



Using Social Studies and Languages to Teach Sustainability at the Upper Secondary Level

(Clarifications, recommendations, best practices, examples of tasks)

Programme

EEA/Norway Grants Scholarship Programme Estonia

Action

Cooperation projects at upper secondary education level

Project partners

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- Kópavogur Grammar School (Iceland, Kópavogur)
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Contents

Chapter 1. Introduction.....	3
1.1. Our philosophy	3
1.2. The Project Team's Aims, Basics and Results.....	3
Chapter 2. Sustainability	6
2.1. The Icelandic National Curriculum Guide for Upper Secondary Schools	6
Chapter 3. Fallen societies.....	7
3.1. Fallen Societies - Can they teach us anything?	8
3.2. My Generation.....	9
3.3. The Portrait of My Generation	10
3.4. What will I be like in 50 years?.....	12
Chapter 4. Human and Nature	12
4.1. Social advertising	12
4.2. The most polluted places on Earth	16
4.3. Global Problems	19
Chapter 5. Sustainable Shopping.....	21
5.1. Why citizens (not shoppers) have a key to better world?.....	21
5.1.1. The story of Bottled Water	22
5.1.2. The story of Cosmetics	23
5.1.3. The story of Electronics.....	24
5.1.4. The Story of Stuff Project.....	25
5.2. The Value of our Worldly Possessions.....	29
5.3. Food INC	30
Chapter 6. Human and Society	31
6.1. Human Indifference	31
6.2. A Social Experiment.....	33
6.3. Media and its influences	36
Chapter 7. Sustainability and Jobs.....	37
7.1. Gender Pay Gap in Estonia.....	37
7.2. Kids Rights Quiz. „The Dark Side of Chocolate“	40
7.3. Game “Jobs, career and employment”	43
Chapter 9. Let´s Make a New Planet.....	47
9.1. „Years of living dangerously“	47
9.2. The Global Society	50
9.3. Creating Your Own City.....	51
9.4. Make New Friends	53
Chapter 10. Conclusion	55
10.1. The Human Library	55
Appendix 1. List of Movies and useful Links	59

Chapter 1. Introduction

1.1. Our philosophy

The concept of sustainable development became a popular term in the 1980s. The term is in most cases defined as the need for us not to exploit the earth's resources to the extent that we will be unable to leave the planet to future generations in the same or in a better state than we received it. In recent years sustainability has become an integral part of the National Curriculum of Estonia and in Iceland sustainability is one of the six pillars of education on which the national curriculum is founded. Therefore, teachers in both countries are working hard to implement the concept in their teaching material.

This has mostly been done in natural sciences such as Biology but sustainable development is not only to be taught in the natural sciences, it also has a very important place in the humanities. While the natural sciences provide us with new technologies and innovations that can help us live a more sustainable lifestyle, the role of the humanities is to develop a vision or a goal of how a more sustainable future should look like. Every human being needs to take a new, more critical look at society and where it is headed. The purpose of the humanities is to teach students how to criticize the norm and offer alternatives.

The dominant economic system has brought tremendous prosperity to a part of humanity, however, a large part of the planet's inhabitants remains poor.

Economic inequality, a huge topic in many humanities, is also an environmental issue, since people who are forced to live on a day-to-day basis cannot afford to plan ahead and think about the environmental effect of their actions. A field has to be cultivated, even though it will cause erosion later on simply because there is a dire need for food.

Furthermore, the humanities tackle the concepts that are at the base of unsustainability: reckless greed, irresponsible excessive consumption, disregard for ethical values and many other topics. In order to do this we shouldn't need to try to live the way we lived centuries ago. This is not the future we want our students to see. A future where we have to give up everything in modern life is not a future anyone will want to pursue. We should be able to live in a better society and it is our job in the humanities to create the vision of that society.

The role of the humanities in the light of creating a more sustainable future is to make another discourse and another way of approaching every subject. The humanities can work towards changing values, look towards and promote a new approach that will work for the benefit of the environment and for humanity. Be the architects of the new planet. This is why we have decided to call our project Let's make a new planet.

It is our sincere hope that the projects and teaching guides provided in this project will be of assistance to teachers all over the world that wish to implement sustainability into their lessons.

1.2. The Project Team's Aims, Basics and Results

The project team aims to find answers to the question of how to involve sustainability in all subjects in upper secondary school. The subjects of concern of this particular project are the ones usually not involved in sustainability, i.e. Languages and Social Studies.

The project target group are teachers of participating schools teaching Mother Tongue and Literature, History, Human Studies and English. As one of the main project results we expect the improvement of their competences, so we have chosen the following programme objective as the leading one: “Improve professional knowledge and skills of the teaching staff”. The teachers of social studies and languages will have a clear picture of sustainability and will know how to teach it through their subjects.

However, the project also promotes the development of quality, creativity and innovation in upper secondary education. The international partnership allows us to clarify the concept of sustainability to the teachers, demonstrate some best practices from Iceland, develop new tips and recommendations for teachers, and suggest some concrete tasks for students.

The project materials and new experience of participating teachers will contribute to achievement of the following aspects of Estonian National Curriculum of upper secondary education:

1. *The cross-curricular topic “Environment and Sustainable Development”*: it strives to shape pupils into environmentally aware and socially active people who live and act in a responsible manner, taking into account issues of future sustainability, and are ready to find solutions to problems related to the environment and human development.

The pupils are guided to:

- Value biological (including landscapes) and cultural diversity and ecological sustainability;
- Develop personal environmental opinion and participate in environmental decisions proposing initiatives, offering solutions to environmental problems at the personal, social and global levels;
- Understand nature as a whole system, the mutual interdependence between human beings and the surrounding environment as well as human beings’ dependence on natural resources;
- Understand the mutual connections between the various factors of the cultural, social, economic, technological and human development of mankind and the risks associated with human activities;
- Take the responsibility for sustainable development and acquire values and behavioural norms that support sustainable development.

2. *Languages*: Language and Literary Studies develop such essential learning skills as analysing and interpreting different types of texts, differentiating between a fact and an opinion, seeking information from different sources and using it critically, compiling texts of different types as well as forming and formulating personal opinion.

Objectives of the language studies:

- students develop their creative and critical thinking;
- students select and use information sources purposefully and judge them critically.

3. *Social Studies*: students learn valuing the environment as a whole; the influence of human activity on the development of the environment and the solutions to environmental problems; understanding the connections between different features of cultural, social, economic, technological and human development; the risks involved in human activities; forming personal opinions about environmental issues and the importance of social activism.

The objectives of the social studies is to help students to:

- understand the processes of social changes in the history of mankind as well as the modern society and the causes and effects of the most important events;
- acquire a vision for their own future, make plans and act in accordance with these plans;
- take interest in their own development, their nation, community and the world, shape their own opinion and behave as active and responsible citizens;
- acquire knowledge and skills that support the development of a complete and autonomous human being who values a positive attitude towards himself and others.

The project results are:

1. Materials for teaching sustainability in language subjects and social studies (topics, ideas, methods, approaches, worksheets, study guides and other guidelines);
2. Website with all the materials developed during the project to make the documents accessible for any teachers in the world interested in the topic.

<https://makeanewplanet.wordpress.com/> - in English;

<https://makeanewplanetru.wordpress.com/> - in Russian;

<https://makeanewplanetest.wordpress.com/> in Estonian.



Chapter 2. Sustainability

2.1. The Icelandic National Curriculum Guide for Upper Secondary Schools – General Section

(Ministry of Education, Science and Culture)

(2) General education

(2.1.2) Sustainability



Education towards sustainability aims at making people able to deal with problems that concern the interaction of the environment, social factors and the economy in the development of society.

The most common understanding of the concepts sustainability and sustainable development involves that we leave the environment to our descendants in no worse condition that we received it, and that we endeavour to meet the needs of the present without reducing the possibilities of future generations to meet theirs. This also refers to the definition of sustainability that it is a balanced situation and that sustainable development is the process of change when society, or a smaller unit, is developing towards sustainability. The difference between the traditional definition and the definition used here is a difference in emphasis rather than in meaning. This difference in emphasis is, however, important in educational work as it stresses that little things mean a lot, and that it is not necessary to wait for big changes to be able to rejoice in the smaller.

The environment and thereby nature surround human society. Sustainable development cannot take place, except within the limits that the ecosystems of the earth draw. Therefore understanding of these limits, in addition to the processes, laws, and cycles of nature, is an important basis for successfully working according to the ideals of sustainable development. Thus pupils have to know, understand and respect nature, both because of its intrinsic value and because of the service it renders mankind. Environmental protection, climate change and biodiversity are examples of tasks to be tackled.

From a social perspective, this ideology concerns equality, both intragenerational and transgenerational. In order to obtain equality, democratic methods have to be employed, the diversity of mankind respected and multiculturalism ensured. Diversity is a source of strength that can eradicate poverty, contribute to peace and secure living conditions and quality of life for all, wherever they live in the world. Sustainability is a prerequisite to understand the importance of one's own welfare and that of others.

The economic factor of sustainability is closely related to both the environmental and social factors. The economic system of each society plays an important role when it comes to using natural resources in a sensible manner and dividing them fairly. In this context it is vital that economic growth neither relies on nor leads to excessive encroachment of nature. Production and consumption are inseparable aspects of society, and no less the finances of the individual. Understanding one's own ecological footprint, and the ecological footprints of societies and nations, is conducive to sustainability and moderation. Consumer education and financial literacy are therefore an important prerequisite for being able to assess our needs now and in the future.

Education for sustainability encompasses creating a society of collective responsibility where individuals develop as active citizens, conscious of their own values, attitudes and feelings for global impact and equality of all the inhabitants of the earth, for nature and the environment, for democracy, human rights and justice, for equality and multiculturalism, for welfare and health, and for economic development and vision of the future.

Education for sustainability further encompasses that in their studies children and youth come to grips with diverse problems and points of controversy. Teaching and working methods of the school are to be interwoven with the idea that the aim of education is capability for action. This involves training in democratic working methods and that children and youth are trained to be interested in and want to take part in society.

Chapter 3. Fallen societies

Instructions for Teachers

The project is divided into a few stages and we use the jigsaw method. Students prepare a short essay and a presentation but they do not have to present it to the class. In the last stage of the project they write an essay and make another short presentation that they do present in front of their classmates.

The class is divided into groups of 4-5 students; the teacher can decide exactly how he wants to divide his groups. Keep in mind that the groups have to be the same size so the jigsaw method works and the teacher needs to write down the names and keep track of which students are working together.

In the beginning each individual in a group has a different society to work with **not** one society for each group (that happens later). The students can choose which societies to explore but it is imperative that all the groups are exploring the same 4 or 5 societies to make sure the jigsaw method works. Example: if there are 4 students in each group all the groups must skip Rwanda. The method does not work if one group skips Rwanda and another group skips the Easter Island. Each student does some research on their society and then they compare their societies within their group. The students take notes and prepare their essays and presentations.

The second stage starts with splitting up the groups and making new ones so now the students join the other students that have been working on the same society as them. Together they work on an essay and a presentation about their society.

The groups complete the last stage of the project by handing in their finished essays and presenting their fallen society to their classmates.

After the fallen society assignment students can move on and work on an assignment called [My Generation](#).

3.1. Fallen Societies - Can they teach us anything?

(Stefán Svavarsson, Kópavogur Grammar School)

We are going to take a close look at some fallen societies and try to find out what led to their demise. You will write a short essay and prepare a presentation about each society. The societies that we are going to work with are:



The Rapa Nui society on Easter Island

The Rapa Nui people are famous for having carved giant human figures that can still be seen on Easter Island. Archaeologists believe that at one time as many as 15.000 people lived on Easter Island. However when Europeans first sailed there in the 18th century only 2-3 thousands people remained. What happened? Why did the population decrease so dramatically?

The Maya civilization in Central-America

The Maya ruled in the region where today we have Mexico, Belize, Guatemala and Honduras. They were advanced in the field of science and raised monumental buildings. Despite their skills their cities were abandoned centuries before the Spanish colonized the region in the 16th century. Nobody knows for sure what caused the downfall of the Maya civilization but there is no shortage of theories. What might have happened?

Haiti

Haiti was one of the richest countries in the world when they declared their independence in 1804 even if their wealth was built on slavery an unevenly distributed. Today Haiti is the poorest country in America and their standard of living one of the worst in the world. The island used to have large plantations but now the island's soil is infertile and practically nothing can be cultivated there anymore. The reasons for Haiti's collapse are well known but hardly simple. What are the reasons?

Nordic People in Greenland

Many have heard the story of Erik the Red and the Nordic settlement in Greenland. For a while they flourished in Greenland and exported beautiful things like polar bear fur and artefacts made from walrus tusks that were sold in Europe for a high price. Nonetheless the Nordic society in Greenland collapsed sometime in the 15th century. Why couldn't Nordic people survive in Greenland like they did in Iceland?

Rwanda

This country is notorious for the terrible genocide that took place about 20 years ago. The reasons for these mass murders are complicated and intricate and connected to the way man has treated nature in that region through the ages. How are these things connected?

Your essay and presentation should focus on the following:

1. Your society and its strengths

Here you will describe your society in general and explore its "golden age". Explain where in the world the society was and how it grew and prospered. Write about people's livelihoods and which resources they used. Did the society excel in any special field like science or technology at the time? Why do people today admire that civilization? In short write a general description of this society focusing on their strengths.

