TAKE ACTION!

WWW.PROJECTTAKEACTION.ORG

Raising awareness and inspiring young people to take action.

SUSTAINABLE DEVELOPMENT GOALS

Co-funded by
the European Union

Take Action!

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ABSTRACT

The result of project Take Action is an educational tool in the shape of a set of "action cards", one for each sustainable development goal, that can be used in different settings.

Each card contains a description of one of the SDGs, a set of questions for group discussions, and concrete action - thus the name "take action". The cards can be used both as a single-day game or as a part of a longer project. This guidebook will provide the reader with knowledge about the pedagogical theories this tool is built upon, a short description of the SDGs, a guide on how to use the tool (as a facilitator), and ideas for long-term actions and evaluation of the learning outcome.

We hope that by using this tool both youth workers and young people will gain useful knowledge about sustainable development goals, the importance of working towards a more sustainable future, and get concrete ideas on how to take action in their everyday lives.

All materials are available for free download and use through the project website.

PART 1

1.1. Introduction and project description

CREATION OF THE PROJECT

The European Commission's support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Take Action is a transnational KA210, otherwise known as a "small-scale partnership" project run by three organisations from Norway, Poland and Portugal.
The project idea started in the spring of 2021 at the (online) training course, "The Pow'd'er of Non-Formal Education ", organised by the Netherlands National Agency.
During the course, the partners were challenged to develop the idea for an educational tool that would be useful to their own needs and target groups, applying non-formal education methods learned.

The team found a common interest in the environment and sustainability from different perspectives and decided that the Sustainable Development Goals (SDGs) were a good working basis for the tool, as they cover several areas simultaneously on a global level.
We felt the need to develop a tool that supports youth workers and educators to address the SDGs, while at the same time providing ideas for actions for the youth to implement in their communities.

PURPOSE OF THE PROJECT

In times of climate crisis, we believe that our common goal must be to Take Action and spread knowledge about environmental protection. Our organisations have taken these steps in the form in which we feel most comfortable and in which we strongly believe – through non-formal education. Working in the NGO network

ourselves, we see how many young people have a need to be active and are looking for opportunities to take care of our planet.

The 'Take Action' project was formed with a wish to raise awareness of the Sustainable Development Goals (from now on referred to as the SDGs) and to inspire young people to take action in implementing the goals in their local communities.

We have created an educational tool for youth workers and educators working with young people with a holistic approach to development that is based on a non-formal methodology. We want to present you with a card game that can be printed and used in any setting - outdoors, indoor, as a board game or treasure hunt, or as a support for a class.

The project can be considered as testing of innovative practises to prepare learners and youth workers to become true agents of change,

and an educational activity that enables behavioural changes develops sustainability competencies of educators, and support the planned approaches of the participating organisations regarding environmental sustainability.

The objective of this project is also to contribute to the core areas of the EU Youth Strategy 2019-2027: engage, connect and empower young people, which is the framework by which the EU Youth goals can be achieved and feed into the SDGs.

Working with the SDGs is, we believe, a great way to illustrate the interconnectedness of subjects ranging from human rights to loss of biodiversity, of global and local issues.
We hope that by using this tool, in youth work and schools, young people can be inspired to engage with the SDGs and spark a sense of initiative to become agents of change.

THE PARTNERS
"Narviksenteret" is a Norwegian non-profit foundation working to promote peacebuilding and human rights. They seek to deepen societal knowledge and understanding of war and peace, international humanitarian law, and human rights through research, documentation, and outreach, based on the history of the Second World War in northern Norway. Their stated vision is "Peacebuilding through knowledge of war".

"Krzyżowa Foundation" for Mutual Understanding in Europe (FK), is a Polish public benefit institution whose statutory purpose is to stimulate and support activities aimed at consolidating peaceful and mutual tolerance of the coexistence of peoples, social groups, and individuals.

"ACRADE - Salamandra Activa" is a Portuguese non-profit association dedicated to cultural, rural, environmental, and sports fields, organising activities focused on rural tasks to preserve and maintain the land, promote local farming, and care for the Natural Environment and Biodiversity. The working goals of the organisation are in the areas of Environment and Regeneration, Well-being, Education and Cultural Identity, Promotion of Peace, and Citizen Participation with young people and the community through non-formal education methodologies.

THE WORKING PROCESS
In the development of this project, the work was divided into a theoretical part through which study was carried out on the pedagogical methodology used, the 3H model (Head, Heart, Hand), as a basis for creating the educational tool and the guidebook.
The second part, a practical part, was based on three workshops, one in each partner country and a final conference in Poland. From the workshops, held in different environments (outdoor/indoor) with different target groups (young people/teachers/youth workers), the team collected resources and feedback that were used in the creation of the tool and the guide, supported by the pedagogical study.
The project could only happen with the financial support of the Erasmus+ Programme and the European Commission.

