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Manual for Teachers



Based on the Albania YOU(th) CARE Agenda



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TOGETHER FOR CHANGE

YOU(th) CARE for Change - Engaging new generations on innovative, joint and multidimensional actions addressing the Global Challenges

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CULTURE FOR FUTURE: Renovation of the Cultural Palace of Kukës, as a new multifunctional space for Global Citizenship Education and Green Opportunities for Youths

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GLOBAL CITIZENSHIP
Non-Formal Education Guide

Intergenerational dialogues: Manual for school teachers in Kukës , for the preparation and implementation of activities that promote global and digital citizenship





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Guide to Non-Formal Education

1. Introduction

This guide has been prepared to assist school teachers in Kukës in developing informal activities that promote global and digital citizenship. The goal is to help students become active citizens in their local communities and at a global level.

1.1 What is Global Citizenship?¹

Global citizenship implies awareness and engagement in world affairs, respect for human rights, social justice, and peacebuilding. It also includes digital citizenship – active, responsible, and ethical participation in online spaces.

1.2 The Role of Teachers in Global Citizenship Education

Teachers have a key role in conveying the values of global citizenship through interactive activities, discussions, and games that foster critical thinking, empathy, and cultural awareness.

1.3 Digital Citizenship Areas

According to the Council of Europe², digital citizenship includes 10 areas divided into three categories:

- Online Presence: Usage, creativity and media information
- Online Wellbeing: Ethics, Empathy, and Communication
- Online Rights: Participation, privacy and responsibilities

1.4 Using Informal Methods in Teaching

Informal methods help develop social skills, critical thinking, and cultural awareness. They include games, simulations, role-playing, and structured discussions that encourage active student participation.

1.5 Methodology used during the implementation of the “YOU(th) CARE” project

This manual and the activities included in it have been developed based on the methodology used during the implementation of the “YOU(th) CARE” project, implemented by COSPE. The methodology includes a combination of proven approaches as follows:

CARE methodology

CARE is an educational approach that helps young people and teachers think critically about the problems they experience in their communities and take action to address them.

Non-formal Education

Our approach is strongly based on non-formal education, using techniques such as:

¹ <https://www.coe.int/en/web/compass/citizenship-and-participation>

² <https://rm.coe.int/16809382f9>.



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- Reflective group discussions;
- Practical exercises and role-playing;
- Learning through experience and simulations;
- Creative and artistic activities for personal and collective expression.

Involving young people and educators

- Young people are placed at the center as active participants, not just beneficiaries.
- Teachers are trained not only to implement activities, but also to deeply understand the principles of global citizenship and human rights.
- All materials are adapted to the local context to ensure inclusion, impact and applicability.

1.6 Brainstorming

Brainstorming is a way to introduce a new topic, stimulate creativity, and generate lots of ideas quickly. It can be used to solve a specific problem or answer a question.

How to conduct a brainstorming session:

1. Decide on the issue you want to brainstorm about and formulate it into a simple question or statement.
2. Write the question on a large sheet of paper or on a board placed in a place where everyone can see it.
3. Ask participants to contribute their ideas. You write the ideas under the question or statement set. Use single words or short phrases.
4. Stop brainstorming when ideas start to run out, and then
5. Go through the suggestions provided, asking for feedback.
6. Then summarize the process and, building on the new knowledge, move on to an activity or discussion.

1.7 Audiovisual Methods

Use of images: photos, cartoons, drawings, collages

Visual images are very powerful tools, both for conveying information and for stimulating interest and discussion. It is worth remembering that drawing is an important form of self-expression and communication — not only for those who think visually, but also for those who find it more difficult to express themselves verbally.

1.8 Group work

Teamwork is the basis of many of the exercises; it occurs when people work together, combine their different skills and talents, and build on each other's strengths to complete a task. Teamwork:

- *Promotes accountability* . When people feel ownership of what they are doing, they are usually committed to the outcome and care about ensuring a good outcome.
- *Develops communication skills*. People need to listen, understand what others are saying, be responsible for their ideas, and be able to express their own opinions.
- *Develops cooperation*. People quickly learn that when working towards a common goal, they are more successful if they cooperate than if they compete with each other.
- *It involves decision-making skills*. People quickly learn that the best way to make decisions is to consider all available information and try to find a solution that satisfies everyone. Someone who feels excluded from the decision-making process may hinder the work of the group and not respect the decisions made by the rest of the group.





