



What's the Story?



What's the Story

Toolkit 5 in the Images and Objects – Active Methodology Toolkit series



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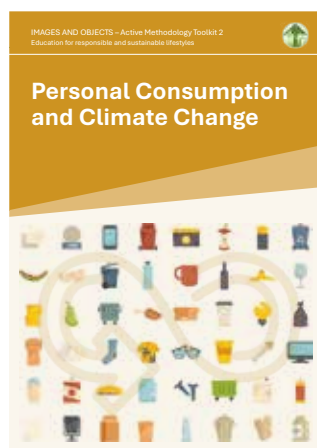
INTRODUCTION

The Partnership for Education and Research about Responsible Living

The Partnership for Education and Research about Responsible Living (PERL) is a network that assists individuals and communities to rethink and reorient the choices they make and the manner in which they live their lives in order to:

- minimise the negative impacts of their actions on themselves, on others and on the environment
- ensure a more just distribution of resources
- and
- foster sustainability.

The “images and objects” toolkits



PERL has developed a series of images and objects toolkits that promote student-centred activities and active teaching methodologies which encourage students to question the way they think, the values they hold and the decisions they make in the context of responsible and sustainable living. The toolkits all use images and / or objects to help to teach responsible and sustainable ways of living in an interactive, practical and holistic way.

The focus of this toolkit: “What’s the story?”

This is the fifth toolkit in the series of active methodology toolkits developed by PERL. The toolkit focuses on STORYTELLING as a key teaching and learning strategy, to explore themes related to responsible living and sustainable development. The toolkit includes background information on education for responsible and sustainable living, the Millennium Development Goals (MDGs) and storytelling as an active learning methodology. This background information is intended to support the student-centered activities in the toolkit. By also including information on the MDGs and a related activity, the broader global context of responsible and sustainable living can be explored with students.

How to use the activities in the toolkit?

Each activity can be used as a stand alone educational approach with specifically tailored learning objectives and clear directions regarding: materials needed; activity preparation; instructions for implementation in the classroom; ideas for reflection and methods for evaluation of the activity and the learning. A bank of photographs is provided to support the activities together with pre-prepared worksheets and resources which can be reproduced for classroom use. Some activities may require students to have a certain level of prior knowledge of responsible and sustainable living and the MDGs. While suggested themes and topics are provided throughout the toolkit as possible starting points for teachers, the activities are also easily adapted for specific subject areas.

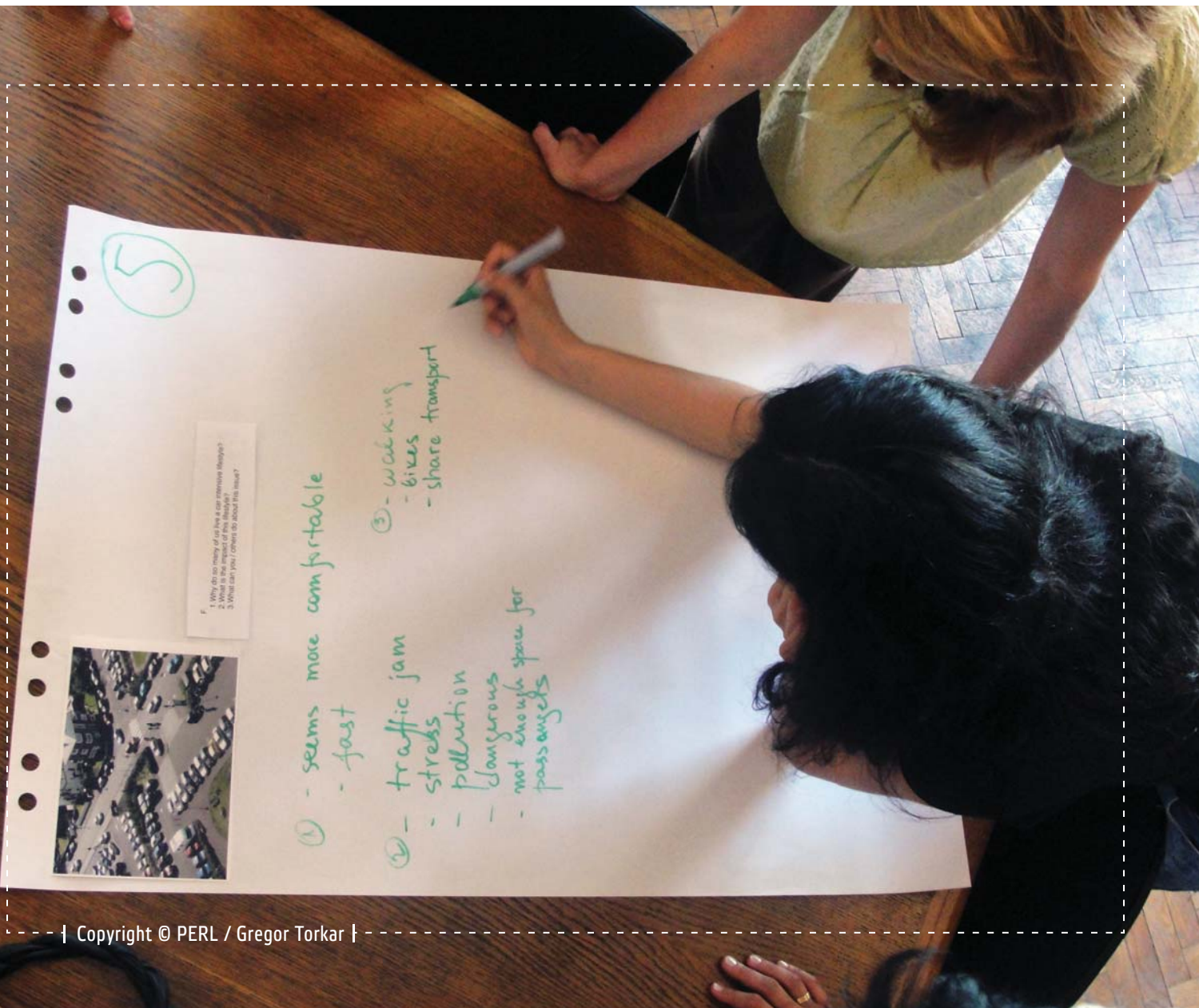
The level of the activities varies in terms of complexity and challenge. In planning the activities the authors have included some approaches to help support literacy and numeracy, inclusive learning and assessment for learning. Provision has also been made for learners of different capabilities through stages and extension tasks for the activities. Each activity should be reflected upon and evaluated in relation to the stated learning objectives for the activity. Some ideas to support reflection and evaluation have also been included.

Education for Responsible and Sustainable Living

Education is a major catalyst for human development. The goal of **Education for Sustainable Development (ESD)** is to empower individuals and communities to actively participate in shaping an ecologically sustainable, economically efficient and socially just environment, while remaining mindful of the interconnectedness between the local and global dimensions. One important element of ESD is education about sustainable lifestyles and a deeper, broader interpretation of sustainable lifestyles is responsible living.

The concept of responsible living involves the readjustments of present priorities (material and non-material), the redefining of human relationships, the transformation of how societies deal with existing economic, social and ecological challenges and the intensification of the dialogue between scientific community and society. Here the emphasis is not only on using knowledge and applying knowledge conscientiously for better personal quality of life without jeopardising that of others (present and future), but actually being proactive in bettering the quality of life of others directly or indirectly. In seeking to be responsible an appreciation of diverse viewpoints and ways of life, an awareness of the needs of others (all life forms) and a critical analysis of best use of resources are all fundamental for success.

For the purpose of this toolkit the focus is on **education for responsible and sustainable living**. In doing this it is also important to include the Millennium Development Goals, which consider dimensions of sustainable development and set challenges to reduce the differences that exist in the wellbeing of different populations so that there is a fairer distribution and use of the world's resources.



THE MILLENNIUM DEVELOPMENT GOALS

The Millennium Development Goals (MDGs) are eight international development goals that were established at the Millennium Summit of the United Nations in 2000. All 189 United Nations member states and 23 international organisations committed to help achieve the Millennium Development Goals by 2015. Advances in education can play a decisive role in achieving the eight MDGs.



"Through accelerated action, the world can achieve the MDGs and generate momentum for an ambitious and inspiring post-2015 development framework. Now is the time to step up our efforts to build a more just, secure and sustainable future for all"

Ban Ki-moon, Secretary-General, United Nations.
The Millennium Development Goals Report 2013, U.N.

The United Nations continues to work concertedly with governments, civil society and other partners to build on the momentum generated by the MDGs and to create an ambitious, yet realistic, post-2015 development agenda.

STORYTELLING AS AN ACTIVE METHODOLOGY

How does storytelling support learning?

Learning through storytelling is entertaining and enlightening, and can be used with students of all ages to explore sustainability concepts, attitudes and behaviours. Storytelling can particularly help to create a social learning environment (i.e. applying cooperative learning), in which collaboration, reflection and social cohesion are valued and necessary ingredients in our rethinking of a common future and the purpose of responsible and sustainable everyday life decisions. Storytelling also provides important indigenous knowledge and can be a strategy for understanding and exploring other ways of knowing (Gough & Sharpley, 2005).

Storytelling is the transmission of events into words. It can be supported with images and other new forms of media that create opportunities for people to express, consume and record stories. Images and objects are useful starting points in storytelling. They help to encourage, promote and evoke discussion (a picture paints a thousand words). Stories consist of certain events, characters and narrative points of view, which determine through whose perspective the story is being viewed. Storytelling takes a broad range of forms such as fairytales, folktales and legends. It has extended itself to represent history, personal narrative, political commentary, and evolving cultural norms. It is also widely used to address educational objectives (Birch & Heckler, 1996).

Stories can help to create connections

Over past decades, efforts have been made to think of collective stories to tell children about the past, present, and future (Grumet, 1981). Ecological crisis demands one to rethink the connection between humankind and nature, between the inner world of myth, spirituality, and imagination and the outer world of science, politics, and empirical reality. Contemporary science struggles to address the complexity of environmental issues and to promote sustainability. This calls for a change in thinking. Nanson (2005) sees the potential of ecological storytelling and how it can bridge the gap and connect with people at an emotional level.

The key difference between stories and other kinds of narrative is that stories guide feelings about their contents and give rise to an emotional response. It is this, along with their familiar shapes and formulas, which make them more attractive, more memorable and more infectious for students than other forms of reporting and recording (Egan, 2005). "Stories extend your imagination to see the world from perspectives other than your own. When you hear someone's own story, your sympathy is engaged and you recognise that other person as a conscious being capable of suffering and joy" (Nanson, 2005, p. 34). Storytelling can help to make learning experiences, in relation to responsible and sustainable living, more interesting, engaging and meaningful.

The Cycle of Story Making Using Images

STEP 4

HOW WELL DOES THE STORY REFLECT THE IMAGE?

DISCUSS how well the story reflects:

- the importance of the photo
- the link to responsible and sustainable living.

REFLECT on the process that you have gone through in steps 1, 2 and 3.

EVALUATE the impact that this has had on you. Has it changed your thinking in any way? Behaviour?

STEP 1

IDENTIFY WHAT IS IMPORTANT ABOUT THE IMAGE

WHO took this photo and why did they shoot it the way they did? Who is portrayed in the photo?

WHAT is shown in the photo? What is the emotional impact of the photo? What effect does it have on your attitude to the subject?

WHERE was the photo taken?

WHEN was the photo taken? Season? Time?

WHY is the photo significant in relation to responsible and sustainable living?

**REFLECT AND
EVALUATE**

**EXAMINE THE
IMAGE**

SHARE THE STORY

CREATE A STORY

STEP 3

USE A FORMAL OR INFORMAL WAY TO SHARE THE STORY

SHARE the story with another person.

TELL the story to a class group.

PRINT the story as an article in a newspaper or newsletter.

RECORD the story to share in video or audio format.

STEP 2

EXPRESS THE CONTENT AS A STORY

CREATE a story that links to responsible and sustainable living by using the information from step 1.

STRUCTURE the story e.g. stories have specific clear beginnings (once upon a time...) and endings (...happily ever after, or not!).

Example of Story Making:

TITLE: The Globe Roundabout, Nairobi Kenya

LOCATION: The photo was taken from Muran'ga Road, Nairobi Kenya. It is a flyover where the view of the Globe roundabout is perfect.

DATE PHOTOGRAPH WAS TAKEN: December 4th, 2013

PHOTO TAKEN BY: Abdi Ali Farhan and James Phillip James, Strathmore University.



Copyright © PERL / Abdi Ali Farhan and James Phillip James

STORY 1:

This image captures the traffic situation in Kenya's capital. A poorly developed city plan and infrastructure has led to lots of time wastage in such scenarios. The quality of life has been compromised. As seen from the far left, the traffic is high hence too much time is being wasted on the road, either going home or to work. The quality of family has also been left at stake with many people sticking in the offices to cover-up for the hours wasted.

(Abdi Ali Farhan and James Phillip James)

STORY 2:

This picture from Kenya is a powerful image. Although, from a composition perspective, the viewer's attention is only drawn to the traffic jam as an afterthought. Maybe that is the intention though, so you first see this open space and then only on closer examination all of the cars jammed into such a small space within the overall image. Time is wasted here due to poor urban planning rather than the choices made by the individuals. How can people be unlocked from this situation? Are there responsible and sustainable solutions and ways to move forward in a positive direction?

(anonymous)



ACTIVITY 1: Tell Me YOUR Story and I'll Tell You MINE

LEARNING OBJECTIVES

Through this collaborative storytelling activity students are supported to work together. They formulate a shared story about responsible and sustainable living that is prompted by selected images.

MATERIALS NEEDED

- A set of photographs (See suitable examples in this toolkit or previous “Images and Objects” toolkits published by PERL www.perlprojects.com)
- Large sheets of paper
- Markers
- Glue
- RESPONSIBLE AND SUSTAINABLE LIVING PROMPT CARDS (optional)

PREPARATION

- The classroom should be organised for group work.
- Lay the photographs out on a large table or on the floor so that the students can walk around them to view them before selecting.

HOW THE ACTIVITY WORKS

- 1 — Invite each student to select one image from the set of images on display and to think of a story inspired by the photograph. The story should be connected to responsible and sustainable living issues in the student's everyday life.
- 2 — Invite the students to form pairs and to tell each other their story. Allow 3 minutes for each student to listen to the other person's story without interrupting, except to check that they have really understood the story.
- 3 — Invite each pair to join up with another pair and to re-tell each of their stories within the group.
- 4 — Continuing in these groups, invite the students to create a new story by knitting together all of the stories together into one story. The group story can integrate the photographs into the story in different ways e.g. sequentially or in an integrated way referring back and forth to photographs and even featuring a photograph more than once in the story.
- 5 — Invite the students to finalise the story by gluing the images onto a large sheet of paper and writing down the text of the group story.
- 6 — Invite each group to present their story to the class and to discuss their ideas.

DIFFERENTIATION

- Teachers can use the RESPONSIBLE AND SUSTAINABLE LIVING PROMPT CARDS to support students. For example, the prompt cards can be used to support spelling, introduce new vocabulary, help students when they get stuck, help students focus on areas / themes related to responsible and sustainable living, give clues to vocabulary that might be included in a story and to provide inspiration and ideas when creating stories.
- THE PROMPT CARDS can also be used to challenge students. For example, a different card could be given to each group and they could be invited to write a story on that theme. In addition, students could be challenged to see how many of the words on their prompt card they could manage to include in their story.
- ROLE CARDS can be found at the back of the toolkit. They help to provide structure and order to the work of a group by keeping everyone on task.

EXTENSION ACTIVITY

- It is also an interesting educational experience if the teacher provides all students with the same image. Each student individually creates a story around the image and continues as in the steps in the main activity above. This helps to address the diversity of ideas and perspectives that can emerge in stories around the same image.

