

DEFINITION GLOBAL CITIZENSHIP BY UNESCO

“Global citizenship means a sense of belonging to a broader community, beyond national boundaries, that emphasizes our **common humanity** and draws on the **interconnectedness** between peoples as well as between the local and the global. Global citizenship is based on the universal values of **human rights, democracy, non-discrimination and diversity.**”

Source: <https://unesdoc.unesco.org/>

GLOBAL CHALLENGES CATEGORIES

CLIMATE CHANGE	EXTREMIST VIOLENCE
HEALTH CRISES	WARS
MIGRATION	POVERTY
INEQUALITY	WORLD TRADE
...	...

IDENTIFY A CHALLENGE

THE FOLLOWING QUESTIONS MAY HELP TO GET THE CHALLENGE SHARPER:

- What children's right is the challenge linked to?
- What SDG is the challenge linked to?
- Describe the challenge in maximum 5 words.
- Describe the challenge in maximum 1 sentence.

THE FOLLOWING QUESTIONS MAY HELP TO GET THE CHALLENGE CLEARER:

- Who is (more) affected? (Directly • indirectly)
(For example: young • old people, people living in difficult circumstances, people with a migrant or refugee background, people without diploma, men, women, queer community, ...)
- When is the challenge the most prevalent?
(In summer • winter, during the day • night, during the holidays • exams, during what age in a person's life, ...)
- Who is part of the problem? (youth, teachers, adults, politicians, board, ...)
- Who is part of the solution right now?
Who can be part of the solution in the future?



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THE 9 CATEGORIES



FAMILY



SAFETY AND PROTECTION



PRIVACY



PARTICIPATION



A HEALTHY ENVIRONMENT



CULTURE & RECREATION



NON-DISCRIMINATION



IDENTITY



QUALITY EDUCATION

PLAN AN ACTION

1 AWAKEN YOUR IMAGINATION TO GET A CLEAR IMAGE OF THE DESIRED CHANGE:

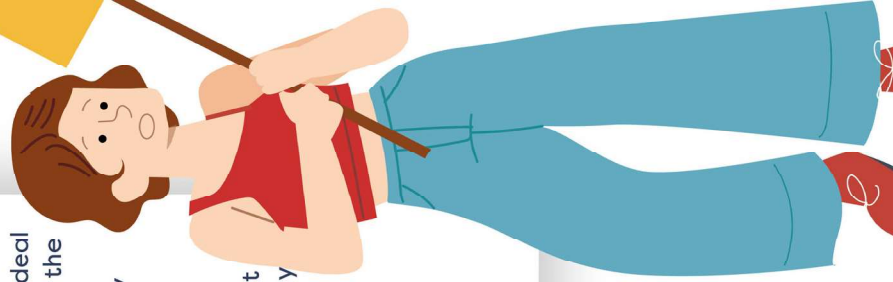
- Describe the ideal situation in 1 to 3 sentences. What would it look like? How can we notice the change? What difference would it make for you • for others? How would you (or the target group) feel in the ideal situation?
- On a scale of 1 (worse possible situation) to 10 (ideal situation), where do you stand today regarding the challenge?
 - If it's not zero: Why not lower? What is already going well? How did you manage to get here? Who • what contributed to that?
- What could be a small next step to move 1 point closer to 10? What small things could you do/say tomorrow to make this change reality? What would be the first signs to show that you are evolving in the right direction?

With all these questions, the magical bonus question is **"What else?"**.

2 BEFORE WE MAKE IT SPECIFIC AND DEFINE THE TYPE OF ACTION, LOOK AT SOME PRACTICAL IMPLICATIONS TO MAKE YOUR PLAN REALISTIC:

- What kind of action do you choose and why?
 - Plan an activity
 - Interview & article
 - Making a (short)film
 - Poster campaign
 - Bring your concern to X (the person who is in power, for example the school board, city, head of the organization, ...)
 - Petition
 - (Free engagement: empty template for own ideas)
- What is your goal? What will have changed when your action has been successful?

BE CREATIVE!



INTERVIEW & ARTICLE

GOAL DEEPEN YOUR INFORMATION ABOUT THE CHALLENGE AND/OR POSSIBLE SOLUTIONS. TALK TO PEOPLE WHO HAVE PERSONAL OR RELEVANT EXPERIENCES.

Describe the goal of this action in one sentence /what will the situation look like when your action has been successful?

CONTENT

a What questions do you have?

How will you reach them and convince them to collaborate?

d What thoughts and feelings do you want to introduce to the people reading/ watching/hearing your story?

b Who do you want to talk to?

c Who is your target group and where can you reach them?

What do you want them to do after reading it?

Whose opinions or ideas do you want to include?

How will you distribute your article? Social media/smart-school/handouts/posters/local press/...

e What is the format of your article? Video/vlog/interview/podcast/text/pictures/collage/...

BE CREATIVE!

PRACTICAL

i What are the different tasks?

m What are important deadlines? Consider making a 'retro planning':

n What could go wrong?

Who will take them on?

How can you prevent this?

REMEMBER FOLLOWING QUESTIONS

- Who is the target group?
- Who benefits from this action?
- Who might lose something?
- Who cannot participate or is left out?
- Is there any negative impact of our action?
- Did we take into account all our attention points from the reversed brainstorm?



MAKING A MOVIE

GOAL RAISING AWARENESS · INFORMING OTHERS

Describe the goal of this action in one sentence /what will the situation look like when your action has been successful?

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BE CREATIVE!

CONTENT

a What is the overall story of the movie?

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b Who is your target group and where can you reach them?

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How will you distribute your article? Social media/smartschool/handouts/posters/local press/...

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c What thoughts and feelings do you want

to introduce to the people reading/watching/hearing your story?

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What do you want them to do after reading it?

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d Who will write the script?

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e Who will be the actor(s)?

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f Who will do the filming?

g What material do you need?

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h Where will the filming take place?

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What attributes, costumes, ... do you need?

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i Who will do the editing?

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j How will you distribute your movie? Social media/smartschool/posters with QR/...

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k Is there someone you need to ask for permission?

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PRACTICAL

l What are the different tasks?

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Who will take them on?

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How can you prevent this?

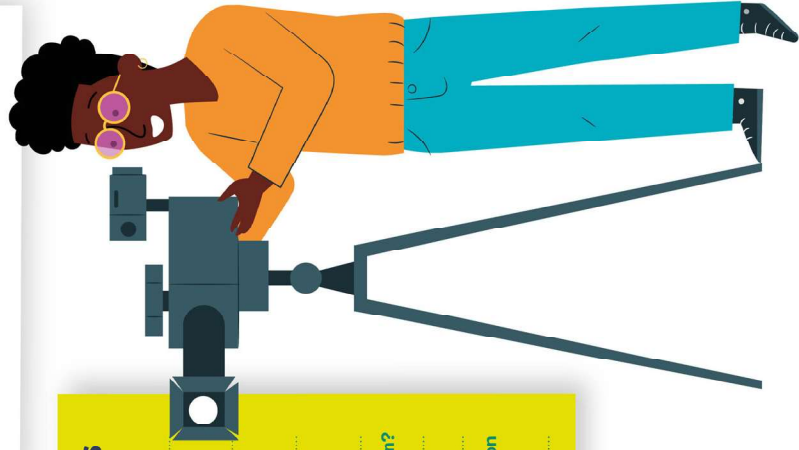
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POSTER CAMPAIGN

GOAL MAKE OTHERS AWARE OF THE CHALLENGE OR THE SOLUTION.

Describe the goal of this action in one sentence /what will the situation look like when your action has been successful?

CONTENT

How will you design the poster?

a What message do you want to bring?

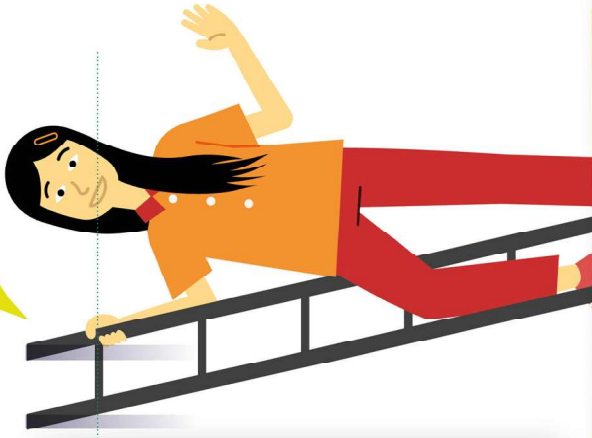
Online (for example canva) or offline, collage, painting, drawing, ... Make it creative!

