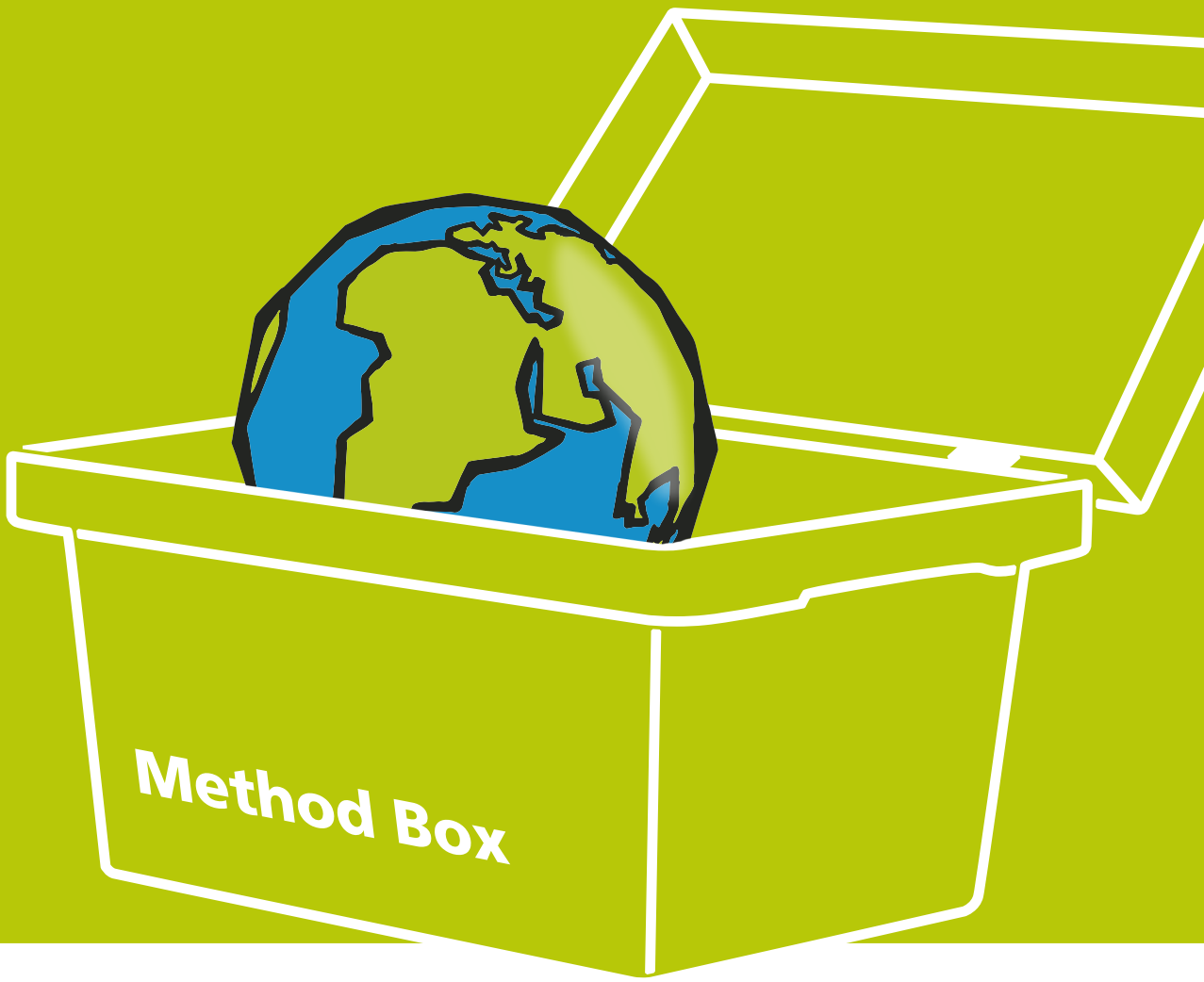
Globalize Me!



ENGLISH

GLOBAL LEARNING IN OPEN YOUTH WORK

Booklet to accompany the method box

agjf Arbeitsgemeinschaft Jugendfreizeitstätten Sachsen e.V.

arche noVa Initiative für Menschen in Not

arche noVa – Initiative für Menschen in Not e. V. and AGJF Sachsen e. V.
First edition, March 2016 · Second edition, March 2018 · Revised edition, November 2024

Reprints and reproduction are expressly encouraged.
The digital version of this brochure can be found at: https://arche-nova.org/bildung/bildungsmaterialien

ABOUT US

Arbeitsgemeinschaft Jugendfreizeitstätten Sachsen e. V.

The AGJF Sachsen was founded in 1990 and is an umbrella and professional association for youth work and youth welfare.

In the early years, we endeavored to compensate for the loss of spaces and facilities for young people as part of the state-wide structural protection and expansion and to support the establishment of democratically structured facilities and providers. In order to strengthen our function as an umbrella and professional association, our mission and range of services increasingly shifted to the service sector.

We offer training, support and development services for our member organizations and interested partners and carry out exemplary projects in the areas of training, advice and services. Our aim is to improve the professional skills of youth workers and provide them with practical support. In addition to very practical offers, we therefore attach great importance to taking up new and innovative ideas and making them accessible to Saxony's youth welfare services.

www.agjf-sachsen.de

arche noVa - Initiative für Menschen in Not e. V.

Is an internationally active non-profit organisation that focuses on access to clean drinking water, hygiene and sanitation, as well as good education. Our vision is a world without need, in which people can live independently and in dignity.

Since 1992, arche noVa has been working worldwide to enable adequate and safe water supplies, proper sanitation and context-appropriate hygiene measures (WASH strategy) and to improve the living conditions in regions affected by natural disasters, crises and poverty.

We promote good education in Germany and abroad and empower people to take on responsibility for each other and the environment. The focus of our educational work in Germany is on global education and education for sustainable development (ESD). In our projects abroad, we support primarily the education of children and young people – usually in connection with the access to water supplies and sanitation in schools.

www.arche-nova.org

THANKS

We would like to thank all the children, young people, facilitators and staff at the facilities we visited for the countless experiences which have contributed to this brochure:

- CVJM Jugendtreff Leipzig
- CJD Kinder- und Jugendhaus Mügeln / Heidenau
- Jugendhaus Wilthen, Valtenbergwichtel e.V.
- Kinder- und Jugendhaus UK Chemnitz, AWO Chemnitz
- FREI.RAUM.GRET´L, Gymnasium Bürgerwiese Dresden
- Jugendhaus Exil, JuCo gGmbH, Coswig
- Jugendhaus VILLA Leipzig
- Jugendhaus Frohburg, Kindervereinigung Leipzig e.V.
- Jugendhaus Oase Plauen, Oase e.V.
- Schülertreff Wilsdruff, Leben und Arbeit e.V.

WITH KIND FINANCIAL SUPPORT FROM

Gefördert durch die Aktion Mensch

Brot für die Welt – Evangelischer Entwicklungsdienst

Katholischer Fonds – für weltkirchliche und entwicklungsbezogene Bildungs- und Öffentlichkeitsarbeit

stiftung nord-süd brücken

SACHSEN

Diese Maßnahme wird finanziert durch Steuermittel auf der Grundlage des vom Sächsischen Landtag beschlossenen Haushalts. Die Maßnahme wird im Rahmen der Umsetzung der Sächsischen Landesstrategie Bildung für nachhaltige Entwicklung (BNE) durch das Sächsische Staatsministerium für Kultus (SMK) unterstützt.

DEVOTE FREE TIME TO GLOBAL ISSUES? LET'S MAKE IT FUN!

Within the framework of the projects "Globalize Me!"[1] and "Club Global"[1] implemented by arche noVa e.V., global learning facilitators visited a number of youth clubs in Saxony. The experience gained from those projects provided the catalyst for creation of a brochure and an associated method box. Intensified collaboration between arche noVa e.V. and the Centre for International Youth Work at AGJF Sachsen e.V. since 2023 has enabled further development of the materials, shaping them for international youth work and similar educational efforts in a society characterised by globalisation, migration and the coexistence of different cultures.

Besides arranging for translation of the "Globalize Me!" box and the accompanying brochure, contributors from both organisations took the opportunity to subject the box and its contents to closer scrutiny. The methods were amended and supplemented to reflect current developments. The "Globalize Me!" box is thus now suitable for use both in international youth work and in facilities working with children and young people from diverse backgrounds.

> Global learning addresses twin challenges of globalisation, namely the search for guidance in one's own life and at the same time development of a vision for life in a world society shaped by its people, and implements a response in the form of educational and didactic measures. From: Globales Lernen by A. Scheunpflug/N. Schröck, 2002

Even after 22 years, this fundamental task definition has lost none of its relevance and topicality for our work. One of the challenges for open child and youth work is to strike a balance between fun and immersion in the thematic content. Choice of the right moment is just as important as appropriate communication, relationships and intensity. Success is possible if the encounters offered tie in with the lifeworlds of young people and take their needs into account in terms of form and methodology. At the same time, the implementing facilitators must themselves be convinced and in a position to establish good contact with the children and young people with whom they are working. Global learning offers should be integrated into the existing concept of the children's or youth facility. It is important to be able to identify the individual needs of the young people and the topics that concern them, and to keep this in mind when planning activities. Involving the target group in planning and implementation boosts motivation, enables better group-specific tailoring and adds the experience of taking responsibility. It is especially effective when young people are able to develop and offer something to other peer groups – perhaps groups from another facility. This gives them the feeling of being experts on the topic in question. The inherent fluctuation in the participation in child and youth work in open facilities means that the most suitable methods are those which allow similar freedoms to join or leave the group.

The young people can then decide for themselves whether and to what extent they wish to become involved with a particular topic. There is nevertheless also a meaningful place on the agenda for closed activities requiring prior registration, such as excursions or offers including an overnight stay. That could well promote stronger bonds between a small group of participants and more intensive interaction with the topic. Activities during which something is made and can either be taken home or consumed immediately with a group deliver distinct added value in terms of awareness for fair and sustainable products. Competitions are another door-opener, especially if there are prizes to be won. The possibility of positive recognition from the facilitator or other members of the group is a strong motivator. It is similarly recommended to design activities as a process and to incorporate opportunities for reflection. Visualisation of an activity in the group's facility – a poster, a sculpture or even a home-made veggie burger shared at the youth club counter – also lends effective support. Last but not least, it is always useful to have a good "plan B" up your sleeve in case of unforeseen circumstances, so that you can react accordingly and simply work with the materials that happen to be at hand.

On this note, we wish you every success – and above all fun as you try out the methods!

Claudia Holbe, former project lead for "Club Global" at arche noVa e.V.

André Dobrig, head of further training, consulting and projects at AGJF Sachsen e. V.

1 The project ran from 2014 to 2018, spending periods of 6 to 12 months each in 14 youth clubs in Saxony

TIPS AND TRICKS ON WORKING WITH THE BOX

PREPARING AN ACTIVITY

In the case of larger-scale activities and games that follow a certain set of rules, it's always advisable to go through the details and try everything out in advance either with colleagues or in a private setting. This gives the facilitator a feeling for where problems, uncertainties and questions could arise. At the same time, any aspects that remain unclear, even after reading through the instructions, can be clarified more effectively.

TOOLS TO AID IMPLEMENTATION

To enable time-limited, round-based games to be implemented smoothly and to indicate the progress of the time allowed for task completion, it's useful to be able to ring a bell, gong, etc. It's not unusual for the participants to lose track of the time during a game or while solving a task. Clear, previously agreed signals make things easier both for the participants and for the facilitator who is watching the time.

Younger participants, in particular, may find it difficult to grasp the sheer size of the world with all its different countries and the often enormous distances between them. With this in mind, a world map should always be laid out in front of the group when implementing methods that spotlight different parts of the world – for example quiz questions, films about different regions or puzzles with photos from different countries. It may also make sense for the facilitator to remind the participants to refer to the map from time to time. Many uncertainties can be eliminated if the participants are able to visualise the globe and the relative locations of individual countries. Use of a map can often open their eyes and cement a better understanding.

To convey a better idea of the layout of the continents, it's also possible to produce a large world map together over the course of several meetings. This map can then be re-used in later activities (see "Map of the world").

TOPIC-RELATED QUESTIONS AND COMMENTS FROM PARTICIPANTS DURING IMPLEMENTATION

It's quite possible that questions that arise during an activity cannot be answered immediately. That's hardly surprising when addressing a topic as complex as globalisation. It's not essential for facilitators to be able to explain everything down to the last detail and to be able to answer every question. It's also not necessary to continually interrupt an activity to respond to content-related questions. If the participants' comments contain good starting points for further discussion, however, it's advisable not to ignore them completely. If it's not possible to address questions or comments immediately, the participants should be shown that they are being taken seriously and that the matter will be discussed and perhaps investigated together later. A white board or flip chart can be used to save the questions and comments for subsequent follow-up.

Facilitators must themselves decide whether or not it's appropriate or meaningful to turn attention directly to the arising questions and comments.

DISCUSSIONS AMONG THE PARTICIPANTS

It's perfectly acceptable to allow room for discussion among the participants, as long as the facilitator feels that everyone is included and the activity as such is not being hindered decisively. On the other hand, if only two members of a larger group are engrossed in conversation, but the rest of group doesn't seem to be interested, it's probably better to consider interrupting the conversation. Here, again, key questions and arguments can be noted on the flip chart and returned to later. This avoids giving the impression that the underlying issues are not taken seriously.

In this case, too, it's up to the facilitator to decide whether a planned activity should be interrupted to allow arising discussions to be brought to a conclusion.

THE METHOD BOX

WHO IS THE BOX FOR?

The method box was developed specifically for staff and volunteer facilitators active in open child and youth work. It's particularly suitable for work with children and youth groups between the ages of 7 and 15 years. The box offers a broad initial insight into opportunities for work relating to global learning, without requiring extensive additional input or prior knowledge.

AND IF I ONLY HAVE THIS BROCHURE, BUT NO BOX?

That's not a problem, because the majority of the activities described can also be implemented without the box. An asterisk (*) shows you which materials are provided in the box – you must then simply obtain them yourself or be creative with whatever you have at your disposal. Alternatively, you can borrow a box from arche noVa! Further information can be found at www.arche-nova.org/bildung/bildungsmaterialien

STRUCTURE OF THE BOX - THE CONTENTS OF THE BOX ARE DIVIDED INTO SEVEN THEMATIC COMPLEXES

TOPIC "OUR WORLD"

A gentle introduction to fundamental and complex global issues in a playful way.

TOPIC "FOOD"

The chosen methods address chocolate production and child labour, fruit growing, meat consumption and animal farming. A tasting activity and a supermarket challenge offer guidance. For practical experience, we can also make and share our own meat alternatives, alcohol-free cocktails and "fair" chocolate bonbons.

TOPIC "TEXTILES"

Here, everything revolves around our clothes: Where do they come from? How are they made? What consequences does that have, and for whom? The participants can also try their own hand at upcycling.

TOPIC "COSMETICS"

A closer look at how cosmetics are manufactured and at the meaning of makeup and facial decoration in different parts of the world. There are puzzles to solve, games to play, and finally the opportunity to produce our own hand-made lotion, shampoo or deodorant, etc.

TOPIC "SMARTPHONES"

Smartphones are simply part of everyday life for young people today, perhaps more than anything else. An interactive outdoor game looks behind the scenes of the global production chain, and we can also design a recycling box to collect old, unused phones.

TOPIC "MIGRATION AND REFUGEES"

After a film has provided first insights into the realities of life as a child or youth refugee, we can switch perspectives in a series of games, learn something about the "power" of our passports and test our skills at communicating without words.

TOPIC "WATER"

A selection of practical and game-based methods illustrating the importance of water, the consequences of water shortages and contamination, and the concept of virtual water.

FURTHER IDEAS

In a final section, we present a few more ideas for activities addressing global issues aside from the above focus topics

Several methods and activities are described in this brochure for each thematic complex.
The required materials and copying templates can be found in the box – insofar as they have not already been incorporated into this brochure.

WORKING WITH THE BOX

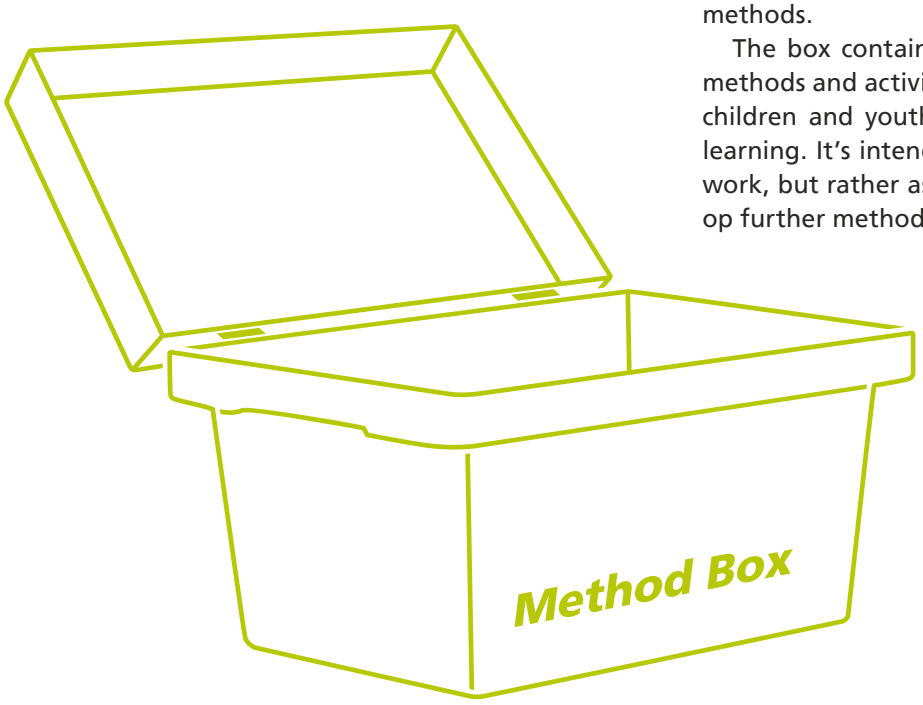
All methods have been planned such that they can be implemented immediately without requiring extensive further planning. A certain level of preparation is nevertheless important to enable effective communication of the specific background to the games and practical activities.

The individual methods vary in terms of scope and complexity. They can thus be implemented separately or in combination, as appropriate. The section "Possibilities for follow-up" in the method descriptions offers pointers to meaningful combinations.

In open child and youth work, it's often difficult to predict how many participants will attend any given session, and so the methods have been designed to allow implementation both in small groups and with larger numbers of participants. Possible variants and important notes can be found in the individual descriptions.

Information on the time required, the intended goal and the necessary materials is included in each method description. Materials that can be found in the box are marked with an asterisk (*).

Where young people are to be motivated for global learning, it's essential to base the work on interactive methods and to provide opportunities for direct participation. Practical relevance and fun are placed in the foreground of all methods. At the same time, it remains desirable to leave room for reflection, changes of perspective and critical discussion of the thematic content. For this reason, it will often be necessary to adapt the choice of methods to be implemented – according to the composition and mood of the group – in order to achieve the targeted variety.



WHAT CAN THE BOX DO, AND WHAT NOT?

The purpose of the box is to facilitate exploration of the topic of globalisation together with the participants. The methods are not designed to simply convey knowledge, but primarily to raise awareness for the personal relevance of a topic. This can only be achieved where the topics relate to the specific lifeworld of the participants. Accordingly, the box addresses universal interests of young people, such as music, food or clothes, and seeks to stimulate reflection via appropriate games and practical activities.

As many children and young people are themselves socially marginalised in many respects, or at least feel that this is so, a correspondingly sensitive approach is important. The methods and activities presented with the box aim to challenge the participants, but without overwhelming them. They are thus unable to convey all the intricacies of complex issues and instead concentrate on a few core aspects. Playing games with the children and young people, cooking or making things together and using this time to start up a conversation, offering food for thought or encouraging further action – that all strengthens their social competence and will sometimes already be enough to achieve the intended goal, without needing to delve deeper into the subject.

In fact, repeated exposure is often in itself a suitable means to maintain interest in the topics of global learning and to gradually expand awareness.

Not all methods are suitable for all groups. Some children are especially interested in handicrafts, while others many prefer to be active. Facilitators should also avoid choosing only methods that match their own interests. In this respect, the box offers an assortment of ready-prepared methods, but it remains the responsibility of the facilitator to decide which methods are the best fit for which group, and where necessary also to be open to flexible variation of the methods.

The box contains only a small selection of tested methods and activities that can be implemented with children and youth groups in the context of global learning. It's intended not so much as a fixed framework, but rather as inspiration to discover and develop further methods of your own.

CONTENT

4 DEVOTE FREE TIME TO GLOBAL ISSUES?

4 LET'S MAKE IT FUN!

5 TIPS AND TRICKS ON WORKING WITH THE BOX

6 THE METHOD BOX

TOPIC THE WORLD 11

12 GEOCACHING – "THE WHOLE WORLD AT HOME WITH US"
Geocaching can be described as a kind of treasure hunt using a GPS device ...

18 MAP OF THE WORLD
The participants paint a large world map together and become more aware of the different continents and countries that make up our world ...

19 WORLD GAME
The participants play out a game in which they visualise key global data ...

TOPIC FOOD 23

24 VEGETARIAN BURGER QUIZ
The participants must answer various quiz questions to earn the individual ingredients for a vegetarian/vegan burger ...

29 COCKTAIL PARTY
The participants must answer various quiz questions to earn the ingredients for their cocktails ...

40 CHOCOLATE BONBON FACTORY
The participants first learn more about the various stages of cocoa production ...

49 SUPERMARKET CHALLENGE
The participants form groups and go shopping for the ingredients required for the "Vegetarian burger quiz" activity ...

51 FOOD TASTING
The participants are asked to taste a variety of conventional, vegan, fair and organic products, but without knowing which ones are conventional, vegan, fair or organic ...

53 ANIMAL PUZZLE
The puzzle exercise draws attention to the way animals are kept on farms ...

TOPIC TEXTILES 55

56 **"REVEAL THE PICTURE" GAME**
The participants must guess the contents of various pictures as they are revealed step by step and can then reflect on what the picture shows ...

58 **TEXTILE QUIZ – A, B OR C?**
Quiz with questions about textiles and fashion ...

60 **TEXTILE UPCYCLING – NEW LIFE FOR OLD FASHION**
The participants breathe new life into old clothes, either by transforming them for a new purpose or by adding their own fashion details to turn them into something special ...

61 **TEXTILE PRINTING**
The "Globingo" and/or "Wardrobe inventory" challenges help to focus the participants' attention on the topic of textile and garment production ...

TOPIC COSMETICS 65

66 **DIY COSMETICS**
The participants produce their own hand-made cosmetics ...

74 **COSMETICS DOMINO**
A game of dominoes played with cards with references to various aspects of the topic of cosmetics ...

81 **MAKEUP – WORLDWIDE**
The participants learn more about the purposes of decorative makeup in different parts of the world and can also reflect on their own use of makeup ...

TOPIC SMARTPHONE 83

84 **OUTDOOR GAME – GLOBAL SMARTPHONES**
The participants are presented with a series of tasks and puzzles as they move around the designated game area ...

86 **RECYCLING BOX FOR OLD PHONES**
The participants make and decorate a collecting box for old smartphones and start a recycling campaign at the group's facility ...

TOPIC MIGRATION AND ESCAPE 89

90 **MIGRATION AND FLIGHT**

91 **COMIC – DRAWING COMPETITION**
The participants produce short comics that need no words and are immediately understood by everyone who reads them, irrespective of the language they speak ...

97 **CARD GAME – "WHAT WOULD YOU DO?"**
Players take turns to pick a card and then ask each other the questions printed on the cards ...

98 **SHORT FILMS – WAR, MIGRATION AND A NEW HOME IN GERMANY**
The participants watch one or more short films together and then discuss various underlying questions as a group ...

101 **PASSPORT QUARTETS**
A special version of the popular quartets card game serves as a playful introduction to the subject of travel freedoms ...

102 **SAY IT WITHOUT WORDS – PICTURE DICTIONARY CHARADES**
Players take turns to pick a card and must then try to communicate what is printed on the card without speaking ...

TOPIC WATER 103

The participants work together in small groups to complete a jigsaw puzzle that visualises the production process for three different categories of product, and in doing so learn how much virtual water is involved in the individual production steps ...

104 VIRTUAL WATER PUZZLE

107 VIRTUAL WATER GAME
For each round of the game, the participants are given a shopping list and must select various products from among those offered by the game supermarket ...

109 WASSER – ACTION
As in the long-standing board game "Activity", the teams must guess words that a chosen member is trying to explain in various different ways ...

111 BUILD YOUR OWN WATER FILTER
The participants use various materials to build their own water filter and then test it by filtering dirty water ...

113 SOLUTION + COPY TEMPLATE VIRTUAL WATER PUZZLE

FURTHER SUGGESTIONS 127

128 EXCURSIONS

129 PAPER CLIP TRADE-UP
Starting with a paper clip, the participants exchange small objects as often as they can and document their trade-up successes with photos ...

130 FLEA MARKET
The participants organise a flea market ...

131 HIP-HOP – BATTLE
The participants listen to music clips and try to guess the nationalities of different hip-hop artists – several teams can compete in a battle ...

134 RECYCLING HANDICRAFTS
There are many different ways in which waste can be turned into something useful and attractive ...

137 SEEDBALLS
The participants make their own seedballs – small balls of clay, soil or compost and seeds with the ability to turn dull, unused spaces into colourful oases as if by magic ...

139 UPCYCLING
There are many different ways in which waste can be turned into something useful and attractive ...

LIST OF FILMS, FILM CLIPS AND SOURCE REFERENCE 141

TOPIC

THE WORLD

GEOCACHING – "THE WHOLE WORLD AT HOME WITH US"

GROUP SIZE
From 2 person

TIME REQUIRED
1 - 3 hours

AGE RECOMMENDATION
From 7 years

MATERIALS
* These materials can be found in the box.

- **Smartphone with geocaching app**
- **container**
- **water-resistant marker**
- **small notebook as logbook**
- **pencil and sharpener**
- **prepared cache note***
- **objects to place in the cache**
- **Almería photo***

SHORT DESCRIPTION

Geocaching can be described as a kind of treasure hunt using a GPS device. Caches are hidden and maintained by private individuals as part of a worldwide game. There are various different types of cache to cater for different goals.

A "multicache", for example, is a trail comprising several locations which must be found in the correct order. The participants are given start coordinates and are then guided from cache to cache until they discover the final "treasure". At each of the individual caches, they must complete a task or puzzle to obtain the next coordinates.

GOAL

The participants are introduced to different aspects of a topic (e.g. water, migration, origin of products) through the puzzles to be solved and at the same time become more aware of their surroundings.

HOW TO PLAN AND HIDE A GEOCACHE

https://www.geocaching.com/play

https://www.geocache-suche.de/

1. Find a hiding place

The hiding place should be chosen so that it is not too likely to be found accidentally.

It is a good idea to start by searching for a few geocaches yourself. In that way, you not only gather experience in using your GPS device, but also pick up some good ideas for hiding places or cache puzzles.

Here are a few examples for a hiding place: Between two bricks at the bottom of a clear shallow pond, in the hollow body of an ornamental duck, attached to a floating buoy with a magnet, in a hollowed-out stone, in a hole cut into a piece of wood, under roots and leaves, in the fork of a tree branch, or covered with bark or camouflage tape and hanging high up in a tree like an artificial spider.

A so-called spoiler photo of the hiding place can be shared with an accompanying person or even the participants themselves to give necessary hints.

The hiding place should also be accessible without breaking any laws (private property, nature protection, etc.). Caches should not be hidden in tree hollows, for example, as bats or birds often build their nests in such holes.

When you have found a hiding place, check once more whether

- this location really is suitable from the viewpoint of landscape and nature protection,
- private property owners have been asked for permission,
- a cache at this location might offend the moral and/or religious values and feeling of others,
- searching for and logging the treasure (registering it as "found" on the website) at this location is safe and indeed possible (can only be found at night, hunting area, dependent on the opening hours of a park, ...).

2. Prepare the cache

First, you need a suitable container. Food storage boxes, old ammunition boxes (with rubber seal), plastic tubes (HT piping), screw-top jars, tea and coffee tins, film canisters, waterproof document bags, preforms for plastic bottles, etc. are all good choices. If you plan to use a glass jar, remember that its curved bottom could act as a burning glass in the sun (risk of fire!).

Whatever you choose, the container should be marked legibly as a geocache, so that anyone who is not taking part in the treasure hunt will know what it is and doesn't mistake the container for something dangerous (like a

bomb, etc.). You could write the following on the container with a water-resistant marker:

"Official geocache"; cache name; coordinates;
"Please do not remove or damage!" and possibly an e-mail address

You can also use a template for a printed sticker from the official geocaching website. It is usually better to provide a soft pencil to enable finders to write in the logbook, rather than a ball-point pen. A pencil sharpener would also be useful.

The logbook itself could be an A5 or A6 spiral pad, a small notebook or even simply a folded piece of paper, depending on the size of the cache container.

It is furthermore a good idea to enclose a note to greet the finder and to explain what the cache is all about, in case it was only found by chance. Ready-prepared cache notes can be obtained from various sources and in various formats, e.g.

Source*: https://www.geocaching.com/articles/cachenote_german_english.pdf

Assorted small objects (sometimes intended to be traded by successive finders) can also be placed in a cache. They could also be matched to the topic of the cache. Here are a few ideas:

- Disposable camera – place a camera in the cache and ask finders to take a photo of something with it. The photos can later be developed.
- Buttons, pins, etc.
- CDs, DVDs
- USB sticks
- Pictures, texts
- Coins from other countries
- QR codes and many other ideas

Objects that are sensitive to damp, such as the logbook and the cache note, should be placed inside a re-sealable freezer bag or the like.

3. Hide the cache

Set your GPS device to the WGS84 coordinate system. This is the international standard among geocachers. The GPS coordinates should be recorded as close as possible to the actual cache location.

If the GPS device possesses a so-called "averaging" function, this can be used to achieve even more exact values. Another possibility is to walk towards the cache several times (approx. 10x) from different directions and to record a new waypoint each time. You can then choose the best value or calculate an average value yourself.

The coordinates should be written on the logbook and on the cache container.
If necessary, the cache can be "camouflaged" so that it blends in with the surroundings and is more difficult to find. There are practically no limits to your creativity.

Please don't bury the cache in the ground! As the coordinates displayed by a GPS receiver are never perfectly exact, the area around the cache would otherwise very soon be dotted with holes and craters.

4. The story behind the cache

It's a super idea to link a cache with a story, especially when it is already planned as a thematic hunt. A story makes the search more exciting, accompanies the participants from one location to the next and can also be used to convey thematic content. If you are feeling particularly creative, you could think up a story which can be told bit by bit at each cache, for example a crime mystery with connections to different global aspects. Here, too, there are no limits placed on your imagination.

5. Cache tasks

The tasks to be completed along the trail could be factual (e.g. a maths challenge or a quiz question on a particular topic) or references to the local surroundings (e.g. how many benches are there at the lake?) or logic puzzles. Different types of task can be used to enable progress from location to location, depending on the participants' prior understanding of how to use GPS coordinates.

Examples for a thematic multi-cache under the motto "The whole world at home with us" can be found below.

IMPLEMENTATION

1. Give the participants instructions on how to use the GPS device/geocaching app.

2. Explain the most important rules to be observed:

- Nature protection: Avoid all behaviour which could harm or disturb the natural environment. That includes no unnecessary noise or shouting, no leaving the designated paths and no thoughtless trampling or damaging of plants.

- Private property: Stay off private property at all times, even if that means taking a longer route to a waypoint, unless the owner has been informed and has given permission. Make sure that the participants understand that they must use only public paths and tracks.

- Traffic: The participants must always be especially careful near roads.

- At the cache: Try not to attract too much attention when searching for a cache, to avoid the risk of it being removed, damaged or left uncovered by passers-by who are not part of the geocaching community. Furthermore, if the cache is to be used again for other groups or has been published on the Internet, everything must be replaced and hidden exactly how it was before. Make sure that nothing is damaged.

3. Groups, accompanying persons and the (final) cache

Decide on the most suitable way for the participants to conduct the search: Either individually, in small teams or as a single group. That determines how many devices are needed and how many people are required to accompany the participants.

Depending on the contents, there could be problems if several individuals or teams are expected to discover the same cache within a short time. Rewards such as sweets or small collectibles could all be "plundered" by the first finders. Possible solutions in this case are "finder certificates" with the participants' names or a special stamp to record the find in a logbook carried by each participant. Any planned rewards can then be collected later by presenting the certificate or stamp.

Variation: Each team uncovers only one element of the final coordinates. The final cache itself can only be found by EVERYONE working together. This also means that all the participants must be present before the final cache is revealed.

4. Draw up a master info sheet

When planning a new cache trail, it is a good idea to make a note of the individual locations with their coordinates, tasks, puzzles, solutions, etc. This master info sheet will make it easy for the organisers to actual set up the caches and ensures that nothing is overlooked.

The cache trail example below is a multi-cache with a total of 13 locations. The correct answer to Question 1 points the participants to the location where Question 2 is hidden, and so on. Question 13 is then the location of the final cache.