EVALUATION / REFLECTION

Students:

At the end of the activity invite students to discuss and reflect on:

- 1 — What have they learnt from this experience?
- 2 — Has the activity heightened their awareness of responsible and sustainable living? How?

After a couple of weeks invite students to discuss and reflect on:

- 3 — Has the activity prompted them to take any kind of action or make a change? If yes, what?

Teachers:

Teachers should reflect on:

- 1 — Were the learning objectives achieved?
- 2 — What changes, if any, could be made to this activity if doing it again with another student group?
- 3 — What is the next stage of the learning process for this group of students?

Further evaluation tools and activities can be found at the end of the toolkit.



RESPONSIBLE AND SUSTAINABLE LIVING PROMPT CARDS

PHOTOCOPY ONTO CARD AND CUT

CONSUMPTION



Key Word Prompts

Needs	Wants
Sustainable	Unsustainable
Food	Services
Resource efficiency	Responsible
Consumer behaviour	Health
Minimisation	Illness / Disease
Waste	Undernourished
Hunger	Obesity
Production	Disposal
Carbon footprint	Repair
Recycle	Reuse
Reduce	Greed
Textiles	Goods
Fashion	Design
Energy	Debt
Water	Travel
Fair trade	Gifts
Local production	Employment

LOCAL AND GLOBAL COMMUNITIES



Key Word Prompts

Social unit	History
Interaction	Education
Protection	Equality
Housing	Support
Settlement	Building
Town	Trade
City	Family
Village	School
Slum	Economy
Sanitation	Health
Identity	Mortality
Culture	Network
Debt	Aid
Organisation	Socialisation
Indigenous	Poverty
Rural	Urban
Culture	Race
Gender	Working conditions
Child labour	Responsibility

BIODIVERSITY



Key Word Prompts

Environment	Ecosystem
Sustainable	Degradation
Pollution	Decomposition
Lifecycle	Competition
Predation	Vegetation
Species	Native
Reserve	Recreation
Protection	Habitat
Mutualism	Exploitation
Regulation	Balance
Animals	Extinct
Plants	Population
Genes	Landscape
Reproduce	Invasive species
Destruction	Human impact
Evolution	Flagship species
Renaturation	Climate change
Temperature	Hunting
Responsibility	Ecosystem services
Food web	Farming

CLIMATE CHANGE



Key Word Prompts

Energy	Carbon dioxide
Fossil fuels	Greenhouse gases
Pollutants	Global warming
Toxic	Transport
Natural	Heating
Resource	Extreme
Weather patterns	Atmosphere
Water	Global
Ocean	Temperature
Ice	Emissions
Rain	Sea level
Snow	Migrations
Wind	Flooding
Droughts	Fires
Health	Responsibility
Sustainability	Extinction
Destruction	Poverty
Hunger	Adaptation
Conflict	Future
Farming	Deforestation



ACTIVITY 2: The “Sense” of the Story

LEARNING OBJECTIVES

This activity facilitates students working in teams to critically appraise an image related to responsible and sustainable living from a given sensory perspective. Students formulate an engaging narrative to share with the wider group. They further reflect on initial viewpoints as a result of discussion and feedback.

MATERIALS NEEDED

- A set of photographs (See suitable examples in this toolkit or previous “Images and Objects” toolkits published by PERL www.perlprojects.com)
- SENSORY ACTIVITY CARDS
- Flip chart pages and markers
- Pens and paper
- Sticky tack

PREPARATION

- The classroom should be organised for group work.
- Photocopy the SENSORY ACTIVITY CARDS from the next page and cut as directed along the broken lines.
- Select and make copies of one photograph for each group. All groups should receive the same photograph.

HOW THE ACTIVITY WORKS

Stage 1

- 1 — Divide the class into groups with approximately four students per group.
- 2 — Explain that each group will receive a copy of the same photograph but a different SENSORY ACTIVITY CARD. Each group also receives a flip chart page and marker.
- 3 — Each group is invited to read the instructions on their SENSORY ACTIVITY CARD carefully and then write the story of their photograph from that perspective onto their flip chart page. The group can write their story out rough on paper first if they wish.
- 4 — When all the stories from the groups are written, each group displays their flip chart page on the wall and shares their story with the whole class.

Stage 2

- 5 — Each group is then invited to discuss the different perspectives which have been presented by the other groups.
- 6 — Each group then rewrites or edits their own story to include perspectives that they feel will enhance their story and improve its relevance and link to responsible and sustainable living.

DIFFERENTIATION

- ROLE CARDS can be found at the back of the toolkit. They help to provide structure and order to the work of a group by keeping everyone on task.

EVALUATION / REFLECTION

Students:

At the end of the activity invite students to discuss and reflect on:

- 1 — What have they learnt from this experience?
- 2 — Has the activity heightened their awareness of responsible and sustainable living? How?

After a couple of weeks invite students to discuss and reflect on:

- 3 — Has the activity prompted them to take any kind of action or make a change? If yes what?

Teachers:

Teachers should reflect on:

- 1 — Were the learning objectives achieved?
- 2 — What changes, if any, could be made to this activity if doing it again?
- 3 — What is the next stage of the learning process for this group of students?

Further evaluation tools and activities can be found at the end of the toolkit.



SENSORY ACTIVITY CARDS

PHOTOCOPY ONTO CARD AND CUT



EYES



EXAMINE THE PHOTOGRAPH AND CONSIDER:

- ? What is happening / what can be seen going on in the photograph.
- ? Imagine that the photograph allows the past and the future to be seen. What might the **eyes** have seen before and after the photograph was taken. Tell the story.
- ? How does the photograph link to responsible and sustainable living.



EARS



EXAMINE THE PHOTOGRAPH AND CONSIDER:

- ? What is happening.
- ? Imagine the photograph has sound; what noises or conversation can be heard going on.
- ? Imagine that the photograph allows the past and the future to be heard. What noises or conversation might the **ears** have heard before and after the photograph was taken. Tell the story.
- ? How does the photograph link to responsible and sustainable living.



HANDS



EXAMINE THE PHOTOGRAPH AND CONSIDER:

- ? What is happening.
- ? Imagine that everything in the photograph can be touched and felt; describe what everything feels like.
- ? Imagine that the photograph allows the past and the future to be touched and felt. What might the **hands** have experienced before and after the photograph was taken. Tell the story.
- ? How does the photograph link to responsible and sustainable living.

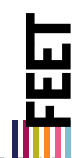


NOSE



EXAMINE THE PHOTOGRAPH AND CONSIDER:

- ? What is happening.
- ? Imagine that everything in the photograph can be smelt; describe the smells.
- ? Imagine that the photograph allows the past and the future to be smelt. What might the **nose** have smelt before and after the photograph was taken. Tell the story.
- ? How does the photograph link to responsible and sustainable living.



FEET



EXAMINE THE PHOTOGRAPH AND CONSIDER:

- ? What is happening.
- ? Imagine that it's possible to walk in the photograph; how do the feet feel and where are they standing.
- ? Imagine that the photograph allows the feet to walk in the past and the future. What might the **feet** have experienced before and after the photograph was taken. Tell the story.
- ? How does the photograph link to responsible and sustainable living.



EMOTIONS



EXAMINE THE PHOTOGRAPH AND CONSIDER:

- ? What is happening.
- ? Imagine that what is going on in the photograph can be felt emotionally; describe the feelings.
- ? Imagine that the photograph allows the past and the future to be felt. What might have been the **emotions** before and after the photograph was taken. Tell the story.
- ? How does the photograph link to responsible and sustainable living.



ACTIVITY 3: The Secret Story of an Everyday Object

LEARNING OBJECTIVES

This activity focuses on a re-examination of everyday objects / products and the global impact they may have. Student groups engage in inquiry based learning to investigate, appraise and evaluate an assigned object / product to help develop deeper understanding and systems thinking related to sustainable and responsible living.

MATERIALS NEEDED

- Objects (products) that students are familiar with (e.g. chocolate, a mobile phone, shoes) or photographs of objects (see examples of images in this toolkit)
- A set of questions for each object. Examples of questions are provided or the teacher can formulate their own questions.
- Pens
- World map or a globe (optional)

PREPARATION

- The classroom should be organised for group work, with access to the internet.
- The teacher selects objects / photographs of objects for groups and prepares the questions and all other materials needed.

HOW THE ACTIVITY WORKS

- 1 — Divide students into groups of four or five.
- 2 — Provide each group with an object / product or an image of an object / product and a set of questions.
- 3 — Invite each group to look at their object / product and research answers to their set of questions. Students can brainstorm possible answers or look for answers on the internet and should record each answer on the worksheet template.
- 4 — Students are invited to display their worksheets and share the story of their findings with each other.

DIFFERENTIATION

- Questions can be selected / written and graded according to the ability and interests of students.
- Objects / products can be made more challenging for older or more able student e.g. objects / products made from a range of different materials and sources (e.g. a mobile phone, a toaster).
- ROLE CARDS can be found at the back of the toolkit. They help to provide structure and order to the work of a group by keeping everyone on task.

EXTENSION ACTIVITY

- Each group identifies the origin of their object / product on a world map or globe.

EVALUATION / REFLECTION

Students:

At the end of the activity invite students to discuss and reflect on:

- 1 — What have they learnt from this experience?
- 2 — Has the activity heightened their awareness of responsible and sustainable living? How?

After a couple of weeks invite students to discuss and reflect on:

- 3 — Has the activity prompted them to take any kind of action or make a change? If yes what?

Teachers:

Teachers should reflect on:

- 1 — Were the learning objectives achieved?
- 2 — What changes, if any, could be made to this activity if doing it again?
- 3 — What is the next stage of the learning process for this group of students?

Further evaluation tools and activities can be found at the end of the toolkit.



QUESTION BANK OF IDEAS

- Where was the object / product produced / manufactured?
- What material is the object / product made from?
- Does the production of the object / product pollute the environment?
- What is the origin of the materials used to manufacture the object / product?
- Were materials processed in any way? How?
- How was the object / product transported to its present location?
- Has the object / product got more than one use? Can it be used more than once?
- What will happen to the object / product after it is no longer used?
- Does it have potential for Reusing? Recycling? Repurposing? Re-gifting? Repairing? Remaking? Redesigning?
- Is the object / product an everyday item or a luxury item?
- Who has use for the object / product?
- When the product is disposed of is there a risk to the environment?
- Are the people who manufacture the object / product treated fairly? Are they exposed to any risk factors?



WRITE YOUR ANSWERS TO THE QUESTIONS ASSIGNED IN THE BOXES PROVIDED

QUESTION 1:

ANSWER:

QUESTION 2:

ANSWER:

QUESTION 3:

ANSWER:

QUESTION 4:

ANSWER:

QUESTION 5:

ANSWER:

QUESTION 6:

ANSWER:

QUESTION 8:

ANSWER:

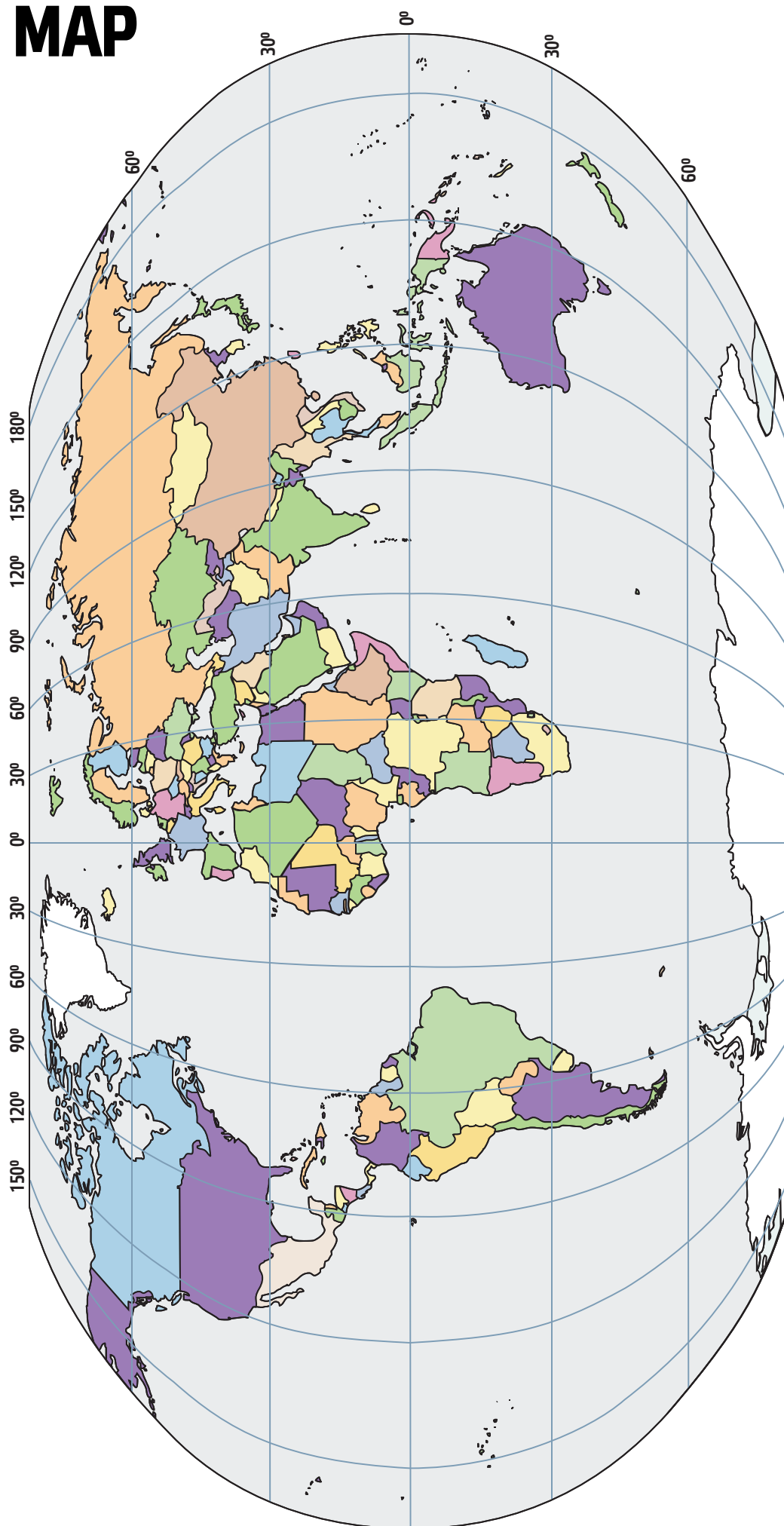
QUESTION 7:

ANSWER:



GLUE AN IMAGE OF THE SELECTED OBJECT HERE

WORLD MAP





ACTIVITY 4: Whose Story is This?

LEARNING OBJECTIVES

This activity supports students to individually develop “visual literacy”, active listening and keen communication skills. Students will use these skills to pair selected images related to responsible / sustainable living with the stories which have been formulated to describe them.

MATERIALS NEEDED:

- A set of photographs – enough to give each student an image (See suitable examples in this toolkit or previous ‘Images and Objects’ toolkits published by PERL www.perlprojects.com)
- Pens and paper
- Sticky tack
- RESPONSIBLE AND SUSTAINABLE LIVING PROMPT CARDS

PREPARATION:

- Gather required materials.
- Select and prepare photographs for use.

HOW THE ACTIVITY WORKS:

Stage 1:

- 1 — Show the students one example of a photograph and invite them to describe what they see in the photograph in relation to responsible and sustainable living. This step provides a practice run for the next step.
- 2 — Distribute a photograph (face-down) to each student. Instruct them not to show it to their peers.
- 3 — Distribute paper and a pen to each student. Invite the students to write down as many sentences as is possible, in five minutes, to describe “the story” of their image in relation to responsible and sustainable living.
- 4 — Collect all of the images and descriptions from the students.

