

SCHOOLS ENGAGE

Intellectual Output 2: Service-Learning resource bank

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Introduction

The Service-Learning Resource Bank aims to provide a practical and comprehensive bank of educational resources and exemplary practices for integrating service-learning in secondary education either as part of existing courses or as an extracurricular activity. The resource bank will provide ready to use, service-learning scenarios, as well as several case studies showcasing how service-learning experiences can contribute to students' personal growth, academic learning, civic engagement, and participation.

In addition, the Service-Learning Resource Bank has a specific focus on Sustainable Development Goals (SDGs) adopted by all United Nations Member States in 2015. Thus, all service-learning examples, scenarios and case studies identified in the document are linked and connected to one or more of the SDGs, leading to awareness regarding the important global issues of our times. SDGs are proposed as wide areas of inquiry within which to organize and implement different service-learning trajectories.

What is more, all the provided service-learning scenarios will follow the 5 basic components/stages of service-learning:

- Investigation
- Preparation and Planning
- Action
- Reflection
- Demonstration

Simultaneously, all the developed service-learning scenarios will ensure the existence of the six quality assurance standards for service-learning (Seifert et al. 2012), which are focused on:

- Real needs: Students' community involvement meets real needs and thus participation becomes meaningful and useful to all who are involved.



- Curricular connection: service-learning is a part of the lesson, and the community involvement is linked to the contents of the curriculum.
- Reflection: Students participate in regularly scheduled reflection sessions.
- Community involvement outside of the classroom.
- Student participation: Students are actively involved in the planning, preparation, and design of the service-learning project.
- Recognition and conclusion: The community involvement and the achievements of students are recognized through feedback throughout the whole process.

The service-learning scenarios presented will build upon the foundational principles and quality standards of service-learning and include a wide variety of comprehensive educational activities such as inquiry projects to research, awareness-raising, campaigns, fundraising, donations, philanthropy, volunteering, social activism, campaigning, supporting disadvantaged groups, etc.

Taking into consideration all the aforementioned, the Service-Learning Resource Bank aims to offer a practical guide to teachers in order to:

- strengthen their knowledge and confidence about the SDGs and the implementation of related activities in the classroom.
- support the implementation of service-learning activities with their students.
- increase the school's collaboration with the local community.
- understand the different levels of contribution towards building common values and active citizenship.



Service-Learning

According to Furco (1996), service-learning refers to an educational method in which students participate in concrete projects adapted to real-life situations. What is more, service-learning initiatives are distinguished from other forms of experiential learning, such as volunteerism and community service, by its intention to benefit equally both students and service recipients (Sigmon & Pelletier, 1996). Service learning connects classroom work with community engagement by operating within an educational framework of respect, reciprocity, relevance, and reflection (Butin, 2003).

Over the last two decades, the positive impact of service-learning has been captured in the field of teacher education through course evaluations and written student reflections that reveal satisfaction with the experience, greater understanding of course content, or an expanded perspective on community needs and strengths (Menard & Rosen, 2016; Tinker, et al., 2016; Lin & Bates, 2015; Cone, 2012; Santos, et al., 2012). However, little emphasis has been devoted to the planning and development process that underpins the implementation of effective service-learning projects that are perceived to be effective by students and community stakeholders (Jozwik, et al., 2017).

The process of developing service-learning projects is a challenging process for both teachers and students. The role of teachers is to design a project throughout which students participate in service activities that are aligned with curriculum and specific community needs (Jozwik, et al., 2017). In terms of students and their service experience, they are able to gain a richer understanding of the concepts related to the course, a greater appreciation of the subject matter and a deeper sense of civic responsibility (Bringle & Hatcher, 1995).

Successful service-learning initiatives need inspiration and willingness of all participants, and it is also important to set standards, continuous monitoring, and hard work. In addition, it is critical to clearly describe the goals and objectives of the corresponding course, its relationship to the service-learning project, the tasks of all participants, and the expected outcomes and meaning of the service-learning project. Before students explore the themes



of their projects, teachers should thoroughly discuss with them the nature and goals of service-learning, as well as its meaning, history, philosophy, and conceptual frameworks.

Therefore, in order to achieve a successful preparation and implementation of service-learning projects, a proper preparation on the part of teachers is needed, for which they could use the material developed under the Schools Engage project. In this document the reader can find a variety of suggested ideas that serve as a guide including some selected examples of service-learning projects, as well as suggested service-learning scenarios and case studies from the project partners. In addition, it is important to note that all the material below is related to the Sustainable Development Goals (SDGs). Hence, some general information about SDGs is presented below, while in a next section each SDG is presented with a comprehensive description, in order to inform the reader and develop his/her relevant knowledge, forming a comprehensive picture of the educational approach to service-learning in the context of SDGs.



Sustainable Development Goals

The Sustainable Development Goals (SDGs) have as their ultimate objective the promotion of a new worldview. In their most recent form, the SDGs are a universal collection of goals, objectives, and indicators that United Nations member states will use to guide their agendas and policies over the next several years. The SDGs are a continuation and expansion of the Millennium Development Goals (MDGs), which were agreed upon by governments in 2000 (Evans & Steven, 2012). The mission to produce the SDG proposal was contained in the Conference Outcome Document, "The Future We Want" (UN, 2012), which included the call to form an Open Working Group (OWG) to establish the set of SDGs. The SDGs were prepared by the UN General Assembly's OWG in the "Zero Draft" of July 2014, and endorsed at the UNGA's 68th session in the autumn of 2014. The final framework for the SDS was created after negotiations, and on 1st of January 2016, the world formally began the implementation of the 2030 Agenda for Sustainable Development, a revolutionary plan of action based on 17 SDGs to address major global concerns over the next 15 years, including 169 targets and 303 indicators. The proposed 1-6 goals build on the MDGs' fundamental agenda, whereas the 7-17 break new ground (UN, 2016).

SUSTAINABLE DEVELOPMENT GOALS



The SDGs apply to all societies, and all nations will need to build the SDGs into their national policies and plans if we are to achieve them. The SDGs represent a very broad and comprehensive, but also complex and challenging agenda for countries to implement. The SDGs are therefore a critical component of the new international development framework for all countries and have important implications for national development planning efforts. While the goals themselves will be universal, countries appear to be given the latitude to choose national targets and ultimately determine their own priorities and level of ambition in terms of the scale and pace of transformation. However, comprehensive, nationally owned strategies for sustainable development goals should be at the heart of national efforts in any case. They also apply to both developing and developed countries. The timeline for achieving the goals will be medium to long-term, with most goals and targets corresponding to a time horizon up to 2030. (Allen, et al., 2016)

Addressing pressing sustainability challenges, such as exceeding critical planetary boundaries, requires changes in public perceptions, values, attitudes and behaviours, as well as the right conditions for these changes to occur. It requires fundamental changes in the way we think, act and relate to other biotic and abiotic systems. Undoubtedly, education is the most important tool for reshaping worldviews and values and has enormous potential to address the sustainability challenges facing humanity. It can empower learners to adopt sustainability as a lifestyle choice. However, lifestyle choices are often the result of external influences from institutions, structures and practices that are beyond the control of the individual and thus personal responsibility must be considered in dialectical relation to collective responsibility.

In this regard, it seems that schools play an important role, as does the link between education and the needs of society. Therefore, based on all of the above, the following sections will present useful activities that combine service-learning with the SDGs, including activities and practices that have already been implemented, as well as innovative proposed activities based on the experience of the Schools Engage project partners.



Selected Service-Learning examples

Each of the following examples are related to one or more certain Sustainable Development Goals and are divided according to three main parts: Preparation, Action, and Reflection. On some occasions, these three parts are followed by conclusions made by the authors of the work concerning identified Service-Learning practices.

Sustainable Development Goals	Selected Service-Learning Examples
1. No Poverty	1,
2. Zero Hunger	2, 3
3. Good Health and Well-Being	1, 2
4. Quality Education	4
5. Gender Equality	5
6. Clean Water and Sanitation	6
7. Affordable and Clean Energy	3
8. Decent Work and Economic Growth	5
9. Industry, Innovation and Infrastructure	6
10. Reduced Inequalities	1, 5, 7
11. Sustainable Cities and Communities	2, 3, 4, 5
12. Responsible Consumption and Production	2
13. Climate Action	3, 6, 8
14. Life Below Water	6
15. Life on Land	3, 8
16. Peace, Justice and Strong Institutions	1, 5, 7
17. Partnerships for the Goals	7



Example 1: Homelessness in a social studies and governance course (Kahne and Westheimer, 1994)

<p>Connection with SDG:</p>	<p>SDG 1: No Poverty</p> <p>SDG 3: Good Health and Well-Being</p> <p>SDG 10: Reduced Inequalities</p> <p>SDG 16: Peace, Justice and Strong Institutions</p>
<p>Overview:</p>	<p>Kahne and Westheimer (1994) document two examples of service-learning projects for the course Social Studies and Governance. As two classes were studying issues concerning democracy and citizenship, the two teachers designed two projects in different ways.</p>
<p>Preparation:</p>	<p>The first teacher encouraged the students to participate in community service projects that they themselves would choose. These involved mainly hospitals and homeless centers. The teacher resonated that finding and engaging in community activities by themselves allowed students to interact with the less fortunate, gaining from the overall experience of using the community as a classroom.</p> <p>The second teacher had a much more elaborate design for the service-learning project. First, the teacher and the students identified various social issues in the community and voted to focus on homelessness. During class, there was preparation for the service actions. They:</p> <ul style="list-style-type: none"> i) examined the social, economic, legal, and political determinants of homelessness around the world and the local school community. ii) invited speakers from homeless advocacy groups. iii) created files of newspaper articles on homelessness. iv) read certain texts on homelessness (e.g., No Place to Be: Voices of Homeless Children). <p>The service-learning project was designed as a relief effort for the homeless in their own communities.</p>
<p>Action:</p>	<p>For the first project, the students proceeded to find community activities for themselves in hospitals and homeless centers. For the second project,</p>



	the students did a fundraising for two homeless advocacy groups that the class had selected.												
Reflection:	Kahne and Westheimer (1994) provide details for the reflection process of only the second project, which took form as both whole-class and small-group discussions, as well as through a written report. The students had to reflect on what they had learned from the invited speakers, what they had understood about homelessness from the readings and what did their own experiences during the project taught them.												
Conclusions	<p>Kahne and Westheimer (1994) contend that the projects have similarities as well as differences. Both projects provide an authentic, service-learning experience, allowing students to reflect on social issues and providing an opportunity for study outside the class environment, yet linked to curricular goals. At the same time however, while project 1 stressed charity, the development of a sense of altruism and a sense of civic duty, it paid minimal attention to systematic analysis of the problem students were dealing with. Project 2 on the contrary, started with a critical analysis of the causes of homelessness and strategies for preventing, with discussions dealing with issues such as rich and poor disparity, impact of homelessness on children and others.</p> <p>For Kahne and Westheimer (1994), project 2 exemplifies a proper service-learning as it seeks to facilitate social change, not just promote charity. They present a table of the moral, political and intellectual goals of service-learning and how the two projects fit with those goals.</p> <table border="1" data-bbox="416 1330 1383 1514"> <thead> <tr> <th></th> <th>Moral</th> <th>Political</th> <th>Intellectual</th> </tr> </thead> <tbody> <tr> <td>Charity</td> <td>Giving</td> <td>Civic duty</td> <td>Additive experience</td> </tr> <tr> <td>Change</td> <td>Caring</td> <td>Social reconstruction</td> <td>Transformative experience</td> </tr> </tbody> </table> <p>While the framework is not exhaustive, Kahne and Westheimer (1994) argue that through caring, we seek to comprehend the reality of the other, not just give what is needed; through social reconstruction, we call for critical reflection on policies and conditions and acquisition of skills, rather than simply recognize the value of altruism; through combining critical inquiry with social action, we advance understanding of disciplinary knowledge and social issues.</p>		Moral	Political	Intellectual	Charity	Giving	Civic duty	Additive experience	Change	Caring	Social reconstruction	Transformative experience
	Moral	Political	Intellectual										
Charity	Giving	Civic duty	Additive experience										
Change	Caring	Social reconstruction	Transformative experience										



Example 2: Creating an empty bowls event (Bertolet et al., 2010)

<p>Connection with SDG:</p>	<p>SDG 2: Zero Hunger</p> <p>SDG 3: Good Health and Well-Being</p> <p>SDG 11: Sustainable Cities and Communities</p> <p>SDG 12: Responsible Consumption and Production</p>
<p>Overview:</p>	<p>Empty bowls is “an international grassroots effort to raise both money and awareness in the fight to end hunger” (http://www.emptybowls.net/about/). This effort supports food-related charitable organizations around the world and has managed to raise considerable funds to help end hunger. Each empty bowls project should begin with what this effort is and how it can help the community and followed by specific steps (can be seen on the Empty bowls website).</p>
<p>Preparation:</p>	<p>Empty bowls projects always begin with a discussion of the history and purpose of the Empty Bowls initiative. The students and teachers then research hunger in the community and the world more generally, with teachers asking students to skip 1-2 meals so they can feel hunger (on the teacher’s discretion).</p> <p>As Empty bowls involve an event, the next step of the project is to form committees and assign responsibilities to each. Teachers teach students how to make the bowls and decorate them accordingly (Art’s teachers). For the preparation and serving of the food, teachers and students may ask for help from the parents. There should also be a discussion of how to sell tickets for the event and collect the money; students also must decide which agency they will give the money to. Lastly, students and teachers must plan the entertainment for the event.</p>
<p>Action:</p>	<p>Students along with teachers make and decorate the bowls. Students and teachers publicize the event, inviting other students, teachers, parents and the general community. The students, along with parents and teachers prepare the food and set up a room where they will serve. On the day of the event, students must greet their guests, collect money upon the</p>



	<p>serving of food and give receipts to their guests. Upon the end of the event, the money made must be delivered to the selected agency.</p>
<p>Reflection:</p>	<p>Students must discuss the highlights and successes of the event, and list changes to improve for repetition of event in the next year. Students must also write a reflection from a hungry person's point of view describing how students contributed to eliminating hunger. Lastly, students may be asked to create a scrap book or bulleting board for the event.</p>



Example 3: Schools and community gardens (Bertolet et al., 2010)

