



SUSTAINABLE DEVELOPMENT AND CITIZENSHIP

GLOBAL CITIZENSHIP >

Session plan



Prince's Trust

**START
SOMETHING**

In partnership with:

**Howden Group
Holdings**

AT A GLANCE

This is the first session in the ‘Sustainable Development and Citizenship’ unit. This session looks at the impact and role individuals and groups can have on achieving the sustainable development goals. You don’t need to have taught about sustainability before, but if you would like to introduce them to the topic beforehand, you could teach the ‘Sustainability and Ethics’ or ‘Education, Energy and the Environment’ units.

Please note: The emerging nature of this topic means new evidence and information is being released every day. While we strive to keep this content up-to-date, we actively encourage you to incorporate any new and evidenced information that may arise.



CURRICULUM LINKS

- ✓ SMSC: values and ethics
- ✓ PSHE and citizenship: personal values



MATERIALS

- ✓ Environmental impacts video
- ✓ Fairtrade worksheet
- ✓ A day in the life resource, cards and script
- ✓ Home activity worksheet

LEARNING OUTCOMES

- ✓ Understand the idea of citizenship and the impact individuals have on sustainable development and the environment
- ✓ Identify a range of sustainable solutions to global and local challenges

ACTIVITIES

ACTIVITY	TIME	PAGE
<u>Global citizenship</u>	15-20 minutes	<u>03</u>
<u>Optional extension: Fairtrade</u>	25-30 minutes	<u>04</u>
<u>A day in the life of Liam</u>	25-30 minutes	<u>06</u>
<u>Sustainability challenges</u>	30-35 minutes	<u>07</u>
<u>Wrap up</u>	10-15 minutes	<u>09</u>

WHO CREATED THIS SESSION PLAN?

This session plan was co-created with Justine Oakes. Justine Oakes CEnv, MIEEnvSc, MIEMA is an environmental professional with over 25 years experience in both the public and private sector. She is currently the Sustainability Manager at the University of Suffolk and Business and Research lead for the Suffolk Sustainability Institute. Working in partnership with local and national sustainability initiatives, the University of Suffolk is a transformational university, absorbing the best of UK University traditions and aligning them with a modern world of employment and entrepreneurship.



GLOBAL CITIZENSHIP



TIME REQUIRED

15-20 minutes



MATERIALS

- ✓ Environmental impacts video

ACTIVITY STEPS

1. Play the 'Environmental impacts' video to the young people.
2. After watching the video, explore the concept of global citizenship through a group discussion. Suggested questions and answers are detailed below.

DISCUSSION QUESTION	MODEL ANSWER
What does 'global citizen' mean?	A global citizen is someone who is aware of and understands the wider world and their place in it. They take an active role in their community and work with others to make the planet more peaceful, sustainable and fairer.
What sort of things might global citizenship cover?	<p>The Sustainable Development Goals cover many aspects of what it means to be a good global citizen.</p> <p>Global citizenship is about believing we can all make a difference and taking action to do so.</p> <p>We can do this by learning about world events, challenging ignorance and intolerance, and taking action in our local, national and global communities to influence the world around us in a positive way.</p>
What is Fairtrade?	<p>Fairtrade is a way of buying and selling products that allows the farmers or manufacturers from other countries to have better working conditions and be paid a fair price for their produce.</p> <p>Trade is 'unfair' when developing countries receive very low income and have poor safety and environmental conditions, while the international companies that sell their products make lots of money from them.</p>
How do humans damage the environment?	<p>Every decision and choice we make has an impact on the environment, sometimes it's difficult to do things differently because we might not have a choice, or the better choice can be too expensive. But we can reduce our environmental impacts by thinking about:</p> <ul style="list-style-type: none"> • The food we buy and where we buy it from • Our travel and transport choices • How much energy and water we use • The clothes and products we buy • Fixing or recycling things we want to throw away • How we look after nature



OPTIONAL EXTENSION: FAIRTRADE >



TIME REQUIRED

25-30 minutes



MATERIALS

- ✓ Fairtrade worksheet
- ✓ Internet access (optional)

ACTIVITY STEPS >

1. This activity is an optional extension if you want your group to explore what Fairtrade means and why it is important.
2. Explain to the learners that they are going to learn more about Fairtrade.
3. Hand out the Fairtrade worksheets and ask learners to look at the photograph of the chocolate bar wrapper and the ingredient list.
4. Using the discussion points listed on the worksheet, the group will explore the impact that a bar of chocolate can have on a community in a different country. Learners could use the internet to find answers or you could just hold a group discussion. Model answers have been provided below to help you support the learners.