What text should be on the poster?
Make it a short and powerful message!

c How will you distribute your poster?
Online/offline, social media/smartschool/
bulletin board/in the street/...

What atmosphere do you want to create?

BE CREATIVE!



PRACTICAL

l What are the different tasks?

m What are important deadlines?
Consider making a 'retro planning'.

n What could go wrong?

Who will take them on?

How can you prevent this?

REMEMBER FOLLOWING QUESTIONS

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(THE PERSON WHO IS IN POWER, FOR EXAMPLE THE SCHOOL BOARD, CITY, HEAD OF THE ORGANIZATION,...)

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GOAL MAKE THE PEOPLE IN POWER AWARE OF YOUR CONCERNS:
FEED THEM IDEAS TO DO BETTER AND GET INFORMATION ON WHY IT IS NOT BETTER YET.

Describe the goal of this action in one sentence /what will the situation look like when your action has been successful?

CONTENT	
a What is the function of X?	State the suggestion, make it clear and concrete.
b How will you present the challenge to X?	What do you need from X?
c What suggestions do you want to make to the board?	How will this suggestion transform the challenge at hand?
d How are they/can they be part of the solution?	
e How are they/can they be part of the solution?	
f How are they/can they be part of the solution?	
g How are they/can they be part of the solution?	
h How are they/can they be part of the solution?	
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w How are they/can they be part of the solution?	
x How are they/can they be part of the solution?	
y How are they/can they be part of the solution?	
z How are they/can they be part of the solution?	

PRACTICAL

What are the different tasks?

Who will take them on?

What are important deadlines?
Consider making a 'retro planning'.

What could go wrong?

How can you prevent this?

REMEMBER FOLLOWING QUESTIONS

- Who is the target group?
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- Is there any negative impact of our action?
- Did we take into account all our attention points from the reversed brainstorm?

BE CREATIVE!



PETITION

GOAL FIND SUPPORT FOR YOUR MESSAGE AND DEMAND CHANGE.

Describe the goal of this action in one sentence /what will the situation look like when your action has been successful?

BE CREATIVE!

CONTENT

a What is the message you want to bring?

How many can you collect?

How many do you need to give a strong sign?

d How will you distribute your petition?

b Who do you address this petition to?
(for example board, teacher, minister, municipality, government, ...)

Online/offline?

c Whose signatures do you need?

e Who writes the text?

f Who transforms the text into an appealing design?

g Who distributes the petition?

h What will you do with the results?

PRACTICAL

i What are the different tasks?

Who will take them on?

m What are important deadlines?

Consider making a 'retro planning'.

n What could go wrong?

How can you prevent this?

REMEMBER FOLLOWING QUESTIONS

- Who is the target group?
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PLAN AN ACTIVITY

GOAL SOCIAL COHESION

Describe the goal of this action in one sentence / what will the situation look like when your action has been successful?

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BE CREATIVE!

CONTENT

a Who is your target group?

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b What activity do you want to plan?

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c When will you plan this activity?

Where will it take place?

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d How and when will you inform your target group?

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e What materials do you need?

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Do you require any budget?

Where will you get it?

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f Is there someone you need to ask for permission?

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g Who can participate in this activity, who cannot?

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PRACTICAL

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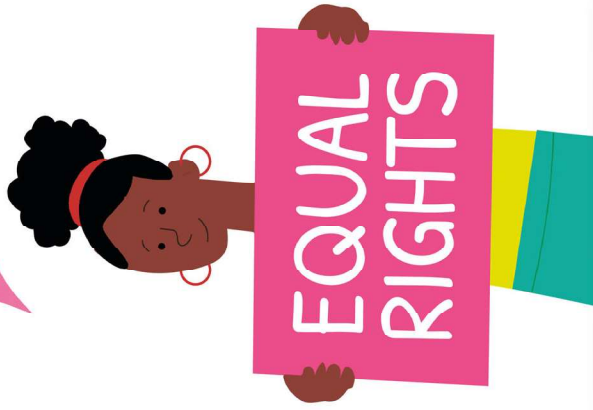
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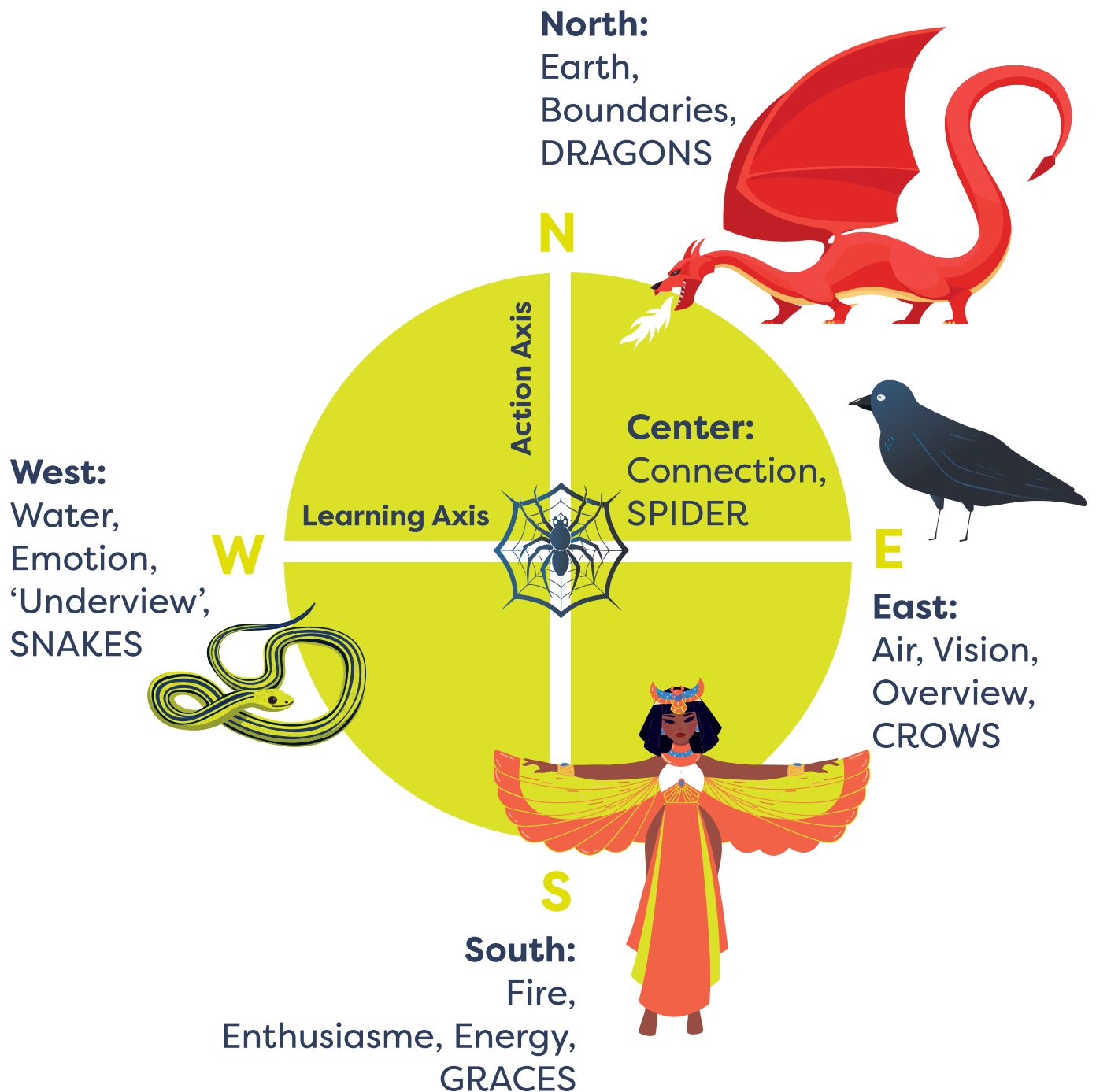


**What gives wind in the sails,
what is already there?**

**What are the first
steps you can take?**



MANDALA OF ROLES



Source :

Own elaboration from (Starhawk,2021)

Descriptions extracted from (Starhawk,2021)

MANDALA OF ROLES: BACKGROUND

LEARNING AREA

SOUTH–FIRE–GRACES

“The Graces represent the enthusiasm and passion that we associate with fire (...) through their benevolence, they attract people into the group and make them feel good there. They are the hosts who welcome the new arrivals. Towards the oldest, they are warm and show the esteem which is the corollary of acquired social power.