Stage 2:

- 5 — Attach the students’ images to a whiteboard with sticky tack. Number each image.
- 6 — Explain to the class that each of the descriptions written by students will be read out randomly. As descriptions are being read out students are asked to guess which of the numbered images is being described and to record their choice on a sheet of paper.
- 7 — When all descriptions have been read out and matched to a photograph review the students’ answers.
- 8 — Discuss the photographs, descriptions and the number of correct answers. What images were challenging to describe / guess?

DIFFERENTIATION

- To support step 3, students can use the RESPONSIBLE AND SUSTAINABLE LIVING PROMPT CARDS provided earlier in the toolkit.
- This activity can also be carried out with groups of two / three students.

EVALUATION / REFLECTION

Students:

At the end of the activity invite students to discuss and reflect on:

- 1 — What have they learnt from this experience?
- 2 — Has the activity heightened their awareness of responsible and sustainable living? How?

After a couple of weeks invite students to discuss and reflect on:

- 3 — Has the activity prompted them to take any kind of action or make a change? If yes what?

Teachers:

- 1 — Teachers should reflect on:
- 2 — Were the learning objectives achieved?
- 3 — What changes, if any, could be made to this activity if doing it again?
- 4 — What is the next stage of the learning process for this group of students?

Further evaluation tools and activities can be found at the end of the toolkit.



ACTIVITY 5: Stories Beyond Borders

LEARNING OBJECTIVES

This activity presents the Millennium Development Goals (MDG) in an engaging and meaningful way. It helps to develop students' critical thinking in the context of a globalised world. Students work with symbols, images and stories to demonstrate a commitment to responsible and sustainable living topics and to learn about progress made in relation to the achievement of MDGs.

MATERIALS NEEDED

- Several sets of MDG SYMBOL CARDS
- One set of MDG LINKING CARDS
- Small pieces of coloured paper to be used as labels. The paper colours should match the colours of the MDG symbols: yellow, light green, dark green, light blue, dark blue, purple, red, brown.
- Sticky tack
- Paper, pencil
- RESPONSIBLE AND SUSTAINABLE LIVING PROMPT CARDS
- A set of photographs

PREPARATION

- The classroom should be organised for group work.
- Photocopy the MDG symbols onto lightweight card and cut out to make MDG SYMBOL CARDS. One full set of cards is required for each group. For extra durability laminate the cards.
- Photocopy the MDG LINKING CARDS pages onto lightweight card cut into individual cards. Only one full set of sixteen cards is required for the whole class. For extra durability laminate the cards.

HOW THE ACTIVITY WORKS

Stage 1:

- 1 — The teacher divides the students into groups and gives each group a set of MDG SYMBOL CARDS. The students are invited to study the symbols and brainstorm what they think each symbol represents.
- 2 — The teacher then explains that there is a set of sixteen MDG LINKING CARDS. Each Linking card contains a statement that links to one of the MDG SYMBOL CARDS. The teacher places the LINKING CARDS in a pile face down on a table.
- 3 — The teacher invites each group to nominate a representative to come and take LINKING CARDS from the pile to bring back to their group. The sixteen cards are divided as evenly as possible between the groups.
- 4 — The groups are invited to match the LINKING CARDS they have received with the MDG SYMBOL CARDS.
- 5 — When each group has finished the matching task the teacher invites the groups to share and discuss the matches they have made, the ones they found challenging etc.

Solutions to Step 4

MDG 1 SYMBOL matches with MDG LINKING CARD A, B, D, F, L, N	MDG 2 SYMBOL matches with MDG LINKING CARD K, O	MDG 3 SYMBOL matches with MDG LINKING CARD I, O, P	MDG 4 SYMBOL matches with MDG LINKING CARD H, I
MDG 5 SYMBOL matches with MDG LINKING CARD I	MDG 6 SYMBOL matches with MDG LINKING CARD C, J, N	MDG 7 SYMBOL matches with MDG LINKING CARD G	MDG 8 SYMBOL matches with MDG LINKING CARD E, L, M

Stage 2:

- 6 — The teacher displays a set of photographs on the walls around the classroom.
- 7 — The teacher distributes a set of colored paper pieces to each group. The colours match with and represent each of the MDGs
- 8 — Students are invited as a group to label the photographs to say which MDG or MDGs they think link to each photograph. They do this by selecting the colored paper that matched the mdg and attaching it to the photograph.
- 9 — Students continue until they have labeled all of the photographs.
- 10 — The teacher selects a few of the photographs that have a lot of pieces of paper attached to them or many different colours attached and engages in discussion / reflection about these with the students.

DIFFERENTIATION

- The teacher can support students with new / difficult words they find in the MDG LINKING CARDS by inviting them to keep a WORDBANK and GLOSSARY throughout the activity.
- ROLE CARDS can be found at the back of the toolkit. They help to provide structure and order to the work of a group by keeping everyone on task.

EXTENSION ACTIVITY

- The teacher places the photographs face down and invites a representative of each group to pick 3-4 photographs to take back to the group. Students are given a copy of the RESPONSIBLE AND SUSTAINABLE LIVING PROMPT CARDS and their task is to make a story on half an A4 page that connects the photographs with at least ten words from the PROMPT CARDS.

EVALUATION / REFLECTION

Students:

At the end of the activity invite students to discuss and reflect on:

- 1 — What have they learnt from this experience?
- 2 — Has the activity heightened their awareness of responsible and sustainable living? How?

After a couple of weeks invite students to discuss and reflect on:

- 3 — Has the activity prompted them to take any kind of action or make a change? If yes what?

Teachers:

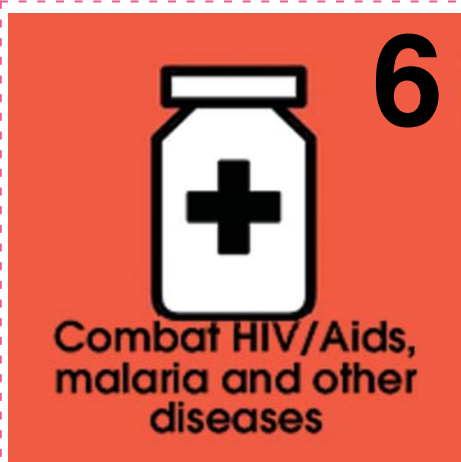
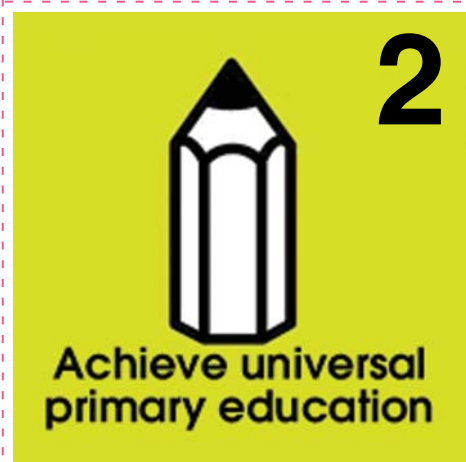
Teachers should reflect on:

- 1 — Were the learning objectives achieved?
- 2 — What changes, if any, could be made to this activity if doing it again?
- 3 — What is the next stage of the learning process for this group of students?

Further evaluation tools and activities can be found at the end of the toolkit.

MDG SYMBOL CARDS

PHOTOCOPY ONTO CARD AND CUT



MDG LINKING CARDS

PHOTOCOPY ONTO CARD AND CUT

 (A)



THE PROPORTION OF PEOPLE LIVING IN EXTREME POVERTY HAS BEEN HALVED AT THE GLOBAL LEVEL.

The world reached the poverty reduction target five years ahead of schedule.

In developing regions, the proportion of people living on less than \$1.25 a day fell from 47 per cent in 1990 to 22 per cent in 2010.

About 700 million fewer people lived in conditions of extreme poverty in 2010 than in 1990.

 (B)



OVER 2 BILLION PEOPLE GAINED ACCESS TO IMPROVED SOURCES OF DRINKING WATER.

Over the last 21 years, more than 2.1 billion people gained access to improved drinking water sources.

The proportion of the global population using such sources reached 89 per cent in 2010, up from 76 per cent in 1990.

This means that the MDG drinking water target was met five years ahead of the target date, despite significant population growth.

 (C)



REMARKABLE GAINS HAVE BEEN MADE IN THE FIGHT AGAINST MALARIA AND TUBERCULOSIS.

Between 2000 and 2010, mortality rates from malaria fell by more than 25 per cent globally.

An estimated 1.1 million deaths from malaria were averted over this period.

Death rates from tuberculosis at the global level and in several regions are likely to be halved by 2015, compared to 1990 levels.

Between 1995 and 2011, a cumulative total of 51 million tuberculosis patients were successfully treated, saving 20 million lives.

 (D)



THE PROPORTION OF SLUM DWELLERS IN THE CITIES AND METROPOLISES OF THE DEVELOPING WORLD IS DECLINING.

Between 2000 and 2010, over 200 million slum dwellers benefitted from improved water sources, sanitation facilities, durable housing or sufficient living space, thereby exceeding the 100 million MDG target.

Many countries across all regions have shown remarkable progress in reducing the proportion of urban slum dwellers.

 (E)



A LOW DEBT BURDEN AND AN IMPROVED CLIMATE FOR TRADE ARE LEVELLING THE PLAYING FIELD FOR DEVELOPING COUNTRIES.

The debt service to export revenue ratio of all developing countries stood at 3.1 per cent in 2011, down from nearly 12 per cent in 2000.

The duty-free market access of developing countries also improved in 2011, reaching 80 per cent of their exports.

The exports of least developed countries benefitted the most.

Average tariffs are also at an all-time low.

 (F)



THE HUNGER REDUCTION TARGET IS WITHIN REACH.

The proportion of undernourished people in developing regions decreased from 23.2 per cent in 1990–1992 to 14.9 per cent in 2010–2012.

Given reinvigorated efforts, the target of halving the percentage of people suffering from hunger by 2015 appears to be within reach.

Still, one in eight people in the world today remain chronically undernourished.

 (G)

ENVIRONMENTAL SUSTAINABILITY IS UNDER SEVERE THREAT, DEMANDING A NEW LEVEL OF GLOBAL COOPERATION.

The growth in global emissions of carbon dioxide (CO₂) is accelerating, and emissions today are more than 46 per cent higher than 1990 level.

Forests continue to be lost at an alarming rate. Over exploitation of marine fish stocks is resulting in diminished yields.

More of the earth's land and marine areas are now under protection, but birds, mammals and other species are heading for extinction at an ever faster rate, with declines in both populations and distribution.

 (H)

BIG GAINS HAVE BEEN MADE IN CHILD SURVIVAL, BUT MORE MUST BE DONE TO MEET OUR OBLIGATIONS TO THE YOUNGEST GENERATION.

Worldwide, the mortality rate for children under five dropped by 41 per cent—from 87 deaths per 1,000 live births in 1990 to 51 in 2011.

Despite this enormous accomplishment, more rapid progress is needed to meet the 2015 target of a two-thirds reduction in child deaths. Increasingly, child deaths are concentrated in the poorest regions, and in the first month of life.

 (I)

MOST MATERNAL DEATHS ARE PREVENTABLE, BUT PROGRESS IN THIS AREA IS FALLING SHORT.

Globally, the maternal mortality ratio declined by 47 per cent over the last two decades, from 400 maternal deaths per 100,000 live births to 210 between 1990 and 2010. Meeting the MDG target of reducing the ratio by three quarters will require accelerated interventions and stronger political backing for women and children.

 (J)

ACCESS TO ANTIRETROVIRAL THERAPY AND KNOWLEDGE ABOUT HIV PREVENTION MUST EXPAND.

While new HIV infections are declining, an estimated 34 million people were living with HIV at the end of 2011.

The MDG target of universal access to antiretroviral therapy for all who need it by 2010 was missed, but is reachable by 2015 if current trends continue.

The ultimate goal is preventing the spread of HIV, but knowledge of the virus and how to avoid transmission remains unacceptably low.

 (K)

TOO MANY CHILDREN ARE STILL DENIED THEIR RIGHT TO PRIMARY EDUCATION.

Between 2000 and 2011, the number of children out of school declined by almost half—from 102 million to 57 million.

However, progress in reducing the number of children out of school has slowed considerably over time.

Stalled progress means that the world is unlikely to meet the target of universal primary education by 2015.

 (L)

GAINS IN SANITATION ARE IMPRESSIVE—BUT NOT GOOD ENOUGH.

From 1990 to 2011, 1.9 billion people gained access to a latrine, flush toilet or other improved sanitation facility.

Despite these accomplishments, more rapid progress is needed to meet the MDG target.

Stopping open defecation and instituting the right policies are key in meeting the MDG target.

 (M)



THERE IS LESS AID MONEY OVERALL, WITH THE POOREST COUNTRIES MOST ADVERSELY AFFECTED.

In 2012, net aid disbursements from developed to developing countries totalled \$126 billion.

This represents a 4 per cent drop in real terms compared to 2011, which itself was 2 per cent below 2010 levels. This decline affected least developed countries disproportionately.

In 2012, bilateral official development assistance to these countries fell by 13 per cent, to about \$26 billion.

 (N)



RURAL-URBAN GAPS PERSIST—ACCESS TO REPRODUCTIVE HEALTH SERVICES AND TO CLEAN DRINKING WATER ARE ONLY TWO EXAMPLES OF THIS.

In 2011, only 53 per cent of deliveries in rural areas were attended by skilled health personnel, versus 84 per cent of them in urban areas.

Eighty-three per cent of the population without access to an improved drinking water source live in rural communities.

 (O)



THE POOREST CHILDREN ARE MOST LIKELY TO BE OUT OF SCHOOL.

Children and adolescents from the poorest households are at least three times more likely to be out of school than children from the richest households.

Girls are more likely to be out of school than boys among both primary and lower secondary age groups, even for girls living in the richest households.

 (P)



GENDER-BASED INEQUALITIES IN DECISION-MAKING POWER PERSIST.

Whether in the public or private sphere, from the highest levels of government decision-making to households, women continue to be denied equal opportunity with men to participate in decisions that affect their lives.



ACTIVITY 6: Front Page News Story

LEARNING OBJECTIVES

This activity engages student teams in a creative writing task. The task will help to develop awareness and reflection linked to responsible and sustainable living through the assessment and critique of pertinent images and assigned themes.

MATERIALS NEEDED

- A set of photographs (have a minimum of one per student but more is desirable to facilitate choice). Photographs can be provided by the teacher but students can also be invited, ahead of this activity, to take photographs themselves and submit them to the teacher as a contribution to this activity
- Pens and paper or IT equipment to support writing of newspaper article / short story
- RESPONSIBLE AND SUSTAINABLE LIVING PROMPT CARDS (Optional)

PREPARATION

- The classroom should be organised for group work.
- Lay the photographs out on a large table or on the floor so that the students can walk around them to view them before making a selection.

HOW THE ACTIVITY WORKS

- 1 — Inform the students that the class is being invited to become journalists to produce a special edition newspaper on responsible and sustainable living.
- 2 — Invite each student to look at the photographs that have been laid out and select a photograph that they feel links to the theme which could be used on one of the newspaper pages as part of an article / story designed to create awareness about an aspect of responsible and sustainable living.
- 3 — Divide the students into groups of approximately four and invite each member of the group to share their photographs with each other and explain what motivated them to select the photograph for the newspaper article / story.
- 4 — Explain to the students that as a group they will now need to:
 - a — select just one photograph for the group
 - b — write a caption for the photograph
 - c — write a short article / story to accompany the photographThe short article / story can be fact or fictional but must be linked to themes of responsible and sustainable living and help to create awareness about some aspect of the theme. The article/story might for example: tell a good news story, highlight a need for change, provide a warning, or report on a catastrophe.
- 5 — When each group has finished writing their article / story, invite the groups to present their articles / stories to each other.
- 6 — While students are listening to each others articles / stories they should consider which article / story should be selected to go on the front page of the special edition newspaper. When each group has finished their presentation the class can vote to decide this.
- 7 — Invite the groups to complete the activity by assembling the newspaper containing all of their articles as either a hard copy newspaper or an electronic newspaper.