DISCUSSION QUESTION	MODEL ANSWER
What are cocoa beans?	Cocoa trees produce fruit pods that look like small pumpkins. Inside the pods are lots of little beans. These beans are dried out and roasted in a chocolate factory and then a cocoa liquid and butter extracted. Finally, sugar is added to make the chocolate.
Where are cocoa beans grown?	Cocoa beans grow on trees in tropical climates. This is because cocoa trees need hot, slightly wet weather to grow. Cocoa trees grow in South America, Africa, Cuba, and on some Caribbean islands too. West Africa grows over 70% of the world's cocoa.
Most cocoa is grown on very small farms, with limited support available. What might this mean for the farmers and their families?	Cocoa provides a source of income for over 5 million small farmers and is a valuable source of money for the countries that produce it. Cocoa trees are a sensitive crop and farmers must protect them from wind, sun, pests and disease. A failed crop, water shortages, social unrest and unfair prices being paid by the international companies buying the beans can all push the farming communities into poverty.



DISCUSSION QUESTION	MODEL ANSWER
<p>How does the Fairtrade scheme help these farmers?</p>	<p>The Fairtrade scheme agrees to pay a fixed price even if crops fail, which protects the farmers' wages. Knowing how much money they will get means they can plan for the future and grow their farm.</p> <p>Companies buying Fairtrade ingredients also pay into a community fund for workers and farmers. This fund can be used however the community wishes, some uses include: building schools, wells, medical centres or other important projects.</p>
<p>Often forests are cleared to create new cocoa bean farms. What might this mean for the environment and wildlife?</p>	<p>In order to clear space for new cocoa farms, often large areas of ancient rainforest are cleared, by cutting and burning forest sections. This reduces the space available for wildlife and releases carbon into the air.</p> <p>To be able to take part in the Fairtrade schemes farmers must show that they are meeting good environmental standards. That means reducing their environmental impacts by:</p> <ul style="list-style-type: none"> • Reducing the use of chemicals and using them safely • Disposing of waste properly • Looking after the soil • Protecting the areas of rainforest in their area

5. Sum up the discussion by asking young people why they think the Fairtrade scheme is important and how they think Fairtrade links with global citizenship and helping the environment.



A DAY IN THE LIFE OF LIAM >



TIME REQUIRED

25-30 minutes



MATERIALS

- ✓ A day in the life resource
- ✓ A day in the life cards
- ✓ Adviser's script

ACTIVITY STEPS >

1. Explain to the learners that this activity will consider the daily choices that we make as individuals and how these impact on the environment and our global community. Explain that they will be making choices for a fictional citizen called Liam, with the aim of being as sustainable as possible.
2. Place the learners in small groups and distribute the 'A day in the life' resource and cards. Read the scenario to all the learners from the 'Adviser's script', pausing at each of the indicated stop points to obtain learner input on the environmental impact and potential solutions.
3. At each stop point in the script, you will ask the question and learners will be given a moment to find the cards that they think apply and hold them up. Please note whenever an energy card is shown, air pollution will also apply.
4. Invite each group to say why they chose their card and suggest the most sustainable option. Encourage learners to reflect on each other's proposed solutions and open up a discussion or debate if any disagreements occur.



SUSTAINABILITY CHALLENGES >



TIME REQUIRED

30-35 minutes

ACTIVITY STEPS >

1. You will introduce learners to some of the challenges that successful sustainable development encounters. Learners will reflect on the things that are easy to change and the things that are not.
2. Encourage learners to start to think about these challenges by starting a discussion. Ask the learners: what types of things make people change their behaviour?

Prompt discussion by asking how laws, technology and action by communities and groups can encourage people, organisations and governments to make changes. Below is some supporting information for you to help guide and inform this discussion.

