

# Road to Rio+20

## Activities

### & Lesson plans



PEACE  
CHILD  
INTERNATIONAL  
EMPOWERING YOUNG PEOPLE



# Welcome!

“Hi! - we invite you to join the Rescue Mission! - we’re 28 very different young people from 21 countries but we have one thing in common. We’re tired - tired of seeing our beautiful planet polluted, tired of senseless wars, of the poor getting poorer day by day, of waiting for politicians to make decisions they should have made long, long ago”

So wrote the editors of Rescue Mission: Planet Earth - the Children’s Edition of Agenda 21.

Agenda 21 was agreed at the UN Conference on Environment and Development in Rio de Janeiro in June 1992. Popularly known as the “Earth Summit,” it was a turning point for sustainable development on the international stage. People and governments woke up to the fact that unchecked economic growth was destroying the environment and urgent action had to be taken.

At Rio, our leaders agreed many things, but signing bits of paper is easy: taking action to implement them is much harder.

Twenty years have passed, and in May 2012 world leaders will meet again in Rio at a Summit focusing on two main issues: the Green Economy & Institutional Frameworks to achieve sustainable development.

This publication is designed to introduce young people to the issues that will be central to Rio+20, by first providing you with a useful context of our project (Part 1 – Overview) and then moving forward to what you and the young people you work with can do as part of a classroom or youth group activity (Part 2 – Activities & Lesson Plans).

We welcome questions and feedback on this first draft at [nicolo@peacechild.org](mailto:nicolo@peacechild.org)

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# **PART I:**

# **OVERVIEW**



# THE BASICS

## What is Rio+20?

20 years after the original Earth Summit, Heads of State and Government will meet again in Rio de Janeiro in May 2012 for the UN Conference on Sustainable Development, where the issues under discussion are the building of a green economy and sustainable development governance.

## What is sustainable development?

Sustainable development is defined by the Brundtland Commission as “meeting the needs of current generations without compromising the ability of future generations to meet their needs”.

## How did we get here?

- 1962 – Silent Spring by Rachel Carson published
- 1969 – Limits to Growth by Donella Meadows published
- 1972 – Stockholm Conference on the Human Environment; UNEP Founded
- 1988 – Brundtland Report, Our Common Future – defines ‘sustainable development.’
- 1992 – UN Conference on Environment and Development (UNCED = Earth Summit) – Agenda 21 and the Rio Principles agreed
- 1997 – Rio+5
- 1997 – Kyoto Protocol
- 1999 – Young People’s Earth Summit agrees 10 priorities for New Millennium
- 2000 – UN Member States agree the Millennium Development Goals
- 2002 – Rio+10 in Johannesburg publishes the ‘Plan of Implementation’
- 2009 – COP15 in Copenhagen

In 1992 the world was in the middle of a global recession and as the economy recovered, spending on overseas aid was cut. So in 1997, when a Rio+5 meeting was held, none of Agenda 21’s financial commitments had been met, leading some country leaders to say: “Sustainable development is no development at all.” The Rio+10 Meeting in Johannesburg was better, delivering an impressive Plan of Implementation, which has been monitored by the Commission for Sustainable Development.

But other priorities were intruding. In 2000, the UN agreed the 8 Millennium Development Goals (MDGs), which overshadowed the Agenda 21 process.

In 1997, the world signed the Kyoto Protocol on Climate Change but the USA, the world’s biggest emitter, failed to ratify it. As several Pacific islands were threatened with rising sea levels, and extreme weather caused heat waves in Paris and hurricanes in Louisiana resulting in thousands of deaths, climate change eclipsed the pursuit of sustainable lifestyles in the public mind. Then, at the Copenhagen Climate Summit in December 2009, public hopes for a strong, fair, legally binding climate change deal to replace Kyoto were dashed. Climate change remains a colossal threat and, with 3 billion people living on less than \$2 a day, the imperative of sustainable development to eliminate poverty remains as the greatest challenge for today’s youth.

That’s why we need a global mobilization of youth!

# ROAD TO RIO+20

Our project is set up as a coalition of 16 youth and youth-led partner organizations to:

- mobilize and unite a movement of inspired and empowered young people and youth organizations that learn about and take action to promote the Rio+20 themes;
- spread information on Rio+20, the opportunity it offers to focus on intergenerational justice, the building of the green economy to replace the brown, and ensuring that “future generations are able to meet their needs”;
- influence political outcomes of the Rio+20 Summit through engaging the ideas of young people worldwide;
- encourage young people to take action, on their own and in teams, to promote sustainable development and build the green economy so that youth can come to Rio in 2012 with a large portfolio of completed projects that provide evidence of good practice. That way, young people can appeal to governments saying: “Look what we did to help you achieve your goals: now help us achieve more...”

## What do we want the Rio+20 Summit to be remembered for?

We want the Rio+20 Summit to be remembered as a Turning Point moment: the moment when our governments, through the support and lobbying of young people, agree a suite of transformative strategies that will help dismantle the fossil-fuelled ‘Brown Economy’ and stimulate the rapid construction and transition to the Green Economy.

## What do we want Road to Rio+20 to be remembered for?

Road to Rio+20 will trigger the awakening and mobilization of a global youth movement that leads that transition to a new sustainable era that delivers long-term prosperity and growth. We also want it to be remembered for the communication and advocacy strategies it develops – these lesson plans, the training booklets on sustainable human development and the Green Economy, the musical, the computer game, the Green Economy Business contest, the Small is... Challenge. By these methods, the Road to Rio+20 will write a positive media narrative about the Rio 2012 Summit and create an unstoppable momentum that will persuade governments to deliver positive, concrete outcomes.

## How are we going to do it?

Through a series of activities, campaigns and events that are going to find global visibility on the Road to Rio+20 platform and that are going to benefit from contributions from, and collaborations with, other partners.

## When is all this happening?

January to November 2011	Road to Rio + 20
April 22, 2011 (Earth Day)	Official launch of our project
Summer 2011	Youth Regional Meetings
November 2011	Deadline for submitting contributions to Rio+20
November 2011	Present Road to Rio+20 outcomes at UN, New York
November 2011 to June 2012	Global youth advocacy on Rio+20
June 2012	UN Conference on Sustainable Development (Rio+20)
2011-2012	Campaigns, events, etc. by partner organizations



# Our partners



51Sim is a non-profit foundation devoted to social and environmental innovation. Created to empower and engage sustainable thinkers while generating long-term solutions that address critical global issues, 51Sim is a leading social responsibility event consultant, organizer, and producer.

<http://www.51sim.org/>

**AWO Migrationssozialdienst**

**Blue Cross Youth Resource Centre**



WE CANADA is an initiative by The Canadian Earth Summit Coalition, a self-organized, independent and informal civil society network of non-government, non-profit, academic and research organizations, international leaders in sustainability thinking, activists, cultural workers and individuals, working towards Canadian leadership at the Earth Summit 2012, formally known as the United Nations Conference on Sustainable Development.

<http://earthsummit.ca/>



Environmental Challenge Organisation (Singapore), or ECO Singapore, is a not-for-profit social enterprise that aims to establish a voluntary environmental movement, thereby creating opportunities for active involvement by Singaporean youths, encouraging them to take initiative and choose to live environmentally sustainable lifestyles.

<http://www.eco-singapore.org/>

Fundación TierraVida-Peace Child Argentina is a youth-led organization based in Córdoba, Argentina that seeks to inspire, mobilize and support young people in taking action that creates positive and lasting change, promotes more sustainable communities and reduces the impact on the planet.



Global Kids, Inc. - the premier non-profit educational organization for global learning and youth development - works to ensure that urban youth have the knowledge, skills, experiences and values they need to succeed in school, participate effectively in the democratic process, and achieve leadership in their communities and on the global stage.

<http://globalkids.org/>



Juvente is a youth organisation with more than 2000 members. We are working for a democratic and solidaric society without racism, war and alcohol and drug problems. The members of Juvente are mainly between 13 and 26 years of age. None of the members of Juvente drink alcohol or use drugs.

<http://juvente.no/>

**Ohana, Santos, Brazil**



Peace Child India

Peace Child India, Bangalore, India

<http://www.peacechildindia.org/>



Peace Child International is registered in the UK as an educational charity, and since its founding in 1981 has grown to unite more than 1,500 affiliate groups and networks in over 180 countries.

[www.peacechild.org](http://www.peacechild.org)



PIDES is an international NGO whose executive committee is based in Mexico and Argentina. The Junior Observatory of Sustainability is the Editorial pillar.

<http://bypides.wordpress.com/>



INSPIRE. INFORM. INVOLVE.

TakingITGlobal's mission is to empower youth to understand and act on the world's greatest challenges. We use the power of online community to facilitate global education, social entrepreneurship, and civic engagement for millions of youth worldwide. Tigweb.org is the leading social network for global citizenship, bringing together over 340,000 members with more than 22,000 non-profit organizations across 13 languages.

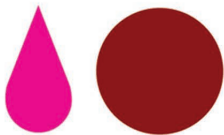
<http://www.tigweb.org/>



UNITED GAMES OF NATIONS

United Games International existed since 1989 as an informal body for co-operation of 7 national organizations in Slovenia, Czech Republic, Austria, Serbia, Germany, Hungary and India. In the beginning, the main shift was co-ordinating children games festivals, in several years the attention moved to organizing youth exchanges, based on education and non-formal learning.

<http://www.unitedgames.org/>



up to you too. global youth initiatives

UpToYouToo has a focus on entrepreneurship and music and aims to empower youth world wide through community events, lobby and advocacy. We see ourselves as a production house for development issues. Together with our local and international partners, we support the production of music, theatre and goods to expose the talent present as well as the elimination of poverty.

<http://www.uptoyoutoo.org/>



YPWC

Young People We Care is a registered youth-led and youth-focused organisation that is based in Ghana, West Africa. The mission of YPWC is: to educate and inform youth on global issues; inspire them to take action; encourage youth participation in global issues; identify and build sustainable partnerships aimed at youth development; and provide young people with the tools and resources required for effective action.

<http://www.ypwc.org/>

## GET INVOLVED

By now you should have a pretty clear idea of what Road to Rio+20 is all about, who's behind it and what we're trying to accomplish. The next question is: how do YOU fit into all this? These are just a few ways to participate in our work: expect to find more on our website and to see many more added throughout the year – this is just a sample!

## LEARN

### A series of booklets on sustainable human development

**What?** 6 booklets to be published online and to be used as educational tools in a youth group or classroom setting, explaining different aspects of sustainable human development using

**Who?** Peace Child International

#### How to get involved?

- Fill out our short questionnaire and have your opinions featured in the final publication!
- Encourage your teacher/youth group leader to organize for you to contribute stories, paintings, opinion pieces, photographs and cartoons to the booklets

### Rio+20 webinars

**What?** A series of webinar sessions with international speakers sharing their knowledge on the state of play on Rio+20 and what youth can do going forward.

**Who?** ECO Singapore

#### How to get involved?

- Attend one of the webinars
- If you have something to contribute, apply to host your own!

## CONNECT

### Regional Meetings

**What?** Events for young people led by young people, where participants discuss the themes of Rio+20, contribute to the development of a regional youth statement to be submitted to the UN and strategize key plans of action, advocacy and campaigning for their region.

**Who?** Young People We Care, Peace Child Argentina, Global Kids, Blue Ribbon Movement, ECO Singapore

#### How to get involved?

- Apply to attend a meeting (see full list on our website)
- Organize your own, especially if you're in a world region not currently covered by one of our events.

### Rio+20 youth mailing lists

**What?** A group of young people coming from different UN youth groups related to Rio+20 (CSD Youth Caucus, UNFCCC Youth Constituency, UNEP Tunza Advisory Council, etc.), discussing and planning for their involvement in Rio+20

**Who?** Rio+twenties, Peace Child International, others

#### How to get involved?

- Join the mailing lists





### **The Green Economy Eco-Business Innovations Challenge (GEEBIZ)**

**What?** A global business innovations challenge for young people to express their vision and entrepreneurship skills and apply them to the building of a green economy.

**Who?** Peace Child International

#### **How to get involved?**

- Go to [www.geebiz.biz](http://www.geebiz.biz) and find out!

### **The Small is... Challenge**

**What?** A global business innovations challenge for young people to express their vision and entrepreneurship skills and apply them to the building of a green economy.

**Who?** Practical Action with Peace Child International

#### **How to get involved?**

- Go to [www.geebiz.biz](http://www.geebiz.biz) and find out!

### **Youth-led Development:**

*community improvement projects designed and delivered by young people*

**What?** A global business innovations challenge for young people to express their vision and entrepreneurship skills and apply them to the building of a green economy.

**Who?** PIDES and Peace Child International

#### **How to get involved?**

- Go to [www.geebiz.biz](http://www.geebiz.biz) and find out!

### **Advocacy**

**What?** A Booklet designed to help young people plan advocacy campaigns to get their governments and institutions to support the transition to a Green Economy.

**Who?** Peace Child International

#### **How to get involved?**

- Go to [www.geebiz.biz](http://www.geebiz.biz)



**Part II :**  
**Activities**  
**&**  
**Lesson Plans**



In the second section of this workbook, we have compiled a series of lesson plans developed primarily for teachers and youth workers leading activities for young people aged 12 or older. These activities are designed to contribute to the making of the series of six Booklets on Sustainability and complement them when they are finished. Each lesson is designed as a photocopy-ready pullout and stands on its own. We encourage you to flip through and select those that meet the needs of your class or youth group.

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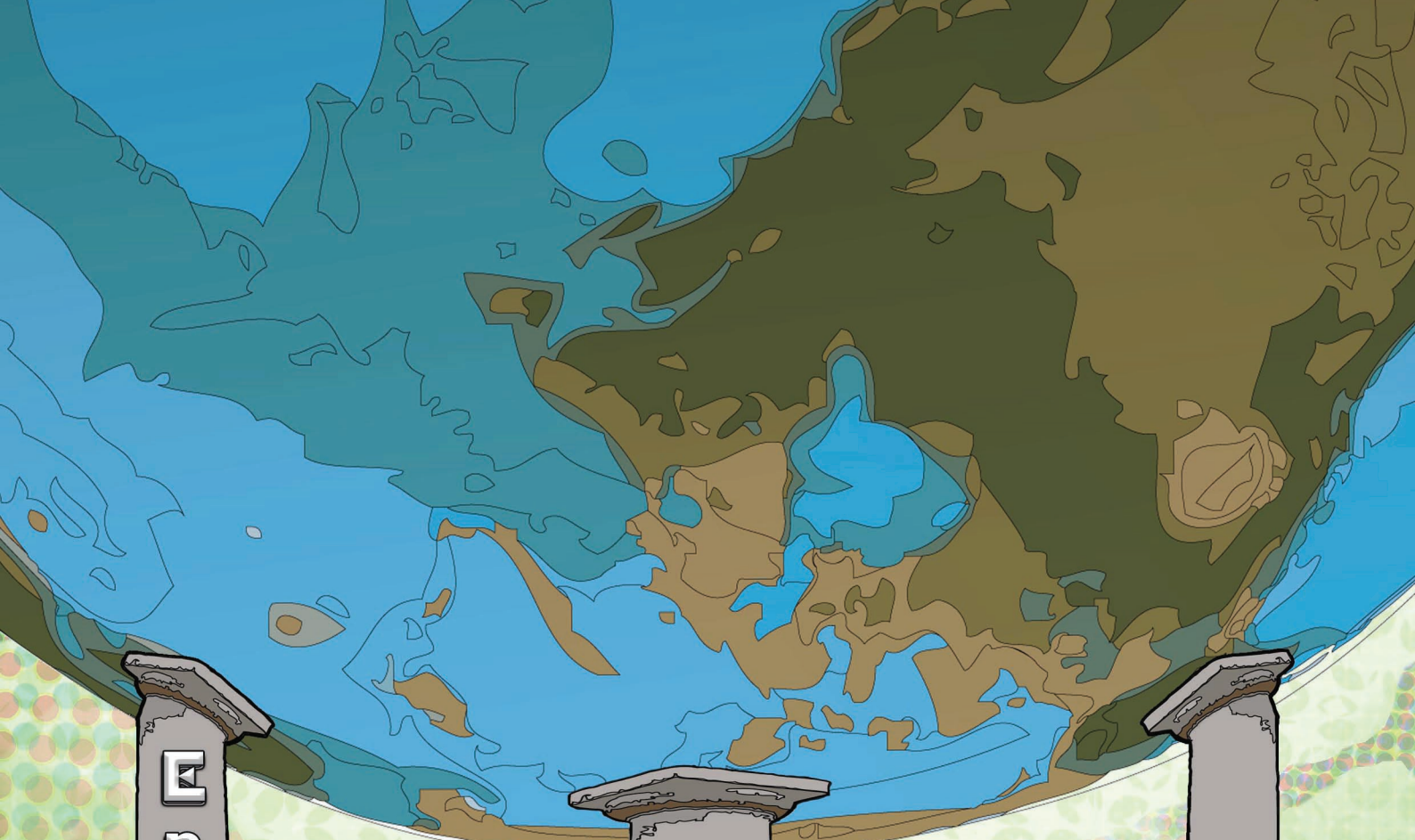
# Background: 3 Pillars of Sustainability

Agenda 21 was agreed at the UN Conference on Environment and Development in Rio de Janeiro in June 1992. Popularly known as the “Earth Summit,” it launched the Sustainable Development Agenda and woke people and governments up to the fact that unchecked economic growth was destroying the environment and we had to take urgent action.