<p>Connection with SDG:</p>	<p>SDG 2: Zero Hunger</p> <p>SDG 7: Affordable and Clean Energy</p> <p>SDG 11: Sustainable Cities and Communities</p> <p>SDG 13: Climate Action</p> <p>SDG 15: Life on Land</p>
<p>Overview:</p>	<p>In this project, students planted a school (can be also a community) garden to meet instructional standards in science. The products from the garden were later donated to a local shelter, through which students had visible outcomes as they felt valued by those they served. Community organizations contacted for the project included Horticultural societies, Councils, Farmers' associations, Forestry departments, botanical gardens and national gardening associations.</p>
<p>Preparation:</p>	<p>Students were first required to gather information about types, sizes and materials related to school/community gardens. Along with their teachers, they then had to contact appropriate resource or community organization personnel, with which together they decided on a type of garden after the research (flower, vegetable, etc.). Along with the personnel, students designed the garden and drew the plans and wrote letters to get permission, request materials and place work orders.</p>
<p>Action:</p>	<p>The area where the garden was placed was firstly marked. Students with teachers and personnel prepared the soil and the watering system. They then planted the garden and labeled the plants. A care schedule for the garden was then set which was carefully followed. The products from the garden were then donated to a local shelter / soup kitchen.</p>
<p>Reflection:</p>	<p>Students were asked to keep notes and journals on their activities and at the end evaluate the results of the garden. They were also asked to compare the plants from the garden with those bought from the supermarket. Lastly, the class agreed to keep a photo album for their activities.</p>



Example 4: French (or any other foreign language) Fairy tales (Bertolet et al., 2010)

<p>Connection with SDG:</p>	<p>SDG 4: Quality Education</p> <p>SDG 11: Sustainable Cities and Communities</p>
<p>Overview:</p>	<p>This project was applied in a French language class (can be applied in other foreign language classes as well) but also involved the Art class, being therefore interdisciplinary in its application. Through this project, upper secondary school students were urged to read classic French fairy tales and then present to junior students in original storyboard and art (which they prepared themselves). Their goal was to motivate younger students to continue taking the language class. This project can lead to attainable and visible outcomes such as motivating students to learn a foreign language as well as improving artistic and narrative skills of students. The same kind of project can be done in a senior center, in a way that the school can establish connections with such centers.</p>
<p>Preparation:</p>	<p>Students were first encouraged to read original French version of fairytales such as those from Charles Perrault. The class contacted junior classes who took French and then took a decision on which fairytales to retell. Under the supervision of the Arts teacher, the students had to learn the storyboard technique and were organized into groups with the purpose of creating original, illustrated books according to the fairytales.</p>
<p>Action:</p>	<p>Students had to first design a cover and art for each page and write narratives to match the artwork. Under the supervision of the French and Arts teachers, students completed the storyboard and the book with art. Following from these, they shared their books with the class and analyzed each other's books and illustrations. Lastly, they had to select "readers" who delivered the class books to the recipients.</p>
<p>Reflection:</p>	<p>Students completed an evaluation sheet prepared by the teacher as well as compared the produced fairy tale to the original.</p>



Example 5: Women and Gender issues in an Economics course (McGoldrick, 1998)

<p>Connection with SDG:</p>	<p>SDG 5: Gender Equality</p> <p>SDG 8: Decent Work and Economic Growth</p> <p>SDG 10: Reduced Inequalities</p> <p>SDG 11: Sustainable Cities and Communities</p> <p>SDG 16: Peace, Justice and Strong Institutions</p>
<p>Overview:</p>	<p>McGoldrick (1998) presents an example of how a service-learning project was incorporated in an Economics course. The goal of the project was to examine women and gender issues through the lens of economics. Students were given three options for earning 15% of their final grade: participate in a service project, do a traditional research paper of about 15 pages, or write the biography of a female economist in about 15 pages. As McGoldrick notes, 17 out of 19 students chose the service project.</p>
<p>Preparation:</p>	<p>Each student was required to identify an organization with the capacity of having an economic impact on women in the local community, with which they would do community service. Examples of organizations were the National Association of Women Business Owners, Centre for Women and Enterprise, Small Business Associations, and other organizations which either directly dealt with women in the economy or had sectors within the organization dealing with role of women.</p> <p>The organization's staff, the student and the instructor signed a contract detailing the details of their commitments: the student would receive some limited training to have the opportunity to interact and impact the program participants, while the service was designed to ensure a level of accountability for the promised involvement of each student.</p> <p>Students were provided with strict timetable including deadlines for choosing an organization, completing the contract and service hours and submitting the final paper.</p>



<p>Action:</p>	<p>Following the training, each student completed a 15 hour of community service with the organizations. A second component of the service was that students had to recognize their indirect effect with a report of about 7-10 pages. This reflection element included an introduction to the organization, details of its goals and programs, and proof of two economic impacts on women in the community, with one of these recognitions being quantitative.</p>
<p>Reflection:</p>	<p>Students, along with the teacher, established online forums where they reflected formally and informally on the experiences gained. Additionally, students were asked to keep journals, as well as producing a poster presentation. Lastly, there were two interviews between the students and the teacher, one halfway through the semester and an exit interview questionnaire.</p>



Example 6: Water Sample Testing (Bertolet et al., 2010)

Connection with SDG:	SDG 6: Clean Water and Sanitation SDG 9: Industry, Innovation and Infrastructure SDG 13: Climate Action SDG 14: Life Below Water
Overview:	The water sample testing project can be applied within the curriculum and especially with chemistry and/or other science students. Students learn how to transfer knowledge and skills learned from the school setting to a real-life problem and concern. Testing city water samples is an engaging service that can benefit residents in a meaningful way while collaboration with city partners such as the water department can establish a shared vision and goal in addressing community health.
Preparation:	Students, along with the teacher, researched studies conducted on common water pollutants such as solutes. Students, under the supervision of their teacher, wrote laboratory procedures to test water samples and compare distilled water samples, as well as model safe and effective laboratory techniques for testing unknown solutes in water. Lastly, students designed graphs and tables for portraying the presence of unknown solutes in the water.
Action:	Students collected water samples from designated bodies of water, analyzed the samples for presence of specific solutes and prepared tables and graphs to list the presence of specific solutes. Next, there was a discussion about the cleanliness and purity of designated bodies of water. Lastly, the students presented findings to appropriate agencies (City water department).
Reflection:	Students contemplated and analyzed possible errors during the collecting, testing, and recording of data, as well as completed a lab report for the testing.



Example 7: Understanding “others” through a Music course (Kahne & Westheimer, 1994)

<p>Connection with SDG:</p>	<p>SDG 10: Reduced Inequalities</p> <p>SDG 16: Peace, Justice and Strong Institutions</p> <p>SDG 17: Partnership for the Goals</p>
<p>Overview:</p>	<p>Kahne and Westheimer (1994) describe a project that took place in a suburban and predominantly upper-middle-class secondary school.</p>
<p>Preparation:</p>	<p>The music director at the school wanted the students to perform in a nearby elementary school which was situated in a poor neighborhood. As the authors document, some of the parents of the secondary school objected, presenting concerns for their children’s safety.</p>
<p>Action:</p>	<p>Students performed a musical concert in an elementary school in a “poor” neighborhood.</p>
<p>Reflection:</p>	<p>The students at the secondary school were asked to reflect on their experiences afterwards through a written report. Students wrote that they had imagined “horrifying children running around on a dirty campus”. They had expected them to be “rude, noisy, unfriendly” or thought that they would be “mean, gang-related blacks”.</p> <p>On the contrary, what the secondary school students encountered were “responsive and attentive, extremely polite and surprising friendly children”, who “listened well and showed excellent behavior”. One student wrote that they “think of the neighborhood more highly now”.</p>
<p>Conclusions:</p>	<p>For Kahne and Westheimer (1994), the main outcome of this service was that the experience diminished the sense of “otherness” and allowed the secondary school students to gain experience concerning their “less-privileged” co-citizens.</p>



Example 8: Animal welfare (Bertolet et al., 2010)

Connection with SDG:	SDG 13: Climate Action SDG 15: Life on Land
Overview:	In this project, students participated in meaningful and relevant service activities which benefit animals. Actions by students included shelter food drives, writing letters of advocacy or creating gardens. Service was used as an instructional strategy to meet science, language and social studies content standards, while community connections included the zoo and local animal shelters.
Preparation:	Students had to first research about animals and animal care through books and in other forms of information. They were then asked to create reports or discuss what they had found on the subjects, as well as write poems, stories or draw picture books about animals. They then had to contact local animal welfare organizations for information on animals and their welfare and invite them to talk to the school.
Action:	Students did multiple actions in relation to the project. They conducted a food drive and gathered donations for the shelter, or in some cases 'adopted' a pet or a zoo animal. Students also wrote letters and created posters to promote awareness. On some occasions, students created nesting boxes for various types of wildlife.
Reflection:	Students were asked to chart the donations received and visit the zoo and animal shelter to offer donations and celebrate. Students were also asked to write about the project's accomplishments from an animal's point of view (how the project helped 'them').



Service-Learning scenarios

1. No Poverty



Despite significant progress in the fight against poverty since 1990, over 800 million people still live below the poverty line, 70% of whom are women. By 2030, the Sustainable Development Agenda aims to abolish severe poverty.

Goal 1 not only aims to eliminate severe poverty, but it also takes a holistic approach to poverty by adding a relative poverty objective based on country definitions. Economic and political crises, loss of biodiversity and ecological services, natural disasters, and violence are all extremely dangerous for the poor. This goal also includes steps to increase livelihood resilience, such as the construction of social security institutions, to ensure that those who have escaped poverty do not relapse back into it.

In a nutshell, the main targets of Goal 1 by 2030 are:

- Extinguish extreme poverty for all people everywhere, which is currently defined as persons living on less than \$1.25 per day.
- Reduce by at least half the proportion of people of all ages living in poverty in all its dimensions, as defined by national criteria.
- Implement nationally acceptable social protection systems and procedures for everyone, including floors, to ensure that the poor and vulnerable are adequately protected.
- Ensure that all men and women, particularly the poor and vulnerable, have equitable access to economic resources, basic services, land and other forms of property ownership and control, inheritance, natural resources, appropriate new technologies, and financial services, including microfinance.
- Increase the poor's resilience and reduce their exposure and vulnerability to climate-related extreme events, as well as other economic, social, and environmental shocks and calamities.
- Ensure considerable resource mobilization from a range of sources, including expanded development cooperation, to provide enough and dependable means for developing nations to undertake programs and policies aimed at ending poverty in all of its forms.



- To encourage accelerated investment in poverty eradication efforts, build effective policy frameworks at the national, regional, and international levels, based on pro-poor and gender-sensitive development policies.

Scenario 1: Let us eradicate poverty!	
Objectives and Learning Outcomes:	Education is an avenue out of poverty. This scenario seeks to increase student engagement, raise awareness of needs identified by people experiencing poverty, and foster collaborative relationships with local organizations.
Necessary materials:	Information material, posters.
Location:	School
Duration:	It depends on how much time the teacher wants to devote.
Overview:	<p>Poverty can be defined as a lack of money and/or vital resources which renders it impossible or challenging for human beings to live with dignity and provide for themselves.</p> <p>Worldwide, 836 million people still live in extreme poverty. The 2 most affected regions are Sub-Saharan Africa and South Asia. In these regions, 70% of the global population lives under the poverty line.</p> <p>Anti-poverty initiative is a way for students, educators and community partners to recognize how poverty impacts and understand what actions can be used to address poverty in their own community.</p> <p>Though we know education is an avenue out of poverty, if students are unable to participate in school and graduate, the cycle of poverty continues.</p>
Investigation:	The main objectives and steps in projects focused on poverty are:



	<ul style="list-style-type: none"> - Examine the economic issues, which confront individuals living in poverty and how economic theory can be used to understand these issues. - Introduce the students to the effect poverty has on the individual and corporately, on society. - Become familiar with social programs, including tax policy, which may affect low-income families. - Study literature dealing with several aspects of poverty. - Provide an “Experiential Learning” opportunity for the students to assist in their understanding of poverty.
<p>Preparation & Planning:</p>	<ul style="list-style-type: none"> • Early Childhood Care and Education <p>At this level, the objective is to raise awareness among learners about themselves and their immediate environment. By engaging and interacting with classmates, they develop and promote values such as empathy, generosity and sharing.</p> <ul style="list-style-type: none"> • Primary Education <p>At this level, learners are introduced to the different concepts of poverty and to the real-life implications of living in poverty. At the same time, they learn about possibilities for reversing this situation and identify actions that support poverty reduction efforts. While doing so, they develop confidence in the belief that extreme poverty can be eradicated during their own lifetime.</p> <ul style="list-style-type: none"> • Secondary Education <p>At this level, learners are introduced to key concepts such as sustainable development, equity and scarcity, and explore the interconnections between gender and access to resources and livelihoods. These connections are made while understanding and applying the learned concepts to the real world, by developing practical solutions to the causes and consequences of poverty in a collaborative and investigatory manner. In parallel, learners become aware of the existing diversity within current societies and develop a critical capacity to challenge stereotypes.</p>



<p>Action:</p>	<p>A good practice in more and more schools is to invite a guest speaker - a professional or a scientist who is an expert on the subject. Students have the opportunity to hear the point of view of an adult other than their teacher, who listens to and respects their ideas and opinions.</p> <p>A very successful practice is the organisation and delivery of lessons by older students to their younger peers. Teachers say that both groups undoubtedly benefit from this, as for the older ones it is an opportunity to develop and present a completed project to the public, while the younger ones are inspired and motivated by their example.</p> <p>The educational material is tailored to the age, interests and level of understanding of the target learners. However, some of them - especially the younger ones who have not yet perfected their reading and writing skills - find it difficult to grasp the more complex concepts. Here, parents can help by reading selected material with their children at home or by creating together models and posters used in the lesson on poverty.</p>
<p>Reflection:</p>	<p>Today's children and young people know which path they would choose for themselves and the next generation in order to fight poverty. If we listen to them, if we bring their views and ideas to the fore and if we decide that the impact on their well-being is the real test of all our policies and decisions, we can only choose the right path.</p>
<p>Demonstration:</p>	<p>The World's Largest Lesson (WLL) is a global initiative (supported) delivered in partnership with UNICEF that introduces the Sustainable Development Goals to children and young people all over the world and unites them in taking action to do their part in solving the most pressing social, economic and environmental problems. It is good to have students involved in projects like that. Students begin to engage in civic action because, in addition to the discussions on the chosen topic, they can share their opinions and suggestions to improve the environment in their school and community.</p>



2. Zero Hunger



Despite improvements in a number of nations, many people continue to suffer from hunger and malnutrition across the world. Nearly 800 million people worldwide are malnourished, the majority of them are women and children. The 2030 Agenda aims to eradicate hunger and all types of malnutrition worldwide in the next 15 years. Given the fast increasing global need for food, it is anticipated that global food production would have to quadruple by 2050. Smallholder farmers are at danger of malnutrition since 70 percent of undernourished people rely on agriculture for their income, either directly or indirectly.