It is important to note that for group work to be successful, it must be task-oriented ; there must be a clear question that requires an answer or a clearly formulated problem that requires a solution. It is not productive to simply say “discuss the issue.” Whatever the topic, it is essential that the work is clearly defined and that participants are focused on achieving a goal that requires them to report and share the results with the entire group. This does not mean that only the product matters! The goal is that by working together within a clear framework, participants learn better through the process.

Understanding the basic methods and techniques that underlie Non-Formal Education activities is essential to using them successfully.

We call these “activities” because the participants are mentally and usually physically active. However , they are more than just activities – they are not just ways to pass the time: they have clear educational goals and are used with a specific purpose. Sometimes these activities are also called “games”. This implies that they are also fun – and they really are! Unfortunately, some people associate the word “game” with things that young children play and forget the deep educational value they carry.

Understanding the basic methodology will help you not only when you need to adapt specific activities to meet the needs of the young people you work with, but also when you develop new activities yourself. Furthermore, when we prepared the instructions on how to implement the activities, we assumed that users are familiar with and understand terms such as “group work”, “brainstorming” and “role play”.

2. Activities from the Compass³ manual

1) Activity: Where do you stand?

Goal: To understand, respect and reflect on different perspectives on issues related to global citizenship and human rights.

Duration: 45 minutes

Materials:

- Written statements on paper (see below for examples)
- Tape or line on the floor showing the spectrum of agreement (e.g. “Strongly Agree” to “Strongly Disagree”)

Steps:

1. The facilitator explains that they will read statements, and everyone will physically position themselves in a spot along the line on the floor that represents their level of agreement.
2. Read the statements one by one. Participants move according to their opinion and get into position.
3. The facilitator asks some: “Why did you stay there?”, encouraging reasoning and respect for different opinions.
4. After several statements, a reflective discussion is held to draw conclusions about tolerance, the influence of majority opinion, and the impact on behavior.

Examples of statements:

- "Every citizen should have the right to vote from the age of 16."
- "Everyone should have the same opportunities regardless of background or belief."
- "To maintain order, some rights may be restricted."
- "Migration harms local communities."

Post-game discussion:

- Did you ever change your mind?

³ <https://www.coe.int/en/web/compass>





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- How did you feel when you were in the minority?
- What did we learn about the influence of norms and public opinion?

2) Activity: Take a step forward

Group size 10 - 30

Time 60 minutes

Summary: We are all equal, but some are more equal than others. In this activity participants experience what it is like to be someone else in society. Issues addressed include: Social inequality, often a source of discrimination and exclusion; Sensitivity and its limits.

Objectives :

- Promote empathy with others who are different
- To raise awareness about inequality of opportunity in society
- To foster an understanding of the potential personal consequences of belonging to certain social minorities or cultural groups

Materials : Role cards, a large space or outdoors and relaxing music

Preparation : Review the list of "situations and events" and adapt it to the group you are working with. Make role cards, one for each participant.

GUIDELINES

1. Create a calm atmosphere with some relaxing music, or ask participants to be quiet.
2. Distribute the role cards randomly, one to each participant. Tell them not to discuss the roles with others.
3. Let them read and put you in their roles. To help you, read some of the questions below. pausing after each one, to give people time to reflect and build a picture of themselves and their lives: What was your childhood like? What kind of house did you live in? What kind of games did you play? What kind of work did your parents do? What is your daily life like now? Where do you hang out ? What do you do in the morning, afternoon, evening? What kind of lifestyle do you have? Where do you live? How much money do you make each month? What do you do in your free time? What do you do on your vacations? What excites you and what are you afraid of?
5. Now ask participants to remain absolutely silent as they line up next to each other (a starting line)
6. Tell the participants that you are going to read a list of situations or events. When they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.
7. Read the situations one by one. Pause for a while between each statement and Allow them time to take a step forward and look around to consider their positions in relation to each other.
8. Finally, invite everyone to consider their final positions. Then give them two minutes to come out of role before having a plenary discussion.

Role cards:

You are a single unemployed woman.	You are the chairman of the youth forum of the political party that is currently governing.
You are the daughter of the Bank Manager in your city, you study Economics.	You are the son of a Chinese immigrant who has a successful fast-food business.





You are the daughter of an Arab Muslim who lives with parents who are devoutly religious.	You are the daughter of the US Ambassador in the country where you live.
You are a soldier, fulfilling your mandatory military service.	You are the owner of a successful export-import business.
You are a young person with disabilities who can only move around in a wheelchair.	You are a retiree, a former worker from a shoe factory.
You are a 17-year-old Roma (Gypsy) girl who never finished primary school.	You are the girlfriend of a young artist who is addicted to heroin.
You are a street girl with HIV.	You are a 22 year old lesbian.
You are an unemployed teacher, and you live in a country where you don't speak the language fluently .	You are a model of African origin.
You are a 24-year-old refugee from Afghanistan.	You are a homeless young man, 27 years old.
You are an illegal immigrant from Senegal.	You are a 19-year-old, the son of a farmer from a remote village.

