

“Happiness Exercise”

01.2022

Duration: approx. 20 minutes

Age: /

Themes: Needs, human dignity, *well-being*

Material: Posters / large sheets of paper, pens, stopwatch / watch

Aim:

- The students discover their needs.
- The students discover the concept of “human dignity”.

- Participants are divided into groups (max. 5 / group).
- **(5 minutes)** Discussion / brain storming:
What do you need to live a happy/dignified life?
What do you need for your well-being?
- **(5 minutes)** Agree on the 3 most important things!
- **(at least 10 minutes)** Presentation + discussion of results

Note for teachers:

- meeting material and non-material needs
- https://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs
- https://en.wikipedia.org/wiki/Manfred_Max-Neef%27s_Fundamental_human_needs

Line Game

01.2022

Duration: at least 20 minutes

Age: from 10 years old

Topics: Needs, global connections, sustainability

Materials: lots of space, possibly Yes/No signs

Purpose:

- Students recognize the diversity of their opinions.
- The students discuss among themselves.
- Students recognise the connection between individual and collective well-being.
- Students recognise the connection between their environment (in Lux.) and the rest of the world.
- Students reflect on their role in sustainable development and recognise their own potential to contribute to it.

- Participants stand in the middle of the classroom.
- After reading the questions, they place themselves according to their opinion on the right or on the left of an imaginary line (on the left they agree with the statement of the question, on the right they do not agree)
- Questions
 - 1) You have agreed on various points for a dignified life. Do you think these points are important all over the world?
 - 2) Do you think the world as it is right now is okay?
 - 3) And when you think about yourself now: do you think your lifestyle has an impact on the way the world is right now?
 - 4) Do you think you can change anything in the world, no matter where?
- After each question, some participants are asked why they put themselves in their shoes. In this way, issues are discussed in plenary and different opinions are heard.
- After each discussion, participants have the opportunity to change their point of view/opinion.

Note to teachers:

- Make sure opinions are discussed respectfully. Make sure there is a balance of different opinions.
- Question 3: The aim is to discuss global connections (notably that our consumer behavior can have negative effects on people in other countries, e.g. underpaid cocoa farmers)
- Question 4: The aim is to promote a discussion about whether one can change/influence things in the world as an individual or as a collective. Here you can also refer to question 2.

Video “The World’s Largest Lesson”

01.2022

Duration: approximately 20 Minutes (7 Minutes of video + discussion time)

Age: from 9 years old

Topics: Agenda 2030, sustainable development, needs, United Nations

Materials: Video

Purpose:

- Participants learn about the origins and goals of the 2030 Agenda.
- Participants recognize that they themselves can contribute to the implementation of the 2030 Agenda.

- Watch the video
- Discuss the video and the covered themes

OR

- Watch each excerpt and discuss themes covered
 1. **1:32-2:59**
 - Needs (everyone needs the same things)
 - Climate change
 - Inequalities
 - Problems are man-made, so they can also be solved by humans
 2. **3:36-4:22** :
 - The United Nations
 - Agenda 2030 is a “blueprint” for sustainable development
 3. **4:59-5:55** :
 - addressing different SDGs: SDGs 5, 10, 6, 13, ...
 - Everyone should get active so that we can achieve goals together



Malala introducing the The Worlds Largest Lesson HD | Global Goals (Youtube)

<https://www.youtube.com/watch?v=p2hyORs83EE>