



Global Education  
Teachers' Club

# Global Perspectives: A set of lessons for Global Education





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Teachers' Club**

The set of lessons you are about to explore was developed jointly by representatives of organisations in Slovenia (Humanitas), the Czech Republic (ARPOK), Hungary (Anthropolis), and Estonia (Mondo). It provides teachers with high quality materials for the integration of Global Education into their teaching practice. This set offers a wide range of learning activities aimed at tackling key global challenges in the classroom.

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## Global Education Teachers' Club

	NAME	GLOBAL ISSUE	CONNECTION WITH SCHOOL SUBJECTS	DURATION	AGE GROUP
1.	<b>DROP ON A ROCK</b>	Gender equality	Civic education, Reading literacy, Ethics	45 min	13+
2.	<b>THE UPSIDE-DOWN WORLD</b>	Sustainability, Gender equality	Geography, History, Ethics	45 min	12+
3.	<b>MOSAIC OF THE FUTURE</b>	Sustainability, Climate change	Ethics, Geography, History, Art, Philosophy, Sociology	90 min	12+
4.	<b>TWO WITCHES OF GLUM</b>	Stereotypes, Inequalities	Ethics, Language	30 min	11+
5.	<b>ALICE THE HEROINE OF THE WONDERLAND</b>	Gender equality	Civic education, Science, Mathematics, Literature	45–90 min	10+
6.	<b>GLOBAL AGRICULTURE</b>	Global Inequalities, Agriculture	Social science, Geography, Biology	45–65 min	14+
7.	<b>THE RIVER AS A LIVING BEING</b>	Human Rights, Environmental protection	Civic education, Geography, Language	45–90 min	13+
8.	<b>THE REAL PRICE OF A BANANA</b>	Inequalities, Responsible consumption	Geography, History, Ethics, Economics	45–65 min	12+



## Activity 1: DROP ON A ROCK

*The fight for women's rights is far from over. Although women have achieved significant rights and improvements in their status in many areas over the past century — from education to political participation — many around the world still face discrimination, violence, unequal opportunities, and systemic barriers. This activity focuses on the importance of continuing the fight for women's rights and on efforts toward gender equality as the foundation of a just and inclusive society. It highlights the persistence, courage, and strength of individuals who, through their voices and actions, push boundaries and contribute to social change — both locally and globally.*

### AIM AND OBJECTIVES:

Using a quote by the Guatemalan activist Rigoberta Menchú, students are encouraged to reflect on the importance of perseverance and the struggle for human rights, especially women's rights. Through discussion, reading, and the double-entry journal method, students explore Rigoberta's story and think about individuals whose actions contribute to positive social change. The activity is aimed at developing sensitivity to gender equality issues and empowering young people for active citizenship. Students will:

- develop an understanding of the importance of perseverance and the fight for human rights, especially women's rights
- learn about the life story of Guatemalan activist Rigoberta Menchú
- practice expressing and connecting personal reflections with reading
- strengthen awareness of gender equality and the role of the individual in society.

**CONNECTION WITH SCHOOL SUBJECTS:** civic education, reading literacy, ethics

**NUMBER OF PARTICIPANTS:** 10–30

**AGE GROUP:** 13+

**DURATION:** 45 min

**MATERIALS:** pens, papers, Annex 1: Text »Drop on a rock«

### INSTRUCTIONS:

#### STEP 1 (10 min):

Write the phrase »drop of water on a rock« on the board and invite pupils to share their thoughts or associations with it. Record their ideas on the board. Then write the full quote: »I am like a drop of water on a rock. After drip, drip, dripping in the same place, I begin to leave a mark, and I leave my mark in many people's hearts«.

Next, pupils discuss their interpretations of the quote in pairs and consider whether they know of a real-life »drop« — a specific person or story — to which the quote might apply. As a group, add any further ideas from pupils to the board.

### STEP 2 (20 min):

Distribute the text (see appendix) to the pupils. Ask them to read it and highlight different passages that they find interesting, engaging, surprising or worthy of comment, or that they know more about. Each pupil should mark at least two such points in the text. Then, they fill in a double-entry journal table. They share their entries and reflections in pairs.

\*Note: You may shorten the text in the appendix to just the first part for younger pupils. Information about Rigoberta can be shared with the class orally.

#### Double-Entry Notebook

In the left column, students write down (in the form of quotes) those parts of the text that caught their attention and that they wish to comment on in the second column – passages, sentences, ideas, or even single words. In the right column, they write down their own comments.

Encourage the students to freely record their own ideas, opinions and observations – anything that helps to deepen their understanding of the topic. They can write both agreeing and disagreeing responses, clarify or question the content, pose hypotheses, express desires or frustrations, provide summaries, add information, generalise, or give concrete examples.

### STEP 3 (15 min):

Reflection: Write the following unfinished sentence on the board: »Drops on a rock are important because...«. Give pupils 10 minutes to write down their thoughts on the topic. Volunteers can then share their reflections with the class. The responses can also be displayed on a classroom noticeboard.

### ADDITIONAL SUGGESTIONS:

- Instead of continuous writing, pupils can list a set number of bullet points describing how they imagine a woman who is a »drop on a rock«.
- If you wish to explore the topic further and introduce other stories of women who have contributed to social change, you can use the lessons focused on gender inequality: [Get up and Goals!](#)

### SOURCES:

- Interview Her. Nobel Women's Initiative, 2025. Available at: <https://www.nobelwomensinitiative.org/interview-her-launch-highlight>.
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*The project is implemented by partner organizations Humanitas (Slovenia), Arpok (Czech republic), Anthropolis (Hungary) and Mondo (Estonia).*

## ANNEX 1: »Drop on a rock«

***»I am like a drop of water on a rock. After drip, drip, dripping in the same place, I begin to leave a mark, and I leave my mark in many people's hearts.«***

Rigoberta Menchú Tum, a Guatemalan activist and Nobel Peace Prize laureate, knows all too well how weak the voice of a poor rural woman can be. But she also knows that when one quiet, persistent voice is joined by others, they are heard far more loudly. The voices of children, women, and girls are like drops: almost invisible, intangible, delicate. Yet if we allow them to fall steadily onto solid rock, they will wear a hollow into it. And if they persist, if they do not stop, they will carve a deep groove, create the bed of a stream, and the most determined of them will even undermine and erode hills or cliffs that once seemed unshakable.

### **More about Rigoberta:**

Rigoberta Menchú Tum is the first Indigenous person to receive the Nobel Peace Prize. A member of the Mayan community, she was awarded the prize in 1992 for her work promoting social justice and ethno-cultural reconciliation based on respect for the rights of Indigenous peoples in her native Guatemala.

She later founded the Rigoberta Menchú Tum Foundation, which supports the rights of Indigenous communities around the world.

From 1994 to 2003, she served as the official spokesperson for the United Nations International Decade of the World's Indigenous Peoples. Rigoberta also led the first political party to represent Guatemala's Indigenous population and played a key role in helping the WINAQ party secure enough votes to gain official recognition.

She ran for the Guatemalan presidency in 2007 and again in 2011. Although she was not elected, she remains a prominent figure in Guatemalan politics and in the fight to end impunity for acts of genocide committed against Indigenous peoples.



## Activity 2: THE UPSIDE-DOWN WORLD

*The activity invites students to step outside of familiar ways of thinking and examine the hidden connections between business practices, environmental impacts, human rights, and gender equality, and challenges them to reflect on how economic systems and corporate decisions influence both people and the planet—particularly those who are most vulnerable. They will explore how gender inequalities intersect with climate injustice, revealing who bears the burden of environmental degradation and who reaps the profits. The activity also introduces key ecofeminist ideas, emphasizing our shared dependence on nature, the unequal distribution of power and privilege, and the often invisible yet essential role of care work in sustaining life and communities.*

### AIM AND OBJECTIVES:

The aim of this activity is to deepen students' awareness of the interconnected nature of environmental sustainability, economic justice, gender equality, and care work. More specifically, the activity can be used to:

- raise awareness about how environmental harm and economic inequality disproportionately affect women and marginalised communities
- foster critical thinking about the systems of power and privilege that perpetuate social and environmental injustices
- introduce students to ecofeminist perspectives and the importance of care work in creating sustainable societies
- encourage dialogue, empathy, and collective reflection on pathways toward a more just, inclusive, and environmentally sustainable world
- inspire students to think about their own roles in challenging injustice and promoting care-centred, equitable alternatives.

**CONNECTION WITH SCHOOL SUBJECTS:** geography, history, ethics

**NUMBER OF PARTICIPANTS:** 6 – 18

**AGE GROUP:** 12+

**DURATION:** 45 min

**MATERIALS:** flipchart paper, markers, Annex 1: Cards, Annex 2: Ice-berg model

### INSTRUCTIONS:

**Preparation:** Invite students to create 3 groups and invite each of them to sit in a circle around a table or close to a wall where they can stick the cards.

Each group gets a deck of cards in a different colour:

- Group 1: orange

- Group 2: green
- Group 3: yellow

### STEP 1 (15 min):

Ask each group to order the cards from top to bottom based on different perspectives.

- **Group 1** should order the activities described on the cards from most to least remunerative activity.
- **Group 2** should order the cards from the most polluting to the least polluting activity.
- **Group 3** should order the cards from the most dignifying to the least dignifying activity (housework and care work, cooking quality food, etc.).

Once the groups have finished the first task, ask the students to move the cards with activities they think are mostly carried out by women to the right, without changing the vertical order of the cards. Just move them slightly to the right side of their column.

### STEP 2 (10 min):

Next, invite the students to look at the other groups' card lists and explain that each group had a different task (10 minutes).

### STEP 3 (20 min):

Invite students to sit in a circle and continue with the discussion. You can use the following questions:

- *How did you like the activity?*
- *How you agreed on the ranking of the cards within the group?*
- *What are the main differences and similarities between the lists? Why?*
- *What are the most remunerative activities? Who usually carries them out? What impact do they have on the environment?*
- *What are the least paid activities? What impact do they have on the environment and human dignity? From your perspective, what is the reason for this?*
- *Can you give another example of a job that is considered typically female or typically male in your local community? Why do you think this is the case?*
- *What can we do to change it?*

### ADDITIONAL SUGGESTIONS:

If you have more time for this activity, you can distribute copies with the iceberg model (Annex 2) to the students in groups. The groups should then discuss the following questions. You might also pick one or two questions for discussion during the plenary debriefing.

- *What impact does it have on the economy?*
- *What impact does it have on the environment?*
- *What impact does it have on human rights?*
- *Why?*
- *What can we do to improve the situation?*

### INFO CORNER:

- **Ecofeminism** first emerged in North American and European academic circles in the 1970s as an offshoot of the feminist movement, and specifically linked the subjugation of women to humanity's oppressive relationship with nature. It was employed as a theoretical framework to better understand how hierarchical and dualist definitions of gender could explain humanity's dominating role in its relationship with the environment. Ecofeminism is a way of thinking that connects the fight for gender equality with the protection of the environment. It highlights how the same systems that harm the planet—such as pollution, over-consumption, and exploitation—also often oppress women and other marginalised groups. Ecofeminists believe that both women and nature

have been treated as resources to be controlled or used for profit, rather than respected and cared for. They argue that true equality and environmental protection go hand in hand, because both involve respecting life, caring for others, and sharing power more fairly. Ecofeminism also values care work—such as raising children, looking after the elderly, and protecting natural resources—which is essential for healthy communities but is often unpaid or undervalued.

- **The gender gap in employment** refers to the unequal opportunities and treatment of men and women in the world of work. In many countries, women are less likely than men to have paid jobs, and when they do work, they often earn lower wages than men, even when doing similar work. Women are also underrepresented in leadership positions, such as company directors or government leaders, and tend to work more often in lower-paid sectors like education, care work, or retail. One major reason for this gap is that women continue to take on most of the unpaid care work in families, such as looking after children, elderly relatives, and the home. Because this work is not paid or properly valued, it limits women's opportunities to work full-time or pursue career advancement. Social expectations and workplace discrimination also play a role, making it harder for women to access the same job opportunities and pay as men. Closing the gender gap in employment is essential for creating a fairer and more equal society, where both women and men have the chance to succeed at work and earn a decent living.

#### SOURCES:

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**ANNEX 1: Cards**

Please cut out individual cards.

**ORANGE GROUP**

**TAKING  
CARE OF  
A THREE  
MONTH  
OLD BABY**



**BEING A  
CARER  
FOR AN  
ELDERLY  
PERSON**



**BEING A  
FARMER  
OF A  
SMALL  
PLOT OR  
FARM**



**BEING AN  
ENTREPRE-  
NEUR OF  
AN  
INTENSIVE  
PIG FARM**



**BEING A  
WEAPONS  
MANU-  
FACTURER**



**BEING A  
PESTICIDE  
MANU-  
FACTURER**



**PREPARING  
FOOD**



**BEING  
THE CEO  
OF A SEED  
COMPANY**



**BEING A  
LOCAL  
POLITICIAN**



**SELECTING  
SEEDS  
FOR THE  
NEXT  
PLANTING**



TAKING  
CARE OF  
A THREE  
MONTH  
OLD BABY



BEING A  
CARER  
FOR AN  
ELDERLY  
PERSON



BEING A  
FARMER  
OF A  
SMALL  
PLOT OR  
FARM



BEING AN  
ENTREPRE-  
NEUR OF  
AN  
INTENSIVE  
PIG FARM



**BEING A  
WEAPONS  
MANU-  
FACTURER**



**BEING A  
PESTICIDE  
MANU-  
FACTURER**



**PREPARING  
FOOD**



**BEING  
THE CEO  
OF A SEED  
COMPANY**



**BEING A  
LOCAL  
POLITICIAN**



**SELECTING  
SEEDS  
FOR THE  
NEXT  
PLANTING**



**TAKING  
CARE OF  
A THREE  
MONTH  
OLD BABY**



**BEING A  
CARER  
FOR AN  
ELDERLY  
PERSON**



**BEING A  
FARMER  
OF A  
SMALL  
PLOT OR  
FARM**



**BEING AN  
ENTREPRE-  
NEUR OF  
AN  
INTENSIVE  
PIG FARM**



**BEING A  
WEAPONS  
MANU-  
FACTURER**



**BEING A  
PESTICIDE  
MANU-  
FACTURER**



**PREPARING  
FOOD**



**BEING  
THE CEO  
OF A SEED  
COMPANY**



**BEING A  
LOCAL  
POLITICIAN**



**SELECTING  
SEEDS  
FOR THE  
NEXT  
PLANTING**





**THE LEAST  
POSITIVE EFFECT  
ON THEIR  
COMMUNITY**



**THE MOST  
POSITIVE EFFECT  
ON THEIR  
COMMUNITY**



**THE MOST  
WELL PAID**



**THE MOST  
POLLUTING**

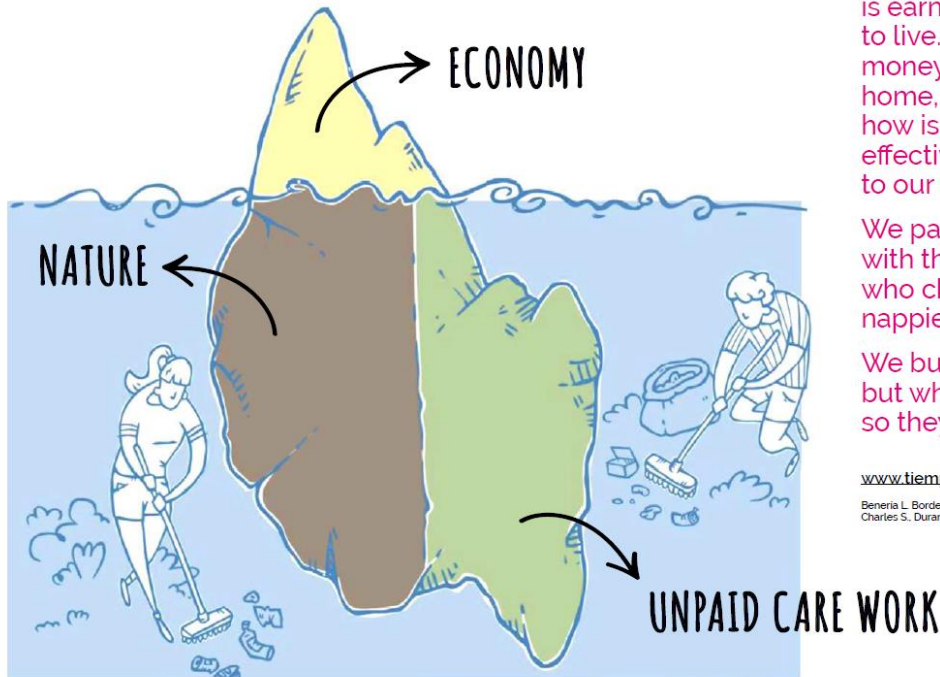


**THE LEAST  
WELL PAID**



**THE LEAST  
POLLUTING**

**ANNEX 2: Iceberg model**



For example, in a family, money is earned to be able to live. Once this money arrives at home, however, how is it used to effectively contribute to our daily lives?