GEOCACHING EXAMPLE: "THE WHOLE WORLD AT HOME WITH US"

1. What percentage of the Saxon population does not possess a German passport?

➲ **a) approx. 8%** **N 52°05.758** **E 014°25.773**

○ b) approx. 11% N 51°05.751 E 014°22.773

○ c) approx. 19% N 50°09.751 E 014°20.733

Source*: https://www.statistik.sachsen.de/html/staatsangehoerigkeit.html

---

2. Which 3 countries do the most people without a German passport who live in Saxony come from?

○ a) Poland, Ukraine, Türkiye
N 52°05.758 E 014°25.773

○ b) Russian Federation, China, Spain
N 51°05.751 E 014°22.773

➲ **c) Ukraine, Syria, Poland**
N 50°09.751 E 014°20.733

Source*: https://www.bevoelkerungsmonitor.sachsen.de/bevoelkerungsgruppen.html

---

3. From here, where is the nearest accommodation centre for asylum seekers?

Decryption key:

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

(each letter must be replaced with the letter above or below it)

○ a) QBRYVGM N 51° 05.742 E 014° 22.124

○ b) FPUYRHFFVT N 51° 05.155 E 014° 21.343

➲ **c) FPUBRARSRYQ** **N 51° 05.170** **E 014° 23.659**

Have you ever been in an accommodation centre? Do you know why the people are living there? Why are they seeking asylum? What were the reasons for you to leave your home city or village? Do you know how they live there?

---

4. Solve the following task. Your reward will be the next coordinates.

Name 5 objects you have with you which you think were not produced in Germany.

---

5. Work out one part of the next coordinates:

Which letter is the 14th letter of the alphabet?

➲ **(N)**

How many tonnes of electronic waste are produced every minute?

○ a) 48 tonnes

➲ **b) 75 tonnes**

Translated into football pitches, how much forest is cut down each year worldwide?

○ a) 10 football pitches per minute

➲ **b) 18 football pitches per minute (equals 9 500 000 hectares)**

How long does it take for a plastic bottle to decompose in the ocean?

○ a) 6 months

○ b) 50 years

➲ **c) 450 years**

What can be done with electronic waste? Where do **you** produce electronic waste? How do you dispose of it? Why is so much forest being cut down? What is plastic made from? Where does plastic play a role in your daily life?

➲ **Solution:** **N 75° 18.450**

Sources*: http://de.globometer.com
http://www.tagestexte.de/infografik-muellabbau-im-meer/

---

6. Where is Europe's "vegetable garden" and what percentage of conventionally grown vegetables contains pesticides? (Show photos or hide them in the cache)

○ a) Holland	5%	N 51° 05.742	E 014° 22.124
➲ **b) Spain**	**55%**	**N 51° 05.155**	**E 014° 21.343**
○ c) Italy	23%	N 51° 05.170	E 014° 23.659

In the province of Almeria in the south of Spain, a vast "ocean of silver" made up of 27,000 greenhouses covers an area of more than 350 square kilometres – more than the whole city of Munich. The locals call it "mar del plastico", which means "sea of plastic". Under the surface of this "sea", you can find all the colourful produce that is laid out so attractively and offered so cheaply in our winter supermarkets: Tomatoes, peppers, melons and strawberries. The plants in the greenhouses usually grow in special substrate rather than soil. Irrigation and fertilisation are controlled by computer.

This form of cultivation allows up to five harvests every year. In the meantime, there is no space left for new greenhouses, and some companies have started to cut away the hills to allow expansion. Almeria is the region with the most sunshine in Europe, and at the same time the driest region. The groundwater has fallen drastically in the past decades and is increasingly salty. Today, fossil water reserves are pumped up from a depth of 100 metres. Water from the mountains to the north of Almeria is also diverted to supply the greenhouses.

Sources*: Text: Photo report by Shelina Islam and Bodo Marks, Information on pesticides: https://www.greenpeace.de/themen/landwirtschaft/pestizide/essen-ohne-pestizide

---

7. Which country produces the most footballs? How long does it take a worker in the sewing factory to produce a ball? And how much does the worker earn for each football?

○ a) China N 51°04.758	1 hour E 014°27.770	2,50€
➲ **b) Pakistan** **N 51°05.598**	**2 hours** **E 014°22.515**	**0,46€**
○ c) Türkiye N 51°06.008	1.5 hours E 014°25.515	3€

75% of all balls are produced in the city Sialkot.

Source*: https://de.globometer.com/sport-fussbaelle.php

---

8. Solve the following riddle to obtain the next coordinates.

Sometimes it's hot,
sometimes it's cold,
sometimes it's fresh,
sometimes it's old.

It often falls from the highest walls,
but can also rise up and over the edge.

Sometimes it's heavy,
sometimes it's light,
sometimes it's hard,
sometimes it's soft,
It can carry away the heaviest things
and finds a way into tiny spaces.

Sometimes it's green,
sometimes it's blue,
most times it's clear,
but sometimes it's grey.

And you use around 120 units of it every day.

Extra tip: Without the answer, there would be no life on Earth.

➲ **Answer: Water**

---

9. How much water is needed to produce a pair of jeans (about 1 kg of cotton) and how far do the jeans travel before they reach our shops?

➲ **a) 8 000 litres 50 000 km**
N 52°05.758 E 014°25.773

○ b) 3 000 litres 10 000 km
N 51°05.751 E 014°22.773

○ c) 900 litres 1 000 km
N 50°09.751 E 014°20.733

Where is water used/contaminated during jeans production? Why do the jeans travel so far?

Source*: https://storymaps.arcgis.com/stories/256165a-594fe4e3b8569886d76c422d3

https://www.ingenieur.de/technik/fachbereiche/umwelt/durstige-baumwolle-8000-liter-wasser-fuer-jeans/

---

10. Can you think of any songs with lyrics in more than one language? Do your best to earn the next coordinates.

Source*: https://bodytechemsfit.com/die-sprache-der-musik-19-ph%C3%A4nomenale-zweisprachige-lieder-die-uns-alle-verbinden/

---

11. When making a film, what is the special process to match up the picture and the sound called?

Decryption key:

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

(each letter must be replaced with the letter above or below it)

○ a) GRZCBEVFVAT
N 51° 05.155 E 014° 21.343
/// neu: temporising ///

➲ **b) FLAPUEBAVFNGVBA**
N 51° 05.170 E 014° 23.659
/// neu: **synchronisation** ///

---

12. How many kilograms of food are thrown away per year and per person in Germany?

○ a) 22 kg	N 51° 05.155	E 014° 21.343
➲ **b) 79 kg**	**N 51° 05.170**	**E 014° 23.659**
○ c) 130 kg	N 51° 05.751	E 014° 22.773

Source* : https://www.zugutfuerdietonne.de/unsere-strategie/hintergrund

---

13. Solve the riddle to obtain the next coordinates:

What goes all around the world, but it still always in the corner?

Hint: Each letter is represented by its place in the alphabet
16, 15, 19, 20, 1, 7, 5, 19, 20, 1, 13, 16

➲ **Answer: Postage stamp**

---

14. Example of a tip for the final cache (the end point of a multi-cache trail):
Forests are a great place for geocaching, but most caches are hidden somewhere between the trees. Let's be different!

Pyvzovat urycf!! ///neu: **Climbing helps**///

Decryption key:

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

(each letter must be replaced with the letter above or below it)

---

* Web links were retrieved on 25.11.2024

MAP OF THE WORLD

GROUP SIZE

From 1 person

TIME REQUIRED

1 - 7 hours
(depending on size and level of detail)

AGE RECOMMENDATION

From 7 years

MATERIALS

* These materials can be found in the box.

- **Projector**
- **laptop with image showing a world map**
- **variety of brushes and paints** (be sure to choose paints suitable for the substrate)
- **a large piece of poster paper** (attached to the wall with adhesive tape) **or an empty wall surface**

SHORT DESCRIPTION

The participants paint a large world map together and become more aware of the different continents and countries that make up our world. The map can also be used again in other activities, for example to identify countries, to mark places, etc.

GOAL

The main goal of the activity is to introduce the participants to the overall theme of the project activities to come. The time they spend producing a map themselves will also provide a first overview of the world.

PREPARATION

The image of a world map is projected onto the poster paper or onto the wall itself. The participants then choose which continent they want to paint. Ideally, there will be sufficient volunteers for every continent.

IMPLEMENTATION

Everyone starts painting their chosen parts of the world. Bordering countries should be painted in different colours. Important rivers, mountain ranges and the names of countries are not added until the background areas are properly dry. Depending on the level of detail to be depicted on the map, several sessions may be necessary to complete the activity.

With younger age groups, it is probably better to prepare outlines in advance and to simply ask the children to colour in their chosen areas. The task of copying country borders, mountains and rivers could be too complex for primary school children.

EVALUATION

Either during the painting or after the map is finished, the participants can be asked the following questions:

- Which countries did you hear about for the first time when we started painting the map?
- Which countries would you like to visit one day?
- In which countries do other members of your family live?

POSSIBILITIES FOR IMMEDIATE FOLLOW-UP

World game played on the group's own map

BACKGROUND INFORMATION FOR FACILITATORS

Which map projection is to be used?

Sources*

https://map-projections.net/

https://www.weltinderschule.uni-bremen.de/files/dokumente/Materialseiten/Materialseiten%20f%C3%BCr%20Heft%20120%201_2010/Weltkartenprojektionen%20-%20Kopiervorlage.pdf

WORLD GAME

SHORT DESCRIPTION

The participants play out a game in which they visualise key global data.

GOAL

The goal is for the participants to recognise and understand the global distribution of population and income, to relate to the inequalities in this distribution and to identify correlations. They learn more about the global reserves of freshwater and the unequal availability of clean drinking water and sanitary facilities. They get to know the countries to and from which people around the world are fleeing, and where in the world people are currently affected by serious conflicts and wars. Furthermore, they become aware of global distributions in terms of such parameters; see overview table.

PREPARATION

The world map is laid out on a table or on the floor of the room.

IMPLEMENTATION

A total of 6 parameters can be considered. One of these parameters is chosen, and the participants are asked to estimate the relevant global distribution by placing corresponding numbers of objects (figures, tokens, cards, balloons) on the map. It is here important to allow opportunities for discussions with each other while they are making up their minds. When they are ready, the actual data from the overview table are revealed by the facilitator and the participants are able to rearrange the objects as necessary.

Once the data for a parameter are known, further questions can asked and discussed by the whole group before moving on to the next parameter. Important: Whenever the objects on the map must be rearranged, wait until everyone is quiet to ensure that they are all listening to the further discussion.

THE 6 PARAMETERS

World population: The participants must imagine that the 20 game figures represent the whole global population. They must then place the figures on the different continents to show how many people they think live in each region. Their estimates can then be compared with the actual data from the overview table.

Income: The 20 game tokens represent the income of the whole world. In this case, the participants must place a number of tokens on each continent to show how they think this income is distributed. Their estimates can then be compared with the actual data.

Wars/conflicts: The participants are asked to place the "conflict cards" on the continents where wars and serious conflicts are taking place. For a definition of war, see below. The number of cards represents the number of serious conflicts and wars counted in the previous year.

Source*: https://www.frieden-fragen.de/entdecken/aktuelle-kriege.html

Refugees: The participants must imagine that the 20 green cards represent all those people around the world who have fled either to a different country or to a different part of their own country. These cards must then be placed on the continents or countries where they think the people are now living. Their answers can then be compared with the actual data.

Carbon emissions: The 20 balloons represent the total global carbon emissions. The task for the participants is to place the balloons on the continents according to the share of their contribution to global emissions.

The estimates can then be compared with the actual data.

Freshwater availability: The participants must share out a litre of water – representing the total freshwater reserves in the world –

GROUP SIZE

From 1 person with map

TIME REQUIRED

45 minutes

AGE RECOMMENDATION

From 12 years

MATERIALS

* These materials can be found in the box.

- **World map***
- **5 measuring beakers***
- **20 game figures***
- **game tokens***
- **water supply cards***
- **green cards representing refugees***
- **conflict cards***
- **balloons* representing carbon emissions**

between the beakers placed on each continent to show how they think these reserves are distributed between the different regions. After a comparison with the actual data, water can be poured from one beaker to another until the water levels match the millilitre figures in the table.

Tap water supplies: The participants must share the water supply cards between the global population according to how many people they think have a tap water supply in their house in each region. Where do most people have access to tap water and where are there only a few?

DISCUSSIONS ON EACH PARAMETER

Discussion about population and income

- How well do people live? In Europe? In the USA? In Asia? Elsewhere? How happy are they with their income? Does everyone have enough to live on? What have you learned? Did you have different figures in mind? If yes, why?
- What do you think about this inequality? How did it come about?

At this point, you should draw attention to colonial history and its consequences, some of which are still noticeable today in many countries of the Global South, as well as to the unfair nature of global trade (free trade). In this connection, the participants can be asked about where we actually obtain our raw materials (metals, wood, oil, cocoa, cotton, ...)!

- What does it mean when we place 7 income tokens on Asia, for example – is income the same for all countries in Asia? Can you name any high-income or low-income countries in Asia? Could there also be differences within one country? What would be fair?

Discussion about conflicts and wars

- Which conflicts and wars have you heard about?
- Where are they?
- Why are there many conflicts we never hear about?

It is important to mention that there are sometimes several parallel conflicts in one country, and that we are here only talking about wars and very serious conflicts (there are more than 60 conflicts worldwide in total). Furthermore, the question is here **where** conflicts are taking place, not **who** may have started them.

Definition of war: In war, soldiers or armed groups fight against each other. Their aim is to conquer other countries or expand power in their own country. The opponents no longer speak with each other, they only fight and view each other as enemies. The people who suffer most are those who live in war zones. Their houses, villages and cities are destroyed. Many people are displaced, taken prisoner, injured or even killed.

Sources*: https://www.frieden-fragen.de/entdecken/krieg.html

https://www.frieden-fragen.de/fileadmin/user_upload/friedenfragen/Redaktion__Fotos_/erwachsene/krieg/Themenwelt_Krieg.pdf

Discussion about refugees

- What would you do, if the same happened to you?
- **Where do most people flee to? (neighbouring countries, another part of their own country?)**
- Were you surprised by the global distribution of refugees?

According to the latest Mid-Year Trends Report of the UNHCR, there were 122.6 million forcibly displaced people worldwide in June 2024 – and thus 5.3 million (or 5 per cent) more than at the end of 2023. And there is unfortunately no improvement in sight.

Of this number, **37.6 million** have **recognised status as refugees**. **Almost 72.1 million people** are **so-called "internally displaced persons"**, in other worlds people who have been forced to flee to a different region of their own country. Another **approx. 6.9 million** are **asylum seekers** whose status has not yet been decided. Furthermore, **4.4 million people were stateless** in 2023. Across all these groups, **approx. 47 million people** are **under 18 years of age**, in other words **40%**.

Sources*: https://www.unhcr.org/refugee-statistics/

https://www.uno-fluechtlingshilfe.de/informieren/fluechtlingszahlen

Countries from which most refugees fled (2023)

1. Syria – 6.3 million
2. Venezuela – 6.2 million
3. Afghanistan – 6.1 million
4. Ukraine – 6.1 million
5. South Sudan – 2.3 million

Countries with the largest refugee populations (2023)

1. Iran – 3.8 Mio.
2. Türkiye – 3.1 Mio.
3. Columbia – 2.8 Mio.
4. Germany – 2.7 Mio.
5. Uganda – 1.7 Mio.

Source*: https://www.unhcr.org/refugee-statistics/

Number of refugees relative to the national population (2020)

1. Aruba – 1 in 6 residents (displaced persons from Venezuela)
2. Lebanon – 1 in 8 residents (war in Syria)
3. Curacao – 1 in 10 residents
4. Jordan – 1 in 14 residents (civil war and famine)
5. Türkiye – 1 in 23 residents (Syria and other Middle East conflicts)

Source*: https://de.statista.com/statistik/daten/studie/1260144/umfrage/laender-mit-den-meisten-fluechtlingen-im-verhaeltnis-zur-bevoelkerung/

DISCUSSION ABOUT FRESHWATER RESERVES

- How are freshwater reserves divided between the continents? What surprised you? Did you expect different numbers?

It can be pointed out to the participants that, because here in Germany we can simply open a tap whenever we need water, we might think that we have an endless water supply.

- There is actually sufficient water on each continent when we compare the size of the individual continents. So why are there still so many people who have no access to water?
  - Rainfall is not distributed evenly between regions or over the whole year
  - In many regions, there is little or no water available for long periods
  - Water shortages also occur in Europe, e.g. southern Spain, Italy
  - Populations are not distributed evenly, meaning that in Asia, for example, 61% of the global population must make do with 41% of the available freshwater
  - Income is not distributed equally: Who is able to treat and purify water? Who can afford this? Where is there water supply infrastructure?

DISCUSSION ABOUT TAP WATER SUPPLIES

Tap water supplies are distributed very unevenly between the continents. In North America, for example, most people are connected to a water supply, unlike those living in sub-Saharan Africa. In Europe, too, there are some people for whom a water supply is an unknown luxury, in parts of Eastern Europe, for example.

DISCUSSION ABOUT CARBON EMISSIONS

- Were you surprised?
- Did you expect different results? If yes, why?
- Why are carbon emissions in Asia so high? (economic boom, especially in China and India; but income and wealth are also distributed very unequally there)
- When population figures are taken into account, the per capita carbon emissions in North America and Europe are higher than in Asia!

FOLLOW-UP POSSIBILITIES

- Deeper discussion of individual parameters, especially those topics that were most hotly discussed during the game, where many questions arose, or where the participants were noticeably surprised, etc.

* Sources retrieved on 25.11.2024

	Population		Income (GDP)		Serious conflicts / wars	Refugees / internally displaced persons		Available water reserves		Access to tap water	Carbon emissions	
	real	Game figures	Absolute figure	Game tokens	Absolute = Conflict cards	Absolute figure	Green cards	Distribution in %	Water	Water supply cards	Absolute	Balloons
* World total	8.001 mill.	20	100.179 bill. USD	20	28	122.6 mill.	20	100% des Süwassers	1 litre	20	36.1 kt	20
* North America	378 mill.	1	27.726 bill. USD	6	0	0.5 mill.	0	13 %	130 ml	0	6.1 kt	3
* South America	664 mill.	2	5.862 bill. USD	1	1	23.2 mill.	4	8 %	80 ml	2	1.2 kt	1
* Europe (incl. Russia)	742 mill.	2	21.414 bill. USD	4	1	11.7 mill.	2	35 %	350 ml	0	5.1 kt	3
* Africa	1.419 mill.	3	2.815 bill. USD	1	11	64.5 mill.	11	18 %	180 ml	6	1.5 kt	1
* Asia, Oceania, Australia	4.798 mill.	12	42.362 bill. USD	8	15	22,7 mill.	3	26 %	260 ml	12	22.2 kt	12
* Source	* https://www.worldometers.info/world-population/#region[07.2024]		* https://www.bpb.de/kurz-knapp/zahlen-und-fakten/globalisierung/52655/welt-bruttoinlandsprodukt/		* https://www.wiso.uni-hamburg.de/fachbereich-sowi/professuren/jakobeit/forschung/akuf/kriegsgeschehen2022.html	* https://www.unhcr.org/		* https://unesdoc.unesco.org/ark:/48223/pf0000380721		* https://washdata.org/reports/jmp-2023-wash-households	* https://globalcarbonatlas.org/emissions/carbon-emissions/	
* Year	* 2023		* 2024		* 2022	2024		* 2023		* 2023	* 2023	

TOPIC

FOOD

VEGETARIAN BURGER QUIZ

GROUP SIZE
From 2 persons

TIME REQUIRED
1 hour

AGE RECOMMENDATION
From 7 years

MATERIALS
* These materials can be found in the box.

- **Recipe***
- **Ingredients**
- **Almería photo***

SHORT DESCRIPTION

The participants must answer various quiz questions to earn the individual ingredients for a vegetarian/vegan burger. In this way, background information on the ingredients can be conveyed. Subsequently, the group can make the burgers together.

GOAL

The quiz is an opportunity for the participants to test their knowledge on the origin, production and transport of different foods, before making a burger together.

PREPARATION

Together with the group, choose one or more recipes for vegetarian burgers and obtain the necessary ingredients in advance. One source for such recipes is

http://www.chefkoch.de/rezepte/1618551269094301/Vegetarische-Burger.html

An example recipe can be found in the box. Arrange the necessary ingredients on the table or work surface.

IMPLEMENTATION

Explain how the game is to be played and divide the participants into groups of two or three.

The participants are then given appropriate questions for each of the ingredients they need to make their burger. A correct answer earns them the ingredient concerned. If they don't know the answer to a question, a short discussion is a good way to put them on the right track, so that they can obtain the ingredient they need after all. This also serves to avoid frustration. The quiz comprises a series of multiple-choice or "true-or-false" questions.

When all the groups have the required ingredients, they can make and eat their burgers together. If anyone is still hungry, they can answer a new round of questions to earn the ingredients for another burger.

POSSIBILITIES FOR THEMATIC FOLLOW-UP

- Deeper discussion on the growing of soya beans, perhaps after watching a film on the clearing of rainforests
- "Animal puzzle" activity
- Virtual water puzzle for the food example "meat"
- Making vegetarian/vegan sandwich spreads

QUIZ QUESTIONS ON BURGERS AND THEIR INGREDIENTS
FOR PARTICIPANTS FROM 12 YEARS

On average, every person in Germany eats 52 kg of meat every year.

➲ **True** ○ False

Source*: https://www.bmel-statistik.de/ernaehrung/versorgungsbilanzen/fleisch/

On average, 9 animals are slaughtered for food each year for every person in Germany.

➲ **True** ○ False

Source*: https://albert-schweitzer-stiftung.de/aktuell/schlachtzahlen-fleischverzehr-2023

The world hot dog eating champion set a record of 32 hot dogs in 10 minutes.

○ True ➲ **False**

It was 76 hot dogs.

Source*: https://www.spiegel.de/panorama/usa-76-hotdogs-in-zehn-minuten-joey-chestnut-bricht-eigenen-rekord-a-b8adc3e3-4f22-427a-9222-92fea09c7e34

One in eleven people worldwide go to bed hungry.

➲ **True** ○ False

Source*: https://www.welthungerhilfe.de/hunger

In Germany, 313 kilograms of safely edible food are thrown away every second.

➲ **True** ○ False

Source*: https://www.wwf.de/themen-projekte/landwirtschaft/ernaehrung-konsum/lebensmittelverschwendung

---

Grain that could be used to feed people who are starving in various parts of the world is instead used to fatten animals for food. Between 1 and 4 kg of grain is needed to produce 1 kg of beef.

○ True ➲ **False**

Between 4 and 9 kg of grain, depending on the type of animal and the way they are fed.

Source*: https://albert-schweitzer-stiftung.de/aktuell/1-kg-rindfleisch

No rainforest needs to be cleared for cattle grazing and to grow animal feedstuffs.

○ True ➲ **False**

Large areas of rainforest are cleared to enable animal farming, which endangers ecosystems, indigenous populations and rare species.

Source*: https://www.peta.de/themen/abholzung-regenwald/

Animals farmed for meat production are fed mainly with soya. People are driven off their land to enable soya beans to be grown.

➲ **True** ○ False

Source*: https://www.wwf.de/themen-projekte/landwirtschaft/produkte-aus-der-landwirtschaft/soja/

Only a small proportion of the world's agricultural land is used for animal farming.

○ True ➲ **False**

The actual figure is 78%.

Source*: https://www.destatis.de/DE/Themen/Laender-Regionen/Internationales/Thema/landwirtschaft-fischerei/tierhaltung-fleischkonsum/_inhalt.html

---

Around half of the animals raised for food production in Germany are held on factory farms.

○ True ➲ **False**

Almost all animals are held on factory farms (96%).

Source*: https://aninova.org/news/anteil-massentierhaltung/

In a conventional fattening hall, 23 chickens are kept in an area of one square metre.

➲ **True** ○ False

Source*: https://www.landwirtschaft.de/einkauf/lebensmittel/tierische-lebensmittel/gefluegelfleisch

Cattle that live in freedom normally live to be 25 years old. If they are kept for meat production, their life expectancy is approx. 1.5 years.

➲ **True** ○ False

Source*: https://www.landwirtschaft.de/tier-und-pflanze/tier/nutztiere-allgemein/wie-lange-leben-rind-schwein-schaf-und-huhn

---

The impact of animal farming on global warming is greater than that of worldwide transportation.

➲ **True** ○ False

Methane emissions of ruminants, carbon release for the clearing of rainforests.

Source*: https://www.peta.de/themen/klimawandel/

Around 500 litres of water are required to produce 1 kg of beef.

○ True ➲ **False**

More than 15,000 litres are needed.

Source*: https://www.umweltbundesamt.de/themen/verstecktes-wasser

A hamburger contains approx. 2400 litres of virtual water.

➲ **True** ○ False

Source*: https://www.wwf.at/wp-content/cms_documents/wwf-infografik-weltwassertag-fastfood.pdf

---

The white on this picture is snow. 1

○ True ➲ **False**

What you can see are greenhouses in Almería in Spain, which is where most of our fruit and vegetables are grown.

Source*: https://www.spektrum.de/news/klimawandel-es-gruent-nicht-mehr-in-spanien/2158143

The vegetables and fruit that we buy in a normal supermarket are not contaminated with pesticides.

○ True ➲ **False**

Vegetables 55%, fruit 80%

Source*: https://www.greenpeace.de/themen/landwirtschaft/pestizide/essen-ohne-pestizide

* retrieved on 25.11.2024

1

QUIZ QUESTIONS ON BURGERS AND THEIR INGREDIENTS
FOR PARTICIPANTS FROM 7 YEARS

"Fast food" stands for …

- ○ a) food that is digested quickly as soon as you eat it.
- ➲ **b) food that is served quickly as soon as you order it.**
- ○ c) food that you quickly spend a lot of money on to buy.

Source*: https://de.wikipedia.org/wiki/Fast_Food

What do so-called "E numbers" tell us?

- ➲ **a) The additives that have been used as ingredients in a food product.**
- ○ b) The type of packaging used for a food product.
- ○ c) The country in which vegetables or fruit were grown.

Source*: http://das-ist-drin.de/glossar/e-nummern/

In which of the following is there no milk?

- ○ a) Most bars of chocolate.
- ➲ **b) Many types of potato crisps.**
- ○ c) Ice cream.

Source*: https://de.wikipedia.org/wiki/Kartoffelchips#Zusammensetzung_und_N.C3.A4hrwert

---

Which of the following is not meat?

- ○ a) Schnitzel
- ○ b) Cutlet
- ➲ **c) Seitan**

Source*: https://vegpool.de/magazin/warenkunde-was-ist-seitan.html

---

Which of the following doesn't grow naturally (outdoors, without special help) in Germany?

- ➲ **a) Avocado**
- ○ b) Onion
- ○ c) Cucumber

Source*: https://www.bloomling.de/info/ratgeber/avocados-selbst-zuechten

---

A burger bun is traditionally made from …

- ○ a) Buckwheat flour
- ○ b) Rye flour
- ➲ **c) Wheat flour**

Source*: https://www.timeout.com/newyork/restaurants/the-history-of-the-hamburger-an-american-invention

Tomatoes grow …

- ○ a) …on trees.
- ○ b) …under the ground.
- ➲ **c) …on bushy plants with a thin stem.**

Source*: https://de.wikipedia.org/wiki/Tomate

Which colour is never found on the natural shells of chicken eggs?

- ○ a) Brown
- ○ b) Yellowish white
- ➲ **c) Bright pink**

Source*: https://de.wikipedia.org/wiki/H%C3%BChnerei
http://das-ist-drin.de/glossar/e-nummern/

Who old can a cow live to be?

- ○ a) 100 years
- ➲ **b) 20 years**
- ○ c) 6 months

Source*: https://de.wikipedia.org/wiki/Hausrind#Merkmale

Which of the following is not true about pigs?

- ➲ **a) They are stupid and dirty**
- ○ b) They are so-called "hoofed animals"
- ○ c) They are very sensitive and thus easily stressed

Pigs are very intelligent animals and very clean in their ways. When raised in an organic environment, they naturally choose just one corner of their living space as a toilet. They are also very sensitive and quickly display signs of stress if they are not comfortable with the conditions.

Source*: https://de.wikipedia.org/wiki/Hausschwein#Heranwachsen

---

McDonald's originally comes from …

- ○ a) England
- ○ b) France
- ➲ **c) the USA**

Source*: https://www.timeout.com/newyork/restaurants/the-history-of-the-hamburger-an-american-invention

* Retrieved on 25.11.2024

Vegetarian burger patties

Ingredients (for 5 portions)

250 g	kidney beans
1	onion
1	clove of garlic
60 g	fine oat flakes
25 g	flour
Oil for frying	
1	tablespoon soya sauce
1	tablespoon medium-strength mustard
2	teaspoon paprika
1	teaspoon ground cumin
Salt and pepper	

Preparation

To start: Drain the kidney beans through a sieve (but without rinsing). Peel the onion and chop it into fine cubes. Peel and press the garlic.

Fry the onion: Heat 1 tablespoon of oil in a pan. Brown the diced onion in the oil. Add the pressed garlic.

Form the patties: Place the drained kidney beans (250 g) in a large bowl and crush with a fork (it doesn't matter if there are still a few pieces of bean left). Now add the onion, oat flakes and flour. Season with soya sauce, mustard, paprika and cumin. Knead the mix thoroughly. Add salt and pepper to taste. If possible, place the patty mix in a refrigerator for a couple of hours. It is easier to form and then fry the individual patties if everything is well cooled.

Fry the patties: Form the mix into patties and fry in plenty of oil. Brown the first side for 10 minutes on a low heat setting. Then flip the patties and do the same for the second side.

Enjoy!

Source: https://veggie-einhorn.de/kidneybohnen-burger/Further recipes can be found at chefkoch.de/

COCKTAIL PARTY

SHORT DESCRIPTION

The participants must answer various quiz questions to earn the ingredients for their cocktails – a fun way to convey background information on the fruits and other ingredients.

GOAL

The quiz tests the participants' knowledge about tropical fruits, such as where they are grown and how they are transported, and raises awareness for associated problems.

PREPARATION

Together with the group, choose one or more recipes for alcohol-free cocktails. We have provided a few example recipes on the following pages.

Further ideas can be found on the Internet, e.g. at

http://www.spiele-kinderspiele.de/cocktails-ohne-alkohol-rezepte-schnell.html

http://www.chefkoch.de/rs/s0/alkoholfreie+cocktails/Rezepte.html

http://www.rezepte-cocktails.de/alkoholfrei.html

The required ingredients need to be picked or bought in advance. The responsible facilitator should also make a note of the countries of origin of the chosen fruits. Alternatively, the group could go shopping together, allowing the search for this information to be integrated into the activity. Information on the countries of origin is needed later to enable the participants to calculate the total distance travelled by the various ingredients of their cocktail.

In addition, a world map is required to visualise the various countries where cocktail ingredients are grown.

IMPLEMENTATION

1. Explain how the game is to be played and – when working with a larger group – ask the participants to form smaller teams.

2. The teams must then answer questions correctly to earn each of the ingredients they need for their cocktail. The facilitator should therefore prepare several questions for each ingredient, in case the team gives a wrong answer. To avoid frustration, a short discussion can be used to nudge the participants towards the correct answer.

3. When everyone has all the required ingredients, they can calculate the total distance travelled by their cocktail by looking to see where each ingredient was grown and adding up the individual transport distances. Finally, the cocktails can be mixed. The calculations can naturally also be done after mixing while everyone is enjoying their cocktail.

Link for calculating the distances

https://www.luftlinie.org/

Weblinks retrieved on 25.11.2024

GROUP SIZE

From 2 persons

TIME REQUIRED

1 hour

AGE RECOMMENDATION

From 10 years

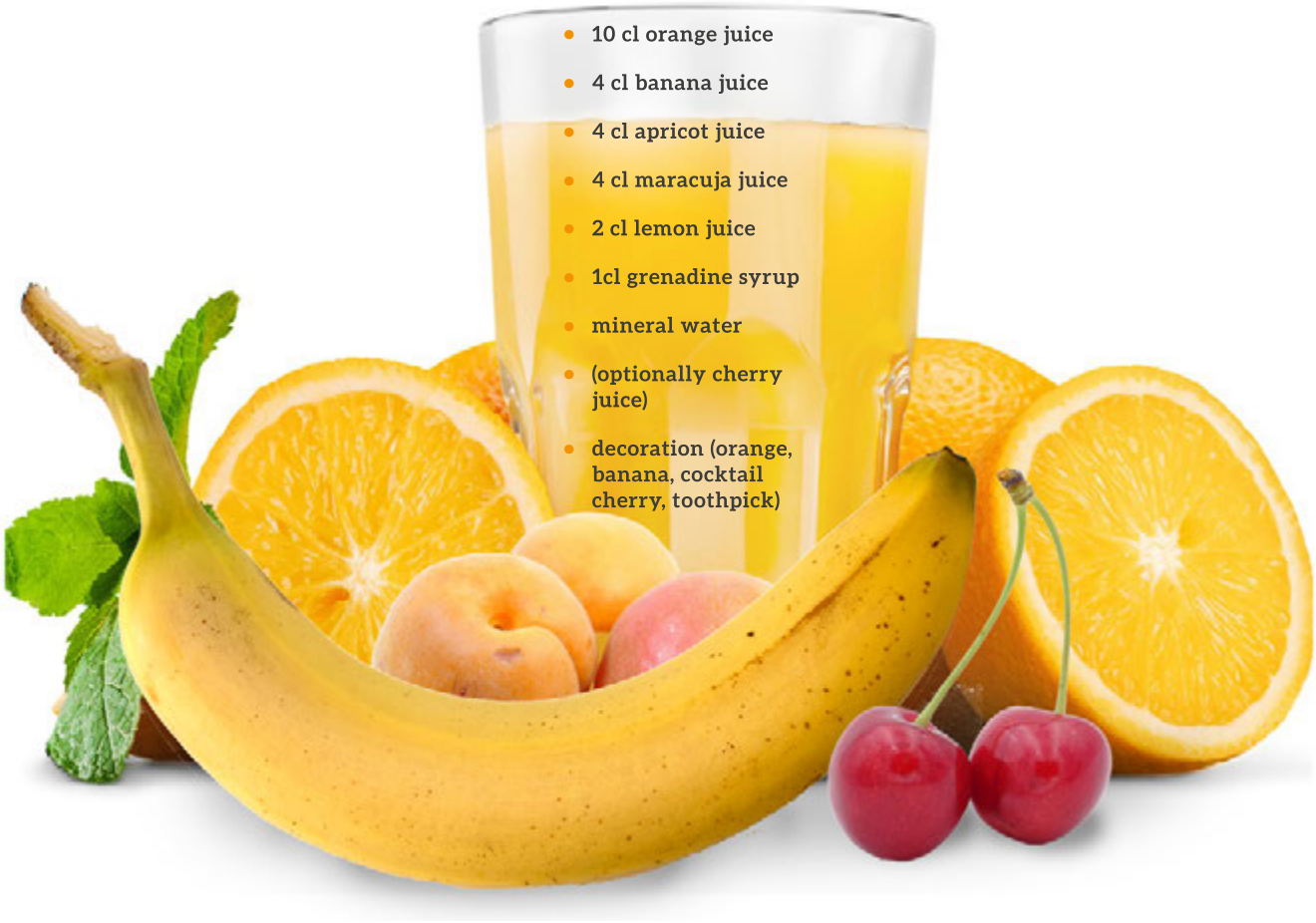
MATERIALS

* These materials can be found in the box.