NORTH–LAND–DRAGONS

“They constitute the concrete anchor of the group – they assume responsibility for the general functioning of the group, asking thorny questions such as: “do we have the means to finance this project? “. The Dragons also play a protective and defensive role for the group. They ensure that the group does not suffer intrusion and does not break up due to internal pressures. They guard the boundaries of the group and manage what happens at the margins, these dynamic zones where the culture of the group intersects with the broader forces at work around it.



AREA OF ACTION

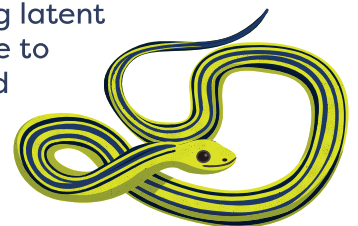
EAST–AIR–CROWS

They keep an overview (what are our objectives, how are we going to achieve them?; What changes does the future hold for us? Who keeps their commitments and who tends to give up?). Crows keep us on the right path by looking forward. They summarize what has been achieved and determine what still needs to be done to achieve our objectives.



WEST–WATER–SNAKES

Snakes see things from below. They are in direct contact with the group’s operating methods and help it adopt practices and projects that strengthen ties. They are attentive to emotional and communication patterns in the group and bring latent conflicts to light. They question the group’s habits of thought, are attentive to gossip and anything that is not expressed directly or openly. Snakes tend to be disruptive, which is why it is not an easy role to play. But, by nature, snakes are destined to change their skin and renew themselves. Groups also sometimes need to change to get rid of bad practices and old sterile patterns. Ultimately, snakes help build trust in the group by bringing latent conflicts to the surface.



CENTER–CONNECTION–SPIDERS

Spiders stand in the center of their web and this position allows them to perceive the slightest movement from any point. In groups, Spiders play the role of liaison agents, attentive to all exchanges in the group. They can set up communication channels – a discussion list, an efficient website, telephone call chains. They ask questions such as: “Who needs to be informed about this decision?” Who is involved?



1 INDIVIDUAL REFLECTION (5MIN):

- What roles do you tend to take on?
In your life ? In the group ?
- Which roles do you identify with most?
- What roles are you least comfortable with?
Which ones do you avoid?

2 PAIR DISCUSSION (10MIN):

- What roles can we identify in this group?
- What roles are clearly assigned?
And on the contrary: which roles are not assigned?
- In this group, what roles confer social power?

3 GROUP WORK (15MIN)

- What are the advantages and disadvantages of each role?
- What roles are more likely to generate resistance or conflict?
- What are the roles that confer most social power?

