

ADVENTURER PASSPORT. SDG ROUTE

TEACHING DOSSIER



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INTRODUCTION

“**Adventurer Passport: SDG Route**” is an educational material designed for Primary Education students. Its objective is to empower students to develop as global citizens: informed, critical, and proactive individuals capable of addressing global challenges and contributing to a more just, peaceful, and sustainable society.

The **Sustainable Development Goals (SDGs)** set the international agenda and engage everyone in addressing the challenges of improving reality. Through these goals, students are invited on a journey to understand and act within the complex world we share

This educational resource includes “Passport” booklets for students and teacher’s reference guide to support the activities and integrate the SDGs into the school curriculum.

This passport will guide the journey through different countries and cultures to learn about their geographical, cultural, economic, and social characteristics, as well as show how each place and its people contribute to the SDGs.

Each section of the passport focuses on a specific country, providing relevant information such as its capital, population, official language, and cultural features. Additionally, specific issues faced by these territories and communities are highlighted, relating them to global challenges such as poverty reduction, environmental protection, quality education, and gender equality.

The format of the passport is designed to be educational, entertaining, and engaging. It aims to actively involve students in their learning and raise awareness of global citizenship through local actions. By completing this “journey,” students will gain knowledge about various parts of the world and develop important skills such as critical thinking and empathy which are essential for their growth as responsible and conscious global citizens.

SECTIONS

The passport is organized into **sections** designed to facilitate the structuring and documentation of learning related to the SDGs:

- 1. Table of Contents:** : Provides a visual summary of the SDGs addressed in each activity.
- 2. Student Profile:** Information about the student, personalizing the passport and assigning it individually.
- 3. Description of the Continent and Country:** Each continent is explored through a specific country selected for its **relevance to the SDGs in terms of its context and challenges**. It includes a simple description of the country, detailing cultural, geographical, and social aspects that provide context for addressing the proposed SDG activities. The following countries will be explored:

- Africa: Democratic Republic of the Congo (DRC)
- America: El Salvador
- Asia: People's Republic of China
- Europe: Italy
- Oceania: Australia
- Antarctica: Included to discuss global research and unique environmental issues.

4. Travel Journal: Each activity has a designated space where students can write their reflections, lessons learned, and commitments after participating in the activities.

This educational resource addresses pressing global issues and complex problems simplifying them for classroom exploration. Thus, it aims to lay the groundwork for global citizenship and act as a catalyst for achieving a responsible and engaged society, capable of building a more sustainable and equitable future in the long term.

CONTENTS AND ACTIVITIES

This table outlines the proposed contents and activities. The main SDGs addressed in each activity are reflected in the table; however, we believe they are closely interconnected, and other goals are also addressed in an integrated manner. Additionally, these activities are organized around the different areas of the Primary Education curriculum.

Although structured this way, the activities aim to be an open and flexible proposal that can be adapted to fit the specific learning group and context. Therefore, ONAY is available to teachers to assist with these adaptations if necessary. The ultimate goal is the meaningful integration of students learning

TRIP	ACTIVITY	DESCRIPTION
DEMOCRATIC REPUBLIC OF THE CONGO (AFRICA)	1. Mini-Amani Festival: Uniting Cultures for Peace	Cultural Diversity. Explores the cultural and linguistic diversity of the DRC.
	2. Coli's Journey	Conflict-free Technology. Explores the societal and environmental impacts of technology due to mineral extraction like coltan in the DRC.
EL SALVADOR (AMERICA)	3. From Soil to Plate	Agroecology and Food Sovereignty. Promotes sustainable production and consumption practices and lifestyles in harmony with nature.
	4. Salvadoran Pioneers.	Role of Women. Educates on gender equality and the importance of equal opportunities.
POPULAR REPUBLIC OF CHINA (ASIA)	5. China's Great Challenge.	Environmental Protection vs. Economic Development. Connects unsustainable production and consumption in Northern countries with social inequalities and rights violations, focusing on reducing consumption, recycling, and reuse.
	6. Educational Routes: Dreams and Challenges in China's Schools	Inequalities between Rural and Urban Areas. Compares educational experiences in urban and rural areas to foster empathy and awareness of disparities in education access and quality.
ITALY (EUROPE)	7. Art and Community: The Challenge of Responsible Tourism	Art, Culture, and Traditions. Preserves the environment, historic sites, and art against the adverse effects of tourism and urban development.
	8. Caretakers of Italy's Treasures	Impact of Tourism and Urban Development. Protects the environment, historic places, and artworks from the adverse effects of tourism and urban development.
AUSTRALIA (OCEANIA)	9. Art for Storytelling	Aboriginal Art. Promotes appreciation and preservation of indigenous cultures and traditions.
	10. Theater to Save the Ocean	Sustainability and Conservation. Focuses on ocean conservation and marine resource protection.
ANTARCTICA	11. Antarctic Exploration Team	Sustainability and Conservation. Focused on managing and conserving species and habitats.
	12. A Thermometer in Antarctica	Global Warming and Impact. Addresses climate change impacts in Antarctica and actions to mitigate them.

RELATED CURRICULAR AREAS	SDG
Spanish Language and Literature Natural, Social and Cultural Environment. Artistic Education.	SDG 16
Natural, Social and Cultural Environment.	SDG 12 SDG 16
Natural, Social and Cultural Environment.	SDG 12
Natural, Social and Cultural Environment. Civic and Ethical Values Education.	SDG 5
Natural, Social and Cultural Environment.	SDG 11 SDG 12
Natural, Social and Cultural Environment. Civic and Ethical Values Education.	SDG 4
Natural, Social and Cultural Environment. Artistic Education.	SDG 11
Natural, Social and Cultural Environment. Artistic Education.	SDG 15
Natural, Social and Cultural Environment. Artistic Education.	SDG 11
Natural, Social and Cultural Environment. Artistic Education.	SDG 14 SDG 15
Natural, Social and Cultural Environment. Artistic Education.	SDG 14 SDG 15
Natural, Social and Cultural Environment.	SDG 13

AFRICA

DEMOCRATIC REPUBLIC OF THE CONGO



MINI-AMANI FESTIVAL: UNITING CULTURES FOR PEACE

In this activity, we explore the cultural diversity of the Democratic Republic of Congo (DRC) and the power of art and culture to build peace during times of conflict.

The Amani Festival is an annual cultural and music event held in Goma, in the eastern region of the DRC. Its main goal is to promote peace, unity, and development in an area affected by armed conflicts and violence. "Amani" means "peace" in Swahili, and the festival aims to bring together local and international artists along with thousands of attendees to celebrate culture, music, and dance. Besides concerts, the festival includes artistic, sporting, and social activities to raise awareness about the region's issues and promote a more prosperous future for the Congo.