DIFFERENTIATION

- RESPONSIBLE AND SUSTAINABLE LIVING PROMPT CARDS found earlier in the toolkit can be used to support writing by providing prompts and words that can be used in the article.
- Teachers can also use the RESPONSIBLE AND SUSTAINABLE LIVING PROMPT CARDS to challenge students to write on a particular theme.
- ROLE CARDS can be found at the back of the toolkit. They help to provide structure and order to the work of a group by keeping everyone on task.

EVALUATION / REFLECTION

Students:

At the end of the activity invite students to discuss and reflect on:

- 1 — What have they learnt from this experience?
- 2 — Has the activity heightened their awareness of responsible and sustainable living? How?

After a couple of weeks invite students to discuss and reflect on:

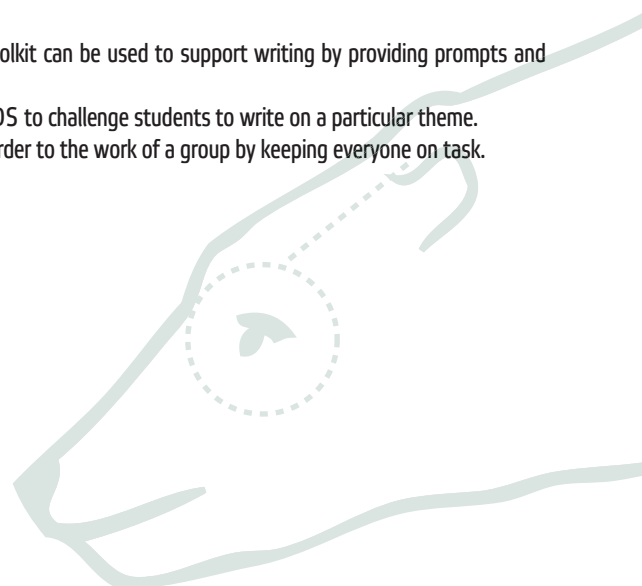
- 3 — Has the activity prompted them to take any kind of action or make a change? If yes what?

Teachers:

Teachers should reflect on:

- 1 — Were the learning objectives achieved?
- 2 — What changes, if any, could be made to this activity if doing it again?
- 3 — What is the next stage of the learning process for this group of students?

Further evaluation tools and activities can be found at the end of the toolkit.





ACTIVITY 7: Whats YOUR Role?

LEARNING OBJECTIVES

Role cards encourage students to actively participate in a group. They help to raise awareness of the many tasks and roles involved in group discussion and group activity and provide an opportunity to practice these tasks and roles. Role cards also help to provide structure and order to the work of a group by keeping everyone on task.

MATERIALS NEEDED

- One set of ROLE CARDS for each group.

PREPARATION

- Photocopy the ROLE CARDS in this toolkit onto light weight coloured card. Use a different colour for each set of cards. This makes it easier to put the cards together into sets when tidying up at the end of a class or preparing for the next class.
- Alternatively you can design your own role cards.

HOW THE ACTIVITY WORKS

As part of any activity involving group work and discussion the teacher can decide that ROLE CARDS will be used.

- 1 — Divide students into groups of six. Distribute one full set of ROLE CARDS to each group.
- 2 — Place the ROLE CARDS face down in the middle of the table and invite each member of the group to take one ROLE CARD.
- 3 — Give the students one minute to read their ROLE CARD.
- 4 — Invite questions on the roles and provide any clarity that is needed.
- 5 — Students are then asked to follow the role on their card throughout the activity which is being undertaken.
- 6 — The teacher follows up on the roles at the end of the discussion or activity and discusses experiences etc.

IF A GROUP IS MADE UP OF LESS THAN SIX STUDENTS THE FOLLOWING APPROACHES CAN BE USED

- A student can have more than one ROLE CARD e.g. the roles of reader and time keeper or recorder and presenter could be carried out by the same student.
- Students could either volunteer to take an extra role card or the teacher could assign the extra cards to specific students in the group.
- The teacher could also remove a role card from the set.

OTHER APPROACHES TO USING ROLE CARDS

- Instead of inviting students to take a ROLE CARD from the pile of cards that are face down in the middle of the table, the teacher can give ROLE CARDS directly to students. This way the teacher can manage who takes on particular roles. This is useful if the teacher over time would like to see each student practicing each role. The teacher can also keep a record of the roles undertaken by individual students and how well they carried these out.
- ROLE CARDS can be laid out face up on the table so that students can see the roles and select the one that they would like to carry out. It can be useful to see which roles students gravitate towards.
- Students can be invited to identify other roles that could be added and make these cards to add to the set.
- Students can be invited to critique the roles and identify any additional information that should be on the role cards.
- Students can be invited to identify any roles that they feel should be removed from the set of role cards.

EVALUATION / REFLECTION

Students:

At the end of the activity invite students to discuss and reflect on:

- 1 — Did the use of ROLE CARDS as part of the activity / discussion improve the activity / experience? Did their use assist learning? How?

Teachers:

Teachers can reflect on:

- 1 — Did the use of ROLE CARDS as part of the activity / discussion help the learning objectives to be achieved?
- 2 — What changes, if any, could be made to the use of the ROLE CARDS if using them again?



ROLE CARDS

PHOTOCOPY ONTO CARD AND CUT

READER



- Read the problem, question or task that you have been given out loud to your group.
- Read it again and as often as is necessary to ensure that your group do what they are supposed to do.

ENCOURAGER



- Observe everyone in your group to make sure that they are all participating in the discussion / activity.
- Encourage everyone to join in.
- Identify individuals who have not contributed and invite them to offer an opinion / contribution.

TIME KEEPER



- Keep an eye on the time allocated for the discussion / activity.
- Remind the group of the time at intervals so that all the work gets done.
- Announce when time is halfway through.
- Give final warning when 2 minutes & 1 minute are left.

RECORDER



- Record all of the group members ideas during the discussion.
- Make notes / record points.
- Perhaps use a flip chart so that everyone can see how the discussion is going.

REPORTER / PRESENTER



- Share with the class the ideas / work that has been generated in your group.
- Use the notes / points that have been made by the RECORDER to help you do this.

OBSERVER



- Watch your group carefully.
- Record the actions of the group.
- How are group members performing / interacting with each other?
- Make some notes.

EVALUATING STORIES

E1: KWL tool (Know, Want to Know, Learnt)

The first two columns of this reflection and evaluation worksheet are completed by the student after the activity has been introduced. The KWL method focuses students on their initial prior knowledge, skills and experiences (K), on the learning objectives for the activity in question (W) and on the learning achieved by the activity (L). The last column should be completed after the activity is concluded and the group feedback has taken place. (Ogle 1986)

K	What I know	
W	What I want to find out	
L	What I have learnt today	

E2: One minute self reflection and evaluation

ONE MINUTE SELF REFLECTION AND EVALUATION
In one minute please describe:
What was the main point of the activity?
What questions remain unanswered for you at the end of the activity?
This exercise is anonymous. Hand in this feedback at the end of the activity.

E3: Reflection and evaluation of the story

Fill in the worksheet to evaluate the story.

Name of the story:

Author(s):

	GOOD	FAIR	POOR	COMMENT
The story is related to the selected image / object.				
The story has a clear beginning and ending.				
The story has a clear message or lesson.				
The story is thrilling. It has a "wow factor".				
The story has a good link to responsible and sustainable living.				
Overall the story is ...				

E4: Reflection and evaluation of group work

Select three words from the list below that best describe the contribution / approach of each member of the group. Each learner completes this task individually for all members of the group including themselves.

Name of the activity:

Completed by:

TEAM MEMBER	SELECTED WORDS
Name	
Name	
Name	
Name	
Name	
Name	

creative
helpful
modest
stubborn
distracted
cooperative

dedicated
uncooperative
hard working
imaginative
resourceful
argumentative

supportive
keen
enthusiastic
disinterested
organized
unmotivated

not contributing
awkward
committed
arrogant
honest
patient

impolite
individualistic
thoughtful
disorganised
attention seeking
humorous

persistent
confused
passionate
vocal
bossy



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PHOTOGRAPHS

Gregor Torkar (page Front cover- FC, 5, 7, 29, 31, 33, 35, 39, 43, 55), Hugo Agostinho (FC, 41, 45, 47, 49, 51, 57), Nuno Melo (FC, 35, 37, 41, 51), Lenka Muzickova (FC, 29, 37, 43, 53), Helen Maguire (45, 47), Sacha Irene de Raaf (FC, 39, 55), Abdi Ali Farhan and James Phillip James (9), Stephen Lawless (57), Ana Teodoro (53), Vija Dislera (FC, 33).

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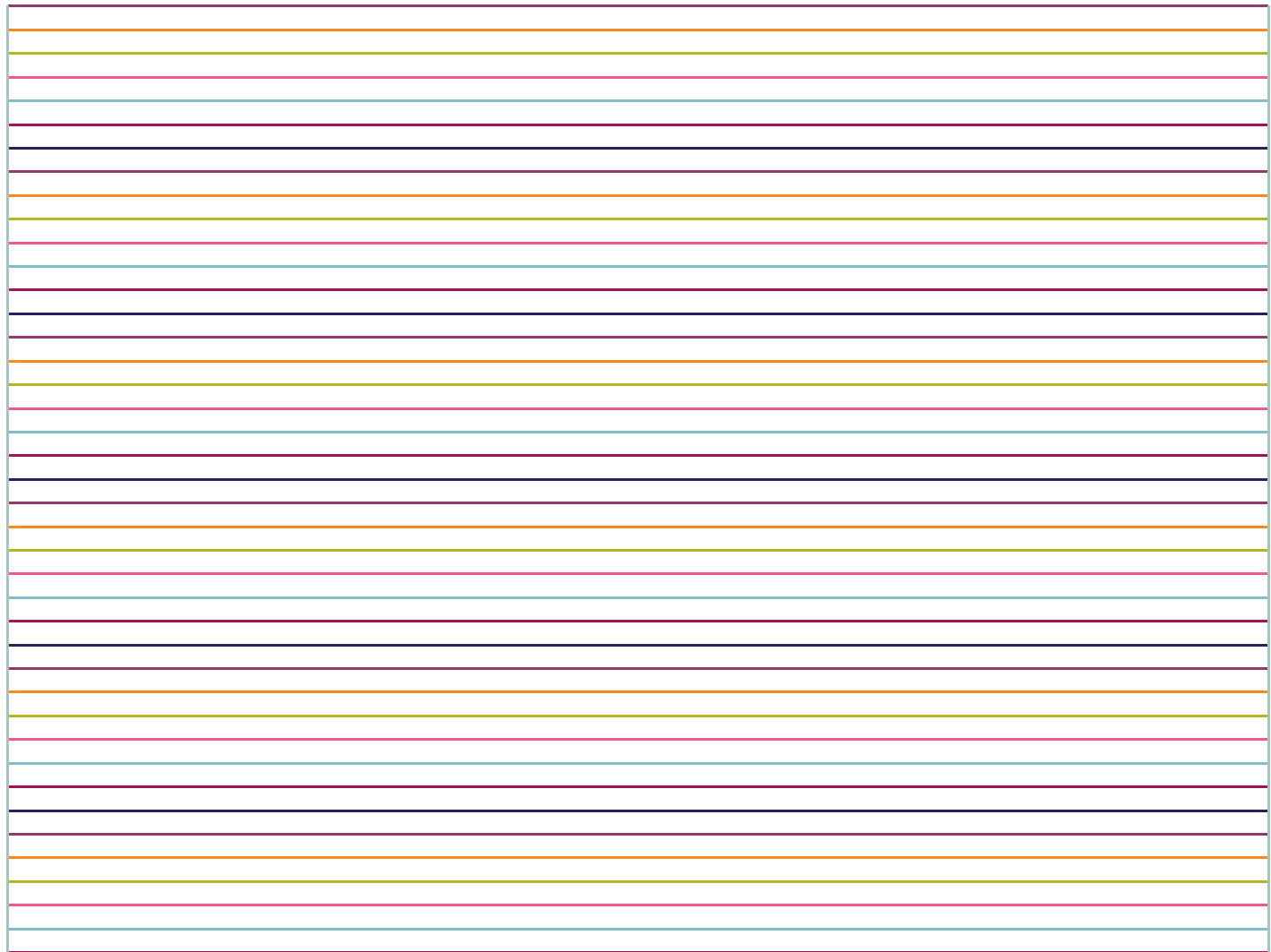


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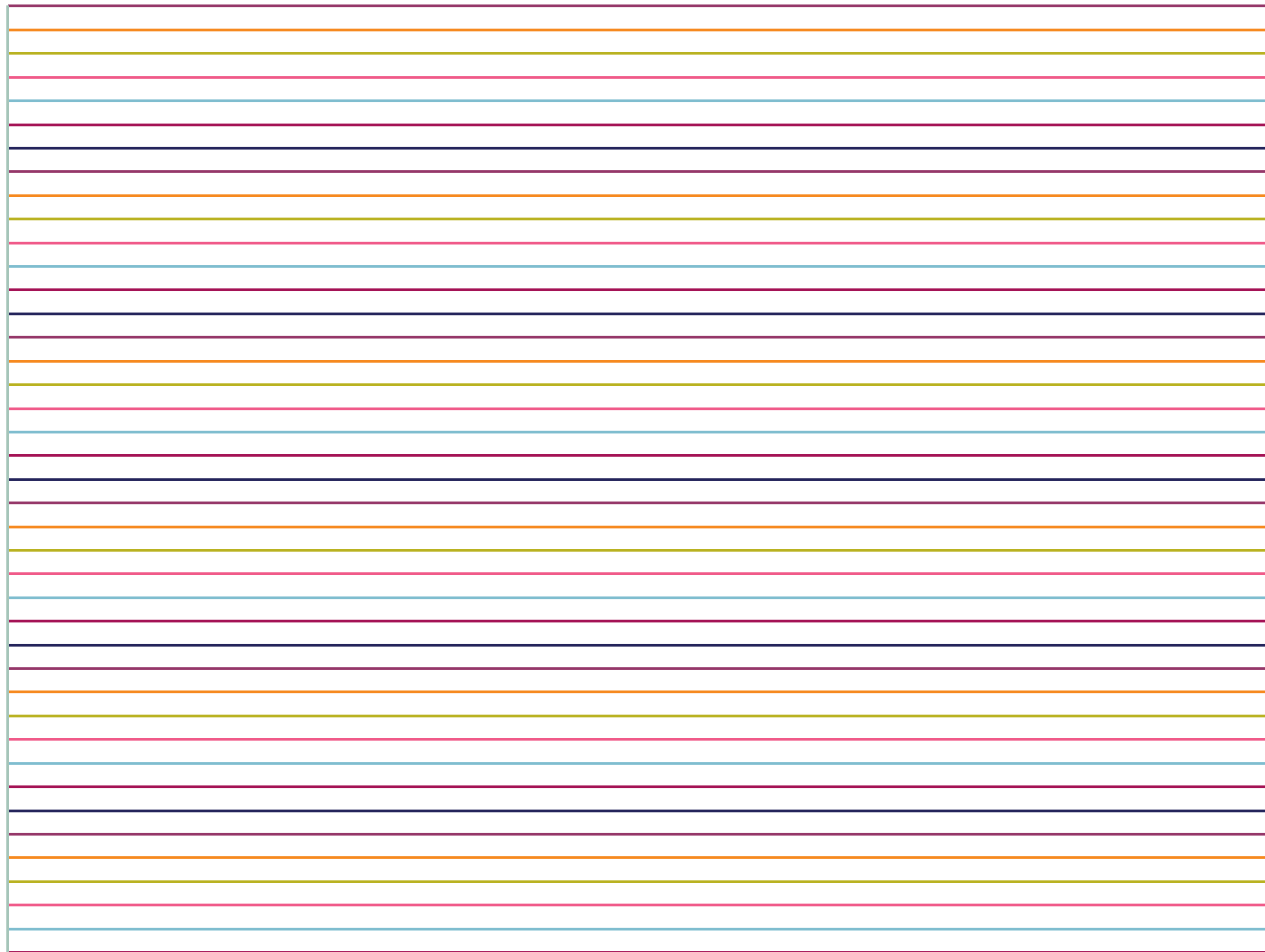