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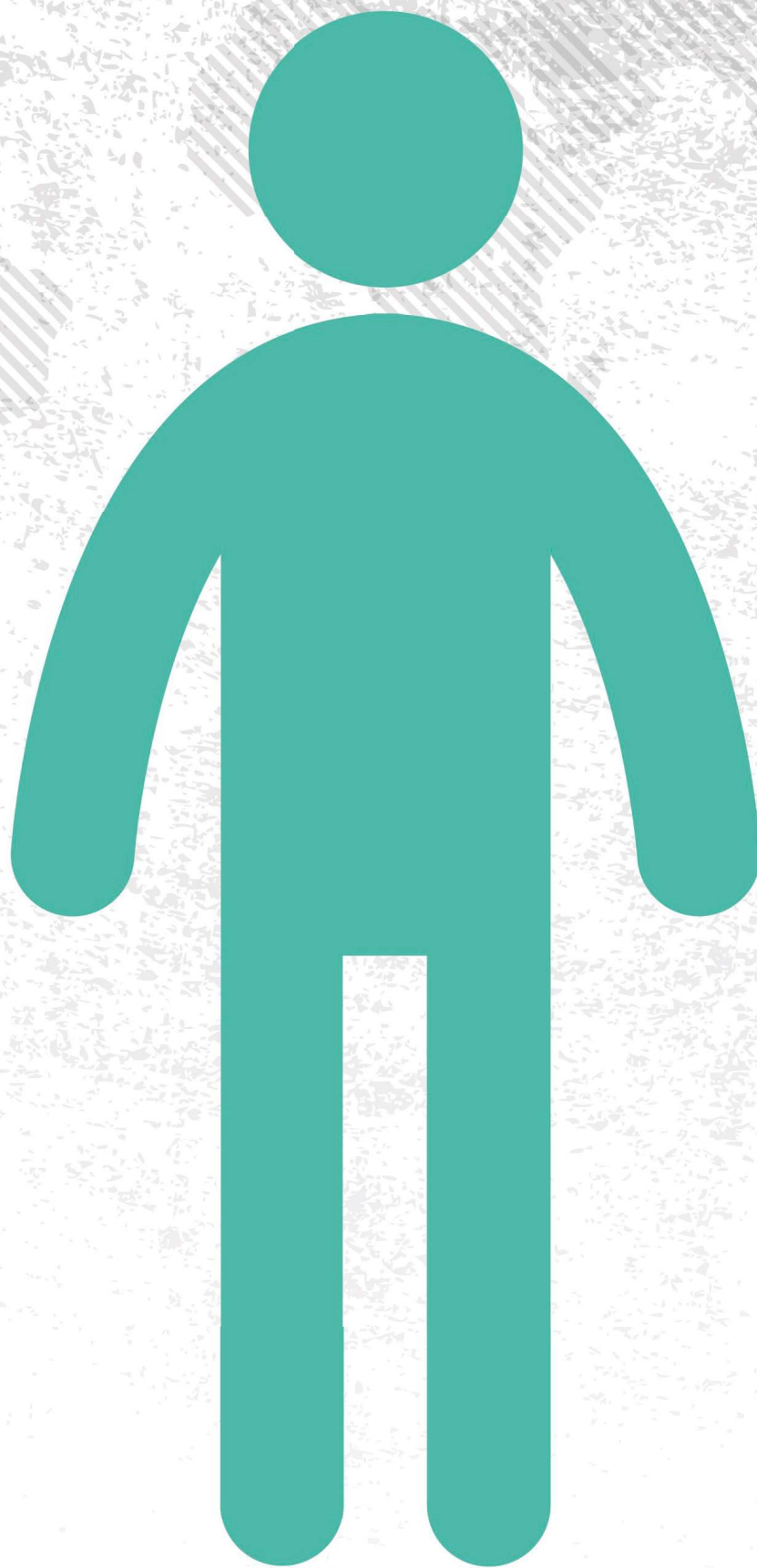
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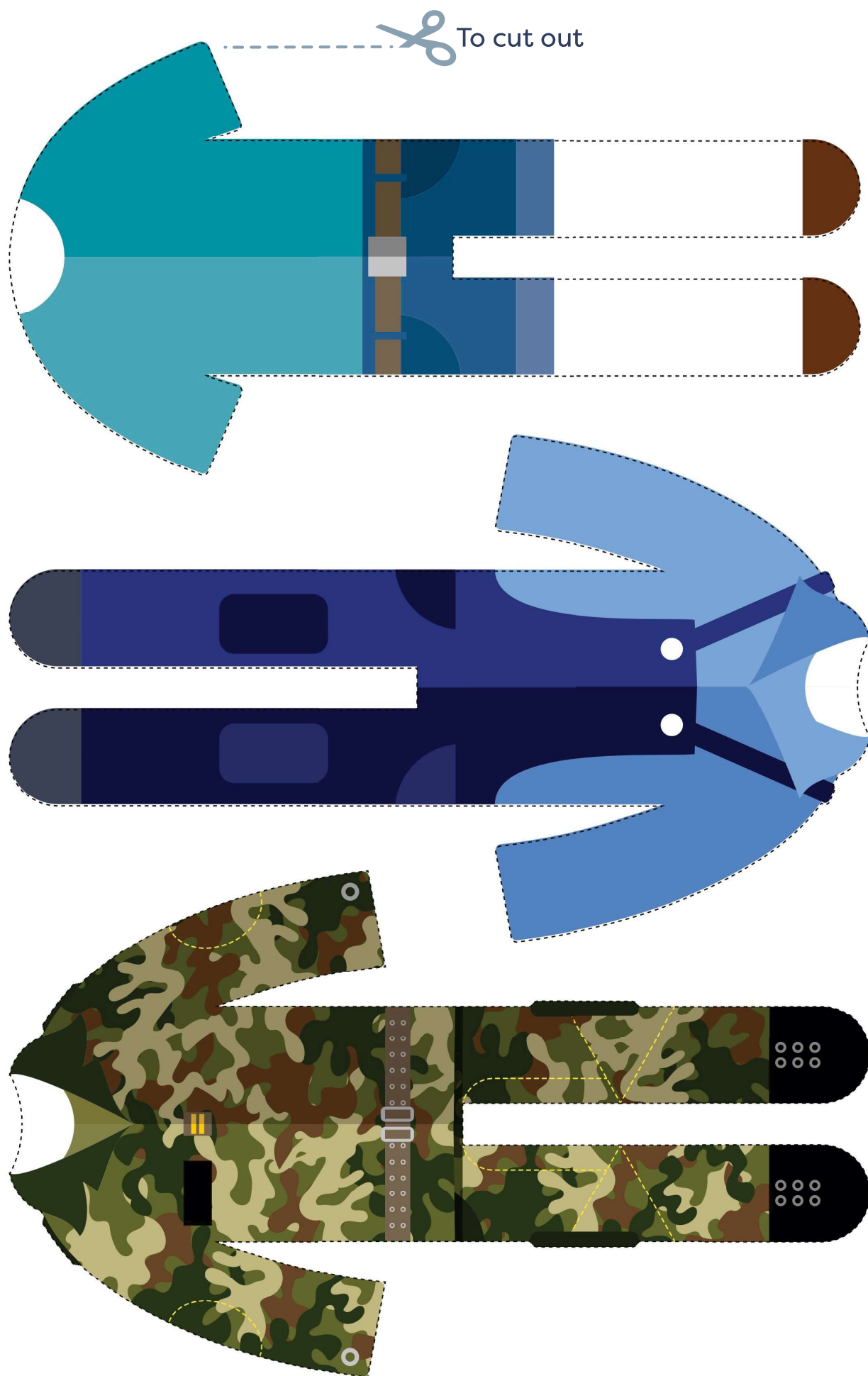
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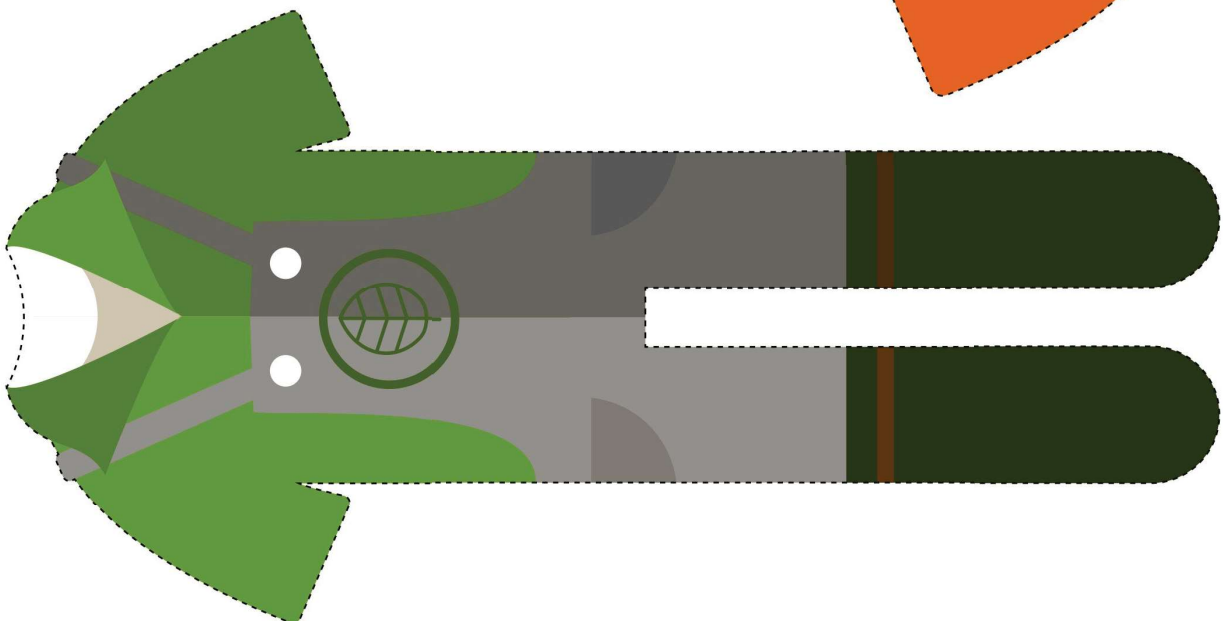
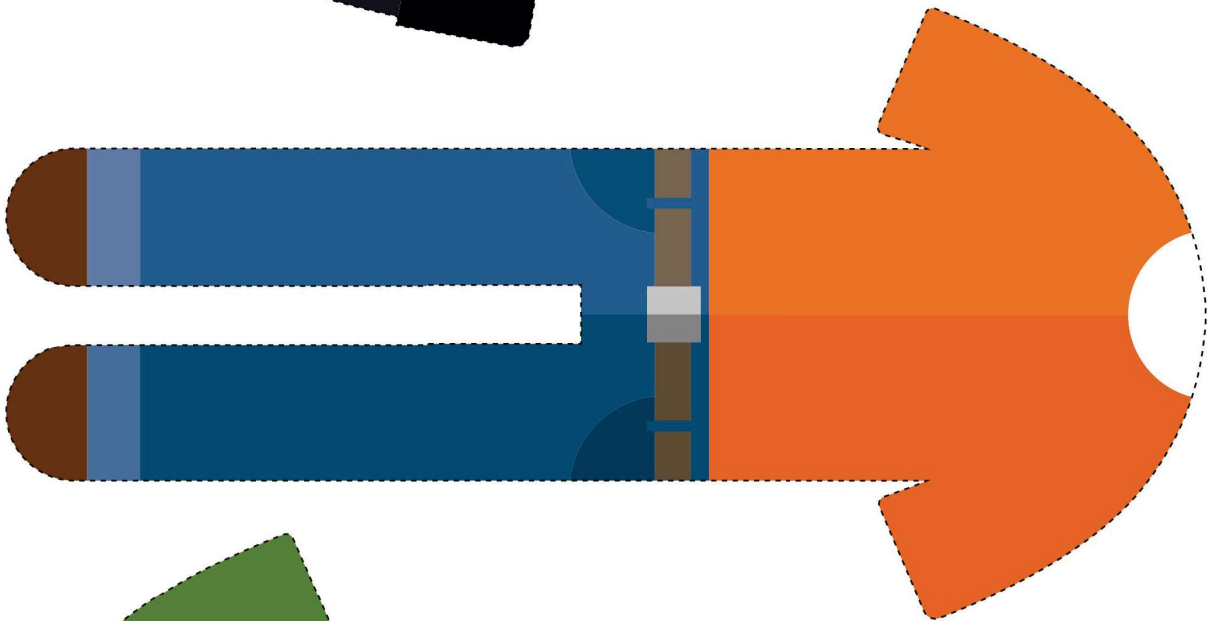
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PARTNERSHIP PUZZLE