3) Activity: Language barrier

Can you answer these questions? Would your asylum application be accepted?

Topic: Migration, terrorism
 Level of complexity: 2
 Time: 30–60 minutes





Summary:

This is a stimulation of the difficulties that refugees encounter when applying for asylum. The issues addressed are:

- the frustrations and emotional factors that refugees face;
- overcoming the language barrier;
- discrimination during the application procedure.

Rights related to the topic:

- the right to seek and obtain asylum;
- the right to non-discrimination on the basis of nationality or citizenship.

Objectives:

- to raise awareness of discrimination by immigration authorities in relation to asylum applications;
- to demonstrate the importance of language and intercultural education;
- to develop solidarity and understanding for the frustrations refugees face when applying for asylum.

Materials:

- copies of the cards for the “Asylum Application” activity, one for each participant;
- pens, one per person.

Preparation:

Arrange the space so that you stand behind a desk and simulate the formality of a bureaucratic official as best you can.

GUIDELINES

1. When participants arrive, do not greet them or acknowledge their presence. Do not give them any information about what is happening.
2. Wait a few minutes after the scheduled start time and distribute the “Asylum Application” forms and pens – one for each participant.
3. Tell them they have five minutes to fill out the form, but do not provide any other information. Ignore all questions and protests. If you must communicate, speak in another language (or a made-up language) and use gestures. Keep communication to a minimum. Remember: the problems of refugees are not your concern; your job is just to distribute and collect the forms!
4. Briefly greet any participants who arrive late (e.g., “You are late. Please take the form and fill it out. You only have a few minutes.”)
5. When the five minutes are up, collect the forms without smiling or making personal contact.
6. Call out a name from the forms and invite the person to come forward. Look at the form and point out any shortcomings, e.g.: “You did not answer question 8” or “You wrote ‘no’ to question 6 – asylum is refused.” Tell the person to leave. Do not engage in discussion. Call the next person.
7. Repeat the process several times. It is not necessary to read all the forms.

Conclusion and evaluation

Exit the role and invite participants to discuss what happened.

Start by asking:

- How did you feel when you filled out an incomprehensible form?
- Was this a realistic simulation of the experience of an asylum seeker?
- Do you think that in your country asylum seekers are treated fairly when applying for asylum? Why yes, why not?





- Have you ever been in a situation where you didn't understand the language and had to deal with an official, like a police officer or ticket inspector? How did you feel?

Tips for coordinators

This is a simple activity to coordinate. What is required of you is to be strict in your role and to behave seriously, with arrogance and bureaucracy. The difficult position of the refugees is not your concern: you are here to do your job!

The idea is that many people do not want refugees in their country. Immigration officers are ordered to screen refugees and allow entry only to those who have documents and have filled out the forms correctly. Refugees often do not speak the language of the country and have great difficulty filling out the forms. They are also in a difficult emotional state. It is difficult for them to understand what is happening, because their applications are often rejected and they do not understand why.

4) Activity: Just a minute

Can you speak for a minute without hesitation or repetition?

Themes

- Culture and Sports
- Globalization
- Human Rights (in general)

Level of complexity: 2

Group size : Any

Duration : 40 minutes

Briefing

This activity requires participants to be quick and creative. They must speak for **one minute without stopping, without repetition**, on a statement related to **the relationship between sport and human rights**.

Overview

- Understand that human rights are interrelated and indivisible
- To develop critical thinking
- Increase self-confidence to express personal opinions

Materials

- Written statements (one for each participant)
- A hat or box
- Watch with a second hand, or stopwatch

Preparation

- Print the list of statements below and cut them into strips.
- Fold the sheets and place them in the hat.

GUIDELINES

1. Invite participants to sit in a circle.
2. Pass the hat around. Each participant takes a piece of paper, without looking at it beforehand.
3. Give them **5 minutes to prepare**. Then, each person speaks for **1 minute without stopping or repeating** the statement they received.





4. In turn, each person gives their speech.
5. After each speech, allow 2-3 minutes for brief comments. If the discussion gets too deep, note the topic and come back to the end.
6. After everyone has spoken, return to the topics left open to conclude.
7. Then continue with **reflection and evaluation** .