- **World map for visualisation***
- **recipes**
- **ingredients**
- **shaker***
- **bar measure** (cl)*
- **measuring jug***
- **glasses**
- **drinking straws***
- (puzzle) **pictures***

RECIPE IDEA

PER GLASS:



POSSIBILITIES FOR THEMATIC FOLLOW-UP

- Find out where fruit grows locally (possibly using a website such as www.mundraub.org). Visit these places and pick fruit together.
- Make juice from the collected fruit.
- Expand the activity to include the subject of “nuts”

QUIZ EXAMPLES TO GET THE INGREDIENTS

ORANGE

Which of these fruits is an orange?

○ a) Grapefruit

➲ **b) Orange**

○ c) Mandarin

How much water is used in Florida to produce one glass of orange juice?

○ a) 1 glass
➲ **b) 1,000 glasses**
○ c) 10,000 glasses

Around 170 litres of virtual water is used to produce one glass of orange juice. The region in which the oranges are grown is a decisive factor: Growers in Brazil (5 litres) need much less artificial irrigation than growers in Florida (200 litres) or Spain.

Source*: https://www.brot-fuer-die-welt.de/gemeinden/fairaenderbar/hintergruende-und-informationen/

Which country does almost all the orange juice (90%) drunk in Germany come from? (Use the world map for visualisation!)

○ a) Germany
➲ **b) Iceland**
○ c) Brazil

Source*: https://de.wikipedia.org/wiki/Orangensaft

A worker on an orange plantation picks more than 6,000 oranges a day. What makes orange picking such a hard job?

➲ **a) Poisonous spiders and snakes**
➲ **b) Poor wages**
➲ **c) Poisonous fertilisers (pesticides)**

Source*: https://www.infosperber.ch/wirtschaft/globalisierung/orangenpfluecker-arbeiten-sich-krumm-fuer-einen-hungerlohn

BANANA

Where do bananas come from originally? (Use the world map)

○ a) Germany and France
➲ **b) Southeast Asia**
○ c) South America

Bananas first grew in Southeast Asia and spread via Africa to Europe and America, not least thanks to Arabian and Portuguese traders

Source*: https://www.planet-wissen.de/gesellschaft/lebensmittel/bananen/index.html

How long does it take for a banana to reach our supermarkets from the plantation?

○ a) 12 hours
➲ **b) Up to 4 weeks**
○ c) 2 months

Bananas are harvested while still green and transported to Europe on refrigerated ships. The ripening process is completed in special warehouses under the influence of ethylene gas and warmth. Finally, they are transported to shops by lorry or freight train.

Source*: https://www.quarks.de/gesundheit/ernaehrung/gelb-krumm-und-heiss-diskutiert-die-banane/

What is a cooking banana?

- ○ a) There is no such thing
- ➲ **b) A staple food in many regions of Latin America, Africa and Asia (similar to potatoes in Europe), sometimes also called a plantain**
- ○ c) A small red banana from Brazil which is poisonous and thus cannot be eaten raw.

Source*: https://www.essen-und-trinken.de/banane/pikante-banane-kochbanane-kleine-warenkunde-12025636.html

The biggest banana-growing countries are …? (Use the world map)

- ○ a) Great Britain and Spain
- ○ b) Indonesia and Russia
- ➲ **c) India and China**

Source*: https://atlasbig.de/weltweit-banane-produktion

APRICOT

Which of the following fruits is an apricot?

➲ **a) Apricot**

○ b) Peach

○ c) Nectarine

What is another name for an apricot?

- ○ a) Mirabelle
- ○ b) Mangosteen
- ➲ **c) Marille**

Which country is the world's biggest grower of apricots? (Use the world map)

- ➲ a) **Türkiye**
- ○ b) Italy
- ○ c) Andorra

Source*: http://de.wikipedia.org/wiki/Aprikose

MARACUJA

What is another name for a maracuja?

- ○ a) Sour apple
- ➲ **b) Passion fruit**
- ○ c) African gooseberry

Source*: https://www.pflanzen-lexikon.com/Box/Passiflora_edulis_forma_flavicarpa.html

Name 3 countries where maracujas grow!
(Use the world map)

In the meantime, the fruit is grown widely in the tropical and subtropical regions

Source*: https://de.wikipedia.org/wiki/Passiflora_edulis

Which of the following fruits is a maracuja?

○ a) Mangosteen

○ b) Tamarillo

➲ **c) Maracuja / passion fruit**

LEMON

What is the difference between a lemon and a lime?

Limes look similar to lemons, but are generally smaller, rounder and yellow to green in colour. They grow in tropical and subtropical regions, as well as in southern Europe, and are significantly more sensitive to cold than lemons.

After discussing the differences, show the pictures of lemons and limes.

Source*: https://www.teeverband.de/alles-%C3%BCber-tee/kr%C3%A4uter-und-fr%C3%BCchtetee/kr%C3%A4uter-und-fr%C3%BCchtetee/zitrone-und-limette/

Which countries are the world's biggest growers of lemons and limes? (Use the world map)

➲ **a) Mexico and India**
○ b) They are grown in large quantities almost everywhere
○ c) Canada and the USA

Source*: http://de.wikipedia.org/wiki/Zitrone

How many kilograms of oranges, mandarins and clementines does every German consume per year?

○ a) Approx. 0.5 kg
○ b) Approx. 5.5 kg
➲ **c) Approx. 13.5 kg**

The country with the highest consumption in Europe is Spain, followed by Germany in second place.

Source*: https://www.fruitnet.com/fruchthandel/orangen-mandarinen-und-clementinen-gewinnen-in-europa-zunehmend-an-bedeutung/257576.article

GRENADINE

Which fruit is grenadine made from?

- ○ a) Prickly pears
- ○ b) Granadillas
- ➲ **c) Pomegranates**

What colour is grenadine?

- ○ a) Blue
- ○ b) Colourless
- ➲ **c) Red**

Nowadays, many products sold as grenadine are actually mixtures of a variety of fruits such as raspberries, blackcurrants, blackberries and elderberries. Some contain only a very small proportion of fruit juice – or even no real juice at all – and consist mainly of sugar, water, colourings and flavours.

Source*: https://de.wikipedia.org/wiki/Grenadine_(Lebensmittel)

POMEGRANATE

Which of the following fruits is a pomegranate?

○ a) Dragon fruit / pitaya

➲ **b) Pomegranate**

○ c) Kaki / sharon / persimmon

Name 3 countries where pomegranates grow! (Use the world map)

.....

.....

.....

.....

.....

The area is which the fruit has traditionally been cultivated stretches from Central Asia to the Mediterranean, including Türkiye, Armenia, Azerbaijan, Georgia, southern Russia, Tajikistan, Turkmenistan, Uzbekistan, Iran, Pakistan, India, Afghanistan, Egypt, Spain, Morocco, Tunisia, Syria, Palestine and Israel. In the meantime, pomegranates are also grown in the USA, Central and South America, the Caribbean, South Africa and Australia.

Source*: https://www.baumschule-horstmann.de/gattung/granataepfel

MINERAL WATER

How many different mineral waters are sold in Germany?

- ○ a) Around 70
- ○ b) Almost 300
- ➲ **c) Over 500**

Source*: https://www.vdm-bonn.de/mineralwasser-fakten/marktdaten-mineralwasser/

Which of the following is not one of the world's biggest sellers of bottled water?

- ➲ **a) Viva con Agua**
- ○ b) Coca Cola
- ○ c) Nestlé

Viva con Agua is a non-profit association active in the field of international aid and development, whose declared aim to draw attention to global water problems and promote necessary solutions.

Source*: https://www.fr.de/wirtschaft/teuer-abgefuellt-92161133.html

Name 3 things that you could make out of a used plastic bottle?

Flower pot, measuring jug, storage for dry foods, lamp (by making a small hole for the cable and fitting an LED(!) light bulb), funnel, piggy bank, watering can

Further ideas*: https://www.genialetricks.de/plastikflaschen-neu-gestaltet/1021127217164

CHERRY

Cherries come in three colours. Can you name them?

Red, dark red, yellow
Subsequently, you can show the photos of different kinds of cherries.

In which months are cherries picked in Germany?

From the end of May until the end of July

Source*: https://www.landkorb.de/blog/wann-sind-kirschen-reif/

What percentage of the sweet cherries eaten in Germany are actually grown in the country?

46% (data for 2023)
The main sources of imports are Türkiye, Greece and Spain

Source: https://www.fruitnet.com/fruchthandel/su%C3%9Fkirschen-importmengen-minimal-gestiegen/261553.article

Which type of cherry is the original wild form?

- ○ a) Japanese mountain cherry
- ○ b) Sour cherry
- ➲ **c) Sweet cherry**

Source*: https://www.nabu.de/tiere-und-pflanzen/pflanzen/pflanzenportraets/wildpflanzen/gehoelze/11655.html

SUGAR

Fill the gaps:
Sugar is produced either from sugar

.....

.....

or sugar

.....

.....

Subsequently show the photos of sugar beets and sugar cane.

Do sugar beets grow in Germany?

- ➲ **a) Yes, since more than 200 years ago**
- ○ b) No
- ○ c) Yes, but only since 1945

Source*: http://heimatmuseum-seelze.de/zucker-tafel-01.pdf

How long does it take to make sugar out of a sugar beet?

- ○ a) 18 minutes
- ➲ **b) 12 hours**
- ○ c) 10 weeks

Source*: https://www.br.de/kinder/zucker-von-der-ruebe-in-die-tasse-herstellung-kinder-lexikon-wissenslexikon-100.html

---

Worldwide, 70% of sugar is produced from sugar cane. Which countries are the world's biggest sugar cane producers?

- ➲ **a) Brazil and India**
- ○ b) Bulgaria and Poland
- ○ c) Germany and Mexico

The working conditions on sugar cane plantations are problematic in various respects. Children are often sent to work in the plantations, and low wages are commonplace in the regions where sugar cane is produced.

Source*: http://de.wikipedia.org/wiki/Zuckerrohr

COCONUT

What colour is the liquid inside a coconut?

- ○ a) yellow
- ○ b) white
- ➲ **c) colourless**

Where do coconuts grow?

- ➲ **a) On coconut palm trees**
- ○ b) On coconut bushes
- ○ c) Under the ground

Did you know that coconuts are not actually nuts at all? What are they?

- ➲ **a) Stone fruits**
- ○ b) Hard shell berries
- ○ c) Root vegetables

Source*: https://www.baumpruefung.de/kinderseiten/warum-ist-die-kokosnuss-keine-nuss/

Where do coconut trees grow?
(Use the world map)

- ○ a) Only in greenhouses in Romania
- ➲ **b) Across the whole tropics (Philippines, Indonesia, Sri Lanka, India, South America, Africa...)**
- ○ c) Only in China, the USA, Russia and Korea

Source*: http://de.wikipedia.org/wiki/Kokospalme

The name for pineapple in the Guaraní language is "naná", which means "fruit". Where is the Guaraní language spoken? That is also where pineapples originally came from. (Use the world map)

- ➲ **a) Parts of Paraguay, Argentina, Brazil, Bolivia and Uruguay**
- ○ b) The Guaraní language is already extinct
- ○ c) Countries around the Sahara Desert (Egypt, Algeria, Libya, Mali, Morocco, Mauretania, Niger, Western Sahara, Sudan, Chad and Tunisia)

Source*: https://www.geisteswissenschaften.fu-berlin.de/we05/institut/mitarbeiter/reich/forschung/DFG-projekt-zweisprachige-Prosodie/Guarani/index.html

How do pineapples grow?

- ○ a) Under the ground
- ➲ **b) Close to the ground**
- ○ c) On tall palm trees

If you plant a young pineapple shoot, how long must you wait before you can harvest the first ripe fruit?

- ○ a) 20 days
- ○ b) 5 weeks
- ➲ **c) Between 14 and 20 months, depending on the temperature**

Source*: http://de.wikipedia.org/wiki/Ananas

LAST QUESTION BEFORE MIXING – TO EARN A DRINKING STRAW

How many kilometres has your cocktail travelled in total?

Pass around copies of the table of distances or use the Internet to calculate the distances between the countries of origin and your current location on the website:

https://www.luftlinie.org/

* All sources retrieved on 20.11.2024

SOURCES OF PHOTOS USED
RETRIEVED ON 20.11.2024

- Cherries:

  https://www.flickr.com/photos/jseidl2011/5862607420/in/photolist-9W3rEV-9W6g8s-9W4oWh

  https://www.flickr.com/photos/hoffnungsschimmer/15299741038/in/photolist-piZaYA-31YgS-9xuyLs-a1dtRh-nWx5xr-9ZSoRk-dygPS-o8eSrx-c4Rdim-oa1Z5p-6KH2H9-pyA9pk-nN6UgD-dQM4FX-59yLan-h8joku-h8jrYb-9QNM3F-3XJPdb-nSXqju-59yLnV-4Ukpmr-f6i8vk-fueiPn-6ukFCc-dqmQ3d-o6cszG-o2pNX7-6taSAw-8dpJag-6DtpF2-9S81XW-e3Bdnp-nPND1Q-o7aVNq-bvEC8f-8eU4TJ-5oyuB5-nKE21L-8dZvto-9S81Ls-ntBVNi-o6WNme-mSi5W4-nHFB4s-cpamPN-cpakLy-f314m3-fBrsfw-r4j9pN

- Lemon:

  https://commons.wikimedia.org/wiki/Lemon#mediaviewer/File:Lemon.jpg (author: André Karwath)

- Lime:

  https://commons.wikimedia.org/wiki/File:Limes.jpg?uselang=de (author: Steve Hopson)

- Sugar beet:

  https://commons.wikimedia.org/wiki/File:Sugar_beets.jpg?uselang=de (author: Stanzilla)

- Sugar cane:

  https://commons.wikimedia.org/wiki/File:Zuckerrohr,_Baños,_Ecuador_(9466281951).jpg (author: Rinaldo Wurglitsch)

- Apricot:

  https://commons.wikimedia.org/wiki/File:Apricots_one_open.jpg?uselang=de (author: Matthias Kabel)

- Peach:

  http://commons.wikimedia.org/wiki/File:Pfirsichteller01.jpg?uselang=de (author: Schwäbin)

- Nectarine:

  https://commons.wikimedia.org/wiki/File:Nectarines_2.JPG?uselang=de (author: Nicole-Koehler)

- Mangosteen:

  https://commons.wikimedia.org/wiki/File:Garcinia_mangostana.jpg?uselang=de (author: Hans B.)

- Tamarillo:

  https://de.wikipedia.org/wiki/Tamarillo#/media/Datei:Tamarillos_im_Anschnitt(janek2005).jpg

- Maracuja:

  https://de.wikipedia.org/wiki/Passiflora_edulis#/media/Datei:Passion_fruits_-_whole_and_halved.jpg (author: Ivar Leidus)

- Dragon fruit:

  https://commons.wikimedia.org/wiki/File:Hylocereus_undatus_red_pitahaya.jpg?uselang=de (author: T.Voekler)

- Pomegranate:

  https://commons.wikimedia.org/wiki/File:Granatapfel_2013.jpg?uselang=de (author: Tim.Reckmann)

- Kaki:

  https://commons.wikimedia.org/wiki/File:Diospyros_kaki_Frucht.jpg?uselang=de (author: Garitzko)

- Grapefruit:

  https://commons.wikimedia.org/wiki/File:Sliced_Grapefruit.jpg?uselang=de (author: LinuxPickle)

- Orange:

  https://commons.wikimedia.org/wiki/Category:Oranges#mediaviewer/File:Orange_seedless.jpg (author: Ivar Leidus)

- Mandarin:

  https://commons.wikimedia.org/wiki/Citrus_reticulata#mediaviewer/File:Mandarin_Oranges_%28Citrus_Reticulata%29.jpg (author: Joe Ravi)

- Red bananas:

  https://commons.wikimedia.org/wiki/Category:Red_banana#mediaviewer/File:Banane_Rose_-_2.JPG (author: MichaelFrey)

- Plantains:

  https://commons.wikimedia.org/wiki/File:Plantain.jpeg?uselang=de (author: SandisterTei)

- Baby bananas:

  https://commons.wikimedia.org/wiki/File:Twin_baby_banana,_Thailand.JPG?uselang=de (author: Mattes)

- Conventional bananas:

  https://commons.wikimedia.org/wiki/Banana#mediaviewer/File:Bananas_white_background.jpg (author: fir0002)

- Pineapple:

  https://www.flickr.com/photos/ilf_/5502512098/in/photolist-9oeP9f-bM5XGz-aeWyoN-bXqRjb-83r1hv-ajRhAE-cfSp8f-pv5h42-pv3w7U-puMY7D-pt381u-pdz4xt-g4kKYk-dRsajV-e3Bdnp-59NzW7-aAZJYz-aAZJeB-aAZCiZ-6MBCvi-aAZEog-pUjsov-aB3mgQ-aAZE7r-aAZDWP-8f9ea9-6Bnris-f4AwjC-prk23a-arWodb-iWbh3K-53QWGk-53VaXQ-53VaRw-53VaPf-9movps-21oVTP-6RYTJ-bdUGvn-dXQPhs-6Yphqa-6YtaWL-8raz8C-6YtaWE-6YtaWC-5hyePZ-aEJ7Ga-aEJ7G2-8Q8HBc-9KQX26

MARAKI

For one cocktail, you need:

1 lime

2 teaspoons cane sugar

Crushed ice

Maracuja juice

Cherry juice

A splash of sparkling water

Wash the lime in hot water, cut into eight pieces and drop into a heavy glass. Sprinkle the cane sugar over the lime pieces and crush well with a mortar. Now fill the glass completely with crushed ice.

The cocktail is especially tasty if you make the ice from orange juice, but you can also use plain crushed ice. Pour the maracuja juice over the ice (until the glass is approx. half full). Then take a teaspoon and carefully pour the cherry juice into the glass over the back of the spoon. The two juices will naturally start to mix a little, but if you look closely, you will still see the yellow maracuja juice between the green limes.

Finish by adding a splash of sparkling mineral water and stir around once to spread the bubbles.

source*: https://www.chefkoch.de/rezepte/1202631226047459/Shirley-Temple-a-la-Laabertasche.html

SHIRLEY

For one cocktail, you need:

3 cl freshly pressed orange juice

2 cl freshly pressed lime juice

Ice-cold lemonade, to top up

1 cl grenadine

2–4 cherries (cocktail cherries) as decoration

8 ice cubes

Tip the orange juice and lemon juice into a shaker with 4 ice cubes and shake vigorously for approx. 20 seconds. Then pour though a sieve into a glass with the other 4 ice cubes. Top up with lemonade as required and add the grenadine slowly over the top.

source*: https://www.chefkoch.de/rezepte/1202631226047459/Shirley-Temple-a-la-Laabertasche.html

ISLAND DREAM

For one cocktail, you need:

60 ml orange juice without added sugar

80 ml pineapple juice without added sugar

60 ml coconut cream, unsweetened (tinned)

Mix all the ingredients and serve well cooled.

CHOCOLATE BONBON FACTORY

GROUP SIZE
From 2 persons

TIME REQUIRED
2-3 hours

AGE RECOMMENDATION
From 7 years

MATERIALS
* These materials can be found in the box.

- Recipe*
- ingredients
- world map*
- cocoa tree photo*
- dried cocoa pods*

in tins:
- cocoa beans*
- nibs*
- cocoa butter*
- cocoa powder*
- letter cards A, B, C*
- bell*
- answer cards*
- copied bingo cards*

SHORT DESCRIPTION

The participants first learn more about the various stages of cocoa production and can then test their knowledge in a quiz on where and how the cocoa used to make chocolate is produced. To round off the activity, they can also make their own fair trade chocolate bonbons.

GOAL

The participants are encouraged to think more closely about the origins, manufacturing and our consumption of chocolate and become more aware of the associated problems.

PREPARATION

Gather together the materials representing the different stages of cocoa production ready for sorting. For the quiz section, copy the required number of bingo cards – depending on the quiz variant chosen. Together with the participants, choose one or more recipes for chocolate bonbons. A few example recipes can be found in the box. Remember that you will need more time and materials to prepare the more complicated variants. If only a shorter time is available, it is recommended to stick with a simple recipe. Make sure that you have collected all the required ingredients.

IMPLEMENTATION

1. **Processing steps: From tree to chocolate**

The participants must sort the production stages from cocoa bean to chocolate into the correct order. A photo of a cocoa tree, a dried cocoa pod and tins containing the other materials can be found in the box.

2. **Chocolate quiz – The quiz can be implemented in various ways:**

a. The first variant follows the same rules as the cocktail or vegetarian burger quiz. The participants must answer questions from the facilitator and earn one ingredient of their chocolate bonbon for each correct answer.

b. If you want to introduce a little more movement into the game, then a search quiz is an ideal variant. The facilitator asks the group to wait outside the door and hides "answer cards" around the room, for example by attaching them under chairs, above the door, on the side of a heating radiator, etc. with adhesive tape. The participants then come into the room and the facilitator reads out questions. The task is to find the card with the correct answer. Here, too, each correct answer is rewarded with an ingredient for the group.

c. If only a few ingredients are required, the quiz can be organised as a competition between two or more teams. Each team is given a set of cards with the letters "A, B, C". Each time a question is read out, the teams have a few moments to decide on an answer. When the facilitator gives the signal, the teams all hold up the letter corresponding to their answer at the same time and ingredients are awarded for a correct answer.

d. The quiz can also be played later in the session, for example during the "waiting time" after the bonbons have been placed in the refrigerator to cool. A "bingo" variant is especially suitable in this case. All the participants are given a bingo card and the facilitator then slowly reads out the quiz questions one by one. The participants must the mark the boxes on their bingo card that contain what they think is the correct answer. The winner is the first player to complete a vertical, horizontal or diagonal line with correct answers.

The game could then be continued to find a second winner, for example the last player who still has a completely empty line on his or her bingo card. Subsequently, all the correct answers can be revealed and taken as the starting point for a little discussion.

Notes on implementation with younger groups
With younger participants, it is recommended to use the photo and other materials to illustrate and then talk about the route taken by the cocoa bean from the tree to a bar of chocolate. The quiz questions are more suitable for older age groups. For the practical element, the "Choco-crossie bonbons" recipe in the method box is also easy to follow with primary school children, as it comprises only a few relatively simple steps.

3. Produce your own chocolate bonbons

The participants follow the chosen recipe to produce their own fair trade chocolate bonbons.
Recipes from page 44.

POSSIBILITIES FOR THEMATIC FOLLOW-UP

ALL SOURCES RETRIEVED ON 20.11.2024

- Watch a film on the subject of child labour in chocolate production (see film list)
- Supermarket challenge or a survey on child labour
- Take a closer look at other products where child labour is an issue
- Make wrappings or other suitable packaging for the bonbons, allowing for a discussion of subjects such as "plastics in packaging", etc.

SOLUTION: FROM TREE TO CHOCOLATE

1

Cocoa tree

Source*: https://de.wikipedia.org/wiki/Kakao

2

Cocoa pod

Cocoa fruit, an open cocoa pod and cocoa beans (author: Genet) Source*: https://commons.wikimedia.org/wiki/File:Theobroma_cacao_-_fruit,_from_inside,_beans.jpg

3

Cocoa beans

Roasted cocoa beans (author: 3268zauber) Source*: https://commons.wikimedia.org/wiki/File:Kakaobohnen.JPG?uselang=de

4

Cocoa nibs

(fermented, roasted, shelled and crushed beans)

Source*: https://i.pinimg.com/originals/ff/56/da/ff56dab2519fda-5569d54a62987b1b67.jpg

5

Cocoa butter

(obtained by grinding nibs and pressing the resulting mass) Grinding of the cocoa butter results in a thick, brown paste with a high fat content. After adding further ingredients, continued refinement of this cocoa paste in a process called "conching" finally produces what we know as chocolate. Another possibility for the processing of cocoa paste is to heat the paste and then press out the oil. This separates the cocoa paste into cocoa butter and cocoa press cake. Grinding the cocoa press cake, finally, produces cocoa powder.

Cocoa butter, also called theobroma oil (author: Maša Sinreih in Valentina Vivod) Source*: https://commons.wikimedia.org/wiki/File:Cacao_oleum1.JPG?uselang=de

6

Kakaopulver

Cocoa, Cocoa powder, on a sheet of paper, with scale / measurement by Rillke Source*:https://commons.wikimedia.org/wiki/File:Theobromae_cacaois_seminis_pulvis_308294.jpg?uselang=de

QUIZ QUESTIONS – FOR QUIZ VARIANTS A + C

How much chocolate does every person in Germany eat per year on average?

- ○ a) 2 kg
- ➲ **b) 7.89 kg (2024)**
- ○ c) 24.7 kg

Source: https://de.statista.com/statistik/daten/studie/72632/umfrage/pro-kopf-verbrauch-von-schokoladenwaren-in-deutschland/

How many jars of Nutella chocolate spread are eaten worldwide per year?

- ○ a) 7 million
- ➲ **b) 400 million**
- ○ c) 33 million

Source*: https://de.globometer.com/lebensmittel-nutella-glaeser.php

---

Where does the name "chocolate" come from?

- ➲ **a) From the Aztec word "cacahuatl" (cocoa water)**
- ○ b) From the French word "chocolat"
- ○ c) From the Latin word "coccineus" (scarlet red)

Source*: https://de.wikipedia.org/wiki/Schokolade#cite_note-COE-2

Where does the cocoa tree come from originally?

- ○ a) Caribbean
- ○ b) Africa
- ➲ **c) Central and South America**

Source*: https://www.theyo.de/blogs/theyorie/geschichte-der-schokolade

---

Which country is the biggest cocoa producer today?

- ○ a) Mexico
- ○ b) Cameroon
- ➲ **c) Côte d'Ivoire**

Source*: https://de.statista.com/statistik/daten/studie/28398/umfrage/produktionsmenge-von-kakaobohnen-nach-ernte-land/

Where do cocoa pods grow?

- ➲ **a) Directly on the truck of the cocoa tree**
- ○ b) Hanging from the branches of a tree like cherries
- ○ c) Under the ground like a potato

Source*: https://www.mein-schoener-garten.de/gartenpraxis/indoor/ueber-die-kakao-pflanze-und-schokoladen-herstellung-6116

How are the ripe cocoa fruits harvested?

- ➲ **a) Cut down one by one with a sharp knife**
- ○ b) Shaken from the tree
- ○ c) With harvesting machines

Source*: https://www.theyo.de/blogs/theyorie/kakaoanbau-und-ernte

---

Which part of the cocoa tree is later used to produce cocoa powder?

- ○ a) Trunk
- ○ b) Shells of the fruit pods
- ➲ **c) Beans inside the pods**

Source*: https://www.theyo.de/blogs/theyorie/kakaoanbau-und-ernte

---

Before they are dried, cocoa beans are …?

- ○ a) ...green and almost tasteless
- ➲ **b) ... almost white and rather bitter**
- ○ c) ... yellow and sour like a lemon

Source*: https://schokoinfo.de/fermention-farbe-und-aroma-kakaoanbau-kakao-schokoinfo/

Approximately how many cocoa pods are required to make one bar of chocolate?

- ○ a) 10 pods
- ○ b) 5 pods
- ➲ **c) 1 pod**

Source*: https://schokoinfo.de/schokotorial/vom-samen-zur-kakaobohne-zur-schokolade/

How many children are estimated to be working in cocoa production in the main growing countries Côte d'Ivoire and Ghana?

- ➲ **a) Approx. 1.5 million**
- ○ b) Approx. 300,000
- ○ c) Approx. 5,000

It is common to find children working on cocoa farms, often because the small farmers are not earning enough to pay adult workers. A lot of the work they do is not really suitable for children. Various exploitative forms of child labour and child slavery are also encountered on cocoa farms.

Source*: https://www.regenwald-schuetzen.org/regenwaldschutz-im-alltag/verbrauchertipps-im-alltag/kakao-und-schokolade/kinderarbeit-im-kakaosektor

Which company is the world's largest chocolate manufacturer?

○ a) Mars Inc.
➲ **b) Barry Callebaut**
○ c) Nestlé

Barry Callebaut has its headquarters in Switzerland and supplies chocolate to Unilever, Nestlé and Cadbury, among others

Source*: https://de.statista.com/statistik/daten/studie/369305/umfrage/absatz-von-barry-callebaut-weltweit-nach-regionen/

QUIZ QUESTIONS – FOR QUIZ VARIANTS B + D

How much chocolate does every person in Germany eat per year on average?

➲ **Approx. 8 kg**

Source*: https://de.statista.com/statistik/daten/studie/72632/umfrage/pro-kopf-verbrauch-von-schokoladenwaren-in-deutschland/

Where does the name "chocolate" come from?

➲ **From the Aztec word "cacahuatl" (cocoa water)**

Source*: https://de.wikipedia.org/wiki/Schokolade#cite_note-COE-2

Where does the cocoa tree come from originally?

➲ **From Mexico**
➲ **From Central and South America**

Source*: https://www.theyo.de/blogs/theyorie/geschichte-der-schokolade

---

Which country is the biggest cocoa producer today?

➲ **Côte d'Ivoire**

Source*: https://de.statista.com/statistik/daten/studie/28398/umfrage/produktionsmenge-von-kakaobohnen-nach-ernte-land/

How are the ripe cocoa fruits harvested?

➲ **Cut down one by one with a sharp knife**

Source*: https://www.theyo.de/blogs/theyorie/kakaoanbau-und-ernte

---

Which part of the cocoa tree is later used to produce cocoa powder?

➲ **The beans inside the pods**

Approximately how many cocoa pods are required to make one bar of chocolate?

➲ **1 pod**

Source*: http://www.fair4you-online.de/cms/media//pdf/mach_mit/aktionsideen_von_a-z/Schokoladenquiz.pdf

---

How many children are estimated to be working in cocoa production in the main growing countries Côte d'Ivoire and Ghana?

➲ **Approx. 1.5 million**

It is common to find children working on cocoa farms, often because the small farmers are not earning enough to pay adult workers. A lot of the work they do is not really suitable for children. Various exploitative forms of child labour and child slavery are also encountered on cocoa farms.

Source*: https://www.regenwald-schuetzen.org/regenwaldschutz-im-alltag/verbrauchertipps-im-alltag/kakao-und-schokolade/kinderarbeit-im-kakaosektor

---

Which company is the world's largest chocolate manufacturer?

➲ **Barry Callebaut**

(Barry Callebaut has its headquarters in Switzerland and supplies chocolate to Unilever, Nestlé and Cadbury, among others)

Source*: https://de.statista.com/statistik/daten/studie/369305/umfrage/absatz-von-barry-callebaut-weltweit-nach-regionen/

* Retrieved on 20.11.2024

Biscuit-crunch bonbons

Ingredients (1 portion)

200 g plain or full-milk chocolate
100 g sponge finger or butter biscuits
50 g sifted powdered sugar
50 g butter
1 bottle butter vanilla aroma or similar
Cocoa powder or coconut flakes for dusting

Instructions

Preparation: approx. 20 Min. / Resting time: approx. 10 Min.

Place the biscuits in a freezer bag and crush using a rolling pin. Melt the butter. Stir the flavouring into the butter so that everything is evenly distributed.

Heat the chocolate slowly in a water bath. After the whole chocolate has melted, stir in the crushed biscuits, powdered sugar and butter, and place the mixture in the refrigerator for 10 minutes to cool.

Use a spoon to separate small portions of the mass and form them into a ball between your hands. Roll in cocoa powder or coconut flakes and leave to cool completely in a bonbon tray.

