clothing market in poorer countries. Ghana is an example of a country where the importing of second hand clothing has undermined their own garment industry.

Which roles are for females and which are for males?

What do I want to find out?

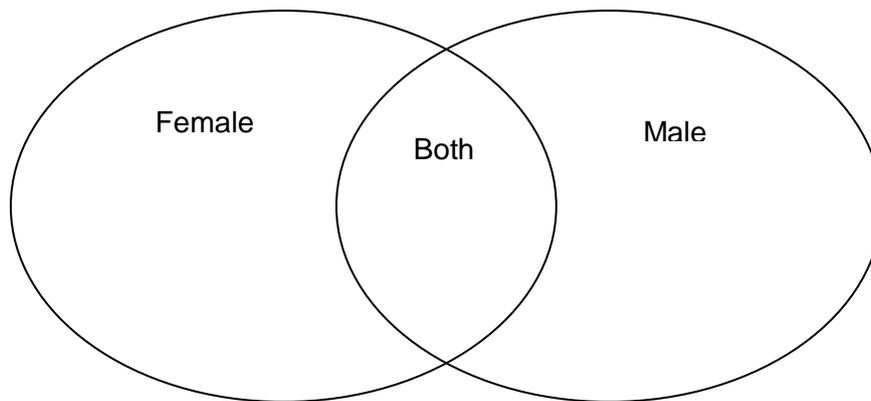
Explore which characteristics and skills pupils define as typically female or typically male. What do pupils think are prerequisites for different jobs/roles and do they reveal gender stereotypes?

What do I need?

- Large blank sheets of paper with the names of jobs and/or roles at the top.
Example jobs: car mechanic, pilot, carer, dancer, computer programmer, farmer, police officer, nurse.
Example roles: team leader, administrator, researcher, note taker, evaluator.
- Small blank cards or sticky notes.
- A recording template for each group of pupils.

Job/Role	Female, Male, both?	What characteristics and skills are required?

- A worksheet with overlapping circles (Venn diagrams) for the pupils.



What do I do?

Overall Timing: 30/40 minutes

- Divide the pupils into groups of 2-4 and give each group one of the job/role sheets and one of the recording templates.
- Ask: Who is better suited for this job or role? A male or a female or both?
What characteristics and skills are required for this job or role?
- To further prompt pupils you can ask: *What should this person be like? What should this person be able to do? What education or training should this person have?*
- Pupils are to discuss and record their answers on the recording sheet.
- Ask each small group to share their answers with the larger group

- Redistribute the answer sheets so that each group has a different job/role answer sheet.
- On small cards or sticky notes pupils are to identify two characteristics (e.g. patient) and two skills (e.g. computer skills) that they feel are *most* important for the job/role.
- The identified characteristics and skills are added to the large sheets for the given job/role.
- Repeat this activity one or more times by redistributing the answer sheets again.

- In the same or different groups, ask pupils to record in Venn diagrams if the characteristics and skills from the compiled lists are typical for males, females or both genders. Pupils should be encouraged to justify their decisions.

- The answers can be collated on a single recording sheet to give an overview of the group.

How do I analyse the results?

- Examine and record what pupils think about jobs that are typically performed by females and those typically performed by males.
- Record which characteristics and skills pupils see as typically male or typically female.

- Note what reasons pupils give for attributing characteristics and skills to a particular gender.

How do I measure the change?

- Depending on the time between each audit, you can repeat the activity exactly, or use an alternative set of jobs or roles.
- Look at the extent of change in gender stereotyping shown between the two audits. To what extent do pupils challenge stereotyped views expressed by their peers, what evidence do they draw on to justify their arguments, and to what extent do they question the activity itself.

What teaching interventions can I make?

- Use videos, news articles and other resources to show examples of males and females in jobs/roles that challenge the stereotypes identified.
- Provide opportunities for pupils to meet individuals that challenge the stereotypes identified.
- Examine some jobs/roles that historically were considered only for one gender, but have since become widely accepted as gender neutral.
- Explore the idea of gender identity, non-binary identities and trans-gender identities.
- Explore where gender differences are emphasised in their own schools, families and social spaces.

