

## Start the change – city game

### Main aim of the game:

To encourage participants in educational walk at specific area, where they will learn about global challenges and cooperation as well as learning what impact has the decisions and actions they make for the world.

Time if game: 2,5 h

No of participants: max. 10 groups. 2-5 people in one group

No of people helping during the game: 6

### Start of the game

#### Starting point

The game will start at specific starting point where they will be welcomed and the main of the games will be described to them. They will get the rules on the piece of paper together with map that will be prepared in advance by the organizers. Each team will go to different first and other points in order to avoid meeting at one place.

#### The description of the game

Global challenges concern all the people. No one should be passive. Each person can make the world better. Unfortunately not many know that our everyday decisions can have impact on the life of people from other places, even those really far away.

Game consists of 6 tasks that are about globality mainly about challenges that are put in front of humans ( inequality, access to water, refugees, responsible consumption, sustainable development, unethical fashion, climate threats) Participants will have to find specific points and complete the tasks. For completing the task they will receive one letter for the final word. Some of the tasks has additional points to get. Final word that participants will get after getting all letters is : CHANGE. The game is finished when the team arrives to final point at good time and they receive all letters needed for final word.

The team who has the most points wins the game .

#### Point 1 – Global South and Global North (letter C)

Task:

Participants are given the passage to read:

*There is 200 countries in the world. Some of them are said to be rich and some we call poor. The number of poor countries is 150, it is almost ¾ of world's population. What does it mean that country is rich or poor? In the rich countries most of citizens lives on the good level- they can afford food, flat, they can go to good schools, use the medical care, deal easily with all the office stuffs, they can use police security, earnings in such countries are high. Government pays for these services at some level. The country you are living in is one of the rich country, so that is why you can use these facilities.*

*In the poor countries the level of life is different from the one we know from Europe. Lots of people lives in poverty. There is 3 mld people in the world that has to manage with life having less than 2,5 dollars a day. These people has difficulties to get to school or to doctors. They cannot choose where and how to live, where to work or how to spend free time. According to nowadays world we can divide counties into two hemispheres: Global North and Global South. The differences between South and North are seen when we compare average life length, the amount of people that has acces to education or the monthly salary in both of groups.*

Your task is to highlight the countries of Global South and Global North on the map given below :



Materials needed:  
Map of the world

## Point 2 – Climate – facts and mits (letter: H)

Task:

The task is to answer the questions. Students answer fact or mit, and then listen to comments and arguments that confirms thesis or overthrow the mit. For each correct answer you will get one point.

1. World gets warmer – FACT.

In 2016 temperature broke the record set in 2015, after breaking record from 2014. Average temperature from the last year, was 0,94°C higher than the average temperature in XXw. Satellites confirmed that there is tendency of temperature rise.

2. Global Warming is the effect of natural phenomena - MIT.

None of the natural phenomena can explain the reasons of global Warming. Solar activity has 11 years; volcano eruption from time to time can cool our planet. Meanwhile produced greenhouse gases makes denser cover that keeps warm inside the Earth.

3. Emission of CO<sub>2</sub> is the reason of global warming – FACT.

Scientists agree that emission of CO<sub>2</sub> is the reason of global Warming. Global Warming has been introduced in XIX w. In 1896 Swedish physicist and chemist Svante Arrhenius predicted that CO<sub>2</sub> that comes from coal burning will cause the global Warming. He saw it as something good. Now we know that results are bad and we only speak how big is the danger.

4. Glacier melts faster – FACT.

Greenland ice sheet since 2002 losses 287 mld tons of ice each year. Sea ice sheets melting does not provide us with more water, as the ice was already in sea, but melting ice sheets on the land does. Mountain ice sheets have losses everywhere in the world. Since 1900 the level of seas risen of 20-23 cm, which has the effect of several floods in the coast.

5. Animals loses their homes – FACT.

The rise of temperature is harmful for many animals and plants, it makes them go closer to polar areas, change their route and behaviour of the animals. Unexpectedly high temperatures of oceans in the last years caused dying of coral reef.

6. Global Warming does not have bad impact on Europe – MIT.

Climate changes is seen in Europe as few phenomenas, depending the region: rise of temperature, possibility for dessert and rise of rains and risk of floods. Results seen and predicts by Enivomental Agency about economy( turistics, energetics), enviroment( forest fire, loss of biodiversity), agriculture (fall in yields, rise of water consumption needs), health (people die because of high temperature, losses because of storms).

7. European Union is third on the list of the amount of produced greenhouse gases in the world – FACT.

European Union is thrid on the list of the amount of produced greenhouse gases in the world, just behinf China and ESA, before India, Russia and Japan (2015)

According to data from 2017, six countries with yhe highest level of gas emition is Germany, Great Britain, France, italy, Poland and Spain. In 2017 80,7 % of gas emition in UE came from energetics, then agriculture (8,72%), industry (7,82%), and waste sector (2,75%).