Goal 2 includes a target to eliminate all types of malnutrition in addition to eliminating hunger. The quality of the food is just as important as the quantity. Goal 2 also includes economic components, such as doubling small-scale farmers' agricultural productivity and revenue by 2030. It also includes provisions on sustainable agriculture to protect the environment from the negative effects of increased food production.

In a nutshell, the main targets of Goal 2 by 2030 are:

- end hunger and ensure that all people, particularly the poor and those in vulnerable situations, have year-round access to safe, nutritious, and sufficient food.
- end all kinds of malnutrition by 2025, including meeting globally agreed targets on stunting and wasting in children under the age of five, as well as addressing the nutritional needs of teenage girls, pregnant and lactating mothers, and the elderly.
- double agricultural efficiency and earnings of small-scale food processors, particularly women, indigenous peoples, family farmers, pastoralists, and fishers.
- ensure sustainable agricultural practices and implement resilient food production systems that increase productivity, aid in ecosystem preservation, strengthen capacity for adaptation to climate change, extreme weather, drought, flooding, and other disasters, and continue improving land and soil quality.
- maintain the genetic diversity of seeds, cultivated plants, farmed and domesticated animals, and their related wild species.
- increase investment in rural infrastructure, agricultural research and extension services, technology development, and plant and livestock gene banks.
- in accordance with the Doha Development Round's mission, remove and prevent trade restrictions and distortions in global agricultural markets, particularly by the



simultaneous elimination of all forms of agricultural export subsidies and all export measures having equal effect.

- adopt measures to assist reduce excessive food price volatility by ensuring the correct operation of food commodity markets and derivatives, as well as facilitating prompt access to market information, notably on food reserves.

Scenario 2:	
Objectives and Learning Outcomes:	Decrease or even eliminate local hunger levels. Students will learn how hunger can affect everybody and helping those in need is a human decent deed.
Necessary materials:	Kitchen appliances and products needed for cooking food.
Location:	Local restaurant or cafeteria in the area / school canteen.
Duration:	It could be implemented during the whole year / or specific times, e.g., Christmas for homeless etc.
Overview:	In this project, students were engaged with one of the most concerning world issues – the global hunger. The main idea was to face the students with a real problem and to raise their awareness of the importance of this issue. The project was implemented through two activities, the students combined the pleasant with the useful. They not only organized fundraising food event, but also took part as volunteers and donators in the so-called soup kitchen where free food is served to the homeless or people in need.
Investigation:	<p>The first step is to identify the persons in the local area which are in danger of starving, these can be but not limited to homeless people, or people with low income, refugees etc. The identification process can be as short as a single walk to the park after school and seeing such persons, who will be in need.</p> <p>Another example may be if a friend knows someone, who needs food, whose money are not enough to provide for himself.</p>



	<p>The target people are not entitled to poor people, hunger can also be a danger for people with disabilities, who cannot take care of themselves or simply old people who are having hard time providing food on the table.</p>
<p>Preparation & Planning:</p>	<p>Firstly, with the help of numerous educational videos, the students should be introduced to the topic. This can lead to many ideas how the students could help in the fight against hungry. “The six thinking hats of de Bono” can be used as a method to stimulate the creative thinking and awareness- raising process.</p> <p>The students can be involved in two activities:</p> <ol style="list-style-type: none"> 1. Organizing a cooking event 2. Volunteering to cook and help to organization that offers free food for people in need. <p>As a preparation of these two activities, the students are first required to plan the event. The idea of the event is to organize a daily activity in which the students with the help of their teacher, parents and professionals in this field do prepare delicious food.</p> <p>The first step of the organization is to send letters and invitations. The students must divide and outline the groups of people, important for the event, these can be for example:</p> <ul style="list-style-type: none"> - food producers and suppliers to support the event as sponsors. - letter to several culinary academies with a request to choose a student who would like to become part of the fundraising event. - Invitations for event attendance to the parents, teachers, nearby schools, and residents of the neighborhood. <p>The last step of preparation is to contact charity organization that cooks and offers free food for people in need. The students must explain in detail the idea of the project and to ask them if they are willing to accept the students as one day volunteers.</p>
<p>Action:</p>	<ol style="list-style-type: none"> 1. “Give hand, give food” school event <p>One example is to bring culinary academies in the school’s district for a meeting between the students and the academy and to discuss and</p>



	<p>structure a detailed plan about the dishes, the needed products, and the quantity they need for the preparation.</p> <p>Next and very important step is to bring several food producers and suppliers aboard to support the event by donating the needed products for the meals. Moreover, the event invitations can attract many people from the neighborhood. Also, the parents of the students and schoolteachers can invite their friend and families.</p> <p>During the event, the students with the help of the culinary academy can cook interesting and delicious dishes. They can be presented, offered, and sold to the guests of the event. Instead of the collecting money from sales, guests should donate a sum of their desire to the cause.</p> <p>2. Volunteering</p> <p>The students can establish communication with an organization that offers free food for people in need. These organizations can accept the students as one day volunteers to help in the kitchen and to dish out the food to the people.</p>
<p>Reflection:</p>	<p>During the classes, through discussions and more creative activities, the students must reflect on what they have learned about the hunger global problem, and to express their own experiences during the event they organized and the volunteering participation. At the end, again with the help of de Bono thinking method, the students can discuss the issue, what they did during the project and examine how they could improve the event organization in the future.</p> <p>To consider the impact of the scenario to the school, it will be interesting to keep a record of each action, as well as a record charities and actions, taken in the line of the scenario. The results of all the efforts should be reflected upon at the end of the year to formulate a new plan for the next school year.</p>
<p>Demonstration:</p>	<p>A good visual prove can be a picture taken for every dish a student has served or made with the agreement of the people.</p>



3. Good Health and Well-Being



The experience of the Millennium Development Goals (MDGs) has proven that health issues must be considered in context rather than in isolation. The success of health-care programs is influenced by education and food security. Goal 3 follows the MDGs in terms of child and maternal mortality, as well as communicable illnesses like AIDS, malaria, and TB. It also contains measures to battle non-communicable diseases like diabetes, as well as to avoid road accidents and drug problems.

Everyone should have access to high-quality healthcare and medications, as well as financial risk mitigation. What is more, provide universal access to sexual and reproductive healthcare, including family planning, and education, is another goal for 2030.

In a nutshell, the main targets of Goal 3 by 2030 are in a nutshell:

- reduce the global maternal mortality rate to under 70 per 100,000 births.
- eliminate preventable deaths of infants and children under five years of age.
- End the AIDS, tuberculosis, malaria, and neglected tropical illnesses epidemics, as well as battle hepatitis, water-borne infections, and other communicable diseases.
- Reduce noncommunicable disease-related premature mortality through prevention and treatment and increase mental health and well-being.
- improve substance abuse prevention and treatment, including drug addiction and problematic alcohol use.
- reduce the number of people killed or injured in car accidents worldwide.
- ensure that all people in the world have access to sexual and reproductive health services.
- achieve universal health coverage, including financial risk protection, access to high-quality health care services, and safe, effective, and affordable essential medicines and vaccinations for everyone.
- decrease in the number of deaths and diseases caused by toxic chemicals, pollution, and soil contamination.
- support the achievement of the WHO Framework Convention on Tobacco Control in all countries.
- increase health spending in developing countries, as well as recruitment, development, training, and retention of health workers.



Scenario 3: "Mental health is online!"

<p>Objectives and Learning Outcomes:</p>	<p>The objectives of the activity are aligned with promoting good health and well-being and seeks to create opportunities for young people to address the health needs of their community, such as mental health services and alleviating feelings of isolation. Therefore, through the activity, students will learn about the importance of mental health, the impact of difficult situations and try to offer help to peers or other young people who need it.</p>
<p>Necessary materials:</p>	<p>Computer, Internet access</p>
<p>Location:</p>	<p>School environment or online</p>
<p>Duration:</p>	<p>3-4 weeks</p>
<p>Overview:</p>	<p>The ideals of good health and well-being may be traced back to antiquity. Health was regarded as a "divine gift" as early as 500 BC, while the Greek physician Hippocrates argued that all illness starts first in the soul and then ends up in the body. Therefore, students will explore what mental health is and its related aspects, while trying to offer help to people who may need it. This will be achieved through a website they will create, which will include information material and available national mental health services, and communicate this to their peers and community.</p>
<p>Investigation:</p>	<p>The first step is to conduct research on what mental health is, what affects it, and what the risks and consequences of psychological problems are. Students will search for relevant material on the internet and collect the most important information. For example, material can be collected on what happens to the brain when someone feels lonely and isolated.</p>
<p>Preparation & Planning:</p>	<p>The next step is to create the website on mental health. The website can be a page of the probably already existing school website, or it can be created with a free web design tool from the plethora of tools available on the internet.</p>



<p>Action:</p>	<p>Once the website has been created, the students will upload the information material they have collected during the investigation phase, as well as a list of national mental health services and helplines that people experiencing any psychological problem can contact, while may also include helplines related to combating violence or specifically focused on adolescents.</p> <p>Then, students will then try to communicate the website to as many people as they can, either to other students or to other people in their community. Hence, at every opportunity and at every school event, students and teachers will communicate the website. They can also print out a flyer in order to raise the interest of other people.</p>
<p>Reflection:</p>	<p>After the children have communicated their action to several people, a teacher-led discussion can take place about the reactions the children received from the people who discussed it. They can either record the reactions they received and their conclusions in a text or video and upload it to the website.</p>
<p>Demonstration:</p>	<p>World Mental Health Day is on 10 October, when students and teachers could organise an event dedicated to mental health either in their school environment or in the local community, informing visitors to the event and promoting the dissemination of their website.</p>



4. Quality Education



The value of high-quality education and training for enhancing the lives of people, communities, and whole societies has been affirmed by the worldwide community. The new Sustainable Development Goal 4 builds on the MDGs by going beyond primary education for children and emphasizing the relationship between basic education and vocational training. Furthermore, it emphasizes educational fairness and quality in the framework of a lifelong learning strategy, two characteristics that are not addressed in the MDGs. In other words, Goal 4 aspires to guarantee that all children, adolescents, and adults, particularly those who are most marginalized and vulnerable, have access to education and training that is tailored to their requirements and the setting in which they live. As a result, education plays a role in making the world a more secure, sustainable, and interconnected environment.

In a nutshell, the main targets of Goal 4 by 2030 are:

- ensure that all children are complete free, equitable and quality primary and secondary education.
- ensure that all children have access to high-quality early childhood development, care and education.
- ensure that all women and men have equitable access to inexpensive and high-quality technical, vocational, and higher education.
- a significant increase in the number of young people and adults with the necessary skills for employment, decent work, and entrepreneurship, as well as achieve literacy and numeracy.
- eliminate gender gaps in education and ensuring that vulnerable persons, such as individuals with disabilities, indigenous peoples, and children in precarious situations, have equitable access to all levels of education and vocational training.
- ensure that all learners have the information and skills necessary to promote sustainable development.
- renovate educational facilities that are child, disability, and gender sensitive, and offer all students safe, nonviolent, inclusive, and effective learning environments.
- increase the number of scholarships accessible to developing countries.
- increase the supply of qualified teachers, notably through international collaboration in teacher education in developing countries.



Scenario 4: Creating a small social homework center

<p>Objectives and Learning Outcomes:</p>	<p>The aim of this SL educational project is to train students and help them acquire basic teaching skills such as organization, patience and empathy while giving them the chance to revise and solidify their knowledge on the school subjects they have been taught. At the same time, other, less privileged students, will have the opportunity to get free tutoring and establish communication with young people their own age.</p>
<p>Necessary materials:</p>	<p>Teachers' handbooks and notes</p>
<p>Location:</p>	<p>High School</p>
<p>Duration:</p>	<p>A school year</p>
<p>Overview:</p>	<p>As the financial crisis met up with the Covid-19 pandemic, quality education was deeply affected. Private schools generally managed to keep a satisfying pace with their educational process while other, underprivileged schools with no technological means, could not provide a consistent education. There have been educational inequalities before but now the gap is bigger.</p> <p>In order to help resolve educational inequalities, high school students will be trained by their teachers and run a free, afternoon homework centre inside their school for children of the local areas.</p>
<p>Investigation:</p>	<p>Find here and here interesting material.</p>
<p>Preparation & Planning:</p>	<p>The school teachers have to communicate with local municipalities in order to inform them about the project and help them disseminate it. Next step is to inform their students about the project and explain to them the importance of educational equality. Students that choose to volunteer have to be trained in basic teaching techniques and skills during a month.</p>



Action:	<p>When Students are ready to open their homework center we give them the initiative to choose their space in the school premises, and help them prepare posters and all their educational material.</p> <p>The homework center can be open 2 or 3 times a week and always operate under the surveillance of adult teachers.</p>
Reflection:	<p>Students will discover educational inequalities, revise their own knowledge on school subjects, and reflect on what it means to be an active part of a community</p>



5. Gender Equality



One of the most significant impediments to long-term development, economic growth, and poverty reduction is gender inequality. Progress in terms of girls' school enrollment and women's absorption into the labor market has been substantial thanks to MDG 3 on gender equality and women's empowerment. Gender equality received a lot of attention in MDG 3, but because of its restricted emphasis, it didn't address critical issues including violence against women, economic inequality, and women's minimal involvement in political decision-making. Thus, goal 5 promotes gender equality in the workplace, the abolition of all forms of violence against women and girls, the abolition of early and forced marriage, and equitable participation at all levels.

In a nutshell, the main targets of Goal 5 by 2030 are:

- put an end to all forms of discrimination against women worldwide.
- eliminate all types of violence against women and girls, including human trafficking and sexual and other forms of exploitation.
- all destructive practices including child marriage, early and forced marriage, and female genital mutilation must be abolished.
- recognise the shared responsibility of the household, while unpaid care and domestic work are recognised through the provision of public social protection services.
- guarantee women's full and effective involvement in political, economic, and public life, as well as equitable opportunities for leadership at all levels of decision-making.
- Ensure universal access to information on sexual and reproductive health and rights.
- adopt reforms to ensure equitable access to economic resources for women, such as land and other forms of property ownership, financial services, and inheritance, in compliance with national laws.
- improve women's empowerment via the use of technology.