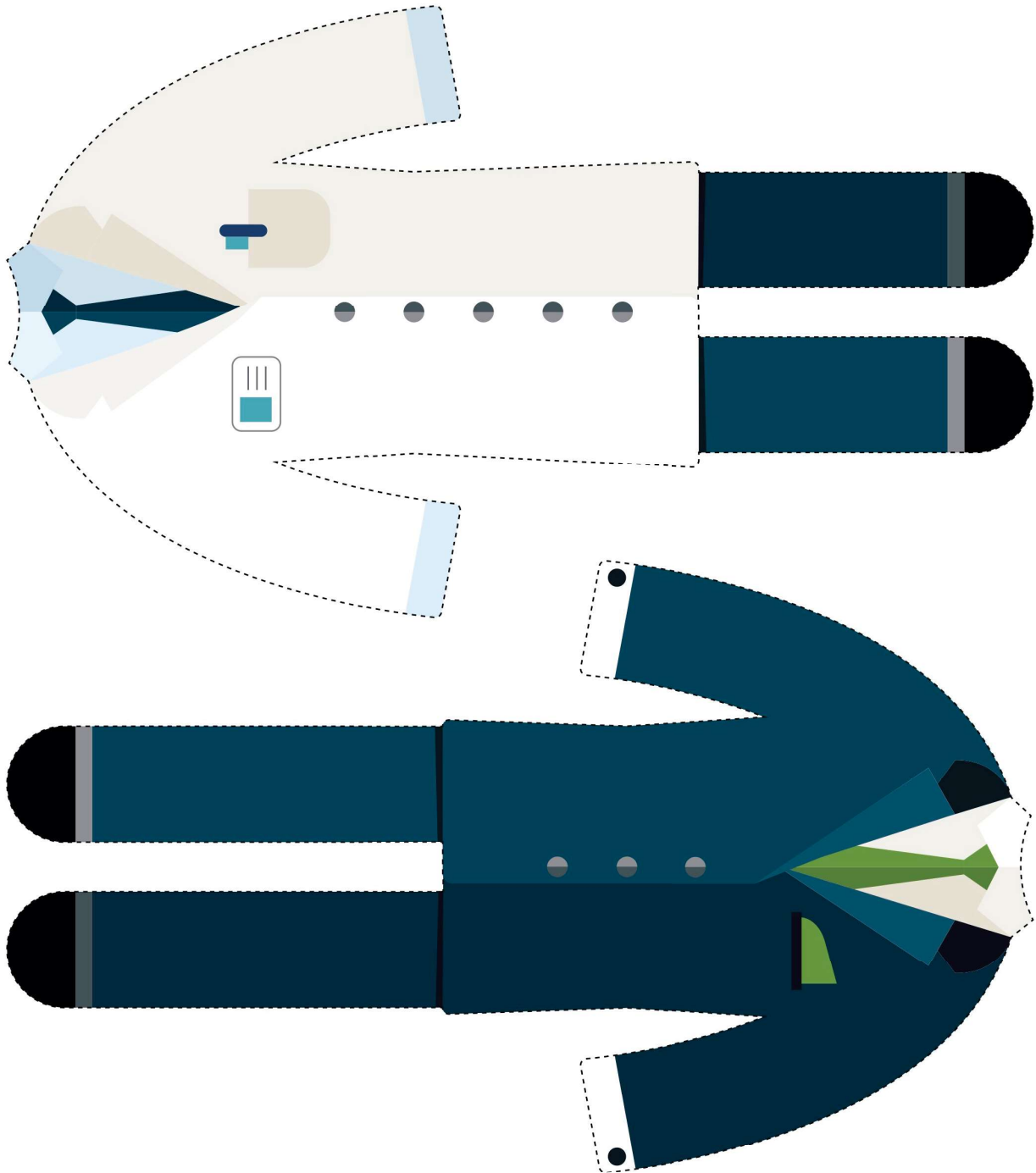




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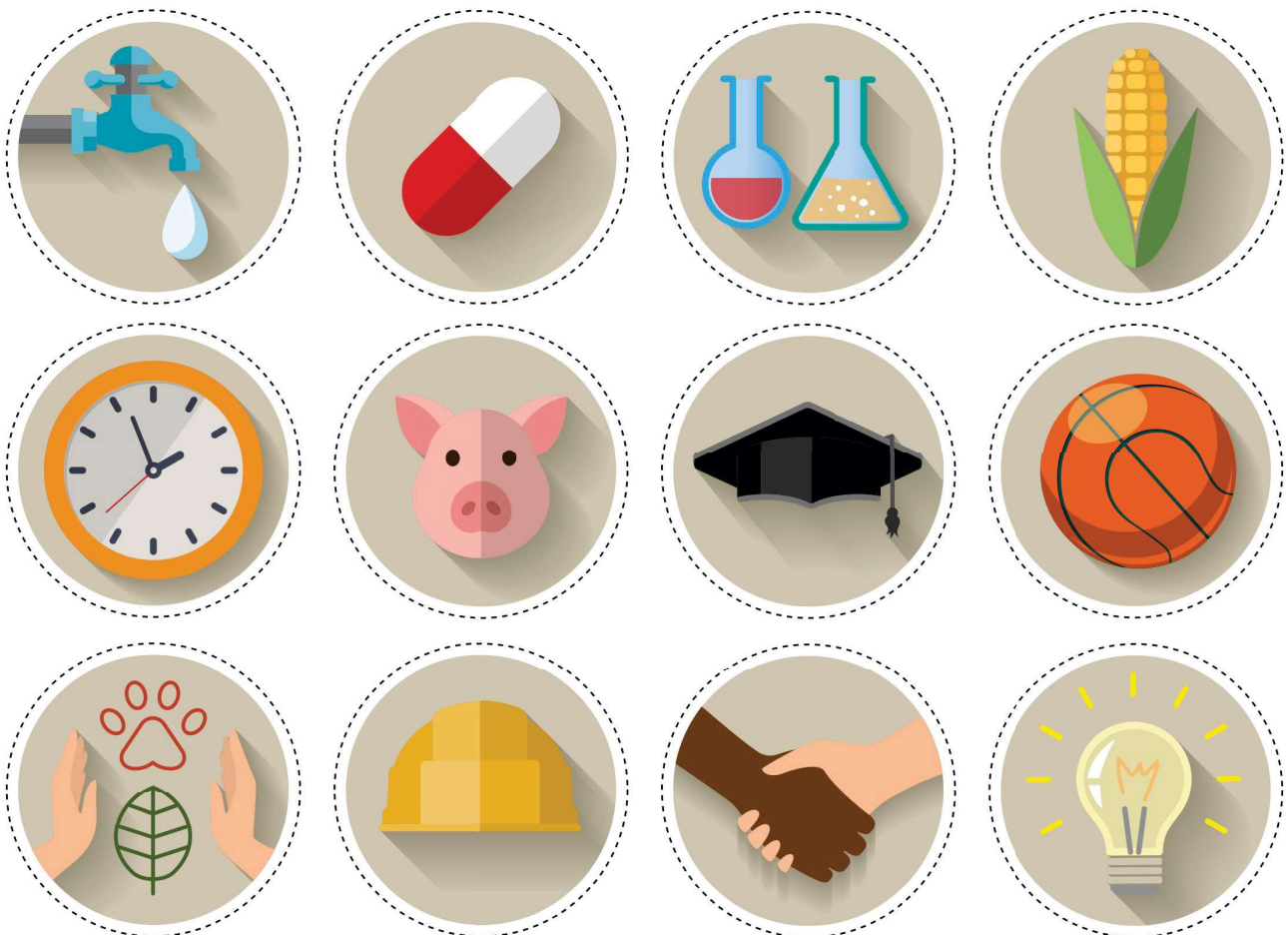
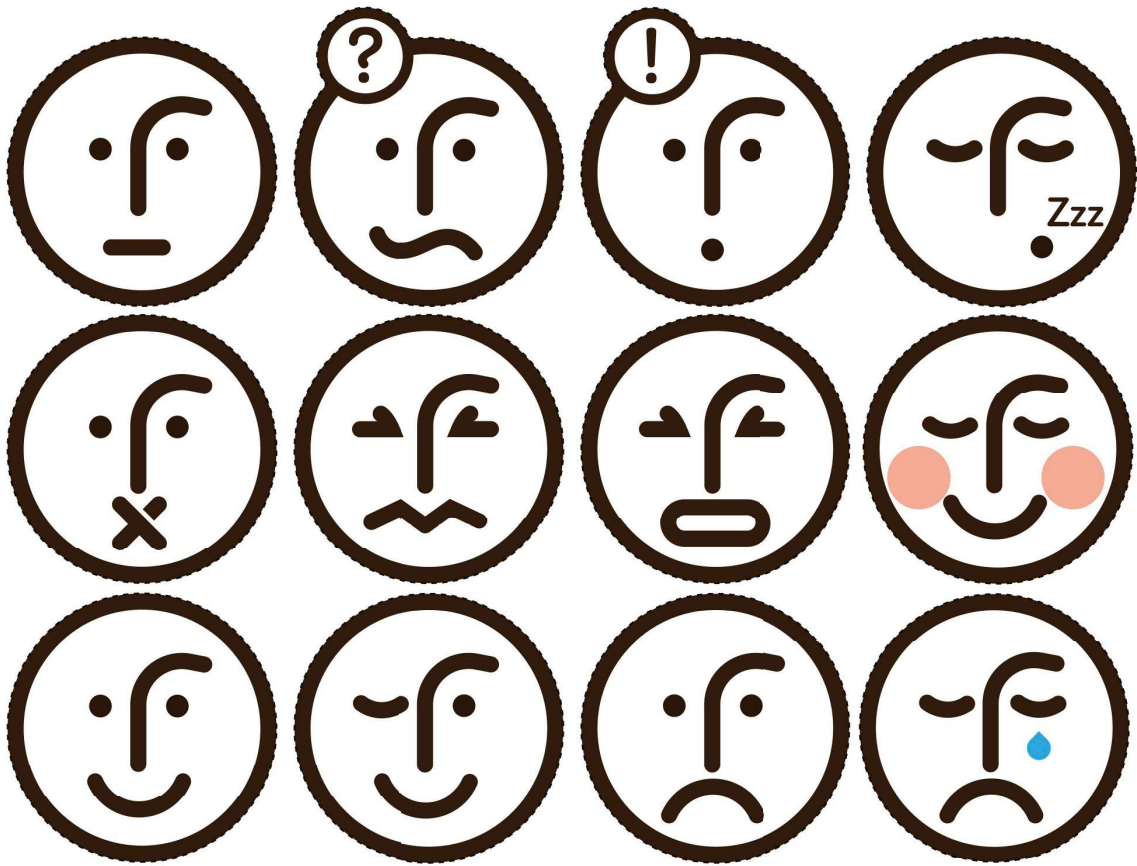
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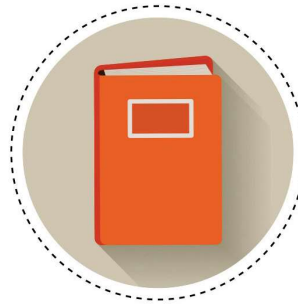
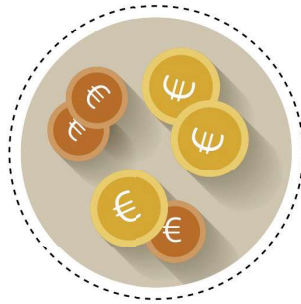
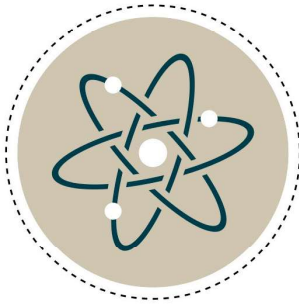
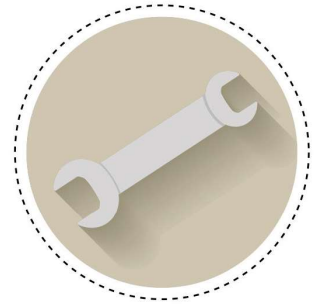
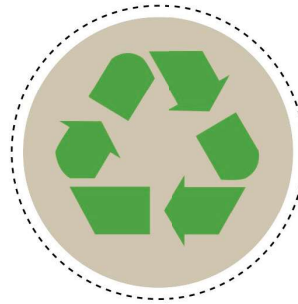
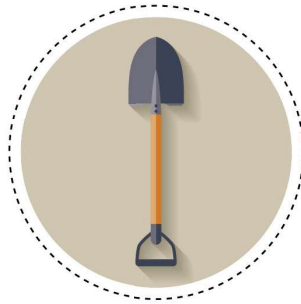
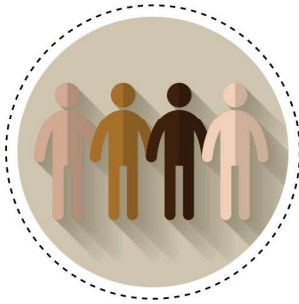
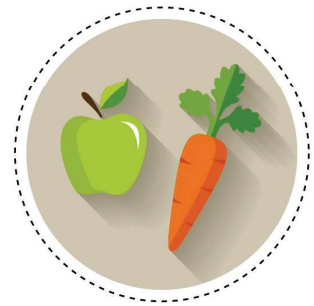
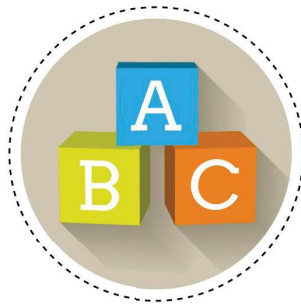
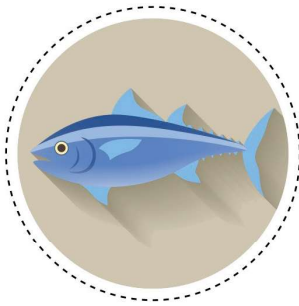