### Point 3 – Fast fashion and its consequences (letter A)

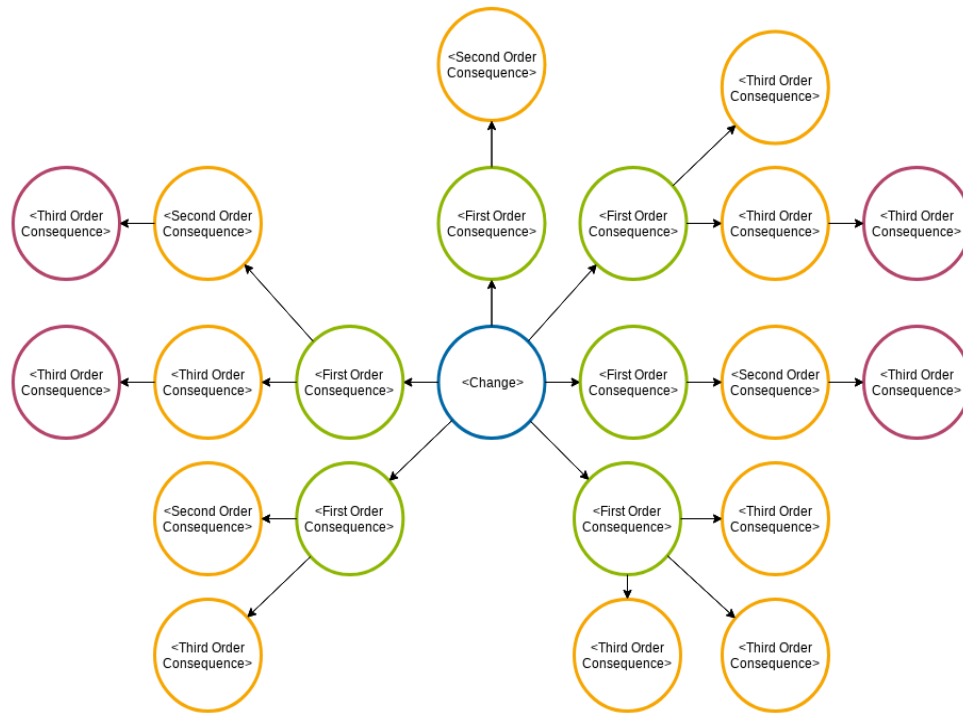
Task:

Participants gets short passage to read + the instruction

Cloth industry is one of the trade that is responsible for enviromental pollution. Every year we produce around 100mld pieces of clothes. What is more, producing clothes and accesories uses supliers in excessive way. To produce one t-shirt they use 5 thousands liters od water. You need to write as many consequences as you can of fast fashion, which means changing your clothes very frequently.

Participants gets a big paper, where in the middle is written „fast fashion”.

The other version of this task van be „slow fashion” where you can write consequences of smaller amount of produced and bought clothes.



Materials: piece of paper, markers.

#### Point 4 – Access to water (letter N)

Task:

The task is to read the sentence written on the paper in the point A then reaching point B and saying this sentences to the other team members, one person need to write the sentences on the paper.

Sentences to remember:

1. 70-75 percent of Earth is water
2. Drinkable water is only 1% of all water in the world
3. The sixth sustainable development goal is acesss to clean water and good sanitarian conditions through sustainable water distribution.
4. Citizens of Europe use averagly 200 litres of water everyday
5. The person living in Africa can use only 47 litres of water everyday, and the poorest people have only around 10 litres.
6. Around 10 litres of water everyday we use as we flash the toilet.

*For each correct sentence, the team gets 1 point*



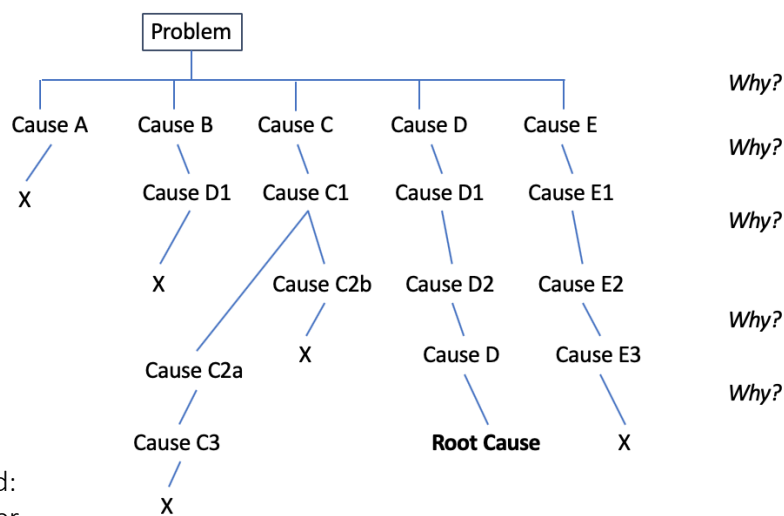
Materials needed:

Paper pen, 6 sentences printed, stoper kartki oraz długopis,

### Point 5 - Migrations and its reasons (letter G)

Taks:

- Write on the top of the paper sentence: Why pepole migrate?
  - Below put arrows that lead to possibile resons of this action, for example: they want to earn more money,
  - Put the next arrows and write the reasons of this needs, for example: they want to earn more money to send them to theirs families
  - Continue asking about reasons
- For this taks you have 5 minutes.



Materials needed:

Paper, pen, stoper

### Point 6 – Start the change (letter E)

Task:

From the words given below you need to make the sentence in the time of 3 minutes

Example: Many small people, in small places, doing small things, can change the world (Eduardo Galeano).

Participants can get additional point if in given time they will make another sentence from words.  
For example: Education is the most powerful weapon you can use to change the world (Nelson Mandela).

There is enough in the world for everyone's need, but not for everyone's greed (Mahatma Ghandi).



**Materials needed:**

Printed sentences (each word on different piece of paper).