Source*: http://www.chefkoch.de/rezepte/2058601333018067/Pralinen-selbstgemacht.html **(20.11.2024)**

Nut-nougat bonbons

Ingredients (for approx. 18 bonbons)

200 g couverture chocolate, plain or full-milk

100 g nut-nougat cream

Instructions

Preparation: approx. 10 min. / Resting time: approx. 1 hr.

Melt the couverture chocolate in a water bath. Fill silicone ice cube moulds (the best option, as it is then easier to remove the bonbons) or else normal ice cube moulds to about one-third with the melted chocolate. Then place the moulds in the refrigerator for approx. 15 minutes to allow the chocolate to cool.

Subsequently melt also the nougat cream and pour it onto the chocolate in each mould. The surface of the chocolate must already be solid, otherwise the nougat cream and chocolate will mix! Then put the moulds back in the refrigerator for a short time.

Finally, pour the remaining chocolate into the moulds to produce a top layer. It may be necessary to melt the chocolate again to be able to do this. Place the moulds in the refrigerator for approx. 1 hour, then carefully press the finished bonbons out of the moulds.

Source*: http://www.chefkoch.de/rezepte/1217171227283184/Nuss-Nougat-Pralinen.html **(20.11.2024)**

Coconut bonbons

Ingredients (for approx. 30 bonbons)

100 g	cream
25 g	butter
200 g	white chocolate
125 g	coconut flakes
75 g	coconut flakes for rolling
	Almonds (optional)

Instructions

Preparation: approx. 20 min. / Resting time: approx. 1 hr.

Die Sahne mit der Butter erwärmen u. die Schokolade darin schmelzen. Dann die Kokosraspeln rein und alles mit dem Mixer verkneten.

Die Masse ist flüssig, nicht erschrecken! Aber wenn sie im Kühlschrank war, so etwa 1 Stunde, ist die Masse genau richtig um sie zu verarbeiten.

Wenn ihr möchtet, könnt ihr beim Kugeln formen jeweils eine halbe Mandel mit rein tun. Anschließend die Kugel in den Kokosraspeln wälzen u. im Kühlschrank lagern.

Source*: http://www.chefkoch.de/rezepte/898331195222777/Raffaello-Pralinen.html **(20.11.2024)**

Snowballs

Ingredients

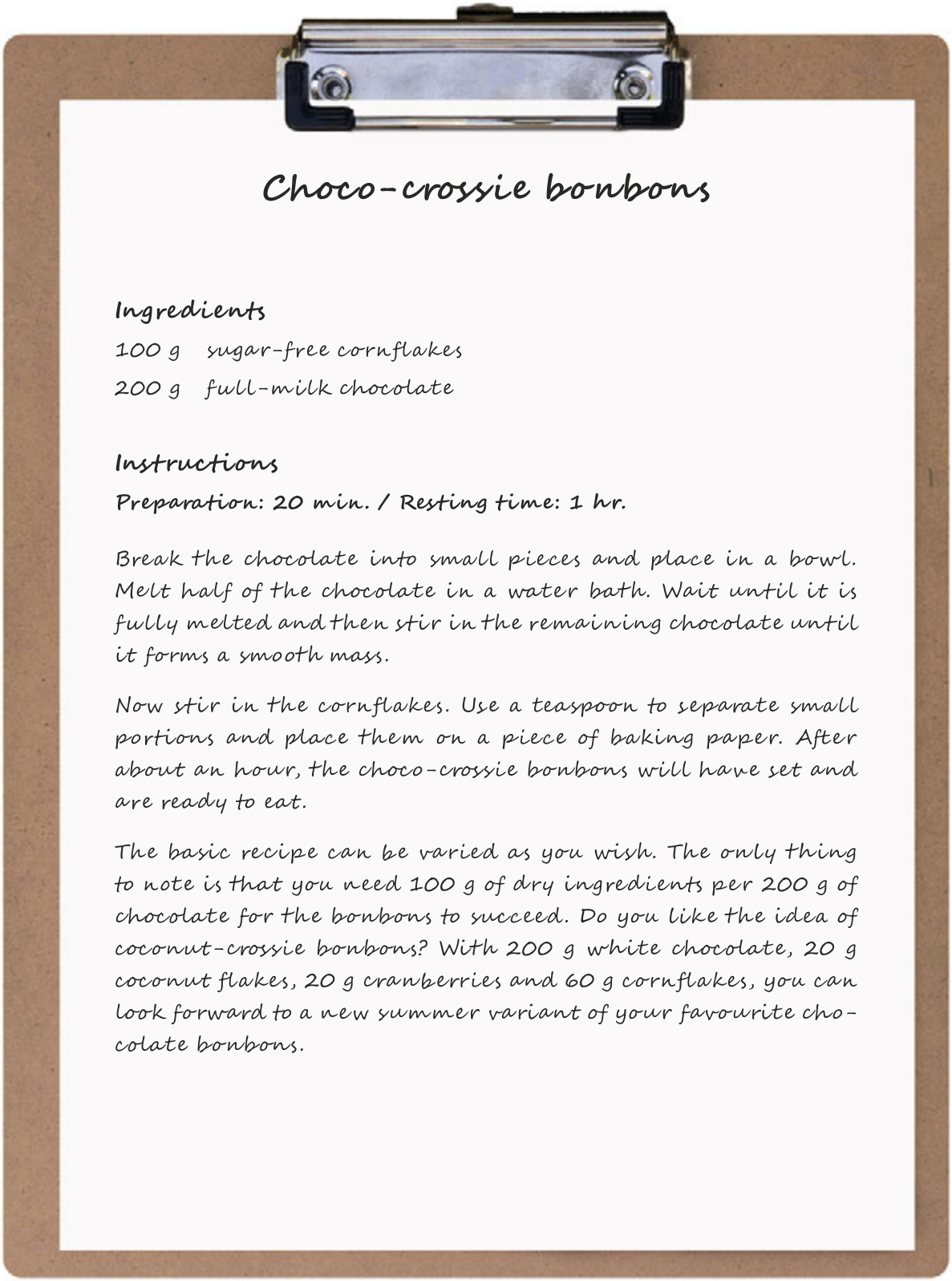
200 g	full-milk chocolate
200 g	plain chocolate
800 g	finely ground almonds or hazelnuts
350 g	butter (soft)
	Coconut flakes (fine)
	Gingerbread spice
	Cinnamon
	Salt

Instructions

Preparation: 20 min. / Resting time: 1 hr

First melt the chocolate in a water bath. Mix the butter as well as you can with a pinch of salt and 400 g of the ground almonds/hazelnuts. Then gradually add the melted chocolate and continue to stir the mixture into a smooth paste. At the end, stir in the remaining ground almonds/hazelnuts. Add spices according to personal taste, possibly checking the result as you go.

Stir everything together well and place in the refrigerator for an hour. Tip the coconut flakes into a bowl and lay out a piece of baking paper. Use a teaspoon to separate small portions of mass and form them into a ball. Roll the balls in the coconut flakes and place them on the baking paper.



Choco-crossie bonbons

Ingredients

100 g sugar-free cornflakes

200 g full-milk chocolate

Instructions

Preparation: 20 min. / Resting time: 1 hr.

Break the chocolate into small pieces and place in a bowl. Melt half of the chocolate in a water bath. Wait until it is fully melted and then stir in the remaining chocolate until it forms a smooth mass.

Now stir in the cornflakes. Use a teaspoon to separate small portions and place them on a piece of baking paper. After about an hour, the choco-crossie bonbons will have set and are ready to eat.

The basic recipe can be varied as you wish. The only thing to note is that you need 100 g of dry ingredients per 200 g of chocolate for the bonbons to succeed. Do you like the idea of coconut-crossie bonbons? With 200 g white chocolate, 20 g coconut flakes, 20 g cranberries and 60 g cornflakes, you can look forward to a new summer variant of your favourite chocolate bonbons.

SUPERMARKET CHALLENGE

SHORT DESCRIPTION

The participants form groups and go shopping for the ingredients required for the "Vegetarian burger quiz" activity. While doing so, they must answer various questions from a task sheet. The supermarket challenge described here is thus only meaningful directly before the burger quiz.

GOAL

The participants become more aware of the ingredients and origins of different food products. They also get to know the meaning of terms such as "animal product", "fair" or "vegan".

PREPARATION

Print the task sheets and calculate approximately how much of each ingredient is needed to make a burger for all the participants (refer to the recipe under "Vegetarian burger quiz"). Decide how to share the shopping for ingredients between the groups to ensure that they don't return with either too many or not enough ingredients.

IMPLEMENTATION

The participants are divided into teams of equal size. In a mixed group, the younger children should be placed in a team together with older participants so that they are not at a disadvantage. The teams are allowed to move freely around the supermarket to find the required products and complete their task sheets.

It is explained at the beginning that the group is going to make burgers for everyone to eat, but that they have to go shopping first. They are given a task sheet with a list of what they have to buy. The required ingredients are marked with an "X" in the first column. The shopping lists of the individual teams may not be identical – it's not necessary to buy four packs of oat flakes, for example. Where appropriate, the facilitator can use the empty column to specify an exact amount in order to avoid confusion.

The task sheet also includes a number of questions about the products on the shopping list. These must be answered in the right-hand column. The team which presents a fully completed task sheet with correct answers and has also bought all the assigned ingredients is the winner of the supermarket challenge.

The participants can also be told that they should buy organic products wherever possible. In this case, the facilitator should check the available product range in advance.

The supermarket challenge can also be organised with an individually compiled task sheet with other products and questions, for example with a focus on sweets and fair trade chocolate as preparation for the "Chocolate bonbon factory" activity.

EVALUATION

After the game, the following questions can be discussed:

- What did you find especially surprising?
- How difficult was it to fill out the task sheet?
- Which question was particularly difficult to answer?
- What is a regional product?
- What do we understand by animal ingredients/products?
- Can you think of a few?

POSSIBILITIES FOR THEMATIC FOLLOW-UP

- "Cocktail party" activity
- "Food tasting" activity
- Information on fair trade: www.fairtrade-deutschland.de and https://www.stern.de/politik/ausland/fairtrade--billige-scheinloesung-oder-viele-kleine-schritte--die-wirken--34564880.html (25.11.2024)
- Information on different quality labels: www.label-online.de
- Try out the smartphone app "CodeCheck" to evaluate the ingredients of different products in the supermarket

GROUP SIZE
4 - 16 persons

TIME REQUIRED
60 - 90 Minuten

AGE RECOMMENDATION
From 8 years (accompanied by a facilitator or in mixed groups with older participants)

MATERIALS
* These materials can be found in the box.

- **Printed task sheet for each group**
- **Cloth bag for each group to carry their shopping**
- **Money to buy the ingredients**

Only buy products marked with "X"		Question/task	Answer
		What are the 3 main ingredients of burger buns or other packaged bread rolls suitable for burgers?	
		In what kind of packaging are oat flakes sold?	
		Which other herbs can you buy (apart from parsley)? Name three different ones.	
		How much does a large onion weigh?	
		Which countries do the different kinds of tomatoes sold in the supermarket come from?	
		How many ingredients are listed on the label of vegetable stock? Choose one of the available brands.	
		How many different kinds of butter can you buy here in the supermarket?	
		What different kinds of eggs can you buy here in the supermarket?	
		Which different oils can you buy that are suitable for frying?	
		Is there anything in ketchup that is either derived from animals or produced using animals?	

FOOD TASTING

SHORT DESCRIPTION

The participants are asked to taste a variety of conventional, vegan, fair and organic products, but without knowing which ones are conventional, vegan, fair or organic. They assess the individual food products by awarding points and ranking them in a list.

GOAL

The participants are made aware that vegan and organic/fair treats can be a tasty alternative to conventional products. They also learn that some brand products contain additives to artificially "improve" the taste.

PREPARATION

Print out the ready-prepared scoring sheets or your own version. Servings of the products are placed on plates in the kitchen and marked with the numbers used on the scoring sheet, without the participants seeing which product is on which plate. The product names are written on adhesive notes and attached to the bottom of the plate. Where appropriate, you can prepare conventional, organic and vegan variants of a product.

For some products, it may only be meaningful to distinguish between organic and conventional variants. Brand-name products can also be used to enable comparisons between familiar and alternative products. Facilitators can modify and extend the list as they wish, depending on their particular focus and preferences. The blank scoring sheet can be used to draw up an individual list.

Another idea is to specify the price per pack. Especially with older participants, who are more likely to bring up the "much higher" price of organic products, this additional information can be very interesting. It is also better if everyone is hungry, so that are motivated to try as many different products as possible.

IMPLEMENTATION

The participants are given a scoring sheet and can start tasting the products. They are asked to award points ranging from 1 (very bad) to 10 (extremely good) for each product and write their scores on the sheet. The facilitator can explain at the beginning that some of the product variants are organic, vegan or fair products, and maybe that some variants are brand products. No-one is allowed to look under the plates.

When everyone has finished tasting, the points are counted up. The total number of points awarded to a product is noted and placed in front of the plate concerned where everyone can see it. Then the plates are turned over to reveal the identity of the products. This can also be done one by one, so that attention can be concentrated on each separate product.

NOTES ON BUYING PRODUCTS

As one of the ideas behind this activity is to introduce the participants to products they don't know, you may consider buying certain products from a specialist organic or health-food shop. On the other hand, if the focus is to be placed on products that are also readily accessible to the participants themselves, most product variants (fair, organic, vegan) can be obtained from a supermarket chain with a corresponding product range. A selection from both organic shops and supermarkets is also possible, of course. It is recommended to include the source of the product on the notes under the plates. Brand names are a good basis for comparisons, as the participants will usually know them.

To make whole tasting event even more exciting, it can be organised as a kind of show. Juries award their points to each product, until the overall result is revealed at the end. The facilitator here acts as the presenter of the show.

GROUP SIZE

2 - 15 persons

TIME REQUIRED

40 minutes

AGE RECOMMENDATION

From 6 years

MATERIALS

* These materials can be found in the box.

- **Products for tasting** (see scoring sheet)
- **Printed scoring sheet for each participant**
- **Adhesive notes**

EVALUATION

After the tasting, the following questions can be discussed:

- Were you particularly surprised by any of the results?
- Was there any product that you didn't like at all?
- Would you also ask to buy some of the products you have just tasted if you go shopping with your parents?
- What exactly do organic, fair and vegan mean?
- If prices were displayed: How significant are the price differences? Are organic/fair/vegan products always much more expensive?
- Why do certain brand or discount products taste better? Why do you think that is? (The discussion can here be guided to the generally unhealthy flavour-enhancing ingredients such as sugar, salt and fat in order to raise awareness.)
- Do you know the app "CodeCheck"?
  (It can be used to evaluate the ingredients of foods, cosmetics and other products. You only need to scan the barcode.)

POSSIBILITIES FOR THEMATIC FOLLOW-UP

- "**Cocktail party**" activity
- "**Supermarket challenge**" and "**Vegetarian burger quiz**" activities
- "**Animal puzzle**" activity
- Information on fair trade:
  www.fairtrade-deutschland.de (02.12.2024)
- Who earns what? Cost of raw cocoa in the price of chocolate – Comparison between conventional and fair trade:
  https://www.fairtrade-deutschland.de/fileadmin/DE/mediathek/pdf/fairtrade_unterrichtseinheit_kakao.pdf (page 7) (02.12.2024)
- Information on different quality labels:
  www.label-online.de

Product	Points from 1 to 10
Chocolate spread 1	
Chocolate spread 2	
Chocolate spread 3	
Biscuit 1	
Biscuit 2	
Biscuit 3	
Milk 1	
Milk 2	
Milk 3	
Crisps 1	
Crisps 2	
Apple 1	
Apple 2	
Cheese 1	
Cheese 2	
Juice 1	
Juice 2	
Juice 3	

Meaning of points

1 = very bad
2 = bad
3 = not so good
4 = not too bad
5 = OK
6 = quite good
7 = good
8 = very good
9 = very, very good
10 = extremely good

ANIMAL PUZZLE

SHORT DESCRIPTION

The puzzle exercise draws attention to the way animals are kept on farms. The participants must assign the correct life expectancy in freedom and when kept on a farm to various animals.

GOAL

The goal is to encourage reflection on our eating habits and to raise awareness for the impact on animals, nature and the environment..

PREPARATION

Print out the puzzle cards. It is not necessary to use all the examples. With a larger group, several sets of puzzle cards can be printed to allow the puzzle to be tackled in smaller teams.

IMPLEMENTATION

1. First explain the puzzle to the participants.
2. The correct life expectancy must be assigned to each animal – first the life expectancy of animals living in freedom, and secondly their life expectancy when kept on a farm.
3. When everyone is done, the correct answers can be revealed and discussed.

EVALUATION

The following questions can be used to guide the discussion:

- Was it easy or difficult to assign the numbers?
- What surprised you?
- Do you go shopping yourself? Do you know where the animal products come from?
- How many products can you think of that are either made from animals or animal products or else contain animal-derived ingredients?

POSSIBILITIES FOR THEMATIC FOLLOW-UP

Watch a film together::

- „Samsara“
  https://www.youtube.com/watch?v=k56NBsZXjr8 (02.12.2024)
- „Die Meatrix“
  https://www.youtube.com/watch?v=Ois4a8UyBX8 (02.12.2024)
- and
  https://www.youtube.com/watch?v=4Q0H9osRKCw&index=18&list=PLC67A0360375EEA96) (02.12.2024)

Warning: Samsara presents unfiltered real video footage which could be distressing for some viewers. The Meatrix is a sharp parody with a drastic message. Some viewers may find the images upsetting and emotionally overwhelming.

- Organise a supermarket challenge and discover all the different products that contain animal-derived ingredients (possibly as shopping for other activities)
- Make vegetarian/vegan sandwich spreads together
- Internet research into vegetarian/vegan diets and their pros and cons. A few photos of “famous vegan celebrities” can be found in the box.

GROUP SIZE
From 2 persons

TIME REQUIRED
15 minutes

AGE RECOMMENDATION
From 8 years

MATERIALS
* These materials can be found in the box.

- **Puzzle cards***
- **Photos of “famous vegan celebrities”***

BACKGROUND INFORMATION

Germany

- In 2023, there were 1.52 million vegans (2%) and 8.12 million vegetarians (10%) living in Germany.
- 70% of vegetarians and vegans are female and most are under 30 years old. 60% of them mentioned sustainability and animal well-being as the reason why they avoid eating meat.
- According to the BMEL Nutrition Report 2024, 39% of all Germans buy alternative vegetarian or vegan products at least occasionally. That is an increase of 10% compared to 2020.
- The German market for veggie foods is worth over €1.2 billion.
- Germany is the world's number-one country for vegan product launches with a share of 15% of food and drinks products.

Worldwide

- Worldwide, 500 million people live as vegans, the majority of them in Asia (9% of the continent, ~400 million people).
- On the other hand, well over 1 billion people are vegetarians. That can be attributed to the large Hindu population in India (38% of the Indian population eats a vegetarian diet).
- In Europe, there are on average 6.7% vegetarians and 2.1% vegans per country. Ireland, Denmark, Norway and Sweden have the highest proportion of vegans at 4%.
- The number of vegans is rising rapidly all over the Western world. The USA reports an increase from 3% (2020) to 5% (2022), for example

  Source: https://veganivore.de/anzahl-veganer-statistiken-fakten/ (14.8.2024)

PUZZLE SOLUTION

Animal	Life expectancy in years	
	in freedom	on farms
Rabbit	10 years	10-12 weeks
Pig	20 years	0,5 years
Turkey	15 years	2-3 months
Laying hen	20 years	1,5 years
Male chicks	20 years	maximal a few hours
Broiler chicken	20 years	5-6 weeks
Lamb	20 years	maximal 0,5 years
Beef cattle	20 years	maximal 2 years
Dairy cow	20 years	4-5 years
Goose	30-40 years	A few months

Compiled from various sources

https://www.vier-pfoten.at/kampagnen-themen/themen/nutztiere/nutztiere-lebenserwartung (02.12.2024)

https://www.geo.de/natur/tierwelt/21383-rtkl-massentierhaltung-wie-lang-nutztiere-leben-koennten-und-wie-alt-sie (02.12.2024)

https://www.peta.de/themen/lebenserwartung-tiere/ (02.12.2024)

Background information on male chicks

The routine culling of male chicks has been forbidden since 1 January 2022. The regulations on gender determination before hatching were amended in 2023 and came into force in 2024.

https://www.bmel.de/DE/themen/tiere/tierschutz/tierwohl-forschung-in-ovo.html (02.12.2024)

Since January 2022, hatcheries in Germany are no longer permitted to kill male chicks directly after hatching. But what happens to these "brother chicks"? WISO set out to trace their fate.

https://www.zdf.de/nachrichten/wissen/kueken-toeten-verbot-bruderhahn-ei-100.html (02.12.2024)

https://www.peta.de/themen/kueken-toeten/ (02.12.2024)

TOPIC

TEXTILES

“REVEAL THE PICTURE” GAME

GROUP SIZE

From 4 persons

TIME REQUIRED

30 minutes

AGE RECOMMENDATION

From 10 years

MATERIALS

* These materials can be found in the box.

- **Projector**
- **Laptop**
- **Presentation on the USB stick from the box**
- **The images themselves can also be requested by contacting**

  education@arche-nova.org

SHORT DESCRIPTION

The participants must guess the contents of various pictures as they are revealed step by step and can then reflect on what the picture shows.

GOAL

The participants become familiar with different aspects of textile production and the fashion industry.

PREPARATION

Set up the equipment and familiarise yourself with the various images so that you are ready to respond to questions and can offer further background information.

IMPLEMENTATION

The participants are divided into two teams and then compete against each other by trying to be first to guess the content of each picture. The team that guesses the most images correctly is the winner. The facilitator clicks through the presentation to reveal more and more of each hidden picture. The teams try to guess what the picture shows and the first team to guess correctly is awarded a point. It is also possible to play the game as a single group, as the competitive approach may sometimes be counterproductive where the aim is to promote cohesion and togetherness.

The facilitator can encourage discussion of the following questions during or after the game:

- Where could that be?
- What exactly are we watching and what is happening in the picture?
- What could that have to do with us?
- How many shirts/pullovers/pairs of jeans do you own? Do you even know how many?

Facilitators can also provide background information on the subject of each picture that is revealed. A few ideas for topics that can be discussed in the group can be found below under “Links and background information”.

POSSIBILITIES FOR THEMATIC FOLLOW-UP

- Textile upcycling
- Textile printing
- Organise a clothes-swapping party: The participants bring along items of clothing that are still in good condition but which they no longer wear. A line is set up across the room to hang up the clothes. Everyone can then choose something else that they would like to wear.

LINKS AND BACKGROUND INFORMATION ON THE INDIVIDUAL PICTURES
(ALL RETRIEVED ON 02.12.2024)

Image 001 Model on the catwalk; topic: General background on the history of fashion,
https://en.wikipedia.org/wiki/Fashion

Image 002 Garment workers in Bangladesh; topic: Working conditions in textile production,
http://www.handelsblatt.com/unternehmen/handel-konsumgueter/gipfel-der-textilbranche-bangladesch-das-dilemma-der-naeherinnen-von-dhaka/19443666.html

Image 003 Adidas; topic:
Cheap production for expensive brands,
http://www.sueddeutsche.de/wirtschaft/adidas-sportlich-im-akkord-1.2987550

Image 004 Cotton field; topic: The very water-intensive cotton plant is often grown in countries where the climate is very dry and artificial irrigation depletes natural water reserves,
https://www.engagement-global.de/de/stoffgeschichten-baumwolle

Image 005 Jeans; topic: The history of the most famous workman's trousers in the world,
http://www.baumwoll-seite.de/Baumwolle/jeans.html

Image 006 Clothing donations; topic: What can we do with clothes we no longer like?
https://www.drk-neuenstadt.de/kleiderspende.html

Image 007 Clothing of a Muslim woman/headscarf;
https://pxhere.com/de/photo/634436

Image 008 Traditional kimono worn by women in Japan;
https://pixabay.com/es/illustrations/mujer-kimono-japon%C3%A9s-tradicional-6340211/

Image 009 Girls wearing traditional dirndl dresses;
https://pixabay.com/de/photos/bayerisch-kinder-mädchen-kostüm-116074/ photo by Brigitte Werner on Pixabay

Possible topics: People in different countries wear different clothes. What is fashion? Misconceptions: Do all women in Japan wear kimonos and all women in Germany a dirndl?

Image 010 H&M;
https://de.wikipedia.org/wiki/H%26M

https://www.nzz.ch/wirtschaft/kann-fast-fashion-nachhaltig-sein-zwischen-dem-hammer-des-kostendrucks-und-dem-amboss-der-konsumentenerwartungen-kaempft-hm-in-einem-komplizierten-umfeld-ld.1731747

Image 011 Knitting;
image 012 Sewing machine foot; topic: Do it yourself! How many of you can knit, crochet or sew?
https://pixabay.com/de/photos/n%C3%A4hmaschine-fu%C3%9F-garn-n%C3%A4hen-faden-1375794/

https://owmbygroup.co.uk/events/knit-and-knatter/

Image 013 Primark; topic: Cheap fashion – where do you do your shopping?
https://de.wikipedia.org/wiki/Primark

Image 014 Label in a pullover; topic: Do they also get on your nerves? What information can you find on such labels?
https://de.wikipedia.org/wiki/Textilpflegesymbol

Image 015 SALE; topic: Why do we buy things? Are we influenced by advertising and sale signs?
https://www.flickr.com/photos/gerardstolk/6587076433/in/photostream/

Image 016 Shopping/shopping bags
https://www.pexels.com/photo/woman-holding-shopping-bag-291762/

Image 017 Textile label: Topic:
Organic fashion / fair fashion
https://de.wikipedia.org/wiki/Global_Organic_Textile_Standard

TEXTILE QUIZ – A, B OR C?

GROUP SIZE
From 3 persons

TIME REQUIRED
10 - 20 minutes

AGE RECOMMENDATION
From 10 years

MATERIALS
* These materials can be found in the box.

- **Rope lights**
- **ABC cards**
- **Printed quiz questions for the facilitator**
- **Laptop and speakers for music**

SHORT DESCRIPTION

Quiz with questions about textiles and fashion.

GOAL

The quiz is a playful opportunity for the participants to test their knowledge in the field of clothing and perhaps to learn a few new things.

PREPARATION

The facilitator lays the rope lights out to form three circles and places one of the ABC cards in each one. This produces a game stage similar to that of an old children's TV quiz show called "Runaround" (which still runs under the name "One, Two or Three" in Germany), in which the participants have time until the presenter calls "Stop!" to jump back and forth between the marked areas representing possible answers to a question. Lights then flash to reveal who has won points for the correct answer. The questions need to be printed out in advance.

IMPLEMENTATION

The participants are divided into three teams who then play against each other. The facilitator reads out a question and gives everyone time to make up their mind. The decision time ends with the words "A, B or C? Last chance to runaround…" and everyone must then be standing in one of the answer areas.

The groups which are correct, or where most members are correct if not everyone made the same choice, are awarded a point. Music can also be used in the background to add to the atmosphere.

POSSIBILITIES FOR THEMATIC FOLLOW-UP

- Wardrobe inventory
- Textile printing
- Organise a clothes-swapping party: The participants bring along items of clothing that are still in good condition but which they no longer wear. A line is set up across the room to hang up the clothes. Everyone can then choose something else that they would like to wear

QUIZ QUESTIONS

Which fashion store is the most popular in Germany according to a customer survey conducted for the retail trade?

- ○ A) Kik
- ➲ **B) C&A**
  (In 2022, around 30% of people in Germany aged 14 and over had shopped at C&A in the last 6 months. Ernstings Family came in 2nd place, closely followed by KiK and H&M)
- ○ C) Zara

Source*: https://www.handelsdaten.de/textilien-und-bekleidung/beliebteste-bekleidungsgeschafte-kunden-2022

"Ugg boots" were inspired by footwear worn in connection with a very specific sport. Which sport was it that first made them popular?

- ➲ **A) Surfing – In the 1960s, competitive surfers wore such boots to keep their feet warm.**
- ○ B) Basketball – Ugg boots were modelled on classic basketball shoes as they are still worn today.
- ○ C) Skateboarding – Skateboarders wore Ugg boots to protect their ankles. The thick boots were a good way to prevent broken bones.

Source*: https://de.wikipedia.org/wiki/Ugg_Boots

What is the name for the cross between jeans and leggings?

○ A) Leggers ➲ **B) Jeggings** ○ C) Jeanslegs

Source*: https://de.wikipedia.org/wiki/Jeggings

How long do the women working in garment factories in Bangladesh have to work?

○ A) Usually until 4 o'clock in the afternoon
○ B) At most until 8 o'clock in the evening
➲ **C) Sometimes until 3 o'clock in the morning**

Source*: https://www.spiegel.de/ausland/corona-krise-in-asiens-textilindustrie-die-14-stunden-schicht-zum-ueberleben-a-d189af52-fbc2-458a-90cf-245b82967a0e

---

What does DIY stand for?

➲ **A) Making things yourself**
○ B) Sharing things with others
○ C) Throwing things away

Quelle*:https://de.wikipedia.org/wiki/Do_it_yourself

When did the famous miniskirt become a fashion trend?

○ A) Around 1900, the time in which "Sherlock Holmes" is set. It was the typical style of the Victorian era.
➲ **B) Around 1960, the time of Elvis Presley. It was the perfect outfit for rock 'n' roll.**
○ C) Around 2000, the time of Britney Spears. The pop singer started the trend in her videos.

Source*: https://de.wikipedia.org/wiki/Minirock

In which of these countries are many of the fashion items found in our shops actually produced?

➲ **A) Bangladesh**
○ B) France
○ C) Peru

Clothes for the German fashion market are also sewn in many other countries, e.g. India, China and Pakistan, but also Poland and the Czech Republic. Bangladesh, however, is an especially well-known example, after a garment factory collapse there filled the news headlines a few years ago and opened many consumers' eyes.

Source*: http://www.saubere-kleidung.de/index.php/laender/bangladesch

What does cotton need to grow properly, but which Germany is unable to offer?

○ A) A certain kind of beetle to pollinate the blossoms.
○ B) A special kind of clay soil.
➲ **C) Lots of sunshine and hot weather.**

Lots of sunshine and lots of water are the two main things that a cotton plant needs. Many of the countries where cotton is grown are very warm and sunny, but there is often also a shortage of water in these countries. The thirsty cotton plant is thus the cause of all sorts of problems, e.g. for reliable water supplies to the local population.

Source*: https://www.youtube.com/watch?v=BFtSTQZy_NQ

What does "upcycling" mean?

○ A) Buying clothes in a discount store
➲ **B) Turning old or used materials into new products**
○ C) There is no such word

Source*: https://de.wikipedia.org/wiki/Upcycling

How many people work in the textile and garment industry worldwide?

○ A) 600
○ B) 60,000
➲ **C) 60 million**

Source*: https://www.bmz.de/de/themen/textilwirtschaft

The wages paid in the textile industry are often not enough to enable the workers to …

➲ **A) … pay for rent and food.**
➲ **B) … pay for their children to go to school.**
➲ **C) … pay for health care.**

Source*: https://fashionchangers.de/weisst-du-wieviel-textilbeschaeftigte-wirklich-verdienen/

Sources* retrieved on 05.12.2024

TEXTILE UPCYCLING – NEW LIFE FOR OLD FASHION

GROUP SIZE
From 1 person

TIME REQUIRED
30 to 90 minutes

AGE RECOMMENDATION
From 7 years

MATERIALS
* These materials can be found in the box.

- **Old T-shirts + a few spare shirts in case something goes wrong**
- **For embroidering: Embroidery frame, embroidery thread, embroidery needles, washable marker pen or tailor's chalk, patterns and ideas**
- **For redesigning / new use** (multiple variations, without sewing): **Scissors, ruler, adhesive tape, washable marker pen or tailor's chalk, thick cord**
- **Felt appliques: Patches of felt from a crafts shop, needle and thread**

SHORT DESCRIPTION

The participants breathe new life into old clothes, either by transforming them for a new purpose or by adding their own fashion details to turn them into something special.

GOAL

The participants discover ways in which it is possible to recycle or re-use old clothes, and can at the same time be creative themselves.

PREPARATION

Choose a few suitable upcycling projects (check the links below for some suggestions) and obtain all the necessary materials. Facilitators should try the upcycling ideas themselves before the group activity, so that they are able to explain and show how things are done.

IMPLEMENTATION

The participants are asked to bring along old T-shirts or other old clothes and can choose one of the different upcycling ideas. The facilitator demonstrates the different upcycling variants and helps the participants with their own projects. It is also possible to incorporate techniques such as textile printing and painting to redesign an old shirt or the like.

Countless upcycling ideas can be found by exploring websites such as youtube.de, pinterest.com, smarticular.net and utopia.de. A few relatively simple ideas can be found in the link list.

Notes on implementation with younger groups
There are all kinds of simple and quickly realised upcycling variants that are suitable for younger children. Textile printing, iron-on patches and individual textile pen designs are just a few examples.