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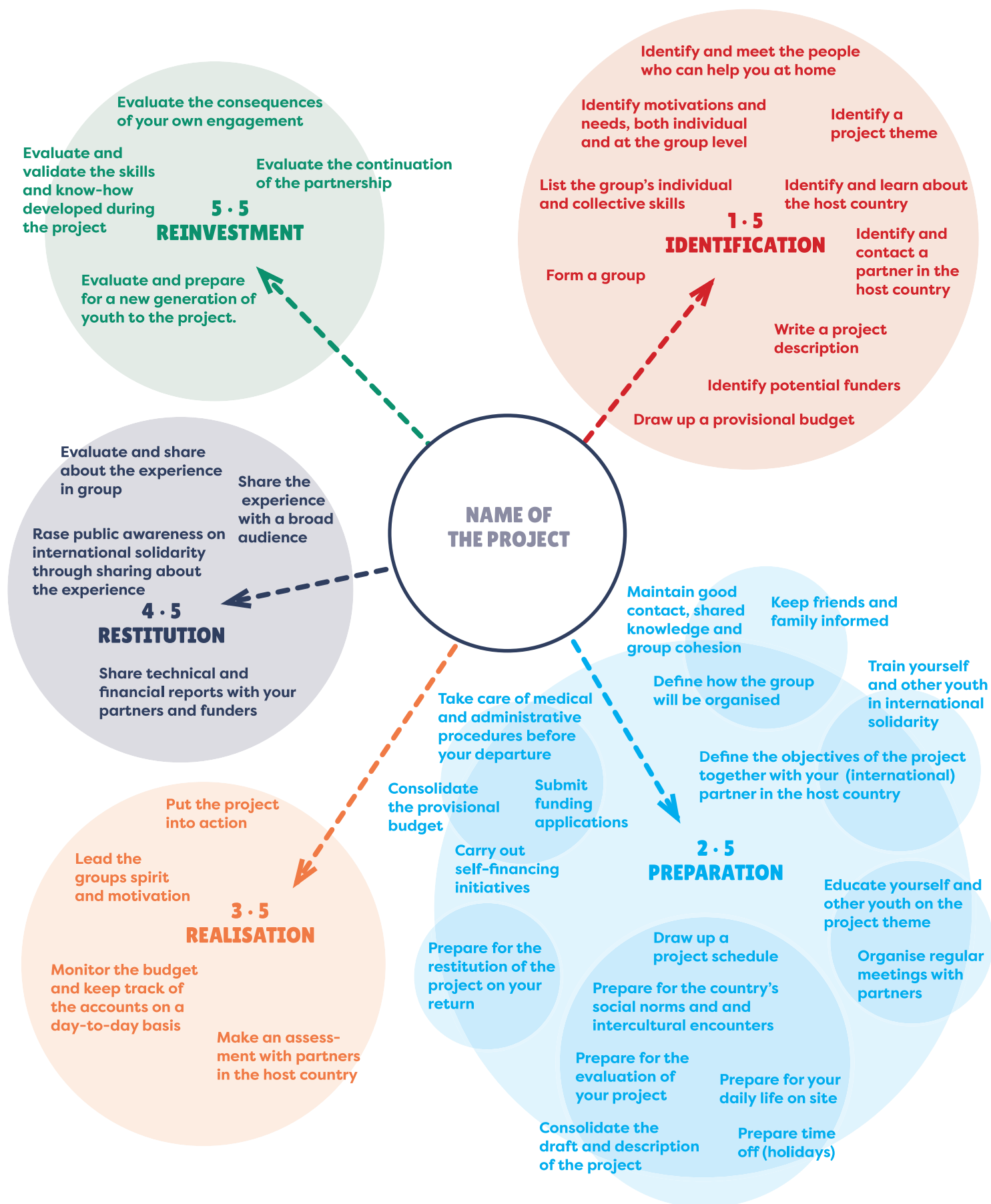
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- How did you find your partner?
- What will be the relationship with your partner (financial, technical, loan of equipment, exchange of experience and knowledge, communication, support, etc.)?
- What is the complementarity/reciprocity between you and your partners? Think about the needs of each partner, how does the project enrich each partner?
- What are the cultural or intercultural assets and risks of the partnership?
- List the strengths and weaknesses of the partnership, then answer the questions: How can the strengths be reinforced? How can the weaknesses be overcome?



