

Dynamics for promoting environmental education, intercultural learning and Human rights education among youth



**DYNAMICS FOR PROMOTING
ENVIRONMENTAL EDUCATION,
INTERCULTURAL LEARNING AND
HUMAN RIGHTS EDUCATION
AMONG YOUTH**



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INTRODUCTION

This publication, created by Auryn Association within the framework of the European project “Eco-challenge: Youth Entrepreneurship and Environmental and Intercultural Learning for Sustainability”, co-financed by the Erasmus Plus Program, is intended to propose various dynamics for the educational work with the youth in the promotion of Environmental Education, Intercultural Learning and Human Rights Education as three fundamental pillars of contributing to a sustainable social development.

When we speak about Environmental Education we consider it as a lifelong process that aims for imparting environmental awareness, ecological knowledge, attitudes and values of respect for the environment to commit to actions and responsibilities that have as a purpose the rational use of resources and could achieve that way an appropriated and sustainable development. The objectives of the Environmental Education have been defined by the UNESCO in the Belgrade Charter of 1975, and they are the following:

- Raising awareness: to sensitize the population to the problems related to the environment.
- Knowledge: to help people understand the environment as a whole and its problems in order to promote a critical responsibility regarding them.
- Attitudes: to foster, among population, an interest for the environment and the willingness to conserve it.
- Aptitudes: to help acquire skills to solve the problem.
- Access to evaluation: to help people evaluate the programs of Environmental education.
- Participation: to encourage the development of a sense of responsibility to adopt appropriate measures regarding environmental problems.

On the other hand, Intercultural Education is a source of personal and social enrichment that favours the human development. The education has, with no doubt, an important function on the intercultural dialogue, contributing to breaking down walls built by ignorance, incomprehension, insecurity and the lack of communication and solidarity. For transforming the ethnical and cultural diversity into something rewarding it is necessary to start from the recognition of equality, to respect diversity and to promote interexchange. Only in that way the multiculturalism will turn into interculturalism. This is the challenge. The Intercultural Education means education for interaction and exchange and openness to the cultural values of the various human groups. The Intercultural Education alludes to the perspective of learning to live together, responding to the diversity caused by the cohabitation of different ethical, cultural and religious groups in the heart of the same society. It is about an education focused on the difference, the diversity and the cultural plurality more than an education for those who are culturally different.

Finally, we believe that the Human Rights Education is essential to address the underlying causes of the violation of those rights. By creating an environment favorable to critical thinking, we give space for people to reflect about their own values and attitudes and, in the end, to modify their own conduct. It is useful for preventing abuses against Human Rights, combating discrimination and fostering the participation of people in the decision-making processes. The Human Rights should be present in life, at every moment, as the air that we breathe. Thus, they should not only be known, but also be present all life dimensions, personal and communal ones.

This publication contains 12 educational dynamics useful in working with the youth, focused on Environmental Education, Intercultural Learning and Human Rights Education as three fundamental pillars for contributing to a social sustainable development.

1.

DYNAMICS FOR THE PROMOTION OF THE ENVIRONMENTAL EDUCATION

Name of the activity

THE FOOD CHAIN

Themes

Environmental Education

Time

60 minutes

Group Size

4 monitors and 30-50 youngsters

Age of participants

13-16

Description of the activity

Game for big groups whose objective is to know how a food chain functions and the current role of the human being through a simulated game about a chain food on a local net of living beings.

Objetives

- To learn the meaning of “chain food”.
- To observe how a food chain works.
- To know the elements that can alter it (human actions, pollutants, etc.).
- To feel what a living being feels, with their daily needs for looking for food or water, for avoiding dangers, etc.

Materials

- Costumes of the characters of the game.
- Sheets for each participant, with the different animals of the game (Wolf, fox and rabbit).
- A larger copy of the sheets, for showing and explaining them.
- An opaque bag with four blue markers and a red one.
- A green and a red marker.
- Makeup for distinguishing the participants.
- Whistles or other instruments for the “water” and the “grass”.
- Water gun.
- Big poster with explanations and details about the food chain that has been played (for showing the end of the game).

Instructions

Monitors’ characters

“The life”: dressed up spring-like, with flowers, colors, etc.

“The death”: with black clothes and a scythe.

“The luck”: dressed up as a fortune teller, with a large tunic, a crystal ball, etc.

“The hunter”: with a water gun or similar.

Each participant will take one card from a stack and will keep it during all game. These cards contain the three animals of the game, approximately on this percentage:

- the 10% are wolves
- the 20% are foxes
- the 70% are rabbits

For differentiating one character from another, they will have a sign on their faces made out with makeup (for example, black for the wolves, red for the foxes and green for the rabbits). We can also differentiate them by using other elements, such as cups or big trash bags that can be used as costumes.

In two opposite sides of the playing area, there will be two essential elements:

- The water: two or three participants will defend it (it is the opaque bag with the five markers: four blue and one red). Each time that an animal “drinks”, it will take a marker from the bag without looking. The “Water” will mark it with the color obtained, blue or red. The red color means contaminated water: the animal doesn’t die, but, if it is captured by another animal, both will die: the animal and the predator. Only the last mark is taken into account.
- The grass: it is defended by other two or three participants who have a green marker with which they mark the animals when they eat grass.

Both the grass and the water can have whistles or other instruments for guiding the others about their location. They can also wear an appropriate costume. During the game, they can’t move from their positions.

Each time that an animal captures its prey, it has to take it to the accorded point. There, The Life will take food from the predator, and The Luck will give another card to “the death” animal (it can be the same animal or a different one, depending on luck), with a change of makeup or clothes if necessary.

To win the game, it is necessary to eat and drink at least three times. During the game, each animal can move as it wants (alone, in pairs,...)but the captures(done by touching an animal)are made to a single individual each time. An animal cannot eat two times in a row. They have always to alternate between food and water, starting with what they want.

There are three areas in which the hunting is forbidden: some meters around the grass, some meters around the water and the area where the victims are taken to. We can also draw some “houses” for the different animals, inside

which they can’t be caught (they will be as big as the amount of animals that belong to them).

There is a fourth element on this food chain: The Human Being, represented by the hunter. The hunter is above the other elements and is guilty for the disarray of most of the chains. The hunter can capture any of the other elements, but it would be logical going mostly for the wolves, which cannot be caught by any other predator. The hunter will take a water gun or spray (that can be a bottle of water with a hole on the cap). Everyone that gets wet by the hunter dies. Unlike the other players, the hunter doesn’t have to take the others to the victims’ area, but he or she can put a cross with a black marker on their card (which means that they are dead, so they will have to go to the agreed place to get another life).

The hunter doesn’t have the obligation to drink water, and he or she will not be affected if they catch someone with the sign “contaminated water”. It is convenient that this role is played by an adult that tries not to catch a lot of participants, but makes them enjoy it (giving scares, pretending to catch someone,...).

Who wins the game? As it is an individual game, the winner will be anyone that can drink and eat three times on a row without being caught.

Complementary activities

- At the end of the game, we can show the big poster with the elements of the chain food that they have played, explaining some interesting things about the living beings that are on it.
- The game can be adapted to other elements, creating different chains that take place on the area where the game is played.
- It would be interesting to play again changing the proportions of the animals (more wolves, less foxes and a few rabbits) in order to analyze the results and the possible causes of those differences.
- It is complicated to observe this process in nature. There are different factors and living beings that can have an effect on the food chain. For example, one animal can be on various food chains at the same time.

Name of the activity**WHAT'S UP? The State of the World Quiz****Themes**

Environment - society - innovation – differences

Time

1h

Group Size

Solo or group

Age of participants

Up to 10

Description of the activity

This activity consist of a 80-questions test that can be used to make young people reflect about our society through questions linked with environment, population, human rights, etc.

Objetives

To raise awareness on the state of the world, especially on the ecological side.

Materials

- Papers / Pencils-
- Questions and answers: Annex I

Instructions

At the beginning, the facilitator decides, with the group, how they are going to organize themselves.

Then, the facilitator will ask the questions, the participants will be able to answer them on paper, in groups or alone, according to what was decided in the beginning.

Each correct gets a point, each wrong one does not get anything. The person or group with the most points wins.