2. The society's weaknesses, its decline and collapse

This is the most important part of the assignment. Find out the reasons for the society's decline and its collapse. Did the environment change? Did the people misuse their resources? Was there an invasion, were the leaders incompetent or were there other human factors that contributed to the collapse of the society? Which weaknesses lead to the collapse? Scholars may not know exactly why the society collapsed and then you will have to write about the different theories that exist. There might also be many different reasons that caused a society's downfall and then you have to recount them all. Remember that it is important to cite your sources.

The essay should be two to three pages. Use Times New Roman, font size 12, line spacing 1,5. You can decide how many slides you use in your presentation. Remember to cite your sources correctly. You can use Internet sources as well as books you find at the library.

3.2. My Generation

(*Stefán Svavarsson, Kópavogur Grammar School*
Jelena Moisejeva, Tallinna Õismäe Vene Lütseum)

Assignment

Are you living a sustainable lifestyle?
Strengths - Weaknesses - Opportunities

Now you have explored the societies that no longer exist. They all ceased to exist because they were not sustainable in one way or another.

- What is your society like in comparison?
- Will your culture live forever?
- What do you have to offer to make the world a better place?
- Do you live a sustainable lifestyle?
- Where are you heading?

Today's assignment

- *Strengths*

What is your advantage over the countries we have been learning about?

- *Weaknesses*

In what way are we worse off than the countries we have been learning about? How are you worse off than your parents' generation?

- *Opportunities*

What can you do to make the world a better place? How can you make your lifestyle more sustainable? Which opportunities do you have that the fallen societies and your parents' generation did not have?

- *Problems*

What kind of problems do you face that the fallen societies/your parents' generation also faced? What kind of unique problems do you face that the other societies didn't have to deal with? How can you address these problems?

3.3. The Portrait of My Generation

(Jelena Moisejeva, Tallinna Õismäe Vene Lütseum)

The sages say: "If you have a goal to change the world, start changing by yourself first. Learn to find the energy for joy and the energy for love. These are the main goals of human life. Smile, laughter and joy have enormous power. That helps you discover love. "

But before you begin changing yourself, you need to understand your own place in the world, determine your moral values, goals and see your generation as a whole. These group lessons can help young people look at their generation from the outside, analyse their strengths and weaknesses, opportunities and threats to create "a portrait of the contemporary person."

Step 1

Preliminary class work.

1. Define the word "generation".
2. Determine which factors influence the development of a young man most (science, society, history, culture, etc.)
3. Determine the factors that make your generation special and unique (music, appearance, interests, lifestyle, behaviour, speech).

Step 2

Group work (in a group of 4-5 people)

1. Make a SWOT-analysis of your generation (S - strengths, W – weaknesses, O – opportunities, T – threats). Rely only on your own experience, and do not compare yourself to any other generations.
2. Use the selected basic factors to create a portrait of an average 16-17-year-old (music, appearance, interests, lifestyle, behaviour, speech).

Step 3

Group presentation of the SWOT-analysis.

Once each and every analysis is presented start a discussion on the topic, ask questions and give your opinion on the matter, express your agreement or disagreement.

Listen for similarities during the group presentations. If you hear that one of the groups is talking about a point that you also have in your own work mark it with "+" as many times as it is mentioned. At the end of the lesson use these marks to make general assumptions about your generation.



Step 4

Presentation of the features that define your generation.

Discussion: Are the created images the same or different?

Step 5

Reading a poem by Jonathan Reed "The Lost Generation" / "There is hope." (reading, listening or watching on <https://www.youtube.com/watch?v=MWSYPDh7O5Q>)

Read the poem from the top to the bottom and then from the bottom up.



*I am part of a lost generation
and I refuse to believe that
I can change the world
I realize this may be a shock but
“Happiness comes from within”
is a lie, and
“Money will make me happy.”
So in 30 years I will tell my children
they are not the most important thing in my life
My employer will know that
I have my priorities straight because
work
is more important than
family
I tell you this
Once upon a time
Families stayed together
but this will not be true in my era
This is a quick fix society
Experts tell me
30 years from now, I will be celebrating the 10th anniversary of my divorce
I do not concede that
I will live in a country of my own making
In the future
Environmental destruction will be the norm
No longer can it be said that
My peers and I care about this earth
It will be evident that
My generation is apathetic and lethargic
It is foolish to presume that
There is hope.*

And all of this will come true unless we choose to reverse it.

Now read it again in reverse.

Which generation do you belong to?

Step 6

What would you like to change in your generation, so that it could then change the world for the better?

Task: form groups by interest. Make a project proposal: what do young people need to do to change themselves for the better and then change the world for the better.

Step 7

Presentation of the projects and conclusions.



3.4. What will I be like in 50 years?

(Ragnheiður Lárusdóttir, Eva Hrönn Stefánsdóttir, Kópavogur Grammar School)

Write a story or a poem where you describe what your life will be like in 50 years. At that time you will have retired from work. What changes will have occurred: in your life, in your country and in the global community?

Can you have any influence on what happens around you? Does your lifestyle matter? What can you do to reduce pollution and food wastage and promote human rights and a better community?

The project should be about 1 page to be presented verbally in class or handed in as a video.

Use the following points to help you with your assignment:

- Appearance/physical state
- Mental state
- Family circumstances, spouse/spouses, children/grandchildren
- Education
- Income/pension
- Career
- Accomplishments
- How do you spend your time now in 2065
- Social change
- Climate change
- Pollution
- Technological advancement
- Your vision of the future in 2065
- Anything you want to add

Chapter 4. Human and Nature

4.1. Social advertising

(Jelena Moisejeva, Tallinna Õismäe Vene Lütseum)

Main thought

Things humans have done wrong. The mistakes we have made and what we can learn from them.

Types of tasks

Observation, discussion, making a short social advertisement, verbal and written presentation of a newspaper article.

The goals

1. Direct the attention of the students to the environmental problems and the impact of humans on nature. Talk about the collective responsibility for preserving the environment.
2. Introduce the concept of social advertising. Determine its purpose. Learn how to create social slogans.
3. Development of the skills to discuss and formulate a basic idea.
4. Development of the ability to formulate and solve a problem in verbal and written form.
5. Development of the ability to summarize and come to conclusions.

Introduction

What comes to your mind when you hear the words *Human* and *Nature* together? How do they influence each other?

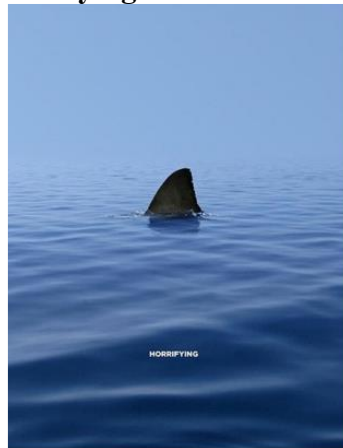
What is *Social Advertising*?

Social Advertising (or public service announcement (PSA), or public service ad), are messages in the public interest broadcast by the media without charge, with the objective of raising awareness, changing public attitudes and behaviour towards a social issue. Social advertising, or PSA's, are short messages produced as film, videotape, DVD, CD, audiotape, or as a computer file and given to radio and television stations. They can be done very simply with a single actor reading or performing a message, or they can be elaborate, slickly produced messages with music, dramatic story lines, and sound or visual effects.

Step 1

- Look at the photos.
- Determine what each ad is about. What will be discussed in class?

Horrifying...



HORRIFYING

More horrifying ...



MORE HORRIFYING

EXPLOITING THE ECOSYSTEM ALSO THREATENS HUMAN LIVES. WWF FOR A LIVING PLANET. WWF.ORG

Агентство: DDB&CO, Стамбул, Турция

If you don't pick it up they will



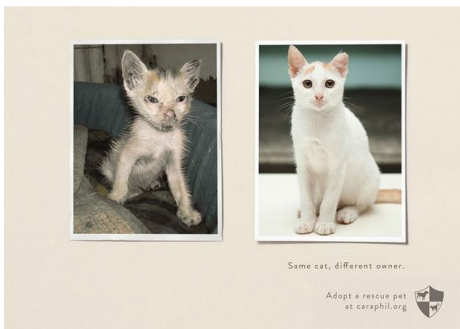
IF YOU DON'T PICK IT UP THEY WILL.



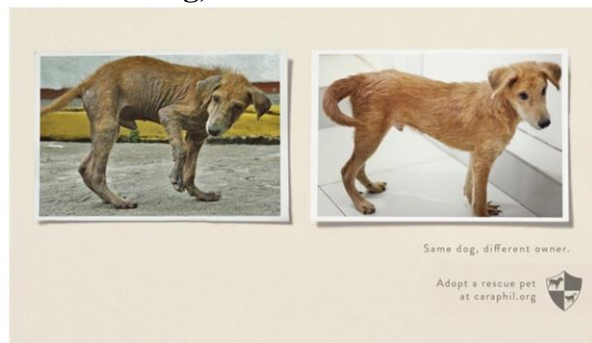
Poachers with a tiger skin



Same cat, different owner



Same dog, different owner



Plastic bags kill



What goes around comes around. Keeps the sea clean



Forests are lungs of the planet. Before it's too late



Save paper -save the planet



Write a slogan for these photos. Make your own short social advertisement.



Step 2

- Which logical groups can these blocks of social advertising be divided into?
- What are the problems raised in these photos?

Step 3

- Choose *one* of the illustrations that made the greatest impression on you.
- Explain your choice.

Step 4

- Write a short article for the newspaper describing the problem shown in your chosen photos.
- Prepare to present your article verbally.

Step 5

- Present your article in a verbal and a written form.

Feedback

What conclusions have you come to after the class?

4.2. The most polluted places on Earth

(Olesja Stefanovitsš, Julia Simson, Narva Vanalinna State School)

The subject is learned at the coupled lesson. As an option, the topic can be presented at a Geography lesson and continued at a Language lesson.

Goals:

- To attract pupils' attention to this subject and promote a reasonable usage of natural resources.

Introduction

In the classroom some sounds of nature are being played (the sounds of an ocean, a river, a forest...)

<https://www.youtube.com/watch?v=eKFTSSKCzWA>

<https://www.youtube.com/watch?v=eKFTSSKCzWA>

There are some pictures of the most polluted areas in the world, exposed on the floor or on the walls. While music is going on the students are studying the pictures and choosing the most appealing to them (2-3 persons by picture).

Main body

1. The students have a task to feel themselves a part of nature and role play as a tree, a pile of rubbish, a car, a plant, smoke, dirt, an abandoned playground etc. They make a dialogue: one of the students is a human being and another one is a part of inanimate nature.

2. Students present their dialogues to the whole class.

3. There are 14 cards for students with the names of the most polluted places on Earth:

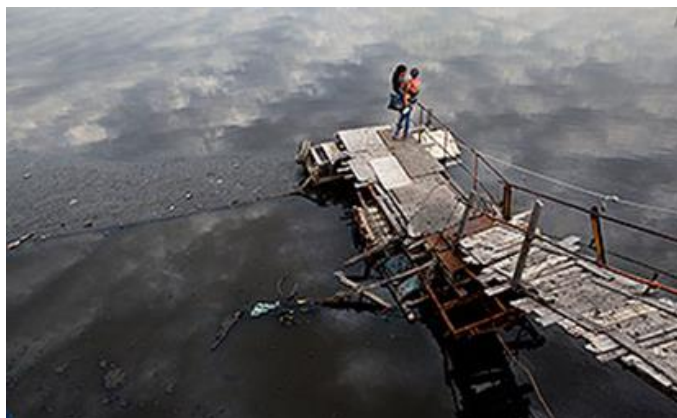
- | | | |
|---------------|--------------|----------------|
| 1. Indonesia | 6. Argentina | 11. Kyrgyzstan |
| 2. Brazil | 7. Mexico | 12. Bangladesh |
| 3. Haiti | 8. Tanzania | 13. Congo |
| 4. Azerbaijan | 9. India | 14. Ukraine |
| 5. China | 10. Iran | |

4. The task is to find the name of the country for the picture they have chosen in the “**Introduction**” part.

Citarum river in Indonesia



Riachuelo Basin, Argentina



Mailuu-Suu, Kyrgyzstan



Rondonia, Brazil



Mexico City



Dhaka



Port-au-Prince, Haiti



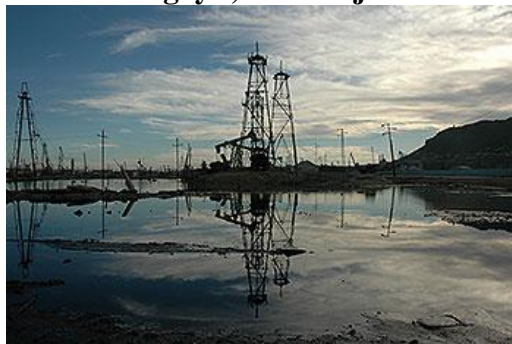
Dar el Salaam, Tanzania



Brazzaville, Congo



Sumgayit, Azerbaijan



Yamuna River, India



Chernobyl, Ukraine



Linfen, China



5. Students explain their choice. Then they present their opinion to the others (in groups or pairs) and the teacher helps them with the correct answers.
6. Every pair or group has an atlas and look for information about this country: location, economic development, climate, and nature. Students draw a mind map based on that information. Then they present their posters to other groups.
7. Students present their opinion about the reasons of a horrible situation in these countries.
8. As a summary, a discussion based on the questions can be organized:
 - How does environment influence the amount of population in the chosen place?
 - How does present situation influence natural environment?

