1 NO POVERTY

2 ZERO HUNGER

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

5 GENDER EQUALITY

6 CLEAN WATER AND SANITATION

Multipliers Handbook

addendum

7 AFFORDABLE AND CLEAN ENERGY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES

Script for a full/half day training in **20** or **16** movements for **SCHOOLS**

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION

14 LIFE BELOW WATER

15 LIFE ON LAND

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS

Introduction

The **SDG workshops for schools** were developed as examples for interactive and participatory, integrated and project oriented learning about and for the implementation of the SDG and the Agenda 2030 specifically for young people. The training may be used in schools, but also in non-formal or informal educational settings for young people to gain awareness, and provide for empowerment to become active in co-creating practical SDG implementation projects in their settings and environments they live in on a local scale (e.g. school, neighbourhood, clubs, community groups, etc) and related to their own lived experiences.

The workshop was developed for students in the age range from around 12 years to 18+ years (i.e. secondary school), but can be adopted to younger age groups by the teachers/facilitators.

The half day workshop is meant to be implemented in approximately 5 educational units (UE of 50 minutes duration each, or 5 hours in total including sufficient breaks, which can be set by the facilitator to their needs), and the full day workshop can be implemented in approximately 7 educational units, which can be accomplished in one school day (e.g. 8am to 1pm for half day and 8 to 3pm for full day) of workshop delivery. It does not include the time for project implementation, which may vary significantly depending on projects chosen by the students and time available for implementation after the workshop. Teachers/facilitators are welcome to adapt and modify the script to their specific needs and can pick and choose certain SDG related activities and combine it with others from the script of full- and half-day workshops script in the main body of the SDG Multipliers Handbook, but also different sources/tools/methods (e.g. SDG games, Youth in Transition - YINT, Youth Action for Nature & Well-being YAFNAW, Youth Glocalisers for Change, etc.) and on other sustainability topics (e.g. Ecological Footprint, Doughnut Economics, Inner Development Goals, Earth Charter, Climate Action, etc), to fit your needs and curriculum.

If you are interested in Gaia Education conducting an SDG implementation workshop for your students in your school or an SDG Multiplier training for teachers/facilitators in your school or educational facility (e.g. teachers college or other) we are happy to make this happen and provide additional content on how to best facilitate SDG workshops. Through our global network of SDG trainers/multipliers we will find an experienced SDG trainer near you, speaking your language and understanding your contexts and culture. Get in touch with us on info@gaiaeducatio.org and we will hook you up with an SDG trainer near you.

Script for a full & half day training in **20** or **16** movements

Movement 1	Why	How	Time
Landing **Walking Meditation**	Students arrive in school from various contexts and experiences, likely have many different issues and things on their mind, either related to school or in their personal lifes, which can pre-occupy them in many different ways. In order to become grounded, present and focused on the day and what will come during the day, it can be useful to complete a focusing exercise in the form of a walking meditation.	After all students are present and a few words of welcome, invite the students to slowly move around the room, silently and initially without eye contact with others, rather focus on themselves and how they feel at the moment. After a little while they can start focusing outside themselves a bit and get in eye contact with others if they wish, but keep on moving silently and slowly. The activity should occur with music of your choice. For example Nakho-Bear (Medicine for the people) - Te Aloha Ke Akua (meaning breath of life and love of 'creation' and personal responsibility). **LINK** *(better not to show the video, just audio)*	**5 mins** **Full Day** ⬤

Movement 2	Why	How	Time
Welcome, opening and Introduction	To welcome the students into the space, to let them arrive mentally and emotionally in the space and set the focus on the topic of the day and introduce the theme, sequence, content, expectations and outcomes (see Movement 1 of the full day script in main part of the handbook for additional information)	It is important to set up the room before the start of the workshop, to make sure all materials (e.g. flip chart, beamer, monitor etc) are present and functioning and the lay out of the room is flexible and adaptable to the various needs during the day (likely starting with chairs in a circle at the outside of the room, so to be able to move around, but also have tables available which can be moved around the room as needed for group work). Give a warm welcome to the students, explain the topic of the workshop and how we will spend the time in coming hours (schedule) and what the purpose, objectives and desired outcomes of the workshop are meant to be and that they will be participating actively and with project development during the day. Their views, perspectives and experiences are important and key to the success of the workshop. Then briefly introduce yourself, your background and role(s) and your organisation (only if you are external to the school and not the teacher usually working at the school and with this class/group). You can support this vividly through a few powerpoint slides if you wish to have audio and visual impressions for the students.	**5 mins** **Full Day** ⬤ **Half Day** ◗

Movement 3	Why	How	Time
Sociometric Constellations / Mapping the field	Constellation work is a good way to bring students present in the room and start to focus on the workshop topics, as everyone is asked to respond to the questions asked by physically positioning themselves along a spectrum. (or 4 dimensions) This helps to focus students and also breaks the ice as the group is active together as compared to conventional class teaching and students experience how others in the class think of various questions. Everyone is asked, even if the facilitator might then only go and 'interview' 2 or 3 people as to why they placed themselves in a particular position within the constellation.	Ask participants to stand up and form a circle or oval. You can then use the space in the middle to walk out the spectrum for each constellation before you ask people to position themselves. Explaining the mapping process (spoken instructions in italics): *We will now do a series of mappings (or constellations) to see who is in the room, find out a little about each other, and get a feeling for why we are here… I will ask a series of questions that everyone will then answer by positioning themselves along a spectrum that the question introduces. …Once we are positioned along that spectrum, have a look around and see where people have placed themselves…I will then walk around and interview some of you as to why you chose to stand at a particular spot…Let's keep the answers lean and to the point, as we can hear from more people that way.* Choosing the right questions and making sure to frame questions clearly as a spectrum is important. Depending on the diversity of your audience you might vary the questions. Here are some possible questions: **1.** Find your place along the line: Do you think that we humans on earth have a real problem with the overexploitation of the earth's ecological resources? • Anyone who believes that everything is OK on Earth and that people should continue to live as they do now are at the left end of the spectrum, • Anyone who believes that everything is not running optimally and that people are taking more from nature than it can reproduce, and that humans produce more waste than nature can absorb.is placing themselves in the centre. • Anyone who believes that humanity has a real problem and that our hats are on fire and we have to act quickly, stand at the right end. **2.** Position yourself in 4 directions: What do you think is the biggest threat to our and your future at the moment? • Climate crisis • Loss of biodiversity/species extinction • Soil and land degradation (incl. deforestation) and soil loss • Overconsumption (buying more than you need) and pollution • You can also choose between 2, 3 or 4 topics (if more than one topic seems important) and place yourself in between. **3.** Position yourself in 4 directions: What are our biggest challenges for a just future: • War & Conflict • Poverty & hunger • Inequality (within and between countries) • Lack of good infrastructure, facilities, institutions, systems (e.g. schools, hospitals, social system, democracy) **4.** Find your place along a line: Have you ever heard of the 17 Sustainable Development Goals and if so, how much do you know about them? • never heard of them before • have heard of them before • have dealt with them • I am committed to them and am involved in projects or in other ways. Create the purpose of the workshop through the constellation and harvesting. You can make up your own constellation question to fit the particular audience or location you are working with. Give about 3 minutes max for each question/constellation and try to ask between 2 to 4 people why they are standing where they have positioned themselves.	**15 mins** **Full Day** ⬤ **Half Day** ◗