Scenario 5: “Challenging gender stereotypes” a campaign

<p>Objectives and Learning Outcomes:</p>	<p>The objective of this project is to help students investigate their relation with gender stereotypes, recognize discrimination against women, and prepare themselves to participate in a world with equitable opportunities for both men and women in all life sectors. Furthermore, students will try and raise awareness on the subject in order to involve the local community.</p>
<p>Necessary materials:</p>	<p>Internet connected computers, art materials for poster creation, free design programs such as Krita</p>
<p>Location:</p>	<p>High school premises, local libraries, cafes, shops etc</p>
<p>Duration:</p>	<p>2 months</p>
<p>Overview:</p>	<p>Although gender inequality is a common discussion subject everyday life is full with gender based stereotypes so well incorporated in our mentality, that lead us unconsciously into perpetuating a reality that is not equal for men and women. This reality faces gender based violence as a frequent phenomenon.</p> <p>Students will be able to identify gender based stereotypes and understand their consequences in their lives, now and in the future.</p>
<p>Investigation:</p>	<p>Teachers can consult papers and videos such as:</p> <p>https://www.researchgate.net/publication/344475448_Gender_Stereotype_in_Education</p> <p>https://www.researchgate.net/publication/350523883_A_School-Based_Intervention_to_Reduce_Gender_Stereotyping</p> <p>https://www.youtube.com/watch?v=64cCxFQnGvM&t=85s</p> <p>Students will be asked to fill in a questionnaire that investigates the gender stereotypes. Material can be retrieved from the European Observatory for equality here:</p> <p>https://charter-equality.eu/the-charter/le-texte-de-la-charte-en.html</p>



<p>Preparation & Planning:</p>	<p>Students are asked to define what is a gender based stereotype and retrieve such stereotypes from their everyday life.</p> <p>Next step is to investigate how these stereotypes are linked to gender inequalities. Then, students need to observe and record any gender inequalities in their everyday lives (at home, at school etc.)</p>
<p>Action:</p>	<p>Now students are asked to fill a second questionnaire investigating their transformed knowledge.</p> <p>We then ask them to organize a campaign informing the local community about the gender based stereotypes.</p> <p>Students can prepare posters and flyers, invite speakers that investigate gender inequalities such as sociologists, psychologists etc.</p> <p>The next step is to place the posters in libraries, shops cafes etc.</p>
<p>Reflection:</p>	<p>Students reflect on gender stereotypes and ultimately transform their prior knowledge in order to be ready to be part of a more equal society</p>
<p>Demonstration:</p>	<p>A visual campaign including posters, flyers, and perhaps the organization of a public event with a guest speaker, all designed and implemented by students, will give them the chance to better conceive gender inequalities and involve the local community into recognizing them and acting against them as well.</p>



6. Clean Water and Sanitation



Drinking water and sanitation are human rights, and they, together with water resources, are critical components of all aspects of social, economic, and environmental development. The MDGs included drinking water and sanitation targets, but they did not address other critical components of sustainable development, such as water management, wastewater management, quality of water, and disaster preparedness. In addition to access to drinking water, sanitation and hygiene, Goal 6 contains additional objectives such as water-related ecosystem protection and restoration (including mountains, forests, wetlands, rivers and lakes). The goal of Objective 6 is to improve water quality and prevent pollution, especially that caused by harmful substances. It also promotes cross-border cooperation as a critical component of integrated water resource management at all levels.

In a nutshell, the main targets of Goal 6 by 2030 are:

- achieve universal access to safe and affordable drinking water.
- ensure that everyone has access to sufficient and equitable sanitation and hygiene, with a special focus on the needs of women and girls, as well as those in vulnerable situations.
- improve water quality globally by minimizing pollution, eliminate discharges, and avoid the release of dangerous chemicals and materials, halve the share of untreated wastewater, and significantly boost recycling and safe reuse.
- increase the efficiency of water usage in all sectors while assuring long-term freshwater abstraction and supply.
- implementation of integrated water resources management at all levels.
- water-related habitats, such as mountains, forests, wetlands, rivers, aquifers, and lakes, must be protected and restored.
- increase international collaboration and capacity-building support to developing countries for water and sanitation-related programs.
- encourage and boost local community engagement in improving water and sanitation management.



Scenario 6: Investigating Water!

<p>Objectives and Learning Outcomes:</p>	<p>Water education at all levels needs to be improved to address the challenges identified. Therefore, through this activity, education on water and sanitation related issues will be enhanced, and thus students will realize the importance of water management and wise use of water resources, promote water conservation throughout the community, and enhance skills in local water resource co-management.</p>
<p>Necessary materials:</p>	<p>Cameras or smartphones for taking photos</p>
<p>Location:</p>	<p>School environment & a local factory, farm or other type of industry</p>
<p>Duration:</p>	<p>It could be implemented during the whole school year.</p>
<p>Overview:</p>	<p>Can you imagine going a day without using any water? It's almost impossible and certainly not pleasant! Almost every man-made object requires the use of water at some point in its life cycle. Water is present in so many aspects of our daily lives that it is all too easy to take it for granted. We are often reminded that we cannot afford to consume water without thinking about how we will ensure a clean supply for the future when the rains stop, and freshwater supplies dry up or become contaminated.</p>
<p>Investigation:</p>	<p>As a first step, ask students to keep a diary of all the ways in which water is used daily in their home, while looking for ways to reduce water use. For example, do their siblings or parents let the water run while they brush their teeth? Or does someone take too long of a shower? Ask students to encourage their family members to reduce their water consumption. Give examples, such as that the smallest shower can save about 568 litres of water a month, or that a dripping tap can waste up to 7,570 litres a year. After a week, ask students to bring their diaries to school and compare their observations with those of their classmates. Discuss what changed in their daily habits,</p>



	<p>who was the most successful and commit to continue the effort and, in a month, or more to review the findings.</p>
<p>Preparation & Planning:</p>	<p>After students have become aware of their daily habits around water based on their apparent water consumption, the next step is to become aware of their indirect water consumption.</p> <p>Hence, organise a visit to a nearby factory, farm, or other sort of enterprise that utilizes a lot of water with students to see what they do with the wastewater. Do they treat it and if so, how? Have their methods and practices altered or improved in the previous several years? If so, in what ways? Ask students to record anything they notice, and also take some pictures.</p> <p>After the visit, have students fill in the blanks in their notes with what they would do if they were the owner of the company. What adjustments would they make to improve water efficiency or minimize pollution?</p> <p>After that, organise another visit to the local water supply network or a relevant service and find out what kind of work they do, and ask for information about the quality and level of water consumption in the area. Ask the students to write down all the information.</p>
<p>Action:</p>	<p>Having collected all the information from both the investigation phase and the preparation & planning phase, compile all the findings, information and conclusions into a report. Emphasize what needs to change, both at the domestic water use and public awareness needs, as well as at the industrial and societal level. Deliver the report to local stakeholders and ask them to take action on the necessary improvements.</p>
<p>Reflection:</p>	<p>Ask a local radio station to interview the students about what they gained from the process, what they would suggest the local community should do, and what should be done at the global level.</p>
<p>Demonstration:</p>	<p>World Water Day is on 22 March. On that day, organise an event related to water quality and consumption and distribute the report created by the students through their research to the attendees.</p>



7. Affordable and Clean Energy



Most of the sustainable development goals, including reducing poverty, increasing food production, providing clean water, improving public health, upgrading education, creating economic opportunities, and empowering women, require access to energy. Currently, 1.6 billion people in the globe do not have access to electricity, and 2.5 billion rely on traditional biomass for energy. As a result, Goal 7 advocates for universal access to affordable, dependable, and advanced energy services.

Goal 7 intends to considerably increase the amount of renewable energy in the global energy mix and double the worldwide pace of improvement in energy efficiency, as sustainable development is dependent on climate-friendly economic growth. Another goal is to support renewable energy and energy efficiency research, as well as energy infrastructure and clean energy technologies investment.

In a nutshell, the main targets of Goal 7 by 2030 are:

- ensure that everyone has access to energy services that are affordable and reliable.
- a globally significant growth in the share of renewable energy.
- increase the global rate of energy efficiency improvement.
- strengthen investment and international cooperation to facilitate access to clean energy research and technology.
- in order to deliver contemporary and sustainable energy services to all people in developing countries, infrastructure must be expanded and technology must be upgraded.



Scenario 7: Energy for a bright future!

Objectives and Learning Outcomes:	Throughout this activity, students will get an understanding of the basic energy concepts, the ways in which energy is used at homes, and energy efficient behaviors that lead to energy conservation. In addition, students will understand the importance of adopting energy efficient behaviors as well as act as promoters of such behaviors inside their families and communities. Finally, they will understand and promote the importance for affordable, clean and advanced energy services for all regardless their race, class, gender etc.
Necessary materials:	Projector, papers, pens, pictures
Location:	School or local public building
Duration:	2 weeks
Overview:	<p>Energy production is the world's leading cause of harmful pollutants. That is why the efficient introduction of Renewable Energy Sources (wind turbines, photovoltaics, hydropower plants, etc.) in the field of energy production is one of the key strategies of the EU and worldwide to tackle climate change. Along with the changes in the production part, it is important to reduce energy consumption as much as possible. 27% of energy in the EU is consumed by the residential sector. The upgrading of building equipment so that there are fewer losses as well as the change of our energy behavior are two effective ways to save energy in our homes. Electrical energy is so deeply connected to our lives that we rarely notice how and when we are using it. Conserving energy, requires that we become aware of our energy behavior and then try to change it.</p> <p>By organizing community outreach and the hand-on workshops, students will realize the importance of SDG7 as well as the ways for the local, national and global communities to succeed in providing affordable and clean energy for all.</p>
Investigation:	Ask students to hold a diary of their actions at home for a week.



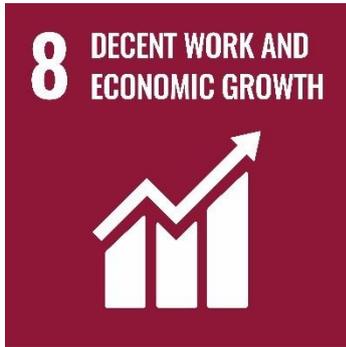
	<p>Discuss which of these actions involve the use of energy.</p> <p>For the activities that involve energy use, make a list of all the relevant electrical appliances. Assess the amount of energy used by these appliances throughout each use, day, week, month etc. Introduce if needed the basic concepts of electrical current, energy and energy systems. Discuss with the students the basic improvements that can reduce energy consumption at homes: energy conservation and building upgrade. Finally, introduce basic energy data on a local, national and global level. Some useful resources can be found here:</p> <p>https://ec.europa.eu/info/policies/energy_en</p> <p>https://europa.eu/learning-corner/what-is-energy_en</p> <p>https://publications.jrc.ec.europa.eu/repository/handle/JRC128040</p> <p>The students will also be introduced to the world café structured conversational process.</p> <p>https://en.wikipedia.org/wiki/World_caf%C3%A9_(conversation)</p> <p>As well as other types of home energy audits</p> <p>https://en.wikipedia.org/wiki/Energy_audit</p>
<p>Preparation & Planning:</p>	<p>Based on the knowledge gained throughout the investigation phase, students will prepare a workshop aimed to help them and their families conserve energy at home. They will prepare an introduction, a world- café activity on all related energy aspects and a diy home energy audit kit. The world café involves the choice of main energy important topics and the facilitation of each world café table by one or more students. The diy home energy kit will be a home assessment tool involving questions of the building characteristics, demographics, behaviors, etc. as well as all relevant suggestions of improvements depending on the data collected.</p>
<p>Action:</p>	<p>They will then host a Community Energy Workshop where all family members will be invited. Local energy experts could also be involved in the introductory part to introduce energy concepts and present the latest overview of the national and European energy system.</p>



	The students will organize all practical matters concerning the event. They will be responsible for the invitations, facilitation of the world café and home energy audit.
Reflection:	Students will reflect on the importance SDG7 for our lives, the community and collective aspect of energy, their experience as host for a community event and the energy knowledge they gained throughout the activity.
Demonstration:	Students will create a report including a template of the home energy audit, instructions on how to organize a Community Energy Workshop and their personal and team reflection on the whole experience. They will be encouraged and supported to find relevant websites and platforms for dissemination.



8. Decent Work and Economic Growth



Around the world, more than 200 million people, primarily young people, are unemployed. In the struggle against poverty, employment and economic growth are critical. Promotion of sustainable development and green business practices, as well as the provision of sufficient and decent jobs, are critical not just for developing countries, but also for emerging and industrialized economies, in the framework of respect for human rights and planetary boundaries. Targets for sustaining economic growth, enhancing economic productivity, and providing quality jobs are included in Goal 8. It calls for the abolition of forced labor and the abolition of contemporary slavery and human trafficking by 2030. Goal 8 also promotes enhancing global resource efficiency in consumption and production, as well as decoupling economic growth from environmental degradation, to ensure that sustainable economic growth does not come at the price of the environment.

In a nutshell, the main targets of Goal 8 by 2030 are:

- maintain economic growth per capita in line with national circumstances and increase gross domestic product by at least 7% per year in the least developed countries.
- increasing economic productivity by diversifying the business sector with upgraded technology and innovation.
- promote policies that encourage productive activities, decent jobs, entrepreneurship, creativity, and innovation.
- strive to disconnect economic expansion from environmental deterioration by gradually improving global resource efficiency in consumption and production.
- ensure full and productive employment for all people, including young people and persons with disabilities, as well as fair compensation for equal effort.
- respect labour rights and ensure safe and secure working conditions for all employees.
- increase domestic financial institutions' capabilities to encourage and increase access to funds, insurance, and financial services for all.
- implement strategies to encourage sustainable tourism that produces jobs while also promoting local culture and products.