Feedback

As a feedback, students may write essays on the following topics:

- „One Day of My Life in This Place“
- „Life in This Place“
- „Life in This Place in 10-years-time“

Source used: <http://be2ati.com/cover.html>

4.3. Global Problems

(Anatoli Grigorjev, Tallinna Õismäe Vene Lütseum)

Lesson 1. Coal Mining

1. Introduction

Despite the scientific and technical progress, in the world there are still areas where mining is carried out dangerously for the environment.



2. Example: surface coal mining in Kuznetsk Basin, Russia. How does it look?

http://activatica.org/uploads/images/.thumbs/x/thumb_uploads_images_Problem_252_918d5b4415f76deed8a23840d78f933b.png

In addition to the almost irreparable damage in the place of coal mining, its burning leads to the release of many harmful substances into the atmosphere. The main product of burning coal - carbon dioxide - is recognized as the

main "culprit" of global climate change.

Students are offered to watch the film and discuss the environmental and social problems raised in it.

<http://activatica.org/problems/view/id/252/title/na-ugle-kak-otkrytye-ugolnye-razrabotki-razrushayut-prirodu-i-obraz-zhizni-narodov-sibiri>

3. Discussing the film

- What are the consequences of surface coal mining for the environment?
- Do you know any regions in the world where they still use this method of production?
- Why do they still stick to this method?
- What other important problem have you learnt about from the film?

(It is about the threat of extinction of one of the indigenous peoples – the Shors, living in the area of coal production).

Look on the Internet information on this nation.

<https://ru.wikipedia.org/wiki/%D0%A8%D0%BE%D1%80%D1%86%D1%8B>

<https://en.wikipedia.org/wiki/Shors>

- What else have you learnt?

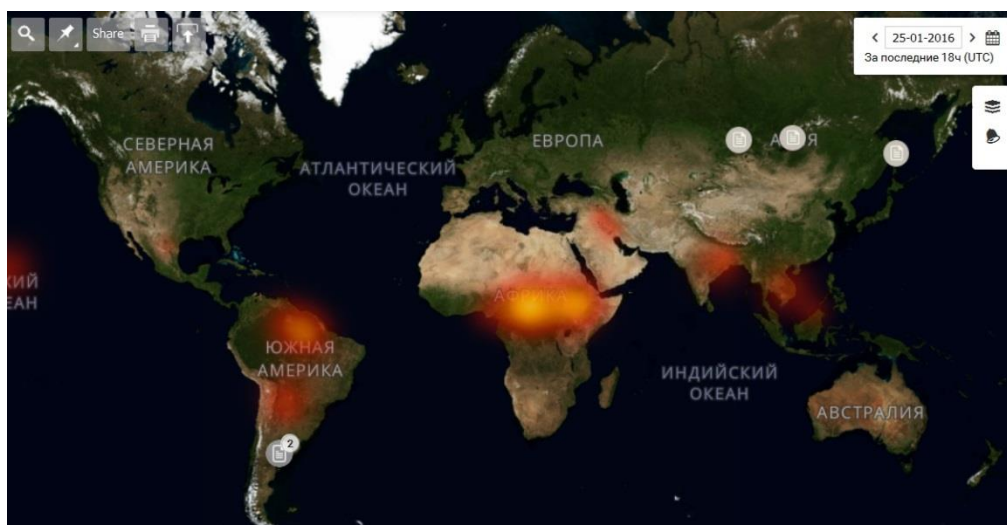
4. Summarizing

- What way out of this situation do you see?
- Is it possible to affect (and how) the decision to ban surface coal mining?
- How do you propose to act? Who to contact about the issues presented in the film? How to attract attention? Suggest your options.
- Does the environmental problem featured in the movie concern only Russia or is it global?
- What would you suggest to improve the life of the Shors?

Lesson 2. «Planet on Fire»

1. Introduction. Map of fires on the planet.

<http://fires.kosmosnimki.ru/>



<http://ecowars.tv/info/2150-karta-pozharov.html>

Table of changes in the average temperature of the planet, the growth rate (climate warming)

GREENPEACE

Greenpeace International

<http://www.greenpeace.org/international/en/>

<http://www.greenpeace.org/russia/ru/>

<http://earth-chronicles.ru/news/2012-09-02-29866>

<http://www.greenpeace.org/russia/ru/news/2015/16-09-arctic-minimum/>

<http://activatica.org/blogs/view/id/1497/title/lesa-i-bolota-kto-dlya-klimata-vazhnee>

Question for students: "Where (in what region) is the most rapid growth of the average temperature?"

http://temperatures.ru/articles/record_temperatura

<http://activatica.org/blogs/view/id/384/title/globalnoe-poteplenie-osoboe-mnenie-rossiyskih-uchenyh>

2. What are the consequences of global warming on the planet? The most recent (latest) examples from various regions of the world.

Photos, videos, examples, statistics. Students do everything in computers with the help of the Internet.

<http://www.greenpeace.org/russia/ru/campaigns/climate/>

<http://www.greenpeace.org/russia/ru/campaigns/climate/consequences/>

<http://www.greenpeace.org/russia/ru/news/blogs/green-planet/10/blog/54078/>

<http://www.greenpeace.org/russia/ru/news/blogs/green-planet/blog/54026/>

<http://www.wildfield.ru/caei/tetrad/02.htm>

3. Discussion.

Are we all aware enough of the consequences of global warming on the planet?

How can you comment on the sufficiency of the measures taken by:

a) Countries



<http://www.greenpeace.org/russia/ru/news/2015/12-12-COP/>

b) International cooperation

<http://activatica.org/blogs/view/id/1505/title/klimatich-eskiy-sammit-v-parizhe-o-chem-umolchali-prezidenty>

c) International organizations, including ecological ones

Pay special attention to public opinion (an example of a mass demonstration in front of the UN summit in New

York - <http://isecunda.com/climate-march/>) and the role of media in covering this issue.

<http://www.greenpeace.org/russia/ru/news/blogs/green-planet/blog/54917/>

Article ["The environmentalists from 150 countries staged a demonstration in the run-up to the UN climate summit"](#)

4. The final stage.

Students in groups prepare posters that they could use in the case of personal involvement in environmental actions. Another option - the development of slogans for posters or making a small movie script (or creating a video).

Chapter 5. Sustainable Shopping

5.1. Why citizens (not shoppers) have a key to better world?

The series of English lessons on sustainable shopping

Lesson 1: The story of Bottled Water

Lesson 2: The story of Cosmetics

Lesson 3: The story of Electronics

Lesson 4: The Story of Stuff Project

Language level: Upper-Intermediate (B2)

Time: 45 minute

The series of ESL lessons designed around “The Story of Stuff Project” videos, which bring visual life to the notions of “sustainability”, “desire for better world”, etc.

Students talk about sustainability, the status of our planet/lifestyle today, discuss quotes in pairs and groups, watch a video, make own presentations or 1-minute videos on sustainable consumption.

Teachers may decide which material they would like to use at the lesson.

5.1.1. The story of Bottled Water

(Olga Gortsakova, Tallinna Õismäe Vene Lütseum)

Teacher's Instructions

Step 1

Write “sustainability” on the board. Ask the students to define it. Elicit or give a definition such as ‘well-balanced development as a process of changes for the sake of securing the quality of people’s lives’.

Step 2

Put your students into pairs and ask them to discuss the following questions:

- Is sustainability important in life? If so why?
- What can we do to cultivate sustainable approach towards life?

Step 3

Get feedback from the whole class on why sustainability is important and what can be done to cultivate it?

Step 4

Give your students the worksheet with the quotes about sustainability.

QUOTES TO DISCUSS

- We endeavour to meet the needs of the present without reducing the possibilities of future generations.
- Little things mean a lot, and it is not necessary to wait for big changes in the society to be able to rejoice in the smaller.
- Sustainability is understanding the limits of ecosystems as an important basis for successful working.
- Sustainability is understanding the importance of one’s own welfare and that of others.
- Sustainability is the need for us not to exploit earth’s resources to the extent that we will be unable to leave the planet to future generations in the same or in a better state we received it.

Ask them to read the quotes and see if any of the ideas they mentioned are reflected in the quotes.

Step 5

Ask students to look at the quotes again and then discuss in pairs the meaning of each one and whether they agree with it.

Step 6

Hold a plenary session on the meaning of each of the quotes.

Step 7

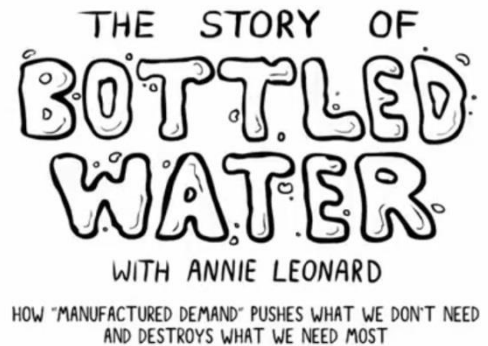
Tell your students they are going to watch a short video (8:05) that is based on a story of bottled water. As they watch, their task is to answer the question:

Why is it important to be sustainable in the terms of water consumption?

Play the video twice. Help with the vocabulary if necessary.

<https://www.youtube.com/watch?v=Se12y9hSOM0>

Step 8



Put your students in small groups and ask them to discuss their answers.

Step 9

Hold a plenary session based on the following questions:

- Where should we nurture sustainability?
- What is the relationship between consumption and sustainability?
- How does industry relate to sustainability?

Homework

Ask your students to make their own presentations or a 1-minute film on sustainable water consumption.

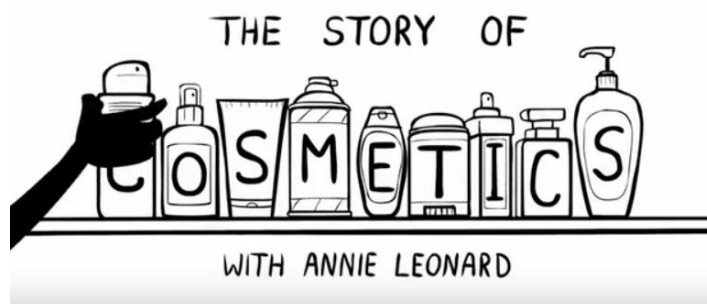
5.1.2. The story of Cosmetics

(Olga Gortsakova, Tallinna Õismäe Vene Lütseum)

Teacher's Instructions

Step 1

Write “sustainability” on the board. Ask the students to define it. Elicit or give a definition such as ‘well-balanced development as a process of changes for the sake of securing the quality of people’s lives’.



Step 2

Put your students into pairs and ask them to discuss the following questions:

- Is sustainability important in life? If so why?
- What can we do to cultivate sustainable approach towards life?

Step 3

Get feedback from the whole class on why sustainability is important and what can be done to cultivate it?

Step 4

Give your students the worksheet with the quotes about sustainability.

QUOTES TO DISCUSS

- We endeavour to meet the needs of the present without reducing the possibilities of future generations.
- Little things mean a lot, and it is not necessary to wait for big changes in the society to be able to rejoice in the smaller.
- Sustainability is understanding the limits of ecosystems as an important basis for successful working.
- Sustainability is understanding the importance of one’s own welfare and that of others.
- Sustainability is the need for us not to exploit earth’s resources to the extent that we will be unable to leave the planet to future generations in the same or in a better state we received it.

Ask them to read the quotes and see if any of the ideas they mentioned are reflected in the quotes.

Step 5

Ask students to look at the quotes again and then discuss in pairs the meaning of each one and whether they agree with it.

Step 6

Hold a plenary session on the meaning of each of the quotes.

Step 7

Tell your students they are going to watch a short video (8:18) that is based on a story of cosmetics. As they watch, their task is to answer the question:

Why is it important to be sustainable in the terms of cosmetics consumption?

Play the video twice. Help with the vocabulary if necessary.

<https://www.youtube.com/watch?v=buSJTzCuFWQ>

Step 8

Put your students in small groups and ask them to discuss their answers.

Step 9

Hold a plenary session based on the following questions:

- Where should we nurture sustainability?
- What is the relationship between consumption and sustainability?
- How does industry relate to sustainability?

Homework

Ask your students to make their own presentations or a 1-minute film on sustainable cosmetics consumption.

5.1.3. The story of Electronics

(Olga Gortsakova, Tallinna Õismäe Vene Lütseum)

Teacher's Instructions

Step 1

Write “sustainability” on the board. Ask the students to define it. Elicit or give a definition such as ‘well-balanced development as a process of changes for the sake of securing the quality of people’s lives’.



WHY "DESIGNED FOR THE DUMP" IS TOXIC FOR PEOPLE AND THE PLANET

Step 2

Put your students into pairs and ask them to discuss the following questions:

- Is sustainability important in life? If so why?
- What can we do to cultivate sustainable approach towards life?

Step 3

Get feedback from the whole class on why sustainability is important and what can be done to cultivate it?

Step 4

Give your students the worksheet with the quotes about sustainability. Ask them to read the quotes and see if any of the ideas they mentioned are reflected in the quotes.

QUOTES TO DISCUSS

- We endeavour to meet the needs of the present without reducing the possibilities of future generations.
- Little things mean a lot, and it is not necessary to wait for big changes in the society to be able to rejoice in the smaller.
- Sustainability is understanding the limits of ecosystems as an important basis for successful working.
- Sustainability is understanding the importance of one's own welfare and that of others.
- Sustainability is the need for us not to exploit earth's resources to the extent that we will be unable to leave the planet to future generations in the same or in a better state we received it.

