



**Sustainable Rainforests:
Global Schools Workshop
Plan & Materials**

CONCERN
worldwide



This resource is an outcome of Waterford's Global Schools Programme which is funded by Irish Aid's WorldWise Global Schools and Concern Worldwide. Each year we work with a group of Transition Year Students on a global topic. After intensive training from Centre Staff, TYs design their own workshop which they then deliver to primary schools across Waterford. This year we focussed on Rainforests and Sustainability.

For more information about WorldWise Global Schools, check out their Global Passport Award which recognises the efforts of post-primary schools to integrate global citizenship education. If you are interested in having Transition Year Students from your school participate in this programme, please contact us using the information below.

This resource includes a workshop plan and support materials for a 60-minute workshop designed for 1st to 3rd year CSPE classes. The workshop looks at the Sustainable Development Goals with a specific focus on Goal 13 which calls for urgent action to be taken to combat climate change. The workshop then delves deeper into the Rainforests and looks at actions that young people can take on their own or as part of the school community to protect this vital resource.

If you have comments, questions or feedback, please contact us at:

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INTRODUCTORY ACTIVITY

SUSTAINABLE DEVELOPMENT GOALS

Time: 15 minutes
Materials: Sustainable Development Goals Cards

This activity is designed to introduce the Sustainable Development Goals (SDGs) to students.



There are 17 Goals with 169 targets and were passed by the United Nations to cover the period from 2016-2030 replacing the Millennium Development Goals. If your students are familiar with the concept of sustainability, you can move on to the SDG Activity. If not, it may be helpful to start this with a brainstorm/mindmap of the word 'sustainable'.

The definition most widely used comes from a 1972 UN Report: Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

Steps:

- Have students work in small groups and provide each group with a full set of the SDG cards (available on next page for photocopy, we also recommend laminating the cards, despite the plastic, in order to keep using them). Ask students to prioritise the SDGs, based on which one they think is the most relevant to their own lives, in a diamond shape. The top of the diamond should represent the most relevant and the bottom represent the least relevant.
- Once they have chosen which SDG is most meaningful or important to their group, have them describe what they think the world would look like if that Goal was achieved. Also, have students explain why they chose that goal as the most important.
- Transition to Goal 13: If any group has chosen, Goal 13 as their top goal, leave that group until last to allow for an easy transition to discussions relating to Climate Change. Otherwise point to the wording of Goal 13: 'Take Urgent Action on Climate Change'. It is the only Goal that uses words like 'urgent' and this indicates that the UN places a certain priority on Goal 13. However, it is important to recognise that the UN has been very specific in stating that no Goal stands alone, that success depends on understanding the interconnectedness of the Goals.



**NO
POVERTY**



**2
NO
HUNGER**



**3
GOOD
HEALTH**



**4
QUALITY
EDUCATION**



**5
GENDER
EQUALITY**



**6
CLEAN WATER
AND SANITATION**



**7
CLEAN
ENERGY**



**8
GOOD JOBS AND
ECONOMIC GROWTH**



**9
INNOVATION AND
INFRASTRUCTURE**



**10
REDUCED
INEQUALITIES**



**11
SUSTAINABLE CITIES
AND COMMUNITIES**



**12
RESPONSIBLE
CONSUMPTION**



**13
PROTECT THE
PLANET**



**14
LIFE BELOW
WATER**



**15
LIFE
ON LAND**



**16
PEACE AND
JUSTICE**



**17
PARTNERSHIPS
FOR THE GOALS**



THE GLOBAL GOALS

GUIDED JIGSAW

The Iceland Ad

In 2018, supermarket chain Iceland produced an ad over the winter holidays that highlighted the dangers to the Rainforests and its inhabitants. The ad was banned for being too political. It, of course, survives on YouTube and you can watch it here: <https://www.youtube.com/watch?v=HTZ6sFW7kCg>.

The purpose of this activity is for students to look critically at media and our reaction as consumers to advertisement. Working in groups of four, have students prepare answers to the following four questions, after viewing the ad, with each student being responsible for recording the group's thoughts on one of the answers:

1. What is the political message of this ad? Is this too political to be aired on tv? Why do you think it was banned?
2. If this ad had actually aired on tv, do you think it would have altered people's buying habits at Christmas?
3. Does media have an impact on people's behaviour? Explain your answer and provide an example (case study) to support your position.
4. Does the media have a moral or social obligation to try to convince people to act with social conscience or is their responsibility simply to report/advertise?

Regroup students according to questions (so all of the #1's are together and so on). Have students then share the answers from their original groups with the question groups. Each group should nominate someone to describe the all of the answers to that question to the whole group.



CLIMATE FOOTPRINT QUIZ

The following series of questions are designed to identify actions that all of us can take to decrease our impact on the environment. It is important to stress the following to students:

- Everyone has some impact on the environment. But we can all take steps to decrease the negative impacts that we do have.
- Each of the questions relates directly to an action that is within a young person's power to carry out.
- These questions are for personal use only, there is no need to share the scores with others in the room

Do you normally take a bath or a shower? Bath +20 Shower +10

How do you get to school? Walk/Bike +0 Carpool/Public Transportation +10
Individual Car +20

Do you compost at home? Yes +0 No +20

Do you always turn off tv when you leave the room? No TV +0 Yes +10 No +20

Do you recycle at home? Yes +0 No +20

Do you let the water run when you brush your teeth? Yes +20 No +0

Do you give away or donate your unwanted clothes? Yes +0 No +20

How do you get rid of leftovers? Eat them +0 Dogs/Chickens +5 Bin +20

How do you dry your clothes? Line/Rack +0
Combination Line/Rack and Tumble dryer +10 Only tumble dryer +30

Do you use a dishwasher or hand wash for dishes? Dishwasher +20 Handwash +10

Do you use a reusable water bottle rather than single-use bottles? Yes +0 No +20

Most amount of points 240
Least amount of points 20

A MOVING DEBATE

TAKING A STAND

This activity is designed to enable students to think critically about the issues that have been addressed by this resource and to encourage them to become active citizens through taking positions on controversial topics.