Agenda 21 was a blueprint for the 21st Century and sustainable development - “meeting the needs of the present without compromising the ability of future generations to meet their needs” – was its core philosophy. PCI and others tried and tried to make the idea of Sustainable Development attractive: we re-defined it in the catch phrase: “Some - for All - for Ever” – in other words some things for everyone for ever or, as Mahatma Gandhi put it: “Enough for everyone’s need but not their greed.

Rio+20 re-writes sustainable development in the language of the Green Economy – which is good because sustainable development had at its heart a semantic contradiction: you cannot sustain growth, or development, for ever on a small planet with finite resources.

The idea of sustainability is built on 3 pillars — Society, Economy and Environment. In designing a green economy with improved human well-being and social equity with reduced environmental risks and scarcities, each of the three pillars must be firm and balanced. If one of them is shaky, the whole edifice of sustainability collapses:



# Environment

- Reducing emissions
- Protecting forests
- Consuming less
- Clean energy

# Economy

- Fair trade
- Cancel developing country debts
- Fair pay
- Combat corruption

# Social

- Reducing inequality
- Poverty reduction
- Peace
- Gender equality

# ACTIVITY 1:

## What do we know about sustainability?

**Themes:** Sustainability, Society, Economy, Environment

**Objective:** To brainstorm what people know about sustainability.

**Time:** 10-15 minutes

### Materials:

- Post-it notes
- Pens
- Board/wall/flipchart paper

### Instructions:

1. Give out 3 post-it notes to each individual.
2. Ask the question: What are the first three words that come up when you say the words "Sustainability"?
3. Ask them to write one word on each post-it note.
4. Get everyone to stick their notes onto a board, wall, or piece of flipchart paper.
5. Start the discussion: Which words are repeated the most? Is there consensus on what people think about Sustainability?
6. Now write up the words Society, Economy and Environment on the board.
7. Brainstorm how each of these relate to Sustainability?

# The Road to Rio: Agenda 21 and how it all began

The following list of dates outlines the major events that have occurred within the international community on sustainable development over the last 50 years.

## **1962 – The Silent Spring by Rachel Carson**

The book is widely credited with helping launch the environmental movement. It documented detrimental effects of pesticides such as DDT on the environment, particularly on birds. She also accused the chemical industry of spreading disinformation, and public officials of accepting industry claims uncritically.

## **1972 – Stockholm UN Conference on Human Environment**

The first major international meeting that was held to discuss issues of global environmental and development needs took place in Stockholm in 1972 at the UN Conference on the Human Environment. At this conference it was realized that development strategies were not meeting the needs of all countries. The major outcome of this conference was the Stockholm Declaration and Action Plan, which recognized the right to a healthy environment.

## **1987 – Brundtland Commission Report**

Named, after its Chair, Gro Harlem Brundtland, the Brundtland Commission on Environment and Development is best known for the report it came up with entitled “Our Common Future.” It was this document that first described sustainable development as that which: “meets the needs of the present generation without compromising the ability of future generations to meet their needs.”

## **1992 – The Earth Summit (Rio UN Conference)**

Marking 20 years from the Stockholm conference, the Rio UN Conference on Environment and Development was held in 1992 in Rio de Janeiro. Having defined sustainable development and social, economic and environmental needs, this summit brought these issues into the public arena. The outcomes of this summit were two legally binding conventions—the UN Convention on Biological Diversity (CBD) and UN Framework Convention on Climate Change (UNFCCC). It also led to the Rio Declaration, the formation of UN Commission on Sustainable Development (CSD) and Agenda 21, which prompted a number of Local Agenda 21 initiatives.

## **1997 – Rio+5**

The Rio+5 meeting was held to assess the progress made since the 1992 Earth Summit. When none of Agenda 21’s financial commitments had been met, which led some country leaders to say: “Sustainable development is no development at all.” Occurring at a time when development assistance was falling a debt increasing, the meeting called for stronger implementation of the agreements and conventions that were emerging on the environment and development.



## 1997 – The Kyoto Protocol

Signed in Kyoto in 1997 by 183 countries, the Kyoto Protocol was one of the most important treaties to be agreed upon. It included carbon offsetting, adaptation funds and a reduction of emissions of 5% from what they were in 1990. However, the US government rejected the treaty and many countries are failing to meet their targets.

## 2002 – Johannesburg World Summit

Unlike 1997, the preparations for the 2002 Earth Summit happened from the local, national, regional up to the global levels well in advance. At the Summit an increased number of environmental conventions were ratified which strengthened international environmental regulation.

## 2009 – COP-15 Copenhagen Climate Conference

With the Kyoto Protocol expiring in 2012, it was expected that a new agreement would be made in Copenhagen. However, the deadlocked negotiations did not result in any legally binding treaties.

## 2010 – COP-16 Cancun Climate Conference

Following the unsuccessful Copenhagen conference, a treaty was agreed upon in Cancun that was considered a “balanced package” to keep temperatures from rising more than 2°C. A new fund called Reducing Emissions from Deforestation and Degradation or REDD was set up that will pay poor nations not to chop down trees.

## 2012 – Rio+20 Earth Summit

In 2009 the UN General Assembly passed a resolution to hold the Rio+20 Earth Summit, which agreed that the four areas of focus would be on:

- Review of Commitments
- Emerging Issues
- Green Economy in the context of Poverty Eradication and Sustainable Development
- Institutional Framework for Sustainable Development

Source: Stakeholder Forum, <http://www.earthsummit2012.org> (Also see their Sustainable Development timeline: <http://www.earthsummit2012.org/index.php/milestones-to-rio20/225-sd-timeline>)





# ACTIVITY 2:

## Sustainability in your lifetime

**Themes:** Governance, Community, Sustainability

**Objective:** Have students reflect on what changes toward sustainable development have happened where they live in their lifetime.

**Time:** 15 minutes

### Materials:

- Paper and pens
- Road to Rio timeline

### Instructions:

1. Go over the roadmap with the group. What did they already know? What effect did any of these milestones have on the general public? Where they live?
2. Using the roadmap as a guideline, draw a line and label the beginning with your year of birth, and the end as the present.
3. Think of some events or developments that have happened in the community where you live or where you go to school. Draw these in as different points on the timeline. As an example, these might include:
  - A new recycling collection programme
  - Improvements or lower costs to bus or public transport systems
  - New road developments
  - Housing developments
  - Building an out of town shopping centre
  - Changes in the number of parks or green spaces
4. Reflect on each event, how have these had a positive or negative impact on the sustainable development of the place where you live and grow up in? Remember to think of sustainable development in terms of the 3 pillars: social, economic and environmental.

Additional sheets: Road to Rio timeline



# THE ROAD TO RIO: A TIMELINE ON SUSTAINABILITY

## In the History of the World

The Silent Spring by  
Rachel Carson **1962**

Stockholm UN Conference  
on the Human Environment **1972**

Brundtland Commission Report **1987**

Rio UN Conference on  
Environment and Development –  
*The Earth Summit* **1992**

Rio+5  
The Kyoto Protocol **1997**

Johannesburg World Summit on  
Sustainable Development **2002**

COP-15 Copenhagen  
Climate Conference **2009**

COP-16 Cancun  
Climate Conference **2010**

Rio+20 Earth Summit **2012**

## In My Experience

**1960** *My grandparents saw...*

**1975** *My parents saw...*

**2005** *I saw in my community...*

# ACTIVITY 3: MDG Bingo

After the first Rio Earth Summit in 2002, Agenda 21 was created and the idea of “sustainable development” became widely promoted. In 2000 the Millennium Development Goals were launched as eight goals to be reached by 2015. We now know we are not going to achieve them by this date. UN Secretary General Ban Ki-Moon has called the efforts to address the food crisis, climate change and the slow progress towards realizing the MDGs “too divided, too sporadic and too little”.

**Themes:** Governance

**Objectives:** To look at what the Millennium Development Goals (MDGs) are and how they can be carried forward into the Rio+20 process.

**Time:** 30 minutes

## Materials:

- Trivia questions
- Answer key
- Bingo cards for each participant
- Prizes (e.g. fair trade chocolate)

## Instructions:

### Preparation

1. Cut up bingo trivia questions and put them in a container or hat.
2. Photocopy the bingo card for each participant.

### Game play

3. Pick a trivia question from the container and read it out (don't give the answer). If participants think they have the answer to the question they should write it in on the appropriate MDG on their Bingo card.
4. Once all MDG squares are full, the first person can call Bingo. Go through the list of questions to see the answers are correct and see how they relate to the MDGs. Use this as opportunity for discussion. If they have answers wrong, keep playing. The first to finish with all the right answers wins.

### Follow-up discussion

5. Discuss what they learned and ask them to write inside the central square one thing that they would urge world leaders to do, to ensure that progress with the MDGs doesn't slip away after 2015.

Additional sheets: Bingo Card, MDG Trivia Questions



## MDG BINGO CARD

- A. Africa
- B. The progress made in combating HIV/AIDS
- C. More than 40%
- D. Afghanistan
- E. Angola
- F. 13 million
- G. Sub-Saharan Africa
- H. Women and girls

 <p>ERADICATE EXTREME POVERTY AND HUNGER</p>	 <p>ACHIEVE UNIVERSAL PRIMARY EDUCATION</p>	 <p>PROMOTE GENDER EQUALITY AND EMPOWER WOMEN</p>
 <p>REDUCE CHILD MORTALITY</p>		 <p>IMPROVE MATERNAL HEALTH</p>
 <p>COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES</p>	 <p>ENSURE ENVIRONMENTAL SUSTAINABILITY</p>	 <p>GLOBAL PARTNERSHIP FOR DEVELOPMENT</p>

## MDG BINGO CARD

I. 6/10

J. Long-term malnourishment and lack of nutrients

K. 7/10

L. 95%

M. Government leadership, effective policies, public investment and technical support.

N. 6,000 per day

O. Ethiopia, Ghana, Kenya, Mozambique, Nepal, Tanzania

P. Cholera

 <p>1 ERADICATE EXTREME POVERTY AND HUNGER</p>	 <p>2 ACHIEVE UNIVERSAL PRIMARY EDUCATION</p>	 <p>3 PROMOTE GENDER EQUALITY AND EMPOWER WOMEN</p>
 <p>4 REDUCE CHILD MORTALITY</p>		 <p>5 IMPROVE MATERNAL HEALTH</p>
 <p>6 COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES</p>	 <p>7 ENSURE ENVIRONMENTAL SUSTAINABILITY</p>	 <p>8 GLOBAL PARTNERSHIP FOR DEVELOPMENT</p>



## QUESTION & ANSWER KEY

### (1) Eradicate extreme hunger and poverty.

**J. Question:** Some 300 million children go to bed hungry every day. Is this caused by famine or other emergency situations, or just long-term malnourishment?

**Answer:** Long-term malnourishment and lack of nutrients

**C. Question:** What percentage of Africans cannot get sufficient food on a day to day basis?

**Answer:** More than 40%

### (2) Achieve universal primary education.

**O. Question:** Abolition of school fees at the primary level contributed to a surge of enrollment in 6 countries. Which are they?

**Answer:** Ethiopia, Ghana, Kenya, Mozambique, Nepal and Tanzania

**G. Question:** in which region do 30% of children of primary school age never attend school?

**Answer:** Sub-Saharan Africa.

### (3) Promote gender equality and empower women.

**K. Question:** It is estimated that 1.2 billion people across the world are hungry. What percentage would you think are women and girls?

**Answer:** 70%

**H. Question:** In 2010 at the Millennium Development Goals Summit, President Obama said, "When \_\_\_\_\_ and \_\_\_\_\_ have access to opportunity, that's when economies grow, that's when governance improves." What was he referring to?

**Answer:** Women and girls

#### **(4) Reduce child mortality.**

**E. Question:** Which country has the highest number of deaths of infants under 1 year old?

**Answer:** Angola has 178 deaths per 1000 births [Source: UN Human Development Report]

**N. Question:** How many children worldwide die every day from preventable infections spread by dirty water, improper sanitation and the absence of primary healthcare

**Answer:** 6,000 per day

#### **(5) Improve maternal health.**

**D. Question:** Name a country with extremely high maternal death rates where 90% of women fall victim to domestic violence. A 2009 law even legalizes rape within marriage, accepts child marriages and gives husbands the right to deny their wives both education and jobs.

**Answer:** Afghanistan

**L. Question:** Africa and Asia account for \_\_\_% of the world's maternal deaths.

Answer: 95%

#### **(6) Combat HIV/AIDS, malaria and other diseases.**

**B. Question:** What would you say could be under threat through global recession?

**Answer:** The progress made in combating HIV/AIDS.

**P. Question:** This is the name of a disease caused by drinking unsafe water.

**Answer:** Cholera



## (7) Ensure environmental sustainability.

**I. Question:** The amount of people worldwide who do not have access to basic toilet facilities? Is it 1/10, 6/10, or 7/10?

**Answer:** 6/10

**F. Question:** Number of hectares of land deforested in 2005.

**Answer:** 13 million

## (8) Global partnership for development.

**M. Question:** What factors lead to the MDGs being achieved?

**Answer:** Government leadership, effective policies, public investment, and technical support.

**A. Question:** In which continent would you find 11 of the 20 countries making the most absolute progress on the MDGs?

**Answer:** Africa

<p>J &amp; C</p>  <p>1</p> <p>ERADICATE EXTREME POVERTY AND HUNGER</p>	<p>O &amp; G</p>  <p>2</p> <p>ACHIEVE UNIVERSAL PRIMARY EDUCATION</p>	<p>K &amp; H</p>  <p>3</p> <p>PROMOTE GENDER EQUALITY AND EMPOWER WOMEN</p>
<p>E &amp; N</p>  <p>4</p> <p>REDUCE CHILD MORTALITY</p>		<p>D &amp; L</p>  <p>5</p> <p>IMPROVE MATERNAL HEALTH</p>
<p>B &amp; P</p>  <p>6</p> <p>COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES</p>	<p>I &amp; F</p>  <p>7</p> <p>ENSURE ENVIRONMENTAL SUSTAINABILITY</p>	<p>M &amp; A</p>  <p>8</p> <p>GLOBAL PARTNERSHIP FOR DEVELOPMENT</p>



# Sustainability where you live

Agenda 21 was set up on a worldwide basis. Every country, every state/county, town was obliged to come up with their own Local Agenda 21. So in the 1990s, there were thousands of Local Agenda 21 groups set up often composed of concerned individuals who came together. They campaigned for better recycling facilities, use of renewable energy in public places, educational awareness programmes on sustainability, promotion of fair trade etc.

It was an inspired movement and it is regrettable that it did not receive ongoing support from the UN. However many of Local Agenda 21 ideas were taken forward in the Millennium Development Goals Campaign. Before any programme can take place in a community you should start by assessing local needs. Community mapping is one way of learning about the current needs and problems in a participatory fashion.

## ACTIVITY 4: Community Mapping

**Themes:** Community, Sustainability

**Objective:** To find out what can be done at a community level to achieve greater sustainability.

**Time:** 60 minutes

### Materials:

- Green, yellow and red stickers
- Flipchart paper and markers (optional)

**Instructions:** Participants should be divided into groups for this activity.

1. Ask the group to draw a map of their school or community they live in. Before starting, define some boundaries for the area being discussed. In the map try to include the following elements:

Roads	Offices	Health facilities
Water sources	Schools	Residences
Places of worship	Business centre	Parks and green space
Libraries	Restaurants	Community centres
Stores	Post offices	Local transportation

Maps can be created outside on the ground with sticks, stones, leaves, grass, etc.; or inside on flipcharts with markers.



2. Once the maps have been drawn, ask the question:
  - a. How do the different sites or elements on the map contribute to a community with a sustainable society, economy and environment?
  - b. In what way do these sites make a positive and/or negative contribution to sustainability (keeping in mind these three pillars)?

Give each student two green stickers, two yellow stickers and two red stickers each. They should then place their stickers on the map to represent the following:

- **Green:** Sustainable space—A space that is making a positive contribution to the community's social, economic and environmental life.
- **Yellow:** Needs improvement—A space that is not detracting from the community's sustainability, but is not having a net positive impact either.
- **Red:** Unsustainable—A space that is may be contributing to one of the pillars sustainability in the community, but is actively detracting from the others.

Each individual should have their own stickers, and they do not need to agree about where they will put their stickers. They can put stickers of any colour anywhere, even if someone else has put one of a different colour there.

3. After the map has been finished, ask them the following questions:
  - a. What makes the places with the green sticker sustainable? What makes the ones with red sticker unsustainable? What needs to be done to upgrade the spaces with yellow stickers?
  - b. Have any places been identified with multiple colours? What do they think this means?
4. In pairs pick two of the spaces that have a red or yellow sticker on them. Think of 5 actions that could be done to improve sustainability at the site.

# The Green Economy

Imagine a world where oil has run out. This and changes in the climate, population, food supply and the natural environment, will completely change the way we live by 2050.

Because we have little to alter our dependency on oil, we now have to make a quick move into a way of living that can work without fossil fuels (oil, coal and gas). A Green Economy is our only solution, and today's youth are the generation that is going to have to build it.

So what will it look like? What will be its major features? That's what the UN and governments meeting at the Rio+20 Summit want you to help them decide.

## ACTIVITY 5: Diamond Ranking

**Themes:** Economy, Energy, Governance

**Objective:** To introduce and develop an understanding of the concept of the Green Economy.

**Time:** 30 minutes

### Materials:

- Envelope with info cards and blank cards
- Diamond diagram
- Flipchart paper

### Instructions:

1. Ask, "What is the Green Economy?" Allow them to answer what they think it means. Take up the answers on a flip chart or on the board.  
*A green economy is one that contributes to an improvement in human wellbeing and social equity, while reducing harm to the environment and ecological scarcities. This means, that in a green economy, we account for the cost of taking resources out from the environment, and that this is reflected in the prices and trade of goods.*
2. Divide participants into groups of 4-6 and give each group an envelope with cards with the following information on aspects of a green economy. You could come up with some that you feel are important and relevant to your context, or you could draw from the following:
  - Renewable energy that uses solar, wind, geothermal, marine, biogas, and fuel cell.
  - Green buildings built in eco-friendly ways with the most energy efficient materials.
  - Clean transportation that is based on alternative fuels, emphasis on public transit and carpooling programs.