Movement 4	Why	How	Time
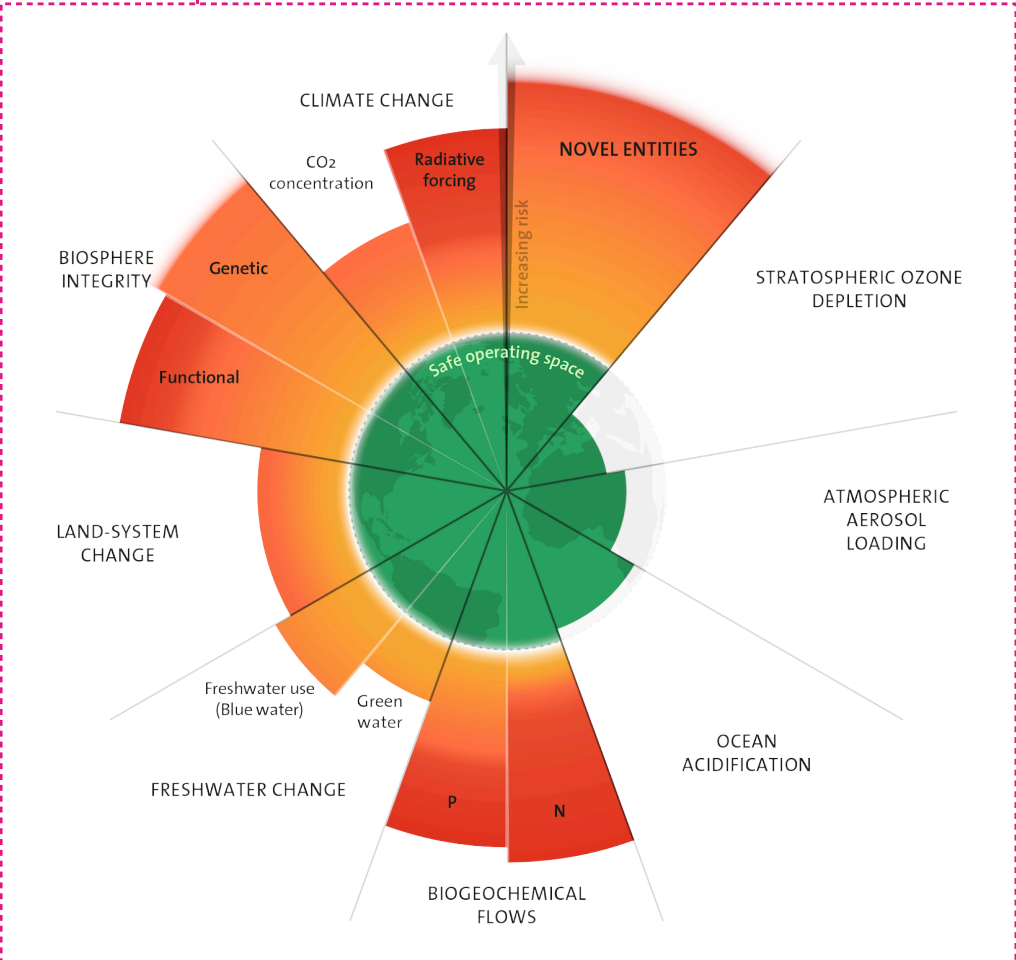| **Journey to Planet Ganymed (Game) & Spaceship Earth** | We live far beyond our means: the loss of biodiversity or the climate crisis are dramatic, we are at a point where these effects are no longer reversible. We have to deal with the limits of our planet, because we cannot change them at will. Our connection with, as well as dependence on, 'Mother Earth' needs to be understood with our heads, hearts and hands and is explored in more detail in this activity. Understanding the basics of a good life within planetary boundaries, fair share for all, not at the expense of others, but with a fair share of planet earth, in peace with each other and in peace with nature. | In this mind experiment (or game), it is assumed that the class is chosen by NASA for a space mission to Ganymede.. Without further ado, they all become astronauts. The opening question is: "What do you think Ganymede is? Ganymede is the largest of Jupiter's moons and is very, very far away. The journey takes nine long months in one direction. To save energy and space, half of the crew is cryogenically frozen (a bit of SciFi in there). To do this, the class is split in half and those affected close their eyes - the mission begins. The awake part of the crew consumes too much food (all the yummy stuff) on the outward journey (out of boredom) and too much energy (careless with the hot water). On arrival on Ganymede, the frozen crew are woken up and they realise that much of the energy and food had been depleted. But in any case the research work is completed, then the second half of the crew is to be frozen before the return flight. Due to a breakdown the freezing machine is broken and the second half can no longer be frozen. Now the challenge for the class: "You now have to solve a problem: There are twice as many of you on the flight home and have fewer supplies on the spaceship than planned. How do you solve the problem? Everyone has to get back to Earth safely!" The students in small group discussions (4 to 6 per group) have to find out how to solve this problem, eventually need to realise that they have to go to the store room and count the supplies count the supplies carefully, write everything down and divide them up fairly. The students usually come up with lots of technical solutions in great detail, but they often cannot solve the problem.

The result is: We need...