1.2. The Erasmus+ Programme
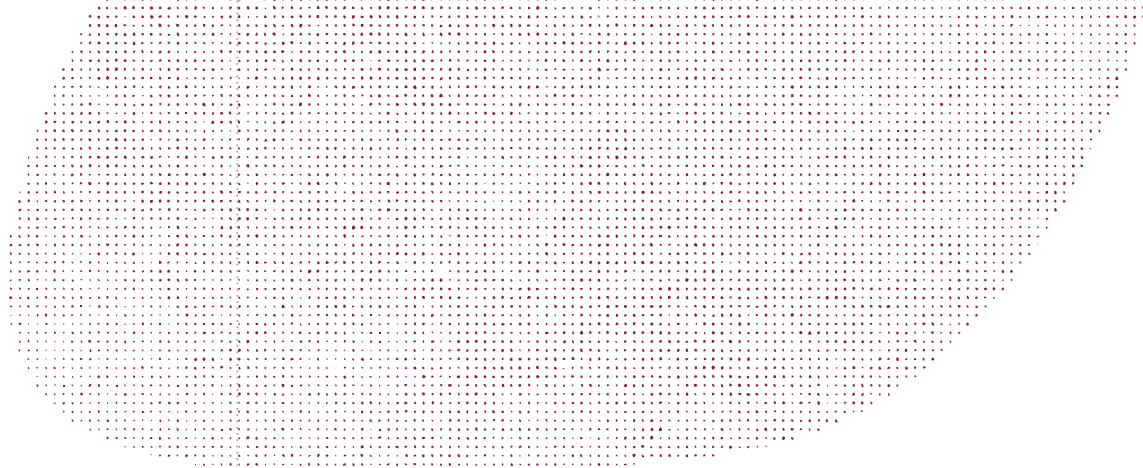
Erasmus+ is the EU's programme to support education, training, youth and sport in Europe. It has an estimated budget of €26.2 billion. This is nearly double the funding compared to its predecessor programme (2014-2020).

The 2021-2027 programme places a strong focus on social inclusion, green and digital transitions, and promoting young people's participation in democratic life. It supports priorities and activities set out in the European Education Area, Digital Education Action Plan and the European Skills Agenda.

The programme also
- supports the European Pillar of Social Rights
- implements the EU Youth Strategy 2019-2027
- develops the European dimension in sport

The general objective of the programme is to support, through life-long learning, the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, quality jobs and social cohesion, to driving innovation, and to strengthen European identity and active citizenship. As such, the Programme shall be a key instrument for building a European Education Area, supporting the implementation of the European strategic cooperation in the field of education and training, with its underlying sectoral agendas, advancing youth policy cooperation under the Union Youth Strategy 2019-2027 and developing the European dimension in sport.

The programme has the following specific objectives:
- promote learning mobility of individuals and groups, as well as cooperation, quality, inclusion, equity, excellence, creativity, and innovation at the level of organisations and policies in the field of education and training
- promote non-formal and informal learning mobility and active participation among young people, as well as cooperation, quality, inclusion, creativity, and innovation at the level of organisations and policies in the field of youth
- promote learning mobility of sports staff, as well as cooperation, quality, inclusion, creativity and innovation at the level of sports organisations and sports policies.

**Opportunities:**
Erasmus+ offers mobility and cooperation opportunities in higher education

- vocational education and training
- school education (including early childhood education and care)
- adult education
- youth and sport

Detailed information on these opportunities, including eligibility criteria, is available at:
https://erasmus-plus.ec.europa.eu/ programme-guide/erasmus-programme-guide
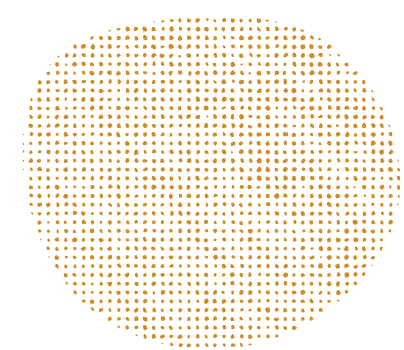
1.3. Non-Formal education and gamification

When creativity meets knowledge and experience - then the quality of non-formal education is built. New times throw us new challenges in the educational process, both formal and informal. We are put to the test by our creativity, innovation, and flexibility in adapting methods to the tools we use. Flipcharts have been replaced by a padlet, work in groups with tasks in breakout rooms and the break has lost its integration value. However, new methods and techniques are emerging, which show us how we can adapt and how non-formal education is also necessary for school reality.

Education is institutionalized, purposeful and subject to planning and framework imposed by the education service provider. A characteristic feature of non-formal education is that it is an addition, alternative, and/or complement to formal education as part of the lifelong learning process. Often the advantage of non-formal education is to guarantee everyone the right to access education and the possibility of gaining experience and acquiring skills. This type of education is intended for people of all ages but does not necessarily follow a continuous structure of the learning process; it can be of short duration and/or low intensity and is usually in the form of short courses, workshops, or seminars (UNESCO, 2023). Typically, non-formal learning leads to qualifications that are not recognized as formal by the relevant national education authorities. Non-formal education can include programs on life skills, professional skills, and social and cultural development. Focusing on the subject of youth in the educational process - activities must be dynamic and build participants' commitment and their shared responsibility for the created meeting (OECD, 2023).

Based on the practical experience of informal workshops, the biggest challenge is maintaining a high level of participants' involvement and creating an atmosphere of openness and willingness to share thoughts. The formula of hybrid learning forces students to increase their ability to self-reflect and learn about their learning methods. It is important for the teacher or educator to help students learn about methods and techniques supporting learning outside the school element. The educational burden is shifted from the institution to the home and time beyond systemic education. That is why it is so necessary to introduce the use of social media, smartphones, and gamification to teaching and, above all, to give students the possibility and the feeling that they are also an important element of learning and have an impact on how they acquire knowledge. Many goals of formal education can be achieved better and more effectively thanks to unusual methods, such as creating films with editing, screenplay, and music, conducting workshops by students themselves, working in the field, creating campaigns on social media, or creating creative "treasure hunt" games related to a specific school topic. What allows non-formal education is also making mistakes and learning how to deal with them, which in adulthood is a skill that will always be necessary. Managing a crisis and finding solutions is something that we will not only learn from the textbook and exercises (Szafarz et al., 2016).