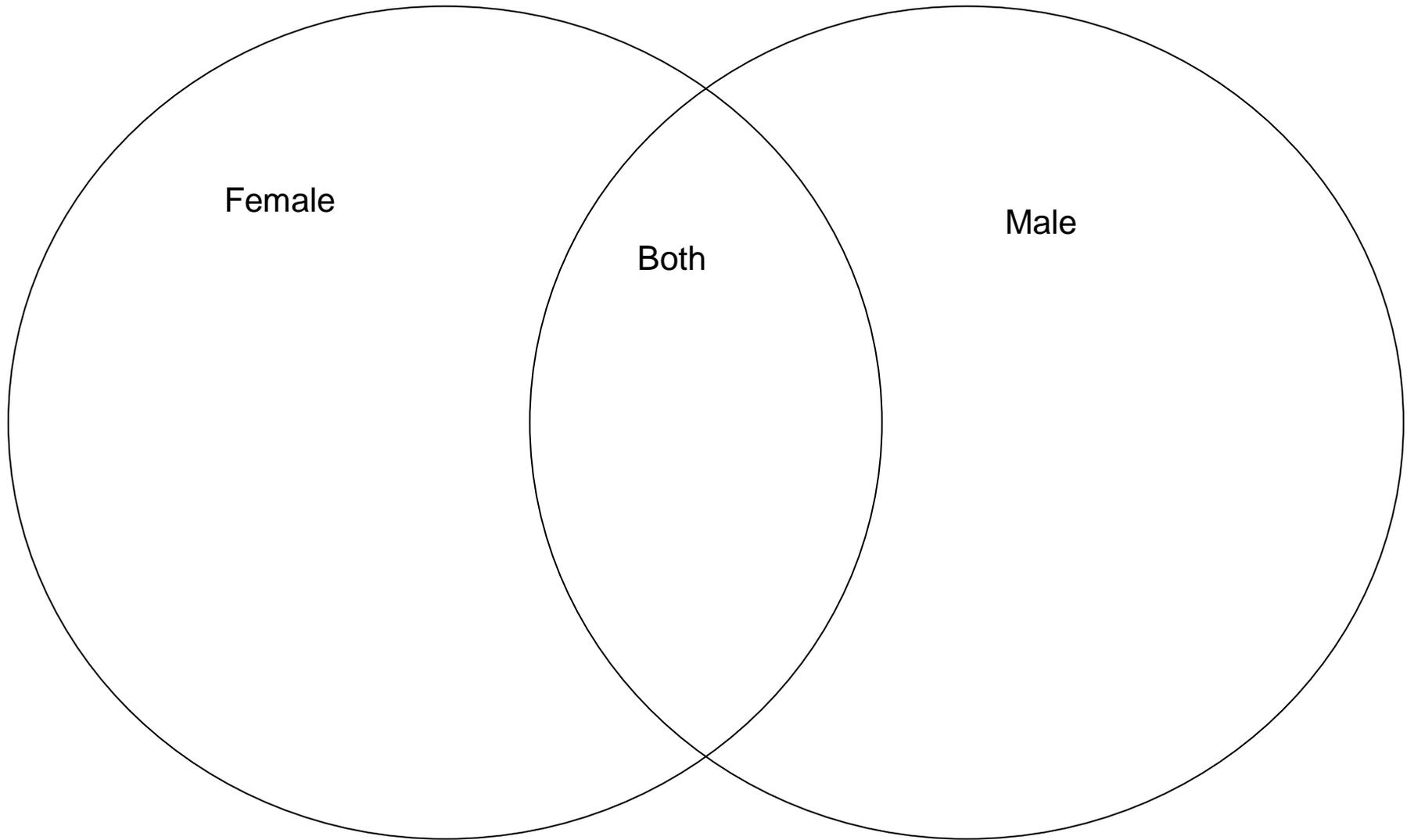
Example resources:

- Challenging gender stereotypes
 - <https://youtu.be/G3Aweo-74kY>
 - <https://www.youtube.com/watch?v=ZeHX8x0ggVs>
 - <https://www.youtube.com/watch?v=4sPj8HhbWHS>
- Women in engineering
 - <https://www.newzimbabwe.com/the-female-british-airways-engineer-helping-inspire-other-women-to-fix-jets/>
 - <https://youtu.be/wK-ktl4wic>
 - <https://homegrown.co.in/article/802965/indias-first-ladies-of-space>
- Men in dancing
 - <https://www.youtube.com/watch?v=3Z8w5pkm6G4>
 - <https://dancesportlife.com/blog/male-dancer-stigma/>

Recording Template

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Job / Role	Male, Female, both?	What characteristics and skills are required?



