UNEARTHING NEW PERSPECTIVES

STEP 3

ACTIVITY KEY CARD

Suggested amount of participants: 8-80

Estimated time: 75 minutes

Materials: Paper (or something else), Markers, Pens, Resources, Activity Presentation, Projector, Screen

DIG IN

Dig In aims to illustrate the many facets of Sustainable Development through educational activities that connect participants worldwide.

We aim to foster active global citizenship by developing individuals' attitudes, skills and knowledges on the area.

In this step, we dive deeper into environmental sustainability but through a new approach. Instead of just discovering what behaviours are detrimental to the environment we also ask the participants to ponder questions of responsibility.

Is it the geographic location that determines who is responsible for the emissions, or are there more complex relations that determine responsibility?

Through identifying different actors on a local, national and global level we hope to move the conversations beyond recycling and taking shorter showers, and in the final Apply part, we invite people to themselves make lifestyle changes

The Dig In team.

ASK

Attitudes

- *Willingness to look at your own effects on environment critically*

- *Willingness to extend the discussion on environmental sustainability beyond recycling*

Skills

- *Ability to challenge current perceptions on what behaviours and to what degree these impact the environment.*

- *Ability to question and discuss issues of responsibility relating to global carbon emissions.*

Knowledge

- *Understanding of the different contributors to global emissions.*

- *Understanding of the behavioural changes that have become popular due to the easy solutions they present for environmental sustainability.*

Before you start

- Make sure you have an overall understanding of the activity and the social sustainability before running the activity.
- You will find instructions to specific resources throught the activites. You can find such resources at the end.
- Don’t forget to take pictures and send these along with your name, number of participants, and where it was run to digin@ijb.cisv.org!
- Looking to print the activity? There is a print friendly version available here (bit.ly/digin-2) to help you save ink!
- Follow us on Facebook, Instagram and Issuu.

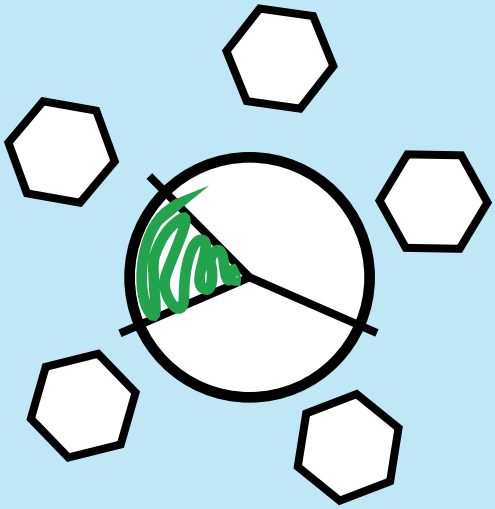
PART 1
10 minutes

Divide into groups of 5. Give each group a paper circle. Ask the group to use the circle as a pie chart and draw how much carbon emissions is produced on each continent out of the global total.

Show them the real distribution of CO2 emissions between continents. Then show them the China example: Since 1970, China has increased their CO2 emissions tenfold (from 841,105,000 metric tonnes to 9,380,000,000 metric tonnes) mostly due to increased production, making it the largest CO2 polluter in the world.

DO
40 minutes

Resource 1
Pie Chart: Carbon emissions produced on each continent



Give the groups 20 minutes to discuss:

1. Who is responsible for emissions, the producer (in this case China) or the consumer (in most cases, EU and North America)?

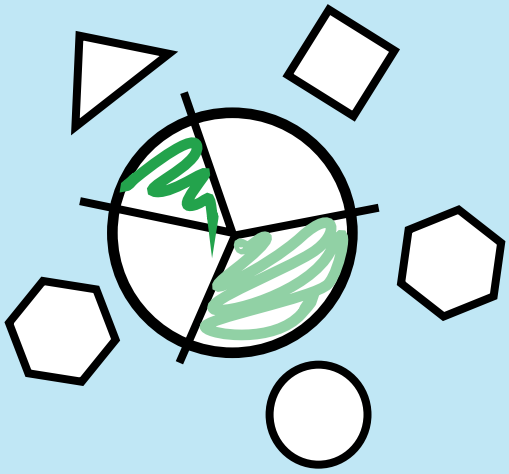
2. Who is responsible to act on climate change on a global, national level, local level respectively?

PART 2
10 minutes

Make the groups do another pie chart about the average carbon emissions.

How big of a percentage of total emissions do they think transportation, industry, buildings, agriculture, energy and “other”.

After they’ve presented their own versions, show the groups the facts.



Resource 2
Pie Chart: Carbon emissions produced per area

PART 1
20 minutes

REFLECT
20 minutes

Ask the group to discuss:

1. Were any of the pieces of the pie bigger or smaller than you expected? If so, why do you think your expectations differed from the chart?