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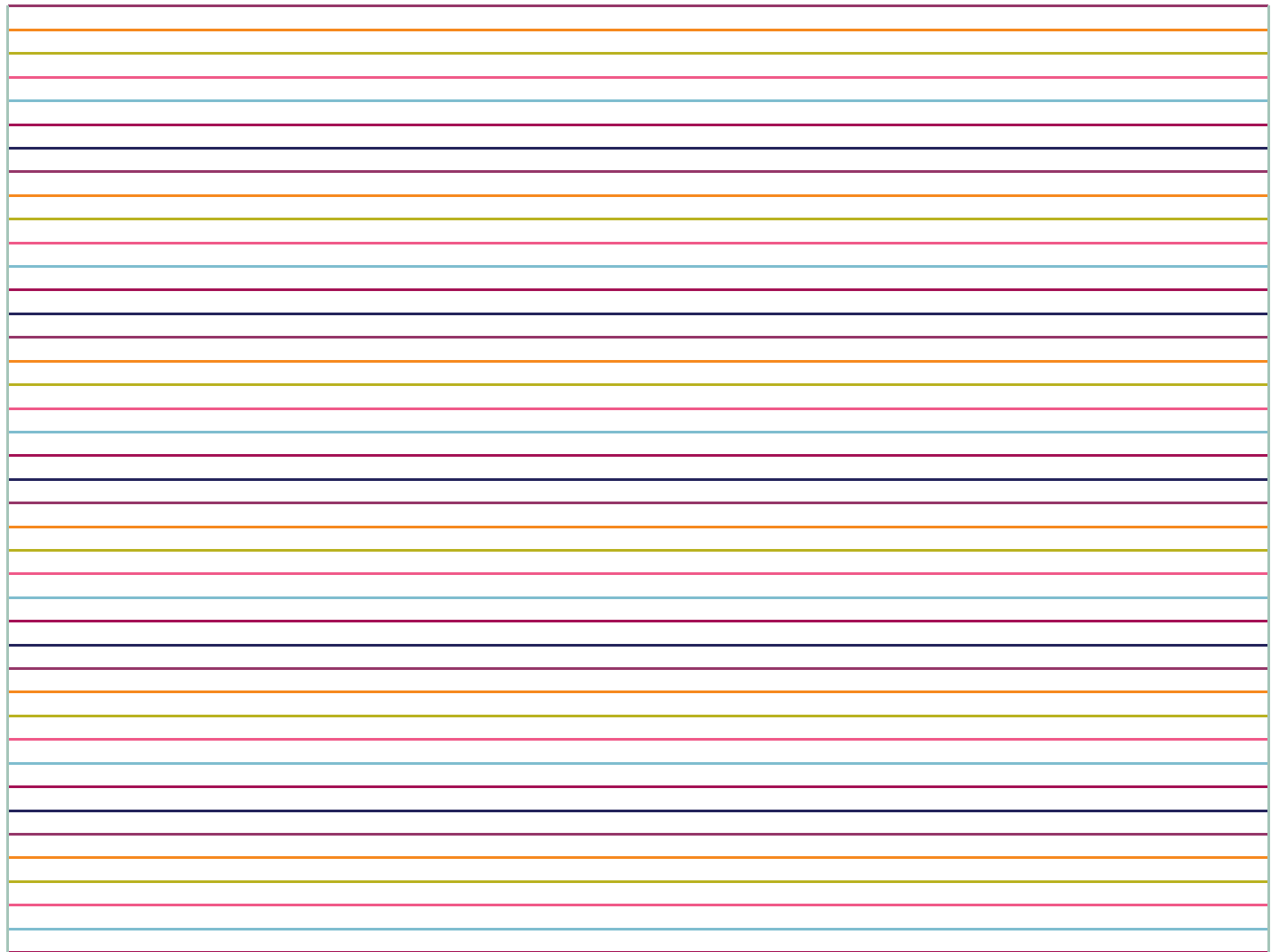
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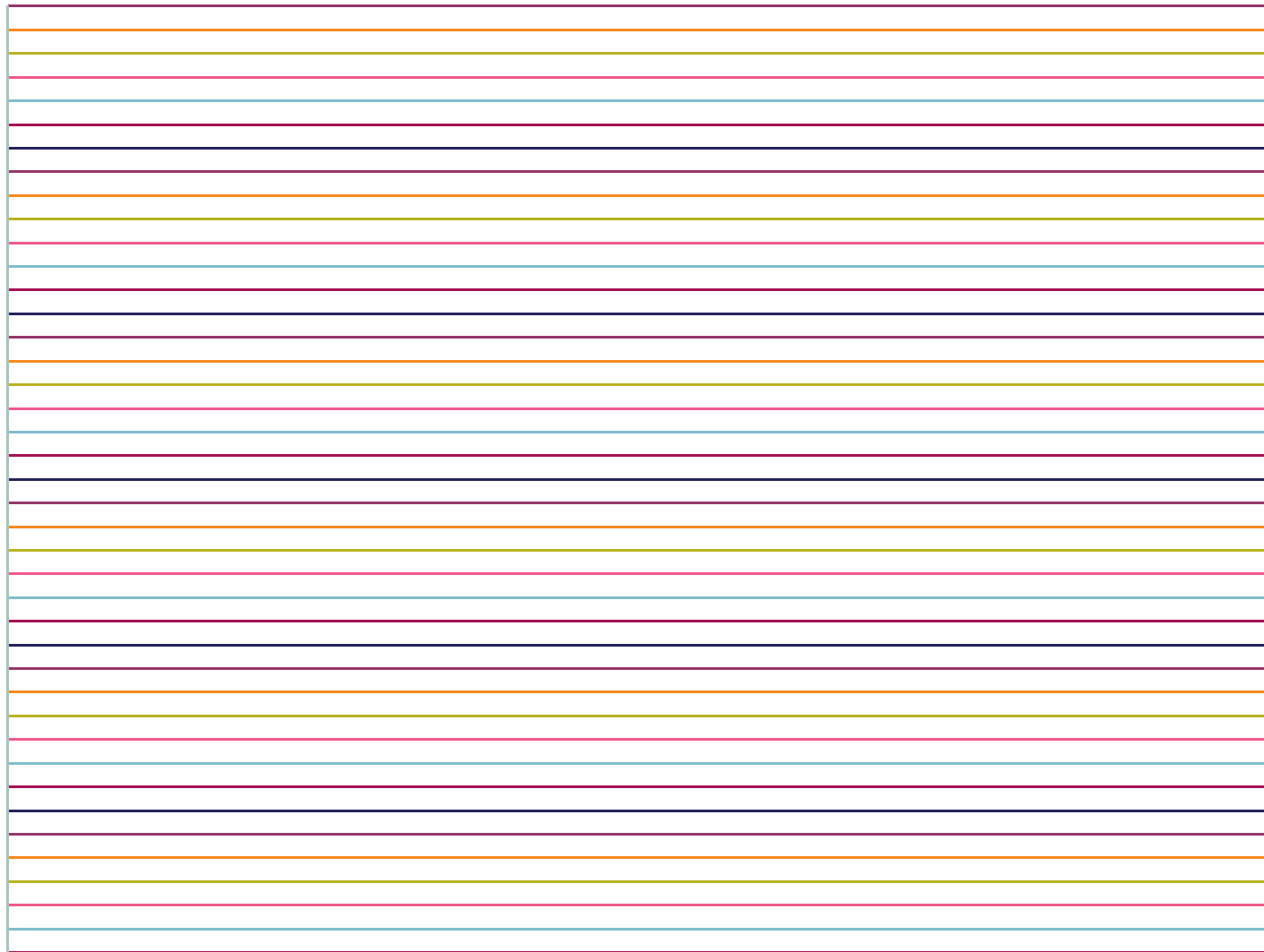


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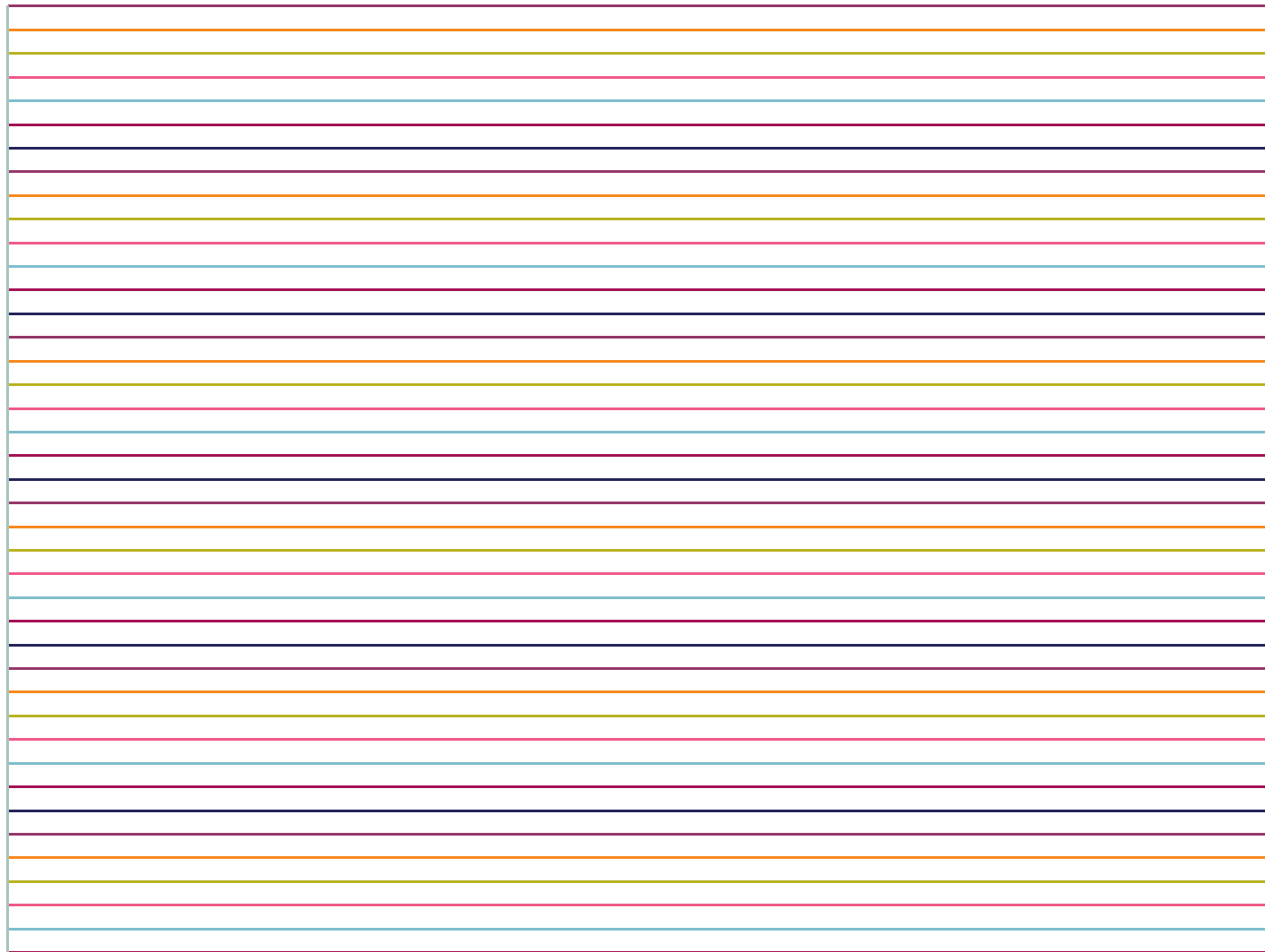