- Water management that includes reducing consumption, managing wastewater, and ensuring the right to clean, reliable and secure source of water is met for all.
- Waste management that emphasizes recycling and sustainable packaging.
- Land management that emphasizes organic and local food production, avoids over use leading to erosion and desertification, and the conservation of local ecologies and habitats.
- Taxes based on environmental impact.
- Advertising industry that promotes sustainable consumption.
- Education that is focused on perfecting systems of sustainability.

3. Draw a diamond on a blank sheet of paper, or photocopy the attached worksheet. The top represents where issues that are the most important to making your community more sustainable. The bottom represents those issues which are less important for your community, but may nevertheless still be important in providing the “base” for a sustainable community.
4. If there are other issues that are not listed in the cards, or in the list above, use the blank cards provided to fill in their own.
5. Place each card on the diamond according to its level of importance. Cards can overlap if you feel some issues have equal importance or are overlapping. Emphasize that there is no right or wrong answer.
6. Return to larger group and discuss the findings.

Additional Sheets: Info cards, Diamond Ranking

## INFO CARDS

Renewable energy that use solar, wind, geothermal, marine, biogas, and fuel cell.

Green buildings built in eco-friendly ways with the most energy efficient materials.

Clean transportation that is based on alternative fuels, emphasis on public transit and carpooling programs.

Water management that includes reducing consumption, managing wastewater, and ensuring the right to clean, reliable and secure source of water is met for all.

Waste management that emphasizes recycling and sustainable packaging.

Land management that emphasizes organic and local food production, avoids overuse leading to erosion and desertification, and the conservation of local ecologies and habitats.

Taxes based on environmental impact.

Advertising industry that promotes sustainable consumption.

Education that is focused on perfecting systems of sustainability.

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### DIAMOND RANKING

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# ACTIVITY 6:

## Sustainable City Activity

**Themes:** Sustainability, Community, Governance, Society, Economy, Environment

**Source:** Peace Child International's "World Lesson Plans", United Games (Georg Feiner and Michael Gugimeier)

**Objective:** To allow young people to think about what makes places sustainable and to envision what steps and commitments they can make towards creating a more sustainable world.

**Time:** 2 hours

### Materials:

- Coloured pens
- Flipchart paper
- Action planning worksheet

### Instructions:

1. Participants should be split into groups of five.
2. Ask them to brainstorm the negative things that could be happening in an unsustainable town. Ask them to think of a creative way to present their ideas to the rest of the group – e.g. through drawing, role play, song, etc. (20 minutes)
3. Each group should then present their ideas to the rest of the class. (10 minutes)
4. Explain to the group that the 10th planet Sustainia has just been discovered. You are curious so you fly there with a space shuttle. Ask them to stay in the same groups and draw a poster of what they imagine a perfect sustainable planet would be like. They should write down these key words as they are discussing. Once done, they should present their ideas back to the rest of the group. (20 minutes discussion, 10 minutes presenting)
5. Write up all the key words on the board and ask each of the participants to come up and put their initials by two issues they feel are most important. Once everyone has voted, you should highlight the top four issues that have been voted for. (10 minutes)
6. Ask each group to select one of the key issues on which to work out an action plan for presenting to the whole class. They should seek to propose realistic commitments/pledges. (20 minutes)

**ACTION PLANNING WORKSHEET**

Activity	Start/ End date	Personnel needed (P)	Materials (M)	Cost (P+M)	Person responsible	Assumptions/ Risks



# ACTIVITY 7a: Small Is... Challenge

## What will be the new devices that shape our lives in 2050?

**Themes:** Economy, Entrepreneurship

**Source:** Practical Action (UK) by permission: [www.practicalaction.org.uk/smallischallenge](http://www.practicalaction.org.uk/smallischallenge)

**Age Group:** 11-15

**Objective:** To help young people be inventive - think creatively of the new devices and services they might enjoy in their future and how they can contribute to the Green Economy.

**Time:** 60 minutes + homework assignment

### Materials:

- Small Is ... Guidance and Application Form
- Internet access

### Instructions:

1. This assignment was developed by Practical Action for a UK audience: with their permission, we're taking it international – as something that, we believe, will demonstrate to Governments the fantastic creativity of young people – and their commitment to developing new products and services for the Green Economy.
2. Ask students to split into small groups and review the inventions mentioned in the Practical Action Timeline of Inventions of the last 100 years. Invite them to discuss them, and consider what, if anything, is left to invent in the next 100 years?
3. Give each student the Application Form and as a homework assignment ask each of them to come up with an idea and present it on the form in written/typed form with an illustration.
4. Review the entries – make a short-list and, with the Form Captain or a student / student(s) of your choice – select four winners.
5. Ask the four winners to present their ideas to the whole class and take a vote to decide the overall winner. Scan and send as many of the winning entries as you like to [smallis@peacechild.org](mailto:smallis@peacechild.org) - or send them in the mail to:  
Small is Challenge, Peace Child International,  
The White House, BUNTINGFORD, Herts UK SG9 9AH

Additional sheets: Small Is... Guidance Notes, Small Is... Application form





## SMALL IS BEAUTIFUL CHALLENGE DESIGN YOUR FUTURE

GREEN ECONOMY INNOVATIONS FOR THE 21ST CENTURY



# GUIDANCE



1925 - Television - John Logie Baird



1917 - Zipper - Gideon Sundback



1930 - Jet engine - Frank Whittle



1911-1977 - E.F. Schumacher



1972 - Video Game

**INTRODUCTION:** Look at these brilliant inventions of the last 100 years. Imagine how our lives would be without them. Then think - what might be invented in the next 100 that could become similar 'must have' items? But remember - you will be growing up in an increasingly 'Green Economy': Frank Whittle's jet engine may run out of fuel in your lifetime so your challenge is to come up with Green, renewable energy innovations, new ways of growing food, new means of travel, new jobs, new ways of caring. The rewards will be immense - which is why we think you should start thinking about them now - when you are young!

**THE SMALL IS... CHALLENGE:** EF Schumacher, whose centenary we celebrate this year, told us 'Small is Beautiful': he preached 'Buddhist economics' and the idea of 'enoughness.' In many ways, he was the father of the Green Economy - so we, and the organisation he founded, Practical Action, issue this challenge in his name. Schumacher's philosophy was based on the idea that even a small change can have a big impact on people's lives. The challenge for students is to look at technologies from the last 100 years and invent a product that could help us all lead a more sustainable future.

**THE PRIZES:** the young people who, in the opinion of the judges, come up with the best ideas, will be rewarded with a trip to New York or Rio de Janeiro to exhibit their idea and explain it in a workshop with other young people, UN officials and the government negotiators at the Rio2012 Summit.

**WHAT YOU HAVE TO DO:** look into every facet of your own - and your family's life: think hard - hurt your brain! - and come up with something new that could improve it and make it more green - more sustainable. And make sure that it is a business idea - an idea which will make money. Then write up your idea - or Business Proposition - in 300 words or less AND add an illustration. You can use the form at: [www.geebiz.net](http://www.geebiz.net); or you can send it, with your name, age, nationality + address to: 'Smallis@peacechild.org' - or download the worksheets and guidance prepared by Practical Action at: [www.practicalaction.org.uk/smallischallenge](http://www.practicalaction.org.uk/smallischallenge). We will acknowledge your entry and, every week, we shall put up the best new entries at: [www.roadtorioioplus20.org](http://www.roadtorioioplus20.org).



1938 - Ballpoint pen - Laszlo Biro



1972 - Small is Beautiful published



1919 - Pop-up Toaster - Charles Strite



1923 - Traffic Lights - Garrett Morgan



2010 - iPad - Apple Computers



**RIO 2012**  
United Nations  
Conference on  
Sustainable  
Development





SMALL IS BEAUTIFUL CHALLENGE

DESIGN YOUR FUTURE

GREEN ECONOMY INNOVATIONS FOR THE 21ST CENTURY



# APPLICATION FORM

Please send your completed form to: [smallis@peacechild.org](mailto:smallis@peacechild.org) by 30th September 2011. By sending your form to this address, you are consenting for the organisers to use and exhibit your work in public.

YOUR NAME:
YOUR COUNTRY:
YOUR E-MAIL:
YOUR BIRTHDAY:
TEACHER, PARENT/GUARDIAN'S E-MAIL: <i>(If you are under 16, please get your teacher, parent or guardian to insert their e-mail address here as proof of their approval of you taking part in the Small Is... Challenge;)</i>
YOUR SMALL IDEA: (Up to 300 words)
YOUR DRAWING OF YOUR SMALL IDEA: (Use another sheet if you wish)



**RIO 2012**  
United Nations  
Conference on  
Sustainable  
Development

**PRACTICAL ACTION**  
Technology • Challenge • Poverty



**YOUTH SERVICE AMERICA**



# ACTIVITY 7b: GEEBIZ Competition

**Themes:** Economy, Entrepreneurship

**Age Group:** 16-25

**Objective:** To have young people think of the ways that they can contribute to the Green Economy.

**Time:** 60 minutes, take home assignment

## Materials:

- GEEBIZ Application Form
- Internet access

## Instructions:

1. This assignment is linked to the GEEBIZ contest being run through the Road to Rio+20 Project with Peace Child. Have students think about sustainable inventions they might like to create in teams or individual.
2. Select a group of students to sit on a judging panel. When the business plans have been completed, have them determine the winner of the contest in the school based on the Judging Criteria outlined in the application form.

Additional sheets: GEEBIZ application form



# GEEBIZ: Green Economy Eco-Business Innovation Contest

## ROUND ONE CONCEPT NOTE APPLICATION

Send to: [geebiz@peacechild.org](mailto:geebiz@peacechild.org) before Deadline: 31st July 2011

TITLE of Business Idea or Proposition  
COUNTRY where it will be hosted

By submitting this form, you agree to allow the organisers to promote your business idea to governments, the media and others attending the Rio+20 Summit and other Showcase events promoting the concept of a Green Economy. \* = required fields

### Main Contact Information

First & Family Name\*  
Nationality \*  
Date of Birth \*  
Gender \*    M / F \*  
Passport Number  
Countries Visited in last  
3 years

Contact Details  
E-mail Address \*  
Mailing Address \*  
Country  
Landline Phone No.  
Mobile/Cell Phone  
Passport Number

Languages Spoken    Delete which do not apply

- 1)    Mother Tongue / Fluent / Conversational / a few words
- 2)    Mother Tongue / Fluent / Conversational / a few words
- 3)    Mother Tongue / Fluent / Conversational / a few words

## Your Green Economy Eco-Business Concept

Your Team\* – list the members of your team, their skills and their experience:

Name Skills Experience

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)

- add more names on an additional sheet if necessary -

\* Your Business Proposition or Business Idea:

TITLE:

Summary EXPLANATION:

\* MARKET RESEARCH:

Describe the RESEARCH you have done and how it proves that there is both a need for, and a sufficient market to support, your Business proposition or idea:



**\* PROCESS:**

Tell the story of how you came up with your Business Proposition or idea:

**\* INNOVATION:**

List FIVE things that are innovative about your Business Proposition or Idea:

1)

2)

3)

4)

5)

**\* GREEN CRITERIA:**

Explain what about your Business Proposition or Idea makes it an important foundation stone of the Green Economy: [See Guidance Notes]

1)

2)

3)

4)

5)

Date: dd/mm/year \* Signature of Main Contact:

**SCORING:**

Question	Total Score Possible	Score Given
1) Quality of Name	5	
2) Quality of Business Proposition / idea	15	
3) Quality of Market Research	10	
4) Quality of Process	5	
5) Quality of Innovations	10	
6) Quality of Green Criteria	25	
TOTALS	70	

# GUIDANCE NOTES

In these notes, there may be terms – competitive advantage, niche markets etc. – that you have not heard of: if this is the case, look up such terms on the web to familiarise yourself with them and research ‘How to write a Business Plan.’ This is not a game: this is about your life, and the future of human life on the planet – so each entrant must equip themselves with basic business knowledge.

**Intellectual Property Considerations:** All business propositions and new ideas have cash value. So each Concept Note will be registered in your name on the day it is received, and your rights in it will be protected. Only judges who have signed a non-disclosure agreement will see your full Concept Note. If you are asked to fill out a full Business Plan, we will work with you to further protect, register and/or patent your business idea. Only your name & business title will be listed publicly.

**Contest Goals:** Our overall goals are 1) to inspire the world’s young people to recognise that their future prosperity and comfort lies in building the Green Economy in their lifetimes – and - 2) to persuade elders and Government Officials that young people merit massively increased investments in their Green Economy business start-up efforts. This Contest seeks to inspire young people (up to age 30) to put forward innovative business ideas that can form the building blocks of a new, clean Green Economy based on renewable energy, resource efficiency, social equity/decent work, and the restoration/conservation of the earth’s eco-systems. The Contest Outputs will be Showcase Events in New York and at Rio2012 + a Contest Report outlining the ideas of the Contest Winners.

**Business Proposition:** This is where you summarise your Business Plan – its relevance and importance to the Contest goals. The Summary should be a coherent argument for why your proposition is worthy of investment. It should identify the market segment you are targeting (general, sub-segment, niche) and the added value that your team and your business brings to customers in that market segment. You must explain how you would position your new product or service to differentiate it from others in the market, and define its competitive advantage. You need to outline your pricing strategy and how this assists your competitive advantage and also covers running costs, repays start-up expenses and assures long-term profitability. You also need to outline your sustainability strategy as the speed of change, especially in the IT sector, is so fast – you must explain to investors how your product or service will remain at the cutting edge of your chosen field.

**Business Idea:** This contest also welcomes business ‘ideas’: these are not fully worked out business plans. They are generally much larger plans for converting whole energy systems or a re-design of a transportation or trading system. Though we seek ‘outside-the-box’ ideas, your idea should be firmly rooted in the art of the possible: we are not seeking science fiction fantasies. And your idea should be supported by process, market research, innovations and green economy concerns – just like the business plan.

**Market Research:** Market research is fundamental to any kind of business plan. From it, you learn how much money is available in the market place, what it is spent on, why, and where – if at all – there are gaps in the market place. At it’s simplest level, it is done by observation and questionnaires: how much meat, bread, vegetables or drink is sold in any one day in the market – and how much is left unsold at the end of the day? Is there a glut or a shortage in the market – and why? Are the products too expensive?



– or do customers simply not have the spending power to purchase the product at a price producers can afford to sell it at? A lot of information about markets is now available on the web – but nothing can replace interviews / questionnaires with potential customers, with other suppliers, and academics and financiers working in the sector. Most youth-led business start-ups fail because young managers fail to do effective market research: every minute you spend in market research is time well-spent – because, if you get your market research right, your business idea will likely succeed: if you get it wrong – your business will almost certainly fail.

**Process:** If you win this contest, you will be invited to run a workshop on Green Business Innovations – at the Rio2012 Summit and at the World Youth Congress that precedes it – and possibly in other locations. So – rather than explaining the trade secrets of your business proposition, we would like you to explain to other young people the thought process you went through to develop your business idea: where did you get the germ of the idea? – how did you develop it? – price it? – budget it? – build your team? – do your market research? – design your logo? – develop a competitive advantage? Such questions are common to all business start-ups: we want to know the story of how you approached them.

**Innovation:** This is a business innovations contest – so we want you to tell us why you think your Business Proposition is different – new, exciting, inspirational etc. And why such innovation is so badly needed. [You can, of course, extend this explanation of ‘innovation’ into the next question about green economy criteria: in this section, just explain why the idea or product itself is innovative – aside from its green credentials.]

**Green Economy Criteria:** This is perhaps the most important question of the whole form – so think about it carefully. The UN Environment Programme has defined a Green Economy as one that delivers “improved human well-being and social equity, while significantly reducing environmental risks and ecological scarcity.” Think about that: the criteria will obviously include all the obvious elements of being sustainable, non-polluting and resource efficient (read up about doubling productivity from half the resources if you don’t know about it & see Factor Four: [www.gdrc.org/sustdev/concepts/12-f4.html](http://www.gdrc.org/sustdev/concepts/12-f4.html)) But it will also be about decent work: ensuring that the people working for you have good health and safety standards, a decent living wage, and opportunities for advancement. A brilliant mobile phone or tablet may be an excellent green innovation – but if the people making it in factories are committing suicide because of their work conditions, it would not be a Green Economy winner. With micro-projects, think about how you can avoid waste, avoid the use of fossil fuels, plastics and non-renewable fertilisers or other supplies – to ensure that the manufacture, delivery and use of your product or service has minimum impact on the environment. And think about the training opportunities your project might offer: there’s a huge shortage of ‘green business skills’ training: so if your business plan or idea trains young people in such skills, this is the place to mention that for even if your business fails, if it teaches green business skills, it could be deemed a success. Also – think about the NEED for your product or service: remember Gandhi’s injunction: “The world has enough for everyone’s need – but not for their greed.” Products that just serve ‘greed’ are unlikely to be green! Also, the reason we are looking for ideas as well as business plans is that we want large-scale: rebuilding the world’s energy infrastructure when oil runs out will, according to the World Bank, cost \$43 Trillion dollars. How will that \$43 Trillion be spent? What forms of governance – tax, subsidies, public/private partnerships will be needed? Finally – think full-cost, life-cycle accounting: what happens to your product at the end of its useful life? Can it be recycled, re-used, or dismantled to be used in other ways. Life-cycle considerations are a key component of much of current Green Economy thinking.