SDG 16 - PEACE, JUSTICE, AND STRONG INSTITUTIONS



OBJECTIVES

- Foster understanding of cultural diversity in the DRC.
- Explore how music, art, and cultural traditions promote peace and community in a conflict context.
- Inspire students to contribute to a Culture of Peace, using creativity and cultural expression as tools for dealing with conflict (rather than denying it).

MATERIALS



- Classroom decorations in the Amani Festival style. You can find the images in the following link: <https://amanifestival.com/fr/en-images> (*Le Festival Amani À Goma 2024, s. f.*)
- Colored paper, card stock.
- Paints, markers, colored pencils.
- Music-playing device to play Amani Festival music during the activity.
- Colored ribbons, masks, or fabrics.
- Posters with key words like "peace" and "unity" in Swahili, Lingala, French (official languages of the DRC), and other local languages (such as Kikongo and Tshiluba).



ACTIVITY DEVELOPMENT



1. Introduction: Briefly introduce the Amani Festival and the context of the DRC:

The Democratic Republic of the Congo (DRC) has faced challenges for years due to conflicts between different groups, often fighting for control over valuable resources like minerals. These conflicts have sometimes escalated into armed struggles, causing much suffering and forcing people to leave their homes to stay safe. However, many people in the DRC work toward peace, so everyone can live in safety, go to school, and grow up in a secure environment. Peace is essential for people to live well!

*The **Amani Festival** Festival is a great celebration of friendship and peace held in Goma, a city in eastern Congo. "Amani" means "peace" in Swahili, a language spoken in that region. This festival is special because it brings together people from different places, even neighboring countries, to enjoy*

music, dance, and fun activities. The Amani Festival shows that despite the difficulties and conflicts that sometimes happen in the DRC and surrounding areas, people can unite, celebrate peace, and make friends. By sharing songs, dances, and laughter, participants help build bridges of friendship and understanding between different cultures.

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Why is it held? Because music and dance have a special power to make people feel happy and connected, and the Amani Festival uses this power to help create a more peaceful future for everyone in the region. It's a way to remember that even though we may be different, we can all work together to make the world a better place.

- Videos:

Amani Festival 2023: www.youtube.com/watch?v=zODH5NVznSo (Amani Live, 2023).



Trailer: www.youtube.com/watch?v=G8ltuFT4f84 (UNV DRC, 2013).



Explain that, like the Amani Festival, the students will participate in their own **Mini-Amani Festival**, where they will use music, art, and cultural traditions to celebrate peace and diversity. Present examples of traditional music, local language words, and dances from the DRC, encouraging students to listen and observe how peace is celebrated through culture.

2. Cultural groups dynamic

Divide the students into small groups and assign each group an ethnic or cultural group from the DRC (e.g., Luba, Kongo, Mongo, Hema, Swahili).



Creative Mission: Each group should research or receive information about their assigned culture, then create their own cultural representation to share at the festival. Pueden diseñar máscaras o trajes inspirados en las tradiciones de su grupo (usando cartulinas, telas y cintas).

- Choose a word for peace in the language of their assigned culture, which they will learn to pronounce and present to the class.
- Create a small cultural expression that fosters a sense of community across cultures: it can be a song, a dance, or an artistic performance.

3. Mini-Amani Festival pavilion preparation

In the classroom, courtyard, or other space, the students will set up the festival area, decorating it with the elements they've created (masks, costumes, key words). Groups will hang their words for peace in Swahili, Lingala, or French, alongside decorations symbolizing unity.

4. Mini-Amani Festival celebration

Once everything is ready, the festival begins. Each group will present their word, costume, and cultural expressions. Students should listen and learn about each group's culture, fostering curiosity, respect, and understanding of cultural diversity.

5. Final Reflection: The culture of peace

To conclude, invite students to reflect on what they learned about the DRC's various cultures and how music and art can help resolve conflicts. Lead a discussion on the importance of peace and how they can carry the festival's lesson into their own lives, communities, and families.

6. Personal reflection



Students will reflect on their learning in their "travel journal" within their passports.

COLI'S JOURNEY

In this activity, students explore the importance of consuming sustainable, conflict-free technology, while minimizing negative impacts on the environment and societies, particularly in regions like the Democratic Republic of the Congo, which is affected by mineral extraction such as coltan.

SDG 12 – RESPONSIBLE CONSUMPTION AND PRODUCTION



SDG 16 – PEACE, JUSTICE, AND STRONG INSTITUTIONS



OBJECTIVES



- Raise awareness about the impact of mineral extraction in the DRC and responsible technology consumption.
- Promote environmental and social responsibility among students.
- Encourage reflection on recycling and the importance of caring for electronic devices.

MATERIALS



- “Coli” character (made from clay or cardboard).
- Cardboard, paper, and paints.
- Small boxes or recycled materials for making “factories” and “recycling centers.”
- A world map or globe.
- Tape, scissors.
- “Superhero Powers” cards (abilities such as “recycle,” “reduce technology consumption,” “repair devices”).

TALE: COLI'S JOURNEY

In the deep jungles of the Democratic Republic of the Congo lived Coli, a small piece of coltan. Coli wasn't just any mineral; it held a special power within its blue shimmer that fueled the marvels of the modern world.

Proud of its origin and potential, Coli was also curious about the world outside. “What adventures await me beyond these forests?” it wondered.

One day, people arrived in the forest, drawn by the treasures hidden beneath the earth. Coli was carefully extracted from its home and embarked on a long journey. While it was excited to see the world, it also felt nostalgic for the colors and sounds of the jungle.

Coli's journey took it to unimaginable places. First, it was taken to a factory, where it became part of a smartphone battery. “Now I'm part of something much bigger,” thought Coli, thrilled to help people connect with each other.

But over time, Coli began to see the complications of its new life. It noticed that devices like the one

it powered were often carelessly discarded, harming the land and water. Coli also heard stories from home, where the demand for minerals like itself was causing a major war, as people sought digital devices at the cost of environmental damage.

One day, the phone that Coli was part of was recycled. That's when Coli met Mina, a copper mineral, who told it about the "Earth's Superheroes," children learning about minerals like them and who were committed to caring for the planet.

"Do you think we can be part of that change?" asked Coli, filled with hope.

"Yes," replied Mina. "Every time someone decides to recycle, it gives us another chance to be useful without harming our home."

Inspired, Coli promised to share its story with every new device it became part of, teaching people the importance of responsible consumption and recycling.

And so, although Coli remained a small piece of coltan, its message grew, uniting people to protect the beauty and richness of the world. The "Earth's Superheroes" grew in numbers, and Coli knew that, together, they could make a big difference, ensuring that places like its home in the DRC could be preserved for future generations.



ACTIVITY DEVELOPMENT

1. Interactive Introduction: Coli's Journey

- Contextualizing the Activity:

The explanation about conflict minerals is complex, so this activity provides an initial introduction, as current generations are growing up with technology as a normalized part of life.

