ACTION

on Global Goals

Community Toolkit

GLOBAL
ACTION
PLAN

INTRODUCTION

Action on **Global Goals**

Global Action Plan (GAP) Ireland in an award winning not-for-profit organisation supporting schools, communities and businesses to take practical action to live as sustainably as possible. GAP is part of GAP International – a global network of organisations in over 27 countries, that facilitate behaviour change to promote environmental sustainability.

Our mission is to support people to live more sustainable lifestyles, by offering practical yet creative solutions that inspire people to act.

Equally important, GAP programmes empower individuals to change their long-term consumption habits with sustainable living tools and programmes.

This resource - Action on Global Goals, has been designed to help community groups to engage with the Sustainable Development Goals or Global Goals. They were set up in 2015 by the United Nations. 193 countries signed the 17 UN Sustainable Development Goals committing to drastically improve the conditions for people and planet by 2030.

This toolkit aims to bring Development Education (DevEd) and Education for Sustainable Development (ESD), already established in the formal education sector, to the non-formal adult and community sector. Our toolkit is based on the idea to not have knowledge for knowledge sake, but through critical thinking and reflection we can aim to work towards taking action for positive change. For the goals to be reached, everyone needs to do their part: governments, the private sector, civil society and you! These are universal goals for all countries to be achieved.

This resource pack will give you some fun and creative ideas on how to get informed about the Sustainable Development Goals, to create active global citizens and do your bit for the planet.

Through a multiplier effect we hope that this toolkit will continue to empower those within and beyond your community.

FORWARD

At **Global Action Plan** we believe that empowered **individuals** can **make a difference**!

The UN Sustainable Development Goals have given us a universal set of global activities, and an agreed framework within which to build a better and more equal society for all. We all have a responsibility to become leaders and champions of these goals so that we can work towards ending poverty, protecting the planet and ensuring equality and prosperity for all. In order to achieve these goals, GAP engages with different groups of Irish society and enable drivers of change to put the world on a more sustainable path.

This toolkit 'Action on Global Goals' introduces a programme based on the United Nations Sustainable Development Goals, whereby through moving debates and other interactive activities together we explore how poverty can be tackled and how our changing climate impacts poverty locally and worldwide. The core focus is to understand how the goals are interlinked and how the fight against climate change helps to address poverty eradication here and globally. These are necessary steps in order to work towards a sustainable community, society and world.

We would like to thank and acknowledge the support of Irish Aid in developing GAP's Action on Global Goals and we hope this resource will empower educators, leaders and communities to grow into active global citizen and be the drivers of change to put the world on a sustainable path.

Eufemia Solinas
Chief Executive Officer

11 SUSTAINABLE CITIES AND COMMUNITIES

Sustainable Cities and Communities

Learning **Objectives**
This workshop will explore what sustainability means in a local and global context and how we can take action to create more sustainable communities here in Ireland.

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info box

Community link to **Goal 11**

Half of humanity, more than 3.5 billion people, lives in cities. By 2030 more than 60% of humanity will be urban, and 95% of this increase will be in the developing world. Rural to urban migration can have disruptive effects on community cohesion, as well as cultural and natural heritage at either end. What will our future look like and how can we build sustainable communities and cities? (Source: UN, 2019)

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fact box

United Nation's **Targets** for this Goal

By 2030, ensure access for all to adequate, safe and affordable housing, basic services and upgrade slums.

By 2030, provide access to safe, affordable, and sustainable transport systems for all, improving road safety, by expanding public transport, with special attention to the needs of those in vulnerable situations.

By 2030, enhance inclusive and sustainable urbanisation and capacity for sustainable human settlement planning and management everywhere.

Find out more about this Global Goal here!
https://tinyurl.com/ybwrjhkt

01 Introduction | Our Community

🕐 20 minutes

📏 Flipchart Paper, Markers, Post-its, Pens

WHAT TO DO:
Begin by explaining the purpose of this session. If useful, use the information from the fact box on the previous page.

1. Ask the participants to discuss in pairs or small groups what a 'good' and inspiring community looks like.

2. Invite them to use Markers and pens to draw or write down what that would look like. Ask them to consider the following:

    a. Who lives in the community?

    b. Where do they live?

    c. What outdoor spaces are available?

    d. What kind of shops will you need?

3. Allow 10 minutes for discussion and note taking.

4. Invite each group to give feedback.

5. Ask them if there is a connection between what they created and a sustainable community?
Use the definition below to give a wider context.

INSTRUCTIONS:
Using the 'United Nation's Targets for this Goal' fact box above, read out Ireland's commitment to SDG 11

? **question time!**

DISCUSS IN PAIRS:

- Do you think the government is doing enough to reach this goal by 2030?