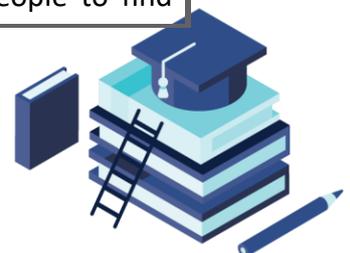


Scenario 8: Social Inclusion: integration of juvenile refugees through High School Art lessons

Objectives and Learning Outcomes:	The goal of this activity is to motivate students' empathy skills and help them understand the emotional and social needs of refugees of their own age in order to accept and include them in their life. This way they can prepare for a future with an equality of opportunities for all. On the other hand, minor refugees will have the chance to better understand their new country through the eyes of people their own age and thus feel safe.
Necessary materials:	Questionnaires, Art materials (paper, colors, brushes, pencils etc.), copies of their common Art works
Location:	School premises, minor refugees guest house premises, municipal art gallery
Duration:	2 months
Overview:	Since the Syrian war, a wave of refugees has been arriving to Greece among other countries. Minor unaccompanied refugees accommodated in shelters inside the city. These children need to be integrated and have a new life in their new country. Greek high school students need to understand them in order to better include them in their life. Students from both backgrounds are called to know each other, work together in common art projects, organize a common art exhibition in a municipal gallery and finally hang copies of all the art works both in the High School as well as the guest house. They will also auction the original art works and decide all together which organization they will benefit with the earnings
Investigation:	<p>We prepare a questionnaire that investigates students' knowledge on war and its consequences on people their age. It also investigates their knowledge on terms as refugees, migration, asylum etc.</p> <p>Teachers can consult sources such as:</p> <p>Link 1</p> <p>Link 2</p>



	<p>Link 3</p> <p>We prepare a questionnaire that investigates students’ knowledge on war and its consequences on people their age. It also investigates their knowledge on terms as refugees, migration, asylum etc.</p>
<p>Preparation & Planning:</p>	<p>The teacher need to design the framework of an art project that contains group work and the use of different materials. The final result can be an art work consisting of several smaller ones.</p> <p>We get in touch with the direction of the guest house and prepare get-to-know you games together with is psychologists and social workers.</p> <p>We book a municipal gallery for the art exhibition.</p>
<p>Action:</p>	<p>High school students begin answering a questionnaire that investigates their knowledge on war and its consequences on people their age. It also investigates their knowledge on terms as refugees, migration, asylum etc.</p> <p>Next step is to inform students about the minor refugees guest house. Students accompanied by their teachers visit the guest house where they participate in get-to-know you games together with the other children.</p> <p>Children from the guest house are invited to join an art class to our high school.</p> <p>Step 3 is the common art project that can last from 4 to 8 hours, depending on its theme and the materials chosen to be used. The project has to include teamwork and the teams have to include children from both groups.</p> <p>Once the works are ready, the young people of both groups have to set up the exhibition at the municipal gallery. They also have to organise its dissemination to the local community (posters, flyers etc.) as well as the private view as a joined social event.</p> <p>An auction can be optionally organized and the earnings can be given to a cause decided by all the children.</p> <p>The final step is to hang copies of the artworks in both the high school and the guest house. We encourage all the young people to find</p>



	opportunities in order to meet up again and also try to help arrange future meetings.
Reflection:	Students have to reflect on their knowledge on war and its consequences on young people and what they imagine a refugee is. After the joined team work they can reflect on how their knowledge is transformed and in what ways they can help these people integration in the community
Demonstration:	An art exhibition at a municipal gallery of a project created by both students and young refugees of the same age can be a great example of inclusive work and coexistence.



9. Industry, Innovation and Infrastructure



Investing in long-term infrastructure as well as scientific and technology research boosts economic growth, job creation, and prosperity. For the next 15 years, infrastructure investments worth billions of euros are planned, notably in developing and rising nations. As a result, Objective 9 strives to develop robust infrastructure, boost industrialization, and encourage innovation. To make infrastructure and industries sustainable by 2030, increased resource efficiency and wider adoption of clean and ecologically sound technology and industrial processes are required. Goal 9 intends to foster technical growth, research, and innovation, especially in developing nations, as well as to increase small industrial and other firms' access to financial services, including cheap loans, and their inclusion into value chains and markets. It also advocates for widespread, low-cost internet connection in the world's least developed countries.

In a nutshell, the main targets of Goal 9 by 2030 are:

- developing quality, reliable, and sustainable infrastructure to support economic growth and human well-being, with a focus on equitable access for all.
- encourage equitable and sustainable industrialization, as well as a large increase in the share of industry in employment and GDP.
- expand access to financial services for small-scale industrial and other firms, particularly in developing countries.
- upgrade infrastructure and retrofitting industries to make them more sustainable through higher resource efficiency and increasing use of clean and ecologically sound technology and industrial processes.
- in all countries, scientific research should be strengthened, industrial sector technological capacities should be upgraded, and scientific research and innovation should be encouraged.
- improved financial, technological, and technical support will help developing countries construct sustainable and resilient infrastructure.
- in developing countries, support domestic technology development, research, and innovation.
- significantly expand access to information, communications technology, and internet.

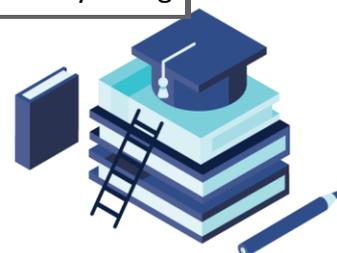


Scenario 9: A Tech Expo!

Objectives and Learning Outcomes:	Through this service-learning activity, students will explore the technology world, will learn about the latest developments in technology, discover digital skills they can acquire and learn about the opportunities offered by the business world.
Necessary materials:	<p>Permission from school to use the venue.</p> <p>Basic equipment ie. chairs and tables for the expo.</p> <p>Posters to promote the event.</p> <p>Other tech equipment which may be needed for the expo.</p> <p>Try to invent things through recycling them, ie. water bottles, CD, light bulbs.</p>
Location:	School Science department, school Computer science or IT department, or other school premises.
Duration:	A few months for preparation, and the tech expo could last 1 or 2 days.
Overview:	Organizing internal Tech Expo which would help the students boost their interest in technology as that is vital in the 21st century, but also gives them an opportunity to organise something using their own capabilities and to showcase it to an audience.
Investigation:	Students are asked to organise an exhibition that presents the latest technological developments but in the context of sustainability. For example, the students and the school could organise an Tech Expo held at school to raise awareness about the importance of undertaking SDG 9. With SDG 9, things are quite limited. Hence it would be better to start off by raising awareness about the SDG through internal tech expos in school our taking part in a national/local tech expo. This would give students a chance to showcase their abilities in this field and can build things towards the SDGs.
Preparation & Planning:	In order to begin this stage of the project, your team should set goals to achieve your overall aims. Investigate companies that would be



	interested in participating in the exhibition and would be willing to present some of the technological solutions they apply either in their daily operations or make them available for sale.
Action:	<p>Implement the plan through direct, indirect, or advocacy-based service! Documenting during a service-learning activity provides valuable information both for the project underway and for future projects.</p> <p>Try to search for technology news from for reports, news articles, community impact statements, and more. Invite people and companies in that field to come to school and talk about tech innovation for the students. Try to create prototypes inspired of the latest development of technology.</p>
Reflection:	<p>Reflection could take place through meaningful questions to think about. For instance, teachers could ask students:</p> <p>What was the most effective part of your project? What are you most proud of?</p> <p>What was the least effective part of your project? What are you disappointed in?</p> <p>What do you now understand about the issue you addressed in your service-learning project? What questions do you still have?</p> <p>In what ways can you tell what you have learned over the course of the project?</p> <p>How does what you learned in this project connect to other learning?</p> <p>What did you learn from the people you worked with? What do you think they learned from you?</p> <p>What would you do differently next time?</p> <p>What follow-up work is needed?</p>
Demonstration:	Take photos to document what your students has contributed or accomplished is a powerful way of remembering and sharing what happened. Photographing people involved, special events, products created, service sites, and more can help students tell the story. Bring



	<p>your service activity to life and use it to create a video, sharing what happened with others and helping to extend the learning. If your project involves sensitive subjects or privacy considerations, ensure participants are aware of issues and limitations involving recording names, images, and other information before they begin their service activities. Video interview partners during the action and record their observations to ensure their perspectives are documented and available for later analysis.</p>
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10. Reduced Inequalities



Global inequalities are enormous, and they are one of the most significant impediments to long-term growth and poverty reduction. Inequalities have risen in many countries in recent years. Inequalities hinder social groups' ability to participate in and contribute meaningfully to social, cultural, political, and economic life. As a result, Goal 10 is concerned with decreasing inequalities within and between countries. Additionally, Goal 10 aims to increase the income of the poorest 40% of the world's population while also attaining empowerment and social, economic, and political participation for everyone by 2030. Goal 10 strives to promote equal opportunities by repealing discriminatory laws, policies, and practices, as well as encouraging orderly and safe human migration and mobility by enacting appropriate migration policies, for example. It also ensures that developing nations are more represented and have a stronger role in international economic and financial decision-making.

In a nutshell, the main targets of Goal 10 by 2030 are:

- increase and maintain the income growth of the bottom 40% of the population at a faster rate than the national average.
- empower the social, economic, and political inclusion of all.
- ensure equality of opportunities and decrease outcome inequities, particularly by repealing discriminatory laws, policies, and practices.
- improve the regulation and control of global financial markets and institutions, as well as the enforcement of such policies.
- guarantee that developing countries have a stronger voice and representation in the international economic and financial institutions.
- facilitate people's migration and mobility in a way that is orderly, safe, regular, and responsible.



Scenario 10: Let's celebrate our cultures!

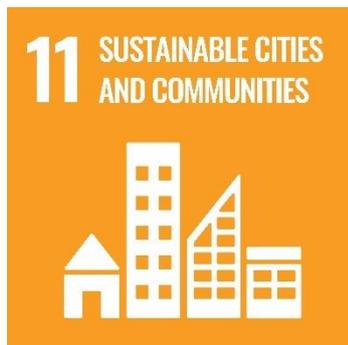
<p>Objectives and Learning Outcomes:</p>	<p>Trough this activity, students will celebrate their cultures, heritage and other experiences and values. Also, they will learn that it is quite important to respect others' culture and cultural habits. What is more, students will learn:</p> <ul style="list-style-type: none"> • to respect and appreciate cultural diversity. • to promote the understanding of unique cultural and ethnic heritage. • to promote the development of culturally responsible and responsive curricula. • to facilitate acquisition of the attitudes, skills, and knowledge to function in various cultures. • to eliminate racism and discrimination in society. • to achieve social, political, economic, and educational equity.
<p>Necessary materials:</p>	<p>Humanities teachers with knowledge on multiple cultures, countries, and ethnicities.</p> <p>School community/student body composed of multiple ethnicities.</p> <p>Place to facilitate the event.</p>
<p>Location:</p>	<p>School premises or other local place.</p>
<p>Duration:</p>	<p>A few months for preparation, and the tech expo could last 1 or 2 days.</p>
<p>Overview:</p>	<p>The proposed action aligns with the overall goal of SDG 10 as exposing a group of people (students, teachers and other stakeholders) to multiple cultures/countries increases their open-mindedness and tolerance towards them, thus creating a more understanding community.</p>
<p>Investigation:</p>	<p>Teachers should try to provide opportunities for learning in order to advance multicultural education, equity and social justice. Students should investigate their origins, gather all the different cultures that</p>



	each student has and carry out research on each of their different cultures/origins, noting the most important elements.
Preparation & Planning:	First of all, seek permission from school to complete this project. Then, establish a list of the countries that will be represented in the fair and the people that will be involved in such representation. Create the list of foods/clothing/national dances that will be presented and get it approved by the school administration. Create the passports that will be stamped as entry tickets and inside the fair by students visiting.
Action:	Creating a cultural day/week/event, where students/participants can express their culture through bringing in food from their home countries, wearing their national clothing and showcasing national dances. The goal is to as many cultures as possible represented in the cultural fair as well as have as many participants as possible, where they are able to enter the fair through a ticket which is also their “passport” that they can stamp off of every booth they stop at. Involving the passport idea, encourages them to be attentive to as many cultural booths as possible thus allowing them to discover as many cultures as possible with the hope of increasing their open mindedness towards different countries and cultures of their own.
Reflection:	The reflection process on this activity is quite important. Students can collect evidence of their project and impact. They will have to continuously work to understand the connection between the service project, the SDGs, and the key skills that they are developing. Also, they should reflect upon their project strengths and weaknesses and make recommendations for the potential sustainability and extension of their project.
Demonstration:	Make the project an annual project. Engage your school principal to suggest using the fair to create an inclusive school atmosphere. Embed/align the time of the fair with the school curriculum in subjects such as cultural studies, history, and geography, in order to directly associate it with their learning.



11. Sustainable Cities and Communities



One of the most significant changes of the twenty-first century is urbanization. More than half of the world's population already lives in cities, with that percentage anticipated to climb to 70% by 2050. Cities, as centres of affluence where more than 80% of global economic activity is concentrated, are the driving force of local and national economies. Urbanization brings with it a slew of issues. Cities have a significant environmental impact. They barely account for 3% of the world's surface area, yet they consume three-quarters of the world's resources and produce 75% of global emissions. The aim of Goal 11 is to minimize cities' negative environmental impacts per capita, particularly in terms of air quality and waste management. It advocates for more inclusive and sustainable urbanization, based on a participative, integrated, and long-term approach to urban planning. It also aspires to provide universal access to secure and inclusive green and public areas, with a focus on women and children, the elderly, and persons with disabilities, as well as safe and affordable housing and transportation.

In a nutshell, the main targets of Goal 11 by 2030 are:

- ensure that everyone has access to appropriate, safe, and affordable housing and essential services, and that slums are upgraded.
- provide everyone with access to safe, affordable, accessible, and sustainable transportation systems, while also enhancing road safety.
- improve inclusive and sustainable urbanization, as well as capacity for participatory, integrated, and long-term human settlement planning and management in all nations.
- boost efforts to conserve and preserve the world's cultural and natural heritage.
- significantly minimize the number of fatalities and persons impacted by catastrophes, as well as the direct economic losses relative to world GDP caused by disasters.
- reduce the negative environmental impacts of cities.
- provide universal access to green and public places that are safe, inclusive, and accessible, particularly for women and children, the elderly, and those with disabilities.
- strengthen national and regional development planning to promote good economic, social, and environmental links between urban, peri-urban, and rural areas.
- support least developed countries in creating sustainable and resilient infrastructures using local resources.



Scenario 11: Urban Trees!