    1 - RULES

    2 - FAIRNESS

    3 - ACCOUNTING for the supplies

Conclude with:

"There is a spaceship that we all know: the Earth. It is comparable to a spaceship, because it is a closed system with a limited amount of supplies. Who is the crew on Spaceship Earth?... Humanity! Are the supplies on Spaceship Earth the same vital supplies that you had on your spaceship? Air, water, food. But there is one supply that you didn't have on your spaceship, but which is the basis of life for the crew on Spaceship Earth: soil! Earth: soil! Without soil, there is no food." This is followed by the transition to the three important measures that we need on our spaceship for everyone to survive and the question of whether these measures also exist on spaceship Earth - Rules, Fairness, and Accounting (?) of what is there for use within the carrying capacity of the planet but of which is not there at the moment.

This activity can be conducted very innovatively and with great imagination on how to conduct the journey (like a theatre piece), the discussions and visualise the outcomes and results. | **15 mins** |

Full Day

Movement 5	Why	How	Time
Introduction to the multiple crisis we face	Experience shows that the knowledge and understanding of and about the poly- or metacrisis we face varies a lot between individuals, groups and regions, therefore it is generally useful to provide a brief overview of the different crisis we face, some of the causes, and interrelationships - most importantly not only to show the various ecological crisis from global to local but also interrelated social, economic crisis and maybe the crisis of worldviews and of consciousness - an ethical and moral question. The level and depth needs to be adapted to the age, context and culture of the students.	Based on the sociometric mapping activity it is worthwhile to bring all students in the class onto a more or less level field of knowledge in relation to the multiple crisis we face, acknowledging that some may already know much about at least some topics, some much less so, but to provide at least some basic facts and figures where we stand as humanity. Time permitting, you may ask the students what they see as the main challenges or crises we as humanity face and how it may impact on their own lives. Refer back to the socio-metric mapping and attempt to draw a bit more context towards their own life "realities", be it related to heat stress, lack of money for energy or good food, poor housing, or whatever is useful in your local context. This can best be accomplished through an interactive presentation using a combination of facts, figures, graphs, visualisations, videos and therelike, of which there are many available for free on the Internet and adapted for age range, contexts and location. But areas to be covered should likely include climate change (or climate emergency), biodiversity loss, ecological overshoot & resources depletion, planetary boundaries, pollution, ecosystem degradation, social injustice, inequality and inequity, economic and financial crisis, and what is behind them and how they are interrelated, at least at a basic level and as much as time permits and what may be appropriate for the age and level of prior backgrounds. A focus should be the interconnectedness of various crisis and how they influence each other in turn, maybe explained using one or two examples (e.g. poverty, hunger, ill health, inequality, poor education, lack of water & energy, lack of jobs & income, poor infrastructure, exploitation, soil and land degradation, deforestation, conflict & war, etc) - geared towards local/regional context and related to live experiences of the students. Because the local/regional needs and contexts for this exploration will vary widely between countries and regions (e.g. global north & global south), it is advisable to also use local/regional sources of information on these topics to make them more relatable and meaningful for the students in their own lives. Our experience shows that many countries often provide well accessible education materials on many of these topics, not always combined and interrelated but sufficient to provide the introduction necessary and desirable for the context of the workshop.	**10 mins** **Half Day** - - - - - - - - - **20 mins** **Full Day**

6

Movement 6	Why	How	Time
We have a plan - Intro to Agenda 2030 and SDG	After discussing the multiple crisis we face, students may feel hopeless and even helpless and may even turn away from it, or feeling anxious or depressed. Hence, it is important at this point to introduce the Agenda 2030 and the SDG as a globally agreed plan to tackle all the crisis together and do that until 2030, in order to give hope and a feeling of agency.	This brief introduction to the SDG and the Agenda 2030 (noting that even today, the vast majority of the populations in most countries have never heard of the SDG before - hence start with the basics) like: What about rules on spaceship earth for fairness, peaceful coexistence and a good life for all?	10 to 15 mins

There is already an action plan with goals and framework conditions that have been agreed by all countries worldwide, the 2030 Agenda and the UN's 17 Sustainable Development Goals! - showing a depiction of the Goals Logos at least. (For younger people, explain what the UN is and what it does).

At this point it may be useful to collectively read through the preamble to the Agenda 2030 (available from the UN website in many languages) and let that sink in, and/or watch a short video about the Agenda 2030 and the SDG together which explains them concisely and accessibly.

SDG video suggestion (many others can be found on the web):

LINK *(duration 6:20)*

After this it may be worthwhile to make a short quiz with the students to reiterate the main items:

• Who has started the Agenda 2030 and the 17 SDG as an agreement for a good life for all? (A: United Nations)

• When was the agreement on the SDG reached and when should it be completed? (2015 and 2030)

• Who has agreed to the realisation of the goals ? (all 193 nations represented in the UN)

• Who is responsible for implementing and realising the SDG? (each and every person on the planet)

• What was the core agreement of the Agenda 2030? (We will leave no one behind!)

• What are the 5 core themes of the 17 SDG? (People, Planet, Prosperity, Peace and Partnership).

Basic resources for the Agenda 2030 and the 17 SDG (noting that there are many other but also regional and local resources on the SDG as well for your specific context):

https://sdgs.un.org/goals

https://www.un.org/sustainabledevelopment/sustainable

https://sdgs.un.org/

https://www.globalgoals.org/

https://www.unsdglearn.org

Full Day

Half Day

Movement 7	Why	How	Time
Introducing & explaining the SDG flashcards	The SDG workshop is structured around the SDG flashcards for some of following reasons: i) an interactive way for students to learn about the SDGs in general and local relevance and connection to their own lives. ii) to maximise the time that students in a particular school have to converse about the general and local relevance of the goals and how to make them meaningful in their own lives and contexts. iii) to learn about the importance and possibilities to engage with the SDG locally and actively contribute in their context to the realisation of the SDG.	Make sure to read the section 'How the SDG Flashcards are structured and why' in the SDG Multiplier Handbook, to make your own personal notes (and or you show images of the cards as powerpoint slides) on what to mention about the cards in this brief introduction. **Points you should know:** i) The workshop is structured around the cards to maximise the time students have to converse about local relevance and local implementation of the SDGs. ii) There are a total of 61 cards, 3 x 17 (51) cards that address issues and ask questions about specific SDGs, plus another 10 supplementary cards to give background on the UN sustainable development process, the consultatory process that led to the SDGs, the need for systemic integration of the SDGs, etc. iii) All cards are numbered and you will find the reference number at the bottom left of the contents page. Card 52, for example, lists all the 17 SDGs on one card. This can be a useful 'cheat sheet' as you are learning the 17 goals and their associated number. iv) All the 3 x 17 cards referring to the 17 goals have the same basic structure. Each SDG is explored through the questions in the 4 dimensions of Gaia Education's 'whole systems design' framework for Design for Regeneration: social, ecological, economic and worldview. v) The white boxes (hold up a card to show them) give general background information and trends related to the SDG the card refers to - this information is the same on the 3 cards per goal. The coloured boxes contain questions about local relevance and implementation of a particular SDG - these questions are different on the 3 cards referring to a particular SDG.	5 mins

