



ACT

Teacher's Handbook for the Online Workshops for cross-border cooperation on the SDGs

Project Result 4



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Ecological Thinking!

Think before printing any dissemination material if it is necessary. In case something needs to be printed, it is worth thinking about where to print it (e.g., local print shop, ecofriendly online print shop, etc.), on what kind of paper (e.g., recycled paper, grass paper, other alternatives to usual white paper) and with what kind of colors.

Let’s protect our environment!

1. Introduction.

Let's ACT together for a better world! is an initiative of ACT! an Erasmus+ Project which aims at working in schools for a more sustainable world through Sustainable Development Goals.

It consists of three (3) Online Workshops during which students, 14-18 years old from different countries (Denmark, Greece, Italy, Romania), will be asked to design and plan 4 online campaigns (challenges) to promote sustainable development and stimulate people's awareness of the need and urgency to act for change.

Overall, the main objectives of the workshops are:

- Train the 14–18 years old children to work together on innovative solutions & practices / methods regarding how we do better in the 17 areas targeted by 17 goals.
- Train and develop intercultural competencies among 14–18 years old children and their teachers.
- Stimulate and train their competencies in speaking and writing English among 14–18 years old children.
- Stimulate the children's understanding, that "we" cross border share the challenges and share the responsibility to solve the challenges reflected in the 17 goals.
- Be inspired from the different countries works with the goals.

All workshops will be mediated by representatives from the project partnership.

Thank you for taking part in this initiative which we hope will be a great learning experience for your students and for all of us!

2. General Information.

General title of the initiative:	Let's ACT together for a better world!
Duration:	February 2024 – April 2024.
Participating Countries:	Denmark, Romania, Italy, Greece.
No. of workshops:	3 workshops
Duration of each workshop:	2 hours in the morning
Participants:	Students 14-18 years old. Teachers from primary/upper secondary schools.
Number of participants (per country):	min. 10 students. min. 1 teacher.

3. Programme of the Online Workshops.

3.1 First (1st) Workshop.

Title: Let's get inspired!
Date: 21st February 2024
Duration: 2 hours
Topics which will be covered: What SDGs are? What is cross-border cooperation?; Sustainability; Youth participation; Leadership

Duration	Presentation	Responsible partner
5min.	Welcome. Presentation of ACT project.	SOSU
5min.	Presentation of the SDGs	SOSU
5min.	What is cross-border cooperation?	p-consulting.gr
5min.	Presentation of the scope of the online workshops. What is expected to be delivered from the participants?	SOSU
5min.	Presentation of the e-community	p-consulting.gr
30min.	Students' groups getting to know each other	All participants Moderator. SOSU
25min.	Sustainability: what does it mean to me? How is it declined in the context in which I live?	FEG
15min.	The right to participate: Roger Hart's scale of participation; the forms and languages of participation and civic activism.	LEGO
15min.	Leadership and youth leadership: Focus on stories of young leaders for sustainability.	Themistoklis School
5min.	Presentation of the chosen SDGs.	All participants Moderator. SOSU
5min.	Open discussion. FAQs	All participants Moderator. SOSU

3.2 Second (2nd) Workshop

Title: Lets imagine!
Date: March 2024 (TBD)
Duration: 2 hours
Topics which will be covered: Digital activism; Challenges on working together; Presentation of the scenarios of the task/challenges which will be developed;

Duration	Presentation	Responsible partner
5 min.	Welcome. Where are we?	SOSU
5min.	What is digital activism and what is it not (e.g., social washing)?	LEGO
20min.	How is it to work together as a team? Which are the challenges that we faced?	Students' groups Moderator. SOSU
40min.	Each national group starts planning their project following the guidelines.	Students' groups Moderator. SOSU
40min.	Presentation of the developed scenarios for the tasks/challenges for each SDG.	Students' groups Moderator. SOSU
10min.	Open discussion. How can students' group develop their task/challenges for each SDG?	All participants Moderator. SOSU

3.3 Third (3rd) Workshop.

Title:	Together we can ACT for our future!
Date:	April 2024 (TBD).
Duration:	2 hours
Topics which will be covered:	Presentation of the different tasks; How was it to work together; Is cross-border cooperation a good example of working together?

Duration	Presentation	Responsible partner
5min.	Welcome. Where are we?	SOSU
60min.	Presentation of the developed tasks/challenges for each SDG.	Students' groups Moderator. SOSU
45min.	Open discussion. What are the differences on the approaches for each SDG from each country? Why do you believe there are differences? Do you believe that you could work together to develop something new? Do you think there are any difficulties? What is your opinion about your experience in cross-border cooperation?	All participants Moderator. SOSU
10 min.	Evaluation of the workshops. Certifications.	SOSU

4. How to select the participants to the workshops.

When selecting the students which will participate, it is important for the teachers to consider these requirements:

- age 14-18,
- good knowledge of English,
- attitude to team working,
- interest for the topics covered by the SDGs.