LEVER FOR CHANGE	HOW THIS WORKS
Legislation	Sometimes the government passes legislation to stop people from doing things that might harm the environment. Have you noticed that when you go to the shops you have to pay 5p for a plastic bag? This piece of law is trying to encourage people to stop using so much plastic and encourage them to take their own bag.
New technology	New technology is also important. You might have noticed solar panels in your town on houses and businesses. These help create renewable electricity from the sun that is cheap or free.
Community action	<p>Lots of famous people and organisations are worried about the damage we are doing to the planet. You might have seen scientists and personalities on the television, such as Sir David Attenborough, Greta Thunberg and Prince Charles talking about sustainability and the negative impact human activities are having on the earth.</p> <p>Charities, like the Wildlife Trust and Groundwork run activities and community projects to help make the environment healthy by doing things such as planting trees.</p> <p>You might have also have heard or seen local and national pressure groups, such as Extinction Rebellion and Surfers Against Sewage organising marches or holding school strikes. They do this to try and get the government and businesses to take more action to stop activities that harm the environment.</p>



3. Now you have everybody thinking a little about the ways in which change can take place, learners will consider some of the sustainability solutions that they identified for Liam in the previous activity. Split the learners into groups or pairs and ask them to discuss:
- What 3 key things would you recommend Liam do to reduce his impact on the environment?
 - How difficult do you think it might be for Liam to change his behaviour and why?
 - What could help him make these changes?
4. Encourage the learners to feedback their ideas from their individual group discussions - the majority of them should say that many of the changes Liam can make aren't difficult. Below are some suggestions of things Liam could do that you could share with the group or use to prompt discussion.

AREA OF CHANGE	WHAT COULD LIAM DO?
Energy use	<ul style="list-style-type: none"> • Turn lights, heating etc. off when not needed • Set a timer on the thermostat • Only wash clothes in the washing machine when there is a full load and use a low temperature • Dry clothes on a quick dry cycle or even better, dry them outside or on a radiator that's being used • Switch off electrical items that are on stand by • Unplug mobile phones when they are fully charged
Water use	<ul style="list-style-type: none"> • Turn off the tap when you brush your teeth – this can save 6 litres of water per minute • Take a shower. Showers can use anything between 6 and 45 litres per minute • Always use full loads in your washing machine and dishwasher • Fix a dripping tap - a dripping tap can waste 15 litres of water a day • Fill a jug with tap water and place this in your fridge. This will mean you do not have to leave the cold tap running for the water to run cold before you fill your glass
Waste	<p>This is a more complicated area as it can be difficult to know what can be recycled and what sorts of wastes are harmful and need to be disposed of in a special way. However, some changes include:</p> <ul style="list-style-type: none"> • Most items that are harmful to the environment will say so on the packaging. It's important to follow the disposal instructions. This is especially true of electrical equipment • There is something called the waste hierarchy which asks us to reduce the amount of waste we produce in the first place, then consider reusing the item. If you can't reuse it, then recycle it • Try to avoid items with too much packaging waste if you can, particularly plastic • Bring your own bags to the shops • Buying second hand clothes is better than buying new, plus it saves you money. Fast fashion is one of the most destructive industries for the planet • If you have leftover food, put it in the fridge for later • Compost your unwanted food waste • Separate your waste, so that recyclable items go in your recycling bin • Don't drop litter



WRAP UP >



TIME REQUIRED

10-15 minutes



MATERIALS

- ✓ Home activity worksheet

ACTIVITY STEPS >

1. Ask the learners what they have learnt in today's session: did they find anything surprising? Will they think about their own and others' behaviour in a different light after learning about environmental impacts?
2. Hand out the home activity worksheet. On this sheet are links to websites about different community groups and charities that are working for sustainable change. Learners should choose one of these groups (or choose another group, perhaps a local one they are aware of) and answer the questions on the sheet.

If learners don't have access to the internet at home to do this research, you could do this as an activity during lesson time or you could visit the websites before the session and print some information that they can take home with them.

FEEDBACK

If you would like to share your feedback on this session plan or the entire unit, please complete our survey [here](#).