Further Reading: [www.unep.org/greeneconomy](http://www.unep.org/greeneconomy); and Peace Child's Road to Rio+20 website: [www.roadtorioplus20.org](http://www.roadtorioplus20.org); Check out: [www.thegreeneconomy.com/](http://www.thegreeneconomy.com/); [www.greeneconomics.net](http://www.greeneconomics.net); [www.greenbiz.com](http://www.greenbiz.com) ; Also, look at the no-growth arguments: [www.postcarbon.org/](http://www.postcarbon.org/) [www.sd-commission.org.uk/pages/redefining-prosperity.html](http://www.sd-commission.org.uk/pages/redefining-prosperity.html); Vision 2050: [www.wbcsd.org](http://www.wbcsd.org); Peak everything: Error! Hyperlink reference not valid.

## JUDGING CRITERIA

Many different partners will be reviewing Concept Notes, so it is vital that all readers / judges use the same scoring criteria for each entry. Please score each entry out of 25 – thus:

Question	Total Score Possible	Score Given
1) Quality of Name	5	
2) Quality of Business Proposition / idea	15	
3) Quality of Market Research	10	
4) Quality of Process	5	
5) Quality of Innovations	10	
6) Quality of Green Criteria	25	
<b>TOTALS</b>	<b>70</b>	

- 1)** Quality of Name: The name is significant in relation to branding, market position etc. So – how far does the name of the business attract you and describe the innovation and its green qualities.
- 2)** Quality of Business Proposition / idea: for the Business Proposition, what you need to score here is the viability of the Proposition – could it be profitable? – Is it well worked out? – does it fill a gap in the market? Does the team seem equipped to handle the challenges? Does it make sense? (Do NOT score here for questions covered later in the application form.) For the Business idea, is it in the realm of the possible – technologically, physically? And – again –would it yield a return on investment?
- 3)** Quality of Market Research: Clearly, you cannot attempt to corroborate the market research as an investor would: what you can do is score the evidence of coherent effort made by the young manager to identify the segment of the market that their proposed product or service fits into – and whether that market has sufficient size to support their initiative? If the initiative aims to create a new market – what comparable markets have they investigated? Score the effort here.
- 4)** Quality of Process: A small point but, given that the winners are going to have to give workshops to their peers on green business innovation development, top marks should go to those who tell a coherent story of how they had, then developed, their idea / proposition.
- 5)** Quality of Innovations: These last two questions are difficult to score as one big innovation or green criteria may be worth more points than five or six small ones. The main scoring point is that the idea should grab you with the freshness of its thinking. It has to have a “why-has-no-one-thought-of-that-before?” quality – an approach that makes you sit up and take notice. Bland or boring projects that fail to grab your attention should be scored low – as these will not achieve the GEEBIZ objective of inspiring the world's young people or persuading elders and Government Officials to invest in them.
- 6)** Quality of Green Criteria: This is the most important element of the Application – and should be scored carefully. High marks should go to those initiatives that do not pollute – either in manufacture or use; that demonstrate product life-cycle management; that use renewable resources or demonstrate powerful resource efficiency. Chiefly, score highly those initiatives that ‘improve human well-being and social equity while reducing environmental risks and ecological scarcities.’ In other words, look for green initiatives that contribute to poverty eradication and social equity.



# Trading Games: Who wins, who loses?

The current world trading systems are helping to maintain the gap between rich and poor nations. These are systems that help the richer, OECD nations – those with more trading power and wealth, not the poorer countries. A Green Economy, committed to social equity and intergenerational justice, would have fair trading practices at its heart.

These trading games help to show how trade affects the prosperity of a country – both positively and negatively. It is a fun and exciting introduction to the issues of trade, providing a simple outline of some very complex relationships. It is a valuable introduction to the basic issues that determine how the gap between rich and poor nations is maintained.

## ACTIVITY 8: A Simulation Game about the Economic System

**Themes:** Trade, Economy, Governance

**Source:** Christian Aid, [www.christianaid.org.uk/learn](http://www.christianaid.org.uk/learn), for extended information, please check “The Trading Game” on the Christian Aid website

**Objective:** To explain how trading relationships work, and understand the inequities in the global economic system. The groups will be challenged to make as much money as they can by manufacturing and selling as many shapes as possible.

**Time:** 60-90 minutes

### Materials:

- 20 home-made \$100 notes
- 2 sheets of coloured stickers (optional)
- 4 pairs of scissors
- 2 compasses for drawing circles
- 2 set-squares
- 2 protractors
- 12 pencils
- 1-2 large sheets for diagrams of shapes and rules

### **Group A** (two sets)

2 pairs of scissors  
2 rulers  
1 compass  
1 set-square  
1 protractor  
1 sheet of paper  
6 \$100 notes  
4 pencils

### **Group B** (two sets)

10 sheets of paper  
1 sheet of stickers  
2 \$100 notes

### **Group C** (two sets)

4 sheets of paper  
2 \$100 notes  
2 pencils

## **Instructions:**

### **Preparation**

1. All players should be able to see the diagram of shapes and the four rules. Copy these onto a board or make display posters.
2. Arrange the resources listed above into sets or envelopes to be given out to the groups.
3. Arrange to have two organisers for the game—a facilitator and a banker. The facilitator will keep control of the game and take note of how it develops and occasionally change its direction by adding new elements or trading situations. They should also lead discussion at the end of the game.
4. The banker should have a copy of the diagram of shapes, a pen and a sheet of paper. The paper should be divided into columns—one for each group—as a balance sheet to record the credit, debit and balance for each country's income.

### **Game play**

1. Divide the players into the following groups.

<u>Groups</u>	<u>Players per group*</u>	<u>Resource set</u>	<u>Possible countries</u>
1-2	6	A	UK, Italy, US, France
3-4	5	B	India, Brazil, Peru, Nigeria
5-6	4	C	Tanzania, Kenya, Cambodia, Ghana

\*The players per group represent the trading power of the countries and not their populations.

2. Have each group sit in a different area of the room with the appropriate set of materials. Don't tell the groups that they are receiving different sets of materials (as they will realize this on their own) and do not let groups open their materials until the game has started.
3. Read out the rules of the game. Make sure the diagram of shapes and rules are visible to everyone. Once everyone has understood tell them that they can begin.
4. At first, groups may be confused and will probably ask questions if they can trade, why they don't have everything and so forth. Repeat the rules and stay silent:
5. After a minute or so, they should start moving around the room and begin trading. The manufacturing and trading should continue for 30-45 minutes depending on the size of the group.



- 6.** OPTIONAL: To vary the game, you can also add in new trading scenarios:
- a. Change market values: Drop the value of the circles from \$500 to \$200. Rich groups will find their compasses are no longer as useful as they were. Remember to tell the banker about price changes.
  - b. Supply extra raw materials: Give extra paper to one of the groups and announce to the world that a new raw material deposit has been discovered in this group. Done late in the game when paper is short it will change relationships between the groups.
  - c. Use the stickers: Two groups have coloured stickers which they may not even notice they have. Give it a value by secretly telling two other, richer A groups, via write message that if they can get hold of an attach a sticker to their products they will be worth.

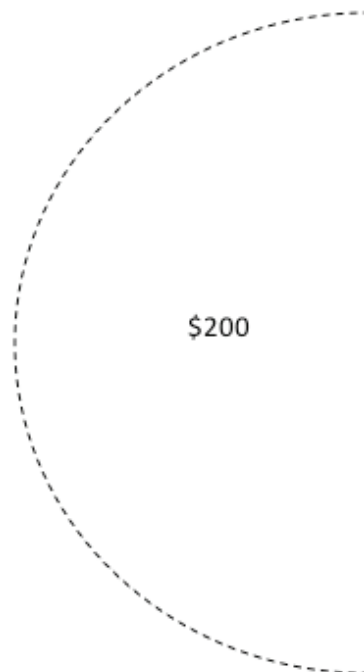
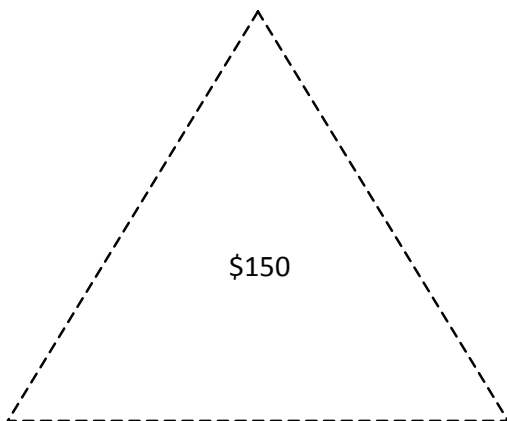
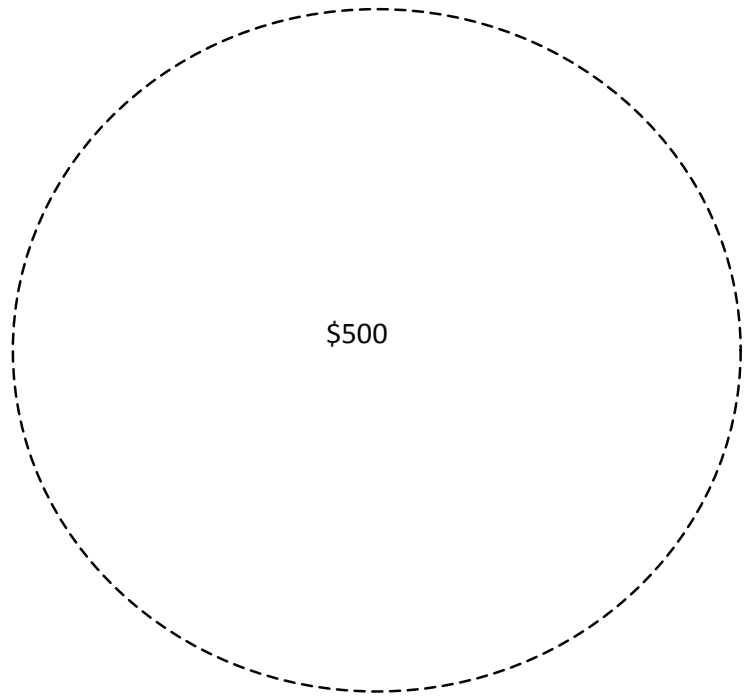
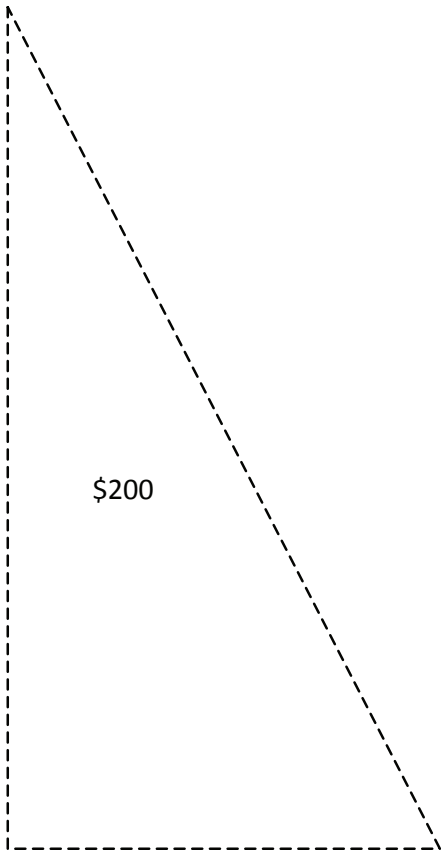
### **Follow-up discussion**

- 7.** How did it feel? Discuss how groups felt about the resources they had. How this affected the game? What incidents happened? How did they react?
- 8.** How does the game reflect the way the world's trading system is structured? How does this relate to the way nations face control by foreign companies, richer nations or trading organizations?
- 9.** What is fair? Is it fair that some groups control the tools, while other groups only have raw materials?
- 10.** What should the world be like?

Additional sheets: Diagram/poster of shapes with rules

Four rules of the game:

1. All the shapes must be cut with clean sharp edges using scissors and must be the exact size shown. Take the shapes to the banker in batches of five to be credited to your account.
2. You may only use the materials provided.
3. There is to be no cheating or physical force during the game.
4. The leader will intervene in any disagreements.



# ACTIVITY 9:

## Breakfast of the World

**Themes:** Trade, Economy, Governance, Resources

**Source:** Peace Child International's "World Lesson Plans", Adam MacIsaac

**Objective:** To learn about world trade and the inequitable division of resources, by trading breakfast foods and dishes.

**Time:** 40 minutes

### Materials:

Canada	Dominican Republic	Kenya	Brazil	India
Bowls	Sugar	Tea	Bananas (1/2 per person)	Corn flakes
Spoons			Orange juice	
Knives				
Glasses				
Mugs				
Milk				
Kettle				
Napkins				
Table cloth				

### Instructions:

1. Divide the participants into the country groups listed above. Give each group the items listed above. Each country's population should reflect the realities (e.g. more participants in the India group, less in Canada).
2. Explain to each group that the items are theirs and they control them. Each country can negotiate or trade. The only rule is that there is no stealing. The countries must be able to provide breakfast for each of the participants in their country and should trade accordingly to provide food for their country.
3. Observe and take note of the dynamics between the participants during the trading process.
4. Ask participants about how they felt when they were playing the game:
  - a. What did they do?
  - b. Where did they go and why?
  - c. What was the outcome for each country and why?
  - d. Remark on what you noticed during the interactions. Explain to the participants, that although there is enough food and items for everyone, all the groups still has to trade fairly for everyone to get their breakfast. Note how the north takes resources from the south, and the south pays out more through unfair trading than it receives from international assistance.

# ACTIVITY 10: Who likes Chocolate?

**Themes:** Trade, Economy, Governance, Resources

**Source:** Peace Child International's "World Lesson Plans"

**Objective:** Look at how chocolate is produced in the context of the global trading system, and how the choices we make affects others.

**Time:** 60 minutes

## Materials:

- "Bean to bar" game board for each group with a set of 8 pictures and captions
- 6 name badges – Governments, shops, chocolate company, middleman, non-cocoa ingredients, and cocoa farmer
- A bar of fair trade chocolate with 24 squares or model of chocolate bar with 24 squares
- A copy of Lynda's story

## Instructions:

1. Ask the following questions related to chocolate:
  - a. Who likes chocolate?
  - b. How many types of chocolate companies can you name?
  - c. What makes you choose your favourite chocolate bar?
  - d. Is it taste, cost, shape, size or advertising?
  - e. How much do you think people in your country spend on chocolate each week?
2. Divide the class into small groups and distribute the game boards, pictures and captions.
3. Tell the class to put pictures and captions in order to show the process of making a bar of chocolate from beginning to end. Once they are finished take up the answers. (10 minutes)
4. Choose six participants to come up to the front of the class. Give each volunteer a name badge: government, shops, chocolate company, middleman, non-cocoa ingredients, and the cocoa farmer.
5. Award the cocoa farmer a chocolate bar that represents payment for farming, but warn him that he must make the following payments first:
  - Non-cocoa ingredients: 3 squares
  - Government: 4 squares
  - Shops: 5 squares
  - Chocolate company: 10 squares
  - Middleman: 1 squareExplain that the farmer is left with just one square to support himself and family with food, health care, education, etc. Discuss the difficulties this creates and ask for suggestions of how this could be overcome.



6. Lynda's story: Give them a red and green card. Tell them to raise the red card when they hear about a difficulty the farmer's face and a green card when they hear about the benefits of Fair Trade as you read over Lynda's story. Ask what we can do to reduce their difficulties and make their lives better.
7. Go back to the original brainstorming and look at how much money is spent in your country each year on chocolate per person (UK = \$50). Explain spending power and how they can make a difference by buying Fair Trade products.

Additional sheets: Bean to Bar pictures & template, Chocolate bar template, Lynda's story

## FROM BEAN TO BAR...



6) The beans are sorted and put into sacks.



8) Milk and sugar are added and the mixture is shaped, cooled and wrapped and the finished bars of chocolate are ready to be sent out to supermarkets for people to eat!



5) Next the beans are spread on a bamboo table to dry out, they are raked often so they dry evenly and don't stick together in clumps.



7) Sacks of beans are shipped to a chocolate factory where they are roasted, taken from their shells and squashed.



2) After 6 months the cocoa pods have grown up to 35cm in length. When they have turned from green to yellow they are chopped from the tree with a knife.



4) The beans are wrapped in leaves and piled in boxes which are left out in the sun for a week. The heat of the sun helps the chocolate flavour to start developing.