It's useful to mention coltan as one of the most important minerals for the DRC (although there are others, such as tin, tantalum, tungsten, and gold). You can explain that most coltan mines are located in this country, and it is common for children to work in them. However, working in a mine is very dangerous, and these children should be in school to ensure their education.

Learn how some children work in the Democratic Republic of the Congo: www.youtube.com/watch?v=cAJp-4GDfro (ACNUR Comité español, 2018).



After setting the context, we can tell the story of "Coli's Journey." It's recommended to create a small character representing Coli that can stay with the class for some time.

- Tell the story interactively: as you narrate, use the Coli figure to "travel" around a map or globe, pointing to each part of the journey (DR Congo, the technology factory, the place where the device is used and discarded, and finally the recycling center).

Ask the class: "What do you think Coli feels at each stage of the journey?"

2. Role-Playing: Re-enacting Coli's Journey

- Divide students into groups, with each group representing a stage in Coli's journey:
 - Coltan Mine in the DRC:** One group represents mineral extraction.
 - Technology Factory:** Another group represents the creation of electronic devices

3. **Consumers:** A third group acts as people using electronic devices.
4. **Recycling Center:** The last group is in charge of responsible recycling.
 - Each group will create their “scene” using recycled materials, building a small model or area where Coli will pass through. As Coli (the character) moves through each scene, the groups explain what happens at that stage and reflect on the positive and negative impacts.

3. Superhero Challenge: Saving Coli

- After each group has presented Coli’s journey, distribute “Superhero Power” cards to the students. Each card has actions that help Coli and the planet, such as:
 - Recycling phones and tablets.
 - Repairing devices instead of discarding them.
 - Using devices longer to reduce demand for minerals.
- Students will think of ways to use their “superpowers” to help Coli and the planet. They may act out their ideas or share them aloud.

4. Superhero Mission: Coli’s Commitment

- Each student or group creates their own “Coli Commitment,” a simple action they can do in their daily lives to protect resources and the planet, such as:
 - Using protective cases for devices.
 - Teaching friends and family about the importance of recycling.
 - Caring for devices and using them longer.
 - Opting for alternative consumption: buying used or refurbished devices (e.g., Backmarket) or brands like Fairphone.
- Commitments can be written and decorated on pieces of paper and posted on a class mural, creating the “Earth’s Superheroes Wall.”

5. Personal reflection:



Students will reflect on what they’ve learned and their commitment in their “travel journal” within their passports.

Antarctica

Oceania

Europe

Asia

America

Africa

AMERICA

EL SALVADOR



FROM SOIL TO PLATE

In this activity, we encourage the implementation of sustainable production practices and motivate students to adopt sustainable practices and lifestyles that align with nature.

SDG 12 – RESPONSIBLE CONSUMPTION AND PRODUCTION



Africa

OBJECTIVES



- Understand the importance of agroecology and food sovereignty for communities, promoting healthy eating and sustainability.
- Learn about the context of rural populations in El Salvador and Navarra, as well as the significance of self-managed food production.
- Reflect on the benefits of consuming local and nearby products.

MATERIALS



- Recycled containers (yogurt cups, water bottles, etc.)
- Potting soil (a small bag)
- Seeds of native plants from Navarra (e.g., beans or asparagus)
- Pictures of traditional foods from Navarra and El Salvador
- Maps of Navarre and El Salvador

ACTIVITY DEVELOPMENT



1. Introduction to the Topic

Begin by explaining agroecology and food sovereignty, pointing out on a map of El Salvador the rural areas where agriculture is practiced. Describe how corn is a key food in the Salvadoran diet and how rural communities grow corn using agroecological principles.

Next, introduce the concept of food sovereignty in Navarra, emphasizing the importance of consuming local products like beans, asparagus, and artichokes. Explain how these local products can also be grown using sustainable practices to promote food sovereignty.

***Food sovereignty:** *This is the right of communities to define and control their own sustainable policies and strategies for food production, distribution, and consumption, based on small- and medium-scale production rather than agro-extractivism. It prioritizes balance and respect for the environment. This form of management aims to empower consumers to decide what they bring to the table, putting their choices above those of major agribusinesses and economic interests. The goal is for region's or community's sovereignty not to rely on food production from other countries.*

America

Asia

Europe

Oceania

Antarctica

Explain how these practices help communities secure healthy food and protect the environment:

*Imagine that our country is a big garden, where everyone works together to care for plants, animals, and the land. **Agroecology** is like being nature's best friend, learning to grow our food without harming our surroundings, using fewer chemicals, and caring for the planet.*

*Now, imagine a treasure chest filled with all the fruits, vegetables, and foods we love. **Food sovereignty** is about making sure that chest is always full, allowing everyone to enjoy delicious, nutritious foods without relying on imports to fill it. It means having the power to decide what we want to eat, who grows it, and how it's grown, so we always have enough for everyone without harming our health or the land.*

In El Salvador, many people work each day in the fields using agroecology to fill that treasure chest with healthy foods.

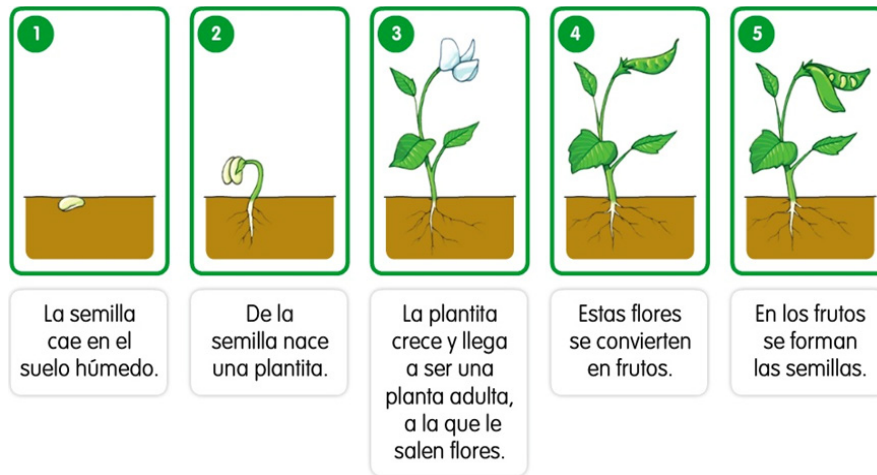
2. "From soil to plate"

Describe the journey of a seed, from planting it in the ground to becoming the food on our tables. Include details on the importance of caring for plants using agroecological practices (avoiding harmful chemicals, using compost, etc.) and how this contributes to food sovereignty and healthy eating.