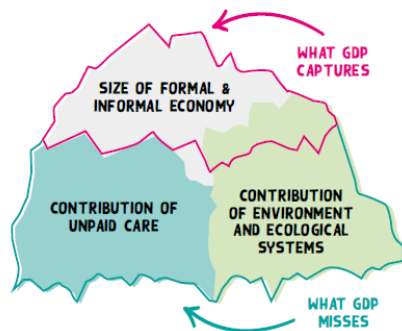
We pay for nappies with this money, but who changes the nappies?

We buy vegetables, but who cooks them so they can be eaten?

[www.tiempodeactuar.es](http://www.tiempodeactuar.es)  
 Benería L, Borderías C, Carrasco C, Carmichael F, Charles S, Durán M.A., Folbre N., etc.

Our current economic model, based on infinite growth using finite resources, is measured by Gross Domestic Product (GDP). GDP fails to consider many human dimensions (well-being, happiness, relationships, education) or environmental ones (sustainability, planetary boundaries) as depicted in this figure (adapted from Oxfam Discussion Paper: [Radical Pathways Beyond GDP](#) - 2023). This narrow focus on GDP drives policies that fuel inequality, gender injustice, disease, and climate breakdown. GDP not only impacts what gets recognised and measured but also influences policies, investments, and determines winners and losers.

**AS A MEASURE OF THE ECONOMY, THERE'S A LOT GDP MISSES**



<b>FORMAL &amp; INFORMAL ECONOMY</b>	Formal economy <b>fully captured in GDP</b> through all final goods and services. Informal economy <b>largely captured in GDP</b> through proxy measures and estimates, though some elements are missed and measurement challenges remain
<b>UNPAID CARE WORK</b>	Unpaid work caring for people, community and the environment - <b>not captured in GDP</b>
<b>ENVIRONMENT &amp; ECOLOGICAL SYSTEMS</b>	Contribution of ecological services - <b>partially captured in GDP</b> where commodified (e.g. wind and solar energy, timber) but otherwise not counted (e.g. the air we breathe)

Systemic change is needed, requiring new kinds of relationships between men and women, and between people and the environment. This involves ensuring equal social, political, economic, and cultural opportunities for all. We will explore a vision and lifestyles contributing to this systemic change a little later. By understanding these interconnected injustices and the systemic changes needed to address them, we can work towards a more equitable and sustainable world.

Source: [Maleta pedagógica ecofeminista](#). Tiempo de Actuar, Fundación FUHEM, 2022.



### Activity 3: MOSAIC OF THE FUTURE

*We make our own future. But do we really? How do we imagine living in the future, given the rapidly changing lifestyles, new inventions and social and environmental changes we are witnessing in our neighbourhoods and elsewhere in the world? Is the future we imagine and wish for even possible? How can we mitigate and adapt to the effects of climate change and contribute to the protection of nature? Nature does not need us; we need it.*

#### AIM AND OBJECTIVES:

During the activity, students imagine their future lives and think about what kind of planet they would like to live on. It is important to stimulate their imagination, but also to find out what ideas they have about their future lives, given that they are constantly influenced by the images and messages spread by the media. They explore the causes and impact of climate change, reflecting on what will have the greatest impact on their lives in the future. They also think about how we can reduce our negative impact on the environment. During the activity, students will:

- reflect on their ideas about life in the future
- learn about and analyse the main causes and consequences of climate change
- explore how climate change affects people's daily lives in different parts of the world
- reflect on possible ways to mitigate and adapt to the effects of climate change.

**CONNECTION WITH SCHOOL SUBJECTS:** ethics, geography, history, visual arts, philosophy, sociology

**NUMBER OF PARTICIPANTS:** 12–30

**AGE GROUP:** 12+

**DURATION:** 90 min

**MATERIALS:** Posters, coloured markers, scissors and paper glue, magazine sets on different aspects of human life (products, architecture, nature, fashion, food, art, education, transport, sports, sustainable living, natural disasters, energy, etc.) for each group; computer with internet connection, projector, speakers, Annex 1: Causes of climate change, Annex 2: Impacts of climate change.

#### INSTRUCTIONS:

##### STEP 1 (5 min):

Encourage students to think individually about life on Earth in the future (e.g. in 2050) and to imagine what life would be like in their local environment. To stimulate their imagination as much as possible, help them with a short visualisation exercise.

Ask them to sit comfortably and close their eyes for a few minutes while you ask them questions related to their future life (where they live, who they live with, what their home looks like, where they work, what they eat, what means of transport they use, how they spend their free time, where they go on holiday, what problems they face and how they solve them, etc.).

##### STEP 2 (20 min):

Ask the students to form small groups (3–5 people per group). Give each group a set of magazines, a poster, scissors, glue, paper and coloured markers. Ask each group to make a creative mosaic of their lives in the future (e.g. in 2050). They can cut out different pictures from the magazines to represent their ideas about life in the future and glue them onto the poster. They can also draw things that they couldn't find in the magazines. Once they have finished, each group should present their poster to the others and explain what their life will look like in the future.

### STEP 3 (15 min):

Place the cards explaining the effects of climate change (Annex 1) randomly on the floor. Ask the students to walk around the room and read all the descriptions on the cards carefully. Then ask them to stand next to the card describing the consequence of climate change that they think will have the biggest impact on their lives in the future (as they have previously imagined them). Ask them why they have chosen this particular consequence.

Ideally, groups will form around different cards; otherwise, rearrange the students so that there are no more than 5 and no fewer than 2 standing next to each card. The groups should then reflect on and discuss the following question: *How do you imagine this consequence of climate change will affect your life in the future?* They should then continue discussing the possible causes of the selected climate change impact.

### STEP 4 (15 min):

While the groups are discussing, randomly stick up cards on the walls explaining the causes of climate change (Annex 2). Once the groups have finished discussing, ask them to walk around the room and read the descriptions on the cards carefully. As they do so, ask them to think about how they could change their imaginary lives in the future to mitigate the causes of climate change. They should consider both mitigation (e.g. reducing greenhouse gas emissions) and adaptation measures (e.g. flood defences). Ask them to write down their ideas in a notebook or on a poster.

### STEP 5 (25–30 min):

Ask the students to sit in a circle. Ask them about their feelings, thoughts and ideas that came up during the reflection and discussion on the causes and consequences of climate change. Then ask them about the effects that climate change has already had, and will continue to have, on human life (e.g. health risks, food production, forced migration, conflict) and on nature (e.g. extinction of species, melting glaciers, extreme heatwaves) in Slovenia and elsewhere in the world, and how these effects are interconnected.

\*Tip: For a more detailed explanation of climate change-related concepts, you can show students the video [Climate Change: Causes and Effects](#) (Umanotera, Slovenian Foundation for Sustainable Development, 2023, 11:58 min).

Encourage students to think about the future life they imagined in Step 1. Ask them if they now imagine life in the future differently. They should give concrete examples and argue what changes would be needed and how these could be achieved at home, at school, in the local community, nationally and globally.

Then play the videos [What on Earth is Climate Adaptation](#) (Conservation International, 2022; 3:18) and [How can we adapt to climate change - all over the world?](#) (CAS TV, 2020; 5:15). Link the discussion to the various ways in which people around the world are adapting to the impacts of climate change.

Provide some examples from the local environment (e.g. fires, droughts, floods that have affected Slovenia in recent years) and encourage students to think about the similarities and differences with problems faced by people in different parts of the world.

Continue the discussion on how each one of us can contribute to reducing the effects of climate change – both locally and globally. In doing so, highlight the power we have as ordinary people, as civil society, and as voters.

Finally, students can write down ideas they really want to make a reality on a poster, signing it to commit themselves to action. Hang the poster in a prominent place in the classroom. After a few weeks, you can

revisit the ideas and commitments that they wrote on the poster and check which ones they have already started to implement, or encourage them again to do so.

#### STEP 6 (5 min):

To conclude, play a short video entitled [Nature Is Speaking - Julia Roberts is Mother Nature](#) (Conservation International, 2014, 1:58 min). After watching the video, ask the students how they felt about it and what they thought of it.

#### ADDITIONAL SUGGESTIONS:

- If you have enough time, you can encourage students to think about life in an even more distant future (the lives of their children or grandchildren, life in 2100, etc.). Then ask them to share their ideas with others. They can also do this for homework, for example by creating a poster, writing an essay, drawing a comic strip or making a short video.
- As an introduction to the topic, you could show the video [His Epic Message Will Make You Want to Save the World](#) (Short Film Showcase, National Geographic, 2017) – suitable for English lessons or upper-intermediate students.

#### INFO CORNER:

- In its latest report, the World Health Organisation and the Intergovernmental Panel on Climate Change (IPCC) highlight mental health challenges among the observed and projected impacts and risks of climate change. Climate change can affect the onset of mental health issues and disorders through hazards, disasters and global environmental threats, as well as socio-economic changes associated with climate change. A variety of mental health conditions and their associated impacts can occur, such as stress, anxiety, depression, suicidal behaviour, feelings of helplessness, fear and sadness, etc., so it is important to talk to young people about this aspect as well (NIJZ, 2022).
- What is *solastalgia*? The term is a combination of the Latin word *sōlācium* (consolation, figuratively solace, refuge) and the Greek root *-algia* (pain, suffering, sorrow). It describes a form of emotional or existential distress caused by a change in the environment that no longer resembles the familiar environment that the inhabitants have known and loved. Those affected miss the comfort and solace of their home environment and long for it to be as it was before. Solastalgia encompasses both lived experience and the fear of what the future may bring – including the fear of climate change that will affect our own lives and those of our children and grandchildren (NIJZ, 2022).

#### SOURCES

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- [Climate change is happening now: Meet the people on the front lines](#). The Guardian (2021).
- [Climate change also affects mental health](#). NIJZ, 2022



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## ANNEX 1: Impact of Climate Change

<b>Hotter temperatures</b>	As greenhouse gas concentrations rise, so does the global surface temperature. The last decade, 2011-2020, is the warmest on record. Since the 1980s, each decade has been warmer than the previous one. Nearly all land areas are seeing more hot days and heat waves. Higher temperatures increase heat-related illnesses and make working outdoors more difficult. Wildfires start more easily and spread more rapidly when conditions are hotter. Temperatures in the Arctic have warmed four times as fast as the global average.
<b>More severe storms</b>	Destructive storms have become more intense and more frequent in many regions. As temperatures rise, more moisture evaporates, which exacerbates extreme rainfall and flooding, causing more destructive storms. The frequency and extent of tropical storms is also affected by the warming ocean. Cyclones, hurricanes, and typhoons feed on warm waters at the ocean surface. Such storms often destroy homes and communities, causing deaths and huge economic losses.
<b>Increased drought</b>	Climate change is changing water availability, making it scarcer in more regions. Global warming exacerbates water shortages in already water-stressed regions and is leading to an increased risk of agricultural droughts affecting crops, and ecological droughts increasing the vulnerability of ecosystems. Droughts can also stir destructive sand and dust storms that can move billions of tons of sand across continents. Deserts are expanding, reducing land for growing food. Many people now face the threat of not having enough water on a regular basis.
<b>A warming, rising ocean</b>	The ocean soaks up most of the heat from global warming. The rate at which the ocean is warming strongly increased over the past two decades, across all depths of the ocean. As the ocean warms, its volume increases since water expands as it gets warmer. Melting ice sheets also cause sea levels to rise, threatening coastal and island communities. In addition, the ocean absorbs carbon dioxide, keeping it from the atmosphere. But more carbon dioxide makes the ocean more acidic, which endangers marine life and coral reefs.
<b>Loss of species</b>	Climate change poses risks to the survival of species on land and in the ocean. These risks increase as temperatures climb. Exacerbated by climate change, the world is losing species at a rate 1,000 times greater than at any other time in recorded human history. One million species are at risk of becoming extinct within the next few decades. Forest fires, extreme weather, and invasive pests and diseases are among many threats related to climate change. Some species will be able to relocate and survive, but others will not.
<b>Not enough food</b>	Changes in the climate and increases in extreme weather events are among the reasons behind a global rise in hunger and poor nutrition. Fisheries, crops, and livestock may be destroyed or become less productive. With the ocean becoming more acidic, marine resources that feed billions of people are at risk. Changes in snow and ice cover in many Arctic regions have disrupted food supplies from herding, hunting, and fishing. Heat stress can diminish water and grasslands for grazing, causing declining crop yields and affecting livestock.
<b>More health risks</b>	Climate change is the single biggest health threat facing humanity. Climate impacts are already harming health, through air pollution, disease, extreme weather events, forced displacement, pressures on mental health, and increased hunger and poor nutrition in places where people cannot grow or find sufficient food. Every year, environmental factors take the lives of around 13 million people. Changing weather patterns are expanding diseases, and extreme weather events increase deaths and make it difficult for health care systems to keep up.
<b>Poverty and displacement</b>	Climate change increases the factors that put and keep people in poverty. Floods may sweep away urban slums, destroying homes and livelihoods. Heat can make it difficult to work in outdoor jobs. Water scarcity may affect crops. Over the past decade (2010–2019), weather-related events displaced an estimated 23.1 million people on average each year, leaving many more vulnerable to poverty. Most refugees come from countries that are most vulnerable and least ready to adapt to the impacts of climate change.

## ANNEX 2: Causes of Climate Change

<b>Generating power</b>	Generating electricity and heat by burning fossil fuels causes a large chunk of global emissions. Most electricity is still generated by burning coal, oil, or gas, which produces carbon dioxide and nitrous oxide – powerful greenhouse gases that blanket the Earth and trap the sun’s heat. Globally, a bit more than a quarter of electricity comes from wind, solar and other renewable sources which, as opposed to fossil fuels, emit little to no greenhouse gases or pollutants into the air.
<b>Manufacturing goods</b>	Manufacturing and industry produce emissions, mostly from burning fossil fuels to produce energy for making things like cement, iron, steel, electronics, plastics, clothes, and other goods. Mining and other industrial processes also release gases, as does the construction industry. Machines used in the manufacturing process often run on coal, oil, or gas; and some materials, like plastics, are made from chemicals sourced from fossil fuels. The manufacturing industry is one of the largest contributors to greenhouse gas emissions worldwide.
<b>Cutting down forests</b>	Cutting down forests to create farms or pastures, or for other reasons, causes emissions, since trees, when they are cut, release the carbon they have been storing. Each year approximately 12 million hectares of forest are destroyed. Since forests absorb carbon dioxide, destroying them also limits nature’s ability to keep emissions out of the atmosphere. Deforestation, together with agriculture and other land use changes, is responsible for roughly a quarter of global greenhouse gas emissions.
<b>Using transportation</b>	Most cars, trucks, ships, and planes run on fossil fuels. That makes transportation a major contributor of greenhouse gases, especially carbon-dioxide emissions. Road vehicles account for the largest part, due to the combustion of petroleum-based products, like gasoline, in internal combustion engines. But emissions from ships and planes continue to grow. Transport accounts for nearly one quarter of global energy-related carbon-dioxide emissions. And trends point to a significant increase in energy use for transport over the coming years.
<b>Producing food</b>	Producing food causes emissions of carbon dioxide, methane, and other greenhouse gases in various ways, including through deforestation and clearing of land for agriculture and grazing, digestion by cows and sheep, the production and use of fertilizers and manure for growing crops, and the use of energy to run farm equipment or fishing boats, usually with fossil fuels. All this makes food production a major contributor to climate change. And greenhouse gas emissions also come from packaging and distributing food.
<b>Powering buildings</b>	Globally, residential and commercial buildings consume over half of all electricity. As they continue to draw on coal, oil, and natural gas for heating and cooling, they emit significant quantities of greenhouse gas emissions. Growing energy demand for heating and cooling, with rising air-conditioner ownership, as well as increased electricity consumption for lighting, appliances, and connected devices, has contributed to a rise in energy-related carbon-dioxide emissions from buildings in recent years.
<b>Consuming too much</b>	Your home and use of power, how you move around, what you eat and how much you throw away all contribute to greenhouse gas emissions. So does the consumption of goods such as clothing, electronics, and plastics. A large chunk of global greenhouse gas emissions are linked to private households. Our lifestyles have a profound impact on our planet. The wealthiest bear the greatest responsibility: the richest 1 per cent of the global population combined account for more greenhouse gas emissions than the poorest 50 per cent.