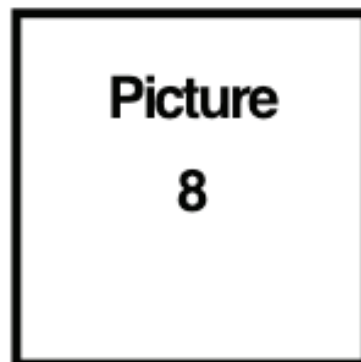
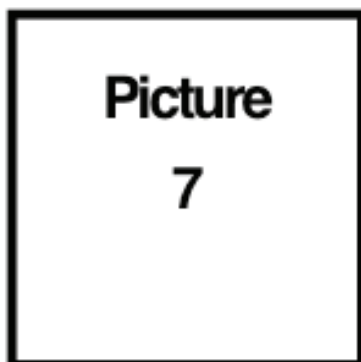
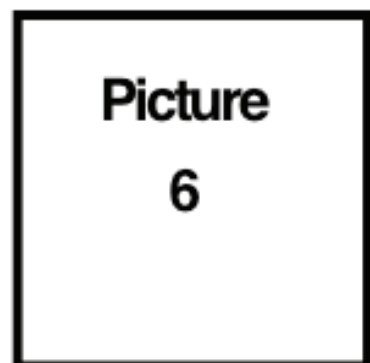
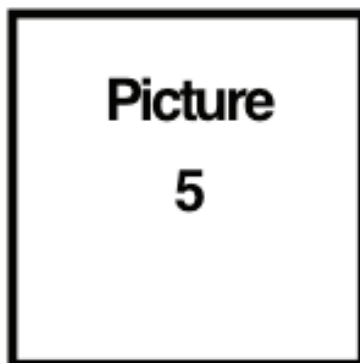
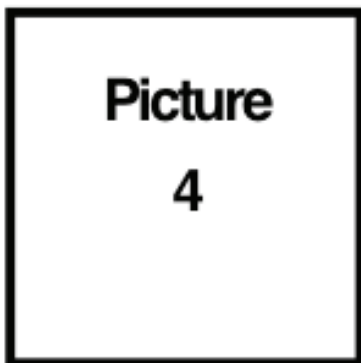
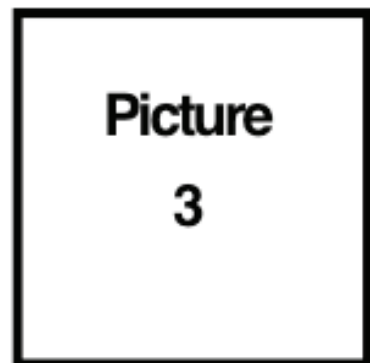
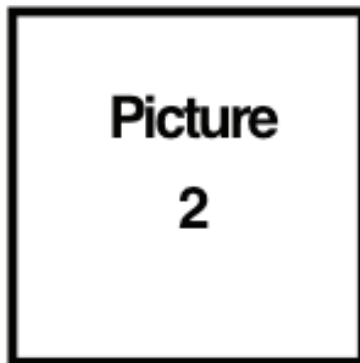
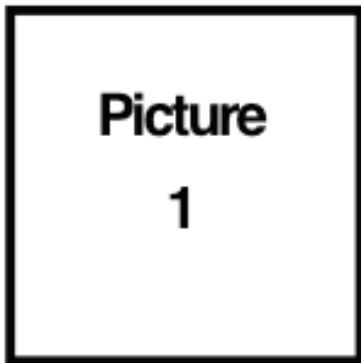


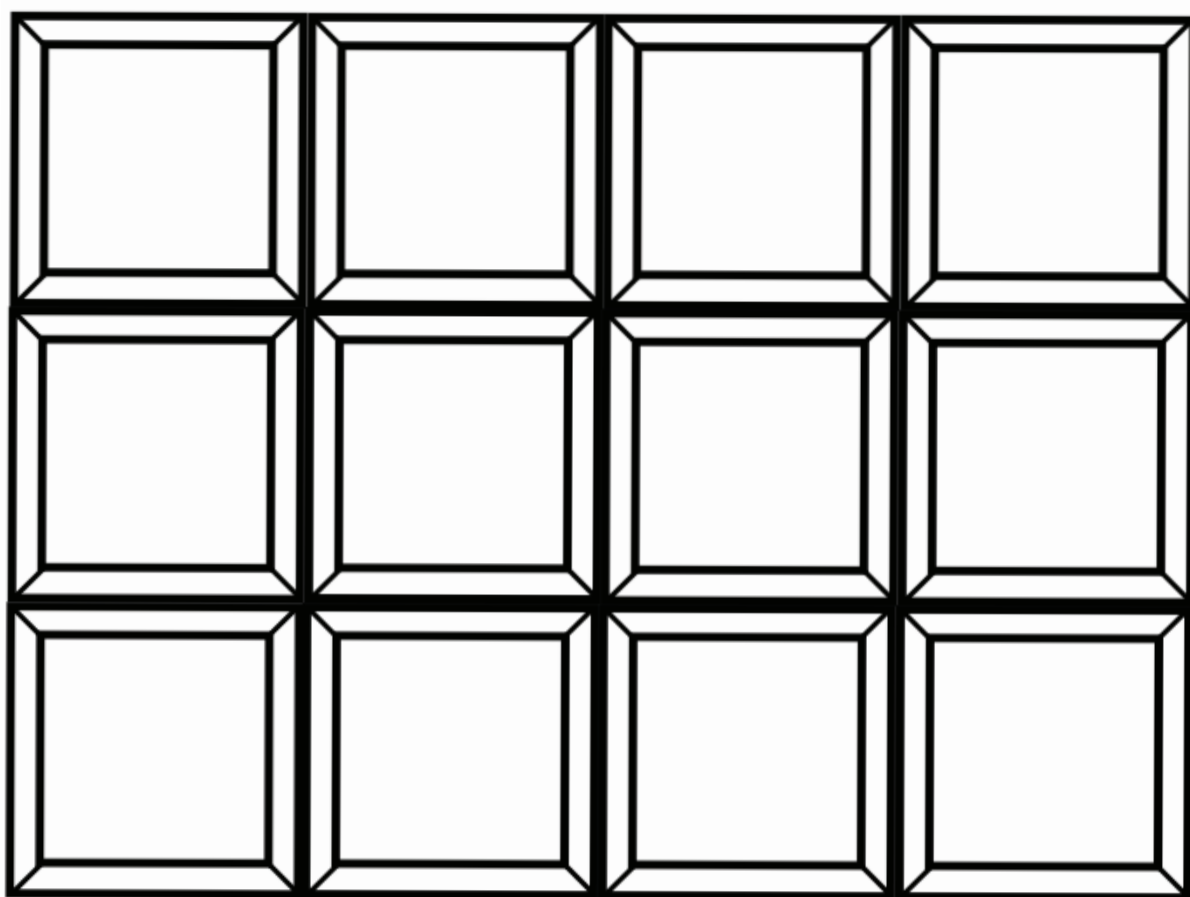
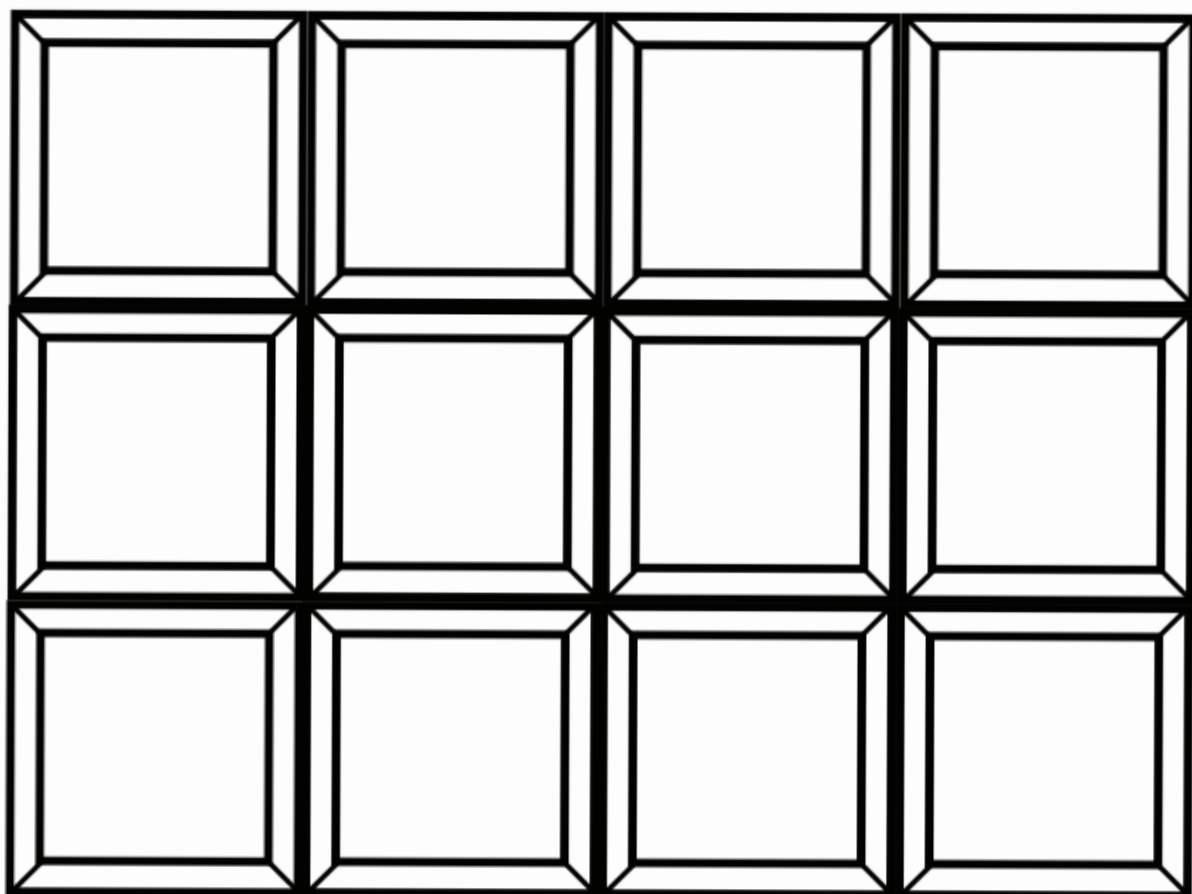
1) Cocoa pods are grown from the trunk and large branches of the cocoa tree.



3) The pods are split open and the white cocoa beans are scraped out.







## LYNDA'S STORY

Hello. My name's Lynda. I'm 12 years old and I live in Mim, a village in Ghana. I have two brothers and four sisters. My parents are divorced and I live with my dad who is a cocoa farmer. After school I often help him in the cocoa fields, particularly during harvest time. Most of my friends' parents are cocoa farmers too. Although my village has no running water or electricity, the young people there are like everywhere else in the world. We love music, fashion and dancing.

In Ghana there are about one and a half million cocoa farmers. In the last 30 years the price they are paid for their cocoa beans has dropped right down, so they hardly make any money to live on. Sometimes they have to borrow money but it's difficult to pay back their debts. To make things worse, there have been bush fires, and months with no rain. The cocoa tree is very tall – up to 15 metres high. When the pods are growing it's vital to keep a close eye out as rats, insects and weeds can destroy them.

About ten years ago one group of cocoa farmers joined together to form a group called Kuapa Kokoo. They sell some of their cocoa through Fairtrade. This means they get more money for each sack of beans – and they know they'll have a regular income.

The Kuapa Kokoo can use the Fairtrade money for training and to buy farming tools to help with their work. They learn how to look after the environment, and grow their cocoa without using harmful chemicals. Kuapa Kokoo includes women and men – there are now far more women working in the organisation and making important decisions. There are new schools for us too – the extra money from Fair trade can help pay for our schools fees and school books.

Kuapa Kokoo trains its farmers so they know how to weigh and bag their beans. This had been a problem because some cocoa buyers would cheat the farmers by using inaccurate scales which didn't weigh fairly.

Since we've been selling our cocoa through Fairtrade we have new water pumps for clean water.

My Dad and the other farmers also learn about managing their money and how to make extra money in the 'hungry season' when the cocoa is growing – for example by making soap from the cocoa husks, which means a waste product is being recycled! More and more villages want to join Kuapa Kokoo, but they can't sell all their cocoa through Fairtrade – there still isn't enough demand for Fairtrade chocolate in the UK.



# Consumption:

## How many planets would I need?

There are many ways of looking at our ecological or carbon footprint. If you are looking at carbon footprints you could start by thinking about C02 Contraction and Convergence – C&C calculates that given we have a global population of seven billion. If you divide that up each person can emit up to two tonnes of CO<sub>2</sub> a year. At that rate our planet could sustain it. But the problem is that our population is rising and so then that figure would have to be reduced still further.

Right now the average person in the UK is responsible for 12 tonnes. They have less than 1% of the world's population but produce 2.3% of the world's carbon emissions. In order to try and reduce these numbers, we need to think about how much CO<sub>2</sub> our activities produce. We can do that by changing the amount of energy we waste on a daily basis through the energy we consume in our homes, transportation, leisure, overconsumption and waste. All of these make up our ecological footprints and their impact on the world.

## ACTIVITY 11:

### My Ecological Footprint

**Themes:** Resources, Individual, Environment

**Objective:** For students to find out their ecological footprint using an online calculator, and understand how their personal choices impact the planet.

**Time:** 40 minutes

#### Materials:

- Internet access

#### Instructions:

1. Brainstorm: "What comes to mind when you think of the words "Ecological Footprint?" Our ecological footprint estimates the area of land and ocean needed to support our use of food, goods and services, housing, energy and waste. It is meant to give us an idea of how many planets would be required to support our current consumption patterns.
2. Have students go to one of the following websites to calculate their ecological footprint:  
<http://www.myfootprint.org/> or [www.footprint.org.uk/home](http://www.footprint.org.uk/home)
3. Before students have logged off, have them answer the following questions, and then take them up with the class.
  - a. How does your footprint compare with the average in your country?
  - b. What are three things you currently do that can help minimize your footprint?
  - c. What are three things you do that increase your ecological footprint?
  - d. What are three things you could do differently now to reduce the size of your ecological footprint?

# ACTIVITY 12: Energy Olympics

**Themes:** Energy, Carbon, Transport, Resources

**Source:** This activity is from the Canadian Catholic Organization for Development and Peace, "Powerdown Olympics" found at: <http://youth.devp.org/>

**Objective:** To learn how dependency on fossil fuels is killing people and the planet through climate change and civil conflict.

**Time:** 60 minutes

## Materials:

- One passport per team
- Group Instructions
- Hydro uses table

## Instructions:

1. Divide everyone into eight groups of 4-6 people. They will travel in teams to three stations making decisions about the means of transport between stations. Their passport lists the number of times they must run back and forth between each station and number of earths they will use, depending on the means of transport they have chosen.
2. Set up the stations:
  - **Station A:** Gather a collection of bathroom products. Include three items that are not derived from petroleum. If the group does not successfully identify the three items without petroleum on the first try, let the group know how many they got right and let them try again. If on the second try, they are still not successful provide them with some hints e.g. items with any of the following ingredients are petroleum based: Di-n-butyl phthalate (DBP), Petrolatum, Di-ethyl phthalate (DEP), PVP/VA Copolymer, petroleum-derived synthetic fragrances phthalates, etc.
  - **Station B:** (1) Display three fruits or vegetables with one that has traveled the farthest to your table (e.g. pineapple, apple and potato); (2) Display three meals (photo) with one that has the highest carbon footprint (e.g. one that has been cooked and has ingredients from far away, one that has been cooked but local and one that does not require cooking and uses only local ingredients)
  - **Station C:** Print out the list of 9 hydro uses (left hand side) and cut into slips of paper so they can be moved around and put into order. The total watts calculations are for your judges.
3. After completing the three stations, teams race to the finish line by bus or bike. Write their finishing time on their passport. If you wish, you can deduct time for each earth left on their passport as a reward to improve their finishing time.
4. After the game, discuss ways they can reduce their carbon footprint.
  - **Finish line:** You'll need 3 sheets of paper per group to take up ideas on a flipchart.
5. Congratulate the team with that finished the fastest and with the lowest carbon footprint.



Hydro Use	Total Watts
Playing football for 4 hours	0 watts
Microwave for 2 minutes	$1000 \text{ watt/h} * 0.3 \text{ h} = 30 \text{ W}$
Fluorescent light bulb on for 3 hours	$18 \text{ watt/h} * 3 \text{ h} = 4 \text{ W}$
Boiling water on stove for 5 minutes	$1500 \text{ watt/h} * 0.08 \text{ h} = 120 \text{ W}$
Incandescent light bulb on for 3 hours	$75 \text{ watt/h} * 2 \text{ h} = 180 \text{ W}$
Using laptop for 2 hours	$120 \text{ watt/h} * 2 \text{ h} = 240 \text{ W}$
Drying your hair for 15 minutes	$1200 \text{ watt/h} * 0.25 \text{ h} = 300 \text{ W}$
Watching TV for 7 hours	$300 \text{ watt/h} * 7 \text{ h} = 2100 \text{ W}$
Clothes dryer for 30 minutes	$5400 \text{ watt/h} * 0.5 \text{ h} = 2700 \text{ W}$
Keeping food in fridge for 12 hours	$500 \text{ watt/h} * 12 \text{ h} = 6000 \text{ W}$

## GROUP INSTRUCTIONS

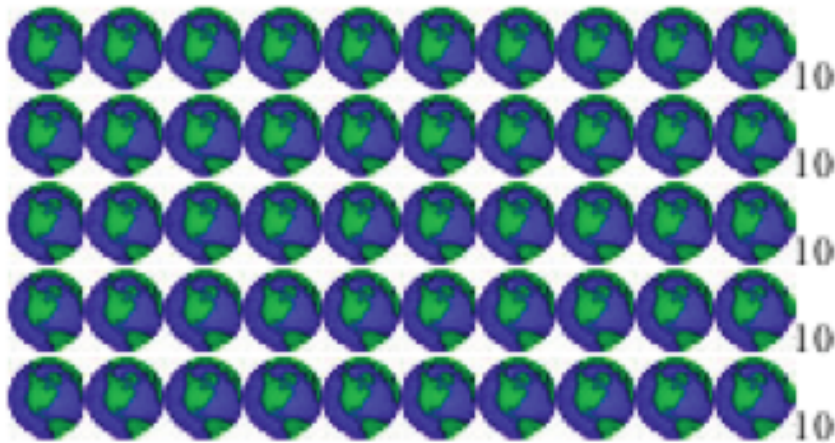
1. You must cross the finish line as fast as possible with the smallest carbon footprint. Each time you travel between stations you need to make a decision as a group. Your passport has 50 earths on it. If you run out of planets before reaching the finish line, you're out of the game.
2. You must complete the three activities, one at each station.