Full Day

Half Day

Script for a full & half day training in **20** or **16** movements
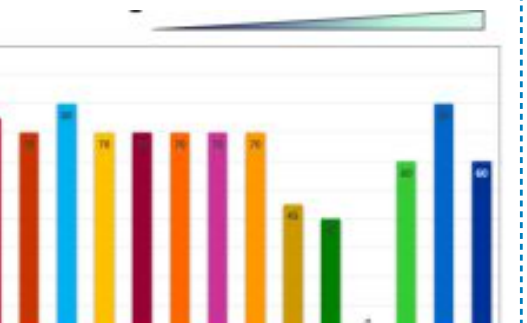
Movement 8	Why	How	Time
SDG Mingling - getting to know the SDG	This movement called 'mingling' is another way of making sure that everyone feels involved and becomes even more present to the work the group is aiming to do together. As students walk around the room, each holding one particular SDG flashcard, they can familiarise themselves further with the other participants and hence get to know at least some SDG better. During each stop for 'active listening in pairs' people get a chance to meet another student and to learn and share something about a particular SDG. This exercise builds general SDG-literacy, offering students an opportunity to practise giving a good and brief explanation of a particular SDG.	**Set-up:** You can either have a table prepared with as many SDG cards as there are students referring to specific SDGs laid out and invite everyone to choose one card (quickly). Sitting in a circle give everyone two or three minutes to read the card they have chosen before explaining (initially only the text in the field with white background, but not the coloured field). They should read the full title of the respective SDG on the card carefully and should pay attention to what draws their attention. If they do not understand particular words or descriptions they should raise this and the facilitator will explain it in the context they are. **Framing the activity:** It is important to explain clearly that 'active listening' is not the same as having a conversation. Explain that we are about to move around the room slowly (with some background music) and at each signal to stop (when the music stops) to find a partner (a person close to where you stop), you will give 2 minutes to the person with the longer hair to explain which SDG is featured on the card that they are holding. Invite students to speak to what their understanding of the particular SDG is and maybe why it is important. After two minutes of one person only listening and the other speaking about the SDG card they are holding, the facilitator will give a signal to swap and now the person with the shorter hair gets to share their reflections on the card they are holding. It does not matter if it happens to be the same SDG, most likely it will be a different one. After another 2 minutes of active listening, the facilitator will give a signal to start walking slowly around the room again (by starting the background music again) Mingling is simply a form of walking around the room slowly with full attention to the others around you, until the facilitator gives another signal to find another partner again for the second round of active listening. You can invite students to share again what most struck them about the SDG card they are holding. Remind people that this is 'active listening' and not a conversation and that you will give the signal to switch partners. You can choose to let the person with the shortest hair start this time. We recommend that you allow for 3 to 4 stops in this activity, with each person having the opportunity to meet and learn from 3 or 4 other students and up to 3 or 4 other SDG. At the end of the last paired interaction, simply invite students to stay where they are in the room and ask for some reflections. You can start by asking a student to give you a number between 1 and 17 and then ask who had the SDG with that number. Ask who had this SDG and if that person, or anyone else wants to say something about this particular SDG and what they were talking about in the conversations and what they may have learned. If not much is coming from the students, the facilitator can possibly explain their understanding of this SDG (and show details on a slide) and give some examples on relevance. Can explore 4 to 5 SDG in this way. You can use any music of your choice and suitable for your context, but a possible option could be: Xavier Rudd and The United Nations - Come People **LINK**	**20 mins**