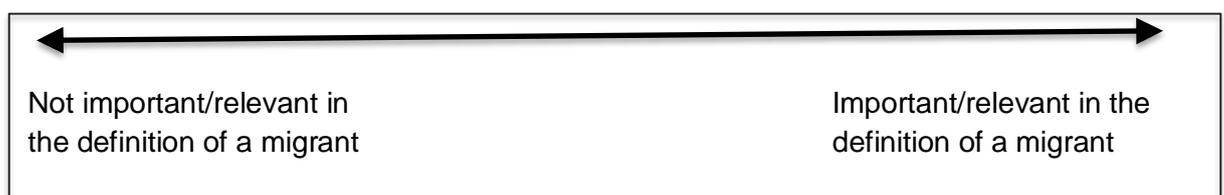
Who are migrants?

What do I want to find out?

There is no agreed international definition of the term 'migrant' but it is generally taken to mean a person who moves away from their usual place of residence within a country or across international borders (<https://migrationobservatory.ox.ac.uk/>). In different settings, people use a range of criteria to identify people as migrants, and this can also change over time. This activity explores a range of criteria that might be used to define/identify migrants, and attitudes towards them.

What do I need?

- A set of criteria cards with the following criteria:
 - Migrants are born in a foreign country
 - Migrants have parents that were born in a foreign country
 - Migrants have grandparents that were born in a foreign country
 - Migrants are of non-white European heritage
 - Migrants are staying in the country for two weeks
 - Migrants are staying in the country for two years
 - Migrants are settling in the country indefinitely
 - Migrants have a foreign passport
 - Migrants do not speak the country's official language
 - Migrants have a different religion to the majority of the country
 - Migrants have a different culture to the majority of the country
 - Migrants are poor
- A copy of a 'migrant definition line'.



- A set of statement cards with the following statements:
 - Migrants increase the crime rate
 - Migrants contribute to the cultural diversity of our country
 - Migrants take jobs away from the country's citizens
 - Migrants speak many languages
 - Migrants take advantage of our health system
 - Migrants take advantage of our welfare system
 - Migrants do the jobs that local people don't want to do
 - Migrants bring valuable skills to the country
 - Migrants don't adapt to local culture
 - Migrants pay more taxes than they take in benefits
 - Migrants bring new perspectives
 - I would like to live in a different region / country one day
 - The country is too overcrowded for more migrants
 - Migrants help create jobs

What do I do?

Overall Timing: 40/60 minutes

- Put the pupils into groups of 3-5 and give each group a set of migrant criteria cards, and a copy of the migrant definition line. Ask pupils to place each criterion along the line according to how important they think the criteria is in identifying a person as a migrant.
- Record the allocation of criteria for each group. Note any criteria that were widely agreed upon, and any criteria that were controversial.
- Ask the pupils to sit/stand in a circle facing outwards.
- Pupils are to put one hand behind their back to express whether they agree or disagree with a list of statements about migrants. If they agree with a statement, they should give a thumbs up, if they disagree, they should keep their fist clenched, and if they neither agree nor disagree they should keep their hand flat.
- Read each migrant statement card.
- Record the agree/disagree/neither votes for each statement.
- Pupils may need some time to gain familiarity with the international and national organisations that will be used in the activity.
- Share the results with the pupils and ask them to give reasons and justifications for the most agreed upon and most disagreed upon statements.

How do I analyse the results?

- Reflect on the allocation of criteria for the term 'migrant' and the related pupil discussion. Are there any criteria being used that might reflect prejudice? E.g. minority groups that have a long history in the country but are seen as outsiders. Are some criteria used in ways to discount certain people as migrants? E.g. migrants with similar culture/language/religion not defined as migrants, or wealthy migrants not defined as migrants.
- Reflect on whether pupils have negative perceptions about migrants. Are their attitudes towards migrants negative, neutral or positive? Do pupils make negative generalisations about migrants?
Each statement can be categorised as a statement of opportunity (green) or a statement of threat (red). What is the balance between the two for the pupils? How is the definition pupils are using of migrant related to the attitudes that pupils have about migrants?

How do I measure the change?