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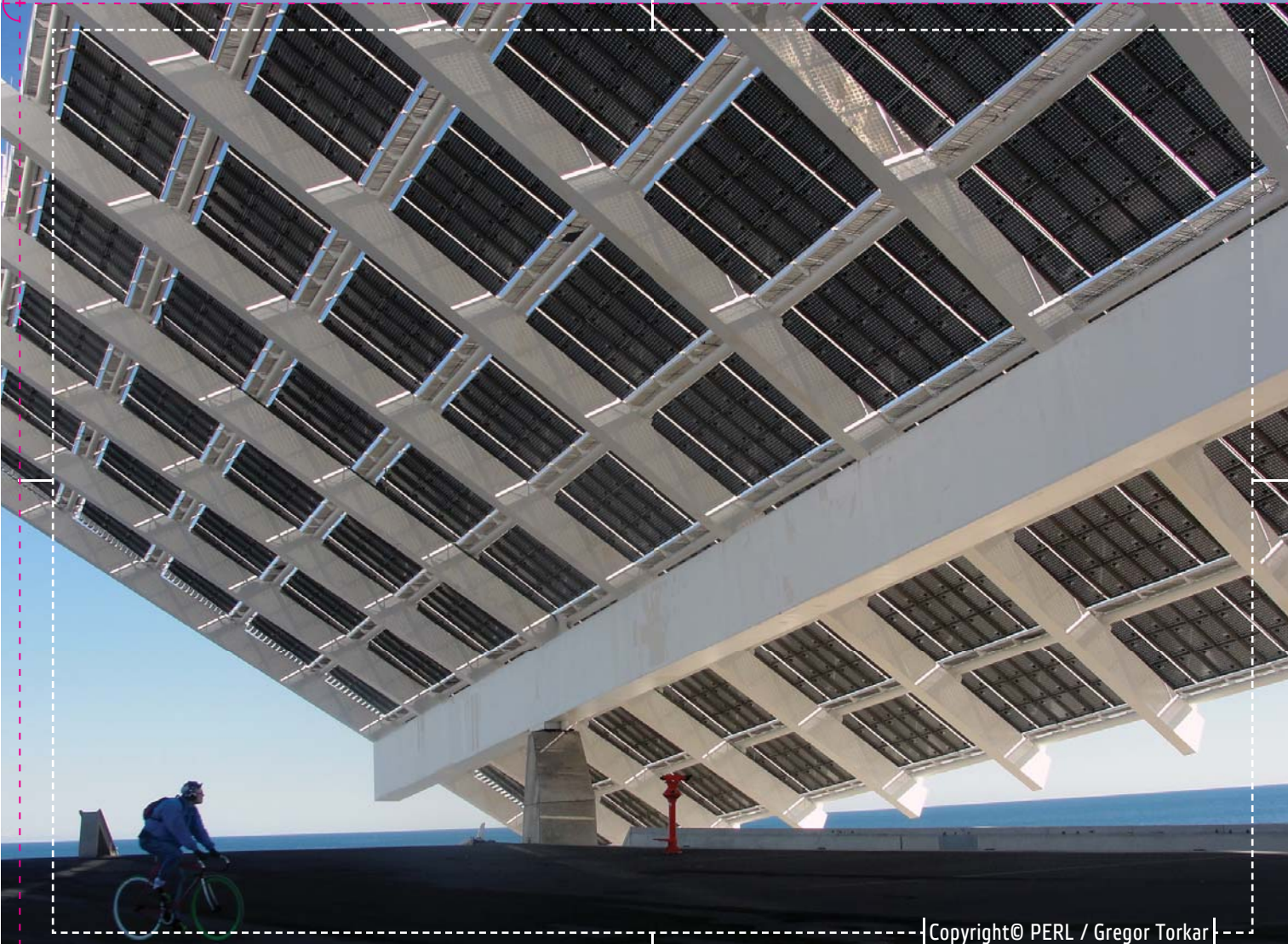
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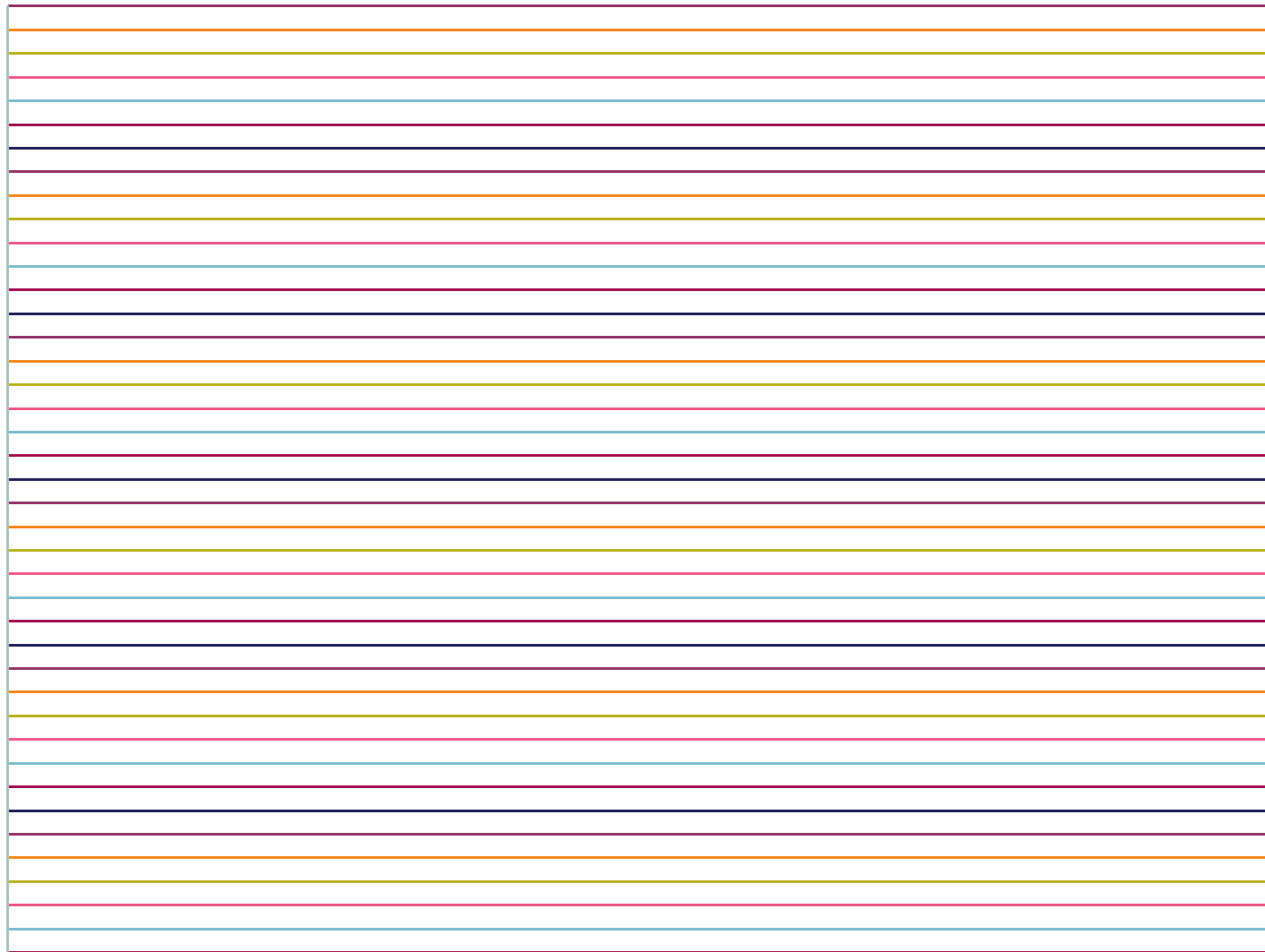
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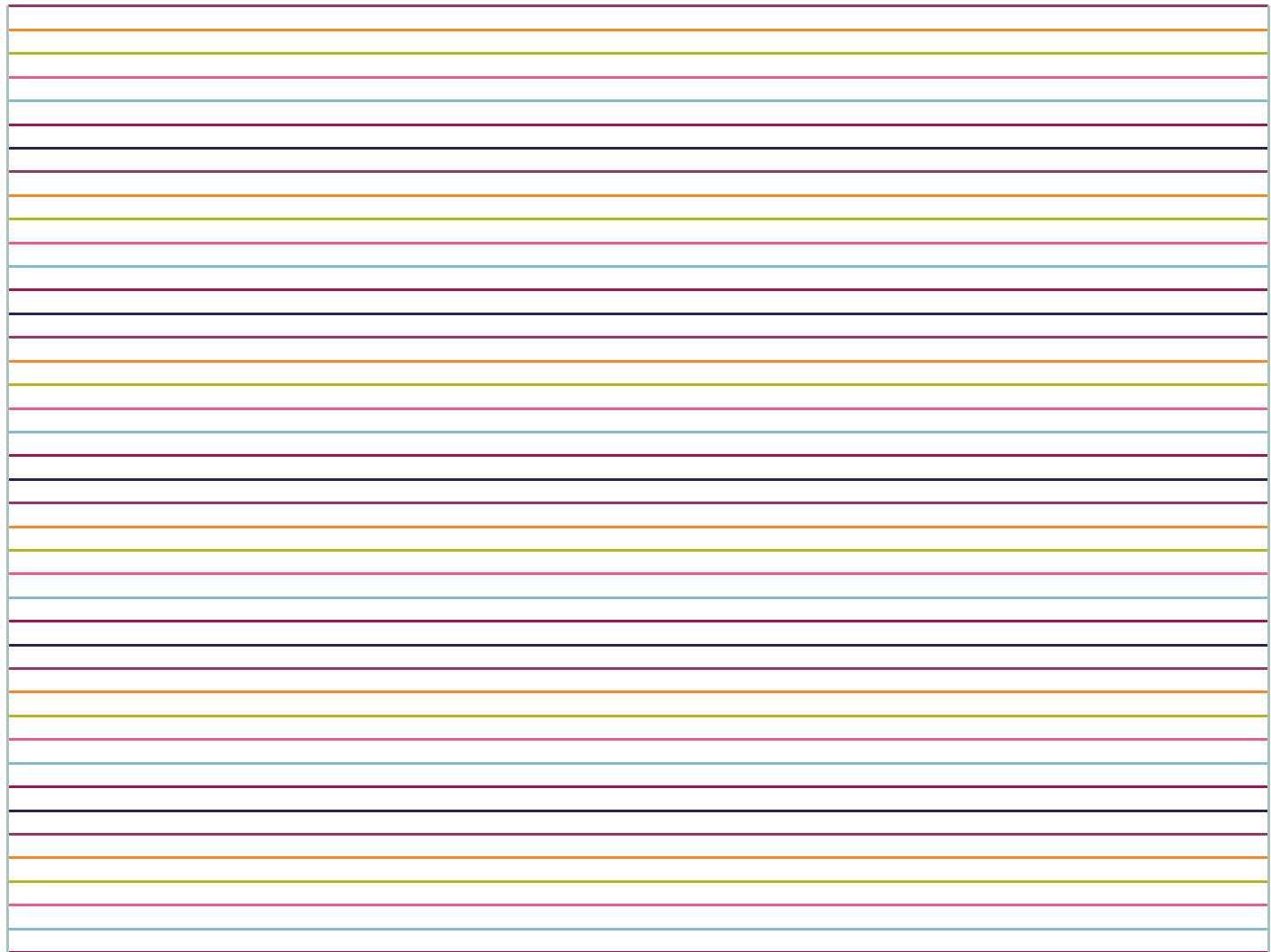


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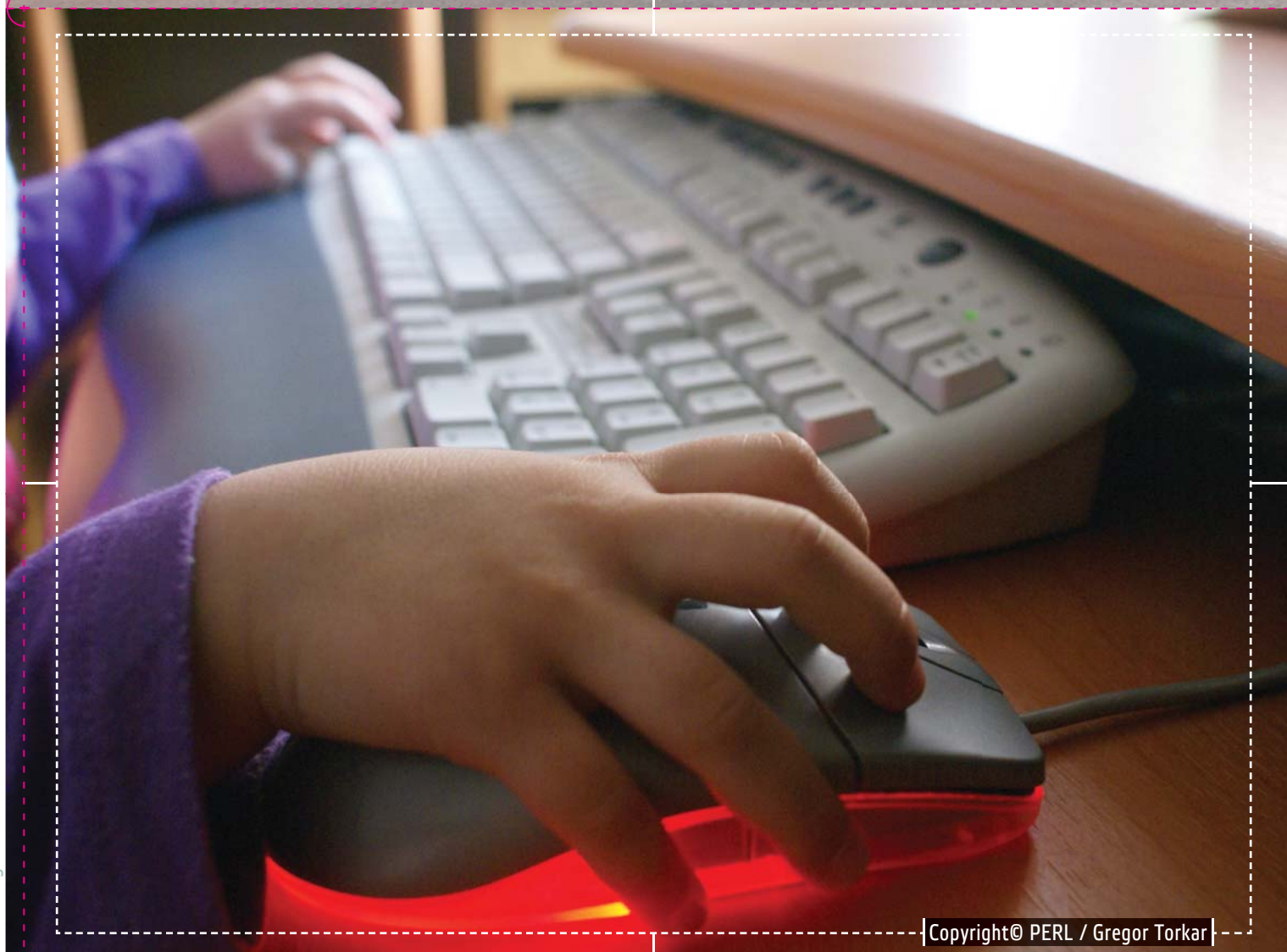


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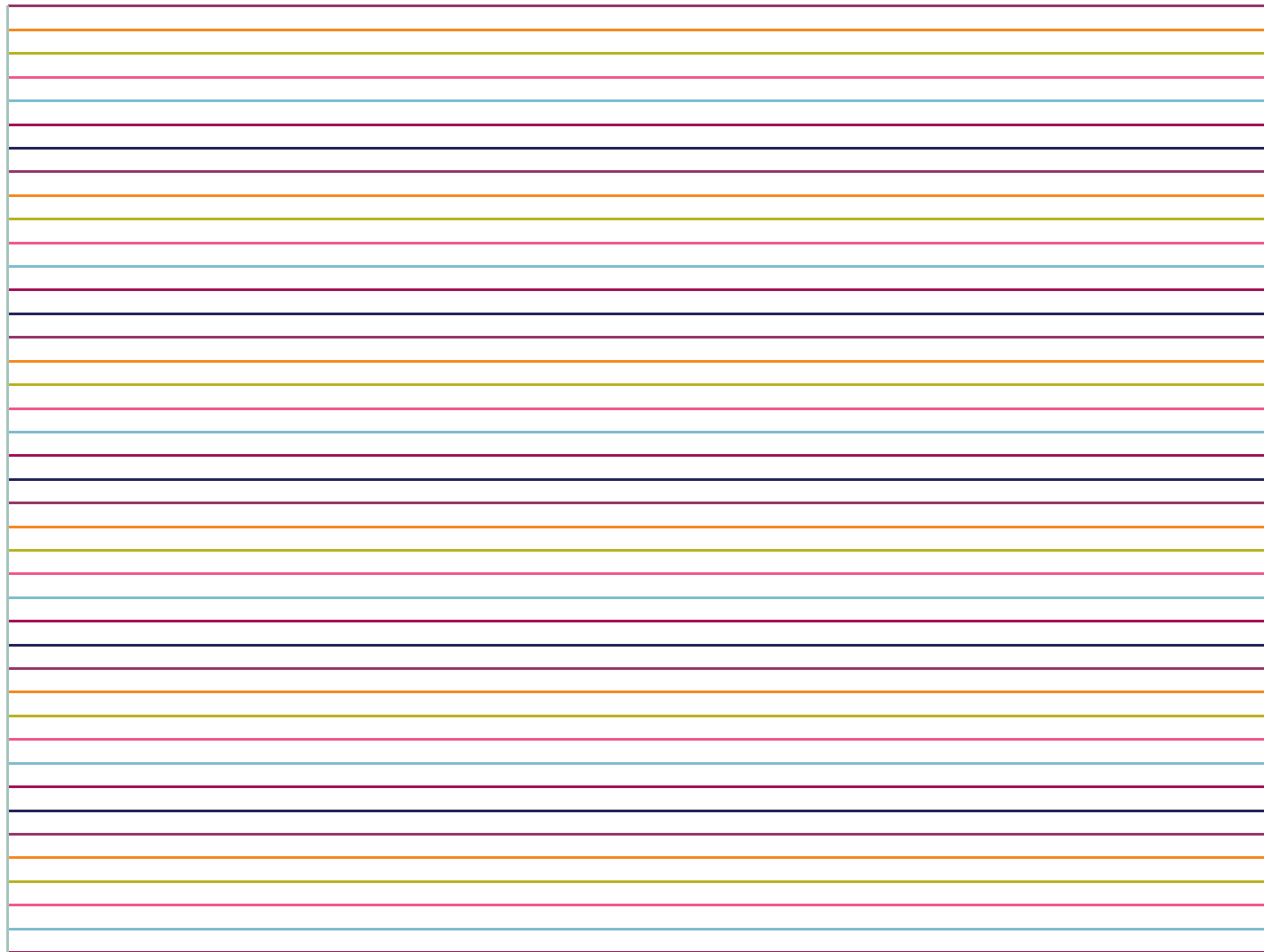