Full Day

Half Day

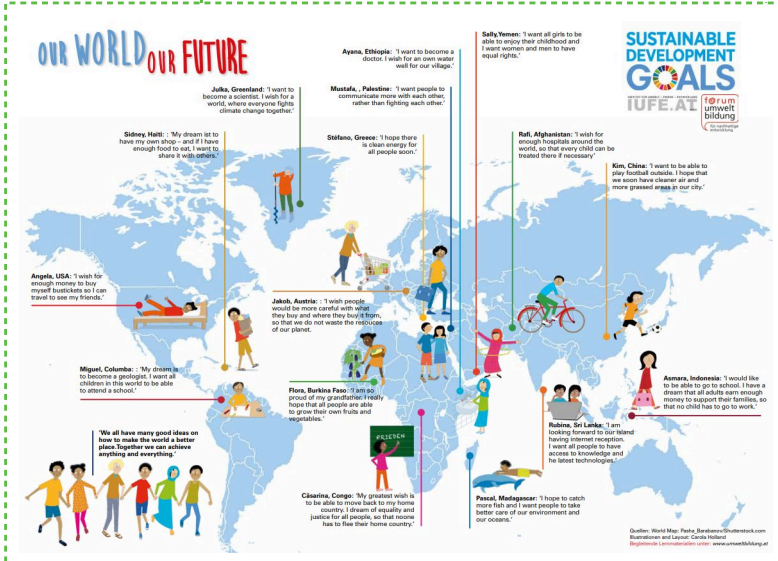| Movement 9	Why	How	Time
Estimate where we are at with implementing the SDG	The 17 SDG and more so the 169 targets and 242 indicators are rather complex, particularly when one considers the interconnectedness of all the goals. To make the global goals more accessible, understandable and relatable it can be useful to relate them to the situations of various SDG in the country/region where the workshop is held, so to tap into the live experiences and cultural contexts the students are familiar with and are able to make a tangible and meaningful connection between global goals and regional implementation as well as challenges wherever they are (i.e. what still needs to be done). This activity lays a bridge between the global and the local/regional as well where we stand with the implementation of the SDG and what is still necessary to be done into the future and shows there is still a long way to go in order to achieve the SDG by 2030 and hence stepping up our efforts, by involving everyone is more critical than ever before.	The class should be divided into groups (between 3 to 5 students each) and the groups should form small discussion circles (chairs in a circle) so they are able to discuss the topics in the groups. Students in small groups try to assess the extent to which selected sustainable development goals (SDG) have already been achieved in your country . E.G: 1 - No poverty, 2 - No hunger, 3 - Good health and well-being, 4 - Quality education, 5 - Gender equality, ev. 7 - Affordable and clean energy, ev. 12 - Sustainable consumption and 13 - Climate protection measures in your country (or according to your assessment in your environment). The SDG may need to be broken down to some simple and understandable questions related to the regional context, acknowledging that not all aspects of each SDG can be covered in this activity, but the most important ones. (e.g. SDG 1- No poverty can be framed like: 0% - All people in the country are poor and are unable to pay all bills (e.g. for electricity or heating) and are unable to buy their children things they may need or 100% - No one in the country is poor and all people are able to pay all the bills (for energy, housing, health, etc.) and are able to buy all the things they need). Reality will likely be somewhere in between, for example there are between 15 and 20% of people in Austria living below the poverty line and hence the SDG may be reached at 80% or so). It is important to frame the questions according to your regional context, which may differ significantly between countries/regionals (e.g. global north and global south). So you need to prepare the questions before the workshop, and can also show this on slides if you wish. The students estimate in percent first in their small groups (rough estimates are OK as this is not very precise to begin with). Each group announces its estimate which is entered into a table (on white board, flip chart or electronically). Then a class average is calculated and then the actual achievement of the target in your country is presented. The reasons and backgrounds to the level of achievement of each chosen SDG are discussed interactively with the class and some of the issues and challenges which you as facilitator know about in relation to the specific SDG locally/regionally. The end result can also be displayed as a histogram graph if you have entered the data electronically into a spreadsheet or facilitator can use *"www.mentimeter.com"* to do this. At the end a comparison with the achievements (or non-achievement) of the SDGs in another country (e.g. a country from the global south if you are in the global north or vice versa) - useful to show this as a histogram graph in a slide. The students are asked which SDGs have been better fulfilled in the other country than in your country and the reasons for this. For example SDG 12 - "Sustainable consumption" and SDG 13 - "Climate action", where countries in the global south often have a high percentage of achievement of these goals and countries of the global north have a very low achievement rate - and ask why this is the case and what it may mean (e.g. vulnerability to climate change impacts and lack of resources to deal with it in the global south). Up to date data on the achievement of SDG can be found for each country (and also regions) here: *https://www.sdgindex.org/* (you may need to translate the data into % achievement for each SDG, based on your knowledge and judgement, because the Index has limitations due to data weighing and data availability for creating the index and should be used with some caution).	30 mins

Full Day

Half Day

Movement 10	Why	How	Time
SDG Worldmap game - Our World - Our Future - Dreams for a Better World	To zoom out again from the SDG in their own country/region and context to the SDG as a global agenda which should include all and leave no one behind, but at the same time to make it relatable with everyday lives of ordinary people, it is useful to tell stories. Stories about life experiences and wishes or dreams, how life could be better and improve in future, in different contexts and environments, but all related to the SDG and Agenda 2030. This can expand the horizon to show and experience that the SDGs are relevant and meaningful for all of us and need all of us to achieve them.	The world map "Our world, our future" (by Forum Umweltbildung) shows 17 children with their wishes and dreams which are directly related to one of the SDGs. The students are asked to write the corresponding number of the respective SDG, either on small post-its or with erasable whiteboard pens if the map is laminated. The students need to form groups of four to five students each and work independently for approx. 10 to 15 minutes to allocate the correct SDG to the stories and can discuss this in the group, each should have an overview sheet with all the 17 SDG logos (can be easily found online in many languages) and printed and copied. At the end when the groups are ready the correct results should be gone through for each and every story and SDG (which can also be done showing the world map on a slide). One needs printed versions of the SDG world map (A3) as many groups are being formed, which can also be laminated so they can be reused for other workshops when using erasable marker pens. The world map is available for free in English (as part of a story book about SDG dreams) here (in English): https://www.iufe.at/fileadmin/user_upload/OUR_WORLD_OUR_FUTURE_World_Map_IUFE_2018.pdf	15 mins Half Day 20 mins Full Day

Movement 11	Why	How	Time
part 1/3 **Introduction to the Ecological Footprint**	We live far beyond our means: the loss of biodiversity or the greenhouse effect are dramatic, we are at a point where these effects are no longer reversible. We have to deal with the limits of our planet, because we cannot change them at will. Our connection with, as well as dependence on, 'Mother Earth' is explored in more detail in this activity. The content is interconnected with other activities and aims at the socially motivated vision: A good life within a fair footprint, not at the expense of others, but with a fair share of Planet Earth, in peace with each other and in peace with nature. This may comprise of: **SUSTAINABLE LIFE:** Social aspects of any issue of sustainability: What are the important aspects of our lives (youth's lives)? How can we make and live this sustainably? **DIMENSIONS:** Internal and external dimensions of sustainability **GET ACTIVE:** Empowerment & Social inclusion.	**Provide a mini lecture on the basics of the ecological footprint:** How can we humans prevent ourselves from over-exploiting the natural supplies (e.g. wood, soil) on 'Spaceship Earth'? How can we realise that we have already exceeded the ecological limits (e.g. by calculating our Personal Footprint and comparing it to the fair share)? Stepping over these limits happens quietly and unobtrusively. There is no big BOMM, like driving against a wall. That's where the Ecological Footprint helps us. The Ecological Footprint shows us when we consume too much of our natural reserves. This can be done on an individual basis as a Personal Footprint vs. fair share or, on a global level: total Ecological Footprint vs. total Biocapacity of the planet. The Ecological Footprint does an accounting for nature. Everything we need to live comes from nature and therefore we need area; e.g. the cotton for our clothes, our food, materials for our furniture and other utensils, roads and tracks that help us get around, or our waste that needs to be reused, recycled or deposited. The Ecological Footprint represents the sum of productive natural areas consumed in one year, regardless of where in the world these areas were claimed - including farmland, pastures, oceans/water, built up areas, CO_2 storage, for fish/seafood, wood/paper/viscose, meat/milk/food/fodder, waste build up. **How much area is available?** Approximately ¼ of earth's surface is productive = approximately 12 billion hectares. **Footprint Accounting** Calculation of the bioproductive area on earth: productive surfaces that are available on earth for us to use minus the area we actually use for our daily needs (e.g. farmland for food, forest land for paper). The result is the Ecological Footprint of mankind. The Global Footprint Network calculated that only 1/4 of the world's surface is biologically productive: around 12 billion hectares. When we divide this area by the number of people living on Earth, we get the FAIR SHARE of 1.6 global hectares (gha) for each earth citizen. An average European consumes approx. 3 times more than this fair share: 5 global hectares per year. Overall we would need 1.7 Earth already to fulfill the current needs of the total global population. If everyone would live like Europeans we would need 3 planet earth, and if we all would live like North Americans then we would already need 4 planet earth - that is absolutely unsustainable and not possible to do. Background information on the Ecological Footprint: https://www.overshootday.org/kids-and-teachers-corner/classroom-activities **Note:** It is possible to calculate the Ecological Footprint at different levels: for the entire world population, for countries, regions, products and also for people. For the latter, easy-to-use, personal Footprint calculators were developed.	**30 mins** *can be expanded if more time is available* **Full Day** ⚫