Source: [Causes and Effects of Climate Change](#). United Nations, 2023.



## Activity 4: TWO WITCHES OF GLUM

*One of the reasons why we may have misconceptions about people or places, or misinterpret actions and relationships between people, is that we do not listen carefully. We often say that we have listened to someone, but in fact we have not heard what that person has said. As a result, we often draw conclusions based solely on our previous ideas or experiences, or even on assumptions, stereotypes, and prejudices.*

### AIM AND OBJECTIVES:

The aim of the activity is to use a fictional story to encourage students to think about the dangers of assumptions, generalisations, stereotypes and prejudices. In a simple way, we can illustrate that we all have conscious and unconscious prejudices and understand the importance of critical thinking (self-reflection). The activity can help students to:

- understand the importance of active listening skills
- develop critical thinking skills.
- encourage reflecting on their own biases
- understand stereotypes and prejudices.

**CONNECTION WITH SCHOOL SUBJECTS:** ethics, language

**NUMBER OF STUDENTS:** 4–30

**AGE GROUP:** 11+

**DURATION:** 30 min

**MATERIALS:** pens, Annex: Table with statements (one copy for each couple), Annex 2: Table with correct answers and explanation

### INSTRUCTIONS:

#### STEP 1 (5 min):

Create a calm atmosphere in the classroom and explain to the students that you are going to read them a story. Tell them that it is a listening test and that they should listen carefully, as they will be asked questions related to the content of the story later. Then read them the following story.

*Once upon a time, there was a great city called Glum that stood beside a lake in the kingdom of Bung. In the center of the city was a castle, where the King lived with his only daughter, Christina. The king could no longer walk, but he was often seen being pushed around the city in a white, wheeled chair by his servants. Christina was a popular princess; happy and always willing to help others. The people of Bung often commented that she would make a good queen.*

*Now it so happened that as well as the King, his daughter and his subjects, there lived in the kingdom of Bung two witches. Groga, an ugly, disfigured witch, lived on the other side of the lake in a dark, damp cave.*

*Gwendolyn, a beautiful witch who wore a gown that sparkled with the light of a thousand crystals, lived in a house to the West.*

*On the tenth anniversary of Grogas's arrival, the king was wheeled onto his balcony, where he addressed those gathered below. »Who will rid the kingdom of my arch enemy, Grogas?« he asked. »Many brave men have ventured forth on this mission before, but none of those sent have returned. Do any of you have the courage to complete this deed?«*

*The crowd included knights from all the surrounding lands; their proud horses neighed at the ruler's words. But only one in the crowd spoke out - a stranger who had arrived the day before. »I will kill her,« said the stranger, »in return for your crown«. The king replied: »That is too much to ask, but I will give you half of all the gold in the city treasury if you rid the kingdom of her.« The stranger accepted the offer, and went to see the beautiful Gwendolyn. Gwendolyn was impressed by the stranger's boldness, and she agreed to help in return for a share of the king's gold. She went into another room, where she mixed a strange potion. This she poured into a small green bottle. »This will give you the strength of ten men«, she said, handing the potion to the stranger.*

*The stranger travelled from Gwendolyn's house to the dark caverns on the opposite side of the lake, where Grogas, who had seen her fate in a crystal ball, was waiting. »So, you have come, as many men before you have«, she said. »Seeking the king's favour?« They fought for many hours, but the witch was no match for her adversary. Eventually, tired and exhausted, she agreed to leave the kingdom forever. The stranger returned to the city to claim the promised reward.*

### **STEP 2 (10 min):**

Ask the students to make pairs and give each pair a sheet with a table (Annex 1). Explain that the sheet contains 15 statements related to the story and ask them to indicate whether each statement is true or false.

### **STEP 3 (15 min):**

Invite the students to sit in a circle. Then go through their answers together, referring to the table (Annex 2) to provide the correct answers and explanations. Continue the discussion about the importance of listening carefully, and about the dangers of making assumptions, generalisations, stereotypes and prejudices about other people and their actions. Explain that we all have prejudices of which we are unaware, and that there is nothing wrong with that, but that it is important to be aware of them, to think about them, and to try to avoid letting them influence our actions that may be discriminatory. You can use the questions below to help with the discussion:

- *What do you think influenced your answers?*
- *Why do we sometimes draw conclusions based on assumptions or generalisations?*
- *How can such stereotypical ideas affect our attitudes towards people in real life?*
- *Have you ever made a wrong assumption about a person or their actions? Did you later find out that you were wrong?*
- *What action did you take?*
- *In what ways do you think that incorrect reasoning can be linked to prejudice or even discrimination in society? Can you think of any examples from our society or the media?*
- *How can we prevent stereotypes from having a negative impact on us and the people around us?*

### **ADDITIONAL SUGGESTIONS:**

- Read the story aloud a few times before reading it in class.
- In the case of a small group, students can answer the questions in the table individually.
- This activity can be used as an introduction to topics related to anti-discrimination, gender equality, intercultural dialogue, or critical media literacy.

- In the case of distance learning, the activity can also be delivered online. In this case, students should answer the questions about the statements individually.

#### INFO CORNER:

- **Stereotype (idea):** It means the attribution and generalisation of certain characteristics or qualities (usually negative!) to certain groups of people, whole social groups, even nations, religious communities, people with certain physical characteristics... A stereotype is a label that is created in society through direct (e.g. one's own experience) or indirect sources of information (e.g. mass media, the experiences and opinions of others), or through both sources at the same time. Although not always negative, it always has a negative effect and can lead to discrimination. Example of a stereotype: All Spaniards like siesta.
- **Prejudice (feeling):** A prejudice is usually a negative opinion about a person, a member of a social group, or a practice performed by that group. It is also a value judgment, which is usually not justified, reasoned and verified. It is a preconceived generalised opinion (prejudice – pre-judgement) which is not based on objective facts. An example of a prejudice based on a stereotype is that a person from Spain will be late for a 5 p.m. meeting because they will be having their siesta.
- **Discrimination (action):** Discrimination is the unfair treatment of or groups based on stereotypes and prejudice. Prejudice remains at the level of opinion, viewpoint, or value judgement. Discrimination is always an action: either an active deed or an omission that has already had a consequence or an externally perceived effect. Discrimination takes place in many areas: work, society, education, politics, etc. An example of discrimination is when we do not hire a person from Spain for a job because we are convinced that they will not work as conscientiously as others will.

#### SOURCES:

This activity has been adapted from an activity called *The Witches of Gollum*, developed by the educational charity Show Racism the Red Card. It is available in the handbook [Guidance for Initial Teacher Trainers. Preparing Students to Tackle Racism and Promote Equality in the Classroom](#) (S. Soyei and L. Bennett, 2010).



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**ANNEX 1: Table with statements**

	<b>STATEMENTS</b>	<b>TRUE</b>	<b>FALSE</b>
<b>1</b>	<i>The city was called Bung.</i>		
<b>2</b>	<i>The city was ruled by an old King, who could no longer walk.</i>		
<b>3</b>	<i>The castle was in the centre of the city.</i>		
<b>4</b>	<i>Groga was a wicked witch, who lived in a cave on the other side of the lake.</i>		
<b>5</b>	<i>Princess Christina was very beautiful.</i>		
<b>6</b>	<i>The stranger was a knight from far away.</i>		
<b>7</b>	<i>The stranger wanted to be made King in return for killing Groga.</i>		
<b>8</b>	<i>The king offered the stranger a great fortune instead.</i>		
<b>9</b>	<i>A good witch lived to the west of the city.</i>		
<b>10</b>	<i>The stranger agreed to give Gwendolyn half of his gold if she helped him.</i>		
<b>11</b>	<i>Gwendolyn mixed a potion, which she poured into a green bottle.</i>		
<b>12</b>	<i>The stranger rode from Gwendolyn's house to Groga's cave.</i>		
<b>13</b>	<i>Groga had killed many men before.</i>		
<b>14</b>	<i>Groga's magic was no match for the stranger.</i>		
<b>15</b>	<i>The Stranger used a magic potion to defeat Groga.</i>		

## ANNEX 2: Table with correct answers and explanation

	STATEMENTS	ANSWER	EXPLANATION
1	<i>The city was called Bung.</i>	FALSE	The city is called Glum. The kingdom was called Bung.
2	<i>The city was ruled by an old King, who could no longer walk.</i>	FALSE	We are not told the King's age. Those who said he was old were probably making an assumption based on the fact »he could no longer walk«.
3	<i>The castle was in the centre of the city.</i>	TRUE	
4	<i>Groga was a wicked witch, who lived in a cave on the other side of the lake.</i>	FALSE	At no point are we told that Groga is wicked. Participants probably assumed she was wicked because she was ugly and disfigured. We know too that the King doesn't like her, but again nowhere does it say the King is good!
5	<i>Princess Christina was very beautiful.</i>	FALSE	Princess Christina was »popular«. She was also happy and willing to help others. But nowhere does it say she is beautiful!
6	<i>The stranger was a knight from far away.</i>	FALSE	The crowd »included knights«. We don't know that the stranger was one.
7	<i>The stranger wanted to be made King in return for killing Groga.</i>	FALSE	We don't know if the stranger is even a man, so we don't know if he/she would be a king or a queen. Anyway, the stranger only asks for the crown – and doesn't specifically state he/she wants a title, or even power. For all we know the stranger may have wanted to sell the crown on Ebay!
8	<i>The king offered the stranger a great fortune instead.</i>	FALSE	The King offers the stranger half of all the gold in treasury. We aren't told how much gold is there – maybe none!
9	<i>A good witch lived to the west of the city.</i>	FALSE	We are not told Gwendolyn is good – only that she is beautiful and wears a sparkly gown!
10	<i>The stranger agreed to give Gwendolyn half of his gold if she helped him.</i>	FALSE	He/she agreed to give her »a share«. We are not told what the share is. And of course we don't know the stranger is a »he«.
11	<i>Gwendolyn mixed a potion, which she poured into a green bottle.</i>	TRUE	
12	<i>The stranger rode from Gwendolyn's house to Groga's cave.</i>	FALSE	We don't know the stranger 'rode'. The story says »travelled«.
13	<i>Groga had killed many men before.</i>	FALSE	We don't know whether Groga had killed anyone before. All we know is that those sent to kill her had not returned. Perhaps they had a change of heart and left the kingdom?
14	<i>Groga's magic was no match for the stranger.</i>	FALSE	We are not told that Groga used magic.
15	<i>The Stranger used a magic potion to defeat Groga.</i>	FALSE	We don't know if the stranger used the potion given to him/her by Gwendolyn.



## Activity 5: ALICE THE HEROINE OF THE WONDERLAND

Fairy tales often present female characters in passive or limited roles, while male characters take on active, adventurous tasks. The workshop invites students to reflect on how gender roles are portrayed in the stories they read. Through discussion and various types of activities, students explore these stereotypes and meet Alice from *Alice in Wonderland*—an example of an active, independent heroine. They also engage with story-based tasks, including puzzles and challenges in areas like mathematics, encouraging them to see all skills as open to everyone, regardless of gender.

### AIM AND OBJECTIVES:

The activity encourages students to think about how female characters are portrayed in books and to reflect on their own attitudes toward these portrayals. They will develop critical thinking, empathy, and a broader understanding of what it means to be a heroine.

Students will:

- explore gender stereotypes by discussing the typical roles of female characters in classic fairy tales
- meet Alice, a courageous, curious and active character who takes initiative and solves problems on her own
- compare and contrast the actions and challenges faced by Alice with those of more traditional fairy tale heroines, highlighting differences in how female characters are portrayed
- engage with problem-solving tasks, including activities based on book passages that involve logical thinking and basic mathematics—areas sometimes stereotypically viewed as masculine fields.

**CONNECTION WITH SCHOOL SUBJECTS:** civics, science, maths, literature

**NUMBER OF PARTICIPANTS:** 10–25

**AGE GROUP:** 10+

**DURATION:** 45–90 min

**MATERIALS:** pencils, paper, tape measure (e.g. tailor's tape measure), ruler, Annex 1: Characters, Annex 2: Text for teachers, Annex 3: Worksheets, Annex 4: Cards with pictures

### INSTRUCTIONS:

#### STEP 1 (10 min):

Project/stick a fairy tale character (girl/princess; see Annex 1) on the board. Ask the students what this character usually does in the fairy tales they know and what kind of activities does she do. Write ideas and thoughts around the character on the board.

#### STEP 2 (20 min):

In this section, you will introduce a female character from *Alice in Wonderland* and students will find out what the heroine experienced in her story. Read the beginning of *Alice in Wonderland* by Lewis Carroll

(Annex 2) to the students. They should concentrate on what is happening in the text. Afterwards, ask them what happened in the passage and what was the text about. Continue with the story, telling the students that Alice fell into Wonderland where she experienced various adventures. Discuss what else Alice experienced in the story.

Ask students to form 5 groups, preferably mixed gender. Assign each group a station (or give each group an assignment depending on where they are sitting). Each group's task is to read a passage from the book and complete a specific task linked to it (Annex 3). Each group should also write down the activities that Alice performs in the passage.

Allow the students 15 minutes to complete the assignment (5 minutes to read the text + 10 minutes to complete the tasks). If there is enough time, you can let each group complete all the tasks – they can take turns at each station for 15 minutes.

Note: The tasks are designed to help students understand the text.

### GROUPS:

#### 1. Drink me

In the tasks for the text, students discuss how to tell what is poisonous and what is edible.

Materials: worksheet with text and tasks, picture cards (Annex 4; cut out the picture cards from the annex)

\*Tip: To make the task more difficult, students can play a game of memory cards – once they have matched a pair, they can determine whether it is poisonous or edible.

#### 2. Multiplication tables

Alice likes mathematics and maps. Students look for mistakes in the text and find out who else likes mathematics.

Materials: worksheet with text and tasks

#### 3. How much did Alice shrink?

In the text, Alice keeps getting smaller and bigger. The students measure and count how much she has grown and shrunk.

Materials: tailor's tape measure/wall tape, ruler, worksheet with text and tasks

#### 4. Race track

In the text, Alice runs and races with the animals. The students should draw a »race track«.

Materials: worksheet with text and tasks, papers, drawing materials

#### 5. Riddle

Alice with the March Hare and the Hatter solve puzzles and talk about the passage of time.

Students invent riddles and solve tasks.

Materials: worksheet with text and tasks

### STEP 3 (10 min):

Return to the character from the beginning and put a picture of Alice next to her on the board (Annex 1).

Ask the students what Alice did in the story and what did she like to do. Ask them also what their experience was. Students can present their ideas in groups or in any other way they prefer.

Students should write down everything they know about the character again. Then ask them to underline any activities that they initially failed to attribute to the character. Continue with discussion and ask the students:

- *What did you like/dislike about the story?*
- *What did you like/dislike about the tasks?*
- *What makes Alice interesting and unique?*
- *What interesting things did she do in the story?*
- *What activities do girls in classic fairy tales (e.g. Cinderella, Sleeping Beauty) usually do, and what did Alice do differently?*

- Do you know of any other fairy tales where the main character has unusual adventures/throws herself into adventures?

### INFO CORNER:

- It is important to create a safe environment for the lesson, where everyone has an equal opportunity to participate in the activities. We can encourage pupils' interest in mathematics or science by inviting them to divide up the roles (text reader, task reader, note taker, etc.) in groups.
- *Alice in Wonderland* offers a variety of ways to incorporate stories into mathematics. The tasks can be adapted according to the pupils' needs and the specific curriculum. Specific mathematical concepts can be chosen to work with, such as dimension, probability and infinity, for younger and older pupils.
- *Alice in Wonderland* is a well-known novel written by Lewis Carroll (real name Charles Lutwidge Dodgson) in England in 1865, during the Victorian era. The story follows Alice, a young girl who becomes its heroine and enters Wonderland, a fictional world full of adventures. She is confident, curious, ambitious, and not afraid to stand her ground. She is also very independent and willing to take risks, making her way through Wonderland without any guide. Her story could potentially be used to empower women and girls, encouraging them to challenge gender stereotypes and show that everyone has both the right and ability to speak and act, as well as to do maths, regardless of gender. It also involves questioning the values and norms that are »traditionally« ascribed to men's or women's behaviour in a given society, as well as identifying and addressing issues connected to female inequality. This novel is an excellent resource for introducing playful maths activities to primary school children. *Alice in Wonderland* is a masterpiece of mathematical literature, and Alice's story and adventures can help readers of all ages to develop an understanding of important mathematical concepts and ways of mathematical thinking. Furthermore, by featuring a girl who enjoys maths, it can serve as a positive role model for girls, inspiring them to pursue maths and STEM subjects at school.