1.4. The sustainable development goals

As this tool is based on the 17 SDGs we believe that is important for the facilitator/educator to be familiarized with the SGDs before using this tool with young people. This section provides a brief overview of the goals, adapted from the UN webpage, https://sdgs.un.org/goals. For further information and resources, we recommend visiting this webpage.

HISTORY AND DEVELOPMENT

The SDGs build on decades of work by countries in the UN. In 1992 at the Earth Summit in Rio de Janeiro, Brazil, more than 178 countries adopted Agenda 21, a comprehensive plan of action to build a global partnership for sustainable development to improve human lives and protect the environment. On that basis, the Member States unanimously adopted the Millennium Declaration at the Millennium Summit in September. The Summit led to the elaboration of eight Millennium Development Goals (MDGs) to reduce extreme poverty by 2015. In June 2012, Member States adopted the outcome document "The Future We Want" in which they decided, to launch a process to develop a set of sustainable development goals (or SDGs) to build upon the MDGs (...). In January 2015, the General Assembly began the negotiation process on the post-2015 development agenda. The process culminated in the subsequent adoption of the 2030 Agenda for Sustainable Development, with 17 SDGs at its core.

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

The information in this section has been edited from the webpage; *https://sdgs.un.org/goals.*

SUSTAINABLE DEVELOPMENT GOALS

EACH OF THE 17 GOALS HAS SEVERAL TARGETS WITH INDICATORS TO SPECIFY E.G. TARGET GROUPS OR QUANTITATIVE INDICATORS, AND ARE USED TO ASSESS WHETHER OR NOT THE GOAL HAS BEEN REACHED.

Goal 1 -----------------

END POVERTY IN ALL ITS FORMS EVERYWHERE.

The purpose of SGD 1 is to eradicate extreme poverty and to half the number of people living in relative poverty. The realization of this goal is crucial in terms of reaching the rest of the goals. Priority actions on poverty eradication include: improving access to sustainable livelihoods, entrepreneurial opportunities, and productive resources; providing universal access to basic social services; progressively developing social protection systems to support those who cannot support themselves; empowering people living in poverty and their organizations; addressing the disproportionate impact of poverty on women (...)

Goal 2 -----------------

END HUNGER, ACHIEVE FOOD SECURITY AND IMPROVED NUTRITION AND PROMOTE SUSTAINABLE AGRICULTURE.

The aim is for all people in the world to have access to nutritious and sustainable food all year round and that no one suffers from starvation. Priority actions include zero stunted children under the age of two; 100% access to adequate food all year round; that all food systems are sustainable; a 100% increase in smallholder productivity and income; and zero loss or waste of food. In this goal, there is also a focus on rural development, since extreme poverty and hunger are predominantly rural, with smallholder farmers and their

families making up a very significant proportion of the poor and hungry. However, much of the current food production can not be considered sustainable - and to develop a more sustainable future it is necessary for agriculture systems worldwide to become more productive and less wasteful. Sustainable agricultural practices and food systems, including both production and consumption, must be pursued from a holistic and integrated perspective.

Goal 3 -----------------

ENSURE HEALTHY LIVES AND PROMOTE WELL-BEING FOR ALL AT ALL AGES.

This goal is complex and contains targets ranging from; reproductive, maternal, and child health, prevention of infectious diseases (such as HIV, tuberculosis, and malaria), Non-communicable diseases, mental health, and environmental risks (such as cancer, diabetes, tobacco use-related illnesses, and suicide rates) to improvements in essential health services. Good health is a fundamental prerequisite for people's ability to reach their full potential and contribute to development in society. Our health is affected by the environment, economy, and social conditions and target 3 includes people of all ages and takes care of all the dimensions.

Goal 4 -----------------

ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL.

Education is a basic human right, and many more go to school today than just a few decades ago. Before the corona pandemic, nine out of ten children went to school. Despite this, over 750 million people in the world still cannot read or write, two-thirds of whom are women. Inclusive education of good quality for all is one of the most important building blocks for prosperity, health, and equality in all societies. Goal 4 not only deals with the right to go to school but also that you get good teachers and quality teaching - from primary school to university.

As a part of quality education, there is growing international recognition of Education for Sustainable Development (ESD) as an integral element of quality education and a key enabler for sustainable development.

5 GENDER EQUALITY

ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS.

The world is far more equal than a few decades ago. The proportion of women participating in politics and business is increasing, but there are still far more men than women in positions of power.

Poverty is often closely linked to discriminatory laws and social norms which lead to women having poorer finances and fewer opportunities to decide on their own lives. Many women are financially dependent on their partners, which leads to an unequal balance of power in the home and society. Equality is about a fair distribution of power, influence, and resources. Living a free life without violence and discrimination is a fundamental human right and is crucial for the development of people and society. Gender inequalities are still deep-rooted in every society. Women suffer from a lack of access to decent work and face occupational segregation and gender wage gaps. In many situations, they are denied access to basic education and health care and are victims of violence and discrimination.

Well-designed legislated gender quotas, zero tolerance for violence against women in politics, and gender-sensitive and safer political environments are key to fast-tracking and sustaining women's equal representation in decision-making.

6 CLEAN WATER AND SANITATION

ENSURE AVAILABILITY AND SUSTAINABLE MANAGEMENT OF WATER AND SANITATION FOR ALL.

Access to safe water, sanitation, and hygiene is the most basic human need for health and well-being. Billions of people will lack access to these basic services in 2030 unless progress quadruples. Water demand is rising owing to rapid population growth, urbanization, and increasing water needs from the agriculture, industry, and energy sectors. Decades of misuse, poor management, over-extraction of groundwater, and contamination of freshwater supplies have exacerbated water stress. In addition, countries are facing growing challenges linked to degraded water-related ecosystems, water scarcity caused by climate change, underinvestment in water and sanitation, and insufficient cooperation on transboundary waters.