CO₂ area for fixation of CO2 deriving from fossil fuels • built-up areas • farmland • pasture • forest • Waste, built-up • Food, fodder • Meat, milk,... • Wood, paper, viscose • Fish, seafood... • oceans, waters

© footprint-consult e.U.

Movement 11	How	Time
part 2/3 **Introduction to the Ecological Footprint**	Here you find the conclusion for average global north lifestyle: A reduction of the personal footprint often will be possible by taking small but conscious decisions in everyday life. Following activities are possible (depending on time): Step 1: Check your Country eco footprint: *https://data.footprintnetwork.org* Step 2 (optional or do this later in own time): Check your personal Footprint: *https://www.footprintcalculator.org/home/en* (or the Footprint Calculator for young people at *https://calculator.e-co-foot.eu/*). Here you find the conclusion for the average European lifestyle: A reduction of the Personal Footprint is often possible by taking small but conscious decisions in everyday life. Step 3: Group Discussions: • What could be done to reduce the country's eco footprint? • What could be done to reduce my / our personal eco footprint? • Discuss dilemmas, build visions & identify concrete solutions noting that: "It is never too little, that is enough". (Seneca) By adhering to the following five points for Europeans a big step towards a sustainable lifestyle can be made: **Enjoy life** With a smaller Footprint: more friends, family, time, fun, ... **Act together** To create a sustainable world that supports living on a small Footprint. **Reduce meat and animal products!** Prefer seasonal, local plant-based products, from organic farming **Travel by train, bike and bus.** Don´t fly. Ride cars less, never alone, electric with green electricity. **Home green home** With green energy, well insulated, smaller and with access to public transport **Conclusion:** Take the 5 most important things in mind and consider: Changing your own lifestyle does not mean forgoing everything that is important to you. Rather, it is about conscious actions in everyday life and contentment. **Task:** When you think about your own consumer behaviour, what can you/ are you willing to do? (this will be expanded upon in Movement 13). **TIPS:** Need to consider nutrition, housing, mobility, consumption, recycling as these cover around 80% of the total footprint of global north's lifestyle. So, without tackling these things, we cannot live on our fair share. It is clear that not all group members have even the possibility to go on a flight, a car, or a well-insulated own house. So be positive and praise "small things" too. But it is still crucial to understand by the group, what the way of living could look like to fulfil the golden rule: "One should treat others as one would like others to treat oneself" - keeping the limited resources in mind. Because sharing the world's resources fairly is a prerequisite of a peaceful world! **Note:** It is evident that the discussion and focus will need to be adapted for different countries and regions, particularly in the global south, where exceedance of the ecological footprint may not be as significant (if at all) as in the global north, but the topics about a sustainable lifestyle and what is possible for all of us are still important wherever we are.	**30 mins** *can be expanded if more time is available* **Full Day** ●

Movement 11	How	Time
part 3/3 **Introduction to the Ecological Footprint**	**Personal areas to consider on how to reduce ecological impact:**	**30 mins** *can be expanded if more time is available*

Food & Agriculture	Housing & Mobility	Consumption
Conscious of calories	Save energy & water	Prefer quality over quantity
Reduce food waste	Open window for ventilation	Less paper & recycle & use recycled products
Buy "organic" food	No stand-by for electronic devices	Less clothing/durable clothing
Seasonal & regionally produced food	Efficient lighting technology	Durable products & modest electronic equipment
Adopt low meat diet (or vegetarian or vegan)	Use public transport, bus, bikes	Conscious avoidance of waste
Avoid packaging	Share things & buy second hand	Recycle waste
Cook together	Switch to renewable energy supply if possible	Extend product lifetime (e.g. repair, use second hand)
Avoid food transported by plane	Install renewable energy in your home if possible	Avoid where feasible
	Insulate your home if possible	

Full Day

Movement 12	Why	How	Time
The Good Life Goals	Now after the exploration of the multiple global crisis, the plan to attempt to solve them through the implementation of the Agenda 2030 and the SDG as well as approaches to personal and collective action have been explored it can be helpful to get some more ideas about the relation between the SDG and personal actions, which can make a difference and can form the foundation for collective action at the local scale (further explored during the project creation phase of the workshop in movements 14 to 18).	Set up the class room with five to six tables (or have groups of 5 to 6 students sitting around a table).	20 mins
		Briefly introduce and explain the Good Life Goals and how they relate to the SDG, providing some useful examples but also prompts to research certain topics related to SDG further.	
		Go from table to table and either ask for an SDG number the group would like to work with, or ask them for a number between 1 and 17 or just give each table a randomly selected Good Life Goal card and the related SDG Flashcard..	
	The Good Life Goals represent an effort to answer the question of everyone's contributions to reaching the SDG and help a global audience to recognize the vital role of individual action in supporting the achievement of the SDGs. The Good Life Goals lay out 85 ways anyone can contribute towards the huge, planet-changing objectives that sit at the heart of the SDG agenda and their targets.	The students should swiftly review the SDG flashcard and recollect the goal and its targets and then review the questions and goals on the Good Life Goals card and select 2 or 3 of them for them to discuss in the group for 10 to 12 minutes and collect main points of the discussion (someone to write it down on a piece of paper/post-in notes).	
		Once the discussion time has ended go around from table to table and ask each group (Good Life Goal/SDG) for their SDG/Good Life Goal, discussion areas and results on the 2 to 3 topics they were discussing about and collect the post it notes and place them on a flip chart for later display in the classroom.	
		The Good Life Goals manual and cards (which you can print out) and further information can be found here (available in multiple languages): _https://sdghub.com/goodlifegoals/_ (including additional resources here: _https://initiative2030.eu/goals_ (may need to use an automatic website translation into your language).	
	The Good Life Goals were created to serve the Sustainable Development Goals – to inspire individuals and small groups to participate in the conversation and act on the SDGs in their everyday lives.		**Full Day**