### SOURCES:

- CARROLL, Lewis. [Alice's adventures in Wonderland](#). Illustrations by John Tenniel. Chicago, Illinois 1998. A BookVirtual Digital Edition, November 2000.
- Pictures: [Canva.com](#), [Flaticon - Rat icons](#) created by alkhalifi design.



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ANNEX 1: Characters





## ANNEX 2: Text for teachers

### Down the Rabbit-hole

*ALICE was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it.*

*“And what is the use of a book,” thought Alice, “without pictures or conversations?”*

*So she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy chain would be worth the trouble of getting up and picking the daisies, when suddenly a white rabbit with pink eyes ran close by her. There was nothing so very remarkable in that; nor did Alice think it so very much out of the way to hear the Rabbit say to itself:*

*“Oh dear! Oh dear! I shall be too late!”*

*(When she thought it over afterwards, it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural.) But when the Rabbit actually took a watch out of its waistcoat-pocket and looked at it, and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket or a watch to take out of it, and, burning with curiosity, she ran across the field after it and was just in time to see it pop down a large rabbit-hole under the hedge.*

*In another moment, down went Alice after it, never once considering how in the world she was to get out again. The rabbit-hole went straight on like a tunnel for some way and then dipped suddenly down—so suddenly that Alice had not a moment to think about stopping herself before she found herself falling down what seemed to be a very deep well.*

*Either the well was very deep, or she fell very slowly, for she had plenty of time as she went down to look about her and to wonder what was going to happen next. First, she tried to look down and make out what she was coming to, but it was too dark to see anything; then she looked at the sides of the well and noticed that they were filled with cupboards and bookshelves: here and there she saw maps and pictures hung upon pegs. She took down a jar from one of the shelves as she passed; it was labelled “ORANGE MARMALADE”, but to her great disappointment it was empty. She did not like to drop the jar for fear of killing somebody underneath, so managed to put it into one of the cupboards as she fell past it.*

Source: C, Lewis. Alice’s adventures in Wonderland. Illustrations by John Tenniel. Chicago, Illinois 1998. A BookVirtual Digital Edition, November 2000. In: [https://www.adobe.com/be\\_en/active-use/pdf/Alice\\_in\\_Wonderland.pdf](https://www.adobe.com/be_en/active-use/pdf/Alice_in_Wonderland.pdf).

### Context and solutions

This chapter is the start of Alice's great adventure in a strange land where talking animals and plants live, where it is possible to grow to the height of a two-storey house and shrink back down to a few centimetres. Falling down the rabbit hole, she finds herself in a room full of doors. The door is so small that he can't get through it. He searches for the key, or at least for instructions on how to shut up like a telescope. She finds a bottle labelled "drink me". She drank it and in a moment it began to shrink. To get through the door, though, she needs the key, which is on the table, only it hasn't shrunk like Alice's, so she finds a cupcake that says "eat me" and thus gets the key. Alice thus finds her way through an unknown land full of strange surprises. She tries to find out what's going on. Everything seemed upside down, she asked herself if this was Alice who got up in the morning.

Alice is 7 and a half years old in the book. Although the book was written and is set in the Victorian era, in some ways shows the social roles of the time (Alice wonders whether she should bow to the people in the procession). In most ways, however, Alice defies the idea of the classic character of that (and in some ways, today's) time. Her character displays traits of curiosity and kindness in the story, as well as explosiveness and impatience.

- **Solution, group 1:** Poisonous - mistletoe, poison vial, toadstool, crow's eye (*Paris quadrifolia*) Edible - spruce, pansy, lavender, spruce mushroom (*Boletus edulis*), blueberries
- **Solution, group 2:** Alice took up the fan and gloves, and, as the hall was very hot, she kept fanning herself all the time she went on talking:

“Dear, dear! How queer everything is today! And yesterday things went on just as usual. I wonder if I’ve been changed in the night? Let me think: was I the same when I got up this morning? I almost think I can remember feeling a little different. But if I’m not the same, the next question is, who in the world am I? Ah, that’s the great puzzle!”

And she began thinking over all the children she knew, that were of the same age as herself, to see if she could have been changed for any of them.

“I’m sure I’m not Ada,” she said, “for her hair goes in such long ringlets, and mine doesn’t go in ringlets at all. And I’m sure I can’t be Mabel, for I know all sorts of things, and she—oh! she knows such a very little!

Besides, she’s she, and I’m I, and—oh dear, how puzzling it all is!

I’ll try if I know all the things I used to know. Let me see: four times five is twelve, and four times six is thirteen, and four times seven is—oh dear! I shall never get to twenty at that rate!

However, the Multiplication Table doesn’t signify; let’s try Geography.

London is the capital of Paris, and Paris is the capital of Rome, and Rome—no, that’s all wrong, I’m certain!

I must have been changed for Mabel! I’ll try and say ‘How doth the little—’”

And she crossed her hands on her lap, as if she were saying lessons, and began to repeat it, but her voice sounded hoarse and strange, and the words did not come the same as they used to do.

$$4*5=20$$

$$4*6=24$$

$$4*7=28$$

London – GB (England), Paris – France, Rome – Italy

- **Solution, group 3:** It depends on the measured size of "Alice". 270 cm - height of Alice = difference in height. Height of Alice - 4 cm (approximate height of mouse) = difference in height.
- **Solution, group 4:** The result is a picture of a racetrack with a circular shape and animals.
- **Solution, group 5:** There was a 2nd on the clock.

## ANNEX 3: Worksheets

### Group 1

Alice opened the door and found that it led into a small passage, not much larger than a rat-hole. She knelt down and looked along the passage into the loveliest garden you ever saw.

How she longed to get out of that dark hall and wander about among those beds of bright flowers and those cool fountains! But she could not even get her head through the doorway.

“And even if my head would go through,” thought poor Alice, “it would be of very little use without my shoulders.

Oh, how I wish I could shut up like a telescope! I think I could, if I only knew how to begin.”

For, you see, so many out-of-the-way things had happened lately that Alice had begun to think that very few things indeed were really impossible.

There seemed to be no use in waiting by the little door, so she went back to the table, half hoping she might find another key on it—or at any rate a book of rules for shutting people up like telescopes.

This time she found a little bottle on it (“which certainly was not here before,” said Alice), and tied round the neck of the bottle was a paper label with the words “DRINK ME” beautifully printed on it in large letters.

It was all very well to say “*Drink me*,” but the wise little Alice was not going to do that in a hurry.

“No, I’ll look first,” she said, “and see whether it’s marked ‘poison’ or not.”

For she had read several nice little stories about children who had got burnt, and eaten up by wild beasts, and other unpleasant things, all because they would not remember the simple rules their friends had taught them—such as, that a red-hot poker will burn you if you hold it too long; and that if you cut your finger very deeply with a knife, it usually bleeds.

And she had never forgotten that, if you drink much from a bottle marked “poison,” it is almost certain to disagree with you—sooner or later.

However, this bottle was not marked “poison,” so Alice ventured to taste it, and, finding it very nice (it had, in fact, a sort of mixed flavour of cherry-tart, custard, pineapple, roast turkey, toffy, and hot buttered toast), she very soon finished it off.

### TASKS:

1. What is Alice doing in the text sample?
2. Alice drank the bottle because the word poison was not written on it. How else can we tell if something is poisonous?
3. Sort the cards into poisonous and edible.

## Group 2

Alice took up the fan and gloves, and, as the hall was very hot, she kept fanning herself all the time she went on talking:

“Dear, dear! How queer everything is today! And yesterday things went on just as usual. I wonder if I’ve been changed in the night? Let me think: was I the same when I got up this morning? I almost think I can remember feeling a little different. But if I’m not the same, the next question is: who in the world am I? Ah, that’s the great puzzle!”

And she began thinking over all the children she knew that were of the same age as herself, to see if she could have been changed for any of them.

“I’m sure I’m not Ada,” she said, “for her hair goes in such long ringlets, and mine doesn’t go in ringlets at all.

And I’m sure I can’t be Mabel, for I know all sorts of things, and she—oh! she knows such a very little! Besides, she’s she, and I’m I, and—oh dear, how puzzling it all is! I’ll try if I know all the things I used to know.

Let me see: four times five is twelve, and four times six is thirteen, and four times seven is—oh dear! I shall never get to twenty at that rate!

However, the Multiplication Table doesn’t signify; let’s try Geography.

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And she crossed her hands on her lap, as if she were saying lessons, and began to repeat it, but her voice sounded hoarse and strange, and the words did not come the same as they used to do.

## TASKS:

1. Alice likes to count and knows her way around maps, but some things got mixed up in the story. Find where Alice made a mistake in counting and capitals and write how it should be correct.
  
  
  
  
  
  
  
  
  
  
2. Write who in your group likes to count. 3. How does Alice know she is herself? Write what Alice is doing in the text.

### Group 3

“That was a narrow escape!” said Alice, a good deal frightened at the sudden change, but very glad to find herself still in existence. “And now for the garden!” And she ran with all speed back to the little door. But, alas! the little door was shut again, and the little golden key was lying on the glass table as before.

“And things are worse than ever,” thought the poor child, “for I never was so small as this before—never! And I declare it’s too bad, that it is!” As she said these words, her foot slipped, and in another moment—*splash!*—she was up to her chin in salt water. Her first idea was that she had somehow fallen into the sea.

“And in that case I can go back by railway,” she said to herself.

(Alice had been to the seaside once in her life and had come to the general conclusion that wherever you go on the English coast you find: a number of bathing machines in the sea, some children digging in the sand with wooden spades, then a row of lodging houses, and behind them a railway station.)

However, she soon made out that she was in the pool of tears which she had wept when she was 270 centimetres high.

“I wish I hadn’t cried so much!” said Alice, as she swam about, trying to find her way out. “I shall be punished for it now, I suppose—by being drowned in my own tears! That will be a queer thing, to be sure! However, everything is queer today.”

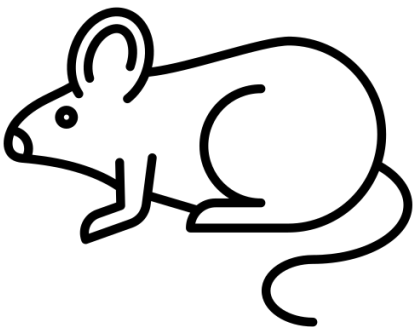
Just then she heard something splashing about in the pool a little way off, and she swam nearer to make out what it was. At first, she thought it must be a walrus or a hippopotamus, but then she remembered how small she was now—and she soon made out that it was only a mouse, that had slipped in like herself.

### TASKS:

1. Write what Alice is doing in the text.

2. Choose one person from the group to represent Alice. Measure how many centimetres tall the person is. And write down the number.

3. Measure how many centimetres tall the mouse in the picture is. 4. How many centimetres did Alice get bigger when she was 270 cm tall? 5. How many centimetres did Alice shrink when she was the same size as the mouse?



#### Group 4

When the Mouse heard this, it turned round and swam slowly back to her. Its face was quite pale (with passion, Alice thought), and it said in a low, trembling voice: "Let us get to the shore, and then I'll tell you my history, and you'll understand why it is I hate cats and dogs."

It was high time to go, for the pool was getting quite crowded with the birds and animals that had fallen into it: there was a Duck and a Dodo, a Lory and an Eaglet, and several other curious creatures. Alice led the way, and the whole party swam to the shore. "What I was going to say," said the Dodo in an offended tone, "was, that the best thing to get us dry would be a Caucus-race."

"What is a Caucus-race?" said Alice—not that she much wanted to know, but the Dodo had paused as if it thought that somebody ought to speak, and no one else seemed inclined to say anything. "Why," said the Dodo, "the best way to explain it is to do it."

*(And as you might like to try the thing yourself some winter day, I will tell you how the Dodo managed it.)*

First, it marked out a race course, in a sort of circle ("the exact shape doesn't matter," it said), and then all the party were placed along the course, here and there. There was no "One, two, three, and away," but they began running when they liked and left off when they liked, so that it was not easy to know when the race was over.

However, when they had been running half an hour or so, and were quite dry again, the Dodo suddenly called out: "The race is over!" And they all crowded around it, panting and asking: "But who has won?"

#### TASKS:

1. Write what Alice is doing in the text.
2. Find a circular object and draw a race track for Alice and the animals.
3. Draw Alice and the animals from the text that you recognize at the race track.

## Group 5

The Hatter opened his eyes very wide on hearing this; but all he said was: "Why is a raven like a writing-desk?" "Come, we shall have some fun now!" thought Alice. "I'm glad they've begun asking riddles—I believe I can guess that," she added aloud. "Do you mean that you think you can find out the answer to it?" said the March Hare. "Exactly so," said Alice. "Then you should say what you mean," the March Hare went on. "I do," Alice hastily replied. "At least—at least I mean what I say—that's the same thing, you know." "Not the same thing a bit!" said the Hatter. "Why, you might just as well say that 'I see what I eat' is the same thing as 'I eat what I see'!" "You might just as well say," added the March Hare, "that 'I like what I get' is the same thing as 'I get what I like'!" "You might just as well say," added the Dormouse, who seemed to be talking in his sleep, "that 'I breathe when I sleep' is the same thing as 'I sleep when I breathe'!" "It is the same thing with *you*," said the Hatter.

And here the conversation dropped, and the party sat silent for a minute, while Alice thought over all she could remember about ravens and writing-desks—which wasn't much. The Hatter was the first to break the silence. "What day of the month is it?" he said, turning to Alice.

He had taken his watch out of his pocket and was looking at it uneasily, shaking it every now and then and holding it to his ear. Alice considered a little and said: "The fourth." "Two days wrong!" sighed the Hatter. "I told you butter wouldn't suit the works!" he added, looking angrily at the March Hare.

Alice had been looking over his shoulder with some curiosity. "What a funny watch!" she remarked. "It tells the day of the month, and doesn't tell what o'clock it is!" "Why should it?" muttered the Hatter. "Does your watch tell you what year it is?" "Of course not," Alice replied very readily. "But that's because it stays the same year for such a long time together." "Which is just the case with mine," said the Hatter.

### TASKS:

1. Write what Alice is doing in the text.
2. Think of a riddle that Alice could ask the March Hare in return.
3. Alice told Hatter that today is "the fourth". If his watch is two days late, what date was written on the Hatter's watch?

ANNEX 4: Cards with pictures





## Activity 6: GLOBAL AGRICULTURE

*Agriculture is a vital part of the global economy, yet its benefits are unevenly distributed, leaving small-scale farmers – especially in the Global South – vulnerable to unfair trade practices and global market fluctuations. In this interactive activity students take on the roles of farmers from the Global North and Global South, experiencing the global inequalities in agriculture first-hand. Through role-play, students will explore the challenges faced by these farmers, who are often disadvantaged in the global market.*

### AIM AND OBJECTIVES:

Students will learn about the risks of monoculture farming, which increases farmers' dependence on fluctuating market prices, and discover how unpredictable natural events, such as droughts and floods, can severely impact harvests. The activity highlights the limited power farmers have to protect themselves against economic and environmental hardships, encouraging reflection on global trade injustices and food security. Activity will help students to:

- learn about the disadvantages of focusing on the cultivation of a single crop, which makes farmers dependent on unstable purchase prices
- explore the impact of unpredictable natural conditions, such as droughts or floods, which can significantly affect crop yields
- experience the unequal position of small-scale farmers from the Global South on the world market
- explain in their own words why crop prices fluctuate on the global market
- identify the characteristics of agriculture in countries of the Global South and Global North.

**CONNECTION WITH SCHOOL SUBJECTS:** social science, geography, biology, geography

**NUMBER OF PARTICIPANTS:** 5–35

**AGE GROUP:** 14+

**DURATION:** 45–65 min (depending on the development of the game)

**MATERIALS:** at least 4 yellow and 4 brown coloured pencils (plus green ones), at least 4 pairs of scissors, rulers, 2 unsharpened or broken regular pencils, 4 A4 envelopes labelled A, B, C, D, sharpener, Annex 1: Crop templates (2×), Annex 2: Crop images (2×), Annex 3: Grid (20×), Annex 4: Copies of banknotes

### INSTRUCTIONS:

**Preparation:** Distribute the materials into envelopes according to the instructions below:

Countries of the Global North – envelopes A and B will contain: pre-printed crop templates – 5 A4 sheets (Annex 1: 1× bananas, 1× sugar cane, 1× wheat, 1× maize, 1× potatoes), 1 or 2 pairs of scissors, 1 ruler, 1 yellow and 1 brown coloured pencil, banknotes totalling USD 1,000 (Annex 4).