Step 5

Ask students to look at the quotes again and then discuss in pairs the meaning of each one and whether they agree with it.

Step 6

Hold a plenary session on the meaning of each of the quotes.

Step 7

Tell your students they are going to watch a short video (7:46) that is based on a story of cosmetics. As they watch, their task is to answer the question:

Why is it important to be sustainable in the terms of electronics consumption?

Play the video twice. Help with the vocabulary if necessary.

https://www.youtube.com/watch?v=sW_7i6T_H78

Step 8

Put your students in small groups and ask them to discuss their answers.

Step 9

Hold a plenary session based on the following questions:

- Where should we nurture sustainability?
- What is the relationship between consumption and sustainability?
- How do industry and design relate to sustainability?

Homework

Ask your students to make their own presentations or a 1-minute film on sustainable electronics consumption.

5.1.4. The Story of Stuff Project

(Anna Fedyukhina, Narva Vanalinna State School)

This is a series of ESL lessons designed around “The Story of Stuff Project” videos, which bring visual life to the notions of “sustainability”, “desire for better world”, and more.

Students talk about sustainability, the status of our planet/lifestyle today, discuss quotes in pairs and groups, watch a video, make own presentations or 1-minute videos on sustainable consumption.

Teachers may decide which material they would like to use at the lesson.

Language level: Upper-Intermediate (B2)

Time: At least 45 minute but can be extended.

Teacher's instructions

Step 1

Let students know about an international event: Buy Nothing Day. It is observed on the last Friday in November, which in America just so happens to be Black Friday. In other countries, BND is celebrated on the last Saturday in November.

(Buy Nothing Day (BND) is an annual international day of protest against over-consumption and consumerism. Canadian artist and actor Ted Dave founded BND back in 1992. Dave wanted one day out of the year where people could boycott all merchandise purchases for 24 hours.)

Step 2

Make students acquainted to the terms “consumer” and “consumerism”. Let them connect those terms to the idea of Buy Nothing Day.

(Buy Nothing Day is observed on the last Friday in November, which in America just so happens to be Black Friday. In other countries, BND is celebrated on the last Saturday in November. Millions of folks in more than 60 countries participate in BND by not participating! Support Buy Nothing Day and Say Bye- Bye to Buying.)

Step 3

Before watching the film, introduce questions students should think about while watching:

- Are we also the nation of consumers?
- Should we do anything with all this stuff?
- Do we need to reduce the consumption of goods?
- Would you like to join Buy Nothing Day?

Step 4

Watch the film “The Story of Stuff Project”.

<http://storyofstuff.org/>

Step 5

Let students answer the questions and share their impressions of the film.

- Are we also the nation of consumers?
- Should we do anything with all this stuff?
- Do we need to reduce the consumption of goods?
- Would you like to join Buy Nothing Day?
- How to buy nothing?
- Study these pieces of advice. Are they suitable for you?
- Invent your own steps how to become a wise consumer.

<http://www.wikihow.com/Buy-Nothing>

Step 6

If they come to the conclusion that joining this international event is a good idea, suggest them discussing some practical techniques of doing that.

Step 7

You can start from ready-made pieces of advice and let students discuss their suitability. Or they can maintain their own ways and then add up more ideas presented in the Students' handout.

Step 8



If students feel really enthused about the idea, you can suggest them joining “The Manifesto of Buy Nothing Day”.

The Manifesto of Buy Nothing Day is about freedom

Freedom from consumerism. Freedom from corporations. Freedom from debt and overspending. Freedom from the need to shop to be happy. Freedom from the use of shopping as therapy or stress relief. Freedom from shopping as a way to connect with others. Freedom from buying to show our love for others. Freedom from sales and holiday madness and malls and huge chain stores and crazy shoppers. Freedom from overuse of resources, from wasted packaging, from wasted fuel to ship all that junk to the store.

We are more than consumers. We don't need to buy gifts to celebrate the holidays with each other — we can get together, make delicious food, go outside and do something fun, play games, talk, tell jokes, tell stories, give hugs.

We are alive, and don't want to waste the hours we have in chain box stores and malls buying things we don't really need.

We know that just because stores have massive sales doesn't mean we need to buy what they're selling. Sales don't mean we're saving money — it means we're spending it. We used precious life hours earning our money, and we want to use that to live, not buy.

We are free from buying, and free to live.

Join us on Buy Nothing Day.

Find enclosed a PowerPoint presentation and Students' handout.

Study these “buy-nothing” techniques. Do you think they suit you?

<http://www.wikihow.com/Buy-Nothing>

1

Examine your spending habits. Are your buying decisions motivated by your own values or by advertisements? Don't be influenced by consumerism and an obsession with spending.

2

Stay home. If you don't need to shop, don't go shopping simply because you are bored. Don't use shopping as a recreation or amusement.

3

Leave the money at home. The easiest way to not buy anything is simply not to take any cash, checks, debit cards, or credit cards with you when you go out.

4

Avoid plastic. Try putting your credit card in a container with some water and freezing it. That way you have it for holidays and emergencies but not just to go buy stuff.

5

Buy used. If you really need something and haven't been able to beg or borrow, go to a thrift shop and get one for pennies on the dollar.

6

Pay cash. Studies show the average person spends less when paying with cash and much more when paying with credit, possibly because when you use a credit card it feels as though you are not parting with "real" money.

7

Make a budget and stick to it.

8

Make a list and stick to it. Make purchasing decisions at home, where your needs are apparent, instead of in stores where shelves are full of other products.

9

Ask yourself some questions. Will I use this every day? Will I use it enough for it to be worth buying? How many hours did I have to work to pay for this?

10

Repair, don't replace. If you shopped carefully and got good service out of something, don't assume you have to replace it when it breaks. A good repair shop might be able to restore it to "near-new" condition for less than the cost of a replacement, and you won't be adding to the landfill problem.

11

Try to get things you need or want for free. Check local "free sales". Visit websites such as freecycle, Freesharing or Sharing is Giving. Borrow. If you need a product for just a short time, why not borrow someone else's?

12

Avoid shopping malls, if possible. If you *need* to purchase something, go to a store that sells that thing.

13

Use the buddy system. If you go out with friends, you may find that you enjoy yourselves so much that you don't even feel like buying anything. You could all make a pact to prevent purchases.

14

Avoid unnecessary upgrades. Yes, that new toaster has a little chime and can toast eight slices at once, but seriously, how often do you need eight slices of toast at once?

15

Buy for durability. If you decide to purchase something, choose something that won't wear out, or won't wear out quickly. Also avoid purchasing items that will go out of fashion.

16

Buy for easy compatibility. If you really like an item, think carefully about how well it will work with what you have already.

17

Use the "Rule of 7." If something you want is over 7 dollars, wait 7 days and ask 7 trusted people whether this is a good purchase.

18

Make gifts for people. Use your own skills (or learn a new skill) to make gifts that people will remember long after they've forgotten store-bought presents. Don't forget that gifts needn't be wrapped. You can make a gift of time or skills, too. Remember the lesson of *The Gift of the Magi*: it really is the thought that counts. Money can't buy you happiness or self-respect or any friends worth having.

19

Tax yourself. Every time you make a purchase over \$10 (or \$50 or whatever limit you choose), take 10% of the price and put it into your savings or your investments.

20

Grow your own food. If you have even a small garden, it's easy to grow your own food.

21

Ask Yourself the 3 Questions - want, need and afford. Can I afford it? Do I Need it? and Do I Want it? If your answer is YES to all the 3 questions then you can buy it.

22

Try to be a smart shopper. If you want to buy something for someone's birthday, buy something that looks more expensive than the price you bought it for. Also remember that something personal and meaningful can have much more impact than something expensive or trendy.

5.2. The Value of our Worldly Possessions

(Ragnheiður Lárusdóttir, Eva Hrönn Stefánsdóttir, Kópavogur Grammar School)

Introduction

Students do an individual assignment about the value of the things they use every day and often take for granted.

- A. Students evaluate the cost of the clothes they are wearing
- B. Students find out how much money their family spends on groceries a week.
- C. Students need to calculate the worth of objects in the lost and found at their school or local sports hall.

Main body

A. How much do the things I use at school cost?

Estimate how much the clothes you are wearing cost (jacket, shoes, socks, underwear etc.). Next add the cost of glasses, jewellery, phone, backpack and the contents of your school bag (computer, books, pencil case etc.). Finally estimate how much the food you eat today will cost and the expense of getting to school that day. Add up your numbers and compare your findings to one of your fellow students', find the average of your two total sums and the outcome will be the cost of being a high school student in your country.

Ask the students to keep a log of all the groceries that are bought at their home for a week. Also keep a log of the food that is thrown away every day and find out the cost of the food that is wasted.

B. How much food is thrown away at your home?

Keep a log of the groceries that are bought at your home for a week. Use Excel. Find out how much is spent on food each day, add up the total of those 7 days and find out how much money is spent on food in one week.

How much food is thrown away each day and how much does it cost. Add up the total for the week.

How much money is spent on groceries at your home each week?

How much food is thrown away and what does it cost?

Figure out how you can save money and prevent food wastage in your home.

C. Students need to estimate the worth of objects in the lost and found department at their school or local sports hall.

Students work in groups of 4-6. In your school or local sports center examine the lost and found department.

Divide the clothes into the following categories pants, sweaters, jackets and miscellaneous for smaller items like socks, t-shirts etc.

Find about 20 items for each category. Estimate the cost of each item of clothing and write it down.

Use the internet to help you find out what these items or similar ones might cost in the shops.

Write down your figures by categories using Excel, every group must have clothes from every category, sweaters, pants, outerwear and miscellaneous.

Feedback

Finally discuss what you can do with these clothes? How can we make them valuable again? Can something be done to make people respect their belongings more and prevent piles of abandoned clothes in schools and sports centers?

5.3. Food INC

(Aleksandra Kojic, Eva Hrönn Stefánsdóttir, Kópavogur Grammar School)

Students work in groups and discuss. Students also visit:
<http://www.ecoliteracy.org/>



Familiarize yourself with these concepts:

Food safety: How to prepare food so that it is not a danger to one's health. Involves handling of food to prevent illness. Food has to be free of dangerous toxins, germs and other things that may harm the consumer.

Food security: Safe access to healthy food. People have food security if the supply of food in the country is adequate.

Do animals have rights and basic standards of living? What kind of rights?

Do people have the right to be informed about all the ingredients in the food they eat?

Who is responsible for keeping our food clean and/or healthy and secure?

Is it a human right to have access to healthy food no matter one's socio-and economic status?

The chain of food: When we decide what to eat is it important to consider the rights:

- a) of people who manufacture our food and their work environment?
- b) of people who transfer our food to local shops?
- c) of people who sell our food?

Do these these things matter in the whole food chain process?

Is it necessary for us to know who manufactures our food and why?

Who has the power? Is it up to the manufacturers to tell us clearly the ingredients of the food we buy? Who decides which ingredients are labelled? Is it necessary to put all ingredients on the labels?

Students write their comments and share with other groups.

Chapter 6. Human and Society

6.1. Human Indifference

(Anatoli Grigorjev, Jelena Moisejeva, Tallinna Õismäe Vene Lütseum)

Subject: Social Studies

Time: 45 minutes

Age of students: 16-18

Teacher's notes:

Step 1

Tell students that the concept of sustainability assumes a conscious choice of a human being to pro-actively participate in the development of an environment, assist in decision-making and execution.

Step 2

The teacher speaks about adults' faults and mistakes in the course of making major social decisions and how children suffer from such mistakes.

Show students a photo of *Children Are the Victims of Adult Vices* - a group of bronze sculptures created by Russian artist Mikhail Chemiakin (Appendices 1, 2, 3).

The sculptures are located in a park in Bolotnaya Square, Balchug, 2,000 feet (610 meters) south of the Moscow Kremlin behind the British Ambassador's residence.

(https://en.wikipedia.org/wiki/Mihail_Chemiakin)



Step 3

Give the students a definition of 'vice':

'Vice' is a practice, behaviour, or habit generally considered immoral, sinful, depraved, or degrading in the associated society. In more minor usage, vice can refer to a fault, a negative character trait, a defect, an infirmity, or a bad or unhealthy habit (such as an addiction to smoking). Vices are usually associated with a transgression in a person's character or temperament rather than their morality. Synonyms for vice include fault, sin, depravity, iniquity, wickedness, and corruption.

(<https://en.wikipedia.org/wiki/Vice>)

Step 4

Get feedback from the class on what is depicted in the photo and why the artist placed the sculptures in that very way.

Step 5

Read the words of the artist to the students:

"The composition was designed and made by me as a symbol and a wake-up call to fight for saving future generations. As an artist, I am asking people to stop and look around, to hear and see what is going on. It's time for sensible and honest people to think it all over".

Step 6

Play a video on indifference:

<https://www.youtube.com/watch?v=OSsPfbup0ac>



Step 7

Students speak about examples of indifference in history and in their own lives.

Step 8

Tell the students about Bystanders – using the examples from the time of Nazi Germany and World War II.

Step 9

Give the students Handout 1:

Students read the extract and comment on it.

Handout 1:

"... They were neither executors (as Nazis and their accomplices), nor victims (as Jews), they were just watching genocide.

The English word "bystanders" has no direct translation into Russian and literally means "someone standing nearby". This word implies just standing but it also means passive contribution to the Jews' Catastrophe in World War II. After the war, historians concluded that the number of the victims among Jews would be much smaller if not for the indifference of such "bystanders".