***Cut these out and leave them at each station for the groups.***

## PASSPORT

Group: \_\_\_\_\_

**Earth Tickets** (cross out as you use them):



- passed Station A
- passed Station B
- passed Station C

	Distance	Transportation Options		
		Vehicle	Runs between stations	Impact
<b>Starting line to Station A</b>	500 km	Plane	1 time	25 earths
		Train	5 times	9 earths
		Bus	7 times	7 earths
<b>Distance between all stations</b>	10 km	Bus	1 time	7 earths
		Bike	3 times	Free
<b>Station C to Finish line</b>	50 km	Bus	1 time	7 earths
		Bike	5 times	Free



## **Station A: Fossil fuels in the bathroom**

Petroleum is a fossil fuel. This station focuses on petroleum-derived products in your bathroom. Your bathroom is full of products that are petroleum derived (e.g. toothpaste, soap, lotion, hair spray, nail polish, sunscreen, perfume, aspirin). Your team must sort a group of bathroom products into two categories – those with petroleum derived ingredients and those without.

## **Station B: Carbon for dinner?**

Every food you eat has a different carbon footprint. For example, some foods have been transported huge distances by truck fuelled by burning fossil fuels and some foods have been cooked which uses fossil fuels. Your team must get past two obstacles successfully: (1) choose the food item with smallest carbon footprint; and (2) choose the meal with the smallest carbon footprint.

## **Station C: PowerDown**

Every day we use appliances that require electricity. Burning coal to generate electricity releases carbon dioxide into the air and contributes to climate change. List these uses from the least consumption to the highest consumption of power.

## **Finishline**

Our dependency on fossil fuels is killing people and the planet. It doesn't have to be this way! Help you and your friends end this addiction. Write down three ways you can commit to lightening your fossil fuel addiction and use less "earths" in your everyday life.



# ACTIVITY 13:

## Deforestation & the Problem Tree

**Themes:** Resources, Trees, Environment

**Source:** These activities are adapted from Peace Child International's Advocacy Toolkit and CHF Teaching Resources, "Deforestation: What do trees mean to me?", <http://www.chf-partners.ca/education>

**Objective:** To understand the many root causes of deforestation, and how deforestation affects local communities in developing countries such as Vietnam.

**Time:** 60 minutes

### Materials:

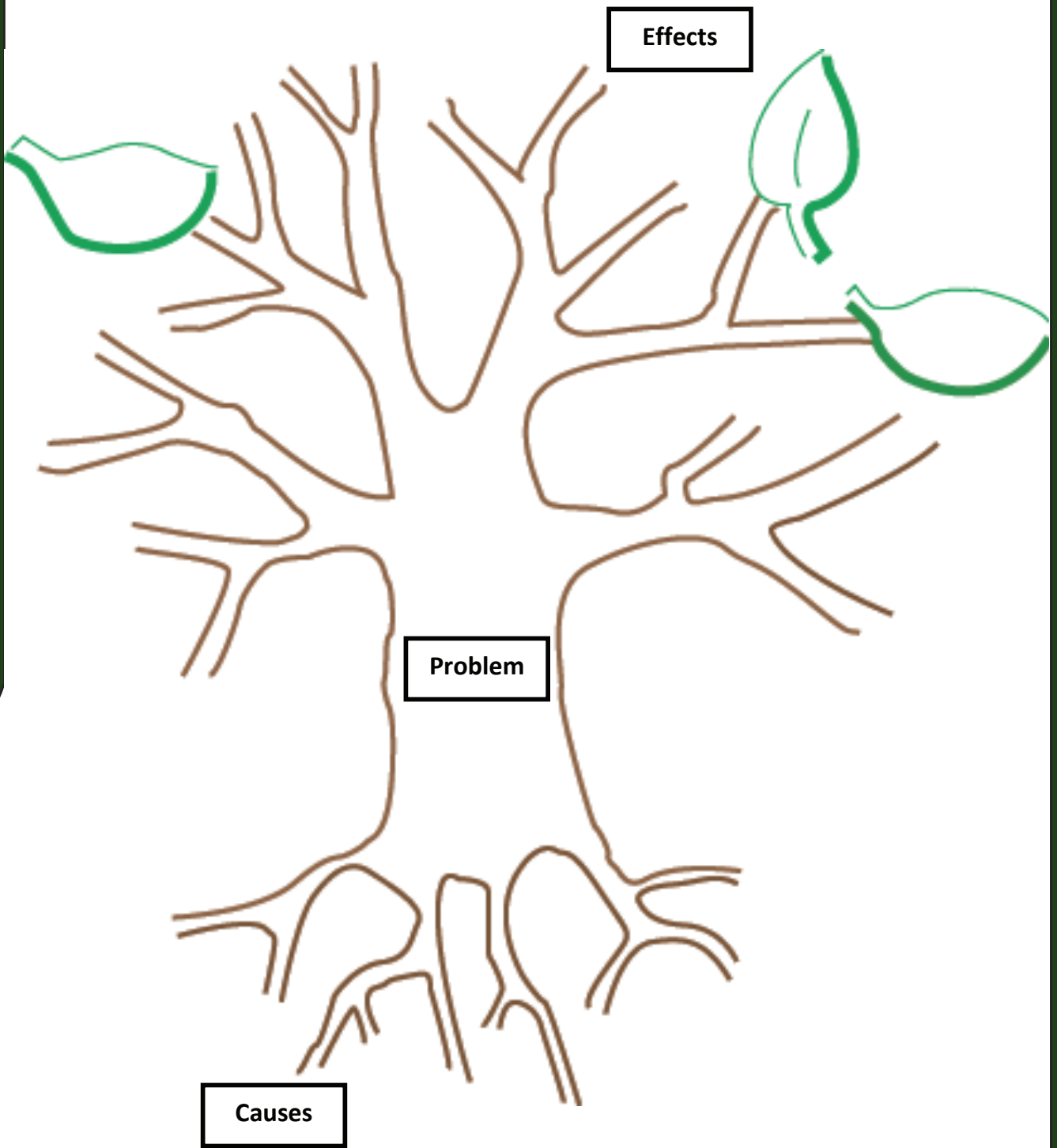
- Tree diagram
- Post-it notes
- Role Playing Cards
- Background Notes for facilitator/teacher

### Instructions:

#### Problem Tree (15-20 minutes)

1. Write in "deforestation" as the problem in the trunk of the tree. Brainstorm about the causes of deforestation. Ask why this happens and try and find two possible reasons. Each time, keep asking why until you can go no further. These causes should be drawn in as the roots of the tree, going deeper each time you ask why. Write them down as post-it notes so you can move or remove them as necessary.
2. Looking at the causes, think about the effects of each. These can be on the environment, economic or social life. Add these as branches to the tree. Also ask about the higher-level consequences of each effect. As with the causes, write these in on post-it notes so you can move them around.





### Role Play (45 minutes)

3. The facilitator or teacher should take the role of Community Leader who will chair the town hall discussion. If you like, you can appoint a participant to take on this role.
4. Divide participants into six groups and give each group a character as indicated on the set of Role Playing cards.
5. The Community Leader will explain that the village is facing a crisis and that there will be a debate at the local community centre. Read out the Community Leader Role playing Card to the rest of the group.
6. Explain to the groups that they need to brainstorm and develop a character based around the information on the sheet. They can also add extra details or information to flesh out the character. Using the Background information sheet, each team should come up with the case that they will present at the village meeting. They should select at least one (but can choose more if they want) person to represent their case. Each person should make notes for themselves. (15-20 minutes)
7. The Community Leader should invite each character to introduce themselves and present their case. These should be kept to no more than 2-3 minutes each.
8. Once all the characters have been represented, allow for questions from the general public.

### Follow-up discussion

9. Debrief as a large group, out of character, because the idea is to come up with a plan rather than for the characters to fight their case. Use the following questions to guide the discussion: (5-10 minutes).
  - a. How did the effects of deforestation compare for the different family members?
  - b. What could be done in the village to reduce deforestation?
  - c. How would these actions impact the life of the person you represented?
  - d. Discuss how their conditions compare to that of the rain forest or other places they know about.

**Extension activity:** Make up similar role-play cards based on your own country or another culture.

Additional sheets: Background Notes, Role Playing Cards



# DEFORESTATION: BACKGROUND INFORMATION

## What is Deforestation?

Deforestation is the destruction and removal of a forest and its undergrowth by natural or human means. Deforestation is a complex issue that does not have one simple cause or one simple solution. (See <http://www.fao.org/forestry/en/> for further information on forestry from the Food and Agriculture Organization of the United Nations).

## The causes:

- Cutting trees to use the wood for building homes, fences or other buildings.
- Cutting trees to burn the wood for cooking purposes.
- Clearing land of trees to plant crops such as rice, corn, soya beans, etc.
- Clearing land of trees to build roads or new buildings.
- Clearing land of trees for mining.
- The effects of population growth, or migration from war and conflict.

## What are the Effects of Deforestation?

Loss of food and medicinal products from trees

Nuts and fruits are an important source of food for local people in developing countries. For many, the richness of forests accounts for more than a fifth of their income. A quarter of ingredients in most of our medicines originate from rainforest plants.

## Loss of biodiversity

A single 1,000-hectare patch of tropical rainforest, for example may well contain as many as 1,500 species of flowering plants, 740 types of trees, 400 kinds of birds, 100 of reptiles, 60 of amphibians, 150 of butterflies and other insects that are too numerous to count. The animals depend on the flowers and berries, leaves and if the trees disappear so does everything else.

## Drinking water

More than 2 billion people depend on wooded watersheds for their drinking water. Trees efficiently regulate supplies, intercepting rainfall and enabling it to enter into groundwater and to feed rivers and streams.

## Erosion and flooding

Trees also bind soil to the ground. When they are felled, earth is left exposed and is washed off the hills by rain and crop yields fall. Instead of being stored and released gradually, the water rushes off the bare slopes, causing floods followed by scarcity. The eroded topsoil settles in riverbeds, raising them and making the torrents even more likely to burst their banks. China's Yellow River has been so raised in this way that it actually flows 3 to 10 metres above the surrounding land as it approaches the sea. The silt also builds up behind dams, drastically shortening their useful lives.

## Drought

As a result of the erosion and flooding, the soil and crops may experience longer periods of extensive drought conditions. The reduced moisture in the soil can decrease crop yields, which results in food shortages.

## Reduced air quality

Trees play an important role in performing photosynthesis, which releases oxygen into the air. Without trees and other plants there would be no way to recycle the carbon dioxide that humans and other animals exhale, into oxygen. More than 20% of the world's oxygen is produced in the Amazon Rainforest.

## Accelerates global warming

Trees are thought to absorb a third of all humanity's emissions of carbon dioxide, the main cause of climate change. Cutting them down for timber releases the brake. Burning them stomps on the accelerator by emitting even more of the gas into the atmosphere.

## Loss of shade

Shade is especially important in hot or tropical countries to combat fatigue and heat exhaustion.

## Loss of wood for human use

Trees are often needed as lumber for building or firewood for cooking. The more trees are cut down, the further people have to walk to find more which cuts down the time villagers could spend on growing crop, doing school work for children, or tending to other productive activities.

## What can be done?

We can lessen these effects by planting trees—which is on the increase around the world. About 57,000 km<sup>2</sup> are reforested in this way every year, bringing the overall loss down to 73,000 km<sup>2</sup> the size of Sierra Leone or Panama. But replanting usually fails to replace like with like. What is cut down is normally rich, ancient, “old-growth” forest, which worldwide is home to more than half the species on Earth. What is replanted is rarely the same. This diversity is regularly replaced by vast, regimented tracts of just one or two tree species and little accompanying wildlife.

**Agro-forestry:** means using trees as part of the agricultural system. Trees improve the soil through their leaf litter, retain water in their roots, stop soil erosion by slowing wind speeds, and of course they provide food, which all combines to increase harvests so hundreds of thousands of villagers now have secure access to a varied, healthy diet.

**Support tree planting organizations:** Training in how to care for tree seedlings and how to regenerate existing forests is improving the environment, increasing shade cover and bringing degraded land back to healthy life. Tree planting organizations like Tree Aid, enable hundreds of villagers, particularly women, to set up enterprises using tree products like shea butter or forest honey to earn sustainable cash income. Having access to cash means families can pay for school fees, healthcare, clothes and food if harvests are poor. Communities are learning from each other's successes and challenges. Migration to the towns is slowing down and villagers are experiencing the fruits of their hard work as they see their lives changing, their children going to school, their environment regenerating.



## ROLE PLAYING CARDS

### Community Leader (Facilitator's Notes):

The village is facing a crisis. The loss of tree cover in the community is causing increasing tensions between villagers, local government officials and those who make their living from forest products. Currently, in Vietnam, forests are owned by the state and managed by State Forest Enterprises, which mainly produce timber for commercial use. Land allocation laws in Vietnam enable households to use the land and in areas of forests, which they are then expected to management. Because of continued logging and deforestation, the government is trying to pass new legislation that will reverse these rights and put increased control back into the hands of State Forest Enterprises in order to ensure the protection of special, old-growth forests.

To resolve this issue, we will have a debate at the local community centre. Each character (group) will have to introduce themselves, and make their case for or against the new legislation. Once each character has spoken, members of the public (those not speaking in front of the class) will be welcome to stand up and add their points to the discussion.

### Group 1: Village Family

**Male farmer:** You are a male farmer in the small, remote village of Qua Chau, Vietnam. You have a wife and six children. The main crop you grow is rice. You spend most of your day in the rice paddies preparing the land, planting the rice seeds, transplanting small rice plants to other fields where they can grow for the next 2 – 5 months. During the rice growth, you must look after the plots to prevent weeds and to make sure all of the rice plants have water. After two years of growing rice in one plot, the soil will be exhausted of the nutrients and you will need to find new land to grow the rice. You will probably have to cut some trees in the surrounding forested area and clear the land for agriculture.

You are a relatively rich farmer in your community. This is shown in part by the fact that your house is made out of solid wood, not bamboo. Your home is old and in need of repairs. Some days are spent repairing your home by replacing old boards and repairing the leaking roof.

In the evening, you relax in your small house where your wife prepares dinner for you and your children. She cooks rice and vegetables on the small fire. Then, you go to the local meeting area and sit on benches with the other men from the village to hang out and talk.

**Female farmer:** You are a female farmer in the small, remote village of Qua Chau, Vietnam. You have a husband and six children. It is your role as the woman of the family to do all of the cooking. To cook the meals, you must first collect wood from the forest with your children and bring it back home to make a fire to cook your food on. It can take up to two hours to walk through the forest to find large pieces of wood. You must also go and collect water from the stream for drinking and cooking the rice. The stream is a 30-minute walk from your home.

You must also spend time planting and looking after the small vegetable garden that your family has beside your house. This includes watering the garden, weeding the garden and making a fence out of sticks to put around the garden, so that the neighbour's cows do not come and eat the vegetables right from your garden!

While doing all of your daily tasks, you must continue to look after three young children at home. Two of your sons go to primary school nearby and your oldest daughter is 10 years old, so she is able to help you with some of the chores around the house, including fetching firewood and water. Your five-year-old daughter is responsible for collecting edible roots from the forest while you collect firewood.

**Boy child:** You are a 6-year-old boy in the small, remote village of Quy Chau, Vietnam. You have a father, mother, two brothers and three sisters. You go to school each day Monday to Saturday. The school day is only four hours long, but it takes you 1.5 hours to walk to school, so most of your day is spent getting to and from, and at, school. During busy farming times, you are unable to attend school and must help your family with the rice crop, especially during harvest.

In the evening, your mother prepares your dinner of rice and vegetables over the open fire. Yesterday, when you arrived home from school, the neighbour's cow had been eating the green leafy vegetables in your family's vegetable garden. Your family has decided to build a wooden fence around the garden to keep out the animals. You will have to help build the fence and will have to miss school this week.

**Girl child:** You are a 10-year-old girl in the small, remote village of Quy Chau, Vietnam. You do not go to school. Your family cannot afford to send all of the six children in your family to school, so only your two brothers attend the local village school. You spend your day helping your mother perform all of her tasks to care for the family, such as cooking, cleaning, and looking after the rice crop and small vegetable garden. To cook the meals, you must first collect wood from the forest and bring it back home to make a fire to cook your food on. It can take up to two hours to walk to the nearest forest to collect this wood. You must also go and collect water from the stream for drinking and cooking the rice. The stream is a 30-minute walk from your home.

You must also spend time planting and looking after the small vegetable garden that your family has beside your house. This includes watering the garden, weeding the garden, and making a fence out of branches to put around the garden so that the neighbour's cows do not come and eat the vegetables right from your garden! While doing all of your daily tasks, you must continue to look after your three young brothers and sisters at home.

## Group 2: Teacher

Coming to teach in this village has been very frustrating. The boys have times when they cannot attend school because of harvesting duties, and the girls are frequently not allowed to attend school at all. They are too busy carrying firewood. How is this community going to improve if the children have no education? The importance of educating girls on the economic life of the community has been proved over and over. Something must be done. If we had alternative forms of energy, there wouldn't be this constant need to get firewood.

## Group 3: Villagers

**Lam:** There is a lot of washed-up wood in the river that came down with the rains. People have been collecting all this loose wood, so the ground cover is eroded. This means we are going to have increased flooding when there are heavy rains. I blame the "logging pirates" who cut down trees illegally and collect all the smaller pieces of wood as well.