Time: 15 minutes

Steps: This activity can be done with learners standing up and moving around the room if you have enough space. If you do not, provide students with Agree/Disagree signs and they can state their position from their seats (alternatively you can decide on a system such as left hand up if you agree, right hand up if you disagree, hands in lap if you are undecided).

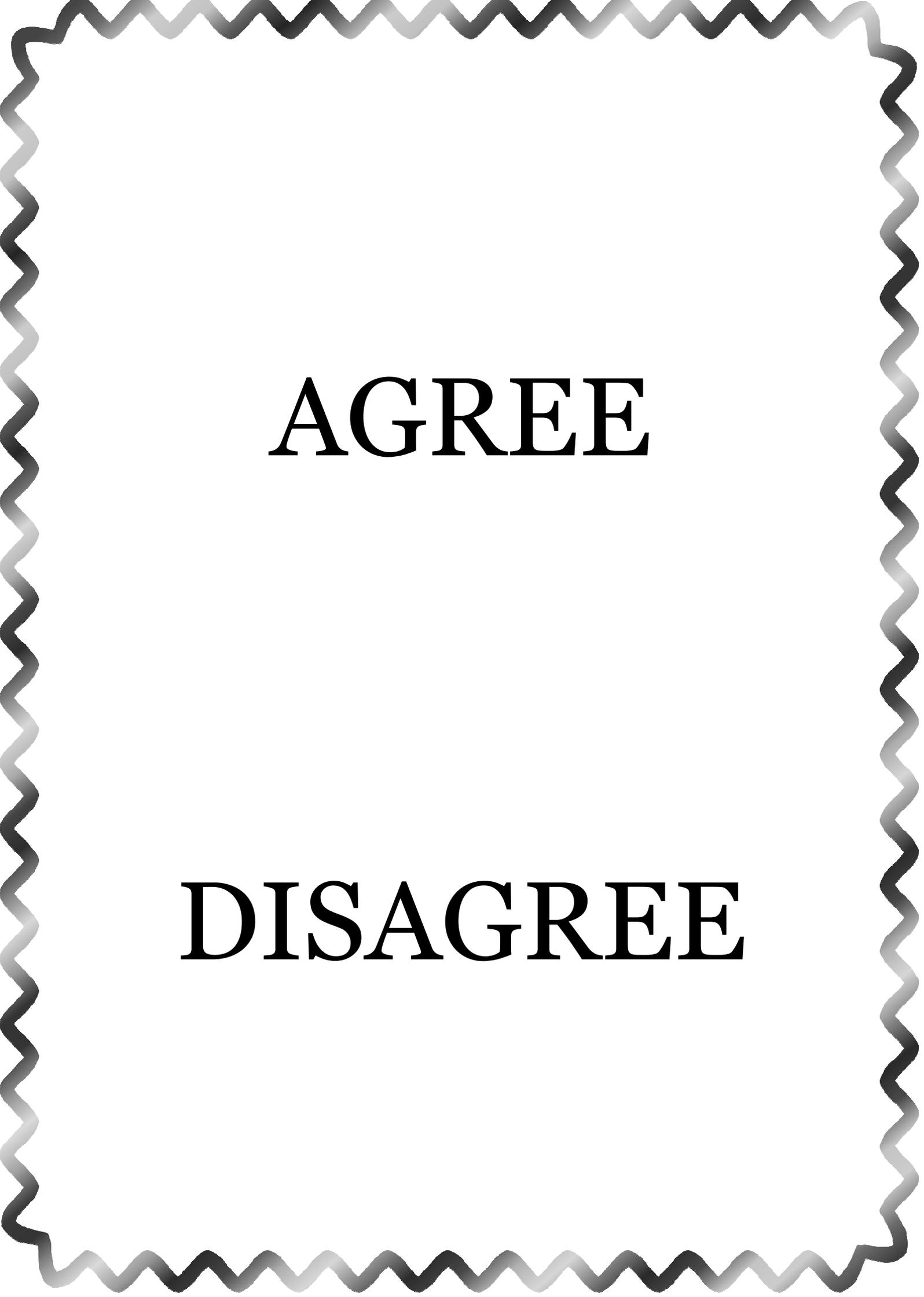
If students are moving around, identify an Agree side of the room and a Disagree side of the room. If they are seated instruct them on how to signal their opinion.

Explain to students that you are going to read a series of statements. If they agree they should indicate by moving to Agree side of room or putting up their Agree sign, etc. If they are unsure they should stand in the middle of the space.

After you have read the first statement and people take their positions, ask some students why they took the position that they did. Explain that if there is anything that anyone says that makes them change their mind, then they can change which side of the room that they are on or which sign they are holding up.

Sample statements:

- Everyone should be able to have whatever they want.
- The Rainforest is not the problem of people living in Ireland.
- It sad that the Oranguatans and other animals are losing their homes, but human lives and well being are more important.
- It is not possible for any one individual to have any real impact on global issues.



AGREE

DISAGREE