



# YOU PART

Engage. Connect. Empower

## I SHAPE THE WORLD TOO

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# I SHAPE THE WORLD TOO

## FACTS

**Age** of participants: 12+

**Number** of participants: 6 – 30

**Duration:** 45 – 60 minutes

## GOALS

Through this seven-step activity, participants will explore their daily habits and discover how their lives are connected to people around the world. Through critical reflection, they will realise that each of us, through our actions, shapes the world, which is reflected both locally and globally. The activity encourages participants to think critically about how each of our actions affects people and the environment both locally and globally. In this way, they can also be encouraged to reflect on concrete ideas how they can contribute to positive change in society.

## TOPICS

The workshop can serve as a foundation for further exploration of topics such as consumerism, social and environmental justice, climate change, global economics, human rights, etc.

## ADDITIONAL INFORMATION

As individuals, we are constantly developing two muscles. One can be thought of as a consumer, the other as a citizen. Our "consumer muscle," which we constantly feed as we continue to consume, has developed into a strong muscle. It is so strong that when we look for solutions to environmental and social problems, we often think first of greener and fairer products we can buy, rather than considering whether we really need them or whether we can borrow them. Meanwhile, our "civic muscle" is weakening. There is no big marketing campaign to remind us how important it is to get involved as citizens. On the contrary, we are bombarded with lists of simple things we can buy or do to "help save the planet" without having to change anything in our habits. Our two muscles are important and interdependent, just like our left and right hand or leg. So it would be important to give both of them the same attention and make sure that they develop evenly and that neither of them is neglected.

# **MATERIALS**

A4 paper, pens, sticky notes, large map of the world, markers, posters

# **PREPARATIONS**

1. Prepare the space for the participants to sit in a circle.
2. Prepare the posters: Take 4 or more posters and write the following titles separately on each of them: "AT SCHOOL", "AT HOME", "IN MY FREE TIME", "WHEN TRAVELING", etc.
3. Place the posters randomly on the walls or on flipcharts (so that the participants can write on them) and put some markers of different colors next to them.

# **INSTRUCTIONS**

## **Step 1**

Invite participants to sit in a circle and face outward. Hand out slips of paper and pens and ask them to think about their daily routine (which they usually do from the time they wake up until they go to bed). After a minute or two, ask them to write down 3 tasks they do regularly each day (e.g., brush their teeth, drink coffee, etc.).

## **Step 2**

For each of the tasks, have participants write down 3 items they need to do it (e.g., toothpaste, water, towel, etc.).

## **Step 3**

In the next step, participants should think about where these items were produced (in which country or region of the world they were produced). They should write the names of these countries / regions on sticky notes (one country / region per note).

## **Step 4**

Place a large map in the center of the circle and invite participants to turn around and face the circle. Ask each of them to introduce one or more tasks they wrote on the slip of paper and explain to the others what items they need to complete these tasks. Ask them to present the countries / regions in which these items were (or might be) produced and stick the notes to the map. Then ask them think about where the raw materials for these items came from (e.g. cotton for clothes, wheat for bread, coltan for mobile phones etc.). They can write these countries on sticky notes too and sort them on the map.

## Step 5

Ask participants to look at the map and think about global interconnections and interdependencies - how are they connected to people in different parts of the world and how does the production of the things they use every day affect the environment. As participants look at the map, they will notice that most of the things they use every day were produced in other countries, many of them in the Global South.

Continue the discussion about the pros and cons of globalization and how each of us is involved in global processes. Help them understand how our daily lives influence and shape human life and relationships with nature - both locally and globally.

## Step 6

Ask participants to consider how they might change some of their habits and help minimize negative impacts on the planet and people around the globe. They should also think about what could be done at a specific level (community / national / international) to actually implement the changes they would like to see.

## Step 7

After some time, invite them to walk around the room in silence and stop at the posters. Have them write their ideas about the posters, answering the following two questions:

1. What can I personally do to contribute to positive change?
2. How can I influence policy decisions at the community and / or national level?
3. How can I support organizations and / or movements working for a more just and sustainable world?

They should walk around the room silently writing their ideas on the posters, but they can respond to each other's ideas by adding additional ideas / comments or "liking" (+) ideas that are already on the posters. They should go around the room until they have seen all the posters. When they are done, they can write a letter with some concrete ideas and send it to the decision makers (e.g. national MPs / prime ministers / presidents / members of the EU Parliament, etc.).





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## PROJECT PARTNERS



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