/... of all the three above-mentioned groups of population – victims, executors and “bystanders” – the latter was the biggest.../

/... We are taking for the starting point not an abstract character but the exact person – a former good neighbour, a good mate, a teacher, an artist, a poor or a rich, sometimes well-educated, sometimes not very well-educated – to what extent could he stay a human?”

Step 10

Give the students Handout 2 and Handout 3:

Students read the quotes and comment on them bringing examples of indifference in history.

Handout 2:

Martin Niemöller (1892–1984) was a prominent Protestant pastor who emerged as an outspoken public foe of Adolf Hitler and spent the last seven years of Nazi rule in concentration camps.

Niemöller is perhaps best remembered for the quotation:

(<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007392>)

First they came for the communists, and I did not speak out
because I was not a communist.

Then they came for the socialists, and I did not speak out
because I was not a socialist.

Then they came for the labour leaders, and I did not speak out
because I was not a labour leader.

Then they came for the Jews, and I did not speak out
because I was not a Jew.

Then they came for me, and there was no one
left to speak out for me.

Handout 3:

“Do not be afraid of enemies – they can only kill you, do not be afraid of friends – they can only betray you.

Be afraid of the indifferent – they do not kill or betray, but only for their tacit approval there exit betrayal and homicide.” *Bruno Yasenski*

Step 11

Get feedback from the class on how they would behave in the similar situations.

6.2. A Social Experiment

(*Jelena Moisejeva, Tallinna Õismäe Vene Lütseum*)

Main thought

Education towards the ability to deal with a developing society problems caused by the interaction of social and economic factors.

Types of tasks

Observation, discussion, making a short social experiment, verbal and written presentation.

The goals

1. To attract students’ attention to social problems, interaction of material and ethic values.
2. To introduce the notion of a social experiment. To set its goals.
3. Development of creative skills: making and conducting your own social experiment.

4. Development of skills to discuss and formulate a basic idea.
5. Development of the ability to summarize and come to conclusions.

Step 1

Introduction

How does a person in the modern world feel?
What are the problems faced by people in the community?
Which are the most pressing problems at the moment?
Who should solve these problems?

A social experiment is a research project conducted with human subjects in the real world that typically investigates the effects of a policy intervention by randomly assigning individuals, families, businesses, classrooms, or other units to different treatments or to a control condition that represents the status quo. The qualifier "social" distinguishes a policy experiment from a "clinical" experiment, typically a medical intervention within the subject's body, and also from a laboratory experiment, such as a university psychology faculty might conduct under completely controlled conditions. In a social experiment, randomization to assigned treatment is the only element in the subject's environment that the researchers control; all other elements remain exactly what they were.

Social experiments are often referred to as "the gold standard" for program evaluation and reform processes. In measuring the impact of a social program, the researcher has to assess what the outcomes of the relevant population would have been in the absence of the program. Almost every naturally occurring comparison group, however, will differ from the composition of a non-random treatment group, usually because of selection bias (outside of an experiment, people choose to receive the treatment or choose not to). Randomization creates a control group that is statistically identical in large sample with the group that is assigned to receive the treatment, and in principle there is no selection bias.

Step 2

Watch a short film *The 2 Euro T-shirt - A Social Experiment*
(https://www.youtube.com/watch?v=KfANs2y_frk)



What is the impression you have after watching the film?

Step 3

What do you think were the goals of the experiment?

Step 4

What kind of questions do you have after watching the film? Note them.
Can you answer these questions without consulting other sources?

Step 5

Read the *article* (<http://www.dailymail.co.uk/femail/article-3057499/Watch-moment-shoppers-offered-chance-buy-two-euro-T-shirts-vending-machine-shown-shocking-images-women-paid-9p-HOUR.html>) about the social experiment that you saw in the film.

Which answers have you found in this article?

What remains unanswered?

Step 6

What would you do if you were a participant of the experiment? Would you buy this shirt? Explain your choice.



Step 7

What are the challenges of contemporary society reflected in this short film?
What's left behind the scenes without explanation?

Step 8

Do you realize what a “social experiment“ is about?

Find online video with social experiments. Present them to your classmates. Explain the problems they raised.

Step 9

Identify the social problem relevant to the modern society.

Think of a social experiment on this topic:

1. Determine the purpose of the experiment. What result would you like to achieve?
2. Describe the procedure of the experiment.
3. Which means you need to organize it?
4. Try to carry out the experiment at school.
5. Present the project to your classmates.
6. Have you achieved the goals?

Feedback

What have you learnt during the project?

What conclusions have you come to?

Chapter 7. Sustainability and Jobs

7.1. Gender Pay Gap in Estonia

(Olga Gorišakova, Tallinna Õismäe Vene Lütseum)

Gender Pay Gap

An ESL lesson on gender pay gap as an example of unsustainable way of living.

Students describe and compare pictures on gender inequality, activate vocabulary related to gender pay gap, discuss in pairs and groups statements related to the matter, read an article on gender pay gap in Estonia, develop their writing skills in terms of the topic stated.

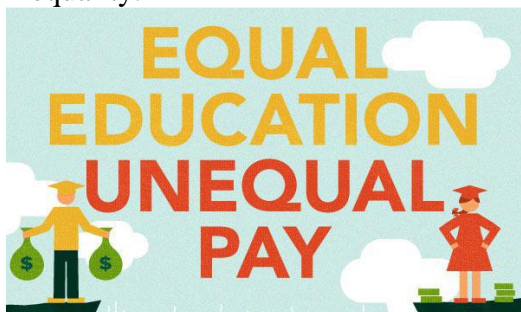
Language level: Upper-Intermediate (B2)

Time: 45 minute

Teacher's Notes

Step 1

Put your students into pairs and ask them to describe and compare the pictures related to gender inequality.



Get feedback from the class.

Step 2

Ask students to give definitions to the vocabulary related to the Gender Pay Gap. Help with the vocabulary if necessary.

Explain the following words and phrases:

- Pay gap
- Digitally savvy
- Brush under the carpet
- Underrepresentation
- Whopping
- Iron Curtain
- Gross hourly earnings
- Labour market
- Wage discrepancy
- Downplay seriousness
- More demanding jobs
- Educational attainment
- Political empowerment
- Opinion leader
- A sign of change
- Awareness of the issue
- Acknowledge the problem
- Implement gender equality

Step 3

In pairs students discuss the questions related to the Gender Pay Gap.

- What is the gender pay gap?

- What is the gender pay gap in Estonia?
- What is the gender pay gap in the UK?
- Do employers have the right to pay women less than men for the same work?
- What causes the gender pay gap?
- Why should we close the gender pay gap?
- What should we do to close the gender pay gap?

Get feedback from the class.

Step 4

Students read the article “It is time to deal with Estonia’s disgraceful gender pay gap” (handout material)

<http://estonianworld.com/opinion/editorial-it-is-time-to-deal-with-estonias-disgraceful-gender-pay-gap/>

Handout materials’

It is time to deal with Estonia’s disgraceful gender pay gap
(From estonianworld.com; April, 2015)

Estonia has the highest gender pay gap in Europe. In the Global Gender Gap Index 2014, Estonia is at 62nd position, behind Thailand and just ahead of Zimbabwe. Estonian World calls the next Estonian parliament and government to pay more attention to the issue.

Estonia has, in last 23 years, taken a great pride in its achievements and become one of the most digitally savvy and forward-looking countries on earth. Estonian World has for over two years written about many great Estonian success stories. However, there are issues that have constantly been brushed under the carpet in the Estonian society. One of them is the gender pay gap and the general underrepresentation of women in key positions and in the parliament.

According to the latest figures by Eurostat, the gender pay gap in Estonia was a whopping 29.9%. True, the gender pay gap exists in every country across the European Union – the analysis shows that women earned on average 16,4% less than men did in 2013. Yet Estonia’s figure is almost double the average, and largest in the EU.

What’s interesting is that many other countries, which were formerly on the east side of the Iron Curtain, are doing much better when it comes to gender pay gap. For example, Slovenia has the lowest gender pay gap in Europe (3.2%). In Poland (6.4%), Croatia (7.4%), Romania (9.1%) and Lithuania (13.3%), the gender pay gap is less than the EU average.

What is even more worrying, Estonia stands out as one of the countries where the gender pay gap has actually worsened: between 2008 and 2013, it increased by 2.3 percentage points.

The gender pay gap represents the difference between average gross hourly earnings of male paid employees and of female paid employees as a percentage of average gross hourly earnings of male paid employees. Differences between females and males in the labour market do not only concern wage discrepancies but also and along with it, the type of occupations held.

The latter fact is usually brought up as a counterargument in Estonia by those who downplay the seriousness of the gender pay gap issue – they argue that men simply work on more demanding jobs, avoiding the low-paid service sector, for instance. That may partly be true, but it fails to take into account two aspects: 1) Women in top and managerial positions tend to be paid less as well,

despite the fact that they are as highly qualified (statistics shows that Estonian women are on average actually better qualified); 2) Part of the reason why only relatively few women are working in top positions in Estonia is simply because they have not been promoted, despite having necessary skills and qualifications.

Estonia's poor showing in the World Economic Forum's Global Gender Gap index is also partly caused due to the fact that despite good educational attainment, women in Estonia have relatively little political empowerment. In the last parliament, only 24 MPs were women, out of 101, the recent elections brought only a marginal improvement when 25 women were elected.

What's more, the gender gap does not only reflect in wages and top positions; there is a visible lack of female representation in the Estonian media as well. Although there is no shortage of intellectual female opinion leaders in the Estonian society, it is a rule rather than an exception that the majority of guests at the topical debates on TV and radio are usually men. This lack of female representation has repeatedly been pointed out, lately the criticism was pointed directly at ERR, the national broadcaster, but so far there has not been any sign of change.

The EU has also drawn attention to Estonia's gender pay gap, but this is clearly one area where finding a solution is in the hands of national government and society.

Estonian World offers concrete steps, which should be taken in order to solve the issue:

1. Increase the awareness of the issue

Solving starts with acknowledging the problem. Currently, the gender gap issues have largely been ignored in the Estonian society or even ridiculed by some opinion leaders and some in the media. Involve open-minded opinion leaders from various fields – both men and women – to raise awareness. At least once a year, publish a report that measures the progress in implementing gender equality and equal pay, in comparison with other European countries. Raise the awareness that equal pay is everyone's legal right, and how to act if you get a lower salary than your male colleagues do. Create a nationwide programme for schools as well as general public.

2. Ensure equal pay for work of equal value

This publication is against unnecessary bureaucracy that would harm private enterprise, but it could be ensured that equal pay for work of equal value is implemented at least in public sector and call private sector to follow suit.

3. Develop a national strategy to tackle gender segregation (unequal distribution of men and women in the occupational structure). This means addressing the issue of low paid jobs in medicine, education and social sphere (community provided services like childcare, social welfare) and rising minimum salary. Monitor every year carefully and take action accordingly.

Step 5

In groups of 3-4 students agree or disagree with the statements related to the Gender Pay Gap.

In Estonia we can come across the cases of the gender pay gap.

This gender pay gap can be closed easily.

People themselves are responsible for being equally paid for their work.

If we could totally eliminate gender pay gap, it would bring us closer to a better new planet.

Get feedback from the class.

Step 6

Explain the homework – writing an article to the newspaper describing student’s experience related to the problem of Gender Pay Gap (200-250 words)

7.2. Kids Rights Quiz. „The Dark Side of Chocolate“

(Anna Fedyukhina, Narva Vanalinna State School)

This quiz goes together with the movie project „The Dark Side of Chocolate“. It can stand on its own but it is recommended to watch the movie first. Below are the slides with questions and answers as well as printable banknotes as prizes.

The movie „The Dark Side of Chocolate“ shows how common and unreported child labour in the chocolate industry is. Below are three files: a handout for students to consider while watching the movie and discuss afterwards, slides for introduction and teacher’s notes with instructions.



Teacher’s instructions

Step 1

Organize a short warm-up activity asking students what associations they have with the word “chocolate”.

Step 2

Watch the film “The dark side of the chocolate”.

<http://topdocumentaryfilms.com/dark-side-chocolate/>

Step 3

Ask students what new associations with the word “chocolate” they have now.

Step 4

Let students know about *European Campaign for Fair Chocolate* and how it is going in different countries. If the campaign is still in progress, students may join it by signing the petition.

<http://makechocolatefair.org/>

- The ***Make chocolate fair!*** campaign was launched on the **12th of June**, the World Day Against Child Labour, in 2013. Various public and media events took place in Germany, Austria and Estonia.
- Child labour is still a serious problem in cocoa production. *Make chocolate fair!* demands fair conditions for cocoa farmers.
- The campaign launch in Estonia focused primarily on spreading the core campaign messages in social media. Three campaign slogans, developed in a Loesje workshop, are used as posters and web banners for an extended time period.
- On the 12th of June, campaign activists discussed injustice in the chocolate industry and distributed posters at public sites in four cities: Tallinn, Tartu, Pärnu and Kärdla.



Step 5

Simultaneously with these activities you may ask students what children rights are ignored by coffee producers.

Step 6

If students have limited knowledge on the subject, make them acquainted with the document “**Convention on the Rights of the Child**” and the major children rights using *UNICEF photo essays*.