- How well do you think Ireland is doing in comparison to other countries?

- What is the most urgent issue that needs to be tackled in your own community? Take a Post-it and write it down.

- Collect them from all members to see if there is common theme.

- Once you have collected all Post-its, ask the group to collectively rank them. The one that will make it at the top could be their new action project.

> **SUSTAINABLE DEVELOPMENT**
>
> *Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."*
>
> *Gro Harlem Brundtland.*

👆 **Find out more about the SDG's targets!**
https://sdg-tracker.org/cities#targets

02 Main Activity | Compass Rose

🕐 20 minutes

📏 Print out of the Compass Rose on page 20, Flipchart Paper, Markers

WHAT TO DO:

1. In groups of four, use the Compass Rose resource (on page 20) to examine a development project in your local area.

2. See the table below for some examples. Alternatively, why not use larger National Developments that are happening around your community?

3. Ask the group if there is currently a development project happening that they would like to look at or if there is a development project that they would like to see in the future

Consider the positive and negative effects from the following perspectives:

North = Natural Environment: What effect could this development have on the local environment? Will it contribute to, or combat, climate change? What positive or negative impacts would this have on the soil, air, water and biodiversity?

East = Economic: Will the development project create a profit or loss? Who will be positively/negatively affected? Are their grants/aid to support it? How will it affect businesses and jobs in the area? Can it survive long-term?

South = Social: Does this development project address diverse needs within the local community? For example, people of different culture, age or gender. How will it contribute to the wellbeing of the community?

West = Who: Who holds the decision-making power and who influences how it happens
or when it happens? Who benefits? Who is adversely affected? Was the local community consulted? Is it politically motivated?

What are the examples?

Community Features	Context
Transport	Dublin Bus Connect; bus new route which joining the most busy routes in Dublin possible link: https://tinyurl.com/y59clma2
Waste	The Poolbeg Incinerator; A waste-to-energy facility to provide electricity to the surrounding areas	https://tinyurl.com/y4ylfze8
Housing	Privately owned housing and high rent has left 9,698 people accessing state-funded emergency accommodation in September 2018 https://tinyurl.com/y4vq6x3b

Other examples: Free Healthcare, Social Housing, Community Gardens, Shopping Centre

DEBRIEF QUESTIONS:

Give space for discussion, other groups might want to input on other people's group work.

a. What did your group discuss?
b. What are the positive and negative aspects are in each of the areas you discussed?
c. Do you think that this is a sustainable development project or not?

REFLECTION
Please see the back of toolkit

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Responsible **Consumption**

Learning **Objectives**
The workshop will help participants understand the root causes of waste and what collective and individual actions the community can take to become more sustainable.

info box

Community link to **Goal 12**

Every year, one third of the world's food production, about 1.3 billion tonnes, rots and goes to waste. Should the human population reach 9.6 billion by 2050, we would need more than 3 planets to provide the natural resources to sustain current lifestyles.

Reducing waste and wasteful practices in local communities will lead to healthier and cleaner environments for all. (Source: UN, 2019)

fact box

United Nation's Targets for this Goal

By 2030, achieve the sustainable management and efficient use of natural resources.

By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains.

By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse.

Find out more about this Global Goal here!
https://tinyurl.com/yamgayyv

03

Introduction | Consumerism – What's that

🕐 15 minutes

📏 Needs vs. Wants cards, Campaign Ad Cards on page 21, Sufficient Space on Walls or Ground, Flipchart Paper, Post-its, Pens and Markers

This activity is a good start to explore the concepts of consumerism, and the implications it has on people and planet.

WHAT TO DO:

PART 1: Prepare one Flipchart Paper, one saying 'Needs' the other one 'Wants'. They should be pinned on opposite sides of the room. Hand out the small cards from table below and ask participants where they belong – needs or wants. Provide post-its so participants can add their own needs and wants cards.

Food	Shelter	Good Health	Parks
Rights	Water	Friends/ Family	Designer Shoes
Clothes	Equality	Radio / TV	Safety
Money	Freedom of Speech	Education	Travel

The activity should visually show you the difference between the two categories. Once done ask participants to summarise their understanding of needs and wants cards. Discuss that we emphasize 'wants' but often people's needs are not satisfied, which can lead to poverty and inequality in Ireland and worldwide.

PART 2: Now place the ads (Picture Cards 1, pg. 21) around the room or on the ground. Ask participants the following questions:

- Do you know the products?
- If so, why?
- What does the ad promote?
- What are their slogans?
- Why do we feel drawn to these products?
- How does marketing work?