Journey of a Seed

1. **Journey of a Seed:** *It all begins with planting a seed in the soil. We choose seeds native to the area, adapted to our climate and soil, which don't require chemicals to grow. This is important for protecting our environment.*
2. **Germination:** *With proper care, water, and sunlight, the seed begins to sprout. A small root anchors itself to the soil, and a shoot reaches toward the sun. This stage is critical, as the young plant needs protection from weeds and pests, by using natural methods instead of harmful chemicals.*
3. **Growth:** *The plant continues to grow, developing more leaves and stems. In agroecology, techniques like crop rotation and organic compost (from food scraps, etc.) are used to nourish both the plant and soil, promoting a healthy and sustainable life cycle.*
4. **Flowering and Pollination:** *When the time comes, the plant blooms, and through pollination, thanks to insects like bees, fruits or grains are formed.*
5. **Harvest:** *When the fruits or grains are ripe, it's harvest time. This is often a community effort, where everyone can take part.*
6. **Food Preparation:** *Finally, the food is cleaned, processed if necessary, and cooked to become part of our meals.*

This final step reminds us of the importance of food sovereignty, ensuring communities have access to healthy, culturally appropriate foods while promoting responsible, local consumption practices.



3. Comparison “From Corn to Asparagus”

Explain the journey of corn in El Salvador and asparagus in Navarra, highlighting agroecological practices and how each crop is essential in its local context.

- **Corn in El Salvador:** Describe how corn is planted, grown, and consumed, emphasizing dishes like pupusas, tortas, corn tamales, riguas, chilate, Salvadoran pasteles, and more. It's useful to explain that these communities often have limited access to other grains and foods, so they prepare corn in many different ways.
- * *Corn is a popular crop in El Salvador because it's relatively easy and affordable to plant. This plant is resilient to various climate conditions and can grow in different types of soil, making it suitable for both small-scale farmers and large plantations. Additionally, corn requires fewer agricultural inputs compared to other crops, contributing to its accessibility and economic viability for Salvadoran farmers.*
- **Asparagus in Navarra:** Explain the asparagus growth cycle, including planting, growing, and harvesting. Mention traditional dishes like asparagus with ham or asparagus salad.

Discuss with students the importance of consuming locally-produced food and how choosing local foods reduces the carbon footprint and helps protect the environment.

4. Planting Our Local Seeds

Instead of planting corn, students will plant a seed like beans, asparagus, or another typical crop from Navarra. Show images of traditional Navarre foods and ask how they feel about planting something that grows in their environment. Explain that while people in El Salvador grow corn, people in Navarre grow products that suit local conditions and cultural food practices.

5. Group Discussion and Reflection

Conclude the activity with a group discussion on what they've learned. Ask students how agroecological practices and food sovereignty could be applied in their communities. Reflect on how choosing local products can benefit both people and the environment.

Discussion Questions for the debate:

- What are the benefits of consuming food produced close to where we live?
- What differences and similarities do we find between growing corn in El Salvador and crops in Navarra?
- How can we apply food sovereignty in our daily lives?

6. Personal reflection



Students will reflect on what they've learned in their "travel journal" within their passports, writing about the importance of consuming local products and what they can do in their community to promote food sovereignty.

SALVADORAN PIONEERS

This activity highlights the contributions of Salvadoran women who have broken barriers in various fields, challenging traditional roles and promoting gender equality. By recognizing their achievements, the activity educates participants on the importance of equity, inspiring future generations to continue the fight for women's rights and equal opportunities for everyone.

SDG 5 – GENDER EQUALITY



OBJECTIVES



- Learn about and appreciate the key role of Salvadoran women in various social spheres.
- Provide role models of women who contribute to societal development in diverse fields.
- Promote gender equality, respect, and admiration for the contributions of all members of society.

MATERIALS



- Cardboard, kraft paper, and paints.
- Scissors, glue, and markers.
- Stories and images of Salvadoran women (Annex I.A).
- Questions for the positioning activity (Annex I.B).
- Colored ribbons.
- Instrumental music to create a proper atmosphere.

ACTIVITY DEVELOPMENT



1. Interactive Introduction:

Introduce the selected Salvadoran pioneer women (full descriptions and photographs in Annex I.A). Some examples include:

- **Claudia Lars** (1899-1974), a renowned poet known for her lyricism and mastery of meter, making significant contributions to Salvadoran literature.
- **Prudencia Ayala** (1885-1936), a social activist and the first woman to run for president of El Salvador, fighting for women's rights.
- **María Isabel Rodríguez** (1922), one of the first women to graduate in medicine in El Salvador, with a distinguished career as the Minister of Health.
- **Isabel Dada**, (1941-2017) considered the first great Salvadoran actress.
- **Morena Celarié** (1922- 1972), a recognized professional and promoter of folk dance in the country, known as the mother of Cuscatlecan folklore due to her artistic and cultural legacy.
- **Cristina Esmeralda López** (1982), one of the greatest athletes in Salvadoran sports history.

It's recommended to use images and brief videos. At the end, conduct a quick quiz activity where each group tries to guess which woman achieved each presented accomplishment or fact.

2. "Impact Puzzle" Game

Divide the class into small groups, assigning each group a pioneering woman. Each group will receive an envelope with pieces of a puzzle, which will form an image of their assigned woman. Before assembling it, they must earn the pieces by completing small challenges.

Challenges:

- o Answer questions about the life of the pioneers.
- o Connect traits of the woman to her contributions (e.g., "How did Claudia Lars' poetry help empower women?").
- o Place colored ribbons or tags on a timeline to represent the women's achievements (using keywords like "poetry," "politics," "health").

Once the group has earned all the pieces, they can assemble the puzzle and proceed to the next step.

3. "Paths of Contribution"

After completing the puzzle, each group will receive a poster board and create a "Path of Contribution," where they will draw or write on cards the key milestones in their pioneering woman's life, connecting them with drawings or arrows that show how her actions impacted society. This path will visually represent how her achievements opened opportunities for other women.

Each group will then present their "Path of Contribution" to the rest of the class, explaining how this woman broke barriers and changed her society.

4. Positioning Activity

Hold a mini-debate with key questions (Annex I.B). Students will position themselves in different parts of the classroom to respond physically to questions like:

- o "Who thinks women should have more opportunities in politics? Go to the left side of the room."
- o "Who thinks men and women should have equal opportunities in sports? Go to the right side."

5. Closing: Creative Role-play

Each group can create a short performance or role-play where they reenact a key moment in the life of their pioneering woman. This could be a short play, a dialogue, or a dramatized poem. They may use costumes or small props to make the activity more engaging and playful.

6. Personal reflection



Students can reflect on what they've learned in their "travel journal" within their passports, writing about the woman who inspired them the most and what actions they can take in their community to carry on her legacy.

Africa

America

Asia

Europe

Oceania

Antarctica

ASIA

POPULAR REPUBLIC OF CHINA



CHINA'S GREAT CHALLENGE

This activity aims to promote sustainable consumption and production patterns. Through various action-based challenges, students will learn about the importance of recycling, reusing, reducing unnecessary consumption, and choosing more sustainable alternatives in their daily lives.