2. Tying this to responsibilities, is the responsibility logic the same for all products, or does it differ between for example oil and food? Are some emissions justifiable?

3. How do you think this matches your personal emissions?

Tip for Facilitator

If the situation allows it, here is a good spot to mix the groups up and create new ones.

PART 1
20 minutes

Make small groups of 5 people and ask questions.

1. Are the common changes we make to our everyday lives really having an impact on our greenhouse emissions?

2. What other course of action could be taken that does not include changing individual behaviour?

3. Who gave you the authority to keep up your individual habits that negatively affect everyone else?

Ask the groups to summarise what they talked about.

GENERALISE
20 minutes

APPLY
15 minutes

PART 1
15 minutes

Make the group stand up and think of a habit they have that affect the environment negatively.

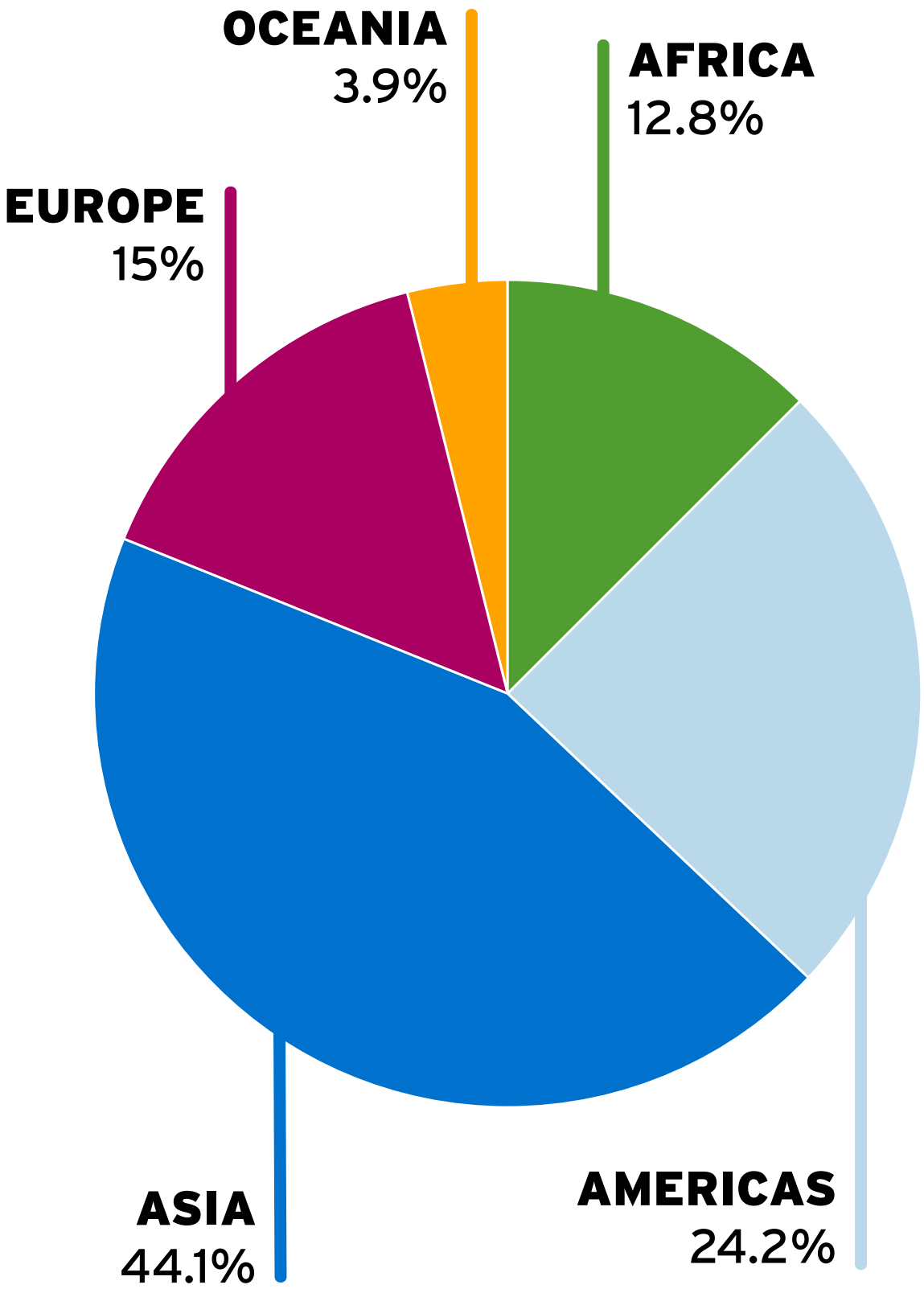
Ask them to mingle around and then create pairs of two.

The two persons should help each other challenge their bad habits and think of a plan to improve their habit for the next month.