Follow up by showing photos (Picture Cards 2, pg. 21) of waste in landfills and washed up plastic bottles on our seashores, use these images to discuss the impact of mass consumption.

Finish this activity be introducing the Sustainable Development Goals to the group, with a special focus on Goal 12, Responsible Consumption. Discuss the importance of these goals in a local and global context

find out more!

This campaign run by Friends of the Earth asked shoppers to leave their plastic at the supermarket till to send a clear message manufacturers to come up with better packing alternatives. 3,000 people have signed the Sick of Plastic petition and 15,000 are in favour of a deposit and return scheme, just like how our milk bottles used to be brought to the door in a glass bottle

https://www.foe.ie/sickofplastic/learnmore.html

03 Main Activity | Power Mapping

⏱ 15 minutes

📏 Flipchart Paper and Markers

ASK PARTICIPANTS:

1. Which group in their community is creating most/least waste? Also think about industrial waste, company/retail waste.

2. Where is there a litter problem and why?

3. How can the issues be tackled?

4. Who has most power and resources in the community?

5. How can they be targeted?

Use the graphic below to create a power mapping analysis that will help you get started on.

Groups/ companies that **waste a lot**

Less influential groups in your community
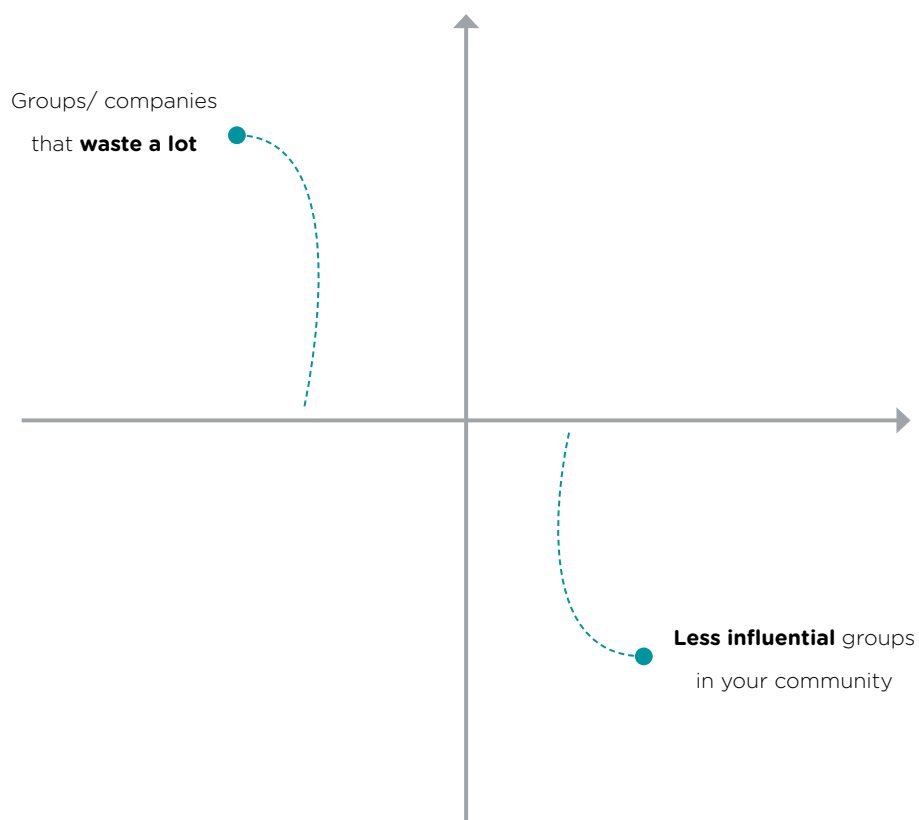
REFLECTION
Please see the back of toolkit

13 CLIMATE ACTION

Climate **Action**

Learning **Objectives**
This workshop will explore Climate Change, the impact it has on the planet and people, and the UN Sustainable Development Goals. It in particular focuses on the impact of climate change on local and global communities and ways to take action to combat it.

info box

Community link to **Goal 13**

Human activity has caused drastic changes in the Earth's climate. The impacts of our actions since the industrial revolution are now in danger of causing dangerous runaway climate change. We need to drastically and rapidly reduce the greenhouse gas emissions to keep global temperature rise below safe limits of 1.5 degrees C. This requires widespread collaboration at local, regional, and global scales. (Source: UN, 2019)

The EPA Ireland (Environmental Protection Agency, 2019) states that Climate Change in Ireland will lead to sea level rise, more intense storms and rainfall events, water shortages during the summer, adverse impacts on water quality, changes in distribution of plant and animal species and effects on fisheries sensitive to changes in temperature.

fact box

United Nation's Targets for this Goal

By 2030, strengthen resilience and adaptive capacity to climate related hazards and natural disasters in all countries.