POSSIBILITIES FOR THEMATIC FOLLOW-UP

- Wardrobe inventory
- Textile printing
- Organise a clothes-swapping party: The participants bring along items of clothing that are still in good condition but which they no longer wear. A line is set up across the room to hang up the clothes. Everyone can then choose something else that they would like to wear

LINKS (ALL RETRIEVED ON 02.12.2024)

- Spice up your t-shirts (without sewing):
  https://www.youtube.com/watch?v=L0ILFlUU8TY
- Pepping up shirts and other clothes with embroidery:
  http://www.fashiontamtam.com/upcycling-jeanshemd-mit-stickerei-pimpen/
  https://lindaloves.de/diy-pinguin-auf-shirt-aufsticken/
- Turn old shirts into shopping bags (without sewing):
  https://www.smarticular.net/in-7-minuten-machst-du-aus-alten-t-shirts-coole-einkaufsbeutel/
- Using scraps of fabric for appliques:
  https://upcycling.family/2023/05/25/zero-waste-sewing-stoffreste-fur-applikationen-verwenden/
- Making a shopping net from old t-shirts:
  https://www.youtube.com/watch?v=FI9wqCitTYA

TEXTILE PRINTING

SHORT DESCRIPTION

The "Globingo" and/or "Wardrobe inventory" challenges help to focus the participants' attention on the topic of textile and garment production .

For the "Globingo" challenge, they must find people who match the criteria specified on a task sheet. The "Wardrobe inventory", on the other hand, requires them to think about the clothes in their own wardrobe, as the basis for a discussion of related issues. Subsequently, the participants can print a t-shirt they have brought with them using a (home-made) stencil.

GOAL

The aim is firstly to raise awareness for the global origins and production chains of our clothes, as well as for associated problems for the environment and people working in the industry, and secondly to encourage the recycling of products that are no longer used.

PREPARATION

- Print the required copies of the Globingo task sheet.
- Print the required copies of the wardrobe inventory sheet.
- Gather together the materials required for textile printing.

If necessary, you can use a computer (with projector) to show a tutorial explaining how textile printing is done, e.g.

https://www.youtube.com/watch?v=Og1_T9auKGE (02.12.2024)

IMPLEMENTATION

1. "Globingo"

First explain to the participants how the game is played. Each participant is given a Globingo task sheet. When the game begins, everyone is allowed to move freely around the room. After reading the various tasks on the sheet, they must look for a person who they think might match one of the criteria on the task sheet. If a matching person is found, his/her name and the other required details are entered in the corresponding box on the sheet. The participant can then continue looking for people who match the other criteria. It is not allowed to write the same name in more than one box. The aim is to enter correct names to make a complete horizontal, vertical or diagonal line. The first person to finish shouts "Globingo!"

Variant: The first person to fill the whole sheet shouts "Globingo!" and is declared the winner.

Subsequently, everyone sits down together to reveal the names and answers they had collected. The individual items on the task sheet and their relevance in the context of textiles and fashion can also be discussed by the group.

The winner of the "Globingo" challenge could then be given first choice of a stencil to be used for the subsequent textile printing.

2. Wardrobe inventory

Each participant is given a wardrobe inventory sheet and asked to answer the various questions. The group's answers can then be discussed and evaluated together.

See next page for copy template.

GROUP SIZE

From 2 persons

TIME REQUIRED

2 hours

AGE RECOMMENDATION

From 10 years

MATERIALS

* These materials can be found in the box.

- **Copied task sheet for the Globingo challenge**
- **copied wardrobe inventory sheets**

For textile printing:

- **Ready-made stencils* or designs** (drawn or printed)
- **T-shirt or similar**
- **textile paints***
- **brushes* and/or sponges/foam pads***
- **glass, water and paper towels** (if working with sponges)
- **protective sheet** (cardboard, old magazine, newspaper, plastic carrier bag, ...)
- **iron**

If you are making the stencils yourself, additionally:

- **Self-adhesive film** (e.g. book covering film)
- **permanent marker pen**
- **adhesive tape strips** (to hold the film in place)
- **scalpel***
- **scissors**
- **possibly carbon paper* and glue stick*** (to copy a design onto the film)

FIND SOMEONE WHO …

… likes to go shopping for clothes. Name:	… has already made some of his/her own clothes in the past. Name: Clothes made::	… owns second-hand clothes. Name: Second-hand clothes:
… can name 3 countries where clothes are produced. Name: Countries:	… can sew or knit. Name:	… can name 3 materials that clothes are made from. Name: Materials:
… has already passed clothes on to someone else (e.g. brothers and sisters, friends). Name: Passed on to:	… knows what the “stone wash” effect is in connection with clothes. Name: Stone wash effect:	… has not bought more than 2 items of clothing in the past month. Name:

WARDROBE INVENTORY

1. Estimate approximately how many clothes you have in your wardrobe.

2. Do you wear all these clothes?

○ yes ○ no

3. Which clothes never come out of the wardrobe or else hardly ever get worn because you don't like them?

4. Which are your favourite clothes?

5. Do you have any home-made clothes in your wardrobe?

○ yes ○ no

6. Do you have any second-hand clothes (including clothes passed on from brothers and sisters or friends) in your wardrobe?

○ yes ○ no

7. Which clothes do you dream of and wish you had in your wardrobe?

3. Textile printing

If you are using ready-made stencils, you can go straight to point 3.3.

3.1. Create a stencil

The design image is drawn directly onto the back of the self-adhesive film. Remember that the final print will be a mirror image of what you draw. It's also possible to use a printed image or similar as the template for a stencil. In this case, proceed as follows:

Print the image, preferably already mirrored, use carbon paper to copy it onto the back of the film and cut out your stencil. Alternatively, you can use a glue stick to fix the printed image to the back of the foil to allow it to be cut out. If the orientation of the final design is important, as is the case with words, cut the image out of the paper and flip it so that it appears mirrored before fixing on the back of the foil .

Where the image includes "enclosed spaces", e.g. the space in the top half of the letter "A", these spaces must also be cut out. Keep these extra cut-outs separately, so that they can be replaced where they belong at the next step.

3.2. Fix the stencil

Lay the T-shirt on a table and place a piece of cardboard, an old magazine or a plastic carrier bag between the front and back of the shirt to protect the other side.

Fix the stencil at the desired position on the front or back of the T-shirt. It is here important to peel the backing paper off carefully a little at a time, as it is sometimes difficult to separate around the cut edges and you could then damage the stencil. Make any fine adjustments which may be necessary and then press the stencil down firmly.

3.3. Apply the textile paint

Now apply the textile paint either with a brush or with a sponge.

Colour transitions and shades can be achieved by dabbing more or less firmly with the sponge or by varying how often you go back over certain areas. In the latter case, it is important that the first paint is dry before you apply a new layer.

3.4. Remove the stencil

Allow the paint to dry and then carefully peel off the stencil.

3.5. Finishing

Most textile paints must be fixed by ironing once everything is dry. Read the instructions for use to check whether this is necessary in your case.

EVALUATION

- What was the most fun thing about textile painting? Was it easy or difficult?
- What do you normally do with clothes you don't like anymore?
- Can you think of any other ways to "pep up" your "old" clothes?

POSSIBILITIES FOR FOLLOW-UP

- Textile quiz
- Textile upcycling
- "Reveal the picture" game
- Watch a film on where our clothes are made and the working conditions in the factories
- Photo challenge: Send the participants into the city centre and ask them to take photos of clothes they like. Then discuss the results together: Which shops? Why were particular items chosen? Where are the clothes made? Material? Price?
- Sewing workshop
- Spray-on clothing
  http://www.youtube.com/watch?v=AE_Q7aafKnM (02.12.2024)
- Let participants make and then sell something themselves. Then discuss the results together: How much did I earn? Was it worth it? Why or why not?
- Organise a clothes-swapping party
- Chemical residues in textiles – watch (excerpts from) the film "Schick aber schädlich" ("Chic but dangerous")
  http://www.globalfilm.de/film_schick_aber_schaedlich.shtml (02.12.2024)

TOPIC

COSMETICS

DIY COSMETICS

GROUP SIZE

Max. 8 persons

TIME REQUIRED

30 to 90 minutes (depending on recipe) + time to harden

AGE RECOMMENDATION

From 7 years
Simpler recipes such as bath bombs and body lotion bars

From 14 years
More complex recipes such as deodorant sticks and shampoo

MATERIALS

* These materials can be found in the box.

- **Printed recipes**
- **Ingredients** (see recipe)
- **Silicone soap moulds* and other utensils** (see recipe)

SHORT DESCRIPTION

The participants produce their own handmade cosmetics.

GOAL

The participants learn more about the ingredients in cosmetic products and about the global relevance of cosmetics production. They are also introduced to some alternatives they can make themselves.

PREPARATION

Print out the recipes and make sure that all the required ingredients and utensils are available. The facilitator explains how the various cosmetics are made and helps the participants as necessary.

IMPLEMENTATION

Refer to the individual recipes

https://spinnrad.de/ (15.12.2024)

https://www.smarticular.net/themen/koerperpflege/ (15.12.2024)

Topics that could be discussed while everyone is working:

- Why do we actually use decorative cosmetics and care products?
- What is in the various products?
- Which companies test cosmetics on animals?
- How are cosmetics packaged and is the packaging reusable?

The facilitator can decide how the group activity is organised in detail. Everyone can work individually on their own recipe or small groups can be formed or else the facilitator can prepare a basic mass (according to the planned recipe) and then share it out for further processing.

POSSIBILITIES FOR THEMATIC FOLLOW-UP

- "Makeup worldwide" activity
- "Cosmetics dominoes" activity
- Apps: "Cosmetics without animal testing", "CodeCheck"
- WDR documentary: "The dirty world of cosmetics":

  https://www.youtube.com/watch?v=cwH6dxo2gco (03.12.2024)

LINKS

- To order cosmetics ingredients:

  http://www.alexmo-cosmetics.de/

- Infos on cosmetics ingredients and their effects:

  http://www.naturinstitut.info/

Solid hair shampoo
(4 – 6 pieces)

Ingredients

- 100g cornflour
- 45g shea butter
- 100g SLSA tenside in powder form
- 5 - 10 drops essential lavender oil
- 5 - 10 drops essential tea tree oil
- Few drops food colouring of your choice (preferably as paste)
- 2 - 3 drops vitamin E oil

Utensils

- Tablespoon
- Saucepan
- 2 ceramic dishes
- Silicone moulds
- Digital scales
- Face mask covering nose and mouth (imperative as protection when weighing the tenside, as this must never be inhaled in powder form. Once stirred into the mass, however, it is completely safe and you can then continue without the face mask.)

Instructions

Put the shea butter in a ceramic dish and melt in a water bath. It is sufficient for the water in the saucepan to cover a quarter of the dish. Don't allow water to get into the dish. When the butter has melted, take the dish out of the water bath.

Mix the cornflour and the tenside thoroughly in the second ceramic dish. Then stir in the melted shea butter and add the oils. Stir all the ingredients well and knead into a dough-like mass. Press the mass firmly into the silicone moulds and leave in the refrigerator overnight to harden.

On the next day, the solid shampoo can then be pressed out of the moulds.

Body lotion bars
(4 – 6 pieces)

Ingredients

55g	cocoa butter
45g	shea butter
2	tablespoons beeswax
2	tablespoons native coconut oil
1	tablespoon almond oil
10	drops essential lavender oil (or a different oil of your choice)

Utensils

- 2 tablespoons
- Silicone moulds
- Digital sales
- Saucepan
- Ceramic dish

Instructions

Put all the ingredients except the lavender oil into the ceramic dish and melt in a water bath. It is sufficient for the water in the saucepan to cover a quarter of the dish.

Don't allow water to get into the dish. When everything has melted, add the essential oil and take the dish out of the water bath. The mass can now be filled into the silicone moulds. Leave the body lotion bars in the refrigerator overnight to harden.

Body lotion bars
(4 – 6 pieces)

Ingredients

55g	cocoa butter
45g	shea butter
2	tablespoons beeswax
2	tablespoons native coconut oil
1	tablespoon almond oil
10	drops essential lavender oil (or a different oil of your choice)

Utensils

- 2 tablespoons
- Silicone moulds
- Digital sales
- Saucepan
- Ceramic dish

Instructions

Put all the ingredients except the lavender oil into the ceramic dish and melt in a water bath. It is sufficient for the water in the saucepan to cover a quarter of the dish.

Don't allow water to get into the dish. When everything has melted, add the essential oil and take the dish out of the water bath. The mass can now be filled into the silicone moulds. Leave the body lotion bars in the refrigerator overnight to harden.

Deodorant stick
(for one stick)

Ingredients

15g	beeswax
40g	almond oil
25g	shea butter
20g	zinc oxide
½	tablespoon matcha powder
10	drops vitamin E oil
15	drops tea tree oil
15	drops lavender oil, lime oil, rosemary oil or similar (choose your favourite scent)

Utensils

- 1 tablespoon
- Saucepan
- Ceramic dish
- Digital scales
- Clean empty deodorant stick

Instructions

Put the beeswax, shea butter and almond oil in the ceramic dish and melt in a water bath. It is sufficient for the water in the saucepan to cover a quarter of the dish.

Don't allow water to get into the dish. When everything has melted, add the other ingredients and take the dish out of the water bath. Stir all the ingredients thoroughly and quickly pour into the empty deodorant stick because beeswax becomes solid again almost immediately.

Leave in the refrigerator overnight to harden and your deodorant stick is ready to use.

Simple face mask with peeling effect (for 1 - 2 persons)

Ingredients

- 1 tablespoon yoghurt
- 1 teaspoon honey
- 1 tablespoon fine sugar
- 50g crushed, very ripe banana

Utensils

- Ceramic dish
- Teaspoon
- Tablespoon

Instructions

Put all the ingredients in the ceramic dish and mix them well. Apply the mask to your face so that the skin is visibly covered, except for the areas around eyes and mouth.

Leave the mask to take effect for five minutes and then gently massage it into the skin with your fingers for 1 to 2 minutes. The gentle circular motion of your fingers allow the sugar crystals to remove old skin particles.

Finally rinse your face with warm water.

Simple face mask for sensitive skin (for 1 - 2 persons)

Ingredients

- 1 tablespoon quark
- 1 teaspoon olive oil
- 1 teaspoon honey
- 1 egg yolk

Utensils

- Ceramic dish
- Teaspoon
- Tablespoon

Instructions

Put all the ingredients in the ceramic dish and mix them well. Apply the mask to your face so that the skin is visibly covered, except for the areas around eyes and mouth.

Leave the mask to take effect for ten minutes and then rinse your face with warm water.

Bath bombs
(1 – 2 pieces)

Ingredients

100g	cocoa butter
50g	citric acid in powder form
50g	cornflour
30g	native coconut oil
10	drops essential lavender oil
10	drops essential ylang-ylang oil
3	drops food colouring of your choice

Utensils

- 2 tablespoons
- Silicone moulds
- Digital scales
- Saucepan
- Ceramic dish

Instructions

Put the coconut oil and cocoa butter in the ceramic dish and melt in a water bath. It is sufficient for the water in the saucepan to cover a quarter of the dish. Don't allow water to get into the dish.

When the butter and oil have melted, add the essential oils and take the dish out of the water bath. Then stir in the remaining ingredients until everything is well mixed. Fill the mass into the silicone moulds, pressing it firmly to make sure that the moulds are properly full.

Leave to harden for 8 hours and the finished bath bombs can then be pressed out of the moulds.

Universal cream for face, hands and body
(for 2 persons)

Ingredients

- 50g cocoa butter
- 50g shea butter
- 50g native coconut oil
- 50g almond or jojoba oil

Utensils

- Clean small jars with screw lids
- Saucepan
- Ceramic dish
- Digital scales
- Hand mixer
- Tablespoon

Instructions

Put all the ingredients in the ceramic dish and melt in a water bath. It is sufficient for the water in the saucepan to cover a quarter of the dish. Don't allow water to get into the dish.

Stir the melted ingredients thoroughly and take the dish out of the water bath. Leave the mass to cool for 15 minutes and then place it in the refrigerator to harden. Once the mass is solid, it can be whipped into a cream using the hand mixer.

Finally, fill the cream into the jars.

COSMETICS DOMINO

GROUP SIZE
From 2 persons

TIME REQUIRED
20 to 30 minutes

AGE RECOMMENDATION
From 14 years

MATERIALS
* These materials can be found in the box.

- **Printed domino cards**

SHORT DESCRIPTION

A game of dominoes played with cards with references to various aspects of the topic of cosmetics.

GOAL

The participants learn more about the global impacts of cosmetics production and the ingredients used, and are introduced to a few alternatives.

PREPARATION

The game cards must be printed in advance. With this game, it is not absolutely necessary for a facilitator to be present the whole time.

IMPLEMENTATION

To begin, the domino cards are shared around the table. All the cards except one must be shared out. This remaining card (the "Start" card) is placed in the middle. It may be that the cards cannot be shared evenly between all the players. In this case, some players will have one card more the others.

As the aim of the game is to create a predefined chain, there is only one solution. It is thus not a question of being the first player to lay all your cards, but rather of spotting which card is the next one in the chain. As only one domino fits, the participants cannot take turns to lay a domino. Whoever thinks they have the correct next card can add it to the chain. If any of the other players disgree and think they have the correct card, the group must discuss which card they think fits best.

In theory, a single person could play the game as a puzzle. But since we want to stimulate discussion, it is recommended to play with at least 2 persons.

The rule for almost all domino pairs is that a picture always joins up with a text. There is only one exception (harmful substance in cosmetics).

POSSIBILITIES FOR THEMATIC FOLLOW-UP

- Apps: "Cosmetics without animal testing", "CodeCheck"
- WDR documentary: "The dirty world of cosmetics"
  https://www.youtube.com/watch?v=cwH6dxo2gco (03.12.2024)
- Documentary with do-it-yourself recipes: "Lipstick & lip care: Beautiful, healthy and organic? | Ökochecker SWR"
  https://www.youtube.com/watch?v=H17x1zlqEeg (03.12.2024)

LINKS (RETRIEVED ON 02.12.2024)

Palm oil

https://undgretel.com/blogs/news/das-palmol-problem-in-der-kosmetik-eine-ubersicht-mit-losungsansatzen

Harmful substances in cosmetics

http://www.paradisi.de/Beauty_und_Pflege/Gesichtspflege/Lippenstifte/Artikel/16549.php

https://www.oekotest.de/essen-trinken/Mineraloel-in-Lebensmitteln-und-Kosmetik-Ist-das-bedenklich_11667_1.html

https://utopia.de/ratgeber/die-schlimmsten-inhaltsstoffe-in-kosmetik_5474/

https://www.beyer-soehne.de/mineraloele-in-kosmetik-gut-oder-schlecht/

Tensides

https://www.elisabethgreen.com/tenside/

https://de.wikipedia.org/wiki/Tensid

https://the-ognc.com/lifestyle/tenside-in-shampoo-duschel-etc-oekologische-probleme-im-ueberblick/

Statistics on sales of cosmetics and the influencing factors

https://de.statista.com/infografik/33352/geschaetzter-umsatz-mit-hautpflegeprodukten-in-deutschland/

Animal testing in the cosmetics industry – actually banned since 2013, but still a problem

https://utopia.de/ratgeber/kosmetik-ohne-tierversuche_16705/

https://www.peta.de/themen/tierversuche-kosmetik/

DIY COSMETICS

https://www.livelifegreen.de/zero-waste-diy-selber-machen-und-nachhaltig-leben/natuerliche-kosmetik-und-koerper-pflegeprodukte-aus-einfachen-zutaten/

Skin types

https://www.ratgeber-hautgesundheit.de/haut/hauttypen/test-hauttyp/

START

YOUTUBE BEAUTY STARS

…like Bianca Heinicke, better known as Bibi, earn a lot of money with their beauty videos. Thanks to their advertising contracts, they have become famous in the YouTube world by presenting cosmetics from major brand names.

OIL PALMS

The oil palms from which palm oil is produced are grown above all in countries such as Malaysia and Indonesia.

Vast plantations are created so that the owners can produce as much palm oil as possible. The oil is used for all kinds of products in the cosmetics industry.

DISAPPEARING RAINFORESTS

A lot of space is needed for the gigantic palm oil plantations. For this reason, huge areas of rainforest in Indonesia and Malaysia are being destroyed.

COSTS

Palm oil is much cheaper than rapeseed oil, almond oil, olive oil and other vegetable or seed oils.

USE

Palm oil is used in all kinds of products. It can be found in sweets, spreads and cornflakes, but above all in cosmetics. Practically all creams contain this oil. In other words, palm oil lands on our face almost every day.

FROM BRIGHT PINK TO DEEP RED

There are hardly any lipsticks on the market that don't contain palm oil.

HARMFUL SUBSTANCES IN COSMETICS

Many cosmetics, especially creams and products for the lips, contain mineral oils. These oils are classed as hazardous to health. But how do we know if a product contains mineral oils? There are many different ingredients to watch out for.

CERA MICROCRISTALLINA

Mineral Oil **Ozokerite**

Paraffin Paraffinum Liquidum

Petrolatum Ceresin

TENSIDES

Tensides are found in shower gel, shampoo, toothpaste and washing powder. They are active cleansing substances that ensure that everything is left nice and clean. They also occur naturally, for example in chestnuts or coconuts.

AGGRESSIVE TENSIDES

Not every tenside is good for our skin. People with sensitive skin often suffer from an itchy scalp or develop rashes if they use shampoo that contains aggressive tensides.

DID YOU KNOW?

You can also wash your hair with a paste made from rye flour and water. This paste is completely harmless, but your skin has to get used to it at the beginning. It takes a few weeks until your hair doesn't get greasy again so quickly.

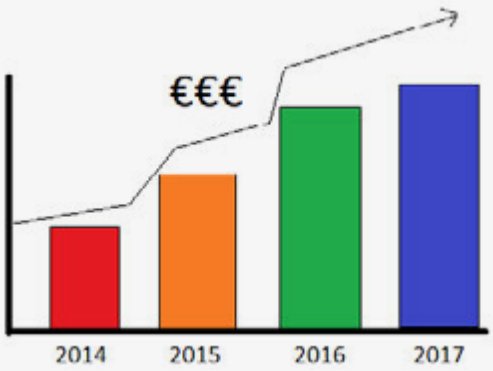
DIY LIPSTICK

A little colour for your lips? Melt and mix together ½ teaspoon of shea butter, ½ teaspoon of beeswax and ½ teaspoon of almond oil, stir in beetroot powder and pure cocoa powder as colouring, and pour into a clean, empty lip balm tube. Leave to cool for 2 hours. That's all!

DIY - do it yourself

MORE AND MORE COSMETICS ARE SOLD IN GERMANY EVERY YEAR

The sales figures for cosmetic products have been increasing continuously for several years. Especially young women are buying more and more cosmetics.



ANIMAL TESTING

Animal testing for cosmetics has been banned in the EU since 2013, but there are still numerous loopholes and exceptions in the regulations. As a result, we still see many cosmetics in the shops whose ingredients were tested on animals.

NIVEA

It's hard to believe, but the first tin of this famous skin cream was already sold in 1911. Even today, it is still one of the most popular brands in Germany. Do you know what ingredients are actually in the cream? Have a look.

NIVEA

INSTAGRAM

Social media channels like Instagram are full of attention-grabbing pictures and stories. Beauty topics are especially popular content. There is hardly any makeup trend that is not covered somewhere.

FASHION BUSINESS

Whether in glossy magazines, on the catwalk or on TV, it is rare to see fashion models without heavy makeup. They often spend hours in the chair of a makeup artist to produce their look.

DIY FACE MASK

You would like soft and smooth skin without having to buy a face mask in the shops? No problem! Mix 1 teaspoon of honey, 1 tablespoon of olive oil and an egg yolk and apply to the skin. Rinse off with warm water after 10 minutes.

END

MAKEUP – WORLDWIDE

SHORT DESCRIPTION

The participants learn more about the purposes of decorative makeup in different parts of the world and can also reflect on their own use of makeup.

GOAL

The participants are made aware of the significance of makeup in different cultural contexts and recognise the global aspect.

PREPARATION

The printed photos are hung on the walls around the room and the facilitator marks each one with a number. It is also important for the facilitator to obtain relevant background information in advance (see links below), so that any arising questions can be answered.

IMPLEMENTATION

Variant 1:

The participants are divided into two groups, provided there are enough people taking part. Each group is given a sheet of dot stickers (a different colour for each group) and a pen or pencil. The groups move around the room and take a closer look at the photos. The task is to decide where in the world the individual photos were taken. After considering each photo, the group writes its number on one of the stickers and then decides where to place the dot on the world map or inflatable globe.

After choosing where to place the dot, the groups can then move on to another photo. When each group has placed 11 dots, the correct solutions can be revealed. The participants turn the photos over one by one and read out what is printed on the back. The facilitator can then place a dot of a different colour (e.g. red) on the correct country or region. Where it is expected that assignment to a map or globe will be too difficult for the group, the facilitator can write the names of the countries and continents on coloured cards, so that the participants only need to decide which photo belongs to which country.

Various questions can be asked and discussed during and after the game:

- What is the purpose of the makeup in this photo? Do you have an idea? (war paint, tradition, festivities, wedding, beauty ideal, or something completely different?)
- Do we also have similar traditions in this country?
- Would you like to try that yourself?
- Have you heard or read about similar makeup traditions on TV, in films, in magazines, on YouTube, …?

As a "reward" at the end of the activity, the participants could try a henna tattoo themselves. A guide with full instructions can be found under "Possibilities for thematic follow-up"

Variant 2:

The photos can simply be presented as an exhibition to stimulate discussion among the participants. The facilitator can also go around the exhibition together with the group and tell exciting stories as background to each photo. Information and inspiration can be found below under "Links to background information".

GROUP SIZE

From 4 persons

TIME REQUIRED

40 minutes

AGE RECOMMENDATION

From 7 years

MATERIALS

* These materials can be found in the box.

- **World map* or inflatable globe**
- **adhesive dots in three different colors**

NOTES ON IMPLEMENTATION VARIANTS AND WORKING WITH YOUNGER GROUPS

The photos are not numbered, so that they can also be used in further related activities. The images could simply be spread out on the floor, for example, and the participants could then be asked to describe what they can see and to guess when this kind of make-up or facial decoration is worn. Especially for younger children of ages 7 to 10, the assignment to geographic regions may still be too difficult. With this age group, it is perhaps better simply to talk about the photos.

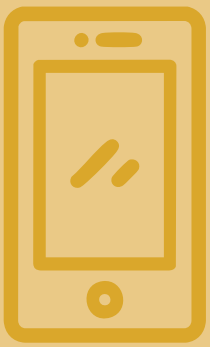
POSSIBILITIES FOR THEMATIC FOLLOW-UP

(RETRIEVED ON 02.12.2024)

- Try a henna tattoo; for full instructions, see:
  https://utopia.de/ratgeber/henna-tattoo-selber-machen-darauf-musst-du-achten/
- Videos on beauty standards around the world:
  https://www.youtube.com/watch?v=UwD_dLtwiM8
  https://www.youtube.com/watch?v=RT9FmDBrewA
- (Two young women sent photos to people in different countries all over the world and asked them to retouch their appearance so that it matched the ideals of beauty in their particular region.)

LINKS TO BACKGROUND INFORMATION

- Geishas in 18th and 19th-century Japan:
  https://de.wikipedia.org/wiki/Geisha
- The Barong dance on Bali:
  http://www.sunda-spirit.com/bali-mensch-kultur/bali-tanz-drama/barong-tanz/
- Henna tattoos for weddings in India:
  http://www.faz.net/aktuell/gesellschaft/menschen/indien-hochzeit-in-henna-12578798.html
- Kara people in Ethiopia:
  https://de.wikipedia.org/wiki/Kara_(Volk)
- The Maori people:
  https://de.wikipedia.org/wiki/M%C4%81ori
- General infos about Guadeloupe:
  https://de.wikipedia.org/wiki/Guadeloupe
- "Day of the Dead" in Mexico:
  https://de.wikipedia.org/wiki/Tag_der_Toten
- Wave Gothic Festival in Leipzig:
  https://de.wikipedia.org/wiki/Wave-Gotik-Treffen
- Cosplay:
  https://www.animexx.de/cosplay/?ts=1516795675



TOPIC

SMARTPHONE

OUTDOOR GAME – GLOBAL SMARTPHONES

GROUP SIZE
From 6 persons

TIME REQUIRED
120 – 180 minutes

AGE RECOMMENDATION
From 12 years

MATERIALS
* All required materials can be found in the box.

- The game can only be played in conjunction with the method box

SHORT DESCRIPTION

The participants are presented with a series of tasks and puzzles as they move around the designated game area. They work together to solve each one and while doing so complete a task sheet.

GOAL

Each of the tasks spotlights global implications of the smartphone production chain. The participants are encouraged to reflect on their own smartphone use and at the same time gain insights into the global extent and impacts of smartphone production.

PREPARATION

Facilitators should go through each of the game stages themselves in advance to check that all the necessary materials are present. They can then replace anything that is missing. The individual stages are set up around an enclosed outdoor game area. A rubber stamp and ink pad is required at each one, and "smartphone cards" (and optionally world maps) must be printed for each group of participants.

The materials for each stage can be found in the method box (see "Game stages" below). To supervise the game, a person with knowledge of the corresponding task and solution is assigned to each stage location and can offer assistance where necessary. Alternatively, the groups can be accompanied by a person who knows all the stage solutions. Small prizes can be prepared for the groups.

IMPLEMENTATION

The participants are divided into groups and introduced to the fenced-in or naturally enclosed outdoor space that serves as the game area. Each group is given a "smartphone card". It is explained that there are nine spaces on the card "screen" for the "apps" that must be collected during the game. Each "app" space must be stamped at a corresponding stage location, meaning that the groups must find a total of nine locations. A task or puzzle must then be solved at each one to be allowed to "download an app", in other words to stamp the card. There are two ways the game can be supervised.

Either one person is assigned to each stage location, or else someone accompanies each group. In this way, it can be ensured that the groups solve the tasks properly to earn their "app" stamps. The supervising person can also read out the info sheet for each stage, firstly to save time and secondly to make sure that it doesn't get lost or damaged during the course of the game. The task or puzzle to be solved can also be explained in the same way, instead of requiring the participants to read through everything themselves.

The aim is to return to the start point with a full "smartphone". The facilitator can decide whether to award a prize to the first group to complete its card. Alternatively, to avoid placing unnecessary pressure on the groups, everyone who presents a full card could be given a prize, so that the time aspect no longer plays a role. The locations can be visited in any order. The groups can also be given a world map (a map for copying is included in the box). Use of the world map is optional and represents an additional task during the game. At the end of the game, it serves to visualise the "journey of a smartphone" and thus underlines the globality. The participants are asked to note what they learn at each stage on the world map and then join the relevant countries with arrows to complete the production chain. If preferred, this step can also be implemented together with the facilitator after the game itself.

Some of the game stages require the participants to make notes or fill out an answer sheet. These notes can similarly be used as a basis for an evaluating discussion after the game.

To prevent the groups from simply following each other around, either quick games (rock-paper-scissors), the drawing of lots or simply decisions by the facilitator can be used to determine in which direction each group must set off.

Before the game starts, the participants are told that they must always read or listen to the task or puzzle to be solved before studying the associated materials more closely. In some cases, the puzzles/tasks become less meaningful if the materials have been investigated beforehand.

EVALUATION QUESTIONS

- Which game stages did you like best?
- Which apps were mentioned most often? (Stage 9)
- Which user type are you? What do you think about this? Is it what you expected?
- What ideas do you have on what smartphones can be used for?
- How many smartphones have you already owned, and how many are now just lying around at home? Do you think that is too many? What could be done with your old phones?
- How did it come about that you have already owned so many smartphones? Were all your old phones broken?
- Take a look at your group's world map. Where do all the different raw materials come from? Where are smartphones produced / designed / bought?

POSSIBILITIES FOR THEMATIC FOLLOW-UP

Links pointing to further information can be found on the info sheets for the individual game stages.

- "Recycling box for old phones" activity
- Presentation
  https://view.genially.com/66e1d53eb1b5feafbb4beb94/presentation-input-informationstechnik

GAME STAGES AND MATERIALS

Task and info sheets must be printed and distributed to each game stage location. A rubber stamp must also be available at each one. The ink pads can be carried by the groups.

1. **Oil / Sudan**
   - Board / flat surface
   - Building block set
   - Cards
   - Sand timer (30 seconds)
2. **Rubber / Southeast Asia**
   - Pegs
   - Box
   - Animal figures
3. **Coltan / Congo**
   - Three black stones (hidden nearby in advance)
4. **Lithium / Bolivia**
   - Pens or pencils
   - Printed copies of crossword puzzle
5. **Production / China**
   - Rubber gloves
   - Phone parts
   - Blindfold
6. **Sale and use / Germany**
   - Red notepad
   - Orange notepad
   - Pens or pencils
7. **Electronic waste / Ghana**
   - Box with small black, silvery, golden and copper-coloured pebbles
   - Tweezers
   - Spoon
   - Small jar
   - Red notepad
   - Sand timer (2 minutes)
8. **Design / USA**
   - Blue notepad
   - Green notepad
   - Pens or pencils
9. **Which apps do you use?**
   - Pens or pencils

RECYCLING BOX FOR OLD PHONES

GRUPPENGRÖSSE

From 2 persons

ZEITRAHMEN

120 - 180 minutes

ALTERSEMPFEHLUNG

From 12 years
(Note: It is useful if staff or older visitors to the facility are on hand to assist the group with its research and the designing of an info leaflet)

MATERIALIEN

* All required materials can be found in the box.

- **Old cardboard shoe box or wooden box**
- **Duct tape or nails and screws**
- **Acrylic paints and brushes**
- **Assortment of crayons or felt pens**
- **Pictures to cut out** (electronics advertising flyers, etc.)
- **Scissors and glue**
- **White A4 paper**
- **Laminator and film**
- **Computer for research**

SHORT DESCRIPTION

The participants make and decorate a collecting box for old smartphones and start a recycling campaign at the group's facility.