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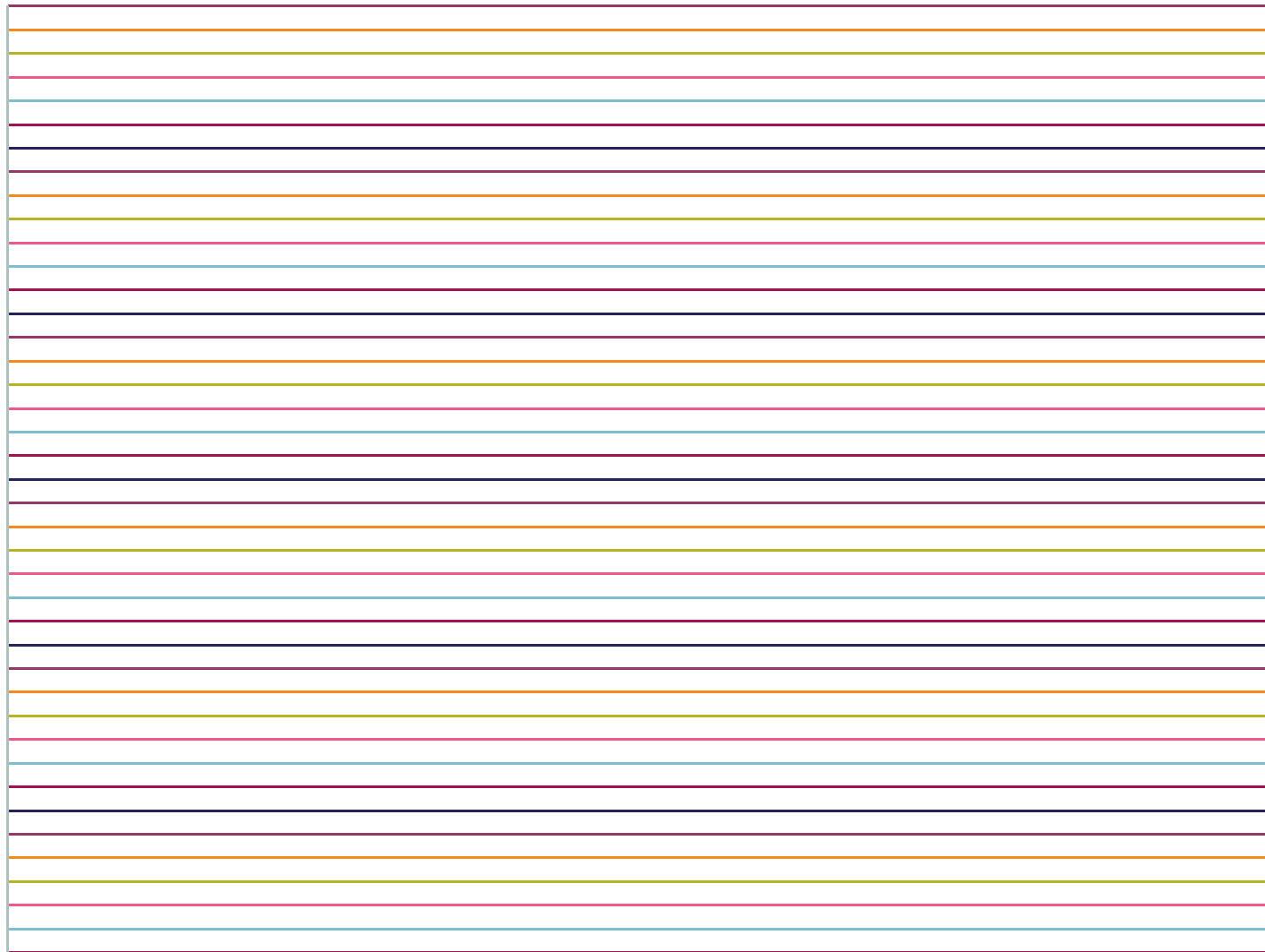


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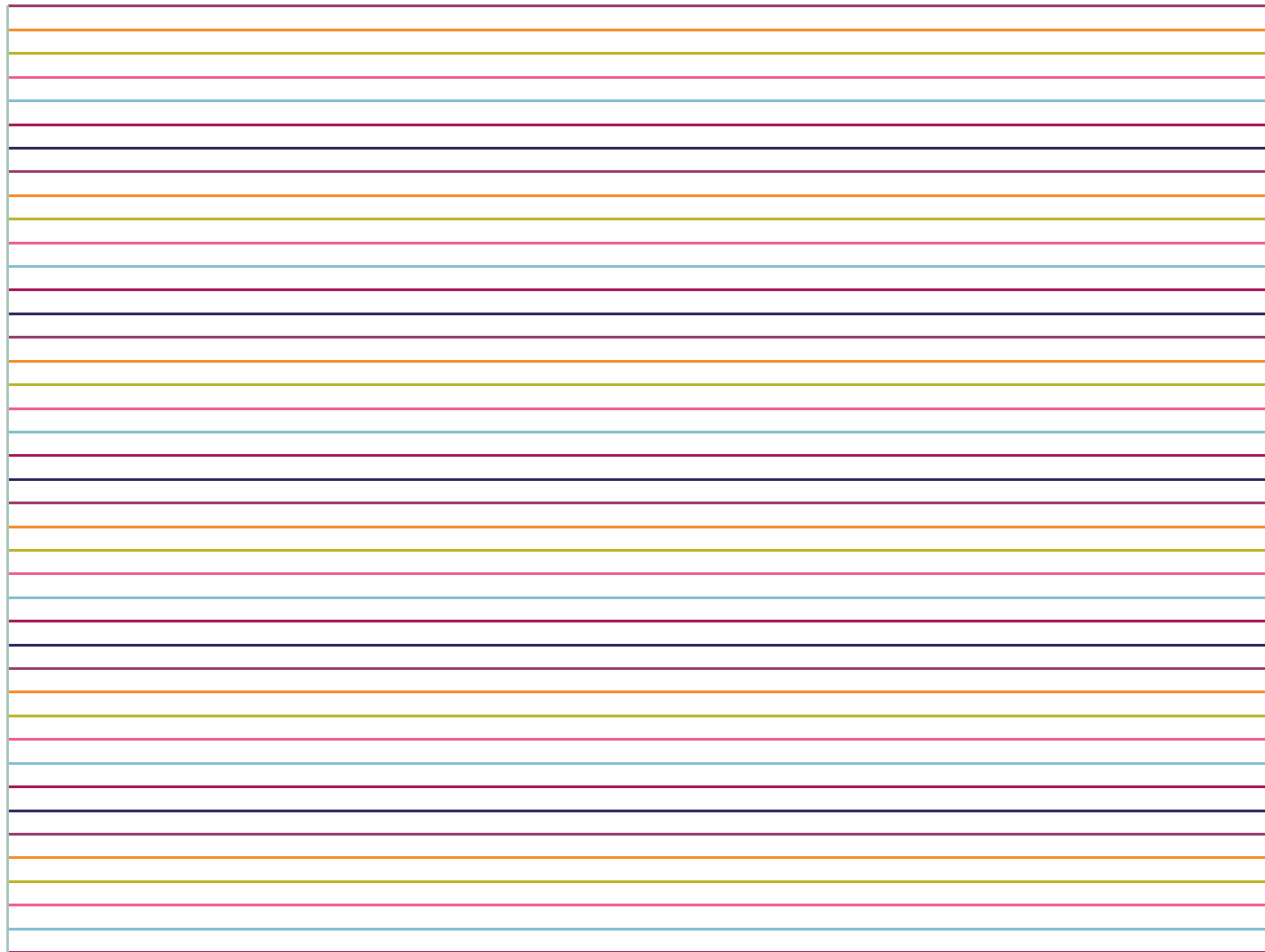


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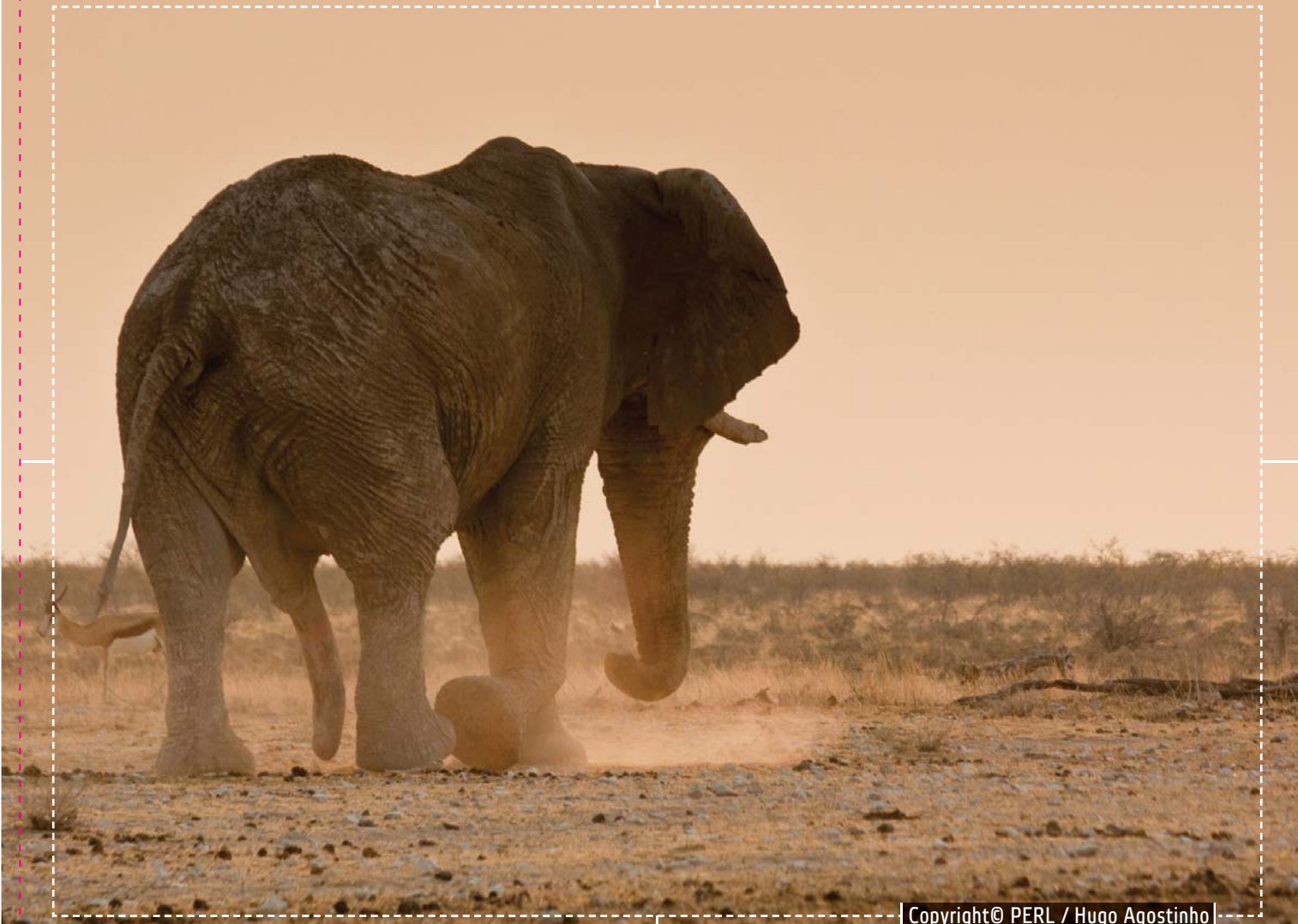


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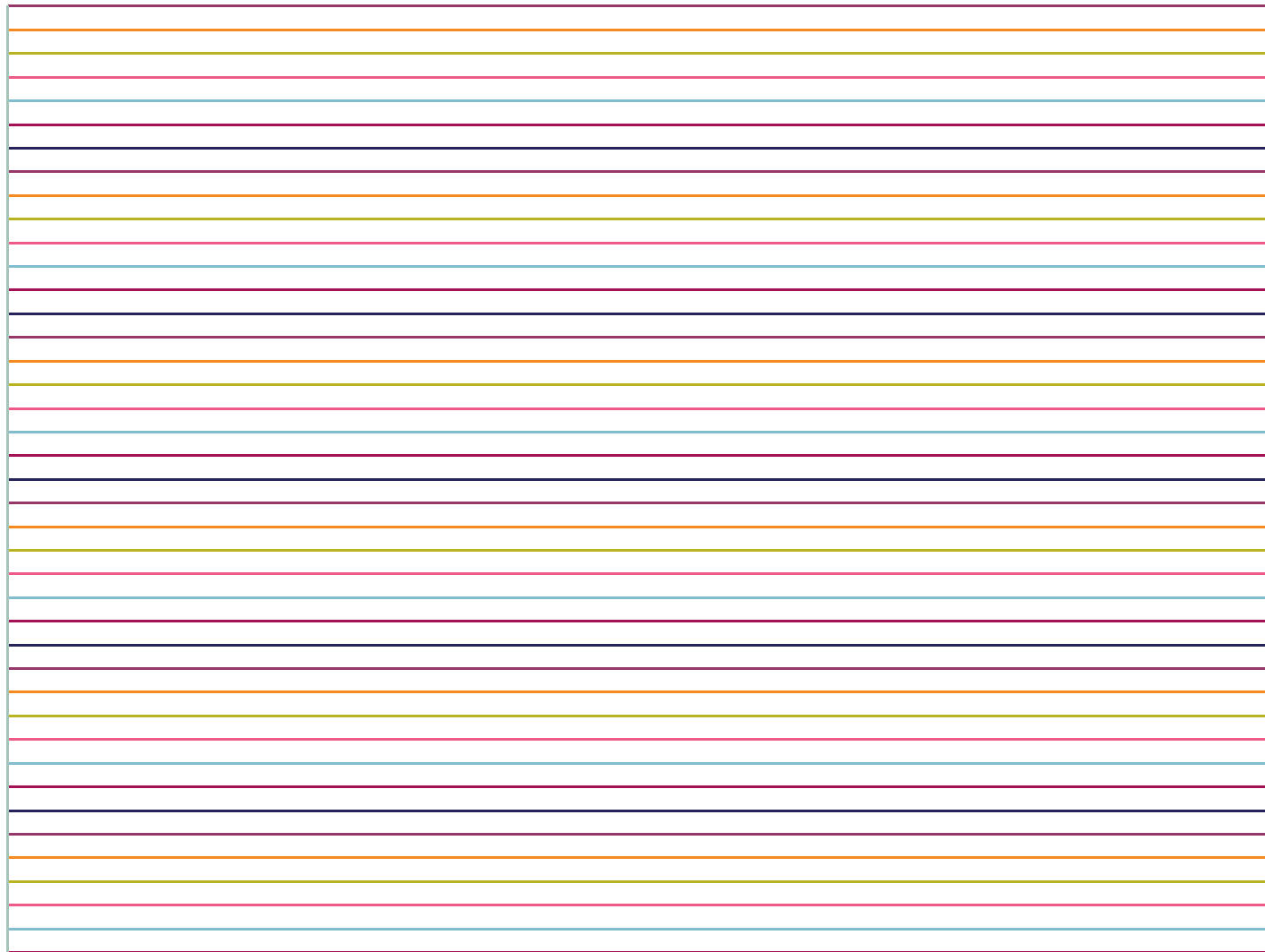