Reflection and evaluation

Discuss first how the activity went, then move on to the topics that arose and their connection to human rights. Use questions such as:

- Was it difficult to talk non-stop for a minute?
- Which topics were the most difficult to address and why?
- Which of the statements was the most controversial and why?
- What was the most surprising thing you heard from others?
- What human rights were at risk in each statement?
- Is sport a human right? How is it included in international documents?
- Does everyone in your community have equal access to sport? If not , why not and what can be done?

Tips for the facilitator

- This activity works on many levels; the questions can be interpreted in different ways.
- Be careful not to suggest that there is “one right answer.”
- If the statements are not appropriate for your group, create new ones.
- With large groups, work in subgroups.
- Encourage more withdrawn participants: offer alternatives such as speaking for 30 seconds, or briefly discussing with a friend before speaking.
- Do not force participants who do not feel ready.
- A good way to start is to play a word association game: use words like “sport”, “disability”, “Olympic Games”, etc.

Activity variations

- In small groups, do two or more rounds with new affirmations.
- Or, let one participant read a statement and start speaking. They can stop whenever they want and the other person continues the sentence from the last word spoken.
- This "hat" method can be used for any other topic you want to discuss.

5) Front Page Activity

Summary:

This is a simulation of a group of journalists working to prepare the front page of their newspaper. Participants work in small groups and explore topics such as:

- Bias, stereotyping and objectivity in the media;
- The role of images and media in addressing human rights issues.

Related rights:

- The right to freedom of thought, opinion and expression;
- The right to privacy;
- The right to development, life and health.

Objectives:

- To stimulate interest in human rights issues through images;





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- To reflect on the role and approach of the media towards these issues;
- To develop communication and collaboration skills.

Materials:

- A large environment with space for 2-3 working groups and general discussion;
- 40 photographs from newspapers or magazines;
- Paper and pens for notes;
- Large A3 sheets or graph paper and markers;
- Scissors and glue for each group;
- Tables wide enough to spread out work.

Preparation:

- Select 40-45 photos from national newspapers or magazines;
- Make sure each group has a copy of each photo;
- Lay out a set of photos on a display table.

Instructions:

1. Present the activity as a simulation of the work of journalists in the newsroom. The newspaper is local but also deals with global issues.
2. Divide participants into groups of 8 people.
3. Each group should choose a name for their newspaper.
4. In plenary, briefly discuss the characteristics of the front page of newspapers.
5. Invite participants to walk around the table with the pictures, without commenting.
6. Give the groups paper, pencils, glue, and scissors, but NOT the pictures yet.
7. Give them instructions: they have 1 hour to choose 4-5 news stories, write headlines, choose images, and design the front page. They don't need to write long articles. The goal is visual impact.
8. After 10 minutes, distribute the photo sets.
9. Once they are finished, the groups display the pages and the discussion begins.

Reflection and evaluation:

- How was the work organized? Did everyone feel involved?
- Which came first: the subject or the photograph?
- Were human rights issues addressed?
- How do the front pages differ between groups?
- Were the same images used with different meanings?
- How do participants follow the news? Why (not)?
- Are you imitating a real page or did you create it differently?
- Does the media actually address human rights issues properly?
- Is the media objective? What do the participants think?

Tips for facilitators:

- Choose diverse images, avoid stereotypes;
- Include "good" and "bad" news, young people, women, different countries, multicultural societies;
- Discuss the format of real front pages, headlines, subheadings, use of photos and captions;

Variations:

- Presentation as a news edition on radio or TV;
- You can use slides and simulate it as a television program;
- Additional materials can be borrowed from EFIL.

Suggestions for the following:





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- Discuss the rights that the groups addressed;
- Visit local media, talk to journalists;
- Try the "Just a Minute" or "Knysna Blue" activity;

Ideas for action:

- Make a radio show about community rights;
- Campaign: "Think globally, act locally."

Additional information:

Media:

- We are bombarded with information. Are we more informed?
- Commercialization and simplification bring stereotypes and sensationalism;
- News about non-Western countries is often negative.

Human rights:

- The media is essential in raising awareness, but the approach and motive must be analyzed;
- A fighter can be called a terrorist or a hero, according to media policy;
- Other cultures are often presented biased (e.g. Inuit).

Commitment:

- Concrete opportunities for young people should be presented through images;
- How can we encourage their commitment to a more just world?
- Their choices in the simulation may provide an indication.