GOAL

The participants learn about the valuable raw materials that can be found in electronic devices and are encouraged to reflect on the importance of recycling. Other visitors who share the group's facility are made aware of the collecting box and broader attention is drawn to the underlying issues.

PREPARATION

Gather together the required materials and make sure that one or more computers/ smartphones are ready to use for the online search for information.

IMPLEMENTATION

The participants conduct an online search to gather information on issues related to the production chain for smartphones and their overall life cycle, for example the mining of raw materials, working conditions in the factories, use, disposal and recycling.

The individual stages of the "Global smartphones" game could be useful here. The facilitator can support the effort by organising relevant flyers and info materials in advance and by offering additional motivation if the search for further information is slower than hoped. The participants use the results to design an info leaflet – either as a digital version for printing or in the form of a collage or similar. The leaflet can be laminated and attached to the collecting box. It may be useful to play the outdoor game "Global smartphones" first, before working on the design of the collecting box, though it is equally possible to play the game as follow-up. Once the research is done and the info leaflet has been designed, the shoe box can be decorated as the group wishes.

It is important that the opening to drop in old devices is large enough for a 5.5-inch smartphone. The box should also be closed securely with the duct tape. The duct tape will have to be cut open later to empty the collecting box, but the box can still be used multiple times by taping and re-decorating the opening.

The finished box is then set up in a prominent place in the facility together with the info leaflet. Visitors can then read more about the subject of recycling and drop in any old phones they may have. The phones collected can be donated to various organisations or else returned to an electronics store for recycling. Local options can be found with a quick online search. A few examples of organisations that collect old phones are listed below. Here, too, the participants could do a little research, and then decide themselves what they think is the best idea and where they want to send their donation.

To enable a larger number of old phones to be collected, several boxes could be made and set up in different places in the neighbourhood. The participants could ask for permission to set up a box in local shops, libraries, public offices, etc. Alternatively, one box could be moved around several public locations over the course of a few weeks. That could increase the chances of collecting as many old phones as possible. If the box only stands relatively unnoticed in their own facility, there is a risk that the participants could feel demoralised.

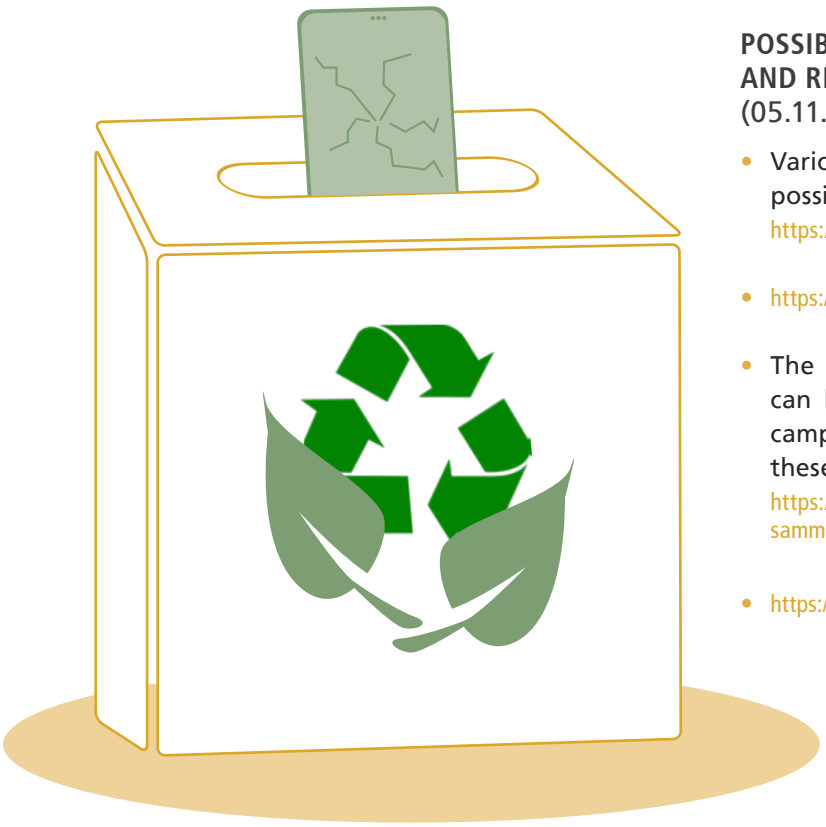
If you are concerned that the box could be opened or damaged, it is also possible to use a wooden box with a padlock.

EVALUATION QUESTIONS / POSSIBLE TOPICS FOR DISCUSSION DURING THE ACTIVITY

- What exactly did you find out during your research?
- Did you know about these problems/possibilities before?
- What do you think? Are people aware of what could be retrieved from their old phones?

POSSIBILITIES FOR THEMATIC FOLLOW-UP

- Outdoor game
  "Global smartphones"
- Developer competition
  "The perfect smartphone"



POSSIBLE LINKS FOR RESEARCH (05.11.2024)

For children and youth groups

- Which raw materials lie hidden in telephones? Where do they come from? How high are the carbon emissions? What can you do to become more sustainable in the way you use your smartphone?
  https://www.handy-aktion.de/

For older participants

- 9-minute documentary on electronic waste
  https://www.ardmediathek.de/video/weltspiegel/ghana-mit-schrott-in-die-zukunft/das-erste/Y3JpZDovL2Rhc2Vyc3RlLmRlL3dlbHRzcGllZ2VsL2MxYjQ5NTE0LWM2M-jMtNDg5MC05ZWJlLTQyMjc5MzA3M2U2YQ

More suitable for older participants

- Importance of recycling, recycling processes, components/recyclable materials in smartphones
  https://www.informationszentrum-mobilfunk.de/download/factsheet-nachhaltigkeit-und-ressourceneffizienz-bei-mobiltelefonen/
- Low-threshold access to background information on the topics of metallic raw materials and options for action to promote a sustainable raw materials transition
  https://www.weed-online.org/de/publikationen
- Links provided in connection with the **"Global smartphones"** game

POSSIBLE LINKS FOR SMARTPHONE DONATIONS AND RECYCLING (05.11.2024)

- Various tips and links to donation and recycling possibilities
  https://reset.org/verwertung-gebrauchter-mobiltelefone/
- https://www.vereev.de/
- The site offers ready-made collecting boxes that can be requested by the organisers of donation campaigns, but phones can also be sent in without these boxes
  https://www.prowildlife.de/aktuelles/mitmachaktion/handys-sammeln-spenden/
- https://www.inkota.de/mitmachen/sammelstellen-der-handyaktion

Space for notes

TOPIC
MIGRATION AND ESCAPE

Dear facilitators,

The following methods will hopefully serve as starting points for new projects to raise awareness for the topics of "refugees", "migration" and "international understanding". What they are unable to offer, however, are specific suggestions on how exactly to initiate the desired collaboration – and perhaps even basic elements of integration – in groups with members from different language and national backgrounds. Below are a few ideas that have proved suitable in the past, which we would like to share here as inspiration for your own work with such groups.

PLAY FOOTBALL TOGETHER

Most youngsters will respond to the idea of a game of football together, or perhaps even an organised tournament. Language-based communication is not a priority, and most of them will already know the basic rules of the game. If there is a suitable playing area nearby, or else you have sufficient outdoor space to allow improvisation within your facility, this will almost certainly present an attractive opportunity for the members of the group to get to know each other.

COOKING TOGETHER

We all need to eat and everyone enjoys food. A good opportunity to get to know each other and discuss different tastes. A (multi-language) notice with an invitation to a joint cooking event could be a good ice-breaker, but you could also approach and invite the group members directly. Either specify a simple dish and supervise its cooking, or collect suggestions on what to cook and leave the kitchen to the group members themselves.

TREASURE HUNT

A treasure hunt in the local neighbourhood is always a good idea to bring groups together. Especially in mixed groups, and with tasks and puzzles that call for very different skills, the game can be a decisive joint experience to which everyone is able to contribute. Simply formulated quiz questions from many different fields, embracing different cultures and with varying levels of difficulty, in multiple languages where necessary, give everyone the feeling that they are part of the group.

FESTIVAL EVENTS

Every festival is also an opportunity to reach out to new faces. Perhaps your current group members would be interested in organising a special "friendship festival" to which everyone who wants to get to know your group is invited. Local posters and leaflets are certain to attract numerous visitors from around your neighbourhood.

Those a just a few ideas, but we're sure you'll have many others of your own.

One problem that can always arise in connection with the addressed topics is that of racism among the users of your facility. In some cases, it is possible to counter prejudice and racism through targeted education and awareness building. Where necessary, you can get in touch with various organisations that specialise in work on such topics with children and youth groups and would be happy to share guidance and advice. Here are a few examples:

Good luck and have fun with our methods!

Network for Democracy and Courage:	https://www.netzwerk-courage.de/
Kulturbüro Sachsen e.V.:	https://kulturbuero-sachsen.de/arbeitsbereiche/fachstelle-jugendhilfe/
Saxon Anti-Discrimination Advice Centres:	https://www.adb-sachsen.de/de

* Links retrieved on 04.12.2024

COMIC – DRAWING COMPETITION

SHORT DESCRIPTION

The participants produce short comics that need no words and are immediately understood by everyone who reads them, irrespective of the language they speak. The comics are presented to a wider public in a competition and prizes are awarded to the winning entries.

GOAL

The participants are made aware of the problems arising from language barriers and learn how it is possible to communicate with others even without a common language.

PREPARATION

The competition is announced and possibly also advertised on notice boards. The most important information should already be made known ahead of the competition:

- The comics are to be easily understood by everyone who reads them, irrespective of the language they speak, and so the participants are not allowed to use words.
- The finished comic should not exceed the size of an A2 or A1 piece of paper. That ensures a clearer overview of the competition entries and everyone has a similar fixed framework within which they can plan and work.
- The name and age of the participant must be noted at the bottom edge of each comic.
- The winners can be determined separately for certain age groups, for example first, second and third places for the age groups 8 – 10, 11 – 13, 14 – 15, and 16 or older.
- Once all the entries have been pinned on the wall, everyone who visits the competition venue is permitted to vote for their favourite comic. Voting is done by dropping a note into a box.
- After the winners are announced, everyone who took part can meet for a cake party together, for example.

A room designed for creative activities must be set aside for the period in which the comics are to be drawn, and all the above materials must be made available for the participants. Prizes and certificates must also be prepared for the winners.

IMPLEMENTATION

Before the competition starts, everyone must be reminded once more that the use of words in the comics is not allowed. Ileana Surducan's comic "Umbrella" can be shown as inspiration.

While the participants are working on their comics, the facilitator can start up an accompanying discussion on what it means to be in a country where you don't understand the language, and how communication can function in other ways.

The participants are given a certain number of days to produce their comics. All the finished comics are pinned on the wall in a suitable room on the same day. They can then be admired by everyone who visits the chosen venue (youth club, community centre, etc.). A box is set up in a central place that is always in sight of the local organisers, so that people can vote for their favourite comic. To do so, they must write the name of the artist on a piece of paper and drop it in the box.

After a few days, the votes are counted and the best artists in each age group receive their prizes and certificates. To avoid frustration, it is a good idea to have an assortment of smaller prizes to award to everyone else who took part.

After presentation of the prizes, everyone can sit down together for cakes to round off the project.

GROUP SIZE

From 5 persons

TIME REQUIRED

Several days

AGE RECOMMENDATION

From 8 years

MATERIALS

* These materials can be found in the box.

- **a2 and a1-sheets for each participant**
- **Colored pencils and pencils**
- **Eraser and sharpeners**
- **Rulers**
- **Felt-tip pens**
- **Acrylic and**
- **Watercolors**
- **Brushes and water cups**

Examples of comics without words
A collection of beautifully drawn comics can be found under the heading "Silent comics" at

https://ileanasurducan.com/comics/ (05.12.2024)

EVALUATION

While everyone is enjoying their cake, the project can be evaluated by discussing the following questions:

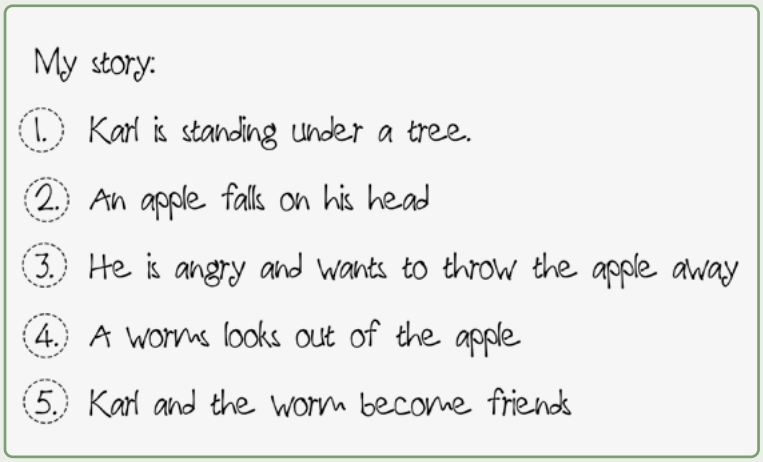
- What are the advantages of comics without words?
- Why would it be good if your comic without words could be made available to people all over the world, e.g. in newspaper shops?
- Have you even been in a situation where you had to make yourself understood without words? What was that like for you?
- Do you think it is important to find ways to communicate without using language?

HOW TO DRAW A COMIC?

Some participants will perhaps already know what they want to draw and how best to start. Others might need a little advice on how to draw a comic. The facilitator can use an example like the one below to explain what to do:

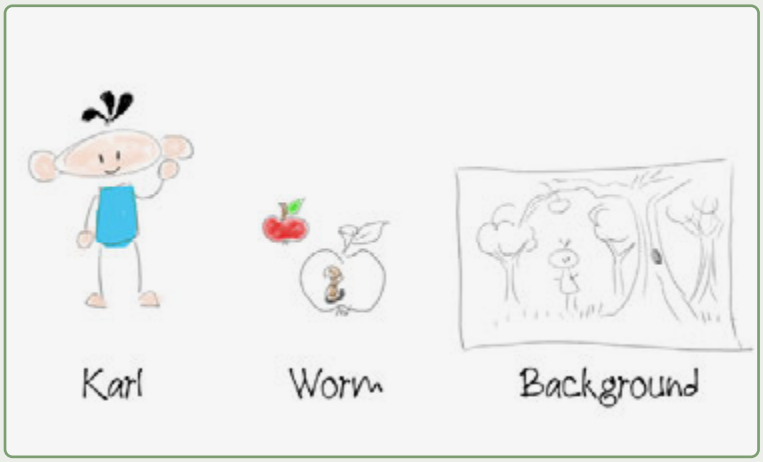
1. Think up a story and its characters

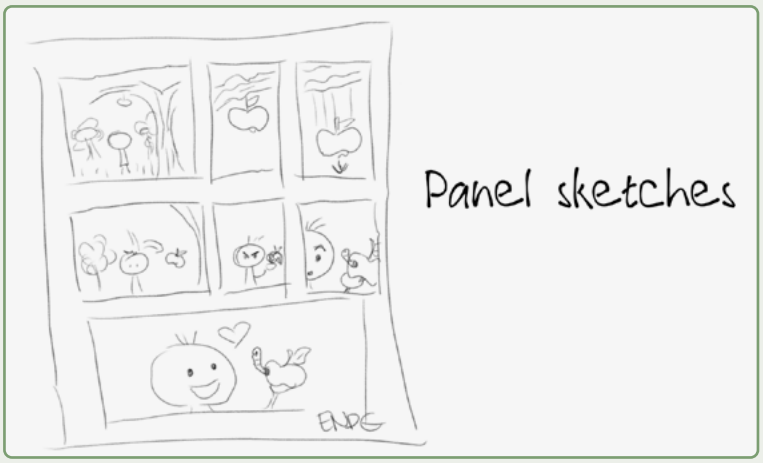
First of all, you must decide what the story is going to be about. What is going to happen and in what order? Who is the main character? Are there any other characters and, if so, what do they do? To make sure that nothing is forgotten, it is best to make a few notes of what happens and who does what in the story.



2. Plan the main characters (and backgrounds)

Once you know what happens in the story, you can think about how you want to draw the characters in the story. This is also a good time to think about backgrounds for each of the "chapters" of the story. Younger participants will probably just concentrate on the main elements. It could be too much to expect them to think about backgrounds and scenery as well.





3. Panels and sketches

The next step is to plan how your story unfolds on a piece of A4 paper. Draw the required number of "panels" (the boxes for the pictures that make up your comic) and make a rough sketch of what happens in each panel.

4. Draw the outlines for the comic

Your ideas can now be transferred to the bigger piece of paper. Use a pencil first to draw the individual pictures, so that it is easy to correct any mistakes. When you are satisfied with the whole comic, you can go over the final outlines with a thin black pen (with waterproof ink) or black paint. Then leave everything to dry for half an hour.

5. Colouring or painting

The last step is to add colours. For this, you can use either crayons, felt pens or watercolour paints. To make sure that nothing is smeared while you are colouring, it is important that the black ink or paint used for the outlines is waterproof. That is also why you should wait until the black lines are properly dry before starting.

6. Fixative (optional)

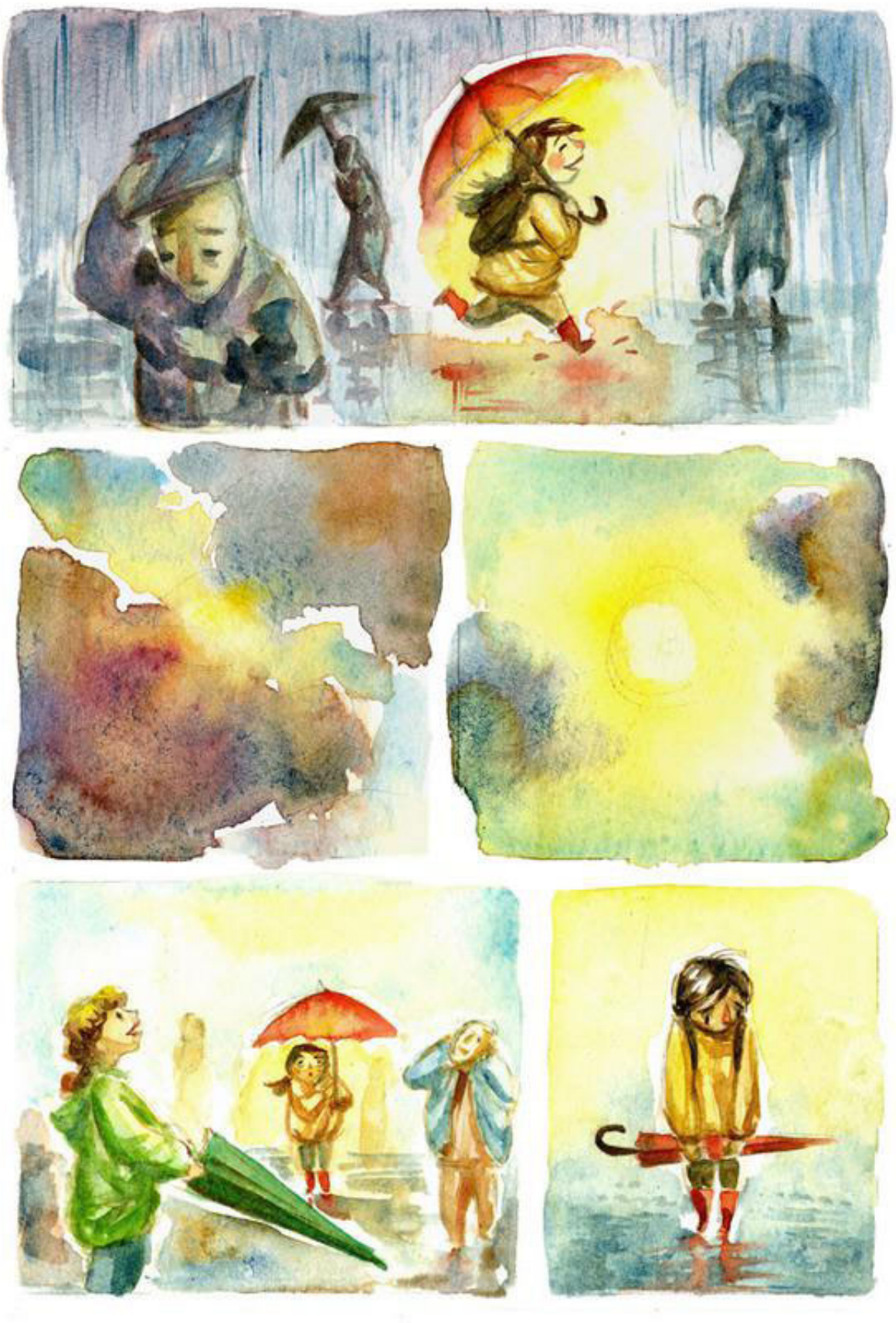
The whole surface of the comic can be sprayed with a fixative to preserve the image. You can then be sure that the colours won't fade and nothing gets smeared. Fixative can be bought in any hobby or handicrafts shop.

As an alternative to drawing, you could instead cut pictures out of magazines and use the collage technique.

POSSIBILITIES FOR THEMATIC FOLLOW-UP

- "Say it without words – Picture dictionary charades"*: The game enables participants to experience for themselves, how difficult it can be to communicate without words.

ILEANA SURDUCAN „UMBRELLA“ – WWW.ILEANASURDUCAN.COM



ILEANA SURDUCAN „UMBRELLA“ – WWW.ILEANASURDUCAN.COM

ILEANA SURDUCAN „UMBRELLA“ – WWW.ILEANASURDUCAN.COM

CARD GAME – "WHAT WOULD YOU DO?"

SHORT DESCRIPTION

Players take turns to pick a card and then ask each other the questions printed on the cards.

GOAL

The participants discuss and reflect on their personal standpoints and opinions on various situations and circumstances connected with the topics of displacement, migration and co-existence. They are able to switch perspectives and think about how they would feel if they suddenly had to leave their home behind or found themselves in a foreign country.

PREPARATION

The printed cards are placed in a pile in front of the players. It is not absolutely necessary for a facilitator to be present the whole time. It could even be beneficial to let the participants simply discuss the questions among themselves.

IMPLEMENTATION

With two players, they take turns to pick up a card and read out the question. The other player must react to the question and can then pick up and read out the next card. If someone picks up a joker card, they can think up a question or situation of their own.

If there are more than two players, the task of picking up a new card passes round the table in clockwise direction. The whole group then discusses together how they would react in the situation described.

After all the printed cards have been read out, the players can take turns to ask questions of their own or to think up situations to which the other players must react.

Ideas for additional questions or situations that could be included in the game can be noted on the empty cards.

POSSIBILITIES FOR THEMATIC FOLLOW-UP

- Watch a film on the subject together, see "Short films: War, migration and a new home in Germany"

GROUP SIZE
From 2 persons

TIME REQUIRED
15 to 40 minutes

AGE RECOMMENDATION
From 10 years

MATERIALS
* These materials can be found in the box.

- **Printed cards**
- **Spare empty cards**

SHORT FILMS – WAR, MIGRATION AND A NEW HOME IN GERMANY

GROUP SIZE
From 2 persons

TIME REQUIRED
20 to 40 minutes

AGE RECOMMENDATION
To be decided individually, depending on the film chosen

MATERIALS
* These materials can be found in the box.

- **Projector**
- **Screen or suitable wall**
- **Loudspeakers**

SHORT DESCRIPTION

The participants watch one or more short films together and then discuss various underlying questions as a group.

GOAL

The participants gain insights into the daily lives of refugees who have been living in Germany for a few months. They recognise similarities and differences compared to their own daily lives and can thus identify with the people in the films.

PREPARATION

The individual films must be retrieved from the Internet and saved so that they are ready to play. Always watch the films yourself in advance, so that you can decide whether they are suitable for your specific group.

FILM LINKS AND DESCRIPTIONS

RECHTE VON GEFLÜCHTETEN

What is the Geneva Convention on Refugees?

—

Explainer videos for children
SRF Kids – children's videos | 2:28 min.
https://www.youtube.com/watch?v=VjZ2UGDSwkg (04.12.2024)

Children as refugees – Who is taking care of their rights?

—

Children have rights. But what about refugee children? Who takes care of their rights? Reporter Sherif travelled to Greece to speak to children in refugee camps there.
https://www.youtube.com/watch?v=yg29AAYIi_w (04.12.2024)

Further videos for children can be found on the logo! website:
https://www.zdf.de/kinder/logo/#xtor=...

DISPLACEMENT

Refugee migration worldwide
ZDFheute explains | 4:40 min. | ages from approx. 12 years
(but please watch in advance and decide yourself)

—

The number of forcibly displaced persons in the world has increased continuously over the past ten years – to more than 122 million people, according to the latest figures of the UNHCR. Over half of them are seeking protection in other parts of their own country. Of the more than 33.5 million people who have left their home country (this number includes Ukrainian refugees), the majority have fled to directly neighbouring countries.

There are many factors which force people to flee from their home countries: War, violent conflict, hunger and natural disasters. This video provides information on the situation for refugees in the major areas of conflict around the world and discusses the different reasons for refugee migration – in Europe, Asia, Africa and America.

https://www.youtube.com/watch?v=-Bud2O6bFfY (04.12.2024)

Seeking Refuge

All episodes of the animated film series | for children from approx. 7 years

—

Why do people flee from their home country? How do children experience the loss of friends or relatives, and the arrival in a new, foreign home? In the film series "Seeking Refuge", five refugee children from different parts of the world tell their stories.

Compilation of the episodes "Ali from Afghanistan", "Juliane from Zimbabwe", "Navid from Iran", "Rachel from Central Asia" and "Hamid from Eritrea" from the animated film series "Seeking Refuge".

Five children talk about leaving their home countries, their fears and worries, and their dreams and hopes. The storytelling perspective and simple language allow also younger children to be introduced to topics of refugees, asylum and migration.

https://www.bpb.de/mediathek/video/252317/zuflucht-gesucht-seeking-refuge/ (06.12.2024)

(REFUGEE) CHILDREN IN WAR ZONES

Syria: The children of Idleb

ARTE documentary | 24 min. | ages from 12 years

!! Warning: Possibly disturbing images around minutes 18:00-19:00 !!

—

After 9 years of civil war with 500,000 lives lost, the region around Idlib is the last pocket of resistance to dictator Assad and is encircled by the regime's army and its Russian allies. In the meantime, very little humanitarian aid arrives in the city, the people are starving, and now they face the additional threat of the Covid pandemic.

In these times of desperation, many families send their children out to work, so that they can at least buy the minimum they need to survive: Twelve-year-old Hamoudi is his family's main provider. His father is in prison somewhere, convicted of resistance against the regime, and his mother sees no other alternative to sending him and his nine-year-old brother Kamu out to work, as helpers in a car workshop. Our Syrian reporters show how they are exploited there for nothing more than starvation wages, by adults who have been dulled into merciless cruelty by the war.

https://www.youtube.com/watch?v=RDJlu4PqVRQ (6.12.2024)

Syria: Teenagers in war

ARTE documentary (part 2) | 24 min. ages from 12 years

!! Warning: Possibly disturbing images around minutes 4:00-5:00 !!

—

Four million people live encircled by the Syrian army and its Russian allies in the northwest of Syria, where they continue to suffer regular bombardment. Closure of the Turkish border has prevented them from leaving the country. Since 2018, our reporters have been documenting the daily life of civilians in the last region held by rebels opposing dictator Assad.

In 2020, they met Hamoudi, Bilal, Ahmad and their friends, all around 12 years old. None of them still went to school, and were instead working hard for a pitiful wage to enable their families to survive. Three years later, in 2023, the reporters returned to Idleb to find out what had become of the boys, in a country laid to waste by war.

https://www.youtube.com/watch?v=ST1h6av5cpo (06.12.2024)

A NEW HOME IN GERMANY

"Refugees – How is life for Samir and Mohammad in Germany?"

KIKA children's TV

neuneinhalb - für dich mittendrin | 24.09.2023

10:33 min. | ages from 7 years | Available until 24.09.2028

—

Mohammad is from Iraq, Samir from Ukraine. They are friends, even though they share no common language. Their bond is a shared experience that upturned their lives completely: Both have left their home country behind. Samir's and Mohammad's families are refugees from Ukraine and Iraq. What does that mean for the two friends, and what do they wish for the future?

https://kinder.wdr.de/tv/neuneinhalb/av/video-gefluechtet--wie-geht-es-samir-und-mohammad-in-deutschland-102.html (06.12.2024)

"Who were you, who are you, who would you like to be? Refugees tell their story"

5 minutes | ages from 10 years

—

"We will manage," said Federal Chancellor Angela Merkel in the summer of 2015 – a summer in which hundreds of thousands of refugees succeeded in fleeing to and across Europe. How has their life changed five years later? And what are their hopes for the future? We spoke to some of the refugees.

https://www.bpb.de/mediathek/video/524148/wer-warst-du-wer-bist-du-wer-willst-du-sein-gefluechtete-erzaehlen/ (06.12.2024)

IMPLEMENTATION

The decision as to which films are watched, and whether to watch just one or several films, will always depend on the ages of the participants. It is extremely important that the responsible facilitators already know the films and are able to judge whether they are suitable for a particular group, or whether certain images and statements might be upsetting. Especially younger viewers could find the topic disturbing. It is thus essential not just to watch, but also to speak about the content, feelings and thoughts.

You should also pay attention to whether any of the participants have potentially traumatic migration experiences of their own. Speak to them before watching the film, so that they are prepared and possible distress can be avoided.

Set up the projector, darken the room as necessary and you are ready to start the chosen film(s). Each film should always be followed by a facilitated discussion, either on the basis of questions or taking up the comments of the participants. As the films deal with some very sensitive topics and the participants may also express opinions founded on prejudices, it is important to prepare an evaluating discussion carefully in terms of the content-related issues. Materials to be found at https://www.proasyl.de/en/ could be useful in this respect, as they provide background information and thus enable facilitators to respond appropriately to prejudices. The brochure "Pro Human Rights. Contra Prejudice." offers a good summary https://www.proasyl.de/material/pro-menschenrechte-contra-vorurteile/.

EVALUATION

The following questions could be asked during the discussion:
Still images of certain scenes from the videos could be taken as the starting point for questions to be discussed by the participants, either individually or in groups, before pooling and sharing their ideas. The still images could also be presented in the form of an exhibition on individual storylines. The following questions could be discussed, depending on the film watched:

- What have you seen?
- What were people in the film hoping for when they left their home countries?
- What would you take with you if you suddenly had to leave your home?
- What rights do refugee children have and are they also observed?
- What differences did you see compared to your daily life, and were there also similarities?
- What could be the biggest difficulties after arriving in a new country?
- What would you show someone who has just arrived here and is new in your neighbourhood? (places, games, school, friends…)
- What would you ask the refugees when you first get to know them?
- What things do the people in the film not have that are completely normal for us?
- What do the people in the film do in their leisure time?
- Which of your favourite leisure activities do you think the people in the film would also like?
- Why do you think people pay so much money for a dangerous journey across the sea?
- What do the refugees expect in Europe?
- What is their life like after they arrive here?
- Some of the people in the film say that the biggest problem is when refugees have nothing to do. Why can that lead to problems?

POSSIBILITIES FOR THEMATIC FOLLOW-UP

- **"Comic drawing competition"**: The participants draw short comics that need no words and are immediately understood by everyone who reads them, even if they don't understand or have only just started to learn the local language.

- Card game **"What would you do?"**: The participants ask each other questions relating to topics such as displacement, migration, hostility to foreigners and civil courage, based on situations described on a randomly chosen card. In this way, they are encouraged to express their own opinions and viewpoints regarding such situations.

- **"Say it without words – Picture dictionary charades"**: The game enables participants to experience for themselves, how difficult it can be to communicate without words.

- **Research to obtain further, up-to-date info materials:** Information on films, exhibitions and talks on various aspects of the topic, such as displacement, fleeing wars, war and children, a new home in Germany/Europe, can be found at

  https://www.bpb.de, https://www.auslaenderrat.de/migrations-geschichten/

  https://www.welthungerhilfe.de/informieren/themen/flucht-und-migration/ (4.12.2024)

  and many other similar websites

- Perhaps there are people living locally who would be prepared to tell you their own story? Try to find them and invite them to join a group event.

PASSPORT QUARTETS

SHORT DESCRIPTION

A special version of the popular quartets card game serves as a playful introduction to the subject of travel freedoms.

GOAL

The game situation conveys a more memorable understanding of concepts such as "freedom to travel", "visa restrictions" and "global power structures".

IMPLEMENTATION

Full instructions are included in the game box.

EVALUATION

After the game, the following questions can be discussed with the participants:

- What reasons could there be why some passports offer greater freedom to travel than others?
- If you had to choose one passport from the game that you would like to hold in reality, which one would you choose? But be aware that you would then only hold this chosen passport.
- If we look at all the game cards again, which passport offers the fewest travel freedoms?
- What are the reasons why a German passport belongs to the privileged group?
- What do you think about the world leaders group? Take another look at the cards. In what respect are these countries world leaders, and what do you think about that?