SDG 11 – SUSTAINABLE CITIES AND COMMUNITIES



SDG 12 – RESPONSIBLE CONSUMPTION AND PRODUCTION



OBJECTIVES



- Reflect on the importance of prioritizing people's well-being and environmental health over unchecked economic development.
- Introduce the concept of consumerism and its impact on the environment.
- Understand the global interconnectedness of these issues and the implications of our consumption habits.
- Inspire positive actions among students and the school community towards a more sustainable future.

MATERIALS



- Quiz question and answer cards.
- A bell or an object to signal responses.
- Chalkboard or whiteboard to keep score.

ACTIVITY DEVELOPMENT



1. Introduction:

- Briefly explain the purpose of the game: to understand how China faces the challenge of growing economically while protecting the environment and controlling consumerism.
- Divide the students into small teams.

"Today, we're going to play a special game called 'China's Great Challenge.'

China is a very large country, with many people and numerous cities. It's famous for making many of the things we use every day, like toys, clothes, and phones. But making all these things and building such large cities creates a lot of pollution: the air, water, and soil get polluted, and this harms animals, plants, and people.

Also, to make all these products, many people work long hours in conditions that aren't always fair.

China wants to keep creating things and growing its cities because this generates money for the country. But is this good for everyone? And what about the environment? We need to take care of the planet and

make sure we don't consume more things than we really need, so we don't damage the Earth. This can be a bit challenging, right?

In this game, we're going to try to ensure that China produces only the things people truly need, in ways that don't pollute the environment (water, air, soil) and that respect people's rights."

2. The Quiz

- a. Ask questions to each team in turn. Each correct answer earns one point (Annex II.A).
- b. To make it more interactive, include "action challenges" (Annex II.B) between some questions. These can earn extra points (2 points).
- c. Keep track of the score on the board or on a large sheet of paper.
- d. Points Structure: Instead of having teams compete for points, you could add a common goal where the class as a whole accumulates points to "solve" a global challenge. For example, if they collectively reach 15 points, they "symbolically reduce pollution in China." This encourages collaboration and the idea that environmental issues are collective challenges that require a common effort.

3. Group reflection

Discuss what was learned, asking students how they think they can apply the lessons on sustainability and responsible consumption in their daily lives. Some questions to guide the reflection could be: Do we only use what we need in our daily lives? Can you list 10 things you have but don't really need? Do we reuse things, or do we throw them away after one use? Do we recycle the things we discard? Do many of our products come from China? How can we encourage China to produce fewer items?

4. Personal reflection



Students can reflect on what they've learned in their "travel journal" within their passports.

EDUCATIONAL ROUTES: DREAMS AND CHALLENGES IN CHINA'S SCHOOLS

In this activity, by discussing and comparing educational experiences in urban and rural areas, students' empathy will be stimulated, as well as their understanding of inequalities. It will also consider how they can contribute to solutions that promote equality in education.

SDG 4 - QUALITY EDUCATION



OBJECTIVES



- Reflect on educational inequalities between rural and urban areas in China.
- Promote critical thinking about barriers and opportunities in access to education.
- Foster empathy and critical thinking.
- Develop action proposals to combat educational inequality.

MATERIALS



- Photos, videos, or short stories about the lives of students in rural and urban areas of China.
- Paper, poster boards, and colored pencils or markers.
- Cards with descriptions of different "fictional students" in China (Annex III.A.).
- Encrypted texts (Annex III.B.).
- Map of China.

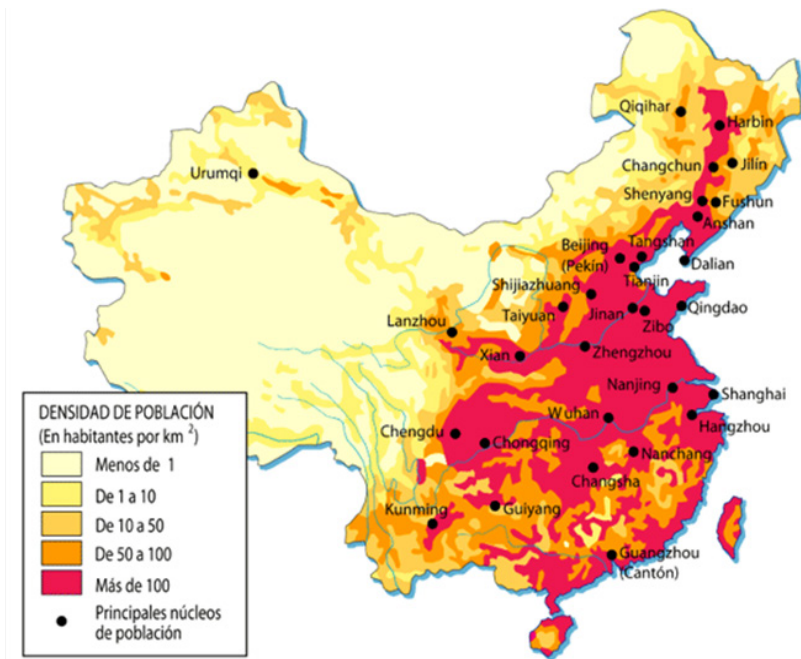
ACTIVITY DEVELOPMENT



1. Introduction and contextualization:

Start with a brief explanation of China, showing its geography on the map and the population density in different areas. Present key information about the differences in educational infrastructure, access to technology and resources, and the gap in completion rates for basic and secondary education.

Provide a brief explanation about SDG 4, which seeks to ensure inclusive and quality education for all. Relate this goal to the inequalities that exist in China, especially in remote areas.



It is recommended to present some images of rural and urban schools, discussing the visible differences and how they could affect the educational experience of children.



2. Activity 1: The Story of a Student

- Divide the class into small groups and give each group a card with a fictional profile of a child in China (Annex III.A.).
- Group Task: Each group will discuss the realities of the character they received. What is their school day like? What challenges do they face, or what opportunities do they have? Then, each group must depict these ideas on a poster board with drawings, words, or diagrams that describe their character's story.
- Presentation of the Stories: They will present their characters to the rest of the class. As they present, mark on the map of China where each character lives. The class can ask questions and reflect on the differences between the characters.
- How Can We Improve It?: Once all groups have presented, pose the following question to the group: What connections can we make between these stories? Who has a better chance of achieving their dreams and why? Each group should imagine solutions to improve the situation of these educational realities. They should propose actions aimed at enhancing equality in education (e.g., sharing educational resources, teacher training, technology, etc.).

3. Activity 2: The Journey to School

It is suggested that the teacher divide the class into groups. They will be told that new students have arrived in the city and want to come to school but do not know how to get there.