Reflection and Evaluation

After each activity, teachers can use reflective questions :

- What did students learn today? - How did they feel during the activity?
- What were the challenges and how were they overcome? - How can this relate to real life?

Useful Resources

- Compass Handbook (Council of Europe): <https://www.coe.int/en/web/compass>
- Digital Citizenship Handbook: <https://www.coe.int/en/web/digital-citizenship-education>
- UNICEF: Education for Global Citizenship - Albanian Education Portal: arsimi.gov.al

Special notes for teachers

Responses from teachers show that *Compass* is used in schools across Europe in subjects such as language, geography, history, civics and political studies. For example, in language lessons the quotes in the activity "All equal – all different" (page 97) can be used as texts to develop vocabulary and comprehension, while the activity "Just one minute" (page 204) can be used to develop speaking skills. Statistics, for example on child labour, gender inequality and access to education (which can be found in the different information sections in Chapter 5 at www.coe.int/compass), can be used in mathematics lessons to replace traditional textbook examples and thus contribute to raising awareness and interest in human rights issues. The "Web of Life" activity can be used in biology classes as an introduction to the topic of food webs or biodiversity; "A Tale of Two Cities" in social studies; "The Believers" in religious education; "The Lover's Tale" and "Watch Out, We're Watching You" offer a different perspective on trade in geography classes; and examples from "Fighters for Rights" add interest to topics on world issues. The possibilities are endless.

We must acknowledge that there are some fundamental challenges to meeting the goals of human rights education (HRE) in a classroom setting. For example, a typical lesson may be too short to cover even the simplest activities, or





students may not have the opportunity to actively influence what they learn. Also, options for applying what they have learned may be limited. But these difficulties are not insurmountable. Teachers are finding ways to overcome these challenges, such as by splitting an activity into two lessons, or by taking advantage of the opportunities offered by “thematic weeks,” when the traditional teaching schedule is suspended.

In some countries, human rights education requires a change in traditional teaching practices, moving from a “teacher talks, student memorizes” approach to promoting critical thinking and independent learning. In countries where the teacher does not typically have the role of trainer, advisor or facilitator, these changes should be implemented gradually so that both teachers and students feel confident working in a democratic atmosphere, where questions and freedom of expression foster learning. Familiarity with the methods and techniques used in *Compass* will help teachers make this change. Another way to develop facilitation skills is through collaboration with someone experienced in this way of working. For example, invite a trainer from a local human rights organization to lead a session or teach with you.

The use of classroom activities can be very valuable in engaging students in the topic, but may have limitations in meeting all the objectives of HRE, especially the development of cooperation and the ability to take responsibility and act. However, schools can significantly contribute to the development of some of the competences listed on page 36 as outcomes of HRE, such as active listening, communication skills, critical thinking and curiosity. Also, at first glance, “taking action” may seem difficult in a school context. But action can take many forms, even in the classroom: improving general behaviour, being more considerate of peers, students deciding for themselves to learn more about human rights heroes, or taking a more critical approach to history.

If teachers find it difficult to use many of the activities, they should keep in mind that HRE is also about developing knowledge and understanding: what human rights are, their historical development, legal instruments, and the importance of human rights for the development of civil society and global peace – all of which can have a place in the formal education system. The background information on human rights and global themes (in chapters 4, 5 and the appendices) constitutes valuable teaching material in its own right.

GLOSSARY

- Global Citizenship: Awareness and engagement with international challenges.
- Empathy: The ability to understand and share the feelings of others.
- Digital Rights: Freedoms and protections on the internet.
- Critical Thinking: The ability to analyze and evaluate information.

Activity planning template

Activity _____ Title: _____

Purpose: _____

Duration: _____

Materials: _____

Description _____ of _____ Steps: _____

Reflective Discussion: _____





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This guide aims to inspire and empower teachers to bring global citizenship closer to students. In a rapidly changing world, education about values, rights and coexistence is essential to building a more just and sustainable future.



