



# ACT

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

Project Result 4



## Content

---

1. Introduction.....	2
2. General Information.....	2
3. How to organise the Workshops. ....	3
4. How to select the participants to the Workshops. ....	4
5. How to prepare for the Workshops.....	5
6. Let's start working together: Icebreaker activities. ....	6
7. Let's start working together: Icebreaker activities. ....	7
8. Let's imagine! Starting to develop the task.....	9
9. Together we can ACT for our future! Project presentations and dissemination. ....	11



### 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 Online Workshops during which students, 14-18 years old from different countries work together to design and plan online campaigns 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 borders share the challenges and share the responsibility to solve the challenges reflected in the 17 goals.
- Be inspired from the different countries that work with the goals.

**Although the activities are designed to be carried out by students from different countries, most of them can be easily adapted for use by groups of students from the same country or even from the same class or school.**

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.

---

<b>General title of the initiative:</b>	Let's ACT together for a better world!
<b>No of Workshops:</b>	3 (recommended)
<b>Duration of each workshop:</b>	max. 2 hours (recommended)
<b>Participants:</b>	Students 14-18 years old. Teachers from primary/upper secondary schools.
<b>Number of participants (per country):</b>	min. 10 students. min. 1 teacher.

### 3. How to organise the Workshops.

---

Before starting, the organizers should decide the number of workshops and, accordingly, the dates for them and their duration. The number of workshops should fit the students' needs and interests and the number of activities that they are supposed to carry out. As a general recommendation, we suggest leaving enough time between one workshop and another so as to give the students time to fulfill their tasks. Each workshop should not be longer than 2 hours (at most) in order not to lose the participants' attention.

In the following sections you will find some examples of activities to be proposed during the workshops, grouped into 4 categories:

- Let's start working together: icebreaker activities
- Let's get inspired!: activities about participation, youth leadership and digital activism
- Let's Imagine!: starting to develop the task
- Together we can ACT for our future!: project presentations and dissemination.

Although some of the activities are tied to each other, it is not necessary to do all the activities or to strictly follow the proposed order: the teachers/organizers can select the material that is more suitable for their students and adapt their order to their needs.

[Here](#) you can find **a presentation with some of the useful materials** that you can use during the workshops, adapting it to how you have organized them.

In organizing the workshops, you should also take into account carefully some technical and environmental aspects. Here is a list of recommendations at this regard:

- The students should be provided with a good Wi-Fi connection.
- The place from where the students connect should not be noisy.
- There should be too many students working and presenting on the same device.
- There should not be more than 1 connected device in the same room.
- Volume should be turned down when people are not supposed to talk.
- Breakout virtual rooms are a good solution if the students have to work in small groups. If it is not possible to use them, it is possible to plan meetings between smaller groups of students at different times, but in this case, we recommend that the students who are not meeting are involved in other activities in another location.

Finally, as a general rule it is important that the moderator welcomes everybody and summarizes the main points of the previous workshops.

And, last but not least, we strongly recommend the Teachers to visit, register and navigate in the [e-community platform](#) on the ACT! Project website where you can find the relevant fellowships, create groups, and follow the guidelines (user guide).

#### 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

Please visit the **Questionnaire for Students' selection** [here](#) that we can freely use during the selection process.

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.

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

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 students should create a [Padlet](#) that represents their idea of sustainability, select images from the web and create 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
- click on the "create a padlet" button - customize the content
- choose a section
- share the link with the others

This work will be presented during one of the workshops (see **Section 6 - Activity 2** below).

Finally, although this is not required, we suggest the teachers to take part to [ACT's 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](#).

Please check the **User guides** or **watch the available videos** regarding the e-community platform, which are available [here](#).

## 6. Let's start working together: Icebreaker activities.

<p><b>ACTIVITY 1</b></p> <p><b>THE SDGS AND CROSS-BORDER COOPERATION, PRESENTATIONS</b></p> <p>40 minutes</p>	<p>It is recommended to start the workshops with greetings from the organizers and a brief presentation of the SDGs, of the notion of cross border learning and of the general objectives of the online workshops.</p> <p>Afterwards, one of the moderators presents the e-platform and then the students can briefly introduce themselves (name, age, place of living).</p>
<p><b>ACTIVITY 2</b></p> <p><b>SUSTAINABILITY</b></p> <p>5 minutes per group</p>	<p>All groups present their Padlet about sustainability (see also section 4 "How to prepare for the workshops").</p> <p>After the presentations, the moderator summarizes the main ideas represented in the padlets.</p>
<p><b>ACTIVITY 3</b></p> <p><b>TEAMS</b></p> <p>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 <a href="https://answergarden.ch/create/">https://answergarden.ch/create/</a></p> <p>Instructions for using the tool (for the Moderators):</p> <ul style="list-style-type: none"> <li>● log on to the site</li> <li>● enter the question/topic</li> <li>● click on classroom mode option</li> <li>● click on "On" in the spam filter</li> <li>● click on create button</li> <li>● share the link with the class</li> </ul>