Name of the activity**DROP BY DROP****Themes**

Enviromental education

Time

10 min

Group Size

No limits

Age of participants

6-90

Description of the activity

Let's play a relay race in which the baton is water. The goal of each team is to carry as much water as possible, in a set time, from an initial bucket to a final one using the supplied items, a sponge or a glass, trying to waste as little water as possible. The participants, divided into two groups, stand in single file, alternating a sponge with a glass, until the two buckets are joined. During the water relay the conductor will put the teams under pressure often remembering how much time is left and how much water has been taken into the bucket of arrival. This will lead participants to accelerate and probably waste a lot of water. In the end whoever has more water in both buckets wins! The game will help us to understand that even in life, hurry and inappropriate tools make us waste a lot of water without realizing it.

Objetives

To reflect on responsible water consumption.

Materials

- Buckets
- Glasses
- Sponges

Instructions

- Divide the group into two teams
- Arrange the teams in single file
- Distribute glasses and sponges alternately
- Communicate the time limit and the objective of the game
- Kick off
- Put pressure on the participants on the remaining time and the quantity transported
- Stop
- Winner
- Reflection on water waste

Name of the activity**ENVIRONMENTAL THEATRE****Themes**

Enviromental education

Time

30 -40 minutes

Group Size

12-16 people

Age of participants

No limit

Description of the activity

Use the forum theatre method. Select the actors who will play the roles of the enviromental elements: a river, a tree, a bird, a woodman or forester.

Objetives

- To identify the problems in the local community
- To challenge the participants to find solutions

Materials

No special materials are needed

Instructions

Write a small theatre scenario about an enviromental problem from your area. Some actors will play it, representing the roles you establish. The other participants will represent the audience. One person will represent the "joker" – the entity which makes connection between the audience and the actors.

The scenario will be played one time. After that the joker explain the rules to the people. The scenario will be played a second time, but at this moment the audience can change the actors for some minutes in order to promote another attitude and a solution. Is very important to change not more than one actor at the same time.

After the participant from the public plays with another attitude, the public will debate and vote if this can change or improve the final for a positive solution. If the public vote with yes, then the main actor will come back on the stage and the scenario will continue in that way.

2.

DYNAMICS FOR THE PROMOTION OF THE INTERCULTURAL LEARNING

Name of the activity

INTERCULTURAL QUIZ: Breaking topics and stereotypes

Themes

Activity about Intercultural Learning

Time

1 hour

Group Size

20 - 30

Age of participants

No limit

Description of the activity

The activity is designed to be developed with groups of people with different nationalities or cultures, with the objective of having an intercultural

exchange about what each culture or nationality knows about the culture of the others, bringing to light the stereotypes and topics that we face about the different cultures and nationalities. This activity is planned to be developed on youth intercultural exchanges.

Objectives

To break the topics and stereotypes between cultures

To combat the xenophobia and the racism

To promote the intercultural learning

Materials

- Paper

- Pens

- Cardboards

Instructions

The activity will be directed by a moderator (animator-educator-facilitator). It will be developed as a contest-competition. There will be as many groups as cultures or nationalities that we can find among the participants. Each participant group will be asked to write 5 cultural or characteristic aspects that they know about the other cultures. Once each group has written these aspects, the moderator will put them all together, divided by countries or cultures and will give them to their culture or country group. Each group will read the topics that other groups have written about them and will classify them on right or wrong (stereotypes or not). The groups will receive one point for each correct answer. The winner will be the group that gets more points, which means that it has been right more times than the other groups. At the end of the activity, an evaluation will be done in grand group and guided by the animator, with the aim of analyze how the activity has been developed and speak about the visible and invisible elements of the cultures, the stereotypes and topics and the “Cultural Iceberg”. To carry on the activity, the moderator can find help on the T-kit4: Intercultural Learning of The European Council as a supporting material to trainers and other young people who attend intercultural matters. (<https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>).

Name of the activity**ONE STEP FORWARD****Themes**

Human rights in general, Discrimination, Poverty and social exclusion

Time

60 minutes

Group Size

0-30 children

Age of participants

10-13 years

Description of the activity

Children imagine themselves to be someone else and examine inequality as a source of discrimination and exclusion. Adapt roles and situations to your group and prepare a role card for each child. Photocopy the sheet of the role cards, cut cards following the dots and fold them.

Objectives

To develop empathy towards different people

To raise awareness of inequality of opportunity in society

To raise awareness of the consequences of belonging to minority groups

Materials

Annex II: Role Cards

Instructions

1. Introduce the activity by asking the children if they have ever thought of being someone else. Ask them to give examples. Explain that in this activity they will have to imagine being someone else, another child, perhaps very different from whom they are.

2. Explain that everyone is going to take a piece of paper with their new identity. They will read it in silence and will not divulge to anyone who they are. If a child does not understand the meaning of a word on their role card, they will have to lift their finger silently and wait for the facilitator to explain it to them.

3. Do not allow any questions at this stage. Explain to the children that even if they do not know anyone of this type, they have to use their imagination. In order to help them get into their role, suggest that they think of things that will make their role real. For example:

- Give yourself a name. Make a badge with this name to remember who you think you are.
- Represent yourself in drawing.
- Draw your house, your room or your street.
- Walk around the room claiming to be that person.

4. In order to stimulate their imagination, put soft music and ask the children to sit down, close their eyes and imagine in silence, while you ask a few questions aloud:

- Where were you born? How was it when you were little? How was your family when you were little? Is it different today?
- What does your everyday life look like? Where do you live? Where do you go to school?
- What do you do in the morning? In the afternoon? In the evening?
- What games do you like to play? With whom do you play?
- What is your parents' job? What is their monthly salary? Is your standard of living satisfactory?
- What do you do during your holidays? Do you have a pet?
- What makes you happy? What are you afraid of?

5. Ask the children to be totally silent as they sit next to each other like on a starting line. Then explain to them that you will describe some situations that can happen to a child. If what you say can apply to the person they imagine to be, then they will have to take a step forward. Otherwise, they will

have to stay at their place.

6. Read aloud the situation statements one by one. Take a break after each one, so that the children can have time to take a step forward. Invite them to look around to see the position of their classmates.

7. At the end of the activity, ask everyone to sit down where they are. Ask them to describe the role assigned to them, each one in their turn. Once the children have identified themselves, ask them to see their position.

8. Before tackling the debriefing questions, put a clear end to the role play. Ask the children to close their eyes and become themselves again. Explain that you will count to three and that they will then have to shout their own name. In this way, you end the activity by making sure that the children won't get stuck in their role.

DEBRIEFING AND EVALUATION

1. Debrief the activity by asking questions such as:

- What happened in this activity?
- Was your role easy or difficult to interpret?
- How did you represent the character you played? Do you know someone who looks like him?
- How did you feel about imagining yourself instead of this person? Did this person look like you in some ways? Do you know someone who looks like this person?
- Reassign the activity to issues of discrimination and social and economic inequality by asking questions such as:
 - How did you feel when you took a step forward? By not doing it?
 - If you have often taken a step forward, when did you realize that others were not moving as fast as you?
 - Was the person you thought of more privileged than you or not? Why?
 - Did you feel that something was unfair?
 - What happened in this activity does it correspond to reality? How?
 - What gives some members of our society more opportunities than others?

Or fewer ones?

SUGGESTED FOLLOW-UP

For many young children, the concept of stereotypes is not easy to grasp. Complete this learning with other activities that also develop this concept, such as "Picture Games" (p.98), "Who's behind me?" (P.177), "The World Summer Camp" (p.126) and "Zabderfilio" (p.215).

IDEAS OF ACTION

Discuss with the children about people who have more or less opportunities in society. What first steps could be taken to ensure that chances are more equitably shared among everyone? Is there inequality within the group or society that children can tackle?