Important note for facilitators: The game cards touch on a long list of sensitive and complex topics. The participants may lack significant background knowledge on some topics, and others may be too complex to explain in detail. The following links offer facilitators assistance when it comes to answering questions arising in the group:

Country profiles
(infos on economic activity, demographics, conflicts and challenges for many different countries of the world):

https://www.destatis.de/EN/Themes/Countries-Regions/International-Statistics/_node.html - sprg363174 (04.12.2024)
or the Wikipedia pages on each country at wikipedia.org

Visas
(meaning, purpose, definition):

https://www.bpb.de/kurz-knapp/lexika/das-junge-politik-lexikon/321347/visum/ (04.12.2024)
or the Wikipedia pages on each country at wikipedia.org

Travel in general
("Wo geht's hin?", issue 51 of "fluter", youth magazine of the Federal Agency for Civic Education (bpb):

https://www.bpb.de/shop/zeitschriften/fluter/186364/reisen/ (04.12.2024)
or the Wikipedia pages on each country at wikipedia.org

POSSIBILITIES FOR THEMATIC FOLLOW-UP

- **"Comic drawing competition"**: The participants draw short comics that need no words and are immediately understood by everyone who reads them, even if they don't understand or have only just started to learn the local language.
- **"Say it without words – Picture dictionary charades"**: The game enables participants to experience for themselves, how difficult it can be to communicate without words.

GROUP SIZE
2 to 4 persons

TIME REQUIRED
40 minutes

AGE RECOMMENDATION
From 14 years, with the support of a facilitator who can explain any new terminology that arises during the game

MATERIALS
* These materials can be found in the box.

- **The game can only be found in the method box. It is unfortunately no longer on general sale.**
- **"Passport Quartets" card game, comprising 28 passports and 6 action cards***

SAY IT WITHOUT WORDS – PICTURE DICTIONARY CHARADES

GROUP SIZE
From 4 persons

TIME REQUIRED
15 to 30 minutes

AGE RECOMMENDATION
From 10 years

MATERIALS
* These materials can be found in the box.

- **Printed cards**
- **Timer from the "Smartphone" outdoor game** (or smartphone with a timer function)
- **2 copies of the "point it" picture dictionary***

If you don't have access to the box, the dictionary can be ordered here: http://www.graf-editions.de/de/pointit-refugees

or else use an alternative picture dictionary.

SHORT DESCRIPTION

Players take turns to pick a card and must then try to communicate what is printed on the card without speaking.

GOAL

The participants gain a feeling for how difficult it is to make yourself understood without using words. They become aware of what it means to be new in a foreign country and to have to communicate with people who don't speak your language.

PREPARATION

The printed cards are placed in a pile. You also need two picture dictionaries and a timer or stopwatch. The group is divided into two teams. After explaining how the game works, the group facilitator gives everyone ten minutes to get to know what is in the dictionary.

IMPLEMENTATION

There are several phrases from different situations on each card. The two teams take turns at being the active team. One player from the active team picks up a card and chooses one of the phrases printed on the card. He or she must then help the rest of the team to guess what is on the card – but without speaking. Pointing at pictures in the dictionary is allowed, and all kinds of actions and mime can also be used.

In the meantime, the other group can use the time for a longer look at the picture dictionary. The player who is starting goes to the facilitator, picks up a card and takes a look at the phrases on it. The team then forms a circle around its chosen player. The timer is started and guessing can begin.

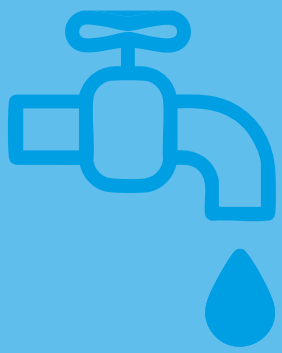
When a phrase is guessed correctly, or if the person sitting/standing in the middle decides that the current phrase is too difficult, a second phrase can be chosen from the card. All cards are held by the facilitator to ensure that no-one on the guessing team can see them. It is only possible to pick a new card, if the player has tried to pass on all the phrases on the current card.

The team's round ends when the timer runs out, and then the second team has its turn. The facilitator decides how many rounds are to be played and counts the points for each team. One point is awarded for each phrase that is guessed correctly. The facilitator also decides whether an answer is to be treated as correct, in other words how exactly it must match the phrase on the card.

You can use the empty cards to add your own phrases.

POSSIBILITIES FOR THEMATIC FOLLOW-UP

- **"Comic drawing competition"**: The participants draw short comics that need no words and are immediately understood by everyone who reads them, even if they don't understand or have only just started to learn the local language.



TOPIC
WATER

VIRTUAL WATER PUZZLE

GROUP SIZE
From 4 persons

TIME REQUIRED
approx. 1 hour

AGE RECOMMENDATION
From 10 years

MATERIALS
* These materials can be found in the box.

- **Puzzle pieces**
- **info texts**
- **poster paper**
- **glue sticks**
- **scissors**
- **pens and pencils**

SHORT DESCRIPTION

The participants work together in small groups to complete a jigsaw puzzle that visualises the production process for three different categories of product, and in doing so learn how much virtual water is involved in the individual production steps.

GOAL

The participants gain awareness of how different products are manufactured and where water is used and contaminated at the various stages of production. The creative work on a poster can be used to expand public awareness by placing this information at the focus of an exhibition.

PREPARATION

Print the required number of copies of the puzzle pieces (in colour) and cut the sheets into squares with the individual pieces.

IMPLEMENTATION

1. **Form small groups:**
Divide the participants into small groups of two or three, who can then work on the puzzle together.

2. **Share out the puzzle pieces and info texts:**
The facilitator gives each group the puzzle pieces for a particular product category, together with the corresponding info text. The info text can be read out aloud in the group.

3. **Complete the puzzles:**
When the participants have their assigned puzzle pieces, they can cut them out from the paper squares and attempt to complete the puzzle using their existing knowledge and the additional background information obtained from the info text.

4. **Poster creation:**
When all the groups are finished, the facilitator can check whether the puzzle pieces are joined in the correct sequence and point out any correction that might be necessary.

Next, the poster paper, scissors, glue sticks, pens and pencils, etc. are shared out. A selection of additional info materials and photos relating to the individual products can be downloaded from the Internet or else ordered from a suitable educational organisation in advance.

Using this additional information and the photo materials, each group designs a creative poster based around the completed puzzle. If possible, the participants can search online for further background information on the topic to add to their posters.

EVALUATION

After the participants have presented their individual posters, the following questions can be discussed, among others:

- How did you find the puzzles? Were they easy or difficult?
- Were you surprised at how much virtual water is “hidden” in the products?
- Were you surprised at how many steps are necessary to manufacture the product?
- In which countries is most water used/contaminated?
- What impact could that have for the people living there and the local environment?

POSSIBILITIES FOR FOLLOW-UP

- Set up an exhibition to present the posters to other visitors to the facility
- Create a quiz on the topic of virtual water, which visitors can then try to solve with aid of the posters. This could also be incorporated into a broader community event.
- Make vegetarian/vegan burgers together
- Watch a film on the topic of virtual water (see film list)
- Build a water filter (younger participants) follow-up addressing the global problem of water supplies, water contamination

INFO TEXTS

Cotton

Cotton is one of the most water-intensive agricultural products. Around 11,000 litres of water are used and contaminated to produce a single pair of jeans.

That is above all because cotton is a very thirsty plant and needs a lot of water to grow. But since the cotton plant also prefers a very warm climate, it is typically grown in regions where there is very little rain. As a result, cotton requires extensive artificial irrigation.

Cotton is usually grown as a monoculture, which means that only one kind of plant is grown in a particular field over several years. This exhausts the nutrients in the soil and the plants lose their natural resistance to pests. Therefore, cotton growers also use a lot of fertilizers and pesticides. Alongside the high water consumption, cotton is the agricultural product with the widest use of chemicals. What are the consequences? The soil, water reserves and natural environment are poisoned. That also affects the people living near the cotton plantations, because the contaminated water often makes them ill.

Huge amounts of water are used and contaminated not only to grow cotton, but also at the various stages of its processing. The freshly harvested cotton is first spun into thread. This thread must then be bleached so that it is ready to be dyed – this also requires the heavy use of chemicals that subsequently pollute the environment. The thread is woven into fabric and then dyed to make it the desired colour. This places further burdens on the environment and the local water reserves, because the dyes often contain heavy metals, which in some countries are discharged unfiltered into the rivers or else allowed to seep into the ground water. In most cases, the fabric must still be finished or refined before it is finally sewn together with a zip fastener and rivets.

The main cotton-growing regions are found in India, China, the USA, Pakistan and Uzbekistan, while the USA and Brazil are the biggest exporters. Accordingly, the countries mentioned on the puzzle pieces are only examples and could be replaced with many others.

Beef (meat in general and soya beans)

Around 15,500 litres of water are required to produce 1 kg of beef, which is enough for about 4 steaks. Meat production, therefore, consumes enormous quantities of water. That places significant burdens on the environment both in Germany and around the world.

Many people, especially in countries like Germany, enjoy and thus eat a lot of meat. As a result, most of the meat in our supermarkets doesn't come from animals that have spent their lives alone in a field, but instead from factory farms. The animals must be given a lot of water to drink and a lot of grain and hay to eat. And it also requires a lot of water to grow the grain and hay eaten by the cattle. Agriculture accounts for 70% of worldwide water consumption. More than half of the worldwide grain harvest is used to produce animal feedstuffs.

In addition to grain and hay, it is usual for cattle and other animals to be given special concentrated feedstuffs. That usually means soya beans from Brazil. In the Amazon region and the region Cerrado that neighbours it to the south, an area roughly the size of Germany is devoted to soya beans. To grow soya beans there, it is necessary to clear vast areas of rain-

forest and savanna that form the basins of countless rivers. As a result, many people and animals lose their homes. Through soya beans alone, Germany imports billions of litres of virtual water from Brazil.

A cow eats around 8,500 kg of grain and feed concentrate and drinks around 24,000 litres of water.

Water is not only used to grow grain and soya beans. It is also needed to clean out cattle stalls and to wash down slaughtering blocks. Factory farming, in particular, is thus a major source of pollution and contamination for our waterways and ecosystems.

Smartphone

Between 900 and 13,000 litres of water are used and contaminated to manufacture a mobile phone, 20,000 litres to manufacture a computer and 40,000 litres to manufacture a car.

The high water consumption associated with technical and digital devices is attributable to the use of rare raw materials in their production processes. The extraction of these raw materials requires enormous amounts of water and they are then processed using similarly large quantities of chemicals.

The individual production steps for smartphones are spread all over the world. Therefore, the countries mentioned on the puzzle pieces must be viewed as examples. The lack of corresponding marking means that it's often not possible to know exactly where the raw materials come from.

The different raw materials, for example metallic ores such as nickel, silver, copper, coltan, tin and gold, must be extracted from the ground. That already consumes a vast amount of water, because the materials often have to be separated from the surrounding rock with a water jet. Following extraction, they must first be washed. And most metals are also modified by chemical reaction so that they are in a suitable form to be used in the production process. Such chemical reactions are often based on toxic substances that are hazardous for humans and the environment. Alongside metallic ores, there are other materials that are needed to manufacture a smartphone. Every phone contains ceramic components, which are made from clay, and plastics that are made from oil. In addition, so-called flame retardants are also present in every smartphone. They are chemicals that are added to materials to prevent the spread of fires.

Around 68 million people in Germany use a smartphone. The period for which a phone is used is usually quite short, however. On average, a smartphone is used for between one and two years before being replaced with a new model.

According to estimates of the Federal Environment Agency, around 210 million mobile phones that could actually be recycled are currently lying unused in cupboards and drawers in Germany. The raw materials they contain could easily be reused, which would enable us to save enormous amounts of virtual water.

SOURCES FOR INFO TEXTS,
ALL RETRIEVED ON 01.12.2024

Cotton
Bavarian State Ministry of the Environment and Health (Ed.): "Virtuelles Wasser – Verstecktes Wasser auf Reisen" – Information and poster for environmental education. November 2009

http://de.wikipedia.org/wiki/Baumwolle

http://waterfootprint.org/en/resources/interactive-tools/product-gallery/

https://baumwollboerse.de/wp-content/uploads/2020/10/Factsheet_Baumwolle.pdf

https://www.stoff4you.de/stoff-lexikon/stonewashed/

https://saubere-kleidung.de/?s=baumwolle

Beef
Bavarian State Ministry of the Environment and Health (Ed.): "Virtuelles Wasser – Verstecktes Wasser auf Reisen" – Information and poster for environmental education. November 2009

https://wfd.de/themen/wasserfussabdruck-von-fleisch/

https://www.peta.de/themen/wasserverbrauch-fleisch/

Smartphone
Bavarian State Ministry of the Environment and Health (Ed.): "Virtuelles Wasser – Verstecktes Wasser auf Reisen" – Information and poster for environmental education. November 2009

https://de.statista.com/themen/6137/smartphone-nutzung-in-deutschland/#topicOverview

https://de.statista.com/infografik/29148/wert-der-metalle-aus-ungenutzten-defekten-smartphones-in-deutschland/

https://klassewasser.de/content/language1/html/9255.php

https://repedia.de/blogs/blog/virtuelles-wasser-smartphone

VIRTUAL WATER GAME

SHORT DESCRIPTION

For each round of the game, the participants are given a shopping list and must select various products from among those offered by the game supermarket. The aim is to have as little virtual water in their shopping basket as possible.

GOAL

The game is an introduction to the topic of virtual water and draws the participants' attention to their own shopping habits and possible alternatives.

PREPARATION

Print and cut out an adequate number of product cards. It may be sufficient to choose just a selection of the products – the game doesn't have to be played with all the product cards.

A table is set up for the participants. With a larger group, it is also possible to divide the participants into teams. Each team then has its own table. A product catalogue is placed on each table, and three areas must also be marked out using the adhesive tape to serve as "shopping baskets" for each round of the game (labelled 1, 2 and 3).

A separate table must be provided for the facilitator. This table is the game supermarket. The product cards are placed face up in piles on the table. A sheet of flip chart paper is attached to the wall or a pinboard to note and add up the amounts of water hidden in the products "bought" by the participants.

IMPLEMENTATION

1. The facilitator first explains how the game is played

- The game comprises three rounds in which the players can choose products from the supermarket on the basis of the shopping list they have been given. They can use the product catalogue to decide which products to buy.
- The group then chooses a shopper, who goes to the supermarket and receives corresponding product cards from the facilitator. The cards must be placed in one of the shopping baskets on the team's table, but without looking at what is written on the backs of the cards.
- Each round starts with a new shopping list.
- The participants must keep in mind that the game is about virtual water consumption. The aim is to have as little water in the final shopping basket as possible.

2. The game

Round 1:
The facilitator hands out the shopping lists for round 1.

The shopping list specifies how much fruit or how many vegetables the group must buy, for example. The group must then together discuss what exactly to buy. The product catalogue on the table provides an overview of which products are available. When the group has made its choices, the bell is rung. The designated shopper then takes the completed shopping list to the supermarket and receives the selected product cards from the facilitator.

The cards for the products selected from shopping list 1 are placed on the group's table in the shopping basket marked with the number "1". The cards must not be turned over (details of the water consumption are on the back)!

GROUP SIZE
From 4 persons

TIME REQUIRED
approx. 1 hour
(explanation 10 min., game 30 min., evaluation 15 min.)

AGE RECOMMENDATION
From 10 years

MATERIALS
* These materials can be found in the box.

- **Product cards**
- **shopping lists**
- **product catalogue**
- **adhesive tape**
- **numbers for the "shopping baskets"**
- **pens and pencils**
- **bell**
- **flip chart paper**

When the facilitator gives a signal, the group can choose 3 products from their shopping basket for which they would like to know the virtual water content. They are allowed to turn over the three cards and can read out the number of litres of water shown on the back. The facilitator writes the products and their water contents on the flip chart paper on the wall.

The details that are now visible on the wall give the participants a first impression of the water required in the relevant production processes and they can use this information when making their decisions in the following rounds.

Round 2:
As round 1, but now with the shopping list for round 2.

Round 3:
As rounds 1 and 2, but now with the shopping list for round 3.

3. End

When all three rounds have been played, the participants calculate the total amount of virtual water in all the products they chose.

The facilitator assists where necessary and then writes the results on the wall.

EVALUATION

The following questions can be used in the evaluation discussion:

- How did you find the game?
- Were you surprised at how much water is hidden in the products on your shopping list?
- Which products contributed the most water to your shopping baskets?
- What do you think? Why is the amount of virtual water so high for some of the products (e.g. a laptop computer)?
- Were you able to choose alternatives to certain products? Were alternatives actually available for all the products?
- What does the game have to do with real life?

POSSIBILITIES FOR FOLLOW-UP

- Online calculator to assess your own individual water footprint:
  https://wfd.de/wie-gross-ist-ihr-wasserfussabdruck/ (04.12.2024)
- Watch a film explaining virtual water (on USB stick)
- Virtual water puzzle relating to one or more products
- Geocaching with tasks addressing the topic of virtual water
- “Supermarket challenge” with a focus on virtual water
- Build a water filter

WASSER – ACTION

SHORT DESCRIPTION

As in the long-standing board game "Activity", the teams must guess words that a chosen member is trying to explain in various different ways. In this variant of the game, all the words are connected with the topic of water.

GOAL

The game introduces different aspects of the topic of water and promotes the creativity of the participants.

PREPARATION

Set up the game board with the word cards.

IMPLEMENTATION

1. The participants are divided into two or more teams.

2. The team that starts places its figure on the first space of the game board. There are three different colours for the spaces, each of which symbolises a different way to present the word to be guessed: Yellow = Draw; Green = Act; Red = Explain.

3. The group choses a person to present its word. This person takes the top card from the pile, but doesn't show it to the other members of the group. He or she has 10 seconds to memorise the word. The card is then handed over to one of the other teams, so that they can check whether the player who is explaining, acting or drawing is following the rules.

4. The timer is also managed by a different team. When the time starts, the group has 2 minutes to guess the word that is being explained, acted out or drawn for them. The colour of the space where the group's figure is standing determines which of the three possibilities must be used. If the group guesses the word correctly, its figure moves forward one space. If the word is not guessed correctly, the figure must stay where it is. The first team to reach the "Finish" space is the winner.

Rules for presenting words:

- Drawing: The player is not allowed to speak or use gestures to help the rest of the team. The drawing must not contain numbers of letters.

- Acting: The player must not speak or make any kind of noises, and is furthermore not allowed to touch or point to objects in the room. Pointing to parts of the body, however, is permitted.

GROUP SIZE
From 4 persons

TIME REQUIRED
approx. 1 hour

AGE RECOMMENDATION
From 7 years

MATERIALS
* These materials can be found in the box.

- **Word cards***
- **timer** (from "Smartphone" outdoor game)*
- **game board**
- **game figures** (from "World" game)*
- **paper and pencil**

- Explaining: The player must describe the word without using the word itself, any parts of the word, or other words that are derived forms of the word to be guessed.

- If the player breaks one of the above rules, the team's figure must move back 3 spaces and it is then the next team's turn to guess a word.

Notes on implementation

To promote the inclusion of participants who may be easily frustrated, the facilitator can write some very simple words on extra cards. These words can then be used when the person concerned is called up to present a word. With a mixed group with participants of very different ages, it is recommended to play the game with several separate piles of cards.

The players can then decide whether they want to take a card from the "easy" or "difficult" pile. Depending on the nature of the group, it is also possible to introduce special rules for this, for example that only players under 10 years of age are permitted to take a card with an easier word.

EVALUATION

- The following questions can be used in the evaluation discussion:

- Which words were easy or difficult to present/ guess?

- Were there any words where you had no idea what to say/do/draw?

- How come you know a lot about some words, but almost nothing about others?

- Which of the words would you like to hear more about?

POSSIBILITIES FOR FOLLOW-UP

- Build a water filter

- Virtual water puzzle

BUILD YOUR OWN WATER FILTER

Instructions based on https://www.weltleben.at/index.php%3Fid=132.html (01.12.2024)

SHORT DESCRIPTION

The participants use various materials to build their own water filter and then test it by filtering dirty water.

GOAL

The aim is to arouse interest in ways to facilitate access to clean water and to develop an awareness for the importance of water for all living things.

PREPARATION

Spread the required materials out on the table. The participants can themselves produce different kinds of dirty water, e.g. using paints, earth, dust, etc.

IMPLEMENTATION

As introduction to the topic – or else after the group has built its own water filter – the photos of the merkana filter from Iraq can be shown as an example for a home-made water filter that functions without electricity and uses the simplest of materials.

1. First explain the different layers in the water filter. To this end, show the group the "Water filter layers" picture. It is a good idea to print several copies of the picture and leave them on the table so that the participants can refer back to them later.

2. Now you can start to build a water filter with the different purification stages: First cut the bottom off the plastic bottle. Then wash the charcoal thoroughly with clean water. Fill the bottle with the required layers one by one, as shown in the picture:
   The first layer is a piece of cloth, which is then followed by a layer of fine gravel, the washed charcoal, another piece of cloth or cotton wool, then washed sand, gravel and finally another layer of cloth. For the sand layer, you can always use more sand than is shown in the picture. It is recommended to crumple the cloth for the thick cloth or cotton wool layer in the middle, whereas the cloth at the top and bottom of the filter is laid out flat.
   The top layer of cloth will already hold back the larger particles of dirt before the water gets to the gravel layer and can be rinsed clean each time the filter is used. Place the filter on large stones, a wooden frame or the like (or simply hang it up somewhere), so that the collecting jar fits under the hole at the bottom.

3. The participants can test their filter by pouring different kinds of dirty water in at the top. The water should be filtered several times, so that they can observe how the water becomes cleaner and cleaner each time.

4. The water is now cleaner than before, but it's still not drinking water, because the filter is unable to remove bacteria and other persistent impurities, e.g. hormones. The participants can see this for themselves by filtering water that contains washing-up liquid. If they shake the water collected at the bottom of the filter, it will produce just as much foam as before.

Optionally after filtering:

Leave the filtered water standing in the sun in black canisters or similar containers. Black absorbs much more heat that any other colour. If the water is heated to more than 65° C for at least an hour, most of the remaining germs etc. will be killed. This saves a lot of heating fuel and time, and is also kind to the environment. Detergents like washing-up liquids, however, will still not be removed.

GROUP SIZE
From 2 persons

TIME REQUIRED
1 hour

AGE RECOMMENDATION
From 7 years

MATERIALS
* These materials can be found in the box.

- "Water filter layers" picture*
- "Iraqi merkana filter" photos*
- charcoal*
- sand
- gravel
- fine gravel
- cloth or cotton wool
- plastic bottle or similar container (e.g. plastic fruit box from the supermarket)
- knife
- paints or similar
- collecting jar etc. for the clean water
- washing-up liquid

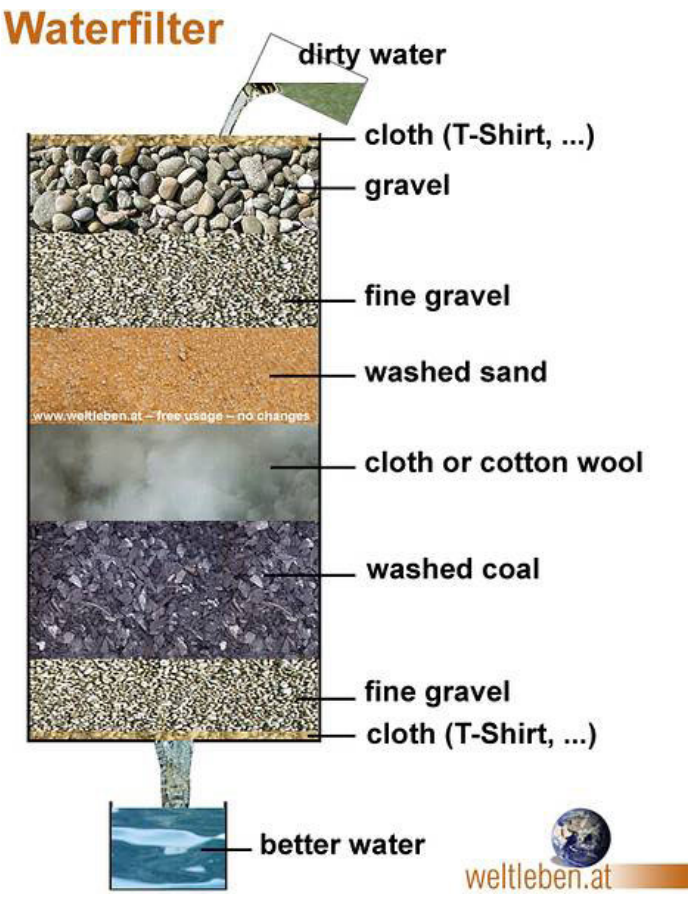
If the water filter is used for several days:

The layers of the filter must be replaced regularly. How often this is necessary will depend on how dirty the water is. With very dirty water, the filter must already be renewed after 1-2 days. The cloth can be used again after washing thoroughly with clean water and soap(!). If the filter is only used by a few people, it will produce clean water for much longer of course.

The table below gives you an idea of how many days the filter can be used by the specified number of persons:

Two-litre plastic bottle filter for up to 2 persons

- Very dirty water: 1-2 days
- Dirty water: 2-3 days
- Nearly clear water: 3-4 days
- Clear water: 5-6 days



EVALUATION

The following questions can be discussed with the participants either during or after filtering of the water:

- Why is clean water so vitally important?
- How is our drinking water purified?
- Where does our drinking water come from?
- What are the limitations of water treatment?

POSSIBILITIES FOR FOLLOW-UP

- World game with a focus on freshwater reserves
- Watch film on the global water situation (film list)
- Visit a wastewater treatment plant

BACKGROUND INFORMATION FOR FACILITATORS

The merkana filter was invented by arche noVa in 2003 and implements the principle of helping people to help themselves. The merkana is a traditional clay pot used in Northern Iraq to cool water. arche noVa expanded this function. Filled with sand, gravel and charcoal, the pots became inexpensive filters that the locals could make themselves.

(Source: https://arche-nova.org/25Jahre)

- Sand and gravel filters are used to remove suspended particles both in drinking water and wastewater treatment:

  a. In water works, they are used to retain flocculated iron and manganese

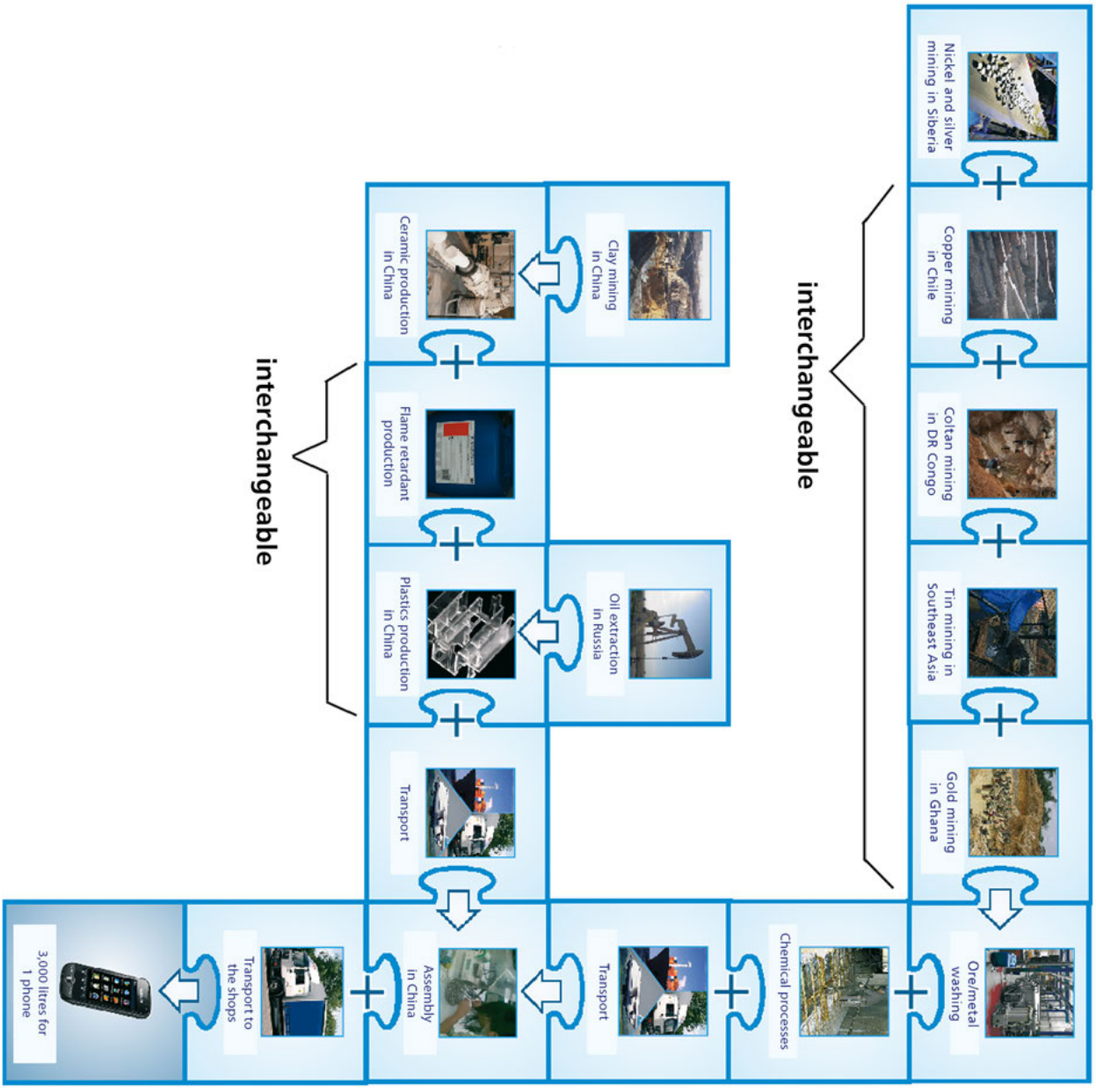
  b. In wastewater treatment, they are also used for denitrification (nitrogen elimination)

Filtration stages and functions:

- Filter sand (coarse and fine) = Mechanical filtration (removal of dirt particles)
- Active charcoal = Organic filtration (removal of unpleasant odours and tastes, hydrocarbons, organic chlorine compounds, solvents, pesticides, humic substances, etc.)
- The sand under the charcoal layer is important because it prevents the charcoal pieces being flushed out at the bottom.

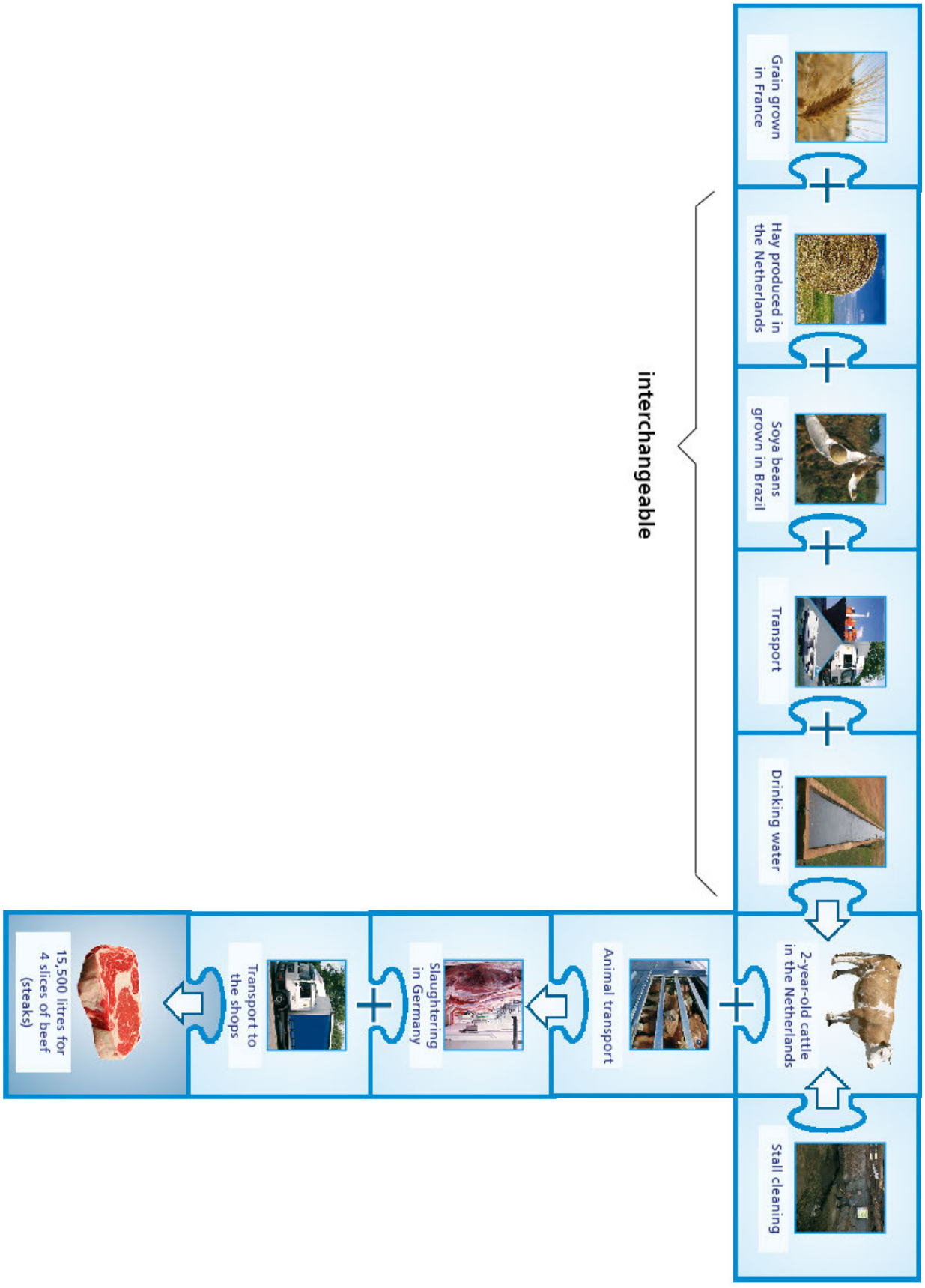
SOLUTION +
COPY TEMPLATE
VIRTUAL WATER PUZZLE

SOLUTION – VIRTUAL WATER PUZZLE – HANDY



SOLUTION – VIRTUAL WATER PUZZLE – JEANS

SOLUTION – VIRTUAL WATER PUZZLE – BEEF



Copper mining in Chile

Gold mining in Ghana

Nickel and silver mining in Siberia

Tin mining in Southeast Asia

Ceramic production in China

Coltan mining in DR Congo

Chemical processes

Ore/metal washing

Assembly
in China

Oil extraction
in Russia

Plastics production
in China

Flame retardant
production

3,000 litres for
1 phone

Clay mining
in China

Transport to
the shops

Transport

Transport

Transport

Bleaching in China

Use of pesticides

Transport

Cotton growing in Uzbekistan

Spinning in Türkiye

Transport

Dye manufacture in Poland

Weaving in Taiwan

Zip and rivet manufacture in France

Transport

Dyeing in Tunisia

Transport

Fabric finishing
in Bulgaria

Stone-wash effect
in France

Transport

Sewing
in Bangladesh

Transport

Transport to the shops

11,000 litres for 1 pair of jeans

Soya beans grown in Brazil

Transport

Hay produced in the Netherlands

Animal transport

Grain grown in France

Drinking water

2-year-old cattle in the Netherlands

Slaughtering in Germany

15,500 litres for 4 slices of beef (steaks)

Transport to the shops

Stall cleaning

FURTHER SUGGESTIONS

EXCURSIONS

One idea that can be highly recommended is to organise an excursion with the participants to take them out of their familiar surroundings and to encourage contact with people who perhaps live and think differently. Furthermore, excursions often leave lasting impressions that will be talked about for a long time into the future.