<http://www.unicef.org/photoessays/30048.html> Part 1

<http://www.unicef.org/photoessays/30556.html> Part 2



Convention on the Rights of the Child

- In 1989, world leaders decided that children needed a special convention just for them because people under 18 years old often need special care and protection that adults do not.

Step 7

To help students memorize the major facts you can use a PowerPoint presentation *Who Wants to be a Millionaire?* (<http://www.pearsonelt.com/>) about children’s rights. While playing the game with “kino pounds” you can cut off using the file “kino pounds”.

Step 8

Let students discuss in groups their rights and ask them to point out those that they definitely do NOT want to be ignored in the adults’ world.

Find enclosed 2 PowerPoint [presentations](#), “kino pounds” file and Students’ handout.

Students’ handout

Study these basic children’s rights.

Which of them are abandoned in the film «The Dark Side of The Chocolate»?

Convention on the Rights of the Child

In 1989, world leaders decided that children needed a special convention just for them because people under 18 years old often need special care and protection that adults do not.

- The Convention sets out these rights in 54 articles and two Optional Protocols. It spells out the basic human rights that children everywhere have.

We would like to present the main children’s rights to you.

Article 1: “A child means every human being below the age of 18 years.”

Article 2: Children must be treated “... without discrimination of any kind, irrespective of ... race, colour, sex, language, religion ... or other status.”

Article 3: “In all actions concerning children ... the best interests of the child shall be a primary consideration.”

Articles 5 & 18: State must "... respect the ... rights and duties of parents ... [and recognize that] both parents have common responsibilities for the upbringing ... of the child."

Article 6: "... every child has the right to life ... survival and development"

Articles 7 & 8: "The child shall be registered immediately after birth and ... have the right ... to a name ... a nationality ... [and] to preserve his or her identity"

Articles 9 & 10: "... a child shall not be separated from his or her parents against their will ... [and shall be permitted to cross national borders] for ... family reunification"

Articles 12-14: "... the child ... [has] the right to express his views [and] the right to freedom of ... thought, conscience and religion."

Article 16: "No child shall be subjected to arbitrary or unlawful interference with his or her privacy ... nor to unlawful attacks on his or her honour and reputation."

Article 19: Children must be protected from "... injury or abuse ... including sexual abuse, while in the care of parents ... or any other person...."

Articles 20 & 21: The State shall "ensure alternative care ... [for] a child ... deprived of his or her family environment ... [according to] the best interests of the child"

Article 22: "... a child who is seeking refugee status or who is ... a refugee ... [shall] receive appropriate protection and humanitarian assistance"

Article 23: The State recognizes "... the right of the disabled child to special care" and the right to "... enjoy a full and decent life in conditions which ensure dignity"

Article 24: All children have the right to "the highest attainable standard of health ... [including access to] primary health care ... nutritious foods and clean drinking-water."

Article 27: Every child has "the right to a standard of living adequate for [her/his] physical, mental, spiritual, moral and social development

Articles 28 & 29: State must "recognize the right of the child to education ... [that develops] the child's personality, talents and mental and physical abilities."

Article 30: Children of "ethnic, religious or linguistic minorities ... shall not be denied the right to enjoy his or her own culture ... religion or ... language."

Article 31: States must recognize "... the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child."

Articles 32 & 36: Children must be "protected from economic exploitation ... from [hazardous] work [and] all other forms of exploitation."

Article 33: States shall "protect children from the use of ... drugs and ... prevent the use of children in [their] production and trafficking."

Article 34: States shall "protect the child from all forms of sexual exploitation and sexual abuse."

Article 35: States shall “prevent the abduction of, sale of or traffic in children for any purpose or in any form.”

The Optional Protocol on the sale of children for sexual abuse protects “the privacy and identity of child victims.”

Article 37: “No child should be subjected to torture or ... degrading treatment [nor be] deprived of his or her liberty unlawfully”

Article 40: Children accused of a crime shall be “presumed innocent,” have the right to “a fair hearing” and must be “of a minimum age.”

The Optional Protocol on children in armed conflicts enjoins all armed groups to ensure that those “under the age of 18 do not take a direct part in hostilities.”

Article 42: States shall “make the principles and provisions of the Convention widely known ... to adults and children alike.”

Articles 43-45: States shall establish “a Committee on the Rights of the Child ... [to which UNICEF] and other [UN] organs [may] provide expert advice.”

Article 54: “... the Arabic, Chinese, English, French, Russian and Spanish texts [of the Convention] are equally authentic...” Childhood itself is a right, worthy of protection in every nation.

7.3. Game “Jobs, career and employment”

(Anna Fedyukhina, Narva Vanalinna State School)

Introduction

Sustainability and the choice of future profession go hand in hand nowadays. There are job opportunities in the sciences, social sciences and the humanities. Sustainability professionals may promote environmental protection helping their companies in resource conservation and creating new, more environmentally and socially responsible technologies or services. Sustainability professionals’ market is a growing field and students should be aware of the idea of working in it. This game may help them revise a wide range of professions, discuss their possible career, find themselves in a new situation (a job interview) and reveal their creativity answering the most unusual job interview questions. The teacher may also let students know about the most needed and well-paid sustainable professions nowadays:

- Chief Sustainability Executives
- Natural Sciences Managers
- General and Operations Managers
- Chemical Engineers
- Atmospheric and Space Scientists
- Industrial Production Managers
- Environmental Engineers
- Civil Engineers
- Health and Safety Engineers (excluding Mining Safety Engineers and Inspectors)
- Industrial Engineers

(May 2011 data from the Bureau of Labour Statistics <http://www.bls.gov/green/sustainability/sustainability.htm>)

Worksheets

Teacher's instructions.

This list of jobs can be presented to the students to facilitate the discussion of the following questions. The major idea of the discussion may be: What is important choosing a career? Is the profession you are thinking about a sustainable one?

Give each student a line to make sure they know all the words. If needed, students may consult the dictionaries and explain other students the meanings of the unknown professions.

Next step can be a game, where students are suggested to underline a word according to the teacher's description.

A game "Find a job"

Jobs, career and employment

1. A teacher, a doctor, a cook, a chef, a driver, a businessman, a cleaning lady,
2. a hairdresser, a shop assistant, a singer, an actor, an actress a headmaster, a manager,
3. a postman, a lecturer, a president, a professor, a librarian, an engineer, a computer
4. operator, an IT man, a PR specialist, a gardener, a security man, a baker, a farm worker,
5. a barman, a pilot, a tax inspector, a police officer, a secretary, an accountant,
6. a travel agent, an administrator, a welfare, a heart surgeon, a ballerina,
7. a nurse, a dentist, a GP, u guard, a detective, an interior designer, a basketball coach,
8. a trainer, a journalist, a painter, an artist, a boat captain, a bank manage, a teller,
9. a system analyst, a photographer, a newspaper editor, a reporter, a chemist, a chemical
10. engineer, an ambulance man, a public health inspector, a fisherman, a psychologist,
11. a psychiatrist, a lawyer, a barrister, a solicitor, a sailor, a general, a private, a captain,
12. a lieutenant, a sergeant, an admiral, a chiropodist, a broker, a vicar , a priest, a pope,
13. an architect, a driving instructor, a an antique dealer, a scrap metal dealer,
14. an undertaker(funeral director), an electrician, an estate agent, a glazier, a carpenter,
15. a mason, a plumber, a marketing specialist/director, a prison officer, a pastry cook,
16. a sales representative, a welder, a midwife, a laboratory technician, a layout man,
17. a publisher, a packer, a bricklayer, a refuse collector, (dustman)a filler, a plasterer,
18. a consultant, a bleacher, a dyer, a kitchen hand, a road sweeper, matron, a musician,
19. a conductor, a landlady, a demographer, a scientist, a worker, a farm hand, a speech
20. therapist, a prosecutor, an MP, a PM, a clerk, a senior specialist.

Line 1: Find a job dealing with the vehicles. *a driver*

Line 2: Find a job that students often mix up with "an artist". *an actor*

Line 3: Find a job, which is the highest teacher's rank. *a professor*

Line 4: Find 2 jobs with abbreviations. *an IT man, a PR specialist*

Line 5: Find a job for which the knowledge of Maths is essential. *an accountant or a tax inspector*

Line 6: Find a job that is the first by the alphabetical order. *an administrator*

Line 7: Find a job that all the children are afraid of. *a dentist*

Line 8: Find a job that is "all-the-boys" dream. *a boat captain*

Line 9: Find 3 jobs that deal with mass media. *a photographer, a newspaper editor, a reporter*

Line 10: Find a job which is the most difficult to read. *a psychologist*

Line 11: Find 2 jobs that are synonyms for "a lawyer. *a barrister, a solicitor*

Line 12: Find a job that you would never have. *(your own)*

Line 13: Find a job that is the last by the alphabetical order. *a scrap metal dealer*

Line 14: Find a job that is the most fragile. *a glazier*

Line 15: Find a job that is the most old-fashioned. *a mason*
Line 16: Find a job whose representative you see first when just born. *a midwife*
Line 17: Find a job that is the hardest- physically. *a bricklayer*
Line 18: Find a job that a lazy student is threatened with by the parents. *a road sweeper*
Line 19: Find a job whose representative knows all about the country's population. *a demographer*
Line 20: Find a job that is only for the British citizens. *an MP*

Role-play: A job interview.

After students discussed the questions, you may specify question 5 once again "What are you supposed to do before, during and after a job interview?" The students can role-play the situations using the questions and pieces of advertisement suggested below as a handout. While preparing, students may also have fun while reading curious questions that were asked to the candidates during real job interviews. These questions are enclosed in the form of a PowerPoint Presentation.

Waitress needed at American Pie Restaurant

Hours: Monday – Friday 4pm – 10pm

Location:

Requirements: Must be friendly and hardworking. A good knowledge of English is a must! Our restaurant serves everything American style and many of our clients are foreigners. A basic understanding of American food and culture is required and will be assessed at the time of interview. Must be able to lift loads of up to 15kg. Experience is a plus.

Salary: 8 dollars per hour - plus tips

Computer Network Engineer needed at Pi-Rex Company INC.

Hours: Monday-Friday 9am-5pm

Location:

Requirements: This job is an internship, no experience in computer maintenance is necessary but applicant must be willing to learn and take instruction. This position will provide the applicant with training opportunities and a remuneration while they shadow and study under a trained computer network engineer's supervision. A good memory and an ability to type at least 40 words per minute is required.

Salary: 4,000 dollars per month

HR Manager needed for Ford Motor Company

Hours: Monday – Friday 8am – 4:30pm

Location:

Requirements: This position calls for an upbeat and sociable individual with good time management skills. They must work well with people and be able to take charge and make critical decisions. The position will involve managing relations between employees at the Tianjin branch of Ford Motor Company and their counterparts in the United States. Good telephone skills are a must. Excellent English language skills are required for this position.

Salary: 100,000 dollars per year

Manager's position needed for Ipip International

Hours: Monday – Friday 8am – 6pm

Location:

Requirements: This position calls for a young and energetic individual willing to take charge in a new start-up IT Company. Our company currently has three offices in Tianjin and the manager's position would be to open a new office in Beijing. We provide high-tech software solutions for company databases. Past management experience would be a plus but a willingness to work hard and deliver for our customers is our main concern. Must be willing to work long hours. A B2

level of English is required. This position provides room for advancement within our fast-growing company.

Salary: Available upon further request

Hostess – needed for K-drop star company

Hours: Friday – Sunday 5pm – 2am

Location:

Requirements: We are in need of young and beautiful ladies with talent and ability to help serving drinks and entertain clients at our newly opened stylish nightclub in our sparkling downtown. Applicants must be over 18 years of age. As many of our clients are foreigners, a high level of English is a must. Knowledge of other languages and an ability to dance would also be a plus.

Salary: 25 dollars per hour

Sales Worker needed for Pickle IQ Company

Hours: To be determined

Location:

Requirements: Our Company is looking for smart energetic people to help selling our products in China and on the World Market. Our company has been in the business of developing and manufacturing labels for jars and bottles for the past 10 years. We are now seeking to expand further onto the global stage and are seeking bright active young workers to fill our many open positions. Workers will receive a 20% sales commission on all new clients. While our manufacturing plant is located in Tianjin, this position will require a lot of travelling to and from China. A high level of English is required along with an ability to be personable and persuasive.

Salary: 2000 dollars per month + sales commissions

English Teacher – needed at Happy Bears English School

Hours: Tuesday – Saturday 7am – 2pm

Location:

Requirements: We are looking for a happy energetic person to teach English to our primary school children of 6 to 12. This position requires someone with a University degree in English and a lot of patience and energy! Our school will supply materials but it will be the teachers' roll to design classroom activities and games for the students. An ability to sing would be a major bonus.

Salary: 25 dollars per hour

Job Interview Questions

1. What circumstances brought you here today?
2. How would your best friend describe you?
3. What are your strengths? - What are your weaknesses?
4. Why should we hire you?
5. What can you do for us that other candidates can't?
6. What are your goals?
7. Where do you see yourself in five years?
8. Why do you want to work here?
9. What salary are you seeking?
10. If you were an animal, which one would you want to be?
11. How do you alleviate stress?
12. What is your typical way of dealing with conflict?
13. What tools or habits do you use to keep organized?
14. What was a major obstacle you were able to overcome in the past year?
15. Tell me about two memorable projects, one success and one failure.

Chapter 9. Let's Make a New Planet

9.1. „Years of living dangerously“

(Anna Fedyukhina, Narva Vanalinna State School)

Teacher's instructions

Step 1

Present students the term SUSTAINABLE DEVELOPMENT using the first slide of PowerPoint presentation. Let them think about the importance of sustainable usage of natural resources we still have.