It is also necessary to make sure that the project results are accessible to students with fewer opportunities and take appropriate measures to avoid exclusion of them, providing them mentoring and assistance and if needed any extra support needed to support them. The project partnership is available for support the teachers in this.

Once selected, it is important that all participants and their teachers enroll in the community platform, following the instructions of the Guide.

It is also useful that each national group selects their spokespersons to represent them during the workshop (at least one per workshop).

5. How to prepare for the workshops.

It is highly recommended to briefly introduce the general idea of the UN's Sustainable Development Goals to the students before the workshops. In order to do so, we suggest the following game which presents these topics in a playful way: <https://go-goals.org/>

After having become familiar with the notion of sustainability, the children should create a padlet that represents their idea of sustainability, select images from the web and creating a padlet with them. They can focus on their general idea of sustainability or on examples of how sustainability is declined in their local context.

[Upload on Padlet the chosen image or photo.](#)

Instructions to use the tool:

- log in with a google account,
- choose a section,
- click on the "create a padlet" button - customize the content,
- share the link with the others.

This work will be presented during the 1st workshop.

Furthermore, before the first workshop, it is necessary that each national group **select the Goal on which their project will be based**. In order to make sure that all groups select different goals, the students should choose 3 different alternatives and prioritize them. Each group can decide how to select and prioritize their goals but, in any case, the choice should be made in a democratic way,

ensuring that all alternative proposals are listened to before the final choice.

The selection will then be communicated to the project's partnership which will ensure that the chosen Goal is available. In case more groups have chosen the same Goal, the partnership will propose alternatives based on second and third choices.

During the first workshop each group will present their choices giving three motivations for it, deciding how to do the presentation (using Power Point, Padlet, etc.).

Finally, although this is not required, we suggest the teachers to take part to ACT's training course (<https://act-project.eu/courses/training-course/>) to learn more about the SDGs and find contents to use during their lessons or have a look to the project inspirational library (<https://act-project.eu/inspiration-library/>).

6. First (1st) Workshop – Let's get inspired!

<p>SECTION 1 PRESENTATION OF THE PROJECT 15 minutes</p>	<p>The first part of the 1st workshop is devoted to a short presentation of the ACT! project (5 minutes), of the SDGs (5 minutes) and of cross-border cooperation by the project's partnership (5 minutes).</p>
<p>SECTION 2 LET'S START WORKING TOGETHER 40 minutes</p>	<p>At this point the students can start working together. First, the general objectives of the online workshops are presented. Afterwards, one of the moderators presents the e-platform and then the students briefly introduce themselves (name, age, place of living).</p>
<p>SECTION 3 SUSTAINABILITY 25 minutes</p>	<p>All groups present their Padlet about sustainability (5 minutes per group). After the presentations, the moderator summarizes the main ideas represented in the padlets.</p>
<p>SECTION 4 PARTICIPATION AND YOUTH LEADERSHIP 4.1. Participation – Children's Participation 15 minutes</p>	<p>This section begins with a short presentation of Articles 20, 21, 27 of the Universal Declaration of Human Rights to introduce the notions of freedom of peaceful assembly and association, right to participate in the government and cultural life of their communities. Afterwards, Roger Hart's ladder of children's participation (based on Arnstein's Ladder of Citizen Participation) is presented (estimated time: 5 minutes). The ladder represents increasing levels of child agency and power from nonparticipation to different degrees of participation. To learn more about the ladder of children participation please visit https://organizingengagement.org/models/ladder-of-childrens-participation/. After this introduction, the students are invited to reflect on the degree</p>

	<p>of participation they are more familiar with (estimated time: 10 minutes). This can be done in national groups with several methodologies:</p> <ul style="list-style-type: none"> - using a “virtual” ladder using mentimeter.com or kahoot.com where everyone selects the level of participation they are usually required - using a real ladder if available at school (or drawing one on the floor with chalks if possible). <p>After each group has done their work, they can present it to the others.</p>
<p>4.2. Leadership and youth leadership</p> <p>15 minutes</p>	<p>The following subsection deals with leadership and youth leadership.</p> <p>First, the students are invited to express their ideas on what leadership is using mentimeter (https://www.mentimeter.com/), using slide type “open ended” (5 minutes).</p> <p>Afterward, the Moderator of the activity sums up the ideas and clarifies that leadership involves each of us, who can take action to change things and that in this project we will reflect on how to conciliate collective responsibility and individual accountability on issues such as climate justice, human rights, social justice.</p> <p>Finally, some videos presenting stories of young activists or youth activists for the SDGs are shown.</p>
<p>SELECTION OF THE GOAL</p> <p>5 minutes</p>	<p>Each group presents to the others the goal that they have chosen to develop their project and three reasons why they choose it.</p> <p>The students can choose whatever tool they like to present their choices (Power point, padlet, etc.).</p>

7. Between 1st and 2nd Workshop.

After the 1st workshop, it is important to make sure that all students have fully understood what the next steps of the project are.