By 2030, include climate change measures into national policies, strategies and planning.

By 2030, improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

Find out more about this Global Goal here!
https://tinyurl.com/y7ak6v5k

04 Introduction | What do you think?

🕐 10 minutes

✏ Print and cut out cards below

WHAT TO DO:

PART 1: Individual behaviour drives societal change and unless we examine how climate change will affect all of us, we will be unable to respond effectively as a society. Therefore, it is important to open up discussions around what climate change really means and how we can make the issue accessible for all. The following activity should break the ice and should make everyone feel comfortable to talk about climate change and their thoughts on it.

1. Ask participants to sit in a circle. Place the statements from below on the ground.

2. Ask participants the following questions: *"What do you think when you hear climate change?"*

3. Invite participants to walk around the room and pick a statement that speaks to them mostly. Make sure to print a few statements twice.

4. Ask some of the participants to share what they picked and why? This should start a conversation around our perceptions of climate change.

I think about future generations	The earth's climate has always changed over time
Boring, please change the topic…	The Big Freeze 2010
Makes me uncomfortable	Has something to do with the weather
Something about the planet….	Storm Ophelia
I don't care	Snowstorm in 2018
This is so important	Flash Floods 2008
I feel I know very little about it	I think this is one of the most important issues of our time
I am not informed	

PART 2: Ask participants to think about what implications climate change had on Ireland and the world? Collect these statements on a Flipchart paper.

follow up

For a more in-depth discussion around climate change and how it developed over the last decades, watch this video and discuss the following questions: https://www.youtube.com/watch?v=qHE0n5c6-6g

- What happened over the last decade?
- How did it happen?
- What was our human impact?
- How does the change in climate affect Ireland?

04 Main Activity | Root Causes

⏱ 10 minutes

📏 Flipchart Paper, Markers, Printouts for Table and Problem & Solution Tree (see it on page 22)

PART A: Discuss with your neighbour what the causes of human induced climate change are. Think about how we currently use these resources and how we can reduce them.

Cause	Explanation	Everyday Use	Alternative
Burning fossil fuels	Such as coal, oil and gas to generate electricity, run cars and other forms of transport, and power manufacturing and industry.		
Cutting down forests (deforestation)	Living trees absorb and store carbon dioxide.		
Increasing livestock farming	Cows and sheep produce large amounts of methane when they digest their food.		

Source: https://ec.europa.eu/clima/change/causes_en https://www.wwf.org.nz/what_we_do/climateaction/causes_of_climate_change/

PART B: Use the Problem & Solution Tree to analyse climate change in Ireland. Ask the groups to identify and discuss the issue, causes and consequences and solutions to climate change using the 'problem tree' template.

fact box

Ireland's current situation: Climate change impacts are projected to increase in the coming decades and during the rest of this century. Uncertainties remain in relation to the scale and extent of these impacts, particularly during the second half of the century. The greatest uncertainty lies in how effective global actions will be in reducing greenhouse gas emissions. Predicted adverse impacts include:

- Sea level rise
- More intense storms and rainfall events
- Increased likelihood and magnitude of river and coastal flooding and
- Water shortages in summer in the east
- Adverse impacts on water quality
- Changes in distribution of plant and animal species
- Effects on fisheries sensitive to changes in temperature

Download! EPA's Summary of the state of knowledge on climate change impacts for Ireland:
http://www.epa.ie/pubs/reports/climatechange/

Our Global situation: In October 2018, the Intergovernmental Panel on Climate Change, which include the world's leading climate scientists have warned there is only a dozen years for global warming to be kept to a maximum of 1.5C, beyond which even half a degree will significantly worsen the risks of drought, floods, extreme heat and poverty for hundreds of millions of people.

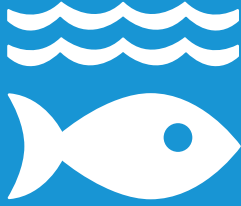**Read The Guardian article online:**
We have 12 years to limit climate change catastrophe, warns UN" https://tinyurl.com/y733zf76

REFLECTION
Please see the back of toolkit

14 LIFE BELOW WATER

Life below **water**

Learning **Objectives**

The workshop explores the relationship between plastic and our oceans. The objectives to take away are; the impacts plastic has on water; the dangers it poses; the solutions people have to repurpose and reduce plastic waste; competency to begin tackling plastic waste in your area.

info box

Community link to **Goal 14**

Our lifestyles are heavily affected by about 40% of the world's oceans through pollution; fisheries depletion and coastal habitat loss, while ocean acidification due to anthropogenic climate change and plastic pollution now affect all of the oceans. Marine ecosystems provide a livelihood for many coastal communities around the world, which in 2010, represented 37% of humanity. (Source: UN, 2019)

fact box

United Nation's Targets for this Goal

By 2025, prevent and reduce marine pollution, in particular from land-based activities, including marine debris and nutrient pollution.