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<p>PROJECT NAME</p>	<p>1 . 5 IDENTIFICATION</p>
<p>2 . 5 PREPARATION</p>	<p>3 . 5 REALISATION</p>
<p>4 . 5 RESTITUTION</p>	<p>5 . 5 REINVESTMENT</p>

	IDENTIFICATION	PREPARATION	REALISATION	RESTITUTION	REINVESTMENT
TO DO					
IN PROGRESS					
DONE					



1



2



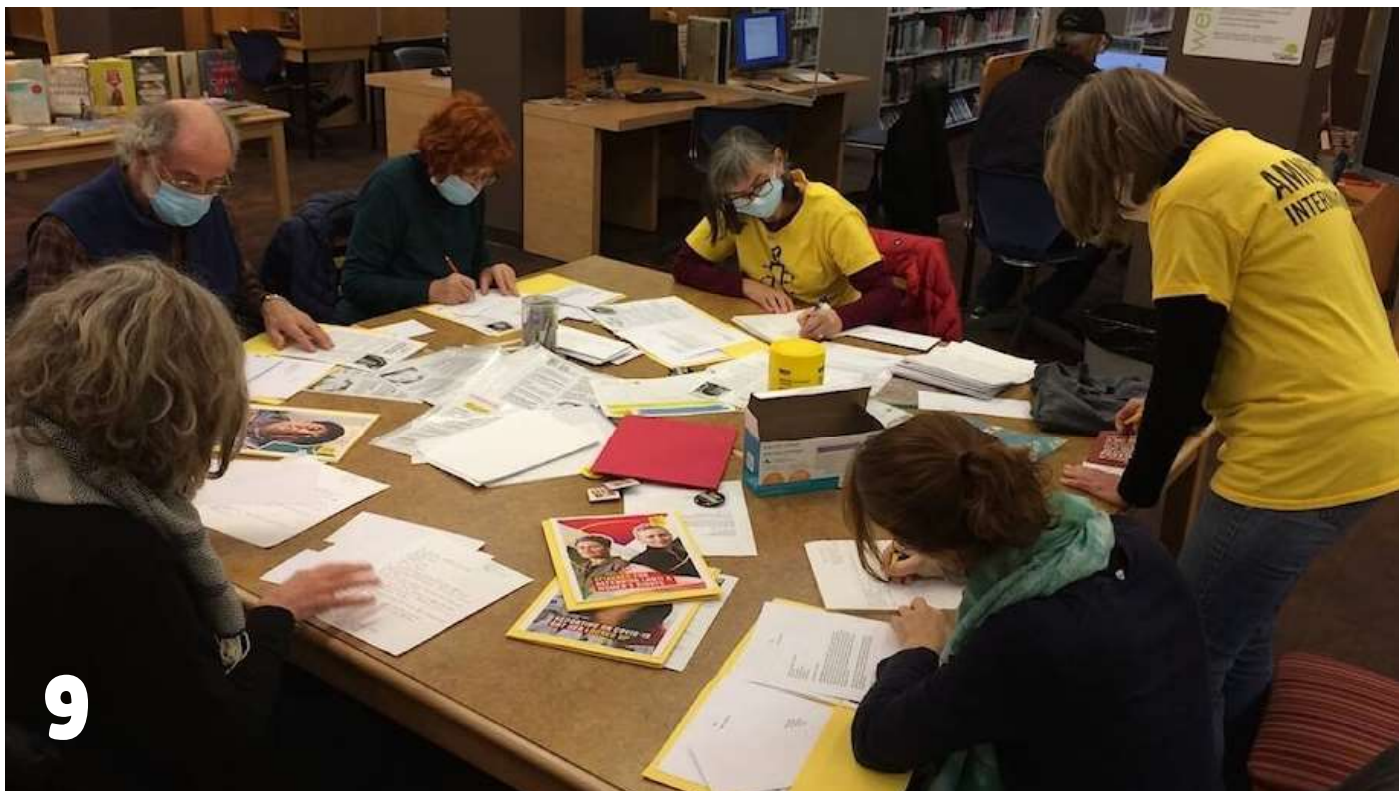


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11

BACKGROUND INFO PICTURES



1 CLIMATE ACTIVISTS SPRAY PAINT ON STONEHENGE

Two people with large spray cans run toward the Stonehenge monument in the English county of Wiltshire and spray it with the orange paint. The persons are members of the climate action group 'just stop oil'. This group calls on their government to stop licensing new oil and gas projects in the UK. They are demanding that the incoming UK government commit to working with other governments to agree an equitable plan to end the extraction and burning of oil, gas and coal by 2030.

Sources:

<https://juststopoil.org/>

<https://juststopoil.org/2024/06/19/its-time-for-megalithic-action-just-stop-oil-decorate-stonehenge/>



2 PROTEST AGAINST TESLA PLANT NEAR BERLIN EXPANDS: 'THIS IS ABOUT MORE THAN WATER'

Protests against the automaker Tesla have been ongoing for months in the forests east of Berlin. Tesla plans to expand its factory, which requires clearing 100 hectares of forest. The main concerns revolve around the impact on groundwater, as the factory is located within a drinking water protection area. Villagers are complaining that while the factory consumes a significant amount of water, households are being placed on water rations.

German eco-activists' interest in Tesla all started with local Manu Hoyer, the face of the anti-Tesla residents group the Grünheide Citizens' Initiative (Bürgerinitiative Grünheide). The 64-year-old has lived in the Tesla's local municipality of Grünheide for the past two decades, and ever since the factory's arrival was first announced in 2019 she has worried about its impact on local water supplies. She is not only concerned about Tesla using up local water supplies but also the potential that the company will contaminate them.

They were just a handful of locals trying to hold the German public's attention through the pandemic and its aftermath. Then, last year, she had the idea to reach out to left-wing groups in Berlin, who she thought might help the cause regain some momentum. "We are too small to mobilize significant amounts of people on our own," she says. That idea worked!

Esther Kamm wishes more resources were being spent on building affordable public transport networks, not replacing fossil-fuel cars with electric ones. The green transition was supposed to be an opportunity to radically restructure the economy, she says, not just electrify the one we already have.