Countries of the Global South – envelopes C and D will contain: 10× A4 sheets with grids (Annex 3), cut-out crop images, 10 pieces total (e.g. 2× wheat, 2× maize, 2× potatoes, 2× bananas, 2× sugar cane – i.e. Annex 2

cut into squares). Countries of the Global South only receive the images, which they must trace onto the prepared A4 grid sheets; 1 pair of scissors, 1 unsharpened or broken pencil (to represent poor production technology), 1 yellow or brown coloured pencil, 1 ruler, banknotes totalling USD 200 (Annex 4).

Game Facilitator: The facilitator keeps or visibly displays Annex 2 – the model crops. They have access to funds for purchasing crops (Annex 4 – approx. USD 15,000). They also have a ruler and a sample template to verify the »crops«. Additionally, the facilitator has extra materials (scissors, pencils, sharpener, printed sheets, etc.), which they may choose to add to the game as needed.

\*Tip: Students may skip using the colour green for sugar cane. Alternatively, a green coloured pencil can be added to one or more envelopes.

### STEP 1 (5 min):

Motivation: Write the following quote on the board: »*Shopping is politics; we cast a vote every time we spend money*«.

Then ask the students the following questions:

- *What does this quote make you think of?*
- *What is your opinion on it?*
- *What do you think the author meant?*

The following game will help to further develop the ideas raised by the quote.

### STEP 2 (30–40 min):

The game: Create four groups of students. Two groups will represent countries of the Global North (e.g. France, the United Kingdom, Germany, the United States), with 4 members each. The other two groups will represent countries of the Global South (e.g. Ecuador, Bolivia, Zambia), with 6 members each.

Tip: Adjust the number of pupils in each group according to the total class size. Ensure that the groups representing the Global South are always larger – ideally in a ratio of approximately 3:2 in favour of the Global South.

Each group receives an initial set of materials stored in envelopes. The countries of the Global North are given envelopes labelled A and B; the countries of the Global South receive envelopes labelled C and D.

\*Attention! Students must not open the envelopes until the task and the game rules have been explained. Do not inform them in advance whether they are representing a country of the Global North or the Global South.

The task of each group is to use the materials they received to produce crops based on the model (Annex 2), which should be displayed in the classroom in a clearly visible spot (for example, near the crop-buying station). Students may refer to the model at any time during the game. The model shows the shapes of the crops. Each crop is coloured in the appropriate colour. The goal for each group is to produce any combination of the model crops in order to achieve the highest possible profit.

#### Rules of the game:

Explain the following rules to the students:

- The goal for each group is to produce a combination of the model crops that will achieve the highest possible profit. Each square card representing a specific crop stands for 1 tonne. Two cards equal 2 tonnes, and so on. The price per tonne varies depending on the type of crop.
- The cut-out and coloured crops are bought by a multinational company. The crops must match the size and colour of the models.
- Only the materials provided at the beginning of the game – or those introduced later by

the facilitator – may be used. Students must not use their own materials under any circumstances.

- The envelopes in which the materials were distributed must not be used.
- During the game, there may be interventions from the multinational company or other unexpected events.
- The facilitator resolves any disputes between groups – usually to the disadvantage of both parties. Physical violence and theft are strictly prohibited!
- The game may be interrupted at any point.
- Before the game starts, each group will have a few minutes to discuss their strategy; however, they must remain at their table.
- Anything that is not explicitly forbidden is allowed.

The cut-out and coloured crops are purchased by a multinational company, represented by the facilitator or one of the students. They sit at a small desk and pay group representatives for the crops they submit. The requirements of the multinational company are as follows:

\*Attention: The crops must be cut out and coloured in as precisely as possible!!!

The templates are as follows: a square measuring 4 × 4 cm, with one of the possible crops drawn inside. If a crop does not meet these criteria, the multinational company will buy it at a lower price than listed. One square card representing a specific crop equals 1 tonne. Two cards equal 2 tonnes, and so on. The price per tonne varies by crop type. The price list is to be written on the board.

**Price list:**

1 ton of wheat = USD 200

1 ton of potatoes = USD 100

1 ton of sugar cane = USD 200

1 ton of maize = USD 150

1 ton of bananas = USD 200

\*Tip: Product prices will change (i.e. rise or fall) throughout the game. These changes are always made by the teacher, who should explain the reason to the students each time. For example: *»There has been a major surplus of bananas on the world market, causing their price to drop by half«*. This means the price falls to USD 100 per tonne.

Prices change based on which crops are being sold the most – it's a case of supply versus demand. Natural disasters such as floods, droughts, or hurricanes may also occur. Sample scenarios can be found in the methodological notes below.

Students open the envelopes with their materials and begin working. They can choose which crop they wish to cultivate and subsequently sell to the multinational company. They have 30 minutes to complete their task (the duration of the game is not disclosed in advance). If needed, this time can be extended to allow the game to develop further.

**STEP 3 (15 min):**

After 30–45 minutes, the game ends and the final profits of each country are calculated. Students then guess which country they represented – a country from the Global North or the Global South. Ask them the following questions:

- *How do you feel after the game?*
- *What happened during the game?*
- *Who traded with whom?*
- *Which crops were sold the most?*

- *What obstacles did you encounter during the game?*
- *How do you view the quote from the beginning of the lesson now? Has it sparked any new thoughts?*

You can add more questions or reflections from the annotation or additional information, depending on your specific teaching goal.

As a follow-up activity, students can research which countries are currently the world's leading exporters of the traded crops (wheat, bananas, sugar cane, maize and potatoes). You may also initiate a discussion with them about Fair Trade certification (see recommended information sources).

### ADDITIONAL SUGGESTIONS:

**Possible game variations:** To enrich the activity and make the game more dynamic, the following alterations can be introduced during the game:

- **Floods:**  
Announce the situation: *Country C (or D) has been hit by severe floods, which have destroyed some of its production tools.* This means removing one or more tools from group C (or D). You may choose the duration of the floods yourself. When it's over, announce: *The floods have ended, and country C (or D) has regained its original tools through humanitarian aid.*
- **Malaria outbreak:**  
Announce: *An outbreak of malaria has occurred in country C (or D), resulting in a loss of the workforce.* Temporarily remove a chosen number of students from the group (e.g. 2). Do not disclose the duration of the epidemic. After some time, return them to the group with the explanation: *The epidemic has passed.*
- **Workers' strike:**  
Announce: *A workers' strike has broken out in country A (or B) due to poor wage conditions.* All members of the affected group must then stop working for a period of time set by the teacher. End the strike with an announcement such as: *Wages have been increased and the strike is over.* The game then continues.
- **Development cooperation:**  
Announce: *A development organisation has decided to provide aid to country C (or D).* Select a tool that is important (crucial) for that country – e.g. scissors – and hand it to the group. The game then continues as usual.
- **Outdated technology:**  
Group C (or D) temporarily loses some tools (e.g. scissors or a coloured pencil) due to outdated technology. These tools are returned after a period of time. All countries may be offered the option to purchase scissors as a new technology. However, the price will be very high, making them mainly accessible to the developed countries (countries A and B). Alternatively, the scissors can be donated to the Global South countries as part of development cooperation.

### INFO CORNER:

- Countries of the Global South often face unequal conditions when trading with countries of the Global North. Large food corporations (multinational companies) often enter into exclusive agreements with growers, requiring them to commit to supplying their agricultural products exclusively to these companies.
- Small farmers often have no direct access to the global market and must sell their produce through intermediaries. These middlemen typically purchase the crops at very low prices – prices that often do not even cover the production costs. All the risks associated with agricultural production are also transferred to the farmers themselves.

## SOURCES

- Authors: Petra Dostálová, Eliška Rohrová
- Inspired by the simulation game *The Invisible Hand of the Market* [Neviditelná ruka trhu], available in the publication: Činčera, J., Caha, M., Kulich, J. Hry a výchova k trvale udržitelnému rozvoji [Games and Education for Sustainable Development]. Brontosaurus Praha 7, Prague, 1996 (Section: Obchod aneb jak funguje neviditelná ruka trhu [Trade, or How the Invisible Hand of the Market Works]).
- Image of wheat – Wheat icons created by max.icons – [Flaticon.com](https://www.flaticon.com)
- Image of potato – Potato icons created by Freepik – [Flaticon.com](https://www.flaticon.com)
- Image of sugar cane – Sugar cane icons created by Muhammad Ali – [Flaticon.com](https://www.flaticon.com)
- Image of maize – Food and restaurant icons created by Amethyst prime – [Flaticon.com](https://www.flaticon.com)
- Image of banana – Food and restaurant icons created by dickprayuda – [Flaticon.com](https://www.flaticon.com)
- Image of banknotes – [Canva.com](https://www.canva.com)

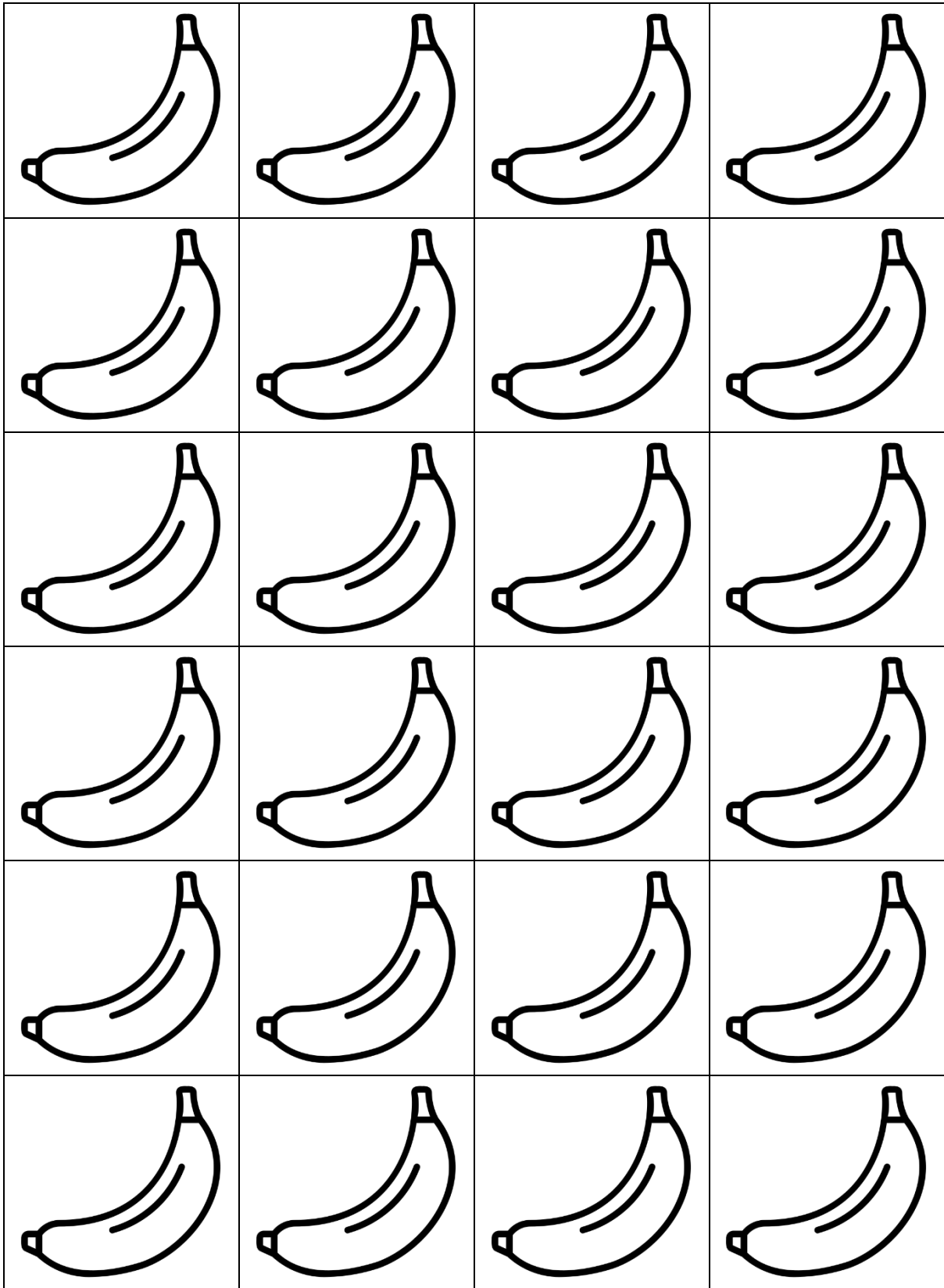


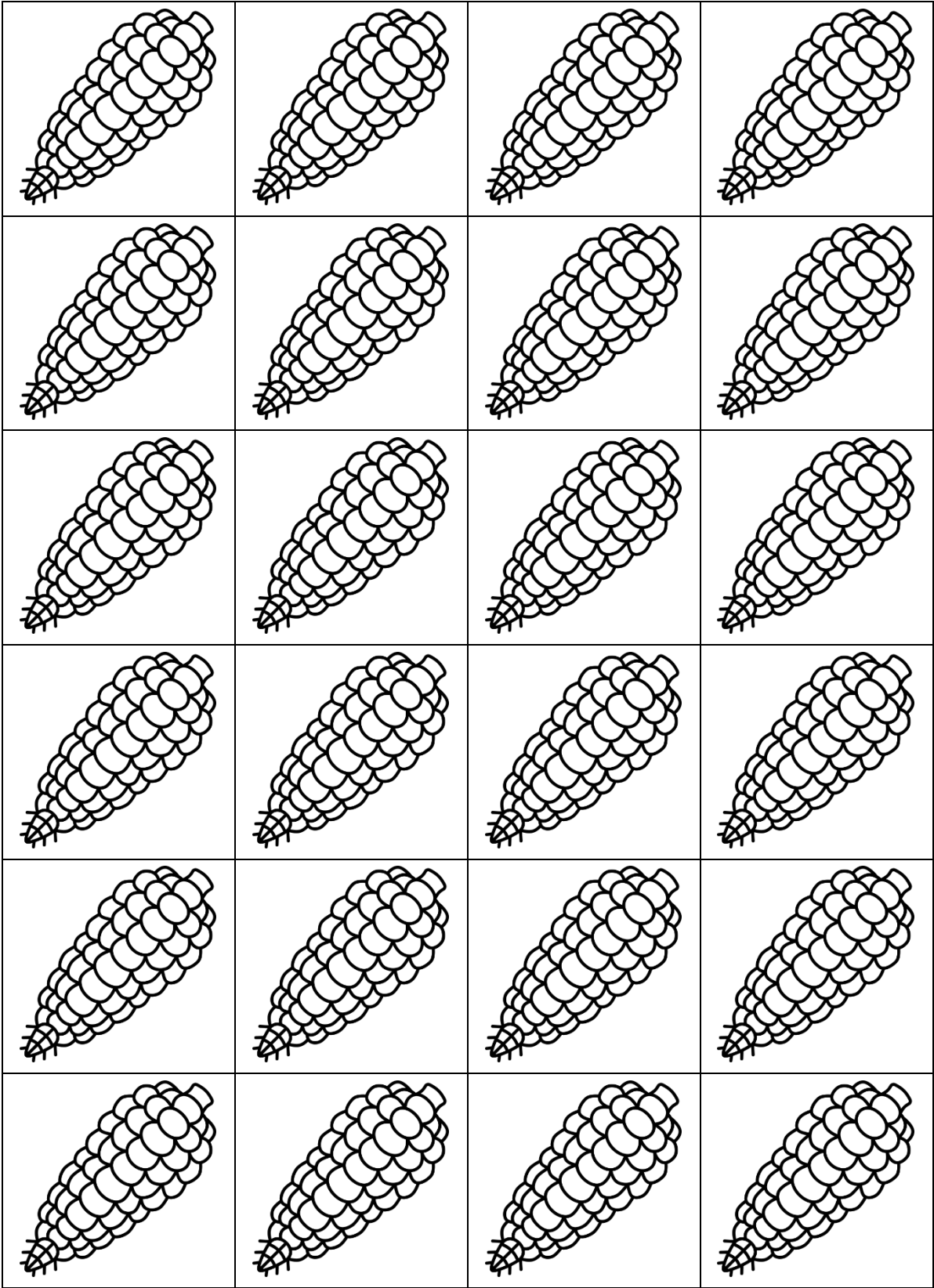
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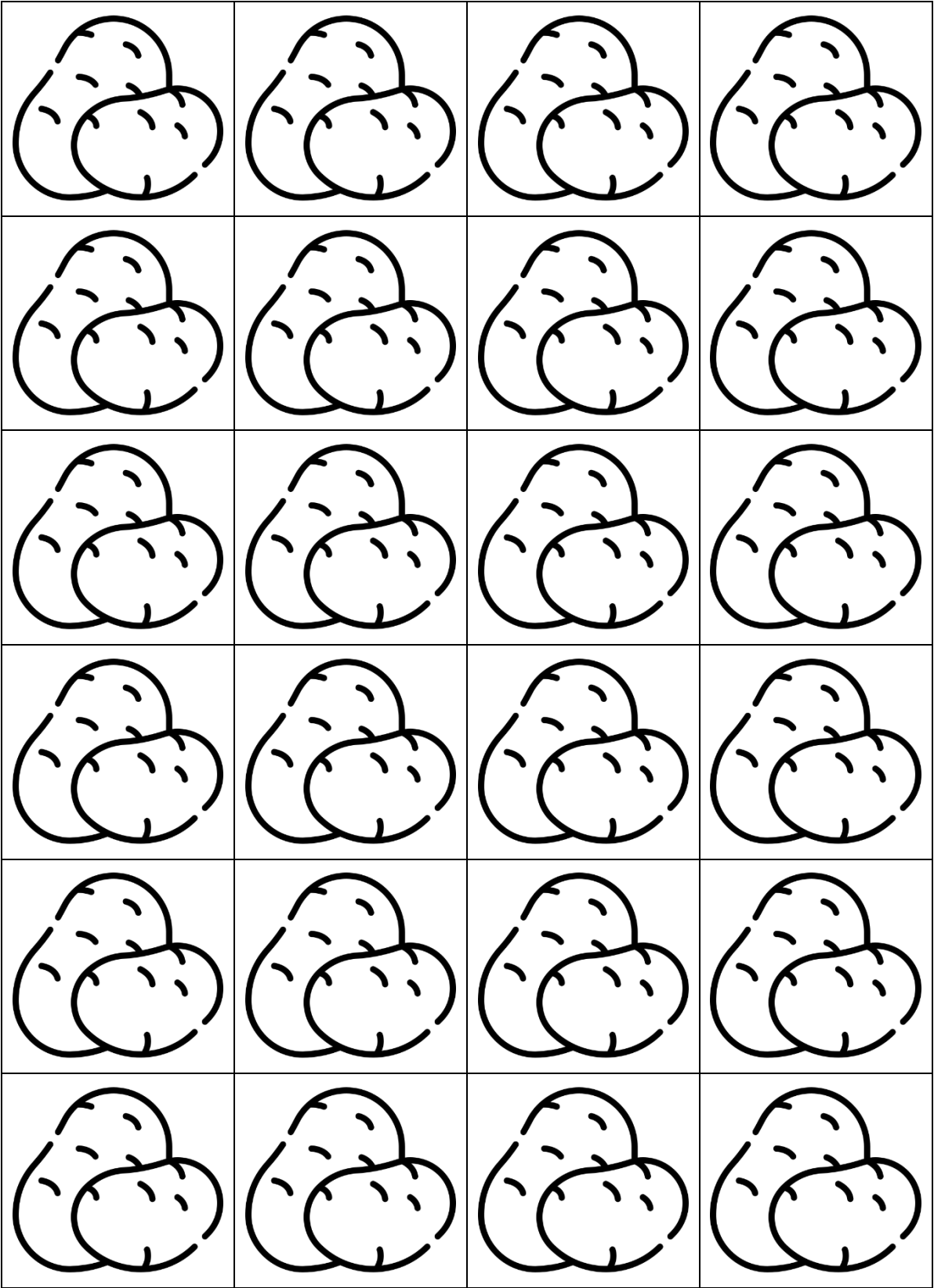
*The Global Education Teacher's Club project is funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.*