Movement 13	Why	How	Time
"World Cafe" - What Can I do - What can we do? for a better world	So far we have explored many challenges we face as humanity, be it ecological or social, but also economic and through our worldviews, and have seen that the SDG and associated concepts provide us with opportunities to explore solutions to at least a number of the challenges we face on a personal level but also on a local collective level, right where we are and right now. It is useful to start to explore the learnings and possibilities from previous activities in more detail and reflect on what they may mean for one's own life and for possibilities to get active together and creative in own context and environment to tackle some of the issues and SDG.	Set up the classroom in the format of a "World Café": We will be using a format which is based on the World Cafe format methodology, but is not a World Cafe as such. On 6 individual tables (with chairs around them), one sheet of paper from each of the main areas of ecological impact/challenges (also related to the ecological SDG, 2, 6, 7, 13, 14, 15) is placed in the centre (1 green A4 sheet for "Food & Agriculture", 1 blue A4 sheet for "Housing", 1 red sheet for "Mobility/Transport", 1 yellow sheet for for "Other consumption") and an A4 sheet with "How can we win others over to our cause for change? And one table with a sheet on "What can we do together as a group to change things around?". Place several post it notes on each table as well as pens (or students should bring their own pens with them). The class is divided into 6 groups. The students are asked to come up with concrete actions for the 6 concrete areas they can take to reduce the size of their footprint/impact or to implement the SDGs..They should write these down on the post-its and stick them to the appropriate area (e.g. "Switch to green electricity" next to the blue "WOHNEN" sheet). After a few minutes, when everyone has written something, a ringtone is rung (from a mobile phone or tapping a spoon against a glass, chimes, etc.). Then each group moves clockwise to the next table and repeats the activity for the theme (one theme only per table).. The facilitator can support the students while they think about what to write by moving from table to table and giving them food for thought. From the first change of table, the pupils also read what the previous group has already written. They use a felt-tip pen to make a small note about what they have written (e.g. less meat) if they agree with the measure, a question mark if there are any uncertainties and a call sign if they think the action is particularly important or a particularly good idea. When each group has changed to each topic (or if not enough time after 3 to 4 topics), each topic is discussed in turn with the whole class by starting, one table/topic at a time with the students reading out some post-its/ideas. Then the suggestions that have been given with a call sign and also ones with a question mark are then clarified and activities are discussed.	30 mins

Full Day

Half Day

16

Movement 14	Why	How	Time
Introduction to Student Projects & Examples	A core outcome to learn about sustainability, the Agenda 2030 and the SDG is empowerment of the students to feel and realise and want to become active in changing things in their own environments and life world as they experience them. Recent studies in Austria show (Ashoka Foundation, 2023) that more than 80% of young people have ideas on how they would make the world a better place. Therefore it is important to provide the possibilities, time, requirements and tools for young people to become active change makers and learn and experience the power of collective and co-creative action.	Explain that a main focus of the workshop is for the students to use what they have learned about sustainability, social justice, the Agenda 2030 and the SDG, together with what else they already know, to use all of that to become active change makers in their lives, their environments and locality (be it at school, the neighbourhood they live in, clubs they are involved with, etc.). It is likely that many of the students have thought about various things they would, if they could, do or organise differently. Now is the chance to make that happen, together creating and releasing projects for making the world a better place. To start the process it is worthwhile to show a number and variety of different already realised projects in the space of the SDG and done by young people (often at schools). It is useful to select some examples which relate to the region, culture and context, as well as age and possibly focus of the particular school (e.g. vocational school) you are operating in if possible. Either out of your own experience and previous work or research on this topic should provide you with good results. Some examples from our work include some awarded projects including some at schools (use website translator if needed): https://gleichwandeln.at/die-17-ausgezeichneten/ https://start-green.net/aktuelles/die-sieger-des-startgreen-awards-2019/ https://cafetasca.de/index.php?id=1&uid=3 https://www.regenwald-schuetzen.org/ https://sdg-action.org/ In summary some of the existing projects include: Use of organic & fair trade products in school canteen, processing and sale of products from school garden, build insect hotels for school, improve waste collection & recycling system in school, waste "diet", create sustainable fashion label, organise sustainability seminars, promote sustainable travel to/from school, promote sustainable materials used in the school, sustainable energy for the school, production of media on sustainability, develop a community garden at the school or nearby, second hand clothing shop, upcycling of materials/"waste", sustainable vacation programs, sustainable purchasing and cooking, creative sustainability projects (graffiti, dance, paint, theatre, music, etc). Depending on time available, select 3 to 5 school projects which already exist and present the main aspects and achievements and their relation to the SDG (and which ones), so students can get a good feel and idea of what could be possible.	**5 mins** **Half Day** ⬤ - - - - - - - **10 mins** **Full Day** ⬤

ZIELE FÜR NACHHALTIGE **ENTWICKLUNG** **Lokale SDG Umsetzung**

https://17undwir.at/

WO: Frankenfels, Niederösterreich
WAS: Shirts, Hoodies, Taschen, etc. **Work for the SDGs**
WIE: 100% biologisch, vegan, fair gehandelt & ethisch wie gesundheitlich unbedenklich
WIE: In Lieferkette
- Keine Kinderarbeit
- Keine Zwangsarbeit
- Arbeitssicherheit und Gesundheitsschutz
- Gültige Arbeitsverträge
- Zahlung von existenzsichernden Löhnen
- Vereinigungsfreiheit und das Recht auf Lohnverhandlungen
- Keine Diskriminierung von Beschäftigten
- Geregelte Arbeitszeiten