ADVICE FOR THE FACILITATOR

- Invent your own role cards! These are offered as an example. The more your role cards reflect the world in which children live, the more they will learn from the activity.
- Also, adapt roles so that a child whose personal situation is too much like one of the roles does not feel uncomfortable.
- The facilitator may not know the personal situation of all the children and it is possible that a child is very disturbed or emotionally affected by their role. The facilitator must therefore be very cautious and particularly attentive to children who would not be able to leave the role behind or who would exhibit unusual behavior. In such cases, the facilitator will have to try to talk to these children individually.
- It is very important that the children stay silent when they receive their role card, when they imagine the life of the person they embody and they move forward according to the life of that person. Not only does it create suspense about their new identity, but more importantly, silence helps focus on the role and avoids distractions, as well as non-role-related behaviors.
- Make sure each child has the opportunity to speak during the debriefing. This activity causes strong emotions. The more children can express themselves and their feelings, the better they will get rid of their unpleasant feelings. Spend more time on debriefing if you feel it necessary.

- This activity can easily take place outdoors or in a large room. Keep children in their final position when they reveal the role they were playing. Indeed, young children need visual support to apprehend inequality and associate it with their characters. However, in order for the children to hear each other during the debriefing, gather them inside a circle or return to a room.

- The strength of this activity lies in the impact of the visualization of the distance that is growing between the participants, especially at the end. In order to emphasize this impact, choose roles that reflect the realities the children are facing. Adjust the roles so that only a few can step forward (that is, that they can answer yes to the exposed situations).

- During the debriefing and assessment, look specifically at how the children came to know the lives of the people they were to interpret. Was it through personal experience or through other sources of information (eg, other children, adults, books, media, jokes)? Ask them to question the reliability of their sources of information. Thus, you will be able to approach the effects that produce the stereotypes and the prejudices.

- In principle, children are aware that there are people more or less privileged than them. On the other hand, they are generally unaware of their own privileges. This activity allows them to resituate their lives in a broader perspective.

Note to the animators: invent your own cards! They will be all the more effective as they reflect the experiences of children! Those presented below are just examples....

SITUATIONS AND EVENTS

Read aloud the statements. After each one, give the children time to take a step forward and realize their position in relation to others.

Name of the activity

TOUCH THE WORD

Themes

INTERCULTURALITY

Time

30. MIN

Group Size

MAX 10

Age of participants

6-99

Description of the activity

This game consists on a linguistic animation that can help the group to start knowing each other by showing elements from their own cultures.

Objectives

To know new languages

Materials

- Cards
- Colored pencils
- Whistle

Instructions

The participants, divided by country, are invited to write in their own language on the cards the name of an object that is in the room and a flag of their country. On the other side of the card you will have to draw the object.

Each participating country will complete 10 cards.

Once the cards have been delivered to the animator, two groups are formed, mixing the nationalities, which are arranged in single file.

At this point the animator chooses a postcard of a different language to the nationality of the participants in the front row and declares what language it is. He/She shows it to the two groups. The first in a row must recognize the object and rush to touch it, the first to touch it gets a point for its team. In understanding the word can be helped by the comrades who can not speak, but only mimic the object. The team that gets more points wins.

Name of the activity

INACCESSIBLE TRAIN TICKET

Themes

Intercultural learning

Time

15 minutes

Group Size

5-7 people

Age of participants

No limit

Description of the activity

The group will have two categories: worker in the train station ticket office and tourists. The main thought is that the worker and the tourist doesn't speak the same language. Try to buy the ticket that you need, with some specific details: hours, destination, meals etc. without understanding the other language.

Objectives

To promote international communication

To learn about stereotypes

To avoid conflicts

To promote intercultural learning

Materials

Simulate an office desk, train ticket and Money. Be as imaginative as you like – you can consider a train, leaving or arriving in the train station, a big watch, train station announcer etc.

Instructions

At the tickets office from the train station 1-2 employees are during a normal shift when tourists are coming to ask for tickets. The main important thing is that the tourist should speak another language than the employee. Continue this simple scenario according with the results or toyc of your workshop.

Very important during this process, create a small commission of observers. They can speak the same language with one of the main roles or a third language, different than the other two roles.

At the end let each of the three side to explain what they understood, which where their conclusions and solutions.

Talk about stereotypes, perception about foreigners, language barrier and how cultural background helps or make harder the process

3.

DYNAMICS FOR THE PROMOTION OF HUMAN RIGHTS EDUCATION

Name of the activity

THE CUBES GAME

Themes

Human Rights

Time

Game: between 30 minutes and 1 hour, depending on the group size.

Evaluation: between 30 minutes and 1 hour, depending on the analysis level that we want to achieve.

In any case, it is better to program one session that last at least two hours.

Group Size

A minimum of 10 players is needed to have a group effect. In case that there are more than 30 players, it is recommendable that the animator can count with 1 or 2 partners that can observe and take notes about the players' reactions.

Age of participants

From 13 to 30 years old.

Description of the activity

Simulation game about the injustices on the wealth distribution and life conditions on the capitalist development. It intends to show as alternative the cooperation and the socialization of the means of production and social wealth.

Objectives

To make as many cubes as possible and of the best quality on the time indicated by the animator, in order to win the cube contest.

Materials

1 big and comfortable room whit enough tables and chairs for each group and player. Bags, A3 cardboard paper sheets, scissors, rulers, glue sticks or adhesive tapes, pencils.

The following is a suggestion about the distribution of the materials for about 24 participants divided on 6 groups of 4 people:

Group

Group (countries)	Paper sheets	Rulers	Scissors	Glue sticks or adhesive tapes
1	3	2 rulers, 2 pencils	1	2
2	1 y $\frac{1}{2}$	1 ruler, 1 pencil	1	1
3	1	1 pencil	0	1
4	$\frac{1}{2}$ wrinkled	0	0	1
5	0	1 ruler	0	0
6	0	0	1	0

This table shows the following situations that can be taken into account in case of organizing the activity with different number of participants

- The group 1 is self-sufficient and superabundant.

- The group 2 is self-sufficient.
- The group 3 lacks a basic tool because it is not easily replaceable: scissors.
- The groups 4, 5 y 6 are on a shortage situation: the half of the sheet, carefully wrinkled and maybe also dirtied by the animator, cannot be used for make a cube that would “win the context”.
- The two groups without any paper (groups 5 y 6) are on an urgency situation, because it is the raw material without which there is no possible cube. There is just one possible solution for them: to associate with others, to negotiate, to borrow, to ask for donations, to look for other instruments from wherever to make the cubes, etc. Both have one element to negotiate: one ruler and 1 scissor. There is paper enough for everyone, but badly distributed.
- There is practically enough glue sticks for all, but also badly distributed.
- There is relative shortage of rulers and pencils but they are easily replaceable.
- There is shortage of scissors, a material hardly replaceable. One “poor” group has this precious material (group 6).

Instructions

Each group receives their bag with the materials assigned. The animator indicates the time for the game. After the first stage of surprise, and sometimes of complaining, everyone start to work. The animator must be absolutely quiet to the questions and demands that the participants may ask.

The animator should let each group make their own decisions. The only forbidden thing is to go out of the room for going to buy or get the things that they don't have. The animator should tell often the group how many time is left for the game, walk around the room and take notes about what is happening on the activity. When the time finishes, each group should present their cubes to the rest of the participants. The animator announces the end of the game, congrats the participants, and start the evaluation stage.

The animator can decide if a group is chosen as winner or not, and if this group can receive a symbolic prize or not. Besides, the animator should make clear that the important thing is not the context, but the process and

its capacity for being a metaphor about the socioeconomic reality.

Evaluation: the participants should have freedom for analyzing and understanding what they have lived during the game. Anyway, the metaphorical rich of this game will let write a whole book about poverty.

The debate can be organized in two stages:

1) What happened? How were the problems solved? What feelings did they have? Were there any immoral behaviors? Which ethical values have been demonstrated during the game? Etc.

2) Which situations about real life does this game represent? At a university level? At a country level? At a global level?

At the end, the participants will be asked the next questions:

Why didn't they use the first 5 minutes for making a reunion with all the groups, distributing equally and coordinating the use of the materials for all the game? How could we describe a human group that had this kind of behavior from the beginning? Why don't we usually behavior like that in a rational, fair and caring way with others?