SUSTAINABLE DEVELOPMENT MEANS...

- Stop damaging the World!
- Using technology for an ecological work
- Leaving in harmony with nature and the World
- Creating new visions
- Looking at ourselves and changing daily routine
- Being responsible for the future generations
- Not harming
- Thinking green and ecologically in all spheres of life

MAIN OBJECTIVE OF SUSTAINABLE DEVELOPMENT

- To save the planet
- To keep the planet clean and safe
- To understand your role and your influence on nature

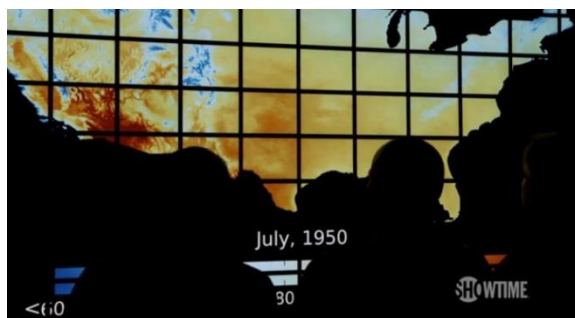
Step 2

Let the groups of 3-4 students investigate why it is so difficult to reach an agreement on international actions on environmental issues like climate change and the pollution of the sea? Is this purely due to economic factors or is there a cultural factor as well?

Step 3

Introduce the film “Years of Living Dangerously” students are going to watch. Ask them whether they know the people they see on the slides (Harrison Ford, Don Cheadle, Thomas L Friedman).

http://www.huffingtonpost.com/brendan-demelle/years-of-living-dangerous_b_5107651.html



Step 4

The film is divided into episodes. Each slide of the PowerPoint starts with the time this exact episode begins. Then each slide presents students the vocabulary they need for understanding the content of it. The same vocabulary students have in work papers in front of them. Discuss the vocabulary and watch the film episode by episode.

Step 5

After watching the film ask students to write short feedback about the film. Let them start like: "This film made me think... ", "People should/shouldn't... ."

Step 6

Let students exchange their ideas in groups and see whether they have any common ones. As an option, the teacher may collect and summarize the students' ideas in the PowerPoint. Next lesson the whole class may read them and come to the common conclusion.

Find enclosed a PowerPoint presentation and Students' handout.

Students' handout.

Introduction 5 min.

- Harrison Ford- a jet plane / NASA /measuring green house gases in the atmosphere
- Don Cheadle- Plainview, Texas / a meat packing plant / 3 year drought
- Thomas L Friedman- a border Syria – Turkey/ the Khabur River

8.42

- NASA / actual situation with drought / starting from 1950 / temperatures are rising / 20% of emissions come from deforestation / every two years the forest covering Germany is lost / in Indonesia- cut down trees and clean the territory by the fire / palm tree oil / harmful is the way it is produced / Harrison Ford

12.51

- Don Cheadle / Texas / 2300 jobs were killed in one day / 70 churches / 20-year circle / "I take it Biblical"

17.25

- Syrian trouble / a drought- 4 years before revolution / farmers moved to the cities / 1 mln people were moved / 2mln became extremely poor / a connection between the drought and the civil war?

20.35

- Drought, flood, food shortage, water scarcity / the increase of human insecurity, poverty / contribute to the conflict / " If the drought bad enough, it can push the stressed society to the breaking point".

21.45

- Sumatra, Indonesia
- Smog / smoke / fire- the cheapest way to clean the territory/ palm trees grow for 25 year then cut down, burned, replaced / a remote piece of forest / a thick layer of mud- peat- rich in carbon dioxide / peat fires are impossible to extinguish / whet peat burns- billions of tones of carbon dioxide are released into the air / after 5 years of struggle- still no rights for the land / a forestry sector corruption

27.25

- Texas drought 2/3 of the continental US
- Suspects of high temperatures:
- Natural cycles
- The sun
- The orbit
- Geology

ALIBIE

31.00

- Turkey – Syria

- 2006-2010 - the most horrible drought / no one helped / government put them in prison, then released and told to keep mouths shut / they were forced to join the revolution
- 35.02**
- Indonesia- history
 - Dictators, companies levelled the forests / a moratorium to destruct the forest / sustainable managing / National parks / conflicts with oil palm companies / poisoned groups of up to 20 elephants
- 37.55**
- Texas
 - How to combine faith and science?
 - “By studying science, we see what God meant when he created the world”
- 41.00**
- Next step is to leave Plainview for St Antonio- there’s no job
- 44.00**
- Is it possible to explain climate change not involving politics or religion?
- 44.17**
- Syria
 - Akcakale refugee camp- 36.000- the most dangerous place for the journalist at the moment
- 46.19**
- Harrison Ford, Indonesia
 - 18.000 hectare of good forest in the national park / the Ministry of forestry is in charge
- 49.00**
- Texas
 - Families leave / school district lost 200 students
 - Atmosphere- a blanket / 60 degrees warmer / with more carbon dioxide we are adding one more layer that is not meant to be here / climate’s changing because of what we are doing/ maybe, take off that layer
- 53.45**
- Syria
 - Signs of war everywhere / my cousins are all failed farmers / humans are like chameleons – they adapt to different climate and circumstances / someone in charge of you may turn to you with his back / this is the revolution of freedom, of hungry people

Conclusion: Students’ impression of the film:

This film made me think

- that humanity is responsible for recent climate change, and we are suffering because of it;
- about God, that faith is very important to people;
- about how terrible life could be. We always think that we have most horrible problems, but some people have more complicated problems and they can do nothing with that. They just try to survive;
- that every person has his own influence on the environment;
- that people are guilty for all natural disasters, that everything is interconnected;
- about nowadays people who are trying to accuse everybody except themselves. They are trying to accuse God, politicians in global warming, but they don’t want to think that they are polluting environment themselves.
- When people are in disaster they want to find the reason why this or that situation has happened. Some of them think that God decides, others think that people themselves are guilty for some situations. It was very good that the film has shown a variety of opinions.

- After watching the film I understood that people's actions can have really bad consequences. Pollution happened not because of God's will. People and especially the governments have to make right decisions and forget the greed.

People

- should be more caring to nature. We must find the ways to stop the temperature increasing;
- should do something in order to save nature;
- rule the world and it is our responsibility to save our planet from the drought;
- should not endanger the environment;
- should work this problem out as soon as possible. Changes start not around us but inside.
- The content of the film made me feel guilty for my actions and inspired me to care more about the world around me even if it is far away.
- Three stories about searching for the reasons of climate change do not actually give tips how to behave to change the situation. Only words about that it is people's responsibility.
- Great scenes and atmosphere. A beautiful piece of work. Some great views. But still too general about a problem of climate change.
- Should humankind do anything with that?
- Should the problem be solved only on the governmental level?
- Can every individual influence the situation or it is impossible?
- How can sustainable development be involved into the process?



9.2. The Global Society

(Aleksandra Kojic, Ragnheiður Lárusdóttir, Eva Hrönn Stefánsdóttir, Kópavogur Grammar School)

Work two and two together. Write an essay about the society you would like to live in. Use pictures and divide your writing into sections, remember to follow instructions on how to cite your sources.

What is needed to make a good society? Use the following lists when writing your essay. Mention other things that come to mind that you think are necessary in an exemplary society.

PART A

Education: What is the educational system like? What do you need to think of when it comes to people's education.

Transportation and industry: What is the transportation system like? How do you create jobs for the people and generate income for your society?

Health: What kind of welfare and health care will you provide and what about the people who can't take care of themselves? Who takes care of the sick, old, invalids etc.?

Energy: What kind of energy is used to produce food, heating, lighting? What kind of fuel is used in cars, airplanes, ships etc?

Sustainability: How can you make your society sustainable, make sure you do not exploit your resources and can hand over the country to your descendants in good condition?

Human rights and equality: How do you ensure that everyone in your society enjoys human rights and equality? Mention different groups of people. Remember that people have different religions, sexuality, ethnicities etc.

Government: What is the political system like and who is in control? How do people gain power in your system? What is necessary in a society so everyone can be happy and at peace?

Culture: What are the clothes, food and customs like and don't forget that in your society there are a lot of different ethnic groups with different religions? What about entertainment and culture? How do you make sure that people can enjoy sports, music, theatre, literature, outdoor activities etc. Remember that all these things have numerous different styles and varieties.

PART B

Your society needs to receive refugees. You can choose from which country they come from but you need to organise their reception and teach them how your society works.

Discuss the following

Which things would you emphasise? What do you need to do to make sure the refugees can become a part of your society?

Discuss whether our society can be totally "Icelandic" or any other nationality and what that entails. Is that even possible in a modern society? Here you should examine and define concepts like refugee and note that it is not the same as immigrant. Also look at concepts like nationalism, patriotism and nationality.

Finally

How will the citizens of your society finance all the things on your list? With public funds from taxes or from a private-sector based system.

9.3. Creating Your Own City

(Irina Kolotygina, Tallinna Õismäe Vene Lütseum)

Project

Topic: Urban environment. Urban environment planning. Population placement

Teacher's introduction

There are different types of cities. We like some cities more than others. Some cities can be interesting, innovative and more enterprising than others. Efficient urban planning can change urban environment for better.

Any city has physical, economical, political and cultural surroundings and therefore can be defined by these four aspects. Ecological factor must also be taken into consideration.

- **Physical aspect** of the city is related to the density of the constructed buildings, which makes the borders of the city easily recognized.
- **Economically** a city is a place where shops, banks, markets, etc. are located. Economic influence usually transfers onto counties as well. Therefore every city has its own sphere of economic influence.

- **Politically** a city is an administrative unit that has local authority. This authority defines the status of a city.
- For city dwellers, the city is a **social and cultural** environment, where new ideas, enterprises, fashion and culture are created.
- **Ecological factor** means taking care of the environment.

Aim of the work:

1. To introduce the term “city environment” to students.
2. To demonstrate importance of planning the city structures.
3. To stimulate creativity.
4. To analyse the ecological factor of one’s own city.

Work schedule:

Stage 1

1. Every student (or a group of students) receives a lot of 1000 hectare where he/she can plan a city. In the city there can live 55000 people (for every 1000 peoples there must be 54 places in a kindergarten and 140 places in a school).
2. Student chooses the location of his/her lot (any place on Earth), points out coordinates of the lot and explains his/her choice.

Stage 2. Individually or in the group

Students plan a city model, marking and pointing out the following aspects:

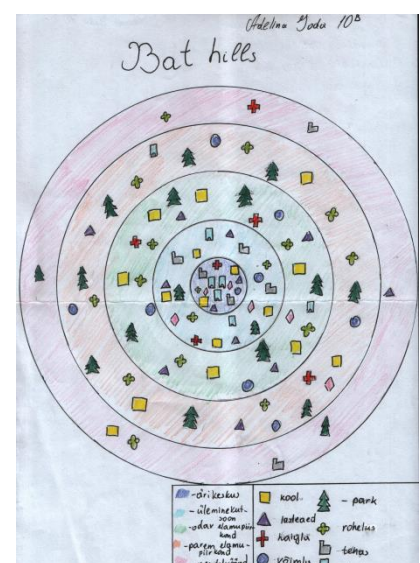
- Business centres
- Labour districts
- Residential areas (for people with low, middle and high levels of income)
- Social environment (schools, kindergartens, theatre, hospitals, etc.)
- Green belt (parks, fountains, etc.)

Work can be presented both on A4 paper and in PC.

Stage 3

Project presentation.

1. A student or a group of students presents their work in class, explaining all their city planning decisions and answering the classmates’ questions.
2. Discussing the presented projects in terms of their correspondence with the aims and conditions set.



Summarizing

1. Secret ballot on the most favourite project. Defining the five finalists.
2. Students may explain their choice.
3. Teacher summarizes the results of all projects – strong points and areas for improvement.

9.4. Make New Friends

(Niina Sidorenko, “Teamo” Student Company, Tallinna Õismäe Vene Lütseum)

Student Company Programme

Since its launch in 1919, the Company Programme has been teaching students how to take a business idea from concept to reality. They form their own real enterprise and discover first-hand how a company functions. They elect a board of directors from amongst their peers, raise share capital, and market and finance a product or service of their own choice. At the end of the programme they present a report and accounts to their shareholders.



Student Company Report
2013 / 2014

Tallinn Õismäe Russian Lyceum
Estonia
Adviser Niina Sidorenko

„Teamo“ Student Company Report

EXECUTIVE SUMMARY

Mission Statement

To help people live a happier life by training children to communicate, express themselves freely and do teamwork already in childhood.

Slogan

Take my hand, be my friend!

Service

Student Company Teamo provides trainings aimed at students aged 6-11 with the purpose to teach them to express themselves with confidence and develop their communication and teamwork skills.

This service is unique in Estonia, because no one deals with communication skills trainings for children of this particular age.

Service Value

- demand for the service
- empty business segment
- always renewing customer base
- socially important service
- potential for service development

- innovation on two levels: content of trainings and a new market segment.

Summary Statement

When starting our company we set forth the following goals:

- Earn profit
- Gain self-confidence and improve presentation skills
- Organise 8 trainings
- Get at least 80% positive feedback from parents
- Combine the desire to run a business and the wish to deal with children.