7 AFFORDABLE AND CLEAN ENERGY

ENSURE ACCESS TO AFFORDABLE, RELIABLE, SUSTAINABLE, AND MODERN ENERGY FOR ALL.

Obtaining this goal will open a new world of opportunities for billions of people through new economic opportunities and jobs, empowering women, children, and youth, better education and health, more sustainable, equitable, and inclusive communities, and greater protections from, and resilience to, climate change.

Despite progress, there are still over 700 million people globally living in the dark and 2.4 billion cooking with harmful and polluting fuels. Although the use of renewable energy and energy efficiency has improved, progress is not fast enough to achieve Sustainable Development Goal 7 by 2030.

8 DECENT WORK AND ECONOMIC GROWTH
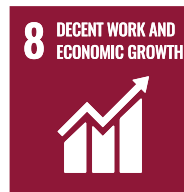
PROMOTE SUSTAINED, INCLUSIVE, AND SUSTAINABLE ECONOMIC GROWTH, FULL AND PRODUCTIVE EMPLOYMENT, AND DECENT WORK FOR ALL.

About half of the world's population earns so little that they cannot live on their wages. To eradicate poverty and fight inequality in the world, everyone must have access to jobs. For that to happen, we must create fair economic growth and new jobs. This means that we must include young people in the labour market, ensure a predictable and safe working life, make it easier to get more women into work and reduce informal and undeclared work.

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

BUILD RESILIENT INFRASTRUCTURE, PROMOTE INCLUSIVE AND SUSTAINABLE INDUSTRIALIZATION, AND FOSTER INNOVATION.

Infrastructure is the underlying structure that must be in place for a society to function. Investments in transport, irrigation systems, energy, and information technology must be in place to achieve sustainable development.

Paragraph 2 of the Lima Declaration reads: "industrialization is a driver of development. Industry increases productivity, job creation and generates income, thereby contributing to poverty eradication and addressing other development goals, as well as providing opportunities for social inclusion, including gender equality, empowering women and girls and creating decent employment for the youth (...)"

10 REDUCED INEQUALITIES

Goal 10 -----------------

REDUCE INEQUALITY WITHIN AND AMONG COUNTRIES.

To reduce inequality within and between countries, the resources of a country must be distributed fairly. The poorest and the marginalized groups must be given opportunities so that they can create better living conditions for themselves. Important measures are equal access to schools, healthcare, and good tax systems.

Before the pandemic, several measures of inequality were moving in the right direction. Economic growth has contributed to several countries becoming richer, but not automatically leading to less poverty. The pandemic has worsened existing inequality between and within countries, especially among the poorest.

11 SUSTAINABLE CITIES AND COMMUNITIES

Goal 11 -----------------

MAKE CITIES AND HUMAN SETTLEMENTS INCLUSIVE, SAFE, RESILIENT, AND SUSTAINABLE.

Cities are hubs for ideas, commerce, culture, science, productivity, social, human, and economic development. Urban planning, transport systems, water, sanitation, waste management, disaster risk reduction, access to information, education, and capacity-building are all relevant issues to sustainable urban development.

In 2008, for the first time in history, the global urban population outnumbered the rural population. This means that the cities are growing faster than the supply of jobs and housing. This leads to the development of slum areas with poor living conditions and a lack of services. And at the same time, cities account for 75 percent of all greenhouse gas emissions and slum areas prevent good living conditions.

To improve the lives of over 1 billion slum dwellers, there is an urgent need to focus on policies for improving health, affordable housing, basic services, sustainable mobility, and connectivity.

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Goal 12 -----------------

ENSURE SUSTAINABLE CONSUMPTION AND PRODUCTION PATTERNS.

Sustainable consumption and production are about doing more with fewer resources. Today we consume much more than what is sustainable for the planet. For example, a third of the food that is produced goes to waste without being eaten. Governments, international organizations, the business sector, and other non-state actors (…) must contribute to changing unsustainable consumption and production patterns.

But, each consumer must also change their lifestyle, in order to ensure good living conditions for current and future generations. This means reducing the use of resources, environmental destruction, and climate emissions as a society and as an individual.

13 CLIMATE ACTION

Goal 13 -----------------

TAKE URGENT ACTION TO COMBAT CLIMATE CHANGE AND ITS IMPACTS.

Climate change is a global issue and knows no national borders. It is important to limit the increase in the average temperature to 1.5 °C if the world wants to avoid catastrophic consequences in the future.

For many, a warming climatic system is expected to impact the availability of basic necessities like fresh water, food security, and energy, while efforts to redress climate change, both through adaptation and mitigation, will similarly inform and shape the global development agenda. The links between climate change and sustainable development are strong. Poor and developing countries, particularly least developed countries, will be among those most adversely affected and least able to cope with the anticipated shocks to their social, economic, and natural systems.

Based on current national commitments, global emissions are set to increase by almost 14 percent over the current decade, which could lead to a climate catastrophe unless Governments, the private sector, and civil society work together to take immediate action.

14 LIFE BELOW WATER

Goal 14 -----------------

CONSERVE AND SUSTAINABLY USE THE OCEANS, SEAS, AND MARINE RESOURCES FOR SUSTAINABLE DEVELOPMENT.