Advices and indications for the animator:

- It is useful to give different color papers for each group, in order to follow the exchanges and donations of materials and who gave what to whom.
- The game can demonstrate that the overabundance does not necessarily imply creativity and effort, so the animator shouldn't feel bad for providing this different quantity of materials for each group. Usually, all the groups produce something.
- It is important not to explain anything of the metaphorical meaning of the game to the participants before playing, because, if we do, all the responses will be good but in an artificial way. If the group insists on knowing why they do this activity, we should tell them that this is a dynamic for showing the leadership capabilities of each one under a strong competition situation.
- It is important to observe the behavior of each group during the game and to take notes of the lending agreements (glue, scissors, etc.) and of the strategic associations between groups, highlighting the difference between a donation, a negotiated exchange and a permanent association.

- It is important to highlight the innovations and the use of their own resources that were not on the bags (there are groups that decorate their cubes with images; there are others that use alternative tools, etc.).
- It is important to highlight the relevance of the intelligence, a non-material resource that is shown on this game through the capability for designing and building cube models and, eventually, to sell them to other groups.
- It would be useful to make the participants reflect about the problem of the eagerness to compete between them: Where does it come from? Can we use it in an appropriate way at a social level, or will it just end damaging all of us?
- This game is an excellent introduction for explaining the difficult notion of Social Capital, the importance of the cooperation networks, the agreements and mutual support for restore the justice on situations that are structurally unequal.
- In case that this game is used with participants with lower school level, it is preferable to draw previously a model of a cube on the blackboard. With some clear indications about how a carton cube is made, people without any knowledge can make their own cube with just a few resources.

Name of the activity

IF THE WORLD WAS A VILLAGE OF 100 PEOPLE

Themes

Human rights – equality – differences

Time

30mn-1H

Group Size

From one person to an infinite number of them

Age of participants

10 - 17

Description of the activity

This activity consists of a Quiz of 15 questions on the theme of “what if the world was a village of 100 people.” interrogating the proportion of the human race on different matters, such as rights, water access or even education and wealth, but at the scale of a village.

Objectives

To make the participant acknowledge the distribution of the population in today's world and its characteristics. The inequalities that still occur around the globe, and the influence of our own environment over our vision of it.

Materials

Papers and pens

Anex III: Document with

Instructions

The facilitator makes a table with as much column as there is groups or individual and write each answer in it.

The Facilitator asks the 15 questions, each team or individual takes time to answer on the sheet of paper. At the end the facilitator reveals the real number, then questions the participants on their answers. Why this answer? Did they expect this distribution? What are their views on it? What causes and consequences?

Name of the activity**GUESS WHO'S COMING TO DINNER****Themes**

Human rights

Time

30. min

Group Size

Individual

Age of participants

5 -99 years old

Description of the activity

It is assumed that the participants are invited to a dinner in which celebrities should also participate. Three days before the event the organizers contact the participants to organize the tables: therefore everyone must decide whom to dine with, choosing from a list (names are not provided but only nationality or profession). Guys should not know that each person will then be associated with a name. When everyone has completed their table, they will discover the names of the list. We will discuss together.

Objetives

To make participants reflect on how stereotypes can be transformed into prejudices, influencing our behavior.

Materials

- Guest table

A black girl

Rihanna, pop singer

A football player

Afelo, Afelo, goalkeeper of the Nigerian team F.C. Kano Pillars

A chinese girl

Gong LI, famous actress

An extra-community (m)

Lautaro Martinez, F.C. Inter footballer

An italian boy

C.G. just released from juvenile prison

An extra-community (f)

Jennifer Lopez, pop singer

An eastern Europe girl

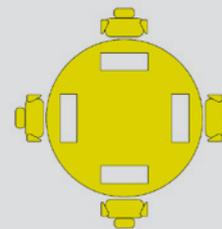
Anna Safroncik

A young italian

M.T., teacher

Table to complete

IL TAVOLO

**Instructions**

- Describe the game
- Distribute a table and a card (without names) to everyone
- Participants complete the table in 2 minutes
- The names of the characters are revealed
- Final discussion

Name of the activity**LIBRARY OF EXPERIENCES****Themes**

Human Rights Learning

Time

1 hour

Group Size

10-15 people

Age of participants

No limit

Description of the activity

Library of experiences tries to present stories and facts presented by alive books – humans. Using the concept of living library, some people will be the books, sharing their own experiences or doing a role playing with experiences provided by the organizer. The other people will represent the readers. The selection of the books should be done carefully, in order to include different perspectives, ages, problems, solutions found during the time, current situation vs past situation

Objetives

To offer good examples for the readers about true situation from their community

To find solutions for the stories heard

To live the experience

Materials

Paper for book titles , instruments to write , timer , chairs

Instructions

The organizer should prepare 5 books, and pairs of 1 chair for the book and

1-2 chairs for the readers (no more than two readers in the same time). One person will use a timer and open the library. Then each visitor will choose the book title that he likes and start to “read”. After a perriod of 5-8 minutes, the book will be closed and the readers will move to a new book. At the end organise a debate with the books and the readers in order to discover their feelings, perceptions and improve the result of the game.

Annex I: WHAT'S UP? The State of the World Quiz

Questions and answers

1. Between 2000 and 2015, how many years did life expectancy in the world go up to?

- a) 2 years
- b) 5 years
- c) 6 years

Answer: 5 years

Life expectancy grew spectacularly since 2000. It's the fastest increase since the sixties

2. How many countries provide access to potable water to 100% of their population?

- a) 25
- b) 35
- c) 125

Answer: 35 out of 195 countries

748 millions people are still deprived of drinkable water. Africa is the most affected continent by this lack of water, but shortage of fresh water might affect a third of the world's population by 2025

3. How many countries have an obesity rate greater than or equal to 30%?

- a) 13
- b) 25
- c) 41

Answer: 25

7 countries are also touched by malnutrition. Hunger is decreasing, but obesity is rising and affect approximately 13% of global population. It is related to rich industrial diet and genetics predisposition. Polynesia and

Micronesia are unfortunately the record holders for obesity with 38% of men and half of the woman victim of it.

4. What have four researchers from the University of Connecticut highlighted regarding the influence of the environment on the suicide rate?

- a) The higher the satisfaction rate of a population is, the greater the number of suicides.
- b) The more remote a population is, far from a big city, the higher the suicide rate.
- c) The more the population belongs to the higher social sphere, the higher the suicide rate.

Answer: The higher the satisfaction of a population, the higher the number of suicides.

Also called "Happiness-suicide"Paradox". According to their study, the State of Utah is at the top of the satisfaction rank, but is also the 9th out of 50 concerning the suicide rate. New York is the 45th on the satisfaction rank but have one of the lowest suicide rates of the USA. It is harder to be sad in a joyful environment than the opposite, it makes people think their sadness is illegitimate

5. Which continent is most affected by climate disasters in the world?

- a) Asia
- b) Africa
- c) America

Answer: Asia

In 2014, 48% of catastrophes occurred in Asia, 87% of them were of climate origin. In fact in the ranking of the most devastating disasters of history, five occurred in China and three are at the top of the list

6. According to World Health Organization, what percentage of the world's population breathe air that does not meet the standards and where the amounts of fine particles exceed the recommendations?

- a) 30%
- b) 70%
- c) 90%

Answer: 90%

Responsible of 7 million premature deaths, air pollution is the 4th cause of death in the world. It supplanted smoking in some cities. Fine particles get easily into our vital organs and can cause serious damages. It doesn't spare the countryside either. The only places where you can breathe freely are the sparsely populated areas.

7. What environment is most affected by the collapse of its biodiversity?

- a) Marine environments
- b) Freshwater environments
- c) Terrestrial environments

Answer: Fresh water area

81 % of the fresh water biodiversity collapsed 40 years ago and it's getting worse, due to the pressure that human beings and their activity put on the environment

8. What alarming situation can we observe in the North Pacific?

- a) A near desertion of biodiversity
- b) A continent of plastic
- c) The proliferation of green algae

Answer: A plastic continent

A 2700Km plastic continent invaded the ocean. That's a proof that human beings have real issues to deal with their waste and that's why each year 20 billions tons of waste goes straight into the oceans.

9. Which country can boast of having reached 100% of renewable energy in its production of energy?

- a) Finland
- b) Latvia
- c) Iceland

Answer: Iceland

Indeed! This small country of 330 000 inhabitants reached 100% of renewable energy thanks to geothermal energy and hydroelectricity. Iceland is not done yet though! Wind energy is still underused but looks quite promising!