SUSTAINABLE BINGO

FILL IN THE 12 BOXES WITH THE NAME OF THE PERSON MATCHING THE PROFILE:
EACH PERSON CANNOT BE MENTIONED TWICE

<p>Find someone who eats little or no meat</p> <p>Name:</p>	<p>Find someone who has taken the train, bus or boat in the last 12 months instead of the plane (find out why)</p> <p>Name:</p>	<p>Find someone who likes to cook</p> <p>Name:</p>	<p>Find someone who likes hiking or outdoor activities</p> <p>Name:</p>
<p>Find someone who looks at where the food comes from before buying it</p> <p>Name:</p>	<p>Find someone who is engaged and/or has been involved in environmental activities/actions (find out what)</p> <p>Name:</p>	<p>Find someone who owns something that has been recycled</p> <p>Name:</p>	<p>Find someone who has spent a day in the wild in the last two weeks</p> <p>Name:</p>
<p>Find someone who has posted/shared an article on social media about the environment</p> <p>Name:</p>	<p>Find someone who can recommend an environmental documentary</p> <p>Name:</p>	<p>Trova qualcuno che abbia mangiato qualcosa che ha coltivato lui stesso</p> <p>Name:</p>	<p>Trova qualcuno che conservi e riutilizzi i sacchetti di plastica</p> <p>Name:</p>

Role play

1. You are 17 years old and live in a small village in Romania. The village is located 5 km from a gold mine, which produces large quantities of toxic waste due to the chemicals used in the mines. The vegetation around your village has slowly died down. The hills around are no longer covered with forests.

2. You are 17 years old and live in a small village in Austria in a beautiful natural environment. The people in the area are mostly well off and give great importance to having a strong community and healthy lifestyle.

3. You are 16 years old and live in South Africa, your parents work in a mine not far from your home, under very difficult conditions. Your father often complains of chest pain and coughing, and your mother has serious skin problems. The water tastes strange.

4. You are 15 years old and live in a ghetto on the outskirts of a small Italian town, near a rubbish dump and close to the motorway. Most of the residents of the ghetto are unemployed, many work digging through the garbage.

5. You are 15 years old and live in a big city in Linfen, China, where there is a serious pollution problem. The city is often shrouded in a thick and dirty smog that makes breathing very difficult and often causes you asthma attacks. When there is a smog alert, you don't usually go to school.

6. You are 24 years old and a farmer in Morocco. It's becoming increasingly difficult to earn a living as a farmer: there have been severe droughts and record summer temperatures since you took over your father's small farm. Last year, it was not the first that you lost most of your crops due to weather conditions.

7. You are 16 years old and live in a high-rise building on the outskirts of a city in Britain. Your neighbourhood is grey, noisy and with few entertainment. There are no parks or squares and the highway is next to the building where you live.

8. You are 16 years old and live in Puerto Rico. Your family lost everything in a recent storm. Your house and everything inside it has been destroyed by the water for several days and there is still no electricity or telephone network and no supply of water. Many of your friends are gone; perhaps they are among the dead.

9. You are 14 years old and live in a village near a nuclear power plant. There was only one alarm at the station and authorities said that everything was put right immediately. There are often activists outside the plant who say it is old and dangerous and should be closed.

10. You are 13 years old and live in the Czech Republic, near a river that has been heavily polluted by a nearby industrial area. In summer, children often swim in the river.

11. You are 14 years old and live near the Citarum River in Indonesia. You have been told that this is the most polluted river in the world, but it still provides drinking water to 5 million people. Sometimes you notice that the water has a strange color.

12. You're 15 years old and live in India, near a leather goods factory that leaves a bad smell in the air, day and night. Your father worked in a factory, but he died last year of cancer. Many workers also die of cancer, the nearby river is polluted by the tannery.

13. You are 16 years old and live in Mailuu-Suu, Kyrgyzstan, not far from an area where radioactive waste has been stored for many years. Life expectancy is 10 years lower than the national average for this area.

14. You are 50 years old and live in La Oroya, Peru, near a metal working factory. The air is polluted by factory lead emissions and lung problems are very common among residents.

15. You are 20 years old and live not far from Kabwe, in Zambia. The main industry is lead mining, but although this provides work, it means that local people have about 10 times more lead in their bodies than they should. Because of the mining activity no longer grows anything on the hills.

16. You are 65 years old and live in a small village near the Amazon forest of Brazil. Recently, intensive deforestation for industrial purposes has destroyed much of the forest. The landscapes are not the same as when you were young. Heavy trucks pass by where you live.

17. You are 20 years old and live in a very polluted city with about 20 million inhabitants. This year for about 3 weeks the air was heavy and loaded with pollution from traffic and industrial activities. A thick layer of smog has covered the city.

18. You are 16 years old and live in the Congo, on the outskirts of a big city. Water is often dirty and sanitation is still a problem.

19. You are 15 years old and live in a small village on the coast of Japan. You want to become a fisherman. Unfortunately, most fish are contaminated due to the nuclear accident at Fukushima a few years ago.

20. You are 15 years old and live on the island of Kiribati. Many islanders fear that due to rising sea levels your island will disappear in the next 100 years, or even before.