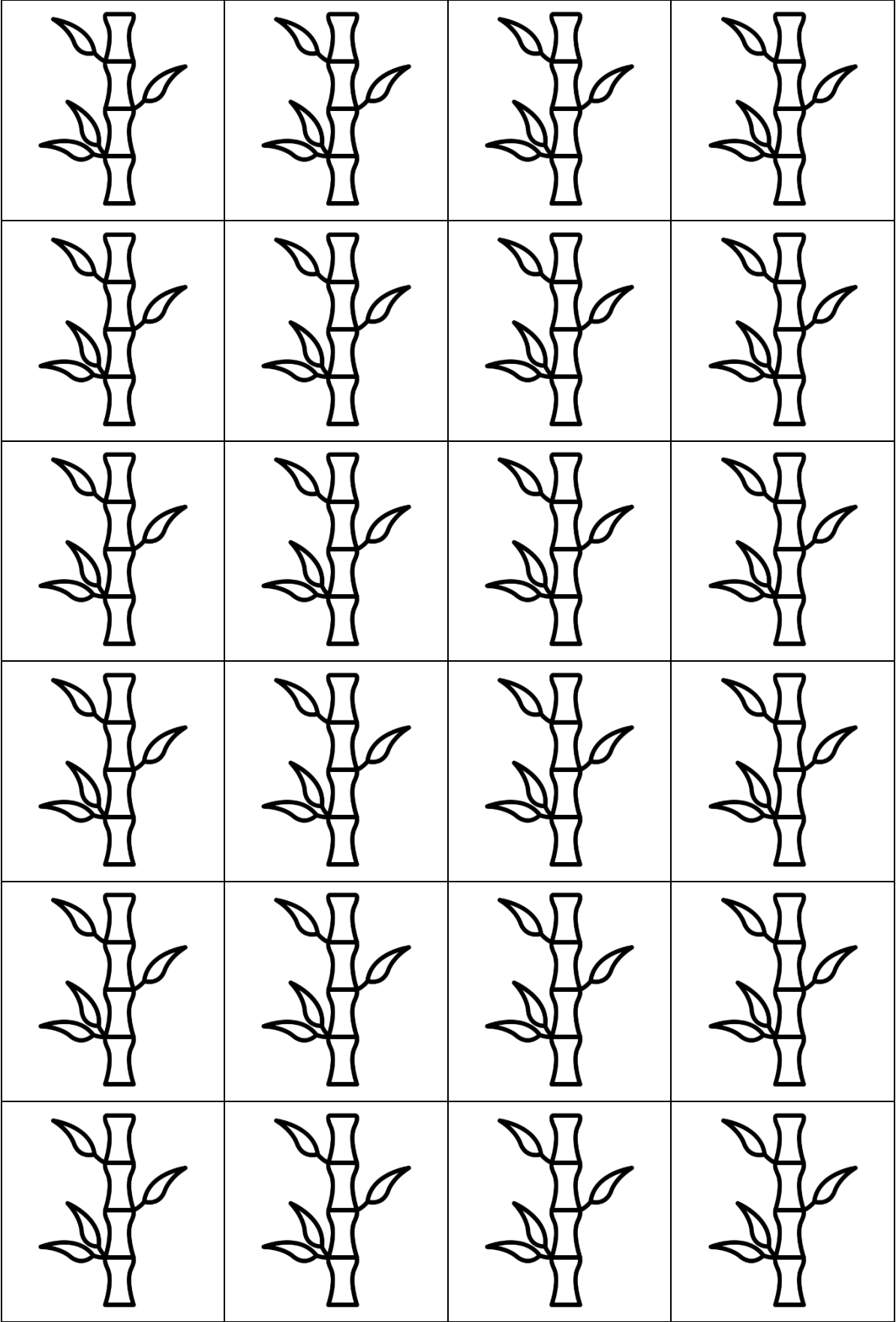
*The project is implemented by partner organizations Humanitas (Slovenia), Arpok (Czech republic), Anthropolis (Hungary) and Mondo (Estonia).*

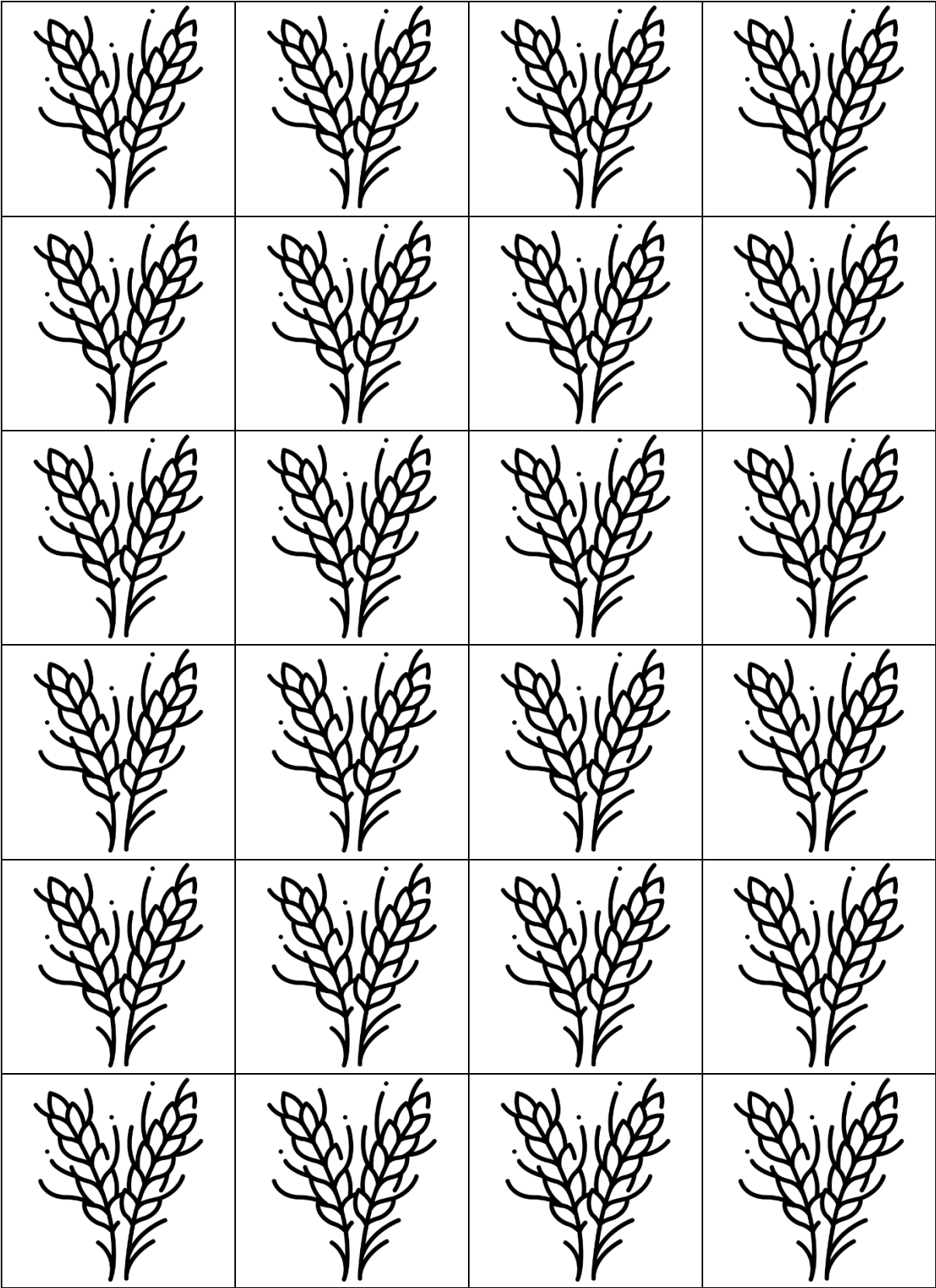
ANNEX 1: Crop templates



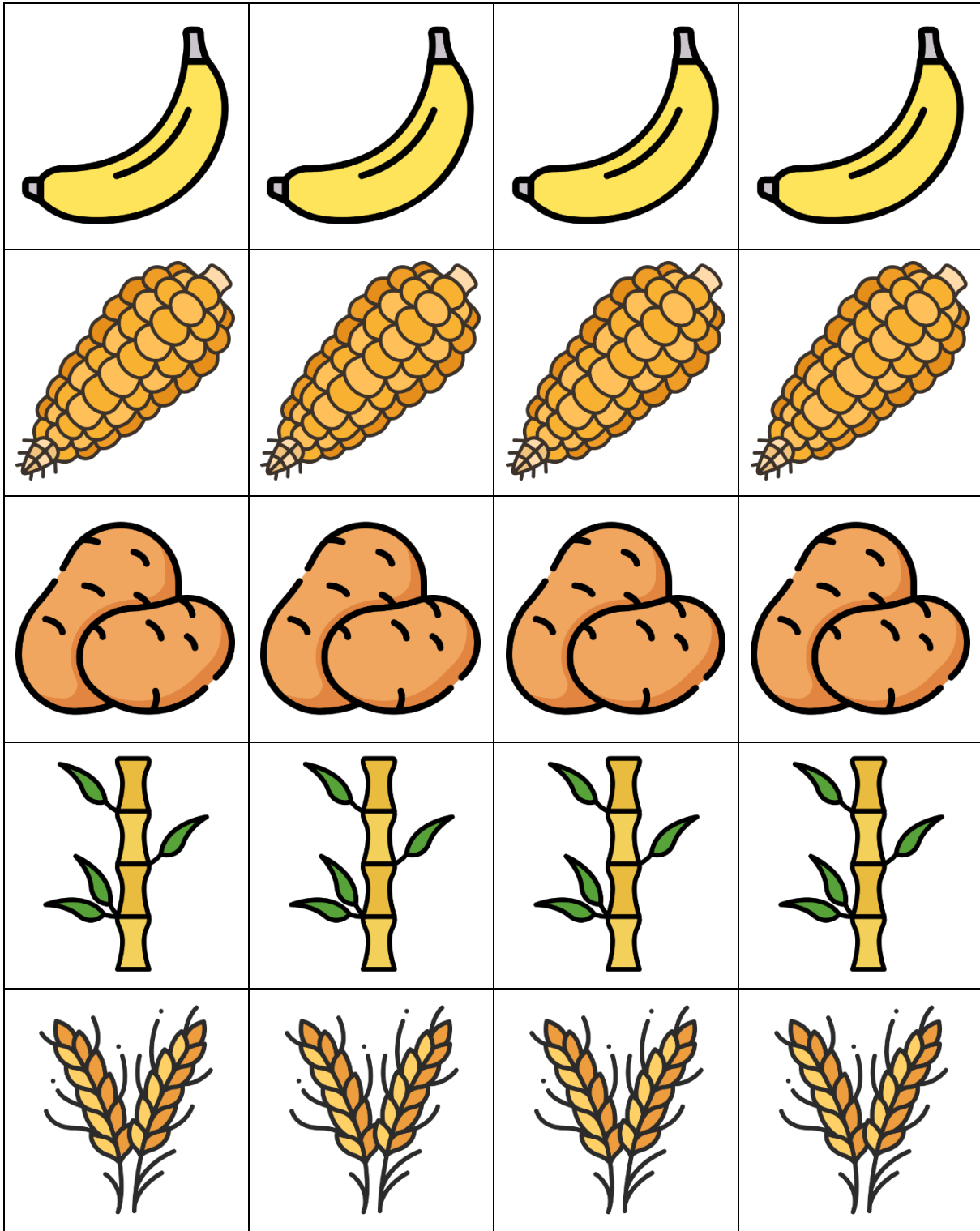






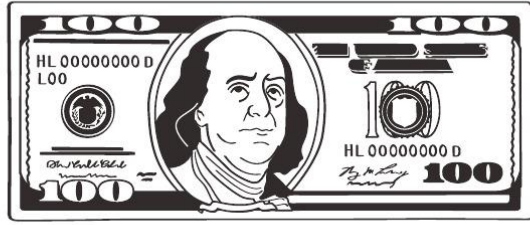
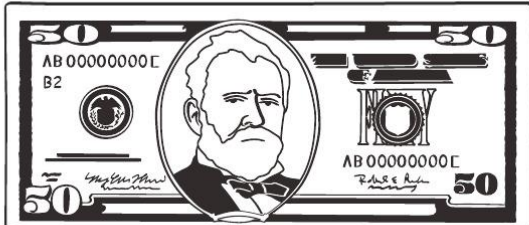
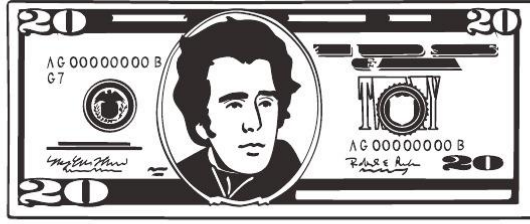
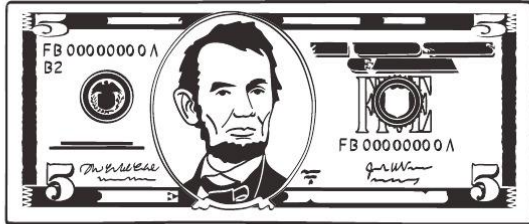
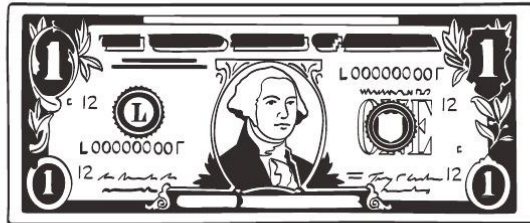
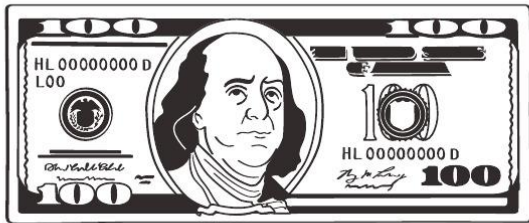
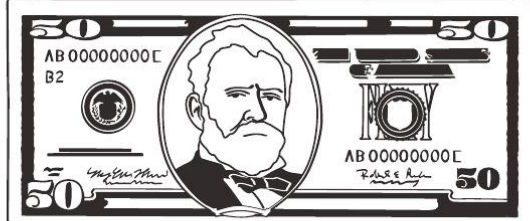
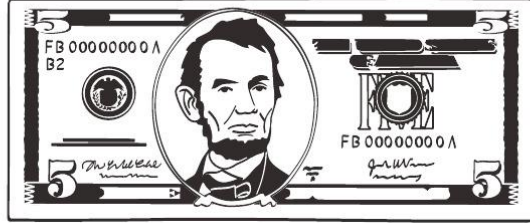