10. How is the latest ecological calculator powered?

- a) By water
- b) By wind
- c) By sugar

Answer: With water

Made entirely from recycled component, the calculator works thanks to a water battery.

11. What did the "Design for the other 90%" exhibition present in New York in 2007?

- a) Objects designed by minority artists
- b) Objects designed for the underprivileged
- c) Objects made with recycled materials

Answer: Objects designed for the most needy

Almost 90% of world's population can't access essential products.

Designers, engineers, businessmen gathered to invent unusual and useful objects for the needy. A straw to filter water, a bamboo water pump are part of the many inventions you can see at this exhibition.

12. Who filed a complaint against the World Bank, in Congo?

- a) Pygmies
- b) Forest industries
- c) Humanitarian NGOs

Answer: Pygmies

They oppose the institution that argues in favor to resume industrial exploitation of the forest, which was stopped during the war. The pygmies demands, with the support of NGO, that a study on the environmental and social impact of wood trade is conducted

13. What is an Energy Manager?

- a) An energy expert
- b) A device to control consumption
- c) A dynamic framework

Answer: An energy expert

To prevent the increase of the fossil fuel price, the deregulation of the electricity market and the environmental constraint, the next Energy Managers will have to ensure the cost efficiency and the risk inside the companies and communities. A work of the future!

14. In Canada, which prohibition is questioned by municipalities and ecological associations?

- a) Hanging the clothes to dry by the window
- b) Ride a bike on the sidewalks
- c) Sell used textbooks

Answer: Hanging the laundry by the window

Like in France, many condominium forbid the hanging of laundry by the windows or in courtyard for aesthetic reasons. Therefore, encouraging resident to use energy-consuming tumble-dryer. A movement has been created to ask the government to withdraw this prohibition.

15. With the arrival of computers, paper consumption has fallen sharply.

- a) True
- b) False

Answer: False

The development of computing and internet did nothing but to increase the use of paper, therefore, using an electronic mail would increase its consumption by 40%!

16. In Canada, where did the authorities bury a whale that ran around on the coast?

- a) In a pet cemetery
- b) In a landfill for industrial waste
- c) In a memorial built on the beach

Answer: In a landfill for industrial waste

Contaminated by the chemical pollution of the water, the mammal couldn't be buried under the sand without risking the spread of contamination. Industrial, agricultural and atmospheric rejections are damaging the water quality to such an extent it has become a danger for human health through the pollution concentrated in all the food chain.

17. How have farmers managed to increase their income by 30% to 70% in Senegal?

- a) By equipping computers
- b) By converting to organic farming
- c) By exporting their products

Answer: By equipping themselves with computer

Thanks to the use of terminals informing them about the market prices, farmers were able to improve their income with a better stock management. These new techniques can be really useful in the fight against poverty, as long as we reduce the digital gap.

18. After the Amazon, what is the largest reservoir of biodiversity?

- a) The Great Barrier Reef in Australia
- b) The Mediterranean Sea
- c) Patagonia

Answer: Mediterranean sea

Although the Mediterranean Sea is only 0.7% of the surface of the oceans, it is a major biodiversity reservoir with 28% of species that cannot be founded anywhere else. In fact, that's a favorite area for cetaceans, we can identify 19 kind out of the 80 known. An incredible biodiversity threaten by human Activity...

19. What is a whistleblower?

- a) An apparatus used to detect tsunamis
- b) A screeching insect
- c) A citizen revealing information to the public

Answer: A citizen revealing information to the public

Many scandals related to the environment and health have been revealed by scientists or ordinary citizens despite the risks to which they are exposed. Since 2013, they are protected by law.

20. What is the average amount of the fair trade basket for a French household?

- a) 5 €
- b) 14 €
- c) 21 €

Answer: 14€

Fair trade offers a different way of consuming by providing a decent income for small producers while protecting the environment. The average price went from 3,30 in 2006 to 14,15 in 2016. It increased by 121% between 2013 and 2016.

21. What does China plan to build by 2020?

- a) 500 airports
- b) 500 museums
- c) 500 companies

Answer: 500 airports

With this development program, by 2020, 8 Chinese out of 10 will have an airport 100km away from their homes. In 2015, they already had 300 airports. It will definitely not improve this country ecological footprint, which is already world champion polluter.

22. What is causing air pollution in Europe?

- a) The decrease in life expectancy
- b) The definitive migration of birds
- c) The fall in the level of the Indian Ocean

Answer: The decrease in life expectancy

According to a 2005 study, this phenomenon reduces by 10 month the life expectancy of every European and causes 520 000 premature deaths each year. One of the causes of those premature deaths might could from a prolonged exposure to fine particles that we breathe, also responsible for lung cancer.

23. Where and when was firstly noticed the correlation between air pollution and respiratory allergies?

- a) In Japan in the 60s
- b) In the USA in the 80s
- c) In Europe in the early 2000s

Answer: In Japan in the 60s

This phenomenon was highlighted for the first time when the cedar pollen allergy rate had a massive increase, simultaneously to the road traffic development. We have discovered, since then, that the substances from the exhaust system are settling and combining with the pollen, increasing their effect.

24. Of these 3 species, which one has the best photographic memory?

- a) The chimpanzee
- b) The man
- c) The elephant

Answer: The chimpanzee

Researchers from the University of Tokyo came to this conclusion after asking to an adult human and a 5-years-old Chimpanzee to repeat a sequence of numbers on a touch-screen. The little monkey surpassed his cousin... Which just show that to err is human!

25. What is Crabyon?

- a) A textile fiber
- b) A hybrid animal
- c) A process for capturing CO²

Answer: A textile fiber

Coming from Japan, it combines a substance from the shellfish's shell and plant cellulose. Corn, bamboo, seaweed and milk protein can be used in the production of new and more efficient textile fiber.

26. Who saved the Elbe Valley threatened by a bridge project?

- a) A primary school class
- b) Japanese patrons
- c) A bat

Answer: A bat

Starting in 1862, this project was rescheduled many times for insurmountable technical reasons at the time. In 1997 an architect was chosen for his proposal, but the local population mobilized for the protection of the flying mammal, blocking the project again.

27. Who has joined forces with Greenpeace to save fish threatened with extinction, in the United Kingdom?

- a) The Queen
- b) The great chefs
- c) Arsenal football team

Answer: The great chefs

They wanted to encourage restaurants to stop serving fish (because they are victims of over-fishing) by informing them about the risk of disappearance of endangered species.

28. What amazing experience has been conducted since 1996 by a Canadian magazine across 15 countries?

- a) A test on honesty
- b) A test on the meaning of hospitality
- c) A test on openness to the world

Answer: A test on honesty

It's by deliberately mislaying a well filled wallet with all the owner's details and by comparing the return rates that the reputation of a country is evaluated! The Scandinavian countries earned the first place. France is 11th.

29. Why did the GIGN and the army have been called back to Guyana in February 2008?

- a) To secure the launch of the new Ariane rocket
- b) To fight against the clandestine miners
- c) To protect a convoy of rare species

Answer: To fight against the clandestine miners

Their activities are the origin of an ecological and sanitary disaster in the Amazonian forest. More than 70% of the region's native American children would show metal concentration superior than the WHO's norms, following the contamination of the fishes of the rivers by the product rejected by those illegal activities.

30. How long will the impact of human activities on the climate be visible?

- a) 50 years
- b) 100 years
- c) 1000 years

Answer: 1000 years

The greenhouse gases have a life span of many centuries. Therefore, we can only influence over the extent of the global warming. There is still time to act so the temperature evolution stick into the bottom bracket announced by the experts, that means, an augmentation of 2 to 4°C by the end of the century.

31. Scalding baby bottles is always good for baby's health:

- a) Yes
- b) No

Answer: No

Boiling bottles, baby bottles and other food polycarbonate cans causes an emanation of toxic products. Researchers detected up to 55 times more bisphenol A, suspected of altering the brain development.