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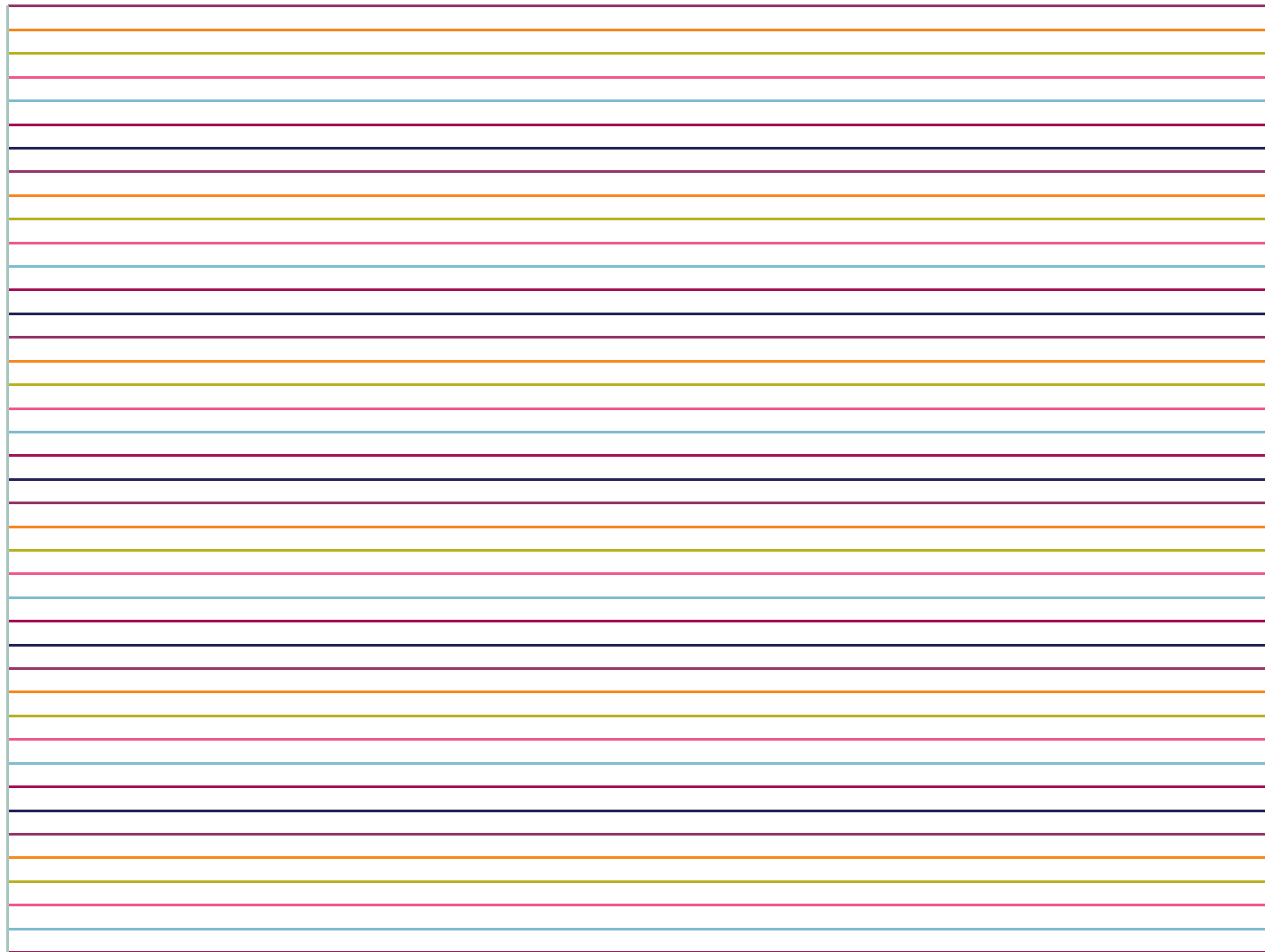


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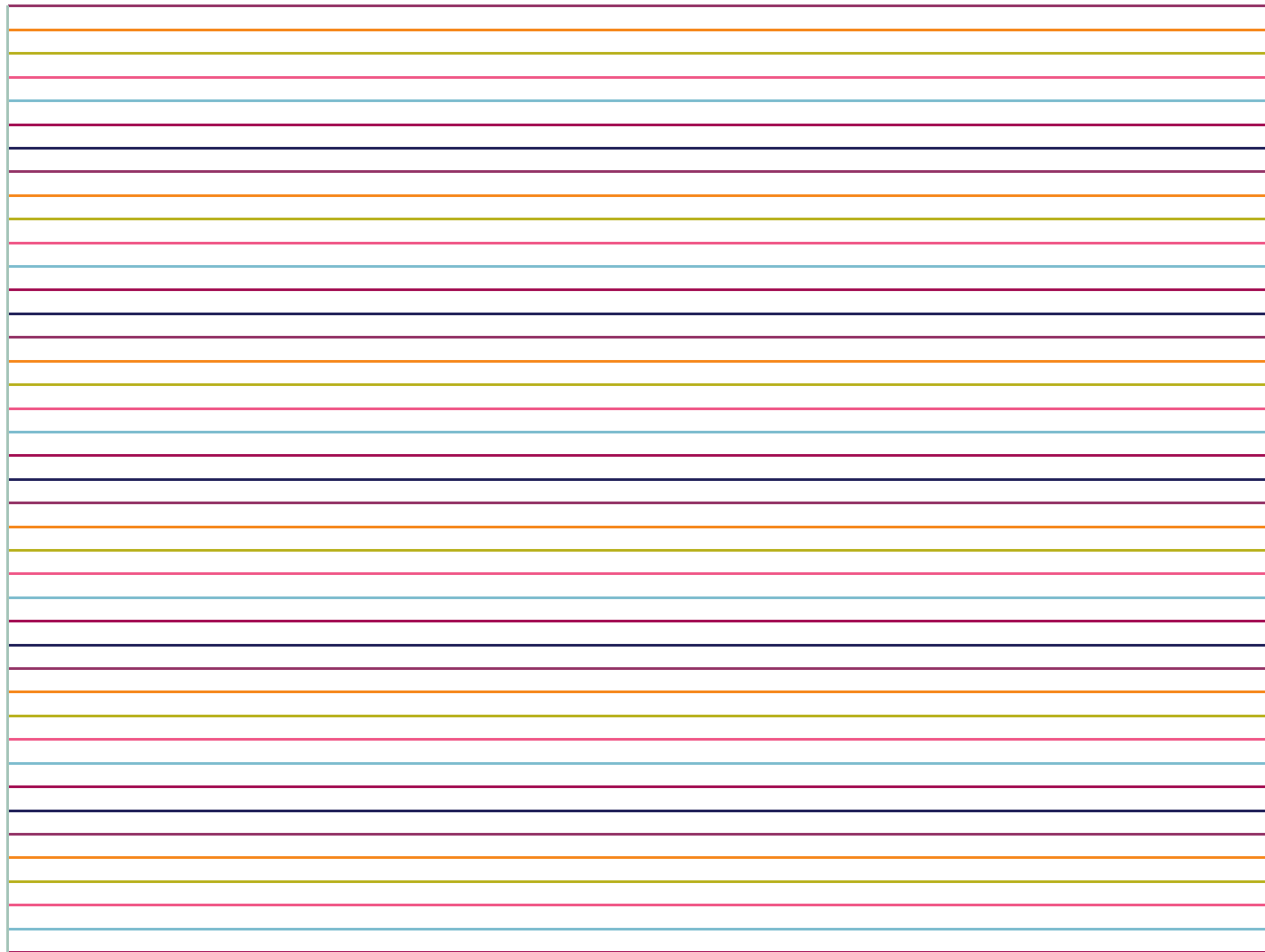


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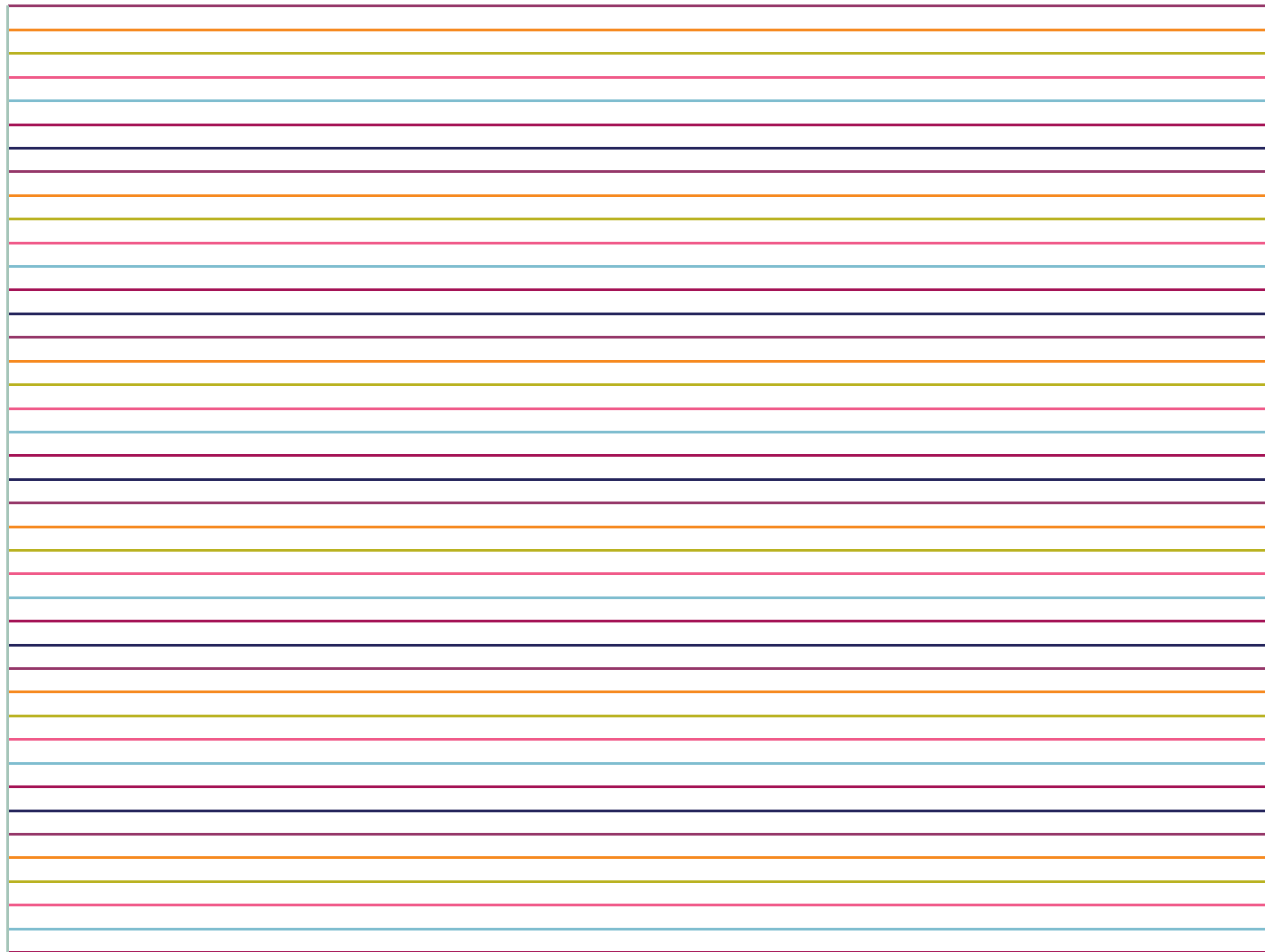
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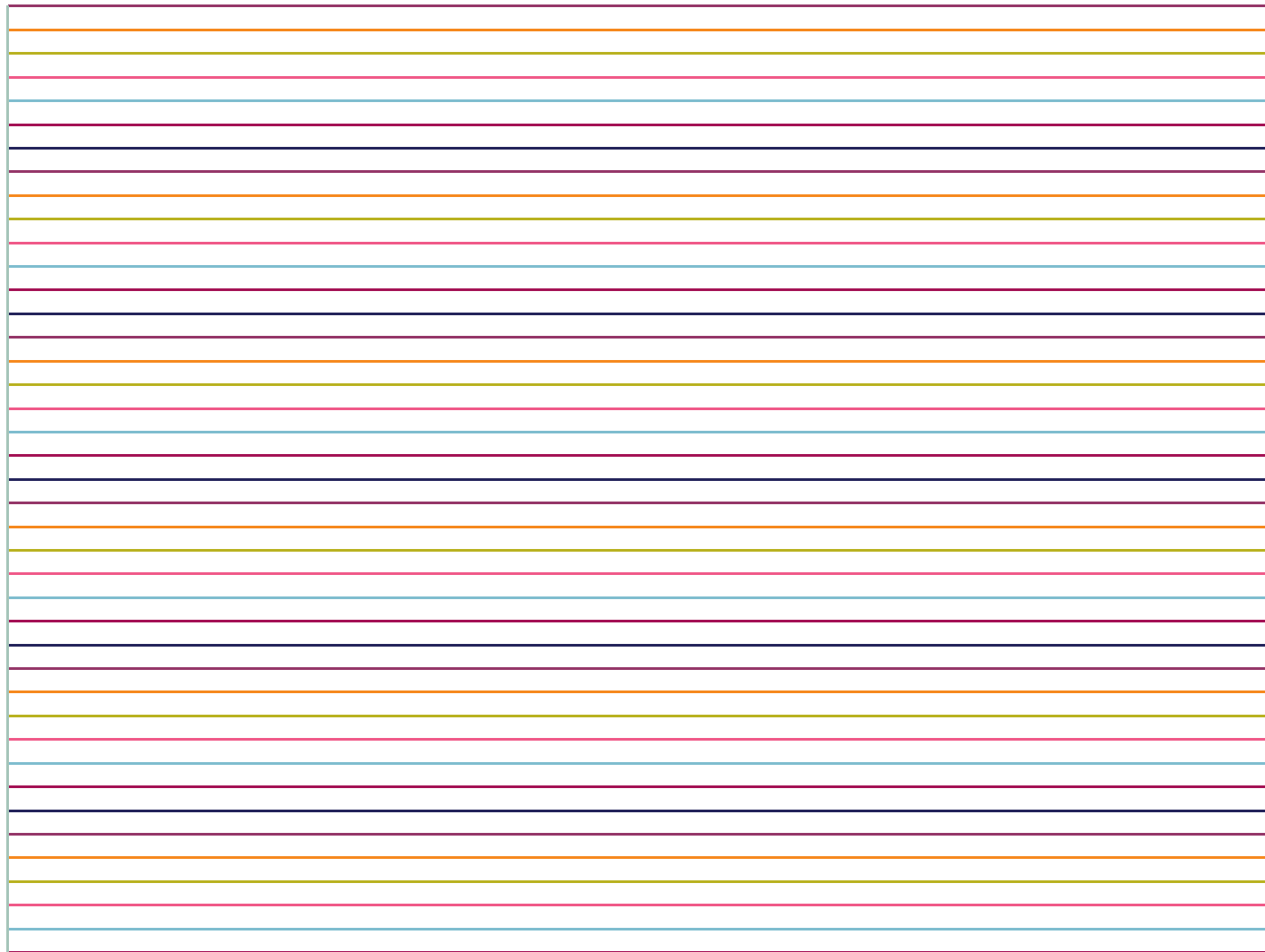


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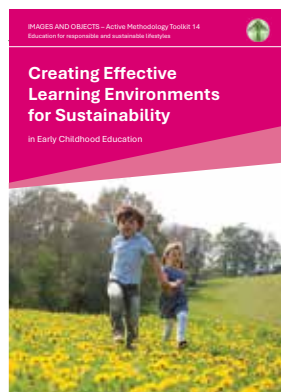
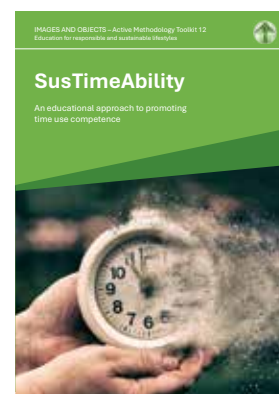
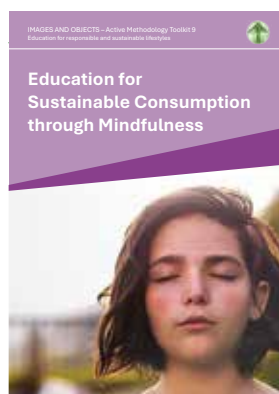
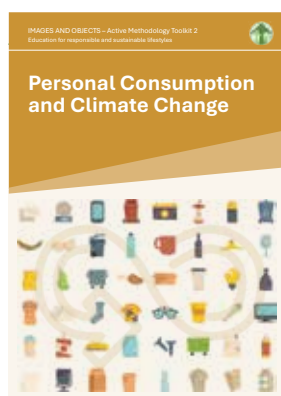
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“You are not your story, and yet your story is a symbol of your strength. It doesn’t matter whether it is a story about success or failure. Every story provides us with an opportunity for growth and learning.”

Sarah Dakhili