By 2020, sustainably manage and protect marine and coastal ecosystems to avoid negative impacts, and restore them in order to achieve healthy and productive oceans.

By 2020, effectively regulate harvesting and end overfishing, illegal and destructive fishing practices and implement science based management plans, in order to restore fish stocks in the shortest time feasible, at least to levels that can produce maximum sustainable yield as determined by their biological characteristics.

Find out more about this Global Goal here!

https://tinyurl.com/y5ztncdd

05 Introduction | Moving Debate

🕐 10 minutes

📏 Hard copy of statements below

WHAT TO DO:

The following statements are true. You can rephrase the facts and figures and then call out the sentence.

Participants must decide if it is true of false and move to the left (True) or right (False) side of the room.

Participants who are not too sure can stay in the middle of the room. Write up or stick up the facts onto the board when the activity is over. You don't need to select all of them.

- 75% of the Earth is covered in water, that's ¾ of the entire earth's surface.

- The ocean contains nearly 200,000 identified species, but actually numbers ay lie in the millions

- 40% of the ocean is affected by pollution, depleted fisheries, loss of coastal habitats and other human activities

- The ocean absorbs 30% of carbon dioxide produced by humans

- 3 billion people depend on coastal biodiversity and marine life for their livelihoods

- The global market value of marine and coastal resources and industries is estimated at US $3 trillion per year; (Source: UN, 2019)

IRELAND'S PLASTIC USAGE

We will now look at plastic use in Ireland:

- Ireland is the top producer of plastic waste in Europe; generating an average of 61kgs per person every year - almost double what the UK produces.

- We produce the equivalent of nearly 2,000 water bottles, or 5,550 disposal coffee cups, per person annually.

- 30% of the EU's plastic is recycled (the equivalent figure in Ireland is 34%); 39% is incinerated, 31% goes to landfills.

- More than 60%t of plastic waste still comes from packaging - but only 40% of that packaging is recycled.

- In 2015, Ireland generated 282,148 tonnes of plastic packaging waste.

- China accepted 7 million tonnes of the world's plastic scrap in 2016 - more than half of all the waste plastic exported globally that year.

- Up to 97% of Irish plastic went to China because of our inability to deal with it at home up to 2017, before that market closed. (Source: The Irish Times, 2018)

find out more!

Dodder Action:
https://tinyurl.com/y64kmf86

Plastics in our oceans:
https://www.pbs.org/video/how-much-plastic-is-in-the-ocean-jpfpsf/

05 Main Activity | Solutions to pollution

⏱ 10 minutes

📏 Flipchart Paper, Post-its, Pens and Scissors

PART A: The River Dodder is approximately 29 kilometres long and flows from the Wicklow Mountains through areas in South Dublin including Tallaght, Milltown and Donnybrook, before entering the Irish Sea at Grand Canal Dock. It is known for being a popular river for fishing and has been prone to flooding in the past. Over the past number of years locals have volunteered to help reduce the level of litter in the river.

In groups answer the following questions:

- What are the benefits of having healthy rivers and seas?
- What causes pollution in rivers and what are the consequences? What types of pollution would you find?
- What can people do to minimize the impact bad actions by individuals have on rivers and the sea.

PART B: Plastic in the world's oceans - ties in with Goals 6, 12 and 17. Watch UN video on the impacts of plastic in the world's oceans https://www.youtube.com/watch?v=ju_2NuK5O-E

Match the problem on the left to the action on the right. In your groups discuss who is responsible for each action: individuals or governments. What actions do you think could solve each problem?
(sample with different coloring for each match)

Reduce pollution of all kinds from entering water	Strengthen countries' ability to penalize those who overfish
Protect plants and animal found in oceans and rivers	Form agreements between countries so no one feels disadvantaged
Enhance the quality of ocean water	Improve small-scale fishers' ability to sell their produce
End overfishing	Increase scientific knowledge and transfer technology to poorer countries
Conserve at least 10 per cent of coastal and marine areas	Improve people' understanding of how they can remove their waste in a way that doesn't harm water
Ban certain forms of fisheries subsidies which contribute to overfishing	Form voluntary groups to help reduce litter in the local areas which could harm plants and animals
Support developing countries which are dependent on activities related to water e.g. fishing, tourism.	Put pressure on politicians to make sure possible impacts on wildlife are thought about when policies are being developed

ACTIONS: What type of water bodies are in your area? Can you help establish community bodies similar to the Dodder group which can help improve water quality and reduce pollution in rivers and the sea?