It could also be useful to start collecting ideas on how to develop the projects:

- who do we want to reach with our campaign?
- what do we want to communicate to them?
- what tools/means of expressions can the group use to reach these people?
- are there other campaigns about the same topic? What do we think about them?

Before starting to design their product, the students should ask themselves:

- Campaign content: is it useful and interesting? Is it innovative or does it duplicate existing resources? Is it easy to understand? Does it involve/move the people it is addressed to?
- Are the texts, illustrations, and other multimedia elements proposed reliable and of quality? Are there copyright rules to respect?
- What are the steps of the work? And the timing?

After the first workshop the students and the teachers will be asked to fill in an evaluation

questionnaire which will help the project partnership to adapt the following workshops to their needs and suggestions.

8. Second (2nd) Workshop – Let’s imagine!

<p>SECTION 1 WELCOME 5 minutes</p>	<p>The moderator welcomes everybody and summarizes the main points of the 1st workshop.</p>
<p>SECTION 2 DIGITAL ACTIVISM 5 minutes</p>	<p>The second section deals with what digital activism is and what it is not. Examples of techniques and tools for digital activism are provided.</p>
<p>SECTION 3 TEAMS 20 minutes</p>	<p>Before starting to work on their own projects, it is important that the students reflect on what aspects are important to work well together and co-define the rules everyone should respect during group work.</p> <p>The students’ ideas can be collected in https://answergarden.ch/create/</p> <p>Instructions for using the tool (for the Moderators):</p> <ul style="list-style-type: none"> ● log on to the site, ● enter the question/topic, ● click on classroom mode option, ● click on “On” in the spam filter, ● click on create button, ● share the link with the class.
<p>SECTION 3 LET’S START TO DEVELOP THE TASK 40 minutes (group work) + 40 minutes (presentations)</p>	<p>The national teams are asked to design and plan 4 online campaigns (challenges) to promote sustainable development and stimulate people's awareness of the need and urgency to act for change. The campaigns should use digital resources (including video, audio, podcasts...) to their fullest and best potential.</p> <p>Each national group starts thinking about the project. Before starting to design their product, the students should ask themselves:</p> <ul style="list-style-type: none"> ● Campaign content: is it useful and interesting? Is it innovative or does it duplicate existing resources? Is it easy to understand? Does it involve/move the people it is addressed to? ● Are the texts, illustrations, and other multimedia elements proposed reliable and of quality? Are there copyright rules to respect? ● What are the steps of the work? And the timing? <p>Examples of possible challenges in relation to the chosen goals are provided. The students can take inspiration from them.</p> <p>The estimated time for this activity is 40 minutes.</p> <p>Afterward, each group presents their ideas to the others (10 minutes per group).</p>

<p>SECTION 4 OPEN DISCUSSION 10 minutes</p>	<p>All students comment on the 4 proposals and discuss how they can be developed.</p> <p>Finally, the moderator presents a checklist that the students can use to self-evaluate their project as they are working on it and improve it.</p>
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9. Between 2nd and 3rd Workshop.

After the 2nd workshop the students will work on the design and realization of their project, developing the ideas discussed during the workshop and using the given checklist to self-evaluate their projects during the process of creation.

After the 2nd workshop the students and the teachers will be asked to fill in an evaluation questionnaire which will help the project partnership to adapt the following workshops to their needs and suggestions.

10. Third (3rd) Workshop – Together we can ACT for our future!

<p>SECTION 1 WELCOME 5 minutes</p>	<p>The moderator welcomes everybody and summarizes the main points of the 2nd workshop.</p>
<p>SECTION 2 PRESENTATION OF THE PRODUCTS 60 minutes</p>	<p>Each national group presents their products using the channels that are more adequate (videos, slide presentation, padlet, audio files, live performance ...).</p> <p>Estimated time: 15 minutes per group</p>
<p>SECTION 3 OPEN DISCUSSION: SDGs ACROSS EUROPE 45 minutes</p>	<p>All students reflect on and compare the different approaches every group has had and on the process of co-creation.</p> <p>Here are some guiding questions:</p> <ul style="list-style-type: none"> ● What are the differences on the approaches for each SDG from each country? ● Why do you believe there are such differences? ● Do you believe that you could work together to develop something new? ● Do you think there are any difficulties? ● What is your opinion about your experience in cross-border cooperation? <p>The results of this discussion can be used for revising or improving the projects.</p>
<p>SECTION 4 EVALUATION OF THE WORKSHOPS.</p>	<p>Before leaving, the students fill in an evaluation questionnaire.</p>



CERTIFICATIONS.

10 minutes

11. After the 3rd Workshop.

After the deliverance of the task/challenges, the project partners will produce a homogenized video presentation, creating 4 short videos - answers to the common international challenges - which will be promoted on the platform, the partners' websites, and social media.



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Thank You!