Oceans, seas, and coastal areas form an integrated and essential component of the Earth's ecosystem and are critical to sustainable development. Oceans contribute to poverty eradication by creating sustainable livelihoods and decent work. Over three billion people depend on marine and coastal resources for their livelihoods. They are also the

primary regulator of the global climate, an important sink for greenhouse gases and they provide us with the oxygen we breathe. Finally, oceans host huge reservoirs of biodiversity. The world's oceans and seas continue to struggle against increased acidification, eutrophication, and plastic pollution. The pandemic has not eased that burden, as an estimated 25,000 tons of plastic waste has steadily entered the global ocean owing to an increase in single-use plastic primarily from medical waste.

Goal 15 -----------------

PROTECT, RESTORE AND PROMOTE SUSTAINABLE USE OF TERRESTRIAL ECOSYSTEMS, SUSTAINABLY MANAGE FORESTS, COMBAT DESERTIFICATION, AND HALT AND REVERSE LAND DEGRADATION AND HALT BIODIVERSITY LOSS.

Humans continue to destroy the health of the Earth's terrestrial ecosystem, on which the entire planet depends. The forest covers 30 percent of the earth's surface and provides food and shelter for over 80 percent of all animals. Continued global deforestation, land and ecosystem degradation, and biodiversity loss pose major risks to human survival and sustainable development. Even as efforts are made in the domain of sustainable forest and natural resource management, commitments and instruments designed to protect, restore, and sustainably use forests and biodiversity need to be urgently implemented to ensure healthy, resilient societies.

Goal 16----------------

PROMOTE PEACEFUL AND INCLUSIVE SOCIETIES FOR SUSTAINABLE DEVELOPMENT, PROVIDE ACCESS TO JUSTICE FOR ALL, AND BUILD EFFECTIVE, ACCOUNTABLE, AND INCLUSIVE INSTITUTIONS AT ALL LEVELS.

Ensuring international peace and security has always been the UN's main task. Peace is a prerequisite for creating sustainable development. However, pleas for global peace are growing louder as the world witnesses the highest number of violent conflicts since 1945, with approximately 2 billion people living in conflict-affected countries by the end of 2020. Globally, about 437,000 people were victims of homicide in 2020. Women and girls are disproportionately impacted by lethal violence in the home and account for about 60 percent of all homicide victims killed by intimate partners or other family members.

On a positive note, parliaments and their leaders have become younger and more gender-diverse in the past five years. Representation of youth (aged 45 years or under) stood at 28.1 percent in 2018, climbed to 31.1 percent in 2021, and then dropped to 30.2 percent in 2022.

By providing all children with proof of legal identity from day one, their rights can be protected and universal access to justice and social services can be enabled. Based on data for 2012–2021, however, the birth of about 1 in 4 children under 5 years of age worldwide today has never been officially recorded.

Goal 17 -----------------

STRENGTHEN THE MEANS OF IMPLEMENTATION AND REVITALIZE THE GLOBAL PARTNERSHIP FOR SUSTAINABLE DEVELOPMENT.

In order to succeed with the sustainability goals, new and strong partnerships are needed. Authorities, businesses, and civil society must work together to achieve sustainable development. The sustainability goals must function as a common, global direction and priority effort for the next 15 years. Experience from the Millennium Development Goals shows that this type of targeted effort works.

Despite a strong rebound of global foreign direct investment and remittance flows, many developing countries are left with competing priorities for limited fiscal space and are finding it harder than ever to recover economically. With the global system facing a multitude of crises across the social, health, environmental, and peace and security spectrum, there is an urgent need for scaled-up international cooperation focused on finding lasting solutions.

Want to know more about the SDGs?
Visit the UN webpage for more information:

IMPORTANCE AND RELEVANCE OF WORKING WITH THE SDGS IN SCHOOLS AND YOUTH WORK

In both the formal school systems and in youth work, we have the responsibility not only to share knowledge about the SGDs but also to provide young people with skills and ideas on how to promote sustainable development. As is stated in Goal 4.7; "*By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.*" (UN, 2023)

From a pedagogical and didactic point of view, working with real-life situations and issues as the basis of the learning situation is not only beneficial in promoting sustainable development, but according to renowned educationist Wolfgang Klafki, it is also highly motivational for the students (Klafki, 2001).

Education (as in general education, or "Bildung") is recognized as a demo-

cratic civic right and a condition for self-determination; it must be education for all - and have a common core. According to Klafki general education must be understood as obtaining (knowledge of) the common human issues in the historical present and the emerging future (ibid.). The common must be understood as something universal, a horizon that includes the whole world. Additionally, Klafki suggested focusing on epochal key issues - which is exactly what is addressed by the SDGs. Thus, working with the SGDs and integrating them into the school curriculum is highly relevant for the general education of young people - when remembering to work with these in a way that not only gives the students knowledge but also skills and ideas for solutions.

It's important that we as teachers and youth workers in our work with young people focus on individual and societal relevant and important life problems, in making education authentic and relevant for the students. This is why this tool tries to encompass working with the SGDs in the form of problem-solving and exploratory education.

PART 2

2.1. Structure of the tool - The Action Cards

The central objective of the tool is to obtain knowledge about the SDGs, be able to discuss and reflect on the SDGs and take actions to help reach the goals - and thus have a more sustainable future.
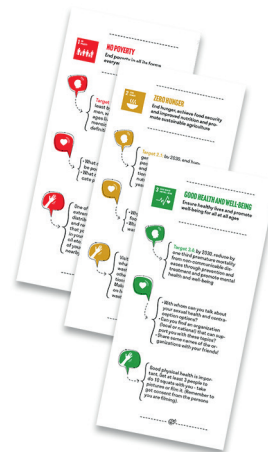
In order to reach those objectives, we have created 17 "Action Cards", each card representing one of the 17 goals. The cards have the same colour and icon as used by the UN for easy recognition. On each card, we have chosen a specific sub-section of each goal as focus, since working with all aspects/sections of each goal in one setting can become too overwhelming. The choice of each focus point should not be understood as us overstating the importance of one sub-section over the other, but as pedagogical and practical choices in terms of suitability for the structure of the tool and the age group. However, the cards can be used as a starting point to then go in-depth with each goal's subsections, which we highly recommend.