<p>Objectives and Learning Outcomes:</p>	<p>Through this activity, students will get an understanding of the importance of trees and how nature works to produce clean water and air. In addition, students will understand the benefits of trees for humans and the wider ecosystem, as well as explore the concept of microclimate. They will feel like researchers themselves and provide an important analysis to their local community. What is more, students will be more likely to participate in tree planting activities.</p>
<p>Necessary materials:</p>	<p>notebooks or a worksheet a couple of thermometers</p>
<p>Location:</p>	<p>School environment or nearby school area</p>
<p>Duration:</p>	<p>1-2 weeks</p>
<p>Overview:</p>	<p>Forests help to renew the air supply by absorbing CO₂ and generating oxygen. Trees also help to keep the environment clean by filtering out dust and greenhouse gases. Every year, a tree may absorb 10 kilos of air pollution. Trees may minimize energy usage by cooling the air through the shade they give and the evaporation of water from their leaves.</p> <p>By measuring the difference in ground temperature in the shade of the tree compared to the ground in direct sunlight, students will realise how important trees are in cities.</p> <p>It is also suggested that this activity be carried out either in a spring or summer month.</p>
<p>Investigation:</p>	<p>Ask students to think about what trees offer us. A rubber band swing (recreation), shade from a tree, apples, or oranges (food), and a hole in a tree or an animal's nest are some examples. Explain to students that these are only a few of the numerous things that trees provide for us on a daily basis. Ask children to consider why we plant trees in our yards and communities. Is there anywhere on the planet where there are no trees? What are these locations like?</p>



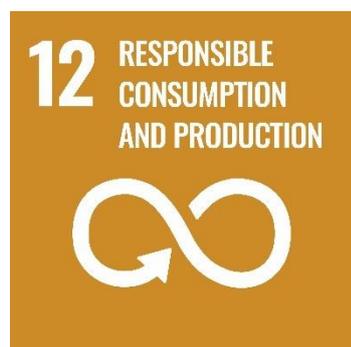
<p>Preparation & Planning:</p>	<p>After the discussion developed in the Investigation phase, watch together with students this video, which describes why trees are a vital part of cities, and how urban places have recognized the value of trees throughout history. Then, ask students to think about what cities would be like without trees, and ask them to predict what the temperature would be in the shade of a tree and what the temperature would be in the sun on a hot summer day. Write down each student's answers on a sheet.</p> <p>Then, explain to students what a microclimate is (a small local area where climatic conditions differ from the wider surrounding area) and plan which trees either in the school grounds, if any, or in the surrounding area of the school building will have thermometers placed in order to be in the shade of the trees and which places that receive enough sunshine will also have thermometers placed there. It would be advisable to place thermometers on several trees (e.g. 4-5) in order to collect enough temperature data, and regarding the point in the sun there can be 2-3 different points.</p>
<p>Action:</p>	<p>Together with the students, put the thermometers in the places you have chosen. Form groups of students who will be responsible for taking measurements per day and recording the data.</p> <p>The worksheet should include information for students to record the date, the temperature in the sun, the temperature in the shade, the wind blowing - whether it is calm or not - and the cloudy or sunny sky. The measurements can take up to 1 week.</p>
<p>Reflection:</p>	<p>Having collected all the data, hold a discussion to study the information collected from the measurements and compare it with the students' initial predictions.</p> <p>Explain to children that the shadow of a forest tree provides a microclimate that allows many types of plants and animals to survive and thrive. Many little plants have evolved to the understory of a forest and require shelter from the sun's direct beams. The forest floor is chilly and damp, which benefits plants and keeps the surrounding region cooler. Instruct children to consider how cooler-</p>



	<p>weather trees might help humans. How might trees affect building energy costs?</p> <p>After that, write down the most important results and conclusions in a report.</p>
<p>Demonstration:</p>	<p>The report will include the students' initial assessments, the data collected from the measurements and the conclusions the students reached. You can send the report to your local municipal services or to a local forestry department. Do not forget to ask for more trees in the urban fabric of the city and offer to help with either a reforestation or planting of trees and plants within the city.</p>



12. Responsible Consumption and Production



At this time, the global population consumes more resources than ecosystems can give. Fundamental adjustments in the way societies produce and consume are essential if social and economic progress is to remain within environmental carrying capacity. Goal 12 calls for the UN's ten-year framework of programs on sustainable consumption and production patterns to be implemented. It advocates for environmentally appropriate chemical and waste management, as well as major waste reduction through techniques such as recycling. Goal 12 aims to reduce food waste by half, encourage businesses to adopt sustainable practices, and promote sustainable procurement methods in government.

In a nutshell, the main targets of Goal 12 by 2030 are:

- develop natural resource management that is both sustainable and efficient.
- Reducing food losses along production and supply chains, post-harvest losses, as well as global per capita food waste at retail and consumer level.
- achieve sustainable management of chemicals and all wastes throughout their life cycles, in compliance with agreed-upon international frameworks, and drastically reduce their release to air, water, and soil to reduce their negative effects on human health and the environment.
- minimize waste generation significantly through waste prevention, reductions, recycling, and reuse.
- encourage enterprises, particularly large and multinational enterprises, to adopt sustainable practices and incorporate sustainability indicators into their reporting cycles.
- encourage sustainable public procurement procedures that are in line with national policies and priorities.
- guarantee that people all over the world have access to important information about sustainable development and environmentally friendly lifestyles.
- help developing countries in strengthening their scientific and technological capacities in order to shift to more sustainable consumption and production practices.
- Develop and deploy techniques to evaluate the impact of sustainable development on jobs and the promotion of local culture and products in tourism.
- Remove market distortions in accordance with national circumstances to rationalize inefficient fossil fuel subsidies that encourage excessive consumption.



Scenario 12:	
Objectives and Learning Outcomes:	This activity's aim is to raise students' awareness of the 3 R's (Reduce, Reuse Recycle) and introduce to them the very creative process of upcycled art . Through a very creative procedure, the students will have the chance to understand that responsible consumption and waste management are the keys to a sustainable future in a safer planet .
Necessary materials:	Any kind of material that normally goes to recycling such as boxes, cans, paper etc., Art materials (paint, brushes, hot glue guns etc.), access to creative websites and apps (as a source of inspiration) such as Pinterest and https://www.upcyclethat.com
Location:	High school premises and local shops' windows
Duration:	2 months
Overview:	Overconsumption has become a threat for our planet and its future inhabitants, young people. Therefore they have to be informed about the dangers of excessive waste, learn about responsible recycling, reuse, find a creative outlet in upcycling and get prepared for an environmentally friendly lifestyle .
Investigation:	Students need to investigate the dangers of overconsumption and excessive waste as well as their impact on the planet. Teachers can propose various websites as well as some of the above videos Video 1 Video 2 Video 3 Link 1 Link 2
Preparation & Planning:	Students need to do a research on upcycled art projects (for example this one) We motivate the students to gather materials that can be used for the project from the school's or their homes recycling bins or ask around



	<p>for interesting things and objects that would normally end up as a waste.</p> <p>A questionnaire about recyclable materials has to also be prepared in order to investigate kids knowledge. This can have the form of a kahoot quiz and be organized as a class game.</p>
Action:	<p>Students begin with the kahoot on trash and recycling. Once we are done playing, they reflect on what they knew and what they have learned.</p> <p>Next step is to show them the videos concerning planet littering</p> <p>Video 1</p> <p>Video 2</p> <p>We discuss about the importance of reducing our consumption, reusing and recycling.</p> <p>We introduce the theme of upcycling and show them examples of arts and crafts such as this video.</p> <p>We encourage the students to work in teams and design their own creations.</p> <p>An upcycling workshop is organized and it can be realized in a school's common area in order to be visible from the majority of the students.</p> <p>Once having finished the art works we discuss with the students about exposing them on shops' windows. We let them decide the area and get in contact with the shops' owners.</p> <p>They also have to design posters and a small text explaining the importance of upcycling that can be placed next to the poster.</p>
Reflection:	<p>Students have to reflect on their own consumption habits, the waste they produce as well as the importance of informing their community on the matter in order to ensure a better future for themselves.</p>
Demonstration:	<p>The works of Art created by the students can be exposed in a public space (such as shop's windows) in order to raise the local community's awareness on the subject.</p>



	<p>On a more advanced level, students can organize upcycle art workshops in their school, open for the people of their community.</p>
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13. Climate Action



Climate change is a major challenge to long-term development. Warming of the Earth's atmosphere causes changes in the global climate system, threatening the livelihoods of huge segments of the population in developing countries, while infrastructure and key economic sectors in industrialized regions are particularly exposed to climate change hazards. Changes in precipitation and temperature cycles also have an impact on ecosystems including forests, farming, mountain ranges, and oceans, as well as the plants, animals, and people that live there. Between 1990 and 2012, global carbon dioxide (CO₂) emissions increased by more than 50%.

Goal 13 encourages nations to include climate protection measures into their national policies and to assist one another in overcoming problems. It acknowledges that the United Nations Framework Convention on Climate Change (UNFCCC) is the primary international, intergovernmental body for negotiating global climate change responses. Goal 13 promotes building resilience to climate-related natural catastrophes and underlines rich nations' commitment to mobilize USD 100 billion annually from all sources by 2020 to assist poor countries in adapting to climate change.

In a nutshell, the main targets of Goal 13 by 2030 are:

- all countries must improve their resilience and adaptation capabilities in the face of climate-related threats and natural disasters.
- climate change measures must be incorporated into national policies, plans, and planning.
- improve climate change mitigation, adaptation, impact reduction, and early warning capacity through education, awareness-raising, and human and institutional capacity.
- create tools for building capacity in least developed countries for effective climate change planning and management.



Scenario 13: A sustainable school!

<p>Objectives and Learning Outcomes:</p>	<p>Through this activity, students will realise the environmental issues and major concerns and try to become part of the solution to the problems. It will also connect students' perspectives to the world around them as teachers and students engage in a process of actually applying knowledge and skills to meet an identified need. In addition, it will enhance in students a broader culture and values about environmental protection.</p>
<p>Necessary materials:</p>	<p>notebooks or worksheets Internet access</p>
<p>Location:</p>	<p>School environment</p>
<p>Duration:</p>	<p>A whole school year</p>
<p>Overview:</p>	<p>A sustainable school culture is one in which students, teachers, and families share common values and ideas about the significance of taking action to create a more sustainable society. Caring for the environment and helping to reduce climate change are essential components of that. As a result, clarifying what climate action means for your school is an important aspect of creating a sustainable culture. Climate action, according to some schools, is the key to 'doing our part' to care for the earth, while other schools are engaged on tackling problems that directly impact them. Thus, this activity will shape the school culture on climate change and environmental care through practical applications in the school environment.</p>
<p>Investigation:</p>	<p>Identifying what climate action means for your school involves participation from all stakeholders, including students, families, custodial and cafeteria workers, administrators, and other teachers. There are several ways to raise awareness of the issue and obtain information about the action. You may, for example, ask students to come up with a list of items that make your school unsustainable. You may also poll families on their attitudes about climate change and what they think it could be improved in the school environment.</p>



	Develop a questionnaire for students and one for parents and stakeholders, including multiple-choice and open-ended questions.
Preparation & Planning:	The next step is to create a vision, purpose and values statement that summarises your school's understanding of climate action. It is important that your school's vision, purpose and values represent the unique history, culture and needs of your school and local community. Study with students the responses you received to the questionnaires and try to come up with a shared vision and description of the school culture based on the responses.
Action:	<p>Once your school vision and culture has been defined, it must be implemented in the school's everyday operations. Hence, it must be represented in the school's strategic goals, rules, processes, and standards.</p> <p>Everyone in your school has a part to play in accomplishing your school's climate action goals. However, in order to be productive in this project, you must share tasks and responsibilities. One approach to accomplish this is to form a student climate action team to coordinate your school's climate action efforts. Additionally, with the help of your principal and other teachers, you may form a second climate action team, which will work together with the students' team.</p> <p>The teams' role is to collaborate with all other school stakeholders to design, execute, and assess your school's climate action plan. This involves multiple sessions at the start of the school year to plan your projects and activities, as well as meetings throughout the year to review your progress and make adjustments to your plan as required.</p> <p>The most common approach for schools to become more sustainable is to take steps to decrease climate change and enhance the environment, such as planting trees, composting, and utilizing energy, water, and paper more effectively. While environmental changes are crucial, your school can take it a step further. In a variety of ways, your school may serve as a model of sustainability and climate action. The following list includes useful examples of action:</p>



	<ul style="list-style-type: none"> • Biodiversity & Nature: Plant flowers, shrubs, and vegetable. Plant trees in play spaces, outdoor learning areas, and around the school building to offer shade. • Energy: When not in use, turn off lights, computers, and other electronic equipment. Check mechanical equipment on a regular basis to verify that it is in good operating order. • Responsible Consumption: Buy local products made on farms, plantations, and factories that follow appropriate labor, health, and safety policies. • Health & well-being: In the school cafeteria, serve healthful, organic, local, and minimally processed food. Keep sinks and faucets in good working order to encourage frequent hand washing. • Litter & waste: Encourage students and teachers to bring zero-waste lunches. Place recycling, composting, and litter bins in prominent areas to encourage students and teachers to dispose of waste properly. • Transport: Encourage students and teachers to choose environmentally friendly transportation. • Water: When not in use, turn off the water. Make certain that all chemicals are appropriately disposed of (and not just thrown down the drain).
<p>Reflection:</p>	<p>In order to consider the impact of the changes to the school, it will be interesting to keep a record of each action, as well as a record of all electricity, water and heating bills, in order to see if there has been any change in consumption. The results of all the efforts should be reflected upon at the end of the school year in order to formulate a new plan for the next school year, resulting in full support for the establishment of a school culture with environmentally friendly practices.</p>
<p>Demonstration:</p>	<p>Links with the community can also help your children study more effectively. Outside-of-the-classroom learning opportunities assist students in being more engaged to their communities. Community</p>



partners can assist you in determining which of the following local learning choices may be suitable for your classroom.

Organize local visits - Take your students to local farms, plantations, disaster relief agencies, water treatment plants, or trash recycling facilities. These excursions present students with engaging, real-world contexts for learning climate change concerns and solutions.

In a general context, throughout the school year, aim for students to interact with external stakeholders to seek help, good green practices and disseminate action and results.



14. Life Below Water



Pollution and overfishing of our seas are causing ever-increasing issues, including an intense threat to biodiversity, ocean acidification, and an increase in plastic trash. Climate change is increasing strain on marine ecosystems in addition to industrial fishing and commercial usage of marine resources. In the future, an ever-increasing global population will become even more reliant on marine resources. By 2025, Goal 14 advocates for a considerable decrease in all forms of marine pollution and the

minimization of ocean acidification, as well as the sustainable management and conservation of marine and coastal ecosystems, which can begin as early as 2020. It also intends to adequately control fisheries by 2020, as well as to reduce overfishing by prohibiting illegal, unregulated, and damaging fishing techniques. What is more, Goal 14 attempts to prohibit some forms of fisheries subsidies.