32. What was built on the island of Bastøy in the Oslo Fjord?

- a) An ice hotel
- b) An ecological and citizen prison
- c) A "Noah's Ark"

Answer: An ecological and citizen prison

The detainees live in wooden houses. They grow organic fruits and vegetables; they use horse-drawn plough and they even manage the ferry connecting the island to the continent. It is an innovative experience to empower prisoners, to teach them respect and to restore their self-confidence.

33. Fruits and vegetables can protect from cancer

- a) Yes
- b) No

Answer: Yes

Organic fruits and vegetables are rich in compounds that can protect against cancer: Salvestrol. This substance produced by plants in reaction to an external aggression would identify the cancerous cells and destroy them.

34. Who owns 7% of the habitable surfaces of the planet?

- a) The multinationals of mining
- b) The major religions
- c) Nature reserves

Answer: The Major religions

That's why the United Nations joined them and environmental organizations to try to preserve hundreds of sacred sites that are important habitats for the flora and fauna.

35. Who was Lonesome George?

- a) An explorer
- b) A giant Galapagos tortoise
- c) An environmental activist

Answer: A Giant Galapagos tortoise

George was the only representative of any of the 11 giant turtle species. It was captured in 1971 by a research center while he was threatened on its native island invaded by goats. He was never able to mate despite all the scientist's attempt. His species disappeared with him in 2012

36. In France, what is the difference in average wage income between women and men?

- a) 6%
- b) 12%
- c) 24%

Answer: 24%

According to INSEE (French national statistics office), the gap of 24% can reach up to 31% in the lowest social class. It is explained by the combination of a 19% lower hourly wage in average to the men's one and a lower weekly working time, women are more often working part time.

37. What is the term BedZED?

- a) An eco-district
- b) A new electric diode
- c) A sea level landmark

Answer: An eco-district

The Beddington Zero Energy Development, located in south London, combines green architecture, soft transportation and promotes local economic development. It has become a reference for every eco-district.

38. What is the particularity of the assembly plant of a major American car manufacturer?

- a) It is built underground
- b) All employees are in social reintegration
- c) The roof is covered with plants

Answer: The roof is covered with plants

The assembly plants have a 4 hectare green roof. It made it possible to reduce CO² emissions by 15% and to save 20 million m³ of water per years and also to provide shelter to many birds and insects.

39. What event took place on Sunday 24 February 2008, between London and Amsterdam?

- a) An airplane flight powered by biofuel
- b) A sporting challenge for an NGO
- c) An extremely rare migration of seabirds

Answer: An airplane flight powered by biofuel

A 747 Boeing connected London to Amsterdam on a flight without passengers, with a tank filled with a mixture of kerosene and bio-fuel made of babassu oil and coconut oil.

40. What percentage of the world's untreated wastewater is discharged directly into the natural environment?

- a) 9%
- b) 19%
- c) 80%

Answer: 80%

The population tripled during the XXth Century, but water consumption was multiplied by six. Agriculture consumes 70% of resources against 20% for industry and 10% for domestic use. Water treatment is a priority issue in a lot of countries

41. In France, what consumes nearly 1/4 of the annual electricity production of a nuclear reactor?

- a) The total of TV decoders and internet box
- b) The radios embedded in Parisian taxis
- c) The illuminations of the Eiffel Tower

Answer: The total of the TV decoders and internet box

In standby, those devices consume as much as when they are on. With the increasing number of people that have those devices, it will consume 1/3 of that nuclear reactor soon. Cost for the people and the earth: those devices bulimia makes you pay a 13th subscription month.

42. What is the particularity of street garbage cans in the town of Saint-Mandé in the Val de Marne?

- a) They are scented with green tea
- b) They talk to urge passersby to cleanliness
- c) They compact the waste

Answer: They compact the waste

Solar panels produce electricity that allow bins' compactors to work. Each bin can receive 680 L of garbage for a capacity of 175 L. Compacted waste, less collection to plan, so, less CO² freed in the air.

43. Since 2001, which country recycles the most aluminium packaging in the world?

- a) Switzerland
- b) Japan
- c) Brazil

Answer: Brazil

By encouraging the people from the favelas to retrieve soda tin cans in exchange of discount coupons on electricity bills, the collection rate reached 98%. Bills are paid; people can access credits and become aware of the necessity to protect the environment.

44. What is found in the paint used for the signaling of certain roads, in Brittany?

- a) Toxic heavy metals
- b) Oyster shell powder
- c) Luminescent radioactive pigments

Answer: Oyster shell powder

This technique was born in Morbihan. A Major company in building and maintaining roads had the idea to extract limestone out of the shells instead of the traditional quarries, to incorporate it into the signaling paint.

45. What original profession can be found in North America?

- a) Consultant in humor management
- b) Eco-friendly shopping coach
- c) Lawyer in embryo law

Answer: Consultant in humor management

Solicited to help business leaders to relax, they don't hesitate to recommend hiring someone assigned for fun. Humor and joy are beneficial to the life of the company. Some of the most profitable companies in the world, known for their workers well-being, certify it.

46. What is the particularity of the Capuchin monkey?

- a) He is able to strike
- b) He sleeps 48h to rest
- c) He understands the language of flies

Answer: He is able to strike

That's a quite surprising behavior that Atlanta's university researchers highlighted: Capuchin studied refused to do their task if one of their fellows get a better reward!

47. Where is the 80% of the total mass of living beings on Earth?

- a) In the ground
- b) On the canopy of the Amazon rainforest
- c) In the seas and oceans

Answer: In the ground

There are up to 25 tons of living beings per hectare for a 30 cm thickness! Among them, worms are predominant. In France, their total weight is 33 times equal to the population's one! Not yummy, but they do a unique job down there, aerating the soil through their galleries or favoring the humus formation that deteriorates when they disappear.

48. What is the circular economy?

- a) An economy that goes around in circles
- b) An economy modeled on the functioning of ecosystems
- c) An economy that neither creates nor loses value

Answer: An economy that follows the ecosystems' cycle

In the same way as the cyclic functioning of the ecosystem, circular economy values the waste of a company as a primary material for another, limiting the consumption of new resources.

49. What is the main source of renewable energy used in the world?

- a) Solar energy
- b) Hydroelectric power
- c) Wood

Answer: Hydroelectric power

It represents 90% of renewable energy production and 19% of global electricity production. Streams are the most used energy source, but due to the current energetic issues, new technologies are developed to use marine currents, waves or even tides.

50. What is micro-credit?

- a) A credit for the purchase of computer equipment
- b) A loan system for low-income people
- c) A banking product reserved for children

Answer: A loan system for low-income people

Developed 30 years ago, microfinance has become a global issue, meeting the needs of entrepreneurs that are too poor for classical bank loans. Based on a small loan system with a strict reimbursement schedule, trust is the only guarantee required!

51. Which socio-cultural category belongs to 33% of Americans and 17% of French people?

- a) The traditionalists
- b) Bobos
- c) Cultural creatives

Answer: Cultural creatives

By their moral values, those 50 millions of Americans and 11 millions of French might be the source of future social innovations. Open to the others, they are defined by their awareness in our responsibility toward future generations.

52. On the world, which population is most affected by illiteracy?

- a) Men
- b) Women
- c) Men and women, equal parts

Answer: Women

Women are 63% of the global illiterate population. They are also the most affected group by poverty. That is 70% of the billions of people living with less than a dollar a day.

53. What is a co-development savings account?

- a) An account shared by several savers
- b) An account reserved for immigrants
- c) A paid account to finance children's studies

Answer: An account for immigrants

Exclusively for foreigners living in France, this account allows them to invest in their homeland while profiting from a tax exemption. This helps the country economy and allows the migrant to prepare for their return.

54. In 2007 in Japan, which companies were involved in air pollution?

- a) Car manufacturers
- b) The steel companies
- c) Tobacco producers

Answer: Car Manufacturers

A 7,4 million dollar agreement was concluded between 500 Tokyo's inhabitants and 7 car manufacturers that were attacked for sanitary reasons and environmental pollution.

55. Since 2015, greenhouse gas emissions in France have

- a) Decreased?
- b) Increased?

Answer: Increased

While it has been able to reverse the trend since the 90's, greenhouse gases have increased again across Europe, with a rise of 1.8% in 2018. Time is running out to limit the damages and all the dramatic changes that will ensue.