The cards are the main feature of this tool and can be used in various ways, some of these will be covered in the next section. The cards function as a medium for the young people to start a process of awareness, and discussions and inspire them to take action.

The cards are divided into 3 sections; head, heart, and hand. This is inspired by holistic educational theories (Gazibara, 2013) encouraging students to take an active part in their learning process, as well as engaging as active citizens.

The head refers to the cognitive and the acquisition of knowledge. Thus the "head" section of the card contains information about the goal. It's important to take into consideration that, for the students to understand the content of the goal, they should not only read the "head" section individually - but discuss their individual understanding and interpretation of the content. According to both Lev Vygotsky and Jerome Bruner (amongst others), knowledge is created as a social construction between individuals - through language and dialogue (Juul, 2011). After reading, discussing, and perhaps settling on a mutual understanding of the content of the head section, the participants must move on to the next section of the card. As a side note, it is crucial to acknowledge that: "theoretical knowledge is not acquired only by the head, but simultaneously by the heart, hands and all senses (...). "Pure" cognitive learning does not exist, as the head and the body remain interconnected" (Gazibara, 2013, p. 75)

The Heart refers to the affective domain of learning. This section is important to include since learning is not simply a mental process, but it is highly impacted by our emotions (Jensen, 2003). Emotions stimulate our learning process, and when we experience strong feelings or believe in something we give significance to it. "This affective area is typically understood as values, feelings and attitudes, and presence, responsiveness, giving significance and expressing values (Jensen, 2003)", as well as our more basic emotions, such as sense of right and wrong, love, faith, trust.. etc. By engaging with the affective domain we create an important interplay between thoughts, feelings, and actions. And according to Klafki (2001), it is a crucial didactical principle to thematize the students' social experiences within and outside the school sphere.
The heart section of the card is set up as a series of questions for the participants to reflect on and discuss together. The questions are phrased in a way to evoke an emotional connection with that specific goal, thus letting the participants relate their own experiences, attitudes, values, etc. to the goals - and the life situation of others.

The Hand is the psychomotor aspect of learning. What is meant by "hand" are practical activities where manual skills and physical abilities are linked with inner motivation and ethical compass in productive action (Gazibara, 2013). "According to C. Hannaford (2007), the body is a mediator in learning because it collects all senses that inform us about the world around us" (ibid. p. 76). The hand covers various practical areas (of physical manipulation), such as artistic, social, domestic, and professional.
In this case, however, the hand section has a double function. The purpose is not only to include the psychomotor aspects of learning but, as the name of the tool suggests, to take action. The hand section of the cards encourages the participants to make actual changes in their everyday life and surroundings in accordance with the specific SGD of the card. Thereby, the young people will be using the knowledge gained from the head section, connected with their discussion from the heart section in physical action. And the action will be motivated by both their emotional attachment, and the fact that they are working with a real-life problem/situation (Klafki, 2001).
However, the actions on the Hand section on the cards are mostly short-term/smaller actions. For the young people to truly feel that they are making a change, we suggest combining the game with long-term actions - ideas and suggestions for these are included in the following chapters.

2.2. How to use the tool

PREPARATION TO FACILITATE THE TOOL:
Prepare the environment and space before the participants arrive. Each player/team must be provided with a notebook, pen, and a recorder/filming device (such as a smartphone). It is important that you have prepared all the necessary materials, (more detailed below), to carry out the tasks described on the cards before you start the activity.

This tool can be facilitated as an indoor or outdoor activity. It can be adapted into a short version in case you have limited time or a longer version, in which you can work on the Sustainable Development Goals in more depth.

PURPOSE/GOAL:
The main aim of this tool is for the participants to gain knowledge about the SDGs, and to start implementing changes for a more sustainable future. It is therefore not a competitive tool - but a tool for us to reach a shared common goal.

THE CARDS:
As described in the previous section, the cards are divided into 3 categories. At the top of the card, you find the specific goal that this card is representing.

THE HEAD:
At the "head" section you find information about the sub-category that the rest of the tasks will be aiming their focus on. The participants must take time in their groups to read the "head section" properly and come to a common understanding of the goal.

THE HEART:
In this section, the participants are presented with a series of questions that they must discuss.

THE HAND:
This is a concrete task, aiming to improve sustainability.
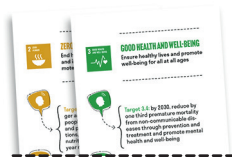
Short version

INDOOR:
Using this tool in a short amount of time, e.g. in two lessons, can be done in classrooms or as a training activity in youth groups in a suitable room with tables and seating for all participants. It's important that it is possible for the participants to venture out into the local community in order to complete the actions described on the cards.

Step 1:
Divide the class/group into smaller groups of players/teams (3 to 4 persons) and distribute the cards across them so that everyone gets the same number of cards. You can do this randomly where each team/player draws cards at random or, if you prefer, players/teams can decide which cards, SDGs, they prefer to explore. Each group should assign a person to be responsible for taking notes from the group discussions.