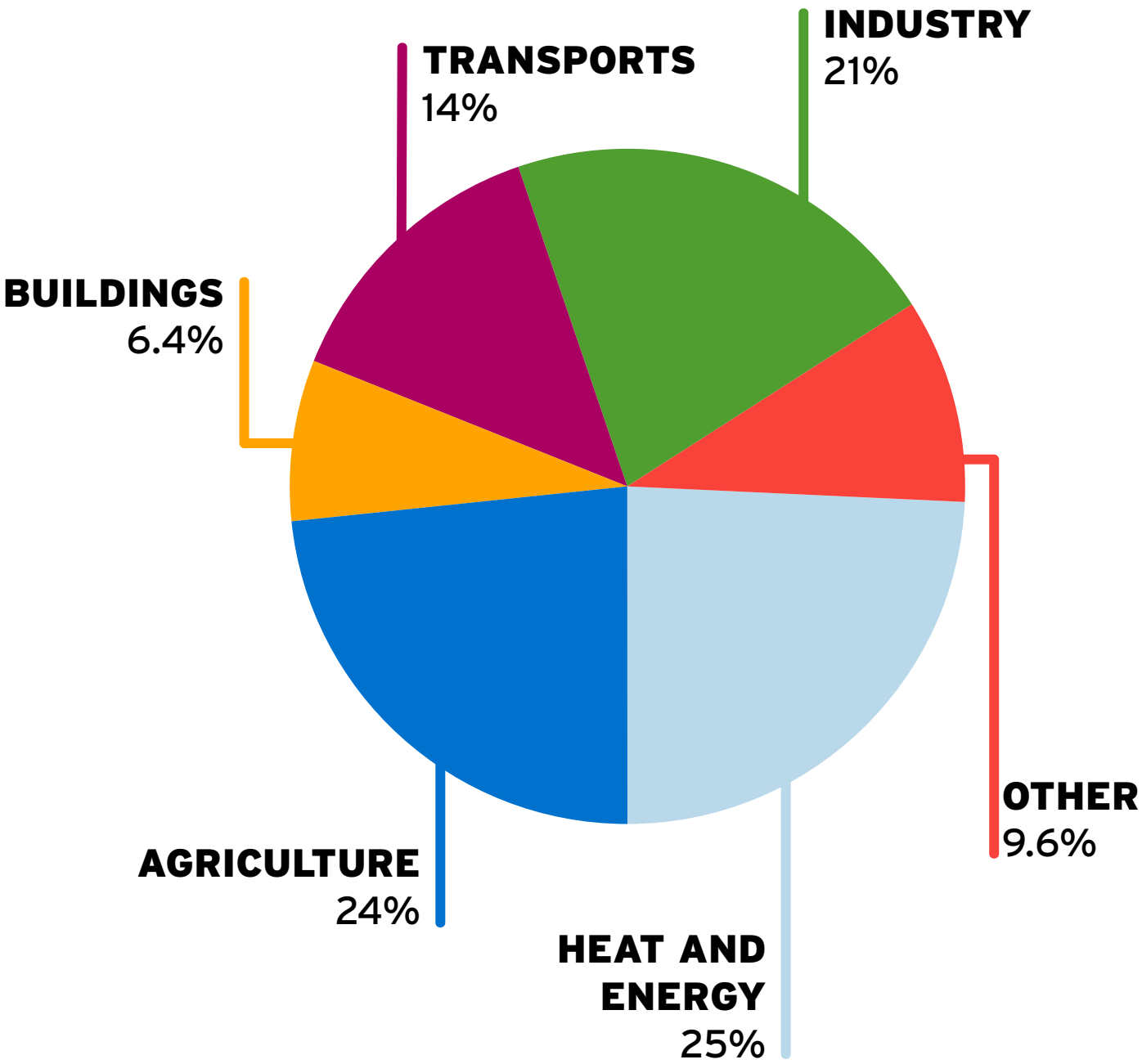
Take selfies in your pairs and post the picture with a name of your plan to the Dig In facebook page and #JBchallenge and #digin.

RESOURCES

1 CARBON EMISSIONS PRODUCED ON EACH CONTINENT



2 CARBON EMISSIONS PRODUCED PER AREA



3 ACTIVITY PRESENTATION

DOWNLOAD THE ACTIVITY HERE

GOOGLE DRIVE:
drive.google.com/file/d/0B84De0wHmmrSMHFRcmhfSTZBWEE/view?usp=sharing

USE IT DIGITALLY

ISSUU:
issuu.com/agustincuadra/docs/step_3_-_unearthing_new_perspective/1

Further Reading

Carbon footprints – what makes the biggest difference?
https://makewealthhistory.org/2008/04/08/carbon-footprints-what-makes-the-biggest-difference/

Infographic: 50 ways to help the environment from home
http://matadornetwork.com/life/infographic-50-ways-help-environment-home/