Each group will receive a text with the address.

The goal of each group will be to draw a map with directions to the school. To do this, they must decode a text, and once they have done so, they should mark the path with colors. Each text has a different level of difficulty in its encoding, highlighting clear differences among the groups. (In Annex III.B., the text located in Pamplona is attached; however, it can be adapted to other locations by the teacher).

When this part is finished, a series of questions will be posed:

- Why did some groups finish before others? Who finished first and last? Why?
- What do you think about some groups having a more understandable text than others?
- How did you feel?

4. Guided reflection

Guide the group reflection on inequalities in access to education. Some children have more advantages than others. Ask how they feel about the differences and relate this to the situation of the example students worked on. Emphasize the importance of supporting all students, regardless of where they live, so they can achieve their dreams.

5. Personal reflection



Students will be able to reflect on what they have learned in their "travel journal" in the passport.

EUROPE

ITALY



ART AND COMMUNITY: THE CHALLENGE OF RESPONSIBLE TOURISM

In this activity, we will focus on the appreciation and preservation of historical sites, artistic works, and cultural traits, contrasting them with the adverse effects of mass tourism and urban growth.

SDG 11 - SUSTAINABLE CITIES AND COMMUNITIES



OBJECTIVES



- Reflect on the effects of mass tourism on local communities and Italy's cultural heritage.
- Explore the concepts of cultural tourism and responsible tourism, respecting both people and the environment.
- Raise awareness about the harmful consequences of mass tourism and stimulate ideas for alternatives or solutions.
- Foster creativity and artistic expression in seeking solutions to the problems faced by cities and tourist communities.

MATERIALS



- Map of Italy.
- Images of monuments and works of art, along with typical urban scenes from Italy.
- School supplies (paper, colors, modeling clay, etc.).
- Information about cities and monuments (Annex I.A.).
- Fact sheets with data on over-tourism and its social and environmental impacts (Annex IV.B).

ACTIVITY DEVELOPMENT



1. Introduction

Start with a brief explanation of cultural tourism and responsible tourism, highlighting how Italy is an iconic destination due to its vast artistic and monumental wealth.

It is recommended to watch the following video:

www.youtube.com/watch?v=ATZpmfkTU9o (*Add Visual Works, 2019*)



- Key Questions:
 - What are the positive aspects of tourism for a city?
 - What social problems can mass tourism create for local residents?
 - Who really benefits from tourism in historic cities?

Tourism and inequality: Explain how mass tourism exacerbates inequalities in Italian cities, where local residents often face challenges such as rising rents, loss of local services, and gentrification. Connect these ideas with other impoverished realities, reflecting on how globalization and tourism are linked to dynamics of inequality between the Global North and South.

Sustainability and social justice: Introduce the concept of sustainable cities and communities, relating how fairer tourism must consider the impact on people, not just on heritage. Tourism should be a tool for building social justice, not for intensifying inequality.

Briefly explain **cultural tourism**, focusing on how Italy is a popular destination for its rich art, history, and monuments.

Cultural tourism *involves traveling to discover and experience the traditions, arts, history, and heritage of different places. It is not just about seeing things but about learning and connecting with different ways of life, ideas, and expressions of human creativity over time.*

This type of tourism is important because it helps us understand and appreciate the cultural diversity of the world. It teaches us how other people have lived, what they have valued, and how they have expressed their thoughts and emotions through art and architecture. Cultural tourism can also inspire us to protect and preserve these places and traditions so that future generations can learn from them as well.

The reason why Italy is so special for cultural tourism is that it has a very long and fascinating history and has been home to many talented people who created beautiful things. So, when we visit Italy, we not only see beautiful places, but we also learn about history and art, and how these stories and creations continue to be part of our lives today.

- Ask questions such as: What benefits do you think tourism brings to these cities? How could tourism negatively affect these places, their residents, or their cultures?

As we mentioned, tourism allows us to meet other people, cultures, and ways of life. But it is also very detrimental to many cities that have become hotspots for travelers. Many people simply travel, spend a few days in that city, and leave, without truly valuing or understanding the culture or the people who live there. Often, they do not take into account that there are people living on the streets they walk through, who need a clean city and quiet places to stroll. It is important that when we travel to a place, we think and ask how we should behave so as not to harm or disrupt the ways of life of the people in that area.

It is suggested to analyze the negative impacts that tourism can cause. A list of these impacts is provided in Annex IV.B. This can be presented in class or handed out to students to facilitate the subsequent activity.

2. Virtual Trip to Historical Cities

Exploration of monuments: Show images of Italian monuments and urban landscapes (Annex IV.A) and briefly introduce the history of each one, locating them on the map. Alternatively, digital devices with internet access can be provided for students to explore the monuments using Google Maps. Relate each monument to problems associated with touristification.

Group Task: Divide the class into small groups and assign an Italian city or a famous monument to each group (for example, Venice, Florence, Rome). Each group will analyze the negative effects of mass tourism in that city (pollution, gentrification, loss of local identity) and how these impacts could be reduced from a fairer and more sustainable approach.

3. Creative Station

Students will need to complete three tasks

1. Read the information sheet.
2. Analyze what problems may arise from tourism.
3. Create an informational poster, advertisement, or a public service announcement proposing a creative solution to prevent the negative impacts of tourism related to the assigned place or site.

4. Presentation and group reflection

Each group will present their creation and their ideas for improving the sustainable tourism of the location. Conclude with a group reflection on the importance of cultural tourism and how it promotes appreciation and preservation of the history and art of different cultures.

5. Personal reflection:



Students will reflect on what they have learned in their “travel journal” in the passport.

CARETAKERS OF ITALY'S TREASURES

In this activity, we focus on preserving historical sites and works of art while addressing the adverse effects of tourism and urban development.

SDG 15 - LIFE ON LAND



OBJECTIVES



- Raise awareness about the impact of mass tourism on Italy's ecosystems and cultural heritage.
- Respect the environment and historical heritage by adopting sustainable practices.
- Develop reflective and action-oriented skills for applying sustainable solutions in local contexts.
- Become agents of change by applying their learnings to their immediate reality.

MATERIALS



- Large map of Italy.
- "Sustainable Mission" cards (Annex V.A).
- Question cards (Annex V.B).
- Colored dots (gomets).
- Pencils and notebooks for final reflections.

ACTIVITY DEVELOPMENT



1. Introduction

Start with a brief explanation of the sustainability challenges in affluent countries like Italy, emphasizing the impact of mass tourism in iconic cities such as Venice, Florence, and Rome. Introduce the concept of "responsible tourism" and its connection to preserving historical heritage and protecting the natural environment.

- Ask the group: What are the potential consequences of mass visits to monuments, natural areas, and historic cities?