What can you do to reduce the amount of plastic you and the people around you consume?

1. Make more loose fruit and veg available in their stores
2. Replace their plastic packaging with more sustainable options
3. Provide recycle areas at the checkout for customers

Trocaire campaign Pack it in: https://www.trocaire.org/news/pack-it-in and https://www.foe.ie/sickofplastic/join-the-campaign.html

FACT: Ireland produces the most plastic waste in Europe at 61kg per person, per year.

Provide groups with innovative examples from different countries.

1. India for example used plastic waste to build roads, rather than dump it in the sea/rivers/lakes and landfills.
2. Mexico (EcoDom business) processes plastic waste and manufactures it to build houses https://unreasonable.is/ecodomum-story/
3. Vietnam is home to over 2,800 craft villages, many of which utilize plastic waste https://ourworld.unu.edu/en/a-look-at-vietnams-plastic-craft-villages

REFLECTION
Please see the back of toolkit

15 LIFE ON LAND

Life on **Land**

Learning **Objectives**

Participants should gain a deeper understanding of the importance of human induced climate change and the effect it has on our planet, its ecosystems and biodiversity. The workshops shall empower participants to take meaningful action in their community.

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info box

Community link to **Goal 15**

About 80% of human diet is provided directly by plants. Current dietary habits result in only 3 cereal crops (rice, maize and wheat) providing 60% of human energy intake. Reversing desertification by the regeneration of grasslands and forests, as well as greening the deserts could offer a galvanizing goal of large-scale ecosystem regeneration in response to climate change and resource depletion.

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fact box

United Nation's Targets for this Goal

By 2030, combat desertification, restore degraded land and soil, including land affected by drought and floods, and strive to achieve a neutral world.

By 2030, ensure the conservation of mountain ecosystems, including biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development.
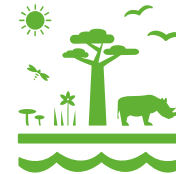
Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, **by 2020,** protect and prevent the extinction of threatened species.

Find out more about this Global Goal here!
https://tinyurl.com/y7ak6v5k

# 06 Introduction | Unsustainable Breakfast

🕐 20 minutes

📏 Lifecycle Print Out (available online), Flipchart Paper, Markers

INTRODUCTION: This activity will follow the journey of a Mexican avocado. Avocado toast became one of the most popular breakfast dishes, but where does the fruit come from and who has to pay high price for this new trend?

Mexico is by far the world's largest avocado growing country, producing several times more than the second largest producer. In 2013, the total area dedicated to avocado production was 168,155 hectares (415,520 acres), and the harvest was 1.47 million tonnes. The states that produce the most are México, Morelos, Nayarit, Puebla, and Michoacan, accounting for 86% of the total. In Michoacán, the cultivation is complicated by the existence of drug cartels that extort protection fees from cultivators. They are reported to exact 2000 Mexican pesos per hectare from avocado farmers and 1 to 3 pesos/kg of harvested fruit.

Ask participants to put the journey in the right order.

Discuss what implications of the Avocado production for people, the environment and the economy. Add their statements to the sustainability model below.

Overlapping-Circles Model

ECONOMY

SOCIETY

ENVIRONMENT

SUSTAINABILITY LIVES HERE
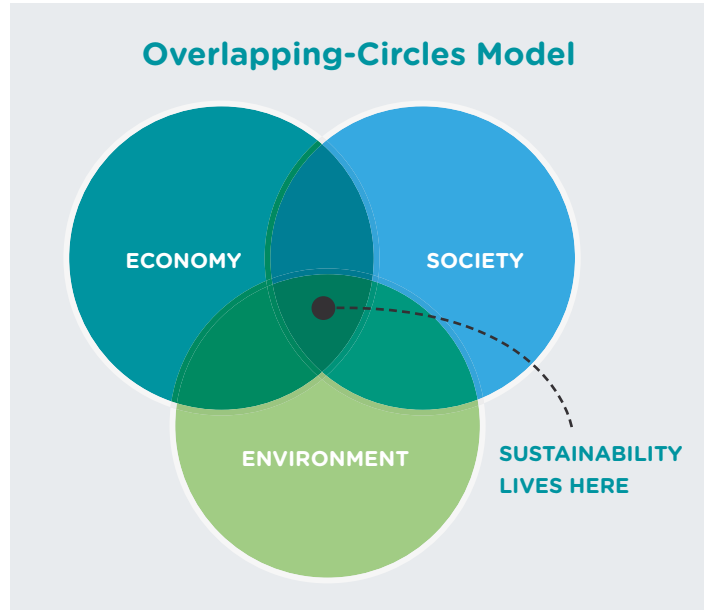
06 Main Activity: | Taking Action – World Cafe

🕐 25 minutes

📏 Projector for Video, Flipchart Paper, Markers

Show participants the following video: https://www.youtube.com/watch?v=VrzbRZn5Ed4

So what needs to happen to bring about change? Collect ideas by using the template below.