Design for Sustainability

Movement 15	Why	How	Time
Project Development Phases	Students, also depending on age, may or may not be familiar with the project development process. Even if they are, it is useful to present the process and steps necessary to develop a project as the basis for their own project development work the students will engage in later on.	Explain that each and every project, big or small, needs a plan so that one makes sure that the project can and will happen and will be successful. There are some simple steps in a project development process which likely need to include the following: WHAT? ● What do we want to do? ● What do we want to change? WHY? ● What is our motivation and reason for the project? WHO? ● Who will do it? ● Who will support us - which TEACHER? Or other? WHEN? ● Until when or how long do we need? HOW do we want to publicise our project ? HOW do we want to realise our project? ● What are the steps and resources for making the project reality? WHERE? ● Where can or should the project take place? And how is the project related to sustainability and SDG (and which SDG in particular - one or more and possible connections to others). Especially for older students or whenever deemed useful one could also use the SDG project canvas, which would likely require a bit more explanation and introduction, but covers similar questions as above in somewhat different format.	5 mins

Full Day

Half Day

18

Movement 16	Why	How	Time
Brainstorming and sorting project ideas	Students may often already have some ideas about sustainability projects either through this workshop or from beforehand. It is important to articulate and make ideas known to others, without the fear of being judged. A brainstorm of pie in the sky project ideas will likely generate a number of useful and realistic project ideas which can be pursued further.	Based on what the students have experienced and learned so far it is now time to explore their own ideas for making a change, in their own context and environment. A brainstorming, where it does not matter to consider if an idea is "realistic" or achievable, but to let the students explore freely what they would like to do (if they could) and where they would like to participate. It may be necessary for the facilitator to give a few starters in relation to the context of the particular school (based on observations by the facilitator or with support from the hosting teacher) in relation to waste, energy, use of the school space, food etc. and with support of the assisting teacher. But ideas directly from the students are to be preferred. The project ideas should be collected and written down on a whiteboard or flipchart and the facilitator should clarify the ideas with the idea giver so that the project "title" clearly reflects the underlying idea. This process can appear a bit chaotic, but this is OK and a sign of ideas flowing and it will likely create a lot of discussions in the class and between the students. Once a sufficient number of project ideas have been created, students should select one of the projects they would like to work on, making sure that each project will get 4 to 6 participants. You may need to move some students to second choice projects if needed and that all students are part of a project group. An alternative here is the whole group selecting only 1 project to implement, or if ambitious to let the school administration decide on a project, with the school, implementing it together with the administration and teachers, learning to prioritise and collective decision making, experiencing fast and real changes with the "power with" and collective wisdom.	**20 mins**

Full Day

Half Day

19
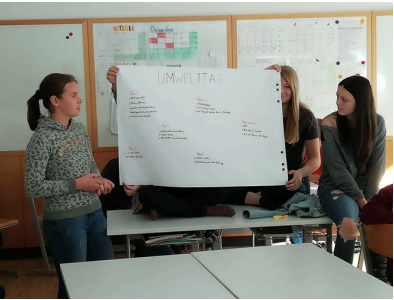
Movement 17	Why	How	Time
SDG project development	Project development is a co-creative and empowering process which requires the time and space for the details of a project and its possible realisation to emerge, with support and giving direction and feedback.	Each project group moves to a large (or two smaller) tables where a flip chart and pens (or the students own pens) as well as a set of SDG flashcards and an SDG overview card (showing the SDG logos) is available.	**50 mins Half Day**
		Students should now start to work on the details of their chosen projects, discuss freely about all aspects of the project and should eventually clarify and agree on the main parts of the project (the what, why, who, how, when, where etc) and collect the information in a concise manner on the flip-chart (can also be drawings, word slams, poems, - be creative).	
		It will be useful for the facilitator to move around the classroom from group to group and support the students in the process and ask them further questions or give them assistance/feedback where and when needed and remind them to make the connection to the SDG.	**65 mins Full Day**

Movement 18	Why	How	Time
SDG project presentation	Formulated project ideas and concepts need dissemination and feedback from the wider student community, so to engage them and be acknowledged for their work and effort.	At the completion of the project development phase (which will likely be still work in progress) the class comes together again and all projects will be briefly and concisely presented by the respective project group (or a speaker for the group). They will need to explain (showing the poster they have created) the main questions posed and answered by the group. Each group will get 1 to 2 minutes (depending on time available) to present their project "pitch" to the whole class. After each presentation feedback and questions are possible from the other students (also 1 to 2 minutes each).	**10 mins Half Day**
	The actual project realisation and implementation will likely rest with the teacher who has organised the workshop (or will be delegated to other teachers as needed), but should select someone responsible for it.	After each presentation it is useful that whole group appreciates and thanks the effort of the presenting group by clapping their hands	**15 mins Full Day**

Movement 19	Why	How	Time
What do I take home today, what stands out	At the end of the workshop it would be worthwhile to spend some time to reflect and summarise what has been covered during the workshop and what the main highlights and "take home messages" would be. This can best be done through individual shared reflections which helps to consolidate the learnings for self and from each other.	To provide a reflection on what was accomplished during the workshop (one can summarise the movements which were completed during the day for easier recollection). It is worthwhile to collect the individual and collective learnings and share them with the whole class like:. ● Option 1: Ask the students to say what they have done and what has stuck and write it down on white board (quicker if there is little time). Take a picture at the end and send it to the students after the workshop. ● Option 2: Flipchart paper on the floor (or on the wall with workshop title on it): Each student receives 3 coloured post-its - each student writes two or three things that they have done and what seems important to them and sticks them on the flipchart paper. ● If there is still time, the facilitator can briefly read out a few of the post-its (if possible, the poster can be hung up in the classroom if possible for future reference).	**10 mins** **Full Day** **Half Day**

Movement 20	Why	How	Time
Closure & Farewell	It is important to celebrate what has been gone through and what has been achieved throughout the workshop and to end with a joyful and positive note at the end of the eventful day.	As facilitator thank the students for their participation and their interest in the workshop and the topic, hoping that they take something valuable and useful from the day and wish them all the best with the implementation of their chosen projects in coming weeks (if you are an external facilitator you will not be involved in the implementation of the projects). And last but not least encourage them to tell others about the SDG and get them involved to become active and make them reality. For a relaxing and lighteaded end for the workshop play some music and ask the students to move around as they wish. Music Suggestion: We Love the SDG by Alan Atkission - **LINK** or "Tell Everybody The Global Goals" - **LINK**	**3 mins** **Full Day** **Half Day**