2. Game Instructions

The objective is for students, in teams, to become "Guardians of Heritage and Nature" by solving challenges to protect Italy's ecosystems and cultural heritage. Each mission will bring them closer to achieving a more sustainable Italy!

3. Game Dynamics

Phase 1 – Team Formation

Divide the class into groups of 4-5 students and assign each team a color (using dots they will use later). Each group selects a “mission leader”, to draw the cards and guide the reflection.

Phase 2 – “Sustainable Mission” Cards:

Teams will take turns drawing a “Sustainable Mission” Card, which outlines a challenge combining an environmental or cultural issue in Italy with a sustainable action (Annex V.A). Each team has 5 minutes to discuss how they would implement this action in their community or school.

All groups participate simultaneously in the same mission, and each team must briefly present their proposal.

Phase 3 – Question Cards

After completing the mission, each team will draw a Question Card (Annex V.B). These cards include reflective questions connecting sustainability and the SDGs to the Italian context. Each team has 3 minutes to discuss and share their answers. The entire class can debate the ideas presented. These cards feature open-ended questions about Italy, focusing on sustainability and the SDGs to stimulate reflection. Responses to the card can be discussed with the larger group after the team presents their reasoning.

After answering the question, each team places their colored dot on the map location related to the mission, symbolizing that they have protected it with their ideas.

Conclusion of the Game: The game ends once all teams have completed their missions and challenges. The goal is for the entire class to collectively contribute to protecting and promoting sustainability in Italy, as reflected by the dots placed on the map.

4. Personal reflection



Students will write a personal reflection in their “travel journal,” highlighting what they have learned and identifying a sustainable action they can incorporate into their daily lives.

OCEANIA

AUSTRALIA



ART FOR STORYTELLING

In this activity, we will explore Aboriginal art. Promoting appreciation for the rich cultural heritage and traditions of Indigenous peoples and emphasizing the importance of preserving and respecting these cultural expressions.

SDG 11 - SUSTAINABLE CITIES AND COMMUNITIES



OBJECTIVES



- To learn about Australian Aboriginal culture and art.
- To recognize art as a form of cultural expression that conveys knowledge and ways of life, serving as a means to learn about specific cultures.
- To cultivate appreciation for diverse cultures and respect for traditions.
- To develop an understanding of the symbols and meanings within Aboriginal art.

MATERIALS



- Cardstock or thick white paper.
- Acrylic or finger paints.
- Cotton swabs, toothpicks, and small brushes for creating dot painting.
- Example images of Aboriginal art.

ACTIVITY DEVELOPMENT



1. Introduction to Aboriginal Art

- Begin with a brief explanation about Australian Aboriginal peoples, emphasizing their status as the world's oldest cultures and their rich traditions.
- Present Aboriginal art through selected images, explaining the dot painting technique, its symbolism, and the significance of the colors and symbols used.
- Discuss how this art is connected to the land, spirituality, and storytelling.

Cultural Significance of Aboriginal Art

Australian Aboriginal art is deeply intertwined with the sacred relationship between Indigenous peoples, their land, and their spirituality. Each piece of artwork reflects the Dreamtime, a complex philosophy that describes the origins of the world, its creatures, and its natural laws. This foundational narrative of Aboriginal culture illustrates how ancestral beings shaped the landscape, created life, and established moral and social laws.

The Importance of Dot Art

Dot art is a unique technique practiced by some Aboriginal groups, especially in Australia's Central desert region. It involves creating images and patterns using small colored dots applied with a variety of natural tools such as sticks and bones. This technique is not only aesthetically impressive but also serves a deeper purpose: concealing messages and spiritual meanings within the artworks. Dot patterns can symbolize elements of the landscape, events from the Dreamtime, or maps of water routes and sacred sites, accessible only to individuals with the appropriate cultural and spiritual knowledge.

The Dot Painting Technique

The dot painting technique requires patience and precision. Artists carefully apply small dots of paint onto the canvas, creating patterns and shapes that narrate a story or represent aspects of the natural and spiritual world. While the dots may appear decorative at first glance, each one serves a purpose and contributes to the overall meaning of the artwork. The colors used are also significant, traditionally derived from natural pigments found in the land, reflecting the deep connection that the artists have with their natural environment.

2. Exploration and Design

- a. Each student should think of a theme or story they want to represent through their art, drawing inspiration from nature, animals, or traditional Aboriginal stories.
- b. They should create their designs on paper, using simple symbols and figures that they can later fill in with the dot painting technique. Alternatively, pre- designed models can be provided to students so that they have to paint over them and imagine the meaning of these works as if they were created by others.

3. Creation of Dot Art

- a. Distribute the cardstock, paints, and dot painting tools. Other painting materials related to natural elements can also be offered, such as beetroot cooking water, coffee, herbal infusions, or soil.
- b. Demonstrate the technique: how to use cotton swabs, sticks, and small brushes to apply paint in dots, practicing on a separate sheet of paper before starting the final project.

4. Sharing and Group Reflection

- a. Each student will share their artwork with the class, explaining the meaning behind their designs and reflecting on what they have learned about Aboriginal art.
 - b. Conclude with a group reflection on the importance of respecting and valuing different cultures.
- Art is a way of transmitting knowledge, and different cultures have found various ways to express themselves.
 - A sustainable community is also one that achieves certain levels of well-being, and its ways of life and interactions fit its cultural patterns.
 - SDG 16 aims for peace and justice for all. For everyone to live in peace, it is essential to respect and care for different cultures.

5. Personal reflection



Students will be able to reflect on what they have learned in their “travel journal” in the passport.

Africa

America

Asia

Europe

Oceania

Antarctica

THEATER TO SAVE THE OCEAN

This activity focuses on the importance of conserving and caring for the oceans, seas, and marine habitats for the sustainability of the planet and sustainable development.

SDG 14 - LIFE BELOW WATER



SDG 15 - LIFE ON LAND



OBJECTIVES



- Understand and raise awareness about the importance of marine biodiversity and the need to protect the oceans.
- Explore the concept of sustainable tourism and its impact on marine conservation.
- Develop collective reflection skills and artistic expression as a means to promote social change.

MATERIALS



- Cards with scenarios or dilemmas about ocean conservation and sustainable tourism (Annex VI).
- Simple costume elements or accessories (optional) to represent different characters or elements (e.g., sunglasses for tourists, a hat for a fisherman).
- School supplies in case they want to draw something or create an accessory.
- A list of reflection questions for after the performances.

ACTIVITY DEVELOPMENT



1. Introduction

Begin with a brief explanation about the importance of oceans and how we can contribute to their protection.

Oceans are the beating heart of the Earth, essential for life in countless ways. They provide us with oxygen, regulate the climate, feed millions of people, and are home to an incredible diversity of marine life.

However, oceans are under threat from human activities. Pollution, climate change, overfishing, and habitat destruction are jeopardizing this vital resource

How can we help with their conservation? Can you think of any ideas?