The success of our company exceeded our expectations: we accomplished all our goals and have fulfilled the primary plan. By this time we have finished trainings in 15 groups (198 children) and held lessons both in Russian and Estonian. Our success is verified by the fact that we have not got negative feedback at all and over 70% of participated children and their parents expressed their wish and willingness to take part in advanced trainings.

Our experiences, challenges and achievements have convinced us that our service is sustainable and we shall continue the work of Teamo as a real company!

Summary of Financial Results

Turnover	2603.40 EUR
Profit	1024.58 EUR
Profit Margin	39.4 %

SOCIAL RESPONSIBILITY

We believe that our trainings help children to adapt, work in teams and through all this be happier members of society. After our first successful trainings when we saw that both children and their parents were happy, we suddenly got an insight that not all families can afford such kind of trainings for their children because of their lower incomes. Some children even do not have parents to support and teach them. Due to the first financial success of our company we could deliver our service to those who have less fortune in their lives for free.

In December we tried to offer a charitable training to Tallinn Children's Home, but their management refused to accept it. This mistrust was a real setback but we analysed its possible reasons and decided not to give up our mission and look for new partners. Once we have gained enough experience we plan to approach them again to offer our program.

Currently we have finished one free of charge course in Kadaka School for disabled children. Our wish was to make them more confident and increase their chances to succeed in their future lives. Hopefully we have reached our purpose as the feedback was overwhelmingly positive. However, we decided not to offer separate charitable trainings next year. Instead we will offer our service during every training for free to 1-2 children from underprivileged families and special needs schools. We believe that joining a regular training will be more beneficial than having a separate course - this way they learn to communicate with different new people. We are currently working together with Social Services of Tallinn to identify these children and offer them our services.

For our materials we used recycled paper and our students draw and solve problems on the other side of used paper. We are aware that we will not change the world by doing it, but we feel it necessary to give our contribution.

Full Student Company „Teamo“ Report you can find on the Website

<https://makeanewplanet.wordpress.com/>

Chapter 10. Conclusion

10.1. The Human Library

(Anna Fedyukhina, Katre Sisask, Narva Vanalinna State School)

Project background and history

Promoting respect for human rights and human dignity are the main objectives of “The Human Library”. Human Library events bring people together and enable them to communicate and share their views.

“The Human Library” is like a regular library, the difference is that the Books in the Human Library are people. The Living Books belong to different minorities or other groups and have different life experience. During The Human Library event, the reader borrows a Living Book for a short discussion on the topic he is interested in.

The idea of this mini-project can be used at the very beginning of studies so as to introduce the term “sustainable development” to the students. Although the term “sustainability” is widely used nowadays in media, not all teenagers understand its meaning properly and rarely think about the importance of this way of development.

Enclosed:

- A list of questions for guests to answer
- PowerPoint presentation of the project
- A sample PowerPoint presentation done by students (their feedback after meetings with guests)

Project vision through the goals of teaching sustainability

4-5 adult guests should be invited to participate in the project. These can be representatives of a local community, state institutions, independent organisations, who are eager to present their vision of sustainable development. Each participant of the project is a very special Living Book with his unique history, life and career experience. They also may tell students the stories of their career development and then be ready to answer the questions.

The goals of “The Human Library” mini-project is to let students:

- Understand the connections between different features of cultural, social, economic, technological and human development;
- See the risks involved in human activities;
- Form personal opinion about environmental issues and the importance of social activism;
- Develop their creative and critical thinking;
- Acquire a vision for their own future, make plans and act according to them;
- Take interest in their own development, their nation, community and the world;

Mini-project procedure:

Preparatory part (to be held before the guests’ arrival)

Step 1

Students are presented with the major terms of the project such as “sustainable development”, “long-life learning”, “consumerism” etc.

Step 2

Students are suggested to think about the problems of their local area connected with environment, employment, labour market and perspectives of development. Students are also invited to share their opinions about the possibility of the local area sustainable development.

Step 3

Students are suggested to divide into 4-5 groups (depends on the number of guests) so as to take part in the discussion with special guests- participants of the project- whose Living Book they are going to “read”. Students work out a list of questions that they want to ask to their guests.

Step 4

Each guest gets the list of the questions beforehand by email to prepare answers.

Event activities (to be held with the guests)

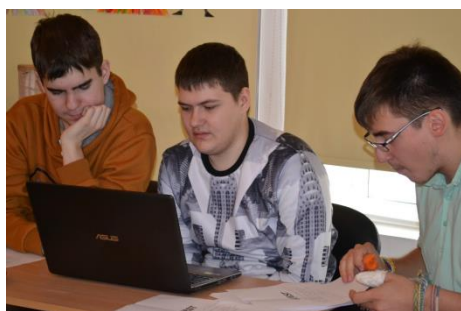
Step 5

Each group of students meets their guest in flesh to listen to him/her telling the personal story. After that they have an opportunity to ask their questions and communicate. During the meeting photos are made to be used for the following presentations.



Step 6

After all guest have been interview by each group, students take their time to make short presentations in the computer room about the stories they have just heard. They are also suggested to share their impressions about how these stories help them to consider their personal future and the future of their local area.



Step 7

Students show their presentations the same day (if ready) or through the Internet so as all the guests could get the feedback about the meeting.

Students' summary

SUSTAINABLE DEVELOPMENT MEANS...

- * Stop damaging the World!
- * Using technology for an ecological work
- * Leaving in harmony with nature and World
- * Creating new visions
- * looking at ourselves and changing daily routine
- * Being responsible for the future generations
- * Not harming
- * Thinking green and ecologically in all spheres of life



ENVIRONMENTAL SITUATION IN ESTONIA:

- * Clean, fresh air
- * Lots of forests
- * Control ecological situation in Baltic Sea
- * Fights against pollution
- * Somewhere in the middle: can be better or worse
- * Depends on us
- * No huge industrial objects
- * We don't take responsibility



SUSTAINABLE DEVELOPMENT AS A SUBJECT

- * should be integrated in different subjects
- * should affect various topics
- * from 1st Grade
- * more like an ideology than a subject

MAIN OBJECT OF SUSTAINABLE DEVELOPMENT

- *To save the planet
- *To keep planet clean and safe
- *Understand your role and influence on nature
- *Let's Do It!

THE BEGINNING OF HUMAN DEVELOPMENT AND RESPONSIBILITY

- * From beginning of life
- * From generation to generation
- * By giving choices to students
- * Can begin or not



Appendix 1. List of Movies and useful Links

Title	Theme, summary
Addicted to Plastic (2008)	A Canadian documentary on modern society's 'addiction' to plastic; our prolific use of this product, its effects on the earth and on us, and where out or unwanted plastic ends up.
Banana split (2002) Canada, the USA	"Banana Split" takes the viewer on a journey that begins with the hustle and bustle of a fruit market in Thunder Bay, Ontario and ends up with an examination of the daily challenges of life in Honduras. Filmed in Canada, the United States, Honduras and France, "Banana Split" explores the north/south split between Canadian consumers and the people whose lives revolve around the "curvaceous fruit from the herbaceous plant."
Disruption (2014) Produced & Directed by KELLY NYKS & JARED P. SCOTT	„Power concedes nothing without a demand. It never did and it never will.“ Frederick Douglass
Dive (2010)	School girl Lindsey hopes to be an Olympic diver and has a strict training regime but this goes out of the window when supportive father Stewart leaves home and her mother Jacqueline moves in her new boy-friend. Lindsey has sex with sixteen-year-old Robert and becomes pregnant. She is afraid that Robert will not be supportive but he goes to the scan with her, admitting he is scared. Will, Robert's single parent dad is angry when told the news but Robert's brother Alex, an embittered soldier home for good from Afghanistan, is supportive, offering to fund a termination and then a flat. After quarrelling and parting Lindsey and Robert reunite for the baby's birth and Lindsey, much to Robert's approval, resumes her diving, watched by her partner and baby. - <i>Written by don @ minifie-1</i>
Food Inc (2008) United States	An unflattering look inside America's corporate controlled food industry.
Idiocracy (2006) United States	Private Joe Bauers, the definition of "average American", is selected by the Pentagon to be the guinea pig for a top-secret hibernation program. Forgotten, he awakes five centuries in the future. He discovers a society so incredibly dumbed down that he's easily the most intelligent person alive.

<p>Inside the Garbage of the World (2014)</p>	<p>While you may not directly feel the impact of garbage while going about your day to day life, it's quite literally choking the life out of our ecosystem, and the situation is getting worse with each passing day. Eventually, we will all suffer the very real consequences as the world dies around us. As stated in the below featured documentary, <i>Inside the Garbage of the World</i>, "we're going to create an environmental catastrophe that we may not be able to recover from." Many take for granted that their garbage "magically disappears" once it's picked up by the garbage truck, but nothing could be further from the truth. Most garbage does not disappear. It's simply relocated to a landfill or a recycling center. Trash also makes its way down storm drains and into nearby waterways.</p>
<p>Revenge of the Electric Car (2011)</p>	<p>Director Chris Paine takes his film crew behind the closed doors of Nissan, GM, and the Silicon Valley start-up Tesla Motors to chronicle the story of the global resurgence of electric cars.</p>
<p>Samsara (2012) Germany</p>	<p>In the grand tradition of the ethnographic world tours like <i>Mondo Cane</i>, <i>Samsara</i> hits you in the face with the diversity and wonder of human life on earth. Unlike many of its predecessors, which often descended into colonialist gawping, <i>Samsara</i> maintains a non judgmental gaze. This film uses no words or narration to travel the world showing you the breathtaking beauty of various countries, cultures, religions, cities, industries and nature. Shot on 70mm film, the definition and clarity has to be seen to be believed. <i>By: Fidl</i></p>
<p>Sea the Truth (2010)</p>	<p>The state of our oceans and seas is the main focus in <i>Sea the Truth</i>. Leading scientists such as Daniel Pauly suggest that if we continue to catch and eat fish at the current rate, the oceans and seas will be empty within 40 years. The hunt for fish is an economic monster on the run: large bottom trawlers are scraping the bottoms of the seas empty, taking with them all living things with destructive force. The massive amount of bycatch is thrown back into the sea, maimed or dead...</p>
<p>The Dark Side of Chocolate (2010) Denmark, Ghana</p>	<p>A team of journalists investigate how human trafficking and child labor in the Ivory Coast fuels the worldwide chocolate industry. The crew interview both proponents and opponents of these alleged practices, and use hidden camera techniques to delve into the gritty world of cocoa plantations.</p>
<p>Years of Living Dangerously (2014)</p>	<p>From the damage wrought by Hurricane Sandy to the upheaval caused by drought in the Middle East, this groundbreaking documentary event series provides first-hand reports on those affected by, and seeking solutions to, climate change.</p>

Wall-E (2008)	WALL-E (stylized with an interpunct as WALL·E) is a 2008 American computer-animated science-fiction comedy film produced by Pixar and released by Walt Disney Pictures. Directed by Andrew Stanton, the story follows a robot named WALL-E, who is designed to clean up an abandoned, waste-covered Earth far in the future...
Waste Land (2010)	On the outskirts of Rio de Janiro is Jardim Gramacho, the world's largest landfill, where men and women sift through garbage for a living. Artist Vik Muniz produces portraits of the workers and learns about their lives.

Useful links

1. Greenhunter: brick from smog

<https://www.facebook.com/greenhunter.ru/posts/1223355307678401>



2. Social advertising



<https://buffer-pictures.s3.amazonaws.com/7af3276743b0decf6c3142ffd256a080.18ff2a81570d24aea900a9588222bece.gif>

3. What is the role of climate change in the conflict in Syria?

<http://www.upworthy.com/what-is-the-role-of-climate-change-in-the-conflict-in-syria>



Trying to follow what is going on in Syria and why?
This comic will get you there in 5 minutes.
There's a part of the story you might not have known.

4. Changing Education Paradigms



RSA Animate - Changing Education Paradigms

This RSA Animate was adapted from a talk given at the RSA by Sir Ken Robinson, world-renowned education and creativity expert and recipient of the RSA's Benj...

YOUTUBE.COM

5. http://www.theguardian.com/sustainable-business/2015/sep/02/say-goodbye-to-capitalism-welcome-to-the-republic-of-wellbeing?CMP=share_btn_fb



Say goodbye to capitalism: welcome to the Republic of Wellbeing

If governments and companies are serious about meeting the Sustainable Development Goals then they'll need to ditch their bad habits

THEGUARDIAN.COM | ABTOP: RICHARD WILKINSON

6. <https://www.minds.com/blog/view/370619333145006080/bolivia-passes-law-of-mother-earth-which-gives-rights-to-our-planet-as-a-living-system>



Bolivia passes "Law of Mother Earth" which gives rights to our planet as a living system

The Law of Mother Earth ('Ley de Derechos de La Madre Tierra') holds the land as sacred and holds it as a living system with rights to be protected from exploitation,...

MINDS.COM

7. http://www.nytimes.com/2015/09/13/opinion/sunday/the-next-genocide.html?smid=fb-share&_r=1



The Next Genocide

Hitler denied science and exploited ecological panic to lay the groundwork for genocide. It could happen again.

NYTIMES.COM | ABTOP: TIMOTHY SNYDER

8. <http://news.err.ee/v/politics/environment/73fbd0ed-5663-4849-8705-98ef85873ab3/estonian-civic-movement-announces-plan-to-clean-up-entire-planet-in-single-day>



Let's Do It!

9. <https://www.facebook.com/groups/1377441489167442/>
The Huffington Post