Individual Action	Collective Action

National Action	Global Action

REFLECTION
Please see the back of toolkit

REFLECTION: HEAD, HEART, HANDS, AND FEET

🕐 10 minutes

📏 Flipchart Paper and Markers

Transformative learning not only requires our Head, but also our Heart and Hands.
Ask participants to discuss following trigger questions in pairs to reflect on their learning.

TRIGGER QUESTIONS:

HEAD

What knowledge/awareness have I gained?
What would I like to know more about?

HEART

How do I feel? What do I value? What are my opinions/attitudes? Have these transformed my behaviour/actions? How?

HANDS

What skills did I develop? How did I engage?
How will I apply these skills in the future?

FEET

Where do I want to go next? Why?

🕐 **After 5 minutes,** invite pairs to come back into the big group and share one aspect of their discussion

👆 **Find out more!**
The power of transformative learning: https://tinyurl.com/y4cs6s2y

Compass Rose

CHAPTER 1, PAGE 7

natural

N

W

E

S

who
decides?

economic

social

Campaign Ads Cards

CHAPTER 2, PAGE 9

CARD 02
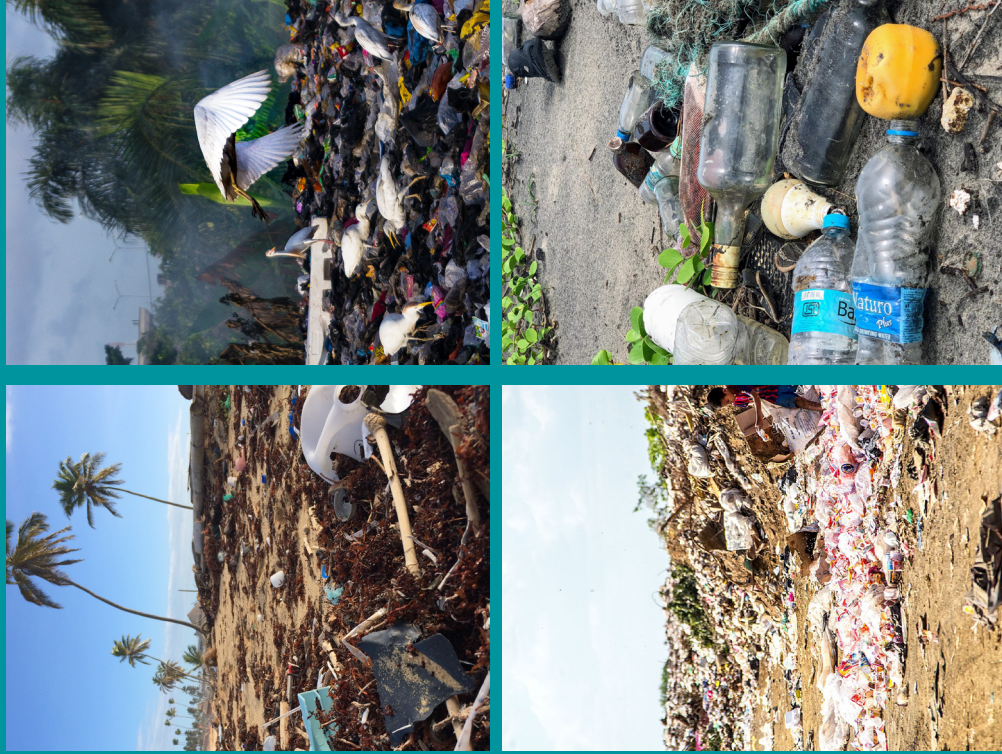
CARD 01

Problem & Solution Tree

CHAPTER 3, PAGE 13

SOLUTIONS

CONSEQUENCES
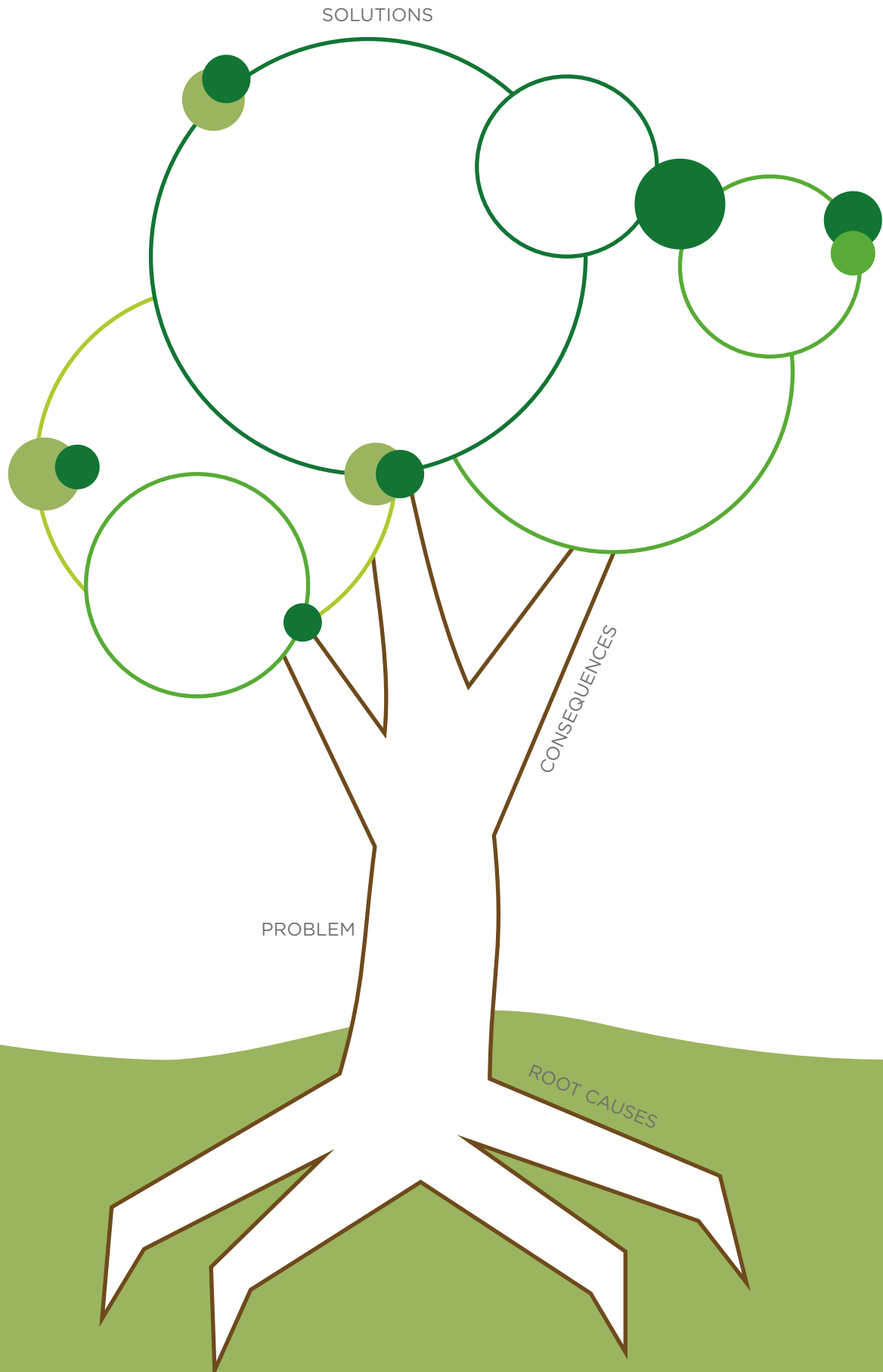
PROBLEM

ROOT CAUSES

OUR FAVOURITE WEBSITES

We encourage you to show your group **images on a laptop, screen or projector** instead of printing where possible.

www.globalactionplan.ie/education/resources

The Global Goals | www.globalgoals.org

WorldWise Global Schools |

Development Education | www.developmenteducation.ie

Trocaire | www.trocaire.org

Aidlink | www.aidlink.ie

Irish Aid | www.irishaid.ie

National Youth Council of Ireland | www.youthdeved.ie

Concern |

Sustainable Energy Authority of Ireland |

The Story of Stuff | storyofstuff.org

Unsplash | unsplash.com

Wikimedia Commons |
www.commons.wikimedia.org/wiki/Main_Page

Shutterstock |
www.shutterstock.com/explore/royalty-free-images

GLOBAL ACTION PLAN IRELAND

(01) 883 2185

www.globalactionplan.ie

info@globalactionplan.ie

Axis Ballymun, Main Street, Ballymun,
Dublin 9, D09 Y9W0.

Company Number: 346806
Charity Number: CHY 15448
CRA Number: 20053338