IDEAS FOR EXCURSIONS WITH A GLOBAL REFERENCE

ALL RETRIEVED ON 02.12.2024

- Museum exhibitions, e.g. on the subject of migration or climate change (see current list of exhibitions at the Deutsches Hygiene-Museum: https://www.dhmd.de/ausstellungen
- Visit sustainability projects, e.g.
  - residential projects (WUMS, "Schwarzes Schaf", etc.)
  - give-away shops (Dresden-Löbtau or -Neustadt)
  - ecological agriculture projects such as organic farms
  - community-supported agriculture projects such as deinHof https://dein-hof.de/
  - Schellehof https://www.schellehof.de/ or
  - Hof Öase Marsdorf https://www.oease.de/
- Comparison of conventional and organic farms
- Go out for a veggie burger or vegetarian ice-cream together
- Visit to an open-cast coal mine
- Green/alternative city tour; possible stops:
  - World Shops
  - various food-sharing projects
  - "Green Technology Company" https://green-technology-company.de/ and https://www.stories-of-change.org/filme/green-technology
  - community garden Wurzelwerk and
  - Café Wilde Flora in the former plant nursery in Pieschen https://ufer-projekte.de/alte-gaertnerei/
- Workshop or visit from the "mobile cycle kitchen" of Zur Tonne Dresden in cooperation with the Dresden Food Bank and the City of Dresden https://www.zur-tonne.de/
- Bicycle tour, possibly from one project to another

For further ideas and inspiration, visit https://www.stories-of-change.org/

PAPER CLIP TRADE-UP

SHORT DESCRIPTION

Starting with a paper clip, the participants exchange small objects as often as they can and document their trade-up successes with photos.

GOAL

The aim of the exercise is to motivate the participants to enter into "exchanges" with others and to encourage reflection on their own value principles.

IMPLEMENTATION

1. First, the paper clip trade-up idea is explained with the aid of photos and the story of Canadian blogger Kyle MacDonald.

2. The participants form small groups and each group is given a paper clip. They then go out into the city, village, neighbourhood, etc. and try to trade the paper clip for something else, which then becomes the object of the next trade, and so on. Each trade-up is documented with photos. The group continues to look for new trading opportunities until it has acquired something that everyone is satisfied with or until the specified time runs out.

3. The groups come back together and use the laptop and projector to present their photos of the individual trade-ups and the final result.

EVALUATION

The facilitator can use the following questions to guide a subsequent discussion:

- How did you get on with the game?
- Was it easy or difficult to speak to people you didn't know?
- Did anything surprise you?
- Were there any things that you didn't want to trade?
- Are you satisfied with what you received from your last trade?
- What would you most like to trade up to?
- Have you already traded things in the past?
- When was it easy or difficult to trade something?

SOURCES

RETRIEVED ON 01.12.2024

You can read the whole story at:

oneredpaperclip.blogspot.com

Photos:

http://www.pottwalblog.ch/2010/02/mann-tauscht-rote-buroklammer-gegen-haus/

GROUP SIZE

From 2 persons

TIME REQUIRED

1-3 hours

AGE RECOMMENDATION

From 10 years

MATERIALS

* These materials can be found in the box.

- **Paper clip trade-up photos**
- **background info on the origin of paper clip trading**
- **paper clips**
- **cameras**
- **laptop**
- **projector**
- **cables to connect cameras/mobile phones to the laptop**

FLEA MARKET

GROUP SIZE
From 10 persons

TIME REQUIRED
From 12 years

AGE RECOMMENDATION
3 hours

MATERIALS
* These materials can be found in the box.

- Tables
- chairs

SHORT DESCRIPTION

The participants organise a flea market.

Goal
The aim is to encourage reflection on our consumer behaviour and throw-away society.

PREPARATION

To get the participants in the right mood for the flea market, they could be given a survey sheet that asks questions such as:

- Have you ever taken part in a flea market before?
- Have you ever bought anything at a flea market? If yes, what was it?
- Which kind of things are you planning to sell? Why did you choose these things?
- Where are the things you are planning to sell at the moment?
- When exactly is something "too old" or no longer usable?
- What would you do with your things if no flea market was being organised?

IMPLEMENTATION

The participants set up their tables as market stalls and present the things they hope to sell.

Parallel to the flea market, it's also possible to hold an auction. In addition to actual items, the auction could ask for bids for "wishes" written on pieces of paper, e.g. a house in the countryside, a moped, a secure job or apprenticeship, love, health, more free time, travel, political power, ...

EVALUATION

The following questions can be used in the subsequent evaluation – in the form of a round-table discussion, a questionnaire or a bingo game:

- Are you satisfied with what you could sell?
- What kind of things did you sell?
- How much money did you take on your stall?
- Did anything really please/annoy/surprise you?
- Could you have imagined trading or giving your things away?
- What are you going to do with the things that you didn't sell?

HIP-HOP – BATTLE

SHORT DESCRIPTION

The participants listen to music clips and try to guess the nationalities of different hip-hop artists – several teams can compete in a battle.

GOAL

The game demonstrates the diversity of the international hip-hop scene and at the same time provides for a whole lot of fun.

PREPARATION

The country cards must be printed out so that every group taking part can be given a set. Make enough space in the room and either lay the world map out or stand the globe on a table.

LINKS TO MUSIC CLIPS

RETRIEVED ON 01.12.2024

- Switzerland
  https://www.youtube.com/watch?v=IGSZbwqqt7I
- Japan
  https://www.youtube.com/watch?v=OUcQUBnzpjk
- Cuba
  https://www.youtube.com/watch?v=cWNttxlNyrk
- Poland
  https://www.youtube.com/watch?v=ybV7jjVpZ3k
- Greece
  https://www.youtube.com/watch?v=sKNKLrgvB7g
- Mali
  https://www.youtube.com/watch?v=i3haccd4caY
- Denmark
  https://www.youtube.com/watch?v=UaaaOOm5tP4
- South Africa
  https://www.youtube.com/watch?v=lTKFBPM4GNg

IMPLEMENTATION

1. The participants are first asked what they know about hip-hop and which artists or bands they know or like. Can they imagine that hip-hop music is produced and listened to all over the world?
2. The participants are divided into groups of at least 2, but not more than 8 players. Each group is given a set of 8 country cards.
3. The groups then find a place in a corner of the room, for example, where the other groups have no chance to "spy" on them.
4. The facilitator announces that 8 songs are going to be played and that the groups must try to guess which country each song is from. They must then place the country cards in front of them in the right order, without the other groups being able to see their solution.
5. If a team is unsure about a particular song, they can ask for the clips to be played again until everyone is happy.
6. When everyone is ready, the teams take their cards and form lines with the cards turned face down in front of them. The two lines stand facing each other.
7. Each song is then played again and the teams dance off against each other in a battle. The corresponding country cards are then turned over to see who has the right answer. The country concerned can then be identified on the globe or world map.
8. The group with the most correct answers is declared the winner of the Hip-Hop-Battle.

GROUP SIZE
From 4 persons

TIME REQUIRED
15 minutes

AGE RECOMMENDATION
From 12 years

MATERIALS
* These materials can be found in the box.

- **Audio/video files of hip-hop music clips**
- **music player**
- **country cards**
- **world map* or globe**

EVALUATION

- The following questions can be asked in a subsequent discussion:
- Was it easy or difficult to assign the countries?
- Did anything surprise you?
- What do you think? How do young people live in these countries?
- What else do you like listening to? Do people also listen to that in other countries?
- What is good about people all over the world listening to the same music?

POSSIBILITIES FOR FOLLOW-UP

- Find the charts of different countries online and listen to some of the songs
- Write/record a hip-hop song
- Hip-hop dictionary: https://de.wikipedia.org/wiki/Hip-Hop-Jargon
- Watch a film together, e.g.
  - **Wild Style**
    Director: Charlie Ahearn | USA | 1982
    The first film featuring hip-hop; semi-documentary.
  - **Beat Street**
    Director: Stan Lathan | USA | 1984
    Another important document from the early years of hip-hop.
  - **Style Wars**
  - Director: Tony Silver | producer: Henry Chalfant | USA | 1983.
    A unique documentary about the origins of hip-hop culture.
  - **8 Mile**
    Director: Curtis Hanson | USA | 2002
    A film drama set in the hip-hop scene starring Eminem and Kim Basinger
  - **Status Yo!**
    Director: Till Hastreiter | Germany | Switzerland | 2004
    A German hip-hop film with amateur actors.
  - **You Got Served**
    Director: Christopher B. Stokes | USA | 2004
    A film about American street dance culture.
  - **Get Rich or Die Tryin'**
    USA | 2005
    A film inspired by 50 Cent's childhood experience as a drug dealer.
  - **Brown Sugar**
    USA | 2002
    A film about hip-hop, but at the same time a romantic comedy; most famous quote:
    "When did you first fall in love with hip-hop?"
  - **Barbershop 1 & 2**
    (with Eve, Queen Latifah, Ice Cube, etc.)
  - **Times Change You**
    Film biography of rapper Bushido, starring Elyas M'Barek, Fler, Moritz Bleibtreu, Hannelore Elsner and others
- Try out further elements of hip-hop culture: Beatboxing, graffiti, DJing
- Further film tips:
  https://www.redbull.com/de-de/die-besten-hip-hop-und-rap-filme

BACKGROUND INFORMATION

RETRIEVED ON 01.12.2024

Hip-hop is a musical genre with roots in African-American funk and soul music. Rapping, which developed out of the Jamaican "toasting" tradition, sampling and scratching are further typical features of a music style that first emerged in the black ghettoes of the USA. The name "hip-hop" has no hidden meaning.

Hip-hop denotes not only a musical genre, but also a whole youth culture (https://de.wikipedia.org/wiki/Hip-Hop) with the elements rap (MCing) (https://de.wikipedia.org/wiki/Rap), DJing (https://de.wikipedia.org/wiki/DJ), breakdance, graffiti art and beatboxing.

Hip-hop has been an international phenomenon at the latest since the early 1990s. Typical styles have developed in individual countries, but artists from the USA still exert the greatest influence overall. In Europe, there was already fertile ground for hip-hop in the high-rise suburbs of French cities like Paris and Marseille in the 1980s.

Notable hip-hop scenes also exist in other countries, for example German hip-hop, Polish hip-hop, Belgian hip-hop, Arabic hip-hop. Further mention can be made of British hip-hop, which yielded the independent style of Britcore, as well as Brazilian hip-hop, a key influence in the development of funk carioca or favela funk. In the meantime, a diverse scene has developed in african countries. Many of its artists take their cues from their American idols, but African hip-hop has nevertheless produced a number of distinct styles of its own.

http://de.wikipedia.org/wiki/Hip-Hop

Links retrieved on 01.12.2024

DENMARK	DANISH
POLAND	POLISH
MALI	FRENCH / LOCAL LANGUAGES
CUBA	SPANISH
SOUTH AFRICA	ENGLISH / LOCAL LANGUAGES
SWITZERLAND	SWISS-GERMAN DIALECT
GREECE	GREEK
JAPAN	JAPANESE / ENGLISH

RECYCLING HANDICRAFTS

GROUP SIZE
From 2 persons

TIME REQUIRED
1 hour

AGE RECOMMENDATION
From 7 years

MATERIALS
* These materials can be found in the box.

- **Tetra Pak carton** (1 litre or larger)
- **scissors**
- **pencil**
- **ruler**
- **wide double-sized adhesive tape** (5 cm)
- **craft knife / box cutter**
- **cardboard as a work pad**
- **self-adhesive Velcro® tape**
- **possibly a hard base for cutting**
- **metal rule**

SHORT DESCRIPTION

There are many different ways in which waste can be turned into something useful and attractive. One example is explained here – how to make a purse or wallet from an old Tetra Pak carton.

GOAL

The aim of the exercise is to encourage the participants to think about their own consumer behaviour and in general about how resources are wasted.

PREPARATION

Gather together the required materials.

- To set the mood with **older participants,** you can watch the video clip "How to destroy the world – Rubbish" together.

  The video can be found on YouTube at:

  https://www.youtube.com/watch?v=u0OQPVy0S1o

- **For younger groups:**
  https://www.youtube.com/watch?v=-hk9u2tvaKw

Instructions for all kinds of recycling and upcycling projects can be found on YouTube; simply choose what best suits your plans and the time of year.

If the participants are sufficiently enthusiastic, you could also organise a litter picking campaign in the neighbourhood and then make things out of whatever you have collected.

IMPLEMENTATION

See the following pages for instructions (instructions from https://www.regina-lustig.com (02.12.2024)

EVALUATION

- The following questions can be discussed with the participants while they are working:
- How do you decide when something must be thrown away because it's "old"?
- Who actually decides what is "old" or "waste"?
- Have you ever saved "waste" to use it for something else?
- Why could it be a good thing to re-use "waste" and to make something new out of it?
- Can you imagine a world where there's no such thing as "waste"?

POSSIBILITIES FOR FOLLOW-UP

- Watch a film about recycling:
  www.youtube.com/watch?v=urGAIxTj3Dw
  https://www.youtube.com/watch?v=WWngxDscWVA
- Further ideas for recycling handicrafts can be found at:
  https://www.talu.de/recyclingbasteln-upcycling-ideen/
  https://www.upcycling-basteln.de/
- Litter picking campaign followed by a handicraft session

Links retrieved on 02.12.2024

CRAFTING INSTRUCTIONS

1. Use the knife to cut away the base of the carton.

2. Open the top of the carton and use the knife to cut off everything above the spout. This leaves you with a “sleeve”.

3. Fold out the two sides, press the carton flat and then run your fingernail down the edges to make a firm crease.

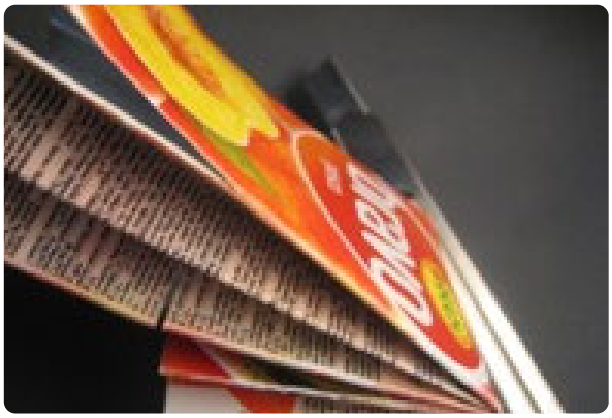
4. Make two more folds in each side to produce a “concertina”.

5. Using the knife, mark a 5 mm stripe across the front of the carton with 2 cuts about 1/3 from the top. **Important!** Be careful not to damage the rear of the carton! That will later become the flap of your purse.

6. Now use the scissors to cut out the marked stripe (up to just before the rear of the carton on both sides).

7. Fold the carton at the slot you have just made.

8. Make a cut along the edge of the opening using the knife. It doesn't matter if the sides of the carton are also cut, but make sure not to damage the rear side of the carton!



9. Again using the knife, make a cut in both sides to mark the top of the purse and the start of the flap.

10. Cut away the marked piece of the carton with the scissors (up to the edge of the rear side) to leave the purse flap.

11. Fold up the two halves of the purse and stick them together with double-sided adhesive tape.

12. Round off the corners of the purse flap and stick a piece of self-adhesive Velcro® tape in the middle of the top edge. Peel off the second protective film and close the purse flap.

SEEDBALLS

Method taken from: Einfach ganz anders. Bildung für nachhaltige Entwicklung an Ganztagsschulen. Lernreihe Boden. Schätze, Erde & Geschäft – Auf dem Boden der Tatsachen. Publishers: Bund Jugend NRW and Eine Welt Netz NRW. 2012

SHORT DESCRIPTION

The participants make their own seedballs – small balls of clay, soil or compost and seeds with the ability to turn dull, unused spaces into colourful oases as if by magic.

GOAL

The participants take extra notice of the state of the environment in their own neighbourhood.

PREPARATION

Gather together the required materials

IMPLEMENTATION

1. First mix the different flower seeds together.
2. Add the seeds to the compost/soil and mix thoroughly.
3. Finally add the clay powder and again mix thoroughly.
4. Gradually add water to the dry seed/soil/clay mixture a little at a time. Be careful not to moisten the whole mixture at once, as it will then harden before you can finish making the balls. Add just enough water to make the ingredients stick together in a mass that you can work with. If your mass has become too wet, you can compensate by adding a little more of the dry ingredients, but be aware that you must then continue quickly.
5. Take a little of the mixture and roll it between the palms of your hand to form small balls the size of a coin or nut. Don't squeeze the mass together too firmly. The seedballs are good when the balls are relatively smooth and round, but still soft.
6. Leave the seedballs to dry for 1 or 2 days – preferably in the sun. Don't try to speed up the process with additional heat sources – e.g. radiator, hair dryer, oven, etc. – as this could stop the seeds from growing. The dried seedballs are then immediately ready for "sowing"; simply scatter them over the area to be planted or perhaps insert individual balls into wall cracks or the like.

   The balls can also be stored for several weeks and planted later, provided they are kept in a cool and well ventilated place. Avoid using plastic bags for storage, as the seedballs could then develop mould.
7. For reliable and visible success, plan to use about 10 seedballs per square metre. If you produce a larger quantity of seedballs, you could even bring whole patches of wasteland back to life.
8. Check on your "garden" from time to time. Water as necessary – or simply wait for rain – and get ready to enjoy the flowers.

GROUP SIZE

From 2 persons

TIME REQUIRED

45 - 90 minutes

AGE RECOMMENDATION

From 7 years

MATERIALS

* These materials can be found in the box.

- **1 part flower seeds**
- **3 to 5 parts compost / soil**
- **3 to 5 parts clay powder** (all these ingredients should be dry and sifted, as this makes work much easier)
- **a little water**

EVALUATION

The following questions can be discussed with the participants while they are working:

- Why are there no flowers growing at the side of the road?
- Why are so many traffic islands dull and barren?
- Why don't you see flower meadows in the middle of the city?

POSSIBILITIES FOR FOLLOW-UP

- Survey or flower hunt in the neighbouring streets
- Geocaching with tasks addressing subjects such as trees, flowers and pollution of the environment
- Excursion to an open-cast coal mine

IMPORTANT: Guerrilla gardening is officially forbidden!

Guerrilla gardening is generally viewed critically by local authorities and the police. Anyone who is caught gardening illegally on property that belongs to others can be punished with a fine or even arrest. Therefore: When planning activities of this kind, it is imperative to obtain permission from the owner of the property in advance.

Further information on the legal situation can be found here:

https://www.nabu.de/umwelt-und-ressourcen/oekologisch-leben/balkon-und-garten/trends-service/trends/13976.html

(02.12.2024)

In many cases, the local authority offices responsible for green spaces are actually quite interested when it comes to urban gardening projects. The above NABU website offers a wealth of tips and information to support cooperative – and legal – gardening in public spaces.

UPCYCLING

SHORT DESCRIPTION

There are many different ways in which waste can be turned into something useful and attractive. One example is explained here – how to make a purse or wallet from an old Tetra Pak carton.

GOAL

The aim of the exercise is to encourage the participants to think about their own consumer behaviour and in general about how resources are wasted.

PREPARATION

LINKS RETRIEVED ON 01.12.2024

Gather together the required materials.

- To set the mood with **older participants**, you can watch the video clip "How to destroy the world – Rubbish" together.

  The video can be found on YouTube at:

  https://www.youtube.com/watch?v=u0OQPVy0S1o

- A children's TV programme on the subject of waste, suitable for **younger children**:

  https://www.kika.de/loewenzahn/videos/muell-102

  or the following shorter videos:

  https://www.youtube.com/watch?v=WWngxDscWVA

  https://www.youtube.com/watch?v=GSdxH6AuRjc

- A video of a similar upcycling project can be watched here:

  https://www.youtube.com/watch?v=QRkgVyX0338

If the participants are sufficiently enthusiastic, you could also organise a litter picking campaign in the neighbourhood and then make things out of whatever you have collected.

IMPLEMENTATION

See pages 127-128 for instructions
(instructions from https://www.regina-lustig.com) (02.12.2024)

EVALUATION

The following questions can be discussed with the participants while they are working:

- How do you decide when something must be thrown away because it's "old"?
- Who actually decides what is "old" or "waste"?
- Have you ever saved "waste" to use it for something else?
- Why could it be a good thing to re-use "waste" and to make something new out of it?
- Can you imagine a world where there's no such thing as "waste"?

BACKGROUND INFORMATION

Upcycling

Upcycling is when used items and materials are not simply recycled, but instead given a new purpose. Recycling is an industrial process in which the raw materials used in a product are separated and collected so that they can be used again. One example is the recycling of plastic from PET bottles to produce new PET bottles.

Upcycling can also be seen as a form of recycling, but there is here no industrial process. Instead, individual products that would otherwise be thrown away are adapted so that they can be re-used in some other way. For example, an old jam jar could become a tea-light holder, an old T-shirt could be turned into a shopping bag, or a purse could be made from an old Tetra Pak carton.

Source: https://www.verbraucherzentrale.de/wissen/umwelt-haushalt/nachhaltigkeit/was-ist-upcycling-und-wann-ist-es-sinnvoll-68377

GROUP SIZE

From 2 persons

TIME REQUIRED

1 hour

AGE RECOMMENDATION

From 7 years

MATERIALS

* These materials can be found in the box.

- **Tetra Pak carton** (1 litre or larger)
- **scissors**
- **pencil**
- **ruler**
- **wide double-sized adhesive tape** (5 cm)
- **craft knife / box cutter**
- **cardboard as a work pad**
- **self-adhesive Velcro® tape**
- **possibly a hard base for cutting**
- **metal rule**

POSSIBILITIES FOR FOLLOW-UP

LINKS RETRIEVED ON 02.12.2024

- Watch a film explaining “cradle to cradle”:
  https://www.youtube.com/watch?v=6cCn4eV-yFQ

- Further ideas for upcycling handicrafts can be found at:
  https://www.geo.de/geolino/basteln/15038-upcycling-mit-kindern-basteln (for younger children)

  https://www.diy-academy.eu/einrichten-gestalten/upcycling-nachhaltigkeit/

- Litter picking campaign followed by a handicraft session

Photo: Markus Spiske / pexels

LIST OF FILMS, FILM CLIPS AND SOURCE REFERENCE

LIST OF FILMS

THEMATIC FILMS AND FILM CLIPS
ALL RETRIEVED ON 09.12.2024

TOPIC WATER

- Different films on water-related issues: Water reserves, water supplies, water conflicts, etc.
  https://www.bpb.de/mediathek/suche-mediathek/?global=false&local-themen-main=all&local-format-mediathek=all&local-year=all&term=Wasser

  https://filmsfortheearth.org/themen/wasser/

- Water: Why our most valuable resource is increasingly scarce
  https://www.youtube.com/watch?v=_scVEtRaXd0

- Follow our precious water! |
  A CheXpedition with Checker Julian
  https://www.youtube.com/watch?v=lOKA3LJFwzI

- The world's most valuable resource: Water (short summary of global water-related problems), makro | 3sat | broadcast on 10.05.2013 | over 10 years old but sadly still as relevant as ever
  https://www.youtube.com/watch?v=eEb910ZNQ4k

- Information films explaining the concept of "virtual water"
  https://www.youtube.com/watch?v=EnXOOrSVEPk

  https://www.youtube.com/watch?v=b4P7NU6eAAU&t=95s

- Water shortages, water conflicts
  The fight for water | Thirst – If our water disappears | 3-part | SWR documentary
  https://www.youtube.com/watch?v=Hi89KO_dj1g

TOPIC IT

- Smartphone manufacturing:
  The journey of a smartphone: From the mines to our shops | Galileo | ProSieben
  https://www.youtube.com/watch?v=N9vPQf_L7-k

- For children:
  https://www.youtube.com/watch?v=8ekjWCQpYLQ

- Agbogbloshie - Electronic waste in Ghana
  WDR Planet Wissen
  https://www.youtube.com/watch?v=qqYDWbVg2yw

  and as further background to the film contents/ basis for discussion:

  https://mobilsicher.de/reportage/e-schrott-in-ghana-was-von-agbogbloshie-geblieben-ist#toc1 (without the film itself)

- Electronic waste in Germany and worldwide:
  Global E-Waste Report: What can we do with electronic waste?
  Gut zu wissen | BR
  https://www.youtube.com/watch?v=P5_edASIcaE

- How unfair are smartphones – and what can be changed? An experiment | #istdasgerecht
  https://www.youtube.com/watch?v=55wxPK0yr-w

- What should we do with all the electronic waste?!
  logo! explains | ZDFtivi
  https://www.youtube.com/watch?v=BAmhtqBkBjU

TOPIC "ANIMAL FARMING"

- The Meatrix
  (short animated film about animal farming) and

- The Meatrix II
  (short animated film about animal farming)

  Warning! Potentially disturbing content – please watch in advance!

  https://www.youtube.com/watch?v=THZ5aX6yeL8

- Samsara
  (Film excerpt about animal farming documentary film without sound | A film by Ron Fricke | 2011
  Warning! Potentially disturbing content – please watch in advance!

  https://www.youtube.com/watch?v=k56NBsZXjr8

- WissensWerte: Meat and sustainability (short film on animal farming and meat consumption)
  https://www.youtube.com/watch?v=ZI4lxEFtUGM
- Basis for discussions on meat consumption
  https://www.youtube.com/watch?v=T9_DESp732U

TOPIC FRUIT AND VEGETABLE GROWING

- The price for our vegetables – Migration, exploitation and agriculture in Almería
  https://www.youtube.com/watch?v=nqi6Kwlm7g4
- Almeria: The sea of plastic of Almería
  ARTE Re:
  https://www.youtube.com/watch?v=OPAJwGDhuEI
- How I live from my garden (inspiration to "grow your own") | WDR Planet Wissen
  https://www.youtube.com/watch?v=mB6zPUZja7g
- How much SPACE you need to become SELF-SUFFICIENT (with animals and without)
  https://www.youtube.com/watch?v=cYE9a2Lj_dQ
- Urban farming: When vegetables grow on the roof | MDR | Umschau
  https://www.youtube.com/watch?v=y0KzlS6wGcg

TOPIC CHILD LABOUR

- Dirty chocolate: They pay for our pleasure
  WDR documentary
  https://www.youtube.com/watch?v=ZVJkZZGc6vY
- Protection against child labour: How effective is the new supply chain legislation? | frontal
  https://www.youtube.com/watch?v=ddrxHwtzNO4

TOPIC TEXTILES

- The journey of a pair of jeans
  https://www.youtube.com/watch?v=3X4wEijleNg
- Sale - Film workshop "Your gear – you buy more than you think" (short clip)
  https://www.youtube.com/watch?v=1Xce7VWTpXU
- Why the textile industry is damaging for people and the environment | Quarks
  https://www.youtube.com/watch?v=BFtSTQZy_NQ
- Fast fashion and the consequences
  Mit offenen Karten - Im Fokus | ARTE
  https://www.youtube.com/watch?v=KmYENEmi71Q
- Is a transition to sustainability in the textile industry possible?
  https://www.youtube.com/watch?v=1E59nxtGI14
- Sustainable clothing – does it help? How much fair fashion should cost | Ökochecker SWR
  https://www.youtube.com/watch?v=a6uHyg5seZQ

TOPIC RECYCLING

- Recycling check
  TV report for kids | Checker Can
  https://www.youtube.com/watch?v=ISGTKdlZV8Y
- Make a purse from a Tetra Pak carton (instructions)
  https://www.youtube.com/watch?v=QRkgVyX0338 and more ideas in the recommendations
- How to destroy the world – Rubbish (animated film about waste) | Pete Bishop
  https://www.youtube.com/watch?v=u0OQPVy0S1o

TOPIC "COSMETICS"

- How the cosmetics industry cheats and deceives- The tricks ... | SWR | NDR
  https://www.youtube.com/watch?v=wT0ctIi3ags
- Makeup risks: Parabens in our cosmetics | reporter
  https://www.youtube.com/watch?v=-oX1njp8lDM&list=PLhDMujgRnE_cI9Xxuhp4WBuB1lRJUOM7u
- Animal suffering for research – Do we actually still need animal experiments?
  https://www.youtube.com/watch?v=FvJ3U4NH0X8
- Animal experiments: Whose life are we saving?
  https://www.zdf.de/show/mai-think-x-die-show/maithink-x-folge-17-100.html

SOURCE REFERENCE

BIBLIOGRAPHY

- Egger, J. et al (2014): Youth of the World! Methodenhandbuch zum Globalen Lernen in der außerschulischen Jugendarbeit. Wien: Südwind
- Joppich, A. (2010): Think Global! Projekte zum Globalen Lernen in Schule und Jugendarbeit. Mühlheim an der Ruhr: Verlag an der Ruhr
- Wakolbinger, J. (2013): Rahmenbedingungen und Potentiale für Globales Lernen in der Offenen Jugendarbeit. Unveröffentlichte Diplomarbeit / Universität Wien. Bezug: derwako@gmail.com

INTERNET SOURCES FOR FURTHER INFORMATION, METHODS AND MATERIALS

RETRIEVED ON 10.12.2024

http://www.bne-sachsen.de

http://www.globaleslernen.de

https://www.bne-portal.de

https://www.der-paritaetische.de/fileadmin/user_upload/PJW_Arbeitshilfe_Future_for_youth_.pdf

Educational tool

https://www.kjrs.de/fileadmin/user_upload/kjrs/downloads/dokumente_arbeitshilfen/bne_kinder-jugendarbeit-sachsen.pdf

Educational tool
Du gestaltest eure Zukunft!
Jugendbeteiligung für BNE:

https://youpan.de/

https://bne.unesco.de/

IMAGE CREDITS

Under the individual photos and illustrations

Used Icons: Published by Freepik - https://www.freepik.com/ License: Flaticon Basic License
World–S. 150, 152, 155-166 Food–S. 150, 152, 167-198 Textiles–S.150, 153, 199-208 Cosmetics–S. 150, 153, 209-226 Smartphone–S. 150, 153, 227-232 Migration and Escape S. 150, 152, 223-246 Water–S. 150, 154, 247-270 Further Suggestions–S. 150, 154, 271-284 Lists and Sources–S. 154, 285-288

IMPRESSUM

Editorial team: Claudia Holbe, Janine Velske, Judith Corbet, Kathrin Damm, Sabine Marr, Alexandra Lengyel, André Dobrig, Bianka Ruge, Christoph Thiele, Evangelina Zimmermann, Johanna Feiler

Layout: Sebastian Födisch – leipziger grafik kombinat, Aline Tschiedel

Translation: Gary Bodily

Print: Umweltdruckhaus Hannover, Langenhagen. Klimaneutral gedruckt auf 100% Recyclingpapier.

Project by: arche noVa - Initiative für Menschen in Not e.V., Weißeritzstr. 3, 01067 Dresden, info@arche-nova.org
AGJF Sachsen e.V., Neefestrasse 82, 09119 Chemnitz, info@agjf-sachsen.de

This work is licensed under Creative Commons Attribution-NonCommercial 4.0 International.
To view a copy of this license, visit https://creativecommons.org/licenses/by-nc/4.0/

agjf Arbeitsgemeinschaft Jugendfreizeitstätten Sachsen e.V.

arche noVa
Initiative für Menschen in Not