In a nutshell, the main targets of Goal 14 by 2030 are:

- prevent all types of marine pollution, especially from land-based activities.
- to attain healthy and productive seas, sustainable management and protection of marine and coastal ecosystems is required to avoid substantial negative consequences and to take action to restore them.
- address and minimize the effects of ocean acidification.
- implement science-based management strategies to effectively control harvesting and reduce overfishing, illegal, unreported and unregulated fishing.
- conservation of at least 10% of coastal and marine areas.
- prohibit certain types of fisheries subsidies that contribute to overcapacity and overfishing, as well as subsidies that support illegal, and unregulated fishing, and refrain from introducing new ones, particularly in developing countries.
- maximize the economic advantages of sustainable marine resource management for small island developing countries through sustainable fisheries, aquaculture, and tourist management.
- increase scientific knowledge, develop research capacity and transfer marine technology to improve the health of the oceans and contribute to the development of marine biodiversity in developing countries.
- Strengthen ocean conservation and sustainable usage through the implementation of international law, as expressed in the United Nations Convention on the Law of the Sea.



Scenario 14: We collect what floats!

Objectives and Learning Outcomes:	During this activity, students will learn what microplastics are and become aware of their negative effects on the natural environment, animals and humans.
Necessary materials:	Bins for collecting and separating rubbish. Sea nets Chains to keep the nets in the same place.
Location:	A beach/coast, a lake, or a river
Duration:	1-2 months or the whole school year
Overview:	<p>Plastic is everywhere around us. A huge percentage of it ends up in the ocean. The majority of plastics in the ocean degrade into very minute particles. These microscopic bits of plastic are referred to as "microplastics." Other polymers are purposefully made to be tiny. They are known as microbeads, and they are found in a variety of health and cosmetic products. They make their way into the ocean unaltered through rivers. Microplastics can be mistaken for food by aquatic life and birds.</p> <p>Hence, we have to minimise the amount of plastic, microplastics, and microbeads that end up to the oceans and rivers. To achieve this, students will set up a system and place it at various points in their area, which will include a net and recycling bins, so that those who pass by each point and see some rubbish floating in the water can pick it up with the net and place it in the right bin.</p>
Investigation:	Microplastics are generated from a variety of sources, including bigger plastic trash that degrades into smaller and smaller fragments. Furthermore, microbeads, a form of microplastic, are extremely small bits of produced polyethylene plastic that are used as exfoliants in health and beauty goods such as cleaning products and toothpastes. These microscopic particles readily slip past water filtering systems and wind up in the ocean, rivers and lakes, posing a risk to aquatic life.



	In order to understand the formation of microplastics and microbeads, students will conduct a research project, studying what they are, how they are formed, and what dangers and problems they pose not only to marine life, but also to humans, as even the water we drink today contains a small percentage of microplastics.
Preparation & Planning:	The next step is to try to address the problem and reduce the amount of microplastics that end up in the water. Therefore, students will build a collection station consisting of 2 nets and 2 bins, one for recycling and one for non-recyclable waste. It must also contain a way to keep all these stable, ensuring that these doesn't end up in the water as well. They could be tied with a chain and a heavy item, such as a large heavy stone. Additionally, students could make a page with instructions and laminate it so that it could also be placed in the system, and help users to use it.
Action:	Whether students have created one collection station or more, they have to choose where to place it, which can be by the sea, a lake or a river. The location will be chosen based on the convenience of placing the collection station and how often people pass by. The collection stations are equipped with two nets, which users can use to take out the waste floating in the water and throw it into the bins. The aim of the project is to actively involve citizens in waste collection through a fun and creative way! What is more, the instruction paper could also include a QR code, which would link to the results of the research carried out by the students during the Investigation phase, as well as tips for reducing the microplastics and the microbeads that end up in the water world.
Reflection:	Students will visit the collection station at regular basis to check its use, as well as the model itself. They will discuss the conclusions about its increased or not increased use and try at every opportunity to encourage people to use it. They could also organise frequent information campaigns at the place where a collection station is located to actively encourage citizens to help them in their activities.
Demonstration:	When students communicate their action on the collection station they can encourage users to upload photos to social networks when



	<p>they are at the site. Also, the students themselves could upload photos of the collection station, disseminating their action in their social network.</p>
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15. Life on Land



Biodiversity protection and sustainable usage are critical for humanity's social and economic progress and survival. However, there is evidence of a continued drop in biodiversity, as well as a loss of forest cover, which poses a threat to human well-being, particularly among poor rural populations, including indigenous and local groups. Biodiversity and forests help to alleviate poverty by supporting food security and human health, providing clean air and water, absorbing CO2 emissions, and establishing a foundation for environmental development, among other things.

With the goal of preventing deforestation, recovering damaged forests, and considerably boosting afforestation by 2020, Goal 15 asks for ecosystem protection, restoration, and sustainable use. It also helps the battle against desertification by 2030, as well as the repair of desertification, drought, and flood-affected regions. Goal 15 asks for immediate action to stop poaching and trading in protected plant and animal species in order to conserve biodiversity.

In a nutshell, the main targets of Goal 15 by 2030 are:

- ensure that terrestrial and inland freshwater ecosystems and services are conserved, restored, and used sustainably in compliance with international agreements.
- stop deforestation, repair degraded forests, and dramatically increase replanting globally through the implementation of sustainable forest management.
- combat desertification, rebuild deteriorated land and soil, and strive for a world free of land degradation.
- safeguard the biodiversity and protection of mountain ecosystems.
- take immediate and meaningful action to decrease natural habitat degradation, biodiversity loss, and the extinction of endangered species.
- encourage a fair and equitable distribution of the advantages derived from the utilization of genetic resources, as well as adequate access to these resources.
- take immediate action to prevent poaching and smuggling of protected flora and fauna species, as well as addressing both the demand for and supply of illicit wildlife goods.
- integrate environmental and biodiversity values into national and local planning, development practices, and poverty reduction programs.



Scenario 15:

Objectives and Learning Outcomes:	The multidisciplinary nature of the project allows the inclusion of students with different interests to achieve the common goal. In addition to the palatal knowledge of tree species diversity, their dependence and possibilities on different weather conditions in the specific location, there is a direct relevance to chemistry and the processes of poison uptake and oxygen evolution. It touches on the topics of allergies and their causes, ways of prevention and treatment. Knowledge and skills in drone control and their multi-purpose use - for surveillance, vertical measurement of distances are acquired. During the seminars, basic knowledge of landscape architecture and its relationship to urban ones and infrastructure is acquired.
Necessary materials:	Consult an expert on what you will need for tree planting.
Location:	Local community
Duration:	One day or more
Overview:	According to Dr. Kris M. Irwin, associate dean for outreach at the University of Georgia Warnell School of Forestry and Natural Resources social learning activities how to identify the ways the urban wooded area could be incorporated into more lessons, drawing students into the natural world to not only learn about science but also incorporate mathematics, literacy and the arts is essential inclusion activity not only for the students but also for the community – parents, Municipality, people living in the area, social media followers.
Investigation:	Tree biodiversity is huge with more than 80 000 tree species! Only 3% of them are well studied. First teacher encourages the students to participate in community service projects that they themselves would choose, if needed with some guidance. The teacher reasons that finding and engaging in community activities by themselves allows students to interact with the less fortunate, gaining from the overall experience of using the community as a classroom. Second teacher



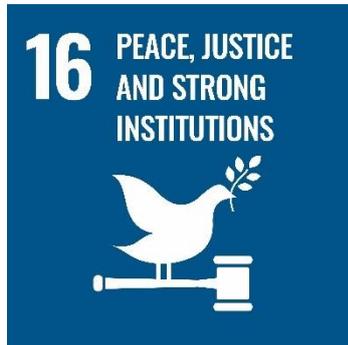
	<p>had a much more opportunities to elaborate design for the service project. Teacher and students identify various social issues in the community and voted to focus on urban climate problems and their possible solutions.</p>
<p>Preparation & Planning:</p>	<p>During classes, there will be preparation for the service actions in a multidisciplinary way. They:</p> <ul style="list-style-type: none"> i) Study of tree biodiversity, urban afforestation features to reduce harmful gases, fine particulate matter, improve water absorption, noise reduction, aesthetic stepped landscaping, allergenic tree species, maintenance costs of different grass, shrub and tree species, compatibility of new species with existing species and much more. ii) Invite speakers from related to urban foresting topics as urban reforestation experts, biologists and allergists, road safety experts, ecologists, ornithologists, etc. iii) For the effective involvement of “HI-tech” students familiarization with RetinaNet's Deep Forest automatic tree indexing software and the required elements in an individual tree passport. Operating drone to capture current condition, identify potential planting sites and follow up. iv) Familiarization with the outreach application and making changes or initiating actions, pruning, cutting back, planting new. v) Workshop with the Architecture Department of the respective area and timing of activities with the Municipality - locations, type of trees and bushes, timing for foresting, logistic support. vi) After agreeing the financial framework with sponsors and stakeholders, order the trees and shrubs identified for planting.
<p>Action:</p>	<p>After all the educational and preparation work, agreeing the financial framework with sponsors, stakeholders and Municipality, create a group in Social Media and disseminate aiming proper target groups – by interest and location.</p> <p>The local administration can be engaged with transport, tools and logistics.</p>



	<p>Students, teachers, parents, volunteers take part in the activity, following the predetermined schedule. The trees receive their passports, will be photographed by drone and entered into the common system for future follow up.</p> <p>An equally important activity will be the monitoring the condition of the existing vegetation through the mobile phone app. When a diseased, broken or dangerous tree is spotted, its condition with a photo is uploaded to the database and stays in red until the problem is fixed.</p> <p>Particular attention have to be paid to trees posing a potential allergenic threat, however, their replacement requires more serious preparation and is not within the power of the project to handle on its own, except to mark the site and describe in the passport. If the class work was done to a good quality and level, then more potentially hazardous pollen dispersing trees are identified.</p>
<p>Reflection:</p>	<p>It is good to have the discussion on several levels, right after the implementation of the activity with critical approach about the weaknesses in order to be eliminated, in the classroom about the quality of theoretical preparation (often in flipped classroom approach). The students had to reflect on what they had learned from their personal home preparation from the implemented workshops, what they had understood about pollution and effective ways of combating it by foresting specific type of trees and bushes. Are they satisfied with the work done, are they going further to participate and disseminate.</p>



16. Peace, Justice and Strong Institutions



The research suggests that growth cannot be sustained without peaceful and inclusive communities and competent government. Conflict-affected nations, for example, are the furthest from meeting the MDGs, although the restoration of peace and accountable institutions has made a substantial contribution to attaining the MDGs in many other countries.

Consequently, Goal 16 for 2030 is to create peaceful and inclusive communities. As a result, it advocates for the decrease of all types of violence, the abolition of torture, and the combat of all forms of organized crime. Goal 16 also asks for a considerable reduction in corruption and bribery, as well as illegal money and weapons transfers. Goal 16 aspires to foster inclusive institutions and the rule of law, as well as equitable access to justice, in order to guarantee that societies are peaceful and inclusive.

In a nutshell, the main targets of Goal 16 by 2030 are:

- a significant reduction in all forms of violence and related death rates worldwide.
- stop abuse, exploitation, trafficking, and all forms of violence and torture against children.
- strengthen the rule of law at the national and international levels, and guarantee that all people have equal access to justice.
- significantly limit illegal money and arms flows, improve asset recovery and return, and tackle all types of organized crime.
- reduce corruption and bribery in all types.
- ensure that decision-making is responsive, inclusive, participatory, and representational at all levels.
- increase the participation of developing countries in global governance institutions.
- provide everyone with a legal identity, including birth registration.
- in compliance with national legislation and international agreements, guarantee public access to information and safeguard fundamental freedoms.
- strengthen essential national institutions through international collaboration in order to increase capability at all levels to avoid violence and combat terrorism and crime, particularly in developing countries.
- encourage and implement non-discriminatory legislation and policies for sustainable growth.



Scenario 16: A “blue heart” event!

Objectives and Learning Outcomes:	Students will become carefully aware of their contribution and action in society through this activity. Through their active role, they will become aware of the major problem of human trafficking and learn how to help others who may have been victims of human trafficking.
Necessary materials:	School community. Student affairs team to help organize the student campaign. Printing facilities (brochures, stickers, etc).
Location:	School premises or other local place.
Duration:	A few months for preparation, and the event could last 1 or 2 days, or even a week!
Overview:	Almost every country around the world relies on expats and migrating workers for certain jobs and areas of work. Although people of different cultures do practice their own cultures/religions etc. However, there is minimal exposure to such practices and therefore people are not open minded to learning about different cultures/religions and rather avoid such conversations. What is more, people from foreign countries are more likely to fall victim to human trafficking. This proposed activity involves the organisation of an awareness-raising campaign on human trafficking.
Investigation:	Human trafficking has become one of the most prominent and painful issues of our world directly violating the set human rights. Many children, women and men have fallen victims to human trafficking due to a variety of reasons including poverty and low self esteem. They become a target for fake job opportunities, sexual grooming and various forms of abuse.
Preparation & Planning:	Firstly, students should find out and read more about the blue heart campaign. Then they should determine what day the “blue heart day/week” will be established with confirmation from school, and create the power point presentations, pins, logos, flyers and brochures designed.



<p>Action:</p>	<p>Establish a blue heart campaign themed week at school, where activities will directly be related to the blue heart campaign and contributing to it thus working with an official organization affiliated with the UN in order to tackle the issue.</p> <p>Creating a mini campaign on your own affiliated to the blue heart campaign in order to raise awareness about the issue while utilizing campaigning resources from the actual campaign and coming up with your own – the ultimate goal here would be education and the raising of awareness as it was an essential root of the issue.</p> <p>Starting the conversation about trafficking through creating a blue day at school where everyone must wear blue in order to support the cause—Questions will arise in terms of the specific choice of colour amongst students. Establish the blue heart campaign within the school system; have the logo distributed where relevant and necessary. Teach students how they can be directly involved with eradicating the issue such as through boycotting specific websites that fund trafficking.</p>
<p>Reflection:</p>	<p>Create a questionnaire in order to investigate the awareness that may have changed on the issue among people who did not participate in the event, but were informed through the event about the important problem as well as about SDG 16 in a general context.</p>
<p>Demonstration:</p>	<p>Share and demonstrate the project outcomes through participation on other events organised by the school community of the local community.</p>



17. Partnerships for the Goals



A robust financial structure that goes beyond formal development aid pledges is required for the 17 SDGs to be implemented successfully. Along with public and private finance, the political realm should play a larger role in achieving these objectives. Hence, Goal 17 requires developed nations to commit to allocating 0.7 percent of their gross domestic product to official development assistance. Its goals include mobilizing greater domestic resources to lessen reliance on foreign assistance, as well as strengthening international collaboration in science, technology, and innovation and promoting a fair multilateral trade system. In the sake of long-term development, Goal 17 also promotes the enhancement of macroeconomic stability and policy consistency.