Sources:

<https://nos.nl/artikel/2519870-protest-tegen-teslafabriek-bij-berlijn-breidt-zich-uit-dit-gaat-om-meer-dan-water>

<https://www.wired.com/story/tesla-for-est-protest-environment-sham/>



3 "ALL BELGIAN 16 AND 17-YEAR-OLDS OBLIGED TO VOTE IN EUROPEAN ELECTIONS"

Youngsters aged 16 or 17 will have to vote in the elections for the European Parliament on 9 June. Belgium's Constitutional Court has ruled they should be treated in the same way as all other - adult - voters.

Source:

<https://www.standupforeurope.org/binding-the-youth-vote-belgium-s-mandatory-shift-in-eu-election-participation>



4 FARMERS BLOCK HIGHWAY FRENCH-SPANISH BORDER

Farmers reprised the road blockades with the intention of raising their concerns ahead of the European elections.

This joint action by French and Spanish farmers targets highways and crossing points on the border. In total, eight crossing points, as well as toll booths, between France and Spain were blocked, located in the Pyrenees, spanning from Catalonia to Basque Country.

The action has largely been organized on a local level without the involvement of the major farming unions.

"When I talk to the government, they tell me that 80 percent of agricultural legislation is decided in Brussels, so we've understood that the battle is no longer national, it's European," said Jérôme Bayle, a cattle farmer from Haute-Garonne who became a figure in the agricultural protest movement at the beginning of the year (2024).

"We're not asking for the earth, just for Europe to be standardised in terms of regulations and taxes."

Source:

<https://www.thelocal.com/20240603/french-and-spanish-farmers-blockade-roads-ahead-of-european-elections>



5 STUDENTS PITCH TENTS IN BRUSSELS TO DENOUNCE INCREASED COSTS OF STUDENT LIFE

Some fifty members of Comac, the youth movement of the radical-left PVDA party in Belgium, took action Monday morning at Place des Martyrs in Brussels to denounce the increased costs of student life. Whether it's rent, energy or food, the price increases are becoming increasingly "unsustainable," Comac said.

Source:

<https://www.bruzz.be/samenleving/comac-plaatst-tentjes>



6 'HELP, I'M STILL CHOKING!'

40 schools take part in 'Help, I'm still choking!' action in Brussels

With the action "Help, I'm still suffocating!" the movement once again demands a more livable, safer and healthier city on children's terms. Several streets were closed for a few minutes. Some schools in Antwerp also participated.

Source:

<https://www.thelocal.com/>



7 CHILDREN COLOR THEIR OWN FOREST ON 'CONCRETE-LIKE' SQUARE IN ANTWERP.

With the government formation and the summer coming up, these children call attention to more green (play)space in the city.

100 students from three different schools were involved. The action was an initiative of several organizations, Bond Beter Leefmilieu, BOS+, Breekijzer, Greenpeace en Klimplant

Source:

<https://bosplus.be/nieuws/>



8 THE BUEREN STAIRS IN LIÈGE, BELGIUM WERE REPAINTED OVERNIGHT WITH THE FLAG OF PALESTINE.

More information on the action in this video:

<https://www.youtube.com/watch?v=nUWuovY-CJmo> or search Activists painted the Palestinian flag on this 374-step staircase in Liège, Belgium. By The Political Issue.

More information about the cities reaction in Dutch in this article:

https://www.standaard.be/cnt/dmf20240318_97309628



9 WRITE FOR RIGHTS BY AMNESTY INTERNATIONAL

For over 20 years, Amnesty International's annual Write for Rights campaign has transformed the lives of people whose rights have been wronged. Using the power of their words, Write for Rights supporters have united behind a common purpose: together, we can change lives for the better.

Join the world's largest human rights event. Write letters and sign petitions in support of people at risk of human rights abuses. The campaign begins in October 2024. For more information visit the website of Amnesty International: <https://amnesty.ca/write-for-rights/>



10 INCREDIBLE EDIBLE

Once upon a time, about ten years ago, Pam and Mary met with a group of friends to dream and make a plan. In their northern market town they saw unloved places and wondered if they planted vegetables in them and encouraged people to take what they needed they could create a conversation that would enable people to think differently about the power and

potential of their future. So spades in hand, they set to work. Growing spaces led to conversations that encouraged people to imagine that the power of these small actions could help people live happy, healthy and prosperous lives. Lives lived in connected communities, built out of the power of their own will, their own imagination and grown through the power of small actions.

Link to the story: <https://www.incredibleedible.org.uk/>

Link to Instagram photo's: <https://www.instagram.com/p/CXeGh2llJ9N/> ; https://www.instagram.com/p/CxxgrLzoY3a/?img_index=1



11 STUDENTS COUNCIL

Student councils are the voice of all students. You think about and help improve your programme, you give advice on the structure of the curriculum and feedback on the content of your programme. You help ensure a good spread of exams, a good atmosphere on campus and the use of student rooms. Your voice counts!

Text by <https://thomasmore.be>

Photo by <https://www.aggs.school.nz>

- Wat do you see? What do you think is happening here?
- What could be the story of the main characters?
- What could be the goal of the action? Can you guess what topic they want to address or what change they want to see?
- What do you think about it? Do you like the action? Do you think it will be effective?
- Do you know other examples of similar actions?

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THE FESTIVAL OF POSSIBILITIES

September - October National - France and Belgium

The Collective for a Citizen Transition (CTC) offers everyone who wishes to take part in the Festival of Possibilities: a festive time to amplify our actions. The collective equips and supports all those who wish, in order to help them organize events that promote concrete actions that everyone can take ownership of, and initiatives that everyone can join. The objective: together, act in favor of a more sustainable, just and united world.

fete-des-possibles.org



FOOD FESTIVAL

October - November International

The ALIMENTERRE Festival is an unmissable event on sustainable and inclusive food. Around a selection of documentaries, it encourages citizens to learn about and understand agricultural and food issues in France and around the world, so that they participate in the co-construction of sustainable and supportive food systems and related laws.

www.alimenterre.org



FESTISOL

November - December International

Festisol is an international meeting to promote and celebrate solidarity open to the world and to others. Each year, associations, communities, educational establishments, socio-cultural structures, social economy players, citizen groups, etc. participate and organise more than 4,400 friendly and committed events to give citizens of all ages the desire to act for a just, united and sustainable world. An educational festival: at the heart of the action, global citizenship education.

www.festivaldessolidarites.org

MIGRANT SCÈNE FESTIVAL

November - December National - France

It is a committed festival, supported by the French association Cimade, which aims to fight against stereotypes and prejudices against foreigners, to bring together and build a fairer and more humane society. Awareness is raised through live shows, debate screenings, art, culture, etc.

www.migrantscene.org



PROMISE TO MYSELF



I,
promise myself to take up the following
commitment in the near future:
.....
.....
.....
.....
thus contributing to the realization of the right to
.....
and/or attaining SDG nr
.....
Date
Name
Signature

I,
promise myself to take up the following
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.....
.....
.....
.....
thus contributing to the realization of the right to
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Signature

VISIONING QUESTIONS

Person A closes their eyes and reflects on how the situation is today.

Person B asks the following questions. Do this from a 'wonderment': Imagine that from now on, all person A describes is true, as if you are in their imagined future.

- I want you to imagine how our society is organised today. What do you see, what do you think, what do you hear, what do you feel? What is going well, what is not going well in our society? Who is affected by this?
- Now take a step forward, into the future, to a time when you will live in the society of your dreams.
- How does this society look like? Where would people live? Where would they work? How would they get to their schools and workplaces? On their days off, where would they go and what would they do? What kind of a house would you live in? What kind of energy would be used for heating? For transportation? For travel? Where would it come from? How would the air, water, and environment be kept clean? (these questions can be adapted to the context • challenge youth want to discuss).
- You are the one who contributed to this better society. What do you see, what do you hear and feel? Do you see anything special? What is different?
- What was the first step to achieve this improvement?
- What challenges did you go through?
- Who did you meet? Who helped you?
- Thank you

Now switch positions: person B closes their eyes, person A asks the questions.

After the exercise, exchange your their feelings and impressions:

- What did you notice?
- How does our society look like?
- What will be different in our society?
- Who will benefit?

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