Step 2:
Setting the time, depending on the number of cards distributed per group. The time needed to discuss and carry out the more elaborate actions on the cards is 10 to 15 min.

Step 3:
When all groups/players have completed the actions, or the time has run out, they can come together to share the sustainable development goals they worked on and debrief on what direct or indirect impact the experience generates - either in the plenum or in smaller discussion groups.

OUTDOOR:

This tool can also be used as an outdoor activity (in school, in a youth exchange, in the local neighbourhood, etc.), for small or large groups, as a treasure hunt, or as an orienteering game. This requires prior preparation before starting to play.

Step 1:
Firstly you must define the game area by creating a map with 17 marked points, which will be given to each team. Then you must place the cards in the marked points (e.g. boxes or envelopes) for the participants to find. To maximize the educational value of the outdoor version, make sure to place the cards in locations that relate to the goals, e.g. place No. 2 near a supermarket or No. 14 near a natural water source.

Step 2:
After preparing the space and the map with the sustainable development goals marked out, it's time to play. You can play individually or in teams, according to the number of players. We will take as an example a group of 24 players which we divide into 6 teams. Give each team a name and a map. In this case, players in each team can be assigned a role such as a leader, notary, time manager, and map navigator. Players can change their roles according to the tasks if they wish. Each team can start at the same time from the same point, following the order of the points marked on the map at their will, or they can start at different points (which we recommend avoiding crowding at the posts). The aim of the teams is to find the boxes and perform the tasks/actions described on the cards.

Step 3:
Set the playing time. It's your choice to give the players/teams as much time as they need to finish all the action cards, or you can set the time, we recommend a minimum of two hours (2h), to finish the 17 Take Action cards properly!

Step 4:
When all groups/participants have completed the actions, or the time has run out, they can come together to share the sustainable development goals they worked on and debrief on what direct or indirect impact the experience generates - either in the plenum or in smaller discussion groups.

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Long version
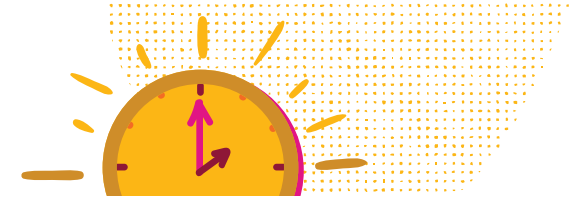
If you want to work with this tool for a longer period of time, you can choose for the groups of participants to focus only on one card. After completing the tasks on the card the group can then choose one of the SDGs (or the same as they already have been working with), define the targets they want to focus on, and create new actions that they want to carry out with the group or in their local community.
For this, there is a blank Take Action Card, where you can define the SDG that you want to work on and create each of the Head, Heart, and Hand actions yourself.

In the next sections, we will outline suggestions for long-term actions that you can work with in your classroom/youth group.

Tools/materials needed for each goal/card:
In order to facilitate the activity, each player/group must be provided with a notebook and pen, and a recorder/filming device (such as a smartphone).

Some of the cards will require a small number of materials, (markers, large pieces of paper, rope, gloves, bags) in order to complete the actions.
These materials should be gathered and prepared before using the tool. If using this tool as a "treasure hunt" the materials should be placed together with the cards.

- Goal 4: Access to the internet
- Goal 6: Paper and markers
- Goal 8: Paper and markers
- Goal 10: Markers and a large piece of paper.
- Goal 12: Paper and markers
- Goal 13: Paper and markers
- Goal 14: Gloves and a garbage bag
- Goal 15: Access to natural resources
  (e.g. sticks, straw, rocks) and a piece of rope.
- Goal 16: Markers and a large piece of paper.

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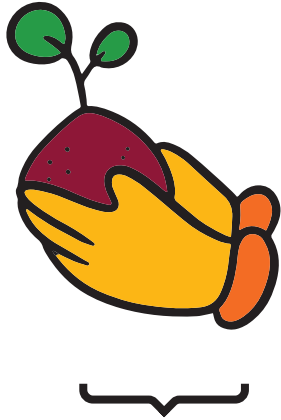
2.3 Suggestions for long-term actions

The action cards only provide suggestions for short-term actions that are easy to implement in a short period of time. However, if we are to reach the 17 SDGs - and create a more sustainable future, long-term actions are needed as well. This tool only offers the starting point to generate ideas, knowledge, and perhaps a change of attitude concerning the SDGs. Therefore, we suggest that this tool is combined with sessions where the participants analyse what long-term actions are needed in their community - and what is possible for them to achieve.

In our experience young people, after having been introduced to the cards, have many new ideas of their own on how to make a change in their society. They just need the help of a facilitator to make it happen. Nonetheless, if more inspiration is needed, we will here provide some ideas for easy long(er) term actions that can be easily implemented and carried out by young people.

- Volunteer a day in a local soup kitchen or food-sharing organization.
- Do fundraising to either donate the money to an NGO/non-profit organisation - or to host a local free dinner evening for the money you have collected.
- Collect things that are still functional, but no longer in use, and donate them to the local social thrift store.
- Make nutritious weekly meal plans to share in your local community
- Volunteer as traffic "guards"/helpers to make sure that smaller kids get safely to and from schools by helping them safely cross busy roads.
- Arranging a "pick up trash"- day for the whole school, and making it a monthly event.
- Arrange a meeting with the school board to discuss improvements to the school's sustainability policy (if they have one, if not; help them make one)
- Fundraise for replanting trees (or other endemic plants) in a local area and have a planting day.
- Spend a week/month/year using as sustainable transportation as possible (walk, bike, take the bus, or carpool if none of the above is possible)
- Do a vegan/vegetarian week or month challenge (and count the reduction in your carbon footprint and water consumption)
- Clean and restore water lines in your community.
- Find an organisation or special needs school that cares for people with mental disabilities and do weekly activities with them.
- Create a debate group and meet weekly to work on gender equality issues in your community.
- Host weekly meetings where people struggling with loneliness can meet new friends.