56. What is found in almost 50% of fruit and vegetables in Europe?

- a) Pesticide residues
- b) Residues of fine particles
- c) Residues of heavy metals

Answer: Pesticides residues

47% of European fruits and vegetables contain pesticide residues. Those chronic exposures present an important sanitary risk by disrupting human reproduction. In addition, their massive use is reducing the soil fertility, contaminating the water and reducing biodiversity! Bon appétit!

57. What has been decided to ban in Norway from 2025?

- a) Wild salmon fishing
- b) The use of diesel engine
- c) Raising animals for their fur

Answer: Raising animals for their fur

While they were first fur producer in the forties, Norwegians, on behalf of animal welfare, decided to ban fur farming by 2025, following other countries like Germany, Czech Republic, the Netherlands, Austria and the UK!

58. In Bali, a school gets talked about, why?

- a) There is no classroom, classes are in nature
- b) It was elected the greenest school in the world
- c) It was built in an old mine

Answer: It was elected the greenest school in the world

Bali's green School can brag to be the most ecological of the world! Mostly made of bamboo and alimeted by renewable energy, even the school's food was grown there with the help of the children of the school!

59. What is collapsology?

- a) The study of conspiracy theories
- b) The study of the collapse of biodiversity
- c) The study of the collapse of the industrial society.

Answer: The study of the collapse of the industrial society

And what will come after, by relying on rationality, intuition and various reputed scientific studies!

60. What did a psychologist demonstrate by asking people to photograph objects?

- a) People photographing objects remember them less than those who did not
- b) People photographing objects remember better than those who did not
- c) People photographing the objects did not see them at all, unlike the other

Answer: People photographing objects remember them less than those who did not.

According to the research, that habit to rely on technology might affect the memory. Those who didn't take any photo remember everything better.

61. What is the particular bacterium discovered by researchers in 2018?

- a) It inhales CO²
- b) It eats plastic
- c) It attacks the AIDS virus

Answer: It eats plastic

The accumulation of micro-plastic is a real problem. Good news: “Ideonella sakaiensis” bacterium discovered by Japanese researchers eats it! However, there is no practical application, it is impossible to know if it will stick to plastic only!

62. How many countries still penalize homosexuality?

- a) 24
- b) 71
- c) 120

Answer: 71

Listing them will be too long, but out of those 71 countries, 11 still apply death penalty. The road to freedom to be one self is still long.

63. What country was the first to remove Trans identity from mental illness?

- a) Belgium
- b) France
- c) Canada

Answer: France

In July 2010, Transsexual identity was removed from the mental illness list, a breakthrough that didn't improve the life of trans people who keep being considered as people with psychiatric needs.

64. How many countries have legalized euthanasia?

- a) 4
- b) 7
- c) 11

Answer: 4

Part of the public debate for some years, euthanasia is only legal in the Netherlands, Luxembourg, Belgium and Colombia. Belgium is also the first country to have legalized euthanasia without age condition for the minor affected by an incurable disease and facing unbearable suffering.

65. How many countries are currently considered at peace?

- a) 11
- b) 25
- c) 98

Answer: 11

Only 11 countries out of 198 are considered at peace. It means that they are not concerned by a civil war, nor a border conflict or engaged in an armed conflict abroad on their behalf or that of a coalition.

66. Which is the main host country for refugees?

- a) Germany
- b) Turkey
- c) Canada

Answer: Turkey

Turkey welcomed 3,5 million of the 25,4 millions refugee in the world. Note that 85 % of the refugees live in developing countries, we are still far from a so-called «Great replacement» in Europe.

67. How many countries currently have nuclear weapons?

- a) 5
- b) 9
- c) 17

Answer: 9

9 countries, Russia and USA leading, keep some 2000 nuclear weapons in a state of alert, ready to be launched. Despite the pacifist speeches of some leaders, these death engines remain and keep getting more efficient.

68. What original idea did a beekeeper have for pushing people to help bees?

- a) He invited citizens to come and take care of bees with him
- b) He offered a hive to each school that requests it
- c) He gave clover seeds for free to those who request them

Answer: He gave clover seeds for free to those who request them

To raise awareness about the gradual disappearance of bees, and especially solitary bees, mainstay of biodiversity, the association "Natur Miel" has sent no less than 300 kg of seed to the 60 000 letters they received for it! This represents 20 km² more for bees to forage!

69. What is "Shinrin-yoku" in Japan?

- a) A tree therapy
- b) A rare plant species
- c) A nature reserve

Answer: A tree therapy

It has been proved that walking in the forest is beneficial for our health, and also for our Earth health. It's our best ally against global warming, reducing pollutant gases in the air and producing oxygen. Yet, a large forest surface as big as Greece disappears each year.

70. What did the economist Lucie Davoine bring to light through an income survey?

- a) Low-income people generally feel happier than high-income earners
- b) Beyond 75 000 annual dollars, satisfaction tends to stagnate
- c) Money makes us happy when we earn more than others.

Answer: Money makes us happy when we earn more of it than the others.

That's what the French economist highlighted. According to the survey, people prefer to earn \$ 50 000 when others earn \$25 000 than earn \$100 000 when the other earn \$200 000. However, it is also true that over \$75 000 per year, satisfaction tends to stagnate, according to a study by the Gallup organization.

71. What percentage increases the risk of suicide when a job is lost?

- a) 5-10%
- b) 20-30%
- c) 50-60%

Answer: 20-30%

According to a statistic study of the University of Zurich, covering 63 countries, nearly 45000 suicide cases are linked to unemployment. It has a negative effect on all life aspects. For example, after the dismissal of 680 workers of a continental factory, union reported that 250 couples broke up!

72. Is the school compulsory in France?

- a) Yes
- b) No

Answer: No

But education is! Indeed, some choose homeschooling!

73. In which country of the world is taxation the heaviest?

- a) Australia
- b) Denmark
- c) Greece

Answer: Denmark

It's also the country where people are the happiest to contribute! This is due to the fact that the redistribution is transparent and effective: one year parental leave, free health care and higher education. Well managed public funds!

74. What is the main cause for the devaluation of degrees at present?

- a) A decrease in teaching quality
- b) The multiplication of private and expensive training offers
- c) The multiplication of the number of graduates

Answer: The multiplication of graduates

The more graduates there are, the less value the diplomas have on a limited labor market. This devaluation encourages student to go onto more specialized and long courses.

75. Why is cultural heritage good for us?

- a) It makes harmonious spaces
- b) It strengthen our feeling of belonging to our community
- c) It encourage tourist to come, and tourism is good for the economy

Answer: It strengthen our feeling of belonging to our community

In the Human needs pyramid created by psychologist Abraham Maslow, the need of belonging is third, even before physiological and security needs

76. What photo of space was spread through the internet in April 2019?

- a) The first photo of a black hole
- b) The first photo of an exoplanet
- c) The first photo of Andromeda galaxy, the closest to ours

Answer: The first photo of a black hole

After networking 8 radio telescopes across the world, an astrophysicists team succeeded on giving us the first photo of a black hole! M87, the name of the galaxy where it belongs, is 55 million light years away from us!

77. What did an American study highlight about the use of mobile phones?

- a) Students having a hard time leaving aside their phones are the best at multi-tasking
- b) Students having a hard time leaving aside their phones are the most anxious ones
- c) Students having a hard time leaving aside their phones have better grades

Answer: Students having a hard time leaving aside their phones are the most anxious ones

496 Students aged 18 to 22 were interviewed and an observation was made: the most addicted to their phones are also the most anxious ones and whose grades are worse than those succeeding in dropping their phones.

This addiction has many other negative sides, such as isolation, irritability, sleep disorder... A serious problem in a world where networks are more and more powerful.

78. What is “GreenWashing”?

- a) A marketing technique aimed at giving a company an eco-friendly image.
- b) A production technique to replace polluting materials with a sustainable alternative
- c) A quality mark for eco-friendly cleaning product.

Answer: A marketing technique to give a company an eco-friendly image.

This technique allows companies to give themselves a green image so they can restore their image to the consumers that are more and more aware of environmental issues, even if those companies are not as green as they pretend.