**Do Van Dong:** Some people bring power saws to the site and cut the logs into timber like a carpenter's shop, selling it on the spot. There were so many people that the police and forest rangers couldn't stop them.

## Group 4: Government official

We are planting more trees than ever. Tree cover is now 43%, up from 28%, 20 years ago. We are probably doing more than any other Asian country. You can't blame us. There is a high demand for wood—it is a major part of the economy. We have to plant trees that can be used commercially.



## Group 5: Industry representative

The forest industry employs about 95,000 workers so we need to be able to plant commercial trees and the furniture and wood processing industry earned our country \$2.8 billion US last year. You cannot just ban logging all forests. The number of small enterprises in forest industry in Vietnam dropped from 680 to 300 between 1993 to 1998 because of logging bans. Complete bans will lead to job losses to the detriment of local livelihoods.

## Group 6: Forest activists

**Activist:** But you are planting fruit trees or fast growing trees for the paper industry. Trees to make money. It's not the same, and it is reducing biodiversity. Trees are also being felled legally to make way for hydroelectric plants and resettlement projects in the mountains. What we need are more total logging bans to preserve our forests.

**Forest ranger:** I used to be a forest ranger but I've retired. We don't get the necessary equipment and there are too few of us. Illegal loggers and poachers have tried to run us down with their vehicles. It's too dangerous. Sometimes the government officials do deals with them. I tell you it's a hard job being a ranger.

# Population and Human Rights

Population growth and overconsumption of the planet's resources are linked to many of the environmental and social concerns faced by humanity today. The current world population stands at approximately 6 billion and growing, as advancements continue to be made in sanitation, health care and nutrition. However the growing human population combined with current patterns of consumption puts pressures on environment. There are increasing needs to protect and equitably distribute natural resources while promoting economic development growth.

Slowing this growth and its consequent environmental strain requires a varied approach that will involve improving equity for women, between the rich and poor, minorities and between generations.



# ACTIVITY 14:

## Population Changes Game

**Themes:** Population, Society

**Source:** Atkins & Dimberline. 2004. 'Population jelly babies', Teaching Geography, 29, 1, pp. 27-28

**Objective:** To explore the factors influencing population changes on a global level.

**Time:** 30 minutes

### Materials:

- Smarties or Jelly Babies
- Chance cards

### Instructions:

1. Divide students into groups of 6 people. Each person represents a different country. Number the countries from 1-6.
2. Divide up the sweets randomly within the group so each person has the same number. Leave at least 12 in the central dish. (Don't eat them! They are your population.)
3. The sweets represent your population. Note the population structure:
  - Blue – Male adults
  - Orange – Female adults
  - Red – Male children
  - Yellow – Female children
  - Green – People over 65
  - Pink – Ethnic minorities
4. Shuffle the chance cards and put them in the middle of the table.
5. Each country takes turns taking a card from the top of the pile. You must carry out the instructions written on the cards. If you lose anyone from your population, don't eat them—put them back in the central dish.
6. As the game goes on, pause to ask questions about why the groups may try to hold on to particular parts of their population, and how they make decisions about which groups to hand over their pieces too.
7. You can choose how many rounds of cards to pick up. You may want to stop when one country loses all their pieces, or earlier if short on time.
8. Debriefing questions:
  - What was the population structure of your country at the beginning? The end?
  - Which country had the most people at the end of the game? Why?
  - What scenarios changed the birth rate? Death rate? Migration rate?
  - What were the push and pull factors for migration?
  - Who do you think won the game? What makes them the winning country?

Additional sheets: Chance cards



<p>There is a 'flu epidemic so 50% of people over 65 in your country die.</p>	<p>All even numbered countries have a sudden population boom. Gain two children.</p>	<p>Famine kills two adults over 65 and two children in your country.</p>
<p>Cultural pressure results in some female babies being killed at birth. Lose one female child.</p>	<p>Population Explosion. For each pair of adults in your country gain one child.</p>	<p>Poverty and lack of jobs in your country means that all but one adult males migrate to a country of your choosing.</p>
<p>There is a baby boom: you gain 3 children.</p>	<p>Your country experiences an influx of migrant workers. Gain 5 adult males.</p>	<p>Pink people have become very unpopular in your country. They are forced to move to the country with the highest pink population in your group.</p>
<p>Your country is at war with another of your choosing. The people in your country are suffering more. You lose two male adults and the other country loses one male adult.</p>	<p>A flood affects country 5. Two people are killed.</p>	<p>A flu epidemic strikes your country. Lose 3 elderly people and one child.</p>
<p>Cholera spreads. Lose 2 of your children. Both the countries either side of you lose two children too.</p>	<p>Due to poor medical facilities lots of babies die. Lose one male child and one female child.</p>	<p>More women are delaying having children to have careers first. Lose one child.</p>

<p>Health care improves and people live longer. Gain 3 elderly people.</p>	<p>An earthquake affects country 1, three people die.</p>	<p>An earthquake affects country 4. One person dies.</p>
<p>Improved water supplies mean people are healthier and live longer. Gain one adult female and one adult male.</p>	<p>Family planning is introduced, gain one child.</p>	<p>There is no family planning. Gain three children.</p>
<p>Religious beliefs encourage large families. Gain three more children.</p>	<p>Industrialisation means fewer workers are needed. Lose two adult males.</p>	<p>Male children are more desirable than female children in your country. Gain one female child and two male children.</p>
<p>Children are seen as an expense! Lose two children.</p>	<p>All odd numbered countries experience famine. Lose two people each.</p>	<p>Healthcare in country 1 is very good, gain one adult over 65 from all other countries in your group.</p>
<p>Hospitals in odd numbered countries introduce high charges for adults over 65. As a result some elderly people die. Lose two adults over 65.</p>	<p>Country 2 has an extremely multi-cultural population, gain one pink person from all other countries in your group</p>	<p>A gas explosion in a nursery results in the death of one adult female and two children in country 3.</p>



<p>All men in country 4 must serve in the military. The death rate amongst adult males is therefore higher than in other countries. Lose one adult male.</p>	<p>Government subsidy of the shipping industry means there are lots of jobs available. Migration from surrounding countries is high. Gain one adult male from all other countries in your group.</p>	<p>The government increases child benefit payments for families of two or more children. Gain two children.</p>
<p>There is a measles epidemic. All children in odd numbered countries are immunised. Children in even numbered countries are not immunised. Lose half the children in all even numbered countries</p>	<p>AIDS and prostitution are big problems in your country. Lose half your female adults. The countries to your left and right lose three adult males</p>	<p>A massive landslide wipes out a large town on the border with the country two places to the left of you. Each country loses one from each segment in the population</p>
<p>Country 6 has no laws on immigration. People from all over the world are attracted by the good weather. Gain two people from all other countries in your group.</p>	<p>Your country is invaded during a war. The government decides to send children to a safer country. Send 4 children to a country of your choice.</p>	<p>The cost of childcare in your country is very low. Gain two children.</p>
<p>The country on your right is more developed than you and the border is not well protected. Lose two adult males and two adult females to that country.</p>	<p>Your population is ageing. Swap three of your adults for over 65s from the central dish.</p>	<p>There is no state pension system in your country. Children support their parents. Add four children to your population.</p>
<p>Your government imposes a one-child policy. Return half your children to the central dish.</p>	<p>Your government imposes a population policy to encourage population growth. Ensure you have two children for every pair of adults in your country.</p>	<p>Lightening strike – one country of your choice loses one person from an age group of your choice!</p>

# ACTIVITY 15:

## The Land Grabber

**Themes:** Population, Society, Resources, Rights

**Source:** Canadian Catholic Organization for Development and Peace, “The Land Game”, <http://youth.devop.org>

**Objective:** Think about the causes of landlessness and urban/rural migration.

**Time:** 60 minutes

### Materials:

- A large room or open space
- One chair for each player
- One land card for each player
- Floor mat or rug (approx. 4 x 4 ft or 1.2 x 1.2 m)
- Roll of masking tape
- Set of coloured badges/labels in 3 colours

### Instructions:

#### Preparation

1. Place the chairs in a large circle in the centre of the room. Have each participant tape a land card to the back of their chair. Make sure that the chairs aren't too close together.
2. Put the floor mat or rug in the corner of the room. It will represent the city. It should be small enough that all the players have to squish together to sit on it.
3. To start, each player should sit on a chair with a land card on it. Each player is given an identity—red, green or blue. There should be equal numbers of participants in each grouping.
4. The leader will play the role of the Land Grabber. The following should be read to the group:

*Land is very important. Without land you cannot grow food, have a house, or live with dignity. All over the world people are losing their land and being forced to move to cities where everyday is a struggle to survive. In this game you must try to hold on to your land and avoid being sent to the city. Losing land, means losing everything. Be ware of the Land Grabber.*



## Game play

5. The Land Grabber calls out the name of one of the groups (e.g. “Red!”). The player with red badges then must run from their position to that of a fellow group member. In the meantime, the Land Grabber steals one of the chairs, leaving one of the reds without land.
6. The Land Grabber then removes the land card, flips it over and reads the fate of the player (one of the five scenarios on the back of the land card). They will then be sent to the city, or given another chance as stated on the card.
7. Some of the choices have a social movement option which gives the player a second chance. The Land Grabber can read out both the negative option and the second chance scenario and allow other participants to decide which be taken—then decide themselves whether to either ignore the advice or take it into consideration.
8. The Land Grabber holds onto the card and the chair remains out of the circle to signify there is less land for the poor to occupy. The Land Grabber should walk around the outside of the circle close to the land card/chair they intend to grab (in order to avoid running into the participants running around).
9. Cheating: If players don’t change position or repeatedly swap with the same person are automatically sent to the city.
10. Favouritism: The Land Grabber may choose to call on one or two of the colours more frequently and favour the players of another colour by not calling that out as often (can be representative of different ethnic groups). Also, when a player from the favoured group loses their chair, the Land Grabber can also choose the option on their card that gives them a second chance.
11. Land Grab: When Land Grabber shouts, “Land Grab!”, all the players must run from their chair to any other chair. This can be done occasionally during the game to keep them on their toes.
12. Repeat the activity until all the scenarios have been read.

## Follow-up discussion

The following questions can be used to debrief the game:

- How did those who were evicted feel? What about those who had a second chance?
- Why do people lose their land? Who takes it? Is it fair?
- What is life like when people move to the city?
- Why might they want to stay on their land? How can this right be upheld?

Additional sheets: Land grab cards

**SCENARIOS**

1. You live in Rwanda. You hear that people in the next village have been attacked by soldiers . You are scared that they will do the same to your village. **You become a refugee in a tent city in the neighbouring country of Zaire, where you depend on international relief.**

2. You are a member of a Senegalese family which has made a living from inland fishing for generations. Under agreements signed with the Senegalese national government, European trawlers are catching all the fish, leaving none for your family or community. **Go to the city of Dakar where you do odd jobs on the street to survive.**

**OR:**

2a) You are a Senegalese fisher. You and your neighbours join the CNPS, a community organization of inland fishers, and a D&P partner. You find ways, with the help of CNPS organizers, of interest. Best of all, the Senegalese government responds to your pressure by to improve fishing safety, conserve local species, and get loans at reasonable rates protecting your inshore fishing rights during international treaty negotiations. **You have another chance!**

3. You live in a rainforest in Guatemala. A rich landowner has burnt down the part of the forest that you live in and is keeping cattle to make hamburgers for people in the USA. **Move to Guatemala City where you work in a maquiladora earning \$1.60 a day sewing shirts for North Americans**

4. You are an Innu living in Labrador. The Canadian government has agreed with its NATO allies to use your hunting grounds for military test flights. The low level flights are destroying your community. **Your community decides to challenge the Canadian government. Remain on your land.**

**SCENARIOS**

5. You are a tenant farmer in Mindanao in the Philippines. The local mayor has tricked your landlord into illegally selling your land to start a gold mine. **You are forced to move to the city of Manila where you struggle to survive by scavenging at the city dump.**

**OR:**

5a) Luckily for you, the Agri-Aqua Development Coalition, a Development and Peace partner, responds to your request for help with the services of a lawyer. She confirms that your community has first claim to the land. She will argue your case in court. **Your whole community resists the mayor's illegal efforts to evict you. You get another chance.**

6. You are a Haitian who owns a small piece of land high in the mountains. You were forced to plant crops here because of the lack of land. A heavy rainfall has washed away your crops because the mountainside is too steep. **Go to Port-au-Prince and earn money by shining shoes in the bus terminal.**

7. You are a Nova Scotia fisher whose family has made their living from small-boat fishing for generations. The federal minister responsible for the fisheries is about to make an announcement granting fishing privileges to large commercial trawlers, which will destroy your livelihood. **Go to Toronto, and try to live on family benefits while you look for work.**

**OR:**

7a) You and your neighbours get together and form an organization of small-boat fishers. You occupy the offices of your local MP when the minister comes to town to make his announcement, getting national media exposure. The Minister decides to review the case. **You get another chance.**

**SCENARIOS**

8. You are an Indonesian who owes a lot of money to a rich money lender. Your children have fallen sick and you are forced to sell your land to pay for medicines. **Go to the city of Pandang where you sew \$100 Nike running shoes for less than \$1 a day.**

9. You are a Zimbabwean villager and have been forced to leave your land because the government has decided to build a huge dam where your village is. **Move to the city of Harare where you earn \$12 per week by making Easter cards to sell on the street.**

10. You are an indigenous villager in Brazil who lives in a rainforest. A logging company has bought your land so it can sell the wood to people in Europe. You needed the land to provide food for your family. **Go to the city of Manaus where you wash car windshields for a living.**

11. You live in Brazil, where your family has eked a living from vacant land for many years. Now the owner, who has never even seen the land, evicts you. **Go to the city of Brasilia where you earn \$6 per week shining shoes.**

**OR:**

11a) Fortunately, through a social movement called *Sem Terra*, organizers hear of your situation. They let you know that under the Brazilian constitution you have a legal right to idle land, as do all other landless. They bring in many more settlers to help you challenge the absentee landlord's claims. **You have been given another chance.**



# ACTIVITY 16: Food Security – The Real Survivor

**Themes:** Food, Resources, Population, Society, Rights

**Source:** CHF Teaching Resources, “The Real Survivor”, <http://www.chf-partners.ca/education>

**Objective:** Improve students understanding of food security by demonstrating the interactions between the environmental, economic and social factors in poor rural communities.

**Time:** 60 minutes

## Materials:

- 3-4 sets of “Survivor” activity cards
- 3 sheets of food cards per group (or individually wrapped candy)

## Instructions:

1. Divide the students into groups of 4-5 students. Provide them with a pile of activity cards, leaving them facedown. Provide a pile of food cards or treats to each group.
2. Students will take turns drawing a card from the deck, reading it aloud and then following the instructions. The students will be taking food cards from the middle and putting them in their individual piles unless an activity card tells them otherwise. They may be asked to give back food cards when they don’t have any, in which case they can keep track of their debt and repay when they have enough food cards.
3. To “survive” each person must have at least five food cards by the end of the game.
4. Allow them to play until all the activity cards have been read once. If they ask more details about the rules (e.g. sharing, bargaining, stealing, etc.) tell them to decide for themselves. Their consequences of their choices will be discussed in the debriefing.
5. Follow-up the game with debriefing questions:
  - a. How many survivors are there in the class?
  - b. How did it feel to have few food cards?
  - c. How did it feel to have many food cards?
  - d. Was anyone in debt?
  - e. Did anyone share?
  - f. What were some of the reasons for receiving or losing food cards?
  - g. What do these reasons tell you about the causes of hunger?
  - h. What were some of the environmental protection measures seen in the game? What were the effects?
  - i. What were the short- and long-term effects of human activity on the environment?

Additional sheets: Survivor Activity cards and rules



## SURVIVOR RULES & ACTIVITY CARDS

### *The Real Survivor Activity Cards* INSTRUCTIONS

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1. In your group, place the deck of the larger activity cards face down in the middle of the group. Make another pile with the smaller food cards facing up.
2. Each student starts the game with no food cards. The goal is to have five or more food cards to "survive".
3. To play the game, each person in the group takes a turn drawing an activity card from the deck and **reading the card out loud**. The player then follows the instructions on the card (e.g. take one food card), taking food cards from the middle and putting them in their individual piles unless the activity card says otherwise (e.g. put back one food card).
4. Keep your activity cards so you can refer to them at the end of the game to remember what issues impacted whether you survived or not.
5. The game continues until all of the activity cards have been read once or the teacher/facilitator says the game is over. If you have questions when playing (i.e. about sharing cards), ask your teacher/facilitator or decide amongst yourselves how you would like to play.
6. When the game is over, each person counts their food cards and shares whether they survived. Remember, you need at least five food cards in your individual pile to "survive"!
7. In your class, discuss some of the issues you learned about with your teacher/facilitator.



Your mother and father were kidnapped by the secret police. You and your sisters are living with your grandmother, but she has just died. Now you will have to shine shoes on the streets and your sister will become a worker in a factory making computer parts.

*The Red Summer Activity Cards*

**You can afford one food card.**

Your older sister died of HIV/AIDS and now you must quit school to run the family farm. Your sister did not teach you how to do everything on the farm so you are not able to produce as much food as she could. You and your family do not have enough food to eat.

*The Red Summer Activity Cards*

**Give up four food cards.**

You live in Ethiopia where a serious drought has occurred. You were participating in a CHF program where you learned to grow drought resistant crops. Your crop survived the drought and will provide your family with food for the rest of the year.