21. You are 18 years old and live in Samoa, an island of less than 3,000 square kilometers. Due to the warming ocean, coral reefs are dying and may disappear from the coasts around your island. These barriers protect your island from the sea otherwise it would erode the coast. People say that rising sea levels will lead to the disappearance of your island.

22. You are 15 years old and live in Paris, France. Every spring you suffer from hay fever (an allergy caused by substances that are inside or outside the house. Your apartment is not far from one of the main ones). The streets of Paris, which during the day becomes very busy and noisy.

23. You're 50 years old and live in a village near a lake in Alaska, USA. During your lifetime, there have been enormous changes in the climate and natural environment. Many of the birds you saw in your childhood have now disappeared, and recently they have disappeared there has been a terrible drought and an increase in fires.

24. You are 48 years old and live in a village near Tomsk, in Siberian Russia. Winters were very cold when you were young, but recently they have become less extreme and the growing season seems longer.

25. You are 33 years old and live in the district of Coimbra, Portugal. You've seen terrible droughts and fires in recent years, and your friends are worried that things might get worse with global warming. But you're not worried because you have a second home. beautiful in a picturesque town of Norway.

OPINION CONTROL

Put stickers/dots on statements or ratings that match your thoughts.

Do you agree or disagree that the world's climate is changing?

I totally agree	I'm a little bit in agreement	I disagree	I totally disagree	I'm not sure

Do you think climate change is..