79. How much is the power consumption of video games?

- a) 2 nuclear reactors
- b) 5 nuclear reactors
- c) 10 nuclear reactors

Answer: 10 nuclear reactors

Video games are responsible for the consumption of 75 terawatt/hours each year. It sounds like a very polluting hobby, but it depends on the player type and the platform.

Besides, an occasional player consumes less energy than a fully equipped pro-gamer, a console player less than a PC player and the 4K resolution more than the less advanced ones.

80. What is “Lilypad”?

- a) A prototype of an ecological tablet
- b) A new type of ecological sanitary napkin
- c) A floating city project to accommodate climatic refugees

Answer: A floating city project for climatic refugees

Designed by Vincent Callebaut, this “offshore” utopian city is a response to future climate crises. It can host 50 000 inhabitants and it should move along the marine current. It will be self-sufficient by producing its own clean energy, designed with a vegetal cover and arable lands.

Annex II: ONE STEP FORWARD

Role Cards and Situations and Events

a) Role cards

- You are 8 years old. You live with your two brothers in a nice house with a swimming pool, surrounded by a large garden. Your father is the manager of a bank in your city. Your mother looks after the house and the family.
- You are 10 years old. You live on a farm in the countryside. Your father is a farmer and your mother cares for cows, geese and chickens. You have three brothers and a sister.
- You are a 12 year old Roma. You live on the outskirts of a small village in a small house without bathroom. You have six brothers and sisters.
- You are 11 years old. You have been living in an orphanage since you were a baby. You do not know who your parents are.
- You are 9 years old and you are an only son. You live in a building in town with your parents. Your father is a construction worker and your mother is a postwoman. You are very good at sports.
- You are 13 years old and you are the eldest of six children. Your father is a truck driver; he is often absent. Your mother is a waitress and must work frequently at night. You very often have to babysit.
- You are 11 years old. Since your early childhood, you have lived in several host families because your parents could not take care of you. Your foster parents are nice. Four other children live in the same little house as you.
- You are 10 years old. Because of your learning difficulties, you are two years behind in school. You are taller than all the other children, who are

- only 8 years old. Your parents are both working so they can not help you with your homework.
- You are 8 years old and you are the youngest of three children. Your family lives in a small apartment, in a big city. Your father is a mechanic. Since he just lost his job, you do not have a lot of money. On the other hand, your father has more time to play with you.
 - You are 11 years old. You live in the countryside, in a village, with your parents, a younger brother and a younger sister. Your parents are running a bakery. They tease you sometimes because you're rather chubby.
 - You are the son (or daughter) of the American ambassador in your country. You attend the international school. You wear glasses with thick glasses and you stutter a little. You are 11 years old.
 - You were born in this city, but your parents left to settle in Asia. They own a beautiful restaurant; you live with your sister in rooms above the restaurant. Your sister and you help at the restaurant after class. You are 13 years old.
 - You are an only child. You live with your mother in an apartment in town. Your mother works in a factory. You are very good at music and dance. You are 9 years old.
 - You are born handicapped and must use a wheelchair. You live in the city in an apartment with your parents and your two sisters. Both your parents are teachers. You are 12 years old.
 - You are 9 years old and you have a twin brother. You live in an apartment in town with your mother who works in a department store. Your father is in prison.
 - You and your parents came to this country to escape the war in your home country, somewhere in Africa. You arrived at the age of 9 and you have been living here for two years. You are now 11 years old. You do not know when you can go home.
 - Your parents divorced when you were a baby. You are now 12 years old. You live with your mother and her companion. At weekends, you go to

your father, his new wife and their two young children.

- You are 8 years old. Your sister and you live with your grandparents in a village in the countryside. Your parents have divorced. Your mother works as a secretary in town. You rarely see your father.
- Your mother died when you were born. Your father has remarried. You live with him, your mother-in-law and her two teenage daughters. You are 8 years old. Your father is a lawyer.
- You immigrated to this country when you were still a baby. Now you are 10 years old. Many other immigrants live in your neighborhood, where your father runs a business. You speak the languages of your new country and your country of origin and you often act as an interpreter for your mother and your grandmother.
- You are asthmatic. Because of your illness, you often miss school, especially in winter. You spend a lot of time in bed at home, watching TV, surfing the Internet and playing with your Switch. You feel lonely because your parents are both working. You are 13 years old.
- Your older brother and you are very good at mathematics, physics, languages, in fact in most subjects. Your parents are professors at the university. They make you take private lessons all the time to prepare you for competitions.

b) Situations and events

1. You and your family always have enough money to meet your needs.
2. You live in a suitable place with a telephone and a television.
3. You are not made fun of and you are not excluded because of your different appearance or disability.
4. The people with whom you live ask for your opinion on important decisions that concern you directly.
5. You study at a reputable school and you are enrolled in clubs for recreational and sports activities after class.
6. You are having music and drawing lessons after class.

7. You are not afraid of being arrested by the police.
8. You live with adults who love you and who are always committed to defending your interests
9. You have never been the victim of any discrimination related to your origins or those of your parents, your past, your religion or your culture.
10. You do regular medical and dental checks, even when you're not sick.
11. You go on vacation with your family once a year.
12. You can invite friends to dinner or to sleep at home.
13. When you grow up, you can go to university and choose the trade or profession you want.
14. You are not afraid of being caught or attacked on the street, at school or where you live
15. You usually see people on TV or at the movies who are like you and live like you.
16. At least once a month, you go with your family to the cinema, the zoo, the museum, the countryside or other fun places.
17. Your parents, your grandparents and even your great-grandparents were born in this country.
18. You can buy new clothes and shoes whenever you need them.
19. You have a lot of time and friends to play.
20. You have the opportunity to use a computer and can use the Internet.
21. You feel appreciated for what you can achieve and are encouraged to develop all your abilities.
22. You think you will have a bright future when you grow up.

Annex III: If the World was a village of 100 people

Document with questions

1. How many live in Asia, Africa, America (North / South), Europe, and Oceania?

Asia: 60 inhabitants (3 billion 966 million); Africa: 15 inhabitants (917 million); America: 13 inhabitants (900 million); Europe: 11 inhabitants (733 million); Oceania: 1 inhabitant (33.6 million); Total of 7 689 550 127 inhabitants. FYI: In Antarctica: 1500 inhabitants (0%).

2. How many men and how many women are there?

49 men and 51 women.

3. How many are under 25 years old?

43 inhabitants are under 25 years of age (but this figure rises to 60% in poor countries).

4. How many are Buddhists, Christians, Hindus, Muslims, other religions or without religion?

6 Buddhists (325 million in Sri Lanka, Tibet, Southeast Asia); 33 Christians (2.6 billion); 15 Hindus (1 billion in India, Nepal, Bangladesh); 21 Muslims (1.5 billion, in Asia, the Middle East, Africa, and a little in Europe, the 1st Muslim country is Indonesia); 11 other religions (15 million Jews, Europe and North America); 14 without religion (including 2 atheists).

5. How many live in a situation of armed conflict?

33 live in a situation of armed conflict, of whom 23 are women.

6. How many can read, write, count? How many of them women?

60 can read, write and count, 40 are men.

7. How many have access to care?

Infant mortality (before 1 year) is 45% in the world, but with contrasting realities: 86% in sub-Saharan Africa, 56% in South Asia, 5% in rich countries.

8. How much do they use 90% of the natural and energy resources?

30 inhabitants use 90% of natural and energy resources

9. How many own 80% of the village and its wealth?

20 inhabitants own 80% of the village and its wealth (only men). Only 1 woman has her own land.

10. How many live in the village and how many in the surroundings?

50 inhabitants live in the village and 50 are scattered around.

11. How many are starving? How many are overfed or obese? How many suffer from malnutrition?

1 inhabitant is dying of hunger; 15 are overfed or obese; 30 suffer from malnutrition (2 billion malnourished people and 840 million undernourished).

12. How many never drink safe water?

42 never drink safe water.

13. How many have access to a computer? How many are connected to the Internet?

20 have access to a computer, 15 of which are connected to an Internet network

14. How many have already been on vacation?

5 have already been on a vacation.

15. How many die and how many are born in a year?

1 dies in a year and 2 are born.



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