*The Red Summer Activity Cards*

**Take two food cards.**

CHF and an organization from Zimbabwe are running an HIV/AIDS education and prevention program in your village. You and your family participated in the program and have therefore reduced your risk of contracting HIV/AIDS. You will all be healthy to work on the farm this year. This means you can plant the crop, maintain the fields and help with the harvest. As a result you and your family will have plenty of food this year.

*The Red Summer Activity Cards*

**Take two food cards.**

You are a farmer in Africa. CHF and a local partner organization have developed and distributed a farm magazine to your area that will provide you with new information about how to manage your farm. Having this new information will increase the amount of food you are able to grow.

*The Red Summer Activity Cards*

**Take one food card.**

A well has been established in your village. You are now able to water the vegetable garden beside your house. With this extra water, in addition to the rainfall, you produced double the amount of vegetables as last year.

*The Red Summer Activity Cards*

**Take two food cards.**

You are from Canada and you received loans to go to university. You graduated and got a good paying job. You can afford to go to the grocery store and buy your food however you still have school loans to pay off.

*The Red Summer Activity Cards*

**Take six food cards but give two to the person on your left.**

A well has been established in your village providing clean drinking water. You are now protected from diseases found in the river water that you used to drink. Last year you were sick and tired during the harvest season and your crop rotted while you were sick, leaving you hungry. This year, with the clean water, you are healthy and will be able to spend every day in the fields collecting the harvest.

*The Red Summer Activity Cards*

**Take one food card.**

Your older brother has found a job in a fancy hotel, working as a porter for tourists who come from Europe, the USA and Canada.

*The Real Summer Activity Cards*

**You can afford one food card.**

Through your involvement in a CHF project, you received enough rice seed, natural fertilizer and training in seed application, weeding and harvesting to have enough food to feed your family for two months.

*The Real Summer Activity Cards*

**Take three food cards.**

A swarm of locusts (a type of insect) has come to your farm. You had a poor crop last year and so you could not afford any pesticides this year. The locusts ate the entire crop.

*The Real Summer Activity Cards*

**Lose all your cards.**



A reforestation project has started near your village. Trees have been planted and are being protected until they are ready to be harvested in a sustainable way (only selected trees each harvest). Having trees near your home will be very helpful because you will not have to walk as far to collect firewood, saving you three hours a day that can be used for vegetable farming to produce nutritious meals for your family and to sell at the market.

*The Real Summer Activity Cards*

**Take two food cards.**

Your family has created a cooperative farm with other families to produce fairly traded shea butter. Shea butter is used in chocolate, creams and as butter. All of the farmers work together with CHF to understand the local market and how to get the best price for their shea butter.

*The Real Summer Activity Cards*

**Choose two other people to be in your farm and divide six food cards evenly between the three of you.**

You have been given soybean seeds to plant in your fields. Soybeans are nitrogen-fixing plants — that means they can convert nitrogen from the air and put it back into the soil. Nitrogen is an important nutrient for plant growth. The corn crop you plant after the soybeans in the same field will be your best corn crop ever!

*The Real Summer Activity Cards*

**Take one food card.**

Through your involvement in a CHF project, you received two goats. These goats provide manure for small vegetable gardens, as well as meat to eat and sell. The goats are relatively easy to raise and require a very small space to rear. Plus an average goat will give birth twice a year, generating even more assets and income for your family.

*The Real Summer Activity Cards*

**Take four food cards.**



During the growing season, a flood wiped out most of your crop. Now you and your family are only having one meal per day until your storage of food runs out.

*The Red Summer Activity Cards*

**Usually you would receive three food cards for your crops, but now you will receive no food cards.**

Your family has created a cooperative farm with other families to grow fair-trade, organic coffee. Your cooperative is working with CHF, and its partners, to understand the coffee market and how to access the market to get the best price for your specialty coffee crop.

*The Red Summer Activity Cards*

**Choose two other people to be in your co-op and divide 6 food cards evenly between the three of you.**

Your family grows coffee. Since the crop was very good this year, there was a surplus, but the coffee buyers from the Northern countries refused to pay the price they paid last year.

*The Red Summer Activity Cards*

**You may have only ONE food card instead of the two you received last year.**

CHF and a partner organization have come to your village and now you pickle cucumbers to sell. CHF has also worked with your community to give you access to information about prices, how to market the product and where to sell them.



*The Red Summer Activity Cards*

**Take one food card.**

Your family has learned new ways to conserve water on your farm from CHF and a partner organization in your home country of Ethiopia. With more water available for your crops, your harvest doubles, giving you enough food to feed your family for the year and sell some extra at the market to earn money.

*The Red Summer Activity Cards*

**Take four food cards.**

There is some weird weather coming your way! Heavy rain and large hail pellets have fallen on your family's farm, damaging much of the crop. Last year your family sold some of this crop to earn some money. This year, nothing will be sold as the entire crop will be needed to feed your family. Without that money, your family will not be able to pay for school fees, so you will not be able to go to school next year.

*The Red Summer Activity Cards*

**Give up six food cards.**

You are a farmer in Zimbabwe. CHF and a partner organization in Zimbabwe have helped you get chickens and learn how to manage them in order to make the most money. You and your neighbour's nutrition improve from eating the eggs, which provide a good source of protein. Your family also starts earning an income from selling extra eggs.

*The Red Summer Activity Cards*

**Take two food cards for yourself and take two more food cards and give them to your neighbour on your right.**

Your father becomes very ill and needs medicine that is very expensive. Luckily, your family has two cows. You are able to sell one to earn money to cover the cost of the medicine. However, this means that you will have less money on your farm next year because you only have one cow that will be producing milk that you can sell.

*The Red Summer Activity Cards*

**Give two food cards to the neighbour on your left for medicine.**

A civil war has broken out in your country. As a young man you must leave your farm to fight in the war. Your brothers and father are also fighting in the war. Only your mother and sisters are left at the farm to tend to the fields. Without the help of the entire family the amount of food grown on your farm this year is much less.

*The Real Survival Activity Cards*

**Choose one other person to fight in the civil war with you and both of you must give up two food cards.**

Your brothers work on a fishing boat, but the fish they catch are sold to feed the pets of wealthy people.

*The Real Survival Activity Cards*

**Take three food cards but you must give two of them to the person with the most food cards.**

There is a war in the northern part of your country. Your distant family members from the northern area have come to stay with your family. There are many refugees from the north coming to your village because they have nowhere else to go. Your family's food supply which is usually divided among your eight family members must now be divided among 14 people to feed all of your extended family.

*The Real Survival Activity Cards*

**Choose two people to be your extended family. Take all of the food cards that you already have and divide them by 3. Give one third of your food cards to each of your relatives.**

You are a farmer in Ghana. A new variety of beans is introduced on your farm. These new beans are more tolerant of drought. Although there is little rainfall this year, there is enough rain for this new type of bean to produce high yields. Your family has enough beans to feed your family and to sell some at the market to earn money.

*The Real Survival Activity Cards*

**Take one food card.**

Your mother has malaria — a tropical disease. She is ill and unable to harvest the crop on your farm. You must miss school to stay home and harvest the crop. However, without your mother's help, you are unable to harvest all of it before it spoils.

*The Real Survival Activity Cards*

**Put back three food cards.**

Your family terraced the hillside of your farm (making it into a hill with many levels that look like steps, rather than one steep slope). This greatly reduced soil erosion. Nutrients in the soil stayed at the top of the hill and were able to supply crops with the nutrients needed for growth. Crop yields on your farm increased.

*The Real Survival Activity Cards*

**Take one food card.**

You have harvested a big crop this year. You would be able to afford three food cards if the farm belonged to you, but a rich family who lives 100 kms away owns the land. They take the thirds of your money from selling the crop as rent.

*The Real Survival Activity Cards*

**Take three food cards from the middle but give two of them to the person in your group with the most food cards**

Even though your parents were both working, they lost their jobs due to the recession. You live in a country where they receive employment insurance payments to help your family through this tough economic time.

*The Real Survival Activity Cards*

**You may have two food cards.**



# ACTIVITY 17:

## Gender Equality – A Day in My Life

**Themes:** Gender, Rights, Individual, Society

**Source:** Peace Child International's "Gender Journey"

A green economy is one in which there is social equity – no discrimination or prejudice between gender and ethnicity. In many places, much progress has been made in the push for equal rights and opportunities between men and women, boys and girls. However, in many places, and even within "developed" countries, gender inequality still exists as there may be different norms and expectations about the life choices and responsibilities that men and women should take on. This activity is meant to get a group thinking about the way young men and women spend time and the patterns in the differences and similarities and what this means in their society.

**Objective:** To raise awareness of men and women's different and similar areas of activity and define the needs of men and women in different contexts.

**Time:** 45 minutes

### Materials:

- Coloured cards
- Markers
- Pens
- "A Day in my Life" worksheet

### Instructions:

1. Introduce the topic and the objectives. Explain how it is about identifying the different types of activities that men and women do throughout the day.
2. Roles:
  - Homework: Domestic chores, cleaning, washing, cooking, childcare
  - Academic: Studying, homework, reading, learning a new skill
  - Employment: Generating an income
  - Community: Community activities, meetings, workshops and charity fairs
  - Political: Participating in organizations, local committees, political parties
  - Recreation: Sport, TV, music, parties, cinema, theatre, camping, etc.
3. Have each participant fill the sheet of activities.
4. Put participants into mixed gender groups to present and discuss their activity sheets with each other.
5. Have a large plenary session to compare and discuss. Think about the following points:
  - a. Were there any patterns in the similarities or differences? What might these mean?
  - b. Benefits and conflicts of the unequal distribution of activities for women? For men?
  - c. How might this have been different past? Have or are these roles changing?

Additional sheets: A Day in my Life

# A DAY IN MY LIFE

Hours	Housework	Academic	Employment	Community	Political	Recreation
7:00-9:00						
9:00-11:00						
11:00-13:00						
13:00-15:00						
15:00-17:00						
17:00-19:00						
19:00-22:00						
<b>TOTAL</b>						



# ACTIVITY 18:

## Intergenerational Justice Debate

**Themes:** Rights, Sustainability, Environment, Society, Economy

**Goal:** To discuss responsibility across generations for future sustainability of the planet.

**Time:** 60 minutes

### Materials:

- The motion
- Local examples, research
- “How to Debate” worksheet photocopies

### Instructions:

1. Hand out and review the worksheet “How to debate”.
2. Select the speakers in advance and try to give them a day’s warning at least so they can read and select the points they want to get across. They should include local knowledge that is relevant to the audience and locality.
3. Provide speakers on each side with some points they can think about (see suggested list below). Encourage both sides to do some research to find their own points and supporting examples.
4. Hold the debate according to the below instructions, and be sure to allow for questions and a final vote at the end.



# HOW TO DEBATE

## Background on debating

A debate is a structured argument in which two sides take turns speaking for and against a statement based on a topical issue. It forces you to develop a logical argument, to crystallize that argument in 'sound bytes' and, with forensic legal precision, unpick the meaning and implications of the Motion. The point is to win the argument – to persuade others of your position. Therefore, you have to also think about the nature of your audience and fashion your argument to appeal to the majority of them.

Debates are formal arguments, so shouting, refusal to listen and irrationality have no place. Speakers are given a set amount of time for speaking, and likewise, for rebuttal. When taking part in a debate, you may have to support opinions that you would not normally agree with. This makes you understand the two sides to an argument in addition to arguing as a part of a team and not contradicting your teammates.

## How it works

There are many ways to run a debate. What follows is the most commonly accepted way, modeled on the UK Parliamentary debating system: feel free to vary it to fit your audience, location and wishes.

- There is a President – who keeps control of the meeting. (The Speaker of the English Parliamentary system)
- There are two Proposers of the Motion;
- There are two Opposers of the Motion;
- The 1st Proposer speaks first to propose the motion; s/he is followed by the 1st Opposer; the 2nd Proposer speaks third, and the formal speeches are rounded out with the speech of the 2nd Opposer. Each speaker generally speaks for no more than 7-minutes – but in some longer debates this can be extended to 10 – 15 or even 20 minutes.
- There follows interventions from the floor. The President generally limits these to 2-3 minutes. Again, depending on how much time you have, speeches from the floor can run for 15 – 20 – 30 – 40 minutes.
- Closing speeches – one from each side, can be delivered by either the 1st or 2nd Proposer or Opposer. Closing remarks should last no more than 5-minutes.

Note: The President may choose to allow members of the audience to interrupt for a "Point of Information" or "Clarification" from the speaker who can accept or decline to take it. If accepted, the interrupter should address a brief question or point through the chair of the Debate.

At the end of the debate, a vote will be taken. (Sometimes, President's will take a vote at the start of the Debate to see how opinion has shifted in the audience as a result of the speakers' arguments)



# INTERGENERATIONAL JUSTICE DEBATE

## Suggested motion:

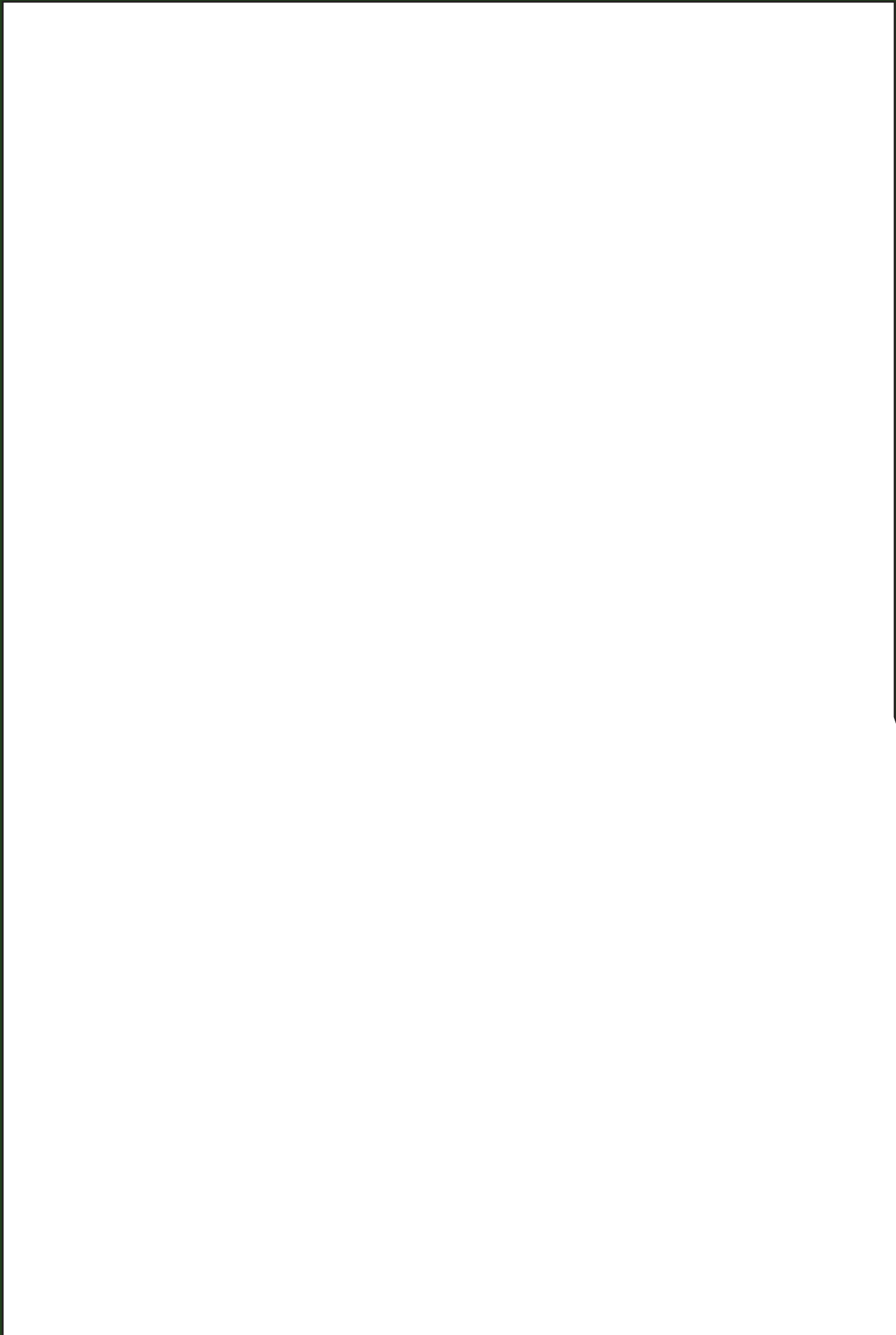
"This house believes that the unsustainable practices of the baby-boomer generation (those born between 1946 and 1960) has wrecked the chances of today's youth to live lives of similar quality, opportunities, comfort and prosperity."

## Proponents for the Motion

- The Baby Boomers are the most indulgent and selfish generation. They have not had to fight a war, did not have a great period of youth employment after leaving college.
- They receive greater pensions and due to improved health care will live longer.
- The youth of today will have to work longer, pay off more university debts, find it harder to buy a property and stay in a steady job.
- Over the years there has not been enough investment into infrastructure into public services and transport. Now we are urged to take public transport, which is expensive and inadequate and will take years before it can be updated.

## Arguments against the Motion

- You cannot just blame this generation. The desire for progress/manufacturing has been going on since the Industrial Revolution.
- Ever since the late 60s when the environmental movement started there has been a steady number of people proclaiming the need to stop using up resources.
- Young people (teenagers) are among the most materialistic people.
- The opportunities for the youth of today are not being wrecked. There are always doom mongers who say everything is getting worse. At the end of the 19th century people were worrying that Londoners would be drowning in horse manure because there were too many carriages and cats, but then the motorcar came along. Humans are very inventive.





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Education and Culture DG

'Youth in Action' Programme