**For entirely natural
causes**

**I don't
know**

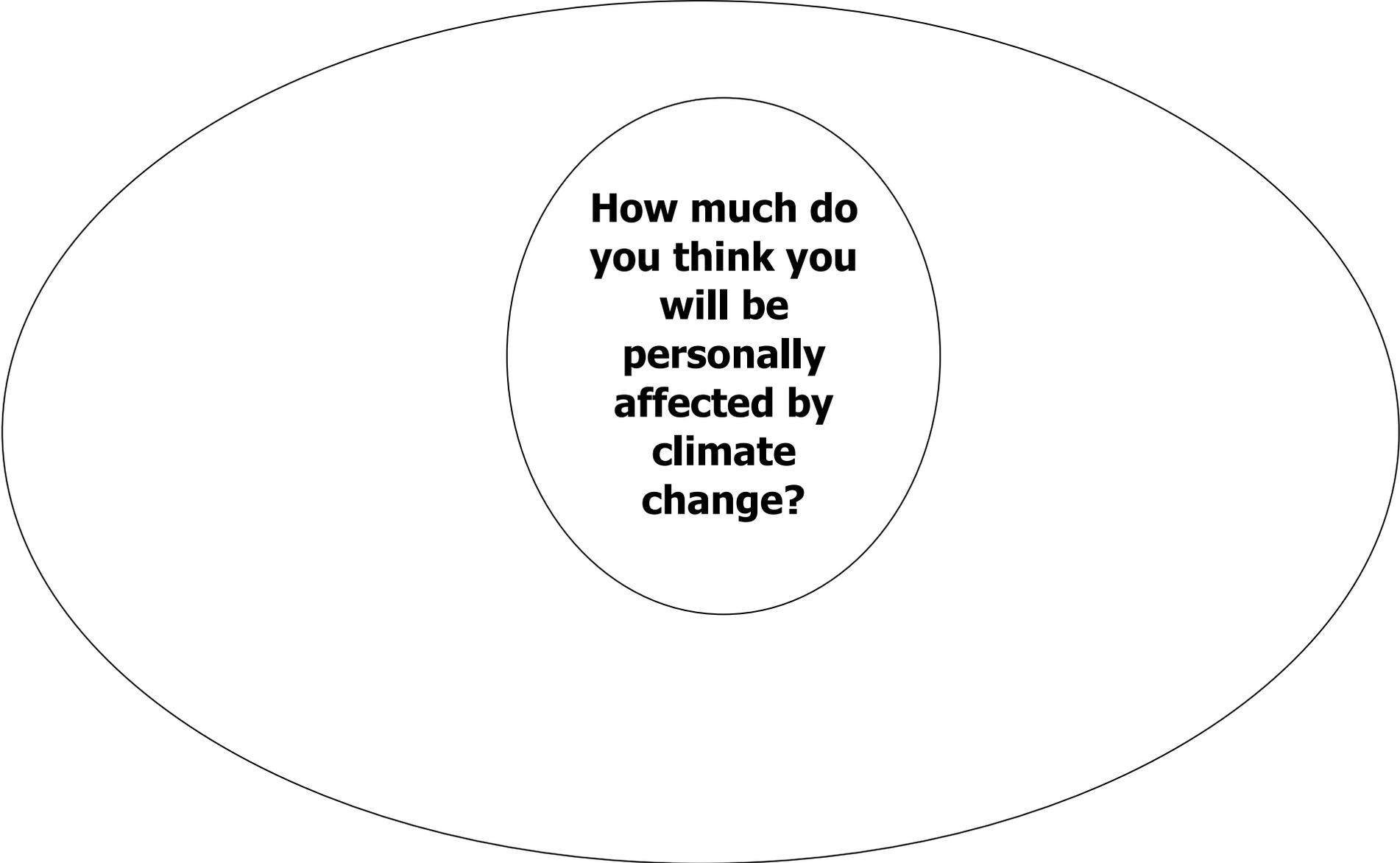
**Mainly due
to natural
causes**

**Due to human
behaviour**

How quickly do you think the world and your country will be affected by climate change?

	Already affected by climate change	Will be hit in the next five years	Will be hit in the next 6-20 years	Will be hit in the next 21-50 years	in more than 50 years	Will not be affected at all
your country						
World						

How much do you think you will be personally affected by climate change? The more you put your sticker in the middle, the more you think you'll be affected.



**How much do
you think you
will be
personally
affected by
climate
change?**

How do you feel about climate change?

(Participants may enter as many points as they wish)

With hope

I am scared

unmotivated

motivated

Positive

Excited

Frustrate

Negativ

How often do you talk to your friends and family about climate change?

Never

Sometimes

Very often

Often

**Only when
something related to
it happens**

To what extent do you agree with the following statements:

	I totally disagree	I don't agree	I don't disagree nor agree	I agree	I totally agree	I am not sure
People have the right to release into the atmosphere as much pollution as they wish						
The effect of climate change on plants and animals is as important as its effect on humans						

Humans will eventually be able to provide technological and scientific solutions to climate change						
The potential consequences of climate change have been greatly exaggerated						

How bad are bananas?

All figures are taken from the book "How Bad Are Bananas?" (Berners-Lee, 2020). The figures are estimates of carbon dioxide (CO₂e) "equivalents" taking other greenhouse gases into account.

- An internet search (between 0.7 - 4.5 g CO₂ depending on the energy efficiency of the computer)
- Hand drying (10 g CO₂ with a paper towel; 20 g CO₂ with a standard electric hair dryer)
- A plastic bag (10 g CO₂ for a standard disposable supermarket bag - if you take it 5 times a week, it has the same footprint as a big cheeseburger during the year)
- Boil one liter of water (70 g CO₂ with an electric kettle)
- One apple (80 g CO₂ on average - sometimes local and seasonal, sometimes not)
- A banana (80g CO₂ - not bad, because they grow under the natural rays of the sun, are transported by ship because they keep well and do not need a large packaging because they have their own)
- One mile by bus (150 g CO₂ in a regular city bus)
- One mile by train (150 g CO₂ in a regular intercity train)
- 500 ml of bottled water (160 g CO₂ on average - 80 g only for plastic)
- A shower (500 g CO₂ for 6 minutes in a typical electric shower)
- 1 kg of fertilizer (700 g CO₂ per average bin content)
- A mile of car (710g CO₂ on average)
- A vegetable burger (1 kg of CO₂)
- A cheeseburger (2.5 kg of CO₂)
- A pair of cotton jeans (6 kg CO₂)
- 1 kg of tomatoes (on average 9.1 kg CO₂)
- Using a mobile phone (1250 kg of CO₂ per year at one hour per day; 47 kg of CO₂ to be used for one year, for less than 2 minutes per day)
- Flight from London to Hong Kong on return (4.6 tons of CO₂ on average, more in first class)
- 1 tonne of fertilizer (between 2.7 and 12.3 tonnes of CO₂ depending on the efficiency produced)
- Having a child in Europe (373 tonnes of CO₂ on average)
- A swimming pool (400 tons of CO₂)

An internet
research

A big fire

A spaceship trip

A swimming
pool

1 tonne of
manure

Using a mobile
phone

A pair of cotton
jeans

A plastic bag

An apple

One mile by bus

A shower

1 kg of garbage

A vegetarian
budget

A war

World Cup

1 hectare of
deforestation

Having a son in
Europe

Return flight
from London to
Hong Kong

1 kg tomatoes

Hand drying

**Boiling a liter of
water**

One banana

One million by
train

500 ml of water
in plastic bottle

One million by
car

1 cheeseburger