2.4 Evaluation and debriefing of the game

Evaluation when using non-formal education methods is as crucial as the actual activity. Here the focus is on the process and not on the effect, we want to change attitudes, influence values, and confront patterns. How can we check whether our activities are having the desired effect when we have no grades and no indicators? This is where evaluation comes to the rescue.

We can distinguish three types of evaluation:

Ex-ante evaluation - a preliminary assessment in order to evaluate whether and to what extent the planned activities are successful and meet the objectives. It is worthwhile, for example, when developing the project objectives or planning specific activities (Fundacja Rozwoju Systemu Edukacji, 2023).

The final (ex-post) evaluation of a project, after its completion, makes it possible not only to determine the quality of project implementation and its compliance with the assumptions of the application but above all to make a substantive assessment of the developed effects, as well as to examine the level and scope of the project's impact (ibid.).

On-going evaluation - evaluation carried out during the project duration allows us to assess whether the activities carried out so far have been implemented in accordance with the objectives and whether they have produced the expected results. The results of ongoing evaluation often make it possible to avoid problems in the future by introducing appropriate corrections already at the stage of preparation of assumptions, timetable or planning of organisational issues (ibid.).

Now we will focus on the last type of evaluation. Our main goal is to see if we reached our goals and to see an overview of the feelings of our participants. Please notice, that your goal as a facilitator, educator or teacher is to support the evaluation and take a closer look, take notes and see the impact - not to judge.

In the next section, we present some very simple methods of evaluation that you can use as evaluation of the outcome and impact on the participants after having worked with the action cards.

Final evaluation activities

Evaluation based on the "hand method"

Let your students draw the outline of their hand on a sheet of paper and let them fill it out according to the description below or draw one big hand on a big sheet and let all students fill it out in the same outline.

Explanation of the meaning of the five fingers:

Thumb:
What I liked best...

Index finger:
This is what I want to point out ...

Middle finger:
I did not like this ...

Ring finger:
That was my piece of jewellery/ that's what I take with me...

Pinky finger:
This was missing from the activity ...

Ask your participants to read their thoughts out loud. If you make one big collective hand - you can be the person to read out loud.

Helpful questions:
Did anything from the insights of others make you realise that you felt the same about the activities?
Are there a specific topic that you wish to discuss further?

Traffic light feedback

Hand out green, yellow and red cards or markers to your students. Ask the following questions and let the students show how much they agree by raising a colour accordingly to their feelings:

Green: *fully*
Yellow: *partially*
Red: *not at all*

Read the questions out loud and observe the reaction of the group:

• I liked this activity
• I understood the meaning of this activity
• It made me think about sustainability
• I understand what the 17 goals are about
• I feel that I know more, than before the game
• I learned how to cooperate in a team
• I will use at least one thing from the game in my daily life
• I have a better understanding of why the topic is important
• It changed my attitude/ it made me think about my perception of being sustainable
• I will take part in this game again.

During these questions, you can ask the participants if some of them want to elaborate on their choice of colour.

Suitcase, washing machine, trash bin

On a piece of paper write or draw these three things:

1. Suitcase
2. Washing machine
3. Trash bin

Give each participant 3 post-it notes. Ask them to think about the whole activity and choose what applies to them:

The most important and something they will remember - put it in the suitcase
Something that was ok, but needs some improvement - put it in the washing machine
Something that they didn't like - put in the trash bin

You can use the comments/reflections as a basis for a common discussion about the activity/SGDs/the learning process.
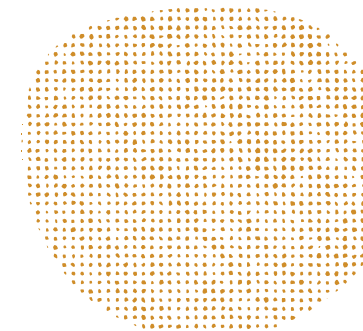
SUPPORTING QUESTIONS TO ASK AFTER THE GAME

How to ask questions:

1. Make sure not to pose judgement on the participants. You want to create a moment, with reflection and change of behaviours or perspectives. This takes time and a lot of effort. Your task as a teacher/facilitator/mentor is to support the process.
2. Ask open questions and make sure that the participants can take time to answer. No answer is also a signal that maybe we need to focus our work on another subject or another question.
3. Make it simple. Maybe some questions will need some more information to be answered.
4. Treat each other like discussion partners. Everyone lived different lives and had different experiences. It's important to create a trustful and respectful space for discussion and learning moments.

Ideas for questions:

* What happened during this activity (be concrete), what did you do, and what did your team members do?
* How did you feel while doing the tasks?
* Can you name one or two emotions that you feel when you think about the future?
* Which task was the most memorable for you?
* What was the atmosphere during the whole activity?
* What would help you to engage more?
* What am I more aware of after this activity?
* What would I like to change in my daily life to be more sustainable?
* What kind of new ideas do you have right now?
* What inspires you to take action and be more active?

Note to the facilitator: Please be openminded and make the participants feel heard and supported in the discussion.

GOOD LUCK!

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RAISING AWARENESS
AND INSPIRING YOUNG PEOPLE.

Take Action is an educational tool for youth workers and educators working with young people with a holistic approach to development that is based on a non-formal methodology, while at the same time providing ideas for actions for the youth to implement in their communities.