## 7. Let's start working together: Icebreaker activities.

<p><b>ACTIVITY 4</b> <b>CHILDREN'S PARTICIPATION</b> 20 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.</p> <p>Afterwards, Roger Hart's ladder of children's participation (based on Arnstein's Ladder of Citizen Participation) is presented (estimated time: 5 minutes).</p> <p>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 <a href="https://organizingengagement.org/models/ladder-of-childrens-participation/">https://organizingengagement.org/models/ladder-of-childrens-participation/</a>.</p> <p>After this introduction, the students are invited to reflect on the degree 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"> <li>- using a "virtual" ladder using <a href="https://www.mentimeter.com">mentimeter.com</a> or <a href="https://www.kahoot.com">kahoot.com</a> where everyone selects the level of participation they are usually required</li> <li>- using a real ladder if available at school (or drawing one on the floor with chalks if possible).</li> </ul> <p>After each group has done their work, they can present it to the others</p>
<p><b>ACTIVITY 5</b> <b>LEADERSHIP AND YOUTH LEADERSHIP</b> 15 minutes</p>	<p>This activity deals with leadership and youth leadership.</p> <p>First, students are invited to express their ideas on what leadership is using <a href="https://www.mentimeter.com">Mentimeter</a>, 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 these workshops 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>





**ACTIVITY 6**  
**DIGITAL ACTIVISM**  
**10 minutes**

This activity deals with what digital activism is and what it is not.  
Examples of techniques and tools for digital activism are provided.

## 8. Let's imagine! Starting to develop the task

<p><b>ACTIVITY 7</b>  <b>SELECTION OF THE GOAL</b>  <b>5 minutes (+ preparation)</b></p>	<p>Each group presents to the others the goal that they have previously chosen to develop their project and three reasons why they choose it.</p> <p>We recommended that this selection is made before the workshop so that the students have enough time to make their choices.</p> <p>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.</p> <p>The selection will then be communicated to the organizers which will ensure that the chosen Goal is available. In case more groups have chosen the same Goal, the organizers will propose alternatives based on second and third choices.</p> <p>During the workshop each group will present their choices giving three motivations for it, deciding how to do the presentation (using PowerPoint, Padlet, etc.).</p>
<p><b>ACTIVITY 8</b>  <b>LET'S START TO DEVELOP THE TASK</b>          40 minutes (group work) +          10 minutes per group for presentations</p>	<p>The national teams are asked to design and plan online campaigns (or 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> <p>It could also be useful to start collecting ideas on how to develop the projects:</p> <ul style="list-style-type: none"> <li>● Who do we want to reach with our campaign?</li> <li>● What do we want to communicate to them?</li> <li>● What tools/means of expressions can the group use to reach these people?</li> <li>● Are there other campaigns about the same topic? What do we think about them?</li> </ul> <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><b>ACTIVITY 9</b> <b>CHECKLIST AND OPEN DISCUSSION</b> 10 minutes</p>	<p>All students comment on the proposals and discuss how they can be developed.</p> <p>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> <p>In particular, once they have started creating the contents for their project, some useful questions could be:</p> <ul style="list-style-type: none"> <li>• As for the 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?</li> <li>• Are the texts, illustrations, and other multimedia elements proposed reliable and of quality? Are there copyright rules to respect?</li> <li>• What are the steps of the work? And the timing?</li> </ul> <p>After this activity 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.</p>

## 9. Together we can ACT for our future! Project presentations and dissemination.

<p><b>ACTIVITY 10</b> <b>PRESENTATION OF THE CAMPAIGNS</b> 15 minutes per group</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><b>ACTIVITY 11</b> <b>OPEN DISCUSSION: SDGs ACROSS EUROPE</b> 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"> <li>• What are the differences on the approaches for each SDG from each country?</li> <li>• Why do you believe there are such differences?</li> <li>• Do you believe that you could work together to develop something new?</li> <li>• Do you think there are any difficulties?</li> <li>• What is your opinion about your experience in cross-border cooperation?</li> </ul> <p>The results of this discussion can be used for revising or improving the projects.</p>
<p><b>ACTIVITY 12</b> <b>PLANNING DISSEMINATION</b> 15 minutes</p>	<p>Working in groups, the students decide how they are going to use the material produced in order to spread awareness about the Goals and reflect on how the outcome will be used.</p>



Co-funded by  
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

# Thank You!