- You can repeat the activity exactly or with additional criteria and statements that might be relevant to your context.
- Look for a clearer definition of the term migrant. Are pupils able to recognise that groups termed as migrants have changed over time and location? Are pupils better able to challenge prejudicial views or negative generalisations?

What teaching interventions can I make?

- Use videos, news articles and other resources to understand the history of migration in the country. Eg. <https://www.ourmigrationstory.org.uk/>
- Use videos, books and other resources to explore migrant stories and communities.
- Examine news and other sources to critically reflect on the messages given in the media in regards to migrants.

Migrant Criteria Cards

Migrants are born in a foreign country	Migrants have parents that were born in a foreign country
Migrants have grandparents that were born in a foreign country	Migrants are of non-white European heritage
Migrants are staying in the country for two weeks	Migrants are staying in the country for two years
Migrants are settling in the country indefinitely	Migrants have a foreign passport
Migrants do not speak the country's official language	Migrants have a different religion to the majority of the country
Migrants have a different culture to the majority of the country	Migrants are poor

Migrant Definition Line



Not important/relevant in the
definition of a migrant

Important/relevant in the
definition of a migrant

Migrant Criteria Cards

Migrants increase the crime rate	Migrants bring valuable skills to the country
Migrants contribute to the cultural diversity of our country	Migrants don't adapt to local culture
Migrants take jobs away from the country's citizens	Migrants pay more taxes than they take in benefits
Migrants speak many languages	Migrants bring new perspectives
Migrants take advantage of our health system	I would like to live in a different region / country one day
Migrants take advantage of our welfare system	The country is too overcrowded for more migrants
Migrants do the jobs that local people don't want to do	Migrants help create jobs

Whose responsibility is it to make the world a better place?

What do I want to find out?

Explore which organisations, groups and individuals' pupils consider have responsibility in making the world a better place / implementing the Sustainable Development Goals. Do pupils consider relative power when allocating responsibility to different organisations, groups and individuals.

What do I need?

- 6-8 labels showing different organisations, groups and individuals that may be considered to have responsibility in the context being explored.
Examples: Local/district/regional/national council/government, Local/National/International corporations/companies, local/national/international charities, United Nations, World Trade Organisation, World Bank, individuals in the Global North, individuals in the Global South, marginalised groups, immigrants, indigenous peoples, wealthy individuals.
- Brief written explanations of the different organisations and groups, particularly those that are less familiar to the pupils.
- A recording template for each group of pupils.

Organisation/ Group	Number of counters	Reasons / Justification

- 20 counters / beans per group
- 6-8 pots per group

What do I do?

Overall Timing: 30/40 minutes

- If this activity is focussed specifically on the Sustainable Development Goals, a single goal or other specific global concern then some time will need to be spent on giving pupils familiarity with the goal(s).
- Pupils may need some time to gain familiarity with the international and national organisations that will be used in the activity.
- Divide the pupils into groups of 3-5 and give each group one set of pots, one label per pot and 20 counters / beans.
- Ask: *Whose responsibility is it to make the world a better place? Whose responsibility is it to implement the Sustainable Development Goals? Whose responsibility is it to ensure all children receive a primary education?*
- Pupils are to discuss and distribute the counters / beans (representing responsibility) between the pots representing different organisations and individuals.
- The activity can be done as a group consensus or with each pupil in the group allocating a share of the counters / beans.
- Pupils are to record the final allocation of counters / beans on the recording template, along with reasons and justifications for their allocations.

How do I analyse the results?

- Record the proportion of responsibility that pupils allocate to different organisations and individuals. Are pupils able to recognise the shared responsibilities across different organisations, groups and individuals both local and global?
- Record the reasons and justifications that pupils give for their allocation. Is there evidence of knowledge gaps that can be addressed? Do pupils consider the relative power of different organisations, groups and individuals in their allocation of responsibility?

How do I measure the change?

- You can repeat the activity exactly.
- Look at the extent of change in responsibility allocation. Do pupils spread responsibility across different organisations and individuals? Are pupils better able to justify their choices and demonstrate an increased understanding of relative power?

What teaching interventions can I make?

- Use videos, news articles and other resources to investigate different types of organisations and their impact on social and environmental issues.
- Examine historical evidence of individuals and organisations that have brought about positive social and environmental changes. In particular, examine cases where the status quo has been challenged to make the world a better place.

Example resources: [to be added]

Recording Template

Organisation/ Group	Number of counters	Reasons / Justification