Example: Reduce plastic use, practice responsible consumption, support conservation, educate and raise awareness.

Every action, no matter how small, contributes to the mission of protecting our oceans. By adopting more sustainable habits and educating others about the importance of oceans, we can ensure that they remain a vital and vibrant resource for future generations.

2. Selection of Scenarios

- a. Divide the students into small groups and assign each group a scenario card (Annex VI).
- b. The groups will spend a few minutes analyzing their scenario and planning their brief performance. They can use costume elements or school supplies to help bring their characters and narratives to life.

3. Performances:

- a. Each group will present their performance to the class. Encourage the students to pay attention and think about the solutions proposed by their classmates.
- b. After each performance, allow a brief moment for questions or constructive comments from the audience.

4. Reflection and Discussion

- a. Conclude the performances with a group reflection session. Use questions such as “What solution did you find most effective?”, “How would you feel in that character’s situation?”, or “What can we do in our daily lives to help protect the oceans?”
- b. Encourage a discussion about sustainable tourism and how the decisions we make can have a positive impact on the environment.

5. Personal reflection



Students can reflect on what they have learned in their “travel journal” in the passport.

ANTARCTICA



ANTARCTIC EXPLORATION TEAM

This activity emphasises the importance of preserving ecosystems and biodiversity. Antarctica is a very fragile ecosystem, and its biodiversity is under threat. The focus will be on protecting habitats and caring for the species that live there, while encouraging students' to develop alternative actions to protect nature in their surroundings.

SDG 14 – LIFE BELOW WATER



SDG 15 – LIFE ON LAND



OBJECTIVES



- Understand the variety of terrestrial ecosystems and the specifics of their fauna and flora.
- Raise awareness of the importance of water in Antarctica's ecosystems.
- Identify threats to biodiversity in Antarctica and explore ways to protect it, both locally and globally.

MATERIALS



- Printed or projected map of Antarctica.
- Cards with animals and plants (penguins, seals, lichens, krill, etc.).
- Cards with threats (global warming, pollution, industrial fishing, uncontrolled tourism).
- Colorful stickers to represent protected animals, endangered areas, and protected areas.
- Bags or containers to simulate "waste."

ACTIVITY DEVELOPMENT



1. Introduction

Begin by presenting a map of Antarctica and explaining its unique ecosystem in the world. Discuss what animals and plants live there and the dangers they face from climate change and human activity.

Importance of Antarctica

Antarctica contains approximately 70% of the planet's freshwater in its glaciers and ice sheets. It plays a crucial role in regulating the global climate and the water cycle. The processes of snow accumulation and ice formation in Antarctica are fundamental to maintaining the balance of the water cycle. Additionally, the melting of Antarctica's ice sheets has significant implications for global sea levels, highlighting the importance of conserving this continent and understanding its role in the water cycle.

2. Mission 1: Find the Inhabitants of Antarctica

The activity will be conducted in groups. Each group will receive cards with images and brief descriptions of Antarctic animals and plants (penguins, seals, whales, lichens, etc.) (Annex VII.A). Using the map of Antarctica, the groups must place these cards in the location where they believe the species resides.

The groups should research the species before placing them on the map or share what they know (provide devices with internet access if appropriate). Each team will be responsible for “protecting” the species.

3. Mission 2: Protect the Ecosystems!

Each team will receive cards outlining various threats to Antarctic ecosystems (such as ice melting, pollution, industrial fishing, etc.) (Annex VII.B). They must analyze how these threats impact their species and how to protect them from these threats. Using green, yellow, or red stickers, students will categorise the species based on the level of threat they face: Green: low threat. Yellow: moderate threat. Red; severe threat.

4. Mission 3: Create an Action Plan for the School.

Each team will design a plan to help protect biodiversity in their local environment, inspired by what they have learned about Antarctica. They can create a poster or make a plan to care for the schoolyard or the neighborhood park. Teams will present its proposal to protect nature in their school or community.

5. Final Reflection

The reflection will be guided on what they have learned by asking, what threats they believe are the most urgent for antarctica? How can they apply what they have learned to care for their environment?

6. Personal reflection



Students will be able to reflect on what they have learned in their “travel journal” in their passport.

A THERMOMETER IN ANTARCTICA

In this activity, we will focus on climate change and its consequences on the melting of Antarctica and the subsequent rise in sea levels. Students will be encouraged to think about everyday actions that contribute to “cooling” the planet and reducing or slowing down global warming.

SDG 13 - CLIMATE ACTION



OBJECTIVES



- Understand the impact of human actions on climate change.
- Encourage personal and collective responsibility towards climate action, focusing on Antarctica.

MATERIALS



- A giant interactive thermometer (this can be a printed version or a digital screen if possible).
- Cards in two colours (red for warming actions and blue for cooling actions).
- Tape, markers, and scissors.
- A timer.
- Bells or buzzers for the game part.

ACTIVITY DEVELOPMENT



1. Design of the Interactive Thermometer:

Prepare a thermometer, but in this version, the temperature level is movable. Use Velcro strips or magnets so students can adjust the temperature based on the actions they propose. Indicate that there is a “danger” level (hot) and a “safe” level (cold), related to the global temperature and its impact on Antarctica.

2. Brainstorming with a Timer:

Divide la clase en dos equipos: Equipo de Enfriadores y Equipo de Calentadores.

Divide the class into two teams: Cooling Team and Warming Team.

Start the timer (for example, 3 minutes). During this time, both teams must brainstorm and write down as many actions as they can.

- a. The Warmers will note actions that increase climate change (excessive energy use, plastic waste, etc.).
- b. The Coolers will note actions to combat it (using renewable energy, planting trees, recycling).

Dynamic Element: Each team must run to the thermometer and quickly stick their cards on the corresponding side (warmer or cooler) before the timer runs out.

3. Quick Presentation of Actions (Lightning Debate):

Each team will have 1 minute to present their actions. A representative from each team will explain why each action contributes to climate change. Other classmates can ask questions or add additional ideas while the cards are visible on the thermometer.

4. Thermometer Challenge: Raise or Lower the Temperature:

The thermometer starts at a neutral point. Based on the actions presented, the class votes (through a quick vote) on whether the action has a stronger in cooling or warming effect. The representative from each team will move the thermometer up (if voted “warms”) or down (if voted “cools”).

Fun Competition: If the thermometer reaches the danger level, the Warmers win the round. If it reaches the safe level, the Coolers win.

5. Active Reflection: Changing Actions

Teams must work together now. Invite them to reflect on how they could transform the “warming” actions into “cooling” actions.

Extra Dynamics: Students will run to the “hot” cards and replace them with new “cold” actions, encouraging quick thinking and engagement in finding solutions.

6. Personal reflection:



Students will be able to reflect on what they learned in their “travel journal” in the passport.

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