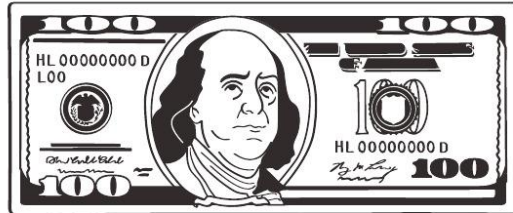
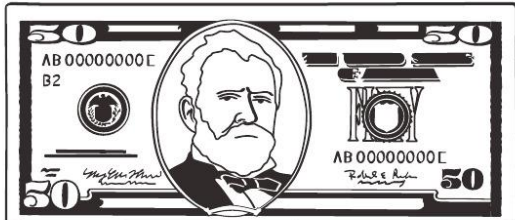
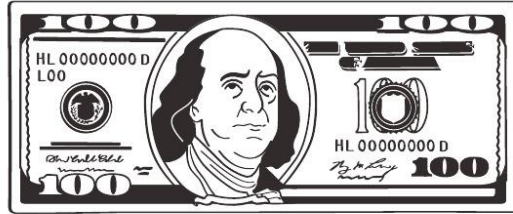
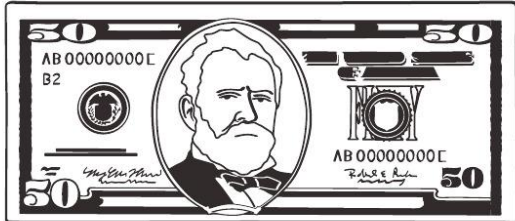
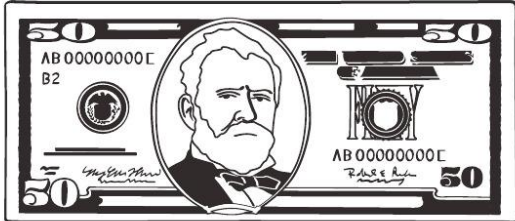
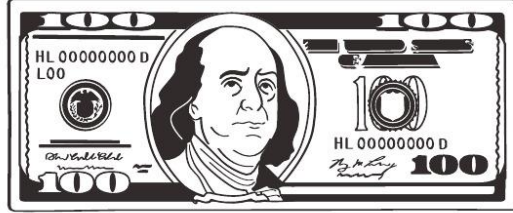
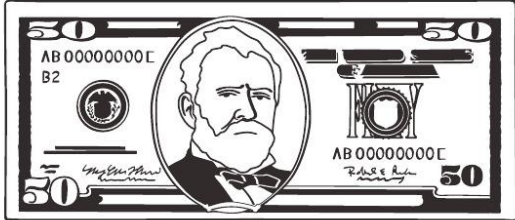
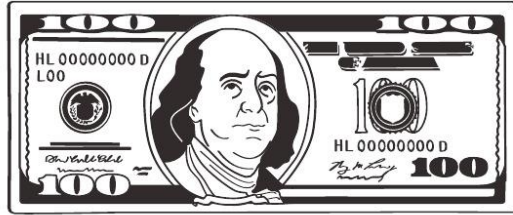
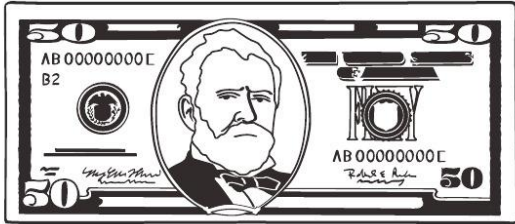
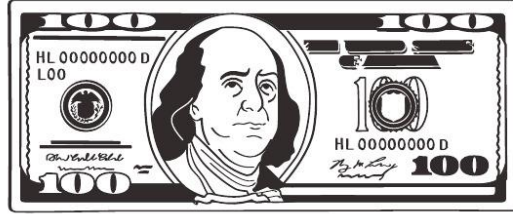
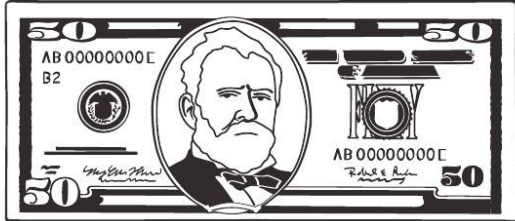
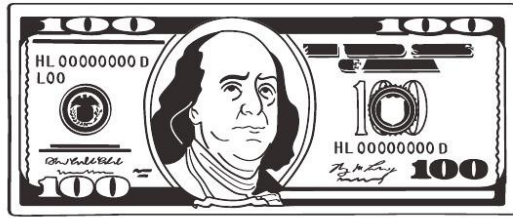
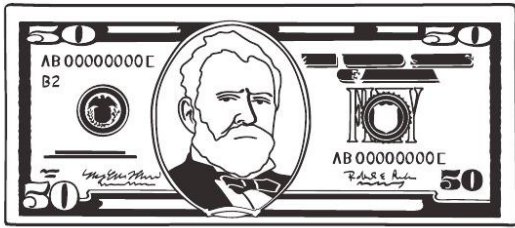
ANNEX 2: Crop images





ANNEX 4: Copies of banknotes







## Activity 7: THE RIVER AS A LIVING BEING

*Water conservation is essential for sustaining life on our planet. While many Indigenous communities—such as First Nations—have long protected water by living in balance with nature, modern capitalist systems, built on the overexploitation of natural resources, have contributed to environmental degradation. This workshop invites students to explore different cultural perspectives on nature, particularly water, and to reflect on the idea of recognizing rivers as living beings with legal rights.*

### AIM AND OBJECTIVES:

Through critical thinking activities using both text and video, students will connect environmental protection with broader questions of human rights and justice. They will be encouraged to think deeply about how we relate to nature and what it means to grant rights to elements of the natural world.

Students will:

- understand how different cultures, especially Indigenous ones, view and protect natural elements such as water and rivers
- engage in discussions about the idea of rivers as living beings with rights
- develop and express their own opinions on environmental protection through the lens of cultural perspectives and human rights.

**CONNECTION WITH SCHOOL SUBJECTS:** civics, geography, language

**NUMBER OF PARTICIPANTS:** 10–35

**AGE GROUP:** 13+

**DURATION:** 45–90 min

**MATERIALS:** computer with internet connection, projector, speakers, post-it notes, pencils, Annex 1: Text: The Sacred River Has Rights: It Was Recognised as a Living Being, Annex 2: Reflection Table, Annex 3: Text: Overview of Basic Human Rights

### INSTRUCTIONS:

#### STEP 1 (10–15 min):

Ask the students to stand in an open space (so that they can later form a line). Pose the question: *Should a river have the same rights as a living being?*

Invite students to express their opinion through movement. One side of the room represents YES, and the other side NO. Students can form a spectrum between the two points (e.g. by standing in the middle, etc.). Volunteers (ideally from across the range of opinions) should then explain why they chose their position.

\*Tip: This scale will be used again at the end of the lesson. Students can mark their spot with a post-it note bearing their name, or you can ask them to simply remember where they stood.

#### STEP 2 (20–25 min):

Show the students the video [Abuela Grillo](#) (Eng. *Grandmother Cricket*; 10:22 min). Afterwards, continue with discussion and ask them the questions below.

\*Tip: Due to its length, the video can be split into two parts, and the questions discussed gradually.

Questions:

- *What were your first impressions?*
- *Who do you think the main character represents?*
- *What is happening in the story?*
- *How do you think the main character felt? (\*Question to be asked if the video is paused; you may pause it at around 3:22.)*
- *What do you think is the message of the film?*
- *How might the video relate to the opening question: Should a river have the same rights as a living being?*

**About the film:**

Working with this film excerpt is intended to help students understand the concept of perceiving nature as a living being, as it is understood by some Indigenous peoples (First Nations). It encourages students to adopt a »different perspective«, prompting them to consider how other cultures approach the protection of natural resources.

The 2009 film *Abuela Grillo* is inspired by the stories of the indigenous Aymara people from the Gran Chaco region, which stretches across Paraguay and Bolivia. In these stories, Abuela Grillo represents Mother Earth.

The film was created by Bolivian animators in collaboration with Denis Chapon from France. The voice of the grandmother is sung by Bolivian singer Luzmila Carpio. The film reflects the public protests against rising water prices in Bolivia in 2000, events known as the »Water War«.

**STEP 3 (15–25 min):**

Provide each student with the text (Annex 1). The text is divided into two parts, which students read in pairs using the paired reading method. Students in pairs assign themselves roles: reporter and questioner. They both read the first half of the text. The reporter then summarises the content in their own words. The questioner follows the text, prompting the reporter if any information is missing and asking follow-up questions. They listen to each other, clarify the content and summarise it in their own words together. Then they switch roles and read the second half of the text. As a class, follow up with questions about the article's content, any surprising or contradictory information, or whether the pairs agreed on their understanding of the text.

\*Tip: If you don't have enough time, you can use only one section of the text and divide it for paired reading. Alternatively, you can assign different parts of the text to different pairs and ask students to complete the missing information during the discussion.

**PAIRED READING**

Paired reading is particularly useful when students are working with a complex that is densely packed with factual information, or addresses a broad and content-rich topic. Students work in pairs, each taking on one of two roles that support and cooperate with each other.

**Procedure:**

The pair divide their portion of the text in half and read the first half simultaneously. One student, the reporter, retells the content from memory in their own words.

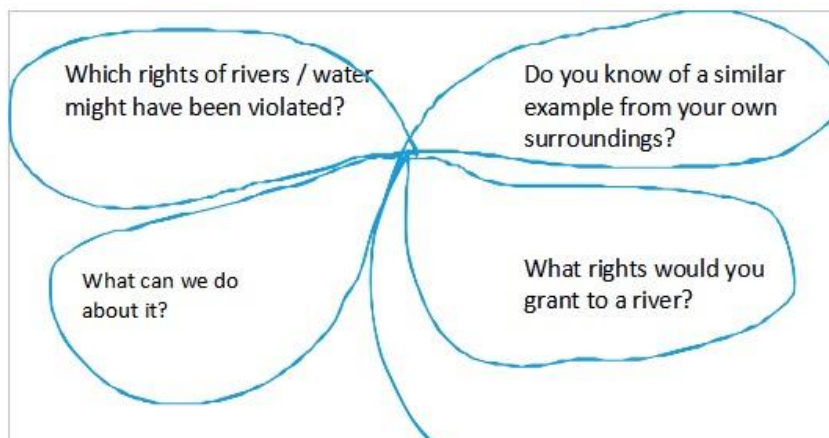
The other student, the questioner, follows along in the text, prompting the reporter if they miss something and asking clarifying or follow-up questions.

Together, they actively listen, clarify meaning, and summarize the information in their own words.

They then read the second half of the text, switching roles this time.

#### STEP 4 (20–25 min):

**Four-Leaf Clover Activity:** Students work in pairs or groups of four to complete a worksheet (Annex 2) based on a set of guiding questions. They may use a basic overview of human rights as a support tool (Annex 3).



**Scale:** At the end of the lesson, return to the line scale use in the evocation activity. Ask students to go back to the spot where they stood at the beginning (to the place marked with their name). Ask them the same question again: *Should a river have the same rights as a living being?*

Allow time for students to change their position and open the discussion with the following questions:

- *Did anyone change their original position?*
- *What happened during the lesson that led you to do so?*
- *If you stayed in the same place, why is that?*

#### ADDITIONAL SUGGESTIONS:

- If appropriate, you may wish to address students' emotional responses after watching the film. You could ask them how the film made them feel (for example, using emotion cards or images). You can also include this in the final reflection on the lesson.
- Students can first discuss each question in pairs or small groups (this is helpful if you want to encourage discussion).
- If you only have 45 minutes available, you can skip the video. Instead, you can explain that the lesson will focus on how different cultures view the protection of natural resources.
- You can find additional ideas for addressing issues from different perspectives in the [Learning to read the world Through Other Eyes](#) (Andreotti, V. and T. M. de Souza, L. M., 2008).
- You can find more information about the paired reading method here: [Using Paired Reading to Increase Fluency and Peer Cooperation](#).

#### INFO CORNER:

This activity can be followed up with a discussion about the state of rivers in the students' own country. They can explore what forms of protection would be relevant in their local context, examine the quality of rivers, or collaborate on a project focusing on specific watercourses.

#### SOURCES:

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## ANNEX 1: The Sacred River Has Rights: It Was Recognised as a Living Being

In March 2017, the New Zealand parliament officially granted the Whanganui River the status of a legal entity, making it the first river in the world to be recognised as a living being. This decision ended a long-standing conflict between the New Zealand government and the Indigenous Māori community of Iwi, who revere the river as sacred.

The Māori believe that all entities in the universe – living and non-living, animate and inanimate – are related, and that all natural elements deserve the same respect as one's fellow human beings. People who live in a particular place are connected to its natural elements – rivers, forests, lakes and other species – and have a responsibility towards them. The Whanganui River now has its own legal identity, with all the associated rights, responsibilities, and obligations, just like human beings. In practical terms, this means that if someone mistreats or harms the river, they will be held as accountable as if they had harmed the Māori community, because there is no distinction between them.

The interests of the river will be jointly represented by two guardians: one chosen by the Māori and the other by the government. These »guardians of the river« can raise objections to any proposed activity that may negatively affect the river – for example by appealing against the approval of construction projects not aligned with the river's long-term well-being.

If the river is harmed, it may also bring legal claims against the individuals or companies responsible for the damage. In this way, the Whanganui River – much like slaves or women in the past – has ceased to be a mere object that can be owned.

Less than a week after New Zealand became the first country to recognise a natural feature as a living being, Indian authorities followed its example. According to the High Court of the Indian state of Uttarakhand, the Ganges and Yamuna rivers are now to be regarded as living beings, just like their »sister«, the Whanganui River. The court has appointed three officials to act as the rivers' legal representatives and to defend their interests in legal matters.

In August 2023, the Komi Memem River – a tributary of the larger Mamoré River, which in turn flows into the Amazon – has become the first of hundreds of rivers in the Brazilian Amazon to be protected under an unusual law which grants the river legal personhood with a range of rights.

The river is vital to the Oro Waram people, who have inhabited western Amazonia for centuries. The expansion of soybean cultivation—crops that are heavily dependent on pesticides—poses a major threat to the Komi Memem. But it's not the only one. In the river's upper reaches, land thieves have invaded the area, preventing the Wari people from accessing their key fishing grounds.

The river's sources are also located near the Guajará-Mirim State Park, the former territory of the Wari people. Although it is a protected area, it has been widely invaded and deforested by land grabbers in recent years. The Wari hope that the new law, which grants the river legal personhood, will help address what they see as the federal prosecutor's inaction.

In addition to rivers, other natural sites, such as the Te Urewera National Park, have also been granted living entity status, and discussions are ongoing about extending this protection to more places.