In a nutshell, the main targets of Goal 17 by 2030 are:

Finance

- Strengthen domestic resource mobilization by providing assistance to developing countries in order to increase domestic ability to collect taxes and other revenues.
- Developed countries must fully implement their commitments to provide Official Development Assistance.
- Obtain more financial resources from a variety of sources for developing countries.
- Assisting developing countries in achieving long-term debt sustainability through integrated policies encouraging debt financing, debt relief, and debt restructuring, and managing the external debt of indebted poor countries to decrease financial distress.
- Adoption and execution of investment promotion strategies for least developed countries.

Technology

- Enhance North-South, South-South, and triangular collaboration in research, technology, and innovation, as well as access to them.
- Favorably encourage the development, transfer, dissemination, and spread of ecologically friendly technology to underdeveloped countries.
- The technology bank and the framework for developing nations' capacity building in science, technology, and innovation are fully operational.

Capacity-building



- Increase international assistance for the achievement of effective and targeted capacity building in developing countries to support national strategies for achieving all of the SDGs.

Trade

- Within the World Trade Organisation, promote a worldwide, rules-based, open, fair, equitable, and transparent multilateral trade system.
- Increase developing countries' exports significantly, with the goal of doubling the percentage of world exports held by the least developed countries.
- Duty-free and quota-free market access for the least developed countries on a permanent basis, implemented on time.

Systemic issues

- Policy and institutional coherence
 - Strengthening global macroeconomic stability through policy coordination and coherence for sustainable development.
 - Respect each country's political space and leadership in developing and implementing policies for poverty eradication and sustainable development.
- Multi-stakeholder partnerships
 - Strengthening the Global Partnership for Sustainable Development, which is supplemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology, and financial resources to support the achievement of SDGs in all countries, particularly developing countries.
 - Encourage and promote successful public-private partnerships and civil society, based on partnership experience and funding strategies.
- Data, monitoring and accountability
 - Increase capacity-building support for developing countries in order to significantly increase the availability of high-quality, timely, and reliable data disaggregated by income, gender, age, race, ethnicity, migration status, disability, geographic location, and other national-context-relevant characteristics.
 - Extend current attempts to produce metrics of success on sustainable development that complement GDP and aid in the development of statistical capabilities in developing countries.

Regarding the last SDG, there is no proposed service-learning activity because the objectives and sub-objectives of SDG 17 can only be achieved by achieving all the other 16 SDGs.



Therefore, students, teachers and the school community can achieve SDG 17 by working on all the other goals, from Goal 1 to Goal 16.



Service-Learning Case Studies

This document also intends to develop and elaborate 4 case studies highlighting the contribution of Service Learning in active citizenship and the development of common values. The cases are elaborated according to the three steps of Service Learning projects: Preparation, Action, Reflection. Thus, the following case studies identify and recognize specific social and environmental issues that students can conduct service learning projects on as well as organizations that teachers can contact for collaboration. Additionally, specific questions and considerations for teachers are identified of teachers in each of the case studies.

Case Study 1

ORAL HISTORY OR LIFE STORIES SERVICE-LEARNING PROJECTS

Overview: One of the problems experienced by the elderly and disabled in our times (and especially after the pandemic) is loneliness and marginalization. A service learning project connected with collecting oral histories and life stories from such groups can help them gain a sense of agency and voice their experiences. Such projects can involve conducting, writing and publishing interviews, where students will be able to identify and analyse different points of view to gain understanding of multiple perspectives. These projects can be connected with courses such as history, language and philology and social studies.

Preparation

What needs to be done:

- Students gaining background knowledge on a given historical era or on topics like life stages, careers or experiences of specific marginalized groups. This background knowledge must be related to the curriculum.
- Prepare questions for the interview relevant to the topic.
- Practise the interview process before the actual interview.



- Identify interviewees and/or contact organizations dealing with such issues (e.g. organizations for the disabled, war veterans groups, etc.).
- Learn how to write 'call for participants' letters/email invitations.
- Agree on location, time and mode (online or face to face) for the interview with participants.

Consider the following issues:

- How many students will be participating in such a project? Entire class, entire school year, etc.
- How many adults (teachers, parents) will be committed in such a project and how many hours will they invest in it?
- Will there be a division of work (e.g. some students doing background research, others conducting interviews and others analysing the data) or will all students participate in all stages of the project?
- Do students need any form of equipment (e.g. tape recorder)?
- How can we best guarantee the safety of students when conducting the project (e.g. interview only family members, accompanied by adults, background check on interviewees)?

Action

What needs to be done:

- Conduct the interviews. Tape record, video, or take notes on the information received by informants.
- Transcribe the interviews and make summaries of the informants' experiences and how they relate to curriculum.
- Write reports/articles to be published in school website, etc. and distributed to appropriate audiences (parents, interviewees, history clubs).

Consider the following issues:



- Would only one student conduct the interviews each time or a number of them be present during the interview?
- Will students be accompanied by adults when conducting the interviews and if yes by whom (parents, teachers)?
- Will participants sign consent forms and spoken about concerning confidentiality and anonymity?
- When and where will the discussion concerning the data gathered and its relation to the curriculum take place (during class, in workshops, etc.)?
- What will be produced out of the service (e.g. article in school's website/magazine) and to whom will it be made available (other teachers, parents, participants)?

Reflection

What needs to be done:

- Express gratitude to interviewees and inform them of results of service.
- Discuss with students what they gained from this experience and their reflections from the interviews.

Consider the following issues:

- How will students express gratitude to participants ('thank you' letters with reflections, inform of publication)?
- How will the students reflect on their experiences (essay, workshops, during class)?



Case Study 2

SAFE TEEN DRIVING SERVICE-LEARNING PROJECTS

Overview: Most individuals in our time learn to drive from their teenage years. Furthermore, many teens own and drive small motorcycles to and from their high schools. As such, safe teen driving can be a topic that a service learning project can be organized and conducted on. Students can research statistics on teens' road accidents and general road safety instructions and prepare a handout/flyer on safe driving tips, as well as invite traffic police to their school in order to educate and inform their peers about safe driving. Through such a service learning project, students will learn about collecting and calculating statistics, safe driving rules, the legislative process, civic engagement and their role in the process. This project can be connected with courses dealing with mathematics and citizenship education.

Preparation

What needs to be done:

- Research safe behaviours for driving and motorcycle riding; research the current laws regarding teen driving and general driving laws, along with any pending legislations; important to also discuss and debate on local driving habits.
- Research statistics on road accidents and road safety transgressions in the local context.
- Contact relevant government agencies, businesses and traffic police dealing with road safety in order to establish potential for collaboration (e.g. collect statistics, laws, invite for interviews, etc.).
- Prepare a handout/flyer/leaflet with information.
- Set a date and organise a Safe Teen Driving Day, where traffic police, government agencies, etc. will be invited to deliver talks and where students participating in project will share findings and work with peers.

Consider the following issues:



- How many students will be participating in such a project? Entire class, entire school year, etc.
- How many adults (teachers, parents) will be committed in such a project and how many hours will they invest in it?
- How will we contact and establish collaboration with government agencies and traffic police?
- Will there be a division of work for what needs to be done or will all students participate in all stages of the project?
- How can we best guarantee the safety of students when conducting the project?

Action

What needs to be done:

- Meet with legislators and traffic police to discuss current legislation pertaining to teen driving issues and collect data/statistics on teen road transgressions and road safety.
- Invite speakers to Safe Teen Driving Day.
- Students analyse the data gathered and discuss the findings.
- Students prepare a handout/flyer/leaflet.
- Conduct the planned Safe Teen Driving Day.

Consider the following issues:

- How many students will meet with governmental agencies and traffic police?
- Will they be accompanied by an adult?
- On the occasion where traffic police or government officials will be joining the Safe Teen Driving Day as speakers, should they inform of participation written or verbally?
- How will the analysis of data and statistics take place? Will students be divided in groups, where each group is responsible for a section (e.g., sections could include 'safe driving tips', 'teen driving', 'local driving culture', etc.) or will the analysis be done by the whole group of students participating in the project?
- When and where will the discussions take place (during class, in workshops, etc.)?



- What will be produced out of the service (e.g., flyer, leaflet, handbook, an article in school's website/magazine) and to whom will it be made available (peers, other teachers, parents, government officials and police)?

Reflection

What needs to be done:

- Express gratitude for participation and inform participants of results of service (include students' reflections).
- Discuss with students what they gained from this experience and their reflections from the service.
- Publish a summary of the project in the school paper, including editorials with students' reflections.
- Post a video on YouTube and on the school's website of the event along with reflections from the students.

Consider the following issues:

- How will students express gratitude to participants ('thank you' letters with reflections, inform of publication)?
- How will the students reflect on their experiences (essay, workshops, during class)?
- Make sure to gain signed consent from parents and students of taking pictures and videos of the project for the creation of a video.



Case Study 3

TUTORING 'AT-RISK' CHILDREN SERVICE LEARNING PROJECTS

Overview: Poverty, migration background and social exclusion are problems that all societies are faced with and which in effect have an effect in the academic achievement of children in families with such background. To this end, high school students can perform a service learning project where they can tutor primary school students who might be facing academic difficulties due to having such background or who might be coming from at-risk families. Such project can be connected with courses such as active citizenship, philology, mathematics, etc. or whichever course the high school students will be tutoring the younger ones. This service learning project can provide a real-world picture of educational application and teaching strategies, as well as offer a different viewpoint of the issues and problems that a society faces.

Preparation

What needs to be done:

- High school students research social justice issues that 'at-risk' children might face and familiarise themselves (e.g., health care, immigration and low language skills, poverty, etc.).
- Choose the courses that high school students can tutor the younger children (e.g. reading, writing, math, etc.).
- Identify the primary schools that the service learning project will take place and make contact.
- With the help from teachers and other adults (e.g., parents), students create fun and interactive activities for the grade level of the children.

Consider the following issues:

- How many students will be participating in such a project? Entire class, entire school year, etc.



- When and where will students discuss and familiarize themselves with social justice issues (during class, in extra-curricular workshops, etc.)?
- How many adults (teachers, parents) will be committed in such a project and how many hours will they invest in it?
- How will we contact and establish collaboration with different primary schools?
- Will there be a division of work for what needs to be prepared or will all students participate in all stages of the project?
- How can we best guarantee the safety of all students (both primary and secondary level) when conducting the project?

Action

What needs to be done:

- Spend 2-3 hours per week for a specific period working with the same children at the designated school.
- Help the children with their homework and implement the interactive activities.
- Include mentoring as part of the sessions, speaking positively about the school and the community and instilling expectations and opportunities with the children.
- Consider the following issues:
 - How many students will be going to the primary schools each time (will it be on rotation, all the students at the same time, etc.)?
 - Will high school students be accompanied by an adult? Will primary school students have an adult present also?
 - Should we get consent from parents (both of primary school and secondary school students) for the service activity?

Reflection

What needs to be done?

- Teachers give readings addressing social justice issues that children face and ask students to write reflection papers in connection to their service.



- Hold class discussions regarding whether the knowledge they got of social justice issues before they did the service helped them understand the children they met.
- Reflect as a class how the experience made the coursework more realistic and how we can improve teaching strategies and educational policies.

Consider the following issues:

- What kind of readings should we share with students for their reflection papers (newspaper articles, academic writings, etc.)?
- Where and when will the discussions regarding knowledge gathered take place (in class, extra-curricular, etc.)?
- Should the older students keep contact with their younger counterparts?



Case Study 4

PROVISION OF SOCIAL SERVICES SERVICE-LEARNING PROJECTS

Overview: Every society is faced with different sets of issues and establishes appropriate mechanisms to deal with them. For example, societal issues such as homelessness, poverty, disability, etc. are dealt with social service centres such as homeless shelters, food banks, rehabilitation centers, etc. Students can volunteer in such social service centers in order to gain first-hand experience with societal problems and what society does to accommodate for them. Students learn about various societal groups, processes of human interaction, as well as society and its structure more generally, through first-hand experience working with diverse groups while serving the underprivileged. The project can be connected with courses such as religious studies or active citizenship studies.

Preparation

What needs to be done:

- Contact various social service centres (homeless shelters, food banks, rehabilitation centres, elderly houses, etc.) and discuss/arrange with them the possibility for students to complete service working directly with the population in need at their centres.
- Research any liability and diversity training and the kind of organizations that provide such training for students.
- Contact them to arrange training for students.
- If such training is not available, research online training where school/teachers can provide themselves.
- Decide relevant readings for students and reflect on connection with placement and project.

Consider the following issues:

- How many students will be participating in such a project? Entire class, entire school year, etc.



- How many adults (teachers, parents) will be committed in such a project and how many hours will they invest in it?
- How will we contact and establish collaboration with social service providers?
- Will the service take place on rotation and at different places or will all students complete the service at one place, all together?
- How can we best guarantee the safety of students when conducting the project?

Action

What needs to be done:

- Spend 3-6 hours per week working directly with people in need at the service organization. Students can do activities such as:
 - Distributing food, clothes, or other goods
 - Educate the public about resources available on a given topic
 - Interview and/or advocate in the community for a cause

Consider the following issues:

- How many students will be going to service organization each time (will students participate on rotation at one organization, at different organizations, all the students at the same time at one/different organizations, etc.)?
- Will students be accompanied by an adult?
- Should we get consent from parents for the service activity?

Reflection

What needs to be done:

- Students write reflection papers and participate in class discussions regarding how their service was connected with the curriculum and the training they did.
- Write 'thank-you' letters to all adults who assisted students in carrying out the service.
- Reflect on how their experience can drive further service action in the future.

Consider the following issues:



- Where and when will the discussions regarding knowledge gathered take place (in class, extra-curricular, etc.)? Will there be any adult from the training?
- How will the students reflect on their experiences (essay, workshops, during class)?
- How will students express gratitude to participants (e.g., 'thank you' letters with reflections)?



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