**ANNEX 2: Reflection table**

<p>WHICH RIGHTS OF RIVERS / WATER MIGHT HAVE BEEN VIOLATED?</p>	<p>CAN YOU THINK OF A SIMILAR EXAMPLE FROM YOUR OWN SURROUNDINGS?</p>
<p>WHAT CAN WE DO ABOUT IT?</p>	<p>WHAT RIGHTS WOULD YOU GRANT TO A RIVER?</p>

### ANNEX 3: Universal Declaration of Human Rights

Article 1	<i>All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.</i>
Article 2	<i>Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.</i>
Article 3	<i>Everyone has the right to life, liberty and security of person.</i>
Article 4	<i>No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.</i>
Article 5	<i>No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.</i>
Article 6	<i>Everyone has the right to recognition everywhere as a person before the law.</i>
Article 7	<i>All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.</i>
Article 8	<i>Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.</i>
Article 9	<i>No one shall be subjected to arbitrary arrest, detention or exile.</i>
Article 10	<i>Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.</i>
Article 11	<ol style="list-style-type: none"> <li>1. <i>Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.</i></li> <li>2. <i>No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.</i></li> </ol>
Article 12	<i>No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.</i>
Article 13	<ol style="list-style-type: none"> <li>1. <i>Everyone has the right to freedom of movement and residence within the borders of each state.</i></li> <li>2. <i>Everyone has the right to leave any country, including his own, and to return to his country.</i></li> </ol>
Article 14	<ol style="list-style-type: none"> <li>1. <i>Everyone has the right to seek and to enjoy in other countries asylum from persecution.</i></li> <li>2. <i>This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.</i></li> </ol>
Article 15	<ol style="list-style-type: none"> <li>1. <i>Everyone has the right to a nationality.</i></li> <li>2. <i>No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.</i></li> </ol>
Article 16	<ol style="list-style-type: none"> <li>1. <i>Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.</i></li> <li>2. <i>Marriage shall be entered into only with the free and full consent of the intending spouses.</i></li> <li>3. <i>The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.</i></li> </ol>
Article 17	<ol style="list-style-type: none"> <li>1. <i>Everyone has the right to own property alone as well as in association with others.</i></li> <li>2. <i>No one shall be arbitrarily deprived of his property.</i></li> </ol>

Article 18	<i>Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.</i>
Article 19	<i>Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.</i>
Article 20	<ol style="list-style-type: none"> <li>1. <i>Everyone has the right to freedom of peaceful assembly and association.</i></li> <li>2. <i>No one may be compelled to belong to an association.</i></li> </ol>
Article 21	<ol style="list-style-type: none"> <li>1. <i>Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.</i></li> <li>2. <i>Everyone has the right of equal access to public service in his country.</i></li> <li>3. <i>The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.</i></li> </ol>
Article 22	<i>Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.</i>
Article 23	<ol style="list-style-type: none"> <li>1. <i>Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.</i></li> <li>2. <i>Everyone, without any discrimination, has the right to equal pay for equal work.</i></li> <li>3. <i>Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.</i></li> <li>4. <i>Everyone has the right to form and to join trade unions for the protection of his interests.</i></li> </ol>
Article 24	<i>Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.</i>
Article 25	<ol style="list-style-type: none"> <li>1. <i>Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.</i></li> <li>2. <i>Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.</i></li> </ol>
Article 26	<ol style="list-style-type: none"> <li>1. <i>Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.</i></li> <li>2. <i>Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.</i></li> <li>3. <i>Parents have a prior right to choose the kind of education that shall be given to their children.</i></li> </ol>
Article 27	<ol style="list-style-type: none"> <li>1. <i>Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.</i></li> <li>2. <i>Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.</i></li> </ol>
Article 28	<i>Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.</i>

Article 29	<ol style="list-style-type: none"><li>1. <i>Everyone has duties to the community in which alone the free and full development of his personality is possible.</i></li><li>2. <i>In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.</i></li><li>3. <i>These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.</i></li></ol>
Article 30	<i>Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.</i>

Source: [Universal Declaration of Human Rights](#). United Nations, 2025.



## Activity 8: THE REAL PRICE OF A BANANA

*Bananas are among the most popular fruits globally, but their production and trade often rely on environmental exploitation and social injustice. Plantation workers face harsh conditions, low wages, and exposure to harmful pesticides, with little protection or rights. Meanwhile, the largest profits go to retailers and intermediaries. Intensive farming practices damage ecosystems, reduce biodiversity, and generate significant waste. The banana trade highlights broader issues in global commerce and underlines the importance of fair trade, ethical sourcing, and responsible consumer choices.*

### AIM AND OBJECTIVES:

The activity uses the banana as a case study to explore the economic and social dimensions of sustainable development. Students trace the banana's journey from plantation to supermarket shelf, uncovering the realities of global trade, power dynamics in supply chains, and the impact of consumer choices. The workshop also introduces the concept of fair trade as a potential alternative.

Students will:

- understand the banana supply chain from production to sale
- analyse how the banana's final price is distributed among stakeholders
- critically reflect on inequalities in global trade
- learn about the concept of fair trade and its role in sustainable development.

**CONNECTION WITH SCHOOL SUBJECTS:** geography, history, ethics, economics

**NUMBER OF PARTICIPANTS:** 10–30

**AGE GROUP:** 12+

**DURATION:** 45–65 min

**MATERIALS:** pens, paper, Annex 1: Role cards (each actor on a separate sheet), Annex 2: Graphic showing the actual price of banana

### INSTRUCTIONS:

#### STEP 1 (5–10 min):

Draw a sketch of a banana on the board so that everyone in the room can see it clearly, and divide it proportionally to each stakeholders' estimated share of the 30 cents. List the key actors of the banana trade below the sketch:

- the banana picker
- the banana plantation owner
- the shipper (owner of the cargo ship)
- the importer
- the retailer.

In pairs, students should discuss how they would divide these costs among the actors involved. They should take into account that one banana costs 30 cents. They can write down their suggestions in their notebooks.

### STEP 2 (15–20 min):

Ask the group to form five smaller groups (equal in number). Explain them that they will play a game in which they will follow the journey that bananas make from plantations in Latin America to the fruit bowl on their table. Each group will represent a key actor in the production and trade of bananas. Distribute the cards (Annex 1) with the role descriptions to the groups and ask them to read them. Give them a few minutes to think about what their roles might include. Tell them that each banana costs 30 cents and explain that they have to decide what share of the 30 cents should go to them based on the work they do. Tell them that they have a few minutes to agree on a share within their groups and prepare some arguments as to why they have decided on the agreed amount.

\*Tip: Set some basic rules for communication during negotiations. Negotiators should not talk indiscriminately. Make sure they stick to the topic at hand and do not get into personal disputes.

Representatives from each group should present some of their arguments and the amount they have chosen as appropriate for their payment. They should try to advocate for their own group's interests during a group debate so that they get a bigger share than previously established. During the debate, they should refer to the information received in the role descriptions.

The total amount allocated to each actor will certainly exceed 30 cents (100 %). The groups will have to renegotiate.

### STEP 3 (10–15 min):

Members of each group should consult among themselves and then select one representative to represent them in the second round of negotiations. To diversify the activity, you can place a table and chairs in the middle of the room for the negotiators to sit on.

Once the groups have agreed, invite their representatives to sit down at the negotiating table. They should negotiate until they reach a common price of 30 cents.

You can lead and encourage the negotiations by asking additional questions to individual negotiators. Make sure that everyone has a chance to express their opinion. The discussion continues until negotiators reach a consensus on the shares. The agreed shares are then written on the board.

### STEP 4 (15–20 min):

Once the groups have agreed on the payment shares for individual stakeholders, invite the students to sit in a circle. Reveal the true share of each actor from the price of the banana and mark it on the banana sketch that is drawn on the board (Annex 2).

Continue with a group discussion based on the background information, highlighting different aspects of banana production and sales, and present the students the concept of fair trade. You can use some of the following questions:

- *How did you feel in your assigned role?*
- *What surprised you the most?*
- *Do you think this distribution is fair? If not, why?*
- *Why are these 30 cents distributed in this way?*
- *Who holds the most power? Why?*
- *What can be done to improve the situation?*
- *What role do we play in this—the people who buy bananas?*
- *What should every banana consumer know?*
- *Would you be willing to pay a higher price for bananas if you knew that workers and farmers received wages that enabled them to meet their basic needs?*
- *What can you do as a consumer?*
- *Do you know of workers with similar problems in your country?*

### ADDITIONAL SUGGESTIONS:

- If time allows you, you can show the following videos to the students:
  - o *The real cost of low price bananas.* #MakeFruitFair. Banana Link, 2016. Available at: <https://www.youtube.com/watch?v=MAnSKPZOzZY> (2:01 min)
  - o *Securing Your Rights.* #Make Fruit Fair. Banana Link, 2016. Available at: <https://www.youtube.com/watch?v=YyzsNbTxCv8> (12:23 min)

### INFO CORNER:

- **Banana producing and exporting countries:** Bananas are primarily grown in tropical regions, including Latin America, Africa, Asia and the Caribbean, as well as Europe and Australia. In most of these countries, the banana is cultivated as a staple food. Only about 20 % of the total banana production is exported. Ecuador is the biggest banana exporter. Some exporting countries:
  - o Latin America: Ecuador, Costa Rica and Columbia are the world's largest exporters. Other Latin American exporters are Guatemala, Honduras, Belize, Panama, Nicaragua and Suriname.
  - o The Caribbean: the Windward Islands (St. Vincent and the Grenadines, St. Lucia, Dominica), Jamaica, Dominican Republic.
  - o Europe: Martinique (France), Guadeloupe (France), the Canary Islands, Greece, Portugal. These countries are part of the EU, and although they do not actually export banana, they sell their produce within the EU.
  - o Africa: Ghana, Cameroon, Ivory Coast.
- **Production of bananas:** Most bananas are grown on huge, monocultural plantations in Latin America. These plantations rely on cheap labour and the heavy use of pesticides. In the Caribbean, production is mostly carried out on small family farms, which offer better social conditions and cause less environmental damage.
- **The impact of banana production on the environment and human health:** Traditional banana production uses around 30 times more pesticides and fertilizers than traditional agriculture in the UK. 90 percent of the coral reefs off the coast of Costa Rica were destroyed because toxic materials used on banana and pineapple plantations leaked into the sea. Producing one tonne of bananas generates 2 tonnes of waste. More than 30 000 South African, African and Philippine plantation workers are suing for damages caused by the long-term adverse health effects of an insecticide called Nemagon. Most of the workers became sterile, and many of them died before the case was brought before the court.
- **The large companies that control the banana trade:** Only 5 big groups control 80 percent of the global banana market. Half of this is controlled by two big companies, Chiquita and Dole:
  - o Chiquita (USA) = 25%
  - o Dole (USA) = 25%
  - o Del Monte (USA) = 16%
  - o Noboa (Ecuador) = 11%
  - o Fyffes (Ireland) = 8%
  - o Other companies = 15%
- **Working conditions on banana plantations:** The majority of people working on the plantations are seasonal workers hired only for a set period of time. Seasonal workers have fewer rights and work in poorer safety conditions, often for less money. Many workers are hired for just one day, with no contract. Every morning, workers gather at a designated spot in their village, from where they get picked and transported to the plantation by trucks. 75 % of the people working on the plantations are under 29 years old. This is because the work is very strenuous, and workers are usually fired when they turn thirty. Young workers perform the hardest work for the lowest wages. In addition, they are in daily contact with toxic materials. In some countries, Ecuador for instance, children are

employed too. In Ecuador, the world's largest exporter of bananas, only 2 percent of the workers are members of an independent trade union. Workers are often oppressed by companies that tend to hire more and more seasonal workers, thus diminishing the chances of workers to self-organise.

- **Percentage of the banana price that goes to chain stores:** 45 % of the banana price goes to chain stores – this is an enormous amount when we consider the number of actors involved in the entire process – while workers receive just 2,5 %. Chain stores have become very influential players within the supply chain. The low price at which they purchase bananas has a direct negative effect on wage levels and working conditions on the plantations.
- **The history of the banana:** The banana is the fruit of the *Musa acuminata* species. The term *acuminata* means »long and arched or apiculate«, and refers to the plant itself rather than the fruit. Antonius Musa, the personal physician of the Roman emperor Octavius Augustus, encouraged the cultivation of this exotic African fruit between 63 and 14 BCE. The banana was brought to Europe by Portuguese sailors from West Africa at the beginning of the 15<sup>th</sup> century. It then spread to the Canary Islands, the western coast of India, and North America. The word *banema*, from which the English word *banana* originates, first appeared in print in the 17<sup>th</sup> century. In the past, banana was not the sweet, yellow fruit we know today.
- **Banana varieties and some interesting facts:** There are more than 300 varieties of banana but only 20 are cultivated for commercial purposes. The fruits of wild species have large, hard seeds, whereas commercially available varieties have either small seeds or none at all. There are so-called dessert banana varieties, which are yellow and eaten when fully ripe; and cooking bananas, which must be cooked before consumption. A banana ripens three months after flowering. Harvesting requires at least two people. One person cuts the bunch with a machete while the other carries it on their shoulder to a cable running through the entire plantation on which hooks are attached. It is important to cut the banana when still green, but the exact timing is crucial. If it is harvested too early, the banana will not develop its characteristic sweet taste. Bananas are slightly radioactive due to their high potassium content (more so than other fruits). This radioactivity is sufficient to cause false alarms in detectors used to search for illegal substances at US seaports on a regular basis.
- **Bananas are the most popular fruit in the world**, alongside apples and oranges. Currently, the Cavendish cultivar is the most common on the global market. It is cultivated on the plantations of Latin America, Africa and Southeast Asia. It is available in supermarkets and grocery stores of the Western world all year round. The banana in general, and this variety in particular, is very susceptible to disease because the plants are genetically identical. In other words, if a plantation is attacked by a disease, the entire global population of Cavendish plants potentially becomes threatened, and the variety could be wiped out completely. Since we do not know whether any existing varieties would be suitable replacements for Cavendish, scientists are working on creating a more disease-resistant variety for the global market.
- **Fairtrade helps banana farmers and workers build a more stable future** by offering three important advantages:
  - A minimum price: The amount producers get for their bananas often goes up and down, but for Fairtrade producers it will never go below a certain price. This means the producers can plan ahead, whatever the cost in the supermarkets.
  - A top-up (Fairtrade Premium): Producers receive a top-up per box of bananas, which they must use to invest in their business or give to their workers for community projects. An extra dollar per box builds up to buy a school block for workers' children, a clinic or a clean water facility. For plantation workers, some of this can be used for cash payments.
  - Good working conditions (Fairtrade Standards): For workers on larger plantations, Fairtrade Standards help improve working conditions and protect workers' rights. This means people stay safe at work, can join a union, and get a living wage. Source: CAFOD, 2025.

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## ANNEX 1: Key actors in the banana trade

<b>THE BANANA PICKER</b>	<p>Their job involves selecting the best bananas, as well as cutting and washing bunches. The worker's hands and clothes are wet all day long and they have to carry bunches weighing up to 50 kg. The fertilisers and pesticides used in cultivation can have harmful health effects and may even cause cancer. Pesticides are sprayed from planes and can therefore damage nearby villages and schools. The owners of the plantations do not encourage their workers to form trade unions, which would enable them to protect their interests and achieve better working conditions.</p>
<b>THE PLANTATION OWNER</b>	<p>Maintaining a plantation involves many costs, such as buying expensive pesticides, fuel for agricultural aircraft, tools and machines, as well as paying wages. If a worker has an accident and sues, the owner has to hire a lawyer. If the bananas do not conform to European standards in terms of size or form, or if they are damaged, they cannot be exported, which reduces profits. The owner bears the costs if a natural disaster or pests destroy the crop. Competition between planters forces them to buy and maintain state-of-the-art machinery. Many years of monocultural cultivation exhausts the soil, meaning expensive fertilisers must be used or new land must be purchased.</p>
<b>THE OWNER OF THE CARGO SHIP</b>	<p>Buying and maintaining huge cargo ships is very costly. Fuel is also very expensive: a shipment travelling from Latin America to Europe, for example, may be at sea for up to five weeks. Insuring the cargo is an additional cost. If the cargo is damaged or entirely destroyed, the shipper must cover all the expenses. Bananas have to be kept at a low temperature on the ship to prevent them from ripening during the sea voyage; otherwise, they will turn brown and mushy on the supermarket shelves. The owner also has to pay port taxes, including disembarkation and unloading charges.</p>
<b>THE IMPORTER</b>	<p>The importer must transport the bananas to large ripening centres, where the ripening process is accelerated by large quantities of ethylene. They must then transport the bananas to the shops. After ripening, the bananas are repackaged at the importer's expense, including the wages of the packaging workers. The importer pays huge sums to the EU for import licences. They promise to buy a certain amount of bananas from plantation owners and deliver them to shops on time, although they cannot control any eventual delays.</p>
<b>SHOPS AND SUPERMARKETS</b>	<p>Retailers have to pay their employees' wages and cover the maintenance costs of their shops. Because of the competition, they must embrace new ideas and invest in machinery, larger sales spaces and advertising. Damaged or overripe bananas may result in unhappy customers who decide to shop elsewhere.</p>

**ANNEX 2: The actual price of banana**

